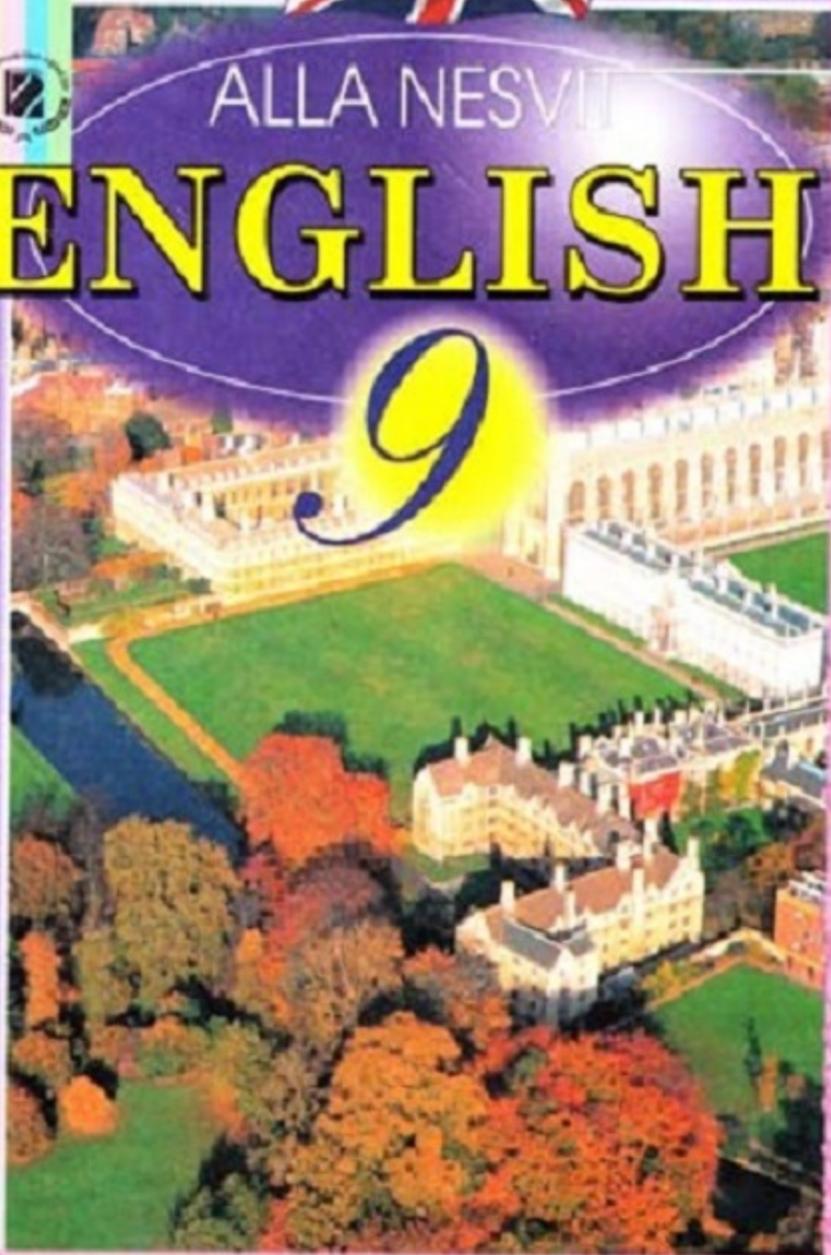


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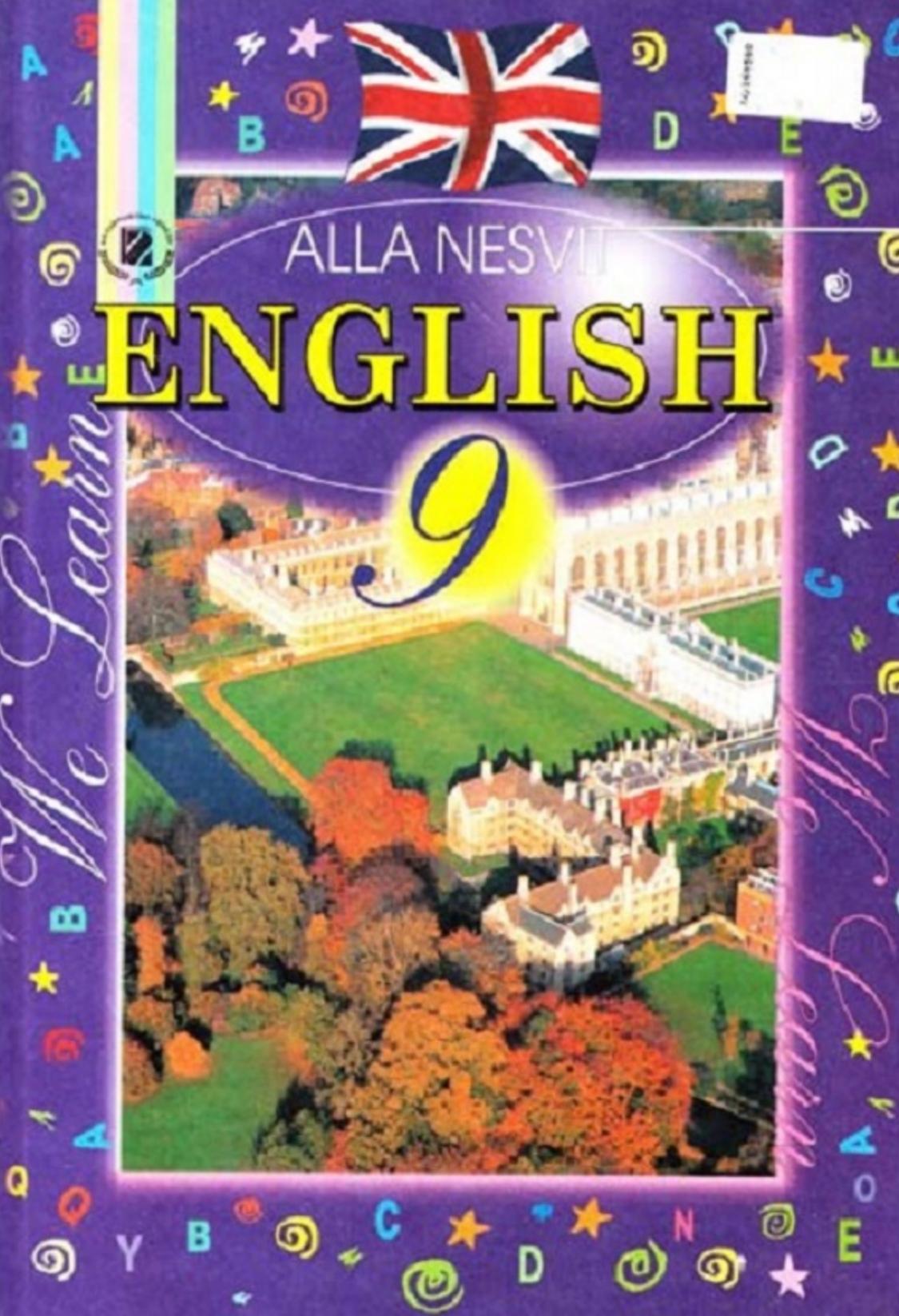
ENGLISH

9



We Learn

We Learn



ББК 81.2АНГ-922
Н55

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ISBN 978-966-504-930-2.

Підручник «English: We Learn English» створений відповідно до чинної програми з іноземних мов і продовжує серію навчальної літератури, рекомендованої для оволодіння англійською мовою у загальноосвітніх навчальних закладах.

Підручник побудовано на принципах комунікативності, інтегрованого розвитку всіх видів мовленнєвої діяльності: аудіювання, говоріння, читання, письма. У ньому автор дотримується загальнодидактичних принципів доступності, логічності, свідомості, активності та наочності в навчанні.

Яскраво ілюстроване видання складається із семи розділів, укладених за тематико-ситуативним принципом, та додатків.

Організація навчального матеріалу в розділах передбачає використання інтерактивних методів навчання.

ББК 81.2АНГ-922

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ISBN 978-966-504-930-2



Dear *Learners*,

Have you ever tried to find magic? Have you ever dreamt of becoming a magician?

Sometimes we travel to far away countries trying to find the things we have dreamt about for so long, but it happened so that we could find it somewhere very close to us. The real magic is everywhere. You just need 'to stand and stare', catch the fleeting moment and now – you've got it, – something very special, something that you really need and have been looking for. Now it is yours and no one in the world can take it away from you.

The world around you is fantastic. This year the pages of this textbook will open the secrets of communication to you. You'll enter the magic world of real friendship, discover the wonders of nature, learn how you can influence the world around you and protect it for many years to come. You'll share your views about radio and television with your friends. (What else could help you know the world news better?) You'll listen to the teenagers talking about youth culture. (Are your interests the same or different?) You'll talk about wonderful inventions and people who made them. (Who knows might one of you also be an inventor one day?) You'll make a tour around amazing Britain and visit the sites which are included into the World Heritage List. You'll talk about the best way of using your skills and natural abilities. Do you like working with people or do you prefer working with machines? What profession can give you the best opportunities to develop yourself?

These are the questions you'll be able to find the answers to by the end of the school year.

Good luck! Have a nice journey!

The Author

* * *

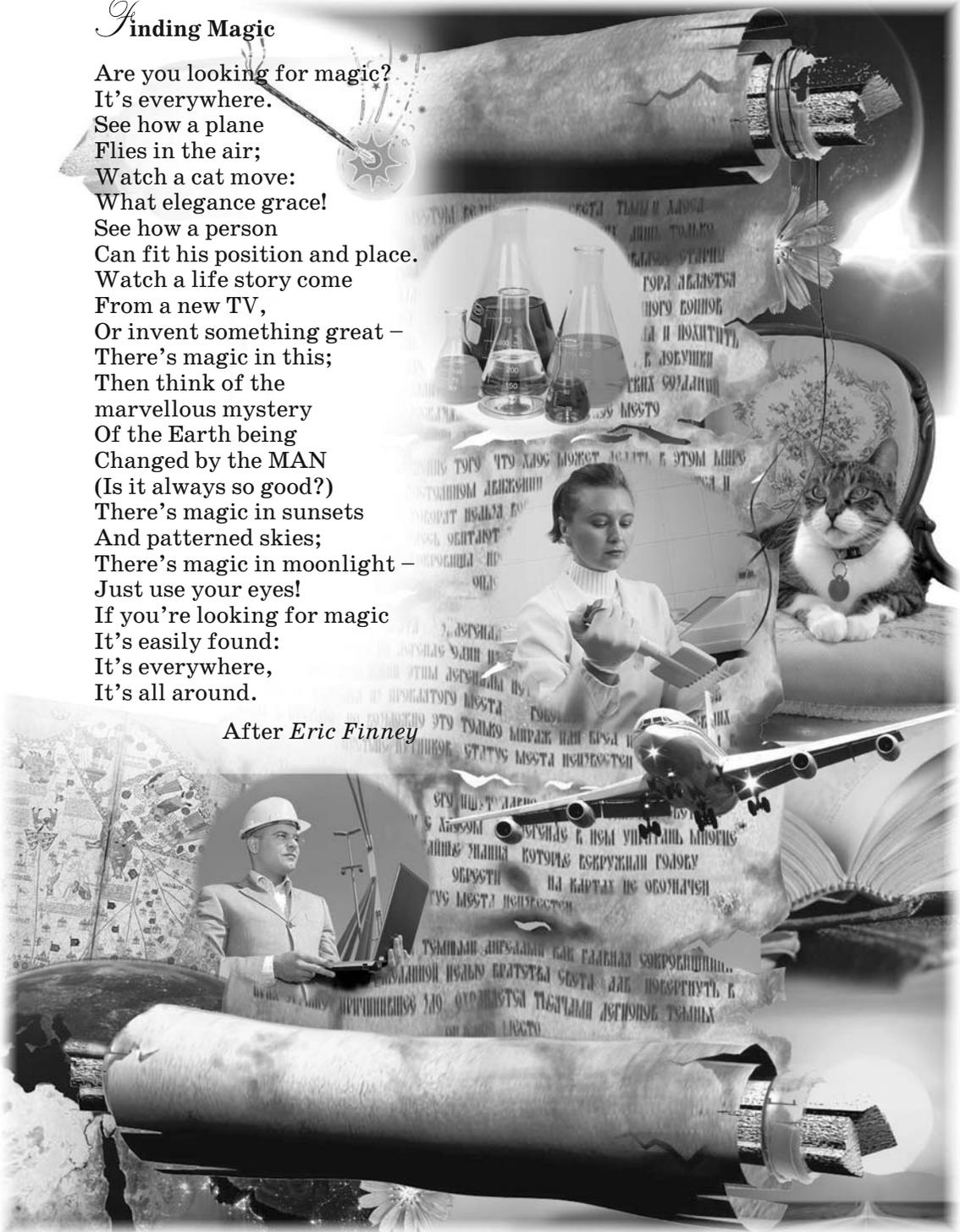
These are the signs which will navigate you in this journey:

| The Pictogram | What It Means |
|---|-------------------------------|
|  | Develop Your Listening Skills |
|  | Develop Your Reading Skills |
|  | Develop Your Speaking Skills |
|  | Develop Your Writing Skills |
|  | Homework |
|  | Project Work |

Finding Magic

Are you looking for magic?
It's everywhere.
See how a plane
Flies in the air;
Watch a cat move:
What elegance grace!
See how a person
Can fit his position and place.
Watch a life story come
From a new TV,
Or invent something great –
There's magic in this;
Then think of the
marvellous mystery
Of the Earth being
Changed by the MAN
(Is it always so good?)
There's magic in sunsets
And patterned skies;
There's magic in moonlight –
Just use your eyes!
If you're looking for magic
It's easily found:
It's everywhere,
It's all around.

After Eric Finney



Introduction

In this unit you will:

Listen, read and talk about...

- summer holidays
- basic secondary education in Ukraine
- your studies at school

Practise/ Revise...

- verb tenses
- prepositions and phrasal verbs

Write/ Make...

- an article about your school experience
- plans for this school year



Wisdom Quotes

- Education is a progressive discovery...

~ Will Durant

- Education is a social process.
Education is growth.
Education is not a preparation
for life; education is life itself.

~ John Dewey

- Education is the key to unlock
the golden door of freedom.

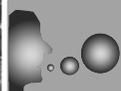
~ George Washington Carver

- The only person who is educated is the one
who has learned how to learn and change.

~ Carl Rogers

- The roots of education are bitter, but
the fruit is sweet.

~ Aristotle



Work in pairs or groups. Discuss the quotations.

Lessons 1-2. Back to School

1. Look at the photos and talk about them. What do they remind you of?



2.  Listen and read the dialogue. Say why the pupils think this school year is different from those they've had before.

Ann: Hi, dear! It's good to see you again. I missed you all so much during my summer holidays. I hope we all had a wonderful rest.

Tom: We definitely did. And what about you?

Ann: So did I. A good rest was necessary for us all. This year is different from those we've had before. We'll take our final exams at the end of the year.

Dan: So we're going to work hard all the year round to pass them successfully. I wonder if we are going to have time for anything else but school lessons and tests.

Ann: School life is not only lessons. I hope we'll have wonderful school parties and interesting trips. Many people spend their days in a frenzy of activity, but achieve very little, because they're just not concentrating on the things that matter the most. We need to plan our daily routine carefully and organize our own learning. Then we'll find time for our leisure as well.

Tom: School teaches us to manage our time and become the highest achievers in all walks of life. And, what is also good about school – there are holidays after each term.

Introduction

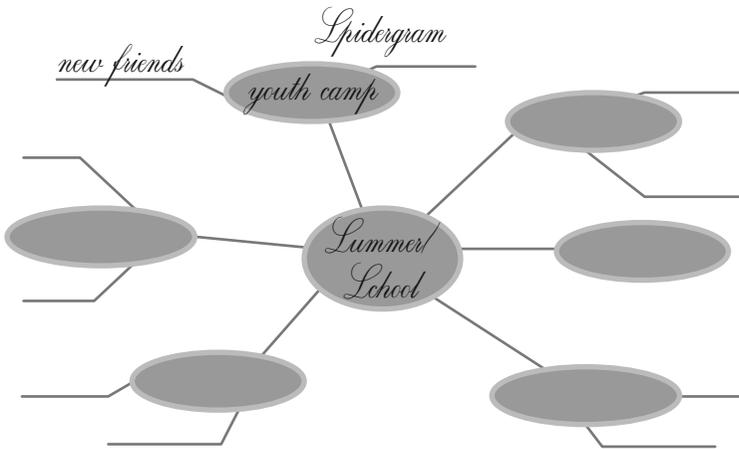
3. Read the statements. Use the information from the dialogue to comment on them.

1. The ninth form is different from the other school years.
2. School life means lessons and leisure time as well.
3. It's important to organize your own learning.
4. Everyone can become successful in all walks of life.

4. Work in two groups. Discuss the topic with your friends and draw a spidergram. Complete it with the verbs, nouns and adjectives.

Group A. Your topic for discussion is "Summer Holidays".

Group B. Your topic for discussion is "School".



5.  Speak in class. Put the spidergrams on the blackboard. Then talk about your summer holidays and school. Ask your friends questions or add information.

Example:

A: School starts again and I have six lessons a day but only a few weeks ago I enjoyed my summer holidays in the Crimea. I sunbathed, swam in the sea and went on excursions.

B: As for me, I used to spend a lot of time with my friends but now they are all busy again and we can meet only at the weekends. Etc.

6. Fill in the correct prepositions where they are necessary. Then make sentences with the phrases you get.

- To go (1) school, to be interested (2) a subject, to be good/bad (3) a subject, to take (4) a test, to cheat (5) a test, to pass/fail (6) a test, to be bored (7) school, to skip (8) classes, to get (9) your exams.

7. Put the names of the school facilities into the columns. Explain what they are used for. Say which of the facilities in the list you have or would like to have in your school.

- a school assembly hall • a library • the Information Technology Classroom • a language laboratory • the Music Room • a gymnasium • a football field • a swimming pool • the Art Studio • a school canteen • a snack bar • a science laboratory • a swimming pool • the secretary's office •

| For Study | For Sport | For Food | For Parties | Other |
|-----------|-----------|----------|-------------|-------|
| | | | | |

8.



- a) Work in pairs. Choose the five most important characteristics of a good teacher and a good pupil and make a list of them.
 b) Discuss your choice with another pair. Then choose a speaker for your group and compare your views with the rest of the class.

- to keep a contact with smb (the parents, friends and teachers, etc.) • to maintain discipline and order • to share his/her views with the others • to work hard • to remain up-to-date • to openly admit a mistake • to try to help where it is possible • to set high standards • to use a lot of different materials and equipment • to make lessons interesting • to help the pupils to organize their own learning •

9.



Write about your plans for this school year. Use the words and word combinations from Ex. 4 and 6. The questions given below can help you.

- Why is this school year important for you?
- What tasks have you got for this year?
- What does it mean for you to be 'a good pupil'?
- What characteristics do you need to develop in yourself?
- What do you like about the school you study at: facilities, teachers, school subjects, etc.?

Lessons 3-4. Basic Secondary Education in Ukraine

1. a) Explain the meaning of the words and expressions in our own words.

Example:

A school year is the period of studies. It usually starts in August or September and lasts for 9 months.

- a school year • a form • the ninth former • a subject teacher • the Headmaster • a Vice Principal • final exams • to take an exam • a mark • a report card • the Certificate of Basic Secondary Education • a parent-teacher meeting • the humanities • science • arts • a quiz • an education • a school uniform •

b) Work in pairs. Ask each other questions about your school life. Use the word combinations from the box on p. 9.



2.



Read the text about the basic secondary education in Ukraine. Say why the ninth form is an important link in the educational system in Ukraine.

Basic Secondary Education in Ukraine

The basic secondary education in Ukraine covers a period of 5 years past primary school plus 3 weeks of examinations at the end of the ninth form (last year of studies in a secondary school). The programme of studies **is specified** for every academic year by **the Ministry of Education and Science of Ukraine**. **The pupils' timetable** includes **core subjects** and **optional courses**.

In the fifth form all the pupils have the lessons of Ukrainian Language and Literature, Foreign Language (English, French, German or Spanish), World Literature, Mathematics, Computer Studies, History of Ukraine, Nature Study, Music, Art, Physical Education, Handicrafts and Health Education. Other subjects are gradually added on during the next years of studies. For example, World History, Geography and Biology are introduced in the sixth form; Physics in the seventh form; Chemistry in the eighth form; the Basics of Law – in the ninth. Each subject is taught by a different teacher. **The study load** devoted to every discipline varies from one to five lessons a week. The timetable is different every day. All the lessons are usually attended by the whole class. Pupils are divided into groups for the lessons of foreign languages, and in some schools for the lessons of Ukrainian Language. **A thematic evaluation** in each subject is made at the end of each thematic unit. It is based on the students' **current performance**. The results of the thematic evaluations and final tests are taken into account when the teacher makes the semester evaluation. At the end of the ninth form all the students take **final examinations**. They get **the Certificate of Basic Secondary Education** at the age of 14 or 15.

This level of education is an important link in the system of education in Ukraine.

- 3. Look through the text of Ex. 2 on p. 10 and try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult the dictionary.**

Vocabulary File

• the Ministry of Education and Science of Ukraine •
to specify • the study load • a core subject • an optional course • a semester •
a group • an evaluation • a current performance • a final exam • a final test •
the Certificate of Basic Secondary Education • to link •

- 4. Read and say if the statements are true or false.**

1. The basic secondary education in Ukraine covers a period of 5 years past primary school.
2. The timetable includes core subjects and optional courses.
3. Pupils study practically the same subjects every year.
4. The study load devoted to every discipline varies from one to five lessons a week.
5. An evaluation is made at the end of each semester and based on the students' current performance.
6. The pupils get the Certificate of Basic Secondary Education at the age of 14 or 15.

- 5. Complete the sentences with the words from the Vocabulary File (see Ex. 3).**

1. The of English, Maths and Science are in the timetable of the British schoolchildren.
2. In Ukraine the school year is divided into two Each of them is subdivided into two terms.
3. I think it's good that we have a chance to study English in The teacher can give more attention to each of us.
4. The introduced the State Standards of Secondary Education in Ukraine in 2004.
5. The ninth-formers have to work hard to pass their and successfully.
6. Are your parents usually well-informed about your in all the school subjects?

- 6. Put the verbs in brackets into the correct tense form and voice.**

1. What kind of subjects the timetable usually (to include)?
2. What state institution (to specify) the content of education?
3. There are a few optional courses in your timetable, they?
4. the evaluation (to make) at the end of each semester?
5. Your current performance in History (to improve) greatly recently.
6. What you (should, to do) to have the highest marks in all the subjects in the Certificate of Basic Secondary Education?
7. How long you (to study) at school?
8. you (to take up) any after-school activities?
9. your parents (to inform) about your current performance at school regularly?



7. Speak in class. Talk about the importance of the secondary school education. Do you think it should:

- a) be practical (e.g. job training);
- b) prepare you for the higher education;
- c) help you to develop your own character and personality?



8.



You are asked to write about your school experience. Write an article of about 100–120 words under the following title “My School”. Include the following points:

- your school (name, type, location, number of students);
- your class (number of pupils, specialized in..., etc.);
- your school subjects (what you like, dislike, good at, bad at, etc.);
- lessons (number per day, how much homework you have to do);
- school facilities;
- sports at school (teams, competitions, championships);
- extracurricular activities (clubs, study circles);
- conclusion (your opinion about your school, what you would like to change).

Unit 1

My Magic Circle: Family and Friends

In this unit you will:

Listen, read and talk about...

- yourself
- your friend's character and his/her appearance
- youth life and interests

Learn how to...

- describe people's appearance and character
- find the necessary information quickly

Practise/ Revise...

- the Reported Speech: orders and instructions
- the Reported Speech: general and special questions

Write/ Make...

- an autobiography



Wisdom Quotes



- Treasure your relationships, not your possessions.

~ Anthony J. D'Angelo

- To have a good friend is one of the highest delights in life; to be a good friend is one of the noblest and most difficult undertakings.

~ Anonymous

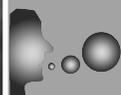


- Friendship is an art, and very few persons are born with a natural gift for it.

~ Kathleen Norris

- When you meet someone better than yourself, turn your thoughts to becoming his equal. When you meet someone not as good as you are, look within and examine your own self.

~ Confucius



Work in pairs or groups. Discuss the quotations.

My Magic Circle: Family and Friends

Lessons 1-2. Discover Yourself!

1. Look at the photos. Say in what way you think young people in different countries are the same and different. Talk about their appearance, clothes, character, interests, way of life, etc.



Unit 1

- 2.** a) Read the list of adjectives. Say if the following characteristics are “positive” (+), “negative” (-), or depend on the context (C). Consult the dictionary if necessary. Then write the adjectives in three columns. Can you add other adjectives to the list?

| Positive | Negative | Depend on the Context |
|----------|----------|-----------------------|
| ... | ... | ... |

Shy, brave, sociable, friendly, helpful, easy-going, courageous, romantic, patient, tolerant, creative, generous, ambitious, angry, relaxed, sociable, outgoing, intelligent, fun-loving, indifferent, understanding, nervous, aggressive, selfish, sensitive, obstinate, responsible, determined, well-wishing, inquisitive, decent, honest.

- b) Work in pairs. Discuss the results with your partner. Make sentences to illustrate your choice.**

- 3.** Read the sentences given below. Find the adjective in Ex. 2 you think each sentence illustrates.

1. Sarah is friendly and enjoys being with other people. (.....)
2. Mark was not at all interested in the project. (.....)
3. Alfred was determined to be successful, rich and powerful. (.....)
4. John isn't afraid of anything – bungee jumping, sky diving, even mountain climbing. (.....)
5. Monica is sympathetic and kind about other people's problems. (.....)
6. When my cousin thinks that a situation is unacceptable, he usually shouts trying to make people do what he thinks is right. (.....)

- 4.** a) Look at the photos. Talk about the children. How old are they? Where do you think they are from? Describe their appearance. What can you say about their character?





b) Read the essay. Who do you think has written it: Emily or Brian? What character traits does the author write about: positive or negative? Comment on your answer.

Discover Yourself!

Have you ever thought what makes a **personality**? A personality is someone who has a very strong character and is different from other people because he/she has character traits that make him/her interesting and enjoyable to be with. This is the one who has discovered the road to himself/herself and turned all **challenges** into the right steps in life. We all are just common people. But everybody of us can **succeed** in his/her life. We can do our best to become personalities.

Our life is ruled by three basic choices: what moral values to have, what people to be with and what aims to achieve.

First of all, we have to think about our **inner world**. People say, "When a man begins to understand himself, he begins to live." In my opinion, it's good to be easy-going, fun-loving, well-wishing and reliable. I can say that I'm a sociable person because I can easily communicate with others. That's why I'm always surrounded with friends. Furthermore, I'm responsible because I know all my duties I'm **in charge of** and I try to fulfil them. So, both my parents and my friends can rely on me. I'm helpful when my friends face either difficulties or **hardships**. Finally, I'm **ambitious** because I want to be successful in life.

However, I have character traits I would like to get rid of. I think that my serious **fault** is being too moody at times when I feel unhappy and **impatient** without a reason. What is more, I often make critical remarks about other people's work or **behaviour**. In addition, I can be **obstinate** at times. I don't like to change my ideas and opinions even when other people think I'm **unreasonable**.

All things considered, none of us is perfect. But we have to be optimists in everything we do. I try to do my best to discover my own personality. I want to change myself and to become better. The person who thinks positively and tries hard to be **sensible**, honest, kind and caring will be wiser tomorrow than he or she is today.

In a few years I'll have to make important decisions in my life by myself. My life will **be enlarged with** my own responsibilities. I'm sure that I'll make the right steps in my personal growth.

- 5. Look through the text above and try to understand what the highlighted words mean from the context. If you have any difficulties, consult the dictionary.**

Vocabulary File

• a personality • to succeed in • to possess • a fault • the inner world • ambitious • a challenge • behaviour • obstinate • sensible • unreasonable • to be enlarged with •

- 6. Read and choose the correct item to complete the sentences.**

1. We are just common people. Everybody of us can in our life.
- solve problems
 - succeed
 - change something

2. is someone who has a very strong character and is different from other people because he/she has character traits that make him/her interesting and enjoyable to be with.
 - a) An individual
 - b) An individualist
 - c) A personality
3. First of all, we have to think about our
 - a) inner world
 - b) family
 - c) friends
4. People say, "When a man begins to understand himself, he begins"
 - a) to work
 - b) to think
 - c) to live
5. The author of the essay has some character traits he/she would like
 - a) to get rid of
 - b) to improve
 - c) not to think about
6. The author states that
 - a) it's good to change ideas and opinions
 - b) it's important to think about personal growth
 - c) it's good to change yourself somehow

7. Work in small groups. Discuss the questions.

1. Do you think that parents should treat their children as equals?
2. What character traits do middle-aged people find irritating in teenagers?
3. What character traits do teenagers find irritating in middle-aged people?
4. What can help build good relationships¹ between the generations?
5. Do you need to change some character traits in yourself or do you want your parents to accept you as you are?
6. Why do you think teenagers aren't given enough freedom while making their decisions?



Conversation Lab

8. **Speak in class. What do you think another person on the photo to Ex. 4 could write about his/her positive character traits? What would he/she like to change in himself/herself?**
9. **Speak in class. Talk about the way you choose your friends. What character traits do you consider as essential ones? What similarities and differences between you and your friend do you find?**

¹Слова, позначені зірочкою, включені у країнознавчий довідник на с. 224–231.

10. Report the sentences given below. (Consult Grammar Reference, pp. 250–252.)

1. Iryna says, “Don’t criticize me. I know all my faults.”
2. Oles said, “I help my friends when they face either difficulties or hardships.”
3. Myroslav says, “Steve is very tolerant because he usually accepts his friends’ ideas even if he doesn’t agree with them.”
4. Tamara said, “She is very generous to the kids.”
5. Tom says, “Don’t argue with Ken. He is very obstinate.”
6. Oksana said, “Talk to your mother. She can give you sound advice.”

11.  Write an essay “About Myself”. Describe your personality. Which of your natural abilities would you like to develop? Which negative character traits would you like to change in yourself?

Lessons 3-4. How Is It Going?

1. Listen and read. What is the main idea of this poem? What character traits does the person possess if he/she follows these rules?

The six most important words: **I admit I made a mistake.**

The five most important words: **You did a good job.**

The four most important words: **What is YOUR opinion?**

The three most important words: **If you please.**

The two most important words: **Thank You.**

The one most important word: **We.**

The least important word: **I.**

~ Unknown



Listening Lab

2. Listen to the interview with Adrian Aftanaziv, a Ukrainian racing driver. Then choose the correct item to answer the questions.



1. How does English help Adrian Aftanaziv in his career?
 - a) It helps him to communicate with friends.
 - b) It helps him to communicate with business partners.
 - c) It helps him to get necessary information at the English-speaking websites and communicate with people.
2. What does Adrian Aftanaziv like about Ukraine?
 - a) He likes everything.
 - b) He likes Ukrainian nature.
 - c) He likes its people.
3. What place does he call his home?
 - a) Lviv.
 - b) Kyiv.
 - c) Both Kyiv and Lviv.
4. What does he think is the key to success in life?
 - a) To be yourself and to be decent.
 - b) To be ambitious.
 - c) To be hard-working.
5. How do his friends describe him?
 - a) They say he is honest, decent and inquisitive.
 - b) They say he is honest, decent, but too sensitive.
 - c) They say he is determined and ambitious.
6. What does he say about his childhood dream?
 - a) The childhood dream can never come true.
 - b) His childhood dream came true.
 - c) He doesn't remember his childhood dream.

Grammar Lab

Reported Questions

- 3. Read and compare the sentences. Say what changes were made in sentences 1b and 2b. Pay attention to the conjunctions, verb tenses and pronouns.**

1a. Reporter: Does your childhood dream come true?

1b. *The reporter asked Adrian Aftanaziv if his childhood dream came true.*

2a. Reporter (to Adrian Aftanaziv): Where did you learn English?

2b. *The reporter asked Adrian Aftanaziv where he had learnt English.*

- 4. Answer the questions.**

1. When do you think we use reported questions?
2. What conjunction was used to report a general question (sentence 1)?
3. What conjunction was used to report a special question (sentence 2)?
4. How was the tense form of the main verb changed?
5. What other changes were made?

5. Read the information given below. Check if you've answered the questions of Ex. 4 on p. 20 correctly.

Reported Questions

- We use reported questions when we want to say what someone else asked.

Phil asked if he could come to the party.

- We use **the same rules** regarding tense, pronoun and time and place word changes with **reported questions** as we do with the **Reported Speech**.

Have, do or be and modal questions

- If a direct question begins with the verbs **have, do or be** (usually as auxiliary verbs), or a **modal (will, can, etc.)**, we use *if* or *whether* in the reported question. This is the kind of a direct question which requires the answer yes or no.

"Have you seen that concert, Jake?" asked Carl. →

Carl asked Jake if/whether he had seen that concert.

Wh- questions

- With questions beginning with **what, who, which, when, where, why and how** we do not use *if* or *whether*. We use **the same question word** as we used in the direct question, but we do **not** use the question form and we **do change tenses, modals, etc.**

"Why did you go there?" Alan asked me. →

Alan asked me why I had gone there.

6. Report the questions.

1. Steve asked, "Do you like rap music, Dan?"
2. Clare wondered, "What clothes do you like to wear, Ann?"
3. Ron was interested, "Where did you learn to dance, Carol?"
4. Ann asked, "Where can I read about the youth culture, Susan?"
5. Kim wondered, "Do you often go to disco parties?"
6. William wanted to know, "Have you ever had problems with your friends, Bill?"
7. Larysa asked, "What is your attitude towards graffiti, Kate?"
8. Inna wondered, "Do the teenagers face the same problems everywhere?"
9. Ann asked, "How often do you train in the gym, Sue?"

7.  Work in two groups.

Group A. You are a group of teenagers. Write a list of questions you search the answers for.

Group B. You are a group of experts. You got a list of questions from teenagers via ChildHelpline¹. Report the questions and suggest them for a round-table discussion. Answer the questions.

Unit 1

Example.

Group A.

Why do children meet so many challenges at the age of 14?

Do all the parents complain about the music their children listen to?

Why don't my parents like the clothes I want to wear?

Etc.

Group B.

A: *Emily Brighton asks why children often meet so many challenges at the age of 14.*

B: *Adolescence, the period between childhood and adulthood, is often a difficult time, both for parents and their children. This is when young people establish an identity of their own, separate themselves from their parents, and create significant relationships outside their own families.*

8.



You've met one of the people in the photos. Write a list of questions (no less than 7) which you would like to ask him/her. Then report your questions in a written form.



Lessons 5-6. Hairstyle: Sophisticated? Smart? Extreme? ... Cool!

- 1.** a) Work in pairs. Discuss the questions with your friend and then report in class as in the example.
- How often do you get a haircut?
 - Have you ever had an unusual hairstyle?
 - What was it? Did your friends like it? Why or why not?
 - What was your best/worst hairstyle?

Example.

A: Maryna had bright red hair last year. She wore it for a month. She has short hair now, but she used to have long hair. I think her best hairstyle was when she had long hair.

B: Dmytro often changes his hairstyle. He dyed his hair black a week ago. He liked it, but his friends didn't.

b) Look at the the photos of hairstyles and say what you think of them. Use the phrases:

Talking about Appearance

It's great!
It's cool!
It's gorgeous!

It's awful!
I don't think it's nice!
I'd never do it!

c) Look and match the photos (A–D) to the names (1–4).

1. French Braids
2. Emo Hairstyle

3. Mohawk* Punk Hairstyle
4. Bob Haircut



2.



Read what the teens think about their hairstyles and match them to the photos (A–D) of Ex. 1c.

Hi! The Bob haircut is one of those classic hairstyles that seem to never go out of trend. It is a very amazing hairstyle. It is very famous and is wearing by many people. The bob hairstyles are very flexible. Through years the bob haircut is changed, for example, hair cutting things like as one side short while leaving the other long but it is still the bob hairstyle. No matter what the current fashion goes, it is always there. I prefer this style and I always look cool with a perfect hairdo.

Hello! I really like my hairstyle. Its name comes from the word *emotional*. My hair is thick and doesn't have any curls at all and when it grows, it grows outward and makes my hair look like a bush, so I keep it short all the time. Basically let your hair get long... like down to your nose or so, then go somewhere and tell them that you want to look EMO. I dye my hair black in the front and blonde in the back. Then I gel the front of my hair downwards. After that I take the back/blonde part and spike it. This can be worn by both boys and girls.

Hey, guys! You see punk hairstyles are bizarre and colourful. I would rather say a Mohawk hairstyle is popular with those seeking a punk hairstyle. But you have to be courageous enough to have a shaved scalp with an upright strip of hair running across the crown of the head from the forehead to the nape of the neck. Are you ready for that? A punk hairstyle gelled and spiky is often accompanied by leather clothes and various body piercing.

Hello friends! I adore French braids! These are the braids that tightly fit head and create different patterns on it. The patterns can be various – from simple parallel lines to complicated ornaments. With an appropriate care, French braids can be worn up to 2 months. What kind of hair do you need to braid? All types of hair can be braided into French braids. The only condition is that hair must be no less than 15 cm long. How to wash French braids? The braids should be washed with a special non-foamy shampoo. Accurately wash partings between the braids no more than once a week.

3.

Read and say if the statements are true or false.

1. A bob hairstyle is out of fashion.
2. An emo hairstyle name comes from the word *emotional*.
3. You can easily have bob hairdo on your own.
4. French braids should have a special hair care.
5. A punk hairstyle is very often accompanied by leather clothes and body piercing.
6. For French braids one should have the hair no less than 15 cm long.
7. A Mohawk hairstyle demands only leather clothes.

4.



a) Most people agree that having a good haircut can do much to improve your mood and confidence. Many people complain, however, that those good haircuts are so very rare!

Listen to the professional talking about different hairstyles. Say why the hairstyles change from time to time.

b) Listen to the text again and complete it with the words from the box given below.

• unique • colours • involved • invention • safety • attractiveness • disappear • machinery • stylists • hairstyle • youth • pigtails •

The extraordinary (1) is the hair that amazes and attracts the most attention. In many cases, it has been the (2) of an amateur. Professional (3) are always trying something new, but they usually keep it as a variation of what already exists. The truly new, and (4) hairstyle does not have to be anything extreme with artificial attachments and abnormal (5), nor should it simply be a re-invention of something old. The truly extraordinary hairstyles are natural outgrowths of the decade in which they were invented. For example, as women became more (6) in industry, they required hairstyles that could easily be protected from (7), with the result that the long flowing tresses began to (8) once the woman was of working age. A good example of a new hairstyle were the short (9) that predominated in industrial societies, giving the woman (10), (11), and (12) all in one.



5. Look through the text of Ex. 4b. Find the synonyms for these words and expressions. Write them in your exercise-book.

1. To become better.
2. Used not very often.
3. Not professional.
4. Awareness.
5. Not natural.
6. Extraordinary.

6. Work in groups. Discuss the questions with your friends.

- What hairstyles are popular among the teenagers today?
- Which of them do your friends prefer?
- Can you do any?
- Why do teens sometimes prefer to wear extraordinary hairstyle?

7.



Speak in class. Talk about one of your relatives or friends. Use the following outline to help you.

Physical Appearance

- Age
- Build: height, weight, etc. (use adjectives like tall, plump, etc.)
- Face: eyes, nose, mouth, etc.
- Hair: length, style, colour, etc.
- Distinguishing/unusual features: glasses, etc.

Clothes

- What he/she usually wears: types, typical/favourite colours, materials, style (trendy, old-fashioned, classic, etc.)
- What he/she wears sometimes but doesn't like.
- Your opinion about his/her clothes and whether they suit him/her.

Personality

- Use adjectives to describe his/her personality, and give examples that illustrate those characteristics.

Conclusion

- Your opinion about him/her.
- Why you become friends (how similar or different you are).

8.



Write about your friend. Describe his/her appearance and personality.

Lessons 7-8. Young People Today

1.

a) Look at the pictures (A–F) on p. 27 and match them to the word combinations (1–6) given below.

1. Go to the school disco.
2. Participate in a show.
3. Go dancing.
4. Go to the cinema.
5. Watch live music.
6. Try smb's hand in smth new.

b) Speak in class. Answer the questions.

- Which of the following do you do when you meet with your friends?
- Which do you never do? Why?
- Have you ever organized any of these activities in your school?
- Which of them would you like to take part in?

My Magic Circle: Family and Friends



2.



Read the dialogue given below. Which four of the activities in Ex. 1 are mentioned in it?

The teenagers of a secondary school are going to participate in a show programme “Face Art Show” during the English Language Week. Young fans all over the school know that the participants are very talented. Everybody is waiting for a fascinating show and an extraordinary disco party after it.

Ann: You look amazing! **I’ve never thought I can paint on somebody’s face.** Like it?

Jane: Let me have a look. Wow! How impressive it is! There’s no doubt, my face fits the character of Silver Moon now.

Ann: Just a second! **Let me finish a star above your eyes.**

Jane: Oh, Ann! You are really a gifted person.

Ann: Thank you. I like the costume you are wearing. **Have you made it by yourself?**

Jane: Not really. My mum made it, but I helped her to decorate it with beads and all this romantic stuff.

Ann: You look perfect! **How about the show?** You are supposed to dance, aren’t you?

Jane: Yes, of course. **It’s the most difficult dance I’ve had.** I’ve taken up jazz and hip-hop*, but nothing could have ever prepared me for dancing the waltz with my partner.

Ann: Who is the one?

Jane: Andriy, he’s a good dancer and the turns we do... It’s so sweet and romantic...

Ann: Oh! You have to be proud of Andriy. **Boys don’t like classical dances so he does an amazing job.** Now I know that things are good with you, and where’s Maria? I have to finish her face decor. Here she is! Hi, Maria! You look excited! **What’s up?**

Olena: That’s all because of Petro! He’s run away again! **We’ve never trained to dance break together.** I know that he can dance well, but practice makes perfect.

Ann: Don't worry. Everything will be OK. There's no doubt you know how to perform a break dance. Listen to music and you'll do it. My dear bright Autumn Flash. You look fantastic! There's nothing I can add to your face. **It radiates warmth; the colours of autumn are terrific!**

Olena: Thank you ever so much. **We have to hurry up.** See you in the school assembly hall.

Ann: Bye! See you soon. Take care and good luck!

3. Read and say if the statements are true or false.

1. The children are preparing for a school carnival.
2. They have painted their faces and have made wonderful costumes.
3. Jane has never danced the waltz before.
4. Olena and Petro are going to perform a break dance.
5. Ann does the face decor.
6. The girls made their costumes by themselves.

4. Report the sentences from Ex. 2 given in bold.

5. Look at the photos. Describe the children's appearance. What role do you think they played in a show?



6. Work in small groups. Discuss the questions.

1. How popular are the activities from Ex. 2 in your school?
2. Are there any other forms of entertainment that are currently popular with the teenagers?
3. Is the youth subculture influence increasing in the place where you live? In what ways? If so, do you think this is a good or a bad thing?

7. Read and complete the sentences. Put the verbs in brackets into the correct tense form and voice.

A whole genre of dressing **(1)** (also, to associate) with the breakdancing scene. Breakdancers typically **(2)** (to wear) low pants, T-shirts and a hat tipped sideways. The dance **(3)** (must, to do) in sneakers, for the dancer's safety. Breakdancing **(4)** (to know) as an especially dangerous sport for several reasons. It is not unusual for a dancer **(5)** (to get) something caught, stubbed or stopped while moving in the air. Breakdancing **(6)** (to include) moving the feet sideways and onto the toes, spinning on the knees, head, hands and elbows, mock fighting moves, and pantomime, an element introduced in California in the 1980s. Movies in the 80s **(7)** (to make) these moves famous, like Beat Street, Spinnin' and Breakin'. The nature of the dance was that it **(8)** (to improvise), never learned, so upon seeing these films, American kids immediately **(9)** (to begin) making up their own breakdancing moves in the basements across America. Michael Jackson's famous "moonwalk" and M.C. Hammer's pumped-up dance style **(10)** (to be) just improvised form of breakdancing. Elements of this dance **(11)** (to be) still present today, in rap videos.



Conversation Lab

8. Read and act out the situation.

You were present at the school show yesterday. Talk about your impressions. Who became the winner in the dance and costume competition? Say what kind of costume you would like to wear if you had participated in this show.

9. a) Read the paragraph from one of the speeches by Peter the Hermit, a medieval priest of Amiens. It dates back to 1050. (Of course, its language is adapted).

b) Write what you think of it. What problems concerning youth did Peter the Hermit arise? Are the problems the same even today?

The world is passing through troubling times. The young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint. They talk as if they knew everything, and what passes for wisdom with us is foolishness with them. As for the girls, they are forward, immodest and unladylike in speech, behaviour and dress.

~Peter the Hermit

Source: <http://www.quoteland.com>

Lessons 9-10. Writing an Autobiography

- 1.** Look at the photo. What can you say about Erika's character and appearance? What kind of a person do you think she is? What is she interested in? What kind of family does she live in? Where does she study?



- 2.**  Listen to Erika Baker talking about herself. Choose the correct item to complete the sentences.

1. Erika was born on *June 15, 1994/July 15, 1995*, in Sarasota, Florida.
2. Erika lives with *Aunt Molly/her father, mum, brother, and Aunt Molly*.
3. She studies at *Booker High/Elementary School*.
4. School Administration Board awarded her with *one certificate/a couple of certificates* for perfect attendance and two for being named the Best Student of the Year.
5. The girl has *one bosom friend/a few close friends* in her school.
6. In ten years time she thinks she will probably be still living *in Florida/in another state of the USA*.

3.



Read Erika's autobiography. What new things have you learnt about her?

An Autobiography

By *Erika Baker*

My name is Erika Baker. I was born on June 15, 1994, in Sarasota, Florida. I still live in Sarasota, Florida, and study at Booker High School. I live with my father, Mr Christopher Baker; my mum, Mrs Katherine Baker; my brother, Jake; and my Aunt Molly.

Who I am in life

I started school when I was six-years-old. I went to a kindergarten through the fifth form at Booker Elementary. While I was there, I won an award for perfect **attendance**. I also won an award for honour roll all four terms. Then I attended Booker Middle School. There the School Administration Board **awarded** me **with** a couple of certificates, too: one for perfect attendance and two for being named the Best Student of the Year one in the sixth form and the other in the eighth form. I am now a senior at Booker High School. After finishing school I plan to continue my education in **a community college**.

What life means to me

Life to me means friends and family who you can trust to and who trusts you. I am pretty much on the happy side of life, but like all teens I have my "days off". That means I have some sad days or depressed days. I have a few close friends in my school and when I am having a bad day, I have someone to talk to. My friends say that I'm honest, reliable and well-wishing. I make my school days go by trying hard to get good marks at school. I always spend much time with my friends at the weekends. Our favourite places to go are the local park and the cinema. I don't want to become a professional sportsman, but I enjoy swimming and gymnastics. I'm interested in music and modern dancing.

What's my outlook on the future

In ten years time I think I will probably be still living here in Sarasota. I will be quite comfortable with my living situation, meaning that I will have my university diploma. I'll start working, or will run my own business. I'll be married. Probably, I'll have a child. I hope that I'll be happy.

Conclusion

As I've mentioned before, I was born here in Florida and I've lived here my whole life. I would like to see more of the USA and other countries. I want to find good friends around the world. I hope that my knowledge and persistence will help me to succeed in life.

My motto is: "What you dream about, can be easily done. Just do it."

4. **Work in pairs. Look through the autobiography of Ex. 3 and discuss the questions.**

1. Is the language formal or informal? Give examples.
2. What is the purpose of each paragraph?
3. What information does Erika give about herself?
4. What examples from her school life does she think are really important?
5. What linking phrases does she use to match the paragraphs into one story?

5. Read the recommendations on how to write the autobiography given below.



Writing Lab

The Autobiography

The **autobiography** is an explanatory piece designed to give background information on a person.

The first thing you do when writing an autobiography is start off with a lot of facts about your life; for example, when and where you were born, where you live (city and state), where you go to school and who you live with. You have to give a lot of information so that your reader can clearly understand what is going on.

Why to write:

- to give information to someone who will introduce you to someone else (to your host family, for speech, etc.);
- to give your personal information to the educational establishment you're going to study at;
- as a part of a media kit.

How to write:

- to develop a logical outline;
- to write a commanding lead;
- to flesh out your ideas;
- to vary and simplify sentence structure and language;
- to make sure there's a logical flow and comprehensive coverage;
- to check for consistency and tense;
- to edit;
- to proofread.

What to write about:

- to open by identifying your name, title, and achievements;
- to summarize your accomplishments, and activities;
- to add human-interest details (computer skills etc).

6.



You are going to the UK for two weeks in the summer to study at a language school. While you are there, you will be staying with an English family. Write your autobiography to help the school administration board find you the family you'd feel comfortable with.

a) Before you write, answer these questions.

1. Will your autobiography be formal or informal?
2. How many paragraphs will it consist of?
3. What are they going to be about?
4. What kind of information do you need to include about yourself?
5. What is the conclusion going to be about?

b) Write notes for each paragraph. Think of the details and examples from your personal experience.

c) Write a paragraph plan.



d) Write your autobiography.

e) When you have written your autobiography, make sure that you have:

- used the correct language;
- used all important details (check with your notes);
- added examples from your life experience;
- at least have five paragraphs;
- have a conclusion.

Lesson 11. A Youth Organization

Project Work

1. a) Read the information.

Lord Robert Baden-Powell (1857–1941) was the founder of the Scout movement. In 1907 he started a special programme for young people. 20 boys were brought together in a camp in Dorset, Britain, to try out his ideas.

Today about 28 million people in 216 countries take part in the adventure of Scouting. In 2007 the world's largest youth movement celebrated its 100th birthday.

b) Look at the emblems of the Scouts organizations in Ukraine. Do you have one in your region? What is the aim of this organization?



2.  You are going to read the Ukrainian Scouts Laws. Use the dictionary to know the meaning of the words in the Vocabulary File.

Vocabulary File

• truthful • conscientious • punctual • frugal • just • fair • productive •

3.  Read the "Scout Laws" of the Ukrainian Scouts. Say which character traits the young scouts have to develop in themselves.

The "Scout Laws" of the Ukrainian Scouts

The Ukrainian Scout Laws consist of fourteen "commandments", which describe an "ideal scout". They state the traits, which describe a desirable behaviour pattern in the member.

The scout has to be:

- Truthful
- Conscientious
- Punctual
- Frugal
- Just and fair
- Friendly
- Helpful and kind
- Productive
- Disciplined
- Industrious
- Control his/her emotions

The scout should:

- Care about health and beauty
- Always be of good cheer



4. a) Work in small groups.

Think of your own youth club, either a real or an imaginary one. State clearly the purpose of the club. Discuss the laws for the members of your club to follow.

- b)  Write a list of 12 rules for the membership in the youth club you've decided to organize.
- c) Gallery Walk. Make a short presentation about your youth club and its rules. Then answer your classmates' questions.

Lesson 12. Test Your Skills

1.



You are going to listen to six people talking in different situations. For questions (1–6) choose and write the letter of the correct answer in your exercise-book. There is always one correct answer. An example (0) has been given.

0. *What does Tom want to say?*
a) *He has no problems at the moment.*
b) *He's got only one problem.*
c) *He doesn't need a bike.*
✓ d) *He has some other problems to think about.*
1. *Why did a girl look worried?*
a) *She has lost a ticket to the cinema.*
b) *She wanted to watch a film.*
c) *Her friend hasn't come.*
d) *She wanted to sell an extra ticket.*
2. *What are the friends going to do on Saturday evening?*
a) *They are going to stay in and do their homework.*
b) *They are going to watch a DVD.*
c) *They are going to watch a DVD and babysit.*
d) *They are going to babysit.*
3. *What is the favourite place of young people?*
a) *A school youth club.*
b) *Two cafés.*
c) *A bowling club.*
d) *A snack bar.*
4. *Why does Mum ask her son to take his brother with him?*
a) *Because it is really a hot day.*
b) *Because they have a game this afternoon.*
c) *He likes to go to the river.*
d) *He likes swimming.*
5. *Why didn't the girl notice her present at first?*
a) *It was in the room downstairs.*
b) *It was on the table between books.*
c) *She didn't like the present.*
d) *There was no present in her room.*
6. *Why can't a person make a call?*
a) *There's a thunderstorm outside.*
b) *She doesn't have the telephone number.*
c) *The telephone is broken.*
d) *The needed page is out.*

2. Read the Rules of Life for Teenagers. Which of them do you find useful? What problems does the author give recommendations on?

