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*Рекомендовано Міністерством освіти і науки України  
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Експерти, які здійснили експертизу даного підручника під час проведення конкурсного відбору проектів підручників для учнів 8 класу загальноосвітніх навчальних закладів і зробили висновок про доцільність надання підручнику грифа «Рекомендовано Міністерством освіти і науки України»:

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Навчальний матеріал відповідає основним лініям змісту освіти, які визначено Державним стандартом базової і повної середньої освіти та чинною Програмою з іноземних мов для загальноосвітніх навчальних закладів: мовленнєвій, мовній, соціокультурній, діяльнісній (стратегічній).

Основний навчальний матеріал підручника розраховано на 2 навчальні години на тиждень, проте для навчальних закладів, які оберуть трьохгодинний режим навчання, передбачено додатковий навчальний матеріал для опрацювання.

Підручник побудовано з опорою на вивчення іноземної мови через порівняльний аналіз реалій життя сучасних Великобританії та України з використанням великої кількості автентичних англомовних ресурсів.

Аудіододаток містить матеріал для роботи з завданнями з аудіювання, які розміщено в підручнику.

Підручник містить інтерактивний онлайн-додаток, який дозволяє працювати з мовним і мовленнєвим матеріалом підручника та здійснювати експрес-контроль навчальних досягнень учнів в режимі онлайн — <http://goo.gl/F3x2v2>.

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# STARTING UP

Well begun is half done



Tip of the unit:  
Find a fun way to learn English

# Lesson 1

# EVERY SUMMER HAS A STORY

## 1. a) Match the pictures A–F on p. 5 and the activities.

To go abroad, to go to the sea-side, to go hiking, to go to a summer camp, to visit grandparents, to stay at home.

## b) Think of two nouns to go with each activity.

### Example:

to go to a summer camp – tent / cabin, camp fire, ...

## Today's phrasal verb

**get along (with)** – be friendly; work well with

## Today's idioms

- as far as I know** – if I have correct information
- be in good shape** – be physically fit
- before long** – soon

## 2. In pairs discuss 2–3 more activities to take during summer holidays.



**Remember:** when we speak about what happened in the past we use the Past Simple Tense!

**Example:** – What **did** you **do** in summer?

First we **went** to the seaside, and then I **stayed** in a language summer camp.

### Example:

As far as I know, Roman stayed at home in June. Then he and his parents went ...

## 3. Divide into groups of four. Interview each other and find whose holidays were the most interesting. Use questions: What ... ? Who ... ? Where ... ? When ... ?

Then report to the class using Past Simple. Think how you can use the today's phrasal verb and idioms.

## 4. a) In pairs, ask and answer the questions.

- Do you know anything about language summer camps?
- What are they for?
- Have you ever been to a language summer camp?
- Do you know anyone who has been to such a camp?
- Would you like to go to a language camp? Why?

## b) Read the fact files Max and Jason made for the language summer camp and find what the boys have in common.



Name:	Maxim Levchenko
Age:	13
Place of birth:	Poltava, Ukraine
Interests:	English, computing, football, detective stories, chess.

Name:	Jason Blake
Age:	13
Place of birth:	Liverpool, the UK
Interests:	Slavic languages, football, IT, rock-n-roll, journalism



### Example:

Maxim is ..., and Jason is ..., too. Jason likes ..., but Max doesn't like ...

## c) Do you have anything in common with the guys? What is it? What's different?



5. Max failed to hear properly some information about the camp and forwarded it wrongly to his parents. Read the leaflet and correct the false sentences.

Welcome to Language Wondercamp!

International language summer camp for children aged 10–16.

Languages taught:	English, German, Russian, Ukrainian, Polish, Slovak, Czech.
Staff:	native speakers.
Activities:	language classes, sports, mountain hiking, excursions, clubs.
Accommodation:	cottages.
Site:	mountain lake shore.
Time:	May through September.



- This is a nice summer camp.
- Kids of all ages can attend it.
- A lot of European languages are taught there.
- Some teachers are not from Slovakia.
- I will try windsurfing.
- All students share the same building.
- What's more, it's open most of the year.

6. a) Listen to Max's and Jason's Skype talk and find more details about the language camp.  
 b) In pairs make a more detailed fact file about the language camp.

7. Look at the Wondercamp rules and decide what children *may do*, *must do* and *mustn't do* in the camp. Then listen and check yourself.



Remember:

**May** is used to say that we are allowed to do something.

**Must** is used to say that we are strongly recommended or have to do something.

**Mustn't** is used to say that we are strictly NOT allowed to do something.

	MAY	MUST	MUSTN'T
STUDENTS			

- use bad language
- respect teachers and other students
- have unlimited Internet access
- come to classes in time
- choose free excursions
- be on the lake on their own
- use tobacco, alcohol and drugs
- wear decent clothes
- take up any sports or club activities

8. Think and write one more MAY, one more MUST and one more MUSTN'T you would like to add to the Wondercamp rules.



9. You have a chance to make a language camp of your own. What will it be like? Make a leaflet and present it in class.

Write about: the site, students' age, language activities, after-class activities and the rules to follow.

# Lesson 2

# YOU CHANGE THE WORLD BY CHANGING YOURSELF

1. a) Look and compare Max's and Jason's classrooms.



Use the words: *spacious, sunny, well equipped, convenient, attractive, dark, small, tidy.*



### Remember:

We use *as ... as ...* to say the things are alike. *Max is as old as Jason.*

We use the Comparative Degree to say that the things are different.

*Max's classroom is bigger (than Jason's one). Jason's classroom is more modern (than Max's classroom). Max's classroom is less light (than Jason's classroom).*



## Today's phrasal verb

keep on – continue doing something

## Today's idioms

- break the ice** – overcome shyness in making the first step
- by all means** – definitely, certainly
- first things first** – important things come before others

b) Look at your classroom. Does it look the same as in May? What has changed?



### Remember:

We must use Present Perfect when talking about results.

*Example: Our classroom has become more beautiful.*

2. Look at the photos of Daniel Radcliffe and Emma Watson at the age of 13 and 18. What has changed about them with age? In groups, choose either Daniel or Emma and say how they have changed.

### Example:

*Daniel has become older. Emma has become more famous.*



3.  Now listen to a part of Daniel Radcliffe's interview and say:

- what problems he had as a child;
- what he has learnt as a person.

4. Work in pairs. Look at your deskmate. What has changed about him/her? On a separate piece of paper, write about it without telling the person's name like that:

*This person has grown taller, etc.*

One of the students reads random descriptions and the class guesses the person, asking not more than three questions.

5. Read Jason's email to his granny in New York. Fill in the table.



To: Alice@yahoo.com

Subject:

Body

Hi Alice,

How are the things overseas? I'm finally back home. Worn out, but happy! The camp was just great! The weather was wonderful and the teachers were fantastic! What's more, I've made friends with Max, a nice guy from Ukraine. He's awesome.

I've become an expert in Ukrainian and Russian. I even think I'm going to become more professional in the field, so that in future I might also become a language camp teacher.

I've also become a real sportsman, though frankly speaking I'm far behind Max in it. But I've made up my mind to be more careful about my health. I'm going to start doing karate soon.

I've also learnt to be *chummy* and tolerant 'cause\* there were so many people from all over the continent.

And I definitely know I'm going to be more industrious this year. Looking forward to hearing from you soon.

Love,  
Jason.

Send E-Mail    Reset

Jason's achievements.	Jason's plans for the future.

6. Match the underlined words in Jason's letter with their synonyms below.

*To tell the truth, cool, tired, the whole, hard-working, decided, sociable*



7. Write about your achievements and your plans for the future.

Use the today's phrasal verb and idioms.

Use *more or less* with the following words: *patient, confident, talkative, lazy, rude, polite, industrious, ambitious, educated, intelligent*.


\* because.

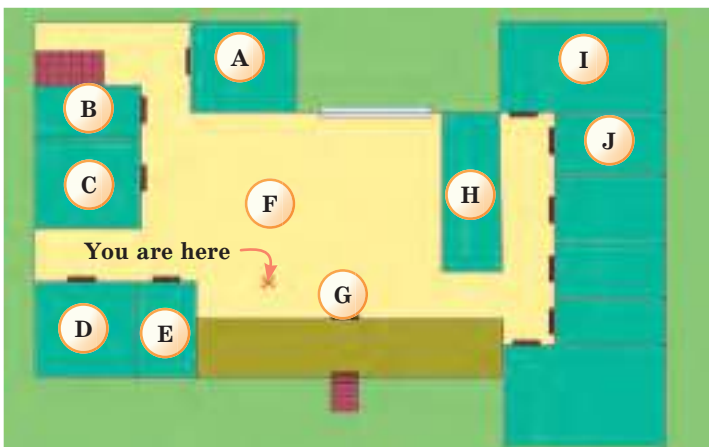



# Lesson 3

# BACK TO SCHOOL?

1. You are a class higher. Has anything changed for you: with your class, teachers, classmates, classrooms, subjects, staff, timetable, school building? Talk to your deskmate and find it out. Then, compare your ideas in the class. Use the today's phrasal verb and idioms.

2.  Listen to the telephone conversation between Max and his friend and match the following rooms with the letters on the school plan.



3.  Listen again and say where Anton gets if he:

- goes from the principal's office right down the corridor;
- enters the door next to the doctor's office;
- turns left from the entrance to the long corridor and enters the room next to the canteen.

4. a) Look at the plan and write how Anton may get:

- from the staff room to the principal's room;
- from the library to the lockers;
- from the workshop to the canteen.

b) Check with your deskmate.

5. Work in pairs. One of you is a newcomer to your class. The other one helps him/her get from the classroom where you are now to:

*Example:*

- How can (do) I get to ... ? / Can you tell me the way to ... ? / Where is (where can I find) ... ? etc.
- First ... / You should ... etc.


**Today's phrasal verb**

look forward to – wait with pleasure

**Today's idioms**

- for the time being – for now; at this time
- from now on – now and in the future
- get in touch with someone – contact someone

*Entrance, library, lockers, principal's office, staff room, Max's classroom, canteen, workshop, doctor's office, hall.*

 **Remember!** The British are known for being very POLITE! So, don't forget about 'please' and 'thank you' wherever possible.



6. Your friend is at the school door. Write an SMS to him/her to help get where you are. Choose one of the places: *the gym, the computer lab, the canteen, the Assembly Hall, the library.*


Remember: you are limited by forty words.





# Lesson 1

# LET THE KIDS WALK TO SCHOOL!

1.  Listen and read the words, then match them to the pictures on page 11.

There are two extra pictures. Use these new words to make sentences about the pictures. What can you see in the extra pictures? Describe them using the today's phrasal verb and idioms.

**Example:**

locker room  
staff room  
playground  
Assembly Hall  
Chemistry room

- principal
- janitor
- nurse
- psychologist
- coach

## Today's phrasal verb


point out – show attention to something

## Today's idioms

give someone a hand – help someone  
have one's hands full – be very busy  
in a nutshell – in a few words

2. Match two halves of the sentences:

- |                        |   |
|------------------------|---|
| 1. A locker room is    | • where we do sports in warm weather.               |
| 2. A staff room is     | • where we study the elements the world is made of. |
| 3. A playground is     | • where we leave our warm clothes                   |
| 4. An Assembly Hall is | • a room for teachers.                              |
| 5. A chemistry room is | • where we have school shows and concerts.          |
| 6. A principal is      | • the main person in school.                        |
| 7. A janitor           | • teaches sport to children.                        |
| 8. A nurse             | • keeps our school tidy.                            |
| 9. A psychologist      | • helps the doctor treat patients.                  |
| 10. A coach            | • consults children on their problems.              |

3.  Find the rhymes and read Jason's school rap. Then listen and check yourself.

Heat or snow, rain or bloom –  
School begins with a ...  
To run the school and to know all –  
That's the work for the ...  
Clever, strict and always tough –  
This is our school ...  
Older, younger, big or small –  
Watch the shows in ...  
What's in a rock, and what's in a tree  
We are taught in ...  
Who can consult, and who can assist?  
It's the school ...  
Tidies after, cleans before –  
Sure, it's a ...  
Our health must not get worse –  
It's the job for our ...  
Sport is lifestyle's best approach  
So we're taught by our ...  
That is why we're always found  
Nowhere else but in the ...



## Reporting orders and requests

We often need to report what other people say. When we want to report an order or request, we can use a verb like *tell + to + verb* or *ask + to + verb*. Compare:

1. My classmate **said to** me, "Please, call the doctor" – **REQUEST (weak)**  
My classmate **asked me to call** the doctor.
2. The nurse **said to** me, "Go to the doctor's office" – **ORDER (strong)**  
The nurse **told me to go** to the doctor's office.



#### 4. Choose the correct word.

1. Granny said to me, "Please, be quiet." – Granny *asked / told* me to be quiet.
2. The principal said to John, "Get your parents." – The principal *asked / told* John to get his parents.
3. John said, "Meet me after classes." – John *asked / told* me to meet him after classes.
4. The teacher said, "Stop talking, children." – The teacher *asked / told* the children to stop talking.
5. The teacher said to us, "Get ready for the test!" – The teacher *asked / told* us to get ready for the test.

#### 5. Make the sentences starting with *The teacher asked me* or *The teacher told me*:

The teacher said to me,



- "Go to the staff room"
- "Please, bring some chalk"
- "Give me your copybook"
- "Open the window, please"
- "Come back to the classroom"
- "Could you call the teacher of Chemistry?"

#### Example:

"Look at the blackboard, please." —  
*The teacher asked me to look at the blackboard.*

#### 6. a) Read the notes Max has made about British schools.

##### Schools in Britain

1. Full-time education is compulsory.
2. State schools are free.
3. There are also some religious schools.
4. England also has a tradition of home-schooling.
5. Non-state schools are fee-paying.
6. To work in a private school you don't have to be a qualified teacher.
7. The government doesn't influence the work of independent schools.
8. The beginning of a school year is not set.



#### b) Match these sentences to those in Max's notes that have the same meaning. Explain the meaning of the underlined words.

- a) The school year may begin on 1 September or 1 August and may end in June or July.
- b) Their teachers may have no special education.
- c) Children don't have to pay for their education at state schools.
- d) All children from 5 to 18 must go to school.
- e) Private schools may work on their own.
- f) Parents may choose not to send their children to school but teach them at home.
- g) Children may study in church schools.
- h) If schoolchildren attend independent private schools, they must pay for their education.

#### Did you know

- Oxford (1167) and Cambridge (1209) are among the oldest Universities in the world.

#### 7. Work in pairs. Find five differences between British and Ukrainian schools and explain what they are.

Use the underlined words from ex. 6 a.



#### 8. Which aspects of British schooling would you like to have in Ukraine?

Make notes like Max's using *may, must, have to*.

# Lesson 2

# JOYFUL SCHOOL DAYS

## 1. Fill in the fact file for your school web site:

Principal: \_\_\_\_\_  
 1<sup>st</sup> Assistant principal: \_\_\_\_\_  
 2<sup>nd</sup> Assistant principal: \_\_\_\_\_  
 Language teacher: \_\_\_\_\_  
 Literature teacher: \_\_\_\_\_  
 Chemistry teacher: \_\_\_\_\_  
 Physics teacher: \_\_\_\_\_  
 Psychologist: \_\_\_\_\_  
 Sports coach: \_\_\_\_\_  
 Doctor / nurse: \_\_\_\_\_

Describe these people with the help of the today's phrasal verb and idioms.

### Today's phrasal verb

carry on – continue

### Today's idioms

be in charge of something – be responsible for  
 by hook or by crook – in any possible way  
 all along – all the time

### Reporting orders and requests

We often need to report what other people say.

When we want to report an order or request, we can use:

**asked / told + Object + to Infinitive**

Direct Speech	Reported (Indirect) Speech
The doctor <b>said to me</b> , "Take the pills before meals."	The doctor <b>told me to take</b> pills before meals.
"Could you please be quiet," the teacher <b>said to me</b> .	The teacher <b>asked me to be</b> quiet.
The coach <b>said to my classmate</b> , "Could you bring some balls, Mike?"	The couch <b>asked Mike to bring</b> some balls.
Mom <b>said to him</b> , "Close the window immediately."	Mom <b>told him to close</b> the window immediately.

## 2. Report the following orders and requests as in the example:

"Wash your hands before lunch." (The school nurse to us) – The school nurse *told us to wash* our hands before lunch.

- "Take the students to the excursion." (*The assistant principal to the teacher*)
- "Go to the dentist." (*The school doctor to the student*)
- "Knock at the staff room door." (*The teacher to students*)
- "Collect the copybooks, please." (*The teacher to the student*)
- "Could you please be careful." (*The coach to the students*)
- "Stop before crossing the street." (*The policeman to the schoolchild*)

### Did you know

- Physical punishment in the UK schools was finally banned in 2003.



Sometimes we need to say what people *asked / told not to do*. Then we use:  
**asked / told + Object + NOT + to Infinitive**

Direct Speech	Reported (Indirect) Speech
"Don't touch <i>my</i> camera!" Sam said to me.	Sam told me <b>not to touch</b> <i>his</i> camera.
The coach said to me, "Don't be late".	The coach told me <b>not to be late</b> .
Lisa said to me, "Don't wait for <i>me</i> after classes."	Lisa asked me <b>not to wait</b> for <i>her</i> after classes.
Jane said to him, "Don't sit on <i>my</i> chair, please."	Jane asked him <b>not to sit</b> on <i>her</i> chair.



**Remember!**

Sometimes we may have to change the object pronouns:

- 1) Mother said to Michael, "Bring *me* some water, please." – Mother asked Michael to bring *her* some water.
- 2) "Don't use *your* mobile phones at the lessons," the principal said to us. – The principal told us not to use *our* mobile phones at the lessons.

**3. Make sentences as in the example.**

- 1) "Don't open your books, please." (*The teacher to the class*)
- 2) "Don't wait for me after school." (*Sally to Frank*)
- 3) "Don't forget to learn the new words." (*The teacher to the students*)
- 4) "Don't eat candies between meals." (*The school doctor to Ann*)
- 5) "Don't be rude to other people." (*Mum to Chris*)
- 6) "Don't touch the equipment." (*The Chemistry teacher to the students*)
- 7) "Don't be late for school." (*Dad to his son*)

**Example:**

"Don't eat at the lesson!" (The teacher to the student). — *The teacher told the student not to eat at the lesson.*

**4. Transform the sentences using ask or tell. Pay attention to the possible changes in the underlined pronouns.**

- 1) Jason said to Max, "Take me to the chemistry lab."
- 2) The coach said to us, "Bring me the balls."
- 3) The psychologist said to Jane, "Fill in the form, please."
- 4) The principal said to Sarah, "Get to my office!"
- 5) Max said to Anton, "Go to the staff room to get the time-table."

**5. Jason has to babysit his naughty little sister.**

a) Listen to their conversation, find *who said what* and put the phrases in the correct order.

- \_\_\_\_\_ "You can't have sweets before dinner. Go away!"  
 \_\_\_\_\_ "I can't. I'm too small and it's too high."  
 \_\_\_\_\_ "Don't touch my iPhone!"  
 \_\_\_\_\_ "Then jump."  
 \_\_\_\_\_ "Well! Then give me that biscuit."  
 \_\_\_\_\_ "Why should I? Go and get it yourself."  
 \_\_\_\_\_ "Nope\*. I want my toy. Bring it, please!"

b) Report the conversation using *asked* or *told* where possible.



**6. Write positive or negative indirect orders and requests with the following phrases.**

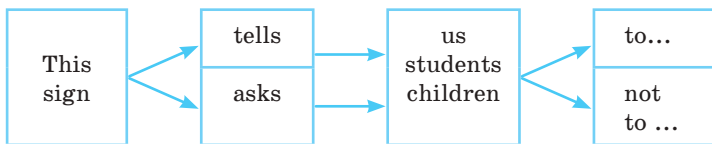
*Enter the classroom; eat fast food; do sports regularly; introduce your friend; bring the register; stay up late; forget to do your homework; run in the corridor; bring your pets to school.*  
 Use *asked* and *told*.

\* No (spoken).

# Lesson 3

# WE NEVER STOP LEARNING

1. Look at the pattern below and say what school rules these signs stand for. Think how you can make use of the today's phrasal verb and idioms.



**Today's phrasal verb**

account for – explain, give a reason

**Today's idioms**

after all – in spite of the situation  
 be all ears – ready to listen  
 it goes without saying – it is clear without words

2. a) Make the list of rules in Jason's school above with the help of *may, must, mustn't*.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

b) Are there any similar rules for students in your school? What are they? Any different rules? Make a list of rules in your school.

c) Compare the rules in your and Jason's school.

**Remember!** Comparing:

The same or similar	
In Britain all children must get full-time education,	and in Ukraine, <i>too</i> .
	and in Ukraine <i>as well</i> .
	<i>as well as</i> in Ukraine.

Different	
In Britain school year may begin on 1 August or on 1 September,	<i>but</i> in Ukraine it's on 1 September only.
	<i>while</i> in Ukraine it's on 1 September only.
	<i>whereas</i> in Ukraine it's on 1 September only.

3. Listen and read the following words and phrases:

Comprehensive, grammar school, take an exam, academic, Eton college, costs a fortune, Prime Minister.

**Remember!** When we express our opinion we start with:

- In my opinion ...
- To my mind ...      I believe that ...
- I think that ...      I guess that ...

**Did you know**


Oxford gave the UK 26 Prime Ministers and 26 Nobel Prize winners, and more than 120 Olympic medalists were Oxford graduates.



**4. a) How much do you know about British schools? Answer the following questions.**

- 1) Do children have to pay for their education?
- 2) Do schools spend more time for teaching specific subjects?
- 3) Do all schoolchildren have to wear special uniform?
- 4) Do all schoolchildren have to take an exam at 11?
- 5) Do some schools give more profound\* knowledge?
- 6) Are all British schools boarding ones?
- 7) Are British schools only for boys / girls or mixed?



**b)  Listen to the fragment of the Britain's Brainiest Kid TV quiz show and find out if you were right or not.**

**c) Mark the sentences as *True* or *False*. Correct the false ones.**

- 1) Jason goes to a religious school.
- 2) Linda's school is not fee-paying.
- 3) At 11 all British schoolchildren have to take an exam.
- 4) Brian is a student of a boarding school.
- 5) Brian attends a private school.
- 6) Not all students must wear school uniform.



**5. Match the types of schools in Britain with their characteristics.**

- 1) Comprehensive schools:
- 2) Grammar schools:
- 3) Independent (private) schools:

*deeper knowledge, free, deeper learning of certain subjects, elite, entrance exam at 11, compulsory school uniform, fee-paying, no uniform, boarding, open to everyone.*

**6. Work in pairs. Ask and answer the questions in turns. Give full answers to the questions.**

- 1) Is your school free or fee-paying?
- 2) Is your school state or private?
- 3) Is your school day or boarding?
- 4) Does your school give general or deeper knowledge?
- 5) Is wearing uniform compulsory or not?
- 6) Do you have to take any exams to enter your school or not?
- 7) Does your school have compulsory rules for students or not?

**7. a) In pairs fill in the table with characteristic features of the main types of British schools. Check it in class and correct if necessary.**

Type of school	Features
Comprehensive school	
Grammar school	
Independent (private) school	

**b) Jason is going to invite Max to study at his school as an exchange student.**

In pairs think about a leaflet Jason will send to Max to give information about the type of school he goes to. Check with the class.



**8. Make the same leaflets about the types of schools Linda and Brian attend.**

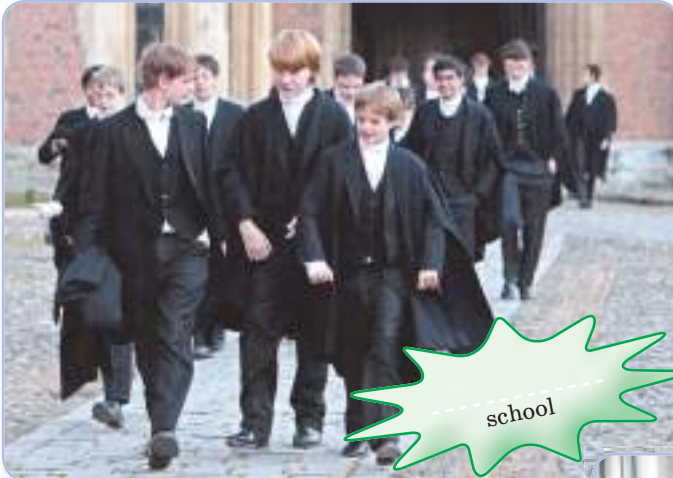
\* *profound* = deep.



# Lesson 4

# NEVER LEAVE THOSE YEARS BEHIND

1. a) Look at the pictures of British schoolchildren and say what type of school they attend. Explain why (use your homework leaflets). Use the today's phrasal verb and idioms.



**Today's phrasal verb**

appeal to – be attractive or interesting

**Today's idioms**

little by little – step by step  
 never mind – don't worry about it  
 no wonder – not surprising

b) Guess the type of school. Work in pairs. Imagine that you attend a British school. Ask each other questions to find out what type of British school your partner attends.

*Example:*  
 Do you have to wear uniform?  
 Etc.



2. In three groups “Comprehensive school”, “Grammar school” and “Independent school” scan the three info-files of Ukrainian exchange students from schools of different types.

Exchange student info-file	Exchange student info-file	Exchange student info-file
<p><i>by Max</i>                      School: # 32, Poltava                      Type: comprehensive, state, day, mixed                      Fee: none                      Education level: general                      Uniform: optional                      Special rules: none</p>	<p><i>by Ira</i>                      School: # 40, Lviv                      Type: gymnasium, state, day, mixed                      Fee: partial (for extra classes and activities)                      Education level: academic                      Uniform: yes                      Special rules: yes</p>	<p><i>by Roman</i>                      School: Nesterenko school, Sumy                      Type: private, non-state, day, mixed                      Fee: yes                      Education level: academic language study                      Uniform: compulsory                      Special rules: compulsory</p>

a) Find which of the types of schools in Ukraine is closest to the type of British school your group represents. Explain why.  
 b) Compare the two types of schools and on an A4 piece of paper fill in the table about what is common and what is different.

## British school / Ukrainian school

Common	Different

c) Present your project in class.

### 3. Answer the questions.

- 1) If you go to Ukraine as an exchange student,
  - will you have to pay education fee in Ira's school?
  - will you have to study some subjects more profoundly in Max's school?
  - will you have to go and buy a uniform for Roman's school?
  - will you have to take an entrance exam in Roman's school?
  - will you have university teachers in Max's school?
  - will you need to be a girl to study in Ira's school?
- 2) You are an exchange student in Britain.
  - Will you be punished for breaking rules if you go to Brian's school?
  - Will you have to pay for your education if you attend Linda's school?
  - Will you learn some subjects more deeply if you study at Jason's school?
  - Will you have to look for a host family if you study at Brian's school?
  - Will you need to have a special dress if you attend Linda's school?
  - Will you have a chance of a bright political career if you go to Jason's school?

### Did you know

- ☑ Oxford University banned bringing bows and arrows to class.



### 4. Listen to Jennifer and answer the questions.

- 1) What sort of education does Jennifer get?
- 2) How many lessons a day does she have?
- 3) Who are her teachers?
- 4) Why must she study hard?
- 5) Do you know anything like that in Ukraine? If yes, what's the difference?

### 5. Read an extract from Daniel Radcliffe's interview about his school studies while acting as Harry Potter. Answer the questions after it.

I was not very academic as a child when I was at school – not bottom of the class, but not top for sure. I pretty much left full-time, formal education when I was 11, so that was when I was taken out of the school system ... And then I would just go back for exams. I was so happy because I really didn't love going back to school. And having a one-to-one tutor was just fantastic.

Also, I'm a very hyperactive person, so if you tell me to sit still and shut up and learn and take information, it's not going to happen. I take things in much better when I'm allowed to talk, and respond, and move around a bit.



- 1) What does the word "tutor" mean? Explain in your own words.
- 2) Why did Daniel have to be taken out of school system?
- 3) Can you say that the objective and personal reasons came together well?
- 4) Do you think there is any difference between a traditional and a tutoring lesson? If yes, what can it be?
- 5) Can you say that such type of education is British only? Why?



### 6. Would you like Ukraine to have home schooling and tutoring as part of its school system? Why? Why not? Write about it.

# Lesson 5

# A PRACTICE FOR THE FUTURE

1.  Unscramble the words. Then listen and check.

- 1) o, e, n, i, h, e, m, c, p, e, r, s, v
- 2) e, d, d, e, n, i, p, e, t, n
- 3) e, f, e
- 4) r, u, t, o, t
- 5) a, p, r, i, l, c, i, n, p
- 6) g, o, s, i, c, t, y, p, l, o, h, s
- 7) r, o, p, l, y, s, o, c, u, m
- 8) v, i, t, a, p, e, r
- 9) r, i, j, a, t, o, n
- 10) f, a, s, t, f

2. How well do you know your timetable? Which of these subjects do you have today? (on Monday? on Thursday? tomorrow?) Don't check with your record-book.

Algebra	Geometry	Biology
Physics	Chemistry	Languages
Literature	History	Geography

**Example:**  
 On Friday, first I have ...  
 Then goes ...  
 Next is ...  
 After that ...  
 ...  
 Finally, ...

Say as in the example.

3. In pairs, look at Jason's timetable, and compare his subjects with yours to find out what is the same and what is different. Can you see anything unusual in the timetable? Think how you can make use of the today's phrasal verb and idioms.

	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	Maths	Ukrainian	IT	Maths	IT
09:00	English	Maths	Physics	Ukrainian	English
10:00	Russian	Chemistry	Biology	IT	Maths
11:00	IT	IT	Maths	Psychology	Biology
12:00	IT	Politics	English	IT	Physics
13:00	lunch	lunch	lunch	lunch	lunch
14:00	Psychology	English	Russian	Chemistry	Literature
15:00	Drama	P.E.	Literature	Art	P.E.

Use for the same or similar:

- ... too ...
- as well ...
- as well as ....

Use for different:


- ... but ...
- ... while ...
- ... whereas ....

**Today's phrasal verb**

come across – find by chance

**Today's idioms**

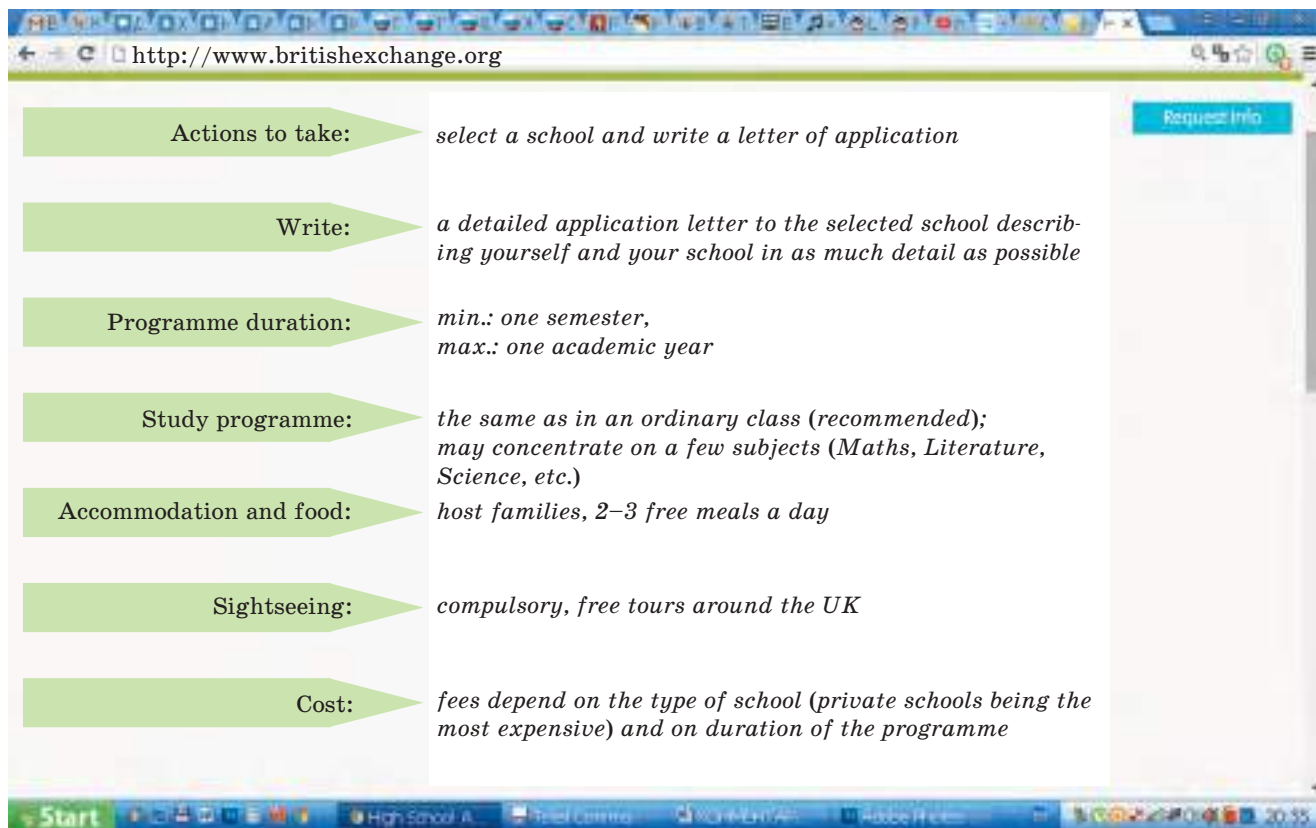
on purpose – by desire  
 pay attention to – note something  
 quite a bit (of) – much; a lot (of)  
 quite a few – many; a lot of

4.  Listen to a part of a radio show and give detailed answers to the questions.

- 1) Are there any advantages of learning in a foreign country? If yes, what are they?
- 2) Would it be hard for you to go on an exchange programme to England?
- 3) Is it difficult to get all the necessary information on the programme you need?
- 4) Do you think that the number of international exchange students in recent years has gone up or down? Why do you think so?



5. Role play. Look at the website and in pairs restore the lost part of the radio programme; one of you being Jack Higgins and the other – Dr. Edwards.



http://www.britishexchange.org

Actions to take:	<i>select a school and write a letter of application</i>
Write:	<i>a detailed application letter to the selected school describing yourself and your school in as much detail as possible</i>
Programme duration:	<i>min.: one semester, max.: one academic year</i>
Study programme:	<i>the same as in an ordinary class (recommended); may concentrate on a few subjects (Maths, Literature, Science, etc.)</i>
Accommodation and food:	<i>host families, 2–3 free meals a day</i>
Sightseeing:	<i>compulsory, free tours around the UK</i>
Cost:	<i>fees depend on the type of school (private schools being the most expensive) and on duration of the programme</i>



6. Imagine you are Dr. Edwards and you are to write a report on exchange programmes in England for an International Conference. Use exercises 4 and 5 for information.

**Did you know**

The biggest schools in the UK have about 2,000 pupils



# Lesson 6

# IT'S WHERE OUR FRIENDS COME FROM

1. How well do you know your deskmate? Write one thing and one activity he / she likes and dislikes and then exchange your answers. Use the today's phrasal verb and idioms.



## Today's phrasal verb

**figure out** — understand, find the answer

## Today's idioms

**right away** — at once

**a slip of the tongue** — a mistake

**take place** — happen

2. Fill in necessary words to make the sentences true about your school.

- I study at ... school.
- This means we ... pay for education.
- Our school ... on some subjects.
- The uniform ... compulsory.
- We have a very ... .. and staff.
- This year we have started a new ..., it's ....
- If we have personal problems, we may go to the school ....
- But we are usually not very fond of seeing the school ....



3. How many of the following questions can you answer?

- 1) If you decide to become an exchange student, can you choose the type of school you go to?
- 2) What type of school would you choose? Why?
- 3) Are exchange programmes limited in time? Which one would you choose? Why?
- 4) Which of the study plans would you choose? Why?
- 5) Where will you live and what will you eat if you join an exchange programme?
- 6) Will you be bound to just stay in one place while on the programme? Please, explain.
- 7) Where can you afford to go studying if you have £12,000? Please, explain.

4.  Listen to the lost fragment of the radio show to see if you can change your answers or make them more detailed.

5. Put the paragraphs of Jason's exchange programme letter on p. 23 in the correct order, read the letter and answer the questions.

- 1) Why does Jason greet the principal in such a way?
- 2) Why does Jason divide his letter into paragraphs? What does he use the introduction for?
- 3) Can you transform paragraphs 5–9 into a short phrase for each?
- 4) What is the conclusion used for?
- 5) Could Jason use "love", "take care" or "so long" instead of "sincerely yours" in the goodbye paragraph? Why? Or why not?

6. Match the letter parts (A–K) with the names given (1–11).

A

I go to St. George High School, Liverpool. It is a comprehensive school, which concentrates on IT and languages, especially Slavic. It is a regular comprehensive school.

G

On the other hand, I believe that a native speaker of English in your school will help your students learn English better to say nothing about learning more about Britain.

B

Dear Sir / Madam,

H

Looking forward to your reply.  
Sincerely yours,  
Jason Blake.

C

Jason Blake  
29 B Harrison Rd.,  
Liverpool, UK

I

Moreover, I know I will learn more about your culture so that we could understand each other better.

D

I am writing to find out about the International Exchange Programme in your school.

J

Principal, school # 32,  
14 Franko St., Poltava,  
Ukraine

E

I hope I will be a good part of international student exchange.

K

I am Jason Blake. I am 13. I am responsible, friendly and tolerant. I like computers, sports and music. I am strongly against unhealthy living and I do not like people who cannot keep their word.

F

I know that your school gives very good knowledge in languages and chemistry, and I am sure that may be of great use in my studies.

- 1) Sender's info
- 2) Recipient's info
- 3) Greeting
- 4) Introduction (*intro*)
- 5) First idea
- 6) Second idea
- 7) Third idea
- 8) Fourth idea
- 9) Fifth idea
- 10) Conclusion
- 11) Farewell



7. Choose one of the schools (Linda's, Jason's or Brian's) and write a letter of application to become an exchange student there.

You should write about:

- yourself, your likes and dislikes;
- your school (type, specific features);
- why you want to study in this particular school;
- how this school can help you improve;
- what you can contribute to this school.

Did you know

The smallest school in the UK usually has half a dozen pupils.



1. a) Look at the illustration to the story. What can you see in it? Why do you think so?
- b) Read the following story to find the answers to the questions (1a) and do the exercises.

**Today's phrasal verb**

**drop in** – visit, usually on the way somewhere

**Today's idioms**

**that will do** – it's enough  
**up to date** – modern, latest, current  
**walk on air** – be very happy

### The Fun They Had

On May 17, Margie even wrote about it in her diary: "Today, Tommy found a real book!" It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, and it was *awfully* funny to read words that *stood still* instead of going the way they were supposed to – on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.



"Where did you find it?" said Margie.  
 "In the attic." He was *busy reading*. "What's it about?" "School."  
 "School? *What's there* to write about school? I hate school."  
 Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head and *sent for* the Inspector.  
 He came, smiled at Margie and gave her an apple, then *took the teacher apart*, and, after *an hour or so*, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked.  
 So she said to Tommy, "Why would anyone write about school?"  
 Tommy looked at her. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago. *Centuries ago*."

Margie was hurt. She read the book over his shoulder *for a while*, then said, "Anyway, they had a teacher."  
 "Sure they had a teacher, but it wasn't a *regular teacher*. It was a man." "A man? How could a man be a teacher?" "Well, he just told the boys and girls things and gave them homework and asked them questions." "A man isn't *smart* enough." "Sure he is. My father knows as much as my teacher." "He can't. A man can't know as much as a teacher." "*Mine* knows almost as much, *I bet*."  
 Margie said, "I wouldn't want a *stranger* in my house to teach me."  
 "The teachers didn't live in the house. They had a special building and all the kids went there." "And all the kids learned the same thing?" "Sure, if they were the same age."  
 Margie's mother called, "Margie! School! Now! And it's *probably* time for Tommy, too."  
 Margie was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole *neighborhood* came, laughing and *shouting* in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help *one another* on the homework and talk about it.  
 And the teachers were people ...  
 Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

*Adapted from Isaac Asimov*



**2. Find the words and phrases (A, B or C) that are closest in meaning to 1–8 and replace those in the sentences. Make up sentences of your own with 1, 3, 5–8.**

	A	B	C
1) <i>awfully</i>	horribly	very	not
2) <i>stood still</i>	didn't move	didn't hide	didn't stop
3) <i>busy reading</i>	reading about business	doing business on reading	reading attentively
4) <i>what's there</i>	what's the use	what's the problem	what's the sense
5) <i>sent for</i>	called	held	cried
6) <i>took apart</i>	took into pieces	took home	took back
7) <i>an hour or so</i>	more than an hour	less than an hour	about an hour
8) <i>for a while</i>	for some thing	for some time	for some place

**3. Find synonyms to the following words and phrases and replace them in the story.**

9) regular teacher; 10) smart; 11) mine; 12) I bet; 13) stranger; 14) probably; 15) neighborhood; 16) shouting; 17) one another.

**4. Answer the questions without looking back in the story.**

- When may the story take place? Why do you think so?
- Do children in the future read books? What are they like?
- Does education in the future look like any types of education today? If yes, what are they? What's common and what's different?
- How different are the teachers? What do they look like?
- How do the children feel about the past? What makes you think so?

### Did you know

There is a school in Cardiff with more than 20 languages spoken.

**5. Agree or disagree with the following statements. Explain.**

- The girl doesn't feel very happy about studying.
- She probably knows a lot about the Earth.
- A today's schoolchild might feel quite comfortable to study in the future.
- Schoolchildren of the future might have lots of friends.
- The teaching job in the future can be done only by machines.
- Margie feels very sorry for schoolchildren in the past.

**6. Use the today's phrasal verb and idioms to speak about the events in the story.**

**7. What do you personally feel about the schooling described in the story? Make a list of reasons for (pros) and against (cons).**

Pros	Cons

Which of them do you have more?

**8. Compare your list with your deskmate's.**

**9. Discuss the pros and the cons in class.**



**10. Describe the school that would be the ideal one for you.**

# Lesson 8

# SCHOOL IS A CHALLENGE

## 1. Association game. Play in pairs.

One student says any word about school, and the other one must respond with what comes first to his / her mind, and then explain why. Then change the roles.

## 2. Use Past Simple or Present Perfect to open the brackets.

- 1) ... you (*see*) the janitor? The hall looks dirty. – It (*be*) in the morning when I last (*see*) him.
- 2) May I go to the doctor's? I (*hurt*) my finger.
- 3) Jason looks a bit worried. He never (*be*) to Ukraine before.
- 4) Max and Jason (*meet*) in the language camp this summer.
- 5) Linda (*want*) to win the quiz show last year.
- 6) The history of London (*begin*) more than 2,000 years ago.
- 7) I think I (*leave*) my chemistry textbook at home. Can I use yours?
- 8) Where is Mike? – The principal (*call*) him to his office half an hour ago.

## 3. Find the best word to complete some stupid laws of the USA:



- 1) Bingo games ... be played for more than five hours. (*North Carolina*)
- 2) Chickens ... cross the road. (*Georgia*)
- 3) You ... go to prison for 25 years for cutting down a cactus. (*Arizona*)
- 4) Policeman ... bite a dog to calm it down. (*Ohio*)
- 5) You ... sell your eyeballs. (*Texas*)
- 6) Cousins ... get married only if they are older than 65. (*Utah*)
- 7) You ... photograph a rabbit from January to April only with an official permit. (*Wyoming*)
- 8) You ... keep off public transport for 4 hours after eating garlic. (*Indiana*)
- 9) If you are caught stealing soap, you ... wash yourself until the soap is over. (*Arizona*)
- 10) If you have moustache, you ... kiss a woman. (*Nevada*)

## 4. Find the best way to compare things. Try to be as original as possible.

- 1) Rules / British schools / strict / Ukrainian schools.
- 2) Grammar schools / academic / comprehensive schools.
- 3) Private schools / Britain / expensive / Ukraine.
- 4) Education / Ukraine / compulsory / Britain.
- 5) Home schooling / typical / Britain / Ukraine.
- 6) Jason / old / Max.
- 7) Teachers / private schools / Britain / qualified / other schools.

### Today's phrasal verb

boil down to – be summarised as

### Today's idioms

all the same – no difference  
do one's best – try very hard  
every other – every second one

#### Example:

Smartphones / popular / tablet PCs. — Smartphones are more popular than tablet PCs. or Tablet PCs are less popular than smartphones. or Smartphones are as popular as tablet PCs.

5. Report what Jason's mother said to him using 'asked' or 'told'.

- 1) "Buy a loaf of bread for dinner."
- 2) "Don't forget to do your homework."
- 3) "Walk the dog after school."
- 4) "Call me at work when you get home."
- 5) "Don't fight with your sister."
- 6) "Don't stay up late."
- 7) "Listen to me carefully."
- 8) "Please, take this note to your teacher."

Did you know

- About 80,000 UK children are home educated.

6. Make up true-to-life sentences with the help of *too, as well, as well as; but, while, whereas*.

- 1) In Ukraine, children must get full-time education by law. (*Britain*)
- 2) British kids are fond of hip-hop. (*Ukrainian*)
- 3) In Ukraine, all teachers must have a teacher's diploma. (*Britain*)
- 4) Comprehensive schools provide general education. (*Grammar*)
- 5) Private schools in Ukraine are fee-paying. (*Britain*)
- 6) In Britain, parents may choose not to send their children to school. (*Ukraine*)
- 7) In British schools, all kids have lunch at the same time. (*Ukrainian schools*)
- 8) In Britain, children must study hard. (*Ukraine*)
- 9) Not very many students take distant school education in Britain. (*Ukraine*)

Example:

1. In Britain, cars drive on the left side of the road. (*Ukraine*) — In Britain, cars drive on the left side of the road, but in Ukraine they drive on the right side.

7. Use the today's phrasal verb and idioms to make sentences about school and education.



8. Put the following words to begin the paragraphs below. Put the paragraphs in the correct order and read some naughty advice on how to take tests.

First, ...

Then, ...

Next, ...

After that, ...

Finally, ...

- ..., when you are still told to write, look and copy what your classmate on the left is writing.
  - ..., when you see you understand nothing of what you have written, tell your teacher that your pen doesn't work (you have a headache, you need to go to the restroom, etc.)  
If you are lucky, the lesson time will be over. If you are not, don't worry – remember you still have a few more years at school ahead.
  - ..., when you anyway have to go, be as late for the test as possible and tell your teacher you can't write the test because you don't have enough time.
  - ..., in the morning of the test day tell your Mum you have a running nose and high temperature, so you can't go to school.
  - ..., look to the right and do the same.
- b) How much of those do you do when you are to take a test?



9. Make a short summary of the "Did you know" section of the unit.

## My Success Checklist

I am pleased with this piece of work because ...

I am not very much satisfied with ...

I've become better in speaking because ...

I feel more comfortable with grammar because ...

I am doing better in listening because ...

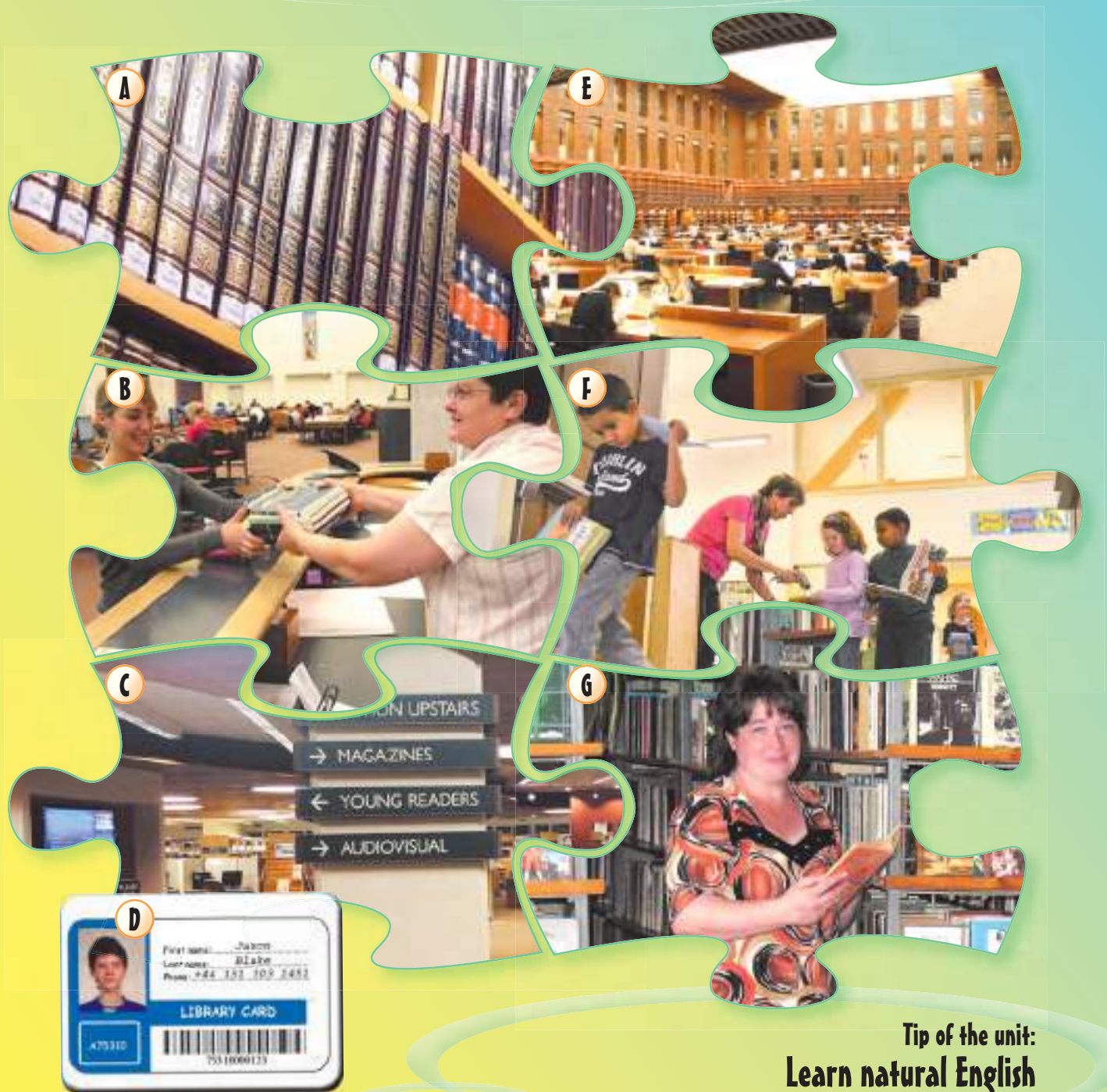
I've become more confident in reading because ...

I think I have to focus on ...



# UNIT 2


## You are what you read



Tip of the unit:  
**Learn natural English**

# Lesson 1

# A KEY TO THE WORLD

1. Look at the title of the unit. Do you agree with it? Why? Why not? Say not more than one sentence.
2. Match the words (1–7) with the pictures (A–G) on page 29 and use them to describe the pictures. Work with today's phrasal verb and idioms.
  - 1) librarian
  - 2) bookshelves
  - 3) departments
  - 4) reader's card
  - 5) borrow from
  - 6) return
  - 7) reading room
3.  You are going to listen to the virtual tour guide talking about the Bodleian Library of Oxford University. Can you guess how the following words may be used to tell about it?

## Today's phrasal verb

calm down – become relaxed

## Today's idioms

follow in someone's footsteps – do the same thing  
go for something – try something new  
hold one's tongue – keep silent



*prose* \_\_\_\_\_

*poetry* \_\_\_\_\_

*plays* \_\_\_\_\_

*published* \_\_\_\_\_

*arranged* \_\_\_\_\_

*take out* \_\_\_\_\_

- solemn oath* – a very official formal promise
- exception* – when somebody is allowed to break the rules
- salt mine* – a deep hole in the ground where salt is taken



spoil \_\_\_\_\_

alphabetical order \_\_\_\_\_

## Did you know

- ✓ The earliest known written word 'book' is in a book by Alfred the Great.
- ✓ *Don Quixote* is the best-selling novel of all time, with over 500 million copies sold.
- ✓ Agatha Christie is the top-selling English-language author of all time with about 2,000,000,000 copies sold.

### 4. Fill in the gaps with the proper numbers and dates.

- a) 1610; b) 400; c) more than 8 mln; d) 117; e) 1000; f) 700.
- 1) The number of books in the library is ... copies.
  - 2) The library is about ... years old.
  - 3) The library has the staff of more than ... librarians.
  - 4) The total length of the library bookshelves is ... miles.
  - 5) Every book produced in Britain has been in the library since ...
  - 6) You have to walk ... feet from the library to get to a public restroom.

### 5. Find which statements are *True* and which are *False*. Correct the *False* ones.

- 1) All libraries in Britain may be pretty much alike.
- 2) The Bodleian library most probably appeared after 1310.
- 3) There are books on science only.
- 4) The library tries to keep up with time.
- 5) The books are kept on the shelves by the year of publication.
- 6) To become a library reader one must follow an unusual procedure.
- 7) There are less than five basic rules of using the library.
- 8) The library rules have not always been very strict.
- 9) People living outside Oxford have never seen the library's interior.
- 10) The library sometimes has to use rather strange places.

### 6. Think about your school library. In pairs, compare what is the same and what is different between it and the Bodleian library. Discuss:

- 1) What they are used for.
- 2) The staff
- 3) The borrowing policy.
- 4) The rules to follow.

### 7. Make a list of rules for your school library. Compare them with the class.



### 8. Look at the title of the lesson.

- 1) Do you agree with it?
  - 2) Do you think that in the age of computers and the Internet, school libraries are necessary?
  - 3) Should they die out or should they just change? Why?  
What will they look like?
  - 4) What rules will they have?
- Write in about 60–70 words.





# Lesson 2

# NEVER LONELY

1. Use the today's phrasal verb and idioms to make sentences about books and reading.

2. Name the grammar tense for each sentence. What is common about the sentences? How do you make this structure? Why do we use it?

- 1) Celtic is used in Ireland.
- 2) The Bodleian library was opened in 1320.
- 3) This Beatles' CD was brought from Liverpool.
- 4) I am much spoken about.
- 5) This new book is discussed a lot.

Passive = be + V3

How can you transform these Passive sentences into Active?

3. Look at the table with Passive forms of the verbs 'open' and 'speak'. Can you guess how to fill in the empty spaces? Can you explain why?

	be	verb
Present Simple Passive	am is are	opened spoken
Past Simple Passive	was were	opened spoken
Present Perfect Passive		

- ♦ What happens to 'be'?
- ♦ What happens to the notional verb?

