

# Англійська мова English

*Сьомий рік навчання*

# 11









Марія Кучма  
Ірина Задорожна

# АНГЛІЙСЬКА МОВА

7-й рік навчання  
рівень стандарту

ПІДРУЧНИК ДЛЯ 11 КЛАСУ  
ЗАКЛАДІВ ЗАГАЛЬНО СЕРЕДНЬО ОСВІТИ

Mariia Kuchma  
Iryna Zadorozhna

# ENGLISH

## Year 7

### standard level

A TEXTBOOK FOR THE 11<sup>TH</sup> FORM  
OF SECONDARY SCHOOLS

Рекомендовано Міністерством освіти і науки України



ТЕРНОПІЛЬ  
НАВЧАЛЬНА КНИГА — БОГДАН  
2019

УДК 811.111(075.3)  
К 88

Рекомендовано Міністерством освіти і науки України  
(наказ Міністерства освіти і науки України від 12.04.2019 №472)

**ВИДАНО ЗА ДЕРЖАВНІ КОШТИ. ПРОДАЖ ЗАБОРОНЕНО**

**Кучма М. О.**

К 88 Англійська мова. 7-й рік навчання [рівень стандарту] :  
підручник для 11 кл. закладів загальн. серед. освіти ; English.  
Year 7 [standard level] : a textbook for the 11th form of secondary  
schools / М. О. Кучма, І. П. Задорожна. — Тернопіль : Навчальна  
книга – Богдан, 2019. — 208 с. : іл.

ISBN 978-966-10-5784-4

**УДК 811.111(075.3)**

Завантажуйте безкоштовний інтерактивний додаток,  
використовуючи детальну інструкцію, за посиланням:

[https://www.bohdan-digital.com/edu6\\_11](https://www.bohdan-digital.com/edu6_11)



*Тех. підтримка:* (0352) 52-06-07, 067-352-09-89; admin@bohdan-digital.com

*Охороняється законом про авторське право.*

*Жодна частина цього видання не може бути відтворена  
в будь-якому вигляді без дозволу видавництва.*

ISBN 978-966-10-5784-4

© Кучма М. О., Задорожна І. П., 2019  
© Навчальна книга – Богдан, 2019

## Дорогі друзі!

Розпочинається ваш сьомий рік вивчення однієї з найпопулярніших мов світу. За попередні роки ви навчилися розповідати англійською мовою про свою зовнішність, сім'ю, друзів, шкільне життя, улюблені види мистецтва, прочитали та прослухали цікаві тексти про Велику Британію, США та Україну тощо. Переконані, що ви розумієте важливість вивчення іноземної мови у сучасному світі, а тому ще з більшим ентузіазмом поглиблюватимете свої знання з англійської мови.

Цього року ви почерпнете багато цікавої та пізнавальної інформації про Велику Британію та Україну, стиль життя людей різних країн. У книжці на вас також чекають тексти про музику, живопис, митців та їхні твори, професії тощо. Завдяки їм ви й самі зможете розповідати про улюблені книги, фільми, картини, теле- та радіопередачі, свою школу, майбутню професію тощо. Підручник допоможе поглибити знання з граматики англійської мови та значно розширити словниковий запас.

Тож бажаємо вам успіхів у навчанні та захоплюючої праці з книжкою, сторінки якої ви гортатимете упродовж року!

*Авторський колектив*

---

## УМОВНІ ПОЗНАЧЕННЯ

 Listen!

 Grammar

 Interactive Exercises

 Home Assignment



# Revision

## Lesson 1 School Life

1. Look at the pictures. Work in two groups. Ask and answer the questions as in the model. Use the words and word combinations given below.

*Model:* A: Which items does your teacher use in Chemistry lesson?  
B: He/she uses hand lens, balance, goggles, pipet, burner and others.

*Words and word combinations:* flashcards, videos, top-quality on-line resources, containers, thermometer, dynamometer, forceps, beaker, test tubes.



**2. Work in pairs. Compare and contrast school system in Ukraine and Great Britain. Use the phrases given below.**

*Describing Similarities*

- to be rather like
- to appear similar to
- to seem like
- to resemble
- to remind me of
- to have a lot in common with
- to be pretty much the same as
- to be comparable to

*Describing Differences*

- to be nothing like
- to be totally different from
- to vary greatly from
- to have very little in common with
- to be quite unlike
- to bear little resemblance to
- to differ dramatically from

**3. Look at the pictures. Say which extra-curricular activities you would take up. Give your reasons.**



**4. a) Read about the academic staff in one of the British schools.**

The academic staff of the school is comprised of highly skilled educators. They are an open-minded group of professionals who want their students to achieve success. Their primary aim is to encourage all secondary school students to develop intellectual curiosity, to take a critical look at the world around them and also to start taking more responsibility for their own learning.

**b) Write down about how similar/different the academic staff in your school is. Use the phrases given below.**

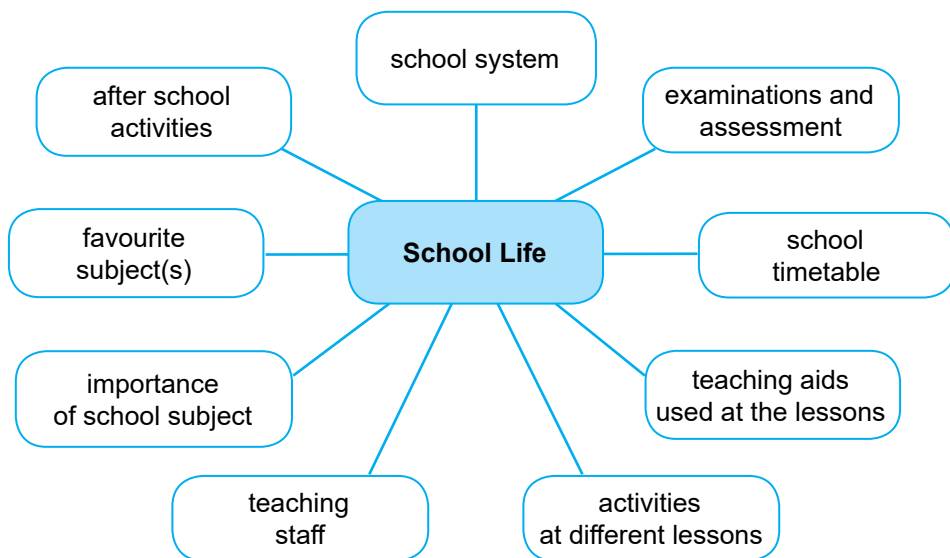
*Comparing and Contrasting*

- The main/greatest/most important/most significant difference between the ... is that...
- The most striking/obvious similarity is that...

**5. Put the verbs in brackets in the correct tense form (Present/Past/Future Simple, Present Perfect) and Voice (Active/Passive).**

1. My daughter (*to have*) very good exam results.
2. Interesting experiments (*to make*) at the Physics lesson yesterday.
3. In 2005 an 11-year school system (*to introduce*) in Ukraine.
4. My mother already (*to buy*) me a school uniform.
5. The school uniform already (*to buy*).
6. Students (*to punish*) if they break the rules.
7. The headmaster (*to punish*) the students if they break rules.
8. Soon he (*to take*) the Eleven plus exam.

**6. Look at the mind map. Write as many sentences as you can about your school life. Be ready to present them to class.**





## Lesson 2

### Library

#### 1. Read about the famous libraries.

People don't use libraries as much as they could because of the Internet. However, libraries can be wonderful places. They are full of stories, nice, quiet and free for everyone.

##### 1. The Admont Library, Austria

It is located near the Alps, and is the second largest monastery library in the world. It is very beautiful with frescoes on the ceiling and beautiful sculptures in the library hall.

The library contains nearly 200,000 volumes. The most valuable treasures are the more than 1,400 manuscripts (the earliest from the 8th century).



##### 2. Musashino Art University Library, Tokyo, Japan

What makes a library? Books, shelves, light, and beautiful places. Musashino Art University Library, which was opened in 2010, offers all this to the visitors.

It is the simplest library in the world as its walls are made from bookshelves, and are interrupted by reading areas. Half of the 200,000 titles are placed in the open access area. Reading areas are connected to each other by small bridges.



##### 3. New York Public Library, New York, USA

New York Public Library was founded in 1895. It has nearly 55 million items, and is the third largest library in the world. It serves more than 17 million people a year, and millions more online.

The New York Public Library historical collections hold such treasures as Columbus' 1493 letter announcing his discovery of the New World, George Washington's original Farewell Address.

The New York Public Library provides people with useful online tools to help them discover its resources and services, download e-books, view more than 700,000 items from Digital Collections. There are more than 300,000 free e-books which visitors may borrow.



##### 4. Trinity College Library: Dublin, Ireland

It is old, but not boring!

The Trinity College Library in Dublin is the oldest library in Ireland as it was founded in 1592 by Queen Elizabeth I.

It looks impressive and is famous for the Long Room which is 65 metres in length and contains more than 200,000 of the library's oldest books.



One of the most famous manuscripts is *The Book of Kells: Turning Darkness into Light*, which attracts more than 500,000 visitors a year.

A very similar library turned up in Star Wars: Episode II: Attack of the Clones.

- 2. Work in small groups. Discuss which of the famous libraries you would like to visit. Use the following phrases.**

I'd like to visit...

I think that I can...

I would like to see...

What I like about the library is ...

- 3. Read about the secondary school library.**

### LIBRARY RULES

The library is open to students during the school day for research, reading, study, and other activities. Your student card is your library card. When borrowing materials, please present your student card to a librarian.

### LOAN

Regular loan periods are three weeks. DVD/video material loans are for one week.

Students are responsible for returning all materials by the required date. Fine is \$10 per school day per item.

Students must pay for lost library materials.

Students must clear up all their fines before they can write the exams.

Netbooks and iPads are available for overnight borrowing.

### COMPUTER ACCESS

The computers in the school library are connected to the school-wide network.

Wireless access is available in the cafeteria and the school library.

### PRINTING FROM COMPUTERS

Each student receives 50 free print credits at the start of the school year. Additional print credits may be bought in the school library. The minimum purchase is \$1.00 for 20 credits. We no longer offer colour printing in the library.

### SCHOOL LIBRARY WEB PAGE

Our library site provides access to a wide range of electronic resources for research and study. These resources may be used at school or at home.

### FOOD AND BEVERAGES

Food and beverages are not permitted in the library. Please use the cafeteria area.

- 4. Discuss how different or similar your school library rules are.**

*Similarities:* is/are like..., is/are similar to..., have/has a lot in common with..., is/are much the same as... .

*Differences:* is/are nothing like..., is/are totally different from..., is/are quite unlike..., differ(s) from... .

- 5. Work in pairs. Make up and role-play a dialogue about your favourite British/Ukrainian writer.**

- 6. Choose the correct item.**

1. The Trinity College Library in Dublin is the oldest library in Ireland as it ... in 1592 by Queen Elizabeth I.

a) has been founded

c) was founded

b) has founded

d) founded





## Lesson 3

### Mass Media (Press)

1. Read the text. Give the definitions of the words in bold.

#### Newspapers

**Newspapers** and the **journalists/reporters** who write **articles** for them are called **the press**. The **editor** decides what is printed.

**Quality** newspapers deal with the news in a serious way. **Tabloids** are smaller in size and some of them have **sensational** stories and **gossip columns**. Photographers who follow famous people in order to take photographs of them are called **paparazzi**. You can buy **newspapers** and **magazines** at the **newsagent's** or you might have them delivered to your house by a **paper** boy or paper girl. (from Oxford Wordpower Dictionary)

2. Look at the pictures. Are they from quality newspapers or tabloids? Explain why you think so.



3. Read the text. Write down and then tell the class why tabloids have so many devoted readers.

#### Tabloids

Today more than twice as many tabloids are sold as the so-called 'quality press'.

Originally, the word 'tabloid' referred to the size and format. But today, for most people, the word 'tabloid' has nothing to do with shape and size. The tabloids follow a special formula: scandals, murders and disasters are all described in detail. Tabloids dedicate most of their pages to stories about celebrities. This involves photographing them in embarrassing situations, gossiping about their private lives and generally making them look a bit silly.

However, the tabloids are not simply an irritation for celebrities; the tabloids are a vehicle for self-promotion, a means for gaining popularity.

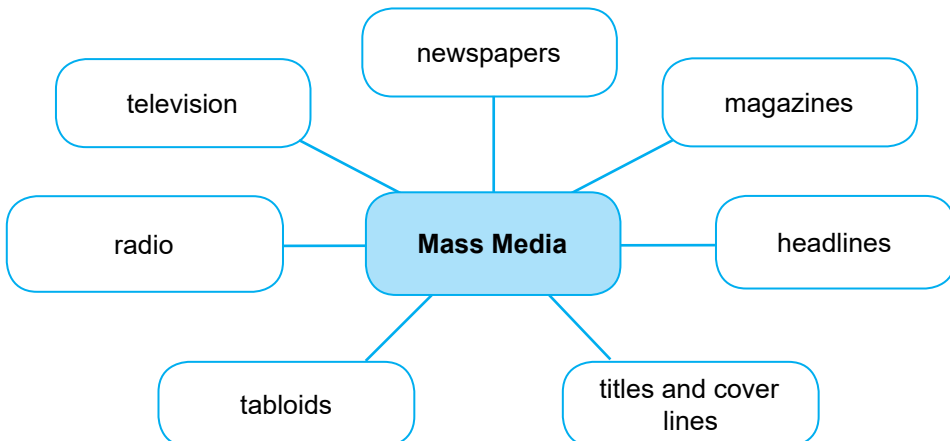


Though they have millions of devoted readers, tabloids are also widely criticized. They are accused of being sensationalist, in bad taste, and of having no ethical standards in their reporting methods.

They follow people on holiday, and even break into their houses in order to get a story. When criticized for their actions, the tabloids state that the public has a right to know about anything and everything, but celebrities have no rights to privacy at all.

Tabloids are not actually about news at all; tabloids are just about gossip. And we all know that when it comes to gossip, what matters is not what is true or what is kind, but what is entertaining and funny. The more in bad taste a story is, the funnier it seems.

4. **Work in pairs. Exchange your ideas about ethical standards of tabloids and paparazzi.**
5. **Read four sections for writing true stories. Put them into a logical order.**
  - a) Moral (the lesson of the story).
  - b) Problem.
  - c) Setting (characters, place, time).
  - d) Solution.
6. **Write a true story for a magazine. Keep to the sections in exercise 5. Give your story a good title.**
7. **Rewrite the sentences in Indirect Speech.**
  1. The boy said, "I have been painting all day long".
  2. The girl said, "He has been selling newspapers for two hours already".
  3. Tom said, "I have been climbing the mountains".
  4. Mary said, "I have been playing tennis".
  5. John said, "They have been making their way through the jungle".
  6. Peter said, "They have been relaxing".
  7. Jane said, "She has been swimming in the ocean".
8. **Look at the mind map. Write as many sentences as you can about mass media. Be ready to present them to class.**



## Lesson 4

### Lifestyle

1. **Explain the quotation in your own words.**  
 “Life is like riding a bicycle; you don’t fall off unless you stop pedaling”.  
 (Claude Pepper)
2. **List as many hobbies as you can. Say which of them you prefer.**
3. **Work in pairs. Discuss your hobbies. Say which similar hobbies you both enjoy.**
4. **a) Work in pairs. Agree or disagree with the following statements. Give reasons and examples to support your point of view.**

#### Hobbies

1. Hobbies are the recreation activities. 2. Hobbies are as various as the world of human interests and experience. 3. Hobbies include an element of exploration that gives the hobbyist a chance to discover the world and his/her abilities. 4. Hobbies provide us with means of expressing emotions and offer many opportunities to create a new world of entertainment. 5. They satisfy our wish for learning.

**b) Form groups with another pair and exchange your ideas.**

5. **Make up a list of extra-curricular activities which are encouraged in your school. Say which of them you take up.**

music making, amateur drama, hobbies, clubs, school societies, discussing societies, school tours to local places of interest, naturalistic societies, stage performances, out-of-door activities (football, camping, swimming, climbing, cycling, educational visits, care of pets and other animals, school competitions, hiking)

6. **Study the layout of an informal letter.**

Your address The date
<b>Greeting</b> Hi..., / Dear...
<b>Introduction</b> Ask your friend some introductory questions. How are you? Hope everything is OK.
<b>Main Body</b> 1. Give the reasons for writing. I'm writing to let you know that... 2. Describe the subject of the letter.



**Closing Remarks**

*Well, I must finish... Write back soon.*

*Let me know if you...*

*I hope I'll see you here soon.*

**Sign Off**

Say goodbye and sign your name.

*All the best / Lots of love / Yours, Ann.*

**7. Write a letter to a friend. Describe a fair you have attended or would like to attend. Mention:**

- place
- time
- atmosphere
- weather
- people
- description of the fair
- description of celebrations

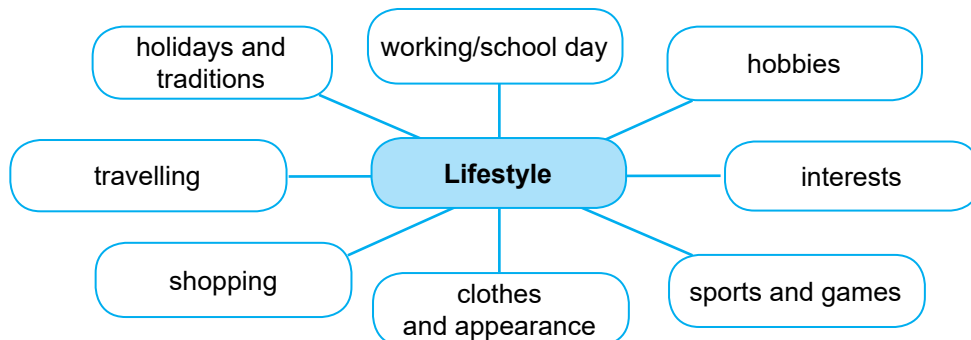
**8. Rewrite the sentences given below in Indirect Speech.**

1. "Is she reading a report?" he asked me.
2. "Are they discussing a science fiction book?" she asked him.
3. "Look, is he laughing reading comics?" she asked them.
4. "Were you taking out books from the library?" they asked us.
5. "Was she delivering newspapers?" he asked me.
6. "Have you published strip cartoons?" she asked us.
7. "Has the newspaper already come out?" they asked him.
8. "Had they subscribed to the newspaper by Tuesday?" he asked her.
9. "Will you go to the theatre with me?" Mary asked Nick.
10. "She visits the fair every year", he said to me.

**9. Work in pairs. One student says the words that he/she associates with one of the words below. The other student adds his/her associations that haven't been mentioned. Take turns.**

- |               |             |
|---------------|-------------|
| 1. hobbies    | 3. holidays |
| 2. school day | 4. sports   |

**10. Look at the mind map. Write as many sentences as you can about your lifestyle. Be ready to present them to class.**



## Lesson 5

### Music

1. a) Read the words and word combinations and match them with the definitions on the right. There are more words and word combinations than definitions.

- |                        |  |
|------------------------|--|
| 1. rap                 | a) music of African-American origin, characterized by the use of improvisation         |
| 2. rock                | b) music or song in the traditional style of a country                                 |
| 3. heavy metal         | c) a type of modern popular music with a strong beat, played on electric guitars, etc. |
| 4. country and western | d) slow sad jazz music originated among blacks in the Southern USA                     |
| 5. folk                | e) serious and traditional in style music of the period 1750–1800                      |
| 6. classical           | f) a type of music made popular by African-Americans, expressing strong emotions       |
| 7. opera               | g) a type of music that derives from the folk music of the southern and western US     |
| 8. jazz                | h) a play in which words are sung to a musical accompaniment                           |
| 9. techno              | i) modern popular music  |
| 10. blues              |  |
| 11. pop                |  |

2. Make a list of your five favourite singers and groups. Write and then tell about one of them (career, greatest hits, latest albums).

3. Look at the photos. Say:

- what instruments the children are playing;
- which of the famous people can play these instruments.

Describe one of the photos.



**4. Work in small groups. Discuss the following questions.**

1. What instruments does a symphony/chamber orchestra consist of?
2. What are the most popular instruments of pop groups, jazz and rock bands?
3. Why has a guitar become a very popular instrument in recent years?
4. Do you prefer performances with an entire orchestra or simply with a guitar? Why?
5. Can you play any musical instrument? Does it help you understand music?
6. What do you know about video clips? How do they affect music?

**5. a) Listen to the melodies. Guess which musical instruments are playing.**



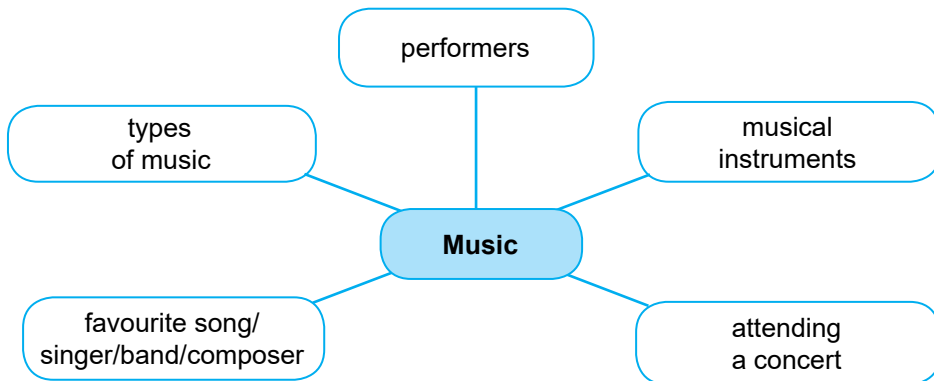
**b) Say which feelings and emotions each melody has evoked in you.**

relaxation	embarrassment	depression
excitement	boredom	enthusiasm

**6. Read the sentences below. For questions (1–3) choose the correct answer (A, B, C or D).**

1. “Where have you spent this morning?” she asked me.  
**A** She asked me where I spent that morning.  
**B** She asked me where I had spent that morning.  
**C** She asked me where I had spent this morning.  
**D** She asked me where had I spent that morning.
2. “Does your friend like to listen to jazz?” he asked her.  
**A** He asked her if her friend liked to listen to jazz.  
**B** He asked her did her friend like to listen to jazz.  
**C** He asked her if her friend like to listen to jazz.  
**D** He asked her does her friend like to listen to jazz.
3. I said to her, “Please, do not drive fast.”  
**A** I asked her to not drive fast.                      **C** I asked her did not drive fast.  
**B** I asked her do not drive fast.                      **D** I asked her not to drive fast.

**7. Be ready to speak about music. Use the mind map. Write 3–4 sentences on each topic.**





## Lesson 6

### Ukraine (Country and People)

#### 1. Read the text and give it a heading.

Lviv (population 733,000) is an important transportation and industrial centre. Its manufactures include electronic equipment, motor vehicles, agricultural machinery, chemicals, textiles, and processed food. It is one of the leading cultural centres.

Zaporizhzhya (815,000) is the major industrial city. Products include aluminium, processed magnesium, iron and steel, motor vehicles, agricultural machinery, and chemicals. The city is the site of the large Dnirohpes hydroelectric station.

Odesa (1,029,000) is the chief trade and fishing port of the country. It is also a major manufacturing, railroad, and cultural centre and a popular resort. Products of the city include refined petroleum, processed food, plastics, pharmaceuticals, and clothing.

Ternopil (233,152) is an important rail junction and highway hub. Its industries produce food products (sugar, beer, dairy, meat), cotton textiles, synthetic leather, clothing, electric parts, farm machinery, and building materials.

Donetsk (1,016,000) is a chief industrial city. Among the city's principal manufactures are iron and steel, machinery, chemicals, electric equipment, and processed food.

Dnipro (1,065,000) is a chief industrial city of Ukraine. Its manufactures include steel, construction materials, chemicals, railroad equipment, and agricultural and mining machinery.

Rivne (244,357) is a road and rail junction and industrial centre. Industries in the city produce tractors, high-power equipment, chemicals (ammonia, acids, and fertilizers), building materials, food products, linen and other consumer goods. Flax, small grains, sugar beets, and potatoes are grown nearby.

Kharkiv (1,470,000) is a chief industrial and transportation centre. Manufactures include farm and mining machinery, electric and railroad equipment, chemicals, machine tools, and processed food.

*(from Encarta Encyclopedia)*

#### 2. Talk about the cities of Ukraine. Use the phrases given below.

- What do you think of...?
- How do you like...?
- How do you find...?
- What about...?

*Model:* A: What do you think of Ternopil?

B: It is rather like Rivne. They both produce building materials, food products, and clothing, and are important rail junctions.

#### 3. a) Match the inventions (1–4) to the names of their inventors (a–d).

1. bloodless blood test	a) Anatolii Malyhin
2. helicopter	b) Ihor Sikorskyi
3. X-ray	c) Ivan Puliui
4. gas lamp	d) Ihnatii Lukasevych

#### b) Decide if the statements below are true or false. Correct the false ones.

1. The idea of a helicopter belongs to Leonardo da Vinci.
2. The first gas lamp was invented in 1893.

3. Ukrainian scientist Ivan Puliui invented X-ray 14 years after Wilgelm Rontgen.
4. Ukraine built the whole plant to produce bloodless blood test.

**4. a) Read the following questions. Write at least one additional question on the same topic.**

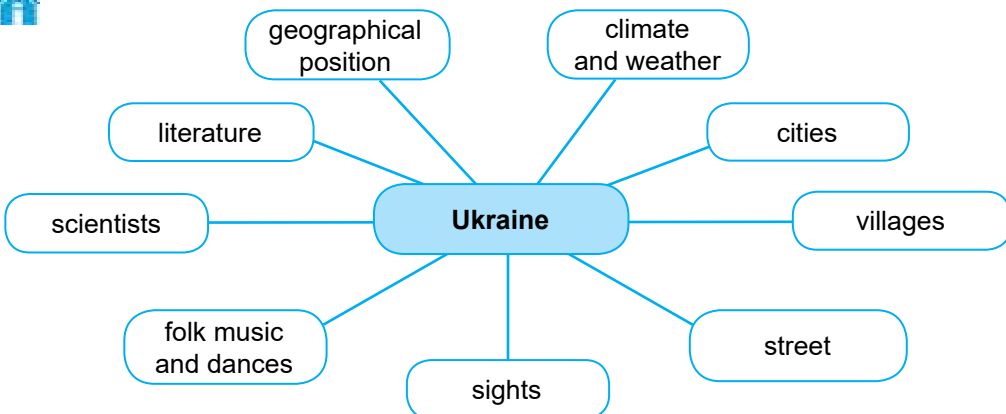
1. Name the prominent Ukrainian writers.
2. When did the first literary period in Ukraine start? Which other periods do you know?
3. Which Ukrainian cities have the population over one million people?
4. What outstanding Ukrainian composers do you know?
5. What famous Ukrainian scientists do you know? What inventions did they make?

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

**5. Choose the correct item.**

1. The scientist said he ... at his invention all his life.
  - a) was working
  - b) had been working
  - c) is working
  - d) has been working
2. Korolyov's important role in the space program ... only after his death.
  - a) would be publically recognized
  - b) was publically recognized
  - c) will be publically recognized
  - d) publically recognized
3. The guide said that the tourists ... the art gallery first.
  - a) visit
  - b) will visit
  - c) have visited
  - d) would visit
4. I ... the book for three weeks already.
  - a) am reading
  - b) have been reading
  - c) has been reading
  - d) had been reading
5. The teacher said that Yevhen Paton ... 35 bridges.
  - a) constructed
  - b) had constructed
  - c) was constructed
  - d) has constructed

**6. Be ready to speak about Ukraine. Use the mind map.**



## Lesson 7

### The United Kingdom (Country and People)

**1. Read the text and give it a heading.**

Glasgow (population 578,700) is Scotland's largest city. It is the main industrial and commercial centre in Scotland.

Edinburgh (449,000) is the capital of Scotland and also the country's major administrative and financial centre. It is Scotland's main tourist destination and hosts the Edinburgh International Festival, the largest annual arts festival in the United Kingdom.

The major city of Wales is Cardiff (315,000), the capital, principal seaport and shipbuilding centre.

Oxford (England) is an administrative centre. The city is famous as the seat of the University of Oxford, one of the oldest and best known universities in the world.

Oxford is also an industrial centre with printing operations; other manufactures include motor vehicles, and steel products.

Birmingham (England) (976,400) is the second largest city in Britain. It is the hub of the British metal goods industry. Among the principal metal product manufactures are motor vehicle parts, machine tools, household utensils, and jewellery. Other important manufactures include electrical equipment, glass rubber product, and chemicals. The city is located in an important coal-mining region.

Manchester (England) is a major industrial centre and has long been known as the leading cotton textile manufacturing city in Britain. It is also an important port. The city's manufactures include paper products, pharmaceuticals, electrical and aircraft equipment, computers, electronic equipment, and food products.

Dublin (Ireland) is the capital and a seaport of Ireland. Chief industrial establishments include breweries, distilleries, and plants producing electrical and electronic equipment, footwear, glass, pharmaceuticals, and processed foods.

Belfast (Ireland) (6,693) is a popular tourist destination.

**2. Look at the pictures. Say which city is depicted in each picture. Describe the cities.**



**A**



**C**



**B**



**D**



3. Tell your class five facts you remember about British literary periods and writers.
4. Think and write down two examples of celebrations in Ukraine on each type of festivals and feasts.

Harvest  
and thanksgiving  
festivals

Cultural  
festivals

Communal  
feasts

Festivals of ethnic  
and national groups

Secular  
festivals

Modern festivals  
and feasts

5. Look at the photos and answer the questions.



Michael  
Faraday



Elizabeth Garrett  
Anderson



Isaac  
Newton



Mary  
Anning



Charles  
Darwin

1. Who derived the law of universal gravitation?
2. Who was the first English woman to qualify as a doctor?
3. Who discovered electromagnetic induction?
4. Who was an early British fossil collector?
5. Who was the first European to visit Hawaii?
6. Who formulated the theory of evolution?
7. Who investigated the circulation of blood?

6. Write and then discuss in class what makes a country. Explain your ideas.



# Unit 1

## LIFESTYLE

### Lesson 8

#### Healthy Lifestyle



**1. a) Ask your classmates the following questions.**

1. What is a healthy lifestyle?
2. Do they lead a healthy lifestyle?
3. Why is a healthy lifestyle important?

**b) Sum up your classmates' answers and say what a healthy lifestyle is, whether it is important and if your classmates' lifestyle is healthy.**



**2. Listen and read the words and word combinations. Write three-four items you think will be discussed during this lesson. Check it.**

well-being	[wel 'bi:ɪŋ]
strengthen	['streŋθən]
muscles	['mʌsəlz]
bones	['bəʊnz]
reduce	[rɪ'dju:s]
chronic disease	['krɒnɪk dɪ'zi:z]
snack	[snæk]
surf online	[sɜ:f ɑ:n'laɪn]
overweight	[,əʊvər'weɪt]
avoid	[ə'vɔɪd]

**3. Fill in the gaps with the words from exercise 2. Think of all the other changes.**

1. The medicine ... the risk of infection.
2. These exercises will ... your muscles.
3. She exercises regularly to develop her back ... .
4. Her classmates now ... her.
5. He suffers from many ... .
6. I didn't have time for lunch so I just had a quick ... .
7. He ... to find the necessary information.
8. The ... person had difficulty running even a short distance.
9. Doctors are responsible for the care and ... of their patients.

**4. a) Listen to the text and choose the ways of leading a healthy lifestyle from the list below:**



- Exercising every day
- Drinking fruit juice
- Eating plenty of fruit and vegetables
- Drinking water
- Learning with computer
- Reducing time spent on the screen
- Eating chocolates to think better
- Avoiding bad habits



**b) Listen to the text again and say whether the statements are true or false. Correct the false statements and comment on the true ones.**

1. Teens should get at least an hour of physical activity every day.
2. Fruit juices are very useful.
3. Teens should eat five serves of fruit and two serves of vegetables every day.
4. Teens must spend no more than an hour a day on computer.
5. Playing computer games, you may become overweight.

**c) Why do you think it is important to drink water?**

**d) Sum up how to lead a healthy lifestyle. Add your own ideas.**

**5. Name:**

- |                      |   |
|----------------------|---|
| a) one red fruit;    | d) two kinds of food that come from milk;               |
| b) one yellow fruit; | e) four vegetables that you usually put in salad;       |
| c) one green fruit;  | f) four healthy things that people may have for dinner? |

**6. You will have to interview different people on a healthy lifestyle and whether they try to lead it. In pairs brainstorm the questions, then discuss them in class.**



**7. Interview your friends / parents / people in the street about a healthy lifestyle using the questions you prepared in class. Be ready to speak about the results.**





### Lesson 9

#### Happy and Healthy

1. Look at the pictures. Which of them refer to a healthy lifestyle? Describe the pictures.



2. Discuss the following with your classmate:

- 1) Do you think positive emotions are important for people's well-being? Why?/ Why not?
- 2) What do you like to do? What makes you happy?

3. Read the text and answer the questions after it.

#### Enjoy life and be healthy

**Have a healthy social life,** which will help to enjoy your life despite the stress of school. Try to make at least two best friends. Shop with them, enjoy buying clothes together. Visit places where you can communicate with other teenagers or people around your age.





**Have hobbies and show off your talents.** Read, play computer games, draw, play musical instruments, write music, create stories and poems, sing, cook, bake, make your own clothes, work on a car, or do yoga. Get a Facebook or Instagram account, but try not to use it too much. Make videos with your friends and post them on YouTube. Listen to the hottest new music and the coolest songs of your choice. Support your favorite sports team. Find whatever you enjoy doing and do it!

**Create your own style.** Be yourself and see what looks good on you.



**Study hard at school and be active.**

Education is the most important thing in your life. Always do your homework in time. If you are getting bad grades because you are struggling with something, ask for help, but if you are just lazy, it can certainly affect your college and career opportunities in the future. Attend different clubs or create your own. Your college application will look good.

**Listen to your parents,** and it will make your life much easier and enjoyable! You parents might be not as modern as you, but they experienced a lot and so may give you valuable advice. Besides, parents are your most devoted friends who care about you.



1. What are the main pieces of advice given in the text? Do you agree with all of them?
2. What does it mean to have a healthy social life?
3. Why is it important to have at least two best friends?
4. What do you usually do together with your friends?
5. What hobbies do you have? Why do you like doing them?
6. How can you create your own style?
7. Why is it important to study hard at school?
8. Whom do you usually ask for help if you are struggling with some subject?
9. When do you ask your parents for advice?
10. Which pieces of advice seem the most useful to you?



### 4. Match the words to make the word combinations.

- |             |                          |
|-------------|--------------------------|
| 1. enjoy    | a) hobbies               |
| 2. make     | b) computer games        |
| 3. show off | c) college opportunities |
| 4. play     | d) friends               |
| 5. create   | e) advice                |
| 6. get      | f) bad grades            |
| 7. affect   | g) talents               |
| 8. give     | e) stories and poems     |
| 9. have     | f) life                  |

### 5. Say why it is important to:

- 1) have a healthy social life
- 2) have hobbies and show off your talents
- 3) create your own style
- 4) study hard at school and be active
- 5) listen to your parents

### 6. Think what you should do to enjoy life more and be healthy. Be ready to speak about it in class.



*Model:* I think I must start exercising. It will help me lose my weight and feel comfortable. Besides, it will make my muscles stronger, and I will look better.



Revision		
Present Simple	Present Continuous	Present Perfect
I форма дієслова позначає факт	<b>am/is/are + ing</b> позначає процес дії	<b>have/has + III форма дієслова</b> позначає дію до певного моменту
<i>Напр.:</i> I <b>go</b> to school.	<i>Напр.:</i> I <b>am going</b> to school.	<i>Напр.:</i> I <b>have just come</b> .

### 7. Write questions to ask your calssmate:

- 1) what he/she knows about a nursery school;
- 2) if his/her parents are strict;
- 3) whether he/she has skipped school;
- 4) whether he/she has ever got into trouble;
- 5) what subject he/she is studying now;
- 6) in which after school activities he/she has taken part;
- 7) whether he/she is bullying somebody.



# Lesson 10

## Modern Day Teens

### 1. Match the words to their definitions.

- |                |  |
|----------------|--|
| 1. well-being  | a) a light informal meal                                       |
| 2. avoid       | b) a state of being happy, healthy and wealthy                 |
| 3. surf online | c) make strong or stronger                                     |
| 4. snack       | d) too fat   |
| 5. strengthen  | e) look on the Internet without seeking anything in particular |
| 6. overweight  | f) keep away from  |

### 2. Work in pairs. Ask and answer the following questions.

1. Do you usually do your homework in an exercise book or type it on a computer? Why?
2. Do you look for information in the library or on the Internet? Why?
3. Do you post handwritten letters or send emails to your relatives or friends?
4. Do you post handwritten cards or send electronic cards to your relatives or friends?
5. Do you prefer to chat with your friend on the phone or text messages?

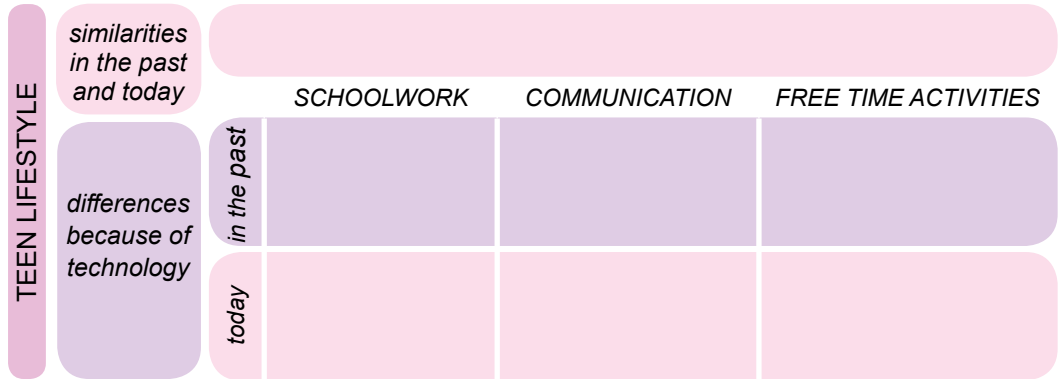
### 3. Read the text. Write your title to the text. Work in small groups. Choose the title that fits the text best. Explain why.

Modern day teens are not so different from past generations. They do almost the same things as young people did in the past: they go to school, do homework, spend time with their family, communicate with friends, help with the housework, do sports, listen to music and so on. However, one thing is definitely different: use of technology. While in the past teenagers did their homework in an exercise book, modern teens often type it on the computer. Instead of looking for information in the library, they use the Internet to get it. Today young people even communicate in a different way. While in the past they met live, wrote letters, went out a lot or used the phone, nowadays they often prefer meeting online, texting messages. Modern teenagers even spend their free time differently. While in the past teens used to hang out and play games with friends, today they often prefer to stay in Instagram or play computer games.





4. Fill in the mind map in your exercise book using the information from the text.



5. Discuss how similar or different the life of modern teenagers is from teenagers in the past. Use the mind map and the expressions below:

Comparison	Similarities	Differences
in comparison with compared to	similarly in a similar way is/are much the same as is/are like is/are similar to have/has a lot in common with	however but while is/are nothing like is/are totally different from is/are quite unlike differ(s) from

*Model:* Modern teenagers have a lot in common with teenagers in the past.

6. Put the verbs in brackets into the Present Perfect or Present Perfect Continuous Tense.

- A: I (to be) very tired.  
B: That's because you (to study) all morning.  
A: At least I (to do) all my homework.
- A: What you (to do) since morning?  
B: I (to plant) trees all morning.  
A: How many trees (to plant) already?  
B: I (to plant) four trees.



7. Project. Create a mind map about things (except technology) that are changing teenagers' lifestyle. You may focus on transport and travelling / music / fashion / hobbies etc. Present your ideas in class.



# Lesson 11

## Parents and Children

**1. Listen and repeat the following tongue twisters. Practise saying them. For an additional challenge, try repeating them several times in a row.**



1. She sells seashells by the seashore.
2. How can a clam cram in a clean cream can?
3. I scream, you scream, we all scream for ice cream.

**2. Listen and read the words. Make up a chain story. Student 1 starts the story. Each student continues by adding his/her own sentence. Use the words given below.**



occasional	[ə'keɪʒənəl]
tension	['tenʃn]
argument	['ɑ:gjʊmənt]
opinion	[ə'pɪnjən]
conclusions	[kən'klu:ʒənz]
respect	[rɪ'spekt]
privacy	['prɪvəsi]
pressure	['preʃə]
jealousy	['dʒeləsi]
competitiveness	[kəm'petətɪvənəs]

**3. Fill in the gaps with the words from exercise 2.**

1. You must learn to ... other people's opinion.
2. There was a lot of ... at the meeting.
3. She receives ... phone calls from her mother.
4. She went upstairs for some ... .
5. The book's ending leaves readers to make their own ... .
6. We asked for their ... about the new stadium.
7. They were always getting into ... about politics.
8. He spoke about greater ... .
9. He was unable to control his ... .
10. They are putting ... on people to vote yes.

**4. a) Listen to the reasons why teenagers argue with their parents. Decide whether the following statements are true or false. Correct the false statements.**



1. Everyone has family conflict.
2. Occasional arguments cannot happen in happy families.




3. The common reasons for arguing with parents are:
  - a) your opinions differ from your parents’;
  - b) you communicate too much and misunderstand each other;
  - c) you want more money than they’re willing to give you;
  - d) they don’t like your personal style;
  - e) a new baby appeared in your family;
  - f) parents focus too much on your exams, chores, friends.