Rules of Life for Teenagers

(After Charles Sykes)

Rule 1. You have to work hard to achieve your aim. Life is not easy. Neither is any task we have to do. The phrase "It's not fair" is a lame excuse for the things you haven't done on time.

Rule 2. The school cares about your self-esteem better than the real world does. It expects you to accomplish something before you feel good about yourself.

Rule 3. If you think your teacher is tough, wait until you get a boss. He won't wait until your skills become better.

Rule 4. If you mess up, you are responsible. It's not your parents' fault. This is the flip side of "It's my life," and "You're not the boss of me," and other often-used phrases by young people.

Rule 5. Respect your parents. They got that way trying to make your life comfortable, paying your bills, cleaning up your room and listening to you tell them how idealistic you are. Don't think your parents' advice are old-fashioned.

Rule 6. Life is not divided into semesters, and you don't get summers off. Nor even Easter break. They expect you to show up every day. For at least eight hours a day.

Rule 7. Television is not a real life. Your life is not a sitcom. Your all problems will not be solved in 30 minutes, minus time for commercials. In real life, people actually have to make decisions and solve the problems. Your friends will not always be as polite as Jennifer Aniston.

Rule 8. Enjoy life while you can. Sure, you think parents are a pain, school's a bother, and life is depressing. But someday you'll realize how wonderful it was to be a kid. Maybe you should start now. You're welcome.

3. Read and complete the sentences.

1. You have to work hard to
2. The school cares about your self-esteem
3. If you mess up,
4. You have to every day.
5. Respect your
6. You have to solve your problems by
7. Enjoy life while

4. Report the questions.

1. Katia asked, "What are you going to do tomorrow, Jane?"
2. Semen wanted to know, "Did you make this costume by yourself, Christina?"
3. Vasyl wondered, "Have you decorated the school assembly hall for the party, Oleh?"
4. Victoria was interested, "Where did you learn to dance so well, Maria?"
5. James asked, "Are you going to participate in the show, Helen?"
6. Larysa wanted to know, "Who wrote that invitation card?"

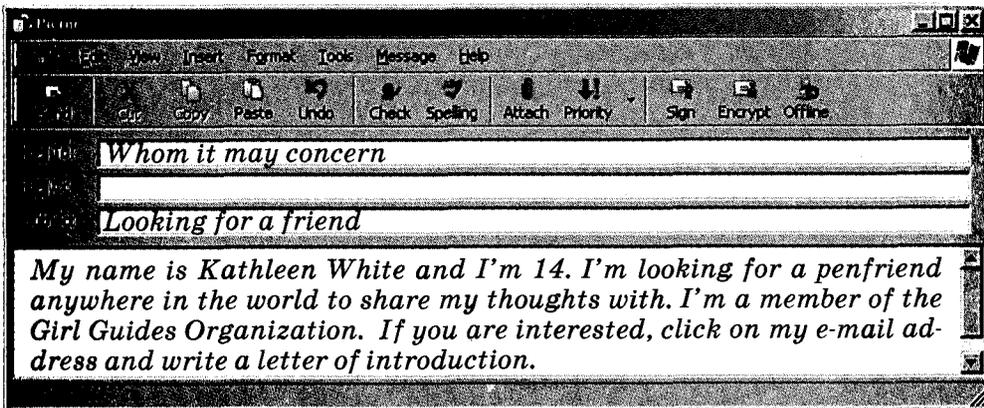
5. Put the verbs in brackets into the correct tense form and voice.

1. A lot of different material (to use) to prepare this project.
2. you (always, to share) your views with the others?
3. Look at these certificates! I think you (already, to achieve) a lot.
4. When a thematic evaluation (usually, to make)?
5. Our own learning (should, to organize) well as we (to have) final exams at the end of the school year.
6. All the school facilities (to repair) by the beginning of the new school year.

6.  Work in pairs or in small groups. Discuss the quotation. Then make a short presentation in class. Talk about the things you agree or disagree with.

I see no hope for the future of our people if they are dependent on the frivolous youth of today, for certainly all youth are reckless beyond words. When I was a boy, we were taught to be discrete and respectful of elders, but the present youth are exceedingly wise and impatient of restraint.
~Hesiod

7.  You've found the following letter on the Internet and you decide to respond.



Write a letter of about 100–150 words to Kathleen including the following points:

- give your name, age, nationality;
- say what you do and why you are writing;
- describe your appearance and personality;
- say something about your life and interests;
- ask her about the same things.

Start your letter like this:

Dear Kathleen,

.....

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none">• talk about myself• talk about my friend's character and describe his/her appearance• talk about youth life and interests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">• understand the information during the discussion• do a multiple choice test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">• read and understand a magazine article• find the necessary information quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none">• write an autobiography | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 2

Nature Magic: Web of Life

In this unit you will...

Listen, read and talk about...

- the natural and built environment
- different species of animals, birds and plants
- the National Parks of Ukraine and the UK

Learn how to...

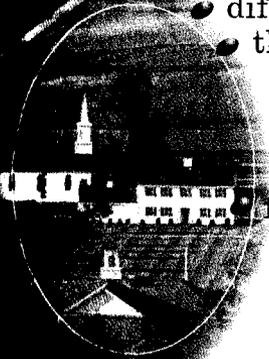
- describe a landscape
- fill in the gaps with the necessary words while listening to the story

Practise / Revise...

- defining and non-defining relative clauses

Write / Make...

- a leaflet/a report
- a presentation



Wisdom Quotes



• We cannot command nature except by obeying her.

- *Francis Bacon*

• Study nature, love nature, stay close to nature. It will never fail you.

- *Frank Lloyd Wright*



• The happiest man is the one who learns from nature the lesson of worship.

- *Ralph Waldo Emerson*

• There is a way that nature speaks, that land speaks. Most of the time we are simply not patient enough, quiet enough, to pay attention to the story.

- *Linda Hogan*



Lessons 1-2. This Is Our Earth

1.



Listen and read. Say how you understand the title of the poem.

Web of Life

An invisible web,
as fragile¹ as dreams,
links mountains to forests
and rivers to streams.

Through woodlands and forests;
where seas flow and ebb²,
over ice caps and deserts,
life weaves a great web.

From plankton to whales,
all life great and small
depends on each other.
Life's web links us all.

And we must take care
of each gossamer³ thread⁴,
for we are all part of
this great world wide web.

By *Jane Clarke*

2. Work in pairs. Discuss the questions.

1. What kind of web does the author talk about?
2. How are the parts of the Earth connected with each other?
3. Why does the author say that our planet is fragile?
4. What do the people have to do if they want to save life on the planet Earth?

¹ Fragile крихкий, слабкий.

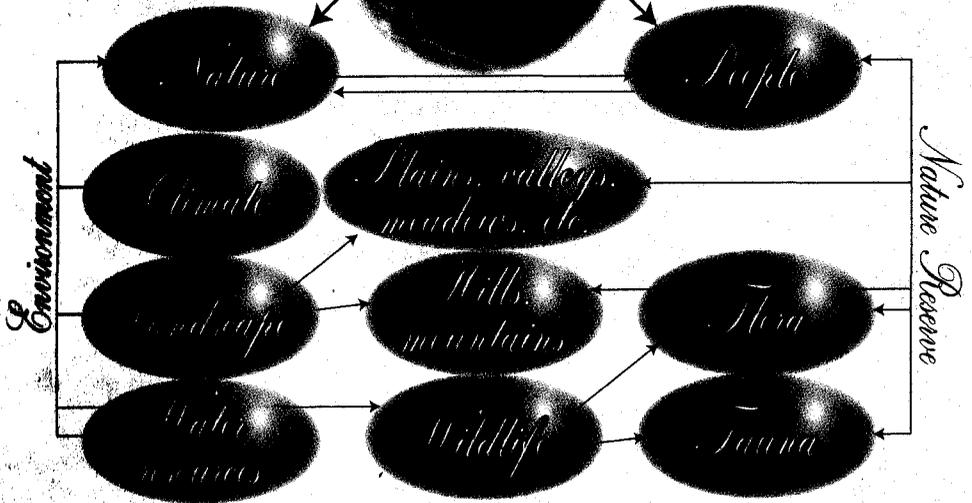
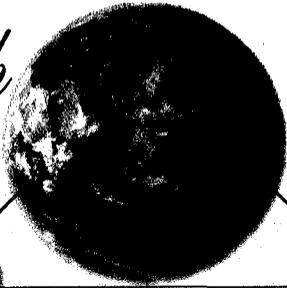
² An ebb відплив (морський).

³ A gossamer осіннє павутиння.

⁴ A thread нитка.

- 3 a) Look at the mind map and talk about it. How are all the things connected on the planet Earth?
 b) Work in pairs. Develop 'The Web of Life' with the nouns from the poem of Ex. 1. What other words can you add to it?

The Earth



- 4 Read the article and say what environmental problems people are concerned about.

The environment means simply what is around us. On a local scale, environment is the area around our home or our school. On a larger scale, environment is the whole world – all the cities, countryside, forests, seas and the air that we breathe. The natural environment, commonly referred to simply as the environment, comprises all living and non-living things that occur on Earth or some region thereof. A geographical area is regarded as a natural environment, if the human impact on it, is kept under a certain limited level. This level depends on the specific context, and changes in different areas and contexts. The natural environment is contrasted with the built environment, which comprises the areas and components that are strongly influenced by man.

We might be concerned about litter or noise where we live, or lack of trees or grass. Nowadays people understand how important it is to solve the environmental problems that endanger people's lives. One of the greatest environmental concerns is on so many forms (water pollution, air pollution, nuclear pollution) and the damage caused by the greenhouse effect. We might be concerned about

5. Look through the text of Ex. 4 on p. 8 and try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult the dictionary.

Vocabulary

• the environment • to refer • to comprise •
concern • destruction • wildlife • shortage • natural resources •
pollution • to influence • to endanger • litter •

6. Look through the text of Ex. 4 again and complete the sentences.

1. The environment means
2. On a local scale, the environment is
3. On a larger scale, the environment is
4. The natural environment comprises
5. The natural environment is contrasted with
6. We might be concerned about

7. Find the words in the text of Ex. 4 to match these definitions.

1. All living and non-living things that occur on the planet Earth.
2. To mention or speak about someone or something.
3. To consist of particular parts, groups, etc.
4. To make someone feel worried or upset.
5. The act or process of destroying something or being destroyed.
6. Animals and plants growing in natural conditions.
7. A situation in which there isn't enough of something that people need.
8. Something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth.

8. Complete the sentences with the words from Ex. 7.

1. The environmental was caused by the road building programme.
2. The City Council has to take measures to protect the area's
3. The house two bedrooms, a kitchen and a living-room.
4. This area is said to experience a of fresh water.
5. We agreed not to to the matter again.
6. Nowadays people are concerned about the development of energy
7. The report the destruction of rainforests.
8. People between 18 and 30 are much more concerned about the than the older generation.

9. Work in pairs. Ask and answer the questions.

1. What different types of environment do you know?
2. Is it important to keep the human impact on the environment under a certain limited level?
3. What should people be more concerned about?
4. What environmental problems are of major concern in the place where you live?

10. a) Speak in class. Say what you see in the photos. What kind of the environment do people live in? What environmental problems might they be concerned about?
b) Work in pairs. Ask and answer the questions about the photos.



11.  Write a few sentences about the place where you live. Do people respect the environment there? Are there any environmental problems there?

Lessons 3-4. Welcome to Ascania-Nova



Reading Lab

1. Read the words and say where you can see these species of animals and plants.

• a lion • a tiger • a deer • a hippopotamus • a fox • an orangutan • a hare • a parrot • a squirrel • an ostrich • a pelican • an emu • a swan • a crane • a kangaroo • a buffalo • a dove • a tulip • a snowdrop • a zebra •

Example:

I can see a lion (...) at the Zoo ... (in the Safari Park, on a farm, in the wild, etc).

2. The article you are going to read contains the names of several different animals and plants. Look through the article quickly and find all the different plants and animals and make a list.
3. You are going to read an article about the Ascania-Nova Nature Reserve. Choose the most suitable heading from the list (A-F) for each part of the article (1-4). There is one extra heading which you don't need to use. There is an example (0) at the beginning.

- A What Makes the Famous Reserve's Existence Possible
- B What Is the Dendrological Park Like?
- C The Flora and Fauna of Ascania-Nova
- D A Steppe Oasis
- E Zoo Collections
- F Save for the Future

Ascania-Nova – Ukrainian National Nature Reserve

0 D

The Ascania-Nova Nature Reserve, which is spread over the area of about 34,000 hectares, is a steppe oasis – a “small paradise”. It is situated in the steppes north of the Black Sea in Kherson Oblast, Ukraine. About one third of this area is occupied by the virgin steppe. 200 hectares are given to what is called “the Dendrological Park” (‘dendrology’ is the study of trees) and the local zoo occupies the area of 62 hectares (150 acres).

1

This Biosphere Reserve, where new ways of farming are tested, is also a research centre. Both flora and fauna are studied and protected at Ascania-Nova. There are hundreds of species of plants to be found there, 85 of which are considered to be rare and 12 have entered the Red Book of Endangered Species. In spring the vast plains of the Reserve are covered with blooming yellow ‘Scythian tulips’. Ascania-Nova is the shelter for many animals which have entered the Red Book of Endangered Species and are under the protection of the state. Wandering through Ascania, one can see hunting foxes, easily-frightened hares, graceful grazing deer, ground squirrels enjoying the warm sun. The animals seem to know that they are protected and that no harm or menace should be expected from a man. There are several species of snakes and over 2,000 species of birds.



2

The Dendrological Park is made up of two parts: an old section with the trees over a hundred years old, and a new one with the trees which are under thirty years of age. Altogether there are 939 species of plants which are under protection. They come from different places and continents.

3

The Ascania-Nova Zoo has many species of birds, such as: ostriches, emu, swans, **cranes**, to name just a few. Some species of **mammals** that are kept in the Zoo are also very rare.

4

The rich collection of plants and animals in the Ascania-Nova Biosphere Reserve needs a lot of care which can make its existence possible.

Ascania-Nova now is a major tourist attraction, not only a place where rare and endangered species are taken care of and are given excellent opportunities to survive. Any visit to this Nature Reserve will be a memorable and highly enjoyable experience.

4. Look through the text above and try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult the dictionary.

Vocabulary File

• to spread over • steppe • to occupy • species • a shelter • graceful • rare • endangered • a crane • a mammal •

5. Find and read a word or a phrase in the article that has a similar meaning to each of the following words and phrases.

1. Unique -
2. A territory -
3. Kinds -
4. Home -
5. Scientific -
6. To cover -

6. Read the text of Ex. 3 and choose the correct item to complete the sentences.

1. About one third of the Ascania-Nova Nature Reserve is occupied by
- a) the Dendrological Park
- b) the virgin steppe
- c) the Ascania-Nova Zoo

2. This Biosphere Reserve, where , is also a research centre.
 - a) archaeological finds are made
 - b) new types of plants are grown
 - c) new ways of farming are tested
3. There are hundreds of species of plants to be found in Ascania-Nova, 85 of which are considered and 12 have entered the Red Book of Endangered Species.
 - a) to be medicinal herbs
 - b) to be disappearing
 - c) to be rare
4. This reserve is the shelter for many animals which and are under the protection of the state.
 - a) have entered the Red Book of Endangered Species
 - b) can be found only here
 - c) are taken care of by the environmentalists
5. Altogether there are 939 species of plants which
 - a) come from many European countries
 - b) are carefully studied in the research centre
 - c) come from different places and continents
6. The rich collection of plants and animals in Ascania-Nova Nature Reserve needs a lot of care which
 - a) can save this part of Ukraine for future generations
 - b) can make its existence possible
 - c) can become a good place for ecotourism in Ukraine

Grammar Lab

Relative Clauses

- 7. a) Read the sentences ignoring the relative clauses in bold. Choose and say which sentence still makes sense without it.**

1. *The Nature Reserve **which I've visited** attracts many tourists.*
2. *Ascania-Nova, **which was Freidrich F. Falz-Fein's native village**, was the place of unique beauty.*

- b) Read and choose the correct items to complete the sentences.**

1. The relative clause usually comes *before/after* a noun and gives essential or extra information about this noun.
2. It gives *essential/extra* information in sentence 1. We *can/can't* understand what Nature Reserve the person is talking about.
3. It gives *essential/extra* information in sentence 2. We *can/can't* understand what Nature Reserve the person is talking about.

8. Read the information and say what type of the relative clause the sentences from Ex. 7a contain: defining or non-defining.

There are two types of relative clauses: **defining** and **non-defining**. With both types, we use different relative pronouns depending on what we are referring to:

- **who** for people (and animals when we want to give them a personality);
- **which** for things (and animals when we don't want to give them a personality);
- **where** for places;
- **when** for times;
- **why** for reasons;
- **whose** the possessive of **who**.

Defining relative clauses come after a noun and tell us which person, thing or place we are talking about. It gives us the **essential** information. We cannot remove the relative clause and still understand the sentence. If we remove the relative clause, the sentence doesn't make any sense.

With **defining relative clauses**, we:

- cannot use commas;
- can replace **who**, **which**, **when** and **why** with **that**.

Non-defining relative clauses give us **extra** information. We can remove the relative clause and still understand the sentence. In non-defining relative clauses, we use **who**, **whose**, **where** and **which**, but we do not use **that**.

With **non-defining relative clauses**, we:

- **must** use commas;
- cannot replace the relative pronoun with **that**;
- cannot even leave out the relative pronoun.

9. Read and choose the correct words to complete the sentences.

1. We **can/can't use that** instead of **which** in sentence 1 (Ex. 7a) because the sentence contains **defining/non-defining** clause.
2. We **can/can't use that** instead of **which** in sentence 2 (Ex. 7a) because the sentence contains **defining/non-defining** clause.

10. These phrases appeared in the article on pp. 45–46. Without looking back, write down all possible relative pronouns. Put a dash (–) if the relative pronoun can be left out. Then check your answers by looking back at the article.

1. is spread over an area of about 34,000 hectares.
2. is called "the Dendrological Park".
3. new ways of farming are tested.
4. are considered to be rare.
5. have entered the Red Book of Endangered Species.
6. they are protected.
7. no harm or menace should be expected from a man.
8. are kept in the Zoo.
9. can make its existence possible.

11. Look through the text of Ex.3 on pp. 45–46 again. Find and read aloud the sentences with the relative clauses. Decide what type of relative clause they contain.

12. Say why you would like to visit Ascania-Nova. Use the relative clauses.

Example:

Ascania-Nova, the place where I've never been before, is famous for its unique collection of plants and animals from around the world.



13.  Read and complete the text with the correct relative pronouns: *which* (x2), *who*, *where*, *that* (x2). Decide and circle *D* (defining relative clause) or *ND* (non-defining relative clause).

*F*rom the History of Ascania-Nova

Ascania-Nova is situated on the land **(1)** (D/ND) was bought for a settlement of ethnic Germans. Before that time it used to be the virgin steppe zone **(2)** (D/ND) only wild animals lived and **(3)** (D/ND) tall grasses were swaying in the wind.

Freidrich F. Falz-Fein, 1863–1920, **(4)** (D/ND) was born and raised in the village of Ascania-Nova, had a fancy for wildlife and its preservation for the generations to come. He had an ambition to turn the area into a 'paradise on the planet Earth', a nature reserve **(5)** (D/ND) would be world-famous. He was a very determined man and managed to make his dream come true. He brought to the Reserve **(6)** (D/ND) he had founded animals and plants from many parts of the country and of the world. All in all, he brought to Ascania-Nova many species of plants, 52 species of mammals and 208 species of birds **(7)** (D/ND) were naturalized there.

He wanted to have a park around his estate. The park eventually grew into a small forest. At the very end of the 19th century Freidrich Falz-Fein founded and opened a museum **(8)** (D/ND) stuffed animals of the local and world's fauna, a collection of birds' eggs, archaeological finds made in the area of Ascania-Nova were exhibited.



Lessons 5-6. National Parks of the UK

1. a) Work in pairs. Write a few questions to ask your friends about the protection of nature. Start them with: *What...? Where...? Why...? How...?*
b) Discuss the questions in small groups.

Example:

1. *Why are people so interested in nature protection?*
2. *What needs protection nowadays (animals, plants, etc.)?*
3. *What are the National Parks and why do we have them?*
4. *Who looks after the National Parks?*
5. *How do you protect the environment?*
2. a) Listen and read the word combinations in the Vocabulary File.
b) Make an imaginary journey across Great Britain. Look at the photos of the British landscapes and talk about them. Use the words from the box.

Vocabulary File

• beautiful nature • the majestic beauty • a picturesque view • a marvellous/breathtaking landscape • breathing spaces • enchanting waterfalls • the stunning countryside • an amazing scenery • towering mountains • woody hillsides • a dramatic coastline • to admire • to discover • to wander through • to feel the warmth of smth • to enjoy • to stroll through gardens • to take a journey •



Example:

This beautiful country offers everything the visitors could wish for. They can wander through stunning countryside, under miles of big skies in Scotland. They can feel the warmth of the sun rays while walking along a dramatic coastline in the east of England. They can stroll through wonderful gardens in Kent or admire the enchanting waterfalls in the Lake District. Whatever holidaymakers are looking for, they'll find it in the UK. Etc.

- 3.** Look at the map of the National Parks in the UK. Read the information on p. 52 and say as in the example.

Example:

The New Forest National Park is situated in the south of the UK. It was established in 2005.



- 1.** Loch Lomond and the Trossachs **2.** Cairngorms **3.** Northumberland
4. Lake District **5.** North York Moors **6.** Yorkshire Dales **7.** Snowdonia*
8. Peak District **9.** Brecon Beacons **10.** South Downs **11.** Dartmoor

National Parks in the UK

Land area covered by the National Parks:

England: 8 National Parks cover 7 % of the land area

Wales: 3 National Parks cover 20 % of the land area

Scotland: 2 National Parks cover 7.3 % of the land area

* * *

Order of the National Parks Designation in the UK:

- Peak District (1951)
- Lake District (1951)
- Snowdonia (1951)
- Dartmoor (1951)
- Pembrokeshire Coast (1952)
- North York Moors (1952)
- Yorkshire Dales (1954)
- Exmoor (1954)
- Northumberland (1958)
- Brecon Beacons (1957)
- The Broads (1989)
- Loch Lomond & The Trossachs (2002)
- Cairngorms (2003)
- New Forest (2005)

4.

 You are going to read a magazine article about the Snowdonia* National Park. Four paragraphs have been removed from the article. Choose from the paragraphs (A–D) the one which fits each gap (1–4). There is an example (0) at the beginning.

- A** During the period of the Industrial Revolution, numerous mines and hillside galleries were opened with significant influence on the region and its communities.
- B** It takes its name from Snowdon* which, at 1,085 m (3,560 feet), is the highest peak in Wales and England. All in all, there are more than 90 summits over 2,000 feet high and 15 over 3,000.
- C** Amongst the arctic alpine plants found in the high peaks, the Snowdon Lily is unique to Snowdon. So is the Snowdon or Rainbow Beetle.
- D** Remnants of the ones common oak, ash, rowan and hazel woodlands are found throughout the Park whilst the beautiful rivers and 28 miles of coastline and sandy beaches contribute to the overall diversity of habitat forms.
- E** It is the second largest of the 11 National Parks in England and Wales.

Snowdonia National Park

General Overview

The Snowdonia National Park was established in 1951.

0. E

The Park covers 2,132 square km (823 square miles).

1.

Apart from the beauty and charm of its high mountains, Snowdonia has inspiring natural and semi-natural habitats. It is a delightfully varied landscape of steep river gorges, waterfalls, paths and green valleys.

2.

There are over a hundred lakes which are more than an acre in size in Snowdonia.

Wildlife

With its varied landscape and wide range of habitats, high mountains, wooded valleys, rivers, lakes and coastline, it is not surprising that Snowdonia supports communities of plants and animals which are of international and national importance.

3.

There are 17 National Nature Reserves in Snowdonia; more than in any other National Park in England and Wales; and 56 sites of special scientific interest.

History and Culture

Snowdonia's landscape illustrates the history of the area through the Stone Age burial chambers, Roman forts, churches, castles, slate quarries and other industrial works.

Ancient stone burial chambers prove the relationships humans and wildlife have had in Snowdonia since 4,000 B.C.

4.

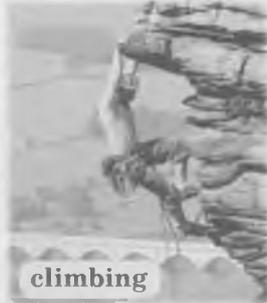
Today the main land-use is sheep farming and cattle farming with coniferous forestry becoming more important relatively recently. The tourism industry continues to grow with many coastal towns having already developed as seaside resorts and yachting ports.



5. Read and say if the statements are true or false.

1. The Snowdonia National Park is the largest National Park in England and Wales.
2. The Snowdonia National Park is recognized nationally and internationally.
3. The Park is famous only for the beauty and charm of its mountains.
4. There are more National Nature Reserves in Snowdonia than in any other National Park in England and Wales.
5. The territory of the Snowdonia National Park has never been changed by the people.
6. Today the main land-use is sheep farming and cattle farming.

6. Look at the pictures and talk about the activities people can do when they are having a rest in the National Park. Use the word combinations from the Vocabulary File on p. 50.



Example:

A: The National Parks have some of the best climbing areas in Britain, from traditional routes, where the sport of rock climbing began, to dangerous rocky cliffs hanging above the ocean waves. Those people who are interested in rock-climbing can find the best places to check their strength and abilities. I hope that there are the mountain guides who get a safe introduction to the beginners in climbing.

B: The National Parks are famous for the breathing spaces of wildlife. That's why the tourists can enjoy wildlife watching. Everyone can spend some quiet time watching the rare, colourful and sometimes spectacular plants and creatures that live there.



Listening Lab

7. a) Listen to the children talking about their weekend in the Snowdonia National Park. What activities have been mentioned in their stories? Copy the chart into your exercise-book and tick (✓) the correct boxes.
- b) Say which of the activities in the list given below you'd like to do in the National Park.

| Activities | Mary | Theodore | Patrick |
|-------------------|------|----------|---------|
| Walking | | | |
| Cycling | | | |
| Horse riding | | | |
| Watersports | | | |
| Climbing | | | |
| Air trip | | | |
| Wildlife watching | | | |

8. Choose the correct item to complete the sentences: **which** or **where**, **that** or **what**, then read them.
- Put this encyclopedia back in the bookcase *which/where* you took it from when you've finished.
 - That's the village *which/where* I was born in.
 - The National Park in *which/where* you can do the bird-watching is a few miles away.
 - The open-air museum *which/where* the tourists enjoyed visiting closed down a couple of years ago.

5. This is the house *which/where* I grew up in.
6. Some environmental problems *that/what* occurred were predictable.
7. They'll protect all the endangered species of animals *that/what* they think have their habitats there.
8. No one was expecting *that/what* came next.
9. It's *that/what* I had read about before.
10. It's just *that/what* I'd like to know about.



Conversation Lab

- 9.** You are a radio news reporter. Make a news report which includes the interview with an environmentalist who works for one of the National Parks. Use the prompts given below to help you.

The news reporter: You / to say / the woods of... / the steppes of..., etc. / something is wrong / . / Why / you / think so / ?

The environmentalist: The first thing / wrong with... (the forest, etc.) / the silence / . / You walk in... / you / don't hear / anything / . / You can't admire the... (birds' singing) / as it used to be / . / Isn't that terrible / ?

The news reporter: You / to mean / some species of... / to disappear / ?

The environmentalist: According to... / birds / animals, etc. / to fight extinction / .

The news reporter: What / the main reasons of... / you / to name / ?

The environmentalist: I think... / In my opinion...

The news reporter: Isn't / late / to save / our closest living relatives / ?

The environmentalist: I believe / it's not / too late / . / People / can help / ... / by... / more parks / and... / .

- 10.**  Describe one of the photos given below in a written form. Where do you think they were taken? Why would you like to visit these places?



Lesson 7. National Parks Around the World

Project Work

1. You've been asked to produce an information leaflet about one of the National Parks around the world.

Work in groups. Find information about it. What species of animals and plants are protected there?

2. Prepare a leaflet or write a short report, including the following:

1. A brief description of the area that you studied (what part of the world it is, what country, etc.).
2. Any problems that you found out about.
3. The results of your study (include a list of the endangered species of animals, birds or plants, etc.).
4. Photos or sketches of the famous Nature Reserves in the area.
5. Suggestions of the environmentalists for the ways of saving nature on this territory for future generations and measures that have already been taken by people.

3. Gallery Walk. Make a short presentation about the area you've studied and prepared the information about. Then answer your friends' questions.



Lesson 8. Test Your Skills

1. Write questions to get more information.

1. Red squirrels are endangered species which number has been greatly reduced during the last 100 years.
2. The National Park Authority's current challenge is finding the ways of encouraging tourists to take care of the environment they come to enjoy there.
3. This lakeshore used to be different many years ago.

2. Choose the correct item to complete the sentences: *which* or *where*, *that* or *what*, then read them.

1. Anything *that/what* she says is bound to be rubbish.
2. *That/What* they told us about came as a surprise to us all.
3. Everything *that/what* they had promised to me was done.
4. I was amazed by the things *that/what* we saw in the Ascania-Nova Nature Reserve.
5. Everything *that/what* I found there was amazing.
6. The research centre *which/where* different species of plants and animals are studied is not far from here.
7. Is this the place *which/where* we're supposed to have a discussion about?
8. Do you know the name of the animal *which/where* we saw there?
9. This is the place *which/where* archeological finds started.
10. It's the city in *which/where* the worst environmental problems in the country exist.

3. a) Work in pairs. Look at the photos and discuss the questions on p. 59.



Windermere Lake, the Lake District National Park.

1. What season is it likely to be?
2. What do you think the positive and negative effects of all these people to the area might be?
3. Are there any competing uses for the lake?
4. What facilities do you think there might be for tourists in nearby Bowness?
5. What effects do the ferry boats have on the lake and the other lake users?

b) Describe the landscape in the picture B (p. 58) in a few sentences.

4.



Listen to Miss Alison talking about Bowness Bay, Windermere, the Lake District National Park and write the list of missing words (1–19) into your exercise-book.

*W*indermere Lake Cruises are the 16th most popular tourist (1) in the UK and the most popular attraction in the Lake District, with over 1,000,000 (2) using them each year.

The 17 km length of Windermere makes it England's (3) lake and it has its own rangers and patrol boats in the busy summer months. There is a 10 mph (4) which came into force in 2005 to enable (5) and kayaks to enjoy the (6) safely, alongside with jet skis, water skiers and fast (7) However, this decision wasn't accepted by many local (8) that make their money on the development of tourism there.

Current surveys show that 12 million visitors come to the Lake District each year. Most come to enjoy the (9) , peace and quiet and (10) but many others visit specific attractions or take part in (11)

Lakeshore erosion is a continuing (12) around Windermere. Tourists and locals enjoy walking by the lakeshore but it destroys (13) and leads to erosion of the (14) Soil gets washed away and then only (15) remains rather than (16) of reeds, and water-loving plants. Many studies have been conducted on the (17) of the lake, and other measures have been taken to reduce pollutant levels in the water and to encourage (18) and (19)



5.



People often see things more clearly after they've happened than before they've happened.

Speak in class. Explain what challenges people face nowadays as the results of their activities. What is being done to protect the beauty of nature for many years to come?

6.



The Romantic poets such as G. Byron, S. Coleridge and W. Wordsworth wrote about the majestic beauty of the wild countryside. Wordsworth called the Lake District as "a sort of national property, in which every man has ... a heart to enjoy". Do you agree with him?

Look at the photos and write a few sentences about the Lake District.



Self-Assessment

Think of your records. Decide how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> talk about wonders of nature and the National Parks in Ukraine and the UK discuss the importance of nature protection make a short presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> understand the information during the discussion fill in the gaps with the necessary words while listening to the story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> read and understand a magazine article find the necessary information quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> write a report/a leaflet about the National Park | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 3

Environment and Greener Living

In this unit you will...

Listen, read and talk about...

- different sources of pollution
- the environmental protection
- endangered species of animals, birds and plants
- greener living and sustainable development

Learn how to...

- give a piece of advice
- predict the content of an article

Practise / Revise...

- the Reported Speech
- the structures *You'd better.../It would be better...*
- the Present Continuous Passive Voice

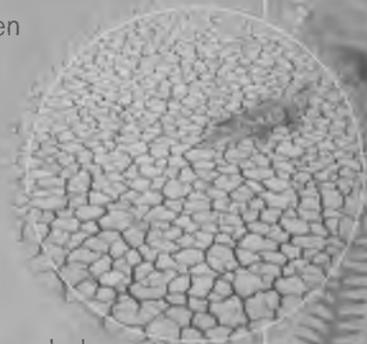
Write / Make...

- a formal transactional letter
 - a report
- a short presentation

Wisdom Quotes

- ☛ Look deep into nature, and then you will understand everything better.

- *Albert Einstein*



- ☛ The landscape belongs to the person who looks after it.

- *Ralph Waldo Emerson*

- ☛ The goal of life is living in agreement with nature.

- *Lao Tzu*

- ☛ Man has been endowed with the power to create, so that he can add to what he's been given. But up to now he hasn't been a creator, only a destroyer. Forests keep disappearing, rivers dry up, wildlife becomes extinct, and the land grows poorer and uglier every day.

- *Anton Chekhov*



Lessons 1-2. Environmental Protection

1. Look at the photos and say what has happened to the environment because of the people's activities.

air pollution



littering



water pollution



light pollution



soil pollution



2.  Work in pairs. Talk about different forms of pollution. Give examples to support your ideas.

Example:

Nowadays more and more chemicals are used by farmers to increase the amount of food produced. But these chemicals pollute the soil as well as our rivers. I don't think this should be allowed.

3. Read the information from the newspapers. Say what environmental issues are highlighted there. What similar problems do we face in Ukraine?

Recycle More!

In the UK we produce 330 million tonnes of **rubbish** every year. Three quarters of this **ends up** in **landfill**.

Bag Ban Spreads

Nearly 17 billion plastic bags are used in Britain every year. That's about 300 for each man, woman and child. Most of them are used once and then end up in landfill where they take 500 to 1,000 years to break down. It is estimated that each year over 200 million end up as litter on our streets and beaches.

Bush Tucker Provides Healthier Meals

It's not just in Britain that people are being encouraged to eat traditional **home-grown foods**. 'Bush Tucker' is the traditional food of Australian Aborigines. They didn't grow **crops**, they just found their food in the wild.

Water for Kids

We take a look at a **charity** project that brings clean water to the villages in Uganda.

Monkey Nuisance

There are now thought to be over 5,000 rhesus macaque monkeys running wild on the streets of Delhi in India. More and more have moved into Delhi as their forests have been **cut down** for **urban development**.

Acid Rains

Acid rains damage soils, vegetation, rivers and lakes.

4. Look through the paragraphs given above and try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult the dictionary.

Vocabulary File

• rubbish • to end up • landfill • homegrown foods • charity • to cut smth down • the urban development • a crop •

5. Find a word or a phrase in the paragraphs that has the opposite meaning to each of these words and phrases. Read the sentences with them.

1. To start -
2. Dirty -
3. A village area -
4. To continue to live in the area -
5. To plant -
6. An expensive project -



Listening Lab

6. Listen to the children talking about environmental problems. Complete the sentences.

1. have polluted some of the land in our city.
2. The amount of is increasing.
3. Pollution is the question of everywhere in the world nowadays.
4. Most environmental problems are due to
5. We need to and work hard to it.

7. Read and act out the dialogue. Add examples from your personal life experience.

Ann: Past industrial activities have polluted some of the land in our city. This land may be dangerous for people's health and the environment unless it's cleaned up.

Dan: The world's population continues to rise, and people want to expect more and more things. More and more housing is needed. Most people want to own cars. More cars require new roads to be built. The amount of waste and rubbish is increasing. Pollution is the issue of major concern everywhere in the world nowadays.

Ann: Most environmental problems are due to a lack of care over industrial and waste management. Bad industrial practices and accidents released potentially harmful substances into the land or pour them into the rivers. Should we continue like this?

Dan: Definitely not. We need to stop destroying the world and work hard to protect it.

Ann: In many countries this may mean people have to change the way they live.

8. Work in pairs. Discuss the questions.

1. Why do people have more health problems nowadays?
2. Why do people cut down forests?
3. Why has littering become the issue of current importance, especially in big cities?
4. What industrial practices and accidents harm the environment?
5. What do you think is to be done to stop the process of pollution?

9.  In recent decades we have become more aware of all the problems that humans have created for the Earth. Acid rains, the greenhouse effect, the destruction of the ozone layer and deforestation are only some of them.

Write about a recent event that has caused environmental damage. Have a look through newspapers or use the Internet if you have access to it. You can work as a group to produce a wall display of recent events while you are studying this unit.

Lesson 3. What is Fly-tipping?

1. When you throw something away, it can stay in the ground for a long time. A glass bottle stays in the ground for a million years. Do you think about this when you throw things away?

Work in pairs. Read and match the parts (1–5) with the parts (a–e).



1. A banana peel

2. Wool socks

3. A plastic bag

4. An aluminium can

5. A glass bottle

a) stays in the ground for 80 to 100 years.

b) stays in the ground for 1 to 2 weeks.

c) stays in the ground for 1,000,000 years

d) stays in the ground for 1 to 5 years.

e) stays in the ground for 10 to 20 years.

2.  Listen to Miss Alison talking and check your answers to Ex. 1.

3. You are going to read the text about the illegal dumping of waste. Use the dictionary and find the meaning of the words from the Vocabulary File on p. 67.

• illegal • to dump • a bulky item • a taxpayer • to clear smth away • to commit a crime • a vehicle • identifiable • a prosecution • identifiable • trial • to seize • a waste disposal site • to dispose • hazardous substance • to disturb • to take measures •



4. Read the information about the illegal dumping of rubbish in the UK. Do you think that the place you live in faces the same problem? How do people living in your neighbourhood deal with it?

What is Fly-tipping?

Fly-tipping is the **illegal** dumping of rubbish or **bulky items** on land not licensed to receive it. Fly-tipping is dangerous, because it pollutes the land and waterways. Besides, it costs the council **taxpayer** significant amounts of money to **clear** the rubbish away.

When people dump household, industrial and commercial waste illegally they **commit a crime**.

Fly-tipping is often associated with dumping waste from vehicles. The person who owns such a **vehicle** can also be **brought to trial**, even if only the vehicle, not the driver, is **identifiable**. The police also have the powers **to seize** vehicles which have been used for fly-tipping.

Local Councils in the UK usually provide **waste disposal sites** and recycling centres where people can safely and legally **dispose** of unwanted items.

What to do about fly-tipped waste

If you discover fly-tipped waste, do not:

- touch the waste – it may contain broken glass, toxic chemicals or other **hazardous substances**;
- **disturb** the site – there may be the evidence that could help identify the fly-tippers and lead to their **prosecution**.

Do:

- visually try to work out what the waste consists of and how much of it there is;
- make a note of the day, date and time you saw the tipping, its exact location and whether it is in or near water;
- report fly-tipping to your teachers at school or your parents, they will **take** necessary **measures**.

5. Look through the text again and complete the statements.

1. Fly-tipping is
2. Fly-tipping costs the council taxpayer
3. is a serious criminal offence.
4. Local Councils in the UK usually provide

5. If you discover fly-tipped waste, do not touch the waste –
6. Report fly-tipping to your teachers at school or your parents,



Conversation Lab

6. Work in pairs. Talk about the environment you live in. Act out the dialogues as in the example. Use the phrases from the box. Start like this:

- A:** Look! There's so much litter in the streets! Is it so pleasant for people to walk among the piles of sweets wrappings, empty cans and plastic bottles?
- B:** You are right. People throw away the litter and they don't think about the others. They can just say that there aren't enough waste bins in the streets.
- A:** To my mind, it's a lame excuse. To throw a candy wrapping in the street or to carry it to the nearest waste bin or even home is the question of the person's culture. As for me, I never throw litter in the street. When I see somebody littering, I always ask this person to pick up the rubbish that has been thrown away.
- B:** ...



| | |
|------------------|---|
| Problems | to pollute the air with fumes of cars, to use dangerous chemicals at home and in the garden, to use plastic package, to make fires in the parks and woods, to cut down the trees, to throw the litter in the streets (yards, corridors of the houses), etc. |
| Solutions | to use bikes (public transport) rather than cars, to use less chemicals in the gardens and at home, to use less plastic package, to clean away the territory, to put more waste bins, to plant more trees, flowers, etc. |

7.



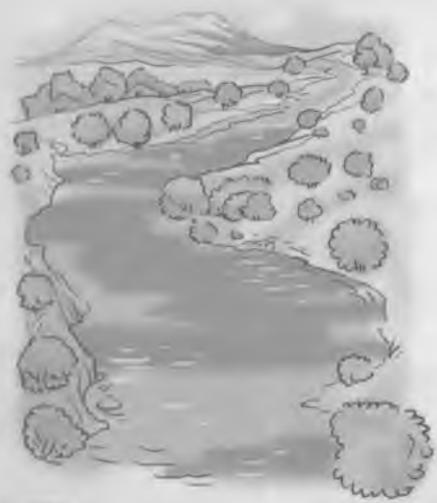
Write about the place where you live. What do you do to protect the environment?

Lessons 4-5. It's Up to People!

1. Look at the pictures. Say in which way they are similar and different. How has the territory been changed because of the people's activities?

Example:

The new supermarket has already been built. Etc.



2.  Read the text and say how the landscapes of England and Wales (the UK) change nowadays.

Land Use and Landscape

Overview

Almost three-quarters of the land in England and Wales is used for food production. This figure is falling gradually as more **farmland** and countryside are being used for other purposes, such as **housing**.

How is the land used today?

The land and **soil** provide food, clean water, **thriving wildlife** and a place to live. The varied **geology** and climate across England and Wales influence the soils and **vegetation** that are present.

The last regular land cover survey of Great Britain showed that in England and Wales:

- 26 % covered by **grassland** (pasture, meadow, etc.);
- 33 % **arable** for crops;
- 11 % **woodland**;

- 10 % urban and suburban;
- 19 % semi-natural vegetation (uncultivated areas such as rough grass, marsh and moorland).

Arable (tilled) land is found mostly in the drier lowlands to the east. Grasslands occur mainly in the wetter west and north uplands.

How is land use changing?

Farming

The great amount of farming land is being changed by people today. More and more buildings are being built on the agricultural land. This development can have effects on both the biological and physical **properties** of soil and can limit its future uses.

Living

It has been predicted that by 2016, nearly 12 % of England's land will be urbanised. Part of this urban development is planned for new houses. In 2004 31 % of land put to residential use in England came from farmland.

Habitats

Over the past 20 years policy changes and schemes **to reduce** the impact of farming on the environment have helped **to halt** or reverse the loss of important features and habitats like hedges, ponds, walls and banks.



- 3.** a) Find the words from the Vocabulary File in the text and try to understand what they mean from the context. Then use the words in your own sentences.

Vocabulary File

- farmland • housing • grassland • tilled • woodland
- urban • suburban • thriving wildlife • geology • vegetation • marsh • moorland • property • habitat • to reduce • to halt •

b) Work in pairs. Ask and answer the questions.

1. How much of the land in England and Wales is used for food production?
2. How is this figure changing at the moment?
3. What influences the soils and vegetation in England and Wales?
4. What are the results of the last regular land cover survey?
5. How can the urban development effect the biological and physical properties of soil?
6. Were any measures taken by the responsible authorities?

4. Match the words (1–8) with their definitions (a–h).

| | |
|--------------------|--|
| 1. The environment | a) <i>plants in general;</i> |
| 2. Wildlife | b) <i>the natural home of a plant or an animal;</i> |
| 3. Vegetation | c) <i>to say that something will happen before it happens;</i> |
| 4. Farmland | d) <i>the air, water and land on Earth, which can be harmed by man's activities;</i> |
| 5. A habitat | e) <i>the thing or things that someone owns;</i> |
| 6. To reduce | f) <i>animals and plants growing in natural conditions;</i> |
| 7. To predict | g) <i>land used for farming;</i> |
| 8. Property | h) <i>to make something smaller or less in size.</i> |

5. Complete the sentences with the words from Ex. 4.

1. The City Council took measures to protect the area's
2. This grassland is an important for many wild flowers.
3. Some of these chemicals are very damaging for the
4. There are a lot of serious measures that would the number of severe environmental problems.
5. The hotel is not responsible for the damaged or lost
6. This part of Ukraine has an abundance of lush green
7. Some scientists that the Earth's temperature will rise by as much as 5°C over the next 20 years.
8. Is this part of the area? – Yes, it's really tilled for crops.

6. Read and say if the statements are true or false. Correct the false ones.

1. The main part of England and Wales is covered by grassland.
2. Grasslands occur mainly in the wetter west and north uplands.
3. The amount of land used for different types of farming is static.
4. More and more buildings are occurring on the agricultural land.
5. It has been predicted that by 2016, nearly 20 % of England's land will be urbanized.
6. Over the past 20 years a part of the territory was saved due to policy changes and schemes to reduce the impact of farming on the environment.

7.



a) Listen to the dialogue between Steve and Tom. Read the list and say what things they have mentioned in the discussion.

b) Say whose point of view you support. Explain why.

a new road

a new supermarket

an expensive property

a climate change

a farmland

wildlife

The Present Continuous Passive Voice

We form the Present Continuous Passive Voice by means of **am/is/are + being + Past Participle** of the main verb.

| Positive | | | | Negative | | | |
|---------------------|--------------|-------|----------------------------------|---------------------|---------------------|-------|----------------------------------|
| I | 'm (am) | being | informed. told. discussed. | I | 'm (am not) | being | informed. told. discussed. |
| You/ We/ They | 're (are) | | | You/ We/ They | 're (are not) | | |
| He/ She/ It | 's (is) | | | He/ She/ It | 's (is not) | | |

| Question | Answer |
|------------------------|---|
| Am I being informed? | Yes, I am. / No, I'm not (am not). |
| Is it being discussed? | Yes, it is. / No, it isn't (is not). |
| Are we being told? | Yes, we are. / No, we aren't (are not). |

Compare:

The amount of land used for different types of farming is changing.

(Present Continuous Active Voice)

The great amount of farming land is being changed by people today.

(Present Continuous Passive Voice)

8. Look through the text of Ex. 2 and find the sentences in the **Passive Voice**. Say what tense form it is. Consult Grammar Reference on pp. 240–244.

9. Change the sentences from the **Active Voice** into the **Passive Voice**.

- Holidaymakers always admire this wonderful waterfall.
- Dan discovered the beauty of the Ukrainian Carpathians last summer.
- The journalist will write an article about the thriving wildlife of the UK.
- The pupils are discussing the environmental problems now.
- The development of industry in this area has influenced the physical properties of soil.
- Are more and more animals losing their habitats from year to year?



10.

a) Look at the photos of the Ukrainian landscapes. Say how the land is being used in Ukraine today. Use different tense forms of the **Passive Voice**. Talk about:

- farming;
- living;
- habitats.



11.  Write an article of 100–120 words to a school newspaper about the wonders of nature in the place where you live in. Use the following questions as a plan:

- Do all people in your neighbourhood take care of nature?
- Is there a local park or a garden where you spend your weekends?
- What can you do to make it a better place to have a rest?

Lessons 6-7. SOS: Endangered Species!

1. a) Look at the photos and say what you know about these animals.



A. An orangutan B. A tiger C. A green-cheeked parrot

- b) Listen to the environmentalist talking about the endangered species of animals and complete the sentences.

1. An endangered species is
2. Many countries have laws offering
3. The conservation status of a species is
4. Many factors are taken into account when

2.  Work in small groups. Discuss the questions.

1. Why is the protection of animals important?
2. What different factors threaten their existence?
3. What endangered species of animals do you know?
4. Do you think endangered species of animals should be bred up in captivity or live in the wild?
5. Do you think zoos are good and useful places, or prisons for animals?
6. What are the most popular pets nowadays?
7. Are there any organizations which try to save the animals for future?

3.



Work in groups. You are going to read the children's letters to the editor of a youth magazine. What endangered species of animals do the children write about?

Group A

Dear Editor,

I am writing to you to offer my opinion about critically endangered animals around the world.

One of the animals that are currently endangered is the orangutan.

I have found out that on the island of Borneo, an area of rainforests the size of three football pitches is cut down every minute of every day. This tropical island (the third largest in the world) is under siege as never before from loggers and plantation owners. They are destroying these rainforests because palm oil is used in many of our everyday products. These include ice cream, chocolate, biscuits, crisps, margarine, toothpaste, soap, detergents and cosmetics. The shelves in your supermarket are full of products, containing palm oil, which is contributing to the destruction of rainforests wildlife.

I have decided not to buy anything that has palm oil in it. This means checking the label of products before I buy them. If everyone only bought products that do not contain palm oil, then the producers will have to find an alternative to put in their products. This will mean that the people that chop down the trees will not do it anymore because no one will buy it from them.

This is the best way to prevent orangutans from becoming extinct. This is an amazing creature that I would like to help save!

Yours faithfully,

*Lewis Tame
Brighton*

Group B

Dear Mr Brown,

I'm really angry with the fact that only 1,411 tigers are left in India. Tigers are living creatures, not rugs and coats. They are beautiful but they look better ALIVE! Killing tigers is like killing humans because we are all living creatures and we all feel pain. I'm glad people are doing something, but is it enough? If there are only 400-500 Sumatran Tigers left and if we keep killing them like this, they'll be extinct in the wild in years. I think tigers should be protected. Do you?

Yours sincerely,

*Rebecca
Aberdeen*

4. Read and say if the statements are true or false.

1. Children write to a newspaper to offer their opinion about endangered animals around the world.
2. Children use facts to explain what makes them worry about.
3. Both children write what they have decided to do personally.
4. Both children ask the editor to give them a piece of advice about what they can do to protect the endangered species of animals.
5. Children ask questions and expect the editor to answer them in different newspaper issues.

5. Look at the pictures and match them with the words. Which of these animals would you most like to save?



a sea cow



a kangaroo



a giant turtle



an African elephant



a panda



a sea lion



a kiwi



a polar bear

6. Work in pairs. Student A reads the information on page 284, student B reads the information on page 285. Take turns to read out the information piece by piece about the different animals and guess what animal from the photos of Ex. 5 is being described. The student who guesses correctly gets one point. The winner is the person with the highest score.



Writing Lab

Formal Transactional Letter

A formal transactional letter is a letter you write to respond to the information you've read in a newspaper or a magazine, or a programme you've watched on TV. When you write this kind of letter, follow the recommendations:

1. Use the appropriate greeting. (*Dear Sir, ...; Dear Mr Brown, ...; Dear Editor, ...*)
2. Explain your reason for writing.
3. Introduce your first point. (*First of all, ...; To start with, ...*).
4. Cover all the points in any notes you are given.
5. Introduce further points. (*Secondly, ...; Also, ...*).
6. Introduce your final points. (*Finally, ...*).
7. Introduce any opinions or suggestions you make. (*In my view, ...*).
8. End the letter in an appropriate way.
9. End with '*Yours faithfully*' after '*Dear Sir*' and '*Yours sincerely*' when you use the person's name.

7. You've read an article in a local newspaper about the endangered species of animals in the place where you live. The journalist invited the readers to write about the ways to keep the animals safe. Work in pairs. Discuss the ideas for your letter and write a plan.

8. Write a letter to a newspaper about saving one of the endangered species of animals in the place where you live or about the one from Ex. 5. Use the information on pp. 284–285.