4. Read the texts and find the sentences with Present Perfect Active and Present Perfect Passive tense forms.

A) Miranda has lived in Liverpool for two years. She has done a lot of things in Liverpool. She has seen several plays, she has gone to the concerts and museums. She has been to the Cavern Club as well, and she has taken a tour to Stonehenge and Snowdonia. However, there are a lot of things she planned but hasn't done yet. She hasn't gone to see Ben Nevis yet. Miranda hasn't been to some other places of interest yet.

B) The librarian is angry with his assistant today because important letters haven't been typed yet. Tea has been given to him cold. Books have been put on wrong shelves. The mail hasn't been sent in time. A lot of time has been spent over the telephone.

Compare!

Present Perfect Active	Present Perfect Passive
Critics <i>have written</i> a lot of articles about Harry Potter books.	A lot of articles about Harry Potter books <i>have been written</i> (by critics)
He <i>has answered</i> all the questions	All the questions <i>have been answered</i> by him.
Have / has + V3	Have / has + been + V3

## Today's phrasal verb

cut out – stop doing something

## Today's idioms

as for / as to – speaking about  
 be pressed for (time / money) – not to have enough  
 by oneself – alone; on one's own

## Did you know

- ☑ Winnie-the-Pooh is based on a real bear.
- ☑ In Victor Hugo's novel, *Les Misérables*, you can find a sentence that is 823 words long.
- ☑ Peter Pan was created as a tribute to the author's brother who died shortly before turning 14.

**5. Fill in the Present Perfect Passive form of 'to give'.**

- |                         |                          |
|-------------------------|--------------------------|
| 1) I ... a good mark.   | 5) We ... a good mark.   |
| 2) You ... a good mark. | 6) You ... a good mark.  |
| 3) He ... a good mark.  | 7) They ... a good mark. |
| 4) She ... a good mark. |                          |

**6. Change the sentences with Present Perfect Active into Present Perfect Passive.**

- I have already taken the books back to the library. – The books ...
- She has just posted those letters. – Those letters ...
- The teacher has already checked my test. – My test ...
- We have opened all the windows. – All the windows ...
- I have done this exercise. – This exercise ...

**7. Answer the questions about your English lesson using Present Perfect Passive.**

- |  |  |
|--|--|
| 1) Have you been asked to read a text?   | 4) Have the exercises been done by all the pupils? |
| 2) Has the text been translated?         | 5) Has much homework been given?                   |
| 3) Have the new words been written down? | 6) Have you been praised by the teacher?           |

Negative Sentences
Five miles <i>have not been cycled</i> by us
All the questions <i>have not been answered</i> by him.
<b>Have/has + not + been + V3</b>

Questions	
<i>Have</i> five miles <i>been cycled</i> by us?	Yes, they have.
<i>Have</i> all the questions <i>been answered</i> by him?	No, they haven't.

**8. Rewrite the sentences in Passive.**

- I have not opened the present.
- They have not read the book.
- You have not sent the letter.
- We have not agreed to this offer.
- Has John downloaded the song?
- Has she phoned him?
- Have they noticed us?
- Has Mary turned on the air conditioning?

**Example:**

Kerrie has not paid the bill. – *The bill has not been paid by Kerrie.*

**Example:**

Has anybody cleaned the kitchen? – *Has the kitchen been cleaned (by anybody)?*

**9. Choose the correct Passive form to complete the sentences best.**

- Our new computer (*was paid for / has been paid for*) at the end of the month.
- The boy (*has been looked / was looked*) after by his grandmother in his childhood.
- CNN (*was watched / has been watched*) by people all over the world.
- The people (*have been told / were told*) to leave the building. It's empty.
- He (*was never picked / has never been picked*) for the school football team.
- This subject (*has been written about / was written about*) hundreds of times.
- My sister (*was photographed / has been photographed*) recently with her two closest friends.
- Our flight (*was announced / has been announced*) already.



**10. Make these sentences passive. Remember!**

- You don't have to repeat 'somebody'.**
- Somebody has arranged the books.
  - Somebody has written the book.
  - Somebody has ordered new books.
  - Somebody has sent the email.
  - Somebody has borrowed books from the library.
  - Somebody has given a solemn oath.
  - Somebody has broken the rules.

**11. Put the following sentences into Passive.**

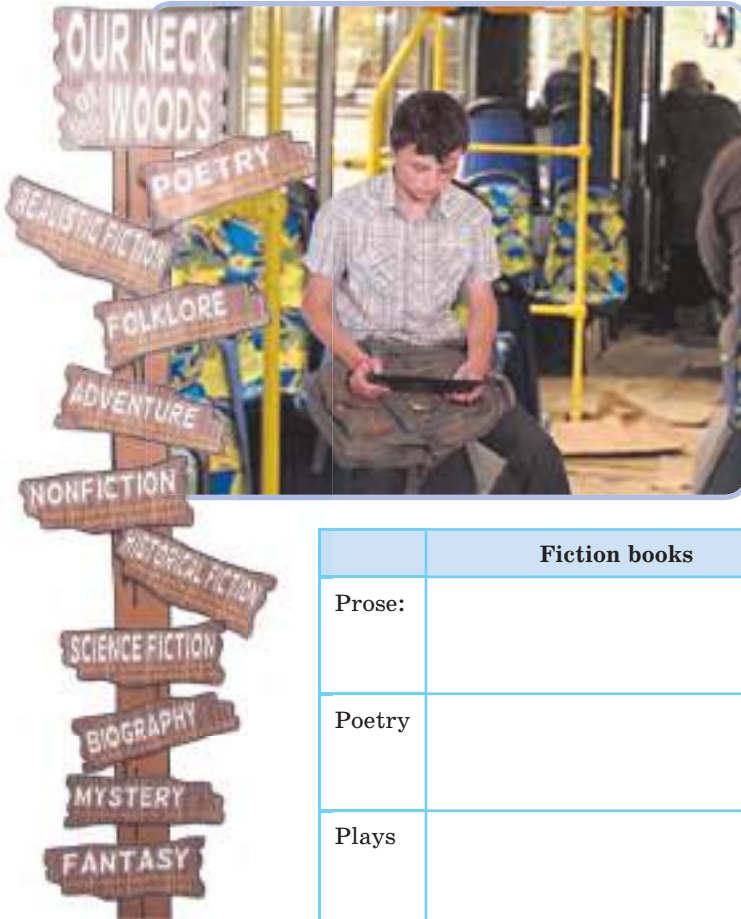
- Has the surgeon performed the operation?
- Lionel has not signed the contract.
- Our salesmen have sold all the carpets.
- Zookeepers have captured the lion in the forest.
- Dr. Phillips has not treated all the patients.
- Have the customers paid you?
- Everybody has celebrated Joana's birthday.

# Lesson 3

# A BRIGHT WORLD IS BORN!

1. a) Match the words below to the proper category.

Novel, drama, reference books, tragedy, song, short story, ballad, science and technology, sketch, comedy, biography, poem, encyclopedia.



## Today's phrasal verb

**end in** – finish in a certain way;  
result in

## Today's idioms

**by heart** – by memorizing  
**come true** – become reality  
**even so** – nevertheless; but

	Fiction books	Non-fiction books
Prose:		
Poetry		
Plays		

b) What does the word '*fiction*' mean?

c) Give an example of a book for each category.

2. Listen and repeat the following genres and match them with their descriptions.

- 1) \_\_\_\_\_ comic
- 2) \_\_\_\_\_ detective
- 3) \_\_\_\_\_ fantasy
- 4) \_\_\_\_\_ science fiction
- 5) \_\_\_\_\_ adventure
- 6) \_\_\_\_\_ thriller
- 7) \_\_\_\_\_ historical



- 8) \_\_\_\_\_ horror  
 9) \_\_\_\_\_ romance

3. Work in pairs. Interview each other about what genres you prefer and why. Use the today's phrasal verb and idioms.


**Example:**

A: What kind of books do you ... ?

B: As for me I ... because ....

4. a) Look at the list of characteristics on the left. Which of them do you know? Some of them are positive, others are negative. Can you guess which ones are which?

- |               |                   |
|---------------|-------------------|
| 1) awesome    | a) story          |
| 2) boring     | b) plots          |
| 3) dull       | c) modern books   |
| 4) exciting   | d) modern authors |
| 5) intriguing | e) reflection     |
| 6) catchy     | f) history        |
| 7) thrilling  | g) novels         |
| 8) awful      | h) writer         |
| 9) horrible   | i) characters     |

b)  Listen to a part of Jason's interview with a popular writer and match the characteristics on the left to the nouns on the right as in the interview.



5. Use the word combinations from Ex. 4 (a) to fill in the sentences from the interview. See the key at the bottom of the page.

- Your ... are just ....
- Most people believe ... is all ....
- If a ... himself is ..., what kind of ... .. will the mirror show?
- ... and your ... are so true-to-life and ... ?
- A ... may be ... and the ... ..
- I mostly find ... .. and the ... just ....

6. Complete the sentences with necessary words to make them true. In all sentences more than one option is possible.

- The writer's area is ... books.
- The writer must be ... on the continent.
- His books are ... for all ages.
- If a writer is ..., he can't write anything ....
- To make plots ..., the author must write about ....
- That is why ... are still popular.
- Most modern books ....
- To become better you must read more books ....

### Did you know

- Pamela Travers hated the way Mary Poppins was shown in Disney's adaptation of her book.
- The author of the iconic Sherlock Holmes was also an amateur detective.
- J.R.R. Tolkien typed 'The Lord of the Rings' using only two fingers.

Key: 1) 1 g; 2) 2 f; 3) 3 h, 4 e; 4) 5 b; 5) 6 a, 7 i; 6) 8 c, 9 d.



7. Go back to ex. 4 a, make your own sentences using the word combinations the way they are (1 a, 2 b, ..., 9 i).

# Lesson 4

# A BOOK SIDE FOR EVERYTHING

1. Divide into two groups: boys and girls. In groups discuss which genres best fit each category of readers.

Comic, detective, fantasy, science fiction, adventure, thriller, historical, horror, romance.

Good for boys	Good for girls	Good for both

Compare the lists. Are there any differences? Try to explain to the other group why you suggest moving a genre to another column. Use the adjectives from the previous lesson and the today's phrasal verb and idioms.

2. Look at the screenshot of a filmed book. What are the people? What is happening? Why do you think it may be happening?

a) Read a review on this book. How much have you guessed?

## Today's phrasal verb

get over – recover

## Today's idioms

ill at ease – uncomfortable  
 in fact – actually; in reality  
 in the long run – in the end



“*Fahrenheit 451*” is a science fiction **best-seller** novel by Ray Bradbury, an **outstanding** American writer of the 20<sup>th</sup> century. The epigraph explains the title – this is the temperature at which book paper catches fire.

Guy Montag is a fireman in a society of the future where books are **banned** and replaced with endless TV shows and radio programs. The firemen’s job is not to put fires out but start them by burning books upon discovery.

When Montag meets Clarisse McClellan, the girl opens his eyes, and he grows unhappy with his life. He starts to think that books aren’t so bad at all.

His boss, Captain Beatty, comes to his home and **lectures** Montag on the dangers of books. Montag spends the afternoon

reading the books he’s been secretly keeping at home.

On the same night, Beatty takes Montag to a fire alarm – at Montag’s own house. Montag has to burn both his books and his house, then turns on Beatty and burns him down.

After that, Montag **escapes** from the city and meets a group of people who are book **intellectuals**. Their leader explains the situation: since books are banned, each of them had to **memorize** one text.

The city is bombed by a warring country. Everyone is dead except for Montag and the book people in the woods, and they decide to build up a new society.

The novel is catchy and thrilling and tells us what may happen to people if they **quit** reading books.

b) What do the words in bold mean? Can you find synonyms to them? Make your own sentences using the words.

3. Without looking back at the text answer the questions, then reconstruct the review using your answers.

- 1) What are the title and the genre of the book?
- 2) Who is the author?
- 3) What does the book describe?
- 4) What is the reviewer's opinion about the book?
- 5) What do you think is the main idea of the book?

4. Let's have a look at the structure of the review.

- 1) Where can we find the information about the *genre*, the *title* and the *author*? Why so?
- 2) What indicates the *place* and the *time* of action?
- 3) How is the *main character* introduced?
- 4) Where and how is the *plot* described?
- 5) What is the last paragraph about?

Does it look like the reviews you have done before?

5. Read a few Captain Beatty's quotations he made while in Montag's home.

In pairs, discuss:

- ◆ Do you share Beatty's ideas about reading and books? Why? Why not?
- ◆ The book was written in the 1950s. Do you think that Ray Bradbury could see the future? What makes you think so?
- ◆ Why were books dangerous for the government?
- ◆ Were books burnt because the government was strong or because they were frightened? Why do you think so?
- ◆ Will a society die out without books and reading?
- ◆ If you were in Montag's place, what would you say to Beatty?

"Once, books were for people here, there, everywhere. They could afford to be different. But then the world got full of eyes and elbows. Books cut shorter. Classics cut to fifteen-minute radio shows, then to a short book column, ending up in a twelve-line dictionary summary. Make man's mind move around so fast that all unnecessary, time-wasting thinking goes away!"

"More fun, and you don't have to think. With school turning out more runners, jumpers, and swimmers instead of explorers, critics, knowers, and imaginative creators, the word 'intellectual' becomes bad language. Each man must be the mirror of every other; then all are happy. We must all be alike. And then, a book is a loaded gun in the house next door. Burn it. Burn them all, burn everything."

"School is shortened, discipline relaxed, philosophies, histories, languages dropped, English and spelling almost ignored. Why learn anything but how to press buttons and pull switches?"

6. In pairs, make a brief slogan about why people need books and/or reading. Choose the best slogan in class.



7. Use ex. 3 to write briefly about the book you have recently read.

### Did you know

- ☑ The original title of *Fahrenheit 451* was *The Fireman*.
- ☑ The first horror story in the world was "Frankenstein" by Mary Shelley.
- ☑ The story of Cinderella first appears in a Chinese book written in the 850s.



# Lesson 5


# IT'S TIME TO CHEER

1. Let's play "The Brainiest Kid". In pairs, unscramble the following words and find their opposites. Who can do it fastest?

- 1) letiop
- 2) simpoticti
- 3) gronst
- 4) yzla
- 5) trams
- 6) diferlyn

2. Read the adjectives and their definitions and decide, which of them are positive and which – negative.

- Ruthless – is never afraid of bringing pain to people
- Ambitious – has a goal in life to achieve
- Grateful – always remembers good
- Courageous – is never afraid of a fight
- Self reliant – depends on their own
- Arrogant – thinks he / she is much better than the rest of the world
- Curious – wants to learn something
- Determined – never stops on the way to the goal
- Confident – sure of themselves
- Stubborn – never changes their mind even if wrong
- Envious – wants what someone else has
- Reckless – never thinks about the results
- Trustworthy – their word can be taken to the bank
- Cynical – doesn't believe in life values

3.  Listen to the descriptions the Sorting Hat used for Tom Riddle (future Lord Voldemort) and Harry Potter. Put them in a proper column and match them to the adjectives of ex. 2.

Tom Riddle	Harry Potter

Which of the characters is more positive and which is more negative? Prove it.

4. In pairs, discuss if characters may be only positive or only negative. Why do you think so? Give examples. Use the today's phrasal verb and idioms.

## Today's phrasal verb

give up – stop doing something

## Today's idioms

in hot water – in trouble  
 in other words – using other words  
 the ins and outs – all information about something



5. In pairs, discuss the characters of Professor McGonagall of Gryffindor and Professor Snape of Slytherin and fill in the table below. Use the adjectives from Ex. 2 and add at least two adjectives of your own. Share with the class.



Professor McGonagall		Professor Snape	
Positive traits	Negative traits	Positive traits	Negative traits

6. Think how you could describe the book character of Albus Dumbledore of Hogwarts. Use the plan:

- 1) Book and author
- 2) Name and age, place of living
- 3) Job or profession
- 4) Positive traits
- 5) Negative traits
- 6) Why you like / dislike this character.

7. Work in pairs. In turns, choose a character from the book other than the Harry Potter series you and your deskmate know and describe him / her to your deskmate using the adjectives from Ex. 2 without telling the name. Your deskmate is to guess who it is.



8. Write about your favourite book character (See Writing Tips, p. 214).

### Did you know

- ☑ The Japanese word 'tsundoku' means 'buying a load of books and then not getting round to reading them'.
- ☑ China banned Lewis Carroll's *Alice in Wonderland* because "animals should not be given the power to use the language of humans".

# Lesson 6

# MORE THAN TREASURE

1. Match the book to the genre. Check with your classmates.

- |                                    |                    |
|------------------------------------|--------------------|
| 1) "Treasure Island"               | a) detective       |
| 2) "Superman"                      | b) historical      |
| 3) "The Lord of the Rings"         | c) horror          |
| 4) "Fahrenheit 451"                | d) romance         |
| 5) "The Hound of the Baskervilles" | e) comics          |
| 6) "The Three Musketeers"          | f) adventure       |
| 7) "Call of the Vampire"           | g) thriller        |
| 8) "The Da Vinci Code"             | h) fantasy         |
| 9) "Love Story"                    | i) science fiction |

2. Work in groups of five. Look at the rules of writing a book review, then put the paragraphs in the correct order and read the sample review about a famous book.

## Today's phrasal verb

go through – experience

## Today's idioms

keep an eye on – take care of; watch  
lose one's temper – become angry  
not a bit – not at all



### How to write a book review

1. General information about the book: *the author's name; the title of the book, its genre and type.*
2. Background information: *information about the author and any interesting details that led to the writing of the book (if any).*
3. Theme of the book (*The book tells about ...*)
4. Main idea: what is the main idea of the book? (*The author wanted to show ...*)  
This statement must be brief (a sentence or a paragraph) and clear.
5. Main character (-s)  
*Describe the appearance, traits of character and in what way the character helps realize the main idea.*
6. Events  
*Briefly describe the order of events in the book and how they serve the main idea.*
7. Opinion and comments  
*Your opinion, comments and recommendations about the book (to read or not to read).*

The main character, Sherlock Holmes, is a tall, middle-aged private detective. He's a very confident and determined man. He's also very curious, so he is an expert in criminology, though he is quite ignorant in many other areas. In addition, he's very courageous and ruthless to those who break the law. But what is most important about him, he is so intelligent and smart that no criminal can compare to him.



The book tells about a mysterious legend of long ago that suddenly happens to return and become true. And the famous London detective wants to solve the mysterious puzzle.

'The Hound of the Baskervilles' is one the best detective stories in the world literature. It was written by Sir Arthur Conan Doyle, the writer who is best known for his detective and science fiction stories.

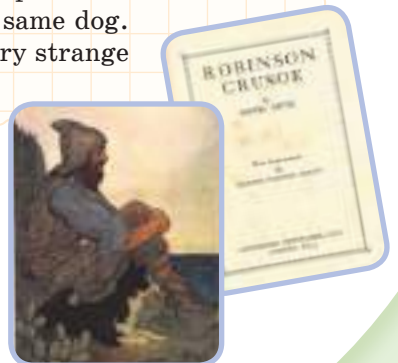
The book is really catchy and thrilling and I would strongly recommend everyone to read it.

The author wanted to show that Good always wins and Evil always loses.

While at college Conan Doyle was greatly impressed by his professor who could notice the smallest details and by them reconstruct the whole picture. This gave young Arthur the idea of creating a book detective who might be different from traditional policemen.

A strange death happens to the owner of the Baskerville Hall and footprints of a huge dog are found near his body. It reminds of an old legend about the same dog. The owner's nephew comes to live in the place and finds himself in a few very strange situations, so he comes to Sherlock Holmes for help.

3. Work in pairs. Use the plan and the sample review to make a review of your own about "Robinson Crusoe" by Daniel Defoe. Make it with the help of the today's phrasal verb and idioms. Compare your reviews in class.



### Did you know

- ☑ Shakespeare used around 29,000 different words in his plays. About 6,000 words appear only once. About 10,000 words are not found in any English literature before Shakespeare.



4. Write a review about your favourite book (See Writing Tips on p. 213).



# Lesson 7



# LIVE A THOUSAND LIVES

1. a) Look at the picture. What does it tell you about? Can you guess what the story below will be? What makes you think so?  
b) Read the blog, see if your guess has been correct, and do the exercises.



## Today's phrasal verb

**make fun of** – laugh at / make jokes about

## Today's idioms

- on the go** – on the move; busy, active
- read between the lines** – understand the hidden meaning
- search high and low** – search everywhere

In a perfect world, reading is one of the very few leisure activities that can actually make you a better person.

Plenty of my pals wouldn't read a book even if you paid them. They're nice, clever men to **chum around** with, but none of them are the kind of **sharp**. My experience tells me that you can **bump into** a group of people and **figure out** in a few minutes which of them picks up a **paperback** before bed. The smartest guy I know carries a copy of *The Great Gatsby* with him and looks through it before every important meeting. He says it gets him in the rhythm of genius, and I believe him.

Reading makes you sit and **focus** on a book. The studies have been done that it also improves your vocabulary and your analytical abilities. That means the guy with his nose in a novel thinks quicker than the guy just listening to something through his earphones.

Almost everything ever talked about comes from a book, and every episode of our life is brought back to the characters, plots and motivations that have been written down over the past 3,000 years. It becomes your own because you take the story to be individual, making your experience richer and more personal.

Books are a direct **link** between the artist's talent and you, and the best thing about a book is that it tells you half the story and makes you **come up with** all the scenery and information yourself, in a way that TV and video games could never do. Your mind is made to fill in the **blanks** automatically, and the product is better than what could ever be spoon-fed to you from a screen.

That brings me to my most important point: reading about something is as close as you can get to **actually** being there without actually being there. One might say he'd like to have adventures **rather** than read about them. It's a **fair point**, but most of us have no chance to sail the oceans in **search of** Captain Grant, or walk Paris with the three musketeers looking for adventures.

The point is, when you read, you live through the story. By the time the books start **piling up** around you, you've already been a bank robber, a soldier, a member of the *nouveaux riches*\* or a tough cop. You've lived through all kinds of situations and visited all kinds of places because your brain has gone through them, and you've done it for just the price of a few coffees.

\* [nu'vɔ: rɪʃ] – those who have become rich recently.

To put it **bluntly**, be well-read because it's your strong advantage. Reading is almost an act of revolution in our passive digital-screen culture. Let your mind do the running. It takes the time and focus but it will **pay you back** with intellectual riches, which a screen will never give you. If life is a game, and you've got a few hundred important books under your belt, you've got a **leg up on** anyone who hasn't.

(adapted from <http://www.askmen.com>)

**2. Find the words and phrases (A, B or C) that are closest in meaning to 1–7 and replace those in the story.**

- |                 |                          |                       |                        |
|-----------------|--------------------------|-----------------------|------------------------|
| 1) chum around  | a) generalise            | b) socialise          | c) realise             |
| 2) sharp        | a) very smart            | b) very thin          | c) very dangerous      |
| 3) bump into    | a) meet                  | b) greet              | c) treat               |
| 4) figure out   | a) underline             | b) undergo            | c) understand          |
| 5) paperback    | a) book with paper cover | b) book made of paper | c) paper made of books |
| 6) come up with | a) go up                 | b) look up            | c) create              |
| 7) blanks       | a) empty spaces          | b) empty cosmos       | c) empty brains        |

**3. Match the words and phrases (1–9) to their synonyms (a–i).**

- 1) actually; 2) rather; 3) fair point; 4) in search of; 5) piling;  
 6) nouveaux riches; 7) bluntly; 8) pay back; 9) a leg up on.  
 a) straight; b) benefit; c) really; d) looking for; e) new rich;  
 f) an advantage over; g) more; h) good reason; i) adding.

**4. Find the answers to the questions in the blog.**

- How does reading develop a person?
- How does the blog prove that there is nothing new in the world?
- How does a reader take part in realizing the author's idea?
- What kind of experience does a reader get?
- How much is the same book different for every reader?
- Why is reading absolutely necessary in today's world?

**5. Speak about the blog using the today's phrasal verb and idioms.**

**6. Look at the following sentences. Where in the paragraphs can you find them? Read the parts in italics. What are they? Is there a big difference between sentences 1 and 8?**

- In a perfect world, *reading* is one of the very few leisure activities that *can actually make you a better person*.
- Plenty of *my pals wouldn't read a book* even if you paid them.
- Reading makes you sit and focus* on a book.
- Almost *everything* ever talked about *comes from a book*.
- Books are a direct link between the artist's talent and you*.
- That brings me to my most important point: *reading about something is as close as you can get to actually being there* without actually being there.
- The point is, *when you read, you live through the story*.
- To put it bluntly, *be well-read because it's your strong advantage*.

**8. Are you courageous enough to give true answers to the questions?**

- Do you think reading is more of leisure or more of hard work?
- How much are you and the author's friends alike?
- How can you tell a reader from a non-reader?
- What kind of people do you usually bump into when on a transport: those with their noses in a book or those with earphones?
- Have you ever imagined yourself a book character?

**Did you know**

- In his plays Shakespeare speaks about the inventions that were made after the time when the actions in the plays took place.
- Charles Dickens believed in the supernatural, and he belonged to The Ghost Club.



**9. Take the KEY IDEAS in italics 1–8 (ex. 5) and make your own blog.**

# Lesson 8

# LET YOUR DREAMS GO ON

1. Use the today's phrasal verb and idioms to describe the picture of Max reading a book.



## Today's phrasal verb

look up – search for in a book or other source

## Today's idioms

take a break – stop for rest  
take it easy – relax; be calm  
take one's time – do something without hurry

2. Replace the underlined words with their synonyms or antonyms below to make the description true:

confident

reckless

author


egoistic

funny

stubborn

character

Karlsson is the main writer of the Swedish personage Astrid Lindgren. He is very serious and always sure of himself. He is very careful and selfless. He's bullheaded, so he never changes his decision.

3.  Listen and change the sentences as in the example.

Check yourselves with the speakers.

- 1) Somebody has bought the presents.
- 2) Somebody has eaten my sandwich.
- 3) Somebody has prepared the meal.
- 4) Somebody has made coffee.
- 5) Somebody has finished the report.
- 6) Somebody has learned the lessons.

**Example:**

Somebody has watered the plants. – *The plants have been watered.*

4. Fill in the Present Perfect Passive form.

- 1) Four pizzas ... (to order).
- 2) The student ... a good mark. (to give)
- 3) The thieves ... (to catch)
- 4) A diary ... by Emma. (to write)
- 5) The city ... by a thunderstorm. (to hit)

**5. Make the sentences Passive.**

- 1) He has read all the books. – ...
- 2) They have cleaned the house. – ...
- 3) We have written a test. – ...
- 4) They have eaten breakfast. – ...
- 5) He has lost the key. – ...
- 6) Have the children eaten the strawberries? – ...

**6. Imagine that your classroom and the school yard have been thoroughly cleaned. Say what has been done by whom.**

- 1) The desks ... (*to wash*).
- 2) The flowers ... (*to water*).
- 3) The floor ... (*to mop*).
- 4) The furniture ... (*to dust*).
- 5) The grass ... (*to cut*).
- 6) The trees ... (*to cut down*).

**7. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.**

- 1) Peter ... (*to break*) the window.
- 2) The exercise ... (*to write*) already.
- 3) The text ... (*to translate*) by Victor.
- 4) The teacher just ... (*to explain*) the new rule.
- 5) We ... (*to learn*) the Passive Voice already.
- 6) A new school ... (*to build*) in this street.

**8. Write the sentences in Passive using the correct tense.**

- 1) English (*speak*) all over the world.
- 2) This quarrel (*forget*) last year.
- 3) I can't write. My pencil case (*steal*).
- 4) We (*never / beat*) at badminton.
- 5) This shirt (*make*) in France.
- 6) Some ink just (*spill*) on the carpet.

**9. Find the best word to fit in each space.**

- “Cinderella” is a ... by Charles Perrault.
- It is based on ... tales.
- The book is about a ... girl who gets ... to a Prince because of her ... and beauty.
- The author tells us that a real ... is not in the appearance or nice ..., it's in the person's ....



**10. Change these Active sentences to Passive. Choose if you need the agent or not.**

- 1) People speak Portuguese in Brazil.
- 2) My grandfather built this house in 1943.
- 3) He has just written three books.
- 4) John told him about that.
- 5) Somebody has already done the work.
- 6) Everybody loves Mr. Brown.
- 7) They have built a new stadium near the station.

**11. Make up a short story about your favourite writer (See Writing Tips, p. 214.)**

**12. Arrange the events in the “Did you know” section of the unit in chronological order.**

**Did you know**

- The first book printed in Oxford dated 15<sup>th</sup> century carried a misprint on its first page.
- Around £2.2 billion is spent on books in the UK each year. A fifth of this is spent on children's books.

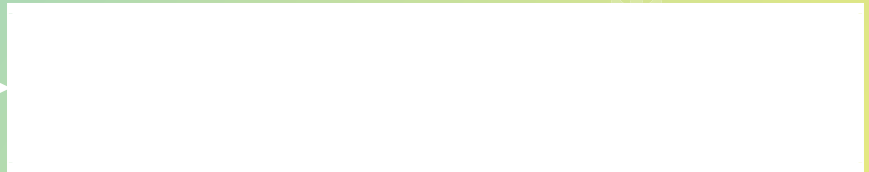


## My Progress Chart


I am happy with my work because ...



I did not really enjoy ...



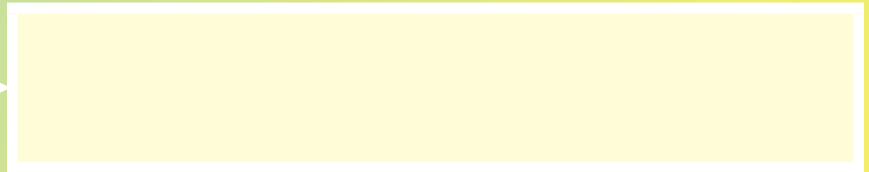
I think I've made my speaking better because ...



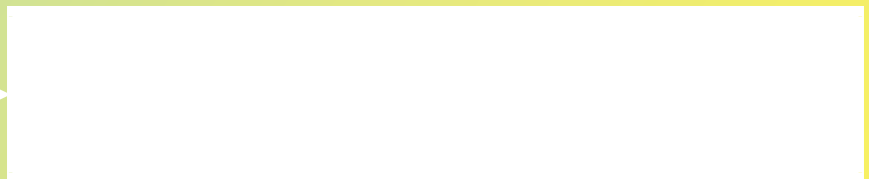
I'm more assured in grammar because ...



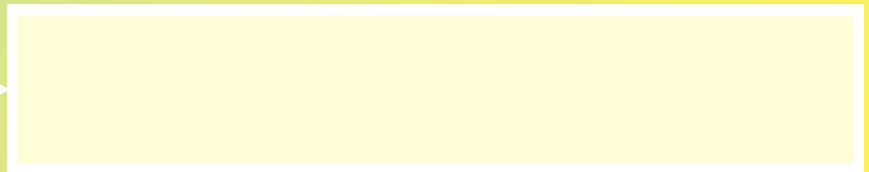
I understand spoken English better because ...



Reading brings me more pleasure because ...



I need to pay more attention to ...







# Lesson 1

# YOU EARN YOUR BODY

1. Look at the leisure activities on page 47. Which of them are healthy and which are not? Explain your choice.

*something to spare* = spare *something* – something extra or free that you can spend.

*Example: Time to spare* (=spare time) – free time. *Books to spare* (=spare books) – books you can share or give away.

2. Restate the following phrases.

- 1) An extra bike
- 2) A pencil you don't need
- 3) Money that you can share
- 4) A vacant room

3. Have you got any problems with your free time? What are they? Where will you go after school if you have some time and money to spare? Explain why. Use the today's phrasal verb and idioms.

## Today's phrasal verb

look up to – admire, idolise


## Today's idioms

take someone's word for it – believe  
 to make a long story short – in short  
 watch one's step – be careful



4. Work in groups of five. Interview each other about what leisure activities you take and arrange them by the time you spend on them during a week. Make a top-5 list for your group and compare it with other groups' lists..

1) watching TV, 2) surfing the Net, 3) playing computer or video games, 4) reading, 5) cooking, gardening or the like, 6) doing regular sports, 7) going out with friends, 8) going shopping, 9) going out to concerts, museums, etc., 10) playing music, 11) other.

5. a)  Listen to the text and fill in the blanks using words and phrases from the list.

1) rarely, 2) vital, 3) a matter of, 4) at any rate, 5) exist, 6) is down, 7) refresh, 8) is ... up, 9) amount of.

### Hobbies, Leisure time

As we all know, leisure time is one of the ... things people can't ... without. It is a big part of our life, and it actually shows the character of a person. We choose our own way of spending time, either active or passive. ..., it is ... taste. The ... free time ...; while the amount of working time ... now .... It can be explained by extra time spent on mobile phones or computers. Nowadays people ... have spare time to rest and to do something they like, but any activity is much better than doing nothing.

As for me, I like to spend my leisure time both in active and passive ways. I really enjoy reading or watching films, because it's always thrilling and helps to relax after a long tiring day. Also, I am fond of active sports, swimming, skiing or riding a bike when it is possible. In many cases I just go walking over long distances. It really helps to relax and ... the mind.

b) Read the text and find the words that best replace the given ones.

1) live, 2) a question of, 3) seldom, 4) very important, 5) falls, 6) anyway, 7) give rest to, 8) grows, 9) a portion of.



### Remember!

We use *number of* with countable nouns (*The number of students in the class is 30 – how many?*)

We use *amount of* with uncountable nouns (*The amount of time is not enough – how much?*)

6. Put '*the number of*' or '*the amount of*' in the correct places.

... information, ... films, ... sports clubs, ... stress, ... snow, ... amusement parks, ... tours, ... stuff.

7. Use the vocabulary of ex. 5a to complete the sentences.

- 1) Water is ... for human body.
- 2) No man can ... high up in the mountains for a long time.
- 3) How to spend spare time is ... choice.
- 4) Most restaurants ... cook healthy food.
- 5) I need to ... after the exam.
- 6) ..., children must eat fresh fruit and vegetables.
- 7) We can have a break: the ... work ....
- 8) The number of people using mobile phones ....

8. In groups, choose one picture and describe it using all the active vocabulary above.

Share your ideas with other groups.



### Did you know

- In the last 30 years, obesity in children and teens has nearly tripled.
- One can of soda drink contains 10 teaspoons of sugar.
- Each pound above your ideal weight lowers your life expectancy by 34 days.
- Half of British kids find old hobbies 'boring' or 'weird'.



9. Use the active vocabulary of the lesson to write how you spend your spare time.



# Lesson 2

# THE BODY ACHIEVES WHAT THE MIND BELIEVES



**Today's phrasal verb**  
**show off** – boast or wish to be admired

**Today's idioms**  
**at first sight** – at once  
**be about to do something** – be close to doing something  
**have a ball** – have a good time

The sentences, in which we say that something happens (or will happen) *on condition* that something is done, are called **CONDITIONAL** sentences

We use **Zero Conditional** when the result is a fact or always happens.

Here, *'if'* has the same meaning as *'when'*.

- If / When people **eat** too much, they **get** fat.
- If / When you **touch** a fire, you **get** burnt.
- You **get** water if / when you **mix** hydrogen and oxygen.

How many parts do all the sentences have? Show the parts that can exist separately.

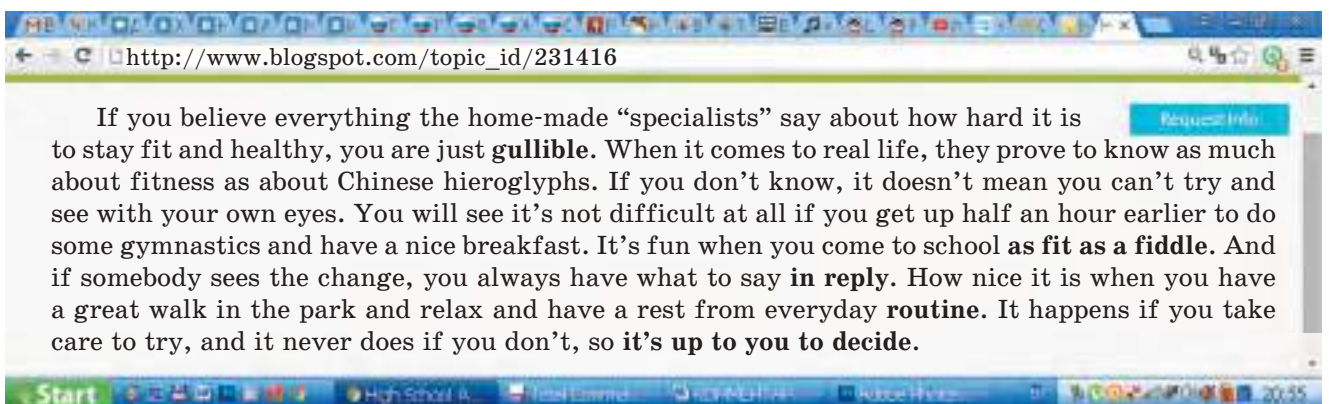
Which parts of the sentences can start with *on condition that*? Can they exist separately?

Such sentences are called complex and their parts are called clauses.

If babies <b>are</b> hungry,	they <b>cry</b> .
<b>(If-clause),</b>	<b>(main clause)</b>
People <b>die</b>	if they <b>don't eat</b> .
<b>(Main clause)</b>	<b>(if-clause)</b>

What grammar tense is used in both clauses? Why?

1. a) Read the blog. Find Zero Conditionals. How are they introduced? Do you agree with what the blog says?



If you believe everything the home-made “specialists” say about how hard it is to stay fit and healthy, you are just **gullible**. When it comes to real life, they prove to know as much about fitness as about Chinese hieroglyphs. If you don't know, it doesn't mean you can't try and see with your own eyes. You will see it's not difficult at all if you get up half an hour earlier to do some gymnastics and have a nice breakfast. It's fun when you come to school **as fit as a fiddle**. And if somebody sees the change, you always have what to say **in reply**. How nice it is when you have a great walk in the park and relax and have a rest from everyday **routine**. It happens if you take care to try, and it never does if you don't, so **it's up to you to decide**.

b) Find the best replacement for the given words, then use the words in sentences of your own.

1) gullible

- a) clever
- b) easily believing
- c) trustworthy

2) as fit as a fiddle

- a) in excellent form
- b) as hungry as a hunter
- c) as cool as a cucumber

3) in reply

- a) as a question
- b) as a statement
- c) as an answer

4) routine

- a) sleep
- b) celebrations
- c) life

5) it's up to you to decide

- a) you have to make a decision yourself
- b) you have to move up to decide
- c) someone has to move you up to decide.

c) Use the today's phrasal verb and idioms to express your opinion about the blog.

2. Make sentences about the facts.

- 1) The Sun shines – day.
- 2) It has four legs and barks – a dog.
- 3) It is winter – usually cold.
- 4) It is summer – holidays.
- 5) It is white and sweet – sugar.

3. Make Zero Conditionals.

- 1) (I / stay up late / I / be late for school)
- 2) (children / not eat well / they / not be healthy)
- 3) (people / eat / too many sweets / they / get fat)
- 4) (you / smoke / you / get yellow fingers)
- 5) (children / play outside / they / stay fit)
- 6) (I / not feel good / I / go to bed early)
- 7) (I / cycle after school / the weather / be fine)

4. Little children love asking questions. Work in pairs. Imagine that one of you is Jason and the other one – his curious sister. Take turns to ask and answer questions.

What happens if ... ? What comes when ... ? Who is it if ... ? Etc.

Ask as many questions as you can.

5. The pictures below show the result. In pairs, discuss when or if this may happen.



### Did you know

- ✓ Laughter rises your immune system and decreases stress.
- ✓ Eating fish once a week can lower your risk of depression by 30%.
- ✓ Pet a dog or any other animal today and you will feel less stressed at once.
- ✓ Traditional outdoor games are dropped in favour of high-tech gadgets.

#### Example:

(not / rain / the flowers / die) – If it doesn't rain, the flowers die.



6. Make Zero Conditionals.

- 1) (my brother / cook / he / burn the food)
- 2) (Julie / not wear a hat in summer / she / get sunstroke)
- 3) (you / mix water and electricity / you / get a shock)
- 4) (you / heat ice / it / melt)
- 5) (she / buy expensive clothes / she / go shopping)
- 6) (my sister / pass her exams / she / work hard)
- 7) (David / be sick / he / eat too much candy)
- 8) (I / like to visit the museums / I / be in a new city)
- 9) (my mother / clean it really well / she / clean the house)
- 10) (the river / freeze / it / be very cold)

7. Make up a sentence chain as in the example. How far does your fantasy go?

Example: If the sun shines, it is morning.  
If it is morning, I go to school ... Etc.

# Lesson 3

# LIVE HEALTHY – LIVE HAPPY

1. Look at the pictures and say where they could be taken.  
Give at least two reasons to prove your point.



## Today's phrasal verb

**take after** – be like in appearance or character

## Today's idioms


**in plain English** – in simple words  
**keep in mind** – remember  
**keep one's word** – fulfil a promise



2. You are going to listen to a part of a radio interview with a British professor who has just returned from the USA.

a) Read the following words and phrases and try to guess in what context they can be used.

- downtown – the central part (“heart”) of the city – ... try to live **downtown**.
- convenient – handy / comfortable – ... **convenient** and prestigious.
- suburbs – the countryside surrounding the city – ... go to live in the **suburbs** ...
- humble – rather small and simple – ... have a **humble** home.
- gadgets – devices – ... and **gadgets** to save space.
- commute – use public transport – ... prefer to **commute** because ...
- on the contrary – the opposite way / on the other hand – **On the contrary**, Americans ...
- in terms of – as to, talking / speaking about – **in terms of** diet, ...
- extremely – awfully – ... which is **extremely** unhealthy.

b)  Listen to the interview to find out the context, in which the words and phrases above are used.



**3. Answer the questions on the interview.**

- 1) Did Dr. Campbell feel comfortable while in the USA?
- 2) How many aspects of lifestyles are compared? What are they?
- 3) Are the aspects discussed common or different for the two nations?

**4. In pairs, fill in the table.**

	Homes	Transportation	Food
Europe			
USA			
Ukraine			

Discuss in class.

Which of the lifestyles – European or American – is closer to the Ukrainian one? Explain why. Use the today's phrasal verb and idioms.

**5. In pairs, discuss 'pros' and 'cons' of each of the lifestyles. Prove your point using Zero Conditionals.**

	pros	cons
Europe		
USA		
Ukraine		

**Example:**

*If people have to move more, it makes them healthier (pro). – If people have to use cars, it makes them spend more money (con)*

Which lifestyle do you think must be healthier?



**6. Are there more aspects to make a lifestyle healthy? What are they?**



**7. Describe the typical lifestyle in Ukraine in terms of:**

- housing;
- transportation;
- eating habits.

**Did you know**

- A pessimistic outlook may make you four times more likely to catch a cold.
- Sugar is as bad for you as cigarettes.
- Cash machines are as dirty as public toilets.
- 80% of children believe television is their main interest.



# Lesson 4

## NO TIME FOR EXERCISE – PLENTY OF TIME FOR ILLNESS

### 1. Questionnaire.

a) Answer the questionnaire, then count your score and find out how healthy you are.

1

How often do you exercise?

- Always – 4
- Often – 3
- Sometimes – 2
- Hardly ever – 1
- Never – 0

6

How often do you have breakfast?

- Every day – 4
- Often – 3
- Sometimes – 2
- Hardly ever – 1
- Never – 0

2

How often do you eat in McDonald's?

- Every day – 0
- Often – 1
- Sometimes – 2
- Hardly ever – 3
- Never – 4

7

How much do you play computer or video games a day?

- More than 4 hours – 0
- Between 3–4 hours – 1
- Between 1–2 hours – 2
- Not more than an hour – 3

3

How often do you sunbathe in summer?

- Every day – 4
- Often – 3
- Sometimes – 2
- Hardly ever – 1
- Never – 0

8

How often do you go for walks?

- Every day – 4
- Three or four times a week – 3
- Sometimes – 2
- Hardly ever – 1
- Never – 0

5

How much do you watch TV a day?

- More than 4 hours – 0
- Between 3–4 hours – 1
- Between 1–2 hours – 2
- Not more than an hour – 3

4

How do you usually get to school?

- By car – 0
- By public transport – 1
- Walk – 2

9

How late do you go to sleep?

- After midnight – 0
- After 11 p. m. – 1
- After 10 p. m. – 2
- At 10 p. m. – 3

10

How often do you eat snacks between meals?

- Every day – 0
- Often – 1
- Sometimes – 2
- Hardly ever – 3
- Never – 4

### Today's phrasal verb

tell off – criticise

### Today's idioms

keep one's fingers crossed – hope that nothing will go wrong  
lead a dog's life – live a hard life  
make a living – earn money for life

Your Score ...

- 0–3 – You are **very** unhealthy
- 0–10 – You are unhealthy
- 11–20 – You are average
- 21–29 – You are healthy
- 30–35 – You are **very** healthy!

b) What are the factors that make your lifestyle healthy?

### Did you know

- An hour's sleep could make you happier.
- Gently massage the space between your eyebrows to activate a deep sleep.

**2. Can you explain what 'glamorous' means? Choose six adjectives that best explain its meaning.**

*Attractive, intelligent, industrious, classy, elegant, out-of-date, prestigious, doubtful, charming, plain, high fashion.*

**In pairs, brainstorm what a glamorous lifestyle is. Use the today's phrasal verb and idioms.**

1) Why do people want to live like this? 2) What about you?

**3. In pairs, look through the article and find the sentences with the words in bold below. Choose the option that best explains the given words.**

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| ▪ glossy – popular – scientific       | ▪ drug – narcotic – medicine       |
| ▪ influence – effect – start          | ▪ lack – deficit – lot             |
| ▪ end up – result in – start with     | ▪ jewellery – decoration – glass   |
| ▪ starving – hunger – overweight      | ▪ in no time – at once – forever   |
| ▪ narcissism – self-love – tulipism   | ▪ hardly – no way – always         |
| ▪ recognition – respect – disbelief   | ▪ addiction – dependence – freedom |
| ▪ suffer from – are subject to – help |                                    |



**4. Read the article and give the answers to the following questions.**

- 1) How does the author feel about glossy magazines?
- 2) Does the author support the glamorous lifestyle?
- 3) Why does the idea of a perfect body not work?
- 4) How do you understand the meaning of “narcissistic culture”?
- 5) Where and how do people misunderstand the glamorous lifestyle?

Glossy magazines for both men and women focus on the glamorous lifestyle, and they have a great influence on the people, be it adults or just teenagers. But if we look deeper into the question, the picture will be not that attractive. To start with, glamorous magazines give life to rather problematic values. The first one is the body image. Young people want to have “ideal” figures like those they see in glossy magazines, and whom they believe to be fashionable or prestigious. About 70 % of teens believe hunger is the shortest way to get model slim ideal bodies, so they end up dying of starving or having to take serious and difficult procedures. Is it the price of “looking glamorous”?

The glamorous lifestyle is narcissism. In fact, today we see the rise of a narcissistic world culture. Self-expression has been replaced by the wish for public recognition. For this, a person acts the way he understands what is glamorous or stylish.

Though glamour is often a synonym of a happy life, people who wish it much more often suffer from alcohol and drug addiction, emotional problems and broken relationships.

Another problem of the glamorous lifestyle is a lack of money. Glossy magazines offer a great number of expensive and prestigious things, such as jewellery, electronic gadgets, cars, clothes, and other top class products. And if a person is up to leading a glamorous lifestyle he usually feels he must buy these things, even if financially he can't do so. Tons of money are spent by such people on products that will be out of fashion in no time. The glamorous lifestyle is usually understood as a life full of pleasure and enjoyment; but it has another side, which is not as attractive and shiny. So, being “glamorous” is hardly something to fight for.

*(Adapted from <https://academichelp.net>)*

**5. Discuss in groups.**


- 1) Do you think the glamorous lifestyle is healthy? Why? Why not?
- 2) Which is better: to look nice or to feel nice?
- 3) Can a healthy lifestyle be glamorous at the same time? How?
- 4) Which of the lifestyles do you think teenagers should be up to: glamorous or healthy?



**6. Make a leaflet about the role of glossy magazines in teenagers' life.**

# Lesson 5

# DOING THE BEST

1. a)  Listen to the Morning Rap and fill in the blanks with the words you hear.

1) 'cause 2) quiet and slow 3) too 4) do 5) toward 6) exercise 7) remember 8) move



Try some jogging – nice and slow  
The more you ... – the more you grow  
A little faster – that's the case  
But ... – it's not a race

Warm up – warming up – getting warm  
Warm up – warming up – a better form

Before the ... – warm your arm  
Then start to work – it'll do no harm  
... 's the way to start  
You'll sure do it – ... you're smart

## Today's phrasal verb

take care of – look after

## Today's idioms

make the most of something – do the best in the given situation  
now and again – occasionally; now and then  
odds and ends – a variety of unimportant things; bits and pieces

Try some knee lifts – not ... high  
Lift them up – ... the sky  
... your arms – warm them too  
Touch your knees – that will do

b) Find how the following words may fit into the rhyme. Read the newly-made Rap you get.

*Practice, nice and easy, for, work, don't forget, very, up into, swing.*

2. Look at the advice column "Ask in Mask" of the Jason school's website where students can ask about the problems anonymously and receive necessary recommendations.



Sandy, 14

My boyfriend says I'm fat and out of fashion. What should I do to be glamorous?



anonymous

Dear Sandy,

You needn't worry. If you **start** exercising regularly, you **will lose** extra weight pretty soon. If you **forget** about fast-foods, the result **will come** even sooner. And think – if you **start** looking great, **will** glamour and fashion **be** that important? And if your boyfriend is still unhappy – think of changing the boyfriend.

- Are the recommendations a fact? Are they about something that happens always or about something that may happen?
- Are the recommendations about something in present, past or future? Why do you think so?
- Compare the two sentences. What is the difference?  
Zero Conditional: If people eat too much, they get fat. (It happens always and is true for all people)  
First Conditional: If people eat too much, they will get fat. (People are NOT fat now, but it may happen in the future)





**Remember!** We use First Conditional to talk about possible results of actions in the future.

**Notice:** Zero Conditional always describes what happens in GENERAL, whereas First Conditional always describes a SPECIFIC SITUATION.

We NEVER use Future Tenses after *if, unless, when, till, until, etc.* Instead, Present Tenses are used

- If + Present Tense, || Future Tense
- If you touch a fire, || you will get burnt.

First Conditional	
condition	time
If Unless (= if not)	When Till Until As soon as As long as

**3. Decide what time the sentences belong to and choose the correct tense form.**

- 1) My mother always (*meets / will meet*) me when I (*come / will come*) home from school.
- 2) Our coach (*take / will take*) her with pleasure if she (*decides / will decide*) to join our team.
- 3) We (*stay / will stay*) healthy as long as we (*eat / will eat*) healthy food.
- 4) Our team (*loses / will lose*) unless we (*concentrate / will concentrate*).

**4. Put the verb into the correct first conditional form.**

- 1) If I (*go*) out tonight, I (*go*) to the cinema.
- 2) If you (*get*) back late, I (*be*) angry.
- 3) If he (*come*), I (*be*) surprised.
- 4) If we (*wait*) here, we (*be*) late.

**5. Think about the possible results in the future.**

- 1) A person smokes.
- 2) A girl can't live without glossy magazines.
- 3) A boy goes to the disco every night.
- 4) A man doesn't want to be a couch potato.
- 5) We stay up late.
- 6) He prefers to eat junk food.

**6. Work in pairs as "Ask in Mask" staff. What recommendations to the following problems will you give? Use the today's phrasal verb and idioms.**

- 1) I want to be in the top of the class so I work very hard, get tired easily and so have no spare time at all. What should I do? *Steve, 13*
- 2) I'm always late for school because I am crazy about computer games and very often hardly have time to do my homework in time and stay up with it after midnight. *Melissa, 11*
- 3) I've tried every diet from the "Vogue" magazine and they never help. Can I do anything about my overweight? *Paula, 15*

**7. In pairs, act out the situation.**

A school psychologist is consulting a student on the student's problem and giving recommendations on possible results. Then change roles.



**8. Put the verb into the correct first conditional form.**

- 1) If we (*eat*) all this cake, we (*feel*) sick.
- 2) I (*come*) early if you (*want*).
- 3) He (*not / get*) a better job if he (*not / pass*) that exam.
- 4) I (*buy*) a new dress if I (*have*) enough money.
- 5) They (*go*) on holiday if they (*have*) time.
- 6) We (*be*) late if we (*not / hurry*).
- 7) I (*not / go*) if you (*not / come*) with me.

**9. Write your recommendations to Emily using First Conditional.**

*I'm very hard in socializing with friends because I love watching cartoons and soap operas and they find it too childish. Moreover, I'm a shopaholic and spend a lot of time window-shopping in boutiques like Tiffany's. What's more, I'm 14, and I have no idea about cooking, to say nothing about cooking healthy food. How can I get my friends back?*  
Emily, 14

**Did you know**

- Being optimistic can save your life.
- You burn more calories sleeping than you do watching television.
- You are about 1 centimetre taller in the morning than in the evening.

*Example:* A boxer trains a lot. – *If a boxer trains a lot, he will become a champion.*

# Lesson 6

# TAKE CARE OF YOURSELF

1. Match the sentence parts (1–6) to (A–H) and make proper sentences.

- |  |   |
|--|---|
| A) if you call out a technician to repair it.                | 1) It will start to rain heavily                                  |
| B) the telephone and the doorbell will ring together.        | 2) If a bus finally arrives,                                      |
| C) the electricity will go out ten minutes before it begins. | 3) You will open an e-mail with a virus                           |
| D) if you are waiting for a bus.                             | 4) Your television/computer will work perfectly                   |
| E) if you use your friend's new computer.                    | 5) If you organise a large dinner party,                          |
| F) it will not be the one you want.                          | 6) If you get into the bath with a big book and a glass of juice, |

## Today's phrasal verb

**think over** – carefully think about

## Today's idioms

**on edge** – nervous

**on second thought** – after thinking again

**pull someone's leg** – tell someone lies

3. Read and compare the two e-mails about the same subject.

To: lilianblake@yahoo.co.uk

Subject: Student exchange

Body

Dear Mrs. Blake,  
I am happy to inform you that your son's application letter has been received and chosen for further consideration.  
Sincerely,  
Roman Petrenko,  
Principal

To: max\_levchenko@ukr.net

Subject: exchange!

Body

Hi Max,  
How is it going? Haven't heard from you for ages!  
Got some good news – if everything is OK, I'll become an exchange student next year. If it happens, we'll study in the same class.  
My best regards to your family. Hope to hear from you soon.  
Take care,  
Jason

Which of them is more informal? Why?

