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English

8

ОСНОВА
ВИДАВНИЧА ГРУПА

Англійська мова

О. С. Любченко, О. М. Любченко, Н. В. Тучина

“English 8”

«Англійська мова (8-й рік навчання)»

підручник для 8 класу загальноосвітніх навчальних закладів

Харків
Видавнича група «Основа»
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Підручник розраховано на учнів загальноосвітніх навчальних за-
кладів, які вивчають англійську мову восьмий рік.

Навчальний матеріал відповідає основним лініям змісту освіти,
які визначено Державним стандартом базової і повної середньої освіти
та чинною Програмою з іноземних мов для загальноосвітніх навчаль-
них закладів: мовленнєвій, мовній, соціокультурній, діяльнісній
(стратегічній).

Основний навчальний матеріал підручника розраховано на 2 на-
вчальні години на тиждень, проте для навчальних закладів, які обе-
руть трьохгодинний режим навчання, передбачено додатковий на-
вчальний матеріал для опрацювання.

Підручник побудовано з опорою на вивчення іноземної мови через
порівняльний аналіз реалій життя сучасних Великобританії та Укра-
їни з використанням великої кількості автентичних англомовних
ресурсів.

Аудіододаток містить матеріал для роботи з завданнями з аудію-
вання, які розміщено в підручнику.

Особливістю підручника є інтерактивний онлайн-додаток, який
дозволяє працювати з мовним і мовленнєвим матеріалом підручника
в режимі онлайн.

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STARTING UP

Well begun is half done



Tip of the unit:
Find a fun way to learn English

Lesson 1

EVERY SUMMER HAS A STORY

1. a) Match the pictures A–F on p. 5 and the activities.

To go abroad, to go to the seaside, to go hiking, to go to a summer camp, to visit grandparents, to stay at home.

b) Think of two nouns to go with each activity.

Example:
to go to a summer camp — tent / cabin, camp fire, ...

Today's phrasal verb

get along (with) — be friendly; work well with

2. In pairs discuss 2–3 more activities to take during summer holidays.

Remember: when we speak about what happened in the past we use the Past Simple Tense!

Example: — What **did** you **do** in summer?

First we **went** to the seaside, and then I **stayed** in a language summer camp.

Today's idioms

- as far as I know** — if I have correct information
- be in good shape** — be physically fit
- before long** — soon

3. Divide into groups of four. Interview each other and find whose holidays were the most interesting. Use questions: What ... ? Who ... ? Where ... ? When ... ? Then report to the class using Past Simple. Think how you can use the today's phrasal verb and idioms.

Example:

As far as I know, Roman stayed at home in June. Then he and his parents went ...

4. a) in pairs, ask and answer the questions.

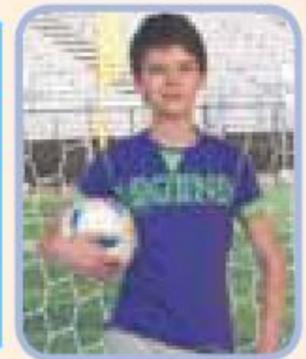
- Do you know anything about language summer camps?
- What are they for?
- Have you ever been to a language summer camp?
- Do you know anyone who has been to such a camp?
- Would you like to go to a language camp? Why?

b) Read the fact files Max and Jason made for the language summer camp and find what the boys have in common.

Example:

Maxim is ..., and Jason is ..., too. Jason likes ..., but Max doesn't like ...

Name:	Jason Blake
Age:	13
Place of birth:	Liverpool, the UK
Interests:	Slavic languages, football, IT, rock-n-roll, journalism



Name:	Maxim Levchenko
Age:	13
Place of birth:	Poltava, Ukraine
Interests:	English, computing, football, detective stories, chess.

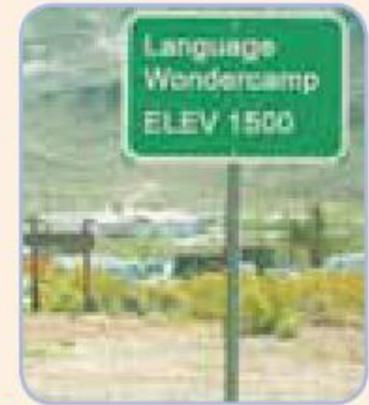


c) Do you have anything in common with the guys? What is it? What's different?

5. Max failed to hear properly some information about the camp and forwarded it wrongly to his parents. Read the leaflet and correct the false sentences.

Welcome to Language Wondercamp!
International language summer camp for children aged 10–16.

Languages taught:	English, German, Russian, Ukrainian, Polish, Slovak, Czech.
Staff:	native speakers.
Activities:	language classes, sports, mountain hiking, excursions, clubs.
Accommodation:	cottages.
Site:	mountain lake shore.
Time:	May through September.



1. This is a nice summer camp.
2. Kids of all ages can attend it.
3. A lot of European languages are taught there.
4. Some teachers are not from Slovakia.
5. I will try windsurfing.
6. All students share the same building.
7. What's more it's open most of the year.

6. a)  Listen to Max's and Jason's Skype talk and find more details about the language camp.
 b) In pairs make a more detailed fact file about the language camp.



7. Look at the Wondercamp rules and decide what children may do, must do and mustn't do in the camp. Then listen and check yourself.

Remember:

 **May** is used to say that we are allowed to do something.
Must is used to say that we are strongly recommended or have to do something.
Mustn't is used to say that we are strictly NOT allowed to do something.

STUDENTS	MAY	MUST	MUSTN'T

- use bad language
- respect teachers and other students
- have unlimited Internet access
- come to classes in time
- choose free excursions
- be on the lake on their own
- use tobacco, alcohol and drugs
- wear decent clothes
- take up any sports or club activities

8. Think and write one more **MAY**, one more **MUST** and one more **MUSTN'T** you would like to add to the Wondercamp rules.

Home assignment

9. Describe what you did while in the camp as if you were Max / as if you were Jason.
- You have a chance to make a language camp of your own. What will it be like? Make a leaflet and present it in class.
 - Write about: the site, students' age, language activities, after-class activities and the rules to follow.

Lesson 2

YOU CHANGE THE WORLD BY CHANGING YOURSELF

1. a) Look and compare Max's and Jason's classrooms.



Today's phrasal verb

keep on — continue doing something

Today's idioms

- ☑ **break the ice** — overcome shyness in making the first step
- ☑ **by all means** — definitely, certainly
- ☑ **first things first** — important things come before others

Use the words: spacious, sunny, well equipped, convenient, attractive, dark, small, tidy.

Remember:

We use **as ... as ...** to say the things are alike. *Max is as old as Jason.*

We use the Comparative Degree to say that the things are different.

Max's classroom is bigger (than Jason's one). Jason's classroom is more modern (than Max's classroom). Max's classroom is less light (than Jason's classroom).



b) Look at your classroom. Does it look the same as in May? What has changed?

Remember:

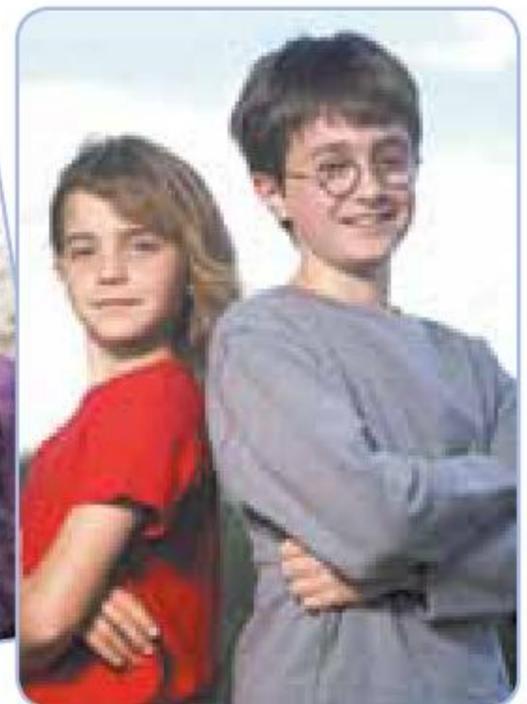
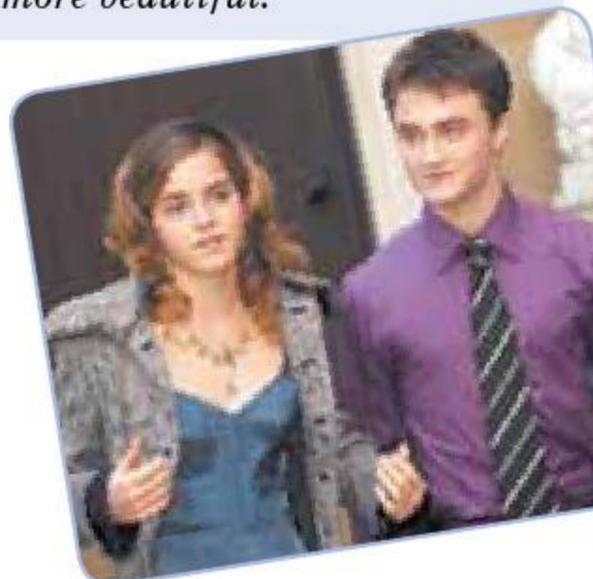
We must use Present Perfect when talking about results.

Example: Our classroom has become more beautiful.

2. Look at the photos of Daniel Radcliffe and Emma Watson at the age of 13 and 18. What has changed about them with age? in groups, choose either Daniel or Emma and say how they have changed.

Example:

Daniel has become older. Emma has become more famous.

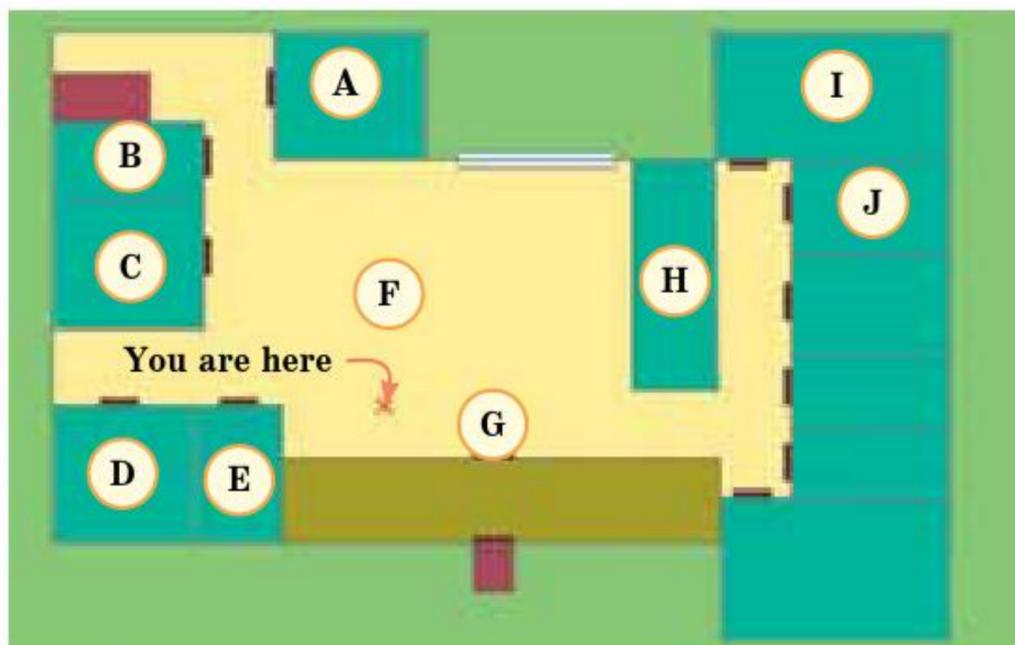


Lesson 3

BACK TO SCHOOL?

1. You are a class higher. Has anything changed for you: with your class, teachers, classmates, classrooms, subjects, staff, timetable, school building? Talk to your deskmate and find it out. Then, compare your ideas in the class. Use the today's phrasal verb and idioms.

2.  Listen to the telephone conversation between Max and his friend and match the following rooms with the letters on the school plan.



3.  Listen again and say where Anton gets if he:

- goes from the principal's office right down the corridor;
- enters the door next to the doctor's office;
- turns left from the entrance to the long corridor and enters the room next to the canteen.

4. a) Look at the plan and write how Anton may get:

- from the staff room to the principal's room;
- from the library to the lockers;
- from the workshop to the canteen.

b) Check with your deskmate.

5. Work in pairs. One of you is a newcomer to your class. The other one helps him / her get from the classroom where you are now to:

Example:

- ☑ How can (do) I get to ... ? / Can you tell me the way to ... ? / Where is (where can I find) ... ? etc.
- ☑ First ... / You should ... etc.

Today's phrasal verb

look forward to — wait with pleasure

Today's idioms

- ☑ for the time being — for now; at this time
- ☑ from now on — now and in the future
- ☑ get in touch with someone — contact someone

Entrance, library, lockers, principal's office, staff room, Max's classroom, canteen, workshop, doctor's office, hall.

 **Remember!** The British are known for being very POLITE! So, don't forget about 'please' and 'thank you' wherever possible.

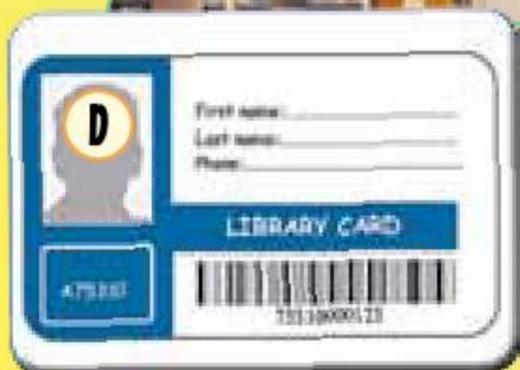
- the gym;
- the Assembly Hall;
- the psychologist's office;
- the canteen;
- the computer lab;
- the nearest lavatory.

Home assignment

6. Your friend is at the school door. Write an SMS to him / her to help get where you are. Choose one of the places: the gym, the computer lab, the canteen, the Assembly Hall, the library. Remember: you are limited by forty words.

UNIT 2

You are what you read



Tip of the unit:
Learn natural English

Lesson 1

A KEY TO THE WORLD

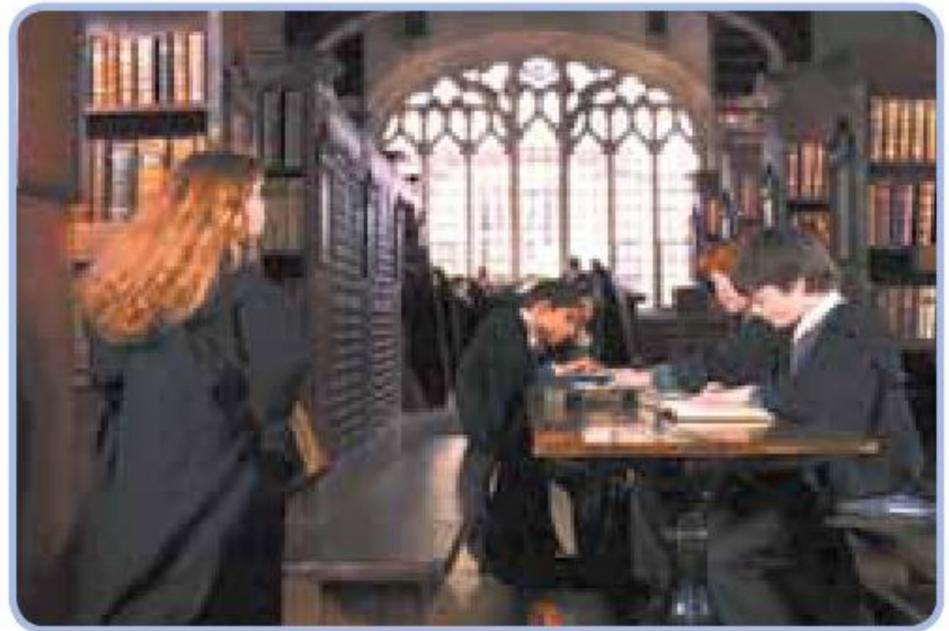
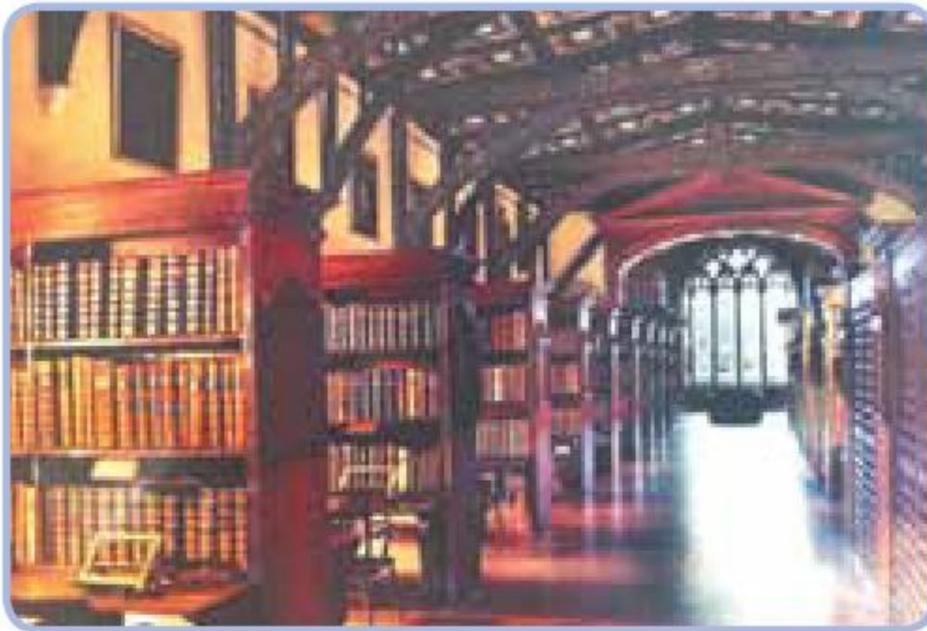
1. Look at the title of the unit. Do you agree with it? Why? Why not? Say not more than one sentence.
2. Match the words (1–7) with the pictures (A–G) on page 29 and use them to describe the pictures. Work with the today's phrasal verb and idioms.
 - 1) librarian
 - 2) bookshelves
 - 3) departments
 - 4) reader's card
 - 5) borrow from
 - 6) return
 - 7) reading room
3. You are going to listen to the virtual tour guide talking about the Bodleian Library of Oxford University. Can you guess how the following words may be used to tell about it?

Today's phrasal verb

calm down — become relaxed

Today's idioms

follow in someone's footsteps — do the same thing
go for something — try something new
hold one's tongue — keep silent



prose _____

poetry _____

plays _____

published _____

arranged _____

take out _____

Example:

- solemn oath* — a very official formal promise
- exception* — when somebody is allowed to break the rules
- salt mine* — a deep hole in the ground where salt is taken

spoil _____

alphabetical order _____

Did you know

- ☑ The earliest known written word 'book' is in a book by Alfred the Great.
- ☑ *Don Quixote* is the best-selling novel of all time, with over 500 million copies sold.
- ☑ Agatha Christie is the top-selling English-language author of all time with about 2,000,000,000 copies sold.

4. Fill in the gaps with the proper numbers and dates.

a) 1610; b) 400; c) more than 8 mln; d) 117; e) 1000; f) 700.

- 1) The number of books in the library is ... copies.
- 2) The library is about ... years old.
- 3) The library has the staff of more than ... librarians.
- 4) The total length of the library bookshelves is ... miles.
- 5) Every book produced in Britain has been in the library since
- 6) You have to walk ... feet from the library to get to a public restroom.

5. Find which statements are *True* and which are *False*. Correct the *False* ones.

- 1) All libraries in Britain may be pretty much alike.
- 2) The Bodleian library most probably appeared after the 1310.
- 3) There are books on science only.
- 4) The library tries to keep up with time.
- 5) The books are kept on the shelves by the year of publication.
- 6) To become a Library reader one must follow an unusual procedure.
- 7) There are less than five basic rules of using the library.
- 8) The library rules have not always been very strict.
- 9) People living outside Oxford have never seen the library's interior.
- 10) The library sometimes has to use rather strange places.

6. Think about your school library. In pairs, compare what is the same and what is different between it and the Bodleian library. Discuss:

- 1) What they are used for.
- 2) The staff
- 3) The borrowing policy.
- 4) The rules to follow.

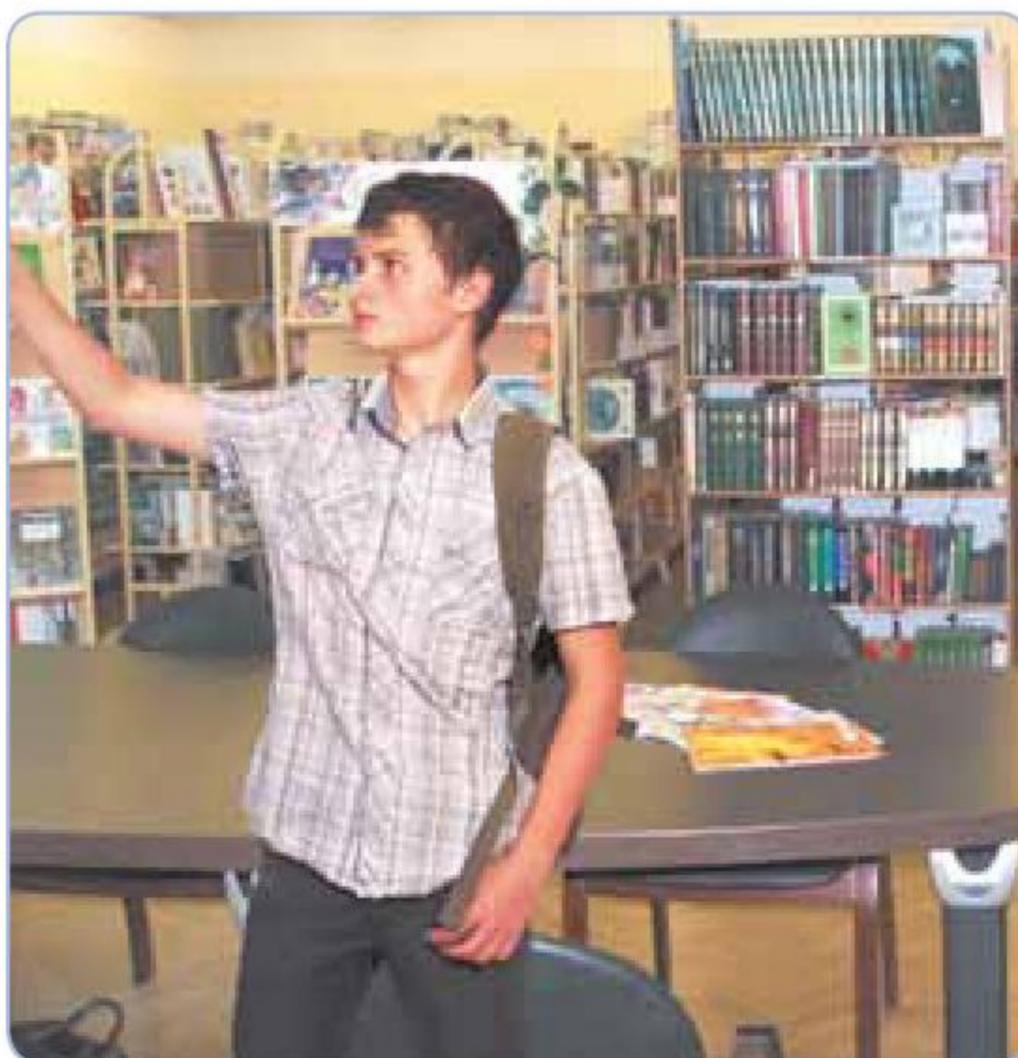
7. Make a list of rules for your school library. Compare with the class.

Home assignment

8. Look at the title of the lesson.

- 1) Do you agree with it?
- 2) Do you think that in the age of computers and the Internet school libraries are necessary?
- 3) Should they die out or should they just change? Why?
What will they look like?
- 4) What rules will they have?

Write in about 60–70 words.



1. Use the today's phrasal verb and idioms to make sentences about books and reading.

2. Name the grammar tense for each sentence. What is common about the sentences? How do you make it? Why do we use this structure?

- 1) Celtic is used in Ireland.
- 2) The Bodleian library was opened in 1320.
- 3) This Beatles' CD was brought from Liverpool.
- 4) I am much spoken about.
- 5) This new book is discussed a lot.

How can you transform these Passive sentences into Active?

be + V3

3. Look at the table with Passive forms of the verbs 'open' and 'speak'. Can you guess how to fill in the empty spaces? Can you explain why?

	be	verb
Present Simple Passive	am is are	opened spoken
Past Simple Passive	was were	opened spoken
Present Perfect Passive		

- ♦ What happens to 'be'?
- ♦ What happens to the notional Verb?

4. Read the texts and find the sentences with Present Perfect Active and Present Perfect Passive tense forms. Translate them into your language.

A) Miranda has lived in Liverpool for two years. She has done a lot of things in Liverpool. She has seen several plays, she has gone to the concerts and museums. She has been to the Cavern Club as well, and she has taken a tour to Stonehenge and Snowdonia. However, there are a lot of things she planned but hasn't done yet. She hasn't gone to see Ben Nevis yet. Miranda hasn't been to some other places of interest yet.

B) The librarian is angry with his assistant today because important letters haven't been typed yet. Tea has been given to him cold. Books have been put on wrong shelves. The mail hasn't been sent in time. A lot of time has been spent over the telephone.

Compare!

Present Perfect Active	Present Perfect Passive
Critics <i>have written</i> a lot of articles about Harry Potter books.	A lot of articles about Harry Potter books <i>have been written</i> (by critics)
He <i>has answered</i> all the questions	All the questions <i>have been answered</i> by him.
Have / has + V3	Have / has + been + V3

Today's phrasal verb

cut out — stop doing something

Today's idioms

as for / as to — speaking about
 be pressed for (time / money) — not to have enough
 by oneself — alone; on one's own

Did you know

- ☑ Winnie-the-Pooh is based on a real bear.
- ☑ In Victor Hugo's novel, *Les Misérables*, you can find a sentence that is 823 words long.
- ☑ Peter Pan was created as a tribute to the author's brother who died shortly before turning 14.

5. Fill in the Present Perfect Passive form.

(to give)

- | | |
|-------------------------|--------------------------|
| 1) I ... a good mark. | 4) She ... a good mark. |
| 2) You ... a good mark. | 5) We ... a good mark. |
| 3) He ... a good mark. | 6) You ... a good mark. |
| | 7) They ... a good mark. |

6. Change the sentences with Present Perfect Active into Present Perfect Passive.

- I have already taken the books back to the library. — The books ...
- She has just posted those letters. — Those letters ...
- The teacher has already checked my test. — My test ...
- We have opened all the windows. — All the windows ...
- I have done this exercise. — This exercise ...

7. Answer the questions about your English lesson using Present Perfect Passive.

- | | |
|--|--|
| 1) Have you been asked to read a text? | 4) Have the exercises been done by all the pupils? |
| 2) Has the text been translated? | 5) Has much homework been given? |
| 3) Have the new words been written down? | 6) Have you been praised by the teacher? |

Negative Sentences
Five miles <i>have not been cycled</i> by us
All the questions <i>have not been answered</i> by him.
Have / has + not + been + V3

Questions	
<i>Have</i> five miles <i>been cycled</i> by us?	Yes, they have.
<i>Have</i> all the questions <i>been answered</i> by him?	No, they haven't.

8. Rewrite the sentences in Passive.

- I have not opened the present.
- They have not read the book.
- You have not sent the letter.
- We have not agreed to this offer.
- Has John downloaded the song?
- Has she phoned him?
- Have they noticed us?
- Has Mary turned on the air conditioning?

Example:

Kerrie has not paid the bill. — The bill has not been paid by Kerrie.

Example:

Has anybody cleaned the kitchen? — Has the kitchen been cleaned (by anybody)?

9. Choose the correct Passive form to complete the sentences best.

- Our new computer (*was paid for / has been paid for*) at the end of the month.
- The boy (*has been looked / was looked*) after by his grandmother in his childhood.
- CNN (*was watched / has been watched*) by people all over the world.
- The people (*have been told / were told*) to leave the building. It's empty.
- He (*was never picked / has never been picked*) for the school football team.
- This subject (*has been written about / was written about*) hundreds of times.
- My sister (*was photographed / has been photographed*) recently with her two closest friends.
- Our flight (*was announced / has been announced*) already.

Home assignment

10. Make these sentences passive. Remember!

You don't have to repeat 'somebody'.

- Somebody has arranged the books.
- Somebody has written the book.
- Somebody has ordered new books.
- Somebody has sent the email.
- Somebody has borrowed books from the library.
- Somebody has given a solemn oath.
- Somebody has broken the rules.

11. Put the following sentences into Passive.

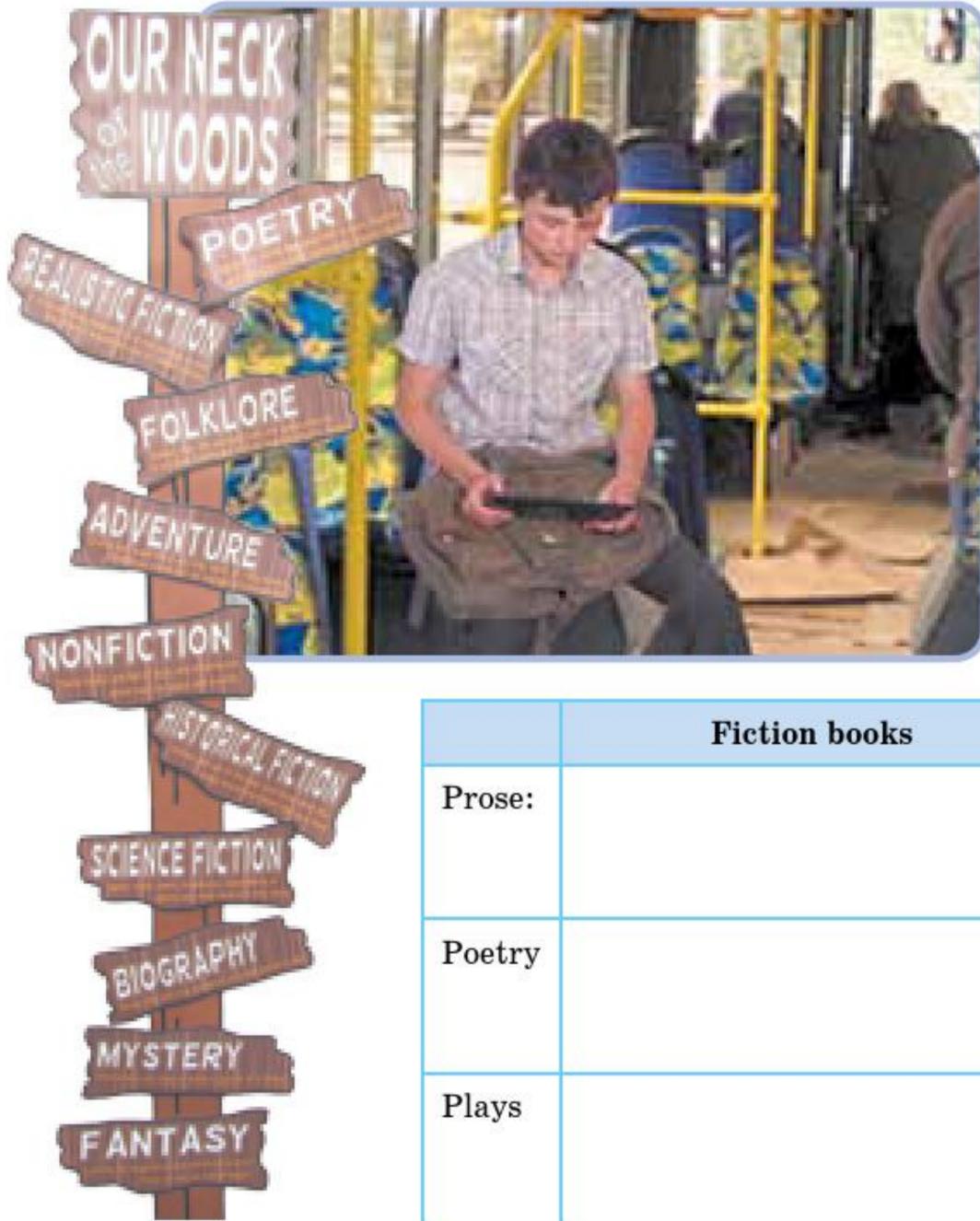
- Has the surgeon performed the operation?
- Lionel has not signed the contract.
- Our salesmen have sold all the carpets.
- Zookeepers have captured the lion in the forest.
- Dr. Phillips has not treated all the patients.
- Have the customers paid you?
- Everybody has celebrated Joana's birthday.

Lesson 3

A BRIGHT WORLD IS BORN!

1. a) Match the words below to the proper category.

Novel, drama, reference books, tragedy, song, short story, ballad, science and technology, sketch, comedy, biography, poem, encyclopedia.



Today's phrasal verb

end in — finish in a certain way; result in

Today's idioms

by heart — by memorizing
come true — become reality
even so — nevertheless; but

	Fiction books	Non-fiction books
Prose:		
Poetry		
Plays		

b) What does the word 'fiction' mean?

c) Give an example of a book for each category.

2. Listen and repeat the following genres and match them with their descriptions.

- 1) _____ comic
- 2) _____ detective
- 3) _____ fantasy
- 4) _____ science fiction
- 5) _____ adventure
- 6) _____ thriller
- 7) _____ historical

8) _____ horror

9) _____ romance

3. Work in pairs. Interview each other about what genres you prefer and why. Use the today's phrasal verb and idioms.

Example:

A: What kind of books do you ... ?

B: As for me I ... because

4. a) Look at the list of characteristics on the left. Which of them do you know? Some of them are positive, others are negative. Can you guess which ones are which?

- 1) awesome
- 2) boring
- 3) dull
- 4) exciting
- 5) intriguing
- 6) catchy
- 7) thrilling
- 8) awful
- 9) horrible

- a) story
- b) plots
- c) modern books
- d) modern authors
- e) reflection
- f) history
- g) novels
- h) writer
- i) characters

b)  Listen to a part of Jason's interview with a popular writer and match the characteristics on the left to the nouns on the right as in the interview.

5. Use the word combinations from Ex. 4 (a) to fill in the sentences from the interview.

- 1) Your ... are just ...
- 2) Most people believe ... is all ...
- 3) If a ... himself is ..., what kind of ... will the mirror show?
- 4) ... and your ... are so true-to-life and ... ?
- 5) A ... may be ... and the ...
- 6) I mostly find ... and the ... just ...

Key: 1) i g; 2) 2 f; 3) 3 h, 4 e; 4) 5 b; 5) 6 a, 7 i; 6) 8 c, 9 d.

6. Complete the sentences with necessary words to make them true. In all sentences more than one option is possible.

- 1) The writer's area is ... books.
- 2) The writer must be ... on the continent.
- 3) His books are ... for all ages.
- 4) If a writer is ..., he can't write anything
- 5) To make plots ..., the author must write about
- 6) That is why ... are still popular.
- 7) Most modern books
- 8) To become better you must read more books



Did you know

- Pamela Travers hated the way Mary Poppins was shown in Disney's adaptation of her book.
- The author of the iconic Sherlock Holmes was also an amateur detective.
- J.R.R. Tolkien typed 'The Lord of the Rings' using only two fingers.

Home assignment

7. Go back to ex. 4 a, make your own sentences using the word combinations the way they are (1 a, 2 b, ..., 9 i).

Lesson 4

A BOOK SIDE FOR EVERYTHING

1. Divide into two groups: boys and girls. In groups discuss which genres best fit each category of readers.

Comic, detective, fantasy, science fiction, adventure, thriller, historical, horror, romance.

Good for boys	Good for girls	Good for both

Compare the lists. Are there any differences? Try to explain to the other group why you suggest moving a genre to another column. Use the adjectives from the previous lesson and the today's phrasal verb and idioms.

2. Look at the screenshot of a filmed book. What are the people? What is happening? Why do you think it may be happening?

a) Read a review on this book. How much have you guessed?

Today's phrasal verb

get over — recover

Today's idioms

ill at ease — uncomfortable
in fact — actually; in reality
in the long run — in the end



"*Fahrenheit 451*" is a science fiction best-seller novel by Ray Bradbury, an outstanding American writer of the 20th century. The epigraph explains the title — this is the temperature at which book paper catches fire.

Guy Montag is a fireman in a society of the future where books are **banned** and replaced with endless TV shows and radio programs. The firemen's job is not to put fires out but start them by burning books upon discovery.

When Montag meets Clarisse McClellan, the girl opens his eyes, and he grows unhappy with his life. He starts to think that books aren't so bad at all.

His boss, Captain Beatty, comes to his home and **lectures** Montag on the dangers of books. Montag spends the afternoon

reading the books he's been secretly keeping at home.

On the same night, Beatty takes Montag to a fire alarm — at Montag's own house. Montag has to burn both his books and his house, then turns on Beatty and burns him down.

After that, Montag **escapes** from the city and meets a group of people who are book **intellectuals**. Their leader explains the situation: since books are banned, each of them had to **memorize** one text.

The city is bombed by a warring country. Everyone is dead except for Montag and the book people in the woods, and they decide to build up a new society.

The novel is catchy and thrilling and tells us what may happen to people if they **quit** reading books.

b) What do the words in bold mean? Can you find synonyms to them? Make your own sentences using the words.

3. Without looking back at the text answer the questions, then reconstruct the review using your answers.

- 1) What are the title and the genre of the book?
- 2) Who is the author?
- 3) What does the book describe?
- 4) What is the reviewer's opinion about the book?
- 5) What do you think is the main idea of the book?

4. Let's have a look at the structure of the review.

- 1) Where can we find the information about the *genre*, the *title* and the *author*? Why so?
- 2) What indicates the *place and the time* of action?
- 3) How is the *main character* introduced?
- 4) Where and how is the *plot* described?
- 5) What is the last paragraph about?