**b) Which of the speaker’s statements do you agree/disagree with? Why?**

5. **Discuss with your classmate what sort of things you can argue with your parents about. Continue the list from exercise 4, then compare it with other students’ lists.**
6. **Brainstorm in class the things that you could argue with your sister/brother/cousin about. Write them on the blackboard.**



7.  **Listen to the recording. What things can make the conflict between brothers/sisters/cousins hard to deal with? Compare them to those written on the blackboard.**

8. **Work in groups of four. Discuss and then explain the quotation in your own words.**

“Kindness consists in loving people more than they deserve.” (*Joseph Joubert*)

9. **Get ready to role-play the class meeting.**



*Student 1:* You are a class teacher at school. Ask your students what their relationships with their parents are and what they can do to improve them.

*Class:* You are the students. Give the information your teacher needs.

10. **Read the joke. Role-play it.**

Alfie was listening to his sister practice her singing.

“Sis,” he said, “I want you to sing Christmas carols”.

“That’s nice of you, Alfie,” she replied. “Why?”

“Then I’d only have to hear you once a year!”



# Lesson 12

## Improving Relationship

### 1. Work in groups of four. Discuss and then explain the quotation in your own words.

“Kind words can be short and easy to speak, but their echoes are truly endless”  
(Mother Theresa)

### 2. Read the text below.

Problems between parents and children are common and timeless. If you are looking to improve your relationship with your parents, you are not alone. Developing a better relationship with your parents involves focusing on changing how you think and behave.

1. Consider all your parents have done for you, all the ways that they have helped you, all the ways they have influenced how you think. You may find yourself feeling grateful to your parents and more willing to improve the relationship or compromise. So let your parents know that you are appreciative for all they have done for you with your actions. Do some extra housework even if you are not asked. They will be happy with you for this.



2. Even if you do not agree with their parenting style, principles, be respectful to your parents. Try using polite language, speaking modestly.

3. Don't overreact when talking to your parents. Smile at them, stay positive and warm. Let them know with your body language that you are happy to see them and that you care about their well-being. This will set the tone for your communication and will help to improve the relationship.

4. One way to improve your relationship is to be more willing to talk to your parents about things that you may feel are uncomfortable. This will help to build trust in your relationship with your parents. If you feel that your parents give you too much unwanted advice, treat you like a kid, do not respect your opinions, or disrespect your friends, tell them and explain why they should not do this.



5. You may have to bite your tongue when one of your parents says something you disagree with. Determine whether the need to respond is really necessary. If it is, make the point clearly and modestly in order to avoid an emotional argument.

6. Be logical and demonstrate to your parents that you are mature. If parents see you acting mature, they will treat you accordingly.



**3. Match choices (A–F) to (1–6).**

- A Be positive.
- B Be respectful.
- C Be open and honest.
- D Keep interactions mature.
- E Be appreciative.
- F Avoid unnecessary arguments.

**4. Fill in the table in your exercise book. You may add your own ideas.**

<b>Advice</b>	<b>What to do</b>
Be positive	
Be respectful	
Be open and honest	
Keep interactions mature	
Be appreciative	
Avoid unnecessary arguments	

**5. Answer the following questions.**

1. Do you agree with the advice from exercise 4?
2. Which one is the most useful to you?
3. Do you think that parents should trust teenagers more to run their own lives? Why?/Why not?
4. Do you often argue with your parents?

**6. Read the quotation. What does the author mean? Do you agree with the author? Be ready to present your ideas in class.**



**TEENAGERS**  
tired of being  
harassed by  
your parents?  
**ACT NOW!**  
Move out, Get a job,  
& Pay your own way,  
**QUICK!**  
while you still  
know everything!



# Lesson 13

## Communication Tools

### 1. Match word combinations 1–11 to a–k.

- |               |                 |
|---------------|-----------------|
| 1. strengthen | a) mature       |
| 2. surf       | b) relationship |
| 3. respect    | c) sports       |
| 4. act        | d) videos       |
| 5. create     | e) privacy      |
| 6. make       | f) muscles      |
| 7. build      | g) online       |
| 8. respect    | h) stories      |
| 9. improve    | i) trust        |
| 10. do        | j) advice       |
| 11. give      | k) opinion      |

### 2. Fill in the following sentences with the word combinations from exercise 1.

1. Exercises should include activities that ... .
2. Teenagers like to ... to spend time, find necessary information.
3. If people don't ... your ..., tell them about it.
4. If you ... , people will respect you.
5. It is necessary to ... with your parents.
6. To be healthy people must ... .
7. I like to ... and post them on YouTube.
8. At home we ... and then tell them in class.
9. You may ... with your classmates.
10. She always ... me valuable ... .

### 3. Discuss with your classmates what means of communication they prefer. Mind the following:

- texting;
- Facebook;
- videochat;
- Instagram;
- face-to-face communication;
- phone calls.

### 4. Read about the results of the study how young people communicate. Discuss the communication tools you and your classmates use.

As they get older, teenagers start to use communication tools in the same way as adults. They will continue to use such tools as texting, Facebook and video chat, but at the same time, they understand the need to use voice and email as they move to the next stage of their lives.

Face-to-face communication is still the most popular among teens. They keep their phone calls brief as they think that phone calls are more suitable for adults.

Video chats are becoming more popular as they combine some attributes of face-to-face interaction with the ease of technology. Often young video chatters use it for homework (just as previous generations used their cell phones and home phones for homework).



Facebook and texting are important tools for dating. After meeting someone in real life, teens will look the person up on Facebook, Twitter before asking him or her on a date — which is of course done via text message. The most common Facebook activity for teens is 'liking'.



Mobile phones are the new smoking. These days, with smoking increasingly unpopular, technology — and particularly the mobile phone — is seen as the most popular social tool.

**5. Decide whether the following statements are true or false. Correct the false statements.**

- 1) Teenagers prefer face-to-face communication.
- 2) In the past young people used cell phones and home phones for homework.
- 3) Texting messages is often used by teens for dating.
- 4) Smoking is popular among teenagers.

**6. Answer the following questions.**

- 1) Why do you think young people still prefer face-to-face communication?
- 2) Why do they keep their phone calls brief?
- 3) How are Facebook and texting used for dating?
- 4) What is the most popular social tool? Why?

**7. Write what type of communication you prefer and why. Be ready to speak about it in class.**



# Lesson 14

## Effective Communication

1. Think of the person who in your opinion is a good communicator. Write down what qualities he/she has? Compare your list with your partner's.

Mind the following: *outgoing, optimistic, friendly, helpful, open, talkative, generous, tolerant, cheerful, modest, polite, charming, bossy, independent, clever, honest ...*

2. Are you good at communicating with others? What qualities do you need to develop?

3. Do the quiz and then read in the box below what kind of person you are.

*Tick the statements which are true for you.*

- I prefer to go out than to watch a film on my own.
- I always remember my friends' birthdays.
- I am a member of at least one club or association.
- I always ask for an explanation if I don't understand.
- I want to be famous in future.
- I hate spending a lot of time indoors by myself.
- People say that I'm easy to get to know.
- I enjoy going to parties and clubs.
- I always answer my mobile phone — even when I don't know who is calling.
- I believe it's always better to say what you think.

*8-10 ticks*  
You are a very outgoing, extrovert person — you enjoy being the centre of attention. Some people find you bossy and dominating — but you don't care.

*4-7 ticks*  
You are really outgoing and like spending time with other people.

*0-3 ticks*  
You are an introvert — you are a rather shy person and enjoy spending time on your own in peace and quiet.

4. Give definitions to the words “extrovert” and “introvert”.



5. Do you agree with the results of the quiz? Why?/Why not?



**6. a) Listen to the text about healthy communication and decide whether the following statements are true or false. Correct the false statements.**



- 1) If you want to talk about something, find the right time for it.
- 2) It is possible to discuss serious problems in writing.
- 3) It is better to use "I" or "we" instead of "you".
- 4) If the truth hurts, do not tell it.
- 5) Body language is important for effective communication.
- 6) If you are angry with your friend, do not tell him about it.

**b) Listen to the text again and fill in the table. Add any guidelines which you think are useful to you. Explain them.**



Guidelines	Explanation
Find the Right Time	Try to find time when both you and the other person are calm and not stressed.

**7. What are the main guidelines for effective communication? Explain each of them.**



Питальне слово	Допоміжне дієслово	Підмет	Присудок	Другорядні члени речення
When	do/does	I	have	homework
Where	did	you Ann Bob	write	summer holidays

**8. Work in pairs. Ask your classmate:**

- 1) if he/she was editing document files at 7 p.m. yesterday;
- 2) whether he/she created computer programmes last year;
- 3) when he/she was sitting round the fire last time;
- 4) if he/she had gone hiking before he was 15;
- 5) if he/she took part in any competitions three years ago;
- 6) who had arranged the birthday parties, before he/she could do it himself/herself;
- 7) what he/she was doing from 8 p.m. to 9 p.m. yesterday.

**9. Think of the guidelines of effective online communication. Be ready to present and explain them in class.**



**10. Read and enjoy the jokes.**

1. "Doctor, there's a patient on line 1 that says he's invisible".  
"Well, tell him I can't see him right now".
2. Don't you hate it when someone answers their own questions? I do.
3. Thanks for explaining the word "many" to me, it means a lot.



# Lesson 15

## Tolerant Attitude to Others

1. Discuss with your classmate what tolerance is. Write the definition to the word. Give examples of being tolerant / intolerant.

2. a) Comment on the quotation. Do you agree / disagree with it? Why?

“The greatest problem in the world today is intolerance. Everyone is so intolerant of each other.” (*Princess Diana*)

b) Why should people be tolerant of others?

c) What do you know about Princess Diana? What was she famous for?



Princess Diana

3. Read the text about being tolerant.

### What Does Being Tolerant Mean?

Being tolerant does not mean to accept another person's views on things, but to understand their point of view. This is why being tolerant means:

**Being respectful:** Respecting not only the other person's ideas but the whole person. Therefore, listening and answering respectfully is key to be a more tolerant person.

**Keeping calm:** Staying calm and remaining peaceful at all times without getting angry is the next step towards being more tolerant. For example, when at a family gathering you have to listen to stories that you've already heard at the last five family gatherings, you don't upset your relatives by being rude.

**Being patient:** It will take a good deal of working on your social skills to become tolerant with someone with whom you differ absolutely.

There are different **types of tolerance** — social, racial, sexual, religious tolerance.

**Racial Tolerance.** One example in which racial tolerance needs to be used is when foreign students come to study in an educational institution in a country. Foreign students must adapt to a new culture and, at times, must also adapt to a different language and climate.

**Religious tolerance.** For example, if you are a Christian, being tolerant with an Atheist means respecting the fact that they do not believe in God, do not go to church and do not pray. It means accepting the fact that they are not better or worse people just because they don't believe in the same things you do.

**Social Tolerance.** You will have to communicate, discuss ideas, and work as a team with people with different social status. Social tolerance in this area is necessary for good results.



**Sexual tolerance.** In the workplace there is often sexual intolerance reflected in lower wages to women, even if they perform the same work and have the same abilities as men. Besides, in many countries most government members, top managers are men.

**4. Answer the following questions.**

- 1) What are the main types of tolerance?
- 2) What examples does the author give to each type of tolerance? Give your own examples.

**5. Are you a tolerant person? Let's check it with the quiz. Choose the answer and then read in the box below how tolerant you are.**

1. If someone with special needs would like to join your group for a school project, you would ...
  - A) Ask one of your group members to invite them.
  - B) Let them join. Why *shouldn't* they be in your group?
  - C) Not let them join.
2. In gym class, you are grouped up with various classmates to play volleyball. One of your group members is not a good player. You...
  - A) Accept their weaknesses and offer some tips.
  - B) Don't do anything about the situation.
  - C) Talk negatively about him/her with your other teammates, but only when he/she cannot hear you.
3. When you look at your friends the first thing you see...
  - A) People who you love to be around and have fun with.
  - B) People of different race and religion than you.
  - C) People of the same race and religion as you. Exactly how it should be.
4. If you and your friends were a plate of fruit salad, you would look like...
  - A) A combination of various fruit
  - B) A mixture of only a selected group of fruit
  - C) The same fruit.
5. You see classmates being laughed at for something, you...
  - A) Support them.
  - B) Feel bad for them and want to help out, but cannot... What if they make fun of you, too?
  - C) Join in with the group and laugh at the classmate.

Mostly a's: you are a leader as you are not afraid to say what you think and do what you consider right. You are very tolerant and accept people's differences. Mostly b's: you want to do well, but sometimes you are afraid to do it. Mostly c's: you are not tolerant. This is the twenty-first century people! You need to get with the times! There is no one in the world just like you and you need to treat all people well.

**6. Do you agree with the results? Why?/Why not?**

**7. Get ready to role-play the meeting of scientific groups.**



Group 1: You are scientists. Prepare short reports on the topic "What Tolerance Is".

Group 2: You want to clarify some details. Ask questions.



## Self-Assessment Module 1

### Task 1

#### Listening

1. Listen to the speakers. For questions (1–3) choose the correct answer (A, B or C). You will listen to each recording twice.



1. What will the boy do first?

A



B



C



2. What job does the boy like?

A



B



C



3. What does Jason enjoy doing on Saturday?

A



B



C



### Task 2

#### Reading

2. Read a part of an interview from a teenage magazine with Eliza, a young violin player. Choose the correct answer (4–8).

*Interviewer:* Eliza, you are only 17, but you have already won Young Musician of the Year Competition.

*Eliza:* Yes, I am proud of that, but I have worked so hard! I started playing twelve years ago, and I have practised every day since then! Last year I came first in Young Musician of the Year.

*Interviewer:* Do you like to spend so much time practising?



*Eliza:* My teacher thinks it's very important to practise a lot and encourages me to do more and more. Of course, my parents support me, but they don't make me play if I don't want to. And my friends think I'm mad. They often try to get me to do other things.

*Interviewer:* What do you do to improve your playing?

*Eliza:* I sometimes go to the gym to strengthen muscles, but I must be careful not to do too much exercise. If I get tired, I cannot play very well. I should eat well, but I like fried food and sweets too much, and I can get overweight. The main thing is to avoid stress. I must feel relaxed when I play.

*Interviewer:* Do you think classical music has helped you through difficult teenage years?

*Eliza:* I think yes. It's a shame that most teenagers don't give classical music a chance. It doesn't mean that everyone should learn to play classical music or buy classical CDs. I just want them to understand that it's also a great music.

*Interviewer:* What do you like doing in your free time?

*Eliza:* I sometimes go out shopping with friends or we go to the cinema to see a film. But most of all I like relaxing at home, reading a book, surfing online. Sometimes I need time to be alone.

4. Eliza started playing the violin when she was ... .
  - A 5 years old
  - B 7 years old
  - C 4 years old
5. Who makes Eliza practise a lot?
  - A her parents
  - B her teacher
  - C her friends
6. What does Eliza do to improve her playing?
  - A goes to the gym
  - B eats healthy food
  - C tries not to get too stressed
7. Eliza would like other teenagers to ... .
  - A listen to classical music
  - B change their opinion of the classical music
  - C like classical music
8. What does she like to do most in her free time?
  - A listening to classical music
  - B surfing the net
  - C going shopping

### Task 3

Read the sentences below. For sentences (9–14) choose the correct item (A, B, C or D).

9. Regular physical activity is important for the development and ... of children and young people.
- |              |             |
|--------------|-------------|
| A well-being | C lifestyle |
| B exercises  | D respect   |
10. Eating fruit and vegetables every day helps ... the risk of many chronic diseases.
- |           |              |
|-----------|--------------|
| A develop | C strengthen |
| B reduce  | D improve    |
11. Have fresh fruit as a ... and try to include fruit and vegetables in every meal.
- |         |          |
|---------|----------|
| A hobby | C dinner |
| B meal  | D snack  |
12. ... bad habits including tobacco, drug and alcohol use.
- |           |           |
|-----------|-----------|
| A support | C avoid   |
| B respect | D develop |
13. If you want to enjoy life, ... your talents.
- |            |          |
|------------|----------|
| A show off | C create |
| B affect   | D give   |
14. If you are lazy at school, it can ... your college opportunities in the future.
- |            |          |
|------------|----------|
| A show off | C create |
| B affect   | D give   |

### Task 4

Put the verbs in the correct tense forms (Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect; Present Perfect Continuous).

15. Let's go for a walk. The rain (*to stop*) and the sun (*to shine*).
16. When you (*to come*) to see us? — I'll come tomorrow if I (*to be*) not busy.
17. I (*to ring*) you as soon as I (*to come*) tomorrow.
18. When I (*to come*) home yesterday, my brother (*to sleep*).
19. Hello! Where you (*to go*)? — I (*to take*) a walk.
20. This man (*to be*) a writer. He (*to write*) books since he was young.
21. Yesterday by eight o'clock he (*to finish*) his homework, and when I came, he (*to read*) a book.
22. When I came to his house yesterday, his mother (*to tell*) me that he already (*to go*).

### Lesson 16

#### Healthy Food

1. a) Match the words to the pictures.

#### A Fish and seafood

- a) crab [kræb]
- b) mussels ['mʌsəlz]
- c) prawns ['prɒnz]
- d) salmon ['sæmən]



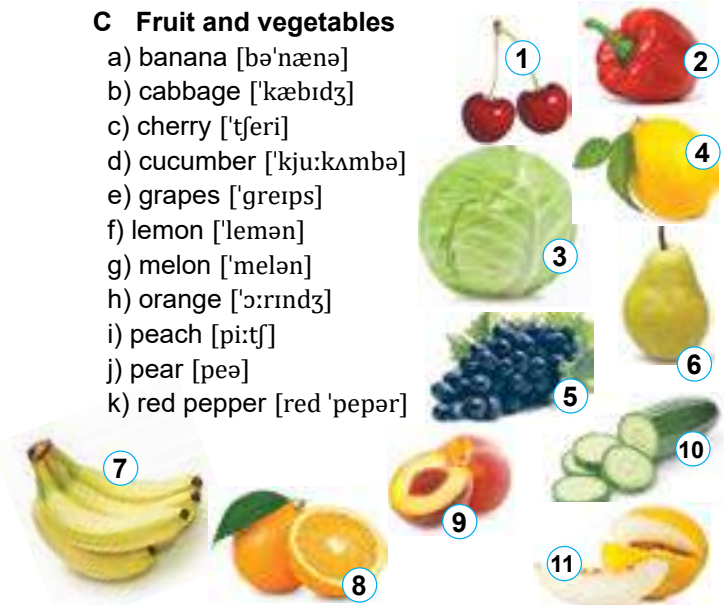
#### B Meat

- a) chicken ['tʃɪkɪn]
- b) duck [dʌk]
- c) pork [pɔ:k]



#### C Fruit and vegetables

- a) banana [bə'nænə]
- b) cabbage ['kæbɪdʒ]
- c) cherry ['tʃeri]
- d) cucumber ['kju:kʌmbə]
- e) grapes ['greɪps]
- f) lemon ['lemən]
- g) melon ['melən]
- h) orange ['ɔ:rɪndʒ]
- i) peach [pi:tʃ]
- j) pear [peə]
- k) red pepper [red 'pepə]



**D Berries**

- a) blueberry ['blu:,beri]  
b) strawberry ['strɒ,beri]

**E Dairy**

- a) cottage cheese ['kɑ:tɪdʒ tʃi:z]  
b) ice cream ['aɪs kri:m]  
c) yoghurt ['jougərt]

**b) Listen and check.**

2. Add some words to the list from exercise 1.
3. Give advice on healthy eating.
4. a) Read the text about healthy eating for teens.

**Healthy Eating for Teens**

As a teenager, your body is going through many physical changes — changes that must be supported by a healthy, balanced diet. Eating healthily doesn't mean giving up your favourite foods. It simply means eating a variety of foods and cutting down on food and drinks high in fat and sugar, such as sugary drinks, crisps, cakes and chocolate. These foods should be eaten less often and in smaller amounts. If you're watching your weight, a healthy, balanced diet is the way to go. Dieting, skipping breakfast or starving yourself don't work. Here are some tips to help you eat more healthily.

**Don't skip breakfast.** Skipping meals won't help you lose weight and isn't good for you, because you can miss out on important nutrients. Having breakfast will help you get some of the vitamins and minerals you need for good health.

**Get your 5 a day.** Fruit and vegetables are good sources of many of the vitamins and minerals your body needs during your teenage years. Aim to eat at least 5 portions of a variety of fruit and vegetables a day.

**Healthier snack ideas.** Cut down on food and drinks high in fat, sugar and salt, such as sweets, chocolate bars, cakes, biscuits, sugary drinks and crisps, which are high in calories (energy).





**Drink a lot.** Aim to drink 6 to 8 glasses of water a day. Even unsweetened fruit juice is sugary. Your total of drinks from fruit juice, vegetable juice and smoothies shouldn't be more than 150 ml a day — which is a small glass.



**b) Decide if the statements are true or false.**

**Correct the false ones.**

1. If you want to be healthy, you should stop drinking sugary drinks, eating crisps, cakes and chocolate.
2. Skipping meals can help you lose weight.
3. You should eat five meals a day.
4. Drink 6 to 8 glasses of unsweetened fruit juice.
5. Your total drinks shouldn't be more than 150 ml a day.

**c) Answer the following questions.**

1. Why it is not good to skip breakfast?
2. What kind of food should young people cut down?
3. Do you follow these tips? Why?/Why not?

**5. Tell the class how healthy your diet is and what you need to improve.**

**6. Are the following sentences right or wrong? Correct the wrong sentences.**



**Model:** I am not knowing where to dine. **WRONG.** I do not know where to dine.  
My mother usually does not cook on weekends. **RIGHT.**

1. Does your friend like seafood?
2. Nick orders some pizza now.
3. I am not wanting rice with my salmon, thanks.
4. Are you going to a café every day?
5. Are you eating out tonight?
6. Mary is in the kitchen. She cooks dinner.
7. Do you prefer meat or fish?
8. We are have lunch with my friends tonight.

**7. Guess the riddles.**

**A:** When do you go at red and stop at green?

**B:** When you're eating a ... .

*(watermelon)*

If there are three apples and you take two away, how many apples do you have?

*(one)*



# Lesson 17

## Junk Food

1. Listen, read and remember the following common adjectives to describe food.



fresh	[frefʃ]
frozen	['frouzn]
low-fat	[lou 'fæt]
raw	[rɔ:]
ready-made	['redi meɪd]
spicy	['spaisi]
takeaway	[teɪkə'veɪ]
tinned	[tɪnd]

2. a) Name as many kinds of food as possible which we use with the words from exercise 1.

Model: fresh bread

- b) Make up sentences with the word combinations from 2 a.

Model: We buy fresh bread from the baker's every day.

3. Work in pairs. Ask and answer the following questions.

1. Is there any food or drink that you couldn't live without? How often do you eat or drink it?
2. What is your favourite fruit/vegetable?
3. Is there any food that you do not like?
4. What food do you usually eat for breakfast/lunch/dinner?
5. Do you like junk food? Why?/Why not?

4. Choose the pictures with junk food.



### 5. What are the effects of fast food on health?

### 6. a) Listen to the information about fast food and its effect on people's health. State whether the statements below are true or false.



1. People like fast food because they can get it quickly.
2. Fast food offers little in the way of nutrition.
3. Fast food does not influence your memory.
4. People who eat fast food can develop depression.



### b) Listen again. Choose the correct answer.

1. Fast food is ... .
 

a) cheap	c) healthy
b) expensive	d) low in calories
2. 100 g of French fries contains ... calories
 

a) 320	c) 312
b) 315	d) 330
3. In one hamburger there are ... calories.
 

a) 404	c) 504
b) 440	d) 540
4. 500 ml of milkshake contain ... calories.
 

a) 770	c) 617
b) 670	d) 607
5. 500ml of milkshake contain ... grams of sugar.
 

a) 150	c) 105
b) 115	d) 250

### 7. Guess the riddles.

What is orange and sounds like a parrot?

*(carrots)*

What day do potatoes hate the most?

*(Tues-day)*

### 8. Ask your friends/relatives:



- if they like fast food;
- how often they eat it;
- why they eat fast food (it is quick / easy to get to / cheap / like its taste / it is a way of socializing with friends and family / friends/family like it).

### 9. Be ready to tell your classmates about the results of your interview.



# Lesson 18

## Food for Brain

### 1. a) Match the words and pictures.



1

- a) boiled [bɔɪld]
- b) roast [rəʊst]
- c) baked ['beɪkt]
- d) grilled [grɪld]
- e) fried [fraɪd]
- f) steamed [sti:mɪd]



5



2



3



4



6



### b) Listen and check.

### 2. How do you prefer these things to be cooked?

Eggs, chicken, potatoes, meat, fish.

### 3. Answer the following questions.

1. What food do you usually eat before doing sport or exercises?
2. What food do you usually eat before an exam?
3. Do you think that food can affect your performance at school or at the exams?

### 4. Read the article and put the headings (A-I) in the correct places (1-7).

Did you know that what you eat and drink can affect your exam performance? What is the best diet to follow on exam day? Can food and drink affect your test scores? Scientists state the importance of healthy eating habits at this stressful time.

1. \_\_\_\_\_ Even if you normally skip breakfast or avoid eating when you are nervous, you should still make the time to eat something. Very simply, your brain needs the energy from food to work well. You need to focus on your exam and not on your hunger.

2. \_\_\_\_\_ Eat protein-rich foods. Healthy food choices on an exam day include eggs, nuts, yoghurt, and cottage cheese. Good breakfast combinations might be cereal with low-fat milk, eggs and toast with jam, porridge, or sugar-free muesli. Other brain foods are fish, dried fruit. You could eat oranges, strawberries, blueberries, or bananas, which are especially popular.

3. \_\_\_\_\_ On exam day, stay away from biscuits, cakes, and muffins, which require added time and energy to digest. Also avoid foods that are high in sugar, such as chocolates, desserts, and candies. When eaten alone, carbohydrates make you feel more relaxed than alert. So carbohydrates are a good option for the day before the exam, but not on the exam day. In addition, carbohydrates such as rice or potatoes, eaten in large quantities, can make you feel heavy and sleepy.



4. \_\_\_\_\_ Make sure you drink enough water before and during your exam. Tea also works, though without a lot of sugar. Without water you may lose your concentration. Avoid sugary sodas and colas. Avoid caffeine, as it can increase your nervousness. However, if you drink coffee regularly, then have a small cup or two. Try to eat something healthy along with your coffee.

5. \_\_\_\_\_ Eat enough to feel satisfied but not so much as to feel full. If you eat a big breakfast or lunch before an exam, you will feel heavy.

6. \_\_\_\_\_ Don't use any new foods or drinks just before the exam, even if they come highly recommended by friends or family. You don't know how your body responds to them and you don't want any surprises on exam day.

7. \_\_\_\_\_ Sometimes you are given a five- to ten-minute break in the middle of a long exam. Carry healthy snacks for such times to keep your energy high. Avoid chocolates or sweet treats as the high energy could be followed by an energy crash during your exam!

- |                                     |   |
|-------------------------------------|---|
| <b>A</b> Snack intelligently        | <b>F</b> Make sure to eat               |
| <b>B</b> Eat food for brain         | <b>G</b> Drink brain boosting beverages |
| <b>C</b> Drink healthily            | <b>H</b> Eat light meals                |
| <b>D</b> Avoid anything new         | <b>I</b> Take vitamins                  |
| <b>E</b> Avoid brain blocking foods |   |

5. **Fill in the table below in your exercise book and speak what students should eat and drink before an exam.**

Advice	Explanation
Make sure to eat...	

6. **Do you follow the advice given above? Which will you try?**

7. **Choose the word that is different. Explain why.**

- grapes                  peach                  cucumber                  pear  
The others all are \_\_\_\_\_.
- chicken                  duck                  pork                  salmon  
The others all are \_\_\_\_\_.
- cabbage                  pear                  cucumber                  tomato  
The others all are \_\_\_\_\_.
- crab                  prawns                  pork                  mussels  
The others all are \_\_\_\_\_.
- banana                  cherry                  lemon                  pepper  
The others all are \_\_\_\_\_.
- orange                  blueberry                  melon                  pear  
The others all are \_\_\_\_\_.

8. **Find information what one should eat or drink to sleep well / gain muscle weight / wake up and be active in the morning. Be ready to speak about it in class.**

# Lesson 19

## Good Food



В англійській мові дієслова **may** та **might** означають припущення з відтінком невпевненості.

*Напр.:* He may work in a restaurant. *Можливо, він працює в ресторані.*

She might dine out. *Можливо, вона обідатиме не вдома.*

**May** часто вживається в офіційних ситуаціях, **might** — у неофіційних.

Заперечна форма утворюється за допомогою заперечної частки **NOT** після **may/might**.

*Напр.:* I might not go to the party tonight. *Можливо, я не піду на вечірку сьогодні ввечері.*

### 1. Work with the classmate. Ask and answer the questions as in the model.

*Model:* A: Will you cook dinner today?

B: I may cook dinner today, but I am not sure.

### 2. Make predictions what may happen in the nearest year.

*Model:* I may enter the university.

My friend might go abroad.

### 3. Name as many words as possible to match each column.

Fish and seafood	Meat	Fruit and Vegetables	Berries	Dairy

### 4. Label the pictures with the correct words.



5. Which of the products from exercise 4 do you often / sometimes / never eat or use to cook?

6. Listen to the conversation. Role-play it.



A: What do you feel like eating this morning?

B: I usually have just a bowl of cereal.

A: The most important meal of the day is breakfast.

B: Yeah, but I don't usually have time to eat a big breakfast.

A: You can always make an easy breakfast.

B: What do you make?

A: All I make is oatmeal, toast, and some orange juice.

B: That sounds pretty good.

A: I like it, and it's a fast meal.

B: That is a very quick meal to make.

A: I can make it for you if you like.

B: Oatmeal and toast sounds good to me.

7. Discuss with your classmate what you usually eat for breakfast. Explain why your breakfast is good.

8. Which of the following sayings do you like most? Explain them in your own words.



# Lesson 20

## Favourite Recipes

1. Put each of the following words into the correct place in the passage below.

- body
- ice cream
- vitamins
- food
- nuts
- chocolate
- fast food
- banana
- enemy
- health
- life
- energy

Can we live without food? The answer is definitely “no”. Food is necessary to our ... which requires new ... .

I believe that if you eat the right food, you can manage your mood. For example, when I feel sad, I treat myself to a bar of ... or an ... and become more cheerful and energetic. When I am to take a test, I eat a handful of ... or a ... because such food helps me concentrate.

However, sometimes food may become a real ... . Unfortunately, some people don't pay attention to what they eat. If their diet includes ... , they can do much harm to their ... .

Food that contains ... helps you improve your health. I strongly feel that if you take control of your ..., you will be able to take control of your ... .

2. Listen and read the words and word combinations. Explain their meaning.



tablespoon	['teɪblspu:n]
teaspoon	['ti:spu:n]
vinegar	['vɪnɪgər]
garlic clove	['gɑ:lɪk kləʊv]
whisk	[wɪsk]
sprinkle	[sprɪŋkl]
dressing	['dresɪŋ]
olive oil	['ɑ:lɪv ɔɪl]
lettuce	['letɪs]
pepper	['pepər]

3. a) Listen to the recipe of a salad. Fill in the gaps.



### Dressing:

6 tablespoons of ...

1 tablespoon of ...

1 tablespoon of ...

2 ...

1 ... of oregano

### Directions:

Tear ... into pieces

Take three large ..., 1 ..., 1 small green ... and cut them all into pieces

Cut one red ... into thin rings



Cut 100 g of ... into cubes  
 ... dressing ingredients together  
 Add ... and ...  
 Combine all salad ingredients, except cheese, in a large bowl  
 Toss with dressing  
 ... cheese over



**b) Listen for the second time and be ready to present the recipe.**



**4. Ask your classmate:**

- if he/she likes to cook;
- what dishes he/she can cook;
- if he/she likes to prepare salads;
- the recipe of his/her favourite salad.

**5. a) Change the sentences as in the model:**

*Model:* Maybe he will come tomorrow.

He may come tomorrow.

1. Maybe she will dine out.
2. Maybe they will go on a diet.
3. Maybe the cake is not delicious.
4. Maybe she does not like seafood.
5. Maybe he likes junk food.

**b) Make up your own sentences.**

**6. Write a recipe of your favourite dish. Be ready to present it in class. Use pictures, photos or even make a video.**



# Lesson 21

## Cuisines

1. a) Look at the picture. Describe what is there on the table.



- b) Can you cook any of these dishes? Say how to cook them.

2. Answer the following questions.

1. Do you like Ukrainian cuisine? What are your favourite dishes?
2. Have you ever tried dishes from other countries? If yes, did you like them?
3. What do you know about Italian/French/Japanese etc. cuisines?

3. Match the dishes to the countries where they are most popular.



peking duck

- a) The USA
- b) Hungary
- c) Great Britain
- d) Japan
- e) Italy
- f) China



goulash



pasta



hamburger



fish & chips



sushi

### 4. a) Read the text.

#### CUISINES

##### Ukraine



Ukrainian dishes are known for their variety and high taste qualities. Ukrainian cuisine includes hundreds of recipes: borsch and pampushki, flat cakes and dumplings, mushroom sauce, banosh, varenyky and sausages, drinks from fruit and honey, etc. Some dishes have a centuries-old history, for example, Ukrainian borsch. Ukrainian dishes often use a number of ingredients. Borsch is a direct proof of this. Initially, this dish was made of 30 ingredients but, of course, over time that number has decreased. However, the technique remains unchanged.

##### France



Nowhere else on earth so much attention is paid to what people are going to eat and how they are going to eat it. What food is prepared by the French depends on where they live. Typical French foods rely heavily on local products. Fresh apples, berries, mushrooms, various squash and fruit are among the most commonly used products. Poultry, beef, lamb, and veal are available year-round. The French eat more cheese than any other country in the world — 45 pounds of cheese per person. France has a different cheese for every day of the year. In France, people eat about 500,000,000 snails per year. While French cuisine is often associated with rich desserts, in most homes dessert consists of only fruit, yoghurt or sometimes a few squares of natural dark chocolate. France was the world's first country to ban supermarkets to throw away unsold food. Now supermarkets must give it to charities and other services.

## Japan



Food is an important part of Japanese culture. The UN officially included Japanese cuisine in the UNESCO Cultural Heritage List.

To most people, a small bowl of sticky rice with a slice of fish inside or on top may not look like a complicated delicacy. But while simplicity is important in Japanese cuisine, sushi is considered a form of art and must be prepared under strict guidelines. Therefore, the profession of sushi chef is highly respected in Japan. To become a traditional sushi chef, one will need to undergo many years of on-the-job training with a sushi master.

While the popularity of rice may be somewhat declining in Japan, it's still very common to eat rice for breakfast, lunch and dinner. Historically, rice has always played an important role in Japanese cuisine.

**b) Classify the following as typical of:**

- a) Ukrainian cuisine
  - b) French cuisine
  - c) Japanese cuisine
1. Dishes often use a number of ingredients.
  2. Local products are mainly used to cook dishes.
  3. People have a different cheese for every day of the year.
  4. People eat more cheese than any other country in the world.
  5. People eat a lot of rice.
  6. It was the world's first country to ban supermarkets to throw away unsold food.
  7. People eat a lot of snails.

**5. Work in groups of three. You are from Ukraine, France or Japan. Ask questions about the cuisine of their countries. For answers use the information from exercise 4 a.**

**6. Find information about cuisine of other countries. Be ready to present it in class.**





### Lesson 22

#### Eating Out

1. Work in pairs. Discuss whether you prefer to celebrate your birthday at home or at a café.
2. Answer the following questions using the ideas below.



For students who prefer to celebrate birthday at home

*What are the advantages of inviting your friends home for your birthday celebration?*

**Introduction:** what you are going to talk about

**Advantages:**

- 1) cheaper
- 2) can play own music
- 3) ...
- 4) ...

**Conclusions:** a short summary

For students who prefer to celebrate birthday at a café

*What are the advantages of inviting your friends to a café for your birthday celebration?*

**Introduction:** what you are going to talk about

**Advantages:**

- 1) do not need to spend time on cooking / cleaning
- 2) can order different dishes
- 3) ...
- 4) ...

**Conclusions:** a short summary

### 3. Listen to the dialogues. Role-play them.



- I. *Waiter:* Hello, Can I help you?  
*Jack:* Yes, I'd like to have some lunch.  
*Waiter:* Would you like a starter?  
*Jack:* Yes, I'd like a bowl of chicken soup, please.  
*Waiter:* And what would you like for your main course?  
*Jack:* I'd like grilled chicken with potatoes.  
*Waiter:* Would you like anything to drink?  
*Jack:* Yes, I'd like a cup of raspberry tea, please.  
*Waiter:* Would strawberry tea be OK? We don't have raspberry tea.  
*Jack:* That would be fine.

- II. *Waiter:* Can I bring you anything else?  
*Jack:* No thank you. Just the bill.  
*Waiter:* Certainly.  
*Jack:* How much is the lunch?  
*Waiter:* That's \$36.75.  
*Jack:* Here you are. Thank you very much.  
*Waiter:* You're welcome. Have a good day.  
*Jack:* Thank you. Same to you.

4. **Work in pairs. You are at a café. Discuss with the friend what to have for a meal. Use the menu below.**



5. a) **What should a good café have? Say which points are good and which ones are bad.**

- a wide choice of dishes
- slow waiters
- fast service
- high prices
- good music
- comfortable seats
- a no-smoking policy
- fresh food
- dirty tables
- clean toilets
- delicious dishes
- helpful staff
- much space
- national dishes

b) **Now choose which points are the most important for a good café. Explain your choice.**

6. **Describe a restaurant or a café that you like. Use the words from exercise 5.**



# Lesson 23

## Favourite Dishes

1. Discuss with the classmate what dishes you usually cook and how you serve the table when guests come to you.
2. Guests will come to you tomorrow. Write a list of food products you need to prepare the dishes. Compare your list with the classmate's.
3. Look at the pictures. Decide which dish you would choose. Explain why you like it.



4. a) Listen to the information about Italian dishes and fill in the gaps.



### Pasta

There are more than (1) \_\_\_\_\_ pasta shapes produced worldwide.

In the (2) \_\_\_\_\_ century the Pope set quality standards for pasta.

The average person in Italy eats more than (3) \_\_\_\_\_ of pasta every year. The average person in North America eats about (4) \_\_\_\_\_ per year.

### Pizza

Pizza was invented in Naples during the (5) \_\_\_\_\_ century.

It was originally a dry and flat (6) \_\_\_\_\_ .

In (7) \_\_\_\_\_ Queen Margherita of Italy tried it during her tour around her country.

The queen's chef did pizza with three colours of their country flag, and he used (8) \_\_\_\_\_ for white, (9) \_\_\_\_\_ for red and basil for green.



**b) Listen again and decide whether the statements are true or false. Correct the false statements.**

- Most Italians eat pasta at least once a day.
- Italians prefer to eat the same type of pasta.
- In the 18th century pizza used to be a food only for the rich.
- At first Queen Margherita did not like pizza.
- After the queen's chef made other types of pizza, Queen Margherita liked it.

**5. a) Describe the following picture.**



**b) Write a dialogue between the people. Make it funny and interesting. Be ready to role-play it.**



### Revision

Past Simple	Past Continuous	Past Perfect
II форма дієслова позначає факт	<b>was/were</b> + ing позначає процес дії	<b>had</b> + III форма дієслова позначає дію до певного моменту
Напр.: I <b>went</b> to school.	Напр.: I <b>was going</b> to school.	Напр.: I <b>had come</b> from school by that time.

**6. Put the words in brackets in the correct tense form (Past Simple, Past Continuous, or Past Perfect).**



- We (*to have*) a guided tour last year.
- She (*to listen*) to music at 5 p.m. yesterday.
- My father (*to install*) Christmas tree last year.
- They (*to attend*) arts festival, before they started school year.
- We (*to explore*) the archaeological site at that moment.
- By the time we came, she (*to arrange*) already a trip to the theme park.
- When I was 12, I often (*to visit*) national parks.
- While we (*to climb*) the mountain, it (*to rain*).
- Carnivals and parades (*to be*) always entertaining.



### SELF-ASSESSMENT MODULE 2

#### Part 1

#### Listening



Listen to the speakers. For questions (1–3) choose the correct answer (A, B or C). You will listen to each recording twice.

1. What will Paul get at the shop?

A



B



C



2. What fruit do they take?

A



B



C



3. How did the woman cook the onions?

A



B



C



#### Part 2

#### Reading

Read the text about the hotel. Decide if the statements (4–8) are true or false.

#### Meals

Breakfast is served in the dining room 7.30–9.30 a.m. (10.00 a.m. on Sundays). Help yourself from our buffet or order a full cooked breakfast at no extra money. A light breakfast can be served in your room. Dinner is served in the dining room from 7.30 p.m. (Last orders by 9 p.m. please.)

A children's dinner menu is available until 8 p.m. at a low price. The Coffee Shop at the swimming pool is open from 10 a.m. serving a range of drinks, snacks and light meals.

#### Room service

24-hour room service is not available, but we are happy to bring light meals and snacks to your room for a small extra money when the Coffee Shop is open. Light breakfasts are also available from 7 a.m. Please inform reception the previous evening if you would like breakfast in your room.



## Self-Assessment Module 2

Please leave your room by 10 a.m. on the day of your departure to give us time to prepare for the next guests.

- Breakfast in the dining room costs the same for different meals.
- Guests can have dinner in the rooms.
- The dining room closes at 9 p.m.
- The Coffee Shop is open at the same times as the swimming pool.
- In the Coffee Shop you can have a three-course meal.

