

**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.	a cat                      an elephant a uniform              an interesting story a one-day trip          an hour
We use <b>a / an</b> only with singular countable nouns.	a pencil                  an orange
We use <b>a / an</b> with jobs.	She's a nurse.          He's an engineer.
We use <b>a / an</b> when we are talking about a person or thing for the first time.	We saw a girl with a dog.
We use <b>the</b> when we talk about it again.	The girl was very little and the dog was big.
We use <b>a</b> in some expressions when it means 'every'.	once a day (once every day) twice a year three times a week, etc.
We use <b>a</b> in some expressions of quantity.	a lot of people          a few questions a number of pupils
We use <b>a</b> in some fixed expressions.	have a cold              have (take) a bath / shower have a headache        sleep like a log take a picture          go for a walk, etc.

**THE — THE DEFINITE ARTICLE**

**The** means 'you know which one / ones I mean'.  
 It can be used before any noun, singular or plural.

use	example
We use <b>the</b> when we talk about something that has been mentioned before.	I bought a shirt and a sweater. The shirt is red and the sweater is blue.
We use <b>the</b> when it is clear what we mean.	Open the door! (You can see which one.) Turn on the TV!
We use <b>the</b> with persons or things that are unique (there's only one).	When I was in Rome I saw the Pope. Don't sit in the sun. It's too hot.
We use <b>the</b> with some time expressions.	in the evening          in the morning in the afternoon        at the weekend
We use <b>the</b> with musical instruments.	Can you play the piano?
We use <b>the</b> with superlatives and ordinal numbers.	She's the fastest runner in our class but today I was the first to finish the race.

# GRAMMAR REFERENCE

use	example
<p>We use <b>the</b> with some names:</p> <p>a) with the names of rivers, seas and oceans</p> <p>b) with the names of groups of islands and mountain ranges</p> <p>c) with the names of countries that include a union, a republic or a kingdom</p> <p>d) with the names of hotels, cinemas, theatres, museums and buildings</p> <p>e) with family names in the plural</p>	<p><b>the</b> Amazon                      <b>the</b> Black Sea</p> <p><b>the</b> Pacific Ocean</p> <p><b>the</b> Bahamas                  <b>the</b> Alps</p> <p><b>the</b> United States              <b>the</b> United Kingdom</p> <p><b>the</b> Republic of Croatia</p> <p><b>But:</b> Croatia, England, Canada</p> <p><b>the</b> Hilton                      <b>the</b> Broadway Cinema</p> <p><b>the</b> National Theatre        <b>the</b> Science Museum</p> <p><b>the</b> Empire State Building</p> <p><b>The</b> Greens are coming to dinner tonight.</p>
<p>We use <b>the</b> in some fixed expressions.</p>	<p>listen to <b>the</b> radio              <b>But:</b> watch TV</p> <p>go to <b>the</b> cinema                go to the theatre</p> <p>go to <b>the</b> doctor's               go to the dentist's</p> <p>call <b>the</b> police</p> <p>live at <b>the</b> seaside, live in <b>the</b> country</p> <p>on <b>the</b> left, on <b>the</b> right, in <b>the</b> middle, etc.</p>

## NO ARTICLE

There are a number of situations when we use **no article**.

use	example
We use <b>no article</b> with the names of people.	This is Paul Smith.
In general, we use <b>no article</b> with the names of continents, countries and cities.	He's from London. Brazil is a country in South America.
We use <b>no article</b> with the names of streets, squares, parks and bridges.	Tower Bridge, Hyde Park, Trafalgar Square and Oxford Street are all in London.
We use <b>no article</b> 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 <b>no article</b> with the names of languages, school subjects, sports and games.	Can you speak French? History is my favourite subject. He loves football and chess.
We use <b>no article</b> with the names of the days and months.	I'll see you on Monday. The course ends in June.
We use <b>no article</b> with the names of meals.	Let's have breakfast. What time is dinner? What time is supper?



use	example
We use <b>no article</b> 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: ● mass nouns ● subjects of study ● sports ● languages ● diseases ● natural phenomena ● collective nouns ● certain other nouns	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 ( <b>somebody, someone, something, somewhere</b> , etc.) are normally used in affirmative sentences.	There is <b>some</b> wine left in the bottle.
<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, 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.

# GRAMMAR REFERENCE

use	example
<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 <b>anyone</b> 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. (it doesn't matter what) <b>Anyone</b> could have done that. (it doesn't matter who)
<b>No</b> and its compounds can be used instead of <b>not any</b> in negative sentences.	Laura didn't say <b>anything</b> . (= 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 a few 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.

## 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 of</b> 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?



## A LOT OF / LOTS OF — MUCH / MANY

use	example
<p><b>How much</b> and <b>how many</b> are used in questions and negations.</p> <p>How much + uncountable noun → amount</p> <p>How many + countable noun → number</p>	<p><b>How much</b> pepper shall I put in the soup?</p> <p><b>How many</b> children do they have?</p>
<p><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.</p>	<p>He couldn't sleep because the children were making <b>too much</b> noise.</p>
<p><b>Too many</b> is used with plural countable nouns. It has the same negative meaning as <b>too much</b>.</p>	<p>It was very crowded. There were <b>too many people</b> there.</p>
<p>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.</p>	<p><b>Some of</b> the houses in that district are very expensive. (<i>houses in that district</i>)</p> <p><b>But:</b> Some houses are very expensive. (<i>houses in general</i>)</p>

## 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
<p>I have got a book.</p> <p>Where is Mary? Is <b>she</b> coming?</p> <p>Where is Bruno? <b>He</b> is late.</p> <p><b>They</b> are lovely.</p>	<p>Give <b>me</b> the book, please.</p> <p>Tell <b>her</b> to come.</p> <p>We are waiting for <b>him</b>.</p> <p>We love <b>them</b>.</p>

# GRAMMAR REFERENCE

We use **POSSESSIVE** and **ABSOLUTE PRONOUNS** to show that something belongs to somebody.