Does it look like the reviews you have done before?

5. Read a few Captain Beatty's quotations he made while in Montag's home.

In pairs, discuss:

- Do you share Beatty's ideas about reading and books? Why? Why not?
- The book was written in the 1950s. Do you think that Ray Bradbury could see the future? What makes you think so?
- Why were books dangerous for the government?
- Were books burnt because the government was strong or because they were frightened? Why do you think so?
- Will a society die out without books and reading?
- If you were in Montag's place, what would you say to Beatty?

"Once, books were for people here, there, everywhere. They could afford to be different. But then the world got full of eyes and elbows. Books cut shorter. Classics cut to fifteen-minute radio shows, then to a short book column, ending up in a twelve-line dictionary summary. Make man's mind move around so fast that all unnecessary, time-wasting thinking goes away!"

"School is shortened, discipline relaxed, philosophies, histories, languages dropped, English and spelling almost ignored. Why learn anything but how to press buttons and pull switches?"

Did you know

- ☑ The original title of *Fahrenheit 451* was *The Fireman*.
- ☑ The first horror story in the world was "Frankenstein" by Mary Shelley.
- ☑ The story of Cinderella first appears in a Chinese book written in the 850s.

"More fun, and you don't have to think. With school turning out more runners, jumpers, and swimmers instead of explorers, critics, knowers, and imaginative creators, the word 'intellectual' becomes bad language. Each man must be the mirror of every other; then all are happy. We must all be alike. And then, a book is a loaded gun in the house next door. Burn it. Burn them all, burn everything."

6. In pairs, make a brief slogan about why people need books and/or reading. Choose the best slogan in class.

Home assignment

7. Use ex. 3 to write briefly about the book you have recently read.

1. Let's play "The Brainiest Kid". In pairs, order the following words and find their opposites. Who can do it fastest?

- 1) letiop
- 2) simpoticti
- 3) gronst
- 4) yzla
- 5) trams
- 6) diferlyn

2. Look at the adjectives on the left describing traits of character. Can you guess their meanings?

Now read the definitions on the right and decide which of them are positive and which — negative.

- Ruthless — never afraid of bringing pain to people
- Ambitious — has a goal in life (to achieve)
- Grateful — always remembers good
- Courageous — never afraid of a fight
- Self reliant — depends on their own
- Arrogant — thinks he/she is much better than the rest of the world
- Curious — wants to learn something
- Determined — never stops on the way to their goal
- Confident — sure of themselves
- Stubborn — never changes their mind even if wrong
- Envious — wants what someone else has
- Reckless — never thinks about the results
- Trustworthy — their word can be taken to the bank
- Cynical — doesn't believe in life values

3.  Listen to the descriptions the Sorting Hat used for Tom Riddle (future Lord Voldemort) and Harry Potter. Match them to the adjectives above and put those in a proper column.

Tom Riddle	Harry Potter

Which of the characters is more positive and which is more negative? Prove it.

4. In pairs, discuss if characters may be only positive or only negative. Why do you think so? Give examples. Use the today's phrasal verb and idioms.

Today's phrasal verb

give up — stop doing something

Today's idioms

in hot water — in trouble
 in other words — using other words
 the ins and outs — all information about something



5. In pairs, discuss the characters of Professor McGonagall of Gryffindor and Professor Snape of Slytherin and fill in the table below. Use the adjectives from Ex. 2 and add at least two adjectives of your own. Share with the class.



Professor McGonagall		Professor Snape	
Positive traits	Negative traits	Positive traits	Negative traits

6. Think how you could describe the book character of Albus Dumbledore of Hogwarts. Use the plan:

- 1) Book and author
- 2) Name and age, place of living
- 3) Job or profession
- 4) Positive traits
- 5) Negative traits
- 6) Why you like / dislike this character.

7. Work in pairs. In turns, choose a character from the book other than the Harry Potter series you and your deskmate know and describe him / her to your deskmate using the adjectives from Ex. 2 without telling the name. Your deskmate is to guess who it is.

Home assignment

8. Write about your favourite book character (See Writing Tips, p. 214).

Did you know

- ☑ The Japanese word 'tsundoku' means 'buying a load of books and then not getting round to reading them'.
- ☑ China banned Lewis Carroll's Alice in Wonderland because "animals should not be given the power to use the language of humans".



Lesson 6

MORE THAN TREASURE

1. Match the book to the genre. Check with your classmates.

- | | |
|------------------------------------|--------------------|
| 1) "Treasure Island" | a) detective |
| 2) "Superman" | b) historical |
| 3) "The Lord of the Rings" | c) horror |
| 4) "Fahrenheit 451" | d) romance |
| 5) "The Hound of the Baskervilles" | e) comics |
| 6) "The Three Musketeers" | f) adventure |
| 7) "Call of the Vampire" | g) thriller |
| 8) "Da Vinci Code" | h) fantasy |
| 9) "Love Story" | i) science fiction |

2. Work in groups of five. Look at the rules of writing a book review, then put the paragraphs in the correct order and read the sample review about a famous book.

Today's phrasal verb

go through — experience

Today's idioms

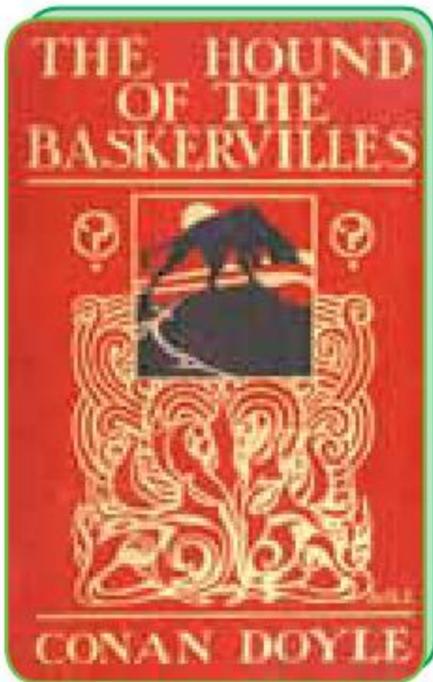
keep an eye on — take care of; watch
lose one's temper — become angry
not a bit — not at all



How to write a book review

1. General information about the book: the author's name; the title of the book, its genre and type.
2. Background information: information about the author and any interesting details that led to the writing of the book (if any).
3. Theme of the book (The book tells about ...)
4. Main idea: what is the main idea of the book? (The author wanted to show ...)
This statement must be brief (a sentence or a paragraph) and clear.
5. Main character (-s)
Describe the appearance, traits of character and in what way the character helps realize the main idea.
6. Events
Briefly describe the order of events in the book and how they serve the main idea.
7. Opinion and comments
Your opinion, comments and recommendations about the book (to read or not to read).

The main character, Sherlock Holmes, is a tall, middle-aged private detective. He's a very confident and determined man. He's also very curious, so he is an expert in criminology, though he is quite ignorant in many other areas. In addition, he's very courageous and ruthless to those who break the law. But what is most important about him, he is so intelligent and smart that no criminal can compare to him.



The book tells about a mysterious legend of long ago that suddenly happens to return and become true. And the famous London detective wants to solve the mysterious puzzle.

'The Hound of the Baskervilles' is one the best detective stories in the world literature. It was written by Sir Arthur Conan Doyle, the writer who is best known for his detective and science fiction stories.

The book is really catchy and thrilling and I would strongly recommend everyone to read it.

The author wanted to show that Good always wins and Evil always loses.

Did you know

- Shakespeare used around 29,000 different words in his plays. About 6,000 words appear only once. About 10,000 words are not found in any English literature before Shakespeare.

While at college Conan Doyle was greatly impressed by his professor who could notice the smallest details and by them reconstruct the whole picture. This gave young Arthur the idea of creating a book detective who might be different from traditional policemen.

A strange death happens to the owner of the Baskerville Hall and footprints of a huge dog are found near his body. It reminds of an old legend about the same dog. The owner's nephew comes to live in the place and finds himself in a few very strange situations, so he comes to Sherlock Holmes for help.

3. Work in pairs. Use the plan and the sample review to make a review of your own about "Robinson Crusoe" by Daniel Defoe. Make it with the help of the today's phrasal verb and idioms. Compare your reviews in class.

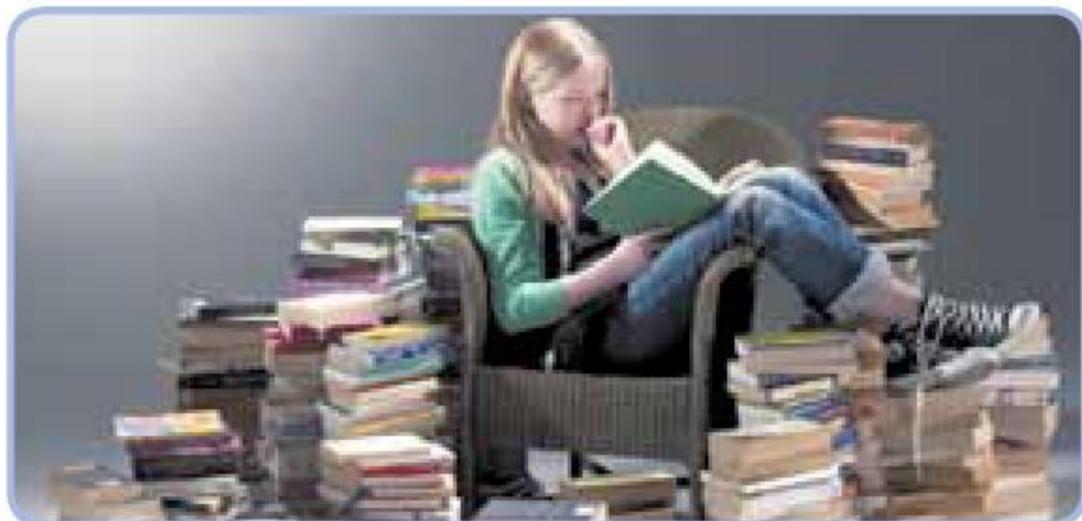
Home assignment

4. Write a review about your favourite book (See Writing Tips, p ...)





1. a) Look at the picture. What does it tell you about? Can you guess what the story below will be? What makes you think so?
- b) Read the blog, see if your guess has been correct, and do the exercises.



Today's phrasal verb

make fun of — laugh at / make jokes about

Today's idioms

- on the go** — on the move; busy, active
- read between the lines** — understand the hidden meaning
- search high and low** — search everywhere

In a perfect world, reading is one of the very few leisure activities that can actually make you a better person.

Plenty of my pals wouldn't read a book even if you paid them. They're nice, clever men to **chum around** with, but none of them are the kind of **sharp**. My experience tells me that you can **bump into** a group of people and **figure out** in a few minutes which of them picks up a **paperback** before bed. The smartest guy I know carries a copy of *The Great Gatsby* with him and looks through it before every important meeting. He says it gets him in the rhythm of genius, and I believe him.

Reading makes you sit and **focus** on a book. The studies have been done that it also improves your vocabulary and your analytical abilities. That means the guy with his nose in a novel thinks quicker than the guy just listening to something through his earphones.

Almost everything ever talked about comes from a book, and every episode of our life is brought back to the characters, plots and motivations that have been written down over the past 3,000 years. It becomes your own because you take the story to be individual, making your experience richer and more personal.

Books are a direct **link** between the artist's talent and you, and the best thing about a book is that it tells you half the story and makes you **come up with** all the scenery and information yourself, in a way that TV and video games could never do. Your mind is made to fill in the **blanks** automatically, and the product is better than what could ever be spoon-fed to you from a screen.

That brings me to my most important point: reading about something is as close as you can get to **actually** being there without actually being there. One might say he'd like to have adventures **rather** than read about them. It's a **fair point**, but most of us have no chance to sail the oceans **in search of** Captain Grant, or walk Paris with the three musketeers looking for adventures.

The point is, when you read, you live through the story. By the time the books start **piling up** around you, you've already been a bank robber, a soldier, a member of the *nouveaux riches** or a tough cop. You've lived through all kinds of situations and visited all kinds of places because your brain has gone through them, and you've done it for just the price of a few coffees.

* [nu'vɔ: rɪʃ]

To put it **bluntly**, be well-read because it's your strong advantage. Reading is almost an act of revolution in our passive digital-screen culture. Let your mind do the running. It takes the time and focus but it will **pay you back** with intellectual riches, which a screen will never give you. If life is a game, and you've got a few hundred important books under your belt, you've got a **leg up on** anyone who hasn't.

(adapted from <http://www.askmen.com>)

2. Find the words and phrases (A, B or C) that are closest in meaning to 1–7 and replace those in the story.

- | | | | |
|-----------------|--------------------------|-----------------------|------------------------|
| 1) chum around | a) generalise | b) socialise | c) realise |
| 2) sharp | a) very smart | b) very thin | c) very dangerous |
| 3) bump into | a) meet | b) greet | c) treat |
| 4) figure out | a) underline | b) undergo | c) understand |
| 5) paperback | a) book with paper cover | b) book made of paper | c) paper made of books |
| 6) come up with | a) go up | b) look up | c) create |
| 7) blanks | a) empty spaces | b) empty cosmos | c) empty brains |

3. Match the words and phrases (1–9) to their synonyms (a–i).

- 1) actually; 2) rather; 3) fair point; 4) in search of; 5) piling;
6) nouveaux riches; 7) bluntly; 8) pay back; 9) a leg up on.
a) straight; b) benefit; c) really; d) looking for; e) new rich;
f) an advantage over; g) more; h) good reason; i) adding.

4. Find the answers to the questions in the blog.

- 1) How does reading develop a person?
- 2) How does the blog prove that there is nothing new in the world?
- 3) How does a reader take part in realizing the author's idea?
- 4) What kind of experience does a reader get?
- 5) How much is the same book different for every reader?
- 6) Why is reading absolutely necessary in today's world?

5. Make sentences about the blog using the today's phrasal verb and idioms.

6. Look at the following sentences. Where in the paragraphs can you find them? Read the parts in italics. What are they? Is there a big difference between sentences 1 and 8?

- 1) In a perfect world, *reading* is one of the very few leisure activities that *can actually make you a better person*.
- 2) Plenty of *my pals wouldn't read a book* even if you paid them.
- 3) *Reading makes you sit and focus* on a book.
- 4) Almost *everything* ever talked about *comes from a book*.
- 5) *Books are a direct link between the artist's talent and you*.
- 6) That brings me to my most important point: *reading about something is as close as you can get to actually being there* without actually being there.
- 7) The point is, *when you read, you live through the story*.
- 8) To put it bluntly, *be well-read because it's your strong advantage*.

8. Are you courageous enough to give true answers to the questions?

- 1) Do you think reading is more of leisure or more of hard work?
- 2) How much are you and the author's friends alike?
- 3) How can you tell a reader from a non-reader?
- 4) What kind of people do you usually bump into when on a transport: those with their noses in a book or those with earphones?
- 5) Have you ever imagined yourself a book character?

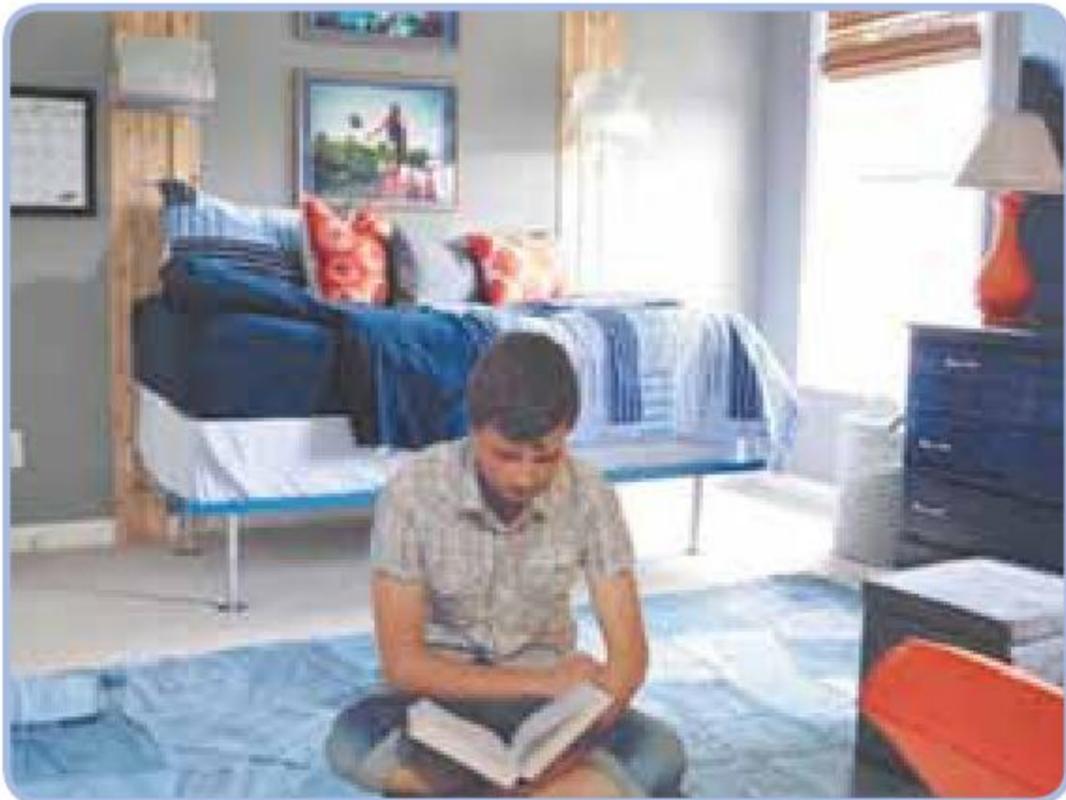
Did you know

- In his plays Shakespeare speaks about the inventions that were made after the time when the actions in the plays took place.
- Charles Dickens believed in the supernatural, and he belonged to The Ghost Club.

Home assignment

9. Take the KEY IDEAS in italics 1–8 (ex. 5) and make your own blog.

1. Use the today's phrasal verb and idioms to describe the picture of Max reading a book.



Today's phrasal verb

look up — search for in a book or other source

Today's idioms

take a break — stop for rest
 take it easy — relax; be calm
 take one's time — do something without hurry

2. Replace the underlined words with their synonyms or antonyms below to make the description true:

confident

reckless

author

egoistic

funny

stubborn

character

Karlsson is the main writer of the Swedish personage Astrid Lindgren. He is very serious and always sure of himself. He is very careful and selfless. He's bullheaded, so he never changes his decision.

3.  Listen and change the sentences as in the example.

Check yourselves with the speakers.

- 1) Somebody has bought the presents.
- 2) Somebody has eaten my sandwich.
- 3) Somebody has prepared the meal.
- 4) Somebody has made coffee.
- 5) Somebody has finished the report.
- 6) Somebody has learned the lessons.

Example:

Somebody has watered the plants. — The plants have been watered.

4. Fill in the Present Perfect Passive form.

- 1) Four pizzas (*to order*).
- 2) The student ... a good mark. (*to give*)
- 3) The thieves ... (*to catch*)
- 4) A diary ... by Emma. (*to write*)
- 5) The city ... by a thunderstorm. (*to hit*)

5. Make the sentences Passive.

- 1) He has read all the books. — ...
- 2) They have cleaned the house. — ...
- 3) We have written a test. — ...
- 4) They have eaten breakfast. — ...
- 5) He has lost the key. — ...
- 6) Have the children eaten the strawberries?

6. Imagine that your classroom and the school yard have been thoroughly cleaned. Say what has been done by whom.

- 1) The desks ... (*to wash*)
- 2) The flowers ... (*to water*)
- 3) The floor ... (*to mop*)
- 4) The furniture ... (*to dust*)
- 5) The grass ... (*to cut*)
- 6) The trees ... (*to cut down*)

7. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.

- 1) Peter ... (*to break*) the window.
- 2) The exercise ... (*to write*) already.
- 3) The text ... (*to translate*) by Victor.
- 4) The teacher just ... (*to explain*) the new rule.
- 5) We (*to learn*) the Passive Voice already.
- 6) A new school ... (*to build*) in this street.

8. Write the sentences in Passive using the correct tense.

- 1) English (*speak*) all over the world.
- 2) This quarrel (*forget*) last year.
- 3) I can't write. My pencil case (*steal*).
- 4) We (*never / beat*) at badminton.
- 5) This shirt (*make*) in France.
- 6) Some ink just (*spill*) on the carpet.

9. Find the best word to fit in each space.

- “Cinderella” is a ... by Charles Perrault.
- It is based on ... tales.
- The book is about a ... girl who gets ... to a Prince because of her ... and beauty.
- The author tells us that a real ... is not in the appearance or nice ..., it's in the person's

Home assignment

10. Change these active sentences to passive. Choose if you need the agent or not.

- 1) People speak Portuguese in Brazil.
- 2) My grandfather built this house in 1943.
- 3) He has just written three books.
- 4) John told him about that.
- 5) Somebody has already done the work.
- 6) Everybody loves Mr. Brown.
- 7) They have built a new stadium near the station.

11. Make a short story about your favourite writer (See Writing Tips, p)

12. Arrange the events in the “Did you know” section of the unit in chronological order.

Did you know

- ☑ The first book printed in Oxford dated 15th century carried a misprint on its first page.
- ☑ Around £2.2 billion is spent on books in the UK each year. A fifth of this is spent on children's books.

My Progress Chart

I am happy with my work because ...

I did not really enjoy ...

I think I've made my speaking better because ...

I'm more assured in grammar because ...

I understand spoken English better because ...

Reading brings me more pleasure because ...

I need to pay more attention to ...

UNIT 5

Nation talking to itself



Tip of the unit:
Listen — speak — read — write



Today's phrasal verb

take out — remove

Today's idioms

know the ropes — know some business very well
 no go — impossible, hopeless, useless
 off the record — not for the public; unofficially

1. In pairs, ask and answer the following questions:

- 1) What kind of mass media do you and your family use to find out about the news in your country and in the world? Why?
 - a) the radio
 - b) the Internet
 - c) TV
 - d) newspapers
- 2) What does your family normally use newspapers for?
 - a) for reading articles and analytical materials
 - b) for using them as a TV guide
 - c) for doing crosswords and puzzles
 - d) as package material

2. How do you understand the word 'press'? Use the today's phrasal verb and idioms.

Sort out the following words into the categories. Some words may belong to both categories.

broadcast, journalist, column, show, journal, on air, interview, magazine, article, advertisement (ad), review, reporter, live, comics.

Press	Other media

How do you understand the difference between *journalist* and *reporter*?

3. How much do you know about the British press? Look at the pictures on page ... which show the most popular British newspapers. Read the article below and decide which of them fall into the groups in the way they are usually put in Britain. What makes you think so?

"Heavies"	
"Tabloids"	

All newspapers in Britain can be divided into the quality press and the popular press. The quality newspapers (known as "heavies") usually **deal with** home and overseas news, sports and cultural events. They also have financial reports, travel news and book and film reviews.

The popular papers or the “populars” (known as “tabloids”) are smaller in size and deal with entertainment rather than information. They have large **headlines** and a lot of big photographs and **cartoons**. They focus on sensational and juicy events, scandals, **gossip** and **rumours** even about the Royal family. The tabloid language is much closer to spoken than the language of “heavies”.

Almost all national **daily** newspapers in Britain have their sister Sunday **issues**.

There are a lot of different regional daily papers in Britain as well as local **weekly** papers and many free papers, which exist from publishing **advertisements (ads)**. So, in Britain we can find newspapers of any type, and each of them has its **target audience**. Most people are glad that the press is free and objective. They say if they are not happy with what they read in “The Times”, they can go and pick up another newspaper and compare the points of view.

b) Pay attention to the words in bold and match them to their meanings.

_____	— publications	_____	— talks about someone behind his back
_____	— title	_____	— commercial notes about sales or services
_____	— everyday	_____	— drawings
_____	— cover	_____	— once a week
_____	— information (often false) about somebody or something	_____	— a specific group of readers (viewers, listeners, buyers, etc.) for which a product is made

5. In which of the newspapers on page 83 could we possibly find the following information:

- | | |
|---|---------------------------------|
| 1) global warming | 6) the results of the EU summit |
| 2) analysis of the referendum in Scotland | 7) crosswords |
| 3) interview with the Pope | 8) TV guide |
| 4) scandal in Manchester United | 9) horoscope |
| 5) life after death | Explain your choice. |

6. Listen to a funny classification of some English newspapers from page ... and match each newspaper with its target audience. Some papers are missing. What are they? Write them down and decide what their target audience can be.

- | | |
|-------------------------|---------------------|
| ▪ “The Times” | ▪ common people |
| ▪ “The Daily Mirror” | ▪ the conservatives |
| ▪ “The Guardian” | ▪ the stupid |
| ▪ “The Daily Mail” | ▪ the government |
| ▪ “The Daily Telegraph” | ▪ idealists |
| ▪ “The Daily Express” | ▪ housewives |
| ▪ “The Sun” | ▪ the opposition |

Note:
I run fast = I move fast (on foot)
I run the company = I head the company

7. Do you know any newspapers in Ukraine similar to the British ones? What are they? How great is the difference between British and Ukrainian paper mass media?

Home Assignment

8. Imagine you are starting a newspaper of your own.

- 1) Write what your paper is going to be like.
- 2) Will it be a quality or a popular one?
- 3) What topics will it cover and focus on?
- 4) Will it be a national, regional or a local paper?
- 5) Will it be a daily, weekly or a Sunday paper?
- 6) What will it exist from — ads or readers payments?
- 7) What will your target audience be?

Did you know

- ☑ More than 24 billion newspapers are published every year
- ☑ The first modern newspapers were made in Western Europe.

Lesson 2

TO BRING US NEARER TO ...

- 1.a) Put odd words out and explain why.
- 1) dress, football, make up, glamour, "Go Girl", gun.
 - 2) policy, "The Times", anecdote, finance, review, rumours.
 - 3) "The Daily Mirror", sensation, paparazzi, analysis, TV guide, foreign policy.
- b) Use the today's phrasal verb and idioms to make sentences about the British press.

Today's phrasal verb

use up — finish a product so that there's none left

Today's idioms

on the tip of one's tongue — about to say but unable to remember
rack one's brain — try hard to think
rock the boat — make the situation unstable

Did you know

- ☑ The first of modern newspapers was the monthly *Notizie scritte* published in Venice from 1556.
- ☑ The price of *Notizie scritte* was one Venetian coin called a *gazetta*, which is why the word 'gazette' came to mean a newspaper.

Compare

Principal clause	Subordinate clause	Description
He said (that) Past Simple	he <i>worked</i> for a paper Past Simple	<i>both actions happen at the same time</i>
	he <i>had worked</i> for a paper Past Perfect	<i>the action in the S-clause happens before the action in the P-clause</i>
	he <i>would work</i> for a paper Future-in the-Past	<i>the action in the S-clause happens after the action in the P-clause</i>

When we talk about the actions that happen **before** a moment or action in the past we use **Past Perfect** (*had + V3*).
 When we talk about the actions that happen **after** a moment or action in the past we use **Future-in the-Past** (*would + V1*).



2. Rewrite the sentences about the past using Past Perfect and Future-in the-Past.

He says	→	he bought some tabloids.	He said	→	
	→	the article was about home news.		→	
	→	the paper was small in size.		→	
	→	it had a lot of gossip.		→	
	→	the paper will have a Sunday issue.		→	
	→	it will be in a simpler language.		→	
	→	there will be many free papers.		→	
	→	he will pick up another newspaper.		→	

3. Make complete sentences using Past Perfect or Future-in the-Past. Make two sentences where both variants are possible.

- 1) Mike admitted / never read "heavies".
- 2) Jason agreed / be late.
- 3) Sonya boasted / get a new doll.
- 4) Max claimed / lose his luggage.
- 5) Mrs. Blake complained / put up weight.
- 6) Dr. Watson felt / something happened.
- 7) Holmes understood / it be the hound of Baskervilles.

**Remember!**

If the tense of the principal clause is Past, we change the tense of the subordinate clause:

from	to
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Future Simple	Future-in the- Past

Time expressions are also changed:

from	to
this, these	that, those
now	then, at that moment
here	there
today	that day
tomorrow	the next day /the following day
yesterday	the day before
ago	before
last week /month /year	the previous week /month /year

4. Choose the time expression that best completes the sentences.

1) **Mary:** "I will go to London tomorrow."

Tom: "Mary said (*that*) she would go to London."

- a) on Friday
- b) tomorrow
- c) the following/next day

2) **Mary:** "I am going to play the piano today."

Tom: "Mary said (*that*) she was going to play the piano."

- a) that day
- b) today
- c) tomorrow

3) **Mary:** "I went to the concert yesterday."

Tom: "Mary said (*that*) she had gone to the concert."

- a) yesterday
- b) the day before
- c) on Saturday

4) **Mary:** "I am enjoying life now."

Tom: "Mary said (*that*) she was enjoying life."

- a) now
- b) at that time
- c) today

5. Make reported statements. Pay attention to the time expressions and the pronouns.

1) They said, "This is our paper."

2) She said, "I went to the newspaper office yesterday."

3) He said, "I am writing a test tomorrow."

4) You said, "I will do this for him."

5) She said, "I am not hungry now."

6) They said, "We have never been here before."

7) They said, "We were in London last week."

8) He said, "I will finish this article tomorrow."

9) He said, "They won't write any gossip."

10) She said, "It is very quiet here."

Home assignment**6. People made these statements. Report them, using said.**

1) "Mary works in a bank", Jane said.

2) "I'm staying with some friends", Jim said.

3) "I've never been to Russia", Mike said.

4) "Tom can't use a computer", Ella said.

5) "Everybody tries to do their best", Jill said.

6) "Jane moved to a new flat", Rachel said.

7) "I'll stay at home on Sunday", Bill said.

7. Write these sentences in indirect speech.

1) "I'll see them tomorrow", he said.

2) "I've already met their parents", she said.

3) "I stayed in a hotel last week", she said.

4) "I haven't waited long", she said.

5) "I'll tell them the news this Saturday", she said.

6) "I walked home after the party yesterday", he said.

SIR CLIVE WOODWARD
All-out attack is the only way forward for England – Pages 76-77

FIGHTING BACK

Lancaster plans swift revamp to add flair after Cardiff collapse



By GEMMA COOPER
Lancaster manager Clive Woodward has vowed to overhaul his squad after a 1-0 defeat by Cardiff City on Saturday. Woodward says the club will bring in new players to add flair to the team.

Today's phrasal verb

wipe off — clean (board, table)

Today's idioms

save face — try to change the negative impression
scratch the surface — study something carelessly
sleep on it — put off a decision till next morning

THE 21ST CENTURY PLAYGROUND



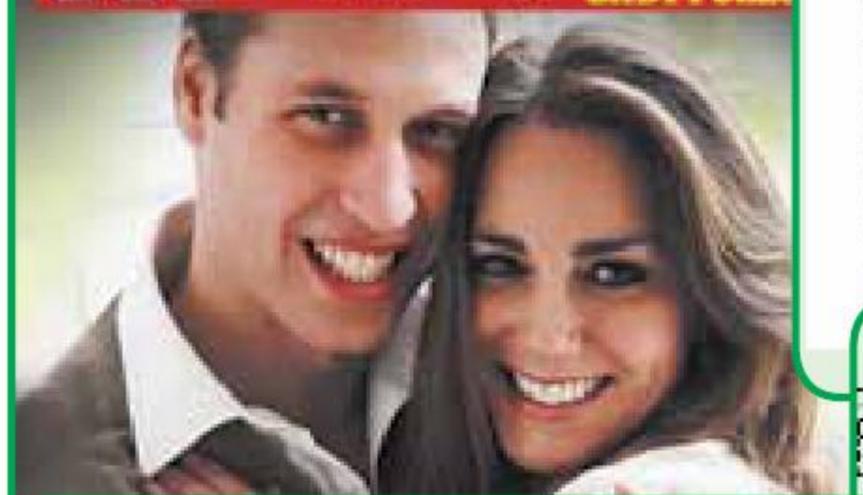
Yo, DUDE, WADDUP NIDAT ROUND THING NEXT TO YOUR FOOT?

Chicago Tribune
Chicago, Ill., 2013

The Mail
ON SUNDAY

Chic Curue
Friday, January 11th, 2013

DAILY Mirror
SOUVENIR EDITION
PLUS ROYAL BABY PULLC



YOUR Evening News GUIDE TO THE DAY

ONE	BBC TWO	ITV1
8:00 Start of News 9:00 Weather (10:00) 9:00 News (11:00) 9:00 News (11:00) 9:00 News (11:00) 9:00 News (11:00) 9:00 News (11:00)	8:00 News (11:00) (11:30) 9:00 News (11:00) (11:30)	8:00 8TV Morning News (1) 8:00 Breakfast (1) 8:25 The Jersey Style Show (1) 8:30 The Morning (1) 8:30 Loose Women (1) 1:00 8TV News: Weather 1:00 Regional News: Weather (1) 2:00 A Touch of Frost (1) 2:00 Dickinson's Royal Deal (1) 2:00 8TV News (1)

Advice Column

Charlotte Register & Bee
Friday, May 14, 2009 - Charlotte, N.C.

NEED GROWING
Crisis Line getting overwhelmed with callers — A2

OOPS! IRS GOOFS
Thousands don't get what they need — A7

LOVE IN THE AIR
Court legalizes gay marriage in California — A2

Police identify dead body found in Gretna

PETER PUMPKIN EXPLAINS.



You are Peter Pumpkin...
You are today...
What if you travel...
You will never...
You will never...
You will never...

1. Look at the pictures above, match the words you know with the pictures, then listen to the conversation and find the pictures for the rest of the words.
In pairs, think how you can use the today's phrasal verb and idioms to describe the work of newspaper staff.
2. Look at the newspaper page below. How many things on it do you know?



3. Discuss in pairs. What are the differences between newspapers and books? How does the language of newspapers differ from the language of books? Why?
Make your list. Discuss it with other students.
4. In pairs, discuss what should headline look like? Choose the necessary adjectives and explain why.
Compare your words with other students.
Catchy, long, informative, bright, mysterious, short, emotional, academic.
5. a) Look at the headlines below. What is unusual about them?



b) Rewrite them in the formal written English.

Home assignment

6. Choose a Ukrainian newspaper and describe it in detail.
Is it a quality or popular paper?
Is it national, regional or local?
Is it a daily, weekly or Sunday paper?
What does it focus on?
What does it look like and what does it have on its pages?

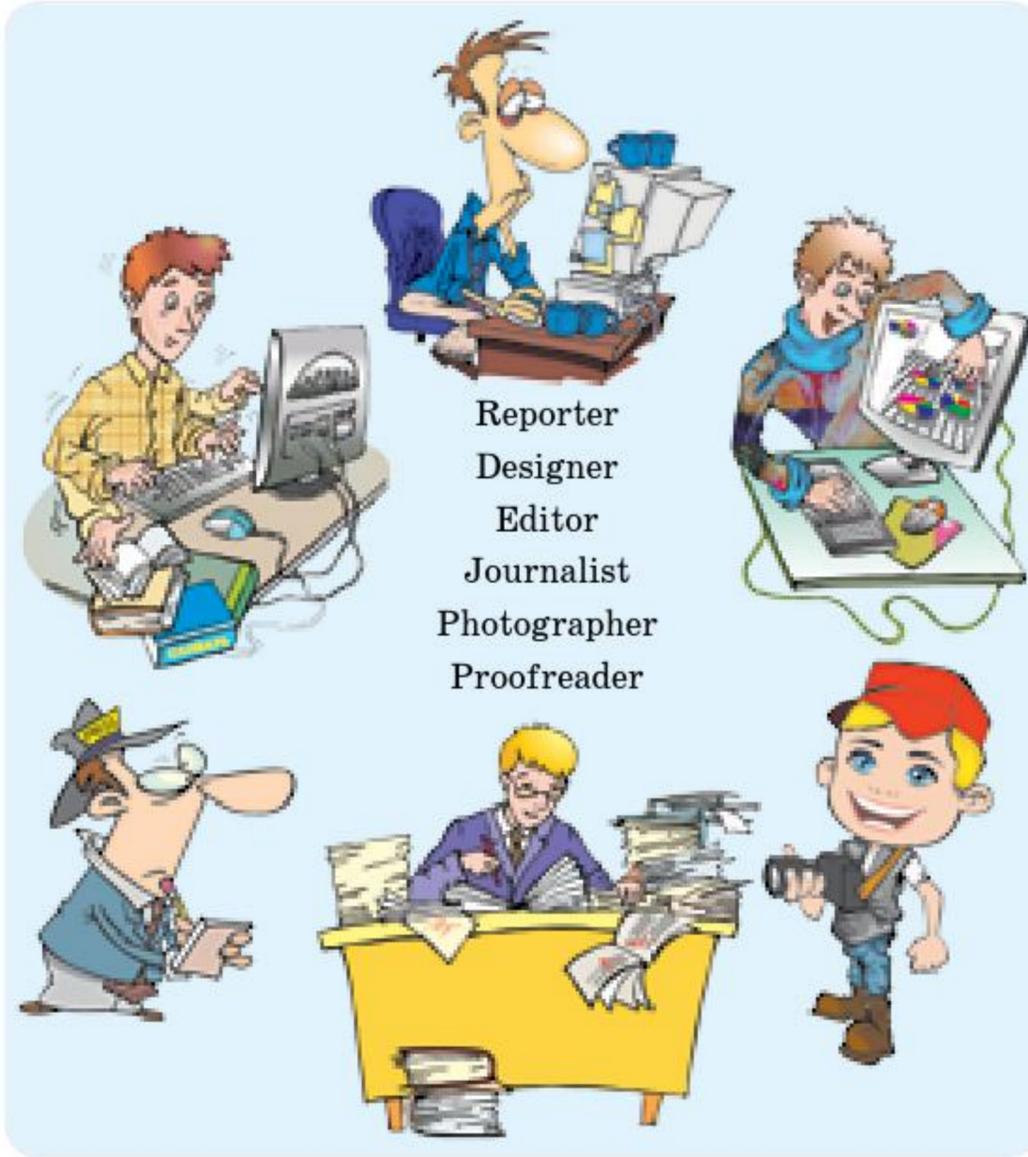
Did you know

- ☑ If all our newspaper is recycled, we can save about 250,000,000 trees each year
- ☑ To produce each week's Sunday newspapers, 500,000 trees must be cut down.

