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# АНГЛІЙСЬКА МОВА

(9-й рік навчання)

Підручник для 9-го класу  
закладів загальної середньої освіти

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# ENGLISH

Year 9

A textbook for the ninth form of secondary schools

*Рекомендовано Міністерством освіти і науки України*

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***Рекомендовано Міністерством освіти і науки України  
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Dear Student,

I hope very much that you will enjoy your learning process with *English 9*. I have chosen four topics, each representing a different dimension of your life. In each unit you will find a variety of learning activities related to the topic of that unit. These tasks will give you plenty of opportunities to develop both your general knowledge and English language skills (reading, listening, writing and speaking), as well as your English grammar. The book contains a rich vocabulary for you to learn and remember so that you will be ready to succeed in all your exams and in your use of English later on in life.

I wish you an interesting and successful year of English studies!  
Oksana Karpyuk

# Unit 1

## WHO ARE YOU?

- Vital Statistics
- Teen Generation

### Pre-reading questions

- What's your first language?
- Who are important people in your life?
- Are you good at doing sports?
- What are your preferences in films and music?
- Would you like to become a hero?
- In what ways can you develop your personality?



# VITAL STATISTICS

## READING & VOCABULARY



### 1 *Think and say.*

- If you want to get to know someone, what would you like to know about him / her ?

### 2 *Read about Peter.*

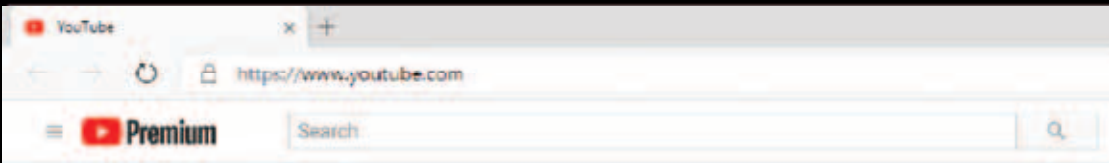
Peter, 14, is going to create his own YouTube channel. Here is the script of his first video.

Hi guys! Call me Archibald. My real name isn't important. In this blog I want to share my ideas with other kids my age. It isn't always easy to talk to our parents or even friends. I'm sure you understand me.

Here is some information about myself. I'm 14 years old. I play water polo. I go to the swimming pool every day except at

the weekend. I'm a good swimmer and player although I'm not very tall or very strong. I'm also interested in photography. I use my dad's small digital camera. It takes great pictures. I've got lots of photos of my friends (of one classmate especially!). I read books about superheroes like Superman. I'm not a superhero myself but I can't stand injustice and I'd like to have some special powers, too.

I haven't got any brothers or sisters. My parents work hard and spend a lot of time at work, so I'm often alone at home. My mum's a teach-



# Lesson 1

Say if the statements are true or false.

- 1 Peter uses his real name in his blog.
- 2 Peter plays water polo five days a week.
- 3 Peter's an only child in the family.
- 4 Peter's mum works in a school.
- 5 Peter's dad thinks he's funny.
- 6 James is Peter's cat.



3 **Work in pairs to answer the questions.**

- 1 Think of one example of injustice. Can you bear injustice?
- 2 Who in your family has a good sense of humour?  
And in your class?
- 3 Do you know any jokes? Are you good at telling jokes?
- 4 Do you have good manners? Think of one example of good manners.

## VOCABULARY BOX

**although** [ɔ:l'ðəʊ]

**injustice** [ɪn'dʒʌstɪs]

**digital** ['dɪdʒɪtl]

**the sense of humour**

[sens əv 'hju:mə]

er. She prepares for school and she always talks about her students. My dad's a mechanic and he fixes cars. He tells jokes all the time and he is never serious. He thinks he has a sense of humour but his jokes aren't always funny!

I have a pet parrot. His name is James. He's got a cage in my room but he rarely stays in it. He usually flies around. He is friendly but he isn't polite; he hasn't got good manners. He never uses the toilet! He also bites computer cables and sometimes my finger!

Stay tuned! Bye!



#### 4 Complete the sentences about yourself.

I am interested in ...

My favourite books are ...

In my free time I ...

I usually wear ...

My favourite school subject is ...

My surname is ...

My favourite singer / band is ...

My form teacher is ...

#### 5 Work in small groups.

- Which of the following topics do you think are important to know about a person? If you could cut out four of these topics, which would they be? What do your classmates think?

name

favourite colour

pets

brothers and sisters

nationality

age

likes

religion

favourite music

dislikes

birth sign

interests

- What else would you like to know about a person?

#### 6 Brian James was interviewed for a teenage magazine. Read the interview and answer the questions.



I love to cook and make some fab Italian dishes. I love cooking for girls. Cooking for two is much more fun than cooking for yourself. I've got an older sister and a younger brother who's a cute 13. I'm a Gemini — my birthday's May 29th. I love animals — I've got two dogs and a fish. I listen to rap music. I work out, ride horses, surf and snow-ski. I love *Mars* bars and dry roasted peanuts. I love living in sunny California. Where else can you go skiing in March and then go back to the beach?

- 1 What does Brian love to do?
- 2 What does he love doing?



# Lesson 1

- 3 What does he love?
- 4 What is his birth sign?
- 5 What sort of music does he listen to?
- 6 Where does he live?
- 7 What does he do in his spare time?
- 8 Is he an only child in the family?

7 **Read the magazine article about Brian and find out all the differences between the spoken text in Task 6 (Brian's actual words) and the written text below.**



**Name:  
Brian  
James**

He loves to cook and makes some fab Italian dishes. He loves cooking for girls, *“Cooking for two is much more fun than cooking for yourself.”*

He's got an older sister and a younger brother who's a cute 13.

He's a gorgeous Gemini — his birthday's May 29th.

He loves animals — he's got two dogs and a fish.

He listens to rap music.

In his spare time, he works out, rides horses, surfs and snow-skis.

He loves *Mars* bars and dry roasted peanuts.

He loves living in sunny California, *“Where else can you go skiing in March and then go back to the beach?”*

Brian sums himself up as *“outgoing, honest, positive, determined and caring”*.



**8 Read and match the words with the same meaning.**

Brian uses 'fab' and 'cute'. Words like these are typical of teenagers. Here are some common teen words in the left column.

- 1 cute
- 2 cool
- 3 fab
- 4 fam
- 5 folks
- 6 zoomer
- 7 guy
- 8 mate
- 9 to hang out
- 10 basic
- 11 squad
- 12 to chill (out)
- 13 toxic
- 14 crush

- a excellent
- b small and nice
- c only interested in trendy things
- d very good; okay; nice; no problem
- e a person you can't get off your mind
- f a very close friend (friends)
- g a friend group
- h parents
- i a friend
- j to relax completely
- k a member of Generation Z
- l very negative and unpleasant
- m to spend time with friends
- n a person

**9 a) Match different meanings of the verb 'work out' with the appropriate<sup>1</sup> sentences.**

- |   |  |
|---|--|
| a to find a solution                              | 1 The plan worked out quite well.                |
| b to calculate                                    | 2 Can you work out how much it will all cost?    |
| c to understand                                   | 3 I'm going to work out in the gym this evening. |
| d to develop in a particular way (of a situation) | 4 I can't work her out.                          |
| e to do physical exercise                         | 5 I've worked out how we can get there.          |

**b) Make up your own sentences with at least three different meanings of the verb.**

---

<sup>1</sup>appropriate [ə'preʊəriət] — відповідний

# Lesson 1

10 Match the adjectives from the box with their descriptions below.

outgoing, honest, positive, determined, gorgeous, caring

- 1 He thinks he will be successful and the situation will have a good result. ...
- 2 He is very good-looking. ...
- 3 He is friendly and open. ...
- 4 He helps people when they are in trouble. ...
- 5 He knows what he wants and tries hard to get it. ...
- 6 He doesn't lie to people. ...

11 Do the questionnaire. Each time choose only one statement.

## WHAT SORT OF PERSON ARE YOU?

- 1
- |   |                     |                 |
|---|---------------------|-----------------|
| A | I get on well       | with my family. |
| B | I get on quite well |                 |
| C | I don't get on well |                 |



- 2
- |   |                                   |                     |
|---|-----------------------------------|---------------------|
| A | I would do anything               | to help my friends. |
| B | I would do almost anything        |                     |
| C | I don't think I would do anything |                     |

- 3
- |               |   |        |                 |
|---------------|---|--------|-----------------|
| Life would be | A | boring | without school. |
|               | B | easier |                 |
|               | C | great  |                 |

- 4
- |   |             |                      |
|---|-------------|----------------------|
| A | I sometimes | wear trendy clothes. |
| B | I never     |                      |
| C | I always    |                      |



5 A I love  
B I don't mind  
C I don't like | sports.

6 Fast food is | A OK.  
B the best.  
C rubbish.

7 A Comedies  
B Action films  
C Horror films | are my favourite type of films.

8 A I go out with friends  
B I read books  
C I watch TV | in my free time.

9 Good looks are | A not important at all.  
B quite important.  
C very important.



Do the score and read about yourself. Do you agree?

**Mostly As** — You're a very serious and responsible young person. Your parents must be proud of you and your friends are lucky to have you. However, loosen up a bit. Life should be fun too.

**Mostly Bs** — Life is fun for you. You do only things you like. However, it's time to realise that we often have to do things that are not so pleasant. The sooner you learn that, the better.

**Mostly Cs** — You don't care about anyone or anything, do you? Be careful. You might end up alone and disappointed.

# Lesson 1

## GRAMMAR



1 *Make up some sentences about someone you know.*

	loves	
	enjoys	
	likes	singing.
He	doesn't mind	travelling.
She	doesn't like	playing cards.
	dislikes	getting up early.
	hates	
	can't stand	

### REMEMBER!

Додаючи закінчення **-ing**, ми надаємо дієслову ознак іменника. Віддієслівний іменник називаємо **герундієм (the gerund)**.

**Collecting** stamps is fun.

I started **reading** comics when I was 7.

I am fond of **painting**.

- Герундій вживаємо після деяких дієслів:

*start, begin, love, enjoy, like, dislike, hate.*

- Герундій вживаємо після деяких виразів:

*give up, don't mind, can't stand...*

You ought to give up **smoking**.

I can't stand **hearing** her cry.

- Герундій вживаємо після прийменників у фразях:  
*be fond of, be (get) bored with, tired of, good/bad at, interested in, famous for, happy about, keen on, look forward to, dream of.*

Brian is good at **swimming**.

2 *Find some examples of the gerund in the text on page 9 (Task 7) and copy them in your notebook.*

**3 Write about the people you know.**

- ... likes meeting a lot of people.
- ... is good at telling jokes.
- ... gets tired of doing things very quickly.
- ... is good at helping other people.
- ... can't stand wasting time.

**4 Make true sentences about yourself.**

**You can use some of the expressions below.**

dancing, getting up early, eating fast food, swimming in the pool, surfing the Internet, listening to loud music, lying on a sunny beach, reading novels, travelling to new places, watching sports on TV, doing housework, taking a dog for a walk

- |                    |                        |
|--------------------|------------------------|
| 1 I love...        | 5 I'm tired of...      |
| 2 I don't mind...  | 6 I'm good at...       |
| 3 I can't stand... | 7 I'm bad at...        |
| 4 I enjoy...       | 8 I'm interested in... |

**5 Talk to your partner and find out how different your answers are. Tell the rest of the class about you and your friend.**

**Example:** *I like surfing the Internet, but ... doesn't.  
... hates getting up early, but I don't mind it.*

**6 Complete the sentences with the gerund forms of the verbs from the box.**

go, write, lie, study, pay

- 1 Stop ... and tell me the truth!
- 2 Start ... attention!
- 3 Finish ... this birthday card!
- 4 We have to continue ... if we want to pass the test.
- 5 It's never too late to begin ... to the gym.

# Lesson 1

## LISTENING & VOCABULARY



1 Listen and complete the dialogue with the short answers from the box. Then listen again and check yourself.

Read the dialogue with a partner.

**Adrian:** Do you go to the local school?

**Brian:** Yes, I do.

**Adrian:** I know one girl from your school. Her name's Celia. Do you know her?

**Brian:** ... . She's in my class.

**Adrian:** Do you have As in all the subjects at school?

**Brian:** ... . No way.

**Adrian:** Do you get on with your parents?

**Brian:** ... . Not all the time, but mostly, yes! My mum's a teacher.

**Adrian:** Does she help you with your homework?

**Brian:** ... . But if I don't understand something, I ask her.

**Adrian:** What do you do when you're not at school?

**Brian:** I'm in a water polo team.

- 1 Yes, I do.
- 2 No, I don't.
- 3 No, you don't.
- 4 Yes, he does.
- 5 No, she doesn't.
- 6 No, they don't.



**Adrian:** Why do you play? Do your parents want you to play?

**Brian:** ... . I play because I want to.

**Adrian:** Can I come and watch you?

**Brian:** Yes, you can.

**Adrian:** Do you have a dog?

**Brian:** No, I don't. I have a parrot. His name is James.



**Adrian:** Does he speak? Does he have a cage?

**Brian:** No, he doesn't speak, but he's very clever. He has a cage in my room.

**Adrian:** What does he do? Does he do any tricks?

**Brian:** ... . He plays and he sits on my shoulder.

**Adrian:** And how about girls? Is there a girl that you like? Do I know her?

**Brian:** ... . You ask too many questions. Bye. See you.

**Adrian:** Hey, wait a moment! Do you have a mobile phone? What's your number?

## 2 *Work with a partner. Ask him / her questions.*

- Where / you live?
- How / you go to school?
- What / you do in your free time?
- What kind of music / you like?
- ... you get on with your parents?
- Where / your mother work?
- Where / you spend your breaks?
- ... you like English?
- ... you got nice neighbours?

## 3 *Listen to the interview and choose the correct answers.*

- 1 She's *Turkish* / *Spanish*.
- 2 She's a *teacher* / *chemist*.
- 3 She's *single* / *married*.
- 4 She *has* / *hasn't* got children.
- 5 She lives in *Liverpool* / *London*.
- 6 She gives a *mobile* / *daytime* phone number.



# Lesson 1



- 4 Copy the form below.  
Listen to the interview with Meryem again and complete it.



## Giving Your Date of Birth

16 March 1985

We write: 16.03.85

We say: *sixteen oh three eighty-five*

OR

*the sixteenth of the third eighty-five*



## Rennert International Language School

### Personal details

Title:

Ms

Gender:

Female

Male

First name(s):

No. of

dependants:

Surname:

Marital

status:

Single

Married

Separated

Divorced

Widowed

Nationality:

Occupation:

Date of birth:

### Contact details

#### Address

House number:

Street:

Town / City:

Postcode:

#### Telephone / email

Tel. no: (daytime)

(evening)

Mobile:

Email:

5 **Work in pairs. Speak on the difference between the dialogue in Task 1 and the interview in Task 3. Then study the table below.**

**VOCABULARY BOX**

**divorced** [dɪ'vɔ:st]  
**female** ['fi:meɪl]  
**male** [meɪl]  
**single** ['sɪŋgl]

meaning	word	example
single or married man married woman single woman single or married woman	Mr Mrs Miss Ms	Miss
family name	surname	Ostapenko
first name(s)	forename(s)	Iryna
day, month and year you were born	date of birth	24 December 1990
	nationality	Ukrainian
first language	mother tongue	Ukrainian
	home address	37 Abrykosova St, Ap.12 Lviv Ukraine
phone number during the day	daytime tel.	[+38032] 234-09-441
'no' means 'number'	mobile no	067 900 75 323
	email address	irynaostap@g.ua
married or single?	marital status	single
job	occupation	nurse
elementary? intermediate? etc. tick = ✓	level of English (please tick)	elementary ✓ intermediate advanced
your name written by yourself	signature	<i>Iryna Ostapenko</i>

# Lesson 1

## 6 Match the 'official' terms with the questions.

- |                     |   |
|---------------------|---|
| 1 Surname           | <input type="checkbox"/> a How old are you?           |
| 2 Age               | <input type="checkbox"/> b Where do you live?         |
| 3 Nationality       | <input type="checkbox"/> c When were you born?        |
| 4 Date of Birth     | <input type="checkbox"/> d What do you do?            |
| 5 Marital Status    | <input type="checkbox"/> e Are you married?           |
| 6 No. of Dependants | <input type="checkbox"/> f What's your last name?     |
| 7 Address           | <input type="checkbox"/> g Have you got any children? |
| 8 Occupation        | <input type="checkbox"/> h Where are you from?        |

## 7 Work in pairs. Ask each other about your partner's personal information and complete the table with the information about him / her like the one in Task 4.

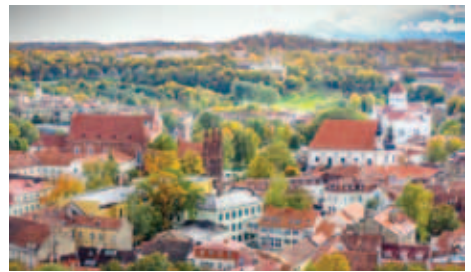
## SPEAKING



### 1 Say if the sentences below are true for you. Correct the information that is not true.

- |   |  |
|---|--|
| <input type="checkbox"/> I live in a small town.          | <input type="checkbox"/> My dad doesn't drive to work.               |
| <input type="checkbox"/> I have got two sisters.          | <input type="checkbox"/> My best friend lives close to me.           |
| <input type="checkbox"/> I have got my own room.          | <input type="checkbox"/> My best friend doesn't love sports.         |
| <input type="checkbox"/> I play basketball.               | <input type="checkbox"/> My best friend talks too much.              |
| <input type="checkbox"/> I read a lot.                    | <input type="checkbox"/> I go to school by bus.                      |
| <input type="checkbox"/> I don't watch TV in the evening. | <input type="checkbox"/> My best friend and I go to school together. |
| <input type="checkbox"/> My mother works in a hospital.   | <input type="checkbox"/> I don't like English.                       |
| <input type="checkbox"/> My mother doesn't tell jokes.    |  |
| <input type="checkbox"/> My dad travels a lot.            |  |

**2** Look at the pictures and the topics below.  
In pairs, talk about yourself.



FILMS

SPORTS

HOME TOWN

SCHOOL

LOOKS

FRIENDS

MUSIC

FOOD

HOLIDAYS

CLOTHES

FREE TIME

FAMILY

**3** Interview your partner. Make use of the table in Task 5 on page 18 and the questions in Task 6 on page 19.

# Lesson 1

4 Match the words (1-8) with their definitions (and pictures) below.

- 1 football fan
- 2 health freak
- 3 computer wizard
- 4 couch potato
- 5 vegetarian
- 6 gossip
- 7 chatterbox
- 8 close friend



## Saying email addresses

a Say the email addresses below.

**a\_person@anywhere.co.uk**

a underscore person at  
anywhere dot c o dot u k

**z-antonio@abbi.pt**

z hyphen antonio at abbi dot p t

b Say your friends' (parents')  
email addresses in English.



- someone who spends a lot of time sitting and watching television
- someone who would do anything to be fit and healthy
- someone who knows everything about computers
- someone who talks all the time
- someone who can't live without football
- someone who doesn't eat meat
- someone who likes to talk about other people's private lives
- someone you trust



- 5 a) Listen to the kids and say how they describe themselves.  
b) Read what they say about their friends.

I know I'm a chatterbox. I talk too much and it's so hard for me to keep secrets. I'm a bit gossipy. Still, I have a lot of friends. How is it possible?



**Thomas**



**Andrew**

I have two best friends. Benny is a bit bossy but he is a good friend. I can rely on him. I know that if I have a problem or get in trouble, he will help me. Dave is very quiet. Not a bit selfish. Everybody likes him.

My best friend is Ian. He's such fun. We have so much in common. We are both football fans, we hate heavy metal and love SF films. It's never boring with him. Besides, we understand each other very well.



**Ron**

Gemma is my best friend. I love her because she is so interesting and fun. We share things. We even wear each other's clothes. My sister says we are not clever. But she is a health freak. You know, she does exercise, is a vegetarian, goes to bed early and ... always complains about me. Boring, isn't she?

# Lesson 1

I don't know what a good friend is because I don't have any. The TV and my computer are my best friends. My parents are angry at me. They call me a couch potato because I spend so much time in front of the TV set. They say I should go out and find myself a friend. The truth is I don't know how to make friends. My classmates call me a computer wizard and they say they admire me. Still, they never invite me to their parties or call me out. I'm very unhappy about that, but I don't show it. You know, nothing can take the place of a friend, not even a computer or a TV set.



Phil

## c) Work in pairs. Speak on the following.

- 1 Why does Thomas say that it's strange he has so many friends?
- 2 Why do Andrew and Ian get on so well?
- 3 Why does everybody like Dave?
- 4 Why does Carla's sister think that Carla and her friend are not clever?
- 5 Why are Phil's parents angry at him?

### VOCABULARY BOX

**chatterbox** ['tʃætəbɒks]

**to admire** [əd'maɪə]

**to complain** [kəm'pleɪn]

**to prove** [pru:v]

**to rely** [rɪ'laɪ]

**gossipy** ['gɒsɪpi]

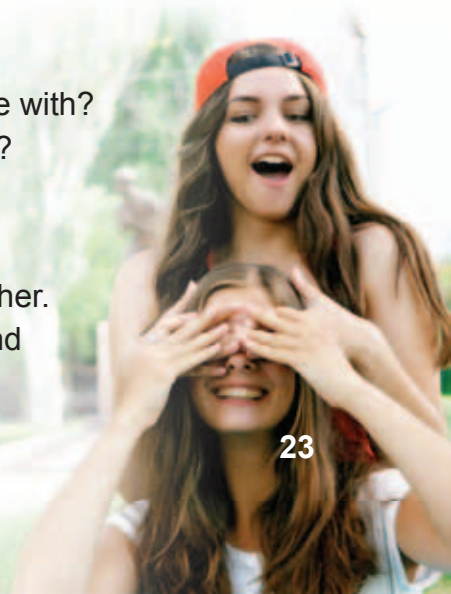
## 6 Work in groups. Think of people you know and who have these qualities. Speak in turn.

### Who is...

- |                  |                |                     |
|------------------|----------------|---------------------|
| ... bossy?       | ... lonely?    | ... fun to be with? |
| ... not selfish? | ... talkative? | ... gossipy?        |

## 7 Tell your class about your best friend.

- Say what your friend is like, what you do together and what you like best about him / her.
- Try to remember an incident when your friend proved to be a real friend.



## WRITING



### 1 Read the sample of autobiography and consider the questions on page 25.

- I was born on a cold winter night in my native Bennington, Oklahoma. I do not remember much of my early childhood, but my mum said that I was a very active, curious, and communicative child. I would ask dozens of questions each minute, even without waiting for the answers. I suppose that was why my parents offered me books and educational movies as early as my third birthday.
- Fortunately, my thirst for knowledge did not come to an end when I was at school. I was fond of history and science. This passion helped me gain good knowledge in these areas. Today, I am a student at a law school, and I feel very happy about it.
- I am certain that my good results in studies will become my ticket to a better tomorrow. I want to become a lawyer. I study hard and devote my free time to reading reviews and watching interviews with recognized specialists in the field.
- Of course, I understand that life is not just a bed of roses, and challenges or difficulties are an integral element of life. Since my parents could not help me cover my college expenses<sup>1</sup> in full, I combine a part-time job and full-time study to earn my living and my education. I feel satisfied at the beginning of every month when I receive my salary<sup>2</sup> and plan how I will spend my money.

<sup>1</sup>expenses [ɪkˈspensɪz] — витрати

<sup>2</sup>a salary [ˈsæləri] — заробітна плата



# Lesson 1

## REMEMBER!

An **autobiography** is a written account of the life of a person written by that person. In other words, it is the story that people wrote about themselves. It is just like the biography that includes such things as time and place of their birth, an overview of their personality, their likes and dislikes, and the special events that shaped their life.

- 1 What famous quote<sup>1</sup> can describe your life?
- 2 Which 3 adjectives can be used to describe you as a person?
- 3 Who influenced your personal development?
- 4 What are your best and worst childhood memories?
- 5 What is your family social and ethnic background?
- 6 What are your relations with parents and other relatives?
- 7 What are your goals for the future?
- 8 What places would you like to visit and why?
- 9 What skills would you like to develop and why?
- 10 What was the most memorable day in your life?
- 11 What was the most important lesson you have ever learnt in your life?
- 12 What are the most important values in life, in your opinion?



<sup>1</sup>a quote [kwəʊt] — цитата



**2 Present yourself in a written way (150-200 words). Use some of the questions on page 25 and the phrases below.**

- 1 I was born in...
- 2 I was an active (or quiet, shy, curious, etc.) child.
- 3 My childhood dream was...
- 4 My earliest memory is...
- 5 I am grateful to my parents (or teachers, friends, etc.) because...
- 6 My role model was...
- 7 My lifetime dream is...
- 8 The most memorable day of my life was...
- 9 One phrase that I will never forget is...
- 10 If only one of my dreams could come true, I would wish for...
- 11 My main belief in life is...
- 12 I am driven by my desire / passion / wish to...
- 13 The main lesson that my parents taught me was...
- 14 The childhood hobby that most shaped my personality is...
- 15 One event that influenced who I am today is...
- 16 My motto in life is...
- 17 My favourite book / film / author is...
- 18 When I was growing up, I always dreamed of becoming a...
- 19 One thing I wish I knew five (or ten, twenty, etc.) years ago is that...
- 20 My favourite childhood picture is...

# Lesson 2

## TEEN GENERATION

### READING & VOCABULARY

1 Look at the pictures and match them with the names of different teenage groups.

- 1 computer geeks
- 2 preps
- 3 high-flyers
- 4 emos

- 5 punk rockers
- 6 athletes
- 7 hip hoppers
- 8 heavy metal fans



**2 Read the descriptions of different teenage groups and match them with the right names from Task 1.**

- Looks and fancy clothes are very important for them, and they sometimes spend hours in the bathroom just to get the perfect hairstyle or match the right outfit. You might call them fashion victims, because they love designer labels and always keep up with the latest trends. They don't generally have problems with school or teachers, but they have no special interests. When it comes to music, they listen to anything played on radio stations and *YouTube*, as long as it's not too loud. And their favourite hang-out? Shopping centres, of course, especially at weekends!
- They are simply ingenious when it comes to computers. Very few people can actually understand them when they talk about the latest software or new gadgets, which is when they get irritated! They are brilliant at science subjects, especially Maths and Physics, and schoolwork in general is rarely a problem for them. When it comes to clothes, they grab whatever is clean in their room. They are not too picky about music either, but rock, heavy metal or hip-hop are among their favourites. They mix well with skaters, since skateboarding is often their favourite pastime. Their favourite hang-outs are computer labs, cybercafés or any other place with a computer nearby.
- They are fascinated by African American urban culture, so baggy clothes and baseball caps are their most usual outfit. They don't consider graffiti vandalism, but an art form, so you can see their drawings on city walls, but sometimes in their notebooks or the school bathrooms, too. Of course, rap and hip-hop are their favourite music, but girls frequently prefer R&B, and they are especially fond of hip-hop dance. Most hip hoppers are very good with words and rhymes, and know a lot about politics and global problems, so it's good to have them on your debate team. They love playing basketball in their free time, so school playgrounds are among their favourite hang-

# Lesson 2

outs. Let's not forget the clubs, when there is a rap battle!

- School is the centre of their world, and most of them already have a clear idea about their future career. They are very ambitious and competitive, but also hard-working, so they never forget to do their homework. That's why other students sometimes call them nerds. They are extremely well-behaved, which is why they are almost always teacher's pets. They're not particularly fashion-conscious, but they like neat and casual clothes. They are not picky about popular music, but some of them like to join their parents at concerts of classical music. Although most teenagers find books boring, they really enjoy reading, so libraries are definitely among their favourite hang-outs.
- Their sports career is as important as school for them, and most of them miss a lot of classes because of preparations for important competitions. That's why they sometimes have a lot of schoolwork to catch up. At the same time, they do well in exams, but unlike some other students, they are certainly excellent at PE. A jogging suit is their most usual outfit, simply because it is the most comfortable one. It is also quite logical that they spend most of their free time in a gym, but sports events are also among their favourite hang-outs.

### 3 *Work in pairs to answer the following questions about the teenage groups.*

- 1 Who doesn't really care about clothes?
- 2 Who enjoys dancing?
- 3 Who is fashion-conscious?
- 4 Who is very responsible about schoolwork?
- 5 Who spends a lot of time in a gym?
- 6 Who likes drawing graffiti?

### VOCABULARY BOX

**hang-out** ['hæŋ aʊt]  
**outfit** ['aʊtfɪt]  
**software** ['sɒftweə]  
**trend** [trend]  
**victim** ['vɪktɪm]  
**to grab** [græb]  
**to irritate** ['ɪrɪteɪt]  
**casual** ['kæʒʊəl]  
**fascinated** ['fæsɪneɪtɪd]  
**picky** ['pɪki]

**4 Work in groups of five.**

**a) Copy the profile grid below. Each student reads one description again and fills in the profile for a particular teenage group.**

Teenage group:	Computer geeks	Preps	High-flyers	Hip hoppers	Athletes
Looks and clothes:					
School:					
Hobbies and interests:					
Music:					
Favourite hang-outs:					

**b) Speak on the following questions.**

- Would you join any of these teenage groups?
- Which teenage group would you join and why?

**5 a) Look up these adjectives in the descriptions of teenage groups in Task 2 and answer the questions below.**

picky, ingenious, competitive, fashion-conscious

How would you describe someone...

- 1 ...who cares a lot about what clothes to wear?
- 2 ...who is very clever?
- 3 ...who is hard to please?
- 4 ...who likes success and competition?

# Lesson 2

b) **Work in pairs. Guess what these words mean. Look them up in the descriptions of teenage groups and answer the questions.**

an outfit, a hang-out, to keep up with, a teacher's pet, a gadget, pastime, vandalism, to be fond of

- 1 What school subjects are you fond of?
- 2 Do you know anyone who is a teacher's pet?
- 3 Do you keep up with the latest fashion trends?
- 4 What is your favourite hang-out?
- 5 Can you describe your favourite outfit?
- 6 Can you think of any examples of vandalism?
- 7 What is your favourite pastime?
- 8 Which gadget couldn't you live without?

## GRAMMAR



### REMEMBER!

#### The Gerund (Герундій)

Герундій — це неособова форма дієслова, що має властивості дієслова та іменника.

Розрізняють чотири форми герундія:

Forms of the Gerund	Active	Passive
<i>Simple</i>	writing	being written
<i>Perfect</i>	having written	having been written

Герундій у реченні може виконувати функції підмета.  
*E.g. **Swimming** is my hobby.*

Герундій у реченні може виконувати функції додатка.  
*E.g. She is fond of **singing**.*  
*She enjoys **singing**.*



Дієслова, які вживають лише з герундієм.

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

} **doing** something

**Типова помилка:**

*Olha enjoys ~~to travel~~.*

**Правильна структура:**

*Olha enjoys **travelling**.*

Дієслова, які вживають як з герундієм, так і з інфінітивом:

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

} **doing** something  
**to do** something

**Example:**

*Alison likes **reading**.* (Узагалі)

*Alison likes **to read** newspapers.*

(У конкретному випадку)

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

Nearly everyone has a hobby of some kind: stamp collecting, reading, painting, solving puzzles, birdwatching, listening to podcasts, growing roses, playing the piano, blogging, embroidering<sup>1</sup>, woodcarving<sup>2</sup>, playing chess, learning a foreign/ sign language, watching *TED Talks*, collecting funny memes, travelling, photo editing, horseback riding, or gardening.

**Example:**

*My hobby is volunteering at a local animal shelter.*

*My mum's hobbies are knitting and cooking Chinese.*

*My father's hobby is collecting coins.*

<sup>1</sup>embroidering [ɪmˈbrɔɪdərɪŋ] — вишивання

<sup>2</sup>woodcarving ['wɊdkɑ:vɪŋ] — різьба по дереву



# Lesson 2

## REMEMBER!

Герундій вживають після деяких дієслів з прийменниками:

**to depend on** — залежати від

**to rely on** — покладатися на

**to insist on** — наполягати на

**to agree to** — погоджуватися з

**to hear of** — чути про

**to think of** — думати про

**to be fond of** — захоплюватися

**to be sure of** — бути впевненим у чомусь

**to be pleased at / with** — бути задоволеним чимось  
або кимось

**to be surprised at** — дивуватися чомусь

**to be interested in** — цікавитися чимось

**to be afraid of** — боятися чогось

**to look forward to** — чекати з нетерпінням

*Типова помилка: I look forward to ~~hear~~ from you.*

*Правильна структура: I look forward to hearing from you.*

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

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

**Example:** *My favourite leisure activity is ...*

*I don't enjoy ...*

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

*I (don't) like ...*

**3 Write out all of the sentences with the gerund from Task 6 of Lesson 1 (page 8).**

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

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

**5 Be a polite person and begin the following commands with 'Would you mind...?'**

**Example:** *Wait in the hall.*

*Would you mind waiting in the hall?*

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

**6 Answer the questions.**

- 1 What films do you think are worth seeing?
- 2 Do you enjoy travelling by plane? Why?
- 3 What do you do after coming home from school?
- 4 Which do you enjoy more, going to the theatre or going to the cinema?

# Lesson 2

- 5 Do you like or dislike travelling long distances by train?
- 6 When do you expect to stop studying English?
- 7 What places are worth visiting in your town?

## 7 **Make up one sentence from two.**

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

**Example:** *He has learnt some sonnets. What a surprise!*

*I am surprised at his having learnt some sonnets.*

*He entered the room. Nobody noticed him.*

*Nobody noticed his having entered the room.*

- 1 I have shown him the letter. I am sure.
- 2 She has grown 10 rose varieties. She is proud of it.
- 3 He has been so rude. He is sorry.
- 4 We have seen this play. We are sure.
- 5 She has asked me about it. Nobody noticed this.

## 8 **Work in pairs. Make up your dialogue using the expressions:**

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

## LISTENING & VOCABULARY



### 1 **Look at these words and get their meanings.**

smart clothes = stylish, elegant clothes

well groomed = tidy

scooter = a light motorbike with a small engine

accessories = things that you wear or carry that match your clothes, for example, a piece of jewellery or a bag.

**2 a) Before listening to the 'Top Pop' radio interview with a young fashion design student, write down 5 questions you would ask her.**



**b) Listen to the interview and match the answers (page 37) to the questions and the reporter's phrases below.**

*Reporter:*

- 1 *London Fashion Week* has just finished and you've been named the most promising fashion design student. Why have you come to study fashion design in London?
- 2 How do these styles differ from each other?
- 3 I see...
- 4 But there are also some strange-looking guys.
- 5 So you are saying that there is a strong connection between fashion and music.
- 6 What do you personally like?
- 7 What's your favourite shopping place in London?
- 8 What fashion advice would you give to our young listeners?
- 9 Thank you very much. It was nice talking to you.



# Lesson 2

- Some young people have money and they spend quite a lot of it on clothes. They like wearing smart clothes, loafers, tight-fitting sportswear. They like riding scooters. Their hair is well groomed and they have regular haircuts.
- But there are more and more people who like wearing comfortable clothes. They are more in touch with the natural world. They think that today's world revolves too much around money.
- Well, comfortable clothes ... with style.
- Camden Lock Market. You can get anything you want there — fake *Levi's*, leopard-print swimsuits, old records, jewellery made from recycled metal. It attracts an amazing mixture of people, so it's fun just watching them. I often get inspired there.
- Well, London is the right place to be because it's famous for its street fashion and a lot of second-hand shops or markets — so young people can buy cheap clothes and create their own style.
- Yeah, of course. Some young people like dyeing their hair in bright colours. In big cities they are also connected with punk and rave.
- Yes. Fashion and music have always been connected. Let's say heavy metal is associated with leather jackets, long hair, tattoos, powerful motorbikes. While punk was famous for a lot of strange accessories like chains, safety pins, and of course spiky hair, rap goes together with baggy clothes.
- Well, I'd say a person's style depends on the imagination, not that much on money. I really believe in creating a style that doesn't cost much. Fashion should be more on the artistic side. Today it is still big business.

**c) Write down the words connected with fashion from the text of the interview.**

**3 Say if the following statements are true or false.**

- 1 Fashion and music are often connected.
- 2 Some people dye their hair in strange colours.
- 3 *Camden Lock Market* is a place where one can buy second-hand clothes.
- 4 Ibby believes one can't look fashionable without spending a lot of money.
- 5 Rappers like baggy clothes.

**VOCABULARY BOX**

**hostel** ['hɒstl]  
**item** ['aɪtəm]  
**leather** ['leðə]  
**message** ['mesɪdʒ]  
**sportwear** ['spɔ:tweə]  
**spiky** ['spi:ki]  
**to provide** [prə'vaɪd]  
**to revolve** [rɪ'vɒlv]

**4 Choose the right answer.**

- 1 A promising fashion designer is
  - a) *a person who keeps promises.*
  - b) *a person who will become very successful.*
- 2 Second-hand shops are the ones that
  - a) *are not close to your home.*
  - b) *sell clothes that somebody else has already worn.*
- 3 Fashion is big business. It means
  - a) *that there are a lot of fashion designers in this business.*
  - b) *that there is a lot of money in it.*



**5 a) Before listening remember what you know about British youth.**

**b) Listen to the information about British traditional youth organisations and complete the sentences below.**

- 1 Different trends like ..., ... and ... appeared in the British society.
- 2 ... is the most famous traditional youth organisation.
- 3 This organisation was founded by ... in ...
- 4 An organisation for girls was founded in ... and was called ...
- 5 ... was formed to defend interests of students.
- 6 ... and ... are religious organisations.
- 7 ... provides hostels for young travellers.
- 8 ... offers a wide choice of sporting and social activities.

# Lesson 2

## SPEAKING



### 1 Do a survey in your class and report its results.

- How many students wear a baseball cap (jeans, a T-shirt)?
- What colours are popular?
- Why do they wear it (them)?

*(Because it's / they're comfortable / fashionable.*

*Because it / they protect(s) the eyes  
from sunshine, etc.*

*Because they play baseball, etc.)*



### 2 a) Listen to these three people talking about fashion. Name all the items of clothing they mention.



Tim

"I like wearing baggy sportswear because I spend a lot of time on my skates. I'm wearing a hooded top and a baseball cap. I usually wear it the other way round. There are some of my friends who like clothes with a label, but I always put sport before fashion. The most important thing is that I feel comfortable in the clothes I wear. I have always wanted to have a leather jacket but I haven't bought one because they are rather expensive."

“I have never been interested in fashion. Clothes are clothes. I hate going shopping, so I’m happy with whatever I get from my mum or sister. I really can’t understand why there’s so much fuss about these expensive clothes — I’d rather buy a book or a *PlayStation* game. I bought one last week and I’m broke now. This tracksuit top I’m wearing now is a birthday present from my sister. I got it last year.”



**Josh**



**Brenda**

“Well, I’m wearing a school uniform, as you can see. This is so boring. I choose clothes I want to buy, but I always go shopping with my mum. She’s not always happy with what I pick, so we sometimes argue. She doesn’t always give in. Last year I earned some money babysitting for my neighbours, so I bought a fake fur jacket and a glittery shirt. I wear them when I go to parties. The last thing I got as a present is a choker. My brother said a dog collar would be better.”

**b) Match the words with their definitions.**

- |            |                          |  |
|------------|--------------------------|--|
| 1 label    | <input type="checkbox"/> | shiny  |
| 2 fuss     | <input type="checkbox"/> | choose   |
| 3 give in  | <input type="checkbox"/> | a little piece of material fixed to an item of clothing with information about it      |
| 4 pick     | <input type="checkbox"/> | a time when people are very excited about something that is usually not that important |
| 5 glittery | <input type="checkbox"/> | stop fighting against somebody or something  |

**c) Insert the words above in the phrases below.**

a ... evening dress, a designer ..., ... a jacket you like,  
make a ... about something, ... to someone’s demands



# Lesson 2

d) **Make a presentation about yourself. Mention what you usually wear, your favourite clothes and attitude to fashion.**

**3 Work in pairs. Speak on the topics.**

- What kind of music do you like?
- What kind of clothes do the stars in your favourite band wear?

**4 Look through recent fashion magazines and your family photos. Say what clothes your family members used to wear during their lifetime.**



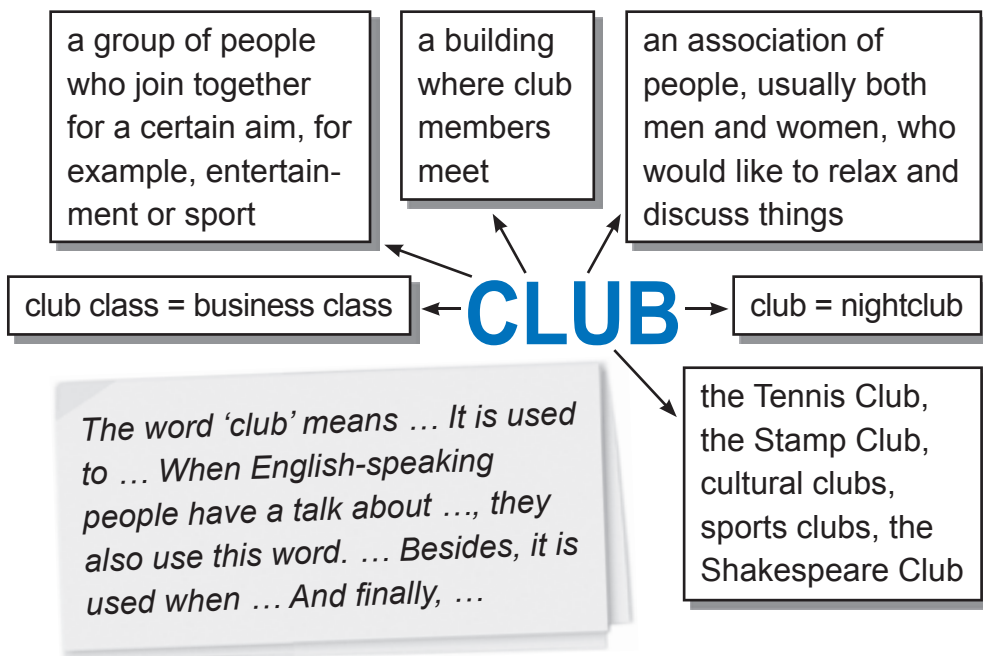
**5 Work in groups. Think of your classmates, friends or neighbours in terms of clothing. Discuss the following questions.**

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

## WRITING



**1 Write about the cultural meaning of the word 'club' in English. You may use the scheme below.**



**2 a) Search for examples of some clubs' advertisements online. Examine their homepage information.**

**b) Think about the club you are going to advertise. Design the text of your advertisement.**

**Take the points below into consideration.**

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



# LOOK BACK!

## Lessons 1-2

1 Complete the sentences with the words from the box.

computer geek (twice), fascinated, enjoys,  
fashion-conscious, hip hoppers

- 1 My best friend is quite ... and she always keeps up with the latest trends.
- 2 I am ... by black Americans and their culture.
- 3 I love new gadgets, but I wouldn't call myself a ... .
- 4 I don't like rap music, but I get on well with some ... in my school.
- 5 A ... doesn't usually care about fashion.
- 6 I always see your friend in the library. I'm sure he ... reading and learning a lot.

2 a) Read about Amy. Use the words and expressions from the box to complete her composition on page 44.

Amy is a new student at school. She is sitting in her room and preparing a poster with the title *ALL ABOUT ME...* for the school yearbook.



feel down, competitive, fashion-conscious, hang-outs

### ALL ABOUT ME...

I don't know where to begin because I don't like talking about myself. I don't fit in any group, especially the popular ones. I'm not ... because I don't think much about clothes. I just wear what's comfortable, so I guess preps would look down on me. My mum thinks I spend too much time in front of the computer, but I only use it for schoolwork and chatting. Anyway, she always says I should go out more. I love classical music. Whenever I ..., I play the piano. I also like dancing, but I have absolutely no talent for it. I guess hip hoppers wouldn't like to see me in their dance group. And, let's not forget my reading. I read tons of books, and they are not just for my English class. That's why libraries are my favourite ... . My dad thinks I should do some sports, but I'm simply not much of an athlete. And I can't stand PE! Other than that, school is not a problem for me, although I'm not ambitious and ... like high-flyers. I'm excellent at Chemistry, but History gives me a headache. I never speak up in class, so who would want me on their debate team? I'm such a boring person! Thank God I have Sugar. I always talk to him. I tell him all my secrets, and he's always there for me. Dogs are great friends, aren't they?

#### **b) Work in small groups. Discuss the questions below.**

- Which of the following teenage groups (page 45) does she mention in her composition? Does she have anything in common with them?

# Lessons 1-2

- PREPS
- PUNK ROCKERS
- FANS
- HIP HOPPERS
- EMOS
- COMPUTER GEEKS
- HIGH-FLYERS
- HEAVY METAL
- ATHLETES

- What's her problem?

### 3 Complete the sentences using the words from the box.

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

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



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

#### **4 Open the brackets using gerunds.**

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

*He postponed making a decision.*

- 1 I began (read) ... a novel yesterday.
- 2 We had started (write) ... the exercise before the teacher came in.
- 3 It has stopped (rain) ... . I don't like (go) ... out in the rain.
- 4 My uncle has given up (smoke) ... and now prefers (eat) ... sweets.
- 5 I like (come) ... to school by bus but I don't like (stand) ... in the rain and (wait) ... for it.
- 6 I love (eat) ... oranges, but I dislike (peel) ... them.
- 7 We enjoyed (see) ... you and (hear) ... all your news.

#### **5 Transform the sentences using gerunds instead of infinitives.**

**Example:** *We continue to study English.*

*We continue studying English.*

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

# Lessons 1-2

6 Read and choose the statements below according to the street styles shown on the right.

Write in the appropriate number.

- They wear their hair long.
- They love extravagant dresses and hairstyles.
- They usually wear untidy clothes.
- They wear lots of rings, bracelets and bells.
- They prefer to be free and not to work.
- They love wearing long robes or dresses and wide trousers.
- They like to wear their hair long with lots of colour threads in it.
- They have their noses and ears pierced with pins.
- They wear sandals or walk barefoot (without shoes).
- They wear old black denim jeans.
- They have brightly dyed (painted) hair.
- They carry flowers.
- They love wearing boots on a wooden sole.
- They show off their independence by wearing silver earrings and sometimes nose-rings.
- They are anti-fashion: they prefer wearing old clothes or making their clothes.



①

Hippies



②

Punks



③

New Age Travellers

**7 a) Do the questionnaire to find out if you are music mad (crazy).**

**1 How often do you buy new music online?**

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

**3 Do you read music magazines?**

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

**5 Do you sing in a choir or play in a band?**

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

**7 Do you listen to music outside the home, e.g. on your smartphone?**

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

**2 How often do you go to live concerts?**

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

**4 Do you play a musical instrument?**

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

**6 How often do you listen to music at home?**

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

**8 Do you listen to music...**

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

**YOUR SCORE:**

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

**YOUR RESULTS:**

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



# Lessons 1-2

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

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

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

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

- 'Are You TV Mad?'
- 'Are You Computer Games Mad?'
- 'Are You Video Mad?'
- 'Are You Film Mad?'

**8 Work in groups. Look at the photos and say if it is easy to guess the countries the kids in the photos are from. Explain why.**



## DO YOU KNOW?

Young people express themselves, for example, in Weblish, a new shorthand English used in text messaging and in the Internet chat rooms. Weblish is a kind of 'slang' — idiomatic English which often breaks the rules of correct English. For example, capital letters are not used. Here is a glossary<sup>1</sup> of some of the key expressions and symbols used in chat rooms.

**u** — you

**c** — see

**2** — to

**r** — are

**b** — be

**4** — for

**nite** — night

**yup** — yes

**thax** — thanks

**cos** — because

**best** — best wishes

**wanna** — do you want to

**just thought** — I just thought

**cheer him** — it'll cheer him up

**u bet** — you bet (this means a strong 'Yes!')

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



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

**b) Work in pairs. Use the glossary above and rewrite the dialogue in Weblish. Each of you should write only one part, either Sally's or Al's.**

<sup>1</sup>a glossary ['glosəri] — глосарій, невеликий словник

hi an! how is ur trip? my frnds and me r very by her. dey all send thr lv to u. wot r your plans 4 the rest of the holidays? rite, please. c u soon ur K8

# Lessons 1-2



**Sally:** Hey! How are you today?

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

**Sally:** Me too.

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

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

**Al:** Yes! I worked like mad on it.

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

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

**Sally:** Yes, of course.

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

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

**Al:** Sure.

**Sally:** With me, I hope.

**Al:** Who else? But I'll visit Mike on the way because he will have surgery on his leg in hospital.

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

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

**Sally:** I agree. When are you going?

**Al:** Saturday morning. Hey, have you got the Weeknd latest album?

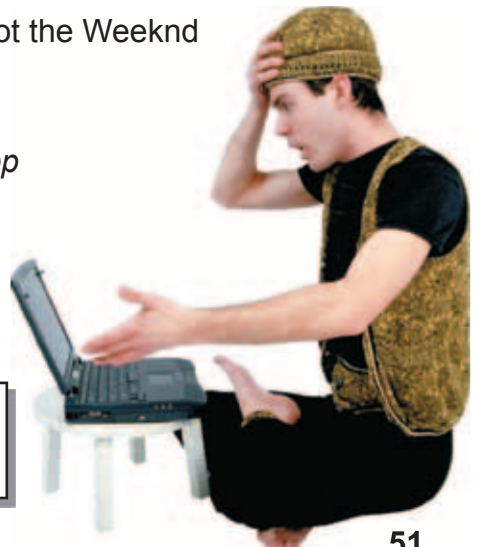
**Sally:** Yes, I have.