**4. Look at the first e-mail.**

1	Greeting	uses 'Dear'(very neutrally polite), the title ('Mrs.')	and the family name ('Blake').
2	Body	gives information only – no emotions or attitudes; uses very correct formal language.	
3	Ending	uses 'sincerely'(neutrally polite), the full name ('Roman Petrenko') and position of the sender ('principal').	

**Conclusion:** this letter is **formal** and official because it is neutral, polite and gives information only.

**2. Work in pairs. Choose IF or UNLESS.**

- 1) She won't know the truth ... you tell it to her.
- 2) ... you arrive early, you'll be able to meet the customers before the meeting.
- 3) ... she eats healthy food, she won't lose some weight.
- 4) They won't arrive on time ... they finish the work early.
- 5) Will she be able to eat some cake ... I put eggs in it?

**5. In pairs, look at the second e-mail, make up the same plan about it and write it down.**

**6. Put the following beginnings and endings into the proper category.**

Formal	Informal

Dear Max; Hi buddy; Dear Mr. Jones; Dear Sir / Madam; Hello Janet.  
Truly yours; Love; With best regards; Sincerely; Best wishes; Take care.

**7. In the second e-mail, find the grammatically incorrect sentences that may be used in informal conversation or writing but are absolutely banned in formal written English. Rewrite them in the formal way.**

**8. What type of Conditional is used in the second e-mail? Why? What are the sentences about?**

**Did you know**

- Fruit flavoured snacks are made with the same wax that car wax.
- There are more bacteria in your mouth than there are people in the world.
- It is possible to go blind from heavy smoking.
- Many outdoor games that we all loved so much as children are slowly dying off.



**9. Read one more Jason's e-mail. Write a message in reply as if you are Max. Use the today's phrasal verb and idioms. Use First Conditional where possible. (See Writing Tips on p 212)**


To: max\_levchenko@ukr.net

Subject: help!!!

Body:

Hi buddy,  
Just forgot to tell you. I need your advice badly! First, a million thanks for your words about less computers and more sports. I'm doing karate and still have time to spare and I'm feeling great. But the problem is, I'm not growing – the shortest guy in class. Can I take up anything to become taller? Next, I'm still a bit shy with my classmates. Do you know anything that might help make the situation better? And thirdly, it's Sonya!!! The naughtiest kid in the world! With all her 'Whys?' and 'You know what's ... ?' I just don't know what to do ... Waiting to hear from you soon.

Best,  
Jason





# Lesson 7

Home reading

## IT IS A PRIORITY — NOT AN OBSESSION

1. Answer the following questions. Use the today's phrasal verb and idioms.

- 1) What are medical books about?
- 2) How is the information in them usually arranged?
- 3) Have you ever read a medical book? What for?
- 4) What do your parents usually do if someone in your family falls ill: consult a medical book or call the doctor? Which way works better? Why do you think so?

2. Read the fragment of the novel "Three men in a boat". What do you think about the person who is telling it – the narrator?

I remember going to the British Museum one day to read about some illness of which I had a touch – hay fever, I think. I got down the book, and read all I came to read; and then started turning the leaves and studying illnesses in general. I forget, which was the first one I bumped into – some fearful, deathly one, and, before I had looked half down the list of symptoms, it was clear to me that I had sure got it.

I was frozen with horror; and then turned over the pages again. I came to typhoid and discovered that I had it. I wanted to know what else I had; and so started reading alphabetically. I found I had cholera, in a very complicated form; and diphtheria I seemed I had been born with. I looked carefully through the twenty-six letters, and the only thing I didn't have was housemaid's knee\*. Then I tried to examine myself. I felt my pulse. I could not at first feel any pulse at all. Then, all of a sudden, it seemed to start off. I pulled out my watch and timed it. I made it a hundred and forty-seven to the minute. I tried to feel my heart. I could not feel my heart. It had stopped beating. I always believed that it was there all the time, but I could not find it. I could not feel or hear anything. I tried to look at my tongue. I stuck it out as far as it could go, and I shut one eye, and tried to examine it with the other. I could only see the tip, and the only thing that I could get from that was to feel confident that I had had scarlet fever before.



I had walked into that reading-room a happy, healthy man. I crawled out a broken ruin.

I went to my medical man. "A doctor needs practice," I thought. "He will have me. He will get more practice out of me than out of seventeen hundred ordinary patients." So I went and saw him, and said:

"I will not take your time telling you what *is* the matter with me – you might die before I finish. But I will tell you what is *not* the matter. I have not got housemaid's knee. Everything else, however, I *have* got."

And I told him how I came to discover it all.

Then he looked down me, and took my hand, and then all of a sudden he hit me over the chest, and immediately after it bumped me with the side of his head. After that, he sat down and wrote out a prescription. I put it in my pocket and took it to the nearest chemist's. The man read it, and then gave it back to me. I said:

"You are a chemist?"

### Today's phrasal verb

watch out – be careful

### Today's idioms

beat around/about the bush – try to give unclear answers

castles in the air – daydreaming about success

a far cry from something – not nearly as good

\* *housemaid's knee* – запалення колінного суглобу, хвороба, яка вважалася характерною для жіночої прислуги.

He said:  
“I am a *chemist*. I am not a department store and family hotel combined.”


I read the prescription. It ran:  
“1 lb\*. beefsteak, with  
1 pt\*\*. bitter beer – every 6 hours.  
1 ten-mile walk every morning.  
1 bed at 11 sharp every night.

And don't stuff up your head with things you don't understand.”

I followed the directions, with the happy result – my life was saved, and is still going on.  
(Adapted from “Three men in a boat” by Jerome K. Jerome)

### Did you know

- ☑ Right-handed people live, on average, nine years longer than left-handed people.
- ☑ During your lifetime, you'll eat about 60,000 pounds of food – that's the weight of about 6 elephants.
- ☑ The number of stickers collectors has fallen 25 times in 40 years.

3.  Listen and read the six names of illnesses or disorders. Find them in the story. Do you know what these illnesses are? Consult the dictionary.

Which of them did the narrator really have? In what context are the other illnesses used?  
Fever, hay fever, typhoid fever, cholera, diphtheria, housemaid's knee, scarlet fever.

4. Find seven words that belong to a human organism in the story. In what context are they used?

5. Decide if the statements are *True* or *False*. Prove your point of view and correct the *False* ones.

- 1) The British Museum Library may have books on many disciplines.
- 2) The narrator went to the library to find some facts to help him in his profession.
- 3) The narrator read about the illnesses starting from A to Z.
- 4) The narrator did not have one illness because he was slim.
- 5) The narrator tries to examine himself very carefully.
- 6) The narrator could not find his heart because it was on the wrong side of the body.
- 7) The narrator thinks he was born with a dangerous illness.
- 8) The way he tries to examine his tongue might seem very strange and funny to the librarian.
- 9) Both his doctor and the chemist have a good sense of humour.

6. Give answers to the questions and prove your point with the help of the story.

- 1) Why did the chemist return the prescription?
- 2) What did the doctor prescribe?
- 3) What was the illness the narrator did not have? Why?
- 4) What did the narrator discover when he went through the medical book alphabetically?
- 5) Why did the narrator feel he must see his doctor?
- 6) Do you think that the episode when the narrator tries to examine himself is funny and humorous? Why?
- 7) How did the doctor treat the narrator?

7. Rewrite the doctor's prescription in First Conditional.

8. The book is believed to be an example of British humour.

What parts of the story are humorous and funny? What makes them funny?



9. Write your answers to the following questions.

Is it useful for everyone to read medical books? Are there any other ways how to keep fit?  
What prescription will you write out if a patient like the narrator comes to see you for help?

\* 1 lb (1 pound) = 0.453 kg

\*\* 1 pt (1 pint) = 0.568 litre

# Lesson 8

# LOOKING GOOD AND FEELING GOOD GO HAND IN HAND

1. In pairs, discuss how you could use the today's phrasal verb and idioms to make sentences about a healthy lifestyle.

2. Make Zero Conditional sentences.

- |  |   |
|--|---|
| 1) If you eat fast food,<br>a) you will gain weight.<br>b) you gains weight.   | c) you gain weight.<br>d) you gained weight.  |
| 2) If you study hard,<br>a) you get good grades.<br>b) you got good grades.  | c) you getting good grades.<br>d) you will get good grades.   |
| 3) When she works early,<br>a) she woke up early.<br>b) she will wake up early.  | c) she wake up early.<br>d) she wakes up early.   |
| 4) When the radio plays,<br>a) it's hard to hear you speak.<br>b) it was hard to hear you speak.<br>c) it is hard to hear you spoke.<br>d) it's hard to hear you will speak. | 5) I always wear a jacket<br>a) when it will be cold.<br>b) when it is cold.<br>c) when it was cold.<br>d) when it is being cold. |

## Today's phrasal verb

show up – appear, arrive

## Today's idioms

fly off the handle – get angry  
get out of hand – get out of control  
get rid of someone or something – remove

3. Choose the correct option for the 1st conditional sentences.

- |   |  |
|---|--|
| 1) a) When I finish my homework, I will go to the party.<br>b) When I finished my homework, I will go to the party. | 4) a) She will not watch the movie if the television is broken.<br>b) She will not watch the movie if the television will be broken. |
| 2) a) If it is cold tomorrow, I stay home.<br>b) If it is cold tomorrow, I will stay home.                          | 5) a) If you need help, I will do it.<br>b) If you needed help, I will do it.  |
| 3) a) He plays hockey if he has time tomorrow.<br>b) He is going to play hockey if he has time tomorrow.            |  |

4. Choose IF or UNLESS and match each beginning with a suitable ending.

- |  |  |
|--|--|
| 1) She won't go to work                  | a) ... Sally doesn't lend me her car.          |
| 2) Will you take part in the race        | b) ... we spend all the evening working on it. |
| 3) I won't be able to visit you tomorrow | c) ... she feels better tomorrow.              |
| 4) The project won't be ready today      | d) ... the address is written incorrectly.     |
| 5) I won't receive the letter            | e) ... your bike is ready to be used?          |

5. Open the brackets to make the 1st conditionals.

- 1) If you (*not study*), you (*fail*) the test.
- 2) If you (*look*) in the fridge, you (*find*) some cold drinks.
- 3) I (*lend*) you my umbrella if you (*need*) it.
- 4) I (*call*) her as soon as I (*get*) home.
- 5) She (*not/come*) to the party unless you (*bring*) John.

6. There is either an EXTRA or MISSING word in each of these conditional sentences. Find them and write the sentences correctly.

- 1) I tell John you asked about him if I see him.
- 2) If I will feel stressed, I have a hot shower.
- 3) You must leave the building as soon as you can if the alarm will sounds.





## My Work Results

I am satisfied with my job because ...

I did not fully carry through ...

Speaking English makes me happy because ...

I feel more confident in grammar because ...

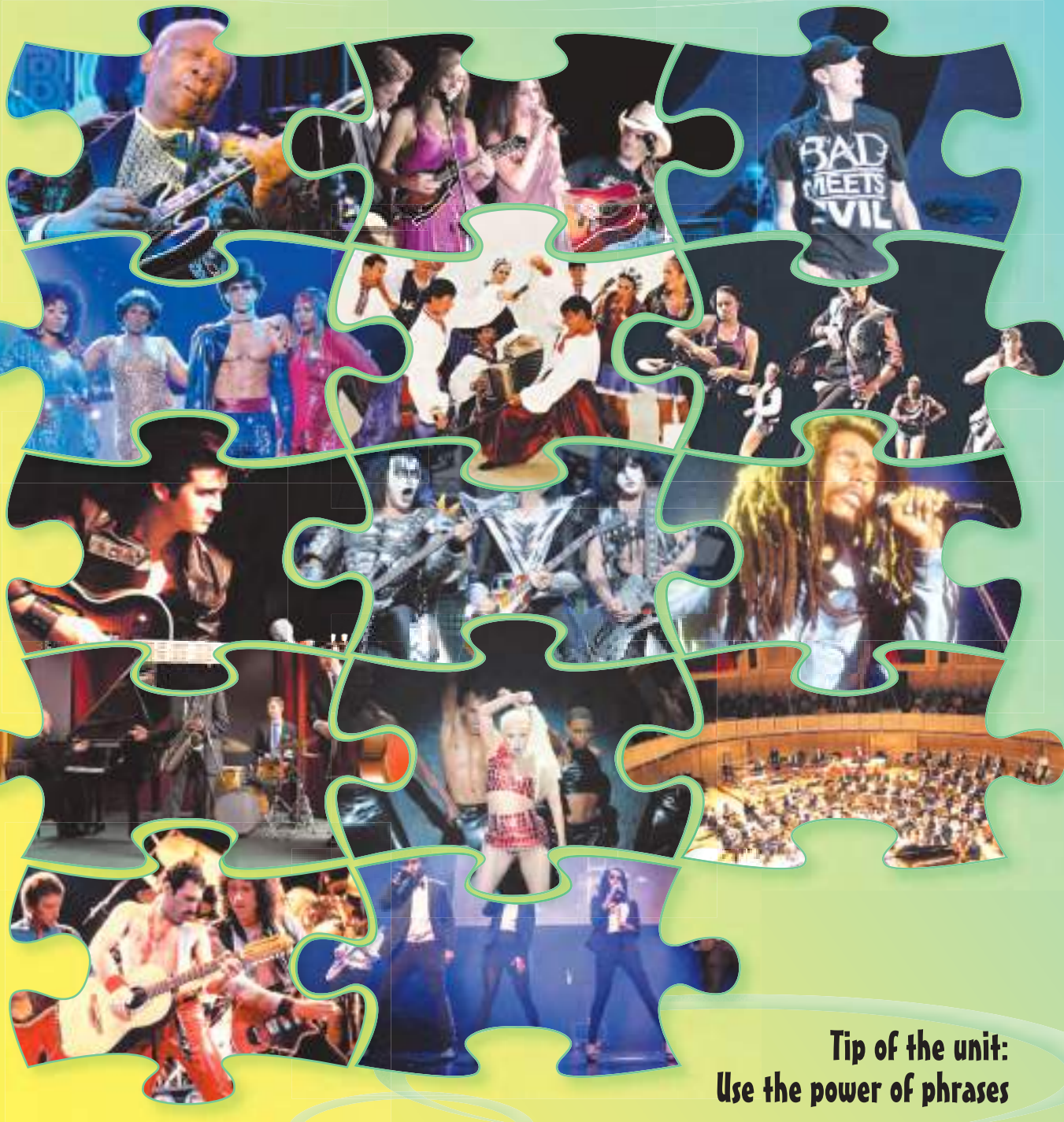
Listening is not so difficult for me because ...

I feel more adequate in reading because ...

I think I have to concentrate on ...

# UNIT 4

## Soundtrack of your life



**Tip of the unit:**  
Use the power of phrases




# Lesson 1

## WHERE WORDS FAIL, MUSIC SPEAKS

1. Match the pictures on page 65 with the following styles of music. Explain your choice.

Classical, pop-music, rock-n-roll, rock, heavy metal, blues, jazz, reggae, R-n-B, hip hop, rap, country and western, folk, disco.

2.  Listen to the short pieces of music and match them to the styles above.

3. Match the words in bold in the descriptions of music styles with their meanings.

- 1) Developed from blues, very improvisational, various instruments, mostly band.
- 2) Music for the widest audience, mostly short, melodic songs.
- 3) Traditional European music, either solo or orchestra.
- 4) Jamaica born, very specific '**floating**' rhythm and sound.
- 5) **Distortion** electric guitar, rhythm, **riff** based, **high pitched**.
- 6) Energetic, rhythmical, mostly electric guitar based.
- 7) Traditional, mostly acoustic, simple music of a specific region, country or people.
- 8) Aggressive, high speed, electric guitar and drums passages.
- 9) Rhymes recited with a rhythmical electronic beat accompaniment, part of hip hop culture.
- 10) A rhythmical 120 **bpm** dance music born in the 1970's.
- 11) Originally Black, sad, quite simple, mostly guitar and **harp**, from one performer to a band, a lot of endless improvisations.
- 12) New York born, originally Black, based on MC-ing, DJ-ing, dancing and graffiti.
- 13) Modern **urban** electronic dance music based on traditional rhythm and blues.
- 14) Born in America, originally White, simple, rhythmical, guitar and **fiddle**.
  - a) The effect that changes the sound of guitar to make it heavier;
  - b) A short catchy musical phrase;
  - c) High in sound;
  - d) Harmonica;
  - e) Moving back and forth (*like on the water*)
  - f) City;
  - g) A kind of violin;
  - i) The number of beats during one minute.

4. Read the descriptions of different styles again and guess which style is characterized in each of them. Make up complete sentences and give reasons for your choice.

Like	Dislike	Have no idea

5. Work in groups. Find out attitudes to different styles. Fill in the table above.

For your group, arrange the styles in the order of popularity. Share your ideas with others and make the popularity list for the whole class. Use the today's phrasal verb and idioms. What styles are most /least popular?

### Today's phrasal verb

blow up – get angry

### Today's idioms

get to the bottom of something – know deeply

in advance – much before

in someone's shoes – in another person's position

#### Example:

*I think it is classical music because...*

6. Read the BBC Online article. What other styles of music could scientists also use in their experiment with the same result? Why do you think so?

**INSIDE THE BBC**

**Online**

**Dairy cows produce more milk when listening to relaxing music, say researchers**

They believe farmers could get an extra pint by playing classical music. “A lot of farmers seem to think it works,” scientists said.

For nine weeks cows were listening to fast, slow and no music for 12 hours a day, from 5 a.m. to 5 p.m.

The researchers found that the amount of milk from each cow rose by 3% a day when slow music, rather than fast music, was played.

“We found that slow music improved the results because it might relax the cows in much the same way as it relaxes humans.”

*Search the site*  
 Can't find what you need? Search here  
 Enter a subject, topic or keyword

(Adapted from BBC News Online)



7. Interview your family and friends beyond school and fill in the table to report in class.

age	male /female	music likes	reason	music dislikes	reason

# Lesson 2

# A UNIVERSAL LANGUAGE OF THE WORLD

1. Which musical style or performer would you like to see at a live concert? Use the today's phrasal verb and idioms to make answers.

In Reported Speech, if the actions in both principal and subordinate clause happen at the same time, they must be in the same grammar tense.

### Reported Speech about the present

<i>Direct Speech</i>
Bob thinks, "We know this man".
1) Do both actions ('thinks' and 'know') happen at the same time or at different times? <i>Both happen at the same time.</i>
2) Do they happen in present, past or future? <i>They happen in present.</i>
3) What grammar tense should we use if two actions happen at the same time in present? <i>We should use present tense.</i>
<i>We know him at the same time that Bob thinks about it. It happens in the present – in Reported Speech, both clauses are in Present.</i>
<i>Reported (Indirect) Speech</i>
Bob thinks (ABOUT WHAT?) that we know this man

**Today's phrasal verb**

count on – rely or depend on (for help)

**Today's idioms**

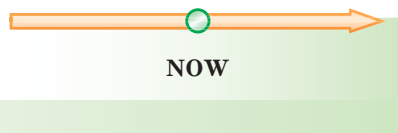
jump at the opportunity – agree to the opportunity with pleasure  
 lucky break – lucky chance  
 off the top of one's head – without thinking; from memory

**Remember!**

If the main (principal) clause is in Present or Future, the tense in the subordinate clause is NOT changed.

2. Look at the sentences below. Are they about present, past or future?

- Underline the parts which are main (principal) clauses. Explain why you think so.
- Sort out the sentences into those, in which both actions happen at the same time and those where they happen at different times.
  - My Dad says (*that*) he likes all kinds of music.
  - Max is sure (*that*) he has never been to a rock show.
  - Mum likes the music (*that*) she first heard in her school years.
  - My brother plays the fiddle (*that*) he bought ten years ago.
  - My nephew writes (*that*) he is learning to play the blues harp.
  - Jason is happy (*that*) he often goes to rock music concerts.
- On the time line, mark the actions of the sentences. Use NOW as the time of action in all main (principal) clauses.



### Reported Speech about the past

3. Look at the sentence.

<i>Direct Speech</i>	
My Dad said, "I like all kinds of music".	
1) Is it about present, past or future? <i>The sentence is about the past.</i>	3) Do both actions happen at the same or different times? <i>Both actions 'say' and 'like' happen at the same time in the past.</i>
2) What grammar tense is used in the principal clause? <i>The principal clause (My Dad said) is in the Past Simple.</i>	
<i>Reported (Indirect) Speech</i>	
My dad said (that) he liked all kinds of music.	



#### 4. Make necessary changes. Rewrite the sentences in the past.

- 1) He believes (*that*) music can change the world. – He believed ...
- 2) My friend says (*that*) he is crazy about hip hop. – My friend said ...
- 3) Jason writes (*that*) rock concerts are held every weekend. – Jason wrote ...
- 4) Max tells her (*that*) he is going to play in a band. – Max told her ...
- 5) Dad says (*that*) he knows a few reggae fans. – Dad said ...
- 6) Scientists report (*that*) classical music is best for cows. – Scientists reported ...
- 7) This is the band (*that*) I know very well. – This was ...
- 8) I always listen to the performers that are the best in their style. – I always listened ...

#### 5. Look at the lyrics below.

- 1) How many Reported Speech sentences are there?
- 2) The underlined sentences were changed into the Past. Change them back to the Present to view the original lyrics of the song that made The Beatles world famous. Listen to the song and check yourself.



She loves you, yeah, yeah, yeah, she loves you, yeah, yeah, yeah,  
She loves you, yeah, yeah, yeah, yeah

You think you lost your love when I saw her yesterday  
It was you she was thinking of and she told me what to say  
She said she loved you and you knew that couldn't be bad  
Yes, she loves you and you knew you should be glad

She said you hurt her so, she almost lost her mind  
And now she said she knew you were not the hurting kind  
She said she loved you and you knew that couldn't be bad  
Yes, she loves you and you knew you should be glad, ooh

She loves you, yeah, yeah, yeah, she loves you, yeah, yeah, yeah  
And with a love like that you knew you should be glad.

#### Did you know

- The harmonica is the world's best-selling music instrument.
- The ocarina, a musical wind instrument, is also known as the Sweet Potato.

#### 6. Change the following sentences into Reported Speech.

- 1) "I live in New York."  
She said ...
- 2) "We're working on a new album."  
Mick told me ...
- 3) "He works as a sound producer."  
Mary told me ...
- 4) "Jill is studying a lot."  
Jenny told me ...
- 5) "I don't have a computer."  
Fred said ...
- 6) "She's coming to the concert."  
He told me ...
- 7) "Julie doesn't like very loud music."  
Laura said ...
- 8) "I'm listening to my new CD."  
Max said ...



#### 7. Think what people could say these sentences and write them as reported statements.

- 1) "They never arrive on time."
- 2) "John is working in a studio for the summer."
- 3) "David doesn't have any new songs."
- 4) "I'm not going out."
- 5) "I don't go to the gym very often."
- 6) "Lucy is reading a book in front of the fire."
- 7) "I never get up early on Sundays."
- 8) "We often meet friends in London at the weekend."
- 9) "He's talking on the telephone."
- 10) "We are not visiting Paris during our trip."

#### 8. Ask the following questions to your parents and report the answers in class.

- 1) What is your favourite style of music?
- 2) What style of music do you never listen to?
- 3) Who is your favourite performer or band?
- 4) What music are you listening to?
- 5) Does music help you in your life?

# Lesson 3

# WITHOUT MUSIC LIFE IS A MISTAKE

1. Do you know what *acrostic* is? Each line starts with a letter of the word we want to describe. Look at the sample acrostic on the word 'sister'.

*Special*  
*Intelligent*  
*Smart*  
*Talented*  
*Elegant*  
*Reliable*

- a) In pairs, make your own acrostic about MUSIC. Compare your results with your classmates'.
- b) Make sentences about music using the today's phrasal verb and idioms.

2.  Listen to the sounds of musical instruments.

- a) Match the sounds you hear with the instruments below. Check yourself.

*Organ, grand piano, acoustic guitar, violin, electric guitar, drums, synthesizer, cello, harp, saxophone, bandura, trumpet, accordion, flute, bagpipe.*

- b) Can you guess what instrument types are these? Match the type with a proper pictogram.



- c) Sort the instruments by their types.

String	Keyboard	Brass	Woodwind	Percussion

- d) What style of music can these instruments be used in? Why do you think so? Do you know any examples?

## Today's phrasal verb

**ease off** – make less or slow down (pain, traffic, work)

## Today's idioms

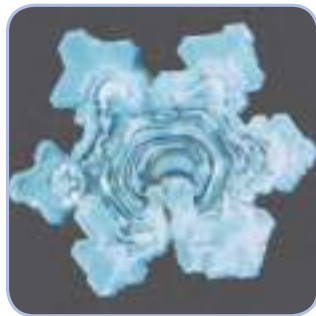
**off the cuff** – without preparation  
**on time** – punctually; at the specified time  
**from scratch** – from the very beginning

3. Compare the pictures below.

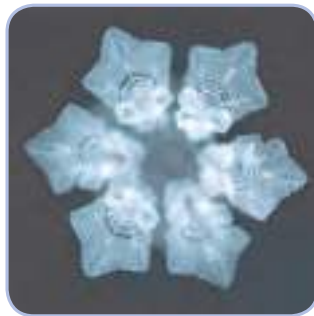
a) What do you think they are? What are the differences?



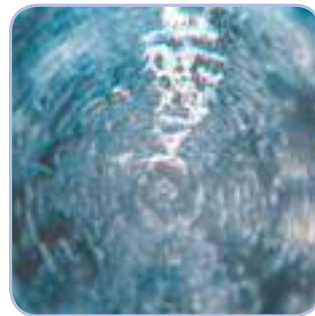
“Swan Lake”



Mozart



John Lennon



Heavy metal

- b) Listen to a part of an article by Masaru Emoto. What, according to him, makes people unhappy?
- c) Can you find any similarities and differences between a man and a cow in terms of music influence? What are they? Why do you think so? Do you think that any of the musical instruments above can make water crystals ugly and distorted? How?

4. Listen to a radio announcement and answer the questions.

- 1) What does the word ‘gig’ mean?
  - a) lecture;
  - b) concert show;
  - c) movie;
  - d) TV show.
- 2) Is there anything unusual about the kind of music to be performed?
- 3) Who is performing?
- 4) How many rock bands are mentioned? Can you name them?
- 5) What can you say about the sound? How do you understand it?
- 6) Is there anything special about the show?
- 7) Where will the show take place?
- 8) When will the show end?
  - a) At about 8;
  - b) At about 9;
  - c) At about 10;
  - d) At about 11.

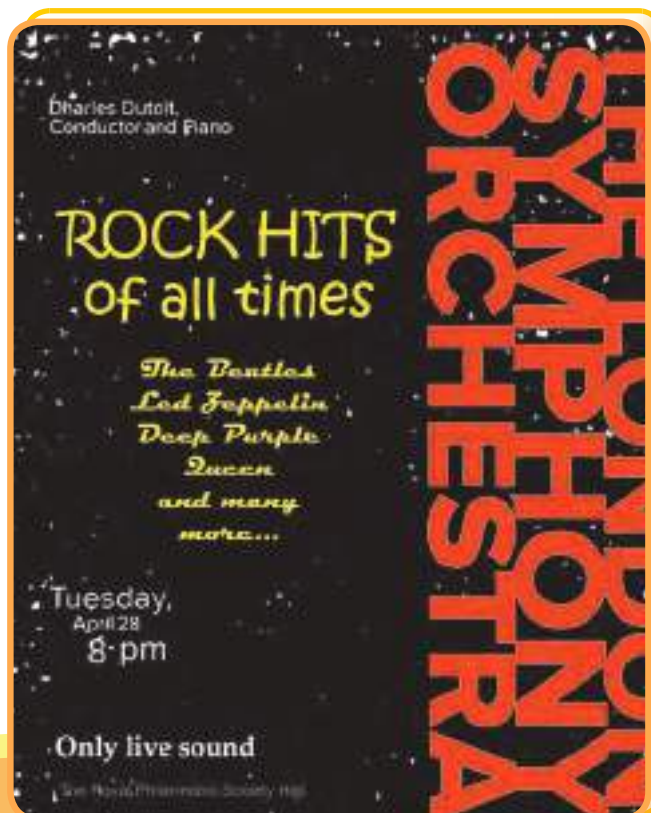
Can you restore the original announcement using your answers? Check yourself.

Did you know

- The Beatles hold the top of album sales in the world (more than 1 billion records).
- The first pop video was *Bohemian Rhapsody* by Queen, in 1975.



5. Make a poster with a similar announcement about a music event of your choice.







### 3. Why are there some sentences that cannot be transformed into Direct Speech?



#### Remember!

Very often what we need is not just to report what someone says or said but rather express our attitude.

#### Example:

Dad said that he was going to take me ...

- admitted     confirmed     stated
- agreed         promised

The following verb list will help you.

Admit, agree, argue, boast, claim, complain, confirm, deny, discover, doubt, explain, fear, feel, promise, remember, repeat, report, state, tell, think, understand, warn

### 4. From the list above find as many verbs as possible to replace the verbs in the principal clauses.

### 5. Choose a different verb for each sentence from the list above and make true sentences in the past about yourself.

- 1) Compose music ( ... )
- 2) Have to learn to play the accordion
- 3) Need to listen to more classical music
- 4) I am going to buy a new guitar
- 5) Dad never takes me to rock concerts.

#### Example:

Can't play the guitar (admit) – *I admitted (that) I couldn't play the guitar.*

### 6. Read the interview and fill in the fact file.

#### Ritchie Blackmore – one of the best rock guitarists ever

**I:** When did you take up playing the guitar?

**R. B.:** I was 11 then. My dad gave me my first guitar and said I had to learn well. So I started taking classical guitar lessons.

**I:** When did you begin your musical career?

**R. B.:** I'd say somewhere around 1963. There'd been a few bands before I joined Deep Purple.

**I:** They say, you wrote nearly a half of Deep Purple's hits, didn't you?

**R. B.:** I don't care. I didn't give a damn about song construction then. I just wanted to make as much noise and play as fast and as loud as possible.

**I:** Is it true that you always tried to combine rock and classical music?

**R. B.:** Right. I always found the blues too limiting, and classics too disciplined. I was always somewhere in between.

**I:** And from here ... ?

**R. B.:** And from here came a Deep Purple record with a symphonic orchestra and later with my next band – Rainbow – the instrumental arrangement of Beethoven's Ninth Symphony.

**I:** It was Ode to Joy, right?

**R. B.:** Exactly.

**I:** Do you play any other instruments?

**R. B.:** Yes, I find playing a different musical instrument refreshing because there is a sense of adventure not knowing exactly what I am playing. I love cello. It brings elements of medieval and baroque music.

**I:** What about your latest project, Blackmore's Night?

**R. B.:** Well, there're two of us – Candice sings and I play, mostly acoustic, sometimes electric, sometimes drums – stuff like that.

Name:	
Music style:	
Other instruments (if any):	
Attitude to other music styles:	
Bands or projects:	
Age:	
Main instrument:	
Composing skills:	



### b) Can you add anything about this performer or his music? Use the today's phrasal verb and idioms.



### 7. Choose a Ukrainian performer or band and make the same fact file.

# Lesson 5

# MUSIC IN THE SOUL IS HEARD BY THE UNIVERSE

1. Interview each other and make a chart for the whole class.

- ♦ Which kind of music do you prefer – live or recorded?
- ♦ How do you usually listen to music: on your telephone, on your PC, on the radio, on the Internet?
- ♦ How often do you go to the concerts? Do you think you should do it more or less often?
- ♦ What was the latest concert you went to (*watched on TV*)? What was it like?

2. Choose the words that best describe your impressions about the concert and share them with your classmates.

Explain why you think so.

Use not less than three words.

For positive impressions use:

- gorgeous,
- brilliant,
- impressive,
- lovely,
- splendid,
- stunning,
- superb,
- grand,
- fabulous.

For negative impressions use:

- awful,
- dreary,
- dull,
- horrible,
- poor.

Gorgeous – *strikingly beautiful*


Lovely – *very attractive or beautiful*

Splendid – *very good or fine*

Stunning – *breathhtaking, very attractive and impressive*

Fabulous (fab) – *fantastic, fairy*

Dreary – *dull and boring*

3.  Listen to Jason's uncle's impressions about the concert and note down the facts about it by answering the questions below.

- 1) What is Jason's uncle's **overall impression** about the event?
- 2) Did the concert start in **time**?
- 3) What kind of **setting** was there?
- 4) Were there any visual stage **effects**?

## Today's phrasal verb

**break out** – start suddenly

## Today's idioms

**so much the better** – it's even better  
**talk through one's hat** – say nonsense  
**wet blanket** – a pessimist, who kills everyone's fun



- 5) What impressed Jason's uncle most?
- 6) What year were the musicians most probably born?
- 7) How long has the singer probably been on stage?
- 8) What did Jason's uncle feel a little sorry about?
- 9) **How long** did the concert last?
- 10) What important information do you think is missing?

### Did you know

- The British buy 7.2% of the world music market.
- Queen's* guitarist, Brian May, is a Doctor of Astrophysics.

**4. Look at the questions above. Some of them ask about the key facts to describe the event in general, others are to find out about the things which are important for Jason's uncle personally. Which are which? Why do you think so?**

**5. Think about the concert you have recently been to or watched on TV. In pairs, interview each other in turns using the questions from ex. 3 and the today's phrasal verb and idioms.**

**6. Change pairs. Report to each other the information you have just learnt from the interview.**



**7. Interview one of your parents or friends out of school about the concert they have recently seen live or watched on TV to report in class. It will be very good if you add more questions of your own.**

1) overall impression

2) start time

3) setting

4) visual stage effects

5) the greatest impression

6) the musicians' age

7) how long on stage

8) anything to feel sorry about

9) the duration of the concert

10) any missing information

# Lesson 6

# THE STRONGEST FORM OF MAGIC

1. Work in teams. Describe the following performers in a positive way: each team member adds one positive characteristic to the description.

*Example:*

*S1: Lady Gaga is wonderful*

*S2: Lady Gaga is wonderful and talented ... etc.*



## Today's phrasal verb

**break up** – come to an end (relationship, marriage)

## Today's idioms

**word for word** – in the same words  
**at random** – without order or plan  
**big shot** – important person

## Did you know

- Termites eat wood twice as fast when listening to heavy metal music.
- In 1997, Paul McCartney broke his own world record receiving his 81st gold disc.

2. a) Read a part of a newspaper concert review and answer the questions on it.

Having seen the originals over 40 years ago, what struck me first was that we could actually hear and enjoy what they were singing!

The sound was terrific, as were the accents and body language. You could actually believe that your mind was playing tricks and you were watching the real Beatles. It was a really fab evening, warm and nostalgic.

I loved the way they worked through each of The Beatles' phrase. Thinking about it – they have had more practice at being The Beatles over the past 30 years than the band did themselves – time has worked its magic and has developed a very entertaining, classy act!

They can never replace the real thing, but they are a worthy representation. I definitely enjoyed the night and will sure go again to see them.

- 1) What does 'originals' stand for?
- 2) What was the journalist surprised with?
- 3) How well did the performers copy the original band?
- 4) What adjectives can you add to the author's attitude to the evening?
- 5) Will it be true to say that the real Beatles have been on stage for more than 30 years?
- 6) How can you change the word 'classy' in 'classy act'?
- 7) Find the proof to the idea that "the original is always better than a copy".
- 8) What is the journalist's overall impression of the concert?



- b) What is the main thing in any review to your mind?
- factual information
  - the author's personal attitude
- Why do you think so?
- c) Can you speak about the original Beatles using the today's phrasal verb and idioms?

3. Look at the list of the things which reporters are normally recommended to write about when doing a concert review. Which of the recommendations has the journalist followed? Which not?

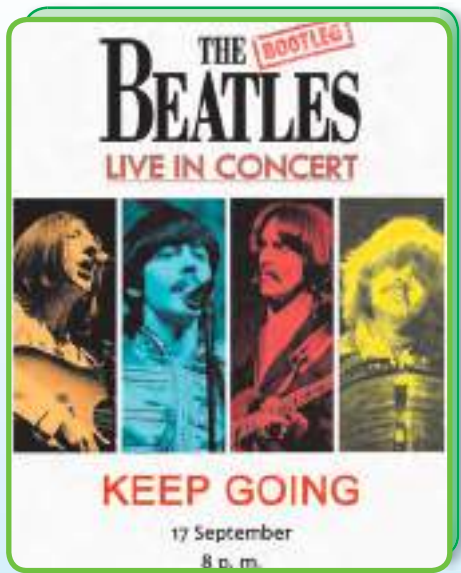
**Concert review**

**What to write about?**

- musicians, venue, time, and location;
- the setting of the concert: stage lighting and effects, musicians' attire.
- how well (or poorly) the musicians played, if there was any outstanding piece (and, if so, why?)
- be as detailed as possible, describing the performance. Pay attention to the backup players; lead singers are not the only stars.
- the sound quality of the show: if the live music differed from studio versions, if it was too loud or noisy, etc.
- what type of fans showed up; how many of them, how they responded.
- your overall impression and recommendations about the concert.



4. Look at the poster and decide what you might add to the review in Ex. 2.



5. Imagine you had a chance to be at the concert, the poster of which you can see. In pairs, make an oral review of the concert. Share it with the class.



6. Write a review for a musical magazine about the concert you have recently seen (live or on TV). See Writing Tips on p. 215.

# Lesson 7

Home reading

# MOONLIGHT IN THE GLOOMY NIGHT OF LIFE

## 1. Have a class discussion using the today's phrasal verb and idioms.

- 1) When do people usually listen to music – when they are in high spirits, or when they feel sad? What about you? Your family? Your friends?
- 2) Is music necessary at all?
- 3) Do you think that music can change something in life? For the better or for the worse? Do you know any examples?

## 2. Look through the story and match the words in bold with their meanings.

There was once a small country that was suffering from a long **drought**. It had gone so long without rain that the people there were starting to go hungry because nothing could grow on the dry land.

It just so happened that a group of musicians was travelling the country at that time, trying **to make a living** from their concerts. But with so many problems in the land, no one **felt like** listening to music.

“But music can help **overcome** any problems,” said the musicians, but no one even tried to pay them the **slightest** attention.

So the musicians tried to find out the reason why there had been no rain. It was very strange, because the sky was dark and grey and cloudy, but no one in the country could give them an answer.

“It’s been cloudy like this for many months, but not a **single** drop of rain has fallen,” people told them.



### Today's phrasal verb

**brush up** – make one's knowledge of something better

### Today's idioms

**call the tune** – be the most important person in some situation

**catch someone's eye** – attract attention

**do someone good** – be good for someone

“Don't worry, we'll bring rain to the country,” the musicians answered, and they began preparing for a concert at the top of the highest mountain.

The music was so brilliant that everyone who heard it was caught by curiosity and went up the mountain. And the **conductor** of this strange orchestra gave the order, and the musicians began to play.

From their instruments came small, playful musical notes, that rose and rose into the clouds. The music was so joyous, happy and fun, and the notes started playing with the clouds' soft, **fluffy bellies**,

running here and there, up and down, and the whole sky turned into one big game of tickle. Before long, the giant clouds were **thundering** with laughter.

The musicians continued playing joyfully and a few minutes later the clouds, crying with laughter, **poured** their **precious** tears on the little country below, bringing happiness to everybody.

And in memory of that musical rain, everyone in the land learned how to play a musical instrument and, taking turns, people went up the mountain every day to bring joy to the clouds with their beautiful songs.

...	- a person who directs a choir or an orchestra
...	- make laugh by touching
...	- light and airy
...	- a long period without rain
...	- stomach
...	- win
...	- weakest, a little
...	- to earn money for living
...	- dear
...	- flow; stream
...	- a loud sound from the sky
...	- soon; shortly

...	- one
...	- to want

### Did you know

- The top selling single of all time is Elton John's "Candle in the Wind" on Princess Diana's death.
- The Beatles' song "Martha My Dear" was written by Paul McCartney about his sheepdog Martha.

### 3. Read the story and make a plan for retelling it.

#### 4. Discuss in pairs:

- 1) Have you read any other stories, poems or plays about music?
- 2) What were they about?

#### 5. Do you remember what a *metaphor* is? What part of the story is written in the metaphoric language? Why?

#### 6. Make up metaphoric word combinations with the words above so that all of them were about music.

*Example:*  
To overcome the accordion

#### 7. In pairs, discuss the answers to the following questions. Share them with the class.

- 1) What conclusions about the orchestra can we make from the story?
- 2) Was the country mostly industrial or agricultural? What makes you think so?
- 3) What was the reason why the skies gave no rain to the country?
- 4) What can we say about the performers' professional skills? Why?
- 5) What words in the story express its main idea? Why do you think so? How is it proven in the story? Do you personally agree with the idea?



#### 8. Make up your own short story with the same main idea. It may be a real life story or something born by your imagination. Try to be as metaphoric as possible.

# Lesson 8

# MUSIC HAS NO EXPIRATION DATE

1. In pairs, briefly tell each other about your favourite performer (band) using the today's phrasal verb and idioms.

2. Order the words to make sentences.

- 1) at home / we / that / glad / were / They / were.
- 2) back / you / come / about / when / that / you / me / Will / remind?
- 3) was / accident / it / boys / an / said / The.
- 4) time / Mary / in / she / boasted / came / always.

3. Fill in *tell* or *say*.

- 1) All the experts ... the earth is getting warmer.
- 2) Did you ... Mark and Sarah how to find our house?
- 3) The Sales Manager is going to ... everyone about the meeting.
- 4) Vicky, why don't you just ... what the matter is?
- 5) They ... they're going to build a new Disney World here.
- 6) What did Natasha ... about her holiday plans?
- 7) Could you ... me the way to the train station, please?
- 8) The company should ... its workers what's going on.
- 9) You shouldn't ... lies, you know, Matthew.
- 10) Did you ... anything to Melanie about the concert?

4. Match the two parts of the sentences. More than one option is possible.

- |                                 |  |
|---------------------------------|--|
| 1) She admitted that            | something bad was going on.                          |
| 2) He claimed that              | the show was fabulous.                               |
| 3) She explained that           | the band was going to play an extra gig in the city. |
| 4) Sally complained that        | everything was fine.                                 |
| 5) David suggested that         | the sound was very poor.                             |
| 6) He confirmed that            | we took a break.                                     |
| 7) I felt that                  | she often made mistakes playing.                     |
| 8) The group manager answered   | that the autograph session was on.                   |
| 9) He thought that              | the new model of guitar was on sale.                 |
| 10) The newspaper reported that | the show was sold out.                               |

5. Put the following sentences into Reported Speech.

- |  |                               |
|--|-------------------------------|
| 1) Samantha said, "I am going to a concert."               | Samantha said ...             |
| 2) John said, "I can't play the piano."                    | John claimed ...              |
| 3) The boys said, "We're late for school."                 | The boys admitted ...         |
| 4) The boys added, "The bus never arrives on time."        | The boys added ...            |
| 5) Mr. Wamsley said, "We need a break."                    | Mr. Wamsley agreed ...        |
| 6) Bob said, "I want to come here again."                  | Bob explained ...             |
| 7) Jill rang up and said, "I can't come because I'm busy." | Jill rang up and informed ... |
| 8) Louise said, "I practise the piano every day."          | Louise told us ...            |

## Today's phrasal verb

set up – start something

## Today's idioms

for good – forever  
easier said than done – hard to do  
in general – generally; generally speaking



9) Tom said, "I can play the guitar very fast."

Tom boasted ...

10) Anne said, "I don't like my little brother."

Anne answered ...

11) Mandy said, "I don't like Peter any more."

Mandy said ...

**6. Transform these sentences into Reported Speech.**

1) Mum said: "I'm angry with you."

Mum ...

2) Geoffrey said: "I'm cooking lunch today."

Geoffrey ...

3) My boyfriend said: "I'm going to the cinema."

My boyfriend ...

4) Her teacher said: "You must do your homework every day."

Her teacher ...

5) Their father said: "I can speak three languages."

Their father ...

6) Paul said: "I am on holidays."

Paul ...

**7. Use the fact file of a famous composer as a plan and make a story about him.**

**Ludwig van Beethoven (16 December 1770, Bonn, Germany – 26 March 1827, Vienna, Austria).**

**HOW to SAY THE NAME:** 'Beethoven' is said like **Bay-toe-van**. 'Ludwig' is said like 'Lood-vig'

**TYPE OF MUSIC:** Classical music (end of classical period – beginning of romantic period)

- FAMOUS PIECES:**
- Für Elise* (a popular piano piece to learn).
  - 'Moonlight' Sonata* (for the piano).
  - Symphony No. 5*.
  - 'Ode to Joy'* from Symphony No. 9

- INTERESTING FACTS:**
- one of the greatest composers of classical music ever
  - became totally deaf in later years (he couldn't even hear his own music)
  - his father forced him to practise the keyboard for hours to make him like Mozart.
  - demanded that people listen to his music and would stop playing if people started talking.
  - often was quite grumpy
  - started a whole new type of music (called romantic).
  - his late string quartets are very deep, serious and personal.



**8. Make up a similar story about one of Ukrainian composers to your choice.**

**9. Arrange the facts from the "Did you know" section of the unit in the table:**

Facts	Records

**Did you know**

- Music can help reduce chronic pain by more than 20% and ease depression by up to 25%.
- German scientists have discovered that pianists have more efficient brains.

## My Chart of Success

I feel good about myself because ...

I was not really satisfied with ...

I feel more comfortable with speaking because ...

I've become better in grammar because ...

I feel more adequate in listening because ...

I am doing better in reading because ...

I should draw more attention to ...

# UNIT 5

## Nation talking to itself



Tip of the unit:  
Listen – speak – read – write



# Lesson 1

# THE ENDLESS BOOK, THE NEWSPAPER



## Today's phrasal verb

take out – remove

## Today's idioms

know the ropes – know some business very well

no go – impossible, hopeless, useless

off the record – not for the public; unofficially

### 1. In pairs, ask and answer the following questions.

- 1) What kind of mass media do you and your family use to find out about the news in your country and in the world? Why?
  - a) the radio
  - b) the Internet
  - c) TV
  - d) newspapers
- 2) What does your family normally use newspapers for?
  - a) for reading articles and analytical materials
  - b) for using them as a TV guide
  - c) for doing crosswords and puzzles
  - d) as package material

### 2. How do you understand the word 'press'? Use the today's phrasal verb and idioms.

Sort out the following words into the categories. Some words may belong to both categories.

*broadcast, journalist, column, show, journal, on air, interview, magazine, article, advertisement (ad), review, reporter, live, comics.*

Press	Other media

How do you understand the difference between *journalist* and *reporter*?

### 3. How much do you know about the British press? Look at the pictures on page 83, which show the most popular British newspapers. Read the article below and decide which of them fall into the groups in the way they are usually put in Britain. What makes you think so?

"Heavies"	
"Tabloids"	

All newspapers in Britain can be divided into the quality press and the popular press. The quality newspapers (known as "heavies") usually **deal with** home and overseas news, sports and cultural events. They also have financial reports, travel news and book and film reviews.



The popular papers or the “populars” (known as “tabloids”) are smaller in size and deal with entertainment rather than information. They have large **headlines** and a lot of big photographs and **cartoons**. They focus on sensational and juicy events, scandals, **gossip** and **rumours** even about the Royal family. The tabloid language is much closer to spoken than the language of “heavies”.

Almost all national **daily** newspapers in Britain have their sister Sunday **issues**.

There are a lot of different regional daily papers in Britain as well as local **weekly** papers and many free papers, which exist from publishing **advertisements (ads)**. So, in Britain we can find newspapers of any type, and each of them has its **target audience**. Most people are glad that the press is free and objective. They say if they are not happy with what they read in “The Times”, they can go and pick up another newspaper and compare the points of view.

**b) Pay attention to the words in bold and match them to their meanings.**

- \_\_\_\_\_ – publications
- \_\_\_\_\_ – title
- \_\_\_\_\_ – everyday
- \_\_\_\_\_ – cover
- \_\_\_\_\_ – information (often false) about somebody or something

- \_\_\_\_\_ – talks about someone behind his back
- \_\_\_\_\_ – commercial notes about sales or services
- \_\_\_\_\_ – drawings
- \_\_\_\_\_ – once a week
- \_\_\_\_\_ – a specific group of readers (viewers, listeners, buyers, etc.) for which a product is made

**5. In which of the newspapers on page 83 could we possibly find the following information?**

- |   |                             |
|---|-----------------------------|
| 1) global warming                         | 6) results of the EU summit |
| 2) analysis of the referendum in Scotland | 7) crosswords               |
| 3) interview with the Pope                | 8) TV guide                 |
| 4) scandal in Manchester United           | 9) horoscope                |
| 5) life after death                       | <b>Explain your choice.</b> |

**6. Listen to a funny classification of some English newspapers from page 83 and match each newspaper with its target audience. Some papers are missing. What are they? Write them down and decide what their target audience can be.**

- |                         |                     |
|-------------------------|---------------------|
| ▪ “The Times”           | ▪ common people     |
| ▪ “The Daily Mirror”    | ▪ the conservatives |
| ▪ “The Guardian”        | ▪ the stupid        |
| ▪ “The Daily Mail”      | ▪ the government    |
| ▪ “The Daily Telegraph” | ▪ idealists         |
| ▪ “The Daily Express”   | ▪ housewives        |
| ▪ “The Sun”             | ▪ the opposition    |

**Note:**  
 I *run* fast = I *move* fast (on foot)  
 I *run* the company = I *head* the company

**7. Do you know any newspapers in Ukraine similar to the British ones? What are they? How great is the difference between British and Ukrainian paper mass media?**



**8. Imagine you are starting a newspaper of your own.**

- 1) Write what your paper is going to be like.
- 2) Will it be a quality or a popular one?
- 3) What topics will it cover and focus on?
- 4) Will it be a national, regional or a local paper?
- 5) Will it be a daily, weekly or a Sunday paper?
- 6) What will it exist from – ads or readers’ payments?
- 7) What will your target audience be?

**Did you know**

- ☑ More than 24 billion newspapers are published every year
- ☑ The first modern newspapers were made in Western Europe.

# Lesson 2

# TO BRING US NEARER TO ...

1. a) Put odd words out and explain why.
- 1) dress, football, make up, glamour, "Go Girl", gun.
  - 2) policy, "The Times", anecdote, finance, review, rumours.
  - 3) "The Daily Mirror", sensation, paparazzi, analysis, TV guide, foreign policy.
- b) Use the today's phrasal verb and idioms to make sentences about the British press.

## Today's phrasal verb

**use up** – finish a product so that there's none left

## Today's idioms

**on the tip of one's tongue** – about to say but unable to remember  
**rack one's brain** – try hard to think  
**rock the boat** – make the situation unstable

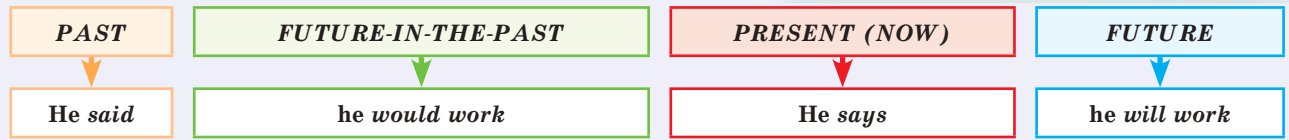
## Did you know

- ☑ The first of modern newspapers was the monthly *Notizie scritte* published in Venice from 1556.
- ☑ The price of *Notizie scritte* was one Venetian coin called a *gazetta*, which is why the word 'gazette' came to mean a newspaper.

### Compare

Principal clause	Subordinate clause	Description
He <i>said</i> (that) <b>Past Simple</b>	he <i>worked</i> for a paper <b>Past Simple</b>	<i>both actions happen at the same time</i>
	he <i>had worked</i> for a paper <b>Past Perfect</b>	<i>the action in the S-clause happens before the action in the P-clause</i>
	he <i>would work</i> for a paper <b>Future-in-the-Past</b>	<i>the action in the S-clause happens after the action in the P-clause</i>

When we talk about the actions that happen *before* a moment or action in the past we use **Past Perfect** (*had* + V3).  
 When we talk about the actions that happen *after* a moment or action in the past we use **Future-in-the-Past** (*would* + V1).



2. Rewrite the sentences about the past using Past Perfect and Future-in-the-Past.

He says	{	he bought some tabloids.	He said	}	
		the article was about home news.			
		the paper was small in size.			
		it had a lot of gossip.			
		the paper will have a Sunday issue.			
		it will be in a simpler language.			
		there will be many free papers.			
		he will pick up another newspaper.			

3. Make complete sentences using Past Perfect or Future-in-the-Past. Make two sentences where both variants are possible.

- 1) Mike admitted / never read "heavies".
- 2) Jason agreed / be late.
- 3) Sonya boasted / get a new doll.
- 4) Max claimed / lose his luggage.
- 5) Mrs. Blake complained / put up weight.
- 6) Dr. Watson felt / something happened.
- 7) Holmes understood / it be the hound of Baskervilles.



### Remember!

If the tense of the principal clause is Past, we change the tense of the subordinate clause:

from	to
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Future Simple	Future-in the- Past

Time and place expressions are also changed:

from	to
this, these	that, those
now	then, at that moment
here	there
today	that day
tomorrow	the next day /the following day
yesterday	the day before
ago	before
last week /month /year	the previous week /month /year

#### 4. Choose the time expression that best completes the sentences.

1) **Mary:** "I will go to London tomorrow."  
**Tom:** "Mary said (*that*) she would go to London..."

- a) on Friday
- b) tomorrow
- c) the following/next day

2) **Mary:** "I am going to play the piano today."  
**Tom:** "Mary said (*that*) she was going to play the piano..."

- a) that day
- b) today
- c) tomorrow

3) **Mary:** "I went to the concert yesterday."  
**Tom:** "Mary said (*that*) she had gone to the concert..."

- a) yesterday
- b) the day before
- c) on Saturday

4) **Mary:** "I am enjoying life now."  
**Tom:** "Mary said (*that*) she was enjoying life..."

- a) now
- b) at that time
- c) today

#### 5. Make reported statements. Pay attention to the time expressions and the pronouns.

- 1) They said, "This is our paper."
- 2) She said, "I went to the newspaper office yesterday."
- 3) He said, "I am writing a test tomorrow."
- 4) You said, "I will do this for him."
- 5) She said, "I am not hungry now."

- 6) They said, "We have never been here before."
- 7) They said, "We were in London last week."
- 8) He said, "I will finish this article tomorrow."
- 9) He said, "They won't publish any gossip."
- 10) She said, "It is very quiet here."