Lesson 4

SCHOOLMASTERS OF THE COMMON PEOPLE

- In pairs, make as many words as you can using the letters of the word 'newspaper'. Compare your results.
- a) Do you know who makes a newspaper? Match the professions and the pictures.



4

Plans what something new will look like

5

Takes pictures of people and events

6

Analyses information and comments on it

- Fill in the blanks with the correct jobs and put the sentences in the proper order to find out how a newspaper is made.

_____ The stories and the photographs are discussed in the office.

The stories and pictures are given to the _____ to be reviewed.

Other _____ find stories from news agencies and work on them.

_____ check the stories for correct spelling.

Today's phrasal verb

work out — find a solution

Today's idioms

spill the beans — tell a secret
take something for granted — believe something as given
try one's hand at something — test one's abilities in something new

- What do they do at work? Find the descriptions of the jobs above.

1

Reads and corrects mistakes

2

Revises and corrects materials for publishing

3

Gathers and reports information on the spot through interviews, press conferences etc.

Did you know

- ☑ The first reference to "News Papers" in English was in 1667.
- ☑ In India, *The Times of India* is the largest English newspaper, with 2.14 million copies daily.

_____ get the proofread stories, photographs, other pictures and ads and design the newspaper pages.

The _____ makes necessary corrections and changes, and the digital final project goes to a printing department where it is printed on paper.

_____ gather stories, and _____ take pictures.

The stories and pictures are given to the _____ to be reviewed.

_____ The headlines for the stories are chosen, the stories are edited and rewritten.

_____ They write the stories and choose the photos to use in them.

Explain how important every newspaper job is. Which one is the most important? Why do you think so? Do your classmates agree with you?

4. a) From the words below find the synonyms to the words in bold.

Attractive, time limit, unclearness.

b) Read the article and think of more reasons why newspaper reporter is the least desired job. Compare and discuss your ideas with other students.

≡ MENU

Poynter.

A global leader in journalism



Newspaper reporter is 'worst job', study says

by Caitlin Johnston

The CareerCast group took 200 jobs and put them from most to least *desirable*. And newspaper reporter comes as low as 200 out of 200 — the worst job below janitor, garbage collector and bus driver.

Reasons newspaper reporter is a bad job

Pay: "It's never paid well compared to lots of other jobs."

Stress: "It's always been a high-stress job. You're working under *deadline*, which makes it more stressful. You're in the public eye."

Hours: "You're needed all the time. There are times when you're off, but if something happens, you need to drop what you're doing and go to work."

More duties: "You were to write your article and have it in on deadline for printing the next day. But now, you also have to tweet all day, perhaps write a blog, perhaps take video when you go to some meeting. You have to do more in the same amount of time. So the job has become much more difficult."

Uncertainty: "Add on top of that the stress of the uncertainty of your career. If you work for a paper right now, you don't know what's going to happen next. It's clear you're going to be sold. You just don't know to whom and what their plans will be."

(Adapted from <http://www.poynter.org/news>)

c) Use the today's phrasal verb and idioms to say about the main ideas of the article.

5. Report the reasons given in the article using "The author said (that) ... ". Verbs other than 'said' are welcome.

Example: The author said it was never paid well compared to lots of other jobs.

Home assignment

6. Find and write down the reasons why newspaper reporter may be a good job.

Example: It is never paid well compared to lots of other jobs. — It is never paid well compared to lots of other jobs but it's paid more compared to many jobs.



1. Match the headline to the story. Are these newspapers quality or popular ones? Why do you think so?

- | | |
|--|---|
| <ul style="list-style-type: none"> • Mega Rats occupy school! • Facebook and Twitter Now in Arabic • The Mummy is back! | <ul style="list-style-type: none"> • Diggers report about a mysterious Egypt style pyramid found right under the Poets' Corner. • Unusually big, dog size rats are reported to be seen in one of Essex middle schools. Parents are afraid to send kids to school. • The two most used social networks report the new fully functional service for Arabic speakers to start next month. |
|--|---|

2 a) Read a newspaper article and look at the words' meanings below:

Witness	→	person who sees an event
Source	→	a thing or place, from which something comes
Investigate	→	study

Today's phrasal verb

turn down — say 'no' to something

Today's idioms

turn over a new leaf — make a fresh start in life, in work

take advantage of something — use for one's own benefit

smell a rat — believe that something is wrong

Kim Kardashian becomes first ever 'selfie-taking' wax figure at Madame Tussaud's
 Madame Tussaud's London is declaring a 'summer of selfies' starring the Queen of the craze herself — Kim Kardashian!



"I'm sure that's going to be the popular London attraction this summer," says Madame Tussaud's PR manager.

The attraction staff says taking four months to complete and costing as much as £150,000, Kim is the first 'selfie-taking' model ever to be made at the famous attraction.

The lifelike model is dressed in the designer mini dress that she wore in Paris last year.

Fans can use the figure's mobile to make their own selfies with her and they can even choose a background!

Kim's rapper husband Kanye West is reported to have a wax figure in a couple of weeks.

(Adapted from <http://www.firstnews.co.uk>)

b) Answer the questions.

- | | |
|---------------------------------------|--|
| • Can you find the headline? | • What is investigated? |
| • Can you list a witness or a source? | • Can you find any facts or opinions in the story? |
- c) Can you use the today's phrasal verb and idioms for retelling the article?

3. Make an oral newspaper article using one of the following headlines.

1) Mysterious creature found in the mountains

2) Boy discovers super powers

Think about the key facts, ideas and opinions.

- ◆ How will you start your report?
- ◆ How will you link together your paragraphs?

Make notes using the plan.

Headline

Introduction

- Briefly say what has happened
- Try to catch readers' attention

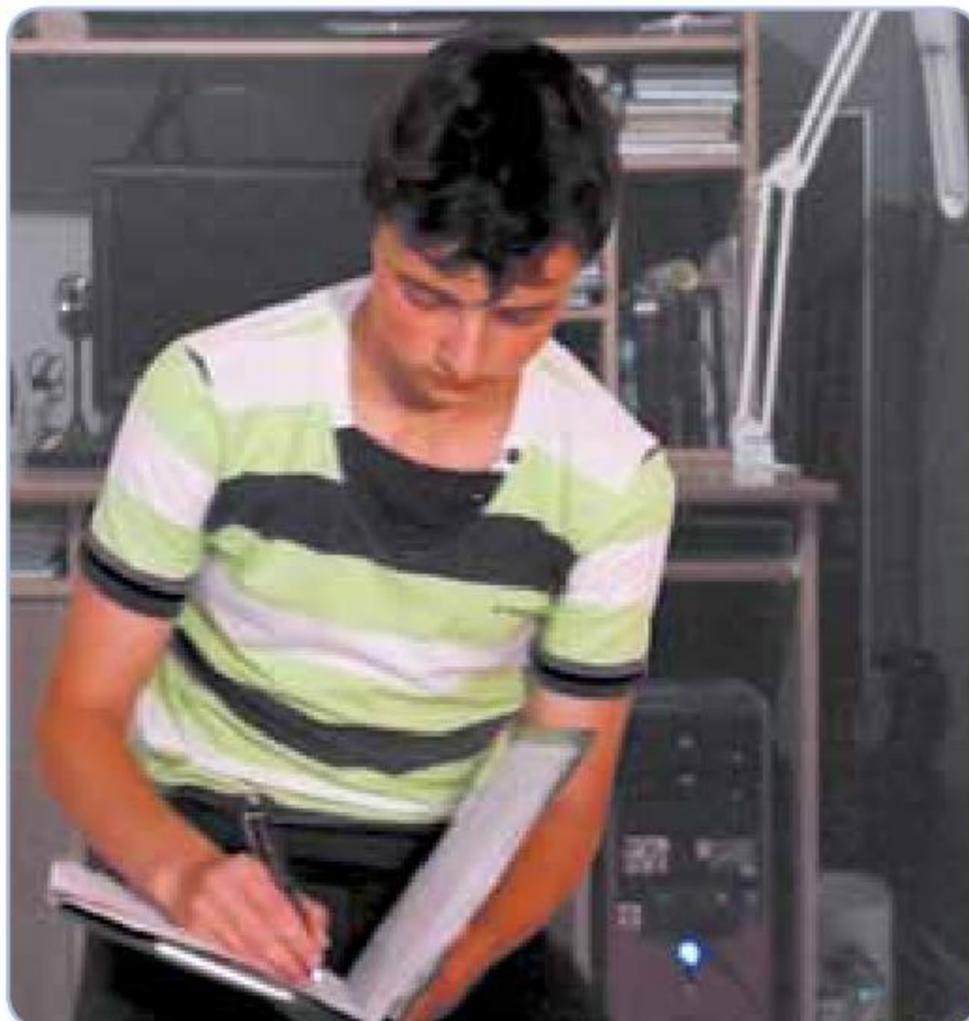
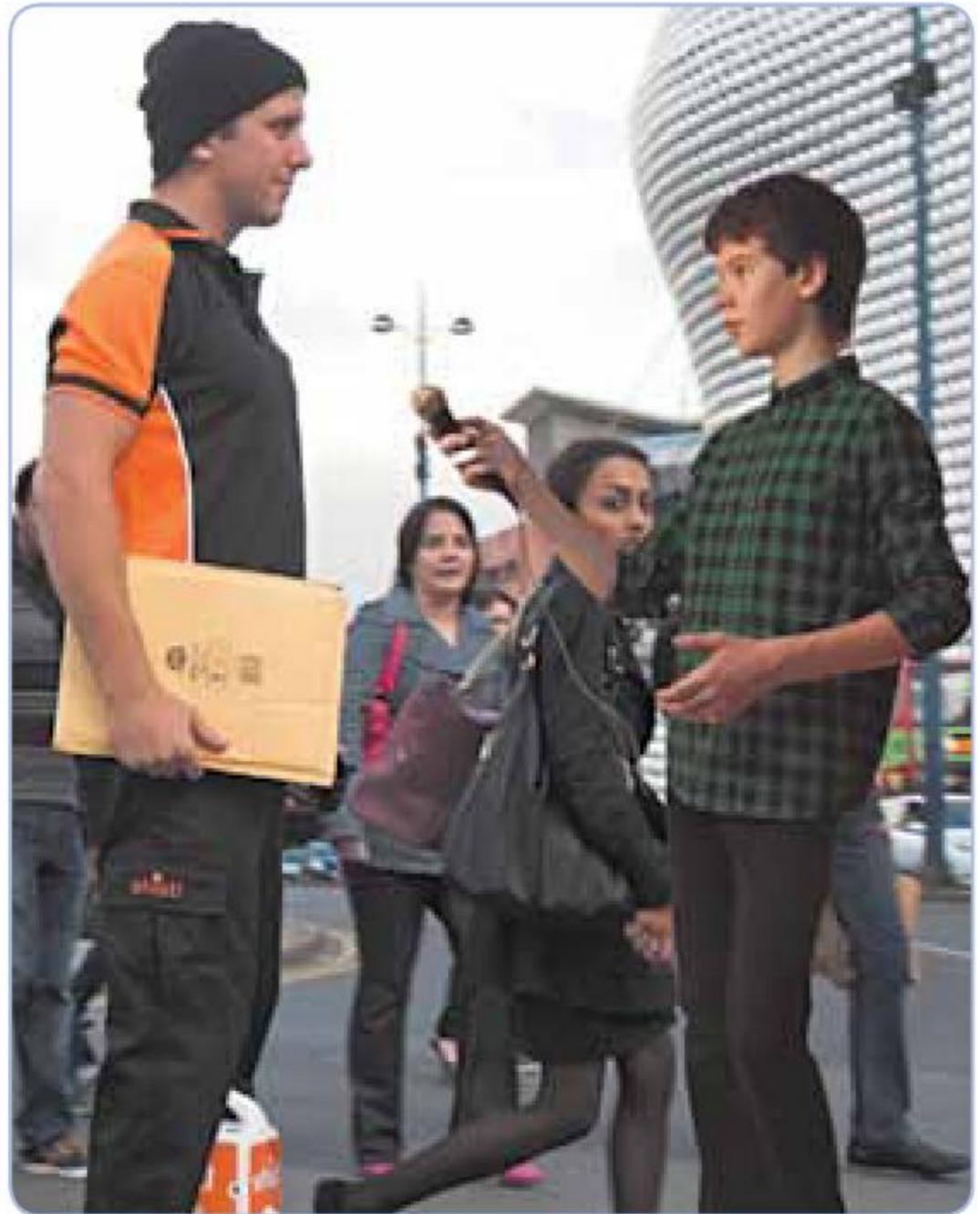
Main ideas

- Tell the reader in detail what has happened
- Use facts and witness reports

Conclusion

- What could happen now?

In turns, interview each other about the stories you've made using the plan above.



Home assignment

4. Use the plan from ex.3 to write an article for your school paper. Choose from the following headlines:

- 1) My teacher is an alien.
- 2) Reading makes you smarter.
- 3) New performers for Easter concert.

Did you know

- ☑ In China, government-produced news sheets, called TIPAO, circulated among officials during the second and third centuries AD.

1. Arrange the following types of writing from the shortest to the longest:

An SMS, a note, a resume, a letter, a postcard, a chat message, a headline, a blog post, a newspaper article, an ad.

2. Read the blog post.

web log → **blog** → a regular personal web journal or record

What parts does it consist of? Find and mark: main part (body), date, introduction, header (title).

Today's phrasal verb

set off — start

Today's idioms

be out of date — be old-fashioned

be to blame — be responsible for something wrong

apple of one's eye — dearest

time to take a
BLOGBREAK.

Home About Blog Resources Contact

05 August, 2015

Blog about Blogs

Have you ever written a diary? If yes, you will have no trouble writing your blog. If no — that's not a problem, it's dead easy to learn.

In fact, a blog is the same diary of yours with the only difference — it's written on the Internet so that everyone could read it and make comments.

The main thing is the same for both — you write about your impressions and opinions rather than about facts (*leave it to reporters*).

1. What is your target audience?
2. Your topic should be of interest not only for you.
3. Catch the reader from the start. Ask a question, tell a joke, give an interesting fact, then briefly say what you are writing about.
4. Outline your post. You will see what you are covering and in what order.
5. Write the post using your outline.
6. Proofread and edit your writing — people believe more in something written without mistakes.
7. Pick a short catchy title — use newspaper headlines as an example.

(For actual web blogging choose a good image to your post — it will help in social networks).

About us

>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

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Categories

- 1. Lorem ipsum dolor
- 2. Sed do eiusmod tempor
- 3. Ut enim ad minim veniam
- 4. Quis nostrud exercitation
- 5. Ut enim ad minim veniam
- 6. Quis nostrud exercitation
- 7. Ut enim ad minim veniam
- 8. Quis nostrud exercitation
- 9. Ut enim ad minim veniam
- 10. Quis nostrud exercitation

Calendar

December 2015

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3. Arrange the given parts, which ANY piece of writing MUST have to make a correct structure.

Body / Main part

Summary / Conclusion

Introduction / Intro

- a) Which of the parts is missing in the blog?
- b) In pairs, discuss and make up the missing part to complete the post. Compare it with the other students.



4. Look at the intro part of the blog. Think how you can make it catchier by using the today's phrasal verb and idioms. Compare your ideas with a class.

5. What is the difference between FACTS and OPINIONS?

Look at the sentences below and mark them *F* (for fact) and *O* (for opinion). Explain your answer.

- | | |
|---|--|
| 1) Eating fast food isn't bad if you only eat it once a week. | |
| 2) The chicken sandwiches are more expensive than double cheeseburgers. | |
| 3) Skateboarding on public property is against the law. | |
| 4) Copying homework assignments is wrong. | |
| 5) Sometimes curly hair looks better than straight hair. | |
| 6) Justin Bieber is a very talented entertainer. | |
| 7) Rock music lyrics are more poetic than rap music lyrics. | |
| 8) There are more cell phones in Japan than people. | |
| 9) The video game industry generated more money than the film industry last year. | |
| 10) Playing video games is more fun than doing homework. | |

6. Look at the main part of the post. In pairs, make it better by adding a sentence with opinion to each sentence with a fact.

Home assignment

7. Use the outline of ex. 2 and write a blog post of your own about the upcoming spring holidays.

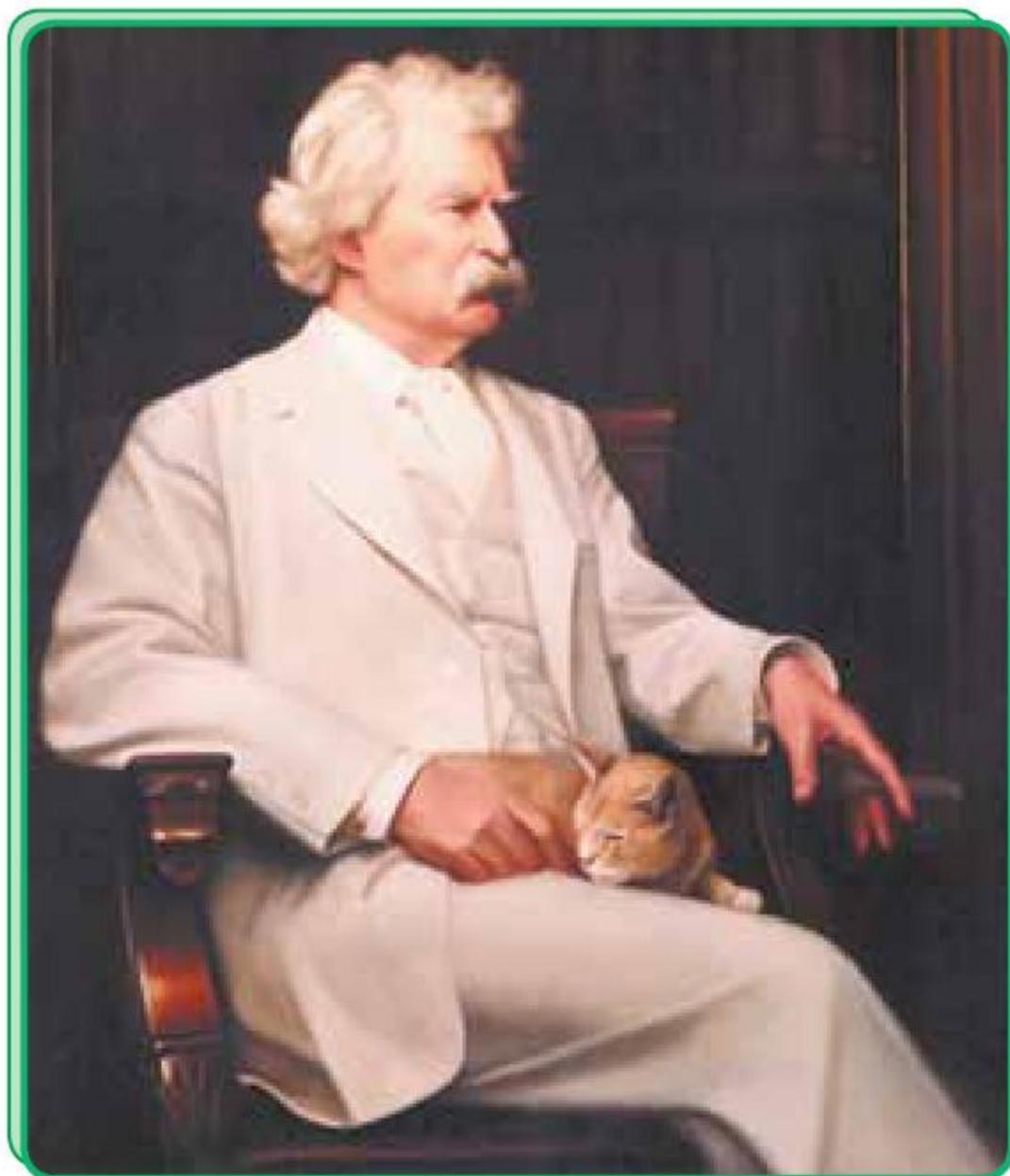
Did you know

- ☑ By order of Julius Caesar, around 59 BC, daily announcements were carved in stone or metal and put in public places.

1. How much does this quote tell you about Mark Twain and his character?

“If you don’t read the newspaper, you’re uninformed. If you read the newspaper, you’re misinformed.”

What do you know about Mark Twain?



Today’s phrasal verb

look on — watch an event

Today’s idioms

be beside oneself — be very upset, nervous, worried

be broke — have no money at all

bite the bullet — take a painful but necessary action

Did you know

- ☑ The bar codes of all newspapers and magazines anywhere in the world begin with the digits 977.

2. Read the extract from Mark Twain’s short story. What kind of story is it? What makes you think so? What episode in the story is the picture below about? Why is one of the characters angry?

How I edited an agricultural paper

I was doubtful about editing, but I needed money, and the regular editor was going off for a holiday, so I took his place.

The paper went for printing. As I left the office, a group of men and boys disappeared at once, and I heard: “That’s him!” The next morning a group of people was standing in the street and watching me with interest. I went up the stairs, heard laughing voices and opened the door to see two young country men. Their faces turned pale when they saw me, and then they both jumped through the window with a great crash.

In half an hour an old gentleman came in. He took off his hat, got out of it a copy of our paper and said, “Are you the new editor?”

I said I was.

“Have you ever edited an agricultural paper?”

“No,” I said; “this is my first one.”

“Have you had any experience in agriculture?”

“No; I don’t think so.”

“An instinct told me,” he said, “This is what made me think so. The editorial:

‘Turnips should never be pulled, it hurts them. It is better to send a boy up and shake the tree.

“What do you think of that?”

“Why, I think it is good. I’m sure tons of turnips are lost by pulling, when, if they could send a boy up to shake the tree ... ”

“Shake your granny! Turnips don’t grow on trees!”

“Oh, they don’t, do they? Who said they did? It was metaphorical. Anybody knows I wanted to say the boy should shake the bush.”

The gentleman got up, tore the paper, said I did not know as much as a cow, and went out looking displeased. But not knowing what the trouble was, I could not be any help.

Shortly, a dirty-haired long guy ran into the door and stopped, finger on lip. After scanning my face with interest, he drew a copy of our paper and said:

“You wrote that. Read it to me — quick! I suffer.”

I read, and sentence by sentence I saw rest and peace come over his face:

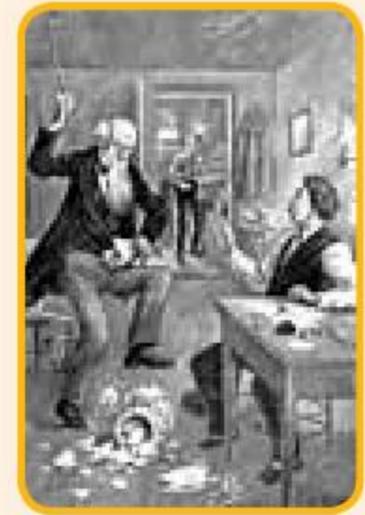
As to the pumpkin. This berry is a favorite with people, who prefer it to gooseberries for making fruit cakes, and to raspberries for feeding cows. The pumpkin is the only orange one that lives in the North, but planting it in the front yard is out of fashion. It is thought the pumpkin as a shade tree is a failure.

The listener ran to me and shook my hand:

“That will do. Now I know I am all right — you’ve read it word for word as I did. This morning, when I read it, I thought I was crazy. I burned my house down and started out to kill someone. I put one fellow up a tree. I decided to get in here ... and I tell you — the guy in the tree is lucky! Good-bye, sir, my mind has stood the strain of your agricultural articles, and I know that nothing can hurt it now. Good-bye.”

I felt a little uncomfortable, but it was quickly gone, as the regular editor walked in!

(Adapted from Mark Twain)



3. Use the today’s phrasal verb and idioms to describe the author.

4. Discuss the following questions.

- 1) Why did the people around the narrator behave in a pretty strange way?
- 2) Was there anything unusual about the place where the old man kept the paper?
- 3) What was the instinct the old man was talking about?
- 4) Can you prove that the narrator knows nothing about the subject? Where is it shown best?
- 5) Do you think that the narrator’s life was in danger? Why?
- 6) How do you think the editorial affected the newspapers popularity?
- 7) What was the narrator’s biggest problem?

5. Work in pairs. How agriculturally aware are you? Can you correct the editor’s blunders that brought up such a reaction? By the way, how do you understand what ‘blunder’ is?

6. The story ends with the regular editor entering the room. What kind of conversation could take place between the narrator and the editor? Role play it in pairs.

Home assignment

7. Find and read the ending of the story in either English or your native language and make a written report of it.

1. Use the today's phrasal verb and idioms to make sentences about newspapers in Britain.

2. Report what the guests said at a wedding last Sunday.

- 1) Miss Moore: "They'll make a lovely couple."
- 2) Mr. Smith: "They're going to live in Brighton."
- 3) Mrs. Jones: "They both are very nice young people."
- 4) Mr. Roberts: "The bride is wearing a beautiful wedding dress."
- 5) Mr. Clarke: "The couple's parents look happy."
- 6) Miss Mayall: "The bride's father has bought them a big flat."

3. Change the following statements into the Reported Speech.

- 1) "I have something to show you", I said to her.
- 2) "I'm going away tomorrow", he said.
- 3) "I've been in London for a month but I haven't had time to visit the Tower", said Rupert.
- 4) "I'll come with you as soon as I'm ready", she replied.
- 5) "We have a lift but very often it doesn't work", they said.
- 6) "I will go to the dentist tomorrow", he said.
- 7) "I found an old Roman coin in the garden yesterday", he said.

4. Write these sentences in Reported Speech, changing words where necessary.

- 1) "I'll see you tomorrow", she said.
- 2) "I saw her today", he said.
- 3) "I don't like this film", she said.
- 4) She said, "We went swimming today."
- 5) "I met her about three months ago", he said.
- 6) "I'll see Mary on Sunday", she said.
- 7) "Pete and Sue are going to a show tomorrow", she said.
- 8) "Stephen's bringing some records to the party next Friday", she said.
- 9) "I really like this furniture", she said.
- 10) "My parents are arriving tomorrow", she said.

5. Choose the option that best fits in the sentence.

- | | | | | |
|--|------------------|----------------------|--------------|----------------|
| 1. I knew that she ... London before. | a) has visited | b) has been visiting | c) visited | d) had visited |
| 2. She promised to help me if I ... the answer myself. | a) haven't found | b) couldn't find | c) find | d) won't find |
| 3. He said that they ... each other for many years. | a) know | b) have known | c) knew | d) had known |
| 4. I saw that she ... to hold back her tears. | a) tries | b) is trying | c) has tried | d) was trying |

Today's phrasal verb

hurry up — be quick

Today's idioms

bottom line — main result; main factor

break someone's heart — hurt deeply

break the news — tell new important facts

5. He knew that she ... because her eyes were red.
a) is crying b) has been crying c) was crying d) had cried

6. He told me that he ... them.
a) has visited b) is visiting c) will visit d) would visit

6. Report the following statements using the words below.
complain, add, admit, agree, boast, deny, doubt, think, explain, answer.

Pay attention to the time expressions.

1) Emily: "Our teacher will go to Liverpool tomorrow."	→	Emily ...
2) Helen: "I wrote a letter yesterday."	→	Helen ...
3) Robert: "My father flew to Ireland last year."	→	Robert ...
4) Lisa: "Tim went to the stadium an hour ago."	→	Lisa ...
5) Patricia: "My mother will celebrate her birthday next weekend."	→	Patricia ...
6) Michael: "I am going to read a book this week."	→	Michael ...
7) Jason and Victoria: "We will do our best in the exams tomorrow."	→	Jason and Victoria ...
8) Andrew: "We didn't eat fish two days ago."	→	Andrew ...
9) Alice: "I spent all my pocket money last Monday."	→	Alice ...
10) David: "John has already gone."	→	David ...

Home assignment

7. These people are saying these things. Report them, using a different verb for each sentence.

- 1) Paul: "Edinburgh is a wonderful city."
- 2) Ruth: "I go jogging every morning."
- 3) Anna: "Jenny isn't studying for her exams."
- 4) Andrew: "I was very fat."
- 5) Jim: "I can't swim."

Did you know

- The first crossword in a British newspaper was published in the *Sunday Express* in November, 1924.

8. Report the statements below. Mind the time expressions.

- 1) "We visited her this morning" they said.
- 2) "We'll see her next summer" they said.
- 3) "They were here three months ago", he said.
- 4) "I'm meeting them at four o'clock today", he said.
- 5) "I can see you tomorrow", she said.

9. Arrange the facts in the "Did you know" section of the unit from the earliest to the latest.

My Chart of Success

I am happy with my results because ...

I am not very much competent in ...

I've gained more confidence in speaking because ...

I enjoy grammar more because ...

I am gaining success in listening because ...

I feel more comfortable about reading because ...

I need to make more effort in ...

EXTRA UNIT

Nothing but a hobby



Tip of the unit:
Use English wherever possible

Lesson 1

TAKING AN EFFORT

1. a) Match the pictures (1–16) on page 141 with the activities below.

Acting	▶		Painting	▶	
Coin collecting	▶		Photography	▶	
Cooking	▶		Playing music	▶	
Doing crossword puzzles	▶		Pottery	▶	
Dancing	▶		Reading	▶	
Gardening	▶		Sewing	▶	
Knitting	▶		Sports	▶	
Model building	▶		Stamp collecting	▶	

b) Are these activities the ones people do as jobs or in their spare time?

- Which of them can be done in both ways?

Only job	Only spare time	Both

c) In groups, arrange them in the given categories.

1)	Indoor activities	Outdoor activities	
2)	Arts	Fitness	DIY (<i>Do-It-Yourself</i>)

- How many more activities could you add to each of the categories?

2. a)  Listen to the article.

b) Retell the text briefly answering the questions:

- How do people choose their hobbies?
- What are the four large hobby classes?
- What is the most popular hobby group?
- What is the oldest hobby mentioned in the text?
- Why is travelling one of the most popular hobbies?

c) Divide the activities from ex. 1 into the classes given in the article.



3. a) in pairs, discuss and give the definition of the word “hobby”.

b) Answer the questions:

- Do you know anyone who has one of the activities above as their hobby?
- Do you have a hobby?
- What is it?
- What about your family / friends?
- Why do people take up hobbies?

4. Make the sentences about the activities on page 141 using the following pattern:



Compare your sentences with other students.

5. Work in pairs. Choose one of the hobbies from ex. 1 that you would like to take without telling your deskmate. Try to guess the chosen hobby by asking each other not more than five general (yes/no) questions.

6. Choose a hobby different from that in ex. 5. Make notes about it giving answers to the following questions:

What?	
Where?	
When?	
How often?	
How many people?	
What is needed?	
Why?	

Home Assignment

7. Make a written description of the hobby from ex. 6 using your notes.

Lesson 2

HOBBIES, HOBBIES AND... MORE HOBBIES

1. Arrange the following hobbies into 'doing things' and 'making things'. Explain why.

Fishing, graffiti, wood-carving, parkour, macramé, web-chatting, patchwork, batik, bird-watching, treasure hunting, quilling, astronomy.

2. What is the difference between 'doing things' and 'making things'?

It can be hard to decide when to use 'make' or 'do' in English.

DO: We use the verb 'do' when someone performs an action, activity or task:

- *do a crossword*
- *do the dancing*
- *do the washing up*

'Do' for General Ideas

Use the verb 'do' when speaking about things in general. In other words, to describe an action without saying exactly what the action is. This form is often used with the words 'something, nothing, anything, everything', etc.

- *I'm not doing anything today.*
- *He does everything for his mother.*
- *She's doing nothing.*

MAKE: We use the verb 'make' for constructing, building or creating:

- *make a dress*
- *make a cup of tea / coffee*

'Make' is often used when referring to preparing food of any kind.

- *make a meal — breakfast / lunch / dinner*

Note:

these activities **do not** usually produce a physical object.

Note:

these activities usually **create something** that you can touch.



3. Match 'do' and 'make' with the words below:

a chair, the dancing, coffee, gardening, soup, photography, model building, cookies, cooking, model ships.

4. Choose 'do' or 'make' to complete the sentences.

- 1) My sister's hobby is to ... shopping at weekends.
- 2) Mike is crazy about ... pottery. He ... very beautiful vases.
- 3) Our club is for those who like ... -it-yourself.
- 4) My brother hates to ... the washing up.
- 5) She can ... a tasty dinner from nothing.
- 6) Have you ever ... Yorkshire pudding?
- 7) How often does she ... painting in the open air?
- 8) You look so fit! Do you ... jogging?
- 9) He has learnt to ... wonderful furniture while ... his woodwork hobby.

4. Use the activities from ex. 1 (Lesson 1) to say what people can make while doing the hobbies.

 **Note the difference:**

1. They are **doing** pottery (= they are working with clay to produce something).
Pottery is art or process.
2. They are **making** pottery (= they are creating things from clay).
Pottery is ceramics, objects.

There are a number of standard expressions that take the verbs 'do' and 'make'. Unfortunately, they don't really follow any useful rules, so the best solution is to try to learn them.

Important Expressions with 'Do'	Important Expressions with 'Make'
<i>do badly</i> <i>do the dishes</i> <i>do a favour</i> <i>do good</i> <i>do harm</i> <i>do well</i> <i>do somebody's best</i> <i>do somebody's hair</i> <i>do somebody's nails</i> <i>do somebody's worst</i>	<i>make a choice</i> <i>make a comment</i> <i>make a decision</i> <i>make a difference</i> <i>make an effort</i> <i>make a fool of yourself</i> <i>make a journey</i> <i>make a mistake</i> <i>make a noise</i> <i>make a phone call</i> <i>make a promise</i> <i>make a sound</i> <i>make a suggestion</i>

5. Complete the sentences with 'do' or 'make'.

- 1) Drink that glass of milk — it will you good.
- 2) Could you please ... me a favour?
- 3) They ... a big mistake.
- 4) ... your best at the exam.
- 5) John ... badly on his exam.
- 6) Have you ... a decision yet?
- 7) The children were ... such a noise that the police came.
- 8) He ... a promise to his granny to go to bed in time.

6. Fill in the gaps using the fixed expressions below. Mind the tense forms.

make a journey, make a difference, do somebody's hair, make a mistake, do harm, make a phone call, do the dishes, make a fool of yourself.

- 1) She had to repeat the composition because she ... a lot of spelling
- 2) Be serious. Why are you always ... ?
- 3) When I was ... to Turkey I met Rosemary.
- 4) You may use a pen or a pencil, it doesn't
- 5) I was late, so I had to ... to my friend.
- 6) She never ... at home, she goes to a hairdressing salon.
- 7) If you sleep more, it will certainly not
- 8) My Dad hates doing housework. He never ... after dinner.

Home Assignment

- 7. Make up a story using the following expressions: *make a choice, make a decision, make a promise, do a favour, do somebody's best, do good.***



Lesson 3

AS MANY OF THEM AS POSSIBLE...

1. Guess some things people like doing in their spare time.

1) A useful home hobby usually done by women.

K								G
---	--	--	--	--	--	--	--	---

2) A summer hobby in which tents are often used.

C								G
---	--	--	--	--	--	--	--	---

3) A hobby in which people make different figures from paper.

O								I
---	--	--	--	--	--	--	--	---

4) A popular hobby (and everyday home activity) which is rather tasty.

C								G
---	--	--	--	--	--	--	--	---

5) Learning the night sky.

A								Y
---	--	--	--	--	--	--	--	---



2. a)  Listen to the Top 10 hobby chart and order the hobbies given below.

Model building, book reading, metal detecting, sewing, music, woodworking, fishing, restoring cars, bird watching, collecting.

b) Which of the hobbies are 'doing things' and which — 'making things'? Which of them did you not expect to see in the list? Why?

c) In pairs, discuss if you would like to rearrange the order or replace some hobbies with different ones. Compare your lists with other students and make a class top 10 hobby chart.

3. Nobody can say how many hobbies there are in the world — from a few hundred to a few thousand, and some of them are quite unusual, extraordinary and eccentric. See if you can match some unusual hobbies to the pictures.



Explain your choice.

Dog grooming, egg carving, hikaru dorodango, mooing, noodling, soap carving, tape art.



4. a)  Listen to the text and see if you are right.
b) In pairs, discuss what traits of character a person must have to take up these hobbies.
 - ◆ Which of these hobbies are interesting? funny? useful? useless? Why do you think so?
 - ◆ Compare your opinion with other students.
5. In pairs, arrange the hobbies from the most to the least interesting. Compare your list with other students. In a class discussion make a chart list for the class. What is the most interesting (the least interesting) hobby. Why?

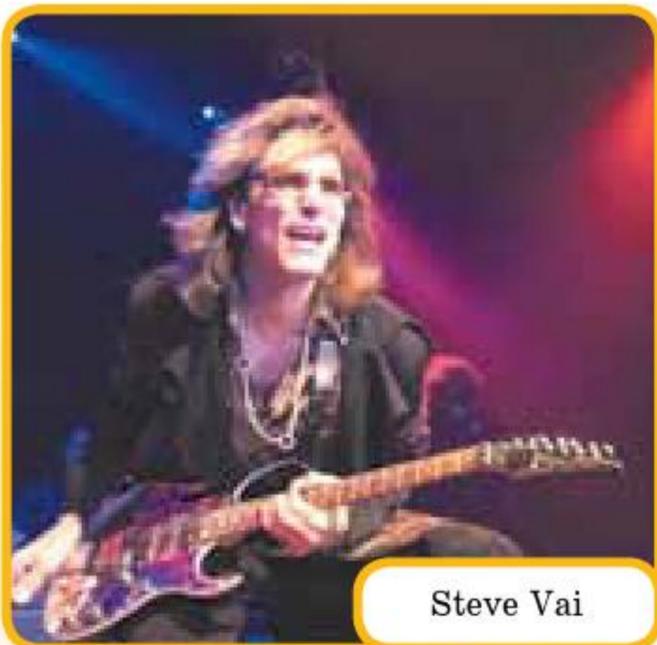
Home Assignment

6. Interview your family to find out the most unusual hobby they know. Write about it to make a report in class. Use questions from ex. 6 (Lesson 1) to help you.