<b>POSSESSIVE PRONOUNS</b> are followed by a noun.	<b>ABSOLUTE PRONOUNS</b> are used without a noun.
<p><i>For example:</i> That isn't <b>my</b> pencil. Is this <b>your</b> bag? This can't be <b>their</b> cat.</p>	<p><b>Mine</b> is here. My bag is old and <b>yours</b> is new. <b>Theirs</b> is black and white.</p>

## REFLEXIVE PRONOUNS

<b>use</b>	<b>example</b>
<p>Singular pronouns end in <b>-self</b>:</p> <p><b>myself</b> <b>yourself</b> <b>himself</b> <b>herself</b> <b>itself</b></p>	<p>The plural forms end in <b>-selves</b>:</p> <p><b>ourselves</b> <b>yourselves</b> <b>themselves</b></p>
<p>We use reflexive pronouns after the verb when the subject and the object are the same person.</p>	<p>I hurt <b>myself</b> when I fell down. She made <b>herself</b> a cup of coffee.</p>

**Note:** We often use reflexive pronouns after: **behave, burn, control, cut, defend, enjoy, help, hurt, introduce, kill and teach.**

<b>use</b>	<b>example</b>
<p>Reflexive pronouns are also used after a verb + preposition.</p>	<p>She spoke to <b>herself</b>. He looked at <b>himself</b> in the mirror. Take care of <b>yourself</b>. She did it by <b>herself</b>. (<i>on her own</i>)</p>
<p>Sometimes we use reflexive pronouns for emphasis.</p>	<p>Prince Charles <b>himself</b> painted the pictures.</p>

## COMPARATIVES: ADJECTIVES

**use:** to compare two things, people, etc.

<b>form</b>	<b>example</b>
<p>one-syllable adjectives: usually <b>adjective + -er (+ than)</b></p> <p>one-syllable adjectives ending in a short vowel followed by a consonant: usually double the last consonant + <b>-er (+ than)</b></p> <p>adjectives ending in <b>-e</b>: usually <b>adjective + -r (+ than)</b></p>	<p>Drums are <b>louder</b> than violins.</p> <p>Chillies are <b>hotter</b> than onions.</p> <p>I think peaches are <b>nicer</b> than apples.</p>



form	example
two-syllable adjectives ending in <b>-y</b> . usually change <b>-y</b> to <b>-er</b> (+ <b>than</b> ) most two-syllable adjectives and adjectives with three or more syllables: <b>more + adjective</b> (+ <b>than</b> )	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.

form	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 a last consonant doubled + <b>-est</b>  adjectives ending in <b>-e</b> : usually <b>the + adjective + -st</b>  two-syllable adjectives ending in <b>-y</b> . <b>the + adjective</b> with <b>-y</b> 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
one-syllable adverbs: usually <b>more + adverb</b>	Sue speaks <b>more quietly</b> than John.
adverbs with the same form as adjectives: <b>adverb + -er</b>	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>	Sue speaks <b>the most quietly</b> .
adverbs with the same form as adjectives: <b>the + adverb + -est</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, e.g. <i>always, often, sometimes, never</i>	The postman always <b>delivers</b> the letters at 8:00 a.m.
for general truths, facts and states	Our bodies <b>contain</b> five litres of blood. She <b>has</b> 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 p.m.
for present actions in commentaries or stories	The horse Starlight <b>is</b> in the lead.

## 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	I'm <b>talking</b> on the phone — I'll be finished soon.
for temporary situations in the present	It's <b>raining</b> at the moment.



use	example
for changes taking place at the present time (sometimes used with <b>more and more</b> )	The weather <b>is getting</b> hot.
to express irritation (used with <b>always</b> )	Our teacher <b>is always giving</b> us extra homework!
for future arrangements (often used with adverbs of time, e.g. <i>tomorrow, this weekend</i> )	I'm <b>meeting</b> my friends at 6:00 p.m.

## STATIVE 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. I <b>love</b> Italian paintings.
for talking about possession	belong, have / have got, own, possess	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	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	We <b>walked</b> in the park every morning.
for short, completed actions at a definite time in the past (sometimes the time is not mentioned but is understood)	We <b>left</b> at 6 p.m.
for telling stories in which one thing happened after another	She <b>said</b> goodbye, <b>opened</b> the door and <b>left</b> the house.
for completed situations in the past	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	He <b>was standing</b> next to the window.
for background information about the weather; what people were doing or wearing	The children <b>were</b> all <b>wearing</b> new clothes.
for an action in the past which is interrupted by another	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*?

use	example
for recently completed actions (without a definite time)	I've <b>finished</b> my homework.
for recently completed actions (with <b>just</b> )	He <b>has just washed</b> the car.
for actions in the past which are still important in the present	He <b>has painted</b> many wonderful pictures.
for actions or situations which started in the past and continue up to the present (often used with <b>since, for</b> )	They <b>have walked</b> to school every day for two years. He <b>has lived</b> in this town since 1980.
for past actions which refer to an unknown, incomplete time (often used with <b>never, ever</b> )	<b>Have</b> you ever <b>visited</b> Australia? He <b>has never been</b> in a plane.
with the superlative	This is the best holiday I've ever <b>had</b> .



## PRESENT PERFECT CONTINUOUS

form **have + been + verb + -ing form**

- + I/You have been singing. He/She/It has been singing.  
We/You/They have been singing.
- I/You have not been singing. He/She/It has not been singing.  
We/You/They have not been singing.
- ? Have I/you been singing? Has he/she/it been singing?  
Have we/you/they been singing?

use	example
for temporary or incomplete actions in the past	She <b>has been playing</b> music since lunchtime. We <b>have been walking</b> for two hours.

## 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 that the film <b>had</b> already <b>begun</b> . We didn't eat dinner until we <b>had cleaned</b> the house.

## PAST PERFECT CONTINUOUS

form **had + been + verb + -ing form**

- + I/You/He/She/It/We/You/They had been working.
- I/You/He/She/It/We/You/They had not been working.
- ? Had I/you/he/she/it/we/you/they been working?

use	example
for an action which began in the past and was still happening when another action started in the past	She <b>had been learning</b> English for a year before she understood a word.

## USED TO

form **used to + verb**

- + I/You/He/She/It/We/You/They used to play the piano.
- I/You/He/She/It/We/You/They didn't use to play the piano.
- ? Did I/you/he/she/it/we/you/they use to play the piano?

use	example
for states and repeated actions in the past which do not exist now	We <b>used to</b> live in France.

## WOULD

form **would + verb**

use	example
for repeated actions in the past which do not happen now	The ancient Egyptians <b>would tell</b> the time by the sun. Before he started his new job, he <b>would watch</b> television all evening.