**Al:** Can you give me a link on *WhatsApp* because I want to make a copy for Mike to cheer him up. Thanks.

**You may start like this.**

**Sally:** hey, how r u today?

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



**10 Discuss in groups of three.**

- a Do you agree that music, television and films cross the boundaries? Why?
- b Is the new generation appearing on the world scene? Give reasons for your opinion.
- c Do computers create a new kind of neighbourhood? Why?
- d What are the new ways of learning English?
- e Do teenagers like to be different?
- f What is Weblish? Why did it appear?

**11 Read and match the names with the photographs.**



- Phil:** I'm a punk. And all punks have crazy hair, you know. I often change the colour. Sometimes it's pink or green.
- Leo:** The hairdresser shaves it once a week. That's expensive, but I don't have to buy shampoo, conditioner or gel.
- John:** I don't look like a girl. Lots of men have ponytails — look at Jared Leto.
- Sam:** I never go to the hairdresser. I do it myself — I just cut the ends and the fringe<sup>1</sup> in front of a mirror.
- Robin:** It takes hours to do. I like it because it is traditional. African women wear their hair like this.

<sup>1</sup>a fringe [frɪndʒ] — чубчик

# Lessons 1-2

**12 Discuss with your class why the use of the Internet (especially chatting) can be risky at times. Here are some ideas to help you. Say if you agree or disagree with them.**

- 1 Online friends are not real friends.
- 2 People often lie online. That's why you can't trust anyone.
- 3 Internet friendships take teenagers away from real people and friends.
- 4 Parents should have control over what their teenagers are doing on the net.
- 5 Teen bloggers are often careless. They say too much about themselves and this makes it possible for weirdos to track them down.

## REMEMBER!

Everyone you meet online is a stranger. Don't give important information about yourself like your bank information, where you go to school, or your address.

**13 Prepare a mini poster about yourself, with the title ALL ABOUT ME..., for the school yearbook.**

## FILE FOR PROJECT

- Step 1** On separate sheets of paper write about your tastes in clothes, subjects you like at school, hobbies and interests, tastes in music, favourite hang-outs, or anything else that you think might be interesting for other people to know about you.
- Step 2** Find some photographs or draw some pictures.
- Step 3** Make a poster using your writings and pictures.
- Step 4** Display your poster and comment on it in class.

School Yearbook

ALL ABOUT ME...

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

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

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



## YOUTH CULTURES

The term 'culture' can be defined as language, dress, beliefs, manners and tastes in food or music of a particular<sup>1</sup> group.

The concept<sup>2</sup> of youth culture appeared in America in the 1950s and spread to Britain in the 1960s. It was a result of the improvement in Western economics, which meant that teenagers had money to spend.

There was the development of music and fashion industries with the orientation to the youth market. New groups of young people dressed in Italian-style and leather<sup>3</sup> clothes appeared. They were called Mods. But there were young people who were against the materialistic wealth and stressed on spiritual<sup>4</sup> values. They tried to show their protest in wearing unusual clothes, hair dress or in other ways. Thus in the 1960s

<sup>1</sup>particular [pə'tɪkjələ] — окремий

<sup>2</sup>a concept ['kɒnsɛpt] — поняття

<sup>3</sup>leather ['liðə] — шкіряний

<sup>4</sup>spiritual [spɪrɪtʃu:əl] — духовний

and 1970s Hippies appeared. These young people usually had long hair and wore second-hand clothes. They liked to say, ‘Make love, not war.’ Hippies were against the Vietnam War and showed their peaceful feelings in their rock songs. Some of them are still popular — ‘Give Peace a Chance’ and ‘All You Need Is Love’.

In the mid-1970s punk rock appeared. Punks were not peace-loving, but full of opposition. There was a great unemployment (especially among young people) at that time. Many teenagers blamed<sup>1</sup> the society and in punk movement they expressed their negative feelings. Punks often had brightly coloured hair and wore clothes that could shock people. Later these movements influenced some other aspects of life. For example, punk became a clothes design style and punk magazines ‘fanzines’, fan clubs, posters appeared.

As a large number of teens today watch music videos, these influence their minds. Teens watch cool rappers, who look and sound unusual and they want



### VOCABULARY BOX

- a belief** [bi'li:f]
- a conclusion** [kən'klu:ʒn]
- an image** ['imɪdʒ]
- a movement** ['mu:vmənt]
- an opportunity** [ˌɒpə'tju:nɪti]
- unemployment**  
[ˌʌnɪm'plɔɪmənt]
- wealth** [welθ]
- to consume** [kən'sju:m]
- to enable** [ɪ'neɪbl]
- violent** ['vaɪələnt]

<sup>1</sup>to blame [bleɪm] — звинувачувати



a piece of that image. They wear the same clothes, sing violent lyrics and feel very cool.

Rap and hip-hop were born in the ghettos<sup>1</sup> of New York over 30 years ago. Rap fashion is big business today. The clothes, sometimes very expensive from *Prada* and *Gucci*, *Ralph Lauren* and *Polo*, express a lack<sup>2</sup> of respect for tradition and authority<sup>3</sup>. Rappers wear huge gold necklaces and drive costly cars. There is also a rap language or rather a slang, used by many teens. Such artists as Drake and Eminem use it in their songs. Many rap songs make teenagers believe that money is the most important thing in the world.

An analysis of different youth cultures which have appeared and influenced each other helps to make

the following conclusions:

- Youth cultures are formed in reaction to society's values.
- Youth cultures help young people become independent of their families.
- They are consumer products sold to the young.
- These cultures give young people the opportunity to be something different before they agree and accept society's values.
- Youth cultures enable young people to express themselves by choosing the style that suits them.
- The values of a youth culture do not matter<sup>4</sup> — just have

<sup>1</sup>a ghetto ['getəʊ] — гето

<sup>2</sup>a lack [læk] — нестача; відсутність

<sup>3</sup>authority [ɔ:'θɒrɪti] — влада

<sup>4</sup>to matter ['mætə] — мати значення



to be different from those of the older generation.

Are they good or bad? No one can say. But it's quite clear that youth cultures can bring change to a society and help young people in their search for identity<sup>1</sup>.

2 a) Read the article again, copy the chart below and complete it.

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

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



3 Discuss the questions in groups.

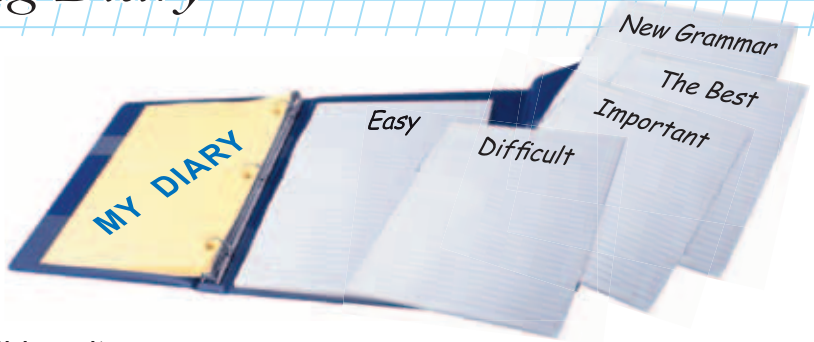
- Why do youth cultures exist?
- What are their functions?
- What are the youth cultures of today?

4 Choose one of the youth cultures and make a presentation of it. Describe the language, beliefs, manners, tastes in music and clothes of its young representatives<sup>2</sup>.

<sup>1</sup>a search for identity [aɪ'dentɪti] — (тут) пошук шляхів самовираження

<sup>2</sup>a representative [ˌreprɪ'zentətɪv] — представник

# My Learning Diary



The topics of this unit are .....

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.  
(Underline what is true for you.)

I think that the most important thing I have learnt is .....

The most difficult thing for me was .....

The things that I enjoyed most in the Unit were .....

The things that I didn't enjoy were .....

The ways I used working with the Unit were .....

My favourite activities / tasks were .....

The new grammar I have learnt in the Unit is .....

The best lesson I had in my English class was .....

The things that are easy to read about are ....., , , .....

# Lessons 1–2

The things that are easy to listen to .....

The things that are easy to talk about .....

The things that are easy to write about .....

The things that are difficult to read about .....

The things that are difficult to listen to .....

The things that are difficult to talk about .....

The things that are difficult to write about .....

Three things I would like to remember from this unit are .....

..... because .....

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)




The things that I would like to learn are .....



**You have finished the unit. Say how you feel about it. Are there any things which you don't understand very well and would like to study again?**

# My Learning Diary

## After the unit I can:

NOW I CAN			
● name types of teenage groups and youth styles			
● name different fashion styles			
● give someone my personal information			
● ask information about a person			
● describe a person and his / her preferences			
● share ideas about my life			
● talk about someone's interests			
● express my opinion about a person			
● read about and understand youth cultures and groups			
● listen about and understand British youth organisations			
● talk about activities in youth clubs			
● understand and use the gerund form of the verb			
● say an email address in English			
● understand the informal style of communication			
● write a message to a friend in Weblish			
● express my attitude to fashion			
● do an interview			
● complete a form with personal details			
● write my autobiography			
● write a blog about my hobby and interests			
● advertise a youth club			
<b>MY WORK</b>			

## WHAT'S YOUR CHOICE?

- Magic Box
- Career Choices

### Pre-reading questions

How often do you watch television?

Is there a great choice of TV programmes  
in your country?

Is the Internet important in your life? Why?

How much do you know about your  
parents' jobs?

Have you ever thought about your future career?

What skills and knowledge are important  
for your future life?

# MAGIC BOX

## READING & VOCABULARY



1 a) **Guess the meanings of the words in the left column, then match two columns.**

- |                  |                          |   |
|------------------|--------------------------|---|
| 1 website        | <input type="checkbox"/> | a speaker of a language who has spoken it since early childhood |
| 2 chat room      | <input type="checkbox"/> | the knowledge or skill that you get through a learning process  |
| 3 native speaker | <input type="checkbox"/> | a site on the Internet where a number of users can communicate  |
| 4 education      | <input type="checkbox"/> | a page that is linked to related pages                          |

b) **Read the text and name three things about the Internet you find the most important.**

The Internet is one of the most powerful educational tools which is always ready for use. Within seconds you can learn about new civilisations, travel to the past or the future, see fantastic pictures of nature, islands, cities or works of art. You can go to chat rooms, hear touching human stories, and, what is most important, you can see the eyes of your friends lit with excitement.

- **Your Language Exchange Online Community**

Find a partner in the online community and practise your foreign language (any language) with a native speaker who is learning your language.

- **Foreign Language Education Sites**

Many sites are helpful in learning and teaching foreign languages.



# Lesson 1

## 2 Match the words with their definitions.

- the Internet
- to download
- email
- to blog
- website
- password
- blogger
- to surf
- chat room

- 1 to use the Internet while looking for information
- 2 a secret word or a phrase that you need to know to be allowed to use a computer system
- 3 to write about your activities and opinions on the net (like keeping an online diary) so that other people can read and discuss them
- 4 a way of sending messages and information to other people by means of computers connected to a network
- 5 a person who writes an online diary
- 6 to move information from a larger computer system to a smaller one
- 7 an international computer network connecting other networks and computers from companies, universities, different organisations, etc.
- 8 an area on the Internet where you can communicate with each other
- 9 a place connected to the Internet, where a company, an organisation or an individual puts information

### VOCABULARY BOX

**an excitement**

[ɪk'saɪtmənt]

**a network** ['netwɜ:k]

**a tool** [tu:l]

**to connect** [kə'nekt]

**to download**

[,daʊn'ləʊd]

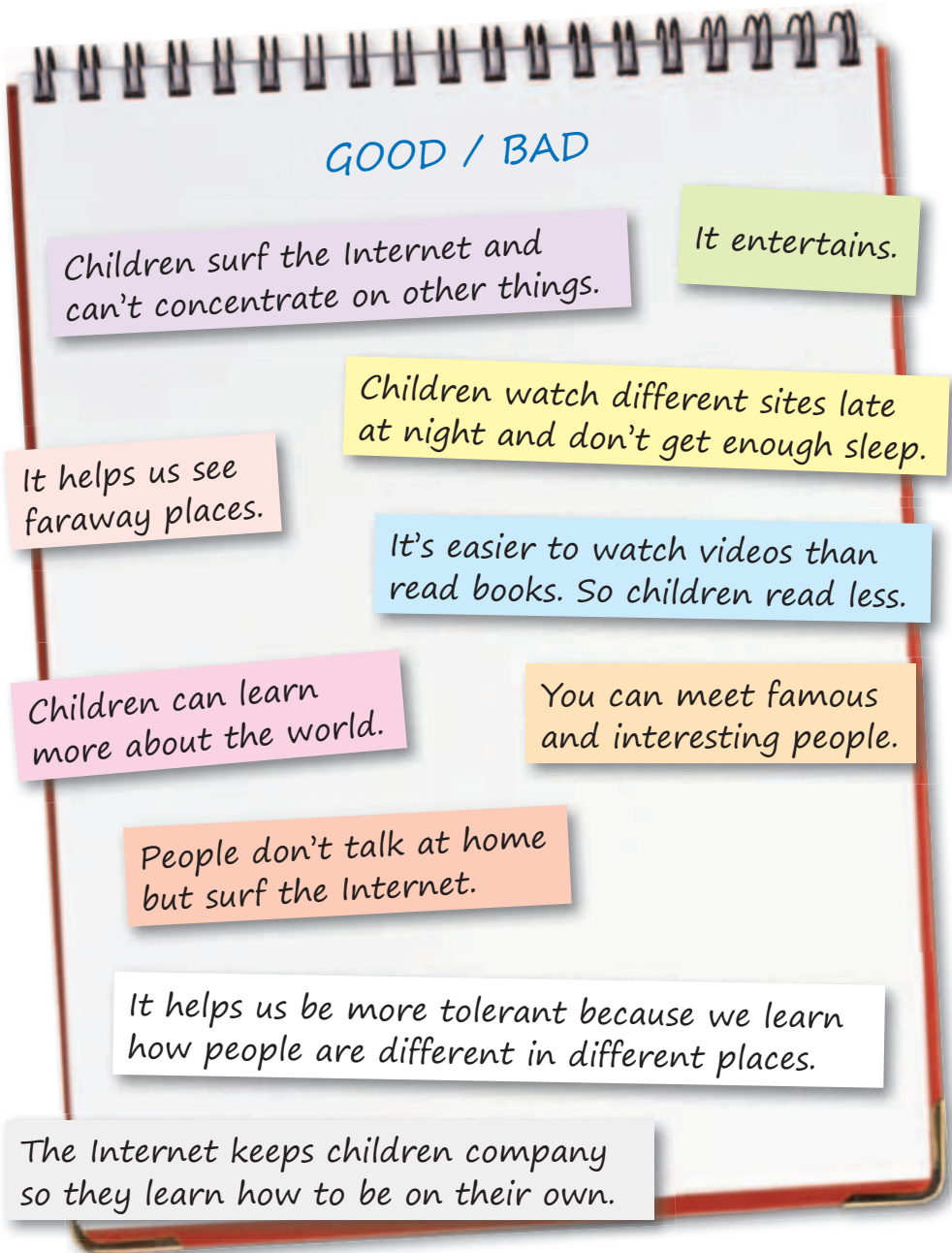
**to surf** [sɜ:f]

**human** ['hju:mən]

**native** ['neɪtɪv]

**related** [rɪ'reɪtɪd]

**3 a) Read the statements below. Copy them in your notebooks under the headings:**



**b) Add some more good or bad points.**



# Lesson 1

4 a) Look at the TV programme types below and say what you would like to watch tonight.

## TV guide

- |                           |                             |
|---------------------------|-----------------------------|
| 1 live concerts           | 13 the weather              |
| 2 a sports programme      | 14 TV adverts               |
| 3 a documentary           | 15 an educational programme |
| 4 a news magazine         | 16 an interview             |
| 5 a film                  | 17 nature & wildlife        |
| 6 a celebrity gossip show | 18 fashion & style          |
| 7 a police drama          | 19 science & technology     |
| 8 a music video           | 20 health & medicine        |
| 9 the news                | 21 a quiz show              |
| 10 a cartoon              | 22 a talk show              |
| 11 a soap opera           | 23 a talent show            |
| 12 a comedy programme     | 24 a reality show           |

b) Make your own top-10 list of TV programmes.

c) Compare your lists with a partner.

**5 Test your knowledge of TV stereotypes.**

**Match the programme type with the text on the right.**

- 1 TV NEWS
- 2 TV SERIES
- 3 ACTION FILM
- 4 CARTOON
- 5 TV COMMERCIAL
- 6 SPORTS PROGRAMME
- 7 QUIZ
- 8 TV FOR SCHOOL
- 9 CONCERT
- 10 DOCUMENTARY
- 11 TALK SHOW
- 12 DRAMA

- Our chewing gum makes your teeth white.
- The President is visiting London.
- And it's in the net. A goal. That makes it two-nil.
- Me, me! Catch me if you can!
- The polar bear likes playing in the snow.
- Who discovered Australia? You've got ten seconds.
- And the singer is Miss Gloria Jackson, live!
- Here is a laser gun for you, Mr Bond.
- Our guest today is the famous writer: Miss Cherry Stone.
- And today we have English. Ready, steady, go!
- I want to die. Oh, why did he have to leave me?
- See the next episode of Mobamba Bay on Saturday.



**6 Have a quick look at the argument in the following dialogue and say what it is about. Choose a), b) or c).**

- a) a TV guide
- b) a reality show
- c) a film

**Hana:** Have you seen the TV guide anywhere? I can't find it. I'm the only one in class who hasn't seen the new reality show yet.



# Lesson 1

**Grandma:** No, I haven't. But we've already argued about these shows. They're just a poor substitute for real life. What you hear there is just a small talk, shallow chit-chat and gossip. No criteria. No clue what clever people have said or written about. Come on, Hana, start reading, talk to real people. Get a life of your own.

**Hana:** How unfair! You're such a typical teacher. These shows aren't school. They're real life. Hallo? You always talk about books and people from the past. Who cares?

**Grandma:** That's exactly what I am talking about. Who cares...?! How immature! You have picked up that attitude from such cheap reality shows and soaps.

**Hana:** No, I've picked it up from my gang. From real life. And the shows aren't cheap.

**Grandma:** What they offer is trash. Most of these young people have poor education, no higher goals in life and are desperate to do anything provocative just to be in front of the cameras.

**Hana:** What do you mean poor education? As far as I know all of them finished some secondary school or even university.

## VOCABULARY BOX

**a criterion**

[kraɪ'tɪəriən]

**a substitute**

['sʌbstɪtju:t]

**dignity** ['dɪgnɪti]

**reliability** [rɪ'laɪə'bɪlɪti]

**to avoid** [ə'vɔɪd]

**to judge** [dʒʌdʒ]

**desperate** ['despərət]

**shallow** ['ʃæləʊ]

**spiritual** ['spɪrɪtʃʊəl]



**Grandma:** Well, that's just something formal. But what are their ambitions in life? What can you learn from them? Anything about literature? About culture? About anything spiritual? Just eating, giggling, flirting and fooling around.

**Hana:** But they talk about normal stuff, like fashion, food, love...

**Grandma:** What do you mean, love? Those young people don't usually know the meaning of true love. Where's the romance here, growing together, sharing of life's highs and lows, loyalty and the sacrifice in the name of love?

**Hana:** Oh, Gran, you're so old-fashioned. And way too critical. You always use big words like sacrifice, dignity, principles and stuff. That's so yesterday.

**Grandma:** Maybe. But, let's do an experiment. As a teacher I like good films about teachers. Here's a flash drive with my favourite film. It's *Dead Poets' Society*. If you want to watch that reality show of yours at my place, watch the film first and then tell me what you think of it. I promise you the film will open a whole new world for you.

**7 a) Find the corresponding paraphrase for these words:**

- |               |                          |  |
|---------------|--------------------------|--|
| 1 attitude    | <input type="checkbox"/> | when you do or don't do something in the name of love or some higher principle |
| 2 desperate   | <input type="checkbox"/> | a frame of mind, an opinion, a view  |
| 3 provocative | <input type="checkbox"/> | trying very hard to achieve or avoid something                                 |
| 4 criterion   | <input type="checkbox"/> | annoying, offensive, challenging, not ordinary                                 |
| 5 trash       | <input type="checkbox"/> | a principle, a standard to judge something                                     |
| 6 loyalty     | <input type="checkbox"/> | an angle, a personal view of a situation                                       |
| 7 sacrifice   | <input type="checkbox"/> | something unimportant, junk, rubbish   |
| 8 perspective | <input type="checkbox"/> | a kind of bond you feel with someone, reliability                              |

# Lesson 1

**b) Write at least three paraphrases of your own and challenge the class to guess.**

**8 a) Choose at least three simple words that you use and three complicated ('big') ones.**

- Is there a difference in meaning?

chit-chat, small talk, no clue, ambition, gossip, perspective, criteria, sacrifice, flirting, dignity, education, eating, orientation, principles, gang, fooling around, loyalty, stuff

**b) Use at least three simple and three 'big' words in your own sentences.**

**9 a) Agree or disagree with 1 or 2.**

- 1 Only show-offs use big words.
- 2 Teenagers always use simple words.

**b) In groups, discuss the items above.**

**Support your opinion with arguments and examples.**



## LISTENING



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

- 1 What did Stacey and Charlotte decide to watch?
  - a) an interview
  - b) a cooking show
  - c) a new programme

2 What did they switch on?

- a) Channel 47
- b) MTV
- c) CNN

3 What did they watch?

- a) a science fiction programme
- b) a western
- c) a ghost story



2 a) Describe the picture.

Do you think the spectators are upset?



b) Read about the situation and listen to the dialogue.

Brian and Adrian are playing a guessing game.

Brian is describing what is going on in a commercial.

Adrian is trying to guess what the commercial is for.

# Lesson 1



**Listen and when you hear a beep, guess with Adrian. (There are six guesses.)**



**c) Listen to the dialogue again and put the things below in the order as they are mentioned in the commercials.**

chewing gum

mobile phone

camera

crisps

toothpaste

trainers

**3 Work in pairs. Check if you know the meanings of the words and phrases from the box and answer the questions below.**

a brand, to advertise, to switch channels, to turn off the sound, to jump to conclusions, to take a picture

- 1 What is your favourite brand of crisps / chewing gum / toothpaste?
- 2 Where do companies advertise their products?
- 3 Do you often switch channels when you watch TV?
- 4 When do you turn off the sound of your TV?
- 5 Is jumping to conclusions good or bad?
- 6 How often do you take pictures?

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

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



**b) Listen and check whether your answers in 4 a) were correct.**



#### VOCABULARY BOX

**an addict** ['ædɪkt]

**an expert** ['ekspɜ:t]

**a finding** ['faɪndɪŋ]

**to view** [vju:]

**contrary** ['kɒntrəri]

● **to conduct**

**a survey (an experiment, etc)**

**5 Interview your classmates to find out how many people in your class...**

- a) never or seldom watch television
- b) watch TV from 2 to 4 hours a day
- c) watch TV more than 4 hours a day
- d) watch only their favourite programmes
- e) watch anything that is on
- f) prefer watching:
  - films
  - TV games
  - musical programmes
  - documentaries
  - educational programmes
  - cartoons
  - sports programmes



# Lesson 1

- g) like to watch TV alone
- h) prefer watching TV with their family and friends
- i) watch TV: ● to have a good laugh ● to learn something new  
● to relax ● to while away the time  
● for other reasons
- j) think that TV is a blessing<sup>1</sup>
- k) think that TV is a curse<sup>2</sup>

## GRAMMAR

### 1 Read and compare.

Defining relative clause (Обмежувальне означальне речення)	Non-defining relative clause (Описове означальне речення)
My sister <b>who lives in England</b> has a pet pig.	My sister, <b>who lives in England</b> , has a pet pig.
<b>Коментар:</b>	
<i>Промовець(-ця) може мати кілька сестер, тому слід уточнити, про яку сестру йдеться.</i>	<i>Промовець(-ця) має лише одну сестру і надає слухачеві певну додаткову інформацію стосовно неї.</i>

<b>Defining Relative Clauses</b>		
It's a show	<b>where</b>	there are three contestants.
They spin a wheel	<b>which/that</b>	has prizes and penalties on.
It was a girl	<b>who</b>	spoke Japanese.
Liz looked at the man	<b>whose</b>	hair was long.
That was the time	<b>when</b>	I got bad marks at school.

<sup>1</sup>a blessing ['blesɪŋ] — благословення

<sup>2</sup>a curse [kɜ:s] — прокляття

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

## REMEMBER!

### Defining Relative Clauses

Інформація в обмежувальному означальному реченні є необхідною. Без неї речення може не мати сенсу.

Порівняйте: *A school is a place **where you study**.*

*A school is a place.*

Обмежувальні означальні речення ніколи не виділяють комами.

#### **Example:**

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

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

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

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

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



Використовуйте відносні займенники.

**People** > *who, whose, that*

**Places** > *where*

**Things** > *which, whose, that*

# Lesson 1

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

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

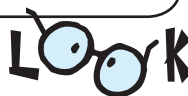
### REMEMBER!

#### Non-Defining Relative Clauses

Описові означальні речення дають додаткову інформацію про іменник. Такі речення завжди виділяють комами.

**Example:** *London, which is the capital of England, has a population of 9 mln people.*

*My uncle George, who is in hospital now, likes to play squash.*  
*My office, where I work every day, is painted yellow.*



'That' ніколи не вживаємо

з описовим означальним реченням.

Типова помилка: *Larry Lorry, that lives in London, loves lilies.*

Правильне речення: *Larry Lorry, who lives in London, loves lilies.*

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

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

**4 Combine three given parts to form one non-defining relative clause.**

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

*Victor's sister, who does ballet, loves eating peanuts.*

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

**5 Match the beginnings with the endings to make correct sentences.**

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

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

- 1 The programme that I watched on TV last night was very interesting.
- 2 My dog, which I bought a year ago, has given birth to 8 puppies!
- 3 Walter's grandmother, who lives in Scotland, got married yesterday.

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<sup>1</sup>to invent [In'vent]— винайти

# Lesson 1

- 4 Jessica and John, who have moved in next door, are both dentists.
- 5 The tree we planted last month is growing nicely.
- 6 Bill Gates, who is one of the richest men on earth, lives in Medina, Washington.
- 7 My child who's afraid of spiders wants to go camping this weekend.
- 8 The man that I told you about has asked Minnie out on a date.
- 9 The hotel, where you can book a room, has two swimming pools and a bar.
- 10 The shop where you can buy a map is just down the road from here.

## SPEAKING



**1** *Work in pairs to find out about your partner's online habits.*

**Speak on the following questions.**

- 1 Do you have a computer?
- 2 Do you have an e-mail address?
- 3 Do you check your e-mails every day?
- 4 How often do you surf the net?
- 5 What are your favourite websites?
- 6 Do you know any teen websites?
- 7 Have you downloaded anything recently?
- 8 Do you have an online friend?
- 9 When did this friendship start?
- 10 Have you ever done any online shopping?
- 11 What did you buy?
- 12 Are you a blogger?
- 13 What do teen bloggers write about?
- 14 Why do they do it?





**2 a) Listen and read the dialogue.**

**Then order the topics the girls are talking about:**

- boxes     the Internet     puppies

**R U ALWAYS PLUGGED IN?**

*Ana's friend has come over to her place.*

**Ana:** Hi. Good to see you. How are you?

**Sara:** Dead bored. I see you're plugged in again. Just like always.

**Ana:** I'm just watching Gloria Glam on *YouTube*. I can forward you the address.

**Sara:** Don't. I hardly ever go online. Internet's boring. And Gloria Glam sucks.

**Ana:** Come on! Internet's amazing! I always look for the words I'm interested in. There's fantastic stuff like this film about St Bernard puppies. They're so cute...

**Sara:** Not interested, thanx. Animals smell.

**Ana:** Come on, Sara. You should find yourself some passion, some interest.

**Sara:** You sound like my mum. She keeps saying: *Why don't you take up swimming? Why don't you play the piano? Why don't you collect boxes? Boxes! Hallo!*

**Ana:** I like boxes, too. I think they are mysterious.

**Sara:** A wooden box. Some mystery! You open it and see there's nothing inside. Aaaah! (*She yawns.*) I'm so bored.

**VOCABULARY BOX**

- commercial** [kə'mɜ:ʃl]
- politics** ['pɒlɪtɪks]
- preference** ['prefrəns]
- to advertise**  
[ 'ædvətaɪz]
- to plug** [plʌg]
- to roar** [rɔ:]

**b) Speak on the following.**

- Which girl has got a lot of interests?
- Which hasn't got any? How do you explain it?
- What do you think? Interests come...

a) from your parents

b) from school      c) from your own head

d) from a combination of all factors.



# Lesson 1

c) Act out the dialogue in pairs.

## CONVERSATIONAL GUIDE

### Asking for Preferences

Preference is liking one thing better than another.

The expressions of asking for and stating preferences may be divided into formal and those used with friends (informal).

Here are some helpful phrases:

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

### Possible Answers:

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

3 a) *Work in pairs. Say how many different kinds of TV programmes you can think of. Read a page from a TV guide and see if you can find them.*

b) *Decide what you would like to watch today. Then talk to your partner and compare your choices.*

## TELEVISION PROGRAMME GUIDE

### BBC1

- 07.00** BBC BREAKFAST NEWS followed by a weather report.
- 07.30** NEIGHBOURS — soap opera. Andy finds out that Jill's in love with Ron. He decides to do something about it.
- 08.15** WILDLIFE on *One*  
An interesting documentary about endangered species.



## ITV

**12.00** ROSIE AND RAY

A new episode that brings more fun to your homes. Rosie and Ray move house. You'll roar with laughter.

**12.30** ROBOWAR

It's 2086. A new generation of robots invades the Earth.

## BBC2

**09.00** WHEEL OF FORTUNE

A game show. Today it's celebrities.

**10.30** TOP CATS

The exciting new adventures of the popular cartoon characters.

**11.00** SEEN BY CAMERA

This week John Parsley visits the fantastic sights of India.

## CHANNEL 4

**02.00** VIDEOTECH

The latest gossip and sounds in the music world.

**02.30** FA CUP

Football semi-finals.

**04.30** SURPRISE, SURPRISE

More prizes to win.

**05.00** READY, STEADY, COOK

Today learn how to prepare vegetarian dishes.

**4** *Answer the questions below. Then talk to your partner and check if you have anything in common.*

- How much TV do you watch?
- When do you usually watch it?
- What do you never watch?
- What's your favourite programme?
- Do your parents let you stay up late and watch the late TV shows or films?



# Lesson 1

**5 a) Work in pairs. Choose five products which TV commercials most often advertise.**

cars	pet food	cleaning products	food
shampoos	drinks	mobile phones	toothpaste
trainers	make-up	chewing gum	snacks

**b) Share your ideas with each other. Consider the following questions.**

- Do you like watching commercials? Why? Why not?
- Are there too many commercials on TV?
- How do you feel when they show commercials in the middle of a good film or an interesting match? What do you do? Do you switch channels?
- If you like the commercial, do you want to buy the product it advertises?
- Are commercials always true?
- Can you name some famous people who are in commercials? What do they advertise?

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

As for me, I always try to watch interesting films, different TV games and musical programmes. Political shows take up a lot of time on TV, but I don't like them. As for films, I prefer thrillers or detectives. Different quiz shows are also very popular with members of my family...

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

**7 Discuss the answers to the questions in a small group.**

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

## WRITING



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

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

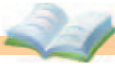
**2 Describe a game show on television in Ukraine. Make your description according to the questions below. Include relative clauses where possible.**

- What is the name of the programme?
- When is it on?
- Who is the host / hostess?
- Who are the contestants?
- What do the contestants have to do?
- How do they score?
- How do the contestants win?
- What do the winners get?

# Lesson 2

## CAREER CHOICES

### READING & VOCABULARY



1 Read the article and be ready to answer the following questions.

- What idea has become old-fashioned?
- Where will many people work in the future?
- What skills have become very important?

One of the most important decisions in the life of every person is to choose the right career or occupation. With hundreds of jobs to choose from, it's never too early to begin thinking about your future career.

As a teenager today, you can expect to work for approximately 40 years. During this time, you may have several jobs. Changes in the world will affect the jobs available. The idea of a 'job for life' has already become old-fashioned. In the future most people will work for several companies instead of just for one. A lot of people already work from home, connected to the Internet, and there will be many more in the years to come.



We often speak of full-time jobs or part-time jobs, regular jobs or odd jobs. People may lose their jobs, become unemployed and have to look for new jobs. Different jobs require different things. For example, some require special training and meeting people, others require a good imagination or travelling a lot, physical strength or working late hours...

Choosing a career is not easy. A lot of people are encouraged by their teachers, parents and friends. Some people change their minds many times or follow in someone's footsteps. Others are influenced by certain people or certain events. When you look for a career, you should look carefully at all aspects of the job. You must also take a good look at yourself.

Firstly, it is important to consider your interests. You may enjoy working with people, or you may enjoy working with your hands. You may like reading, using words, and writing. Numbers and solving problems may hold a special appeal to you.

Secondly, you should find out what your aptitudes are. Your aptitudes are your natural abilities or talents. An aptitude means it is easy for you to learn certain things. One way to focus on your aptitudes is to ask yourself some questions:

- In what school subjects do I get the highest marks?
- What talents or natural abilities do I seem to have? (talking, writing, singing, painting or taking objects apart and putting them back together)
- What do I think I could learn to do well?
- What do other people think I could do?

Besides, there are special aptitude tests you can take. Careers officers can help and advise young people to get good training in order to have some skills.

#### VOCABULARY BOX

**an aptitude** ['æptɪtʃu:d]

**a career** [kə'riə]

**employment** [ɪm'plɔɪmənt]

**to affect** [ə'fekt]

**to require** [rɪ'kwaɪə]

**available** [ə'veɪləbl]

**certain** ['sɜ:tɪn]

**(un)employed** [(,ʌn)ɪm'plɔɪd]

- **to follow in smb's footsteps**

# Lesson 2

Thirdly, different people are good at different skills. A skill is the learnt capacity for doing something. For example, you can possess skills in typing, drafting, cooking, sewing and auto repair. It's useful to learn the skills like leadership skills, teamwork skills, critical thinking, writing and reading skills, etc.

Communication skills, in general, should be at the top of the list. Communicating with people, especially from other cultures, understanding their minds and culture, will be even more important in the future. English has become the international language of communication. Millions of people use it in their jobs every day. In the future most people will need English for their jobs.

We live in the computer age. There are millions of computers in the world at the moment. You don't need to be a computer genius to work with a computer but your computer skills need to be good and you have to work on them all the time.

Education is important in your future career prospects. A high school graduate has a better chance. Specialised training opens up even more

job opportunities. You can get this training in vocational high school, in a college, in vocational-technical school, or through on-the-job training.

## REMEMBER!

A **career** is a professional growth a person does in his or her life, usually in one field.

A **job** is the work that a person does regularly in order to earn money.

A **profession** is a job that requires special training, often a university education.

An **occupation** is a job or profession.

## 2 Complete the sentences based on the article.

- a It's never too early to begin ...
- b Changes in the world will ...
- c We often speak of full-time jobs or ...

- d People may lose their jobs and ...
- e Some jobs require ...
- f In their career choices some people are influenced by ... and a lot of people are encouraged by ..., others follow ...
- g Your aptitudes are ...
- h Skills are ...
- i Specialised training opens ...

**3 Answer the questions.**

- 1 What is one of the most important decisions in the life of any personality?
- 2 Is choosing a career easy?
- 3 What does the phrase 'to take a good look at oneself' mean?
- 4 What questions can help to focus on aptitudes?
- 5 Who can help young people get good training?
- 6 What are the examples of skills that can be useful?
- 7 Why is education important?
- 8 Where can you get specialised training?

**4 Fill in the words 'job', 'profession', 'occupation' or 'career'.**

- a — How long has Linda been unemployed?  
— She's been looking for a ... for two months.
- b Please write your ... on this form and hand it in.
- c His ... as a boxer came to an end after that fight.
- d My mother is a doctor. I like this ... and I may follow in her footsteps.

**5 a) Read the text below and guess the missing words and the job which is described.**

I work six days from seven in the morning till half past two in the afternoon.

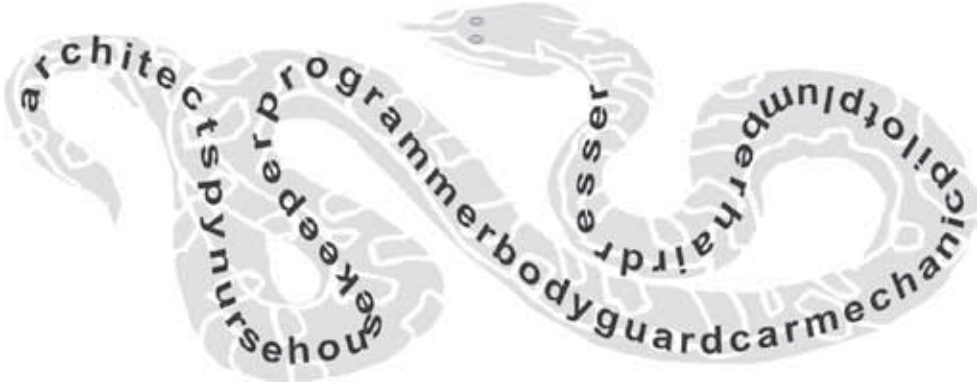
I really like my job. I take ... to 250 addresses. I really like it when I give somebody a ... and it makes them happy. It means my job is important to many people. However, I don't like rainy and snowy days and I can't stand dogs.

# Lesson 2

b) *In pairs, think and write down as many jobs as you can during one minute.*

How many jobs can you and your friend think of in one minute?  
*Compare your results with the class.*

6 *Find the names of jobs in the snake below and match the right descriptions to them.*



- a ... travels with someone important and protects them from attack
- a ... repairs toilets, baths and sinks
- a ... cuts and does people's hair
- a ... operates and controls a plane
- a ... tries to get secret information about another country
- a ... helps a doctor to look after sick people
- a ... repairs cars
- a ... shops, cooks and cleans the house for someone
- an ... designs houses and buildings
- a ... writes programmes for computers

## LISTENING



1 *Interview 5 of your classmates about their career choices and tell the class about your findings.*



**2 Listen to Ana's story and say if the statements below are true or false.**

- a Ana is a car and truck mechanic.
- b She has always wanted to do this job.
- c She has her own workshop now.

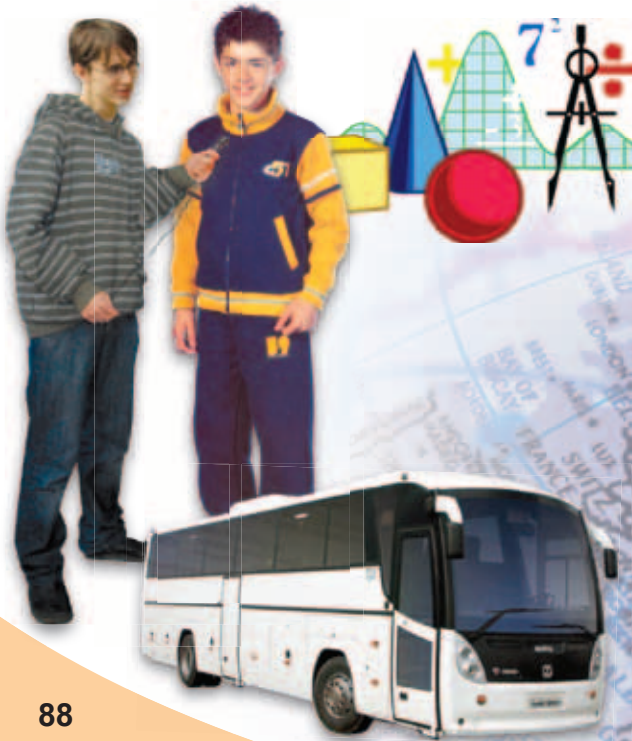


**3 Listen to the story again and answer the questions.**

- 1 What job did Ana do?
- 2 Why did she give up that job?
- 3 Why did she buy a book on car repairs one day?
- 4 What did she do after that?
- 5 What makes her a successful mechanic today?



**4 Listen to the interview with Bruno for 'Active Teenagers', a school magazine, and find out what his summer plans are.**





# Lesson 2

## 5 a) Write about Bruno.

**Put the verbs into the correct form.**

*What happened last summer?*

Last summer Bruno (*have*) ... a job. He (*not like*) ... it at first. He (*have to*) ... get up early. After two weeks he (*start*) ... enjoying it. He (*meet*) ... a lot of people, (*earn*) ... some money and (*have*) ... a good time. The job (*be*) ... his mum's idea. She (*think*) ... Bruno (*need*) ... some action.

*What is going to happen this summer?*

This summer Bruno (*work*) ... in a pizzeria. He (*deliver*) ... pizzas. He (*earn*) ... some money. Then he (*visit*) ... his friend Anita in Sweden. He (*take*) ... a bus. He (*stay*) ... in Stockholm most of the time.

## b) In pairs, agree or disagree. Explain why.

Bruno is too young to travel abroad alone.

## 6 a) Read the following sentences and say if you agree or disagree with them.

At home	Agree	Disagree
1 Girls do more housework than boys.		
2 Boys have more freedom than girls.		
At school		
3 Girls are better students than boys.		
4 Boys are better at sports than girls.		
5 Boys are better at maths and physics than girls.		
6 Girls are better at languages and art than boys.		
7 Girls are more polite than boys.		
Later on in life		
8 Men get better jobs than women.		
9 Very few women get to be managers.		
10 Men have more free time.		

**b) Read the commonly used arguments to illustrate the sentences from (a).**

- parents are less worried about boys
- girls spend more time studying
- girls are not as fast as boys
- parents don't ask boys to do much at home
- boys are better at numbers than girls
- girls speak more than boys
- for women the family is more important than work
- men don't help much at home

**c) Say if any of the statements from (a, b) are stereotypes in your opinion. Work in groups.**



## GRAMMAR

### RELATIVE PRONOUNS

**1 a) Look at the sentences (a-d) and complete the rules in the box.**

- The career **that** comes to mind is most probably a doctor.
- Columbus was the person **that** brought cocoa beans to Europe.
- It was H. Cortes **who** really brought chocolate to Europe.
- They considered it a divine drink **which** gave energy to those who drank it.

- We use the relative pronoun ... for people.  
a which            b who
- We use the relative pronoun ... for animals and things.  
a which            b who
- We use the relative pronoun ... for people and things.  
a who              b that

**b) Copy the rules in your notebook.**

# Lesson 2

## 2 Complete the following sentences with 'who' or 'which'.

- 1 Peter Parker is a photographer ... changes into *Spider-Man* to fight criminals.
- 2 Batman has a special car ... can travel very fast.
- 3 Superman is the best-known hero of American comic books ... fights for truth and justice.
- 4 The only thing that can harm Superman is a green rock ... comes from the planet Krypton.
- 5 He is a well-known character in American comics ... wears a bat costume.
- 6 Not only can he climb buildings and high walls, but he can also catch criminals in a web ... he throws over them.

## 3 Work in pairs. Think of four words and write definitions of these words in your notebook. Then read your definitions and let your partner guess.

**For example:** — *It's a person who works in a restaurant.*  
— *a waiter / waitress*  
— *It's a thing which you use for writing.*  
— *a pen or a pencil*

**Start your definitions with:**

It's a person... It's somebody... **or** It's a thing... It's something...

## 4 Look at the following sentences and complete the rules below, choosing the correct item.

- a That's the boy **whose** cat disappeared.
- b That's the village **where** my mother was born.
- c I still remember the time **when** we met.

- 1 We use *where / when* for a place.
- 2 We use *whose / when* for a time.
- 3 We use *whose / where* for possessions.

**Match the sentences (a-c) with the rules (1-3).**

**5 Choose the correct pronoun to complete the sentences.**

- a The jeans *where* / *which* my mother bought are too small.
- b I'd like to meet the girl *who* / *which* wrote that poem.
- c That was the time *where* / *when* I had straight As at school.
- d Is that the boy *which* / *whose* dog I found?
- e That's the shop *that* / *where* I bought my bike.
- f Is that the kind of food *that* / *who* you like?

**6 Fill in the gaps with 'who', 'which', 'whose', 'where', 'when'.**

- 1 What do you call the profession ... is the most popular nowadays?
- 2 It's a new kind of car ... runs on electricity.
- 3 That's the shop ... they sell skateboards.
- 4 That's the boy ... dog attacked me.
- 5 I remember the day ... there was a festival in our town.
- 6 A job is the work ... a person does regularly in order to earn money.
- 7 The people ... live above our flat are very noisy.
- 8 The school subject ... everybody likes is PE.
- 9 I can't bear people ... complain all the time.
- 10 A profession is a job ... requires special training, often a university education.

**7 Finish the sentences in any way you like.**

- 1 A good friend is someone who ...
- 2 A secret is something which...
- 3 Home is the place where...
- 4 Christmas is the time when...
- 5 A career is a professional growth that...

# Lesson 2

## SPEAKING



1 a) In groups, read the list of some important jobs and explain what people in those jobs do.

- accountant [ə'kaʊntənt]
- architect ['ɑ:kitekt]
- carpenter ['kɑ:pəntə]
- chef [ʃef]
- model (fashion model)
- interpreter / translator
- computer operator
- dentist
- editor
- photographer [fə'tɒgrəfə]
- pharmacist ['fɑ:məsɪst]
- electrician [ɪ,lek'trɪʃn]
- interior [ɪn'tɪəriə] decorator
- machine [mə'ʃi:n] operator
- engineer [endʒɪ'nɪə]
- estate [ɪ'steɪt] agent
- fashion designer
- firefighter
- designer [dɪ'zainə]
- hairdresser
- journalist
- lawyer ['lɔ:jə]
- musician [mju:'zɪʃn]
- physician [fɪ'zɪʃn]
- physicist ['fɪzɪsɪst]
- receptionist
- social worker
- sports instructor
- surgeon ['sɜ:dʒən]
- travel agent
- vet



**b) Refer the jobs above to the characteristics below.**

- 1 dangerous jobs
- 2 jobs which require a university degree
- 3 jobs which are primarily chosen by men
- 4 jobs which are primarily chosen by women
- 5 jobs which are the most prestigious
- 6 jobs which are the least prestigious
- 7 jobs which are well paid
- 8 jobs which are low paid



**2 Say what you think on the following questions.**

- 1 Can men and women really do any job they like?
- 2 What may be some of the problems?
- 3 What are you good at?
- 4 What subjects at school are difficult for you?
- 5 What subjects are you really interested in?
- 6 What subjects are you not interested in?
- 7 What work do you do at home?
- 8 Which tasks do you like doing and which of them don't you like doing? Why?

**3 Work in pairs. Choose a job. Think of at least three things you do in this job. Let the class guess the profession. Think of various jobs and take turns.**

**Example:** A, "I've just finished the plan of your house."

B, "You are a person who is called an architect."

**4 Say what qualities these jobs require.**

- |                  |                  |
|------------------|------------------|
| an accountant    | a carpenter      |
| a journalist     | a police officer |
| a nurse          | a lawyer         |
| a shop assistant | a dentist        |
| an estate agent  | a plumber        |
| an architect     | a judge          |

active, attentive,  
brave, careful, caring,  
creative, disciplined,  
fair, honest, punctual,  
reliable, skillful, smart,  
sociable

# Lesson 2

5 *Imagine you are being interviewed by a careers officer. Complete the conversation and act it out with your partner.*

*Careers officer:* Please take a seat.

*You:* ...

*Careers officer:* Now, what's your name?

*You:* ...

*Careers officer:* Where do you go to school?

*You:* ...

*Careers officer:* What kind of a student are you?

*You:* ...

*Careers officer:* Which are your favourite school subjects?

*You:* ...

*Careers officer:* Do you have good marks in those subjects?

*You:* ...

*Careers officer:* Which subjects are you really good at?

*You:* ...

*Careers officer:* Which subjects are you not so good at?

*You:* ...

*Careers officer:* Do you have any hobbies? Something you like doing?

*You:* ...

*Careers officer:* What sort of job would you like to have one day?

*You:* ...

*Careers officer:* Why do you think you'd like doing that?

*You:* ...

*Careers officer:* Thank you very much. I'd like you to take this test now...

*You:* ...

## VOCABULARY BOX

**babysitting** ['beɪbɪsɪtɪŋ]

**a campaign** [kæm'peɪn]

**a volunteer** [ˌvɒlən'tɪə]

**to take up** ['teɪk 'ʌp]

● **to be excited about smth**

● **to work hard**

**6 In groups, speak on the items.**

- Four factors that influence career choices.
- How do hobbies and interests affect career choices?
- The difference between an aptitude and a skill.
- How does education influence career advancement<sup>1</sup>?