### Task 3

**Read the sentences below. For sentences (9–13) choose the correct item (A, B, C or D).**

- Recent research shows that eating ... may cause a higher rate of depression.  
A dairy  
B favourite food  
C fast food  
D healthy
- ... food is often spicy.  
A ready made  
B low-fat  
C raw food  
D healthy
- ... food is healthy, but not always delicious.  
A ready made  
B roast  
C fried  
D steamed
- Ukrainian ... includes hundreds of recipes.  
A kitchen  
B dish  
C meal  
D cuisine
- ... all the ingredients together until they are blended.  
A boil  
B whisk  
C fry  
D grill

### Task 4

**Fill in the gaps with the words from the box. Add *may* to express probability.**

to rain, to help, to arrive, to know, to snow, to be, to come, to be late

- Take your umbrella as it ... today.
- He is still at work. He ... , I'm afraid.
- Look at those dark clouds! It ... heavily.
- He ... later because his flight has been delayed.
- He ... tomorrow if he has time.
- They ... at home now, but I'm not sure!
- He ... you with your work if you ask him.
- Phone her! She ... where the kids are!

## Lesson 24

## Mass Media

1. Read the text. Give the definitions of the words in bold.

## Mass Media

The term mass media in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people.

## Television

If you have **digital** or **satellite** TV, you can watch **programmes** on lots of different **channels**. You use the **remote control** to change channels without having to leave your seat. **Independent** TV channels have a lot of **commercials/adverts** (advertisements/ads). They **broadcast** programmes that get good **ratings** (have a lot of viewers). These include **dramas**, **quiz programmes** and **soap operas**. A TV serial has a number of **episodes** (parts) which tell a story over a period of time.

## Radio

Radio is a piece of equipment that is used for receiving and/or sending radio messages or programmes.

You may **put**, **switch** or **turn** a radio **on** or **off**. You may also **turn** it **up** or **down** to make it louder or quieter. You may also **turn** it **over** if you want to listen to a different programme. To choose a particular **station** you **tune** it **in**.

(from Oxford Wordpower Dictionary)

2. You are watching TV with a friend. What could you say in each of the situations below?

*Model:* You want to watch a programme on TV. —

*Could* you turn the TV on?

1. You can't hear the programme very well. — Could you ...?
2. You want to watch a different programme. — Could you ...?
3. Now it's too loud for you. — Could you ...?
4. You don't want to watch any more. — Could you ... ?

### 3. Match the pictures to the words or word combinations.



1

- a) headset / headphones
- b) commercial / advert
- c) satellite dish
- d) remote control
- e) plug it in



4



2



3



5

### 4. Make up and role-play short exchanges using the words and phrases from exercises 2 and 3.

### 5. Match each word or word combination with its meaning.

- |                        |   |
|------------------------|---|
| 1. to be on            | a) the programme you like most/best           |
| 2. commercial          | b) parts of the game after it had been played |
| 3. favourite programme | c) the advertisement between programmes       |
| 4. recorded highlights | d) as it happens                              |
| 5. game live           | e) the programme shown on TV                  |

### 6. Complete the sentences with the words or word combinations from exercise 5.

1. What is ... TV tonight?
2. What time is the film ...?
3. How long does the ... last?
4. What is your ... ?
5. Are they showing the game ... or just ... ?

### 7. Work in pairs. Ask and answer the questions. Present the information about your classmate to class.

1. Do you watch satellite TV or/and cable TV?
2. How much TV do you watch every week?
3. Do you enjoy watching the commercials?
4. Do you often watch football/tennis matches live on TV? If not, do you watch the highlights?

### 8. Find additional information about modern Mass Media. Be ready to present it in class.



# Lesson 25

## Television

### 1. Read the text.

#### Television

Television is one of the most important inventions of the 20th century. The first TV programme in the world was broadcast in 1929, and by the end of 1970s almost every home in Ukraine had a TV set.

With the development of digital TV, hundreds of channels are available. People can watch different programmes. A lot of them such as concerts, shows, discussions, sport events one can see in a live broadcasting. Thanks to all that, you can find yourself in any part of the world any other minute.

However, despite the benefits of television there are a lot of drawbacks. Many people spend a lot of time in front of TV watching their favourite programmes and eating junk food. As a result they have serious heart and body problems. Moreover, the atmosphere in their homes is often not friendly.

### 2. Work in pairs. Agree or disagree with the following statements. Give your reasons.

1. As a result of watching TV for long hours people
  - a) have serious heart and body problems;
  - b) the atmosphere in their homes is often not friendly.

### 3. Match the type of TV programme to its definition.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. quiz show<br/>or game show</li> <li>2. chat show</li> <li>3. comedy series</li> <li>4. drama series</li> <li>5. current affairs</li> <li>6. documentary</li> <li>7. soap opera</li> </ol> | <ol style="list-style-type: none"> <li>a) a number of programmes about the same situation or characters which are intended to be funny</li> <li>b) individuals, teams or families who answer questions or play different games against each other. The winner gets a prize.</li> <li>c) a film with factual information, often analyzing a problem in society</li> <li>d) a programme where a presenter talks to famous people about their lives and careers; sometimes there is music as well</li> <li>e) a programme which follows the lives of a group/ community of people; the stories are often exciting, dramatic and hard to believe</li> <li>f) a programme about a current (that is happening at the present time) social/political problem</li> <li>g) a number of programmes which are intended to be exciting, with interesting characters and situations</li> </ol> |
|---|---|

**4. Say what you think of the types of films. Give your reasons. Use the chart below.**

Soap operas	I love it/them	I can't stand it/them
Current affair programme	I like it/them	I don't like it/them
Quiz/Game show	They are shocking	Absolutely scary
Documentaries	I am really interested in it/them	I am not really interested in it/them
Science fiction	They are great	They are boring
Feature films	Absolutely exciting	Absolutely disgusting
Westerns	Absolutely fantastic	I don't think much of it/them
Cartoons	I think they are amazing	I find it/them boring
Chat shows		

**5. Read the dialogue and make up a similar one. Act it out with your classmate.**

A: What's on ICTV at eight o'clock?  
 B: As far as I can remember, there's a jazz concert.  
 A: Do you mind if I watch it?  
 B: No, I am looking forward to it too.

**6. Match the italicized words to the pictures. Then make up the exchanges and role-play them with your classmate.**

*Model:* A: Do you mind if I watch the documentary on NTN?  
 B: Actually, I'd rather see the play on ICTV.

A: ... *serial* ... channel 5?  
 B: ... *news* ... channel 1.  
 A: ... *weather forecast* ... MTV?  
 B: ... *discussion* ... ICTV.  
 A: ... *science fiction film* ... channel 2?  
 B: ... *horror film* ... channel 4.  
 A: ... *soap opera* ... channel 3?  
 B: ... *western* ... 1+1.  
 A: ... *feature film* ... 1+1.  
 B: ... *cartoons* ... channel 5.



**7. Write down and then tell your class a funny story about watching a film / going to the cinema that happened to you / your friends.**





### Lesson 26

#### Types of TV Programmes



**Revision**  
**Future Simple**  
 will + I форма дієслова

**1. a) Work in pairs. Ask your classmate:**

- 1) how long his/her favourite chat show will last;
- 2) if he/she will use headphones;
- 3) if he/she will watch current affairs on STB;
- 4) when he/she will buy a satellite dish;
- 5) if his/her favourite programme will be on TV tomorrow;
- 6) if he/she will watch cartoons on Saturday.

**b) Present the information about your classmate to class.**



**Remember**  
**Conditional Sentences. Type I**  
 (Умовні речення реальної умови. Тип I)

Головне речення Future Simple	when before after till as soon as if (якщо)	Підрядне речення Present Simple
<i>Напр.: I will go to Kyiv</i>	if	<i>I get tickets.</i>
<i>Я поїду до Києва,</i>	якщо	<i>куплю квитки.</i>

**2. Use the Present Simple or Future Simple.**

1. I (*to watch*) commercials, if I (*to have*) time.
2. My family (*to take part*) in a quiz show, as soon as my parents (*to return*) from the USA.
3. He (*to analyze*) this problem, after he (*to learn*) the situation.
4. If I (*to want*) to listen to this station, I (*to tune*) it in.
5. If the radio (*to be*) too loud, I (*to turn down*) it.

**3. Match each description in part A to the type of programme in part B.**

**A**

1. Talking about family problems
2. Film on elephants in Africa
3. Football cup final
4. Reports from all over the world
5. Anna decides not to marry Philip

**B**

- a) international news
- b) sports programme
- c) soap opera
- d) nature programme
- e) talk show

**4. Complete the sentences. Use the words and word combination from the box.**

nature, is, Internet, channel, TV programme

1. The news ... on Channel 1 at nine o'clock every night.
2. Ten million people watch this ... every week. It's very popular.
3. There was a ... about traffic problems in cities on TV last night.
4. I saw a ... programme about birds in Antarctica.
5. I can watch the sports news on the ... .
6. Most children don't read newspapers, they prefer ... .

**5. Read the text and answer the questions which are in the last paragraph.**

**Television in Modern Life**

How do people usually answer the question like, "What are your plans for tonight?" or "What are you doing at the weekend?" In other words, how do people spend their free time?

Twenty or thirty years ago the usual answers used to be: "We are going to the theatre (or to the cinema)" or "We are going to a party" or "We are having some friends round". Now you quite often hear, "We are going to stay at home and watch TV".

Modern television offers the viewers several programmes on different channels. In addition, to regular news programmes, you can see plays and films, operas and ballets, and watch all kinds of contests, quizzes, soap operas, serials and sporting events. You can also get a lot of useful information on the educational channel. A good serial (perhaps, a detective story or a screen version of a classical novel) can keep the whole family in front of the TV set for days, and don't we spend hours and hours watching our favourite football or hockey team in an important international event?

Television most definitely plays an important part in people's lives. But is it a good thing or a bad one? Haven't we become lazier because of the television? Don't we go out less often? Don't we read less? And yet a lot of people believe that the TV has made our life more interesting and can't imagine their everyday life without it.

**6. Write down and then tell the class what role television plays in your family's life.**



### Lesson 27

#### Types of Films

1. Match the film titles to the types of films. Say what your favourite type of film is. Give your reasons.

- |                           |                         |
|---------------------------|-------------------------|
| 1. <i>Tom and Jerry</i>   | a) cartoon              |
| 2. <i>Sherlock Holmes</i> | b) detective film       |
| 3. <i>Home Alone</i>      | c) science fiction film |
| 4. <i>Jaws</i>            | d) comedy               |
| 5. <i>Star Wars</i>       | e) horror film          |
| 6. <i>Love Story</i>      | f) adventure film       |
| 7. <i>Black Arrow</i>     | g) romance              |
| 8. <i>Sounds of Music</i> | h) musical              |

2. Look at the pictures. Say which film they come from. What type of film is it?



3. Listen to the conversation about a film and name the correct word.



1. It was amusing/thrilling.
2. The acting was excellent/horrible.
3. The plot was believable/unbelievable.
4. The characters were realistic/dull.
5. The dialogue was boring/clever.
6. The script was well-written/uninteresting.
7. The special effects were out of this world/nothing special.



### Adjectives ending in *-ed* and *-ing*

Багато прикметників, які закінчуються на **-ed**, описують відчуття або стан.

*Напр.:* I am bored. (I feel there is nothing that interests me at the moment.)

Багато прикметників, які закінчуються на **-ing**, описують людину, предмет чи тему.

*Напр.:* I am boring. (I am a very uninteresting person.)

#### 4. Complete the sentences with adjectives ending in *-ed* or *-ing* formed from the verbs in brackets.

- Classical music is (*relax*).
- He gets very (*excite*) when he listens to heavy metal.
- It's (*embarrass*) to listen to his singing.
- I feel (*bore*) when I listen to jazz.
- I find opera quite (*thrill*).
- What a (*depress*) song!
- We were (*amaze*) by the magician's tricks.
- It was the most (*thrill*) film I've ever seen.
- It was an (*interest*) play.
- It was such a (*bore*) film that I fell asleep.

#### 5. Look at the pictures in exercise 2 again. Describe one of the films. Use the words and word combinations from exercises 3 and 4.

#### 6. Work in pairs. Make up and role-play the conversation using the phrases given below.

- I would recommend it to anyone. / I wouldn't recommend it.
- It's well worth seeing. / It's not worth seeing.
- You should definitely not miss it. / It's the worst film I've ever seen.

*Model:* A: Have you seen *Star Wars*?

B: Yes, I have.

A: What do you think of it?

B: It is excellent. It's well worth seeing.

#### 7. Work in pairs. Ask and answer the questions about your favourite film. Note your classmate's answers.

- What is the title of the film?
- Who is the director of the film?
- What type of film is it?
- Where is the film set?
- Who are the main characters?
- What is the plot?
- Who stars in the film?
- Do you recommend watching this film?

#### 8. Write down and then tell the class about your classmate's favourite film.



### Lesson 28

#### Types of Films

1. Match the columns to form compound nouns, then use them in your own sentences.

- |          |           |
|----------|-----------|
| live     | effects   |
| radio    | broadcast |
| special  | covers    |
| magazine | station   |

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

- How often do you watch TV?
- What do you enjoy watching on TV?
- What is your favourite TV programme? Give your reasons.

3. a) Work in pairs. Offer a solution to each problem. Make notes.

Problems	Solution
1. You don't want to watch commercial.	e.g. Could you turn it over, please?
2. You need a remote control.	
3. Your friend watches that science fiction film.	
4. You want to invite your friend to take part in a talk show.	

b) Make up and role-play the conversations for situations in 3 a.

4. In pairs, think of as many words as possible related to *an animated film, an action film, a romance, a science fiction film, a horror film, an adventure film.*

5. Look at the pictures. Write down 1-2 sentences to describe them. Use your list of words from exercise 4.



Model: 1. Exciting action sequences and a funny, well-written script make this film well worth watching.





# Lesson 29

## Means of Communication

### 1. a) Read the text and give it a heading.

Radio and television service in Ukraine provide a selection of programmes for people of different ages, interests and tastes. Among the programmes are comments and discussions on current affairs, interviews with various people, scientific and cultural talks, serious and light music advertisements. Some programmes have entertainment value, others provide useful topics for conversation. They really bring the world to our living rooms. But the most popular means of communication now are smartphones. They perform many different functions.

Smartphones function as portable media players, digital cameras, video cameras and GPS navigational devices. The operating system equips the device with advanced computing capabilities, runs applications and enables the device to perform different functions.

One can:

- access Web pages and browse the Web using 4G and 3G data networks, have Wi-Fi support, along with mobile broadband, Bluetooth, send e-mails view, edit and share, download files; play games and watch films, take photos and record videos, communicate with friends, family and with the world around through text messages and video chats;
- budget, pay bills;
- run a business;
- stay up-to-date on breaking news and shop on line, for example, right from your smartphone — anywhere, anytime.

### b) Write down three questions on the text.

### 2. Work in pairs. Ask and answer your questions from exercise 1 b.

### 3. Say what you think of radio, TV and smartphone service in Ukraine.

### 4. Tell the class how you keep yourself informed. Give your reasons.

newspapers, magazines, Internet/electronic media, TV, radio, other

*Model:* I prefer reading newspapers, because they are cheap and easy to carry.

### 5. Read some arguments. Say which means of communication each of them describes.

take longer to read; it is cheaper; access information without leaving your desk; carry it around with you; can fit in your pocket; get up-to-date information instantly; read something over and over

### 6. Express your opinion about different means of communication. Write it down and then tell it to class.



*Model:* Thanks to electronic media, I can access any information I want to, without even leaving my desk. Nowadays I can carry it around with me in the same way I can with traditional newspaper.



## Lesson 30

## Radio Programmes

## 1. Read the text.

## Radio Programmes in Ukraine

There are a lot of radio channels in Ukraine. Radio *Hit FM* is the most popular. It broadcasts continuous “pop” music.

Radio *Lux FM* broadcasts concerts of light music and jazz, short plays, and quizzes. A quiz programme is a question and answer competition which offers money or other prizes to the winners.

Radio *Era FM* broadcasts political discussions, educational programmes — that kind of things.

## 2. Listen and read. Role-play the conversation with your classmate.



A: How often do you listen to the radio?

B: My father usually switches it on to the morning news and it often stays on till he leaves for his office.

A: Don't you listen to any concerts?

B: Sometimes I listen to the channel *Lux FM*. But my mother often listens to the radio during the day while she is doing her housework. She has even listened to the school broadcasts and learned quite a lot of interesting things.

A: Doesn't she watch television in the day-time?

B: No, she is too busy for that.

## 3. Agree or disagree with the following statement. Give your reasons.

We watch television for pleasure, but we listen to the radio for information.

## 4. Read the sentences. Choose the correct prepositions from the box.

in (3), to, of (3), on (6), with

- Radio and television programmes keep people informed ... the latest achievements ... different fields.
- Everybody knows that television is a very good way ... entertainment. But people begin to depend too much ... it; they don't often go out and they speak ... each other less.
- Which is the most interesting radio channel? — We have a choice ... four channels, but I usually listen to programmes ... Channel 1.
- What do you watch most often ... TV? — I prefer sport programmes ... anything else.
- A lot ... TV viewers ... the USA say that the crime films which are shown ... television have a negative effect ... young people.
- News ... the radio is broadcast ... regular intervals the whole day.

**5. Work in pairs. Ask and answer the questions. Present the information to class.**

1. How many channels are there on Ukrainian radio and television? What can TV viewers see and radio listeners hear on each of them?
2. What are the most popular radio/TV programmes in Ukraine? What makes them popular?
3. How does radio/TV keep people informed about all important events in the world?
4. What foreign films and TV programmes have you watched on television recently? What impression did they make on you?
5. Which is your favourite radio/TV programme and why do you prefer it to other programmes?



**Revision  
Passive Voice**

**Present Simple**  
am/is/are + III форма дієслова

**Future Simple**  
will be + III форма дієслова

**Past Simple**  
was/were + III форма дієслова

**Present Perfect**  
have/has been + III форма дієслова

**6. Put the verb in brackets in the correct tense form. Use Passive Voice only.**

1. Pupils' parents regularly (*to invite*) to parent-teacher meetings.
2. From the airport you (*to take*) straight to the hotel.
3. In the 19th century the castle (*to destroy*).
4. This part of the building (*to use*) as a library which has a unique collection of books.
5. The museum (*to locate*) in the centre of London.
6. The boat (*to carry away*) by the waves.

**7. Put the verb in brackets in the correct tense form. Use Active/Passive Voice.**

1. I (*to make*) new friends from a lot of different cultural backgrounds when I lived in the USA.
2. The city (*to situate*) on an island.
3. The principal street of the city (*to call*) Princess Street.
4. Knowledge of Physics (*to need*) to understand music, sound, light, art and literature.
5. His language skills (*to improve*) greatly.
6. The new textbooks (*to bring*) to school already.

**8. Write down and then tell about your favourite radio channel(s). Give your reasons.**



## Lesson 31

## Feelings and Emotions

1. Listen and read the words and word combinations. Explain their meaning.



feature film	['fi:tʃə(r) fɪlm]
horror film	['hɒrə(r) fɪlm]
thriller film	['θrɪlə(r) fɪlm]
popular science film	['pɒpjələ(r) 'saɪəns fɪlm]
travelogue	['trævələʒ]
mystery	['mɪstri]
documentary	[ˌdɒkjʊ'mentri]
animated cartoon	['ænimetɪd kɑ:'tu:n]
dubbed film	[dʌbd fɪlm]
three-dimensional film	[θri:-dɑ'menʃənl fɪlm]
science fiction film	['saɪəns 'fɪkʃn fɪlm]
adventure film	[əd'ventʃə(r) fɪlm]
comedy film	['kɒmədi fɪlm]

2. Write some characteristics of the films above.

*Model:* Characteristics of comedies: they are entertaining. Characters are easy to understand, they often have morals that may be hinted at or stated directly. (A moral is a statement that teaches a lesson about human conduct.)

3. Sort out the films above according to the following categories. Explain your choice.

1. those which leave/make a deep impression upon/on you
2. those which leave/make a lasting impression upon/on you
3. those which create a true-to-life image
4. those which deal with science
5. those which arouse a) a feeling of fear/anxiety; b) anger; c) sorrow; d) joy e) fright

*Model:* I like three-dimensional films because they arouse a fascinating feeling as if what you see on the screen is happening to you.

4. Work in pairs. Role-play short conversations about cinema or films. Use the phrases given below.

*Model:* A: What do you think of horror films?  
B: I absolutely hate them. They arouse a feeling of fear and anxiety.

*Asking for Personal Views:*

- What do you think of...?
- What's your opinion of...?
- How do you feel about...?
- How do you like...?

*Expressing Likes:*

- I really like/love...
- I'm really very fond of/interested in...
- I find ... really interesting/  
fascinating/exciting.

*Expressing Dislikes:*

- I (absolutely) hate/can't stand...
- I'm not (very) interested in...
- I don't fancy...
- I find ... rather boring/dull/etc.

*Expressing Indifference:*

- It doesn't bother me either way.
- It doesn't concern me.
- I don't care.
- It's OK/all right I suppose.
- I don't have an opinion on it.

*Explaining what you like about something:*

- What I like most is...
- I really like the way...

*Explaining what you don't like about something:*

- What bothers/annoys me the most is...

**5. a) Listen to the information about Oscar awards. Decide whether the following statements are true or false. Correct the false statements.**



1. Every year they make two sets of statuettes because sometimes they are broken.
2. The statuettes are rather heavy.
3. The statuette has been named Oscar since 1929.
4. There are three main categories.



**b) Listen again. Choose the correct answer.**



1. The Academy has about ... members.  
A 7000                      B 700                      C 8000                      D 17000
2. The Academy Awards were first held in ... .  
A 1939                      B 1929                      C 1919                      D 1949
3. The statuette was officially named Oscar in ... .  
A 1939                      B 1929                      C 1919                      D 1949
4. The stolen Oscar statuettes were soon found in the ... .  
A park                      B village                      C garden                      D garbage
5. The blockbuster epic Titanic was nominated for ... categories.  
A 4                      B 15                      C 14                      D 40
6. Walt Disney was awarded ... Oscars.  
A 6                      B 16                      C 26                      D 36

**6. Have you seen any Oscar winning films? Describe one of them (what it is about, why you like it etc.).**

**7. Write and then tell about your favourite film(s) from your childhood.**



**Mention:**

- what your favourite film was about;
- why it was your favourite film;
- its main characters.
- what feelings it evoked;
- what it taught you;





### Lesson 32

#### Safe Internet

**1. Work in pairs. Ask and answer the questions below.**

1. How much time a day do you use the Internet?
2. What do you use the Internet for?
3. Do you use the Internet for fun or education?
4. How can the Internet help you learn English?
5. Can you believe all the information that is published on the Internet?
6. How has the Internet changed society?
7. Is it dangerous to meet people on the Internet?
8. Do you think that the Internet is safe? Why

**2. Look at the safe Internet rules. Discuss in pairs what they can mean. In your copybooks fill in the following table.**

Tips	Comments
Be your own person	
Be nice online	
Think about what you post	
Don't show your passwords to anybody	
Avoid in-person meetings	
Don't measure your own life on the basis what others post	
Be smart when using a smartphone	

**3. a) Listen to the tape and check if you were right. Add some additional information to the table.**



**b) Listen again and answer the questions:**

1. What is to be done if someone is mean to you.
2. How can we remember passwords?
3. Why is it important to be nice online?

**4. Discuss in pairs and write an example to each tip.**

**5. Read the stories about bullying on the Internet. Discuss at first in pairs and then in class what advice you would give to the teenagers in each situation.**

1. Nick and Alec's online exchange got angrier and angrier. Insults were flying. Nick told Alec to watch his back in school the next day.

2. Some boys created a «We Hate Adam» Web site where they posted jokes, cartoons, gossip, and rumors, all offending Adam.

3. Mary watched closely as Sue logged on to her account and discovered her password. Later, Mary logged on to Sue's account and sent an offensive message to Sue's close friend.

4. Emma sent a message to Jane pretending to be her friend and asking lots of questions. Jane answered, sharing really personal information. Emma sent Jane's message to lots of people with her own comment, «Jane is a loser.»

**6. Find additional information about Internet safety. Summarize what you have learnt about how to stay safe online. Be ready to present it in class.**



## SELF-ASSESSMENT MODULE 3

### Level 1

#### 1. Complete the sentences with the words which start from the given letters.

1. If you have d \_\_\_\_\_ or s \_\_\_\_\_ TV, you can watch programmes on lots of different ch \_\_\_\_\_ .
2. They b \_\_\_\_\_ programmes that get good ratings.
3. You may t \_\_\_\_\_ the radio up or down to make it louder or quieter.
4. People can watch different p \_\_\_\_\_ .

#### 2. Correct the mistakes in the sentences given below.

1. If I wanted to listen to this station, I will tune it in.
2. I use headphones if I buy them.
3. If I not see this cartoon in the cinema, I watch it on TV.

#### 3. Write five sentences about types of TV programmes.

### Level 2

#### 1. Match the words with their definitions

1. current affairs     a) a TV station
2. show                b) the written form of a play, film, etc.
3. script                c) a game or competition in which you have to answer questions
4. channel             d) important political or social events that are happening at the present time
5. quiz                 e) a type of entertainment performed for an audience

#### 2. Write questions to the sentences.

1. If she doesn't want to watch her serial, I'll watch a feature film.
2. If you don't like westerns, you may watch soap operas.
3. I don't eat junk food when I watch TV.
4. You may see different programmes in a live broadcasting if you want.

#### 3. You want to go to the cinema. Write a dialogue to discuss the film you'd like to see.

### Level 3

#### 1. Write down as many words and word combinations as you can under each heading.

<i>Types of Films</i>	<i>Types of TV Programmes</i>	<i>Radio Programmes</i>	<i>Internet</i>
-----------------------	-------------------------------	-------------------------	-----------------

#### 2. Make up and write down five sentences using Conditional I.

#### 3. Write 8–10 sentences how your tastes concerning films TV/Radio programmes, and means of communication have changed for the last 5 years.

## Lesson 33

## Kinds of Art

1. Read the definitions and say the correct words. Check yourself using the answers below.

- classical dancing: b \_\_\_\_\_
- a genre of classical music: o \_\_\_\_\_
- books, novels, plays, poems: l \_\_\_\_\_
- practise of taking and processing photographs: p \_\_\_\_\_
- a play for theatre, radio, or television: d \_\_\_\_\_
- literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm: p \_\_\_\_\_
- moving pictures that have been recorded so that they can be shown at the cinema or on television: f \_\_\_\_\_
- three-dimensional work of art: s \_\_\_\_\_

ballet opera literature photography  
drama poetry film sculpture

2. Discuss in pairs what kinds of art you prefer. Why?

3. Read the students' answers to the question about their favourite kind of art. What kind of art are they talking about?



I think it's because you can make things look real, and I just love how a finished product can look.



I like realism myself as well as colour but not abstract for abstract sake. Shadows and light are things I look for.



I like it because it shows movement and it is decorated almost like a real tree. It has many colours which makes it creative and easier to see because life is a Cabaret.

It connects me to people, to memories, to stories, to my hopes and dreams. It truly does make me feel alive.



It's kind of a combination of every art, it's like it's picture, it's story, it's music.

**4. Think of 5 world famous painters. Can you name their masterpieces?**

**5. Read the text about Leonardo da Vinci. Think what you know about him as a scientist. What is Renaissance period famous for?**

### Leonardo da Vinci

Leonardo da Vinci (1452–1519) is one of the world's greatest thinkers, artists and scientists. Looking for perfection, he created rare masterpieces of art such as *Mona Lisa* and *The Last Supper*.

Da Vinci is considered to be a key person in the European Renaissance, which saw the birth of new ideas, scientific discoveries and the creation of beautiful art.

*The Last Supper* has been described as one of the greatest religious paintings. With Christ at the centre of the picture, it **embodies** great feeling and emotion as Christ is about to announce his **betrayal** by Judas. The painting is held in Milan, but unfortunately over time the quality of the original painting has **deteriorated**, in spite of restoration attempts.



The Last Supper

*Mona Lisa* is one of the world's most famous and **intriguing** pictures. The *Mona Lisa* is a portrait of a wife of a Florentine noble. The painting is so **valuable** that it has its own room in Louvre. Although in the art world the painting had always been known as a masterpiece, it was not until it was stolen in the summer of 1911 that it captured the attention of the general public. When two years later the painting finally returned to the Louvre, the whole world was cheering. According to French heritage Law the painting cannot be sold or bought.



Mona Lisa

Leonardo was also interested in engineering, science and other subjects. He drew complex models of machines; in particular, he was **fascinated** by flight. He used to buy birds just to enjoy watching them fly away. Da Vinci also **attempted** to build a flying object himself. Machines that he drew on paper, such as helicopters, would become a reality many centuries later.

He was one of the first to understand the circulation of blood within the body. He also realised the Earth moved around the Sun.

Da Vinci was a great perfectionist — one reason why he completed so few paintings was that he never felt he had perfectly finished anything. It is believed that towards the end of his life he said, "I have **offended** God and **mankind** because my work didn't reach the quality it should have."

**6. a) Look at the words in bold. Guess the meaning of those you do not know. Match the words to their definitions.**

- a) all human beings, both men and women
- b) to hurt the feelings of someone
- c) attract someone's strong attention and interest
- d) worth a lot of money
- e) to represent a quality or an idea exactly
- f) arousing someone's interest, especially by being strange, unusual, or mysterious
- g) to try to do something
- h) to become worse
- i) not to be loyal to your country or a person, often by doing something harmful such as helping their enemies



**b) Listen and check.**

**7. Answer the following questions.**

1. What is Leonardo da Vinci famous for?
2. What does *The Last Supper* embody?
3. Has *Mona Lisa* always been recognized as one of the best world paintings?
4. Why did the artist buy birds?
5. Why did Leonardo da Vinci complete so few paintings?

**8. Be ready to tell the class what you have learned about Leonardo da Vinci.**





# Lesson 34

## Kinds of Art

### 1. Write in the vowels to make the words.

v\_l\_\_bl\_\_, b\_tr\_\_l, \_\_tt mpt, f\_sc n t ng, \_\_mb\_d\_, d\_tr\_\_rt\_, \_\_ff\_nd

### 2. a) Read the sentences below. Fill in the gaps with the words from exercise 1.

- The artist's health ... quickly.
- It was a real ... .
- I hope they won't be ... if I don't come.
- She ... to pass the exam.
- The painting ... the artist's feelings and emotions.
- It was the most ... present.
- The story was so ... that I read it in a day.



### b) Listen and check.

### c) Think and write down your own similar sentences.

### 3. Unscramble the words.

kindman, bodyem, safedtanic, girgniunti, dlobo, raybelat, teedroitae

### b) Write one question with each of them.

### c) Work in pairs. Ask and answer your questions.

### 4. a) Match the names of the painters and their masterpieces to the pictures.



### b) Listen and check.

### c) What do you know about the painters and the paintings?

- The Girl With a Pearl Earring by *Johannes Vermeer*
- Guernica by *P. Picasso*
- Starry Night by *Vincent Van Gogh*
- Water Lilies by *Claude Monet*
- The Scream by *Edvard Munch*
- The Persistence of Memory by *Salvador Dali*
- The Son of Man by *Rene Magritte*

### d) Work in pairs. Discuss which painters and paintings you like most.



### 5. Make up and write down a story with the words from exercise 1.



### Lesson 35

#### Theatre

##### 1. Match the words with their definitions.

- |                 |  |
|-----------------|--|
| 1. box office   | a) seats in the part of a theatre nearest to the stage   |
| 2. the stalls   | b) a place where hats and coats may be left  |
| 3. the gallery  | c) programme   |
| 4. cloak-room   | d) a small separate area in a theatre where a small number of people can sit to watch the play |
| 5. cast         | e) the highest balcony where the cheapest seats are placed                                     |
| 6. play-bill    | f) the first level of seats above the ground floor in a theatre                                |
| 7. dress-circle | g) an office for booking seats in a theatre  |
| 8. scenery      | h) a set of actors in a play   |
| 9. box          | i) the painted background which represents natural features on a theatre stage                 |

##### 2. Read and add the question tag.

- |  |   |
|--|---|
| 1. You wouldn't like this third row, ... ? | 5. The matinee doesn't start till 2.30, ... ? |
| 2. You haven't anything cheaper, ... ?     | 6. I can sit wherever I like, ... ?           |
| 3. There weren't any tickets left, ... ?   | 7. He usually sits in the circle, ... ?       |
| 4. There's no chance of a box, ... ?       | 8. You booked the seats, ... ?                |

##### 3. Listen to the dialogue between Susan and David. Decide if the statements are true or false. Correct the false statements.



- Susie wants to see her favourite actress in the play.
- Susie prefers a seat in the box.
- Susie doesn't agree to get seats on the balcony.
- They decide to visit a matinee performance.

##### 4. Work in pairs. Make up and role-play the dialogue(s). Use the sentences given below and the ideas from exercise 3.

- Where would you like to go?
- What about going to... ?
- Do you know what is on today?
- Let's go over to the billboard and see what's on. Is it worth seeing?
- Shall we visit a matinée or evening performance?



##### 5. Write about the performance you've seen recently. Use the key sentences given below.



- The play by ... is exciting (boring).
- It was so dull to watch this play that I felt like walking out.
- I could not help crying (laughing).
- The acting was first-rate.
- The play deals with (e.g. the events of our time).
- It was an evening/matinée performance.
- The house was full/half empty. The house burst into applause.
- The performance was a great success with the public.



# Lesson 36

## Painting in Great Britain

1. Read the text. Write your title to the text. Work in small groups. Choose the title that fits the text best. Explain why.

The 18th century was the century during which a truly national painting school was created in England. Portrait art at that time was the main kind of painting. William Hogarth (1697–1764) was the first great English artist. He became quite successful as a portrait painter, being particular clever at painting children and family groups. The subject of his picture *The Marriage Contract* is a protest against marriage for money and vanity.



*The Marriage Contract by W. Hogarth*

Sir Joshua Reynolds (1723–1792), the first President of the Royal Academy, was not only a painter, but also the founder of the academic principles of a *British School*. He did not only paint portraits but produced characters.

The third great figure of the 18th century painting was Thomas Gainsborough (1727–1788). He learnt to paint by observing the actual world. His picture *The Cottage Girl with Dog and Pitcher* attracted general attention.

The easy pose of the girl, the natural turn of her head and the expression of her face make a true to life picture.

Thomas Gainsborough discovered the beauty of his native landscape. He always thought of himself as a landscape painter.

Most of the famous British painting collections may be seen in museums and art galleries of London.

With the twentieth century impressionism, cubism, abstractionism entered English painting, though many gifted artists have found and are following their own realistic path in art. They paint scenes of life, common people, their troubles and joys.



*Three Ladies Adorning a Term of Hymen by Sir Joshua Reynolds*

### 2. Work in pairs. Take turns to ask and answer the questions.

1. What pictures by Gainsborough do you know?
2. Did Gainsborough paint only portraits?
3. Who was the first great English artist?
4. What is the subject of Gainsborough's picture "The Cottage Girl with Dog and Pitcher"?

The Cottage Girl with Dog and Pitcher.  
T. Gainsborough



### 3. a) Match the pictures to the kinds of painting.



Master William Opie  
by John Opie

- a) cubism ['kju:bɪzəm]
- b) abstractionism [æb'strækʃnɪzəm]
- c) portrait ['pɔ:tret]
- d) seascape ['si:skɛɪp]
- e) impressionism [ɪm'preʃənɪzəm]
- f) landscape ['lændskeɪp]



Sportsmen by Kazimir  
Malevich



A Country Landscape  
by James Edwin Meadows



Evening Song  
by sir George Clausen



Mandolin and Guitar by Pablo Picasso



The Ninth Wave by Ivan Aivazovsky



### b) Listen and check.

c) Say whether these pictures were painted from nature, memory, or imagination.

### 4. Discuss in small groups what kinds of painting you prefer. Explain why.

### 5. Find on the Internet or any other source what national schools of painting are usually distinguished in European art.



### 6. Collect jokes, funny short stories about painters and paintings. Present them to class.



# Lesson 37

## Painting in Ukraine

1. **Work in pairs. Look at the pictures. Describe their composition and impression. Use the phrases given below.**

*Composition:* In the foreground/background

In the top/bottom/left-hand corner

To place the figures against the landscape background

*Impression:* the picture may be moving, lyrical, romantic, and poetic in tone and atmosphere



*T. Shevchenko*



*I. Marchuk*



*W. Kandinsky*



*M. Prymachenko*

2. **Explain what is meant by:**

- A great painting enriches our life experience.
- Great painters make us see and think a great deal more than the objects before us.

3. **Make up a dialogue to illustrate the following statements:**

- The masterpieces are an inexhaustible source of beauty.
- Even if a person fails to appreciate the works of art, an hour in the art gallery is sure to benefit him/her greatly.

4. **a) Find on the Internet or any other source the names and the works of the Ukrainian artists who:**



- Paint/painted mythological/historical subjects
- Portray/portrayed people/emotions/family group/ceremonial portrait
- Depict/depicted a person/a scene of common life/the mood of a person
- Depict/depicted landscape/seascape

- b) Present your findings to class.**





## Lesson 38

## Favourite Paintings



В англійській мові часто вживаються прийменники часу, зокрема **during**, **for** та **since**.

**During** вживається тоді, коли хочемо сказати, **коли** щось трапилось; **for** — щоб сказати, як **довго** це тривало.

*Наприклад:* The artist lived in France *during the summer*.

He was there *for two months*.

It rained *during the night for two hours*.

**Since** означає з певного часу.

*Наприклад:* It has been raining *since morning*.

The artist has been living here *since 2004*.

У такому випадку ми зазвичай вживаємо присудок у **Present Perfect Continuous** (чи **Present Perfect**, якщо дієслово не вживається в формі **Continuous**).

1. Fill in the gaps using *during*, *for* or *since*.

1. I had a strange experience ... my vacation.
2. I stayed with them ... three weeks.
3. Many important questions arose ... the discussion.
4. I haven't been to the Louvre ... years.
5. I met an old friend of mine ... my stay in London.
6. He has been away ... Tuesday.
7. She has been living in London ... 1997.
8. I have known about it ... June.
9. They have played chess together every Sunday ... five years.
10. I haven't taken any photograph ... half a year.

2. Make your own sentences with *during*, *for* or *since*.

3. Look at the pictures. Which do you like most? Why?



The Wheat Sifters  
by Gustave Courbet



The Kiss  
by Gustav Klimt



The Red Tower in Halle  
by Ernst Ludwig Kirchner



Sunflowers  
by Vincent Van Gogh



Sistine Madonna  
by Rafael



Isabel von Valois  
by Sofonisba Anguissola

**4. Read how to describe a painting. Discuss in groups what you could add to the recommendations.**

**How to Describe a Painting**

**Say which genre the painting belongs to** (a portrait, landscape, seascape, townscape, the historical or mythological painting...)

*e.g. To begin with, this painting is a portrait created by...*

**Give some information about the artist.**

*e.g. This artist lived in the ... century ...*

**Give your opinion about the painting** (thrilling, true to life, confusing, colourful, romantic, lyrical, powerful, outstanding, heart-breaking, impressive, fascinating, exciting, intriguing...).

*e.g. To my mind, it is a ... picture, which shows ...*

**Mention the colours** (warm, cold, oppressive, bright, deep, light, soft, delicate, dark...).

*e.g. The picture is painted in ... colours. These colours contrast very well. The dominating colours are ...*

**Describe what you can see in the picture** (in the centre/middle of the painting we can see a ..., in the foreground (background) there is a ..., on the left/right stands/sits ...).

*e.g. In the middle of the painting there is a ... . At first it looks strange, but if you look closely, you can see ...*

**Think about the situation:**

*e.g. It seems that they are discussing something.*

**Describe your feelings and emotions.**

*e.g. It is difficult to put into words what I feel looking at the painting.*

*In my opinion, it is a real masterpiece.*

*I am extremely impressed by this painting.*

*It is brilliant, amazing.*

*I feel excited looking at the picture.*

**5. Describe any painting from the Unit you like following the recommendations from exercise 4.**

**6. Prepare a presentation about your favourite painter. Be ready to describe his/her painting.**



### Lesson 39

#### Installation Art

1. Look at the pictures of Ukrainian artists. Talk about them with your classmate. Use the recommendations from exercise 4 Lesson 38.



I. Marchuk



O. Novakivsky



K. Bilokur



I. Repin



#### Throughout

Означає *впродовж*.

*throughout* the week — упродовж тижня

*Наприклад*: It rained *throughout* the night. Дощ ішов усю ніч (безупинно).

He worked hard *throughout* his life. — Усе своє життя він багато працював.

#### During та throughout

Ми використовуємо **throughout** майже в тому ж значенні, що й **during**. Різниця, однак, полягає в тому, що **throughout** означає впродовж усього періоду, а **during** — під час.

*Наприклад*: Mark went skiing several times *during* the winter.

Можливо, Марк катався на лижах на початку зими — ми не знаємо.

Mark went skiing several times *throughout* the winter.

Марк регулярно катався на лижах кілька разів упродовж зими.

**2. Think whether it is better to use *throughout* or *during* in the gaps.**

1. He stayed with her ... her long illness.
2. He was happy with his wife ... their 30-year-old marriage.
3. ... her life, she always took care of others.
4. I cried ... the whole movie.
5. They were arguing ... the meeting.

**3. Work in pairs. Look at the pictures and discuss:**

- what installation art is;
- what installation artworks you have seen;
- what museums you have ever visited.



1



2



3

**4. Read the text about installation art. What is installation art?**

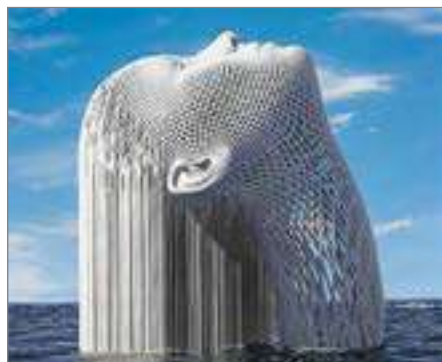
Installation art is a new approach. The term is used to describe huge constructions, often designed for a specific place or for a **temporary** period of time. Installation artworks often **occupy** the whole room and the spectator has to walk through in order to understand the work of art. Some installations, however, can only be viewed from a doorway, or one end of a room. Usually, installation artists create their pieces for specific locations.

