

Лілія Морська

АНГЛІЙСЬКА МОВА

(10-й рік навчання, профільний рівень)

Підручник для 10 класу
закладів загальної середньої освіти

Liliya Morska

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Year 10

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Підручник призначений для учнів десятих класів закладів загальної середньої освіти, що виконують навчальну програму за профільним рівнем.

Підручник складається із десяти тематичних розділів відповідно до чинної програми Міністерства освіти і науки («Моя сім'я і друзі», «Спорт», «Їжа і харчування», «Наука і технології», «Природа. Погодні умови. Навколишнє середовище», «США», «Україна», «Шкільне життя», «Живопис», «Світ професій»). Кожен тематичний розділ складається із підрозділів, які зосереджують увагу учнів на формуванні мовних навичок (лексичних і граматичних – «Vocabulary Builder» та «Grammar Builder») та мовленнєвих умінь (читання – Reading Skill Builder, аудіювання – Listening Skill Builder, усного мовлення – Speaking Skill Builder та писемного мовлення – Writing Skill Builder). До кожного розділу додаються завдання для повторення вивченого (Let's Revise and Practise). Підручник містить значну кількість завдань у кожному розділі, які допомагають належним чином підготуватися до складання тесту зовнішнього незалежного оцінювання (ЗНО).

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Let's Learn English!

Dear pupils!

It's been nine years you've been learning English. We do hope you've enjoyed the process very much.

People learn English for a variety of reasons. We have mentioned several below. Which reasons to learn this language are true for you? Read the arguments below and say why English is important in your life.

A. English makes me easy to understand people from all over the world, easy to make friends with people from every corner in the world.

B. English is the most commonly spoken language in the world. It is the official language of 53 countries. It is spoken as a first language by around 400 million people around the world. That is a lot of people to meet and speak to.

C. English is the language of science, aviation, computers, and tourism. Knowing English gives you a chance to get a good job in a multinational company.

D. English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows.

E. English is the language of the Internet. Many websites are written in English – you will be able to understand them and to take part in forums and discussions.

F. English is not only useful – it gives you a lot of satisfaction. Making progress feels great. You will enjoy learning English, if you remember that every hour you spend gets you closer to perfection.

G. Since English is spoken in so many different countries there are thousands of schools around the world that offer programmes in English. If you speak English, there're lots of opportunities for you to find a school and course to suit your academic needs.

H. Because it's fun! By learning English, you will also learn about other cultures. Few experiences will make you grow as a person more than learning the values, habits and way of life in a culture that is different from yours.

Умовні позначення



завдання для аудіювання



завдання для читання



завдання для усного мовлення



граматичні завдання



лексичні завдання



завдання для писемного мовлення



завдання для самостійної роботи

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UNIT 1. MY FAMILY AND FRIENDS

VOCABULARY BUILDER



1

Me, my family and friends

Life stages: newborn, grown-up, adult, adolescent, infant, pensioner, toddler, child, middle-aged person, teenager, elderly, baby, senior citizen, youngster, juvenile, school-age child

Family: spouse, sibling, offspring, in-laws, husband(wife)-to-be, fiance, stepdaughter, ex-wife, half-brother, great-grandfather, godfather, orphan, newlyweds, bridesmaid, groom, foster parents, adopted

Activities with friends: chat, hang out, goof around, play games, share secrets, ride a bike

Character traits: cheerful, outgoing, sensitive, generous, patient, selfish, rude, bossy, hard-working, greedy, moody, thoughtful, reliable, gullible, self-righteous, curious, sensible, shy, ambitious, tolerant

1. Match the character adjectives with the definitions. Use them to describe your friends and family members.

1. cheerful	a. doesn't like working
2. outgoing	b. doesn't talk or act politely
3. popular	c. tells people what to do
4. sensitive	d. likes to spend time with people
5. generous	e. everyone likes them
6. patient	f. doesn't like to share things
7. selfish	g. is always happy and enthusiastic
8. lazy	h. doesn't mind waiting
9. rude	i. likes to give things to people
10. bossy	j. can be easily hurt

2. Match the words from the box with the people they describe.

- a) conservative b) impatient c) moody d) perfectionist
 e) gullible f) reliable g) self-confident h) self-righteous
 i) sentimental j) sociable

1. George always wants things to be done without mistakes. 2. Kate loves going out and meeting new people. 3. Andy is very tender-hearted and likes to

remember nice moments. 4. Mr. Thompson is a trustworthy neighbour. 5. Joe is always in a rush and can never wait for anything. 6. It's easy to play jokes on Melanie; she believes everything you tell her. 7. Mrs. Cook hates the idea of anything changing in the world. 8. Bob never has any doubts about himself or what he is capable of. 9. My sister is really temperamental – one minute she's happy and the next she's sad. 10. Sarah always thinks that her beliefs and behaviour are better than everyone else's.

3. Fill in the blanks with the words from the box.

foster, intelligent, biological, ambitious, amusing, strict, polite, impatient, extended, kind-hearted, adoptive, sociable, talkative, single-parent

1. Melanie is so She never stops chatting. 2. John was brought up in a(n) household. His mum raised him all by herself. 3. Kate is a very lady. She takes care of the old people in her street. 4. The boy's parents decided to adopt him and raise him as their own son. 5. Dan is always and treats everyone with respect. 6. His uncle and aunt became little Danny's parents when he lost his own parents in an accident. 7. Diana is extremely and will do anything to succeed. 8. Chris is the most guy I know. He can make anyone laugh. 9. Even though he's not his father, his stepfather treats him like his own son. 10. Marion had a(n) upbringing and wasn't allowed to go to parties or stay out late. 11. I don't think anyone is more than Mike. He gets the highest grades in all his subjects. 12. Luke is He likes going out and meeting new people. 13. My father is very and loses his temper when he has to wait for something. 14. Living far from all their relatives, their children were isolated from the family.

4. Use the vocabulary from the "Life Stages" vocabulary box and sort out the words into the following age categories.

Age (years)					
0-5	6-12	13-19	20+	40+	60+

5. Use the "Family" vocabulary box and define what family members the speakers talk about.

1. I used to be married to Anna but I divorced her three years ago. 2. I fight with my older brother Mark all the time! 3. My grandfather's father, Harry, was 100 years old when he died. 4. I promised to morally guide Sheila and Tom's

baby at its baptism. 5. I had to live with my wife’s parents for the first six months after we got married. 6. When I get married, I want to have at least four children! 7. I’ve just got engaged to George. We’re getting married in the spring. 8. My wife’s little girl Lilly is from her previous marriage. 9. My mum remarried when I was 15. A year later she gave birth to another son, David. 10. I fill in a tax form for myself and a separate one for my wife, Rose.

6. Read the information below and choose the correct alternative.

The happiest of families still experience conflict at times. This is because:

- family members are emotionally *attached / joined* to each other through *wide / long-term* relationships;
- families often *resist / insist* interference or help from outside;
- there is a *lack / shortage* of common sense when dealing with conflict.



Which of these problems sound familiar to you?

Husband and wife relationships:

- *financial / economic* difficulties;
- *domestic violence / mugging*;
- *disappearance / separation* due to job commitments;
- *communication / speech* problems;
- *waste / neglect* of family members.



Children and parents relationships:

- social *force / pressure* from peers;
- addiction *to / with* substances;
- parental *divorce / division*;
- fights *through / between* siblings.



What can you do to *answer / resolve* these conflicts? You don’t need to struggle on your own. Social *therapy / counseling* services are now widely available to help you *manage / deal* your anger and communicate with your family better.

7. Match the words on the left with their explanations on the right.

1. emotion	a. annoyed
2. overwhelmed	b. cope with something successfully
3. handle	c. comfort
4. vulnerable	d. a feeling of happiness or contentment

5. reassurance	e. annoy someone
6. wind someone up	f. affected by a very strong feeling
7. irritated	g. weak or sensitive
8. well-being	h. a strong feeling

8. Sort out the words into the appropriate column. Then use the phrases and the pictures below to tell a story.

Blow your top, cool it, defuse a situation, fly off the handle, give someone a piece of your mind, keep the peace, keep your cool, lose your temper/cool, pour oil on troubled waters, see red, take it easy, throw a wobbly

<i>Get angry</i>	<i>Calm a situation down</i>

UNIT 1





GRAMMAR BUILDER

Used to do

Habits or repeated actions in the past:

I used to go for long walks. / *I didn't use to go for long walks.*

Continuing past states and situations:

I used to have a wonderful old Mercedes Benz. /

Did you use to have a wonderful Mercedes Benz?

Comparison the present and the past:

I used to eat lots of red meat, but now I prefer fish.

Switch from present to past:

Do you know the school next to the park?

- Yes, **I used to go** there.

Would do

Habits or repeated actions in the past (usually present reminiscences):

I would go for long walks.

My grandmother would read me bedtime stories.

Be/get used to doing

Customary present action:

I am used to walking long distances

(they are not difficult for me to perform)./I am not used to... (they are difficult...) / *Are you used to walking long distances?*

1. Complete the text with would or used to and the words from the box. Use would where possible. Some words may be used more than once.

be, change, chase, go, happen, have, like, love, really/frighten, spend, suddenly/appear, swim

When I was a child we 1..... a house on the coast where we 2..... for our summer holidays. We 3..... going there, and we 4..... the whole year looking forward to the holidays. What we 5..... most about it was the beach and the fun fair. In the morning, we 6..... in the sea before going to the fun fair where we 7..... a ride on the ghost train. I remember they 8..... the show every day, so that the kids didn't get bored. One day some witches 9..... you with their broomsticks; the next day some huge monsters 10..... and take you prisoner. The day after that, something totally different 11..... . The witches, ghosts and monsters 12..... really convincing and they 13..... us sometimes. I think the new ghost trains aren't nearly as frightening as the old ones 14..... . But maybe that's just because I don't believe in ghosts and monsters any more.

2. Complete the conversations with *would or used to* and the verbs in brackets. Use *would* where possible.

1.	A: I (be) a good student when I was younger.
	B: Really? I (not like) studying at all. I (spend) all my time listening to records.
2.	A: What was your favourite type of music?
	B: I (love) heavy metal music. I (often, spend) the whole evening listening to Black Sabbath.
3.	A: This house (be) haunted. Every time we came here we (see) a ghost. I (walk) round the room and speak to us.
	B: Sorry, I (believe) in ghosts, but not any longer.
4.	A: Did you argue a lot with your brother?
	B: Yes, we (argue) all the time about silly little things. I (not think) we'd end up getting on so well.

3. Choose the correct item.

- I'm *not / not getting* used to having so many people around – I *used to be / am used to being* alone.
- I *used to / would* think I was right about everything, so I'm *not used to / getting used to* being wrong.
- I can't *be used to / get used to* the local accent, so I think my English is worse than it *used to / would* be.
- My friends and I *would take / taking* long walks, and we *used to stay / staying* out late every night.
- How long did it take to *get used to / be used to* eating late or maybe you *didn't use to / aren't used to* it yet?
- We *used to / are used to* write letters by hand, but since then I've *got used to / am used to* doing everything on the computer.
- Before my divorce my wife *would / was used to* cook all my meals, and I'm still *not used to / getting used to* doing things by myself.
- Are you getting used to *wear / wearing* a uniform? What did you *use / used* to wear in your last school?

4. Make the following sentences negative and interrogative.

- This time next month I will be sitting on a beach.
- When you arrive I will probably be picking fruit.
- It will very likely be raining when we reach England.
- She will still be having breakfast at eight.
- I will be wearing my new dress when you next see me.
- You will be doing geometry next term.
- In a hundred

years' time people will be going to Mars for their holidays. 8. In fifty years' time we will be living entirely on pills. 9. I expect our children will be having supper when we get home. 10. Mary will be practicing the piano all day.

5. Put the verbs in brackets in the Future Continuous tense from.

1. In a few days' time we (*fly*) over the Pyrenees. 2. I (*wait*) for you when you come out. 3. My son will be in the sixth form next year. – That means that old Dr. Adder (*teach*) him mathematics. 4. I'll look out for you at the parade. – Do, but I (*wear*) uniform so you may find it difficult to recognize me. 5. I'll give Jack your message. I can do it easily because I (*see*) him tomorrow. We go to work on the same train. 6. He (*use*) the car this afternoon. 7. It's a serious injury but he (*walk*) again in six weeks. 8. I'll come at three o'clock. – Good, we (*expect*) you. 9. They are pulling down all the old houses in this street. I expect they (*pull*) down mine in a few years' time. 10. I'd like to see your new flat. – Well, come tomorrow, but it won't look its best, for the painters still (*work*) on it. 11. Stand there, they (*change*) the guard in a minute and you'll get a good view. 12. You'd better go back now; your mother (*wonder*) where you are. 13. It won't be easy to get out of the country. The police (*watch*) all the ports. 14. Air hostess: "We (*take off*) in a few minutes. Please fasten your safety belts". 15. Don't ring her at 9:00. She (*put*) the children to bed.

6. Put the verbs in brackets in the correct tense form (present or future).

— Johnny, you really
(*like*) working with me. It
(*be*) a great opportunity for you to
learn the trade. Let me explain what
we (*do*) tomorrow. First, we
..... (*have to*) load the materials
onto the truck at the warehouse. As
you (*load*) 50-pound rolls of
roofing paper onto the truck, I
(*count*) to make sure that you have 20.

Then while you (*load*) the buckets of nails, I (*watch*)
that you don't drop any. After the nails are loaded, you (*get*) the
tar machine started. While you (*do*) that, I (*get*) some
coffee and doughnuts. We (*finish*) at the warehouse by 7 o'clock.
I (*read*) the map along the way you (*drive*) the truck.
When we arrive, you (*unload*) the truck, and I (*ring*)
the doorbell to announce our arrival. I (*hold*) the ladder while
you (*carry*) the rolls of roofing paper and nails onto the roof. As



you (*spread*) the tar on the roof, I (*listen*) to make sure the machine doesn't stop. I (*watch*) you roll the paper to make sure that you (*roll*) it straight. I (*tell*) you if it's crooked so that you (*be*) able to fix it before the tar gets hard. While you (*finish*) the roof, I (*go*) down to buy lunch. By the time I come back, you'll be finished with the last roll. Then I (*hand*) you the nails while you (*hammer*) them in. At 5 o'clock you (*clean up*). I (*tell*) the people good-bye. Yes, sir, tomorrow (*be*) a great day for you. By the way, Johnny, you (*go*) to Joe's party tomorrow night?

— No, Jack, I think I (*be*) too tired.

— Don't worry, Johnny. When you have as much experience as I do, you (*not get*) tired out so easily.

7. Complete the text with the positive or negative imperative of the words in brackets.

1. (start) shouting.
2. (walk) away and
3. (calm) down.
4. (go) to the gym or kick the ball around.
5. (get) rid of your anger in that way.
6. (think) about whether the other person may be right.
7. (be) willing to compromise.
8. (accept) criticism but
9. (let) others walk all over you!
10. (talk) about your feelings –
11. (bottle) them up!
12. (be) impatient.
13. (count) to ten before you open your mouth.
14. (think) that crying is silly.
15. (have) a good cry and you'll feel better afterwards!
16. (hit) your pillow. But
17. (hit) your friends!





READING SKILL BUILDER

1. Read the article. Choose the best summary from the options below. Then answer the questions given after the text.

- Tattoos are the latest trend and look unlikely ever to go out of fashion.
- Tattoos have had different associations but these are mostly negative.
- Tattoos are classless and have no special quality anymore.
- Tattoos have become very trendy but the opposite could be true one day.

Tattoos

If there is one trend that seems unstoppable, it is the habit of tattooing your body. Amazing as it may sound, in Western Europe, twenty percent of adults have tattoos. This rises to just under thirty percent for those between sixteen and forty-four. In the UK, the number of tattoo parlours has tripled in the last decade. They number more than 2000. In ten years' time, half of young people may have been 'inked'. Tattoos were once associated with social class. Soldiers, sailors, bikers and criminals traditionally sported tattoos and the link with prisoners or gang members was particularly strong. Through the ages, tattoos have been regarded as indelible marks of loyalty, devotion or love. Sometimes these marks were in code and difficult to decipher for those not 'in the know'. For example, by the late 1800s, ninety percent of British navy personnel had tattoos. A turtle signified that you had crossed the equator and a dragon that you had served in China. In spite of this, tattoos did not always have an edge to them. At one time, they were even popular with the aristocracy. As a prince, the future King George V of England had a dragon tattooed on his arm when in Japan in 1882.

In the present day, tattoos seem to have lost any kind of stigma and it is difficult to say with what social class they are more popular. You will find a tattoo parlour now in most high streets and even shopping centres around the world. People record all kinds of things on their bodies. They are often influenced by celebrities in their choice of tattoo. For example, the trend for tattooing words in foreign characters is said to have derived from the media exposure given to footballer David Beckham's multiple examples of body art. Beckham has his wife's name 'Victoria' tattooed in Sanskrit, the words 'spiritual perfection' in Latin, and a long Chinese proverb inked down his side. In fact, he has a total of 40 different tattoos including multiple codes, tributes, numbers and names – all of which have a special significance for him.

So, what's trendy at the moment? After a quick glance at Pinterest, contemporary designs seem to be arrows, the infinity logo, map coordinates, punctuation marks (including '&'), origami symbols and, strangely enough, feathers.

Tattoos may now well be the cultural norm in the UK – after all, the current British prime minister's wife has one – but in some countries, negative

associations still hold sway. Japan is one country which has seen a big rise in people wishing to remove their tattoos.

I wonder how long will it be before the backlash begins here and we'll be doing the same as in Japan? Perhaps tattoos will soon disappear and rejecting body art will be the fashion. Is 'virgin skin' going to be a new sign of rebellion? Only time will tell!

1. Do you or does anyone you know have a tattoo? What does it show?
2. Are tattoos a current trend where you live? How many people have them?
3. What designs do people have and what do you think they signify?

2. Read the article again. Choose the correct alternative.

1. *Nearly* / *Over* a third of young people are tattooed in Western Europe. 2. Tattoos *were once* / *have always been* linked to working-class professions. 3. Tattoos are often symbols whose meaning *most people* / *only certain people* can understand. 4. According to the author, tattoos have now become *the exception* / *the norm*. 5. People *can be motivated by* / *directly copy* the tattoos that celebrities have. 6. The author *understands* / *doesn't understand* why some tattoos are in fashion. 7. Wanting to get rid of your tattoos is becoming popular *everywhere* / *in some places*. 8. Japanese people may wish to remove their tattoos because they *are out of fashion* / *don't have positive connotations* there.

3. Read the text and choose the correct item to complete it.

How to Make New Friends

School and university are wonderful places to make new friends, but after you leave, finding new friends is not as easy as it 1) to be. There are still ways to add to your collection of friends.

Start talking. You'll need to 2) yourself start somewhere, so start small, chatting to shop assistants, for example. It'll help you to become a more open person.

Go out. 3) you might not be the nightclub type, you need to go out. You can't 4) to make new friends from the sofa, and nobody's going to be able to 5) you up without your number. It can be a good idea to 6) places on the Internet where you'll feel comfortable.

Keep an open mind. Don't 7) just because somebody's shy at the beginning. You're looking for kindness and support, not perfection.



Take control. If someone you've 8) met seems promising, you 9) be the person to end the conversation. Just say something like, "I have to go, but I'd love to hang out another time". It ends things positively, and the other person will probably be 10) forward to seeing you again soon.

A	B	C	D
1. could	had	was	used
2. let	do	allow	make
3. In spite of	Despite	Although	However
4. practice	enjoy	refuse	expect
5. ring	hang	hurry	speak
6. turn up	find out	look up	carry on
7. look after	give up	get along	hand on
8. never	yet	just	for
9. should	mustn't	don't have to	need
10. looking	hoping	waiting	seeing

4. Fill in the blanks with the correct form of the words from the box to complete the text. Write down all the phrasal verbs from the text. Then make up your own sentences with the words you have written.

- a. get on with b. put off c. pay attention to d. take care
- e. give in f. neglect g. ignore h. compliment
- i. criticise j. stubborn

My childhood was fairly happy. My mother worked full-time as a hairdresser but she still 1) of us very well, cooking for us and taking an interest in our schoolwork. When I look back now, however, I realize that she often 2) her own health to look after us. I wasn't close to my father. He'd say "Hi" at breakfast from behind his newspaper, then he 3) us. This suited us fine and we used to play outside all day. We never 4) the time and often were late for dinner.



My brother, Ethan, and I were different. When we had homework, I tended to 5) (it) and often didn't even finish it, while he just 6) it and always got good marks. As a result, in the end-of-term reports, teachers always 7) him on his hard work and 8) me for being lazy. In

arguments, my brother was always the 9) one and would never change his mind; he called me a softy because I always 10) so easily.

5. Read the text and fill in the blanks with the statements below. Then match the highlighted words with those from the box below.

1. allow people their habits
2. let opinions flow
3. appreciate one another
4. a social turnaround
5. encourage the young and old to mix
6. stay out of others' friendships
7. treat senior members of the family well
8. know your place

What are the advantages and disadvantages of sharing your home with lots of relatives?

A _____

In the 1930s, about a quarter of Americans lived in households with three or more generations in them. This situation was becoming less and less common until recently, but now the number of people who share **multi-generational** homes is growing again, and not only in the US. People don't always choose to live with so many of their relatives, so what action can you take to help your household stay **harmonious**?



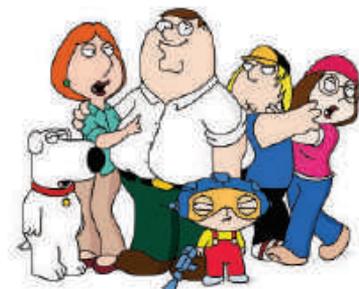
B _____

Psychologists who specialise in child-parent relationships often say that communication is the key to remaining a happy family. When living under the same roof, you need to make an effort to express clearly what you're willing to do - and what you're not willing to do - and why. Even if you continue to disagree with each other, understanding one another's point of view is the first step towards finding a solution that pleases everybody.



C _____

You need to be aware, however, that all shared households involve some kind of balance of power. You can't expect all members of the family to have the final say on things an equal number of times. As you'd expect, the owner or owners of a home



tend to feel **entitled** to the most control over it, and everyone should respect that.

D _____

Younger people who move back into the family home should be particularly **sensitive** towards their parents' domestic arrangements. They may have become very attached to certain ways of doing things since their children left the nest. Whether it's where the coffee is kept or how long you spend in the bath, it's surprising how little things can lead to major arguments. Holding a meeting to discuss before you share the same living space again can avoid a lot of stress.



E _____

The parents of young people who reappear in the family home, meanwhile, need to try hard not to interfere in their sons' and daughters' personal lives. Returning to the house where they grew up does not mean they are willing to have their parents dictate their rules again. Remember, if nobody is being harmed by your children's choices, you have no right to judge them.



F _____

When a family member who is retired lives with the rest of the family, people have a **tendency** to treat him or her like an unpaid babysitter who is always available. This is disrespectful on many levels. At any age, people like to feel in charge of their own destiny. Older people need the opportunity to see friends, pursue activities they enjoy and just relax as much as anyone else. If you must ask them to look after the children, give them plenty of notice and show your appreciation afterwards.



G _____

Despite the **potential** difficulties, living with your extended family should be seen as a blessing, not a **chore**. It's an opportunity to forge memories that will last forever, so make the most of it! Eat together regularly, encourage the occasional whole-family activity, take pictures of yourselves together and cherish the times you spend with each other.



- a) burden
- b) worrying/unpleasant habit
- c) delicate
- d) settlement
- e) agreeable
- f) including people of many different ages
- g) to hold dear
- h) chosen living conditions
- i) possible
- j) authorized

6. Fill in the blanks with the correct item.

In the past, choosing a name for your baby was not a complicated matter. Parents would simply 1) the custom of naming their child after a relative or a religious figure. Nowadays, however, particularly in Western societies, parents are ignoring tradition and choosing from a much 2) range of names. According to a recent piece of research, in the USA in the 1950s, the top 25 most popular boys' names were given to half of all the baby boys born in a year. This compares with a figure of 134 names shared by half of the boys born in 2010. But what can 3) for this changing trend? If you want to blame the 4)



of celebrities who choose unusual names for their children, you may sound unfair. According to a study of the names given to children by the most famous people in the world, celebrities are no more likely to choose bizarre names than anybody 5) ; it's just that we remember the crazier-seeming ones. A more credible theory to explain the ever-growing list of boys' and girls' names is that TV and the Internet simply 6) parents to a far greater variety of names to choose from than they encountered in the past. Perhaps the biggest reason, though, is that parents want their babies to have unique names, which 7) turn may suggest we are increasingly becoming a society of individuals.

A	B	C	D
1. join	pass	follow	pursue
2. wider	fatter	deeper	higher
3. accept	account	explain	complete
4. spread	extent	performance	influence
5. other	else	outer	beside
6. present	expose	display	reveal
7. in	on	at	of



LISTENING SKILL BUILDER

1. You will hear six statements. Match each speaker's talk (speaker A - speaker F) with the statements given in the list 1-7. Each statement can only be used once.

1. I'm not trendy or outgoing enough.
2. My character changes in a crowd.
3. I'm far too gullible because of my background.
4. I need to bring more culture into my life.
5. I'm a very restless person.
6. I lose my cool when I'm delayed.
7. I put my image before my enjoyment.



2. Listen to the dialogue and say whether the statements below are true or false.

- A. Sarah has met her mother's cousin, Billy.
- B. Jay works in retail.
- C. Jay feels convinced he is related to Sarah.
- D. Sarah wants to hold a reunion in Bowbury.
- E. Jay was expecting to hear from Sarah.
- F. Sarah is sure she has the right person from the beginning.
- G. Sarah has never been to Bowbury.



3. You will hear six people talking about their relationships with friends and family members. Match each speaker's talk with the statements given in the list 1-7. Each statement can only be used once. One statement is extra.

1. I have a routine to keep conversation going.
2. My relative was right after all.
3. How open should I be?
4. I'm showing that I care my way.
5. I'm seen as a career.
6. I said 'yes' to a different kind of experience.
7. I'd like to feel more independent.



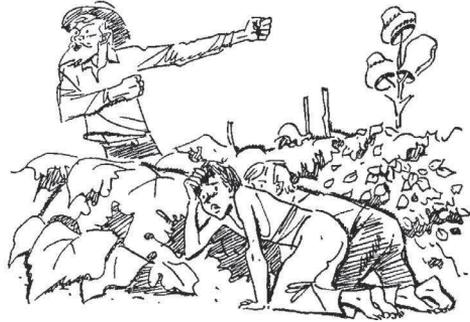


SPEAKING SKILL BUILDER

**1. Work with your partner or in small groups.
Discuss the questions below.**

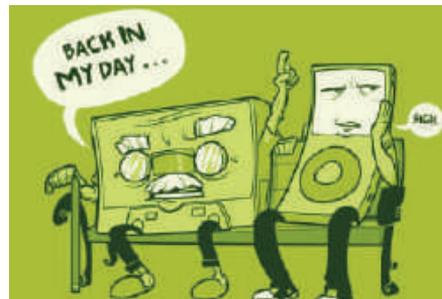
Friends

1. Are there any famous books about friendship in your culture?
2. Can you describe one of your closest friends?
3. Do you have any childhood friendships that are still strong today? Tell something about them.
4. Do you have any long distance friends? How do you keep in touch with them?
5. How often do you see your friends?
6. Do you find to borrow money from a friend a good idea? Why or why not?
7. Do you make friends easily? How do you make new friends?
8. Has a friend ever let you down?
9. Have you made any friends over the Internet? Have you ever met them in person?
10. How are your friendships different now than they were when you were a child?
11. How do you maintain a good friendship?
12. How many people do you consider your “best friends?”
13. Is it common to have friendships across generations?
14. There is a saying “To have a good friend, you need to be a good friend.” How can you be a good friend?
15. What do you usually do with your friends?
16. What factors may result in the breakdown of a good friendship?



Generation Gap

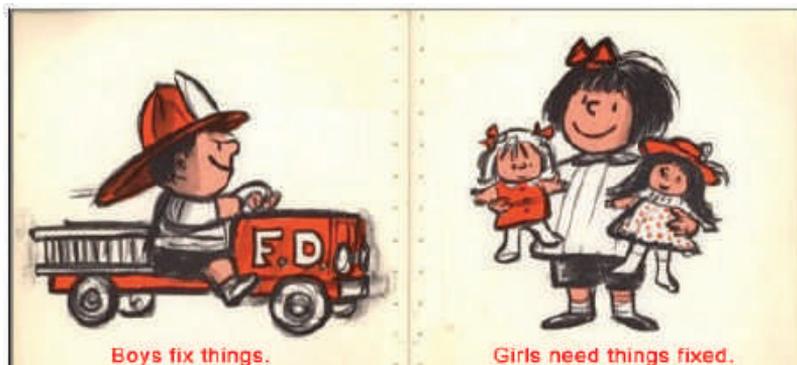
1. What is a generation gap?
2. Have you ever felt a generation gap with your friends?
3. When do you feel the generation gap the most?
4. Is it possible to overcome a generation gap?



5. At what point in life does the generation gap seem to be the largest?
6. How would you feel if your father was a generation older than your mother?
Do you know a family where this is the case?
8. Do you think your generation is similar to your parents generation?
9. What do you think are some of the advantages or disadvantages of another generation?

Family member Roles

1. What are the responsibilities of a father to his family?
2. What are the responsibilities of a mother to her family?
3. Are fathers capable of carrying out the duties of a mother and vice versa?
4. Are there different expectations for sons and daughters?
5. What things can either men or women do that the other cannot do and why?
6. What do people think of men or women crying?
7. What would people think of two women involved in a fist fight?
8. Is it common for women and men to take part in sporting activities? Do they take part in the same type of sporting activities?
9. Who is regarded as the head of the family?
10. Should boys and girls be brought up differently?
11. What would happen if your parents changed their places for one day?
12. How would the world look like without men?
13. How would the world look like without women?



Habits

1. Do you have any bad habits? Do you bite your nails? Do you oversleep?
Do you eat late at night?
2. What are some good habits to have?
3. What are healthy eating habits? What are bad eating habits?
4. What are good study habits? What are bad study habits?
5. Where do we learn our habits?

6. Do children learn bad habits at school or at home?
7. What bad habits bother you the most?
8. What good habits do you most admire?
9. What unusual habits do you observe in your family members? Do they bother you?
10. How can you develop a good habit?
11. If someone makes an annoying sound what do you say?
12. How can we get rid of bad habits? How can we develop good habits?
13. Which bad habit do you think would be the most difficult to get rid of? Why?
14. Which good habit do you think would be the most difficult to develop? Why?
15. Do you think you can change a major characteristic of your personality if you try?
16. Do you think you have an unusual personality? Why?
17. If you could change any aspect of your personality, what would it be?



Teenagers

1. As a teenager, what do you think you can contribute to society?
2. Do you think teenagers today have it “too easy”?
3. Did you have a good relationship with your parents? Why or why not?
4. What do you think are some important things parents can do for teenagers?
5. Do you think teenagers today show respect for adults? Teachers?
6. Do you think that wearing uniforms at school is a good idea?
7. What do you think parents can do to help teenagers avoid depression?



2. What do you want to change this year? Complete this table and share your ideas with your partner(s).

	Change	Why?
Hobby		
Health		
Friends		
World		
Food		



WRITING SKILL BUILDER

1. Read the essay title and answer the questions below.

How can we make new friends?

1. Why is it important to have friends?
2. Is it easy to make new friends?
3. What kind of character traits make it easy to make friends? Think of three.
4. Why do these character traits help us make friends?

2. Use the plan below and your answers to the questions from exercise 1 and write an opinion essay on the topic suggested above.

Opinion essay

A discursive (opinion) essay is a piece of writing in which we argue for or against the main point of view. A discursive essay consists of:

Paragraph 1	- an introduction in which the problem / topic is clearly stated.
Paragraph 2	- the first main body paragraph where you express your personal opinion and give reasons and supporting examples for it.
Paragraph 3	- express an opposing opinion with reasons for it and supporting examples.
Paragraph 4	- give reasons to refute the opposing opinion with supporting examples.
Paragraph 5	- a conclusion in which we restate our opinion and make a general comment. It is not necessary to summarise the main points again.

3. Use the plan given below and the example essay and write your opinion essay on the topic: "Children feel happier than grown-up family members". Then replace the underlined phrases from the essay with similar ones given in the box below.

1. Write an introduction (state the problem).
2. Express your personal opinion and give 2-3 reasons for your opinion.
3. Express an opposing opinion and give 1-2 reasons for holding it.
4. Explain why you don't agree with the opposing opinion.
5. Write a conclusion restating your opinion.

Example essay:

“Being a member of a large family is a blessing, not a curse. Do you agree with the statement?”

In the past, it was much more common for families to have many members. Nowadays, families tend to be smaller and large families are seen as problematic. But is this a fair assessment of large families?

I believe that larger families provide the best support system for modern life. 1) **The first point** to make is that people who have lots of brothers and sisters, 2) **in my opinion**, always have someone sympathetic available to help them overcome problems. 3) **For example**, teenagers find it much easier to discuss emotional problems with someone their own age rather than their parents. 4) **Secondly**, children who come from larger families grow up to be more socially adept than others. Interacting with many siblings creates a willingness to share things. 5) **This is because** they understand they are not the centre of their parents’ universe.

Some people might say that children from large families become needy. 6) **This is a result** of having to compete for their parents’ attention with all their siblings. They argue that children in large families tend to be unhappy.

7) **However**, there is little evidence to show that children from large families are any more needy than those in other families. In fact, they may actually have more confidence.

8) **In conclusion**, being part of a large family is more than likely to have very beneficial effects on individual members and few, if any, detrimental.



Listing / Adding points

First of all, In the first place, Second, Third, Last but not least, What is more, Added to this, Additionally, Another view is that

Introducing reasons / examples / results

The reason for this is, This is because, Specifically, But, As a case in point, Therefore, As a consequence

Stating opinion

I think / feel / believe, My view is that, In my view, I am of the opinion that, As I see it, To my way of thinking

Concluding

In conclusion, To conclude, When all is said and done

4. Write an essay on the topic below.

Having a wide circle of friends is better than having just a few.
Do you agree with the statement?

5. Fill in the blanks in the email of advice with the correct item.

Hi Brenda,

I was (1) to hear you're going on your first camping trip next month, but I hope you don't mind if I give you some advice. Proper planning before you go can make a (2) difference! For instance, the right clothes for all types of weather are vital: if you don't want to get (3) , and if the sun shines, you don't want to be (4) ! What is more, temperatures can be (5)at nighttime.

Your tent should be (6) quality and easy to use. You don't want any problems if you have to put it up in the dark! For my first camping expedition with Lauren,

I bought a very cheap tent and we spent every night (7) that it would fall down! It was a(n) (8) experience, and she was (9) with me!

So, as soon as you arrive at the campsite, even if you're feeling (10)..... , the first thing to deal with is the tent. Don't wait until you are really sleepy to put it up!

I'm sure that you'll have a(n) (11) time. I look forward to hearing about your (12) experiences when you get back!

Keep well, Alice



	A	B	C	D
1.	super	good	delighted	nice
2.	huge	high	wide	large
3.	watery	rainy	dripping	soaked
4.	fiery	sizzling	boiling	blazing
5.	chilling	frozen	icy	cool
6.	top	nice	big	better
7.	surprised	frightful	terrified	shocked
8.	fortunate	faulty	poor	awful

9.	furious	worried	nervous	tense
10.	bored	exhausted	tiring	bothered
11.	extraordinary	wonderful	astonishing	breathtaking
12.	attractive	charming	good	fascinating

6. Read the extract from Penny’s letter to a school magazine asking for advice. What do you think she should do? Write an email of advice to Penny.

I’ve got a problem that concerns my family and my best friend. My friend has invited me to go on a skiing holiday with her and her family and I really want to go. However, my parents are not at all keen as they are afraid I might break a leg or something like that! I’m worried because if I say I can’t go, my friend will ask someone else and it might cause problems with our friendship. Please advise me what the best thing to do would be. I don’t want to have a big row with my parents or with my friend!



7. Choose the correct item.

1. *Despite / However* the importance of gestures, many people don’t pay enough attention to what they mean.
2. *Although / Nevertheless* we know how important posture is, most of us are pretty lazy about how we sit or stand.
3. First impressions are important. *Despite / Nevertheless*, we have to be careful not to make quick judgments.
4. *In spite of / However* her somber expression, she turned out to be pretty chatty.
5. What people wear is important, even *though / despite* clothes are only superficial.
6. *Although / In spite of* her natural beauty, her expression made her look ugly.
7. *In spite of / Although* expressions are important, they may not always be a reliable indicator of how someone is feeling.
8. He came across as being very authoritative. *However / Despite* it turned out he was fairly indecisive.
9. John dressed in very conservative clothes. *Although / Nevertheless*, we got along really well.
10. *Although / However* gestures are important, we must not forget that the same gesture can mean a different thing in another country.



LET'S REVISE AND PRACTISE

1. Match the phrase on the left with the word on the right.

1. Someone who is <i>aggressive</i> can also be described as...	a. relaxed
2. Someone who is <i>bored</i> can also be described as...	b. threatening
3. Someone who is <i>content</i> can also be described as...	c. indifferent
4. Someone who is <i>easy-going</i> can also be described as...	d. nervous
5. Someone who is <i>edgy</i> can also be described as...	e. arrogant
6. Someone who is <i>superior</i> can also be described as...	f. satisfied

2. Read the text and fill in the blanks with the correct item.

It's easy to know when someone is lying, right? (1) you have to do is look at a person's body language; when a person is lying, he becomes nervous and fidgety, touches his nose and bites his nails. This is what people commonly believe, (2) However, Dr Samantha Mann of Portsmouth University, England, has (3) to an entirely different conclusion. Researching the behaviour of suspects who had given incorrect statements in police interviews, Mann discovered that liars actually stay quite still. This is because they know that people are looking for body language that could suggest they are lying.

Therefore, liars (4) fact touch their noses 20% less than truthful people. The same (5) for eye contact. You may think that people avoid eye contact and blink rapidly when they are (6) lies. In reality, it seems, liars make sure they (7) eye contact with the interviewer and control their blinking.

	A	B	C	D
1.	That	All	So	For
2.	anyway	nevertheless	moreover	although
3.	arrived	come	been	reached
4.	with	of	in	on
5.	shows	speaks	comes	goes
6.	telling	saying	talking	giving
7.	extend	maintain	produce	deliver

3. Complete the story with the phrases from the box.

- a. all of a sudden; b. day after day; c. from that day on;
- d. from time to time; e. never again.

When I was a boy, my brother and I used to play football (1) , in our back garden. One day, my brother kicked the ball into the next-door neighbour's garden by accident, and I decided to climb over the fence and get it back. I'd just picked up the ball, when (2) the neighbour's dog attacked me and bit me on the leg. I never did get my ball back but (3) , I've always been scared of dogs and I still have nightmares about them (4) One thing is for certain. At least the experience taught me not to enter someone else's garden without permission! No, (5) !



4. Read the first sentence of each paragraph of the text below and say what the text is about. Then complete the gaps A–F with the sentences 1–7. Match the words in bold with the words from the box below.

1. to relax and **unwind** after the day's activities.
2. choosing not to experience Japanese life first-hand.
3. and my privacy is respected totally.
4. not **totally immerse** myself in the culture.
5. to make every day here so amazing.
6. experiencing an interesting alternative view of things.
7. to impose **curfews** on their international guests.

Usually, when you study abroad through your school or university, you get asked the big question: homestay or dormitory? Loads of people in my Japanese language class thought much over the choice. But not me. There was no way I was going to go to Japan and A

I've been living with my host family for about three months now and I've already learnt so much about Japanese culture and everyday life. Manners are extremely important to the Japanese, and this is reflected in the way people express themselves. I take off my shoes whenever I enter a home and use special slippers whenever I enter the bathroom.

Before coming to Japan, I'd heard worrying stories about how it's common for host families B. (It's actually just a family's way of showing they



care about your safety). Luckily, though, my family is totally relaxed **on that front**. They've given me my own key so I can come and go as I please. I really couldn't have asked for a better host family. They treat me like a son C..... .

I think pupils who live in the international dorms don't realize what they're **missing out on** by D..... . After all, it's

all the little things that make experience richer. For instance, I've become **addicted to** my "Japanese-style" bath every night. In Japan everyone in a family has a bath at night – and the whole family shares the same bathwater! That's because the point of a bath isn't to get clean. The Japanese shower and wash before they get into a bath. The purpose of a bath is E.

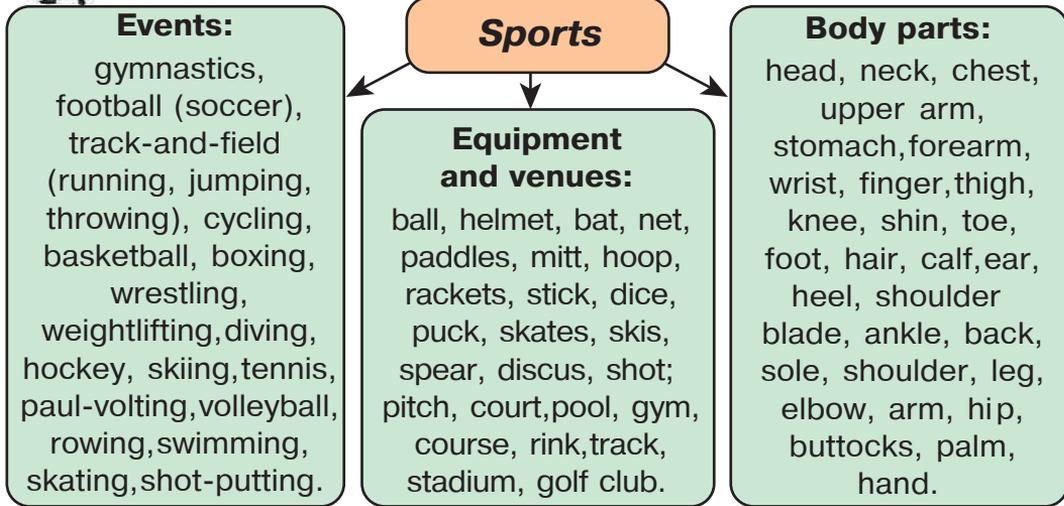
And then there's the food I get to eat every day. My classmates regularly **scoff down** burgers. I, on the other hand, get to eat home-cooked, traditional Japanese food. But that's not the only way they have of spoiling you! My host mother always insists on giving me "American-size" servings – that is, servings bigger than anyone else's – despite my explaining that "Japanese-size" **portions** are quite OK! It's things like this **hospitality** and warmth F.

Choosing to live with a host family wasn't hard. Quite the opposite, in fact, as it provided the support I needed while adjusting to a new environment.

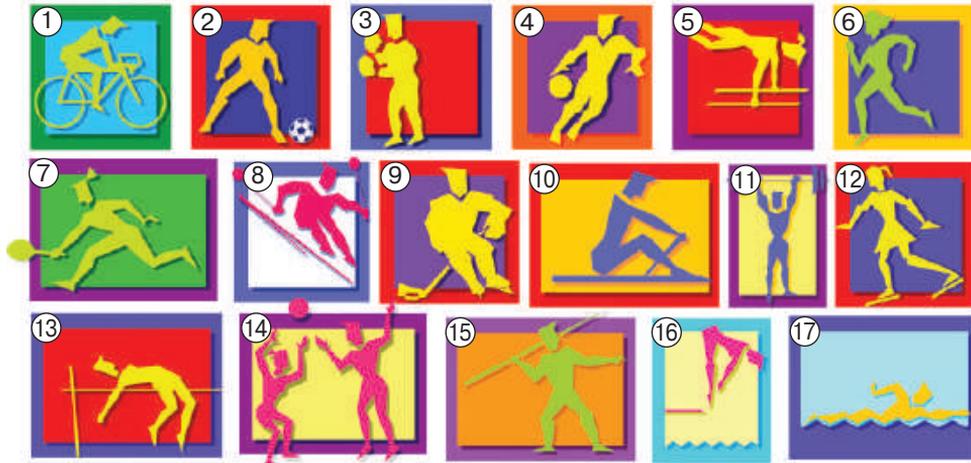
chill out, get involved, fail to take advantage of, timekeeping rules, extremely fond of, welcoming treatment of guests, behave towards, servings, eat greedily, as far as that is concerned



UNIT 2. SPORTS
VOCABULARY BUILDER



1. Look at the pictures and name the sports. Use the words from Vocabulary Builder. Then say which sports are team sports and which are individual sports.



2. Match the words on the left with the words or phrases of similar meaning on the right.

1. track	a. once around the track
2. opponent	b. measurement along the ground
3. race	c. a race involving a baton

4. spectator	d. a dirt path
5. brace	e. a step taken by a runner
6. distance	f. support
7. lap	g. competitor
8. stamina	h. a running event
9. stride	i. endurance
10. relay	j. one who watches

3. Underline the word that best completes the sentence.

- There were several thousand (*spectator, spectators, opponents*) watching the race.
- The runner fell on the third (*stride, relay, lap*).
- Long (*striding, distance, lap*) runners need stamina.
- The (*race, track, distance*) is oval, not circular.
- He considered the English sprinter to be his strongest (*spectator, opponent, strider*).
- The 100 metre (*race, track, relay*) is the shortest sprint.
- He didn't (*brace, braced, race*) his feet on the starting blocks.
- Can the German team win the (*lap, relay, distance*)?
- The racers stayed together, (*braced, stride-for-stride, relayed*) throughout the race.
- She doesn't have enough (*strides, stamina, distance*) to compete in the marathon.



4. Name the following pictures with an appropriate kind of running events and describe what is shown on them.



5. Use the correct form of the key word in the sentences. Then translate them into Ukrainian.

1. (track) There are three in the new stadium.
2. (opponent) One of his has never lost a race.
3. (race) He bought some new shoes.
4. (spectator) The stadium was filled with
5. (brace) He made a poor start because he was not well against the blocks.
6. (distance) Short, middle, and long are the three of the three races.
7. (lap) The leading runner just passed the last place runner.
He him.
8. (stride) While the spectators were cheering, he confidently and proudly across the finish line.
9. (relay) I really enjoy all of the races; they are so exciting.

6. Use the key words given in exercise 5 to fill in the blanks.

1. They used to be teammates; but now they are
2. Operator, I want to make a long call to Antarctica.
3. This highway was once only a through the forest.
4. We'll have to the information from station to station.
5. The president purposefully to the front of the room.
6. Let's make this the last; I can't go around again.
7. The car along the highway at 90 miles per hour before the police stopped it.
8. As a child she had to wear a on her leg.
9. Soccer is a sport, whereas fishing isn't.

7. Match the words on the left with the words or phrases of similar meaning on the right.

1. corner kick	a. maneuvering the ball at close range with only the feet
2. dribbling	b. propelling the ball with the head
3. kick off	c. a defensive barrier of players who stand in front of the goal area to aid the goalkeeper against free kicks
4. cross pass	d. a free kick taken from a corner area by a member of the attacking team, after the defending team has propelled the ball out-of-bounds across the goal line
5. free kick	e. guarding a particular opponent

6. punt	f. a center place kick which starts the action at the beginning of both halves or after a goal has been scored.
7. wall	g. a pass across the field, often toward the center, intended to set up the shooter.
8. marking	h. a drop kick made by the goalkeeper.
9. heading	i. a direct or indirect kick awarded to a team, depending on the type of foul committed by the opposing team.

8. Use the words from the box to label the pictures below.

pitch	draw	heading	football
netting	dribbling	throwing	sneaker
referee	goalkeeper	kicking	



9. Use the words from the box to complete the sentences. Some words or phrases may be used more than once.

to force	point	shot	opposing
to award	half	referee	to remain tied
overtime period	sidelines	to surprise	kicking contest
unobstructed	to determine	bounds	winning

- Protests against’s decision are not permitted.
- The linesmen who stand on the are necessary to aid the referee.
- The two teams by the end of the game.
- The ball has left the of the field.
- A penalty was by the referee because of the rules violation.
- This star player scored two in the previous match.

7. He had to the ball through an player and then he turned out to be left and shot the final point in that match.
8. The first of the game ended in a draw.
9. The only point was shot in an of the match, so there was no need for the
10. The referee the match on a high level. He two yellow cards for each team.

10. Put the words from the box into the correct circle.

football	weight-lifting	basketball	cycling
skiing	judo	skating	volleyball
jogging	swimming	cricket	rugby
gymnastics	walking	karate	fencing
aerobics	tennis	archery	

Pitch

Track

Gym

Pool

Court

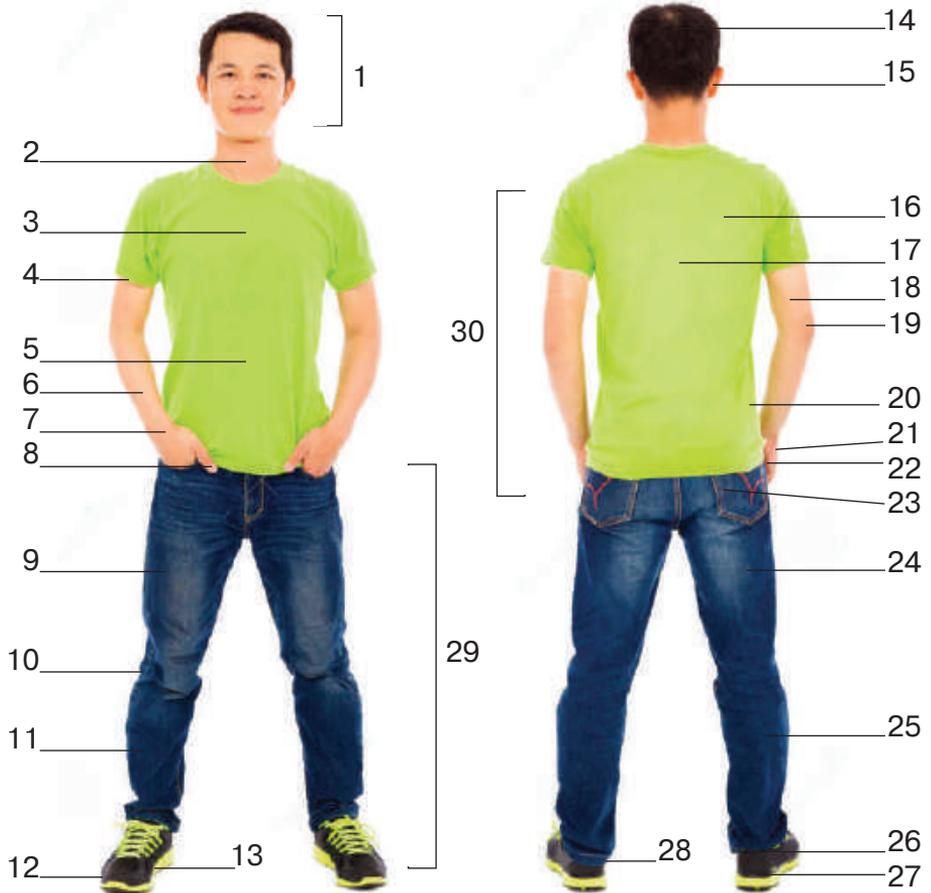
Rink

11. Look at the given words in the box. Write down the names of sports in your copybooks.

athlete	basket	complete	basketball
boxing	swimming	goal	play
referee	skiing	serve	pool
football	player	fight	ring
slope	court	field	boots
game	racket	match	tennis
boxer	athletics	score	race
lane	send off	gymnastics	gym



12. Label the numbers with the words from the “Body parts” vocabulary box.



13. Complete the sentences with the words from the box.

abdomen, ankle, head, heel, knees, toes, waist, wrist

1. The back of your foot is called the
2. The part of your body between your hand and arm is called your
3. Anna is very slim – she has a really narrow
4. If your feet are cold, you should move your
5. Look at his – I know. He works out in the gym.
6. I can't walk. – What happened? – I twisted my
7. In Capoeira, you can butt an opponent.
8. When you sit down, you need to bend your

14. Label the pictures with the words from the box.

cross-country skiing
windsurfing
caving

skydiving
white-water rafting
kite-surfing

paragliding
snowboarding
bungee jumping



15. Fill in the gaps with the correct form of the verbs from the box.

beat, catch, kick, hit, pass, race, score, serve, shoot, train

1. Ben the ball to his teammate, who then towards the goal.
2. Sally is hard in order to take part in the London Marathon.
3. The goalkeeper jumped high into the air and the ball.
4. I've been playing ice hockey for six months now, but I still find it extremely difficult a goal!
5. Jane the tennis ball so fast over the net that her opponent couldn't it.
6. The two brothers hope each other in next year's National Cycling Championship.
7. Tommy loves football and spends hours a ball around the garden.
8. Celia is such a fast swimmer it's hard her.

16. Choose the word that best completes the sentence.

1. Everyone is getting together at the skating *ring/rink* to play ice hockey.
2. International cricket matches are held in large *grounds/courts*.
3. Do you fancy trying to get a few strikes down at the bowling *course/alley*?
4. We all went to the race *stadium/track* to watch The International Horse Show.
5. The rugby *field/court* needed fresh green turf.
6. Cricket and hockey are played on a *court/pitch*.

17. Look at the pictures, read the idioms with jump and match them with the explanations.



jump at your own shadow



jump the gun



jump through hoops



jump the shark

1. to do something too soon
2. to go through lots of unnecessary effort to make something happen or to please someone
3. a moment of downturn for something successful
4. to be very frightened



GRAMMAR BUILDER
Conditionals (I and II)

Rule	Example
Use First Conditional to express the real future actions.	a. <i>If the gym is opened on time, I'll have my training session.</i> b. <i>If I buy a swimming cap, they will allow me to go swimming.</i>
Use Second Conditional to express imaginary future or present actions which can possibly happen and become real.	c. <i>If I won the race, I would go to Sydney (the race has not begun yet).</i> d. <i>If I knew my running results in advance, I would not worry so much right now.</i>

1. Put the verbs in brackets in the correct form.

1. If he practiced regularly he (to be) soon the European champion.
2. If you ask me to help you I (to help) you.
3. If I were the Ukrainian champion I (to go) to Sydney to take part in the Olympics.
4. If I (to be) you I would not train with this coach.
5. We (to win) the game if Shevchenko played for Dynamo today.
6. Brian (to be) angry if I took his bicycle without asking.
7. They will take up boxing if their coach (to advise) them to do so.

2. Make questions as in the model. Then answer those questions.

Model: *Perhaps one day you will become the world champion.*
– What would you do if one day you became the world champion?

1. Perhaps one day “Milano” will invite you to play for the club.
2. Perhaps one day your coach will tell you to quit sports.
3. Perhaps one day your coach will refuse to train you.
4. Perhaps one day you will be disqualified for taking drugs.
5. Perhaps one day a referee will punish you unfairly.
6. Perhaps one day your doctor will forbid you to go in for sports.
7. Perhaps one day somebody will invite you to train abroad.