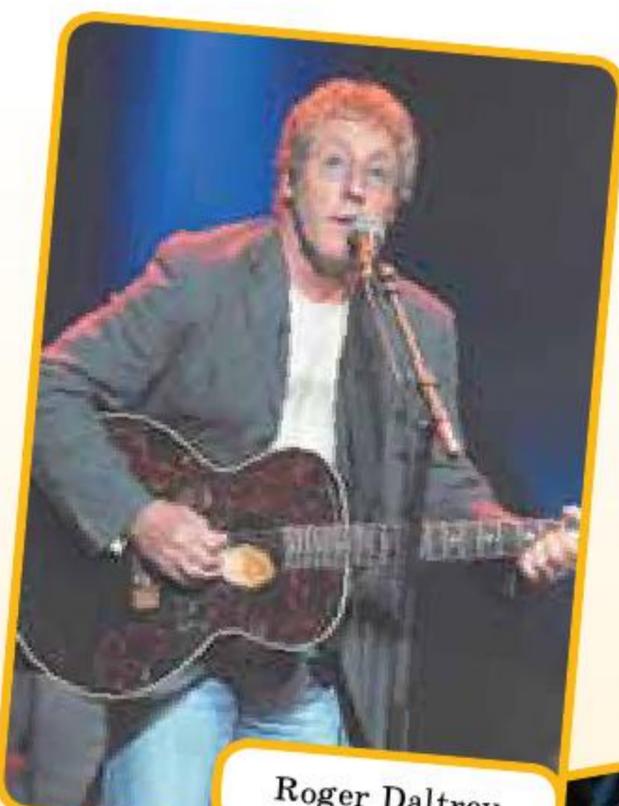
Lesson 4

NO MATTER HOW ECCENTRIC...

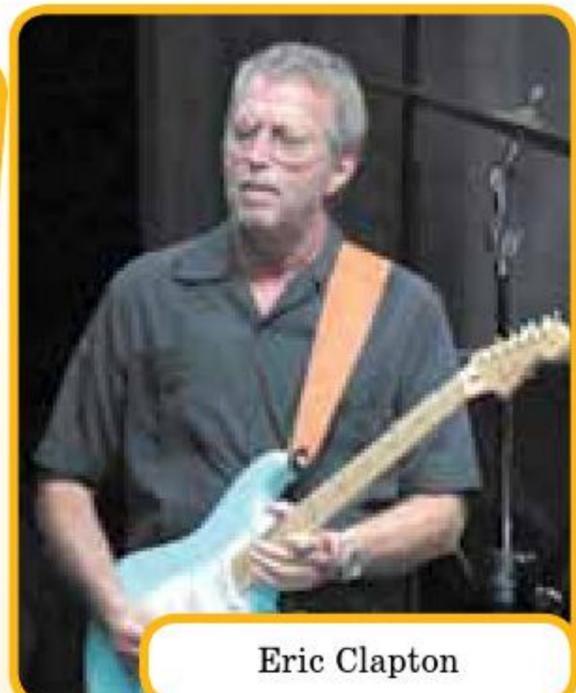
1. a) Look at the pictures. What can you say about these people?



Steve Vai



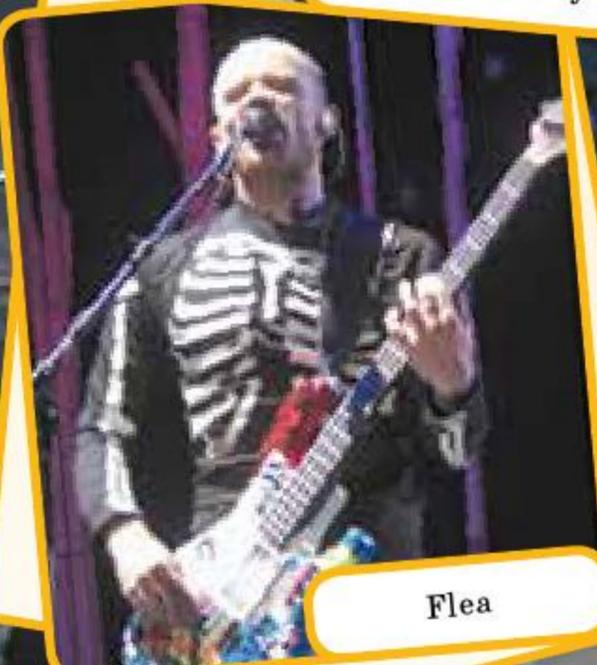
Roger Daltrey



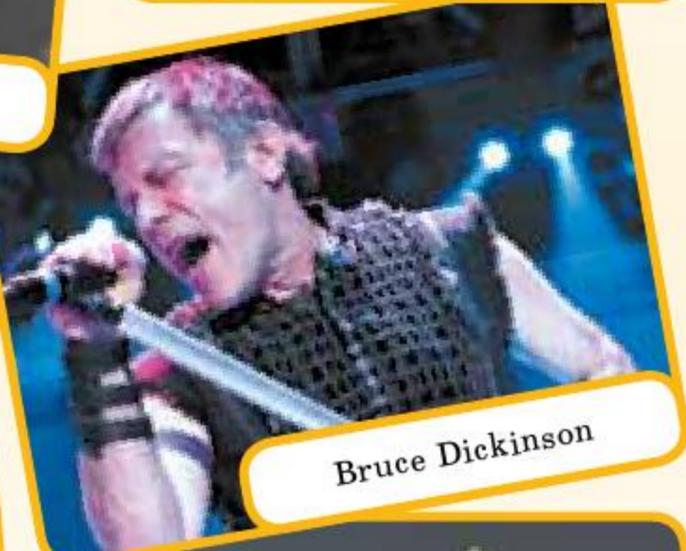
Eric Clapton



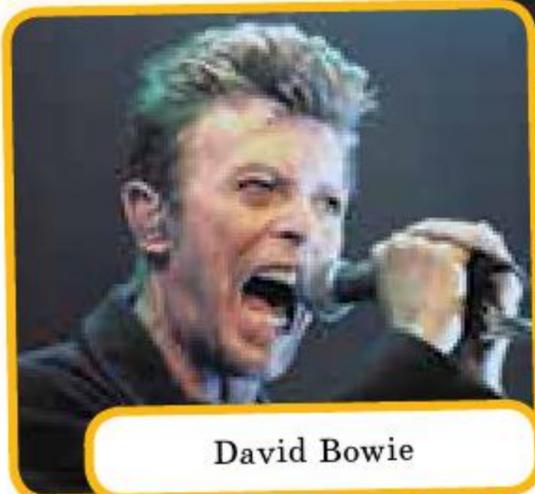
Rod Stewart



Flea



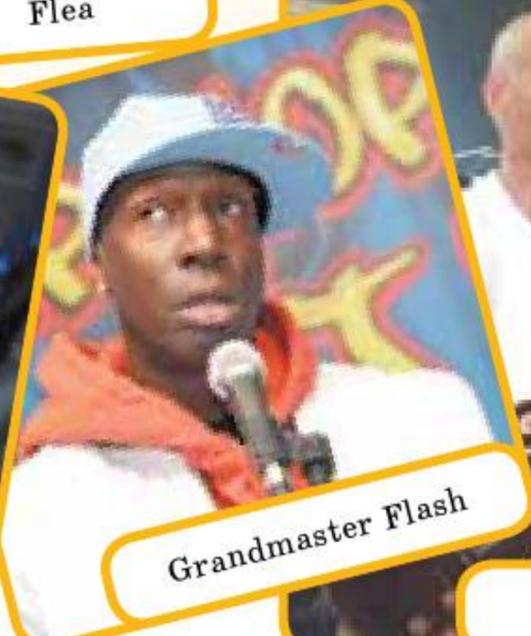
Bruce Dickinson



David Bowie



Charlie Watts'



Grandmaster Flash



James Martin

Exchange your ideas.

b) Look at the words below. What hobbies can you associate with them?

hive	вулик
replica	точна копія
mug	кружка, велика чашка
fly rod	рибальська вудка
own	володіти

trout	форель
ranch	ранчо
mammoth	мамонт
driver's licence	водійські права

♦ Do you think these words can go with the rock stars above?

2. Read the article to find out if you were right.

The Beekeeper

Steve Vai started his hobby after watching bees in a neighbour's yard and ended up with five of his own hives. He bottles honey for his friends as gifts.

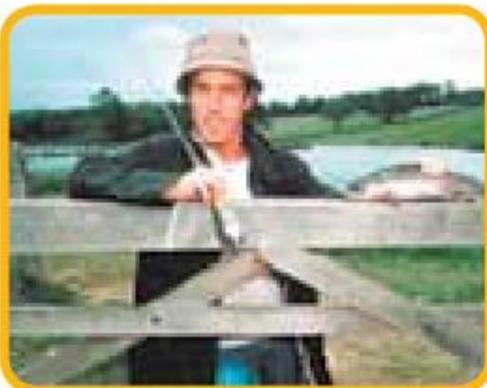
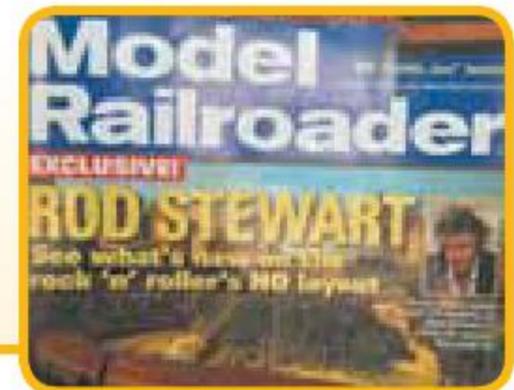


The Mug Collector

Lots of travellers get souvenir mugs from their travels; but few keep them in a special climate controlled room. During his tours, the rap performer *Grandmaster Flash* has accumulated over 5,000 mugs.

The Model train Enthusiasts

Rod Stewart has been collecting model trains for more than two decades. When his replica of New York's Grand Central Station appeared on the cover of *Model Railroader*, Stewart said it meant more to him than the cover of *Rolling Stone*.



The Trout Farmer

The Who's *Roger Daltrey* owns a big trout farm which has been in operation for over thirty years and has been the subject of a documentary.

The Car Collector

Rock stars collecting classic cars is not news. But *Charlie Watts*' of The Rolling Stones desire to collect classic cars is a bit unusual because Watts has no driver's licence.



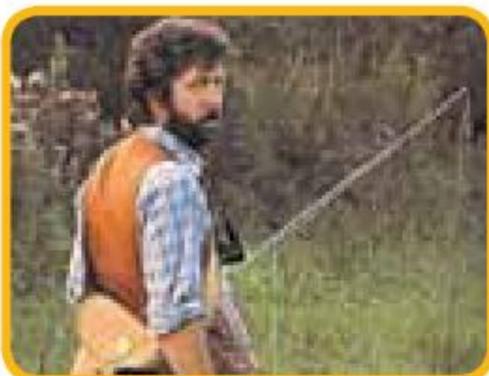


The Champion Pumpkin Farmer

Many rock stars own ranches or farms, but few get their “hands dirty” as Faith No More guitarist *James Martin* who says he works on his farm for six months a year. He has won awards for his pumpkins, including a mammoth one weighing over 1,000 pounds.

The Pilot

Iron Maiden’s *Bruce Dickinson* is a good pilot and flies the band’s plane when Maiden is on tour.



The Fly Fisherman

Eric Clapton has said that dying with a fly rod in his hand would not be a bad way to go. He also enjoys the hobby for helping him get over his alcohol addiction. Clapton also has a fly rod named after him.

The Chess masters

Flea of the Red Hot Chili Peppers and *David Bowie* are great chess players and spend a lot of time playing.



3. Answer the questions.

- Which of the hobbies are about ‘doing things’ and which are about ‘making things’? Prove your choice.
- Which of the hobbies may take a lot of time? What makes you think so?
- Which of the hobbies is the most unusual?
- Which one is the most trivial?
- Why do you think so?
- What about the other hobbies?
- Which of the hobbies do you like best?
- Do you know any other hobbies of famous people?

4. Work in pairs. Pretend one of you is one of the celebrities below and the other is a TV reporter. The reporter interview the celebrity about his /her hobby. Then change roles. Use your imagination to the full.

- 1) Freddie Mercury (*Queen*) — collecting Japanese art; taking care of his cats.
- 2) Dave Mustaine (*Megadeth*) — skydiving; karate; taekwondo; horse breeding.
- 3) Tom Hanks — collecting old typewriters.
- 4) Britney Spears — basketball.
- 5) Jennifer Lopez — motorcycling.
- 6) Will Smith, David Beckham, Tom Cruise — fencing.
- 7) Johnny Depp — playing Barbie dolls, collecting pig skeletons.
- 8) Justin Bieber — Rubik’s cube

Home Assignment

5. Find on the Internet information about unusual hobbies of famous people and report it in the class.

Lesson 5

WAY TOO MANY OF THEM...

1. Match the hobbies and the sentences:

Diving, knitting, acting, origami, basketball, yoga, dancing, gardening, cooking, puzzles.

- I need some yellow pieces to complete the table.
- My grandmother makes nice sweaters.
- You can be Romeo, Hamlet or King Lear.
- It's the most delicious meal I've ever eaten, Sam!
- Dad is really proud of his roses.
- 2 five-player-teams and a basket.
- Mary makes nice animals out of paper.
- You can see amazing fish and plants.
- My parents usually go to a ballroom on Saturday night.
- You can relax while moving your body slowly.

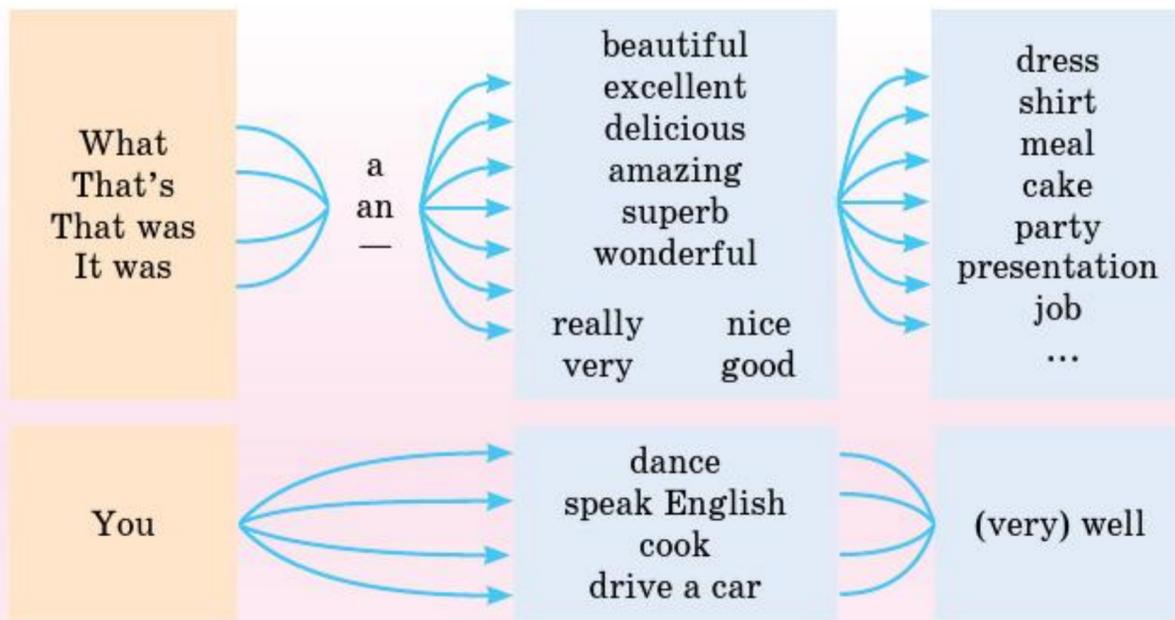
2. How do you understand the word 'compliment'? Find the definition.

- an expression of joy and happiness
- an expression of admiration and respect
- an expression of disagreement or disbelief

In your own words explain the expressions:

- give/pay a compliment
- receive a compliment

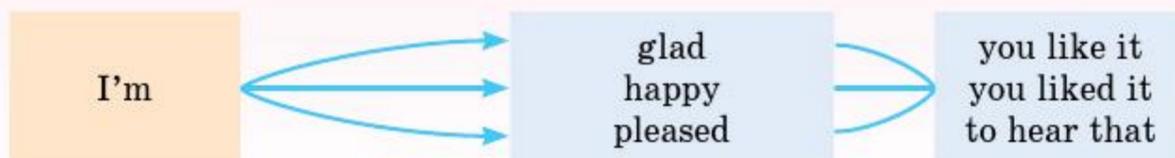
3. Look at the patterns below. Find more words that could be used for making compliments and responses. Compliments



Note:
 you cannot use 'very', 'really' with 'excellent', 'beautiful', etc.
 with food you can use only 'wonderful', 'delicious', 'nice' and 'good'.

Responses

Thank you (very much).
It's very kind of you to say so.



4. Work in pairs. Make short dialogues using the patterns from ex. 3.

5. Look at the following situation. Steve Vai and James Martin are giving each other compliments for their hobby activities (see Lesson 4).
What could the dialogue be like?
6. a) Think of a time when you received a compliment. These questions make help you:
- ♦ *Who gave you the compliment? When was it?*
 - ♦ *Why? Was it for something you did? For your clothes? Your appearance?*
 - ♦ *Something you have?*
 - ♦ *What did they say?*
 - ♦ *How did you feel?*
 - ♦ *What did you say?*
- b) Work in pairs. Tell each other about the compliments.
c) Discuss the compliments in class and decide which of them was the best.
7. Read the 'rules' from a British consultant on giving compliments and answer the questions.

How to give a compliment: the rules

1

A compliment is a two-way gift: it's good for the giver and the receiver.

2

Be sincere in compliments. A false compliment is easy to detect and sounds very bad.

3

Be specific in compliments.

4

Don't compare. A compliment doesn't sound very good if it's comparing it to something else.

5

When someone compliments you, smile and say 'Thank you'. Don't disagree with the person who is giving you a compliment.

6

If there are other people who deserve compliments, don't forget to mention them if you receive a compliment.



8. Make as many compliments as you can to your classmates. Don't forget to give proper responses.

Home Assignment

9. Write a brief report about giving compliments in Ukraine. Use the questions below to help you.
- ♦ When do people give compliments in Ukraine?
 - ♦ Are these 'rules' the same in Ukraine?
 - ♦ What would you tell an English native speaker about giving compliments in Ukraine?

1. Discuss the questions below. Support your answers.

- ◆ Does your hobby help you relax? If yes, how does it help you relax?
- ◆ Would you like to try something dangerous, like skydiving? How about rock climbing? Why/not?
- ◆ Would you like to try something quiet, like chess? Why/not?
- ◆ What hobby or activity would you want to try someday? Why do you want to try it?
- ◆ What hobby or activity would you definitely never want to try someday? Why don't you want to try it?

2. In pairs, arrange the following hobbies from the most popular to the least popular with teenagers in Ukraine. Compare your list with other students.

- 1) collecting
- 2) watching TV / playing video or computer games
- 3) model building
- 4) social networks
- 5) doing sports

3.  Listen to a part of a scientific report from a New Zealand university.

- 1) What does it deal with?
- 2) How many children were studied?
- 3) How long has the study continued?
- 4) What was the youngest age studied?
- 5) What was the oldest age studied?
- 6) How often were the children questioned?
- 7) What was the result of the study?



4. In pairs, discuss the possible ways to overcome the negative tendency described in the text. Compare with other students.

5. In class, discuss if any hobby is creative and find the ideas to prove this point of view.

6. Work in pairs.

- a) Tell your partner about a hobby or something you like to do every day.
 - ◆ When and where do you do the activity?
 - ◆ Why did you choose this particularly hobby/activity?
 - ◆ What makes the activity fun for you?
 - ◆ Are other people interested in what you do?
 - ◆ How do you share your hobby with other people?
- b) Ask your partner to tell you about his / her hobby or hobbies.

Home Assignment

7. Use the following questions to make a spoken presentation.

- ◆ Does your best friend have the same hobbies as you?
- ◆ Would you like to try any strange hobbies? Why?
- ◆ What have you tried but didn't like?
- ◆ What do hobbies and interests tell about a person?
- ◆ What do your hobbies and interests tell about you?
- ◆ What would you like to try before you die?

Lesson 7

A GREAT CHOICE TO MAKE

1. In pairs, invent a hobby, using the words from column A and column B in unexpected combinations. Describe the hobby you have invented.

A
baking
collecting
listening to
playing
making
watching



B
cakes
stamps
music
chess
pottery
TV

2. Work in pairs. Discuss the following questions and share your ideas with other students:

- 1) Do you think it's better to have any hobby than to do nothing at all?
- 2) Do you agree that hobbies may be safe and dangerous? intelligent and silly? useful and useless? Give examples.

3. In pairs, think about the definition of the word 'selfie'. Share with the class and find the best variant.

- Are you keen on making selfies?
- What about your friends?
- Why do you think this activity has become so popular?

4. a) Look at the newspaper article. Discuss its title and try to predict what the article is going to be about.

- b) Read the article and find out if you were right.

The Selfie-Mania — Cool Or Crazy?

Don't we have someone whom we follow on social sites for their selfies?

The term selfie has become so popular that it was Oxford English Dictionary's Word for 2013.

On Instagram alone, the hashtag "selfie" has a total of 103,363,215 images. Moreover, selfies have been glamorized by celebrities from Justin Bieber to Barack Obama.

Now this social media is a part of our lives. A lot of people post selfies to feed their ego with more and more cases of selfie obsession.

obsessed

одержимий

attempt
suicide

намагатися покінчити
життя самогубством

Self-esteem is how we feel about ourselves. People with low self-esteem have a very pessimistic outlook and are often self-critical. They think posting selfies will help them feel better. So they don't focus on more important ways of changing themselves.

In the US requests for plastic surgery are increasing because people want to look better on social media.

Danny Bowman at the age of 15 became obsessed with his looks after critical comments about his appearance on Facebook. He did not leave his home for six months taking up to 200 selfies a day. After failing to get "the perfect selfie" he became so depressed that he attempted suicide.

Moreover, a lot of teenagers and grown-ups around the world die while taking selfies.

What we see on social media — the beauty, the money, the glamour — are not the real things but just an illusion.



(adapted from Dr. Aafreen Kotadiya)

c) How would you formulate the main idea of the article? Do you support it? How can you define the author's attitude:

- mostly positive?
- mostly neutral?
- mostly negative?

5. a) Note down the facts that support the following author's points:

positive	neutral	negative

♦ Which of the points do you see more?

b) in pairs, think about the reasons to argue the author's point. Discuss your ideas with other students.

6. Use your ideas to write a one paragraph article. Start like this:

As for me, selfie is ...

Home Assignment

7. Make a similar article about one of the following hobbies to your choice. Use 90–110 words.

- milk bottle collecting
- rollerblading
- basketry (basket making)

1. Do you know the famous 'light bulb' joke:

Q. How many monkeys does it take to change a light bulb?

A. Five. One to climb the ladder and four to pick up the ladder and spin it around.



- Look at the picture. What can you see in it? How many people does it seem to take to hang a picture?
- Which of the words below can we use to describe it?

fuss	→	метушня
lend	→	позичати
spirit-level	→	спиртовий рівень
drop	→	упускати
yell	→	волати, репетувати
Great heavens!	→	Святий Боже!
blow	→	удар

smash	→	розбивати
plaster	→	штукатурка
crooked	→	кривий
insecure	→	ненадійний
worn out	→	знесилений
mess	→	безлад



2. Imagine that you need to hang a picture. What tasks will you have to do? If one person does each thing, how many people will it take?

3. The picture above is the end of a story. Use your fantasy and the words above to try and reconstruct it. Then, read the story and see if you were right.

Uncle Podger Hangs a Picture

You never saw such a fuss as when my Uncle Podger tried to do a job. A picture came and stood waiting to be put up; and Uncle Podger said:

“Don’t worry. *I’ll* do all that.”

And he took off his coat, and began. He sent the girl for nails, and one of the boys to tell her what size.

“Go and get my hammer, Will, and bring me the rule, Tom; and I want a step-ladder, and a kitchen-chair, too; and, Jim, run to Mr. Goggles, and ask him if he can lend me his spirit-level.”

And don't go, Maria, — I need someone to hold the light; and where's Tom? — come here, you will hand me up the picture.”

And then he lifted the picture, and dropped it, and cut himself; and jumped round the room, looking for his handkerchief, and could not find it, because it was in the coat he had taken off, and he did not know where he had put the coat; and all the house had to stop looking for his tools, and start looking for his coat; and he was yelling:

“Doesn't anybody in the house know where my coat is? Six of you!—and you can't find a coat that I put down five minutes ago!

Then he found he was sitting on it:

“Oh, I've found it myself. Might just as well ask the cat to find anything.”

After half an hour spent on his finger, with a new glass, and the tools, and the ladder, and the chair, and the candle brought, he had another go, the whole family standing round ready to help. Two of us were holding the chair, and a third helped him up and held him, and a fourth handed him a nail, and a fifth gave him the hammer, and he took the nail, and dropped it.

And we all had to go down and look for it, and he was up on the chair wondering if he had to be there all the evening.

The nail was found, but by that time he had lost the hammer.

“Great heavens! Seven of you round, and you don't know what I did with the hammer!”

We found the hammer, and then he lost the mark on the wall, and we all had to get on the chair and try to find it; and he called us all fools, and went mad.

Aunt Maria said she would not let the children hear such language.

At last, Uncle Podger found the spot and put the nail on it, and took the hammer. And, with the first blow, he smashed his thumb, and dropped the hammer on somebody's foot.

Aunt Maria said that, next time Uncle Podger was going to hammer a nail, she hoped she'd know it in time, so that she could go and spend a week with her mother.

“Oh! You, women, make such a fuss over everything,” Uncle Podger replied. “Why, I *like* doing a little job of this sort.”

And then he had another try, and, at the second blow, the nail went through the plaster, and half the hammer after it.

A new hole was made; and, about midnight, the picture was up—crooked and insecure, the wall looking as if someone had raked it, and everybody worn out—except Uncle Podger.

“There you are,” he said, looking with pride at the mess he had made. “There must be a man in to do a little thing like that!”

(adapted from Jerome K. Jerome)

4. Answer the following questions.

- 1) How many people lived in Uncle Podger's house?
- 2) How many people does Uncle Podger send to get the nails? What does this tell us about him?
- 3) Why does Uncle Podger say he might as well ask the cat? What does this tell us about him?
- 4) Is Uncle Podger patient or impatient? What makes you think so?
- 5) Does Aunt Maria seem to have confidence that Uncle Podger will get the picture hung? What makes you think so?
- 6) One can't help laughing at Uncle Podger while going through the story. Explain.

5. Work in small groups to make a list of everything that goes wrong when Uncle Podger tries to hang the picture. Compare lists with other groups and then make a master list for the class.

Home Assignment

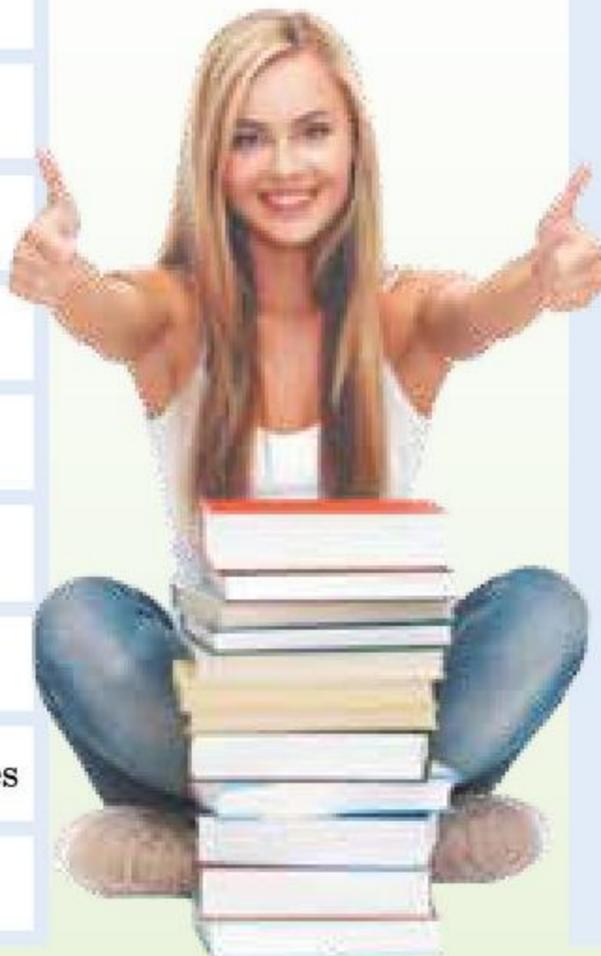
6. There was always a fuss when Uncle Podger tried to do a job. Write about what happened when he tried to make tea for the family.

Lesson 9

THAT'S ALL I DO...

1. a) Match the two halves of the proverbs.

- 1) Company in trouble
- 2) Do to others as you
- 3) Every man has
- 4) The hardest work
- 5) You never know
- 6) Two wrongs
- 7) As one makes his bed,
- 8) Practice
- 9) Never do things
- 10) He who makes no mistakes
- 11) Empty vessels



- a) would have them do to you.
- b) what you can do till you try.
- c) so he will sleep.
- d) makes trouble less.
- e) by halves.
- f) makes nothing.
- g) his hobby-horse.
- h) is to do nothing.
- i) make the greatest sound.
- j) do not make a right.
- k) makes perfect.

b) Think if there are Ukrainian equivalents to the proverbs.

c) Explain the use of 'make' and 'do'.

2. Choose 'do' or 'make' to go with the following phrases:

<input type="text"/>	... some damage
<input type="text"/>	... the washing up
<input type="text"/>	... plans
<input type="text"/>	... dinner
<input type="text"/>	... the cleaning

<input type="text"/>	... your homework
<input type="text"/>	... cake
<input type="text"/>	... crossword puzzles
<input type="text"/>	... a terrible mistake
<input type="text"/>	... a promise

3. Choose the correct variant:

1)	I have to _____ a telephone call.	a) do	b) make
2)	She didn't _____ her best so she felt sad.	a) do	b) make
3)	It was the first time she didn't _____ the beds.	a) do	b) make
4)	She was late so she didn't _____ breakfast for them.	a) do	b) make
5)	He has to _____ the housework before he can go.	a) do	b) make
6)	There are so many decisions to _____.	a) do	b) make
7)	He was busy _____ the food shopping.	a) doing	b) making
8)	The people wanted to _____ friends.	a) do	b) make
9)	The children are _____ too much noise.	a) doing	b) making
10)	I must _____ my homework before I go to bed.	a) do	b) make

4. Complete the sentences with correct forms of 'do' or 'make'.

1)	I'll be late back. I'm going to _____ the shopping.
2)	I'd like you to _____ more of an effort.
3)	I'm going to night school. I really want to _____ something of myself.
4)	Do you like this skirt? I _____ it myself.
5)	I didn't win the competition but I _____ my best.
6)	I know you want to help but you are _____ more harm than good.
7)	Could you _____ me a favour?
8)	Don't tell them about it. It's not worth _____ a fuss.
9)	What shall we _____ now?
10)	The house was a disaster. They _____ a terrible mess.

5. Make a one-paragraph story about one of the hobbies using at least two expressions with 'do' and two with 'make'.

Home Assignment

6. Complete the story using 'do' or 'make'. Start like this:

Lady Gaga has quite an unusual hobby — she does bowling

My Achievements Chart

I am happy with what I've fulfilled because ...

I don't feel satisfied with what I've done because ...

I am more assured of my speaking because ...

I am doing better in grammar because ...

I've gained more confidence with listening because ...

I enjoy my success in reading because ...

I think I need to work more on ...

Starting up

Lesson 1

EX. 6 (A)

- Hi, Max! How are you doing, buddy?
- Hi, there! I'm just fine, and you?
- I'm OK. Glad to be back home.
- Hey, you look like you've grown up a bit?
- Yeah, a little. Perhaps, due to that bunch of sports we did together.
- How come? I've done the same football and tennis and basketball and rowing on the lake — and I haven't grown an inch!
- That's all your computer games.
- OK, OK. Ready for school yet?
- Not really. I'm gonna* miss my camp classes of English.
- Lucky you! Six hours a day of talking to the real British people!... Besides me.
- True-true. What about your Russian and Ukrainian?
- Oh, much-much better! But the spelling... you know. Well, I've got to go now. It was nice seeing you again. Best regards to your family!
- The same. See you online.
- Bye!

EX. 7

In the Language Wondercamp all students MAY:

- have unlimited Internet access
- choose free excursions
- take up any sports or club activities

Students at any time MUSTN'T:

- use bad language
- be on the lake on their own
- use tobacco, alcohol and drugs

Students OMUST:

- respect teachers and other students
- come to classes in time
- wear decent clothes

Lesson 2

EX. 3

Daniel Radcliffe says he has just been called a national treasure, and it has made him absolutely uncertain. He has a point: most people his age have barely started out. But here he is, at 24, and it feels as if he's been with us for ever.

For many people Radcliffe is Potter, and Potter is Radcliffe. Potter made him unbelievably rich but he also put his private life on newspaper pages.

The funny thing is, apart from smoking and the facial hair, he doesn't really look any different from the schoolboy wizard from 2001.

As an only child, he always felt older than his years. He says he was unconfident and very unhappy at school. He went to schools, where you were considered a loser if you were no good at sport. "I was a very disorganised, talkative boy. I am not somebody who will learn best when you tell me to sit down and be quiet and sit still. And it was one of the things I loved about Potter initially — it got me out of school.

* = going to.

And actually there aren't many great parts out there for teenage boys, certainly not as good as Harry Potter. And the most important thing I learned during Potter was a sense of the responsibility you have if you're a lead actor on a film."

Lesson 3

EX. 2

Anton. Hi, Max! This is Anton speaking.

Max. Hi there! I've heard you're going to study in our class?

Anton. Yes, right from tomorrow.

Max. Cool!

Anton. Not exactly.

Max. What's up?

Anton. You see, I have to be there at 8.30 and I've got no idea what to do and where to go.

Max. So, you want me to give you a hand with navigation, don't you?

Anton. How did you guess?

Max. Then listen. First you need to go to the principal's office to leave your personal file. For that, turn left just from the entrance, then turn right and go up the corridor and it's the last door on the left. It's next to the canteen and you easily find it by the smell. Then you go back down the corridor and you bump against the doctor's office, where you leave your medical paperwork. The next door is the staff room. There you will find our class teacher and get the timetable. Oh, and don't forget to knock at the door, our teachers are tough guys!

Anton. OK, OK, I will.

Max. We're almost done. Now go back up the same corridor, the last door on the right is our library. You get your textbooks there.

Anton. And what's next?

Max. That's it! You go back all the way down the corridor, across the hall, past the lockers until you get to the same corridor on the right. And you've made it. The first classroom next to the workshop is ours. See you there. Anyway, it's all nearby and you won't get lost.

Anton. Yes, I see.

Max. By the way, does your phone GPS work OK?

Unit One

Lesson 1

EX. 3

Heat or snow, rain or bloom —
School begins with a *locker room*
To run the school and to know all —
That's the work for the *principal*
Clever, strict and always tough —
This is our school *staff*
Older, younger, big or small —
Watch the shows in an *assembly hall*
What's in a rock, and what's in a tree
We are taught in *Chemistry*

Who can consult, and who can assist?
It's the school *psychologist*
Tidies after, cleans before —
Sure, it's a *janitor*
Our health must not get worse —
It's the job for our *nurse*
Sport is lifestyle's best approach
So we're taught by our *coach*
That is why we're always found
Nowhere else but in the *playground*.

Lesson 2

EX. 5 (A)

Jason. “Don’t touch my iPhone!”

Sister. “Well! Then give me that biscuit.”

Jason. “You can’t have sweets before dinner. Go away!”

Sister. “Nope. I want my toy. Bring it, please!”

Jason. “Why should I? Go and get it yourself.”

Sister. “I can’t. I’m too small and it’s too high.”

Jason. “Then jump.”

Lesson 3

EX. 4 (B)

- 1) Hi! I’m Jason Blake and I’m from St. George High School, Liverpool. It’s St George, but it’s got nothing to do with church or religion — just a regular comprehensive school and it concentrates on IT and foreign languages. No special uniform, no special rules, but we’ve got the best computer lab in the area.
- 2) Hello! I’m Linda Stanton and I come from Queen Victoria’s Grammar School in London. And this is the only type of school that you have to take an exam at 11 to enter. We have to wear uniform and I really love it. We are very academic, but we don’t have to pay for education.
- 3) My name’s Brian Robinson and I’ve just become a part of the Eton College community. It costs a fortune, and there are no girls around, and the rules...and it’s really hard to live far from home, but it’s sure worth it. Very many Eton people have become British Prime Ministers. And I sure will become one.

Lesson 4

EX. 4

Hi! I’m Jennifer. My parents decided not to send me to school. I’m an ordinary kid, and I’ve got no health problems or something. It’s just that my parents made up their minds. So I study at home. It’s cool, because there are no teachers and no lessons. My Dad teaches me Maths and sciences and my Mum — history and languages. I’m happy, but teachers may come and check my knowledge at any time, so I really must study hard.

Lesson 5

EX. 1

Comprehensive, independent, fee, tutor, principal, psychologist, compulsory, private, janitor, staff.

EX. 4

— Hello everyone! I’m Jack Higgins. The OC Talk radio is on air tonight.

Studying abroad is an adventure that will take you out of the everyday classroom experience and into a global learning environment.

With us in this studio tonight is Dr. John Edwards, and we are going to discuss a few questions about how to become an international exchange student to England. Good evening, Dr. Edwards!

— Good evening! Nice to be here with you tonight. So — about exchange programmes. In fact, it's very simple to become an international exchange student to any of schools in England. I'd even say — today it's much easier to get to a certain school over here if you live anywhere else in the world than if you actually are an English child. You just need...