Most works of installation art are large. Their size **enable** viewers to become completely **immersed** in each larger-than-life environment. In many cases it even allows them to sit, stand, or walk through it.

Unlike sculptures, paintings, and similar pieces, installations are usually planned with certain sites in mind, from rooms in galleries and museums to outdoor spaces.

Museo Atlantico is an underwater **contemporary** art museum located in the Atlantic Ocean. Artist Jason de Caires Taylor has sculpted a series of hyper realistic figures that appear to aimlessly walk along the seabed.

In 2017 the Italian artist Lorenzo Quinn **erected** a huge sculpture showing two large hands





appearing from the Grand Canal. The sculpture demonstrates the effects of global warming. Quinn, known to use body parts in his sculptures, uses the huge hands as a force of nature that keeps the structure. However, the hands suggest that nature can destroy it. Lorenzo Quinn explained, “The hand has so much power — the power to love, to hate, to create, to **destroy**”.



**5. a) Look at the words in bold. Guess the meaning of those you do not know. Match the words to their definitions.**

- a) occurring in the present
- b) to make possible, practical, or easy
- c) lasting for only a limited period of time
- d) to involve yourself completely in smth, to give it all your attention
- e) to build
- f) to use a place
- g) to damage badly



**b) Listen and check.**

**6. Work in pairs. Decide whether the following statements are true or false. Correct the false statements.**

1. Installation artworks are small constructions.
2. Installation artworks are created for some period of time.
3. The same constructions can be installed in any museum or place.

**7. Answer the following questions.**

1. What is a key feature of installation art?
2. What does Jason de Caires Taylor’s installation with figures mean?
3. Why did Lorenzo Quinn erect two large hands appearing from the Grand Canal in Venice?
4. Do you like installation art?



**8. Find installation artworks that you like or are impressed by. Look for some information about them. Be ready to present it to class.**

**9. a) Read the joke.**

Artist Pablo Picasso caught a burglar at work in his house. The burglar ran away, but Picasso told the police he could draw a portrait of the burglar. On the basis of his drawing, the police arrested the minister of finance, a washing machine, and the Eiffel tower.

**b) Think if you know any of Pablo Picasso’s paintings. Describe them/it.**





# Lesson 40

## Museums

1. **Explain the meaning of the words below in English. Support it with your own examples.**  
installation, occupy, immerse, destroy, enable, contemporary, temporary.
2. **a) Unscramble the words.**  
toncryramepo, cuocpy, recet, nabele, imsemer, esdryot  
**b) Write one question with each of them.**  
**c) Work in pairs. Ask and answer the questions.**
3. **Fill in the gaps with *for, since, during* or *throughout*.**
  1. He has helped the poor ... his life.
  2. I have been playing football ... childhood.
  3. He stayed absolutely silent ... the lesson.
  4. He has been studying at school ... eight years.
  5. I have loved reading books ... I first went to the library.
  6. I must call him sometimes ... the morning.
  7. Tom and his family have been living here ... a very long time.
  8. I can't use my cell phone ... lesson. I'll call you later.
  9. It rained ... the night.
  10. Many tourists have visited the palace ... last year.
  11. He changed clothes ... the night.
  12. Max cried ... his son's graduation.



### When

Означає *коли*.

### As soon as

Означає *щойно, як тільки*.

### Till / Until

Означають *поки*.

Після **when, as soon as, till/until** ми не вживаємо майбутніх часів. Зазвичай після них вживаємо **Present Simple**.

*Наприклад:*

I'll phone you *when* I get on the train. *Я зателефоную тобі, коли сяду в потяг.*

He will go *as soon as* he writes the test. *Він поїде, щойно напише тест.*

I'll wait with you *till/until* the bus comes.

*Я зачекаю з тобою, поки приїде твій автобус.*

4. **Combine the following pairs of sentences using *till / until*.**
  - 1) Please, wait. I'll finish my homework.
  - 2) You must not go out. You'll feel better.

- 3) We'll stay here. She'll return.
- 4) Don't go out. You'll do your homework.
- 5) He won't go to the museum. He'll clean his room.

**5. Choose the correct answer.**

1. I'll be ready ... you are.  
A as soon as                      B till                      C until
2. Tell him ... you can.  
A as soon as                      B till                      C until
3. I'll tell him ... I get back from lunch.  
A during                      B when                      C until
4. Turn off the TV ... you go to bed.  
A as soon as                      B till                      C until
5. I'll come and see you ... I have time.  
A as soon as                      B till                      C until
6. Can you water the flowers ... we leave the house?  
A till                      B when                      C during

**6. Work in pairs. Ask and answer the following questions.**

1. Do you go to museums or art galleries? Why?
2. Are there any in your town?
3. Do you think museums should be free to enter?
4. What do you like most and least about museums?
5. Are museums important?
6. What are the most famous museums in the world?

**7. Read the joke about visiting a museum. Role-play it.**

Visiting the modern art museum, a lady turned to an attendant standing nearby. "This," she said, "I suppose, is one of those strange things you call modern art?" "No, Madam," replied the attendant. "That one's called a mirror."

**8. Find jokes about art. Be ready to role-play them in class.**



**9. Find information about the museum you would like to visit. Be ready to present it in class.**



# Lesson 41

## Modern Art

1. Work in pairs. Discuss with the classmate what *graffiti*, *mural* is.
2. Read the text and check if you were right.

Graffiti often gets a bad reputation because it is painted without permission. Murals are painted with permission, the artists are usually paid to paint the wall. Their paintings are carefully planned, and some of them are real masterpieces. Murals can really change a city and help to attract more tourists.

3. Have you ever seen any murals? If yes, describe them to your classmate.
4. Look at the murals which come from Mexico. Describe the one you like the most. Do you think they are real pieces of art?



5. Work in groups of three. Design your own mural and think where it would be placed (on the wall of your school or in some other place). What would it show? What would it mean? What colours would you use? Draw it if you can and be ready to present it to class.

6. Fill in the gaps with *for*, *since*, *during* or *throughout*, *when*, *as soon as*, *till*, *until*.



1. I'll wait ... she comes back!
2. I'll go to the Tate Gallery ... I am in London.
3. Don't forget to call me ... you arrive at the hotel.
4. I have been painting ... I went to school.
5. My brother has been playing football ... 10 years.
6. I regularly attend drama classes ... the year.
7. He went out several times ... the meeting.
8. Don't leave the class ... the bell rings.



## SELF-ASSESSMENT MODULE 4

## Task 1

## Listening



**Listen to the woman talking to a group of students about a visit to an Arts Centre. Choose the correct answer.**

- The shows start at ... .  
A 7.30                      B 6.30                      C 8.30
- In the Art gallery there is ... .  
A the exhibition of photos  
B the exhibition of famous costumes  
C the exhibition of history of ballet
- On the ground floor there is ... .  
A the exhibition of photos  
B the exhibition of costumes  
C the exhibition of children's paintings
- The bus will pick them up at ... .  
A 10.20                      B 9.50                      C 9.40
- The concert finishes at ... .  
A 9.50                      B 10.10                      C 9.40

## Task 2

## Reading

**The people below all want to visit a museum. Decide which museum would be the best for the following people. For 6–10, mark the correct letter (A–G).**

- Tina is going to art college soon. She wants to spend an afternoon looking at some modern art. She would like to have lunch and buy some art books.
- Karen needs to buy a special present for a friend and wants to get her some jewellery or pottery made locally. She can only go shopping after five o'clock in the evening.
- Stefan has just moved to the area. He would like to find out more about life in the area over the last hundred years. He is only free on Saturdays.
- Nick and Sue want to spend Sunday outdoors. Their children want to learn about how people used to live in the past. The family are looking for somewhere which has a playground.
- Jack is studying art and is interested in the development of painting over the last three hundred years. He is free every afternoon and would like to stop and have a snack in the museum.

## Museums and Galleries

- A This museum changes its exhibitions regularly. At the moment it is showing paintings by artists who all live in the area. The excellent bookshop and café are above the gallery. The café is open for lunch from 12 till 2.30, and the gallery and bookshop from 11 till 6 every day.
- B The area was once very important industrially, and this museum tells the history of the local industries. There is a large car park at the front and a playground at the back. The museum is open Monday-Friday 10-5.

- C All the exhibits in this attractive little museum were produced in the region over the last 100 years. There is jewellery, clothes and pictures for sale. The museum is open Thursday-Sunday from 2 p.m. till 9 p.m.
- D The best art collection in the area is here, and there is a separate room for each century. The coffee shop is open for lunch and afternoon tea from midday Tuesday-Saturday. The museum is open from 11 a.m. till 7 p.m. Tuesday-Saturday.
- E This museum shows family life in the area during the twentieth century. There are rooms decorated and furnished exactly as they were in 1920, 1940 and 1960s. There is a large playground outside. Open every day from 10 a.m. till 6 p.m.
- F There was a village on this site 100 years ago, and it is now completely rebuilt. You can walk around the fields and along the paths to see how people lived and worked all those years ago. There is a car park and a large playground. Open every day from 9 a.m. till 5.30 p.m.
- G This museum is very small but is full of interesting objects. They were all found on an ancient site outside the town and they are all over 1,000 years old. The museum is open on Saturdays and Sundays only.

### Task 3

**Read the sentences below. For sentences (11–15) choose the correct item (A, B, C or D).**

- 11. *Mona Lisa* is one of the world's most famous and ... pictures.  
A intriguing                      B temporary              C contemporary              D loud
- 12. Not everybody can understand ... art.  
A valuable                      B temporary              C contemporary              D moving
- 13. The painting is so ... that it has its own room in the museum.  
A modern                      B temporary              C contemporary              D valuable
- 14. He was ... by the beauty of the picture.  
A fascinated                      B offended              C deteriorated              D moving
- 15. He ... me because he did not like my picture.  
A betrayed                      B offended              C deteriorated              D helped

### Task 4

**Fill in the gaps with *for, since, during or throughout, when, as soon as, till, until*.**

- 16. What a mess! Your mother will be angry ... she comes back!
- 17. His grandparents died ... the war.
- 18. Tim and his family has been living in London ... 10 years.
- 19. You'll not drive a car ... you are eighteen.
- 20. I haven't played football ... I left school.
- 21. I regularly attend music school ... the year.
- 22. ... you cross the park, you'll see the supermarket.
- 23. I'll phone you ... I arrive.



### Lesson 42

#### Countries of the World

1. Check how well you know the countries of the world. Choose the correct answer.

a) Of which countries are these capital cities?

- |             |           |
|-------------|-----------|
| 1. Warsaw   | 3. Paris  |
| 2. Brussels | 4. Madrid |

b) In which country is ... ?

- |                  |                    |
|------------------|--------------------|
| 1. Mecca         | 3. The Vatican     |
| 2. The Parthenon | 4. The White House |

c) What is the official language of ... ?

- |           |                    |
|-----------|--------------------|
| 1. Mexico | 3. The Netherlands |
| 2. Japan  | 4. Austria         |

2. Look at the photos. Say what countries they show. Describe one of them.



- 3. Look at the blackboard. The teacher will write the names of the countries. You all “are going” on an imaginary world shopping trip. Think and name all the things that each country is famous for. The team which names more things wins.**
- 4. Guess the country. The teacher/a student will read the facts given below. Your books are shut. If you think you know the answer, shout *stop*, write the country down in your exercise book and the teacher will check it. If you guess correctly after clue 3, you get seven points. The teacher continues giving facts until all the students have guessed.**
- I.
    1. The second largest country in the world.
    2. Eskimos live there.
    3. It makes a lot of paper.
    4. 89 % of the country hasn't got any people.
    5. It has many very large lakes.
    6. People speak French and English there.
    7. The currency (money) is called dollars.
    8. The capital is Ottawa.
    9. It shares a border with the USA.
  - II.
    1. The second largest country in Europe.
    2. It has a lot of arable land.
    3. It is Europe's main gas and oil transiting country.
    4. It has an important geostrategic position between Europe and Asia.
    5. There are 24 provinces in the country.
    6. It's the 44th largest country in the world.
    7. It shares the borders with Poland, Slovakia and Hungary to the west.
    8. The currency is called hryvnia.
    9. The capital is Kyiv.
  - III.
    1. The third biggest country in the world.
    2. The people invented fireworks.
    3. The home of the panda bear.
    4. It grows lots of rice.
    5. The capital is Beijing.
    6. The currency is called yuan.
    7. The biggest population in the world. More than one billion.
- 5. Work in pairs. Read the dialogue and make up a similar one. Role-play your dialogue.**

A: May I go to Egypt? I'd like to see pyramids.

B: Yes, you may. / Yes, sure. / Sorry, no. / Yes, of course.

- 6. Make up a research about the country of your choice. Pay attention to:**



Location	Population	Animals that live there	What they produce	Language spoken	Currency	Countries it borders	Capital



### Lesson 43

#### Geography of Ukraine

1. Listen, read and remember the words and word combinations. Make up five sentences.



be situated in  
border  
plain  
plateau  
natural resources  
occupy  
make up  
stretch through  
sea level

[bi: 'stɪfʊerɪd m]  
['bɔ:də(r)]  
[pleɪn]  
['plætəʊ]  
['nætʃrəl rɪ'sɔ:sɪz]  
['ɒkjupaɪ]  
[meɪk ʌp]  
[stretʃ θru:]  
[si: 'levl]

2. Read about the geography of Ukraine.

Ukraine occupies an area of 603.700 square kilometres. In the north it borders on Belarus; in the east and north-east — on Russia, in the south-west — on Hungary, Romania and Moldova; in the west — on Poland and Slovakia. In the south it is washed by the Black Sea and the Sea of Azov.



The main territory of the country is flat, but 5 % of it makes up mountains. The largest of them are the Carpathian Mountains and the Crimean Mountains.

The Carpathians are situated in Europe and stretch through Hungary, Poland, Romania and Ukraine. The highest point of the Carpathians is Hoverla — 2,061 metres above the sea level.

The Crimean Mountains stretch along the coast of the Black Sea. The highest point of the Crimean Mountains is Roman-Kosh.

The major rivers in Ukraine are the magnificent Dniro, the Dnister, the Buh, the Donets and others.

**3. Look at the map of Europe and say whether the statements are true or false. Correct the false ones.**

1. Ukraine is situated in Southern Europe.
2. Ukraine borders on Belarus to the north, and Russia to the north-east.
3. Ukraine borders on Poland, Slovakia and Hungary to the east.
4. Ukraine borders on Romania and Moldova to the south-west, and the Black Sea and Sea of Azov to the north.
5. Ukraine has a unique ever-important geostrategic position between Europe and Asia.
6. The main rivers which cross Ukrainian plains, steppes and plateaus are the Dniro, Dnister, Seversky Donets and the Southern Buh.

**4. Work in pairs. Ask and answer the questions about Ukraine.**

1. Ukraine is Europe's main gas and oil transiting country, isn't it?
2. What is the territory of Ukraine?
3. Where are the mountains in Ukraine?
4. Which are Ukraine's principal cities?
5. Which country is the second largest country in Europe and the 44th largest in the world?
6. Into how many oblasts (provinces) is Ukraine subdivided?
7. Into how many rayons (districts) are the provinces subdivided?

**5. Be ready to speak about the geography of Ukraine.**



- a) Name and show on the map the chief industrial regions of the country.
- b) Name and show on the map the main rivers and seas of Ukraine.
- c) Name and show on the map the countries Ukraine borders on.



## Lesson 44

## Climate and Weather

## 1. Read about the climate and weather in Ukraine.

Seasons are times of the year with different conditions, such as weather and temperature. They change from one to the next in a yearly cycle. Around the world plants and animals are good at dealing with the changes of seasons. In general the climate in Ukraine is temperately continental. On the southern coast of the Crimea it is subtropical Mediterranean. The coldest month is January, and the warmest is July. Winters in Ukraine are usually long. They last three months. The highest rainfall is in the western part of Ukraine.

## 2. Work in pairs. Ask and answer four questions on the weather and climate in Ukraine. Talk about the events that happened to you because of the weather.

## 3. a) Read the text and write down a plan to it.

## b) Copy out the words and phrases to each item of your plan.

## Mountains

Mountains cover five per cent of the Land's surface. They were formed over millions of years by movements in the Earth's crust. The higher up you go, the colder, drier and windier it gets. There is also less oxygen in the air and the soil is very poor. Few plants and animals can live at the very top of mountains. Animals in high mountain regions cope with the cold in similar ways to polar animals. They are often large and fat, with thick hair or feathers covering them. Many are less active, and produce young less often than their relatives in other places. Mountain winds are often very strong. Plants high up often grow in low clumps, to avoid being blown away or dried out by the wind. They have long roots to hold them in the ground. High mountain plants tend to grow very slowly.

Mountain birds have to be very strong to fly against the wind, so most small birds and insects that live high up never fly.

## c) Look at the pictures. Make up sentences. Use the information from the text.



Hoverla



Edelweiss



Noble deer



Brown bear

## d) Retell the text.

## 4. a) Work in groups of three or four. Create a story. Invent answers to the questions and write them down.

1. Who was in the car that night and where were they going?
2. What strange sight did they see on the road?
3. What happened to their car?
4. How did they feel and what did they do?
5. Was there an explanation?

## b) Read your stories to class. Vote for the best story.

## 5. Prepare a short report about how climate in Ukraine has changed for the last 15 years. Present it to class. It may be a presentation, a chart, a diagram etc.





# Lesson 45

## The Population of Ukraine

1. Listen and read the words and word combinations. Make up a chain story. Student 1 starts the story. Each student continues by adding his/her own sentence. Use the words and word combinations given below.



population rate	[ˌpɒpjʊˈleɪʃn reɪt]
male	[meɪl]
female	[ˈfiːmeɪl]
birth	[bɜːθ]
death	[deθ]
percent	[pəˈsent]
estimates	[ˈestɪməts]
rank	[ræŋk]
dependency	[dɪˈpendənsi]
density	[ˈdensəti]
urban	[ˈɜːbən]
current	[ˈkʌrənt]

2. From exercise 1 find the substitutes for the following definitions. Then use them in the sentences of your own.
- to calculate the size, cost, etc. of sth approximately, before you have all the facts and figures
  - to give sb/sth a particular position on a scale according to importance, quality, success, etc.
  - the end of sb's/sth's life
  - of the present time; happening now
  - the number of things or people in a place in relation to its area
3. Study the information about the population of Ukraine.
- The current population of Ukraine is 44,020,437.
  - Ukraine population is equivalent to 0.58% of the total world population.
  - Ukraine ranks number 33 in the list of countries by population.
  - The population density in Ukraine is 76 per km<sup>2</sup> (197 people per mi<sup>2</sup>).
  - 70.0 % of the population is urban.
  - The median age in Ukraine is 40.5 years.
4. Agree if it is correct. Correct the false sentences. Use the phrases given below.
- Phrases:* That's true; You are right; That's false.
- 197 people per km<sup>2</sup> live in Ukraine.
  - People of Ukraine on average live 40.5 years.
  - Comparing to the total world population, Ukraine population is 0.58%.
  - 70% of Ukrainian people live in villages.

**5. Close your book. Say what you remember about the population of Ukraine.**

**6. a) More and more young people are leaving their villages for cities. Write the reasons they leave villages. What should be done to encourage them to stay? Write 6–8 sentences.**

- build new leisure centres
- improve transportation
- set up new businesses / new hospitals / new education centres, etc.



build new leisure centres



new transportation



new road



new education centres



new school



new hospital

**b) Discuss your ideas with class.**

**7. Listen to the text. Say which statements below are mentioned in the text. Give examples to support or deny them.**



1. Increased immigration results in increased cultural diversity, perhaps social conflicts, growth of ethnic neighbourhoods.
2. The experts are convinced that for Ukraine, labor migration is a stable process that reflects lack of good jobs, insufficient wages, etc.
3. Modern women try first to get education, assert themselves in their profession, and only then to realize themselves as mothers.

**8. Write ten reasons for reduction in number of Ukrainian people. Discuss them with class.**



# Lesson 46

## Ukraine Population Clock

### 1. Study the information below.

#### Ukraine Population Clock

11-06-2018 13:46:47

42,239,503	Current population
19,429,779	Current male population (46.0%)
22,809,724	Current female population (54.0%)
202,026	Births this year
286,282	Deaths this year
16,102	Net migration this year

### 2. a) Work in pairs. Write five reasons for high level of mortality and low median age in Ukraine. Present them to class.



### b) Listen attentively to other pairs. Complete the chart in your exercise book.

Reasons I have written	Reasons my classmates have presented

### c) Compare the two lists of reasons. Choose the most reasonable.

### d) Tell the class about high level of mortality and low median age in Ukraine and their reasons.

### 3. Write a note to your classmate. Ask him/her the questions on the items mentioned in exercise 1 concerning the area you live. Wait for the answer.

### 4. Work in groups of 4-6. Clarify and discuss the information from your notes (exercise 3).



### 5. Write which of the ways of increasing life expectancy given below are the most important. Give your reasons. Add your own ideas.

Increased Life Expectancy:

- Improved health care (e.g. medicine, facilities, research/knowledge, personnel, technologies, accessibility)
- Improved lifestyle (e.g. knowledge of health risks, improved diets, technology, nutrition and exercise)
- Improved food security/availability
- Less conflict (e.g. less crime, fewer wars)
- Improved work conditions (e.g. less physically demanding labor, better safety standards)
- Improved public health (e.g. sanitation, water supply, housing, standard of living)
- Improved financial security for elderly (e.g. pensions, care facilities)
- Improved safety standards (e.g. sports, transportation, building codes)



### Lesson 47

#### Ukraine Age Structure

1. Listen and read the words and word combination. Explain their meaning.



correspond to  
distribution  
estimates

[,kɒrə'spɒnd tə]  
[,dɪstrɪ'bju:ʃn]  
['estɪməts]

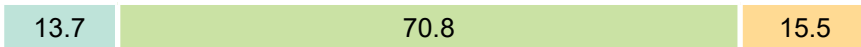
2. a) Write a brief story using the words above.

b) Listen to your classmates' stories. Choose the best one.

3. Study the information below.

#### Ukraine age structure

At the beginning of 2018 Ukraine had the following population age distribution:



- percentage of population under 15
- percentage of population between 15 and 64 years old
- percentage of population 65+

In absolute figures (estimate):

- 5,812,226 young people under 15 years old (2,986,921 males / 2,825,305 females)
- 29,954,667 people between 15 and 64 years old (14,325,372 males / 15,629,294 females)
- 6,540,764 people above 64 years old (2,150,921 males / 4,389,419 females)

4. Match the figures to the pictures.



- a) 2,825,305
- b) 2,150,921
- c) 15,629,294
- d) 2,986,921
- e) 14,325,372
- f) 4,389,419



5. Work in groups of three. Discuss the reasons of lower percentage of population under 15 than 65+.

6. Make a pyramid and then tell about the age structure in Ukraine. Use the results of your discussion in exercise 5.



# Lesson 48

## Literacy of Population

1. Listen and read the words and word combinations. Make up a chain story. Student 1 starts the story. Each student continues by adding his/her own sentence. Use the words and word combinations given below.



according to  
be able to  
literacy  
rate  
cover

[ə'kɔ:dɪŋ tə]  
[bɪ 'eɪbl tə]  
['lɪtərəsi]  
[reɪt]  
['kʌvə(r)]

2. Read the clues. Put the letters in order to form the words.

### Clues

- the ability to read and write
- not able to read or write
- to say you think sb/sth is
- to get sth
- including everything; total

### Words

- itecyral
- atelliiter
- tera
- ainobt
- vorelal

3. Work in pairs. Think and write down in your exercise book what you already know and would like to know about literacy in Ukraine.

Know	Would like to know

4. Study the information below. Have you learnt what you would like to know? Say what new information you have obtained.

According to the estimates 99.76% of adult population (aged 15 years and above) in Ukraine are able to read and write. Accordingly about 85,754 adults are illiterate.

The overall youth literacy rate is 99.76%. Youth literacy rate definition covers the population between the ages of 15 to 24 years.

5. Choose the correct word.

- She's changed a lot \_\_\_\_\_ she left school.  
A for            B since            C during            D after
- I've been waiting in the rain \_\_\_\_\_ hours!  
A during            B since            C for            D from
- \_\_\_\_\_ I was coming home I met my old English teacher.  
A During            B While            C Before            D Since
- She was born fifteen years \_\_\_\_\_ in a small village of Berezovytsa.  
A before            B since            C over            D ago



5. I've \_\_\_\_\_ seen the film and I don't want to see it again.  
 A yet                      B still                      C already                      D before
6. He's competed successfully in the world market \_\_\_\_\_ the last two years.  
 A already                      B always                      C for                      D from
7. The workforce has \_\_\_\_\_ to be flexible.  
 A since                      B always                      C already                      D yet
8. They have \_\_\_\_\_ been receptive to new ideas.  
 A always                      B since                      C during                      D through
9. We adapted to a change in circumstances two years \_\_\_\_\_ .  
 A over                      B before                      C since                      D ago
10. I have been trained to perform many jobs \_\_\_\_\_ I finished school.  
 A for                      B since                      C yet                      D already

**6. Read the text. Say which problems are discussed.**

Most countries need a high standard of human resources in order to compete in the world market. Constantly changing technology means that the workforce has to be flexible and receptive to new ideas in order to be of value to employers. When a person is only trained to perform one job, it is not realistic to expect him or her to adapt to a change in circumstances or an unexpected problem.

**7. Look at the pictures. Say what one should do in order to compete in the world market. Use the ideas given in the pictures.**



**8. Read the text (exercise 6) again. Write a for or against report. Give examples to support your viewpoint.**



# Lesson 49

## Ethnic Groups of Ukraine

1. Listen and read the words and word combinations. Write three-four items you think will be discussed during this lesson. Check it.



make up	['meɪk ʌp]
represent	[ˌreprɪ'zent]
minority	[maɪ'nɒrəti]
neighbouring	['neɪbərɪŋ]
identity	[aɪ'dentɪti]
share	[ʃeə(r)]
significantly	[sɪg'nɪfɪkəntli]

2. Say in one word what is depicted in the pictures. Use the words from exercise 1.

1



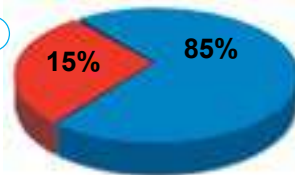
2



3



4



3. Name the substitutes for the following definitions. Then use them in the sentences of your own.

1. near or next to
2. a part or an amount of sth that has been divided between several people
3. to form sth
4. who or what a person or a thing is
5. to be the representative of a group or country

4. Study the information.

### Major Ethnic Groups of Ukraine

Ethnic Ukrainians make up almost four-fifths of the population, followed by significant minorities from neighbouring countries.

Roughly 77.5% of Ukraine's population is identified as ethnic Ukrainians. The second largest nationality group are Russians, accounting for 17.2% of the population. Other significantly represented nationalities include Romanians, Belorussians, Crimean Tatars, Bulgarians, Hungarians, Poles, Jews, and Armenians.

### Major Ethnic Groups of Ukraine

Rank	Ethnic Group	Share of National Population of Ukraine
1	Ukrainian	77.5%
2	Russian	17.2%
3	Romanian	0.8%
4	Belorussian	0.6%
5	Crimean Tatar	0.5%
6	Bulgarian	0.4%
7	Hungarian	0.3%
8	Polish	0.3%
9	Jewish	0.2%
10	Armenian	0.2%

- 5. Work in pairs. Compare the percentage of significantly represented nationalities in Ukraine. Use the phrases given below.**

Useful Phrases

*Comparing and Contrasting*

- The main/greatest/most important/most significant difference between the ... is that...
- The most striking/obvious similarity is that...

- 6. Work in small groups. Discuss the problems ethnic groups face in Ukraine. Write solutions to the problems. Present your findings to class.**

- 7. a) Match the flag to the nationality.**



1. Ukrainian  
2. German

3. Romanian  
4. Belorussian

5. Crimean Tatar  
6. Bulgarian

A



B



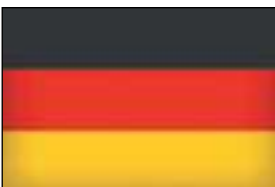
C



D



E



F



- b) Write down what you know about each country and its people.**



# Lesson 50

## Revision

### 1. Say whether the statements are true or false. Correct the false ones.

- Ukraine has just over 50 million inhabitants.
- More than 50 % of inhabitants of Ukraine are Ukrainians, 17 % are Russians and 1 % are Belorussians.
- Ukrainian people are famous for their folk songs and dances. They are very skilled in pottery.
- Birth rate accounts for 10,49 births per 1,000 people, whereas death rate accounts 16,42 deaths per 1,000 people.
- Age group 15–64 makes up 68,8 %.
- Age group 0–14 as well as 65 and over makes up 15,6 %.
- The average age of male is 34,91 years whereas the average age of female is 41,21 years.

### 2. Work in pairs. Ask and answer the questions about Ukraine.

- What languages are spoken in Ukraine?
- How many people aged 15 and over can read and write?
- How long do male/female live?
- How can you explain that female live longer than male?
- What is the rate of male and female at birth and in age group over 15 to 64?
- What is the rate of male and female in your class/school?

### 3. Each set of words below can be linked by one topic. Write in your exercise book the missing topic.

make up  
occupy

density  
estimates  
identify

subtropical  
continental

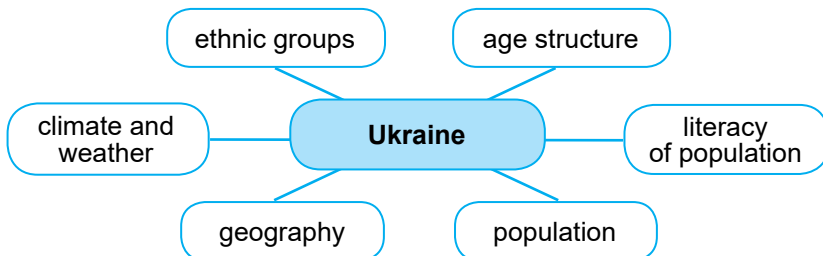
natural resources  
border

urban  
world population  
nationality group

last  
the warmest

### 4. Work in pairs. Present one of the topics (exercise 3) in the form of a dialogue.

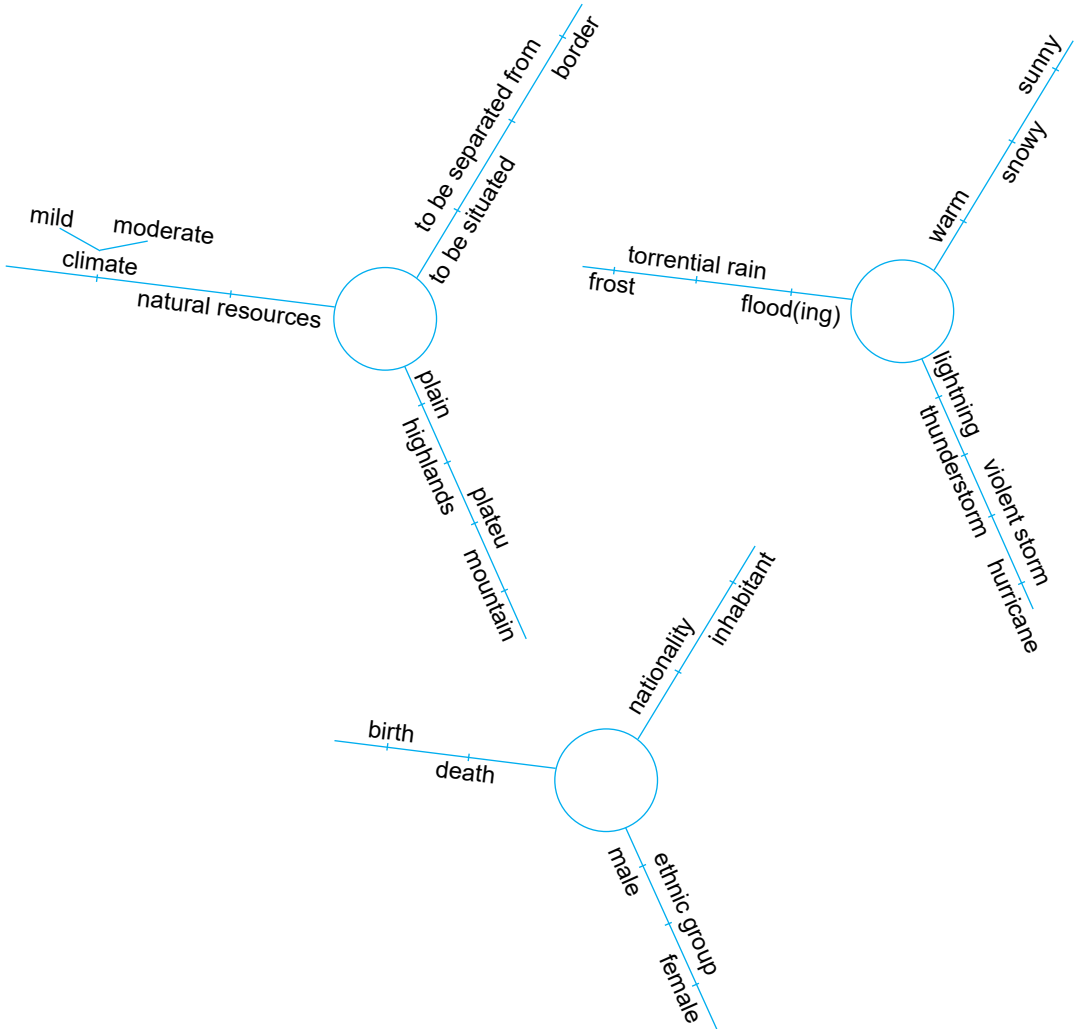
### 5. Look at the mind map. Be ready to tell the class about Ukraine.



### SELF-ASSESSMENT MODULE 5

#### Level 1

1. Write down the words which should go in the middle of the word maps.



2. Write down one yes/no question to each sentence.

1. Winds from the Pacific Ocean may influence the weather in that area.
2. The inhabitants of the country must develop it.
3. We would be happy, if the average age of male was 65 years.

3. Write down five sentences about the geography of Ukraine.



### Level 2

#### 1. Complete the sentences with the words from the box.

makes up, rate, skilled, average

1. Birth ... accounts 10.48 births per 1,000 people.
2. The ... age of female is 41.21 years.
3. Age group 15–64 ... 68.8 %.
4. Ukrainian people are very ... in pottery.

#### 2. Add the endings.

1. I won't be surprised, if ... .
2. I will take you out for dinner, if ... .
3. I will never get angry, if ... .
4. If I can go to a foreign country, ... .

#### 3. Write down six questions to ask your classmate about the population and geography of Ukraine.

### Level 3

#### 1. Write English equivalents to Ukrainian words and word combinations.

1. межувати
2. народжуваність (коефіцієнт народжуваності)
3. житель
4. становити; складати (%)
5. опади
6. рівнина
7. середній вік
8. природні ресурси
9. жіноча стать
10. бути розташованим

#### 2. Make up and write down five sentences using Conditional II.

#### 3. Write down 8–10 sentences about any multinational country. What should people do to live in peace and harmony?

## THE UNITED KINGDOM

## Lesson 51

## The UK

1. Listen and read the words and word combination. Explain their meaning.



Ireland	['aɪlənd]
be separated	[bi 'sepəreɪtɪd]
island	['aɪlənd]
highlands	['haɪlənds]
elevation	[,elɪ'veɪʃn]
precipitation	[prɪ,sɪpɪ'teɪʃn]

2. Look through the information about the United Kingdom.

**Official name:** The United Kingdom of Great Britain and Northern Ireland.

**Capital:** London.

**Official language:** English.

**Largest cities:** London, Liverpool, Sheffield, Glasgow, Birmingham, Leeds

**Land:** The United Kingdom lies in the western coast of Europe, between the Atlantic Ocean in the north-west and the North Sea in the east and is separated from the European continent by the English Channel and the Strait of Dover.

The UK is an island state: it is composed of some 5,500 islands, large and small. The two main islands are Great Britain to the east and Ireland (in which are Northern Ireland and independent Irish Republic) to the west. They are separated by the Irish Sea.

**Area:** 244,154 sq. km (94,267 sq. m). Greatest distance — north-south, about 940 km (600 m); east-west, about 480 km (300 m).

**Elevation:** Highest — Ben Nevis, 1,344 m (4,406 ft) above sea level. Lowest — Great Holm Fen, near the River Ouse in Cambridgeshire, — 2,7 m (9 ft) below sea level.



**Climate:** Summer's mild — daytime highs are about 23°C (73 F) in the south, about 18°C (64 F) in Scotland. Cool winters — night-time temperatures drop nearly to freezing, but rarely much below, except in the Scottish highlands. Precipitation moderate, generally higher in the west.

**3. Look at the map of the United Kingdom. Say whether the statements are true or false. Correct the false ones. You may also consult exercise 2.**

1. The area of the United Kingdom (UK) is 300.000 sq. km.
2. The highest elevation is Ben Nevis (1,344 m above sea level), the lowest is Great Holm (2,7 m below sea level).
3. The UK lies in the southern coast of Europe.
4. The UK is separated from the European continent by Ireland.
5. The UK is composed of 5,500 small and large islands.
6. The capital of the UK is Glasgow.
7. The two main islands are Great Britain and Ireland.

**4. Work in pairs. Ask and answer the questions about the UK.**

1. What are the largest cities in the UK?
2. What is the official language in the UK?
3. Where does the UK lie?
4. What is the greatest distance from north to south?
5. Does the UK lie between the Atlantic Ocean and the North Sea?

**5. Be ready to tell the class about the geography of the United Kingdom.**

- a) Name and show on the map the elevation extremes of the UK.
- b) Name and show on the map the oceans and seas that wash the UK.
- c) Name and show on the map the islands which compose the UK.



## Lesson 52

## Climate and Weather

## 1. Listen and read the words. Explain their meaning.



moderate

['mɒdərət]

mild

[maɪld]

rarely

['reəli]

## 2. Match the words to make up the word combinations. Use them in the sentences of your own.

1. day

a) level

2. 18

b) extremes

3. sea

c) °C

4. separate

d) time

5. elevation

e) from

## 3. Read about the climate of the United Kingdom.

*England* generally has higher maximum and minimum temperatures than the other areas of the UK. England is also sunnier throughout the year. It rains on fewer days in every month throughout the year than the rest of the UK.

The climate of south-west England displays a seasonal temperature variation, although it is less extreme than most of the United Kingdom. Gales are less common in England compared to Scotland; however on some occasions there can be strong winds, and rarely, the remains of Atlantic hurricanes and tropical storms. Some events such as the *Great Storm of 1987* occurred near the UK and caused damage in England. The prevailing wind direction for England is from the south-west.

*Northern Ireland* is warmer than Scotland throughout the year.

*Scotland* is generally cool compared to the rest of the UK. The Central Lowlands have higher temperatures during the summer than any other part of Scotland, and have also broken some records for the whole of the UK.

*Wales* has warmer temperatures throughout the year than Northern Ireland and Scotland and has milder winter minima than England, but cooler winter maxima than Northern Ireland. *Wales* is wetter throughout the year than Northern Ireland and England, but has fewer rainy days than Northern Ireland; meaning that rainfall tends to be more intense. Wales is also drier than Scotland.

## 4. Work in pairs. Make up a comparing box of the climate in the UK. Use the information from the text above.

## 5. Copy out the key words and word combinations from the text.

## 6. Be ready to talk about the climate in the UK. Use your notes from exercises 4 and 5.



# Lesson 53

## Climate and Weather

1. Listen and read the words and word combinations. Make up a chain story.



Student 1 starts the story. Each student continues by adding his/her own sentence. Use the words and word combinations given below.

injure	['ɪndʒə(r)]
severe	[sɪ'viə(r)]
violent storms	['vaɪələnt stɔ:ms]
tornadoes	[tɔ:'neɪdəʊs]
torrential rain	[tə'rentʃl reɪn]
large hail	[lɑ:dʒ heɪl]
damage wheat crops	['dæmɪdʒ wi:t krɒps]

2. Work in pairs. Read the dialogue and make up a similar one.

A: He invited me to the concert.

B: What did you say?

A: I said that he had invited me to the concert.

**Use the phrases:**

We are expecting torrential rain.

This large hail will damage the crops!

What strong gusty wind blows!

Some people were injured.

3. Choose from the list below the words which best describe the weather in the UK.

snowy, foggy, rainy, sunny, cloudy, windy, hot, warm, frosty, nasty, overcast, hurricane, thunder, lightning, thaw, torrential rain, gusty winds, severe weather, violent storm, pour cats and dogs

4. Read the world weather news. Say what happened.

A line of severe storms began developing on Friday stretching from Belfast through Omagh and up into parts of Coleraine. Several people were injured late on Friday.

More than 10,000 homes and businesses lost power late on Saturday after violent storms. Parts of Omagh and Coleraine are expecting torrential rain, strong gusty winds and large hail, which could potentially damage wheat crops. Severe weather over the next few days is likely to add to problems.



5. Compare the climate and weather in Ukraine and Great Britain. Use the phrases given below.

*Comparing and Contrasting*

- The main/greatest/most important/most significant difference between the ... is that...
- The most striking/obvious similarity is that...
- In the ... whereas/while/but in the...





### Lesson 54

#### The Population of the UK

**1. Say:**

- 1) what parts of the United Kingdom you know;
- 2) what language the Scots/Welsh/Irish people speak;
- 3) what city is the capital city of England/Scotland/Wales/Northern Ireland.