#### 6. People made these statements. Report them, using *said*.

- 1) "Mary works in a bank", Jane said.
- 2) "I'm staying with some friends", Jim said.
- 3) "I've never been to Africa", Mike said.
- 4) "Tom can't use a computer", Ella said.
- 5) "Everybody tries to do their best", Jill said.
- 6) "Jane moved to a new flat", Rachel said.
- 7) "I'll stay at home on Sunday", Bill said.

#### 7. Write these sentences in Reported Speech.

- 1) "I'll see them tomorrow", he said.
- 2) "I've already met their parents", she said.
- 3) "I stayed in a hotel last week", she said.
- 4) "I haven't waited long", she said.
- 5) "I'll tell them the news this Saturday", she said.
- 6) "I walked home after the party yesterday", he said.



# Lesson 3

# THE PRESS RULES



**YOUR Evening News GUIDE TO THE DAY**

ONE	BBC TWO	ITVI
6.00 News 6.30 Weather 7.00 News 7.30 News 8.00 News 8.30 News 9.00 News 9.30 News 10.00 News 10.30 News 11.00 News 11.30 News 12.00 News 12.30 News 1.00 News 1.30 News 2.00 News 2.30 News 3.00 News 3.30 News 4.00 News 4.30 News 5.00 News 5.30 News 6.00 News	6.00 News 6.30 News 7.00 News 7.30 News 8.00 News 8.30 News 9.00 News 9.30 News 10.00 News 10.30 News 11.00 News 11.30 News 12.00 News 12.30 News 1.00 News 1.30 News 2.00 News 2.30 News 3.00 News 3.30 News 4.00 News 4.30 News 5.00 News 5.30 News 6.00 News	6.00 News 6.30 News 7.00 News 7.30 News 8.00 News 8.30 News 9.00 News 9.30 News 10.00 News 10.30 News 11.00 News 11.30 News 12.00 News 12.30 News 1.00 News 1.30 News 2.00 News 2.30 News 3.00 News 3.30 News 4.00 News 4.30 News 5.00 News 5.30 News 6.00 News

**Today's phrasal verb**


wipe off – clean (board, table)

**Today's idioms**

save face – try to change the negative impression  
scratch the surface – study something carelessly  
sleep on it – put off a decision till next morning





1.  Look at the pictures above, match the words you know with the pictures, then listen to the conversation and find the pictures for the rest of the words.  
In pairs, think how you can use the today's phrasal verb and idioms to describe the work of newspaper staff.

2. Look at the newspaper page below. How many things on it do you know?




3. Discuss in pairs. What are the differences between newspapers and books? How does the language of newspapers differ from the language of books? Why?  
Make your list. Discuss it with other students.

4. In pairs, discuss what a headline should look like. Choose the necessary adjectives and explain why.  
Compare your words with other students.  
Catchy, long, informative, bright, mysterious, short, emotional, academic.

5. a) Look at the headlines below. What is unusual about them?



b) Rewrite them in the formal written English.

 6. Choose a Ukrainian newspaper and describe it in detail.  
Is it a quality or popular paper?  
Is it national, regional or local?  
Is it a daily, weekly or Sunday paper?  
What does it focus on?  
What does it look like and what does it have on its pages?

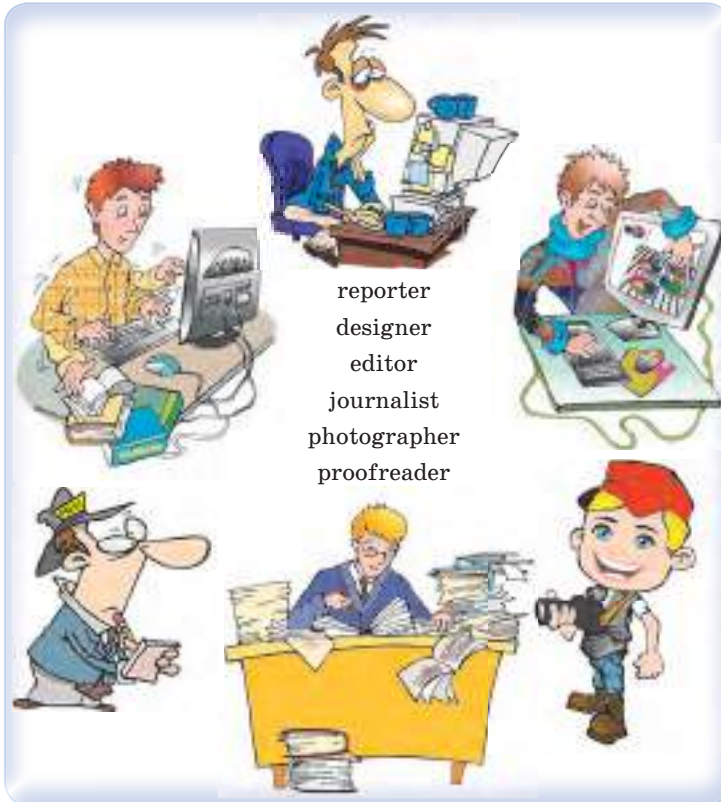
### Did you know

- If all our newspaper is recycled, we can save about 250,000,000 trees each year
- To produce each week's Sunday newspapers, 500,000 trees must be cut down.

# Lesson 4

# SCHOOLMASTERS OF THE COMMON PEOPLE

- In pairs, make as many words as you can using the letters of the word 'newspaper'. Compare your results.
- a) Do you know who makes a newspaper? Match the professions and the pictures.



reporter  
designer  
editor  
journalist  
photographer  
proofreader

4

Plans what something new will look like

5

Takes pictures of people and events

6

Analyses information and comments on it

- Fill in the blanks with the correct jobs and put the sentences in the proper order to find out how a newspaper is made.

\_\_\_\_\_ The stories and the photographs are discussed in the office.

The stories and pictures are given to the \_\_\_\_\_ to be reviewed.

Other \_\_\_\_\_ find stories from news agencies and work on them.

\_\_\_\_\_ check the stories for correct spelling.

## Today's phrasal verb

work out – find a solution

## Today's idioms

spill the beans – tell a secret  
take something for granted – believe something as given  
try one's hand at something – test one's abilities in something new

- What do they do at work? Find the descriptions of the jobs above.

1

Reads and corrects mistakes

2

Revises and corrects materials for publishing

3

Gathers and reports information on the spot through interviews, press conferences etc.

## Did you know

- ☑ The first reference to "News Papers" in English was in 1667.
- ☑ In India, *The Times of India* is the largest English newspaper, with 2.14 million copies daily.



\_\_\_\_\_ get the proofread stories, photographs, other pictures and ads and design the newspaper pages.

The \_\_\_\_\_ makes necessary corrections and changes, and the digital final project goes to a printing department where it is printed on paper.

\_\_\_\_\_ gather stories, and \_\_\_\_\_ take pictures.

The stories and pictures are given to the \_\_\_\_\_ to be reviewed.

\_\_\_\_\_ The headlines for the stories are chosen, the stories are edited and rewritten.

\_\_\_\_\_ They write the stories and choose the photos to use in them.

Explain how important every newspaper job is. Which one is the most important? Why do you think so? Do your classmates agree with you?

4. a) From the words below find the synonyms to the words in bold.

Attractive, time limit, unclearness.

b) Read the article and think of more reasons why newspaper reporter is the least desired job. Compare and discuss your ideas with other students.

≡ MENU

**Poynter.**  
A global leader in journalism



## Newspaper reporter is 'worst job', study says

by Caitlin Johnston

The CareerCast group took 200 jobs and put them from most to least *desirable*. And newspaper reporter comes as low as 200 out of 200 – the worst job below janitor, garbage collector and bus driver.

### Reasons newspaper reporter is a bad job

**Pay:** "It's never paid well compared to lots of other jobs."

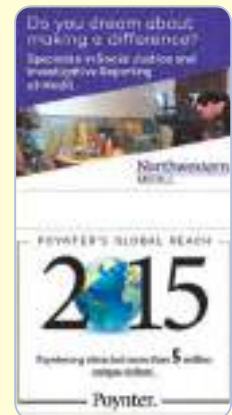
**Stress:** "It's always been a high-stress job. You're working under *deadline*, which makes it more stressful. You're in the public eye."

**Hours:** "You're needed all the time. There are times when you're off, but if something happens, you need to drop what you're doing and go to work."

**More duties:** "You were to write your article and have it in on deadline for printing the next day. But now, you also have to tweet all day, perhaps write a blog, perhaps take video when you go to some meeting. You have to do more in the same amount of time. So the job has become much more difficult."

**Uncertainty:** "Add on top of that the stress of the uncertainty of your career. If you work for a paper right now, you don't know what's going to happen next. It's clear you're going to be sold. You just don't know to whom and what their plans will be."

(Adapted from <http://www.poynter.org/news>)



c) Use the today's phrasal verb and idioms to say about the main ideas of the article.

5. Report the reasons given in the article using "The author said (that) ...". Verbs other than 'said' are welcome.

*Example: The author said it was never paid well compared to lots of other jobs.*



6. Find and write down the reasons why newspaper reporter may be a good job.

*Example: It is never paid well compared to lots of other jobs. – It is never paid well compared to lots of other jobs but it's paid more compared to many jobs.*

# Lesson 5

# FIND THE POSITIVE SIDE

1. Match the headline to the story. Are these newspapers quality or popular ones? Why do you think so?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Mega Rats occupy school!</li> <li>• Facebook and Twitter Now in Arabic</li> <li>• The Mum-my is back!</li> </ul> | <ul style="list-style-type: none"> <li>• Diggers report about a mysterious Egypt style pyramid found right under the Poets' Corner.</li> <li>• Unusually big, dog size rats are reported to be seen in one of Essex middle schools. Parents are afraid to send kids to school.</li> <li>• The two most used social networks report the new fully functional service for Arabic speakers to start next month.</li> </ul> |
|---|---|

2 a) Read a newspaper article and look at the words' meanings below:

Witness	→	person who sees an event
Source	→	a thing or place, from which something comes
Investigate	→	study

## Today's phrasal verb

**turn down** – say 'no' to something

## Today's idioms

**turn over a new leaf** – make a fresh start in life, in work

**take advantage of something** – use for one's own benefit

**smell a rat** – believe that something is wrong

**Kim Kardashian becomes first ever 'selfie-taking' wax figure at Madame Tussaud's**  
 Madame Tussaud's London is declaring a 'summer of selfies' starring the Queen of the craze herself – Kim Kardashian!



The attraction staff says taking four months to complete and costing as much as £150,000, Kim is the first 'selfie-taking' model ever to be made at the famous attraction.

The lifelike model is dressed in the designer mini dress that she wore in Paris last year.

Fans can use the figure's mobile to make their own selfies with her and they can even choose a background!

Kim's rapper husband Kanye West is reported to have a wax figure in a couple of weeks.

"I'm sure that's going to be the popular London attraction this summer," says Madame Tussaud's PR manager.

*(Adapted from <http://www.firstnews.co.uk>)*

b) Answer the questions.

- |                                       |  |
|---------------------------------------|--|
| ♦ Can you find the headline?          | ♦ What is investigated?                            |
| ♦ Can you list a witness or a source? | ♦ Can you find any facts or opinions in the story? |
- c) Can you use the today's phrasal verb and idioms for retelling the article?



**3. Make an oral newspaper article using one of the following headlines.**

- 1) Mysterious creature found in the mountains
- 2) Boy discovers super powers

**Think about the key facts, ideas and opinions.**

- ◆ How will you start your report?
- ◆ How will you link together your paragraphs?

**Make notes using the plan.**

*Headline*

*Introduction*

- Briefly say what has happened
- Try to catch readers' attention

*Main ideas*

- Tell the reader in detail what has happened
- Use facts and witness reports

*Conclusion*

- What could happen now?

**In turns, interview each other about the stories you've made using the plan above.**



**4. Use the plan from ex.3 to write an article for your school paper. Choose from the following headlines:**

- 1) My teacher is an alien.
- 2) Reading makes you smarter.
- 3) New performers for Easter concert.

**Did you know**

- ☑ In China, government-produced news sheets, called TIPAO, circulated among officials during the second and third centuries AD.

# Lesson 6

# REASON TO SMILE

1. Arrange the following types of writing from the shortest to the longest:

An SMS, a note, a resume, a letter, a postcard, a chat message, a headline, a blog post, a newspaper article, an ad.

2. Read the blog post.

web log → blog → a regular personal web journal or record

What parts does it consist of? Find and mark: main part (body), date, introduction, header (title).

## Today's phrasal verb

set off – start

## Today's idioms

be out of date – be old-fashioned

be to blame – be responsible for something wrong

apple of one's eye – dearest

### BLOGBREAK.

Home About Blog Resources Contact

5 August, 2015  
Blog about Blogs

*Have you ever written a diary? If yes, you will have no trouble writing your blog. If no – that's not a problem, it's dead easy to learn.*

In fact, a blog is the same diary of yours with the only difference – it's written on the Internet so that everyone could read it and make comments.

The main thing is the same for both – you write about your impressions and opinions rather than about facts (*leave it to reporters*).

1. What is your target audience?
2. Your topic should be of interest not only for you.
3. Catch the reader from the start. Ask a question, tell a joke, give an interesting fact, then briefly say what you are writing about.
4. Outline your post. You will see what you are covering and in what order.
5. Write the post using your outline.
6. Proofread and edit your writing – people believe more in something written without mistakes.
7. Pick a short catchy title – use newspaper headlines as an example.

(For actual web blogging choose a good image to your post – it will help in social networks).

### About us

Learn about our site and our mission. We are committed to providing you with the best possible experience.

Our website is powered by WordPress. We are proud to be a part of the WordPress community.

### Categories

- ▶ Latest posts
- ▶ All about computers
- ▶ Publishing and web 2.0
- ▶ Design and programming
- ▶ Technology and internet
- ▶ Online marketing and SEO
- ▶ Life and personal interests

### Calendar

December 2011						
Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

3. Arrange the given parts, which ANY piece of writing MUST have to make a correct structure.

Body / Main part

Summary / Conclusion

Introduction / Intro

- a) Which of the parts is missing in the blog?
- b) In pairs, discuss and make up the missing part to complete the post. Compare it with other students' ideas.



4. Look at the intro part of the blog. Think how you can make it catchier by using the today's phrasal verb and idioms. Share your ideas with the class.

5. What is the difference between FACTS and OPINIONS?

Look at the sentences below and mark them *F* (for fact) and *O* (for opinion). Explain your answer.

1) Eating fast food isn't bad if you only eat it once a week.		
2) The chicken sandwiches are more expensive than double cheeseburgers.		
3) Skateboarding on public property is against the law.		
4) Copying homework assignments is wrong.		
5) Sometimes curly hair looks better than straight hair.		
6) Justin Bieber is a very talented entertainer.		
7) Rock music lyrics are more poetic than rap music lyrics.		
8) There are more cell phones in Japan than people.		
9) The video game industry generated more money than the film industry last year.		
10) Playing video games is more fun than doing homework.		

6. Look at the main part of the post. In pairs, make it better by adding a sentence with an opinion to each sentence with a fact.



7. Use the outline of ex. 2 and write a blog post of your own about the upcoming spring holidays.

### Did you know

- ☑ By order of Julius Caesar, around 59 BC, daily announcements were carved in stone or metal and put in public places.



# Lesson 7

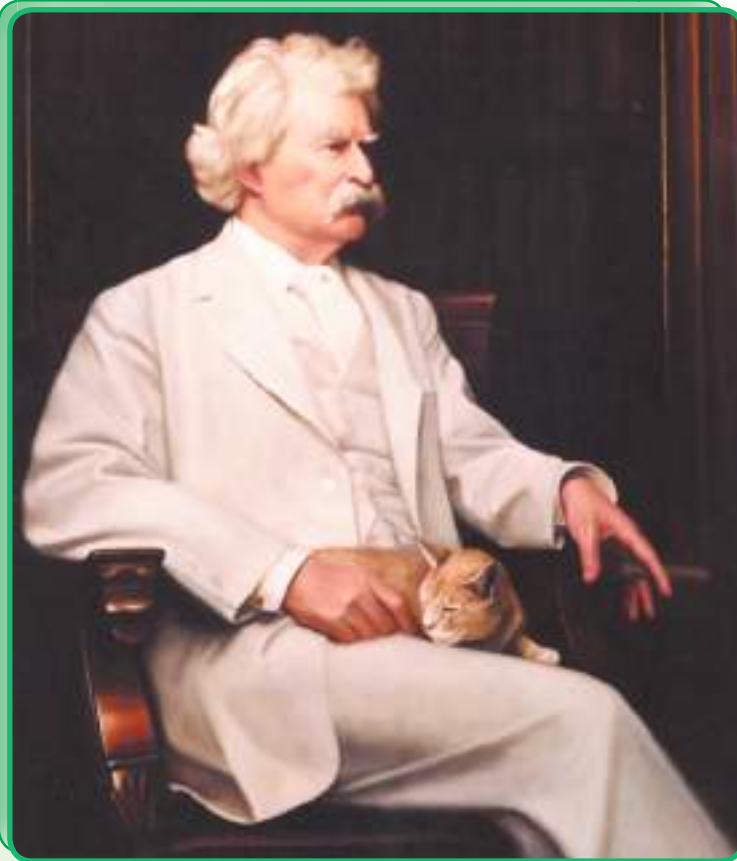
Home reading

## A SERIES OF HAPPY THOUGHTS

1. How much does this quote tell you about Mark Twain and his character?

*“If you don’t read the newspaper, you’re uninformed. If you read the newspaper, you’re misinformed.”*

What do you know about Mark Twain?



### Today’s phrasal verb

look on – watch an event

### Today’s idioms

be beside oneself – be very upset, nervous, worried

be broke – have no money at all

bite the bullet – take a painful but necessary action

### Did you know

- The bar codes of all newspapers and magazines anywhere in the world begin with the digits 977.

2. Read the extract from Mark Twain’s short story. What kind of story is it? What makes you think so? What episode in the story is the picture below about? Why is one of the characters angry?

#### How I edited an agricultural paper

I was doubtful about editing, but I needed money, and the regular editor was going off for a holiday, so I took his place.

The paper went for printing. As I left the office, a group of men and boys disappeared at once, and I heard: “That’s him!” The next morning a group of people was standing in the street and watching me with interest. I went up the stairs, heard laughing voices and opened the door to see two young country men. Their faces turned pale when they saw me, and then they both jumped through the window with a great crash.

In half an hour an old gentleman came in. He took off his hat, got out of it a copy of our paper and said, “Are you the new editor?”

I said I was.

“Have you ever edited an agricultural paper?”  
“No,” I said; “this is my first one.”  
“Have you had any experience in agriculture?”  
“No, I don’t think so.”

“An instinct told me,” he said, “This is what made me think so. The editorial:

*‘Turnips should never be pulled, it hurts them. It is better to send a boy up and shake the tree.*

“What do you think of that?”

“Why, I think it is good. I’m sure tons of turnips are lost by pulling, when, if they could send a boy up to shake the tree ... ”

“Shake your granny! Turnips don’t grow on trees!”

“Oh, they don’t, do they? Who said they did? It was metaphorical. Anybody knows I wanted to say the boy should shake the bush.”

The gentleman got up, tore the paper, said I did not know as much as a cow, and went out looking displeased. But not knowing what the trouble was, I could not be any help.

Shortly, a dirty-haired long guy ran into the door and stopped, finger on lip. After scanning my face with interest, he drew a copy of our paper and said:

“You wrote that. Read it to me – quick! I suffer.”

I read, and sentence by sentence I saw rest and peace come over his face:

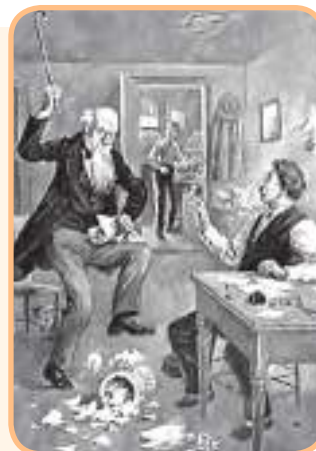
*As to the pumpkin. This berry is a favorite with people, who prefer it to gooseberries for making fruit cakes, and to raspberries for feeding cows. The pumpkin is the only orange one that lives in the North, but planting it in the front yard is out of fashion. It is thought the pumpkin as a shade tree is a failure.*

The listener ran to me and shook my hand:

“That will do. Now I know I am all right – you’ve read it word for word as I did. This morning, when I read it, I thought I was crazy. I burned my house down and started out to kill someone. I put one fellow up a tree. I decided to get in here ... and I tell you – the guy in the tree is lucky! Good-bye, sir, my mind has stood the strain of your agricultural articles, and I know that nothing can hurt it now. Good-bye.”

I felt a little uncomfortable, but it was quickly gone, as the regular editor walked in!

*(Adapted from Mark Twain)*



### 3. Use the today’s phrasal verb and idioms to describe the narrator.

#### 4. Discuss the following questions.

- 1) Why did the people around the narrator behave in a pretty strange way?
- 2) Was there anything unusual about the place where the old man kept the paper?
- 3) What was the instinct the old man was talking about?
- 4) Can you prove that the narrator knows nothing about the subject? Where is it shown best?
- 5) Do you think that the narrator’s life was in danger? Why?
- 6) How do you think the editorial affected the newspaper’s popularity?
- 7) What was the narrator’s biggest problem?

#### 5. Work in pairs. How agriculturally aware are you? Can you correct the editor’s blunders that brought up such a reaction? By the way, how do you understand what a ‘blunder’ is?

#### 6. The story ends with the regular editor entering the room. What kind of conversation could take place between the narrator and the editor? Role play it in pairs.



#### 7. Find and read the ending of the story in either English or your native language and make a written report of it.

# Lesson 8

# WINDOW TO THE WORLD

1. Use the today's phrasal verb and idioms to make sentences about newspapers in Britain.

2. Report what the guests said at a wedding last Sunday.

- 1) Miss Moore: "They'll make a lovely couple."
- 2) Mr. Smith: "They're going to live in Brighton."
- 3) Mrs. Jones: "They both are very nice young people."
- 4) Mr. Roberts: "The bride is wearing a beautiful wedding dress."
- 5) Mr. Clarke: "The couple's parents look happy."
- 6) Miss Mayall: "The bride's father has bought them a big flat."

3. Change the following statements into Reported Speech.

- 1) "I have something to show you", I said to her.
- 2) "I'm going away tomorrow", he said.
- 3) "I've been in London for a month but I haven't had time to visit the Tower", said Rupert.
- 4) "I'll come with you as soon as I'm ready", she replied.
- 5) "We have a lift but very often it doesn't work", they said.
- 6) "I will go to the dentist tomorrow", he said.
- 7) "I found an old Roman coin in the garden yesterday", he said.

4. Write these sentences in Reported Speech, changing words where necessary.

- 1) "I'll see you tomorrow", she said.
- 2) "I saw her today", he said.
- 3) "I don't like this film", she said.
- 4) She said, "We went swimming today."
- 5) "I met her about three months ago", he said.
- 6) "I'll see Mary on Sunday", she said.
- 7) "Pete and Sue are going to a show tomorrow", she said.
- 8) "Stephen's bringing some records to the party next Friday", she said.
- 9) "I really like this furniture", she said.
- 10) "My parents are arriving tomorrow", she said.

5. Choose the option that best fits in the sentence.

1. I knew that she ... London before.  
a) has visited                      b) has been visiting                      c) visited                      d) had visited
2. She promised to help me if I ... the answer myself.  
a) haven't found                      b) couldn't find                      c) find                      d) won't find
3. He said that they ... each other for many years.  
a) know                      b) have known                      c) knew                      d) had known
4. I saw that she ... to hold back her tears.  
a) tries                      b) is trying                      c) has tried                      d) was trying

## Today's phrasal verb

**hurry up** – be quick

## Today's idioms

**bottom line** – main result; main factor  
**break someone's heart** – hurt deeply  
**break the news** – tell new important facts



5. He knew that she ... because her eyes were red.  
 a) is crying                      b) has been crying                      c) was crying                      d) had cried
6. He told me that he ... them.  
 a) has visited                      b) is visiting                      c) will visit                      d) would visit

**6. Report the following statements using the words below. A number of options are possible.**  
*complain, add, admit, agree, boast, deny, doubt, think, explain, answer.*

**Pay attention to the time expressions.**

1)	Emily: "Our teacher will go to Liverpool tomorrow."	→	Emily ...
2)	Helen: "I wrote a letter yesterday."	→	Helen ...
3)	Robert: "My father flew to Ireland last year."	→	Robert ...
4)	Lisa: "Tim went to the stadium an hour ago."	→	Lisa ...
5)	Patricia: "My mother will celebrate her birthday next weekend."	→	Patricia ...
6)	Michael: "I am going to read a book this week."	→	Michael ...
7)	Jason and Victoria: "We will do our best in the exams tomorrow."	→	Jason and Victoria ...
8)	Andrew: "We didn't eat fish two days ago."	→	Andrew ...
9)	Alice: "I spent all my pocket money last Monday."	→	Alice ...
10)	David: "John has already gone."	→	David ...



**7. These people are saying these things. Report them, using a different verb for each sentence.**

- 1) Paul: "Edinburgh is a wonderful city."
- 2) Ruth: "I go jogging every morning."
- 3) Anna: "Jenny isn't studying for her exams."
- 4) Andrew: "I was very fat."
- 5) Jim: "I can't swim."

### Did you know

- The first crossword in a British newspaper was published in the *Sunday Express* in November, 1924.

**8. Report the statements below. Mind the time expressions.**

- 1) "We visited her this morning" they said.
- 2) "We'll see her next summer" they said.
- 3) "They were here three months ago", he said.
- 4) "I'm meeting them at four o'clock today", he said.
- 5) "I can see you tomorrow", she said.

**9. Arrange the facts in the "Did you know" section of the unit from the earliest to the latest.**

## My Chart of Success

I am happy with my results because ...



I am not very much competent in ...



I've gained more confidence in speaking because ...



I enjoy grammar more because ...



I am gaining success in listening because ...



I feel more comfortable about reading because ...



I need to make more effort in ...



# UNIT 6

## Possibility and pride



**Tip of the unit:**  
Try something new



# Lesson 1

# THIS ROYAL THRONE OF KINGS

## 1. Look at the collage on page 101.

- ◆ Do you recognise any of the places?
- ◆ What can you say about the geography of the country looking at the pictures?

Use the today's phrasal verb and idioms to comment on the pictures.

## 2. Think of one adjective to describe each of the pictures. Here are some words to help you:

<i>picturesque</i>	→	<i>syn.</i> charming, scenic, attractive, beautiful
<i>fascinating</i>	→	<i>syn.</i> delightful, glamorous, intriguing
<i>magnificent</i>	→	<i>syn.</i> excellent, gorgeous, splendid, brilliant
<i>brehtaking</i>	→	<i>syn.</i> exciting, thrilling, hair-raising, amazing

## Today's phrasal verb

**get on with (something)** – continue to do; make progress

## Today's idioms

**call a spade a spade** – use plain, direct words

**be cut out for** – have the ability to do something

**be better off** – be in a better situation (financially)

## 3. a) Look at the map of Jason's tour and say what parts of the country he has travelled. Then look through the email and arrange the paragraphs in the correct order.

### b) Mark Jason's route on the map.



## 4. Use the context to match the words *in italics* with their meanings. Use the words to make sentences of your own.

- numberless;
- a great number of
- wish
- filled over the top
- unbelievable; more than one can understand
- absolutely; surely
- without ups and downs
- there was no ... left

Then, impressed by the wonders of nature, we went all the way down to the south of England to see the wonders of history. Can you imagine that endless plain – flat all around, just like most of England – and in the middle of it Stonehenge and you! Makes you feel an ancient druid a few thousand years ago! We were so *overwhelmed* with emotions that we *definitely* needed some rest. So we fell asleep in the bus and didn't wake up until we drove to the famous Lake District.

Now about details. It was a bus tour so we set off from Liverpool and went south-west to Wales – to Snowdonia National Park. You know, Wales is mostly low mountains and hills, ancient castles and cows, cows, cows everywhere. And the landscapes are so *picturesque* that it often goes *beyond comprehension*. And Snowdon itself is just fantastic, to say nothing it's the second highest mountain in the UK.

Hi Max,

I've just returned from the most *fascinating* tour in my life. I always knew Britain was a pretty small country – in fact it took us only four days to travel the UK from one coast to the other. You know we are washed by water on all sides.

By the way, did you know people there call their lakes 'lochs'? There are so many of them. I've been to Loch Ness – you know, the one, where the Nessie monster was noticed, well, nobody knows for sure. Anyway, the sight was just awesome and *magnificent*! And they say it's really deep! It's a pity we didn't go to see Loch Lomond, the largest one, but we just *ran out of* time. We had to catch a plane home.

And next, amazing Scotland. You know, most of Britain is *flat* and Scotland is one of the two mountainous areas; Wales being the other one. Scots themselves call the area Highlands. The mountains there are very old and not very high – just like in Ukraine, but you can see Ben Nevis, the highest mountain of Britain there. In short, nobody could say about the country better than Robert Burns did in his "My Heart's in the Highlands".

It's in the north-west of England and when I saw it, I thought it was the most *breath-taking* site in the world with its *numerous* hills and hundreds of lakes. And I realised why so many English poets had always loved this place. You know, how far from rhymes I am but the spirit of Lake District made me *feel like* writing poetry myself.

5. Work in groups. Choose a paragraph for each group and find *facts* in it. Then fill the missing information in the fact file. You may use the map as well.

General Information		Parts			
official name	the United Kingdom of Great Britain and Northern Ireland				Northern Ireland
other names	Britain, the UK, Albion	relief			flat
flag	Union Jack	highest mountains			none
location	north-west of Europe	longest rivers	the Severn, the Thames	the Tay	the Severn
type of state	constitutional monarchy	largest lakes	Windermere		Bala Lake
size					Lough Neagh
washed by					
population	64 mln				

Share your results to make a common fact file for the class.



6. Make a similar fact file about the geography of your region.

### Did you know

- ✓ England is 59 times smaller than Australia, but it is 3 times more populated.
- ✓ No place in Britain is more than 74.5 miles from the sea.
- ✓ Almost 75% of the land in the UK is taken for farming.
- ✓ The geographical centre of Britain is Coton-in-the-Elms (Derbyshire)

# Lesson 2

# MY FOLKS WERE ENGLISH ...

1. In pairs, find the words that are associated with parts of Britain. Some words can belong to more than one part: Loch Lomond, plain, north, Stonehenge, snow, lake, Nessie, castle, rain, valley, hills, Highlands, cows, Snowdon, Lake District, fog, Liverpool.

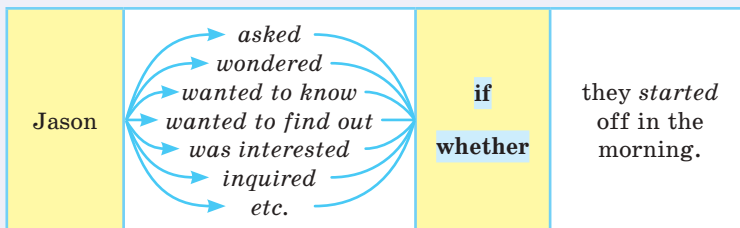
2. Compare:

Jason **asked** the guide, "Do **we** start off in the morning?"

Jason **asked** (the guide) if  
whether **they** started off in the morning.

When we report *yes/no* questions, we use **if** or **whether** after the principal clause and the word order (*subject + verb*) as in a statement.

Often, if we think that the person who is asked is not very important, we use other verbs than 'ask'.



## Today's phrasal verb

**get on (well) with (somebody)** – have a good relationship with somebody

## Today's idioms

**call it a day** – believe work finished for the day  
**close call** – a bad thing that almost happened; a narrow escape  
**eat one's words** – take one's words back



### Remember!

We may need to change personal pronouns in the subordinate clause as well.

3. Complete the sentences in Reported Speech. Don't forget to change verb tenses and pronouns where necessary.

- |   |   |                             |
|---|---|-----------------------------|
| 1) "Is this the plane to Liverpool?"                  | → | Jason asked ...             |
| 2) "Do we have to buy tickets to the National Park?"  | → | The children wondered ...   |
| 3) "Are we going to the Lake District first?"         | → | I was not sure ...          |
| 4) "Is this a long tour?"                             | → | Jason didn't know ...       |
| 5) "Does the bus arrive at Stonehenge at noon?"       | → | Kids wanted to find out ... |
| 6) "Shall I take a swim suit with me?"                | → | Mary inquired ...           |
| 7) "Is this the final stop before going home?"        | → | Jason wanted to know ...    |
| 8) "Is there anyone who has seen the Nessie monster?" | → | Andrew ...                  |

4. Report the questions. Use different verbs instead of 'asked'.

- 1) Mary asked Jason, "Are you crazy to climb Ben Nevis?"
- 2) "Will you go with us to Northern Ireland?" the tour guide asked.
- 3) "Can you meet me at the airport?" asked Jason.
- 4) "Did you see Nessie?" Sonya asked.
- 5) "Were the roads in Scotland good?" Jason's mother asked.
- 6) "Is Snowdonia a good place for fishing?" father asked.



5. In pairs, think how you could describe Jason's journey using the today's phrasal verb and idioms.

Compare:

Jason <b>asked</b> the guide,	<p>“Do <b>we</b> start off in the morning or not?”</p> <p>“Do <b>we</b> start off in the morning or in the afternoon?”</p>
Jason <b>asked</b> (the guide)	<p><b>they</b> started off in the morning or not.</p> <p><b>they</b> started off in the morning or in the afternoon.</p> <p><b>they</b> started off in the morning or not.</p> <p><b>they</b> started off or not in the morning.</p> <p><b>they</b> started off in the morning or in the afternoon.</p>

6. Rewrite the questions in Reported Speech. Use a variety of verbs to replace 'asked'.

- 1) Jason asked, “Are we going by train or by bus?”
- 2) Mum asked, “Is your tour to Scotland or Northern Ireland?”
- 3) Father asked, “Have you been to Giant's Causeway or not?”
- 4) Max asked Jason, “Have you seen druids at Stonehenge or not?”
- 5) Mary asked Jason, “Are you a good mountain climber or not?”
- 6) Jason asked the guide, “Do you believe in Loch Ness monster or not?”
- 7) Mother asked, “Were you impressed with the spirit of the Lake District or not?”

Compare:

Mother	asked,	<p>“Where</p> <p>“When</p> <p>“Why</p> <p>“How</p> <p>“With whom</p> <p>“How far</p> <p>“How long</p> <p>“Which way</p>	did you go?”
Mother	<p>asked</p> <p>wondered</p> <p>wanted to know</p> <p>wanted to find out</p> <p>was interested</p> <p>inquired</p> <p>etc.</p>	<p>if/ whether</p> <p>where</p> <p>when</p> <p>why</p> <p>how</p> <p>with whom</p> <p>how far</p> <p>how long</p> <p>which way</p>	he had gone.

**Did you know**

- The longest geographical name in the world is in Wales and has 58 letters.
- Nasty, Ugley, Crackpot, The Bog are real places in Britain.
- The thousand-year-old oak in Lincolnshire, is the largest living oak tree in Britain with over 12 metres around the trunk.

**Note:**

When reporting *Wh* questions, we also must change the order of words in the subordinate clause to that of a statement.

7. Report the questions. Start each one with 'Sonya asked'.

- 1) “Where does Nessie live?”
- 2) “How well do you speak Scottish?”
- 3) “How far is the sky from Ben Nevis?”
- 4) “Why is Ben Nevis called like that?”
- 5) “Who walked the Giant's Causeway?”
- 6) “When will you come back?”

8. Make reported questions about what Jason asked the tour guide. Use as many verbs as you can.

- 1) “Why are we not going to Brighton to have a swim in the sea?”
- 2) “How high is Ben Nevis?”
- 3) “Where will we go after Stonehenge?”
- 4) “How many English poets came to the Lake District?”
- 5) “How long will our tour last?”
- 6) “How much money do I need to take?”



9. Max wrote to Jason to find out about Jason's tour of Britain in as many details as possible. Report his questions using the whole variety of possible verbs.

# Lesson 3

# UNDER AN ENGLISH HEAVEN

1. Describe the pictures using the adjectives below:  
*Breathtaking, exotic, relaxing, cloudy, delightful, magnificent, picturesque, lonely.*



## Today's phrasal verb

hold on – wait

## Today's idioms

do one's bit – do what's needed  
fall in love (with) – begin to love  
get to the point – speak directly about the subject



What part of the world were the pictures taken in? Why do you think so?

2.  Listen to the radio report and find the pictures that were not mentioned in it.

### 3. In pairs, ask and answer the questions.

- 1) The south of what country is the report about? How can you tell?
- 2) Which of the things were not mentioned in the report?
  - medieval castle
  - English playwright
  - forests
  - fields
  - Shakespeare's Cliff\*
  - birds
  - lakes
  - beaches
  - animals
  - sea shore
- 3) Match the things that WERE mentioned in the report from the list above to the pictures of ex. 1.
- 4) What pictures are missing?
- 5) What specific feature of Southern England can you name?

### Did you know

- ✓ Britain is said to have the name "Albion" from Julius Caesar who called it like this seeing the white cliffs of the coast.
- ✓ If you ever see a very long, very straight road, it was likely built by the Romans.
- ✓ The famous Brighton Beach in New York was named after the Brighton spa resort on the southern coast of England.

### 4. Use the today's phrasal verb and idioms to describe the author's impressions.

### 5. Describe the southern coast area using the words and the pictures above.

Use the "Did you know?" section for more information.  
How different is it from the rest of the country?



#### Remember!

It is always an OPINION rather than fact.

To describe something we need to give details, which address the five senses, so as to make the reader feel the same as you do. For this, we need to use metaphors, comparisons and epithets.

**You must use as much of those as possible.**

#### Example:

*The overwhelming magnificence. The white chalk of the cliff running high up in the sky is like an ocean liner ready to set off to faraway lands through the endless azure of the sea.*

**Facts:** *white chalk, cliff, high, sea.*

**Opinions:** *overwhelming magnificence – epithet*  
*running in the sky – metaphor*  
*like an ocean liner – comparison*  
*endless azure – epithet*



### 6. Choose one of the pictures of ex. 1. and find the best figurative language to answer the following questions.

- 1) What is in the picture?
- 2) How does it look?
- 3) How does it smell or taste?
- 4) How does it feel at touch?
- 5) How does it sound?
- 6) What are your unique feelings about it?



### 7. Use your answers to write a description of your picture so that your classmates could guess what it is.

\* cliff – круча, скаля.



# Lesson 4

# ENGLAND'S GREEN AND PLEASANT LAND

1. Look at the Weather Forecasting Stone and match its "forecast" with the weather icons.

**Ben Nevis Inn**  
WEATHER FORECASTING STONE

CONDITION	FORECAST
STONE IS WET	
STONE IS DRY	
SHADOW ON GROUND	
WHITE ON TOP	
CANT SEE STONE	
SWINGING STONE	
STONE IS COLD	
STONE IS WARM	
STONE IS DARK	
STONE JUMPING UP & DOWN	
STONE GONE	

**Today's phrasal verb**

join up – become a member of

**Today's idioms**

go to pieces – get very worried  
 have a sweet tooth – love eating sweet things  
 keep a straight face – try not to laugh

**Did you know**

- Britons spend six months of their lives discussing weather.
- There is a well and waterfall in Knaresborough with water so rich in minerals that it can transform objects into stone within days.
- The British believe meeting a black cat brings luck.

2. Read Jason's letter to Max.

To: max\_levchenko@ukr.net

Subject:

Body:

Our island is small – that's why Britain is so influenced by the ocean and the Gulf Stream. This means that we have **temperate** climate, which is mild and **damp** and may change often. **In general** our summers are cooler than on the continent, but winters are milder.

We never know what the weather will be like from one day to the other. It can be sunny one day and rainy the next, so it is difficult to **predict** the weather.

**Contrary to** popular belief, it DOES NOT rain every day in the UK! **On average** it rains one in three days. The wettest region in England is the Lake District. However, it always makes sense to have some waterproof clothing and keep psychologically prepared.

The best months in England are May, June, September and October. They **generally** have the most pleasant temperatures and less rain. July and August are the warmest months, but they are also the wettest. The sunniest parts of Britain are along the south coast of England.


Send E-Mail    Reset



a) Find the proof that:

- the climate of the UK is different from neighbouring Sweden, Denmark and Norway; how different?
- when in Britain you will rather need a raincoat than a fur coat
- you are not likely to sunbathe in the Lake District
- the worst season in Britain may be winter
- sometimes it's hard to tell the weather even for the nearest future
- the highest sale of sunglasses may be in Brighton and Dover areas

b) What do the British mean by saying "We have no climate, only weather"?

3.  Practise and learn the tongue twister. How do you understand it?

**Whether the weather**

Whether the weather be fine  
Or whether the weather be not,  
Whether the weather be cold  
Or whether the weather be hot,  
We'll weather the weather  
Whatever the weather,  
Whether we like it or not.

4. Read the extract. What kind of story is it? What makes you think so?

Never **contradict** anybody when discussing the weather. Be it **hail**, shower and snow, but if someone remarks to you: "Nice day, isn't it?" – answer without a doubt: "Isn't it lovely?"

Even if you don't say anything else for the rest of your life, **you still have a nice chance of being "a man of sharp intellect and extremely pleasant manners."**

**English society is a class society.** If you doubt this, listen to weather forecasts. **There is always a different weather forecast for farmers.** You often hear statements like this on the radio:

*"Tomorrow it will be cold, cloudy and foggy; long periods of rain with short periods of showers."*

And then:

*"Weather forecast for farmers. **It will be clear and warm, many hours of sunshine.**"*

You must not forget that farmers do work of national importance and have the right to better weather.

It happened a lot of times that nice, warm weather had been forecast, and rain and snow fell all day long, or *vice versa*. Some people jumped to the conclusion that something had been wrong with weather forecasts. **They are mistaken.**

I have read an article in one of the Sunday papers and now I can tell you what the situation really is. **All troubles are brought by anti-cyclones.** (I don't quite know what anti-cyclones are, but this is not important.)

British meteorologists forecast the *right* weather – as it really *should* be – and then **these ill-mannered little anti-cyclones get in the way and ruin everything.**

That again proves that **if the British kept to themselves** and did not mix with foreign things like anti-cyclones, **they would be much better off.**

(Adapted from George Mikes)

5. Use the today's phrasal verb and idioms to talk about your impressions of the text.

6. Answer the questions.

- 1) How do both writers support the common ideas? What are they?
- 2) Whose support is funnier and why?
- 3) Find the names of the natural phenomena in Britain.
- 4) What is the best way to look a smart and well-bred person?



8. Make reported questions to the highlighted sentences in ex. 4.

# Lesson 5

# AN ORDERLY QUEUE OF ONE

1. Look at the picture of Jason's class on the map.

64.5 million

White	55.6 million
Indian, etc.	3.4 million
Chinese, etc.	1.5 million
Black	2.1 million
Mixed	1.4 million
Other	580,000

**THIS IS OUR COUNTRY!**

- the number of immigrants doubled in 25 years
- 2.6 immigrants / 1,000 residents
- 13% residents born outside the UK
- 25% residents of London born outside the UK

Manchester  
Birmingham  
Glasgow  
Southampton /  
Portsmouth  
Liverpool

1) What does this picture tell you about Jason's classmates?

2) Match the words from the map to the following groups:

- population
- language
- ethnic groups
- largest cities

Make a short summary of the British population.

### Do you know?

What is a stereotype? It is a set opinion about people, nation or country, which is not always accurate or true. For example, a lot of people believe that all Scots must wear kilts. They sure do, but only on special occasions.

As British people are believed to be a bit "weird", there are a lot of stereotypes about them in the world.

Do you know any stereotypes about Ukrainians?

### Today's phrasal verb

**dress up / dress down** – wear elegant clothes / wear casual everyday clothes

### Today's idioms

**every now and then** – occasionally, from time to time

**down to earth** – practical  
**as a rule** – generally, usually

2. What do you think British people are like? Make a short list and explain what you mean.

*Example:*

*The British are eccentric. They love to walk upside down.*

3. a) In pairs, look at the list of some most common stereotypes about the British. Are your opinions among them?



Sandy

The British Love Tea



anonymous 1

The British Love to Queue



Alex

The British Love Talking About the Weather



anonymous 2

It Rains Every Day in Britain



Max

The British All Play Cricket



anonymous 3

The British All Had Nannies



anonymous 4

The British Never Show Their Emotions



anonymous 5

The British All Have Pale Skin





b) Some of these stereotypes are true and some are fiction. Look at the characteristics of the stereotypes by a British person from <http://www.hercampus.com> below. Find out which of the stereotypes these characteristics describe and replace the imaginary word “zinzer” with what should be there. Which of the stereotypes about the British are true and which are fiction?



The screenshot shows a web browser displaying the hercampus.com website. The page is themed for Valentine's Day, with a navigation bar at the top containing links for 'SECTIONS', 'VALENTINE'S DAY', 'GIVEAWAYS', 'FIND YOUR COLLEGE', 'SUBSCRIBE', and 'GET INVOLVED'. The main content area features a series of text blocks, each starting with a name in a white box: Sandy, Max, Peter, Alex, Lily, and Sandy. Each block contains a paragraph of text with the word 'zinzer' used as a placeholder for a stereotype. The sidebar on the right includes an 'EDITOR'S NOTE' with a 'Gift guide' for 'valentines HC', social media icons for Facebook, Twitter, Pinterest, Instagram, YouTube, and Email, and a 'TOP CHAPTER STORIES' section with four article thumbnails: 'GFC: She's Making Excuses for Him. He isn't interested', 'UCF: Valentine's Day Cards For Your UCF Seniors', 'SACRED HEART: A Day in the Life of a Princess', and 'CALPOLY: I Got Dumped Because I Was Christian'. At the bottom of the sidebar is a 'USER LOGIN' form with fields for 'E-mail' and 'Password', and links for 'Create new account' and 'Request new password'. A 'Login' button and a red heart icon are also visible.

**Sandy**

While Prince George will have a wonderful **zinzer** who watches for his every little need, this isn't the typical British way. You might think that we all grew up with our own Mary Poppins, but I'm afraid this is what's left in Disney films.

**Max**

This depends on where in Britain: in England, **zinzer** is a big deal and many people play it there. But remember what the weather's like in Britain – can we *really* have a summer sport when we don't even have a summer?

**Peter**

It really doesn't **zinzer** every day in the U.K., though we can get four seasons in one day. The real difference is that our “summer” lasts for about five days, and when it's hot, we mean it's about 25 degrees.

**Alex**

If there is a pause in conversation, watch the British go for their free card: the **zinzer**. It can be raining, snowing, or just gray and we *will* talk about the **zinzer**. Though if you have the changes in **zinzer** that we have, you will probably talk about it a lot, too!

**Lily**

This is a bit weird one, but British people do enjoy **zinzering**. They must be born with a feeling how to **zinzer**. In fact, when it comes to Wimbledon, people will camp in a **zinzer** line to make sure that they get tickets.

**Sandy**

Many of us do have a **zinzer** (or 20) a day. We also prefer to take **zinzer** breaks instead of coffee ones. Afternoon **zinzer** is such a huge fun; who doesn't love toasts, cream, and jam?

**EDITOR'S NOTE**

Gift guide! valentines HC

**TOP CHAPTER STORIES**

**GFC:** She's Making Excuses for Him. He isn't interested.

**UCF:** Valentine's Day Cards For Your UCF Seniors.

**SACRED HEART:** A Day in the Life of a Princess.

**CALPOLY:** I Got Dumped Because I Was Christian.

**USER LOGIN**

E-mail\*

Password\*

Create new account  
Request new password

Login

The screenshot shows a website with a navigation bar containing: SECTIONS, VALENTINE'S DAY, GIVEAWAYS, FIND YOUR COLLEGE, SUBSCRIBE, and GET INVOLVED. Below the navigation bar are three text boxes with the following content:

**kinder**  
Do you remember what the weather here is? You automatically know when somebody has been on holiday – when they turn up and their faces aren't as white and **zinzers** as a glass of milk.

**Sandy**  
In any old British town you'll find that everybody looks like a **zinzers** frightened ghost. We don't like it, but there's not much we can do.

**Dimitry**  
It's not true that the British hide their **zinzers**. We don't show them *too* much, and it's like a guessing game when you're trying to figure out how someone feels. We might not speak about anything, but we do have **zinzers**. But only when appropriate; we couldn't be rude!

On the right side of the screenshot is a book cover titled "EVERYTHING YOU NEED TO SURVIVE" with icons for CLASSES, ROOMMATES, BF, GREEN LIFE, and STUDY ABROAD. A yellow sticker on the book says "READ MC'S LIFE SECTION 300".

4. Use the today's phrasal verb and idioms to describe the British.

5. Look at the characteristics attentively. Find:

- the sentences with reported statements
- the sentences with reported questions
- the sentences with *if and when*-clauses
- the sentences with facts
- the sentences with fiction

6. In the opinion sentences, find figurative language and explain what kind of it (epithet, metaphor, comparison) it is.

### Did you know

- ☑ The English drink more tea than anywhere else in the world.
- ☑ There are more chickens than people in England.



7. Of course, there are more stereotypes about the British than we have discussed. Choose any one from the three given below or find it yourself. Look for the information to find out whether the stereotypes are true or not to make a report in the class.

- The British dislike talking to strangers.
- The British like to say 'sorry'.
- The British are crazy about dogs more than about kids.

### Did you know

- ☑ If you are born in the UK, you are not automatically the UK citizen.
- ☑ England, Great Britain, the United Kingdom and the British Isles are all different things.
- ☑ If you call someone *English*, when they are not, they might be insulted, but it's OK to call them *British*.

# Lesson 6

# FIRST PRIZE IN THE LOTTERY OF LIFE

1. Find eight words that have to do with Britain and its people and say what they are.

W	A	B	R	A	V	E	D	N	H	G	F	D	E
U	T	R	E	S	E	R	V	E	D	G	Y	M	O
I	R	I	N	T	E	L	L	I	G	E	N	T	Y
R	Y	T	R	U	T	H	F	U	L	H	M	L	P
O	N	I	N	D	E	P	E	N	D	E	N	T	A
L	U	S	H	Y	G	B	S	C	R	Y	U	N	F
J	E	H	U	M	O	R	O	U	S	T	Y	N	T
A	G	F	G	T	H	J	O	U	G	H	T	F	E

## Today's phrasal verb

**keep up with** – stay at the same level as someone or something

## Today's idioms

**leave it at that** – stop saying anything else about it; leave as it is

**a long shot** – a try with little chance of success

**lose track of someone** – not to know where someone is

2. Use the today's phrasal verb and idioms.

Imagine that you are a resident of Britain.

How do you feel if:

- you can go bathing in the sea and skiing on the same day?
- you know you can get to the sea at any time in about two hours?
- you are afraid of talking to strangers?
- you can easily see four seasons in one day?
- you come to a bus stop and see nobody there to make a queue?

What will you do if:

- your parents offer you a choice of a birthday gift between a Playstation and a puppy?
- you have to decide whether to follow the rules or to break them?
- you are talking to a friend and there is a pause in the conversation?
- you are offered a nice cup of coffee?
- you have a choice between a concert and a football game?



**3. Think of the best figurative endings to complete the sentences. Try to find as many of them as possible.**

- 1) Britain is as ... as ....
- 2) The island's position is so convenient that ...
- 3) The sea around the British Isles is such a ... that ....
- 4) You can hardly believe that ....
- 5) The British ... is like ....

**4. Find the things that are not true about British people.**



- Brits love to strike up a conversation in public.
- They seem quite strange for keeping their old traditions.
- They have been taught by the weather to be very patient.
- They are afraid of being made fun of in public.
- They are very cold, unemotional and rude.

**5. Complete the missing parts of the sentences using the words in brackets.**

- 1) Though fairly small, ... (*crossroads*) ..., so a lot of people from all over the world have always come there.
- 2) As it is surrounded by water on all sides, ... (*ship-building*) ..., and British sailors have travelled to the most faraway parts of the world.
- 3) As a sea country, ... (*trade*) ....
- 4) Living on an island, ... (*traditions and culture*).
- 5) Despite its size and position, ... (*scenery*).

**6. In pairs, discuss and write down what you think are the most important ideas about:**

- the geographical position of the UK
- its climate
- the British people

**Did you know**

- ☑ The 38 km Channel Tunnel, that connects the UK to France, is the longest underwater (underground) tunnel in the world.
- ☑ The UK includes 6,289 islands, of which 803 are large enough.
- ☑ Winchester was the first capital of England from 827 to 1066.



**7. Use your notes from ex. 6 and describe your impressions of Britain and the British.**

Remember! This should not be a scientific report, so be as creative as possible.

# Lesson 7

Home reading

# THERE'LL ALWAYS BE AN ENGLAND ...

## 1. Discuss in the class.

- 1) Do you think that the attitude to weather in Britain is different from that in other countries?
- 2) How important is the weather for the British? Why do you think so?

## 2. Look at the passage below.

- a) Find the words that can best replace the words in bold.
- b) Translate the sentences with them.

1

accurate  
a) wrong  
b) correct  
c) picturesque

2

facilitator  
a) coordinator  
b) director  
c) collector

3

erratic  
a) impossible  
b) unpredictable  
c) unreal

4

ensures  
a) guesses  
b) guides  
c) guarantees

5

speculate  
a) think  
b) dream about  
c) believe about

6

moan  
a) dig  
b) break  
c) cry

7

expect  
a) sleep  
b) walk  
c) wait

8

disaster  
a) catastrophe  
b) disorder  
c) displeasure

9

halt  
a) half  
b) stop  
c) run

10

reluctance  
a) lack of wish  
b) lack of time  
c) lack of money

## Today's phrasal verb

**mix up** – mistake one thing or person for another

## Today's idioms

**make yourself at home** – be comfortable; feel at home  
**off the point** – not about the matter  
**out of one's mind** – crazy

## 3. Read the passage and answer the questions after it.

### The weather

Dr Johnson once said, 'When two Englishmen meet, their first talk is of the weather', and the matter is that this is as **accurate** now as it was two hundred years ago.

At this point most commentators fail as they believe our conversations about the weather are conversations about the *weather*. They are sure we talk about the weather because we have a pathological interest in the subject.

To an outsider, the most unusual thing about the English weather is that there is not very much of it. All those phenomena that give nature a touch of excitement and danger – tornadoes or earthquakes – are unknown in the British Isles. The thing you can say about England for sure is that it has a lot of weather. It isn't tropical cyclones, but life at the edge of an ocean means you can never be sure what you're going to get.

Our conversations about the weather are just a way to actually start talking to each other. Everyone knows they do not ask for meteorological info – they are just ritual greetings.