**7 Role-play the situation in a group of three.**



**A**, imagine that you are an employer<sup>2</sup> interviewing teens for a part-time job. Think of a kind of job and list five qualities that you would look for in the employee. Take them into account while interviewing the candidates and decide which candidate suits the job more.

**B, C**, you are the candidates for a part-time job. You are interviewed by the employer, so be ready to answer his/her questions.

**8 Divide into two teams to debate on the statements below.**

Success means having a well-paid job.

Success means doing something that makes you happy!

<sup>1</sup>an advancement [əd'vɑ:nsmənt] — просування вперед; успіх; (тум) зростання

<sup>2</sup>an employer [ɪm'plɔɪə] — роботодавець



# Lesson 2

## WRITING



1 a) *Think about some qualities of a good babysitter / shop assistant / DJ, etc. and make up a job questionnaire.*



b) *Interview your partner, report if he / she can do this job and explain why.*

2 **Do individual research.**

- a List three of your interests.
- b Next, list two skills you have that match your interests.
- c Do a research paper on a career that calls for your interests and skills.
- d At the end of your paper state whether this career would suit you.

# LOOK BACK!

**1 Ask a small group about their TV habits. Use the questionnaire.**

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



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

**2 Put the following statements in the right order (1-7). Explain your choice.**

1 = the most important

7 = the least important

The Internet is a great idea because:

- I can get free entertainment (music, films...)
- I can buy things I can't buy from other places.
- I can improve my English.
- I can make new friends.
- I can easily find information I need.
- I can keep in touch with friends.
- I can do things my parents know nothing about.

# Lessons 1-2

**3 Say which of these you often see / don't see in TV commercials. Explain why it is so.**

- happy families
- puppies
- people who are ill
- bright colours
- pretty girls
- famous people
- people who are old and tired
- teenagers with problems
- dirty streets
- old dogs
- young people in nice clothes
- dark colours

**4 Work in pairs. Think of your favourite commercial. Describe what is going on to your partner. He / She should guess what the commercial is for.**

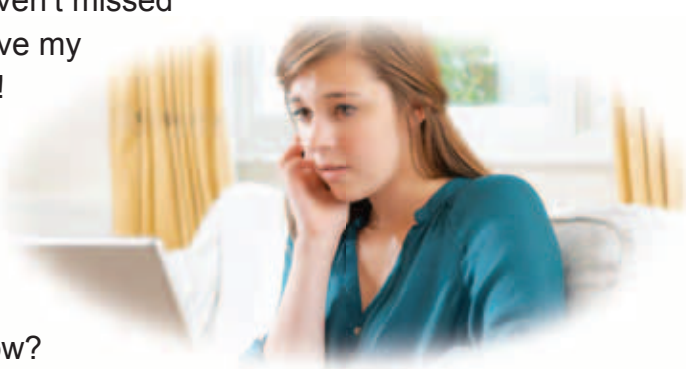


**5 a) Match the lines (a-h) on page 100 to make a dialogue with the lines (1-8) below. Then listen to the text and check.**

1  2  3  4  5  6  7  8

## EMILY

- 1 Hi David. I can't start my recorder.  
And I have this chat show at five.
- 2 Well, the host is a famous teenage psychologist. And the kids write anonymous questions.
- 3 No, it's a great show. I haven't missed a single one yet. And I have my French class at five. Help!
- 4 Tell me which buttons to press to get it started.  
Come on, it's urgent.
- 5 The what button?  
How do you spell it?
- 6 OK, I've found it. What now?
- 7 David, you saved my life. You're an angel!
- 8 Ugh, I've never been good at spelling, but here you are:  
A - n - g - e - l. See you at school tomorrow.



## DAVID

- a See you.
- b So what do you want from me?
- c Teenage problems. "I've been in love with this girl but I don't know how to tell her..." Or "I've got bad skin problems. Please help!" It all sounds boring.
- d D - V - D - H - D. And mode is m - o - d - e, silly. Don't panic.
- e What chat show?
- f Do you see the DVD HD mode button?
- g And how do you spell it?
- h Press it together with the red button to start the recording.  
Is anything happening?

**b) Read the dialogue out with a partner. Act it out in pairs.**

### **6 Read the description of a game show and name all the relative clauses (defining and non-defining).**

*The Generation Game*, which is on television on Saturday evenings, is a very popular game show. The host of the programme is Bruce Forsyth, who is a well-known comedian. The contestants are pairs of people who are from different generations of the same family, for example, father and daughter or aunt and nephew. The contestants have to do funny activities, like dancing activity and making models. Experts who have shown the contestants how to do the activities then give them scores. In the first round two pairs play against each other. The pair that gets the higher score goes through to the last round. In

the second round another two pairs play against each other. In the last round the two pairs who won the first two rounds play against each other. At the end a lot of different prizes are shown to the



# Lessons 1-2

winning pair. The prizes, which include televisions, holidays, toys, vases, sports equipment, etc. pass in front of the pair on a conveyor belt. Then the pair of contestants has to remember as many of the prizes as possible in one minute. They get all the prizes that they remember.

## 7 a) Complete the text with the words from the box.

broadcaster, programmes, channels, Broadcasting, owners, educational, commercials, television, advertisements

### TV IN BRITAIN

The British (1)... Corporation (BBC) is the UK's largest public broadcaster. Its main channel is BBC One. Channel 4 is another publicly owned (2)... . In addition, there is an independent (3)... channel ITV.

The BBC gets its funds<sup>1</sup> from the licence fee<sup>2</sup> which all TV (4)... must pay. There are no commercials on BBC (5)... . Both Channel 4 and ITV are funded by television (6)... . Commercials occur at breaks within and between (7)... . Political and religious (8)... and advertisements for tobacco are forbidden.

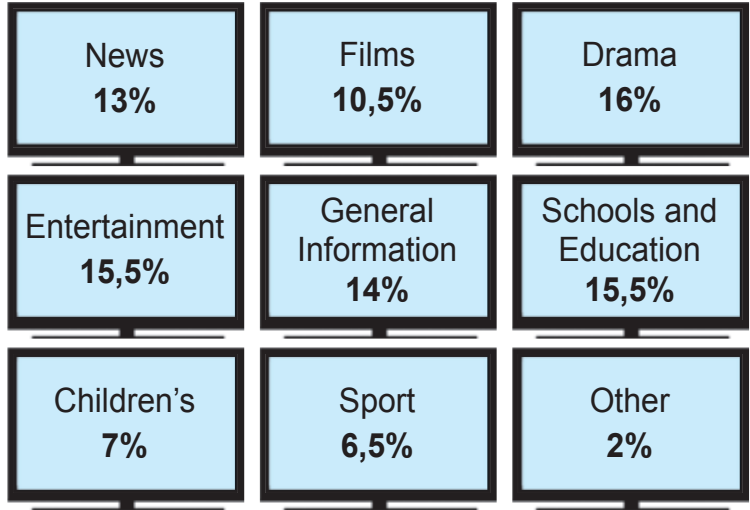
Both the BBC and Channel 4 produce (9)... programmes for schools.

<sup>1</sup> funds [fʌndz] — кошти; бюджет

<sup>2</sup> a licence fee [ˈlaɪsns fi:] — абонплата



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



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

**8 Do a survey.**

**a) Make a questionnaire using the scheme below. Include the names of six programmes.**

Name .....

How many hours do you watch TV each week? .....

When do you watch TV? .....

Do you like these programmes? .....

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

**b) Ask five people the questions in your questionnaire.**

**c) Make a graph to show the favourite programmes of your interviewees. Add your commentary.**

# Lessons 1–2

## 9 *Role-play the situation in pairs.*

*Imagine that your friend and you were offered to run a youth channel on local television and you agreed.*

*Decide on the following:*

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

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

## 10 *Guess the names of the jobs using these explanations.*

- a a person whose job is to help people with the law or talk for them in court;
- b a person whose business is to buy, sell or look after houses/land for people;
- c a person who works to improve bad social conditions and help people in need;
- d a person who welcomes or deals with people arriving at a hotel, at a place of business, visiting a doctor;
- e a person trained to look after sick animals;
- f a person whose job is to work with electricity;
- g a person who prepares or organises a newspaper, periodical or book;
- h a person who studies chemistry or a scientist who specialises in chemistry;
- i a person who makes and sells medicines;
- j a person who owns a travel agency or works there and whose business is to arrange travels.

**11 Choose the adjectives from the box to complete the sentences and characterise the occupations.**

exhausting, interesting, pleasant, tiring, skilful, dangerous, exciting, monotonous, creative, popular, rewarding

- 1 — You are not going to tell me that the life of an engineer is not as ... as the life of an architect.  
— Well, I spend a lot of time travelling. Sometimes 5 or 6 hours a day in my car. It's very ... .
- 2 Can you agree that the jobs of photographers, writers and journalists are ...?
- 3 Mary says that teaching is a very ... and ... profession.
- 4 Jobs of plumbers and carpenters can be characterised as ... .
- 5 Last year John gave up a really ... business career and came to some remote area to become a farmer.
- 6 I have always thought that any job in the theatre is very ... .
- 7 People who work as firefighters should be brave as their job is very ... .
- 8 Careers of fashion models are very ... nowadays.
- 9 People who work as accountants love numbers but I think that working with numbers is very ...

**12 a) Read a careers officer's point of view as for career choices of the British.**

**HELEN HUNT IS A CAREERS OFFICER IN MANCHESTER**

Career choices are certainly changing. Traditionally, girls used to choose jobs like working in shops, nursing or teaching. Nowadays, they are more interested in other jobs, like advertising, the computer industry and even some unusual jobs like car mechanics. Boys are also interested in all kinds of jobs. We try to make them aware of all job possibilities.

Take housekeeping, for example. We have had some boys who have chosen it as their career and they are doing fine. The



# Lessons 1-2

important thing, of course, is to judge somebody's work by how a person does it, not by what sex a person is. We have visited a lot of schools and talked to many students and parents. We have noticed that in families where boys and girls share the housework equally, children are more open to different careers and jobs. Everything begins at home, I would say.



## b) Complete the sentences.

- 1 Helen works in ...
- 2 Career choices are ...
- 3 Girls are interested in ...
- 4 Some boys are interested in ...
- 5 We should judge somebody's work by ...
- 6 Everything begins at ...
- 7 In families where boys and girls share the housework, children are ...

## 13 a) Read and speak on what some young people say in their letters about their ambitions and plans for the summer.



*This hasn't been a good year for me. I'm sick and tired of school, teachers and marks. This summer I'd like to sleep a lot and forget about everything. I have a feeling I'm not going to do it, though. My parents are very unhappy with my marks so I'm probably going to take some summer courses to improve<sup>1</sup> my marks.  
Pete*

<sup>1</sup>to improve [im'pru:v] — покращувати



Football is number one for me. I don't like school. I'm going to leave school as soon as possible. I'd like to be a professional footballer and get a place in the national team. Football is everything: money, fame<sup>1</sup> and travelling. This summer I'm going to spend 3 weeks in the camp for talented young footballers. I'm going to work hard, I know, but some important people are going to be there and who knows? Maybe I won't have to go back to school ever again.

Paulina

My friends say I'm weird<sup>2</sup> but I don't care. All I care about is the environment. I'd like to be an ecologist one day. I've taken part in many campaigns. My first one was against the fast food industry. I was only 9 years old at the time. This summer I'm going to lead a campaign against the local supermarket chain. They want to build a shopping centre on an area of woodland near my home.

Sarah



<sup>1</sup>fame [feɪm] — слава

<sup>2</sup>a weird [wɪəd] — дивак

# Lessons 1-2

I'm crazy about travelling. Every summer I try to see a new country. I've already been to many places. On my bike, of course. I'd like to travel all over the world on it. This summer we're going to spend 5 weeks touring Scandinavia. It's going to be fun, I'm sure.  
Chris



**b) Fill in the grid based on the information from the letters above.**

Name	Ambition <i>would like to</i>	Plan <i>is going to</i>

**14 Ask and answer in pairs, then report back to the class.**

- Are you interested in foreign languages?  
How many can you speak?
- Would you like to get a babysitting job in a foreign country?
- Are you crazy about travelling? What are you crazy about?
- Have you ever taken part in a campaign against or for something? What was it?
- Have you ever won a competition?
- Have you taken up any new activities or sports recently?  
What are they?
- Are you sick and tired of school and marks?
- Are you going to take any courses this summer?
- Do you need to improve your marks?
- What do you often volunteer to do at home or at school?

**15 Discuss in groups which of the jobs are top 10 career choices for young people in Ukraine nowadays.**

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

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



**2 Listen and read the article. Match its seven paragraphs to the topics (a-g).**

- |   |   |                          |
|---|---|--------------------------|
| a | a face of a TV channel                  | <input type="checkbox"/> |
| b | the effect the viewers of the show feel | <input type="checkbox"/> |
| c | in front of the blue screen             | <input type="checkbox"/> |
| d | what makes a successful announcer       | <input type="checkbox"/> |
| e | the rules for contestants               | <input type="checkbox"/> |
| f | the people who make a top programme     | <input type="checkbox"/> |
| g | what makes the show successful          | <input type="checkbox"/> |

### TV MOZAIC

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

(2) The show is a worldwide hit. The contestants are ordinary<sup>1</sup> people chosen from those who ring a special telephone number. The programme makers don't meet the contestants until they arrive at the station. To win the jackpot a contestant

<sup>1</sup>ordinary ['ɔ:di:nri] — звичайний

has to answer 15 questions correctly. For each of these, they are shown the questions and four possible answers before deciding whether to play on or not. Then the contestant chooses an answer. If it is correct, they can stay in the game.

(3) The programme is very popular because viewers like to see ordinary people making decisions. When a contestant thinks he knows the answer but isn't sure there is an excitement in the studio. The music becomes louder and the cold blue lights become darker. Some contestants take up to 15 minutes to answer a question, but we only see their worst moments. The fact that we can see the answers on the screen makes the game seem easier. All the time, the cameras take lots of pictures of the contestant struggling with the decision. This is a part of the appeal<sup>1</sup>.

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



**VOCABULARY BOX**

**an announcer** [ə'naʊnsə]

**confidence** ['kɒnfɪdəns]

**a majority** [mə'dʒɔrɪti]

**a representative**

[,reprɪ'zentətɪv]

**a technician** [tek'nɪʃn]

**a vision** ['vɪʒn]

**worldwide** ['wɜ:ld,wɑɪd]

● **to go on air**

● **to make decisions**

<sup>1</sup>an appeal [ə'pi:l] — заклик, звернення

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

Here you are.

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

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

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

**The camera operators** must follow the director's instructions on where to take the camera. They should have enough technical expertise<sup>1</sup> to change camera lenses<sup>2</sup>.

**The sound engineers** control everything from microphones to mixing desks with a thousand lights and buttons. They are technical experts but they shouldn't ignore the director's instructions.

**The presenters** or the talk show

---

<sup>1</sup>an expertise [ˌɛkspɜː'tiːz] — експертиза

<sup>2</sup>lenses ['lenzɪz] — лінзи

<sup>3</sup>male and female ['meɪl ænd 'fiːmeɪl] — чоловіки і жінки

<sup>4</sup>an autocue ['ɔːteɪkjʊː] — телевізійний суфлер



hosts all have to arrive at the studios early enough for the make-up session. All presenters, male and female<sup>3</sup>, have to wear make-up because the cameras can make people look funny. Presenters don't have to learn their lines because they can read them from the autocue<sup>4</sup>.

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

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

(7) What is the right personality to give a face to TV programme? There are several answers. The ability to hold himself / herself well. Next comes intelligence and a good memory. Then you should have a friendly and



Camera operators

Floor manager

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

**3 Work in pairs to answer the questions.**

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

**4 Work in groups. Discuss the following items.**

- Which of the qualities of a TV announcer mentioned in the article do you consider really very important and which ones, in your opinion, do not matter a lot?
- Are there any other qualities to be considered in addition to those mentioned in the text?
- Name a successful host of some TV programme. Explain your choice.





- Express your opinion about the role of the talk-show host.
- Do you agree that television created many popular personalities?
- Name a well-known TV announcer, a famous singer, a TV sporting reporter who enjoys popularity, a popular TV journalist and say what made these people so popular. What attracts the TV-viewers?

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

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

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

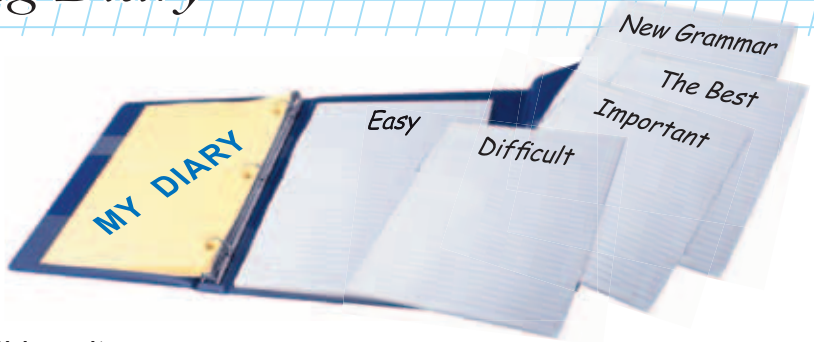
B: Oh, yeah? (Really?)

A: And then...



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

# My Learning Diary



The topics of this unit are .....

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.  
(Underline what is true for you.)

I think that the most important thing I have learnt is .....

The most difficult thing for me was .....

The things that I enjoyed most in the Unit were .....

The things that I didn't enjoy were .....

The ways I used working with the Unit were .....

My favourite activities / tasks were .....

The new grammar I have learnt in the Unit is .....

The best lesson I had in my English class was .....

The things that are easy to read about are .....

# Lessons 1–2

The things that are easy to listen to .....

The things that are easy to talk about .....

The things that are easy to write about .....

The things that are difficult to read about .....

The things that are difficult to listen to .....

The things that are difficult to talk about .....

The things that are difficult to write about .....

Three things I would like to remember from this unit are .....

..... because .....

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)




The things that I would like to learn are .....



**You have finished the unit. Say how you feel about it. Are there any things which you don't understand very well and would like to study again?**

# My Learning Diary

## After the unit I can:

NOW I CAN			
● name different types of TV programmes			
● name various professions and jobs			
● read and understand a TV guide			
● listen and understand about TV and its role in the society			
● ask and answer about TV preferences			
● describe a TV programme			
● understand and use relative clauses			
● listen and read about different professions and jobs			
● characterise a profession / occupation			
● ask and answer about plans and ambitions			
● make a questionnaire			
● talk about the ways of the Internet use			
● express my attitude to TV advertisement			
● talk about career choices			
● take part in the interview with a careers officer			
● discuss about the good and bad influence of the Internet			
● discuss about needs in skills and abilities for a job/ profession			
● debate about success in life			
● do a survey on people's TV habits			
● write a letter about my ambitions and plans			
<b>MY WORK</b>			

# Unit 3

## WHAT'S YOUR KNOWLEDGE?

- Inventions and Discoveries
- Nature and the Environment

### Pre-reading questions

What do you know about the first computer?

Why is science so important?

How well do you know Ukrainian

inventors and scientists?

What is nature for you?

Do you know the causes of climate change?

In what ways can people improve ecology?

# INVENTIONS AND DISCOVERIES

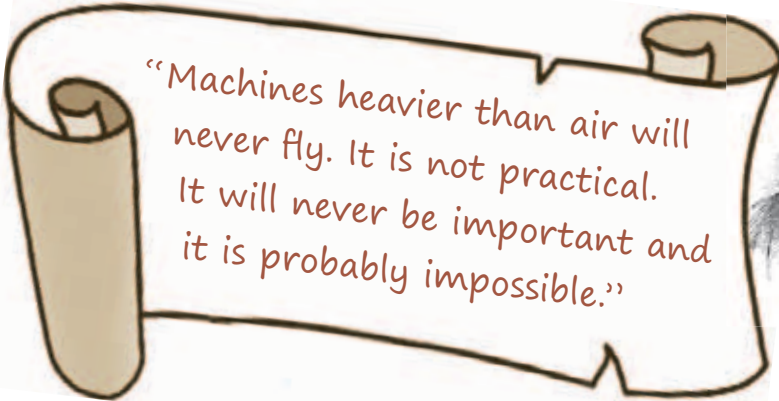
## LISTENING



- 1 **Read this quotation. Say what Simon Newcomb got wrong. Think of at least 3 reasons why flying is practical.**



**Simon Newcomb**  
(1835-1909)



"Machines heavier than air will never fly. It is not practical. It will never be important and it is probably impossible."

- 2 a) **Find the right ending from the box.**

- 1 A person who designs buildings is called...
- 2 A person who designs engines and machines is called...
- 3 A person who has invented / designed something that hasn't existed before is called...
- 4 A person who creates works of art, paintings and drawings is called...

an inventor.  
an artist.  
an architect.  
an engineer.



# Lesson 1

b) Look at these names below and say who these people were. What did they have in common?

- The brothers Wilbur and Orville Wright
- Leonardo da Vinci
- Daedalus and Icarus



c) Listen and find the answers to the question above.



3 Listen again and decide whether these sentences are true or false.

- 1 Daedalus and Icarus escaped by sea.
- 2 Daedalus crashed because he flew too close to the coast.
- 3 Leonardo's flying machine had wings and pedals.
- 4 Leonardo launched his machine from Monte Ceceri in Italy.
- 5 Lilienthal studied the flying of birds.
- 6 The Wright brothers ran a small car factory.



**4 a) Listen about Daedalus and his son again and find the words which mean:**

- a building in which you can spend years without finding your way out
- not easy
- something you shouldn't tell other people
- candles are made of it
- to die under the water

**I**.....  
**C**.....  
**S**.....  
**W**.....  
**D**.....



**b) Listen about Leonardo da Vinci and match.**

- |                |                          |   |
|----------------|--------------------------|---|
| 1 launch       | <input type="checkbox"/> | parts of a bicycle                              |
| 2 in reverse   | <input type="checkbox"/> | something that tells you what something is like |
| 3 descriptions | <input type="checkbox"/> | backwards                                       |
| 4 pedals       | <input type="checkbox"/> | send into the sky                               |



**c) Listen about the Wright brothers and name all the parts of an aeroplane.**

**p**....., **e**.....,  
**t**....., **s**..... of  
**w**....., **p**.....

**5 Name those who said these sentences.**

- 1 "This horse is still too slow!" — ...
- 2 "Well done! 47 seconds longer!" — ...
- 3 "Why do we need wax?" — ...
- 4 "I'm really glad it has been published!" — ...
- 5 "Don't go too close to the sun!" — ...
- 6 "I'm going to move the wings with pedals!" — ...

**VOCABULARY BOX**

**an inventor** [ɪn'ventə]  
**a reason** ['ri:zən]  
**to exist** [ɪg'zɪst]  
**to launch** [ləʊntʃ]  
**impossible** [ɪm'pɒsəbl]



# Lesson 1

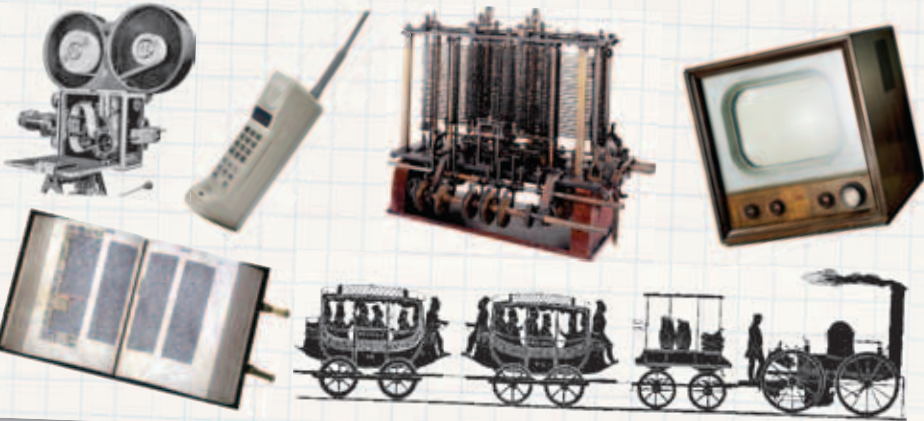
## 6 Complete the following sentences.

- 1 Daedalus was an artist and inventor who ...
- 2 Icarus was Daedalus' son who ...
- 3 Minos was the king who ...
- 4 Leonardo was an Italian artist who ...
- 5 Lilienthal was an inventor and writer who ...
- 6 The Wright brothers were the Americans who ...

## 7 a) Do the quiz in pairs. Match events with years.

### FIRSTS QUIZ

- |   |                                   |
|---|-----------------------------------|
| 1 People first flew                       | <input type="checkbox"/> in 1941. |
| 2 People first ate hamburgers             | <input type="checkbox"/> in 1905. |
| 3 The European first wore glasses         | <input type="checkbox"/> in 1903. |
| 4 People first used mobile phones         | <input type="checkbox"/> in 1889. |
| 5 People first printed books              | <input type="checkbox"/> in 1895. |
| 6 People first watched TV                 | <input type="checkbox"/> in 1825. |
| 7 People first travelled by train         | <input type="checkbox"/> in 1935. |
| 8 People watched the first movie          | <input type="checkbox"/> in 1448. |
| 9 People first went to a pizza restaurant | <input type="checkbox"/> in 1984. |
| 10 People used the first computer         | <input type="checkbox"/> in 1310. |



## b) Listen and check.

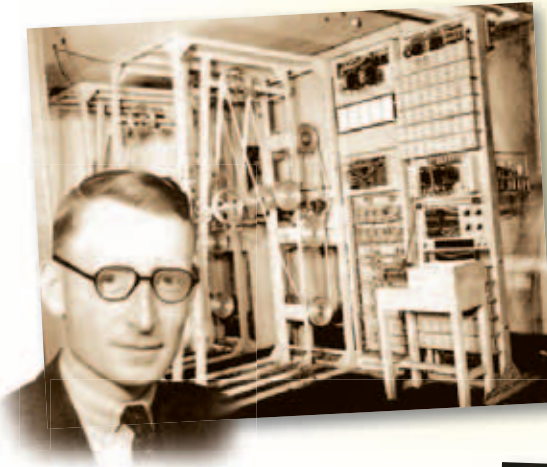
c) **Choose the words you don't know.**

**Ask your friend or teacher what they mean.**

flat, topping, a hot-air balloon, to flip, a coin, to weigh

d) **Read the stories and insert the past simple of the verbs from the box.**

make, invent, want, eat, open, use, flip, fly



### **THE FIRST COMPUTER**

In 1941 Sir Thomas Harold Flowers created the first electronic computer. It was enormous and it filled the whole room. The British secret service ... it for breaking German secret radio messages.

### **THE FIRST PIZZA RESTAURANT**

Ancient Greeks ... a flat bread with many toppings. The very first pizza restaurant was the Antica Pizzeria in Alba, Italy. It ... its doors in 1830 and is still in business today.



# Lesson 1



## THE FIRST DISHWASHER

In 1886 American Josephine Cochrane ... the first automatic dishwasher to use water pressure. Cochrane just ... a machine to wash her dishes without breaking them and faster than her servants.

## THE FIRST FLIGHT

People made the first kites in 400 B.C. Leonardo da Vinci ... many drawings of helicopters. In 1783 the French Montgolfier brothers first flew in a hot-air balloon. On 14th December 1903 the Wright brothers from America were ready to fly a plane. Who would be the first?

They ... a coin and Wilbur won. But, he crashed to the ground. The following day it was Orville's turn. He ... for 12 seconds, at 120 feet (37 metres).



### 8 *Work in pairs to answer the questions.*

- 1 How was the first computer different from a laptop?
- 2 How heavy is your mobile phone?
- 3 Do you like pizza? Is it healthy food?
- 4 Was the first flight long?
- 5 Did any of the facts surprise you?

### 9 *Work in groups to discuss the following questions.*

- Why are these firsts important?
- How did they change people's lives?
- Which three do you think are the most important?

# VOCABULARY

## 1 Match the sciences with their definitions.

- |           |   |   |
|-----------|---|---|
| chemistry | a | science about the earth, including the origin and history of rocks  |
| biology   | b | science about the structure of substances <sup>1</sup> and how they react when they are combined <sup>2</sup> |
| physics   | c | science about plants and their structure  |
| botany    | d | science about the life of plants and animals  |
| geology   | e | science about matter and energy such as heat, light, sound, etc.  |

## 2 Look at the definitions of sciences in Task 1 and say what each of the scientists studies.



NOTE
<p>A <i>chemist</i> is also a person who prepares and sells medicines and sometimes cosmetics. This person is also called a <i>pharmacist</i>. A <i>physicist</i> is not the same as a <i>physician</i>. A <i>physician</i> is another word for a doctor.</p>

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

<sup>1</sup>a substance ['sʌbstəns] — речовина

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

# Lesson 1

3 a) Say what scientists these people were.

Charles Darwin was a...  
Stephanie Kwolek was a...  
Dmitry Mendeleev was a...  
Virginia Apgar was a...  
Jocelyn Bell Burnell was an...  
Michael Faraday was a...



**Dmitry  
Mendeleev**



**Michael  
Faraday**



**Jocelyn  
Bell Burnell**



**Stephanie  
Kwolek**



**Charles  
Darwin**



**Virginia  
Apgar**

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

biology, astronomy, meteorology, linguistics, psychology

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

4 Say what subjects belong to the branches of science from the grid.

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

**WORD BUILDING**

**Noun** → **Noun**  
 physics → physicist  
 science → scientist

**Verb** → **Noun**  
 to sleep → sleep  
 to help → help  
 to create → creation  
 to pollute → pollution  
 to invent → invention  
 to train → training  
 to recycle → recycling  
 to believe → belief  
 to live → life  
 to discover → discovery  
 to develop → development

**Noun** → **Adjective**  
 atom → atomic  
 volcano → volcanic  
 danger → dangerous  
 fame → famous  
 person → personal  
 origin → original  
 power → powerful  
 peace → peaceful

**Adjective** → **Adjective**  
 usual → unusual  
 popular → unpopular

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

**VOCABULARY BOX**

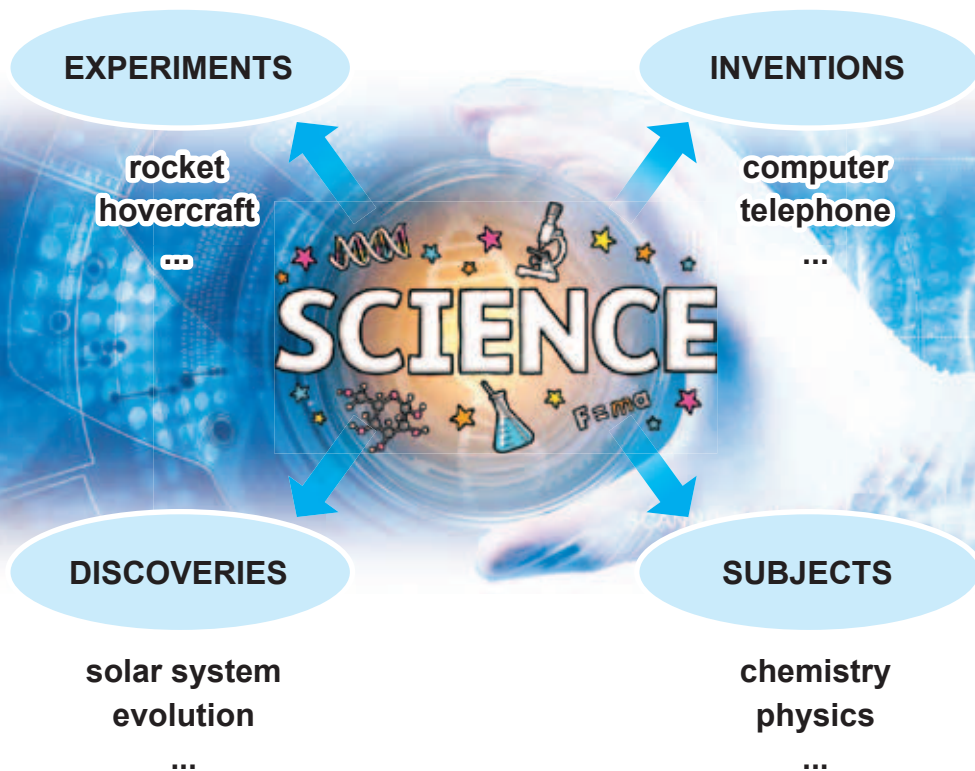
an invention [ɪn'venʃn]  
 a theory ['θiəri]  
 to construct [kən'strʌkt]  
 to discover [dɪs'kʌvə]  
 to invent [ɪn'vent]

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



# Lesson 1

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



7 Speak of the natural sciences you study at school.

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

## VOCABULARY BOX

- an explorer [ɪk'splɔːrə]
- exploration [ˌɛksplə'reɪʃn]
- an observer [əb'zɜːvə]
- observation [ˌɒbzə'veɪʃn]
- to explore [ɪk'splɔː]
- to observe [əb'zɜːv]
- to succeed [sək'siːd] in

## READING & GRAMMAR



1 a) Read about Serhii Korolyov and complete the text with the words from the box.

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

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

After meeting with Tsiolkovsky and studying his ideas, Korolyov became a (4)... enthusiast. He was one of the (5)... of modern space-rocket engineering<sup>1</sup>.

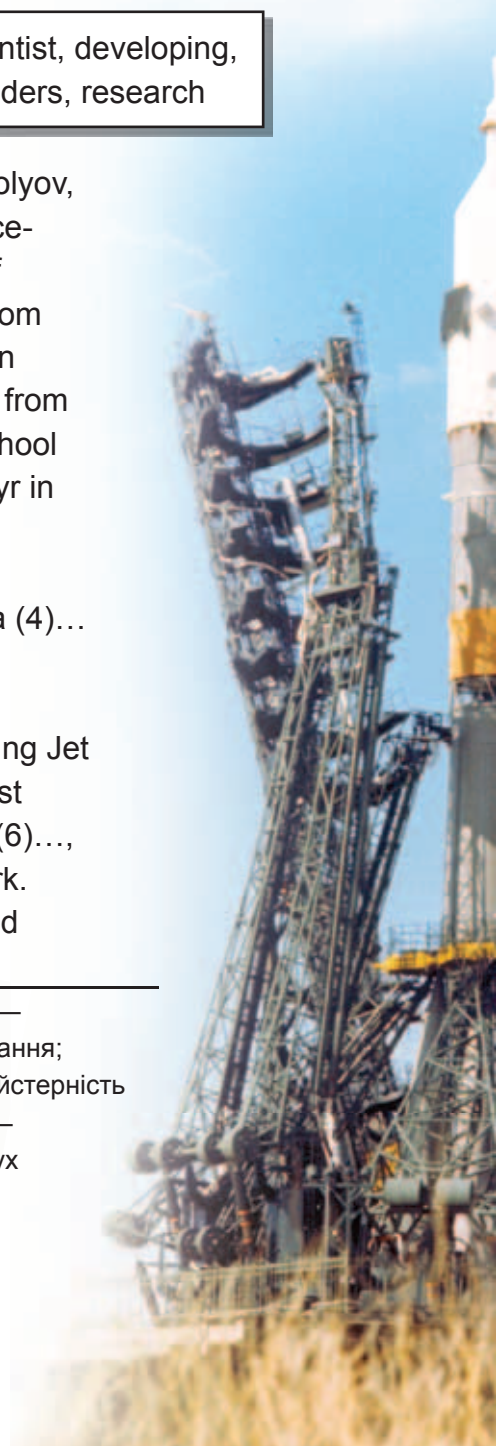
In 1933, when the Group for Studying Jet Propulsion<sup>2</sup> was organised, and the first experimental rockets were made and (6)...,

Korolyov took part in its work. Afterwards Korolyov devoted



<sup>1</sup>engineering [ˌendʒɪˈnɪərɪŋ] —  
машинобудування;  
інженерна майстерність

<sup>2</sup>Jet Propulsion [ˈdʒetˈprɒlɪʃn] —  
реактивний рух





# Lesson 1

himself to (7)... space-rocket engineering. In 1957 the first Earth satellites in the world were put into orbit with the help of the systems he had designed<sup>1</sup> and the far side of the Moon was photographed.

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

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

## **b) Work in pairs to answer the questions.**

- 1 Who is Serhii Pavlovych Korolyov?
- 2 When did Korolyov graduate from Moscow Bauman Higher Technical School?
- 3 What connection with aviation did Korolyov have before he became interested in cosmonautics [ˌkɒzməˈnɔːtɪks]?
- 4 What was the result of Korolyov's meeting with Tsiolkovsky?
- 5 What was done in space research under Korolyov's control?

---

<sup>1</sup>to design [diˈzain] — (мум) проектувати, конструювати

## REMEMBER!

### PRESENT PASSIVE

Додаток у реченні активного стану стає підметом у реченні пасивного стану. У реченні пасивного стану повідомляємо про те, що відбувається з підметом. Порівняйте:

*Hundreds of tourists* **visit**  
**the Science Museum**  
every day. (Active Voice)

**The Science Museum** *is*  
**visited** by hundreds of tourists  
every day. (Passive Voice)

## 2 Complete the following sentences with the right form of the present simple passive (positive or negative) of the verbs in the box.

keep, do, find, organise, consider, invite, use

- 1 Steam locomotives were used in the past, but they ... today.
- 2 A lot of experiments ... in Chemistry classes.
- 3 Science subjects ... to be difficult to understand by many students.
- 4 Old and precious things ... and looked after in a museum.
- 5 'Science Night' ... for children and their parents when they ... to spend an evening doing fun science-based activities and then spend the night in the museum among the exhibits.
- 6 Some amazing inventions and discoveries ... at the Science Museum.

## 3 a) Do the quiz and find out how much you know about inventions and inventors.

- 1 The theory of relativity was developed by  
a) Isaac Newton.      b) Albert Einstein.
- 2 The first step on the Moon was taken by  
a) Neil Armstrong.      b) Kathryn Sullivan.
- 3 The first bicycle was built in  
a) 1839.      b) 1920.

# Lesson 1

- 4 The radioactive elements radium and polonium were discovered by  
a) *Marie Curie.*      b) *Lise Meitner.*
- 5 Television was invented in  
a) 1930.      b) 1926.
- 6 The steam engine was constructed by  
a) *James Watt.*  
b) *George Stephenson.*
- 7 Hot baths and central heating were first used by  
a) *the Greeks.*      b) *the Romans.*
- 8 The first rocket was launched by  
a) *Robert Goddard in 1926.*  
b) *Enrico Fermi in 1932.*

**b) Find all the examples of the past passive in the quiz.**

**c) Read and say what you know about past passive forms.**

## REMEMBER!

### PAST PASSIVE

**was/were + the past participle**

The theory of relativity **was developed** by Albert Einstein.

Radium and polonium **were discovered** by Marie Curie.

#### 4 Make right sentences.

**Use the Internet.**

The first computer	was were	developed	in Britain in c. 1835.
The first telescope		made	in Holland in 1608.
The first skyscraper		built	in Chicago in 1885.
Some laws of volume		discovered	in ancient Greece.
The mercury		invented	in 1714.
thermometer		created	in France in 1888.
The first film		used	in surgery for
Anaesthetics			the first time in 1846.

## 5 Read about the Science Museum and find out:

- which famous inventions and discoveries are displayed in the museum
- what you can do at the museum
- what makes it special

# THE SCIENCE MUSEUM —

You don't like science? Physics gives you a headache? You'll definitely change your mind if you go to the Science Museum, which is an amazing place to visit even if you're not interested in science. It is fascinating to see so many remarkable inventions which humanity has created. They are wonderfully restored and displayed in chronological order, telling the story of technological and scientific achievements. Steam engines, locomotives, full-sized aeroplanes and helicopters, cars, space shuttles and the earliest and latest computers are included in its various collections, as well as such historic exhibits as Puffing Billy (the oldest

steam locomotive), a reconstruction of Crick and Watson's model of DNA or an Apollo space capsule. And these are just some of the amazing things which aren't seen every day. But what makes this museum so special? Throughout the museum there are many interactive exhibits where you can see for yourself how they work.



Puffing Billy



# Lesson 1



## to invent

to create something new

*Nobody knows who invented the wheel.*

## to discover

to find, see or learn something no one knew before

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

## NOT JUST ANOTHER MUSEUM!

For example, there's a light aeroplane which is fastened to the floor, so you can climb into the pilot's cabin and see how the tail moves when you move the controls. And for those who think that science is complicated, at the Science Museum you can do experiments, solve scientific problems, and see how it all makes sense. Science and



Apollo space capsule

nature documentaries are shown in the IMAX-3D Cinema, some of them in 3D. No wonder this awesome place is often compared to a theme park about science, which is why it is visited by hundreds of tourists every day, and is especially enjoyed by young people.



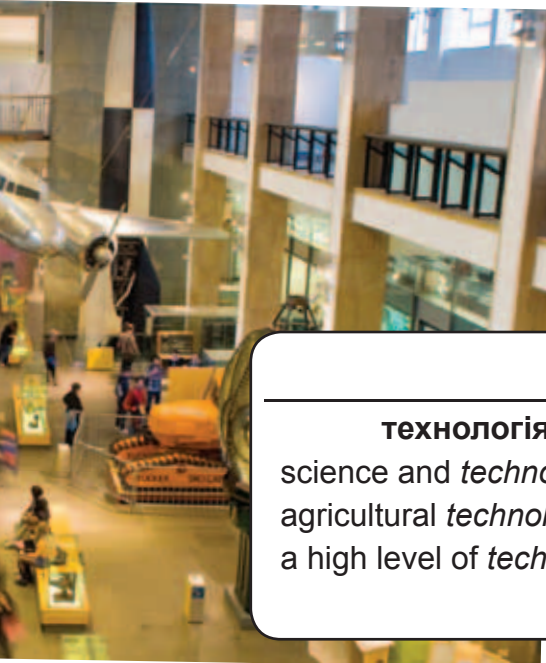
## TECHNOLOGY

### технологія

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

### техніка

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



**6 Match the words with their definitions.**

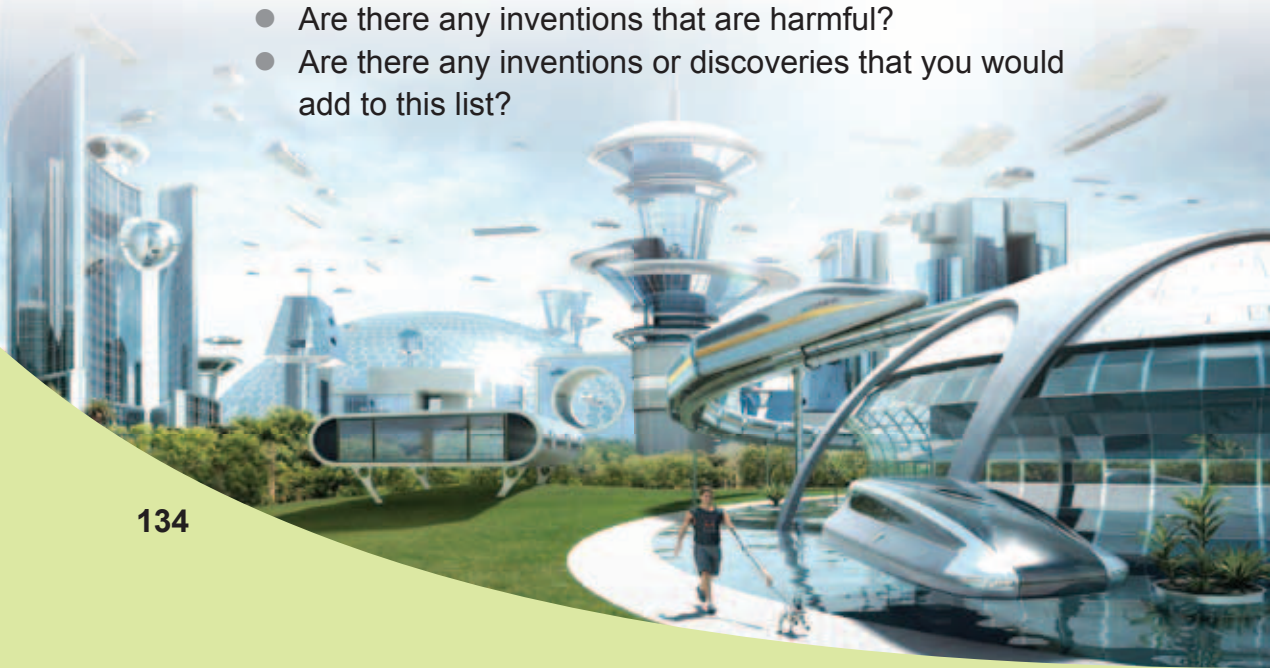
- |                  |                          |  |
|------------------|--------------------------|--|
| 1 remarkable     | <input type="checkbox"/> | human beings in general                              |
| 2 to fasten      | <input type="checkbox"/> | something important or successful that you have done |
| 3 humanity       | <input type="checkbox"/> | something that is shown, especially in a museum      |
| 4 an achievement | <input type="checkbox"/> | amazing, worth remembering                           |
| 5 an exhibit     | <input type="checkbox"/> | an amusement park based on a single subject          |
| 6 a theme park   | <input type="checkbox"/> | to make something fixed                              |

**7 Read and name some important inventions and discoveries of the 20th and 21st century.**

the personal computer, DNA structure, the washing machine, the heart transplant, the atomic bomb, plastic-eating bacteria, the TV set, the automobile, 3D printing, the mobile phone

**a) Work in pairs to answer the following questions.**

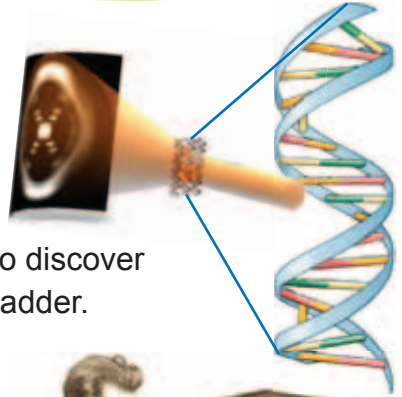
- In what way have inventions changed our lives?
- Which ones have had the greatest impact on most people around the world?
- Which ones would be the most difficult to live without?
- Which one is the most important for you personally?
- Are there any inventions that are harmful?
- Are there any inventions or discoveries that you would add to this list?



# Lesson 1

b) Complete the texts (1-4) with the names of the corresponding inventions and discoveries from Task (a).

1 Rosalind Franklin used X-ray diffraction to study the structure of \_\_\_\_\_. She took the famous Photo 51. Her work laid the foundation for F. Crick and J. Watson to discover in 1953 that DNA is shaped like a twisted ladder.



2 \_\_\_\_\_ was invented by a Scottish inventor John Logie Baird in 1926, and it was first demonstrated in *Selfridges*, a department store in London. It was built of old cans, bicycle parts, lenses, string and sealing wax.



3 The first \_\_\_\_\_ to appeal to a broad market was called *Apple II*, and it was launched in 1977 by *Apple Computer*. It was sealed in a plastic case: it had a keyboard, a video unit and removable floppy discs. It was sold for € 3800 in today's money.



4 The world's first practical four-wheeled \_\_\_\_\_ that was powered by a gasoline engine was designed and built in 1885 by Karl

Benz. But the first cars were mass-produced by Henry

Ford, after he

introduced his

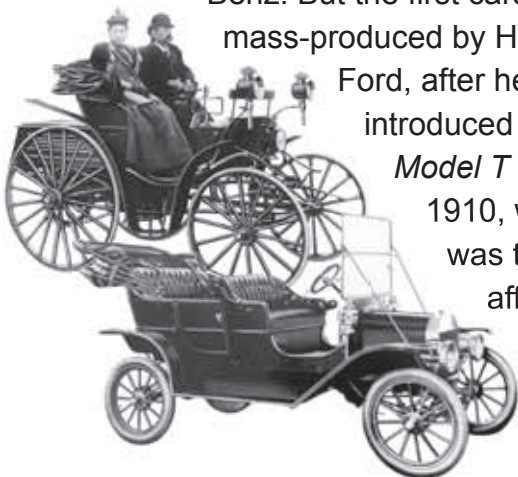
*Model T* in

1910, which

was the first

affordable

car.



## VOCABULARY BOX

a cell [sel]

an achievement

[ə'tʃi:vmənt]

humanity [hju:'mænɪti]

affordable [ə'fɔ:dəbl]

awesome ['ɔ:səm]

harmful ['hɑ:mfəl]

remote [rɪ'məʊt]

**8 Say if the following sentences are true or false.**

- 1 The structure of DNA was discovered in 1951.
- 2 The TV set was first shown in a bookshop.
- 3 The first personal computer was launched by *Microsoft*.
- 4 The first affordable cars were produced in the USA.

**9 Complete the following sentences with the past simple passive of the verbs in brackets.**

- 1 The first TV remote controls ... (*use*) in the USA in the 1950s. One of the early models ... (*develop*) in 1952, and it ... (*call*) 'Lazy Bones'.
- 2 In 1996 a sheep called Dolly ... (*clone*) by British scientists from a single cell that ... (*take*) from a six-year-old female sheep.
- 3 Clothes ... (*handwash*) by rubbing the clothing with rocks in a river or by using a wash board before the invention of the washing machine.
- 4 The first affordable cars ... (*produce*) by Henry Ford.
- 5 Text messages ... (*use*) in Asia and Europe before they became popular in the USA in the mid-2000s.
- 6 The Internet began in 1969 as the ARPANET data network, which ... (*establish*) by the US Defense Department and ... (*suppose*) to link computer networks at several universities and research laboratories in the United States.