**2. Work in pairs. Speak about the United Kingdom and Northern Ireland.**

**3. Listen and read the words and word combination. Explain their meaning.**



urban	['ɜ:bən]
rural	['ruərəl]
gradual rise	['grædʒuəl raɪz]
project	['prɒdʒekt]

**4. Study the information about the UK's population.**

**United Kingdom Demographics Profile 2018**



Population	64,769,452 (July 2017 est.)
Age structure	<b>0-14 years:</b> 17.53% <b>15-24 years:</b> 11.9% <b>25-54 years:</b> 40.55% <b>55-64 years:</b> 11.98% <b>65 years and over:</b> 18.04% (2017 est.)
Median age	<b>total:</b> 40.5 years <b>male:</b> 39.3 years <b>female:</b> 41.7 years (2017 est.)
Birth rate	12.1 births/1,000 population (2017 est.)
Death rate	9.4 deaths/1,000 population (2017 est.)
Net migration rate	2.5 migrant(s)/1,000 population (2017 est.)
Urbanization	<b>urban population:</b> 83.1% of total population (2017)
Major cities — population	LONDON (capital) 10.313 million; Manchester 2.646 million; Birmingham 2.515 million; Glasgow 1.223 million; Southampton/Portsmouth 882,000; Liverpool 870,000 (2015)
Mother's mean age at first birth	28.5 years <b>note:</b> data represent England and Wales only (2014 est.)
Infant mortality rate	<b>total:</b> 4.3 deaths/1,000 live births <b>male:</b> 4.7 deaths/1,000 live births <b>female:</b> 3.9 deaths/1,000 live births (2017 est.)

Nationality	<b>noun:</b> Briton(s), British (collective plural) <b>adjective:</b> British
Ethnic groups	white 87.2%, black/African/Caribbean/black British 3%, Asian/ Asian British: Indian 2.3%, Asian/Asian British: Pakistani 1.9%, mixed 2%, other 3.7% (2011 est.)
Religions	Christian (includes Anglican, Roman Catholic, Presbyterian, Methodist) 59.5%, Muslim 4.4%, Hindu 1.3%, other 2%, unspecified 7.2%, none 25.7% (2011 est.)
Languages	English <b>note:</b> the following are recognized regional languages: Scots (about 30% of the population of Scotland), Scottish Gaelic (about 60,000 in Scotland), Welsh (about 20% of the population of Wales), Irish (about 10% of the population of Northern Ireland), Cornish (some 2,000 to 3,000 in Cornwall) (2012 est.)

**Source:** CIA World Factbook

**England's population:** is expected to reach 52.5 million by 2021. England is facing significant demographic changes — a falling birth rate and a gradual rise in the average age of the population as people live longer. Experts have projected that, as a result of these changes, the population rate will begin to fall after 2021.

**Distribution:** 89 % urban, 11 % rural.

**5. Match the words to make up the word combinations. Use them in the sentences of your own.**

- |                |            |
|----------------|------------|
| 1. average     | a) rate    |
| 2. 49.9        | b) changes |
| 3. birth       | c) percent |
| 4. demographic | d) million |
| 5. 89          | e) age     |

**6. Work in pairs. Ask and answer the questions.**

- How many people live in England?
- How many people are expected to live in England by 2021?
- What demographic changes is England facing?
- Why will the population rate begin to fall after 2021?
- What is the death rate in the UK?
- What is the median age in the UK?
- What languages do people speak in the UK?
- Which is the largest ethnic group in the UK?

**7. Compare the demographic changes in Ukraine with those in England. Write down 7–10 sentences.**



### Lesson 55

#### Ethnic Groups in the UK

1. Listen and read the words and word combination. Explain their meaning.



according to	[ə'kɔ:dɪŋ tə]
multiple	['mʌltɪpl]
decrease	[dɪ'kri:s]
increase	[ɪn'kri:s]
double	['dʌbl]

2. Create your own pyramid on ethnic groups in the UK. Use your knowledge from other subjects.

ethnic group

percentage

3. Study the information below. Correct your pyramid (exercise 2).

According to the 2011 Census, the ethnic composition of the United Kingdom was as set out in the table below.

Ethnic group	Population (2011)	Percentage of total population
White or White British: Total	55,010,359	87.1
Gypsy/Traveller/Irish Traveller: Total	63,193	0.1
Asian or Asian British: Indian	1,451,862	2.3
Asian or Asian British: Pakistani	1,174,983	1.9
Asian or Asian British: Bangladeshi	451,529	0.7
Asian or Asian British: Chinese	433,150	0.7
Asian or Asian British: Other Asian	861,815	1.4
Asian or Asian British: Total	4,373,339	6.9
Black or Black British: Total	1,904,684	3.0
Mixed or Multiple: Total	1,250,229	2.0
Other Ethnic Group: Total	580,374	0.9
Total	63,182,178	100

4. Read a report which describes the information in the table above.

The main facts and figures show that:

- according to the 2011 Census, the total population of England and Wales was 56.1 million, and 87.0% of the population was White

- people from Asian ethnic groups made up the second largest percentage of the population (at 6.9%), followed by Black ethnic groups (at 3.3%), Mixed/Multiple ethnic groups (at 2.2%) and Other ethnic groups (at 0.9%)
- among the specific ethnic groups, people from the White British ethnic group made up the largest percentage of the population (at 87.0%), followed by Other White (4.4%) and Indian (2.3%)
- from 2001 to 2011, the percentage of the population of England and Wales that was White British decreased from 87.4% to 80.5%, while the Other White group saw the largest increase in their share of the population, from 2.6% to 4.4%
- the percentage of the population from a Black African background doubled from 0.9% in 2001 to 1.8% in 2011

### 5. Work in pairs. Role-play the situation.

*Student 1:* You are invited to work for the government agency in ethnic groups department. Ask your predecessor about present ethnic composition in the UK.

*Student 2:* You are the predecessor. Give the information Student 1 needs.



#### Remember

#### Conditional II. Type II (Умовні речення нереальної умови. Тип II)

Головне речення		Підрядне речення
would + I форма дієслова	if (якби)	II форма дієслова
<i>Напр.: I would go there Я пішов би туди,</i>	<i>if якби</i>	<i>I had time. мав час.</i>

### 6. Put the words in brackets into the correct form.

1. If they (*to investigate*) that region, they (*to find*) petroleum.
2. If we (*to produce*) iron and steel, we (*to be*) millionaires.
3. If they (*to manufacture*) motor vehicles and agricultural machinery, they (*to be*) an important industrial centre.
4. If there (*to be*) torrential rain, strong gusty wind and large hail, it (*to damage*) wheat crops.
5. If it (*to be*) a severe thunderstorm, it (*to cause*) flash flooding.

### 7. Compete the sentences.



1. If they asked me, ...
2. If I had a lot of money, ...
3. If this T-shirt wasn't so expensive, ...
4. If you don't stop smoking, ...
5. If I were a millionaire, ...
6. I would go to London if ...
7. I would write a report if ...
8. I would compare the figures if ...
9. I would project that if ...
10. The average age of the population would rise if ...



### Lesson 56

#### Literacy of Population in the UK

1. Look at the sentences below. Put commas where necessary. How do they change the meaning of the sentences?

**Commas are important!**

“Let’s eat Grandma!”  
I like cooking my family and pets.  
We are going to cut and paste kids!



2. Read the information from the text.

#### Literacy in the UK

99% of people in the United Kingdom aged 15 and older can read and write. It is because of universal public education for all British residents.

However, UK teenagers have very low skills in English and Mathematics.

Literacy Skills		Low or No Computer Skills	
Test scores of age group 16–24		Age group 16–24	
Japan	299	<b>England and N. Ireland</b>	<b>54 %</b>
Germany	279	US	54 %
France	275	Ireland	52 %
US	272	Poland	50 %
<b>England and N. Ireland</b>	<b>266</b>	Canada	46 %
Italy	261	Germany	44 %
		Austria	44 %
		Australia	41 %
		Japan	40 %

3. Work in pairs. Why do you think teenagers have such a low level of English, Maths and computer skills?

4. Listen to the text about what British teenagers read. Answer the questions.



1. What is the favourite reading of British teenagers?
2. Why do many girls like to read Stephenie Meyer’s books?
3. How did the Internet add to the new boom in teenage reading?
4. What is to be done if somebody does not like reading?



5. Compare the literacy of population in Ukraine and the UK. Be ready to discuss it in class.





# Lesson 57

## Age Structure

1. a) **Work in pairs. Look at the numbers that demonstrate some facts about population in the UK. Match them to a–h.**

1. 66,155,235

2. 40

3. 78

4. 80

5. 2273

6. 1652

7. 510

8. 13,000

a) women live

b) people die every day

c) average age

d) men live

e) babies are born every day

f) population

g) immigrants come every day

h) people over 100

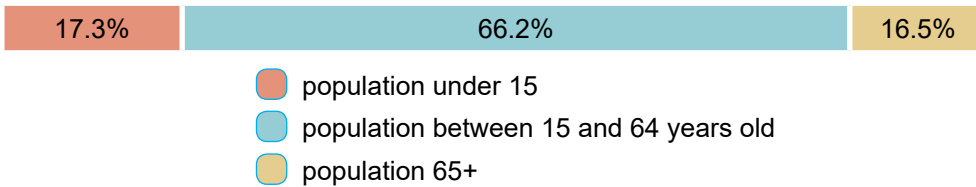


- b) **Listen and check.**

2. **Ask each other questions about the population of the UK.**

*Model:* How many people live in the UK?

3. **Look at the information below. Work in pairs. Describe the population structure in the UK.**



4. **Listen to the text about the population of the United Kingdom in 2037 and fill in the gaps.**



In 2037 there will be over ... million people living in the UK.

The average age of all citizens will be ... .

Almost every family will have ... children.

There will be about ... people aged 100 and over.

Every ... citizen will be over 65.

5. **Summarize the information about the population in Great Britain.**

6. **Write what you would do in each situation? Use type II Conditional.**



- You lose a map of the city.
- You don't know how to get to some place.
- You see a mouse in the hotel room.
- The food in the restaurant is awful.
- The hotel is very noisy.
- You are in Japan, but you cannot speak Japanese.
- You need to buy a plane ticket.



### Lesson 58

#### Revision



Revision Modal verbs (Модальні дієслова)					
may	can	must	should	need	will
1) уміння, здатність 2) дозвіл (офіційне мовлення)	1) можливість 2) дозвіл (неофіційне мовлення)	обов'язок	порада	необхідність	прохання, порада

#### 1. Choose the correct modal verb.

- A: *Must/Can* I play with a tiger?  
 B: No, you *needn't/mustn't*. It's not allowed.
- A: *Shall/May* I cook dinner tonight?  
 B: No, you don't have to/*mustn't*. We *can/may* go out to eat.
- A: Excuse me, I'm looking for the museum.  
 B: I'm afraid I *can't/mustn't* help you. I don't live around here.
- A: *Can/Must* I go to the party tonight, Mum?  
 B: No, I'm afraid you *can't/shouldn't*.

#### 2. Role-play the exchanges from exercise 1.

#### 3. Write about how people must and mustn't behave in your ideal world and then compare it with your classmate's.

In my ideal world	
A good friend <i>must</i>	A good friend <i>mustn't</i>
Classmate:	Classmate:
Parent:	Parent:

#### 4. Listen, read and remember the following geographical names.



Thames	[temz]
Wales	[weɪlz]
Ireland	['aɪələnd]
Scafell	[skɔ:fəl]
Slieve Donard	[sli:v 'dɒnərd]
Europe	['jʊərəp]
Clyde	[klaɪd]
Lough Neagh	[lɒh'nei]

**5. Say what you are made and what you are allowed to do in your school.**

*Model:* I am allowed to do research on the Internet, but I am made to stay after school and study if I break any school rule.

**6. Read the text. Say which country is described.**

They lie off the north-west coast of continental Europe. They are made up of Great Britain (England, Scotland and Wales) and Northern Ireland.

It is separated from Europe by the English Channel. The country is washed by the Atlantic Ocean in the north and the North Sea in the east.

Mountains are an important part of the geography of the country. The highest mountains are Ben Nevis in Scotland, Snowdon in Wales, Scafell in the Lake District and Slieve Donard in Northern Ireland.

The main rivers in England are the Severn and Thames. Scotland's longest river is the Clyde and Ireland's — the Shannon. The largest lake is the Lough Neagh in Northern Ireland.

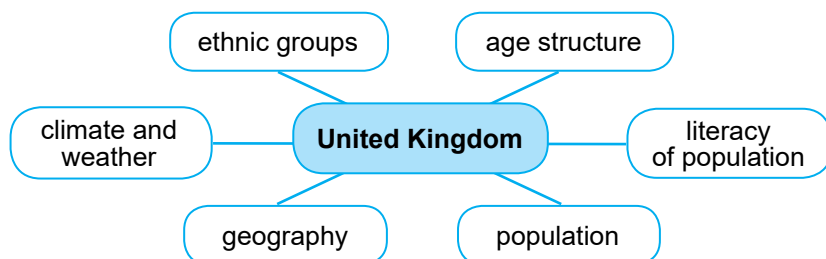
**7. Divide into teams. Each team says in turn one sentence about Ukraine/ the UK. The team which gives more information about the two countries wins.**

**8. Paraphrase the sentences using the modal verbs *should, can, may, must*.**

*Model:* I *am sure* she is in Egypt now. She *must* be in Egypt now.

1. I *advise* you to go and see Canada. 2. I *allow* you to stay here. 3. I *am sure* they are on tour in the USA. 4. He doesn't know my address. You *have to* meet him at the airport. 5. He *is able* to do it himself.

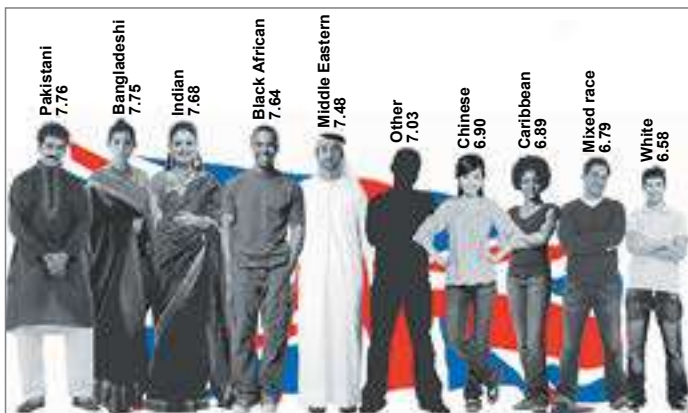
**9. Look at the mind map. Be ready to tell the class about the UK.**



### SELF-ASSESSMENT MODULE 6

#### Level 1

- Remember and write down the words you will need to speak about population.
- Choose the correct answer.
  - I may / must go to school every day.
  - He can / need ride a bike.
  - She need / should visit a doctor.
  - Sorry, I can / must go.
- Look at the pictures. Write down sentences describing each of them.



Ethnic Groups in the UK

#### Level 2

- Choose the correct item.
  - The United Kingdom lies in the \_\_\_\_\_ coast of Europe.
    - eastern
    - western
    - southern
    - northern
  - The UK is composed of \_\_\_\_\_ islands.
    - 4.500
    - 5.000
    - 3.500
    - 5.500
  - In January south-western \_\_\_\_\_ is the warmest part in Great Britain.
    - England
    - Wales
    - Scotland
    - Ireland
  - \_\_\_\_\_ population is expected to reach 52.5 million by 2021.
    - England's
    - Wales'
    - Scotland's
    - Ireland's
  - People from \_\_\_\_\_ ethnic group made up the second largest percentage of the population.
    - White British
    - Asian British
    - Gypsy
    - Black British
  - \_\_\_\_\_ is separated from Europe by the English Channel.
    - The UK
    - England
    - Scotland
    - Northern Ireland
  - The highest mountain in \_\_\_\_\_ is Ben Nevis.
    - England
    - Wales
    - Scotland
    - Northern Ireland
- Choose the correct word.
  - If you *don't/will* hurry, you'll miss the train.
  - What *can/will* I do if she refuses to listen to me.

3. His French won't improve *provided/unless* he studies more.
4. If I *had/will* have more time, I would take up tennis.
5. If I *were/would* be in your position, I'd buy a new suit.

**3. Write whether the statements are true or false. Correct the false ones.**

1. The UK has just over 50 million inhabitants.
2. The UK people are famous for their folk songs and dances. They are very skilled in pottery.
3. Birth rate accounts for 10,49 births per 1,000 people, whereas death rate accounts 16,42 deaths per 1,000 people.
4. Age group 15–64 makes up 68,8 %.
5. Age group 0–14 as well as 65 and over makes up 15,6 %.
6. The average age of male is 34,91 years whereas the average age of female is 41,21 years.

### Level 3

**1. Write as many words and word combinations as you can under each heading.**

geography of the UK	climate of the UK	population in the UK	ethnic groups in the UK

**2. Make up and write down 5 sentences with the modal verbs *may, can, must should and need*.**

**3. Write the answers to the questions about the UK.**

1. What languages are spoken in the UK?
2. How long do male/female live?
3. How can you explain that female live longer than male?
4. What is the rate of male and female at birth?





# Unit 7

## SCHOOL LIFE

### Lesson 59 Favourite Subject

1. Label the pictures with the names of the subjects. Add some more subjects.



## 2. Put the subjects from exercise one in the correct column.

Sciences	Humanities	Arts	Other Subjects

## 3. Work in pairs. Discuss:

- which of the subjects you like most and why;
- which subjects are the most useful;
- what other subjects you would like to learn (History of Art, Ethics, Beekeeping, Cyber-security, Dances etc.).

Give your reasons.

## 4. Listen and read the words and word combinations. Write three-four items you think will be discussed during this lesson. Check it.



admiration	[,ædmə'reɪʃn]
aesthetic	[i:s'θetɪk]
bee	[bi:]
addiction	[ə'dɪkʃn]
environment	[ɪn'vaɪrənmənt]
honey	['hʌni]
mandatory	['mændətɔ:ri]
purpose	['pə:pəs]
boast	[bəʊst]
harvest	['hɑ:vɪst]
value	['vælju:]
receive grades	[rɪ'si:v greɪdʒ]

## 5. Read the texts about unusual subjects that children study at school. Answer the questions below.

Interesting lessons make time fly, while boring ones seem to last forever. This is a selection of unusual lessons from around the world.

### Japan: Admiration for Nature

The purpose of these lessons is to teach children to enjoy the aesthetic aspect of the environment. Very often modern kids prefer to spend time in front of computers and do not pay much attention to the beauty of nature. The subject involves pupils receiving grades and even taking an exam.



### Bashkiria: Beekeeping

More than 100 schools in Bashkiria teach kids to harvest honey. Such lessons teach schoolchildren patience, attentiveness and accuracy.



### Israel: Cyber-security

As the Internet continues to dominate in many aspects of our life, cyber-security becomes a very important area of knowledge. In Israeli schools kids are taught how to behave in cyberspace and how to respond to blog and social network comments. Special attention is given to the issue of video game addiction.

### Armenia: Folk Dances

Armenians are proud of their folk dances. Armenian culture boasts more than 1,500 dances, each of them having unique history and meaning. For this reason, in 2013 Armenian authorities made folk dancing a mandatory part of the curriculum.



### Australia: Surfing Lessons

Australians are now teaching their most spectacular sport in schools. The same lessons have been introduced in Hawaii.

### USA: Scientific discoveries

After finishing their science theory course some U.S. kids get the same final homework — to invent something. The research period finishes with a presentation, which the students make before their teachers and classmates. Each project is discussed, and then the final grade is awarded.



**6. Characterize each subject. If there is no information in the text, think of the possible answer.**

Subjects	Questions to answer about each subject:
Admiration for nature	Where is the subject introduced?
Beekeeping	What is its purpose?
Cyber-security	What do students do at the lessons?
Folk dances	Would you like to have this subject in your school? Why?/ Why not
Surfing lessons	
Scientific discoveries	

**7. Find information about other unusual subjects that children study at schools. Be ready to present it to class.**



# Lesson 60

## Schools in Great Britain

### 1. Fill in the gaps with suitable words from the box.

receive, admiration, value, aesthetic, harvest, bee, boast, addiction,  
purpose, environment, mandatory, honey

1. She looked at them with ... .
2. From a/an ... point of view, it's a nice design.
3. ... make honey.
4. She helped him fight his drug ... .
5. We all have a responsibility to protect the ... .
6. Music is an optional, not a ... subject.
7. What is the ... of your visit?
8. He's ... about his achievements at school.
9. It is time for the ... .
10. She ... the time she spends with her family.
11. They ... excellent grades at the exam.

### 2. Work in pairs. Discuss what you know about British education. Mind the following:

- state schools
- private schools
- primary education
- secondary education
- examinations and assessment
- higher education

### 3. Read the text about schools in Great Britain. Answer the questions after the text.

Children's education in England is normally divided into two stages. They begin with *primary* education at the age of five, and this usually lasts until they are eleven. Then they move to *secondary* school, there they stay until they reach sixteen, seventeen or eighteen. The main categories of school are:

- state schools which are free to all children between the ages of 5–16;
- private/public schools where parents pay for their children's education.



#### State Schools

In the UK 93% of the children in England and Wales go to State schools which are non fee-paying. Parents must make sure that their child has a pen, pencil, ruler etc., but the cost of other more specialised equipment, books, examination fees are covered



by the school. Parents must, however, pay for their child's school uniform, sports wear, music lessons and trips. Schools may ask for voluntary contributions for school time activities — but no pupil may be left out of an activity if their parents or guardian cannot or do not pay.

### Primary Schools (5–11 Year Olds)

In the UK, the first level of education is known as primary education. These are almost always mixed sex, and usually located close to the child's home. Children tend to be with the same group throughout the day, and one teacher has responsibility for most of the work they do. Parents are encouraged to help their children with reading and writing, and children do some homework, even during the early years at school.



### Secondary Schools (11–16 Year Olds)



At the age of 11 most children usually go to their nearest secondary school, though the law allows parents in England and Wales to send their children to other schools too. Most secondary schools are for both sexes. They are much larger than primary schools. Nearly 88 per cent of secondary school students go to comprehensive schools which take children of all abilities and provide a wide range of secondary education for all or most of the children in a district from 11 to 16 or 18.

Grammar Schools are selective, they offer academically oriented general education. Entrance is based on a test of ability, usually at 11. Grammar schools are single sexed schools so children either go to a boys Grammar School or a girls Grammar School.

### Public Schools

Parents pay for their children to attend these schools. There is a preparatory school for the children aged from 7 to 11 or 13 which prepares students to go to a public school. A public school is an independent secondary school. There are entrance exams taken at the age of 11 by girls or 13 for boys. The most famous public schools are Eton, Harrow and Winchester.



#### 4. Decide whether the following statements are true or false.

1. Public schools are private.
2. State schools are free.
3. In state schools children's parents have to pay for books.



4. If parents cannot pay for child's school uniform or items of sports wear, state schools provide them with all these.
5. Primary schools are almost always single sex.
6. In primary school children are taught by many teachers.
7. Children do not do homework in primary school.
8. Children can go only to the nearest secondary school.
9. Comprehensive schools offer academically oriented general education.
10. To get to a Grammar School children have to pass entrance tests successfully.
11. Preparatory schools prepare children to go to grammar school.

**5. Answer the following questions.**

1. What are the main types of school in Great Britain?
2. What do parents pay for in state school?
3. Do parents have to pay for school time activities in state school?
4. What is the difference between comprehensive and grammar schools?
5. What is the difference between state and public schools?

**6. Draw a mind map using the information from the text.**

**7. Using the mind map, speak about schools in Great Britain.**

**8. Put the verbs in brackets in the correct form.**

Sue is feeling unhappy. She doesn't know what to do. Sue has few friends and she is not very sporty. If she (*join*) an after school drama club, she (*make*) more friends. She (*feel*) better if she (*go out*) more. Her school marks are not very good. But if she (*study*) more, she (*get*) better marks and (*get*) into university. If she (*go*) to the gym, she (*feel*) healthier. Also she (*have*) more energy if she (*walk*) to school and (*add*) more fruit and vegetables to her diet. She doesn't sleep well as she surfs the net a lot. If she (*not spend*) so much time on the Internet, she (*sleep*) more and (*have*) more time to study and rest.

**9. Find additional information about schools in Great Britain. Be ready to present it in class.**



### Lesson 61

#### Schools



Після деяких дієслів вживається **to** + інфінітив.

*Напр.:* I decided to help my classmate with his homework.

We all wanted to have more English classes per week.

- Такими дієсловами є: **to agree, arrange, attempt, choose, decide, expect, fail, forget, hate, help, hope, intend, learn, like, love, manage, mean, plan, prefer, promise, refuse, remember, tend, try, want, would like, would love.**
- Після дієслів **to make, to let**, а також після модальних дієслів **can, may, must** інфінітив уживається без частки **to**.

*Напр.:* The teacher let us rewrite the test.

Mother made me repeat the poem again.

You may go home.

#### 1. Fill in the gaps with a verb from the box below. Put it in the correct form.

enter, lend, visit, take, sell, write, apologise, tell, stay, finish

1. They managed ... the task in time.
2. She refused ... him her car.
3. Linda wants ... university.
4. The teacher promised ... us to the local university next week.
5. She will not let me ... any more.
6. Nick agreed ... me his old laptop.
7. I'd love ... the USA one day.
8. The teacher made him ... for his behaviour.
9. I forgot ... a composition.
10. Could you ... me the time, please?

#### 2. a) Listen to the information about Eton College. Answer the following questions.



1. Do students have to pass exams to enter the college?
2. When does the academic year start?
3. When does it finish?
4. Can girls enter public schools in Britain?
5. When do students leave the school?



#### b) Listen for the second time and correct the mistakes in the summary below.

## Eton College

Eton is not the most famous and popular public school in the UK. It was founded in 1540 by English king Henry the Sixth.

Entrance to Eton is competitive, based on a test at the age of 10 and a Common Entrance exam at 12. Academic standards are not very high. The academic year has two terms. There are no girls at Eton. However, many other boys' public schools in the UK accept some girls in the upper school, after age 14. Many school leavers go on to study at top universities such as Oxford and Cambridge.

3. Think of the questions you would like to ask students of Eton College.
4. Do you agree with the statement: schools should be free for all students.
5. Discuss in pairs what you think about single-sex education.
6. Work in pairs. Look at the list of extracurricular activities. Discuss what you could learn in them and which you would like to attend. Be ready to present each other's choice in class.



Art Club  
Astronomy Club  
Badminton Club  
Book Club  
Coding Club  
Debating  
Green Group  
Social Justice  
Tournament of Minds



7. Write about extracurricular activities you would like to attend. Explain why?



## Lesson 62

## Schoolare Different!



Після деяких дієслів вживається іменник / займенник (me/you/her/him/it/us/them)+ **to** + інфінітив.

*Напр.:* She asked **him to help** her with the homework.

He wanted **his friends to come** to his party.

- Такими дієсловами є: **to advise, allow, ask, encourage, expect, force, invite, order, remind, teach, tell, want, would like**
- Після дієслів **to make, to let, to see, to hear** інфінітив уживається без частки **to**.

*Напр.:* The teacher let us rewrite the test.

Mother made me repeat the poem again.

I heard him cry.

### 1. Paraphrase the following sentences as in the model.

*Model:* He mustn't be late for school.  
I do not want him to be late for school.

*Jim to Mary:* Why don't you come to the concert with me?

Jim wants ... .

I don't think the children should study up to late at night.

I don't want ... .

Why don't you come to the library with me?

I want ... .

*Mary to Nick:* You must come tomorrow.

Mary wants ... .

*Nick to mother:* I shall behave well.

Nick promised ... .

### 2. Put the verbs in brackets into correct infinitive form.

A: Kate is good at playing the piano, isn't she?

B: Yes. I heard her (*play*) in a concert last week. She was amazing!

A: Nick! Could you (*let*) the dog out?

B: No. Sorry, Mum! I'm busy doing my homework now!

A: There's no point in doing these exercises. They're too difficult.

B: You shouldn't (*give up*) so easily.

A: What would you like me (*make*) for dinner?

B: Please, don't trouble yourself. Let's (*dine*) out today! My treat!

A: Was Mike punished for his bad behaviour?

B: His teacher made him (*apologise*).

A: Is Jack coming to the party?

B: Yes, his parents let him (*go*).

A: Is Miss Jackson in the class?  
 B: Yes, I just heard her (*talk*) to someone.  
 A: Do you know how to do that exercise?  
 B: I am going to ask my teacher (*explain*) how to do it.  
 A: Have you done the exercise?  
 B: Yes, my mother made me (*do*) it.

### 3. Put the verbs in brackets in the correct form.

Dear Mary,

I am writing (*thank*) you for the letter. I was so happy (*receive*) it, and I'm glad that you are doing well.

Last weekend my friends and I went to a theme park. If you haven't been, you really should (*visit*) it when you come.

My parents have agreed (*send*) me to tennis lessons. They're glad (*see*) that I'm so interested in sport. I'm looking forward to having my first lesson this Saturday. I can't wait (*tell*) you all about it.

Well, I must (*go*) now. I hope (*hear*) from you soon.

Take care,

Julie



### 4. Listen and read the words and word combination. Explain their meaning.



background	['bækgraʊnd]
basics	['beɪsɪks]
deliver	[dɪ'lɪvə]
diverse	[daɪ'vɜːs]
enrol in school	[ɪn'raʊl]
impact	[,ɪmpækt]
flood	[flʌd]
nap	[næp]
volunteer	[vɒlən'tɪə]
wander	['wɒndə]

### 5. a) There are so many different kinds of schools. Learning can take place anywhere. Look at the pictures. Discuss what kinds of school they are.







**b) Read the text below and match the paragraphs to the pictures.**

Bangladesh has limited natural resources and is influenced by climate change. So there are regular floods in the country. Floods are so common that students often can't get to the classroom. Boat schools allow children to continue with their education during floods. People in some parts of Bangladesh have learned to work with what they have by teaching children on boats.

Children attend school on train platforms in India. These schools help poor children get education. Classes take place at train stops and help students who cannot go to regular schools because their families are too poor. Up to now these schools have offered education to over 4000 children.

Different students study at the Microsoft-designed School of the Future in Philadelphia. Many of them may be pioneers in the field of technology. Only selected students can study there. They don't have to worry about books as learning at this school is completely digital. Instead of traditional blackboards teachers use computerised smart boards.

There is no curriculum at Brooklyn Free School in New York. Students can choose any class they want and are allowed to stay away from school if they don't like to come. Children create the school rules. Some may have independent studies, which could last years. If students want, they may play, walk around or just nap. There are no tests, homework or grades.

This school in India is situated under a very busy road. It is organised by volunteers for poor children who do not go to school. It is located in the city of New Delhi. Volunteers teach children the basics of reading, Mathematics and English. The school has been going for 10 years and has about 300 students.

**6. Work in pairs. Decide which school or schools you would like to see.**

**7. Do you think that education can help people to escape poverty. Write your ideas. Be ready to discuss them in class.**



# Lesson 63

## Education in America

1. Match the items from two columns. Some items may be used more than once. Make as many word combinations as possible.

harvest	honey
surfing	lessons
social network	aspect
aesthetic	grades
enrol in	an exam
receive	comments
higher	addiction
digital	dance
video game	education
diverse	exams
take	school
folk	floods
regular	backgrounds
entrance	technology

- b) Make up sentences with five word combinations.

2. Read each sentence and write the second one from the words given.

*Model:* My friend told me that it would be great if I went with him to the match.  
My friend / want / me / go with him to the match  
Me friend wanted me to go with him to the match.

- There is a football match between Ukraine and Spain.  
You / want / Ukraine / win?
- “Don’t forget to bring the book, please”, Mike said to me.  
Mike / ask / me / bring /the book
- “Would you like to dine with me?” Tom said to Mary.  
Tom / invite / Mary / dine / with him
- Please, don’t tell Nick that I’m leaving.  
I / want / Nick / know
- The story is very sad.  
It / make / me / cry
- Do you know Jack?  
No / I / would like / meet

3. Work in pairs. Discuss what you know about American education.

## 4. Read the text about education in the USA.

## Education in America

In the USA there is not a national system of education, it is mainly the responsibility of the individual states. Each of 50 states has its own school system. Every child aged from 7 to 16 or 6 to 18 of any race, religion, sex, learning problems or **physical disabilities** gets education. There are usually grades 1-12. School attendance is compulsory in the United States between 6 and 16.

The majority of all schools are *public schools* financed by state or local governments. They are free. Public schools



in the USA never mean private schools as they do in England. There are also *private schools* with high **tuition fees** so usually only children from rich families attend these schools. However, nearly all private schools offer **scholarships**.

All public schools are mixed schools (coeducational — for boys and girls), some private schools are single-sex.

Almost all state schools have classes from Mondays to Fridays. At some schools the school year is usually divided into three terms — fall, spring and summer — as at British schools, at other schools into quarters. After each term or quarter children get a **reportcard** which informs their parents about their results at school, and at the end of the school year they get a **transcript**. Marks in most US schools are:

- A (excellent)
- B (superior, above average)
- C (satisfactory)
- D (passing grade)
- E (completely unsatisfactory).

The school day usually starts between 8 and 9 a.m. and ends at around 3 p.m. It includes a lunch break and sometimes free hours during the day. School uniforms are worn only at private schools.

## 5. Look at the words in bold. Guess the meaning of those you do not know. Match the words to their definitions.

- a) the money that you pay to be taught
- b) an official report supplied by a school on the record of an individual student, listing subjects studied, grades received, etc.
- c) loss of a specific bodily function or functions
- d) a report on a student that is periodically submitted by a school to the student's parents or guardian
- e) a grant or payment made to support a student's education, awarded on the basis of academic or other achievement

**6. Decide if the statements are true or false. Correct the false ones.**

1. School system is different in each state.
2. All children in the USA must attend school.
3. Public schools are free.
4. The majority of schools in the USA are coeducational.

**7. Complete the sentences using the information from the text.**

1. In the USA there is not a national system of education...
2. Public schools are...
3. There are also private schools which...
4. After each term or quarter children...
5. At the end of the school year children...

**8. Compare Ukrainian and American education. Use the following expressions.**

Ukrainian School



American School

Describing Similarities: *is rather like / resembles / has a lot in common with / is pretty much the same as / is similar to*

Describing Differences: *is totally different from / varies greatly from / has very little in common with / bears little resemblance to / is different from*

**9. Read the jokes about school.**

1. A: What did you learn in school today?  
B: Not enough, I have to go back tomorrow!
2. A: Why did the student throw his watch out of the school window?  
B: He wanted to see time fly.
3. A: Why does a math book always look unhappy?  
B: Because it always has lots of problems.



## Lesson 64

## Schools in the USA

## 1. Fill in the gaps with the suitable words from the box.

tuition fee, scholarship, physical disability, reportcard, transcript

1. Did you think I wouldn't find your ...?
2. Teachers shouldn't lower standards to students with ..., but must give them an opportunity to demonstrate what they have learned.
3. A high school ... is basically a record of your academic accomplishments.
4. The program provides a ... to maintain children from different backgrounds.
5. A ... of 1800 dollars per program is charged.

## 2. Read about schools in the USA.

## Pre-School and Elementary Education

Pre-school and elementary education includes nursery schools and kindergartens which are for children at the age of 4–6. Most of them are private. Many public schools have kindergartens, for the age group between 5 and 6. These kindergartens do not charge any money.

Both elementary and secondary education is comprehensive in the USA — it means that there is no selection for various types of schools (every school learns the same subjects). Years are called “grades” in the USA. Elementary school lasts between 6 and 11 years of age. It is from the first till the fifth grade. The children at elementary schools learn to read, write, Mathematics, Elementary Science, History, Geography, Arts and Crafts, Physical Education and Music.

The atmosphere at elementary schools is usually friendly. Teachers keep to the idea that children's happiness and interest are the two most important things.





Secondary education is based on the idea of mass education with **equal opportunity** for all. Over 90 per cent of students continue in school until the age of 18. Secondary education is provided by Middle Schools (from 11 to 14 years of age) or by High Schools which are often divided into Junior High School (at the age 11 to 14) and Senior High School (at the age of 15 to 18).



In cities there may **be a wide choice** of secondary schools. In some places you may have the opportunity to attend a specialized school, such as a school for science or a school for the **performing arts** or to go to the central high school in the area. If a student chooses to remain at the central high school, he or she may have an opportunity to choose subjects from traditional ones such as English, Modern Languages, Mathematics, Science, History, Geography, Civics, Physical Education and from many **elective subjects** (European History, World Political Issues, Business Education, Foreign Languages, Music, Driver Education, Health, Computer Skills, Home Management etc.).

Some schools may also offer different programs of study. The entrance to the most difficult programs, usually academic, depends upon what one would like to study in the future and upon one's marks which are also called in the USA "grades". If one has high grades and is interested in some subjects, one may enter the higher class. On the other hand it is possible to study all subjects, but the level of instruction will not be as high. Students should take on average 17 subjects during their studies. Those who want to **enter** university should take over 20 subjects.



High schools generally organize much activity outside the classroom; many of them have football, basketball and baseball teams, an orchestra, a jazz band, and various clubs and societies.

Students can leave school at 16. However, many of them stay at high school until 18.

**3. Look at the words in bold. Guess the meaning of those you do not know. Match the words to their definitions.**

- a course which is not necessary, but a school student takes because he/she wants to;
- forms of creative activity that are performed in front of an audience, such as drama, music, and dance.
- many things among which you can choose the one you want;
- to become a member of or an active participant in;
- the right to be treated without discrimination, especially because of one's sex, race, or age.

### 4. Answer the following questions.

1. What does pre-school and elementary education include?
2. Are they public or private?
3. How long does elementary school last?
4. What do the children at elementary schools learn?
5. What is the main idea of elementary education?
6. What is the main idea of secondary education?
7. What types of schools provide secondary education?
8. What do specialized schools provide?
9. Do schools offer different programs of study?
10. When do students usually leave school?

### 5. Discuss in pairs the differences between school systems in Ukraine and the USA.

### 6. a) Listen to some additional information about schooling in the USA. Decide which questions the speaker answers.



1. Can children or parents choose the public school?
2. Can students change school if the family moved to another district?
3. Do towns provide transport to school?
4. Are parents informed about the official school holiday periods?
5. Are parents allowed to take children from classes?
6. Is it necessary that parents should inform the teachers if their child is not going to school?



### b) Listen for the second time and correct the sentences below.

At elementary and secondary levels, students usually attend any public school they like. It is necessary that children start at the beginning of a new term (semester). All towns provide transport to school. School vacation dates are published by schools just before the vacation. Parents are never allowed to take children from classes.



### 7. Write about the schooling system in the USA. Use questions from exercise 6 a.



## Lesson 65

## School Rules

1. Complete the following sentences in English using the words from the box in the correct form.

walk, sleep, enter, wait, explain, disturb, enter, come, cry

1. She did not understand the story so she asked me ... it to her.
2. You are here early! I expected you ... later!
3. Karen's parents wanted her ... university.
4. Don't wake me up tomorrow morning. Let me ... .
5. The story we read for the homework was very sad. It made me ... .
6. Shall we begin? No, let's ... a few minutes till all the students are present.
7. Talk quietly! I don't want ... students working in the reading hall!
8. What university do you advise me ... ?
9. Do you want to go to school by bus? — No, let's ... .



Після деяких дієслів може вживатись інфінітив у пасивному стані, якщо він виражає дію, що виконується над кимось або чимось.

*Напр.:* I asked **to be helped** with my homework.

We all want **to be understood** correctly.

I don't like driving myself. I **prefer to be driven**.

- Такими дієсловами є: **to agree, ask, attempt, decide, expect, hate, hope, learn, like, love, need, plan, prefer, promise, refuse, remember, try, want, would like, would love, would prefer** та ін.

2. Use the verb in brackets to create a passive infinitive for each sentence or question.

*Model:* The students hope ... their own books (*give*).

The students hope **to be given** their own books.

1. The pupils need ... how to use the machines (*show*).
2. Students expect ... when they have difficulties with their studies (*help*).
3. Lunch is ... at 1 p.m. (*serve*).
4. Parents always want ... about their children's academic achievements (*inform*).
5. Children need ... with the necessary equipment (*provide*).
6. Students would like ... on an excursion (*take*).

3. Discuss in pairs the rules and regulations in your school. Mind the following:

- students' behaviour
- cell phones
- devices
- clothes and style
- the things strictly forbidden

**4. Read the school rules in an American School.**

- 1** Students are to be polite to others and respect others' rights, property, and personal space.
- 2** Students are to WALK, not run, in hallways, on pathways, and in the lunch area.
- 3** Use respectful language. Inappropriate language in writing, speech or action are not permitted.
- 4** Items not used for academic purposes at school are not to be brought to the campus. This includes: toys, electronic devices, laser pens, and perfumes.
- 5** Mobile phones are permitted in school. Students may use them in class as learning devices with the permission of the teacher. Such permission must be asked for and received before their use. Students will not be permitted to use mobile phones in the school grounds.
- 6** Devices are permitted in school. Students will be able to use them in class as learning devices with the permission of the teacher.
- 7** As a sign of respect, all adults are to be addressed as Miss, Mrs., Ms., or Mr. and not by the first or last name.
- 8** We expect students to dress appropriately for school. Students shall not wear any clothing that is offensive to others. Students are to be clean-shaven at all times while representing the school.
- 9** Dresses, skirts, and shorts length must be modest and not very short. No visible jewellery is to be worn and no piercings are allowed.