We have chosen this highly true aspect of our own world as a social **facilitator**: the **erratic** nature of our weather **ensures** that there is always something new to comment on, be surprised by, **speculate** about, **moan** about and, most importantly, *agree* about. Which brings us to the most important rule of English weather-speak – always agree.

The English can endlessly get surprised at the weather, and we *like* to be surprised by it. But we also **expect** to be surprised: and we expect the weather to change quite often. If we get the same weather for more than a few days, we become uneasy: more than three days of rain – and we start worrying about floods; more than a day or two of snow – and **disaster** is announced, and the whole country comes to a **halt**.

We may complain about our weather, but foreigners are not allowed to criticise it. Our weather is like a member of our family, and any criticism from an outsider is very bad manners.

We become very nervous hearing that our weather is uninteresting. When the summer temperature is in high twenties, and we moan, ‘Phew, isn’t it hot?’, we don’t think good about Americans or Australians laughing, ‘Call this hot? It’s nothing. Come to Texas [Brisbane] if you wanna\* see hot!’

The rules of English weather-speak give a lot of ideas about Englishness – reserve and social shyness, the importance of politeness and dislike of conflict and extremes; and a sometimes surprising patriotism. There also is a touch of humour and a **reluctance** to take things too seriously.

(Adapted from “Watching the English” by Kate Fox)



- 1) What is ‘weather-speak’ in Britain?
- 2) Is it something new or something that has gone for quite a long time?
- 3) What about the weather may surprise a visitor to England?
- 4) What is the real role of weather-speak? Why?
- 5) Find the verbs which prove that the weather in Britain may always be a good topic for conversation.
- 6) What must you never do in weather-speak?
- 7) Find the paragraph, which describes the attitude of the British to the weather. How is it written? Is it more informative? serious? humorous?
- 8) What may be very bad to do if you weather-speak with a Brit?
- 9) Use the ideas from the last paragraph to describe a real Englishman.

**4. Compare your answers to the questions of ex. 1 with what you have learnt reading the passage.**

If you have to answer these questions again, will your answers be different? How? Why?

**5. Use the today’s phrasal verb and idioms to express your opinion about Britain and the British.**

**6. Discuss in pairs.**

- Can you compare the British and Ukrainians?
- What is the same?
- What is different?
- Do you think we could easily understand each other? **Make notes.**

**Did you know**

- ☑ It is very good manners to say “please” and “thank you”. It is considered rude if you don’t.
- ☑ The Irish birthday tradition tells people to hold the birthday child upside down and bump the head slightly on the floor as many times as the age of the child to bring good luck.
- ☑ For the past 50 years the most common name in Britain has been John Smith.




**7. Use your notes to ex. 6 to write your comments which could be of use to Max when he goes to the UK.**

\* *wanna* = want to (spoken).



# Lesson 8

# THAT IS FOREVER ENGLAND

1.  Listen to the song about the point on the south-western coast of Scotland which is closest to the coast of Ireland. Insert missing words. How much does the song tell you about the place?

- 1) mountains,
- 2) home,
- 3) from the sea,
- 4) valleys,
- 5) desire,
- 6) painted,
- 7) be here
- 8) much.



## Today's phrasal verb

leave out – not mention

## Today's idioms

**a man of his word** – a person who keeps promises

**on hand** – ready for use

**on one's own** – alone; by oneself; independently

### Mull Of Kintyre\*

Mull of Kintyre  
Oh mist rolling in ...,  
My ... is always to ...  
Oh Mull of Kintyre  
Far have I travelled and ... have I seen  
Dark distant ... with ... of green.  
Past ... deserts the sunsets on fire  
As he carries me ... to the Mull of Kintyre.  
Mull of Kintyre  
Oh mist rolling in ...,  
My ... is always to ...  
Oh Mull of Kintyre

(Paul McCartney)

2. Report Jason's questions to Paul McCartney and try to guess the answers yourself.

- 1) Where is Mull of Kintyre situated?
- 2) What is it famous for?
- 3) Is it a picturesque place?
- 4) Can we see the Irish coast from there?
- 5) How did you feel there?
- 6) Was it difficult to write the song about Mull of Kintyre?

3. Rewrite these questions in Reported Speech.

- 1) "Can you bring some tea, Bob?" Sue said.
- 2) "Did you do the homework, Alice?" Dad said.
- 3) "Are you going to see the doctor, Mr. Atkinson?" he said.
- 4) "Will you take a bus or go by plane, Jill?" she said.
- 5) "Can you close all the windows, Jason?" they said.
- 6) "Do you really want to go home, Mark?" Frank said.
- 7) "Will you stay for dinner, Bernie?" he said.

\* *Mull of Kintyre* – мис Кінтайр.

**4. Report the questions Max has asked Jason. Do you know the answers?**

- 1) "Do British people always say 'please' and 'thank you'?"
- 2) "How long does it take to get to the nearest sea coast in the UK?"
- 3) "Is Queen Elizabeth the head of the state or not?"
- 4) "Which area in Britain is the sunniest?"
- 5) "Do all the British play cricket?"
- 6) "How many people live in Britain?"
- 7) "What are the largest cities in the UK?"
- 8) "Does it often rain?"

**Did you know**

- ☑ The Greatest Briton of all time, by the public vote of 2002, is Sir Winston Churchill.
- ☑ More than 300 different languages are spoken in England.

**5. How fast can you answer the questions?**

- 1) How many times is Australia bigger than England?
- 2) Why does one of the names of the country come from the word 'white' in Latin?
- 3) Is *English* the correct name for the UK people?
- 4) How many languages are spoken on the British Isles?
- 5) Can you prove that the English are great tea-lovers?
- 6) How long is the tunnel between England and France?
- 7) How many large islands does the UK include?



**6. Look at the picture of a group on a tour around Britain. How can you describe this picture? Use the today's phrasal verb and idioms.**



**7. Think about the questions the tourists and the guide could ask each other in the picture. Then report these questions.**

Use your fantasy to the full.

**8. Arrange the facts from the "Did you know" section in the following categories: "People" and "Places".**



## My Gains Checkpoint

I feel satisfied with what I've done because ...

I am not really good at ...

I feel more assured with speaking because ...

I've gained more confidence with grammar because ...

I enjoy listening more because ...

I feel more comfortable in reading because ...

I have to make more effort in ...



# UNIT 7

## Of gold and blue



**Tip of the unit:**  
Set goals

# Lesson 1

# I AM BECAUSE WE ARE

## 1. Look at the pictures on p. 121 and say:

- ♦ What countries does Ukraine border on?
- ♦ How many countries does Ukraine border on?
- ♦ How many seas is Ukraine washed by?
- ♦ Match the geographical terms to the pictures on page 121:

*valleys, hills, mountains, plains, steppe, lakes, rivers, woodland, sea*

- ♦ Which parts of Ukraine do these terms describe?  
*Eastern Ukraine, Western Ukraine, Central Ukraine, Southern Ukraine, Northern Ukraine.*

## 2. Sort out the pictures on page 121 to the regions they belong to.

## 3. In pairs discuss and fill in the fact file about Ukraine.

Region	Features
Eastern Ukraine	mostly ...
Western Ukraine	mostly ...
Central Ukraine	mostly ...
Southern Ukraine	mostly ...
Northern Ukraine	mostly ...

## 4. a) Read the following sentences and replace the words and phrases in bold so that the general meaning of the sentences did not change.

- 1) It is located **in the very heart** of Europe.
- 2) It **borders on** seven countries.
- 3) The country has a **variety of** geographic area types.
- 4) Ukraine **is rich** in water.
- 5) 71 % of **soil** in Ukraine is good for farming, including almost 12 million hectares of black soil.

## b) Look at the information passage about Ukraine that Jason has found. Some of the words are missing. Can you fill in the blanks without looking at the map on page 121?

Ukraine is the ... in size country in Europe. It is located **in the very heart of** Europe (with Europe's geographical ... near the town of Rakhiv). It **borders on** Russia to the north and ..., Belarus to the ..., Poland and Slovakia to the ..., Hungary, Romania and Moldova to the ..., and is washed by the Black and the Azov Seas in the ...

The country has a **variety of** geographic area types. The central and ... parts of the country are generally wide ... with low hills. The woodlands are mostly located in the ... and north-west of the country. The ... part of the country lies in the Carpathian Mountains with valleys, picturesque ... and rivers. The mountains are pretty ... and not very high, the ... peak of Ukraine being

### Today's phrasal verb

talk over – discuss

### Today's idioms

rub elbows (shoulders) with – spend time together with

put one's foot down – be strongly against

pack rat – a person who saves lots of unnecessary things

### Did you know

- ☑ The shortest city main street is Khreshchatyk with the total length of 1,225 metres.
- ☑ Arsenalnaya Metro Station located in Kiev is the deepest in the world.

Mt Hoverla (2,061 metres). Most of the ... area is a steppe passing into the coastal areas of the Black and Azov Seas.

Ukraine is rich in water. The ... river, the Dnipro, flows to the ... and is the third largest in Europe. Other important ... are: the Dnister, the Desna, the Pivdenny Booh, the Sivers'kyi Donets, and the Danube.

71% of soil in Ukraine is good for farming, including almost 12 million hectares of black soil.

5. Use the pattern below to give more information about Ukraine.

Ukraine  
The country

is rich in

- rivers and lakes
- woods
- natural resources
- farmland
- black soil
- fields and meadows
- picturesque landscapes
- wonderful places
- beautiful mountains



6. Use the today's phrasal verb and idioms to make sentences about Jason.

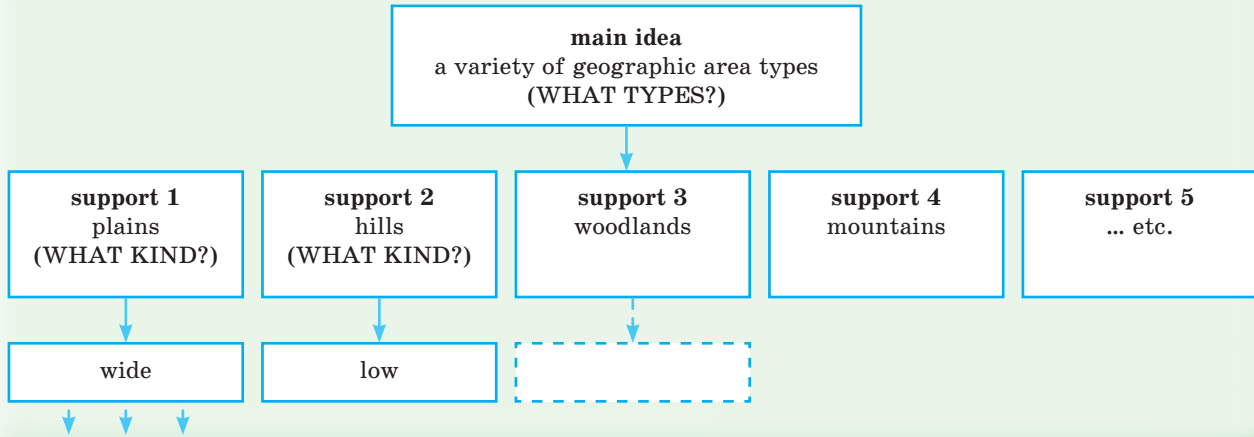
7. Look at the sentences with the phrases and words in bold again. What role does each of them play in its paragraph? What is the rest of the paragraph about?

**Note:**

The sentence that has the main idea of the paragraph is the **key sentence**. Other sentences **support** the main idea.

*Example:*

The country has a variety of geographic area types.



8. In pairs, brainstorm on how to add more descriptions to each support in the example sentence. Compare your ideas with the class.



9. Choose one of the key sentences from the passage and expand (*expand – розширювати*) the supports as much as you can.



# Lesson 2

# GEMSTONE OF EUROPE

1. Group the following infinitives by the time of action. Explain why.

*Have started, be interviewing, talk, have finished, be playing, be out, go, have spent, be speaking.*

Regularly	At the moment	In the past

Compare:  
Max is 14.

He	<b>must</b>	be	a student	(regular action)	<b>We are pretty sure</b>
		be going	to school	(action now, at the moment)	
		have done	his homework	(action in the past)	
	<b>may/might</b>	be	a student	(regular action)	<b>We think it is possible</b>
		be going	to school	(action now, at the moment)	
		have done	his homework	(action in the past)	

## Today's phrasal verb

**look down on** – believe somebody to be very unimportant

## Today's idioms

**against the grain** – against someone's feelings, principles  
**save your breath** – when asking smb. to stop useless talk  
**a shot in the dark** – a wild guess

**Note:**  
**'may'** means a stronger possibility than **'might'**.

2. Replace the underlined phrases with **must**, **may** or **might** followed by the correct infinitive form.

- 1) He seems to be playing the Nintendo now.
- 2) I am quite sure he has seen this film before.
- 3) She is likely to live in the south of Ukraine.
- 4) It is possible that Max plays chess well.
- 5) I am pretty confident that Jason is learning Ukrainian.
- 6) Bruce is probably working hard at school.
- 7) It looks like raining outside.

3. Use 'must', 'may/might' and the infinitives from ex. 1 to express your guesses about Max's actions.

4. Use the today's phrasal verb and idioms and 'must', 'may/might' to talk about Max.

5. Choose the correct form.

- 1) The kitchen is all in smoke. Jason must (*cook / be cooking / have cooked*) dinner.
- 2) Dad is busy. He must (*write / be writing / have written*) a report.
- 3) Jason looks happy. He must (*receive / be receiving / have received*) an invitation for study.
- 4) He is out. He may/might (*play, be playing, have played*) football with friends.
- 5) Max's mother won't call him to the phone. He may/might (*do / be doing / have done*) his homework.

6. Complete Jason's comments.

- 1) Ukraine has Europe's geographical centre on its territory – it must ...
- 2) Ukraine borders on seven countries on the land – it must not ...
- 3) It has the largest territory in Europe – it may/might have ...



- 4) The Carpathians are not very high – they must / may / might ...
- 5) The south of Ukraine is washed by the sea – people there must / may / might ....
- 6) The country is rich in mineral resources – it must / may / might have ....

**7. Look at the picture and make guesses when answering the questions using ‘must’, ‘may / might’. Explain why you think so.**

- 1) What season is it?
- 2) What is the weather like?
- 3) What country is it?
- 4) What is the man’s occupation?
- 5) Where is the man going?
- 6) Where is he going from?
- 7) Why is he happy?
- 8) Why is his umbrella red?



**8. In pairs, think of a possible reason of what has happened. Use your fantasy.**

- 1) Max hasn’t been on Skype with Jason for a few days.
- 2) Jennifer’s parents didn’t let her play computer games.
- 3) Jason’s project won the 1<sup>st</sup> prize.
- 4) Max is shining with happiness.
- 5) Sonya has caught a cold after going to the amusement park.
- 6) Jason is packing his things for going abroad.



**9. Join Sherlock Holmes and Dr. Watson. Think of the possible conclusions that the famous detective made.**

“You see, Watson, the footsteps are very large, and they are definitely not left by ladies’ shoes. So, .... The distance between them is very big, so the criminal .... There is a hat over there on the ground, .... You can also smell cigarette smoke, it means .... The footsteps take us to the nearest tree and disappear, so .... Come down, my friend – you are not a bird to make a nest in the tree!”

### Did you know

- For centuries, Ukraine was called “the breadbasket of Europe.”
- Ukraine is the 3<sup>rd</sup> largest grain exporter in the world.
- Ukrainians eat 50–75 % more bread than the rest of Europe.

**10. Write your own funny explanations.**

- 1) The dog is up in the tree.
- 2) The cake has disappeared.
- 3) The boy has no homework.
- 4) The day is sunny, but Bobby came home wet through.
- 5) John is always sleepy at school.

# Lesson 3

# WHERE MIGHTY DNIPRO ROARS

1. Look at the pictures of seasons in Ukraine. How could you describe them in one or two sentences each?
- ♦ What is your favourite season? Why?



**Today's phrasal verb**

**fool around** – spend time uselessly

**Today's idioms**

**take a stand (on something)** – make a decision about something  
**up in the air** – unsure  
**which way the wind blows** – what the real situation is



2. Vocabulary practice. Work in pairs.

- 1) What do you think we do when we '*shed light on*' something?
- a) We put a lamp on something.
  - b) We put something on fire.
  - c) We make something clear.

Is it factual or figurative language? Replace the expression with as many synonyms as you can: e.g. Could you *shed light on* your weather?

2) When we say '*muddy*' we mean:

- a) dirty with soil
- b) dirty with jam
- c) dirty with paint

Choose the sentence where '*muddy*' does not belong:

- The park was wet and muddy.
- The kitchen table was muddy.
- Autumn roads in the countryside were muddy.

- 3) What is the best synonym for 'downpour'?
- Raging blizzard.
  - Terrible earthquake.
  - Flooding rainstorm.
- ♦ What type of climate is this phenomenon typical for?

### Did you know

- ☑ Ukraine is the fourth most educated nation in the world.
- ☑ One of the first world's computers was built in Ukraine (1950)

 **4. Listen to the Skype conversation between Jason and Max.**

- What is the conversation about?
- Who is calling and why?
- What does Max say about the seasons?
- What season does he not mention?
- How can you describe the season that Max didn't mention?

**5. Use the today's phrasal verb and idioms to make sentences which report the conversation.**

**6. Work in pairs. You are to help Max compare the climates of Ukraine and the UK. Look at the fact file about the climate of Ukraine. Fill in the missing info about Britain and compare the two countries.**

	Ukraine	The United Kingdom
Type of climate	moderately continental, most of the territory	
Winter	average t° -8° C, lakes and rivers freeze	average t° +4° C
Summer	average t° +25° C, plenty of sunshine	average t° +16° C
Snowfall	regular, plentiful, with blizzards	133 days rain and snow in a year
Rainfall	occasional, with showers and thunderstorms	
Specifics	subtropical climate in the deep south, occasional earthquakes and floods in the Carpathians	

**7. Change the sentences into: 'must', 'may/might' + infinitive. Mind the forms.**

- I've got an idea that it was too dangerous.
- I am sure he was angry.
- I believe he is out for training.
- It seems he has forgotten to call.
- I am sure it was a misunderstanding.



**8. Rewrite the sentences using 'must', 'may/might'.**

- Jason was likely to be glad to be invited as an exchange student.
- I am sure Max will meet me at Boryspil.
- I think she walks her dog in the park.
- It looks like Jason's parents are getting ready for his trip to Ukraine.
- I believe he is doing this work all by himself.

**9. Complete the following sentences with your own ideas using 'must', 'may/might'.**

- Italy is washed by seas on three sides, so the climate there ... Britain.
- Bill Gates earned a lot of money in the Microsoft, so ... .
- The river has frozen up, it ... .
- The USA is very big in size, so ... various ... .
- As usual - it's downpouring and ... umbrella.



# Lesson 4

# THIS PLACE IS OUR OWN

1. Look at the picture and say what you can see using 'must', 'may/might'.



## Today's phrasal verb

**let somebody down** – to disappoint smb by not doing as agreed or expected

## Today's idioms

**at odds with** – disagreeing with  
**be hard on something or someone** – treat angrily  
**make room for someone** – allow space for someone

2. Find the equivalents to the words and expressions in *italics* below and use them in those phrases.

What I can tell you *first hand*; *a couple of* my games; from all cultural *backgrounds*; think of spy movies and *gothic horror*; were *as plain as day*; one woman *instantly* wanted; *hang out* for free; communicate through *gestures*

Fear; a few; at once; spend a lot of time; body movements; groups; clear; basically

📌 'Make' can mean 'force someone to do something that he or she doesn't want to do': His mother **made** him clean his room. It can also be used to mean 'cause someone to do something' (*the thing can be good or bad*): That film **made** me cry. 'Let' can mean 'allow' or 'give permission': David's mother **let** him use her car. We can also use 'let' to mean 'allow' in the sense of 'make something possible': This student card **lets** you visit the library. 'ALLOW TO' can mean 'permission or the possibility to do something': Working from home **allows** me more time.

### Active

	Let	Make	Allow
Form	let + object + verb	make + object + verb	allow + object + to + verb
Used	to allow / give permission for an action	to force an action / result	to allow / give permission for an action
Example	They <b>let</b> me hang out for free	The work <b>made</b> John go to Ukraine	My Dad <b>allows</b> me to take his car


'make' and 'allow' are often used in Passive. Look at the table and compare the *Active* and *Passive* structures.

### Passive

	Let	Make	Allow
Form	–	make + to + verb	allow + to + verb
Used	to allow / give permission for an action	to force an action / result	to allow / give permission for an action
Example	I <b>was allowed</b> to leave early	She <b>was made</b> to leave the room	You <b>are allowed</b> to come in

### 3. Choose the correct option and tense form.

- 1) My parents ... me do my homework every day. (*make / let / allow*)
- 2) My parents ... me go out at the weekends with my friends. (*make / let / allow*)
- 3) Choose the correct option and tense form to complete the sentences. (*make / let / allow*)
- 4) The doctor ... me do some blood tests. (*make / let / allow*)
- 5) Our school principal ... the children to wear jeans and T-shirts. (*make / let / allow*)
- 6) The doctor ... me have a bar of chocolate a month. (*make / let / allow*)

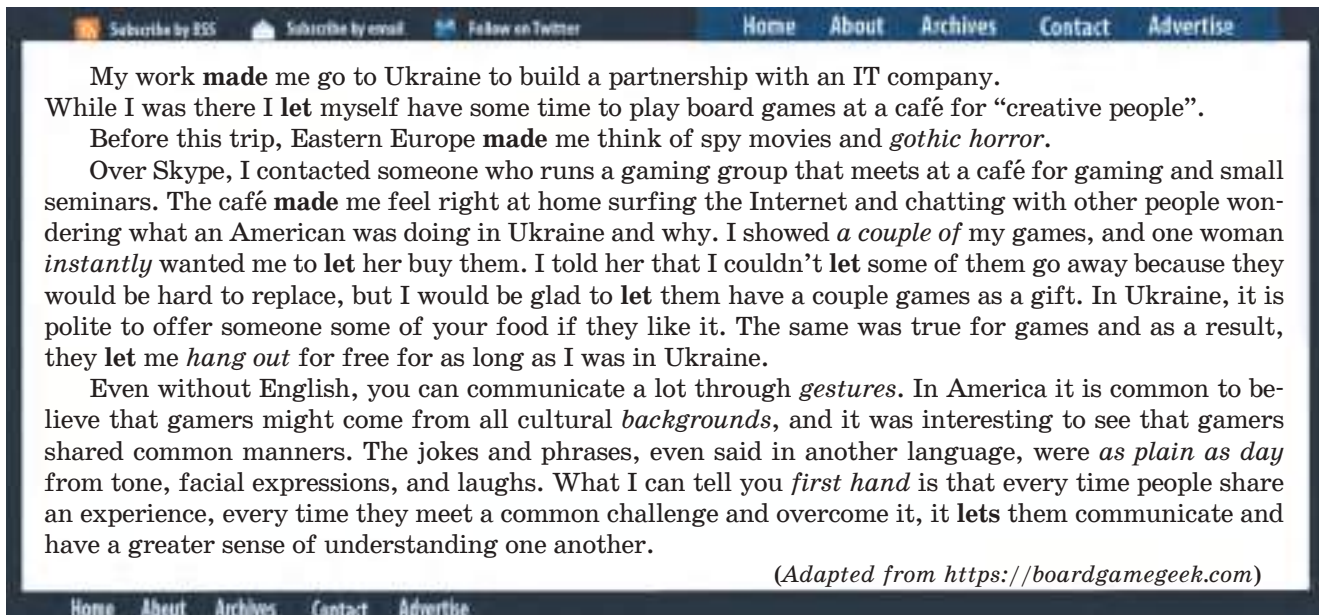
 **Note:**

**For Present Simple: *He lets me hang out for free. The work makes John go to Ukraine.***

### 4. Write the correct form of the verbs *let*, *make* or *allow*.

1. Don't ... him come in. He's crazy!
2. You are not ... to go out.
3. Susan ... everyone listen to her.
4. Did your parents ... you to stay out late?
5. My mother always ... me eat everything on my plate.
6. Don't ... me tell you again!
7. I was ... to repeat the exercise.

### 5. Look through the blog entry and find answers to the questions.



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My work **made** me go to Ukraine to build a partnership with an IT company. While I was there I **let** myself have some time to play board games at a café for “creative people”. Before this trip, Eastern Europe **made** me think of spy movies and *gothic horror*.

Over Skype, I contacted someone who runs a gaming group that meets at a café for gaming and small seminars. The café **made** me feel right at home surfing the Internet and chatting with other people wondering what an American was doing in Ukraine and why. I showed *a couple of* my games, and one woman *instantly* wanted me to **let** her buy them. I told her that I couldn't **let** some of them go away because they would be hard to replace, but I would be glad to **let** them have a couple games as a gift. In Ukraine, it is polite to offer someone some of your food if they like it. The same was true for games and as a result, they **let** me *hang out* for free for as long as I was in Ukraine.

Even without English, you can communicate a lot through *gestures*. In America it is common to believe that gamers might come from all cultural *backgrounds*, and it was interesting to see that gamers shared common manners. The jokes and phrases, even said in another language, were *as plain as day* from tone, facial expressions, and laughs. What I can tell you *first hand* is that every time people share an experience, every time they meet a common challenge and overcome it, it **lets** them communicate and have a greater sense of understanding one another.

(Adapted from <https://boardgamegeek.com>)

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- 1) Did the blogger want to go to Ukraine?
- 2) How much did he know about the country?
- 3) What may the blogger do for a living?
- 4) What are board games for him?
- 5) How did he feel while in Ukraine?
- 6) Were there any communication problems?
- 7) How did he find Ukrainian people?
- 8) What might be common for all people of the world?

### 6. Find in the passage.

What may be a kind of comparison of Ukraine to the USA; descriptive characteristics of Ukrainian people.



### 7. Choose the correct forms of 'let' and 'make'.

- 1) They really wanted to go fishing, but Dad didn't \_\_\_\_\_ them.
- 2) I can't believe she \_\_\_\_\_ you stand on your head.
- 3) The teacher \_\_\_\_\_ everyone in the class write an essay about their holiday.
- 4) The teacher \_\_\_\_\_ everyone write homework on their computers.
- 5) The lady hates comedy films, and she never \_\_\_\_\_ the children watch them.
- 6) Would you \_\_\_\_\_ them bring the cat to class?
- 7) Louise hated Jodie, but their mums \_\_\_\_\_ them play together.
- 8) The climate of Ukraine \_\_\_\_\_ farmers grow a lot of grain.
- 9) Jason \_\_\_\_\_ himself get up an hour earlier.
- 10) This film \_\_\_\_\_ me feel sorry and sad.

### 8. Write out what you think might be *key ideas* from the American blogger's passage.

# Lesson 5

# MY NATIVE SOUL

1. Look at the pictures and try to find out if you can guess a British, a Ukrainian, and an American. What makes you think so?



A



B



C

## Today's phrasal verb

**hand in** – give (report, homework)

## Today's idioms

**be out of sorts** – be in bad mood

**beat one's brains out** – try very hard, often unsuccessfully

**draw the line** – set a limit



2. Look at the table and find what is the same and what is different between the UK and Ukraine. Use 'must', 'may/might' to express your ideas.

Population	44.4 million
Languages	Ukrainian, Russian, Moldavian, Hungarian and others
Ethnic groups	Ukrainian, Russian, Belarusian, Moldovan, Bulgarian, Hungarian, Romanian, Polish, Jewish
Major urban areas	KYIV (capital) – 2.9 million Kharkiv – 1.4 million Odesa – 1.0 million Dnipropetrovsk – 966,000 Donetsk – 941,000 Zaporizhzhya – 758,000

### Did you know

- ☑ The third most visited McDonald's in the world is in Kiev.
- ☑ The heaviest silver coin in the world is the 10-year anniversary hryvnia, weighing 1 kg.
- ☑ The most beautiful monument to Taras Shevchenko out of 1200 around the world is in Kharkiv.

3. Foreigners know little about Ukraine and its residents. And this lack of information has given birth to several stereotypes. In pairs, look at the most common stereotypes about Ukrainians and discuss which of them are *true* and which are *false*. Then, match them with the descriptions from a European expert and see if you have the same opinions. Explain why.

- |                                      |   |
|--------------------------------------|---|
| 1) Ukrainians are somewhat reserved. | A. There is a grain of truth in this. However, the so-called individualism is nothing but self-esteem*.   |
| 2) Ukrainians are individualists.    | B. In fact, the majority of the population knows (more or less) this language, but due to the lack of practice, Ukrainians are just shy of talking to foreigners. There is a bigger chance of meeting those who know English in the big cities and among the youth. |
| 3) Ukrainians are often indifferent. | C. Nowadays, the majority of Ukrainians are good-tempered and open, and get along with people quickly. Sometimes, even too quickly: some may call yesterday's stranger their best friend!   |
| 4) Ukrainians do not know English.   | D. This is true. You will often see a person in Ukraine who looks in the mirror after returning to the house to pick up something forgotten; or, who goes out of his way if a black cat crosses the street in front of him.   |
| 5) Ukrainians are superstitious.     | E. A popular saying in Ukraine, 'this is not my headache,' creates this belief. In fact, if they can give a helping hand, Ukrainians never deny assistance.   |

Do you know any other stereotypes about Ukrainians?

4. In pairs, make a list of the most typical traits of Ukrainians and arrange them from the most to the least important. Use the today's phrasal verb and idioms. Discuss and make one common list for the class.

5. In pairs, take each trait from the list you've just made as a *key idea*, think of possible supports and write them down.

6. Complete the sentences using the correct forms of 'let' or 'make'.

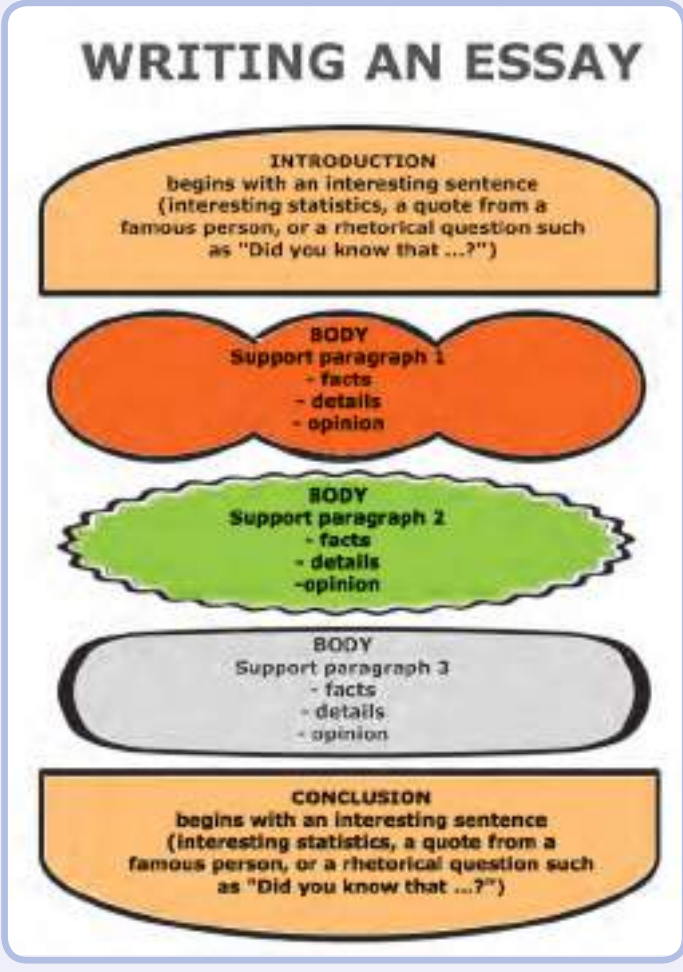
- 1) Ukrainians often ... someone call them friends at the first meeting.
- 2) By their behaviour, Ukrainians ... everyone believe they were individualists.
- 3) Don't ... yourself believe Ukrainians are indifferent.
- 4) The school system of Ukraine ... every child learn a foreign language.
- 5) Never ... a Ukrainian walk on if a black cat has crossed the way.
- 6) Who ... you think Ukrainians wore fur hats all year round?



7. Write about the Ukrainian character using your notes from ex. 5.

\* *self-esteem* – самооцінка, самоповага.

**Essay** – a short composition on a given topic which expresses personal thoughts and opinions of the writer.



### Today's phrasal verb

give in – capitulate

### Today's idioms

get a grip on oneself – take control of one's feelings  
give someone a lift (a ride) – take someone to some place by car  
go with the flow – lead a quiet life

### Did you know

- The most popular sport in Ukraine is football.
- Klitschko brothers have both been world champions in boxing.



1. Look at the blog entry and at the picture above.
  - 1) How many paragraphs does the entry have?
  - 2) Are there introduction and conclusion paragraphs?
  - 3) How many body paragraphs are there?

2. Look through the passage and fill in the missing ideas in the right column.

<p>As a photographer, I have already been to the majority of exotic places: the Emirates, Ethiopia, India, Laos, Japan, Malaysia, New Zealand, Australia and Cuba. So, when a friend invited me to visit Ukraine, I thought: "Why not?!"</p>	<p>INTRODUCTION</p>
--	---------------------

<p><b>Ukraine turned out to be completely different from any place I had visited so far – an attractive, even gorgeous country, full of natural wonders that take your breath away.</b> The capital is well-kept, green and wealthy. Lots of bridges, parks, a couple of botanical gardens, and plenty of flowers everywhere. A lot friendlier than you would think ...</p>	<b>BODY</b>	<p><b>KEY SENTENCE</b>  <b>key ideas: attractive, gorgeous, full of natural wonders</b></p> <p><b>SUPPORT 1</b>  <input checked="" type="checkbox"/> facts: _____  <input checked="" type="checkbox"/> details: _____  <input checked="" type="checkbox"/> opinion: _____</p>
<p>The Carpathian Mountains are precious and amazingly romantic, with small villages and little country houses. The mountains are beautiful all year round – with small, fast mountain rivers and a couple of perfect skiing resorts. The people of Western Ukraine, especially the elderly, are friendly, positive and active.</p>		<p><b>SUPPORT 2</b>  <input checked="" type="checkbox"/> facts: _____  <input checked="" type="checkbox"/> details: _____  <input checked="" type="checkbox"/> opinion: _____</p>
<p>Next we went to Zaporizhzhya – an eastern city with an impossible to pronounce name and two thousand years of history. Built on two banks of the Dnipro River, it has Khortitsa in the middle – the biggest river island in the world.</p>		<p><b>SUPPORT 3</b>  <input checked="" type="checkbox"/> facts: _____  <input checked="" type="checkbox"/> details: _____  <input checked="" type="checkbox"/> opinion: _____</p>
<p>There was a thought in my mind during the whole time in Ukraine: “I cannot believe that this fantastic country is so unknown to the rest of the world!” For me, Ukraine was one of those times when your expectations are nothing like what you see. If you ask me what place I can recommend, I will say without a second of doubt: “Go to Ukraine! Whatever you will expect – this will still amaze you!”</p>	<p><b>CONCLUSION</b>  Restatement of the key ideas:  _____  _____  _____  _____  _____</p>	

**3. Look at some common linking words and phrases which can help you move within a paragraph and from one paragraph to another:**

**CONTRAST** – *but, however, on the other hand, yet*

**ILLUSTRATION** – *for example, that is*

**EXTENSION** – *similarly, moreover, furthermore, in addition, what’s more*

**THE NEXT STEP** – *then, after that, next, finally*

**CONCLUSION** – *therefore, consequently, as a result, thus, to sum up (summing up.)*

**Does the blogger use any linking words in his blog?**

**Discuss with the others what linking words and how you could use in the passage above.**

**4. Work in pairs. Look at the key ideas and the supports again. Think of three different facts to support the key ideas.**

- Then, think about the details to support your facts.
- Add your opinion. Use the today’s phrasal verb and idioms.
- Make notes and compare them with other students’ ideas.

**5. Think how you could write your own essay about Ukraine.**

- 1) What will your introduction look like?
- 2) What kind of key sentence will you start with?
- 3) Make notes.



**6. Use your notes and the linking words to write a 5-paragraph essay about Ukraine to put in your blog.**



# Lesson 7

Home reading

# ALL THAT I AM, I OWE TO MY MOTHER

1. In pairs, think and make a vocabulary entry for the word 'mother'.

2. Use the today's phrasal verb and idioms to describe the attitude to mother in a family.

3. Discuss in class.

- 1) Is Mother's Day celebrated in Britain only?
- 2) When is Mother's Day celebrated?
- 3) Is it an official day-off?
- 4) What might the celebration be like? Is it a huge party or a small family holiday?
- 5) What may be the best way to greet mothers on this day?
- 6) How do you usually celebrate this day in your family?

4. Look at the words and expressions below. Can you guess their meanings? Consult the dictionary if necessary. Find the sentences with them in the story and say them in your own words.

*realise, for our sake, effort, came up with an idea, sacrifice, It turned out, occasion, hire*

Use the words and expressions to make sentences of your own.

5. Read the following ideas. Explain the use of *must / may / might*.

- it must have been spring;
- the day might not have been an official holiday;
- there must have been at least two girls in the family;
- some of the children may not have gone to school;
- the family might not have had a car of their own.

6. Read the story. Find proofs to the ideas above.

## Today's phrasal verb

get together – meet each other

## Today's idioms

have a word with someone – talk to someone

keep in touch – keep in contact

put one's best foot forward – do one's best; do think as quickly as possible

## Did you know

- ☑ Ukraine has the 4th largest number of IT professionals in the world.
- ☑ The world's biggest plane *Mriya* was designed in Ukraine.

### HOW WE KEPT MOTHER'S DAY

We decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us **realise** how much Mother had done for us for years, and all the **efforts** and **sacrifices** that she had made **for our sake**.

So we decided that we would make it a great day, a holiday for all the family, and do everything we could to make Mother feel happy.

Father decided to take a holiday from his office to help in celebrating the day, and my sister Ann and I stayed home from college, and Mary and my brother Will stayed home from school.

It was our plan to make it a day just like Christmas or any big holiday, and so we decided to decorate the house with flowers.

We asked Mother to do it, because she always does it.

The two girls thought it would be a nice thing to dress in our best for such a big **occasion**, and so they both got new hats. Father let himself buy silk ties for himself and us boys.

We were going to get Mother a new hat too, but it turned out that she liked her old hat better than a new one.

After breakfast we **came up with an idea** that we would **hire** a car and let Mother have a beautiful drive away into the country. But on the very morning of the day we changed the plan a little bit.

We all felt that it would be nicer to have a definite purpose.

**It turned out** that Father had just got a new fishing rod the day before, and he said that Mother could use it if she wanted to: in fact, he said it was practically for her, only Mother said she would rather let him fish and watch him than fish herself.

So we got everything arranged for the trip.

Mother cut up some sandwiches and packed all up in a basket for us.

When the car came to the door, it turned out that it couldn't let us all get in.

Father said that he could stay at home and work in the garden.

The girls said that Mother had only to say the word and they would gladly stay at home and work.

In the end it was decided that Mother would stay at home and have a lovely restful day round the house.

It turned out anyway that Mother didn't care for fishing and also it was just a little bit cold and fresh out-of-doors, though it was lovely and sunny, and Father was afraid that Mother might catch cold if she came.

We had the loveliest day.

Father and the boys fished, the girls met quite a lot of people. We all had a splendid time.

It was quite late when we got back.

We sat down to dinner. It was grand.

When it was over, all of us wanted to help clear the things up and wash the dishes, only Mother said that she would really much rather do it.

When we all kissed Mother before going to bed, she said it had been the most wonderful day in her life and I think there were tears in her eyes.

*(adapted from Stephen Leacock)*



**7. Think of an adjective (adjectives) that best describe the story. Is it:**

- funny?
- descriptive?
- satirical?
- informative?
- humorous?
- other?

**Explain, why you think so.**

**What does the author use to achieve the effect?**

**8. Find in the story and note down who did what for the holiday.**

The family	Mother

**What conclusion can you come up with? Whose holiday did it turn out to be?**

**9. In pairs, discuss the structure of the story. Can you find the introduction? The key sentence? The supporting paragraphs? The conclusion?**



**10. Make a short story about how you and your family celebrated Mother's Day this year.**

# Lesson 8

# ALL RIVERS MUST HAVE A BEGINNING

1. Use the today's phrasal verb and idioms to give your predictions about Jason's study in Ukraine in the future.
2. Complete the sentences in Reported Speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tense forms or not.

- |  |                  |
|--|------------------|
| 1) "I was very tired," she said.                 | She said ...     |
| 2) "Be careful, Ben," she said.                  | She told Ben ... |
| 3) "I will get myself a new computer," she said. | She said ...     |
| 4) "Why haven't you phoned me?" he asked me.     | He wondered ...  |

- |   |                       |
|---|-----------------------|
| 5) "I cannot drive them home," he said.                         | He said ...           |
| 6) "Peter, do you prefer tea or coffee?" she said.              | She asked Peter ...   |
| 7) "Where did you spend your holidays last year?" she asked me. | She asked me ...      |
| 8) He said, "Don't go too far."                                 | He advised her ...    |
| 9) "Did you do the shopping?" he asked us.                      | He wanted to know ... |
| 10) "Don't make so much noise," he said.                        | He asked us ...       |

### 3. Rewrite the sentences in Passive Voice.

- 1) They have eaten everything.
- 2) Have they said anything?
- 3) Someone has taken three of my pens.
- 4) Have you watered the flowers?
- 5) Nobody has made any mistakes.

### 4. Put the verbs in brackets into the correct tenses.

- 1) The table will break if you (*sit*) on it.
- 2) If he (*eat*) all that, he will be ill.
- 3) If he (*read*) in bad light, he will ruin his eyes.
- 4) What will happen if my parachute (*not open*)?
- 5) If you (*not go*) away, I'll call the police.
- 6) If he (*be*) late, we'll go without him.
- 7) He'll be late for the train if he (*not start*) at once.

## Today's phrasal verb

get by – be able to survive

## Today's idioms

once and for all – certainly  
 duty calls – the things one must do  
 put in a word for someone – say positive things about someone

## Did you know

- ☑ Svobody Square in Kharkiv is the largest one in Europe.
- ☑ Ostroh academy was the first University in Eastern Europe (1576)

- 9) If you (*not like*) this one, I'll bring you another.
- 10) Unless you are more careful, you (*have*) an accident.
- 11) If you (*not believe*) what I say, ask your mother.

**5. Choose the correct form of 'must', 'may/might' to go with the words in brackets.**

1) Where's Annie?	I've just called her. She ( <i>be</i> ) at home.
2) What's Ron doing?	I'm not sure. He still ( <i>play</i> ) soccer.
3) What's she doing?	I saw her in the kitchen. She ( <i>eat</i> ) breakfast.
4) Where's Jason?	He's online. He ( <i>watch</i> ) the World Cup game.
5) What did Max and his mother do?	They've just returned home. They ( <i>watch</i> ) a comedy.

**6. Choose 'let' or 'make' to complete the sentences.**

- 1) "I will ... you run", the angry coach shouted.
- 2) The child said: " ... me stay up late, Mom."
- 3) Sad movies sometimes ... people cry.
- 4) If you ask nicely, I'll ... you have the CD.
- 5) "Don't ... me get angry," my sister told me.



**7. Arrange the facts in the "Did you know" section of the unit in the following categories: "Places", "People" and "Events".**

Places	
People	
Events	





## My Progress Checklist

I enjoy my success because ...

I am not very much happy about ...

I am doing better in speaking because ...

I feel more assured with grammar because ...

I feel happy with my results in listening because ...

I've gained more confidence with reading because ...

Next time, I have to be more attentive with ...

# APPENDIX 1

## Culture focus





# Lesson 1

# SUNNY AND FUNNY

1. Look at the pictures. What is common about them? What time of the year do they refer to? Why do you think so?



- ◆ Are there any unusual things at the pictures? What do they look like?
- ◆ Where are some of the pictures taken? Why?

2. Look at the title of the story of ex. 4. What do you think the story is going to be about? What can the Festival be like? Look at the words below and find them in the story. Can you guess their meanings? Consult a dictionary if necessary. Use the words to help you answer the questions.

*harvest, sheaf, equinox, crop, plough, barn, blessing, cart load, corn dolly, ribbons*

3. Look through the story and find the sentences that correspond to the pictures above. Which of the paragraphs have no corresponding pictures?

4. Read the story to find the answers to the following questions.

- 1) How long have harvest festivals been going in Britain? What facts from the story make you think so?
- 2) Why may festival dates vary from late September to mid-October?
- 3) Why do people hold the festivals in churches?
- 4) What is special about the loaf of bread taken to the church?
- 5) What kind of holiday decorations can you find in the story? What about the holiday activities?

### Harvest Festival

In Britain, **harvest** festivals are traditionally held on or near the Sunday of the Harvest Moon. This is the full Moon closest to September 23 – the autumn **equinox**.

Nowadays, harvest festivals in Britain are celebrated mostly in Christian churches which are decorated in flowers and greenery. Fruit and vegetables are on display, with a loaf of bread in the middle. Sometimes a **plough** is brought into the church for **blessing** for the next year harvesting to be plentiful.

In Britain, at harvest time Corn dollies were made from the last sheaf of corn cut. The making of **corn dollies** goes back thousands of years. People believed the corn spirit lived in the dolly for the next year and for the new **crop**. These dollies are put up in the barn or in the farmhouse, or even in the church. The corn dolly is kept until the spring. In spring the dolly is ploughed back into the soil. The craft stopped with developing of mechanization, but is now becoming a fascinating hobby.

An old tradition is to bake a loaf in the shape of a wheat **sheaf**, using the last of the harvested grain. The loaf is taken to the church as a symbol of thanksgiving for the harvest.

The horse, bringing the last **cart load**, was decorated with garlands of flowers and colourful **ribbons**.

A magnificent Harvest feast was held at the farmer's house and games played to celebrate the end of the harvest.

5. Discuss the following issues in groups.

- 1) Are there any harvest festivals in Ukraine?
- 2) What are they like?
- 3) How different are they from British ones?
- 4) Where are they held?
- 5) Are there any special features or artifacts (*Corn dollies, special bread, etc.*)?
- 6) Are there any special events for the holiday?

Compare your answers with those of other students.



6. Imagine you are going to hold a Harvest Festival in your school. Make a plan of it. Write about:

- the time and the place;
- the artifacts and decorations;
- the holiday events.



# Lesson 2

# OF VALOUR AND WORTH

1. Look at the pictures and answer the questions below.

- ♦ Who are these people?
- ♦ What are they doing?
- ♦ Why are they dressed like that? What makes you think so?
- ♦ What is Highlands? Where is it?



2. Read the following fact. What does it tell you about the Highland Games?

Pierre de Coubertin, the father of the modern Olympics, was so impressed by a Highland display at the 1889 Paris Exhibition that he introduced the **hammer throw**, **shot put** and the **tug-o-war** to the Olympics. The first two are still in the programme.

3. Look at the collage on p.143. Does it add anything to your understanding of the games? What is it?

4. Look through the information below. Can you find the pictures that support the facts? What are they?

Taking place around Scotland from May to September, Highland games are a combination of sport, fun and culture, all with a unique Scottish flavour.

From heavy athletics like tug-o-war and caber tossing to Highland dance competitions, piping and field-and-track events, Highland Games attract competitors from around the world. There you may even be lucky to see the Royal Family who traditionally come each year.

Some facts on the Highland games:

The Haggis Eating Competition is a fun, but competitive event, the winner is the one who finishes eating a pound of haggis in the shortest time.

Highland games were originally a men event, and it wasn't until the late 19th century that women started to enter.

All competitors must wear a kilt in open heavy events.

You never know what you'll see at Highland games. They include livestock events, parades, pet shows and even the more unusual sports like terrier racing.

One of the sights of the Highland games is the bands, when hundreds of pipers from different groups come together to play and march in unison.

In caber toss competitors must flip a log weighing up to 11 st. so that it falls away in the '12 o'clock position'. The distance is not important.

Highland games take place all around the world from Norway to New Zealand, the US and Canada, and even Brazil.



- 4) How long do the Games last?
- 5) Who can take part in the competitions?



7. What elements of Highland Games would you like to have in your country? in your community? in your PE school programme? Explain why.

**5. Ask and answer in pairs:**

- 1) What other picture events were not mentioned in the text?
- 2) Which of the activities do you find: the heaviest; the funniest; the most spectacular\*?

Explain why.

- 3) Would you like to watch the Highland Games?
- 4) What about taking part?
- 5) Which of the events would you like to try?

**In pairs, choose one of the events and explain what is happening.**

**6. Look at the Highland Games poster.**

- 1) What activities do you think are most common for the Games?
- 2) What is special about these Games?
- 3) What is done to attract the public?



\* Spectacular – fabulous, fantastic, magnificent.



# Lesson 3

# A FICTION THAT BECAME ALIVE

**1. Look at the picture of one of the London's monuments.**

- ◆ Whom is the monument devoted to? Explain your decision.
- ◆ What do you know about this person?
- ◆ What made this person such an important figure to be given a personal monument?
- ◆ Do you know any other similar examples in the world?



**2. Read the leaflet from one of the most famous London attractions. What makes this sight unusual? Exchange your opinions in class.**

**The World's Most Famous Address**

The first stop for any visitor to London must be 221-B Baker Street – the Official Home of Sherlock Holmes, up the 17 steps to the first-floor rooms that were occupied in 1881–1904 by the Great Detective and his faithful friend Doctor Watson. The house is protected by the government, and the 1<sup>st</sup> floor study overlooking Baker Street is still kept as in those times. Everything displayed in the three-storey museum is mentioned in the stories, and you feel Holmes and Watson may walk in at any moment.

Sherlock Holmes has got a reality few book characters have. The Museum has a person answering 40 to 100 letters a week addressed to Holmes. His 221-B Baker Street competes with 10 Downing Street as the most famous address in London – but who could argue that the Baker Street address is the most famous one in the world?

The Museum has the largest souvenir shop in the world specialising in Holmes' items – walking sticks, hats, pipes, chess sets and hundreds of other items as well as a great collection of Mrs. Hudson's items for sale.

70 years ago, the great popularity of Holmes brought up a proposal that London needed a statue of him. It took decades, but in September 1999 a nine-foot bronze statue was put near the Baker Street underground station. The statue of Holmes, holding his pipe, is the magnet his followers have always looked for.

**3. Discuss the following questions.**

- 1) How many storeys does the Museum have?
- 2) How come that the rooms still look the same as in the late 19<sup>th</sup> century?
- 3) Are you as attentive as Dr. Watson about the number of steps?
- 4) There are at least two facts which prove that Sherlock Holmes is still very popular in Britain. What are they?

**4. a) Look at the pictures and match the pictures with what they represent:**

1)	The Museum entrance		
2)	Sherlock Holmes and Dr. Watson		
3)	The sitting room		
4)	Holmes' laboratory		
5)	Holmes' desk		
6)	Holmes' chess set		

7)	Holmes' smoking pipes		
8)	Holmes' and Watson's hats		
9)	The head of the Baskerville hound		
10)	Professor Moriarty		
11)	The Museum newspaper		





b) Which of the facts in the leaflet are supported with pictures? Is there any information in the pictures that was not mentioned in the leaflet? What is it?

5. Work in pairs. What can the rooms and the personal things tell you about Sherlock Holmes as a person? Compare your ideas with those of other students.

6. Work in groups. Using the order of pictures in ex. 4 a make a virtual tour about the Museum. Present it in class.



7. Sherlock Holmes Museum visitors may wish to try the following ‘Test Paper’. Do it yourself.

1. What was the name of the landlady of 221-B Baker Street?

- a) Mrs. Jones;
- b) Oprah Winfrey;
- c) Mrs. Bridges;
- d) Mrs. Hudson;
- e) Lady Penelope

2. Where did Sherlock Holmes keep his tobacco?

- a) In his pocket;
- b) Under his pillow;
- c) On top of his cupboard;
- d) Under the carpet;
- e) In his slipper;
- f) In his wallet

3. What was the curious incident of the dog in the night? (Read *Silver Blaze*)

- a) It growled;
- b) It begged for food;
- c) It ran away;
- d) It didn't bark;
- e) It attacked the cat;
- f) It bared its teeth.

4. Who was described as ‘The Napoleon of Crime’?

- a) Jack the Ripper;
- b) Inspector Lestrade;
- c) Doctor Watson;
- d) Professor Moriarty;
- e) Harry Potter;
- f) Sir Arthur Conan Doyle.

5. What was the name of the woman who outwitted Mr. Sherlock Holmes?

- a) Jane Austin;
- b) Martha Stewart;
- c) Irene Adler;
- d) Sally Cuthberston;
- e) Elizabeth Wiggins

6. Which one of these articles would most likely have belonged to Dr Watson?

- a) A wrist watch;
- b) A stethoscope;
- c) A voodoo figure;
- d) A medal of the French Legion de Honour;
- e) A Persian slipper;
- f) A shoe horn.

7. What story do these figures appear in?



- a) The Adventure of the Matchstick Men;
- b) The Illustrated Cartoon;
- c) The Dancing Men;
- d) The Six Musketeers;
- e) The Morris Men Gang.

8. Which is the most important attribute of a good police detective?

- a) A detective must have good vision.
- b) A detective should be fit and healthy.
- c) A good detective should hate criminals.
- d) A detective must be honest.
- e) A detective must have a good memory.
- f) A detective must be smart.
- g) A detective must be able to run fast.

9. The Bruce Partington plans referred to what?

- a) Animals in a zoo.
- b) How to rob a bank.
- c) Big Ben.
- d) A fire escape ladder.
- e) A submarine.
- f) The Oval Office.

10.	What type of horse-drawn carriage was used as a taxi in Victorian times?	a) A three-wheel carriage. b) A hansom cab. c) A hearse.	d) A kangaroo. e) The Queen's Royal Coach.
11.	When did Sherlock Holmes live at 221b Baker Street?	a) In the 20 <sup>th</sup> century. b) During the French revolution. c) When King Henry VIII was on the throne.	d) Between 1881–1904. e) When Napoleon was Emperor.
12.	Which of these hobbies did Sherlock Holmes enjoy?	a) Making tea. b) Building doll's houses. c) Stamp collecting. d) Gambling on the horses.	e) Coin collecting. f) Bee keeping. g) Wrestling.
13.	What was Doctor Watson's first name?	a) George. b) Hamish. c) Sir. d) Lord.	e) John. f) Doc. g) James.
14.	When according to the stories was <i>The Legend of the Hound of the Baskervilles</i> written?	a) When the telephone became popular. b) When gramophone records were invented. c) When the Hound of the Baskervilles escaped.	d) During the reign of King Arthur. e) 1742. f) When television was invented.
15.	Which publication first featured a Sherlock Holmes story and when was it published?	a) The Times, 1888. b) The Strand Magazine 1891. c) The Illustrated London News, 1895.	d) Beeton's Christmas Annual, 1887. e) The New York Times, 1969.
16.	Which country did Sherlock Holmes visit with Doctor Watson?	a) Australia. b) Spain. c) Iceland.	d) Switzerland. e) America. f) Timbuktu.