3. Answer the following questions as shown in the model. Use the words in brackets.

Model: *Are you going to fight Mike Tyson? –*
No. If I fought Mike Tyson, I would be killed.

1. Are you going to take part in the competition? (to lose the game)
No. If we
2. Are you going to go skiing? (to catch cold)
No. If I

3. Is he going to jump over the bar now? (to hit the bar)
No. If he
4. Are we going to begin our training session right now? (to feel tired pretty soon)
No. If we
5. Is she going to run this race? (to come to the finish line the last)
No. If she

4. Put the verbs in brackets in the correct form.

1. If he (to take) some exercise, he..... (to be fit and strong).
2. If they (to listen) to all the coach's advice they (to become) national champions.
3. If she (to take up) gymnastics she (to be) very successful in this sport.
4. If I (not/to be) so stubborn I (to succeed) in swimming.
5. If he (not/to be) blocked by his opponents he (to score) more points in each game.

The Gerund

Nominal characteristics	Verbal characteristics
1. It can perform the function of subject, object and predicative.	1. It can take a direct object.
<i>Eg. The coach says smoking is forbidden for sportsmen. (subject) I like swimming. (object) The purpose of any sportsman is striving for excellence, but not winning. (predicative)</i>	<i>Eg. He is working on kicking the ball directly into the goal area.</i>
2. It can be preceded by a preposition.	2. It can be modified by an adverb.
<i>Eg. I am very tired of running.</i>	<i>Eg. My coach congratulated me on performing all the exercises greatly.</i>
3. It can be modified by a noun in the possessive case or a possessive pronoun.	3. It has voice (active and passive) and tense (indefinite and perfect) distinctions.
<i>Eg. Is there any objection to my competing with Jackson? I wonder at Clayton's missing the goal.</i>	<i>Eg. Swimming was included into the competition program. (indefinite, active) She denies having violated the rules of the game. (perfect, active)</i>

<p>Eg. Is there any objection to my competing with Jackson?</p> <p>I wonder at Clayton's missing the goal.</p>	<p>He can't play any game without being punished. (indefinite, passive)</p> <p>He was ashamed of having been defeated by such an unexperienced boxer. (perfect, passive)</p>
--	--

5. Study the texts presented in this unit and find the words which are gerunds. Prove your choice by explaining their nominal and verbal characteristics.

Gerund	Infinitive
After certain verbs:	After certain verbs:
admit, advise, appreciate, avoid, can't help, complete, consider, delay, deny, detest, dislike, enjoy, escape, excuse, finish, forbid, get through, have, imagine, mind, miss, permit, postpone, practice, quit, recall, report, resent, resist, resume, risk, spend (time), suggest, tolerate, waste (time)	agree, aim, appear, arrange, ask, attempt, care, choose, decide, deserve, expect, fail, forget, happen, hate, hope, intend, learn, like, love, mean, plan, would like, would love, agree, promise, refuse, help, manage, tend, use, want
He <i>denied</i> telling a lie.	We <i>need</i> to win this game.
After <i>before</i> and <i>after</i> :	After certain adjectives: <i>easy, happy, good, ready</i> etc.
After having a look at the gym he started exercising.	We are <i>ready</i> to compete .
After verb + preposition and phrasal verbs; after prepositions	After verb + object:
admit to, approve of, argue about, believe in, care about, complain about, concentrate on, confess to, depend on, disapprove of, discourage from, dream about, feel like, forget about, insist on, object to, plan on, prevent (someone) from, refrain from, succeed in, talk about, think about, worry about	advise, allow, ask, bring, buy, challenge, command, encourage, forbid, invite, let, motivate, order, persuade, prepare, permit, remind, tell, warn (not), expect, intend, enable, force, get, urge, teach
He's <i>responsible for</i> losing the game. I don't <i>feel like</i> playing tennis today.	He wanted <i>all his friends</i> to come to his party.

6. Complete the sentences with the infinitive or gerund of the verbs in brackets.

1. You're good at (work) under pressure, so why don't you become a journalist?
2. The robber denied (be) anywhere near the bank on that day.
3. Luckily, I managed (complete) the report on time.
4. They had finished (record) the interview by lunchtime.
5. The reporter apologised for (ask) her tricky questions.
6. The coach insisted on (run) two more circles.
7. The sportsman invited his friends (talk) about his victory.
8. It was impossible (win) the game. The opposing team were very strong.

7. Transform the following sentences as in the model.

Model: I expected I would arrive on time. – I expected to arrive on time.
 I consider that I will have more chances to win. –
 I consider having more chances to win.

1. I remember I heard a strange throbbing sound as I went under the water.
2. He remembers he jumped in the waves at the beach, and he loved it.
3. They decided that they would take part in the Olympics next year.
4. I believe that I will enter the competition and perform well.
5. I feel like I would try the butterfly stroke.
6. We remember we were small children and had a lot of fun.

8. Choose the correct item to complete the sentences.

1. I wanted to *see/seeing* the game live.
2. When Mike suggested to *join/joining* a gym, I was surprised.
3. We really should *exercise/to exercise* more often.
4. Wouldn't you rather *go/to go* out later?
5. I asked her *meet/to meet* me outside the main entrance.
6. I'm really interested in *to see/seeing* the look on his face.
7. Why did you make me *choose/to choose*?
8. They started *do/doing* exercise to keep fit.
9. I prefer *watch/watching* boxing to tennis.
10. I'd rather *watch/watching* boxing than tennis.

9. Find mistakes in the sentences below, if there are any.

1. I'm really interested in take part in sports.
2. I'd love to spend some time in the gym.
3. I started learning English at the age of 10.
4. She suggested to meet at eight.
5. I'd rather to watch a football game.

6. What would you prefer to do?
7. I'm afraid of to lose.
8. I think you should let him to try.
9. He decided going on his own.
10. I'm worried about to take part in the Olympics.

10. Complete the sentences, using gerunds.

Model: I would never think of... – I would never think of *cheating you*.

1. I wish you'd do something to help instead of
2. You seem to be very fond of
3. The boy was severely reprimanded for
4. They saw no reason for
5. You must be tired of
6. There are many difficulties involved in
7. He doesn't take any interest in
8. The people were warned of the danger of
9. Who is responsible for
10. She was not interested in
11. That company specializes in
12. My doctor advised me to give up
13. The prisoner was accused of
14. By, the student improved his chances of
15. The customer left the shop without
16. Many people get a great deal of satisfaction from
17. He ran the risk of
18. We asked a solicitor for advice before
19. We had to put off
20. I told him not to bother about

11. Put the verbs in brackets in the correct form (gerund or infinitive).

1. I begin (*understand*) what you mean.
2. He was fined for (*exceed*) the speed limit.
3. I arranged (*meet*) them here.
4. It's no use (*wait*) for her. She won't come.
5. I am looking forward to (*see*) you.
6. I am prepared (*wait*) here all night if necessary.
7. My cousins like (*play*) games but they hate (*do*) lessons.
8. I couldn't help (*overhear*) what you said.
9. He surprised us all by (*go*) away without (*say*) "Good-bye".
10. Don't forget (*lock*) the door before (*go*) to bed.
11. He tried (*explain*) but she refused (*listen*).
12. I regret (*inform*) you that your application has been refused.
13. Please go on (*write*); I don't mind (*wait*).
14. Would you mind (*shut*) the window? I hate (*sit*) in a draught.
15. I can't help (*sneeze*); I caught a cold yesterday from (*sit*) in a draught.
16. People used (*make*) a fire by (*rub*) two sticks together.
17. His doctor advised him (*give up*) (*smoke*).
18. Without (*realize*) it, he hindered us instead of (*help*) us.
19. After (*walk*) for three hours we stopped to let the others catch up with us.
20. He warned her (*not touch*) the wire.
21. Would you mind (*lend*) me your dictionary? I forgot mine.
22. (*Lie*) on this bench is much more pleasant than (*sit*) in the office.
23. I tried (*explain*) the situation to him but he refused (*listen*) and went on (*grumble*).
24. At first I enjoyed (*listen*) to him but after a while I got tired of (*hear*) the same story again and again.
25. There is no point in (*remain*) in a dangerous place if you can't do anything (*help*) the people.



READING SKILL BUILDER

1. a) Scan the text to answer the following questions.
- b) Use the table on page 47 to speak about running events.

1. How was the name "track and field" formed?
2. What is required for the long distance races?
3. What is a relay race?
4. What is the shortest race in running events?
5. What is a hurdle?

Track and Field - Running Events

"Track and Field" is the name given to a variety of events that require running, jumping and throwing. They are called track and field events because the running is done on a path that is called a track, and other events are done on an open, grassy area called a field.

Running is a very simple sport. The object is to run from one place (the starting line) to another (the finish line) faster than one's opponents. Running may be the oldest human sport because of its simplicity. Running events, called races, are very popular with spectators and television viewers.



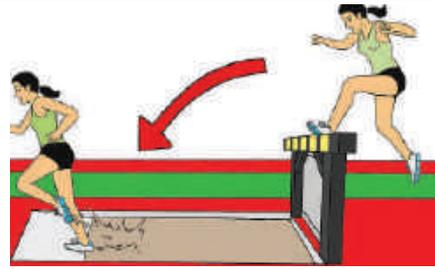
There are several kinds of running events of different lengths. The shortest race is 100 metres long and is called a sprint or dash. The runners line up at the starting line with their feet braced on starting blocks. Each runner is assigned a path, called a lane. The starter fires the starting gun and the runners run as fast as they can to the finish line. The first runner to cross the finish line wins the race.

There are two short races that require the runners to jump over low barriers, which are called hurdles, as they run along their lanes. This kind of race is called hurdles, and there are two distances – 110 metres (100 for women) and 400 metres (for men and women).

Longer races, called the middle distance events, are held on a 400 metre oval track. Therefore, the 400 metre run is one lap around the track, and the 800 metre run is two laps. In the middle distance races the runners do not have to stay in their lanes, so they all run as close as possible to the inside of the track.

The long distance races require stamina, rather than speed. The longest race is the famous marathon, named for Marathon, a city in Greece where the Greeks won a great military victory over the Persians, in 490 B.C. A Greek soldier named Pheidippides ran from Marathon to Athens, a distance of about 25 miles, to bring the news of the great victory. Today, the marathon race is 42195 metres (26 miles, 385 yards) long.

There are also three other long distance races. One is called the steeplechase, which is a 3000 metre race that requires the runners to jump over hurdles and water. The other two races involve walking, instead of running. The walker must maintain a stride in which he always has one foot touching the ground.



The relay is a team event in which four runners each run part of the total distance. Each runner carries a stick, called a baton, and passes it to the next runner. A good exchange of the baton is as important as speed, and many relays have been lost because of a poor exchange.

Summary of Running Events

	<i>Men</i>	<i>Women</i>
100 metre run	+	+
200 metre run	+	+
400 metre run	+	+
110/100 metre hurdles	+	+
400 metre hurdles	+	+
800 metre run	+	+
1500 metre run	+	+
3000 metre run	-	+
3000 metre steeplechase	+	-
5000 metre run	+	-
10000 metre run	+	-
Marathon	+	+
20 kilometre walk	+	-
50 kilometre walk	+	-
400 metre relay	+	+
1600 metre relay	+	+

2. Decide whether the following statements are true or false.

1. Running events are done on a grassy area called “a field”.
2. The longest race is a marathon.
3. The Greek soldier Pheidippides ran from Marathon to Athens, a distance of about 25 kilometres.

4. Running events include races of short, middle and long distances.
5. Steeplechase is a 3000 metre race which requires the runners to jump over hurdles and water.
6. The relay race is an individual race in which a runner has to run four times – each time a part of the total distance.

3. Read the text and choose the correct item below.

In the past decade, running as a sport has become immensely popular all around the world. This won't come as *much of a surprise* to the millions who now run on a regular basis. For one thing, running is an excellent way to keep fit and, contrary to popular belief, it helps *prevent arthritis* rather than cause it. You also don't need any specialist equipment to do it, some *runners* even think you shouldn't run in shoes at all. Almost anyone, of any age, can take part in the sport and, finally, it can be *practised almost anywhere*, on the beach, in the countryside, on city streets and in parks.

It was the fact that so many people had started to enjoy recreational running in parks that inspired Paul Sinton Hewitt to begin organising timed running events in parks in the UK in 2004. These timed trials eventually gave rise to the growth of parkrun in the UK and around the world. Parkrun is a timed running event, 5 km in length, that takes place in parks on Saturday mornings in countries such as the UK, US, Russia, South Africa and Poland. It is free for all participants and is staffed by volunteers. Many sportswear companies sponsor the events.



Paul Sinton Hewitt, parkrun founder

The event is held early on Saturday mornings so that the race is over and the park is cleaned of any resulting debris, such as water bottles, before most park users are likely to fill the park. The event is staffed entirely by volunteers and the parkrun organisation provides the equipment in order to record the runners' times and issue participants with the results of the run. Anyone can take part in a run in any of the events held around the world. Athletes only need to register online in advance to receive a unique athlete number and to print out an identification barcode that they can use every time they take part in a run. All registered runners have an individual page on the site where their event history is recorded. This allows runners to see their progress and aim at bettering their own personal best times. This makes the event attractive both to recreational runners and those who take a more serious athletic approach.

The number of participants in a run can range from a few dozen to hundreds of people. While some of the runners may be well trained or even

elite athletes, most are simply locals who are trying to increase their fitness levels and who also enjoy the camaraderie of running in a large social group. Adults of all ages take part and it's very common to see mums running while pushing a baby in a pram in front of them. Children can also take part in Junior parkrun, which is held on Sunday mornings for the 4 - 14 age bracket. The junior run is over a distance of 2 km rather than 5 km.

The beauty of the parkrun movement is that anyone, anywhere in the world, can set up a parkrun event in their area with the help and guidance of the parkrun organisation. No experience or funds are required. Only time and enthusiasm are necessary. The success of parkrun at promoting grassroots sporting participation earned Paul Sinton-Hewitt a CBE in the Queen's birthday honours in 2014.



1. According to the author, people who enjoy running ...

- | | | | |
|------------------------------|---|----------------------------|------------------------------------|
| a) never wear shoes in races | b) are less likely to suffer joint problems | c) prefer to run in cities | d) are surprised at its popularity |
|------------------------------|---|----------------------------|------------------------------------|

2. Which of the following statements is true according to the text?

- | | | | |
|--|---|--|---|
| a) Parkrun is staffed by professional organisers | b) The length of parkrun events is variable | c) There is no fee to participate in parkrun | d) Runners need to acquire sponsorship for parkrun. |
|--|---|--|---|

3. At the end of the parkrun event ...

- | | | | |
|---|--|---|---|
| a) runners receive medals for participating | b) the park is always packed with people | c) volunteers clear up any mess left by runners | d) the organisation distributes equipment |
|---|--|---|---|

4. The runners' barcode is used ...

- | | | | |
|--------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| a) as a form of identification | b) to motivate athletic potential | c) as a history of runners' times | d) only by elite parkrun athletes |
|--------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|

5. According to the author, all parkrun events ...

- | | | | |
|-------------------------|---|-------------------------|------------------------------------|
| a) are exactly 5km long | b) are for adults over 18 years of age only | c) attract local people | d) include mums running with prams |
|-------------------------|---|-------------------------|------------------------------------|

6. In order to set up a parkrun event you ...

- | | | | |
|--|---|---|---|
| a) must be from a parkrun approved country | b) will need to raise money via sponsorship | c) will have to employ event organisers | d) need to contact parkrun for instructions |
|--|---|---|---|

7. The attitude of the author to parkrun is best described as ...

- | | | | |
|------------|----------------|-----------------|-------------|
| a) cynical | b) indifferent | c) enthusiastic | d) negative |
|------------|----------------|-----------------|-------------|

4. Scan the text to answer the following questions.

Football – an International Game

- Where and when did football begin?
- When was football established in Italy?
- Is the European football popular in the USA?
- Where was the first women's World Cup match played?
- What is the size of the football pitch?
- How many players participate in the game?
- Are there three goal posts on the football pitch?
- Who defends the goal post?
- What is the scoring system in the game of football?
- What national team is the present World (European) champion in football?



Football is the most widely played team game in the world and the most popular spectator sport followed by hundreds of millions of fans.

The game began in England in the mid-19th century, primarily in the great private schools. Standard rules evolved rapidly. Football clubs began to be established in 1855, and the football Association was established in London in 1863. Then professional players were admitted into Football Association.



Football began to spread internationally in the 1870s and by the next decade had gained adherents in central Europe, where it eventually became exceptionally popular. Spain, Germany, Italy, France, and other European nations took it up early in the 20th century, established clubs, and began to field teams that competed in international plays. South Americans were taught football by English immigrants in the late 19th century; the game soon became immensely popular there and, by the mid-20th century, had reached an extraordinary high level of play.

After World War II, competition had so spread that Middle Eastern and Asian nations fielded increasingly formidable and well-trained events. A World Cup competition, sponsored by football’s governing body, the Federation International Football Association, has been played every four years since 1930; the World Cup was scheduled to be played in the USA for the first time in 1994. The first women’s World Cup match was played in 1971 in Mexico City.

Olympic competition has also been important in the spread of football, although no professional players were allowed to compete in the Olympics until 1984. One nation that long resisted football’s spread was the USA. Only in the 1970s the widespread interest in football developed in the US, spurred by the worldwide popularity of the Brazilian star player Pele. In 1968 the North American Football League was founded.



The game of football is played by teams of 11 players on a pitch, or field, of not more than 119 m in length by 91 m in width, and not less than 91m in length by 46 m in width. At either end of the field is a goal – a pair of upright posts 2 m high and 7m apart, spanned by a crossbar and backed by netting. The basic objective of the game is for one team to force the ball by kicking it or propelling it with the chest or head past the goalkeeper, under the crossbar, and into this relatively small goal area. One point is awarded for each goal thus scored; the winning team is the one with the highest number of points. The game is played in two 45-minute halves. If regulation time ends in a draw, an overtime period may be played; if the teams remained tied at the conclusion of overtime, the game may be decided by a kicking contest in which each team takes up to five unobstructed shots at the opposing goalkeeper. Play is supervised by a referee who determines the general conduct of the game and by two referees at the sidelines who determine when and by whom the ball has left the bounds of the field.



5. Study the text in Exercise 4 and say whether the following statements are true or false.

1. Football is played on a pitch of not more than 91 m in length by 46 m in width.
2. One point is awarded for each missed goal.
3. The game is played in two 45-minute halves.
4. The play is supervised by a goalkeeper.
5. Two referees at the sidelines are responsible for the information of by whom the ball left the bounds of the field.

6. Read the text and match the questions (1-5) with the paragraphs (A-E). Then choose the correct item for the questions below.

Basketball has lost one of its stars! Michael Jordan is considered one of the greatest basketball players of all time and he has decided to retire. He has already won everything including two Olympic gold medals, one in Los Angeles and one in Barcelona. For seven years he was the highest-scoring shooter in the NBA, the biggest American championship. Through basketball and sponsorship he's become very rich.



1. But what's the secret of the most famous player in America?
2. Your opponents say you were unbeatable, what do you think?
3. What has been the best moment of your career?
4. What are your plans for after your retirement?
5. One last question Michael, have you got a secret wish?

A.	M.J.: Nobody is born unbeatable. You become unbeatable; year after year I had to learn to play in very difficult situations and to get the ball in the basket from a distance. It wasn't easy but now, no-one can stop me.
B.	M.J.: In the last few years there have been a lot of special moments. One of them was during the final match against Phoenix. Four seconds from the end I found myself with the ball in my hands. Everything depended on me. I threw. The ball went towards the basket and went in. Those are moments which you never forget.
C.	M.J.: Well, there is no special formula. Whatever it was, during training or in a match I always did my best, I adored basketball and I never got tired of it or learning something new and getting better.
D.	M.J.: Of course. Everybody has. I wish....
E.	M.J.: To spend a lot of time with my family. I'll be able to do all those things I never had time to do when I was playing.

1. This text is:

- a) a report b) a newspaper article c) an interview d) a description

2. Michael Jordan has won...

- a) the best player award in the NBA
 b) an award for the most sponsored player
 c) many awards plus two gold medals at the Olympic Games
 d) two gold medals at the Olympic Games

3. The secret of his success lies in...

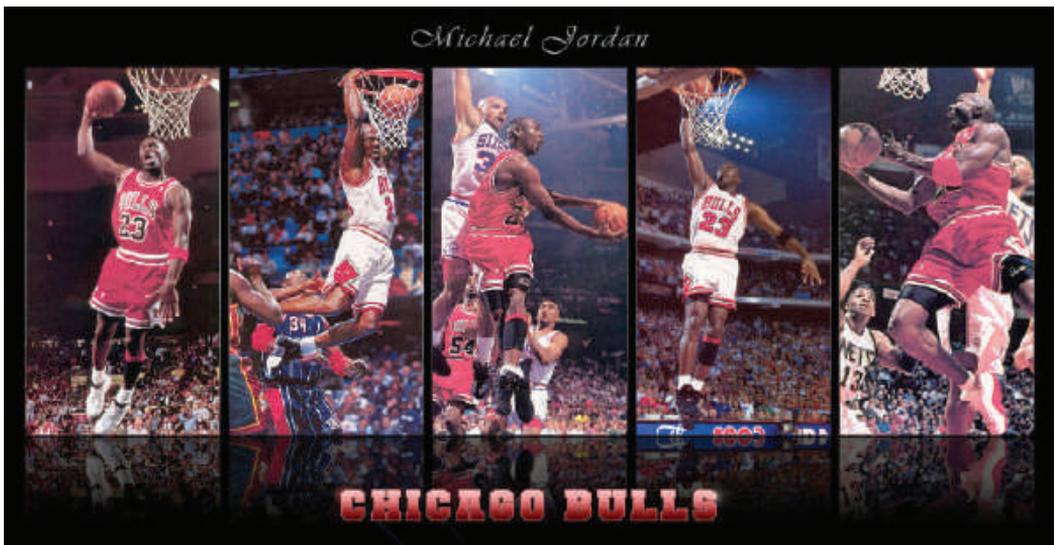
- a) training very hard
- b) always learning something new and never getting tired of basketball
- c) being born unbeatable
- d) having the best sponsors to support him

4. What does he consider the best moment in his career?

- a) When he scored in the final four seconds in the match against Phoenix.
- b) There are many special moments but not one in particular.
- c) He doesn't remember any such moments.
- d) Many difficult situations when he would get the ball in the basket from a distance.

5. After the retirement he will....

- a) spend some time with his friends playing for fun
- b) dedicate his time to his family
- c) continue working for his sponsors
- d) go on playing for charity events



7. a) Read the text and say which exercise class:

- 1) was created to improve fitness for a particular sport?
- 2) will make you feel like a child again?
- 3) plays songs from lots of different years?
- 4) might take a long time to be good at?

- 5) doesn't happen in a gym or a swimming pool?
- 6) is good for people who need more energy?

More people are getting into exercising than ever before. With the number of fitness freaks growing, so is the choice of keep-fit classes. Forget about boring running and weights machines at the gym, and try something new, fun and different. Here are four of the latest exercise classes taking the fitness world by storm.

BOOGIECISE. For anyone who loves dancing, this class is a must-try. The class takes place in a nightclub on a dance floor which not only lights up, but also changes colour! Copy the instructor's choreographed dance routines while the DJ pumps out classic disco, electro, pop and house music from the 70s, 80s, 90s and 00s.

SURFERCISE. This class was invented by surfers in Hawaii to help them be fitter in the water. It's basically weight training under water. Using a variety of exercises, you will carry, push and pull weights around a swimming pool. The water makes the workout gentle, but the weights challenge your cardiovascular system.

TRAMPOLEAN. Twice as effective as running, and twice as much fun as karaoke, Trampoline involves bouncing around on a trampoline for an hour, doing different exercises the whole time. If you want something to wake you up after a long day at work, or to kick start your weekend, this might be the class for you!

SCHOOL FIT. This class will take you back to the school playground, but also give you a high-intensity, full-body workout. The main equipment for this class is a hula hoop and a skipping rope. It may take you a while to get the hang of it, but you can look forward to superhuman coordination and core strength if you do!

b) Find words or phrases in the text to match the definitions 1–6.

- 1. becoming interested in _____
- 2. people who love doing exercise _____
- 3. make it difficult for your heart and lungs _____
- 4. begin something quickly _____
- 5. fast and difficult _____
- 6. learn how to do something _____

8. Read the text and choose the correct item to complete the statements.

Taekwondo originates from Korea, and not China or Japan as some people think. It began more than 5,000 years ago and developed from a martial art called "Subak". The name Taekwondo has a very specific meaning. *Tae*

means fist, *kwon* is feet, and *do* means the way or discipline. So, literally means “the way to use your fists and feet”.

However, Taekwondo is more than just a way of fighting; it is a way of life. One of the most important aspects of Taekwondo is the philosophy. Fighters spend long hours training their minds as well as their bodies, and it is not unusual to combine meditation techniques with physical training.

It is this unity between body and mind that is at the centre of Taekwondo. Without this discipline, it wouldn't be any different from other types of street fighting.



1. Taekwondo comes from _____.

a) China

b) Japan

c) Korea

2. Subak is _____.

a) an ancient form of Taekwondo

b) a modern form of Taekwondo

c) the same as Taekwondo

3. The name Taekwondo is made up of _____.

a) three actions

b) three philosophies

c) three words

4. Taekwondo is _____.

a) simply a way of fighting

b) a way of life

c) just a sport

5. There is a lot of _____ involved.

a) mental training

b) physical training

c) both mental and physical training

6. The most important thing in Taekwondo is _____.

a) how the mind and body work together

b) physical fitness

c) meditation

7. Taekwondo is _____ other types of street-fighting.

a) different from

b) the same as

c) more undisciplined than



LISTENING SKILL BUILDER

1. Listen to these sentences. Circle the word in brackets as you hear.

1. They are waiting at the (back/track).
2. I wish you to have a good (fun/run).
3. What was your result in that (race/case)?
4. Don't look at the (gown/ground).
5. It was a (grassy/messy) field with large puddles of water.

2. Listen to the interview with John Goodman, a runner in marathon, and answer these questions.

1. How many times has John done running in marathon?
2. What was he doing to prepare for the race?
3. Was he scared to run?
4. What were the reasons of his concerns?
5. What time did he manage to run the first mile?
6. What time of the race was better: the previous year or this year?
7. What was John's final time for the marathon race this year?

3. Listen to the dialogue and write down the words you hear that contain the sound [o:].

4. Listen to the dialogue. Then fill up the chart with the body parts or health aspects which are stimulated or taken care by a kind of sport you hear.

Swimming	
Tennis	
Cycling	
Yoga	
Jogging	





SPEAKING SKILL BUILDER

1. There are 16 different types of running events. Which events do you compete in? What running events do you consider to be:

- the easiest to compete? Why?
- the most difficult to compete? Why?
- the most popular among your friends on your sports team? Why?

2. Work with your partner and answer the questions.

Make up a dialogue between a coach and an athlete following the given steps.

1. Which events have you seen?
2. What was the type of the competition (Olympic Games, World Championship, European Championship, National Championship)?
3. Which event do you most enjoy watching? Why?

3. Listen to the dialogue between a coach and an athlete and act it out with your partner.

Coach: How long have you been practicing running?

Athlete: Two months.

C: How good were you at this in your hometown?

A: About the same. Actually, I did not indulge in athletics at all in Boston; I was more academically inclined. Since it is simply a matter of practice, soon I will break through the skill barrier. It will probably come suddenly, like the snapping of fingers.

C: Good. I always like to see a new enthusiast on our team. You have quite a tradition to uphold there, young man. ...All right. Let's have some practice. Listen, you have to run through a forty-minute warming-up. But remember – no strain of the muscles. So, start with five circles of a slow run and then the field is at your disposal.

A: Five circles? I'll get tired to death, I suppose.

C: Hey, pal, you have to trust my knowledge, unless you wish to finish as a complete failure. All right?

A: Yeah. But ...

C: And no "buts". O.K., guys, practice, practice. Come on!

1. Imagine you are the coach of a successful athlete competing in running events. Draw out a plan of a training program for this athlete for one training session.
2. Using your plan, compose a dialogue between you (as a coach) and an athlete you supervise
3. Discussing activities designed in your plan for today's training session.

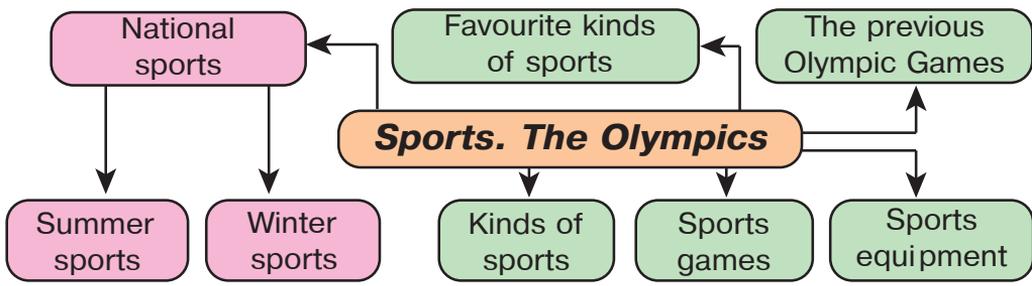
5. Work with your partner or in small groups and answer the questions.

1. What sports do you like to play? to watch?
2. What sports do you hate? Why?
3. What wheelchair sports do you know?
4. What sports do you play? How long have you played them? What's fun about them? What's difficult? What clubs have you belonged to? Did you play on a team? What is the name of the team? What was your position?
5. What sport would you like to take up next?
6. Have you ever gone to a swimming school? tennis school? When?
7. Do you know how to snowboard? ski? skate?
8. Where do you go skiing, skating, or snowboarding?
9. Have you ever gone mountain climbing? hiking? sailing? Where?
10. How fast can you run? swim? How far can you run? swim?
11. Have you ever injured yourself while playing a sport or while exercising? Have you ever broken a bone?
12. What professional teams do you like? Who is your favorite professional athlete in each sport?

6. Look at the sports listed below. Do they go with play, go or do? Fill in the chart . Use the dictionary if necessary.

<u>do</u> aerobics	___ baseball	___ basketball
___ badminton	___ football	___ karate
___ skiing	___ soccer	___ volley ball
___ windsurfing	___ golf	___ gymnastics
___ horse riding	___ ice skating	___ jogging
___ surfing	___ swimming	___ tennis
___ cycling	___ walking	___ judo
___ sailing	___ hockey	___ weight lifting

7. Speak on the topic "Sports. The Olympic Games". Use the mind-map given below.





WRITING SKILL BUILDER

Opinion Essay

1. Do the following tasks:

1. Do you prefer playing computer games or sports in your spare time? Why?
2. Read the essay title below. Do you agree or disagree with the statement? Discuss with your partner.

Video games are a waste of time. Give your opinion.

3. Read the model essay. Are the arguments in the essay the same as yours?
 - 1) , video games such as PlayStation, Nintendo, and so on, aren't a waste of time. Many people, however, might not agree, so we need to look at both sides of the question.

2) , all young people enjoy playing on their games consoles. In each game there is a challenge that makes you want to get on to the next level and to win. Furthermore, people say that these games increase people's mental ability because they need to react quickly to changing situation. I have noticed this myself.



3) , it's true that you shouldn't spend hours in front of the screen. Your eyes are bound to get tired and your body needs exercise, especially in your teens. What is more, computers and TV sets shouldn't really be in your bedroom. For example, I've got mine in the living room where I couldn't play for hours without someone else in the family complaining.

4) , there are advantages and disadvantages of playing video games, as with everything else. The answer is to use your games console sensibly, as with everything else.

4. Complete the model essay with the linking expressions below.

In my opinion

In the first place

On the other hand

To sum up

2. Sort out the linking expressions in the correct paragraphs in exercise 1.

For instance

Generally speaking

However

In addition

In conclusion

In my view

In my opinion

On the whole

To begin with

To sum up

- 1. Introduction: _____
- 2. Giving one side of the topic: _____
Adding ideas: _____
- 3. Giving the other side of the topic: _____
Giving examples: _____
- 4. Conclusion: _____

3. Read the statements below and add your own suggestions. The first one has been done as a model. Use the prompts in brackets.

- 1. Some teenagers wrongly think that if they aren't good at one sport, it means that they are bad at all sports. – *They should try other types of sports until they find one that suits them.*
- 2. A lot of my friends don't like team sports at all and they won't play them (try individual sports).
- 3. Many people don't think it's cool to run around and get hot and sweaty (look at professional athletes).
- 4. Sometimes, if no one in the family plays any sport, then it seems an unusual thing to do (do their own thing).

4. Read the essay title below. Then put the ideas in the correct column.

It's much better to take part in team sports than individual sports.

- 1) go when you like
- 2) have company and more fun
- 3) concentrate on group performance
- 4) not dependent on others
- 5) develop social skills
- 6) have to play even when you don't want to
- 7) try to perform personal performance

Agree	Disagree

5. Write your essay on the topic in exercise 4.



LET'S REVISE AND PRACTISE

1. Fill in the blanks with the correct item.

Tomorrow's Holidays

What will the holidays of the future look like? It's a question many people in the travel industry would like to answer. Experts (1) _____ in Rio de Janeiro later this month to predict the future of tourism. Many people will be prepared to go further to find that special holiday that they'll never (2) _____. Some travel experts think that they won't even have to leave the airport (3) _____ they really want to. Many airports already have excellent entertainment facilities where passengers can play video games and even (4) _____ jogging while they wait. These are likely to stay popular, with airports giving passengers the opportunity to (5) _____ in all sorts of sports, from skiing to surfing, in the same destination. Guests will be able to (6) _____ equipment, and even clothes, to reduce the amount of luggage that they take on planes. The (7) _____ itself will be better for the environment, with biofuels powering airplanes. As companies (8) _____ to build the most energy-efficient hotels, not a drop of water or electricity (9) _____ wasted. Cruise ships have been the big success story for holidays over the last few years. In future, floating islands where people can go to relax and improve their levels of (10) _____ will be the new cruise.

	A	B	C
1.	meet	are meeting	met
2.	remember	miss	forget
3.	when	if	unless
4.	do	go	play
5.	participate	enter	go
6.	borrow	take	lend
7.	travel	tour	backpacking
8.	join	compete	participate
9.	be	will be	is going to be
10.	fitness	condition	sport

2. Fill in the banks with the Past Simple, used to or be+used to **of the words from the box.**

compete, be (2 times), be born, make, vote,
play (2 times), score, shine, win

Pele – a popular name of Edson Arantes do Nascimento; born 1940; football player



Most people believe Pele (1) _____ the most successful player in the history of football (soccer). He (2) _____ in Tres Coracoes, in Brazil. His family (3) _____ very poor and when he was a boy, Pele couldn't afford soccer shoes. But his didn't hurt when he played – he (4) _____ barefoot! To make money, he (5) _____ other people's shoes.

Pele (6) _____ his international debut when he was 16, and at 17 he (7) _____ for Brazil in the 1958 World Cup Final. He (8) _____ two goals in the 5-2 win over Sweden. He (9) _____ a second winner's medal in 1962 and a third in 1970. He (10) _____ most of his career at Santos (1956-1974) and then with the New York Cosmos (1975-77). He (11) _____ in 1, 363 first-class games (1955–1977) and scored 1,281 goals. In 1980 the sports world (12) _____ him "athlete of the century", and in Brazil he is a national hero.



3. Choose the correct item to complete the sentences.

1. *Pele was/used to* be born in Brazil.
2. He *used to/was used to* play soccer for the New York Cosmos.
3. He *was used to/used to* play barefoot.
4. He *used to/was used to* being recognized wherever he went.
5. Soccer players in Brazil *used to/weren't used to* being famous.
6. As a child, *Pele used to/was used to* clean people's shoes.
7. He first *played/used to* play for Brazil at the age of 16.
8. He *scored/used to score* two goals in 1958 World Cup final.
9. Many people take up karate *so that/in order to* they can defend themselves.

10. They spent hours training *so that/in order to* become the best in the country.
11. People pay lots of money *to/so that* learn quickly.
12. It's important to have a qualified instructor *in order not to/so as to* get hurt.
13. *So that/ So as not to* get hurt, Andy wore protective clothing.
14. A lot of people do yoga *in order to/so that* relax.
15. John worked hard *so as/to* become the world champion.
16. *In order to/So that* he could go to the Olympics, John gave up his job.

4. Complete the sentences with *so that* or *in order to*.

1. John took up fitness classes _____ lose weight.
2. We're taking karate lessons _____ we can feel safer.
3. Did you take up judo _____ you'd feel healthy?
4. We cut our prices _____ get more clients in the gym.
5. You did that _____ you could tell all your friends.
6. _____ fit in, he bought all the right clothes.
7. She screamed _____ everyone could hear her.

5. Find mistakes in the sentences below, if there are any.

1. A lot of people meditate so that relax.
2. We should all try to do more exercise in order to stay fit.
3. We left early in order not to be late.
4. I'm watching what I eat not to be healthy.
5. I exercise once a week so as not to be overweight.
6. It's important to control your muscles to use them properly.
7. Mental preparation is important in order to you do karate well.
8. Slaves made Capoeira look like a dance so that it wasn't banned.

6. Complete the text with the prepositions from the box.

after, by, during, on (2 times), in, for, until

Pele was born (1) _____ the 23rd of October 1940 in Brazil. He is often called the greatest footballer of all time. (2) _____ 1956, at the age of only fifteen, he joined the Santos Football Club and stayed with the team.

(3) _____ 1974, (4) _____ the time Pele was sixteen, he had also started playing for the Brazilian national team and (5) _____ 1958 he won the World Cup for the first time. In total, he played for Brazil (6) _____ fourteen years and (7) _____ that time, Brazil won the World Cup three times.

(8) _____ eighteen years at Santos, Pele left Brazil and ended his career in America. He played his last match ever (9) _____ the 1st of October 1977. (10) _____ his whole career, "The King of Football" amazingly scored 697 goals in 753 matches.

UNIT 3. FOOD AND DRINKS. EATING HABITS

VOCABULARY BUILDER



1. Look at the pictures. Learn the words. Practise speaking as it is given in the model. Name some other foods that have similar tastes.

Model: How do the peppers taste? – They are spicy.
How do you like these pickles? – They are sour but I like them.



2. Look at the pictures below and match them with the names of the places for eating out.



A. Fast Food Restaurant	B. Restaurant	C. Snack Bar
D. Pub	E. Cafe	F. Bistro

3. Find two types of food in the Useful Language Box below that are usually:

1. high in salt.	2. sour to the taste.	3. very unhealthy.
4. oily but healthy.	5. rich in vitamins.	6. starchy.

Useful Language Box:

Nutrients: carbohydrates, fats, fibre, protein, sugar, vitamins, minerals

Adjectives describing food: sweet, sour, salty, bitter, fatty, oily, sugary, creamy, spicy, healthy, unhealthy, starchy

Expressions: full of..., rich in..., high in..., low in....

Salmon, fresh fruit, rice, milk, semi-skimmed milk, processed food, junk food, potatoes, lemons, chips, packaged nuts, green vegetables, olive oil, tuna, lamb, celery, ham, broccoli, fig, lean meat

4. Match the words with their definitions. Use the dictionary if necessary.

1. appetizer	A. flat area often used for placing dishes on or preparing food
2. corkscrew	B. liquid topping for salads
3. apron	C. list of ingredients and instructions for preparing a certain type of food
4. chef	D. tools for eating with (fork, knife, spoon)
5. cutlery	E. small snack before a meal
6. recipe	F. a drink
7. dressing	G. a problem with service or food
8. counter	H. tool for removing the cork from the top of a wine bottle
9. beverage	I. staff member who is professionally trained to prepare food
10. complaint	J. a cloth covering worn over the clothes while cooking

5. Look at the pictures and learn the words.



6. Guess the names of the defined fruits and vegetables. Use the dictionary if necessary.

- a) the edible fruit, typically rounded but elongated and growing smaller toward the stem of a tree;

- b) the edible, fleshy plant, of a cylindrical shape with rounded ends and having a green, warty skin;
- c) the large, roundish or elongated fruit of a trailing vine, having a hard, green rind and a sweet, juicy, usually pink or red pulp;
- d) the fruit of any of various, consisting of a pulpy, globular drupe enclosing a one-seeded smooth stone.

7. Speak about your most and least favourite vegetables and fruits. Use the model to help you.

Model: The vegetables that I really like eating are cucumbers. They are rather tasty. I usually eat them in salads. They are also very important for my health. They contain a lot of water which is necessary for our body. But I hate eating tomatoes. They taste sour for me. I don't like them at all.

8. Match the following synonyms from the text in exercise 7 p.80 (Reading Skill Builder).

1) serves	a) name
2) list	b) cooking
3) reputation	c) food lover
4) unique	d) dishes up
5) gastronomy	e) combines
6) mixes	f) bland
7) tasteless	g) one-of-a-kind
8) gourmet	h) poll

9. In what type of a restaurant would you find the following foods? Use the dictionary if necessary.

Food	Places
Croissants, scones and muffins, hamburgers and French fries, salads, tuna rolls, salmon, fish and chips	Cafe; fast food restaurant; vegetarian restaurant; British pub

10. Read the text in exercise 2 p.75-76 from Reading Skill Builder and choose the words in bold to complete the sentences.

- 1. We never waste any food in my house, we always eat up all the
- 2. Sometimes we'll buy like a ready meal if we don't have time to cook.
- 3. I never ask for a in a restaurant because I usually eat

everything! 4. I don't like to buy imported fruit and vegetables, it's always better to eat food that is 5. My friends and I don't consider ourselves We'll eat almost anything! 6. I think I have a I try to eat a mixture of things and it's usually healthy. 7. but occasionally I can't help but a juicy burger! 8. I would hate to buy food that comes from – those poor animals!

11. Look at the pictures and name the dishes of Ukrainian cuisine. Name the ingredients necessary to cook these dishes.



12. Read the text and choose the correct item.

Healthy Eating

With child obesity reaching record levels in many developed countries, doctors are becoming increasingly worried about its long-term health effects, which include high cholesterol, high blood (1)..... and heart (2)..... . Parents who allow their children to eat (3)..... food are

largely responsible for this situation. To respond to this problem, PE teacher Bob Marsen decided to set up a working party of parents and teachers. Many teachers were skeptical at first and tried to warm Bob (4)..... setting up the working party, but Bob didn't (5)..... heart and eventually persuaded the other teachers to (6)..... him a hand. So far, the working party has taken (7)..... the running of the school canteen and set up after-school fitness classes.

Bob himself had neglected his own daughter's diet until a blood test revealed that she had very high cholesterol. "This came as a real (8)..... and sacred me. (9)..... doing something about the problem". He admits that changing his daughter's diet was not an easy process. "I got it in the (10)..... from my daughter if I didn't let her eat what she wanted, but I put my (11)..... down and told her that she should eat healthy food."

	A	B	C	D
1.	tension	strength	pulse	pressure
2.	disease	illness	condition	weakness
3.	rubbish	nonsense	plastic	junk
4.	out	from	of	off
5.	drop	lose	stop	miss
6.	give	bring	get	take
7.	out	into	over	under
8.	panic	shock	hit	horror
9.	away	to	on	into
10.	back	face	neck	shoulder
11.	foot	fist	punch	leg

13. Use the verbs in the box below to describe cooking methods you use to prepare the following: potatoes, chicken, rice, trout/cod, steak, eggs, beef, beans, vegetables.

roast, grill, bake, boil, fry, scramble, smoke, stew, steam



GRAMMAR BUILDER

Want

A: Do you want to stay home or go out for dinner?

B: Let's go out.

A: Do you want to get a bite?

B: Sure. Where do you want to go?

Feel like

A: Do you feel like going out for lunch?

B: Sure!

A: I don't feel like cooking tonight. Let's go out!

B: Sounds good to me!

1. Use the expressions above and make up a short dialogue similar to those given above.

2. Revise the use of articles. Insert a, an or the if necessary.

There was knock on door. I opened it and found small dark man in blue overcoat and woollen cap. He said he was employee of gas company and had come to read meter. But I had suspicion that he wasn't speaking truth because meter readers usually wear peaked caps. However, I took him to meter, which is in dark corner under stairs (..... meters are usually in dark corners under stairs). I asked if he had torch; he said he disliked torches and always read meters by light of match. I remarked that if there was leak in gaspipe there might be explosion while he was reading meter. He said, "As matter of fact, there was explosion in last house I visited; and Mr Smith, owner of house, was burnt in face." "Mr Smith was holding lighted match at time of explosion." To prevent possible repetition of this accident, I lent him torch. He switched on torch, read meter and wrote reading down on back of envelope. I said in surprise that meter readers usually put readings down in book. He said that he had had book but that it had been burnt in fire in Mr Smith's house. By this time I had come to conclusion that he wasn't genuine meter reader; andmoment he left house I rang police.



3. Revise the use of should. Read the prompts and write sentences with should or shouldn't.

1. Tom has got a bad cough (eat/ice cream; have/soup). → *He shouldn't eat ice cream. He should have some soup.*
2. I've got toothache (go/dentist; eat/sweets). → _____

3. Sue has got a test tomorrow (study/for the test; go out/with friends). → _____

4. The children are tired (play/computer games; sleep more). → _____

4. Revise the use of gerunds and infinitives. Put the verbs in brackets in the correct form.

1. I am looking forward to (see) my grandparents.
2. He dreads (have) to retire.
3. I arranged (meet) them here.
4. He urged us (work) faster.
5. I wish (see) the manager.
6. It's no use (wait).
7. He warned his daughter (not touch) the wire.
8. Don't forget (lock) the door before (go) to bed.
9. My mother told me (not speak) to anyone about it.
10. I can't understand her (behave) like that.
11. He tried (explain) but the teacher refused (listen).
12. At dinner she annoyed me by (smoke) between the courses.
13. You are expected (know) the safety regulations of the college.
14. He decided (disguise) himself by (dress) as a woman.
15. I'm prepared (wait) here all night if necessary.
16. Would you mind (show) me how (work) the lift?
17. After (walk) for three hours we stopped to let the others catch up with us.
18. I am beginning (understand) what you mean.
19. He was fined for (exceed) the speed limit.
20. I regret (inform) you that your application has been refused.
21. I couldn't help (overhear) what you said.

Conditional Sentences (III). Unreal Condition

RULE	EXAMPLE
Use conditional sentences of the third type to express an unreal situation which was real in the past.	If Past Perfect , <i>would</i> + Present Perfect eg. If I had swum with better time, I would have won the race (<i>but I didn't</i>).

5. Put the verbs in brackets in the correct form, using the Third Conditional.

1. If Tara (to equal/not) the near perfection of her national championship triumph in December, she would not have skated elegantly and cleanly in Nagano, 1998.
2. We (to have) our first dive in our new swimming pool if they had fixed the diving board on time.
3. If they (to know) you were ill last week they would have gone to see you.
4. If he had learned the truth, he (be) very angry.
5. If you hadn't missed your chance to score we (to reach) the semi-final.
6. If the Chinese gymnast (to make/not) a mistake on the vault jump, our Lilia Podkopyayeva would not have become the Olympic champion.
7. If you had trained seriously and regularly you (to set up) a new record long ago.
8. If the rain (to stop/not) the competition would have been postponed.

6. Put the verbs in brackets in the correct form.

1. If they had invited us, naturally we (go) to the party.
2. If I (to have) your address, I would have
3. If I had been in your place, I (say) this.
4. I would not have gone if I (know) it was going to rain.
5. If you had called me, I (be) glad to meet you.
6. If it rains next Saturday, I (stay) at home.
7. I will call you next week if I (want) a lesson.
8. I (like) to study Spanish if I had the time.
9. I will go to the beach next Saturday if the weather (be) nice.



READING SKILL BUILDER

- 1. Read the text and answer the mother's question. Using the pictures below and modals should/shouldn't make up a list of table manners.**

Model: You shouldn't play while eating.

Manners at a Restaurant

"Eww. That's disgusting!" my sister Angela whispered to me. "Do you see that lady over there? She's talking with her mouth full." I snuck a glance to my right. A woman was eating with some friends. She was in the middle of an animated conversation. Sure enough, her mouth was open wide while she laughed and chatted.

I whispered back. "You are right. That is disgusting!"

Just then, a waiter came to the table to take our order. We each, in turn, told him what we wanted from the menu.

While we were waiting for our food, our mom began a conversation about manners.

"Kids," she began, "I see that you noticed that lady speaking with her mouth full. Did you like what you saw?"

"No way!" we answered.

"What is the proper way to eat? What are actually table manners?"



- 2. Read the text and underline the correct alternative.**

1. The author finds the prevalence of organic foods in his supermarket *surprising/worrying*. 2. He thinks it is important that we *ignore/try to understand* these food labels. 3. The organic labels work because consumers *feel better when they buy organic food/think organic food is better quality*. 4. The author mistrusts the Farm-to-table movement because *local food doesn't always make sense/some places don't maintain the correct standards*. 5. The Slow food movement makes sense because it *teaches us about healthy eating/ is a good alternative to fast food*. 6. Movements associated with food waste are better because they *are more serious/ are not commercial*. 7. There have been campaigns about supermarkets throwing away food *before the sell-by date/ which doesn't have a perfect appearance*. 8. The author believes that the French using 'le doggy bag' is a *sensible/silly* idea.



Good Table Manners

"Please" and "Thank you"



It's Organic So It Must Be Good!

One of the most important social issues today is maintaining a healthy diet. Many of us lead an increasingly sedentary lifestyle and eat poorly, leading to a higher incidence of heart disease and strokes. The food industry has thus responded with attempts to make food look healthier but recently its marketing has gone crazy! These days it seems impossible to go into a supermarket without seeing food with 'organic' stamped all over it. But why? Eating a **balanced diet** is surely enough, does it have to be organic as well? The same with restaurants – do they all have to belong to the 'Farm-to-table' category?

Let's remind ourselves of what these terms really mean and why they have such a hold over us **foodies**. For an avocado to be 'organic' it is to have been grown without pesticides and chemical fertilizers. Many countries require producers to obtain a certificate before they are allowed to state that their food



is organic. However, this doesn't stop supermarkets calling the most unlikely foods organic without any proof of their origin on the packet. The same goes for 'Fair trade' coffee. How do we really know that those producers in developing countries were paid a fair price for their work? What most cynics think is that these labels are just an excuse to increase prices – people believe that the organic or fair trade option is always going to be superior, and therefore accept that it is more expensive.



Now to the 'Farm-to-table' movement. The idea that the whole process of food production should be local – harvesting, storage, processing, packaging, sales and even consumption – makes so much sense. Why eat food that has been shipped or flown in from across the world? It's not environmentally sound and it can't taste that good. Eating what's fresh and **in season** is great but the big problem is that half of these restaurants don't fulfil the movement's original criteria. You happily **tuck into** your locally sourced meal, but who knows if the standards applied were really that rigorous?

The same is not true of the Italian 'Slow food' movement, the objectives of which are clearly educational. For example, the movement warns us about the risks of processed or **convenience food**, the drawbacks of **factory farms**. It lobbies against government funding of genetic engineering and teaches gardening skills to students and prisoners. The only problem, once again, is that their label is used indiscriminately. My local burger joint is apparently 'Slow food'. Now, how that can be?

I generally have more time for movements which tackle the terrible problem of food waste. Why? Because there's no logo to help sell it. Did you know that in the UK we throw away 7.2 million tonnes of food and drink every year? That costs the country J12 billion! But change is starting to happen. Celebrity chef Hugh Fearnley-Whittingstall's campaign to cut this waste by encouraging supermarkets not to throw away fruit and veg that don't 'look right' has been a great success. In France, new laws now oblige supermarkets to give away unsold food that has reached its sell-by date, and even force restaurants to provide containers for uneaten food or **leftovers**. So, we can all ask for 'le' the next time we dine in France. Let's hope such changes continue to gather pace in future.



3. Read the text again. Discuss the state ments below in group or pairs.

1. I agree in general, but it's a little cynical. For example, some organic food is really good.
2. I disagree. There isn't a lot of interest in these topics where I live. The important thing is to eat well and that's it.
3. I agree – we shouldn't be blinded by labels. Educating people about what they eat is more important.

4. Read the instruction for each picture in Exercise 5 and the opening comments two pupils made. Which comment is better? Why?

A. In picture 1, a boy and a girl are sitting round a table eating hamburgers and chips. Hamburgers are a kind of junk food. Both teenagers are drinking cola. In picture 3, a girl is eating a hot dog. Hot dogs are fast, cheap and filling. I like hot dogs but they're not very healthy. Both pictures (3 and 4) are connected to food.

B. In the burger bar (picture 1), they look like they're having a quick snack after school, while the people at the restaurant (picture 2) are having a more formal meal.

The girl is enjoying a hot dog (picture 3). It's a kind of snack – a fast food – whereas the couple are preparing a meal with vegetables (picture 4). Their meal will be healthier than a fast food dinner.

5. Read the text and do the quiz below.

Fast food is good for you. Not only is fast food delicious, it is also nutritional. Fast food contains many of the nutrients all human beings require to lead active, healthy lives. Some fast food also contains vitamins, and everybody knows how important vitamins are.

Fast food comes in many forms. The most common kinds of fast food are hamburgers and hot dogs, but there are many other varieties. Fish and chips has been popular in England for centuries, and now Americans too are enjoying this wonderful, nutritional delicacy. If we take a little time to examine



the history of fast food we can learn a lot about many different cultures. For instance, did you know that a Chinaman invented pizza?

There are many people who feel that fast food is not good for you. They have a right to their opinions, because America is a free country, but they are wrong. They are wrong because fast food is good for you.

1. A good title for this passage would be:

- | | |
|------------------------------|-----------------------|
| a) America, Land of the Free | b) Foods of the World |
| c) The Truth About Pizza | d) Eating Sensibly |

2. The main idea of this passage is:

- | | |
|--|---------------------------|
| a) Fast food is good for you | b) Vitamins are important |
| c) Free speech is an important right which many people abuse | |
| d) You can have your cake and eat it too | |

3. Fast food contains:

- | | |
|-------------------|----------------------------|
| a) Nutrients | b) Vitamins |
| c) Fish and chips | d) Many different cultures |

4. America is a free country because:

- | | |
|--|----------------------|
| a) People have the right to their opinions | |
| b) Fast food is good for you | c) Fast food is free |
| d) Americans can eat other people's food | |

6. Read the information about Ukrainian national cuisine. Name the dishes that you personally tried. Use the model to help you.

Model: I have never eaten hrybivka. But my mum cooks a very delicious borshch so I eat it on a regular basis. We also often have varenyky. My mum cooks them every Sunday.

Ukrainian cuisine has a rich history and offers a wide variety of dishes. The cuisine of modern Ukraine is based on traditional Ukrainian recipes, but also bears influences of its neighbours' cuisines like Russian, German, Turkish and Polish. Meat (especially pork), potatoes, vegetables, fruit, mushrooms, berries, and herbs play a major part. Ukrainian food is intended to be filling, and should be served in large quantities.