## SPEAKING



**1 a) Match the pictures of the inventions with their names (1-6).**

- |                          |                 |
|--------------------------|-----------------|
| 1 the <i>PlayStation</i> | 4 roller skates |
| 2 a digital camera       | 5 MP3 player    |
| 3 a mountain bike        | 6 a smartphone  |



# Lesson 1



## b) Answer the questions.

Which inventions are fun?

Which ones are fashionable?

Do all of them appeal only to young people?

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

## 2 Match the beginnings with the endings to make correct sentences.

- |   |   |
|---|---|
| 1 When you listen to music, surf the Internet or use your smartphone, | <input type="checkbox"/> you can try to create posters of your country for English-speaking tourists. |
| 2 If you have a pastime of your own choice,                           | <input type="checkbox"/> you can “unplug” and focus on sports and opportunities in real life.         |
| 3 Any hobby will change your teen’s life                              | <input type="checkbox"/> for the better.  |
| 4 The lives of most teenagers depend on                               | <input type="checkbox"/> electricity and batteries.   |
| 5 No matter what kind of hobby it is,                                 | <input type="checkbox"/> you are plugged in.  |
| 6 If you learn English,   | <input type="checkbox"/> it gives you a sense of purpose in life.                                     |



**3 Split up in two groups. Listen to four descriptions of various objects. The group which is the first to guess what is being described wins.**

- 1 .....
- 2 .....
- 3 .....
- 4 .....

**VOCABULARY BOX**

**a purpose** ['pʊ:zə]s]  
**a riddle** ['rɪdl]  
**to depend** [dɪ'pend] (**on**)  
**recent** ['ri:snt]

**4 a) Guess the objects mentioned below.**

1 I was born in the late fifties.  
 I'm getting more and more popular every year.  
 I'm plugged in approximately every other day.  
 I'm the most important item in most people's lives.  
 Nowadays you can put me in a small pocket.  
 I hear all your secrets.

A m \_ \_ \_ \_ \_ p \_ \_ \_ \_ \_

2 I was born about 150 years ago.  
 I don't run on batteries.  
 I don't run on electricity.  
 I am unplugged, independent and free.  
 I can take you anywhere.  
 In some cities I have special tracks.

A b \_ \_ e

**b) Make your own riddle for the class to guess.  
 Use any noun from this unit. Write in the first person singular.**

*I am usually... You can see me in... I don't...*

# Lesson 1

## 5 a) Work in pairs following the tasks in a) and b).

Task for student **A**. Read the first email and then answer your partner's questions.

Task for student **B**. Read the second email (page 140) and then answer your partner's questions.

**A**

Dear 'English Bridge',  
I'd like to tell you about the invention of telephone. It was invented by Alexander Bell in 1875. Alexander Bell was born in Edinburgh, Scotland. When his family went to America, he was given a teaching position with deaf<sup>1</sup> people and he became interested in speech. His work was financed by the father of one of his students. The story goes that Bell invented the telephone by accident. At that time he was experimenting with the telegraph. He spilled some acid<sup>2</sup> and called his assistant. "Come here, Mr Watson, I want to see you." Watson was in the other room and he heard Bell through apparatus<sup>3</sup>. The first telephone exchange which connected 21 people happened in 1878. The first communication satellite was launched in 1962.  
With best regards,  
Peter

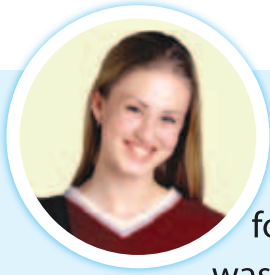


<sup>1</sup>deaf — який не чує

<sup>2</sup>an acid ['æsid] — кислота

<sup>3</sup>an apparatus [ˌæpə'reɪtəs] —  
апарат, прилад





**B**

Hi, everybody!

I think that one of the most important inventions for the mankind<sup>1</sup> is the first accurate clock which was designed by Christiaan Huygens in 1657.

Christiaan Huygens was born in the Hague, the Netherlands.

Mechanical clocks were made in the 14th century but they were too inaccurate to have minute hands<sup>2</sup>.

Shadow clocks<sup>3</sup> or sundials are the oldest instruments for telling the time. They were developed more than 4,000 years ago. Water clocks were used in ancient Egypt. Time was measured<sup>4</sup> by how long it took water to flow out of holes in a container. Sand clocks were used in the Middle Ages. If they took an hour to empty they were called hourglasses<sup>5</sup>. Today they are still often used as kitchen egg-timers<sup>6</sup>.

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

With my best wishes,  
Julia

---

<sup>1</sup>mankind [ˌmænˈkaɪnd] —

людство

<sup>2</sup>a hand [hænd] — (*мум*) стрілка

годинника

<sup>3</sup>a shadow clock [ˈʃædəʊ] —

сонячний годинник

<sup>4</sup>to measure [ˈmeɪʒə] — вимірювати

<sup>5</sup>an hourglass [ˈaʊəglɑːs] —

пісковий годинник

<sup>6</sup>an egg-timer [ˈegˌtaɪmə] —

годинник для варіння яєць

# Lesson 1

**b) Student A, ask student B  
about the invention of the clock  
and circle the right option.**

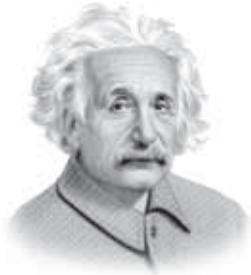
- 1 When was the first accurate clock designed?  
a) in 1657 b) in 1637 c) in 1700
- 2 When were shadow clocks first used?  
a) 3000 years ago b) 4000 years ago c) 2000 years ago
- 3 When were mechanical clocks made?  
a) in the 13th century b) in the 15th century  
c) in the 14th century
- 4 What kind of clocks were used in ancient Egypt?  
a) hourglasses b) water clocks
- 5 When were sand glasses used?  
a) in the Middle Ages b) after 1700
- 6 Where were the first wristwatches made?  
a) in England and Germany b) in France and Switzerland

**Student B, ask student A about the invention  
of the telephone and circle the right option.**

- 1 When was the telephone invented?  
a) in 1895 b) in 1901 c) in 1875
- 2 Where was Alexander Bell born?  
a) Edinburgh b) Glasgow
- 3 What kind of job was Alexander Bell given when he got to America?  
a) a teaching position with blind people  
b) a teaching position with deaf people
- 4 Who was his work financed by?  
a) his father b) his best friend c) his student's father
- 5 What were the first words spoken over the telephone?  
a) "Hello, Bell speaking. Can I speak to Mr Watson, please?"  
b) "Come here, Mr Watson, I want to see you."
- 6 When was the first communication satellite launched?  
a) in 1962 b) in 1958 c) in 1968



6 a) *Listen about three scientists. Mark each sentence with 'T' if the statement is true, and with 'F' if it is false.*



**Albert Einstein**



**Isaac Newton**



**Galileo Galilei**

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

**b) *Speak about the life of a scientist who interests you very much. You may use the words:***

to put theory ['θɪəri] into practice

to do research [rɪ'sɜ:tʃ]

successful [sək'sesfəl]

to get interested in

to graduate from

to study

to experiment

to publish



# Lesson 1

## 7 Do a science survey.

**In groups, ask each other the questions below.**

**Write down the answers. Report the results in class.**

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

## 8 Work in small groups. Discuss the predictions about the future.

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

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



## 9 a) Comment on the statements and say what moves us to discover the world.

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

“Great explorers went overseas because they were curious people.”

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

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



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

#### **VOCABULARY BOX**

**disease** [di'zi:z]

**to apply** [ə'plai]

**curious** ['kjʊəriəs]

**overseas** [ ,əʊvə'si:z]

**mainly** ['meɪnli]

**10 a) Read and find out the main idea of the extract from the poem.**

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

*from 'Happy Thought'  
by Robert Louis Stevenson*



# Lesson 1

## b) Read and discuss in small groups.

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


## WRITING



### 1 Search for the information about life and work of any famous scientist / inventor you like. Make a biography chart.

MARIA SKŁODOWSKA-CURIE  
(1867–1934)

1867 — born in Warsaw, Poland  
1891 — started studies at the Sorbonne university in Paris  
1895 — married Pierre Curie  
1898 — discovered polonium<sup>1</sup>  
1903 — won the Nobel Prize in Physics for her work on radioactivity  
1906 — became the first female professor at the Sorbonne  
1911 — won the Nobel Prize in Chemistry for her studies on radium<sup>2</sup>  
1934 — died of leukaemia<sup>3</sup>



### 2 a) Write about any invention or discovery you like.

### b) Prepare to present your story in class with pictures to illustrate the things and ideas you are going to mention.

<sup>1</sup>polonium [pə'ləʊniəm] — полоній

<sup>3</sup>leukaemia [lu:'ki:miə] — лейкемія

<sup>2</sup>radium ['reɪdʒəm] — радій

# NATURE AND THE ENVIRONMENT

## READING & VOCABULARY



1 Choose the correct word to complete the sentences that describe the world today.

- 1 The population of the world is (*growing / becoming smaller*).
- 2 Our climate is changing. The world is becoming (*colder / warmer*). Polar ice is melting.
- 3 (*Not everybody / Everybody*) has clean water. There are dry places and polluted rivers.
- 4 We produce (*little / a lot of*) rubbish.
- 5 There (*are / aren't*) many endangered animal and plant species.

2 Match each sentence in Task 1 with one prediction about the future of the world below.

- A lot of people will be thirsty.
- There will be many more people in the world.
- They will disappear.
- Rubbish will pollute the land and the sea.
- Polar bears won't have enough space to hunt.



# Lesson 2

## 3 Match the words with the pictures.

- 1 Climate change
- 2 Rubbish
- 3 Growing population
- 4 Pollution
- 5 Endangered animals and plants



## 4 Work in groups. Answer each question and then read the text. Compare your answers with those in the text. Are they similar?

### 1 Is population growing in all parts of the world?

The world population is growing. Every day around 360 000 people are born on our planet. That's a lot of babies! In the future there will be many more people and they will need more food, water, houses and energy. Most children are born in poor countries. Many of them don't have enough food and don't go to school. In some countries in Europe there are not many children and families are becoming smaller. Do you know anybody who has many brothers and sisters?



## 2 Are people responsible for the climate change that is happening?

Something is happening to our climate. It is getting warmer. Our springs and summers are very hot and there isn't so much snow in winter. Polar ice is melting. Earth's climate has changed many times. There have been ice ages and warmer periods but now these changes are happening fast. Are we responsible for this? Many scientists (but not all) say yes. We need to stop the global warming.

## 3 Why do we need water?

Nobody can live without water. Everybody needs it for drinking, cooking and washing. However, for one in three people in the world it is difficult to get clean drinking water. Maybe you are somebody who turns off the water in the bathroom and in the kitchen, and doesn't leave it running for nothing. We must be careful with water. We have to save it. It is said that we won't have enough water in the future. We will be thirsty!

## 4 Why do we produce so much rubbish?

Our cars and our factories pollute the air. Many rivers and lakes are also polluted. And on land there is rubbish everywhere. It is ugly to see this, and it is dangerous for wild animals. Do we want a world like that? We go shopping and bring home plastic bags. We want new things all the time. We buy a new mobile phone and throw away the old one. When you throw something away, it doesn't just disappear. Can we do anything about it?



# Lesson 2

## 5 What is the best way to protect endangered animals and plants?

Many plants and animals are in danger. We are destroying the places where they live. The best way to save them is to protect these places. Forest and jungle animals and plants are in danger because we are cutting down trees. It is difficult for animals in the sea because the sea is becoming polluted and there is too much fishing. Polar bears can only hunt on ice, but every year more and more ice disappears. Plants and animals are able to change. It is called evolution. But the evolution is very slow and we are changing our world quickly. Some

species will be able to follow the changes.

For example, foxes now often come to town to look for rubbish. But many species will disappear.

### VOCABULARY BOX

**danger** ['deɪndʒə]

**environment**

[ɪn'vaɪrənmənt]

**pollution** [pə'luːʃn]

**to pollute** [pə'lu:t]

**to protect** [prə'tekt]

**to recycle** [,ri:'saɪkl]

**to reduce** [rɪ'dju:s]

**to reuse** [,ri:'ju:z]

**to save** [seɪv]

**environmental**

[ɪn'vaɪrənməntl]



### 5 Explain the following hashtags.

#gogreen

#ThereIsNoPlanetB

#zerowaste

#FridaysForFuture

#rise4climate

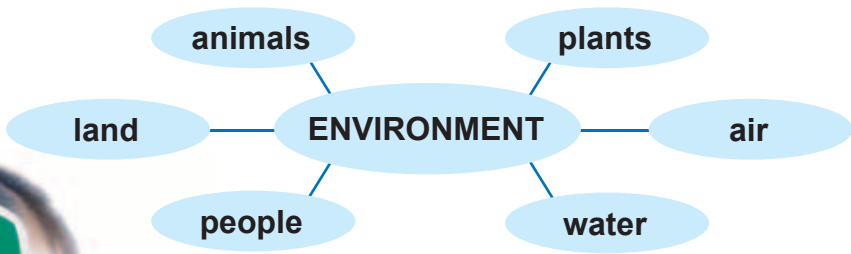
#plasticfree

#saveourplanet

#reducereuserecycle

**6 Look at the charts below and explain the following.**

- What is the environment?



- What do the three Rs stand for?

If you care about the environment, always remember the three Rs!



**7 Read the messages and speak on kids' opinions about saving the Earth.**

**SAVE OUR PLANET!** chat

I think there are a lot of ways we can help to save the Earth. One way is to remember the three Rs. I save the plastic bags we get at the grocery store and use them again. I save plastic food containers. They make good toys to play in the sand and water. Before I buy something, I ask myself the following questions, "Do I really need this? Is it recyclable? If I have to throw it away, will it harm the environment?"

I have a bird feeder that I fill by myself. I want to be the kid who saves the Earth!

Jackie

# Lesson 2

## SAVE OUR PLANET!

The problem of the environment is much spoken about on TV, radio, and on social media. But my friends and I don't really talk about it. I know Greenpeace and Friends of the Earth. But in our school we don't have an environmental programme. I know there are special magazines about nature. But my favourite one is the Sport News. I'm in the school football team. Leave #saveourplanet for those who care enough.

Nick



### 8 Work in pairs to answer the questions.

- Do you think Jackie is a person who is saving the Earth? Why?
- Which of the three Rs does she remember to follow?  
How does she reuse things?
- Does Nick follow the three Rs?  
Why doesn't he help to keep the world healthy?

### 9 a) Copy the grid on page 152. Read the following explanations and match them with the words from the box.

ecology, pollution, energy, cars, Earth, rainforest, garbage, nuclear testing, environmental problems, animals in danger

- 1 It is rubbish, waste or other things we throw away.
- 2 It is a thick tropical forest, like in the Amazon area.
- 3 It is our planet.
- 4 We have so many of them, like air, sea, and land pollution, holes in the ozone layer and so on.

- 5 They are experiments with nuclear weapons (like bombs).
- 6 It is the process of making our environment dirty and unhealthy for living.
- 7 It can come from nuclear, electrical, solar or wind power.
- 8 It is a very big problem of our time. If we don't protect them, they will disappear forever.
- 9 A great deal of pollution comes from the fumes (gases) they give off. We should walk or use bikes instead, whenever we can.
- 10 It is the science that studies the relations of plants, animals and people to each other and to their environment.

g	garbage

***The first letters of the words give you a name of a very important international organisation which works to protect the environment.***

***b) How many definitions can you learn by heart in two minutes? Say them to your group.***

## LISTENING



**1 Here are some questions from the quiz.  
How many can you answer?**

- 1  Name at least two examples of climate change.
- 2  Name at least two types of renewable energy.
- 3  What is the greenhouse effect?
- 4  Which of these gases is not a greenhouse gas: carbon dioxide, methane or oxygen?



# Lesson 2

- 5  Complete the three Rs that are important for the future of our planet: reduce, reuse and ...
- 6  Name at least two consequences of global warming.

## AN ECOLOGY QUIZ



DORA



2 a) Listen to the quiz and put the questions in the right order.



b) Listen once again and write the answers in your notebook.



LOVRO



3 a) Listen about the environment protection programme and explain what a 'green school' is.

### VOCABULARY BOX

a container [kən'teɪnə]

a surface ['sɜ:fɪs]

oxygen ['ɒksɪdʒən]

survival [sə'vaɪvəl]

waste [weɪst]

coastal ['kəʊstl]

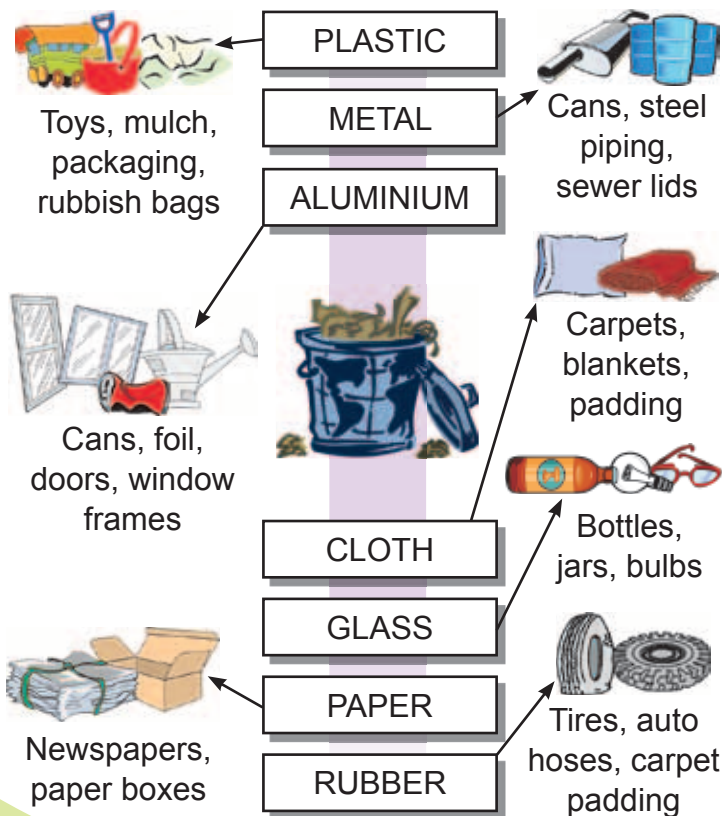


**b) In pairs, answer the questions.**

- 1 Who is Dee West?
- 2 Where does he work?
- 3 How long has he worked there?
- 4 What is his responsibility?
- 5 How many children attend the Green Schools?
- 6 What do they learn at school?
- 7 Why do you think they call them 'Green Schools'?
- 8 What kind of things can be recycled?
- 9 How do American children protect trees?
- 10 How can you help to protect the environment?



**4 Examine the scheme and explain how one can follow the three Rs.**



- Buy recycled and recyclable items when purchasing new products.
- This bag is not a toy — keep it away from children.
- This bag is reusable.
- This bag is recyclable.
- This bag can be reused and it is recyclable.
- Do not litter after use.

# Lesson 2

## DO YOU KNOW?

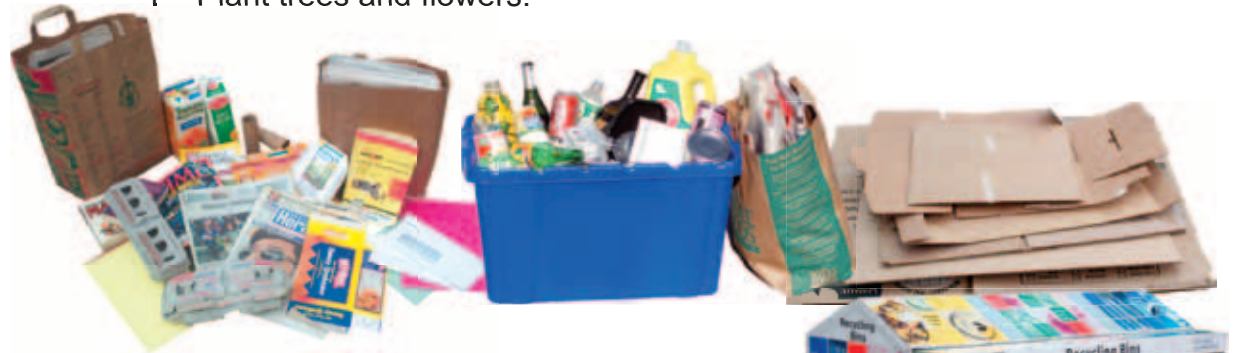
This logo indicates the item is made from recycled materials.



This logo indicates that the item can be recycled.

### 5 Read the tips and report what they want you to do. Work in pairs.

- Take glass bottles to a bottle bank.
- Don't buy products in plastic containers (use bottles, boxes, bags).
- Take paper bags into shops.
- Don't throw away plastic bags. Make sure you use them more than once.
- Collect and recycle newspapers.
- Don't replace a notebook until it is completely filled out.
- Don't take baths. Take quick showers.
- Don't leave the water running while brushing your teeth.
- Give away old clothes to someone who may need them.
- Walk, use your bike or public transport instead of a car.
- Don't leave the light on when you leave the room.
- Plant trees and flowers.



**Example:** They ask me to take glass bottles to a bottle bank.

They ask me not to buy products in plastic containers.

**Report on all the hints.**



**6 a) Listen to the conversation between Lovro and his sister Dora and say what they are arguing about.**

**b) Match at least five words on the left with the words on the right. Copy them in your notebook.**

- |           |                |
|-----------|----------------|
| 1 waste   | a the heating  |
| 2 have    | b paper        |
| 3 plant   | c our planet   |
| 4 turn up | d the light on |
| 5 recycle | e a dishwasher |
| 6 save    | f a bath       |
| 7 leave   | g water        |
| 8 use     | h trees        |



**c) Listen to the conversation between Lovro and his sister again and tick the pairs of words from Task (a) that Lovro mentions.**

**7 a) Finish the sentences. If necessary, listen again.**

- 1 Dora doesn't turn off the tap while brushing ...
- 2 She leaves the light ...
- 3 She never puts bottles ...
- 4 She always brings a lot of ...
- 5 She always takes ...
- 6 She always has ...
- 7 She always keeps the TV ...
- 8 She turns up ...

**b) Give some warnings<sup>1</sup> to Dora. Use the examples:**

*If you don't turn off the tap while brushing your teeth, you'll waste too much water.*

*If you don't switch off the light when you're not in the room, you won't save energy.*

---

<sup>1</sup>warning ['wɔ:nɪŋ] — застереження, попередження

# Lesson 2

## GRAMMAR



### REMEMBER!

#### Умовні речення 1-го типу (Conditional I)

У цьому типі речень виражено умову, за якої можлива певна дія в майбутньому.

Уживаємо **if + present simple + will** або **won't**.

*If people **pollute** the sea and the air, they **will become** toxic.*

умова

**if clause**

**present simple**

головне речення

**main clause**

**future simple**

*If we **don't kill** animals, we'll **give** them a chance to survive.*

Або

*We'll **give** animals a chance to survive **if** we **don't kill** them.*



Після **IF не** вживаємо **WILL** (future simple)

*If it **will start** raining... = **WRONG!***

*If it **starts** raining... = **RIGHT***

### 1 Match.

- |  |   |
|--|---|
| 1 If we pollute the air with our cars and factories,         | <input type="checkbox"/> there won't be so much pollution in the air.                     |
| 2 If people throw rubbish from their cities into the oceans, | <input type="checkbox"/> they will kill animals and plants and they'll disappear forever. |
| 3 If people get around on foot, by bike or by boat,          | <input type="checkbox"/> we'll have to wear a mask.                                       |
| 4 If farmers cut down thousands of trees in the rainforest,  | <input type="checkbox"/> we'll have serious health problems all over the world.           |
| 5 If the air is not clean,                                   | <input type="checkbox"/> they will kill millions of fish.                                 |

**2 Remember Dora and answer the questions with the words in brackets.**

- 1 What will Dora save if she turns off the tap while brushing her teeth? (*water resources*)
- 2 What will Dora do if she keeps the TV on standby? (*save electricity*)
- 3 What will Dora help to do if she always puts the plastic bottles in the bottle bank? (*recycle*)
- 4 What will Dora do if she doesn't turn up the heating all the time (*reduce the use of energy*)
- 5 What will Dora do if she uses her knowledge on ecology in practice? (*save our planet*)

**3 Fill in the gaps.**

- 1 If we ... (*not; to have*) enough water, we ... (*to be*) thirsty.
- 2 More species ... (*to survive*) if we ... (*to protect*) nature.
- 3 We ... (*to reduce*) the use of natural resources if we ... (*to recycle*) old and used things.
- 4 Clean water ... (*not; to be*) a problem if people ... (*to stop*) throwing rubbish into the seas and rivers.
- 5 Many animals and plants ... (*not; to be*) in danger if we ... (*to stop*) killing the animals and ... (*not; to cut down*) the trees.

**4 Complete the sentences.**

- 1 If you don't litter, ...
- 2 If we reuse things, ...
- 3 If people clean up after picnics, ...
- 4 If people recycle old magazines and books, ...
- 5 If you turn off the lights when you leave a room, ...



# Lesson 2

## SPEAKING



### 1 Read and guess the meanings of these opinions.

"The greatness of a nation  
... can be judged by the way  
its animals are treated."  
Mahatma Gandhi



This means  
that...

"The earth does not  
belong to man; man  
belongs to the earth."  
Chief Seattle



This means  
that...

"To take care of the planet is  
to take care of our own house."  
The Dalai Lama



This means  
that...

### 2 a) Read the definitions and guess the meanings of the words in bold.



When a plant or animal is gone forever, we say it is **extinct**. The **natural habitat** is a place where an animal or a plant is normally found.

**Endangered species** are groups of plants or animals that are in danger of becoming extinct.



**b) Guess the problems and make sentences.**

The African elephant	is	used	for sport.
The panda		killed	for its tusks.
Rhinos	are	hunted	for their horns.
Sea turtles		caught	by water pollution.
The horn		eaten	for their shell and meat.
Ivory tusks		endangered	by other animals.
			by the disappearance of bamboo.
			by the growing population of Africa.
			as a medicine.
			for making jewellery.

**3 In small groups, do the tasks below.**

**a) Imagine that you're a member of a team that is working to save 8 endangered species below. Look over the list carefully and then number the animals in the order in which you would try to save them, from 1 (the most important species to save) to 8 (the least important).**



buffalo



tree frog



elephant



cheetah



chameleon



zebra



peacock



leopard



# Lesson 2

## b) Discuss the questions.

- 1 On what basis did you decide your ranking: usefulness to humans? beauty? size? species that live in your country?
- 2 Why are most people more interested in saving larger and more beautiful animals than smaller and less beautiful ones?

### DO YOU KNOW?

Around 1 million animal and plant species are now at risk of extinction — more than ever before in human history.

Climate change could force 216 million people across six world regions to migrate within their own countries by 2050.

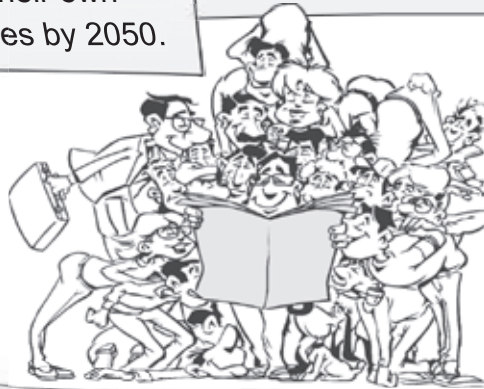
Forests cover 30% of the Earth's land. They produce oxygen. Protecting all the forests is the key to our survival.

You can't recycle your coffee cup unless you separate the paper exterior from the plastic interior. It's impossible to do by hand and requires a special machine.

Glass produced from recycled glass reduces related air pollution by 20% and related water pollution by 50%.

Only clean plastic is recyclable.

Oceans cover more than 70% of the Earth's surface. Life began in the oceans. Today, coastal waters have become very polluted, and whales and dolphins are killed in great numbers.



**4 Read the information and agree or disagree with the statements below.**

- 1 It is important to recycle old paper.
- 2 Forests are not terribly important for us.
- 3 Ocean and sea life are in danger.
- 4 Oil spills are a great source of pollution.
- 5 Not very many species are in danger of becoming extinct.
- 6 We still have enough space for rubbish.
- 7 It is environmentally friendly to produce glass from recycled glass.



No 1. I agree. We should recycle old paper in order to save woods and forests on the planet.

**5 a) Get some information and answer the questions.**



Do you know this holiday?  
Do you think this holiday is for people all over the world?



There are over 200 national nature reserves in British cities and more than 30 in London. Children go there with their teachers to study and enjoy nature. There are a lot of environment groups in Britain: *Friends of the Earth, Greenpeace, London Wildlife Trust, etc.* These activities are suggested by *Liverpool Ecology Group.*

# Lesson 2

## LIVERPOOL ECOLOGY GROUP

### Activities (January-May)

- Jan. 12** *How to Help Wild Birds in Winter* is explained by Sally Harkness.
- Jan. 26** *How to Build a Bird Table* is explained by Bob Hopkins.
- Mar. 8** Water pollution is discussed.
- May 3** *Wild Flowers: the situation in the*

countryside is reported on by Janet Symens.

- May 17** *How to Plant a Tree*  
The report is made by Ann Smales from the World Wildlife Fund.

- May 31** *How We Can Collect Old Newspapers* is discussed.

### VOCABULARY BOX

- habitat** [ˈhæbɪtæt]  
**oxygen** [ˈɒksɪdʒən]  
**to preserve** [prɪˈzɜ:v]  
**to spill** [spɪl]  
**to survive** [səˈvaɪv]  
**endangered** [ɪnˈdeɪndʒəd]  
**extinct** [ɪkˈstɪŋkt]  
**to get rid of** [ˈget rɪd]  
**to run out of** [rʌn aʊt]

- b) Speak on the activities above. Say which ones you would like to take part in. Explain why.**

I'd like to take part in...  
... to listen to...  
Because I'm interested in...  
I can...  
It's important (not) to...

I don't like any of these activities.  
Because I'm not interested in...  
I don't think it's important.  
It's better to...

**6** *Imagine the situation and answer the question. Work in pairs.*



In London Zoo there is a problem now. It is very expensive to keep animals. The animals are given to those who can take care of them.

- What animal would you adopt? Why?

**7 a)** *Say how everyone can express his/her concern about the cleanliness and beauty of the place where he/she lives.*

*You may use the following:*

- plant greenery;
- protect trees in parks and yards;
- take care of animals;
- preserve a healthy and clean environment;
- keep the greenery fresh;
- not pollute the soil with wastes;
- keep water clean;
- collect rubbish.

**b)** *Speak on your contribution.*

What do you do to keep your city clean?



A **cause** is what produces an effect which makes a thing happen.  
A **reason** is a motive or an explanation as to why something happens.

# Lesson 2

8 a) *Work in groups.*

*Sum up the ecological problems and mention their reasons.*

Problems:	Reasons:
-----------	----------

b) *Play an Ecology Problems Game. Make a list of practical ways to help our planet. Use the words mentioned in the box below.*

**Example:**

- 1 *We shouldn't leave the lights on and waste electricity.*
- 2 *We should always write on both sides of the paper to save it.*

gardens	the sea	bottles	food
pets	paper	petrol	shopping
trees	electricity	animals	
rivers	tins	birds	

c) *Speak on your suggestions of the ways out.*

*The winner will be the group whose list is the longest.*

Ways out:

9 a) *Learn how to introduce suggestions.*

Let's ...	We could ...
For a start we could ...	Do you think we should ...
Why don't we ...	Do you think we might ...
We might ...	It might be an idea to ...

**b) Read the following reactions to suggestions.**

**Divide them into 3 groups: positive, negative and neutral.**

Why not?

I suppose you're right.

What good would that do?

That's a good idea!

Now you're talking.

Do you really think  
that would work?

**c) Work in small groups. Use the expressions above in a discussion about an environmental issue you are interested in.**

## WRITING



### DO YOU KNOW?

Ukraine is famous for its beautiful nature. There are many picturesque places in the Carpathians and Polissia. Hares and deer, wolves and foxes are part of the wildlife of these areas. There are more than 3000 lakes with lots of fish (like the Shatsk lakes) in the north-west.

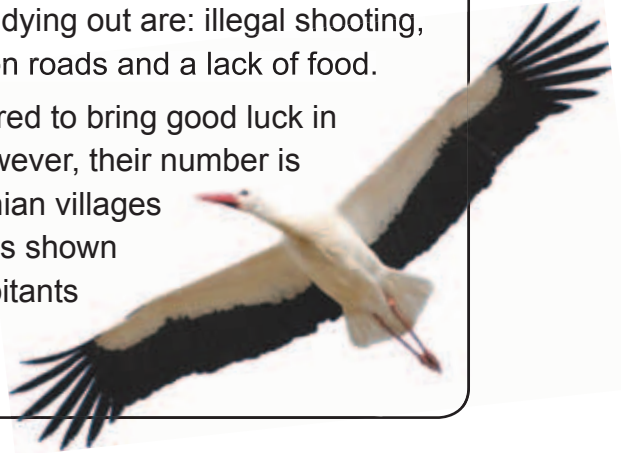


# Lesson 2



**The wolf** is the largest member of the dog family. It is one of the most valuable predators. Wolves live in thick forests but their natural habitat is shrinking. The wolf is a negative figure in many fairy tales. The main causes of their dying out are: illegal shooting, killing on roads and a lack of food.

**The white stork** is considered to bring good luck in many European countries. However, their number is getting smaller. In many Ukrainian villages storks fly freely around. Life has shown that with the help of local inhabitants it is possible to preserve the habitats of the stork.



## **1 Choose animals which are endangered species in Ukraine and write your action plan to protect them.**

- 1 Read about the animals to get information about their lifestyles.
- 2 Find a map of Ukraine and identify the habitats.
- 3 Make a leaflet saying that all these animals show the signs of preserved nature.
- 4 Look for other similar clubs and societies on the Internet. Contact them.
- 5 See their action plan. Exchange information. Be proactive.
- 6 Write your action plan with steps which can help to protect these animals.

## **2 Write a letter to your friend. Share your opinions about the protection of nature. Write about your school recycling drives and other things that you and your classmates do to make the world a better place. Ask about the activities he/she takes part in at school.**

# LOOK BACK!

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

- 1 Writing was probably the most revolutionary of all human ... .
- 2 The 15th-17th centuries were the time of great geographic ... .
- 3 Who ... the computer?
- 4 Penicillin was ... by Alexander Fleming.
- 5 In what country was money first ... ?
- 6 When did they ...oil in the North Sea?
- 7 The ... of the atom meant the beginning of a new era in physics.
- 8 The east coast of Australia was ... for Europeans by J. Cook.
- 9 The mobile phone is a wonderful ... .

## 2 Put a name to each of these sciences.

- a ... is the study of things that occur naturally such as heat, light, sound, electricity, magnetism, etc.
- b ... is the science of living things.
- c ... is the science dealing with measurements, numbers and quantities.
- d ... is the scientific study of the earth through its rocks, soil<sup>1</sup>, etc.
- e ... is the scientific planning of a machine, road, bridge, etc.
- f ... is the scientific study of outer space, including planets, stars, the Sun, etc.
- g ... is the science that deals with the nature of substances and the ways in which they act on, or combine with each other.
- h ... is the scientific study of plants.
- i ... is the scientific study of animals.
- j ... is the branch of biology that deals with the study of microorganisms.

---

<sup>1</sup>soil [sɔɪl] — грунт, земля



# Lessons 1-2

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

Example: radium / discover

*Radium was discovered by Marie Curie in 1898.*

- 1 a compiler / develop
- 2 the solar-heated home / invent
- 3 a petrol-driven car / build
- 4 the law of gravitation / discover
- 5 the electric light bulb / create



Thomas Edison  
in 1879



Grace Hopper  
in 1952



Mária Telkes  
in 1948



Isaac Newton  
in 1665



Karl Benz  
in 1885

### 4 a) Before listening think about Eugene Paton and say what you have heard of him. Guess if the statements below are true or false.

- a Eugene Paton was born in Moscow in 1870.
- b His father was the Russian Consul in Nice, France.
- c Paton graduated from Dresden Medical Institute and later became a famous surgeon.



- d Eugene Paton graduated from St. Petersburg University and then had a project of the Dresden railway station.
- e He got a degree of a railway engineer at Dresden Polytechnical Institute.
- f Paton was a founder of bridge-building.
- g At the age of 60 he took up electric welding.
- h He headed the construction of the first wooden bridge in Kyiv.
- i The bridge is 2000 metres long.
- j The name of Paton has been given to the bridge and to the Research Institute in St. Petersburg.



**b) Look through the Word List and listen to the biography of Eugene Paton. Check your answers.**

#### WORD LIST

an award [ə'wɔ:d] — нагорода  
 a consul ['kɒnsəl] — консул  
 a degree [di'grɪ:] — ступінь  
 Nice [ni:s] — м. Ніцца  
 a title ['taɪtl] — титул  
 to award [ə'wɔ:d] — нагороджувати  
 electric welding — електрозварювання  
 boltless — без болтів  
 honourable ['ɒnərəbəl] — почесний  
 Soviet — радянський

# Lessons 1–2



c) *Listen to the biography of Paton again and answer the questions.*

- a Where was Eugene Paton born?
- b What higher education institutions did he study in?
- c What project did he have to his credit when he became a student of St. Petersburg University?
- d What institution did he found?
- e How old was Eugene Paton when he headed the design and construction of the first boltless bridge in Kyiv?
- f Why did Eugene Paton change his profession when he was 60?

5 *Work in groups. Discuss the following questions.*

- a What discoveries in the history of mankind do you regard as the most important?
- b What inventions in the history of mankind do you regard as the most important?
- c Which of the centuries in your opinion saw the greatest inventions and discoveries?
- d What things can you describe as wonders of modern science? And why are they such?
- e Can you remember any outstanding names of well-known scientists, explorers, inventors and discoverers in Ukraine, Western Europe and the USA?



- f How do you understand the terms 'high technology' and 'new technology'? Do they describe absolutely the same thing?
- g What makes the work of a scientist important? Give an example.
- h Would you like to become a scientist? If yes, what field of research would you choose?

**6 Write out the eco-friendly words into your notebook.**



**7 Match the words with their definitions.**

- |               |  |
|---------------|--|
| 1 to pollute  | a surroundings, circumstances, influences                    |
| 2 to reduce   | b substance causing death or harm if taken by a living thing |
| 3 to cause    | c no longer of use   |
| 4 waste       | d to make happen   |
| 5 poison      | e to make smaller in size                                    |
| 6 environment | f to make dirty  |

# Lessons 1-2

## 8 Complete the sentences with the appropriate modal verbs.

- 1 We ... recycle things to get rid of rubbish.
- 2 One ton of recycled paper ... save 17 trees.
- 3 People ... protect all the forests as they are keys to our survival.
- 4 We ... be interested in saving more animals.
- 5 People ... kill the African elephant for its tusks.
- 6 Eco-friendly people ... keep the environment clean.
- 7 You ... turn up the heating all the time to reduce the use of energy.

have to, must,  
shouldn't, can,  
should, could,  
mustn't

## 9 Speak in groups about the environmental problems in our country. What can you say about the environmental problems in Ukraine?

In my country	the forests the rivers the seas the animals the birds	are	cut down. polluted. destroyed. killed. captured and sold in pet stores.
---------------	---	-----	--

## 10 Discuss in groups how you treat the environment.

- Is it ours? Do we have the right to destroy it?  
What have we been doing to it?  
Have we been making it better or worse?  
What are the results of that?

## 11 Think about the environmental situation in your town or place. Make notes and prepare your speech. Present your speech in class.

## 12 Make the 'Earth Day Poster'.

Work in groups.

### FILE FOR PROJECT

#### Step 1

Discuss your ideas about how ecological education for people of different age groups can be organised. How can ecological education be organised at school?

#### Step 2

Devise a questionnaire to interview school teachers (members of the school administration, your schoolmates) in order to find out their views on the importance of environmental protection.

#### Step 3

Interview your schoolmates and your teachers to collect suggestions on what practical steps the school can take in order to make the school environment clean, tidy and pleasant.

#### Step 4

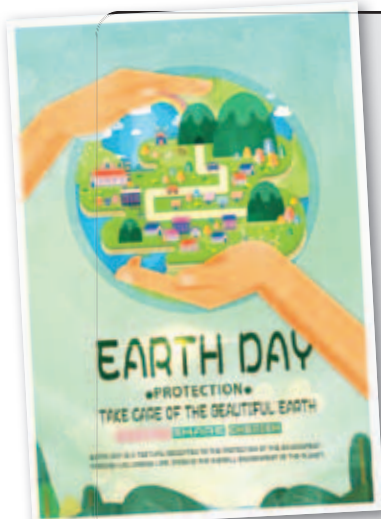
Discuss the suggestions made by the interviewees. Decide which of them can be effectively realised.

#### Step 5

Design and produce posters to be placed in the school building which call upon the students to treat their environment with respect and care.

#### Step 6

Arrange a display of the posters and select the best.





- 1 Listen and read the text.  
Put the number of each paragraph next to the appropriate headline below.

- His Childhood
- The Atomic Bomb
- An 'Einstein'
- Life in Germany
- A Young Scientist
- Einstein as a Person
- The End of His Life



## A GENTLE GENIUS

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

2. Albert Einstein was not only a genius but also a gentle man. He loved music, children and sailing. He wore his shoes without socks and he rarely had a haircut. He is called a genius because many of his scientific discoveries were far ahead of their time. He is remembered as a gentle person because he believed that all nations should live without war. He often spoke for peace.

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

### VOCABULARY BOX

**a genius** ['dʒiːniəs]

**a quotient** ['kwɒʃənt]

**publicity** [pʌ'bɪsɪti]

**relativity** [ˌrelə'tɪvɪti]

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

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

In 1921 he got the Nobel Prize in Physics. He became very famous, almost like a movie star. His picture was in many newspapers but he was a shy man and didn't like the publicity much. However, when Hitler came to power in Germany, Einstein decided to speak for peace. He said it was wrong for one person to kill another and that all men should refuse to be soldiers. Hitler didn't like any of his beliefs. There was another problem. Einstein was Jewish and Hitler hated Jews.

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

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

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

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



**2 Answer the following questions.**

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

**3 In pairs, follow the order of the headlines in Task 1 to ask and answer about Albert Einstein.**

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

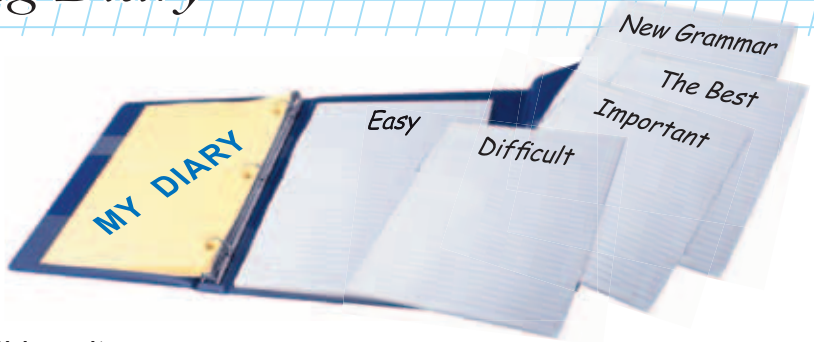
- kind, not violent — g...
- an extremely clever person — g...
- free time — s... t...
- a piece of writing — a...
- make something happen — c...
- great interest or surprise — s...
- a person of the Hebrew religion — J...
- be involved in something — t... p...

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

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

**6 Role-play the interview in pairs. One of you is a person who knows Einstein and the other is a reporter.**

# My Learning Diary



The topics of this unit are .....

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.  
(Underline what is true for you.)

I think that the most important thing I have learnt is .....

The most difficult thing for me was .....

The things that I enjoyed most in the Unit were .....

The things that I didn't enjoy were .....

The ways I used working with the Unit were .....

My favourite activities / tasks were .....

The new grammar I have learnt in the Unit is .....

The best lesson I had in my English class was .....

The things that are easy to read about are .....

# Lessons 1–2

The things that are easy to listen to .....

The things that are easy to talk about .....

The things that are easy to write about .....

The things that are difficult to read about .....

The things that are difficult to listen to .....

The things that are difficult to talk about .....

The things that are difficult to write about .....

Three things I would like to remember from this unit are .....

..... because .....

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)




The things that I would like to learn are .....



**You have finished the unit. Say how you feel about it. Are there any things which you don't understand very well and would like to study again?**

# My Learning Diary

## After the unit I can:

NOW I CAN			
● name different sciences and experts in various studies			
● use suffixes and prefixes to create different parts of speech			
● name environmental problems			
● read and listen about science and technology			
● listen and read about the environment			
● read about and understand endangered species			
● ask and answer about famous scientists and inventors			
● do the quiz about scientists, inventors, discoveries, inventions			
● understand and use passive forms of the verb			
● understand and use the First Conditional			
● talk about well-known inventions and discoveries			
● describe a history of an invention			
● exchange information about a scientist			
● explain different environmental problems			
● give recommendations on how to be "green"			
● give warnings as to the incorrect ecology behaviour			
● exchange ideas about animals protection			
● give suggestions on how to improve the situation with the environment			
● discuss the predictions about the development of science in the future			
● discuss the ways to protect the environment			
● write a biography of an inventor / scientist			
<b>MY WORK</b>			

# Unit 4

## WHY NOT TAKE A CLOSER LOOK?

- The UK Today
- Cities of the UK

### Pre-reading questions

What is the geographical position of Ukraine?

How much do you know about the places  
of interest in your regional town / city?

Is the United Kingdom an island?

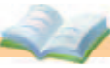
What things do you picture in your mind when  
you think of Great Britain?

How many colours are there on the Union Jack?

What is the capital of Northern Ireland?

# THE UK TODAY

## READING & VOCABULARY



**1 a) Find the UK on the map and write down as many things about the country that come to your mind as you can.**

**b) Work in small groups. Compare your lists.**

**2 a) Choose the correct word.**

- 1 The UK *includes* / *consists* of four parts: England, Scotland, Wales and Northern Ireland.
- 2 When people *mention* / *refer* to the country, most of them shorten its name to the United Kingdom, the UK or Britain.
- 3 The North Sea and the English *Canal* / *Channel* *separate* / *divide* the island from Europe.
- 4 The climate is *manipulated* / *influenced* by the Gulf Stream.
- 5 Northern Ireland which *occupies* / *conquers* the north-eastern *state* / *part* of Ireland lies to the west, *across* / *round* the Irish Sea.

**b) Fill in the gaps with the prepositions *by, to, of, off*.**

- 1 Great Britain is an island lying ... the north-western coast ... Europe.
- 2 The UK is often referred ... as Britain.
- 3 The UK consists ... four parts.
- 4 Due ... the influence ... the Gulf Stream the UK has a warm and mild weather.
- 5 Two islands are separated ... the Irish Sea.
- 6 The UK is washed ... the Atlantic Ocean.
- 7 The main rivers ... Great Britain are the Thames and the Severn.

**c) Make up sentences with the words and word combinations.**

thanks to

to be surrounded by

to be washed by

to produce

to be situated in

to consist of

to border

the official name

# Lesson 1

d) Say what you know about the geographical position of the UK.



**3 Read the text and say what new information you've discovered about the country. Guess the meanings of the words in bold.**

The UK is made up of England, Scotland, Wales and Northern Ireland. The rest of Ireland is an **independent** country.

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. 'Great Britain' refers only to England, Scotland and Wales, not to Northern Ireland.

There are also several islands which are closely **linked** with the UK but are not part of it: the Channel Islands and the Isle of Man. They have their own governments and are called Crown Dependencies. There are also several British overseas territories in other parts of the world, such as St Helena and the Falkland Islands. They are also linked to the UK but are not part of it.

The UK is **located** in the north-west of Europe. The longest distance on the mainland is from John o'Groats on the north coast of Scotland to Land's End in the south-west corner of England. It is about 870 miles (approximately 1 400 kilometres).

The UK is **governed** by the parliament sitting at Westminster. Scotland, Wales and Northern Ireland also have parliaments or assemblies of their own, with devolved<sup>1</sup> powers in defined areas.

The UK today is a more **diverse society** than it was 100 years ago, in both ethnic and religious terms. Post-war immigration means that nearly 10% of the



<sup>1</sup>devolved [dɪ'vɒlvd] — переданий (про повноваження, владу)



# Lesson 1

population has a parent or grandparent born outside the UK. The UK continues to be a multinational and multiracial society with a rich and **varied** culture.

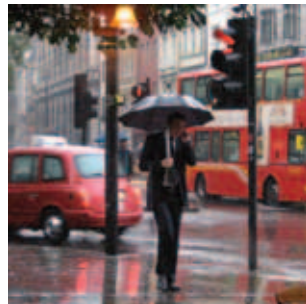
Most people live in towns and cities but much of Britain is still a countryside. Many people continue to visit the countryside for holidays and for leisure activities such as walking, camping and fishing.