Imagine that you are allowed to open a museum of any book character in your school.

- ◆ Who will it be?
- ◆ Why is this character worth a museum?
- ◆ How will you organise the museum?
- ◆ What items will you put on display?
- ◆ Will you put up a monument to this character? What will it be like?



# Lesson 4

# FILLED WITH LOVING GLOW

## 1. Look at the picture.

- ◆ What is happening in the picture?
- ◆ What holiday is it? How do you know?
- ◆ What attributes of the holiday can you see?



## 2. What do you know about this holiday? Use the pictures below to help you. Find the things that are typical for this holiday:

- Christmas tree
- Christmas wreath
- Christmas garlands
- Christmas parade
- Christmas carol
- Christmas stockings
- Christmas decorations





3. In pairs, use the information and the pictures to discuss the following questions:

- 1) What kind of weather should we be ready for at Christmas time in Britain?
- 2) Can we say that Christmas is a holiday for kids only? Prove.
- 3) What feelings do the pictures bring?

Compare your answers with other students' ones.

4. Look through the Christmas facts below and match them to the pictures. Which of the facts do not have picture supports?





Whatever lifestyle, social status or position may be, there is a time of the year when they all become less important, kindness and joy take the leading place – and that time is Christmas.

**Did you know that:**

- decorating homes with evergreens like mistletoe, holly and ivy, has been running since Celtic times?
- the tradition of putting up a Christmas tree came from Germany?
- the houses are decorated with lights, garlands, fake snow, tinsel, candles, and a fairy or an angel on top of the Christmas tree?
- the monarch's Christmas greeting has been a tradition since 1932 and it is heard by millions of people all over the world?
- it was England where the first Christmas cards appeared in 1843?
- Christmas dinner is usually a family dinner of roast turkey, goose or chicken with potatoes and vegetables?
- everyone in the family should stir a mince pie while cooking to bring good luck?
- Christmas pudding and mince pies have no meat but fruit and nuts inside?
- Christmas dinner may not start until the family pull each other's crackers filled with jokes, paper crowns or small trinkets?
- British children burn the letters to Santa in the fireplace, so that he could read the smoke?
- on Christmas Eve, mince pies with wine or milk and carrots for the deer are left for Santa?
- you must kiss a person if you both get under Christmas mistletoe at the same time?
- Boxing Day (December, 26) is not for sport, but for giving boxes with gifts to tradesmen, servants, and friends, as well as for doing huge holiday shopping?
- Christmas pantomime shows run from December to February?
- Christmas decorations should be taken down no later than 12 days after Christmas?

**Are there any Christmas traditions that you haven't heard of? What are they? What do you think about them?**

**5. Work in pairs. Imagine that you are preparing for celebrating Christmas in Britain. Make a list of what you will have to do. Use the information above and arrange the activities in the order they will take place.**

**Compare your lists in the class.**



**6. Make a written report answering the questions.**

- ◆ What is the same and what is different about celebrating Christmas in Britain and Ukraine?
- ◆ Which of the British Christmas traditions would you like to borrow? Why?





**2. Use the poster information and pictures to answer the questions.**

- 1) What is the Hobbyfest?
- 2) Have you heard about Hobby festivals before?
- 3) What does the poster tell you about the Festival?
- 4) How often does it take place? What makes you think so?
- 5) Why does it take place in summer?
- 6) What is the aim of the Festival?

**3. Read the Hobbyfest leaflet and find if your answers were complete.**

Annual HOBBYFEST – July 19<sup>th</sup>

This one-day festival has become a choice for thousands of families each year. Thousands of people visit Hobbyfest and enjoy a relaxing day discovering a variety of hobby interests. It gives people the opportunity to find an interest to call their own.

Hobbyfest continues to give local groups and organizations an opportunity to increase their role, share their achievements and find new members. Hobbyfest is also a fun, relaxing, educational event that allows people to participate in hands-on interactive demonstrations and displays. More than 50 groups are expected to participate in Hobbyfest this year including cooking, wood carvers, car collecting, music and even astronomy groups who will show and talk about what they do.

This is a great opportunity for people to find a new hobby, or get back into an old one.

There will be many unique interests such as: Wildlife and Outdoor Activities, The Arts, Photography, Metal Work, Wood Creations and Carvings, Antique Cars & Bikes and the Canadian Kayaks, and much more!

Hobbyfest runs from 10 a.m. until 3:30 p.m. at the open field and shaded areas of Canatara Park and admission is free.

**4. Discuss the following questions.**

- 1) How many people attend the festival?
- 2) Why do hobby groups take part in it?
- 3) How many hobbies will be presented?
- 4) How do you understand 'hands-on'?
- 5) What do you think is the most unusual hobby mentioned in the leaflet? Why?
- 6) Why do you think the festival is so popular with people?
- 7) How long does the Festival last?
- 8) How much do you have to pay to come?

**5. In groups, role play the situation: some of you are for holding hobby festivals, others are against it. Try to persuade each other giving your reasons.**

Sample groups: *a fest committee and the city major staff; a group of parents and the school administration; a group of children and a group of adults.*

**6. Imagine you want to organise a similar festival in your school. In pairs, discuss:**

- what is the aim of your festival?
- what hobbies will you include and why?
- will you include any unusual or strange hobbies? why /why not?
- when and where will it be held? how long?
- will it be free or not?
- whom will it be for?
- how will you let people know about the event?

**Share your ideas with other students.**



**7. Make a similar leaflet and poster about your event.**



# Lesson 6

## NOT FOR HOW YOU LOOK, JUST FOR WHO YOU ARE

### 1. Look at the picture.

- 1) What can you see in it?
- 2) When can a man present a woman with flowers?
- 3) Where is it happening?
- 4) Who are these people? Are they friends? relatives? a married couple?



### 2. In pairs, discuss the following questions.

- 1) What holiday falls on 14 February?
- 2) Make a list of five things you associate with this holiday.
- 3) Compare your list with that of other students.

### 3. Look at the holiday interiors below.



Name all the decorations used.

What do you know about the geography of St. Valentine's Day?

### 4. Work in groups.

- ◆ Discuss how St. Valentine's Day is celebrated in Ukraine, your city (town), your school.
- ◆ Compare your ideas with those of other groups.

\* XO XO = 'hugs and kisses'





# Lesson 7

## STAND STILL, STAND PROUD

### 1. Do you remember *Harry Potter* films?

What spell did he use when he needed help?

- a) experto petroleum
- b) inspector patronus
- c) respecto pardonum
- d) expecto patronum
- e) perspective padronum

What does the spell mean?

- a) I'm watching for the collector
- b) I'm waiting for the protector
- c) I'm looking for the director
- d) I'm asking for the inspector
- e) I'm dying for the corrector.

In pairs discuss, how you can give the definition of 'patron saint'. Check yourself at the bottom of the page.

### 2. Look at the images of the patron saints of the UK below.



Why do you think the UK has not one but four patron saints?

### 3. Read the information below. Match the holidays to the pictures. Explain your choice.

#### 1 March, St. David's Day, the national day of Wales

St. David's Day is celebrated on 1 March, in honour of St. David, the patron saint of Wales, who spread Christianity there in the 6<sup>th</sup> century.

The most famous story about St. David is how he was preaching to a crowd and the ground rose up, so that he was standing on a hill and everyone could hear him well.

The day is celebrated by wearing the national emblems – daffodils or leeks and flowing the national flag of Wales and the flag of St. David.

#### 17 March, St. Patrick's Day, the national day of Northern Ireland and Irish Republic

St. Patrick is the patron saint of Ireland where he brought Christianity. Carried off from Britain by pirates, he spent six years in slavery before escaping and becoming a missionary.

The most famous story about St. Patrick is how he drove the snakes from Ireland.

*A patron saint is a Christian Saint who is believed to give special help to a specific place or person.*



The day is marked by dressing in green and wearing shamrocks – the national emblem of both Northern Ireland and the Republic of Ireland.

**23 April, St. George's Day, the national day of England**

St. George is known for saving a girl by killing a fire-breathing dragon. He became the patron saint of England, and "England and St. George!" became the national slogan of the English.

On 23 April, there are a lot of English flags and red roses around, and numerous performances of St. George killing the dragon can be seen.

**30 November, St. Andrew's Day, the national day of Scotland**

St. Andrew, the patron saint of Scotland, was one of Christ's twelve apostles. Some of his bones were brought to Scotland in the 4<sup>th</sup> century. Since medieval times the X-shaped cross has been the Scottish national symbol.

The day is celebrated by great festivals and marches and by wearing national colours and the national emblem – the thistle.







What is common about the way people celebrate these holidays? Prove your ideas.

**4. Complete the table.**

Country	Patron saint	National day	National plant
<i>England</i>			
<i>Scotland</i>			
<i>Wales</i>			
<i>Northern Ireland</i>			

**5. Look at the national flag of the UK.**

Which parts of the country are represented in it?  
Which is not? Explain why you think so.



**6. Discuss in class.**

- 1) What is the national plant of Ukraine?
- 2) Does Ukraine have the patron saint?
- 3) Do you know who it is?
- 4) Is there the national day of Ukraine?
- 5) Does it refer to the patron saint?
- 6) When is it celebrated?
- 7) How is the holiday celebrated?
- 8) Is there any difference between celebrating national days in the UK and Ukraine? If yes, what are they?



**7. Use the Internet or any additional resources to find more information about one of the national festivals in the UK. Choose one of the events (interesting, unusual or funny) and describe it in detail.**

- ◆ What national day is it?
- ◆ What is the event's name?
- ◆ Who can take part?
- ◆ Are any special clothes or items necessary?
- ◆ What is happening during the event?
- ◆ What is your attitude to the event?





- Every Tuesday the Queen gives an audience to the Prime Minister to discuss the state affairs. The meeting is strictly confidential.
- The Queen does not have a passport nor a driver's licence as they are issued in the name of herself.
- The Queen's husband is not a King but a Prince.
- The Royal family does not have surnames but the names of their houses or dynasties.
- The Queen sends telegrammes to centenarians and for diamond wedding anniversaries.
- Elizabeth was the first Royal Family female to serve in the army where she learnt to drive.
- The Queen owns all the swans, whales, dolphins and sturgeons for three miles off the coast of the UK.
- There is no official version of the National Anthem "God Save the Queen".
- The Queen's image on postage stamps is the most reproduced work of art in history.
- The official Diamond Jubilee emblem was created by a ten-year-old Chester girl.
- The Royal Standard not the Union Jack over Buckingham Palace shows the Queen is in.
- The Queen and her children have their own flags.
- The Queen was the first monarch to use email in 1976 and she started Buckingham Palace's website in 1997.
- Elizabeth II was the first monarch to start the tradition of educating Royal Family children not by private tutors but in boarding schools.

#### 4. Answer the questions.

- 1) How long has the Queen been on the throne?
  - 2) Now much of the weekly Tuesday meeting will be reported on the Buckingham Palace's website?
  - 3) Who are 'centenarians'?
  - 4) How many years is a Diamond Jubilee?
  - 5) What could Prince Charles' personal flag look like?
  - 6) What does the Royal Standard over Buckingham Palace mean?
  - 7) What can you not fish in Britain without Her Majesty's permission?
- 1) Which of the facts are not supported by pictures?
    - 2) What facts do you find:
      - interesting?                      • funny?
      - unusual?                            • weird?
    - 3) Explain your opinion.

#### 5. Look at the pictures from the official Queen's birthday ceremony.

- 1) What does it look like?
- 2) Do you think this event attracts a lot of public?
- 3) How expensive is this event?
- 4) Why do you think the event is so popular?
- 5) What conclusion can you make about the attitude of British people to the Royal Family?



6. Use the Internet or any other resources to make a brief report on a fact about the Elizabeth II or any other Royal Family member not mentioned in the lesson.



# Lesson 9

# THE ONE AND THE ONLY

1. Look at the pictures.



In groups, discuss:

- 1) What holiday do they refer to?
- 2) Explain why you think so.
- 3) What country is it celebrated in?
- 4) Is this holiday celebrated in Ukraine?
- 5) When is it best to celebrate such a holiday?
- 6) How do you think this holiday may be celebrated?
- 7) Exchange your opinions.

**2. Read the information about Father's Day in the UK. Match the facts with the pictures. Give answers to the questions of ex. 1.**

**Father's Day**

In the United Kingdom, the third Sunday of June is Father's Day – a day to honour fathers, grandfathers and fathers-in-law.

On Father's Day, many people make a special effort to visit their father. They often take or send cards and gifts. Common Father's Day gifts are ties, socks, sweaters, slippers and other clothing. Some people give tools for household or garden work, luxury food items or drinks.

Many Father's Day gifts have slogans such as "The World's Best Dad", "For My Father" or just a simple "Dad" on them. Photo processing companies have made personalised gifts even more popular for Father's Day. Photographs are printed on desk calendars, mugs, T-shirts, mouse mats, bags and even ties. Many fathers take these to the office to remind them of their families while they are working.

In the days and weeks before Father's Day, many schools and children's organizations help their pupils to prepare a handmade card or gift for their father. Mothers and other family members may help children to make personalised gifts, such as calendars with children's drawings.

Some families celebrate Father's Day by an outing or weekend trip, sometimes just for the "men" of the family. This may be a simple walk in the countryside or a whole planned "experience". Popular Father's Day experiences include driving a fire engine, a rally car, a tank or even an airplane or taking a golf, football or cricket lesson with a celebrity coach. Other families organise a special meal at home or in a pub or restaurant. A common Father's Day meal is a traditional roast dinner with meat, potatoes and vegetables.

**3. Answer the questions.**

- 1) Which of the facts are not supported with pictures?
- 2) Do you find some gifts and activities unusual or funny? What are they?
- 3) Do you think that everyone, whatever their lifestyle may be, has something common in celebrating this holiday? What is it?
- 4) Why can we make a conclusion that Father's Day is a really national holiday?

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

- ◆ Do you celebrate a kind of Father's Day in your family?
- ◆ What do you do?
- ◆ Do you make any gifts?
- ◆ What are they?
- ◆ Do you have any special activities?
- ◆ Do you have a special family dinner?

**5. Work in groups. Imagine that you are going to introduce Father's Day as a national holiday in Ukraine. Discuss the following questions.**

- 1) When will the holiday be celebrated? Why?
  - 2) What gifts will you make?
  - 3) What events will be organized?
  - 4) What kind of Father's Day experiences will you suggest?
- Compare your ideas with those of other groups.**



**6. Comment on the following saying:**

"The only thing better than having you as my Dad... is my children having you as their Grandpa."

## The following tips help improve English and overcome difficulties

▶ Don't worry about mistakes – you WILL make them as a learner.

▶ Be patient. This isn't a one day process.

▶ Learn at least one new word every day and use it in conversations.

▶ Learn the phrases that can be used in a lot of situations.

▶ Talk slowly and carefully. Don't rush through your sentences.

▶ Speak in simple sentences until you gain confidence.



# APPENDIX 2

## Everyday English



# Lesson 1

# INVITING AND ACCEPTING

1. Ask and answer the questions below with five classmates.

- ♦ What are your hobbies?
- ♦ Do you play any sports?
- ♦ What do you do in your free time?
- ♦ What kind of sports do you like?



2. Practise saying the times on the clock.

- 12:00 – twelve (o'clock)/(twelve) noon/(twelve) midnight
- 12:05 – twelve oh five / five past twelve
- 12:10 – twelve ten / ten past twelve
- 12:15 – twelve fifteen / a quarter past twelve
- 12:20 – twelve twenty / twenty past twelve
- 12:25 – twelve twenty-five / twenty-five past twelve
- 12:30 – twelve thirty / half past twelve
- 12:35 – twelve thirty-five / twenty-five to one
- 12:40 – twelve forty / twenty to one
- 12:45 – twelve forty-five / a quarter to one
- 12:50 – twelve fifty / ten to one
- 12:55 – twelve fifty-five / five to one

**Note:**

We always use 'at' telling the time on the clock.

In English-speaking countries the time from midnight to noon is marked as 'a.m.' (7 a.m. = 7 in the morning); and from noon to midnight – as 'p.m.' (7 p.m. = 7 in the evening)

3. How well do you know the time? Practise saying the following times. Say each time in two ways.

**A:** What time is it?

**B:** It's...

- |          |          |         |         |          |
|----------|----------|---------|---------|----------|
| 1) 11:05 | 2) 10:35 | 3) 7:30 | 4) 3:15 | 5) 9:20  |
| 6) 2:45  | 7) 1:58  | 8) 4:55 | 9) 5:10 | 10) 8:40 |

Now write 10 times (not easy ones) and say these to your partner. Your partner will write these down. Switch roles. Check your answers.

4. Make Yes/No questions from the hints below. Do not use the same person's name more than once.



*Are you....? Do you....?*


Find someone who...		Name
...is hungry	▶	
...is tired	▶	
...has a boyfriend or girlfriend	▶	
...likes country music	▶	
...loves travelling	▶	
...hates tea	▶	
...takes the public transport to school	▶	
...loves English	▶	
...drinks coffee every day	▶	
...is excited about this class	▶	



5. "Would you" is pronounced "Wouldja" in conversational English. Practise saying the following sentences.

1. Would you like to have dinner with me?
2. Would you like some coffee?
3. Would you like to see a movie with us?
4. Would you like an apple?
5. Would you like to play tennis with me?



 **Note:**

When inviting or offering something to someone, we use the phrase "Would you like...?"

- ♦ Would you like something to drink?  
Yes, I would. Thank you.  
No, thank you.
- ♦ Would you like to have dinner with us?  
I'd love to.  
(I'm sorry. I can't.)
- ♦ Would you like to sit down?  
Thank you very much.  
(No, I'm okay. Thank you.)

6. Complete the conversations.

**A:** ... you like to have lunch with us tomorrow?

**B:** ... love to. What time shall we meet?

**A:** Would you like ... to drink?

**B:** Yes, I ... What do you have?

**A:** We have coffee, tea, orange juice, soda, beer, and wine.

7. In pairs, invite each other to do the following things. Accept or decline the invitation. Switch roles.

**Partner A**

play tennis  
go to Stonehenge  
have dinner  
go hiking  
see a movie

**Partner B**

go to a hot spring  
go to the Lake District  
play volleyball  
have lunch  
see a play

 **Note:**

We use the following expressions to *invite* someone.

**A:** Would you like to see a movie with me?

Use the following expressions to *accept* an invitation.

**B:** (Yes,) I'd love to. / That sounds great.

Use the following expression to *decline* an invitation.

**B:** (No,) I'm sorry, (I'd love to but) I can't.

8. Practise the following conversation:

**Paul:** What are you doing this weekend, Brad?

**Brad:** No idea.

**Paul:** Would you like to go swimming?

**Brad:** Hmm.. let me see. Sounds fun! Would you like me to take something?

**Paul:** Sounds great! A couple of Cokes will do.



9. Complete the conversation below with at least four remarks from each speaker. Use the dialogue in ex. 8 as an example.

**A:** Would you like...?

**B:** ....



# Lesson 2

# MEETING AND GREETING

1. Look at the pictures and arrange the situations in them into formal or informal. Why do you think so?



## 2. Introducing ourselves

informally	formally
<i>e.g.</i> <b>A:</b> Hello. My name's Steve. <b>B:</b> Hi. My name's Maggie.	<i>e.g.</i> <b>A:</b> May I introduce myself? My name's Steven O'Neil. <b>B:</b> Pleased to meet you. My name's Margaret Brown.

What are the situations in which these conversations may take place?

Role play different situations with other students introducing yourselves both formally and informally.

## 3. Introducing other people

informally	formally
<i>e.g.</i> <b>A:</b> Polly, this is Ed. <b>B:</b> Nice to meet you. <b>C:</b> How do you do?	<i>e.g.</i> <b>A:</b> I'd like you to meet a friend of mine. Polly, this is Edward Robinson. Ed, this is Paula Rodgers. <b>B:</b> Nice to meet you. <b>C:</b> How do you do?

Role play the situation introducing your classmates to each other in a variety of ways.

#### 4. Greeting people

informally	formally
<i>e.g.</i> <b>A:</b> Hello. <b>B:</b> Hi. How are you? <b>A:</b> Fine, thanks. And you? <b>B:</b> Very well, thanks.	<i>e.g.</i> <b>A:</b> Good morning, Mr. Johnson. <b>B:</b> Good morning, Mr. Clark. How are you? <b>A:</b> Fine, thank you. And you? <b>B:</b> Very well, thank you.

Greet your classmates and teacher now and don't forget to do it at the beginning of each lesson.

#### 5. Parting

informally	formally
<i>e.g.</i> <b>A:</b> See you tomorrow. <b>B:</b> Bye.	<i>e.g.</i> <b>A:</b> Goodbye. <b>B:</b> Goodbye.

Don't forget to use proper parting expressions at the end of each lesson.

#### 6. Practise all the situations above with your classmates.

#### 7. Asking for repetition

*e.g.*  
**A:** I'm from Llangollen.  
**B:** *Pardon?*  
**A:** Llangollen. It's in Wales.  
**B:** Oh. I'm from Fetterangus.  
**A:** *Sorry?*  
**B:** Fetterangus. It's not far from Aberdeen, Scotland.  
**A:** Oh.



Work in pairs. Make statements about yourselves. Speak quietly so your partner cannot hear clearly.  
 I'm from... My father's a...  
 I like... My sister's name is... etc.

#### 8. Rebound questions

*e.g.*  
**A:** Where are you from?  
**B:** London. *And you?*  
**A:** Chicago.  
**B:** What do you do?  
**A:** I'm a teacher. *How about you?*  
**B:** I work in a hospital.

Work in pairs. Make similar dialogues.

#### 9. Have a conversation with another student based on the following outline.

**A:** Hello. My name's...  
**B:** Hi. I'm...  
**A:** Where are you from?  
**B:**.... And you?  
**A:**....  
**B:** What do you do for a living?  
**A:** I'm a.... How about you?  
**B:** I'm a....  
**A:** What do you do in your free time?  
**B:** I.... How about you?  
**A:** I....  
**B:** Well, I have to go now. Let's talk again later.  
**A:** Yes. Bye.  
**B:** Bye.

Have similar conversations with other students. Get to know as many people as you can – including the teacher!



#### 10. Write down the conversation between Jason and Max when they first met in the language camp.

# Lesson 3

# THANKING AND APOLOGISING

## 1. In pairs, ask and answer.

What's the title of the last book you read?  
 Who wrote it?  
 What's it about?  
 When did you read it?

How long did it take?  
 What did you think of it?  
 Where did you get it?  
 Why did you choose it?

Ask and answer similar questions about the best book you have ever read.

### Thanks



## 2. a) Listen and read the following examples.

*e.g. B helped A*

**A:** Thanks for your help.

**B:** You're welcome.

*e.g. B took care of A's dog.*

**A:** Thanks a lot for taking care of my dog.

**B:** You're welcome.

b) Look at the table with possible thanks and replies. Which of them do you think are more formal and which – more informal? What makes you think so? Give examples of formal and informal situations.

Thanks	Possible replies
Thanks (for...).	Don't mention (it).
Thanks a lot (for...).	You're welcome.
Thank you (for...).	It's a pleasure.
Thanks a million.	That's OK.
Thank you very much (for...).	

## 3. In pairs, practise formal thanks with these prompts in short dialogues.

- your useful suggestion
- your comments
- your helpful advice
- your sincere letter
- your warning
- your attention

## 4. Change your partner. In pairs, practise informal thanks in the following situations.

- You showed me how to use the camera.
- You let me use your notes.
- You handed in my essay for me.
- You checked my email.
- You help me with the homework.
- You told me about the new teacher.

## 5. Choose the proper way of thanking and responding by creating your own situations between:



- a librarian and the student
- parents and a teacher
- two classmates
- two friends
- a shop-assistant and a customer.

You may add more situations. Use your imagination.

### Apologies

## 6. a) Listen and read the following dialogues.

*e.g. A stands on B's foot*

**A:** Oh, I'm sorry.

**B:** That's OK.

*e.g. A disturbs B.*

**A:** I'm sorry to disturb you.

**B:** That's OK.

*e.g. A broke B's camera yesterday. B knows this.*

**A:** I'm sorry I broke your camera.

**B:** That's OK.

*e.g. A has lost B's notes. B doesn't know yet*

**A:** I'm very sorry but I've lost your notes.

**B:** Lost my notes? Oh, no!



b) Look at the table with possible apologies and replies. Which of them do you think are more formal and which – more informal? What makes you think so? Give examples of formal and informal situations.

Possible apologies		Possible replies
I'm	sorry. very sorry. so sorry. awfully sorry. terribly sorry.	It's OK. That's OK. It's fine. It's all right. No problem. No worries. Never mind. Don't worry about it. Apology accepted. There's no need to apologise.
I I'd like to I want to	apologise (for...).	
It's my fault.		
My apologies. Accept my apologies.		

7. In pairs, practise formal and informal situations in short dialogues.

disturb you  
keep you waiting  
interrupt you  
trouble you  
be late  
keep asking questions

broke your



camera.  
CD-player.  
iPhone.  
watch.

lost your



book.  
essay.  
dictionary.  
ticket.  
phone number.



8. Choose the proper way of thanking and responding by creating your own situations between:

- a headmaster and the student
- parents and the child
- two classmates
- a guide and a tourist
- two friends
- a shop-assistant and a customer.

You may add more situations. Use your imagination.



# Lesson 4

# SUGGESTING

## 1. Ask and answer in pairs.

- ◆ What was the last film / concert you saw (*at the cinema or on TV*)?
- ◆ What kind of film / concert was it?
- ◆ Who was in it?
- ◆ What was it about?
- ◆ Did you enjoy it?
- ◆ Where and when did you see it?
- ◆ How often do you watch films / concerts?
- ◆ What kinds of films / concerts do you like?
- ◆ Who is your favorite actor / musician?
- ◆ When did you last see a concert, musical, play or other performance?



### Asking for and Making Suggestions

## 2. Listen and read the following short conversations.

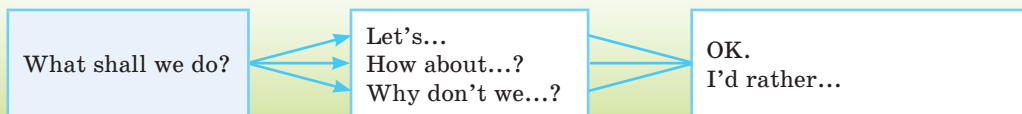
1)

- A:** What shall we do tomorrow?  
**B:** Let's go for a drive.  
**A:** OK.

2)

- A:** What shall we do this evening?  
**B:** Let's go to a disco.  
**A:** I'd rather not. I'm tired.

## b) Look at the table with possible suggestions and replies.



## 3. In pairs, practise the following suggestions for:

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>▪ this evening</li> <li>▪ Saturday</li> <li>▪ Saturday evening</li> <li>▪ Sunday morning</li> <li>▪ Sunday</li> <li>▪ next holidays</li> </ul> |  | <ul style="list-style-type: none"> <li>go to a disco/concert/...</li> <li>go out camping</li> <li>go for a ride/walk/...</li> <li>play tennis/football/...</li> <li>see a film/show/...</li> <li>make a trip to...</li> </ul> |
|---|--|---|

## 4. a) Work in pairs. Complete the dialogue about planning a long trip together.

- A:** Where shall we go?  
**B:** How about...?  
**A:** When...?  
**B:** Shall we...?  
**A:** How long...?

- B:** Let's...  
**A:** How...?  
**B:** Why don't we...?  
**A:** What...?  
**B:** I'd like to...

## b) Make up a similar dialogue of your own about your plans for the nearest weekend.

## 5. a) Listen and read the following dialogue:

- A:** I want to improve my English. Do you have any suggestions?  
**B:** Why don't you stay with an English family?  
**A:** That's a good idea.

b) Look at the table with possible suggestions and replies.

Do you have any suggestions?	
Why don't you...? How about...?	That's a good idea. No, I don't think I'll do that.

6. In pairs, make up short dialogues using these situations:

- 1) I can't sleep well at night.
- 2) I'm bored.
- 3) I'm looking for a part-time job.
- 4) I want to buy a present for my British friend.
- 5) I want to lose weight.
- 6) My foreign friend wants me to take her sightseeing.
- 7) I'd like to spend a few days by the sea.
- 8) I can't stop hiccupping.
- 9) I want to go abroad but I don't have much money.



7. Change partners and role play situations of your own.



8. Use one of the situations from ex. 6 and write a dialogue similar to ex. 4. Change the questions if you need. Be ready to present it out in class.

**A:** *I want to improve my English.* What shall I do?

**B:** How about...?

**A:** When...?

**B:** Will you...?

**A:** How long...?

**B:** Let's...

**A:** How...?

**B:** Why don't you...?

**A:** What...?

**B:** You'd like to...



# Lesson 5

# TALKING ABOUT NEWS

## 1. Ask and answer in pairs.

- ♦ How often do you watch television?
- ♦ What's your favourite programme?
- ♦ When's it on?
- ♦ What other programmes do you like?
- ♦ Where do you get films to watch?
- ♦ What kind of films do you watch?

## Good News – Bad News

## 2. Listen and read the following dialogues. Match them with their types. Pay attention to the replies.

- |  |                         |
|--|-------------------------|
| 1) <b>A:</b> I've just got married.<br><b>B:</b> <i>Congratulations!</i> | Marriage and childbirth |
| 2) <b>A:</b> I passed my test.<br><b>B:</b> <i>Well done!</i>            | General good / bad news |
| 3) <b>A:</b> I found a new job.<br><b>B:</b> <i>That's great!</i>        | Tests and contests      |
| 4) <b>A:</b> I failed my test.<br><b>B:</b> <i>Hard luck!</i>            |                         |
| 5) <b>A:</b> I lost my job.<br><b>B:</b> <i>That's too bad.</i>          |                         |

## 3. Look at the tables. In pairs, practice responding to good and bad news.

### Bad News

I'm

so  
very  
awfully  
terribly

sorry    to hear

that.  
such terrible news.





### Good News

Wow, that sounds  
That's  
How  
What  
That sounds like

exciting  
fantastic  
good  
brilliant  
great  
wonderful  
splendid

news

## 4. Practise in pairs. Student A says these sentences. Student B responds using ex.3. Then, change the roles.

- I won the race.
- I failed my driving test.
- My brother's getting married next month.
- I lost my iPad.
- I've got a terrible headache.
- I got A\* for all my courses.
- I've been chosen for "Britain's Brainiest Kid".

**5. Complete the conversation with appropriate news.**

1) **A:** ...

**B:** I'm glad to hear that.

2) **A:** ...

**B:** I'm sorry to hear that.

3) **A:** ...

**B:** Great news!

4) **A:** ...

**B:** Poor you!

5) **A:** ...

**B:** My goodness!

6) **A:** ...

**B:** Superb!

7) **A:** ...

**B:** Incredible!

8) **A:** ...

**B:** Oh, dear!

9) **A:** ...

**B:** Too bad!

10) **A:** ...

**B:** Lucky you!

11) **A:** ...

**B:** Sounds great!

**6. Find the best replies to the following news.**

- 1) My mum has had a traffic accident.
- 2) My best friend has just entered Oxford University.
- 3) My sister has just got engaged.
- 4) My aunt has just lost her job.
- 5) My father's book has become a bestseller.
- 6) My brother has found a new job.
- 7) My uncle is ill.

**7. Discuss which of the replies sound more formal and which – more informal. Explain your ideas. Practise speaking about the same good and bad news in formal and informal conversations. Use a variety of choices.**



**8. Read the letter and give the proper responses to the sentences.**

Two months ago my best friend gave me a CD player for my birthday. – ...

The first time I tried to play it I couldn't get a sound out of it. – ...

I don't know what was wrong. – ...

It just kept making a clicking sound but no music. – ...

I asked at the shop if they could fix it and they said no. – ...

I'm sad to say I followed their advice, which is the worst thing I could've done. – ...

When I dropped it off I was told the repairs would probably take a week. – ...

I phoned a week later and it wasn't done. – ...

This was a gift from a personal friend and I haven't got any pleasure out of it. – ...

I expect complete satisfaction on this or I will tell my friends never to do business with this firm. – ...

## The following tips help improve English and overcome difficulties

- ▶ Watch English shows and movies with subtitles.
- ▶ Read books and magazines.
- ▶ Voice chat in English is an effective way to practice.
- ▶ Watch out for your pronunciation. Check online when you're in doubt.
- ▶ Speak English as much as possible. Practice is a must.
- ▶ Ask anyone you can to point out your mistakes and correct them.





# Starting up

## Lesson 1

### EX. 6 (A)

**Jason.** Hi, Max! How are you doing, buddy?

**Max.** Hi, there! I'm just fine, and you?

**Jason.** I'm OK. Glad to be back home. Hey, you look like you've grown up a bit?

**Max.** Yeah, a little. Perhaps, due to that bunch of sports we did together.

**Jason.** How come? I've done the same football and tennis and basketball and rowing on the lake – and I haven't grown an inch!

**Max.** That's all your computer games.

**Jason.** OK, OK. Ready for school yet?

**Max.** Not really. I'm gonna miss my camp classes of English.

**Jason.** Lucky you! Six hours a day of talking to the real British people!... Besides me.

**Max.** True-true. What about your Russian and Ukrainian?

**Jason.** Oh, much-much better! But the spelling ... you know. Well, I've got to go now. It was nice seeing you again. Best regards to your family!

**Max.** The same. See you online.

**Jason.** Bye!

### EX. 7

**In the Language Wondercamp all students MAY:**

- have unlimited Internet access
- choose free excursions
- take up any sports or club activities

**Students MUST:**

- respect teachers and other students
- come to classes in time
- wear decent clothes

**Students at any time MUSTN'T:**

- use bad language
- be on the lake on their own
- use tobacco, alcohol and drugs

## Lesson 2

### EX. 3

Daniel Radcliffe says he has just been called a national treasure, and it has made him absolutely uncertain. He has a point: most people his age have barely started out. But here he is, at 24, and it feels as if he's been with us for ever. For many people Radcliffe is Potter, and Potter is Radcliffe. Potter made him unbelievably rich but he also put his private life on newspaper pages. The funny thing is, apart from smoking and the facial hair, he doesn't really look any different from the schoolboy wizard from 2001.

As an only child, he always felt older than his years. He says he was unconfident and very unhappy at school. He went to schools, where you were considered a loser if you were no good at sport. "I was a very

disorganised, talkative boy. I am not somebody who will learn best when you tell me to sit down and be quiet and sit still. And it was one of the things I loved about Potter initially – it got me out of school. And actually there aren't many great parts out there for teenage boys, certainly not as good as Harry Potter. And the most important thing I learned during Potter was a sense of the responsibility you have if you're a lead actor on a film."

## Lesson 3

### EX. 2

**Anton.** Hi, Max! This is Anton speaking.

**Max.** Hi there! I've heard you're going to study in our class?

**Anton.** Yes, right from tomorrow.

**Max.** Cool!

**Anton.** Not exactly.

**Max.** What's up?

**Anton.** You see, I have to be there at 8:30 and I've got no idea what to do and where to go.

**Max.** So, you want me to give you a hand with navigation, don't you?

**Anton.** How did you guess?

**Max.** Then listen. First you need to go to the principal's office to leave your personal file. For that, turn left just from the entrance, then turn right and go up the corridor and it's the last door on the left. It's next to the canteen and you easily find it by the smell. Then you go back down the corridor and you bump against the doctor's office, where you leave your medical paperwork. The next door is the staff room. There you will find our class teacher and get the timetable. Oh, and don't forget to knock at the door, our teachers are tough guys!

**Anton.** OK, OK, I will.

**Max.** We're almost done. Now go back up the same corridor, the last door on the right is our library. You get your textbooks there.

**Anton.** And what's next?

**Max.** That's it! You go back all the way down the corridor, across the hall, past the lockers until you get to the same corridor on the right. And you've made it. The first classroom next to the workshop is ours. See you there. Anyway, it's all nearby and you won't get lost.

**Anton.** Yes, I see.

**Max.** By the way, does your phone GPS work OK?

# Unit One

## Lesson 1

### EX. 3

Heat or snow, rain or bloom –  
School begins with a *locker room*  
To run the school and to know all –  
That's the work for the *principal*  
Clever, strict and always tough –  
This is our school *staff*  
Older, younger, big or small –  
Watch the shows in an *assembly hall*



What's in a rock, and what's in a tree  
We are taught in *Chemistry*  
Who can consult, and who can assist?  
It's the school *psychologist*  
Tidies after, cleans before –  
Sure, it's a *janitor*  
Our health must not get worse –  
It's the job for our *nurse*  
Sport is lifestyle's best approach  
So we're taught by our *coach*  
That is why we're always found  
Nowhere else but in the *playground*.

(Music by *The Passion HiFi* – [www.thepassionhifi.com](http://www.thepassionhifi.com))

## Lesson 2

### EX. 5 (A)

**Jason.** Don't touch my iPhone!

**Sister.** Well! Then give me that biscuit.

**Jason.** You can't have sweets before dinner. Go away!

**Sister.** Nope. I want my toy. Bring it, please!

**Jason.** Why should I? Go and get it yourself.

**Sister.** I can't. I'm too small and it's too high.

**Jason.** Then jump.

## Lesson 3

### EX. 4 (B)

- 1) Hi! I'm Jason Blake and I'm from St. George High School, Liverpool. It's St George, but it's got nothing to do with church or religion – just a regular comprehensive school and it concentrates on IT and foreign languages. No special uniform, no special rules, but we've got the best computer lab in the area.
- 2) Hello! I'm Linda Stanton and I come from Queen Victoria's Grammar School in London. And this is the only type of school that you have to take an exam at 11 to enter. We have to wear uniform and I really love it. We are very academic, but we don't have to pay for education.
- 3) My name's Brian Robinson and I've just become a part of the Eton College community. It costs a fortune, and there are no girls around, and the rules... and it's really hard to live far from home, but it's sure worth it. Very many Eton people have become British Prime Ministers. And I sure will become one.

## Lesson 4

### EX. 4

Hi! I'm Jennifer. My parents decided not to send me to school. I'm an ordinary kid, and I've got no health problems or something. It's just that my parents made up their minds. So I study at home. It's cool, because there are no teachers and no lessons. My Dad teaches me Maths and sciences and my Mum – history and languages. I'm happy, but teachers may come and check my knowledge at any time, so I really must study hard.

## Lesson 5

### EX. 1

- Comprehensive,
- independent,
- fee,
- tutor,
- principal,
- psychologist,
- compulsory,
- private,
- janitor,
- staff.

### EX. 4

– Hello everyone! I'm Jack Higgins. The OC Talk radio is on air tonight.

Studying abroad is an adventure that will take you out of the everyday classroom experience and into a global learning environment.

With us in this studio tonight is Dr. John Edwards, and we are going to discuss a few questions about how to become an international exchange student to England. Good evening, Dr. Edwards!

– Good evening! Nice to be here with you tonight. So – about exchange programmes. In fact, it's very simple to become an international exchange student to any of schools in England. I'd even say – today it's much easier to get to a certain school over here if you live anywhere else in the world than if you actually are an English child. You just need...

*(technical damage).*

– Of course, it's just enough to visit our website.

– Well, so this is for you – potential exchange students. Make up your mind – England is looking forward to seeing you!

## Lesson 6

### EX. 4

– Today it's much easier to get to a certain school over here if you live anywhere else in the world than if you actually are an English child. You just need to select a school and write a letter of application – that's it.

– So simple? I can't believe it!

– Why not? You tell us in detail about yourself and your school– for us to choose for you the best type of schools to offer. You pick one – and in a few months you are an English schoolboy or schoolgirl.

– How long can exchange students study in English schools?

– It depends. It may be from one semester to up to a whole academic year.

– Do exchange students have their own study plan or just join regular classes?

– Normally, we'd prefer them to study just like English schoolchildren, but they also may choose to concentrate on a few subjects like Maths, Literature or Science.

– Where do they live while studying?

– In host families, and they also get 2–3 free meals a day.

– Do they have a chance to travel around the UK?

– I'd say more – it's absolutely compulsory! They really MUST see as much of Britain as possible, so there are free tours they go on during their study.

– Does it all cost much?

– Pretty much, I'd say, 10 to 15 thousand a semester, but it is sure worth it. The fee depends on the type of school you are going to – you see, studying in an elite private school like Eton, for example, will sure cost you much more than going to a regular comprehensive school.

– Thanks a lot, Dr. Edwards, for your very detailed information. Is there anywhere that one can find more details?

– Of course, it's just enough to visit our website.... *(fade)*

# Unit Two

## Lesson 1

### EX. 3

Welcome to the Oxford University Bodleian library!

In fact, it is very much like any other school or university library in Britain. Yet, it is one of the biggest and one of the oldest libraries in Europe with more than 8,000,000 books and almost 700 years of age. More than 400 *librarians* are needed for its 117 miles of *bookshelves*. The library offers books in all fields of science as well as *prose, poetry and plays*. It has been since 1610 that a copy of every book *published* in Britain must come on its shelves. Of course, today the library has a great collection of CDs as well as modern computers with high-speed Internet access. All the materials are *arranged* in *alphabetical order* and in *departments*. To receive a *reader's card* you must give a *solemn oath*: not to *take out* books, not to *spoil* books, and not to make marks in the books. No person may move books out of the library; no *exception* was made even for King Charles I when he wanted to *borrow* one of the books *from* the library. This is why the library has got huge reading rooms. Visitors mustn't bring any bags with them.

You may know what the library looks like by Harry Potter films. The library always needs more space, that's why it may even use such exotic sites as an old *salt mine* not far from Oxford.

By the way, if you are on an excursion, keep in mind that the library has got no public restrooms, the nearest one is about a thousand feet from the entrance.

## Lesson 3

### EX. 2

- a) In this book policemen chase criminals.
- b) This book tells us about people and events of long ago.
- c) This is a book of pictures with very little text.
- d) This is a book about travels and brave people.
- e) These books mostly describe the world of the future.
- f) These books tell us about magic creatures and events.
- g) This is a book about love and deep feelings.
- h) These books don't let us relax until the last page.
- i) These books are frightening.

### EX. 4 (B)

**J:** ...Your novels are just *awesome*. They have been translated into nearly all European languages. And both I and my Dad read them with the same interest. What's your secret?

**W:** You know most people believe history is all *boring* and has nothing to do with real life. I don't think so. It depends on what you personally think about it. A book is like a mirror and if a writer himself is *dull*, what kind of *exciting* reflection will the mirror show?

**J:** That's right! How come that you seem to write about the past and your plots are so true-to-life and *intriguing*?

**W:** I'll tell you so – an author may write about the past or about the future – it really doesn't matter. What he does write about is about 'his' time and 'his' place. Only then a story may be *catchy* and the characters *thrilling*. And of course there are universal values. They are for all times...

**J:** How right you are!

**W:** This is why we keep reading Shakespeare and Swift.

**J:** And what about today's literature?



**W:** Frankly speaking I mostly find modern books *awful* and the authors just *horrible*. It's not the books that you read to find out who you are and why you live. They are for reading on a train between two stations.

**J:** What should be done then?

**W:** Read of course! Read good books that make you feel and think.

## Lesson 5

### EX. 3

- This boy is thankful for kindness
- This boy's very brave
- This boy wants to become rich, famous and popular
- This boy can do things for himself
- This boy may hurt people to get what he wants
- This boy may sometimes act like a donkey
- This boy knows what to do to get what he wants
- This boy is unhappy not to have what you have
- This boy always likes to find out about something
- This boy believes neither in people nor in good feelings
- This boy believes he can do what he wants
- This boy can always be believed
- This boy never cares for what may happen
- This boy acts as if he is more important than others

## Lesson 8

### EX. 3

*Somebody has watered the plants. – The plants have been watered.*

- 1) Somebody has bought the presents. – The presents have been bought.
- 2) Somebody has eaten my sandwich. – My sandwich has been eaten.
- 3) Somebody has prepared the meal. – The meal has been prepared.
- 4) Somebody has made coffee. – Coffee has been made.
- 5) Somebody has finished the report. – The report has been finished.
- 6) Somebody has learned the lessons. – The lessons have been learned.

# Unit Three

## Lesson 1

### EX. 5 (A)

#### Hobbies, Leisure time

As we all know, leisure time is one of the **vital** things people can't **exist** without. It is a big part of our life, and it actually shows the character of a person. We choose our own way of spending time, either active or passive. **At any rate**, it is a **matter of** taste. The **amount of** free time is **down**; while the amount

of working time **is now up**. It can be explained by extra time spent on mobile phones or computers. Nowadays people **rarely** have spare time to rest and to do something they like, but any activity is much better than doing nothing.

As for me, I like to spend my leisure time both in active and passive ways. I really enjoy reading or watching films, because it's always thrilling and helps to relax after a long tiring day. Also, I am fond of active sports, swimming, skiing or riding a bike when it is possible. In many cases I just go walking over long distances. It really helps to relax and **refresh** the mind.

## Lesson 2

### EX. 2 (B)

#### European Lifestyles

**I:** Dr. Campbell, you had a chance to live and work overseas. Do the British and American lifestyles differ?

**Dr. C:** Sometimes I felt a bit strange – like an Englishman in New York, you know. What's a lifestyle? It's the attitudes, values and views of a person and society.

**I:** What was most unusual?

**Dr. C:** Well, first, in most of big European cities, people try to live **downtown**. It's very **convenient** and prestigious. In America people go to live in the **suburbs**, as it's safer and quieter.

Europeans prefer to have a **humble** home. They have less furniture and **gadgets** to save space. Downtown living is too expensive, you see. This is opposite to Americans' wish to have huge homes. Next, Europeans normally do not buy things they do not need. On the other hand, Americans love buying a lot of things just because they have plenty of space in their homes.

In addition, Europeans prefer to **commute** because public transportation is good. And it helps save money on gas. **On the contrary**, Americans just can't exist without cars as the distances are large and the public transportation is rather poor.

**I:** And what about eating habits?

**Dr. C:** **In terms of diet**, Europeans prefer to eat fresh foods so they buy foods a few times a week. Most of Americans, on the other hand, prefer to eat fast-foods, which is **extremely** unhealthy. It makes them one of the fattest nations of the world.

## Lesson 5

### EX. 1 (A)

#### Morning Rap

Warm up – warming up – getting warm  
Warm up – warming up – a better form  
Before the exercise – warm your arm  
Then start to work – it'll do no harm

Quiet and slow's the way to start  
You'll sure do it – 'cause you're smart  
Try some jogging – nice and slow  
The more you move – the more you grow

A little faster – that's the case  
But remember – it's not a race  
Try some knee lifts – not too high  
Lift them up – toward the sky

Do your arms – warm them too  
Touch your knees – that will do

*(Music by The Passion HiFi – www.thepassionhifi.com)*

## Lesson 7

### EX. 3

- fever
- hay fever
- typhoid fever
- cholera
- diphtheria
- housemaid's knee
- scarlet fever

# Unit Four

## Lesson 1

### EX. 2

1) heavy metal; 2) reggae; 3) hip hop; 4) classical; 5) jazz; 6) rock-n-roll; 7) folk; 8) pop; 9) rock; 10) blues; 11) country and western; 12) rap.

## Lesson 2

### EX. 5

#### THE BEATLES "SHE LOVES YOU"

She loves you, yeah, yeah, yeah  
She loves you, yeah, yeah, yeah  
She loves you, yeah, yeah, yeah, yeah

You think you lost your love  
When I saw her yesterday  
It's you she's thinking of  
And she told me what to say  
She says she loves you  
And you know that can't be bad  
Yes, she loves you  
And you know you should be glad  
She said you hurt her so  
She almost lost her mind  
And now she says she knows  
You're not the hurting kind  
She says she loves you  
And you know that can't be bad  
Yes, she loves you  
And you know you should be glad, ooh

She loves you, yeah, yeah, yeah  
She loves you, yeah, yeah, yeah  
And with a love like that  
You know you should be glad



## Lesson 3

### EX. 2 (A)

#### A

acoustic guitar  
electric guitar  
drums  
grand piano  
organ  
synthesizer  
violin  
cello  
accordion  
saxophone  
trumpet  
bagpipe  
flute  
bandura  
harp

#### B

grand piano  
acoustic guitar  
violin  
saxophone  
drums  
accordion  
flute  
organ  
electric guitar  
harp  
synthesizer  
bandura  
cello  
bagpipe  
trumpet

### EX. 3 (B)

This world is filled with wonders and mysteries.

It was in 1994 when the idea to freeze water and examine it with an electronic microscope came upon me.

After two months of hard work, this idea brought the results. And you can see them in the pictures. We always received beautiful crystals after giving good words or playing quiet good music to water. On the other hand, we saw ugly and shapeless crystals in the opposite situation.

Now think – a human body is 80% of water. Is saying bad words or listening to heavy music worth destroying it?

### EX. 4

- Only tonight! The only gig in the city!
- Rock hits through classics!
- The world famous London Symphony Orchestra!
- Symphonic versions of classical rock hits from The Beatles to Led Zeppelin and Queen.
- Two hours of pure enjoyment!
- Only live sound!
- Splendid light and laser effects.
- The Royal Philharmonic Society Hall.
- Tonight at 8 sharp.

## Lesson 5

### EX. 3

It was just superb! We had to wait a little for the gig to start but that's quite usual stuff. The settings could never be better – just the stage and the band on it. Of course, there were screens and lights and lasers and fireworks and smoke... It added to the show but the main thing was music! You can hardly imagine the guys are all well over sixty – their performance was just gorgeous! The voice was as stunning as way back in 1970.

The guitar solos were brilliant though it was not Blackmore, of course. I believe the band lacks his riffs, sound and passages. Yet, all in all I didn't even notice how those three hours had passed and it all was played live!

## Unit Five

### Lesson 1

#### EX. 6

Here is a true classification of English newspapers:

- “The Times” is read by the people who run the country;
- “The Daily Mirror” is read by the people who think they run the country;
- “The Guardian” is read by the people who think about running the country;
- “The Daily Mail” is read by wives of the people who run the country;
- “The Daily Telegraph” is read by the people who think the country should be run as it was long ago;
- “The Daily Express” is read by the people who think it is still run as it was long ago;
- “The Sun” is read by the people who don't care who runs the country as long as the girl at page three looks nice.

### Lesson 3

#### EX. 1

**M:** Hi buddy! Have you got a spare minute?

**J:** Hi there! Sure. What's up?

**M:** Nothing special. I just wanted to learn more about British newspapers. Are they different from ours?

**J:** Let me see. Do you have a newspaper at hand? Let's compare. So, what do you see?

**M:** The front page, of course.

**J:** OK. And what's on it?

**M:** Well, there are titles in very huge letters...

**J:** Yeah, we call them headlines...

**M:** I see, and the newspaper logo and title, the date and the price...

**J:** And the index with page numbers. Well, I think any newspaper has it on its front page. What's next?

**M:** Well, there is a big article...

**J:** Is it editorial?

**M:** What's that?

**J:** It is when the article is written by the staff.

**M:** I see, exactly.

**J:** Next we have what we call the main story. You can easily see it – it normally has the largest headline on the front page.

**M:** Wow! It's true.

**J:** Next ... articles, more articles, the TV guide, ads – do you have any?

**M:** Plenty of them, on every page. Oh, here are some cartoons... Pretty funny...

**J:** Yes, we also have them pretty often but more comics to tell the truth. Do you have advice columns?

**M:** What's that?

**J:** You know, it's when you write to the paper and ask for advice with your problem...

**M:** And the newspaper gives advice? I'm looking at it right now...

**J:** Here we are, I'm on the back page.

**M:** Me too. I can see some articles, a crossword, and...

**J:** Ads?

**M:** Exactly!

**J:** I see, Ukrainian newspapers don't differ greatly from British ones...

## Unit Six

### Lesson 3

#### EX. 2

Hello again! I want to take you on my adventure and point out the places where novels and plays and long ago tales happened to me. The White Cliffs of Dover are fantastic, rising steep and suddenly. I was thrilled to have the chance to see them.

Dover Castle is filled with shadows and echoes from centuries of medieval magnificence. But what I wanted was not the castle – as much as I loved it. It was the cliffs. What I was searching for, you might be surprised to discover, was Shakespeare.

What has Shakespeare to do with the White Cliffs? You may know the passage from *King Lear*:

*Here is a cliff whose  
High and bending head  
Looks fearfully...*

There is even a hill called the Shakespeare Cliff.

The south is full of great contrasts: quiet woodlands and tropical plants; the sea; cliffs; high winds; then sandy beaches and the sea again.

There's plenty to look out for along the way – ancient woodland, chalk hills and unusual birds overhead, but my favourite part of the walk is that “top of the world” feeling when looking west from the peak, with the chalk hill running ahead and the sea in the distance. And on a clear day you can see the coast of France across the sea. And remember not to stand too near the edge!

### Lesson 4

#### EX. 3

Whether the weather be fine  
Or whether the weather be not,  
Whether the weather be cold  
Or whether the weather be hot,  
We'll weather the weather  
Whatever the weather,  
Whether we like it or not.



## Lesson 8

### EX. 1

PAUL MCCARTNEY "MULL OF KINTYRE"

Mull of Kintyre  
Oh mist rolling in from the sea,  
My desire is always to be here  
Oh Mull of Kintyre

Far have I travelled and much have I seen  
Dark distant mountains with valleys of green.  
Past painted deserts, the sunsets on fire  
As he carries me home to the Mull of Kintyre.

Mull of Kintyre  
Oh mist rolling in from the sea,  
My desire is always to be here  
Oh Mull of Kintyre

# Unit Seven

## Lesson 3

### EX. 4

**J:** Hi Max. I've just got an invitation from your school to study. And just say you are not happy I'll be in the same class with you!

**M:** Sure, well. And my Mum said it would be great.

**J:** By the way, about mums, mine asked if you could **shed light** on your weather. She wonders how bad it is and how many clothes I should take.

**M:** Well, about the weather, all I know is that we have it. I never thought how good or bad it was. It's just weather and why worry if you can't do anything about it.

**J:** Hey, you, philosopher!

**M:** OK, OK! I was kidding. In short, in winter it is cold, in summer it is hot...

**J:** Ma-a-ax!!!

**M:** Well, I'm serious now. Our winters are really colder and snowier than yours, so make sure you get enough warm stuff with you. But it's real fun. Autumn is like any other autumn in the world – sometimes sunny and quiet, sometimes rainy, **muddy** and dull. But the summers are **great!** Lots of sunshine, pretty warm, even hot sometimes, not much rain, but if there is you may forget about the rains you have in Britain, ours don't shower – they **downpour**.