**5. In pairs, compare the rules of the American school with those of your school.****6. Say:**

1. Which other rules you would recommend to introduce in your school.
2. What rules in your school are not necessary.

**7. Write school rules and regulations for your school.**

# Lesson 66

## School Rules

### 1. Complete the names of different types of schools.

1. school for children from 3 to 5 can go:  
\_u\_se\_y
2. school where students aged over 11 study:  
\_e\_oa\_y
3. private schools in Britain where parents have to pay for education:  
\_u\_ic
4. schools for 5–11 year olds  
\_r\_ar\_
5. school where both boys and girls study together:  
\_oe\_u\_\_io\_a\_
6. schools which take children of all abilities and provide a wide range of secondary education for all or most of the children in a district from 11 to 16 or 18  
\_o\_pr\_h\_si\_\_
7. schools in Britain which are selective and offer academically oriented general education  
\_r\_\_ma\_

### 2. Paraphrase the following sentences as in the model.

*Model:* You mustn't miss classes.  
I don't want **you to miss classes**.

1. I think he will pass the exams.  
I expect ... .
2. I think he is one of the best students.  
I believe ... .
3. I'll do all to persuade him to go to university.  
I'll make ... .
4. You shouldn't allow students to use cell phones during classes.  
Don't let ... .
5. Why don't we discuss the project now?  
I want ... .
6. They allowed him to use a dictionary.  
They let ... .
7. I want somebody to help me with my studies.  
I want to ... .
8. Mary thinks the teacher will ask her at the lesson tomorrow.  
Mary expects to ... .



**3. a) Discuss in pairs types of schools in Ukraine. Which ones have you attended so far? What did you like/dislike in them?**

**b) How would you recommend to improve schooling in Ukraine? Mind the following:**

- learning online;
- home assignments;
- selective subjects;
- tests and exams.

**4. a) Listen to the tape recorder and determine the problems the speaker outlines.**



**b) Listen for the second time and choose the correct answer.**



1. All students must be at school by ... a. m.
  - a) 8.45
  - b) 8.55
  - c) 9.00
  - d) 8.35
2. Latecomers must report to the ... before going to class.
  - a) Attendance Office
  - b) Attending Office
  - c) Headmaster's Office
  - d) Teacher
3. If parents want their child to leave school during school time, they should write to the ... well in advance, notifying dates and the reason for absence.
  - a) Dean
  - b) Attending Office
  - c) Teacher
  - d) Headmaster
4. Each application for leaving during school time is analysed by ... .
  - a) students, teachers, Deans and then by the Headmaster
  - b) Attending Office
  - c) student's teachers, Deans, and then by the Headmaster
  - d) Dean and then by the Headmaster
5. If the child is absent from school for ... and more, the school should be informed why the student is absent from school.
  - a) 3 days
  - b) 2 days
  - c) 4 days
  - d) several days

**5. Work in pairs. Discuss why students skip classes. If you could choose a punishment for students who are late for class or who play truant, what would it be and why?**

**6. Work in pairs. You are preparing for the final exams. Which form/forms of revision would you choose and why? Mind the following:**



studying in group



studying with a friend



studying alone



using a computer program

**Do you agree that tests are the fairest form of assessment? Why?/Why not?**

**7. Read the following jokes about school. Role-play them in class.**



Q: What did you learn in school today?

A: Not enough, I have to go back tomorrow!

*Teacher:* Now, John, what are you doing — learning something?

*Student:* No, Sir! I'm listening to you!

A teacher says to her class one day, "Whoever answers my next question, can go home". A boy throws his bag out the window.

The teacher asks, "Who just threw that?"

The boy says, "Me! I'm going home now".

The professor rapped on his desk and shouted, "Gentlemen, order!"

The class yelled, "Beer!"



## SELF-ASSESSMENT MODULE 7

## Part 1

## Listening



**Listen to the conversation between Mary and her mother. Decide which statements (1–5) are true and which are false.**

1. All the students of Mary's class will spend a week going to work.
2. Mary's mother is unhappy about Mary working in her office.
3. Mary doesn't know what to do after leaving school.
4. Jane is interested in working in a school with her friends.
5. In the end, Jane's mother agrees to take her to work.

## Part 2

## Reading

**Read the text. Choose the correct answer (1–4).**

Last week I went to visit Atlantic college, an excellent private college in Wales. It gives young people much necessary experience of life outside the classroom. Students, whose age is between 16 and 18, spend the morning studying. In the afternoon they go out and do a lot of important things. They help on the farm, look after people with learning difficulties.

Students come from different countries and families. Half of the students are British. The tuition fee is rather high in the college, but students can get scholarships. As Barbara, a student from Finland, said, "There you learn to live with people and respect them, even the ones you don't like. During the summer holidays my mother couldn't believe how much less I argued with my younger sister".

Atlantic college gives its students an excellent education which really seems to work.

1. What can a reader learn from the text?
  - A How to become a student at Atlantic college.
  - B What the British education system is like.
  - C What students do at Atlantic college.
2. What does the writer think of the college?
  - A It doesn't allow students enough study time.
  - B It gives a good education.
  - C It teaches to work on the farm.
3. Barbara thinks the college has taught her ...
  - A a lot about different countries
  - B to respect people
  - C to respect her elder sister
4. Which information about the college is correct?
  - A Morning lessons and afternoon activities.
  - B Morning lessons and lots of weekend activities.
  - C Lessons all morning, sport in the afternoon.

### Part 3

**Read the sentences below. Choose the correct item (A, B, C or D).**

1. From an ... point of view, the school design is nice.  
A aesthetic                      B basic                      C social                      D regular
2. Children with ... can get secondary education.  
A physical disabilities      B support                      C reportcard                      D transcript
3. A school regularly sends a ... to the student's parents to inform about the student's results at school.  
A scholarship                      B tuition fee                      C reportcard                      D transcript
4. At the end of the school year every students gets a ... .  
A scholarship                      B tuition fee                      C reportcard                      D transcript
5. I want to ... university this year.  
A enter                      B go                      C deliver                      D come

### Part 4

**Paraphrase the following sentences using the infinitive.**

1. "Wait for me after school", the girl said to her friend.
2. The man said, "My son will study Mathematics".
3. I didn't expect that he knew Ukrainian so well.
4. He knows that my brother is very kind.
5. He fell. I saw it.
6. He called me. I heard it.
7. The ship sailed away from the shore. They saw it.
8. "Come and live in Kyiv with me", mother said to me.

## Lesson 67

## Personal Profile

1. **Work in groups of four. Discuss and then explain the following quotation in your own words.**

“There are two kinds of people, those who do the work and those who take the credit. Try to be in the first group; there is less competition there.” (*Indira Gandhi*)

2. **Make some notes about yourself under the following headings. Write at least two facts in each category.**

Education:

Hobbies:

Ambitions/Plans:

Skills:

3. **a) Write about yourself. Use the information from exercise 2 and the phrases given below.**

My name is ... and I live in ... .

In my family ... .

I attend ... school, where I study several subjects: ... .

The exam results I have achieved are: ... . The subject(s) that interest(s) me most is (are) ..., because ... .

My hobbies and interests are: ... .

I enjoy it/them because ... .

In the future, I hope to ... and to ....

I think I would be good at ..., because ... .

**b) Present it to the class.**

4. **Complete the questions. Use the words from the box below.**

working, prefer, organized, done, tell, relevant, clear

1. What kinds of jobs have you ... before?

2. Do you have other ... experience?

3. Well, for example, have you ... anything at school?



4. Do you have a ... idea of the work you would like?
5. Would you like a job ... with people?
6. Would you ... to be in an office environment?
7. ... me, is there a job that you would not want?



**Remember**  
**Types of Sentences**  
**Compound sentence (Складносурядне речення)**

Independent clause незалежне речення	and/but/or/	Independent clause незалежне речення
---	-------------	---

*Example:* I will wash the cups, and you can dry them. = I will wash the cups.  
 You can dry them.

**Complex sentence (Складнопідрядне речення)**

Independent clause головне речення	Subordinate clause(s) підрядне(і) речення
---------------------------------------	--

*Example:* We will go to the river if the weather is fine.

**5. Label jobs in the pictures below. Describe one of the jobs.**





# Lesson 68

## Types of Jobs

1. Look at the pictures. Match the pictures to the job titles.

driver

nurse

hair-dresser

journalist

plumber

constructor

builder

waiter

banker



2. Write down which adjectives given below describe the jobs given in exercise 1. Give your reasons.

### Adjectives

difficult, exciting, dangerous, stressful, boring, tiring, rewarding.

### Reasons

travel a lot

work outdoors/indoors  
 work long hours  
 work with their hands  
 work shifts  
 start early in the morning

*Model:* I think the plumber's job is rewarding because they get good salaries.

### 3. Read the short texts. Match the people to their job titles.

- a) chef
- b) computer game tester
- c) firefighter
- d) product manager

1. What I have to do is to plan ahead so that in two or three years' time we have another destination or resort to offer in the catalogue. This means that I have to visit and travel around the region, contract with service providers and so on. Obviously, I have to deal with a lot of money matters and negotiate terms and conditions. At the moment we are thinking of opening up a resort in Bulgaria.

2. What are hobbies for some people are professions for others: a computer game tester may enjoy cooking as a hobby, while a professional chef might enjoy playing computer games. I have to deal with testing video and computer games in order to find bugs and errors.

3. I work shifts. My job is dangerous and difficult and I don't get good salary. However, it is a rewarding job as I save people's lives. I have to be physically fit, calm and brave.

### 4. Work in groups of four. Discuss and then explain the following quotation in your own words.

"A banker: the person who lends you his umbrella when the sun is shining and wants it back the minute it rains." (*Mark Twain*)

### 5. Describe one of the jobs from exercise 3.

### 6. List six jobs you like in order of your preference.

### 7. Describe one of the jobs you would like to have.

### 8. Ask your parents the questions given below. Write down their answers. Present the information to class.



1. What is it like to be a (*job title*)?
2. What qualities do you need to become a (*job title*)?
3. What activities does your job involve?
4. How do you become a (*job title*)?



# Lesson 69

## Types of Jobs

### 1. Match each job with its definition.

- |                          |   |
|--------------------------|---|
| 1. accountant/bookkeeper | a) a person who controls an organization or a part of an organization                               |
| 2. manager               | b) a person who drives a vehicle: a bus/train   |
| 3. shopkeeper            | c) a person whose job is to keep or examine the financial accounts of a business, etc.              |
| 4. economist             | d) a lawyer who gives legal advice, prepares legal documents, arranges buying or selling land, etc. |
| 5. driver                | e) a person who owns or manages a small shop  |
| 6. solicitor             | f) a person who studies or is an expert in economics  |

### 2. Say which job(s) from exercise 1 you would choose and why.

### 3. Read the short texts. Match the people to their job titles.

- a) a concierge at the hotel  
 b) a taxi driver  
 c) a receptionist

1. As well as carrying bags to guests' rooms, I run information services for the guests, or get them tickets for shows, for theatre, take messages... the things like that. Better still, if the receptionists are very busy, I also act as an extra receptionist.

2. I have to know the town like the back of my hands. The passenger just jumps into the car and tells me the destination. No matter how difficult to find the street is, I always get my passenger there without any trouble.

### 4. Look at the two photos of jobs. Compare and contrast the work and the situations. Use the phrases. Then answer the questions.

#### Comparing and Contrasting

- The main/greatest/most important/most significant difference between the ... is that...
- The most striking/obvious similarity is that...
- In the ... whereas/while/but in...



- a) What jobs are shown?  
 b) Do you know people who do these kinds of jobs?  
 c) Which job would you prefer doing? Why?

### 5. Compare and contrast any two jobs you like.





### Lesson 70

#### Types of Jobs

**1. Choose the correct word (a, b, or c) for each gap.**

1. Why don't you try ... to the local tourist information office?  
a) apply                      b) applying                      c) application
2. I think you ... see if you can get a job in a shop.  
a) should                      b) might                      c) would
3. What about jobs ... you could practise your English?  
a) where                      b) how                      c) which
4. It should be possible ... you to work in a restaurant.  
a) if                      b) with                      c) for
5. Look for businesses which need to ... an interpreter.  
a) put                      b) have                      c) do

**2. Study the box of types of jobs.**

**Types of Jobs**

- manual jobs
- office jobs
- blue-collar jobs (in factories)
- white-collar jobs (in offices)
- unskilled (anyone can do these jobs, without being trained)
- skilled
- highly skilled
- qualified (if you get a certificate, diploma or degree)

**3. a) Refer the job titles below to one of the job types.**

chef, computer game tester, firefighter, product manager, accountant, manager, shopkeeper, economist, driver, solicitor, concierge, receptionist, interpreter, dressmaker, barber, tailor, bricklayer, carpenter, welder

manual	office	unskilled	skilled	highly skilled	qualified

**b) Add job titles to each of the type.**

**4. Look at the job titles in exercise 3 again. Say which of your relatives and acquaintances do these jobs. Describe three of the jobs.**



**5. Write down who does the following jobs better: men or women, or there is no difference. Give your reasons.**

train driver, nurse, footballer, politician, architect, web designer, coal miner



# Lesson 71

## Choosing a Job

### 1. Read short texts. Match the people to their job titles.

a) travel consultant

b) flight attendant



1. I basically have to be friendly to passengers, make sure everyone is in the right seat, then show them the safety procedures and serve drinks and snacks. It's not easy to combine this job with a social life because I'm frequently away from home. But I enjoy the contact with people and we're part of a good team.

2. I have to deal with the public and take their bookings for flights, hotels, tours, car hire and that sort of thing. It's quite hard work and the basic salary isn't brilliant, but I get a bonus and commission so I don't do too badly. I am doing a training course at the moment because I'd like to specialize in incentive travel. In fact, I have an interview next week.

### 2. Work in small groups. Make a list of job titles you know.

### 3. Compare your list with those of other groups.

### 4. Choose two jobs and list the activities they involve. Describe these jobs.

### 5. Work in group of four. Discuss and then explain the following quotation in your own words.

"I'd rather be a failure at something I enjoy than to be a success at something I hate."  
(George Burns)

### 6. Find out and write down what activities your future job involves. Present your information to class. Let your classmates guess what job it is.



### Lesson 72

#### My Future Job

1. **Ask your teacher the questions given below. Note down his/her answers.**
  1. How long have you been working as a teacher?
  2. What does your job involve?
  3. What do you enjoy most about your job?
  4. What do you find most challenging?
  5. Have you had any interesting people in the classes you taught?
  6. Apart from teaching do you do any other work?
  7. Do you have any particular plans for the future?
  8. Can you give any advice for someone about how to start as a teacher?
2. **Tell the class about your teacher's job. Use the information from exercise 1.**
3. **Look at the pictures. Write down which activities each job involves.**



artist



dancer



ticket collector



electrician

4. **Work in pairs. Talk about your future jobs. Use questions 2, 3, 4, 7 from exercise 1 and activities from exercise 3.**
5. **Combine two sentences. Say what type each new sentence is.**
  1. People in cities breathe exhaust fumes every day. Many of them suffer from breathing problems. (*consequently*)
  2. People drop litter in the streets. They get diseases. (*as consequence*)
  3. Most factories do not use filters. The air gets dirty. (*as a result*)
  4. We should plant more trees. We will have more oxygen. (*as a result*)
  5. You want to become an employee. Fill in an application form. (*if*)
  6. You want to get a job. You should apply for it. (*if*)
  7. You have experience. You get knowledge from doing a job for a long time. (*when*)
6. **Persuade your classmate that your future job is rewarding and necessary.**



# Lesson 73

## Job's Description

1. Classify the job titles you remember according to the following categories.

well-paid	highly-paid	badly-paid	low-paid

2. Match each word and word combination to its definition.

- |                      |   |
|----------------------|---|
| 1. apply             | a) a job which will end on a specific day                             |
| 2. starting salary   | b) training or exams needed for a job                                 |
| 3. curriculum vitae  | c) working less than the normal working week                          |
| 4. permanent job     | d) to ask for a job in writing  |
| 5. interview         | e) to ask questions to find out if someone is right for a job         |
| 6. temporary job     | f) a job which you can expect to do for a long time                   |
| 7. qualifications    | g) the amount of money you are paid when you start working            |
| 8. working condition | h) knowledge you get from doing a job for a long time                 |
| 9. experience        | i) situation in which you work  |
| 10. part-time job    | j) a short history of your education and where you have worked so far |

3. Name which of your relatives or acquaintances:

1. get starting salary
2. have a permanent job
3. have a temporary job
4. have good working conditions
5. have work experience
6. have part-time job
7. have full-time job

4. Say for which jobs an interview, CV and experience are needed. Give your reasons.

5. Write down and then tell your class about your parents' jobs.



*Model:*

My mother works as a product manager in tourism. It's her full-time permanent job. Applying for this job my mum had to send her CV, and have an interview. As the employer was satisfied with my mum's education and experience, she got the job of a product manager. My mother travels a lot and works mostly outdoors. Very often she starts early in the morning and works long hours. The job of a product manager is qualified and well-paid. My mother loves her job and expects to be soon promoted.



# Lesson 74

## Applying for a Job

### 1. Read the text. Give the definitions of the words in bold.

When you **apply for a job**, you usually **fill in an application form** or send your CV — in the USA called a **résumé** — with a **covering letter**. **CV** (curriculum vitae) is a formal list of your education and work experience, often used when you are trying to get a new job. A covering letter is a letter containing extra information about yourself.

Then you **have an interview**. If it goes well and the employer is satisfied with your **references** (describing your character and abilities, often from a former employer) you will **get the job**. You **sign the contract** and become **an employee**. A job can be **well-paid/highly-paid or badly-paid/low-paid**. A job can be **full-time** or **part-time**, **permanent** or **temporary**. If your **working conditions** are good and you have the chance **to be promoted** (be given a more important job), then you will probably get a lot of **job satisfaction**.

*(from Oxford Wordpower Dictionary)*

### 2. Complete the sentences.

1. A job can be low-paid ... .

2. A job can be temporary ... .

### 3. Put the sentences in the order they were mentioned in the text.

1. You sign the contract.

5. You have an interview.

2. You apply for a job.

6. You become an employee.

3. You get the job.

7. You fill in an application form.

4. You send your CV with a covering letter.

### 4. Tell the class about the types of jobs and the procedure of getting a job.

### 5. a) Read the answers given by some students when asked “What is important for you in job?”

1. “I want a job that’s really exciting and fun.”

2. “I want to be my own boss.”

3. “I want to earn lots of money so that I can buy a house and a good car.”

4. “I’d like to have a job with long holidays.”

5. “I want to change the world!”

6. “I want to help other people.”

7. “I’d like to be famous.”

8. “I’d like to work with computers and new technology.”

9. “I don’t want to sit in an office all day. I want to be outside in the fresh air.”

10. “I’d like to do a creative job.”

11. “Most of all, I want to feel happy in the job I do.”

### b) Choose three points which are important for you and one that is not.

Start like this: Three things which are important for me: ...

One thing which is not important for me: ...

### c) Explain your choice to class.





# Lesson 75

## Curriculum Vitae

### 1. Read the statements about CVs and covering letters. Decide if you agree with them.

1. A CV is more acceptable if it is hand-written.
2. A covering letter should be hand-written.
3. The longer a CV is, the better.
4. A CV should list experience in chronological order.
5. Don't mention outside activities, hobbies, etc.
6. Don't mention failures.
7. It's best not to send the CV by e-mail.

### 2. Work in pairs. Discuss the following questions.

1. How do you find out about job vacancies?
2. How do you apply?
3. Have you ever applied for a job? What did you have to do?

### 3. Look through Ann's CV.

#### Curriculum Vitae

<i>Name:</i>	Ann Ivanova
<i>Address:</i>	7/15 Ruska Street, Ternopil, 46023, Ukraine
<i>Tel. №:</i>	(3522) 254588
<i>Nationality:</i>	Ukrainian
<i>Marital status:</i>	Single
<i>Education:</i>	2010–2015 Diploma in Tourism Management: Ternopil Pedagogical University, Ukraine 1999–2010 Certificate: Secondary school
<i>Professional experience:</i>	Winter 2010 — Resort in the Carpathian Mountains, Ukraine. Putting up and taking down tents, cleaning, organizing activities. Summer 2011 — Resort in the Crimea, Ukraine. Entertainment work with teenagers.
<i>Languages:</i>	Ukrainian, native language; German, upper intermediate; English, intermediate
<i>Interests:</i>	<i>Travel</i> I enjoy discovering new places and cultures <i>Sport</i> Lawn tennis
<i>References:</i>	Petro Ivanov 5/12 Nova Street, Sevastopol, Ukraine

### 4. Answer the questions on Ann's CV.

1. What job experience does Ann have?
2. How has her career progressed?
3. What are her interests?
4. Where does she study?

### 5. Write down your own CV using Ann's as an example.



# Lesson 76

## Covering Letter

### 1. Read Ann's covering letter.

#### Covering letter

Dear Sir or Madam,

I am writing to apply for the job of entertainer.

As you will see from my CV, although I am relatively young, I have already got basic experience in jobs related to this sector. I would like to point out that I did a three-month summer job in the Crimea, where I worked with teenagers as an entertainer. Because of this, I think that my communication skills are good.

My mother tongue is Ukrainian, but I have been studying English for fifteen years now, first at secondary school and now at Ternopil Pedagogical University, where I am in my final year. I am confident that I can carry out all my duties in English, and I also speak good German.

I am a positive, energetic person with an open nature. I enjoy being with clients, and I think it is fair to say that I am hard-working and adaptable.

I enjoy sports activities and travelling. I am available for interview at any time after 25 February.

Yours faithfully,

Ann

### 2. Say which of the following points Ann has included.

- 1) age;
- 2) education and qualifications;
- 3) email address;
- 4) interests;
- 5) language skills;
- 6) marital status;
- 7) personality;
- 8) work experience.

### 3. Compare Ann's letter with her CV.

### 4. Imagine that you are an employer. Say whether you would like to have Ann as an employee. Give your reasons.

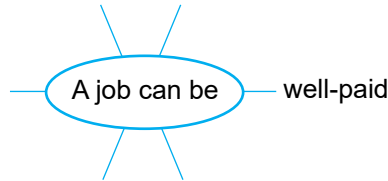
### 5. Write down your own covering letter using Ann's as an example.



# Lesson 77

## Choosing a Job

### 1. Complete the word map.



### 2. Complete the sentences using the words and word combinations from the box.

curriculum vitae (CV), sign, job, experience, employee, application form, covering letter

1. When you apply for a ..., you usually fill in a(n) ... .
2. ... is a formal list of your education and work ... .
3. A(n) ... contains extra information about yourself.
4. You ... the contact and become a(n) ... .

### 3. Work in pairs. Ask each other which of the events below you think should/may/must happen to you at some time in your life. Present the information about your classmate to class.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1) learn to drive           | 7) own a car                   |
| 2) travel abroad            | 8) play a sport for my country |
| 3) fall in love             | 9) go into politics            |
| 4) win a lottery            | 10) live abroad                |
| 5) go to university/college | 11) play in a film             |
| 6) run my own business      | 12) be on TV                   |

### 4. Listen to the text. Write down T (true) or F (false). Correct the false statements.



1. Gina always wanted to work in tourism.
2. The qualification she got is recognized in many European countries.
3. She got the job she wanted immediately.
4. Her experience of travelling was more important than the qualification.
5. She spent two years working as a tour guide before becoming a tour manager.
6. She likes her job.

### 5. Say what Gina did before she became a tour manager. Note down the training she did and jobs she had. Present it to class.

### 6. You found a website with a taxi driver job vacancy. Write down your covering letter.



# Lesson 78

## Interview

### 1. Put the words in brackets in the correct tense form.

1. You say there are two extra for dinner? In that case, we (*to set*) an extra table.
2. We need to be at the station at 11.30 tomorrow, because the train (*to leave*) at 11.45.
3. We (*to be going*) to stop in a few minutes, so that you can take some photos.
4. We (*to arrive*) in Edinburgh at 5.00 p.m.
5. Later on I (*to give out*) questionnaires for you to fill in.

### 2. Read the interview.

*Interviewer:* How long have you been working as a tour guide?

*Nadiya:* For more than ten years.

*Interviewer:* What does your job involve?

*Nadiya:* Researching, exploring, reading, designing a tour, guiding. For me, it's always important to know who I will guide for beforehand — what country tourists are from, their age, their reason for visiting Ukraine. It helps me to evaluate their knowledge and to provide a tour in a certain way.

*Interviewer:* What do you enjoy most about your job?

*Nadiya:* I try to make a sort of performance for my tourists. I hate boring academic tours with lots of dates in them. People usually forget them. They remember the impression about the city. Some interesting stories. Sometimes I even dance and sing.

*Interviewer:* What do you find most challenging?

*Nadiya:* Big groups of people and stressful schedule.

*Interviewer:* Apart from guiding, do you do any other work?

*Nadiya:* Yes, I teach English.

*Interviewer:* Any advice for someone about how to start as a tour guide?

*Nadiya:* Love what you are doing. Be inquisitive and enthusiastic.



### 3. Answer the questions.

1. What does Nadiya like or dislike about her job?
2. What other job does she do?
3. Would you like to be a tour guide? Why/Why not?

**4. Here are 10 answers given in an interview. Write the questions that fit these answers and decide what the person who was interviewed is like.**

1. Yes, I did.
2. This is quite true.
3. No. Gardening.
4. I can do either, but I prefer the first.
5. A can't answer this question.
6. Lions and tigers.
7. New Zealand, Malta or Africa.
8. As often as possible, but I'm not very good at it yet. I need to find someone to practise with.
9. Never.
10. That was the nicest thing that ever happened to me.

**5. Work in pairs. Make up and role-play an interview for the job you would like to get. Use the questions of the interviewer from exercise 2.**

**6. Work in pairs. Ask your classmate what would happen if:**

- 1) someone bought you a car;
- 2) someone gave you some flowers;
- 3) you were angry;
- 4) you were very pleased;
- 5) you were very tired;
- 6) you learned to fly;
- 7) you could meet a famous person;
- 8) you were a teacher;
- 9) you found a silver bracelet in the street;
- 10) you found a diary that a friend had left at your house.

**7. Complete the sentences using the correct form of the words in brackets.**

1. If I could take a famous person out for the evening, I ... (*to invite*) ... . We'd go to ... .
2. If I could direct my ideal film, I would ... (*cast*) in the starring roles. The film would be about ... .
3. If I was given unlimited money to buy any object, I ... (*to buy*) ... .
4. If I could spend a week anywhere in the world, I ... (*to go*) ..., because ... .
5. If I could have a special talent, I ... (*to like*) to be able to ... .

**8. Find out and make notes.**



1. What job opportunities are there in your area?
2. What qualifications and experience do the companies require?
3. What training do they give? (*for example*: on giving presentations, health and safety, dealing with problems)

**9. Ask the person who works in the field you'd like to work questions from exercise 2. Present your information to class.**





## Lesson 79

## Interview

1. **Play a game in two teams. Take turns to give three words for each category. The team gets one point for each word. The team with the highest score are the winners.**

- 1) three tourist attractions in the town you're in;
- 2) three types of music;
- 3) three means of communication;
- 4) three things that are listened to;
- 5) three things which have to be plugged in;
- 6) three things you use in the kitchen;
- 7) three adjectives to describe how you are feeling when you are feeling good;
- 8) three excuses for missing a lesson;
- 9) three types of films;
- 10) three ways to get rich;
- 11) three things to reduce air and water pollution;
- 12) three things to make the world better.

2. **Read the interview with Ann.**

*Interviewer:* Ann, what attracted you to the job of entertainment worker?

*Ann:* Well, I wanted to practise my foreign languages. And I wanted to earn a bit of money.

*Interviewer:* And what was it like?

*Ann:* It was a fantastic experience.

*Interviewer:* How did you find the job?

*Ann:* I put my CV on a web page for jobs in tourism, and an agency in Holland emailed me with the job in Egypt.

*Interviewer:* There was an initial selection process. What was that like?

*Ann:* Well, we had a personal interview in Rotterdam and a series of tests — how you do with microphone, what sort of initiative you had, what sort of person you were... And then, after the interview, they asked me to go to the training sessions.

3. **Answer the questions.**

1. What attracted Ann to the job of entertainment worker?
2. How did she find the job?
3. How did she get the job of entertainment worker?

4. **Work in pairs. Make up and role-play a similar interview. Use the questions of the interviewer from exercise 2.**

5. **Combine two sentences. Say what type each new sentence is.**

1. You have the chance to be promoted. You will get a job satisfaction. (*if*)
2. You sign the contract. You become an employee. (*and*)
3. CV is often used. You are trying to get a new job. (*when*)

6. **Write down your CV and covering letter for the job of your preference.**



## SELF-ASSESSMENT MODULE 8

### Level 1

1. Match each English word and word combination with its Ukrainian equivalent.

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1) try                          | a) завчасно                           |
| 2) inquisitive and enthusiastic | b) включати                           |
| 3) involve                      | c) проектувати                        |
| 4) design                       | d) оцінити знання                     |
| 5) explore                      | e) намагатися                         |
| 6) evaluate the knowledge       | f) допитливий та сповнений ентузіазму |
| 7) beforehand                   | g) причина                            |
| 8) reason                       | h) досліджувати                       |

2. Write down what type each sentence is: compound or complex.

1. People drop litter in the streets, as a result they get diseases.
2. Experience is knowledge you get from doing a job for a long time.
3. If your working conditions are good, then you will get a lot of job satisfaction.
4. I have to deal with the public and take their bookings for flights and hotels.

3. Write down your CV.

### Level 2

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

impression, attracted, inquisitive, challenging, evaluate, advice, enthusiastic

1. It helps me to ... their knowledge.
2. People remember the ... about the job.
3. Do you have any ... about how to start as a solicitor?
4. Be ... and ... .
5. What do you find most ... in your job?
6. What ... you to the job of entertainment worker?

2. Write down two sentences using Conditional I, and two sentences using Conditional II.

3. Write down the Covering letter for your future job.

### Level 3

1. Write English equivalents to Ukrainian words and word combinations.

- |   |                       |
|---|-----------------------|
| 1) подавати заяву (для прийняття на роботу) | 5) оголошення/реклама |
| 2) приваблювати                             | 6) супровідний лист   |
| 3) життєпис/автобіографія                   | 7) кваліфікація       |
| 4) написаний рукою                          | 8) інтерв'ю           |

2. Make up and write down three sentences using Conditional I, and three sentences using Conditional II.

3. Write down your CV and Covering Letter for your future job.

## ADDITIONAL READING

### TASK 1

Read the text below. Choose from (A–G) the one which best fits each space (1–7).

#### THE CASE OF THE RED SATIN PURSE

##### Chapter Two

##### Happy Birthday!

Mila led us to a tidy row of stores on Waverly Avenue. We stopped about ten feet from Huck's Hardware. Joey pointed to the ground beside a row of bushes. "We found it right here," he said.

I knelt down with my magnifying glass. The dirt was wet from last night's rain. When I stood up, so were my pants.

Yeesh.

"It rained hard last night," Mila noted. "But the satin purse was dry. No water stains. The owner must have dropped the purse this morning."

"Makes sense to me," I agreed. (1) \_\_\_\_\_

Ralphie read over my shoulder. He murmured, "The corner store sells tape, cards, candles, and wrapping paper."

"But what about the cake?" I wondered aloud. "That's the important item on this list. Look at the writing. All capital letters. Three exclamation points. Then look at the other items on the list. Candles, cards, wrapping paper. I'd bet my best baseball cap it's somebody's birthday."

"Where can you get a cake around here?" Mila asked.

Joey and Ralphie grinned happily. They exclaimed, (2) \_\_\_\_\_

*Ching, ching.* Bells jangled when we opened the door. Two young girls greeted us at the counter. Grandma herself was nowhere to be seen. Napping, I guessed. I asked if anyone had picked up a birthday cake this morning.

"Why should we tell you?" the taller of the two asked.

(3) \_\_\_\_\_ I explained. "I'm working on a case." I handed her my business card.

Need a Mystery Solved?  
Call Jigsaw Jones  
Or Mila Yeh,  
Private Eyes!  
For a Dollar a Day,  
We Make Problems Go Away!  
555-4323

That got her attention. The tall girl pulled out a book to look through the day's receipts. (4) \_\_\_\_\_ she told us. "A man came in and bought two chocolate cream pies. Then an older woman picked up a strawberry shortcake."

"Mmmm," Joey moaned. "I love strawberries."

“And the other cake?” I prodded.

“Let’s see,” the girl mused. “Yes, here it is. Mrs. Finster bought a birthday cake for her little girl, Amanda. I did the lettering myself: *Happy Birthday, Amanda!*”

Mila poked me in the ribs. “I bet that’s the one,” she whispered.

(5) \_\_\_\_\_

I copied down the phone number from the receipt. Then I dropped a quarter into the pay phone and pushed buttons.

Ten minutes later, a woman rushed into the store. She had a toddler at her feet, and a screaming infant in her arms. Carrying around a police siren might have been quieter. And drier. Soggy diapers — yeesh. The poor woman looked about as calm as (6) \_\_\_\_\_. She was just the type to drop a purse and not notice.



“Are you Jigsaw?” she asked.

I didn’t deny it.

“Oh, thank you for calling!” she exclaimed. “What an honest young man!”

“Don’t thank me,” I said. “It was these two. Meet Joey Pignattano and Ralphie Jordan. They’re the heroes who found your coin purse.”

Mrs. Finster smiled at them. “How can I *possibly* thank you?”

Joey offered a suggestion.

And like most of Joey’s ideas, it involved eating.

Two minutes later, Mrs. Finster drove off in her noisy minivan. I made sure that the coin purse was safely tucked into her pocketbook.

Joey, Ralphie, Mila, and I sat outside under an old elm tree. “Awesome!” Joey exclaimed. (7) \_\_\_\_\_

Each of us bit into our very own black-and-white cookie.

It was our reward. Thanks to Mrs. Finster.

We all chewed happily. In silence. Just enjoying every bite. Because when it comes to detective work, that’s the way the black-and-white cookie crumbles.

(James Preller)

- A a Siamese cat at a dog show
- B “I’m a detective,”
- C “Let me look at that list again.”
- D “Who says that honesty doesn’t pay!”
- E “We sold four cakes this morning,”
- F “GRANDMA’S BAKERY!”
- G I didn’t need sore ribs to tell me that.

## Additional Reading

### TASK 2

Read the text below. Match choices (a–d) to (1–12).

#### WHAT IS THE EARTH?

The Earth is a huge ball of rock spinning in space. It is not a perfect ball as it is flattened at the top and bottom. The equator is an imaginary line around the widest part of the Earth. The top half of the Earth is called the northern hemisphere and the bottom half is called the southern hemisphere.



#### Earth Facts

The Earth measures about 25,000 miles around the equator. It would take a month to drive around it at 34 miles per hour.

The Earth weighs about 6,000 million, million million tons.

The highest temperature ever recorded was 136°F in the Sahara Desert. This is hot enough to fry an egg on the sand.

The lowest temperature ever recorded was minus 127°F in Antarctica.

Nearly three-quarters of the Earth's surface is covered by sea. The four oceans are all joined together. You could sail right round the Earth without seeing land.

Only about a quarter of the Earth's surface is land. There are seven big pieces of land, called continents. Most of the land is in the northern hemisphere.

About a tenth of the Earth's surface is always covered with ice. The further you travel from the equator, the colder it is. The Poles are the coldest places on Earth.

One fifth of the land is desert. Deserts are the hottest and driest places on Earth. They have less than 10 inches of rain a year.

Near the equator it is hot a year round and it rains nearly every day. The land around the equator is called the Tropics.

Thick, green forests called rainforests grow in the Tropics. Tropical rainforests contain over half of all the types of plants and animals in the world.

Many mountains are too high and cold for plants and animals to survive there. Mount Everest, the highest mountain on Earth, is 29,028 feet high.

#### Air and the Atmosphere

The Earth is surrounded by a layer of air about 310 miles thick, called the atmosphere. It stops dangerous rays from the Sun from burning up life on Earth.

We cannot see air but we feel it as wind. It is made up of many gases, such as oxygen, which we breathe, and carbon dioxide, which is used by plants.



The higher you go into the atmosphere, the less air there is and the harder it is to breathe. That is why people carry oxygen tanks when they climb mountains.

All our weather happens in the 6 miles of the atmosphere closest to the Earth. Planes usually fly higher than the weather, 8–14 miles above the Earth.



### Climate

#### Why are there hot and cold places?

Weather is how much rain or sunshine a place has every day. When people talk about climate, they mean the usual type of weather a place has.

How hot or cold a place is depends on how far it is from the Equator, where it is always hot, but other things can also affect the climate.

Land far from sea is often dry, as sea winds do not carry their moisture that far. In the middle of a continent the summers are hot and the winters cold.

Land near the sea has cooler summers and warmer winters than inland. The climate can be affected by warm or cold ocean currents flowing near the coast.

It usually rains a lot near mountains and the higher you go, the colder it becomes. High mountains on the Equator have snowy peaks all the year round.

#### Steamy rainforests

Rainforests (or jungles) grow in the Tropics near the Equator, where it is very hot and rains heavily every day.

Plants and trees grow fast and very close together there. Plants can grow to the size of trees and the trees are amongst the tallest in the world.

The forests teem with all sorts of plants and creatures that do not live anywhere else in the world. Many of them are in danger of dying out.

Few people live in rainforests as it is too hot and sticky there. Tribes have to live on plants they find, and hunt whichever animals they can.

#### Life in the deserts

Most deserts are in the Tropics. They are the hottest and driest places on Earth and very few things can survive there.

There are two types of desert – rocky deserts and sandy deserts. Sandy deserts are not always flat as the wind blows the sand into hills called dunes.

It rains very rarely and when it does there are usually violent thunderstorms and floods. One desert in Peru had no rain for 400 years.

An oasis is a waterhole where people take their animals to drink. Farmers grow crops and date trees there. Oases often become towns.

Camels can survive for pans without water then live on food or fat stored in their humps.

#### The Poles

The North and South Poles are the coldest places on Earth. There is frozen land at the South Pole, but at the North Pole there is just a huge slab of ice floating in the Arctic Ocean.

Icebergs often break away from the sheets of ice and float away until they melt. More than three-quarters of an iceberg are hidden below the water.

Eskimos live near the North Pole. The only land animals at the South Pole are visiting scientists, but penguins, whales and seals live in the seas.

If the ice at the Poles melted, the seas would rise by over 109 feet. This would be enough to completely submerge New York, London and Paris.



### The Seas

#### Warm and cold water

The seas cover three-quarters of the Earth's surface. There are warm seas near the Equator and frozen seas in the Arctic. Ocean currents can help to make seas warmer or colder.

Currents are rivers of water that flow in the sea. They drift from hot to cool regions around the world in huge circles. Currents are also caused by the winds and the spin of the Earth.

#### Why is the sea salty?

Rivers and rainwater wash salty minerals from the land to the sea. Some salts are used by animals to build their shells.

The saltiest seas are small, inland seas. The Dead Sea in Israel is so salty that fish cannot live in it.

If all the seas dried up there would be enough salt left to build a wall round the Equator 169 miles high and 1 mile thick.

#### What are waves?

Waves are ripples made by the wind. The water seems to move forward but really moves up and down like the sailors' rope.

Waves can travel hundreds of miles. They only grow tall and topple over when they come up against land.

Tsunamis are giant waves, up to 33 feet high, caused by earthquakes or volcanic explosions underwater.

#### Tides

On most seashores the height of the water rises and falls twice a day. These changes are called high and low tides and they are caused by the pull of the moon and Sun.

The moon circles the Earth and has a pulling effect on the seas. They rise higher on the side where the moon is, bringing high tides. The other side of the Earth will have low tides.

#### Underwater lands

If all the water was drained from the sea, the sea-bed would look like the land with plains, valleys and mountains.

Lighthouses warn sailors of underwater rocks that could wreck their boats.

Coral reefs are walls made from the hard cases of small jelly-like animals called corals. They are found in shallow tropical waters.

An island is really the tip of an underwater mountain sticking up out of the sea.

The highest mountain in the world is the underwater mountain Mauna Kea in Hawaii. It is 6 miles high.

The depths of the oceans have hardly been explored at all. They are pitch dark, as no sunlight reaches them.





## Additional Reading

### TASK 3

#### Food and Cooking

**Read the text below. Choose from (A–F) the one which best fits each space (1–6).**

Everything you eat and drink affects your body in some way. Food is vital as it gives you energy to keep going. Without food you would not be able to grow, move about, keep warm or get better when you are ill. You need lots of different sorts of food to stay healthy.



People can survive for several weeks without food but die (1) \_\_\_\_\_.

(2) \_\_\_\_\_, such as meat, fish and milk build your body.

Vegetables, fruit and milk provide the important vitamins and minerals your body needs.

Starchy foods such as bread and cereals (3) \_\_\_\_\_.

Your body can store fats from butter and oils and use them later for energy.

#### **Feast or famine?**

(4) \_\_\_\_\_ do not have enough food. Many people starve if drought or floods destroy their crops.

There is enough food in the world for everybody, but the great problem is sending it to where it is most needed.

Eating too much, and eating too many fatty and sugary foods can make people overweight, unhealthy and even ill.

#### **Fast foods**

Fast foods are quick and cheap to cook. Some contain a lot of fat and sugar and are bad for you if you eat too much of them.

#### **Why do people cook?**

Cooked food is easier for your stomach to digest than raw food. Cooking (5) \_\_\_\_\_ that may make people ill, and makes food keep longer.

#### **Everyday Food**

The main food of a country is called its “staple” food. Rice is the staple food of half the world. It only grows in warm climates.

#### **The biggest meal in the world**

Roast camel stuffed with sheep, chickens, fish and eggs is the largest meal in the world. It is served at Bedouin weddings in Africa.

#### **Meals around the world**

Indian family roasts meat, such as lamb or chicken, in a clay oven called a tandoor. The name “andoori” is given to meat dishes cooked this way. Most Indians do not eat beef.

They serve their meat with vegetables, pickles, and bread called chapattis, and eat it with their fingers. Spices are used to flavour the food and make it tasty.

Chinese families cook their food over a fire in shallow metal pans, called woks. They eat rice with vegetables and a little meat.