1. A steppe grasshopper 2. A bison 3. A snowdrop 4. A black stork

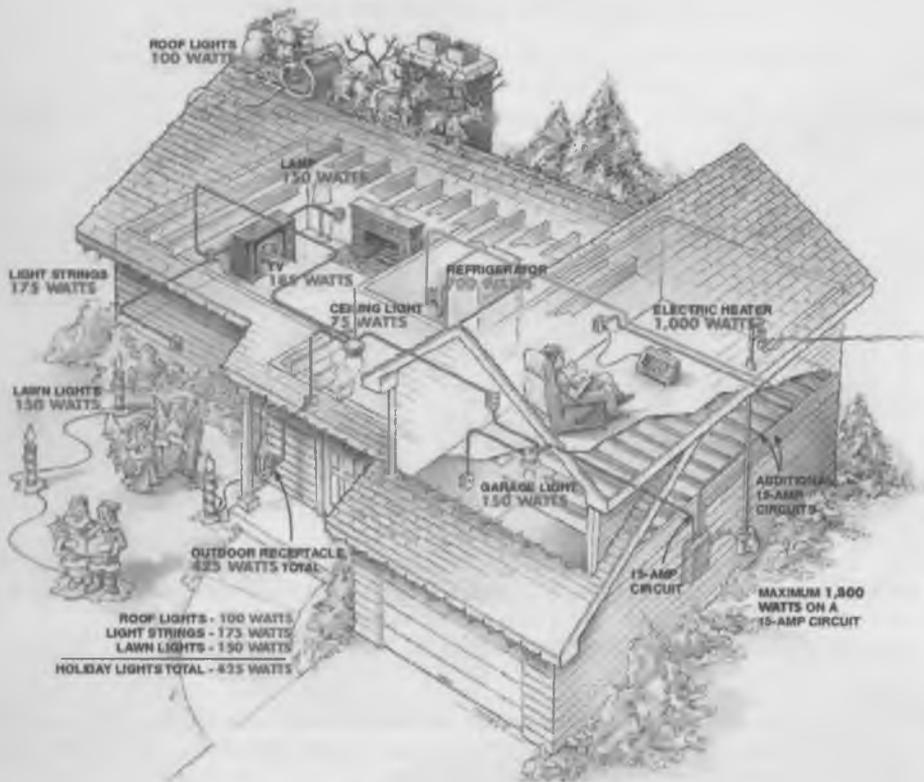
Lesson 8. Are You Green?

1.



a) Look at the picture and say what electric appliances people use in this house.

b) Listen and read the poem. Say which of the mentioned electric appliances you have got in your house/flat. How often do you use them? Do you think you can deal without them nowadays?



The Electronic House

cooker. blanket.
toothbrush. fire.
iron. lightbulb.
TV. drier.
fridge. radio.
robot. drill.
crimper. speaker.
kettle. grill. ohm,

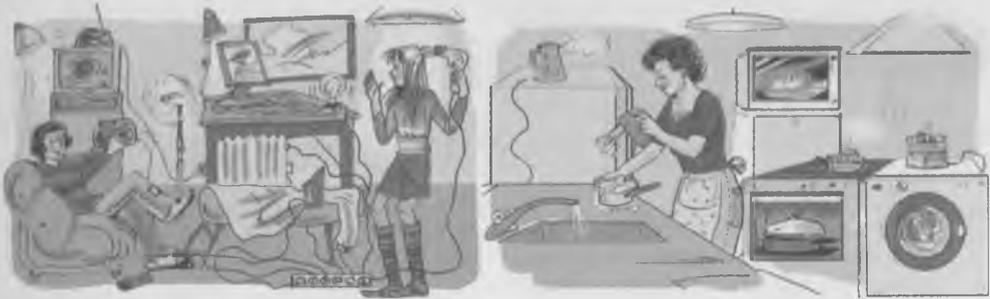
vacuum-cleaner.
fuses. shocks.
freezer. shaver.
junction box.
water heater.
metronome.
toaster. teasmade!
sweet. ohm.

By *Wen Magee*

2.



Listen and read the dialogue. Say what Molly is so much worried about.



- Molly:** Steve, you'd better switch off the TV, I think. I'm working on the computer, and I cannot concentrate on my work. It would be better to switch off the upper light, too. There's no need in it.
- Steve:** Molly, I don't understand you. Why are you so worried about electricity? I hope our parents will be able to pay the bills. Electricity isn't so expensive, I believe.
- Molly:** It is not the question of money, Steve. It's the question of saving energy. If all people use so much electricity every day, the energy resources of our planet will soon be exhausted. Besides, uncontrolled use of energy around the world harms the environment.
- Mother:** (*coming into the room*) What's this all about? Are you arguing for any reason? What's the matter, dear?
- Steve:** No, we aren't. We're just talking, Mum. Molly says that we use too much electricity at home, and we'd better switch off everything, but her computer!
- Molly:** I didn't say that! I say, Mum, all the electric appliances are being used in our flat at the moment: here, in the living room and in the kitchen as well. Is it good?
- Mother:** Not, really, Molly. You're quite right. We need to think it over how to reduce the amount of electricity we use every day. Where do you see the way out of the problem, Molly?
- Molly:** Let's think and discuss this problem together.
- Mother:** OK.



Conversation Lab

Giving Advice

When we want to give advice to somebody about something, we can use the structures:

You'd better...

In my opinion...

You'd rather...

Would it be possible...?

It would be better (to) ...

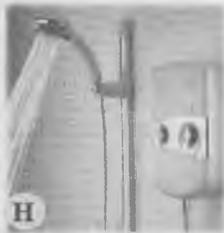
Do you mind if I ... (switch off the light)?

3. You are going to read the recommendations on how to reduce the household waste. Use a dictionary to know the meaning of the words from the Vocabulary File.

Vocabulary File

- a compact fluorescent bulb
- a full load
- to require
- to turn up
- to switch on/off
- to toss
- trash
- online trading
- a community
- to donate
- a cleaning spray

4.  Look at the pictures and read the leaflet. Match the pictures (A–N) with the recommendations given (1–14). Say which of these recommendations you follow in your everyday life.



How to Reduce the Household Waste

One person can make a difference and help the environment. There are many simple things you can do in your daily life — what you eat, what you drive, how you build your home — that can have an effect on your close surrounding, and on the places as far away as Antarctica. Here is a list of a few things that you can do to make a difference.

1. Use **compact fluorescent bulbs**.
2. Run your dishwasher only with a **full load**.
3. Use recycled paper.
4. Take shorter showers.
5. Buy locally and reduce the amount of energy **required** to drive your products to your store.
6. Buy minimally packaged goods.
7. Plant a tree.
8. Start using a reusable water bottle and just say 'no' to plastic!
9. Put on warmer clothes instead of **turning up** the heat in your home.
10. Air-dry your clothes.
11. Buy organic food.
12. Bring cloth bags to the market.
13. Turn off your computer when not in use.
14. Think before you **lose** your **trash**. It may be another person's treasure. **Online trading** allows you to trade items of all kinds with other people in your **community**. You can also **donate** used goods to local charities.

- 5.**  You've seen your friend throwing away too much household waste. Give him/her advice on how to reduce the household waste. Use the information from the leaflet above and the structures: **You'd better...; It would be better (to)... Etc.**

Example:

A: *You'd better buy whole foods that don't come with packaging.*

- 6.** **Speak in class. Talk about your experience. Say what you do to reduce the household waste.**

Example:

I try to buy household products such as hand soap and cleaning sprays in large containers of each product instead of many small containers. I always switch off the computer if I don't work on it. Etc.

- 7.**  **Write what decisions you think the children and their mother (Ex. 2) have come up with. Start like this:**

1. We'd better
2. It would be better to
3.

Lesson 9. Sustainable Development

- 1.** Work individually. Answer the questions in the quiz given below. Draw a chart in your exercise-book and take notes.

| Nº | Questions |
|-----|---|
| 1. | Do you keep household waste to a minimum at home? |
| 2. | Do you keep paper, glass or aluminium cans for recycling? |
| 3. | Do you (your parents) buy organic food? |
| 4. | Do you reuse plastic bags? |
| 5. | Do you buy drinks in reusable bottles? |
| 6. | Do you control the way you use soap, washing powder and other cosmetics? |
| 7. | Do you turn off the light when you leave your room? |
| 8. | Do you try to save water while you're washing up or brushing your teeth? |
| 9. | Do you use public transport instead of a car in order to reduce pollution? |
| 10. | Do you try to talk to your friends about the importance of the environment? |

| Yes, I Do. | No, I Don't. |
|------------|--------------|
| ... | ... |

- 2.** Work in pairs or in small groups. Compare and discuss your answers to Ex. 1 with your friend(s). Go into details and support your answer with the examples from your personal experience.

Example.

A: I don't think that we ask ourselves these questions rather often but we have to. As for me, I pay attention to buying products which have been recycled and I always ask the shop assistants not to put the products into plastic bags for me. I rather put them into a box or a carrier bag. ...

- 3.** Read and complete a letter from the Internet blog with the words from the box. Say what Ivan suggests doing to save the environment.

- grow • change • vegetation • waste • animals • planet • hands • plant
- reduce • human beings • carbon dioxide (x2) •

By Ivan on August 15, 200

1 comment

In order to (1) the amount of carbon dioxide, we should increase (2) cover. The best method is to (3) and influence everybody in a society to plant trillions of trees.

Climate (4) is a threat to the survival of all (5) and (6) This change is synonymous to the increasing levels of (7) in the atmosphere. By planting trees we are doing the opposite. These trees absorb (8) and store it. Plenty of carbon dioxide also makes these trees (9) fast. We shouldn't (10) time but act as fast as possible. The time to act is now but not tomorrow. So let us join (11) together and make the change come true-planting trillions of trees for the (12)

By doing so we shall have a happy future.

4. a) Work individually or in pairs. Use a dictionary to work out the meaning of the words from the box.

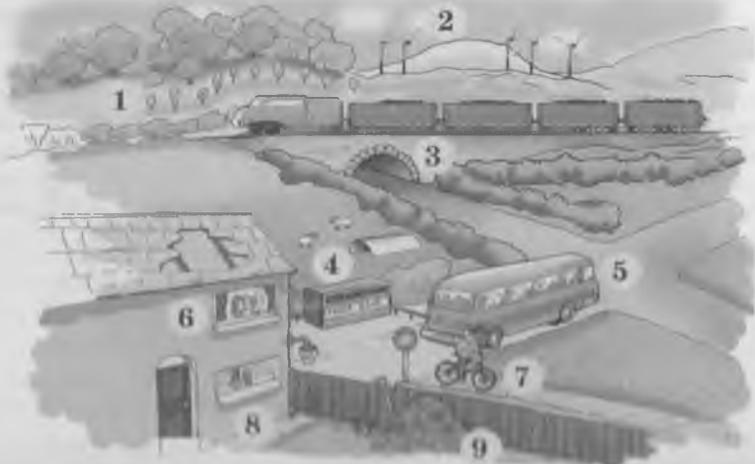
Vocabulary File

• sustainable • to encourage people to do smth • to share cars • to persuade smb to do smth • to be less wasteful • packaged goods • to recycle smth • renewable energy • to replant trees and hedges • to compost •

- b) Look at the picture and match the numbers (1–9) with the word combinations (a–i) on p. 84. Then say how people should change the way they live?

Example:

People should use less packaging when they buy food. Etc.



- a) To encourage people to make greater use of public transport or share cars;
- b) to persuade people to be less wasteful;
- c) to use less packaging;
- d) to recycle glass, cans and newspapers;
- e) to use bikes rather than cars;
- f) to use renewable energy such as wind and solar energy;
- g) to replant trees and hedges;
- h) to use more of less damaging products in the home and garden;
- i) to compost the kitchen waste and garden cuttings.



Conversation Lab

5. Read and act out the situation.

You are taking part in the conference devoted to the problems of the environmental protection. Study the information and the phrases from Ex. 4, and make a short presentation about a sustainable community. Start like this:

Nowadays more people believe that all future development should be sustainable. This means that it should not damage or harm the environment for future generations. Look at this scheme. The questions of major concern are... Etc.



6. Read and complete the text. Put the verbs in brackets into the correct tense form and voice.

I (1) (to be) in Year 9 at college in Sale. One day at the lesson of Science we (2) (to make) an experiment called Down the Drain. We (3) (to have) a tub of water, and we (4) (to put) in it all the different substances that pollute our water. It (5) (to be) horrifying to see how bad the state of the water was once we (6) (to finish). In our next lesson we (7) (to put) our polluted water through a simulated water cycle; when the water (8) (to come out) the other end it (9) (to be) clean and pure, but we (10) (to learn) that all the water can never be made reusable. This experiment (11) (to be) a great one, and the teachers (12) (should, to congratulate) on giving us such a great opportunity to learn during this unit about pollution, global warming, climate change and the creation of our Earth; I (13) (to think) more young children (14) (should, to give) this opportunity as we are the future and without the knowledge of what is wrong we can do nothing to change it.



Lesson 10. What is Our Environment Like?

Project Work

1. Work in groups. Carry out a local environment study of one of the following areas:

- your own home area (your street, for example);
- your school grounds;
- the area around your school.

a) To assess the quality of the environment use the suggested Environmental Record Sheet on p. 86. Copy it into your exercise-book and complete it. Add sketches and short written descriptions wherever you can. (If you are studying your home area, choose the place which is quite typical.)

b) Having completed your study, write a short report, including the following:

1. A brief description of the area that you studied.
2. How you conducted your study.
3. Any problems that you came across.
4. The results of your study (include a copy of your Environmental Record Sheet and any sketches that you made).
5. A brief description of your results.
6. Suggestions for ways of improving the environment that you studied.

- 2.** Copy the Environmental Record Sheet on a separate sheet of paper. Use it while doing the project. Make your observations and give a value of between 5 and 0 (where 5 is excellent and 0 is poor) to every item in the chart. Add all your values, write down the descriptions and the total score at the end of the sheet.

Environmental Record Sheet

1. Litter on the ground (look for sweet wrappings, drink cans etc.)

| | | |
|-----------------------|----------------|-------------------|
| No litter | Lots of litter | Value 5 4 3 2 1 0 |
| Description of litter | | |

2. State of buildings/gardens (look at paintwork, cracks etc.)

| | | |
|----------------------------------|--------------|-------------------|
| Attractive | Unattractive | Value 5 4 3 2 1 0 |
| Description of buildings/gardens | | |

3. State of road/pavement (look for uneven pavement, potholes in the road etc.)

| | | |
|------------------------------|------|-------------------|
| Excellent | Poor | Value 5 4 3 2 1 0 |
| Description of road/pavement | | |

4. Noise pollution. (Is it a noisy area?)

| | | |
|--|-------|-------------------|
| Quiet | Noisy | Value 5 4 3 2 1 0 |
| Description of noise pollution (what's causing the noise?) | | |

5. Overhead wires and cables (look upwards for telephone wires, etc.)

| | | |
|----------|---------------|-------------------|
| No wires | Lots of wires | Value 5 4 3 2 1 0 |
|----------|---------------|-------------------|

6. Traffic flow (how much traffic is there on the road?)

| | | |
|--|------------|-------------------|
| Very busy | No traffic | Value 5 4 3 2 1 0 |
| Description of traffic (cars, lorries, etc.) | | |

7. 'Feel' of the area

| | | |
|-------------------|------------|-------------------|
| Friendly/Pleasant | Unfriendly | Value 5 4 3 2 1 0 |
|-------------------|------------|-------------------|

| | |
|-------------------------------------|-------------------|
| 8. Bright/Open Dull/Enclosed | Value 5 4 3 2 1 0 |
|-------------------------------------|-------------------|

9. Green areas (grass, trees, etc.)

| | | |
|----------------------------|----------------|-------------------|
| Lots of green areas | No green areas | Value 5 4 3 2 1 0 |
| Description of green areas | | |

10. Smell (Does the air smell fresh or dirty?)

| | | |
|---|--------|-------------------|
| Fresh | Smelly | Value 5 4 3 2 1 0 |
| Description of smell (car exhaust, industry?) | | |

Total score: ___/50

3.



Draw a poster “Be a Friend to Your School Environment” or “Let’s Make Our School a Healthier Place To Be”. Write information and make a short presentation.

Lesson 11. Test Your Skills

1.



a) Listen to a lecture about the development of ecotourism and match the parts (1–8) with the parts (a–h) to make word combinations.

| | |
|-----------------|---|
| 1. To minimise | a) <i>local people in decisions that affect their lives and life chances;</i> |
| 2. To generate | b) <i>more enjoyable experiences for tourists through better connections with local people, and a greater understanding of local cultural, social and environmental issues;</i> |
| 3. To improve | c) <i>negative economic, environmental and social impacts;</i> |
| 4. To involve | d) <i>positive contributions to the conservation of natural and cultural heritage;</i> |
| 5. To make | e) <i>greater economic benefits for local people;</i> |
| 6. To provide | f) <i>local pride and confidence;</i> |
| 7. To encourage | g) <i>respect between tourists and hosts;</i> |
| 8. To build | h) <i>working conditions and access to the industry.</i> |

b) Use the word combinations you get to talk about the possibility to develop ecotourism in Ukraine.

2.

Report the statements. Pay attention to the tense form of the main verb.

- Mr Brown says, “The major geographical features of Kent are determined by a series of ridges and valleys running east-west across the county.”
- Kelly said, “Look! There’s a new expensive property over there.”
- Steve pointed out, “Many animals and birds suffer because of the man’s activities.”
- Dan says, “I’ve watched a TV programme about Greenpeace, a global campaigning organization that acts to change attitudes and behaviours, to protect and conserve the environment and to promote peace in the world.”
- Kim says, “People should take care of nature.”
- Miss Johnson points out, “Almost three-quarters of the land in England is used for food production.”

3. Put the verbs in brackets into the correct tense form and voice.

1. They (to discuss) the questions of conservation of natural and cultural heritage in this region from 10 a.m. to 2 p.m. yesterday.
2. All the different substances that pollute our water (to talk about) at the last lesson.
3. The number of endangered species of animals (to grow) from year to year.
4. you ever (to hear) about 'fly-tipping'?
5. The conference on the environmental issues (to plan) at the moment.
6. A new brochure about this Nature Reserve (already, to publish).
7. What species of animals (to include) into the Red Book recently?
8. The presentation about Sofiyivka (to prepare) now.

4.  Read the article from a magazine and fill in the gaps with the verbs from the box.

• have • trade • fills • carries • collect • is • opens • 'spend' • gather • 'save up' • waiting • combines • bring • keep •

T **Recycling Project for Children:** Teaching children the value of a clean environment

The White Shark Projects Swop Shop – helping children to help themselves



One of our most recent projects (1) the White Shark Projects Swop Shop. It (2) a conservation, social improvement and education in a unique way. The children (3) bottles, tins, plastics and other recyclable things and (4) them in bags to the White Shark 'Swop Shop'. In return, they (5) buying points that they (6) in the shop. The shop (7) at two on Tuesday afternoons, but the children (8) long before that, lining up and (9) to earn their points. Happy chatter (10) the air as they (11) their turn to trade in

their points for something from the Swop Shop. For example, one bag of tins might be traded for a bar of soap, two might be worth a pencil, four a second-hand T-shirt and so on. Or the children can (12) for something more expensive like a toy they (13) their eye on. The shop (14) only worthwhile stock such as stationery, simple clothing, and food basics, and relies completely on donations.

5.

Speak in class. Express your point of view on the project described in Ex. 4. What do the children learn to do as the result of it?

Example:

In this way, the children learn valuable lessons about caring for their environment: they learn that it's important to recycle resources and at the same time, they learn to care for their environment by picking up litter. Not only does their village look nicer, but they also earn something through this care. Conservation, they see, has many values. The underlying vision of the Swap Shop is to help the children grow into self-sufficient, and contributing adults. The children are encouraged to use what they have around them, so that they should see that in small ways, they can improve their lives.

6.

Write about your school environmental project. If you haven't done any, write a letter to your school Headmaster about the environmental project you'd like to suggest.



Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

| Skills | Now I can ... | 4 | 3 | 2 | 1 |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
|  | • talk about the wonders of nature and the National Parks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • discuss the environmental problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • talk about the ways to save the environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | • understand the information during the discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • understand the conversation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | • read and understand a magazine article | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • find the necessary information quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | • write a formal transactional letter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 4

Science Magic

In this unit you will:

Listen, read and talk about...

- science and technology
- inventions and inventors
- the importance of science in the progress of civilization

Learn how to...

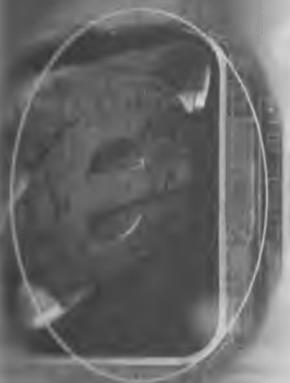
- talk over the telephone
- describe a device

Practise/ Revise...

- the Reported Speech: orders and instructions
- the Reported Speech: general and special questions

Write/ Make...

- a short presentation about your invention



Wisdom Quotes

Some things that would surprise us today will come true in the future. But lots and lots of things that would surprise us today will not come true ever.

- Richard Dawkins

Any sufficiently advanced technology is indistinguishable from magic.

- Arthur C. Clarke

Science is the tool of the ... mind and with it more doors can be opened than with bare hands. It is part and parcel of our knowledge...

- Carl Young

Science is facts; just as houses are made of stones, so is science made of facts; but a pile of stones is not a house and a collection of facts is not necessarily science.

- Henri Poincaré

Science is organized knowledge
Wisdom is organized life.

- Immanuel Kant

The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.

- Sir William Bragg

Work in pairs or groups. Discuss the quotations.

Lessons 1-2. Technology Affects Our Life!

1. Look at the pictures and say what things you see. Match the pictures (1-12) with the words from the box. What are the three most important inventions of mankind that you would choose? What is the reason for your choice?

- an automobile • the steam engine • a radio • a computer • a television • a telephone • electricity • a sewing machine • an aeroplane • a light bulb • penicillin • a camera •



2.



- a) Read and match the words (1–7) with their definitions (a–g).
b) Listen and check your answers.

| Science and Technology | |
|---|--|
| 1. Science | a) <i>the use of scientific knowledge and discoveries to develop new machines and systems;</i> |
| 2. Technology | b) <i>the activity of designing and building roads, bridges, machines, etc.;</i> |
| 3. Engineering | c) <i>knowledge and theories about the world which are based on facts, experiments and research;</i> |
| 4. An invention | d) <i>when something brings progress and makes it possible for people to do the things that they couldn't do before;</i> |
| 5. A discovery | e) <i>using the latest technology;</i> |
| 6. A technological/ scientific/ medical advance | f) <i>a new product, machine, system, etc., which someone has thought of for the first time;</i> |
| 7. High-tech | g) <i>a fact or thing that someone has found out about, which was not known about before.</i> |

3. Complete the sentences with the words from Ex. 2.

1. Medical help people to live much longer.
2. The of the computer has revolutionized the business world.
3. Many scientists don't consider that can give absolutely reliable knowledge.
4. The telescope has allowed astronomers to make about the Galaxy.
5. New communication have transformed the business world.
6. He must study if he wants to be involved in designing new bridges and machines.

4.



- a) Work in pairs or small groups. Discuss the questions. Use the words from the box.

• a video recorder • a computer • a microwave oven • a CD player •
a television • a telephone • a digital camera • a photocopier • a washing
machine • a mobile phone • a refrigerator • a security system • a playstation •
a vacuum cleaner • a ventilator (an electric fan) • an electric kettle • a toaster •

1. Which objects (inventions) can't you live without? Why?
2. Do you think that inventions are actually getting better or more complicated?
3. Are you afraid of or excited about technology? Which items in the box given above do you most or least like using?

4. Do you feel that we are more and more controlled by machines?
5. What can you do if they go wrong?
6. Do you believe that we will live in computerized homes in the near future? How do you imagine your future home?

b) Look at the pictures. Say what electric appliances children use in their everyday life.



5. You are going to read the information about a few top world inventions. Use the dictionary and work out the meaning of the words from the Vocabulary File.

Vocabulary File

- to invent • to discover • an invention • an inventor
- a technology • to convert • a sound signal • an electrical impulse • to turn smth back • electronic • mechanical • to advance • a vehicle • mechanic • to be powered by smth • a camera obscure • to require • light exposure • to patent •

6.  Read the paragraphs (A–G), find the key words that can help you make a choice and match the paragraphs to the pictures of Ex. 1 on p. 93. Add the information you know.

A. This is an instrument that **converts** voice and **sound signals** into **electrical impulses** for transmission by wire to a different location, where another object receives the electrical impulses and turns them back into sounds. Alexander Graham Bell invented it in 1875.

B. There are many major milestones in the history of it, starting with 1936, when Konrad Zuse built the first freely programmable machine.

C. In 1884, Paul Nipkow sent images over wires using a rotating metal disk technology with 18 lines of resolution. This invention then evolved along two paths, **mechanical** and **electronic**. American Charles Jenkins and Scotsman John Baird followed the mechanical model while Philo Farnsworth, working independently in San Francisco, and the Russian emigrant Vladimir Zworykin, working for Westinghouse and later RCA, **advanced** the electronic model.

D. In 1769, the very first road vehicle was invented by the French **mechanic**, Nicolas Joseph Cugnot. However, it was a steam-powered model. In 1885, Karl Benz designed and built the world's first practical model **to be powered by an internal-combustion engine**.

E. In 1814, Joseph Nicéphore Niépce created the first photographic image with a **camera obscura**, however, the image **required** eight hours of **light exposure** and later faded. Louis-Jacques-Mand Daguerre is considered **the inventor** of the first practical process of photography in 1837.

F. The first functional machine of this kind was invented by the French tailor, Barthelemy Thimonnier, in 1830. In 1834, Walter Hunt built America's first successful machine of this kind. A little later Isaac Singer invented the up-and-down motion mechanism.

G. This medicine was discovered by Alexander Fleming in 1928. Andrew Moyer **patented** the first method of industrial production of it in 1948.

7. Read and say if the statements are true or false. Support your answers with the examples.

1. The paragraphs tell the readers about the inventions made in the 19th and 20th centuries.
2. The paragraphs tell the readers about the inventions made in different branches of science.
3. The inventions described above were made by both men and women.
4. There is one invention in the list which is out-of-date today.

5. The paragraphs tell the readers about the inventions made in the European countries.
6. Nowadays we can't imagine our life without the inventions mentioned above.

- 8. Work in two teams. One team says a word related to science or technology. The other team makes up a sentence using the word. Each correct sentence gets a point. The team with the most points is the winner.**

Example:

Team A S1: *A vacuum cleaner*

Team B S1: *A vacuum cleaner is used to clean the carpets.*

- 9. Read, complete and write the text with the words from the word bank.**

- communicate • the cleaning • the environment • effect • the washing •
- devices • technology • the electricity • skills • technological advances
- natural resources • change •

How Has Modern Technology Affected Our Lives?

Modern (1) has had a great (2) on our lives, both at home and at work. Labour-saving (3) such as washing machines, dishwashers and microwave ovens have made our life much easier, and mean that less time needs to be spent doing things like (4) and (5) Unfortunately, all the white goods that we buy need (6), and we are using up the earth's (7) Also when we throw away old fridges, microwaves, etc., it can have a very bad effect on (8) In the office computers, email, and photocopiers have revolutionized the way we work. People in different parts of the world can (9) with each other instantly, and business can be done much more quickly. The business world is constantly changing. The end result is that workers have to (10) jobs much more often and learn new (11) in order to keep up with all the latest (12)

(Taken from *Longman Essential Activator*)

Lessons 3-4. Keep In Touch!

- 1. Work in pairs. Take turns to ask and answer the questions. Add information.**

Example:

A: *Do you enjoy talking on the telephone?*

B: *Not much. I make very few telephone calls a day. I'd rather write to people or see them. How about you?*

A: *I love talking on the phone, especially a mobile phone. I think of a phone call as a visit.*

| Questions | You | Your Friend |
|--|-----|-------------|
| <ul style="list-style-type: none"> • Do you enjoy talking on the phone? How many calls a day do you make (no more than two, three to five, more than five)? • Do you have a mobile phone? What is the best thing about a mobile phone? What is the worst thing about it? • Are most of your calls for business or for pleasure? • Do you have an answering machine? Do you ever screen calls (listen to the machine before answering)? | | |

- 2.** The article you are going to read mentions several different inventions. Look through the article quickly (Ex. 3) find them and make a list. Say what you know about them.



Reading Lab

- 3.** You are going to read an article about mobile phones. Choose the most suitable heading from the list (A–F) for each part of the article (1–4). There is one extra heading which you don't need to use. There is the example (0) at the beginning.

- A How does it vary?
- B What idea(s) and inventions had to be developed before it could be created?
- C Who invented it?
- D How has it changed the world?
- E What does it do?
- F Why do we need it?

Mobile Phones

0. C

The invention of a mobile phone, or a cell phone as it's alternately called, is credited to Dr Martin Cooper at Motorola. He made the first successful call over the system on April 3, 1973.

1.



A mobile phone allows you to use telephone service from almost anywhere. A **portable** or **cordless** phone allows you to talk wirelessly but **the receiver** is still connected to the same land line. A mobile phone allows you more range and allows you to communicate much further from virtually anywhere in the city, country, or world. You have the ability to make a telephone call or receive one wherever you happen to be with your mobile phone.

2.

Mobile phones come in many different configurations. Most are about the size of a candy bar, have a display and a keypad. Some configurations come with a flip that opens up to show the display and the keypad, thereby keeping it protected. Cell phones are available big and small, simple and complex. Some just make simple phone calls; others have tiny cameras, MP3 players, digital organizers built into them. Some of the newer models can even allow you to use the Internet over them, browse various services such as news, or movie listings. New models are always being introduced. New fashions, new technology, more features, cheaper cost, better performance keep the market place filled with plenty of choices.



3.

The mobile phone has radically changed the world since its introduction in 1973. With each year more and more people own one. Most families typically have two or three. The ability to easily communicate to anyone, anywhere, is a powerful concept. This was true when the telegraph was first invented, and then taken to a new level with the advent of the telephone. The mobile phone is just the next extension of that technology.



4.

Since the mobile phone is a combination of a telephone and a radio, these two devices are the building blocks upon which the mobile phone was developed. In addition, tiny computers (microprocessors) are needed to control the radio and its connection to the nearest base station. The telephone was invented by Alexander Graham Bell in 1876. The radio was invented by Guglielmo Marconi in 1896. The microprocessor was invented by Gary Boone in 1971.



4. Look through the text given above and try to understand what the high-lighted words mean from the context. If you have any difficulties, consult the dictionary.

Vocabulary File

• to credit to smb • portable • a receiver • a configuration • a display • a flip • a keypad • tiny • a digital organizer • to browse • the advent • an extension • a device • a building block •

5. Find a word or phrase in the article that has a similar meaning to each of these words and phrases. Read the sentences with them.

1. A mobile phone -
2. A form -
3. A screen -
4. To speak to -
5. To design -
6. To have -
7. To look through -
8. A machine -

6. Read the text of Ex. 3 and choose the correct item to complete the sentences.

1. The invention of a mobile phone is credited to Dr Martin Cooper at
 - a) Nokia
 - b) Motorola
 - c) LG
2. A mobile phone allows you more range and allows you to communicate much further from virtually anywhere
 - a) in the place where you live
 - b) in the country you live in
 - c) in the city, country, or world
3. New fashions, new technology, more features, cheaper cost, better performance keep the market place filled with
 - a) plenty of choices
 - b) poor choices
 - c) very expensive models
4. The mobile phone the world since its introduction in 1973.
 - a) hasn't radically changed
 - b) has radically changed
 - c) is trying to radically change
5. The mobile phone is just
 - a) the first step in the development of modern technology
 - b) a new invention
 - c) the next extension of the previously developed technology
6. The mobile phone was developed from
 - a) a computer
 - b) a telephone and a radio
 - c) a telephone and a computer



Conversation Lab

Talking Over the Telephone

Hello!/Hi! This is ... speaking.
Is Mary in?
May I speak to..., please?
I was wondering if you could help me?
Please tell him/her I called.
Sorry. I must have called the wrong number.
Good talking to you.
Could you please give me a ring...?
Can I take/leave a message for...?
I'll give you a ring in a week.

7.



a) Work in pairs. Read and complete the telephone conversations. Use the necessary words and phrases from the box on p. 100. Then listen and check your answers.

b) Act out the conversations you get.

1.

Betsy: (1)!

Ann: Hi, is Betsy (2)?

Betsy: Speaking.

Ann: Oh, right, hi! My (3)’s Ann. I’m a friend of Jane. My elder brother, Jane and me go to the (4) to learn English.

Betsy: Oh, OK. She (5) me about you. How are you?

Ann: Fine, thanks.

Betsy: And how’s Jane?

Ann: Oh great. She told me to (6) hello. Anyway, I was wondering (7)

Betsy: I’ll try.

2.

A: Good afternoon, Mrs Phelps! This is Jack (8) Is Tom (9)?

B: No, he isn’t. Tom is out at the moment. Do you want (10) for him?

A: Please, tell him, (11)

B: OK.

A: Thank you. (12)

3.

A: (13)!

B: Hi! May I (14)?

A: Steve doesn’t live here.

B: Sorry. I must have called (15)



- 8.** Work in pairs. Read and act out the telephone conversations. Use the phrases from the box on p. 100.

1.

Student A. You are having a birthday party soon. Phone your friend and invite him/her for a party in a bowling club. Tell him/her when and where the party is, if there is any dress code, etc. Discuss the meeting place and time.

Student B. Your friend is inviting you for a birthday party. This is the time when a friend of yours from another town is staying with you. Ask if you can take your friend with you. Get more specific information you need to know (the meeting time and place, a dress code, etc.).

2.

Student A. Your brother's/sister's friend is giving a call to your house, but, unfortunately, your brother/sister isn't in. Talk to a person calling. Ask him/her to leave a message to your brother/sister or phone again in an hour.

Student B. You're giving a call to your friend, but, unfortunately, he/she isn't in. You're talking to his/her brother/sister. Introduce yourself. Leave a message and ask your friend to give you a call when he/she is back home.

9.

 Many people think that mobile phones aren't really important tools for teenagers; they are just expensive "toys" that teenagers use for fun and nothing more. What do you think?

Write an article to a school newspaper in which you express your point of view on the subject. Use the following questions as a plan:

- Do you have a mobile phone or would you like to have one?
- When and why do you use (are going to use) your mobile phone?
- What are the advantages and disadvantages of having a mobile phone?

This is the title of your article:

Mobile Phones: Are They Expensive Toys?

Lessons 5-6. Is Life Possible Without Computers?

- 1.** Look at the advertisement on p. 103. Find the key words and answer the questions.

1. What kind of exhibition is it?
2. What products are being advertised?
3. Why is it good to visit the exhibition?
4. How long does the exhibition last?
5. Who is invited?
6. What do you have to do to participate in the conference?

Exhibition

YOUTH & TECHNOLOGY' 28th Midyear Conference & Exhibition April 15–17, 200__ • Youth Centre • Kyiv, Ukraine

Come and visit this year's Exhibit Hall! You'll find young inventors offering the newest products on the market today — computer software programmes, mobile telephones, educational services, security systems, robots, and much more.

Plan to attend this special three-day show to acquire the latest knowledge about the issues, products, and services you need to keep your practice profitable and on the cutting edge.

Everyone interested is invited!

To sign up for the conference, please, call 0038-044-2331518.



Listening Lab

- 2.** A few children have been interviewed at the exhibition. You're going to listen to what they say about the use of computers. Check if you know the meaning of the words in the Vocabulary File. Use the dictionary when it is necessary.

Vocabulary File

• to find information • to play games • to find new friends • to do the online shopping • to send and receive the e-mails • to join newsgroups • to download pages with photos, music and video • to share hobbies and interests with newsgroup and chatgroups • to make 'chat' friends • to search through the catalogues • to look at digital pictures • to listen to music • to prepare school work • to surf the Internet • to design web pages and programmes •

- 3.** a) Listen and complete the interviews with the words from Ex. 2.
b) Say why the children use computers.

Susan: I'd like to talk about computers as far as daily life goes. The computer means an incredible amount to me because not only I enjoy working on it but I love making (1) friends around the world. We (2) our hobbies and interests with each other. My brother and I also spend much time playing (3) games and surfing (4) I use computer when I (5) a school report or (6) information for a project.

David: In my opinion, computer is a critical part of our everyday life. I see the future heading in that direction: where technology advances and more things become automated through computers. Some people say that computers disconnect people, but I don't think so. I usually (7) newsgroups, send



and receive (8) from my friends. I often (9) pages with photos, music and video. There is no need to spend time waiting for the letter to come to your house by post mail. You can write to me: davidbillings@aol.com

Paul: The computer brings a better quality for living in some respect. You can save your time and do the on-line (10) or pay your bills. As for me, I can (11) web pages and programmes for the computer. My father has taught me to build computers, and so I have a new hobby now. I think that whatever you choose to do in your life, the computer can be a very nice tool to help you. Oh, yes, computers can really do wonders when used properly.

Learning Strategies

E-mail Addresses and Internet Addresses

4. Read and study how to read the Internet address correctly.

An e-mail address tells you something about its user. First comes the user's identifying name, usually the name or nickname, e.g. 'jtame'. Then follows @, which we read as "at". Next is the name of the server, e.g. "ukr". The period is read "dot". This is followed by an abbreviation for the type of server, e.g. "net". So, we would read "jtame@ukr.net" as "J Tame at U K R dot net".

An Internet address begins with www (double u double u double u). Next say "dot". The name or abbreviated name of the organization comes next, e.g. nwf (National Wildlife Foundation), and then comes the type of organization or the country where the organization is located.

5. Read and match the abbreviations with their meanings.

• na • ru • uk • gov • com • org • edu • net •

1. Ukraine -
2. Network -
3. Government -
4. Organization -
5. Education -
6. Commerce -
7. United Kingdom -
8. Russia -

6. Work in pairs. Take turns to practise reading and writing e-mail addresses.

www.nwf.org
 a.kushnirenko@gmail.com
 peter-ivanov@yandex.ru
 www.irex.org
 school235@edu.kiev.ua
 www.google.com.ua
 www.lake-district.gov.uk
 sergpetrov@ne.cg.ukrtel.net

7. Read the dialogues. Then report the sentences in the past. Make all necessary changes.

T True Computer Tech Support Calls

1.

Tech support: Are you sure you used the right password?

Customer: Yes, I'm sure. I saw my colleague did it.

Tech support: Can you tell me what the password was?

Customer: Five stars.

2.

Customer: I have a huge problem. A friend has placed a screen saver on my computer, but every time I move the mouse, it disappears.

3.

Tech Support: "OK, in the bottom left of the screen, can you see the 'OK' button displayed?"

Customer: "Wow! How can you see my screen from there?"

4.

Advisor: You have Spyware on your machine which is causing the problem.

Customer: Spyware? Can they see me getting dressed through the monitor?

8.  **Speak in class. Do you use computer and the Internet? If not, would you like to? Which of these things do you do or would like to do? Use the words from the Vocabulary File to Ex. 2, p. 103.**

9.



Read and act out the situation.

Many people think that the Internet threatens the moral upbringing of teenagers.

- Agree or disagree with the statement.
- Say when the Internet may be useful.
- Speak about your or your friend's communication through the Internet.

10.



Some young people get "addicted" to the computers. They live in the virtual world of computer games, chat rooms, the Internet, etc. instead of living in the world of real human experience and communication. What's your opinion about this?

Write a short essay. Include the following:

- why more and more people use computers nowadays;
- point out if computers actually make our life easier;
- what you use computer for (if you don't have a computer, state what you would use computer for if you had one);
- why you think teenagers are attracted by computers greatly;
- state where you see the right balance between the virtual reality and real communication.

This is the title of your essay:

Modern World: Virtual Reality or Real Communication?

Lessons 7-8. Working on the Computer

1.

Look, read and match the pictures (1-10) to the words in the box on p. 107.



- a monitor • a modem • a mouse mat • a floppy disk • a CD-ROM • a keyboard • a mouse • a printer • an MP3 player • a CD-ROM drive • speakers •



Listening Lab

2. Listen to Paul talking with his father. Choose the correct item to answer the questions.

- How long had Paul had his computer?
 - For a year.
 - For about a month.
 - He's just made it by himself.
- Why wasn't Paul able to prepare his school report?
 - He had no time.
 - His father didn't want to help him.
 - Paul lost all the information for some reason.
- What computer equipment isn't Paul satisfied with?
 - A mouse isn't working. It's the wrong model.
 - The monitor is the old model and is bad for his eyes.
 - Paul wants to replace many parts in his computer.
- What does the boy's father decide to do?
 - To repair Paul's computer.
 - To buy a new laptop for Paul.
 - To buy a new laptop for himself.

3. Match the icons given below with the words from the box.

- new • bullets • open • bold • spell/grammar check • paste • print • underline • save • redo • copy • print preview • italics • cut • undo •



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.



14.



15.

4. Complete the sentences with the correct verb from the box.

• click • download • enter • send • surf • take • type •

1. You your password on the keyboard, then on 'go'.
2. I often e-mails to my friends.
3. You can music and buy CDs on the Internet.
4. It's easy to pictures with a digital camera.
5. If you don't know the password, you can't the website.



Writing Lab

5. Read the e-mail message and answer the questions. Then turn the reported instructions into the Direct Speech.

Dear Ann,
Just a quick note to check that I gave the correct instructions to Dan concerning our school party.
I told him to make sure we have enough prizes for all the competitions. I asked him to buy a few postcards to write invitations for our school guests. I also told him to finish the decorating of the school assembly hall by next Friday.
Hope I didn't forget anything.
Kind regards,
Jane

1. Who sent the message?
2. What is it about?
3. Are the layout and style the same as for a letter?

6. Read the information about writing e-mails and match the paragraphs (1–7) with their titles (A–G).

- | | |
|-------------|--------------------|
| A Purpose | E Action |
| B Endings | F Subject contents |
| C Subjects | G Names |
| D Greetings | |

e-mail Guidelines

Please note and follow the guidelines given below concerning the writing of e-mail messages.

1

Give the message a subject/title. E-mail messages without a subject may not be opened because of a fear of viruses.

2

Keep the subject short and clear but avoid such headings as, 'Good News', 'Hello', 'Message from Mary'. These headings are common in messages containing viruses.

3

Start the message with a greeting so as to help create a friendly tone. The choice of using the other name versus the surname will depend on who you are writing to. If the receiver is more senior to you, or if you are in doubt, it would be safer (particularly in the first communication) to use the person's surname/family name together with a title,

e.g. *Dear Mr Smithson/Dear Ms Smithson*

It is also becoming quite common to write the greeting without a comma,
e.g. *Dear Miss Lawson*

4

Start with a clear indication of what the message is about in the first paragraph. Give full details in the following paragraph(s).

Make sure that the final paragraph indicates what should happen next.

e.g. *I will send a messenger to your office on Tuesday morning to collect the goods.*

5

Any action that you want the reader to do should be clearly described, using politeness phrases. Use '*Could you...*' or '*I would be grateful if...*'

6

End the message in a polite way. Common endings are:

Yours sincerely, Best regards, Best wishes, Kind regards.

If you did not put a comma after the greeting at the beginning of the message, then do not put a comma after the ending either.

e.g. *Best wishes*

Inna

7

Include your name at the end of the message.

e.g. *Kind regards,*

Ann

7. Work in small groups.

a) Choose one of the topics for your e-mail from those which are given below. Discuss all the steps you have to follow while writing it. Then work in pairs and write the e-mails.

1. You're working at the new issue of a school newspaper. Write an e-mail to your friend, tell him/her what topics you're going to cover in this issue, ask him/her for the recommendations.
2. Your English-speaking friend is coming to you for his/her holidays. Write an e-mail to one of your classmates, tell him/her what places in your city/town you're going to visit, ask if your friend would like to join you.
3. You're working on a project "Life in the Future" together with one of your classmates. You've prepared a plan for your presentation. Write an e-mail and ask your friend if he/she agrees with the points you'd like to include in your project. Ask him/her about the time he/she has to visit the local library together.

b) Exchange your e-mails. Let your friends check if you've done your work correctly. Comment on the works of your friends. Use the guidelines from Ex. 5.

8. Write an e-mail to your English-speaking friend about the school party you had. Use the e-mail guidelines to help you.

Lesson 9. Absurd Inventions!

Project Work

1. a) Look at the pictures. Listen to Tom talking about one of the real patent absurd inventions¹. What invention is he talking about?



Western Skater



Doggie Umbrella



Greenhouse Helmet

b) Say what invention you would like to try. Why?

¹All inventions hold real USA patents.

2.



Read the advertisements for two absurd inventions. Answer the questions.

1. What sentences are written to attract the reader's interest in the product?
2. What details are included by the designer to develop the reader's interest in the product?
3. What phrase creates a desire for the product?

Western Skater

US Patent Issued in 1989

So, you're all grown up and you still don't know how to roller skate? The Western Skater will give you the support and confidence you need to take that giant first step. As the inventor puts it, "the vehicle permits a beginner skater to train for a long time and in a relatively safe manner..." Now you can become the cowboy on roller skates you always dreamed of as a kid!

Doggie Umbrella

US Patent Issued In 1992

Most dogs don't mind going out in the rain, but if little Madison Windsor of Belmont the Third just put his wonderful coat on, well we couldn't have him getting wet now, could we? So it's time to ~~clasp~~ *clasp* him into the fully draped, dog-gone ~~razzling~~, Doggie Umbrella. It features air holes in the front so he won't fog up his personal ~~pup tent~~ and if your dog likes attention, he's going to be very happy wearing this ~~geek chic~~.

Buy now and make your dog happy even on a rainy day!

3. **Work in groups. Think of a product that would appeal to some or all people one day. This can be any idea even if you think it's quite absurd. Draw a picture.**

4. a) **Read the information.**

Creating Ads

Advertisements try to persuade people to do something. For example, to buy things. They are often successful. To write an effective ad you should follow the guidelines given below.

1. Think of the features to **attract** the reader's interest.
2. Think of the details to develop the reader's **interest** in the product.
3. Write a phrase to create a **desire** for the product (for example, write about the sale price).



b) Design an ad for your product. Follow the writing tips given on p. 111 and write a plan for your advertisement. What details would you like to include?

Our product is

It will appeal to (target customers).

To attract the reader's attention, we will

To create the reader's interest in the product, we will

To develop the reader's desire to own the product, we will

To urge the reader to purchase the product, we will

5.



Gallery Walk. Share your ideas with another group. Ask each other questions to get more information about the product.

Lesson 10. Test Your Skills

1. Put the verbs in brackets into the correct tense form and voice.

Yuriy Gagarin Monument in Orkney Island

On April 12th, 2008, the Cosmonaut Yuriy Gagarin Monument in Skara Brae prehistoric village, in Orkney, the UK, (1) (to show) to the public for the first time. The Monument (2) (to design) to commemorate the first orbit flight in the spaceship *Vostok* in 1961. "Yuriy Gagarin's mission (3) (to be) a defining moment in human history. The flight (4) (to open) a new stage in the development of space exploration. Here, at Historic Scotland we (5) (to be delighted) to commemorate an event of such importance by including it in the Skara Brae timeline. It (6) (to help) underline just how much (7) (to change) since the days of the Neolithic farmers who (8) (to build) Skara Brae", said Doreen Grove, Historic Scotland Head of Access and Understanding. The event (9) (to attract) much local and international interest. The stone, which (10) (to be) around 20 cm by 30 cm, (11) (to design) by Leslie Merriman, a member of Historic Scotland's Orkney Monument Conservation Unit and simply states "1961, First Man in Space".



Yuriy Gagarin, the first cosmonaut

2.**Write five questions you can ask to know more about Yuriy Gagarin.****3.****Report the sentences.**

1. Mrs Lowey: "What did Marie and Pierre Curie discover?"
2. Mr Phelps: "What do you know about Alfred Nobel, Mark?"
3. Steve: "Are you interested in scientific discoveries, Jack?"
4. Carol: "What are the achievements of modern science and technology?"
5. James: "I've never thought about the innovations."
6. Mary: "Where can you apply your knowledge of Physics, Jack?"

4.

Look at the photo and read the information. Say what countries are shown on it? Can you name any other geographical places (islands, seas, deserts, etc.)? Do you agree with all the information presented?

*S*unset from Space: Is This a Photograph or Model?

The photograph given below was taken by the crew on board *The Columbia* during its last mission, on a cloudless day.

This photo is absolutely beautiful. The image is historic, too, as this is the last mission for *The Columbia*. You can see the image of Europe and Africa when the sun is setting. Half of the picture is in night. The bright dots you see are the cities lights. The top part of Africa is the Sahara Desert. Note that the lights are already on in Holland, Paris, and Barcelona, and that it's still daylight in Dublin, London, Lisbon, and Madrid.

The sun is still shining on the Strait of Gibraltar. The Mediterranean Sea is already in darkness. In the middle of the Atlantic Ocean you can see the Azores Islands; below them to the right are the Madeira Islands; a bit below are the Canary Islands; and further south, close to the farthest western point of Africa, are the Cape Verde Islands. Note that the Sahara is huge and can be seen clearly both during the day-time and night-time. To the left, on top, is Greenland, totally frozen.



5.  Work in pairs and discuss the photo image on p. 113. Is the photo real or made-up with the help of modern technology? What clues helped you make your suggestions?

6.  Read the information. Use the clues and write a letter to a newspaper.

The Truth: A Photograph of a Model

There are six clues that it was not taken from the Space Shuttle *The Columbia* during its last mission:

1. It's taken from much too high up, the shuttle never leaves low earth orbit.
2. The night-time area should be black.
3. The terminator¹ is too sharp.
4. Details of the sea floor are visible.
5. There are no clouds. 'A cloudless day' is a local phenomenon and could not possibly cover the whole of Europe and the North Atlantic.
6. In January/February the North Pole should not be sunlit.

Conclusion: It's clearly a picture of a model.

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> • talk about science and technology • talk about the inventions and inventors • discuss the importance of science in the progress of civilization • make a short presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • understand the information during the discussion • do True/False test after listening to the story | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • read and understand the information • find the necessary information quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • write a description of an invention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

¹ A terminator – край, межа.

Unit 3 Amazing Britain

In this unit you will:

Listen, read and talk about...

- the World Heritage Sites in the UK
- the cities of the UK

Learn how to...

- listen for details using key words to extract some specific information
- listen for and identify relevant information from presentations
- ask questions to obtain specific information

Practise/ Revise...

- verb tenses
- the gerund

Write/ Make...

- a letter
- a postcard



Wisdom Quotes



- A person needs at intervals to separate from family and companions and go to new places. One must go without familiars in order to be open to influences, to change.

- *Katherine Fuller Hathaway*

- Every city has its own character.

- *Anonymous*



- Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.

- *Mariano Board*

- Cities are ... distinguished by the forms they possess, and these forms are a vital part of their essential charm.

- *Jean Baudrillard*

- Life hides everything from people. Their own noise prevents them from hearing anything else. They couldn't care less. The bigger and the taller the city, the less they care.

- *Louis Ferdinand Céline*



Work in pairs or groups. Discuss the quotations.

Lessons 1-2. Capital Cities

1. Look at the photos. Can you name any of these places? What do you know about them?



2. a) Use the dictionary to know the meaning of the words in the Vocabulary File.

Vocabulary File

• a heritage • a convention • a site • the mankind •
a landmark • to inscribe • to launch • to exist •

- b) Match the words (1–8) with their definitions (a–h).

| | |
|-----------------|---|
| 1. Heritage | a) a building or a place that is very important because of its history, and that should be preserved; |
| 2. A convention | b) to be real; to be present in a place or situation; to live; |
| 3. A site | c) to write or cut words, your name, etc. onto something; |
| 4. Mankind | d) the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character; |
| 5. A landmark | e) to start an activity, especially an organized one; |
| 6. To inscribe | f) an official agreement between countries or leaders; |
| 7. To launch | g) all humans, thought about as one large group; the human race; |
| 8. To exist | h) a place where a building, town, etc. was, is, or will be located. |

- c) Complete the sentences with the words from Ex. 2 in the correct form.

1. According to the Celtic legend, the place was the burial of ancient kings.
2. The team's name is on the base of the trophy.
3. One of the Belfast's most famous, the Grosvenor Hall, has been visited by my friends.
4. We discussed the articles from the European on human rights.
5. Opportunities for our school club to gain sponsorship for a school museum.
6. These beautiful old buildings are part of our national
7. The exhibition tells the visitors about the most important events in the history of
8. In 2002, a scheme was to promote and encourage interest in conserving the area.