.... (technical damage)

— Of course, it's just enough to visit our website.

— Well, so this is for you — potential exchange students. Make up your mind — England is looking forward to seeing you!

Lesson 6

EX. 4

— Today it's much easier to get to a certain school over here if you live anywhere else in the world than if you actually are an English child. You just need to select a school and write a letter of application — that's it.

— So simple? I can't believe it!

— Why not? You tell us in detail about yourself and your school— for us to choose for you the best type of schools to offer. You pick one — and in a few months you are an English schoolboy or schoolgirl.

— How long can exchange students study in English schools?

— It depends. It may be from one semester to up to a whole academic year.

— Do exchange students have their own study plan or just join regular classes?

— Normally, we'd prefer them to study just like English schoolchildren, but they also may choose to concentrate on a few subjects like Maths, Literature or Science.

— Where do they live while studying?

— In host families, and they also get 2–3 free meals a day.

— Do they have a chance to travel around the UK?

— I'd say more — it's absolutely compulsory! They really **MUST** see as much of Britain as possible, so there are free tours they go on during their study.

— Does it all cost much?

— Pretty much, I'd say, 10 to 15 thousand a semester, but it is sure worth it. The fee depends on the type of school you are going to — you see, studying in an elite private school like Eton, for example, will sure cost you much more than going to a regular comprehensive school.

— Thanks a lot, Dr. Edwards, for your very detailed information. Is there anywhere that one can find more details?

— Of course, it's just enough to visit our website.... (fade)

Unit Two

Lesson 1

EX. 3

Welcome to the Oxford University Bodleian library!

In fact, it is very much like any other school or university library in Britain. Yet, it is one of the biggest and one of the oldest libraries in Europe with more than 8,000,000 books and almost 700 years of age. More than 400 *librarians* are needed for its 117 miles of *bookshelves*. The library offers books in all fields

of science as well as *prose, poetry and plays*. It has been since 1610 that a copy of every book *published* in Britain must come on its shelves. Of course, today the library has a great collection of CDs as well as modern computers with high-speed Internet access. All the materials are *arranged* in *alphabetical order* and in *departments*. To receive a *reader's card* you must give a *solemn oath*: not to *take out* books, not to *spoil* books, and not to make marks in the books. No person may move books out of the library; no *exception* was made even for King Charles I when he wanted to *borrow* one of the books *from* the library. This is why the library has got huge reading rooms. Visitors mustn't bring any bags with them.

You may know what the library looks like by Harry Potter films. The library always needs more space, that's why it may even use such exotic sites as an old *salt mine* not far from Oxford.

By the way, if you are on an excursion, keep in mind that the library has got no public restrooms, the nearest one is about a thousand feet from the entrance.

Lesson 3

EX. 2

- a) In this book policemen chase criminals.
- b) This book tells us about people and events of long ago.
- c) This is a book of pictures with very little text.
- d) This is a book about travels and brave people.
- e) These books mostly describe the world of the future.
- f) These books tell us about magic creatures and events.
- g) This is a book about love and deep feelings.
- h) These books don't let us relax until the last page.
- i) These books are frightening.

EX. 4 (B)

J: ... Your novels are just *awesome*. They have been translated into nearly all European languages. And both I and my Dad read them with the same interest. What's your secret?

W: You know most people believe history is all *boring* and have nothing to do with real life. I don't think so. It depends on what you personally think about it. A book is like a mirror and if a writer himself is *dull*, what kind of *exciting* reflection will the mirror show?

J: That's right! How come that you seem to write about the past and your plots are so true-to-life and *intriguing*?

W: I'll tell you so — an author may write about the past or about the future — it really doesn't matter. What he does write about is about 'his' time and 'his' place. Only then a story may be *catchy* and the characters *thrilling*. And of course there are universal values. They are for all times...

J: How right you are!

W: This is why we keep reading Shakespeare and Swift.

J: And what about today's literature?

W: Frankly speaking I mostly find modern books *awful* and the authors just *horrible*. It's not the books that you read to find out who you are and why you live. They are for reading on a train between two stations.

J: What should be done then?

W: Read of course! Read good books that make you feel and think.

Lesson 5

EX. 3

- This boy is thankful for kindness
- This boy's very brave
- This boy wants to become rich, famous
- and popular
- This boy can do things for himself
- This boy may hurt people to get what he wants

- This boy may sometimes act like a donkey
- This boy knows what to do to get what he wants
- This boy is unhappy not to have what you have
- This boy always likes to find out about something
- This boy believes neither in people nor in good feelings
- This boy believes he can do what he wants
- This boy can always be believed
- This boy never cares for what may happen
- This boy acts as if he is more important than others

Lesson 8

EX. 3

Somebody has watered the plants. — The plants have been watered.

- 1) Somebody has bought the presents. — The presents have been bought.
- 2) Somebody has eaten my sandwich. — My sandwich has been eaten.
- 3) Somebody has prepared the meal. — The meal has been prepared.
- 4) Somebody has made coffee. — Coffee has been made.
- 5) Somebody has finished the report. — The report has been finished.
- 6) Somebody has learned lessons. — The lessons have been learned.

Unit Three

Lesson 1

EX. 5 (A)

Hobbies, Leisure time

As we all know, leisure time is one of the **vital** things people can't **exist** without. It is a big part of our life, and it actually shows the character of a person. We choose our own way of spending time, either active or passive. **At any rate**, it is **a matter of taste**. The **amount of free time is down**; while the amount of working time is now **up**. It can be explained by extra time spent on mobile phones or computers. Nowadays people **rarely** have spare time to rest and to do something they like, but any activity is much better than doing nothing.

As for me, I like to spend my leisure time both in active and passive ways. I really enjoy reading or watching films, because it's always thrilling and helps to relax after a long tiring day. Also, I am fond of active sports, swimming, skiing or riding a bike when it is possible. In many cases I just go walking over long distances. It really helps to relax and **refresh** the mind.

Lesson 2

EX. 2 (B)

European Lifestyles

I: Dr. Campbell, you had a chance to live and work overseas. Do the British and American lifestyles differ?

Dr. C: Sometimes I felt a bit strange — like an Englishman in New York, you know. What's a lifestyle? It's the attitudes, values and views of a person and society.

I: What was most unusual?

Dr. C: Well, first, in most of big European cities, people try to live **downtown**. It's very **convenient** and prestigious. In America people go to live in the **suburbs**, as it's safer and quieter.

Europeans prefer to have a **humble** home. They have less furniture and **gadgets** to save space. Downtown living is too expensive, you see. This is opposite to Americans' wish to have huge homes. Next, Europeans normally do not buy things they do not need. On the other hand, Americans love buying a lot of things just because they have plenty of space in their homes.

In addition, Europeans prefer to **commute** because public transportation is good. And it helps save money on gas. **On the contrary**, Americans just can't exist without cars as the distances are large and the public transportation is rather poor.

I: And what about eating habits?

Dr. C: In terms of diet, Europeans prefer to eat fresh foods so they buy foods a few times a week. Most of Americans, on the other hand, prefer to eat fast-foods, which is **extremely** unhealthy. It makes them one of the fattest nations of the world.

Lesson 5

EX. 1 (A)

Morning Rap

Warm up — warming up —
getting warm

Warm up — warming up —
a better form

Before the exercise — warm your arm
Then start to work — it'll do no harm
Quiet and slow's the way to start
You'll sure do it — 'cause you're smart

Try some jogging — nice and slow
The more you move — the more you grow
A little faster — that's the case
But remember — it's not a race

Try some knee lifts — not too high
Lift them up — toward the sky
Do your arms — warm them too
Touch your knees — that will do

Lesson 7

EX. 3

- fever
- typhoid fever
- diphtheria
- scarlet fever
- hay fever
- cholera
- housemaid's knee

Unit Four

Lesson 1

EX. 2

1) heavy metal; 2) reggae; 3) hip hop; 4) classical; 5) jazz; 6) rock-n-roll; 7) folk; 8) pop; 9) rock; 10) blues; 11) country and western; 12) rap.

lesson 2

EX. 5

The Beatles "She Loves You"

Lesson 3

EX. 2 (A)

A

acoustic guitar
electric guitar
drums
grand piano
organ
synthesizer
violin
cello
accordion
saxophone
trumpet
bagpipe
flute
bandura
harp

B

grand piano
acoustic guitar
violin
saxophone
drums
accordion
flute
organ
electric guitar
harp
synthesizer
bandura
cello
bagpipe
trumpet

EX. 3 (B)

This world is filled with wonders and mysteries.

It was in 1994 when the idea to freeze water and examine it with an electronic microscope came upon me.

After two months of hard work, this idea brought the results. And you can see them in the pictures. We always received beautiful crystals after giving good words or playing quiet good music to water. On the other hand, we saw ugly and shapeless crystals in the opposite situation.

Now think — a human body is 80% of water. Is saying bad words or listening to heavy music worth destroying it?

EX. 4

- Only tonight! The only gig in the city!
- Rock hits through classics!
- The world famous London Symphony Orchestra!
- Symphonic versions of classical rock hits from The Beatles to Led Zeppelin and Queen.
- Two hours of pure enjoyment!
- Only live sound!
- Splendid light and laser effects.
- The Royal Philharmonic Society Hall.
- Tonight at 8 sharp.

Lesson 5

EX. 3

It was just superb! We had to wait a little for the gig to start but that's quite usual stuff. The settings could never be better — just the stage and the band on it. Of course, there were screens and lights and lasers and fireworks and smoke... It added to the show but the main thing was music! You can hardly imagine the guys are all well over sixty — their performance was just gorgeous! The voice was as stunning as way back in 1970. The guitar solos were brilliant though it was not Blackmore, of course. I believe the band lacks his riffs, sound and passages. Yet, all in all I didn't even notice how those three hours had passed and it all was played live!

Unit Five

Lesson 1

EX. 6

Here is a true classification of English newspapers:

- “The Times” is read by the people who run the country;
- “The Daily Mirror” is read by the people who think they run the country;
- “The Guardian” is read by the people who think about running the country;
- “The Daily Mail” is read by wives of the people who run the country;
- “The Daily Telegraph” is read by the people who think the country should be run as it was long ago;
- “The Daily Express” is read by the people who think it is still run as it was long ago;
- “The Sun” is read by the people who don’t care who runs the country as long as the girl at page three looks nice.

Lesson 3

EX. 1

M: Hi buddy! Have you got a spare minute?

J: Hi there! Sure. What’s up?

M: Nothing special. I just wanted to learn more about British newspapers. Are they different from ours?

J: Let me see. Do you have a newspaper at hand? Let’s compare. So, what do you see?

M: The front page, of course.

J: OK. And what’s on it?

M: Well, there are titles in very huge letters...

J: Yeah, we call them headlines...

M: I see, and the newspaper logo and title, the date and the price...

J: And the index with page numbers. Well, I think any newspaper has it on its front page. What’s next?

M: Well, there is a big article...

J: Is it editorial?

M: What’s that?

J: It is when the article is written by the staff.

M: I see, exactly.

J: Next we have what we call the main story. You can easily see it — it normally has the largest headline on the front page.

M: Wow! It’s true.

J: Next...articles, more articles, the TV guide, ads — do you have any?

M: Plenty of them, on every page. Oh, here are some cartoons...Pretty funny...

J: Yes, we also have them pretty often but more comics to tell the truth. Do you have advice columns?

M: What’s that?

J: You know, it’s when you write to the paper and ask for advice with your problem...

M: And the newspaper gives advice? I’m looking at it right now...

J: Here we are, I’m on the back page.

M: Me too. I can see some articles, a crossword, and...

J: Ads?

M: Exactly!

J: I see, Ukrainian newspapers don’t differ greatly from British ones...

Unit Six

Lesson 3

EX. 2

Hello again! I want to take you on my adventure and point out the places where novels and plays and long ago tales happened to me. The White Cliffs of Dover are fantastic, rising steep and suddenly. I was thrilled to have the chance to see them. Dover Castle is filled with shadows and echoes from centuries of medieval magnificence. But what I wanted was not the castle — as much as I loved it. It was the cliffs. What I was searching for, you might be surprised to discover, was Shakespeare.

What has Shakespeare to do with the White Cliffs? You may know the passage from *King Lear*:

*here is a cliff whose
high and bending head
Looks fearfully...*

There is even a hill called the Shakespeare Cliff.

The south is full of great contrasts: quiet woodlands and tropical plants; the sea; cliffs; high winds; then sandy beaches and the sea again.

There's plenty to look out for along the way — ancient woodland, chalk hills and unusual birds overhead, but my favourite part of the walk is that “top of the world” feeling when looking west from the peak, with the chalk hill running ahead and the sea in the distance. And on a clear day you can see the coast of France across the sea. And remember not to stand too near the edge!

Lesson 4

EX. 3

Whether the weather be fine
Or whether the weather be not,
Whether the weather be cold
Or whether the weather be hot,

We'll weather the weather
Whatever the weather,
Whether we like it or not.

Lesson 8

EX. 1

Paul McCartney “Mull of Kintyre”

Unit Seven

Lesson 3

EX. 4

J: Hi Max. I've just got an invitation from your school to study. And just say you are not happy I'll be in the same class with you!

M: Sure, well. And my Mum said it would be great.

J: By the way, about mums, mine asked if you could **shed light** on your weather. She wonders how bad it is and how many clothes I should take.

M: Well, about the weather, all I know is that we have it. I never thought how good or bad it was. It's just weather and why worry if you can't do anything about it.

J: Hey, you, philosopher!

M: OK, OK! I was kidding. In short, in winter it is cold, in summer it is hot...

J: Ma-a-ax!!!

M: Well, I'm serious now. Our winters are really colder and snowier than yours, so make sure you get enough warm stuff with you. But it's real fun. Autumn is like any other autumn in the world — sometimes sunny and quiet, sometimes rainy, **muddy** and dull. But the summers are great! Lots of sunshine, pretty warm, even hot sometimes, not much rain, but if there is you may forget about the rains you have in Britain, ours don't shower — they **downpour**.

J: Then I'll take my favourite umbrella with me.

Extra Unit

Lesson 1

EX. 2 (A)

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste, you are lucky because your life becomes more interesting.

Hobbies are divided into four large classes: doing things, making things, collecting things, and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.

Gardening is one of the oldest of man's hobbies. It's a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Millions of people all over the world spend their holidays travelling, they travel to enjoy picturesque places, or just for a change of scene. It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Lesson 3

EX. 2 (A)

Top 10 Hobbies of the World

- 1: Book Reading** is on top. Millions of people are in great love of books and reading as a hobby.
- 2: Fishing** — people do not feel depressed by bad weather or anything else. It not only helps people have good time, but also gives them something tasty to eat.
- 3: Sewing** — people like doing hobbies to get something that can be of use. That is why sewing is among most popular hobbies of the world.
- 4:** Anyone doubting the popularity of **music** would be none other than a fool. It gives joy and pleasure to those who play and to those who listen to it.
- 5:** This might be a surprise, but **bird watching** is one of the top hobbies of the world. People seem to be in love with true colours and harmony of nature watching creatures as lovely as birds.
- 6: Restoring Cars** — you need to see joy and satisfaction on the faces of people who stand next to a car they have just restored to understand why this is a top-10 hobby.

- 7: As said earlier, people like activities that help them produce something, that is why so many people love **woodworking**, turning ordinary pieces of wood into masterpieces.
- 8: Don't be surprised at people with metal detectors in their hands on a sandy beach seemingly collecting nothing but some old coins. **Metal Detecting** is becoming a popular hobby, and it might bring people a lost treasure in addition to all the coins they get.
- 9: **Collecting** — is a favourite hobby of the masses and it is not limited with coins only. There is almost anything that can be covered under this term.
- 10: **Model Building** — It might seem strange to you, but a large number of people are fond of making different types of models, such as cars, planes, buildings and so on.

(adapted from NewsBlaster)

EX. 4 (A)

Mooing

There are people great at imitating animal calls but, believe it or not, there is such a thing as mooing competitions in the areas where British people keep cows. This sounds stupid, but you can see a lot of it on YouTube.

Dog Grooming

You know about dog competitions. What you may not know — it is a subculture of grooming poodles to look stupid — like Ninja Turtles, dragons, pandas, or tigers. All real, all part of dog grooming competition shows.

Soap Carving

The practice of bad prison films is an actual hobby. People take bars of soap and carve them into beautiful sculptures.

Tape Art

This is an art of pulling out the cassette tape and using it to create a portrait. This hobby started a few years ago and is becoming common with some very impressive examples.

Hikaru Dorodango

Or, polishing dirt.

It sounds weird, but it's possible. You make a ball of mud and then you work it by hand, polishing it into a glossy sphere.

Egg carving

Early civilizations decorated eggs as part of their cultures. And today we are impressed that art can be made from an empty eggshell. There are many artists that paint, decorate, and carve eggshells.

Noodling

It is fishing with hands. A noodler usually goes underwater to put a fist down a catfish's mouth. The catfish catches the fisherman's hand, and the noodler has to pull the fish out of water onto a shore or into a boat.

Lesson 6

EX. 3

Watching too much TV puts a child at a risk of developing antisocial and even criminal behaviour.

The study found that children who watched endless hours of TV were more likely to have a criminal future in adulthood.

The study followed a group of 1,000 children.

Every two years between the ages of five and 15, they were asked how much television they watched.

Those who watched the most television were more likely to have a criminal future — and were also more likely to develop anti-social personality traits as grown-ups.

The risk of having a criminal record by late teens increased with every hour that children spent watching TV.

The study also found that watching too much television in childhood was associated with aggressive personality traits and an increased tendency for negative emotions as grown-ups.

The following tips help improve English and overcome difficulties

Don't be shy!

It is better to try and to make mistakes, than not to try at all.

Don't try to be perfect.

Even English speakers make mistakes sometimes!

Don't worry about having a 'perfect' accent.

As long as people understand you, don't worry if you can't pronounce all the sounds correctly

Don't spend a long time trying to remember a particular word.

If you can't remember a word, think of a different way to say it.

Don't ask an English-speaking friend to do all the talking for you!

Sometimes it's easier to let someone else speak for you, but you won't improve if you do this.

Don't rely on internet text chats.

These may help your vocabulary, and possibly your reading and writing, but will not help your speaking.

APPENDIX 4

Reference



READING TIPS

There are some simple methods that you can use to get more out of your reading time. You will improve your understanding if you “preview” the passage before you actually read every word.

To do this:

- take 30 to 60 seconds for previewing
- look over the title
- look at all the headings, subheadings and marked, italic or dark print
- look at any pictures or illustrations
- skim over the passage, read the first and last paragraph and look at the first sentence of every other paragraph
- close the text and ask yourself
 - What is the main idea?
 - What kind of writing is it?
 - What is the author’s purpose?

If you do the preview correctly, you may have some very good general ideas. Then, you will be able to understand the passage better.

When you finally get to reading the passage, read in a “questioning” manner — as if you were searching for something.

It sometimes helps if you take the title of a chapter and turn it into a question. Then, you have a goal; something to find out. When you have a goal, you are more likely to reach it.

Try to read in phrases of three or four words, especially in complete clauses and prepositional phrases.

Don’t keep re-reading the same phrases.

SPEAKING TIPS

Be Social:

Talk “with” people, not “at” them.

Organization:

Every speech should have an introduction, a body, and a conclusion. Structure your talk so that the audience knows what to expect.

Make a “catch” to capture the audience’s attention with something that causes them to question, laugh, or be surprised.

People usually remember 3 things from any given talk. So, give your audience 3 main points repeated in the Introduction, Body and Conclusion.

Language:

Use opening and linking phrases, make your talk emotional by using synonyms and figurative language.

Think of yourself as sharing in a dialogue with a group of friends.

10-Second Rule:

Take a deep breath, wait a few seconds and begin. This gives the speaker an opportunity to get prepared and shows the audience you’re confident and controlling the situation.

Avoid Fillers:

Words such as “basically”, “well”, and “um” don’t add anything to your speech. Better be silent when you feel you want to use one of these words

LISTENING TIPS

Practice listening to something every day.

When listening, listen NOT to words but to phrases and sentences.

Do not worry if there is a word you do not understand — catch the main idea of the sentence.

Try and anticipate what the speaker will say.

Practice taking notes — note down key words or phrases from what you hear — that will help you reconstruct the general meaning.

Listen for repeated information — very often the same ideas are given in different words. (This as well works for multiple choice or True / False questions.)

Look for clues. If you can predict the sort of things you are going to listen for, you can reduce the amount you need to listen to.

Look for any tables, charts or illustrations — these often give you a good idea of what the text is going to be about.

Listen for the specific information you want.

Predict. If you have to answer questions on what you are listening to, try to predict the possible answer by first looking at the question. Don't try to listen to the whole text then — just search for the answers.

The same works well if you have multiple choice answers — by reading them you can predict what the question will be about and purposefully listen for the correct answer.

Moreover, by reading questions (or possible answers) before actually listening, you can get the whole idea of what the text is about.

WRITING TIPS

How to write a five-paragraph essay

Introduction Paragraph

- An attention-grabbing “hook”
- A main idea statement
- A preview of the three subtopics you will discuss in the body paragraphs.

First Body Paragraph

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Second Body Paragraph

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Third Body Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Concluding Paragraph

- Reverse “hook,” and restatement of the main idea.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

How to write letters

there are personal letters and business letters. Personal letters are written in a friendly tone. Business letters, on the other hand, are written in a formal style.

Note: informal writing it is not allowed to use contractions (I'm, you've etc.), only full forms (I am, you have etc.).

Parts of a letter

Heading

The heading usually consists of two elements — the writer's full postal address and the date to inform the reader where the letter was written and when.

It usually goes in the top right-hand (sometimes — left-hand) corner of the first page. The date is given below the heading. Don't put your name with the address.

Note

All-figure dates are interpreted differently in British and American English. For example, 12.10.2003 means 12th October 2003 to British people. To an American it means 10th December 2003. Americans put the month before the day.

Salutation or greeting

The form of greeting depends upon the relationship between the writer and the reader of the letter.

Put the salutation at the left-hand corner of the page. It should be put at a lower level than the heading.

Body

Start writing on the next line after the greeting. Divide your letter into paragraphs if you want to write about different topics.

Ending

End your letter with a polite form of ending. Remember about the difference between formal and informal letters.

Put your signature and write your name on the next line.

Style	Characteristics	Opening	Ending
Formal	To someone you have not met, whose name you don't know	Dear Sir / Madam	Yours faithfully
Semi-formal	To someone you may or may not have met, whose last name you know	Dear Mr Brown, Dear Ms Stone	Yours sincerely
Informal	To someone you know well, whose first name you know and use	Dear John Dear Anita	Best regards Warm wishes Take care

How to write emails

1. Start with a salutation

Your email should open by addressing the person you're writing to. You may leave out the salutation when you're writing an email to your friend, but business-like messages should begin very much like regular formal letters.

2. Write in short paragraphs

Get straight to the point — don't waste time. Split your email into two to four short paragraphs, each one dealing with a single idea.

3. Stick to one topic

It's hard for people to keep track of different emails if topics are jumbled up.

4. Use capitals appropriately

Emails should follow the same rules of punctuation as other writing. Capitals are often misused.

Never write a whole sentence (or worse, a whole email) in capitals

Always capitalise "I" and the first letter of proper nouns (names)

Always start sentences with a capital letter.

This makes your email easier to read.

5. Sign off the email

For short informal emails just put your name. If you're writing a more formal email:

- Use *Yours sincerely*, (when you know the name of your addressee) and *Yours faithfully*, (when you've addressed it to "Dear Sir/Madam") for very formal emails.
- Use *Best regards*, or *Kind regards*, in most other situations.
- Even when writing to people you know well, it's polite to sign off with something such as "All the best," "Take care," or "Have a nice day," before typing your name.

Here are some most popular abbreviations used in Internet conversations.

TEXT	MEANING	TEXT	MEANING	TEXT	MEANING
:-D	Grinning	B4	Before	IOW	In other words...
:@	Shouting	B4N	Bye For Now	J4F	Just for fun
:(or :-(Sad	BBL	Be Back Later	KC	Keep cool
:’-(Crying	BBS	Be Back Soon	KIT	Keep in touch
:-()	Shocked	BFF	Best Friends Forever	L8r	Later
:) or :-)	Smiling	BRB	Be Right Back	LOL	Laughing out loud
:-	Determined	BTW	By The Way	MC	Merry Christmas
:-	Angry	Cm	Call me	NC	No comment
:-<>	Surprised	CU	See You	O4U	Only for you
:-c	Unhappy	Cul / CUL8R	See you later	OIC	Oh, I see
:-D	Laughter	DK	Don’t know	OTOH	On the other hand
:-O	Wow	DUR?	Do you remember	OU	I owe you
:-X	Not saying a word	F2F	Face to face	PCM	Please call me
;) or;-)	Wink	FYI	For Your Information	PLMK	Please Let Me Know
@WRK	At work	GR8	Great	PPL	People
-I	Sleeping	GTSY	Glad to see you	R	Are
2l8	too late	H&K	Hugs and Kisses	RU?	Are you?
4e	Forever	H2CUS	Hope to see you soon	RUOK?	Are you Ok?
4u	For you	HAND	Have a nice day	SOL	Sooner or later
AFAIK	As Far As I Know	IC	I See	SRY	Sorry
AKA	Also known as	IDK	I dont know	T2Go	Time to Go
ASAP	As Soon As Possible	IMHO	In my honest / humble opinion	THX	Thank You
ATB	All the best	IMI	I mean it	TTYL	Talk To You Later
ATM	At the moment	IMO	In my opinion	U2	You Too
				WB	Welcome Back

How to write a book review

1. Start with a couple of sentences describing what the book is about
2. Discuss what you particularly liked about the book

Focus on your thoughts and feelings about the story and the way it was told. You could try answering a couple of the following questions:

- ♦ Who was your favourite character, and why?
- ♦ Did the characters feel real to you?
- ♦ Did the story keep you guessing?

- ♦ What was your favourite part of the book, and why?
- ♦ Were certain types of scene written particularly well — for example sad scenes, romantic scenes, mysterious ones...?
- ♦ Did the book make you laugh or cry?
- ♦ Did the story grip you and keep you turning the pages?

3. Mention anything you disliked about the book

Talk about why you think it didn't work for you. For example:

- ♦ Did you find it difficult to care about a main character, and could you work out why?
- ♦ Was the story too scary for your liking, or focused on a theme you didn't find interesting?

4. Round up your review

Summarise some of your thoughts on the book by suggesting the type of reader you'd recommend the book to. For example: younger readers, older readers, fans of drama/comedy. Are there any books or series you would compare it to?

5. You can give the book a rating, for example a mark out of five or ten, if you like.

How to write about a book character

1. Personality of the Character

We get to know characters in our stories through the things they say, feel, and do. It's not as difficult as it may seem to figure out a character's personality traits based on his/her thoughts and behaviors. You will receive clues about a character's personality through his or her:

- Words
- Actions
- Reactions
- Feelings
- Movements
- Thoughts

2. Character Role

In addition to having personality traits, characters also fill certain roles in a story. They either play a major role, as a central element to the story, or they play a minor role to serve a supporting role in the story.

3. Character Development (Growth and Change)

Most characters go through changes as a story develops — otherwise, stories would be pretty boring!

Useful Terms for Character Analysis

Flat Character: has one or two personality traits that don't change. The flat character can play a major or a minor role.

Round Character: has many complex traits—and those traits develop and change in a story. A round character will seem more real than a flat character, because people are complex!

Stock or Stereotype Character: A character who represents a stereotype. These characters exist to keep belief in “types,” such as absent-minded professors.

Static: A static character never changes and remains the same throughout the story. A boring character, who is never changed by events, is also static.

Dynamic: Unlike a static character, a dynamic character does change and grow as the story develops.

How to write about a book author

1. The author seemed interesting.

This can be something simple--they drink a lot of coffee, have a pet, like 80s music. It makes you think they're just another person like me.

2. A touch of humour

An author should have a sense of humour. Now, if the person is writing serious literary fiction, maybe that doesn't go very well. But in general, a little humour goes a long way.

3. Some personal history

What was a person doing before he became a writer? Did they have other careers? Where did they go to school? This gives more of a sense of who they are.

4. Where the author lives / -ed

5. The person sounds interesting

Every one of us has SOMETHING interesting about ourselves. Jobs, strange talents, interests. Pick a few of those things to include. It doesn't have to be anything great.

6. You got a sense of their voice.

It always comes back to voice. People who write serious stories are likely to have serious biographies. Young authors are likely to have funny bios that teens could relate to.

How to write a concert review

1. Who did you see? Where did you see them? Have you ever seen them before? How much about the band do you know? What made you want to see them live?
2. What did you think about the venue? Was it too big or too small? How did the band sound in it?
3. What did you think of the set list? What were your favorite songs of the night? If you didn't know any of the songs, describe the band's sound/style and staging. Were there any special moments, effects, surprise guests or quotes from the artist/s?
4. How was the crowd? Were people dancing and having a good time, or not? Was it the type of show where you get shouted at if you say a single word, or were you allowed to talk with your friends and sing along?
5. What are your final thoughts about the show? What stood out to you and became your highlight of the night? Would you go see this band again?

Grammar Reference

UNIT 1

DIRECT AND REPORTED (INDIRECT) SPEECH

Reported Orders and Requests

We often need to report what other people say.

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in **the present tense**, we just put 'say(s)' or 'tell(s)' and then the sentence. We **don't need to change** the tense

But, if the reporting verb is in **the past tense**, then usually we **change the tenses** in the reported speech.

Reported Requests

Direct speech: "**Close** the window, please" or: "Could you **close** the window please?"

We use '**asked + to + infinitive**':

Reported speech: She **asked me to close** the window.

Direct Request	Reported Request
Please, help me."	She asked me to help her.
Could you pass the milk, please?"	She asked me to pass the milk.
Would you mind coming early tomorrow?"	She asked me to come early the next day.

Reported Orders

We can call an 'order' in English, when someone tells you very directly to do something. For example:

Direct speech: "**Sit** down!"

In fact, we make this into reported speech in the same way as a request. We just use ‘tell’ instead of ‘ask’:
Reported speech: She **told** me **to sit** down.

Direct Order	Reported Order
“Go to bed!”	He told the child to go to bed.
“Be on time!”	He told me to be on time.

Sometimes we need to say what people *asked / told* **not to do**.

- Direct speech: “Please **don’t be** late.”
- Reported speech: She **asked** us **not to be** late.

Then we use:

asked / told + Object + NOT + to Infinitive

Direct Speech	Indirect Speech
“ Don’t touch <i>my</i> camera!” Sam said to me.	Sam told me not to touch <i>his</i> camera.
The coach said to me, “ Don’t be late ”	The coach told me not to be late .
Lisa said to me, “ Don’t wait for <i>me</i> after classes.”	Lisa asked me not to wait for <i>her</i> after classes.
Jane said to him, “ Don’t sit on <i>my</i> chair, please.”	Jane asked him not to sit on <i>her</i> chair.

Sometimes we may have to change the object pronouns:

- Mother said to Michael, “Bring **me** some water, please.” — Mother asked Michael to bring **her** some water.
- “Don’t use **your** mobile phones at the lessons,” the principal said to us. — The principal told us not to use **our** mobile phones at the lessons.

UNIT 2

WHEN WE USE THE PASSIVE VOICE

1. When we want to change the focus of the sentence:
 - The Mona Lisa **was painted** by Leonardo Da Vinci. (We are more interested in the painting than the artist in this sentence)
2. When who or what causes the action is unknown or unimportant or obvious or ‘people in general’:
 - He **was arrested** (obvious agent, the police).
 - My bike **has been stolen** (unknown agent).
 - The road **is being repaired** (unimportant agent).
 - The form can **be obtained** from the post office (people in general).
1. In factual or scientific writing:
 - The chemical **is placed** in a test tube and the data entered into the computer.
2. In formal writing instead of using someone / people / they (these can be used in speaking or informal writing):
 - The brochure **will be finished** next month.
3. In order to put the new information at the end of the sentence to improve style:
 - Three books are used regularly in the class. The books were written by Dr. Bell. (‘Dr. Bell wrote the books’ sounds weird.)
4. When the subject is very long:
 - I **was surprised** by how well the students did in the test. (More natural than: ‘how well the students did in the test surprised me’)

To transform the Active sentences into Passive we use: **be + V3**

	be	verb
Present Simple Passive	am is are	opened spoken
Past Simple Passive	was were	opened spoken
Present Perfect Passive	<i>has</i> been <i>have</i> been	opened spoken

	Present Perfect Active	Present Perfect Passive	
+	Critics <i>have written</i> a lot of articles about Harry Potter books.	A lot of articles about Harry Potter books <i>have been written</i> (by critics)	
+	He <i>has answered</i> all the questions	All the questions <i>have been answered</i> (by him)	
-	We <i>have not cycled</i> five miles	Five miles <i>have not been cycled</i> (by us)	
-	He <i>has not answered</i> all the questions	All the questions <i>have not been answered</i> (by him)	
	<i>Have</i> we <i>cycled</i> five miles?	<i>Have</i> five miles <i>been cycled</i> (by us?)	Yes, they have No, they haven't
	<i>Has</i> he <i>answered</i> all the questions?	<i>Have</i> all the questions <i>been answered</i> (by him)?	

UNIT 3

CONDITIONALS

The sentences, in which we say that something happens (or will happen) **on condition** that something is done, are called **CONDITIONAL** sentences

Zero Conditional

We use **Zero Conditional** when the result is a fact or always happens.

Here, '**if**' has the same meaning as '**when**'.

If / When people **eat** too much, they **get** fat.

If / When you **touch** a fire, you **get** burnt.

You **get** water if / when you **mix** hydrogen and oxygen.

Such sentences are called **complex** and their parts are called **clauses**.

If babies **are** hungry, || they **cry**.
(If-clause — condition) **(main clause — result)**
 People **die** || if they **don't eat**.
(Main clause — result) **(if-clause — condition)**

The **zero conditional** is used to make statements about the real world, and often is about general truths, such as scientific facts. In these sentences, the time is **now or always** and the situation is **real and possible**.

Example:

- If you heat ice, it melts.
- Ice melts if you heat it.
- When you heat ice, it melts.
- Ice melts when you heat it.

First Conditional

We use **First Conditional** to talk about a possible condition and the probable result of an action in the future.

If people **eat** too much, they **will get** fat. (People are NOT fat now, but it may happen in the future.)

Notice:

Zero Conditional always describes what happens **IN GENERAL**, whereas **First Conditional** always describes a **SPECIFIC SITUATION**.

We NEVER use Future Tenses after **if, unless, when, till, until, as soon as, etc.**
Instead, Present Tenses are used

If + Present Tense, || Future Tense
(*If-clause* — *condition*) (*main clause* — *result*)
If you **touch** a fire, || you **will get** burnt.

If it looks like rain,	we'll stay at home.
If I have more time,	I'll come over.
If he is working on Friday,	he won't be able to go with us.

First Conditional	
condition	time
If Unless (= if not)	When Till Until As soon as As long as

UNIT 4

DIRECT AND REPORTED (INDIRECT) SPEECH

Reported Statements

In **Reported Speech**, if the **actions in both principal and subordinate clause happen at the same time**, they must be in the **same grammar tense**.

Direct Speech	
Bob thinks , "We know this man".	
<i>Both happen at the same time. They happen in present. We should use present tense.</i>	<i>We know him at the same time that Bob thinks about it. It happens in the present — in Reported Speech, both clauses are in Present.</i>
Reported (Indirect) Speech	
Bob thinks (ABOUT WHAT?) (that we know this man)	

If the **main (principal) clause is in Present or Future**, the tense in the **subordinate clause is NOT changed**.

Direct Speech	Reported (Indirect) Speech
My Dad said , "I like all kinds of music".	My dad said (that) he liked all kinds of music.
<i>The sentence is about the past. The principal clause (My Dad said) is in the Past Simple. Both actions 'said' and 'like' happen at the same time in the past.</i>	

**Remember!**

Occasionally, we **don't need to change** the present tense into the past if the information in direct speech is **still true** (*but this is only for things which are general facts*):

- Direct speech: "The sky is blue".
- Reported speech: She said (that) the sky **is** blue.

Unit 5**DIRECT AND REPORTED (INDIRECT) SPEECH**

When we talk about the actions that happen *before* a moment or action in the past we use **Past Perfect** (*had + V3*).

When we talk about the actions that happen *after* a moment or action in the past we use **Future-in-the-Past** (*would + V1*).



Principal clause	Subordinate clause	Description
He said (that) Past Simple	he worked for a paper Past Simple	<i>both actions happen at the same time</i>
	he had worked for a paper Past Perfect	<i>the action in the S-clause happens before the action in the P-clause</i>
	he would work for a paper Future-in the-Past	<i>the action in the S-clause happens after the action in the P-clause</i>

Tense Change

If the tense of the **principal clause is Past**, we **change the tense of the subordinate clause**:

From a subordinate clause in	To a subordinate clause in
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Future Simple	Future-in the- Past

Time expressions are also changed:

from		to	
this, these	tomorrow	that, those	the next day /the following day
now	yesterday	then, at that moment	the day before
here	ago	there	before
today	last week /month /year	that day	the previous week /month /year

REPORTED QUESTIONS

When we report **yes/no questions**, we use **if** or **whether** after the principal clause and the word order (subject + verb) as in a statement.

Often, if the person who is asked is not very important, we use other verbs than 'ask'.

He	asked	the guide,		"Do we start off in the morning?"
He	asked wondered wanted to know wanted to find out was interested inquired etc.		if	they started off in the morning. they started off in the morning or in the afternoon
			whether	they started off in the morning or not. or not they started off in the morning. they started off in the morning or in the afternoon.

 **Remember!**
We may need to change personal pronouns in the subordinate clause as well.

When we report **Wh- questions**, we use conjunctions (where, when etc.) after the principal clause and the word order (subject + verb) as in a positive statement.