Soups:

Borshch — vegetable soup (most common form made with beets), popular among eastern Slavic nations. There are more than thirty regional recipes for cooking Borshch, often with meat.

Hrybivka — mushroom soup, served with vushka in Volyn region.

Kapusniak and solianka — sauerkraut soups.

Rosolnyk — soup with pickles.

Yushka — fish soup, made of fresh-water fish, usually carp.

Salads:

Vinihret (from French “Vinaigrette”) — red beet root salad with peas, onions and beans.

Vesniani — diced cucumbers and tomatoes, topped with dill or parsley, when in season.

Pid-shuboyu — beetroot salad with pickled herring, apple and onion, topped with mayonnaise.

Main courses:

Pyrohy — baked/fried dumplings. Usually more of a dessert-type with fruit or poppy seed fillings and a sour dough than that of the Varenyky.

Varenyky — boiled dumplings, usually filled with potatoes, cabbage, cheese, or seasonal fruits, topped with butter and sugar or shkvarky (fried bits of salo and onions), accompanied with sour cream.

Cabbage rolls (holubtsi) — cabbage (or vine) leaves stuffed with minced meat and rice or millet (pshono), or buckwheat-stuffed beet leaves.

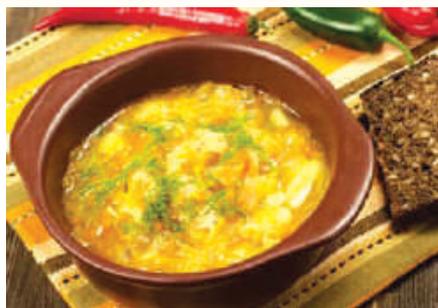
Syrnyky — cottage cheese fritters, sometimes with raisins.

Mlyntsi — crepes (blyntsi or nalysnyky), filled usually with cottage cheese, meat, caviar or fruits.

Roast meat (pechenya) — pork, veal, beef or lamb roast.

Deruny or pliatsky — potato pancakes, usually served with rich servings of sour cream; another variation of a dish – deruny stuffed with cottage cheese.

Kanapky — either black or white bread (fresh or slightly grilled)-based canapes, topped with mayo or butter, caviar, smoked herring, cucumber/tomato slices garnished with dill or parsley.



7. Read the text. Say whether the statements after it are true or false.

A British restaurant that serves bacon and egg ice cream has been voted the best place in the world to eat. The Fat Duck restaurant, near London, was at the top of *Restaurant* magazine's list of The World's 50 Best Restaurants. The owner and head chef Heston Blumenthal opened his restaurant ten years ago. He has quickly developed a reputation for experimental and unique dishes. His menu includes leather, oak and tobacco chocolates, sardine on toast sorbet, snail porridge, and mousse dipped in liquid nitrogen. He taught himself how to cook and is now famous for this new style of cooking, which is called "molecular gastronomy". It mixes chemistry, physics, food and flavour to make unusual taste combinations. Britain, the home of fish and chips, is famous for tasteless and boring food. However, it seems things are changing: in addition to the Fat Duck's award, London was named in March by *Gourmet* magazine as the Gourmet Capital of the World.



- A British restaurant serves bacon and egg ice cream.
- A British restaurant won the title of best restaurant in the world.
- The head chef cooks traditional English dishes.
- The head chef studied at a French cooking school.
- Britain is the home of fish and chips.
- London was named as the gourmet capital of the world.

8. Match the paragraphs A–G with the headings 1–7. There's one extra heading. Explain the meaning of the words in bold.

- | | |
|----------------------------------|--|
| 1) Detecting absent tastes | 5) A particularly health-giving colour |
| 2) Include the whole spectrum | 6) An indicator of freshness |
| 3) Improving the body's defences | 7) Unusual, but beneficial |
| 4) Quite a visual experience | |

A. _____. Think the colour of the food on your plate simply makes it pretty to look at but has no real **impact** on you? Think again! Our brain is **hard-wired** to respond to colour in food – so much, in fact, that sometimes we “taste” food according to its colour, not its actual flavour.

B. _____. Blue/purple food is generally the food that people find the least **appealing**. This is because it is rare in nature, and is often poisonous. Nevertheless, certain blue/purple foods (eg. aubergines, blueberries) are very healthy. Blue foods contain flavonoids which reduce the risk of cancers, stroke and heart disease. Substances in them also fight the aging process, by improving memory function and skin health.



C. _____. Orange-coloured foods like cantaloupe melons and pumpkins protect us from infections by **boosting** our immune system. They also contain substances which help to keep our skin and eyes healthy. Yellow foods like pineapples and corn are full of vitamin C. Vitamin C improves **circulation**, helps to heal cuts and prevents **inflammation** and heart disease. Yellow foods also contain nutrients that help to keep our teeth healthy.

D. _____. A diet full of food “from the rainbow” (i.e. red, orange, yellow, green and blue foods) provides the human body with the nutrients it needs to stay healthy. Red food like raspberries and pink grapefruit, for instance, have many health benefits. They are rich in minerals such as potassium and iron, and are packed full of anthocyanins. These substances are powerful antioxidants that protect cells from damage.

E. _____. Back when we were hunger-gatherers, we **relied** on colour to identify what food was good to eat. We learned to avoid food that was blue/black because this colour is usually a sign that food is **rotten**. **Conversely**, we came to love brightly coloured food because **vibrant** colours are usually a sign that food is fresh and full of goodness.

F. _____. Avocados, green apples and limes are just some of the **veritable bounty** of green foods that are good for us. Green foods are rich in vitamins A, K and E, as well as fibre and calcium. Eating green foods reduces the risk of colon cancer, **ensures** strong bones and healthy eyes and can speed healing time by 25 per cent.



G. _____. In taste tests, when flavourless yellow colouring is added to vanilla ice cream, people think they are eating banana or lemon ice cream. Equally, when blue food dye is added to prime steak, people eating it believe it is rancid. Our brain, in other words, **reinterprets** the true flavours present in food in the light of the colours present!

9. Read the text and match each paragraph with a short summary.

Paragraph 1: The popularity of other forms of chocolate.

Paragraph 2: Chocolate spreading to Europe.

Paragraph 3: How chocolate may be good for you.

Paragraph 4: The most “chocoholic” country in the world.

Paragraph 5: The origins of chocolate.

1. Good news for chocoholics: the treat preferred by millions all over the world is good for you, according to American researchers at the University of California. Chocolate contains substances called flavonoids that can help maintain a healthy heart and good circulation. The researchers have discovered that cocoa acts like aspirin and that eating a bar of chocolate once in a while may contribute to a healthy diet.



Chocolate has also been shown to release endorphins in the body: these chemicals help to reduce pain and stress and make you feel happy.

2. But who first discovered this wonderful way of keeping healthy? The Olympic Indians of Mexico and Central America were the first to grow cocoa beans, in about 1500 BC, and the Mayas were drinking unsweetened cocoa hundreds of years before it became fashionable in Europe. The word “chocolate” comes from the Nahuatl word xocolatl, which means “bitter water”.



3. In 1544, a delegation of Mayan nobles visited Philip of Spain and gave him jars of cocoa as a gift. Cocoa soon became fashionable in Spain and Portugal. The Spanish were the first to add sugar to their cocoa drink. In the 17th century, chocolate was becoming fashionable with the middle-classes, not only as a drink but also as a medicine.

4. By the middle of the century, solid chocolate was becoming familiar. In 1753, a Swedish scientist renamed cocoa theobroma or “food for the gods”. In 1765, James Baker and John Hanan opened the first chocolate mill in the United States, introducing chocolate to the average citizen. In 1876, in Switzerland, Daniel Peter had the idea of adding milk in the chocolate-making process and produced the first milk chocolate.



5. Since then, chocolate has grown enormously in popularity. One of the biggest chocolate-eating nations is Britain where the average man, woman, and child eats a staggering nine kilos of chocolate a year! In fact, chocolate is the number one comfort food and there are more “chocoholics” in Britain than anywhere else in the world. Researchers warn that although chocolate is good for you, it should be eaten in small quantities – and with no added milk.

10. Scan the text and guess the meaning of the words in bold. Read the text and complete the gaps A–F with the parts of the sentences 1–7. One part is extra.

1. encourages tourism in the region
2. due to a period of severe drought
3. of back-to-back entertainment
4. to reach a melon
5. so anything you purchase is guaranteed to be homemade
6. you can learn how to grow super-large melons
7. it's easy to see what's meant

If you like melons, you might like to head to the small town of Chinchilla in Queensland, Australia in February for its **biennial** Melon Festival. Chinchilla produces about 25% of Australia’s melons and is known as the country’s “melon capital”. The first melon festival took place in 1994, following crop failures in the early 1990s A. _____. Today it is a truly international event that promotes the melon industry and B. _____. However, the locals say it’s also about lifting spirits and having fun. Judging by the **mayhem** at the festival, C. _____!



Thousands of visitors flock to Chinchilla every two years to take part in the fun days D. _____. There is a **mind-blowing** variety of activities, including competitions, concerts, beach parties and even a rodeo. If you want to participate in the street parade, you can win a cash prize for your costume and your entry is free. Colourful **stalls** will also attract your attention with all sorts of things the locals have made themselves. They **qualify** to rent a stall if they “Make it, bake it, sew it or grow it”, E. _____!

The real fun starts with the melon contests, though. One popular activity is “melon skiing”. **Participants** stick their feet into squishy watermelons and ski down a slope of soap and **squashed** melons. It’s difficult to do but spectators find it hilarious. Another crazy activity is “melon bungee”. Players are attached to an elastic cord and race each other across a **slippery** floor F. _____. There are also melon Iron Man and Iron Woman contests, as well as a competition in which contestants try to break open as many melons as they can using nothing but their heads!



LISTENING SKILL BUILDER

1. Listen to the text and say whether the statements are true or false.

a.	The scientists who conducted this study were in Switzerland.	T	F
b.	Men produce as much as 20 times more testosterone than women.	T	F
c.	Testosterone is linked to men taking more risks in life.	T	F
d.	A report author said the findings confirmed other research in this area.	T	F
e.	A study looked at how 114 men and women perceived spicy food.	T	F
f.	Researchers tested the saliva of men to find a testosterone-spice link.	T	F
g.	Britain's health service said the findings showed a definite link.	T	F
h.	The health service said only a few things made men eat spicy food.	T	F

2. Listen to the text in exercise 1 again and match the phrases 1–10 with the phrases a–j.

- | | |
|---|---------------------------|
| 1. high levels of testosterone | a. greater rate |
| 2. Testosterone is a hormone | b. prove a definite link |
| 3. Men generally produce it at a 20 times | c. with a lot of research |
| 4. a sign of male bravado and | d. of mashed potatoes |
| 5. the findings of his study were in line | e. and steroid |
| 6. add a hot pepper sauce to a dish | f. of testosterone |
| 7. evaluate the spiciness | g. in men |
| 8. the ones with higher levels | h. for spicy food |
| 9. the study was too small to | i. of what they ate |
| 10. other things could influence a preference | j. masculinity |

3. Listen to the text and fill in the gaps. Then answer the questions below.

Millions of people (1) take dietary supplements in the belief that they will boost their health. New research casts doubt on the (2)..... pills and tablets. A new report from the American organisation Consumer Reports (CR) found (3)..... from supplements that included vitamins, probiotics, and weight loss pills. CR said the biggest problem with supplements (4)..... largely unregulated. While medicinal drugs have

to be tested for safety and effectiveness, dietary supplements (5)..... government approval in many countries. This means that consumers are largely in the dark regarding the ingredients of the supplements and how the body (6)..... Lisa Gill, an editor at CR, said the report (7) many supplements were. She said they could (8) kidney failure requiring kidney transplants, (9) problems. Gill added: “Just because it’s not prescription, you say, ‘oh, it’s safe,’ but that’s not necessarily true”. Gill (10) avoid 15 ingredients commonly found in supplements, including red yeast and caffeine powder. She warned: “There have been (11) with each of these”. She told people to seek medical help before taking supplements. She said: “Tell your doctor and your pharmacist what you’re taking. Treat it (12) It’s that important. It’s really about your health”.



1. What do people think dietary supplements will do to their health?
2. What does new research cast on the benefits of supplements?
3. What does the article say is the biggest problem with supplements?
4. What does the article say needed to be tested for safety?
5. Where are consumers regarding knowledge of what’s in supplements?
6. What is Lisa Gill’s job?
7. What could happen to your liver or kidneys because of supplements?
8. How many ingredients did Lisa Gill advise people to avoid?
9. What kind of powder was mentioned?
10. What does Lisa Gill tell us to treat supplements like?

4. Listen to the text and choose the correct answer.

1 For whom is there potentially good news?

a) tea farmers	b) coffee lovers	c) Imperial College London	d) researchers
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2 How long was the research that was mentioned in the article?

a) 8 years	b) 10 years	c) 12 years	d) 16 years
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3) How many people’s health data did researchers look at?

a) over 5,000,000	b) fewer than half a million	c) more than 500,000	d) a million and a half
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4) What did researchers say drinking more coffee was linked to?

- a) a lower risk of death b) poverty c) heart disease d) energy

5) What did researchers say was stronger in coffee drinkers?

- a) the stomach b) the immune system c) the heart d) the kidneys

6) Who suggested coffee drinkers may be healthier because they are richer?

- a) health experts b) coffee lovers c) tea farmers d) sociologists

7) What did the researchers say socializing might increase?

- a) happiness b) a circle of friends c) wellbeing d) money

8) What did the researchers caution against?

- a) drinking too much coffee; b) caffeine; c) social activity d) insomnia

9) What is the upper level of safe caffeine intake?

- a) 400 kg; b) 400 ml; c) 400 g; d) 400 mg

10) What kind of attacks did the article say lots of caffeine could cause?

- a) asthma attacks b) cyber attacks c) panic attacks d) caffeine attacks

5. Listen to the text and answer the questions.

- Who found that people eat more vegetables if they have trendy labels?
- How many diners did researchers conduct research on?
- In how many different ways did researchers label vegetables?
- What kind of dressing did a carrot dish have?
- What shape were the carrots that were given a trendy label?
- What kind of choice did researchers give to diners?
- What name was given to a chilli dish?
- How much more popular were dishes with trendy labels than basic labels?
- What did researchers say labels can influence?
- What can labels affect regarding our thoughts about food?





SPEAKING SKILL BUILDER

1. Discuss the following with your partner.

What do you know about food issues? What do you know about the topics below? Are these topics common/widely discussed in your country? Is the issue of food important in your society?

1. Organic food
2. Fair trade products
3. Farm-to-table restaurants
4. Slow food

2. Read the dialogue and role-play it with your partner. Then make up a similar one.



It's 8 pm. Mr Smith (Jack) and Mrs Smith (Jill) are celebrating their 10th wedding anniversary. They have just arrived at the restaurant

Mr Smith: Well, here we are. What do you think?

Mrs Smith: It's lovely, Jack. Are you sure we can afford it?

Mr Smith: Well, I may have to do some washing up, but you're worth it.

The waiter arrives.

Waiter: Good evening sir, madam.

Mr Smith: Good evening. We have a reservation for a table for two in the name of Smith.

Waiter: Yes, sir. May I take your coats?

Waiter takes their coats and hangs them up.

Mr & Mrs Smith: Thank you.

Waiter: You're welcome. Would you like to come to the table or would you prefer to order in the bar?

Mr Smith: I wouldn't mind an aperitif. We'll order in the bar.

Waiter: Please, follow me, I'll bring you the menu in a moment.

Mr & Mrs Smith order their drinks at the bar and sit down to look at the menu.

Mrs Smith: Oh dear Jack, it's all in French!

Mr Smith: Well, that's what we're paying for. Don't worry I've got an idea.

Waiter: Are you ready to order sir?

Mr Smith: Not really. Could you recommend something?

Waiter: Certainly, sir. The fresh lobster is particularly good this evening, and for starters may I recommend a light consomme?

Mr Smith: Sounds lovely, what do you think dear?

Mrs Smith: Oh yes, I love lobster.

Waiter: So, that's two consommés and two lobsters. Would you like anything to drink?

Mr Smith: Why don't you bring us what you think will go best? Nothing too expensive though.

Waiter: No problem sir. I'll call you as soon as your table is ready.

The waiter walks away.

Mrs Smith: You are clever Jack, but what about dessert?

Mr Smith: Don't worry, they bring round a sweet trolley, so we just point at what we fancy!

A while later Mr & Mrs Smith have finished eating and are drinking their coffee.

Waiter: Was everything to your satisfaction?

Mr & Mrs Smith: Yes, lovely thank you.

Mr Smith: The whole meal was delicious, our compliments to the chef. Unfortunately we have to be back for the baby-sitter so could we pay now?

Waiter: Certainly sir, I'll bring you the bill. Would you like me to order you a taxi?

Mr Smith: Yes, that would be great, thank you.

Mrs Smith: What a nice man, we must leave him a good tip.

Mr Smith: Yes, of course.

3. Describe one of your favourite meals or a good meal you have had this week to your partner.

How did it taste? Was it spicy? What kinds of food do you like?

Ask a class mate about the kinds of food she/he likes. Tell the class what you have found out.

4. Practise speaking as it is given in the models.

Model:

A: Would you like a cup of tea? Would you like a piece of cake? What would you like?	B: Yes, please. No, thank you. We'd like some ice-cream.
A: Would you like apple pie? What kind of pie would you like? Would you like some juice? What kind of juice would you like?	B: No, thanks. I'd like chocolate cream pie. Yes, please. I'd like some apple juice.

5. Read the food sayings and explain your understanding of their morale.

"What is food to one man may be fierce poison to others."	Lucretius
"There is no love sincerer than the love of food."	George Bernard Shaw
"One should eat to live, not live to eat."	Benjamin Franklin
Gluttony kills more than the sword.	an American proverb
"No man is lonely while eating spaghetti; it requires so much attention."	Christopher Morley
"When one has tasted watermelon, he knows what the angels eat."	Mark Twain
"Man does not live by bread alone."	Moses
Roasted ducks don't fly into your mouth.	a proverb
"One cannot think well, love well, sleep well, if one has not dined well."	Virginia Woolf

6. Read the poem and learn it by heart.**Food**

Food, food I love you so,
 People say go on a diet, but what do they know.
 Food, food you make me grow,
 You are the one on that makes me glow.

Burgers and fries,
 They are the one that stifles my hunger cries.
 Popcorn chicken and buffalo wings,
 Whenever I see you, with joy my heart sings.

Smoothies and milkshake,
 They all go great with a nice chocolate cake.
 Ice cream and whip cream,
 Why couldn't I get you out of my dream?

Food, food I love you so.
 I will always love you wherever I go.
 Food, food you may not know,
 But in my life, you play the leading role.

(by Jing Han)

**7. Interview your classmates. Make a survey and then get ready with your report about what you have found out.**

What do you usually have for breakfast?
 Where do you usually have lunch?
 What do you typically have for lunch?
 Where do you usually have dinner?
 What time do you usually eat dinner?
 Do you go to fast-food restaurants often?
 How often do you eat at restaurants?
 Do you usually leave a tip?
 How often do you order food at your home?
 Do you ever order pizza?
 Do you ever order Chinese food?
 What is your favorite food? How often do you eat it?
 Do you enjoy spicy food? What is the hottest food you've eaten?
 Have you ever had food that was so hot you couldn't eat it?



Reporting results:

The majority of the pupils in this class ...

Most pupils in this class ...

Quite a few pupils in this class ...
About half of the pupils in this class ...
Hardly any of the pupils in this class ...
Almost no one in this class ...

8. Use the expressions given below and make up a conversation to order food in a restaurant.

I'd like the, please.
 For a starter I'll have a bowl of soup and a roast beef for the main course.
 Could I have chips instead of new potatoes, please?
 Good evening, my name is Hand. I have a table booked for six.
 Could we have an extra chair, please?
 Could we have a table over there, please?
 What is the house special today?
 Is there anything you would recommend?
 Could I see the wine menu, please?
 I'll have a bottle of the South African Cabernet Sauvignon.
 I'll have a glass of house red/white, please.
 Which wine would you recommend?
 Do you have the menu in English/German/French ..., please?
 Do you have a high chair for young children, please?
 I'm sorry but I asked for a table by the window.



Grandma says it's important to use the proper fork when you eat in a restaurant. What's a fork?



I'm going to order a broiled skinless chicken breast, but I want you to bring me lasagna and garlic bread by mistake.

9. Work in small groups. Answer the questions below.

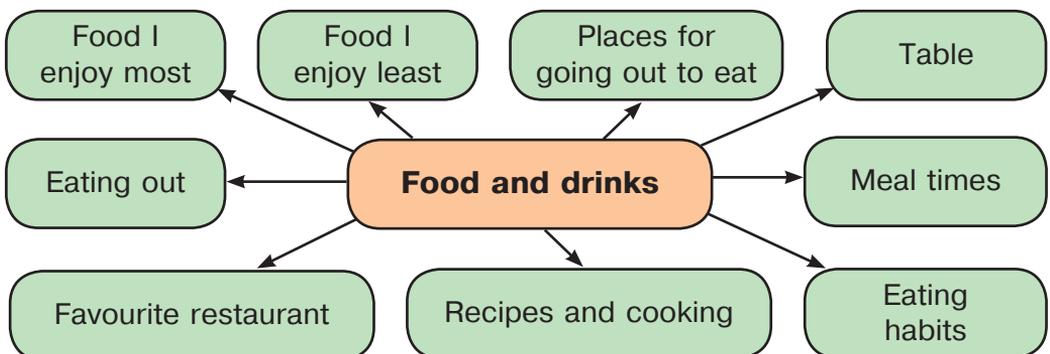
1. Have you had breakfast this morning? What did you have for dinner yesterday?
2. Who do you eat breakfast with? Who do you eat lunch with?

3. What is your favorite fast-food restaurant? Do you prefer fast-food or your mom's cooking?
4. What is your least favorite food?
5. Who cooks in your family? Who is a better cook: your mother or father?
6. What do you know how to cook well?
7. Do you think about color when you are preparing a meal?
8. How often do you eat bread? How often do you eat fresh fruit?
9. What do you eat when you feel sad? What kind of food do you like to eat when you are angry?
10. What kind of desserts do you like to eat?
11. What do you like to drink?
12. What foods have you tasted which you will never forget for the rest of your life?
13. What is the food you like about your country? What is the last meal you cooked for someone else?
14. What is the most expensive meal you have ever eaten?
15. What kind of food you think is the least healthy? What kind of food you think is the most healthy?

10. Speak about the eating habits in your family. Then say whether your family enjoys healthy or unhealthy food. There is a model to help you.

Model: We usually have a very light breakfast. My mother fries eggs and bacon. Sometimes I have some porridge or other cereals. I very often have dinner at school because my parents don't go home for dinner. In the evening we have a substantial supper which consists of home-made meals. We rarely go out for supper. Occasionally we buy semi-processed food which is not very healthy. So in general my family enjoys a healthy diet.

11. Get ready to speak on the topic "Food and drinks". Use the mind-map given below.





WRITING SKILL BUILDER

Writing a formal letter of advice

Introduction:

Paragraph 1: Make the purpose of your letter clear and show understanding.

Example: Having read your problem
 I was sorry to read about your problem
 I understand how you feel and
 I was in the same situation you are a few years ago

Main body:

Paragraph 2: Give your advice to help the person solve the problem.

Example: It would/ might be a good idea to
 I strongly advise you to/ not to
 First of all, it's very important for you to/ not to
 The best thing for you to do is

Paragraph 3: Give another possible solution to the problem. Describe the positive changes that might take place after following your piece of advice.

Example: I think you should also try to, This will help you to,
 Another possible solution/way out of the situation might be to
 It could bring positive changes to

Conclusion:

Express hope or encouragement for a better change and sign off.

Example: Summing up,,
 Finally, I'm sure if you follow these pieces of advice, you will see that things will get better soon
 Good luck,

1. Scan the letter to a problem column in a newspaper to find out what the main problem is.

Dear readers,

I'm the director of a company and the father of two wonderful kids. Just lately, I've started skipping their school concerts and sports events. I'm so terribly overweight that I can't fit into a chair or squeeze in between tables, so I find excuses not to go. It's become so embarrassing that I can't face it. The more I avoid going to these events, the guiltier I feel. The weight situation is connected to my work, I think. As a company director, I have to attend a lot of business lunches, and anyway, I love food. I have to eat out three, sometimes four times a week. It's all become a vicious circle, and I guess I need some help, but I'm not sure where to start.

Nicholas

2. Read the responses to the letter from exercise 1 and say which one is more helpful. Write your response to the problem letter.

Letter 1.

Dear Nicholas,

Thanks for sharing your problem with the readers. A lot of people suffer from a similar problem, but they don't have courage to face it and speak about it. It is definitely a serious situation, but I am sure there could be found a good solution.

Why don't you try taking up a hobby like cycling? It's excellent exercise. You could go to work by bike – it's cheaper and healthier!

Another idea is to invite your colleagues to your house for dinner. You could plan low-fat dinners, and it would also be much cheaper than all those expensive restaurants!

*Good luck,
Jane*

Letter 2.

Dear Nicholas,

If I were in your position, I'd get a good vegetarian cookbook and learn how to cook. That means your wife would have less housework, too, and more free time to spend with children.

When you don't have a business lunch, maybe you could skip lunch. You could also get more work done if you didn't go out for lunch every day!

*I hope these tips are helpful,
Steve*

3. Put the letter in the correct order. Then write a letter of advice to the problem mentioned in the letter below.

She says she doesn't have time and she doesn't want to be late for school. For example, most mornings she leaves without having breakfast! In the evenings, I try to make her have a proper, healthy meal. I'm sure she isn't eating properly. I'm sure she doesn't eat a proper lunch, either. I'm really worried about my daughter. I think she eats these to save money, which she spends on clothes.

Dear Readers,
 I think she just eats candy and chips because I find the wrappers in her bag.
 but she says she hates vegetables and refuses to eat it. What can I do?
 Yours sincerely, Tina Carter

4. Read the recipe for Ukrainian borschch. Then make up your own recipe of some Ukrainian national dish and write it in your exercise book.

Wash beets. Cut off tops and tails. Cook beets with skin in just enough water to cover for about 15-20 minutes; let cool. Save the red water. Peel skins; shred beets and put aside for later.

Shred 1/2 head cabbage, 4 carrots, 1 large onion, 2 cloves garlic, and celery in food processor. Bring 8 cups water to boil, adding 8 bouillon cubes. Stir until dissolved.

Add shredded vegetables (except beets) and cook about 1/2 hour. Now add beets and red water. Add some lemon juice, gradually, to taste. Also add salt and pepper to taste.

Wash fresh bunch of dill, shred and put into borschch. Enjoy. Tastes even better next day. Heat but do not bring to boil.





LET'S REVISE AND PRACTISE

1. Match the pictures with the conversations.



A. Pizza place



B. Steakhouse



C. Seafood restaurant



D. Cafe

1. What kind of food do they serve? – Shrimp, crab, lobster and fish.
2. Where would you like to go for lunch? – Let's go to a pizza place.
3. Where do you want to go for lunch? – I feel like a light lunch. Let's go to the cafe.
4. What kind of food would you like? – How about steak?

2. Read the text and say whether the statements after it are true or false. Correct the false ones.

In Britain it is very difficult to find a place where you can try the national British meals. On the contrary, there is a wide variety of international restaurants in the UK: Indian, Chinese and Italian restaurants are especially popular, but there are also many others. Apart from restaurants, there are also many take-aways, where you can buy cooked meals to take home.

There are many cafes and bars in the UK, many of them are self-service. Sometimes a waiter or waitress will serve you at the table.

Although the correct name for a midday meal is lunch, many English families call it "dinner". What is interesting enough is that English people do not wish each other "Good Appetite".

Tea is the number one drink in Britain and the average person has about four cups of tea a day.

1. If you are in Britain it is quite easy to find a typical British meal.
2. There are three meals in Britain: breakfast, lunch and supper.
3. All restaurants in the UK are of a take-away type.
4. It is OK during meals not to wish "Good Appetite" in Britain.
5. Coffee is as popular as tea in the UK.
6. You must serve yourself in all British cafes and bars.

3. Read the text and say if the statements are true or false.*The contents of fruit*

As the interest in nutrition increases and people are getting more and more conscious about what they eat, the interest in fruit and its contents also grows. But we still don't know that much about fruit and there is much to discover about the substances that fruit contains. We know it is healthy for us, and that people who are sick can be cured by a diet of raw fruits and vegetables. Even cancer can sometimes be cured by this diet but which substances fruit contains is a mystery.

Water in fruit

Planet earth is covered with water for 70%. The human body consists of 80% of water. So what should humans eat: food that contains 80% of water? If you think about it, it is very logical to have food that contains much water. You say, then I just drink 8 to 12 glasses of water each day, so I can have as much food that doesn't contain much water as I want. Bad luck, this won't work. You cannot cleanse your body by flooding it with water. Instead of drowning your body, you only have to eat food that is rich in water: fruit, fruit juices and vegetables.

Why is it better to consume food that has lots of water in it?

All the fixed substances that you consume have to be digested. A steak for instance can take 8-10 hours to digest, while a fruit salad only takes about 30 minutes! If you squeeze the fruit salad and drink the juice, your body can integrate the nutritious elements even faster. In this way your body can use its energy for other purposes than digesting. For example thinking or detoxifying.

Let's take a closer look at how *our body extracts energy from food*.

Everything you eat or drink has to be digested to extract the energy from it. Your body can extract energy from food in two ways: burning with oxygen, for sugar and fat (fruit); burning without oxygen, for proteins (meat/dairy).

The energy fruit contains is in the form of sugars (glucose). Your body can easily turn this glucose into energy by using oxygen. When the body burns the sugars with the help of oxygen there are waste products produced. The waste products of this chemical reaction are water and carbon-dioxide. Your body can use the water and disposes off the carbon-dioxide through the lungs by breathing. It is a very quick, clean and easy way to extract energy.

Fruit juice takes only about 15 minutes and raw fruit about 30 minutes to digest!

- | | |
|--|--|
| 1. Fruit contains a lot of vitamins. | 5. In order to supply your body with water you just have to drink 8-12 glasses of water every day. |
| 2. When a person eats a lot of fruit he/she can be cured of many serious diseases. | 6. Fruits are necessary for people to extract energy. |
| 3. There is 50% of water in any fruit. | 7. It is very easy for our organism to extract energy from fruits that we consume. |
| 4. Our body consists of water for 50%. | |

4. Read the text and choose the correct item.

Governments in the United States and United Kingdom are (1) a war on sugar (2) the interests of public health. Both countries claim that the overconsumption of sugar by much of the population is detrimental to people's (3)-being. On Thursday, the U.S. government issued new dietary guidelines that strongly (4) people receive less than 10 per cent of their daily calorie intake from added sugar. On the same day, British Prime Minister David Cameron said he had not (5) out the idea of a tax on sugar to encourage consumers to buy food with reduced levels of the sweet stuff. Politicians in the U.K. are debating how a reduction in the intake of sugar could help (6) Britain's rising rates of obesity.



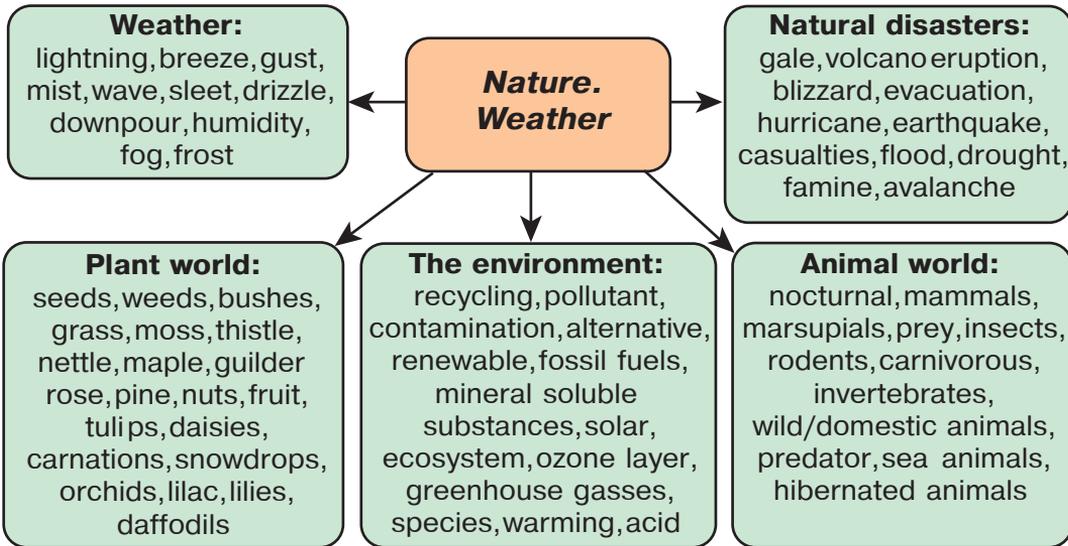
The American and British governments both (7) a study conducted in Mexico that showed a tax on sugary, carbonated drinks led to a reduction (8) consumption. The tax was implemented on January 1, 2014 and purchases of the taxed beverages (9) down by 12 per cent by December of that year. Sales of mineral water increased by four per cent (10) the same period. An alternative to taxing sugared drinks is to reduce the level of sugar in them. Researchers at Queen Mary University in London say that reducing the sugar (11) in sugarsweetened drinks by 40 per cent over five years could prevent one million (12) of obesity in the U.K. Researchers say people might not even notice the changes.

	A	B	C	D
1.	raging	engaging	waging	purging
2.	in	of	by	at
3.	well	good	nice	healthy
4.	recommend	recommendation	recommends	recommending
5.	leveled	ruled	erased	straightened
6.	punish	direct	concur	alleviate
7.	sight	site	cite	sit
8.	at	by	on	in
9.	went	crashed	fell	hovered
10.	around	over	about	up
11.	index	content	bibliography	title
12.	boxes	bags	cases	file

Culture corner: times for eating meals in different countries. What time do people usually have their meals in Ukraine?

UNIT 4. THE NATURE. THE WEATHER

VOCABULARY BUILDER



1. Fill in the blanks with the words from Weather Vocabulary box.

1. The snow turned to and made driving very dangerous.
2. Weathermen say the heat will continue for another week.
3. Tom was caught in a heavy on the way home and got soaked to the bone.
4. You must be very careful when driving in thick
5. A sudden of wind blew a letter out of his hands.
6. It was so cold last night that the windows were covered in
7. You don't need an umbrella, it's only a slight outside.
8. Although it was rather hot, a gentle from the sea made the walking rather pleasant.
9. When we woke up in the morning, we could see the mountain tops veiled in a fine
10. The temperature is forecasted to 38 degrees centigrade with at 75 percent.
11. The largest piece of fell during a thunderstorm in South Dakota, USA.

2. Choose the word that best completes the idiom.

1. Mark won't go to school today. He seems to have a fever. He feels a little **under the temperature/weather**.
2. Jane was **on sky/cloud nine** when she was presented a huge bouquet of roses.

3. His father **had a face like lightning/ thunder** when he heard the truth.
4. We couldn't go out as it was **pouring cats and dogs/ cats and mice**.
5. Thanks for the news. It really **shined / brightened up my day**.
6. Don't **chase raindrops/ rainbows**, Jane. You'll never pass that test.
7. Don't worry about me, I'm **as right as rain/sun** after my knee operation.
8. Our English exam **was a breeze/monsoon**. I'm sure I'll get top marks.
9. I'll be there to help you with your homework **come rain/thunder or shine**.
10. I couldn't buy the tickets for the show tonight, but **every cloud has a silver lightning/lining** and now I can spend more time reading an interesting book.

3. Look at the pictures and label them with appropriate weather idioms from Exercise 2.



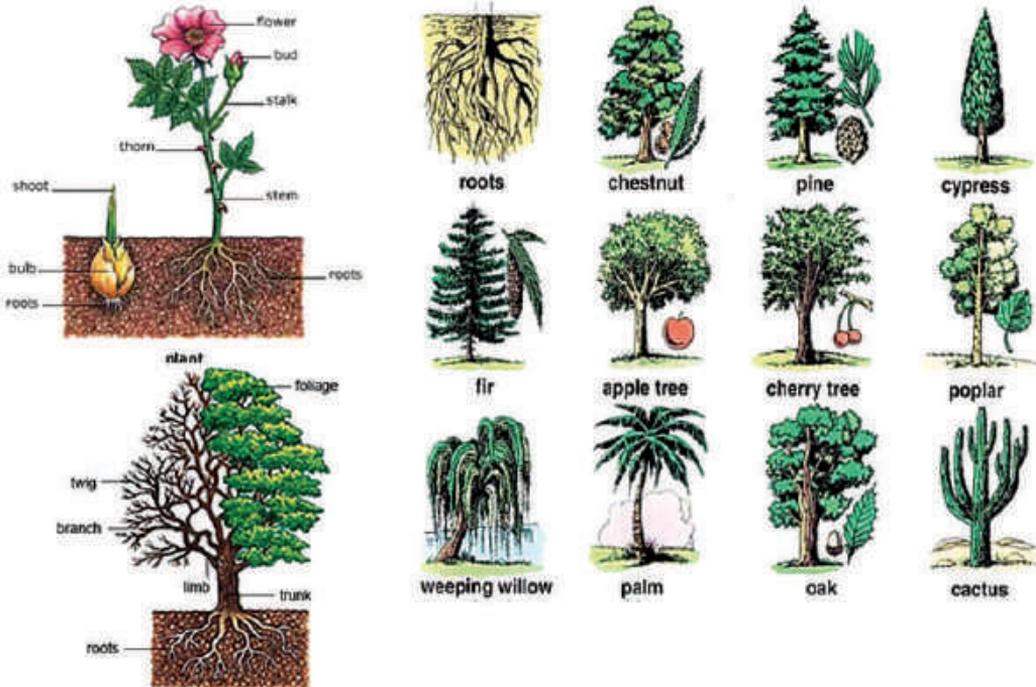
- a. _____ b. _____ c. _____ d. _____ e. _____

4. Read the news reports below. Choose the right item to complete the sentences. Use the "Natural disasters" Vocabulary box.

1. A(n) (a. collection; b. evacuation; c. protection; d. selection) of people living around Mount Merapi in Indonesia has begun in the last few hours. Experts fear an active (a. display; b. performance; c. eruption; d. throw) may take place in the next few days. Numerous (a. casuals; b. commons; c. cases; d. casualties) could result if people remain in the area. Authorities have set up emergency shelters for locals 20 kilometres away from the (a. volcano; b. avalanche; c. lava; d. flood).

2. People in the English town of Kendhom experienced another night of nasty weather yesterday. Extreme (a. breezes; b. monsoons; c. gales; d. drizzles) coming in from the west coast continue to cause damage to local properties. (a. blizzards; b. sleet; c. winds; d. floods) and the bitter cold have forced a number of families to leave the area. Emergency services are on standby to evacuate others if necessary.

5. Look at the pictures and study the words.



6. Complete the sentences with the correct form of the words from exercise 5.

1. The of a tree absorb sunlight and help make glucose for the tree.
2. The main part of a tree is called the
3. The of a tree absorb water and minerals from the ground.
4. Birds like to sit on the of trees.
5. The trunk of a tree is covered in
6. Deciduous trees are those which lose their in autumn.
7. Branches of a tree consist of smaller
8. Guilder rose and weeping are Ukrainian symbols.
9. trees are usually present in every home at Christmas.
10. Ukrainian climate is not favourable for trees.

7. Look at the pictures and complete the table below. The words may repeat in columns. Use the "Animal world" Vocabulary box.

Nocturnal animals	Mammals	Marsupials	Insects	Hibernating animals	Rodents	Carnivorous animals

Invertebrates	Wild animals	Domestic animals	Fish	Birds	Sea animals	Reptiles



8. Fill in the blanks with the words from the "Environment" Vocabulary Builder.

1. By glass, metal and paper, we save energy.
2. Scientists have detected holes in the , which will allow harmful radiation to reach the surface of the Earth.
3. Some gases trap heat in the Earth's atmosphere, causing the so-called "..... effect".
4. Heavy industry causes a great deal of air
5. Solar energy and wind energy are sometimes called "....." energy because they are used instead of coal, oil and gas.
6. panels use the sun's energy to heat water.
7. Human activity has destroyed many animal A lot of them are in danger of extinction.
8. Coal, oil and gas are known as fuels.
9. Damage has been caused to forests by rains.
10. People continue to create new which damage the quality of soils.

9. Choose the correct items to complete the texts.

A. Lurking at the end of the garden, a(n) 1. awaits its 2. But this isn't a fox or a bird, this predator is a plant. Believe it or not, there are many types of plants that are 3. , or meat eaters. They feed on small 4. , and have developed a variety of interesting ways to catch their favourite food. The Venus flytrap uses a "snap trap", where the plant slams strong 5. together to trap the insect 6. A "pitfall trap" is when a plant has a large space inside, shaped like a cup, that's full of sweet smelling 7. to courageous visitors. Insects fall into it, trying to reach the food and are unable to 8. back out. Some clever plants even use "flypaper trap", where they cover themselves with a sticky 9. so that any insects that land on them quickly become stuck. Although these hungry plants may sound like terrible monsters, humans have nothing to worry about. Some carnivorous 10. are actually used to make helpful medications.

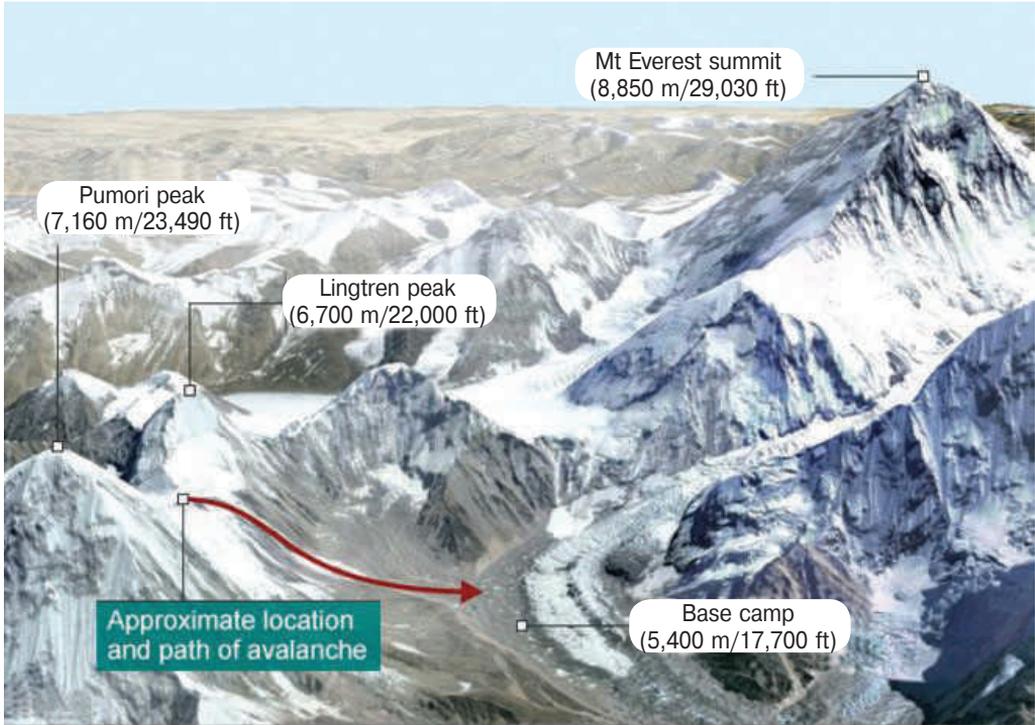


	A	B	C	D
1.	animal	predator	prey	victim
2.	prey	friend	victim	enemy
3.	nocturnal	hibernating	marsupial	carnivorous
4.	grass	birds	insects	animals
5.	leaves	stems	roots	twigs
6.	outside	inside	backwards	upwards
7.	thing	material	present	liquid
8.	walk	slide	crawl	jump
9.	substance	liquid	glue	cream
10.	animals	birds	trees	plants

B. At 11:56 am on the 25th of April, 2015, a catastrophic 1. hit the small, mountainous country of Nepal. The 2. in the ground travelled across the country, 3. shaking everything in their 4. On Mount Everest, the world's tallest 5. , the earthquake caused a massive 6. Thousands of tonnes of snow swept down the mountain like a huge, white wave, carrying away everybody present there.

Scientists had been warning people in Nepal for decades that an earthquake could 7. a lot of damage. Buildings in the country were often made quickly and cheaply, without any 8. systems. As a result, when the first earthquake 9. hit the country, thousands of buildings and temples were destroyed and many people were 10.

4 UNIT



	A	B	C	D
1.	volcano	earthquake	tsunami	hurricane
2.	lavas	ashes	vibrations	winds
3.	gently	terribly	violently	tenderly
4.	road	path	walk	route
5.	range	summit	top	mountain
6.	avalanche	landslide	lava	tornado
7.	destroy	bring	cause	make
8.	protection	survival	construction	guarding
9.	gusts	shots	blows	tremors
10.	damaged	injured	scratched	ruined



GRAMMAR BUILDER

Indirect object + direct object

A small but important group of verbs take not one object but two objects. When there are two objects in a sentence, the objects are called the indirect object (IO) and the direct object (DO). The two objects occur in a fixed order: the indirect object always precedes the direct object. If the order is changed then the indirect object should be turned into the prepositional object.

For example,

*Jane gave **the teacher her report**.* – In this sentence, “report” is the direct object and “the teacher” is the indirect object.

*Jane gave her **report to the teacher**.* – In this sentence, the order of objects is changed, thus the indirect object turned into the prepositional object “to” + “the teacher”.

1. Find the direct and indirect objects in the sentences below. Mark them with the signs “IO” or “DO”. Change the order of objects making the necessary changes in the sentence. There is a model to help you.

Model: I offered my friend a lift to the train station. – I offered a lift to the station for my friend.

“friend” – IO; “lift” – DO

1. Please order me a toasted bagel with cream cheese.
2. My brother teaches college students advanced calculus.
3. Could you read the kids a bedtime story before it gets too late?
4. I did him a big favour once.
5. Pass us some plates and the cutlery, will you?
6. We should give the people working at the desk a short break.
7. Let's arrange her a nice dinner for her birthday.
8. We saved you a piece of birthday cake.
9. We should write them a “thank-you” note for their gift.
10. We should show the visitors the new art gallery.
11. I owed my cousin a big favour.
12. The real estate agent found my parents a terrific apartment. The music teacher taught Janet a new piano sonata today.
13. Would you read everybody the message again, please?
14. Please give Mrs. Jackson our best wishes.
15. Susan bought her rabbit some food.
16. Katie brought her hamster a new cage.

2. Scan the texts in this unit and find the sentences which contain both direct and indirect objects. Write the sentences in your copy-books.

Adverbial clauses of result, consequence and purpose

Clauses of result or consequence	Clauses of purpose
<p><i>So that / in order that:</i> He drove fast so that he could get to work on time. Emergency-room doctors work long hours, so they rarely get enough sleep. / Emergency-room doctors work such long hours that they rarely get enough sleep.</p>	<p><i>So...that / such... that:</i> He drove so fast that he got a speeding ticket.</p>

3. Combine the following pairs of sentences as in the model. Define the type of the adverbial clause in the sentences you've made up.

Model: 1) The ground is very dry. The plants are dying. – The ground is **so** dry **that** the plants are dying.

2) My lawyer worked long hours. He wanted to finish the case by the weekend. – My lawyer worked long hours **so that to** finish the case by the weekend.

1. The researchers performed a successful experiment. They called the press immediately.
2. The toxic waste proposal was defeated. The proposers vowed to continue fighting for it.
3. The prices on gas are very big. We'll have to find some alternative sources of energy to keep the households warm in winter.
4. Solar, wind and water energy are all renewable sources of energy. They have a much lower impact on the environment and can help you save money.
5. I take a bag with me when I do shopping. I don't have to use plastic carrier bags.
6. I'll need about 1500 plastic bottles. The building of the greenhouse could take a while, but it's a good way to recycle them.
7. I live on my own anyway. I don't produce that much household refuse.
8. I tend to eat out or get a take-away most nights. I only go to the supermarket occasionally.
9. My garden is quite small. I have a plastic tub which turns the waste into compost without giving off any nasty smells.
10. She paid a lot of money for her electricity bill. She will have to cut on the use of electric appliances at home.
11. There was much steam. We couldn't see a thing.
12. The place looked a mess. I couldn't invite anyone in.
13. I took a taxi. I could arrive on time.
14. Jack has got the flu. He is in bed.
15. I was in a hurry. I took a taxi.
16. I listen to the news in the morning. I know what's happening in the world.
17. Tom goes jogging every day. He will stay fit.

Be going to / Will

Be going to	Will
<p><i>Predictions based on evidence.</i></p> <p><i>Look at the clouds! It's going to rain soon.</i></p> <p>Plans and actions that we intend to do in the future (intentions). Very often either "will" or "be going to" can be used, but when the intention is clearly premeditated "be going to" form is used (everything has been organized for the action to happen).</p> <p><i>I'm going to watch the film next week.</i></p> <p><i>I'm going to redecorate my room (I have already bought some paint).</i></p>	<p><i>Predictions based on guessing the future, usually with the verbs "think", "probably" and "believe".</i></p> <p><i>I think he won't come to the cinema tonight.</i></p> <p>On the spot decisions that we make at the moment of speaking.</p> <p><i>I'm hungry. I'll cook something.</i></p> <p>Offers.</p> <p><i>I'll help you with the wash-up.</i></p> <p>Warnings and threats.</p> <p><i>Be quiet or I'll tell your mother.</i></p> <p>Promises.</p> <p><i>Dad, I won't do it again. I promise.</i></p> <p>Requests.</p> <p><i>Will you help me with my homework?</i></p>

4. Fill in the blanks with be going to or will.

- The fire has gone out! – So it has. I (go) and get some sticks.
- Did you remember to book seats? – Oh'no, I forgot. I (telephone) for them now.
- He has just been taken to hospital with a broken leg. – I'm sorry to hear that. I (send) him some grapes.
- I've hired a typewriter and I (learn) to type.
- I can't understand this letter. – I (call) my son. He (translate) it for you.
- You (buy) meat? – No, I (not eat) meat any more. I (eat) vegetables.
- You've bought a lot of paint. You (redecorate) your kitchen?
- Why are you peeling that bit of garlic? – I (put) it in the stew.
- What you (do) when you grow up? – I (be) an acrobat in a circus.
- What are you going to do with that dress? – I (shorten) the skirt.
- How do I get from here to London Bridge? – I don't know, but I (ask) that policeman.
- Why have you set your alarm to go off at five-thirty? – Because I (get) up then. I've got a lot to do.
- You look frozen. Sit down by the fire and I (make) you a cup of tea.
- They've hired a bulldozer. They (clear) away this rubbish.
- Why are you taking that big basket? – I (buy) a lot of vegetables.
- I've planned my future for the next ten years. – That is very clever of you. What you (do) when you leave the university?

5. Choose the correct item to complete the sentences.

- We (eat) out tonight.

a) are going to go eat	b) be going to go eat	c) will go eat
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2. I (leave) for Spain on Tuesday.

- a) am going to leave b) am be going to leave c) will leave

3. They (wait) for us after the show.

- a) going to wait b) are going to wait c) will wait

4. We..... (get up) early tomorrow morning and go sailing.

- a) are going to get up b) will get up c) are go to get up

5. She (drive) to Orlando.

- a) is going to drive b) is go to drive c) will drive

6. We (go) to the Everglades for our next vacation.

- a) will go b) are go to go c) are going to go

7. You (have) an examination in English tomorrow.

- a) are going to have b) will have c) are go to have

8. They(go) to Brazil by plane.

- a) are to go b) are going to go c) will go

6. Complete the dialogue with the correct item (will or be going to).

Mark: I've decided that I 1. start buying things that will last longer. I hope it 2. cut my electricity bill and save energy!

Tom: That's a good idea, but I don't think it 3. make any difference. There are so many people on the planet; one person can't do much. We 4. need governments to create real change! Like the new underground station that they 5. build one block from your house.

Mark: Are they? Really? That's great! I 6. save so much time! But governments can't do everything. It's obvious that all of us 7. have to find new lifestyles.

Tom: Well, I don't know much about science, but I think scientists 8. provide the solutions not us! Governments just need to work with the scientists.

7. Make positive or negative predictions according to what you believe. Use the clues in brackets.

1. Families more time together (spend).
2. People working in the same company through the Internet, not face to face (talk).
3. Emails by video calls (be replaced).
4. We a female president of the United Nations (have).
5. All companies to show that they have a good environmental record (need).
6. Women's sports as well as men's sports (pay).

8. Look at the pictures and express your predictions based on what you see.



A. _____ B. _____ C. _____ D. _____

9. Match the future forms of the verbs (highlighted in the text) with the uses below.

- A. A future intention (nothing has been organised).
- B. A future arrangement (everything has been organised).
- C. A timetabled event.
- D. A prediction (something you think will happen).

Wildlife charities around the world **are going to spend** millions of pounds on conserving the panda over the next ten years. But is this worth the money?

Wildlife expert and animal lover Chris Davis thinks not, and believes we should leave pandas to die out, because the money can be better spent on other wildlife projects. He also believes the tiger **will die out** in the next 15 years whatever we do, as it is impossible to protect an animal that is worth more dead than alive. Conservation adviser Dr Mark Wedding disagrees and suggests that protecting these animals is our responsibility because without humans, their lives wouldn't be in danger.

Students across the country **are meeting to discuss** this and other wildlife topics at a two-day conference in Sheffield. It **starts** on Wednesday 23rd February at the City Star Hotel, Sheffield. Why not come along and join the debate?

10. Decide whether the sentences denote predictions (P) or intentions (I).

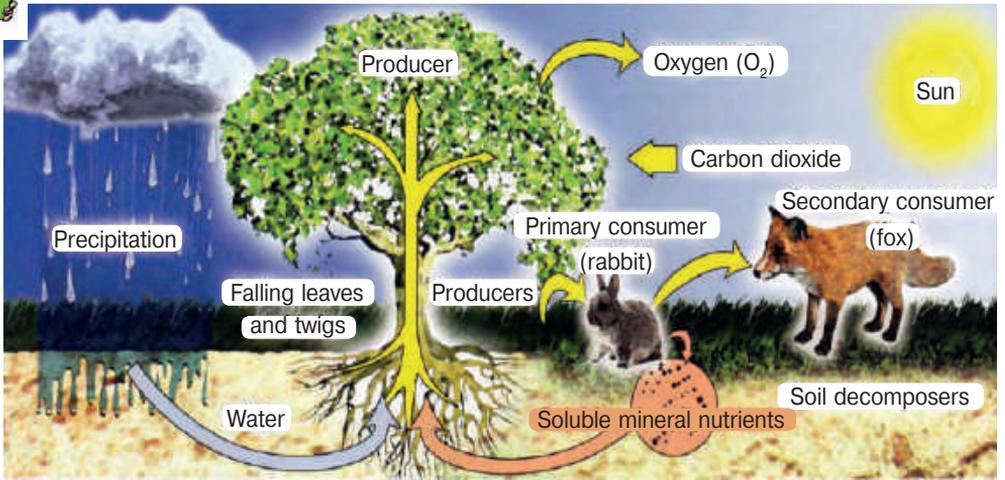
Model: Dinner is going to be ready soon. – P.