The food is eaten out of small bowls using wooden sticks, called chopsticks. They drink milkless tea with their meals.

Italian family begins a meal with a plate of pasta served with a sauce. (6) \_\_\_\_\_ eat a lot of pasta, which they make in different shapes with wheat flour and water.

Next, they have meat and vegetables, which they eat with knives and forks. They drink wine with their meal. The children drink a little wine mixed with water.

**A** kills the germs

**D** Italians

**B** protein foods

**E** in a few days without water

**C** give you energy

**F** nearly half the people in the world

### TASK 4

#### Art

**Read the text below. Choose from (A–F) the one which best fits each space (1–6).**

People often disagree about art. One person may say a painting or a sculpture is beautiful, but another person may think it is very ugly.

A work of art can be made in many different ways. Each of these artists is working on a different type of art, using different materials.

#### In the mind's eye

Artists may work from real life and (1) \_\_\_\_\_.

Some artists may use only what they see in their mind.

Many artists mix real life and their imagination to create a work of art.

#### Art changes with the times

Different styles of art go in and out of fashion (2) \_\_\_\_\_. Until about 500 years ago most of the pictures painted by European artists were of religious scenes.

Some art, such as Chinese painting, is traditional. This means that (3) \_\_\_\_\_ for hundreds of years without changing their style.

People may be so used to certain styles of art that they are shocked or amused when an artist tries something new.

New types of art are often the result of (4) \_\_\_\_\_. When the camera was invented people took up photography as an art form.

#### Fame, fortune and forgery

Some artists worked all their lives but no one bought their paintings and they were very poor. They became famous after they had died.

In the past, wealthy people, called patrons, paid an artist to work because they believed the artist had talent.

Works of art by famous people and ancient works of art are often (5) \_\_\_\_\_. They sell at auctions for very high prices.

Clever forgers can imitate famous artists' work so well that people are fooled. They pay a lot of money for something that is (6) \_\_\_\_\_.



*(Jane Elliot, Colin King)*

**A** artists have all worked in the same way

**D** new inventions

**B** a fake

**E** very valuable

**C** as people's tastes change

**F** copy what they see

### TASK 5

#### THE POP ART MOVEMENT

1. Read the text below. Choose the correct answer (A–D) to complete the sentences (1–5).

The pop art movement was a cultural revolution — a way for American and British artists to reject the snobbery of main art movements of the time, like abstract impressionism. Pop artists focused on subjects of everyday life, advertising, the news cycle, and comic books. The result was art that was ironic and witty.

Pop art history may seem like it started in America, but the movement actually got its start in the United Kingdom in the mid-1950s. By the early 1960s, American artists began their own take on pop art.

The most famous and influential artist of the pop art movement was Andy Warhol (6 August 1928 – 22 February 1987). He was famous for exploring popular culture in his work, using brands like *Coca Cola* and *Campbell's Soup* (which was one of his favourite things to eat). He loved Los Angeles, beauty and plastic, things that were modern and changed quickly.

Some of his best known works include the silkscreen paintings *Campbell's Soup Cans* (1962) and *Marilyn Diptych* (1962).



*Campbell's Soup Cans by Andy Warhol*



*Marilyn Diptych by Andy Warhol*

The Pittsburgh native was a sickly child. He was very much interested in celebrities and spent time in bed drawing and developing his personality. He made plans to become an art teacher but studied commercial art in college. Then he went to New York City to work in advertising. By the time he died, he was a world-famous artist with dozens of famous friends, an author, and a magazine founder among other things. He even inspired the phrase “15 minutes of fame.”



Andy Warhol said: "What's great about this country is that America started the tradition where the richest consumers buy the same things as the poorest. You can be watching TV and see Coca-Cola, and you know that the President drinks Coca-Cola, and just think, you can drink Coca-Cola, too. A Coke is a Coke and no money can get you a better Coke than the one the guy on the corner is drinking."

The most famous piece of pop art is Warhol's *Marilyn Diptych*. Finished in 1962, just after Marilyn Monroe's death, it has 50 pictures of the actress, half in color and half in black and white. Many critics believe it symbolizes her life and death. A 2004 survey of artists and critics called it the third most important piece of modern art.

Pop art is no less popular today than it was sixty years ago. The *Marilyn Diptych* hangs in the Tate Modern museum today, but several other famous pieces have been up for auction in recent years. Warhol's *Eight Elvises* painting sold for \$100 million. In November 2013, his *Silver Car Crash (Double Disaster)* sold at Sotheby's Contemporary Art Auction for \$105.4 million.



Eight Elvises by Andy Warhol

Pop art is full of bright colors, but the three that show up the most are red, blue, and yellow.

- Pop artists ...  
**A** hated impressionism                      **C** liked to show off their talent  
**B** focused on everyday life                **D** organized a revolution
- Pop art ...  
**A** moved to the UK                              **C** started in the UK  
**B** started in Los Angeles                    **D** started in the US
- Andy Warhol was born in ...  
**A** New York                                        **C** Pittsburgh  
**B** Los Angeles                                    **D** London
- ... was called the third most important piece of modern art.  
**A** *Campbell's Soup Cans*                    **C** *Eight Elvises*  
**B** *Marilyn Diptych*                              **D** *Silver Car Crash*
- What in Warhol's opinion was great about America?  
**A** The fact that poor people can buy the same products as rich.  
**B** The fact that the President drinks Coca-Cola.  
**C** The fact that celebrities are interesting.  
**D** The fact that there are a lot of consumers.

## 2. Discuss in class what would inspire Andy Warhol if were alive now.

### TASK 6

#### WESTMINSTER SCHOOL



**1. Read the text below. Choose the correct answer (A–D) to complete the sentences (1–5).**

*Westminster School*, formally Saint Peter's College, is a world famous public school near Westminster Abbey, London. It was founded as a charity school (1179) by monks. The Public Schools Act of 1868 made the school autonomous. Girls were first admitted in 1972.

Some of its famous students were the architect Christopher Wren, the historian Edward Gibbon, the dramatist Ben Jonson, the philosopher John Locke, seven former British Prime Ministers and others.

The Westminster Under School (for boys) was established in 1943. The school admits girls into the Sixth Form, believing that this takes the best of a British Boarding School education but with a better integration of family life and wider society.

Westminster is selective, with highly competitive entrance examinations. Westminster School leavers are also among the best students at Oxford and Cambridge universities. 45% of Westminster school pupils on average win a place each year.

Westminster School is the only boarding school in central London, enjoying a location within walking distance of Westminster Abbey. Around 20 pupils come to the School from overseas in the Sixth Form. The school does not admit international students who are not proficient in English.

Entrance to the school is complex. Ideally parents are advised to educate their children from the age of 7 at Westminster Under School. This provides 50 of the total 120 places at Westminster at age 13. Parents are also advised to register their children by the age of 11 and move from state schools to private prep schools. Then children will have to pass Common Entrance or Westminster's scholarship exams at 13. The Common Entrance pass mark is high at 70% (Harrow, for example, sets the minimum at 60%).

Westminster is widely recognized as one of the best schools for intellectual, free thinking students, born in rich families.

1. ... study in Westminster School.

**A** only boys

**B** both boys and girls

**C** only boys from the UK

**D** both boys and girls only from the UK

- 45 % of Westminster school pupils ...  
**A** go to world best universities    **C** win a place at Oxbridge  
**B** try to enter Oxbridge    **D** become famous
- International students ...  
**A** are not admitted    **C** are the majority  
**B** join the sixth form    **D** should know basics of English
- Westminster Under School admit children at the age of ...  
**A** eleven    **B** thirteen    **C** seven    **D** seventeen
- Parents are advised to ...  
**A** register their children when they are over 11  
**B** educate their children at state schools  
**C** move from private prep schools  
**D** educate their children at Westminster Under School

### TASK 7

#### BULLYING IS A BIG PROBLEM

- 1. Read the text below. Choose the correct answer (A–D) to complete the sentences (1–4).**

Every day thousands of teens wake up afraid to go to school. Bullying is a problem that affects millions of students. Yet because parents, teachers, and other adults don't always see it, they may not understand how extreme bullying can get.



Bullying is when a person is hurt again and again by an individual or group with more power, either in terms of physical strength or social standing.

Two of the main reasons people are bullied are because of appearance and social status. Bullies hurt people they think don't fit in, maybe because of how they look, how they act (for example, kids who are shy), their race or religion.

Some bullies attack physically, others use psychological control. For example, people in popular groups often bully other people by isolating them or gossiping about them (psychological bullying).

Bullying can also include cyberbullying — sending cruel texts, messages, or posting insults about a person on Facebook or other social sites.

Both guys and girls can be bullies. Bullies may be outgoing and aggressive. Or a bully can appear reserved, but may try to manipulate people by starting a gossip just to see what happens.

All bullies like to dominate others and are focused on themselves. They often have poor social skills. Although most bullies think they're cool, many of them are insecure. And some bullies act the way they do because they've been hurt by bullies in the past.

#### What Can You Do?

For younger kids, the best way to solve a bullying problem is to tell an adult. For teens, though, the tell-an-adult approach depends on the bullying situation.

## Additional Reading

One situation in which it is necessary to report bullying is if it threatens to lead to physical danger and harm.

Try not to be alone, and if you have a friend in this situation, spend as much time together as you can. Try to be a part of a group by walking home at the same time as other people.

### Bullying Survival Tips

- **Ignore the bully and walk away.** If you walk away or ignore hurtful emails or messages, you're telling the bully that you just don't care. Sooner or later the bully will get bored with trying to bother you.
- **Don't show the anger.** Bullies want to know they have control over your emotions. If you're in a situation where you can't walk away, use humor.
- **Don't use physical force.**
- **Think about ways to feel your best** — and your strongest. Exercise is one way to feel strong and powerful.
- **Talk about it.** It may help to talk to a teacher, or friend — anyone who can give you the support.

1. People are bullied mainly because of ... .

- |                        |                                       |
|------------------------|---------------------------------------|
| <b>A</b> clothes       | <b>C</b> appearance and social status |
| <b>B</b> social status | <b>D</b> race, character              |

2. Psychological bullying is ... .

- |  |                                  |
|--|----------------------------------|
| <b>A</b> physical attack               | <b>C</b> gossiping and isolating |
| <b>B</b> taking things from the victim | <b>D</b> breaking friendship     |

3. Bullies are ... .

- |                       |                    |
|-----------------------|--------------------|
| <b>A</b> shy          | <b>C</b> talkative |
| <b>B</b> self-centred | <b>D</b> cool      |

4. For teens telling an adult about a bullying problem ... .

- |                                   |  |
|-----------------------------------|--|
| <b>A</b> is always necessary      | <b>C</b> is necessary in case of gossiping |
| <b>B</b> depends on the situation | <b>D</b> is necessary in case of isolation |

**2. What bullying survival tips are suggested? Discuss whether they are useful.**

### TASK 8

#### SPANISH CUISINE

**Read the text below. Decide if the statements (1–7) are true or false. Correct the false ones.**

Traditional Spanish cuisine is down-to-earth food that uses local ingredients. Mountains run through Spain, acting as natural barriers to communication and making transportation difficult until the last half of the 20th century. This is just one of the reasons why cooking differs so much from region to region. Another is the fact that Spain was created by uniting many small kingdoms, each with their own traditions.



Many dishes are prepared today using the same cooking methods and ingredients as they were two or three hundred years ago.

The two basic ingredients of all Spanish food are olive oil and garlic.

Spain is a leading producer of olive oil, and olives are grown all over the south of Spain. Many typical Spanish dishes are fried in olive oil.

Ham or as the Spanish say, jamón is a very prized food. Spaniards take their ham very seriously and will pay a high price for top-quality ham.

Because Spain is surrounded on three sides by water, there is always much fresh seafood in the markets. The Spanish eat fish or shellfish daily.

Eggs are eaten daily either fried or in a Spanish omelet, called a tortilla espanola in Spain. They are an essential part of many recipes, including desserts and salads.

Chicken is very popular. It is prepared in every way, but most commonly is fried, although roasted chicken is sold “to go” in many small stores.

Spanish people eat lots of fresh fruit as snacks or as the last course of their meals. A fresh fruit bowl sits in every kitchen. Simple salads are eaten every day. Popular dishes often include sweet peppers, tomatoes, and lettuce.

The Spanish stew, roast, fry many foods. It is not as common to bake, although they do grill meats on a metal plate.

As the Spanish say to wish everyone a good meal, “Buen provecho!”

1. Traditional Spanish cuisine uses a lot of local ingredients
2. Each region has its own cooking traditions.
3. Many dishes cooked in Spain are cooked the same as hundreds of years ago.
4. Olive oil is rarely used to fry dishes.
5. A Spanish omelet is called a tortilla espanola in Italy.
6. Though Spain is surrounded on three sides by water, the Spanish usually don't like shellfish.
7. Though chicken is not very popular in Spain, the most common way to prepare it is to fry it.

# TAPESCRIPTS

## UNIT 1

### Lesson 8, exercise 4, p. 21

#### HEALTHY LIFESTYLE

There are six simple ways for your family to lead a healthy lifestyle.

##### 1. Get active each day.

Regular physical activity is important for the healthy growth, development and well-being of children and young people. They should get at least 60 minutes of physical activity every day and include activities that strengthen muscles and bones on at least 3 days of the week.

##### 2. Choose water as a drink.

Eat a whole fruit, rather than drink fruit juices that have a lot of sugar.

##### 3. Eat more fruit and vegetables.

Eating fruit and vegetables every day helps reduce the risk of many chronic diseases. Try to eat two serves of fruit and five serves of vegetables every day. Have fresh fruit as a snack and try to include fruit and vegies in every meal.

##### 4. Switch off the screen and get active.

If you spend time watching TV, surfing online or playing computer games, you may become overweight. Children and young people should spend no more than two hours a day on computers.

##### 5. Eat fewer snacks and select healthier alternatives.

Avoid chips, cakes and chocolate.

##### 6. Do not do it.

Avoid bad habits including tobacco, drug and alcohol use. These products can have long-term influence on your health. Tobacco not only smells bad and affects the people around you, but can lead to lung and heart disease. Alcohol and drugs are dangerous for your mind and body.

**Keys:** a) exercising every day, eating plenty of fruit and vegetables, drinking water, reducing time spent on the screen, avoiding bad habits.

b) 1. T; 2. F; 3. F; 4. F; 5. T.

### Lesson 11, exercise 4, p. 27

#### PARENTS AND CHILDREN

Everyone has family conflict. Occasional tension or arguments are a normal part of family life. Common reasons for arguing with your parents are:

- your opinions are different from your parents';
- you don't communicate enough and misunderstand each other;
- you want more independence than they're willing to give you;
- you feel parents treat you like a kid;
- they don't respect your privacy;
- serious changes are happening in the family: separation, divorce, new baby, moving;
- there is much pressure regarding your friends, job, exams, chores, even your personal style.

### Lesson 11, exercise 7, p. 28

Your annoying brother or sister knows exactly how to make you angry. Things that can make these conflicts harder to deal with are:



- differences in age;
- jealousy;
- feeling like you're not good enough;
- lack of space;
- step-brothers, step-sisters or step-families;
- competitiveness over study, sport or other achievements.

### Lesson 14, exercise 6, p. 34

#### Effective Communication

Open, honest communication should be a part of every good relationship. Use the advice below to improve your communication.

**Find the right time.** If something is bothering you, and you would like to have a conversation about it, it can be helpful to find the right time to talk. Try to find a time when both you and the other person are calm and not stressed.

**Talk face to face.** Avoid talking about serious problems in writing. Text messages, letters and emails can be misunderstood. You may write down your thoughts ahead of time and read them out loud to your partner.

**Do not attack.** Using "you" can sound like you're attacking, which will make your friend/parent angry. Instead, try using "I" or "we."

**Be honest.** Agree to be honest. Sometimes the truth hurts, but it's the key to a healthy relationship. Admit that you aren't always perfect and apologize when you make a mistake. You will feel better and it will help to develop your relationship.

**Check your body language.** Let your partner know you're really listening to them: sit up, face them and make eye contact when speaking. Don't take a phone call, text or play a video game when you're talking. Show your partner you respect them by listening and answering.

**Use the 48 hour rule.** If your partner does something that makes you angry, you need to tell them about it. But you don't have to do it immediately. If you're still angry 48 hours later, say something. If not, forget about it.

### Self-Assessment Module 1, p. 37

#### Task 1

#### Listening

#### Exercise 1

1. *Mother:* Can you help me to get dinner ready, Mike? I know you have some work to do, but you'll have time to do it later.

*Son:* But there is a program on TV later that I want to watch.

*Mother:* Well, I need your help. You will have time to do your homework later, and you can record the program.

*Son:* All right. I can watch the program tomorrow.

2. *Girl:* What are you doing in the summer, Mike? Are you working at the restaurant again?

*Boy:* I am not sure. I'd like to do something else.

*Girl:* You may try to work in a supermarket.

*Boy:* Yes, maybe. But I don't think I want to do that. I think I'll ask if they have anything in the swimming pool. I'd like to work there.

3. *Girl:* Hi, Nick. Did you have a good day yesterday? Did you have a football match?

*Boy:* Yes, but we lost, so we all felt sad.

*Girl:* I went shopping with Monika. We really enjoyed ourselves. But I know you don't like shopping.

*Boy:* Well, actually I spent Saturday afternoon looking for a birthday present for my sister, and I had a great time in the bookshops. I got her a great book. Then I went to the cinema, but I didn't like the film.

**Keys:** 1. B; 2. C; 3. B.

### UNIT 2

#### Lesson 17, exercise 6, p. 44

#### FOOD

Fast food is cheap and convenient. Besides, it is quick and easy to get. But if people eat too much of it, they will live a lot shorter than if they eat usual food. In many cases fast food has lots of carbohydrates, sugar, unhealthy fats. These foods are almost always high in calories but offer little in the way of nutrition. They are filled with fats and chemicals. For example, 100 g of French fries contains 312 calories. In one hamburger there are 540 calories. 500 ml of milkshake contain 670 calories and about 150 grams of sugar. So when you often eat fast food, it can lead to bad health outcomes. You can put on much weight, increase risk of different diseases, for example heart diseases. You may also have problems with your memory. Recent research shows that eating fast food may cause a higher rate of depression. One study indicated that people who ate fast food were 51 percent more likely to develop depression than those who didn't.

**Keys:** a) 1. T; 2. T; 3. F; 4. T.  
b) 1. A; 2. C; 3. D; 4. B; 5. A.

#### Lesson 20, exercise 3, p. 49

#### SALAD RECIPE

##### The dressing includes:

- 6 tablespoons of olive oil
- 1 tablespoon of fresh lemon juice
- 1 tablespoon of vinegar
- 2 minced garlic cloves
- 1 teaspoon of oregano

##### Directions:

- Tear lettuce into pieces.
- Take three large tomatoes, 1 cucumber, 1 small green pepper and cut them all into pieces.
- Cut one red onion into thin rings.
- Cut 100 g of feta cheese into cubes.
- Whisk dressing ingredients together until blended.

Season to taste.  
 Combine all salad ingredients, except cheese, in a large bowl.  
 Toss with dressing.  
 Sprinkle cheese over and serve.

## Lesson 23, exercise 4, p. 56

### Pasta

There are more than 600 pasta shapes produced worldwide.

In the 13th century the Pope set quality standards for pasta.

The average person in Italy eats more than 23 kilos of pasta every year. The average person in North America eats about 7 kilos per year.

Most Italians eat pasta at least once a day, but that does not mean that they eat the same thing every day as there are different toppings and sauces.

### Pizza

Pizza was invented in Naples during the 18th century. It used to be a food for the poor. It was originally a dry and flat bread. In 1889 Queen Margherita of Italy tried it during her tour around her country. It became her favourite food so she wanted her chef to make other types of pizza for her. And he decided to make one with three colours of their country flag: white, red and green. And he used cheese for white, tomato for red and basil for green. It was named "Pizza Margherita" — the Queen's name.

**Keys:** a) 1. 600; 2. 13; 3. 23; 4. 7; 5. 18; 6. bread; 7. 1889; 8. cheese; 9. tomato.  
 b) 1. T; 2. F; 3. F; 4. F; 5. F.

## Self-Assessment Module 2

### Part 1

#### Listening, p. 58

1. What do we need for this sauce? Paul can get it for me. Let me see... onions, tomatoes, one red pepper, mushrooms and two carrots. So what have I got? Onions... I've always got those... I've got mushrooms... oh dear... no carrots. Paul, could you go to the shop for me, please?

2. — Have we got any fruit to take on a picnic? There were some bananas and pears.

— Here are the pears. Oh, the bananas have all gone. What about taking some peaches and grapes as well?

— OK. Let's take the grapes. That'll be enough.

3. *Man:* These onions are lovely. How did you cook them? They are not fried?  
 They must be baked or grilled.

*Woman:* I've never heard of grilled onions!

*Man:* Maybe you boiled them?

*Woman:* I just put them in the oven. It's the best way.

**Keys:** 1. A; 2. C; 3. C.

### UNIT 3

#### Lesson 31, exercise 5, p. 73

The Academy Awards, casually called the Oscars, is a formal ceremony to honor the best achievements in filmmaking from the previous year. The Academy has about 7,000 members who are involved in all aspects of making films. The Academy Awards were first held in 1929. In 1939 the Academy decided to officially name the statuette Oscar. In 2000, the Oscar statuettes were stolen out of their delivery truck. They were later found in the garbage. Every year since, the Academy has had an extra set made — just in case. They weigh as much as a newborn so it is not easy for winners to hold them. In 1998 the blockbuster epic *Titanic* won 11 categories though it was nominated for 14. It tells the tragic story of the passenger ship that sank on its voyage in 1912. Only three films have ever won all five of the most important awards — Best Picture, Director, Actor, Actress, and Screenplay. Walt Disney was awarded 26 Oscars — more than any other person.

- Keys:**
- a) 1. F; 2. T; 3. F; 4. F.
  - b) 1. A; 2. B; 3. A; 4. D; 5. C; 6. C.

#### Lesson 32, exercise 3, p. 74

##### SAFE INTERNET

**Be your own person.** Don't let friends or strangers pressure you to be someone you aren't.

**Be nice online.** Or at least treat people the way you'd want to be treated. People who are aggressive online are at greater risk of being bullied themselves. If someone's mean to you, try not to react and talk to a trusted adult or a friend who can help.

**Think about what you post.** Sharing provocative photos or intimate details online, even in private emails, can cause you problems later on. Even people you consider friends can use this info against you, especially if they become ex-friends.

**Don't show your passwords to anybody.** Don't share your password even with friends. It's hard to imagine, but friendships may change. Pick a password you can remember but no one else can guess. One trick: Create a sentence like "I graduated from King School in 15" for the password "IgfKS15."

**Avoid in-person meetings.** The only way someone can physically harm you is if you're both in the same location, so — to be 100% safe — don't meet them in person.

**Don't measure your own life on the basis what others post.** People typically post happy photos and stories online and don't usually share their boring or sad moments or unflattering photos. Don't assume that others have better lives than you do, based on what they post.

**Be smart when using a smartphone.** Be careful who you give your number and how you use GPS and other technologies that can show your physical location. Be sure to secure your phone with a PIN, password, fingerprint or facial recognition.

## UNIT 4

### Lesson 35, exercise 3, p. 80

#### THEATRE

*Susie:* I can't believe I'm going to get to see my favourite actor in a play. I want seats in the stalls!

*David:* I'm looking at the seating plan right now and all seats in the stalls are taken. There are still some on the balcony.

*Susie:* All right. The balcony will give us a good view of the play.

*David:* Wait one second. I see two seats in the second row still available for the matinee performance.

*Susie:* That's great! We'll take those.

**Key:** 1. F; 2. F; 3. F; 4. T.

#### Self-Assessment Module 4

##### Task 1

#### Listening, p. 92

As you know we have tickets to the centre's two theatres and the concert hall. The shows begin at half past seven, but we'll leave early so that you can spend time looking round the Arts Centre.

Let me tell you what you can do there. In the Art gallery there is the exhibition of history of ballet. It has dresses and shoes which famous dancers wore. There are also photos of famous performances.

There are also some interesting exhibitions that you can see. On the ground floor you can see children's paintings that won a competition.

If you want to eat before the show, there is a restaurant with special three-course dinner.

After the show the bus will pick us up at twenty past ten. The two plays will finish at around 10.10. I'm afraid concert goers will have to wait as the concert finishes earlier, at ten to ten.

**Keys:** 1. A; 2. C; 3. C; 4. A; 5. A.

## UNIT 5

### Lesson 45, exercise 7, p. 100

#### THE POPULATION OF UKRAINE

Ukraine's population has been shrinking, and that's a fact. Today we are talking about 42.5 million Ukrainians, while by 2050, the demographers say the population will drop to 35-37 million people. One of the reasons for this reduction is considered to be emigration. According to the official information of the State Statistics Service, Ukraine has a positive balance of migration (from January to July more than 192,000 left Ukraine and more than 195,000 arrived). However, the experts are skeptical about the objectivity of these data. "Our state statistics, usually, take a better account of those who arrive than those who leave. Moreover, people often fail to even report on their departure," says CEDOS analyst Oleksandr Slobodyan. The experts are convinced that for Ukraine, labor migration is a stable process that reflects the phenomena that have long prevailed in Ukraine: lack of good jobs, insufficient wages, etc.

The second factor of a significant reduction in the number of Ukrainians is the natural decline in the population (people die much more often than they are born). From January to July 2017, just over 209,000 babies were born, while more than 340,000 people died (the data are provided without taking into account the territory of the temporarily occupied Crimea and Donbas). The very birth rate is getting lower every year (in the same period last year, there were 227,000 newborns reported) and, according to demographers, this trend will prevail.

It is worth noting that in matters of making children, Ukrainians tend to focus on European models. Back in the 1990s, many young people reconsidered their vision of the number of children in a family. Pairs wanted to have fewer children only to be able to provide their kids with a better start in financial terms. Among other things, there is a tendency in Ukraine toward the increase in the age of mothers giving birth for the first time. Modern women try first to get education, assert themselves in their profession, and only then to realize themselves as mothers. Of course, compared to European countries, where women give birth at an average age of 31, Ukrainian mothers are still below on this scale with just an average age of 27 years. But it is likely that the age of childbearing in Ukraine will continue to increase. "After all, Ukrainian women are attached to the family. Creating a family and giving birth to a child is one of their main values," Aksyonova said. By the way, the migration factor also affects the birth rate. "In any case, people planning to move, even just for education purposes with the view to return, postpone their childbearing plans for a later period," the demographer notes.

In fact, a lot of factors affect the decision of a typical Ukrainian couple to make children, postpone the issue to more favorable times, or not to make kids at all. Economic and political instability, the housing problem, infrastructure issues, as well as difficulties in finding a place for a child in a kindergarten and school — all these factors repel the plans for procreation.

It is a pity, but the Ukrainian population is declining with the every next year. The process started in 1990 and it is also connected with the high level of death and low level of birth in the country, bad ecology, difficult economic situation in the country and other factors. Statistics says that Ukrainian population is reduced by 150 000 people every year.

## UNIT 6

### Lesson 56, exercise 4, p. 118

#### LITERACY OF POPULATION

Thanks to Harry Potter British teenagers read more! And fantasy continues to be their favourite. Many girls love books by Stephenie Meyer who writes about a young girl who has fallen in love with a vampire. Some teens prefer more realistic stories that show their real lives — bullying, friendship, and drugs.

The Internet has also added to the new boom in teenage reading. It has become more interactive. Many writers have created personal websites where they answer readers' questions. Before Stephenie Meyer's book became a film, she asked fans to write her the names of the actors who could play the main roles.

"If anyone does not like reading, it is because they haven't found the right book yet", librarians say.



## Lesson 57, exercise 4, p. 119

### AGE STRUCTURE

The population of the UK is 66,155,235.

The average age is 40.

Men usually live 78 years, women — 80.

2273 babies are born every day.

1652 people die every day.

510 immigrants come to the UK every day.

There are 13000 people over 100.

In 2037 there will be over 70 million people living in the UK.

The average age of all citizens will be 43.

Almost every family will have 2 children.

There will be about 111,000 people aged 100 and over.

Every fourth citizen will be over 65.

## UNIT 7

### Lesson 61, exercise 2, p. 130

#### ETON COLLEGE

Perhaps the most famous public school in the UK is Eton. It is located near Windsor. It was founded in 1440 by English king Henry the Sixth.

Entrance to Eton is competitive, based on a test at the age of 11 and a Common Entrance exam at 13. Academic standards are very high. The academic year starts at the end of September and has three terms. The year finishes with the exams in early June. Short courses are run at the college after the boys have left for their summer holidays. There are no girls at Eton (many other boys' public schools in the UK accept some girls in the upper school, after age 16). Boys leave the school at the age of 18 — many go on to study at top universities such as Oxford and Cambridge.

### Lesson 64, exercise 6, p. 140

#### SCHOOLING IN THE USA

At elementary and secondary levels, students usually attend a public school close to their home. If you have a preference for a particular public school or school district, it's usually necessary to buy or rent a property in that area. It's quite normal for Americans to ask an estate agent to find them a home in a particular school district. All schools prefer children to start at the beginning of a new term (semester), although this isn't necessary.

Many towns provide transport to school (buses), although it may be provided for certain schools or ages only, and may depend on the travelling distance to school, e.g. there may be bussing only when the distance from home to school is over 2 or 2.5 miles (3 to 5.5 km).

School vacation dates are published by schools well in advance, thus allowing parents plenty of time to schedule family holidays during official school holiday periods. Normally parents aren't permitted to withdraw children from classes, except for visits to a doctor or dentist, when the teacher should be informed in advance whenever possible. If you wish to take a child out of school during classes, you must obtain permission from the principal which is rarely given.

**Keys:** 1, 3, 4, 5.

### Lesson 66, exercise 4, p. 144

#### SCHOOL RULES

1. All students must be at school by 8.45 a. m. Latecomers must report to the Attendance Office before going to class. The student will only be admitted to class by the teacher upon presentation of a "Late Pass" from the Attendance Officer.

2. Students are required to attend all classes and remain in the school grounds. No student may leave the school grounds during interval or lunch without prior permission. When leaving school during classes to attend dental/medical or similar appointments, the students must sign in and out at the Attendance Office or to see a Dean.

3. Parents, please consider carefully the effect on learning and the consequences of asking for leave during school time. The process of applying for leave is for parents/guardians to write to the Headmaster well in advance, notifying dates and the reason for absence. Each application is considered at first by the student's teachers and Deans, and then by the Headmaster.

If you know your son is going to be absent for any reason please call the Attendance Office and leave a message with student's name, form, contact number and reason for the absence. After an absence from school a student must bring, on the day of return, a note signed by his parents/guardian, stating the reason for the absence and take it to the Attendance Officer. In the event of the absence exceeding 2 days, the school should be informed why the student is absent from school.

**Keys:** b) 1. a; 2. a; 3. d; 4. c; 5. b.

#### Self-Assessment Module 7

##### Part 1

##### Listening, p. 146

*Gary:* Mum, next month all the people in our class will spend at work. It will help us understand what we want to do after school. Could I come to work with you?..

*Mother:* Do you think that's a good idea? I'm so busy I wouldn't have time to show you anything. And it's not really very exciting. Let's think of somewhere else you could go.

*Gary:* But I hear so much about your office.

*Mother:* But you don't want to be a manager. You've always said you want to do something different.

*Gary:* But I might want to be a manager. I want to find out about lots of different jobs and then I'll decide what I'm going to do after school.

*Mother:* What are all your friends going to do during this special week? Are they all going to work with their mums or dads?

*Gary:* Most of them want to work with children in a primary school for a week, but they already know what that's like. I think it's better to try something you don't know anything about.

*Mother:* Well, I'm not very happy about it. But if it's what you really want, I'll do it.

**Key:** 1. T; 2. T; 3. T; 4. F; 5. T.

## UNIT 8

### Lesson 77, exercise 4, p. 161

#### CHOOSING A JOB

I've always been interested in tourism, so when I left school, I took a course at London University. People from all over Europe come to study at it, because the qualification you get is accepted in many other European countries.

I didn't get the job I wanted immediately. Then I saw an advertisement for a company and applied. I didn't actually need my qualification to apply, but you had to have experience of travelling in Europe. I had been around France, Germany, England and Poland in the holidays.

My first year was as tour guide, working under a tour manager. This year I'm a tour manager.

We do everything, including organizing excursions and parties. It's great fun, but it's hard work — it's never a holiday for us!

**Keys:** 1. T; 2. T; 3. T; 4. F; 5. T.

# GRAMMAR REFERENCE

## ДОКОНАНІ ЧАСИ (PERFECT TENSES)

### Теперішній доконаний час (Present Perfect Tense)

**Present Perfect** вживається, щоб показати, що дія щойно відбулася.

На час дії вказують такі обставинні слова як: **lately** — нещодавно; **since** — відтоді; **already** — вже; **just** — щойно; **never** — ніколи; **ever** — коли-небудь; **yet** — ще, вже; **this week/month/year**.

Стверджувальна форма **Present Perfect** утворюється за допомогою допоміжного дієслова **have** або **has** і III форми дієслова (**Past Participle**).

**Has** вживається з третьою особою однини. Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яку потрібно запам'ятати.

*Напр.:* I have just opened the window. *Я щойно відчинив вікно.*

He has just opened the window. *Він щойно відчинив вікно.*

Питальна форма **Present Perfect** утворюється за загальним правилом: допоміжне дієслово (**have** або **has**) ставиться перед підметом.

*Напр.:* — Have you opened the window?

— Yes, I have./No, I have not (haven't).

Why have you not told me about him?

Why haven't you put on your cap?

Заперечна форма **Present Perfect** утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**have** або **has**).

*Напр.:* I have not (haven't) opened the window.

He has not (hasn't) opened the window.

Пасивний стан теперішнього доконаного часу (**the Present Perfect Passive**) утворюється за допомогою допоміжних дієслів **have/has been** та III форми дієслова (**Past Participle**).

*Напр.:* The book has been read. *Книжка прочитана.*

У питальній формі перше допоміжне дієслово (**have/has**) ставиться перед підметом.

*Напр.:* Has the book been read? *Книжка прочитана?*

У заперечній формі частка **not** ставиться після першого допоміжного дієслова (**have/has**).

*Напр.:* The book has not been read. *Книжка не прочитана.*

### Минулий доконаний час (Past Perfect Tense)

**Past Perfect** вживається, щоб показати, що дія 1) відбулася раніше за іншу минулу дію або 2) вже закінчилася до певного моменту в минулому.

На час дії вказують такі обставинні словосполучення, як: **by two o'clock**, **by that time**, **by June**.

Стверджувальна форма **Past Perfect** утворюється за допомогою допоміжного дієслова **had** і III форми дієслова (**Past Participle**).

Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливі форми, які подаються в таблиці неправильних дієслів.

*Напр.:* Yesterday we discussed the film which we had seen some days before.  
*Учора ми обговорили фільм, який переглядали кілька днів тому.*  
 I had cooked dinner by three o'clock.  
*Я приготувала обід до третьої години.*

Питальна форма **Past Perfect** утворюється за загальним правилом: допоміжне дієслово **had** ставиться перед підметом.

*Напр.:* — Had you seen the film?  
 — Yes, I had.  
 — No, I had not (hadn't).

Заперечна форма **Past Perfect** утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова **had**.

*Напр.:* I had not seen the film.

**The Past Perfect Continuous** позначає тривалу дію, яка почалася до іншої дії в минулому.

**The Past Perfect Continuous** утворюється за допомогою допоміжних дієслів **had been** та закінчення **-ing** до основного дієслова.

*Напр.:* I had been working before he came.

**The Past Perfect Continuous** позначає тривалу дію, яка почалася до іншої дії в минулому.

**The Past Perfect Continuous** утворюється за допомогою допоміжних дієслів **had been** та закінчення **-ing** до основного дієслова.

*Напр.:* I had been working before he came.

### Інфінітив (The Infinitive)

Інфінітивом називається така незмінювана форма дієслова, яка називаючи дію або стан, не вказує на особу, число і спосіб. Інфінітив не виражає часу дії (теперішнього, минулого чи майбутнього), а лише вказує на співвіднесеність у часі з дією, вираженою дієсловом-присудком в особовій формі.

Граматичною ознакою інфінітива в англійській мові є частка **to**, але в багатьох випадках неозначена форма дієслова вживається без частки **to**.

Заперечна форма інфінітива утворюється за допомогою частки **not**, що ставиться перед інфінітивом:

*Напр.:* The doctor told me not to go out for a week.  
*Лікар сказав мені не виходити з дому протягом тижня.*

В англійській мові розрізняють такі форми інфінітива:

The Simple Infinitive	to ask
The Continous Infinitive	to be asked
The Perfect Infinitive	to have asked

### Інфінітив у пасивному стані (Passive Infinitive)

Після деяких дієслів може вживатись інфінітив у пасивному стані, якщо він виражає дію, що виконується над кимось або чимось.

*Напр.:* I asked **to be helped** with my homework.  
We all want **to be understood** correctly.  
I don't like driving myself. I **prefer to be driven**.

Такими дієсловами є: **to agree, ask, attempt, decide, expect, hate, hope, learn, like, love, need, plan, prefer, promise, refuse, remember, try, want, would like, would love, would prefer** та ін.

### Verbs Taking 'to' + Infinitive

Після деяких дієслів вживається **to** + інфінітив.

*Напр.:* I decided to help my classmate with his homework.  
We all wanted to have more English classes per week.

- Такими дієсловами є: **to agree, arrange, attempt, choose, decide, expect, fail, forget, hate, help, hope, intend, learn, like, love, manage, mean, plan, prefer, promise, refuse, remember, tend, try, want, would like, would love**.
- Після дієслів **to make, to let**, а також після модальних дієслів **can, may, must** інфінітив уживається без частки **to**.

*Напр.:* The teacher let us rewrite the test.  
Mother made me repeat the poem again.  
You may go home.

Після деяких дієслів вживається іменник / займенник (me/you/her/him/it/us/them)+ **to** + інфінітив.

*Напр.:* She asked **him to help** her with the homework.  
He wanted **his friends to come** to his party.

- Такими дієсловами є: **to advise, allow, ask, encourage, expect, force, invite, order, prefer, promise, remind, teach, tell, want, would like**
- Після дієслів **to make, to let, to see, to hear** інфінітив уживається без частки **to**.

*Напр.:* The teacher let us rewrite the test.  
Mother made me repeat the poem again.  
I heard him cry.

### Складносурядне речення (The Compound Sentence)

Складносурядне речення складається з двох або більше не підпорядкованих одне одному речень. В англійській мові вони називаються **clauses** і об'єднуються в складносурядне речення за допомогою сполучників сурядності:

*Напр.:* It was a warm soft evening in spring, and there were many persons in the streets.  
*Був теплий лагідний весняний вечір, і на вулицях було багато людей.*



### Складнопідрядне речення (The Complex Sentence)

Складнопідрядне речення складається з головного речення (**the principal clause**) й одного або кількох підрядних (**subordinate clauses**). Підрядні речення граматично залежать від головного, виконуючи в ньому функцію одного з членів речення. Залежно від цього вони поділяються на підметові, присудкові, додаткові, означальні й обставинні.

### УМОВНІ РЕЧЕННЯ (CONDITIONAL SENTENCES)

#### First Conditional/Conditional I

**First Conditional/Conditional I** виражає реальну умову, що зумовлює можливий результат стосовно теперішнього або майбутнього часу. У підрядному реченні умови дієслово-присудок уживається у **Present Simple**, а дієслово-присудок головного речення — у **Future Simple**.

*Напр.:* If I **work** hard, I **will pass** my exams.

*Якщо я буду наполегливо працювати, я складу екзамени.*

Іноді головне речення може бути спонукальним, тоді дієслово в такому реченні вживається в наказовому способі.

*Напр.:* If I am late, wait for me, please.

*Якщо я запізнюся, зачекай мене, будь ласка.*

#### Second Conditional/Conditional II

**Second Conditional/Conditional II** виражає нереальну умову, що зумовлює малоімовірний результат стосовно теперішнього або майбутнього часу. У підрядному реченні умови другого типу дієслово-присудок завжди вживається у формі **Past Simple**, а в головному реченні дієслово-присудок стоїть у формі **Future in the Past**.

*Напр.:* If I **had** money, I **would buy** a car.

*Якби я мав гроші, я купив би автомобіль.*

#### Непряма мова (Indirect Speech)

Нерідко чужу мову доводиться передавати від себе, переважно підрядним додатковим реченням зі сполучником **that** або без нього. Це непряма мова (**Reported Speech** або **Indirect Speech**).

*Напр.:* He said, 'I'm busy.' — He said that he was busy.

При перетворенні прямої мови на непряму час дієслова змінюється відповідно до правил узгодження часів.

### Узгодження часів (Sequence of Tenses)

Час, якого вимагає зміст і ситуація	Present Simple	Present Continuous	Present Perfect	Past Simple	Past Continuous	Past Perfect	Future Simple
Час, що фактично вживається в підрядному реченні	Past Simple	Past Continuous	Past Perfect	Past Perfect (or Past Simple (informal))	Past Perfect Continuous	Past Perfect	Future in-the-Past

Питальні речення в непрямій мові називають непрямыми запитаннями (**Reported Questions**). Непрямі запитання мають структуру розповідного речення: у них прямий порядок слів. При перетворенні прямої мови на непряму час дієслова змінюється відповідно до правил узгодження часів.

*Напр.:* 'Do you have a pen?' he asked me. — He asked me if I had a pen.  
'Where have you been?' he asked her. — He asked her where she had been.

При перетворенні в непряму мову наказових речень та прохань дієслово прямої мови замінюється інфінітивом. У заперечній формі перед інфінітивом ставиться частка **not**.