#### 4 *Say if the statements below are true or false.*

- a The UK consists of England, Scotland, Wales and Ireland.
- b Great Britain doesn't refer to Northern Ireland.
- c The Isle of Man and the Falkland Islands are part of the UK.
- d Scotland has got its own parliament.
- e The longest distance on the mainland is about 1 400 km.
- f The population of the UK is multinational.
- g Most people live in the countryside.

#### 5 *Work in pairs.*

- a) *Take it in turns to describe the photos below. Say which ones represent traditions of the country, and which ones represent ordinary life today.*



**b) Look at your lists you've written in Task 1 and find out how many items are typical of the life of ordinary people who live in Britain today and how many of them are traditional items or stereotypes.**

**6 Do the quiz about the biggest part of the UK — England.**

- 1 England is only one part of the United Kingdom. How many countries are there in the UK?  
a) *two*   b) *three*   c) *four*   d) *five*
- 2 What's the capital of England?  
a) *Liverpool*   b) *London*   c) *Manchester*   d) *Glasgow*
- 3 Who is the patron saint of England?  
a) *St George*   b) *St Patrick*   c) *St Andrew*   d) *St David*
- 4 Which of these writers is not English?  
a) *Charles Dickens*   b) *Agatha Christie*  
c) *J.R.R. Tolkien*   d) *Mark Twain*
- 5 Which of these actors is not English?  
a) *Rowan Atkinson*   b) *Jude Law*  
c) *Daniel Craig*   d) *Ewan McGregor*



**7 Look at the England factfile and check your answers.**

### England

- ➔ England is the biggest part of the United Kingdom of Great Britain and Northern Ireland. There are four countries in the UK — England, Scotland, Wales and Northern Ireland.
- ➔ It shares land borders with Scotland to the north and Wales to the west.
- ➔ England got its name from the Angles, one of the Germanic tribes who settled during the 5th and 6th centuries. In Old English the word Anglaland meant “land of the Angles”.
- ➔ England's population is about 56 million, around 84% of the population of the UK.

# Lesson 1

## England

- ➔ London is the capital of England and the UK. It's also the largest city in Europe.
- ➔ The national flag of England, known as the St George's Cross, has been the national flag since the 13th century. In 1606, the St George's Cross became part of the Union Jack, the flag of the United Kingdom.
- ➔ The patron saint of England is St George and the national day of England is St George's Day, on 23 April.
- ➔ The national symbol of England is the Tudor rose, also known as the Rose of England.
- ➔ The most famous English universities are Oxford and Cambridge.
- ➔ The most popular sport in England is football, followed by cricket, rugby, tennis, badminton, squash and many others.
- ➔ Some famous English writers are William Shakespeare, Charles Dickens, Agatha Christie, J.R.R. Tolkien and many others.
- ➔ There are a lot of famous singers from England: John Lennon, Paul McCartney, David Bowie, Robbie Williams, Mick Jagger, Elton John, Ed Sheeran to name just a few.
- ➔ Well-known English actors are Rowan Atkinson, Daniel Craig, Jude Law, Tom Hiddleston, Michael Caine, etc.

**8** *Work in pairs. Student A prepares the questions A and student B prepares the questions B in their notebooks. Then ask the partner your questions with the books shut.*

### A

- 1 How many countries/UK?
- 2 What/capital/England?
- 3 What/name/English flag?
- 4 What/most popular sport?
- 5 Can/name/famous singers?

### B

- 1 How/England/its name?
- 2 How many people/England?
- 3 Who/patron saint/England?
- 4 What/symbol/England?
- 5 Can/name/well-known actors?

# LISTENING



1 a) Say what comes to your mind when you think of Scottish, Welsh, English and Irish people.

... people are ... . They wear ... . They work in ... .  
They are ... . They live in ... etc.

b) Look at the pictures and say which country the people in the pictures are from.

England    Scotland    Wales    Northern Ireland



2 Listen to two people and complete the gaps in the texts below.



I'm a teacher in a big city in ... Ireland with two ... .  
It's called Londonderry and Derry. In the past there were problems between ... who wanted to be British and people who wanted to be ... but it's better now. I just say I'm Northern Irish.

# Lesson 1

I live with my mum and ... in Birmingham, in England. My mum's from Yorkshire. She's very funny but has a different accent to me. We often visit my mum's ...in Leeds. My grandparents were born in Jamaica, in the Caribbean, and came here to ... . My dad says he's British but my mum says she's ... . I say I'm black British.



### 3 a) Listen and repeat after the speaker.

England ['ɪŋɡlənd]; Ireland ['aɪələnd];  
Wales [weɪlz]; Scotland ['skɒtlənd].

### b) Pronounce the names of the cities.

London ['lʌndən]; Cardiff ['kɑːdɪf];  
Belfast ['belfɑːst]; Edinburgh ['edɪnbərə].

### c) Listen to some information about each country of the UK. Then match the famous places with each country.

- |                    |                    |
|--------------------|--------------------|
| 1 England          | a Conwy Castle     |
| 2 Scotland         | b The London Eye   |
| 3 Northern Ireland | c Ben Nevis        |
| 4 Wales            | d Giant's Causeway |





d) Copy the table into your notebook. Listen about the countries of the UK again and complete the table.

	Country	Population	Symbol	Famous place	Famous for ...
1	England				
2	Scotland				
3	Northern Ireland				
4	Wales				



4 a) Listen to Duncan and Fiona to find out their homeland. Choose the right word.

1 Duncan would like to clear up some

- a) misunderstandings
- b) legends
- c) traditions

2 Fiona is talking about her home town of

- a) Glasgow
- b) Edinburgh
- c) Aberdeen

3 She is also giving information about

- a) a royal plane
- b) a royal yacht
- c) a royal train

4 Duncan is telling Harry Potter's fans to visit

- a) Edinburgh Castle
- b) the Highlands
- c) a philosopher



# Lesson 1



**b) Listen once again and complete these sentences.**

- 1 Scotsmen sometimes wear ...
- 2 Bagpipes are their ...
- 3 There is a list of dozens of castles which ...
- 4 There are just two lochs with ...
- 5 Edinburgh is famous for ...
- 6 The *Royal Yacht Britannia* is ...
- 7 They spent their honeymoon on the royal yacht: ...
- 8 These two Harry Potter films were shot in the Highlands: ...



**5 a) Match the parts of the sentences.**

- |  |   |
|--|---|
| 1 Scotland is a country in                                       | <input type="checkbox"/> islands in Scotland.   |
| 2 The national flag (blue with a white cross)                    | <input type="checkbox"/> the Atlantic Ocean and the North Sea.                                |
| 3 Edinburgh is the capital of Scotland and                       | <input type="checkbox"/> the north of the United Kingdom.                                     |
| 4 Scotland is surrounded by                                      | <input type="checkbox"/> is known as the St Andrew's cross.                                   |
| 5 There are over 25 500 smaller and bigger lakes in Scotland     | <input type="checkbox"/> called lochs.  |
| 6 There are over 900   | <input type="checkbox"/> its second largest city.   |
| 7 Tartan is a woollen material with crossed stripes of different | <input type="checkbox"/> a third of Great Britain.  |
| 8 Scotland occupies  | <input type="checkbox"/> colours. The particular pattern is the symbol of a clan or a family. |

**b) Work in groups. Make your plan to speak about Scotland. Use the information you've learned about the country during the lesson.**



## PAST TENSES REVISION

### 1 Match each tense form with the situation(s) of its use.

- |                   |                          |  |
|-------------------|--------------------------|--|
| 1 Past Simple     | <input type="checkbox"/> | for a past activity beginning before a past event and continuing until or after it; for the event we use 'when' + past simple                            |
| 2 Past Continuous | <input type="checkbox"/> | for completed actions, events and situations in the past   |
| 3 Past Perfect    | <input type="checkbox"/> | to talk about something that happened before a past event; in sentences that have 'when' + past simple, to show that one event happened before the other |
|                   | <input type="checkbox"/> | for an unfinished activity around a time in the past   |

### 2 Put the verbs in brackets using the Past Simple or Past Continuous form to complete the sentences.

- 1 They (*wait*) for her when she finally (*arrive*).
- 2 I (*see*) Carol at the party. She (*wear*) a beautiful dress.
- 3 When she (*get*) a steady job, they (*buy*) a better house.
- 4 I (*read*) *The Economist* while my sister (*watch*) BBC 1.
- 5 He (*burn*) his hand when he (*cook*) dinner.
- 6 When I arrived, the lecture had already started and the professor (*write*) on the overhead projector.
- 7 I (*write*) a letter when the lights went out.
- 8 I (*share*) a flat with him when we were students.  
He always (*complain*) about my untidiness.
- 9 He suddenly (*realise*) that he (*go*) in the wrong direction.
- 10 You (*look*) very busy when I (*see*) you last night.  
What you (*do*)?



# Lesson 1

### 3 Put the verbs in brackets using the Past Simple or Past Perfect form to complete the sentences.

- 1 I (*want*) to see you yesterday.
- 2 He (*tell*) me that he (*see*) me the day before yesterday.
- 3 There (*be*) a strong wind last week.
- 4 Pete (*find*) the toy which he (*lose*).
- 5 When I (*run*) a mile, I (*be*) very tired.
- 6 The tourist (*speak*) about places he (*visit*).
- 7 When Mike (*be*) a child he (*study*) music.
- 8 After he (*check up*) his students' papers he (*go*) to bed.
- 9 They (*complete*) all the preparations for the trip by 5 o'clock.
- 10 On leaving the hospital the man (*thank*) the doctor who (*cure*) him of his disease.
- 11 In the morning all the passengers (*feel*) good after the night they (*spend*) in the comfortable sleeper.
- 12 Last night he (*complete*) the experiment which he (*begin*) some months before.
- 13 They (*be*) friends for some ten years before Mike (*meet*) them.
- 14 He (*find*) the girl even more beautiful than he (*expect*) her to be.
- 15 Sam (*forget*) that the Stones (*ask*) him to dinner a week before.

## FUTURE TENSES REVISION

### 4 Match each way of expressing future on the left with the situation(s) of its use on the right.

- |                      |  |
|----------------------|--|
| 1 be going to        | <input type="checkbox"/> for a definite plan or arrangement for the nearest future (with words like tomorrow, on Saturday, etc.) |
| 2 Future Simple      | <input type="checkbox"/> for a plan, an intention or a decision  |
| 3 Present Continuous | <input type="checkbox"/> for the speaker's spontaneous reaction at the time of speaking (e.g. offering help)                     |
|                      | <input type="checkbox"/> for a prediction  |
|                      | <input type="checkbox"/> for a promise   |

**5 Which question form sounds better?**

- a Are you writing / Will you write to me soon?
- b Are you returning / Will you return my book to the library?
- c Will you help / Are you helping me with the dishes?
- d Will you open / Are you opening the window for me?

**6 Make at least five questions using these prompts.**

Are you going to ...

- |                                |                         |
|--------------------------------|-------------------------|
| visit your aunt in hospital?   | phone your friend?      |
| ask her about her cousin?      | call a taxi?            |
| buy that new computer game?    | do it yourself?         |
| do your homework after school? | wear that new cardigan? |

**7 Complete the sentences.**

- a We're going to the cinema on Saturday. ... you ... (come)?
- b Can you come to my place tonight or ...you ... (sing) in the choir?
- c ...you... (play) for our club on Saturday?
- d ... your sister ... (take) the dog for a walk after school?

## SPEAKING

**1 Work in pairs. Look at the factfiles and compare the countries.**



**ENGLAND**

**Total population:** 56 million  
**Capital:** London  
**National day:** April 23rd  
(St George's Day)  
**National symbols:** red rose,  
lion, bulldog



**WALES**

**Total population:** 3.1 million  
**Capital:** Cardiff  
**National day:** March 1st  
(St David's Day)  
**National symbols:** dragon,  
leek, daffodil



# Lesson 1

## SCOTLAND

**Total population:** 5.5 million

**Capital:** Edinburgh

**National day:** November 30th  
(St Andrew's Day)

**National symbols:** thistle,  
tartan



## NORTHERN IRELAND

**Total population:** 1.9 million

**Capital:** Belfast

**National day:** March 17th  
(St Patrick's Day)

**National symbol:** shamrock



Which of them ...

- a has the largest / smallest population?
- b has a national day in spring?
- c has a national day in autumn?
- d has a blue and white flag?
- e has a red, green and white flag?
- f has a white and red flag?

**2 a) Look at the map of the UK and complete the Word Map below in your notebooks.**



**b) Using the Word Map prepare the presentation of the UK.**

**c) Work in a group. One of you presents the country. Others should add some facts to complete his / her presentation.**

**3 a) In pairs, do the quiz.**

- 1 Wales is part of Great Britain and it is in
  - a the north.
  - b the south.
  - c the east.
  - d the west.
- 2 What's the capital of Wales?
  - a Liverpool
  - b Cardiff
  - c London
  - d Glasgow
- 3 Who is the patron saint of Wales?
  - a St Patrick
  - b St David
  - c St George
  - d St Andrew
- 4 Which of these symbols is not Welsh?
  - a the leek
  - b the rose
  - c the daffodil
  - d the red dragon
- 5 Which of these actors is not Welsh?
  - a Anthony Hopkins
  - b Sean Connery
  - c Timothy Dalton
  - d Catherine Zeta-Jones



# Lesson 1

b) Look at the Wales factfile and check your answers.



## Wales

- ➔ Wales is a country that lies to the west of England, and shares a border with it.
- ➔ It has a population of just over 3 million people.
- ➔ The official languages are Welsh and English.
- ➔ About 30% of the population speak Welsh.
- ➔ The capital city is Cardiff.
- ➔ Much of Wales is mountainous. The highest mountain is Snowdon (1085 m).
- ➔ The patron saint is St David. He is known as “David, the water drinker” since he drank only water and didn’t eat meat. He was a vegetarian for spiritual reasons. He lived for over a hundred years.
- ➔ The symbols of Wales are the red Welsh dragon, the leek and the daffodil.
- ➔ The most popular sport is rugby.
- ➔ Wales is known for its sheep farming.
- ➔ People call Wales “the land of song” probably because of their sing-song intonation and also because the Welsh are very musical.
- ➔ Singers Shirley Bassey and Tom Jones are Welsh and so is the pop group *Manic Street Preachers*.
- ➔ One of the most popular children’s authors, Roald Dahl, was born in Wales (his parents were Norwegian) and Dylan Thomas was a famous Welsh writer and poet.
- ➔ Here are some famous actors from Wales: Richard Burton, Timothy Dalton, Anthony Hopkins, Catherine Zeta-Jones.
- ➔ Mount Everest was named after the Welshman Sir George Everest.

**4 Work in pairs. Student A prepares the questions A and student B prepares the questions B in their notebooks. Now ask the partner your questions with the books shut.**

- | A                             | B                               |
|-------------------------------|---------------------------------|
| 1 Where ...?                  | 1 ... inhabitants ...?          |
| 2 ... speak Welsh?            | 2 ... official languages ...?   |
| 3 ... capital ...?            | 3 ... the highest mountain ...? |
| 4 ... the patron saint ...?   | 4 ... eat meat?                 |
| 5 ... symbols ...?            | 5 ... sport?                    |
| 6 Why ... "the land of song"? | 6 ... famous actors ...?        |



**5 a) Listen to Cathy and Mark and write out the things from the box they mention.**

Dinosaur Park, the Bronze Age, Snowdon, the Welsh dragon, the underground tour, Cardiff, coal mine, Bone Cave, Big Pit



**b) Listen again. Put the lines in the correct order to make sense.**

- a lamp weighing about 5 kilos. If you visit *Dan-yr-Ogof*
- life-size dinosaur models. In *Bone Cave* you'll see
- Big Pit* was once a coal mine but now it's a museum.  
If you take the underground
- showcaves, you'll see *Cathedral Cave*, *Bone Cave* and the *Dinosaur*

# Lesson 1

- tour, you will go 90 metres underground with a helmet on and carrying
- human bones which date back to the Bronze Age.
- Park*, which is one of the largest in the world with a hundred

**6 a) Read and number the sentences of B in the correct order to make up a dialogue between A and B.**

## A

- 1 Hi, Nataly, haven't seen you for a long time! What have you been doing?
- 2 Wales? What can be interesting about it? No big cities, no beautiful scenery, no interesting facts...
- 3 What do you mean? Don't the Welsh speak English?
- 4 Is Welsh different from English?
- 5 Interesting. And what about the cities? I heard that there are few cities there, rather small ones.
- 6 (Looking through the book): You are right. It says, "Cardiff is an industrial city, which also has a castle, a cathedral, a university." OK. But what about the scenery?
- 7 I've always thought that Wales is a land of green fields, forests and farms.
- 8 Tell me a few words about Mount Snowdon.

## B

- a Ann, you are wrong here. The book I'm reading says, "When visitors cross the border from England into Wales, they soon understand that they are entering a country with its own geography, culture, traditions and language."
- b They do. But the Welsh language is spoken widely here too.
- c I've been working on my report about Wales and have spent a lot of time in the library.
- d Very much so. Welsh is one of the Celtic<sup>1</sup> languages, like Scottish Gaelic<sup>2</sup> and Irish.

<sup>1</sup>Celtic ['keltɪk] — кельтський

<sup>2</sup>Gaelic ['geɪlɪk] — гаельський

- e The west coast, mid Wales and North Wales are wild and beautiful. Wales has high mountains, including Snowdon, the 2nd highest mountain in Britain.
- f Let's not argue. I know at least one big city in Wales. It's Cardiff, the capital and the main port.
- g Got interested? OK. Here are my notes. I made them during the lecture by Mr Roger Davis, a visiting professor from Wales. If you're really interested you can look through my notes. And now I am sorry, Ann. I've got to run. See you!
- h And you're right. But it is also a land of mountains and valleys, streams and waterfalls. In North Wales you can follow a mountain path<sup>1</sup> for miles and miles.

**b) Act out the dialogue in pairs.**

**7 Work in groups. Make your plan to speak about Wales. Use the information you've learned about the country during the lesson.**

**8 Discuss in groups.**

- Have you ever been to the UK?
  - If yes, where did you go and what did you see?  
**Give your impressions.**
  - If not, where would you like to go?  
**Explain your choice.**

## WRITING



**1 Write a blog about the UK. Create your own pages about each country using pictures and short texts about places that interest you. (Be ready to continue to develop a British Culture Blog in the following lesson of this Unit.)**

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<sup>1</sup>a path [pɑ:θ] — стежка



# Lesson 2

## CITIES OF THE UK

### READING



#### 1 a) Read and say what makes London a unique city.

##### WHAT IS LONDON?

Speaking about London you should remember that it is unlike any other city in the world. It has wide streets but low houses. This city has never been planned and it has many parts which are different from each other.

Modern London is really three cities: the City of London, a commercial and trade<sup>1</sup> centre, the City of Westminster (the West End) that can be called the historical centre of London with lots of historical places and famous parks, and the City of Southwark (the East End), where workers live.

London stands on the deep river Thames, which runs into the North Sea, so all kinds of ships can come into the port of London.

There is so much to see in London that even Londoners can always find new places of interest. They like to say, “When a man is tired of London, he is tired of life.”

There are nearly 300 places of interest that are worth seeing in London. They range from the magnificent National Gallery to

---

<sup>1</sup>commercial and trade [kə'mɜ:ʃ]l ənd treɪd] — комерційний і торговий



the Old Operating Theatre, and from ancient Charterhouse to modern Canary Wharf. Among numerous museums, galleries, churches, parks and gardens there are ten top tourist attractions. Everyone who arrives in London for the first time should start with St Paul's Cathedral, Hampton Court, Buckingham Palace (Changing of the Guard), the British Museum, the National Gallery, Madame Tussaud's, the Houses of Parliament, the Tower of London and the Victoria and Albert Museum.

The oldest part of London is Lud Hill, where the city originated. About a mile west of it there is Westminster Palace, where the king lived and the Parliament met, and there is also Westminster Abbey, the coronation church. The British Museum is one of the largest museums in the world. It was founded in 1753 and contains one of the world's richest collections of antiquities. The Egyptian galleries contain human and animal mummies. Madame Tussaud's museum is an exhibition of hundreds of life-size wax models of famous people of yesterday and today. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others.



**b) Ask and answer in pairs.**

- 1 Why do they say that London is unlike any other city in the world?
- 2 What is modern London?
- 3 Where can you go to see historical places?
- 4 Which part of London is good for doing shopping?
- 5 Why can all kinds of ships come into the port of London?
- 6 What do Londoners say about their city?
- 7 What is the oldest part of London?
- 8 What is Westminster Palace?
- 9 What is one of the largest and richest museums in the world?  
What unique collections does it contain?
- 10 What can one see in Madame Tussaud's museum?

# Lesson 2

2 a) *Read the stories and match them with the people on page 204.*

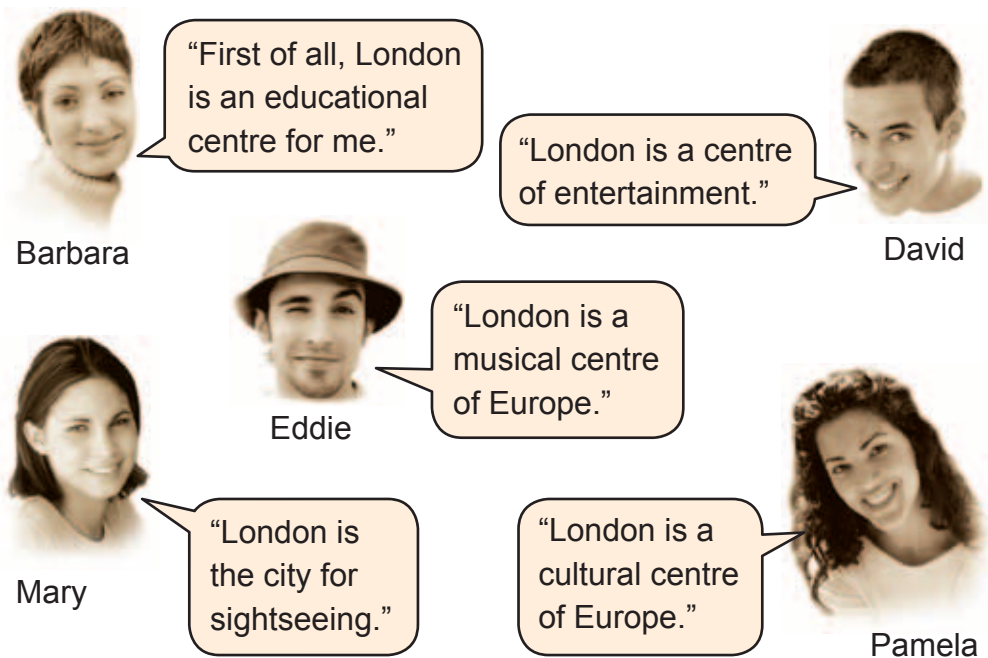
a) My friends like to go to Soho. It is a district in the centre of London. It is known for its nightclubs, casinos and restaurants. I enjoy every evening spent there. And, of course, I like Piccadilly Circus, known for its lovely nightlife.

b) I am interested in history. And I am fond of going to museums. My favourite places in London are the Tower of London, the National Gallery, the Tate Gallery, the British Museum and, of course, Madame Tussaud's.

c) Sightseeing has become a hobby for many people. When tourists come to London, they visit Westminster Abbey first of all. That's because a lot of famous people are buried there. Then, there is Buckingham Palace, the official home of the British royal family. My favourite sight in London is St Paul's Cathedral and, of course, I am fond of Hyde Park, St James's Park and Regent's Park. It's so nice to walk there in any weather!

d) I am a student of the Academy of Music. It's an important music college. I have a lot of friends who study in London. Some of my friends study at the Royal Academy of Dramatic Art. We often meet in the library of the British Museum. We all love London very much.

e) I am fond of music, especially classical music. I am sure London is the right place for lovers of music. First of all, there is the Royal Opera House, which is called Covent Garden. I am a regular visitor of the Albert Hall. Most of all I like our Promenade concerts. It's a specific concert where there are no seats. You are free to come and go when you want. The Proms, as we call them, are extremely popular.



**b) Prove that London is a great attraction for thousands of people with different interests.**

**3 Work in groups and see how well you know London's places of interest. Answer the questions.**

- 1 Where can you see the British Prime Minister?
- 2 Which building has got the memorials to many famous people?
- 3 What palace is the living place of the British Queen?
- 4 Where would you go to see beautiful paintings?
- 5 Which square in London is round?
- 6 What palace has got the famous clock tower?

**4 a) Read and say which of the places from the box (page 205) the Ukrainian travellers have visited.**

- They have taken photos of themselves with the Prime Minister and Michael Jackson.
- They have seen the Queen's crown.
- They have looked at the stars.
- They have seen the memorial to Christopher Wren.

# Lesson 2

Trafalgar Square, Piccadilly Circus, Tower Bridge, Westminster Palace, the Royal Observatory (Greenwich), Downing Street, Buckingham Palace, the Tower of London, Westminster Abbey, the British Museum, the National Gallery, Madame Tussaud's, St Paul's Cathedral, the London Eye

**b) Say which of the places they haven't visited yet.**

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

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

**6 a) Match the buildings with the cities they come from.**

Belfast    London    Cardiff    Edinburgh



1 City Hall



2 Edinburgh Castle



3 St Paul's Cathedral



4 Millennium Centre

**b) Listen to the information to check your answers.**



c) **Choose one of the factfiles below but don't tell anyone which one. Others will try to guess the name of the city asking questions.**

**Example:** *What's the population of the city?*

*What's the name of the river?*

*What famous buildings can you see there?*

*What can you do there? What festivals are there? Etc.*

### A London

**Population:** 9 million

**River:** the River Thames

**Famous buildings:**

Westminster, St Paul's Cathedral, the Gherkin

**Things to do:** visit museums and galleries, go on a river walk or boat trip, go to a West End show

**Festivals:** Notting Hill Carnival, Lord Mayor's Show

### B Edinburgh

**Population:** 525 000

**River:** the Water of Leith

**Famous buildings:** Edinburgh Castle, Scottish Parliament, the Old Town

**Things to do:** go shopping down the Royal Mile, walk to Arthur's Seat and the Royal Botanic Gardens

**Festivals:** Edinburgh International Art Festival

### C Cardiff

**Population:** 364 000

**River:** the River Taff

**Famous buildings:** Cardiff Castle, Llandaff Cathedral, the Millennium Centre and stadium

**Things to do:** visit Cardiff Bay, walk through Bute Park, visit Caerphilly Castle

**Festivals:** Cardiff Science Festival, Tafwyl

### D Belfast

**Population:** 288 000

**River:** the River Lagan

**Famous buildings:** City Hall, Grand Opera House, Linen Hall Library

**Things to do:** visit the Cathedral Quarter and the Titanic Quarter

**Festivals:** Cathedral Quarter Arts Festival, St Patrick's Day Parade

# Lesson 2

**7 Find information about Edinburgh (in guidebooks or on the Internet). Then ask and answer in pairs.**

- 1 Where does Edinburgh lie?
- 2 What is the 'old town' like?
- 3 Where is the modern town situated?
- 4 What famous people lived in Edinburgh?
- 5 What museums are there in Edinburgh?
- 6 What gives a special charm to the city?

## LISTENING



**1 a) Listen and name all the cities that are mentioned.**

**b) Listen again and complete the table in your notebook.**

city	famous for	what to do
1		
2		
3		

**2 a) Before listening about Birmingham, look through the words and get acquainted with some places of interest in this city (see page 208).**

### WORD LIST

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



**Birmingham Town Hall**



**The Queen's Arms Pub**



**Nelson Statue**



**Birmingham St Philip's Cathedral**



**Birmingham Crest**



**The Bullring is a major commercial area**



**The University of Birmingham**



**Centenary Square, Hall of Memory**



**b) Listen about Birmingham and find out how important the city is.**



**c) Listen again, then ask and answer the questions in pairs.**

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



# Lesson 2

3 a) Look at the photos and guess the name of the city you're going to listen about.



View of the River Clyde from Glasgow Bridge looking east



Museum of Religious Life & Art



Glasgow Crest



Museum of Transport



People's Palace



b) Look through the words, then listen to the text in which they are used.

cluster — група; to increase — збільшувати; to destroy — руйнувати; vehicle — транспортний засіб; to go wrong — іти не за планом; marine engine [mə'ri:n 'endʒɪn] — морський двигун.



c) **Listen again and make a list of 5 questions to ask your classmates about the city.**

d) **Work in small groups. Ask and answer your questions (from 'c'). Listen to check up your answers.**

**4 Role-play the situation in pairs.**

**A**, you've been to Birmingham / Glasgow / etc. Answer **B**'s questions.

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

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

## GRAMMAR



### PASSIVE VOICE REVISION

**1 Choose the correct passive form.**

- 1 The city (*is founded / was founded*) in the 18th century.
- 2 It (*is known / was known*) as an administrative regional centre 20 years ago.
- 3 Well-known resorts (*are located / were located*) in the south of the country now.
- 4 London (*is said / was said*) to be one of the most expensive cities in Europe.
- 5 Historically the town (*is first mentioned / was first mentioned*) in 1256.
- 6 For centuries it (*is ruined / was ruined*) repeatedly by foreign aggressors.
- 7 The city's treasures (*are restored / were restored*) by architects and men of art last century.
- 8 They say that New York (*is first seen / was first seen*) by an Italian navigator.

# Lesson 2

- 9 According to a Ukrainian tradition honoured guests *(are welcomed / were welcomed)* with bread and salt.
- 10 Yesterday I visited the museum which I *(was recommended / had been recommended)* to see before.

## 2 Circle the correct answer.

- a The film *(was made / made)* in Australia, but the story *(was taken place / took place)* in Africa. The story *(wrote / was written)* by one of the best American scriptwriters. The film *(was shown / showed)* to the journalists yesterday afternoon. Those who *(were seen / saw)* it liked it very much and *(were written / wrote)* very good reviews.
- b Ann *(got / was got)* a new bike for Christmas. This morning she *(was taken / took)* it to school and *(was left / left)* it in the schoolyard. When she came out of school, the bike *(went / was gone)*. *(Was it stolen? / Did it steal?)* Ann *(was shocked / shocked)*. The school head teacher *(informed / was informed)* about it and he *(called / was called)* the police. All the students *(questioned / were questioned)*. The next morning Ann *(found / was found)* the bike parked in front of her house. There was also a note saying, "Sorry, it *(borrowed / was borrowed)* only for a day."

## 3 Tom and Bob are comparing their answers from a general knowledge quiz. Use the words in brackets to make simple past passive negative and interrogative sentences. Look at the example:

- 1 "The pyramids were*n't built* *(build)* by the Greeks."  
"Who were they built by?"  
"The Egyptians."
- 2 "President Kennedy ... *(kill)* in New York."  
"Where ... he ... then?" "In Dallas."

- 3 “The Battle of Hastings ... (*fight*) in 1266.”  
 “When ... it ...?”  
 “In 1066.”
- 4 “Albert Einstein ... (*be born*) in the US.”  
 “Where ... he ...?”  
 “In Germany.”
- 5 “Penicillin ... (*discover*) by Charles Darwin.”  
 “Who ... it ... by?”  
 “Alexander Fleming.”
- 6 “The first step on the Moon ... (*make*) by Yuri Gagarin.”  
 “Who ... it ... by?”  
 “Neil Armstrong.”

**4 Fill in the sentences with the present passive or the past passive forms.**

- 1 The flag of the United Kingdom ... (*call*) the Union Jack.
- 2 Thanksgiving ... (*celebrate*) in November.
- 3 The Civil War ... (*fight*) between 1861 and 1865.
- 4 Bagpipes ... (*make*) of sheepskin.  
 They ... (*play*) in Scotland.
- 5 Abraham Lincoln ... (*shoot*) in the theatre.
- 6 The Declaration of Independence ... (*adopt*) on July 4th, 1776.
- 7 The Washington Monument ... (*dedicate*) to the first president of the USA.
- 8 The World Trade Center ... (*destroy*) in a terrorist attack on September 11th, 2001.
- 9 The Statue of Liberty ... (*give*) to the Americans by the French.
- 10 The Metropolitan Museum ... (*visit*) by millions of art lovers every year.
- 11 Australia ... (*call*) Down Under.
- 12 Ice hockey ... first ... (*play*) in Canada.
- 13 Computers and silicon chips ... (*produce*) in Silicon Valley.

# Lesson 2

- 14 The Republic of Ireland ... (*create*) in 1949.
- 15 Wool from Australia ... (*export*) to many countries all over the world.
- 16 The Olympic Games 2020 ... (*hold*) in Tokyo.

## SPEAKING



- 1 **Work in groups of three.**  
**Test yourselves and do the following quiz.**

- 1 **What is the name of the theatre where Shakespeare staged his plays?**
- 2 **Where does the daily ceremony of the Changing of the Guard take place?**
- 3 **What is the name of the clock in the clock tower of the Houses of Parliament?**
- 4 **Where is a huge Christmas tree decorated every Christmas?**
- 5 **Where are the statues and tombs of famous English writers situated?**
- 6 **What is the oldest of London's Royal Parks?**
- 7 **How many pence are there in one pound?**
- 8 **In Britain, cars are driven on the ... side of the road.**

LONDON MINI-QUIZ

2 In pairs, dramatise the dialogue. Then change the places and give right directions using the map of central London below.

### ASKING THE WAY

**Peter:** ... tell me the way to the British Museum, please?

**Passer-by:** Yes, certainly. Go straight along this road as far as the traffic lights, then turn left there...

**Peter:** ...

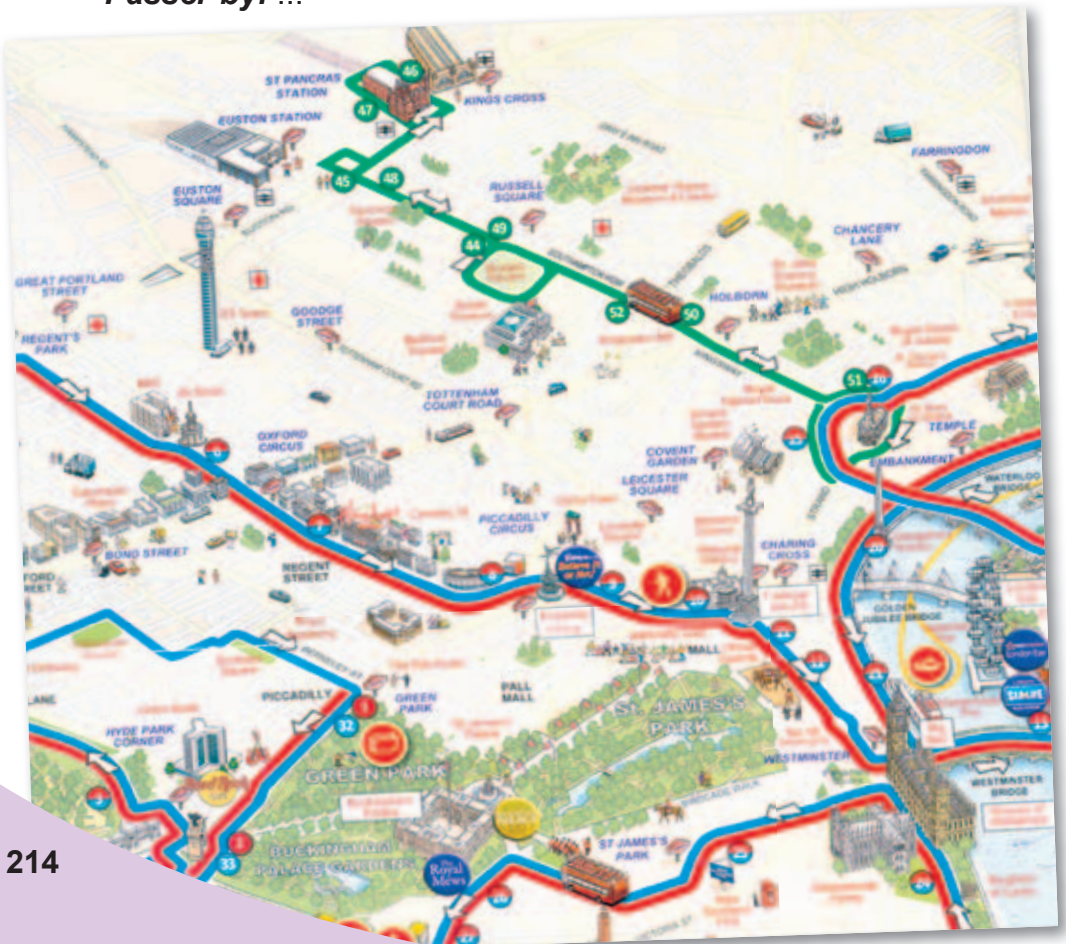
**Passer-by:** Oh, yes, you can get a bus or go by underground if you like.

**Peter:** ...

**Passer-by:** The bus stop's over there by the Wimpy Bar and you'll see the underground station a little way along on the right-hand side of the road.

**Peter:** ...

**Passer-by:** ...



# Lesson 2

3 *Imagine you've been to London.*

*Describe your sightseeing tour to your classmates.*

4 a) *Read the viewpoints. Find and underline the sentences which explain why the citizens are proud of their cities.*



**Birmingham** is an industrial city. It is the second largest city in Britain. It's also a centre of music and the arts. We are proud of the Art Gallery in the city.



**Liverpool** is a large industrial city in Britain. Besides, it is a centre of pop music. We are proud of the fact that Liverpool is known as the city where *The Beatles* started.



Yes, **Aberdeen** is the most important industrial centre of Scotland. It is the number one oil centre of Scotland. Besides, Aberdeen is a cultural centre, too. I'm proud of my city.

**Manchester** was known for its wool and cotton industries. Now the city is the cultural and financial centre of the north-west of England. I'm proud of our famous football team *Manchester United*.



b) *Sum up the facts and explain why the citizens are proud of Birmingham, Liverpool, Aberdeen and Manchester.*

*Use the scheme:*

First of all, ...	It is also ...
Besides, ...	That's why ...

**5 Work in groups. Think of the differences between London and the rest of England.**

**a) Brainstorm your ideas.**

**b) Choose the speaker and compare your ideas with other groups.**

**6 a) Read these adverts and find the places on the map of Great Britain.**

Being one of the world-beating attractions, it is a journey through the rich history **Oxford University** unfolds. The Oxford story is revealed here: the exhibition uses a careful synthesis of sound, vision and special effects to explore the rich history of the University.

Many famous Oxford graduates are vividly brought to life:

- the astronomer **Edmund Halley** can be seen discovering his famous comet in the 18th century;
- **Dr Johnson**, the celebrated tea drinker and lexicographer;
- **Christopher Wren**, architect of St Paul's Cathedral;
- writing under the pseudonym **Lewis Carroll**, a young Oxford maths don named Charles Dodgson;
- Many British Prime Ministers studied at Oxford and surprise, surprise, they studied here!

Decorated in the Chinese taste with an Indian exterior this **Regency Palace** is quite breathtaking.

The famous seaside residence was originally a farmhouse, but the transformation into its current Indian style was made by John Nash between 1815 and 1822.

Enter a fantasy world filled with mythical creatures, astonishing colours and superb craftsmanship including many original furnishing decorations.

Witness the extravagance of the Music Room.

Enjoy the delightful walled garden including the pets' cemetery and the 13th century parish church of St Peter.



# Lesson 2

b) **Make up a presentation of one of the places below. Speak about how these places are attractive (remarkable, impressive, enjoyable, etc.)**



## MUSEUM OF LONDON

150 London Wall, near St Paul's Cathedral

### Discover the story of the world's most vibrant city

Come and experience the story of London, told through eight permanent, world-class, free galleries. Tracing the history of the city from prehistoric times through to the present day, the Museum of London takes in Roman sculpture, medieval treasures, original Georgian costume and a fully recreated Victorian high street along the way! Located in the heart of the City, it's the perfect place to start any trip to the capital.

[museumoflondon.org.uk](http://museumoflondon.org.uk)

### Hampton Court Palace

Discover the magnificence of this former royal residence, once home to the flamboyant King Henry VIII. Marvel at the two distinct and contrasting Tudor and baroque architectural styles and soak up the atmosphere in 60 acres of stunning gardens.



## BOUGHTON

### Welcome

to Boughton House & Gardens, home since 1528 of the Montagu's and their descendants, the Dukes of Buccleuch and Queensberry. Boughton is one of the great treasure houses of Europe, housing part of the internationally renowned Buccleuch Collection and famed for its 18th century landscape gardens being painstakingly restored.

Along with the dedicated Boughton team my wife and I bid you the warmest of welcomes.

Duke of Buccleuch  
and Queensberry

## WRITING



- 1 **Choose one of the places of interest in the UK (museum, castle, palace, monument etc.) Using information make an advertisement for the place to attract visitors.**

# LOOK BACK!



**1** Listen about one of the countries of the UK and complete the sentences.



- |   |  |   |  |
|---|--|---|--|
| 1 | Wales lies on the ...                          | 5 | Wales has two official languages: ...      |
| 2 | It is well-known for its...                    | 6 | The Welsh like ...                         |
| 3 | Snowdonia National Park is the area around ... | 7 | On the national flag of Wales there is ... |
| 4 | Welsh is one of the ...                        |   |  |

**2 a) Read about the capital of Wales and say what places of interest attract your attention.**

## CARDIFF

It is a well-known fact that Cardiff is the capital of Wales. It lies near the mouth of the River Taff, which flows into the English Channel. The Romans first occupied this place in the late 50s AD, they built a fort there. In the 3rd-4th centuries they built a massive wall around it. Nowadays people can still observe its traces. When the Roman forces left Britain, all the people followed their example. Only 700 years later with the



# Lessons 1-2



**Cardiff University**



**Cardiff Bay**



**Cardiff Castle**

coming of the Normans, they came back to live there again.

For some people today Cardiff seems too Victorian, too formal and too dignified. But in fact it is not really so. Cardiff is a relaxed city with a thriving cultural life. The New Theatre of Cardiff performs all kinds of music and entertainment.

You won't see dirty docklands and provincial mediocrity in Cardiff. The Castle is the first thing that catches a visitor's eye. It is situated in the heart of the city and parkland and acres of greenery surround it. The Castle with its Roman foundation, medieval core and rich Victorian mansion presents itself as the best jewel in Cardiff's crown. Splendid neoclassical white-stoned architectural ensemble of the Civic Centre, the City Hall, National Museum, Law Courts and University buildings are wonderful sights of the city.

National Museum Cardiff contains a world-class collection of impressionist paintings, it is considered one of the greatest collections outside Paris and St. Petersburg.

**Cardiff**



**National Museum Cardiff**



Cardiff is quite an ancient town, but only in the 19th century did it become a centre of export trade in coal. The First and the Second World Wars stopped the demand for Welsh coal both at home and abroad, and the growth of the city almost stopped.

Cardiff today is not like what it was earlier. There are many shopping malls, Victorian shopping arcades, cafés, bistros and many places where one can taste the locally brewed beer.

Welcome to Cardiff!

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

**3 Read about Manchester, then ask and answer the questions after the text in pairs.**

### MANCHESTER

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

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

In the early 19th century Manchester became world-famous as



**Manchester  
Crest**



# Lessons 1-2

a manufacturing centre. Wool, silk and cotton were manufactured and vast numbers of working people worked 12 hour days in the mills. There were also a paper making industry and iron foundries. Manchester University was founded in 1903. The central library was built in 1934.



Manchester Ship Canal

Today Manchester is a large city and it is situated in the north-west of England. It stands on the River Irwell, which is a tributary of the River Mersey. Manchester is one of the major ports in England. It was famous for its wool and cotton industries but now it is a financial and business centre. When Britain was an empire, Manchester was called Cottonopolis for its cotton mills.

Manchester can also be proud of its Business School, which is one of the best in Britain. Music industry is also developing in Manchester, many pop and rock bands play in nightclubs. Everybody knows Manchester's two football teams — Manchester United and Manchester City.

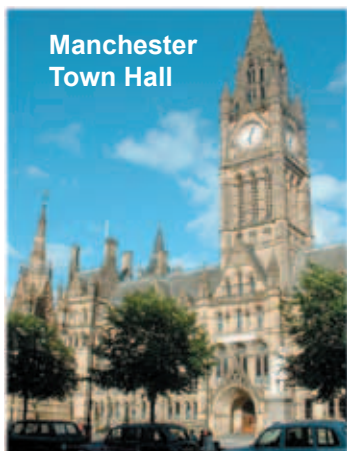
In general Manchester forms the opinion of a beautiful city, but unfortunately many of its old buildings were destroyed by the Irish Republican Army bombing in 1996. It was an illegal military organisation which wanted Northern Ireland to leave the UK and become part of the Irish Republic. In 1996 the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

**Manchester Metropolitan University**



**Civil Justice Centre**





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

**4 Role-play the situation in a group of three.**

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

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

**5 Find these towns / cities on the map on page 223.**

- a A city in the south-east of England, made famous by Chaucer's tales of medieval pilgrims.
- b The most northerly town shown on the map, which is a centre for mountaineering and winter sports.
- c The second largest city of Ireland and, since 1921, the capital of Northern Ireland.
- d About 80 km north-west of London, this town in the south of England is the home of the country's oldest university.
- e A small but well-known seaside resort in the north-east of England.
- f A busy little town in North Wales where for the first time in 1301 an English king's son was proclaimed the Prince of Wales.
- g England's second largest city in the Midlands. It is larger than Manchester or Nottingham.

# Lessons 1-2



## 6 Copy the map above, then read about the towns and add their names to it.

**Leeds** in West Yorkshire is a great commercial city, and its people are very proud of it. Some of the warehouses and factories which made it a wealthy city in the 18th and 19th centuries were destroyed during World War II, but recently many have been renovated and developed for commercial or residential use. There are now many new buildings, as well as important historical buildings in the city centre.

**Norwich** was one of the chief provincial cities of medieval England. When its walls were constructed (1197-1223), they enclosed almost a square mile, an area as big as that of the City of London. By that time it had become the capital of East Anglia. Its majestic cathedral and the narrow winding streets around it still remind the visitor of those ancient times.

**Durham.** Whatever travellers see or do not see in England, they must see this city, in the north-east, just south of Newcastle upon Tyne. No one can forget the sight of its cathedral and castle rising together on a steep hill overlooking a loop in the River Wear, which almost surrounds them. The cathedral itself is one of the great medieval buildings of Europe.

**Edinburgh** has long been the capital of Scotland. Edinburgh Castle is Edinburgh's principal building, dominating the city, perched on a rock over a hundred metres above sea level. Another

important building is the Palace of Holyroodhouse, founded by James IV around 1500. In between the castle and the palace is the Royal Mile, which was the centre of Edinburgh life before the 17th century and is fascinating to visit now.

**Liverpool**, a port in the north-west of England, has a quality that is not found in quite the same way anywhere else in England: the quality of grandeur. Liverpool has this grandeur in its site on the broad River Mersey (more than half a mile wide) with the houses rising above it; in its great dock buildings, its broad streets, and its two enormous cathedrals.

**Brighton** is a seaside resort on the English Channel. Only 50 miles (80 km) from London, it offers a good variety of lively entertainment. It is a cheerful place, bustling and crowded in the summer, but alive at every season of the year. Its royal pavilion is a masterpiece of eccentric English architecture.

**7 a) Look through the unit and complete the table with the missing information in your notebook.**

Country	Interesting sights	Things to see	Things to do
<i>England</i>			
<i>Scotland</i>			
<i>Northern Ireland</i>			
<i>Wales</i>			

**b) Report back to the class. While listening to your classmates, fill in the missing information about the countries of the UK that you haven't mentioned.**

**8 Role-play the situation in pairs.**

**A**, you're going to visit Britain. Ask **B** for recommendations on what places of interest are worth seeing there.

**B**, you have been to some British cities last summer.

You liked Edinburgh the most. Persuade **A** to visit the city.



# Lessons 1-2

9 a) *Work in pairs. Plan a day out in London, thinking about the famous places you'd like to visit and the sights to see. Share your ideas with other classmates.*

b) *Continue your presentation as a discussion with the whole class asking them for their feedback and for other interesting ideas.*

10 *Make a poster about one of the countries of the UK.*

## FILE FOR PROJECT

- 1 Split up in four groups. Each group chooses one country of the UK.
- 2 Find some information about the big cities of the country you've chosen.
- 3 Design your poster with the texts, photos and maps.
- 4 Display your poster in class and present the country.



**1 a) Guess the names of these Ukrainian cities / towns.**

- 1 The symbol of the city is the famous *Potemkin Stairs* on Prymorski Boulevard.
- 2 It is a health resort which is known for its medical water *Naftusia*.
- 3 The city lies on the right bank of the Desna River, approximately 150 km from Kyiv and is one of the oldest cities in Ukraine.
- 4 There is a museum *Pysanka* in this town of Ivano-Frankivsk region, that is the only museum in the world which exhibits the works of pysanka painting.
- 5 It is the town and district centre in Transcarpathian region which is known for its charming *Palanok Castle* of the 14-17th centuries.
- 6 *Khortytsia* is a historic site, the largest island in the Dnipro River that is located in this city.
- 7 It is the town in Chercasy region, where there is a unique park, built by Polish engineer L. Metzel at the request of Count S. Potocki and named in honour of his wife Sofia.