## 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	I'll answer the phone.
for predictions (often used with I believe / hope / think)	I think it <b>will be</b> a cold winter this year.
for future facts	Our school holidays <b>will start</b> in July.
for plans and arrangements	We'll <b>meet</b> you outside the cinema at 7:30.

**Note:**

**Shall** is often used instead of **will**, 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 be</b> cold in Scotland, so pack a jumper. It <b>could</b> rain today.
to talk about probability	The plane <b>should</b> arrive about now.



use	example
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 to</b> do the washing up. We <b>don't have to</b> pay to get into the museum.
to give advice	You <b>shouldn't</b> stay up so late every night. You <b>ought to</b> save a bit more money.
to talk about permission	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.

## 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.

## SECOND CONDITIONAL

form     conditional clause: **if + past simple**  
           main clause: **would + infinitive** without **to**

use	example
for less likely or hypothetical events in the future	If I <b>gave up</b> work, I <b>would travel</b> round the world.
to give advice	If you <b>worked</b> harder, you <b>would pass</b> your exam.

### Notes:

- We use **even if** for emphasis, e.g. ***Even if** he had a part-time job, he **would** work just as hard.*
- After **if**, we sometimes use **were** instead of **was**, especially in a formal style, e.g. *If I **were** a millionaire, I'd buy an island.*

## ZERO CONDITIONAL

form conditional clause: **if + present simple**  
main clause: **infinitive without to / imperative**

use	example
for general rules or truths	If there <b>is</b> no rain, many plants die.
to show cause and effect	If you <b>eat</b> fruit and vegetables, you feel healthy.
for commands	If it <b>starts</b> to rain, go inside.

### Note:

When can also be used in these conditionals, e.g. *When the lesson **begins**, please be quiet.*

## 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.

tense	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 closed the disco for a month. → The disco <b>was closed</b> for a month.
Past Perfect	He had caught the fish. → The fish <b>had been</b> caught.
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.

## Notes:

- 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.*

## REPORTED SPEECH: TENSES

form We usually change the tenses and some other words when we report what someone said.

DIRECT SPEECH	REPORTED SPEECH
<b>present simple</b> → 'My sister <b>is</b> a ballet dancer.'	<b>past simple</b> She said (that) her sister <b>was</b> a ballet dancer.
<b>present continuous</b> → 'I'm <b>writing</b> to my boyfriend.'	<b>past continuous</b> She said (that) <b>she was writing</b> to her boyfriend.
<b>past simple</b> → 'We <b>went</b> for a walk.'	<b>past perfect simple</b> They said (that) <b>they had gone</b> for a walk.
<b>past continuous</b> → 'I <b>was walking</b> in the forest all day.'	<b>past perfect continuous</b> He said (that) <b>he had been walking</b> in the forest all day.
<b>present perfect simple</b> → 'I <b>have cooked</b> the dinner.'	<b>past perfect simple</b> She said (that) <b>she had cooked</b> the dinner.
<b>present perfect continuous</b> → 'I've <b>been learning</b> English for a year.'	<b>past perfect continuous</b> He said (that) <b>he had been learning</b> English for a year.

## Notes:

- I sometimes changes to **he** or **she**.
- **My** sometimes changes to **her** or **his**. **Our** changes to **their**.
- The adjectives **this**, **that**, **these** and **those** usually change to **the**.  
e.g. *'I like **these** grapes.'* → *He/She said he/she liked the grapes.*
- The pronouns **this** and **that** usually change to **it**.  
e.g. *'I want to paint **this** blue.'* → *'He/She said he/she wanted to paint it blue.*
- The pronouns **these** and **those** usually change to **them**.

# GRAMMAR REFERENCE

## REPORTED SPEECH: MODAL VERBS

DIRECT SPEECH	REPORTED SPEECH
'I'll help you tidy your room.'	He said (that) he <b>would</b> help her tidy her room.
'I <b>can</b> run very fast.'	She said (that) she <b>could</b> run very fast.
'I <b>may</b> go out this evening.'	She said that she <b>might</b> go out that evening.
'I'll offer to help my grandmother tomorrow.'	He said that he <b>would</b> offer to help his grandmother the following day.
'You <b>must</b> tidy your room.'	She told him that he <b>must</b> tidy his room.

## REPORTED SPEECH: ADVERBS OF TIME AND PLACE

DIRECT SPEECH	REPORTED SPEECH
here	there
now	then / at that moment
tomorrow	the next day / the following day
last (night)	the (night) before / the previous (night)
today	that day
ago	before / previously
yesterday	the day before / the previous day
next (week)	the following (week) / the (week) after (that)
next (Wednesday)	the following (Wednesday)
this (morning)	that (morning)

## REPORTED QUESTIONS

- form** Reported questions have the same word order as statements. Reporting verbs (e.g. *asked*) are used.
- For *yes / no* questions, the reported questions begin with *if / whether*.
- For *wh*-questions, the question words (*who, which, when, where, why, whom, whose, how*) are repeated in the reported question.

DIRECT QUESTION	REPORTED QUESTION
Do you want to go swimming?	He asked her <b>if she wanted</b> to go swimming.
How did you make the cake?	I asked him <b>how he had made</b> the cake.

## INDIRECT QUESTIONS

- form** Indirect questions do not have the question word order and the auxiliary **do** is not used. There is no tense change in indirect questions.
- use** To make questions sound more polite and formal.

**Note:** Indirect questions begin with expressions like:

*Could you tell me...? Would you mind telling me...? Do you know...?*

DIRECT QUESTION	INDIRECT QUESTION
Why did you go to town?	Would you mind telling me <b>why</b> you went to town?
How do you turn the computer on?	Could I ask <b>how</b> you turn the computer on?
What time are you leaving?	Could you tell me <b>what time</b> you are leaving?



## TIME CLAUSES

time expression	example
<b>until / by the time</b> = up to the time when	You must stay <b>until</b> the President gets here. <b>By the time</b> he arrives, the boat will have left.
<b>by</b> = not later than	Let me know <b>by</b> Sunday if you can come.
<b>when</b> = at the time	My voice hurts <b>when</b> I speak.
<b>as soon as</b> = immediately after	<b>As soon as</b> dinner is cooked, we will eat!
<b>before</b> = earlier than	I must get to the bank <b>before</b> it closes.
<b>after</b> = later than	I will ring you <b>after</b> Mark has left.
<b>once</b> = after	<b>Once</b> I have decided where to go, I will book my holiday.
<b>while / as</b>	He rang <b>while</b> I was watching television. I saw him <b>as</b> I left the office.
<b>in case</b> = because ( <i>condition</i> )	I will take my umbrella <b>in case</b> it rains.