*Напр.:* I said to her, 'Don't go out.' — I asked her not to go out.  
'Wait for me,' he said. — He asked to wait for him.

### May/might для вираження ймовірності (May/might for Likelihood)

В англійській мові дієслова **may** та **might** означають припущення з відтінком невпевненості.

*Напр.:* He may work in a restaurant. *Можливо, він працює в ресторані.*  
She might dine out. *Можливо, вона обідатиме не вдома.*

**May** часто вживається в офіційних ситуаціях, **might** — у неофіційних.

Заперечна форма утворюється за допомогою заперечної частки **NOT** після **may/might**.

*Напр.:* I might not go to the party tonight. *Можливо, я не піду на вечірку сьогодні ввечері.*

### Прийменники часу (Prepositions of Time)

#### during, for, since, throughout, till, until, as soon as, when

**During** вживається тоді, коли хочемо сказати, *коли* щось трапилось;  
**for** — щоб сказати, як *довго* це тривало.

*Наприклад:* The artist lived in France *during* the summer.

He was there *for* two months.

It rained *during* the night for two hours.

**Since** означає з певного часу.

*Наприклад:* It has been raining *since* morning.

The artist has been living here *since* 2004.

У такому випадку ми зазвичай вживаємо присудок у **Present Perfect Continuous** (чи **Present Perfect**, якщо дієслово не вживається в формі **Continuous**).

**Throughout** означає *впродовж*.

*throughout* the week — упродовж тижня

*Наприклад:* It rained *throughout* the night. *Дощ ішов усю ніч* (безупинно).

He worked hard *throughout* his life. — *Усе своє життя він багато працював*.

Ми використовуємо **throughout** майже в тому ж значенні, що й **during**. Різниця, однак, полягає в тому, що **throughout** означає впродовж усього періоду, а **during** — під час.

*Наприклад:* Mark went skiing several times *during* the winter.

Можливо, Марк катався на лижах на початку зими — ми не знаємо.

Mark went skiing several times *throughout* the winter.

Марк регулярно катався на лижах кілька разів впродовж зими.

**When** означає *коли*.

**As soon as** означає *щойно*.

**Till / Until** означають *поки*.

Після **when, as soon as, till/until** ми не вживаємо майбутніх часів. Зазвичай після них вживаємо **Present Simple**.

*Наприклад:*

I'll phone you *when* I get on the train. *Я зателефоную тобі, коли сяду в потяг*.

He will go *as soon as* he writes the test. *Він поїде, щойно напише тест*.

I'll wait with you *till/until* the bus comes. *Я зачекаю з тобою, поки приїде твій автобус*.

## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
be [bi]	was [wəz], were [wə(r)]	been [bi:n]	бути
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	ставати
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	починати(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	(з)ламати
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити, (с)піймати
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [də]	did [dɪd]	done [dʌn]	робити
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	малювати
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	гнати; їхати
eat [i:t]	ate [et]	eaten [i:tn]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feed [fi:d]	fed [fed]	fed [fed]	годувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	битися, боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забувати
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	вибачати, прощати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	замерзати
get [get]	got [gɒt]	got [gɒt]	одержувати
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
go [gəʊ]	went [went]	gone [gɒn]	їти
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
have [həv]	had [həd]	had [həd]	мати
hear [hɪə(r)]	heard [hɪə(r)]	heard [hɪə(r)]	чути
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати(ся)
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	травмувати
keep [ki:p]	kept [kept]	kept [kept]	тримати; зберігати
know [nəʊ]	knew [nju:]	known [nəʊ]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти, покласти
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	вчити (щось), вивчати
	learned [lɜ:nd]	learned [lɜ:nd]	
leave [li:v]	left [left]	left [left]	залишати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
lose [lu:z]	lost [lɒst]	lost [lɒst]	губити

## Irregular Verbs

Infinitive	Past Simple	Past Participle	Translation
make [meɪk]	made [meɪd]	made [meɪd]	робити
mean [mi:n]	meant [ment]	meant [ment]	означати
meet [mi:t]	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
put [pʊt]	put [pʊt]	put [pʊt]	класти, ставити
read [ri:d]	read [ri:d]	read [ri:d]	читати
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	їздити верхи
rise [raɪz]	rose [rəʊz]	risen [raɪzn]	вставати
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	говорити, сказати
see [si:]	saw [sɔ:]	seen [si:n]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати
set [set]	set [set]	set [set]	ставити; установлювати
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти
shave [ʃeɪv]	shaved [ʃeɪvd]	shaven ['ʃeɪvn]	голитися
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	світити; сяяти
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти; влучити
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	спускати(ся); занурюватися
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
speak [spi:k]	spoke [sprəʊk]	spoken ['sprəʊkən]	говорити
spend [spend]	spent [spent]	spent [spent]	витрачати, проводити (час)
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти; знаходитися
steal [sti:l]	stole [stəʊl]	stolen [stəʊlən]	красти
sweep [swi:p]	swept [swept]	swept [swept]	мести
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати, пливти
take [teɪk]	took [tu:k]	taken [teɪkn]	брати
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	розповідати; говорити
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[ˌʌndə'stænd]	[ˌʌndə'stʊd]	[ˌʌndə'stʊd]	
wake [weɪk]	woke [wəʊk]	woken [wəʊkn]	прокидатися;
	waked [wəʊkd]	waked [wəʊkd]	будити
wear [weə(r)]	wore [wɔ:(r)]	worn [wɔ:n]	носити (одяг)
win [wɪn]	won [wʌn]	won [wʌn]	вигравати
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писати

# ENGLISH-UKRAINIAN DICTIONARY

## REVISION

- access** ['ækses] доступ  
**annual** ['ænjuəl] щорічний  
**beverage** ['bevərɪdʒ] напій  
**boredom** ['bɔ:dəm] нудьга  
**chief** [tʃi:f] головний  
**curiosity** [kjuəri'bsəti] допитливість  
**dairy** ['deəri] молочні продукти  
**destination** [,destɪ'neɪʃn] місце призначення  
**devoted** [dɪ'vəʊtɪd] відданий  
**disaster** [dɪ'zɑ:stə(r)] катастрофа  
**download** [,daʊn'ləʊd] завантажувати  
**editor** ['edɪtə(r)] редактор  
**embarrassing** [ɪm'bærəsɪŋ] щобентежить  
**embarrassment** [ɪm'bærəsmənt] зніяковілість, збентеження  
**equipment** ['ekwɪpmənt] обладнання  
**flax** [flæks] льон  
**gossip** ['gɒsɪp] чутка  
**hub** [hʌb] центр діяльності  
**mining** ['maɪnɪŋ] гірничодобувний  
**newsagent's** ['nju:zeɪdʒənts] газетний кіоск  
**provide** [prə'vaɪd] забезпечувати  
**railroad** ['reɪlrəʊd] залізниця  
**secular** ['sekjələ(r)] світський  
**setting** ['setɪŋ] місце дії  
**staff** [stɑ:f] персонал  
**steel** [sti:l] сталь  
**vehicle** ['vi:əkl] транспортний засіб
- be accused** — бути звинуваченим  
**consumer goods** — товари споживчого призначення  
**household utensils** — домашнє начиння

## UNIT 1

### LIFESTYLE

- adult** ['ædʌlt] дорослий  
**affect** [ə'fekt] впливати  
**appreciative** [ə'pri:ʃətɪv] вдячний  
**argument** ['ɑ:gjumənt] дискусія  
**avoiding** [ə'vɔɪdɪŋ] уникнення  
**behave** [bɪ'heɪv] поводитися  
**bite** [baɪt] кусати  
**brief** [brɪ:f] короткий  
**commercial** [kə'mɜ:ʃl] комерційна реклама (*по радіо або телебаченню*)  
**competitiveness** [kəm'petətɪvnəs] дух суперництва  
**conclusion** [kən'klu:ʒn] висновок  
**consider** [kən'sɪdə(r)] вважати  
**dating** ['deɪtɪŋ] знайомство  
**determine** [dɪ'tɜ:mɪn] визначати, встановлювати  
**generation** [dʒenə'reɪʃn] покоління  
**grade** [greɪd] оцінка (у школі)  
**grateful** ['greɪtfl] вдячний  
**improve** [ɪm'pru:v] покращувати  
**include** [ɪn'klu:d] містити  
**influence** ['ɪnfluəns] впливати  
**interaction** [,ɪntər'ækʃn] взаємодія  
**jealousy** ['dʒeləsi] ревності, заздрість  
**join** [dʒɔɪn] приєднуватися  
**mature** [mə'tʃuə(r)] зрілий  
**muscle** ['mʌsl] м'яз  
**occasional** [ə'keɪʒənl] нечастий, випадковий  
**opinion** [ə'pɪnjən] думка  
**opportunity** [ˌɒpə'tju:nəti] можливість, нагода  
**prefer** [prɪ'fɜ:(r)] надавати перевагу  
**pressure** [preʃə(r)] тиск  
**privacy** ['prɪvəsi] приватність  
**reflect** [rɪ'flekt] відображати  
**relationship** [rɪ'leɪʃnʃɪp] стосунок  
**respect** [rɪ'spekt] поважати



**statement** ['stɜːtmənt] твердження  
**suitable** ['suːtəbl] підходящий, відпо-  
відний  
**tension** ['tenʃn] напруга, напруженість  
**tolerance** ['tɒlərəns] терпимість  
**well-being** ['wel biːɪŋ] добробут  
**tongue twister** — скоромовка  
**valuable advice** — цінна порада

## UNIT 2

### FOOD

**advantage** [əd'vɑːntɪdʒ] перевага  
**baked** ['beɪkt] печений  
**blueberry** ['bluːberi] чорниця  
**boiled** [bɔɪld] варений  
**bowl** [bəʊl] миска  
**charities** ['tʃærətɪz] благодійна діяль-  
ність  
**cheerful** ['tʃɪəfl] радісний  
**cuisine** [kwiːziːn] кухня  
**declining** [dɪ'klaɪnɪŋ] який занепадає  
**decrease** [dɪ'kriːs] зменшувати, зни-  
жувати  
**delicious** [dɪ'liʃəs] дуже смачний  
**dressing** ['dresɪŋ] приправа  
**dumpling** ['dʌmplɪŋ] галушка  
**explain** [ɪk'spleɪn] пояснювати  
**fresh** [frefʃ] свіжий  
**fried** [fraɪd] смажений  
**frozen** ['frəʊzn] замерзлий  
**grilled** [grɪld] засмажений на грилі  
**increase** [ɪn'kriːs] збільшувати  
**invent** [ɪn'vent] винаходити  
**lamb** [læm] молода баранина  
**lettuce** ['letɪs] салат-латук  
**low-fat** [ləʊ 'fæt] нежирний, знежирений  
**peach** [piːtʃ] персик  
**pear** [peə(r)] груша  
**pepper** ['pepə(r)] перець  
**poultry** ['pɒʊltri] птиця  
**prawn** [praʊn] креветка  
**quality** ['kwɒləti] якість

**raspberry** ['rɑːzbəri] малина  
**raw** [rɔː] сирий  
**ready-made** [ˌredi 'meɪd] готовий  
**recipe** ['resəpi] рецепт  
**remain** [rɪ'meɪn] залишатися  
**require** [rɪ'kwaɪə(r)] потребувати, ви-  
магати  
**roast** [rəʊst] смажений  
**salmon** ['sæmən] лосось європейський,  
сьомга  
**satisfied** ['sætɪsfɑɪd] задоволений  
**snack** [snæk] легка закуска  
**spicy** ['speɪsi] приправлений спеціями,  
пряний  
**sprinkle** ['sprɪŋkl] посипати  
**squash** [skwɒʃ] фруктовий сік (з газо-  
ваною водою)  
**steamed** [stiːmd] приготований на пару  
**sticky** ['stɪki] клейкий  
**strict** [strɪkt] точний, строгий  
**supplements** ['sʌplɪmənts] харчові до-  
датки (адитиви)  
**supported** [sə'pɔːtɪd] підтриманий, під-  
кріплений  
**tablespoon** ['teɪblspuːn] столова ложка  
**takeaway** ['teɪkəweɪ] що відпускається  
додому  
**teaspoon** ['tiːspuːn] чайна ложка  
**tinned** [tɪnd] законсервований  
**tip** [tɪp] порада  
**vinegar** ['vɪnɪgə(r)] оцет  
**whisk** [wɪsk] збивати  
  
**garlic clove** — зубок часника  
**olive oil** — оливкова олія  
**skipping breakfast** — пропуск сніданку

## UNIT 3

### MASS MEDIA

**access** ['ækses] доступ  
**advertisement** [əd'veɪtɪsmənt] оголо-  
шення  
**available** [ə'veɪləb] доступний

**believe** [br'i:lv] думати, вважати  
**benefit** ['benɪfɪt] перевага  
**billboard** ['bɪlbɔ:d] дошка для афіш, оголошень  
**broadcast** ['brɔ:dka:st] передавати по телебаченню  
**cast** [kɑ:st] акторський склад  
**channel** ['tʃænl] канал  
**chat** [tʃæt] (невимушена) розмова, бесіда  
**conduct** [kən'dʌkt] поведінка  
**cover** ['kʌvə(r)] обкладинка  
**documentary** [ˌdɒkjʊ'mentri] документальний фільм  
**drawback** ['drɔ:bæk] недолік, вада  
**empty** ['empti] порожній  
**fright** [fraɪt] переляк  
**headphones** ['hedfəʊnz] навушники  
**heart** [hɑ:t] серце  
**highlight** ['haɪlaɪt] основний момент  
**imagine** [ɪ'mædʒɪn] уявляти  
**impression** [ɪm'preʃn] враження  
**intended** [ɪn'tendɪd] задуманий, призначений  
**invention** [ɪn'venʃn] винахід  
**loud** [laʊd] голосний  
**matinee** ['mæti:neɪ] денний спектакль або концерт  
**mystery** ['mɪstri] таємниця  
**offer** ['ɒfə(r)] пропонувати  
**plot** [plɒt] сюжет  
**predictable** [prɪ'dɪktəbl] передбачуваний  
**quiet** ['kwaɪət] тихий  
**script** [skrɪpt] сценарій  
**sequence** ['si:kwəns] послідовність, ряд  
**society** [sə'saɪəti] суспільство  
**sorrow** ['sɒrəʊ] сум, туга  
**switch** [swɪtʃ] перемикачі  
**title** ['taɪtl] назва, заголовок  
**travelogue** ['trævələʊg] фільм про подорожі  
**up-to-date** [ʌp tə 'deɪt] сучасний  
**worth** [wɜ:θ] вартий

**adventure film** — пригодницький фільм  
**animated cartoon** — мультиплікаційний фільм  
**be on** — транслюватися  
**comedy film** — кінокомедія  
**current affairs** — поточні справи  
**deal with** — мати справу з  
**dubbed film** — дубльований фільм  
**favourite programme** — улюблена телепередача  
**feature film** — художній фільм  
**game live** — гра, що транслюється в прямому ефірі  
**horror film** — фільм жахів  
**live broadcast** — пряма трансляція  
**popular science film** — науково-популярний фільм  
**recorded highlights** — записані основні моменти (напр. гри)  
**remote control** — пульт  
**science fiction film** — науково-фантастичний фільм  
**three-dimensional film** — стереофільм  
**thriller film** — бойовик, трилер  
**turn over** — перемикачі канал

## UNIT 4

### ART

**announce** [ə'naʊns] повідомляти, сповіщати  
**appreciate** [ə'pri:ʃiət] цінувати, високо оцінювати  
**approach** [ə'prəʊtʃ] підхід  
**attempt** [ə'tempt] спроба  
**attract** [ə'trækt] приваблювати  
**background** ['bækgraʊnd] задній план  
**betrayal** [brɪ'treɪəl] зрада, зрадництво  
**blood** [blʌd] кров  
**bold** [bəʊld] сміливий, нахабний  
**bottom** ['bɒtəm] низ, нижня частина  
**century** ['sentʃəri] століття  
**challenging** ['tʃælɪndʒɪŋ] який потребує напруження (зусиль)  
**cheer** [tʃɪə(r)] аплодувати  
**contemporary** [kən'tempərəri] сучасний

**destroy** [di'strɔɪ] руйнувати  
**deteriorate** [di'tɪəriəreɪt] погіршуватися, псуватися  
**embody** [ɪm'bɒdi] бути символом (чого-небудь)  
**emergence** [i'mɜ:dʒəns] вихід, поява, виникнення  
**environment** [ɪn'vaɪrənmənt] середовище, оточення  
**erect** [i'rekt] будувати, споруджувати  
**expression** [ɪk'spreʃn] вираз (обличчя)  
**fascinate** [fæ'sineɪt] викликати захват  
**immerse** [ɪ'mɜ:s] поринати, занурюватися  
**inexhaustible** [ɪnɪg'zɔ:stəbl] невичерпний  
**installation** [ɪnstə'leɪʃn] інсталяція  
**intensity** [ɪn'tensəti] інтенсивність, сила, глибина  
**intriguing** [ɪn'tri:ɡɪŋ] захоплюючий, інтригуючий  
**landscape** ['lændskeɪp] ландшафт, пейзаж  
**mankind** [mæn'kaɪnd] людство  
**marriage** ['mæɪdʒ] шлюб  
**masterpiece** ['mɑ:stəpi:s] шедевр  
**noble** ['nəʊbl] шляхетний, благородний  
**observe** [əb'zɜ:v] спостерігати, стежити  
**occupy** ['ɒkjupaɪ] займати (місце, простір)  
**offend** [ə'fend] кривдити, ображати  
**perfection** [pə'fekʃn] удосконалення  
**truly** ['tru:li] правдиво, вірно  
**release** [ri'li:s] звільнити  
**restoration** [restə'reɪʃn] відновлення  
**seabed** ['si:bed] морське дно  
**shadow** ['ʃædəʊ] тінь  
**successful** [sək'sesfl] успішний  
**quality** ['kwɒləti] якість

**engage with** — займатися, брати участь  
**processing photographs** — обробляти фотографії

## UNIT 5

### UKRAINE

**adapt** [ə'dæpt] пристосовуватися  
**approximately** [ə'prɒksɪmətli] приблизно  
**arable** ['ærəbl] орний  
**autonomous** [ɔ:'tɒnəməs] автономний  
**avoid** [ə'vɔɪd] уникати  
**bear** [beə(r)] ведмідь  
**birth** [bɜ:θ] народження  
**border** ['bɔ:də(r)] кордон, межувати  
**circumstance** ['sɜ:kəmstəns] обставина  
**compete** [kəm'pi:t] змагатися, брати участь у змаганні  
**concerning** [kən'sɜ:nɪŋ] щодо, що стосується  
**condition** [kən'dɪʃn] умова  
**constantly** ['kɒnstəntli] постійно, безупинно  
**cover** ['kʌvə(r)] вкривати  
**currency** ['kʌrənsɪ] валюта  
**current** ['kʌrənt] сучасний  
**death** [deθ] смерть  
**density** ['densəti] густина  
**dependency** [di'pendənsɪ] підвладна або залежна країна  
**east** [i:st] схід  
**employer** [ɪm'plɔɪə(r)] роботодавець  
**encourage** [ɪn'kʌrɪdʒ] заохочувати  
**estimate** ['estɪmət] оцінка, попередній підрахунок  
**expect** [ɪk'spekt] очікувати  
**explanation** [ˌeksplə'neɪʃn] пояснення, роз'яснення  
**feathers** ['feðə(r)s] пір'я  
**female** ['fi:meɪl] жінка  
**figures** ['fɪgə(r)s] кількісні дані  
**flexible** ['fleksəbl] гнучкий  
**identity** [aɪ'dentɪti] ідентичність  
**inhabitants** [ɪn'hæbɪtənts] мешканці, населення  
**insect** ['ɪnsekt] комаха  
**invent** [ɪn'vent] винаходити, створювати

**literacy** ['lɪtərəsi] грамотність  
**major** ['meɪdʒə(r)] головний, великий  
**male** [meɪl] чоловік  
**minority** [maɪ'nɒrəti] (етнічна, національна) меншина; меншість  
**mortality** [mɔ:'tæləti] смертність  
**neighbouring** ['neɪbərɪŋ] сусідній  
**north** [nɔ:θ] північ  
**occupy** ['ɒkjupaɪ] займати  
**oxygen** ['ɒksɪdʒən] кисень  
**percent** [pə'sent] відсоток  
**plain** [pleɪn] рівнина  
**plant** [plɑ:nt] рослина  
**plateau** ['plætəʊ] плато  
**produce** [prə'dju:s] створювати  
**rank** [ræŋk] ряд  
**rate** [reɪt] частка, коефіцієнт, інтенсивність  
**receptive** [rɪ'septɪv] сприйнятливий  
**represent** [,reprɪ'zent] зображувати, представляти  
**roots** [ru:ts] коріння  
**scale** [skeɪl] шкала  
**share** [ʃeə(r)] частка  
**significantly** [sɪg'nɪfɪkəntli] істотно, значно  
**situated** ['sɪtʃuətɪd] розташований  
**size** [saɪz] розмір, величина  
**south** [sauθ] південь  
**substitute** ['sʌbstɪtju:t] заміна  
**urban** ['z:bəŋ] міський житель, городянин  
**vote** [vəʊt] голосувати  
**west** [west] захід  
**workforce** ['wɜ:kfɔ:s] робітники

**according to** — згідно з  
**average age** — середній вік  
**be able to** — бути здатним  
**be situated in** — бути розташованим у  
**cope with** — упоратися (з труднощами)  
**make up** — складати  
**median age** — середній вік  
**natural resources** — природні ресурси

**population rate** — чисельність населення  
**sea level** — рівень моря  
**skilled in pottery** — умілий у гончарній справі  
**stretch through** — простягатися через  
**tend to** — бути схильним

## UNIT 6

### UNITED KINGDOM

**allow** [ə'laʊ] дозволяти  
**decrease** [dɪ'kri:s] зменшувати  
**double** ['dʌbl] подвійний  
**drop** [drɒp] крапля  
**elevation** [,elɪ'veɪʃn] підвищення, височина  
**except** [ɪk'sept] крім  
**highlands** ['haɪləndz] гірська місцевість  
**improve** [ɪm'pru:v] покращувати  
**increase** [ɪn'kri:s] зростання  
**independent** [ɪn'dɪpendənt] незалежний  
**injure** ['ɪndʒə(r)] ушкодити, поранити  
**Ireland** ['aɪələnd] Ірландія  
**island** ['aɪlənd] острів  
**knowledge** ['nɒlɪdʒ] знання  
**mild** [maɪld] м'який  
**moderate** ['mɒdərət] помірний  
**multiple** ['mʌltɪpl] множинний, численний  
**precipitation** [prɪ'sɪpɪ'teɪʃn] випадання опадів, опади  
**predecessor** ['pri:dəsesə(r)] попередник  
**project** ['prɒdʒekt] проект, план  
**rarely** ['reəli] рідко, нечасто  
**rural** ['ruərəl] сільський  
**severe** [sɪ'vɪə(r)] суворий  
**tornado** [tɔ:'neɪdəʊ] торнадо, смерч  
**total** ['təʊtl] весь, цілий  
**urban** ['z:bəŋ] міський

**be composed** — складатися з  
**be separated** — бути відокремленим

**damage wheat crops** — пошкоджувати посіви пшениці  
**gradual rise** — поступове зростання  
**large hail** — великий град  
**separated from** — відокремлений від  
**torrential rain** — проливний дощ  
**violent storm** — сильний шторм

## UNIT 7

### SCHOOL LIFE

**ability** [ə'biləti] здатність  
**accomplishment** [ə'kʌmplɪʃmənt] досягнення  
**accuracy** [ˈækjərəsi] старанність  
**addiction** [ə'dɪkʃn] залежність  
**admiration** [ædmə'reɪʃn] захоплення, захват  
**aesthetic** [i:s'θetik] естетичний  
**aid** [eɪd] допомога, підтримка  
**apologize** [ə'pɒlədʒaɪz] вибачатися  
**attend** [ə'tend] відвідувати  
**award** [ə'wɔ:d] нагорода  
**background** ['bækgraʊnd] походження  
**basics** ['beɪsɪks] основи  
**bee** [bi:] бджола  
**beer** [bɪə(r)] пиво  
**beekeeping** ['bi:ki:pɪŋ] бджільництво  
**behaviour** [bi'heɪvɪə(r)] поведінка, вчинки  
**board** [bɔ:d] дошка  
**boast** [bəʊst] вихвалитися  
**campus** ['kæmpəs] кампус, територія коледжу, університету, школи-інтернату  
**charges** [tʃɑ:dʒɪz] витрати  
**Civics** ['sɪvɪks] цивільне право  
**coeducational** [ˌkəʊ edʒu'keɪʃənl] зі спільним навчанням  
**contribution** [ˌkɒntrɪ'bju:ʃn] внесок  
**craft** [krɑ:ft] ремесло  
**cyber-security** ['saɪbəs'kjuəreɪti] кібербезпека  
**deliver** [dɪ'lɪvə(r)] доставляти

**device** [dɪ'vaɪs] пристрій, прилад, механізм  
**discourage** [dɪs'kʌrɪdʒ] відмовляти, знеохочувати  
**diverse** [daɪ'vɜ:s] різний, несхожий  
**education** [ˌedʒu'keɪʃn] освіта  
**elective** [ɪ'lektɪv] факультативна дисципліна (у школі, коледжі)  
**encourage** [ɪn'kʌrɪdʒ] сприяти, підтримувати  
**entrance** ['entrəns] вступ  
**environment** [ɪn'vaɪrənmənt] середовище, оточення  
**equal** ['i:kwəl] рівний  
**equipment** [ɪ'kwɪpmənt] обладнання, оснащення  
**exist** [ɪg'zɪst] існувати, бути  
**experience** [ɪk'spɪəriəns] досвід  
**flood** [flʌd] повінь  
**forbidden** [fə'bɪdn] заборонений  
**free** [fri:] безкоштовний  
**funded** [fʌndɪd] фінансований  
**government** ['gʌvənmənt] уряд  
**grade** [greɪd] оцінка  
**guardian** ['gɑ:diən] опікун  
**harvest** ['hɑ:vɪst] збирати врожай  
**headmaster** [ˌhed'mɑ:stə(r)] директор  
**honey** ['hʌni] мед  
**impact** [ˌɪmpækt] вплив  
**inappropriate** [ɪnə'prəʊpriət] невідповідний, недоречний  
**instruction** [ɪn'strʌkʃn] інструкція  
**introduce** [ɪn'trə'dju:s] впроваджувати  
**invent** [ɪn'vent] винаходити  
**issue** ['ɪʃu:] питання, проблема  
**item** ['aɪtəm] предмет, річ  
**jewellery** ['dʒu:ələri] коштовності  
**kindergarten** ['kɪndəgɑ:tn] дитячий садок  
**knowledge** ['nɒlɪdʒ] знання  
**law** [lɔ:] закон  
**lend** [lend] позичати  
**let** [let] дозволяти  
**majority** [mə'dʒɔrəti] більшість

**mandatory** ['mændətɔ:ri] обов'язковий  
**mark** [mɑ:k] оцінка  
**modest** ['mɒdɪst] стриманий, скромний  
**nap** [næp] дрімати  
**notify** ['nəʊtɪfaɪ] повідомляти  
**offensive** [ə'fensɪv] образливий  
**order** ['ɔ:də(r)] порядок, наказ  
**outline** ['aʊtlaɪn] окреслювати  
**patience** ['peɪʃns] терпіння, терплячість  
**polite** [pə'laɪt] ввічливий, чемний  
**private** ['praɪvət] приватний  
**property** ['prɒpəti] власність  
**provide** [prə'vaɪd] забезпечувати  
**punishment** ['pʌnɪʃmənt] покарання  
**purpose** ['pɜ:pəs] мета, намір  
**rap** [ræp] стукати  
**reflect** [rɪ'flekt] відображати  
**refuse** [rɪ'fju:z] відмовляти  
**remain** [rɪ'meɪn] залишатися  
**respect** [rɪ'spekt] поважати  
**respond** [rɪ'spɒnd] відповідь  
**rule** [ru:l] правило  
**scholarship** ['skɒləʃɪp] стипендія  
**selective** [sɪ'lektɪv] вибіркового  
**skip** [skɪp] пропускати  
**society** [sə'saɪəti] організація  
**stay** [steɪ] залишатися  
**succeed** [sək'si:d] досягати мети  
**tax** [tæks] податок  
**transcript** ['trænskɪpt] розшифровка  
**trouble** ['trʌbl] завдавати клопоту  
**transfer** [træns'fɜ:(r)] переводити (по навчанню)  
**value** ['vælju:] цінувати  
**volunteer** [ˌvɒləntɪə(r)] волонтер  
**wander** ['wɒndə(r)] блукати  
**worry** ['wɒri] хвилюватися  
**yell** [jel] кричати

**cater for** — обслуговувати  
**comprehensive school** — єдина середня школа (у Великій Британії)  
**elementary science** — елементарна наука

**enrol in school** — вступити до школи  
**escape poverty** — уникати бідності  
**natural resources** — природні ресурси  
**non fee-paying** — за який не потрібно платити  
**physical disabilities** — фізичні вади  
**play truant** — прогулювати  
**report card** — таблиць успішності  
**school leavers** — випускники шкіл  
**separate institutions** — окремі навчальні заклади  
**single-sex education** — роздільне навчання  
**tend to** — схилитися до  
**tuition fees** — вартість навчання

## UNIT 8 JOBS

**acceptable** [ək'septəbl] прийнятний, підходящий  
**accountant** [ə'kaʊntənt] бухгалтер  
**acquaintance** [ə'kwentəns] знайомий, знайома  
**activity** [æk'tɪvəti] діяльність  
**adaptable** [ə'dæptəbl] який легко адаптується  
**advertisement** [əd'vɜ:tɪsmənt] оголошення  
**amount** [ə'maʊnt] кількість  
**beforehand** [bɪ'fɔ:hænd] заздалегідь  
**booking** ['bʊkɪŋ] замовлення  
**bookkeeper** ['bʊkki:pə(r)] бухгалтер  
**brave** [breɪv] сміливий  
**breath** [breθ] дихати  
**bug** [bʌg] несправність, недоробка  
**challenging** ['tʃælɪndʒɪŋ] стимулюючий  
**client** ['klaɪənt] клієнт  
**combine** [kəm'baɪn] поєднувати  
**competition** [ˌkɒmpə'tɪʃn] змагання  
**condition** [kən'dɪʃn] умова  
**confident** ['kɒnfɪdənt] упевнений  
**constructor** [kən'strʌktə(r)] конструктор, будівельник



**contain** [kən'tein] містити  
**course** [kɔ:s] курс  
**dangerous** ['deɪndʒərəs] небезпечний  
**destination** [,destɪ'neɪʃn] місце призначення  
**disease** [dɪ'zi:z] хвороба  
**earn** [z:n] заробляти  
**employee** [ɪm'plɔ:ɪ] робітник, службовець  
**entertainer** [entə'teɪnə(r)] артист, конферансьє  
**environment** [ɪn'vaɪənmənt] середовище, оточення  
**error** ['erə(r)] помилка  
**evaluate** [ɪ'vælju:et] оцінювати  
**experience** [ɪk'spɪəriəns] досвід  
**exploring** [ɪk'splɔ:(r)ɪŋ] дослідження  
**extra** ['ekstrə] додатковий  
**failure** ['feɪljə(r)] невдаха  
**firefighter** ['faɪəfɑ:tə(r)] пожежник  
**fresh** [frefʃ] свіжий  
**guide** [gaɪd] гід, екскурсовод  
**hate** [heɪt] ненавидіти  
**hire** ['haɪə(r)] наймати  
**immediately** [ɪ'mi:diətli] негайно  
**impression** [ɪm'preʃn] враження  
**inquisitive** [ɪn'kwɪzətɪv] допитливий, (надто) цікавий  
**involve** [ɪn'vɒlv] містити  
**litter** ['lɪtə(r)] сміття  
**marital** ['mæɪrtl] сімейний, подружній  
**means** [mi:nz] засіб, спосіб  
**mention** ['menʃn] зазначати, згадувати  
**negotiate** [nɪ'ɡəʊʃieɪt] обговорювати умови, домовлятися  
**own** [əʊn] власний  
**passenger** ['pæsɪndʒə(r)] пасажир  
**performance** [pə'fɔ:məns] вистава  
**permanent** ['pɜ:mənənt] постійний  
**persuade** [pə'sweɪd] переконати  
**plumber** ['plʌmə(r)] водопровідник  
**promote** [prə'məʊt] підвищувати (у посаді, ранзі тощо)

**provide** [prə'vaɪd] забезпечувати  
**qualified** ['kwɒlɪfaɪd] кваліфікований  
**quotation** [kwəʊ'teɪʃn] цитата  
**reference** ['refrəns] відгук, рекомендація  
**related** [rɪ'leɪtɪd] пов'язаний  
**relatively** ['relətɪvli] відносно, досить  
**require** [rɪ'kwaɪə(r)] вимагати  
**rewarding** [rɪ'wɔ:dn] який винагороджує  
**safety** ['seɪfti] безпека  
**salary** ['sæləri] платня  
**satisfaction** [,sætɪs'fækʃn] задоволення  
**save** [seɪv] рятувати  
**schedule** ['fedʒu:l] графік, розклад  
**shift** [ʃɪft] зміна  
**success** [sək'ses] успіх  
**temporary** ['tempərəri] тимчасовий робітник  
**term** [tɜ:m] період, термін  
**trouble** ['trʌbl] трудність  
**umbrella** [ʌm'brelə] парасолька

**application form** — заява  
**apply for a job** — подавати заяву про прийом на роботу  
**blue-collar jobs** — «синій комірць», робітник  
**carry out** — виконувати, доводити до кінця  
**coal miner** — шахтар  
**covering letter** — супровідний лист  
**curriculum vitae** — коротка біографія  
**deal with** — мати справу з  
**drop litter** — смітити  
**exhaust fumes** — вихлопні гази  
**guests' room** — кімната для гостей  
**manual job** — робота руками  
**mother tongue** — рідна мова  
**office job** — офісна робота  
**starting salary** — початкова платня  
**white-collar jobs** — конторські посади, робота в установі, «чиста» робота  
**work shifts** — робочі зміни

# CONTENTS

## REVISION

Lesson 1. School Life . . . . .	4
Lesson 2. Library . . . . .	7
Lesson 3. Mass Media (Press) . . . . .	10
Lesson 4. Lifestyle . . . . .	12
Lesson 5 Music . . . . .	14
Lesson 6. Ukraine (Country and People). . . . .	16
Lesson 7. The United Kingdom (Country and People) . . . . .	18

## UNIT 1. Lifestyle

Lesson 8. Healthy Lifestyle . . . . .	20
Lesson 9. Happy & Healthy. <i>Simple Tenses</i> . . . . .	22
Lesson 10. Modern Day Teens . . . . .	25
Lesson 11. Parents and Children . . . . .	27
Lesson 12. Improving Relationship . . . . .	29
Lesson 13. Communication Tools . . . . .	31
Lesson 14. Effective Communication. <i>Word Order in Questions</i> . . . . .	33
Lesson 15. Tolerant Attitude to Others . . . . .	35
Self-Assessment Module 1 . . . . .	37

## UNIT 2. Food

Lesson 16. Healthy Food . . . . .	40
Lesson 17. Junk Food . . . . .	43
Lesson 18. Food for Brain . . . . .	45
Lesson 19. Good Food. <i>May/Might</i> . . . . .	47
Lesson 20. Favourite Recipes . . . . .	49
Lesson 21. Cuisines. . . . .	51
Lesson 22. Eating Out . . . . .	54
Lesson 23. Favourite Dishes <i>Past Tenses</i> . . . . .	56
Self-Assessment Module 2 . . . . .	58

## UNIT 3. Mass Media

Lesson 24. Mass Media . . . . .	60
Lesson 25. Television. . . . .	62
Lesson 26. Types of TV Programmes. <i>Conditional Sentences. Type 1</i> . . . . .	64
Lesson 27. Types of Films. <i>Adjectives Ending in -ed and -ing</i> . . . . .	66
Lesson 28. Types of Films . . . . .	68
Lesson 29. Means of Communication . . . . .	69
Lesson 30. Radio Programmes. <i>Passive Voice</i> . . . . .	70
Lesson 31. Feelings & Emotions . . . . .	72
Lesson 32. Safe Internet . . . . .	74
Self-Assessment Module 3 . . . . .	75

## UNIT 4. Art

Lesson 33. Kinds of Art. . . . .	76
Lesson 34. Kinds of Art . . . . .	79
Lesson 35. Theatre . . . . .	80
Lesson 36. Painting in Great Britain . . . . .	81
Lesson 37. Painting in Ukraine . . . . .	83
Lesson 38. Favourite Paintings. <i>During. For</i> . . . . .	84
Lesson 39. Installation Art. <i>Throughout. During</i> . . . . .	86
Lesson 40. Museums. <i>When. As Soon As. Till / Until</i> . . . . .	89
Lesson 41. Modern Art. . . . .	91
Self-Assessment Module 4 . . . . .	92

# CONTENTS

## UNIT 5. Ukraine

Lesson 42. Countries of the World . . . . .	94
Lesson 43. Geography of Ukraine . . . . .	96
Lesson 44. Climate and Weather . . . . .	98
Lesson 45. The Population of Ukraine . . . . .	99
Lesson 46. Ukraine Population Clock . . . . .	101
Lesson 47. Ukraine Age Structure . . . . .	102
Lesson 48. Literacy of Population . . . . .	103
Lesson 49. Ethnic Groups of Ukraine . . . . .	105
Lesson 50. Revision . . . . .	107
Self-Assessment Module 5 . . . . .	108

## UNIT 6. The United Kingdom

Lesson 51. The UK . . . . .	110
Lesson 52. Climate and Weather . . . . .	112
Lesson 53. Climate and Weather . . . . .	113
Lesson 54. The Population of the UK . . . . .	114
Lesson 55. Ethnic Groups in the UK. <i>Conditional II</i> . . . . .	116
Lesson 56. Literacy of Population in the UK . . . . .	118
Lesson 57. Age Structure . . . . .	119
Lesson 58. Revision. <i>Modal Verbs</i> . . . . .	120
Self-Assessment Module 6 . . . . .	122

## UNIT 7. School Life

Lesson 59. Favourite Subject . . . . .	124
Lesson 60. Schools in Great Britain . . . . .	127
Lesson 61. Schools. <i>to + Infinitive</i> . . . . .	130
Lesson 62. Schools are Different! <i>Noun / Pronoun + to + Infinitive</i> . . . . .	132
Lesson 63. Education in America . . . . .	135
Lesson 64. Schools in the USA . . . . .	138
Lesson 65. School Rules. <i>Passive Infinitive</i> . . . . .	141
Lesson 66. School Rules . . . . .	143
Self-Assessment Module 7 . . . . .	146

## UNIT 8. Jobs

Lesson 67. Personal Profile. <i>Types of Sentences</i> . . . . .	148
Lesson 68. Types of Jobs . . . . .	151
Lesson 69. Types of Jobs . . . . .	153
Lesson 70. Types of Jobs . . . . .	154
Lesson 71. Choosing a Job . . . . .	155
Lesson 72. My Future Job . . . . .	156
Lesson 73. Job's Description . . . . .	157
Lesson 74. Applying for a Job . . . . .	158
Lesson 75. Curriculum Vitae . . . . .	159
Lesson 76. Covering Letter . . . . .	160
Lesson 77. Choosing a Job . . . . .	161
Lesson 78. Interview . . . . .	162
Lesson 79. Interview . . . . .	164
Self-Assessment Module 8 . . . . .	165

Additional Reading . . . . .	166
Tapescripts . . . . .	180
Grammar Reference . . . . .	190
Irregular Verbs . . . . .	196
English-Ukrainian Dictionary . . . . .	198

## Відомості про стан підручника

№	Прізвище та ім'я учня	Навчальний рік	Стан підручника		Оцінка
			на початку року	в кінці року	
1					
2					
3					
4					
5					

*Навчальне видання*

КУЧМА Марія Олександрівна  
ЗАДОРЖНА Ірина Павлівна

## **АНГЛІЙСЬКА МОВА** **7-й рік навчання** **рівень стандарту**

**Підручник для 11 класу**  
**закладів загальної середньої освіти**

*Рекомендовано Міністерством освіти і науки України*

**Видає за державні кошти. Продаж заборонено**

При оформленні підручника використані такі інтернет-джерела:  
<https://morguefile.com/>    <https://pixabay.com/>    <https://www.wikimedia.org>

Головний редактор *Богдан Будний*  
Редактори *Ольга Безкаптурна, Тетяна Будна*  
Обкладинка *Ростислава Крамара*  
Художній редактор *Ростислав Крамар*  
Технічний редактор *Неля Домарецька*  
Комп'ютерна верстка *Ірини Демків*

Підписано до друку 31.05.2019. Формат 70×100/16. Папір офсетний. Гарнітура Arial.  
Друк офсетний. Умовн. друк арк. 16,900. Умовн. фарбо-відб. 67,600. Обл.-вид. арк. 12,540.  
Тираж 11 008 пр. Зам. 163/05

Видавництво «Навчальна книга – Богдан»

Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру видавців, виготівників і розповсюджувачів видавничої продукції  
ДК № 4221 від 07.12.2011 р.

Навчальна книга – Богдан, просп. С. Бандери, 34а, м. Тернопіль, 46002  
Навчальна книга – Богдан, а/с 529, м. Тернопіль, 46008  
тел./факс (0352)52-06-07; 52-05-48  
[office@bohdan-books.com](mailto:office@bohdan-books.com)    [www.bohdan-books.com](http://www.bohdan-books.com)

Надруковано на ПП «Юнісофт», вул. Морозова, 136, м. Харків, 61036  
Свідоцтво серія ДК №3461 від 14.04.2009 р.