**b) Find these cities / towns on the map of Ukraine.**

**2 Read about one of the wonderful cities of Ukraine and using the map on page 230 try to find all the places mentioned.**

## LVIV — FLORENCE OF EASTERN EUROPE

765-year-old Lviv is one of the oldest cities in Ukraine and the most peculiar in its historical development. The city is situated on the hills of the Roztochya Natural Reserve where the main European watershed lies. For its geographical position and historical tradition Lviv was meant to play a significant part in the life of Central and Eastern Europe.

Lviv with its over 700 000 inhabitants, mostly Ukrainians, occupies the territory of nearly 150 sq km. The city is an important trade, educational, scientific and cultural centre. Foreign investment



into this region is growing rapidly. Modern Lviv is a stunning urban panorama, splendid mix of different national traditions, hectic business life and open-hearted hospitality.

### SIGHTS OF LVIV

The uniqueness of the city was formed under the influence of Mediterranean humanism between East and West. In 1998 the central part of Lviv was included into the UNESCO List of the World Heritage Sites. Lviv boasts about 2000 historical, architectural and cultural monuments. The city centre is located in a place which is picturesquely surrounded by seven hills. Architectural masterpieces are framed by fresh greenery of the numerous parks. The inimitable architectural landscape of Lviv

**Lviv and the High Castle**



reflects the wise face of the past, which is also concentrated in priceless exhibits of the museums and libraries. All this together with the enchanting atmosphere has made Lviv an important centre of international tourism.

Lviv offers a wide range of entertainment to its guests. Theatres and the Opera House in particular, galleries and concert halls, the big circus, night and art clubs, swimming pools and tennis courts attract tourists.

### THE PRINCE'S CITY

On the top point (413 m) of Lviv, in the 13th century Prince Danylo of Halych built a castle for his son Leo, who gave his name to the city. Pidzamche is the area under the hill with some old buildings. Among them, the 13th-century St John the Baptist Church and St Nicholas Church, Neo-Roman St Mary of Snow Cathedral (14th century) and Renaissance Ensemble of the Benedictine Nunnery (1597).

The Ensemble of Greek Catholic St George's Cathedral, the masterpiece of Rococo style, built by B. Meretyyn in the 18th century is adorned with the sculptures of the outstanding master Joseph Pinsel.

### THE HEART OF OLD LVIV

Walking the narrow paved streets of Lviv, you come across the grey-haired Past everywhere. In the heart of old Lviv there are plenty of houses, which are worth your attention. First of all, it is



**Lviv Opera House**



**Lviv St George Cathedral**

the ensemble of Rynok Square with the Town Hall and 44 buildings, among which there are the Blackstone Palace, the Venetian House and the marvellous Royal Palace (today the History Museum) with its Italian Courtyard. You cannot fail to visit the Pharmacy Museum (2 Drukarska St) which was founded in 1735. Here you can taste a healing ‘iron wine’ made according to the ancient recipe.

Teatralna Street leads to the Theatre of Stanislav Skarbek (today named after M. Zankovetska) which is built in the style of Classicism. Nearby you can enjoy the view of the Jesuit Cathedral (17th century), Natural History Museum, People’s House (behind the statues of Venus and Mars). Next to it lies Ivan Pidcova Square with a former guardhouse. Where Halytska Street crosses Cathedral Square you will admire an architectural pearl of the early 17th century – The Boim Chapel. The facade and interior will impress you with filigree stone carving. Rynok Square is fringed with picturesque little streets, each with its own peculiar atmosphere.

Lviv is a city of temples. Over 80 beautiful domes and towers of sacral buildings dominate the panorama of Lviv from the High Castle. The most fascinating ones are concentrated in the city centre. Various styles and building traditions blend into the harmonious mixture of Byzantine, Roman and Gothic as well as Renaissance, Baroque and Classicism. The Lvivians

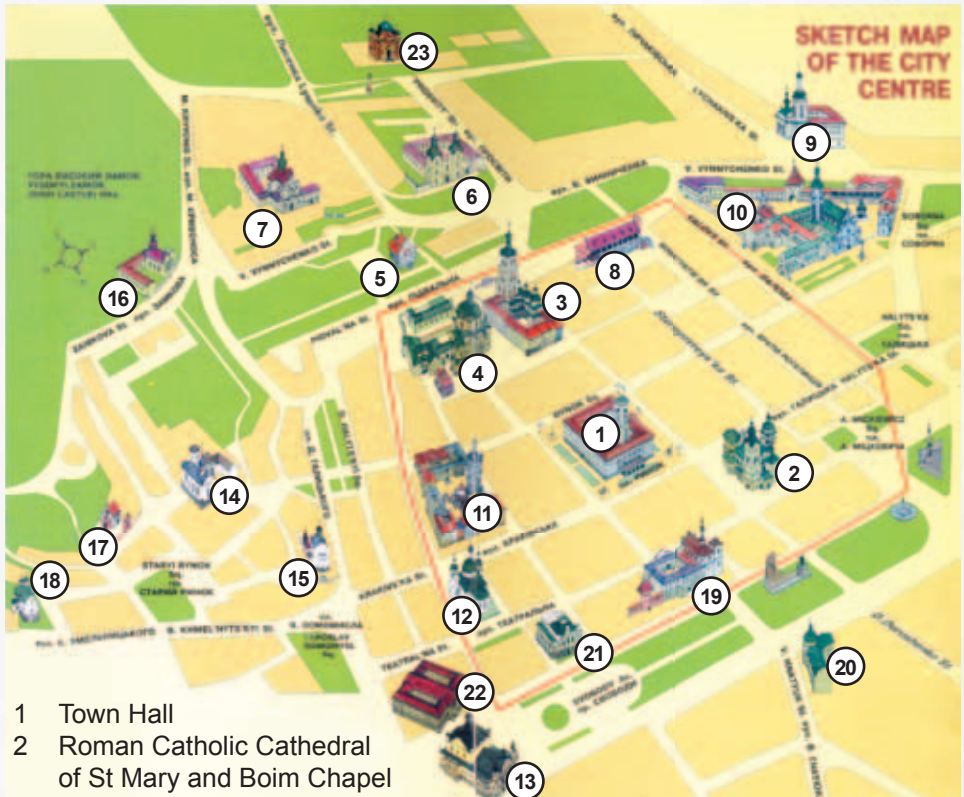


**Lviv History Museum**



**Lviv M. Zankovetska Theatre**

always demonstrated ethnic and religious tolerance. Different Christian churches co-exist in Lviv: Orthodox, Roman Catholic, Greek Catholic, Protestant and Armenian. There are synagogues for the Jewish community.



- |    |   |    |  |
|----|---|----|--|
| 1  | Town Hall   | 14 | Benedictine Church<br>(Church of All Saints)                     |
| 2  | Roman Catholic Cathedral<br>of St Mary and Boim Chapel            | 15 | Church of Mother of God of<br>Unfailing Help                     |
| 3  | Ensemble of the Assumption<br>Church                              | 16 | Former Church of St Casimir                                      |
| 4  | Church of the Dominicans<br>(Museum of History of Religion)       | 17 | Church of St John the Baptist<br>(Museum of Lviv Ancient Relics) |
| 5  | Gunpowder Tower   | 18 | Church of St Nicholas  |
| 6  | Church of St Michael  | 19 | Former Church and Collegium<br>of the Jesuits                    |
| 7  | Church of Purification  | 20 | Museum of Ethnography  |
| 8  | Town Arsenal  | 21 | National Museum  |
| 9  | Church of the Poor Clares (Museum<br>of Sacral Baroque Sculpture) | 22 | M. Zankovetska Theatre   |
| 10 | Ensemble of the Bernardine<br>Monastery and Church                | 23 | Church of St George  |
| 11 | Armenian Cathedral  |    |  |
| 12 | Church of the Transfiguration                                     |    |  |
| 13 | Opera House   |    |  |

## THE CAPITAL OF GALICIA

Next to the old city centre there is another one, which was formed in the 19th – at the beginning of the 20th century. It is built mainly along Shevchenko Avenue, A. Mickiewicz Square and Liberty Avenue. The Lvivians like to go for a walk there. This part of the city is unforgettably beautiful because of the houses built in the style of Art Nouveau and Historism – the George Hotel, the Ethnographic Museum, the National Museum and the others.

Liberty Avenue in the south direction is crowned with the marvellous Opera House built in 1900, with a dense sculptural-painting decor and a well-known curtain “Parnasus” by H. Siemiradzki. The imposing buildings of the new city centre were created in the Austrian epoch, when Lviv, as ‘heart and mind’ of the autonomous Galicia was living through the hectic technological development. Near the central avenues you can see other exciting civil and dwelling houses. The Potocki Palace looks as if it was transferred here from the banks of the River Loire or Seine. Copernicus Street leads to the classical buildings – the Library named after V. Stefanyk.

The Park named after Franko is near the Central Post Office and the square in front of the park is occupied by the solemn building of the National University (former Parliament of Galicia). Your eye can catch the wonderful building of the Opera House, too.



**Lychakiv Cemetery**



**A. Mickiewicz Square**

Lviv is rich in valuable museum collections with rare ancient objects, masterpieces of the Ukrainian and West European fine arts, personal belongings of famous historic figures, ancient icons and sculptures. Lychakiv Cemetery is a museum in the open. It preserves memorial plastic art of the late 18-20th centuries. Here lie the bodies of many outstanding Lvivians – politicians, scholars and artists.

## SPEND YOUR TIME IN LVIV

You'll meet sincere and polite people in Lviv and will be pleased with good service. Comfortable hotels, tourist agencies with highly-skilled guides, stylish restaurants with unique dishes of Ukrainian, European and Asian cuisine guarantee an excellent and enjoyable stay in the city.



### 3 Choose the correct item.

- 1 The uniqueness of the city was formed ... Mediterranean humanism between East and West.  
a) *due to* b) *under the influence of* c) *with the help of*
- 2 In the heart of old Lviv there are plenty of houses, which are ...  
a) *worth your attention* b) *founded in 1735* c) *named after the famous Lvivians*
- 3 Prince Danylo of Halych built ...  
a) *a marvellous royal palace* b) *solemn building of the National University* c) *a castle for his son Leo*



- 4 The theatre named after M. Zankovetska is built in the style of ...  
a) *Renaissance* b) *Classicism* c) *Rococo*
- 5 The city centre is located in a place which is picturesquely surrounded by ...  
a) *seven hills* b) *plenty of houses*  
c) *different Christian churches*
- 6 Over 80 beautiful domes and towers of sacral buildings can be seen from ...  
a) *Rynok Square* b) *St George's Cathedral*  
c) *the High Castle*
- 7 In the Pharmacy Museum, which was founded in 1735, you can taste some ...  
a) *dishes of Ukrainian cuisine* b) *European wines* c) *'iron wine'*
- 8 Liberty Avenue in the south direction is crowned with the marvellous ...  
a) *curtain "Parnasus" by H. Siemiradzki* b) *Opera House*  
c) *solemn building of the National University*
- 9 Lychakiv Cemetery is ...  
a) *a museum in the open* b) *a place for the Jewish community*  
c) *a place built in the Austrian period*
- 10 ... guarantees an enjoyable stay in the city.  
a) *Technological development* b) *Historical development*  
c) *Good service*

**4 Role-play the situation in pairs.**

**A**, you've just arrived in Lviv. You come to a tourist agency to choose an excursion.

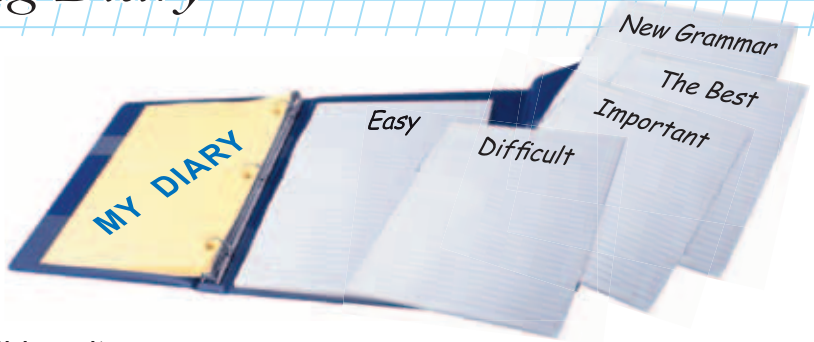
**B**, you're a travel agent. Give some information about the city and tell **A** about different sightseeing tours around Lviv.

**5 Prepare a guide for the town or city where you live.**

**Include the following information:**

how to get there	where to stay	what to see
what to do	what to eat	what to buy

# My Learning Diary



The topics of this unit are .....

I find this unit *very easy* / *quite easy* / *quite difficult* / *very difficult*.  
(Underline what is true for you.)

I think that the most important thing I have learnt is .....

The most difficult thing for me was .....

The things that I enjoyed most in the Unit were .....

The things that I didn't enjoy were .....

The ways I used working with the Unit were .....

My favourite activities / tasks were .....

The new grammar I have learnt in the Unit is .....

The best lesson I had in my English class was .....

The things that are easy to read about are .....

# Lessons 1–2

The things that are easy to listen to .....

The things that are easy to talk about .....

The things that are easy to write about .....

The things that are difficult to read about .....

The things that are difficult to listen to .....

The things that are difficult to talk about .....

The things that are difficult to write about .....

Three things I would like to remember from this unit are .....

..... because .....

I would like to improve *my pronunciation / spelling / vocabulary / grammar / fluency*. (Underline what is true for you.)




The things that I would like to learn are .....



**You have finished the unit. Say how you feel about it. Are there any things which you don't understand very well and would like to study again?**

# My Learning Diary

**After the unit I can:**

NOW I CAN			
● name the countries of the UK, their capitals and big cities			
● name famous places and landmarks of Great Britain			
● ask and answer about the UK symbols and stereotypes			
● read fact files to compare different countries / cities			
● listen about and understand people and their life in the UK			
● exchange information about a country / city			
● do a general knowledge quiz about a country / city			
● express my impressions of a place in the UK			
● make a report about life and traditions of a country			
● give directions using the map of a city			
● describe a sightseeing tour			
● write an advertisement for a place of interest			
● make a guide for a town / city			
<b>MY WORK</b>			

*Congratulations! You've reached the end of the book.*

- Which pages did you like best?
- Which pages didn't you like?
- Has your English got any better?
- Can you remember your first lesson of this school year?
- Have you changed after the course of the year?
- Can you remember a time when you had a good laugh during the course of this year?

*Tomorrow is the first day of the rest of your life, so ENJOY!*

# Appendix

## SELF-ASSESSMENT GRID

(according to the European Language Framework)

	listening	reading
<b>B2</b>	I can understand extended speech and lectures and follow even complex lines of argument provided if the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
<b>B1+</b>	I can understand speech with requests and problems explanations. I can understand contents of conversations, discussions, lectures and reports on familiar topics, although cannot recognise some phrases and expressions.	I can understand simple familiar information in letters, leaflets, directions, newspaper articles. I can understand the gist of specialised simple structured texts within my own field.
<b>B1</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
<b>A2+</b>	I can understand everyday speech when the delivery is standard and clear. I can understand the main point of TV shows, films, where visual reception plays important role. I can understand the gist of short lectures, familiar stories, when speech is relatively slow and clear.	I can read simple texts about things I'm interested in, leaflets, short official documents, simple and clear instructions, short descriptions of events.
<b>A2</b>	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
<b>A1+</b>	I can understand and follow simple directions. I can understand simple questions concerning my experience, as well as simple everyday dialogues, supported with mimic and gestures.	I can understand simple illustrated texts, guides, game directions, instruction for the use of familiar things. I can find relevant information in simple and familiar texts.
<b>A1</b>	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.

spoken interaction	spoken production
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
I can hold a conversation on familiar topics without delays and pauses, using simple language tools. I can explain my attitude and respond to the questions. I can summarise and synthesise information.	I can talk about my own experience, describe my attitude to the events. I can make short presentations and reports, followed by my comments and conclusions.
I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
I can exchange opinions and information on familiar topics in predicted everyday situations. I can ask another person to help when I need it.	I can express myself in monologue to talk about my feelings, everyday aspects of my environment (people, local area, study) using simple language tools.
I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent school.
I can greet other people and introduce myself. I can respond to the greeting and ask how someone feels. I can order food and drinks. I can do everyday shopping.	I can express myself with simple connected sentences to give a short simple description of myself and my environment. I can talk about what I can see in a picture and describe other people.
I can interact in a simple way if the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.

# Appendix

	writing
<b>B2</b>	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
<b>B1+</b>	I can write short reports and explanations with simple structure within field of my direct charge. I can write simple clearly structured texts, make a summary, argumentation of my doing or views.
<b>B1</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
<b>A2+</b>	I can write short simple texts, create messages to describe the topic, problem, etc. I can describe my dreams, hopes and expectations.
<b>A2</b>	I can write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something.
<b>A1+</b>	I can copy words, sentences without mistakes, write names of countries, buildings and food. I can write short connected paragraph about myself, my place and my family.
<b>A1</b>	I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality and address on a hotel registration form.

Council of Europe




COMMON  
EUROPEAN  
FRAMEWORK



# YOUR WRITING GUIDE

## INFORMAL LETTER



<p><b>YOUR ADDRESS</b></p> <ul style="list-style-type: none"><li>● Street number and name</li><li>● Town/City and postcode</li><li>● Country, if foreign</li><li>● Date</li></ul>	<p><i>Flat 2 16 Zelena Street Lviv, 79000 Ukraine 4th December 20_____</i></p>
<p><b>GREETINGS</b></p> <ul style="list-style-type: none"><li>● Greet your friend</li></ul> <p><i>Hi, Dear (+ name) How are you...?</i></p>	<p><i>Dear John,</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>MAIN BODY</b></p> <ul style="list-style-type: none"><li>● Give your reasons for writing</li></ul> <p><i>Thanks for your... I writing to let you know about... By the way... Actually... In fact...</i></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>ENDING</b></p> <ul style="list-style-type: none"><li>● End your letter in a friendly way</li></ul> <p><i>Hope to hear from you soon. Love, Lots of love, Bye for now...</i></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>SIGN YOUR NAME</b></p>	<p><i>Love, / Your friend, Victor</i></p>

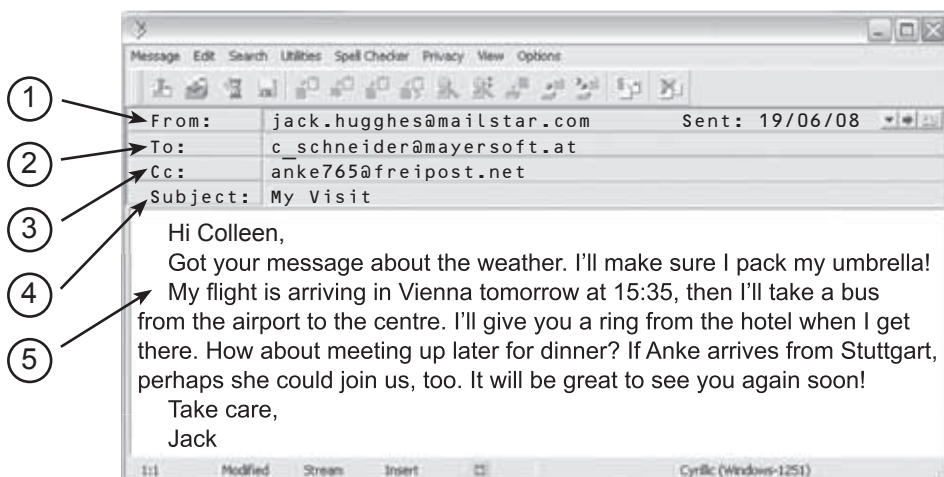
- 1 An informal letter should be chatty and full of news.
- 2 Imagine you're talking to your reader — ask how they are.
- 3 Ask the reader to reply to you.



# Appendix

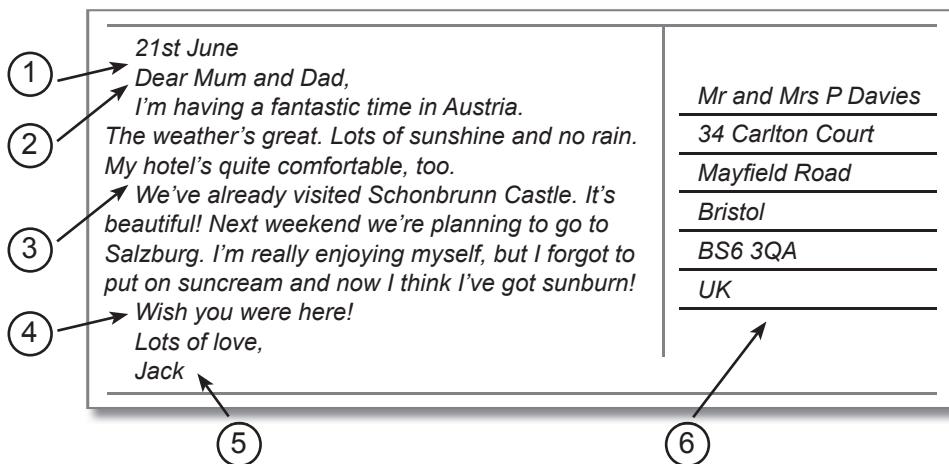
## WRITING AN EMAIL

- 1 The computer includes your email address and the date automatically.
- 2 Write the email address of the person you're writing to.
- 3 Write the address of the people you would like to send a copy of the letter to.
- 4 Choose a subject.
- 5 Write the message like a short informal letter or a personal note.



## WRITING A POSTCARD

- 1 Put the date at the top. (You can leave this out.)
- 2 Write Dear and the name of the person you're writing to.
- 3 Write your message. Use short forms (*I'll*, *it's*, *we're*) and short sentences.
- 4 Finish with a friendly phrase: *See you soon*, *Wish you were here!* (*Lots of*) *Love*. (to family members and close friends). *Best wishes*.
- 5 Sign your name. First name is usually enough.
- 6 Write the name and address of the person you're writing to.



## INVITATION

- Choose a title to give information about the event.
- Include all the key information: date, time and place.
- Also say:
  - if there is a dress code (do people have to wear certain clothes ?)
  - if the guests need to bring anything
  - if there is a charge (do people have to pay to enter?)
- Ask people to contact if it's necessary.

**HALLOWEEN PARTY!**

Please come to a fantastic fancy-dress party and celebrate Halloween with us on Saturday 28 October

From 7:30 p.m.  
at the Student Club (44 St Michael's Hill, Bristol).  
Fancy dress optimal, but recommended.  
Admission free, but bring some food and drink.

**Hope to see you there:**  
Mike and Janet

Contact us:  
(Janet Bonfire, 54 Charlotte Street,  
Bristol BS2 6ZX,  
phone 07986 135246)

## PARAGRAPH WRITING

The paragraph is created in the following ways:

- showing the relationships between the ideas with words like: *because, for example, and, also, besides;*
- using pronouns to replace repeated nouns;
- leaving out the second subject when two verbs have the same subject.

Compare:

### Separate sentences

Red is a very powerful colour.  
Red creates an effect of excitement.  
Red is the most popular colour for sports cars.  
Red is used in warning signs to show danger.

### Paragraph

Red is a very powerful colour **because** it creates an effect of excitement. It is the most popular colour for sports cars, **for example, and is also** used in warning signs to show danger.

## AN ARTICLE

Are you writing an article? Follow this plan.

- Think about your reader. Who is your article for?
- First write down all your ideas — then organise them.
- Think of one key sentence for each paragraph and add more information.

### Paragraph 1

1. Attract the attention of your reader.
2. Introduce the topic of your article.

### Paragraph 2

3. Give the main information.

### Paragraph 3

4. Add extra information.

### Paragraph 4

5. Summarise and give your opinion.

# Appendix

## AN ADVERT FOR A GADGET

### Title

For example, *Save Time and Energy*

### The problem and the solution

**What problems does the gadget solve?** *Do you ever feel tired when your dog wants to go for a walk?*

**What does it do?** Here is the perfect solution to all your problems. The K9 exercises your dog in your own home.

### The advantages

**Give information about the design/materials/uses/ convenience/etc.**

*It is made of good quality plastic and has an attractive, modern design. The dogwalker has a reliable electric motor plus a small computer.*

### The price /how you can get it

*The dogwalker isn't expensive either. It is a bargain at only £39.99!  
Contact: Cantek Products, Whitclijfe Cottage, Orleton, NrAshford, Kent.*

## A DESCRIPTION

Are you writing a description? Follow this plan.

- Imagine who will read your description and what information will interest them.
- Think of at least key words or phrases to describe the person.
- Describe one feature in each paragraph and add extra information.

### Paragraph 1

1. Introduce the person you are going to describe.

### Paragraph 2

2. Describe one key feature.
3. Add extra information.

### Paragraph 3

4. Describe what is special about that person.

### Paragraph 4

5. Finish with a personal opinion.

## A STORY

Are you writing a story? Follow this plan.

- Give your story a clear beginning, middle and end.
- Think of key words to describe places / feelings, etc.
- Write three paragraphs.

**Paragraph 1** 1. Set the scene. Say where you were and what you were doing.  
2. Describe how you felt.

**Paragraph 2** 3. Describe the place and give some background information.

**Paragraph 3** 4. Describe the main event and the outcome.

## A REVIEW

Are you writing a review? Follow this plan.

- Think about your reader. Who is your review for?
- Use descriptive language and sound enthusiastic.
- Write four paragraphs.

**Paragraph 1** 1. Say what you are reviewing.  
2. Explain why you chose to review it.

**Paragraph 2** 3. Describe the main characters of the book / film or the object of the game.

**Paragraph 3** 4. Describe the story / game.

**Paragraph 4** 5. Give your personal opinion and recommendation.

## A REPORT

Are you writing a report? Follow this plan.

- Think about your reader. Who is your report for? Reports are usually for teachers / parents / somebody official.
- Use formal language and a clear structure.
- Write four paragraphs.

**Paragraph 1** 1. Say what the report is about.

**Paragraph 2** 2. Explain the advantages of the first idea.  
3. Explain the consequences / result of the first idea.

**Paragraph 3** 4. Introduce an alternative idea and explain the advantages.  
5. Explain the consequences / result of an alternative idea.

**Paragraph 4** 6. Summarise your arguments, give extra information.  
7. Make your personal recommendation.

## AN INTERNET PAGE

### 1 Introduction

**Give information about location, character, population and history.**

*Vancouver is an attractive city located on the Pacific Coast of Canada in the province of British Columbia. It is a multicultural city of over half a million. It was founded in 1862 and its original name was 'Gas Town'.*

### 2 Sightseeing

**Recommend places to visit and the local landscape.**

*There are many places worth visiting like Stanley Park and the Vancouver Aquarium. An interesting place to visit is the Gallery of Tribal Art.*

### 3 Leisure

**Give information about sports, tourism and going out.** *There are many things to do in Vancouver and it is a great place for sailing. You can also watch some ice hockey, the city's main sport. As well as that, there are many places to visit outside the city like Victoria Island and the Rocky Mountains.*

## GRAMMAR

## REFERENCE

### (Граматичний словник)

#### ARTICLES

#### A/AN — THE INDEFINITE ARTICLE

use	example
We use <b>a</b> before a consonant and <b>an</b> before a vowel. But it depends on the pronunciation of the following word, not the spelling.	<b>a</b> cat <b>an</b> elephant <b>a</b> uniform <b>an</b> interesting story <b>a</b> one-day trip <b>an</b> hour
We use <b>a</b> / <b>an</b> only with singular countable nouns.	<b>a</b> pencil <b>an</b> orange
We use <b>a</b> / <b>an</b> with jobs.	She's <b>a</b> nurse.            He's <b>an</b> engineer.
We use <b>a</b> / <b>an</b> when we are talking about a person or thing for the first time.	We saw <b>a</b> girl with <b>a</b> dog.
We use <b>the</b> when we talk about it again.	<b>The</b> girl was very little and <b>the</b> dog was big.
We use <b>a</b> in some expressions when it means 'every'.	once <b>a</b> day (once every day) twice <b>a</b> year three times <b>a</b> week, etc.
We use <b>a</b> in some expressions of quantity.	<b>a</b> lot of people <b>a</b> few questions <b>a</b> number of students
We use <b>a</b> in some fixed expressions.	have <b>a</b> cold                have (take) <b>a</b> bath /shower have <b>a</b> headache        sleep like <b>a</b> log take <b>a</b> picture            go for <b>a</b> walk, etc.

#### THE — THE DEFINITE ARTICLE

*The* means 'you know which one/ones I mean'.

It can be used before any noun, singular or plural.

use	example
We use <b>the</b> when we talk about something that has been mentioned before.	I bought a shirt and a sweater. <b>The</b> shirt is red and <b>the</b> sweater is blue.
We use <b>the</b> when it is clear what we mean.	Open <b>the</b> door! (You can see which one.) Turn on <b>the</b> TV!

use	example
We use <b>the</b> with persons or things that are unique (there's only one).	When I was in Rome I saw <b>the</b> Pope. Don't sit in <b>the</b> sun. It's too hot.
We use <b>the</b> with some time expressions.	in <b>the</b> evening            in <b>the</b> morning in <b>the</b> afternoon        at <b>the</b> weekend
We use <b>the</b> with musical instruments.	Can you play <b>the</b> piano?
We use <b>the</b> with superlatives and ordinal numbers.	She's <b>the</b> fastest runner in our class but today I was <b>the</b> first to finish <b>the</b> race.
We use <b>the</b> with some names. a) with the names of rivers, seas and oceans b) with the names of groups of islands and mountain ranges c) with the names of countries that include a union, a republic or a kingdom d) with the names of hotels, cinemas, theatres, museums and buildings e) with family names in the plural	<b>the</b> Amazon <b>the</b> Black Sea <b>the</b> Pacific Ocean <b>the</b> Bahamas <b>the</b> Alps  <b>the</b> United States <b>the</b> United Kingdom <b>the</b> Republic of Croatia <b>But:</b> Croatia, England, Canada <b>the</b> Hilton <b>the</b> Broadway Cinema <b>the</b> National Theatre <b>the</b> Science Museum <b>the</b> Empire State Building <b>The</b> Greens are coming to dinner tonight.
We use <b>the</b> in some fixed expressions.	listen to <b>the</b> radio <b>But:</b> watch TV go to <b>the</b> cinema        go to the theatre go to <b>the</b> doctor's       go to the dentist's call <b>the</b> police live at <b>the</b> seaside, live in <b>the</b> country on <b>the</b> left, on <b>the</b> right, in <b>the</b> middle, etc.

### NO ARTICLE

There are a number of situations when we use **no article**.

use	example
We use no article with the names of people.	This is Paul Smith.
In general, we use no article with the names of continents, countries and cities.	He's from London. Brazil is a country in South America.
We use no article with the names of streets, squares, parks and bridges.	Tower Bridge, Hyde Park, Trafalgar Square and Oxford Street are all in London.
We use no article with the names of lakes, islands and mountains in the singular.	Lake Michigan is in the States. Ben Nevis is a mountain in Scotland.
We use no article with the names of languages, school subjects, sports and games.	Can you speak French? History is my favourite subject. He loves football and chess.

# Appendix

use	example
We use no article with the names of the days and months.	I'll see you on Monday. The course ends in June.
We use no article with the names of meals.	Let's have breakfast. What time is dinner? What time is supper?
We use no article in a number of common expressions.	go to school, go to work, go to church go home, at home go to prison / be in prison ( <i>as a prisoner</i> ) go to hospital / be in hospital ( <i>as a patient</i> ) go on holiday go to bed travel by car / by plane/ by bus/ by train come on foot fall in love, etc.

## COUNTABLE — UNCOUNTABLE NOUNS

**Countable** nouns are those that can be counted (one apple, two apples, etc.).

**Uncountable** nouns are those that cannot be counted (water, bread, etc.).

**Uncountable** nouns take a singular verb and are not used with *a/an*.

use	example
Groups of <b>uncountable nouns</b> include: <ul style="list-style-type: none"> <li>● mass nouns</li> <li>● subjects of study</li> <li>● sports</li> <li>● languages</li> <li>● diseases</li> <li>● natural phenomena</li> <li>● collective nouns</li> <li>● certain other nouns</li> </ul>	milk, sugar, wine, etc. Physics, History, Geography, etc. football, cricket, tennis Arabic, French, Chinese chickenpox, malaria, measles rain, snow, mist money, furniture, luggage accommodation, anger, luck

## SOME / ANY / NO & THEIR COMPOUNDS

**Some, any** and **no** are used with uncountable nouns and plural countable nouns:

*some water, some potatoes.*

use	example
<b>Some</b> and its compounds (somebody, someone, something, somewhere, etc.) are normally used in affirmative sentences.	There is <b>some</b> wine left in the bottle.

use	example
<b>Some</b> and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request.	Would you like <b>something</b> to drink?
<b>Any</b> and its compounds ( <b>anyone</b> , <b>anything</b> , etc.) are usually used in interrogative sentences.	Has <b>anyone</b> seen Jim today?
<b>Not any</b> is used in negative sentences.	There isn't <b>any</b> petrol in the tank.
<b>Any</b> and its compounds can also be used with negative words such as <b>without</b> , <b>never</b> , <b>rarely</b> .	I have never met anyone like him before.
When <b>any</b> and its compounds are used in affirmative sentences there is a difference in meaning.	You can do <b>anything</b> you like. <i>(it doesn't matter what)</i> <b>Anyone</b> could have done that. <i>(it doesn't matter who)</i>
<b>No</b> and its compounds can be used instead of <b>not any</b> in negative sentences.	Laura didn't say anything. (= She said <b>nothing</b> .) There wasn't <b>anybody</b> in the house. (= There was <b>nobody</b> in the house.)

**Note:** We use a singular verb with compounds of **some**, **any** and **no**.

*There is nothing they can do.*

### A FEW / FEW — A LITTLE / LITTLE

**A few** and **few** are used with plural countable nouns.

**A little** and **little** are used with uncountable nouns.

use	example
<b>A few</b> means 'not many, but enough'.	We have <b>a few</b> apples.
We can make an apple pie. <b>Few</b> means 'hardly any, almost none' and can be used with <b>very</b> for emphasis.	There were (very) <b>few</b> people queuing in the bank.
<b>A little</b> means 'not much, but enough'.	There is <b>a little</b> coffee left — would you like another cup?
<b>Little</b> means 'hardly any, almost none' and can be used with <b>very</b> for emphasis.	There is (very) <b>little</b> sugar left. I'll go and buy some.



# Appendix

## A LOT OF / LOTS OF — MUCH — MANY

use	example
<b>A lot of / lots of</b> are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The <b>of</b> is omitted when <b>a lot / lots</b> are not followed by a noun.	There are <b>a lot / lots</b> of oranges in the fridge. I can make some juice.
<b>Much</b> and <b>many</b> are usually used in negative or interrogative sentences. <b>Much</b> is used with uncountable nouns and <b>many</b> is used with plural countable nouns.	There aren't <b>many</b> parks in the centre of the city. Did you spend <b>much</b> money at the supermarket?
<b>How much</b> and <b>how many</b> are used in questions and negations. How much + uncountable noun → amount How many + countable noun → number	<b>How much</b> pepper shall I put in the soup? <b>How many</b> children do they have?
<b>Too much</b> is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed.	He couldn't sleep because the children were making <b>too much</b> noise.
<b>Too many</b> is used with plural countable nouns. It has the same negative meaning as too much.	It was very crowded. There were <b>too many people</b> there.
We use <b>many/much/some/any/most/(a) few/(a) little/several/one/two</b> , etc. + <b>of</b> followed by <b>the/that/this/these/those</b> and then a noun when talking about a specific group.	<b>Some of</b> the houses in that district are very expensive. ( <i>houses in that district</i> ) <b>But:</b> Some houses are very expensive. ( <i>houses in general</i> )

## PRONOUNS

PERSONAL PRONOUNS		POSSESSIVE PRONOUNS	ABSOLUTE PRONOUNS
SUBJECT	OBJECT	(used with a noun}	(used without a noun}
I	me	my book	It's mine.
You	you	your cap	It's yours.
He	him	his room	It's his.
She	her	her room	It's hers.
It	it	its tail	
We	us	our house	It's ours.
You	you	your dog	It's yours.
They	them	their car	It's theirs.

**PERSONAL PRONOUNS have two forms:**

subject form	object form
I have got a book. Where is Mary? Is <b>she</b> coming? Where is Bruno? <b>He</b> is late. <b>They</b> are lovely.	Give <b>me</b> the book, please. Tell <b>her</b> to come. We are waiting for <b>him</b> . We love <b>them</b> .

**WE USE POSSESSIVE AND ABSOLUTE PRONOUNS  
to show that something belongs to somebody.**

Possessive pronouns are followed by a noun.	Absolute pronouns are used without a noun.
<i>For example:</i> That isn't <b>my pencil</b> . Is this <b>your bag</b> ? This can't be <b>their cat</b> .	<b>Mine</b> is here. My bag is old and <b>yours</b> is new. <b>Theirs</b> is black and white.

**REFLEXIVE PRONOUNS**

use	example
Singular pronouns end in <b>-self</b> <b>myself</b> <b>yourself</b> <b>himself</b> <b>herself</b> <b>itself</b>	The plural forms end in <b>-selves</b> <b>ourselves</b> <b>yourselves</b> <b>themselves</b>
We use reflexive pronouns after the verb when the subject and the object are the same person.	I hurt <b>myself</b> when I fell down. She made <b>herself</b> a cup of coffee.

**Note:** We often use reflexive pronouns after: **behave, burn, control, cut, defend, enjoy, help, hurt, introduce, kill and teach.**

use	example
Reflexive pronouns are also used after a verb + preposition.	She spoke to herself. He looked at himself in the mirror. Take care of yourself. She did it by herself. (on her own)
Sometimes we use reflexive pronouns for emphasis.	Prince Charles himself painted the pictures.

# Appendix

## COMPARATIVES: ADJECTIVES

**use:** to compare two things, people, etc.

form	example
one-syllable adjectives: usually adjective + <b>-er (+ than)</b> one-syllable adjectives ending in a short vowel followed by a consonant: usually double the last consonant + <b>-er (+ than)</b> adjectives ending in -e: usually adjective + <b>-r (+ than)</b>	Drums are <b>louder</b> than violins.  Chillies are <b>hotter</b> than onions.  I think peaches are <b>nicer</b> than apples.
two-syllable adjectives ending in -y. usually change -y to <b>-ier (+ than)</b> most two-syllable adjectives and adjectives with three or more syllables: more + adjective (+ <i>than</i> )	Pete is <b>noisier</b> than Tom.  The Emperor Nero was <b>more famous</b> than the Emperor Tiberius.

### Notes:

- We use **as + adjective + as** to say that two people or things are the same.  
*Example:* He is **as** tall **as** his father.
- 'The film was not as/so interesting **as** the book' means the same as 'The book was more interesting than the film'.
- 'Lemons are **not as** big **as** oranges' means the same as 'Oranges are bigger than lemons'.

## SUPERLATIVES: ADJECTIVES

**use:** to compare three or more things, people, etc.

use	example
one-syllable adjectives: usually <b>the + adjective + -est</b> one-syllable adjectives ending in a short vowel followed by a consonant: usually <b>the + adjective</b> with last consonant doubled + <b>-est</b> adjectives ending in -e: usually <b>the + adjective + -st</b> two-syllable adjectives ending in -y. <b>the + adjective</b> with -y changed to <b>-iest</b> most two-syllable adjectives and adjectives with three or more syllables: <b>the most + adjective</b>	Are drums <b>the loudest</b> musical instrument? Chillies are <b>the hottest</b> vegetables.  I think peaches are <b>the nicest</b> fruit in the world. Pete is <b>the noisiest</b> boy in the school.  Nero was <b>the most famous</b> Roman emperor.

## IRREGULAR COMPARATIVES AND SUPERLATIVES: ADJECTIVES

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
much/many	more	the most
little	less	the least
old	older/elder	the oldest/eldest

## COMPARATIVES: ADVERBS

**use:** to compare two actions, etc

form	example
two-syllable adverbs: usually <b>more + adverb</b> adverbs with the same form as adjectives: <b>adverb + -er</b>	Sue speaks <b>more quietly</b> than Ted.  My grandmother lived <b>longer</b> than my grandfather.

## SUPERLATIVES: ADVERBS

**use:** to compare three or more actions, etc.

form	example
one-syllable adverbs: usually <b>the most + adverb</b> adverbs with the same form as adjectives: <b>the + adverb + -est</b>	Sue speaks <b>the most quietly</b> , My grandfather lived <b>the longest</b> in our family.

## THE VERB: PRESENT SIMPLE

form + I/You like pasta. He/She/It likes pasta. We/You/They like pasta,

– I/You don't like pasta. He/She/It doesn't like pasta. We/You/They don't like pasta.

? Do I/you like pasta? Does he/she/it like pasta? Do we/you/they like pasta?

The present simple is used to talk about things which happen or exist all the time, not just at the moment of speaking.

use	example
for repeated actions — often used with adverbs of frequency ( <i>e.g. always, often, sometimes, never</i> ) for general truths, facts and states	The postman always <b>delivers</b> the letters at 8:00 am.  Our bodies <b>contain</b> five litres of blood. She has four dogs. They <b>live</b> in the country.
for timetables and programmes (often made by someone else, not the speaker)	Lunch <b>is</b> at 1 pm.
for present actions in commentaries or stories	The horse Starlight <b>is</b> in the lead.

# Appendix

## PRESENT CONTINUOUS

form *be* + verb + *-ing* form

- + I am reading. You are reading. He/She/It is reading. We/You/They are reading.
- I am not reading. You are not reading. He/She/It is not reading. We/You/They are not reading.
- ? Am I reading? Are you reading? Is he/she/it reading? Are we/you/they reading?

use	example
for incomplete actions taking place at the moment of speaking for temporary situations in the present	I'm <b>talking</b> on the phone — I'll be finished soon. It's <b>raining</b> at the moment.
for changes taking place at the present time (sometimes used with <i>more and more</i> ) to express irritation (used with <i>always</i> ) for future arrangements (often used with adverbs of time, e.g. <i>tomorrow, this weekend</i> )	The weather <b>is getting</b> hot. Our teacher is always <b>giving</b> us extra homework! I'm <b>meeting</b> my friends at 6:00 pm.

## STATIC VERBS

Some verbs are usually used only in the Present Simple, not in the Present Continuous.

use	verbs	example
for talking about the senses	appear, feel, hear, see, seem, smell, sound, taste	You <b>seem</b> tired. That <b>smells</b> wonderful! He <b>sounds</b> annoyed.
for talking about thinking	agree, appear, believe, disagree, forget, imagine, know, prefer; promise, remember; realise, think, recognise, understand	He <b>thinks</b> she's happy. I <b>know</b> what you mean.
for talking about feeling	like, love, dislike, hate, want, wish	We <b>prefer</b> to walk.
for talking about possession	belong, have/have got, own, possess	I <b>love</b> Italian paintings. The coat <b>belongs</b> to that woman. He <b>has</b> a motorbike.
for situations which stay the same	be, contain, deserve, include, need	I <b>own</b> my car. The trees <b>are</b> tall. He <b>needs</b> a holiday.

## PAST SIMPLE

- form    regular: verb + -ed
- + I/You/He/She/It/We/You/They played football.
  - I/You/He/She/It/We/You/They did not play football.
  - ? Did I/you/he/she/it/we/you/they play football?
- irregular: e.g. shake/shook, make/made, think/thought

use	example
for repeated actions in the past for short, completed actions at a definite time in the past (sometimes the time is not mentioned but is understood) for telling stories in which one thing happened after another for completed situations in the past	We <b>walked</b> in the park every morning. We <b>left</b> at 6 pm.  She <b>said</b> goodbye, <b>opened</b> the door and <b>left</b> the house. My grandparents <b>lived</b> in Corfu for many years.

**Note:** *Adverbial expressions which we often use with the Past Simple include: at (four o'clock), on (2 July 2000), last week/month/year, in (1999), yesterday, on (Friday), ago.*

## PAST CONTINUOUS

- form    past tense of be + verb + *-ing form*
- + I was sleeping. You were sleeping. He/She/It was sleeping.  
We/You/They were sleeping.
  - I was not sleeping. You were not sleeping. He/She/It was not sleeping.  
We/You/They were not sleeping.
  - ? Was I sleeping? Were you sleeping? Was he/she/it sleeping?  
Were we/you/they sleeping?

use	example
for temporary, continuing situations in the past for background information about the weather; what people were doing or wearing for an action in the past which is interrupted by another	He <b>was standing</b> next to the window.  The children <b>were all wearing</b> new clothes.  The sun <b>was shining</b> as we drove along the coast.

## PRESENT PERFECT

- form    *have* + past participle
- + I/You have read *Persuasion*. He/She/It has read *Persuasion*.  
We/You/They have read *Persuasion*.
  - I/You have not read *Persuasion*. He/She/It has not read *Persuasion*.  
We/You/They have not read *Persuasion*.
  - ? Have I/you read *Persuasion*? Has he/she/it read *Persuasion*?  
Have we/you/they read *Persuasion*?

# Appendix

use	example
for recently completed actions (without a definite time) for recently completed actions (with <b>just</b> ) for actions in the past which are still important in the present for actions or situations which started in the past and continue up to the present (often used with <b>since, for</b> ) for past actions which refer to an unknown, incomplete timean (often used with <b>never, ever</b> ) with the superlative	I've <b>finished</b> my homework.  He <b>has</b> just <b>washed</b> the car. He <b>has painted</b> many wonderful pictures.  They <b>have walked</b> to school every day for two years. He <b>has lived</b> in this town since 1980. <b>Have</b> you ever <b>visited</b> Australia? He <b>has</b> never <b>been</b> in a plane.  This is the best holiday I've ever <b>had</b> .

## PAST PERFECT

form *had* + past participle

- + I/You/He/She/It/We/You/They had learnt to swim on holiday.
- I/You/He/She/It/We/You/They had not learnt to swim on holiday.
- ? Had I/you/he/she/it/we/you/they learnt to swim on holiday?

use	example
for a past event which happened before another past event to emphasise the order in which events occurred	They arrived at the cinema late and found <b>that</b> the film had already <b>begun</b> . We didn't eat dinner until we <b>had cleaned</b> the house.

## FUTURE SIMPLE

form *will* + infinitive without to

- + I/You/He/She/It/We/You/They will wait.
- I/You/He/She/It/We/You/They will not wait.
- ? Will I/you/he/she/it/we/you/they wait?

use	example
for decisions made at the time of speaking for predictions (often used with I believe/hope/think) for future facts for plans and arrangements	I'll answer the phone. I think it <b>will be</b> a cold winter this year.  Our school holidays <b>will start</b> in July. We'll <b>meet</b> you outside the cinema at 7:30.

### Notes

*Shall* is often used instead of *will* with *I*, especially in the interrogative, e.g. **Shall I wait here?**

## GOING TO

form *be + going to + infinitive without to*

- + I am going to fall. You are going to fall. He/She/It is going to fall.  
We/You/They are going to fall.
- I am not going to fall. You are not going to fall.  
He/She/It is not going to fall. We/You/They are not going to fall.
- ? Am I going to fall? Are you going to fall? Is he/she/it going to fall?  
Are we/you/they going to fall?

use	example
for intentions and plans made before the moment of speaking	I'm <b>going to study</b> English next year.
for predictions based on clear evidence	That baby <b>is going to fall!</b>

## MODAL VERBS

form modal + infinitive without 'to'

**Note:** *Modal verbs are: can, could, may, might, shall, will, should, would, ought to, must, have to*

use	example
to talk about possibility	It <b>may</b> be cold in Scotland, so pack a jumper.
to talk about probability	It <b>could</b> rain today. The plane <b>should</b> arrive about now.
to talk about near certainty	She's won the lottery — she <b>must</b> be excited!
to talk about negative certainty	This <b>can't</b> be the right road.
to talk about certainty	My birthday <b>will</b> be on a Tuesday this year.
to talk about obligation/necessity	He <b>has to</b> do his homework this evening. I <b>have to</b> write to my parents this week. You <b>ought to/should/must</b> take some exercise.
to talk about lack of obligation/necessity	You <b>don't have</b> to do the washing up. We <b>don't have</b> to pay to get into the museum.
to give advice	You <b>shouldn't</b> stay up so late every night.
to talk about permission	You <b>ought to</b> save a bit more money. Yes, you <b>can</b> go to town this afternoon. You <b>may</b> borrow my bike.
to talk about ability/inability	He <b>can't</b> do maths. I <b>could</b> bake a cake if I had the time.
to talk about prohibition	You <b>mustn't</b> walk on the grass in the park.



# Appendix

## FIRST CONDITIONAL

form conditional clause: *if* + present simple  
main clause: *will* + infinitive without 'to'

use	example
for future events which are likely to happen	If you <b>hurry</b> , you <b>will</b> catch your plane.