Frank is going to make dinner tonight. – I.

1. I'm going to study hard so I can go to university. –
2. She isn't going to get into university. She doesn't study very hard. –
3. We're going to arrive early. There isn't very much traffic. –
4. I'm going to get up early and do some revision tomorrow. –
5. Carrie is going to feel tired. She's working very hard today. –
6. Ryan says he is going to work in a cafe in the summer. –
7. I'm going to watch that programme. It looks interesting. –



READING SKILL BUILDER



1. Look at the picture above and answer the following questions. Then read the text below and check your answers.

- A. Do you know what a food chain is?
- B. Do you think you are a part of it?

Every living organism has a constant relationship with every other element in the environment. An **ecosystem** is a situation where there is interaction between organisms and their environment. An ecosystem can vary in size: it can be a pond, a field, a piece of dead wood or a rainforest.

In an ecosystem, species are connected by food chains. A **food chain** begins when energy from the sun is captured by plants and trees (primary producers) through photosynthesis. Then primary consumers (herbivores) eat plants and later secondary and tertiary consumers (carnivores) eat primary consumers. The energy they create by eating and digesting is lost as waste heat. When animals and plants die, very small bacteria **break down** their tissue (decomposition) and the chemicals (soluble mineral nutrients) that **make up** those living organisms are released into the soil and act as fertilisers to help green plants grow. In this way the food chain starts all over again.

2. Match the two parts of the sentences. Use the text in exercise 1.

1. A food chain begins	a) release chemicals into the soil during decomposition.
2. Carnivores are	b) help green plants grow.
3. Herbivores are	c) primary consumers.

4. When they die, living organisms	d) secondary and tertiary consumers.
5. The chemicals released into the soil	e) when plants and trees capture energy from the sun.

3. Use the picture of a food chain and explain the process in your own words.

4. Read the texts and match the paragraphs with the headings. Then answer the questions below.

- A. Human beings and the ecosystem.
- B. What human ecology is about.
- C. Are human beings different?

Text 1.

1. Ecology often studies ecosystems without humans in them. In fact, humans consider themselves as a separate, unnatural component different from other species of animals in many ways. But we are the species that have the greatest impact on the changes in ecology today.

2. The main difference between humans and other species is that we are conscious beings and we express our ambitions and aspirations through our relationship with the natural world. Our knowledge, principles, values and goals affect our behavior. And we are also influenced by the society, culture, communities. As a consequence, cooperation and conflict between individuals and groups have an impact on our biosphere.

3. Human ecology deals both with the influence of human beings on their environment and with the effect of the environment on human behaviour. It also investigates their strategies to adapt to different situations as they understand their impact on each other better.

- a. Why do humans sometimes consider themselves different from other species?
- b. What are the main differences between human beings and other living beings?
- c. What are we influenced by? What are the consequences?
- d. What does human ecology deal with and investigate?

Text 2.

- A. New choices in materials and energy.
- B. Recent trends in building.
- C. Eco-design: a new attitude.

1. The objective of new building is increasingly becoming that of searching for environmentally-friendly solutions by finding different sources of energy production and paying more attention to the materials used.

2. Thanks to eco-design, the attitude towards the design of a product takes into consideration the environmental impact of it during its life

cycle (which includes its manufacturing, use and disposal). According to eco-design, not only should the material used to create a product be taken into account, but also the waste, the energy and the final emissions created and their environmental impact.

3. The principles of eco-design used in building design and construction range from the choice of materials to the type of energy system the building will use and the disposal of the materials at the end of their useful life. For example, local materials are less expensive, their transport cost is lower and consequently CO2 emissions are also limited. Recyclable and recycled materials can be used provided they do not create further waste during their production or at the end of their lifetime. Renewable and unlimited sources of energy or passive energy systems are always considered (such as green roofs to insulate a building or positioning a building in order to use the sun's rays as a heating method).

- a. What are the objectives of new building?
- b. What are the stages of a product life-cycle?
- c. What are the advantages of local materials?
- d. Which are the types of energy considered?

5. Read the paragraph and choose the correct item.

The 1. of environmentally-friendly buildings is to decrease the 2. of waste material. If a building is designed well, the amount of waste produced by people living in it will be 3. thanks to on-site solutions such as compost bins. 4. , a building is usually demolished at the 5. of its life and most of the waste is taken to landfills, but now, thanks to 6., some material is kept and used again, with 7..... advantages: recycling materials that are still usable (for example, 8.....) and reducing waste. Also waste water from dishwashing or washing machines can be used again, for 9....., and rainwater can be collected for a number of useful purposes.

Converting waste and waste water into fertilizer is a good 10.... for cutting down costs: liquid fertilizer can be created by collecting human and other 11.....

	A	B	C	D
1.	task	objective	purpose	assignment
2.	disposal	number	quantity	level
3.	high	huge	low	small
4.	firstly	finally	usually	furthermore
5.	end	back	stop	final
6.	ecosystem	eco-material	eco-building	eco-design
7.	few	a little	little	a few
8.	bricks	stones	cement	asphalt
9.	installation	insulation	irrigation	inspiration
10.	way	chance	step	decision

6. Label the pictures with the words from the box.

1) solar water heating; 2) low-flow tap aerator; 3) insulation; 4. double glazing



7. Read the text and answer the questions below. Then match the highlighted words with the definitions.

- a. What do we need land for?
- b. What kinds of human activity damage the quality of land?
- c. What consequences can be caused by the poor quality of soils?

The quality of land around us is very important for our well-being. We need land to create energy, to grow fruit and vegetables and to bury **waste**. We also need it for mineral resources, for building houses, factories, schools and hospitals, for transportation, for free time activities and much more. Land is also a vital **habitat** for plants and animals. But many human activities, such as industry, agriculture and transportation, and their **by-products**, as well as intentional or accidental pollution, can damage the soil and harm the quality of land.

Soil is extremely important for the environment, because water and vital substances such as vitamins, minerals and fibres are stored and regenerated in it. It is also an essential **medium** for growing crops. And it has another fundamental function: it acts as a barrier between the atmosphere and aquatic ecosystems. However, this barrier is lost if soil is damaged or contaminated, with the consequence that the soil becomes a source of **pollutants** that can enter surface or **groundwater** and even damage the quality of air and consequently the health of plants, animals and people. Toxic substances can be dangerous for individual species and have long-term effects on ecosystems.

1) waste	a) something created while producing or processing another product
2) habitat	b) water found under the ground
3) groundwater	c) substances that pollute the environment
4) by-product	d) material that is no longer wanted because its valuable part has already been used
5) medium	e) natural environment where animals and plants grow
6) pollutants	f) a substance which acts as a vehicle for a particular purpose

8. Read the text and say whether the statements below are true or false.

There are a lot of very simple ways to save energy. Employ just a few of the following suggestions and you can cut your annual energy bills considerably.

- When you substitute your old domestic devices, choose the most energy-efficient models (AAA labeled ones are such).

- Turn off domestic electrical appliances (instead of using the stand-by mode).

- Use fluorescent light bulbs: they may be more expensive, but they use only the energy of an ordinary incandescent bulb and last 8–12 times longer.

- Make sure your dishwasher is full before using it.

- Turn down your water heater thermostat.

You can even generate your own energy and heat by using wind turbines, solar electricity panels, solar water heating and wood fuel or biomass boilers. If there is a river nearby, you can create hydroelectricity. These are all renewable sources of energy, so they have a much lower impact on the environment and can help you save money.

1. High energy saving home appliances have AAA labels.

2. Your bills will be lower if you turn off home electronics and use fluorescent light bulbs.

3. In the future we will be able to generate our own energy.

4. Recent technology does not yet allow us to create hydroelectricity if there is a river nearby.



9. Fill in the blanks with the parts of the sentences below to complete the text. Then answer the questions after the text.

- A. Kevin uses love, patience and trust
- B. just as parents do about their children
- C. and accepts the risk as part of the job
- D. and even swims with a lioness called Meg
- E. Kevin says he relies on his gut feeling
- F. although Kevin says he is to blame
- G. while others consider him a hero



Every once in a while a courageous person comes along and breaks down established barriers by doing something exceptional. They sometimes even manage to change the world by changing the way people think.

Kevin Richardson grew up in Johannesburg and always loved animals. At 23, he got a job at a wildlife park in South Africa, helping with all the animals, but his favourites were lions. Some of the lions were born in the park and

now he is part of their family. Now Kevin is a talented animal **behaviourist**, a lion expert who interacts with wild animals in unbelievable ways. Believe it or not, Kevin cuddles with leopards and lions, 1. He raises and **trains** the animals, but instead of using **whips** and chains to control the animals, 2. to develop a special **bond** with them.

His unique method of getting to know each creature individually has led these normally unfriendly animals to accept him into their **pride**. Kevin says that his secret lies in understanding what makes each animal happy, angry, upset or irritated, 3. Some people think Kevin is crazy, 4. What is certain is that his interaction with these animals proves that they have individual characters, can show emotion, and are capable of developing relationships.

Kevin is aware of the dangers involved in his work. Having learnt his lesson when an aggressive four-year-old lion attacked and **mauled** him, 5. **to gauge** situations and decide whether to approach an animal or not. Kevin has been bitten numerous times while playing around with these animals, but he believes that it was never **malicious** 6. Kevin tries to use the attention his work attracts to raise people’s awareness of the need to protect these **majestic** creatures.

- a. How does Kevin bond with the animals?
- b. What is special about his method?
- c. What conclusions about lions can you draw from Kevin’s work?
- d. What does Kevin hope to achieve by his work?

10. Look at the highlighted words in exercise 9. Try to guess their meaning without the dictionary use. Then match them with the synonyms below.

1. obstacles	a.
2. group of lions	b.
3. psychologist	c.
4. teach	d.
5. relationship	e.
6. injured	f.
7. dignified	g.
8. nasty	h.
9. judge	i.
10. lashes	j.



LISTENING SKILL BUILDER

1. Complete the dialogue with the expressions from the box. Then listen to check your answers.

at different levels, the dynamics of population, the sphere of water, behavioural ecology, about ecology and its sub-disciplines, the sphere of air, you can also examine communities of species

- Pupil 1: Mr. Jones, could you tell us something 1. _____?
- Mr. Jones: Well, as you know ecology has a great number of sub-disciplines. Some are more complex than others. For example, physiological and 2. _____ focuses on the adaptations of the individual to his environment; population ecology examines 3. _____ of a single species; community ecology studies the interactions between species in an ecological community. Ecosystem and landscape ecologies are even more complex.
- Pupil 2: Can ecology be studied 4. _____?
- Mr. Jones: Yes, of course. If you study the population level, you focus on individuals of the same species, but 5. _____, ecosystem or biosphere levels.
- Pupil 3: Can you explain how the outer layer of the planet Earth can be divided?
- Mr. Jones: Yes, there are basically three compartments: the hydrosphere is 6. _____, the lithosphere is the sphere of soil and rocks and the atmosphere is 7. _____.
- Pupil 4: And what about the biosphere?
- Mr. Jones: Well, that's the sphere of life. In short, it is the part of our planet occupied by life.

2. Listen to the dialogue again and say whether the statements are true or false.

1. The sub-disciplines of ecology are all very complex.
2. Population ecology examines the population dynamics of a single species.
3. Ecosystem and landscape ecologies are more complex than other forms of ecology.
4. If you study the population level, you concentrate on communities of species.
5. The outer layer of the planet Earth can be divided into four compartments.
6. The hydrosphere is the sphere of water.
7. The biosphere is the sphere of soil and rocks.

3. Answer the questions below. Use the dialogue in exercise 1.

1. What are the sub-divisions of ecology?
2. What does community ecology study?
3. What do you focus on if you study the population level?
4. How can the outer layer of the planet Earth be divided?
5. What is the lithosphere?
6. What is the atmosphere? What is the biosphere?

4. You are going to hear six people talking about their engagement in environmental protection. Match the statements you hear with the summaries below. One summary is extra.

1. I am careful, as a consumer, not to cause unnecessary waste.	Speaker A.
2. I don't recycle very much, but I do what I can.	Speaker B.
3. I'm planning a special recycling project.	Speaker C.
4. I make everyone in the family help out with recycling.	Speaker D.
5. I recycle almost all of our domestic waste.	Speaker E.
6. I help to educate the young about caring for the environment.	Speaker F.
7. I don't believe any recycling I do will make a real difference.	

5. Listen to the dialogue and say whether the statements are true or false. Act out the dialogue with your partner.

1. Jack has lots of experience working with animals.
2. Jack wanted to spend longer at the orangutan sanctuary.
3. People in Borneo are not worried about deforestation.
4. Linda thinks that local people are very interested in the environment.
5. Jack thinks that nobody gets involved in conservation projects.
6. Jack is going to focus on local issues in the future.
7. Jack is currently studying environmental sciences.

SPEAKING SKILL BUILDER



Useful phrases: I think the most sensible idea is.....

There are lots of advantages/disadvantages.... I see your point.
But on the other hand... I know what you're saying. But the biggest
problem/advantage... You can... and also....
If I could choose one thing, I'd.... I wouldn't.... unless....

1. Work in pairs or small groups and discuss the questions below.

Natural disasters:

1. What are some different kinds of disasters? Have you ever experienced an earthquake? When was the last earthquake that you remember? What preparations should you make before the earthquake hits? Do you live in an area that has earthquakes?
2. What happens during an earthquake? What areas of the world have many earthquakes?
3. What kind of injuries are caused by earthquakes?
4. Where is the best place to go during an earthquake? Is it possible to know in advance that an earthquake is coming? How do you measure earthquakes?
5. Is an earthquake always followed by a tsunami? What causes a tsunami after an earthquake?
6. What is the difference between a typhoon and a hurricane? What is the difference between a tornado and a hurricane? What is the difference between natural disasters and manmade disasters? How do you think you would react in a disaster?

Environment & Pollution:

1. Do you think cars should be banned from city centers? Do you think people should recycle newspapers? Why or why not? Do you think there are lessons to learn from nature?
2. How has the world changed since you were a child? (technology, values, environment, health)
3. How often is garbage collected in your neighborhood? What are some things that can be recycled? What are some things which you recycle?
4. What are some things that your community is doing to help the environment?
5. What are some types of pollution? What are some ways that you can reduce pollution in this country?
6. What can you do to help prevent pollution? What can you do to make this world a better place?
7. What do you think of people who smoke cigarettes indoors?

8. What is the most important issue facing the environment today? Do you know about any anti-pollution programs in your community?
9. What are some ways energy is wasted? What types of energy are popular in your native country? What is the main problem with renewable energy sources?
10. What can large cities do to improve their air quality? How can we protect the environment and at the same time improve people's standard of living?

Weather:

1. What's your favorite season and why? Are there any special traditions associated with different seasons in your country?
2. Have you ever been caught in bad weather? If so, what did you do?
3. What crops are grown in your country?
4. Do you think weather patterns are changing? If so, why do you think this is? Do you have many disasters in your country which are caused by weather?
5. Do you know any interesting myths or stories about weather?
6. Do you like snow? Do you have snow in your country? Which do you like better: hot weather or cold weather?
7. Do you have hail? Do you have frozen rain? Do you have typhoons?
8. What month gets the most rain in your country? What's the average temperature in your country in the summer time?
9. Do you think that in recent years we are losing our four distinct seasons?
10. What kind of climate do you prefer when choosing a place to go on vacation?
11. Do you think weather affects the way people feel? How does weather affect your lifestyle?
12. Why is it important to know future weather conditions in advance? Where do you get your weather information?

Domestic animals:

1. Have you ever had a dog or cat for a pet? Which do you like best: dogs or cats?
2. What are some good names for dogs or cats?
3. What can cats do that dogs can't?
4. Can you think of some reason why people don't keep dogs or cats?
5. How many breeds of dogs can you name? How many breeds of cats can you name?

2. Work in small groups. Make a list of the energy-saving methods that you and your family use at home.



WRITING SKILL BUILDER

1. Read an email with the example of the report for the conservation area project.

Hi Paul,

How are things? I'm writing to tell you about the environmental group I belong to. Well, we're involved in everything from tree planting in London to protecting wildlife I mean fish, plants and so on, in the Pacific Ocean. At the moment, we're trying to get people to change to electric cars as a means of reducing carbon dioxide emissions. We're also trying to convince farmers to switch from conventional agriculture to alternative farming. Plus we're trying to make the government invest more money in cleaner energy sources such as wind energy, and to give more money to environmentally-friendly industries. We're also campaigning to get the countryside round here classified as a special conservation area as a way of protecting plants and animals. I'm in charge of two things: finding volunteers to do forest clearance – that means removing dry wood and leaves to prevent pollution – and encouraging local people to give money to the group. One local businessman has just made a donation of 10 000 \$!

2. What improvements would you make to the place where you live (house, block of flats, community)? Choose among the list below.



- Provide a litter bin in the hall
- Plant some bushes outside
- Ask for volunteers to maintain gardens
- Get some wooden seats made in the yard

- Replace electric bulbs with energy saving bulbs
- Have a cycle shelter built
- Arrange some pots of flowers in the entrance hall
- Have a concrete area where children can use their skateboards
- Reduce the amount of electricity the people in the neighbourhood use

3. Your report should be organized in a certain order. Read the ideas below and decide in which order the items should appear in your report.

- a) Make a couple of extra suggestions.
- b) Recommend a few improvements and explain your choice.
- c) End with an explanation of how the local environment will benefit.
- d) Make your main suggestion and give reasons.



4. In your town they are planning to set up a conservation area to protect wildlife and plants. Which area would you suggest for the project? Write a report similar to the one in exercise 1. You may choose two of the following suggestions for the conservation area and explain why these are important.

1. There will be fines for dropping litter.
2. Everyone has to walk or cycle in this area – no traffic allowed.
3. Volunteers will be needed to help with the maintenance of the area.
4. Posters will be made to explain the importance of the wildlife and plants here.

Remember! In reports, we use formal or neutral style (e.g. “excellent” should be used, not “cool”). It’s good to avoid short forms of verbs (e.g. “it is finished”, not “it’s finished”). It’s good to avoid personal views where possible.

LET'S REVISE AND PRACTISE



1. Fill in the blanks with the correct item.

Part I.



Generally, indoor plants will flourish with the minimum of care. The most 1. mistakes that owners make is to water their plants too frequently. A good way to 2. whether a plant needs watering is to push your finger about an inch into the soil to 3. if it is dry.

Most indoor plants require a degree of humidity. Unfortunately, modern heating systems can sometimes 4. the atmosphere very dry, but there are ways to increase the humidity in your house. Placing plants on trays filled

with damp gravel, or simply grouping them together can 5.

Some species of plants, such as cacti, thrive in direct sunlight, whereas others, like the aspidistra, prefer low levels of light. In fact, the aspidistra is sometimes 6. to as the cast-iron plant, as it is one of the toughest varieties of house plants.

Your plants will also need feeding regularly throughout the spring and summer months. The food for plants that are grown primarily for their foliage needs to be high in nitrogen, usually indicated on the container 7. the letter "N". For flowering plants, look for "K2O" which denotes high levels of potash.

	A	B	C	D
1.	ordinary	standard	common	regular
2.	check	estimate	inspect	examine
3.	view	look	see	watch
4.	do	cause	make	lead
5.	help	aid	assist	support
6.	pointed	related	referred	known
7.	from	in	of	by

Part II.

Are you 1. of going to the same seaside resort every summer? Then why not try an agritourism holiday! Agritourism 2. visitors staying on farms and experiencing and agricultural way of life. There are a lot of different

forms of agritourism, from visitors picking grapes in a vineyard to milking cows on a dairy farm. Generally 3. , most visitors choose agritourism holidays for educational reasons. Most agritourists are urban dwellers, some of 4. have never seen farm animals before. Agritourism gives these people the opportunity where the food they eat comes from and how it is 5. So, whether you are looking for a chance to 6. cattle on a ranch in Texas or make cheese in an English farmhouse, agritourism might be the answer for your next holiday. Not only is it usually good value but it 7. supports small farms and the traditional farming way of life.

	A	B	C	D
1.	exhausted	tired	ill	worn out
2.	is involving	has involved	will involve	involves
3.	talking	saying	speaking	telling
4.	which	whose	whom	that
5.	manufactured	made	created	produced
6.	herd	gather	collect	assemble
7.	else	too	also	as well



2. Complete the weather forecast with the words from the box.

- blowing centigrade low cool dry fog frost
- gales mild showers sunny thunderstorms

There'll be a cold start for those of you in Scotland this morning as you wake up to 1. on the ground. There'll be 2. in some areas, making it difficult to see while driving. This will clear by lunchtime but temperatures will stay 3. at around 3 degrees 4. In the north of England it'll be lovely and 5. for most of the day followed by some 6. during the afternoon. Good news for our gardens!

There'll be 7. temperatures for this time of year in the south of England and Wales, between 10 and 14 C, and it'll be 8. and 9. for most of the day. In Northern Ireland there'll be 10. across much of the country, with winds 11. up to 70 mph in some areas. Tomorrow won't be much better, with rain and strong 12. expected from the west, so keep your pets inside.

3. Fill in the gaps A–F with the parts of sentences 1–7.

1. by sharing colleagues' tools
2. as there are more than 19 000 pieces of space debris being monitored
3. and so can the moment it slipped away from space walker Heidemarie Stephanyshyn-Piper
4. if commanders are given fair warning
5. while carrying out repairs on the International Space Station in 2008
6. but even much smaller objects can become hazards too
7. as well as the other thousands of lost objects in space

Drop a piece of equipment at work and you might feel some embarrassment, but it's rarely a major problem. If you work in space, things are more complicated. When a US astronaut lost control of a bag of tools A, US space agency NASA had more than the cost of 100, 000 dollars to replace it to deal with. The back-pack-sized bag was one of the largest objects ever to be lost by an astronaut and had the potential to do huge amounts of damage to the space station and satellites B In 1965, an astronaut's glove orbited earth at 28, 000 km per hour for a whole month. The tool bag stayed in orbit even longer. It was even filmed by an amateur astronomer in Canada. The footage of the tool bag shooting across the night sky spectacularly fast can be seen online, C..... . After returning to earth, she revealed she had been tempted to try to retrieve the bag but didn't want to risk giving NASA the added problem of an out-of-control human body in space.

Fortunately, the bag did no harm to any communications or other technology in the eight months it was in orbit before entering the Earth's atmosphere and burning up. In fact, it began moving out of the orbit of the space station and towards Earth immediately. The repair work on the Space station wasn't delayed because Stephanyshyn-Piper completed her task of mending a solar panel on the Space Station D It's certainly not the first time a rogue object in space has caused concerns E Space craft and

satellites can be moved out of the path of any object that poses a risk F
So far this policy has been very successful.



5. Define the direct and indirect objects in the sentences below. Then turn the indirect objects into prepositional objects.

Model: *Certain marine plants give the Red Sea its colour.*
The Red Sea – *the indirect object*; colour – *the direct object*.
Certain marine plants give the colour to the Red Sea.

1. The magician showed the audience a few of his tricks.
2. The coach taught them the rules of the game.
3. Roberto brought us some foreign coins.
4. This interesting book will give every reader pleasure.
5. Have you written your brother a letter?
6. They made us some sandwiches to take on our hike.
7. Who sold you that fantastic bike?
8. I gave my friend his favourite book to read.
9. The astronaut gave Mission Control the data.
10. I bought my friend an etching at the art exhibition.
11. Jim, did you sell Mike your old bike?
12. We have given the dog a good scrubbing.
13. Give the usher your ticket.
14. Hand me the pencil, please.
15. The conductor gave the orchestra a short break.
16. Show me the picture of your family.
17. I have given you all the money I have today.
18. The club gave the students something to enjoy.

UNIT 5. SCIENCE AND TECHNOLOGY

VOCABULARY BUILDER



1. Work in pairs. Match the notes 1-6 with the accidental discoveries.

X-ray	.....	vulcanised rubber	.....
inkjet printer	.....	safety glass	.....
co-ordinate geometry	.....	antibiotics	.....

- Alexander Fleming — grows bacteria in lab — penicillium fungus falls on bacteria — fungus kills them.
- Charles Goodyear — works with raw rubber powder containing sulphur — brushes powder off hands — powder falls onto hot stove — forms tough elastic substance.
- Rene Descartes — watches insect flying around room — realises he can specify insect's position in 3D space as distance from two walls and ceiling.
- Wilhelm Roentgen — projects light from cathode ray generator onto wall — sees outline of bones of own hand on wall.
- Ichiro Endo, engineer — works with a hot iron and a syringe full of ink — touches neck of syringe with iron — forces ink out.
- Edouard Benedictus — puts away glass flask — flask contains liquid plastic — drops flask on floor — flask doesn't break — thin plastic film holds pieces together.

2. Match the words on the left with the words on the right to make up collocations. The word on the left must go with all three words in the set.

a) access	1. chip, wafer, valley
b) download	2. an application, a network, an account
c) go	3. online, offline, on holiday
d) mobile	4. phone, telephony, broadband
e) silicon	5. a file, an image, a demo version

3. Complete the sentences using pairs of words from exercise 2. Make any changes if necessary.

- Everyone has 1. so payphones are becoming redundant.
- Many internet entrepreneurs from 2. in California are now turning their attention to alternative forms of energy.
- Before you buy the program, you can 3. just to see how you like it.

4. With a mobile broadband connection, you can 4. anytime and anywhere.
5. Internet banking allows users to 5. and check their balances.
6. How many transistors can you fit onto a 6.?

4. Study the explanations of the words and abbreviations.

3G,4G New generations of mobile phone standards, allowing mobile network operators to offer advanced services.

Ethernet A very high bandwidth data networking technology used by companies in LANs and increasingly WANs.

SaaS - Software as a Service.

GSM (Global System for mobile communications)
A worldwide standard for mobile phones making phones from one operator compatible with a different operator in another country.

MPLS (Multi-Protocol Label Switching) A data networking protocol and service that can carry different kinds of traffic-voice, data, video etc.

Open source Software that is made available to developers and users, licensed to encourage re-use without charge.

Wi-Max A technology providing wireless transmission of high speed data over a large area (for example, a city).

Wi-Fi A technology providing wireless transmission of data over a short range (for example, in a house or office).

5. Join the parts to make up words. Then complete the sentences below with the words you've made up.

up-	-space,	-crime	
down-	-load,	-grade,	-date
e-	-book,	-mail,	-commerce
tele-	-time,	-load	
cyber-	-working,	-conferencing,	-corns

hard-,	ad-,	spy-	- band
wave-,	broad-,	narrow-	- byte
broad-,	pod-,	news	- cast
smart-,	cell-, i-,	head-	- ware
kilo-,	mega-,	giga-	- phone

1. is increasing, so more and more people have an office at home and aren't commuting to an office.
2. The police are recruiting IT experts to deal with the alarming increase in
3. Each memory module contains a of RAM, or 1024 megabytes, to be precise.
4. Our servers are very reliable, so we have hardly any
5. This anti-virus program scans your PC for that threatens your security.
6. Did you buy a full version of the OS or just an ?

6. Match the power plants below with their descriptions.

1	hydro power plant	a	a traditional type of power plant which burns a solid, black fossil fuel
2	solar power plant	b	a power plant which pumps water back uphill into a reservoir during periods of low demand
3	nuclear power plant	c	a plant which uses the flow of water from a reservoir to generate electricity
4	wind power plant	d	a power station utilizing the natural flow of water in a river for generating power
5	gas-fired power plant	e	type of power plant that uses uranium as its primary fuel
6	run-of-river power plant	f	a power plant which uses the natural flow of air to generate electricity
7	coal-fired power plant	g	a fossil fuel power plant which burns a solid, dark brown fuel
8	lignite-fired power plant	h	a power plant that generates electricity utilizing energy from the sun
9	pump-storage power plant	i	a power station which burns gas as its primary fuel



GRAMMAR BUILDER

We can use different expressions to talk about how sure we are that something will happen in the future.

100%	will definitely, is/are sure to, is/are bound to, is/are certain to
75%	will probably, is/are likely to, there's a good chance that
50%	will possibly, may, might, could
25%	probably won't, is fare unlikely to
0%	definitely won't, there's no chance to

1. Complete the sentences with the correct tense form (the Future Perfect or the Future Continuous) of the verbs in brackets.

1. By 2250, most people will (visit) the moon.
2. Within the next ten years, nobody will (work) in an office.
3. Within the next fifty years, many places will (suffer) from regular floods.
4. Thousands of animals and plants will (become) extinct by the end of the decade.
5. Within the next twenty years, sea levels will (rise) by up to a metre.
6. Fairly soon we'll all (use) renewable energy.
7. By 2050, AIDS will (kill) more than five million people.
8. Before the end of the century, nobody will (live) on the planet's surface.

2. Correct mistakes in the sentences below if necessary.

1. By 2050, we will be avoiding a major ecological disaster.
2. By 2100, life expectancy will be being 135.
3. In twenty years we'll all be living under the ocean.
4. In the next ten years everyone will be flying planes.
5. Within the next decade the population of China will have reached five billion.
6. In the next fifty years women will have done the same jobs as men.
7. By this time next year I'll be studying at college.
8. In twenty years scientists will be finding a cure for AIDS.
9. In the next few years people will have driven petrol-free cars.
10. In a few years we'll be choosing the sex of our unborn children.



READING SKILL BUILDER

1. Read the article about online identities and answer the questions.

How do people project their identity through social media?

What is different about the identities people use in the gaming world?

There are more than 2 billion users of social media in the world. When you check out the online profiles of these people, the first thing you see is their profile picture and cover photo. It gives you a first, albeit superficial, impression of their identity or how they choose to project it online.

Extroverts and narcissists are easy to spot - they are always gazing directly at the camera or doing something daring like parachuting or bungee-jumping. They are inclined to smile and look confident. These are the kinds of people who post a lot of images of themselves and expect lots of 'likes' when they do!

Introverts, on the other hand, have a tendency to look away from the camera in their profile pics. They may post another kind of image altogether - perhaps a landscape or something that conjures up a particular mood, or their pet. This distracts the attention away from them and onto something that they like.

Those who are a little more light-hearted might show a photo of themselves when they were a cute four-year-old, and that might encourage their friends to follow suit, and share their own childhood pics. On work-oriented social media sites, on the other hand, it's more common to see professional-looking photos. For example, having bookshelves in the background of your photo can make you look learned and intelligent.

Of course, there are other reasons why people change their profile pictures: in response to a particular piece of news, or to show support for a cause or solidarity for a certain group of people.

If many people do this at once, people can feel peer pressure to do the same - another example of 'sharing' in the online world.

But it's not just on social media that people project an online identity. This issue is even more pronounced in the gaming community. The avatars that gamers use are often far more removed from their real selves and represent a fantasy image of someone they dream of being. Due to the nature of the games themselves, people's chosen avatars often perform a role in a virtual world like Second Life. Many avatars can walk and talk but also fly or be reborn - their creation can push the boundaries of our imaginations. This represents an opportunity for people to take on a whole new identity, to play a new role in their imagined life.



It is a form of escapism, but it can also be incredibly liberating.

The only problem is that these virtual identities can take over your life, leading some people to neglect their real-world obligations and friendships. Perhaps this is the danger of developing a new identity online - that the real world is just too boring in comparison!

2. Read the article again. Underline the correct item.

1. You can get a(n) *detailed/incomplete* impression about a person's identity from looking at their profile picture.
2. People who smile at the camera *usually/rarely* want people to like them.
3. Introverts choose images which are *mysterious/don't show their faces*.
4. It's common to show *professional/childhood* photos if you don't want to be taken seriously.
5. When changing their profile pictures, people *sometimes feel/don't often feel* pressure to copy each other.
6. People's identities in virtual worlds are much *more/less* fantastic than on social media.
7. These identities can provide you with a lot of freedom. They are also *dangerous/a form of escape*.
8. People's real identities can be far more *interesting/boring* than their invented ones.

3. Find the verbs and verb phrases 1-8 in the article in exercise 1. Match them with their meanings on the right. Which two verbs/verb phrases collocate with an "identity"?

checkout	identify
spot	adopt
gaze	bring a feeling to mind
conjure up	control
follow suit	get information about someone/something
project	do what someone else has done
take on	try to make other people have a particular idea about you
take over	look in a particular direction for a long time

4. Read the article about accessing opinions and facts in the digital age. Decide whether the statements below are true or false.

1. Nowadays, people are used to getting what they want when they want it.
2. The information we find online is always trustworthy and accessible.

3. Problems arise because information is too easy to obtain.
4. The kind of information we find is different but the way we receive it has not changed dramatically.
5. It is not necessarily a good thing that people watch serious talks about education.
6. With technology's help we can take in complex information more easily.
7. When it comes to obtaining information, attending events and conferences is something long forgotten.

The digital age is one of instant gratification. The situation may be familiar to you: you're having coffee or dinner with some friends when somebody asks a general knowledge question. Nobody knows the answer but at least one person gets their smartphone out ready to find it. Where do we go for that info? Chances are it will be a random Google search or a check on Wikipedia. Triumphant, they provide you with the answer. It's information which you don't argue with and then instantly forget – it's **ephemeral**.

The Internet seems to be the most popular place to find information these days and it's not hard to see why – it is all just a click away. But, couldn't that also be why problems **arise**? After all, how do we know that the information we read is correct? What is the original source of these facts? And do we really understand the difference between opinion and fact?



Many people argue that all this is a natural consequence of the digital age. It is a more democratic age: we can write and upload our own content and share it happily with others. But generally, online writers **dumb down** the ideas they write about. All that information is there at our fingertips, but it's expressed in shorter, simpler ways and, worse, it's possibly **inaccurate**.

We not only have greater access to information – it is also delivered in ways that previously would have seemed **inconceivable**. In the past if you had wanted to find some academic knowledge, you would have needed to attend a lecture by an expert in the field. Now, websites like TED, Big Think and 99 Percent provide online access to **thought-provoking** talks on all manner of subjects. The most viewed talk by Sir Ken Robinson, called “Do schools kill creativity?”, has been viewed over 36,5 million times. That many views of an academic talk on education surely is worth celebrating.

Does this mean we can trust the Internet for opinions, but not so much for facts? That might be a rather simplistic argument, but I think there is some truth in it. Online lectures are a good example. It's also true to say that complex ideas can be made more accessible and dynamic via video. For example, the RSA (the Royal Society of Arts) has a number of online animated

lectures, including one on kinetic typography. As the lectures speak, words and images expressing their ideas **pop up** on the screen making the ideas easier to **assimilate**. It makes academic information more fun!

All this doesn't mean that the digital age has turned us into **hermits** watching everything online. In fact, people attend conferences more than ever before to watch experts deliver their words of wisdom live. Perhaps so much time online means we **crave** that human contact. Whatever the reason, we now have more choice than ever before about where to go for our information. We just have to remember to be critical in our appreciation of it!

5. Guess the meaning of the highlighted words in exercise 4. Complete the sentences below with the correct form of those words.

A problem with your booking. I can't find your details online. When did you book the room?

She became and shut herself away, but that's when she produced her finest work.

The jury were given evidence about the case and the accused was convicted of a crime he didn't commit.

A lot of the information on social media is You don't remember any of it the next day.

One of the most films to come out this year, it could be a candidate for an Oscar.

When you're a favourite food, like some chocolate, it's difficult to resist the urge.

That video was too fast for me everything. Can I watch it again?

Travelling around the globe like we do today would have been years ago. Now we take it for granted.

The audience didn't know much about the subject so I some of the more complex ideas.

When you're online, information keeps all the time. It can be very distracting.

6. Read the magazine article about trends in Telecoms and IT. Match the industry leader with the area of expertise.

a. software	1. Peter Wilson
b. telecoms	2. Jenny Lane
c. hardware	3. Sanjay Ravi



Peter Wilson

The world is now plugged in, and countries are connected up using a mixture of terrestrial networks, undersea cables, satellite and microwave communications, Wi-Max and Wi-Fi, GSM and 3G. The move from packet-based services to the internet protocol means everyone expects to communicate voice, data and video from anywhere to anywhere, globally. The availability of wide area data services such as MPLS and Ethernet have spread all over the world, allowing companies to manage and communicate with their operations wherever they may be.

A reason for this has been the fall in bandwidth costs, and broadband is getting cheaper and cheaper. Services can now deliver tens or even hundreds of megabits of bandwidth into individual homes for much less money than a 64Kb line that a whole factory might have used to run its operation only a few years ago.

In 1965 Gordon Moore stated that the number of transistors on a chip would double about every two years. And that has more or less remained true since then. As we write, a single chip can hold about 1 billion transistors each making 3 billion binary calculations per second.

There has been a huge increase in the volume of data and data storage capacity required for this; secondly, there has been a significant decrease in the size and power consumption of hardware and finally manufacturing costs are falling significantly. The result is that there are more and more powerful computers in our lives, and even handheld devices can store gigabytes of data holding thousands of MP3 music files or hundreds of films.



Jenny Lane



Sanjay Rav

The internet is changing the way we access, buy and use applications. We go online and download the software we want onto our computer, like any other digital product. Increasingly we don't even have the software on our hardware, but visit an internet site and use that application as a service. The use of this Software as a Service (SaaS) model means that we may not need such powerful computers in the future.

We have seen the impact of offshoring and the rise of India as the world centre of software development and application management. We are also seeing some of the smartest applications and services coming out of people's bedrooms; more and more experts are producing Open source software, which is becoming more and more popular, creating a real threat to the big corporations.

7. Read the text in exercise 6 again. Say if the following statements are true or false.

According to Peter Wilson:

- 1) most countries are connected up with undersea cables.
- 2) many countries have unreliable mobile phone networks.
- 3) recently bandwidth costs have risen dramatically.

According to Jenny Lane:

- 1) Moore's predictions have been fairly accurate.
- 2) a typical chip can now hold 3 billion transistors.
- 3) both data storage capacity and power consumption have gone up.

According to Sanjay Ravi:

- 1) fewer people are going to computer stores to buy software.
- 2) SaaS will require ordinary users to have more powerful computers.
- 3) software development needs the support of a big corporation to succeed.

8. Read the interview and say whether the statements below are true or false.

Here at Teen Talk we just love exciting new gadgets and technology! Last week we visited the 'Homes of the Future' exhibition in the city of Liverpool to answer this question: What will our homes be like in the year 2050?' We spoke to technology expert Mr Oswald, a science teacher who helped to organise the show.

So, Mr Oswald, what will homes be like in the year 2050?

Well, as you can see, they will be very different from homes today. Look at a typical home today – people have lots of equipment in their kitchens. Almost every home has a fridge, microwave and washing machine. Everything needs to be switched on and off – this costs us a lot of money and energy. That is going to change by the year 2050. The household machines we use nowadays are quite big, but the new technology will be small and there won't be so much of it. Our homes will maybe just have one machine to do everything, and with this one machine people will be able to cook, chat to their friends, shop and even study. You will be able to switch your house on or off with one button. It will be good for people – old people think technology is very difficult so this new technology will be quite easy for them.

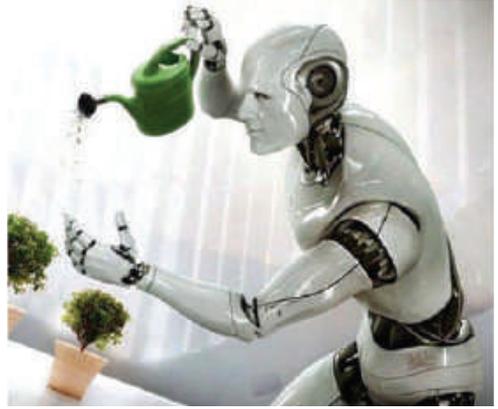
Wow! That's very exciting! Will there be robots in every house of 2050?

Well, it's quite possible that there will be. You will plug your robot in before you go to work in the morning. When you are at the office, the robot will do everything you need around the house. Some robots will even be able to look after children and work in the garden!

But what will people do? Do you think that people will become lazy with all this new technology?

Well, I suppose some people will become lazy. There will be people who won't go out any more because they have everything they need at home, but there will also be a lot more time for sport and hobbies. I think it's going to be very interesting because it will really change the way we live.

Well, we can't wait to see what the future will be like! Thanks very much for talking to us! We're going to go and see some of these robots now.



1. The Homes of the Future Exhibition shows what homes will be like in the year 3000.
2. Mr Oswald thinks that homes in 2050 will be very different from the homes of today.
3. The homes of the future will have lots of different gadgets.
4. There won't be any robots in the homes of the future.
5. Mr Oswald thinks that people will have nothing to do in the future.
6. Mr Oswald thinks that the future will be interesting.

9. Read the interview in exercise 8 again and choose the correct answer.

1. Where is the exhibition?

A. London

B. Liverpool

C. Paris

2. What is Mr Oswald's job?

A. He's a journalist.

B. He's a technology expert.

C. He's a teacher.

3. Why do our homes cost us a lot of money?

A. because they use a lot of energy

B. because we have to heat them

C. because things are always breaking down

4. What will the difference be between our homes now and in 2050?

A. They will be smaller.

B. We won't have so many different machines.

C. Houses will be underground.

5. Why does Mr Oswald think that these homes will be good for old people?

- | | | |
|---|---|---|
| A. Robots will look after the old people. | B. They will teach old people about technology. | C. Future technology will be easier to use. |
|---|---|---|

6. What will the robots do?

- | | | |
|--------------------|--------------------------------------|--|
| A. work in offices | B. go to the shops and buy your food | C. do jobs around the house when you are not there |
|--------------------|--------------------------------------|--|

7. What does Mr Oswald think most people will do in their free time?

- | | | |
|---------------|--------------------------|-----------------|
| A. sleep more | B. do hobbies and sports | C. nothing much |
|---------------|--------------------------|-----------------|

8. Why does he think that the future is going to be very interesting?

- | | | |
|-------------------------------------|--|--|
| A. Robots will take over the world. | B. Technology will change our way of life. | C. Scientists will keep making new gadgets |
|-------------------------------------|--|--|

9. What kind of people will increase in their number?

- | | | |
|----------------|-----------------|----------------|
| A. lazy people | B. young people | C. poor people |
|----------------|-----------------|----------------|

10. The Teen Talk reporter thinks the future will be

- | | | |
|-------------|----------------|-----------|
| A. exciting | B. frightening | C. boring |
|-------------|----------------|-----------|

11. What is the Teen Talk reporter going to see at the exhibition?

- | | | |
|----------------|-----------------|---------------|
| A. a microwave | B. a dishwasher | C. the robots |
|----------------|-----------------|---------------|

10. Match the definitions with the words from the text in exercise 8.

1. a place where you can keep your food cool
2. an oven which cooks your food very quickly
3. a machine which washes your clothes
4. to make something work by pressing a button
5. to connect something to the electricity supply and make it work
6. when you don't want to work or do anything energetic



LISTENING SKILL BUILDER

1. Complete the conversation between two people from different IT companies using the words in brackets. Then listen and check your answers.

A: So 1. (your company)?

B: Well, we mostly develop apps for Apple and Android devices - iPhones, that kind of thing.

A: And 2. (your customers)?

B: Mm___ they could be anyone, really. For example, many are companies, wanting an app to show their products. We also do a lot of work for educational organisations. They often want apps to help people learn something.

A: 3. (produce any hardware)?

B: No, that's a very different field. All our products are software. But we do work closely with hardware manufacturers to make sure our software works well.

A: And 4. (future plans)?

B: Good question! We have a product launch tomorrow night. 5. (want/come)?

2. Listen to the talk and answer these questions.

What is Will's (the speaker's) job title at his petroleum company in Brunei?

What problem has the speaker been trying to solve for the last few years?

What was happening when Steve suddenly had his eureka moment?

What was the name of the type of drill that Steve and his team invented as a result?

How does this new drill solve Will's problem?



3. Listen to the lecture and complete the notes below.

Historical uses of Wind Power

Ancient China: windmills were used to 1

Ancient Persia: farmers used wind power to 2

The Netherlands: people used windmills to 3

Wind power	
Advantages	Disadvantages
Unlike oil and coal, wind power does not cause 4 _____ .	The 7 _____ of the wind is not constant.
There are limited supplies of oil and coal, but wind is a 5 _____ .	Wind turbines are usually located far from 8 _____ .
It 6 _____ to generate electricity with the wind.	Wind turbines may spoil 9 _____ .
Wind turbines do not take up much land.	Wind turbines are as 10 _____ as a high-speed car.

4. Five people are talking about their work. Choose the number to say what each speaker manufactures or provides.

Which speaker:	1	2	3	4	5
manufactures hardware?					
manufactures traditional software?					
provides a search engine?					
provides SaaS (software as a service)?					
enables voice telephony?					
provides TV?					

5. Listen to Ian Pearson, a futurologist, talking about the development of technologies and the impact these could have on business and society. Match the years with the innovations below.

contact lens display screens RFID replaces barcodes biometric scanners replace ID cards free voice calls VR escapism a growing social problem thought recognition desktop computers that can compute as fast as the human brain	20-s of the XXI century 2020 2025
---	---



SPEAKING SKILL BUILDER

1. Work in pairs and discuss the following questions.

Identity:

1. Do you keep in touch with people via social media? If so, which media do you use? Why?
2. Do you change your profile picture very often? If so, what makes you change it? What kinds of photos do you choose?
3. Are there any other online contexts where you have a different identity? (e.g. video game avatars) If so, which? What is your avatar like?

Online information:

1. If you want to find some information about a particular topic, what do you do? What do you think most people do?
2. What don't people do very often anymore?
 - Go to a library to do some research.
 - Watch an online lecture.
 - Look it up on Wikipedia or another online encyclopedia.
 - Do a Google search and follow the links.
 - Ask somebody you know for advice.
 - Attend a conference by an expert in the field.
3. Can you think of any ideas or opinions that you have accessed online recently and that you would recommend? How did you access that information?





WRITING SKILL BUILDER

Opinion essay

An opinion essay is a piece of writing in which we express our opinion on a particular topic. In opinion essays you need to state your opinion and the reasons for it, as well as state an opposing opinion and reasons it should be discounted. Opinion essays are written in a formal style.

An opinion essay consists of:

Paragraph 1 – an introduction in which the problem/topic is clearly stated.

Paragraph 2 – the first main body paragraph where you express your personal opinion and give reasons and supporting examples for it.

Paragraph 3 – the second main body paragraph where you give some more supporting examples for your opinion.

Paragraph 4 – opposing viewpoint where you give reasons and examples.

Paragraph 5 – a conclusion in which we restate our opinion and make a general comment. It is not necessary to summarise the main points again.

In formal style we should:

- use complex grammatical structures,
- use advanced vocabulary,
- use full verb forms, no contractions,
- avoid slang and informal phrases.

1. Write an essay. Use the following plan:

People should be forced to take public transport while commuting.

1. Make an introduction (state the problem).
2. Express your personal opinion and give two-three reasons for your opinion.
3. Express an opposing opinion and give one-two reasons for this opposing opinion.
4. Explain why you don't agree with the opposing opinion.
5. Make a conclusion restating your position.



LET'S REVISE AND PRACTISE



Read a news report and choose the correct item.

Two very important guests have
 1. arrived at Edinburgh Zoo. Tian Tian and Yang Guang are giant pandas. They were born and grew up in China. Then, two days ago, they 2. into Britain. Now they 3. in a special, luxury area of the zoo and are recovering from their long journey.

This is the first time that pandas 4. in Britain since 1995, so millions of new visitors will probably come to the zoo to see them. In fact, thousands of people have 5. bought tickets.

The pandas will be very expensive for the zoo. Firstly, the zoo 6. to pay the Chinese government \$6 million to keep the pandas for ten years. Secondly, it will have to spend a lot of money on food. Pandas 7. bamboo and they normally eat for fourteen hours a day. So the zoo will probably 8. \$ 70,000 a year to buy enough bamboo!



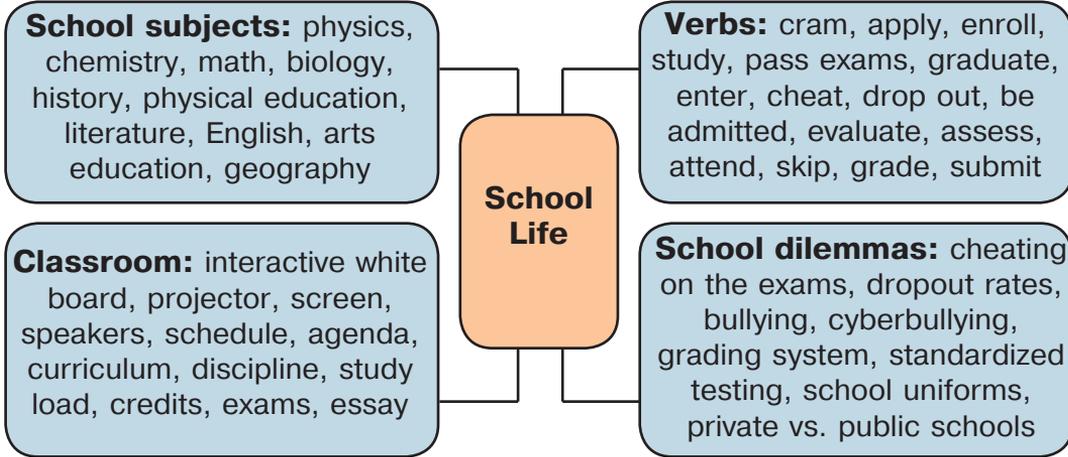
5 UNIT

	A	B	C
1.	just	never	yet
2.	have flown	had flown	flew
3.	stay	are staying	have stayed
4.	are	have been	were
5.	already	yesterday	yet
6.	going	will	is going
7.	love	are loving	will love
8.	paying	pay	to pay



UNIT 6. SCHOOL LIFE

VOCABULARY BUILDER



1. Match the words in the first column with the best available answer in the second column.

___	Math	1. they learn to speak a foreign language which people in Great Britain use
___	Chemistry	2. pupils learn about plants & animal life
___	Geography	3. pupils learn about the past
___	History	4. they learn to sing and play musical instruments
___	Biology	5. pupils learn numbers
___	English	6. they carry out experiments in the lab
___	Music	7. pupils learn about other countries

2. Fill in the blanks with the word that best completes the sentence.

1. I have to study hard, because I've got a lot of very difficult _____ this term.	exams — exam — examination
2. To _____ means to study hard in a short period of time (usually before an exam).	cramp — cram — crumb
3. I thought that the _____ I wrote for my English Literature class was great, but I only got a C.	essay — article — work

4. Did you pass that exam? No, I _____!	fled — flipped — failed
5. A _____ student is someone who already has an undergraduate degree, and is trying to get an M.A., M.S., Ph.D. etc.	graduating — graduate — gradual
6. A Master's _____ is a written work and research that you have to write in order to obtain a Master's Degree.	theory — work — thesis
7. The maximum _____ for undergraduate degree students is 21 credit hours in a semester.	course load — class number — load
8. A _____ student, is one who doesn't have a full course load.	part-time — part-study — full-time
9. When you write a _____, you're writing a formal written report that includes both research findings and your own ideas.	test — research paper — work
10. She is a very smart girl. She always gets good _____.	gradients — notes — grades

3. Guess the word explained by the definition.

Model: A period of time when the children learn — lesson

1. the period of time between the lessons	
2. a list which shows when lessons begin and end	
3. a large thing where the teacher writes on with a piece of chalk	
4. the material that you write and draw on	
5. a small bag for your pens, pencils and other stationary items	
6. a special word for a child, who is studying at school	
7. the room where the children are studying	
8. the person who looks after the school and accepts important decisions	

9. a formal written, spoken or practical test	
10. the people who work at a school and teach students	



4. Match the idioms with their definitions.

A. A teacher's pet	B. To call the names of students in an attendance book and expect them to answer if they are there
C. A bookworm	D. Something that is very easy and well understood
E. To have one's nose in the book	F. To start studying hard
G. To take the roll	H. To pass the exams with the highest grades
I. To pass with flying colors	J. A person, who is keen on reading
K. As easy as ABS	L. A person, who copies others' tests and answers
M. A copycat	N. To be reading a book (at the moment)
O. To hit the books	P. The teacher's favorite student

5. Fill in the blanks with the idioms from exercise 4.

1. I don't like talking to her about my research plan because she's such a ! I know she'll steal my ideas and use them for her own Master's thesis.
2. You won't be able to persuade her to come out with us, she's a real and will probably stay in to read!
3. The teacher always before going back to school after a school trip.
4. I have some exciting news: I my driving test !
5. That mathematic problem is , I don't understand why you've been struggling with it for so long.
6. She always gets really good marks, I bet it's because she's a
7. I will as soon as I know the date of the exam.
8. He always I wish he'd be a bit more sociable sometimes!

6. Fill in the blanks with correct prepositions from the list below:

for, through, after, into, away

- A. Make sure you look yourself. I don't want you to be ill due to this weather.
- B. The accident was so horrible that I had to look
- C. Can you help me to look my keys, as we have to leave soon and I don't remember where I have put them.
- D. The principal of the school promised to look the proposal, we have submitted.
- E. Wait a moment, I can't remember this word. I have to look my notes to find its meaning.





GRAMMAR BUILDER
Revision of Conditional Sentences
Conditional Type II

expresses unreal actions referring to the present or future.

If + Past Simple, would/should + bare infinitive

If they studied hard, they would get a good mark.

If-Clause	Main clause
If somebody did/did not do something	Somebody would/should do something
Is somebody were/ were not	Somebody would/should be doing something
If somebody might do something	Somebody wouldn't/shouldn't do something

NOTE! The form “were” is used in the Conditional Sentence Type II in all cases, even when referring to the first and third person singular:

If I were you, I would accept this offer.

If he were older, he would apply to the university.

1. Put the verbs in brackets in the correct form of the Conditional Sentence Type II.

1. If it (not to be) so late, I would go for a walk. 2. The flowers would grow faster, if you (water) them regularly. 3. I would go to the swimming pool, if it (not to be) so cold outside. 4. Could you give me a recommendation, if I (require) it? 5. If you (be) to make a report, which article would you choose? 6. If he (have) better qualification, he would find a job much easier. 7. What would you buy, if you (win) a lottery? 8. What would you like to do, if it (to be) _____ summer now? 9. If we (have) some fruit at home, we should prepare a fruit salad for breakfast. 10. If I (to be) free today, I would eagerly help you with the homework. 11. If I (know) the rules, I would stick to them. 12. I would be very obliged to you, if you (pay) attention to my words. 13. If I (miss) a telephone call, I would call back immediately. 14. He would arrive on time, if the train (not break) 15. If the bread (to be) fresh, I should buy some for tomorrow.

2. Complete the following sentences with your own ideas (use the Conditional Sentence Type II.)

- I should be very thankful to you if _____.
- We should have acted differently if _____.