Listening Lab

3. Listen to the radio programme about the World Heritage Sites. Complete the sentences.

1. The World Heritage Convention was established
2. The abbreviation UNESCO stands for
3. The World Heritage List set up by the Convention includes
4. The World Heritage Sites* are

5. In 2007, there were of them, including in the UK and overseas territories.
6. The famous British landmarks included in the list are
7. The famous Ukrainian landmarks included in the list are
8. The emblem means



The World Heritage Convention



4. Read the dialogue and say what project the children have decided to launch in their school.

- Andriy:** Hi, Olia! Any news from our partner school in Great Britain?
- Olia:** Hello, Andriy! We got a letter from them yesterday. They have launched the UNESCO World Heritage Project in their school and invite us to participate in it, too.
- Andriy:** I've heard about UNESCO. The abbreviation stands for the United Nations Educational, Scientific and Cultural Organization. It promotes international co-operation among the countries in the fields of education, science, culture and communication. Am I right?
- Olia:** Yes, you are right.
- Andriy:** What sites have they chosen for their project?
- Olia:** They have decided to write about the sites in Ukraine and we have to choose the sites from the UK.
- Andriy:** Oh, I see. The project will help us know both countries better.
- Olia:** This is what the projects exist after all. They help us learn more about the world and people who live in it.



5. Read and say if the statements are true or false.

1. Olia got an e-mail from their partner school in Great Britain.
2. They have launched the UNESCO World Heritage Project in their school.
3. They invite pupils of Olia's school to visit Great Britain.
4. British pupils will write about the sites in Ukraine.
5. Andriy doesn't know anything about UNESCO.
6. Projects help the children learn more about the world and people who live in it.

6. a) You are going to read the texts about the famous landmarks. Before you read consult the dictionary to know the meaning of the new words.

Vocabulary File

• a ford • a henge • a venue • refurbishment •
to revolve • to revolt • a regimental museum •

b) Complete the following sentences with the words and phrases from the Vocabulary File given above.

1. is a museum, the exhibits of which are connected with a particular regiment (a large group) of soldiers.
2. is a place where people meet for an organized event, a concert, a sporting event or a conference.
3. means to rebel, to take violent actions against the people in power.
4. is to move around something in a circle.
5. is a process of cleaning and decorating a room (building), etc. in order to make it more attractive or useful.
6. is a shallow place in a river where it is possible to drive or walk across.
7. is a circle of large vertical wooden or stone objects built in prehistoric times.



Reading Lab

Jigsaw Reading

7. a) Work in two groups.

Group A reads about Belfast Castle.

Group B reads about Cardiff Castle. Answer the questions as you read.

b) Work with a partner from another group. Compare your answers and exchange information.

Questions:

1. Where is the castle situated?
2. When was it built?
3. What is the castle famous for?
4. Is the castle open to the public?

Group A:

Belfast Castle

On the eastern side of the Northern Ireland's coast, at the mouth of the River Lagan, lies the City of Belfast. Belfast means 'a mouth of the sandy ford'. Belfast has been known since the Bronze Age. A 5,000-year-old **henge** called 'the Giant's Ring' is located near the City, and the remains of the Iron Age forts can be found on the hills surrounding the City.

Belfast remained of a little importance until the Middle Ages when the Norman Knight named 'John De Courcy' arrived in Belfast in 1177 and decided to build a castle on the steep slopes of Cave Hill, some 400 ft above the sea level.

Around 1611 Belfast Castle was given to Sir Arthur Chichester by the King James I. He rebuilt it, and a small town soon began to grow nearby. By the early 17th century Belfast had a population of around 1,000 people and it was a busy place.

In 1708 the Belfast Castle burnt down. The castle that stands today was completed in 1870.

From the end of World War II until the 1970s the castle became a popular **venue** for wedding receptions, dances and afternoon teas. In 1978 Belfast City Council instituted a major **refurbishment programme** that continued over a period of ten years.

Belfast Castle is a magnificent sandstone building, now managed by Belfast City Council. It has close associations with the city's past. Its sense of history, the superb setting and the new visitor centre makes Belfast Castle a 'must' for every tourist.

The castle hosts an antique shop, a restaurant and a visitor centre and it is a popular venue for conferences, private dining and wedding receptions.

Public tours are held at various times throughout the year.



Group B:

Cardiff Castle

Cardiff is the capital and most populated city in Wales. It is also a twin city of L'viv, Ukraine. As well as being the political capital, it is Wales' centre for business, education, sport, tourism, culture, media and government. The population of the city is 317,500 people.

Cardiff Castle is one of Wales' leading heritage attractions and a site of international significance. Located at the heart of the capital, within beautiful parklands, the Castle's walls and fairytale towers conceal 2,000 years of history.

The Romans built the earliest settlement at Cardiff in the mid-first century A.D. They constructed a fort on the spot where the castle now rests. During the Norman invasion of the 11th century, in about 1091, it was rebuilt into a typically Norman fortress.

Much of Cardiff Castle's history revolves around conflicts with the native population. In 1183–1184 the Welsh revolted, and caused much damage to the castle and its associated town. There were a lot of conflicts and rebels, during which the castle came from one owner to another.

Only in 1947, Cardiff Castle was turned over to the care and trust of the people of the city, and Cardiff City Council maintains the site in the outstanding condition. It is now a popular tourist attraction, where you can visit a regimental museum, the ruins of the old castle and the Victorian reconstruction.

The castle has hosted a number of rock concerts and performances.

Cardiff Castle plays host to Cardiff University's Summer Ball each year, and Wales' largest Mardi Gras held every August.

Cardiff Castle is open to the public, for a fee, on most days. It is a remarkable place and a 'must' for every visitor of Cardiff.



8. Work in pairs. Discuss the following questions.

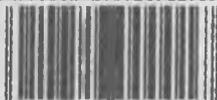
1. What do Belfast Castle and Cardiff Castle have in common?
2. Why is it interesting for people to visit these castles?

9. Read and say what city it is: Belfast or Cardiff.

1. This town has been known since the Bronze Age.
2. The Romans built the earliest settlement there in the mid-first century A.D.
3. This castle was built in 1177 on the steep slopes of Cave Hill.
4. In 1708 this castle burnt down.
5. There were a lot of conflicts and rebels, during which the castle came from one owner to another.
6. The castle has hosted a number of rock concerts and performances.



10. a) Read the postcard. Say what things Jenny, Lenn and Alice write about.



5 014729 000017

**Whiteholme
of Dundee**

www.whiteholme.co.uk



May 7, 20__

Affix Stamp



Here
Printed in Scotland

Hi Susan and John,

It's fantastic here! We landed on time and the coach journey to our hotel only took 15 minutes. Weather is wonderful. Sunny and hot. Scotland is enchanting! You should see it!

The atmosphere is quiet and relaxing. We're impressed by the medieval castles and stunning landscape. People are very friendly. Food's great, as much as you can eat and lots of variety. Going on a trip to Edinburgh Castle tomorrow. Hope we don't see a ghost there! Got some great photos to show you when we get back.

See you next week!

Love,

Jenny, Lenn & Alice

XX

Susan White

15 High Street

Colchester, Essex

CO 125

Photo: Scotland in Focus / S. J. Whiteholme

11216

b) Choose the correct items to complete the sentences.

1. The style of the postcard is *formal/informal*.
2. The sentences are *short/long*.
3. The information *is/isn't* easy to understand.
4. The authors *use/don't use* exclamations to show their excitement about the trip.

11. Read and say if the statements are true or false.

1. The children are greatly impressed by Scotland.
2. The coach journey to their hotel only took half an hour.
3. The atmosphere is welcoming and friendly.
4. They are going on a trip to Edinburgh Castle tomorrow.

12. a) Read the information. Say how the postcard is different from a usual letter.

How to Write a Vacation Postcard

In the era of the Internet, many people have lost touch with the basic art of letter writing. Sometimes we travel to locations that don't have the Internet connection and an e-mail is no longer an option. The digital revolution has left a few gaps and a basic postcard writing is one of them.

These simple steps given below refresh your memory on how to send a hand-written note to your family and friends when on vacation.

The style of your writing is usually going to be very informal. People often use incomplete sentences that still make sense just so they can fit more into the available space. This style has been adapted today and used when sending text messages. Paragraphs, too, tend to be disregarded in order to conserve more space.

- Step 1.** Write the day's date in the top right-hand corner of the left section of the postcard.
- Step 2.** Write the address of your current location in the top right-hand corner of the left section of the postcard. The address should consist of the town and state or town and country, unless, of course, you are expecting a reply back from your postcard.
- Step 3.** Write the greeting under the date. A simple greeting like "Dear Joe" is sufficient.
- Step 4.** Compose the body of the postcard. Traditionally, this section includes information about your journey, the weather, and the places you've visited, etc.
- Step 5.** Sign the postcard below the body on the right hand side of the left section of the postcard.
- Step 6.** Place name and mailing address of the person you are writing to in the centre of the right-hand section of the postcard. Remember to include your full name, zip code and country, especially when writing from overseas.
- Step 7.** Stick a stamp on the top right hand corner of the right section of the postcard and mail. Check local rates to ensure your postcard arrives.

b) Answer the questions.

1. How do you communicate with your friends and relatives when you are away on holidays?
2. Do you send postcards? On what occasions do you? Are these traditional postcards or e-postcards?
3. What do you have to keep in mind when writing a traditional postcard?

13.



You are in Great Britain. You've decided to send a postcard to your Ukrainian friend, Galyna/Oles, with the sites of the place you've visited.

Write brief information about the place. Include the following points:

- say where you are;
- name the site in the picture;
- give a brief description of it;
- say 'Best regards' to your relatives.

Lessons 3-4. Old and New Towns of Edinburgh

1. Look at the photos. Do you know where they were taken? What kinds of events do you think are held in the castle?

Edinburgh Castle



the Royal Mile



Old and New Town of Edinburgh



2. You are going to read the text about Edinburgh, the capital of Scotland. Use the dictionary to know the meaning of the words from the Vocabulary File.

Vocabulary File

• a twin city • desirable • a wide range of • to exercise smb's wallet • medieval • winding • to be listed • a ghost • a graveyard • a place bustling with anth •

3. Read the text about Edinburgh. Put the headings (A–E) into the correct spaces (1–5).

- A Special Celebrations
- B Festival City
- C The King's Lawyer
- D The City with the Past
- E City of Castles

Edinburgh: A Colourful City

1.

Edinburgh is the capital of Scotland and the twin city of Kyiv, the capital of Ukraine. Four hundred and fifty thousand people live there. In fact, the city is one of the most cosmopolitan cities in Europe. It is one of the most desirable places in the world to live and study, with a wide range of theatres, galleries to visit, clubs and shops to exercise your wallet. Although the sky is often grey, Edinburgh itself is a colourful city – it mixes modern and medieval, the traditional and the new. With its stunning Georgian and Victorian architecture, and winding medieval streets, it's easy to see why Edinburgh has been listed as a World Heritage Site. This is a city that knows how to be both ancient and modern.

2.

When you arrive, the first thing you see is Edinburgh Castle, on a hill, high above the city. Hundreds of millions of years ago, the hills in Edinburgh were volcanoes. Today, the volcanoes are quiet. Edinburgh Castle is Scotland's most visited attraction. Over one million people visit the castle every year. Part of it is a thousand years old. Edinburgh Castle is not the only castle in Edinburgh. In fact there are many old castles and old houses. There's also a plenty of open space, with a large number of public parks and green places right in the busy city centre.

3.

It's not surprising that the old city has hundreds of ghosts. Some of them are famous. One is the ghost of George Mackenzie. People often feel cold and hear strange noises near his grave. Mackenzie was King Charles II's lawyer, in the seventh century. He wasn't a good man. He killed a lot of people. People think his unhappy ghost walks in the graveyard of Greyfriars' Church.

4.

Edinburgh is a great place for a party. It's famous for its international festivals and unusual local culture. From 29 December – 1 January Edinburgh has a New Year festival called Hogmanay. Four hundred thousand people from all over the world go to the party. There are fireworks, concerts, and a huge street party with dancing in the street!

5.

The capital is bustling with arts, sports and attractions and is famous for playing host to the world's largest arts festival. Every summer there are jazz, book, cinema festivals and, of course, the famous International and Fringe Theatre Festival. At these festivals you can see everything from circuses to ballets and from comedy shows to Shakespeare plays.

4. Read and complete the sentences.

1. Edinburgh is the capital of Scotland and the twin city of
2. Edinburgh mixes
3. No wonder that Edinburgh has been listed as
4. It's not surprising that the old city has
5. Edinburgh is famous for
6. This capital is bustling with

5. Write five questions to the text of Ex. 3, p. 126 and ask your classmates to answer them.

Grammar Lab

6. a) Work individually. Compare the sentences given below. Choose the sentence, in which *-ing* form is a subject and read it aloud.

1. Sightseeing is a good way to learn more about the places you visit.
2. We went sightseeing yesterday.

b) Read and choose the correct item to complete the sentences.

1. The *-ing* form *is/isn't* formed from a verb.
2. The verb *changes/doesn't change* its meaning.

c) Read the information.

Gerund (*-ing* forms)

'Gerunds' are also called '*-ing* forms', because they are formed with the verb and *-ing*: *going, breaking, seeing, etc.* They have the same meaning as nouns.

We can use *-ing* forms as subjects.

Learning English is useful for you.

Reading broadens your mind.

We use gerunds (*-ing* forms) after the verbs: *like, love, adore, enjoy, prefer, hate, can't stand, look forward, keep (on)* (= 'continue', 'not to stop'), *finish, stop, give up* (= 'stop', for habits), *go, can't help* (= 'can't stop myself'), *suggest, practise, (not) mind* (= '(not) dislike'), *dislike*.

I adore walking around historic sites.

I prefer visiting museums to staying at home.

Sometimes the verbs *like, love, adore, prefer, hate* can be used with infinitives, but *-ing* forms are more usual.

I like travelling.

I like to travel in summer.

After *begin, start, continue* and *prefer* we can use *-ing* forms or infinitives with the same meaning.

When did you begin to learn/begin learning English?

I prefer to live/prefer living in the country.

Prepositions + -ing forms

When we have **preposition + verb**, we must use an **-ing form**.

The children are tired of going to the same place every summer.

I worry about spending too much money.

Thank you for coming.

We use **by ...-ing** and **without ...-ing** to say **how** people do something.

I earn my money by working in a travel agency.

She won't pass exams without studying.

You can't live without eating.

After **before, after** and **since**, we can use an **-ing form** or **subject + verb**.

I usually read the paper before going/I go to work.

I usually watch TV before going/I go to bed.

Bill has changed a lot since getting/he got married.

Sometimes **to** is a preposition (for example, *I look forward to your answer*). In this case we must use **-ing forms** of verbs after **to**.

I look forward to hearing from you.

(NOT: *I look forward to hear from you.*)

7. Read the sentences. Complete the sentences with the gerunds.

1. Is (to travel) your hobby?
2. I've always dreamt of (to visit) Great Britain.
3. I enjoy (to read) books about wonders of the world.
4. I look forward to (to hear) from you.
5. I couldn't help (to smile) when they were planning their trip.
6. You cannot visit a museum without (to buy) a ticket.
7. My friends don't mind me (to join) them in a tour.
8. Mary can't stand (to go) on long walks.
9. My parents earn their living by (to build) houses.
10. Jim has started (to work) hard at his English since (to enter) the university.

8. Read the following facts about Edinburgh. Then write the sentences into your exercise-book and underline the gerunds in them.

1. Edinburgh was voted *The Guardian* and *Observer* 'Favourite UK City' for six years running.
2. Overseas and UK visitors to Scotland adore sightseeing in Edinburgh.
3. Bookselling is more popular in Edinburgh than in any other city in Britain and, in 2004, it was the first city in the world to be named City of Literature by UNESCO.
4. Film companies enjoy making films in Edinburgh. 'The Da Vinci Code' and many other films have been made there.

9.  

Look at the photos of Edinburgh. Say what places you would like to visit.



1. The Cannongate 2,7. The Royal Mile 3. Sir Walter Scott Memorial
4. Our Dynamic Earth Museum 5. Holyrood Palace 6. Greyfriar's Bobby

10. 

You're travelling to Edinburgh tomorrow but you'll only spend a day in this capital city. You've just received an e-mail from your English friend, Keith McGregor, asking you about the time of your arrival. He wants to know what you would like to do when you arrive and he has attached the following brief programme guide to his letter:

| Guided Tours in Edinburgh | Price |
|------------------------------------|---------------|
| Edinburgh Castle | £10.00 |
| Holyrood Palace | £15.00 |
| Our Dynamic Earth Museum | free entrance |
| The Royal Mile (a walking tour) | £5.00 |

Write an e-mail of 50 words including the following points:

- time of arrival;
- chosen programme;
- reasons why you have chosen that programme.

Begin your e-mail like this:

Dear Keith,

.....

Lessons 5-6. The Giant's Causeway

1. Look at the photos of the Giant's Causeway. What do you think: is it created by people or nature? Exchange your opinions.



The Giant's Causeway

2.

You are going to read the text about a famous landmark of Northern Ireland. Say what makes it such a special place.

The Giant's Causeway¹

What Is It?

The Giant's Causeway is Northern Ireland's most famous landmark. It has been an official UNESCO World Heritage Site since 1986. Formed between 50 and 60 million years ago by the volcanic activity, the 'causeway' draws people from far and wide to this corner of the North Antrim. This unique place occupies approximately 70 ha of land and 160 ha of sea. It is made up of some 40,000 massive hexagonal black basalt columns which are packed tightly together and stick out of the sea. Some of the columns have four, five, seven and eight sides. The tops of the columns form stepping stones that lead from the cliff foot and disappear under the sea.

What Does the Legend Say?

The legend goes that the mythical Irish giant Finn MacCool built the causeway to get to Scotland and battle with the giant called Benandonner. When he got there, he found that the Scottish giant was asleep but also far bigger than himself, so Finn returned back across the causeway. When Benandonner woke up, he came across the causeway and was intent on fighting Finn. Finn's wife dressed up her husband as a baby. So when Benandonner arrived she said Finn wasn't at home. She also asked the giant to be quiet not to wake up the baby. When Benandonner saw the baby he decided that if the baby was that big, Finn must be massive. So he turned tail and fled back across the causeway flipping it up as he went. All that remains are the ends, here at the Giant's Causeway and on the island of Staffa in Scotland where similar formations are found.

A Wonder of the World?

In the past the causeway became widely known as the "The Eighth Wonder of the World" when large numbers of visitors came to view it from the 1700s. Perhaps now there is a chance it could be officially recognised as such a wonder.

In 2008 the Giant's Causeway was nominated one of the world's seven natural wonders. The new seven wonders of the world were announced in Lisbon, Portugal in July 2007 and the new "Seven Wonders of Nature" as they are officially called were launched. These are currently being balloted and the chosen wonders will be announced in 2010.

3.

Look through the text of Ex. 2. Try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult your dictionary.

Vocabulary Note

• a causeway • from far and wide • hexagonal • to stick out of • a cliff foot • to battle • to flee (fled) back • to rip up • to be recognised for • to announce • to launch • to ballot •

¹The Giant's Causeway – Стелжна Волежня.

4. Read the definitions and match them to the words and phrases from the Vocabulary File.

1. The base or the lowest part of the rock (cliff).
2. To leave a person or a place very quickly, because you are afraid of a possible danger.
3. A raised road or a path across water or the wet ground.
4. To tell people something officially, especially about a decision, plans.
5. The same as 'from all the corners of the country.'
6. To vote secretly for something.
7. Having six straight sides and six angles.
8. To tear something into small pieces.
9. To be acknowledged or thought of as very good or important by people.
10. To be further out of the surface.
11. To try very hard to achieve something that is difficult or dangerous.
12. To start something, usually something big or important.

5. Choose the correct item to complete the sentences.

1. The Giant's Causeway is Northern Ireland's
 - a) symbol
 - b) most famous landmark
 - c) most picturesque place
2. The Giant's Causeway was formed between 50 and 60 million years ago by
 - a) the flood
 - b) the earthquake
 - c) the volcanic activity
3. The legend goes that a mythical Irish giant Finn MacCool built to get to Scotland.
 - a) the causeway
 - b) the road
 - c) a ship
4. When Benandonner woke up, he came across the causeway and was intent on
 - a) having breakfast with Finn's family
 - b) admiring the beauty of the sea
 - c) fighting Finn
5. When Benandonner arrived Finn's wife said
 - a) he wasn't at home
 - b) they didn't expect him to come
 - c) her husband was busy
6. In 2008 the Giant's Causeway was nominated
 - a) the most picturesque site of the world
 - b) one of the world's seven natural wonders
 - c) for Oscar

6. a) Find the sentences in the Reported Speech in the text. Write them in the Direct Speech.

b) Work in pairs. Act out a dialogue between the Scottish giant and MacCool's wife.

7. Write the following sentences using the gerund.

1. We could go to the museum. – She suggested
2. We will see the Giant's Causeway in Northern Ireland. – We are looking forward to
3. Let's go sightseeing around Edinburgh. – They prefer
4. Can you wait for a guide for a few minutes? – The tourists don't mind
5. Our excursion will begin in some minutes. – The tourists are looking forward to
6. I admired the view of Belfast Castle. – I couldn't help

8. Write the correct form of the verb.

1. He didn't expect (to see) Steve there.
2. I can't keep (to walk) – I'm too tired.
3. I promise (to take) her on a trip to Scotland.
4. She thought of (to send) a postcard from the Houses of Parliament.
5. Our family has decided (to visit) our friends in England.
6. Mark refused (to show) his project me.



Conversation Lab

9. Read and act out the situation.

The pupils of your partner school in Great Britain have just come to visit Ukraine. Ask them about the most famous landmarks of their country. Be ready to answer their questions about the sites of Ukraine. Make short dialogues and present them in class.

10.



After your summer holidays in Northern Ireland, you're asked to write about your experience. Write an article of about 120–150 words to your school magazine. Include the following points:

- time, place and duration of visit;
- accommodation;
- food;
- weather;
- sites and excursions;
- the Irish people.

The title of the article is:

My Holidays in Northern Ireland

.....

Lesson 7. Stonehenge – Forever a Mystery

1.



Work in pairs. Look at the photos of Stonehenge. What do you know about this place? Can you explain what it was made for? Share your opinions.



2.



You are going to read an article about one of the most famous landmarks of Great Britain. Some sentences or phrases have been removed from it. First read the text quickly, ignoring the gaps. Try to understand the main idea of it. Then fill in the gaps (1–6) with the sentences or phrases (A–F) to complete the text.

- A the name Stonehenge originates from the Anglo-Saxon period
- B in 1986 for their outstanding prehistoric monuments
- C what drew people here over the centuries
- D that the mystical stone circle was built by the Druids to mark her tomb
- E we will probably never know its full significance
- F One of the most popular modern alternative explanations for Stonehenge

Stonehenge – Forever a Mystery

General Overview

The great and ancient stone circle of Stonehenge is one of the wonders of the world. It's thought that (1) – the old English word 'henge' meaning 'the hanging stones'. There is nothing quite like Stonehenge anywhere in the world and for 5,000 years it has drawn visitors to it. We shall never know (2) or why hundreds of people struggled over thousands of years to build this monument (the heaviest of the stones weighs probably about 45 tons), but visitors from all over the world (over 850,000 people a year) come to marvel at this amazing feat of engineering.

Myths and Legends

Although great ~~myths~~ have been made in our understanding of the original purpose of Stonehenge (3), The aura of mystery has helped to generate many myths and legends about the monument. As ~~a~~ has gone on over the centuries, a whole ~~lot~~ of colourful stories has arisen – and the search for explanations is still going strong today.

In the Roman period, it was believed that the British rebel Queen Boudicca had been buried at Stonehenge, and (4)

Geoffrey of Monmouth, writing in the 12th century A.D., retells the story that the legendary wizard Merlin commanded an Irish monument called the Giant's Dance to be transported all the way to Salisbury Plain.

(5) is that it was built by *extra-terrestrial* visitors in ancient times.

Why Stonehenge is a World Heritage Site

Stonehenge and Avebury were inscribed on the World Heritage List. (6) At Stonehenge, the *unparalleled* stone circle (3000 B.C.–1600 B.C.) is surrounded by a ceremonial landscape *comprising* more than 300 burial *mounds* and major prehistoric monuments such as the Stonehenge Avenue, the Cursus, Woodhenge and Durrington Walls.

3. Look through the text of Ex. 2 and try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult the dictionary.

Vocabulary File

• to marvel • stride • speculation • host • tomb • unparalleled • comprising • mounds •

4. Match the words (1–9) with their definitions (a–i).

| | |
|----------------------|--|
| 1. To marvel | a) 1) a large number of people or things; 2) a person who invites guests to a meal (party); |
| 2. A stride | b) a large grave, built of stone above or below the ground; |
| 3. A speculation | c) being the parts that form something; |
| 4. A host | d) to be very surprised or impressed by something; |
| 5. A tomb | e) connected with life existing outside the Earth; |
| 6. Unparalleled | f) a large pile of earth or stones; a small hill; |
| 7. Comprising | g) one long step; |
| 8. Mounds | h) used to emphasize that something is bigger, better or worse than anything else like it; |
| 9. Extra-terrestrial | i) the act of forming opinions about what has happened or what might happen without knowing all the facts. |

5. Find the synonyms to the words in the text of Ex. 2.

1. To wonder –
2. To struggle –
3. A stride –
4. Amazing –
5. An alien –



6.

Say what you have learnt about the famous landmarks of Great Britain. Make a short report (about 10 sentences) about the site which impressed you most of all. Present it in class.

7.

You were staying in England for some weeks at your friend's house. Now you have just returned home and have decided to write 'a thank you' letter to the family.

Write a letter of 50–100 words including the following:

- say 'thank you' again;
- praise English food;
- praise their hospitality.

Begin your letter like this:

Dear Margaret/James,

.....

Lesson 8. The Wonders of Great Britain



Project Work

1.

Work in groups. Look through the list of some of the World Heritage Sites, the UK. Choose one site (or a few sites) you would like to know more about. Find information and make a poster (a newspaper, a presentation) about it. Write what made this place be included into the World Heritage List.

World Heritage List

United Kingdom of Great Britain and Northern Ireland

- Durham Castle and Cathedral (1986, 2008)
- St Kilda (1986, 2004, 2005)
- City of Bath (1987)
- Frontiers of the Roman Empire (1987, 2005, 2008)
- Westminster Palace, Westminster Abbey, St. Margaret's Church (1987, 2008)
- Gough and Inaccessible Islands (1995, 2004)
- Maritime Greenwich (1997)
- Blaenavon Industrial Landscape (2000)
- Historic Town of St George and Related Fortifications, Bermuda (2000)
- Derwent Valley Mills (2001)
- Dorset and East Devon Coast (2001)
- New Lanark (2001)
- Royal Botanical Gardens, Kew (2003)
- Liverpool – Maritime Mercantile City (2004)
- Cornwall* and West Devon Mining Landscape (2006)



A. City of Bath B. Maritime Greenwich C. Derwent Valley Mills D. Cornwall
E. Royal Botanical Gardens, Kew F. Durham Castle and Cathedral

2.



Gallery Walk. Talk about the places you've prepared the information about.

Lesson 9. Test Your Skills

1.

Read the text about Cambridge. Fill in the gaps with the gerunds.

Cambridge

Tourists from all over the world enjoy (1) (to come) to the city of Cambridge, which is a university town and the administrative centre of the county of Cambridgeshire, England. It lies about 80 km north of London. The city's population is about 110,000 (including 22,000 students).

Cambridge got its name after the River Cam. The first major development of the area began with the Roman invasion of Britain in about 40 A.D. Such traces of the Roman invasion as roads and walls can be seen in the area even today. Cambridge had a favourable military position due to Castle Hill from which it was possible to defend the River Cam. William the Conqueror built a castle on Castle Hill in 1068.

The University of Cambridge was founded by the students who escaped from hostile townspeople in Oxford. This happened in 1209. The oldest college that still exists, Peterhouse, was founded in 1284. One of the most impressive buildings in Cambridge, King's College Chapel, was begun in 1446 by King Henry VI. The project was completed in 1515 during the reign of King Henry VIII. Despite (2) (to have) a university, Cambridge was not granted its city charter until 1951.



The rapid development of the town started in 1845 when the railway was built there. The possibility of quick access to London made (3) (to travel) to Cambridge easier and did not distract students from their work so much.

(4) (to sightsee) in Cambridge includes: the University of Cambridge, where you can see the renowned Cavendish Laboratory, King's College Chapel, and the Cambridge University Library. Tourists can't help (5) (to admire) the beauty of these places. Cambridge is worth (6) (to visit).

2.  Read the texts about the famous British cities (1–4) and match them to the photos (A–D) on p. 139.

- A Glasgow
- B Bath
- C Brighton
- D Liverpool

1 It is the largest city in Scotland. The city is situated on the River Clyde in the country's west central lowlands. A person from this city is known as a Glaswegian, which is also the name of the local dialect. In the 17th century the city was the centre of trading with Americas. In the 19th–20th centuries the city and surrounding region grew to become one of the world's centres of engineering and shipbuilding. It was known as the "Second City of the British Empire" for much of the Victorian era. Today it is one of Europe's top twenty financial centres and is the home to many of Scotland's leading businesses.



2 It is a town on the south coast of England. It developed as a health resort during the 18th century and became a destination for holidaymakers after the arrival of the railway in 1841. The city experienced rapid population growth reaching a peak of over 160,000 by 1961. Eight million tourists a year visit it. The town also has a substantial business conference industry. It has two universities and a medical school. It is also famous for a drive of old cars from London.

3 It is a city which has a population of 435,500. Historically it got the status of the city and developed as a major port. By the early 19th century, 40 % of the world's trade passed through its docks. The status of this city as a port city has contributed to its diverse population, which draws from a wide range of peoples, cultures, and religions. The popularity of *The Beatles* in the 1960s made it a tourist destination; tourism forms a significant part of the city's modern economy. In 2007 the city celebrated its 800th anniversary, and in 2008 it holds the European Capital of Culture title.

4 Founded by the Romans as a thermal spa, this city became an important centre of the wool industry in the Middle Ages. In the 18th century, under George III, it developed into an elegant town with neoclassical buildings, which blend harmoniously with the Roman baths.

The Roman remains, the baths complex (based around the hot springs) are amongst the most famous and important Roman remains north of the Alps, which marked the beginning of its history as a spa town. The city is included into *The World Heritage List*.

3. You've read about the cities of Great Britain (Ex. 2). Which cities do the sentences given below refer to? Fill in the information about them. There are two extra sentences. Can you guess what cities they are about?

1. The largest city of , one of the world's centres of engineering and shipbuilding.
2. The city with a diverse population, a big , which is called the European in 2008.
3. The capital of Its main attractions are the Tower, Buckingham Palace, the Houses of Parliament,
4. The town, famous for its thermal springs and the Roman baths. It is rich in historic monuments.
5. A resort town in of England, famous for a drive of old cars.
6. The capital of It is famous for its castle, ghosts and art festivals.



4. Listen to Miss Alison talking about Oxford. Read and choose the correct item to complete the sentences.

1. Oxford is the home to
 - a) all the students of the world
 - b) famous scientists
 - c) the University of Oxford, the oldest university in the English speaking world
2. In the 10th century Oxford became
 - a) a famous market place
 - b) an important military frontier town
 - c) a university town
3. King Henry II granted the citizens of Oxford
 - a) the same privileges as those enjoyed by the capital of the kingdom
 - b) the right to be chosen to the Parliament
 - c) the privileges of the university town
4. In 1840 Oxford was connected with London
 - a) by the road
 - b) by the railway
 - c) by the telephone line
5. Nowadays as well as being a university city Oxford is
 - a) a scientific centre
 - b) a shopping centre
 - c) an extraordinary tourist sight
6. The University of Oxford Botanical Garden is in Great Britain.
 - a) the most beautiful place
 - b) the oldest botanical garden
 - c) the best attraction for tourists



5.



Work in small groups. Talk about the university towns of Cambridge and Oxford. Use the questions given below as a plan.

1. Where are the towns situated?
2. What is their population?
3. When were the towns first mentioned?
4. What historic events influenced the development of the towns?
5. What sites attract tourists in these towns?

6.



You've just returned from your school trip, which you enjoyed a lot. You're planning to invite your English friend, Alan/Elizabeth, to Ukraine and now you've decided to take him/her for the same trip.

Write a letter of about 100–120 words to Alan/Elizabeth including the following points:

- where you have been;
- what you have seen;
- what the weather was like;
- how you liked the food;
- what you enjoyed most about the trip;
- invite him/her to Ukraine.

Begin your letter like this:

Dear Alan/Elizabeth,

.....

Self-Assessment

Think of your records. Decide how well you know it.
 4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
|  | • name the World Heritage Sites in the UK | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • talk about the cities of the UK | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • ask questions to obtain specific information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | • listen for details using the key words to extract some specific information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • listen for and identify the relevant information from presentations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | • read and understand a magazine article | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • find the necessary information quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | • write a postcard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • write a letter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 6

Information Magazine

Radio and TV

In this unit you will:

Listen, read and talk about...

- the role of the mass media
- the importance of radio and TV
 - your favourite radio and TV programmes

Learn how to...

- predict the content of an article using the key words

Practise/ Revise...

- the gerund

Write/ Make...

- an essay about your favourite TV programme

Wisdom Quotes



- Radio is the theatre of the mind, television is the theatre of the mindless.

Wesley Allen

- Cinema, radio, television, magazines are a school of inattention: people look without seeing, listen in without hearing.

Robert Branson



- The whole country was tied together by radio. We all experienced the same heroes and comedians and singers. They were giants.

Wesley Allen

- Europe has a press that stresses opinions; America has a press, radio and television that emphasize news.

James Reston



Work in pairs or groups. Discuss the quotations.

Lessons 1-2. Mass Media in Our Life

1. a) Look at the photos and say where people get to know the news from.



- b) Work in pairs. Talk about the mass media. Discuss the questions. Use the word combinations from the box given below.

- to be curious about
- to get a picture of
- to keep informed
- to be extremely interesting
- to be important at the moment
- sensational news
- the recent events
- an advertisement
- interesting items

Example.

A: Do you like watching TV?

B: Yes, I do. The TV programmes often tell the viewers about extremely interesting events around the world.

1. Do you like watching TV?
2. How often do you read the newspapers?
3. Where do you usually get to know about the recent events from?
4. What kind of news are people usually curious about?

2. You are going to read the text about the role of the mass media in our life. Work individually or in pairs. Use the dictionary and find out what the words from the Vocabulary File mean.

Vocabulary File

• the mass media • television • the radio • a tabloid* • a newspaper • a broadsheet* • a TV reporter • to intrude on (to meddle with) smb's life • to pursue • to appear • reliable information • a (plane) crash • a war • a murder • a robbery • to be guilty of smth • the background information • inadequate • to assume • a thrilling sight • falsehood • to disturb the public peace • a celebrity • to appear on the screen •

3.



Read the article about the role of the mass media in our life. Say how the modern mass media shape our views and influence the way we see the world.

Mass Media in Our Life

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also shape our views and influence the way we see the world. There are a lot of different TV programmes and newspapers: a quiz show, a review, a commentary, an entertainment programme on TV and a quality newspaper (a broadsheet), a tabloid, a local paper etc.

Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and prove us with the reliable information.

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

Some people say that journalists are given too much freedom. They often invade on people's private lives; they follow celebrities and print sensational stories about them, which are untrue or half-true. They take photos of them in their most intimate moments. The question is – should this be allowed? Do you remember how the paparazzi pursued Diana, Princess of Wales, to the scene of her death in Paris on August 31, 1997? Who was guilty of that accident? It is quite possible that journalists were, isn't it?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as we know, is believing. Besides, it's much more difficult for politicians to be in front of the cameras than on the pages of a newspaper. There isn't any person in our country that hasn't seen Savik Shuster's TV talk show "Freedom of Speech", is there?

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

Newspapers do not react to events as quickly as TV, but they usually provide us with extra details, comment and background information.

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

(Source: Kyiv Post, April, 15, 2007)

4.

Read the statements about the mass media given below. Say if they are true or false according to the article of Ex. 3.

1. The mass media is an essential part of life of modern people.
2. Newspapers, radio and TV prefer to make reports, or give information about extraordinary events.
3. Sometimes newspaper's journalists and TV or radio reporters use inadequate information and facts.

4. It's much more difficult for politicians to be in front of the cameras than on the pages of a newspaper.
5. People say that some journalists assume the right to meddle with other people's lives.
6. All journalists print various stories about the famous people and don't care about it.
7. People like to watch TV news more than listen to the radio and read newspapers because TV is a thrilling sight.
8. Politicians don't like to take part in a quiz show or talk show on TV because of falsehood.
9. You can listen to the radio everywhere you want and you won't disturb the public peace.
10. Newspapers, radio and TV react to events together at the same time.
11. The Internet is a new and important source of information but it doesn't react to events as quickly as TV.

5. Match the words (1–8) with their definitions (a–h).

| | |
|-------------------|--|
| 1. The mass media | a) <i>new information about something that has happened recently; reports of recent events on TV, radio, news papers;</i> |
| 2. Television | b) <i>a famous person;</i> |
| 3. A newspaper | c) <i>facts or details about somebody or something;</i> |
| 4. The news | d) <i>sources of information and news such as newspapers, magazines, radio and television, that reach and influence large numbers of people;</i> |
| 5. The radio | e) <i>the system, process or business of broadcasting television programmes; a piece of electrical equipment with a screen on which you can watch programmes with moving pictures and sounds;</i> |
| 6. A reporter | f) <i>a set of large printed sheets of paper containing news, articles, advertisements, etc. published every day or every week;</i> |
| 7. A celebrity | g) <i>a person who collects and reports news for a newspaper, radio or television;</i> |
| 8. Information | h) <i>the activity of broadcasting programmes for people to listen to; the process of sending and receiving messages through the air, using electromagnetic waves.</i> |

6. Complete the sentences with the words and phrases from the Vocabulary File (see Ex. 3).

1. play an important part in our lives.
2., and especially inform us of what is going on in this world.
3. is a newspaper with small pages and short articles, a lot of pictures and stories about famous people.

4. Serious journalists and try to be fair and prove us with reliable information.
5. Good doesn't usually make headlines.
6. People say that journalists often on people's private lives.
7. When something is not true it is called
8. People like to watch TV news because TV is
9. The reporters follow and print information about them.
10. The paparazzi Diana, Princess of Wales, to the scene of her death in Paris on August 31, 1997.

- 7.** a) Work individually. Write five questions to the text of Ex. 3, p. 146.
 b) Work in pairs. Discuss the questions with each other. Then make a short dialogue and act it out.

- 8.** Look at the photos and describe them. What are the people doing?



- 9.** Listen to what people say. Match the sentences (1–4) to the speakers 1–4. Can you find the speakers on the photos to Ex. 8?

1. As I am a reporter for the newspaper I have to know all the news before they appear on the screen, so I prefer to surf the Internet and get all the necessary information.
2. I am a very busy person, you know, lessons, sports club, no free time at all, so I just listen to the radio and get all the news of a day and my favourite music.
3. We often listen to the radio but most of all we enjoy watching TV, because it shows all kinds of programmes and films to satisfy our interests.
4. Of course, I watch TV with my family, but reading the newspaper before my breakfast has become an everyday habit for me.

- 10.** Work in pairs. Discuss the advantages and disadvantages of the mass media. Copy the table and complete it in your exercise-book. Use the information from the text of Ex. 3 on p. 146 or your own ideas.

| The Mass Media | |
|----------------|---------------|
| Advantages | Disadvantages |
| ... | ... |

11. a) Work in small groups. Discuss the question.

Which kind of the mass media is the most important for people and society?

- b) Speak in class. Make a short presentation in class. Start like this:

To my mind, the mass media play an important part in the life of people and society. I also think (But I don't think) that...

12.  Write a short summary of the text of Ex. 3 on p. 146. Express your attitude to the modern mass media. Include the following:

1. The importance of the mass media for the society.
2. The sources of information in the modern world.
3. My personal likes and dislikes in the mass media, my attitude to them.

Lessons 3-4. Television and Radio

1.  Look at the photos and answer the questions.



1. "The Freedom of Speech" 2. "The News" 3. "Malakhov Plus" 4. "Ranietky"
5. "Kadetstvo" 6. "Friends"

1. What kinds of programmes can you see on the photos?
2. Which of the programmes are popular nowadays? Which of them do you watch?
3. Are there any TV programmes that have recently become your favourite ones?
4. Are there any programmes that bother you?

2. Read the information about radio and TV in Great Britain. Can you guess the meaning of the highlighted words from the context?

Watching television is one of the great British pastimes. Broadcasting in the United Kingdom is controlled by the BBC* (British Broadcasting Corporation) and IBA (Independent Broadcasting Authority). The BBC receives its incomes from the government, but the private companies controlled by the IBA earn money from the advertising.

National radio is controlled by the BBC, and listeners can choose from four stations. Radio 1 is a pop music station with news and magazine-style programmes. Radio 2 plays light music and reports on sport. Radio 3 plays classical music whilst Radio 4 has news programmes, drama and general interest programmes. There are many local stations, some private and some run by the BBC. Their programmes consist mainly of music and local news.

The BBC has two TV channels. The BBC 2 has more serious programmes and news features. The IBA is responsible for looking after the regional independent TV (ITV) companies who broadcast their own programmes. There is a break for advertisements about every 15–20 minutes. The most popular independent channel is called Channel 4 and it has more specialized programmes than the main channels. In general people think the programmes offered on the British television are of a very high standard. Some people, however are becoming worried about the amount of violence on TV, and the effect it may have on young people.

3. a) Read and complete the sentences.

1. Broadcasting in the United Kingdom is controlled by
2. The BBC receives its incomes from
3. The private companies receive their income from
4. National radio in the UK has stations.
5. The BBC has TV channels.
6. In general people think the programmes offered on the British television are

b) Speak in class. Talk about television and radio in Great Britain. Compare them to those in Ukraine. What are the most popular television and radio programmes in Ukraine?

4. a) Look at the list of different kinds of programmes and read their definitions. Say which of them you usually watch or listen to. Give examples of the programmes which are broadcast on the Ukrainian TV channels. If you have difficulties with any words consult the dictionary.

A news programme is a programme that is broadcast several times a day, which tells you about the most important current events in the world.

A comedy programme is a funny programme with a lot of jokes and tricks.

A wildlife programme is a programme about animals and plants.

A show is a programme on television or the radio that is intended to be entertaining or funny.

A game/quiz show is a show in which people play games and answer questions in order to win prizes.

A talk/chat show is a show in which famous people talk about themselves and answer the questions about their lives, opinions.

A morning/breakfast show is a show broadcast early in the morning, which includes news and conversations with famous people.

A makeover show is a show in which designers decorate someone's house or change their garden, so that it looks completely different.

A weather forecast is a short programme that tells you what the weather will be like.

A documentary is a programme that gives you facts and information about a serious subject, such as history, science, or social problems.

A soap opera is a television or a radio story about a group of imaginary people and their lives, which is broadcast regularly for many years.

A sitcom is an amusing programme in which there is a different story each week about the same group of people.

A drama is an exciting but serious play on radio or television.

A cartoon is a film, especially a story for children, that is made by photographing a series of drawings of people, animals etc, so that they seem to move.

A reality TV is a programme that shows real people in different situations and which do not use professional actors.

A phone-in is a programme, especially on the radio, in which people telephone the programme in order to give their opinions or ask a famous person questions.

b) Look at the pictures (A–K) and match them to the TV programmes you've read about. Fill in the chart with the types of programmes from Ex. 4a.



Types of Television or Radio Programmes

| Shows | Informative Programmes | Series |
|-------|------------------------|--------|
| ... | ... | ... |

5. Look through Ex. 4a on pp. 150–151 again. Find sentences with relative clauses and write them down in your exercise-book. Underline the relative clauses and state what type they are: defining or non-defining.

6.  Read the text quickly, ignore the gaps. Try to understand what it is about and what the main ideas are. Then fill in the gaps (1–5) with the sentences or phrases (A–E) to complete the text.

A can increase their knowledge by watching documentaries and programmes on practical subjects

B Although television can entertain and educate us

C especially in the evenings after work

D Americans watch it about four hours every day

E It is not healthy for people

*I*s Television a Good Thing or a Bad Thing?

98 % of homes in the US have at least one television, and on average **(1)** Television clearly plays an important part in most people's lives, but is this a good or a bad thing?

On the positive side, people use television as a way of entertaining themselves, **(2)** After watching a soap opera or reality TV show, people often like to talk about it with their friends the next day. Television also provides an opportunity to keep up-to-date with the news, and people **(3)** such as cooking.

Unfortunately, television also has many negative effects. **(4)** to spend several hours on the sofa watching the screen.

Sometimes people seem more interested in watching the TV than talking to their family. A lot of programmes, which are broadcast, are of a very poor quality.

(5) , we must not let it take over our lives.

(Taken from *Longman Essential Activator*)



7.



Work in pairs. Discuss the advantages and disadvantages of television. Use the information from the text and words and phrases from the Vocabulary File given below.

Vocabulary File

• to broadcast • to entertain • to keep up-to-date with the news • to be of a good/poor quality • to take over smb's lives •

8.

a) Work in pairs. Read, complete and act out the dialogue. Pay attention to the sentences with the gerund.

b) Write down the dialogue and underline all examples of the gerunds.

- What do you prefer, watching TV or listening to the radio?
- As for me,
- Do you like watching (listening to) the news (.....)?
- I don't mind watching (listening to) the news (.....), but I am fond of and I think such programmes are worth watching, because they show
- I agree with you, that can be useful for those who want to get but sometimes I just want to (have fun, relax, have a little rest from lessons). Then I switch on (turn on) my television (radio) and enjoy
- Yes, you have the point here. When I need some rest I don't mind a sitcom (a comedy programme, a quiz show,

9.



Put the words in brackets into the correct tense form and voice.

Information Please

Information Please (1) (to be) an American radio quiz show, created by Dan Golenpaul, which (2) (to air) on NBC from May 17, 1938 to June 25, 1948. The series (3) (to moderate) by Clifton Fadiman (1904–1999). A panel of experts would attempt to answer the questions submitted by the listeners. If the panelists (4) (to stump), the questioner (5) (to earn) five dollars and a complete edition of the *Encyclopaedia Britannica*. As the years (6) (to go) by, the prize money (7) (to increase) accordingly. Panel regulars (8) (to include) writer-actor-pianist Oscar Levant (1906–1972) and newspaper columnists and renowned wits and intellectuals Franklin P. Adams (1881–1960) and John Kieran (1892–1981). All the panelists (9) (to be) in a wide range of topics, though each (10) (to have) a specialty. Music questions (11) (often, to address) to Levant. Adams (12) (to be) well known for his mastery of poetry and Shakespeare. Kieran (13) (to be) an expert in languages and botany. A typical question would have three or four parts and would require the panelists to get a majority of the questions right, lest they lose the prize money. The show would always have a fourth guest panelist, usually either a celebrity, a politician or a writer. The show (14) (to be) as much a comedy as a quiz show. The panelists (15) (to display) a quick wit in answering the questions.

(Taken from *Wikipedia*, the free encyclopedia)

10.  You are studying English at a summer school in Brighton. Tonight you are celebrating your friend's birthday in a café. But there is a TV programme you want to see by all means. Read the TV Guide given below and choose the programme that you would like to see.

The TV Guide

- 6.00 p.m.
The Day after – American sci-fi
- 7.30 p.m.
Rock Circus – The story of rock and pop music from the 1950s onwards
- 9.00 p.m.
The Village – American horror film
- 10.45 p.m.
The Human Body 4: The Nervous System – English documentary



Write a note of 50–100 words to your roommate, Peter, and ask him to record it for you. Include the following points in your note:

- why you can't stay at home tonight;
- which programme you want to be recorded;
- why you are interested in that programme.

Begin your note like this:

Introducing a TV Programme

Hi Peter,

I'd like to tell you about an interesting TV programme that'll be shown this coming Thursday. It'll be on from 9 to 10 p.m. on Channel 4.

It's a part of a series called "Mysteries of Human Biology". The subject of the programme is the human brain – how it functions and how it can malfunction. Topics that will be covered are dreams, memory, and depression. These topics are illustrated with outstanding computer animation that makes the explanations easy to follow.

Make an effort to see this show. Since we've been studying the nervous system in class, I know you'll find it very helpful.

.....

Lessons 5-6. My Favourite TV Programme



Listening Lab

1. You are going to listen to the text about the first television programmes for children in the USA. Look at the photos before you listen to the text. Try to guess the answers to the following questions.

1. Do you know when the first programmes for children were broadcast in the USA?
2. What kind of programmes were they?



2. Listen to the text and choose the correct item to complete the sentences.

1. The American Broadcasting Company first aired on August 19, 1950.
 - a) soap operas
 - b) Saturday morning television shows for children
 - c) TV news
2. The first to perform for television was Burr Tillstrom, who broadcast live from the New York World's Fair in 1939.
 - a) news presenter
 - b) host of the show
 - c) children's entertainer
3. At the beginning the network offered per week.
 - a) just two hours of programming
 - b) only three hours of news
 - c) two days of programming

4. Children's television developed during the early years.
 - a) rapidly
 - b) slowly
 - c) successfully
5. The Columbia Broadcasting System began airing in 1955.
 - a) quiz shows for children
 - b) films for children
 - c) animated cartoons
6. Beginning in the early 1960s, networks broadcast cartoons
 - a) on weekend mornings
 - b) every day
 - c) in the evenings

3. Look through the Oprah Winfrey Show title card. Answer the questions given below.

1. What kind of programme is The Oprah Winfrey Show?
2. Who has it been created by?
3. Who is starring in the show?
4. What country is a home of the show?
5. How long is the show on?
6. When did the show start?

The Oprah Winfrey Show Title Card

| | |
|--------------------------|-----------------------------|
| Format | Talk Show |
| Created by | Oprah Winfrey |
| Starring | Oprah Winfrey |
| Country of origin | United States |
| Running time | 60 min |
| Original run | September 8, 1986 – present |





4. Read the article about *The Oprah Winfrey Show*. Five sentences have been removed from the text. Put the sentences (A–F) into the correct gaps (1–5). There is one sentence, which you don't need.

- A Oprah eventually transformed her series into a more positive, spiritually uplifting experience marked by book clubs, celebrity interviews, self-improvement segments, and philanthropic forays into the world events.
- B becoming one of the first nationally-syndicated daytime talk shows to do so.
- C But in a 2007 interview with Larry King, Oprah said that in 2011 she will not renew her contract, thus ending the show.
- D Winfrey has interviewed a lot of political and public figures during the past twenty years.
- E The TV programme is the highest-rated talk show in the American television history.
- F It made the top 50 of TV Guide's countdown of the greatest American shows of all time in 2002.

Oprah Winfrey Show*

The Oprah Winfrey Show (often simply referred to as **Oprah**) is a United States syndicated talk show, hosted and produced by its namesake Oprah Winfrey.

1.

It is currently the longest-running daytime television talk show in the United States, having run since September 8, 1986. The show is renewed through 2011.

2.

Oprah has been included in *Time* magazine's shortlist of the best television series of the twentieth century in 1998.

3.

The show is highly influential, especially with women, and many of its topics penetrate into American pop-cultural consciousness. While early episodes of the show explored social issues,

4.

The show began broadcasting in High Definition beginning with its 2008–2009 season premiere episode on September 8, 2008,

5.

That season premiere was broadcast from Chicago's Millennium Park and featured over 175 athletes from the U.S. Olympic Team including gold-medalists Michael Phelps, Misty May-Treanor, Kerry Walsh, and Kobe Bryant.

5. Read the tips which will help you to write about your favourite TV or radio programme successfully.

Programme Review

Before you start writing, consider what you want to tell your readers about the film/TV programme/radio programme.

- Do you want them to see it? Why?
- A programme review usually contains the following elements in the given order:
 - 1) a brief summary of the plot;
 - 2) the aim of the host of the programme;
 - 3) the structure;
 - 4) the assessment.

- Start by mentioning what kind of programme it is:

"How to Become a Millionaire" is a quiz show.

I watched "Tigers in Danger" wildlife programme.