Mother	asked,	"Where When Why How With whom How far How long Which way etc.	did you go?"	Mother	asked wondered wanted to know wanted to find out was interested inquired etc.	where when why how with whom how far how long which way etc.	he had gone.
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VERBS USED IN REPORTED SPEECH (REPORTING VERBS)

Verbs Followed by "IF" or "WHETHER"

Ask, know, remember, say, see

- He asked if the weather was good.

Verbs Followed by a "THAT" CLAUSE

Add, admit, agree, announce, answer, argue, boast, claim, comment, complain, confirm, consider, deny, doubt, estimate, explain, fear, feel, insist, mention, observe, persuade, propose, remark, remember, repeat, reply, report, reveal, say, state, suggest, suppose, tell, think, understand, warn

- She added (that) they were studying French as well.

Verbs Followed by "EITHER" "THAT" or an infinitive with "TO"

Decide, expect, guarantee, hope, promise, swear, threaten

- They decided (that) they would go fishing on Sunday.
- They decided to go fishing on Sunday.

Verbs Followed by a clause starting with a question word

Decide, describe, discover, discuss, explain, forget, guess, imagine, know, learn, realize, remember, reveal, say, see, suggest, teach, tell, think, understand, wonder

- We wondered what kind of mushroom it was.
- He explained how we could get to the station.

Verbs Followed by OBJECT + infinitive with "TO"

Advise, ask, beg, command, forbid, instruct, invite, teach, tell, warn

- She advised him to read more.

MODALS

May

Used to ask for **formal permission**

- May I come in?
- May I ask a question?

Must

Used to express something **formally required or necessary**:

- I must complete the project by this week.

MODAL VERBS TO EXPRESS PROBABILITY

Must

Used to show that **something is very likely to happen**, expresses **present probability**.

Structure: **modal + verb infinitive without 'to'**

May is used to say about **something that is possible**

Might is used to say about a **smaller possibility** than **may** does (actually, **might** is more common than **may** in American English)

Structure: **modal verb + verb infinitive without 'to'**

He	must	be	a student	(regular action)	We are pretty sure
		be going	to school	(action now, at the moment)	
		have done	his homework	(action in the past)	
	may / might	be	a student	(regular action)	We think it is possible
		be going	to school	(action now, at the moment)	
		have done	his homework	(action in the past)	

The negative of **may** is **may not**.
The negative of **might** is **might not**.

Both **may not** and **might not** mean that it is possible that something will not happen or is not happening now.

He might not get the job
I may not pass the exam
I might not go to the match tomorrow

'MAKE', 'LET' AND 'ALLOW'

Active Voice

	Let	Make	Allow
Form	let + object + verb	make + object + verb	allow + object + TO + verb
Used	to allow / give permission for an action	to force an action / result	for permission / possibility to do something
Example	<i>My mother lets me stay out till midnight</i>	<i>Teacher made us do extra homework</i>	<i>Dad never allows me TO stay out too late</i>

If someone gives us permission or the possibility to do something, we use "allow to". The construction is: **allow someone to do something**.

Passive Voice

In the passive, we add “to” after **make**.

In the passive, **let** is not possible. We must use **allow to**.

	Let	Make	Allow
Form	—	make + TO + verb	allow + TO + verb
Used	to allow / give permission for an action	to force an action / result	for permission / possibility to do something
Example	<i>I was allowed to leave early</i>	<i>She was made to leave the room</i>	<i>You are allowed to come in.</i>

Note!

For Present Simple: He lets **me** hang out for free. The work makes **John** go to Ukraine.

For Past Simple and Passive: **make** → **made**; **allow** → **allowed**.

WORD FORMATION

Most Common Prefixes

NEGATIVE

prefix	examples	meaning
<i>un-</i>	<i>undo (v.), unlike (adv.), unusual (adj.)</i>	opposite
<i>dis-</i>	<i>disagreement (n.), dislike (v.), disappointed (adj.)</i>	
<i>il-, im-, in-, ir-</i>	<i>illegal, impossible, insecure, irregular</i>	
<i>mis-</i>	<i>misunderstand, mislead, misspell</i>	incorrectly

MANNER

prefix	examples	meaning
<i>re-</i>	<i>redo, rewrite</i>	again
<i>over-</i>	<i>overcook (v.), overjoyed (adj.), overview (n.)</i>	too much
<i>under-</i>	<i>undercook, underestimate</i>	too little

NUMBER

prefix	examples	meaning
<i>multi-</i>	<i>multipurpose (n.), multicultural (adj.)</i>	many

NOUNS

Countable nouns are for things we can count using numbers. They have a **singular** and a **plural form**. The singular form can use “a” or “an”. If you want to ask about the quantity of a countable noun, you ask “How many?” combined with the plural countable noun.

How many dogs?

Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or materials (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Singular	Plural
one dog a dog	two dogs — dogs

Examples:

Tea, sugar, water, air, rice, knowledge, beauty, anger, fear, love, money, friendship

We cannot use *a/an* with these nouns. To express a quantity, use a word or expression like *some, a lot of, much, a bit of, a great deal of*, or use *a cup of, a bag of, 1kg of, 1L of, a handful of, an hour of, a day of*. If you want to ask about the quantity of an uncountable noun, you ask “How much?”

How much tea?

Some nouns are countable in other languages but uncountable in English. They must follow the rules for uncountable nouns. The most common ones are:

accommodation, advice, baggage, behaviour, bread, furniture, information, luggage, news, progress, traffic, travel, trouble, weather, work

Examples:
Can you give me **some information** about uncountable nouns?
He did not have **much sugar** left.

Examples:
I would like to give you **some advice**.
How much bread should I bring?
We did **an hour of work** yesterday.

PRONOUNS

Pronouns replace nouns and take the functions that the nouns have in the sentence.

	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
1st person singular	I	me	my	mine	myself
2nd person singular	you	you	your	yours	yourself
3rd person singular, male	he	him	his	his	himself
3rd person singular, female	she	her	her	hers	herself
3rd person singular, neutral	it	it	its		itself
1st person plural	we	us	our	ours	ourselves
2nd person plural	you	you	your	yours	yourselves
3rd person plural	they	them	their	theirs	themselves

Indefinite pronouns do not refer to a specific person, place, or thing. In English, there is a group of indefinite pronouns formed by *any, some, every* and *no*.

	Person	Place	Thing
All	everyone everybody	everywhere	everything
Part (positive)	someone somebody	somewhere	something
Part (negative)	anyone anybody	anywhere	anything
None	no one nobody	nowhere	nothing

Indefinite pronouns are put in the same place as a noun in the sentence.

Noun	Indefinite pronoun
I would like to go to Paris this summer.	I would like to go somewhere this summer.
Jim gave me this book.	Someone gave me this book.

Negative sentences can only be formed with the indefinite pronouns that include *any* or *no*.

Some and pronouns formed with it **are only used in questions** to which we think we already **know the answer**, or **questions which are not true questions** (invitations, requests, etc.) The person asking these questions is expecting an answer of “Yes”.

Examples:

I don't have **anything** to eat. — I have **nothing** to eat
 She didn't go **anywhere** last week. — She went **nowhere** last week.
 I can't find **anyone** to come with me. — I can find **no one** to come with me.

Examples:

Are you looking for **someone**?
 Have you lost **something**?
 Are you going **somewhere**?
 Could **somebody** help me, please? = request
 Would you like to go **somewhere** this weekend? = invitation

ADJECTIVES

An **adjective** is a word or set of words that describes a noun or pronoun. Adjectives may come before the word they modify.

That is a cute puppy.

Adjectives may also follow the word they modify:

That puppy looks cute.

Comparatives and Superlatives

One syllable adjectives

If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adjective	Comparative	Superlative
tall	taller	tallest
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

Two syllables

Adjectives with two syllables can form the comparative and the superlative either by adding *-er* and *-est* or by putting *more* and *most* before the adjective. In many cases, both forms are used, although one usage will be more common than the other. If you are not sure, play it safe and use *more* and *most*. For adjectives ending in *-y*, change the *-y* to an *-i* before adding the ending.

Adjective	Comparative	Superlative
happy	happier	happiest
simple	simpler	simplest
busy	busier	busiest

Three or more syllables

Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.

Adjective	Comparative	Superlative
important	more important	most important
expensive	more expensive	most expensive

Irregular Comparatives and Superlatives

These very common adjectives have completely irregular comparative and superlative forms.

Adjective		Comparative		Superlative	
good	much / many	better	more	best	most
bad	far	worse	further / farther	worst	furthest / farthest
little	old	less	elder / older	least	eldest / oldest

1. When attributes are equal

To compare the attributes of two things that are equal, we use:

as + attribute adjective + as:

- Tom is **as tall as** his brother.
- I am **as hungry as** you are.
- Sally is **as nice as** Jane.

2. When attributes are not equal

When the two attributes are not equal, there are three constructions with equivalent meanings:

not as + attribute adjective + as

less + attribute adjective + than: This construction is more frequent with some adjectives than with others.

comparative adjective + than: This construction may require changing the order of the phrase or using the opposing adjective.

3. To compare two things that are equal, we use the pattern:

as + quantity adjective + (noun) + as

The quantity adjective you use depends if the noun in the comparison is countable or uncountable.

COUNTABLE NOUNS

Use *as many* and *as few* with countable nouns. Note that the noun may be put away when it is understood from the context.

UNCOUNTABLE NOUNS

Use *as much* or *as little* with uncountable nouns. Note that the noun may be put away when it is understood from the context.

4. To compare two things that are unequal, we use the pattern:

quantity adjective + (noun) + than

The quantity adjective use depends if the noun in the comparison is countable or uncountable.

COUNTABLE NOUNS

Use *more* and *fewer* with countable nouns. Note that the noun may be put away when it is understood from the context.

UNCOUNTABLE NOUNS

Use *more* or *less* with uncountable nouns. Note that the noun may be put away when it is understood from the context.

— I'm not hungry at all. I've had **more than** I want. ("food" is understood)

ARTICLES

A / an — indefinite article

1. A / an is the indefinite article. It refers to something not specifically known.

A / an are used before countable nouns that introduce something or someone not mentioned before.

"He is *a* builder." (But: "He is *the* builder who has built our house.")

2. Use **a** when the noun begins with a **consonant sound**: “a city”, “a hotel”, “a university”.
Use **an** when the noun begins with a **vowel sound**: “an apple”, “an elephant”, “an hour”.

THE — definite article

- We use **the** when you have already mentioned the thing you are talking about:
*“She’s got two children; a girl and a boy.
The girl’s eight and the boy’s fourteen.”*
- We use **the** to talk about geographical points on the globe:
the North Pole, the equator
- We also use **the** before certain nouns when we know there is only one of a particular thing:
the rain, the sun, the wind, the world, the earth, the White House etc.

No article

- We usually use no article to talk about things in general:
People are worried about rising crime. (People generally)
- Do not use articles when talking about sports:
My son plays football.

Articles with geographic names

No article	The definite article (the)
Oceans, seas, gulfs, bays, lakes	
But: Hudson Bay, San Francisco Bay Lake Baikal / Baikal	the Atlantic Ocean / the Atlantic the Mediterranean Sea / the Mediterranean the Gulf of Mexico But: the Great Salt Lake, the Great Lakes (5 lakes)
Rivers, straits, channels	
	the Thames / the Thames River / the River Thames the Strait of Dover (Pas de Calais) the English Channel (La Manche)
Islands	
Greenland	But: the Isle of... / the island of... the Bahamas / the Bahama Islands the British Isles — <i>plural</i>
Mountains, volcanoes, hills	
Everest / Mount Everest Ben Nevis / Mt Ben Nevis Capitol Hill	But: the Himalayas / the Himalaya / the Himalaya Mountains — <i>chain</i> the Berkshire Hills — <i>plural</i>
Deserts, valleys	
But: Death Valley, Silicon Valley	the Sahara / the Sahara Desert the Valley of the Kings
Countries, states	
America, Australia, Great Britain, Britain, England, Canada, Ireland	But: the United States (the U.S.), the United Kingdom (the UK), the Russian Federation — <i>federations</i> the Netherlands, the Philippines — <i>plural</i> the Republic of...

No article	The definite article (the)
Cities, towns	
London, Cardiff, Belfast	But: The Hague the city of... the town of...
Streets, avenues	
Main Street Oxford Street	But: the Arbat, the Mall

VERB

With all tenses in English, **the speaker's attitude** is as important as the time of the action or event.

Simple Present

Simple Present is used:

- to express habits, general truths, repeated actions or unchanging situations, emotions and wishes
- to give instructions or directions
- to express fixed arrangements, present or future
- to express future time, after some conjunctions:
after, when, before, as soon as, until

Forming the Simple Present Tense: V / Vs (Ves)

Affirmative	Negative	Interrogative
I / you / we / they go She / he / it goes	I / you / we / they do not go She / he / it does not go	Do I / you / we / they go ? Does she / he / it go ?

Present Continuous

When someone uses the present continuous, they are thinking about something that is *unfinished or incomplete*.

The Present Continuous is used:

- to describe an action that is going on at this moment
- to describe an action that is going on during this period of time
- to describe an action or event in the future, which has already been planned or prepared
- to describe a temporary event or situation
- with “always, forever, constantly”, to describe and emphasise a continuing series of repeated actions

Forming the Present Continuous Tense:

am / is / are + Ving

Affirmative	Negative	Interrogative
I am going	I am not going	Am I going ?
He, she, it is going	He, she, it isn't going	Is he, she, it going ?
We / you / they are going	We / you / they aren't going	Are we / you / they going ?

Verbs that are not usually used in the Continuous form

The verbs in the list below refer to *states*, rather than actions or processes and are normally used in the *Simple* form.

Senses / Perception	to feel*, to hear, to see*, to smell, to taste,
Opinion	to assume, to believe, to consider, to doubt, to feel (= to think), to find (= to consider), to suppose, to think*
Mental States	to forget, to imagine, to know, to mean, to notice, to recognize, to remember, to understand
Emotions / Desires	to envy, to fear, to dislike, to hate, to hope, to like, to love, to mind, to prefer, to regret, to want, to wish
Others	to look (=resemble), to seem, to be (<i>in most cases</i>), to have (<i>when it means "to possess"</i>)*

Perception verbs (see, hear, feel, taste, smell) are often used with *can*: "I can see..." These verbs may be used in the continuous form but with a different meaning

Present Perfect

The Present Perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself.

The Present Perfect is used to describe:

- an action or situation that started in the past and continues in the present.
- an action performed during a period that has not yet finished.
- a repeated action in an unspecified period between the past and now.
- an action that was completed in the very recent past, expressed by 'just'.
- an action when the time is not important.

 **Note:**
When we want to give or ask details about *when, where, who*, we use the **Simple Past**.

Forming the Present Perfect Tense: have / has + Ved / V3

Affirmative	Negative	Interrogative
I / you / we / they have walked / gone	I / you / we / they haven't walked / gone	Have I / you / we / they walked / gone ?
He / she / it has walked / gone	He / she / it hasn't walked / gone	Has he / she / it walked / gone ?

Present Perfect Continuous

The present perfect continuous refers to an **unspecified time** between 'before now' and 'now'. The speaker is thinking about something that started but perhaps did not finish in that period of time. He/she is interested in the **process as well as the result**, and this process may still be going on, or may have just finished.

Present Perfect Continuous is used:

- actions that started in the past and continue in the present
- actions that have just finished, but we are interested in the results

Forming the Present Perfect Continuous Tense: have / has + been + Ving

Affirmative	Negative	Interrogative
I / you / we / they have been living	I / you / we / they haven't been living	Have I / you / we / they been living?
He, she, it has been living	He hasn't been living	Has she been living?

With verbs not normally used in the continuous form, use the Present Perfect.

* Exceptions.

Past Simple

The simple past is used to talk about a **completed action** in a time **before now**. Duration is not important. The time of the action can be in the recent past or the distant past.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions:

- **frequency:** *often, sometimes, always*
- **a definite point in time:** *last week, when I was a child, yesterday, six weeks ago*
- **an indefinite point in time:** *the other day, ages ago, a long time ago*

Note:

the word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago*.

Forming the Simple Past Tense: **Ved / V2**

Affirmative	Negative	Interrogative
I / you / he / she / it / we / they walked ed / went	I / you / he / she / it / we / they didn't walk / go	Did I / you / he / she / it / we / they walk / go?

Past Continuous

The past continuous describes actions or events in a time **before now**, it expresses an **unfinished or incomplete action** in the past.

It is used:

- often, to describe the background in a story written in the past tense,
- to describe an unfinished action that was interrupted by another event or action,
- to express a change of mind:
- with '*wonder*', to make a very polite request:

Note:

with verbs not normally used in the continuous form, the Simple Past is used.

Forming Past Continuous: **was / were + Ving**

Affirmative	Negative	Interrogative
I / he / she / it was playing ing	I / he / she / it was not playing ing	Was I / he / she / it playing ing?
We / you / they were playing ing	We / you / they were not playing ing	Were we / you / they playing ing?

Past Perfect

The past perfect refers to a time **earlier than before now**. It is used to say that **one event happened before another** in the past. The tense makes it clear which one happened first.

Forming The Past Perfect: **had + Ved / V3**

Affirmative	Negative	Interrogative
I / he / she / it / we / you / they had played ed / gone	I / he / she / it / we / you / they hadn't played ed / gone	Had I / he / she / it / we / you / they played ed / gone?

Simple Future

The simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The Simple Future is used:

- to predict a future event
- with 'I' or 'We', to express a spontaneous decision
- in the negative form, to express unwillingness
- with 'I' in the interrogative form using "shall", to make an offer, to ask for advice or instructions
- with 'we' in the interrogative form using "shall", to make a suggestion

- with 'you', to give orders
- with 'you' in the interrogative form, to give an invitation

Forming the Simple Future: **will / shall + V**

Contractions

- I will = I'll
- We will = we'll
- You will = you'll
- He will = he'll
- She will = she'll
- They will = they'll
- Will not = won't

The form "it will" is not normally shortened.

Note:

In modern English **will** is preferred to **shall**. **Shall** is mainly used with 'I' and 'we' to make an offer or suggestion, or to ask for advice.

Affirmative	Negative	Interrogative
I / he / she / it / we / you / they will see	I / he / she / it / we / you / they won't see	Will I / he / she / it / we / you / they see?
*I / we shall see		* Shall I / we see?

PASSIVE VOICE

The passive voice is used to show interest in the object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Sometimes we use the passive voice because we don't know or do not want to express who performed the action.

The passive voice is often used in formal texts.

If we want to say who or what performs the action while using the passive voice, we use the preposition *by*. When we know who performed the action and are interested in him, it is always better to switch to the active voice.

Forming the Passive Voice:

Affirmative	Negative	Interrogative
Simple Present: is / are + Ved / V3		
The house is cleaned every day The houses are sold every day	The house isn't cleaned every day The houses aren't sold every day	Is the house cleaned every day? Are the houses sold every day?
Simple Past: was / were + Ved / V3		
The house was cleaned yesterday The houses were sold yesterday	The house wasn't cleaned yesterday The houses weren't sold yesterday	Was the house cleaned yesterday? Were the houses sold yesterday?
Present Perfect: has / have + been + Ved / V3		
The house has been cleaned since you left The houses have been sold since you left	The house hasn't been cleaned since you left The houses haven't been sold since you left	Has the house been cleaned since you left? Have the houses been sold since you left?
Future: will + be + Ved / V3		
The house / houses will be cleaned / sold next week	The house / houses won't be cleaned / sold next week	Will the house / houses be cleaned / sold next week?

* **Shall** is out-of-date, but it is still commonly used instead of "will" with the affirmative or interrogative forms of I and we in certain cases.

Affirmative	Negative	Interrogative
Infinitive: must / can / may / might + be + Ved / V3		
The house / houses must be cleaned / sold before we arrive.	The house / houses mustn't be cleaned / sold before we arrive.	Must the house / houses be cleaned / sold before we arrive?

WORD ORDER

Statements

In a regular statement, the **subject** of a sentence comes directly in front of the **verb**. The **direct object** (when there is one) comes directly after it:

The subject is not just a single word, but the **noun** or **pronoun** plus **adjectives** or descriptive phrases that go with it.

The old man	wrote	a letter
<i>SUBJECT = Noun + adjective</i>	<i>Verb</i>	<i>Direct object</i>
Those who live in glasshouses	shouldn't throw	stones
<i>SUBJECT = Pronoun + descriptive phrase</i>	<i>Verb</i>	<i>Direct object</i>
The president of the country	laughed	
<i>SUBJECT = Noun + descriptive phrase</i>	<i>Verb</i>	
The naughty child who broke the window yesterday	woke up.	
<i>SUBJECT = Noun + descriptive phrase</i>	<i>Verb</i>	

The **indirect object** comes **after** the **direct object** when it is formed with the preposition **to**.

The **indirect object** comes **before** the **direct object** if it is used without **to**.

The doctor	gave	some medicine	to the child
<i>Subject</i>	<i>Verb</i>	<i>Direct object</i>	<i>Indirect object with 'to'</i>
The doctor	gave	the child	some medicine
<i>Subject</i>	<i>Verb</i>	<i>Indirect object without 'to'</i>	<i>Direct object</i>

In standard English, nothing **usually** comes between the subject and the verb.

There are a few exceptions. The most important of these are **adverbs of frequency**.

The man	often	wrote	letters	to his mother
	<i>sometimes</i> <i>never</i> <i>always</i> <i>seldom</i> <i>rarely</i> <i>usually</i>			
<i>Subject</i>	<i>Adverb of frequency</i>	<i>Verb</i>	<i>Direct object</i>	<i>Indirect object</i>

Negative statements are **ALWAYS** made by adding '**not**' to an **auxiliary** or **modal verb**.

I read books every day. **I don't** like to play video games.

He can speak Spanish, but **he can't** speak Italian.

The rules work even with complex sentences, with subordinate and coordinated clauses.

The director, [who often told his staff (to work harder),] never left the office before (he had checked his email.)

Questions

Almost all questions use the same structure.

All you need to do is to remember this simple and common English phrase:

How do you do?

Question word	auxiliary or modal	subject	main verb	the rest of the sentence
What	do	you	know	about it?
Where	did		go	after school?
Why	have		said	that?
How	are			
	can			
Which of the books			bring	today?
What kind of film			seen	recently?
Whose toy			see	on the floor?

Important!

In *questions*, English verbs are **ALWAYS** made up of at least two elements: an auxiliary and the main verb.

There is **only one exception** to this rule — the Present and the Past Simple of the verb **to be**.

Are you ready?

Were they at the concert?

All other verbs — including *to have* — form the Present Simple and the Past Simple questions by adding the auxiliary **do / did**.

He has a cat at home. — Does he have a cat at home?

NOT Has he a cat at home?

He had a good time. — Did he have a good time?

NOT Had he a good time?

But, if we use **have got** instead of **have**, the word order is regular:

John has a lot of friends. — Does he have a lot of friends?

John has got a lot of friends. — Has he got a lot of friends?

Questions about the subject

There are **two** question words: *who* (when asking about living creatures) and *what* (when asking about non-living objects).

A girl is playing the piano. — Who is playing the piano?

A cup was put on the table. — What was put on the table?

Remember: both *who* and *what* are always **SINGULAR**.

The boys are playing football at the playground. — Who is playing football at the playground?

CONJUNCTIONS

A *conjunction* joins two parts of a sentence. This makes it different from a *preposition* that sometimes may have a similar form but comes before a *noun* or a *noun phrase*.

Coordinating Conjunctions

A **coordinating conjunction** joins parts of a sentence (for example words or independent clauses) that are grammatically **equal** or similar. A coordinating conjunction shows that the elements it joins are similar in importance and structure. Coordinating conjunctions always come between the words or clauses that they join.

There are seven coordinating conjunctions:

- *and, but, or, nor, for, yet, so*

Coordinating conjunctions always come **between** the words or clauses that they join. Look at these examples:

- I like *tea* **and** *coffee*.
- *He likes tea*, **but** *she likes coffee*.

Subordinating Conjunctions

A **subordinating conjunction** joins a subordinate clause to a main clause:

Here are some common subordinating conjunctions:

- *after, before, till, until, while, as soon as, as long as*
- *where, why, how, when, who, what*
- *if, unless, once*
- *as, because, since, for*
- *whether, although, though, that*

A subordinate clause “depends” on a main clause and cannot exist alone.

main clause	subordinate clause	
He went swimming	although	it was raining.
	subordinating conjunction	

A subordinating conjunction always comes at the beginning of a subordinate clause. However, a subordinate clause can come **after** or **before** a main clause. Thus, two structures are possible:

He went swimming **although** it was raining.

or

Although it was raining, he went swimming.

ENRICH YOUR ENGLISH

Agreement Addition Similarity	Not only... but also... As a matter of fact,... In addition,... In the same way,... Not to mention... To say nothing of... Moreover,... Similarly,... Furthermore,...	не тільки..., але й ... насправді,... на додаток,... таким же чином,... не згадуючи про... не кажучи про... крім того,... також,... більш того,...
Opposition	Although... In contrast,... On the contrary,... On the other hand,... At the same time,... In spite of... / Despite... Of course..., but... Though...; Even though... Above all,... / After all,... In reality,... Unlike... Yet,... Besides,... Instead,... Otherwise,... However,... Nevertheless,...	хоча... на відміну,... навпаки,... з іншого боку,... у той же час,... незважаючи на... звісно..., але... хоча,... врешті решт,... насправді,... на відміну від... хоча,... крім того,... замість цього,... в іншому разі,... проте,... тим не менш,...

Cause Condition Purpose	in the event that... as long as... on condition (that)... for the purpose of... in the hope that... in order to... if... then... unless... while... as... since... lest... in case... provided that... only / even if... so that... owing to... due to...	у випадку, якщо... стільки, скільки... за умови, що... з метою... сподіваючись, що... (для того), щоб... якщо..., тоді... якщо не... тоді як... бо... оскільки... щоб не... у випадку, якщо... за умови, що... тільки / навіть якщо... так, що... завдяки... завдяки...
Support	in other words,... in this case,... to put it another way,... that is to say,... by all means,... to point out,... with this in mind,... namely... chiefly... ... indeed	інакше кажучи,... у такому випадку,... якщо подивитись з іншого боку,... тобто,... будь-яким чином,... слід наголосити,... маючи це на увазі,... а саме,... в основному,... дійсно...
Support	especially... particularly... in fact,... in general,... in particular,... for example,... for instance,... to emphasize,...	особливо... особливо... у дійсності,... в основному,... особливо... наприклад,... наприклад,... наголошуючи на...
Effect	as a result,... in that case,... for this reason,... for... thus,... therefore,... accordingly,...	у результаті,... у такому випадку,... для цього,... тому що... таким чином,... тому,... відповідно,...
Conclusion	As can be seen,... Generally speaking,... In a word,... After all,... In conclusion,... In short,... In brief,... To summarize,... To sum up,... Altogether,... On the whole,... All in all,...	як можна побачити,... взагалі,... одним словом,... у кінці кінців,... на завершення,... коротше кажучи,... якщо коротко,... підсумовуючи,... роблячи підсумок,... у цілому,... у цілому... у цілому,...

TIME EXPRESSIONS

1	at the present time	у теперішній час	17	quickly	швидко
2	from time to time	час від часу	18	once	якось...; один раз
3	sooner or later	скоріше або пізніше	19	formerly	раніше
4	at the same time	у той самий час	20	suddenly	несподівано
5	up to the present time	до теперішнього часу	21	shortly	скоро
6	to begin with	на початку; щоб розпочати,...	22	whenever	будь-коли
7	in due time	у визначений час	23	eventually	зрештою
8	as soon as	як тільки...	24	meanwhile	тим часом
9	as long as	так довго, як...	25	during	під час
10	in the meantime	у цей час	26	in time	своєчасно
11	in a moment	у ту ж мить	27	prior to	раніше ніж...
12	without delay	без затримки	28	straightaway	у цей же час
13	in the first place	у першу чергу	29	by the time	до того часу, як...
14	all of a sudden	цілком несподівано	30	now that,...	тепер, якщо...
15	at this instant	у цю мить	31	occasionally	час від часу
16	immediately	негайно			

PLACE EXPRESSIONS

1	in the middle	у середині	17	down	униз(у)
2	to the left / right	ліворуч / праворуч	18	up	уверх, наверху
3	in front (of)	попереду (від)	19	under	під
4	on this side	з цього боку	20	further	далі
5	in the distance	на відстані	21	beyond	за межами
6	here and there	тут і там	22	nearby	поряд
7	in the foreground	на передньому плані	23	wherever	будь-де
8	in the background	на задньому плані	24	around	навколо
9	in the centre (of)	у центрі (...)	25	between	між
10	opposite to...	протилежний до...	26	before	перед
11	next	наступний	27	amid	поміж
12	from	з	28	among	між
13	over	над	29	beneath	під (поверхнею)
14	near	поруч	30	beside	коло
15	above	над, вище ніж	31	behind	позаду
16	below	під, нижче за	32	across	через

SYNONYMS

almost	enough, more or less, a good deal, nearly, about, all but, roughly
awful	horrible, dreadful, disastrous, hostile, terrible, frightening, ugly
bad	inferior, spoiled, foul, improper, evil, lousy, nasty
big	large, great, colossal, gigantic, grand, enormous, tremendous, broad, huge, vast, immense, spacious
boring	flat, tiresome, lame, tiring, colorless
certain	sure, definite, obvious, clear, positive, confident
complete	finished, fulfilled, uncut, whole, full, overall
dumb	stupid, silly, brainless, witless, mindless, dull, slow
exact	definite, correct, particular, specific, true, accurate, just, proper, literal, right, strict
few	little, scarce, short of, lack of, hardly any, rare, slight
good	priceless, supreme, excellent, magnificent, phenomenal, sound, first-class, first-rate, great, outstanding, superb
important	elementary, required, substantial, necessary, considerable, significant, essential, critical, vital, main, principal
interesting	exciting, attractive, fascinating, inspiring, bright, intriguing
irrelevant	invalid, useless, worthless, petty, meaningless, unnecessary
really	certainly, actually, truly, for real, in fact, of course, positively, by all means, definitely, honestly, literally, precisely, indeed, surely
small	little, tiny, wee, slight
smart	clever, shrewd, astute, wise, savvy, bright, intelligent, sharp, brilliant, keen, brainy

Synonyms for POSITIVE feelings	
amazing	extraordinary, marvelous, splendid, unbelievable, astonishing, fabulous, overwhelming, staggering, astounding, fantastic, awesome, remarkable, breathtaking, incredible, wonderful, spectacular
beautiful	lovely, pleasing, magnificent, pretty, appealing, gorgeous, marvelous, splendid, attractive, cute, graceful, <i>nice</i> , awesome, dazzling, fine, handsome, picturesque, scenic, stunning
careful	attentive, observant, mindful, wary, vigilant
happy	glad, splendid, cheerful, delighted, funny, hopeful, satisfied, wry, overwhelmed, blissful, content, joyful, pleased, thrilled, fanciful, enchanted, satisfied
wonderful	charming, fanciful, incredible, lovely, fantastic, lush, awesome, extraordinary, fascinating, smart, keen, outstanding, splendid, brilliant, fabulous, impressive, terrific

Synonyms for NEGATIVE feelings	
afraid	frightened, scared, terrified, anxious, shocked, horrified, troubled, startled, petrified, worried
aggressive	merciless, ruthless
angry	furious, mad, outraged
evil	cruel, heartless, nasty, hellish, sinister, wicked, vile, malicious, fierce
foolish	ridiculous, absurd, crazy, dizzy, nuts, droll, mad, silly, insane, troubled, wild
nervous	concerned, insecure, confused, alarmed, irritable, anxious, panicked, apprehensive, disturbed, doubtful, suspicious
sad	bleak, gloomy, lonely, sordid, discouraged, dismal, sorrowful, unhappy, poor, sulky, wistful, dreary, grim, miserable
stubborn	obstinate, hardheaded, relentless
terrible	awful, bizarre, fearful, horrid, dreadful, disastrous, frightful, horrible, terrifying

CONVERSATIONAL FORMULAS

Expressing and Asking for the Opinion

I (don't) think / believe / feel (that)...

I (don't) believe in...

Personally I think...

In my opinion,...

To my mind,...

It seems to me,...

In my view,...

As far as I know / understand,...

Do you think...?

Wouldn't you agree...?

What I don't understand is...

I'm not sure...

Agreeing and Disagreeing

I (completely) (dis)agree with you.

Yes, you're right.

That's right / true.

Exactly.

Absolutely.

I couldn't agree more.

That's a very good point.

There's a lot in what you say.

I agree with you up to a point...

I agree in part...

Surely, though...

I can see what you mean.

I can see your point.

I have to disagree with you.

I'm afraid I don't agree with you.

That's not the point, I'm afraid.

I wouldn't say so!

It's not really my thing.

I have to admit...

I don't think that's fair.

Polite Requests

Would it be possible...?

I'm sorry but...

I was wondering if...

Do you think I could...?

Is it all right if...?

If you'd like...

Could you possibly...?

I wonder if....

Expressing Preferences

I prefer... to...

There is nothing like...

As for me...

Clarifying and Asking Questions

In other words,...

Is that clear?

What I don't quite understand...

What I mean is...

So does that mean...?

Could you explain...?

What I'm trying to say...

What I'm getting at....

Expressing Certainty

It must be...

It can't be...

It's definitely (not)...

Expressing Uncertainty

It's hard to tell...

I'm not really sure...

It depends.

Expressing Possibility

It might be...

It may be....

It could be....

It's possibly...

Perhaps it....

Maybe it....

Comparing

Both...

...and...

...also...

...too.

...as well.

On the one hand...on the other hand

Contrasting

...but...

...while...

However,...

A difference is (that)...

Suggesting and Recommending

Why don't you / we...?

How/What about...?

If I were you, I'd...

You should / could...

You'd better...

I suggest....

Let's...

It's (about) time...

What would be really great is...

It would be a good idea if we...

What we need...

It would be better to....

It would be a good thing to...

SOME USEFUL BRITISH SLANG

ace	something brilliant or excellent; also — to pass something with great success. ('Jenny is ace at Chemistry experiments' or 'I think I aced that exam'.)
all to pot	a situation out of your control and failing. ('The birthday party went all to pot when the meat was underdone and the cake was burnt.')
Bits'n Bobs	various things ('My mother has a lot of Bits'n Bobs around the house.')
blinding	excellent, great, or superb. ('That goal from Ronaldo was blinding .')
"Bob's your uncle!"	"There you go! You've got it!"
brass monkeys	extremely cold weather ('You need to wear a coat today, it's brass monkeys outside.')
brilliant	something exciting or wonderful, particularly when it is good news ('You got the invitation? Oh, mate, that's brilliant .')
bugger all	nothing at all ('I've had bugger all to do all day.')
cheers	'thanks' or 'thank you'. (' Cheers for getting me that book, Steve')
cock up	a great mistake or failure ('He sent the letter to a wrong address — it's a real cock up .' 'I cocked up the exam dates.')
damp squib	something which fails on all accounts. ('The party was a bit of a damp squib because only Richard turned up.')
dodgy	something wrong, illegal, or just plain 'off' ('He got my dad a dodgy watch for Christmas' or 'I had dodgy food last night and I don't feel right or 'He just seems dodgy to me')
fagged	disturbed, bothered or interrupted
fortnight	two weeks ('I'm going away for a fortnight for my summer holiday.')
gobsmacked	shocked and surprised beyond belief. ('I was gobsmacked when she told me we had won in a lottery.')
gutted	devastated and saddened about the situation ('He failed his exams. He's absolutely gutted .')
hunky-dory	a situation is okay, cool, or normal. ('Yeah, everything's hunky-dory at school.')
knackered	tired and exhausted ('I am absolutely knackered after working all day.')
mate	talking to a close friend, the same as American 'buddy', 'pal', or 'dude'.
nice one	almost always sarcastic ('You messed up everything in the kitchen? Nice one , really.')
rubbish	both trash and disbelief in something ('Can you take the rubbish out please?' and 'What? Don't talk rubbish .')
scrummy	truly delicious and mouth-wateringly good. ('Mrs. Blake's pie was absolutely scrummy . I had three pieces.')
skive	failing to turn up for work or school pretending to be ill. ('He tried to skive off school but got caught by the principal.')
the bee's knees	someone or something of the elite ('She thinks Barry's the bee's knees '. Can also be used sarcastically.)
tickety-boo	everything's going great ('All is tickety-boo in my world.')
to have a butcher's	to take a look at something or someone.