3. He would not be ill if _____.
4. What would you answer if _____?
5. You would not make so many mistakes if _____.
6. You would not lose your way if _____.
7. If I were ten years older, I _____.
8. I would prefer going to the north if _____.
9. What would you do, if _____?
10. What school would you choose to study at if _____?



*If you're worried about cell phone microwaves,
stick a piece of popcorn in your ear.
When it pops, it's time to hang up.*

3. Write down what would happen if the situations were different.

Model: Ken doesn't have enough money. He can't buy a motorcycle.
If Ken had enough money, he would buy a motorcycle.

1. James lives far away. She can't often come to see Lilly.	
2. Diana hopes to find her phone. Then she'll call you in the evening.	
3. Eve is fond of the Adele. She listens to her songs all the time.	
4. Helen doesn't work at her Spanish. She can't speak it fluently.	

5. Ann does not speak much with Frank. He is disappointed with it.	
6. Kate doesn't have enough money to go to Berlin. She is upset.	
7. Kate's employer does not let her take her vacations now. She can't go to the mountains.	
8. Peter and Simon are close friends. They see each other every day.	
9. Morris does not know Cristiano Ronaldo's phone number. He can't call him.	
10. Jack has too much work to do. He often has problems.	

4. Transform and complete the following sentences using the correct form of the verb in the Conditional Sentence Type II.

Model: I don't live on the Bahamas.
If I lived on the Bahamas, I would swim every day.

1. Marta does not have enough time to learn German.	
2. He hates listening to rock music.	
3. Eve does not have many competences in engineering.	
4. Helen does not live in a big city.	
5. Ann watches TV too much.	
6. Kate does not like to drink coffee.	

7. Peter does not have a lot of money.	
8. Mike is too old to start his own business.	
9. David does not want to solve his problems.	
10. Jack does not earn much.	

Prepositions in Conditional Sentences Type II

We can use different prepositions and adverbs to form Conditional Sentences Type II. Some of them are summarized in the following table:

Prepositions/adverbs	Example of use
Unless (= if not)	Unless you studied hard, you would fail the exam.
Provided/providing that	I would go shopping in the evening, providing that I had enough time for that.
On condition that	He would agree on this job on condition that he was paid overtime.
Supposed/supposing	Supposed we were in New York, what would we do first?
But for (followed by a noun)	But for your help, I would not be able to get this job.
Even if	I would not go for that excursion, even if they invited me to join.

5. Choose suitable prepositions to complete the sentences.

1. We could win the championship (unless/provided) we avoided significant injuries. 2. I would leave now, (unless/but for) there was something left to do now. 3. We could hold the party in the garden (provided/when) it did not rain. 4. The public would be admitted to the galleries, (providing/if so) they made a donation. 5. The bank would continue to transfer the interest to your current account (providing/unless) instructed otherwise. 6. (If so/supposing) you moved to Asia, what would you do in the first turn? 7.

He wouldn't eat anything (unless/but for) he cooked it himself. 8. (If so/but for) his assistance, it would not be possible to find the directions. 9. You wouldn't know what to do (unless/but for) you listened carefully to the instructions. 10. She did not receive the letter, (otherwise/as long as) she would contact us back.

6. Put the verbs in brackets in the correct tense form:

1. Marie would come to dinner if we (invite) her. 2. I (study) at this university, if I were admitted to a chosen program. 3. If I (be) you, I would start the university application as soon as possible. 4. Ben would ruin his shirt if he (climb) that tree. 5. If my sister were older, she (be able) to apply to the university studies. 6. She (stay) at home, if she (finish) all tasks in advance. 7. He would be here by midnight, unless something (happen) on the road. 8. You would like this film, if you (like) these actors too. 9. Unless I (study) hard, I would not pass the exams with flying colors. 10. Michael would be home at 2 pm, provided he (catch) the bus at noon. 11. If I had more free time, I (help) my father with gardening. 12. But for his directions, we (not find) the right way. 13. I would be able to choose the right gift for her, if I (know) better her preferences. 14. Where would you prefer to study, providing you (have) a choice? 15. What would you answer, if they (ask) you this question?

7. Choose the correct answer to complete the statements below:

1. I can't find my glasses. If I were you I under the table.

a) am looking

b) would look

c) will be looking

2. It was a good idea to set the alarm clock. If I did not wake up on time I miss the train.

a) would

b) will

c) had

3. If you the window, it would not be so cold in the room.

a) hadn't open

b) have opened

c) didn't open

4. Provided we graduated the university, what afterwards?

a) would we do

b) what will we do

c) what shall we do

5. I will go to the cinema tonight. I were no ill, I would like to join you.

a) Unless

b) Provided

c) Otherwise

6. we were missing the bus, what would we do? – I'd suggest calling a taxi

a) Supposing

b) But for

c) Unless

7. If I rich, I would travel around the world.

a) was

b) were

c) am

8. you hurried up, you would be late for school again.

a) If

b) If only

c) Unless

9. If you watched that movie, you nightmares. – You are right.

a) would have

b) would not have

c) will have

10. If our classes started at 8 am, I always late.

a) shall be

b) would be

c) will be

8. Match the items in Column A with those in Column B to make right statements using Conditional Sentences Type II.

A. If you washed woolen cloth in hot water,	1. it would turn into ice.
B. If you put water in the freezer,	2. you would get a green one.
C. If you did not water plants for a week,	3. the food would burn.
D. If you dropped plates on the floor,	4. it would drift on the surface.
E. If you threw a stick into the lake,	5. they would break.
F. If you mixed blue and yellow colors,	6. it would diminish in size.
G. If you left a book under the rain,	7. they would die.
H. If you forgot to switch off the oven,	8. it would fall apart.

9. Put the verbs in brackets in the correct tense form:

- I (keep) a dog at home if I could afford it.
- I would definitely come and see you off at the railway station if I (not live) so far away.
- I should be upset if they (not come) for a meeting.
- If you (paint) the walls in light colors, the room would be much brighter.

5. If he (be) here, he would give you the right answer.
6. If we had no luggage, we (walk) home on foot.
7. I would drive to the countryside with my parents if the weather (be) better than now.
8. It would be less expensive if you (go) by bus.
9. I should be delighted if she (teach) me some physics.
10. If he were in, he (answer) the phone call.
11. In the 20th century, if a person (not belong) to a union, he or she couldn't get a job.
12. If I did not have a laptop, I (handwrite) this assignment.

10. Write down what you would do if you were in the places on the pictures below:

Model: If I were in London, I would visit the Trafalgar Square and take a ride on the London Eye.



1. If I were _____	4. If I were _____
2. If I were _____	5. If I were _____
3. If I were _____	6. If I were _____



READING SKILL BUILDER

1. Answer the following questions:

- A. What digital technologies do you know? How important are they for your studies?
- B. How often do you use digital technologies in the classroom? In what way?
- C. Which digital technologies would you like to use in the classroom? Why?

2. Read the text and fill in the gaps with correct words from the list below:

The USA is about to Reform Education for the Digital Age

The USA is not (1) with constantly being top of the world’s education leagues. The government is now planning to (2) its education system so that young Americans are better prepared for the digital age. A (3) part of the proposed reforms is to place as much (4) on digital and workplace skills as on more traditional subjects. An (5) of this would be to use 3D printers in history classes so students can create models of (6) buildings. The government also wants to promote (7) training and encourage learning in real-life work (8) Students’ performance would be evaluated by a teacher as well as by an official from the company helping the student. Reform teacher, Kirsti Lonka, explained why a (9) in educational methods was necessary. She said: “Traditionally, learning has been (10) as a list of subject matters and facts you need to (11) such as arithmetic and grammar. But when it comes to real life, our brain is not divided into (12) in that way. We are thinking in a very holistic way, and when you think about the problems in the world - global crises, (13) the economy, the post-truth era - we haven’t really given our children the (14) to deal with this inter-cultural world.” She added: “I think it is a major mistake if we (15) children to believe that the world is simple, and that if they learn (16) facts, they are ready to go.”



6 UNIT

	A	B	C	D
1)	satisfied	connected	allowed	offered
2)	allocate	educate	reform	modify
3)	big	integral	essential	key

4)	highlight	emphasis	attention	acceptance
5)	example	story	case	outline
6)	old	ancient	imaginary	personal
7)	digital	professional	practical	vocational
8)	case	settings	field	territory
9)	point	innovation	shift	tendency
10)	defined	remembered	suggested	worked
11)	consider	require	inquire	acquire
12)	parts	objects	disciplines	sections
13)	migration	statistics	education	government
14)	tasks	tools	studies	marks
15)	continue	force	make	lead
16)	certain	few	only	limited

3. Say whether the statements from the text are true or false.

- A. The USA is very delightful being top of the world’s education leagues.
- B. The country wants to shift the emphasis in education to the acquisition of working skills.
- C. The USA wants every pupil at school to make models of ancient buildings.
- D. Students will be encouraged to learn in the interactive and digital learning settings.
- E. A teacher said a shift in educational methods wasn’t obligatory.
- F. The teacher says the human brain is not divided into separate sections as school subjects are.
- G. The teacher said students need new instruments and means for an inter-cultural world.

4. Find synonyms to the words below, using the text in exercise 2.

- | | |
|----------------|--------------|
| 1) described | 6) assessed |
| 2) very old | 7) specific |
| 3) significant | 8) important |
| 4) improve | 9) split |
| 5) change | 10) ready |

5. Match the two parts of the sentences. Use the text in exercise 2.

1. The government of the USA wants	A. will be evaluated by teachers.
2. Traditionally, learning has been defined	B. if we lead children to believe that the world is simple.
3. It is a major mistake	C. prepared for the digital age.
4. Students' performance	D. to promote vocational training.
5. Young Americans are better	E. as a list of subject matters and facts.

6. Read the text and fill in the gaps with correct sentences from the list below:

- A. The move follows complaints from examination markers who say they are finding test papers increasingly illegible due to poor handwriting.
- B. Twenty years ago, students routinely wrote by hand several hours a day, but now they write virtually nothing by hand, except exams.
- C. The muscles in their hand are not used to writing extensively for prolonged periods of two to three hours.

**Cambridge University May End Handwritten Exams
13th September, 2017**

The world-renowned Cambridge University is considering abolishing handwritten exams after 800 years. University officials may ask students to type their exam answers on a computer rather than use a pen. (1) Academics say today's students primarily use laptops in lectures and tutorials instead of pens. Students are losing the ability to write by hand.

One academic said asking students to hand-write exams actually causes them physical difficulties. (3) A Cambridge University lecturer, Dr Sarah Pearsall, told Britain's 'Daily Telegraph' newspaper that handwriting was becoming a "lost art". She said: "(2) She added: "We have been concerned for years about the declining handwriting problem. There has definitely been a downward trend. It is difficult for both the students and the examiners as it is harder and harder to read these exam scripts." Dr Pearsall says some students' handwriting is so illegible that they had to return to the university over the summer to read their answers out loud to examiners who could not read their writing.

7. Find antonyms to the words below, using the text in exercise 2.

A	found		B	questions	
C	inability		D	accept	
E	progressing		F	quiet	
G	upward		H	doubtfully	
I	decreasingly		J	everything	

8. Read the texts and match the paragraphs with the headings. Then answer the questions below.

- A. Get involved!
- B. The definition of the cyberbullying.
- C. The role of administrators in addressing cyberbullying.
- D. Cyberbullying is not cool.
- E. Do not ignore the cases of cyberbullying.

Why Is Cyber Bullying a Problem? (And How to Stop It)

_____ One of the problems with cyber bullying and why it is so hard to control is the fact that it takes on so many different forms. It is an ultimate control technique, designed to create terror in the minds of the victims and coerce them to do things they feel uncomfortable with or to feel intimidated. This is similar to traditional “real world” bullying. But the difference is the victims of cyber bullying feel hopeless due to the approach of cyber bullying and often the level of damage that results from cyber bullying has much further reaching consequences than traditional bullying. Anonymous text messages, social media flaming, hate emails, and other methods all start small but grow incrementally over time to uncontrollable levels. The psychological harm done



by just a simple text message that carries negative insults and innuendos can do damage that can last for years. If you want to know what to do about cyber bullying, here are some steps you can take to protect yourself and your family today to prevent such atrocities:

_____ Report EVERY incident of bullying, no matter how small. This does

not mean that you have to go to federal court with a minor incident. But it DOES mean that you should take every incident seriously and take the appropriate actions to prevent it from happening to someone else.

_____ Consider the source and report to network administrators, as well as authorities. When an incident occurs online, you have the right to report this to system or network administrators and let them know what happened, when, who it involved, and other information. They will also be able to identify the culprits of the bullying so that you can report the names to proper authorities.

_____ Have a “zero tolerance” policy against cyber bullying. Explain to your friends and classmates that you will neither tolerate their being bullied NOR will you tolerate their bullying of other children online. Just like in the real world, they all need to understand that bullying is harassment when it occurs and is punishable by civil courts and the law.

_____ Perhaps the best thing students can do in this day and age of cyber bullying and online social media, where access is so easy and quick is to get involved in what is going on in the classroom. This involves a lot more than merely asking how your classmates feel. Be attentive to your friends, spend time together, share your interests and hobbies. Pay attention to the cases of bullying at school and report about them to adults. And remember, bullying is not cool. But fighting bullying and respecting every student is a worthy deed.

1. What is cyberbullying?
2. Have you ever heard about cases of cyberbullying in your school?
3. How can you help to stop cyberbullying in your classroom?

9. Read the text and answer the questions below:

90-Year-Old Starts Elementary School

A 90-year-old Kenyan grandmother has become the world’s oldest elementary school student, also known as Gogo, is from a small village in Kenya. She is studying at the local elementary school to learn to read and write. Ms Sitienei has spent most of her life working as a midwife, helping to deliver babies. She wants to be able to read and write so she can pass on her midwifery skills and write down the special herbal remedies she uses when she delivers babies. She also wants to be able to read the Bible. Sitienei said she never had a chance to go to school when she was younger. She said she knows she is old but hopes she will set an example to younger people. She wants all the children in her village to study.



When Ms Sitienei first tried to enroll at the school, the head teacher David Kinyanjui did not think it was a good idea. Now he is very happy that Gogo



is at the school. Mr Kinyanjui said Gogo is a “blessing and a motivator”. He added: “I’m very proud of her. She is loved by every pupil. They all want to learn and play with her.” He also said: “She is doing well considering her age. I can say I have seen a big difference in this school since she came.” Gogo had a message for children everywhere, saying: “I want to say to the children of the world, especially girls, that education will be your wealth.” She added: “With education, you can be whatever you want - a doctor, lawyer or a pilot.”

1. What does the woman want to learn to do?
3. What does the woman help deliver?
4. What did the woman not have a chance to do when she was younger?
5. What does she want the children in her village to do?
6. Who thought it wasn’t a good idea when the women joined the school?
7. Who loves the woman?
8. What do the school students want to do with the old lady?
9. Who did the old woman have a message for?
10. What jobs did the woman say you could do with education?

10. Find the words in the text above, which match the following definitions:

1	The profession or practice of assisting women in childbirth.
2	Related to something, which has properties of the plants and is used in medicine.
3	A person, who provides positive examples and serves as an inspirational model.
4	An accidental or unpredictable event or opportunity.
5	A noticeable change or effect.
6	The state of richness and prosperity.



LISTENING SKILL BUILDER

1. Listen to the information and fill in the table below.



Amena 5 years old



Usama 12 years old



Ranim 15 years old

Name of the child	Type of school	Characteristics of the school
Amina		
Usama		
Ranim		

2. Listen to the extract from the report of the National Statistics of the US on bullying at schools. Fill in the gaps with correct numbers.

..... of U.S. students in grades 6-12 experienced bullying.
 Approximately of young people admit to bullying others in surveys.
 70.6% of young people say they have seen bullying in their schools.
 When bystanders intervene, bullying stops within 10 seconds of the time.
 In one large study, about of children in grades 4-12 reported being bullied by other students at school at least once during the past month, whereas reported bullying others during that time.
 Only about _____ of students who are bullied notify adults about the bullying.
 A vast majority of bullying cases (.....) happens in the classroom.
 About of high school students (grades 9-12) were electronically bullied in the past year.
 Answers: 28%, 30%, 57%, 49%, 38%, 20-30%, 44%, 15%.

3. Complete the dialogue with the expressions from the box. Then listen to check your answers.

the garage; solar cooking; colored papers; illustrate it; aluminum foil; find it; supplies; can use.

Tommy and Joe are going to make a solar cooker for a science project. They are talking about the project and the supplies, they will need for the project.

Tommy: What do we need for this project?

Joe: I don't think it's very hard to make a solar oven. We just need to cover a box with Does your mom have some?

Tommy: Yes, I'm sure she does. But we don't have a big box. Do your parents have any boxes in.....?

Joe: Yes, they do. My dad brings home a lot of boxes from work. We also need and markers. Do you have colored paper and markers?

Tommy: I don't have any markers, but I have a new box of crayons. My mom doesn't have any colored paper, but she has some big sheets of poster board that we

Joe: That's enough to get started. We don't need any more

Tommy: Well, making the oven is easy, but we have to write a report and Don't you think we should talk to the teacher? We need information on I don't know where to , but I'm sure the teacher does.

4. Mark the statements as True or False, using the dialogue in exercise 3.

Tommy's mother definitely has got no aluminum foil.

Joe has got many boxes at home, because his father always brings some from his work.

Boys do not need any crayons for their project.

Tommy and Joe have found enough supplies to start the scientific project.

Their teacher does not know any information about their project.

Tommy and Joe do not have to write any report about their experiment.

Poster boards are suitable for this project.

It is not possible to implement this project without colored papers and markers.

Making a solar oven is a difficult task.

When Tommy and Joe do not know what to do, they should ask their teacher for advice.

5. Listen to the text and choose correct answers for the questions below:

1) A global survey has asked

- | | |
|---------------------------------------|--------------------------------------|
| a. 47 children in 6,204 countries... | b. 2,406 children in 74 countries... |
| c. 4,602 children in 147 countries... | d. 6,204 children in 47 countries... |

2) The worldwide report is from the children's charity ChildFund.

- | | |
|-------------------------------|-------------------------------|
| a. «Big Voices, Small Dreams» | b. «Small Voices, Big Dreams» |
| c. «Voices Small, Dreams Big» | d. «Voices Big, Dreams Small» |

3) It discovered that are their biggest worries.

- | | |
|--|--|
| a. Internet, friends and communication | b. education, food and the environment |
| c. nature, food and safety | d. fresh water, education and family |

4) We're always surprised to see how much children put on education.

- | | |
|-----------------|---------------|
| a. significance | b. prominence |
| c. emphasis | d. importance |

5) It shows the of children...

- | | |
|----------------------|------------------------|
| a. depth of maturity | b. degree for maturity |
| c. level in maturity | d. depth as adulthood |

6) ...what would you do to improve children in your country?

- | | |
|-------------------|-----------------|
| a. the lives from | b. the lives of |
| c. all lives at | d. the life of |

7) Over 25 per cent of kids in developing countries said their greatest fear was

- | | |
|---|----------------------------------|
| a. volcano eruptions, earthquakes, floods | b. terroristic attacks and war |
| c. not having access to the Internet | d. dangerous animals and insects |

8) The environment was also a the children.

- | | |
|--------------------|--------------------|
| a. big motivation | b. big aspiration |
| c. big concern for | d. big trouble for |

9) ... decrease to help improve the planet.

- | | |
|-------------------|------------------------|
| a. buying plastic | b. wasting fresh water |
| c. throwing trash | d. littering |

10) ... almost 20 per cent of children want to be a when they grow up.

- | | |
|-------------------------|-------------------------------|
| a. professional athlete | b. human right defender |
| c. movie star or singer | d. president of their country |

6. You are going to hear five students, explaining their motivation to study at the University of Adelaide. Match the statements you hear with the summaries below. One summary is extra.

<p>It has a convenient location and low tuition fees. The staff of the University is very approachable and friendly. My mother and sister have been studying here and recommended this place for me. The University of Adelaide has the best agricultural degree in the southern hemisphere. It is a good chance for me to learn more about Australian culture The University provides a convenient program of studies.</p>	<p>Speaker A. ____ Speaker B. ____ Speaker C. ____ Speaker D. ____ Speaker E. ____</p>
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SPEAKING SKILL BUILDER

1. Discuss in pairs the topic of home schooling and home assignments. Answer the following questions.

1. Do you think home schooling is a good idea?
2. What are the advantages of home schooling?
3. What kind of children benefit from home schooling?
4. Do children who are home schooled get the social skills they need?
5. Is home schooling gaining popularity in your country?
6. What comes to mind when you hear the word 'homework'?
7. What kind of homework do you like most?
8. What happens when you don't do your homework?
9. How important do you think homework is?
10. Do you always understand the reasons why the teacher asks you to do a particular homework activity?
11. Do you ever think homework is a waste of time?
12. Do you ever do your homework with friends or ask someone to help you?
13. What was the last piece of homework you really loved doing?

Bright School of English

Washington, the USA

- University staff - all teachers with Masters Degree
- Language instruction 5 hours a day, Monday through Friday
- Dormitory style housing, breakfast, lunch and dinner included
- 14 days - 12 days of instruction
- Nature walks, meetings with American students
- Price: \$1,100 round-trip

Shane English School

Oahu Island

- Language instruction 4 hours a day, Monday through Friday
- Housing in a bungalow 5 minute walk from the beach -
- 14 days - 10 days of instruction
- All teachers have Master's degree
- Scuba-Snorkel Safari, Wind-Surfing included
- Price: \$1,600 round-trip

Language Study International

London, England

- Language instruction 6 hours a day, Monday through Friday
- Housing with a British family - breakfast included
- 12 days - 16 days of instruction
- Teachers qualified with TEFL Certificate
- 4 Outings included: Tate Gallery, Concert in Royal Albert Hall, The Countryside around London
- Price: \$1,300 round-trip



2. Role-play. Imagine that you have an opportunity to study at an intensive English program in an English speaking country. You have the following three schools from which to choose. Decide which school you would like to attend basing your decisions on whatever reasons you feel are valid (i.e. free time, English learning goals, cost, duration, curiosity about the country and its culture, etc.).

Below you will find phrases and language helpful in expressing opinions, preferences and disagreeing.

Suggestions:

Where shall we... , Let's... , Why don't we... , What about... , How about...

Opinions, Preferences:

I think... , In my opinion... , I'd like to... , I'd rather... , I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me... .

Disagreeing:

I don't think that... , Don't you think it would be better... , I don't agree, I'd prefer... , Shouldn't we consider... , But what about... , I'm afraid I don't agree...

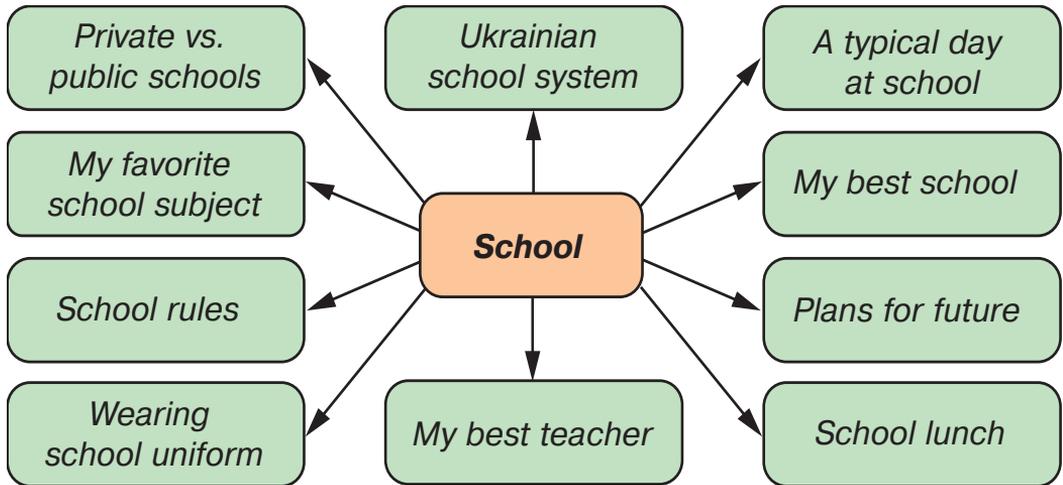
3. In pairs, ask and answer the questions about what you would do in each situation. Use the Conditional Sentences Type II.

Model: What would you do if you won a lottery?

— I would travel around the world.

1. You / when/ graduate / school?
2. You / move/ another city/ enter/ university?
3. You / successfully / pass/ school exams?
4. You / have a chance / study/ in the UK?
5. You / become / a principal / your / school?
6. You / can / change / one thing/ school / education?

4. Get ready to speak on the topic "School". The mind-map given below will help you.



5. Work in pairs. Help your friends to decide which university program to apply to after school graduation. Generate suitable solutions, based on their preferences and interests.

Model: If you are interested in helping people and doing social surveys, you should probably apply to the department of sociology.

Marie: I like to study natural sciences. I like to solve mathematical problems and learn new formulae and rules.

David: I used to like literature and languages in primary school, but now my main interests are chemistry and biology. I like to learn about chemical processes in nature and how they affect human lives.

Kate: I have always been inspired by the star sky and stories about space. In the future, I would like to join space expeditions and contribute to our knowledge and imaginations about Earth and other planets.

Simon: My favorite school subject is physical education. I regularly work out at the gym and do physical exercises at home. Physical education is very important for our health. I would like to help other people to stay fit and enjoy from the process of exercising.

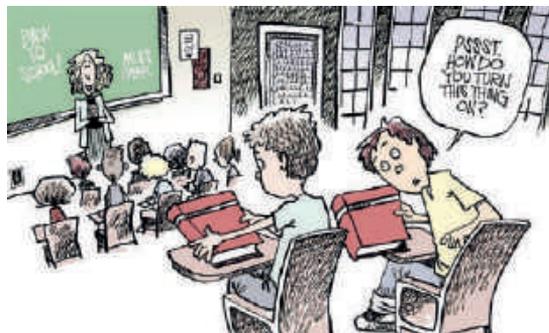
Lilly: Unfortunately, there is a lot of discrimination in our world. Very often people are imprisoned or accused of crimes, when they are innocent. I want to improve the legal system of Ukraine and help to defend human rights.

Sonia: Now we all know that climate change is real. It brings many threats to people, animals and plants. Many natural areas are becoming inappropriate for life. I want to learn about ways to protect the environment and stop the pollution and exhaustion of natural resources.



6. Discuss the topic of studying. Answer the following questions.

1. What do you like about studying?
2. Does the process of studying take place only at school?
3. What's the most fun you've had while studying?
4. Do you like studying English?
5. How has the Internet changed studying?
6. Do you think people in different countries study in the same way as you?
7. When do people stop studying?
8. What are the best and worst things about studying?
9. Why are some people much better at studying than others?
10. What good study skills do you have?
11. What's the best way to study for exams?



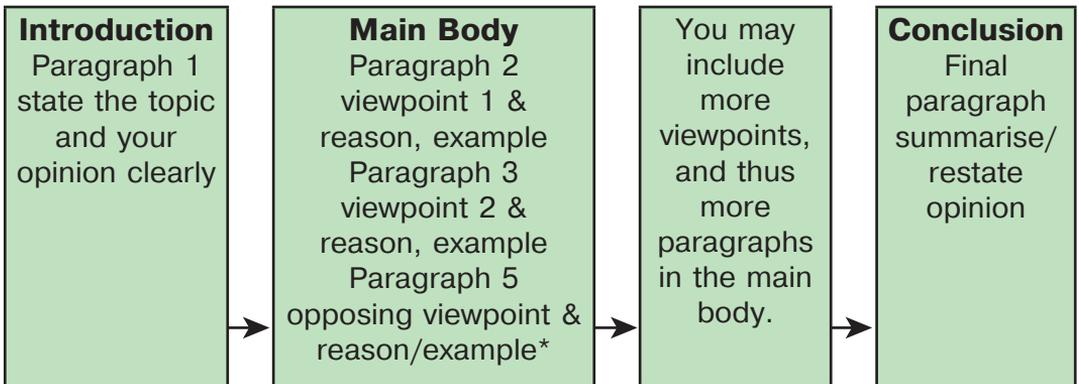


WRITING SKILL BUILDER

Opinion Essay

A successful opinion essay should have:

- an introductory paragraph** in which you state the topic and your opinion;
- main body** part which consists of several paragraphs, each presenting a separate viewpoint supported by reasons. You also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint.
- a conclusion** in which you restate your opinion using different words.



Points to Consider

Decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons.

Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases. Do not forget to start each paragraph with a topic sentence which summarizes what the paragraph is about.

Linking words and phrases should also be used to join one paragraph with the other.

1. Read the following opinion essay and arrange the paragraphs in the right order

Should Students Wear School Uniforms?

_____ To begin with, one obvious advantage that wearing uniforms brings about is the lower rates of bullying problems linked to clothes. There is no doubt that each school consists of a myriad of students from different family backgrounds, of which those from affluent households are able to show off

the most stylish outfits. This has led to the fact that less fortunate students feel inferior to others and sometimes they become the victims of bullying due to their ordinary clothes. Thanks to the use of uniforms, bullies are effortlessly tackled and the economic discrepancy between students seems to be no more a thorny issue. Accordingly, uniforms contribute to promoting unity amongst children.

_____ Uniforms are often regarded as an integral part of various educational institutions today. In my opinion, far from eliminating individuality, students can derive huge benefits from wearing uniforms.

_____ To sum up, I would have to reiterate the importance of school uniforms. On the grounds that they encourage a sense of unity and concentration of school-goers, I believe that wearing them should be maintained as a rule.

_____ Meanwhile, some children claim that wearing uniforms would limit their individuality and by wearing regular clothes are they entitled to express their personality. However, it is academic knowledge that should be placed emphasis on when it comes to school rather than expression of egoism. In fact, if children are allowed to wear any kinds of clothes, then there is a rise in the competition for becoming the trendiest one in their schools and their academic performance is likely to be sacrificed as a consequence. Briefly, wearing similar clothes enables students to focus on their main targets of going to schools rather than other external factors.



2. Look at the following school issues. Write 1 argument and 1 counterargument for each statement.

Statement	Argument	Counterargument
It is better to study at public schools.	<i>They are cheap and affordable for everyone.</i>	<i>Quality of education may be lower, than in private ones.</i>
Students should be able to choose subjects on their own.		

Not all school subjects are equally important for students.		
Schools should organize regular excursions for students.		
Schools should use information technologies in the classroom.		
There should be no homework at schools.		

3. Fill in the blanks with the words from the box below.

However; Nevertheless; For instance; In contrast;
To start with; In addition; Afterwards

- Kate is thinking about buying a car. , buying a bicycle would be cheaper and eco-friendly.
- At the airport, passengers have to check-in their luggage first. , they can proceed to the security check.
- Computers have many positive functions. , you can use them to listen to music, watch movies and play video games. , you can use them to study and read books.
- I think I will not be able to join the conference. , I would like to receive the conference materials by post.
- There are many advantages in green farming. , this type of farming does not harm soils and plants.
- Lilly is a vegetarian. , her friend likes to eat meat dishes.

4. Read the opinion essay below and fill in the blanks with the words from the list.

although; to sum up; such as; secondly; like;
personally; besides; think so; firstly; just.

“Top Sports People Earn Too Much Money Nowadays”

In most countries today top sports people, (1) footballers, tennis players and basketball players, get enormous salaries. In a week

they often earn more than ordinary people in a year. Is this really too much? (2) I don't (3).

..... (4), the active life of a professional sports person is relatively short – they often retire when they are in their mid-thirties. (5), many of them don't even play that long, as they often get injured, which means they have to retire early.

..... (6), (7) their salaries are very high they are not much higher than those of other successful people in the entertainment industry (8) pop singers, actors or TV personalities, whose professional careers can last for fifty years. Sport today is watched by millions of people, so it should be considered entertainment(9) the cinema or TV.

..... (10), I think that top sports people's high salaries are not unfair if you compare them with people doing similar jobs.

5. Match the items given in the columns below.

1. In addition	A. Actually
2. To start with	B. To conclude
3. To sum up	C. Furthermore
4. In fact	D. Although
5. For instance	E. First of all
6. However	F. For example

6. Write an opinion essay (150-200 words) to express your opinion on one of the topics below. Follow the structure of the opinion essay and use linking words and phrases.

1. Is physical education important at schools?
2. Should students be able to grade their teachers?
3. Do you think a longer school calendar is a good idea?
4. Should teachers use digital technologies in the classroom?



LET'S REVISE AND PRACTISE

1. Read the opinion essay and fill in the blanks.

“Who Learns Faster - Children or Adults?”

Small children seem to learn very quickly, (1) adults sometimes appear to lose the ability to pick up new subjects such as languages, music, games, or computer programs. In this essay, I will discuss (2) children or adults make the best learners.

It is (3) that children seem to learn very quickly. In just a few years, they can learn how to play a musical instrument, speak one or even two new languages, and deal with many subjects at school. They (4) have time for sports and hobbies, and become experts in their favorite pastimes. (5), how much of this is social pressure and how much is genetic? I am convinced that while children’s brains have a natural ability to absorb new information as part of their developmental growth, much of their achievement is because of social pressure. Schools force them to take many subjects.



Parents force them to practice new sports or to learn music. Even their playmates force them to become better at computer games or to read Harry Potter novels faster. (6), children may enjoy learning, but their environment also is a big motivating factor.

Adults (7) are supposed to be poor learners.(8), I disagree with people who say that adults cannot learn quickly. Adults have many skills that compensate for the decline in the ability of the brain to grasp and remember new material. They can organize their learning by setting times for reading or practice. They can build on skills and experiences they know already. Adults usually cannot learn to do ballet or to play the violin, but (9) these physical challenges, their motivation can often be higher than a child’s. (10), society does not encourage many adults to learn. People are busy with families and work, and some adults may feel that further learning is pointless, (11) they have already achieved many goals at work or in their personal life.

..... (12), I feel that we cannot generalize about children or adults being better learners. It depends on the situation and the motivation of the person, and the level of enthusiasm he or she has for learning.

	A	B	C
1.	While	Whereas	Since
2.	If	Whereas	Whether

3.	Obvious	Undoubtedly true	Completely truth
4.	Even	Even though	Also
5.	Despite	Nevertheless	However
6.	As regards	In summary	To sum up
7.	On the contrary	Opposite	On the other hand
8.	However	Although	Nevertheless
9.	Even in spite of	Even though	Even despite
10.	Unfortunately	Unlikely	Unluckily
11.	Furthermore	Since	Due to the fact that
12.	In summary	To cut a long story short	In conclusion

2. Fill in the blanks with correct words from the list below:

has her nose in the book; teacher's pet; after; attend; skip; with flying colors; drop out; submit; bookworm; digital; apply; graduate

- Students, who frequently lessons are more likely to from schools.
- If you want to pass your exams, you should all lessons and all the tasks on time.
- What technologies do you use in the classroom?
- When I school, I will to the Bachelor' program at university.
- Harry is the : he always gets good marks and the teacher is very friendly with him.
- Mary always buys dozens of books. She loves science fiction books, novels and poetry. She always
- I would like to go to the cinema with my sister, but she is such that he would hardly agree.
- At the kindergarten, nurses have to look children during the entire day.

4. Find out what happens at school. Make up sentences out of the given words.

1. starts and five. School at o'clock at finishes 7	..........
2. that Ms Today she had so the classroom dirty to cleaners. call 's was Bunchett	..........

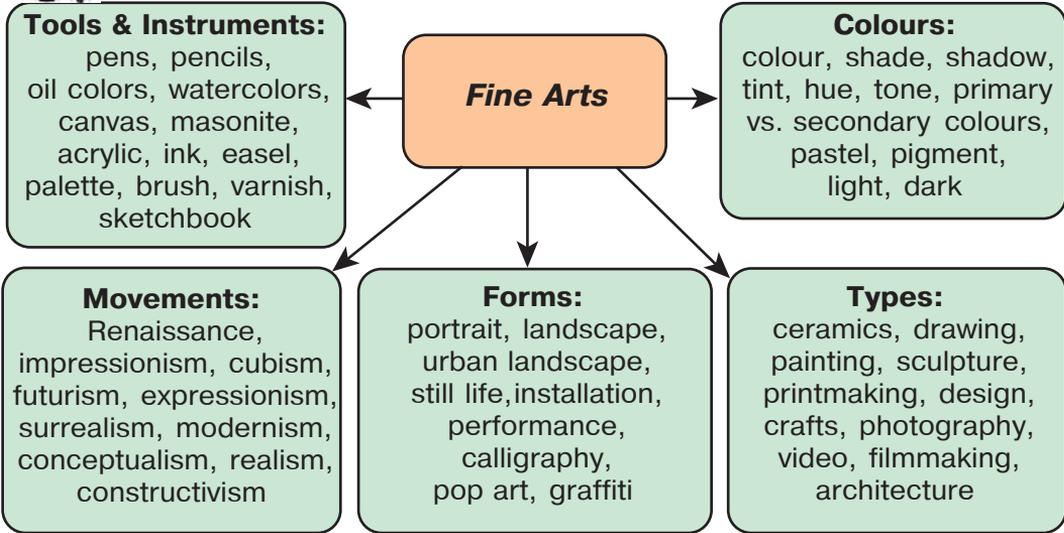
3. cheat the to tried All no exams the students but during succeeded. one	..........
4. the the schedule, whole Because of every school class Saturday. have will	..........
5. get for ready students to test. his the asked Mr Pratchett	..........
6. weather. trip The to cancelled due the director bad	..........
7. early school the does morning start ? Why in so the	..........
8. Teachers Fridays correct on their only. copies	..........
9. was us so that hard finished yet Bunchett Ms ! it homework gave haven't Yesterday the I	..........
10. school in use the cannot cellular phone during class. You the	..........

5. Look at the pictures. Guess which idioms they express.





UNIT 7. PAINTING VOCABULARY BUILDER



1. Name the pictures below, using the words from the Vocabulary Builder.



2. Fill in the gaps with the words from the Vocabulary Builder to complete the sentences below:

1. The whole church was decorated with shades of blue and huge white flowers.
2. The orange coloured her hair and made her skin look ill, but I recognised her.
3. I have found that these ornaments

only last in dry conditions, even when coated well with 4. They are shown in a large room, surrounded by other characters, including the artist himself, who stands at his 5. is a style or movement in painting originating in France in the 1860s characterized by a concern with depicting the visual impression of the moment. 6. The tree can live up to 70 years and enjoys sunlight or partial 7. She was a life-long artist and an artist, painting with and acrylics. 8. The elite, including professionals, turned to painting, , architecture, and music. 9. is the revival of art and literature under the influence of classical models in the 14-16th centuries. 10. Octopus is a sea animal, which can release in case of danger or emergency.

3. Find words related to fine arts in the following word search:

ink	a	c	r	y	l	i	c	q	z	v
realism	y	s	u	p	h	n	g	s	c	p
cubism	e	h	j	j	k	k	f	d	z	t
brush	a	a	p	g	s	h	a	d	e	i
hue	s	d	a	f	m	g	h	c	j	n
shadow	e	o	l	k	y	h	h	u	e	t
shade	l	w	e	u	o	j	m	b	q	d
acrylic	r	e	t	b	z	x	b	i	f	k
easel	s	t	t	n	b	r	u	s	h	o
palette	v	r	e	a	l	i	s	m	k	i
tint										

4. Guess the riddles:

1. You often use it with a brush
But not the kind used on your hair
Add it nicely to some canvas
So that people will stop and stare.
2. Even though it comes in a can
This is something you shouldn't eat
Instead you add it to the walls
To make a room look really neat.
3. It might be worth wearing an apron
To keep your clothes nice and smart
So your brush doesn't splash this on you
When making a piece of art.

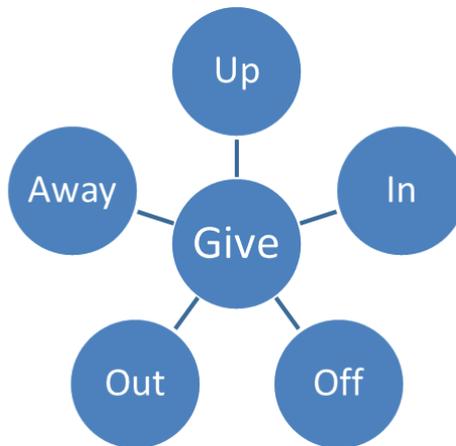
4. Although my center contains lead
It isn't very tough
And so you need to sharpen it
In order to draw stuff.
5. I sometimes have lines on me
And other times I am blank
I'm made from a cut down tree
Although I am not a plank.

5. Fill in the gaps with the idioms from the list below to complete the sentences:

1. thumbnail sketch
2. tar somebody with the same brush
3. state of the art
4. to paint something with a broad brush
5. blank canvas

1. We shouldn't _____ all athletes _____ because not all of them resort to doping.
2. When asked about his policy to reform the educational system, the president _____ his plan _____.
3. Children are _____. It's easy to make them believe whatever you want.
4. The accountant gave a _____ of the financial situation of the company.
5. This car reflects the _____ in automobile industry.

6. Look at the graph below to learn phrasal verbs with the word "to get". Guess their definitions from the list below:



- A. to stop working because of old age or long-term use.
- B. to give something for free.
- C. to produce light, heat, energy, odor etc.

- D. cease making an effort; admit defeat.
- E. to finally agree to something that you didn't want to do.

7. Fill in the gaps with suitable prepositions to complete the sentences:

1. These new light bulbs give brighter light for a longer period of time, and they cost less than the less efficient light bulbs. 2. The coffee shop is givingfree coffee all morning! Let's go! 3. My son begged me for months to buy him a new video game. I couldn't take it anymore and finally gave and bought it for him. 4. The baseball player was holding out for more money, but he finally gave when he realized that no one would meet his demands. 5. I had that printer for 10 years, and it finally gave last week when I tried to print a 200-page novel.

8. Look at the following paintings and try to guess, which art movements they represent. Use the Internet to find the names of artists.

Ancient Art
Impressionism

Surrealism
Realism

Cubism
Renaissance





READING SKILL BUILDER

1. Read the text and mark the statements below as True (T) or False (F):

Conceptual Art



The Conceptual art movement is probably the most radical and the most **controversial** plane in modern and contemporary art. Some artists, experts and art historians even **dismiss** it as art. Conceptual art is based on the notion that the essence of art is an idea, or concept, and may exist distinct from and in the absence of an object as its representation. Many examples of conceptual art (well-known

works or statements) question the notion of art itself.

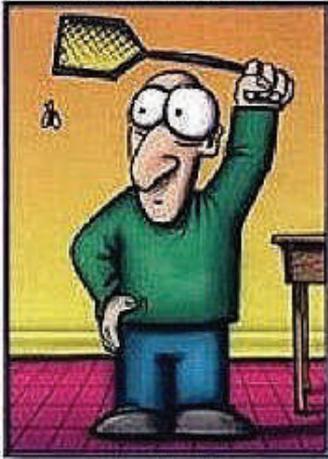
Some conceptual artists believe that art is created by the viewer, not by the artist or the **artwork** itself. Since ideas and concepts are the main feature of art, aesthetics and material concerns have a secondary role in conceptual art. Conceptual artists **recognize** that all art is essentially conceptual. In order to **emphasize** these terms, they reduce the material presence of the work to an absolute minimum – a tendency that some have referred to as the dematerialization of art – which is one of the main characteristics of conceptual art.

As many conceptual art examples show, the conceptual art movement itself **emerged** as a reaction against the **tenets** of formalism. Formalism considers that the formal qualities of a work – such as line, shape and color – are self-sufficient for its **appreciation**, and all other considerations – such as representational, ethical or social aspects – are secondary or **redundant**.

Surrealism movement was the major source of early conceptualism. Since conceptual art inherently rejects materialistic representation of artworks and it's not focused on materiality, many have connected conceptual art with **minimalism**. However, conceptual artists rejected minimalism's embrace of the conventions of sculpture and painting as mainstays of artistic production. For conceptual art, it need not look like a traditional work of art, or even take any physical form at all. Sol LeWitt and Joseph Kosuth were among the first ones to **insist** that genuine art is not a **unique** or valuable physical object created by the physical skill of the artist – like a drawing, painting or sculpture – but instead a concept or an idea.

While Joseph Kosuth gives special prominence to language and frequently **references** Wittgenstein's philosophy of language and Freud's psychoanalysis, Sol LeWitt, who used different media in his work, focused on idea itself, saying that idea is like a machine that makes the art. Apart from other art branches, philosophy was quite an important source for the development of conceptual art.

Realism



Impressionism



Cubism



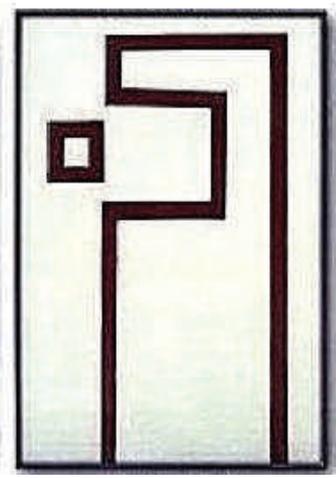
Surrealism



Pop-art



Minimalism



1. Conceptual art is one of the easiest forms of modern art.
2. Conceptual art focuses on the idea, and can exist even without direct representation.
3. Aesthetics plays an important role in conceptualism.
4. Dematerialization is one of the key peculiarities of conceptual art.
5. Conceptual art has many shared features with formalism, another artistic movement.
6. In conceptual art, line, shape and color are self-sufficient elements of artwork.
7. Conceptual art widely applies the materialistic element of artworks.
8. Philosophy has strongly influenced the development of conceptual art.

2. Find synonyms for the following words, using the text from exercise 1

- | | |
|-----------------|---------------|
| 1. accentuate | 6. expel |
| 2. citation | 7. accept |
| 3. exclusive | 8. belief |
| 4. excessive | 9. appear |
| 5. piece of art | 10. gratitude |

3. Fill in the gaps with the words from the list below:

appreciation; unique; controversial; emphasize; recognize; tenets; emerge; references; dismiss; redundant

1. A shorter jacket will your height as well as your skinny waist, arms and legs. 2. Show your of the concert with the applauses or even a letter. 3. Human responsibility has a tendency to become inverted when we our opponents as irrational and illogical. 4. She has a talent, but there's an unusual maturity and a respect for musical history. 5. The literature sources are available in the library for 6. Today's computers can faces, human speech and handwriting. 7. One of the of Christianity is forgiveness. 8. The fax machine has been rendered almost as information and documents are routinely exchanged at the press of a button. 9. The new governmental policies helped Thailand to as Asia's number two tourist destination. 10. The project has become highly due to the history and sensitivity of the site.

4. Read the text and fill in the gaps with the words from the list:

similar; heavy; embracing; shoulder; spirit; depicts; graffiti; pseudonym

Argument over the Controversial Painting



A new painting by the “guerilla artist” Banksy is (1) the focus of a (2) argument in the city of Bristol, England. The painting appeared overnight on a building. The leader of a nearby youth club, Dennis Stinchcombe, couldn't believe his (3) when he saw it and discovered it was a Banksy that could be (4) up to \$150,000. He (5) it off the

wall using a crowbar and stored it in the youth club. However, the city mayor said Mr Stinchcombe had no (6) to take the painting as it was on the wall of a city-owned building. The mayor wanted the painting put back. Stinchcombe said it would be (7) and hopes to auction it to raise money for the youth club. He has since received death (8) from angry Banksy fans.

The painting has been called “Mobile Lovers”. It (9) a man and woman (10) while checking out their mobile phones over one another’s (11) Art by Banksy is much sought after the world over. The mysterious artist, who is only known by the (12) Banksy, has become famous for paintings left on walls and buildings around the world. Many have been removed by building owners and caused (13) spats. Wikipedia says Banksy’s work combines, “dark humour with (14) executed in a distinctive stenciling technique.” Banksy’s work is (15) on political and social commentary. The city mayor said it was “against the (16) of Banksy and street art” to remove it from where the artist put it.



5. Read the text and find a suitable title for it. Fill in the gaps with the words from the box to complete the sentences:



Michelangelo’s masterpiece statue “David” great (1) of collapsing due to its weak ankles and the structure’s 5.5-ton weight. Scientists have confirmed that cracks in the heels of the giant 5.17-metre-tall iconic statue

make it (2) to crumbling under its own weight. The cracks have become the statue's (3) Tests carried out by Italy's National Research Council and Florence University confirmed the (4) a whole series of "micro-fractures" that have weakened David's ankles. A number of factors have led to this weakening. These include the poor (5) of marble and the fact that the statue has been leaning at an angle for centuries, and (6) from traffic and museum visitors.



Michelangelo
(portrait by
Daniele da Volterra)

The sculptor Michelangelo spent three years creating David between 1501 and 1504. He was just 26 when (7) the project. The statue depicts the biblical hero who killed the giant Goliath. It was (8) by the rulers of Florence as a symbol of the city's commercial and military strength. It was unveiled to the (9) on the 8th of September, 1504 and (10) on display outside in the Piazza della Signoria for 350 years. It was moved indoors in 1873 to protect it from the (11) Art lovers have been calling for years for the statue to be relocated to the safety of a purpose-built, (12) museum to insulate it from the vibrations from traffic and road construction.

	A	B	C	D
1.	anger	danger	problem	form
2.	susceptible	suitable	appropriate	good
3.	Torment of Tantalus	Amour's Arrow	Sword of Damocles	Achilles heel
4.	presence	existence	availability	possibility
5.	state	shape	form	quality
6.	vibrations	sounds	noise	distractions
7.	started	took over	embarked on	jumped into
8.	invented	started	opened	commissioned
9.	audience	visitors	public	room
10.	remained	was	stood	stayed

11	weather conditions	elements	public	disasters
12	resilient	resistant	earthquake proved	earthquake proof

6. Match the items from the column A with their synonyms from the column B.

1. Confirmed	A. Cracks
2. Carried out	B. Conducted
3. Fractures	C. The climate
4. Quality	D. Started
5. Embarked	E. Ordered
6. Depicts	F. Crumbling
7. Commissioned	G. Safeguard
8. The elements	H. Standard
9. Insulate	I. Verified
10. Collapsing	J. Portrays

7. Read the text and give answers to the questions below:

What is Art Performance?

Art performance is a genre in which art is presented “live,” usually by the artist but sometimes with collaborators or performers. It has had a role in avant-garde art throughout the twentieth century, playing an important part in anarchic movements such as Futurism and Dada. Indeed, whenever artists have become discontented with conventional forms of art, such as painting and traditional modes of sculpture, they have often turned to performance as a means to rejuvenate their work.

The most significant flourishing of performance art took place following the decline of modernism and Abstract Expressionism in the 1960s, and it found exponents across the world. Performance art of this period was particularly focused on the body, and is often referred to as Body art. This reflects the period’s so-called “dematerialization of the art object,” and the flight from traditional media. It also reflects the political ferment of the time: the rise of feminism, which encouraged thought about the division between the personal and political and anti-war activism, which supplied models for politicized art “actions.” Although



the concerns of performance artists have changed since the 1960s, the genre has remained a constant presence, and has largely been welcomed into the conventional museums and galleries from which it was once excluded.

The focus on the body in so much Performance art of the 1960s has sometimes been seen as a consequence of the abandonment of conventional mediums. Some saw this as a liberation, part of the period’s expansion of materials and media. Others wondered if it reflected a more fundamental crisis in the institution of art itself, a sign that art was exhausting its resources.

The performance art of the 1960s can be seen as just one of the many disparate trends that developed in the wake of Minimalism. Seen in this way, it is an aspect of Post-Minimalism, and it could be seen to share qualities of Process art, another tendency central to that umbrella style. Process art was also often intrigued by the possibilities of mundane and repetitive actions; similarly, many performance artists were attracted to task-based activities that were very foreign to the highly choreographed and ritualized performances in traditional theatre or dance.



1. Art performance is created with the help of:

- | | |
|------------------|---------------------------------|
| a) artists only; | c) artists and viewers; |
| b) only viewers; | d) the museums and exhibitions. |

2. Performance art can be viewed as:

- | | |
|---|--|
| a) protest of artists against conventional forms of arts; | c) post-war activism and ideology; |
| b) continuation of classical art; | d) a desire of artists to attract attention of the public. |

3. Art performance is closely associated with another art movement, known as:

- | | |
|---------------------|---------------------|
| a) body aesthetics; | c) body positivism; |
| b) feminism; | d) body art. |

4. What was the initial purpose of art performance?

- | | |
|---|---|
| a) to allow viewers becoming a part of art; | c) to fight corruption in the government; |
| b) to send anti-war and feminist message; | d) to increase attention to the body art. |

5. Where does modern art performance take place?

- | | |
|---|-------------------------|
| a) only in alternative galleries; | c) at homes of artists; |
| b) at conventional museums and galleries; | d) on the streets. |

6. What was the alternative explanation of the reasons of emergence of art performance?

- | | |
|--|---|
| a) conventional art has exhausted its resources; | c) art helped to stop the war. |
| b) artists wanted to reach new admirers; | d) it helped people to become free and independent. |

7. What are the similarities between the performance art and process art?

- | | |
|--|--|
| a) they both emerged after World War II; | c) they both use elements of choreography and rituals; |
| b) they both discuss themes of feminism; | d) they both were excluded from traditional museums. |

8. Explain the meanings of the following words from the text in exercise 7

1. Conventional	6. Intrigued
2. Avant-garde	7. Mundane
3. Rejuvenate	8. Abandonment
4. To politicize	9. Consequence
5. An Exponent	10. Dematerialization



LISTENING SKILL BUILDER

1. Listen to the text about Pablo Picasso, and fill the gaps in.

2. Listen to five people, speaking about why humans need art in their lives. Match every speaker with the statement he/she makes. One statement is extra.

1. Art helps people to speak up their personal stories.
2. Art has a healing effect on your health and wellbeing.
3. Art helps you to find a good job and become rich.
4. Art is a way of communication and self-expression.
5. Art is a natural human behavior.
6. Art is a shared experience.

- Speaker A. ____
 Speaker B. ____
 Speaker C. ____
 Speaker D. ____
 Speaker E. ____

3. Listen to the text about Mona Lisa and mark the following statements as True (T) or False (F):

1. Scientists are trying to find a modern woman, who looks like Mona Lisa.
2. Researchers think the real Mona Lisa was Leonardo da Vinci's sister.
3. Scientists will analyse the bones of a body found in Florence.
4. Mr Vinceti will use a computer graphics program to generate a face from the skull and compare it to the painting.
5. Only art experts enjoy the painting of Mona Lisa.
6. Historians have created theories about the Mona Lisa for centuries.
7. Giaconda was Leonrado da Vinci's fantasy, not a real woman.
8. Scientists are sure that the bones belong to the woman of Giaconda family.