**J:** Then I'll take my favourite umbrella with me.

## The following tips help improve English and overcome difficulties

▶ **Don't be shy!**

It is better to try and to make mistakes, than not to try at all.

▶ **Don't try to be perfect.**

Even English speakers make mistakes sometimes!

▶ **Don't worry about having a 'perfect' accent.**

As long as people understand you, don't worry if you can't pronounce all the sounds correctly

▶ **Don't spend a long time trying to remember a particular word.**

If you can't remember a word, think of a different way to say it.

▶ **Don't ask an English-speaking friend to do all the talking for you!**

Sometimes it's easier to let someone else speak for you, but you won't improve if you do this.

▶ **Don't rely on internet text chats.**

These may help your vocabulary, and possibly your reading and writing, but will not help your speaking.

# APPENDIX 4

## Reference





## READING TIPS

There are some simple methods that you can use to get more out of your reading time. You will improve your understanding if you “preview” the passage before you actually read every word.

To do this:

- take 30 to 60 seconds for previewing
- look over the title
- look at all the headings, subheadings and marked, italic or dark print
- look at any pictures or illustrations
- skim over the passage, read the first and last paragraph and look at the first sentence of every other paragraph
- close the text and ask yourself
  - What is the main idea?
  - What kind of writing is it?
  - What is the author’s purpose?

If you do the preview correctly, you may have some very good general ideas. Then, you will be able to understand the passage better.

When you finally get to reading the passage, read in a “questioning” manner – as if you were searching for something.

It sometimes helps if you take the title of a chapter and turn it into a question. Then, you have a goal; something to find out. When you have a goal, you are more likely to reach it.

Try to read in phrases of three or four words, especially in complete clauses and prepositional phrases.

Don’t keep re-reading the same phrases.

## SPEAKING TIPS

### Be Social:

Talk “with” people, not “at” them.

### Organization:

Every speech should have an introduction, a body, and a conclusion. Structure your talk so that the audience knows what to expect.

Make a “catch” to capture the audience’s attention with something that causes them to question, laugh, or be surprised.

People usually remember 3 things from any given talk. So, give your audience 3 main points repeated in the Introduction, Body and Conclusion.

### Language:

Use opening and linking phrases, make your talk emotional by using synonyms and figurative language.

Think of yourself as sharing in a dialogue with a group of friends.

### 10-Second Rule:

Take a deep breath, wait a few seconds and begin. This gives the speaker an opportunity to get prepared and shows the audience you’re confident and controlling the situation.

### Avoid Fillers:

Words such as “basically”, “well”, and “um” don’t add anything to your speech. Better be silent when you feel you want to use one of these words

## LISTENING TIPS

Practice listening to something every day.

When listening, listen NOT to words but to phrases and sentences.

Do not worry if there is a word you do not understand – catch the main idea of the sentence.

Try and anticipate what the speaker will say.

Practice taking notes – note down key words or phrases from what you hear – that will help you reconstruct the general meaning.

Listen for repeated information – very often the same ideas are given in different words. (This as well works for multiple choice or True / False questions.)

Look for clues. If you can predict the sort of things you are going to listen for, you can reduce the amount you need to listen to.

Look for any tables, charts or illustrations – these often give you a good idea of what the text is going to be about.

Listen for the specific information you want.

**Predict.** If you have to answer questions on what you are listening to, try to predict the possible answer by first looking at the question. Don't try to listen to the whole text then – just search for the answers.

The same works well if you have multiple choice answers – by reading them you can predict what the question will be about and purposefully listen for the correct answer.

Moreover, by reading questions (or possible answers) before actually listening, you can get the whole idea of what the text is about.

## WRITING TIPS

### How to write a five-paragraph essay

#### *Introduction Paragraph*

- An attention-grabbing “hook”
- A main idea statement
- A preview of the three subtopics you will discuss in the body paragraphs.

#### *First Body Paragraph*

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

#### *Second Body Paragraph*

- Topic sentence which states the second subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

#### *Third Body Paragraph*

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

#### *Concluding Paragraph*

- Reverse “hook,” and restatement of the main idea.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

### How to write letters

There are personal letters and business letters. Personal letters are written in a friendly tone. Business letters, on the other hand, are written in a formal style.

**Note:** in formal writing it is not allowed to use contractions (I'm, you've etc.), only full forms (I am, you have etc.).

#### *Parts of a letter*

##### *Heading*

The heading usually consists of two elements – the writer's full postal address and the date to inform the reader where the letter was written and when.

It usually goes in the top right-hand (sometimes – left-hand) corner of the first page. The date is given below the heading. Don't put your name with the address.

### Note

All-figure dates are interpreted differently in British and American English. For example, 12.10.2003 means 12th October 2003 to British people. To an American it means 10th December 2003. Americans put the month before the day.

### Salutation or greeting

The form of greeting depends upon the relationship between the writer and the reader of the letter.

Put the salutation at the left-hand corner of the page. It should be put at a lower level than the heading.

### Body

Start writing on the next line after the greeting. Divide your letter into paragraphs if you want to write about different topics.

### Ending

End your letter with a polite form of ending. Remember about the difference between formal and informal letters.

Put your signature and write your name on the next line.

Style	Characteristics	Opening	Ending
Formal	To someone you have not met, whose name you don't know	Dear Sir / Madam	Yours faithfully
Semi-formal	To someone you may or may not have met, whose last name you know	Dear Mr Brown, Dear Ms Stone	Yours sincerely
Informal	To someone you know well, whose first name you know and use	Dear John Dear Anita	Best regards Warm wishes Take care

## How to write emails

### 1. Start with a salutation

Your email should open by addressing the person you're writing to. You may leave out the salutation when you're writing an email to your friend, but business-like messages should begin very much like regular formal letters.

### 2. Write in short paragraphs

Get straight to the point – don't waste time. Split your email into two to four short paragraphs, each one dealing with a single idea.

### 3. Stick to one topic

It's hard for people to keep track of different emails if topics are jumbled up.

### 4. Use capitals appropriately

Emails should follow the same rules of punctuation as other writing. Capitals are often misused.

Never write a whole sentence (or worse, a whole email) in capitals

Always capitalise "I" and the first letter of proper nouns (names)

Always start sentences with a capital letter.

This makes your email easier to read.

### 5. Sign off the email

For short informal emails just put your name. If you're writing a more formal email:

- Use *Yours sincerely*, (when you know the name of your addressee) and *Yours faithfully*, (when you've addressed it to "Dear Sir/Madam") for very formal emails.
- Use *Best regards*, or *Kind regards*, in most other situations.
- Even when writing to people you know well, it's polite to sign off with something such as "All the best," "Take care," or "Have a nice day," before typing your name.



Here are some most popular abbreviations used in Internet conversations.

TEXT	MEANING	TEXT	MEANING	TEXT	MEANING
:-D	Grinning	B4	Before	IOW	In other words...
:@	Shouting	B4N	Bye For Now	J4F	Just for fun
:( or :-(	Sad	BBL	Be Back Later	KC	Keep cool
:’-(	Crying	BBS	Be Back Soon	KIT	Keep in touch
:-()	Shocked	BFF	Best Friends Forever	L8r	Later
:) or :-)	Smiling	BRB	Be Right Back	LOL	Laughing out loud
:-	Determined	BTW	By The Way	MC	Merry Christmas
:-	Angry	Cm	Call me	NC	No comment
:-<>	Surprised	CU	See You	O4U	Only for you
:-c	Unhappy	Cul / CUL8R	See you later	OIC	Oh, I see
:-D	Laughter	DK	Don’t know	OTOH	On the other hand
:-O	Wow	DUR?	Do you remember	OU	I owe you
:-X	Not saying a word	F2F	Face to face	PCM	Please call me
;) or;-)	Wink	FYI	For Your Information	PLMK	Please Let Me Know
@WRK	At work	GR8	Great	PPL	People
-I	Sleeping	GTSY	Glad to see you	R	Are
2l8	too late	H&K	Hugs and Kisses	RU?	Are you?
4e	Forever	H2CUS	Hope to see you soon	RUOK?	Are you Ok?
4u	For you	HAND	Have a nice day	SOL	Sooner or later
AFAIK	As Far As I Know	IC	I See	SRY	Sorry
AKA	Also known as	IDK	I dont know	T2Go	Time to Go
ASAP	As Soon As Possible	IMHO	In my honest / humble opinion	THX	Thank You
ATB	All the best	IMI	I mean it	TTYL	Talk To You Later
ATM	At the moment	IMO	In my opinion	U2	You Too
				WB	Welcome Back

### How to write a book review

1. Start with a couple of sentences describing what the book is about
2. Discuss what you particularly liked about the book

Focus on your thoughts and feelings about the story and the way it was told. You could try answering a couple of the following questions:

- ◆ Who was your favourite character, and why?
- ◆ Did the characters feel real to you?
- ◆ Did the story keep you guessing?

- ♦ What was your favourite part of the book, and why?
- ♦ Were certain types of scene written particularly well – for example sad scenes, romantic scenes, mysterious ones...?
- ♦ Did the book make you laugh or cry?
- ♦ Did the story grip you and keep you turning the pages?

### 3. Mention anything you disliked about the book

Talk about why you think it didn't work for you. For example:

- ♦ Did you find it difficult to care about a main character, and could you work out why?
- ♦ Was the story too scary for your liking, or focused on a theme you didn't find interesting?

### 4. Round up your review

Summarise some of your thoughts on the book by suggesting the type of reader you'd recommend the book to. For example: younger readers, older readers, fans of drama/comedy. Are there any books or series you would compare it to?

### 5. You can give the book a rating, for example a mark out of five or ten, if you like.

## How to write about a book character

### 1. Personality of the Character

We get to know characters in our stories through the things they say, feel, and do. It's not as difficult as it may seem to figure out a character's personality traits based on his/her thoughts and behaviors. You will receive clues about a character's personality through his or her:

- Words
- Actions
- Reactions
- Feelings
- Movements
- Thoughts

### 2. Character Role

In addition to having personality traits, characters also fill certain roles in a story. They either play a major role, as a central element to the story, or they play a minor role to serve a supporting role in the story.

### 3. Character Development (Growth and Change)

Most characters go through changes as a story develops – otherwise, stories would be pretty boring!

#### *Useful Terms for Character Analysis*

**Flat Character:** has one or two personality traits that don't change. The flat character can play a major or a minor role.

**Round Character:** has many complex traits-and those traits develop and change in a story. A round character will seem more real than a flat character, because people are complex!

**Stock or Stereotype Character:** A character who represents a stereotype. These characters exist to keep belief in "types," such as absent-minded professors.

**Static:** A static character never changes and remains the same throughout the story. A boring character, who is never changed by events, is also static.

**Dynamic:** Unlike a static character, a dynamic character does change and grow as the story develops.

## How to write about a book author

### 1. The author seemed interesting.

This can be something simple – they drink a lot of coffee, have a pet, like 80s music. It makes you think they're just another person like me.

### 2. A touch of humour

An author should have a sense of humour. Now, if the person is writing serious literary fiction, maybe that doesn't go very well. But in general, a little humour goes a long way.

### 3. Some personal history

What was a person doing before he became a writer? Did they have other careers? Where did they go to school? This gives more of a sense of who they are.

#### 4. Where the author lives /-ed

#### 5. The person sounds interesting

Every one of us has SOMETHING interesting about ourselves. Jobs, strange talents, interests. Pick a few of those things to include. It doesn't have to be anything great.

#### 6. You got a sense of their voice

It always comes back to voice. People who write serious stories are likely to have serious biographies. Young authors are likely to have funny bios that teens could relate to.

#### How to write a concert review

1. Who did you see? Where did you see them? Have you ever seen them before? How much about the band do you know? What made you want to see them live?
2. What did you think about the venue? Was it too big or too small? How did the band sound in it?
3. What did you think of the set list? What were your favorite songs of the night? If you didn't know any of the songs, describe the band's sound/style and staging. Were there any special moments, effects, surprise guests or quotes from the artist/s?
4. How was the crowd? Were people dancing and having a good time, or not? Was it the type of show where you get shouted at if you say a single word, or were you allowed to talk with your friends and sing along?
5. What are your final thoughts about the show? What stood out to you and became your highlight of the night? Would you go see this band again?

## Grammar Reference

### UNIT 1

#### DIRECT AND REPORTED (INDIRECT) SPEECH

##### Reported Orders and Requests

We often need to report what other people say.

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in **the present tense**, we just put 'say(s)' or 'tell(s)' and then the sentence. We **don't need to change** the tense

**But**, if the reporting verb is in **the past tense**, then usually we **change the tenses** in the reported speech.

##### Reported Requests

Direct speech: "**Close** the window, please" or: "Could you **close** the window please?"

We use **'asked + to + infinitive'**:

Reported speech: She **asked** me **to close** the window.

Direct Request	Reported Request
Please, help me."	She <b>asked</b> me <b>to help</b> her.
Could you pass the milk, please?"	She <b>asked</b> me <b>to pass</b> the milk.
Would you mind coming early tomorrow?"	She <b>asked</b> me <b>to come</b> early the next day.

##### Reported Orders

We can call an 'order' in English, when someone tells you very directly to do something. For example:

Direct speech: "**Sit** down!"



In fact, we make this into reported speech in the same way as a request. We just use ‘tell’ instead of ‘ask’:  
Reported speech: She **told** me **to sit** down.

Direct Order	Reported Order
“Go to bed!”	He told the child to go to bed.
“Be on time!”	He told me to be on time.

Sometimes we need to say what people *asked / told* **not to do**.

- Direct speech: “Please **don’t be** late.”
- Reported speech: She **asked** us **not to be** late.

Then we use:

**asked / told + Object + NOT + to Infinitive**

Direct Speech	Indirect Speech
“ <b>Don’t touch</b> <i>my</i> camera!” Sam said to me.	Sam told me <b>not to touch</b> <i>his</i> camera.
The coach said to me, “ <b>Don’t be</b> late”	The coach told me <b>not to be</b> late.
Lisa said to me, “ <b>Don’t wait</b> for <i>me</i> after classes.”	Lisa asked me <b>not to wait</b> for <i>her</i> after classes.
Jane said to him, “ <b>Don’t sit</b> on <i>my</i> chair, please.”	Jane asked him <b>not to sit</b> on <i>her</i> chair.

Sometimes we may have to change the object pronouns:

- Mother said to Michael, “Bring **me** some water, please.” – Mother asked Michael to bring **her** some water.
- “Don’t use **your** mobile phones at the lessons,” the principal said to us. – The principal told us not to use **our** mobile phones at the lessons.

## UNIT 2

### WHEN WE USE THE PASSIVE VOICE

#### 1. When we want to change the focus of the sentence:

- The Mona Lisa **was painted** by Leonardo Da Vinci. (We are more interested in the painting than the artist in this sentence)

#### 2. When, who or what causes the action is unknown or unimportant or obvious or ‘people in general’:

- He **was arrested** (obvious agent, the police).
- My bike **has been stolen** (unknown agent).
- The road **is being repaired** (unimportant agent).
- The form can **be obtained** from the post office (people in general).

#### 1. In factual or scientific writing:

- The chemical **is placed** in a test tube and the data entered into the computer.

#### 2. In formal writing instead of using someone / people / they (these can be used in speaking or informal writing):

- The brochure **will be finished** next month.

#### 3. In order to put the new information at the end of the sentence to improve style:

- Three books **are used** regularly in the class. The books **were written** by Dr. Bell. (‘Dr. Bell wrote the books’ sounds weird.)

#### 4. When the subject is very long:

- I **was surprised** by how well the students did in the test. (More natural than: ‘how well the students did in the test surprised me’)

To transform the Active sentences into Passive we use: **be + V3**

	be	verb
<b>Present Simple Passive</b>	am is are	opened spoken
<b>Past Simple Passive</b>	was were	opened spoken
<b>Present Perfect Passive</b>	<i>has</i> been <i>have</i> been	opened spoken

	Present Perfect Active	Present Perfect Passive
+	Critics <i>have written</i> a lot of articles about Harry Potter books.	A lot of articles about Harry Potter books <i>have been written</i> (by critics)
+	He <i>has answered</i> all the questions	All the questions <i>have been answered</i> (by him)
-	We <i>have not cycled</i> five miles	Five miles <i>have not been cycled</i> (by us)
-	He <i>has not answered</i> all the questions	All the questions <i>have not been answered</i> (by him)
	<i>Have</i> we <i>cycled</i> five miles?	<i>Have</i> five miles <i>been cycled</i> (by us?)
	<i>Has</i> he <i>answered</i> all the questions?	<i>Have</i> all the questions <i>been answered</i> (by him?)
		Yes, they have No, they haven't

## UNIT 3

### CONDITIONALS

The sentences, in which we say that something happens (or will happen) *on condition* that something is done, are called **CONDITIONAL** sentences

#### Zero Conditional

We use **Zero Conditional** when the result is a fact or always happens.

Here, '*if*' has the same meaning as '*when*'.

If / When people **eat** too much, they **get** fat.

If / When you **touch** a fire, you **get** burnt.

You **get** water if / when you **mix** hydrogen and oxygen.

Such sentences are called **complex** and their parts are called **clauses**.

If babies <b>are</b> hungry,		they <b>cry</b> .
<b>(If-clause – condition)</b>		<b>(main clause – result)</b>
People <b>die</b>		if they <b>don't eat</b> .
<b>(Main clause – result)</b>		<b>(if-clause – condition)</b>

The **zero conditional** is used to make statements about the real world, and often is about general truths, such as scientific facts. In these sentences, the time is **now or always** and the situation is **real and possible**.

#### Example:

- If you heat ice, it melts.
- Ice melts if you heat it.
- When you heat ice, it melts.
- Ice melts when you heat it.

## First Conditional

We use **First Conditional** to talk about a possible condition and the probable result of an action in the future.

If people **eat** too much, they **will get** fat. (People are NOT fat now, but it may happen in the future.)

### Notice:

**Zero Conditional** always describes what happens **IN GENERAL**, whereas **First Conditional** always describes a **SPECIFIC SITUATION**.

We **NEVER** use Future Tenses after **if, unless, when, till, until, as soon as, etc.**  
Instead, Present Tenses are used

**If + Present Tense, || Future Tense**  
(**If-clause – condition**)      (**main clause – result**)  
If you **touch** a fire, || you **will get** burnt.

If it <b>looks</b> like rain,	we' <b>ll stay</b> at home.
If I <b>have</b> more time,	I' <b>ll come</b> over.
If he <b>is working</b> on Friday,	he <b>won't be able to</b> go with us.

First Conditional	
condition	time
<b>If</b>	<b>When</b>
<b>Unless (= if not)</b>	<b>Till</b>
	<b>Until</b>
	<b>As soon as</b>
	<b>As long as</b>

## UNIT 4

### DIRECT AND REPORTED (INDIRECT) SPEECH

#### Reported Statements

In Reported Speech, if the **actions in both principal and subordinate clause** happen at the **same time**, they must be in the same grammar tense.

Direct Speech	
Bob <b>thinks</b> , "We <b>know</b> this man".	
<i>Both happen at the same time. They happen in present. We should use present tense.</i>	<i>We know him at the same time that Bob thinks about it. It happens in the present – in Reported Speech, both clauses are in Present.</i>
Reported (Indirect) Speech	
Bob <b>thinks</b> (ABOUT WHAT?) (that we <b>know</b> this man)	

If the **main (principal) clause** is in **Present or Future**, the tense in the **subordinate clause** is **NOT** changed.

Direct Speech	Reported (Indirect) Speech
My Dad <b>said</b> , "I <b>like</b> all kinds of music".	My dad <b>said</b> (that) he <b>liked</b> all kinds of music.
<i>The sentence is about the past. The principal clause (<b>My Dad said</b>) is in the Past Simple. Both actions '<b>said</b>' and '<b>like</b>' happen at the same time in the past.</i>	





### Remember!

Occasionally, we **don't need to change** the present tense into the past if the information in direct speech is **still true** (*but this is only for things which are general facts*):

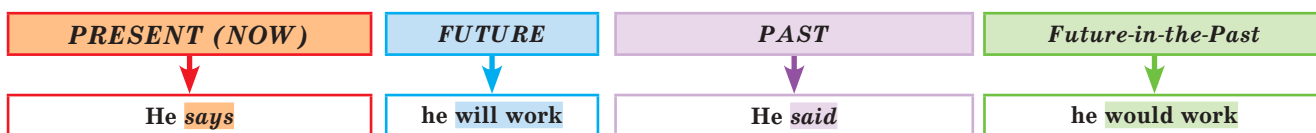
- Direct speech: "The sky is blue".
- Reported speech: She said (that) the sky **is** blue.

## Unit 5

### DIRECT AND REPORTED (INDIRECT) SPEECH

When we talk about the actions that happen *before* a moment or action in the past we use **Past Perfect** (*had + V3*).

When we talk about the actions that happen *after* a moment or action in the past we use **Future-in-the-Past** (*would + V1*).



Principal clause	Subordinate clause	Description
He <b>said</b> (that) Past Simple	he <b>worked</b> for a paper Past Simple	both actions happen at the <b>same time</b>
	he <b>had worked</b> for a paper Past Perfect	the action in the S-clause happens <b>before</b> the action in the P-clause
	he <b>would work</b> for a paper Future-in-the-Past	the action in the S-clause happens <b>after</b> the action in the P-clause

### Tense Change

If the tense of the **principal clause is Past**, we **change the tense of the subordinate clause**:

From a subordinate clause in	To a subordinate clause in
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Future Simple	Future-in the- Past

**Time and place expressions are also changed:**

from	to	from	to
this, these	that, those	tomorrow	the next day /the following day
now	then, at that moment	yesterday	the day before
here	there	ago	before
today	that day	last week /month /year	the previous week /month /year

## UNIT 6

### REPORTED QUESTIONS

When we report **yes / no questions**, we use **if** or **whether** after the principal clause and the word order (subject + verb) as in a statement.

Often, if we think that the person who is asked is not very important, we use other verbs than 'ask'.

He	<b>asked</b> the guide,		"Do <b>we</b> <b>start</b> off in the morning?"
He	<b>asked</b> <b>wondered</b> <b>wanted to know</b> <b>wanted to find out</b> <b>was interested</b> <b>inquired</b> <b>etc.</b>	<b>if</b>	<b>they</b> <b>started</b> off in the morning. <b>they</b> <b>started</b> off in the morning or in the afternoon
		<b>whether</b>	<b>they</b> <b>started</b> off in the morning or not. or not <b>they</b> <b>started</b> off in the morning. <b>they</b> <b>started</b> off in the morning or in the afternoon.



#### Remember!

We may need to change personal pronouns in the subordinate clause as well.

When we report **Wh- questions**, we use conjunctions (where, when etc.) after the principal clause and the word order (**subject + verb**) as in a positive statement.

Mother	asked,	"Where "When "Why "How "With whom "How far "How long "Which way etc.	<b>did you</b> <b>go</b> ?"	Mother	<b>asked</b> <b>wondered</b> <b>wanted to know</b> <b>wanted to find out</b> <b>was interested</b> <b>inquired</b> <b>etc.</b>	<b>where</b> <b>when</b> <b>why</b> <b>how</b> <b>with whom</b> <b>how far</b> <b>how long</b> <b>which way</b> <b>etc.</b>	<b>he</b> <b>had</b> <b>gone</b> .
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### VERBS USED IN REPORTED SPEECH (REPORTING VERBS)

#### Verbs Followed by "IF" or "WHETHER"

Ask, know, remember, say, see

- *He **asked** **if** the weather was good.*

#### Verbs Followed by a "THAT" CLAUSE

Add, admit, agree, announce, answer, argue, boast, claim, comment, complain, confirm, consider, deny, doubt, estimate, explain, fear, feel, insist, mention, observe, persuade, propose, remark, remember, repeat, reply, report, reveal, say, state, suggest, suppose, tell, think, understand, warn

- *She **added** (**that**) they were studying French as well.*

#### Verbs Followed by "EITHER" "THAT" or an infinitive with "TO"

Decide, expect, guarantee, hope, promise, swear, threaten

- *They **decided** (**that**) they would go fishing on Sunday.*
- *They **decided** **to go** fishing on Sunday.*

#### Verbs Followed by a clause starting with a question word

Decide, describe, discover, discuss, explain, forget, guess, imagine, know, learn, realize, remember, reveal, say, see, suggest, teach, tell, think, understand, wonder

- *We **wondered** **what kind of** mushroom it was.*
- *He **explained** **how** we could get to the station.*

#### Verbs Followed by OBJECT + infinitive with "TO"

Advise, ask, beg, command, forbid, instruct, invite, teach, tell, warn

- *She **advised** **him** **to read** more.*

## UNIT 7

### MODALS

#### May

Used to ask for **formal permission**

- May I come in?
- May I ask a question?

#### Must

Used to express something **formally required or necessary**:

- I must complete the project by this week.

### MODAL VERBS TO EXPRESS PROBABILITY

#### Must

Used to show that **something is very likely to happen**, expresses present probability.

Structure: **modal** + **verb infinitive without 'to'**

**May** is used to say about **something that is possible**

**Might** is used to say about a **smaller possibility** than **may** does (actually, **might** is more common than **may** in American English)

Structure: **modal verb** + **verb infinitive without 'to'**

He	must	be	a student	(regular action)	We are pretty sure
		be going	to school	(action now, at the moment)	
		have done	his homework	(action in the past)	
	may / might	be	a student	(regular action)	We think it is possible
		be going	to school	(action now, at the moment)	
		have done	his homework	(action in the past)	

The negative of **may** is **may not**.

The negative of **might** is **might not**.

Both **may not** and **might not** mean that it is possible that something will not happen or is not happening now.

*He might not get the job*

*I may not pass the exam*

*I might not go to the match tomorrow*

### 'MAKE', 'LET' AND 'ALLOW'

#### Active Voice

	Let	Make	Allow
Form	let + object + verb	make + object + verb	allow + object + TO + verb
Used	to allow / give permission for an action	to force an action / result	for permission / possibility to do something
Example	<i>My mother lets me stay out till midnight</i>	<i>Teacher made us do extra homework</i>	<i>Dad never allows me TO stay out too late</i>

If someone gives us permission or the possibility to do something, we use "allow to". The construction is: **allow someone to do something**.



## Passive Voice

In the passive, we add “to” after **make**.

In the passive, **let** is not possible. We must use **allow to**.

	Let	Make	Allow
Form	–	<b>make</b> + <b>TO</b> + <b>verb</b>	<b>allow</b> + <b>TO</b> + <b>verb</b>
Used	to allow / give permission for an action	to force an action / result	for permission / possibility to do something
Example	<i>I <b>was allowed</b> <b>to</b> leave early</i>	<i>She <b>was made</b> <b>to</b> leave the room</i>	<i>You <b>are allowed</b> <b>to</b> come in.</i>

### Note!

For Present Simple: He lets **me** hang out for free. The work **makes** **John** go to Ukraine.

For Past Simple and Passive: **make** → **made**; **allow** → **allowed**.

## WORD FORMATION

### Most Common Prefixes

#### NEGATIVE

prefix	examples	meaning
<i>un-</i>	<i>undo (v.), unlike (adv.), unusual (adj.)</i>	opposite
<i>dis-</i>	<i>disagreement (n.), dislike (v.), disappointed (adj.)</i>	
<i>il-, im-, in-, ir-</i>	<i>illegal, impossible, insecure, irregular</i>	
<i>mis-</i>	<i>misunderstand, mislead, misspell</i>	incorrectly

#### MANNER

prefix	examples	meaning
<i>re-</i>	<i>redo, rewrite</i>	again
<i>over-</i>	<i>overcook (v.), overjoyed (adj.), overview (n.)</i>	too much
<i>under-</i>	<i>undercook, underestimate</i>	too little

#### NUMBER

prefix	examples	meaning
<i>multi-</i>	<i>multipurpose (n.), multicultural (adj.)</i>	many

## NOUNS

**Countable nouns** are for things we can count using numbers. They have a **singular** and a **plural form**. The singular form can use “a” or “an”. If you want to ask about the quantity of a countable noun, you ask “How many?” combined with the plural countable noun.

*How many dogs?*

**Uncountable nouns** are for the things that we cannot count with numbers. They may be the names for abstract ideas or materials (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Singular	Plural
one dog a dog	two dogs – dogs

#### Examples:

*Tea, sugar, water, air, rice, knowledge, beauty, anger, fear, love, money, friendship*

We cannot use *a/an* with these nouns. To express a quantity, use a word or expression like *some, a lot of, much, a bit of, a great deal of*, or use *a cup of, a bag of, 1kg of, 1L of, a handful of, an hour of, a day of*. If you want to ask about the quantity of an uncountable noun, you ask “How much?”

*How much tea?*

Some nouns are countable in other languages but uncountable in English. They must follow the rules for uncountable nouns. The most common ones are:

*accommodation, advice, baggage, behaviour, bread, furniture, information, luggage, news, progress, traffic, travel, trouble, weather, work*

**Examples:**

Can you give me **some information** about uncountable nouns?  
He did not have **much sugar** left.

**Examples:**

I would like to give you **some advice**.  
**How much bread** should I bring?  
We did **an hour of work** yesterday.

## PRONOUNS

**Pronouns replace nouns** and take the functions that the nouns have in the sentence.

	Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
1st person singular	I	me	my	mine	myself
2nd person singular	you	you	your	yours	yourself
3rd person singular, male	he	him	his	his	himself
3rd person singular, female	she	her	her	hers	herself
3rd person singular, neutral	it	it	its		itself
1st person plural	we	us	our	ours	ourselves
2nd person plural	you	you	your	yours	yourselves
3rd person plural	they	them	their	theirs	themselves

Indefinite pronouns do not refer to a specific person, place, or thing. In English, there is a group of indefinite pronouns formed by *any, some, every* and *no*.

	Person	Place	Thing
<b>All</b>	everyone everybody	everywhere	everything
<b>Part (positive)</b>	someone somebody	somewhere	something
<b>Part (negative)</b>	anyone anybody	anywhere	anything
<b>None</b>	no one nobody	nowhere	nothing

Indefinite pronouns are put in the same place as a noun in the sentence.

Noun	Indefinite pronoun
I would like to go <b>to Paris</b> this summer.	I would like to go <b>somewhere</b> this summer.
<b>Jim</b> gave me this book.	<b>Someone</b> gave me this book.

Negative sentences can only be formed with the indefinite pronouns that include *any* or *no*.

*Some* and pronouns formed with it are only used in questions to which we think we already know the answer, or questions which are not true questions (invitations, requests, etc.) The person asking these questions is expecting an answer of "Yes".

**Examples:**

I don't have **anything** to eat. – I have **nothing** to eat  
 She didn't go **anywhere** last week. – She went **nowhere** last week.  
 I can't find **anyone** to come with me. – I can find **no one** to come with me.

**Examples:**

Are you looking for **someone**?  
 Have you lost **something**?  
 Are you going **somewhere**?  
 Could **somebody** help me, please? = request  
 Would you like to go **somewhere** this weekend? = invitation

**ADJECTIVES**

An **adjective** is a word or set of words that describes a noun or pronoun. Adjectives may come before the word they modify.

*That is a cute puppy.*

Adjectives may also follow the word they modify:

*That puppy looks cute.*

**Comparatives and Superlatives**

**One syllable** adjectives

If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending.

Adjective	Comparative	Superlative
tall	taller	tallest
fat	fatter	fattest
big	bigger	biggest
sad	sadder	saddest

**Two syllables**

Adjectives with two syllables can form the comparative and the superlative either by adding *-er* and *-est* or by putting *more* and *most* before the adjective. In many cases, both forms are used, although one usage will be more common than the other. If you are not sure, play it safe and use *more* and *most*. For adjectives ending in *-y*, change the *-y* to an *-i* before adding the ending.

Adjective	Comparative	Superlative
happy	happier	happiest
simple	simpler	simplest
busy	busier	busiest

**Three or more syllables**

Adjectives with three or more syllables form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.



Adjective	Comparative	Superlative
important	more important	most important
expensive	more expensive	most expensive

### ***Irregular Comparatives and Superlatives***

These very common adjectives have completely irregular comparative and superlative forms.

Adjective		Comparative		Superlative	
good	much / many	better	more	best	most
bad	far	worse	further / farther	worst	furthest / farthest
little	old	less	elder / older	least	eldest / oldest

#### 1. When **attributes are equal**

To compare the attributes of two things that are equal, we use:

**as + attribute adjective + as:**

- Tom is **as tall as** his brother.
- I am **as hungry as** you are.
- Sally is **as nice as** Jane.

#### 2. When **attributes are not equal**

When the two attributes are not equal, there are three constructions with equivalent meanings:

**not as + attribute adjective + as**

**less + attribute adjective + than:** This construction is more frequent with some adjectives than with others.

**comparative adjective + than:** This construction may require changing the order of the phrase or using the opposing adjective.

#### 3. To compare two **things that are equal**, we use the pattern:

**as + quantity adjective + (noun) + as**

The quantity adjective you use depends if the noun in the comparison is countable or uncountable.

**COUNTABLE NOUNS**

Use *as many* and *as few* with countable nouns. Note that the noun may be put away when it is understood from the context.

**UNCOUNTABLE NOUNS**

Use *as much* or *as little* with uncountable nouns. Note that the noun may be put away when it is understood from the context.

#### 4. To compare two **things that are unequal**, we use the pattern:

**quantity adjective + (noun) + than**

The quantity adjective use depends if the noun in the comparison is countable or uncountable.

**COUNTABLE NOUNS**

Use *more* and *fewer* with countable nouns. Note that the noun may be put away when it is understood from the context.

**UNCOUNTABLE NOUNS**

Use *more* or *less* with uncountable nouns. Note that the noun may be put away when it is understood from the context.

– I'm not hungry at all. I've had **more than** I want. ("food" is understood)

## ARTICLES

### **A / an – indefinite article**

#### 1. **A / an** is the indefinite article. It refers to something not specifically known.

**A / an** are used before countable nouns that introduce something or someone not mentioned before.

"He is *a* builder." (But: "He is *the* builder who has built our house.")

2. Use **a** when the noun begins with a **consonant sound**: “a city”, “a hotel”, “a university”.  
Use **an** when the noun begins with a **vowel sound**: “an apple”, “an elephant”, “an hour”.

### THE – definite article

- We use **the** when you have already mentioned the thing you are talking about:  
*“She’s got two children; a girl and a boy.  
The girl’s eight and the boy’s fourteen.”*
- We use **the** to talk about geographical points on the globe:  
*the North Pole, the equator*
- We also use **the** before certain nouns when we know there is only one of a particular thing:  
*the rain, the sun, the wind, the world, the earth, the White House etc.*

### No article

- We usually use no article to talk about things in general:  
*People are worried about rising crime. (People generally)*
- Do not use articles when talking about sports:  
*My son plays football.*

### Articles with geographic names

No article	The definite article (the)
<b>Oceans, seas, gulfs, bays, lakes</b>	
<b>But:</b> Hudson Bay, San Francisco Bay  Lake Baikal / Baikal	the Atlantic Ocean / the Atlantic the Mediterranean Sea / the Mediterranean the Gulf of Mexico <b>But:</b> the Great Salt Lake, the Great Lakes (5 lakes)
<b>Rivers, straits, channels</b>	
	the Thames / the Thames River / the River Thames the Strait of Dover (Pas de Calais) the English Channel (La Manche)
<b>Islands</b>	
Greenland	<b>But:</b> the Isle of... / the island of... the Bahamas / the Bahama Islands the British Isles – <i>plural</i>
<b>Mountains, volcanoes, hills</b>	
Everest / Mount Everest Ben Nevis / Mt Ben Nevis Capitol Hill	<b>But:</b> the Himalayas / the Himalaya / the Himalaya Mountains – <i>chain</i> the Berkshire Hills – <i>plural</i>
<b>Deserts, valleys</b>	
<b>But:</b> Death Valley, Silicon Valley	the Sahara / the Sahara Desert the Valley of the Kings
<b>Countries, states</b>	
America, Australia, Great Britain, Britain, England, Canada, Ireland	<b>But:</b> the United States (the U.S.), the United Kingdom (the UK), the Russian Federation – <i>federations</i> the Netherlands, the Philippines – <i>plural</i> the Republic of...

No article	The definite article (the)
<b>Cities, towns</b>	
London, Cardiff, Belfast	<b>But:</b> The Hague the city of... the town of...
<b>Streets, avenues</b>	
Main Street Oxford Street	<b>But:</b> the Arbat, the Mall

## VERB

With all tenses in English, **the speaker's attitude** is as important as the time of the action or event.

### Simple Present

**Simple Present is used:**

- to express habits, general truths, repeated actions or unchanging situations, emotions and wishes
- to give instructions or directions
- to express fixed arrangements, present or future
- to express future time, after some conjunctions:  
*after, when, before, as soon as, until*

#### Forming the Simple Present Tense: V / Vs (Ves)

Affirmative	Negative	Interrogative
I / you / we / they <b>go</b> She / he / it <b>goes</b>	I / you / we / they <b>do not go</b> She / he / it <b>does not go</b>	Do I / you / we / they <b>go</b> ? <b>Does</b> she / he / it <b>go</b> ?

### Present Continuous

When someone uses the present continuous, they are thinking about something that is *unfinished or incomplete*.

**The Present Continuous is used:**

- to describe an action that is going on at this moment
- to describe an action that is going on during this period of time
- to describe an action or event in the future, which has already been planned or prepared
- to describe a temporary event or situation
- with “always, forever, constantly”, to describe and emphasise a continuing series of repeated actions

#### Forming the Present Continuous Tense:

**am / is / are + Ving**

Affirmative	Negative	Interrogative
I <b>am going</b>	I <b>am not going</b>	<b>Am</b> I <b>going</b> ?
He, she, it <b>is going</b>	He, she, it <b>isn't going</b>	<b>Is</b> he, she, it <b>going</b> ?
We / you / they <b>are going</b>	We / you / they <b>aren't going</b>	<b>Are</b> we / you / they <b>going</b> ?



Verbs that **are not normally used in the Continuous form**

The verbs in the list below refer to **states**, rather than actions or processes and are normally used in the **Simple form**.

<b>Senses / Perception</b>	to feel*, to hear, to see*, to smell, to taste,
<b>Opinion</b>	to assume, to believe, to consider, to doubt, to feel (= to think), to find (= to consider), to suppose, to think*
<b>Mental States</b>	to forget, to imagine, to know, to mean, to notice, to recognize, to remember, to understand
<b>Emotions / Desires</b>	to envy, to fear, to dislike, to hate, to hope, to like, to love, to mind, to prefer, to regret, to want, to wish
<b>Others</b>	to look (=resemble), to seem, to be ( <i>in most cases</i> ), to have ( <i>when it means "to possess"</i> )*

Perception verbs (see, hear, feel, taste, smell) are often used with *can*: "I can see..." These verbs may be used in the continuous form but with a different meaning

### Present Perfect

The Present Perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself.

**The Present Perfect is used to describe:**

- an action or situation that started in the past and continues in the present.
- an action performed during a period that has not yet finished.
- a repeated action in an unspecified period between the past and now.
- an action that was completed in the very recent past, expressed by 'just'.
- an action when the time is not important.

#### Note:

When we want to give or ask details about **when, where, who**, we use the **Simple Past**.

**Forming the Present Perfect Tense: have / has + Ved / V3**

Affirmative	Negative	Interrogative
I / you / we / they <b>have</b> walked / <b>gone</b>	I / you / we / they <b>haven't</b> walked / <b>gone</b>	<b>Have</b> I / you / we / they walked / <b>gone</b> ?
He / she / it <b>has</b> walked / <b>gone</b>	He / she / it <b>hasn't</b> walked / <b>gone</b>	<b>Has</b> he / she / it walked / <b>gone</b> ?

### Present Perfect Continuous

The present perfect continuous refers to an **unspecified time** between 'before now' and 'now'. The speaker is thinking about something that started but perhaps did not finish in that period of time. He/she is interested in the **process as well as the result**, and this process may still be going on, or may have just finished.

**Present Perfect Continuous is used:**

- actions that started in the past and continue in the present
- actions that have just finished, but we are interested in the results

**Forming the Present Perfect Continuous Tense: have / has + been + Ving**

Affirmative	Negative	Interrogative
I / you / we / they <b>have been</b> living	I / you / we / they <b>haven't been</b> living	<b>Have</b> I / you / we / they <b>been</b> living?
He, she, it <b>has been</b> living	He <b>hasn't been</b> living	<b>Has</b> she <b>been</b> living?

With verbs not normally used in the continuous form, use the Present Perfect.

\* Exceptions.

## Past Simple

The simple past is used to talk about a **completed action** in a time **before now**. Duration is not important. The time of the action can be in the recent past or the distant past.

You always use the simple past when you say **when** something happened, so it is associated with certain past time expressions:

- **frequency:** *often, sometimes, always*
- **a definite point in time:** *last week, when I was a child, yesterday, six weeks ago*
- **an indefinite point in time:** *the other day, ages ago, a long time ago*

### Note:

the word *ago* is a useful way of expressing the distance into the past. It is placed **after** the period of time: *a week ago, three years ago, a minute ago*.

### Forming the Simple Past Tense: V<sub>ed</sub> / V<sub>2</sub>

Affirmative	Negative	Interrogative
I / you / he / she / it / we / they walked / went	I / you / he / she / it / we / they didn't walk / go	Did I / you / he / she / it / we / they walk / go?

## Past Continuous

The past continuous describes actions or events in a time **before now**, it expresses an **unfinished or incomplete action** in the past.

It is used:

- often, to describe the background in a story written in the past tense,
- to describe an unfinished action that was interrupted by another event or action,
- to express a change of mind:
- with 'wonder', to make a very polite request:

### Note:

with verbs not normally used in the continuous form, the Simple Past is used.

### Forming Past Continuous: was / were + Ving

Affirmative	Negative	Interrogative
I / he / she / it was playing	I / he / she / it was not playing	Was I / he / she / it playing?
We / you / they were playing	We / you / they were not playing	Were we / you / they playing?

## Past Perfect

The past perfect refers to a time **earlier than before now**. It is used to say that **one event happened before another** in the past. The tense makes it clear which one happened first.

### Forming The Past Perfect: had + V<sub>ed</sub> / V<sub>3</sub>

Affirmative	Negative	Interrogative
I / he / she / it / we / you / they had played / gone	I / he / she / it / we / you / they hadn't played / gone	Had I / he / she / it / we / you / they played / gone?

## Simple Future

The simple future refers to a time later than now, and expresses facts or certainty. In this case there is no 'attitude'.

The Simple Future is used:

- to predict a future event
- with 'I' or 'We', to express a spontaneous decision
- in the negative form, to express unwillingness
- with 'I' in the interrogative form using "shall", to make an offer, to ask for advice or instructions
- with 'we' in the interrogative form using "shall", to make a suggestion


- with ‘you’, to give orders
- with ‘you’ in the interrogative form, to give an invitation

**Forming the Simple Future: will / shall + V**

**Contractions**

- I will = I’ll
- We will = we’ll
- You will = you’ll
- He will = he’ll
- She will = she’ll
- They will = they’ll
- Will not = won’t

The form “it will” is not normally shortened.

 **Note:**

In modern English **will** is preferred to **shall**. **Shall** is mainly used with ‘I’ and ‘we’ to make an offer or suggestion, or to ask for advice.

Affirmative	Negative	Interrogative
I / he / she / it / we / you / they <b>will see</b>	I / he / she / it / we / you / they <b>won’t see</b>	<b>Will I / he / she / it / we / you / they see?</b>
*I / we <b>shall see</b>		* <b>Shall I / we see?</b>

**PASSIVE VOICE**

The Passive Voice is used to show interest in the object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Sometimes we use the Passive Voice because we don’t know or do not want to express who performed the action.

The Passive Voice is often used in formal texts.

If we want to say who or what performs the action while using the Passive Voice, we use the preposition *by*. When we know who performed the action and are interested in him, it is always better to switch to the Active Voice.

**Forming the Passive Voice:**

Affirmative	Negative	Interrogative
<b>Simple Present: is / are + Ved / V3</b>		
The house <b>is cleaned</b> every day The houses <b>are sold</b> every day	The house <b>isn’t cleaned</b> every day The houses <b>aren’t sold</b> every day	<b>Is</b> the house <b>cleaned</b> every day? <b>Are</b> the houses <b>sold</b> every day?
<b>Simple Past: was / were + Ved / V3</b>		
The house <b>was cleaned</b> yesterday The houses <b>were sold</b> yesterday	The house <b>wasn’t cleaned</b> yesterday The houses <b>weren’t sold</b> yesterday	<b>Was</b> the house <b>cleaned</b> yesterday? <b>Were</b> the houses <b>sold</b> yesterday?
<b>Present Perfect: has / have + been + Ved / V3</b>		
The house <b>has been cleaned</b> since you left The houses <b>have been sold</b> since you left	The house <b>hasn’t been cleaned</b> since you left The houses <b>haven’t been sold</b> since you left	<b>Has</b> the house <b>been cleaned</b> since you left? <b>Have</b> the houses <b>been sold</b> since you left?
<b>Future: will + be + Ved / V3</b>		
The house / houses <b>will be cleaned / sold</b> next week	The house / houses <b>won’t be cleaned / sold</b> next week	<b>Will</b> the house / houses <b>be cleaned / sold</b> next week?

\* **Shall** is out-of-date, but it is still commonly used instead of “will” with the affirmative or interrogative forms of I and we in certain cases.

Affirmative	Negative	Interrogative
Infinitive: <b>must / can / may / might + be + Ved / V3</b>		
The house / houses <b>must be</b> cleaned / <b>sold</b> before we arrive.	The house / houses <b>mustn't be</b> cleaned / <b>sold</b> before we arrive.	<b>Must</b> the house / houses <b>be</b> cleaned / <b>sold</b> before we arrive?

## WORD ORDER

### Statements

In a regular statement, the **subject** of a sentence comes directly in front of the **verb**. The **direct object** (when there is one) comes directly after it:

**The subject** is not just a single word, but the **noun** or **pronoun** plus **adjectives** or descriptive phrases that go with it.

<b>The old man</b>	<b>wrote</b>	<b>a letter</b>
<i>SUBJECT = Noun + adjective</i>	<i>Verb</i>	<i>Direct object</i>
<b>Those who live in glasshouses</b>	<b>shouldn't throw</b>	<b>stones</b>
<i>SUBJECT = Pronoun + descriptive phrase</i>	<i>Verb</i>	<i>Direct object</i>
<b>The president of the country</b>	<b>laughed</b>	
<i>SUBJECT = Noun + descriptive phrase</i>	<i>Verb</i>	
<b>The naughty child who broke the window yesterday</b>	<b>woke up.</b>	
<i>SUBJECT = Noun + descriptive phrase</i>	<i>Verb</i>	

The **indirect object** comes **after** the **direct object** when it is formed with the preposition **to**.

The **indirect object** comes **before** the **direct object** if it is used without **to**.

<b>The doctor</b>	<b>gave</b>	<b>some medicine</b>	<b>to the child</b>
<i>Subject</i>	<i>Verb</i>	<i>Direct object</i>	<i>Indirect object with 'to'</i>
<b>The doctor</b>	<b>gave</b>	<b>the child</b>	<b>some medicine</b>
<i>Subject</i>	<i>Verb</i>	<i>Indirect object without 'to'</i>	<i>Direct object</i>

In standard English, nothing **usually** comes between the subject and the verb.

There are a few exceptions. The most important of these are **adverbs of frequency**.

<b>The man</b>	<b>often</b>	<b>wrote</b>	<b>letters</b>	<b>to his mother</b>
	<i>sometimes</i> <i>never</i> <i>always</i> <i>seldom</i> <i>rarely</i> <i>usually</i>			
<i>Subject</i>	<i>Adverb of frequency</i>	<i>Verb</i>	<i>Direct object</i>	<i>Indirect object</i>

**Negative statements** are **ALWAYS** made by adding '**not**' to an **auxiliary** or **modal verb**.

**I** read books every day. **I don't like** to play video games.

**He** can speak Spanish, but **he can't** speak Italian.



The rules work even with complex sentences, with subordinate and coordinated clauses.

The director, [who often told his staff (to work harder),] never left the office before (he had checked his email.)

### Questions

Almost all questions use the same structure.

All you need to do is to remember this simple and common English phrase:

**How do you do?**

Question word	auxiliary or modal	subject	main verb	the rest of the sentence
What Where Why How	do did have are can	you	know go said	about it? after school? that?
Which of the books What kind of film Whose toy			bring seen see	today? recently? on the floor?

### Important!

In *questions*, English verbs are **ALWAYS** made up of at least two elements: **an auxiliary** and the **main verb**.

There is **only one exception** to this rule – the Present and the Past Simple of the verb **to be**.

Are you ready?

Were they at the concert?

**All other verbs** – including **to have** – form the Present Simple and the Past Simple questions by adding the auxiliary **do / did**.

He has a cat at home. – Does he have a cat at home?

NOT Has he a cat at home?

He had a good time. – Did he have a good time?

NOT Had he a good time?

**But**, if we use **have got** instead of **have**, the word order is regular:

John has a lot of friends. – Does he have a lot of friends?

John has got a lot of friends. – Has he got a lot of friends?

### Questions about the subject

There are **two** question words: **who** (*when asking about living creatures*) and **what** (*when asking about non-living objects*).

A girl is playing the piano. – Who is playing the piano?

A cup was put on the table. – What was put on the table?

**Remember:** both **who** and **what** are always **SINGULAR**.

The boys are playing football at the playground. – Who is playing football at the playground?

## CONJUNCTIONS

A **conjunction** joins two parts of a sentence. This makes it different from a **preposition** that sometimes may have a similar form but comes before a **noun** or a **noun phrase**.

### Coordinating Conjunctions

A **coordinating conjunction** joins parts of a sentence (for example words or independent clauses) that are grammatically **equal** or similar. A coordinating conjunction shows that the elements it joins are similar in importance and structure. Coordinating conjunctions always come between the words or clauses that they join.

There are seven coordinating conjunctions:

- *and, but, or, nor, for, yet, so*

Coordinating conjunctions always come **between** the words or clauses that they join. Look at these examples:

- I like **tea and coffee**.
- **He likes tea, but she likes coffee**.

### Subordinating Conjunctions

A **subordinating conjunction** joins a subordinate clause to a main clause:

Here are some common subordinating conjunctions:

- *after, before, till, until, while, as soon as, as long as*
- *where, why, how, when, who, what*
- *if, unless, once*
- *as, because, since, for*
- *whether, although, though, that*

A subordinate clause “depends” on a main clause and cannot exist alone.

main clause	subordinate clause	
He went swimming	<b>although</b>	it was raining.
	subordinating conjunction	

A subordinating conjunction always comes at the beginning of a subordinate clause. However, a subordinate clause can come **after** or **before** a main clause. Thus, two structures are possible:

He went swimming <b>although it was raining</b> .	or	<b>Although it was raining</b> , he went swimming.
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### ENRICH YOUR ENGLISH

<b>Agreement</b> <b>Addition</b> <b>Similarity</b>	Not only... but also... As a matter of fact, ... In addition, ... In the same way, ... Not to mention... To say nothing of... Moreover, ... Similarly, ... Furthermore, ...	не тільки..., але й ... насправді,... на додаток,... таким же чином,... не згадуючи про... не кажучи про... крім того,... також,... більш того,...
<b>Opposition</b>	Although... In contrast,... On the contrary,... On the other hand,... At the same time,... In spite of... / Despite... Of course..., but... Though...; Even though... Above all,... / After all,... In reality,... Unlike... Yet,... Besides,... Instead,... Otherwise,... However,... Nevertheless,...	хоча... на відміну,... навпаки,... з іншого боку,... у той же час,... незважаючи на... звісно..., але... хоча,... врешті решт,... насправді,... на відміну від... хоча,... крім того,... замість цього,... в іншому разі,... проте,... тим не менш,...

<b>Cause Condition Purpose</b>	in the event that... as long as... on condition (that)... for the purpose of... in the hope that... in order to... if... then... unless... while... as... since... lest... in case... provided that... only / even if... so that... owing to... due to...	у випадку, якщо... стільки, скільки... за умови, що... з метою... сподіваючись, що... (для того), щоб... якщо..., тоді... якщо не... тоді як... бо... оскільки... щоб не... у випадку, якщо... за умови, що... тільки / навіть якщо... так, що... завдяки... завдяки...
<b>Support</b>	in other words,... in this case,... to put it another way,... that is to say,... by all means,... to point out,... with this in mind,... namely... chiefly... ... indeed	інакше кажучи,... у такому випадку,... якщо подивитись з іншого боку,... тобто,... будь-яким чином,... слід наголосити,... маючи це на увазі,... а саме,... в основному,... дійсно...
<b>Support</b>	especially... particularly... in fact,... in general,... in particular,... for example,... for instance,... to emphasize,...	особливо... особливо... у дійсності,... в основному,... особливо... наприклад,... наприклад,... наголошуючи на...
<b>Effect</b>	as a result,... in that case,... for this reason,... for... thus,... therefore,... accordingly,...	у результаті,... у такому випадку,... для цього,... тому що... таким чином,... тому,... відповідно,...
<b>Conclusion</b>	As can be seen,... Generally speaking,... In a word,... After all,... In conclusion,... In short,... In brief,... To summarize,... To sum up,... Altogether,... On the whole,... All in all,...	як можна побачити,... взагалі,... одним словом,... у кінці кінців,... на завершення,... коротше кажучи,... якщо коротко,... підсумовуючи,... роблячи підсумок,... у цілому,... у цілому... у цілому,...