## GERUNDS AND INFINITIVES

GERUND (-ing form used as a noun)	INFINITIVE with to	INFINITIVE without to
<b>Swimming</b> is good for you. I enjoy <b>swimming</b> . 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>	<b>I want to watch</b> TV this evening. 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>	<b>I would rather play</b> tennis. Common verbs and phrases followed by an infinitive without to: <i>can, could, may, might, must, shall, will, would rather</i>

**Note:** The verbs marked \* can be followed by either an infinitive without to or a gerund -ing form, but there may be a change in meaning.

## 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>

# GRAMMAR REFERENCE

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 <b>an auxiliary + a pronoun</b> . But when the main sentence is positive, the question tag is negative.	She is very nice, <b>isn't she?</b>
When the main sentence is negative, the question tag is positive.	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 <b>do</b> in the question tag.	You play the piano, <b>don't you?</b> Tim gave you this book, <b>didn't he?</b>



## A

**AIDS** [eɪdz] СНІД  
**absorb** [əb'sɔ:b] вбирати, всмоктувати  
**abuse** [ə'bju:z] ображати; зловживати  
**access** ['ækses] 1. *n.* доступ; 2. *v.* мати доступ, одержати доступ  
**acquire** [ə'kwara] набувати, здобувати; одержувати  
**adherence** [əd'hɪərəns] прихильність; суворе дотримання  
**adolescent** [ˌædə'lesnt] юнак; дівчина; підліток  
**advance** [əd'vɑ:ns] просування; успіх; прогрес  
**affect** [ə'fekt] впливати; хвилювати, зворушувати  
**affectionate** [ə'fekʃənɪt] люблячий, ніжний; пристрасний  
**allege** [ə'ledʒ] твердити; посилається (на щось)  
**ambitious** [æm'bɪʃəs] честолюбний; що прагне (чогось, до чогось)  
**angle** [æŋɡl] кут  
**appealing** [ə'pi:liŋ] благальний; зворушливий; привабливий  
**appreciate** [ə'pri:ʃiət] оцінювати; цінувати  
**argue** [ɑ:gju:] сперечатися; аргументувати; переконувати  
**arrangement (of)** [ə'reɪndʒmənt] впорядкування; розташування; домовленість  
**assault** [ə'sɔ:lt] насилувати; ґвалтувати  
**assessment** [ə'sesmənt] оцінка, оцінювання  
**assist** [ə'sɪst] допомагати, сприяти  
**attend** [ə'tend] бути присутнім, відвідувати; приділяти увагу; піклуватися, турбуватися  
**authorize** [ˈɔ:θəraɪz] уповноважувати; доручати  
**authorities** [ə'θɒrɪtiz] органи влади  
**autonomous** [ˌɔ:tonəməs] автономний  
**available** [ə'veɪləbl] доступний, наявний  
**be available** бути наявним  
**avalanche** [ə'velɑ:nʃ] сніговий обвал, лавина  
**average** ['ævərɪdʒ] середній  
**avoid** [ə'vɔɪd] уникати

## B

**ban** [bæn] забороняти  
**bandage** ['bændɪdʒ] бинт, пов'язка  
**be grounded** ґрунтуватися

**be jailed** бути ув'язненим  
**be obliged (to)** бути зобов'язаним (змушеним)  
**be satisfied with** бути задоволеним чимось  
**be sinking out of sight** зникати з поля зору  
**be well regarded (in)** добре котируватися  
**become commonplace** стати звичайною річчю; стати банальним  
**benefit** ['benɪfɪt] давати користь; допомагати; одержувати користь  
**blame** [bleɪm] звинувачувати; вважати винним  
**blizzard** ['blɪzəd] завірюха, хуртовина  
**boost** [bu:st] піднімати; допомагати піднятися; рекламувати; підвищувати (ціну)  
**brain drain** ['breɪn dreɪn] відплив мізків  
**breakdown** ['breɪkdaʊn] цілковите знесилення; падіння; розруха  
**breakthrough** ['breɪkθru:] прорив, велике досягнення  
**bricklayer** ['brɪkleɪə] муляр

## C

**cantankerous** [kən'tæŋkərəs] сварливий, причепливий  
**capture** ['kæptʃə] брати в полон; спіймати, схопити; привертати (увагу)  
**carpenter** ['kɑ:pəntə] тесляр; столяр  
**carry out** доводити до кінця; виконувати  
**catch smb's breath** затамувати подих  
**cause** [kɔ:z] причина; підстава; привід  
**cheat** [tʃi:t] обманювати, обдурювати  
**cherish** ['tʃerɪʃ] плекати; цінувати  
**civic** ['sɪvɪk] громадянський, цивільний  
**coach** [kəʊtʃ] карета; репетитор; тренер, інструктор  
**coherent** [kəʊ'hɪərənt] зв'язаний; логічно послідовний  
**common** ['kɒmən] звичайний; спільний  
**have (a lot) in common** мати щось (багато) спільне (спільного)  
**commonplace** ['kɒmənpleɪs] звичайна річ; банальність  
**community** [kə'mju:nɪti] громада, община  
**compress** [kəm'pres] стискувати  
**conceal** [kən'si:l] ховати, приховувати  
**concise** [kən'saɪs] стислий, короткий  
**conclude** [kən'klu:d] укласти (договір); робити висновок

**conclusion** [kən'klu:ʒn] завершення;  
висновок  
**conduct** [kən'dakt] вести; проводити  
**conduct a survey** проводити  
опитування, огляд  
**confidence** ['kɒnfɪdəns] довіра;  
упевненість  
**consequent** ['kɒnsɪkwənt] послідовний;  
що є результатом (чогось)  
**considerable** [kən'sɪdərəbl] значний  
**contradictory** [ˌkɒntrə'dɪktəri]  
1 *n.* суперечливе твердження;  
2 *adj.* суперечливий  
**contribute** [kən'trɪbjʊt] сприяти; робити  
вклад  
**conviction** [kən'vɪkʃn] засудження;  
переконання  
**convince** [kən'vɪns] переконувати  
**cope with smth** справитися, упоратися  
з чимось  
**courgette** [kəʊ'ʒet] кабачок  
**course** [kɔ:s] курс; шлях; страва  
**court** [kɔ:t] суд; двір; корт, майданчик  
**couscous** ['kuskus] кулкус  
(північноафриканська страва із  
пшеничної крупи)  
**crucial** ['kru:ʃl] вирішальний  
**cuisine** [kwi:'zi:n] кухня  
**curriculum** [kə'rikjələm] курс навчання;  
навчальний план; розклад