4. Listen to the text and give answers to the questions:

1. How often does the Art Newspaper conduct its survey?

- | | |
|-------------------------|---------------|
| a) once every two years | b) yearly |
| c) once a decade | d) biannually |

2. How many people visited the Louvre in 2012?

- | | |
|---------------------|-------------------------|
| a) almost 970,000 | b) exactly 19.7 million |
| c) about 97,000,000 | d) around 9,700,000 |

3. In what city is the fifth most visited museum situated?

- | | |
|-----------|-------------|
| a) Paris | b) New York |
| c) London | d) Tokyo |

4. Where was 2012's most popular exhibition?

- | | |
|-----------|------------|
| a) Tokyo | b) Paris |
| c) Brazil | d) Holland |

5. In what part of the Louvre can people see Islamic art?

- | | |
|----------------------|---------------------------|
| a) the oldest part | b) a new wing |
| c) the glass pyramid | d) in all different parts |

6. What was more popular in Japan than in Europe?

- | | |
|--------------------|---------------------|
| a) traditional art | b) manga art |
| c) calligraphy | d) contemporary art |

7. What, according to the newspaper, was remarkable about Brazilians?

- | | |
|-----------------------------------|------------------------------------|
| a) their thirst for painting | b) their passion for art |
| c) their appetite for exhibitions | d) their hunger for visual history |

8. What kind of shows in particular did Brazilians like?

- | | |
|------------------------|------------------------|
| a) free ones | b) Dutch masters |
| c) spiritual artifacts | d) ones on exhibitions |

9. What Brazilian exhibition was ambitious?

- | | |
|-----------------------------------|-----------------------------------|
| a) contemporary Brazilian artists | b) indigenous artists |
| c) a history of Brazil's favelas | d) a visual history of the Amazon |

10. What did over 14,000 go to see every day in a Japanese temple?

- | | |
|--------------------|---------------------|
| a) temple drawings | b) veneration |
| c) temple relics | d) spiritual powers |



SPEAKING SKILL BUILDER

1. Work in pairs. Complete this table together with your classmate(s) and discuss what you have written.

Art	How	My personal experience
encourages creativity	<i>It helps to reveal our talent, invent new things, show fantasies and imagination.</i>	<i>When I paint/ compose poems, I demonstrate my talent and creative thinking.</i>
teaches to solve problems		
develops our thinking and logics		
unites communities and people		
utilizes all the senses		
can make you rich		

2. Discuss the following topics in pairs. Make up small dialogues, using the following questions.

- How often do you go to art museums?
- Do you consider yourself to be artistic?
- What do you think about modern art paintings?
- How many forms of art can you name? What is your favorite art?
- Is graffiti art? Why or why not?
- What is the most famous statue in your country?
- Who is your favorite artist? Why do you like him/her so much?
- Do you think that art is important to society? Why?
- Have you ever tried drawing, painting, sculpting or something else?
- What is the most famous painting in your country?
- What is traditional art like in your culture?
- What country do you think is the most creative?
- Why is art so expensive? Do you think it should be more, or less, expensive?
- Do you have any artistic friends? What kinds of art do they create?

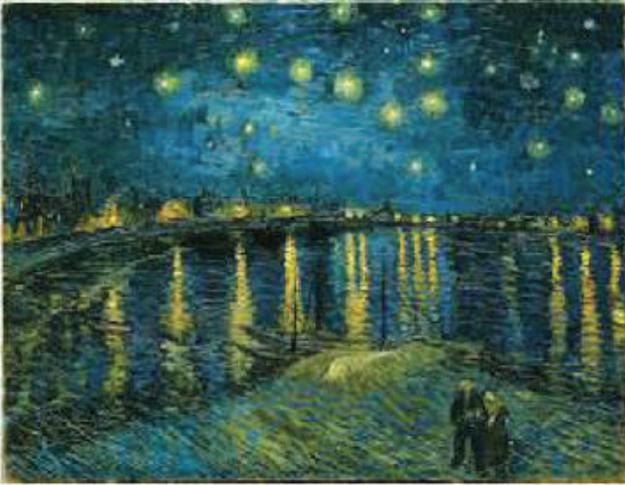
3. Work in pairs. Discuss with classmates your favorite type of fine arts. Fill in the table below to prepare your answers.

Form of fine arts	What do you like about it?	What do you dislike about it?
Portrait		
Landscape		
Still Life		
Graffiti		
Installation		
Art Performance		

4. Describe your favourite piece of fine arts. Mention in your presentation about:

- name of the artist;
- historical period;
- name of the painting;
- what does it symbolize/ mean;
- why do you like it?

5. Describe one of the following paintings. Discuss the technique, colours, art movement, symbols, etc. Give your impressions and thoughts about the painting.



Starry Night, Vincent van Gogh



Landscape, Ivan Marchuk



Kateryna Bilokur – Still Life:
Watermelon, carrots, flowers



Ballet Rehearsal,
Edgar Degas



The Japanese Bridge,
Oscar-Claude Monet



WRITING SKILLS BUILDER

Writing an Art Work Review

Reviews are usually written for newspapers, magazines, newsletters, blogs, etc. The style depends on how serious the writing is and who is the target audience. The purpose of the art review is to tell the public about artwork, such as a painting, film, installation, performance, sculpture, etc. It is important to remember that the art review should use appropriate vocabulary. A review of fine arts should mention the style of painting, its technique, colors, symbols and period of creation. There are different types of art reviews, but the majority of them bear descriptive character, meaning that they aim at depicting an artwork and expressing author's emotions and impressions about it. The writing of an efficient art review includes the following steps:

Do your research before writing a review of an artwork



Look through many artworks of the author before writing a review

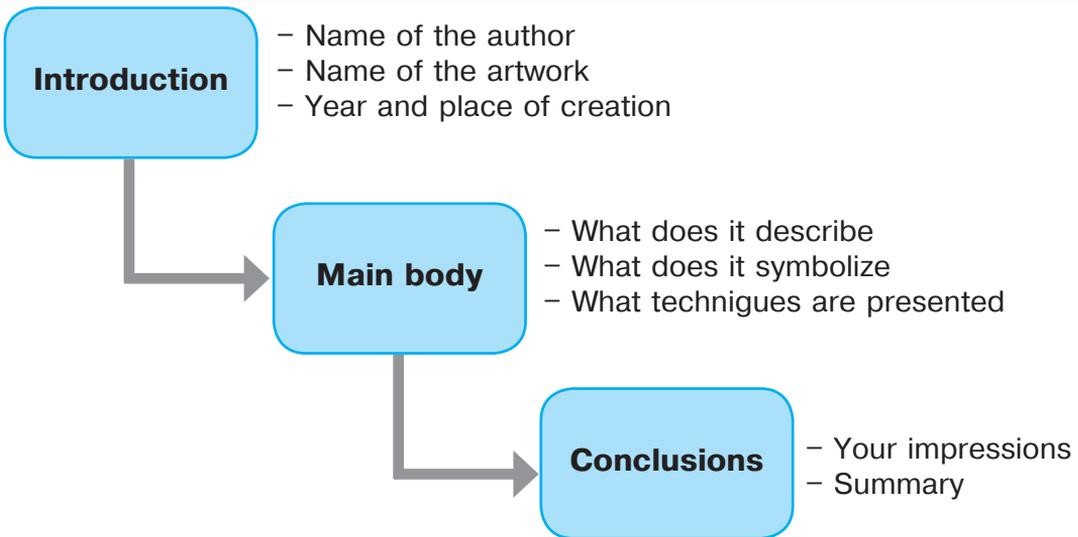


Write up a description of the artwork using specific vocabulary and terms



Express your vision and impressions about the artwork

The structure of the art review is the following:



1. Read the following art review and answer the questions below:

Self-Portrait with Thorn Necklace and Hummingbird

This painting, Self-Portrait with Thorn Necklace and Hummingbird, was painted by Frida Kahlo in 1940. Although this painting has a small size (about 16x24), it draws lots of interests, since it contains so many aspects which are symbolic to Frida Kahlo.

In this portrait, Frida Kahlo faces the viewer with background of large green leaves and a yellow leaf right behind her. The thorns are around her neck like a necklace which is held by a black monkey. Her neck is bleeding from the piercing thorns. On right side behind her shoulder is a black cat. A hummingbird is hanging on the thorn which knots around her throat. Her expression is calm and solemn. It also seems she is patiently enduring the pain.

Frida Kahlo put so many symbolic creatures in this painting. A bird often symbolizes freedom and life. This might be a symbol of Frida herself. Frida spent most of her life in physical pain after the bus accident happened when she was eighteen. After that she endured about thirty-five operations to fix her body. She spent so many years bedridden and cannot bear any children. This is a painting about her suffering.

Overall, this painting helps to understand the biography of the artist better. It symbolizes freedom and pain, women’s fate and affiliation with nature. The painting leaves a deep impression and provokes thinking about justice and liberty.

1. What is the name of the painting discussed in the review?
2. When was it written?
3. Who is portrayed on the painting?

4. What symbols can you see on the painting?
5. What are the colors of the artwork?
6. What impressions does it evoke?
7. What can this painting say about the author?

2. Circle the most suitable word to complete the phrases from the art review:

1. That **portrait/frame/portrayal** hanging over the wall dates back to the 17th century. 2. The local radio station confirmed that the band was coming, though they did not clarify the **venue/setting/site**. 3. It is possible to notice that this tapestry has widely used the **theme/narrative/plot** of war. 4. The artist pays great attention to the thorough description of people, sitting in the **front lines/home front/front rows**. 5. The **paintings / images / pictures** of V. van Gogh are famous all over the world due to the artist's unique talent and vision.

3. Read the following review and fill in the gaps with suitable words from the lists below:

Clara Peeters. Still Life with Raisins, 1611

Although Clara Peeters is recognized as one of the 1) of still life painting, nearly nothing is known about her life, teachers, or patrons. Equally remarkable, the Prado Museum, nearly 200 years old, is holding its first solo exhibition of a 2) painter, introducing Clara Peeters.

With such a dearth of biographical information, the objects in her paintings offer 3) about her life and the lives of her clients. Here, the precious objects are those typically associated with prosperity, education, and culture, including items like seashells, silver-gilt goblets and cups, silver salt cellars, and glittering gold 4) Her success is also suggested by inclusion of her artwork in collections in Rotterdam, Amsterdam, and Madrid, a rarity for female artists.

Still Life with Raisins creates a remarkable sense of three 5) space and realism. Her use of tenebrism (in a tenebrist painting, most objects or figures are in 6) while some are illuminated dramatically) reminds us that tenebrists, especially Caravaggio, deeply influenced Baroque artists. Overall, this painting evokes calm memories and creates a calming and 7) effect.



	A	B	C	D
1.	founders	pioneers	creators	inventors
2.	women's	feminine	female	lady's
3.	data	information	keys	clues
4.	coins	money	medals	circles
5.	aspects	special	dimensional	spatial
6.	shadow	darkness	light	shade
7.	simplified	disappointing	tranquil	boring

4. Think of any painting you have seen recently. Complete the following sentences to describe it:

- One of the most striking things about this painting is _____
- The painting is both _____
- No one watching this painting can fail to notice its _____
- The colours are _____, especially _____
- One thing I like especially about this painting is _____
- The artist manages to combine successfully _____
- I left the museum feeling _____
- The main theme of the painting is _____
- After watching this painting, you feel _____
- After the few minutes of observation, you start _____

5. Choose any painting and write an art review (150-200 words). Include the following details:

- Name of the painting
- Name of the authors
- Year of creation
- Some facts from author's biography
- Description of the painting
- Symbols
- Personal impressions
- Conclusions



LET'S REVISE AND PRACTISE

1. Read the text and choose the right word to complete the sentences.

Internet Art

Internet art is a **form / format** of digital artwork distributed via the Internet. This form of art has circumvented the **traditional / traditionalistic** dominance of the gallery and museum system, delivering **aesthetic / beautiful** experiences via the Internet. In many cases, the viewer is drawn into some kind of **interaction / interactivity** with the work of art. Artists working in this manner are sometimes referred to as net artists.

Internet art can happen outside the **technological / technical** structure of the Internet, such as when artists use specific social or cultural Internet traditions in a project outside it. Internet art is often but not always interactive, **participating / participatory**, and multimedia-based. Internet art can be used to **spread / spreading** a message, either political or social, using **human / humid** interactions.

The term Internet art typically does not refer to art that has been **simply / simplify** digitized and uploaded to be viewable over the Internet. This can be done through a web browser, such as images of paintings **uploading / uploaded** for viewing in an online gallery. Rather, this genre relies intrinsically on the Internet to **exist / existing**, taking advantage of such aspects as an interactive interface and connectivity to multiple social and economic cultures and micro-cultures. It refers to the Internet as a **wholeness / whole**, not only to web-based works.

Internet art can be created in a variety of media: through websites; e-mail projects; Internet-based original software projects (sometimes involving **gaming / games**); Internet-linked networked installations; interactive and/or streaming video, audio, or radio works; and networked performances (using multi-user domains, **virtual / real** worlds such as Second Life, chat rooms, and other networked environments).

2. Provide synonyms to the following words:

1. Shade	5. Conventional
2. Painting	6. Modern
3. Theme	7. Style
4. Fine arts	8. Interactive

3. Put the words into the columns in the table:

portrait, red, impressionism, shade, watercolors, landscape, urban landscape, realism, shadow, still life, cubism, installation, turquoise,

performance, ink, futurism, calligraphy, pop art, hue, oil colors, graffiti, tint, surrealism, varnish, brush, modernism

Art Movements	Colors	Tools	Forms of art

4. Choose the correct word to complete the sentences:

1. In this issue of the magazine, they are giving a free CD.

- a) up b) away c) out

2. You're doing really well. Don't give now. Keep going.

- a) away b) off c) in

3. He has refused again and again. He's not going to give and change his mind.

- a) up b) out c) along

4. It was a very old machine. It's not surprising it has given

- a) off b) out c) away

5. The key is nowhere to be found. We have given looking for it.

- a) up b) away c) off

6. On the introductory lecture, the teacher the history of art with a broad brush.

- a) portrayed b) depicted c) painted

7. Children are blank That is why it is so important to provide them with a proper education.

- a) papers b) canvas c) spaces

8. You should not all business persons with the same brush. Some of them donate a lot for charity to make the world around a bit better.

- a) brush b) tar c) watch

9. This statue is a real state of It is a real masterpiece.

- a) mind b) mood c) art

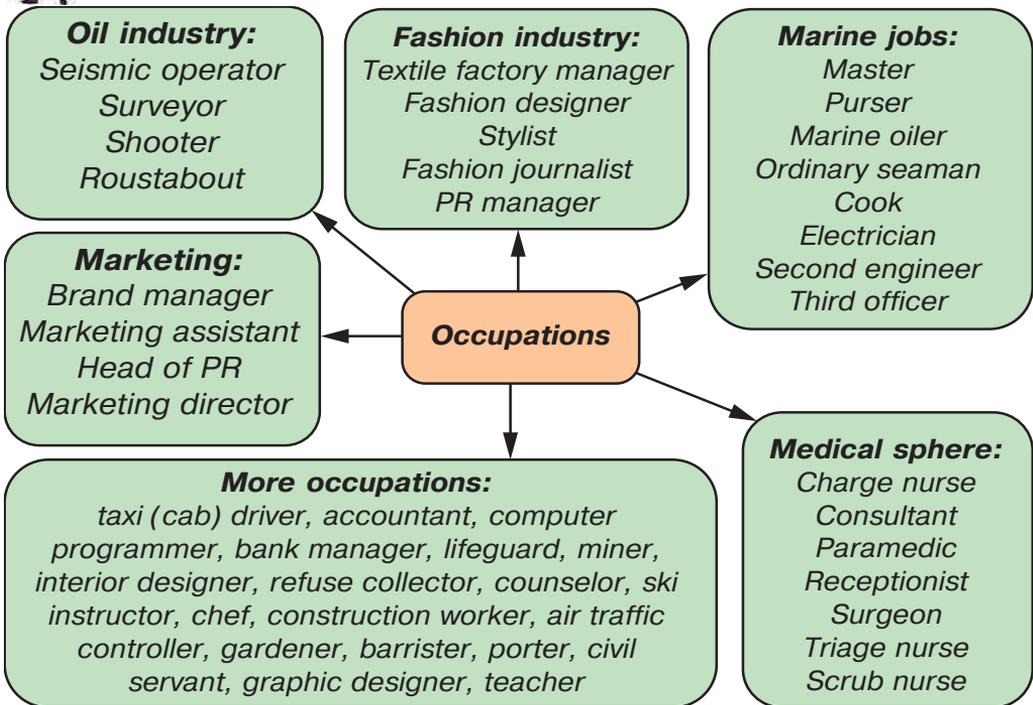
10. Could you, please, give me at least a thumbnail of the tomorrow's schedule?

- a) sketch b) agenda c) show

UNIT 8. OCCUPATIONS VOCABULARY BUILDER



UNIT 8



1. Read the following extracts from job advertisements. Match the titles with the job descriptions. Use the Vocabulary Builder (Marketing).

1. His or her primary responsibility is to provide direct support to the media buyers. She/he will also track media mentions, support customer service, manage our relationship management tools, and provide other assistance within the marketing department when needed.

2. The successful candidate must be an excellent manager and have a proven track record in leading a large department. The mission is to develop and execute a comprehensive marketing plan that reinforces our leadership position. Direct responsibilities include media relations, PR, marketing communications, planning and more.

3. The job involves managing all aspects of public relations, publicity, etc. the right person will have solid writing skills and strong relationships with the appropriate media outlets. The position reports directly to the CEO. The salary is based on experience.

4. You will be responsible for developing and executing brand strategies and marketing initiatives for an assigned product line to meet revenue,

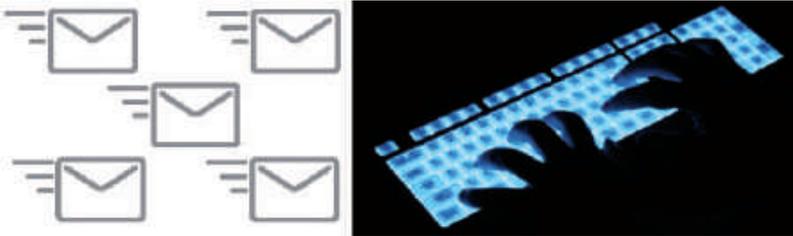
profitability, and budget targets. Requires strong knowledge of marketing principles and practices, and the ability to lead cross-functional teams to accomplish a successful go-to-market strategy. This position reports directly to the Director of Marketing.

2. Read the texts about career preferences.
Fill in the blanks with the words from the box.

staff public career accountant customer stuck current

Hello everyone

I work in the (1) service department of a software firm and to be honest I need a change. It's not easy dealing with people's complaints all day. I'd love to work in (2) relations. I'm really interested in how companies present themselves to the outside world. Has anyone else made a similar (3) move or do you think it's better to stay in my (4) position?



Linda, London

Hi Linda! I used to work in the (5) department of a company but I got sick of working with numbers all day. Now, I'm in sales and I much prefer it. I love being with customers instead of being (6) behind a desk all day. I think you should speak to the (7) manager in your company about moving to a different department. It worked for me!

Steve, Birmingham

3. Read about different occupations in oil industry.
Match the texts with the pictures. Use the model sentences in exercise 3 to describe three more occupations.



1. I work on a supertanker. We have a crew of 25. We live on the ship. The captain's in charge. We transport the oil.
2. Here is my crew. We live and work on an oil rig. The driller is in charge. He's the boss. We extract the oil. I'm a roustabout.
3. Our crew is small. We have a surveyor and three seismic operators. We search for oil. We work in the countryside.
4. The refinery is big. I work in the control room. I supervise the control room operators so I'm the supervisor. We control the refinery. We refine oil.

4. Match the job positions (in accounting) with the definitions.

1. ___ budget analyst	A. a person who fills out tax forms
2. ___ bookkeeper	B. a person who records transactions
3. ___ trainee	C. a person who reviews financial plans
4. ___ internal auditor	D. a person who is learning a new job
5. ___ tax accountant	E. a person who checks records for accuracy

5. Read the text and then match the words with their definitions.

1. ___ license	A. to give someone official approval for something
2. ___ education	B. a document giving approval to drive a cab
3. ___ regulation	C. the act of moving from one location to another
4. ___ hack license	D. a rule or condition in a particular industry
5. ___ transportation	E. the process of learning or being trained

Requirements for Cab Drivers

You need a hack license to operate a cab company in Green Heights. The Green Heights Transportation Commission reviews applications monthly. They will license you if you meet one of the following qualifications:

- You have six months of experience as a cab driver or other driving professional. Please provide documentation if experience was in another jurisdiction;

- You completed one hundred hours of on-the-job training. This option also requires a classroom course in cab driver education.

The commission gives medallions to cab drivers who follow regulations. They will take away your medallion if customers complain about you.



GRAMMAR BUILDER

Adverbial clauses of result and consequence

Clauses of result or consequence

So, so... that / such... that/ in order that / so that:

He drove **so** fast **that** he got a speeding ticket.

Emergency-room doctors work long hours, **so** they rarely get enough sleep. / Emergency-room doctors work **such** long hours **that** they rarely get enough sleep.

He spoke loudly **in order that** everybody would hear him.

He drove fast **so that** he could get to work on time.

1. Combine the following pairs of sentences as in the model. Define the type of the adverbial clause in the sentences you've made up.

Model: 1) The ground is very dry. The plants are dying. —
The ground is **so** dry **that** the plants are dying.

2) My lawyer worked long hours. He wanted to finish the case by the weekend. — My lawyer worked long hours **so that** to finish the case by the weekend.

1. The researchers performed a success experiment. They called the press immediately.
2. The toxic waste proposal was defeated. The proposers vowed to continue fighting for it.
3. The prices on gas are very big. We'll have to find some alternative sources of energy to keep the households warm in winter.
4. Solar, wind and water energy are all renewable sources of energy. They have a much lower impact on the environment and can help you save money.
5. I take a bag with me when I do shopping. I don't have to use plastic carrier bags.
6. I'll need about 1500 plastic bottles. The building of the greenhouse could take a while, but it's a good way to recycle them.
7. I live on my own anyway. I don't produce that much household refuse.
8. I tend to eat out or get a take-away most nights. I only go to the supermarket occasionally.
9. She paid a lot of money for her electricity bill. She will have to cut on the use of electric appliances at home.
10. There was much steam. We couldn't see a thing.
11. The place looked a mess. I couldn't invite anyone in.
12. Jack has got the flu. He is in bed.
13. I listen to the news in the morning. I know what's happening in the world.
14. Tom goes jogging every day. He will stay fit.

2. Correct mistakes in the sentences below. Then define the type of the clause (result, consequence or purpose).

1. Speak clearly **such** that we can all hear you. – Speak clearly **so** that we can all hear you.
2. He spoke loudly in order so everybody would hear him.
3. He remained still in order so that people thought he had died.
4. We started in the morning so such we would reach our destination in time.
5. She lived in England for six months such that she could perfect her English.
6. It was such hot that we didn't go out.
7. She was such weak that she couldn't walk.
8. It was so that cold we stopped playing.



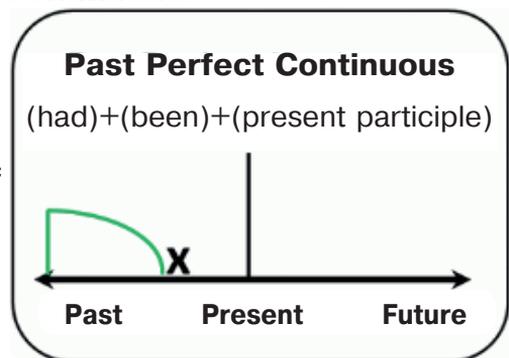
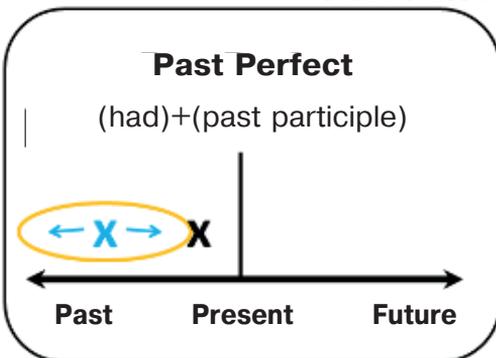
“Someone turned lemons into lemonade without a food and beverage permit. Call our lawyer!”

3. Make up sentences as it is given in the model.

Model: I had a nightmare. It . . . (scary) – I had a nightmare last night. It was so scary that I couldn't sleep until 5 a.m.

1. We took a test. It ... (easy)
2. I went on a hike. It ... (long hike)
3. I saw a tall man. He ... (tall)
4. I ate some spicy food. It ... (hot)
5. I saw a comedy. It ... (funny)
6. I met a beautiful girl. She ... (beautiful)

Past Perfect Continuous



Past Perfect	Past Perfect Continuous
The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.	1. We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. «For five minutes» and «for two weeks» are both durations which can be used with the Past Perfect Continuous. <i>They had been talking for over an hour before Tony arrived.</i>
<i>I did not have any money after I had lost my wallet. Tony knew Istanbul so well because he had visited the city several times.</i>	2. We also use the Past Perfect Continuous to express the cause of something in the past. <i>He was tired because he had been exercising so hard.</i> 3. It is important to remember that Non-Continuous Verbs cannot be used in any continuous tenses.

Non-Continuous Verbs

Feelings	Thoughts, opinions	Senses	Possession	Measure, cost, others
like	know	feel	belong	cost
dislike	think	hear	own	measure
love	understand	see	have	weigh
hate	believe	smell		owe
prefer	guess	sound		seem
want	mean	taste		be
need	suppose	touch		appear
mind	doubt	look		consist
care	realize			
	remember			
	forget			
	agree			

4. Complete the text below with the words in brackets putting them in the Past Perfect or the Past Perfect Continuous tense form.

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I (try) to get tickets for that

play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have) five cups of coffee and I (wait) over an hour. I had to leave because I (arrange) to meet Kathy in front of the theater.

When I arrived at the theater, Kathy (pick, already) up the tickets and she was waiting for us near the entrance. She was really angry because she (wait) for more than half an hour. She said she (give, almost) up and (go) into the theater without us.

Kathy told me you (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!



5. Put the verbs in brackets in the Present Perfect, the Past Perfect, the Present Perfect Continuous or the Past Perfect Continuous tense form.

1. It is already 9:30 PM and I (wait) here for over an hour. If John does not get here in the next five minutes, I am going to leave.

2. I was really angry at John yesterday. By the time he finally arrived, I (wait) for over an hour. I almost left without him.

3. Did you hear that Ben was fired last month? He (work) for that import company for more than ten years and he (work) in almost every department. Nobody knew the company like he did.

4. I (see) many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.

5. Sarah (climb) the Matterhorn, (sail) around the world, and (go) on safari in Kenya. She is such an adventurous person.

6. Sarah (climb) the Matterhorn, (sail) around the world and (go) on safari in Kenya by the time she turned twenty-five. She (experience) more by that age than most people do in their entire lives.

7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry)



READING SKILL BUILDER

1. Read the text and answer the questions below.

The European Union has ruled that workers with no fixed office should be paid for travelling to and from their first and last appointments of their day. This could have a huge impact on the payroll expenses of companies across Europe. The European Court of Justice said that the journeys of workers who do not have a fixed place of work, and who travel between their home and their customers' premises, are to be paid work. This means potentially higher salaries for care workers, sales staff, plumbers, nannies and other company employees who work from home. The court said it was to protect the health and safety of workers and ensure they did not work longer than 48 hours per week. The ruling means that thousands of companies across Europe could be forced to change their business arrangements. Many will have to rearrange the working schedules of employees to ensure that their first and last appointments are near their homes. A British employment lawyer, Chris Tutton, told the BBC that: "Unless "bosses" adjust working hours or ask employees to opt out of the 48-hour working week, employees could quickly exceed the number of hours they are legally allowed to work. Bosses could therefore soon find that they are operating illegally and be at risk of facing costly claims against them." The ruling does not affect people's daily commute to their normal, fixed place of work.



1. Which workers come under the EU's new ruling?
2. What kind of expenses could the ruling have a huge impact on?
3. What could be higher for nannies and care workers?
4. What does the EU want to protect?
5. What is the maximum hours per week the EU wants for workers?
6. What could businesses be forced to change?
7. Where should a worker's first and last appointments be near?
8. What is the job of Chris Tutton?
9. What could bosses be at risk of facing?
10. Who does the ruling not affect?

2. Look at the title of the article and guess what it is about. Answer the questions below.

1. What happened to working days in the last century?
2. What has changed the way we work most of all?
3. Where couldn't people work in the past but can now?
4. What can people do if they are on the move?
5. What might happen in the future?

From Fields and Factories to the Comfort of Your Sofa



The world of work has changed so much in the last few years, but what will it look like in the future? Two hundred years ago, the majority of people worked in fields on farms, working long hours and doing backbreaking work for little money. Then, for many countries, came industrialisation and the beginning of a modern urban life.

We saw the greatest changes in the last century, with people working shorter days and the beginning of the 9-to-5 routine and

office life. The types of jobs we do have also changed dramatically, with people working more in the service industries, such as finance and banking. An even greater change has been where we work and when, due to technology.

Since the 1990s technology has advanced rapidly, with the greatest change being the birth of the internet. People now seem to spend most of their working days reading and sending emails in order to complete their daily tasks. The internet has also made an important difference to where people do their work and there is a growing trend for people to spend more time out of the office and working from home or in connected environments, such as cafes.

In many towns and cities across the world it has been common for some time now to see people tapping on their laptop keyboards in cafes, using the free wifi to get their work done. There has also been a huge increase in the number of people renting 'hot desks' for the day or even a few hours, so they can get their work done while on the move. What about the future? How will we work in 100 years' time? Maybe the idea of a work-free weekend and 9-to-5 working will no longer exist. People will be able to choose when and where they want to work.

3. Read the article again. Find words/phrases that match the definitions 1-6.

1	very heavy or hard work	4	places that have the internet
2	because of	5	typing
3	everyday jobs	6	very big

4. Read the personal profiles and match a job from the box below with each person. Then say who talks about the following: Tom (T), Jack (J), Sophie (S) or Lizzie (L)?

accountant — chef — personal trainer — foreign correspondent

1 Tom	.....	3 Sophie	.....
2 Jack	.....	4 Lizzie	.....

Tom: My dream job is one that pays me a good salary! I don't mind working under pressure. In fact, I'm motivated by deadlines and I like being busy all the time. I don't mind sitting at a desk all day. I like working alone and I prefer dealing with numbers than dealing with people. I'm happy to work long hours as long as I get long holidays, too!

Jack: My dream job is one where I can use my imagination and get my hands dirty. I absolutely love making delicious dishes that look beautiful and that people enjoy eating. I can't stand the idea of sitting in an office all day. It's so boring! I love working in a team but I prefer being in charge. I absolutely love working under pressure and seeing fast results.

Sophie: My dream job is one where I get to go to lots of interesting places, especially places you don't normally visit on holiday. I'm not keen on doing the same things every day so I want a job with lots of variety and I don't mind if it's not 9-5. I don't mind taking risks or even risking my life as long as I'm doing something worthwhile.

Lizzie: My dream job is one that pays me to do something I absolutely love – exercise! I'm not keen on a 9-5 job in an office – I prefer the idea of working - exible hours. I can't stand sitting around all day and I prefer the idea of working in different places – inside and outside. I'm motivated by helping other people achieve their goals and I love seeing the difference I can make.

- 1) earning a lot of money —
- 2) working with people —,
- 3) travelling for work —
- 4) a dangerous job —
- 5) doing something active —
- 6) being creative —
- 7) being happy to work in an office —
- 8) changing people's lives —



5. Find the words in the texts in exercise 6 that match the definitions 1–8.

- 1) the time you have to finish something by (Tom) —
- 2) working hard with lots of things to do (Tom) —
- 3) very tasty (Jack) —
- 4) plates of food (Jack) —
- 5) being the boss (Jack) —
- 6) lots of different things (Sophie) —
- 7) important or useful (Sophie) —
- 8) aims, something you want to gain in the future (Lizzie) —

6. Read the text and complete it with the parts of the sentences given below.

- 1) no experience was necessary
- 2) this was a real job offered to a lucky young man from Britain
- 3) Australian tourist attractions
- 4) the website crashed
- 5) with reports about it appearing around the world
- 6) more than a million people had viewed the ad
- 7) diminished visitor numbers to the area



The Best Job Ever

Imagine being offered \$ 70,000 to spend six months in a luxurious \$2m villa on a beautiful tropical island. It sounds like the stuff of fantasy, but believe it or not, A. was one of thousands of hopeful individuals who applied for it. From 34,000 applications, a shortlist of 50 candidates was drawn up. These were narrowed down to 15. Finally, after much discussion, Criss was singled out as the right person for the job.

Tourism Queensland dreamed up the idea in response to B. It was advertised on its website as “the best job in the world”: a caretaker for the beautiful islands of the Great Barrier Reef, off north-east Australia. The caretaker’s duties included befriending the locals, enjoying the lifestyle and climate of Queensland and reporting back on life in the region. As if getting paid to have fun wasn’t good enough, C.! Applicants had simply to forward their CVs and a short video showcasing their skills and talents.

The media quickly got wind of the incredible opportunity, D. People rushed to Tourism Queensland’s website. Within three days, E. In fact, the volume of traffic was so great, F.! Tourism Queensland had generated a level of publicity for Queensland that was beyond its wildest dreams. By the time the position was filled, it had gained more than \$ 100 million worth of free advertising.



LISTENING SKILL BUILDER

1. Listen to the text and fill in the blanks. Then answer the questions below.

The government in Venezuela has taken (1) to try and deal with the country's growing energy problems. It has initiated a two day working week (2) employees. Public workers had already been working four days a week (3) Fridays a no-work day two months ago. The country's 2.8 million public workers will now have five days off a week. President addressed the nation in a (4) , saying: «From tomorrow, for at least two weeks, we are going to have Wednesdays, Thursdays and Fridays as non-working days for (5)» Employees were told they would still be paid in full, (6) reduced working week. The government is (7) energy crisis on droughts and El Nino weather patterns. Water levels in hydroelectric dams are (8) Mr Maduro likened the Guri region, home to the nation's biggest dam, to a desert. Critics of the president say ineffective management, (9) and corruption are behind the current mess. The country's 30 million people are facing daily disruptions to their lives. Women have (10) hair dryers less and shopping malls have to rely on their own (11) Electricity is being rationed in most of the country. The president even (12) back thirty minutes to provide half-an-hour of extra evening sunlight.



UNIT 8

1. Who has taken a drastic step?
2. Who will now be working two days a week in Venezuela?
3. When did workers start having Fridays off in Venezuela?
4. What did Venezuela's president tell the nation?
5. What will happen to the pay of employees working two days a week?
6. What is the government blaming the energy crisis on besides El Nino?
7. What is in the region of Guri?
8. How many people are facing daily disruptions?
9. What are women being asked to use less?
10. What will turning the clocks back provide?

2. Listen to the text and guess if the statements a-h below are true (T) or false (F). Listen to the text again and then match the synonyms below.

a.	Around 33% of young jobless people in the UK feel very stressed.	T / F
----	--	-------

b.	Nearly all young, unemployed people find it easy to live normal lives.	T / F
c.	Interviewers questioned 22,000 unemployed people.	T / F
d.	Many young people said they feel like their home is a prison.	T / F
e.	Britain's Employment Minister said young people had little talent.	T / F
f.	The Employment Minister said there were no jobs for the unemployed.	T / F
g.	A man in his twenties explained the difficulties of being unemployed.	T / F
h.	The man has lost the confidence to speak to people.	T / F

1. regularly	a. worried
2. emotions	b. skillful
3. normal	c. promise
4. anxious	d. feelings
5. support	e. fit
6. talented	f. frequently
7. match	g. help
8. provide	h. totally
9. potential	i. regular
10. absolutely	j. supply

3. Listen to the text and choose the correct item.

1) What does the Japanese government want to ease?

a) spending

b) the pressure on workers

c) laws

d) taxes

2) What does the Japanese government want to boost?

a) measures

b) pressure

c) its image

d) consumer spending

3) How many companies have signed up to Premium Friday?

a) exactly 130

b) no more than 130

c) around 130

d) at least 130

4) What are Japanese workers infamous for being?

- a) workaholics b) fast c) employees d) excessive

5) What did a spokesman say it would take time for the scheme to do?

- a) branch out b) take root c) bud and flower d) germinate

6) What partly prompted the Premium Friday scheme?

- a) a worker's suicide b) Premium Monday
c) an overtime ban d) an example

7) What did a court rule that the death was caused by?

- a) a faulty wire b) natural causes c) overwork d) a bad boss

8) Where did Japan's Prime Minister go when he left the office early?

- a) a temple b) a hot spring
c) a gold course d) to see a baseball game

9) How is it essential for workers to feel (according to the article)?

- a) busy b) warm c) appreciated d) comfortable

10) What did workers say they would do if they left early on Fridays?

- a) sleep b) party c) work on Saturdays d) finish their work

4. Brenda works in a sporting goods company and is telling a new business partner who's who in the department. Listen to the dialogue and complete the graph. Then listen again and complete the sentences from the dialogue.

1. We have separate for sales and marketing.
2. I'm the public relations here.
3. I directly to Sabrina, who's the of marketing.
4. If you need to talk to somebody about individual, then you should contact Vottore or his, Thomas.
5. Sylvia is for the image of our various brands.



SPEAKING SKILL BUILDER

1. Discuss the following questions.

1. What springs to mind when you hear the word 'unemployed'?
2. What is unemployment like in your country?
3. Why do you think people "fall apart"?
4. Why does being unemployed affect people so badly?
5. What would you do if you were unemployed?
6. Do you ever feel anxious about everyday situations?
7. Do you ever try not to meet new people?
8. Have you ever felt like a prisoner?
9. How can we help people who feel socially isolated?
10. How difficult is it to find a job in your country?
11. If you had no job, would you do anything?
12. How talented are the workers in your country?
13. What is your perfect job?
14. What tools do you need to reach your full potential?
15. How hard would it be for you to be unemployed?

2. A role-play. Work in a group of four. Practise speaking as it is given in the card instructions.

_____, director of marketing	_____ , branding specialist
	_____ , public relations officer
	_____ , product manager
	_____ , public relations assistant
	_____ , public relations assistant

Role A - Soldier

You think being a soldier is the best job. Tell the others three reasons why. Tell them why their jobs aren't so good. Also, tell the others which is the worst of these (and why): care worker, teacher or flight attendant.

Role B – Care worker

You think being a care worker is the best job. Tell the others three reasons why. Tell them why their jobs aren't so good. Also, tell the others which is the worst of these (and why): soldier, teacher or flight attendant.

Role C – Teacher

You think being a teacher is the best job. Tell the others three reasons why. Tell them why their jobs aren't so good. Also, tell the others which is the worst of these (and why): care worker, soldier or flight attendant.

Role D – Flight attendant

You think being a flight attendant is the best job. Tell the others three reasons why. Tell them why their jobs aren't so good. Also, tell the others which is the worst of these (and why): care worker, teacher or soldier.

3. Answer the questions below.**Jobs & Occupations**

1. At what age do people usually begin to work in your country? At what age do people usually retire in your country? At what age would you like to retire? What do you think you will do after you retire?
2. Do women usually work after they get married in your country?
3. Do you think it is more important to make a lot of money or to enjoy your job?
4. Do you think it's acceptable for women to be in the military? Why/why not?
5. Do you think women and men should be paid the same for the same job?
6. Do you think women are good bosses? Are there women bosses in your country?
7. How have working conditions changed in recent years? Do you think that working conditions have improved? If so, in what ways?
8. How much do you think a doctor should be paid a month? How about a secretary? How about a truck driver?
9. If you could own your own business, what would it be?
10. If you had to choose between a satisfying job and a well-paid one, which would you choose?
11. Is it common for men and women to have the same jobs in your country?
12. Name three occupations that you could do. Name three occupations that you could never do.
13. What are some common occupations in your country? What are some common jobs for men in your country? What are some common jobs for women in your country? What are some jobs that children do?
14. What are some jobs that you think would be boring? What are some jobs that you think would be fun?
15. What are some questions that are frequently asked in a job interview? What should you not do during a job interview?
16. What job do you want to have in five years' time?
17. What jobs in your country are considered to be good jobs? Why?
18. What three adjectives would describe yourself as a worker?
19. Who would you hire: an employee with a lot of experience or an employee with a lot of education?
20. Would you consider yourself to be an ambitious person at work? Would you describe yourself as a workaholic?



WRITING SKILL BUILDER

1. Opinion essay. Read the essay and label the paragraphs with the correct headings given below.

Topic: To gain work experience, students or pupils should start work before they finish their studies. What is your opinion?

1. Finding full-time employment is never easy, particularly in difficult economic times. Is finding work while you are still studying a good approach?

2. I believe it is very important for young people to gain work experience while they are studying to help them find permanent work after graduation. First of all, school leavers with work experience have an advantage over those who do not. For example, when there are many applicants for a job, an employer will choose someone who has work experience. Secondly, time management and multitasking are essential skills that employers look for. In particular, by working part-time, students can show a potential employer that they can manage their time and their obligations to both school and work.



3. On the other hand, some people believe that students should not work. They believe their studies will suffer because they spend less time studying. As a result, they may gain work experience, but their grades will be lower and so the benefit is cancelled out by poorer results.

4. I disagree that working and studying makes students' grades suffer. There is no need to work for many hours. Many students are able to work for a few hours during their free time. This would have no effect on their studies.

5. All in all, work experience is important for young people because it gives them valuable skills. I strongly believe that they should gain it before they finish school or college to have a better chance of being successful in the job market.



"You seem intelligent, capable, level-headed and mature. That's a shame because I was really hoping you'd fit in here."

- A. Refuse opposing opinion
- B. Restate opinion
- C. Introduce the topic
- D. Viewpoints with reasons.
- E. Opposing viewpoint

2. Read the topic and the prompts for opinions and write an opinion essay on the given topic. Use the Language Box below.

Topic: *All work experience – even unpaid work experience – is valuable. What is your opinion?*

Prompts:

Opinion 1: Volunteering helps to gain valuable skills

Opinion 2: Working without pay is not real work

Opinion 3: Charity work helps you stand out from the crowd

Giving opinion: I strongly / firmly believe/ think/feel.....; In my opinion/ view...; To my mind,...; It seems / appear to me (that)...; My opinion is that....; I (do not) agree that/with....; As far as I am concerned....; I (completely) agree/ disagree with/ that...

Listing viewpoints: Firstly,; Moreover,; Also,.....; In addition,....; Furthermore,....

Introducing opposing viewpoints: However,...; On the other hand,....;

Introducing reasons / examples: For example/ instance,...; such as....; in this way,....; because/ as/ since....

Introducing results: Therefore,....; As a result,....; Then,....; Consequently,....; In this way,....

Concluding: All in all,....; All things considered,....; To conclude,....; In conclusion,....



LET'S REVISE AND PRACTISE

1. Read the text and choose the correct item.

Sleeping at Work

Most experts agree that adults should get at least 8 hours of sleep a night. However, in recent years the number of hours people sleep has been falling steadily. The (1) of this can be seen in workplaces around the world. It seems most workers (2) on cups of coffee to keep active and alert. Not the Japanese, though! Although adults there get just over 7 hours of sleep a night on average, they (3) themselves a short nap in the office. The practice is called “inemuri”, which means “being present while sleeping”, and is



accepted and even respected in Japanese office culture. In fact, it is viewed as a sign that the worker is temporarily (4) from working very hard. There are some unwritten rules, however. Firstly, you must sit upright in your chair while napping so you can be easily awoken; you shouldn't nap in front of your boss; and you mustn't nap for more than 20 minutes a day. Also, only senior workers at a company can indulge (5) inemuri without fear of upsetting anyone. People who are new to a firm need to show they are keen to learn as much (6) they can about it. All (7) all, however, many experts believe the West has a lot to learn from the practice.

	A	B	C	D
1.	developments	consequences	circumstances	settlements
2.	rely	respond	revolve	restore
3.	offer	donate	allow	let
4.	emptied	exhausted	vacated	expired
5.	at	in	of	with
6.	than	as	for	though
7.	in	on	of	to

2. Read the text and fill in the blanks with the parts of the sentences 1–7. One part is extra.

1. or even if you're on the course to success or failure
2. mix them up

3. and the same goes for your clients
4. you usually don't have the luxury of trial and error
5. they decide to cut back on all publicity expenses
6. end up fitting that description
7. to increase your appeal

Setting Up Your Own Business

You may have heard that experience is the best teacher. But in the competitive world of business, A You have to get things right the first time. Here are some common mistakes entrepreneurs make when setting up their businesses – and how to avoid them.

Start-up mistake 1: As the old saying goes, “Jack of all trades, master of none”. All too often business owners B You should identify your market and then go out of your way to meet a particular need for a service, because customers prize specialist expertise. For instance, do not simply be a “gardner”. This is too general. There are millions of gardeners in the world and the only ones who achieve success are those who offer something special. What sets you apart from the crowd? Are you a landscape gardener, an expert in organic gardening, or a vegetable gardening specialist? Narrow your focus C



Start-up mistake 2: You stopped advertising. Entrepreneurs often start out spending a fortune on promoting their business. But then clients roll in, they think they've done enough to make their company known, and D Bad move! The key to good marketing is repetition. People have to think of your name when they have a problem. If they have only seen your name once, but your competitor has just sent them a third flyer, your competitor will get the business.

Start-up mistake 3: If you fail to plan, you plan to fail. An idea is not a business plan, or a marketing plan, or even a goal. It is simply an idea. If you do not have a plan in place and attainable goals, you will never know when you've reached them E Remember, though, that your plan should guide you, but not constrain you. The original plan for your business will NEVER work out. It will change 50 times before you get things done. So don't stay static, be flexible.

Start-up mistake 4: Lack of capital. Having sufficient capital is essential for the survival of your business. Therefore, it is important to create a high-quality business plan in order to attract and secure the amount of funding you need to make your business successful. Remember also to keep your business and personal finances strictly separate. This may sound obvious, but many business people F This leads to a mess at tax time.

3. Fill in the blanks with the correct item.

A (1) survey from Britain shows that a third of young, unemployed people regularly “fall (2)” emotionally. They are so stressed or unhappy that they cannot control their (3), so they have problems living a “normal” life. The survey is from a youth charity called the Prince’s Trust. Its researchers asked questions to 2,200 people who did not have a job. (4) half of them said they often felt anxious about everyday situations, and that they tried not to meet new people. One (5) eight of those surveyed said they were too stressed to leave the house. The charity said: “Thousands of young people feel like prisoners in their own homes. Without the (6) support, these young people become socially isolated.”

Many of these young people struggle with day-to-(7) life, which means it becomes more and more difficult to find a job. Britain’s Employment Minister Esther McVey said: “Our young people are some (8) the best and most talented in the world.» She said it was important to try and match these people with the right jobs. Researcher David Fass added: “Young people are our (9) and it is important that we invest (10) them and provide them with the tools they need to reach their full potential.” Jack, 25, explained how hard it was for him to be unemployed. He said: “I (11) wake up and wouldn’t want to leave the house. I stopped speaking to my friends and I had absolutely (12) confidence speaking to people.”

	A	B	C	D
1.	newish	new	news	newly
2.	depart	apart	separate	rebate
3.	emotion	emotional	emotive	emotions
4.	Most	Almost	Many	Much
5.	down	up	out	in
6.	really	so	right	such
7.	day	days	daily	daytime
8.	from	for	of	by
9.	soon	next year	ahead	future
10.	in	of	as	to
11.	would	used	should	wanted
12.	no	none	not	never

4. Read the text below and choose the correct item.

Ben Southall, from Hampshire in England, (1) travel. Three years ago, while he (2) around Africa, he saw an interesting job advert. "Be an Island Caretaker (3) six months. You have to look after a tropical island next to the Great Barrier Reef in Australia". It (4) as "the best job in the world".

35,000 people wanted the job, but Ben was the one (5) got it. He (6) to Australia and moved onto the island. He had a brilliant time. Every day he did (7) different — diving, jet-skiing, taking photos and writing blogs.

(8) he came to Australia, Ben had spent many years travelling. By the time he finished the job, he (9) in love with Australia and decided to stay. "This is the first time (10) in the same place for a long time and I think it's the best place (11) the world".

	A	B	C
1.	loves	is loving	love
2.	had travelled	is travelling	was travelling
3.	during	for	until
4.	described	was described	was describe
5.	who	which	what
6.	flied	flew	flown
7.	anything	everything	something
8.	After	Before	While
9.	has fallen	fell	had fallen
10.	I've stayed	I stayed	I'd stayed
11.	at	in	of



UNIT 9. THE USA. THE ENGLISH SPEAKING WORLD VOCABULARY BUILDER



1. Match the idioms with their definitions. Make up sentences, using the idioms.

1. Live out of a suitcase	A. aspire to do something great or aim high, follow a great ambition.
2. Any port in a storm	B. to stay very briefly in several places, with only the belongings in your suitcase.
3. Off the beaten track	C. to act independently and decide your own fate; to do something by oneself.
4. Paddle one's own canoe	D. to put things in the wrong order.
5. Miss the boat	E. to begin travelling; to leave a place; to go away.
6. Hit the road	F. places, which are not crowded with tourists; rarely visited spots.
7. Hitch one's wagon to a star	G. the only option, which might not be very attractive, but the only possible one at the moment.
8. Put the cart before the horse	H. to lose the opportunity or a chance; to fail to take an advantage of something

2. Rewrite the following sentences, replacing the phrases in bold with the idioms from exercise 1.

1. My sister now regrets not accepting that job offer. She says she has **missed such a brilliant opportunity!**
2. I have already packed my luggage, and I can't wait to **start the journey.**
3. It is a good idea to listen to others' advice and recommendations. But in every case you should **try to live independently** and make your own decisions.
4. **Don't confuse everything, when writing an essay:** first you have to outline the main idea and arguments, and then you should arrange them into logical paragraphs.
5. When going to Paris many people prefer visiting Eiffel Tower. However, I would like **to see less famous places** and experience the real essence of this city.
6. I don't normally go to this cafe but as it was raining heavily, we had to hide inside. **It was a good option** for such horrible weather conditions.

7. My sister likes travelling a lot. She is **virtually having no home and living in so many different places at once.**

1. Our teacher always inspires us to **reach new heights** and study well.

3. Fill in the gaps with the correct words from the lists below.

1. We've got a long way to go. Let's hit the to make it by sunset.

- a) way b) road c) cobbles

2. He's been left to paddle his own when he started his business.

- a) canoe b) boat c) ship

3. His trip was altogether off the beaten which had never been passed by any American.

- a) journey b) road c) track

4. That horrible hotel was a case of any in a storm as we couldn't find any place to spend the night.

- a) port b) place c) stop

5. To attempt to improve the state economy before removing the business conflicts of interest is to put the before the horse.

- a) carriage b) car c) cart

6. The price discount ended yesterday and I just the boat on a great deal.

- a) skipped b) missed c) lost

4. Look at the graph below to learn phrasal verbs with the word "to get". Guess their definitions from the list below.



1. to recover from something or return to your usual state of health or happiness;
2. to cause someone to be depressed;
3. to wake up in the morning and leave the bed;
4. to become known; to spread or to circulate;
5. to communicate;
6. to go away from someone or something;
7. to put yourself on or in something (commonly about the transport).

5. Fill in the gaps with prepositions.

1. We were lucky enough to get the train just before it left. 2. It took her a long time to get their separation. 3. When I have classes at 8:00 am I usually get at 7:30 am. 4. It was so busy that Francisca couldn't

get from the phone all day. 5. Although I couldn't speak the language, I managed to get my meaning when necessary. 6. It's a small place, so news and gossip get pretty quickly. 7. This rainy weather is getting me

6. Match the items from the column A with the items from the column B to make collocations.

1. rugged	A. tours
2. beach	B. destination
3. organized	C. villa
4. luxury	D. resort
5. hotel	E. mountains
6. vacation	F. season
7. tourist	G. package
8. rainy	H. chain

7. Read the text and fill in the gaps with the collocations from exercise 6.

Over the past thirty years or so, Hawaii has become an increasingly popular (1), with thousands of visitors flocking to the (2) that are scattered all along the coast of the island. Many visitors, especially those on (3) stay in one of the numerous (4)

An increasing number, however, are deciding to rent (5), which often come with a private pool, and which offer more seclusion. But it is not just a picture of beautiful beaches that is attracting tourists. Nowadays, people are seeking out the secluded spots high up in the (6), where they can go hiking. If you prefer sightseeing, there is a number of (7) to choose from. And if you are a water sport enthusiast, then this is certainly a place for you! The weather is superb all year round, even in the (8) between December and March.





GRAMMAR BUILDER

The Use of Future Tense Form

In English there are several ways to denote future time. Several tense forms are used to speak about events and situations, which will take place in the future. The most common cases of expressing future time are summarized in the table below:

Future Simple	Future Continuous	Future Perfect	Present Simple	Present Continuous	Going to + infinitive
Prediction, assumption, casual action	Definite action, which will last for a period of time	Action, which is finished before a certain period	Timetable, schedule	Planned action, which will take place in the near future	Planned action in the future; logical result

1. Put the words in brackets in correct tense form (the Present Continuous or be going to).

- Tony a friend tomorrow. (meet)
- I think it soon. (snow)
- Perhaps I New York one day. (visit)
- What time tomorrow? (leave/you)
- Who the next World Cup? (win)
- I'm sure you the exam next week. (not fail)
- I my parents at the week-end. (visit)
- Don't touch that dog. It you. (bite)
- They for a meal tonight. (come)
- Look at those clouds, it (rain)

2. Put the words in the correct order to form sentences in the future tense form. Add auxiliary words, when needed.

- rise / the housing prices / year / next / again _____
- this / moment / tomorrow / examination / take / at / morning / I / an _____
- change / she / by / mind / his / tomorrow _____
- by the end of / week / project / next / their / they / finish _____
- call / I / have / when / I / you / time _____
- he / with / his / until / apartment / parents / he / stay / find / an _____
- return / it / you / as soon as / to / he / I / back / come _____
graduate / after / I / year / next / I / a / job / computer / in / find / a / company _____
- my doctor / this afternoon / when / I / see / I / him / check / ask / to / my back _____
- he / before / shopping / go / a / shopping list / make / he _____



3. Put the words in brackets the in correct tense form (Present Simple/ Present Continuous/ Future Simple/ to be going + infinitive/ Future Perfect).

1. The bus (to arrive) at 10:30.
2. We (to have) dinner at a French restaurant on Saturday.
3. It (to snow) in Vancouver tomorrow evening.
4. On Saturday at 9 o'clock I (to meet) my friend.
5. Jerry (to fly) to London on Saturday morning.
6. Wait! I (to drive) you to the railway station.
7. The biology lesson (to start) at 8:30.
8. Are you still writing your opinion essay? If you (to finish) by 4pm, we can go for a walk.
9. I (to see) my mother in April.
10. Look at the sky – it (to rain) in a few minutes.
11. When they (to get) married in September, they (to be) together for six years.
12. You're carrying too much. I (to open) the door for you.
13. Do you think the teacher (to mark) our homework by Monday morning?
14. When I (to see) you tomorrow, I (show) you my new book.
15. After you (to take) a nap, you (to feel) a lot better.
16. I'm sorry but you need to stay in the office until you (to finish) your work.
17. I (to buy) some chocolate from the corner shop when it (to open).
18. I (to let) you know the second the builders (to finish) decorating.
19. Before we (to start) our lesson, we (to have) a review.
20. We (to wait) in the shelter until the bus (to come).