- Say who takes part in the programme, who conducts it, for example:
The famous Ukrainian actors Bohdan Stupka and Olha Sumska were the guests of the programme. The host of the show, Dmytro Gordon, asked them a lot of questions about...

- Give the programme background, for example, short biographies of the guests (in a talk show) or the rules of the game (if it is the quiz show) or the short summary of the previous events (if it is a sitcom, a drama or a soap opera).

- Say what you liked or disliked in the programme.

- Recommend or don't recommend the viewers/listeners to watch/listen to the programme. Support this with some evidence.

6. Work individually. Complete the questions with one word. Then listen and check your answers.

1. What's last TV programme you watched ?
2. Was it a TV film, was it a talk show?
3. Why did you choose watch it?
4. Who did you watch it?
5. What did you think was good it?
6. Was there you didn't like?
7. Who was it directed?
8. Who was starring the programme?
9. Did you a lot of new information?

7.



Work in pairs. Discuss the questions of Ex. 6.

8.



Think of a programme you have seen recently. Write down a review of this programme. Start like this:

Watching television is for me. I am fond of different kinds of TV programmes. I enjoy watching (name the programmes that you like). Recently I have seen

Lesson 7. A School Radio Programme

Project Work

1.



Your class is planning to start a school radio programme. Work in groups. Discuss the questions.

1. What kinds of programmes are you going to make?
2. Which topics for radio programmes will be the most interesting for your class/the pupils of your school?

2.

Share the duties among your classmates. Choose who is going to be a host of the programme. Decide who is going to be responsible for:

- writing scripts;
- music;
- advertisements;
- technical support.

3.

Discuss the project of your first radio programme.

2.

Make a short presentation of your model of the school radio.



Lesson 8. Test Your Skills

1. Put the words in brackets into the gerund form.

Channel 4 to Show Us The Family



A typical British family is (1) (worth/to be) the subject of a major new documentary series for Channel 4 that will reflect family life like never before.

The TV viewers (2) (can't help/to wait) new series of six hour-long films, with the working title *The Family*, which will be broadcast later this year.

Production company, Firefly, is in the process of (3) (to look) for the family that is a perfect example of family life in 2007 Britain. They will (4) (start/to film) the family over a period of six months to "present a revealing and definitive chronicle of the modern British family."

The Deputy Head of documentaries Simon Dickson said: "People (5) (look forward to/to see) the family as the institution that tells us more about the way we live today than any other. This minutely observed and honest portrait will offer an insight into how a large British family responds to the different challenges and pressures that life throws at them." Nick Curwin, the Managing Director of Firefly, says: "This is a hugely exciting, ambitious project and Firefly's biggest to date. (6) (to monitor/to reveal) of family life in this way will make fascinating television."

The viewers will be the judge of that, won't they?

2. Put the verbs in brackets into the correct tense form and voice.

Information Please on Television

The famous radio programme *Information Please* (1) (to go) to television in 1952. From June 29 to September 21, it (2) (to telecast) by CBS on Sunday nights at 9.30 p.m. Fadiman, Adams and Kieran (3) (to be) back in their usual seats, along with two guest celebrities, but that (4) (to turn out) to be the programme's last moment of glory.

The popularity of the series also (5) (to lead) to film shorts (1940-1943) and two card games. The show (6) (to satirize) by the zany panel of radio's *It Pays To Be Ignorant*.

A variation of *Information Please*, this time a programme (7) (to devote) exclusively to music with the same four-member panel format, (8) (to become) popular when it (9) (to televise) in Los Angeles in 1953. After two years of local success, *Musical Chairs* (10) (to become) a summer replacement series on NBC. The Bill Leyden-hosted game show (11) (to last) for eleven weeks on the national airwaves.

3.



Read the texts about television and radio in Britain. Answer the questions given below.

1. How much time do the British people spend watching television (listening to the radio)?
2. How many TV channels and radio stations are there in Britain?
3. What kinds of programmes can people watch (listen to)?

Television

People in Britain watch on average 25 hours of TV every week. Television viewing is Britain's most popular leisure pastime. About 96 % of the population of Britain have television in their homes. In 1999, 13 % of households had satellite television and 9 % cable television. It is estimated that about 10 % of household have two or more sets.

There are five main channels in Britain:

- two national commercial-free BBC networks, BBC 1 and BBC 2,
- commercial ITV 1, Channel 4 and Channel 5 services.

The BBC channels are commercial free while the other three have commercials. All the channels offer a mixture of drama, light entertainment, films, sport, educational, children's and religious programmes, news and current affairs, or documentaries. The BBC has been providing regular television broadcasts since 1936. BBC television productions come from main studios at the Television Centre in west London and other studios in various parts of London.

ITV 1 is the most popular commercial television channel in Britain, watched on average by 45 million people every week.



Radio

People in Britain listen to an average 15 hours and 50 minutes of radio each week. The BBC has five national radio networks which together transmit all types of music, news, current affairs, drama, education, sport and a range of feature programmes. There are also 39 BBC local radio stations, and national radio services in Scotland, Wales and Northern Ireland.

4.  Listen to the text about Trevor Bayliss and his invention. Say if the statements are true or false.

1. After studying engineering at college, Trevor Bayliss became a businessman and an inventor.
2. Many of his inventions were designed to help disabled people.
3. In 1993, he saw a programme on television about the clocks.
4. Many people in Africa could afford electricity or batteries for radios.
5. Trevor invented a radio that worked by a clockwork.
6. Trevor's clockwork radio was shown on South Africa television.
7. A South African businessman and an accountant heard about Trevor's invention and set up a company to make clockwork radios.
8. A clockwork radio was very high-tech, that's why it was a great success.
9. Trevor received several awards for his invention, including one from the Queen.

5.  Make a report or a presentation on one of the following topics.

1. The influence of the mass media on our lives.
2. Good and bad aspects of television.
3. If I were a producer of TV or radio programmes...

6.  Sometimes great novels or short stories are adapted to be TV mini-series, series or TV movies. What's your opinion about this? Are they sometimes as good as or better than the original? Write a short story, support it with the relevant examples.

Self-Assessment

Think of your records. Decide how well you know it.

4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> • talk about the role of the mass media • discuss the importance of radio and television • talk about different types of radio and TV programmes • talk about my favourite TV programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • understand the information during the discussion • do a multiple choice test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • read and understand my magazine article • find the necessary information quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • write an essay about my favourite TV programme | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit 7

Career Magic:

In this unit you will:

Listen, read and talk about...

- different professions
- choosing the profession for yourself
- career prospects

Learn how to...

- describe what people do

Practise/ Revise...

- modal verbs

Write/ Make...

- an essay



Wisdom Quotes

It's important to know that words don't move mountains. Work, exacting work moves mountains.

- Dante Alighieri

Work while you have the light. You are responsible for the talent that has been entrusted to you.

- Frederic Amiel

The secret of joy in work is contained in one word excellence. To know how to do something well is to enjoy it.

- Pearl S. Buck

I'm a great believer in luck and I find the harder I work, the more I have of it.

- Thomas Jefferson

We make a living by what we get, but we make a life by what we give.

- Winston Churchill

Work in pairs or groups. Discuss the quotations.

Lessons 1-2. The World of Professions

- 1.** Look at the pictures and name the professions. Do you know anyone who does these jobs? What qualities do you need for these jobs?



- 2.** Read the questions given below. Discuss them in class.

1. What professions are popular in the place where you live?
2. What professions do your parents/relatives have?
3. What kind of work would you be willing to do in future?
4. What wouldn't you do at all? Why?
5. Would you start your own business? If yes, what would it be? If not, why not?
6. Why is your education important to become a good professional in future?

3.

a) Look at the list of professions. Write them down into three groups. Which of these professions do you think are the most interesting? the most difficult? Why?

- a journalist • a computer programmer • a teacher • a designer • an engineer • a manager • a politician • a mechanic • a librarian • a cook • a nurse • a hairdresser • a worker • a musician • an artist • a shop assistant • an actor • a driver • a pilot • an accountant • a scientist • a businessman • a doctor • an economist • a farmer • a painter • a fisherman • a gardener • a lawyer •



| Working with People | Art Professions | Working with Machines |
|---------------------|-----------------|-----------------------|
| ... | ... | ... |

b) Work in pairs. Act out the dialogues. Use the words from Ex. 3a and the prompts given below.

1.

A: What does your mother do?

B: She's (an accountant). And yours?

A:

2.

A: Is your father an experienced (lawyer)?

B: Yes, he's a very experienced (lawyer).

A: How long has he been a (lawyer)?

B: He's been a (lawyer) for months/years.

3.

A: Is your (brother) still a student?

B: No. He's started working for a big company. He's a

A: Oh. That's interesting.

4.

A: What kind of job would you like to have in future?

B: I'd like to be a And what would you do for a living?

A: I think I'll

4.



You are going to read the text about the qualities which are required for different kinds of professions. Read the text and say what profession is good for you. Comment on your choice.

Choosing a Profession

People are always asked what they want to be when they leave school. I think it's a pretty tricky question to answer, especially when getting a job seems such a long way off.

Magazines for teenagers often offer questionnaires and surveys to help young people see their interests and **abilities** more clearly and make a decision concerning their **future career**. Special tests can find out what a person **is best suited for**.

Those who like to work with machines can get a profession of a mechanic, a driver, a pilot, a computer programmer etc. Those who like to work with people can be doctors, teachers, lawyers, shop assistants, hairdressers etc.

When you are choosing a profession, you should keep in mind all **the necessary qualities**, which are required for it. If you don't possess them, you have to try to develop them in yourself.

People, who are active, energetic, "green", tidy, practical and organized can choose a profession of a vet, a postal worker, a dog trainer, or a zookeeper.

If you like adventures, trips, learning culture and traditions of other people you can be an archaeologist, an explorer, or a tourist guide.

If you are interested in science and research you might be a scientist or **an inventor**. Those who are fond of working with numbers can get success in the career of **an accountant** or a banker.

If you want to become a teacher, a nurse, a dentist, a doctor or **a firefighter**, you must be helpful, caring, calm, patient, friendly, cheerful and outgoing.

If you are logical, critical, ambitious, and quick-minded, you might be a computer specialist, a politician, a businessman, or an advertising instructor.

The world of professions is rich and exciting. Some jobs are traditionally considered to be "women's jobs" and some "men's". There are some jobs where both men and women work successfully. What is really true is that all professions are important, wonderful and necessary.

A high qualification makes a person **fit for a certain position**. "Every man is the maker of his own fortune," Richard Steele wrote. The person who wants to be highly qualified must have good education first of all. A young person can best approach the future when enriched with knowledge of many different subjects. That can really help to get a better job, develop career and get success in life.

5. Look through the text and try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult the dictionary.

Vocabulary File

• to make a decision • abilities • future career • the necessary qualities • to be best suited for • a firefighter • an inventor • to succeed • an accountant • a high qualification • to fit for a certain position •

6. Look through the text of Ex. 4 on p. 167 again and complete the sentences.

1. Our parents and teachers can guide us and help us concerning our future plans.
2. Magazines for teenagers often offer quizzes and surveys to help young people to see their interests and
3. Special tests can find out what a person
4. When you are choosing a profession, you should keep in mind all, which are required for it.
5. The world of professions is
6. A high qualification makes a person

7. Find the words in the text of Ex. 4 on p. 167 to match the following definitions.

1. It is a person whose job is to repair machines, engines of cars.
2. It is a person who takes care of people in hospital, makes injections and gives medicines to patients.
3. It is a person who knows laws very well and can represent somebody's interests in the court.
4. It is a person whose job is to keep or check financial accounts.
5. It is a person whose job is to sell things in a shop or a supermarket.
6. It is a person whose job is to put out a fire.
7. It is a person who travels to unknown places in order to find out more about them.
8. It is a person whose job is to collect and write news reports for newspapers, magazines, radio or television.

8. Complete the sentences with the words from Ex. 7.

1. If you see something on fire you should call
2. Newspapers and TV channels are always in search of talented
3. This supermarket can be proud of its
4. His mother works in hospital. She is
5. Mary has to keep and check accounts, because she is
6. If you need to mend your car you should go to
7. She has to know laws very well because she is
8. Her father travels a lot. He must be

9. a) Speak in class. Describe the photos on p. 169. Where do these people live? What are their professions?

b) Work in pairs. Answer the questions about the photos.

1. What do people on the photos do?
2. Where do they work?
3. Is their work easy (difficult)?
4. What is the difference between the work that people do in the city (town) and in the country?
5. What professions are popular with those who live in the city and in the country?



10.



Write a few sentences about the professions the members of your family have. Use the questions given below as a plan. Present your work in class.

1. What do your parents (grandparents) do?
2. Where do they work?
3. What do they think about their jobs?

Lessons 3-4. A Day in the Life of...



Reading Lab

1.

Write down as many jobs as you can in 3 minutes. Next, decide and say which of these jobs:

- you would most like to do;
- you would least like to do;
- is well-paid;
- is the most prestigious;
- is the least popular;
- is the most dangerous;
- is the least stressful.

2. a) Look at the list of qualities. Consult the dictionary if you don't know any of them.
b) Say which of the professions, described in Lessons 1–2, they are necessary for.

• ambitious • calm • careful • caring • communicative • creative • decisive • dedicated • easy going • energetic • flexible • friendly • hard-working • helpful • honest • humorous • imaginative • intellectual • intelligent • organized • persuasive • quick-minded • responsible • supportive • tactful •

3. a) You are going to read the text about a day in the life of a zoologist. Read and order the paragraphs (A–D).
b) Say what the main responsibilities of a zookeeper are.

A Day in the Life of a Zoologist

A Zookeepers in small zoos have to work with all the animals, while those in larger zoos *specialize*. Because animals must be cared for around the clock, zookeepers can work a variety of *schedules*. When *emergencies* arise, like illness, the keeper may put in extremely long hours.

B The zookeeper has to provide the daily care of feeding, cleaning, and monitoring the animals and their habitats. As the health of the animals is in the hands of the zookeeper, he or she must prepare the food according to each animal's specialized diet. A zookeeper should make sure that they have enough water, he or she should also feed and groom them, and clean both the animals and their grounds.

C A day at the zoo with a zoologist can find him or her employed in one of three fields: *curating*, directing, or zookeeping. Curators and directors work closely together to *determine* the best way to contain the animals, *maintain* their habitats, and manage the *facility*.



D When animals *transfer* locations, the zookeeper must attend them and arrange their new environment. The zookeeper should *supervise* the animals and record their activities continuously. If the keeper notices any change in the animal's behaviour, he/she must bring it to the attention of the veterinarian. The zookeeper often trains the animals to move in ways that can help veterinarians examine them.

- 4.** Look through the text above and try to understand what the highlighted words mean from the context. If you have any difficulties, consult the dictionary.

Vocabulary File

- to specialize • a schedule • an emergency • curating
- to determine • to maintain • a facility • to transfer • to supervise •

- 5.** Find a word or phrase in the article that has a similar meaning to each of these phrases. Read the sentences with them.

1. To do a job -
2. An unexpected and dangerous situation -
3. To be concerned about something -
4. To limit your business to a particular activity -
5. To give something to someone -
6. The kind of food that a person or an animal eats every day -
7. To teach someone the skills of a particular job or activity -
8. To be in charge of an activity or a person, and make sure that things are done in the correct way -
9. To move from one place to another -

Grammar Lab

Modal Verbs

- 6.** Read the sentences and compare them. Say which of the sentences, 1 or 2, expresses:

a) ability:

1. My mother is a doctor. She treats patients.
2. A doctor can treat the patient's illness.

b) permission:

1. Office workers may have their break at 12 o'clock.
2. You may follow advice of your parents when you choose your future career.

c) advice:

1. If you like cooking so much, you should become a cook.
2. He can cook delicious dishes.

d) obligation:

1. That report will be finished today.
2. You must get that report finished today.

7. Read and choose the correct words to complete the sentences.

1. The modal verb usually *changes/doesn't change* the meaning of the sentence.
2. The modal verbs *can/cannot* be used in different tenses.
3. An infinitive without 'to' is used *after/before* modal verbs.

8. Read the information and say how the modal verb changes the meaning of the main verb.

Modal Verbs: Ability, Permission, Advice, Obligation

We can use modals (*can, could, may, must, should*) and semi-modals (*have to, ought to*) to express permission, ability, obligation, and advice.

While *modals* and *ought to* have only one form (*I should, he should, etc.*), *have to* changes its form depending on a person and tense.

She has to go home now.

Modals are never followed by the infinitive with *to*. Use the infinitive without *to*.

She could play the guitar when she was three.

Ability

- Use **can** to talk about ability **now** or **generally**.

The doctor can see you now. Terry can speak Arabic.

- Use **can** to talk about the **decisions made now about future ability**.

We can go the concert tomorrow, if you like.

- Use **will be able** to talk about **future ability**.

You will be able to take your driving test after a few more lessons.

- Use **could** to talk about **ability in the past**.

Tommy could read when he was two years old.

Can cannot be used as an infinitive. Use **to be able to**:

I'd love to be able to go on a round-the-world cruise.

(**NOT:** *I'd love to can go on a round-the-world cruise.*)

Permission

- Use **can, could** or **may** to ask for and give **permission now, for the future, or generally**. They mean the same thing, but **could** is **more polite than can**, and **may** is **more polite than could**.

Can/Could/May I go on the school trip next week?

- To talk about past permission, we don't usually use a modal.

I was allowed to go on the school trip. (NOT: ~~I could~~ go on the school trip.)

Note: We do use **could** to talk about **past permission in the Reported Speech**.

My parents said I could go on the school trip.

Advice

- **ought to** has a similar meaning to **should**

- Use **should** or **ought to** to ask for and give **advice now, for the future, or generally**. They have a very similar meaning, but **should** is much more common in spoken and written English (both formal and informal) than **ought to**.

You should/ought to eat less fast food.

Obligation

• We often use **must** for personal obligation now, in the future, or generally.

I must remember to get Dad a birthday present.

• **have to** has a similar meaning to **must**

• We often use **have to** for external obligation now, in the future, or generally.

I have to study for a test tonight.

• We also use **will have to** for future obligation.

I'll have to be more careful in future.

• For personal or external obligation in the past, use **had to**.

I had to tidy my bedroom last night.

Note: It is very unusual to use **must** for questions. We usually use **have to**.

Do I have to be at home by midnight?

You **mustn't** eat that! = Don't eat that!

You **don't have to** eat that. = You can eat it if you want to but it isn't necessary.

Must cannot be used as an infinitive. Use **to have to**:

I'd hate **to have to** go to school on Sundays. (**NOT:** I'd hate ~~to~~ must go to school on Sundays.)

9. Read and choose the correct words to complete the sentences according to the rules of Ex. 8.

1. We use to talk about future ability.
2. We use, or to ask for and give permission now, for the future, or generally.
3. We use or to ask for and give advice now, for the future, or generally.
4. We use or to express obligation.

10. Look through the text of Ex. 4 on, p. 167 again. Find the sentences with the modal verbs and write them down into your exercise-book. Underline the modal verbs and explain how they change the meaning of the main verb.

11.  Complete the sentences with the given modal verb and the words or phrases from the box.

a) *can*

• cook • to dance • to communicate • analyzing •

1. You choose a career of a journalist if you like with people.
2. Your soup is so delicious! You be a good

3. If you are good at working with computers and information, you be a computer analyst.
4. You very well. You be a good dancer.

b) should

- develop your professional skills • repairing cars • change your job
- get a high qualification •

1. Taras is good at He become a mechanic.
2. If you want to be successful in your career, you
3. If you, you do your best to prove that you are really a good specialist.
4. If you want to earn more money, you

c) have to / has to

- good with numbers • a uniform • good at spelling • heavy things •

1. A policeman wear
2. Accountants be
3. A secretary be
4. Builders carry

12. Match the halves (1–6) and (a–f) of the sentences. Fill in *might be* into the gaps.

| | |
|--|---|
| 1. Tania sings very well, | a) <i>so he a lawyer.</i> |
| 2. Andriy is interested in economy, | b) <i>so he a farmer.</i> |
| 3. Nina loves flowers, | c) <i>so she a painter or an interior designer.</i> |
| 4. Ihor knows laws and history very well, | d) <i>so she a singer in future.</i> |
| 5. Petro likes growing vegetables, | e) <i>so she a florist or a gardener.</i> |
| 6. Ann is good at drawing and painting pictures, | f) <i>so he a manager or an accountant.</i> |

13.  Speak in class. Talk about the specialists who work in the national parks and in the zoos. Describe their daily routine. What personal qualities do you think they possess? Why is their job so important?

14.  Think of a job (e.g. a doctor, a teacher, etc.) and write about a typical day of someone who does that job, as well as some typical characteristics of the job itself. Use the modal verbs and the text of Ex. 3 on pp. 170–171 as a model.

Lessons 5-6. Career Prospects



Listening Lab

1. a) You're going to listen to three people talking about their professions. As you listen, match each speaker with a picture given below.



A



B



C

b) Copy the statements into your exercise-book. Then listen to the speakers again and tick the statements: M (Mary), J (John), P (Patrick).

1. When I was studying at school my favourite subjects were Chemistry and Physics.
2. First I studied a lot at school: Maths, Computer Studies, English.
3. I'm happy that I can make medicines, which will help sick people.
4. Driving a truck or a van seemed a little boring to me.
5. I can say so, because I've made a lot of efforts to become a real professional!
6. I was sure that it would be a job connected with driving.

2. Look at the pictures on p. 176 and name the objects. Say who uses these things, what kind of job it is, where these people work and what they do.

Example.

- A:** A camera is used by a photographer. The photographer takes pictures of people, places, objects, and events. Photography is both an artistic and a technical job. A photographer uses his camera much the way an artist uses his brush, as a tool to show the beauty of the world around him.
- B:** A tractor is used by a farmer. Farmers work in the fields or on the farms. They plan their crops, grow vegetables, or take care of animals. Even with modern advances in farming technology, it's hard work requiring long, working hours. Farmers make difficult decisions about how to use the resources and deal with problems, such as insects, drought, and fire. Farmers also arrange for the storage, transportation, purchase, and sale of produced items.



- 3.** a) Work in pairs. Write a list of questions to ask your friends about the professions in Ex. 2. Start them with: *What...? Where...? Why...? How...?*
 b) Discuss the questions in small groups. Use the modal verbs, words and phrases from the Vocabulary File given below.

Vocabulary File

• to take a serious decision • to plan the steps • to achieve success in life • to choose • to get advice from • to develop natural abilities • to get good education • to support • to encourage • to take into consideration • to do someone's best • to be organized • job opportunities • to develop a personality • features of character •

- 4.** **Speak in class. Talk about different kinds of job. Use the plan to help you.**

1. Name of job.
2. Type of job: white/blue collar.
3. Type of workplace (office, factory, hospital).
4. Typical hours: regular, irregular.
5. Usual work schedule (e.g. 9 to 5).
6. Brief description of job duties (e.g. teach children to speak English).
7. Good points.
8. Bad points.
9. Would you like to do it? Why yes, or why not?

A **white-collar worker** is a person who has a job in an office, bank, etc.
A **blue collar worker** is a person who does manual work and has a job working in factories, building things, cleaning, etc.

5.



You are going to read the information about the child employment in the UK. Some sentences or phrases are missing. First read the text quickly, ignoring the gaps. Try to understand the main ideas of it. Then fill in the gaps (1–8) with the sentences (A–H) to complete the text.

A they will need to get a performance licence

B without taking a break of at least one hour

C They can do a part-time job.

D The youngest age children can work part-time is 13 years old

E the child's education will not suffer should that licence be granted

F may work a maximum of 35 hours per week

G during the school holidays in each calendar year

H or eight hours for 15 to 16 year olds



Sometimes children in the UK may want to work to earn some extra pocket money. (1) There are the rules that apply to children of compulsory school age.

Compulsory school age

Children are of compulsory school age up to the last Friday in June in the academic year of their 16th birthday, after which is **the Mandatory School Leaving Age (MSLA)** and the child can apply for their **National Insurance Number** and may work full time.

(2), with the exception of children involved in television, theatre, modelling or similar activities.

If a child is offered work in these areas, (3) Performance licences are issued by the local authority. Before granting a licence the local authority will check with the headteacher of the child's school to ensure that (4)

Children may not work:

- without an employment permit issued by the education department of the local council;
- in any industrial setting, e.g. factory, industrial site, etc.;
- during school hours;
- before 7.00 a.m. or after 7.00 p.m.;
- for more than one hour before school;
- for more than four hours **(5)** ;
- in any occupations prohibited by local by-laws or other legislation, e.g. pubs, betting shops;
- in any work that may be harmful to their health, well-being or education;
- without having a two week break from any work **(6)**

Term time

During term time children may work a maximum of 12 hours per week, of which:

- a maximum of two hours on school days and Sundays;
- a maximum of five hours on Saturdays for 13 to 14 year olds, **(7)**

School holidays

During school holidays 13 to 14 year olds may work a maximum of 25 hours per week, of which:

- a maximum of five hours on weekdays and Saturdays;
- a maximum of two hours on Sunday;

During school holidays 15 to 16 year olds **(8)**, of which:

- a maximum of eight hours on weekdays and Saturdays;
- a maximum of two hours on Sunday.

6. Read and say if the statements are true or false.

1. Children in the UK may work part-time at the age of 16.
2. The authorities give the permission for a teenager to start work if there are no problems with the child's performance at school.
3. Children can work in any branch of economy if they are working together with their parents.
4. During term time children are allowed to work no more than 10 hours a week.
5. Children can work during their summer holidays as much as they want but no more than 8 hours a day.
6. During school holidays children in the UK can work every day.

7. Read and complete the sentences.

1. Children are of compulsory school age up to
2. Children who are involved in television, theatre, modelling or similar activities
3. Performance license are issued by

4. Children may not work
5. There are special rules and regulations about child's work during
6. Children work because



Conversation Lab

8. Read and act out a situation.

You are going to take a part-time job during your summer holidays. You are discussing the situation with your parents. Explain them why you want to start working part-time. Ask them if they agree with your decision and your choice. Ask them for advice.

9. Work in pairs. Your pen-friend has written to you that he has got a part-time job. Ask him as many questions as you can to get more information about his job.



10. Read and complete the text with the correct modal verbs.

Finding a Career That's Right for You

In Ukraine the ninth-formers (1) (*can/may/must*) either continue their secondary education at school, or enter a technical college or a vocational school. While choosing a college or a vocational school for yourself, you (2) (*can/should/must*) decide what kind of job you want to have in future and what type of career would suit you better. First of all, think what (3) (*can/has to/have to*) motivate you as a person. Make a list of activities you've enjoyed both inside and outside school. What was it about them you liked? There is no right or wrong answer – but, for example, you (4) (*might/must*) find that you enjoyed: getting to know more about a particular subject, solving challenging problems, working as a part of a team, or meeting new people.

Once you've got a clear idea of your interests, you (5) (*should/must*) start looking for a career that matches up with them. Finding a rewarding career is important to most people and you (6) (*should/are able to*) take a little planning as well.

Advice of family and friends is vital to give you the best possible chance of getting into the career that you dream about. It (7) (*can/ought to*) be useful to get advice from the people who know you best, but they won't always know a lot about the career you're interested in.

Remember – it's your career. You know what you're good at and you know what you want to do.

Lesson 7. Top Ten Jobs in Ukraine

Project Work

1. Read the information from the Ukrainian magazine. Say what the most demanded jobs in Ukraine are.

According to the recent research, we may say that, during the previous year the most demanded job in Ukraine was the job of a sales manager (38 thousand vacancies were offered).

The second group of jobs in demand is: builders, mechanics, metal workers, drivers, cooks and so on. In the year 2007 there were 26 thousand vacancies.

As a rule, the majority of 25 thousand vacancies for economists and financiers were offered by the banks and insurance companies. Here is the list of jobs demanded in 2007–2008 in Ukraine:

| Position | Number of Vacancies |
|-------------------------------------|---------------------|
| Sales managers | 38580 |
| Workers | 26464 |
| Economists, financiers | 25785 |
| IT specialists | 17887 |
| Engineers, technologists, designers | 16117 |
| Accountants | 15247 |
| Secretaries, office managers | 14113 |
| Computer programmers | 11754 |
| Sales representatives | 11583 |
| Logistics managers | 10027 |

2. You've read a piece of information about the most popular jobs in Ukraine.

a) Work in groups. Make a list of 3–4 questions to do a survey. You can ask about:

- jobs that are popular in Ukraine today;
- jobs which will be popular in the future;
- professions that are out-of-date.

b) Interview a few people in English. You can talk to the teachers in your school, or members of your family who can speak English, your elder brother or sister. (You can look through the advertisements in the newspapers

or magazines about the vacancies in the place where you live and then exchange the facts you've found out with your classmates).

c) Prepare a leaflet or write a short report on your survey.

3.

Gallery Walk. Make a short presentation in class. Answer your friends' questions about the professions you've prepared the information about. Do all the groups get nearly the same results?

Lesson 8. Test Your Skills

1.



a) You'll hear people talking in three different situations. Listen and choose the correct item to answer the questions.

1. Where are the people at the moment?

Dialogue 1:

- a) in the office
- b) at the baker's
- c) in a café

Dialogue 2:

- a) in the restaurant
- b) at school
- c) in the office

Dialogue 3:

- a) at the cinema
- b) on a farm
- c) in the shop

2. Who is talking?

Dialogue 1:

- a) a shop assistant and a customer
- b) a doctor and a patient
- c) a taxi driver and a client

Dialogue 2:

- a) a chef and a waiter
- b) an accountant and a manager
- c) a boss and a secretary

Dialogue 3:

- a) two zookeepers
- b) a zookeeper and a visitor
- c) a father and a son

2. Complete the sentences with *might be* and the words from the box. Use a dictionary if it is necessary.

• a businessman • a chef • a farmer • a gardener • a lawyer • an opera singer • a flight attendant • a politician • a vet • a musician • a teacher •

Example:

Little Henry likes animals. When he grows up he might be a farmer or a vet.

1. Angela loves flying aeroplanes. She *might be*
2. George is interested in finance market.
3. Ann is fond of singing and she has a very loud voice.
4. Peter studies law at the university.
5. Alice dreams of being the Member of the Parliament.
6. John is good at cooking.
7. Mary likes planting flowers and trees.
8. Olia enjoys playing the piano.
9. Nancy adores playing with children.
10. Brian's family has got a farm. The boy spends hours helping his parents.

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

A Day in the Life of a Radio Producer

(1) as a radio producer for the last three years, but (2) a disc jockey at a small radio station for two years. Before that, (3) for a film studio. (4) into a new office here in London, which I'm really happy with. (5) all morning to write the news stories from the information collected from today's newspapers. Now I've got them all ready for the next news programme. So, at 12 o'clock (6) a news reporter. Luckily, (7) free half an hour later as Mr Brown, my assistant (8) an interview with one of the celebrities. (How (9) to arrange one?) I don't think I'll have nothing to do. If it were a bigger station, (10) be responsible for everything here.

- | | | |
|----------------------|----------------------|----------------------|
| 1. a) I am working | b) I've been working | e) I worked |
| 2. a) I've only been | b) I'm only | c) I was only |
| 3. a) I've worked | b) I've been working | c) I worked |
| 4. a) I just move | b) I've just moved | c) I was just moving |
| 5. a) I try | b) I've been trying | c) I'm trying |
| 6. a) I'll become | b) I become | c) I have become |
| 7. a) I am | b) I'll be | c) I'm going to be |
| 8. a) are having | b) was having | c) is having |
| 9. a) does he manage | b) did he manage | c) did she manage |
| 10. a) I wouldn't | b) I would | e) I will |

4. Rewrite the sentences. Use the infinitive or the gerund as in the example.

Example.

*It's good to help other people. – Helping other people is good.
Travelling is marvellous. – It's marvellous to travel.*

1. It is important to get a good education.
2. It's fun to organize a school party.
3. It's enjoyable to learn about different cultures.
4. Learning a foreign language is difficult.
5. Being a real professional is wonderful.
6. Working on a computer is exciting.



5. You are going to read the text on how to be a good team member. Some words are missing from the text. Your task is to choose the most appropriate word from the list (a–n) for each gap. There is one extra word that you do not need to use.

How to Be a Good Team Member

Your class is your first team. When your work (1) with others on the project or while (2) for a school party, you learn to be a good 'team member'. You are developing your social skills which will be necessary for you in future.

When you are (3) at a job, it is important to be a "team player". A team player works well with the other people on the (4) Employers like it when their (5) get along very well with one another and still get the job (6)

There are many things you can do (7) a good team player. When working with others, be (8) to compromise. Think of ways to solve problems. Do not demand (9) your ideas are used.

Show loyalty to your team. Be committed (10) the team's growth and improvement. Think of ways to help your team (11) its goals. Find the way to work in different conditions. Adapt to change in your work setting. Be responsible and accept new ways of (12) your job.

If you do these things, you will be a better team member. Your future employer will (13) your good work.

- | | |
|------------|------------------|
| a) doing | h) appreciate |
| b) job | i) team |
| c) to be | j) preparing |
| d) that | k) meet |
| e) working | l) done |
| f) to | m) cooperatively |
| g) willing | n) employees |



6.

Read and act out the situations.

1. You haven't decided yet what you'd like to do exactly after finishing the ninth form: either to continue your education at school or go to a college or a vocational school. Discuss this problem with your classmate. Ask him/her questions about his/her plans for the coming year.

2. You've decided to continue your education in a college. You are trying to choose the right educational establishment for yourself. Discuss this problem with your classmate. Use the plan given below.

- Say what sciences/school subjects you are interested in.
- Ask/Say if you're interested in dealing with people or not.
- Ask/Say if you prefer working in your parents' business to working in another company.
- Talk about the possibilities of further education in the future.
- Talk about the possibilities of getting a good job and studying after work.

7.

More teenagers choose prestigious professions like lawyers or economists, fewer choose eternal ones, such as doctors or teachers. Write an essay about the choice of professions in the modern world. What profession would you like to have? What are the advantages and disadvantages of this profession? What do your parents advise you?

Self-Assessment

Think of your records. Decide how well you know it.
4 = very well, 3 = OK, 2 = a little, 1 = needs to improve.

| Skills | Now I can... | 4 | 3 | 2 | 1 |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <ul style="list-style-type: none"> • talk about different professions • talk about career prospects • explain the reasons for choosing a profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • understand the information during the discussion • do a multiple choice test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • find the necessary information quickly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <ul style="list-style-type: none"> • write an essay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reader



Books to the ceiling,
Books to the sky,
My pile of books is a mile high.
How I love them! How I hide them!
I'll have a long beard by the time
I read them.

- Arnold Lobel



Text 1. An A for Mrs B



Before You Read

1. Answer the questions.

1. Is your class friendly?
2. Do you help your classmates with their assignments?
3. What do you learn from each other?



Vocabulary Notes

| | | |
|---------------------------------------|-------------------|---|
| announce | /ə'naʊns/ | <i>v</i> оголошувати |
| assignment | /ə'sainmənt/ | <i>n</i> завдання |
| be humbled | /hʌmbld/ | <i>phr</i> бути приниженим |
| be stunned | /stʌnd/ | <i>phr</i> бути ошелешеним |
| deserve | /dɪ'zɜ:v/ | <i>v</i> заслужувати |
| fight tears back | /tɪəz/ | <i>phr</i> стримувати сльози |
| get a passing grade | | <i>phr</i> отримати прохідний бал |
| get an A on the assignment | | <i>phr</i> отримати відмінну оцінку за завдання |
| have a walk in another person's shoes | | <i>phr</i> відчувати себе на місці іншого |
| insight | /ɪn'saɪt/ | <i>n</i> розуміння, інтуїція |
| misfit | /mɪs'fɪt/ | <i>n</i> невдаха |
| socially decent people | /'di:sənt/ | <i>phr</i> люди, з якими приємно спілкуватися |
| take into consideration | /kən'sɪdə'reɪʃən/ | <i>phr</i> брати до уваги |
| weird | /wɪəd/ | <i>adj</i> дивний |



Reading File

An A for Mrs B

I was sitting next to Missy in my ninth-form world history class when Mrs Bartlett **announced** a new project. In groups, we had to create a newspaper around the culture we were studying.

On a piece of paper we wrote the names of three friends we wanted in our group. After collecting all the requests, Mrs B informed us that she would **take into consideration** the names we chose and would let us know the results the next day. I had no doubt I would get the group of my choice. There were

only a handful of *socially decent people* in the class, and Missy was one of them. I knew we had chosen each other.

The next day I anxiously awaited the class. After the bell rang, Missy and I stopped talking as Mrs B called for our attention. She started to call out names. When she reached group three, Missy's name was called. *So I'm in group three*, I thought. The second, third and fourth members of the group were called. My name was not included. There had to be a mistake!

Then I heard it. The last group: "Mauro, Juliette, Rachel, Karina." I could feel the tears well in my eyes. How could I face being in that group – the boy who barely spoke English, the one girl who was always covered by skirts that went down to her ankles, and the other girl who wore *wired* clothes? Oh, how badly I wanted to be with my friends.

I *fought back tears* as I walked up to Mrs B. She looked at me and knew what I was there for. I was determined to convince her I should be in the "good" group.

"Why...?" I started.

She gently placed a hand on my shoulder. "I know what you want, Karina," she said, "but your group needs you. I need you to help them *get a passing grade* on this assignment. Only you can help them."

I was *stunned*. I was *humbled*. I was amazed. **She had seen something in me I hadn't seen.**

"Will you help them?" she asked.

I stood straighter. "Yes," I replied. I couldn't believe it came out of my mouth, but it did.

As I bravely walked to where the others in my group sat, I could hear the laughter from my friends. I sat down and we started. Different newspaper columns were assigned according to our interests. We did the research. Halfway through the week I felt myself enjoying the company of these three *misfits*.



There was no need for pretending – I grew sincerely interested in learning something about them.

Mauro, I found out, was struggling with the English language and his lack of friends. Juliette was also alone, because people didn't understand that she was only allowed to wear long skirts or dresses because of her religion. Rachel, who had requested to do the fashion column, wanted to be a fashion designer. She had a whole barrel of unique ideas. What a walk in another person's shoes did for me! They weren't misfits, just people that no one cared enough about to try to understand – except Mrs B. Her insight, vision and thoughtfulness brought out the potential in four of her students.

I don't recall what the newspaper's headline was or even the culture we wrote about, but I did learn something that week. I was given a chance to see other people in a new light. I was given the opportunity to see in myself a potential that inspired my actions in later years. I learned that **who we are is more important than what we are or seem to be.**

After that semester ended, I always received a friendly 'hello' from my group. And I was always really happy to see them.

Mrs B gave us an A on that assignment. We should have handed it right back, for she was the one who truly deserved it.

By Karina Snow

(Taken from *Chicken Soup for the Teenage Soul II*)



Building Up Vocabulary

2. Match the words and phrases (1–8) with their definitions (a–h).

| | |
|--------------------------------|---|
| 1. To create | a) to persuade somebody to do something; |
| 2. An assignment | b) to decide definitely to do something; |
| 3. A request | c) a careful study of a subject, especially in order to discover new facts or information about it; |
| 4. Anxiously | d) to make something happen or exist; |
| 5. To convince | e) to make somebody have a particular feeling or emotion; |
| 6. A research | f) a task or a piece of work the pupils are given to do; |
| 7. To be determined to do smth | g) something that you formally or politely ask for; |
| 8. To inspire | h) feeling worried, nervous, or wanting something very much. |

3. Choose the correct words from the text to complete the sentences.

1. I was sitting next to Missy in my ninth-form World History class when Mrs B a new project.
2. Mrs B informed us that she would the names we chose.

3. The next day I awaited the class.
4. I her I should be in the "good" group.
5. I as I walked up to Mrs B.
6. I felt myself enjoying the company of these three
7. I was given the opportunity to see in myself a potential that my actions in later years.
8. Mrs B was the one who truly an A on that assignment.

4. Find the words in the story to talk about:

- a) preparations for the new project;
- b) the members of Karina's group;
- c) the outcomes of the project.



Comprehension Check

5. Work in pairs. Discuss the questions.

1. What assignment did Mrs B announce?
2. How did the pupils choose the members of their groups?
3. What happened the next day?
4. Why did Karina feel tears in her eyes?
5. How did she feel through the week?
6. What did the girl understand that week?

6. Choose the correct item to complete the sentences.

1. In groups, the pupils had to
 - a) clean the classroom
 - b) create a newspaper around the culture they were studying
 - c) make stories about their school
2. On a piece of paper the children wrote
 - a) their names
 - b) the assignment for the project
 - c) the names of three friends they wanted in their group
3. After the bell rang, Missy and Karina stopped talking as
 - a) Mrs B called for their attention
 - b) Mrs B came into the classroom
 - c) the lesson started
4. Karina was included into
 - a) her friends' group
 - b) group four
 - c) the best group
5. Mrs B asked Karina
 - a) to help her check up the assignments
 - b) to help group four get a passing grade on this assignment
 - c) to prepare an assignment for group four

6. Karina was given a chance
a) to help other people
b) to see other people in a new light
c) to make a project with her friends



Reading and Thinking

7. Complete the statement.

The text is about

- a) the project on World History
b) understanding other people
c) teacher's wisdom

8. Number the events in order they happen in the story.

- A. Karina learned that who we are is more important than what we are or seem to be.
B. Karina was included into group four.
C. Mrs B announced a new project.
D. Karina had no doubt that she would be in group with her friends.

9. Read and say if the statements are true or false.

1. Mrs B announced a new project on World Literature.
2. The children had to create a newspaper around the culture they were studying.
3. Karina had no doubt that she would be in group four.
4. Karina was included into her friends' group.
5. Halfway through the week Karina felt herself enjoying the company of her friends.
6. Karina learned that the members of her group weren't misfits, just people that no one cared enough about to try to understand – except Mrs B.

10. Say what helped Karina understand that who we are is more important than what we are or seem to be.

11. Complete the sentences given below.

1. Mauro, as Karina found out, was struggling
2. Juliette was also alone, because
3. Rachel, who had requested to do the fashion column,
4. They weren't misfits, just



Discussing the Story

12. Talk about the project the children had to do. What do you think they were going to write about?

13. Say why Karina was amazed when she found out who she was going to work with and what character traits she discovered in her classmates later. How did the teacher help the children understand each other better?



14. Talk about your personal experience. Have you ever had similar situations in your school life? How did you feel then? What did you understand as the result of the project? What new character traits did you open in your classmates?
15. You are to interview Karina about her school life and school friends. What do you think she can tell you about the project she participated in? Act out the dialogue. Start like this:

- Hello, Karina. I'm from "School Life". I'm working on the article about teenagers' school life.
- Hello, I'm glad to meet you.
- Well, I'll



16. Write an essay on the topic "Who we are is more important than what we are or seem to be". Use real-life examples to support your ideas.

Text 2. A Rescued Dog



1. Answer the questions.

1. Do you/your friends have a pet?
2. Have you/they ever lost it?
3. Who helped you/them find the pet?





| | | |
|-----------------------|-----------|---|
| budge | /bʌdʒ/ | v рушити з місця |
| cause | /kɔ:z/ | n (тум) винуватець |
| coax | /kəʊks/ | v вмовляти |
| dart | | v мчати стрілою |
| false leads | | phr неправильні спрямування |
| frantic | | adj знавіснілий |
| irrelevant | | adj недоречний |
| pooch | /pu:tʃ/ | n (ам.) песик дворняжка |
| prank | | n жарт, витівка |
| release the horn over | | phr дати попереджувальний звуковий сигнал |
| rescue | /'reskju/ | v рятувати |



A Rescued Dog

My parents and I were driving down Macadam Ave in Portland OR in September 1996. We were on our way from Lake Oswego to Portland one night at about 10 o'clock. We were almost to the edge of Lake Oswego when the traffic in front of us stopped suddenly. I was in the passenger seat, and all I could see was something in the middle of the street, which for some reason, I assumed was a cardboard¹ box. As we started to pass by, the 'box' stood up and started *darting* through the traffic.

Once I realized it was a dog who had been hit by a car, my dad stopped our car, I got out and started moving the dog off the road. Another car pulled off the road and called the Lake Oswego police to come and help *rescue* the animal. I was finally able to get this very scared and *frantic* dog off the road, and to sit and stay in one place (wedged between the highway and a railroad track). The small, blonde *pooch* was too afraid to let us come near him, so we just sat near him and tried to calm him down with our voices.

After about 30 minutes of sitting there alongside the busy road, a train approached, and seeing us sitting not more than six feet from the tracks, *released the horn over* and over and over again to warn us away. VERY fortunately, the dog didn't budge. After another 30 minutes, with no sign of the police, I was able to get a nearby gas station to buy a bottle of water and a dog biscuit to our *cause*. We finally *coaxed* the dog into the back of our car and we took him home.

¹ Cardboard *adj* – картонний.



We found a name and a phone number on his dog tag and phoned the owner. A woman answered the phone, we told her we found her dog, and she proceeded to ask us all sorts of seemingly **irrelevant** questions. She finally told us that the dog had been missing for two weeks and had travelled from deep in Southeast Portland (on the other side of the river!). Her husband had been up almost every night for the last two weeks searching and searching for the dog. Several **prank** phone callers had called with **false leads**, thinking it was a pretty funny joke to get the owner to jump in his car and drive several miles just to find his dog nowhere in sight. She was able to contact her husband and within 10 min his car pulled up in front of our house.

'Peanut', as we later learned was the dog's name, was still sitting in the back of our car and his owner parked right behind us. As soon as he saw his dog, his head fell to his hands and he started crying uncontrollably. Peanut recognized the car and immediately began to jump up and down. They were obviously both **VERY** happy to see each other again after two weeks.

About a week later we received a card in the mail from Peanut, complete with a picture and a really nice note, thanking us for saving him and reuniting him with his dad - Peanut's injuries from the car that hit him were very minor.

It still makes me really happy to think about that story.



Building Up Vocabulary

2. Match the words and word combinations (1–8) with their definitions (a–h).

| | |
|---------------------|---|
| 1. To rescue | a) to be put or squeezed tightly into a narrow space, so that it cannot move easily; |
| 2. A railroad track | b) to bring two or more people/friends together again after they have been separated for a long time; |
| 3. To approach | c) a small piece of paper or plastic attached to a dog collar to give information about it; |
| 4. To be wedged | d) to save somebody or something from a dangerous or harmful situation; |
| 5. A dog tag | e) harm done to a person's or animal's body, for example, in an accident; |
| 6. To calm down | f) rails that the train moves along; |
| 7. An injury | g) to come near to somebody or something; |
| 8. To reunite | h) to make somebody become quiet and more relaxed, especially after strong emotion or excitement. |

3. Choose the correct words from the text to complete the sentences.

1. As we started to pass by, the 'box' stood up and started through the traffic.
2. The small, blonde pooch was too afraid to let us come near him, so we just sat near him and tried with our voices.
3. A train, and seeing us sitting not more than six feet from the tracks, again to warn us away.
4. We found a name and a phone number on his and phoned the owner.
5. A woman answered the phone, we told her we found her dog, and she proceeded to ask us all sorts of seemingly questions.
6. Several phone callers had called with false
7. About a week later we received a card in the mail from Peanut, thanking us for saving him and him with his dad.
8. Peanut's from the car that hit him were very minor.

4. Find the words in the story to talk about:

- the way from Lake Oswego to Portland;
- an accident with the dog;
- the dog's behaviour;
- a conversation with the dog owner;
- the owner's search for the dog;
- the mail from Peanut.

5. Work in pairs. Discuss the questions.

1. What happened to a boy and his parents on the way to Portland OR in September 1996?
2. How did they try to help the dog?
3. Where did the people phone?
4. What did the woman who answered the phone tell them?
5. Who came to take the dog back home?
6. Was the dog happy to see his owner?
7. What did the boy and his parents receive about a week later?

6. Choose the correct item to complete the sentences:

1. We were on our way one night at about 10 o'clock.
 - a) from Lake Michigan to Detroit
 - b) from Lake Oswego to Portland
 - c) from Lake Ontario to New York
2. I realized it was
 - a) a cat who had been lost
 - b) a squirrel who had run on the road
 - c) a dog who had been hit by a car
3. The small, blonde pooch was too afraid to let us come near him, so we just sat near him and
 - a) started playing with him
 - b) watched him
 - c) tried to calm him down with our voices
4. After about 30 minutes of sitting there alongside the busy road,, and released the horn over and over and over again to warn us away.
 - a) the police arrived
 - b) a train approached
 - c) a car stopped
5. We finally coaxed the dog into the back of our car and we
 - a) took him home
 - b) brought him to a vet
 - c) drove away
6. The dog had been missing for and had travelled from deep in Southeast Portland.
 - a) a month
 - b) two weeks
 - c) some days

7. Peanut and immediately began to jump up and down.
- a) saw the police
 - b) saw the other dogs
 - c) recognized the car
8. As soon as the owner saw his dog, his head fell to his hands and he started
- a) talking to his dog
 - b) crying uncontrollably
 - c) laughing



Reading and Thinking

7. Complete the statement.

The text is about

- a) the accident on the road
- b) the rescue of the dog
- c) the way from Lake Oswego to Portland

8. Number the events in order they happen in the story.

- A. About a week later we received a card in the mail from Peanut, complete with a picture and a really nice note.
- B. Peanut recognized the car and immediately began to jump up and down.
- C. We were almost to the edge of Lake Oswego when the traffic in front of us stopped suddenly.
- D. We found a name and a phone number on his dog tag and phoned the owner.

9. Read and say if the statements are true or false.

- 1. My parents and I were driving down Macadam Ave in Portland OR in September 1996.
- 2. I was in the passenger seat, and all I could see was another car in the middle of the street.
- 3. Once I realized it was a dog who had been hit by a car, my dad called the police.
- 4. I was finally able to get this very scared and frantic dog off the road, and to sit and stay in one place.
- 5. The small, blonde pooch seemed to be very happy that we were near him.
- 6. We found a name and a phone number on his dog tag and phoned the owner.
- 7. 'Peanut', as we later learned was the dog's name, was running around our car when his owner parked right behind us.
- 8. The dog and his master were obviously both VERY happy to see each other again after two weeks.

10. Say how a boy and his parents helped the dog who had been hit by a car.

11. Complete the sentences given below.

1. The traffic in the street stopped suddenly because
2. The train released the horn over and over and over again because
3. When the woman and her husband phoned the owner of the dog, she told that

 *Discussing the Story*

12. Say why the dog didn't let anybody come near him.

13. Say why the dog's owner started crying uncontrollably when he saw his dog.

 *Speaking File*

14. Imagine that you have found a lost dog (cat) in the street. Tell your classmates what you are going to do to help the animal.

15. Read, complete and act out a dialogue.

- Hello,
- Hi,
- Have you heard that (name) has found an injured (animal) in the street?
- Really? When did it happen?
-
- What was wrong with the animal?
- It laid beside the road and looked miserable, it couldn't move.
- Poor thing! How did help this (animal)?
- First of all, he (she) took the to a vet, where it was examined well. It was in a state of shock and one of its paws was broken.
- Did take the home?
- Yes, sure. Then found a name and a telephone number on the tag and phoned the owner. In half an hour came to take back home. He told that He was very grateful for
- As the saying goes, 'A friend in need is a friend indeed'. We know now that (name) is the friend you can rely on.

 *Writing File*

16. Make up your own story about saving an animal. Use the questions below as a plan.

1. What were you doing that day?
2. Where did you see an animal?
3. What was wrong with it?
4. How did you help it?
5. What conclusion can you make out of this story?

Text 3. The Great Barrier Reef



Before You Read

1. Answer the questions.

1. Have you ever seen corals?
2. What do you know about them?



Vocabulary Notes

| | | |
|--------------|-------------------|---------------------------------------|
| accumulation | /ə'kju:mjələtʃən/ | <i>n</i> накопичення |
| allocate | /'æləkeɪt/ | <i>v</i> розподіляти, розташовувати |
| atoll | | <i>n</i> кораловий риф, піщана мілина |
| creature | /'kri:tʃə/ | <i>n</i> жива істота, створіння |
| ensure | /ɪn'ʃʊə/ | <i>v</i> забезпечувати, гарантувати |
| immensely | | <i>adv</i> значно, надзвичайно |
| mangrove | | <i>n</i> мангрове дерево |
| marine | | <i>adj</i> морський |
| remnant | | <i>n</i> залишок |
| renowned | | <i>adj</i> відомий |
| tiny | | <i>adj</i> крихітний |
| turquoise | /'tɜ:kwa:z/ | <i>adj</i> бірюзовий |
| vary | /'veəri/ | <i>v</i> відрізнятись, мінятися |



Reading File

The Great Barrier Reef

The Great Barrier Reef consists of more than 3,400 individual reefs and 700 islands stretching a distance of 2,300 km from Torres Strait to Lady Elliot Island. With the continental shelf not far below the ocean's surface, and washed by the warm waters of the South Pacific Ocean, the perfect environment was created for the world's largest system of coral reefs. The conditions and water temperature are ideal for colonies of **tiny** coral polyps. They create this unique **marine** environment where the most colourful of the sea's life forms live so close to the surface that most can be easily observed.