## THE PASSIVE

form *be* + past participle

The passive is formed by making the object of the active clause into the subject of the new clause.

use	example
Present Simple	They make this cheese in France. → This cheese <b>is made</b> in France.
Past Simple	They invented bungee jumping in New Zealand. → Bungee jumping <b>was invented</b> in New Zealand.
Present Continuous	They are decorating their house this week. → Their house <b>is being decorated</b> this week.
Past Continuous	She was feeding my cat at the weekend. → My cat <b>was being fed</b> at the weekend.
Present Perfect	They have produced chocolate for centuries. → Chocolate <b>has been produced</b> for centuries.
Past Perfect	He had caught the fish. → The fish <b>had been caught</b> .
Modal Verbs	Two people can move the piano. → The piano <b>can be moved</b> by two people.

use	example
when the person or thing doing the action is obvious or unimportant	The house <b>was built</b> in a month.
when the person or thing doing the action is not known	Stonehenge <b>was constructed</b> in about 3000 BC.
to describe how something is made or how it works	Glass <b>is made</b> from sand, soda and limestone.

### Note:

- We use *by* + person/thing when we want to emphasise who or what did something, e.g.  
*Hadrian's Wall was built by the Romans in the first century AD.*

## RELATIVE CLAUSES

pronoun	use	example
<b>who</b>	for people	People <b>who</b> live in glass houses shouldn't throw stones.
<b>whose</b>	possessive of <b>who</b>	<b>Whose</b> bicycle is this?
<b>which</b>	for things	The book <b>which</b> my brother gave me was really exciting.
<b>where</b>	for places	I saw the house <b>where</b> my mother was born.
<b>when</b>	for time	That was a time <b>when</b> he travelled a lot.
<b>why</b>	for reasons	I don't know <b>why</b> she is so annoyed.

### Note:

- Sometimes we can use *that* instead of *which*, e.g. *The book **that** my brother gave me is really exciting.*
- Commas are used in non-defining relative clauses which give extra or unessential information, e.g. *The book, **which** my brother gave me for my birthday, is really exciting.*
- No commas are used in defining relative clauses which give essential information, e.g. *This is the book **that/which** my brother gave me.*

## GERUNDS AND INFINITIVES

gerund (-ing form used as noun)	infinitive with to	infinitive without to
<p><b>Swimming</b> is good for you. I enjoy <b>swimming</b>.</p> <p>Common verbs and phrases followed by a gerund -ing form:  <i>admit, avoid, deny, can't help, do you mind?, consider, dislike, enjoy, feel like, finish, give up, imagine, mention, practise, risk, suggest</i></p>	<p>I <b>want to watch</b> TV this evening.</p> <p>Common verbs and phrases followed by an infinitive with to: <i>afford, agree, appear, arrange, ask, attempt, begin*, can't stand*, care, choose, consent, continue, decide, expect, fail, forget, happen, hate*, help, hesitate, hope, intend*, learn, like*, love*, manage, mean, offer, ought, prefer*, prepare, pretend, promise, refuse, regret*, remember*, seem, start*, swear, try*, want, wish</i></p>	<p>I <b>would rather play</b> tennis.</p> <p>Common verbs and phrases followed by an infinitive without to:  <i>can, could, may, might, must, shall, will, would rather</i></p>

**Note:** The verbs marked \* can be followed by either an infinitive with to or a gerund **-ing form**, but there may be a change in meaning.

# Appendix

## QUESTION TAGS

**Question tags** often follow sentences in speech and informal writing. We use them when we want to check if something is true.

use	example
This is a regular statement but if we are not sure, we can check by adding a question tag.	We are playing tennis this afternoon, <b>aren't we?</b>

The meaning of a question tag is: 'Is it true?' 'Do you agree?'

form	example
We make the question tag in the same way we make an ordinary question. It consists of an auxiliary + a pronoun. But when the main sentence is positive, the question tag is negative. When the main sentence is negative, the question tag is positive.	She is very nice, <b>isn't she?</b>  You don't know the answer, <b>do you?</b>

use	example
If there is only the verb be in the main sentence, we repeat it in the question tag.	It is a nice day, <b>isn't it?</b> Mrs Green wasn't at home, <b>was she?</b>

**But:** *I'm very late, aren't I?*

The question tag for *I'm* is **aren't I?**

use	example
If there is a modal auxiliary verb ( <i>can, could, must, should, will, would, etc.</i> ) in the main sentence, we repeat it in the question tag.	You can't understand me, <b>can you?</b> They should be here, <b>shouldn't they?</b> Peter could help us, <b>couldn't he?</b> You won't tell anyone, <b>will you?</b>
If there is an auxiliary verb ( <i>be, have, do</i> ) in the main sentence, we repeat it in the question tag.	She is doing well, <b>isn't she?</b> It was raining, <b>wasn't it?</b> You haven't seen Jack, <b>have you?</b> Your mum doesn't speak German, <b>does she?</b> She didn't lose the tickets, <b>did she?</b>
If there is no auxiliary verb in the main sentence, we use do in the question tag.	You play the piano, <b>don't you?</b> Tim gave you this book, <b>didn't he?</b>

## RULES FOR PUNCTUATION

### Capital Letters

A capital letter is used:

- to begin a sentence.  
*This is my father.*
  - for days of the week, months and public holidays.  
*Sunday, December, Christmas*
  - for names of people and places.  
*My teacher's name is Mary and she's from Cardiff, Wales.*
  - for people's titles.  
*Mr and Mrs Smith; Dr Stevens; Professor Brown; etc.*
  - for nationalities and languages.  
*They are Portuguese.*  
*He's fluent in Spanish and German.*
- Note:** The personal pronoun I is always a capital letter.  
*Tom and I are going to the park.*

### Full Stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation.  
*We're having a great time. There's so much to do here in Madrid.*

### Comma (,)

A comma is used:

- to separate words in a list.  
*We need milk, cheese, butter and orange juice.*
  - to separate a non-identifying relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause.  
*Anna, who is a singer, lives in Moscow.*
  - after certain linking words/phrases (e.g. in addition to this; for example, however, in conclusion, etc).  
*In addition to this, Tom is a generous person. ' '*
  - when if-clauses begin sentences.  
*If you take her advice, you won't get lost.*
- Note:** No comma is used, however, when the if-clause follows the main clause.
- to separate question tags from the rest of the sentence.  
*Ms Jones is your history teacher, isn't she?*

### Question Mark (?)

A question mark is used:

- to end a direct question.  
*What time is it?*

### Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc.  
*That's great! What a nice dress!*

# Appendix

## Quotation Marks (' ' " ")

Quotation marks are used:

- in direct speech to report the exact words someone said.  
*'We are leaving at 10 am,' said John.*  
*"How old are you?" he asked me.*

## Colon (:)

A colon is used:

- to introduce a list.  
*There were four of us on the boat: my mother, my father, my cousin Tony and me.*

## Brackets ( )

Brackets are used:

- to separate extra information from the rest of the sentence.  
*These days, you can buy popular newspapers*  
*(i.e. The New York Times, The Observer, etc) almost anywhere in the world.*

## Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out.  
*I'm (= I am) writing to tell you about...*  
*He left for Spain in the summer of '99. (=1999)*
- before or after the possessive -s to show ownership or the relationship between people.  
*Tim's house, my sister's husband* (singular noun + 's)  
*my parents' friends* (plural noun + ')  
*men's hats* (Irregular plural + 's)

# VOCABULARY

## (Словник)

### A

**abroad** [ə'brɔ:d] за кордоном; за кордон  
**absolutely** [ˌæbsə'lju:tli] цілком;  
безумовно; абсолютно  
**absorbing** [əb'sɔ:biŋ] захопливий  
**accept** [ək'sept] приймати  
**access** ['ækses] 1. *n.* доступ; 2. *v.* мати  
доступ, одержати доступ  
**according to** відповідно до, згідно з  
**accountant** [ə'kauntənt] бухгалтер  
**achieve** [ə'tʃi:v] досягати; домагатися  
**achievement** [ə'tʃi:vmənt] досягнення  
**acquaintance** [ə'kweintəns]  
1. *n.* знайомство; 2. *adj.* знайомий  
**acquire** [ə'kwaiə] набувати, здобувати;  
одержувати  
**act** [ækt] діяти; (*театр.*) виконувати  
(*роль*), грати  
**action film** бойовик  
**activity** [æk'tɪvɪti] діяльність  
**addict** ['ædɪkt] залежний  
**addiction** [ə'dɪkʃn] залежність,  
схильність; згубна звичка  
**adult** ['ædʌlt] дорослий  
**advance** [əd'vɑ:ns] просування вперед;  
успіх  
**advanced** [əd'vɑ:nst] передовий;  
прогресивний; вищий (*про курс*,  
*рівень*)  
**adventure** [əd'ventʃə] пригода  
**advert** ['ædvɜ:t] реклама  
**advertising** ['ædvətəɪzɪŋ] реклама  
**affect** [ə'fekt] впливати  
**afford** [ə'fɔ:d] мати змогу, бути  
спроможним; дозволяти собі  
**affordable** [ə'fɔ:dəbl] доступний за  
ціною  
**agency** ['eɪdʒənsi] агенція

#### Прийняті позначення:

*n.* = **noun** (іменник)

*v.* = **verb** (дієслово)

*adj.* = **adjective** (прикметник)

*adv.* = **adverb** (прислівник)

*prep.* = **preposition** (прийменник)

*pron.* = **pronoun** (займенник)

*conj.* = **conjunction** (сполучник)

**aid** [eɪd] допомога

**aim** [eɪm] прагнути; цілити(ся)

**aircraft** ['eəkra:ft] авіаційний

**alike** [ə'laɪk] схожий, подібний

**allow** [ə'laʊ] дозволяти

**along** [ə'lɒŋ] вздовж

**although** [ɔ:l'dəʊ] хоч

**amazing** [ə'meɪzɪŋ] дивовижний

**ambitious** [æm'bɪʃəs] честолюбний; що  
прагне (*чогось, до чогось*)

**amount** [ə'maʊnt] кількість

**amusing** [ə'mju:zɪŋ] кумедний; смішний

**anaesthetic** [ˌænəs'θetɪk] анестезія,  
наркоз

**ancient** ['eɪnʃənt] давній, древній

**announcer** [ə'naʊnsə] диктор

**annoying** [ə'nɔɪɪŋ] такий, що дратує

**annual** ['ænjʊəl] щорічний, річний

**antiquity** [æn'tɪkwəti] антикварна річ,  
антикваріат

**apology** [ə'pɒlədʒi] перепрошення,  
вибачення

**appeal** [ə'pi:l] 1. *n.* звернення; прохання;  
привабливість; 2. *v.* апелювати,  
звертатися із закликом; посилатися

**appearance** [ə'piərəns] зовнішній  
вигляд, зовнішність

**applaud** [ə'plɔ:d] аплодувати, плескати  
(*в долоні*)

**appliance** [ə'plaiəns] прилад, пристрій

**applicant** ['æplɪkənt] прохач; кандидат

# Appendix

**application** [ˌæplɪ'keɪʃn] заява; заявка

**apply** [ə'plai] застосовувати;

прикладати

**apply for a job** подавати заяву на  
працевлаштування

**appointment** [ə'pɔɪntmənt] призначення,  
зустріч

**appreciate** [ə'pri:ʃieɪt] оцінювати;  
цінувати

**appropriate** [ə'prəʊpriət] відповідний

**approximately** [ə'prɒksɪmətli] приблизно

**aptitude** [ˌæptɪtju:d] схильність;  
здібність

**area** [ˈeəriə] площа, ділянка; район

**argue** [ˈɑ:gju:] сперечатися;

аргументувати; переконувати

**arrange** [ə'reɪndʒ] упорядковувати;  
домовлятися

**art** [ɑ:t] мистецтво

**artist** [ˈɑ:tɪst] художник; митець, артист

**as a result** у результаті

**as far as I know** наскільки мені  
відомо...

**as much as possible** наскільки  
можливо

**as soon as** щойно, як тільки

**at ease** вільно

**at once** відразу

**at the bottom (of)** внизу (*чогось*)

**at the chemist's** в аптеці

**at the same time** тоді ж; у той самий  
час

**atmosphere** [ˌætməsfiə] атмосфера

**attend** [ə'tend] бути присутнім,  
відвідувати; приділяти увагу;  
піклуватися, турбуватися

**attitude** [ˌætɪtju:d] ставлення

**attract** [ə'trækt] приваблювати

**attractive** [ə'træktɪv] привабливий

**audience** [ˈɔ:diəns] аудиторія; публіка,  
слухачі

**author** [ˈɔ:θə] автор

**available** [ə'veɪləblɪ] наявний

**average** [ˈævərɪdʒ] 1. *n.* середнє число;  
2. *adj.* середній

**avoid** [ə'vɔɪd] уникати

**award** [ə'wɔ:d] 1. *n.* нагорода;

2. *v.* нагороджувати; присуджувати

**award the title** присуджувати титул

**awesome** [ˈɔ:səm] чудовий, неймовірний

## B

**babysitting** ['beɪbɪsɪtɪŋ] робота з догляду  
за дітьми

**background** ['bækgraʊnd] задній план,  
фон

**bagpipes** ['bæɡpaɪps] волинка

**bay** [beɪ] бухта

**be** [bi:] (**was/were, been**) бути; існувати

**be a waste of time** гаяти час

**be available** бути доступним,  
наявним

**be brought up** [brɔ:t] бути  
вихованим, виховуватись

**be buried** бути похованим

**be engaged in** бути зайнятим  
чимось

**be excited about smth** бути  
зворушеним / схвилюваним (*через  
щось*)

**be expert (on smth)** бути експертом  
(з *чогось*)

**be founded** бути заснованим

**be full of smth** бути наповненим  
(*чимось*)

**be in danger** перебувати у небезпеці

**be in trouble** бути в біді

**be involved in** бути вплутаним в,  
бути залученим до

**be off** вирушати, іти (*геть*)

**be on** бути увімкненим;  
демонструватися (*про фільм*)

**be out of order** вийти з ладу

**be over** закінчитися

**be proud of** пишатися (*чимось / чимось*)  
**be responsible for** бути відповідальним за (*щось*)  
**be satisfied with** бути задоволеним (*чимось*)  
**be under pressure** перебувати під тиском  
**be well equipped** бути добре оснащеним  
**become extinct** вимирати, щезати  
**begin** [bɪ'ɡɪn] (**began, begun**) починати(ся)  
**behave** [bi'heɪv] поводитися  
**behaviour** [bi'heɪvjə] поведінка  
**belief** [bi'li:f] віра; вірування  
**believe** [bi'li:v] вірити  
**belong** [bi'lɒŋ] належати  
**beloved (by)** [bi'lʌvd] коханий, улюблений  
**benefit** ['benɪfɪt] перевага; користь  
**beside** [bi'saɪd] поруч, коло, біля  
**best** [best] найкращий  
**bin** [bɪn] корзина; резервуар  
**blanket** ['blæŋkɪt] шерстяна (*вовняна*) ковдра  
**boarding school** ['bɔ:diŋ ,sku:l] пансіон, закрита навчальна установа; школа-інтернат  
**book** [bʊk] заносити в книгу; замовляти, брати квиток  
**border (on)** ['bɔ:də] 1. *n.* кордон, межа; 2. *v.* межувати  
**boring** ['bɔ:ɪŋ] нудний  
**borrow** ['bɒrəʊ] позичати (*у когось*)  
**bossy** ['bɒsi] такий, що розпоряджається / верховодить усім  
**bother** ['bɒðə] набридати; турбувати(ся)  
**bottom** ['bɒtəm] дно; низ  
**bowl** [bəʊl] миска; ваза  
**brains** [breɪnz] мозок (*як їжа*); розумові здібності, інтелект  
**branch** [brɑ:ntʃ] гілка; галузь

**brand** [brænd] фабрична марка; сорт, якість  
**breathe** [bri:ð] дихати  
**breathtaking** ['breθ,tetɪŋ] неймовірний; такий, від якого перехоплює подих  
**bricklayer** ['brɪkleɪə] муляр  
**brief** [bri:f] короткий  
**brilliant** ['brɪliənt] блискучий; яскравий; визначний, видатний  
**bring** [brɪŋ] (**brought, brought**) приносити, приводити; привозити  
**broadcast** ['brɔ:dkɑ:st] 1. *n.* радіомовлення; радіопередача; 2. (**broadcast, broadcast**) *v.* передавати по радіо; вести радіопередачу; транслявати  
**bulb** [bʌlb] лампочка  
**bunch** [bʌntʃ] в'язка, пучок; група  
**burn** [bɜ:n] (**burnt, burnt**) палити; горіти  
**bury** ['beri] ховати (*мертвих*); заривати в землю  
**button** ['bʌtn] кнопка, клавіша

## C

**campaign** [kæm'peɪn] кампанія  
**capture** ['kæptʃə] брати в полон; захоплювати силою; спіймати, схопити; привернути (*увагу*)  
**care** [keə] турбуватися, піклуватися  
**care about somebody** піклуватися про когось  
**career** [kə'ɪəriə] кар'єра  
**careful** ['keəfəl] обережний; уважний  
**caring** ['keəriŋ] турботливий  
**carpenter** ['kɑ:pəntə] тесляр; столяр  
**carton** ['kɑ:tən] картон, картонна коробка  
**cash** [kæʃ] готівка  
**cashier** [kæ'ʃɪə] касир  
**cast** [kɑ:st] склад виконавців, акторський склад  
**castle** ['kɑ:sl] замок; палац; фортеця  
**casual** ['kæʒuəl] випадковий; небалий



# Appendix

- catch** [kætʃ] (**caught, caught**) ловити; збагнути  
**catch the eye** привертати увагу  
**catch up (with)** наздоганяти
- cater** ['keɪtə] обслуговувати; догоджати, намагатися догодити
- cathedral** [kə'θi:drəl] кафедральний собор
- cause** [kɔ:z] 1. *n.* причина;  
2. *v.* спричиняти
- cautious** ['kɔ:ʃəs] обережний, передбачливий
- caving** ['keɪvɪŋ] відвідування чи огляд печер
- cell** [sel] клітка (*біол.*)
- century** ['sentʃəri] століття
- certain** ['sɜ:tn] певний; упевнений
- challenge** ['tʃælɪndʒ] 1. *n.* виклик; 2. *v.* кидати виклик, викликати (**to** – на щось)
- chance** [tʃɑ:ns] випадок; можливість; шанс
- channel** ['tʃænl] канал
- character** ['kærɪktə] герой, персонаж
- chart** [tʃɑ:t] карта; діаграма, схема
- charter** ['tʃɑ:tə] грамота; привілей; статут
- chat** [tʃæt] балакати; теревенити
- check (up)** ['tʃekʌp] перевіряти  
**check out** звільнити номер у готелі; відмітитися після закінчення робочого дня
- cheer** [tʃiə] підбадьорювати; тішити  
**cheer smb up** підбадьорювати когось
- chef** [ʃeɪ] головний кухар
- chemist** ['kemɪst] аптекар
- chemistry** ['kemɪstri] хімія
- choice** [tʃɔɪs] вибір
- chore** [tʃɔ:] (*амер.*) хатня робота
- circle** ['sɜ:kl] обертатися; оточувати
- circumstance** ['sɜ:kəmstəns] обставина
- claim** [kleɪm] вимагати; претендувати
- clue** [klu:] підказка
- coach** [kəʊtʃ] карета; репетитор
- coal** [kəʊl] вугілля
- coastal** ['kəʊstl] береговий
- come** [kʌm] (**came, come**) приходити, приїжджати  
**come across** наштовхнутися (*на щось*); випадково зустрітися (*з кимось*)
- commercial** [kə'mɜ:ʃl] 1. *n.* реклама;  
2. *adj.* комерційний
- common** ['kɒmən] звичайний; спільний
- communicate** [kə'mju:nɪkeɪt] спілкуватися; передавати; повідомляти
- communication** [kə,mju:nɪ'keɪʃn] спілкування
- communicator** [kə'mju:nɪkeɪtə] комунікатор
- community** [kə'mju:nəti] община, громада
- compare** [kəm'peə] порівнювати
- compete** [kəm'pi:t] змагатися
- competition** [ˌkɒmpɪ'tɪʃn] змагання
- competitive** [kəm'petətɪv] конкурентний; конкурсний
- complaint** [kəm'pleɪnt] скарга
- complete** [kəm'pli:t] повний
- completion** [kəm'pli:ʃn] завершення, закінчення
- complicated** ['kɒmplɪkeɪtɪd] складний
- compose** [kəm'pəʊz] створювати, складати
- composition** [ˌkɒmpə'zɪʃn] твір
- comprehensive** [ˌkɒmprɪ'hensɪv] всебічний
- comprehensive school** загальноосвітня школа
- compulsory** [kəm'pʌlsəri] обов'язковий
- computer animation film** фільм з комп'ютерними спецефектами

**concern** [kən'sɜ:n] стосуватися, мати відношення; турбувати(ся)  
**conclude** [kən'klu:d] робити висновок; укладати (*договір*)  
**conclusion** [kən'klu:ʒn] завершення; висновок  
**condition** [kən'diʃn] стан; умова  
**conduct** [kən'dʌkt] вести; проводити (*збори тощо*)  
**conduct a survey / an experiment, etc** проводити дослідження / експеримент тощо  
**conductor** [kən'dʌktə] кондуктор  
**confidence** ['kɒnfɪdəns] довіра  
**connected** [kə'nektɪd] пов'язаний (із)  
**consequence** ['kɒnsɪkwəns] наслідок  
**consider** [kən'sɪdə] розглядати; обмірковувати; вважати, гадати  
**considerable** [kən'sɪdərəbl] значний  
**considerably** [kən'sɪdərəbli] значно, чимало  
**consist** [kən'sɪst] складатися  
**construct** [kən'strʌkt] будувати, споруджувати  
**consult** [kən'sʌlt] радитися, консультуватися  
**consume** [kən'sju:m] споживати  
**contain** [kən'teɪn] містити (мати) в собі; вмещати  
**container** [kən'teɪnə] контейнер; резервуар  
**contents** ['kɒntents] зміст; вміст  
**contestant** [kən'testənt] суперник  
**contrary** ['kɒntrəri] протилежний  
**contribute** [kən'trɪbjʊ:t] робити внесок; сприяти  
**convenient** [kən'vi:niənt] зручний  
**cope** ['kəʊp] справитися, упоратися  
**cope with someone's problem** упоратися з чієюсь проблемою  
**cosy** ['kəʊzi] затишний  
**cotton** ['kɒtn] бавовна; бавовняний  
**couple** ['kʌpl] пара

**course** [kɔ:s] курс; шлях  
**cover** ['kʌvə] 1. *n.* обкладинка; 2. *v.* покривати; накривати  
**create** [kri'eɪt] створювати  
**creative** [kri'eɪtɪv] творчий  
**creativity** [ˌkri:eɪ'tɪvɪti] творчість  
**credit card** ['kredɪt kɑ:d] кредитна картка  
**criterion** [kraɪ'tɪəriən] критерій  
**cuisine** [kwɪ'zi:n] кухня (про кулінарні традиції, набір страв)  
**cultivation** [ˌkʌltɪ'veɪʃn] культивування  
**curious** ['kjʊəriəs] цікавий; такий, який цікавиться  
**current** ['kʌrənt] 1. *n.* струм (*електричний*); 2. *adj.* поточний  
**curriculum** [kə'ɪkjʊləəm] курс навчання; навчальний план; розклад  
**custom** ['kʌstəm] звичай  
**cut down** [kʌt daʊn] вирубати

## D

**daffodil** ['dæfədɪl] нарцис  
**damage** ['dæmɪdʒ] завдавати збитків; пошкодити  
**danger** ['deɪndʒə] небезпека  
**dangerous** ['deɪndʒərəs] небезпечний  
**data** ['deɪtə] дані, відомості; інформація (*амер.*)  
**death** [deθ] смерть  
**decide** [dɪ'saɪd] вирішувати  
**decision** [dɪ'sɪʒn] рішення  
**decisive** [dɪ'saɪsɪv] вирішальний; рішучий  
**defence** [dɪ'fens] захист  
**defend** [dɪ'fend] захищати  
**define** [dɪ'faɪn] визначати  
**definitely** ['defɪnətli] напевно, точно; звісно  
**definition** [ˌdefə'nɪʃn] визначення  
**degree** [dɪ'ɡri:] ступінь; градус  
**delay** [dɪ'leɪ] затримка; зволікання

# Appendix

**delicious** [di'liʃəs] чудовий (*на смак*);  
дуже смачний

**deliver** [di'livə] доставляти, постачати

**department** [di'pɑ:tmənt] відділ

**depend (on, upon)** [di'pend] залежати (від)

**desert** ['dezət] пустеля

**design** [di'zain] задумувати; планувати;  
проектувати; конструювати

**designer shop** студія дизайну

**desperate** [dɛsp(ə)ret] безутішний

**destroy** [di'strɔɪ] руйнувати

**develop** [di'veləp] розвивати(ся)

**devote** [di'vəʊt] присвячувати

**devoted** [di'vəʊtɪd] відданий

**diary** ['daɪəri] щоденник

**die** [daɪ] вмирати

**differ** ['dɪfə] відрізнятися

**difference** ['dɪfrəns] різниця

**different** ['dɪfrənt] різний, інший

**difficult** ['dɪfɪkəlt] важкий

**difficulty** ['dɪfɪkəlti] труднощі

**dignified** ['dɪgnɪfaɪd] гідний

**dignity** ['dɪgnəti] *n.* гідність

**dime** [daɪm] монета в 10 центів (*амер.*)

**direction** [di'rekʃn] напрямок

**disadvantage** [dɪsəd'vɑ:ntɪdʒ] недолік

**disappear** [dɪsə'pɪə] зникати

**disappoint** [dɪsə'pɔɪnt] розчаровувати

**disappointing** [dɪsə'pɔɪntɪŋ] невтішний;  
що викликає розчарування

**disciplined** ['dɪsɪplɪnd] дисциплінований

**discover** [dɪs'klʌvə] відкривати; виявляти

**disease** [di'zi:z] хвороба

**display** [dɪ'spleɪ] показувати, виставляти  
напоказ

**diverse** [daɪ'vɜ:s] різноманітний

**divorce** [dɪ'vɜ:s] 1. *n.* розлучення;  
2. *v.* розлучатися

**do / go sightseeing** оглядати  
визначні місця

**do** [du:] (**did, done**) робити

**do chores** займатися хатньою  
роботою

**do harm (good) to** робити шкоду  
(добро)

**do householding (duties)**  
виконувати домашню роботу  
(обов'язки)

**do one's best** робити все можливе

**dockland** ['dɒklænd] район доків

**dominant** ['dɒmɪnənt] панівний,  
основний

**dominate** ['dɒmɪneɪt] переважати;  
панувати; домінувати

**doubt** [daʊt] сумнів

**download** ['daʊnləʊd] завантажувати  
(*на комп'ютер*)

**draft** [dra:ft] чернетка; проект

**draughts** [dra:fts] шашки (*гра*)

**draw** [drɔ:] 1. *n.* нічия; 2. *v.* тягнути

**drive** [draɪv] акція (*дія*)

**dry** [draɪ] 1. *adj.* сухий; 2. *v.* сушити(ся),  
висушувати

**due** [dju:] належний; гідний

**due to smth** завдяки чомусь

## Е

**each** [i:tʃ] кожен

**each other** [i:tʃ 'lðə] один одного

**earn** [ɜ:n] заробляти

**earn money** заробляти гроші

**earn somebody's living** заробляти  
на чиєсь прожиття

**easy** ['i:zi] зручний, легкий

**easy-going** [i:zi'gəʊɪŋ] безтурботний

**ecology** [i'kɒlədʒi] екологія

**economy** [i'kɒnəmi] економіка

**edition** [i'dɪʃn] видання; випуск

**educated** ['edʒəkeɪtɪd] освічений

**education** [ˌedʒə'keɪʃn] освіта

**effect** [ɪ'fekt] дія, вплив; наслідок,  
результат

**Egyptian** [i'dʒɪpʃn] єгипетський

**electricity** [ɪˌlek'trɪsɪti] електрика

- embrace** [ɪmˈbreɪs] охоплювати, оточувати; включати, містити (*в собі*)
- embroidery** [ɪmˈbrɔɪdəri] вишивання; вишивка
- employee** [ɪmˈplɔɪi:] найнятий на роботу
- employment** [ɪmˈplɔɪmənt] праця, робота (*за наймом*); служба
- empty** [ˈempti] порожній
- enable** [ɪˈneɪbl] давати змогу (можливість)
- enclose** [ɪnˈkloʊz] оточувати; вкладати (*в конверт тощо*); додавати
- encourage** [ɪnˈkʌrɪdʒ] підбадьорювати; заохочувати
- end in a draw** завершуватися внічию
- endangered** [ɪnˈdeɪndʒəd] який у небезпеці; під загрозою зникнення
- ending** [ˈendɪŋ] закінчення, кінець
- energy** [ˈenədʒi] енергія
- engage** [ɪnˈgeɪdʒ] займатися; бути зайнятим
- enormous** [ɪˈnɔːməs] величезний
- enormously** [ɪˈnɔːməsli] надзвичайно; вкрай; дуже
- enrich** [ɪnˈrɪtʃ] збагачувати
- entertain** [ˌentəˈteɪn] розважати, забавляти
- entertaining** [ˌentəˈteɪnɪŋ] забавний, розважальний
- entertainment** [ˌentəˈteɪnmənt] розвага, забава
- enthusiast** [ɪnˈθjuːzɪæst] ентузіаст
- enthusiastic** [ɪnˌθjuːzɪˈæstɪk] сповнений ентузіазму; захоплений
- entrance exam** [ˈentrəns ɪgˈzæm] вступний екзамен
- entry** [ˈentri] вхід
- environment** [ɪnˈvaɪrənmənt] довкілля
- environmental** [ɪnˌvaɪrənˈmentl] природний; природоохоронний
- equal** [ˈiːkwəl] 1. *adj.* рівний; 2. *v.* дорівнювати
- equally** [ˈiːkwəli] порівну; рівно, однаково
- equipment** [ɪˈkwɪpmənt] устаткування, обладнання
- escape** [ɪsˈkeɪp] зникати
- essay** [ˈeseɪ] нарис, есе
- essential** [ɪˈsenʃl] істотний, важливий
- establish** [ɪˈstæblɪʃ] засновувати; устанавлювати
- estate agent** [ɪˈsteɪt ˈeɪdʒənt] агент з нерухомості
- even** [ˈiːvn] навіть
- event** [ɪˈvent] подія; захід (*вечір, прийом тощо*); змагання; вид спорту; спорт. номер (*у програмі*)
- eventually** [ɪˈventʃuəli] кінець кінцем, зрештою
- ever** [ˈevə] коли-небудь
- evolution** [ˌiːvəˈluːʃn] еволюція, розвиток
- exam** [ɪgˈzæm] іспит, екзамен
- examine** [ɪgˈzæmɪn] екзаменувати; оглядати
- excellent** [ˈeksələnt] відмінний
- except** [ɪkˈsept] за винятком, крім
- exchange** [ɪksˈtʃeɪndʒ] обмінювати(ся)
- excited about** [ɪkˈsaɪtɪd əˈbaʊt] схвильований від
- excitement** [ɪkˈsaɪtmənt] хвилювання
- exciting** [ɪkˈsaɪtɪŋ] хвилюючий
- exhausting** [ɪgˈzɔːstɪŋ] виснажений
- exhibit** [ˌeksɪˈbɪʃn] 1. *n.* експонат; показ; експозиція; виставка; 2. *v.* виставляти на показ
- exist** [ɪgˈzɪst] існувати
- existence** [ɪgˈzɪstəns] існування
- expect** [ɪkˈspekt] очікувати
- expedition** [ˌeksprɪˈdɪʃn] експедиція
- expensive** [ɪkˈspensɪv] дорогий
- experience** [ɪkˈspɪəriəns] пережити; відчувати
- expert** [ˈeksɜːpt] фахівець; експерт
- explain (to)** [ɪkˈspleɪn] пояснювати
- exploration** [ˌekspləˈreɪʃn] дослідження

# Appendix

**explore** [ɪk'splɔː] досліджувати  
**explorer** [ɪk'splɔːrə] дослідник;  
мандрівник  
**exponent** [ɪk'spɒnənt] інтерпретатор;  
виконавець (*музичного твору*);  
представник (*теорії*); тип, зразок;  
експонент  
**exposition** [ˌɛkspə'zɪʃn] виставка,  
експозиція  
**expository** [eks'pɒzɪtəri] описовий;  
експозиційний  
**express** [ɪk'spres] висловлювати  
**extend** [ɪk'stend] протягувати(ся),  
тягти(ся); простягати(ся)  
**extinct** [ɪk'stɪŋkt] вимерлий; зниклий  
**extinction** [ɪk'stɪŋkʃən] вимирання;  
зникнення  
**extremely** [ɪk'stri:mli] вкрай,  
надзвичайно, дуже

## F

**facility** [fə'sɪlɪti] легкість; здатність;  
уміння; доступність  
**factory** ['fæktəri] фабрика; завод  
**fail the exam** провалити іспит  
**failure** ['feɪljə] невдача, провал;  
неспроможність  
**faithful** ['feɪθfl] вірний  
**fall** [fɔːl] (**fell, fallen**) падати  
**fall ill** захворіти  
**fame** [feɪm] слава, популярність  
**famous (for)** ['feɪməs] славетний;  
знаменитий; відомий  
**fan** [fæn] вболівальник, прихильник  
**far** [fɑː] 1. *adj.* далекий; 2. *adv.* далеко  
**faraway** [ˌfɑːrə'weɪ] віддалений, дальній  
**fashion** ['fæʃn] фасон; мода, стиль  
**fashionable** ['fæʃnəbl] модний; світський  
**fault** [fɔːlt] помилка; провина  
**feature** ['fi:tʃə] риса; ознака, властивість  
**fee** [fiː] плата; гонорар; внесок  
**feel** [fiːl] (**felt, felt**) відчувати

**feel like doing smth** бути схильним  
до виконання чогось  
**festive** ['festɪv] святковий; веселий  
**fiction** ['fɪkʃn] белетристика; художня  
література  
**field** [fiːld] поле; галузь, сфера  
**figure** ['fɪɡə] цифра  
**file** [faɪl] папка, швидкозшивач; файл  
**fin** [fɪn] плавець (*рибу*)  
**finance** ['faɪnæns] 1. *n.* фінанси;  
2. *v.* фінансувати  
**finding** ['faɪndɪŋ] знахідка  
**fit** [fɪt] 1. *v.* відповідати (*чомусь*);  
годитися; пасувати (*до чогось*);  
2. *adj.* здоровий, у добрій формі  
**floor manager** помічник режисера  
**flow** [fləʊ] (**flew, flown**) текти; протікати  
**fluent** ['fluːənt] плавний, вільний (*про*  
*мову*)  
**fluently** ['fluːəntli] плавно; вільно  
**focus (on)** ['fəʊkəs] зосереджувати(ся)  
(на)  
**folder** ['fəʊldə] канцелярська папка,  
швидкозшивач; папка, директорія  
**footstep** ['fʊtstep] крок; слід  
**for pleasure** для задоволення  
**forbid** [fə'brɪd] забороняти  
**forehead** ['fɒrɪd] лоб, чоло  
**forever** [fə'revə] назавжди  
**fort** [fɔːt] форт, укріплення, захисна  
споруда  
**founder** ['faʊndə] засновник  
**frankly speaking** відверто кажучи  
**freedom** ['friːdəm] свобода  
**fresco** ['freskəʊ] фреска; фресковий  
живопис  
**fresh** [frefʃ] свіжий  
**freshman** ['frefʃmən] першокурсник;  
амер. новачок (*у школі*)  
**frozen** ['frəʊzn] замерзлий; заморожений  
**full** [fʊl] повний; наповнений

**full-time** [ˌfʊl ˈtaɪm] що забирає весь (робочий) час; що забирає повний робочий день  
**future** [ˈfjuːtʃə] 1. *n.* майбутнє;  
2. *adj.* майбутній

## G

**gadget** [ˈɡædʒɪt] пристрій; технічна новинка  
**gain** [ɡeɪn] одержувати, здобувати  
**gain a fortune** досягти удачі  
**garbage** [ˈɡɑːbɪdʒ] сміття  
**general** [ˈdʒenərəl] загальний  
**generation** [ˌdʒenəˈreɪʃn] покоління  
**generous** [ˈdʒenərəs] великодушний; благородний; щедрий  
**genius** [ˈdʒiːniəs] геній, геніальна людина  
**genre** [ˈʒɒŋɡə] манера, стиль; літературний жанр  
**get** [ɡet] (**got, got**) одержувати; ставати  
**get a degree** отримати ступінь  
**get along** жити в злагоді, уживатися  
**get married** одружитися  
**get on (well/badly)** поживати (добре/погано); просуватися (добре/погано)  
**get rid of** [ɡet rɪd əv] позбавляться  
**get to know** дізнатися  
**get together** збиратися разом  
**get worse** погіршуватися  
**give** [ɡɪv] (**gave, given**) давати  
**give a chance** давати можливість  
**give a hand** надавати допомогу  
**give trouble** завдавати неприємностей  
**give up** [ˌɡɪv ʌp] покинути; відмовитися (*від звички*)  
**global** [ˈɡləʊbl] глобальний  
**globe** [ɡləʊb] земна куля  
**go** [ɡəʊ] (**went, gone**) іти, ходити  
**go on air** виступати по радіо, телебаченні

**go on doing smth** продовжувати робити щось  
**go well** іти добре  
**go wrong** іти неправильним шляхом  
**goods** [ɡʊdz] товар, товари  
**grade** [ɡreɪd] клас (*амер.*); оцінка (*амер.*)  
**graduate** [ˈɡrædʒuət] (*амер.*) 1. *n.* випускник вищого навчального закладу; той, що закінчив будь-який навчальний заклад;  
2. *v.* [ˈɡrædʒuət] закінчувати (вищий) навчальний заклад  
**greedy** [ˈɡriːdi] жадібний  
**guarantee** [ˌɡærənˈtiː] гарантувати; ручатися  
**guess** [ɡes] здогадуватися

## H

**habit** [ˈhæbɪt] звичка  
**habitat** [ˈhæbɪtæt] батьківщина, місце поширення (*тварин, рослин*); природне середовище  
**hairstylist** [ˈheədrɪst] перукар  
**hard-working** [ˌhɑːdˈwɜːkɪŋ] працелюбний, працьовитий  
**harmful** [ˈhɑːmfəl] шкідливий  
**have a quarrel** посваритися  
**have in common** мати щось спільне  
**heading** [ˈhedɪŋ] заголовок; рубрика  
**headline** [ˈhedlaɪn] газетний заголовок  
**headmaster** [ˌhedˈmɑːstə] директор школи  
**headphones** [ˈhedfəʊnz] навушники  
**health** [ˈhelθ] здоров'я  
**healthy** [ˈhelθi] здоровий  
**hear** [hɪə] (**heard, heard**) чути, почути  
**heart** [hɑːt] серце  
**hedge** [hedʒ] живопліт; огорожа  
**helmet** [ˈhelmt] *n.* шолом  
**herd** [hɜːd] стадо, черета  
**hereditary** [hɪˈredɪtəri] спадковий; успадкований

# Appendix

**high school** ['haɪ sku:l] середня школа

**highlands** ['haɪləndz] узгір'я

**highway** ['haɪweɪ] магістраль; шосе

**hold** [həʊld] (**held, held**) тримати

**hold smb's attention (interest, etc)**  
привертати чиюсь увагу / інтерес,  
тощо

**home-made** [həʊm 'meɪd] домашнього  
виготовлення

**honest** ['ɒnɪst] чесний

**honourable** ['ɒnərəbl] чесний,  
благородний; почесний

**honoured** ['ɒnəd] почесний

**horn** [hɔ:n] ріг

**horrible** ['hɒrɪbl] жахливий

**horror film** фільм жахів

**hospitable** ['hɒspɪtəbl] гостинний

**host** [həʊst] ведучий; господар

**hostess** ['həʊstɪs] ведуча, господиня

**householding** ['haʊs,həʊldɪŋ] домашній

**however** [haʊ'evə] як би не; проте, однак

**human** ['hju:mən] людина

**humanities** [hju:'mænɪtɪz] гуманітарні  
науки

**humanity** [hju'mænəti] людство, люди

**hunter** ['hʌntə] мисливець

## I

**icon** ['aɪkɒn] ікона; іконка, символ

**identify** [aɪ'dentɪfaɪ] ототожнювати(ся);  
визначати

**ignore** [ɪg'nɔ:] ігнорувати; не звертати  
уваги

**illegal** [ɪ'li:gl] незаконний, нелегальний

**image** ['ɪmɪdʒ] образ

**imagination** [ɪ,mædʒɪ'neɪʃn] уява

**imagine** [ɪ'mædʒɪn] уявляти

**immature** [ɪ,mə'tjʊə] недорозвинутий,  
незрілий, молодий

**immediately** [ɪ'mi:diətli] негайно,  
невідкладно

**immense** [ɪ'mens] величезний,  
здоровенний

**import** [ɪm'pɔ:t] імпортувати, ввозити

**impossible** [ɪm'pɒsɪbl] неможливий

**impress** [ɪm'pres] вражати

**impression** [ɪm'preʃn] враження

**impressive** [ɪm'presɪv] вражаючий

**improve** [ɪm'pru:v] покращувати,  
удосконалювати

**in general** взагалі, загалом

**in order to** для того, щоб

**in order** у порядку

**in particular** особливо, зокрема

**in smb's footsteps** по чийхось слідах

**in the north** на півночі

**in the sale** у продажу

**in the sale** у продажу

**in the square** на площі

**include** [ɪn'klu:d] містити в собі;  
включати

**incomplete** [ɪn'kəm'pli:t] неповний;  
незакінчений

**increase** [ɪn'kri:s] збільшувати(ся);  
зростати

**increasing** [ɪn'kri:sɪŋ] зростаючий

**independence** [ɪn'dɪ'pendəns]  
незалежність

**independent** [ɪn'dɪ'pendənt] незалежний

**indicate** ['ɪndɪkeɪt] вказувати

**industrial** [ɪn'dʌstriəl] промисловий

**industry** ['ɪndəstri] промисловість

**influence** ['ɪnfluəns] 1. *n.* вплив;  
2. *v.* справляти вплив; впливати

**information** [ɪn'fə'meɪʃn] інформація

**inhabit** [ɪn'hæbɪt] жити, мешкати;  
населяти

**inhabitant** [ɪn'hæbɪtənt] (*постійний*)  
мешканець, житель

**inherit** [ɪn'herɪt] успадковувати;  
переїмати, запозичувати

**injection** [ɪn'dʒekʃn] упорскування;  
ін'єкція

**insist** [ɪn'sɪst] наполягати

**inspiration** [ɪn'spɪ'reɪʃn] натхнення

**inspire** [ɪnˈspaɪə] надихати  
**instead (of)** [ɪnˈsted] замість  
**intelligent** [ɪnˈtelɪdʒənt] розумний  
**interpreter** [ɪnˈtɜːprɪtə] перекладач в усній формі  
**interschool** [ɪntəˈskuːl] міжшкільний  
**introduce** [ɪntrəˈdjuːs] запроваджувати; знайомити  
**introduction** [ɪntrəˈdʌkʃn] вступ; знайомство  
**introductory** [ɪntrəˈdʌktəri] вступний  
**invent** [ɪnˈvent] винаходити; придумувати  
**invention** [ɪnˈventʃn] винахід, відкриття  
**inventor** [ɪnˈventə] винахідник  
**investigate** [ɪnˈvestɪgeɪt] досліджувати; розслідувати  
**investigation** [ɪnˌvestɪˈgeɪʃn] дослідження; розслідування  
**invitation** [ɪnviˈteɪʃn] запрошення  
**invite** [ɪnˈvaɪt] запрошувати  
**involve** [ɪnˈvɒlv] втягувати, залучати; містити в собі  
**iron** [ˈaɪən] 1. *n.* праска; 2. *v.* прасувати  
**irregular** [ɪˈregjʊlə] неправильний  
**It doesn't matter!** Це не має значення!  
**item** [ˈaɪtəm] пункт, параграф; питання; окремий предмет; повідомлення, замітка (*в газеті*)  
**ivory** [ˈaɪvəri] слонова кістка

## J

**jealous** [ˈdʒeləs] ревнивий; заздрисний  
**journalist** [ˈdʒɜːnəlɪst] журналіст  
**judge** [dʒʌdʒ] судити  
**junior** [ˈdʒuːniə] молодший

## K

**keep** [kiːp] (**kept, kept**) тримати, берегти  
**keep doing smth** продовжувати робити щось

**keep fit** підтримувати форму  
**keep in touch** підтримувати стосунки, підтримувати контакт  
**kick** [kɪk] ударяти (бити) ногою; бити (*про м'яч*), пробити  
**kill** [kɪl] убивати  
**kin** [kɪn] рідня, родичі; близькість  
**kindergarten** [ˈkɪndəɡɑːtɪn] дитячий садок  
**kit** [kɪt] спорядження; набір інструментів (*робітника*)  
**knowledge** [ˈnɒlɪdʒ] знання

## L

**laugh** [lɑːf] сміятись  
**launch** [lɔːntʃ] запускати  
**law** [lɔː] закон  
**lawyer** [ˈlɔːjə] юрист; адвокат  
**lay** [leɪ] (**laid, laid**) класти, покласти  
**lay eggs** нестися, класти яйця  
**lazy** [ˈleɪzi] лінивий  
**lead** [liːd] (**led, led**) вести  
**leaflet** [ˈliːflɪt] листок; листівка  
**lean** [liːn] (**over**) згинатися над  
**learn** [lɜːn] (**learnt, learnt**) 1. (ви)вчити; 2. дізнатися  
**learn by heart** вивчати напам'ять  
**least, the** [liːst] 1. *adj.* найменший; 2. *adv.* найменш  
**leave** [liːv] (**left, left**) залишати; піти, поїхати  
**leave for school** виходити з дому до школи  
**Let me see.** Дайте подумати.  
**level** [ˈlevl] рівень  
**licence** [ˈlaɪsns] ліцензія; свідоцтво; патент  
**lie** [laɪ] (**lay, lain**) лежати, спочивати  
**lie in the sun** загоряти  
**lie** [laɪ] брехня, неправда  
**lifestyle** [ˈlaɪfstɑɪl] стиль (спосіб) життя  
**lightning** [ˈlaɪtnɪŋ] блискавка  
**link** [lɪŋk] з'єднувати, зв'язувати  
**linking** [ˈlɪŋkɪŋ] той, що зв'язує



# Appendix

**local** ['ləʊkl] місцевий  
**locate** [ləʊ'keɪt] визначати  
місцезнаходження  
**location** [ləʊ'keɪʃn] розташування; місце  
перебування  
**logo** ['lɒgəʊ] логотип, знак  
**lonely** ['lɒnli] самотній, одинокий  
**look** [lʊk] дивитися  
**look around** оглядати(ся)  
**look at** подивитися  
**look for** шукати  
**look happy (ill, tired, etc)** мати  
щасливий (хворий, змучений тощо)  
вигляд  
**look like** бути схожим  
**look out** виглядати (з чогось)  
**look through** дивитися у (вікно);  
переглядати  
**look up smth in the dictionary**  
шукати щось у словнику  
**lose touch** втратити контакт,  
втратити зв'язок  
**loss** [lɒs] втрата  
**loving care** [ˌlʌvɪŋ 'keə] турбота з  
любов'ю  
**low** [ləʊ] низький  
**lowlands** ['ləʊləndz] низина, долина  
**loyalty** ['lɔɪəlti] полярність,  
поблажливість

## M

**made-up stories** вигадані оповідання  
**magnificent** [mæɡ'nɪfɪsənt] чудовий,  
величний  
**main course** головна страва  
**mainly** ['meɪnli] головним чином,  
переважно  
**major** ['meɪdʒə] більший; головний;  
старший  
**majority** [mə'dʒɔrɪti] більшість  
**make** [meɪk] (**made, made**) робити  
**make a living** заробляти на  
прожиття

**make an acquaintance**  
познайомитися  
**make an appointment** призначити  
зустріч  
**make an impression on smb**  
справити враження на когось  
**make decisions** приймати рішення  
**make peace** помиритися  
**make smb angry** розсердити когось  
**make smb aware of smth** давати  
комусь знати про щось  
**make-up** ['meɪkʌp] грим; косметика  
**mammal** ['mæmɪl] ссавець  
**mankind** [mæn'kaɪnd] людство  
**mansion** ['mæʃ(ə)n] замиський будинок,  
особняк  
**market stall** [ˌmɑ:kɪt 'stɔ:l] прилавок,  
місце, лоток на ринку  
**married** ['mæɪrɪd] одружений  
**mash** [mæʃ] розминати, розчавлювати  
**master** ['mɑ:stə] магістр  
**match** [mætʃ] підходити під пару,  
відповідати  
**matter** ['mætə] справа  
**meadow** ['medəʊ] луг  
**mean** [mi:n] (**meant, meant**) означати;  
мати на увазі  
**meaning** ['mi:nɪŋ] значення  
**measure** ['meʒə] міра; мірка  
**medicine** ['medsən] ліки  
**member** ['membə] член  
**membership** ['membəʃɪp] членство  
**memorial** [mɪ'mɔ:riəl] пам'ятник,  
меморіал  
**memorise** ['meməraɪz] запам'ятовувати;  
заучувати напам'ять  
**mend** [mend] лагодити; ремонтувати  
**menu bar** рядок меню  
**message** ['mesɪdʒ] послання  
**method** ['meθəd] метод  
**microphone** ['maɪkrəfəʊn] мікрофон  
**mild** [maɪld] м'який; помірний