4. Rewrite the following sentences, using either Future Simple or Future Continuous.

1. Don't call me at 10 o'clock. I *am going to fly* to Chicago.
2. I suppose we *are going to stay* at a camp in the mountains next summer.
3. Come to see me in the afternoon. I *work* in the kitchen, repairing the old furniture.
4. Do you think *it is raining* next weekends?
5. Every student *is using* a computer in the future.
6. I don't know if I will stay here. Perhaps *I move* to a big city one day.
7. This time on Sunday *we are going* to ski in France.
8. Is the coat good for you? - Yes, I *am taking it*.

5. Rewrite the story in the future time.

Jenny is a nurse in a hospital. She can be seen moving about in the hospital in her white uniform. She is a symbol of service and care. Jenny helps the doctors to cure the sick. She is also helping them in the operation theatre. Her job is very tough. She looks after the patients admitted in the hospital. Sometimes she has to work through the night. She has to be very alert and watchful. In an emergency, Jenny at once calls a doctor. She is taking

the temperature of patients and giving medicines to all the sick. She has to fill in their charts. She prepares their bed, gives them food and changes their clothes.

Jenny takes great care of her patients. She is always busy. Therefore, she gets little time for rest and relaxation. She is always smiling. She talks with patients lovingly and cheerfully. When the doctors are on the round of the ward, she accompanies them. She tells them about the patients' condition and their progress, etc. She draws medicines, injections, etc. from the hospital stores and enters them into her distribution and consumption records. Jenny's mission is to serve the sick without caring for her own comforts.



6. Correct mistakes in the following sentences.

1. Lilly and Ann is leaving tomorrow morning.
2. According to the program, the concert is beginning at 8 pm.
3. What do you in the evening?
4. Excuse me, at what time the plane lands?
5. Where will you go next summer for vacations?
6. The train is leaving at 5:15 am. It is arriving at the final station at 21:23.
7. Do you present Jill a gift this year?
8. This year, the vacations will start on the 1st of January.
9. The sky looks so dark. Probably, it is raining soon.
10. I visit my grandparents next summer.

7. Put the words in brackets in the Future Perfect tense form.

1. By this time tomorrow, I (finish) the project.
2. By 8 o'clock, the kids (fall) asleep.
3. By tomorrow morning, he (sleep) wonderfully.
4. By next year, she (receive) her promotion.
5. Robin (sell) his car by next Sunday.
6. Morgan (clean) the entire house by lunch.
7. We (dance) a few dances before midnight.
8. At this time tomorrow morning, they (begin) working.
9. At this time next week, we (catch) the thief.
10. By 2013, I (live) in Madrid for 5 years.
11. In 2020, they (work) here for 20 years.
12. By September, Julie (teach) us for over a year.
13. By October, I (study) English for 3 months.
14. On Monday, she (wait) for 2 weeks.
15. Before Saturday, you (do) all of your homework.



READING SKILL BUILDER

1. Read the text and answer the following questions.

- 1) What is the capital city of the US?
- 2) What federal state does Washington belong to?
- 3) How many branches of government are there in the US?
- 4) How many members are involved in the House of Representatives?
- 5) How many members of government does every state elect?
- 6) Who is the leader of the executive branch of power in the USA?
- 7) What are the duties of the President of the US?
- 8) What is the role of the vice President?
- 9) What are the institutions of the judicial branch of power?
- 10) How is the President of the US elected?
- 11) What are the main documents of the USA?

The Political System of the USA

Washington, the capital of the United States, is situated on the Potomac River in the District of Columbia. The district is a piece of land which doesn't belong to any state but to all the states.

Under the Constitution, the federal government is divided into three branches. The legislative power is vested in Congress and made up of two houses: The Senate and the House of Representatives. There are 435 members in the House of Representatives and 100 senators. Each state elects two members of the 100-member Senate.



The executive branch is headed by the President, who proposes bills to Congress, enforces federal laws, serves as commander-in-chief of the Armed Forces and with the approval of the Senate, makes treaties. President can veto a bill unless Congress by a two-thirds vote shall overrule him.

The vice President, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President assumes the Presidency. The judicial branch is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life. Federal courts decide cases involving federal law, conflicts between citizens of different states. The Supreme court may rule the law to be unconstitutional.

Now about the elections. The President is chosen in nation-wide elections every 4 years together with the Vice-President. The Constitution has been amended 26 times. The Bill of Rights guarantees individual liberties: freedom of speech, religion and so on. Later amendments abolished slavery, granted the right to vote to women and allowed citizens to vote at age 18.

2. Comment on the meaning of the following words from the text "The political system of the USA".

- | | |
|------------------|-------------------|
| 1) approval | 6) elections |
| 2) assume | 7) divide |
| 3) amendments | 8) appoint |
| 4) right to vote | 9) vice President |
| 5) citizens | 10) supreme Court |

3. Read the article and say whether the statements below are true or false.

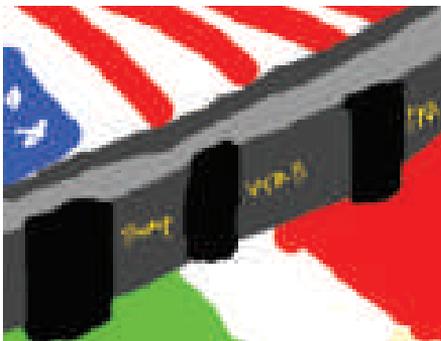
Donald Trump on a Global Risk List

Researchers have stated that Donald Trump winning the U.S. presidency is one of the top ten risks facing the world. The Economist Intelligence Unit (EIU) warns that the president Trump could disrupt the world's economy and increase political tensions worldwide. It said Trump's victory in November's U.S. presidential elections could also lead to global insecurity. The EIU puts Mr. Trump on the same level of risk as, "the rising threat of jihadi terrorism destabilizing the global economy". A reason for Mr. Trump's high ranking is a lack of information about his proposed plans. The EIU said: "Thus far, Mr. Trump has given very few details of his policies, and these tend to be prone to constant revision."



The EIU rated Mr. Trump as being riskier than the United Kingdom leaving the European Union or an armed confrontation in the South China Sea. He was seen as less dangerous than China encountering a sharp economic slowdown and Russia's foreign policy in Ukraine and Syria resulting in a new cold war. The EIU said Mr. Trump has got many people worried by his rhetoric towards Mexico and China, which "could escalate rapidly into a trade war".

Mr. Trump has called for a "big, big wall" to be built on the US-Mexican border to keep "illegal immigrants" and "drugdealers" out of the United States. He even said he would get Mexico to pay for it. He has also called for a temporary ban on Muslims entering the USA.



1. Donald Trump becoming president is the biggest risk in the modern world.

2. The EIU says a Trump presidency and climate change are equally risky.
3. There is a lot of information on the details of Mr. Trump's policies.
4. Mr. Trump changes his policy details a lot.
5. The EIU says a Trump presidency will negatively affect the relations between the US and Mexico.
6. The Presidency of D. Trump threatens the inclusiveness of American society by banning Muslims to come to the USA.
7. Mr. Trump said Americans would pay for a wall on the US-Mexico border.
8. Mr. Trump's elections as a President have led to a new cold war between Russia and Syria.

4. Complete the following phrases, using information from the text from exercise 3.

- | | |
|--------------------------------|----------------------------------|
| 1. one of the top ten risks | 6. escalate rapidly into a trade |
| 2. increase political | 7. the US-Mexican |
| 3. the rising threat of jihadi | 8. illegal |
| 4. destabilizing | 9. he would get Mexico to |
| 5. these tend to be prone to | 10. a temporary |

5. Read the text and fill in the gaps with the parts of the sentences given below. One sentence is extra.

1. but it is still a member of the Commonwealth
2. and has a variety of slang terms
3. which is now known as Sydney Harbor.
4. including crocodiles, venomous snakes, and the great white shark.
5. were responsible for the deaths of many people
6. and the population in many areas tripled.
7. the city became the major center of trade.

Australia. The Land Down under

Over 40,000 years ago Australia and its islands were inhabited by indigenous Australians. They were mostly **semi-nomads**, who hunted and gathered food. After Dutch explorers had discovered Australia in 1606, several European explorers and researchers visited the continent. However, no attempt was made to settle there until Captain James Cook claimed it for the British in 1770. Later that decade, the first official British colony, made up mostly by prisoners from Great Britain, was set up at Fort Jackson, A) Over the following decades, waves of settlers came to Australia





in search of a new life. The British also sent thousands of **convicts** to colonies throughout the country.

At first, the relations between the newcomers and **indigenous people** were friendly. But they quickly **deteriorated**. In fact, the British presence in Australia had a devastating effect on the indigenous people. The British brought **infectious diseases**, such as measles, tuberculosis and smallpox with them, which wiped out the majority of native population. Moreover, conflicts for lands and other **resources** led to mutual distrust, and B) It is estimated that the indigenous population was at least 750,000 at the time of the arrival of Europeans. But it was greatly reduced in just few decades.

During the 19th century, the country attracted more European settlers, and the population grew **steadily** despite the many hardships people faced. Around 1850, discovery of gold at several sites around the country transformed Australia. Nuggets of the **precious** metal washed down rivers for

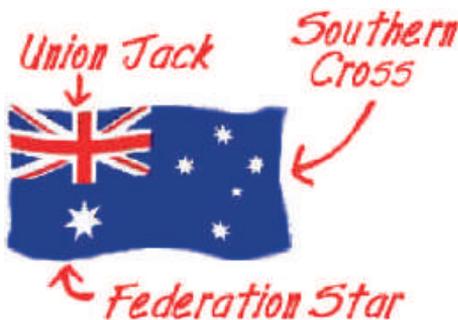
anyone to pick up. Shiploads of new immigrants, including thousands from China, arrived in the hope of getting rich quickly, C)

The search for gold, however, brought many colonies into conflict with the British rulers, and rebellions broke down at mining towns across the country. Between 1855 and 1890, the six colonies gained the right to have their own government, and finally, in 1907, the Commonwealth of Australia was created. Modern Australia is independent of the UK, D) and has Queen Elizabeth II as a head of the state.



Today about 92% of population is of European origin, and about 7% is Asian. The remaining 1% are indigenous Australians. About 78% of Australians speak only English at homes. Australian English is based on the British English,

but it is also highly **influenced** by Irish and American English E) For example, “bonzer” means great, “creek” is a small steam, and “bush” refers to the wild parts of the countryside. And, of course, “Aussie” is a colloquial word for the Australian. Australians also have a very **distinctive** accent.



Australia, which is “down under” in the southern hemisphere, is a huge country

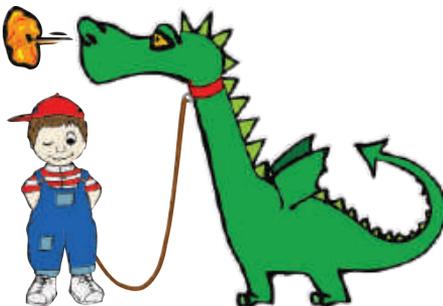


with a number of breathtaking geographical features, including the prehistoric gorges of Kakadu National Park and the **Great Barrier Reef**. It is home of some of the most amazing **creatures** on the planet, many of which are found nowhere else. The kangaroo, the dingo and the koala are some of the best mammals to inhabit Australia, but the country has a variety of other animals, F) Australia is also a paradise for surfers, as it has so many beautiful beaches. In fact, it has more than any other country in the world, with more than 11,000 of them. Therefore, there are no doubts that Australia is an amazing country.

6. Fill in the gaps with the words from the box.

Precious; nomads; distinctive; resources; Great Barrier Reef; creature; influenced; infectious diseases; steadily; indigenous people

1. Human activities and industries strongly exhaust natural, and it is high time we invented eco-friendly ways of treating our environment.
2. Time is the most resource we have got. So, do not waste a single moment!
3. Unfortunately, the rights of have been widely violated throughout the history.
4. If I could choose a place for diving, I would definitely go to the
5. The ideas of this author are very interesting. What do you think has his outlook?
6. The tribes were good at hunting, though they were weak in agriculture and gardening.
7. This fruit has a very smell. I will never confuse it with anything else.
8. What is your favorite fantasy ?



9. Nowadays, the information from the Internet is available for everyone in the world.
10. Some of the appeared after the domestication of wild animals and plants.

7. Match the items from the column A with the items from the column B to form collocations.

1.infectious	A. effect
2.geographical	B. distrust
3.distinctive	C. metals
4.indigenous	D. country
5.mutual	E. diseases
6.devastating	F. accent
7.amazing	G. features
8.precious	H. people

8. Find synonyms to the words below using the text from exercise 5.

- | | |
|-----------------|--------------|
| 1) native | 6) ruining |
| 2) valuable | 7) wonderful |
| 3) special | 8) illness |
| 4) difficulties | 9) pioneers |
| 5) poisonous | 10) argument |

9. Read the text and choose the correct words to fill in the gaps.

Lady Diana Spencer was born in 1961. She had a(an) *abnormal* / *normal*, quiet upbringing. It could never have prepared her for the fame and *glamour* / *glamorous* of being a British princess. Within a few years, she changed from being a shy teenager to the most photographed person on the planet. She *hits* / *hit* newspaper headlines around the world, but the biggest one was for her *death* / *dead* at the age of 36.

Diana was a kindergarten teacher in London when she *catch* / *caught* the interest of Prince Charles. She won the hearts of a nation with her *shy* / *shyness* smiles and natural beauty. The *whole* / *all* world



watched the fairytale royal wedding in 1981. A year later, she *given* / *gave* birth to Prince William, the first of her two sons.

Diana was nervous at *one* / *first* in public, but she soon developed a charming manner. She took a strong *interesting* / *interest* in many charities and important causes. She highlighted the suffering of the

..... *homes* / *homeless*, lepers and AIDS victims. She also campaigned for *the abolition* / *abolish* of landmines and many countries banned them.



Diana and Charles divorced in 1996. She *struggled* / *struggling* with depression and eating disorders for many years after. She finally found happiness with an Egyptian film producer, Dodi Al-Fayed. Their *romantic* / *romance* was closely followed by the paparazzi, which led to the *fatal* / *fatality* car crash that killed her in Paris in 1997. At her funeral, British Prime Minister Tony Blair called her the “People’s Princess”. To many, she was *simply* / *simple* the “Queen of Hearts”.

10. Arrange the biographical facts of princess Diana in the right order.

- (.....) Diana and Prince Charles got married in 1981.
- (.....) Princess Diana took care of many urgent social problems and needs.
- (.....) Diana was killed in the car accident in Paris in 1997.
- (.....) Diana got acquainted with Prince Charles.
- (.....) Lady Diana Spencer was born in 1961.
- (.....) Diana and Charles divorced in 1996.



LISTENING SKILL BUILDER

1. Listen to the dialogue and mark the following sentences as True (T) or False F).

1.	Gordon lives in a small town in Canada.	
2.	Gordon comes from Wales.	
3.	Gordon has been living in Canada for a year.	
4.	He has got a sister and brother.	
5.	The winters in Canada are very rainy.	
6.	Gordon does not like to study maths.	
7.	Gordon isn't very good at studying languages.	
8.	Gordon's Canadian friends are very bad at sports.	
9.	Gordon does not like the mountains, which he can see from his school.	
10.	Gordon likes Canada Day very much.	
11.	Canada Day is in winter.	

2. Listen to the dialogue again and answer the following questions.

1. Where does Gordon usually live?
2. Is Vancouver a small town?
3. What does Gordon usually do at the weekend?
4. What is the best thing about Gordon's school?
5. What are Gordon's friends very good at doing?
6. What do Canadian people do on "Canada Day"?
7. What is a typical weather in Canada?
8. What does Gordon like to study? What is he good at?

3. Listen to the text about Thanksgiving Day and fill in the gaps to complete the sentences.

Thanksgiving is a very American holiday. Thanksgiving Day. It is celebrated on the fourth Thursday in November every year. religious holiday to give thanks to God. There are two origins of this holiday. One is thanks for the early settlers arriving in America safely. On December the 4th, 1619, a group of English pioneers arrived Berkeley Hundred, in Virginia.

The group made a promise that the should be a “day of thanksgiving” to God. The second version is to Native Americans for teaching the pilgrims how to catch eels and grow corn in Plymouth, Massachusetts. In 1941, President Roosevelt made Thanksgiving a federal holiday.

The Thanksgiving is the Thanksgiving dinner. It is traditional to have baked or roasted turkey. accompanied with mashed potatoes, sweet potatoes, fall vegetables, cranberry sauce, and gravy. Pumpkin pie is eaten dessert. The Thanksgiving holiday weekend is times of the year for traveling. It is a four-day or five-day weekend vacation for most schools and colleges, and many businesses and government workers get three Thanksgiving is also the unofficial signal for Christmas preparations to begin. Once Thanksgiving finishes, stores fill their shelves with Christmas goods. It is also a turkey.

4. Match the items in column A with the items in the column B to form phrases and sentences from the text in exercise 3.

1. a very American	1. promise
2. the fourth Thursday	2. to God
3. to give thanks	3. eaten Dessert
4. made a	4. shelves
5. how to	5. corn
6. grow	6. days off
7. the main	7. event
8. accompanied with	8. holiday
9. the most commonly	9. catch eels
10. one of the busiest	10. mashed potatoes
11. get three or four	11. times
12. fill their shelves	12. in November

5. Listen to the dialogue and answer the questions below.

1. What are the duties of concierge?
2. Why doesn't the tourist want to visit the Statue of Liberty?
3. What other sightseeings in New York are worth visiting?
4. What are the hobbies of the tourist?
5. What is Central Park good for?



SPEAKING SKILL BUILDER

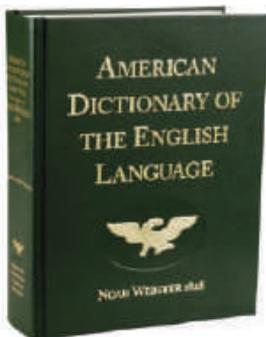
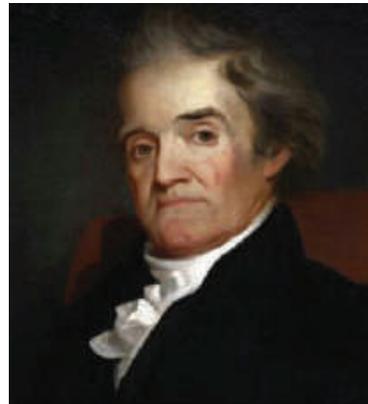
1. Read the text and answer the questions below.

1. Why are dictionaries important?
2. What would happen, if people had no dictionaries?
3. Who wrote *An American Dictionary of the English Language*?
4. When and where was Noah Webster born?
5. In what period of history did Noah Webster live?
6. At which university did he study?
7. When did Noah Webster study at Yale University?
8. What did Noah Webster want to study?
9. Why could not he study law at first?
10. What was his favorite job?

Noah Webster

Have you ever thought what life would be like without a dictionary? What if everyone spelled words the way they wanted, instead of spelling words the same way? There would be many misunderstandings. There would probably be arguments. Clear communication is very important to an orderly society. Noah Webster felt this way when he wrote *An American Dictionary of the English Language*.

Noah Webster was born in West Hartford, Connecticut, on October 16, 1758. He lived during the colonial period of America's history. The war for independence was fought, a new nation was born, and George Washington served as our first president during his lifetime.



When he was sixteen, Noah Webster left home to attend Yale University. He attended the school from 1774 to 1778. When he graduated, he wanted to study law, but his family did not have the money for him to continue his education. So Noah went to work teaching school. Eventually, Noah was able to study law. At one point, he was teaching in Hartford. Here, he lived with a judge who had a tremendous library. Noah studied many hours and became a lawyer. But the work he loved most was teaching.

2. Prepare a short speech about a famous American historical figure. Mention the following in your presentation.

- Name of the person;
- Place and year of birth;
- Education;
- Famous achievements/ inventions/ findings;
- His/her role in the history of the US.

3. Work in pairs. Using the phrases and words in the boxes below describe famous American celebrations.



4. A friend of yours is going to California. Imagine you have already been there. First, match the items in the column A with the items in the column B. Then, make up sentences and act out dialogues in pairs.

Model: If you want to stay in the luxurious hotel, go to The Ritz-Carlton, Rancho Mirage hotel.

Column A

1) stay in a luxurious hotel	5) go out to have dinner in the evening
2) visit a museum	6) see a play/ performance
3) watch athletic events;	7) enjoy beautiful nature and flowers
4) observe wild animals	8) go shopping

Column B

- a. Princess Grace Rose Island (open every day from 10 am to 8 pm);
- b. Natural History Museum (popular with tourists);
- c. Sunvalley Shopping Center (designer shops);
- d. Andre’s Restaurant (French cuisine, seafood);
- e. California Memorial Stadium (for international sports competitions);
- f. The Zoological gardens (recently modernized);
- g. The Ritz-Carlton, Rancho Mirage hotel (very luxurious);
- h. California Theatre of the Performing Arts (open on weekends).

5. Make up a dialogue with your classmate about travelling. Use the following questions to help you.

- 1. Have you ever been abroad?
- 2. Where have you been?
- 3. Are you planning on going anywhere for your next vacation?
- 4. What was your best trip?
- 5. Do you prefer summer vacations or winter vacations?
- 6. Have you ever been on an airplane?
- 7. How do you spend your time when you are on holiday and the weather is bad?
- 8. How many countries have you been to? How many states?
- 9. What are some countries that you would never visit? Why would you not visit them?
- 10. What are some things that you always take with you on a trip?
- 11. What countries would you like to visit? Why?
- 12. What is the most interesting city to visit in your country?
- 13. What is the most interesting souvenir that you have ever bought on one of your holidays?
- 14. Who makes the decisions when your family decides to go on holiday?
- 15. If you could choose one place to go this weekend, where would it be?



WRITING SKILL BUILDER

Describing Places

When you write a description of a place, you need to try to paint the picture with words so that the readers can feel as if they were at that place. For this reason, it is a good idea to:

- give a lot of details, when describing a place;
- use a wide range of vocabulary, especially adjectives;
- describe what you can hear, see, smell and touch.

1. Read the text about the Brooklyn Bridge. Say what adjectives the author uses to speak about the things mentioned below.

1) Bridge; 2) Towers; 3) Arches; 4) Landmarks; 5) Monument.

The Brooklyn Bridge ranks as one of the greatest engineering feats of the



19th century and remains one of New York's most popular and well known landmarks. The impressive bridge spans the East river between Brooklyn and Manhattan and stretches for a length of 5989 ft, about 1.8 km. The span between the large towers measures 1595.5 ft (486 meters). This made the Brooklyn Bridge the world's largest suspension bridge.

The most noticeable feature of the Brooklyn Bridge are the two masonry towers to which the many cables are attached. The towers with large Gothic arches reach a height of 276 ft (84 meters), at the time making them some of the tallest landmarks in New York. Roebling claimed that the monumental towers would make Brooklyn Bridge, New York.

The bridge is a historic monument. He was proven right when the bridge officially became a national monument in 1964. An elevated pedestrian path not only gives you the opportunity to cross the river without being bothered by the traffic that rushes past a level below, but it also offers a great view of the bridge's towers as well as downtown Manhattan's skyline. The views alone attract millions of visitors to this bridge each year.



2. Read the text about Camden Market in London. What adjectives can you add to the following words from the text?

- 1) Craft stalls: _____
- 2) Cloths: _____
- 3) Cuisine: _____
- 4) Decorative items: _____
- 5) Streets: _____

Camden Market attracts millions of visitors each year and is one of London's most popular attractions. What started out as a collection of attractive craft stalls beside Camden Lock on the Regent's Canal now extends most of the way from Camden Town tube station to Chalk Farm tube station.

There are three main market areas – Buck Street Market, Camden Lock Market and Stables Market – although they seem to blend together with the crowds snaking along and the 'normal' shops lining the streets. You'll find a bit of everything: clothes (of variable quality), bags, jewellery, arts and crafts, candles, incense and myriad decorative titbits.

There are dozens of food stalls at the Lock Market (courtesy of food collective KERB) and the Stables Market. Virtually every type of cuisine is offered, from French to Argentinian, Japanese to Caribbean.



Quality is generally pretty good and affordable, especially in the Lock Market. You can eat at the big communal tables or by the canal.



3. Rewrite the following sentences to give a more vivid description. You may write more than one sentence for each case.

1. It was rainy and windy in New York on Friday.
2. The roasted chicken in that restaurant tastes good.
3. The concert was very loud.
4. Her cloths were very colorful and bright.
5. The street was full with groups of tourists.
6. The sea was calm and tranquil.
7. The flowers gave a very strong fragrance.
8. There was a bridge over a little river.

Exercise 4. Match the words in the column A with suitable sets of adjectives from the column B. Use the phrases to write down your own sentences.

1. City	a) loud, congested, snarled
2. Traffic	d) brick, stone, marble, glass, steel, graffiti-covered

3. Buildings	c) fresh, weathered, peeling
4. Walls (of bridges, buildings, etc.)	d) hurried, bundled, smiling, frowning, eager, rushed
5. Monuments	e) neon, weathered, worn, bright, welcoming, flashing
6. Sidewalk	f) old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat
7. Paints (on the walls, roads, etc.)	g) belching, crawling, speeding, honking, waiting, screeching
8. Signs	h) active, bustling, noisy, busy, clean, dirty, windy
9. Vehicles, public transport	i) stone, copper, carved, ancient, moss-covered, faded, green, bronze
10. People	j) concrete, cement, slick, cracked, tidy, littered, swept

5. Look at the description of the journey in the carriage from the *Hound of the Baskervilles* by A. C. Doyle and check the meanings of the words you do not understand. What details does the author use to describe?

The lane?

The banks?

The general scene?

We curved upwards through deep lanes worn by centuries of wheels high banks on either sides, heavy with dripping moss and fleshy ferns. Bronzing bracken gleamed in the light of the sinking sun.

6. Write a description of a place/ town you know well (150-200 words). Use adjectives to make your description expressive and vivid.



LET'S REVISE AND PRACTISE

1. Fill in the gaps with the correct words from the list.

1. Australian people have a very accent of the English language.

a) special

b) distinctive

c) specific

2. Don't miss and accept this job offer. It sounds amazing.

a) the boat

b) the train

c) the chance

3. He has broken his arm recently. Anyway, I hope we will get this soon.

a) across

b) away

c) over

4. The rights of people have been widely violated throughout the history.

a) indigenous

b) white

c) rich

5. If you go to Grand Canyon, you will see landscapes and stunning views.

a) productive

b) devastating

c) breathtaking

6. Human activities and industries perform effects on nature.

a) devastating

b) serious

c) picturesque

7. I do not travel much, but I know some people, who are literally

a) hitting the road

b) paddling their own canoe

c) living out of the suitcase

8. The winter period really gets me It is always so dark and cloudy.

a) up

b) down

c) over

9. I can't wait to after I pass all the exams.

a) hit the road

b) start a journey

c) move away

10. How do you manage to get with local people, if you don't speak their language?

a) across

b) along

c) away

2. Read the description of the Central Park in New York. Add adjectives to make the story more attractive and vivid.

Central Park's Attractions and Sightseeing



There's plenty to see and do in Central Park. Sports facilities can be found all over the park but most of the sights are found in the lower half of Central Park. You'll come across buildings, statues, monuments, bridges, and of course plenty of nature. Some of it is quite rugged like the Ramble while other parts of the park are more manicured and feature flowers and shrubs.

There are eighteen entrances to the park. Each of them has its own name. Several of these gates are ornate such as the Vanderbilt Gate, Engineers' Gate and in particular Merchants' Gate at Columbus Circle.

3. Choose the correct answer to complete the following sentences.

1. How far by the time he finishes taking part in his third Olympic Games?

- | | |
|----------------------------------|-----------------------------------|
| a) will your brother have runned | b) will your brother have running |
| c) will your brother have run | d) will your brother running |

2. My mother a new car by the time I return back from the USA.

- | | |
|---------------------|-------------------|
| a) will have bought | b) will be bought |
| c) will have buying | d) will be buying |

3. Lily her studies by July this year.

a) will graduating

b) will have graduated

c) will have been graduating

d) will have graduating

4. By the time the Prime Minister of Germany arrives, all the required papers?

a) will you have prepared

b) will you preparing

c) will you prepare

d) will you have preparing

5. She that magazine by the time you get here.

a) won't have reading

b) will not have read

c) won't have read

d) will not have reading

6. My teacher evaluating students' essays by Thursday.

a) will have finishing

b) will have finished

c) will finished

d) will be finishing

7. Anna with her boyfriend by the time we meet again. She said that they would do it soon.

a) will have got married

b) will have got marrying

c) will getting married

d) will have getting married

8. My cat all of his food by the time I get home.

a) will have eaten

b) will have ate

c) will have eat

d) will eating

9. How much of your tasks by the end of the week?

a) will you be completing

b) will you have completed

c) will you have completing

d) will you completed

10. My brother his volunteering service abroad by the time I graduate school.

a) will have been completing

b) will have completing

c) will have complete

d) will have completed

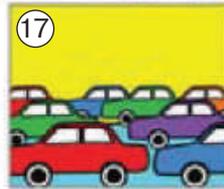
UNIT 10

UKRAINE AND ITS PEOPLE
VOCABULARY BUILDER



1. Match the picture with the words below.

10 UNIT



- | | |
|--------------------|---------------------|
| 1. skyline | 2. skyscraper |
| 3. trash can | 4. parking lot |
| 5. traffic light | 6. street |
| 7. crosswalk | 8. pedestrian |
| 9. (street) corner | 10. curb |
| 11. phone booth | 12. office building |
| 13. traffic (jam) | 14. subway |
| 15. newsstand | 16. street light |
| 17. bus stop | 18. street sign |
| 19. bus | 20. exit |
| 21. passenger | 22. sidewalk |

2. Match the words with their definitions.

- | | |
|----------------------|--|
| 1. _____ skyscraper | a. a place to buy newspapers and magazines |
| 2. _____ pedestrian | b. a place to park a car |
| 3. _____ newsstand | c. a place to put trash |
| 4. _____ bus stop | d. a very tall building |
| 5. _____ parking lot | e. a person on the street |
| 6. _____ trash can | f. a place to wait for a bus |

3. Look at the pictures of national Ukrainian emblems and name them. What do you know about them?



4. Look at the pictures and describe them like in the model.



Model: I can see Sophia Rotaru in the picture ... She is a famous Ukrainian singer. She became famous due to a very popular Ukrainian song “Chervona Ruta”, written by Volodymyr Ivasiuk.

5. Match the names of popular Ukrainian dishes with their definitions. Then match the pictures with the names.

A. Borshch	a. boiled dumplings stuffed with fruit, potatoes, cheese and cabbage
B. Ukha	b. pickled herring salad with onion, sunflower oil and pepper
C. Hrybivka	c. Easter bread
D. Vinigret	d. roast pork, lamb, beef or veal
E. Oseledets	e. cabbage rolls stuffed with millet or minced meat with rice
F. Mlyntsi	f. potato fritters served with sour cream or cottage cheese
G. Paska	g. a Christmas dessert with honey, nuts, poppy seeds and wheat
H. Pampushky	h. mushroom soup
I. Kvas	i. jellied meat or fish
J. Pechenia	j. beet soup often made with meat
K. Kytia	k. a beverage made from bread with a sweet-sour taste
L. Deruny	l. fried dough, similar to doughnuts
M. Varenyky	m. crepes served with meat, cheese, fruit or caviar
N. Holubtsi	n. fish soup typically with carp
O. Studynets	o. beetroot salad made with beans, peas and onions



6. Match the words with their definitions.

- 1. palace _____
- 2. the sights _____
- 3. maze _____
- 4. prisoner _____
- 5. tower _____
- 6. jewel _____
- 7. exhibition _____
- 8. gallery _____

- a. someone who is kept in prison as a legal punishment for a crime
- b. a show of paintings, photographs or other objects that people can go to see
- c. the official home of a person of a very high rank, especially a king or queen
- d. a large building where people can see famous pieces of art
- e. a complicated and confusing arrangement of streets, roads etc.
- f. famous or interesting places that tourists visit
- g. an object made of valuable stones and used for decoration
- h. a tall narrow building either built on its own or forming part of a castle, church etc.

7. Look at the pictures of Ukrainian cities. Match the cities with the pictures. Then look at the map given below and say the names of regional centres and the names of the regions.



1



2



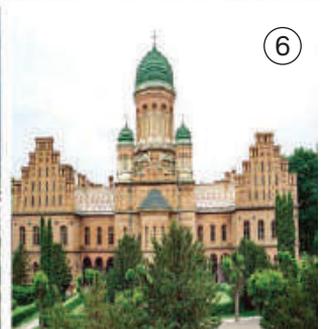
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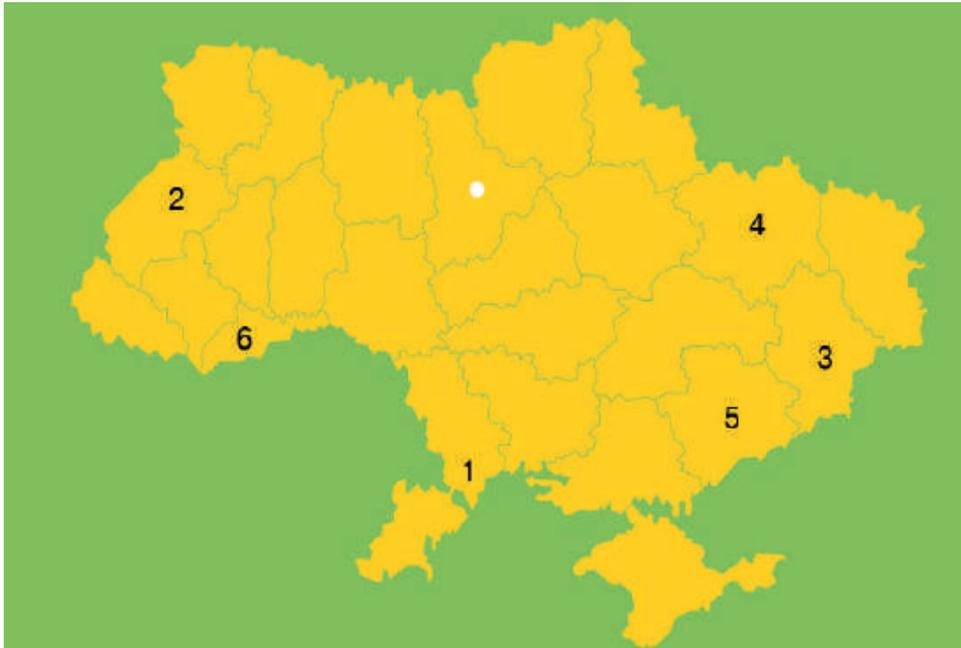
4



5



6



a) Kharkiv; b) Donetsk; c) Zaporizhzhia; d) Lviv; e) Chernivtsi;

8. Match the words with their definitions.

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. scenic 2. bustling 3. ascendancy 4. invaders 5. principality 6. define 7. irreplaceable 8. treasure 9. explode 10. repression 11. turmoil 12. disaster 13. proclaim | <ul style="list-style-type: none"> a. too special, valuable, unusual to be replaced by anything else b. to burst or to make something burst, usually in a loud noise and in a way that causes damage c. surrounded by views of beautiful countryside d. a sudden event which causes great damage or suffering e. to say publicly or officially that something important is true or exists f. a group of soldiers that enter a country or town by force in order to take control of it g. very busy h. a state of confusion or anxiety i. to set the standards, limits and quality, describe something thoroughly to make it different from other things j. a position of power, influence or control k. a very valuable and important thing or object l. a country that is ruled by a prince m. cruel and severe control of a large group of people |
|--|--|



GRAMMAR BUILDER

Past Perfect with adverbial clauses of time

The Past Perfect is used to indicate that a particular event in the past was completed before some more recent past event took place.

Example : *Elliot had lived in Chicago ten years before we met.*



In many cases a complete sentence is written in two parts with two different tenses:

1. The Past Perfect Simple, to refer to the action that happened first or earlier
2. The Past Simple, to refer to the action that happened second or later

Adverbial clauses of time

When

- He *was talking* on the phone when I *arrived*.
- When she *called*, he *had* already *eaten* lunch.
- I *washed* the dishes when my daughter *fell* asleep.

'When' means 'at that moment, at that time etc'. It is important to remember that 'when' usually takes the simple past in sentences that express the past events.

Before

- She *had left* before I *telephoned*. Before I *knew* it, she *had run* out the door. / By the time he *phoned* her, she *had found* someone new.

'Before' means 'before that moment'. It is important to remember that 'before' takes the simple past.

After

- She *ate* after I *had left*. After she *had moved out*, I *found* her notes.

'After' means 'after that moment'. It is important to remember that 'after' takes the past OR past perfect for past events.

While, as

- She *began* cooking while I *was finishing* my homework.
- As I *was finishing* my homework, she *began* cooking.

'While' and 'as' are both usually used with the past continuous because the meaning of 'during that time' indicates an action in progress.

By the time

- By the time he *finished*, I *had cooked* dinner.

'By the time' expresses the idea that one event has been completed before

another. It is important to notice the use of the past perfect for past events in the main clause. This is because of the idea of something happening up to another point in time.

Until, till

- We *waited* until he *finished* his homework. I *didn't say* anything until she *had finished* talking.

'Until' and 'till' express 'up to that time'. We use the simple past or the past perfect with 'until' and 'till'.

The first, second, third, fourth etc., next, last time

- The first time I *went* to New York, I *was intimidated* by the city.
- I *saw* Jack the last time I *went* to San Francisco.
- The second time I *played* tennis, I *began* to have fun.

The first, second, third, fourth etc., next, last time means 'that specific time'. We can use these forms to be more specific about which time of a number of times something happened.

1. Some sentences contain mistakes. Find them and correct the mistakes.

1. After the book became a big hit in Europe, American publishers were willing to take a chance on it.
2. We decided to cancel our trip because it snowed so much during the night.
3. The storm closed the runway before we got clearance to take off.
4. We had dinner and watched the game.
5. I didn't need to go through the line because I already paid for my ticket online.
6. After I finished assembling the bike, I found a leftover part.

2. Complete the sentences with the Past Simple or the Past Perfect of the verbs in brackets.

1. I (go) to school after I (finish) my homework.
2. Mary (finish) the report before she (make) the presentation.
3. Before we (leave), we (visit) our friends in Seattle.
4. Max (purchase) a new car after he (research) all his options.
5. She already (eat) before he (arrive) for the meeting.
6. They (have) a great time seeing the sights when they (go) to New York.
7. Before I (answer) his question, he (tell) me his secret.
8. She (order) a hamburger when she (go) to a restaurant with me last week.
9. I (be, not) at home when he (come) to see me.
10. As soon as she (finish) that project, she (start) working on the next.
11. She (have) an accident after I (leave).

3. Read the sentences and say which action happened first. Use the text in exercise 1 (Reading Skill Builder) to check your answers.

1. Kyivan Rus *had been incorporated* into the Grand Duchy of Lithuania before the Polish-Lithuanian Commonwealth *was established*.

2. After an uprising against the Polish *had been won* by the Ukrainians, a new Ukrainian state, the Cossack Hetmanate, *was established* during the mid-17th century.

3. Though the Hetmanate *had been supported* autonomous for well over 100 years, most Ukrainian ethnographic territory *was absorbed* by the Russian Empire during the latter part of the 18th century.

4. Rewrite the sentences in passive voice. There is a model to help you.

Model: I had worn blue shoes before I bought this nice pair of red shoes. – Blue shoes had been worn by me before I bought this nice pair of red shoes.

1. Joe had cleaned the tables before the guests went home. 2. We had lost the key before we got to the house. 3. They had started a fight before the police arrived. 4. I had already read an article when I found this interesting book. 5. I had not closed the window before the rain started. 6. She had not noticed me at first but when I mentioned my name she remembered me immediately. 7. Had she solved the problem by the time her father came back from Germany? 8. Had he recorded that song before it was deleted from his computer?

5. Read a short extract from the Ukrainian history and identify the verbs in past tense forms. Then state which voice they are used in: active or passive. There is a model to help you.

Model: defeated – Past Simple Active

In 980, Prince Volodymyr defeated all his brothers and unified the country into one powerful state with Kyiv as the capital. He adopted Christianity in 988 and started to convert the population, which had up to then, worshiped Pagan gods. Force was often used against those who resisted. He produced silver and gold coins with his portrait on one side and the trident on the reverse side (The trident is Coat of Arms of present day Ukraine).

In History he is known as Volodymyr the Great or Saint Volodymyr. During his reign, pillaging





Pecheneg hordes defeated the Khazars, pushed out the Hungarian hordes from the southern steppes and became a menace to the state. Volodymyr started to fortify Kyiv against them. After his death in 1015, fighting and assassinations between his sons ensued, resulting in victory for prince Yaroslav in 1019.

Yaroslav the Great consolidated nearly whole of his father's territory, defeated the Pechenegs and became one of the most powerful rulers in Europe. A church hierarchy was established, headed (at least since 1037) by the metropolitan of Kyiv, who was usually appointed by the patriarch of Constantinople. Yaroslav promoted family ties with other kingdoms, built many churches, improved Kyiv's fortifications, introduced laws and established courts.

6. Fill in the correct form of the past perfect simple or past simple of the verbs in brackets.

1. After the company Joe, he began to work on his first project. (hire)
2. you the news before you saw it on TV? (hear)
3. Michael didn't want to see the movie because he the book yet. (not read)
4. The concert already when we the stadium. (begin/enter)
5. Until Anne Mark, she never in love. (meet, be)
6. Bill for years before he finally (smoke/quit)
7. Sara ever to London by herself before then? (drive)
8. How many fish the boys by the time it started raining? (catch)
9. You them to go to the beach, hadn't you? (forbid)
10. The girls in weeks? That's why they so much afterwards. (exercise/hurt)



READING SKILL BUILDER

1. Read the following abstract from the history of Ukraine. Make the timeline of the text.



10 UNIT

Ukraine was the center of the first eastern Slavic state, Kyivan Rus, which during the 10th and 11th centuries was the largest and most powerful state in Europe. Weakened by internecine quarrels and Mongol invasions, Kyivan Rus was incorporated into the Grand Duchy of Lithuania and eventually into the Polish-Lithuanian Commonwealth.

The cultural and religious legacy of Kyivan Rus laid the foundation for Ukrainian nationalism through subsequent centuries. A new Ukrainian state, the Cossack Hetmanate, was established during the mid-17th century after an uprising against the Polish. Despite continuous Muscovite pressure, the Hetmanate managed to remain autonomous for well over 100 years.



During the latter part of the 18th century, most Ukrainian ethnographic territory was absorbed by the Russian Empire. Following the collapse of czarist Russia in 1917, Ukraine was able to bring about a short-lived period of independence (1917-20), but was reconquered and forced to endure a brutal Soviet rule that engineered two artificial famines (1921-22 and 1932-33) in which over 8 million died.

In World War II, German and Soviet armies were responsible for some 7 to 8 million more deaths. Although final independence for Ukraine was achieved in 1991 with the dissolution of the USSR, democracy remained elusive as the legacy

of state control and endemic corruption stalled efforts at economic reform, privatization, and civil liberties.

A peaceful mass protest “Orange Revolution” in the closing months of 2004 forced the authorities to overturn a rigged presidential election and to allow a new internationally monitored vote that swept into power a reformist slate under Viktor YUSHCHENKO. Subsequent internal squabbles in the YUSHCHENKO camp allowed his rival Viktor YANUKOVYCH to stage a comeback in parliamentary elections and become prime minister in August of 2006. An early legislative election, brought on by a political crisis in the spring of 2007, saw Yuliya TYMOSHENKO, as head of an “Orange” coalition, installed as a new prime minister in December 2007.

2. Read the dialogue and answer the questions after it. Then act it out with your partner.

Presenter: ... And now with me in the studio our special guest, Oksana Rozhanska, who is a well-known expert in Ukrainian national costumes. Oksana, can you please, outline the basic features of the women’s national costume?

Oksana: Well, a women’s costume primarily used to have many layers. First, they put on a long embroidered *sorochka* that looked like a narrow dress. Then they took a piece of cloth called a *plakhta* and wrapped it around their waist, then there went a *zapaska*, which looked like an apron. Women could also wear an embroidered blouse, called a *vyshyvanka*, and their costume was trimmed with lace and ribbons.



Presenter: It sounds really beautiful. And what about Ukrainian headgear? Was there anything specifically Ukrainian?

Oksana: Definitely. Actually that piece of clothing was their marital status distinction. Unmarried women would wear chaplets decorated with flowers, beads and multicoloured ribbons. Married women were not allowed to show their hair, so they covered it with a small hat, called an *ochipok*. Sometimes women wore a *khustka* (a scarf or kerchief) or a *namytka* (a long white headband) over an *ochipok*. Men wore straw hats in summer, and high fur hats in winter. In Western Ukraine men often decorated their hats with glass beads and feathers.

Presenter: Did the women wear much jewelry?

Oksana: Yes, they wore coral and amber necklaces. And there was another popular kind of necklace, called a *gerdana*, which was made from tiny glass beads.

Presenter: Well, that's an extremely interesting story. Now, could you, please, tell us....

1. What area is Oksana Rozhanska knowledgeable in?
2. What was *plakhta* used for by Ukrainian women as an element of national clothes?
3. Is *zapaska* a dress or an apron?
4. What were married women allowed to wear on their head?
5. What is the name for a popular typically Ukrainian necklace?

3. Read the text about a famous Ukrainian poet Taras Shevchenko and fill in the blanks with the correct item.

Taras Shevchenko was born on March 9, 1814, in what is now Cherkasy Oblast, Ukraine. He was born into (1) and hard labour, but at the age of 12 he ended up as an (2) When he was 14, he came to be the houseboy for a wealthy Russian, Pavel Engelhardt. Engelhardt could not help but notice Shevchenko's artistic drawing skills, so he had him work as



a(n) (3) to a painter for four years. There he spent his time sketching and (4) with artists, and soon after he was enrolled in an art academy where he continued painting as an artist and began writing poetry as well. He wrote poems based on Ukrainian historical themes, radical political ideas, and spoke of (5) of the Russian tsarist regime. In 1840, his first collection of poems, *Kobzar*, was published, all in the Ukrainian language.

At this time in history, the Russian tsars were known for having harsh policies toward Ukraine, and found thinkers in the political scene to be a (6) Shevchenko's involvement with a secret organization called the Cyril-Methodius Society proved to be (7) enough for the tsars to have him removed from Russia, so he was (8) to Siberia. While in Siberia, he was under very strict observation and was not allowed to write or paint. For the next 10 years, Shevchenko wrote in secret in a number of different forts across Siberia. In 1857, he was returned to Russia from exile.

He wanted to go to Ukraine to buy land, but instead was ordered to return to St. Petersburg. While Shevchenko was in St. Petersburg, he fell ill and on March 10, 1861, the day after his 47th birthday, he died. One of his famous poems "The Testament" stated that he wanted his remains to be buried in his "beloved Ukraine" when he dies. Taras Shevchenko is one of Ukraine's

most famous poets, artists, and humanists and will forever be (9) , especially by the people of Ukraine.

	A	B	C	D
1.	rarity	density	poverty	wealth
2.	uncle	aunt	adopted child	orphan
3.	apprentice	pupil	student	master
4.	surfing	networking	chatting	talking
5.	inabilities	injustices	inaccuracies	instabilities
6.	threat	treat	thread	throat
7.	fault	treason	cause	reason
8.	exiled	expelled	enrolled	explained
9.	adopted	accepted	acknowledged	accessed

4. Read the text about Vasyl Slipak and choose the correct word.

Vasyl Slipak, a baritone at the Paris Opera who became a folk hero in his native Ukraine for returning home to fight in his country’s war in the east, was killed by sniper fire on Wednesday near the town of Debaltseve. Vasyl died around 6 a.m. after his position came under a surprise attack. He was 41.



Mr. Slipak was born in the western city of Lviv on Dec. 20, 1974. A musical prodigy/prosperity as a child, he rose quickly to claim/fame performing in France in the late 1990s. In 1994, the 20-year-old student of the Lviv Conservatory received the Grand Prix at the international competition/championship in France, and signed a contract with “Opera Bastille” in 1996. The French audience nicknamed him “Mephistopheles” for the way he sang the part of four devils from the opera “Tales of Hoffmann” by Offenbach. By 2011, he was at the top of his stage/field, winning the prize for best male performer at the Armel Opera Competition and Festival in Szeged, Hungary, for his rendering of the Toreador Song from the opera Carmen.

Vasyl lived in France, made/worked a wonderful career, but did not distance himself from his homeland. When Euromaidan protests started in 2013, he was unable to travel to Ukraine, as he signed a contract/agreement with the Opera, but he organized rallies to defend/support Ukraine in France. After the war with Russian-backed separatists broke in/broke out in eastern

Ukraine in 2014, he traded the stage for the trenches, carrying a belt-fed machine gun.



He adopted a traditional Ukrainian hairstyle, similar to a Mohawk, and served at various positions along the front line — a maze of trenches and minefields that surrounds separatist territory.

Mr. Slipak, who had won fame in France for his renditions of the aria of Mephistopheles from the opera “Faust,” chose the call name to “Mephistopheles” for himself, but for convenience/comfort, it was shortened to “Meth” and then to “Myth” – shouting “Mephistopheles” into the radio took too long.

In an interview with Hromadske TV, a Ukrainian station, Mr. Slipak had said he was

inspired to serve his country by the popular uprising on Maidan Square in Kiev, though he had been living in France since 1996.

“Ukraine can become a successful country and a major player on the political performance/stage if we start heeding the voices of the people,” he said in the interview.

Mr. Slipak’s survivors included his parents and an older brother. Vasyl Slipak was buried at the historic Lychakiv Cemetery, which is reserved for notable local figures.

(from The New York Times <https://www.nytimes.com/2016/07/01/world/europe/wassyl-slipak-who-left-paris-opera-for-ukraine-war-dies-at-41.html>)

5. Read the text and fill in the blanks with the words from the box. Use exercise 8 (Vocabulary Builder) to help you.

exploded, ascendancy, proclaimed, treasures, principalities, scenic, defined, turmoil, bustling, invaders, irreplaceable, repressions, disasters

Kyiv: General Information

Kyiv, a (1) city of close to 3 million people situated on the Dnipro River, is the (2) capital of Ukraine. Ancient Kievan Rus, which reached its greatest period of (3) during the 11th and 12th centuries, was a centre of trade routes between the Baltic and the Mediterranean. The city of Kyiv and the power of Kievan Rus were destroyed in 1240 by Mongol (4) and the lands of Kievan Rus were divided into (5) located to the west and north: Galicia, Volynia, Muscovy and later, Poland, Lithuania, and Russia. As a result, modern Ukrainian history, for the most part, has been

(6) by foreign occupation.

Kyiv suffered severely during World War II, and many (7) architectural and art (8) were destroyed. Earlier in the 1930's the Soviet authorities systematically destroyed many churches. Extensive restoration has revived much of historic Kyiv. In April 26, 1986, the nuclear reactor at nearby Chernobyl (9) , but scientists generally agree that the city is now safe from radiation effects.



Despite (10) , suffering, political (11) , and ecological (12) , Ukraine's spirit and national identity have never died. On August 24, 1991, Ukraine (13) its independence. As of 1994, Ukraine has diplomatic relations with over 135 countries and close to 60 diplomatic missions are established in Kyiv. News correspondents, business representatives, and students from all over the world reside in Kyiv, and the flow of foreign tourists and official delegations is heavy year round.

6. Read the text about the sights in Kyiv and then say whether the statements after it are true or false. Correct the false sentences.



The art and architecture of Kyiv are world treasures. The Cathedral of St. Sophia, where the princes of Kyiv were crowned in the years of Kyiv's blossom, has famous mosaics and frescoes dating back to the 11th century. Overlooking the old section of Kyiv, Podol, stands the Ukrainian Baroque church of St. Andrew, much beloved by Ukrainians. The Pecherska Lavra, the Monastery of the Caves, has two 11th-century cathedrals, in addition to its world-famous catacombs, bell tower, and museum collections. Close to the centre of town stands the Golden Gate, a structure which dates back to 1037. Several blocks away, stands the magnificent 19th-century Cathedral of St. Volodymyr.

Theatre lovers will find much to choose from here. Most performances are in Ukrainian or Russian. The Kyiv Opera House presents very good opera and ballets. The Kyiv Young Theatre is very popular and stages innovative plays in Ukrainian or Russian. The Ivan Franko Theatre is the centre of Ukrainian drama, comedy, and musicals.



The modern centre with surviving parts of the old city is on the hilly west, or right bank, of the Dnipro River. The main street, Khreshchatyk, runs between two steep hills. Parallel about half

a kilometer west, is Volodymyrska Street, the main street of the Old Kyiv area (Staryj Kyiv). Woods and parks cover most of the steep right-bank slopes. The capital's newer sections stretch out on the flat left bank. These are characterized by large housing developments and industrialized neighbourhoods.



1. Volodymyrska Street is the main street in Kyiv.
2. Kyiv was founded in 1037.
3. Kyiv-Cave Monastery was built in the 11th century.
4. There are many theatres in Kyiv and their performances are given in two languages (Ukrainian and Russian).
5. The new sections in Kyiv are located on the right bank of the Dnipro.
6. The church of St. Andrew is very popular among the visitors of Kyiv.

7. Read the English translation of the anthem of Ukraine. Then learn it by heart.

Some notes: The lyrics constitute a slightly modified original first stanza of the patriotic poem written in 1862 by Pavlo Chubynskyi, a prominent ethnographer from the region of Ukraine's capital, Kiev. In 1863, Mykhailo Verbytskyi, a western Ukrainian composer and a Greek-Catholic priest composed music to accompany Chubynsky's text. The first choral performance of the piece was at the Ukraine Theatre in Lviv, in 1864. The song was first the national anthem of the Ukrainian People's Republic, Carpatho-Ukraine and later the independent post-Soviet Ukraine.

“Shche ne vmerla Ukraina”

CHORUS:	Ukraine's freedom has not yet perished, nor has her glory, Upon us, fellow Ukrainians, fate shall smile once more. Our enemies will vanish like dew in the sun, And we too shall rule, brothers, in a free land of our own.
CHORUS:	We'll lay down our souls and bodies to attain our freedom, And we'll show that we, brothers, are of the Cossack nation. We'll stand together for freedom, from the Syan to the Don, We will not allow others to rule in our motherland. The Black Sea will smile and grandfather Dnipro will rejoice, For in our own Ukraine fortune shall flourish again.
CHORUS:	Our persistence and our sincere toils will be rewarded, And freedom's song will resound throughout all of Ukraine. Echoing off the Carpathians, and rumbling across the steppes, Ukraine's fame and glory will be known among all nations.