Beneath the **turquoise** tropical waters there is a world of activity as millions of **tiny** animals live out their lives building the reef. Corals are among the most beautiful of marine organisms. When they colonise a site, they develop the colours and complex structures for which the reef is **renowned**. *Corals* are simple, primitive organisms that have lived in tropical seas for about 500 million



years. While the size, shape and colour of coral formations vary immensely, they are all the work of one type of creature. Just as beautiful as the coral of the reef are the plants and animals that live there. About 1,500 species of fish are known to live in the reef region, and a half of them may be seen on a single reef.

The islands of the reef are of two main types: 'low islands' and 'continental islands'. *Low islands* are the coral cays formed by the accumulation of sand and coral parts. Examples are Green Island and Heron Island. *Continental islands* are the remnants of the mainland that have been cut off by the changes in the sea level, and some lie quite close to the coast and rise from the water. Most have coral reefs around and are thickly vegetated. The shorelines of some continental islands have white sandy beaches and others are bordered by mangroves. The islands of the Whitsunday Group are among these continental islands.

The waters of the Great Barrier Reef were declared the Marine Park in 1975, helping to maintain and conserve a unique and particularly beautiful natural wonder. The Marine Park Authority limits human activity on the reef and allots areas for a specific range of activities. This careful management of one of the wonders of the world will ensure it will be here for future generations to enjoy.

(Taken from *Around Australia* by Evon and Peter Anderson)



Building Up Vocabulary

2. Match the words and phrases (1–8) with their definitions (a–h).

| | |
|----------------|--|
| 1. Tiny | a) <i>very much, extremely;</i> |
| 2. Coral | b) <i>to be different from each other in size, shape etc.;</i> |
| 3. Renowned | c) <i>a living thing, real or imaginary, that can move around;</i> |
| 4. Immensely | d) <i>to give something officially to somebody or something for a particular purpose;</i> |
| 5. To vary | e) <i>a tropical tree that grows in mud or near the rivers and has roots that are above the ground;</i> |
| 6. A creature | f) <i>a hard substance that is red, pink or white in colour, and that forms on the bottom of the sea from the bones of very small creatures;</i> |
| 7. A mangrove | g) <i>very small in size;</i> |
| 8. To allocate | h) <i>famous and respected.</i> |

3. Choose the correct words from the text to complete the sentences.

- The conditions and water temperature are ideal for colonies of coral polyps.
- Corals are among the most beautiful of organisms.
- They develop the colours and complex structures for which the reef is
- While the size, shape and colour of coral formations, they are all the work of one type of
- Low islands are the coral formed by of sand and coral parts.
- Continental islands are of the mainland that have been cut off by the changes in the sea level.
- The Marine Park Authority limits human activity on the reef and areas for a specific range of activities.

4. Find the words in the story to talk about:

- the world's largest system of coral reefs;
- types of coral islands;
- the Marine Park.



Comprehension Check

5. Work in pairs. Discuss the questions.

- How many reefs and islands does the Great Barrier Reef consist of?
- What conditions are ideal for colonies of tiny coral polyps?

3. What are the main types of the islands of the reef?
4. What is the Marine Park?

6. Choose the correct item to complete the sentences.

1. With the continental shelf not far below the ocean's surface, and washed by the warm waters of the South Pacific Ocean, the perfect environment was created for
 - a) the sea life forms
 - b) the plants and animals that live there
 - c) the world's largest system of coral reefs
2. Beneath the turquoise tropical waters there is a world of activity as live out their lives building the reef.
 - a) thousands of sea fish
 - b) millions of tiny animals
 - c) hundreds of jellyfish
3. When corals colonise a site, they develop for which the reef is renowned.
 - a) the colours and complex structures
 - b) the colourful islands
 - c) the stone structures
4. Just as beautiful as the coral of the reef are
 - a) the stones and shells that can be found there
 - b) the plants and animals that live there
 - c) the trees and flowers that grow there
5. Low islands are the coral cays formed by the accumulation of
 - a) sand and coral parts
 - b) stones and fish bones
 - c) sand and shells
6. Continental islands are that have been cut off by the changes in the sea level.
 - a) the small islands
 - b) the remnants of the mainland
 - c) the coral cays
7. The shorelines of some continental islands have and others are bordered by mangroves.
 - a) turquoise lagoons
 - b) white sandy beaches
 - c) rainforests
8. The waters of the Great Barrier Reef were declared the Marine Park
 - a) at the end of the 20th century
 - b) after World War II
 - c) in 1975



Reading and Thinking

7. Complete the statement.

The text is about

- the beauty of the ocean
- sea fish
- the Great Barrier Reef

8. Read and say if the statements are true or false.

- The Great Barrier Reef consists of more than 3,400 individual reefs and 700 islands stretching a distance of 2,300 km.
- Corals are among the most colourful of marine organisms.
- Corals are simple, primitive organisms that have lived in tropical seas for about 2 million years.
- Just as beautiful as the coral of the reef are the plants and animals that live there.
- About 100 species of fish are known to live in the reef region, and a half of them may be seen on a single reef.
- The islands of the reef are of two main types: 'low islands' and 'continental islands'.
- Some continental islands lie far from the coast and rise from the water.
- The Marine Park Authority limits human activity on the reef and allocates areas for a specific range of activities.

9. Say what the Great Barrier Reef is renowned for.

10. Complete the sentences given below.

- The Great Barrier Reef consists of
- With the continental shelf not far below the ocean's surface
- Corals are
- About 1,500 species of fish.....
- The islands of the reef are of two main types
- are bordered by mangroves.
- were declared the Marine Park in 1975.



Discussing the Story

11. Say what makes the perfect environment for the world's largest system of coral reefs.

12. Say why you think the waters of the Great Barrier Reef were declared the Marine Park in 1975. Start like this:

The Great Barrier Reef Marine Park begins at the tip of Cape York in Queensland and extends to the south. The area is rather large and stretches more than 2,300 km along the north east coast of Australia. ...

Speaking File

13. Talk about the corals and the Great Barrier Reef.
14. You are a journalist and your classmate is a representative of the Marine Park Authorities. Make an interview using the information from the text. Role-play the interview in class.

Writing File

15. Write a short summary of the text. Use the plan of Ex. 3.

Text 4. Thomas Alva Edison

Before You Read

1. Answer the questions.
 1. Have you ever heard the name of Thomas Alva Edison?
 2. Do you know anything about his inventions?



| | | |
|---------------------|-----------------|--------------------------|
| accomplish | /ə'kʌmplɪʃ/ | υ здійснити |
| attend | | υ відвідувати |
| basement | | n підвал |
| carpenter | | n столяр |
| device | /dɪ'vaɪs/ | n прилад, пристрій |
| dub | | υ дати прізвисько |
| electric light bulb | | n електрична лампочка |
| freight car | /fret/ | phr товарний вагон |
| incandescent | /,ɪnkæn'desənt/ | adj розжарений |
| inspiration | /,ɪnspɪ'reɪʃən/ | n натхнення |
| perspiration | | n піт, потіння |
| reduce | /rɪ'dju:s/ | υ знизити |
| run business | | phr вести справи, бізнес |
| stand | | υ <i>тут</i> витримувати |
| tracks | | n залізничні рейки |
| transmit | | υ передавати |



Reading File

Thomas Alva Edison

The American inventor Thomas Alva Edison was born on February 11th, 1847 in Milan, Ohio. He was the seventh and last child of Samuel Edison, Jr. and Nancy Elliot Edison. When Edison was 7 years old, his family moved to Port Huron, Michigan, where his father worked as a **carpenter** at the Fort Gratiot military post.



Edison entered school in Port Huron, but his teachers considered him to be a dull student. Because of hearing problems, Edison had difficulty following the lessons. That's why he often didn't **attend** school. Nevertheless, Edison became an enthusiastic reader, and at the age of 10 he set up a laboratory in his **basement**.

When his mother could no longer **stand** the smell of his chemistry lab, Edison took a job as a train boy on the Grand Trunk Railway and established a new lab in an empty **freight car**. He was 12 at that time. Edison also began printing a weekly newspaper, which he called *The Grand Trunk Herald*.

While Edison was working for the railroad, something happened that changed the course of his career. Edison saved the life of a station official's child, who had fallen onto the tracks of an oncoming train. For his bravery, the boy's father taught Edison how to use the telegraph.

From 1862 to 1868 Edison worked as a telegrapher in the Midwest, the South of Canada, and New England. During this time he began developing a telegraphic repeating instrument that made it possible to transmit messages automatically. By 1869 Edison's inventions were progressing so well, he left telegraphy and began a career of full-time inventing and running business.

Edison moved to New York City, and within a year he was able to open a workshop in Newark, New Jersey. He produced the Edison Universal Stock Printer, the automatic telegraph, as well as other printing telegraphs, while working out of Newark. During this same period Edison married Mary Stilwell.

By 1875 Edison began to experience financial difficulties. To reduce costs, Edison asked his father to help him build a new research laboratory and machine shop in Menlo Park, New Jersey. He moved into the new building in March, 1876. Edison achieved his greatest successes in this laboratory and he was dubbed the "Wizard of Menlo Park."

In 1877 Edison invented the transmitter that is still used in telephone speakers and microphones. In December of the same year he made a phonograph.

In the late 1870s with the support of leading financiers including J.P. Morgan and the Vanderbilts, Edison established the Edison Electric Light Company. In 1879 he publicly demonstrated his incandescent electric light bulb. He not only invented the first successful electric light bulb, but also set up the first electrical power distribution company. In 1882 he supervised the installation of the first commercial, central power system in lower Manhattan.

Edison was also a good businessman. He not only designed important new devices, he created companies worldwide for the manufacture and sale of his



inventions. Along with other manufacturing pioneers of his era, Edison helped to make the United States a world industrial power. He and Henry Ford became friends after Edison had encouraged Ford to use the gasoline powered engine for the automobile.

In 1884 Edison's wife Mary died, leaving him with three young children. He married Mina Miller in 1886, and began the construction of a new laboratory in West Orange, New Jersey. The new lab employed about 60 workers and Edison tried to personally manage this large staff. The story goes that when a new employee once asked about rules, Edison answered, "There are no rules around here. We're trying to accomplish something."

During his time in West Orange Edison produced the commercial phonograph, the kinetoscope, the Edison storage battery, the electric pen, and some other inventions. In 1913 Edison introduced the first talking moving pictures. In 1915 he was appointed as president of the U.S. Navy Consulting Board. In all, Edison patented more than 1,000 discoveries. His inventions were often in response to demand for new or improved products. However, others also came by chance.

In his lifetime Thomas Alva Edison profoundly affected the technology of a modern society. He had a great faith in progress and industry, and valued long, hard work. Edison used to say, "Genius is 1 percent inspiration and 99 percent perspiration." He believed that inventing useful products offered everyone the opportunity for fame and fortune while benefiting a society.

The scientist died in West Orange, New Jersey on October 18th, 1931. After his death Edison became a folk hero of legendary status.



Building Up Vocabulary

2. Match the words (1–8) with their definitions (a–h).

| | |
|-----------------|--|
| 1. Profoundly | a) to be responsible for something and make sure that everything is done correctly; |
| 2. To affect | b) to send an electronic signal, radio or television broadcast; |
| 3. An invention | c) giving out light when heated; |
| 4. To transmit | d) to get an official right to be the only person to make, use or sell a product or invention; |
| 5. To establish | e) in a way that has a very great effect on somebody or something; |
| 6. To supervise | f) a thing or an idea that has been produced or designed and that has not existed before; |
| 7. Incandescent | g) to start or create an organization, a system, etc.; |
| 8. To patent | h) to produce a change on somebody or something. |

3. Choose the correct words from the text to complete the sentences.

1. At age 10 Edison set up a laboratory in his
2. He began developing a telegraphic repeating instrument that made it possible messages automatically.
3. In the late 1870s Edison the Edison Electric Light Company.
4. Edison created companies worldwide for the manufacture and sale of his
5. In 1882 he the installation of the first commercial, central power system in lower Manhattan.
6. In all, Edison more than 1,000 discoveries.
7. In his lifetime Edison the technology of modern society.
8. "There are no rules around here. We're trying something."

4. Find the words in the story to talk about:

- the childhood of Thomas Alva Edison;
- the early career of the scientist;
- the inventions of Thomas Alva Edison.



5. Work in pairs. Discuss the questions.

1. Where was the American inventor born?
2. Did he study well at school?
3. What happened to Edison when he was working for the railroad?
4. How did he improve the telegraph?
5. What did the scientist invent in 1879?
6. Was he a good businessman?
7. What inventions did Edison make in his laboratory in West Orange?
8. How many discoveries did Edison patent?

6. Choose the correct item to complete the sentences.

1. When Edison was 7 years old, his family moved to Port Huron, Michigan, where his father worked as at the Fort Gratiot military post.
 - a) a teacher
 - b) an officer
 - c) a carpenter
2. Because of, Edison had difficulty following the lessons.
 - a) the problems with teachers
 - b) the hearing problems
 - c) the bad behaviour
3. From 1862 to 1868 Edison worked as in the Midwest, the South of Canada, and New England.
 - a) a scientist
 - b) a telegrapher
 - c) a manager

4. By 1875 Edison asked his father to help him build in Menlo Park, New Jersey.
 - a) a new house for his family
 - b) a building of electrical power distribution company
 - c) a new research laboratory and a machine shop
5. In 1879 he publicly demonstrated his
 - a) new research laboratory
 - b) phonograph
 - c) incandescent electric light bulb
6. The new lab in West Orange, New Jersey, employed about 60 workers and Edison tried to
 - a) encourage them in their work
 - b) personally manage this large staff
 - c) influence their research
7. In 1913 Edison introduced
 - a) the electric pen
 - b) the first talking moving pictures
 - c) the kinetoscope
8. He had great faith in, and valued long, hard work.
 - a) science and business
 - b) progress and industry
 - c) talent and luck



Reading and Thinking

7. Complete the statement.

The text is about

- a) the telegraph
- b) the life and inventions of Thomas Alva Edison
- c) the development of science in the USA

8. Number the events in order they happen in the story.

- A. In 1913 Edison introduced the first talking moving pictures.
- B. Edison achieved his greatest successes in this laboratory and he was dubbed the "Wizard of Menlo Park."
- C. In 1877 Edison invented the transmitter that is still used in telephone speakers and microphones.
- D. During this time he began developing a telegraphic repeating instrument that made it possible to transmit messages automatically.

9. Read and say if the statements are true or false.

1. The American inventor Thomas Alva Edison was born on February 11th, 1847 in Milan, Ohio.
2. His teachers considered him to be a good student.

3. When his mother could not longer stand the smell of his chemistry lab, Edison took a job as a train boy on the Grand Trunk Railway and established a new lab in an empty freight car.
4. Edison moved to New York City, and within a year he was able to open the Edison Electric Light Company in Newark, New Jersey.
5. He not only invented the first successful electric light bulb, but also set up the first electrical power distribution company.
6. During his time in West Orange Edison produced the commercial phonograph, the kintoscope, the Edison storage battery, the electric pen, and some other inventions.
7. In 1915 he was appointed as president of the U.S. Academy of Science.
8. Thomas Alva Edison believed that inventing useful products offered everyone the opportunity for fame and fortune while benefiting a society.

10. Say what the main inventions of Thomas Alva Edison were.

11. Complete the sentences given below.

1. Thomas Edison often didn't attend school because
2. By 1869 Edison's inventions were progressing so well, that
3. Edison was a good businessman because
4. In all, Edison patented

Discussing the Story

12. Say why Thomas Alva Edison made so many inventions and achieved great success in science.

13. Say what Edison's ideas about the progress and industry were.

Speaking File

14. Work in pairs. Ask each other questions to complete the chart given below.

| Events | When | Where |
|---|-------------------|----------------------|
| Born | | |
| | When Thomas was 7 | Port Huron, Michigan |
| | From 1862 to 1868 | |
| | By 1869 | |
| Moved to New York | | |
| | March, 1876 | |
| | In 1877 | |
| Demonstrated his incandescent electric light bulb | | |

| Events | When | Where |
|--|---------|-------------------------|
| | In 1882 | |
| | 1884 | |
| | | West Orange, New Jersey |
| Introduced the first talking moving pictures | | |
| | 1915 | |
| Died | | |

15. Talk about the main facts of Edison's biography. Use the plan to help you.

1. Childhood of the famous inventor.
2. Studies at school.
3. A reward for the bravery.
4. The first inventions of Thomas Edison.
5. The laboratory in Menlo Park.
6. Establishing the Edison Electric Light Company.
7. Edison as a good businessman.
8. The great faith in progress and industry.



Writing File

16. Write an essay. Comment on the quotation.

"Genius is 1 percent inspiration and 99 percent perspiration."
(Thomas Alva Edison)

Text 5. Sandra Bullock, a Non-typical Hollywood Star



Before You Read

1. Answer the questions.

1. Do you like watching Hollywood films?
2. Who is your favourite film star?
3. What makes a real film star: the beauty, hard work, talent or all things together?
4. What makes a good film?
5. Would you like to have a career of an actor/actress? Why 'yes' or why 'no'?

| | | |
|-------------------|-------------------|---|
| be on cloud nine | | <i>phr</i> бути на сьомому небі від щастя |
| congeniality | /kənˌdʒiːniəlɪti/ | <i>n</i> схожість, спорідненість |
| dawn on somebody | /dɔːn/ | <i>phr v</i> спадати на думку |
| fine | | <i>n</i> штраф |
| glamour | /'glæmə/ | <i>n</i> чарівність |
| hire | /'haɪə/ | <i>v</i> наймати |
| incompatible | /ɪnkəm'pæɪtəbl/ | <i>adj</i> несумісний |
| inculcate | /ɪn'kʌlkət/ | <i>v</i> прищеплювати, нав'ювати |
| palm | | <i>n</i> долоня |
| put a lid on | | <i>phr v</i> заборонити, покласти край |
| ruckus | | <i>n</i> метушня, безлад, шум |
| settle the matter | | <i>phr</i> залагодити справу |
| smashed | | <i>adj</i> приголомшувачий |


 Reading File

Sandra Bullock, A Non-typical Hollywood star

Sandra Bullock fits the image of a Hollywood star perfectly. She can be all looks and glamour at photo shoots and red carpet events, but she can also just be your cute and funny neighbourhood girl. She was a wonderful choice for leading roles in light-hearted comedies like 'While You Were Sleeping' and no less brilliant star in action movies like 'Speed'. However, she's unlike the majority of Hollywood girls because of her natural sincerity and slightly confused smile. For this, she's adored in America and throughout the world. In fact, her colleagues call her Miss Congeniality after the title of the film that brought her the biggest number of honours and awards.

Sandra was born in a suburb of Washington, D.C., but she spent her childhood in Nuremberg. Her mother Helga Meier – an opera diva who German critics called Maria Callas – and her father, part-time vocal coach John Bullock, dreamed to see their daughter Sandra Annette become a singer or a musician. Since her childhood Sandra was taught music, but along the way she lost her desire for classical music. At seven the girl cut both palms to avoid having to play the piano. Once her parents took her to the Salzburg Opera, where Helga Meier was a prima donna. They wanted the girl to play one of the supporting roles in the performance, but little Sandra created such a ruckus on stage that Helga had to pay a huge fine to the director of the theatre to settle the matter. After that Sandra's parents put a lid on her musical career.

Her mother had inculcated in her a sense of beauty, gave Sandra her first lessons in acting techniques and familiarized her with the onstage life. However, at the same time the girl felt very lonely around her mother. Because of forced



music lessons and trips and tours with her mother, she had no time for children's games, no friends... nobody. Then, when she was 12 years old, Sandra's parents told her they were moving to the USA. She was on cloud nine. This was her chance to change her life drastically.

Man proposes but God disposes. Because of her accent, the girl was called the German and was largely ignored. Everything changed in her senior years, however, when the energetic Sandra headed the cheerleaders for a school sports team.

After finishing school Sandra entered East Carolina University, where she chose two majors, drama and law, which seemed absolutely incompatible at first. However, she didn't study at the university for a long time. When it dawned on her that nobody in East Carolina would notice her, she set out to conquer New York, with her parents' blessing. By then she was 22. Sandra developed an intensive programme to conquer the artistic Olympus. In many ways, her experience was similar to the way that most Hollywood actors start out, as the girl worked in cheap cafés for several years to pay for the acting courses. At one point, she dreamed of becoming a model or a stewardess, but no one hired her. The charming German failed to conquer New York, however, so after spending three years of her life there, she left without regrets and moved to Los Angeles.

There, she passed an incredible number of movies and castings tests, and finally destiny smiled at her. In 1989 she played in a small performance where famous critic John Simon noticed her. He emphasized the actress' "wonderful natural gift" and opened the way for her - no, not to the big screen, but to

the innumerable TV programmes. There, Sandra was noticed by the producers and invited to take the leading role in the comedy, 'Love Potion No.9'. The film failed, but Sandra recommended herself as a comic actress. Now breaking into Hollywood was not a distant dream, but a reality. As a real Hollywood actress, she needed to star in some **unmashed** hit – and soon she got her opportunity, co-starring with Sylvester Stallone and Wesley Snipes in the film 'Demolition Man'². But even this star company didn't bring her immediate fame.

The next step was the film 'Speed' in partnership with charismatic Keanu Reeves. On the day of the premiere Sandra Bullock realized that her dream had finally come true – she had become a genuine Hollywood star. Her career developed rapidly from there. Today, Sandra Bullock is known as an actress of many roles.

In addition to movies, Sandra has three more big passions: mountain climbing, Latin American dancing and the Internet. Previously, she enjoyed riding motorcycles, but her dad using his father's authority made her change that to an armoured limousine with security, something more suitable for someone with the star status of his daughter. Fans of Miss Congeniality often annoy her in the Internet chats, however, and who knows what they'll make of it when they read her sincere and lasting words in her new interview, "I don't like fans."



Building Up Vocabulary

2. Match the words and phrases (1–7) with their definitions (a–g).

| | |
|-------------------|---|
| 1. To avoid | a) <i>to be successful when you get involved in smth;</i> |
| 2. To familiarize | b) <i>having the powerful personal quality to attract and impress other people;</i> |
| 3. To be ignored | c) <i>to try not to do something;</i> |
| 4. Genuine | d) <i>to teach smb about smth, so that you start to understand it;</i> |
| 5. A cheerleader | e) <i>not to be paid any attention to;</i> |
| 6. Charismatic | f) <i>real; exactly what it appears to be;</i> |
| 7. To break into | g) <i>a member of a group of girls wearing a special uniform, who encourages the crowd to cheer for their team at a sports event.</i> |

3. Choose the correct words from the text to complete the sentences.

1. She can be all looks and at photo shoots and red carpet events.
2. At seven the girl cut both having to play the piano.

¹ "Love Potion No.9" – "Любовное зелье №9".

² "Demolition Man" – "Підрильник".

3. Little Sandra created such on stage that Helga had to pay to the director of the theatre.
4. After that Sandra's parents on her musical career.
5. Her mother in her a sense of beauty.
6. Her mother her with the onstage life.
7. Because of her accent, the girl
8. The energetic Sandra headed for a school sports team.
9. When Sandra entered East Carolina University, she chose two majors, drama and law, which seemed absolutely at first.
10. Sandra Bullock had become a Hollywood star.

4. Find the words in the story to talk about:

- the image of Sandra Bullock;
- her childhood;
- her career in Hollywood.

Comprehension Check

5. Work in pairs. Discuss the questions.

1. Why is Sandra Bullock adored in America and throughout the world?
2. Where was she born?
3. What did her parents do?
4. Did Sandra eagerly learn to play the piano?
5. How had Sandra's mother influenced her?
6. What was Sandra's childhood like?
7. Did she get higher education?
8. What did Sandra Bullock do to conquer the artistic Olympus?
9. Is she a famous actress now?
10. What does she like doing?

6. Choose the correct item to complete the sentences.

1. Sandra Bullock was a wonderful choice for leading roles in
 - a) detective films and westerns
 - b) light-hearted comedies and action movies
 - c) thrillers and horror films
2. Her colleagues call her after the title of the film that brought her the biggest number of honours and awards.
 - a) Miss World
 - b) Mary Poppins
 - c) Miss Congeniality
3. Her parents dreamed to see their daughter Sandra Annette become
 - a) a singer or a musician
 - b) an actress or a film star
 - c) a journalist or a writer

4. When she was 12 years old, Sandra's parents told her they were moving
 - a) to Germany
 - b) to France
 - c) to the USA
5. After finishing school Sandra
 - a) travelled a lot
 - b) entered East Carolina University
 - c) worked as a model
6. When it dawned on her that nobody in East Carolina would notice her, she
 - a) set out to conquer New York
 - b) moved to Los Angeles
 - c) returned to Germany
7. Sandra worked in cheap cafés for several years
 - a) to pay for the acting courses
 - b) to get experience in cooking
 - c) to earn her living
8. When Sandra moved to Los Angeles, she
 - a) got a role in the film
 - b) was noticed by the famous producers immediately
 - c) passed an incredible number of movies and castings tests
9. On the day of the premiere of the film 'Speed' Sandra Bullock realized that
 - a) it was success
 - b) her dream had finally come true
 - c) the film was really good



Reading and Thinking

7. Number the events in order they happen in the story.

- A. After finishing school Sandra entered East Carolina University.
- B. Sandra Bullock became a Hollywood star.
- C. When the girl was 12 years old, her family moved to the USA.
- D. The energetic Sandra headed the cheerleaders for a school sports team.
- E. Sandra was born in a suburb of Washington, D.C., but she spent her childhood in Nuremberg.
- F. Because of her accent, the girl was called the German and was largely ignored.
- G. Sandra failed to conquer New York, after spending three years of her life there, so she moved to Los Angeles.
- H. She passed an incredible number of movies and castings tests.

8. Complete the statement.

The text is about

- a) Hollywood
- b) life and career of Sandra Bullock
- c) the image of Hollywood stars

9. Read and say if the statements are true or false.

1. Sandra Bullock fits the image of a Hollywood star perfectly.
2. Since her childhood Sandra was taught music, and she liked classical music very much.
3. Because of forced music lessons and trips and tours with her mother, she had no time for children's games, no friends... nobody.
4. Sandra didn't want to move to the USA.
5. The energetic Sandra headed the school sports team.
6. When Sandra entered East Carolina University, she chose two majors, business and law.
7. After spending three years in New York, she moved to Los Angeles.
8. In 1989 she played in a comedy where the critic John Simon noticed her.
9. The film 'Love Potion No. 9' failed, but Sandra recommended herself well as a comic actress.
10. As a real Hollywood actress, she needed to star in a blockbuster.
11. Her career developed rapidly from the film 'Speed'.
12. Today, Sandra Bullock is known as an actress of many roles.

10. Complete the sentences given below.

1. Sandra's parents were, and they dreamed, but the girl
2. When their family moved to the USA, Sandra
3. After finishing school Sandra Bullock
4. Sandra Bullock's dream to become a Hollywood star had finally come true because



Discussing the Story

11. Say what character traits helped Sandra Bullock become a Hollywood star.



Speaking File

12. Talk about your favourite actor or actress.



Writing File

13. Write down a short summary of the text according to the plan.

1. The image of Sandra Bullock as a Hollywood star.
2. The childhood of the actress.
3. The way to the artistic Olympus.

Text 6. Is Television Useful or Harmful for Kids?



Before You Read

1. Answer the questions.

1. Do you like watching TV?
2. Do you think it is useful for you?
3. What are the advantages and disadvantages of watching TV?



Vocabulary Notes

| | | |
|---------------------------|-----------------|---|
| an array | /ə'reɪ/ | <i>n</i> набір |
| to digest | /daɪ'dʒest/ | <i>v</i> засвоїти, вкласти в систему, класифікувати |
| violence | /'vaɪələns/ | <i>n</i> насильство |
| animated | | <i>adj</i> мультиплікаційний |
| to be portrayed | /pɔ:'treɪd/ | <i>phr v</i> бути зображеним |
| to desensitize | /di:'sensɪtaɪz/ | <i>v</i> знижувати чутливість |
| addictive | | <i>adj</i> той, що викликає схильність до чогось |
| It takes a strong will... | | Це потребує значних зусиль... |
| to nurture | /'nɜ:tʃə/ | <i>v</i> виховувати |
| excessive | /'ɪk'sesɪv/ | <i>adj</i> надмірний, надлишковий |
| wholesome | /'həʊlsəm/ | <i>adj</i> корисний |
| to come up with | | <i>phr v</i> придумати, справитися з чимось |
| to acknowledge | /ək'nɔ:lədʒ/ | <i>v</i> визнати |



Reading File

So much television programming is aimed at young children. Much of it appears to be educational: teaching about the world and developing life skills. **But there is a question to discuss: is television useful or harmful for kids?**

A great deal of research has been done on the effects of television on children's lives. Nearly all of us have one or more TV sets in our home, and since most of us watch some TV nearly every day, we may not want to hear what research tells us, but these are the things we need to know.

Experts suspect that babies younger than two years old view TV as a confusing array of colours, images, and noises. They don't understand much of the content.

Cartoons and many children's shows are filled with images of violence. Many children's shows are animated versions of adult action films. Research shows that watching this type of programming increases the risk of aggressive behaviour and desensitizes children and teenagers to violence.

Television watching can be addictive sometimes. The more children watch, the more they want to watch. They can become drawn to the set. Once addicted, turning off the TV can become a daily battle. Those who watch TV very often become passive and lose their natural creativity; they eventually have a hard time keeping themselves busy, and they lose valuable time that should be dedicated to "play" the foundation of a healthy childhood and the primary way that very young children learn.

Many teenagers use TV more and more as a way to keep themselves entertained and happy. It takes a strong will and dedication to avoid the easy route provided by this free and easy yet sometimes dangerous friend. Time spent watching television is time taken away from more healthful activities that nurture growth and development.

Children and teenagers who watch a lot of television are at risk for poor social development, and aggressive behaviour. According to a study by Yale Family Television Research, teachers characterized children who watched excessive television as less cooperative, less imaginative, less enthusiastic about learning, and less happy than those who watched little or no TV.

You may have noticed that all of these points demonstrate the negative aspects of children watching TV, and you're wondering if there are any positives. There are a few, but let's be honest: we have to be very creative to come up with this list, since published research doesn't demonstrate many good points for putting a young child in front of a television. But we need to be realistic and acknowledge that most of us aren't going to put our TVs in the closet or get rid of them at all.



Here are some of the good points of television for children and teenagers:

- Quality educational programming can broaden their outlook and develop their academic skills.
- They can view things that might not be seen in daily life: exotic animals, distant lands, musical instruments, historical places, and diverse lifestyles. They can learn about the world beyond your home and neighbourhood.
- They can learn basic social skills from watching wholesome programming: how to get on well with others, how to use good manners or how to be a good citizen.

After Elizabeth Pantley



2. Match words and phrases (1–8) with their definitions (a–h).

| | |
|--------------------|---|
| 1. To be aimed at | a) to accept that something is true; |
| 2. Harmful | b) the way that somebody behaves, especially towards other people; |
| 3. To suspect | c) to think of an idea, answer, etc.; |
| 4. To come up with | d) to have something as an aim; |
| 5. To be addictive | e) causing damage or injury to a person's health or to the environment; |
| 6. To nurture | f) to have an idea that something bad is probably true or likely to happen but without having definite proof; |
| 7. Behaviour | g) to help a plan, idea, feeling to develop; |
| 8. To acknowledge | h) to be unable to stop using or doing something as a habit; to spend all your free time doing something because you are so interested in it. |

3. Choose the correct words to complete the sentences.

1. So much television programming at young children.
2. Experts that babies younger than two years old view TV as a confusing of colours, images, and noises.
3. Cartoons and many children's shows are filled with images of
4. We've been asked some new ideas.
5. Television watching can be
6. Children who watch a lot of television during their early years are at risk of poor social development, and aggressive

7. But we need to be realistic and that most of us aren't going to put our TVs in the closet or them at all.
8. A child can learn basic social skills from watching programming: how to get on well with others how to use good manners or how to be a good citizen.

4. Find the words in the story to talk about:

- the effects of television on children's lives;
- the good points of television for children.

Comprehension Check

5. Work in pairs. Discuss the questions.

1. What kind of research has been done recently?
2. What do experts suspect?
3. Do babies understand much of the content while watching TV?
4. Why does watching TV increase the risk of aggressive behaviour in the teenagers?
5. What are the bad aspects of watching TV? What problems do they cause?
6. Are there any good points in watching TV?

6. Choose the correct item to complete the sentences.

1. Much of television programming for young children appears to be
 - a) emotional
 - b) educational
 - c) energetic
2. Experts suspect that babies younger than two years old view TV as
 - a) an interesting cartoon
 - b) a confusing array of colours, images, and noises
 - c) a box full of films, cartoons, pictures
3. Cartoons and many children's shows are filled with
 - a) humour
 - b) kindness
 - c) violence
4. Many children's shows almost are animated versions of
 - a) fairy tales
 - b) adult action films
 - c) funny stories
5. Research shows that watching this type of programming increases
 - a) the risk of heart attacks
 - b) the risk of aggressive behaviour
 - c) the viewers' interest

6. The more television children watch, the more they
 - a) understand the world around
 - b) want to watch
 - c) like cartoons and films
7. Time spent watching television is time taken away from
 - a) doing homework
 - b) communication with parents and friends
 - c) more healthful activities
8. Quality educational programming can
 - a) broaden teenagers' outlook and develop their academic skills
 - b) teach children dancing and running
 - c) make children addicted to watching TV



Reading and Thinking

7. Complete the statement.

The text is about

- a) the problems in children's behaviour
- b) good and bad aspects of watching TV
- c) films and cartoons

8. Number the events in order they happen in the story.

- A. Children who watch a lot of television during their early years are at risk for poor social development, and aggressive behaviour.
- B. Quality children's programming can broaden teenagers' outlook and develop their academic skills.
- C. A great deal of research has been done on the effects of television on children's lives.
- D. Many teenagers use TV more and more as a way to keep themselves entertained and happy.

9. Read and say if the statements are true, false or not given in the text.

1. So much television programming is aimed at young children.
2. Most of us watch TV once a week.
3. Babies younger than two years old understand much of the content while watching TV.
4. Many young children believe that TV characters actually live inside the TV set.
5. Children who watch TV very often become active and create new images and characters.
6. Children who watch a lot of television during their early years often have troubles adjusting to preschool or kindergarten.

7. Published research demonstrate many good points for putting a young child in front of a television.
8. We need to be realistic and acknowledge that we aren't going to put our TVs in the closet or get rid of them at all.

10. Prove that watching television can be addictive sometimes.

11. Complete the sentences given below.

Experts suspect that

Research shows that

Research has demonstrated that

According to a study by Yale Family Television Research

Discussing the Story

12. Work in two groups. Have a class discussion.

Group A has to present positive aspects of watching TV for children.

Group B, on the contrary, has to prove that watching TV is harmful and even dangerous for children.

Speaking File

13. Make a short report about your attitude to television. Are you fond of watching TV? What TV programmes are among your favourites? Why do you like watching them? Start like this:

The problem of the necessity of watching TV for children is a subject for discussion nowadays. To my mind, television is I like/dislike My favourite TV programmes are I watch them because I think that

14. Interview your classmates about their attitude to television. Make and act out a dialogue.

Writing File

15. Write a short summary of the text. As a conclusion, write what you personally think about the influence of television on you and your friends.

Appendix



A Guide to British and American Culture

A Broadsheet – (*in Britain*) A newspaper with large pages. The more serious newspapers such as *The Guardian*, *The Independent* and *The Times* are often referred to as ‘broadsheets’.

Children’s Hour – A BBC radio programme that was broadcast in Britain early every evening from 1922 to 1964. It was very popular in the years before children’s television.

ChildLine – A British charity programme that provides a special telephone service for children to call for advice and help them with their problems. It is aimed especially at children who are being treated violently.



CNN (Cable News Network) – A US television company that broadcasts news and special information programmes all around the world by satellite, 24 hours a day. It was begun in 1980 by Ted Turner and is based in Atlanta, Georgia. It became especially known in 1991 as the main news source for the Gulf War.



Cornwall – The county at the south-west tip of England. It used to produce a lot of tin, but there are now very few tin mines left. Its scenery and mild climate make it popular with tourists. The administrative centre is Truro.



The Edinburgh Festival – A festival of music and drama that has been held in Edinburgh for three weeks every summer since 1947. Many tourists come to see the shows and concerts, including hundreds that are not part of the official Festival. These are known as the Edinburgh Fringe and are now considered as important as the Festival itself because of the many new and exciting ideas they contain.



Hip-hop – A popular culture that developed among young black people in the US in the late 1970s, and is now also found in Europe and elsewhere. It is associated mainly with rap music, as well as breakdancing (fast dancing on the hands and feet, popular especially in the early 1980s), graffiti art (decorative painting on the walls of buildings, etc.) and fashion clothing.



Mohawk – A member of a Native American people who live mostly in New York State and Ontario, Canada. They were part of the Iroquois league, the tradition says that Hiawatha was their leader. They originally lived in New York State in the Mohawk valley along the Mohawk River, and they helped the British during the American revolution. Mohawks are known today as excellent steel workers who help to construct skyscrapers (very tall buildings).



Parks – British towns and cities have at least one municipal park, where people go to relax, lie in the sun, have picnics, walk their dogs and play games. Most US city and town governments also provide parks. They are open to anybody free of charge. The most famous parks in Britain include Hyde Park and Regent's Park in London. In the US, New York's Central Park is the best known. Open-air events, such as plays and concerts are sometimes held in these parks.



1. Hyde Park (London) 2. Regent's Park (London)
3. Central Park in New York

Protecting wild animals

Caring about wild animals is a common middle-class attitude. Many people feed wild birds in the winter. In the US the **National Wildlife Federation** (NWF) helps people to create their own 'backyard wildlife habitat'. Some people have bumper stickers on their cars saying "Warning - I brake for animals".

Reports that a species is endangered (= may become extinct) inspire campaigns to save them. There have been international campaigns to save the whale, the tiger and the rhino. In the US the NWF is fighting to save wolves and buffalo. In Britain there have been attempts to increase the numbers of red squirrels and hedgehogs. More people are concerned about baby seals being clubbed to death than about the killing of alligators because seals are seen as more attractive creatures.

In rural areas people generally have much less romantic ideas about animals. In Britain foxes steal chickens, and in the US bears and wolves kill livestock. Road signs that say "Deer Crossing" are for the driver's protection not the animal's.



1. A buffalo 2. A red squirrel 3. A seal 4. An alligator

Relationships

Many British and American people feel closer to their friends than to their family. In the US especially this is often because family members live far apart. It is also because people are able to choose their friends. But in the south of the USA family ties are strong and reunions (social gatherings) may attract 40 or more family members from all over the country.



In Britain many adults live quite near their family and continue to have close relationships with their parents and brothers and sisters. Some rely on family members to help look after their children. People who have moved away from home spend more time with their friends, though they may turn to their family for help in a crisis.

Snowdonia – A national park around the mountain Snowdon in north-west Wales. It is an important tourist centre, famous for its attractive mountain scenery.

Snowdon is a mountain in north-west Wales, in Snowdonia National Park. It is the highest mountain in England and Wales, and has a railway to the top which was built in the 19th century and is very popular with tourists.



A **Tabloid** – A newspaper with pages that are half the size of those of larger newspapers (called *broadsheets*). Most of Britain's most popular newspapers are tabloids. These include *The Sun*, *The Mirror*, *The Express* and *The Daily Mail*. Although some tabloids are serious newspapers, many people talk about tabloid journalism or the tabloid press to refer to a type of a newspaper that contains many articles about sport and famous people, and little serious news, and is often insulting to women and people from other countries. The word *tabloid* is less widely used in the US, where most of the important national newspapers are of a regular size. The best-known US tabloid, which uses short articles and large photographs, is *The New York Daily News*.



A Talk Show – 1 A television programme in which people, often ordinary members of the public, appear in front of an audience to talk about a particular topic, or about their lives and problems. The audience are encouraged to ask questions and make comments. Talk shows are often broadcast in the morning or afternoon. **2** A chat show.



The BBC (the British Broadcasting Corporation) – One of the main television and radio broadcasting organizations in Britain, paid for the government since 1927 but free to choose the contents of its programmes. The head of the BBC has the title of ‘director general’.



The Countryside Commission – The British government organization responsible for preserving the countryside in England. It encourages local authorities to provide parks, and sets up and runs national parks and county parks. Scotland and Wales have their own organizations, Scottish Natural Heritage and the Countryside Commission for Wales.



Winfrey Oprah – An African-American entertainer who presents *The Oprah Show*, the most popular US television chat show. She has won six Emmy awards as ‘Best Host of a Talk Show’ (1986 and 1990–1994). The show began in 1986 and includes ordinary people talking about their personal problems, often in a very emotional way.



A **World Heritage Site** is a place or structure included on an official list produced by the World Heritage Committee of the United Nations. Places are chosen for the list because they are considered to be ‘of outstanding universal value’, often for historical reasons, and are therefore preserved. There are several in Britain, including Hadrian’s Wall, Stonehenge, the Tower of London and Westminster Abbey. World Heritage Sites in the US include Grand Canyon National Park, Independence Hall in Philadelphia and the Statue of Liberty in New York. The Ukrainian World Heritage Sites are Kyiv-Pecherska Lavra and St. Sophia’s Cathedral in Kyiv, the historic centre of Lviv and beech forests of the Carpathians.



1. *The Tower of London* 2. *St. Sophia Cathedral* 3. *The Statue of Liberty*

UNCOUNTABLE AND COUNTABLE NOUNS

Most nouns in English are countable. This means they can have singular and plural forms:

one sandwich – four sandwiches

a child – the children

Common uncountable nouns: *advice, furniture, help, homework, information, jewelry, luck, mail, money, music, peace, traffic, weather, work, milk, tea, bread, sugar, flour, coffee, cheese, food, fruit, meat, pepper, rice, salt, soup, water...*

Uncountable Nouns

| Use | Example |
|---|---|
| We use uncountable nouns with a singular verb form. | <i>This news is not interesting.</i> |
| We don't use the article <i>a</i> or <i>an</i> with them. | <i>I don't like milk. They want some sugar with tea.</i> |
| Uncountable nouns have no plural form. | <i>money some money a lot of money (none) much money a little money</i> |

Countable Nouns

| Use | Example |
|---|---|
| Countable nouns have singular and plural forms. We use them with the articles <i>a</i> and <i>an</i> in the singular form. | <i>a book – books one book – two books some books many books a lot of books a few books</i> |
| We use them with the definite article <i>the</i> or without an article in the plural form. | <i>There is an orange and some apples on the plate.</i> |
| We use them with singular and plural verb forms. | <i>Pineapples are very delicious. Mango is a tropical fruit.</i> |

A lot of – Many – Much

Only countable nouns can follow *a/an, many, a few, these, one, two*, etc.

We use (*not*) *many* with countable nouns in questions and negative sentences.

Only uncountable nouns can follow *much, a little*.

Both plural countable nouns and uncountable nouns can follow *some*, *any*, *a lot of*.

We say: *sugar*, *some sugar*, *a lot of sugar* (none), *much sugar*, *a little sugar*.

A lot of – Many – Much

| | Countable Nouns | Uncountable Nouns | Examples |
|---------------|---|--|--|
| Positive | A lot of/lots of/ many (formal) | A lot of/lots of/ much (formal) | <i>There are a lot of classrooms in our school.</i> <i>There is a lot of jam in this jar.</i> |
| Interrogative | many | much | <i>Are there many classrooms in your school?</i> <i>Is there much jam in this jar?</i> |
| Negative | many | much | <i>There aren't many old books in our school library.</i> <i>There isn't much oil left in the bottle.</i> |
| | A few (=some)/ few (=not many, not enough) | a little(=some)/ little (=not much, not enough) | |

ARTICLES: A/AN – THE

We use *a/an* to talk about something for the first time.

We use *the* to talk about something we have mentioned before.

There's a pen on the desk. The pen is new.

We also use *the* before:

- names of rivers (*the Thames River*, *the Dnipro River*), seas (*the Black Sea*), oceans (*the Atlantic Ocean*), and mountain ranges (*the Carpathians*);
- nationalities (*the English*);
- names of families (*the Smiths*).

We don't use *the* before:

- proper names (*Ann*, *Dan*);
- names of countries (*Great Britain*);
- names of meals (*lunch*);
- names of sports/games (*tennis*).

VERB TENSE FORMS

PRESENT SIMPLE TENSE

never, seldom, often, frequently, always, usually, rarely, sometimes

We use the Present Simple Tense for:

- daily routines;
- repeated actions or habits;
- permanent states.

| Positive | | Negative | | |
|---------------|--------|---------------|--------------------|-------|
| I/You/We/They | work. | I/You/We/They | don't (do not) | work. |
| He/She/It | works. | He/She/It | doesn't (does not) | |

| Question | Answer |
|-------------------------------|--|
| Do you work? Does he work? | Yes, I do. / No, I don't. Yes, he does. / No, he doesn't. |

| Use | Example |
|----------------------------|--------------------------------------|
| Long-term situations. | <i>She lives in Stockholm.</i> |
| Habits and routines. | <i>How often do you go abroad?</i> |
| Feelings and opinions. | <i>I don't like spicy food.</i> |
| Facts. | <i>It rains a lot in the spring.</i> |
| Timetables and programmes. | <i>The train arrives at 18.20.</i> |

Frequency Adverbs

never, seldom, often, usually, rarely, sometimes, frequently, always

Frequency adverbs go after the verb **to be**, but before all other verbs:

They are often late. She usually phones me on Sundays.

PAST SIMPLE TENSE

yesterday, last week, last month, last year, in 2000

We use the Past Simple Tense for actions which happened in the past and won't happen again.

We also use the Past Simple Tense for actions which happened at a specific time in the past.

| Positive | | Negative | | |
|---------------|-----------|---------------|------------------|---------|
| I/You/We/They | answered. | I/You/We/They | didn't (did not) | answer. |
| He/She/It | wrote. | He/She/It | | write. |

| Question | Answer |
|----------------|-------------------------------|
| Did he answer? | Yes, he did. / No, he didn't. |

| Use | Example |
|--|--|
| Finished actions and situations in the past. | <i>I lived in Paris from 1980 to 1989. How long ago did you meet her? The Parkers travelled to the USA last summer. They didn't drive a car yesterday.</i> |

Regular verbs in the Past Simple Tense end in *-ed*.

We have to memorize the forms of the irregular verbs. (See Irregular Verbs list on p. 264).

Reading Rules – ed

| /t/ | /d/ | /id/ |
|--|--|------------------------------|
| after voiceless consonants except <i>t</i> | after vowels and voiced consonants except <i>d</i> | after <i>t, d</i> |
| watched noticed pickled | answered skied played | decided painted noddod |

FUTURE SIMPLE TENSE

tomorrow, next year (week, month), in 2050

We use the Future Simple Tense to express a single or a permanent action in the future:

She will go to the theatre next week. He will have a party tomorrow.

We form the Future Simple by means of the auxiliary verb *will* and the infinitive of the main verb. *Will* may be used for all the persons, and *shall* is sometimes used for the first person singular and plural.

FUTURE: TO BE GOING TO

We use *to be going to*:

- for plans and intentions;
- for predictions based on what we see or know.

| Positive | | | | Negative | | | |
|-------------|-----------|----------|---------|-------------|------------------|----------|---------|
| I | 'm (am) | going to | visit. | I | 'm not (am not) | going to | visit. |
| You/We/They | 're (are) | | read. | You/We/They | aren't (are not) | | read. |
| He/She/It | 's (is) | | •speak. | He/She/It | isn't (is not) | | •speak. |

| Question | Answer |
|--|--|
| Is he going to visit his granny? Are they going to read a book? | Yes, he is. / No, he isn't. Yes, they are. / No, they aren't. |

| Use | Example |
|--------------------------------------|--|
| Future plans, intentions, decisions. | <i>I'm going to visit the USA this summer.</i> |

PRESENT CONTINUOUS TENSE

now, at the moment

We use the Present Continuous Tense for:

- actions happening now, at the moment of speaking;
- actions happening around the time of speaking;
- fixed arrangement in the near future.

| Positive | | | Negative | | |
|-----------------|-----------|----------|-----------------|------------------|----------|
| I | 'm (am) | writing. | I | 'm not (am not) | writing. |
| You/We/ They | 're (are) | | You/We/ They | aren't (are not) | |
| He/She/It | 's (is) | | He/She/It | isn't (is not) | |

| Question | Answer |
|------------------------------------|--|
| Are you writing? Is he writing? | Yes, I am. / No, I am not. Yes, he is. / No, he is not. |

| Use | Example |
|--|--|
| Actions happening now. | <i>He is writing a thank-you letter now.</i> |
| Actions happening around the time of speaking. | <i>I am reading a very interesting book at the moment.</i> |
| Fixed arrangement in the near future. | <i>We are leaving tomorrow night.</i> |

State Verbs

| Verbs of Feelings and Thinking | Verbs of Senses | Other Verbs |
|--|--------------------------------|---|
| Like, love, want, prefer, dislike, hate, think, know, believe, understand, forget, remember, mean, realize, recognize. | Hear, see, taste, feel, smell. | Own, have, be, belong, consist (of), contain, exist, include. |

State verbs are not normally used in the continuous form. We often use the Present Simple with verbs of sense:

I smell something burning.

State verbs are not normally used in the continuous form. We often use *can* with verbs of sense: *I can smell something burning.*

PAST CONTINUOUS TENSE

from 4 till 5 yesterday, at that moment yesterday, when I came

We use the Past Continuous Tense for:

- an action in progress at a stated time in the past;
- an action which is in progress when another action interrupted it;
- two or more actions happening at the same time in the past.

We use the Past Continuous Tense for the action in progress (longer action) and the Past Simple Tense for the action that interrupted it (shorter action).

| Positive | | | Negative | | |
|-------------|------|----------|-------------|-----------------------|----------|
| I/He/She/It | was | working. | I/He/She/It | wasn't (was not) | working. |
| You/We/They | were | | You/We/They | weren't (were not) | |

| Question | Answer |
|---------------------------------------|--|
| Was he working? Were they working? | Yes, he was. / No, he wasn't. Yes, they were. / No, they weren't. |

| Use | Example |
|---|---|
| An action in progress when another action happened. | <i>I was doing my homework when the telephone rang.</i> |
| An action in progress at a specific time in the past. | <i>Sue was writing a composition from 4 till 5 o'clock yesterday.</i> |
| Two or more actions happening at the same time in the past. | <i>I was writing a letter while my mother was cooking dinner.</i> |

PRESENT PERFECT TENSE

already, just, yet, never, ever, lately, recently, this morning, this evening, this week, this month, this year, today

We use the Present Perfect Tense:

- to talk about an action which started in the past and continues up to the present;
- to talk about a past action with a visible result in the present;
- to refer to an experience;
- for an action which happened at an unstated time in the past. The action is more important than the time.

| Positive | | | Negative | | |
|-------------------|---------------|---------|-------------------|--------------------|---------|
| I/You/We/ They | 've (have) | worked. | I/You/We/ They | haven't (have not) | worked. |
| He/She/It | 's (has) | left. | He/She/It | hasn't (has not) | left. |

| Question | Answer |
|------------------------------------|--|
| Have you worked? Has it worked? | Yes, I have. / No, I haven't. Yes, it has. / No, it hasn't. |

| Use | Example |
|--|---|
| Situations that began in the past and continue to the present. | <i>She has worked as a teacher for ten years.</i> |
| Situations and actions in a time up to present. | <i>They have just discussed this question with their relatives.</i> |
| Past actions with the results in the present. | <i>He's broken his leg.</i> |

PAST PERFECT TENSE

before she came home, by ... o'clock yesterday

We use the Past Perfect Tense to say which past action happened first or what time in the past the action had finished up.