A

- a bit *adv.* — трохи, небагато (з незлічуваними іменниками)
- a far cry *adv.* — далеко від...
- a few *adv.* — трохи, небагато (зі злічуваними іменниками)
- a leg up on *adv.* — попереду когось, мати перевагу перед кимось
- a load of *adv.* — дуже багато
- a long shot — ризикова спроба
- a shot in the dark *n.* — здогадка навмання
- a slip of the tongue *n.* [tʌŋ] — обмовка, помилка
- academic *adj.* [ækə'demɪk] — академічний
- access *n.* [æk'ses] — доступ
- accident *n.* ['æksɪdənt] — нещасний випадок
- accommodation *n.* [ækəmə'deɪʃn] — житло
- accordion *n.* [ə'kɔ:dʃən] — акордеон
- account for *v.* [ə'kaunt] — давати пояснення вчинкам
- accurate *adj.* ['ækjʊrət] — точний
- acrostic *n.* [æk'rɒstɪk] — акростих
- actually *adv.* ['æktʃʊəl] — насправді
- adapt *v.* [ə'dæpt] — адаптувати
- addiction *n.* [ə'dɪkʃn] — хибна схильність
- admit *v.* [əd'mɪt] — признавати
- adult *n., adj.* [ə'dʌlt] — дорослий
- advantage *n.* [əd'vɑ:ntɪdʒ] — перевага
- advertisement *n.* [əd've:tɪsmənt] — реклама
- advice column *n.* [əd'vaɪs 'kɒləm] — колонка з порадами
- affect *v.* [ə'fekt] — впливати
- after all *adv.* [aftə'rɔ:l] — будь що
- against the grain *adv.* [ə'geɪnst ðə 'greɪn] — всупереч почуттям або принципам
- aggressive *adj.* [ə'ɡresɪv] — агресивний
- agricultural *adj.* [əgrɪ'kʌltʃərəl] — сільськогосподарський
- ahead *adv.* [ə'hed] — попереду
- airy *adj.* ['eəri] — повітряний, наповнений повітрям
- alarm *n.* [ə'lɑ:m] — тривога
- alien *n.* ['æljən] — чужий, чужинець
- alike *adj.* [ə'laɪk] — схожий
- all along *adv.* ['ɔ:lə'lɒŋ] — весь час
- all of a sudden *adv.* ['ɔ:ləvə'sʌdn] — раптово, цілком несподівано
- all over *adv.* [ɔ:l'ɔvə] — повсюди
- all the same *adv.* [ɔ:lðə'seɪm] — усе одно
- alphabetical *adj.* [ˌælfə'betɪkl] — в алфавітному порядку
- amateur *adj.* ['æmə,tə:] — аматор
- amazing *adj.* [ə'meɪzɪŋ] — захоплюючий
- ambitious *adj.* [əm'bɪʃəs] — амбіційний
- amusement *n.* [ə'mju:zmənt] — розвага
- analytical *adj.* [ˌænə'ltɪkl] — аналітичний
- anniversary *n.* [ˌænɪ've:səri] — річниця
- anonymous *adj.* [ə'nɒnɪməs] — анонімний
- apart from *adv.* [ə'pɑ:tfrəm] — окремо від
- appeal *v.* [ə'pi:l] — приваблювати
- apple of one's eye *n.* ['æpləvʌnz'ɪ] — найдорожче
- approach *n., v.* [ə'prəʊtʃ] — підхід; наближатися
- appropriate *v.* [ə'prɒpriət] — доречний
- argue *v.* [ɑ:gju] — сперечатися
- arrogant *adj.* ['ærəɡənt] — зухвалий, пихатий
- arrow *n.* ['ærou] — стріла
- article *n.* ['ɑ:tɪkl] — стаття
- as... as... — як..., так й ...
- as a rule *adv.* [əzə'ru:l] — як правило
- as far as I know — наскільки я знаю
- as fit as a fiddle — почуватися дуже добре
- as for / as to — щодо...
- as long as *adv.* — доти, доки...
- as plain as day — ясно як день
- as soon as *adv.* — як тільки
- as well *adv.* — також
- aspect *n.* ['æspɛkt] — аспект
- assignment *n.* [ə'saɪnmənt] — завдання
- Assistant principal *n.* [ə'sɪstənt'prɪnsɪpl] — заступник директора
- association *n.* [əsoʊʃi'eɪʃn] — асоціація
- at any rate *adv.* — у будь-якому випадку
- at first sight *adv.* [ət'fɜ:st'saɪt] — одразу, з першого погляду
- at hand *adv.* — під рукою
- at least *adv.* [ət'li:st] — щонайменш
- at odds with *adj.* [ət'ɒdzwɪð] — незгодний з
- at random *adv.* [ət'rændm] — навмання
- attentive *adj.* [ə'tentɪv] — уважний
- attic *n.* ['ætɪk] — горище
- attire *n.* [ə'taɪə] — одяг
- attractive *adj.* [ət'ræktɪv] — привабливий
- author *n.* ['ɔ:θə] — автор
- awesome *adj.* ['ɔ:səm] — шикарний (сленг)
- awful *adj.* ['ɔ:fl] — жахливий
- azure *n.* ['æzə] — лазур

B

- babysit *v.* [ˌbeɪbɪ'sɪt] — сидіти з дитиною
- back and forth *adv.* ['bækən'fɔ:θ] — туди-сюди
- background *n.* ['bækgraʊnd] — задній план, фон, культурний прошарок
- backup *n., v.* ['bækəp] — дублювання; дублювати

bagpipe *n.* [ˈbæɡraɪp] — волинка
 ban *v.* [bæn] — забороняти
 bandura *n.* [bænˈdu:rə] — бандура
 bar code *n.* [ˈbɑːkəʊd] — штрих-код
 barely *adv.* [ˈbeəli] — майже
 baroque *n.* [bəˈrɒk] — бароко
 basic *adj.* [ˈbeɪsɪk] — основний, базовий
 be about to *adv.* — майже...
 be all ears — «увесь вуха»
 be bound *v.* [ˈbaʊnd] — бути змушеним щось зробити
 be broke [ˈbrəʊk] — бути без копійки
 be done — закінчити
 be kidding [ˈkɪdɪŋ] — жартувати
 be over [ˈoʊvə] — завершитись
 be to blame [ˈbleɪm] — be responsible for something wrong
 beat *n.* [bi:t] — розмір, ритм
 beat around the bush [ˈbi:tə,raʊndəˈbuʃ] — ухилятися від конкретних відповідей
 beat one's brains out — «ламати голову»
 beefsteak *n.* [ˈbi:f,steɪk] — біфштекс
 before long *adv.* [bɪ,fɔːlɒŋ] — скоро, незабаром
 behave *v.* [bɪˈheɪv] — поводитися
 belief *n.* [bɪˈli:f] — віра, впевненість
 belt *n.* — ремінь
 bend *v.* — згибатися
 benefit *n.* [ˈbenəfɪt] — користь
 beside oneself *adj.* [bɪˈsaɪd] — дуже стурбований
 bestseller *n.* — бестселер
 better off *adj.* [ˌbetərˈɔf] — у кращому фінансовому стані
 beyond *adv.* [bɪˈjɒnd] — поза межами
 beyond comprehension [kəmˈpreɪˈhenʃn] — вище розуміння
 big shot *n.* — важлива персона
 bill *n.* — рахунок
 biscuit *n.* [ˈbɪskɪt] — печиво
 bite *v.* — кусати
 bite the bullet *v.* [ˈbaɪt] — робити неприємні але необхідні речі
 blank *n.* [blæŋk] — пусте місце
 blizzard *n.* [ˈblɪzəd] — хуртовина
 blog *n.* — блог, інтернет-щоденник

bloom *n.* [blu:m] — цвітіння
 blow up *v.* [bləʊˈʌp] — розізлитися
 blues *n.* — блюз
 blunder *n.* [ˈblʌndə] — промах, помилка
 bluntly *adv.* [ˈblʌntli] — прямо, коротко
 boast *v.* [bəʊst] — хвалитися
 body language *n.* — мова тіла, рухів
 boil down to *v.* [ˌboɪlˈdaʊn] — зводиться до...
 bomb *n., v.* [bɒm] — бомба, бомбити
 bookshelf *n.* [ˈbʊkʃelf] — книжкова полиця
 border on *v.* [ˈbɔːde] — граничити з
 borrow from *v.* [ˈbɒrɒʊ] — позичати, брати в бібліотеці
 bottom *n.* [bɒtm] — дно
 bottom line *n.* — головний фактор, результат
 boutique *n.* [buˈti:k] — бутик
 bow *n.* [bəʊ] — лук
 brain *n.* [breɪn] — мозок
 brass *n.* [brɑ:s] — мідь, мідні духові інструменти
 brave *adj.* [breɪv] — хоробрий
 break one's heart *v.* — розбити серце
 break out *v.* — раптово розпочатися
 break rules *v.* — порушувати правила
 break the ice *v.* — «розтопити кригу»
 break the news *v.* — повідомити нові важливі факти
 break up *v.* — come to an end (relationship, marriage)
 breathtaking *adj.* [breθˈteɪkɪŋ] — захоплюючий
 bride *n.* [braɪd] — наречена
 broadcast *v.* [ˈbrɒdkɑst] — передавати по радіо/ТВ
 brush up *v.* — поновлювати знання
 buddy *n.* [ˈbʌdi] — приятель
 bullheaded *adj.* [ˈbʊl,heɪdɪd] — надмірно впертий
 bump into *v.* [bʌmp] — зустріти зненацька
 bunch *n.* [bʌntʃ] — пачка, жмуток
 by all means *adv.* — неодмінно
 by heart *adv.* — напам'ять
 by hook or by crook *adv.* — усіма правдами й неправдами
 by law *adv.* [lɔ:] — за законом
 by oneself *adv.* — сам по собі
 by order *adv.* [ˈɔːdə] — за наказом
 by the way *adv.* — між іншим

С

cabin *n.* [ˈkæbɪn] — хатина
 call a spade a spade *v.* — уживати зрозумілі слова
 call it a day *v.* — уважати, що робочий день закінчено
 call the tune *v.* [tju:n] — «замовляти музику», керувати ситуацією
 calm down *v.* [kɑ:mˈdaʊn] — заспокоюватися
 candle *n.* [kændl] — свічка
 candy *n.* [ˈkændi] — цукерка
 capture *v.* [ˈkæptʃə] — захопити
 career *n.* [kəˈrɪə] — кар'єра

carry on *v.* [kæri] — продовжити
 cartoon *n.* [kəˈtu:n] — карикатура
 cash *n.* [kæʃ] — готівка
 castle *n.* [kɑ:sl] — замок
 castles in the air *n.* — повітряні замки
 catastrophe *n.* [kəˈtæstrəfi] — катастрофа.
 catch fire *v.* — загорітися
 catch someone's eye *v.* — привертати чийсь увагу
 cause *n.* [kɔ:z] — причина
 cello *n.* [ˈtʃeləʊ] — віолончель
 cellulite *n.* [ˈseluɪt] — целюліт

Celtic *adj.* [ˈkeltɪk] — кельтський
 chain *n.* [tʃeɪn] — ланцюг
 challenge *n.* [ˈtʃæləndʒ] — виклик.
 characteristic *adj.* [ˌkærəktɪˈrɪstɪk] — характерний
 chase *n.* [tʃeɪz] — погоня
 childish *adj.* [ˈtʃaɪldɪʃ] — дитячий, легковажний
 cholera *n.* [kəˈlɛrə] — холера
 chronological *adj.* [krɒnəˈlɒdʒɪkl] — хронологічний
 chum *v.* [tʃʌm] — дружити
 chummy *adj.* [ˈtʃʌmɪ] — товариський
 circulate *v.* [ˈsɜːkjʊˌleɪt] — циркулювати
 claim *v., n.* [kleɪm] — заявляти; вимога, заява
 classical *adj.* [ˈklæsɪkl] — класичний
 classy *adj.* [ˈklɑːsɪ] — першокласний
 clause *n.* [klaʊz] — речення (у складному реченні)
 cliff *n.* [klɪf] — скеля, круча
 close call *adv.* — на волосину від...
 coal [kəʊl] — вугілля
 column *n.* [ˈkɒləm] — колонна, колонка (у газеті)
 combine *v.* [kəmˈbaɪn] — поєднувати
 come across *v.* — випадково наткнутися
 come together *v.* — зібратися разом
 come up with *v.* — вийти з (ідеєю, пропозицією тощо)
 comic *adj.* [kɒmɪk] — комічний
 comics *n.* [ˈkɒmɪks] — комікси
 comment *v., n.* [kəˈment] — коментувати, коментар
 commute *v.* [kəˈmjʊt] — користуватися громадським транспортом
 comparison *n.* [kəmˈpærɪsn] — порівняння
 complain *v.* [kəmˈpleɪn] — скаржитися
 complex *adj.* [ˈkɒmpleks] — складний
 complexion *n.* [kəmˈplekʃn] — колір обличчя, шкіри
 complicated *adj.* [ˌkɒmplɪˈkeɪtɪd] — ускладнений
 comprehensive *adj.* [ˌkɒmprɪˈhensɪv] — загальноосвітній
 compulsory *adj.* [kəmˈpʌlsəri] — обов'язковий
 computer lab *n.* — комп'ютерний клас

conclusion *n.* [kənˈkluːʒn] — висновок, завершення
 conductor *n.* [kənˈdʌktə] — диригент, кондуктор
 confirm *v.* [kənˈfɜːm] — підтверджувати
 consequently *adv.* [ˈkɒnsɪkwentli] — у результаті
 consider *v.* [kənˈsɪdə] — обдумувати, брати до уваги
 consult *v.* [kənˈsʌlt] — консультувати
 context *n.* [ˈkɒntekst] — контекст, ситуація
 contradict *v.* [kənˈtræˈdɪkt] — суперечити
 contrary to *adv.* [ˈkɒntrəri] — всупереч
 contribute *v.* [kənˈtrɪbjʊt] — робити вклад
 cool *adj.* — «кльовий»
 coordinator *n.* [ˌkɒʊədiˈneɪtə] — координатор
 cop *n.* — поліцейський у США
 copy *n.* — примірник
 cost a fortune *v.* [ˈfɔːtʃən] — коштувати ціле багатство
 couch potato *n.* [ˈkaʊtʃ pəˈteɪtəʊ] — ледацюга
 count on *v.* [kaʊnt] — розраховувати на...
 country music *n.* — музика в стилі «кантрі»
 couple *n.* [kʌpl] — пара
 courageous *adj.* [kəˈreɪdʒəs] — мужній
 cousin *n.* [kʌzn] — двоюрідний брат або сестра
 crash *n.* [kræʃ] — тріск, гуркіт
 crawl *v.* [krɔːl] — повзти
 create *v.* [kriˈeɪt] — створювати
 creative *adj.* [kriˈeɪtɪv] — креативний, творчий
 criminal *n.* [ˈkrɪmɪnəl] — злочинець
 criminology *n.* [krɪmɪˈnɒlədʒɪ] — кримінологія
 criticise *v.* [ˈkrɪtɪsaɪz] — критикувати
 crossroads *n.* [ˈkrɒsˌrəʊdz] — перехрестя
 crystal *n.* [krɪstəl] — кристал
 cure *v.* [kjʊə] — вилікувати
 cut down *v.* — зрубати; обмежувати
 cut out *v.* — зупиняти діяльність
 cut out for *adj.* — «створений для...»
 cyclone *n.* [ˈsaɪklən] — циклон
 cynical *adj.* [ˈsɪnɪkl] — цинічний

D

daily *adj.* — щоденний
 damp *adj.* [dæmp] — вологий
 day-off *n.* — вихідний день
 deadline *n.* [ˈdedlaɪn] — крайній термін
 deaf *adj.* [def] — глухий
 deal with *v.* [di:l] — мати справу з
 deathly *adj.* [ˈdeθli] — смертельний
 decent *adj.* [ˈdiːsənt] — порядний
 declare *v.* [dɪˈkleə] — проголошувати
 decrease *v.* [dɪˈkriːz] — знижуватись
 definitely *adv.* [ˈdefɪnɪtli] — напевно
 delightful *adj.* [dɪˈlaɪtful] — чудовий
 deny *v.* [dɪˈnaɪ] — заперечувати, відкидати
 depression *n.* [dɪˈpreʃn] — депресія
 description *n.* [dɪsˈkrɪpʃn] — опис
 desire *n.* [dɪˈzaɪə] — бажання
 despite *adv.* [dɪsˈpaɪt] — незважаючи на

determined *adj.* [dɪˈtɜːmɪnd] — рішучий
 device *n.* [dɪˈvaɪs] — пристрій
 die out *v.* — вимирати
 digital *adj.* [ˈdɪdʒɪtl] — цифровий
 diphtheria *n.* [dɪfˈθɪəriə] — дифтерія
 direct *adj.* [dɪˈrekt] — прямий
 disappear *v.* [dɪsəˈpɪə] — зникати
 disaster *n.* [dɪˈzɑːstə] — лихо
 disco *n.* — диско
 dislike *v.* [dɪsˈlaɪk] — не любити
 displeased *adj.* [dɪsˈpleɪzɪd] — невдоволений
 distant *adj.* [ˈdɪstənt] — віддалений
 distortion *n.* [dɪsˈtɔːʃn] — спотворення
 do one's best *v.* — робити все можливе
 do one's bit *v.* — робити те, що потрібно
 do someone good *v.* — робити добро
 do window-shopping *v.* — роздивлятися вітрини

doesn't matter *v.* — не має значення
donkey *n.* [ˈdɒŋki] — віслик
double bass *n.* [ˈdʌbl ˈbeɪs] — контрабас
doubt *n., v.* [daʊt] — сумнів, сумніватися
down to earth *adj.* [ˌdaʊntuːəθ] — «приземлений»,
практичний
downpour *n.* [ˌdaʊnˈpɔː] — злива
downtown *n.* [daʊnˈtaʊn] — центр міста
dozen *n.* [ˈdɒzn] — дюжина
draw the line *v.* [drɔː] — встановити межу
dreary *adj.* [ˈdriəri] — сумний, похмурий

E

earn *v.* [ɜːn] — заробляти
ease off *v.* [iːzˈɒf] — полегшувати, зменшувати
(біль, роботу тощо)
easier said than done — простіше сказати ніж
зробити
eat one's words *v.* — забрати свої слова назад
eccentric *adj.* [ɪkˈsentrɪk] — ексцентричний
edge *n.* [edʒ] — край
edit *v.* — редагувати
editorial *n.* [ədɪˈtɔːriəl] — редакційна стаття
effect *n.* [ɪˈfekt] — ефект
efficient *adj.* [ɪˈfɪʃjənt] — ефективний
effort *n.* [ˈefət] — зусилля
either... or... [ˈaɪðə] — або..., або...
elbow *n.* [ˈelbəʊ] — лікоть
elite *n.* [ɪˈlaɪt] — еліта, вищий клас
empty *adj.* [ˈemptɪ] — пустий
end in *v.* — завершитися (чимось)
end up *v.* — скінчитися
endless *adj.* — безкінечний
ensure *v.* [ɪnˈʃʊə] — забезпечувати
entrance exam *n.* [ˈentəns] — вступний іспит
envious *adj.* [ˈenviəs] — заздрисний
environment *n.* [ɪnˈvaɪrənmənt] — довкілля
epigraph *n.* [ˈepɪgrəf] — епіграф

dress down *v.* — вдягатися повсякденно
dress up *v.* — вдягатися святково
drop *n., v.* [drɒp] — крапля; кидати
drop in *v.* — заскочити на шляху кудись
drought *n.* [draʊt] — посуха
drug *n.* [drʌg] — наркотик, ліки
druid *n.* [ˈdrʊɪd] — друїд
due to *adv.* [djuː] — завдяки
dull *adj.* [dʌl] — нудний, поганий
duration *n.* [djuːreɪʃn] — тривалість
duty call *n.* — почуття обов'язку

epithet *n.* [ˈepɪθət] — епітет
equipment *n.* [ɪˈkwɪpmənt] — обладнання
erratic *adj.* [ɪˈrætɪk] — мінливий, непостійний
escape *v.* [ɪsˈkeɪp] — уникати, врятуватися
especially *adv.* [ɪsˈpeʃəli] — особливо
essay *n.* [ˈeseɪ] — есе, твір-роздум
ethnic *adj.* [ˈeθnɪk] — етнічний
Eton *n.* [iːtɒn] — Ітон (приватна школа в Англії)
even *adv.* [iːvn] — навіть
even so *adv.* — тим не менш
every now and then *adv.* — час від часу
every other *adj.* — кожний другий
except for *adv.* [ɪkˈsept] — за виключенням
exception *n.* [ɪkˈsepʃn] — виключення
exchange student *n.* [ɪksˈtʃeɪndʒ] — студент за
обміном
expand *v.* [ɪksˈpænd] — розширюватися
expiration date *n.* [ekspɪˈreɪʃn] — крайній строк
використання, «ужити до...»
explosive *adj.* [ɪksˈplɒzɪv] — вибуховий,
запальний
extension *n.* [ɪksˈtenʃn] — поширення, зростання
extra *adj.* [ˈekstrə] — додатковий
extract *n.* [ˈekstrəkt] — витяг, уривок
eyeball *n.* [ˈaɪbɔːl] — очне яблуко

F

facial *adj.* [ˈfeɪʃl] — лицевий
facilitator *n.* [fəˈsɪlɪteɪtə] — посередник, організатор
factual *adj.* [ˈfæktʃəl] — фактичний
fail *v.* [feɪl] — зазнати поразки, провалитися
fairy *adj.* [ˈfeəri] — чарівний
fall in love (with) *v.* — закохатися
fantasy *n.* [ˈfæntəsɪ] — фентезі (літературний
жанр), фантазія
farewell *n.* [ˈfæəwel] — прощання
fear *n.* [fiə] — страх
fearful *adj.* [ˈfiəfʊl] — страшний
fee *n.* [fiː] — плата за навчання
feel like *v.* — мати намір
feel sorry *v.* — співчувати
fellow *n.* [ˈfeləʊ] — хлопець

female *adj.* [ˈfiːmeɪl] — жіночий
fiction *n.* [ˈfɪkʃn] — вигадка; художня література
fiddle *n.* [ˈfɪdl] — скрипка
field of science *n.* — галузь науки
fight *n.* [faɪt] — бій, бійка
figurative *adj.* [ˈfɪgərətɪv] — фігуральний
figure out *v.* [ˈfɪgərˈaʊt] — з'ясувати
fill in *v.* — заповнити
finally *adv.* [ˈfaɪnəli] — врешті решт
find out *v.* [faɪndˈaʊt] — дізнатись
fireworks *n.* [ˈfaɪəwɜːks] — феєрверк
first hand *adv.* — першим чином
first things first — спочатку головне
fishing rod *n.* — рибальська вудка
flat *adj.* [flæt] — плаский

flight *n.* [flaɪt] — рейс (літака), політ
float *v.* [flaʊt] — плавати на поверхні
flood *n.* [flʌd] — повінь
fluffy *adj.* [flʌfi] — пухнастий
flute *n.* [flu:t] — флейта
fly off the handle *v.* — розгніватися, «зіскочити з катушок»
focus *v.* [ˈfoukəs] — концентруватися
folks *n.* [fouks] — народ; батьки
follow in someone's footsteps *v.* — йти по чийхось слідах
fond of *v.* — любити
fool around *v.* — валяти дурня
for a while *adv.* — протягом деякого часу
for good *adv.* — назавжди
for one's sake *adv.* — заради когось

for the time being *adv.* — зараз, у цей час
force *v.* [fɔ:s] — примусити силою
forecast *n.* [ˈfɔ:kæst] — прогноз
forget *v.* [fə'get] — забувати
formal *adj.* [ˈfɔ:məl] — формальний
frank *adj.* [fræŋk] — щирий
free *adv.* — безкоштовний
freeze *v.* [fri:z] — замерзати
frightening *adj.* [ˈfraɪtnɪŋ] — жахливий
from now on *adv.* — від цього моменту
from scratch *adv.* [skrætʃ] — з самого початку
full-time *adj.* — повний курс, робочий день тощо
fur coat *n.* [ˈfə:kəʊt] — шуба
furniture *n.* [ˈfɜ:nɪtʃə] — меблі
furthermore *adv.* [ˈfɜ:ðəmə:] — до того ж;
крім того

G

gadget *n.* [ˈgædʒɪt] — пристрій
gardening *n.* [ˈgɑ:dnɪŋ] — садівництво
gemstone *n.* [ˈdʒemstəʊn] — коштовний камінь
generalise *n.* [ˈdʒenərəlaɪz] — узагальнювати
generally *adv.* [ˈdʒenərəlɪ] — в цілому; взагалі
genius *n.* [ˈdʒɪniəs] — геній
gesture *n.* [ˈdʒestʃə] — жест
get a grip on oneself *v.* — узяти себе в руки
get along (with) *v.* — ладити з...
get by *v.* — справлятися
get in the way *v.* — вмішатися
get in touch *v.* — зв'язатися
get lost *v.* — загубитися
get on with (something) *v.* — продовжувати робити щось
get out of hand *v.* — вийти з-під контролю
get over *v.* — одужати
get ready *v.* — приготуватися
get rid of someone or something *v.* — позбутися когось або чогось
get to the bottom of something *v.* — знати щось досконально
get to the point *v.* — розмовляти про суть справи
get together *v.* — зібратися разом
ghost *n.* [ɡəʊst] — привид
gig *n.* [ɡɪɡ] — концерт
give a damn *v.* [dæm] about — аніскільки не перейматися
give a hand *v.* — допомогти
give a lift (a ride) *v.* — підвезти
give in *v.* — здатися; капітулювати
give up *v.* — припинити
gladly *adv.* [glædli] — з радістю

glamorous *adj.* [ˈglæməərəs] — ефектний
global *adj.* [ˈɡləʊbəl] — глобальний
glossy *adj.* [ˈɡləʊsi] — блискучий
go away *v.* — уходити
go blind *v.* [blaɪnd] — осліпнути
go for something *v.* — зайнятися чимось
go on *v.* — продовжувати
go through *v.* [θru:] — пройти крізь
go to pieces *v.* — дуже стурбуватися
go up or down *v.* — підніматися та спускатися
go with the flow *v.* [fləʊ] — пливати за течією
goal *n.* [ɡəʊl] — ціль
good-tempered *adj.* [ɡʊd'tempəd] — з гарною вдачею
gooseberry *n.* [ˈɡu:zbəri] — агрус
gossip *n.* [ˈɡɒsɪp] — плітки
gothic *adj.* [ˈɡɒθɪk] — готичний
GPS (Global Positioning System) *n.* — глобальна система позиціонування
graduate *n., v.* [ˈɡrædʒuət] — випускник;
випускатися
graffiti *n.* [græ'fɪti] — графіті, настінний живопис
grain *n.* [ɡreɪn] — зерно
grand *adj.* [grænd] — великий
grand piano *n.* [ˈpɹænəʊ] — рояль
grateful *adj.* [ˈɡreɪtful] — вдячний
greeting *n.* [ˈɡri:tɪŋ] — привітання
grumpy *adj.* [ˈɡrʌmpɪ] — дратівливий
guarantee *v., n.* [ˌɡærən'ti:] — гарантувати, гарантія
gullible *adj.* [ˈɡʌlbəl] — легковірний
gun *n.* — зброя, рушниця, пістолет
guy *n.* [ɡaɪ] — хлопець
gymnasium *n.* [dʒɪm'neɪzɪəm] — гімназія

H

hail *n.* [heɪl] — град
hair-raising *adj.* [hæə'reɪzɪŋ] — захоплюючий

halt *n., v.* [hɔ:lt] — зупинка, зупинятися
hand in *v.* — здавати (домашню роботу, доповідь)

hang out *v.* [hæŋ'ɑ:t] — постійно бувати
 hard on something or someone *adj.* — суворий
 до когось
 harp *n.* [hɑ:p] — губна гармоніка
 have a ball *v.* — гарно проводити час
 have a look *v.* — кинути погляд
 have a sweet tooth *v.* — любити солодке
 have a word with someone *v.* — перемовитись
 із кимось
 have one's hands full *v.* — бути дуже зайнятим
 hay fever *n.* [heɪ'fi:və] — сінна лихоманка
 headline *n.* ['hedlɑ:n] — заголовок у газеті
 heat *n.* [hi:t] — жара
 heaven *n.* [hevən] — рай, небеса
 heavy metal *n.* — хеві-метал, важкий метал
 (стиль музики)
 hieroglyph *n.* ['haɪərəglɪf] — ієрогліф

high spirits *n.* — гарний настрій
 high-tech *adj.* — хай-тек, високотехнологічний
 hip hop *n.* — хіп-хоп (стиль музики)
 hire *v.* [haɪə] — найняти
 historical *adj.* [hɪs'tɔ:rɪkl] — історичний
 hit *v., n.* — вдаряти; хіт (популярна композиція)
 hold on *v.* — зачекати
 hold one's tongue *v.* — притримати язика
 home-made *adj.* — домашній
 home-schooling *n.* — домашнє навчання
 horoscope *n.* ['hɔ:skəʊp] — гороскоп
 horrible *adj.* ['hɔ:rɪbl] — жахливий
 housewife *n.* ['hauswaɪf] — домогосподарка
 humanity *n.* [hju'mænɪtɪ] — людство
 humble *adj.* [hʌmbl] — скромний
 hydrogen *n.* ['haɪdrədʒən] — водень
 hyperactive *adj.* [,haɪpə'reɪktɪv] — надміру
 активний, гіперактивний

I

I believe [bɪ'li:v] that... — вважаю, що...
 I guess [ges] that... — маю думку, що...
 I think that... — думаю, що...
 iconic *adj.* [aɪ'kɒnɪk] — канонічний
 idiom *n.* ['ɪdiəm] — ідіома
 ignorant *adj.* ['ɪgnərənt] — невіглас
 ill at ease *adj.* — негаразд
 ill-mannered *adj.* — погано вихований; з поганими
 манерами
 imaginary *adj.* [ɪ'mædʒɪnəri] — уявний
 improvisation *n.* [ɪmprəvɪ'zeɪʃn] — імпровізація
 in a nutshell *adv.* ['nʌtʃəl] — декількома словами
 in addition *adv.* [ə'dɪʃn] — на додаток
 in advance *adv.* [əd'vɑ:ns] — заздалегідь
 in charge of *adj.* [tʃɑ:dʒ] — відповідальний за
 in common *adj.* ['kɒmən] — спільний
 in fact *adv.* — насправді
 in favour *adv.* ['feɪvə] of — на користь
 in general *adv.* ['dʒenərəl] — в цілому
 in good shape [ʃeɪp] — у гарній формі
 in hot water — у біді
 in my opinion... [ə'pɪnjən] — на мою думку...
 in no time *adv.* — одразу ж
 in other words *adv.* — іншими словами
 in plain [pleɪn] English *adv.* — простою мовою
 in reply *adv.* [rɪ'plaɪ] — у відповідь
 in search of *n.* [sə:tʃ] — у пошуках
 in someone's shoes *adv.* — на чийсь місці
 in terms of *adv.* [tə:mz] — стосовно
 in the end *adv.* — у кінці кінців

in the long run *adv.* — врешті решт
 in the public *adv.* ['pʌblɪk] eye — на виду
 inch *n.* [ɪntʃ] — дюйм (2,54 см)
 index *n.* ['ɪndeks] — покажчик
 indicate *v.* ['ɪndɪkeɪt] — вказувати
 indifferent *adj.* [ɪn'dɪfərənt] — байдужий
 industrious *adj.* [ɪn'dʌstriəs] — працьовитий
 influence *n., v.* ['ɪnfluens] — вплив; впливати
 informative *adj.* [ɪn'fɔ:mətɪv] — інформативний,
 інформаційний
 initially *adv.* [ɪ'nɪʃəlɪ] — з початку
 ink *n.* [ɪŋk] — чорнила
 inquire *adj.* [ɪn'kwɪə] — цікавитися;
 розпитувати
 insert *v.* [ɪn'sɜ:t] — вставляти (в гніздо тощо)
 inspire *v.* [ɪn'spaɪə] — надихати
 instantly *adv.* ['ɪnstəntlɪ] — миттєво; у ту ж мить
 insult *v.* [ɪn'sʌlt] — ображати
 intellectual *n., adj.* [ɪntə'lektʃəl] — інтелектуал,
 інтелектуальний
 interior — *n.* [ɪn'tɪ:riə] інтер'єр, внутрішнє
 обладнання
 intriguing *adj.* [ɪn'trɪɡɪŋ] — захоплюючий
 invention *n.* [ɪn'venʃn] — винахід
 investigate *v.* [ɪn'vestɪgeɪt] — розслідувати
 iron ore *n.* ['aɪən 'ɔ:] — залізна руда
 issue *n.* ['ɪʃu:] — випуск (газети тощо)
 IT (Information Technology) — інформаційні
 технології
 it goes without saying — it is clear without words

J

janitor *n.* ['dʒænɪtə] — прибиральник
 jazz *n.* [dʒɑ:z] — джаз
 join up *v.* — приєднуватись до чогось

journalism *n.* ['dʒɔ:nəlɪzəm] — журналістика
 joyful *adj.* ['dʒɔɪfəl] — радісний
 joyous *adj.* ['dʒɔɪəs] — веселий

juicy *adj.* ['dʒu:si] — соковитий
jump at the opportunity *v.* [əpə'tju:niti] — схопитися

за можливість
junk *n.* [dʒʌŋk] — непотріб

K

keep a straight [streɪt] face *v.* — стримувати посмішку
keep an eye on *v.* — приглядати за
keep in mind *v.* — мати на увазі
keep in touch *v.* — бути на зв'язку
keep off *v.* — триматися подалі
keep on *v.* — продовжувати
keep one's fingers crossed *v.* — схрестити пальці

(на щастя)
keep one's word *v.* — тримати слово
keep up with *v.* — триматися на рівні з
kilt *n.* [kɪlt] — кілт (спідниця шотландських горців)
know the ropes [roups] *v.* — знати, за які нитки тягнути (знати якусь справу добре)

L

lack *n.* [læk] — нестача, брак
laughter *n.* ['lɑ:ftə] — сміх
law *n.* [lɔ:] — закон
lead *v., n.* [li:d] — вести, ведучий
lead a dog's life *v.* — вести собаче життя
leaflet *n.* ['li:flət] — листівка (рекламна тощо)
leave it at that *v.* — хай буде, як є
lecture *n., v.* ['lektʃə] — лекція; читати лекцію
lend *v.* [lend] — позичати (комусь)
let *v.* — дозволяти; нумо...
let somebody down *v.* — принижувати когось
level *n.* [levəl] — рівень
librarian *n.* [laɪb'ræriən] — бібліотекар
life expectancy *n.* [ɪks'pektənsɪ] — тривалість життя
limit *n.* [lɪmɪt] — межа, рубіж
link *n.* [lɪŋk] — зв'язок
little by little *adv.* — потроху; шаг за шагом
live (concert) *adj.* [laɪv] — живий звук
load *n.* [ləʊd] — вантаж, тягар

loch *n.* [lɒk] — озеро (шотл.)
log *v.* [lɒg] — реєструватись
logo *n.* ['lɒɡəʊ] — логотип, фірмовий знак
lonely *adj.* ['ləʊnli] — самотній
look down on *v.* — дивитись зверхньо
look for *v.* — шукати
look forward to *v.* — чекати з нетерпінням
look on *v.* — спостерігати
look up *v.* — шукати (в книзі, словнику тощо)
look up to *v.* — обожнювати
lose *v.* [lu:z] — втрачати, програвати
lose one's temper *v.* — вийти з себе
lose track of someone *v.* — загубити чийсь слід
loser *n.* ['lu:zə] — невдаха
lower *v.* ['ləʊə] — знижати
lucky break *n.* ['lʌki'breɪk] — щасливий випадок
lullaby *n.* ['lʌləbaɪ] — колискова
lunch break *n.* — обідня перерва
lyrics *n.* ['lɪrɪks] — текст пісні

M

magic *n., adj.* ['mædʒɪk] — магія; чарівний
mail *n.* ['meɪl] — пошта
majority *n.* [mə'dʒɔ:ɪti] — більшість
make a living *v.* — заробляти на життя
make fun of *v.* — насміхатися над...
make oneself at home *v.* — почуватися як вдома
make room for *v.* — знаходити або звільняти місце для...
make the most of something *v.* — використовувати щось на 100 відсотків
make up one's mind *v.* — приймати рішення
make use of *v.* — користуватися
manganese ore *n.* ['mæŋɡəni:z'ɔ:] — марганцева руда
mark *n., v.* [mɑ:k] — оцінка; робити помітки
mass media *n.* [mɑ:s'mi:diə] — ЗМІ
massage *n.* [mə'sɑ:ʒ] — масаж
memorise *v.* ['meməraɪz] — запам'ятовувати
mercury ore *n.* ['mɛ:kjʊrɪ'ɔ:] — ртутна руда
metaphor *n.* ['metəfə] — метафора

middle-aged *adj.* ['mɪdlɪdʒd] — середнього віку
mighty *adj.* ['maɪti] — могутній
mild *adj.* [maɪld] — м'який
mile *n.* [maɪl] — миля (1,609 м)
mine *n.* [maɪn] — шахта
mirror *n.* ['mɪrə] — дзеркало
misprint *n.* [mɪs'prɪnt] — друкарська помилка
mist *n.* [mɪst] — імла, серпанок
misunderstand *v.* [mɪsʌndə'stænd] — неправильно зрозуміти, не порозумітись
mix up *v.* — прийняти одне за інше
mixed *adj.* [mɪkst] — змішаний
moan *v.* [məʊn] — стогнати, жалітись
moderate *adj.* [mɒdərət] — помірний
monthly *adj.* [mʌnθli] — щомісячний
more than ever *adv.* — більш ніж будь-коли
moreover *adv.* [mɔ:r'əʊvə] — крім того
mostly *adv.* ['məʊstli] — переважно
motivation *n.* [mə'tɪveɪʃn] — мотивація

mountainous *adj.* [ˈmaʊntənəs] — гірський
moustache(s) *n.* [məˈstɑːʃ(s)] — вуса

move around *v.* — переїжджати
muddy *adj.* [ˈmʌdɪ] — брудний, каламутний
mummy *n.* [ˈmʌmɪ] — мумія

N

nanny *n.* [ˈnæni] — нянька
narcissism *n.* [ˈnɑːsɪzɪzəm] — нарцисизм,
самозакоханість, самозамилування
natural gas *n.* [ˈnætʃərəl ɡæz] — природний газ
naughty *adj.* [ˈnɔːti] — неслухняний
navigation *n.* [nəviˈɡeɪʃn] — навігація
nearby *adv.* [ˈniəbaɪ] — поруч
nearly *adv.* [ˈniəli] — майже
negative *adj.* [ˈneɡətɪv] — негативний
neither... nor... [ˈniðə] — ні..., ні...
nest *n.* [nest] — гніздо
neutral *adj.* [ˈnjuːtrəl] — нейтральний
never mind [ˌnevəˈmaɪnd] — не звертай уваги
newcomer *n.* [njuˈkʌmə] — новачок
nickel *n.* [ˈnɪkl] — нікель

no go — не може бути; не має сенсу
no wonder [ˈwʌndə] — не треба дивуватися
Nobel Prize *n.* [ˈnəʊbl ˈpraɪz] — Нобелівська премія
non-fiction *n.* — не художня література
non-state *adj.* — не державний
nostalgic *adj.* [nəsˈtældʒɪk] — ностальгічний
not a bit *adv.* — ніскільки
not exactly *adv.* [ɪˈɡzæktlɪ] — не зовсім
nothing to do with — нічого спільного з...
now and again *adv.* — час від часу
number of *adv.* [ˈnʌmbə] — кількість (зі
злічуваними іменниками)
numberless *adj.* [ˈnʌmbələs] — чисельний,
незлічений