## D

**damage** ['dæmɪdʒ] завдавати збитків  
(шкоди); пошкоджувати  
**decay** [di'keɪ] гнити, розкладатися  
**degree** [di'ɡri:] ступінь; градус  
**Bachelor/Master's degree** ступінь  
бакалавра/магістра  
**deliberate** [dɪ'lɪbəreɪt] навмисний;  
обдуманий  
**delinquency** [dɪ'lɪŋkwənsɪ] злочинність  
(неповнолітніх)  
**desirable** [dɪ'zaɪərəbl] бажаний,  
жаданий  
**despite smth** [dɪ'spaɪt] незважаючи на  
щось  
**device** [dɪ'vaɪs] план; прийом; пристрій,  
механізм  
**devote** [dɪ'vəʊt] присвячувати  
**devote one's life to science**  
присвячувати своє життя науці  
**devote smb to smth** прирікати когось  
на щось

**directory** [dɪ'rektəri] довідник, покажчик;  
адресна книга; алфавітний список  
(будь-яких даних); каталог  
**disaster** [dɪ'zɑ:stə] лихо, біда; катастрофа  
**disgrace** [dɪs'ɡreɪs] 1. *n.* ганьба,  
безчестя; 2. *v.* ганьбити, безчестити  
**distinguished** [dɪ'stɪŋɡwɪʃt] відомий,  
видатний  
**distraction** [dɪ'strækʃn] відволікання  
уваги; неувважність; розвага  
**diversity** [daɪ'vɜ:səti] різноманітність,  
різноманіття  
**dough** [daʊl] тісто; паста  
**draughts** [draʊfts] шашки (*гра*)  
**play draughts** грати в шашки  
**dreadful** ['dredfʊl] жахливий, страшний  
**drought** [draʊt] посуха, засуха  
**drug** [drʌɡ] ліки; наркотик

## E

**employee** [ɪm'plɔɪ:] службовець,  
працівник  
**employer** [ɪm'plɔɪə] роботодавець  
**engage** [ɪn'ɡeɪdʒ] займатися  
**be engaged (in)** займатися (чимось),  
бути зайнятим (чимось)  
**enliven** [ɪn'laɪvən] пожвавлювати;  
надихати  
**enterprise** ['entəpraɪz] підприємство  
**entertain** [ˌentə'teɪn] розважати,  
забавляти  
**entertainer** [ˌentə'teɪnə] естрадний  
артист; конференсьє  
**entertainment** [ˌentə'teɪnmənt] розвага  
**escape** [ɪ'skeɪp] утекти; уникнути  
**essential** [ɪ'senʃl] необхідний; істотний  
**exhausted** [ɪɡ'zɔ:stɪd] виснажений,  
змучений  
**existence** [ɪɡ'zɪstəns] існування  
**exponent** [ɪk'spəʊnənt] інтерпретатор;  
виконавець (*музичного теору*);  
представник (*теорії*); тип, зразок;  
експонент  
**exposition** [ˌekspe'zɪʃn] виставка,  
експозиція  
**extended** [ɪk'stendɪd] розтягнений;  
розширений; продовжений; тривалий  
**extensive** [ɪk'stensɪv] обширний,  
широкий; далекосяжний

## F

**facility** [fə'sɪlɪti] здатність; уміння;  
доступність; *pl* можливості, умови; *pl*  
устаткування, обладнання, пристрої



**faint-hearted** [ˈfeɪnt ˈhɑːtɪd] боягузливий, легкодухий

**favoured** [ˈfeɪvəd] привілейований; що має перевагу

**feel a lump in smb's throat** відчувати клубок у горні

**fit** [fɪt] 1. *v.* відповідати (чомусь); годитися; пасувати (до чогось); 2. *adj.* здоровий, у добрій формі  
**stay fit** перебувати у хорошій формі, підтримувати форму

**flaky** [ˈfleɪki] пластівчастий

**fleeting** [ˈfliːtɪŋ] скороминучий

**float** [flaʊt] плавати, триматися на поверхні; пливти

**fluent** [ˈfluːənt] плавний, вільний (про мову)

**forbid** [fəˈbɪd] (**forbad**, **forbade**; **forbidden**) забороняти

**fossil** [ˈfɒsəl] скам'янілість; викопна тварина

**foundation course** підготовчий, базовий курс

**founder** [ˈfaʊndə] засновник

**freedom** [ˈfriːdəm] свобода, воля

**frequency** [ˈfriːkwənsi] частота; часте повторювання

**frequent** [ˈfriːkwənt] частий; часто повторюваний

**freshman** [ˈfreʃmən] першокурсник; *амер.* новачок (у школі)

**fuel** [ˈfjuːəl] паливо; пальне

**fussy** [ˈfʌsi] метушливий

## G

**generous** [ˈdʒenərəs] щедрий

**get exposure** бути висвітленим

**get insight (into)** проникнути в суть

**get on well** ладити (з кимсь)

**give due to the memory** віддавати належне пам'яті

**global warming** [ˈɡləʊəl ˈwɔːmɪŋ] глобальне потепління

**goal** [ɡəʊl] мета, ціль

**graduate** [ˈɡrædʒuət] випускник вищого навчального закладу; *амер.* той, що закінчив навчальний заклад

**graduate (from)** [ˈɡrædʒʒjuet] закінчувати навчальний заклад

**greenhouse gas** [ˈɡriːnhaʊs ˈɡæs] парниковий газ

## H

**hailstorm** [ˈheɪlstɔːm] гроза з градом, злива; сильний град

**handle** [ˈhændl] керувати; упоратися з

**helicopter** [ˈhelɪkəptə] вертоліт

**highlight** [ˈhaɪlaɪt] виділяти; яскраво освітлювати

**high-tech** (also **hi-tech British**) [ˌhaɪ ˈtek]

1. *n.* сучасна технологія;