**mind** [maɪnd] розум; думка  
**mine** [maɪn] шахта  
**minor** ['maɪnə] 1. *n.* неповнолітній;  
2. *adj.* менший  
**miss** [mɪs] промахнутися; пропустити  
**mix** [mɪks] змішувати, мішати  
**mixed** [mɪkst] змішаний  
**mixture** ['mɪkstʃə] суміш  
**mode** [məʊd] режим (*роботи*)  
**modern** ['mɒdn] сучасний  
**mood** [muːd] настрої  
**mountainous** ['maʊntɪnəs] гористий,  
гірський  
**move** [muːv] рухати(ся); переміщати(ся)  
**move away** віддалятися;  
відсуватися; від'їжджати  
**movement** ['muːvmənt] рух  
**mummy** ['mʌmi] мумія  
**musician** [mjuː'zɪʃn] музикант  
**mustard** ['mʌstəd] гірчиця  
**mutual** ['mjuːtʃuəl] взаємний  
**mysterious** [mɪ'stɪəriəs] таємничий;  
незбагненний

## N

**narrator** [nə'reɪtə] оповідач  
**narrow** ['nærəʊ] звужувати(ся)  
**nation** ['neɪʃn] нація  
**national** ['næʃnəl] національний  
**nationality** ['næʃə'nælɪti] національність  
**native** ['neɪtɪv] рідний (*мова, місто*);  
місцевий (*житель*)  
**native speaker** [ˌneɪtɪv 'spiːkə] носій  
мови  
**natural** ['nætʃrəl] природний  
**natural habitat** природне  
середовище  
**natural resources** [riː'sɔːsɪz] природні  
ресурси  
**nearly** ['nɛli] майже  
**necessary** ['nesəsəri] необхідний  
**need** [niːd] потребувати  
**nephew** ['nevjuː] племінник

**net** [net] сітка  
**network** ['netwɜːk] мережа  
**New Zealand** [njuː 'ziːlənd] Нова Зеландія  
**nickname** ['nɪkneɪm] прізвисько  
**noble** ['nəʊbl] благородний; знатний  
**noisy** ['nɔɪzi] шумний  
**non-fiction** [ˌnɒn'fɪkʃn] документальна  
(наукова) література; нехудожня  
література  
**north** ['nɔːθ] північ  
**northern** ['nɔːðən] північний  
**nothing** ['nʌθɪŋ] ніщо, нічого  
**Nothing of the kind!** Нічого  
подібного!  
**novel** ['nɒvl] роман  
**novelist** ['nɒvlɪst] письменник-романіст  
**nowadays** ['naʊədeɪz] сьогодні  
**nuclear** ['njuːkliə] ядерний  
**nuclear weapon** ['wepən] **test**  
випробовування ядерної зброї  
**nuclear weapon** ядерна зброя  
**nurse** [nɜːs] няня, доглядальниця;  
медсестра  
**nursery** ['nɜːsəri] (**school**) дитячі ясла

## O

**obligatory** [ə'blɪgətəri] обов'язковий  
**observation** [ˌɒbzə'veɪʃn] спостереження  
**observe** [əb'zɜːv] спостерігати  
**observer** [əb'zɜːvə] спостерігач  
**obviously** [ˌɒbvɪəsli] явно, очевидно  
**occasion** [ə'keɪʒn] випадок, нагода;  
привід, підстава  
**occupation** [ˌɒkjʊ'reɪʃn] заняття, рід  
занять; професія  
**occupy** ['ɒkjʊpaɪ] займати  
**ocean** ['əʊʃən] океан  
**odd** [ɒd] зайвий  
**of course** [kɔːs] звичайно,  
безперечно  
**off** [ɒf] прислівник, що вказує на  
віддаленість у часі, "відбуття"  
**offensive** [ə'fensɪv] образливий

# Appendix

**offer** ['ɒfə] 1. *v.* пропонувати;  
2. *n.* пропозиція  
**official** [ə'fɪʃl] чиновник; службовець  
**often** [ɒfn] часто  
**oil** [ɔɪl] олія  
**on** [ɒn] на  
**once** [wʌns] одного разу, колись  
**once upon a time** колись, одного разу (у казці), давним-давно  
**online** ['ɒnlaɪn] неавтономний, що підключений до сітки  
**opinion** [ə'pɪnjən] думка; погляд  
**opportunity** [ˌɒpə'tjuːnɪti] нагода, можливість  
**optional** ['ɒpjənəl] необов'язковий, факультативний  
**order** ['ɔːdə] порядок  
**ordinary** ['ɔːdəneri] звичайний  
**organize** ['ɔːgənaɪz] організовувати  
**origin** ['brɪdʒɪn] походження  
**original** [ə'brɪdʒɪnəl] 1. *n.* оригінал;  
2. *adj.* оригінальний, вихідний  
**originate (from)** [ə'brɪdʒɪneɪt] брати початок, походити від; давати початок; породжувати  
**other** ['ʌðə] інший  
**outcome** ['aʊtkʌm] наслідок, результат  
**outdoor activities** розваги та інші види діяльності просто неба  
**outdoors** ['aʊt'dɔːz] зовні, просто неба  
**outline** ['aʊtlaɪn] обрис, контур; ескіз, нарис  
**outlook** ['aʊtlʊk] вид; кругозір  
**outside** ['aʊtsaɪd] ззовні, назовні, поза  
**outstanding** [aʊt'stændɪŋ] видатний, знаменитий  
**oven** ['ʌvən] піч; духовка  
**overseas** [ˌəʊvə'siː(z)] закордоном; закордонний  
**own** ['əʊn] власний  
**owner** ['əʊnə] власник  
**oxygen** ['ɒksɪdʒən] кисень  
**ozone** ['əʊzəʊn] *n.* озон

## P

**Pacific Ocean** [pə'sɪfɪk 'əʊʃən] Тихий океан  
**painting** ['peɪntɪŋ] картина; живопис  
**panic** ['pænɪk] 1. *n.* паніка;  
2. *v.* панікувати  
**paradise** ['pærədəɪs] рай  
**paraphrase** ['pærəfreɪz] переформулювати, перефразувати  
**part** [pɑːt] частина; роль (*театр.*)  
**participant** [pɑː'tɪsɪpənt] учасник  
**participate** [pɑː'tɪsɪpeɪt] брати участь  
**particular** [pɑː'tɪkjələ] особливий  
**part-time** [pɑːt'taɪm] 1. *n.* неповний робочий день; 2. *adj.* не повністю зайнятий  
**passion** ['pæʃn] пристрасть  
**patient** ['peɪʃnt] 1. *n.* пацієнт;  
2. *adj.* терплячий; наполегливий  
**patron** ['peɪtrən] покровитель  
**pattern** ['pætn] взорець  
**pay** [peɪ] (**paid, paid**) платити  
**penalty** ['penltɪ] покарання, кара  
**per cent** [pə'sent] відсоток, процент  
**perfect** ['pɜːfɪkt] досконалий  
**perform** [pə'fɔːm] виконувати; здійснювати  
**performance** [pə'fɔːməns] виконання; вистава  
**performer** [pə'fɔːmə] виконавець  
**perhaps** [pə'hæps] можливо  
**permanent** ['pɜːmənənt] постійний  
**permission** [pə'mɪʃn] дозвіл  
**permit** [pə'mɪt] дозволяти  
**person** [pɜːsn] людина, особа  
**personal** ['pɜːsənəl] особистий  
**personality** [ˌpɜːsə'nælɪti] особистість  
**perspective** [pə'spektɪv] перспектива  
**pharmacist** ['fɑːməsɪst] фармацевт  
**phenomenon** [fɪ'nɒmɪnən] (**phenomena** *pl.*) феномен  
**phrase** [freɪz] фраза

- physician** [fɪ'ziʃn] терапевт  
**physicist** ['fɪzɪsɪst] фізик  
**pick up** [pɪk] піднімати; підбирати;  
 добувати; приймати (*про сигнали, передачі*)  
**piece** [pi:s] кусок, шматок; твір  
 мистецтва  
**pile** [paɪl] купа  
**piling** ['paɪlɪŋ] збирання (звалювання) в  
 купу  
**plain food** ['pleɪn (fu:d)] проста їжа  
**play draughts** грати в шашки  
**pleasure** ['plezə] приємність,  
 задоволення  
**plenty** ['plenti] достаток; безліч  
**plot** [plɒt] сюжет, фабула  
**plug (in)** [plʌg] включати, вткати  
**plumber** ['plʌmə] водопровідник;  
 паяльщик  
**poetry** ['pəʊtri] поезія  
**point** [pɔɪnt] указувати  
**poison** ['pɔɪzn] отрута  
**polar** ['pəʊlə] полярний, північний  
**polite** [pə'laɪt] ввічливий  
**politeness** [pə'laɪtnɪs] ввічливість  
**politics** ['pɒlɪtɪks] політика  
**pollute** [pə'lu:t] забруднювати  
**pollution** [pə'lu:ʃən] забруднення  
**popularity** [ˌpɒpjʊ'lærɪti] популярність  
**population** [ˌpɒpjə'leɪʃn] населення  
**possess** [pə'zes] володіти  
**possibility** [ˌpɒsɪ'bɪlɪti] можливість  
**possible** ['pɒsɪbl] можливий  
**pour** [pɔ:] лити(ся)  
**power** ['paʊə] влада  
**practise (in)** ['præktɪs] тренувати(ся)  
 практикувати(ся)  
**predator** ['predətə] хижак  
**predict** [prɪ'dɪkt] провіщати;  
 передбачати  
**prediction** [prɪ'dɪkʃn] передбачення,  
 провіщення  
**prefer** [prɪ'fɜ:] віддавати перевагу  
**preference** ['prefrəns] уподобання;  
 надання переваги  
**preparation** [ˌpreprə'reɪʃn] приготування  
**prepare for smth** [prɪ'peə] готувати(ся)  
 до чогось  
**preposition** ['preprə'zɪʃn] прийменник  
**preschool** ['pri:sku:l] дошкільний  
**prescribe** [prɪ'skraɪb] прописувати  
**prescribe some medicine**  
 прописувати деякі ліки  
**preserve** [prɪ'zɜ:v] зберігати  
**pressure** ['preʃə] тиск  
**pretend** [prɪ'tend] прикидатися, удавати  
**prevent** [prɪ'vent] запобігати;  
 перешкоджати  
**price** [praɪs] ціна  
**primary** ['praɪməri] первинний;  
 початковий  
**prime time** ['praɪm ,taɪm] кращий  
 ефірний час  
**principal** ['prɪnsəpl] 1. *n.* директор  
 школи (*амер.*); 2. *adj.* головний,  
 основний  
**private** ['praɪvət] приватний; особистий  
**probably** ['prɒbəblɪ] можливо  
**process** ['prəʊses] розпочинати процес;  
 піддавати (*технічному*) процесу;  
 обробляти  
**produce** [prə'dju:s] виробляти  
**prominent** ['prɒmɪnənt] відомий,  
 визначний, видатний  
**promise** ['prɒmɪs] обіцяти  
**pronoun** ['prəʊnəʊn] займенник  
**pronounce** [prə'naʊns] вимовляти  
**pronunciation** [prə'nʌnsi'eɪʃn] вимова  
**propagate** ['prɒpəgeɪt] розмножува-  
 ти(ся); розповсюджувати(ся);  
 поширювати(ся)  
**proper** ['prɒpə] відповідний; правильний  
**protect** [prə'tekt] захищати  
**proud** [praʊd] гордий; з почуттям  
 гідності  
**prove** [pru:v] доводити, засвідчувати

# Appendix

**proverb** ['prɒvɜ:b] прислів'я  
**provide** [prə'vaɪd] постачати; надавати  
**provide material about** надавати матеріал про  
**provincial** [prə'veɪnʃl] провінційний  
**psychologist** [saɪ'kɒlədʒɪst] психолог  
**public** ['pʌblik] 1. *n.* публіка; громадськість; 2. *adj.* публічний, громадський  
**publicity** [pʌ'blɪsɪti] публічність, гласність; слава, популярність  
**publish** ['pʌblɪʃ] видавати, публікувати  
**pudding** ['pʊdɪŋ] пудинг  
**pull** [pʊl] тягнути (*на себе*)  
**punish** ['pʌnɪʃ] карати  
**punishment** ['pʌnɪʃmənt] покарання  
**puppet** ['pʌpɪt] маріонетка; лялька  
**purchase** ['pɜ:tʃəs] покупка  
**purpose** ['pɜ:pəs] мета  
**push** [pʊʃ] штовхати (*від себе*)

## Q

**qualification** [ˌkwɒlɪfɪ'keɪʃn] кваліфікація  
**quality** ['kwɒlɪti] якість  
**quarrel** ['kwɒrəl] 1. *n.* сварка; 2. *v.* сваритися  
**quotation** [kwəu'teɪʃn] вислів, цитата  
**queue** [kju:] 1. *n.* черга; 2. *v.* стояти в черзі  
**quotient** ['kwɒʃənt] частка

## R

**rainforest** ['reɪn,fɒrɪst] тропічний ліс  
**raise** [reɪz] піднімати  
**range** [reɪndʒ] ряд, пасмо, гривка  
**rare** [reə] рідкий; рідкісний  
**raw** [rɔ:] сирий; недоварений  
**ready-made clothes** [ˌredi 'meɪd] готовий одяг  
**realise** ['ri:əlaɪz] уявляти собі, усвідомлювати; здійснювати; реалізовувати

**reason** ['ri:zn] 1. *n.* причина; розум; 2. *v.* міркувати, обмірковувати  
**receive** [rɪ'si:v] одержувати, отримувати  
**recent** ['ri:snt] недавній  
**recently** ['ri:sntli] недавно  
**recipient** [rɪ'sɪpiənt] одержувач  
**recognise** ['rekəɡnaɪz] упізнавати; визнавати  
**record** ['rekɔ:d] *n.* запис (*аудио, відео*); [rɪ'kɔ:d] *v.* записувати  
**recover** [rɪ'kʌvə] видужувати  
**recyclable** [ˌri:'saɪkləbl] повторно використаний  
**recycle** [ˌri:'saɪkəl] переробляти вторинну сировину, рециркулювати  
**reduce** [rɪ'dju:s] знижувати, зменшувати; послаблювати  
**refer** [rɪ'fɜ:] відсилати; посилатися; стосуватися  
**referee** [ˌrefə'ri:] суддя (*спорт.*), рефері  
**reflect** [rɪ'flekt] відбивати; відображати  
**regional** ['ri:dʒənl] місцевий; регіональний  
**regular** ['regjələ] правильний; регулярний  
**regular verbs** ['vɜ:zbz] правильні дієслова  
**regularly** ['regjələli] правильно; регулярно  
**rehearsal** [rɪ'hɜ:səl] репетиція  
**related** [rɪ'leɪtɪd] споріднений; пов'язаний  
**relation** [rɪ'leɪʃn] зв'язок; стосунки  
**relations** [rɪ'leɪʃnz] стосунки, взаємини  
**relationship** [rɪ'leɪʃənʃɪp] родинний зв'язок; стосунки  
**relative** ['relatɪv] родич  
**relativity** [ˌrelə'tɪvɪti] відносність; теорія відносності  
**relax** [rɪ'læks] розслаблятися; відпочивати  
**relaxing** [rɪ'læksɪŋ] розслаблюючий

**release** [rɪ'li:s] випускати; звільняти  
**reliability** [rɪ,laɪə'bɪlətɪ] надійність  
**reliable** [rɪ'laɪəbl] надійний  
**relieve** [rɪ'li:v] полегшувати  
**remain** [rɪ'meɪn] залишатися  
**remarkable** [rɪ'mɑ:kəbl] визначний, помітний  
**remember** [rɪ'membə] пам'ятати  
**remind** [rɪ'maɪnd] нагадувати  
**remote** [rɪ'məʊt] віддалений  
**remote control** дистанційний пульт керування  
**repair** [rɪ'peə] ремонтувати, лагодити  
**report** [rɪ'pɔ:t] 1. *n.* повідомлення; 2. *v.* передавати; повідомляти  
**reported** [rɪ'pɔ:tɪd] переданий, повідомлений  
**reporter** [rɪ'pɔ:tə] репортер  
**represent** [ˌreprɪ'zent] відображати, формулювати, пояснювати  
**representative** [ˌreprɪ'zentətɪv] представник  
**request** [rɪ'kwɛst] прохання  
**require** [rɪ'kwaɪə] вимагати; потребувати (*чогось*)  
**requirement** [rɪ'kwaɪəmənt] вимога  
**research** [rɪ'sɜ:tʃ] дослідження, вивчення  
**reserved** [rɪ'zɜ:vd] стриманий, нетовариський  
**resort** [rɪ'zɔ:t] курорт  
**resource** [rɪ'sɔ:s] ресурс  
**respect** [rɪ'spekt] 1. *n.* повага; 2. *v.* поважати  
**responsibility** [rɪ,spɒnsɪ'bɪlɪtɪ] відповідальність  
**responsible** [rɪ'spɒnsɪbl] відповідальний  
**rest** [rest] 1. *n.* відпочинок; 2. *v.* відпочивати  
**restore** [rɪ'stɔ:] відновлювати  
**return** [rɪ'tɜ:n] повертатися  
**reusable** [rɪ:'ju:zəbəl] здатний для повторного використання

**reuse** [rɪ:'ju:z] повторно використовувати  
**review** [rɪ'vju:] повторювати (*material*)  
**rewarding** [rɪ'wɔ:dɪŋ] вартий  
**riddle** ['rɪdl] загадка  
**roar** [rɔ:] шум, сміх  
**roll** [rɔ:l] згорток; кругла булочка  
**rotating** [rəʊ'teɪtɪŋ] обертовий (*про масу*); обертальний (*про рух*)  
**rough** [rʌf] брутальний, грубий; нерівний (*про поверхню*)  
**row** [rəʊ] ряд  
**rowing** ['rɔɪŋ] веслування  
**royal** ['rɔɪəl] королівський  
**rubbish** ['rʌbɪʃ] сміття, мотлох  
**rude** [ru:d] грубий, образливий  
**rural** ['rʊərəl] сільський

## S

**sacrifice** ['sækrɪfaɪs] жертва; приносити в жертву  
**sadly** ['sædli] сумно  
**safe** [seɪf] безпечний  
**safely** ['seɪfli] благополучно, безпечно  
**safety** ['seɪftɪ] безпека  
**sail** [seɪl] плавати  
**sailing** ['seɪlɪŋ] плавання; мореплавство; плавання під вітрилами  
**sailor** ['seɪlə] моряк  
**saint** [seɪnt] святий  
**salary** ['sæləri] заробітна плата  
**sale** [seɪl] продаж  
**salesman** ['seɪlzmən] продавець  
**salesperson** ['seɪlzpɜ:sn] продавець  
**same** [seɪm] такий же, однаковий  
**satellite** ['sætələɪt] супутник, супутниковий  
**satisfy** ['sætɪsfaɪ] задовольняти  
**save** [seɪv] рятувати; зберігати; заощаджувати  
**say** [seɪ] (**said, said**) сказати  
**Say it right.** Скажи правильно.

# Appendix

**scenery** ['si:n(ə)rɪ] пейзаж, декорації

**scene** [si:n] сцена

**scenery** ['si:nəri] 1. (театральні) декорації; 2. пейзаж, ландшафт

**science** ['saɪəns] наука

**scold** [skəʊld] сварити(ся), лаяти(ся)

**score** [skɔ:] 1. *n.* рахунок;

2. *v.* підраховувати очки, вести рахунок; набирати очки

**screen** [skri:n] екран

**script** [skript] почерк; рукописний шрифт; сценарій

**scuba diving** підводне плавання

**seaman** ['si:mən] моряк

**secondary** ['sekəndəri] другий; середній

**section** ['sekʃn] секція; розділ

**security** [si'kjʊərəti] безпека

**see** [si:] (**saw, seen**) бачити

**See you later.** Побачимося пізніше.

**seek** [si:k] (**sought, sought**) шукати; намагатися

**seem** [si:m] здаватися

**seldom** ['seldəm] рідко

**select** [si'lekt] вибирати

**selection** [si'lekʃn] відбір, набір

**selfish** ['selfɪʃ] егоїстичний

**sell** [sel] (**sold, sold**) продавати

**send** [send] (**sent, sent**) відсилати, надсилати

**senior** ['si:nɪə] старший; *амер.* студент старшого курсу, учень старших класів; *амер.* студент останнього курсу, учень випускного класу

**sense** [sens] почуття, відчуття; значення

**sensitive** ['sensətɪv] чутливий; уразливий

**sentence** ['sentəns] речення

**separate** ['sepəreɪt] 1. *v.* відокремлювати, відділяти; 2. *adj.* ['sepɪt] окремий

**serve** [sɜ:v] 1. служити; 2. обслуговувати

**set** [set] 1. *n.* набір; 2. *v.* (**set, set**)

ставити; поміщати; встановлювати (*час, правило*); заходити (*про сонце*)

**set a table** накривати стіл

**setting** ['setɪŋ] оточення, навколишня обстановка; постановка (*фільму*)

**settle** ['setl] поселяти(сь)

**sew** [səʊ] шити

**shake / hold hands** потиснути руки

**shake** [ʃeɪk] (**shook, shaken**) трясти

**shall** [ʃæl] буду, будемо, будуть

**Shall I do it?** Мені це зробити?

**shallow** ['ʃæləʊ] неглибокий, мілкий

**shape** [ʃeɪp] форма

**share** [ʃeə] ділитися

**share impressions** ділитися враженнями

**shark** [ʃɑ:k] акула

**sheet** [ʃi:t] простирадло; аркуш

**shine** [ʃaɪn] (**shone, shone** [ʃɒn]) світити

**shoplifter** ['ʃɒp,lɪftə] крамничний злодій

**shore** [ʃɔ:] берег

**shortage** ['ʃɔ:tɪdʒ] нестача, нестача, брак

**shot-putting** ['ʃɒtpʊtɪŋ] штовхання ядра

**shout (at smb)** [ʃaʊt] кричати (на когось)

**shy** [ʃaɪ] соромливий, сором'язливий

**sick** [sɪk] хворий

**side** [saɪd] бік

**sightseeing** ['saɪt,sɪ:ɪŋ] огляд визначних місць

**sightseeing tour** ['saɪt,sɪ:ɪŋ 'tʊə] екскурсія визначними місцями

**sign** [saɪn] 1. *n.* знак; сигнал;

2. *v.* підписувати

**signature** ['sɪgnətʃə] підпис

**silly** ['sɪli] дурний; нерозумний

**silver** ['sɪlvə] срібний

**similar** ['sɪmələ] подібний, схожий

**simple** ['sɪmpl] простий

**since** [sɪns] відтоді, з того часу як

**single ticket** ['sɪŋɡl 'tɪkɪt] квиток в один кінець

**singular** ['sɪŋɡjʊlə] одна

**size** [saɪz] розмір

**skill** [skɪl] уміння, здатність; досвід, майстерність; здібності

**skilled** [skɪld] кваліфікований, умілий

**skin** [skɪn] шкіра

**slice** [slaɪs] 1. *n.* скибочка; 2. *v.* різати тонкими скибочками

**slim** [slɪm] тонкий, стрункий, тендітний

**slow** [sləʊ] повільний

**smart** [smɑ:t] розумний; кмітливий; нарядний

**smell** [smel] 1. *n.* запах; 2. *v.* (**smelt, smelt**) нюхати

**smile** [smaɪl] усміхатися  
**smile at somebody** посміхнутися комусь

**smooth** [smu:ð] гладенький, рівний

**snail** [sneɪl] слимак

**snake** [sneɪk] змія

**sneeze** [sni:z] чхати

**so** [seɪ] таким чином, так  
**So many countries in the world!** Так багато країн у світі!

**sociable** ['səʊjəbl̩] товариський, компанійський; дружлюбний

**society** [sə'saɪəti] суспільство; товариство; об'єднання

**solar** ['səʊlə] сонячний

**solution** [sə'lju:ʃn] рішення

**solve** [sɒlv] вирішувати, розв'язувати

**soon** [su:n] скоро; незабаром

**soul** [səʊl] душа

**sound** [saʊnd] *n.* звук; *v.* звучати

**sound producer** ['saʊnd ,prə'dju:sə] звукоорежисер

**source** [sɔ:s] джерело

**soured** ['səʊəd] кислий

**south** [saʊθ] південь

**southern** ['sʌðən] південний

**space** [speɪs] космос

**spaceship** ['speɪsʃɪp] космічний корабель

**Spain** [speɪn] Іспанія

**Spanish** ['spæɪnɪʃ] іспанський

**spare** [speə] вільний

**speak** [spi:k] (**spoke, spoken**) розмовляти

**special** ['speʃəl] особливий; спеціальний

**specialty** ['speʃəlti] особливість; фах; спеціальний асортимент

**species** ['spi:ʃi:z] вид; рід, різновид

**specimen** ['spesɪmən] зразок, взірець

**specious** ['spi:ʃəs] правдоподібний; пристойний

**spectator** [spek'teɪtə] глядач

**spell** [spel] (**spelt, spelt**) писати/ вимовляти по літерах

**spelling** ['spelɪŋ] написання, правопис, орфографія

**spend** [spend] (**spent, spent**) 1. проводити (час); 2. витратити

**spiced** ['spaɪst] пряний; присмачений спеціями

**spicy** ['spaɪsi] присмачений спеціями; змішаний із спеціями; пряний

**spill** [spɪl] потік, злива

**spin** [spɪn] (**span, spun; spun**) вертити, крутити; прясти

**spiritual** ['spɪrɪtʃuəl] духовний

**spoil** [spɔɪl] (**spoilt, spoilt**) псувати

**spot** [spɒt] (розм.) помітити, відмічати

**spread** [spred] (**spread, spread**) розстилати; простягати(ся); поширювати, розповсюджувати

**spread the table cloth** розстилати скатертину

**square** [skweə] *n.* 1. квадрат; площа; 2. *adj.* квадратний

**squid** [skwɪd] наживка (для ловлі риби)

**St** [snt] (*скор.*) святий

**staff** [stɑ:f] штат, штати (*службовців тощо*)

**stage** [steɪdʒ] 1. *n.* сцена; естрада; 2. *v.* ставити (*п'єсу*)



# Appendix

**state-financed** ['steɪt faɪ'nænst]

фінансований державою

**statement** ['steɪtmənt] заява,  
твердження

**stay** [steɪ] зупинятися, перебувати

**stay at a hotel** зупинитися в готелі

**stay fit** перебувати у хорошій формі

**stay in bed** лежати в ліжку, хворіти

**stay with smb** залишитися в когось

**steal** [sti:l] красти

**stew** [stju:] тушкувати(ся)

**stick** [stɪk] 1. *n.* палиця, палка;

2. *v.* наклеювати, приклеювати

**still** [stɪl] все ще

**stimulation** [,stɪmjə'leɪʃn] стимуляція;  
спонукання

**stir** [stɜ:] ворушити(ся); розмішувати

**stock** [stɒk] запас; асортимент;  
інвентар

**stomach** ['stʌmək] шлунок

**store** [stɔ:] магазин (*великий*)

**stork** [stɔ:k] лелека

**straight** [streɪt] прямо

**straight ahead** прямо вперед

**strait** [streɪt] протока

**strand** [strænd] сісти на міліну;  
викидати(ся) на берег

**strange** [streɪndʒ] незнайомий; дивний;  
чужий

**straw** [strɔ:] солома; соломинка

**strengthen** ['streŋθn] підсилювати(ся);  
зміцнювати

**stressful** ['stresfəl] стресовий

**stretch** [stretʃ] простягатися; тягтися

**strict** [strikt] суворий

**strike** [straɪk] (**struck, struck**) бити,  
вдаряти; вражати

**string** [striŋ] струна

**stripe** [straɪp] полоска

**strong** [strɒŋ] сильний

**studio floor** [ˌstju:diəʊ 'flɔ:]

кінознімальний павільйон

**stuff** [stʌf] набивати; фарширувати

**stuff room** учительська кімната

**subscribe to (periodicals)**

передплатувати (*періодичні  
видання*)

**substance** ['sʌbstəns] речовина

**substantial** [səb'stænʃl] істотний,  
важливий

**substitute** ['sʌbstɪtju:t] заміна, замітник,  
заступник

**succeed (in doing smth)** досягати  
мети; мати успіх (у чомусь)

**succeed in** [sək'sɪ:d] досягати мети в,  
мати успіх в

**success** [sək'ses] успіх

**successful** [sək'sesfəl] успішний

**suddenly** ['sʌdnli] раптом

**suffer** ['sʌfə] терпіти; страждати

**suggestion** [sə'dʒestʃn] пропозиція

**suit** [su:t] задовольняти; влаштовувати;  
годитися, пасувати

**suitcase** ['su:tkeɪs] валіза

**summary** ['sʌməri] короткий виклад,  
резюме

**suntan** ['sʌntæn] засмага

**supervise** ['su:pəvaɪz] наглядати

**supply** [sə'plaɪ] 1. *n.* постачання;  
2. *v.* постачати

**support** [sə'pɔ:t] підтримувати

**sure** [ʃʊə] впевнений

**surface** ['sɜ:fɪs] поверхня

**surfing** ['sɜ:fɪŋ] серфінг

**surgeon** ['sɜ:dʒən] хірург

**surname** ['sɜ:neɪm] прізвище

**surprise** [sə'praɪz] 1. сюрприз;  
2. здивування

**surround** [sə'reaʊnd] оточувати

**survey** ['sɜ:veɪ] дослідження,  
опитування

**survival** [sə'vaɪvəl] виживання

**survive** [sə'vaɪv] пережити; вижити

**sweep** [swi:p] (**swept, swept**) замітати

**symbol** ['sɪmbəl] символ

**synonym** ['sɪnɒnɪm] синонім  
**table of contents** зміст (видання)

## T

**tablecloth** ['teɪblɪkloth] скатертина  
**tactful** ['tæktfʊl] тактовний  
**tag** [tæg] ярлик, етикетка  
**take** ['teɪk] (**took, taken**) брати  
**take an exam** складати іспит  
**take care (of)** піклуватися  
**take medicine** приймати ліки  
**take part (in)** брати участь (у)  
**take something easy** не брати близько до серця  
**take up** ['teɪk 'ʌp] займатися (чимось); братися (до чогось)  
**take upon oneself responsibility** брати на себе відповідальність  
**talkative** ['tɔ:kətɪv] балакучий  
**tan** [tæn] загар, засмага  
**tape** [teɪp] стрічка; магнітофонна стрічка  
**tease** [ti:z] дражити  
**technician** [tek'nɪʃn] технік  
**technique** [tek'ni:k] техніка; технічні прийоми  
**technology** [tek'nɒlədʒi] техніка; технологія  
**teen** [ti:n] (розм.) підліток  
**teenager** ['ti:neɪdʒə] підліток  
**televisе** ['telɪvaɪz] передавати телевізійну програму  
**temper** ['tempə] натура; характер; настрої  
**tendency** ['tendənsi] тенденція; схильність  
**terrible** ['terəbl] жахливий  
**territory** ['terɪtəri] територія  
**the other day** іншого дня  
**the same** той самий  
**theme** [θi:m] тема  
**theory** ['θɪəri] теорія  
**there once was** був собі якось  
**thorough** ['θʌrə] ретельний; ґрунтовний

**thriller** ['θrɪlə] трилер, бойовик  
**throw** [θrəʊ] (**threw, thrown**) кидати  
**tidy** ['taɪdi] охайний, акуратний  
**title** ['taɪtl] заголовок; титул  
**to be off** забратись, піти геть  
**to be on** бути включеним  
**tobogganing** [tə'bdʒənɪŋ] санний спорт  
**tolerance** ['tɒlərəns] терпимість  
**tool** [tu:l] інструмент  
**touch** [tʌtʃ] 1. *n.* дотик; контакт, спілкування, зв'язок;  
2. *v.* (до)торкатися  
**tower** ['taʊə] башта, вежа  
**trade** [treɪd] заняття, ремесло; професія; торгівля  
**train** [treɪn] виховувати; навчати; тренувати(ся)  
**training** ['treɪnɪŋ] виховання; навчання; тренування  
**trait** [treɪt] характерна риса; особливість; властивість  
**treasure** ['treʒə] скарб  
**treat** [tri:t] поводитися, ставитися; лікувати  
**trend** [trend] напрям; тенденція  
**trendy** ['trendi] брендовий  
**tribe** [traɪb] плем'я  
**tributary** ['trɪbjətəri] притока  
**trophy** ['trɒfi] трофей  
**trouble** ['trʌbl(ə)l] біда, проблема, халепа  
**true-to-life** [tru: tə 'laɪf] реалістичний, життєво правдивий  
**truthful** ['tru:θfʊl] правдивий  
**turned-up** задертий догори, кирпатий  
**turnip** ['tɜ:nɪp] ріпа  
**tusk** [tʌsk] ікло  
**tutor** ['tju:tə] репетитор; наставник  
**typical** ['tɪpɪkəl] типовий

## U

**under the conditions** за умов  
**unemployed** [(,ʌn)ɪm'plɔɪd] безробітний, незайнятий

# Appendix

**unemployment** [ˌʌnɪm'plɔɪmənt] безробіття

**unique** [ju'ni:k] унікальний; незвичайний

**universal** [ˌjuːni'vɜːsl] загальний; універсальний

**university** [ˌjuːni'vɜːsɪti] університет

**unless** [ən'les] якщо не

**unplug** [ʌn'plʌg] вимикати, виймати

**unusual** [ʌn'juːʒuəl] незвичайний,  
незвичний

**upset** [ˌʌp'set] засмучений

**use** [juːz] уживати, використовувати

**use one's brains** використовувати  
чийсь розум; мізкувати

**used up** (розм.) виснажений, зморений

**usefulness** ['juːsɪf(ʊ)lnəs] користь

**user** ['juːzə] споживач; користувач

## V

**vacancy** ['veɪkənsi] порожнеча;  
незайняте місце; вакансія

**valley** ['væli] долина

**valuable** ['væljuəbl] цінний

**value** ['væljuː] вартість; цінність

**varied** ['veəriəd] різноманітний

**variety** [və'raɪəti] різноманітність

**venture** ['ventʃə] 1. *n.* ризиківана  
справа; ризикований намір;  
2. *v.* ризикувати; наважуватися

**view** [vjuː] 1. *n.* вигляд; погляд, думка;  
2. *v.* оглядати

**viewpoint** [vjuːpɔɪnt] точка зору

**violent** ['vaɪələnt] несамовитий,  
шалений; лютий

**vision** ['vɪʒn] зір; бачення

**vocational** [vəʊ'keɪʃnəl] професійний

**voice** [vɔɪs] голос

**volunteer** [ˌvɒlən'tɪə] доброволець,  
волонтер

**vote** [vəʊt] голосувати

## W

**warn** [wɔːn] попереджати; застерігати

**warning** ['wɔːnɪŋ] попередження,  
застереження

**waste** [weɪst] 1. *n.* розтрачання;  
марнування; відходи;

2. *v.* марнувати, марно витратити

**wax** [wæks] воск; восковий

**weak** [wi:k] слабкий, кволий

**wealth** [welθ] багатство

**weapon** ['wepən] зброя

**weird** [wiəd] (розм.) дивний,  
чудернацький

**weirdo** ['wiədəʊ] (розм.) дивакувата  
людина, дивак

**well (badly) stocked** з великим  
(малим) асортиментом

**well (badly) stocked** з різноманітним  
(широким) асортиментом

**western** ['westən] 1. *n.* (амер.) вестерн,  
ковбойський фільм; 2. *adj.* західний

**whale** [weɪl] кит

**wildlife** ['waɪldlaɪf] (амер.) жива природа;  
тварини (птахи, риби) у природі,  
заповіднику

**witness** ['wɪtnəs] бути свідком; свідчити

**wizard** ['wɪzəd] чарівник, чаклун

**wonder** ['wʌndə] цікавитися, бажати  
знати; запитувати себе

**wool** [wʊl] вовна, шерсть

**work** [wɜːk] працювати, робити

**work hard** важко працювати

**work on smb's own** працювати  
самостійно

**workaholic** [ˌwɜːkə'hɒlɪk] трудоголік

**workshop** ['wɜːkʃɒp] майстерня

**worldwide** [ˌwɜːld'waɪd] універсальний;  
поширений по всьому світу

# IRREGULAR VERBS

I	II	III	
<b>be</b> [bi:]	<b>was</b> [wɒz], <b>were</b> [wɜ:]	<b>been</b> [bi:n]	бути; існувати
<b>beat</b> [bi:t]	<b>beat</b> [bi:t]	<b>beaten</b> ['bi:tɪn]	бити
<b>become</b> [bi'kʌm]	<b>became</b> [bi'keɪm]	<b>become</b> [bi'kʌm]	ставати; робитися
<b>begin</b> [bi'gɪn]	<b>began</b> [bi'gæn]	<b>begun</b> [bi'gʌn]	починати(ся)
<b>bend</b> [bend]	<b>bent</b> [bent]	<b>bent</b> [bent]	згинати(ся)
<b>bite</b> [baɪt]	<b>bit</b> [bɪt]	<b>bitten</b> ['bɪtɪn]	кусати(ся)
<b>blow</b> [bləʊ]	<b>blew</b> [blu:]	<b>blown</b> [bləʊn]	дути
<b>break</b> [breɪk]	<b>broke</b> [brəʊk]	<b>broken</b> ['brəʊkən]	ламати(ся)
<b>bring</b> [brɪŋ]	<b>brought</b> [brɔ:t]	<b>brought</b> [brɔ:t]	приносити
<b>build</b> [bɪld]	<b>built</b> [bɪlt]	<b>built</b> [bɪlt]	будувати
<b>burn</b> [bɜ:n]	<b>burnt</b> [bɜ:nt]	<b>burnt</b> [bɜ:nt]	палити, спалювати
<b>buy</b> [baɪ]	<b>bought</b> [bɔ:t]	<b>bought</b> [bɔ:t]	купувати
<b>catch</b> [kætʃ]	<b>caught</b> [kɔ:t]	<b>caught</b> [kɔ:t]	ловити; збагнути
<b>choose</b> [tʃu:z]	<b>chose</b> [tʃəʊz]	<b>chosen</b> ['tʃəʊzn]	вибирати
<b>come</b> [kʌm]	<b>came</b> [keɪm]	<b>come</b> [kʌm]	приходить
<b>cost</b> [kɒst]	<b>cost</b> [kɒst]	<b>cost</b> [kɒst]	коштувати
<b>creep</b> [kri:p]	<b>crept</b> [krept]	<b>crept</b> [krept]	повзати
<b>cut</b> [kʌt]	<b>cut</b> [kʌt]	<b>cut</b> [kʌt]	різати
<b>do</b> [du:]	<b>did</b> [dɪd]	<b>done</b> [dʌn]	робити
<b>draw</b> [drɔ:]	<b>drew</b> [dru:]	<b>drawn</b> [drɔ:n]	малювати; тягти
<b>drink</b> [drɪŋk]	<b>drank</b> [dræŋk]	<b>drunk</b> [drʌŋk]	пити
<b>drive</b> [draɪv]	<b>drove</b> [drəʊv]	<b>driven</b> ['drɪvn]	везти, їхати
<b>eat</b> [i:t]	<b>ate</b> [eɪt]	<b>eaten</b> ['i:tɪn]	їсти
<b>fall</b> [fɔ:l]	<b>fell</b> [fel]	<b>fallen</b> ['fɔ:lɪn]	падати
<b>feel</b> [fi:l]	<b>felt</b> [felt]	<b>felt</b> [felt]	відчувати
<b>fight</b> [faɪt]	<b>fought</b> [fɔ:t]	<b>fought</b> [fɔ:t]	боротися
<b>find</b> [faɪnd]	<b>found</b> [faʊnd]	<b>found</b> [faʊnd]	знаходити
<b>fly</b> [flaɪ]	<b>flew</b> [flu:]	<b>flown</b> [fləʊn]	літати
<b>forecast</b> ['fɔ:kɑ:st]	<b>forecast</b> ['fɔ:kɑ:st]	<b>forecast</b> ['fɔ:kɑ:st]	провіщати; робити прогноз, прогнозувати
<b>forget</b> [fə'get]	<b>forgot</b> [fə'gɒt]	<b>forgotten</b> [fə'gɒtɪn]	забувати

# Appendix

## (Неправильні дієслова)

I	II	III	
<b>forgive</b> [fə'gɪv]	<b>forgave</b> [fə'geɪv]	<b>forgiven</b> [fə'gɪvn]	прощати
<b>freeze</b> [fri:z]	<b>froze</b> [frəʊz]	<b>frozen</b> ['frəʊzn]	заморожувати
<b>get</b> [get]	<b>got</b> [gɒt]	<b>got</b> [gɒt]	одержувати; ставати
<b>give</b> [gɪv]	<b>gave</b> [geɪv]	<b>given</b> ['gɪvn]	давати
<b>go</b> [gəʊ]	<b>went</b> [went]	<b>gone</b> [gɒn]	іти, ходити
<b>grow</b> [grəʊ]	<b>grew</b> [gru:]	<b>grown</b> [grəʊn]	рости
<b>hang</b> [hæŋ]	<b>hung</b> [hʌŋ]	<b>hung</b> [hʌŋ]	вішати; висіти
<b>have</b> [hæv]	<b>had</b> [hæd]	<b>had</b> [hæd]	мати
<b>hear</b> [hiə]	<b>heard</b> [hɜ:d]	<b>heard</b> [hɜ:d]	чути
<b>hide</b> [haɪd]	<b>hid</b> [hɪd]	<b>hidden</b> ['hɪdn]	ховати; приховувати
<b>hit</b> [hɪt]	<b>hit</b> [hɪt]	<b>hit</b> [hɪt]	ударяти; влучати
<b>hold</b> [həʊld]	<b>held</b> [held]	<b>held</b> [held]	тримати
<b>hurt</b> [hɜ:t]	<b>hurt</b> [hɜ:t]	<b>hurt</b> [hɜ:t]	завдати болю; ударити
<b>keep</b> [ki:p]	<b>kept</b> [kept]	<b>kept</b> [kept]	тримати, берегти
<b>know</b> [nəʊ]	<b>knew</b> [nju:]	<b>known</b> [nəʊn]	знати
<b>lay</b> [leɪ]	<b>laid</b> [leɪd]	<b>laid</b> [leɪd]	класти
<b>lead</b> [li:d]	<b>led</b> [led]	<b>led</b> [led]	вести
<b>learn</b> [lɜ:n]	<b>learnt</b> [lɜ:nt]	<b>learnt</b> [lɜ:nt]	учити, засвоювати
<b>leave</b> [li:v]	<b>left</b> [left]	<b>left</b> [left]	залишати; піти, поїхати
<b>lend</b> [lend]	<b>lent</b> [lent]	<b>lent</b> [lent]	позичати ( <i>комусь</i> )
<b>let</b> [let]	<b>let</b> [let]	<b>let</b> [let]	дозволяти
<b>lie</b> [laɪ]	<b>lay</b> [leɪ]	<b>lain</b> [leɪn]	лежати
<b>light</b> [laɪt]	<b>lit</b> [lɪt]	<b>lit</b> [lɪt]	освітлювати(ся)
<b>lose</b> [lu:z]	<b>lost</b> [lɒst]	<b>lost</b> [lɒst]	губити
<b>make</b> [meɪk]	<b>made</b> [meɪd]	<b>made</b> [meɪd]	робити
<b>mean</b> [mi:n]	<b>meant</b> [ment]	<b>meant</b> [ment]	означати
<b>meet</b> [mi:t]	<b>met</b> [met]	<b>met</b> [met]	зустрічати
<b>pay</b> [peɪ]	<b>paid</b> [peɪd]	<b>paid</b> [peɪd]	платити
<b>put</b> [pʊt]	<b>put</b> [pʊt]	<b>put</b> [pʊt]	класти

I	II	III	
<b>read</b> [ri:d]	<b>read</b> [red]	<b>read</b> [red]	читати
<b>retell</b> [ri:'tel]	<b>retold</b> [ri:'təʊld]	<b>retold</b> [ri:'təʊld]	переказати
<b>ride</b> [raɪd]	<b>rode</b> [rəʊd]	<b>ridden</b> ['rɪdn]	їздити верхи
<b>ring</b> [rɪŋ]	<b>rang</b> [ræŋ]	<b>rung</b> [rʌŋ]	дзвонити
<b>rise</b> [raɪz]	<b>rose</b> [rəʊz]	<b>risen</b> ['rɪzn]	підніматися
<b>run</b> [rʌn]	<b>ran</b> [ræn]	<b>run</b> [rʌn]	бігти
<b>say</b> [seɪ]	<b>said</b> [sed]	<b>said</b> [sed]	сказати, говорити
<b>see</b> [si:]	<b>saw</b> [sɔ:]	<b>seen</b> [si:n]	бачити
<b>seek</b> [si:k]	<b>sought</b> [sɔ:t]	<b>sought</b> [sɔ:t]	шукати, розшукувати
<b>sell</b> [sel]	<b>sold</b> [səʊld]	<b>sold</b> [səʊld]	продавати
<b>send</b> [send]	<b>sent</b> [sent]	<b>sent</b> [sent]	посилати; передавати
<b>set</b> [set]	<b>set</b> [set]	<b>set</b> [set]	поміщати; заходити (про сонце)
<b>shake</b> [ʃeɪk]	<b>shook</b> [ʃʊk]	<b>shaken</b> [ʃeɪkən]	трясти
<b>shine</b> [ʃaɪn]	<b>shone</b> [ʃɒn]	<b>shone</b> [ʃɒn]	сяяти, світити
<b>shoot</b> [ʃu:t]	<b>shot</b> [ʃɒt]	<b>shot</b> [ʃɒt]	стріляти
<b>show</b> [ʃəʊ]	<b>showed</b> [ʃəʊd]	<b>shown</b> [ʃəʊn]	показувати
<b>shut</b> [ʃʌt]	<b>shut</b> [ʃʌt]	<b>shut</b> [ʃʌt]	закривати
<b>sing</b> [sɪŋ]	<b>sang</b> [sæŋ]	<b>sung</b> [sʌŋ]	співати
<b>sink</b> [sɪŋk]	<b>sank</b> [sæŋk]	<b>sunk</b> [sʌŋk]	тонути, потопати; занурювати
<b>sit</b> [sɪt]	<b>sat</b> [sæt]	<b>sat</b> [sæt]	сидіти
<b>sleep</b> [sli:p]	<b>slept</b> [slept]	<b>slept</b> [slept]	спати
<b>smell</b> [smel]	<b>smelled, smelt</b> [smeld], [smelt]	<b>smelled, smelt</b> [smeld], [smelt]	чути ( <i>відчувати</i> ) запах; нюхати
<b>speak</b> [spi:k]	<b>spoke</b> [spəʊk]	<b>spoken</b> ['spəʊkən]	говорити
<b>spell</b> [spel]	<b>spelt</b> [spelt]	<b>spelt</b> [spelt]	вимовляти ( <i>слово</i> ) по літерах
<b>spend</b> [spend]	<b>spent</b> [spent]	<b>spent</b> [spent]	витрачати ( <i>гроші</i> )
<b>spin</b> [spɪn]	<b>spun</b> [spʌn]	<b>spun</b> [spʌn]	прясти; крутити(ся), вертіти(ся)

# Appendix

## I

**spread** [sprɛd]  
**stand** [stænd]  
**steal** [sti:l]  
**stick** [stɪk]

**strike** [straɪk]  
**sweep** [swi:p]  
**swim** [swɪm]  
**take** [teɪk]  
**teach** [ti:tʃ]  
**tell** [tel]

**think** [θɪŋk]  
**throw** [θrəʊ]  
**understand**  
[ˌʌndə'stænd]  
**wake** [weɪk]  
**wear** [weə]  
**weep** [wi:p]  
**win** [wɪn]

**write** [raɪt]

## II

**spread** [sprɛd]  
**stood** [stʊd]  
**stole** [stəʊl]  
**stuck** [stʌk]

**struck** [strʌk]  
**swept** [swɛpt]  
**swam** [swæm]  
**took** [tʊk]  
**taught** [tɔ:t]  
**told** [təʊld]

**thought** [θɔ:t]  
**threw** [θru:]  
**understood**  
[ˌʌndə'stʊd]  
**woke** [wəʊk]  
**wore** [wɔ:]  
**wept** [wept]  
**won** [wʌn]

**wrote** [rəʊt]

## III

**spread** [sprɛd]  
**stood** [stʊd]  
**stolen** ['stəʊlən]  
**stuck** [stʌk]

**struck** [strʌk]  
**swept** [swɛpt]  
**swum** [swʌm]  
**taken** ['teɪkən]  
**taught** [tɔ:t]  
**told** [təʊld]

**thought** [θɔ:t]  
**thrown** [θrəʊn]  
**understood**  
[ˌʌndə'stʊd]  
**woken** ['wəʊkən]  
**worn** [wɔ:n]  
**wept** [wept]  
**won** [wʌn]

**written** ['rɪtɪn]

розповсюджувати  
стояти  
красти  
встромляти,  
колоти  
ударяти  
мести, змитати  
плавати  
брати  
навчати  
сказати,  
розповідати  
думати  
кидати  
розуміти  
прокидатися  
носити (одяг)  
плакати  
вигравати,  
перемагати  
писати