O

oath *n.* [ouθ] — клятва, присяга
obesity *n.* [əʊˈbɪzɪtɪ] — ожиріння
object *n.* [ˈɒbdʒekt] — об'єкт; доповнення (грам.)
objective *adj.* [əbˈdʒektɪv] — об'єктивний
obsession *n.* [əbˈseʃn] — одержимість
ocarina *n.* [əʊkəˈrɪnə] — окарина
occupy *v.* [ˈɒkjʊpaɪ] — займати
odds and ends *n.* [ˈɒdzəndˈendz] — всякий непотріб;
всяка всячина
ode *n.* [ˈoʊd] — ода
of course *adv.* [əvˈkɔːs] — звичайно, авжеж
off the cuff *adv.* [ˈɒfðəˈkʌf] — без підготовки
off the point *adv.* [pɔɪnt] — не по суті справи
off the record *adv.* [ˈrekəd] — неофіційно
off the top of one's head *adv.* — без роздумів
offer *v., n.* [ˈɒfə] — пропонувати; пропозиція
official *adj.* [əˈfɪʃl] — офіційний
oil *n.* [ɔɪl] — нафта; олія
on air *adv.* [ənˈeə] — в ефірі
on average *adv.* [ˈævərɪdʒ] — в середньому
on edge *adv.* [edʒ] — на грані; знервований
on one's own *adv.* [oʊn] — сам по собі
on purpose *adv.* [ˈpəːpəs] — навмисно
on second thought *adv.* [θɒt] — після роздумів
on the contrary *adv.* [ˈkɒntrəri] — навпаки
on the go *adj.* — активний; той, що у русі
on the other hand *adv.* — з іншого боку
on the spot *adv.* — з місця події
on the tip of one's tongue *adv.* — вертиться на
кінчику язика
once and for all *adv.* — напевно
one another — один другого

only *adj.* [ˈoʊnlɪ] — єдиний
optional *adj.* [ˈɒpʃnəl] — необов'язковий
orderly *adj.* [ˈɔːdəli] — організований; акуратний
ordinary *adj.* [ˈɔːdɪnəri] — звичайний,
пересічний
organ *n.* [ˈɔːɡən] — орган
original *adj.* [əˈrɪdʒɪnəl] — оригінальний;
справжній
ought to *v.* [ɔːtə] — має; повинен
out of date *adj.* — застарілий
out of one's mind *adj.* — божевільний
out of sorts *adj.* — у поганому гуморі
out of the question *adj.* — не підлягає
обговоренню
outline *n.* [ˈaʊtlaɪn] — ескіз, план
outlook *n.* [ˈaʊtlʊk] — вид; кругозір
out-of-date *adj.* — застарілий
outsider *n.* [aʊtˈsaɪdə] — сторонній
outstanding *adj.* [aʊtˈstændɪŋ] — видатний
overall *adj.* [oʊvəˈroʊl] — загальний,
всеосяжний
overcome *n.* [oʊvəˈkʌm] — подолати
overhead *adv.* [oʊvəˈhed] — над головою
overseas *adv.* [oʊvəˈsiːs] — за морем;
за кордоном
overwhelm *v.* [oʊvəˈwelɪm] — захоплювати
(про почуття)
owe *v.* [oʊ] — завдячувати
owner *n.* [ˈoʊnə] — власник
oxygen *n.* [ˈɒksɪdʒən] — кисень

Р

pack rat *n.* — збирач непотрібного мотлоху
 rainkiller *n.* [ˌreɪnˈkɪlə] — знеболювальне
 pal *n.* [pæl] — приятель. товариш
 pale *adj.* [ˈpeɪl] — блідий
 paparazzi *n.* [pəpəˈrɑːtsɪ] — папарацці (фотограф
 у гонитві за сенсацією)
 paperback *n.* [ˈpeɪpəbæk] — книга в паперовій
 обкладинці
 paperwork *n.* [ˈpeɪpəwɜːk] — документи,
 документація
 partial *adj.* [pɑːʃl] — частковий
 partnership *n.* [ˈpɑːtnəʃɪp] — партнерство
 passage *n.* [ˈpæsɪdʒ] — уривок
 past *adv.* [pɑːst] — повз
 pathological *adj.* [pəθəˈlɒdʒɪkl] — патологічний
 pattern *n.* [pætn] — зразок
 pause *n.* [pɔːz] — пауза
 pay attention *v.* [əˈtenʃn] — звертати увагу
 peak *n.* [piːk] — пік
 percussion *n.* [pəˈkʌʃn] — ударні інструменти
 performer *n.* [pəˈfɔːmə] — виконавець
 permission *n.* [pəˈmɪʃn] — дозвіл
 permit *n.* [ˈpɛːmɪt] — перепустка, дозвіл
 personage *n.* [ˈpɛːsnɪdʒ] — персонаж
 personal file *n.* [ˈpɛːsnl faɪl] — особова справа
 personally *adv.* [ˈpɛːsnəli] — особисто
 pessimistic *adj.* [pɛsɪˈmɪstɪk] — песимістичний
 phenomenon *n.* [fəˈnɒmɪnən] — явище
 philosopher *n.* [fɪˈlɒsəfə] — філософ
 phrasal verb *n.* [ˈfreɪzəl vɜːb] — фразове дієслово
 piccolo *n.* [ˈpɪkələ] — пікколо (флейта)
 pick *v.* — вибирати; підбирати
 pile up *v.* [paɪl] — накопичувати
 pint *n.* [paɪnt] — пінта (0,568 л)
 pitch *n.* [pɪtʃ] — висота тону
 play *n.* — п'еса
 play tricks *v.* — розігрувати; жартувати
 playful *adj.* [ˈpleɪfəl] — грайливий
 playwright *n.* [ˈpleɪraɪt] — драматург
 plenty *adv.* [ˈplenti] — безліч
 point out *n.* — вказати на...
 policy *n.* [ˈpɒlɪsi] — політика
 politics *n.* [ˈpɒlɪtɪks] — політика (наука)
 Pope *n.* [ˈpəʊp] — Папа Римський
 pop-music *n.* — популярна музика
 portion *n.* [pɔːʃn] — порція; частка
 positive *adj.* [ˈpɒzɪtɪv] — позитивний

post *n.* [pəʊst] — повідомлення в соціальній
 мережі
 poster *n.* [ˈpəʊstə] — афіша, плакат
 potential *n.* [pəˈtenʃl] — потенціал,
 потенційний
 pound *n.* [paʊnd] — фунт (валюта), фунт
 (міра ваги — 0,454 кг)
 praise *v.* [preɪz] — хвалити
 precious *adj.* [ˈpreʃəs] — дорогоцінний
 pressed for (time / money) *adj.* — піджимає
 (час / гроші)
 prestigious *adj.* [preɪˈstɪdʒəs] — престижний
 pretty *adv.* [ˈprɪti] — досить...
 principal *n., adj.* [ˈprɪnsɪpl] — директор школи;
 принциповий; головний
 print *v., n.* [prɪnt] — друкувати; друк
 priority *n.* [praɪˈɔːrɪti] — пріоритет;
 першочерговість
 private *adj.* [ˈpraɪvɪt] — приватний
 probably *adv.* [ˈprɒbəbəl] — ймовірно
 procedure *n.* [prəˈsiːdʒə] — процедура
 profound *adj.* [prəˈfaʊnd] — глибокий
 (про знання тощо)
 promise *v., n.* [ˈprɒmɪs] — обіцяти; обіцянка
 proof *n.* [pruːf] — доказ
 proofread *v.* [ˈpruːfriːd] — правити текст
 proper *adj.* [ˈprɒpə] — правильний;
 відповідний
 property *n.* [ˈprɒpəti] — власність; майно
 prose *n.* [prəʊz] — проза
 prove *v.* [pruːv] — довести
 psychologist *n.* [saɪˈkɒlədʒɪst] — психолог
 psychology *n.* [saɪˈkɒlədʒɪ] — психологія
 publication *n.* [pʌblɪˈkeɪʃn] — публікація
 publish *v.* [ˈpʌblɪʃ] — публікувати
 pull *v.* [pul] — тягнути
 pull someone's leg *v.* — розповідати байки
 purpose *n.* [ˈpɜːpəs] — ціль
 put in a word for someone *v.* — замовити
 слівце за когось
 put off *v.* — відкласти (на пізніший час)
 put one's best foot forward *v.* — робити все
 можливе
 put one's foot down *v.* — сильно заперечувати
 put out *v.* — загасити (вогнь тощо)
 put up weight *v.* [weɪt] — набрати вагу

Q

qualified *adj.* [ˈkwɒːlɪfaɪd] — кваліфікований
 quit *v.* [kwɪt] — кидати
 (роботу, заняття тощо)
 quite *adv.* [kwaɪt] — досить;
 деякою мірою

quite a bit (of) *adv.* — вельми багато
 (з незлічуваними іменниками)
 quite a few *adv.* — вельми багато
 (зі злічуваними іменниками)
 quotation *n.* [kwɒːteɪʃn] — цитата

R

rack one's brain *v.* — напружувати мізки
 raging *adj.* [ˈreɪdʒɪŋ] — лютий, страшенний
 random *adj.* [ˈrændəm] — випадковий
 rap *n.* — реп (музичний стиль)
 raspberry *n.* [ˈræzbəri] — малина
 rather *adv.* [ˈrɑːðə] — досить; радше
 read between the lines *v.* — читати поміж рядків
 reader's card *n.* — читацький квиток
 reading room *n.* — читальна зала
 recent *adj.* [ˈriːsənt] — недавній
 recipient *n.* [rɪˈsɪpiənt] — одержувач
 reckless *adj.* [ˈrekləs] — необачний
 recognise *v.* [ˈrekəɡnaɪz] — упізнавати; визнавати
 recognition *n.* [ˈrekəɡnɪʃn] — визнання
 reconstruct *v.* [rɪˈkɒnstrʌkt] — перебудовувати
 record-book *n.* [ˈrekədbʊk] — щоденник
 recycle *v.* [rɪˈsaɪkl] — переробляти
 reference *n.* [ˈrefrəns] — посилення, довідка
 reference book *n.* — довідник
 reflection *n.* [rɪˈfleksʃn] — відображення (у дзеркалі тощо); розмірковування
 refresh *v.* [rɪˈfreʃ] — освіжити
 reggae *n.* [ˈreɡeɪ] — реггі (музичний стиль)
 reliable *adj.* [rɪˈlaɪəbl] — надійний
 relief *n.* [rɪˈliːf] — рельєф
 religious *adj.* [rɪˈlɪdʒəs] — релігійний
 reluctance *n.* [rɪˈlʌktəns] — небажання
 remark *n.* [rɪˈmɑːk] — зауваження
 remind *v.* [rɪˈmaɪnd] — нагадувати
 replace *v.* [rɪˈpleɪs] — замінити
 reply *v., n.* [rɪˈplaɪ] — відповідати; відповідь
 report *n.* [rɪˈpɔːt] — доповідь
 request *v., n.* [rɪˈkwest] — прохати; прохання

research *v., n.* [rɪˈsɜːtʃ] — досліджувати; дослідження
 reserve *n.* [rɪˈzɜːv] — стриманість
 resident *n.* [ˈrezɪdənt] — мешканець
 resort *n.* [rɪˈzɔːt] — курорт
 responsibility *n.* [rɪˈspɒnsɪˈbɪləti] — відповідальність
 restate *v.* [rɪˈsteɪt] — формулювати іншими словами
 restore *v.* [rɪˈstɔː] — відновити
 restroom *n.* [ˈrestreɪm] — туалет
 return *v., n.* [rɪˈtɜːn] — повертатися; повернення
 review *v., n.* [rɪˈvjuː] — оглядати; огляд
 revise *v.* [rɪˈvaɪz] — переглядати, перевіряти
 rewrite *v.* [rɪˈraɪt] — переписувати
 rhythm *n.* [ˈrɪðm] — ритм
 riff *n.* [rɪf] — ріфф
 right away *adv.* [ˌraɪtəˈweɪ] — одразу
 ritual *n., adj.* [ˈrɪtʃəl] — ритуал; ритуальний
 R-n-B *n.* — ритм-енд-блюз (стиль музики)
 roar *v.* [rɔː] — ревіти
 robber *n.* [ˈrɒbə] — грабіжник
 rock *n.* — рок (музика)
 rock the boat *v.* — розхитувати човен
 rock-n-roll *n.* — рок-н-рол (стиль музики)
 roll *v.* — крутитися
 romance *n.* [rouˈmæns] — любовна історія
 routine *n.* [ruˈtiːn] — повсякдення
 rub elbows (shoulders) with *v.* — проводити час разом з...
 rude *adj.* [ruːd] — брутальний
 rumour *n.* [ˈrumə] — чутка, погослос
 run *v.* — керувати
 ruthless *adj.* [ˈruθləs] — безжалісний

S

sacrifice *n.* [ˈsækrɪfaɪs] — жертва
 sail *v.* — пливти
 sailor *n.* [ˈseɪlə] — моряк
 sample *n.* [ˈsæmpl] — зразок
 save face *v.* — зберегти обличчя
 save one's breath *v.* [breθ] — припинити стрясати повітря
 saxophone *n.* [ˈsæksəfoʊn] — саксофон
 scan *v.* [skæn] — сканувати, швидко проглядати
 scarlet fever *n.* [ˈskɑːlɪt ˈfiːvə] — скарлатина
 scenic *adj.* [sɪˈnɪk] — мальовничий
 schooling *n.* [ˈskuːlɪŋ] — шкільне навчання
 science and technology *n.* [ˈsaɪəns ənd tɪkˈnɒlədʒɪ] — наука й техніка
 scratch the surface *v.* [skrætʃ ðə ˈsɜːfɪs] — хапати по верхах
 screenshot *n.* [ˈskriːnʃɒt] — знімок з екрану
 search high and low *v.* — шукати скрізь
 seldom *adv.* [ˈseldəm] — рідко
 select *v.* [sɪˈlekt] — вибирати, відбирати

self reliant *adj.* [self rɪˈləjənt] — самодостатній
 self-esteem *n.* [ɪsˈtiːm] — самооцінка
 selfless *adj.* [ˈselflɪs] — самовідданий
 self-love *n.* — самозакоханість
 sender *n.* [ˈsendə] — відправник
 sense *n.* [sens] — сенс, значення, відчуття
 separate *adj., v.* [ˈseprət] — окремий; відокремлювати
 series *n.* [ˈsɪːrɪəs] — серія; низка
 serious *adj.* [ˈsɪːrɪəs] — серйозний
 serve someone right *v.* [sɜːv] — отримати по заслугах
 set *v.* — встановити
 set off *v.* — почати
 set up *v.* — розпочати (справу)
 setting(s) *n.* [ˈsetɪŋ(z)] — оформлення, декорація
 shake *v.* [ʃeɪk] — трясти
 shapeless *adj.* [ˈʃeɪpləs] — безформний
 sharp *adj.* [ʃɑːp] — гострий; розумний
 shed *v.* [ʃed] — проливати (світло)

shiny *adj.* [ˈʃaɪni] — блискучий
 shipbuilding *n.* [ˈʃɪp,bɪldɪŋ] — суднобудування
 shopaholic *n.* [ˌʃɒpəˈhɒlək] — шопоголік
 shore *n.* [ʃɔː] — берег (моря, озера)
 short story *n.* — оповідання
 shortly *adv.* [ˈʃɔːtli] — незадовго
 show *n.* [ʃəʊ] — вистава, шоу
 show off *v.* — хизуватися напоказ
 shower *n.* [ˈʃaʊə] — злива; душ
 shut up *v.* [ʃʌtʹʌp] — замовчати (дуже неввічливо)
 shy *adj.* [ʃaɪ] — соромливий
 sign *v., n.* [saɪn] — підписати; підпис; знак
 silk *n.* [sɪlk] — шовк
 since *adv.* [sɪns] — відколи; оскільки
 sincerely *adv.* [sɪnˈsɪəli] — щиро
 single *adj.* [sɪŋɡl] — одинарний, єдиний
 site *n.* [saɪt] — місце розташування
 sketch *n.* [sketʃ] — скетч, малюнок
 Slavic *adj.* [ˈslɑːvɪk] — слов'янський
 sleep on it *v.* — переспати з думкою
 slight *adj.* [slaɪt] — слабкий, незначний
 slim *adj.* [slɪm] — стрункий, худорлявий
 slip (from) one's mind *v.* — забути
 slogan *n.* [ˈsləʊɡən] — гасло, девіз
 smell a rat *v.* — відчувати каверзу
 SMS (Short Message Service) *n.* — коротке текстове повідомлення
 so far *adv.* — до цих пір
 so long — бувай!
 so much the better *adv.* — так навіть краще
 soap opera *n.* [ˌsəʊpˈɒpərə] — мильна опера, серіал
 social network *n.* [ˈsəʊʃl ˈnetwɜːk] — соціальна мережа
 socialise *v.* [ˈsəʊʃəlaɪz] — спілкуватися
 society *n.* [səˈsaɪəti] — суспільство
 soda drink *n.* [ˌsəʊdə ˈdrɪŋk] — газований напій
 soil *n.* [soɪl] — ґрунт
 sold out — усі квитки продані
 solemn *adj.* [ˈsɒləm] — урочистий
 sound producer *n.* [ˌsaʊnd prəˈdʊsə] — звукорежисер
 source *n.* [sɔːs] — джерело
 spa *n.* [spɑː] — мінеральне джерело
 space *n.* [speɪs] — простір
 spare *adj.* [ˈspɛə] — зайвий, вільний
 spectrum *n.* [ˈspektrəm] — спектр

speculate *v.* [ˈspekjuleɪt] — роздумувати
 spill *v.* [spɪl] — проливати, розливати
 spill the beans *v.* [bɪːnz] — розбавити секрет
 spoil *v.* [spɔɪl] — зіпсувати
 spoon-feed *v.* [ˈspuːnfiːd] — годувати з ложечки
 spy *n.* [spaɪ] — шпигун
 staff *n.* [stɑːf] — персонал, склад
 stairs *n.* [steəz] — сходи
 stand for *v.* — означати; підтримувати
 starve *v.* [stɑːv] — вмирати з голоду; морити голодом
 state *n., adj.* [steɪt] — держава, державний
 statement *n.* [ˈsteɪtmənt] — твердження
 stay up late *v.* — пізно лягати
 steal *v.* [stiːl] — красти
 steep *adj.* [stiːp] — стрімкий, крутий
 steppe *n.* [step] — степ
 stereotype *n.* [ˈstiːrɪətaɪp] — стереотип
 strain *n.* [streɪn] — напруження
 stranger *n.* [ˈstreɪndʒə] — чужий
 stream *n.* [striːm] — струмок, потік
 strike up *v.* [straɪkʹʌp] — розпочати
 strikingly *adv.* [ˈstraɪkɪŋli] — вражаюче
 string *n.* [striŋ] — струна
 strongly *adv.* [ˈstrɒŋli] — настійно
 stubborn *adj.* [ˈstʌbən] — упертий
 stunning *adj.* [ˈstʌnɪŋ] — приголомшливий
 stupid *adj.* [ˈstʊpɪd] — дурний
 stylish *adj.* [ˈstaɪliʃ] — стильний
 subordinate *adj.* [səˈbɔːdɪnət] — підрядний, підлеглий
 suburb *n.* [ˈsʌbəːb] — передмістя
 suddenly *adv.* [ˈsʌdnli] — раптово
 sulfur *n.* [ˈsʌlfə] — сірка
 summary *n.* [ˈsʌməri] — підсумок
 sunset *n.* [ˈsʌnset] — захід сонця
 sunshine *n.* [ˈsʌnʃaɪn] — сонячне світло
 sunstroke *n.* [ˈsʌnstroʊk] — сонячний удар
 superb *adj.* [ˈsupəːb] — грандіозний
 supernatural *adj.* [ˌsupəˈneɪtʃrəl] — надприродний
 superstitious *adj.* [ˌsupəˈstɪʃəs] — забобонний
 supposed to *v.* [səˈpəʊzd] — вважається
 swing *v.* [swɪŋ] — гойдатися, розмахувати
 synthesizer *n.* [ˌsɪnθəˈzaɪzə] — синтезатор

T

table *n.* — таблиця
 tablet PC *n.* — планшет
 take a break *v.* — зробити перерву
 take a stand (on something) *v.* — прийняти рішення
 take advantage of something *v.* — скористатися чимось
 take after *v.* — нагадувати когось зовнішністю або характером
 take apart *v.* — розібрати (на частини)
 take it easy *v.* — не перейматися
 take one's time *v.* — не поспішати

take out *v.* — видалити
 take *smth.* for granted *v.* [ˈgrɑːntɪd] — брати щось на віру
 take someone's word for it *v.* — вірити комусь
 take up *v.* — зайнятися
 tale *n.* [teɪl] — казка, оповідання
 talk over *v.* [tɔːk ˈəʊvə] — обговорювати
 talk through one's hat *v.* — нести нісенітницю
 target audience *n.* [ˈtɑːɡet ˈɔːdiəns] — цільова аудиторія

tear *v.* [tɪə] — рвати, розривати
 tear *n.* [tɪə] — сльоза
 technician *n.* [tek'nɪʃn] — технік
 teen *n.* [ti:n] — підліток
 tell off *v.* — критикувати
 termite *n.* ['tɜ:mait] — терміт
 terrific *adj.* [tə'rifɪk] — приголомшливий
 thankful *adj.* ['θæŋkful] — вдячний
 that will do — цього досить
 the ins and outs *n.* — від початку до кінця (про інформацію тощо)
 theme *n.* [θi:m] — тема
 therefore *adv.* ['ðæfɔ:] — отже
 thief *n.* [θi:f] — злодій
 think over *v.* — обдумати
 this is why *adv.* — ось чому
 thrilling *adj.* ['θrɪlɪŋ] — хвилюючий, захопливий
 throne *n.* [θroun] — трон
 thunderstorm *n.* ['θʌndəstɔ:m] — гроза
 thus *adv.* [ðʌs] — таким чином
 tickle *v.* [tɪkl] — лоскотати
 tie *n.* [taɪ] — краватка
 till *adv.* — доти, до тих пір, як
 timetable *n.* ['taɪmteɪbl] — розклад
 tiring *adj.* ['taɪrɪŋ] — виснажливий

to make a long story short *adv.* — коротше кажучи
 to my mind... — на мою думку...
 tolerant *adj.* ['tɒlərənt] — толерантний, терпимий
 tornado *n.* [tə'nɑ:dou] — торнадо
 total *adj.* [təʊtl] — цілковитий, тотальний
 touch *v., n.* [tʌtʃ] — торкатися; дотик
 tour guide *n.* [tuə'gaɪd] — екскурсовод
 transform *v.* [træns'fɔ:m] — перетворювати
 tribute *n.* ['trɪbjut] — данина
 triple *v., adj.* [traɪpl] — потроювати; потрійний
 true-to-life *adj.* — правдивий
 trumpet *n.* ['trʌmpɪt] — труба
 trustworthy *adj.* [ˌtrʌst'wɜ:ðɪ] — надійний
 try one's hand at something *v.* — спробувати себе в чомусь
 turn down *v.* — відхилити, відмовити
 turn out *v.* — виявитися
 turn over a new leaf *v.* — перегорнути нову сторінку
 turnip *n.* ['tɜ:nɪp] — турнепс, ріпа
 tutor *n.* ['tju:tə] — репетитор
 TV guide *n.* — телепрограма
 tweet *v.* [twɪ:t] — вести записи у Twitter
 type *v., n.* [taɪp] — друкувати; тип
 typhoid *n.* ['taɪfəɪd] — тиф

U

unbelievable *adj.* [ʌnbɪ'lɪvəbl] — неймовірний
 uncertain *adj.* [ʌn'sɜ:tɪn] — невпевнений
 uncertainty *n.* [ʌn'sɜ:tɪntɪ] — невпевненість
 unclearness *n.* [ʌn'kleənəs] — неясність
 unconfident *adj.* [ʌn'kɒnfɪdənt] — невпевнений
 undergo *v.* [ʌndə'gəʊ] — зазнавати
 uneasy *adj.* [ʌn'i:zi] — неспокійний
 unhealthy *adj.* [ʌn'helθɪ] — нездоровий
 unique *adj.* [ju'ni:k] — унікальний
 universal *adj.* [ju'nɪvɜ:sl] — універсальний
 universe *n.* [ju'nɪvɜ:s] — Всесвіт

unless *adv.* [ʌn'les] — якби ні
 unlimited *adj.* [ʌn'lɪmɪtɪd] — необмежений
 unscramble *v.* [ʌn'skræmbəl] — розшифрувати
 until *adv.* [ʌn'tɪl] — до тих пір доки
 up in the air *adj.* — невпевнений
 up to date *adj.* — сучасний
 up to smb. to decide — вирішувати...
 upside down *adv.* [ˌʌpsaɪ'daʊn] — догори ногами
 uranium *n.* [ju'reɪnɪəm] — уран
 urban *adj.* [ə:bən] — міський
 use up *v.* — використати до останньої краплини

V

value *n.* ['vælju] — цінність
 variety *n.* [və'raɪətɪ] — різноманітність
 various *adj.* ['væriəs] — різний, різноманітний

venue *n.* ['venju] — місце проведення
 vice versa *adv.* [ˌvaɪs(ə)'vɜ:sə] — навпаки
 virtual *adj.* ['vɜ:tʃʊəl] — віртуальний, уявний

W

walk on air *v.* — бути на сьомому небі від щастя
 warn *v.* [wɔ:n] — застерігати
 waste *v.* [weɪst] — даремно витратити
 watch one's step *v.* [wɔ:tʃ] — вести себе обачно
 watch out *v.* — стерегтися, бути обережним
 waterfall *n.* ['wɔ:təfɔ:l] — водоспад
 waterproof *adj.* ['wɔ:təpru:f] — водонепроникний

weekly *adj.* [wi:kli] — щотижневий
 weigh *v.* [weɪ] — важити, зважувати
 well-bred *adj.* [ˌwel'bred] — гарно вихований
 wet blanket *n.* [wet'blæŋkɪt] — той, хто псує гарний настрій
 what's more *adv.* — крім того
 what's up — що трапилось

whatever *n.* [wɒ:t'evə] — будь-що
 whereas *adv.* [wɛər'æz] — тоді як
 wherever *adv.* [wɛər'evə] — будь-де
 which way the wind blows — яка ситуація насправді
 while *adv.* [waɪl] — у той час, як
 willing *adj.* [wɪlɪŋ] — охочий
 wipe off *v.* [waɪp'ɒf] — витирати
 witness *n., v.* ['wɪtnɪs] — свідок; бути свідком чогось

wizard *n.* ['wɪzəd] — чарівник
 woodwinds *n.* ['wɜ:dwɪndz] — дерев'яні духові інструменти
 word for word *adv.* — тими ж словами
 work out *v.* — виробити або знайти рішення
 workshop *n.* ['wɜ:kʃɒp] — майстерня
 worn out *adj.* [wɔ:n'ɔ:t] — виснажений
 wrong *adj.* [rɒŋ] — помилковий, хибний

Y

yet *adv.* [jet] — проте

Z

zero *n., adj.* ['zɪ:rou] — нуль, нульовий

SOME BRITISH MEASURES

Міри довжини	1 inch (<i>in</i>) — дюйм = 2,54 см 1 foot (<i>ft</i>) — фут = 12 inches (дюймів) = 0,3 м 1 yard (<i>yd</i>) — ярд = 3 feet (футів) = 0,9 м 1 mile (<i>mi</i>) — миля = 5 280 feet (футів) = 1609 м
Міри площі	1 square mile (<i>mi</i> ²) — кв. миля = 640 acres (акрів) = 2,6 км ² 1 acre — акр = 70 × 70 yards = 4 046,9 м
Міри ваги	1 long ton — довга тонна = 2 240 pounds (фунтів) = 1 016,05 кг 1 stone — стоун = 14 pounds (фунтів) = 6,4 кг (тільки для маси тіла людини) 1 pound (<i>lb</i>) — фунт = 16 ounces (унцій) = 454 г 1 ounce (<i>oz</i>) — унція = 28,4 г
Міри об'єму для рідин	1 barrel (<i>bbl</i>) — барель = 31–42 gallons (галони) = 140,9–190,9 л 1 gallon (<i>gal</i>) — галон = 4 quarters (кварту) = 8 pint = 4,55 л 1 quarter (<i>qt</i>) — кварта = 2 pints (пінти) = 1,14 л 1 pint (<i>pt</i>) — пінта = 0,568 л

Співвідношення температурної шкали Фаренгейта та Цельсія

Шкала Фаренгейта	Шкала Цельсія
212°	100°
86°	30°
68°	20°
50°	10°
32°	0°
14°	-10°
0°	-17,8°
-459,67°	-273,15°
$C = 5/9 \times (F - 32)$	

BRITISH CURRENCY SYSTEM

The official full name **pound sterling** (*plural: pounds sterling*) is used mainly in formal language (GBP = Great British Pound).

1 pound is equal 100 pence.

The coins in circulation	The notes (paper money) in circulation
1 penny, 2 pence, 5 pence, 10 pence, 20 pence, 50 pence, 1 pound, 2 pounds	£5, £10, £20, £50, and £100

Writing and Saying Amounts of Money

When we write amounts of money in figures, the pound symbol £ is always shown in front of the figures.

For example: 'three hundred pounds' — '£300'.

If an amount of money consists only of pence, we put the letter 'p' after the figures.

For example: 20p is often pronounced "twenty pee" rather than "twenty pence". The singular of pence is "penny".

If an amount of money consists of both pounds and pence, we write the pound symbol and separate the pounds and the pence with a full stop. We do not write 'p' after the pence.

For example: 'six pounds fifty pence' — '£6.50'.

When saying aloud an amount of money that consists of pounds and pence, we do not usually say the word 'pence'.

For example: '£6.50' — 'six pounds fifty'.

Note also that the British say '2 pounds', '5 pounds', '10 pounds', etc. for **amounts of money** and '2-pound coin', '5-pound note', '10-pound note', etc. for a **piece of money** (coins and notes).

Slang Terms for British Money	Other slang terms
The slang term for a pound or a number of pounds sterling is ' quid ' or ' nicker ' and there are other slang terms for various amounts of money. The term ' nicker ' is probably connected to the use of nickel in the minting of coins.	Fiver = £5, Lady Godiva (Cockney rhyming slang for a <i>fiver</i>) = £5, Tenner = £10, Pony = £25, Half a ton = £50, Ton = £100, Monkey = £500, Grand = £1000.

IRREGULAR VERBS

Infinitive		Past		Past Participle		Translation
arise	ə'raɪz	arose	ə'rouz	arisen	ə'raɪzn	виникати
awake	ə'weɪk	awoke	ə'wouk	awaken	ə'weɪkn	просинатися
be	bɪ:	was / were	wɔ:z/ wə:	been	bɪ:n	бути
beat	bɪ:t	beat	bɪ:t	beaten	bɪ:tn	бити
become	bɪ'kʌm	became	bɪ'keɪm	become	bɪ'kʌm	ставати
begin	bɪ'gɪn	began	bɪ'gæn	begun	bɪ'gʌn	починати
bend	bend	bent	bent	bent	bent	згинатися
bite	baɪt	bit	bɪt	bitten	bɪtn	кусати
bleed	blɪ:d	bled	bled	bled	bled	кровоточити
blow	blou	blew	blu:	blown	bloun	дути
break	breɪk/	broke	brouk	broken	'broukn	ламати
bring	briŋ	brought	brɔ:t	brought	brɔ:t	приносити
build	bɪld	built	bɪlt	built	bɪlt	будувати
burn	bɜ:rn	burnt / burned	bɜ:rnɪt/ bɜ:rnɪd	burnt / burned	bɜ:rnɪt/ bɜ:rnɪd	горіти
buy	baɪ	bought	bɔ:t	bought	bɔ:t	купувати
catch	kætʃ	caught	kɔ:t	caught	kɔ:t	ловити
choose	tʃu:z	chose	tʃouz	chosen	tʃouzn	вибирати
come	kʌm	came	keɪm	come	kʌm	приходити
cost	kɔst	cost	kɔst	cost	kɔst	коштувати
cut	kʌt	cut	kʌt	cut	kʌt	різати
dig	dɪg	dug	dʌg	dug	dʌg	копати
do	du:	did	dɪd	done	dʌn	робити
draw	drɔ:	drew	dru:	drawn	drɔ:n	малювати
dream	drɪ:m	dreamt / dreamed	dremt/ drɪ:md	dreamt / dreamed	dremt/ drɪ:md	мріяти
drink	drɪŋk	drank	dræŋk	drunk	drʌŋk	пити
drive	draɪv	drove	drouv	driven	draɪvn	їхати
eat	i:t	ate	eɪt, et/	eaten	i:tn	їсти
fall	fɔ:l	fell	fel	fallen	fɔ:lɪn	падати
feed	fi:d	fed	fed	fed	fed	годувати
feel	fi:l	felt	felt	felt	felt	відчувати
fight	faɪt	fought	fɔ:t	fought	fɔ:t	битися
find	faɪnd/	found	faʊnd	found	faʊnd	знаходити
fly	flaɪ	flew	flu:	flown	floun	літати
forget	fə'get	forgot	fə'gɔt	forgotten	fə'gɔtn	забувати
forgive	fə'gɪv	forgave	fə'geɪv	forgiven	fə'gɪvn	вибачати

Infinitive		Past		Past Participle		Translation
freeze	fri:z	froze	frouz	frozen	frouzn	замерзати
get	get	got / got	gɒt	got / gotten	gɒt / gɒtn	одержувати
give	gɪv	gave	geɪv	given	gɪvn	давати
go	gou	went	went	gone	gɒn	йти
grow	grou	grew	gru:	grown	groun	рости
hang	hæŋ	hung	hʌŋ	hung	hʌŋ	висіти
have	hæv	had	hæd	had	hæd	мати
hear	hiə	heard	hə:d	heard	hə:d	чути
hide	haɪd	hid	hɪd	hidden	hɪdn	ховати
hit	hɪt	hit	hɪt	hit	hɪt	вдаряти
hold	hould	held	held	held	held	тримати
hurt	hɜ:rt	hurt	hɜ:rt	hurt	hɜ:rt	завдавати болю
keep	ki:p	kept	kept	kept	kept	тримати; зберігати
know	nou	knew	nju:	known	noun	знати
lay	lei	laid	leɪd	laid	leɪd	класти
lead	li:d	led	led	led	led	вести
learn	lə:n	learnt / learned	lə:nt/ læ:nd	learnt / learned	lə:nt/ læ:nd	вчити
leave	li:v	left	left	left	left	залишати
lend	lend	lent	lent	lent	lent	позичати (комусь)
let	let	let	let	let	let	дозволяти
lie	lai	lay	lei	lain	leɪn	лежати
lose	lu:z	lost	lɒst	lost	lɒst	втрачати
make	meɪk	made	meɪd	made	meɪd	робити
mean	mi:n	meant	ment	meant	ment	означати
meet	mi:t	met	met	met	met	знайомитися, зустрічатися
pay	pei	paid	peɪd	paid	peɪd	платити
put	put	put	put	put	put	ставити, класти
read	ri:d	read	red	read	red	читати
ride	raɪd	rode	roud	ridden	riɪdn	їхати верхи
ring	rɪŋ	rang	ræŋ	rung	rʌŋ	телефонувати
rise	raɪz	rose	rouz	risen	rizn	підійматися
run	rʌn	ran	ræn	run	rʌn	бігти
say	sei	said	sæd	said	sæd	казати

Infinitive		Past		Past Participle		Translation
see	sɪ:	saw	sɔ:	seen	sɪ:n	бачити
sell	sel	sold	sould	sold	sould	продавати
send	send	sent	sent	sent	sent	відправляти
set	set	set	set	set	set	установлювати
shake	ʃeɪk	shook	ʃu:k	shaken	ʃeɪkn	трясти
shine	ʃaɪn	shone	ʃoun	shone	ʃoun	сяяти
shoot	ʃu:t	shot	ʃɒt	shot	ʃɒt	стріляти
show	ʃou	showed	ʃoud	shown	ʃoun	показувати
shut	ʃʌt	shut	ʃʌt	shut	ʃʌt	закривати
sing	sɪŋ	sang	sæŋ	sung	sʌŋ	співати
sink	sɪŋk	sank	sæŋk	sunk	sʌŋk	тонути
sit	sɪt	sat	sæt	sat	sæt	сидіти
sleep	slɪp	slept	slept	slept	slept	спати
smell	smel	smelt / smelled	smelt / smeld	smelt / smelled	smelt / smeld	пахнути
speak	spi:k	spoke	spouk	spoken	spoukn	розмовляти
spell	spel	spelt / spelled	spelt / speld	spelt / spelled	spelt / speld	називати по буквах
spend	spend	spent	spent	spent	spent	витрачати; проводити
spoil	spoil	spoilt / spoiled	spoilt / spoild	spoilt / spoiled	spoilt / spoild	псувати
stand	stænd	stood	stu:d	stood	stu:d	стояти
steal	sti:l	stole	stoul	stolen	stouln	красти
strike	straɪk	struck	strʌk	struck	strʌk	вдаряти
swim	swɪm	swam	swæm	swum	swʌm	плавати
take	teɪk	took	tu:k	taken	teɪkn	брати
teach	tɪ:tʃ	taught	tɔ:t	taught	tɔ:t	вчити (когось)
tear	tɪə	tore	tɔ:	torn	tɔ:n	рвати
tell	tel	told	tould	told	tould	розповідати
think	θɪŋk	thought	θɔ:t	thought	θɔ:t	думати
throw	θrou	threw	θru:	thrown	θroun	кидати
under-stand	ʌndə'stænd	understood	ʌndə'stud	understood	ʌndə'stud	розуміти
wake	weɪk	woke	wouk	woken	woukn	будити
wear	wɛə	wore	wɔ:	worn	wɔ:n	носити (одяг)
win	wɪn	won	wʌn	won	wʌn	перемогати
write	raɪt	wrote	rout	written	raɪtn	писати