2. *adj.* високотехнологічний

**HIV-positive** [ˌeɪf ɑː viː ˈpɒzətɪv] ВІЛ-позитивний

## I

**immensely** [ɪˈmensli] дуже, надзвичайно, надмірно

**implication** [ˌɪmplɪˈkeɪʃn] вплутування; причетність; приховане значення

**impose** [ɪmˈpəʊz] обкладати (податком тощо); покладати (обов'язки тощо)

**include** [ɪnˈkluːd] містити в собі; включати до складу

**injure** [ˈɪndʒə] пошкодити; поранити  
**get injured** поранитися

**inevitable** [ɪnˈevɪtəbl] неминучий; невідворотний

**influence** [ˈɪnfluəns] 1. *n.* вплив;

2. *v.* справляти вплив; впливати

**be influenced by** перебувати під впливом чогось

**intercourse** [ˈɪntəˌkɔːs] спілкування; стосунки

**interfere** [ˌɪntəˈfɪə] втручатися; перешкоджати

**internal** [ɪnˈtɜːnl] внутрішній

**intestine** [ɪnˈtestɪn] *анат.* кишечник

**investigate** [ɪnˈvestɪɡeɪt] досліджувати; вивчати; розслідувати

**invisible** [ɪnˈvɪzəbl] невидимий

**isolated** [ˈaɪsəleɪtɪd] ізольований; відокремлений

**IT = information technology** інформаційна технологія

## J

**join** [dʒɔɪn] з'єднувати(ся), об'єднувати(ся)

**junior** [ˈdʒuːniə] молодший; *амер.* студент передостаннього курсу

## K

**keep pace with** йти нарівні, не відставати

## L

**landslide** ['lændslaɪd] зсув, обвал  
**legislation** [ˌledʒɪsˈleɪʃn] законодавство  
**liberty** ['lɪbəti] свобода, воля  
**load of rubbish** купа лайна  
**local authorities** місцева влада

## M

**make smb gasp** змусити задихнутися  
 (роззявити рота) від подиву  
**mankind** [mænˈkaɪnd] людство  
**masterpiece** [ˈmɑːstəpiːs] шедевр  
**mature** [məˈtʃʊə] 1. *adj.* стиглий, спілий;  
 зрілий; 2. *v.* достигати; дозрівати;  
 цілком розвинутий  
**memorable** [ˈmemərəbl] пам'ятний,  
 незабутній  
**Montreal** [ˌmɒntriˈɑːl] Монреаль  
**music hall** мюзик-хол; концертний зал  
**mutual** [ˈmjuːtʃʊəl] взаємний

## N

**notable** [ˈnəʊtəbl] видатний, визначний  
**nuclear** [ˈnjuːklɪə] ядерний

## O

**obey** [əˈbeɪ] слухатися, коритися  
**objective** [əbˈdʒektɪv] мета, прагнення  
**obligation** [ˌɒblɪˈɡeɪʃn] зобов'язання;  
 обов'язок  
**obliteration** [əˌblɪteɪʃn] знищення;  
 стирання  
**obvious** [ˈɒvɪəs] явний, очевидний  
**obviously** [ˈɒvɪəsli] явно, очевидно  
**occur** [əˈkɜː] траплятися; відбуватися  
**offend** [əˈfend] кривдити, ображати  
**offender** [əˈfendə] правопорушник,  
 злочинець  
**oppose** [əˈpəʊz] чинити опір, опиратися  
**order** [ˈɔːdə] порядок  
**in order to** для того щоб  
**orphan** [ˈɔːfn] сирота  
**overall** [ˌəʊvəˈɔːl] загальний  
**overseas** [ˌəʊvəˈsiːz] 1. *adj.* заморський;  
 заокеанський; закордонний;  
 2. *adv.* за кордоном; за кордон  
**owe smth to smb** [əʊ] заборгувати щось  
 комусь  
**ozone layer** [ˈəʊzəʊn leɪə] озоновий шар

## P

**pace** [peɪs] крокувати, ходити  
**participant** [pɑːˈtɪsɪpənt] учасник  
**participate** [pɑːˈtɪsɪpeɪt] брати участь  
**particular** [pɑːˈtɪkjələ] особливий

**pass** [pɑːs] проходити, проїжджати;  
 передавати  
**pass an exam / take an exam**  
 здавати екзамен  
**persistence** [pəˈsɪstəns] упертість,  
 наполегливість  
**persuade** [pəˈsweɪd] переконувати  
**phenomenon** [fɪˈnɒmɪnən] (pl  
 phenomena) явище, феномен  
**poison** [ˈpɔɪzn] отрута  
**pore over** [pɔː] зосереджено вивчати  
**possibility** [ˌpɒsɪˈbɪlɪti] можливість  
**precisely** [priˈsaɪsli] точно  
**predecessor** [ˈpriːdɪsə] попередник  
**pregnant** [ˈpregnənt] вагітна  
**preserve** [prɪˈzɜːv] берегти, охороняти;  
 зберігати  
**prevent** [prɪˈvent] відвертати; запобігати;  
 перешкоджати  
**prevention** [prɪˈvenʃn] запобігання  
**provide** [prəˈvaɪd] постачати; надавати  
**publicly funded** фінансований  
 державним коштом  
**purpose** [ˈpɜːpəs] мета  
**put into words** висловлювати,  
 формулювати словами

## Q

**quality** [ˈkwɒlɪti] якість; властивість  
**quotation** [kwəʊˈteɪʃn] цитата; цитування

## R

**ray** [reɪ] промінь  
**rebellious** [rɪˈbeljəs] бунтарський;  
 повстанський; упертий  
**reckon** [ˈrekən] рахувати, підраховувати;  
 розраховувати; думати, гадати  
**recognize** [ˈrekəɡnaɪz] упізнавати;  
 визнавати  
**reduction** [rɪˈdʌkʃn] зниження;  
 зменшення, скорочення  
**reject** [rɪˈdʒekt] відкидати, відхиляти;  
 відмовляти  
**rely** [rɪˈlaɪ] покладатися  
**reliable** [rɪˈlaɪəbl] надійний  
**remain** [rɪˈmeɪn] залишатися  
**remote** [rɪˈməʊt] віддалений, далекий  
**renowned** [rɪˈnaʊnd] славетний,  
 знаменитий  
**rescue** [ˈreskjʊː] рятування,  
 визволення  
**resemblance** [rɪˈzembləns] схожість,  
 подібність  
**resist** [rɪˈzɪst] оборонятися, чинити опір