We often do not use the Past Perfect Tense, if it is already clear, which action happened first:

He left, I arrived. I arrived before he left.

| Positive | | | Negative | | |
|-------------------|----------|----------|-------------------|------------------|----------|
| I/You/ We/They | 'd (had) | arrived. | I/You/ We/They | hadn't (had not) | arrived. |
| He/She/It | | left. | He/She/It | | left. |

| Question | Answer |
|-------------------|-----------------------------------|
| Had they arrived? | Yes, they had. / No, they hadn't. |

| Use | Example |
|--|--|
| A past action which happened before another past action. | <i>He had left when I arrived. She was nervous, because she had never flown by plane before.</i> |

PAST TENSES: VERB CONTRASTS

PAST SIMPLE TENSE AND PRESENT PERFECT TENSE

We use the Past Simple Tense:

- to talk about the specific time in the past:

Builders finished their work yesterday.

John went to Rome last year.

- when the speaker is thinking of an action completed at a time in the past:

Paper was invented in China.

Rice was grown in Vietnam last year.

We use the Present Perfect Tense when no specific past time is mentioned or when a connection is made between the past and the present:

I have met that man before. John has already read that book.

Have you ever visited London?

I have never seen a camel.

He hasn't written the letter yet.

PAST SIMPLE TENSE AND PAST PERFECT TENSE

We use the Past Simple Tense when we talk about the past, and follow the events in the order in which they happened:

I read a book, mended my CD player and ate a cake.

We use the Past Perfect to go back to an earlier time:

I read a book I had got from the library.

PRESENT PERFECT CONTINUOUS TENSE

for 2 hours, since 10 o'clock

We use the Present Perfect Continuous Tense:

- to talk about an action which started in the past and continues up to the present giving emphasis on duration;
- to talk about a past action which has lasted for a period of time and its result is visible in the present.

| Positive | | | Negative | | |
|-------------------|-----------|------------------|-------------------|-----------------------|------------------|
| I/You/We /They | ve (have) | been working. | I/You/We/ They | haven't (have not) | been working. |
| He/She/It | 's (has) | | He/She/It | hasn't (has not) | |

| Question | | | Answer | | |
|----------|---------------|---------------|--------|---------------|----------|
| Have | I/we/you/they | been working? | Yes, | I/you/we/they | have. |
| | | | No, | | haven't. |
| Has | he/she/it | | Yes, | he/she/it | has. |
| | | | No, | | hasn't. |

| Use | Example |
|---|---|
| To express the actions that began in the past and continue up to the present. | <i>I've have been learning English since I was seven years old.</i> |
| To express the actions that began in the past and have just stopped. | <i>I've been riding a bike for two hours.</i> |

for and since

| Use | | Example |
|---|---|---|
| <i>for</i> with a period of time | three days five hours a month ten minutes a long time ages | <i>They have been playing tennis for an hour. Jane has been training for two months. The sprinters have been running for twenty minutes. He hasn't been reading the newspapers for a long time.</i> |
| <i>since</i> with a point of time | Tuesday 8 August 4 o'clock last summer 2004 I last saw you | <i>I have been learning English since 2000.</i> |

THE PASSIVE VOICE

The Active sentences focus on what the person (subject) does, did, or will do. The Passive sentences focus on the object of the action:

My Granny bought vitamins for me. (Active Voice.)

Vitamins were bought for me. (Passive Voice.)

We form the Passive Voice by means of the verb **to be** and **the third form** (Past Participle) of the main verb.

Note: We do not normally use the Passive Voice in the Present Perfect Continuous or the Past Perfect Continuous.

We use the Passive Voice:

- when we don't know who does/did/ etc. the action.

My car has been stolen!

- when we are not interested in who does/did/ etc. the action.

The monkeys are fed every day at three.

- when it is obvious who does/did/ etc. the action.

A man was arrested last night in a local park.

- for emphasis, formality and impersonal style.

Passengers will be informed of any delay as soon as possible.

Changing from Active into Passive

When we change the sentence from Active into Passive:

- The object of the active sentence becomes the subject in the passive sentence.

- The active verb changes into a passive form.
- The subject of the active sentence becomes the agent.

The agent is not mentioned when:

- it is unknown;
- it is unimportant;
- it is obvious from the context.

Prepositions in the Passive Voice

When we want to say who did the action, we normally use **by**.

*The light bulb was invented **by** Edison.*

When we want to describe (mention) something we used to do an action, we normally use the preposition **with**.

*This rope has been cut **with** a knife.*

Present Simple Passive Voice

We form the Present Simple Passive Voice by means of **am/is/are** and **the third form** (Past Participle) of the main verb.

| Positive | | | Negative | | |
|-------------|--------------|----------|-------------|---------------------|----------|
| I | 'm (am) | visited. | I | 'm not (am not) | visited. |
| You/We/They | 're (are) | | You/We/They | aren't (are not) | |
| He/She/It | 's (is) | built. | He/She/It | isn't (is not) | built. |

| Question | Answer |
|---|--|
| Am I visited by my friends? Is it built by builders? Are they visited by their relatives? | Yes, I am. / No, I'm not (am not). Yes, it is. / No, it isn't (is not). Yes, they are. / No, they aren't (are not). |

Past Simple Passive Voice

We form the Past Simple Passive Voice by means of **was/were** and **the third form** (Past Participle) of the main verb.

| Positive | | | Negative | | |
|-------------|------|--------------------|-------------|----------|--------------------|
| I/He/She/It | was | visited. built. | I/He/She/It | was not | visited. built. |
| You/We/They | were | | You/We/They | were not | |

| Question | Answer |
|--|--|
| Was I visited by my friends? Was it built by the builders? Were they visited by their relatives? | Yes, I was. / No, I wasn't (was not). Yes, it was. / No, it wasn't (was not). Yes, they were. / No, they weren't (were not). |

Future Simple Passive Voice

We form the Future Simple Passive Voice by means of *shall/will be* and *the third form* (Past Participle) of the main verb.

| Positive | | | Negative | | |
|----------------------------|--------------------|--------------------|------------------------|--|--------------------|
| I/We | shall (will) be | visited. built. | I/We | shan't (shall not) be won't (will not) be | visited. built. |
| You/They/ He/ She/It | will be | | You/They/ He/She/It | won't (will not) be | |

| Question | Answer |
|--|---|
| Shall (Will) I be visited by my friends tomorrow? Will it be built by the builders? Will they be visited by their relatives? | Yes, I shall. / No, I shan't (shall not). Yes, it will. / No, it won't (will not). Yes, they will. / No, they won't (will not). |

| Use | Example |
|---|--|
| When the person or thing that will do the action isn't important, or when we don't know who will do it. | <i>Coffee will be grown in Brazil.</i> |

Present Continuous Passive Voice

We form the Present Continuous Passive Voice by means of *am/is/are + being* and *the third form* (Past Participle) of the main verb.

| Positive | | | Negative | | | | |
|-----------------|--------------|-------|------------|-----------------|---------------------|-------|------------|
| I | 'm (am) | being | informed. | I | 'm not (am not) | being | informed. |
| You/We/ They | 're (are) | | told. | You/We/ They | aren't (are not) | | told. |
| He/She/ It | 's (is) | | discussed. | He/She/ It | isn't (is not) | | discussed. |

| Question | Answer |
|--|---|
| Am I being informed? Is it being discussed? Are we being told? | Yes, I am. / No, I'm not (am not). Yes, it is. / No, it isn't (is not). Yes, we are. / No, we aren't (are not). |

Compare:

The great amount of land used for different types of farming is changing. (The Present Continuous Active Voice.)

The great amount of farming land is being changed by people today. (The Present Continuous Passive Voice.)

Past Continuous Passive Voice

We form the Past Continuous Passive Voice by means of *was/were + being* and *the third form* (Past Participle) of the main verb.

| Positive | | | | Negative | | | |
|-----------------|------|-------|----------|-----------------|-------------|-------|----------|
| I/He/She/ It | was | being | visited. | I/He/She/ It | was not | being | visited. |
| You/We/ They | were | | invited. | You/We/ They | were not | | invited. |

Present Perfect Passive Voice

We form the Present Perfect Passive Voice by means of *have/has been* and *the third form* (Past Participle) of the main verb.

| Positive | | | Negative | | |
|---|--------------|--------------------|---|-----------------|--------------------|
| I/You/We/They | have been | visited. built. | I/You/We/They | haven't been | visited. built. |
| He/She/It | has been | | He/She/It | hasn't been | |
| Question | | | Answer | | |
| Was he being visited? Were they being invited? | | | Yes, he was. / No, he wasn't (was not). Yes, they were. / No, they weren't (were not). | | |

| Question | Answer |
|---|---|
| Have the museums been visited by my friends the other days? Has it been built yet? | Yes, they have. / No, they haven't (have not). Yes, it has. / No, it hasn't (has not). |

| Use | Example |
|---|---|
| When the person or thing that has done the action isn't important, or when we don't know who has done it. | <i>Coffee has been grown in Brazil.</i> |

Past Perfect Passive Voice

We form the Past Perfect Passive Voice by means of *had been* and the *third form* (Past Participle) of the main verb.

| Positive | | | Negative | | |
|---------------------------------|----------|----------|---------------------------------|-------------------------------|----------|
| I/You/We/ They/ He/She/It | had been | invited. | I/You/We/ They/He/ She/It | hadn't been (had not been) | invited. |

| Question | Answer |
|------------------------|---|
| Had she been invited? | Yes, she had. / No, she hadn't (had not). |
| Had they been invited? | Yes, they had. / No, they hadn't (had not). |

MODAL EXPRESSIONS

To Let Smb Do Smth and To Be Allowed to Do Smth

| Active Voice | Passive Voice |
|---|--|
| My parents let me play computer games every day. | I am allowed to play computer games every day. |
| They don't let him talk over the telephone for so long. | He is not allowed to talk over the telephone for so long. |
| Sue let Jim use her pen yesterday. | Jim was allowed to use Sue's pen yesterday. |
| We will let them finish writing a composition tomorrow. | They will be allowed to finish their composition tomorrow. |

To Make Smb Do Smth

| Active Voice | Passive Voice |
|---|---|
| His mother made me eat a plate of soup. | I was made to eat a plate of soup. |
| The teacher didn't make us learn the poem by heart yesterday. | We weren't made to learn the poem by heart yesterday. |
| My mother usually makes me read in summer. | I am usually made to read in summer. |

| Active Voice | Passive Voice |
|---|---|
| His sister will make him clean the room tomorrow. | He will be made to clean the room tomorrow. |

MODALS: ABILITY, PERMISSION, ADVICE, OBLIGATION

We can use modals (*can, could, may, must, should*) and semi-modals (*have to, ought to*) to express permission, ability, obligation, advice and criticism.

- *have to* has a similar meaning to *must*
- *ought to* has a similar meaning to *should*

While *modals* and *ought to* have only one form (*I should, he should, etc.*), *have to* changes its form depending on person and tense.

She has to go home now. We have to consult a doctor.

We had to consult a doctor yesterday.

Modals are never followed by the full infinitive (with *to*). Use the bare infinitive.

She could play the guitar when she was three.

Ability

- Use **can** to talk about ability now or generally.
The doctor can see you now. Terry can speak Arabic.
- Use **can** to talk about the decisions made now about future ability.
We can go to the concert tomorrow, if you like.
- Use **will be able to** to talk about future ability.
You will be able to take your driving test after a few more lessons.
- Use **could** to talk about ability in the past.
Tommy could read when he was two years old.

Can cannot be used as an infinitive. Use **to be able to**:

I'd love to be able to go on a round-the-world cruise.

(NOT: *I'd love to ~~can~~ go on a round-the-world cruise.*)

Permission

- Use **can, could** or **may** to ask for and give permission now, for future, or generally. They mean the same thing, but **could** is more polite than **can**, and **may** is more polite than **could**.

Can/Could/May I go on the school trip next week?

- To talk about past permission, we don't usually use a modal.

I was allowed to go on the school trip.

(NOT: *I ~~could~~ go on the school trip.*)

Note: We do use **could** to talk about past permission in the Reported Speech.

My parents said I could go on the school trip.

Advice

- Use **should** or **ought to** to ask for and give advice now, for future, or generally. They have a very similar meaning, but **should** is much more

common in spoken and written English (both formal and informal) than **ought to**.

*You **should/ought to** eat less fast food.*

Obligation

- We often use **must** for **personal obligation now, in the future, or generally**.

*I **must** remember to get my Dad a birthday present.*

- We often use **have to** for **external obligation now, in the future, or generally**.

*I **have to** study for a test tonight.*

- We also use **will have to** for **future obligation**.

*I'll **have to** be more careful in future.*

- For **personal or external obligation in the past**, use **had to**.

*I **had to** tidy my bedroom last night.*

Note: It is very unusual to use **must** for **questions**. We usually use **have to**.

***Do I have to** be at home by midnight?*

You **mustn't** eat that! = Don't eat that!

You **don't have to** eat that. = You can eat it if you want to but it isn't necessary.

Must cannot be used as an infinitive. Use **to have to**:

*I'd hate **to have to** go to school on Sundays.*

(NOT: *I'd hate ~~to must~~ go to school on Sundays.*)

When we make **deductions** (form an opinion based on the evidence), we use different modals to show how sure we are.

- For **deductions about the present**, the modal is followed by the bare infinitive.
- For **deductions about the past**, the modal is followed by the perfect infinitive (**have** + Past Participle).

We use **must**, **can't** and **couldn't** for deductions we think are almost **certainly correct**:

*Sharon reads books in English quite often so she **must enjoy** them.*

*I haven't received Amy's letter, so she **can't/couldn't have sent** it.*

We use **should** and **ought to** for deductions we think are **probably correct**:

*Liam's trained very hard, so he **should/ought to win** the match.*

We use **could**, **may** and **might** for deductions we think are **possibly correct**:

*Didn't Nick call you? He **could/may/might have forgotten**.*

INFINITIVES AND -ING FORMS

Infinitives: *to go, to break, to see, etc.*

-Ing forms (also called 'Gerunds'): *going, breaking, seeing, etc.*

We can use both **-ing forms** and **infinitives** as subjects (but **-ing forms** are more common).

***Smoking is bad** for you. (More natural than **To smoke is bad** for you.)*

We can use **infinitives** to say **why** we do things.

I got up early to catch the 7.15 train.

After some verbs we use **infinitives**; after others we use **-ing forms**.

I expect to pass my exams. (NOT: I expect ~~passing~~...)

I'll finish studying in June. (NOT: I'll finish to ~~study~~...)

We can use **infinitives** after some **adjectives** and **nouns**.

She's ready to leave. I'm glad to see you. I've got work to do.

After **prepositions** we use **-ing forms**, not **infinitives**.

You can't live without eating. (NOT: ... without to ~~eat~~.)

I usually watch TV before going to bed. (NOT: ... before to ~~go~~ to bed.)

Infinitives often have **to** before them; but not always.

I want to go home, but I can't go now.

Infinitives: Using to

- We usually put **to** with **infinitives**.

I want to go home. (NOT: I want ~~go~~ home.)

I telephoned my sister to say 'Sorry'.

- But we use **infinitives without to** after **do/does/did** in questions and negatives.

Does John speak Russian?

I didn't understand him.

- We also use **infinitives without to** after the modal verbs **can, could, may, might, will, would, shall, should, must** and **had better**.

I can't swim. Must you go now? We had better find a hotel.

- We use an **infinitive with to** to say **why** we do something.

I turned on the TV to watch the news. Joanna went to Paris to study music.

We make **negative infinitives** with **not (to) + verb**.

Try not to forget your keys. The company did not make any money last year.

- After some verbs we use an **infinitive with to**.

I hope to be an airline pilot. Did Jeremy agree to help you?

After **begin, start, continue** and **prefer** we can also use **-ing forms** with the same meaning.

When did you begin to learn/begin learning karate?

I prefer to live/prefer living in the country.

-ing forms as subjects

We often use **-ing forms** (also called 'gerunds') as **subjects** – more often than **infinitives**.

Smoking is bad for you.

Swimming is good exercise.

Travelling takes a lot of my time.

We can put **objects** after **-ing forms**.

Learning languages is difficult and takes time.

Verb + *-ing* forms

After some verbs we use *-ing* forms. Some of these verbs are: *keep (on)* (= 'continue', 'not to stop'), *finish, stop, give up* (= 'stop', for habits), *go, can't help* (= 'can't stop myself'), *suggest, practise, enjoy, love, like, (not) mind* (= '(not) dislike'), *dislike, hate*.

I can't help feeling unhappy. Do you mind sharing your room?

After *love, like* and *hate* we can also use infinitives with *to* with the same meaning.

I love singing. = I love to sing.

She hates to cook/cooking on an electric cooker.

Prepositions + *-ing* forms

When we have **preposition + verb**, we must use an *-ing* form.

The children are tired of going to the same place every summer.

I worry about spending too much money.

Thank you for coming.

We use *by ... + -ing* and *without ... + -ing* to say how people do something.

I earn my pocket money by working in a petrol station.

She passed her exams without studying.

After *before, after* and *since*, we can use an *-ing* form or **subject + verb**.

I usually read the paper before going/I go to work.

Bill has changed a lot since getting/he got married.

Sometimes *to* is a preposition (for example, *I look forward to your answer*).

In this case we must use *-ing* forms of verbs after *to*.

I look forward to hearing you. (NOT: I look forward to hear from you.)

QUESTION TAGS

Question tags are short questions which are used at the end of the sentences. We use question tags if we are not absolutely sure about something and wish someone else to confirm it.

We add question tags to the sentences (negative or affirmative) to ask for confirmation or agreement.

We form question tags by means of the auxiliary verb of the sentence and the personal pronoun (I, he, she, it, etc.) which corresponds to the subject of the sentence.

- If the sentence is affirmative, we use a negative question tag.
You will help me, won't you?
- If the sentence is negative, we use an affirmative question tag.
You haven't done your homework, have you?
- If there is a modal verb (can, could, should, etc.) in the sentence, we use the same modal verb to form the question tag.
He can't swim very well, can he?
- If there is no auxiliary verb in the sentence, we use the auxiliary verb *to do*. Thus, for a sentence which is in the Present Simple we use *do/does* and for a sentence which is in the Past Simple we use *did*.

*He works in an office, doesn't he?
You didn't eat my ice cream, did you?*

Question Tags (Short Answers)

We give short answers to avoid repetition of the question asked before.

We form positive short answers with:

Yes + personal pronoun + auxiliary verb.

We form negative short answers with:

No + personal pronoun + negative auxiliary verb.

Examples:

There's a room for me in your car, isn't there? – Yes, there is.

He went to England last summer, didn't he? – No, he didn't.

He didn't go to London last summer, did he? – Yes, he did./No, he didn't.

(Hi, він їздив./Так, він не їздив.)

Auxiliary Verbs in Short Answers

We often use auxiliary verbs in short answers when we don't want to repeat something:

Does he read books every evening? – Yes, he does.

(= He reads books every evening.)

Do you go to the library on Saturdays? – Yes, I do.

(= I go to the library on Saturdays.)

We also use auxiliary verbs with **so** and **neither**:

I play tennis every Sunday. – So do I. (= I play tennis every Sunday, too.)

I never read newspapers. – Neither do I. (= I never read newspaper, too.)

It is important to remember the word order after **so** and **neither** – verb before the subject.

I go in for sports and so do my friends.

Unusual Question Tags

Pay particular attention to these question tags:

- *Let's..., shall we?*

Let's get a pizza, shall we?

- *I'm (NOT followed by not) ..., aren't I?*

I'm coming with you, aren't I? (BUT: I'm not coming with you, am I?)

- *Don't ..., will you?*

Don't tell Mum, will you?

In the sentences with a negative word like **never**, **no**, **nobody**, etc, we use a **positive question tag**.

He never tells the truth, does he?

If the subject of the main verb is **someone**, **nobody**, etc, we use **they** in the question tag.

Someone will have to pay for the damage, won't they?

INDIRECT QUESTIONS

Direct questions use inverted word order, begin with a question word and end with a question mark:

How are you?

What are you thinking about?

Indirect questions are more formal than direct questions. They are formed using an introductory phrase, normal word order, and may or may not end with a question mark.

Common introductory phrases are:

Could you tell me where the 501 bus leaves from?

Do you know what time it is?

I wonder if you could send me a catalogue.

Would you mind telling me when the interview will take place?

Could I ask where the 'Odeon' cinema is?

Do you think you could tell me what the job involves?

Each introductory phrase is followed by a question word clause. Notice the word order.

Could you tell me where I can find Ms Sparrow?

When the question has a 'yes/no' answer, we use *if* or *whether*.

Could I ask if/whether the salary includes travel expenses?

When an indirect question begins with a question form, it needs a question mark at the end. Otherwise, we do not use a question mark.

Compare:

Would you mind telling me where the hotel manager is?

I wonder if you could tell me where the hotel manager is.

DIRECT – REPORTED SPEECH

The Direct Speech is exactly what someone says.

"I'll help you," Steve says.

The Reported Speech is the exact meaning of what someone said but not the exact words.

Steve says that he will help me.

Steve said that he would help me.

say and tell

We use *say* with or without a personal pronoun. We use *to* after *say* when there is a personal pronoun.

"I'll help you," Steve says to me. → Steve says that he will help me.

We use *tell* with a personal object pronoun. We never use *to* after *tell*.

He told me that he would help me.

Changes in the Reported Speech

When the reporting verb (*say, tell, etc.*) is in the Present Simple Tense, the verb tenses do not change in the Reported Speech.

"I want to visit my Granny on Sunday," Jane says. (Direct Speech.)

Jane says that she wants to visit her Granny on Sunday. (Reported Speech.)

When the reporting verb is in the past tense, the verb tenses change in the Reported Speech.

"I want to visit my Granny on Sunday," Jane said. (Direct Speech.)

Jane said that she wanted to visit her Granny on Sunday. (Reported Speech.)

Tenses change as follows:

| | | |
|--|--------|--|
| Present Simple <i>"I don't like cakes."</i> | -----> | Past Simple <i>He said he didn't like cakes.</i> |
| Present Continuous <i>"I'm writing."</i> | -----> | Past Continuous <i>She said she was writing.</i> |
| Present Perfect <i>"I have never been to London."</i> | -----> | Past Perfect <i>She said she had never been to London.</i> |
| Present Perfect Continuous <i>"I've been phoning all morning."</i> | -----> | Past Perfect Continuous <i>They said he had been phoning all morning.</i> |
| Past Simple <i>"I wrote a letter."</i> | -----> | Past Perfect <i>She said she had written a letter.</i> |
| Past Continuous <i>"We were talking about football."</i> | -----> | Past Perfect Continuous <i>He said they had been talking about football.</i> |
| am/is/are going to <i>"We are going to eat soon," she said. (Direct Speech.)</i> | -----> | was/were going to <i>She said (that) they were going to eat soon. (Reported Speech.)</i> |

Modal verbs change as follows:

If the reporting verb is in the past (for example, said), we also usually have to change some modals.

| | | |
|--|--------|--|
| will <i>"I'll be there at eight," said he.</i> | -----> | would <i>He said he would be there at eight.</i> |
| can <i>"I can swim."</i> | -----> | could <i>They said (that) she could swim.</i> |
| must/have to <i>"I must go soon."</i> | -----> | had to <i>He said (that) he had to go soon.</i> |
| may <i>"I may need some help."</i> | -----> | might <i>She said she might need some help.</i> |

Changes in Expressions of Time and Place

| Direct Speech | Reported Speech |
|-----------------------------------|---------------------------------------|
| <i>today</i> | <i>that day</i> |
| <i>yesterday</i> | <i>the day before</i> |
| <i>tomorrow</i> | <i>the next day/the following day</i> |
| <i>next week</i> | <i>the following week</i> |
| <i>last week, last year, etc.</i> | <i>the previous week, year, etc.</i> |
| <i>this/these</i> | <i>that/those</i> |
| <i>here</i> | <i>there</i> |

Personal pronouns and possessive adjectives change according to the context.

"I'll help my parents about the house," Helen said. (Direct Speech.)

Helen said that she would help her parents about the house. (Reported Speech.)

REPORTED ORDERS/INSTRUCTIONS

To report orders or instructions we use the introductory verbs *to ask, to order*, etc followed by a *to-infinitive*.

"Read this story, Ann, please!" my teacher asked me. (Direct Speech.)

The teacher asked me to read a story. (Reported Speech.)

REPORTED QUESTIONS

- We use **reported questions** when we want to say what someone else asked.
Phil asked if he could come to the party.
- We use **the same rules** regarding tense, pronoun and time and place word changes with the **reported questions** as we do with the **Reported Speech**.

Have, Do or Be and Modal Verbs: Questions

- If a direct question begins with the verbs **have, do or be** (usually as auxiliary verbs), or a **modal (will, can, etc.)**, we use *if* or *whether* in the reported question. This is the kind of a direct question which requires the answer *yes* or *no*.
"Have you seen Placebo in concert, Jake?" asked Carl. →
Carl asked Jake if/whether he had seen Placebo in concert.

Wh-questions

- With questions beginning with **what, who, which, when, where, why** and **how** we do not use *if* or *whether*. We use **the same question word** as we used in the direct question, but we do **not** use the question form and we **do change tenses, modals, etc**.
"Why did you go there?" → Alan asked me why I had gone there.

RELATIVE CLAUSES

There are two types of relative clauses: **defining** and **non-defining**. With both types, we use different **relative pronouns** depending on what we are referring to:

- **who** for people (and animals when we want to give them a personality);
- **which** for things (and animals when we don't want to give them a personality);
- **when** for times;
- **where** for places;
- **why** for reasons;
- **whose** the possessive of *who*.

Defining relative clauses give us essential information. We cannot remove the relative clause and still understand the sentence. If we remove the relative clause, the sentence doesn't make any sense:

The Nature Reserve which I've visited attracts many scientists and ecotourists.

With defining relative clauses, we:

- cannot use commas;
- can replace **who, which, when** and **why** with **that**.

Non-defining relative clauses give us extra information. We can remove the relative clause and still understand the sentence:

Ascania Nova, which was Freidrich F. Falz-Fein's native village, was the place of unique beauty.

With non-defining relative clauses, we:

- **must** use commas;
- cannot replace the relative pronoun with **that**;
- cannot leave out the relative pronoun.

CONJUNCTIONS

Determiners and Double Conjunctions:

Both ... / Either ... or / Neither ... nor

We use *both, either* and *neither* to talk about two people or things.

Both (one and the other) has a plural noun.

Either (one or the other) has a singular noun.

Neither (not one and not the other) has a singular noun.

We use *either ... or* to talk about two possibilities.

You can either read a book or watch a film.

Either Mary or John can meet him at the station.

We use *neither ... nor* to join together two negative ideas.

You can neither visit your friend nor telephone him. He is not in Kyiv at the moment.

Neither Steve nor Dan watched that film on TV yesterday.

If ... / Unless ...

When we use the conjunction *If ...*, there are two possibilities.

1. Start with *If* and use a comma (,).

If the results are positive, the others may imitate it.

2. Put *If* between the two parts of the sentence. Don't use a comma then.

The others may follow it if the results are positive.

We can use the conjunction *Unless* to mean '*If ... not*'. We use positive form of a verb in this part of a sentence.

You can't get a cash prize unless you get good results in your tests.

(= *You can't get a cash prize if you don't get good test results.*)

If / when / as soon as / till / until

Most tenses are possible in sentences with the conjunctions:

if / when / as soon as / till / until.

If you're happy, I'm happy. I'll be happy if you're happy.

But after **if / when / as soon as / till / until**, we normally use the Present Simple tense to talk about the future.

If it is sunny tomorrow, we'll eat in the garden.

PHRASAL VERBS

A **phrasal verb** is a verb followed by one or two adverbs or prepositions. Here are some examples: *get up* (вставати), *look after* (доглядати), *look forward to* (очікувати на) etc.

It is usually impossible to guess the meaning of phrasal verbs just from knowing the meaning of the verb and the adverb or preposition. For example, 'to take something up' means to start doing a particular job or activity. It has nothing to do with taking things.

Many verbs in English are part of several phrasal verbs. The phrasal verbs are shown in dictionaries in alphabetical order after the main verb. Of course, verbs are often used with their formal meanings with adverbs and prepositions, too:

I went into room. (Я увійшов у кімнату.)

He put the book on the shelf. (Він поклав книгу на полицю.)

These are not phrasal verbs.

Compare:

It's cold outside. Put on a warm sweater. (Надворі холодно. Одягни теплого светра.)

What made you decide to go into business? (Що спонукало тебе зайнятися бізнесом?)

One phrasal verb can have more than one meaning. Often, the meanings are not related:

Just pick up the phone and ring her! (Просто підними слухавку та зателефонуй їй!)

She picks up languages really easily. (Вона, справді, швидко вчиться мов.)

The Grammar of Phrasal Verbs

Some phrasal verbs have objects, some do not, and some sometimes have objects and sometimes do not. This is shown in the way the phrasal verb is written in the dictionary. The way the phrasal verb is written also shows you whether the object is a person, a thing, or an action.

Phrasal verbs that need an object are shown like this: *check in, get up.*

Phrasal verbs that need an object are shown like this: *look smth up, break smth in, break smth down.*

Phrasal verbs where an object is sometimes used and sometimes not used are shown like this: *pack (smth) up.*

Prepositions following phrasal verbs

Many phrasal verbs are often followed by particular prepositions. These are to be learnt by heart to be used correctly. You can also consult a dictionary.

English Tenses Timeline Chart

This timeline tenses chart provides a handy reference sheet to English tenses and their relationship to one another and the past, present and future. The forms of the verbs are highlighted in bold.

| SIMPLE ACTIVE | SIMPLE PASSIVE | TIMELINE | CONTINUOUS ACTIVE | CONTINUOUS PASSIVE |
|--|---|--|--|--|
| She had already eaten when I arrived. | The dinner had been cooked by the time I came. | PAST TIME ↑ Past Perfect ↑ Past Simple ↑ | | |
| I bought a new car last week. | The book was written in 1876 by Frank Smith. | | I was watching TV when she arrived. | The TV programme was being discussed when I came. |
| She has lived in California for many years. | The company has been managed by Fred Jones for the last two years. | Present Perfect ↑ | She has been working at Johnson's for six months. | |
| He works five days a week. | Those shoes are made in Italy. | Present ↑ PRESENT TIME | I am working at the moment. | The TV programme is being discussed now. |
| | | ↓ Future Intention | They are going to fly to New York tomorrow. | |
| The sun will shine tomorrow. | The food will be brought later. | ↓ Future Simple ↓ Future Perfect ↓ FUTURE TIME | She will be teaching tomorrow at six o'clock. | The TV programme will be discussed tomorrow. |

SOCIAL ENGLISH

Checking that You've Understood

| Conversational formulas | Translation |
|--------------------------|-------------------------------|
| So, I/we have to... | Отже, я/ми маємо (повинні)... |
| Do you want me/us to...? | Чи ти хочеш, щоб я/ми...? |
| Should I...? | Чи мені слід...? |

Interrupting Politely

| Conversational formulas | Translation |
|---|---|
| Actually, I'd just like to say... | Фактично, я б хотів (хотіла) сказати / зазначити... |
| Sorry to interrupt, but... | Вибачте, що я перериваю Вас, але... |
| Oh, while I remember / before I forget. | Ой, поки я ще пам'ятаю / поки я не забув (забула). |

Giving Instructions and Directions

| Conversational formulas | Translation |
|--|-------------------------------------|
| Make sure... | Переконайтесь... |
| Remember... (to do). | Не забудьте... (зробити). |
| Be careful... (not to do). | Остерігайтесь... (не зробити щось). |
| Go straight on. | Ідіть прямо. |
| Take <i>the first/second</i> turn left. | Це перший/другий поворот наліво. |
| Turn <i>left/right</i> . | Поверніть наліво/направо. |
| Go along High Street as far as the bank. | Ідіть по Хай-стріт до банку. |
| Take the Number 10 bus. | Сядьте на автобус номер 10. |
| Get off at... (a place). | Вийдіть на... (місце). |

Checking Instructions

| Conversational formulas | Translation |
|-----------------------------|------------------------------|
| Are you with me? | Чи Ви мене слухасте? |
| Did you follow that? | Чи ти чув(-ла), що говорили? |
| Have you got that? | Чи ти зрозумів(-ла)? |
| Is everything clear so far? | Чи поки що все зрозуміло? |

Making Suggestions

| Conversational formulas | Translation |
|---|---|
| Shall I/we... (do)? | Чи я/ми маю (маємо)... щось (зробити)? |
| Let's... (do). | Давайте... (зробимо). |
| Why don't I/we... (do)? | Чому б мені/нам... (не зробити)? |
| How about... (doing)? | Як щодо того, щоб... (зробити щось)? |
| What about... (doing)? | А як на рахунок того, щоб... (зробити щось)? |
| I think we should... (do). | Я думаю, нам слід... (зробити). |
| It might be a good idea if we/you... (do). | Можливо, було б непогано, якби ми/Ви... (зробили). |
| If you ask me, I think we/you should... (do). | Якщо Вам цікава моя думка, то я вважаю, нам/Вам варто... (зробити). |

Making Recommendations

| Conversational formulas | Translation |
|-----------------------------------|----------------------------------|
| You mustn't miss the chance to... | Ви не повинні пропустити шанс... |
| You must (go) to the... | Ви повинні піти до... |
| You've got to... | Ви маєте... |
| You'll love... | Вам сподобається... |
| I wouldn't recommend... | Я б не радив (радила)... |

Asking for Advice

| Conversational formulas | Translation |
|---------------------------------|-------------------------------------|
| What do you think I should do? | Як Ви гадаєте, що мені слід робити? |
| What would you advise me to do? | Що б Ви мені порадили зробити? |

How to Give Advice and How to Accept It

| Conversational formulas | Translation |
|--------------------------------|----------------------------------|
| I think you should... (do). | Я думаю, Вам слід... |
| You could... (do). | Ви могли б... |
| Why don't you... (do)? | Чому б Вам... (не зробити щось)? |
| You had better... | Вам краще... |
| You'd better... | Вам краще було б... |
| You'd rather... | Вам краще... |
| I think I would be good to... | Я думаю, це було б добре... |
| Good, I'll do that. | Добре, я зроблю це. |
| You are right. That's an idea. | Ви праві. Це ідея. |
| Oh, I can't agree to that. | О, я не можу погодитися з цим. |
| I don't think you are right. | Я не думаю, що ти маєш рацію. |
| No, I don't want to do that. | Ні, я не хочу цього робити. |

Agreeing

| Conversational formulas | Translation |
|------------------------------------|---|
| I'd probably agree on that. | Я б скоріше за все погодився (погоди-лася) на це. |
| I think that's probably right. | Я гадаю, що це правильно. |
| That's absolutely right. | Це цілком правильно. |
| Sure! That's exactly what I think. | Впевнений(-на), це якраз те, що я думаю. |

Disagreeing

| Conversational formulas | Translation |
|--|--|
| Yes, but... | Так, але... |
| True, but... | Правильно, але... |
| I see what you mean, but... | Я розумію, що Ви маєте на увазі, але... |
| Yes, but on the other hand... | Так, але з іншого боку... |
| I'm afraid I disagree / don't agree / can't agree... | Дозвольте мені не погодитися з Вами... |
| I'm not sure if that's strictly true. | Я не впевнений (впевнена), що це цілком правильно. |
| You have a point there, but... | Ви маєте рацію, але... |

Justifying Your Opinions

| Conversational formulas | Translation |
|--|--|
| Personally, I (don't) think... because... | Особисто я (не) думаю... тому що... |
| Let's (not)... because... | Давайте (не)... тому що... |
| In my opinion... | На мій погляд... |
| I (don't) feel that it's important to... as... | Я (не) думаю, що це важливо... оскільки... |

Speculating

| Conversational formulas | Translation |
|---------------------------------|---|
| I'm not sure but it might be... | Я не впевнений (впевнена), однак можливо... |
| It can't be... because... | Цього не може бути... тому що... |
| It must be... because... | Це має бути ... тому що... |

Summarising

| Conversational formulas | Translation |
|--------------------------------|-------------------|
| So what it comes down to is... | Таким чином... |
| In brief... | Коротше кажучи... |
| To sum up, ... | Підсумовуючи... |

How to Express Approval or Disapproval

| Conversational formulas | Translation |
|--------------------------------------|------------------------------------|
| It's a good thing. | Це гарна думка. |
| Sounds good to me. | Як на мене, звучить непогано. |
| Fine! | Добре! |
| That'll do. | Цього буде досить. |
| That's just what I was going to say. | Це саме те, що я збирався сказати. |
| I'm all for it. | Я цілком за це. |
| I'm against it. | Я проти цього. |
| That won't work. | Це не спрацює. |
| What's the use of...? | Яка користь з...? |
| What's the good of...? | Яка користь з...? |

How to Invite and How to Accept or Reject an Invitation

| Conversational formulas | Translation |
|---------------------------------------|--|
| I'd like to invite you to the circus. | Я хотів би запросити Вас до цирку. |
| How (What) about going hiking? | Як щодо того, щоб піти у похід? |
| Let's go to see the new exhibition. | Давайте підемо подивимося нову виставку. |
| Would you like to go to the theatre? | Ви б хотіли піти до театру? |
| With pleasure. | Із задоволенням. |
| Yes, I'd like to. | Так, я б хотів би (хотіла б). |
| I'm afraid I can't, because... | Боюсь, що я не можу, бо... |
| I'm sorry I can't. | Вибачте, я не можу. |

How to Ask for and Give an Opinion

| Conversational formulas | Translation |
|----------------------------|-----------------------------------|
| What do you think of...? | Що Ви думаєте щодо...? |
| How do you find...? | Як Ви вважаєте...? |
| What's your opinion of...? | Яка Ваша думка щодо...? |
| How do you feel about...? | Що Ви відчуваєте щодо...? |
| What would you say to...? | Що Ви сказали б щодо...? |
| I think... | Я думаю... |
| I feel... | Я відчуваю... |
| If you want my opinion... | Якщо Ви хочете знати мою думку... |
| Well, in my opinion... | Добре, на мою думку... |
| In my view... | На мій погляд... |
| As far as I'm concerned... | Щодо мене, то... |
| As I see it... | Як я бачу... |
| I would say... | Я б сказав (сказала)... |
| Frankly speaking... | Щиро кажучи... |
| Honestly... | Чесно... |
| I suppose... | Я вважаю... |

How to Make a Suggestions and How to Reply

Expressing Likes, Dislikes and Preferences

| Conversational formulas | Translation |
|--|---|
| Do you feel like going to the cinema tonight? | Чи не хотіли б Ви піти зі мною до кінотеатру? |
| How about buying some new records? | Чи не хотіли б ви купити нові аудіо-записи? |
| What about going to the exhibition? | Як щодо відвідування виставки? |
| How about watching the new programme? | Як щодо перегляду нової програми? |
| What do you say to camping? | Як щодо відпочинку на природі? |
| Yes, good idea. (Good idea!) | Так, це гарна ідея (гарна ідея!) |
| Yes, that's a splendid idea. | Так, це блискуча ідея. |
| Yes, that's sounds like a good idea. | Так, це хороша ідея. |
| That's fine! | Це добре! |
| Not a bad idea. | Непогана ідея. |
| Well, I can't say I feel like it really. | Я не можу сказати, що це мені подобається. |
| No, I don't think that's such a good idea, really. | Ні, я не думаю, що це справді гарна ідея. |
| No, I don't think so. | Ні, я так не думаю. |
| No, thanks. | Ні, дякую. |
| I don't care. | Мені байдуже. |
| I think I'd rather... | Думаю, я краще... |
| I prefer... | Я надаю перевагу... |

IRREGULAR VERBS

| Infinitive | Past Simple | Past Participle | Translation |
|-----------------|-----------------------------|-----------------------------|---------------------------|
| arise /ə'raɪz/ | arose /ə'rəʊz/ | arisen /ə'rɪzn/ | виникати, поставати |
| bear /beə/ | bore /bɔ:/ | born(e) /bɔ:n/ | нести, носити |
| beat /bi:t/ | beat /bi:t/ | beaten /bi:tn/ | бити |
| become /bɪ'kʌm/ | became /bɪ'keɪm/ | become /bɪ'kʌm/ | ставати, робити |
| begin /bɪ'gɪn/ | began /bɪ'gæn/ | begun /bɪ'gʌn/ | починати(ся) |
| blow /bləʊ/ | blew /blu:/ | blown /bləʊn/ | дути |
| break /breɪk/ | broke /brəʊk/ | broken /brəʊkn/ | (з)ламати |
| bring /brɪŋ/ | brought /brɔ:t/ | brought /brɔ:t/ | приносити |
| build /bɪld/ | built /bɪlt/ | built /bɪlt/ | будувати |
| burn /bɜ:n/ | burnt /bɜ:nt/ | burnt /bɜ:nt/ | палити; горіти |
| burst /bɜ:st/ | burst /bɜ:st/ | burst /bɜ:st/ | розбиватися; вибухати |
| buy /baɪ/ | bought /bɔ:t/ | bought /bɔ:t/ | купувати |
| catch /kætʃ/ | caught /kɔ:t/ | caught /kɔ:t/ | ловити, (с)піймати |
| choose /tʃu:z/ | chose /tʃəʊz/ | chosen /tʃəʊzn/ | вибирати |
| come /kʌm/ | came /keɪm/ | come /kʌm/ | приходити |
| cost /kɒst/ | cost /kɒst/ | cost /kɒst/ | коштувати |
| cut /kʌt/ | cut /kʌt/ | cut /kʌt/ | різати |
| dig /dɪg/ | dug /dʌg/ | dug /dʌg/ | копати |
| do /du:/ | did /dɪd/ | done /dʌn/ | робити |
| draw /drɔ:/ | drew /dru:/ | drawn /drɔ:n/ | тягти; малювати |
| dream /dri:m/ | dreamt /dremt/ (dreamed) | dreamt /dremt/ (dreamed) | бачити уві сні; мріяти |
| drink /drɪŋk/ | drank /dræŋk/ | drunk /drʌŋk/ | пити |
| drive /draɪv/ | drove /drəʊv/ | driven /drɪvn/ | гнати; їхати |
| eat /i:t/ | ate /æt/ | eaten /i:tn/ | їсти |
| fall /fɔ:l/ | fell /fel/ | fallen /'fɔ:lən/ | падати |
| feed /fi:d/ | fed /fed/ | fed /fed/ | годувати |
| feel /fi:l/ | felt /felt/ | felt /felt/ | почувати; відчувати |

| Infinitivo | Past Simple | Past Participle | Translation |
|-------------------------|---|---|----------------------------|
| fight /faɪt/ | fought /fɔ:t/ | fought /fɔ:t/ | битися; боротися |
| find /faɪnd/ | found /faʊnd/ | found /faʊnd/ | знаходити |
| fly /flaɪ/ | flew /flu:/ | flown /fləʊn/ | літати |
| forget /fə'get/ | forgot /fə'gɒt/ | forgotten /fə'gɒtn/ | забувати |
| forgive /fə'gɪv/ | forgave /fə'geɪv/ | forgiven /fə'gɪvn/ | вибачати; прощати |
| freeze /fri:z/ | froze /frəʊz/ | frozen /frəʊzn/ | заморожувати; замерзати |
| get /get/ | got /gɒt/ | got /gɒt/ | діставати; одержувати |
| give /gɪv/ | gave /geɪv/ | given /gɪvn/ | давати |
| go /gəʊ/ | went /went/ | gone /gɒn/ | іти; іти геть |
| grind /graɪnd/ | ground /graʊnd/ | ground /graʊnd/ | молоти; точити |
| grow /grəʊ/ | grew /gru:/ | grown /grəʊn/ | рости |
| hang /hæŋ/ | hung /hʌŋ/ hanged /hæŋd/ | hung /hʌŋ/ hanged /hæŋd/ | висіти, повісити |
| have /hæv/ | had /hæd/ | had /hæd/ | мати |
| hear /hɪə/ | heard /hɜ:d/ | heard /hɜ:d/ | чути |
| hide /haɪd/ | hid /hɪd/ | hidden /hɪdn/ | ховати(ся) |
| hit /hɪt/ | hit /hɪt/ | hit /hɪt/ | ударяти; влучати |
| hold /həʊld/ | held /held/ | held /held/ | мати; держати |
| hurt /hɜ:t/ | hurt /hɜ:t/ | hurt /hɜ:t/ | завдавати болю; боліти |
| keep /ki:p/ | kept /kept/ | kept /kept/ | тримати; зберігати |
| know /nəʊ/ | knew /nju:/ | known /nəʊn/ | знати |
| lay /leɪ/ | laid /leɪd/ | laid /leɪd/ | класти; покласти |
| lead /li:d/ | led /led/ | led /led/ | вести; водити |
| leap /li:p/ | leapt /lept/ leaped | leapt /lept/ leaped | плигати, стрибати |
| learn /lɜ:n/ | learnt /lɜ:n/ learned | learnt /lɜ:n/ learned | вчити |

| Infinitive | Past Simple | Past Participle | Translation |
|---------------------------|--------------------------|--------------------------------|--|
| leave /li:v/ | left /left/ | left /left/ | залишати |
| lend /lend/ | lent /lent/ | lent /lent/ | позичати (комусь) |
| let /let/ | let /let/ | let /let/ | пускати; дозволяти |
| lie /lai/ | lay /lei/ | lain /lein/ | лежати |
| lose /lu:z/ | lost /lɒst/ | lost /lɒst/ | втрачати; губити |
| make /merk/ | made /meid/ | made /meid/ | робити |
| mean /mi:n/ | meant /ment/ | meant /ment/ | означати |
| meet /mi:t/ | met /met/ | met /met/ | зустрічати |
| mistake /mis'teik/ | mistook /mis'tuk/ | mistaken /mis'teikn/ | помилятися; неправильно розуміти |
| pay /pei/ | paid /peid/ | paid /peid/ | платити |
| put /pʊt/ | put /pʊt/ | put /pʊt/ | класти; ставити |
| read /ri:d/ | read /red/ | read /red/ | читати |
| ride /raid/ | rode /rəʊd/ | ridden /rɪdn/ | їздити верхи |
| ring /rɪŋ/ | rang /ræŋ/ | rung /rʌŋ/ | телефонувати |
| rise /raɪz/ | rose /rəʊz/ | risen /rɪzn/ | вставати; підніматися |
| run /rʌn/ | ran /ræn/ | run /rʌn/ | бігти |
| say /sei/ | said /sed/ | said /sed/ | говорити; сказати |
| see /si:/ | saw /sɔ:/ | seen /si:n/ | бачити |
| sell /sel/ | sold /səʊld/ | sold /səʊld/ | продавати |
| send /send/ | sent /sent/ | sent /sent/ | посилати |
| set /set/ | set /set/ | set /set/ | ставити; установлювати |
| shine /ʃaɪn/ | shone /ʃɒn/ | shone /ʃɒn/ | світити; |
| shoot /ʃu:t/ | shot /ʃɒt/ | shot /ʃɒt/ | стріляти; підковувати |
| show /ʃəʊ/ | showed /ʃəʊd/ | shown /ʃəʊn/ | показувати |

| | | | |
|------------------------------------|--|--|--------------------------------------|
| shut /ʃʌt/ | shut /ʃʌt/ | shut /ʃʌt/ | закривати |
| sing /sɪŋ/ | sang /sæŋ/ | sung /sʌŋ/ | співати |
| sink /sɪŋk/ | sank /sæŋk/ | sunk /sʌŋk/ | тонути; занурюватися |
| sit /sɪt/ | sat /sæt/ | sat /sæt/ | сидіти |
| sleep /sli:p/ | slept /slept/ | slept /slept/ | спати |
| speak /spi:k/ | spoke /spəʊk/ | spoken /spəʊkn/ | говорити |
| spell /spel/ | spelt /spelt/ spelled | spelt /spelt/ spelled | писати або вимовляти по буквах |
| spend /spend/ | spent /spent/ | spent /spent/ | витрачати |
| spring /sprɪŋ/ | sprang /spræŋ/ | sprung /sprʌŋ/ | стрибати; виникати |
| stand /stænd/ | stood /stʊd/ | stood /stʊd/ | стояти |
| strike /straɪk/ | struck /strʌk/ | struck /strʌk/ | бити; ударяти(ся) |
| sweep /swi:p/ | swept /swept/ | swept /swept/ | мести; мчати |
| swim /swɪm/ | swam /swæm/ | swum /swʌm/ | плавати; пливти |
| take /teɪk/ | took /tʊk/ | taken /teɪkn/ | брати; взяти |
| teach /ti:tʃ/ | taught /tɔ:t/ | taught /tɔ:t/ | учити; навчати |
| tell /tel/ | told /təʊld/ | told /təʊld/ | розповідати, говорити |
| think /θɪŋk/ | thought /θɔ:t/ | thought /θɔ:t/ | думати |
| throw /θrəʊ/ | threw /θru:/ | thrown /θrəʊn/ | кидати |
| understand /ˌʌndə'stænd/ | understood /ˌʌndə'stʊd/ | understood /ˌʌndə'stʊd/ | розуміти |
| wake /weɪk/ | woke /wəʊk/ | woken /wəʊkn/ | прокидатися; будити |
| wear /weə/ | wore /wɔ:/ | worn /wɔ:n/ | носити (одяг) |
| win /wɪn/ | won /wʌn/ | won /wʌn/ | вигравати |
| write /raɪt/ | wrote /rəʊt/ | written /rɪtn/ | писати |

Short forms

v verb
n noun
pr pronoun
adj adjective

adv adverb
prep preposition
conj conjunction
phr v phrasal verb
1 ... 7 – numbers of units

Aa

ability 7 /ə'bilɪti/ *n* здібність, здатність, уміння
accountant 7 /ə'kaʊntənt/ *n* бухгалтер
achieve 7 /ə'tʃi:v/ *v* досягати
acre 2 /'eɪkə/ *n* акр
admire 2 /əd'maɪə/ *v* захоплюватися, милуватися
advance 4 /əd'vɑ:ns/ *v* просуватися, іти вперед
advent 4 /'ædvent/ *n* поява, прихід
advice 7 /əd'vaɪs/ *n* порада
aggressive 1 /ə'ɡresɪv/ *adj* агресивний
amazing 2 /ə'meɪzɪŋ/ *adj* дивовижний
ambitious 1 /æm'bɪʃəs/ *adj* честолюбний
angry 1 /'æŋɡrɪ/ *adj* сердитий, роздратований
announce 5 /ə'naʊns/ *v* оголошувати, повідомляти
appear 6 /ə'pɪə/ *v* з'явитися
applaud 1 /ə'plɔ:d/ *v* аплодувати
approach 7 /ə'prəʊtʃ/ *v* наближатися
assume 6 /ə'sju:m/ *v* набирати, привласнювати
attract 1 /ət'rækt/ *v* приваблювати
attractiveness 1 /ət'ræktɪvnəs/ *n* привабливість

Bb

background 6 /'bækgraʊnd/ *n* фон, минуле, життєвий досвід
ballot 5 /'bælət/ *v* голосувати, балотувати
be on 6 /bi ɒn/ бути в програмі (телебачення, радіо)
behaviour 1 /bi'heɪvjə/ *n* поведінка
be specified /bi 'spesəfaɪd/ бути чітко визначеним
blend 5 /blend/ *n* суміш
block 4 /blɒk/ *n* плита, колода

bosom (friend) 1 /'bu:zəm/ *adj* найближчий (друг)
braid 1 /breɪd/ *n* коса (волосся)
brave 1 /breɪv/ *adj* хоробрий
breathing space 2 /'brɪ:ðɪŋ speɪs/ *n* перепочинок
breathtaking 2 /'breθ'teɪkɪŋ/ *adj* захоплюючий
breed 3 /brɪ:d/ *v* займатися розведенням тварин
broadcast 6 /'brɔ:dkɑ:st/ *v* передавати по радіо
browse 4 /braʊz/ *v* переглядати
building 4 /'bɪldɪŋ/ *adj* будівельний
burial 2 /'berɪəl/ *n* поховання
bustle 5 /'bʌsəl/ *v* квапитись, метушитись