LISTENING SKILL BUILDER

1. Listen to the dialogue and act it out with your partner. Then make up a similar one about: a) famous musicians; b) famous politicians; c) famous film stars.



Victor: Hi, Petro. How are you doing?

Petro: I am fine. Actually, I can say I am great, especially after such a wonderful day as yesterday.

Victor: What's so special about yesterday?

Petro: Haven't you watched?

Victor: What??? Listen, Petro, stop getting on my nerves. Tell me now what I missed.

Petro: Every respected Ukrainian had to watch that exciting boxing match with Volodymyr Klichko and Alexander Povetkin. And how graciously Volodymyr won!!!

Victor: Well, you know, every respected Ukrainian had to watch "Dancing with the Stars" competition yesterday.

Petro: Oh, no. Again these ballroom dances.

2. Listen to the poem "Testament" by Taras Shevchenko and get ready to recite it. Learn the poem by heart.

3. Listen to the story of a city guide having a sightseeing tour in Kyiv. Then put the landmarks on the list in the order they appear in the story.

- A. The Globe in front of the Post Office Building
- B. The Conservatoire
- C. The Independence of Ukraine monument

- D. Khreshchatyk Street
E. The Zhovtnevy Concert Hall

4. Two friends, Nina and Petro, are planning a hiking tour to the Carpathian mountains. Listen to their dialogue and match each topic with one of the speakers in the dialogue. Put N for Nina and P for Petro. Then act the dialogue out with your partner.

- Oksana: Ok, let's decide on the route. Look at this flyer. It says, 'One of the most popular hiking trips is between Hoverla and Mount Chorna Hora. You can walk a distance of 23 kilometres in just two days.'
- Nina: That sounds interesting and quite appealing. Where does the trip start?
- Petro: In the town of Vorokhta, which we can reach by bus or by train. Then we'll have a chance to see the dense forest of the Hoverla Preserve.
- Nina: There is also some information about the fee that we have to pay at the entrance to the Preserve. Is that right?
- Petro: Yes, the brochure says we can leave the information about ourselves before climbing Hoverla.
- Nina: It is a very good idea. What if we get lost or something?!
- Petro: Come on! Relax. Everything is going to be fine. Just imagine, as we get to the top of the mountain we'll, see a gorgeous panoramic view. There is also a cross, an obelisk, and the Ukrainian national flag.
- Nina: And the flyer says, 'Handfuls of soil have been brought to the top of Hoverla from all over Ukraine to mark it as the highest mountain in the country'.
- Petro: Yes, it really is. By the way, do you know which mountain is the highest in the world?
- Nina: Oh, stop being like that! I am not at the lesson of Geography. Let's get ready for our trip...

1. The route.
2. The starting point of the hike.
3. Seeing the Hoverla Preserve.
4. The entrance fee.
5. The Ukrainian national flag.

5. Listen to the dialogue. Role-play it with your partner and then make up a similar one.



SPEAKING SKILL BUILDER

1. Look at the map of Ukraine and say which countries our country borders on and which seas it is washed by. Use the model to help you. Then mention the administrative division of Ukraine.



Model: Ukraine borders on Poland in the west. It is washed by the Black Sea in the south.

2. Project work. Design a web-page or poster inviting tourists to spend a weekend at a picturesque place in the area where you live. Present it to your classmates. You would rather stick to the following steps:

1. Set goals: Identify goals of a web site. Identify and research target audience; analyze competition and keywords. Organize the content categories and identify functional requirements, such as feedback forms, mailing lists, audio files etc.
2. Create structure, content and design.
3. Build and test the pages.
4. Launch, promote and maintain the site.

3. Do the quiz: How well you know Ukraine.

1. Taras Shevchenko was born in the year

a) 1812

b) 1814

c) 1816

2. Mohyla Academy is named after Metropolitan Mohyla. His first name was ...

a) Ihor

b) Pavlo

c) Petro

3. According to the Constitution the Great State Emblem of Ukraine shall include the Emblem of the Zaporizhzhia Cossacks Army .

a) True

b) False

4. Kyiv fell to the Mongols in the year

a) 1220

b) 1240

c) 1260

5. The largest nuclear power station in Ukraine is located at

a) Chornobyl

b) Zaporozhia

c) Rivne

6. Ivan Mazepa was Hetman of the Left Bank.

a) True

b) False

7. The capital of Ukraine when it became part of the Soviet Union in 1922 was ...

a) Kyiv

b) Kharkiv

c) Odesa

8. Ivan Franko's portrait appears on the 50 hryvni Ukrainian bank note.

a) True

b) False

9. On June 30, 1941 the Melnyk faction of the OUN proclaimed a Ukrainian state in Lviv.

a) True

b) False

10. Football club Kyiv Dynamo was established in the year

a) 1905

b) 1927

c) 1952

11. Taras Shevchenko's Kobzar was published in the year 1840.

a) True

b) False

12. Which town was never a capital of the Left Bank?

a) Baturyn

b) Chyhyryn

c) Hadiach

13. The writing of the Primary Chronicle was begun at the court of

a) Yaroslav the Wise

b) Volodymyr the Great

c) Danylo

14. Union of Brest occurred in the year 1596.

a) True

b) False

15. The author of "Eneid" is

- a) Ivan Kotliarevsky b) Lesia Ukrainka c) Ivan Franko

16. In 1918 the Hetman government was formed under the leadership of

- a) Pavlo Skoropadsky Symon Petliura c) Mykhailo Hrushevskiy

17. In 1972 Leonid Brezhnev replaced Volodymyr Shcherbytskyi with Petro Shelest as the first secretary of the Ukrainian Communist Party.

- a) True; b) False

18. Taras Shevchenko was sent into exile to Siberia by Tsar

- a) Alexander I b) Alexander II c) Nicholas I

19. The first Olympic gold medalist for an independent Ukrainian team was Oksana Baiul.

- a) True b) False

20. In 1938 Carpatho-Ukraine was declared an autonomous region within

- a) Czechoslovakia Romania c) Hungary

21. The founder of the Zaporozhian Sich was Dmytro "Baida" Vyshnevetsky.

- a) True b) False

22. The Battle of Pyliavtsi was won by Hetman

- a) Ivan Mazepa Bohdan Khmelnytsky c) Petro Sahaidachnyi

23. Pecherska Lavra was founded in the year

- a) 988 b) 1015 c) 1240

24. During the Kyiv-Rus period Galicia was economically important for its

- a) gold salt c) slaves

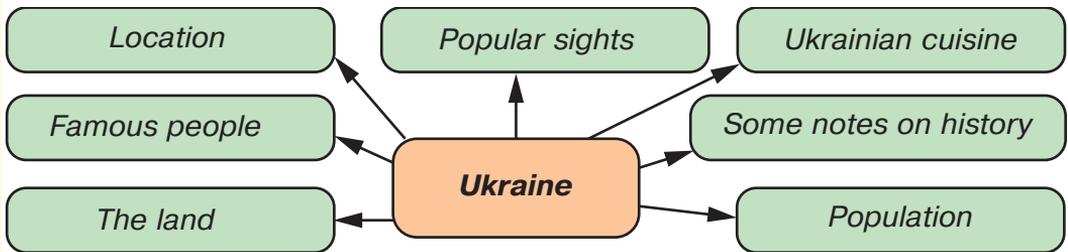
25. The first satellite launched by Ukraine was called Sich-1.

- a) True b) False

4. Answer the questions.

1. What famous places in Kyiv do you know? Why are they so famous?
2. Who lived in Kyiv-Cave Monastery? What do you know about these people?
3. What art galleries and museums are worth visiting in Kyiv?
4. What famous places in Kyiv do you know that are good for doing shopping?
5. What would you suggest visiting to a person who is interested in theatrical playing?

5. Get ready to speak about Ukraine. Use the mind map below.



6. Read the following tongue-twisters as quickly as you can.

1. When the very wet Venetian vet went to Venice, his voyage was viewed with vindictive regret by a Venetian vendor named Vernon.
2. The enthusiasm that Theresa Thomas told of took the terribly thin thirty-year-old Turkish thespian Theseus Thurber completely by surprise.

7. Read the dialogue. Role-play it with your partner and then make up a similar one.

David: Can you tell me a little about Kyiv?

Maria: Yes, sure. What would you like to know?

David: Well, when is the best time to visit?

Maria: Mmm, you should go in spring. The weather is nice then. It's not very hot. And the chestnut trees are in blossom.

David: Really? And does Kyiv have good sights?

Maria: Yes, a lot of them. It's a very old city, so there are many places of historical interest there.

David: On, good! And what places should I see?

Maria: Well, you should go to Kyiv-Cave Monastery. And you shouldn't miss St. Sophia's Cathedral. It is very interesting.

David: Great! I can't wait to go there!



WRITING SKILL BUILDER (Revision)

1. Write a magazine article about a famous Ukrainian pop star. Include an imaginary interview with that person. Write about what he/she does every day and what he/ she thinks about.



2. Write a letter to a famous Ukrainian musician. Ask him/her three questions about his/her life. Give him/her three suggestions on what he/she should do in his/ her future.

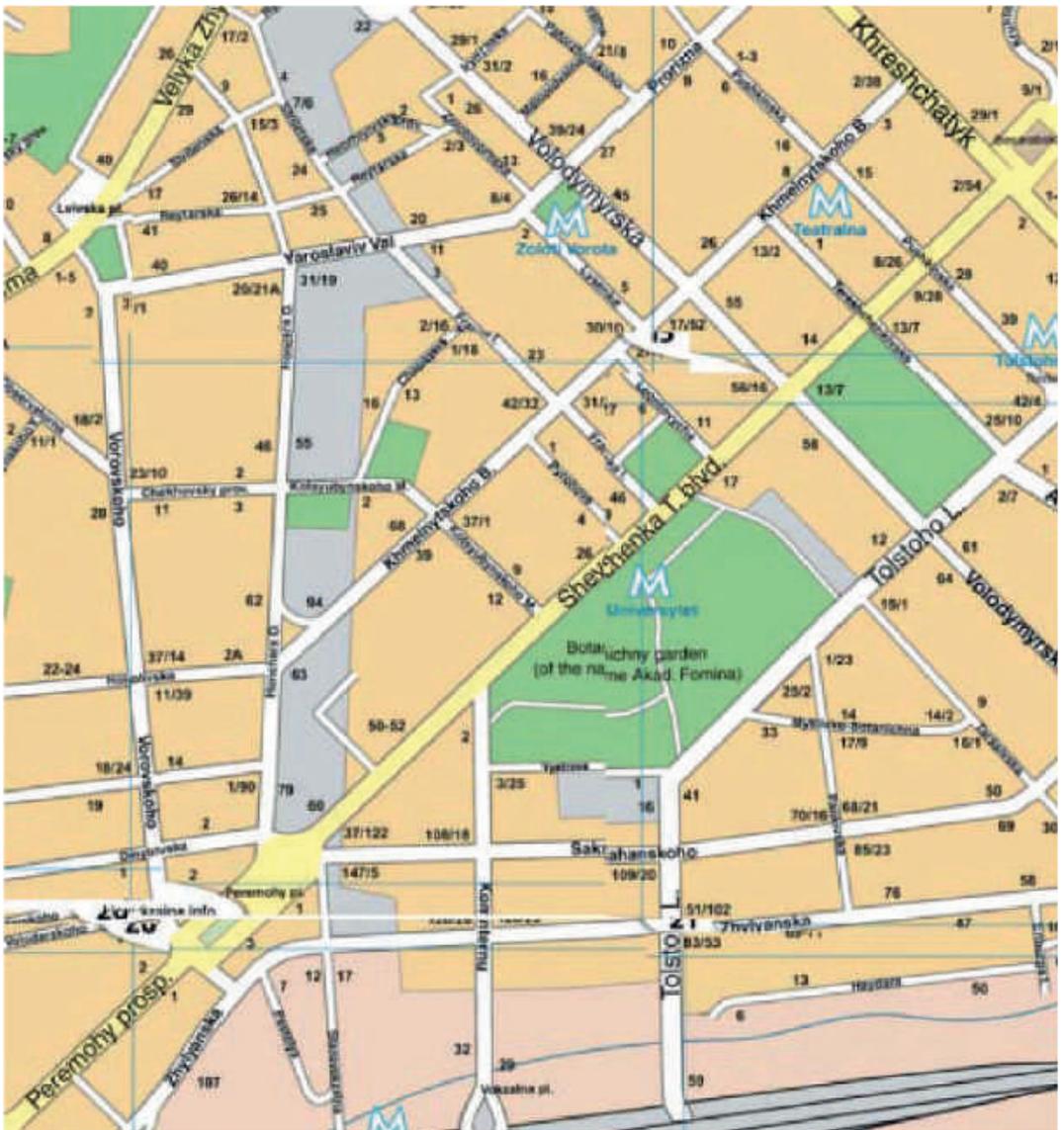


LET'S REVISE AND PRACTISE

1. Match the words with their definitions.

- | | |
|------------------|---|
| 1. scenic | a. too special, valuable, unusual to be replaced by anything else |
| 2. bustling | b. to burst or to make something burst, usually in a loud noise and in a way that causes damage |
| 3. ascendancy | c. surrounded by views of beautiful countryside |
| 4. invaders | d. a sudden event which causes great damage or suffering |
| 5. principality | e. to say publicly or officially that something important is true or exists |
| 6. define | f. a group of soldiers that enter a country or town by force in order to take control of it |
| 7. irreplaceable | g. very busy |
| 8. treasure | h. a state of confusion or anxiety |
| 9. explode | i. to set the standards, limits and quality, describe something thoroughly to make it different from other things |
| 10. repression | j. a position of power, influence or control |
| 11. turmoil | k. a very valuable and important thing or object |
| 12. disaster | l. a country that is ruled by a prince |
| 13. proclaim | m. cruel and severe control of a large group of people |

2. Look at the map of Kyiv and help an English tourist find Khreshchatyk. He is now in Prospekt Peremohy.



3. Read the article about Kyiv and say whether the sentences are true (T) or false (F).

1. Claudia likes the fact that Kyiv is multicultural.
2. She says you can eat lots of different types of food in Kyiv.
3. There aren't many green spaces in Kyiv.

4. She says she finds living in Kyiv very stressful.
5. She says that housing is inexpensive.
6. She says that people in Kyiv usually live close to where they work.
7. She says public transport is busier at certain times of the day.
8. She thinks there's more crime in London than in other big cities.

Kyiv is widely regarded as one of the greatest cities in the world, but what is it like to actually live there? Claudia Clark moved there as a student 20 years ago and never left. So what made her stay?

What I really love about living in Kyiv is the fact that it is so cosmopolitan. It's sometimes described as the "capital of the world" and I think that it's true; you see people from lots of different countries and you can eat at amazing restaurants of any global cuisine. I think that this mix of people gives Kyiv a real buzz unlike anywhere else in Europe. I also really love that



there are so many parks in Kyiv; it's an enormous city but you never feel too overwhelmed or stressed out because you can easily escape and lose yourself amongst the trees. Another thing that I like about Kyiv is that there's so much to see and do here; there are loads of museums, galleries and theatres which show some of the finest art and culture in the world.

On the other hand, Kyiv can be a tough city to live in, especially if you don't have much money. The cost of housing here is incredibly high and you often end up living miles away from where you work or study so you have a really long commute. Public transport is also really expensive in Kyiv, and it's really crowded on the buses and the underground, especially at rush hour. And I suppose there's probably more crime and pollution than you get in smaller towns, but I think that's the same in all big cities.

Overall, I think the positives outweigh the negatives, and I recommend living in Kyiv to anyone.

4. Find the sentences in the passive voice in exercise 3 (Reading Skill Builder) and turn them into the active voice. There is a model to help you.

Model: Soon after he *was enrolled* in an art academy where he continued painting as an artist and began writing poetry as well. – Soon after they enrolled Taras Shevchenko in an art academy where he continued painting as an artist and began writing poetry as well.

TAPE SCRIPTS

UNIT 1

Exercise 1.

Speaker A: One of my worst flaws is my impatience. I often burn my mouth with hot food because I can't wait for it to cool down. And if I have to stand in a queue for anything, I get annoyed very quickly. Queuing always puts me in a bad mood. Sometimes I'm rude to shop assistants after waiting a long time to be served, even if I know it's not their fault. I need to learn ways of calming my mind in those situations.

Speaker B: I try too hard to be popular, and as a result I'm not always honest about what I want to do. I've been to so many concerts and films I didn't really enjoy, just because I thought the friend who invited me was cool and I wanted to be more like them. Sometimes I look at people's social media pages to see how many friends I have and I compare their total with mine, which is crazy, really. It's quality that counts with friendship.

Speaker C: I grew up in a small village where everybody knew each other and everybody was trustworthy. Even though I live in a large city now, I'm too trusting towards people, especially salespeople. If someone tells me they can give me a special deal or discount, I totally believe it and part with my money every time. I need to learn to say 'no' to people who use aggressive sales techniques.

Speaker D: I need to be more adventurous with my clothes. I wear neutral colours for both work and socialising, because I don't like to draw too much attention to myself, and at home I wear baggy sports tops and bottoms. I should expand my wardrobe so that I've got less conservative clothes for going out, and smarter clothes for work and I shouldn't be so keen to fade into the background.

Speaker E: I think I'm a very sociable and even confident person when I'm talking to one person or a few close friends, but for some reason I lose all my confidence when I have to talk to a large group, especially if these are people I don't know. Thankfully I don't have to do it too often in my job. My face goes bright red when I have to do any kind of public speaking. Deep breathing helps, though.

Speaker F: My problem is that I get bored too easily. I find it hard to sit still for very long. While my friends like nothing more than sunbathing and reading, I have to be doing something active, so it's hard to find holidays and weekend trips that we can all enjoy. Even at home I find it hard to relax with a book or film. One of my friends says I should get a dog as all the walking would tire me out nicely.

Exercise 2.

Sarah:	Hello. Is Jay Woodford there, please?
Jay:	Speaking. Who's this?
Sarah:	Well, you don't know me and I'm sorry to bother you, but my name is Sarah Stoddart, and I think we may be related. I've been researching my family tree on the internet and I believe we had the same greatgrandfather.
Jay:	Really? On my mother's side or my father's?

Sarah:	Your father and my mother were cousins, if you're the Jay Woodfoot I think you are. Forgive me for asking, but were you born in 1975 in Bowsbury?
Jay:	Yes, I was, but how do you know that? And how did you find me?
Sarah:	Well, when my mother found out I was investigating our family history, she told me she had a cousin called Billy she hadn't seen for years and had no contact details for him. They just grew apart after their final year of school in Bowsbury, although my mother had many happy childhood memories of times spent with Billy. She'd asked me if I could try to track Billy down as part of my research. I managed to discover that Billy died in 2014, which wasn't, of course, the news my mother wanted to hear. But I also found a record showing he had a son called Jay
Jay:	Oh. Well, I think my family are the only Woodfords in Bowsbury, so if you searched for my name on the internet, you probably found my shop's website and my contact details.
Sarah:	That's right. I was amused to see you have a barber shop, as my mother was a hairdresser! So do you think you are my mother's cousin's son?
Jay:	I must be. My father was indeed called Billy, and he did go to school in this village. Also, I know he lost touch with some of his relatives and regretted it. From middle age onwards, he talked about the aunts, uncles and cousins he hadn't seen for decades more and more. The only person from his childhood he had all his life was his brother Duncan.
Sarah:	Oh! So do have I yet another relative I didn't know about?
Jay:	Well, not a biological relative, because my uncle Duncan was adopted by my grandparents.
Sarah:	I see. Anyway, I hope you'll be interested in meeting my mother one day. I'll give you our contact details and leave it up to you.

Exercise 3.

Speaker A: It's become impossible to remember all my nieces' and nephews' birthdays now that all of my many siblings have children. I don't see any of them regularly, so I've decided to give them all little presents every time I see them instead of birthday treats. I've explained my idea to my brothers and sisters, and most of them understand. I still need to convince one or two of them that they can't expect me to be the perfect uncle.

Speaker B: When I got the opportunity to work in Australia, I said I would go only if my parents agreed to learn how to make video calls so that I could see them regularly. They bought a laptop and practised calling me at my flat in England on it until they were fully confident. Now we all set time aside to have a long call on Sundays and Wednesdays when it's evening here and mid-morning back home.

Speaker C: My sister-in-law, Judy, introduced me to Stacey, as she thought we would make very good friends. But I really didn't get on with her. She seemed

very reserved and not very friendly. Judy said I should give her a chance, she was just shy at first, so reluctantly, I went out to the theatre with them again. On the way home she was so funny that my sides ached from laughing and we've been great friends ever since.

Speaker D: My grandmother recently really surprised me with some information about my mother. She told me that when my mother had been younger she'd been a famous theatre actress but gave it all up when she got married. She made my Gran promise never to mention it. Now I'm dying to ask her about it but I don't know if I'll offend her or get my Gran into hot water.

Speaker E: There's quite a large age gap between me and my brother – 10 years. At times when we were growing up I was more like a parent to him than a brother. When my mother and father were busy with their jobs, I would often take him to school, pick him up and even cook his evening meal. When he had a child of his own last year, he asked me to be the godfather, which didn't surprise me as I've proved how good I am at looking after a child over the years!

Speaker F: I dreamed of having a very large, traditional wedding ceremony and reception when I was a little girl. In the end, my wedding was very romantic, but not what I had imagined at all. My fiance was spending a weekend in Scotland, and he surprised me by telling me he'd arranged for us to get married in the village if I wanted to. We went ahead with it, but I didn't like the idea of not celebrating our marriage with friends and family, so we organised a big party after we got back.

UNIT 2

Exercise 2.

John:	I did the marathon, that's the London Marathon, last year and this year; those are the only marathons I've done. So I've done it twice.
Ruth:	How far is it?
John:	It's 26 miles and a little bit more – I don't know exactly how many extra yards and by that stage I am not counting.
Ruth:	Well, wh-what did you do to prepare for it?
John:	Ah... in my case, I did a little bit more running than I normally do...
Ruth:	And what do you normally do?
John:	Well, I go out running about once a week, for about an hour, and I only did a little bit more for the London Marathon. So I was running a maximum of about 20 miles a week. I never did any more than that.
Ruth:	How did you feel at the start of the race?
John:	I was still very worried about an injury to my, to my foot...
Ruth:	To your foot?
John:	Well, actually to my ankle.

Ruth:	From running?
John:	I hurt my ankle playing football about three days before. So I was quite nervous about my ankle and I was very concerned about making sure I kept up with the time that I hoped to run each mile in during the race. Because the whole field moved very slowly at the start, the first mile marker went by and I'd taken 9 and a half minutes to run.
Ruth:	So you were going too slowly.
John:	Yeah, and I remember the same thing happened last year when I did the Marathon.
Ruth:	What was your ... Can you remember your worst moment in the race?
John:	I didn't really feel in pain or worried until right at the end when I realized that I was unable to complete the last three miles of the race as fast as I'd done the previous 23.
Ruth:	So what was your final time?
John:	My time was 2 hours and 47 minutes.
Ruth:	That's quite good, isn't it? That's quite fast!
John:	It is. Anyway, it was certainly half an hour faster than the time I put up last year.

Exercise 3.
A Football Game. Sports Report on Channel 4

Announcer:	This morning the Horses returned from their game in Boston. Paul Short, our sports reporter, was at the airport to meet them.
Paul Short:	Good morning. I'm Paul Short. All the football players are walking toward me. Here's George Small, the halfback. Good morning, George.
George Small:	Good morning. Are you a reporter?
Paul Short:	Yes. I'm from Channel 4. Please tell our audience what you thought about the game in Boston.
George Small:	Well, it was just awful. We lost. The score was 4:44. But it wasn't my fault.
Paul Short:	Whose fault was it?
George Small:	The quarterback's.
Paul Short:	The quarterback's?
George Small:	Yes. The quarterback's. He was always falling down or dropping the ball!

Exercise 4.

Stephanie:	David, you do a lot of sports, don't you?
David:	Yes, I exercise every day.
Stephanie:	How many sports do you do?
David:	Five. They are swimming, tennis, cycling, yoga, and jogging.
Stephanie:	Why do you like swimming?
David:	Because it's good for the back and it's fun.
Stephanie:	And cycling? What is cycling good for?
David:	The legs. I like it because it is not expensive and I think it's relaxing.
Stephanie:	You also do yoga, don't you?
David:	Yes. That's right. Yoga's good for many things, but very good for breathing. It's also very relaxing.
Stephanie:	But jogging isn't relaxing, isn't it?
David:	No, it isn't. But it's good for losing weight and it's also very good for breathing. It's very good for the heart, too.
Stephanie:	And tennis?
David:	Yes, I like tennis very much. Tennis is fun and sometimes it's very exciting. It's very good for the arms and legs, and for your heart, too.

UNIT 3

Exercise 1.

Scientists in France say they have found a link between eating spicy food and high levels of testosterone in men. Testosterone is a hormone and steroid that is found in male and female bodies that is responsible for sexual development. Men generally produce it at a 20 times greater rate than women. It is usually a sign of male bravado and masculinity. Men with higher levels of testosterone are commonly seen as being more sexually active, arrogant, brave and bigger risk takers. Report co-author Laurent Begue said the findings of his study were "in line with a lot of research showing a link between testosterone and financial, sexual and behavioural risk-taking". Professor Begue's study looked at the degree to which 114 men aged between 18 and 44 liked spicy food. The men were asked to add a hot pepper sauce to a dish of mashed potatoes. They then had to evaluate the spiciness of what they ate. The researchers tested the saliva of the men and found that those who put more pepper sauce on their potatoes were the ones with higher levels of testosterone. Britain's health service website nhs.uk said the study was too small to prove a definite link between spice and testosterone. It said many other things could influence a preference for spicy food. These include genetic, cultural and psychological factors.

Exercise 3.

Millions of people around the world take dietary supplements in the belief that they will boost their health. New research casts doubt on the benefits of these pills and tablets. A new report from the American organisation Consumer Reports (CR) found serious health risks from supplements that included vitamins, probiotics, and weight loss pills. CR said the biggest problem with supplements is that they are largely unregulated. While medicinal drugs have to be tested for safety and effectiveness, dietary supplements need far less government approval in many countries. This means that consumers are largely in the dark regarding the ingredients of the supplements and how the body will react to them. Lisa Gill, an editor at CR, said the report showed how dangerous many supplements were. She said they could cause liver failure, kidney failure requiring kidney transplants, seizures, and heart problems. Gill added: "Just because it's not prescription, you say, "oh, it's safe," but that's not necessarily true." Gill urges consumers to avoid 15 ingredients commonly found in supplements, including red yeast and caffeine powder. She warned: "There have been deaths associated with each of these." She told people to seek medical help before taking supplements. She said: "Tell your doctor and your pharmacist what you're taking. Treat it like a medication. It's that important. It's really about your health".

Exercise 4.

There is potentially good news for coffee lovers. Drinking three or more cups of coffee a day may help people live longer. This is according to a 16-year-long study from the International Agency for Research on Cancer and Imperial College London. Researchers looked at health data on over half a million people over the age of 35 from 10 European countries. They suggest that drinking more coffee is linked to a lower risk of death, particularly from heart diseases. This study showed that people who had a daily minimum of three cups of coffee were 8-18% less likely to die from health problems than non-coffee drinkers. Researchers said coffee drinkers had better liver function and a stronger immune system. Not all experts agree with the research findings. Health experts suggest that the health benefits of drinking coffee could be because coffee drinkers may have more money and therefore live a healthier lifestyle. They also say that because drinking coffee can be a social activity, coffee drinkers may socialize more and this may increase wellbeing and help us live longer. They say the research does not prove that drinking coffee has concrete health benefits. Researchers also caution against drinking too much coffee. The upper level of safe caffeine intake is around 400 mg. More than this increases the risk of suffering from panic attacks, heart problems, and insomnia.

Exercise 5.

Researchers have discovered that people eat more vegetables if the veggies have trendy labels. A research team from Stanford University in the USA found that sales of vegetables increased by 25 per cent after they had been given trendy-sounding names. The researchers conducted their research on 600 diners for several months at the university canteen. They labeled all vegetable dishes in four different ways each day. Diners could select vegetable dishes with a "basic" label (for example with just the word "carrots"), a "healthy restrictive" label ("carrots with sugar-free citrus dressing"), a "health positive" label ("smart-choice vitamin C

citrus carrots”) or a trendy label (“twisted citrus-glazed carrots”). Researchers gave diners a wide choice of vegetables to see how effective the trendy labels were. They used beetroot, butternut squash, carrots, corn, courgettes, green beans and sweet potato in their test. These had names like “twisted garlic-ginger butternut squash wedges,” or “dynamite chilli,” and “tangy lime-seasoned beets”. They found that the vegetable dishes with the trendy labels were by far the most popular. These dishes were 25 per cent more popular than those with the “basic” labelling, and 41 per cent more popular than those with the “healthy restrictive” labelling. A researcher said: “Labels really can influence our sensory experience, affecting how tasty and filling we think food will be”.

UNIT 4

Exercise 4.

Speaker A: I’m a teacher at a junior school where we teach the children about respect for the environment. In the playground the litter bins are divided into different sections and the children learn how their rubbish will be recycled. The canteen doesn’t have any plastic plates or cups and all the cleaning products that are used in the school are environmentally friendly. In addition, all the paper that is used in the school is recycled paper.

Speaker B: I try to do my part to help the environment by reducing the amount of packaging I buy. I buy all my fruit and vegetables from the local market rather than from supermarkets, where all the products are pre-packaged. I take a bag with me when I do shopping, so that I don’t have to use plastic carrier bags. And I always recycle excess packaging.

Speaker C: My mother was “green” long before it became fashionable. My brother and I would help her carry all our empty bottles to the bottle bank in the supermarket. It’s definitely had a positive effect on me. I’ve always tried to recycle as much of our household’s rubbish as I could. Since the local council provided us with special containers to separate the rubbish, it’s been a lot easier and now we hardly have any rubbish that has to go to the landfill site.

Speaker D: I read an article on the internet about how to make a greenhouse from plastic bottles and I’m going to build one for my daughter. She loves growing her own vegetables and this would help her a lot. I’ll need about 1500 bottles so it could take a while, but it’s a good way to recycle them. There are lots of good ideas for recycling on the Internet and I’m trying to educate my friends about them.

Speaker E: Quite honestly, I just can’t be bothered with all that messing around. Rubbish is rubbish as far as I’m concerned and I’m sure it all ends up at the local landfill site. I haven’t got the time to be washing out bottles and cans and folding out newspapers. I live on my own anyway so I don’t produce that much household refuse. I hardly ever cook, I tend to eat out or get a take-away most nights, so I only go to the supermarket occasionally.

Speaker F: I know I should do more but it’s hard to find the time to sort through the rubbish. I do separate any vegetable waste that I know is biodegradable and I put that in my compost maker. My garden is quite small, so I

have a plastic tub which turns the waste into compost without giving off any nasty smells. I also try to save newspapers and magazines for the local organisations, they come round and collect the papers for recycling.

Exercise 5.

Linda:	Hi Jack, I haven't seen you for ages! Did you have a good time on your volunteer holiday?
Jack:	Oh, Hi, Linda. The holiday was great, thanks.
Linda:	Where did you go?
Jack:	I went to Borneo to help out at an orangutan sanctuary. I was there for three months and I learned so much about the animals. I really enjoyed helping them.
Linda:	Yes, I know you've always loved animals.
Jack:	Yes, definitely. Growing up on a farm taught me a lot about caring for other creatures, but I wanted to see some more exotic animals and see how they are treated in other countries too. I was amazed at the differences.
Linda:	What do you mean?
Jack:	Well, in Borneo, the locals really care about their environment. They respect the orangutans and want to save them from deforestation. They live in harmony with their environments. Here, people don't seem to really notice the wildlife, or care about it really.
Linda:	I think that's probably true up to a point, but I know lots of people who care about animals here.
Jack:	Well, yes, I don't mean everyone, obviously. Just that people in Borneo are more involved in helping conservation projects and things like that.
Linda:	It sounds like you enjoyed it. Do you think you'll go back?
Jack:	I'd love to, but it costs a lot of money to get there. I think I'd rather spend my time helping local conservation projects while studying for a veterinary science degree.
Linda:	Do you want to become a vet? That's great! I hope that you can get on the course.
Jack:	Thanks, Linda. Anyway, I'd better dash, I'm late for my study group and I don't want to miss it.
Linda:	Ok, see you soon!

UNIT 5

Exercise 2.

Good morning. My name is Will and I'm the Chief Engineer for Drilling operations here in Brunei. Thanks for coming.

For the last few years, we've been trying to solve a big problem. The problem is that here in Brunei, in our oilfield, you can't find the oil in one single large reservoir located in one place underground. Instead, the oil is broken up into thousands of small pockets, which are spread over a large area of hundreds of square kilometres. Unfortunately, we cannot build one oil platform for every small pocket of oil. We can't build thousands of oil platforms. That would be too expensive for the company and very bad for the environment. This is the problem that we've been trying to solve for years.

Then, not long ago, a colleague of mine called Steve took some leave from work and went back from Brunei to his home in the Netherlands. One day he was sitting with his young son in a cafe while his son was finishing his milk shake. Steve watched his son bend the straw and steer it around the sides of the glass to suck the last drop of milk from it.

Suddenly, while he was watching his son, Steve had an *eureka* moment. He realised that you could use a flexible drill, just like a bendy straw, to reach all the oil. Instead of drilling down over three kilometres to every tiny pocket of oil using hundreds of wells, you could drill vertically down to one single pocket using only one drill, and then bend it to drill horizontally into the other pockets of oil nearby.

As a result of his *eureka* moment, Steve and his team invented a new type of flexible drill, called a 'snake well drill'. From a single offshore oil platform the snake drill can bend and twist through many small pockets of oil.

Exercise 3.

Lecturer: With the rising cost of fossil fuels, there's a great deal of interest these days in developing alternative sources of energy. Today, I'd like to talk about one of these—wind power. In the past couple of decades, there's been an upsurge of interest in using the wind as a source of energy, but the idea isn't new at all. People have been harnessing the power of the wind for centuries, ever since ancient peoples first used sailboats. In ancient China, farmers used a rudimentary sort of windmill to pump water. Wind power was used in other parts of the ancient world, as well. In Persia, for example, farmers used wind-powered mills to grind their grain. During the Middle Ages in the Netherlands, people went back to the ancient idea of using the power of the wind to move water. They used windmills to drain lakes, thereby creating more land for farming.

At present, people around the world are using the wind to generate electricity, some old methods, some new. Is this the solution to our modern energy problems? Well, as with anything, there are both advantages and disadvantages to using wind power. Let's take a look at some of the reasons to use wind power. One of the biggest problems with using fuels such as oil and coal is pollution. Wind power, on the other hand, is clean. It causes no pollution and therefore doesn't contribute to global warming. Another great advantage of wind power is that it's a renewable resource. Oil and coal reserves are limited, but we'll never run out of wind. Economics is another reason to use wind power. Using the wind to

generate electricity costs less, much less, than running other types of generators. In addition, since wind turbines don't take up much land, the land around them can be used for other purposes, such as farming.

There are disadvantages, however. Even though generating electricity with wind is relatively inexpensive, the technology isn't cheap. The initial costs of setting up wind turbines can be quite high. Another issue is reliability. Wind doesn't blow at a constant strength. Therefore, at times, a lot of electricity can be produced while at others there may be little or none. Wind turbines usually have to be located in rural areas where the land is open. Their distance from cities, where the most electricity is needed, is another issue. Although wind is considered to be a clean source of energy, wind turbines cause their own sort of pollution. Wind turbines are usually placed in high, open areas, where they're easy to be seen. Rural residents often feel that the beautiful local scenery is spoiled by the sight of the wind turbines. In addition, wind turbines aren't quiet. In fact, one wind turbine can produce as much noise as a car travelling at highway speeds.

Exercise 4.

Device Manufacturer

To be honest we don't know what to do these days. We used to make cameras and went digital. But then everybody wanted good cameras on cellphones, so we started making those, but people are always wanting to upgrade and get the latest models or new gadgets. I went to a technology fair last week and they were demonstrating this jacket and hat that was your phone. There are so many disruptive technologies, I don't know what's going to happen. Maybe we'll have to get into clothing.

TV Broadcaster

A lot of broadcasters like us are having a hard time. The problem is that there are lots more channels these days and people also get them through different media. I can download the latest films from the phone company. My children don't even watch TV. They watch video online and their friends send them clips on their mobiles. But we have to survive on our advertising revenue and at the moment that's falling. Things are really not easy, and I'm sure there are some broadcasters that will go out of business.

Software Manufacturer

We manufacture software, and we are doing really well at the moment – the telecoms service providers and telecoms equipment companies just can't compete with us. I mean, what's the point of having a phone on your desk nowadays when you can plug a headset into your computer and an application does all your voice telephony for you and often for free? With a desktop computer, IP connectivity, and a headset, you don't need any PABX or all that voice cabling around the building or expensive maintenance contracts and so on. That's why our business is growing so fast and as far as I can see, it's likely to continue.

Search Engine

We run a search engine, so we're in a great position to take market share from both the software and hardware industries. What's the point in buying hundreds of software licenses if your employees can just come to us and use one of our

applications online? We provide security, we maintain and update the applications, we do all the data storage, archiving, and backup. Companies don't need to run data centres anymore, we do that. Employees don't need expensive laptops or desktops with gigabytes of RAM. They just need Internet access devices on their desk or in their hand. They can access the applications and data they need to from anywhere.

Fixed Telecommunications Networking Provider

We own the fixed telecoms network, and we've seen a big fall in revenues from voice calls because everything is IP now. But in fact, we're now in a great position because we are putting intelligence into our network so that it can become an enormous computer, capable of delivering applications. All our customers need is a broadband pipe into our network cloud and we act as an IT utility – and most people have already got that with an ordinary phone line. With the new capabilities we have, we can provide TV, software, internet access, email, teleconferencing, all sorts of things – and that easily makes up for the money from traditional voice calls.

Exercise 5.

It's very difficult to predict exactly how technology developments will progress and indeed some of these predictions may have already happened by the time you listen to this, and some may still be a long way off. What we will definitely see over the next few years is a very high rate of change because of the convergence of technologies. Convergence is far from over. The next twenty years will see much more of it, and the whole of IT will converge with the fields of biotechnology, nanotechnology, and cognitive technology. The result is that companies in every industry sector will see enormous changes. There will be great opportunities and of course, great dangers as well.

If we look at telecommunications, today's trend for massive increases in bandwidth into people's homes means that providers will create different business models, so voice calls – and a lot else – are likely to be free in the very near future, say 2011. As for mobile technology, mobile phones have come from nowhere in the last ten years and now they are everywhere; but they'll probably disappear in another ten years. Instead of mobile phones we will probably have their functionality built into things like jewellery or patches, and information will be displayed on contact lenses. These could become available by about 2020.

The software industry is very likely to see big changes. Windows' market share will fall below 50% – perhaps as early as 2011 and definitely by 2015. We will also see software delivered as a service, and this will slowly become the norm. At the same time there will be big developments in hardware. We will see chips with ten billion transistors and they will lead to desktop computers that can compute as fast as the human brain by 2017. Forget the keyboard and mouse or even speech recognition as a way of inputting data. The next big development will be thought recognition, and that may be viable some time around 2025.

In terms of business, we may see paper money replaced by smart media as early as 2011. The technology is already there, but people or banks may not feel comfortable with it. Manufacturing, logistics, and retailing are very likely to replace all barcodes with RFID technology in the 2011 to 2015 timeframe.

And what will society look like in the future with all this digital technology? In

some countries there is already a lot of surveillance and we are certain to see this grow into most neighbourhoods by 2014. And as surveillance in the real world grows, we'll see more and more virtual reality, but that too will bring its own problems, and virtual reality escapism may start becoming a social problem around 2015. Most societies will have ID cards by 2016 but even these will probably be replaced by biometric scanning within a few years of that, so anytime from 2020 onwards.

So, it is clear that things like five-year IT investment plans for business are becoming almost pointless because things are changing so fast. Companies must learn to be adaptable: adaptability will be the main quality for survival, while going for efficiency today can lead to death tomorrow.

UNIT 6

Exercise 1.

In Great Britain, children have to start school, when they are five years old. They can go to a nursery or a playground before starting the elementary school. At nursery, children learn to read, write, calculate and study different subjects. They must go to school every day, except of weekends and national holidays. The school year starts in September and ends in July every year.

At 11, all children begin secondary school. Secondary schools are much bigger than elementary ones. Sometimes as many as 2000 children attend the same secondary school. In some schools, students have to wear uniforms. Some subjects are compulsory. They include English, Math, Sciences, Information Technologies, etc. There are also optional subjects, which students may choose. These are Arts, Music, Languages.

When students are 15 or 16 years old, they have to pass important exams. After that, they can choose to start working or continue studying at the college. At the age of 18, students may enter the university where they study for 3-5 years.

Exercise 5.

A global survey has asked 6,204 children in 47 countries around the world about their hopes, dreams and fears. The worldwide "Small Voices, Big Dreams" report is from the children's charity. It asked ten to twelve-year-olds six questions about the world and their future. It discovered that education, food and the environment are their biggest worries. A ChildFund spokesman said: "We're always surprised... to see how much [importance] children...put on education." He added that he was pleased children saw the link between education and a better future: "It shows the depth of maturity of children, who clearly understand the connection between education and changing their worlds for the better."

The children were asked the question: "If you were president or leader of your country, what would you do to improve the lives of children in your country?" Most said they would focus on education. The children also answered the question "What are you most afraid of?". Over 25 per cent of kids in developing countries said their greatest fear was dangerous animals and insects. The environment was also a big concern for the children. The report says: "Across the world, nearly half of children said they would either plant more trees, build additional green spaces or decrease littering to help improve the planet." Regarding future careers, almost 20 per cent of children want to be a professional athlete when they grow up.

Exercise 6.

Speaker 1: I wanted to study at the University of Adelaide because my mother and sister studied there. The University of Adelaide College was the best way for me to achieve that. I found the College very different and challenging in a good way. The teachers here are very nice and friendly. Where I come from, we are afraid of the teachers. But here, they're like friends. I have learnt a lot academically and also about myself and I've also made friendships that will last a lifetime. Studying in Adelaide has been life changing. I've faced many new experiences and learnt to be independent.

Speaker 2: As an international student, the University of provided with the perfect platform to not only learn about Australia, which back then felt like a culturally foreign place to me, but to also further my education. The teachers in particular do a wonderful job of being both a teacher as well as a friend to students who are new to the country.

Speaker 3: I chose to study in Adelaide as the University of Adelaide has the best agricultural degree in the southern hemisphere. Adelaide is a great city to study in as it is not too big or too small so it is easy to travel around while still having enough people to make it a vivid city.

Speaker 4: The staff there helped me to settle in and develop a better understanding of life in Adelaide, adapt to the study methods used in higher education, and build up a social and support network, which has been very helpful further on. The teachers at the College are real people with real personality, who care about their students more than just their grades. From my experience, the College teachers always seek the uniqueness in students and helped them to make it shine.

Speaker 5: I decided to choose the University of Adelaide College due to its amazing study program that prepared me for university entry, and also the convenient location in the city of Adelaide. When I first arrived in Adelaide, I had a hard time trying to adapt because of the different culture and speaking English, but after a month at the College, with the support of the friendly teachers and staff, my English started to improve a lot and I started to enjoy myself.

UNIT 7

Exercise 2.

Speaker A: Creating art is a primal behavior. Every culture has art. Like language and laughter, art is a fundamental human behaviour. Put very simply, art is a part of who we are. We need art because it makes us complete human beings.

Speaker B: Art, like language, is a medium to express ideas and to share information. Art offers us a method to communicate what we may not necessarily fully understand or know how to express. Art helps us to share thoughts, ideas and visions that may not be able to be articulated any other way. We need art to have a full range of expression.

Speaker C: Creating or experiencing art can relax and sooth us or it may enliven and stimulate us. The process of creating art engages both the body and

the mind and provides us with time to look inward and reflect. Experiencing art also gives us reason to think and be reflective or may inspire us to get up and dance. Art provides a release, a place for reflection and away to engage our whole selves. We need art to keep us healthy.

Speaker D: Art is a history lesson, an historical record, a preservation of culture, and an autobiography all in one. Art documents events and experiences and allows us a richer understanding of history. Art reflects cultural values, beliefs and identity and helps to preserve the many different communities that make up our world. Art chronicles our own lives and experiences over time. We need art to understand and to share our individual and shared history.

Speaker E: The creation of art is a collective activity. Art forms such as dance, theatre and choir all require a group of artists and an audience. Even the solitary painter or poet relies upon the craft of the paint-maker or book-binder to help create art. Art offers us a reason to come together and share in an experience. We need art to keep us connected

Exercise 3.

Scientists say they are close to finding the remains of the woman who modelled for Leonardo da Vinci's masterpiece the Mona Lisa. Researchers have opened a centuries-old tomb in the Italian city of Florence. They believe they will find the skeleton of da Vinci's muse Lisa Gioconda, the wife of a 16th-century silk merchant. Silvano Vinceti, head of Italy's National Committee for the Promotion of Historic and Cultural Heritage, plans to test the DNA of the bones under the church to determine whether or not Ms Gioconda is the woman behind that famous, enigmatic smile. Mr Vinceti will then use a computer graphics program to generate a face from the skull and compare it to the painting.

Leonardo da Vinci's painting has been a constant source of fascination for art experts and ordinary folk alike. Vinceti said: "For centuries, historians the world over have been coming up with various theories about who this enigmatic, mysterious woman could have been." He asks: "Was Gioconda the model for the Mona Lisa? Or was it some other model, as some people say? Or is it just a construction of the painter's fantasy?" Antonio Moretti, a geologist from L'Aquila University told the euronews.com website: "We were very lucky I'd say, because not only is there a good amount of bone remains, but they are also disposed of in order at the bottom of the crypt, with a plate indicating they belong to the Gioconda family."

UNIT 8

Exercise 2.

A new survey from Britain shows that a third of young, unemployed people regularly "fall apart" emotionally. They are so stressed or unhappy that they cannot control their emotions, so they have problems living a "normal" life. The survey is from a youth charity called the Prince's Trust. Its researchers asked questions to 2,200 people who did not have a job. Almost half of them said they often felt anxious about everyday situations, and that they tried not to meet new people. One in eight of those surveyed said they were too stressed to leave the house. The charity said: "Thousands of young people feel like prisoners in their own homes.

Without the right support, these young people become socially isolated.” Many of these young people struggle with day-to-day life, which means it becomes more and more difficult to find a job. Britain’s Employment Minister Esther McVey said: “Our young people are some of the best and most talented in the world.” She said it was important to try and match these people with the right jobs. Researcher David Fass added: “Young people are our future and it is important that we invest in them and provide them with the tools they need to reach their full potential.” Jack, 25, explained how hard it was for him to be unemployed. He said: “I would wake up and wouldn’t want to leave the house. I stopped speaking to my friends and I had absolutely no confidence speaking to people”.

Exercise 3.

Japan’s government has backed an initiative to ease the pressure on Japanese workers and simultaneously boost consumer spending. The new measure is called “Premium Friday”. A spokesperson from the Ministry of Economy, Trade and Industry said the campaign would encourage workers to leave work earlier on the last Friday of each month to relax and/or go shopping. Around 130 companies across Japan have signed up to participate in the initiative, including many major employers. Sceptics are unsure whether the scheme will succeed or not because of the infamous workaholic nature of Japanese workers. Chief Cabinet Secretary Yoshihide Suga told reporters: “It will take time for Premium Friday to take root.” The idea for Premium Friday was partly prompted by the suicide of an employee who was continually required to work excessive overtime at the ad agency Dentsu. A court ruled the suicide was “death by overwork” and stressed the need to address what is a common problem in Japan – overworking. Japan’s Prime Minister Shinzo Abe is leading by example. He promoted the campaign by leaving the office early for a meditation session at a Tokyo temple at 3:30 p.m. Mr Suga said it was essential for both the government and the private sector to create an atmosphere where workers feel comfortable in leaving early. However, many workers said they would just have to work on Saturdays instead to finish their work.

Exercise 4.

Brenda:	Well, all marketing departments are different, aren’t they?
Jack:	Yes. At my company, Ben and I are the marketing department!
Brenda:	I know what you mean. I used to work for quite a small company doing all of their marketing. But the company here is a bit bigger. We have separate departments for sales and marketing. So, let me just give you some names. As you know, I’m the public relations officer here and I report directly to Sabrina, who’s the director of marketing. My assistant is Uwe. You can always give him a call if you can’t reach me.
Jack:	Wait, Brenda, let me just write this down. Sabrina and...um, how do you spell your assistant’s name?
Brenda:	That’s U-W-E. Uwe.
Jack:	Got you.

Brenda:	And if you need to talk to somebody about individual products, then you should contact Vittore or his assistant, Thomas.
Jack:	Ah, what was that again? Vee...?
Brenda:	Vittore – he’s Italian. You spell that V-I-double T-O-R-E.
Jack:	Ok. And Thomas. That’s easy enough.
Brenda:	Right. Finally, Sylvia is responsible for the image of our various brands.
Jack:	Great! That’s very helpful.

UNIT 9

Exercise 1.

TT:	Welcome to Teen Talk! Every week we chat to a teenager who lives in a different country. We love finding out about different lifestyles and places! This week we talk to Gordon Murdoch. Gordon usually lives in Scotland, but he’s been living in Canada for six months. What’s Canada like? Is Gordon enjoying life there? Can you tell us about your family and where you live, Gordon?
Gordon:	Well, my mum and dad are both Scottish. My dad has a job here for one year so my whole family are living here. We’re living in Vancouver which is a big city beside the sea. It’s a beautiful city. At the weekends we go walking in the mountains. It’s winter now and my sister and I go skiing every weekend. In summer there are lots of parks to visit and there are some beautiful beaches too. It does rain a lot though!
TT:	What’s your school like?
Gordon:	It’s great. The best thing about my school is the mountains I can see through the window. I’m interested in languages and I’m learning French. I’m really terrible at maths though!
TT:	How would you describe your Canadian friends?
Gordon:	Well, they are all very sporty. Everybody likes playing team games and being outdoors all the time. At first, they seemed quite shy. I found them very calm and serious – but when you get to know them they’re actually really good fun. I have a lot of friends now. Oh ... and they’re all brilliant at skiing!
TT:	What’s your favourite celebration in Canada?
Gordon:	Oh, that’s easy! It’s “Canada Day” – the national day of Canada. It’s in summer, so it’s usually really good weather. They have barbecues, fireworks and concerts and everybody has a big party. I’m excited about next Canada day already!
TT:	Wow, Canada sounds amazing! You’re so lucky!

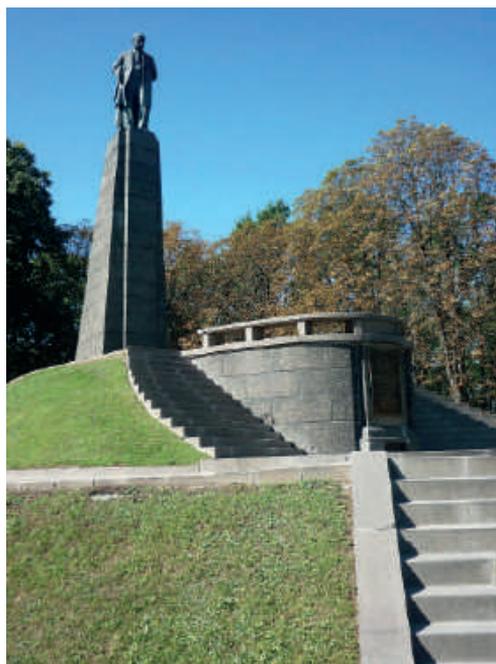
Exercise 5.

A:	I was told to see you about going sightseeing.
B:	It's my pleasure. I'm the hotel's concierge, at your service.
A:	Concierge? Could you explain that to me?
B:	We help direct hotel visitors to popular places to visit, eat, and shop.
A:	Very good. So where shall I begin my sightseeing?
B:	I would suggest the Statue of Liberty.
A:	Gee, I've already seen the Statue of Liberty. What about another site?
B:	Let me see. What do you like to do in your spare time?
A:	I really like to run. And I like art.
B:	Well, there you go! Have you ever visited either Central Park or the Museum of Modern Art?
A:	No, but I've been meaning to.
B:	Well, Central Park is fantastic for running. Then you can go to the Museum to look at the beautiful art.
A:	That sounds like a great plan. I'll do that.
B:	Enjoy your run and your visit!

UNIT 10

Exercise 2.

When I die, let me be buried
In my beloved Ukraine,
My tomb upon a grave-mound high,
Amid the wide-spread plain,
That the fields, the steppe unbounded,
The Dnieper's plunging shore
My eye could see, my ear could hear
The mighty river roar.
When from Ukraine the Dnieper bears
Into the deep blue sea
The blood of foes... then will I leave
These hills and fertile fields —
I'll leave them all behind and fly
To the abode of God
To sing His praise... But till that day —
I nothing know of God.
Oh bury me, then rise ye up
And break your heavy chains
And water with the tyrants' blood
The freedom you have gained.



And in the great new family,
 The family of the free,
 With softly-spoken kindly word
 Remember also me.

Exercise 3.

...And here we are at the heart of Kyiv in Independence Square. Many years ago it was just a swamp, a place where Kyivites hunted ducks. It was criss-crossed and the street which appeared here 200 years ago was called Khreshchatyk. Today it is the main street in Kyiv. Although it is only 5 km long, it is very wide — 75-100m.

There is a lot to see in Independence Square: a model of the old gates through which Khan Batyi’s hordes entered the city in 1240, a monument to the legendary founders of Kyiv; an underground entertainment and shopping centre Globus; the building of the Central Post office with a globe in front of it and the signs marking the distance to many cities.

But the main structure in the square is a monument to the Independence of Ukraine. On the top of a white column one can see a statue of a Ukrainian girl in the traditional costume. Behind the Monument there is a glazed pavilion. To the right of the column you can see an elegant building of the Conservatoire and to the left, on a hill, the Zhovtnevyi Concert Hall, which used to be an elite school for girls from Ukrainian noble families. And now does anyone want to ask me anything before we move on to ...

Exercise 5.

Peter:	Hi, Paul! I haven’t seen you for ages! Where have you been?
Paul:	In London.
Peter:	Oh! What were you doing there?
Paul:	Visiting my relatives.
Peter:	Did you like it there? I mean in London?
Paul:	Well, it was not bad.
Peter:	Not bad?! You were in London and you say it was not bad! Didn’t you like the city?
Paul:	Well, I liked it. But, you know, Kyiv is much better. It’s greener, cleaner, quieter and safer.
Peter:	What do you mean by “safer”?
Paul:	People are friendlier in Kyiv.

Навчальне видання

Лілія Морська

АНГЛІЙСЬКА МОВА

(10-й рік навчання)

Профільний рівень
Підручник для 10 класу
закладів загальної середньої освіти

Рекомендовано Міністерством освіти і науки України

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