**respect** [rɪ'spekt] 1. *n.* повага;

2. *v.* поважати

**in this respect** у цьому відношенні

**respond** [rɪ'spɒnd] відповідати

**responsibility** [rɪ'spɒnsɪ'bɪlɪtɪ]

відповідальність

**take responsibility for** взяти на себе

відповідальність за

**responsible** [rɪ'spɒnsəbl] відповідальний

**rissole** ['rɪsəʊl] січена котлета; пиріжок з

м'ясом (рибою)

**rude** [ruːd] грубий, брутальний

**run out of** вичерпати; закінчуватися

## S

**safety** ['seɪftɪ] безпека

**salary** ['sæləri] заробітна плата

**security** [sɪ'kjʊəntɪ] безпечність; безпека

**self-assured** [selfə'ʃʊəd] самовпевнений

**self-confident** [self'kɒnfɪdənt]

самовпевнений

**shadow** ['ʃædəʊ] тінь

**sheer** [ʃɪə] явний, абсолютний

**shot-putting** ['ʃɒtpʊtɪŋ] штовхання ядра

**shrimp** [ʃrɪmp] дрібна креветка

**significant** [sɪɡ'nɪfɪkənt] важливий;

істотний

**sitter** ['sɪtə] натурник; той, хто позує

художникові (фотографові)

**skilled** [skɪld] кваліфікований, умілий

**speciality** [speʃi'ælɪtɪ] фах,

спеціальність; фірмова страва

**spectator** [spek'teɪtə] глядач

**spicy** ['speɪsɪ] присмачений спеціями;

змішаний зі спеціями; пряний

**sport event** [spɔ:t 'ɪvent] спортивне

змагання

**steer clear of smb (smth)** уникати

когось (щось)

**stew** [stju:] тушкувати(ся)

**still life** [stɪl 'laɪf] натюрморт

**strict** [strɪkt] суворий

**strike** [straɪk] (**struck**; **struck**, **stricken**)

бити, ударяти(ся); влучати

**strive** [straɪv] (**strove**, **striven**)

старатися; докладати зусиль

**strive for perfection** прагнути

досконалості

**suicide** ['sɪ(j)uːsaɪd] самогубство

**sumptuous** ['sʌmptʃʊəs] розкішний;

пишний, чудовий

**superstition** [su:pe'stɪʃn] забобон

**suppress** [sə'pres] пригнічувати

**survival** [sə'vaɪvɪl] виживання

**suspect** [sə'spekt] підозрювати

## T

**tactless** ['tæktləs] нетактовний

**takeaway** ['teɪkəweɪ] що відпускається

на дім (*про готові страви*)

**target** ['tɑːɡɪt] ціль, мішень

**tarragon** ['tærəɡən] бот. полин острогін

**tension** ['tenʃn] напруження

**the cutting edge** [ðə 'kʌtɪŋ 'edʒ] передній

край, центр діяльності

**threat** [θret] загроза, погроза

**tough** [tʌf] міцний, твердий; цупкий;

розм. важкий, тяжкий

**transmission** [trænz'mɪʃn] передача

**treat** [tri:t] поводитися, ставитися;

лікувати

**treaty** ['tri:tɪ] договір, угода

**trust** [trʌst] довіряти(ся); покладатися

## U

**undertake** [ˌʌndə'teɪk] (**undertook**,

**undertaken**) починати, братися;

брати на себе (*зобов'язання тощо*);

ручатися, гарантувати

**unrest** [ʌn'rest] хвилювання;

заворушення

## V

**value** ['vælju:] цінність; вартість; ціна

**Vancouver** [væn'ku:və] Ванкувер

**veal** [vi:l] телятина

**victim** ['vɪktɪm] жертва

**violation** [ˌvaɪə'leɪʃn] осквернення;

порушення

**vocational** [vəʊ'keɪʃənəl] професійний

**voluntarily** [ˌvɒləntərɪli] добровільно;

навмисно

**volunteer** [ˌvɒlən'tɪə] доброволець,

волонтер

## W

**weight** [weɪt] вага

**whirlpool** ['wɜːlpuːl] водовіраль,

коловорот

**white goods** ['waɪt gudz] техніка, яка

використовується в домашньому

господарстві

**work of art** витвір мистецтва

**work on (a project)** працювати над

(проектом)

## Y

**yield** [jiːld] збирання плодів (урожаю);

виріток; видобуток

# IRREGULAR VERBS

I	II	III	
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бити
become [bi'kʌm]	became [bi'keim]	become [bi'kʌm]	ставати; робитися
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	починати(ся)
bend [bend]	bent [bent]	bent [bent]	згинати(ся)
bite [baɪt]	bit [bit]	bitten ['bɪtn]	кусати(ся)
blow [bləʊ]	blew [blu:]	blown [blaʊn]	дути
break [breɪk]	broke [brʌk]	broken ['brʌkən]	ламати(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	запалювати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити; збагнути
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
creep [kri:p]	crept [krept]	crept [krept]	повзати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	везти, їхати
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [flaʊn]	літати
forecast ['fɔ:kəst]	forecast ['fɔ:kəst]	forecast ['fɔ:kəst]	прогнозувати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забувати
forgive [fe'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	прощати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	заморожувати
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати; висіти
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	ховати
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударяти; влучати
hold [həʊld]	held [held]	held [held]	тримати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	завдати болю; ударити
keep [ki:p]	kept [kept]	kept [kept]	тримати, берегти
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти
lead [li:d]	led [led]	led [led]	вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учити, засвоювати
leave [li:v]	left [left]	left [left]	залишати; піти
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
light [laɪt]	lit [lɪt]	lit [lɪt]	освітлювати(ся)
lose [lu:z]	lost [lost]	lost [lost]	губити
mean [mi:n]	meant [ment]	meant [ment]	означати
meet [mi:t]	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити



# IRREGULAR VERBS

I	II	III	
put [pʊt].....	put [pʊt].....	put [pʊt].....	класти
retell [ri:'tel].....	retold [ri:'təʊld].....	retold [ri:'təʊld].....	переказати
ride [raɪd].....	rode [rəʊd].....	ridden ['rɪdn].....	їздити верхи
ring [rɪŋ].....	rang [ræŋ].....	rung [rʌŋ].....	дзвонити
rise [raɪz].....	rose [rəʊz].....	risen ['rɪzn].....	підніматися
run [rʌn].....	ran [ræn].....	run [rʌn].....	бігти
say [seɪ].....	said [sed].....	said [sed].....	сказати, говорити
see [si:].....	saw [sɔ:].....	seen [si:n].....	бачити
seek [si:k].....	sought [sɔ:t].....	sought [sɔ:t].....	шукати
sell [sel].....	sold [səʊld].....	sold [səʊld].....	продавати
send [send].....	sent [sent].....	sent [sent].....	посилати; передавати
set [set].....	set [set].....	set [set].....	поміщати; заходити (про сонце)
shake [ʃeɪk].....	shook [ʃʊk].....	shaken ['ʃeɪkən].....	трясти
shine [ʃaɪn].....	shone [ʃɒn].....	shone [ʃɒn].....	сяяти, світити
shoot [ʃu:t].....	shot [ʃɒt].....	shot [ʃɒt].....	стріляти
show [ʃəʊ].....	showed [ʃəʊd].....	shown [ʃəʊn].....	показувати
shut [ʃʌt].....	shut [ʃʌt].....	shut [ʃʌt].....	закривати
sing [sɪŋ].....	sang [sæŋ].....	sung [sʌŋ].....	співати
sink [sɪŋk].....	sank [sæŋk].....	sunk [sʌŋk].....	тонутти, потопати; занурювати
sleep [sli:p].....	slept [slept].....	slept [slept].....	спати
smell [smel].....	smelled, smelt [smeld], [smelt].....	smelled, smelt [smeld], [smelt].....	чути (відчувати) запах; нюхати
speak [spi:k].....	spoke [spəʊk].....	spoken ['spəʊkən].....	говорити
spell [spel].....	spelt [spelt].....	spelt [spelt].....	вимовляти (слово) по літерах
spend [spend].....	spent [spent].....	spent [spent].....	витрачати (гроші)
spin [spɪn].....	spun [spʌn].....	spun [spʌn].....	прясти; вертати
spread [spred].....	spread [spred].....	spread [spred].....	розповсюджувати
stand [stænd].....	stood [stəd].....	stood [stəd].....	стояти
steal [sti:l].....	stole [stəʊl].....	stolen ['stəʊlə].....	красти
stick [stɪk].....	stuck [stʌk].....	stuck [stʌk].....	встромляти, колоти
strike [straɪk].....	struck [strʌk].....	struck [strʌk].....	ударяти
sweep [swi:p].....	swept [swept].....	swept [swept].....	мести; змитати
swim [swɪm].....	swam [swæm].....	swum [swʌm].....	плавати
take [teɪk].....	took [tʊk].....	taken ['teɪkən].....	брати
teach [ti:tʃ].....	taught [tɔ:t].....	taught [tɔ:t].....	навчати
tell [tel].....	told [təʊld].....	told [təʊld].....	сказати, розповідати
think [θɪŋk].....	thought [θɔ:t].....	thought [θɔ:t].....	думати
throw [θrəʊ].....	threw [θru:].....	thrown [θrəʊn].....	кидати
understand.....	understood.....	understood.....	розуміти
[ˌʌndə'stænd].....	[ˌʌndə'stəd].....	[ˌʌndə'stəd].....	
wake [weɪk].....	woke [wəʊk].....	woken ['wəʊkən].....	прокидатися
wear [weə].....	wore [wɔ:].....	worn [wɔ:n].....	носити (одяг)
weep [wi:p].....	wept [wept].....	wept [wept].....	плакати
win [wɪn].....	won [wʌn].....	won [wʌn].....	вигравати, перемагати

Навчальне видання

*Карп'юк Оксана Дмитрівна*

## **Англійська мова**

**Підручник для 11 класу загальноосвітніх навчальних закладів.  
Рівень стандарту**

*Рекомендовано Міністерством освіти і науки України*

Англійською та українською мовами

**Видано за рахунок державних коштів. Продаж заборонений.**

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# SELF-ASSESSMENT GRID

	SPOKEN PRODUCTION	WRITING
A1	I can use simple phrases and sentences to describe where I live and people I know.	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.
A1+	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 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.
A2	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 write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something.
A2+	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 write short simple texts, create messages to describe the topic, problem, etc. I can describe my dreams, hopes and expectations.
B1	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 write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
B1+	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 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.
B2	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can 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.

# REVISION CHECKLISTS

## I ESSAY STRUCTURE

- Introduction: Does the introductory paragraph have both general statements and a clear thesis statement?
- Body: Is the method of ordering / organisation appropriate for the topic?
- Conclusion: Does the concluding paragraph have both concluding sentence(s) and a final comment?
- Transitions: Are transitional words and phrases between body paragraphs used correctly and effectively? (coherence)

## II PARAGRAPH STRUCTURE

- Topic sentence: Does each paragraph have a topic sentence? Does each topic sentence have a controlling idea?
- Supporting sentences: Do supporting sentences give enough details to explain each point? Are transitional words and phrases used correctly and effectively?
- Concluding sentences: Is a concluding sentence used (if necessary)?

## III SENTENCE STRUCTURE

- Are all the sentences clear? (expressing a complete thought?)
- Does the paragraph comprise different types of sentences? (simple, compound and complex sentences)

## IV EDITING

- Are there any mistakes in grammar or mechanics? (spelling, punctuation and capitalization, etc.)

## I PARAGRAPH STRUCTURE

- Is there a clear topic sentence? Does it contain a controlling idea?
- Do the supporting sentences clearly and fully explain the main idea?
- Is there an appropriate concluding sentence?
- Does the paragraph have the correct ordering? (chronological, spatial or logical)
- Does the paragraph have: unity, completeness, coherence? (appropriate transitional words and phrases)

## II SENTENCE STRUCTURE

- Are all the sentences clear? (expressing a complete thought)
- Does the paragraph comprise different types of sentences? (simple, compound and complex sentences)

## III GRAMMAR AND MECHANICS

- Are there any mistakes in grammar or mechanics? (spelling, punctuation, capitalization, etc.)





Навчально-методичний  
комплект  
для 11-го класу  
загальноосвітніх  
навчальних закладів.  
Рівень стандарту.

До комплекту входять:

- підручник
- робочий зошит
- аудіододаток
- методичний посібник