Cc

calm 7 /kɑ:m/ *adj* спокійний
camera 4 /'kæmərə/ *n* фотоапарат, кінокамера
career 7 /kə'ɪəri/ *n* кар'єра
careful 7 /'keəfəl/ *adj* обережний
caring 7 /'keərɪŋ/ *adj* дбайливий
cartoon 6 /kɑ:'tu:n/ *n* мультиплікаційний фільм
causeway 5 /kɔ:zweɪ/ *n* дамба, стежка
celebrity 6 /sə'lebrɪti/ *n* знаменитість
challenge 1 /'tʃæləndʒ/ *n* виклик, сумнів
chamber 2 /'tʃæmbə/ *n* палата
charge 1 (to be in charge of) /tʃɑ:ʃ/ *v* нести відповідальність за щось
charity 3 /'tʃærɪti/ *n* благодійна організація, милосердя
chat 4 /tʃæt/ *v* базікати, невимушено розмовляти
chic 4 /ʃi:k/ *adj* розкішний
choose 7 /tʃu:z/ *v* вибирати
circumstances 1 /'sɜ:kəmstænsɪz/ *n* обставини, умови
clear away 3 /kliə 'əweɪ/ *phr v* прибирати

cliff 5 /kɪf/ *n* круча, стрімка скеля
climbing 2 /'klaɪmɪŋ/ *n* альпінізм
colleague 4 /'kɒlɪg/ *n* колега
colour 1 /'kʌlə/ *n* колір
comedy programme 6 /'kɒmədɪ 'prɒɡræm/ *n* комедійна програма
commemorate 4 /kə'meməreɪt/ *v* святкувати, вшановувати
communicative 7 /kə'mju:nɪkətɪv/ *adj* товариський, комунікативний
community 3 /kə'mju:nɪtɪ/ *n* громада
compost 3 /'kɒmpɒst/ *v* удобрювати компостом (*суміш листя, рослин тощо*)
comprise 2 /kəm'praɪz/ *v* містити в собі, охоплювати
concern 2 /kən'sɜ:n/ *v* стосуватися, цікавитися, турбуватися
configuration 4 /kən'fɪgə'reɪʃən/ *n* обриси, форма, конфігурація
coniferous 2 /kə'nɪfərəs/ *adj* хвойний
conscientious 1 /,kɒnʃɪ'enʃəs/ *adj* добросовісний
consciousness 6 /kənʃənsəs/ *n* свідомість
conservation 5 /,kɒnsə'veɪʃən/ *n* збереження
convention 5 /kən'venʃən/ *n* збори, з'їзд, угода
convert 4 /kən'vɜ:t/ *v* перетворювати
cordless 4 /kɔ:dləs/ *adj* безпроводний
core subjects /kɔ: 'sʌbdʒəkt/ основні навчальні предмети
courageous 1 /kə'reɪdʒəs/ *adj* відважний, хоробрий, мужній
crane 2 /kreɪn/ *n* журавель
crash 6 /kræʃ/ *n* аварія, катастрофа
craze 1 /kreɪz/ *n* модне захоплення
creative 1 /kri'eɪtɪv/ *adj* креативний, творчий
credit 4 /'kredɪt/ *v* приписувати
crop 3 /krɒp/ *n* врожай
current performance /'kʌrənt pə'fɔ:məns/ поточна успішність
cut down 3 /kʌt daʊn/ *phr* *v* зрубати

Dd

dazzling 4 /'dæzɪŋ/ *adj* блискучий
decent 1 /'di:sənt/ *adj* порядний, скромний
decision 7 /dɪ'sɪʒən/ *n* рішення

decisive 7 /dɪ'saɪsɪv/ *adj* рішучий, вирішальний
dedicated 7 /'dedɪkeɪtɪd/ *adj* відданий, вірний
demand 7 /dɪ'mɑ:nd/ *n* вимога, потреба
desirable 5 /dɪ'zaɪərəbl/ *adj* бажаний
destruction 2 /dɪ'strʌkʃən/ *n* руйнування, знищення
determined 1/dɪ'tɜ:mɪnd/ *adj* рішучий
development 3 /dɪ'veləpmənt/ *n* розвиток
device 4 /dɪ'vaɪs/ *n* прилад
digital 4 /'dɪdʒɪtəl/ *adj* цифровий
disappear 1 /,dɪsə'pɪə/ *v* зникати
discover 2 /dɪs'kʌvə/ *v* відкривати, виявляти
discreet 1 /dɪ'skri:t/ *adj* розсудливий
display 4 /dɪ'spleɪ/ *n* показ, виставка
dispose 3 /dɪ'spəʊz/ *v* розташовувати, схилити
disturb 3 /dɪ'stɜ:b/ *v* порушувати, хвилювати
DJ 1 /,dɪ:ʒeɪ/ *n* диск-жокей
documentary 6 /'dɒkjʊ'mentəri/ *n* документальний фільм
donate 3 /dəʊ'neɪt/ *v* жертвувати
download 4 /,daʊn'ləʊd/ *v* завантажувати
drag 1 /dræg/ *v* тягти
drama 6 /'drɑ:mə/ *n* драма
drawback 1 /drɔ:bæk/ *n* недолік, перешкода
dump 3 /dʌmp/ *v* викидати сміття, забруднювати

Ee

easy-going 1 /'i:zɪ'gəʊɪŋ/ *adj* веселий, безтурботний
education 7 /,edju'keɪʃən/ *n* освіта, навчання
electrical 4 /'lektɹɪkəl/ *adj* електричний
electronic 4 /,elɪk'trɒnɪk/ *adj* електронний
enchanted 2 /ɪn'tʃɑ:nɪŋ/ *adj* чарівний
encourage 3 /ɪn'kʌrɪdʒ/ *v* підбадьорювати, заохочувати
end up 3 /ɛnd ʌp/ *phr* *v* закінчувати
endanger 2 /ɪn'deɪndʒə/ *v* наражати на небезпеку
endangered 3 /ɪn'deɪndʒəd/ *adj* той, що знаходиться під загрозою зникнення

enjoy 1 /ɪn'dʒɔɪ/ *v* заживати втіхи, тішитися

enlarged 1 /ɪn'lɑːdʒd/ *adj* доповнений
environment 2 /ɪn'vaɪrənmənt/ *n* оточення, середовище

escape 5 /ɪs'keɪp/ *v* втекти, врятуватися

evaluation /ɪˌvælju'eɪʃən/ *n* оцінювання

exceed 7 /ɪk'siːd/ *v* перевершувати

exist 5 /ɪg'zɪst/ *v* існувати, жити

exploration 4 /ˌeksplə'reɪʃən/ *n* дослідження

exposure 4 /ɪk'spəʊʒə/ *n* витримка; кадр

extension 4 /ɪk'stenʃən/ *n* простягання, поширення

extinct 3 /ɪk'stɪŋkt/ *adj* вимерлий

extraordinary 1 /ɪk'strɔːdnəri/ *adj* незвичайний, надзвичайний

extraterrestrial 5 /ˌekstrətə'restriəl/ *adj* пов'язаний із життям на інших планетах

Ff

fair 1 /feə/ *adj* чесний, порядний, відкритий

falsehood 6 /'fɔːlshʊd/ *n* брехня, обман, неправда

farmland 3 /'fɑːmlænd/ *n* сільськогосподарські угіддя

fault 1 /fɔːlt/ *n* недолік

feature 7 /'fi:tʃə/ *n* риса, характерна особливість

feel 2 /fiːl/ *v* почувати

femininity 1 /ˌfemɪ'nɪnəti/ *n* жіночність

firefighter 7 /'faɪəˌfaɪtə/ *n* пожежник

fit 7 /fɪt/ *v* годитися, підходити

flee back 5 /fliː bæk/ *v* утікати назад

flexible 7 /'fleksɪbl/ *adj* гнучкий

flip 4 /flɪp/ *n* клацання

floppy disk 4 /'flɒpi 'disk/ *n* дискета

fluorescent bulb 3 /flʊə'resənt bʌlb/ флуоресцентна лампа

foot 5 /fʊt/ *n* основа, підніжжя

foray 6 /'fɒreɪ/ *n* наскок, вторгнення

ford 5 /fɔːd/ *n, v* брід; переходити вбрід

forehead 1 /'fɒrɪd/ *n* лоб

forestry 2 /'fɒrɪstri/ *n* лісництво, лісове господарство

friendly 1 /'frendli/ *adj* дружній

fringe 1 /frɪndʒ/ *n* чубок, чубчик

frugal 1 /'frʊɡəl/ *adj* ощадливий, економний

full 3 /fʊl/ *adj* повний

Gg

game/quiz show 6 /geɪm/kwɪz ʃəʊ/ *n* ігрове шоу, вікторина

geek 4 /giːk/ *n* нудна, немодна особа

generous 1 /'dʒenərəs/ *adj* щедрий

geology 3 /dʒɪ'blɒdʒi/ *n* геологія

gorge 2 /gɔːdʒ/ *n* ущелина

graceful 2 /'ɡreɪsfəl/ *adj* граціозний

grassland 3 /'ɡrɑːslænd/ *n* прерія

graveyard 5 /'ɡreɪvjɑːd/ *n* цвинтар

guilty 6 /'ɡɪlti/ *adj* винний

Hh

habitat 3 /'hæbɪtæt/ *n* природне середовище

haircut 1 /'heəkʌt/ *n* стрижка

hairstyle 1 /'heəstɑɪl/ *n* зачіска

halt 3 /hɔːlt/ *v* зупинити

hardship 1 /'hɑːdʃɪp/ *n* трудність

hard-working 7 /'hɑːdɜːkɪŋ/ *adj* стараний, працьовитий

hazardous 3 /'hæzədəs/ *adj* небезпечний

helpful 7 /'helpfəl/ *adj* корисний

henge 5 /hendʒ/ *n* коло з кам'яних або дерев'яних стовпів

heritage 5 /'herɪtɪdʒ/ *n* спадщина, спадок

hexagonal 5 /'hek'sæɡənəl/ *adj* шестикутний

hillside 2 /'hɪlsaɪd/ *n* схил гори

homegrown foods 3 /'həʊm'grəʊn fuːdz/ домашня їжа

honest 1 /'ɒnɪst/ *adj* чесний

host 5 /hɒst/ *n* безліч, сила-силенна

hostile 5 /'hɒstɑɪl/ *adj* ворожий

housing 3 /'haʊzɪŋ/ *n* житлове забезпечення

humorous 7 /'hjuːmərəs/ *adj* гумористичний, смішний

Ii

identifiable 3 /aɪ'dentɪfaɪəbl/ *adj* встановлений, визначений, ідентифікований

illegal 3 /ɪ'liːɡəl/ *adj* нелегальний, незаконний

imaginative 7 /ɪ'mædʒɪnətɪv/ *adj* наділений уявою

impatient 1 /ɪm'peɪʃnt/ *adj* нетерпеливий

impulse 4 /ɪm'pʌls/ *n* імпульс

inadequate 6 /ɪn'ædɪkwət/ *adj* недостатний, неадекватний

indifferent 1 /ɪn'dɪfərənt/ *adj* байдужий, посередній

influence 2 /ɪnfluəns/ *n, v* вплив, впливати

information 6 /ɪnfə'meɪʃən/ *n* інформація

inner 1 /ɪnə/ *adj* внутрішній

inquisitive 1 /ɪn'kwɪzɪtɪv/ *adj* допитливий

inscribe 5 /ɪn'skraɪb/ *v* надписувати, вписувати

inspiring 2 /ɪn'spaɪərɪŋ/ *adj* той, що надихає

intellectual 7 /ɪntə'lektʃʊəl/ *adj* інтелектуальний, мислячий

intelligent 1 /ɪn'telɪdʒənt/ *adj* розумний, тямущий

internal-combustion engine 4

/ɪn'tɜːnl kəm'bstʃən 'enʃɪn/

двигун внутрішнього згорання

intrude 6 /ɪn'truːd/ *v* втручатися, нав'язувати

invasion 5 /ɪn'veɪzən/ *n* вторгнення, навала

invent 4 /ɪn'vent/ *v* винаходити

invention 1 / 4 /ɪn'venʃən/ *n* винахід

inventor 4 /ɪn'ventə/ *n* винахідник

involve 1 /ɪn'vɒlv/ *v* включати

Jj

join 4 /dʒɔɪn/ *v* приєднуватися

journey 2 /dʒɜːni/ *n* подорож

just 1 /dʒʌst/ *adj* справедливий

Kk

keep up-to-date 6 /ki:p ʌp tə deɪt/ йти в ногу з часом

keyboard 4 /ki:bɔːd/ *n* клавіатура

keypad 4 /ki:pæd/ *n* клавіатура

Ll

landfill 3 /kændfɪl/ *n* місце захоронення відходів

landmark 5 /kændmɑːk/ *n* орієнтир, межовий знак, визначне місце

landscape 2 /kændskeɪp/ *n* ландшафт, пейзаж

launch 5 /lɔːntʃ/ *v* розпочинати, запроваджувати

litter 2 /lɪtə/ *n* сміття

load 3 /ləʊd/ *n* вантаж, тягар

Mm

machinery 1 /mə'ʃɪːnəri/ *n* збірн. машини

majestic 2 /mə'dʒestɪk/ *adj* величний

makeover show 6 /meɪkəʊvəʃəʊ/ *n* програма, під час якої дизайнери змінюють інтер'єр дому *тощо*

mammal 2 /mæməl/ *n* ссавець

mankind 5 /mæn'kaɪnd/ *n* людство

marsh 3 /mɑːʃ/ *n* болото

marvel 5 /mɑːvəl/ *v* дивуватися, захоплюватися

marvellous 2 /mɑːvələs/ *adj* чудовий, дивовижний

mass media 6 /mæs 'miːdiə/ *n* засоби масової інформації

measure 3 /meɪʒə/ *n, v* міра; міряти, вимірювати

mechanic 4 /mi'kænik/ *n* механік

mechanical 4 /mi'kænikəl/ *adj* механічний

meddle 6 /medl/ *v* втручатися

medieval 5 /,medi'i:vəl/ *adj* середньовічний

menace 2 /menəs/ *n* загроза, небезпека

millennium 6 /mi'leniəm/ *n* тисячоліття

monitor 4 /mɒnɪtə/ *n* монітор

moorland 3 /mʊələnd/ *n* місцевість, поросла вересом

morning/breakfast show /mɔːnɪŋ /brekfəst ʃəʊ/ *n* ранкова програма

mound 5 /maʊnd/ *n* насип, пагорб

mouse mat 4 /maʊs mæt/ килимок для комп'ютерної мишки

murder 6 /'mɜːdə/ *n* вбивство

Nn

namesake 6 /neɪmskeɪk/ *n* тезко

natural environment 2 /nætʃərəl ɪn'vaɪrənmənt/ природне середовище

natural resources 2 /nætʃərəl ri'sɔːsɪz/ природні ресурси

necessary 7 /nesə'səri/ *adj* необхідний

nervous 1 /nɜːvəs/ *adj* нервовий

news programme 6 /'nju:z 'prəʊɡrəm/ *n* програма новин
newspaper 6 /'nju:z,peɪpə/ *n* газета
nuisance 3 /'nju:səns/ *n* перешкода, неприємність

Oo

obey 1 /əʊ'beɪ/ *v* слухатися
obscure 4 /əb'skjuə/ *adj* темний, невідомий, нечіткий
obstinate 1 /'ɒbstɪnət/ *adj* впертий
occupy 2 /'ɒkjʊpaɪ/ *v* займати
offence 3 /ɔ'fens/ *n* порушення, образа
online trading 3 /'ɒnlaɪn 'treɪdɪŋ/ торгівля по Інтернету
opportunity 7 /,ɒpə'tju:nɪti/ *n* слушна нагода, можливість
optional course /'ɒpʃənəl kɔ:s/ факультативний курс
organized 7 /'ɔ:ɡənaɪzd/ *adj* організований
organizer 4 /'ɔ:ɡə'naɪzə/ *n* організатор
outgoing 1 /,aʊt'ɡəʊɪŋ/ *adj* товариський

Pp

packaged 3 /'pækɪdʒd/ *adj* запакований
paint 1 /peɪnt/ *v* малювати
password 4 /'pa:swɔ:d/ *n* пароль
pastime 6 /'pa:staim/ *n* захоплення
patent 4 /'peɪnt/ *v* запатентувати
patient 1 /'peɪʃənt/ *adj* терплячий
pease 6 /pi:s/ *n* мир
penetrate 6 /'penətreɪt/ *v* проникати
personality 1 /,pɜ:sənə'lɪti/ *n* особистість
persuade 3 /pə'sweɪd/ *v* вмовляти
persuasive 7 /pə'sweɪsɪv/ *adj* переконливий
philanthropic 6 /fɪ'lən'θrɒpɪk/ *adj* благодійний
phone-in 6 /fəʊn ɪn/ *n* програма «Дзвонить – відповідаємо»
picturesque 2 /,pɪktʃə'resk/ *adj* мальовничий
pigtail 1 /'pɪgteɪl/ *n* «кіска» (зачіска)
pollution 2 /pə'lju:ʃən/ *n* забруднення
portable 4 /'pɔ:təbl/ *adj* портативний
position 7 /pə'zɪʃən/ *n* посада, положення
possess 1 /pə'zes/ *v* володіти
power 4 /'paʊə/ *n* сила, потужність, енергія

property 3 /'prɒpəti/ *n* властивість, власність
prosecute 3 /'prɒsɪkjʊt/ *v* порушувати судову справу
prosecution 3 /'prɒsɪkjʊ:ʃən/ *n* судове переслідування, звинувачення
public 6 /'pʌblɪk/ *adj* громадський, публічний
punctual 1 /'pʌŋktʃʊəl/ *adj* пунктуальний
pup tent 4 /pʌp tent/ накриття для цуценяти
pursue 6 /pə'sju:/ *v* переслідувати, гнатися за кимось

Qq

qualification 7 /kwɒlɪfɪ'keɪʃən/ *n* кваліфікація
quality 7 /'kwɒlɪti/ *n* якість
quarry 2 /'kwɒri/ *n* каменоломня, кар'єр

Rr

radio 6 /'reɪdɪəʊ/ *n* радіо
rare 2 /'reə/ *adj* рідкісний
reality TV 6 /ri'ælɪti/ *n* телепрограма, яка показує реальних людей у різних ситуаціях
rebel 5 /'ri:bel/ *v* повставати
receive 4 /ri'si:v/ *v* отримувати
receiver 4 /ri'si:və/ *n* слухавка
reckless 1 /'rekləs/ *adj* нерозсудливий
recognize 5 /'rekəɡnaɪz/ *v* впізнавати, визнавати
recycle 3 /,ri:'saɪkl/ *v* переробляти
reduce 3 /ri'dju:s/ *v* зменшувати, скорочувати
refer 2 /ri'fɜ:/ *v* стосуватися
refurbishment 5 /ri'fɜ:bɪʃmənt/ *n* ремонт, оновлення
regimental museum 5 /,redʒɪ'mentl mju:'ziəm/ військовий музей
reign 5 /reɪn/ *n* царювання, панування
relaxed 1 /ri'læksd/ *adj* розслаблений
reliable 6 /ri'laɪəbl/ *adj* надійний
renewable 3 /ri'nju:əbl/ *adj* спроможний відновлюватися
reporter 6 /ri'pɔ:tə/ *n* репортер
require 3 /ri'kwaɪə/ *v* вимагати
resort 5 /ri'zɔ:t/ *n* курорт
responsible 1 /ri'spɒnsəbəl/ *adj* відповідальний

restraint 1 /rɪ'streɪnt/ *n* обмеження
retirement 7 /rɪ'taɪənmənt/ *n* вихід на пенсію, відставка
revolt 5 /rɪ'vɔʊlt/ *v* повставати
revolve 5 /rɪ'vɒlv/ *v* обернутися, періодично повертатися
rip up 5 /rɪp ʌp/ *phr v* розривати
robbery 6 /'rɒbərɪ/ *n* грабіж
romantic 1 /rɒməntɪk/ *adj* романтичний
rubbish 3 /'rʌbɪʃ/ *n* сміття

Ss

safety 1 /'seɪftɪ/ *n* безпека
scenery 2 /'si:nəri/ *n* краєвид, ландшафт
screen 6 /skri:n/ *n* екран
search 4 /sɜ:tʃ/ *v* шукати, досліджувати
seize 3 /'si:z/ *v* захоплювати
selfish 1 /'selfɪʃ/ *adj* егоїстичний
send 4 /send/ *v* посилати, відправляти
sensible 1 /'sensɪbl/ *adj* свідомий
sensitive 1 /'sensɪtɪv/ *adj* чутливий
share 3 /ʃeə/ *v* ділити, розподіляти
shelter 2 /'ʃeltə/ *n* притулок, сховище
shortage 2 /'ʃɔ:tɪdʒ/ *n* нестача
show 6 /ʃəʊ/ *n* шоу
shy 1 /ʃaɪ/ *adj* сором'язливий
sight 6 /saɪt/ *n* видовище
sitcom 6 /'sɪtkɒm/ *n* комедія ситуацій
site 5 /saɪt/ *n* місце
slate 2 /sleɪt/ *n* сланець
soap opera 6 /səʊp 'ɒpərə/ мильна опера
sociable 1 /'səʊjəbl/ *adj* товариський
soil 3 /sɔɪl/ *n* ґрунт
sound signal 4 /saʊnd sɪgnəl/ звуковий сигнал
spaceship 4 /'speɪʃɪp/ *n* космічний корабель
speaker 4 /'spi:kə/ *n* гучномовець
species 2 /'spi:ʃi:z/ *n* вид, різновид
speculation 5 /'spekju'leɪʃən/ *n* роздуми, спекуляція
spike 1 /spaɪk/ *n, v* вістря, шип; *тут* сформувати зачіску у вигляді «шипів»
spiritually 6 /'spɪrɪtʃuəli/ *adv* духовно, патхненно
spray 3 /spreɪ/ *n* аерозоль
spread over 2 /sprɛd 'ɒvə/ *phr v* поширюватися
steppe 2 /step/ *n* степ

stick out 5 /stɪk aʊt/ *phr v* стирчати
stride 5 /straɪd/ *n* великий крок
stroll 2 /strɒl/ *n, v* прогулянка; прогулюватися
study load /stʌdi ləʊd/ навчальне навантаження
stunning 2 /'stʌnɪŋ/ *adj* приголомшливий
stylist 1 /'staɪlɪst/ *n* стиліст, перукар-модельєр
substance 3 /'sʌbstəns/ *n* речовина, матерія
suburban 3 /sə'bʌ:bən/ *adj* приміський
succeed 7 /sək'sɪd/ *v* досягати мети, мати успіх
succeed in 1 /sək'sɪd ɪn/ *v* досягати успіху в чомусь
success 7 /sək'ses/ *n* успіх
suit 7 /su:t/ /sju:t/ *v* підходити; влаштувати
support 7 /sə'pɔ:t/ *v* підтримувати
surf the Internet 4 /sɜ:f ðə 'ɪntənət/ шукати інформацію в Інтернеті
sustainable 3 /sə'steɪnəbl/ *adj* життєздатний
switch on/off 3 /swɪtʃ ɒn/ɒf/ *phr v* увімкнути/вимкнути

Tt

tabloid 6 /'tæblɔɪd/ *n* малоформатна газета, таблоїд
tactful 7 /'tæktfʊl/ *adj* тактовний
take into consideration 7 /teɪk ɪntə kən'sɪdə'reɪʃən/ враховувати
talk/chat show 6 /tɔ:k/tʃæt ʃəʊ/ *n* шоу за участю відомих людей
taxpayer 3 /'tækspeɪə/ *n* платник податків
technology 4 /tek'nɒlədʒɪ/ *n* техніка, технологія
television 6 /'teləvɪzən/ *n* телебачення
thrilling 6 /'θrɪlɪŋ/ *adj* захоплюючий
thriving 3 /'θraɪvɪŋ/ *adj* процвітаючий
tilled 3 /tɪld/ *adj* оброблений
tiny 4 /'taɪni/ *adj* крихітний, маленький
tolerant 1 /'tɒlərənt/ *adj* толерантний
tomb 5 /tu:m/ *n* могила, надгробний пам'ятник
toys 3 /tɔɪz/ *v* кидати, підкидати

towering 2 /'taʊəɪŋ/ *adj* високий
trace 5 /treɪs/ *n* слід, знак, відбиток
trash 3 /træʃ/ *n* мотлох, сміття
truss 1 /tres/ *n* прядка волосся
trial 3 /'traɪəl/ *n* суд
truthful 1 /'tru:θfəl/ *adj* правдивий
turn back 4 /tɜ:n bæk/ *phr v* повертати назад
turn up 3 /tɜ:n ʌp/ *phr v* піднімати, робити гучніше

Uu

understanding 1 /ˌʌndə'stændɪŋ/ *adj* розуміючий
unique 1 /ju:'ni:k/ *adj* унікальний, незвичайний
unparalleled 5 /ʌn'pærəleɪd/ *adj* незрівнянний
unreasonable 1 /ʌn'ri:zənəbl/ *adj* нерозсудливий
urban 3 /'z:bən/ *adj* міський

Vv

vacancy 7 /'veɪkənsɪ/ *n* вакансія
vegetation 3 /vedʒə'teɪʃən/ *n* рослинність
vehicle 4 /'vi:kəl/ *n* засіб пересування; транспортний засіб
venue 5 /'venju:/ *n* місце проведення
view 2 /vju:/ *n* вид, пейзаж
violence 6 /'vaɪələns/ *n* насильство, несамовитість

Ww

wander 2 /'wɒndə/ *v* мандрувати, блукати
war 6 /wɔ:/ *n* війна
warmth 2 /wɔ:mθ/ *n* тепло
waste 3 /weɪst/ *n* залишки, сміття
waste disposal site 3 /weɪst dɪs'pəʊzəl saɪt/ *n* звалище сміття
wasteful 3 /'weɪstfəl/ *adj* марнотратний, неекономний
waterfall 2 /'wɔ:təfɔ:l/ *n* водоспад
weather forecast 6 /'weðə 'fɔ:kəst/ *n* прогноз погоди
well-wishing 1 /wel 'wɪʃɪŋ/ *adj* доброзичливий
wildlife 2 /'waɪldlaɪf/ *n* дика природа
wildlife programme 6 /'waɪldlaɪf prəʊgrəm/ *n* програма про тварин та рослин (дику природу)
winding 5 /'waɪn'dɪŋ/ *adj* звивистий
woodland 3 /'wʊdlənd/ *n* лісиста місцевість

Yy

youth 1 /ju:θ/ *n* молодь

Zz

zany 6 /zeɪni/ *adj* дивний, незвичний

Unit 1. My Magic Circle: Family and Friends

Lessons 3–4, Ex. 2

Reporter (R): Where did you learn English?

Adrian Aftanaziv (A): I studied English at school and the university.

R: How does it help you in your career?

A: English essentially helps me communicate with business partners. I can also easily get necessary information at the English-speaking websites. Also it allows me to communicate with people when travelling abroad, which I often have to do for work.

R: What do you like about Ukraine?

A: Most of all I like the great nature of our country. Ukraine has a lot of places to have a cool rest – mountains, seas, steppe, etc. I like to come back to Ukraine after long trips abroad because I am crazy about our country. I travel a lot so I compare and can judge it really objectively.

R: What place do you call home?

A: Now I live in Kyiv and love this wonderful city. But my favourite town, the place where I was born, the place which I can really call home is Lviv.

R: What's the key to success in life?

A: Always be yourself and be decent – these are the basic keystones of success.

R: How would your friends describe you?

A: Just now my close friend has told me that I'm honest, very decent and inquisitive. I was pleased to hear such nice compliments.

R: Does your childhood dream come true?

A: I think it does. I dreamt of becoming a racing driver. I am crazy about auto sports and cars. I have friends, who are well-known racers, so I guess you could say that my dream almost came true.

Lessons 5–6, Ex. 4a

The extraordinary hairstyle is the hair that amazes and attracts the most attention. In many cases, it has been the invention of an amateur. Professional stylists are always trying something new, but they usually keep it as a variation of what already exists. The truly new, and unique hairstyle does not have to be anything extreme – with artificial attachments and abnormal colours, nor should it simply be a reinvention of something old. The truly extraordinary hairstyles are natural outgrowths of the decade in which they were invented. For example, as women became more involved in industry, they required hairstyles that could easily be protected from machinery, with the result that the long flowing tresses began to disappear once the woman was of working age. A good example were the short pigtaileds that predominated in industrial societies, giving the woman safety, attractiveness, and youth all in one.

Lessons 9–10, Ex. 2

I was born on June 15, 1994, in Sarasota, Florida. I live with my father, mum, brother, and Aunt Molly. I study at Booker High School. I think I'm a good pupil. The School Administration Board awarded me with a couple of certificates for perfect attendance and two for being named the Best Student of the Year. I have a few close friends in my school. In ten years time I think I will probably be still living here in Florida.

Lesson 12, Ex. 1

0.

A: Tom, if you need a bike, you can borrow mine. I don't need it today.

B: Oh! Thanks! One of my problems has been solved.

1.

A: Hi, Olia! You look worried. Anything wrong?

B: Not really, but my friend Nina hasn't come, and I've got two tickets to the cinema.

A: What kind of films is it on today?

B: A comedy, my best! Could you do me a favour and accompany me? I hope you'll enjoy it.

A: Why not, though I prefer adventure films. But sometimes you have to change.

B: Thank you so much! You will never be sorry.

2.

A: Are you planning to go out on Saturday evening?

B: No, I am not. I'm going to stay in and do my homework.

A: I don't believe it, you're kidding.

B: That's true.

A: But why?

B: My parents are going out and they've asked me to babysit. Got it!

A: Have you got any DVD to watch?

B: Yes, of course. Why don't we watch and babysit together?

A: Oh! That's a good idea, thank you!

3.

A: Are there any places for young people in your town?

B: Yes, there are some. There is a bowling club and there are two cafés and a snack bar.

A: Wow! There are not any snack bars in my town, but there is a youth club at my school, that's the favourite place of young people.

B: How interesting! What do young people do there?

A: We have a great time there with a lot of fun! We communicate, watch video films and simply chat a lot.

4.

A: Mum! If it's OK with you, I want to get right over to Denny's. We have a game this afternoon and maybe, if it's hot, we can go swimming.

B: Oh, dear! If you go swimming, take your brother with you. He always gets excited about walking to the river.

5.

A: Hi, dear! Happy birthday to you! How do you like your present?

B: Oh, thank you, Daddy! It's the nicest present I've ever had! At first, I haven't even noticed it among my books on the desk! It's so tiny!

6.

A: What nasty weather! You'd rather stay in not to catch a cold.

B: It's really awful outside, but I have to go.

A: Look at the sky! There is lighting here and there! It's a thunderstorm!

B: Oh, no! I'm afraid of storms!

A: Now I have to make a call to cancel the meeting. Where's the phone book?

B: Here you are.

A: Oh, no! The page I need has been torn out!

B: Don't worry! I've got a new book.

A: Goodness! Lucky I am!

Unit 2. Nature Magic: Web of Life

Lessons 5–6, Ex. 7

Mary: Walking is the most popular activity in all the National Parks, it's a great way to take in the views, get some fresh air in your lungs and travel to different places! I enjoy walking a lot. I never get tired of admiring the wonderful view and listening to the sounds of nature. Sometimes my parents and I go there on horseback. I've been training horse riding for two years already. British National Parks can suggest you everything: from gentler treks through woodlands and meadows to challenging rides over hills. There is something to suit every rider.

Theodore: Horse riding is not my cup of tea. I think it's a little bit too old-fashioned. I prefer cycling to horse riding. Cycling is a great way to get out and about in the National Parks. I like it when we have a family trip. Nowadays parents are too busy to spend time with their kids. Cycling during the summer holidays is fantastic. I like both bike rides on woodland tracks and quiet country roads and mountain bike rides on real mountains.

Patrick: Nowadays more and more people are interested in extreme kinds of sports. I've never tried any but I hope that one day my dream will come true. I think it's a good idea to go in for watersports and take a water trip on one of the lakes or rivers. Our country is famous for them. There are lakes, coastlines and rivers ideal for all kinds of water sports, surrounded by the stunning scenery. I don't think I'll go climbing. In my opinion it's very dangerous. My father took the air trip when he was 25. That was not a parachuting or paragliding, no! That was an air balloon trip but it was amazing! A great chance to enjoy an amazing aerial view of the National Park scenery passing below.

Lesson 8, Ex. 4

Windermere Lake Cruises are the 16th most popular tourist attraction in the UK and the most popular attraction in the Lake District, with over 1,000,000 people using them each year.

The 17 km length of Windermere makes it England's longest lake and it has its own rangers and patrol boats in the busy summer months. There is a 10 mph speed limit which came into force in 2005 to enable sailing boats and kayaks to enjoy the lake safely, alongside with jetskis, water skiers and fast motor boats. However, this decision wasn't accepted by many local businesses that make their money on the development of tourism there.

Current surveys show that 12 million visitors come to the Lake District each year. Most come to enjoy the scenery, peace and quiet and walking but many others visit specific attractions or take part in an outdoor activity.

Lakeshore erosion is a continuing problem around Windermere. Tourists and locals alike enjoy walking by the lakeshore but it destroys plant life and leads to erosion of the area. Soil gets washed away and then only a stony beach remains rather than a natural area of reeds, and water-loving plants. Many studies have been conducted on the ecology of the lake, and other measures have been taken to reduce pollutant levels in the water and to encourage plant and fish life.

Unit 3. Environment and Greener Living

Lessons 1–2, Ex. 6

Ann: Past industrial activities have polluted some of the land in our city. This land may be dangerous to people's health and the environment unless it's cleaned up.

Dan: The world's population continues to rise, and people want to expect more and more things. More and more housing is needed. Most people want to own cars. More cars require new roads to be built. The amount of waste and rubbish is increasing. Pollution is the question of major concern everywhere in the world nowadays.

Ann: Most environmental problems are due to a lack of care over industrial and waste management. Bad industrial practices and accidents released potentially harmful substances into the land or pour them into the rivers. Should we continue like this?

Dan: Definitely not. We need to stop destroying the world and work hard to protect it.

Ann: In many countries this may mean people have to change the way they live.

Lesson 3, Ex. 2

Miss Alison: A banana peel stays in the ground for 1 to 2 weeks, while an aluminium can stays there for 80 to 100 years. When we throw things away we don't think that wool socks, for example, stay in the ground for 1 to 5 years, a plastic bag – for 10 to 20 years, and a glass bottle can stay there for a million years!

Lessons 4–5, Ex. 7a

Steve: I can't really understand what made all these people worry about. The City Council has decided to do something really great. I mean, we need a new road. Aren't you tired of these terrible traffic jams in the city centre? Besides, in case we have a new road, this part of our city will be able to develop a better infrastructure.

Tom: Your ideas sound great. But have you thought about people who ploughed this farmland for many years? Today more and more buildings are occurring on agricultural land. This development can have effects on both the biological and physical properties of soil and can limit its future uses. Then why do we start producing genetically modified food? We destroy the farmland and invent harmful food.

Steve: Our city is growing. More and more people are coming to live here. With the growth of the city population we need more houses. It's good they are going to build expensive property. This part of our city will look much better than it looks today. A new supermarket will be also built, not far from my house.

Tom: What makes you so happy then? How long does it take you to get to the supermarket on High Street? Twenty minutes or so. But think of the polluted air because of the cars which will take people to do the shopping here. And litter... Litter, litter everywhere... Paper boxes, plastic bags...

Steve: Don't be so pessimistic!

Tom: I'm not. I just want to remind you of wildlife...

Steve: Oh, no...

Lessons 6–7, Ex. 1b

An endangered species is a species whose population is so small that it is in danger of becoming extinct. Many countries have laws offering protection to these species (forbidding hunting, banning their habitats from development, etc.) to prevent this. The conservation status of a species is an indicator of the likelihood of that endangered species continuing to survive. Many factors are taken into account when assessing the conservation status of a species: not only the number remaining, but the overall increase or decrease in the population over time, breeding success rates, known threats and so on.

Lesson 11, Ex. 1

Focus on Ecotourism

Nowadays people are becoming more aware about the environmental issues. This led to the sustainable development and ecotourism. The United Nation World Tourist Organization states that responsible tourism:

- minimises negative economic, environmental and social impacts;
- generates greater economic benefits for local people and enhances the well being of host communities;
- improves working conditions and access to the industry;
- involves local people in decisions that affect their lives and life chances;
- makes positive contributions to the conservation of natural and cultural heritage;
- provides more enjoyable experiences for tourists through more better connections with local people, and a greater understanding of local cultural, social and environmental issues;
- is culturally sensitive, encourages respect between tourists and hosts, and builds local pride and confidence.

Ecotourism attracts more and more people trying to find the right balance between the fast development of modern civilization and nature.

Unit 4. Science Magic

Lessons 1–2, Ex. 2

Science is knowledge and theories about the world, which are based on facts, experiments and research.

Technology is the use of scientific knowledge and discoveries to develop new machines and systems.

Engineering means the activity of designing and building roads, bridges, machines, etc.

An **invention** is a new product, machine, system, etc., which someone has thought of for the first time.

A **discovery** is a fact or thing that someone has found out about, which was not known about before.

A **technological/scientific/medical advance** happens when something brings progress and makes it possible for people to do the things that they couldn't do before.

High-tech means using the latest technology.

Lessons 3-4, Ex. 7

Betsy: Hello!

Ann: Hi, is Betsy in?

Betsy: Speaking.

Ann: Oh, right, hi! My name's Ann. I'm a friend of Jane. My elder brother, Jane and me go to the same summer school to learn English.

Betsy: Oh, OK. She told me about you. How are you?

Ann: Fine, thanks.

Betsy: And how's Jane?

Ann: Oh, great. She told me to say 'hello'. Anyway, I was wondering if you could help me?

Betsy: I'll try.

2.

A: Good afternoon, Mrs Phelps! This is Jack speaking. Is Tom in?

B: No, he isn't. Tom is out at the moment. Do you want to leave a message for him?

A: Please, tell him, I called.

B: OK.

A: Thank you. Good talking to you.

3.

A: Hello!

B: Hi! May I talk to Steve, please?

A: Steve doesn't live here.

B: Sorry. I must have called the wrong number.

Lessons 5-6, Ex. 1

Susan: I'd like to talk about computers as far as daily life goes. The computer means an incredible amount to me because not only I enjoy working on it but I love making 'chat' friends around the world. We share our hobbies and interests with each other. My brother and I also spend much time playing computer games and surfing the Internet. I use my computer when I prepare a school report or find information for a project.

David: In my opinion, computer is a critical part of our everyday life. I see the future heading in that direction: where technology advances and more things become automated through computers. Some people say that computers disconnect people but I don't think so. I usually join newsgroups, send and receive e-mails from my friends. I often download pages with photos, music and video. There is no need to spend time waiting for the letter to come to your house by post mail. You can write to me *davidbillings@aol.com*

Paul: The computer brings a better quality for living in some respect. You can save your time and do the on-line shopping or pay your bills. As for me, I can design web pages and programmes for the computer. My father has taught me to build computers, and so I have a new hobby now. I think that whatever you choose to do in your life, the computer can be a very nice tool to help you. Oh, yes, computers can really do wonders when used properly!

Lessons 7–8, Ex. 2

Father: OK, dear! I think we need to check what's wrong with your computer. It isn't working properly, is it?

Paul: No, it isn't. I have been working at my History report for a week and now I have nothing to present at the lesson tomorrow.

Father: You still have some time to prepare it.

Paul: Not with the help of my computer. A CD-drive isn't working properly. I can't save my presentation on a disk. We need to think about buying a new one.

Father: I don't think so. We can still replace some parts of it. I mean we can buy a new CD-drive.

Paul: A new CD-drive, and a new monitor, and a new keyboard...

Father: Do you want to say that your computer is too old. How long have you had it?

Paul: We made it three years ago.

Father: But we replace its parts with the newer things from time to time. Don't you remember that we bought a new modem only a month ago? And the speakers, they aren't old, either.

Paul: OK. I can still use my computer, but I don't think it's good enough for you to work on.

Father: It really isn't. We have to choose a new laptop for me.

Paul: Sure. And I'll be able to work on it from time to time, yeah?

Lesson 9, Ex. 1

Greenhouse Helmet

US Patent Issued in 1986

This invention consists of a sealed plastic dome, plants on tiny shelves and speakers and microphone for communication with the outside world. The mini greenhouse is designed to allow the user to breathe the oxygen given off by plants growing near their ears.

The inventor never really says why you may need the measly amount of oxygen given off by a couple of plants. Maybe this invention will provide the extra edge needed by the future Olympic athletes to win the Gold. Welcome to the Greenhouse Helmet, your own personal biosphere! It got US patent in 1986.

Unit 5. Amazing Britain

Lessons 1–2, Ex. 3

What are the World Heritage Sites?

The World Heritage Convention was established in 1972 by UNESCO (the United Nations Educational, Scientific and Cultural Organisation). The World Heritage List set up by the Convention includes natural sites, and a wide variety of cultural sites such as landscapes, towns, historic monuments and modern buildings. World Heritage Sites are places of international importance for the conservation of mankind's cultural and natural heritage. In 2007, there were 851 of them, including 27 in the UK and overseas territories. Examples include the Tower of London, the City of Bath, Stonehenge or Scottish castles. There are also famous Ukrainian landmarks which are included in the list: Kyiv-Pecherska Lavra and St Sophia's Cathedral in Kyiv, the historic centre of Lviv and beech forests of the Carpathians. Among the world famous we can name the Great Wall of China, the Pyramids, the Great Barrier Reef, Venice and others.

The UNESCO World Heritage Committee meets several times a year to discuss the existing World Heritage List, and accept new nominations from countries. The UNESCO World Heritage Committee Session takes place once a year and new sites are added to the World Heritage List. World Heritage Sites are places that need to be preserved for future generations, as part of a common universal heritage.

The Emblem

The circle represents nature and the square – human creation. Every year, new sites of outstanding universal importance are inscribed on the World Heritage List by the World Heritage Committee.

Lesson 9, Ex. 4

Oxford

I have visited Oxford many times, but I am always impressed with its beauty, its source of wisdom. Oxford is a city, and the county town of Oxfordshire, in South East England. It has a population of 151,000 people. It is the home to the University of Oxford, the oldest university in the English speaking world. The city was first mentioned in the written records of the Anglo-Saxon Chronicles for the year of 912. In the 10th century Oxford became an important military frontier town. The prestige of Oxford is seen in the fact that it received a charter from King Henry II, granting its citizens the same privileges as those enjoyed by the capital of the kingdom. Oxford experienced difficult times during the plague in the 17th century. In 1840 it was connected with London by the railway. By the early 20th century, Oxford witnessed rapid industrial and population growth.

The University of Oxford is one of the most famous universities in the world. Leading academics come to Oxford from all over the world. It is first mentioned in the 12th century records. Oxford's earliest colleges were University College (1249), Balliol (1263) and Merton (1264).

Nowadays as well as being a university city it is an extraordinary tourist site. Oxford City Centre is a very good place to come if you wish to shop for clothes, electronics, have lunch or maybe just have a nice walk with your friends in the

University of Oxford Botanical Garden. It is the oldest botanical garden in Great Britain, and the third oldest scientific garden in the world. It was founded in 1621 as the garden growing plants for medicinal research. Today it contains over 8,000 different plant species.

Unit 6. Information Magic: Radio and Television

Lessons 1–2, Ex. 9

Speaker 1. As I am a reporter for the newspaper I have to know all the news before they appear on the screen, so I prefer to surf the Internet and get all the necessary information.

Speaker 2. I am a very busy person, you know, lessons, sports club, no free time at all, so I just listen to the radio and get all the news of a day and my favourite music.

Speaker 3. We often listen to the radio but most of all we enjoy watching TV, because it shows all kinds of programmes and films to satisfy our interests.

Speaker 4. Of course I watch TV with my family, but reading a newspaper before my breakfast has become an everyday habit for me.

Lessons 5–6, Ex. 1

The Origins of Children's Television Broadcasting

In 1950, ABC first broadcast Saturday morning television shows for children.

The American Broadcasting Company first aired Saturday morning television shows for children on August 19, 1950. The network introduced two shows: Animal Clinic featured live animals, and the variety show Acrobat Ranch which had a circus theme. The first children's entertainer to perform for television was Burr Tillstrom, who broadcast live from the New York World's Fair in 1939. The National Broadcasting Company began the first regular television broadcasts in the United States the same year.

At the beginning the network offered just two hours of programming per week. Children's television developed slowly during the early years. Several children's shows appeared in the late 1940s and early 1950s including The Small Fry Club, Tillstrom's Kukla, Fran and Ollie. The Columbia Broadcasting System began airing animated cartoons in 1955 under the title "The Mighty Mouse Playhouse".

Beginning in the early 1960s, networks broadcast cartoons on weekend mornings when few adults were likely to watch. By the end of the decade, watching Saturday morning cartoons – now several hours of programming with advertising aimed at children – was a ritual in many homes.

Lessons 5–6, Ex. 6

1. What's the last TV programme you watched?
2. Was it a TV film, or was it a talk show?
3. Why did you choose to watch it?

4. Who did you watch it with?
5. What did you think was good of it?
6. Was there anything/anybody you didn't like?
7. Who was it directed by?
8. Who was starring in the programme?
9. Did you get a lot of new information?

Lesson 8, Ex. 4

Trevor Baylis was born in London in 1937. After studying engineering at college, he became a swimming pool salesman, and worked as an inventor in his spare time. Many of his inventions were designed to help disabled people.

In 1993, he saw a programme on television about Africa. The programme said that radio was very useful for people living there, but, unfortunately, many people could not afford electricity or batteries for radios. Trevor found a solution to this problem by inventing a radio that worked by a clockwork. You just wind a handle and that provides the power for the radio.

Trevor's clockwork radio was shown on a science programme on the British television called 'Tomorrow's World'. A South African businessman and an accountant heard about Trevor's invention and set up a company to make clockwork radios. They employed disabled people in their factory. Although it wasn't very high-tech, the clockwork radio was a great success. Trevor received several awards for his invention, including one from the Queen.

Unit 7. Career Magic

Lessons 5-6, Ex. 1

Speaker 1: Hi! I'm John. I'm a taxi driver. You ask me, why I have chosen this job? Well, the first moment I started driving a car, I understood that I liked it a lot. So, when the time came to choose a profession, I was sure that it would be a job connected with driving. Driving a truck or a van seemed a little boring to me, as I am a rather talkative person. I like communicating with people. I couldn't imagine driving long distances without saying a word to anybody! That's why I have decided to become a taxi driver. Of course, my job is not ideal. You know, all these traffic jams and noisy passengers sometimes. But I just can't imagine my life without it!

Speaker 2: Hello! My name's Mary. I'm a pharmacist. I think that my job is the most useful one in the world. I'm happy that I can prepare medicines, which help sick people. When I was studying at school my favourite subjects were Chemistry and Physics, and I was going to become a doctor (let's say, a dentist or a surgeon). As I started learning medicine at the university, I understood that preparing medicines, which could treat people, was as much important as being a doctor. So I decided to be a pharmacist, and I don't regret my decision.

Speaker 3: Hello! I'm Patrick. I'm a computer programmer. Look around, there are computers everywhere; in offices, banks, supermarkets! I'm lucky that I know almost everything about computers and programming. I've made a lot of efforts to become a real professional! Firstly, I studied a lot at school: Maths, Computer Study, English. Secondly, I was lucky to advance my knowledge on computer technologies at the university. I've learnt how to design software, starting with the simplest programmes. I'm trying to improve my skills all the time. You know, it's a fantastic feeling, when you see that a computer starts doing operations that it couldn't do before. I think my profession is one of the most important professions nowadays.

Lesson 8, Ex. 1

Dialogue 1

A: Can I help you?

B: Yes, please. I'd like a loaf of rye bread and two apple pies.

A: Here you are. Seven hryvnias, please.

Dialogue 2

A: Miss Brown, have you done the financial report yet?

B: I'm just finishing it. I only have to check last week account.

A: OK. After you have finished the report, bring it to my office, please.

B: Sure.

Dialogue 3

A: Have you fed the animals, John?

B: Of course, I have.

A: What are you doing at the moment?

B: I'm watering the crops.

Unit 3

Lessons 7–8. SOS: Endangered Species!

Student A

A Giant Turtle

1. They are reptiles but they rarely go into the water. (8 points)
2. They live on the Galapagos Islands. (7 points)
3. They can weigh up to 230 kilogrammes. (6 points)
4. The female lay eggs. (5 points)
5. Many of them reach the age of 100 years. (4 points)
6. They have an excellent nose and sense of colour. (3 points)
7. When attacked, they hide under their shells that protect them from larger animals. (2 points)
8. They are slow-moving animals for which they are famous. (1 point)

A Kiwi Bird

1. There are only 55,000 left of them. (8 points)
2. Although they are birds, they cannot fly. (7 points)
3. Their bones have marrows, while most of other birds' bones are hollow. (6 points)
4. They live in New Zealand. (5 points)
5. Unlike other birds, they have nostrils on their bills. (4 points)
6. They have short wings, and no tail. (3 points)
7. They are one of the symbols of their country; moreover people of New Zealand are sometimes called this. (2 points)
8. There is a small oval fruit of the same name. (1 point)

An African Elephant

1. Mother animals carry their babies for 20 to 22 months. (8 points)
2. They share an ancestor with sea cows. (7 points)
3. They have been hunted for their tusks of which jewellery and souvenirs are made. (6 points)
4. Their ancestors spent most of their time in the water, or even underwater. (5 points)
5. They are the largest living animals on the Earth. (4 points)
6. They can often be seen in the circuses, and are used for transportation. (3 points)
7. One of them was in a tale and could fly using his ears as wings. (2 points)
8. Their most characteristic is their trunk. (1 point)

A Polar Bear

1. They are quite fast in the water, and they have an excellent nose. (8 points)
2. There are only 10,000 left of them. (7 points)
3. Their weight is around 420 kilogrammes, and they can grow to two and a half metres. (6 points)
4. They are the most aggressive predators on the Earth. (5 points)
5. They can be found in Polar Regions. (4 points)
6. Their relatives in the Tundra and Taiga are brown. (3 points)
7. Their thick white fur protects them from the cold. (2 points)
8. They are becoming extinct nowadays as they are losing their habitats because of the global warming. (1 point)

Student B

A Panda

1. They have a special thumb-like finger which helps them in eating. (8 points)
2. Their cry is almost similar to the cry of a human baby. (7 points)
3. They make growls, honks, and chirps to attract mates. (6 points)
4. They give birth to one baby, which starts crawling after three months. (5 points)
5. They spend 10–12 hours a day eating, and during this time they feed on 23–36 pounds of bamboo roots. (4 points)
6. They move to new territories as the bamboos die off. (3 points)
7. They live in China. (2 points)
8. They have been hunted for their black-and-white fur. (1 point)

A Sea Cow

1. They live in salt and freshwater coastal areas around Florida. (8 points)
2. They eat plants. (7 points)
3. They are mammals living under water. (6 points)
4. Mothers carry their young for 13 months and on average one calf is produced every two years. (5 points)
5. They have to come to the surface for air every three or five minutes. (4 points)
6. The mother nurses the calves until the age of two. (3 points)
7. Adult animals weigh around 1,000 pounds and are about 3 metres long. (2 points)
8. They can live up to 50 to 60 years of age. (1 point)

A Sea Lion

1. There are less than a thousand still living. (8 points)
2. Males fight for the territory for the females to breed on. (7 points)
3. They are constant entertainers in water shows. (6 points)
4. They were killed in California in the 1800s for their fat of which people made oil for lamps. (5 points)
5. They have small ears and long whiskers. (4 points)
6. Unlike old types, they can walk, and even run on their four limbs. (3 points)
7. They might be as long as three and a half metres. (2 points)
8. They are very skilful with balls. (1 point)

A Kangaroo

1. It is a mammal. (8 points)
2. This is a marsupial animal. (7 points)
3. The undeveloped animal remains in the mother's marsupium until it is able to climb out. (6 points)
4. There is a sports brand named after this animal, perhaps because of its habit of boxing. (5 points)
5. Being an inhabitant of Australia, it is one of the symbols of the country. (4 points)
6. This animal is in A. A. Milne's famous tale about a bear. (3 points)
7. The only place where they survived is Australia. (2 points)
8. This animal doesn't run but hops. (1 point)

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