## TIME EXPRESSIONS

1	at the present time	у теперішній час
2	from time to time	час від часу
3	sooner or later	скоріше або пізніше
4	at the same time	у той самий час
5	up to the present time	до теперішнього часу
6	to begin with	на початку; щоб розпочати,...
7	in due time	у визначений час
8	as soon as	як тільки...
9	as long as	так довго, як...
10	in the meantime	у цей час
11	in a moment	у ту ж мить
12	without delay	без затримки
13	in the first place	у першу чергу
14	all of a sudden	цілком несподівано
15	at this instant	у цю мить
16	immediately	негайно
17	quickly	швидко
18	once	якось...; один раз
19	formerly	раніше
20	suddenly	несподівано
21	shortly	скоро
22	whenever	будь-коли
23	eventually	зрештою
24	meanwhile	тим часом
25	during	під час
26	in time	своєчасно
27	prior to	раніше ніж...
28	straightaway	у цей же час
29	by the time	до того часу, як...
30	now that,...	тепер, якщо...
31	occasionally	час від часу



## PLACE EXPRESSIONS

1	in the middle	у середині
2	to the left / right	ліворуч / праворуч
3	in front (of)	попереду (від)
4	on this side	з цього боку
5	in the distance	на відстані
6	here and there	тут і там
7	in the foreground	на передньому плані
8	in the background	на задньому плані
9	in the centre (of)	у центрі (...)
10	opposite to...	протилежний до...
11	next	наступний
12	from	з
13	over	над
14	near	поруч
15	above	над, вище ніж
16	below	під, нижче за
17	down	униз(у)
18	up	уверх, наверху
19	under	під
20	further	далі
21	beyond	за межами
22	nearby	поряд
23	wherever	будь-де
24	around	навколо
25	between	між
26	before	перед
27	amid	поміж
28	among	між
29	beneath	під (поверхнею)
30	beside	коло
31	behind	позаду
32	across	через

## SYNONYMS

<b>almost</b>	enough, more or less, a good deal, nearly, about, all but, roughly
<b>awful</b>	horrible, dreadful, disastrous, hostile, terrible, frightening, ugly
<b>bad</b>	inferior, spoiled, foul, improper, evil, lousy, nasty
<b>big</b>	large, great, colossal, gigantic, grand, enormous, tremendous, broad, huge, vast, immense, spacious
<b>boring</b>	flat, tiresome, lame, tiring, colorless
<b>certain</b>	sure, definite, obvious, clear, positive, confident
<b>complete</b>	finished, fulfilled, uncut, whole, full, overall
<b>dumb</b>	stupid, silly, brainless, witless, mindless, dull, slow
<b>exact</b>	definite, correct, particular, specific, true, accurate, just, proper, literal, right, strict
<b>few</b>	little, scarce, short of, lack of, hardly any, rare, slight
<b>good</b>	priceless, supreme, excellent, magnificent, phenomenal, sound, first-class, first-rate, great, outstanding, superb
<b>important</b>	elementary, required, substantial, necessary, considerable, significant, essential, critical, vital, main, principal
<b>interesting</b>	exciting, attractive, fascinating, inspiring, bright, intriguing
<b>irrelevant</b>	invalid, useless, worthless, petty, meaningless, unnecessary
<b>really</b>	certainly, actually, truly, for real, in fact, of course, positively, by all means, definitely, honestly, literally, precisely, indeed, surely
<b>small</b>	little, tiny, wee, slight
<b>smart</b>	clever, shrewd, astute, wise, savvy, bright, intelligent, sharp, brilliant, keen, brainy

Synonyms for POSITIVE feelings	
<b>amazing</b>	extraordinary, marvelous, splendid, unbelievable, astonishing, fabulous, overwhelming, staggering, astounding, fantastic, awesome, remarkable, breathtaking, incredible, wonderful, spectacular
<b>beautiful</b>	lovely, pleasing, magnificent, pretty, appealing, gorgeous, marvelous, splendid, attractive, cute, graceful, <i>nice</i> , awesome, dazzling, fine, handsome, picturesque, scenic, stunning
<b>careful</b>	attentive, observant, mindful, wary, vigilant
<b>happy</b>	glad, splendid, cheerful, delighted, funny, hopeful, satisfied, wry, overwhelmed, blissful, content, joyful, pleased, thrilled, fanciful, enchanted, satisfied
<b>wonderful</b>	charming, fanciful, incredible, lovely, fantastic, lush, awesome, extraordinary, fascinating, smart, keen, outstanding, splendid, brilliant, fabulous, impressive, terrific

Synonyms for NEGATIVE feelings	
<b>afraid</b>	frightened, scared, terrified, anxious, shocked, horrified, troubled, startled, petrified, worried
<b>aggressive</b>	merciless, ruthless
<b>angry</b>	furious, mad, outraged
<b>evil</b>	cruel, heartless, nasty, hellish, sinister, wicked, vile, malicious, fierce
<b>foolish</b>	ridiculous, absurd, crazy, dizzy, nuts, droll, mad, silly, insane, troubled, wild
<b>nervous</b>	concerned, insecure, confused, alarmed, irritable, anxious, panicked, apprehensive, disturbed, doubtful, suspicious
<b>sad</b>	bleak, gloomy, lonely, sordid, discouraged, dismal, sorrowful, unhappy, poor, sulky, wistful, dreary, grim, miserable
<b>stubborn</b>	obstinate, hardheaded, relentless
<b>terrible</b>	awful, bizarre, fearful, horrid, dreadful, disastrous, frightful, horrible, terrifying

## CONVERSATIONAL FORMULAS

### Expressing and Asking for the Opinion

I (don't) think / believe / feel (that)...

I (don't) believe in...

Personally I think...

In my opinion,...

To my mind,...

It seems to me,...

In my view,...

As far as I know / understand,...

Do you think...?

Wouldn't you agree...?

What I don't understand is...

I'm not sure...

### Agreeing and Disagreeing

I (completely) (dis)agree with you.

Yes, you're right.

That's right / true.

Exactly.

Absolutely.

I couldn't agree more.

That's a very good point.

There's a lot in what you say.

I agree with you up to a point...

I agree in part...

Surely, though...

I can see what you mean.

I can see your point.

I have to disagree with you.

I'm afraid I don't agree with you.

That's not the point, I'm afraid.

I wouldn't say so!

It's not really my thing.

I have to admit...

I don't think that's fair.

### Polite Requests

Would it be possible...?

I'm sorry but...

I was wondering if...

Do you think I could...?

Is it all right if...?

If you'd like...

Could you possibly...?

I wonder if...

### Expressing Preferences

I prefer... to...

There is nothing like...

As for me...

### Clarifying and Asking Questions

In other words,...

Is that clear?

What I don't quite understand...

What I mean is...

So does that mean...?

Could you explain...?

What I'm trying to say...

What I'm getting at...

### Expressing Certainty

It must be...

It can't be...

It's definitely (not)...

### Expressing Uncertainty

It's hard to tell...

I'm not really sure...

It depends.

### Expressing Possibility

It might be...

It may be...

It could be...

It's possibly...

Perhaps it...

Maybe it...

### Comparing

Both...

...and...

...also...

...too.

...as well.

On the one hand...on the other hand

### Contrasting

...but...

...while...

However,...

A difference is (that)...

### Suggesting and Recommending

Why don't you / we...?

How/What about...?

If I were you, I'd...

You should / could...

You'd better...

I suggest...

Let's...

It's (about) time...

What would be really great is...

It would be a good idea if we...

What we need...

It would be better to...

It would be a good thing to...

## SOME USEFUL BRITISH SLANG

<b>ace</b>	something brilliant or excellent; also – to pass something with great success. ('Jenny is <b>ace</b> at Chemistry experiments' or 'I think I <b>aced</b> that exam'.)
<b>all to pot</b>	a situation out of your control and failing. ('The birthday party went <b>all to pot</b> when the meat was underdone and the cake was burnt.')
<b>Bits'n Bobs</b>	various things ("My mother has a lot of <b>Bits'n Bobs</b> around the house.")
<b>blinding</b>	excellent, great, or superb. ('That goal from Ronaldo was <b>blinding</b> .')
<b>"Bob's your uncle!"</b>	"There you go! You've got it!"
<b>brass monkeys</b>	extremely cold weather ('You need to wear a coat today, it's <b>brass monkeys</b> outside.')
<b>brilliant</b>	something exciting or wonderful, particularly when it is good news ('You got the invitation? Oh, mate, that's <b>brilliant</b> .')
<b>bugger all</b>	nothing at all ('I've had <b>bugger all</b> to do all day.')
<b>cheers</b>	'thanks' or 'thank you'. (' <b>Cheers</b> for getting me that book, Steve')
<b>cock up</b>	a great mistake or failure ('He sent the letter to a wrong address – it's a real <b>cock up</b> .' 'I <b>cocked up</b> the exam dates.')
<b>damp squib</b>	something which fails on all accounts. ('The party was a bit of a <b>damp squib</b> because only Richard turned up.')
<b>dodgy</b>	something wrong, illegal, or just plain 'off' ('He got my dad a <b>dodgy</b> watch for Christmas' or 'I had <b>dodgy</b> food last night and I don't feel right or 'He just seems <b>dodgy</b> to me')
<b>fagged</b>	disturbed, bothered or interrupted
<b>fortnight</b>	two weeks ('I'm going away for a <b>fortnight</b> for my summer holiday.')
<b>gobsmacked</b>	shocked and surprised beyond belief. ('I was <b>gobsmacked</b> when she told me we had won in a lottery.')
<b>gutted</b>	devastated and saddened about the situation ('He failed his exams. He's absolutely <b>gutted</b> .')
<b>hunky-dory</b>	a situation is okay, cool, or normal. ('Yeah, everything's <b>hunky-dory</b> at school.')
<b>knackered</b>	tired and exhausted ('I am absolutely <b>knackered</b> after working all day.')
<b>mate</b>	talking to a close friend, the same as American 'buddy', 'pal', or 'dude'.
<b>nice one</b>	almost always sarcastic ('You messed up everything in the kitchen? <b>Nice one</b> , really.')
<b>rubbish</b>	both trash and disbelief in something ('Can you take the <b>rubbish</b> out please?' and 'What? Don't talk <b>rubbish</b> .')
<b>scrummy</b>	truly delicious and mouth-wateringly good. ('Mrs. Blake's pie was absolutely <b>scrummy</b> . I had three pieces.')
<b>skive</b>	failing to turn up for work or school pretending to be ill. ('He tried to <b>skive</b> off school but got caught by the principal.')
<b>the bee's knees</b>	someone or something of the elite ('She thinks Barry's <b>the bee's knees</b> '. Can also be used sarcastically.)
<b>ticky-boo</b>	everything's going great ("All is <b>ticky-boo</b> in my world.")
<b>to have a butcher's</b>	to take a look at something or someone.



## WORD LIST

## A

a bit *adv.* — трохи, небагато (з незлічуваними іменниками)  
 a far cry *adv.* — далеко від...  
 a few *adv.* — трохи, небагато (зі злічуваними іменниками)  
 a leg up on *adv.* — попереду когось, мати перевагу перед кимось  
 a load of *adv.* — дуже багато  
 a long shot — ризикова спроба  
 a shot in the dark *n.* — здогадка навмання  
 a slip of the tongue *n.* [tʌp] — обмовка, помилка  
 academic *adj.* [ækə'demɪk] — академічний  
 access *n.* [ək'ses] — доступ  
 accident *n.* [ˈæksɪdənt] — нещасний випадок  
 accommodation *n.* [ækəmə'deɪʃn] — житло  
 accordion *n.* [ə'kɔ:dʒən] — акордеон  
 account for *v.* [ə'kaunt] — давати пояснення вчинкам  
 accurate *adj.* [ˈækjʊrət] — точний  
 acrostic *n.* [æk'rɒstɪk] — акростих  
 actually *adv.* [æk'tʃʊəli] — насправді  
 adapt *v.* [ə'dæpt] — адаптувати  
 addiction *n.* [ə'dɪkʃn] — хибна схильність  
 admit *v.* [əd'mɪt] — признавати  
 adult *n., adj.* [əd'ɒlt] — дорослий  
 advantage *n.* [əd'vɑ:ntɪdʒ] — перевага  
 advertisement *n.* [əd'vɜ:tɪsmənt] — реклама  
 advice column *n.* [əd'vaɪs 'kɒləm] — колонка з порадами  
 affect *v.* [ə'fekt] — впливати  
 after all *adv.* [aftə'rɔ:l] — будь що  
 against the grain *adv.* [ə'geɪnst ðə 'ɡreɪn] — всупереч почуттям або принципам  
 aggressive *adj.* [ə'ɡresɪv] — агресивний  
 agricultural *adj.* [ægrɪ'kʌltʃərəl] — сільськогосподарський  
 ahead *adv.* [ə'hed] — попереду  
 airy *adj.* ['eəri] — повітряний, наповнений повітрям  
 alarm *n.* [ə'lɑ:m] — тривога  
 alien *n.* ['æljən] — чужий, чужинець  
 alike *adj.* [ə'laɪk] — схожий  
 all along *adv.* [ɔ:lə'lɔŋ] — весь час  
 all of a sudden *adv.* [ɔ:ləvə'sʌdn] — раптово, цілком несподівано  
 all over *adv.* [ɔ:l'əʊvə] — повсюди  
 all the same *adv.* [ɔ:lðə'seɪm] — усе одно

alphabetical *adj.* [ˌælfə'betɪkl] — в алфавітному порядку  
 amateur *adj.* [ˈæmə,tə:] — аматор  
 amazing *adj.* [ə'meɪzɪŋ] — захоплюючий  
 ambitious *adj.* [əm'bɪʃəs] — амбіційний  
 amusement *n.* [ə'mju:zmənt] — розвага  
 analytical *adj.* [ˌænə'lɪtɪkl] — аналітичний  
 anniversary *n.* [ˌænɪ'vɜ:səri] — річниця  
 anonymous *adj.* [ə'nɒnɪməs] — анонімний  
 apart from *adv.* [ə'pɑ:tfɾəm] — окремо від  
 appeal *v.* [ə'pi:l] — приваблювати  
 apple of one's eye *n.* [ˈæpləvʌn'z'aɪ] — найдорожче  
 approach *n., v.* [ə'prəʊtʃ] — підхід; наближатися  
 appropriate *v.* [ə'pɹɹɪət] — доречний  
 argue *v.* [ɑ:gju] — сперечатися  
 arrogant *adj.* [ˈærəɡənt] — зухвалий, пихатий  
 arrow *n.* [ˈærou] — стріла  
 article *n.* [ˈɑ:tɪkl] — стаття  
 as... as... — як..., так й ...  
 as a rule *adv.* [əzə'ru:l] — як правило  
 as far as I know — наскільки я знаю  
 as fit as a fiddle — почуватися дуже добре  
 as for / as to — щодо...  
 as long as *adv.* — доти, доки...  
 as plain as day — ясно як день  
 as soon as *adv.* — як тільки  
 as well *adv.* — також  
 aspect *n.* [ˈaspɛkt] — аспект  
 assignment *n.* [ə'saɪnmənt] — завдання  
 Assistant principal *n.* [ə'sɪstənt'prɪnsɪpl] — заступник директора  
 association *n.* [əsoʊʃi'eɪʃn] — асоціація  
 at any rate *adv.* — у будь-якому випадку  
 at first sight *adv.* [ət'fɜ:st'saɪt] — одразу, з першого погляду  
 at hand *adv.* — під рукою  
 at least *adv.* [ət'hɪ:st] — щонайменш  
 at odds with *adj.* [ət'ɒdzwɪð] — незгодний з  
 at random *adv.* [ət'rændm] — навмання  
 attentive *adj.* [ə'tentɪv] — уважний  
 attic *n.* [ˈætɪk] — горище  
 attire *n.* [ə'taɪə] — одяг  
 attractive *adj.* [ət'ræktɪv] — привабливий  
 author *n.* [ˈɔ:θə] — автор  
 awesome *adj.* [ˈɔ:səm] — шикарний (сленг)  
 awful *adj.* [ˈɔ:fl] — жахливий  
 azure *n.* [ˈæzə] — лазур

## B

babysit *v.* [ˌbeɪbɪ'sɪt] — сидіти з дитиною  
 back and forth *adv.* [ˌbækən'fɔ:θ] — туди-сюди

background *n.* [ˌbækgraʊnd] — задній план, фон, культурний прошарок  
 backup *n., v.* [ˌbækəp] — дублювання; дублювати

bagpipe *n.* ['bægrɑ:p] — волинка  
 ban *v.* [bæn] — забороняти  
 bandura *n.* [bən'du:rə] — бандура  
 bar code *n.* ['bɑ:kəʊd] — штрих-код  
 barely *adv.* ['beəli] — майже  
 barn — комора, сарай  
 baroque *n.* [bə'rɔ:k] — бароко  
 basic *adj.* ['beɪsɪk] — основний. базовий  
 be about to *adv.* — майже...  
 be all ears — «увесь вуха»  
 be bound *v.* ['baʊnd] — бути змушеним щось зробити  
 be broke ['brəʊk] — бути без копійки  
 be done — закінчити  
 be kidding ['kɪdɪŋ] — жартувати  
 be over ['oʊvə] — завершитись  
 be to blame ['bleɪm] — be responsible for something wrong  
 beat *n.* [bi:t] — розмір, ритм  
 beat around the bush ['bi:tə,raʊndə'buʃ] — ухилиятись від конкретних відповідей  
 beat one's brains out — «ламати голову»  
 beefsteak *n.* ['bi:f,steɪk] — біфштекс  
 before long *adv.* [bɪ'fɔ:lɔŋ] — скоро, незабаром  
 behave *v.* [bɪ'heɪv] — поводитися  
 belief *n.* [bɪ'lɪ:f] — віра, упевненість  
 belt *n.* — ремінь  
 bend *v.* — згибатися  
 benefit *n.* ['benəfɪt] — користь  
 beside oneself *adj.* [bɪ'saɪd] — дуже стурбований  
 bestseller *n.* — бестселер  
 better off *adj.* [ˌbetə'ɔf] — у кращому фінансовому стані  
 beyond *adv.* [bɪ'jɔnd] — поза межами  
 beyond comprehension [kəmprɪ'hensɪn] — вище розуміння  
 big shot *n.* — важлива персона  
 bill *n.* — рахунок  
 biscuit *n.* ['bɪskɪt] — печиво  
 bite *v.* — кусати  
 bite the bullet *v.* ['bulɪt] — робити неприємні але необхідні речі  
 blank *n.* [blæŋk] — пусте місце  
 blessing — благословення  
 blizzard *n.* ['blɪzəd] — хуртовина

blog *n.* — блог, інтернет-щоденник  
 bloom *n.* [blu:m] — цвітіння  
 blow up *v.* [bləʊ'ʌp] — розізлилися  
 blues *n.* — блюз  
 blunder *n.* ['blʌndə] — промах, помилка  
 bluntly *adv.* ['blʌntlɪ] — прямо, коротко  
 boast *v.* [bəʊst] — хвалитися  
 body language *n.* — мова тіла, рухів  
 boil down to *v.* [ˌboɪl'daʊn] — зводиться до...  
 bomb *n., v.* [bɒm] — бомба, бомбити  
 bookshelf *n.* ['bʊkʃɛlf] — книжкова полиця  
 border on *v.* ['bɔ:de] — граничити з  
 borrow from *v.* ['bɔ:rəʊ] — позичати, брати в бібліотеці  
 bottom *n.* [bɒtm] — дно  
 bottom line *n.* — головний фактор, результат  
 boutique *n.* [bu'tɪk] — бутик  
 bow *n.* [bəʊ] — лук  
 brain *n.* [breɪn] — мозок  
 brass *n.* [brɑ:s] — мідь, мідні духові інструменти  
 brave *adj.* [breɪv] — хоробрий  
 break one's heart *v.* — розбити серце  
 break out *v.* — раптово розпочатися  
 break rules *v.* — порушувати правила  
 break the ice *v.* — «розтопити кригу»  
 break the news *v.* — повідомити нові важливі факти  
 break up *v.* — come to an end (relationship, marriage)  
 breathtaking *adj.* [breθ'teɪkɪŋ] — захоплюючий  
 bride *n.* [braɪd] — наречена  
 broadcast *v.* ['brɔ:dkɑ:st] — передавати по радіо/ТВ  
 brush up *v.* — поновлювати знання  
 buddy *n.* ['bʌdi] — приятель  
 bullheaded *adj.* ['bul,hedɪd] — надмірно впертий  
 bump into *v.* [bʌmp] — зустріти зненацька  
 bunch *n.* [bʌntʃ] — пачка, жмуток  
 by all means *adv.* — неодмінно  
 by heart *adv.* — напам'ять  
 by hook or by crook *adv.* — усіма правдами й неправдами  
 by law *adv.* [lə:] — за законом  
 by oneself *adv.* — сам по собі  
 by order *adv.* ['ɔ:də] — за наказом  
 by the way *adv.* — між іншим

## C

cabin *n.* ['kæbɪn] — хатина  
 call a spade *v.* — уживати зрозумілі слова  
 call it a day *v.* — уважати, що робочий день закінчено  
 call the tune *v.* [tju:n] — «замовляти музику», керувати ситуацією  
 calm down *v.* [kɑ:m'daʊn] — заспокоюватися  
 candle *n.* [kændl] — свічка  
 candy *n.* ['kændɪ] — цукерка  
 capture *v.* ['kæptʃə] — захопити

career *n.* [kə'ri:ə] — кар'єра  
 carry on *v.* [kæri] — продовжити  
 cart load — завантажений візок  
 cartoon *n.* [kə'tu:n] — карикатура  
 cash *n.* [kæʃ] — готівка  
 castle *n.* [kɑ:sl] — замок  
 castles in the air *n.* — повітряні замки  
 catastrophe *n.* [kə'tæstrəfi] — катастрофа.  
 catch fire *v.* — загорітися  
 catch someone's eye *v.* — привертати чийось увагу

cause *n.* [kə:z] — причина  
 cello *n.* [ˈtʃeləʊ] — віолончель  
 cellulite *n.* [ˈseljuːlɪt] — целюліт  
 Celtic *adj.* [ˈkeltɪk] — кельтський  
 chain *n.* [tʃeɪn] — ланцюг  
 challenge *n.* [ˈtʃæləndʒ] — виклик.  
 characteristic *adj.* [ˌkærəktɪˈrɪstɪk] — характерний  
 chase *n.* [tʃeɪz] — погоня  
 childish *adj.* [ˈtʃaɪldɪʃ] — дитячий, легковажний  
 cholera *n.* [kəˈlɛrə] — холера  
 chronological *adj.* [krɒnəˈlɒdʒɪkəl] — хронологічний  
 chum *v.* [tʃʌm] — дружити  
 chummy *adj.* [ˈtʃʌmɪ] — товариський  
 circulate *v.* [ˈsɜ:kjuːleɪt] — циркулювати  
 claim *v., n.* [kleɪm] — заявляти; вимога, заява  
 classical *adj.* [ˈklæsɪkəl] — класичний  
 classy *adj.* [ˈklɑ:sɪ] — першокласний  
 clause *n.* [klaʊz] — речення (у складному реченні)  
 cliff *n.* [klɪf] — скеля, круча  
 close call *adv.* — на волосину від...  
 coal [kəʊl] — вугілля  
 column *n.* [ˈkɒləm] — колонна, колонка (у газеті)  
 combine *v.* [kəmˈbaɪn] — поєднувати  
 come across *v.* — випадково наткнутися  
 come together *v.* — зібратися разом  
 come up with *v.* — вийти з (ідеєю, пропозицією тощо)  
 comic *adj.* [kɒmɪk] — комічний  
 comics *n.* [ˈkɒmɪks] — комікси  
 comment *v., n.* [kəˈment] — коментувати, коментар  
 commute *v.* [kəˈmjʊ:t] — користуватися громадським транспортом  
 comparison *n.* [kəmˈpærɪsn] — порівняння  
 complain *v.* [kəmˈpleɪn] — скаржитися  
 complex *adj.* [ˈkɒmpleks] — складний  
 complexion *n.* [kəmˈplekʃn] — колір обличчя, шкіри  
 complicated *adj.* [ˌkɒmplɪˈkeɪtɪd] — ускладнений  
 comprehensive *adj.* [ˌkɒmpriˈhensɪv] — загальноосвітній  
 compulsory *adj.* [kəmˈpʌlsɔ:ri] — обов'язковий

computer lab *n.* — комп'ютерний клас  
 conclusion *n.* [kənˈklu:ʒn] — висновок, завершення  
 conductor *n.* [kənˈdʌktə] — диригент, кондуктор  
 confirm *v.* [kənˈfɜ:m] — підтверджувати  
 consequently *adv.* [ˈkɒnsɪkwentli] — у результаті  
 consider *v.* [kənˈsɪdə] — обдумувати, брати до уваги  
 consult *v.* [kənˈsʌlt] — консультувати  
 context *n.* [ˈkɒntekst] — контекст, ситуація  
 contradict *v.* [kəntrəˈdɪkt] — суперечити  
 contrary to *adv.* [ˈkɒntrəri] — всупереч  
 contribute *v.* [kənˈtrɪbjʊt] — робити вклад  
 cool *adj.* — «кльовий»  
 coordinator *n.* [ˌkouədiˈneɪtə] — координатор  
 cop *n.* — поліцейський у США  
 copy *n.* — примірник  
 corn dolly — солом'яна лялька  
 cost a fortune *v.* [ˈfɔ:tʃən] — коштувати ціле багатство  
 couch potato *n.* [ˈkaʊtʃ ˈpəʊteɪtəʊ] — ледацюга  
 count on *v.* [kaʊnt] — розраховувати на...  
 country music *n.* — музика в стилі «кантрі»  
 couple *n.* [kʌpl] — пара  
 courageous *adj.* [kəˈreɪdʒəs] — мужній  
 cousin *n.* [kʌzn] — двоюрідний брат або сестра  
 crash *n.* [kræʃ] — тріск, гуркіт  
 crawl *v.* [krɔ:l] — повзти  
 create *v.* [kriˈeɪt] — створювати  
 creative *adj.* [kriˈeɪtɪv] — креативний, творчий  
 criminal *n.* [ˈkrɪmɪnəl] — злочинець  
 criminology *n.* [krɪmɪˈnɒlədʒɪ] — кримінологія  
 criticise *v.* [ˈkrɪtɪsaɪz] — критикувати  
 crop — урожай  
 crossroads *n.* [ˈkrɒsˌrəʊdʒz] — перехрестя  
 crystal *n.* [krɪstəl] — кристал  
 cure *v.* [kjʊə] — вилікувати  
 cut down *v.* — зрубати; обмежувати  
 cut out *v.* — зупинити діяльність  
 cut out for *adj.* — «створений для...»  
 cyclone *n.* [ˈsaɪklən] — циклон  
 cynical *adj.* [ˈsɪnɪkəl] — цинічний

## D

daily *adj.* — щоденний  
 damp *adj.* [dæmp] — вологий  
 day-off *n.* — вихідний день  
 deadline *n.* [ˈdedlaɪn] — крайній термін  
 deaf *adj.* [def] — глухий  
 deal with *v.* [di:l] — мати справу з  
 deathly *adj.* [ˈdeθli] — смертельний  
 decent *adj.* [ˈdisənt] — порядний  
 declare *v.* [dɪˈkleə] — проголошувати  
 decrease *v.* [dɪˈkri:z] — знижуватись  
 definitely *adv.* [ˈdefɪnɪtli] — напевно  
 delightful *adj.* [dɪˈlaɪtful] — чудовий  
 deny *v.* [dɪˈnaɪ] — заперечувати, відкидати  
 depression *n.* [dɪˈpreʃn] — депресія

description *n.* [dɪsˈkrɪpʃn] — опис  
 desire *n.* [dɪˈzaɪə] — бажання  
 despite *adv.* [dɪsˈpaɪt] — незважаючи на  
 determined *adj.* [dɪˈtɜ:mɪnd] — рішучий  
 device *n.* [dɪˈvaɪs] — пристрій  
 die out *v.* — вимирати  
 digital *adj.* [ˈdɪdʒɪtl] — цифровий  
 diphtheria *n.* [dɪfˈθɪəriə] — дифтерія  
 direct *adj.* [dɪˈrekt] — прямий  
 disappear *v.* [dɪsəˈpɪə] — зникати  
 disaster *n.* [dɪˈzɑ:stə] — лихо  
 disco *n.* — диско  
 dislike *v.* [dɪsˈlaɪk] — не любити  
 displeased *adj.* [dɪsˈpli:zɪd] — невдоволений

distant *adj.* [ˈdɪstənt] — віддалений  
distortion *n.* [dɪsˈtɔːʃn] — спотворення  
do one's best *v.* — робити все можливе  
do one's bit *v.* — робити те, що потрібно  
do someone good *v.* — робити добро  
do window-shopping *v.* — роздивлятися вітрини  
doesn't matter *v.* — не має значення  
donkey *n.* [ˈdɒŋki] — віслук  
double bass *n.* [ˈdʌbl ˈbeɪs] — контрабас  
doubt *n., v.* [daʊt] — сумнів, сумніватися  
down to earth *adj.* [ˌdaʊntuːəθ] — «приземлений»,  
практичний  
downpour *n.* [ˌdaʊnˈpɔː] — злива  
downtown *n.* [ˌdaʊnˈtaʊn] — центр міста

dozen *n.* [ˈdʌzn] — дюжина  
draw the line *v.* [drɔː] — встановити межу  
dreary *adj.* [ˈdriəri] — сумний, похмурий  
dress down *v.* — вдягатися повсякденно  
dress up *v.* — вдягатися святково  
drop *n., v.* [drɒp] — крапля; кидати  
drop in *v.* — заскочити на шляху кудись  
drought *n.* [drɔːt] — посуха  
drug *n.* [drʌɡ] — наркотик, ліки  
druid *n.* [ˈdruɪd] — друїд  
due to *adv.* [djuː] — завдяки  
dull *adj.* [dʌl] — нудний, поганий  
duration *n.* [djuːreɪʃn] — тривалість  
duty call *n.* — почуття обов'язку

## E

earn *v.* [ɜːn] — заробляти  
ease off *v.* [iːzˈɔːf] — полегшувати, зменшувати  
(біль, роботу тощо)  
easier said than done — простіше сказати ніж  
зробити  
eat one's words *v.* — забрати свої слова назад  
eccentric *adj.* [ɪkˈsentrɪk] — ексцентричний  
edge *n.* [edʒ] — край  
edit *v.* — редагувати  
editorial *n.* [ədɪˈtɔːriəl] — редакційна стаття  
effect *n.* [ɪˈfekt] — ефект  
efficient *adj.* [ɪˈfɪʃjənt] — ефективний  
effort *n.* [ˈefət] — зусилля  
either... or... [ˈaɪðə] — або..., або...  
elbow *n.* [ˈelbou] — лікоть  
elite *n.* [ɪˈlɪt] — еліта, вищий клас  
empty *adj.* [ˈemptɪ] — пустий  
end in *v.* — завершитися (чимось)  
end up *v.* — скінчитися  
endless *adj.* — безкінечний  
ensure *v.* [ɪnˈʃʊə] — забезпечувати  
entrance exam *n.* [ˈentəns] — вступний іспит  
envious *adj.* [ˈenviəs] — заздрисний  
environment *n.* [ɪnˈvaɪrənmənt] — довкілля  
epigraph *n.* [ˈepɪgrəf] — епіграф  
epithet *n.* [ˈepɪθət] — епітет

equinox [ˈekwɪnəks] — рівнодення  
equipment *n.* [ɪˈkwɪpmənt] — обладнання  
erratic *adj.* [ɪˈrætɪk] — мінливий, непостійний  
escape *v.* [ɪsˈkeɪp] — уникати, врятуватися  
especially *adv.* [ɪsˈpeʃəli] — особливо  
essay *n.* [ˈeseɪ] — есе, твір-роздум  
ethnic *adj.* [ˈeθnɪk] — етнічний  
Eton *n.* [ɪˌtɒn] — Ітон (приватна школа в Англії)  
even *adv.* [iːvn] — навіть  
even so *adv.* — тим не менш  
every now and then *adv.* — час від часу  
every other *adj.* — кожний другий  
except for *adv.* [ɪkˈsept] — за виключенням  
exception *n.* [ɪkˈsepʃn] — виключення  
exchange student *n.* [ɪksˈtʃeɪndʒ] — студент за  
обміном  
expand *v.* [ɪksˈpænd] — розширюватися  
expiration date *n.* [ekspɪˈreɪʃn] — крайній строк  
використання, «ужити до...»  
explosive *adj.* [ɪksˈplouzɪv] — вибуховий,  
запальний  
extension *n.* [ɪksˈtenʃn] — поширення, зростання  
extra *adj.* [ˈekstrə] — додатковий  
extract *n.* [ˈekstrəkt] — витяг, уривок  
eyeball *n.* [ˈaɪbɔːl] — очне яблуко

## F

facial *adj.* [ˈfeɪʃl] — лицевий  
facilitator *n.* [fəˈsɪlɪteɪtə] — посередник, організатор  
factual *adj.* [ˈfæktʃəl] — фактичний  
fail *v.* [feɪl] — зазнати поразки, провалитися  
fairy *adj.* [ˈfeəri] — чарівний  
fall in love (with) *v.* — закохатися  
fantasy *n.* [ˈfæntəsi] — фентези, фантазія  
farewell *n.* [ˈfeəwel] — прощання  
fear *n.* [fiə] — страх  
fearful *adj.* [ˈfiəfʊl] — страшний  
fee *n.* [fiː] — плата за навчання

feel like *v.* — мати намір  
feel sorry *v.* — співчувати  
fellow *n.* [ˈfelou] — хлопець  
female *adj.* [ˈfiːmeɪl] — жіночий  
fever [ˈfiːvə] — лихоманка  
fiction *n.* [ˈfɪkʃn] — вигадка; художня література  
fiddle *n.* [ˈfɪdl] — скрипка  
field of science *n.* — галузь науки  
fight *n.* [faɪt] — бій, бійка  
figurative *adj.* [ˈfɪgəreɪtɪv] — фігуральний  
figure out *v.* [ˈfɪgəˈaʊt] — з'ясувати



fill in *v.* — заповнити  
 finally *adv.* [ˈfaɪnəli] — врешті решт  
 find out *v.* [faɪndˈaʊt] — дізнатись  
 fireworks *n.* [ˈfaɪəwɜːks] — феєрверк  
 first hand *adv.* — першим чином  
 first things first — спочатку головне  
 fishing rod *n.* — рибальська вудка  
 flat *adj.* [flæt] — плаский  
 flight *n.* [flaɪt] — рейс (літака), політ  
 float *v.* [flaʊt] — плавати на поверхні  
 flood *n.* [flʌd] — повінь  
 fluffy *adj.* [ˈflʌfi] — пухнастий  
 flute *n.* [fluːt] — флейта  
 fly off the handle *v.* — розгніватися, «зіскочити з катушок»  
 focus *v.* [ˈfoukəs] — концентруватися  
 folks *n.* [fouks] — народ; батьки  
 follow in someone's footsteps *v.* — йти по чийось слідах  
 fond of *v.* — любити

fool around *v.* — валяти дурня  
 for a while *adv.* — протягом деякого часу  
 for good *adv.* — назавжди  
 for one's sake *adv.* — заради когось  
 for smb's sake — заради чийогось блага  
 for the time being *adv.* — зараз, у цей час  
 force *v.* [fɔːs] — примусити силою  
 forecast *n.* [ˈfɔːkæst] — прогноз  
 forget *v.* [fəˈɡet] — забувати  
 formal *adj.* [ˈfɔːmə] — формальний  
 frank *adj.* [fræŋk] — щирий  
 free *adv.* — безкоштовний  
 freeze *v.* [friːz] — замерзати  
 frightening *adj.* [ˈfraɪntɪŋ] — жахливий  
 from now on *adv.* — від цього моменту  
 from scratch *adv.* [skrætʃ] — з самого початку  
 full-time *adj.* — повний курс, робочий день тощо  
 fur coat *n.* [ˈfɜːkəʊt] — шуба  
 furniture *n.* [ˈfɜːnɪtʃə] — меблі  
 furthermore *adv.* [ˈfɜːðəmə] — до того ж; крім того

## G

gadget *n.* [ˈɡædʒɪt] — пристрій  
 gardening *n.* [ˈɡædnɪŋ] — садівництво  
 gemstone *n.* [ˈdʒemstəʊn] — коштовний камінь  
 generalise *n.* [ˈdʒenərəlaɪz] — узагальнювати  
 generally *adv.* [ˈdʒenərəli] — в цілому; взагалі  
 genius *n.* [ˈdʒɪniəs] — геній  
 gesture *n.* [ˈdʒestʃə] — жест  
 get a grip on oneself *v.* — узяти себе в руки  
 get along (with) *v.* — ладити з...  
 get by *v.* — справлятися  
 get in the way *v.* — втрутитися/втручатися  
 get in touch *v.* — зв'язатися  
 get lost *v.* — загубитися  
 get on with (something) *v.* — продовжувати робити щось  
 get out of hand *v.* — вийти з-під контролю  
 get over *v.* — одужати  
 get ready *v.* — приготуватися  
 get rid of someone or something *v.* — позбутися когось або чогось  
 get to the bottom of something *v.* — знати щось досконально  
 get to the point *v.* — розмовляти про суть справи  
 get together *v.* — зібратися разом  
 ghost *n.* [ɡəʊst] — привид  
 gig *n.* [ɡɪɡ] — концерт  
 give a damn *v.* [dæm] about — аніскільки не перейматися  
 give a hand *v.* — допомогти  
 give a lift (a ride) *v.* — підвезти  
 give in *v.* — здатися; капітулювати  
 give up *v.* — припинити  
 gladly *adv.* [ɡlædli] — з радістю

glamorous *adj.* [ˈɡlæməərəs] — ефектний  
 global *adj.* [ˈɡləʊbəl] — глобальний  
 glossy *adj.* [ˈɡləsi] — блискучий  
 go away *v.* — уходити  
 go blind *v.* [blaɪnd] — осліпнути  
 go for something *v.* — зайнятися чимось  
 go on *v.* — продовжувати  
 go through *v.* [θruː] — пройти крізь  
 go to pieces *v.* — дуже стурбуватися  
 go up or down *v.* — підніматися та спускатися  
 go with the flow *v.* [fləʊ] — пливати за течією  
 goal *n.* [ɡəʊl] — ціль  
 good-tempered *adj.* [ɡʊdˈtempəd] — з гарною вдачею  
 gooseberry *n.* [ˈɡuːzbəri] — агрус  
 gossip *n.* [ˈɡɒsɪp] — плітки  
 gothic *adj.* [ˈɡɒθɪk] — готичний  
 GPS (Global Positioning System) *n.* — глобальна система позиціонування  
 graduate *n., v.* [ˈɡrædʒuət] — випускник; випускатися  
 graffiti *n.* [ɡrəˈfɪti] — графіті, настінний живопис  
 grain *n.* [ɡreɪn] — зерно  
 grand *adj.* [ɡrænd] — великий  
 grand piano *n.* [ˈɡrændˈpiənoʊ] — рояль  
 grateful *adj.* [ˈɡreɪtful] — вдячний  
 greeting *n.* [ˈɡriːtɪŋ] — привітання  
 grumpy *adj.* [ˈɡrʌmpi] — дратівливий  
 guarantee *v., n.* [ˌɡærənˈtiː] — гарантувати, гарантія  
 gullible *adj.* [ˈɡʌlɪbl] — легковірний  
 gun *n.* — зброя, рушниця, пістолет  
 guy *n.* [ɡaɪ] — хлопець  
 gymnasium *n.* [ˈdʒɪmˈneɪzjəm] — гімназія

## H

hail *n.* [heɪl] — град  
 hair-raising *adj.* [heə'reɪzɪŋ] — захоплюючий  
 halt *n., v.* [hɔ:l't] — зупинка, зупинятися  
 hammer throw — метання молоту  
 hand in *v.* — здавати (домашню роботу, доповідь)  
 hang out *v.* [hæŋ'aɪt] — постійно бувати  
 hard on something or someone *adj.* — суворий до когось  
 harp *n.* [hɑ:p] — губна гармоніка  
 have a ball *v.* — гарно проводити час  
 have a look *v.* — кинути погляд  
 have a sweet tooth *v.* — любити солодке  
 have a word with someone *v.* — перемовитись із кимось  
 have one's hands full *v.* — бути дуже зайнятим  
 harvest [hɑ:vɪst] — жнива; збирання врожаю  
 hay fever *n.* [heɪ'fi:və] — сінна лихоманка (алергія на пилок рослин)  
 headline *n.* ['hedlɪn] — заголовок у газеті  
 heat *n.* [hi:t] — жара  
 heaven *n.* [hevn] — рай, небеса

heavy metal *n.* — хеви-метал, важкий метал (стиль музики)  
 hieroglyph *n.* ['haɪə'rɒglɪf] — ієрогліф  
 high spirits *n.* — гарний настрій  
 high-tech *adj.* — хай-тек, високотехнологічний  
 hip hop *n.* — хіп-хоп (стиль музики)  
 hire *v.* [haɪə] — найняти  
 historical *adj.* [hɪs'tɔ:rɪkl] — історичний  
 hit *v., n.* — вдаряти; хіт (популярна композиція)  
 hold on *v.* — зачекати  
 hold one's tongue *v.* — притримати язика  
 home-made *adj.* — домашній  
 home-schooling *n.* — домашнє навчання  
 horoscope *n.* ['hɔ:rə'skəʊp] — гороскоп  
 horrible *adj.* ['hɔ:rɪbl] — жахливий  
 housemaid's knee — запалення колінного суглобу  
 housewife *n.* ['hauswaɪf] — домогосподарка  
 humanity *n.* [hju'mænɪti] — людство  
 humble *adj.* [hʌmbl] — скромний  
 hydrogen *n.* ['haɪdrədʒen] — водень  
 hyperactive *adj.* [ˌhaɪpə'ræktɪv] — надміру активний, гіперактивний

## I

I believe [bɪ'hɪ:v] that... — вважаю, що...  
 I guess [ges] that... — маю думку, що...  
 I think that... — думаю, що...  
 iconic *adj.* [aɪ'kɒnɪk] — канонічний  
 idiom *n.* ['ɪdɪəm] — ідіома  
 ignorant *adj.* ['ɪgnərənt] — невіглас  
 ill at ease *adj.* — негаразд  
 ill-mannered *adj.* — погано вихований; з поганими манерами  
 imaginary *adj.* [ɪ'mædʒɪnəri] — уявний  
 improvisation *n.* [ɪmprəvɪ'zeɪʃn] — імпровізація  
 in a nutshell *adv.* ['ɪnʌtʃəl] — декількома словами  
 in addition *adv.* [ə'dɪʃn] — на додаток  
 in advance *adv.* [əd'vɑ:ns] — заздалегідь  
 in charge of *adj.* [tʃɑ:dʒ] — відповідальний за  
 in common *adj.* ['kɒmən] — спільний  
 in fact *adv.* — насправді  
 in favour *adv.* [ˈfeɪvə] of — на користь  
 in general *adv.* [ˈdʒenərəl] — в цілому  
 in good shape [ʃeɪp] — у гарній формі  
 in hot water — у біді  
 in my opinion... [ə'pɪnjən] — на мою думку...  
 in no time *adv.* — одразу ж  
 in other words *adv.* — іншими словами  
 in plain [pleɪn] English *adv.* — простою мовою  
 in reply *adv.* [rɪ'plaɪ] — у відповідь  
 in search of *n.* [sə:tʃ] — у пошуках  
 in someone's shoes *adv.* — на чьомусь місці  
 in terms of *adv.* [tə:mz] — стосовно  
 in the end *adv.* — у кінці кінців

in the long run *adv.* — врешті решт  
 in the public *adv.* [ˈpʌblɪk] eye — на виду  
 inch *n.* [ɪntʃ] — дюйм (2,54 см)  
 index *n.* ['ɪndeks] — покажчик  
 indicate *v.* [ˈɪndɪkeɪt] — вказувати  
 indifferent *adj.* [ɪn'dɪfərənt] — байдужий  
 industrious *adj.* [ɪn'dʌstriəs] — працьовитий  
 influence *n., v.* [ˈɪnfluəns] — вплив; впливати  
 informative *adj.* [ɪn'fɔ:mətɪv] — інформативний, інформаційний  
 initially *adv.* [ɪ'nɪʃəl] — з початку  
 ink *n.* [ɪŋk] — чорнила  
 inquire *adj.* [ɪn'kwaɪə] — цікавитися; розпитувати  
 insert *v.* [ɪn'sɜ:t] — вставляти (в гніздо тощо)  
 inspire *v.* [ɪn'spaɪə] — надихати  
 instantly *adv.* [ˈɪnstəntli] — миттєво; у ту ж мить  
 insult *v.* [ɪn'sʌlt] — ображати  
 intellectual *n., adj.* [ɪntə'lektʃəl] — інтелектуал, інтелектуальний  
 interior — *n.* [ɪn'tɪ:riə] інтер'єр, внутрішнє обладнання  
 intriguing *adj.* [ɪn'trɪŋɪŋ] — захоплюючий  
 invention *n.* [ɪn'venʃn] — винахід  
 investigate *v.* [ɪn'vestɪgeɪt] — розслідувати  
 iron ore *n.* [ˈaɪən ɔ:] — залізна руда  
 issue *n.* [ˈɪʃu:] — випуск (газети тощо)  
 IT (Information Technology) — інформаційні технології  
 it goes without saying — it is clear without words

## J

janitor *n.* [ˈdʒænitə] — прибиральник  
 jazz *n.* [dʒɑːz] — джаз  
 join up *v.* — приєднуватись до чогось  
 journalism *n.* [ˈdʒɔːnəlɪzəm] — журналістика  
 joyful *adj.* [ˈdʒɔɪfəl] — радісний

joyous *adj.* [ˈdʒɔɪəs] — веселий  
 jump at the opportunity *v.* [əpəˈtjuːnɪti] — схопитися за можливість  
 juicy *adj.* [ˈdʒuːsi] — соковитий  
 junk *n.* [dʒʌŋk] — непотріб

## K

keep a straight [streɪt] face *v.* — стримувати посмішку  
 keep an eye on *v.* — приглядати за  
 keep in mind *v.* — мати на увазі  
 keep in touch *v.* — бути на зв'язку  
 keep off *v.* — триматися подалі  
 keep one's fingers crossed *v.* — схрестити пальці (на щастя)

keep one's word *v.* — тримати слово  
 keep on *v.* — продовжувати  
 keep up with *v.* — триматися на рівні з  
 kilt *n.* [kɪlt] — кілт (спідниця шотландських горців)  
 know the ropes [rəʊps] *v.* — знати, за які нитки тягнути (знати якусь справу добре)

## L

lack *n.* [læk] — нестача, брак  
 laughter *n.* [ˈlɑːftə] — сміх  
 law *n.* [lɔː] — закон  
 lead *v., n.* [liːd] — вести, ведучий  
 lead a dog's life *v.* — вести собаче життя  
 leaflet *n.* [ˈliːflət] — листівка (рекламна тощо)  
 leave it at that *v.* — хай буде, як є  
 lecture *n., v.* [ˈlektʃə] — лекція; читати лекцію  
 lend *v.* [lend] — позичати (комусь)  
 let *v.* — дозволяти; нумо...  
 let somebody down *v.* — принижувати когось  
 level *n.* [ˈlevəl] — рівень  
 librarian *n.* [laɪbrəriən] — бібліотекар  
 life expectancy *n.* [ˈlɪksˌpektənsɪ] — тривалість життя  
 limit *n.* [lɪmɪt] — межа, рубіж  
 link *n.* [lɪŋk] — зв'язок  
 little by little *adv.* — потроху; шаг за шагом  
 live (concert) *adj.* [laɪv] — живий звук  
 load *n.* [ləʊd] — вантаж, тягар

loch *n.* [lɒk] — озеро (шотл.)  
 log *v.* [lɒg] — реєструватись  
 logo *n.* [ˈlɒɡoʊ] — логотип, фірмовий знак  
 lonely *adj.* [ˈləʊnli] — самотній  
 look down on *v.* — дивитись зверхньо  
 look for *v.* — шукати  
 look forward to *v.* — чекати з нетерпінням  
 look on *v.* — спостерігати  
 look up *v.* — шукати (в книзі, словнику тощо)  
 look up to *v.* — обожнювати  
 lose *v.* [luːz] — втрачати, програвати  
 lose one's temper *v.* — вийти з себе  
 lose track of someone *v.* — загубити чийсь слід  
 loser *n.* [ˈluːzə] — невдаха  
 lower *v.* [ˈləʊə] — знижати  
 lucky break *n.* [ˈlʌkiˈbreɪk] — щасливий випадок  
 lullaby *n.* [ˈlʌləbaɪ] — колискова  
 lunch break *n.* — обідня перерва  
 lyrics *n.* [ˈlɪrɪks] — текст пісні

## M

magic *n., adj.* [ˈmædʒɪk] — магія; чарівний  
 mail *n.* [ˈmeɪl] — пошта  
 majority *n.* [məˈdʒɔrɪti] — більшість  
 make a living *v.* — заробляти на життя  
 make fun of *v.* — насміхатися над...  
 make oneself at home *v.* — почуватися як вдома  
 make room for *v.* — знаходити або звільняти місце для...  
 make the most of something *v.* — використовувати щось на 100 відсотків  
 make up one's mind *v.* — приймати рішення  
 make use of *v.* — користуватися  
 manganese ore *n.* [ˈmæŋɡəniːzɔː] — марганцева руда  
 mark *n., v.* [mɑːk] — оцінка; робити помітки  
 mass media *n.* [mɑːsˈmiːdiə] — ЗМІ

massage *n.* [məˈsɑːʒ] — масаж  
 memorise *v.* [ˈmeməraɪz] — запам'ятовувати  
 mercury ore *n.* [ˈmɜːkjʊrɪˈɔː] — ртутна руда  
 metaphor *n.* [ˈmetəfə] — метафора  
 middle-aged *adj.* [ˈmɪdlɪdʒd] — середнього віку  
 mighty *adj.* [ˈmaɪti] — могутній  
 mild *adj.* [maɪld] — м'який  
 mile *n.* [maɪl] — миля (1,609 м)  
 mine *n.* [maɪn] — шахта  
 mirror *n.* [ˈmɪrə] — дзеркало  
 misprint *n.* [mɪsˈprɪnt] — друкарська помилка  
 mist *n.* [mɪst] — імла, серпанок  
 misunderstand *v.* [mɪsʌndəˈstænd] — неправильно зрозуміти, не порозумітись

mix up *v.* — прийняти одне за інше  
mixed *adj.* [mɪkst] — змішаний  
moan *v.* [maʊn] — стогнати, жалітися  
moderate *adj.* [mɒdəreɪt] — помірний  
monthly *adj.* [mʌnθli] — щомісячний  
more than ever *adv.* — більш ніж будь-коли  
moreover *adv.* [mɔːr'əʊvə] — крім того

## N

nanny *n.* [ˈnæni] — нянька  
narcissism *n.* [ˈnɑːsɪsɪzəm] — нарцисизм,  
самозакоханість, самозамилування  
natural gas *n.* [ˈnætʃərəl ɡæz] — природний газ  
naughty *adj.* [ˈnɔːti] — неслухняний  
navigation *n.* [nævɪˈɡeɪʃn] — навігація  
nearby *adv.* [ˈniəbaɪ] — поруч  
nearly *adv.* [ˈniəli] — майже  
negative *adj.* [ˈnegətɪv] — негативний  
neither... nor... [ˈniːðə] — ні..., ні...  
nest *n.* [nest] — гніздо  
neutral *adj.* [ˈnjuːtrəl] — нейтральний  
never mind [ˌnevəˈmaɪnd] — не звертай уваги  
newcomer *n.* [njuˈkʌmə] — новачок  
nickel *n.* [nɪkl] — нікель

mostly *adv.* [ˈmoustli] — переважно  
motivation *n.* [mətiˈveɪʃn] — мотивація  
mountainous *adj.* [ˈmaʊntənəs] — гірський  
moustache(s) *n.* [məsˈtɑːʃ(s)] — вуса  
move around *v.* — переїжджати  
muddy *adj.* [ˈmʌdi] — брудний, каламутний  
mummy *n.* [ˈmʌmi] — мумія

no go — не може бути; не має сенсу  
no wonder [ˈwʌndə] — не треба дивуватися  
Nobel Prize *n.* [ˈnəʊbl ˈpraɪz] — Нобелівська  
премія  
non-fiction *n.* — не художня література  
non-state *adj.* — не державний  
nostalgic *adj.* [nɒsˈtælɪdʒɪk] — ностальгічний  
not a bit *adv.* — ніскільки  
not exactly *adv.* [ɪˈgzæktli] — не зовсім  
nothing to do with — нічого спільного з...  
now and again *adv.* — час від часу  
number of *adv.* [ˈnʌmbə] — кількість  
(зі злічуваними іменниками)  
numberless *adj.* [ˈnʌmbələs] — чисельний,  
незлічений

## O

oath *n.* [əʊθ] — клятва, присяга  
obesity *n.* [əʊˈbɪzɪti] — ожиріння  
object *n.* [ˈɒbdʒəkt] — об'єкт; доповнення (грам.)  
objective *adj.* [əbˈdʒektɪv] — об'єктивний  
obsession *n.* [əbˈseɪʃn] — одержимість  
ocarina *n.* [əʊkəˈrɪnə] — окарина  
occasion [əˈkeɪʒn] — нагода  
occupy *v.* [ˈɒkjupaɪ] — займати  
odds and ends *n.* [ˈɒdzənd'endz] — всякий непотріб;  
всяка всячина  
ode *n.* [əʊd] — ода  
of course *adv.* [əvˈkɔːs] — звичайно, авжеж  
off the cuff *adv.* [ˈɒfðəˈkʌf] — без підготовки  
off the point *adv.* [pɔɪnt] — не по суті справи  
off the record *adv.* [ˈreɪkəd] — неофіційно  
off the top of one's head *adv.* — без роздумів  
offer *v., n.* [ˈɒfə] — пропонувати; пропозиція  
official *adj.* [əˈfɪʃl] — офіційний  
oil *n.* [ɔɪl] — нафта; олія  
on air *adv.* [ənˈeə] — в ефірі  
on average *adv.* [ˈævərɪdʒ] — в середньому  
on edge *adv.* [edʒ] — на грані; знервований  
on one's own *adv.* [aʊn] — сам по собі  
on purpose *adv.* [ˈrəːpəs] — навмисно  
on second thought *adv.* [θɒt] — після роздумів  
on the contrary *adv.* [ˈkɒntrəri] — навпаки  
on the go *adj.* — активний; той, що у русі  
on the other hand *adv.* — з іншого боку  
on the spot *adv.* — з місця події

on the tip of one's tongue *adv.* — вертиться  
на кінчику язика  
once and for all *adv.* — напевно  
one another — один другого  
only *adj.* [ˈəʊnlɪ] — єдиний  
optional *adj.* [ˈɒpʃnəl] — необов'язковий  
orderly *adj.* [ˈɔːdəli] — організований; акуратний  
ordinary *adj.* [ˈɔːdnəri] — звичайний, пересічний  
organ *n.* [ˈɔːɡən] — орган  
original *adj.* [əˈrɪdʒɪnəl] — оригінальний; справжній  
ought to *v.* [ɔːtə] — має; повинен  
out of date *adj.* — застарілий  
out of one's mind *adj.* — божевільний  
out of sorts *adj.* — у поганому гуморі  
out of the question *adj.* — не підлягає обговоренню  
outline *n.* [ˈaʊtlan] — ескіз, план  
outlook *n.* [ˈaʊtlʊk] — вид; кругозір  
out-of-date *adj.* — застарілий  
outsider *n.* [aʊtˈsaɪdə] — сторонній  
outstanding *adj.* [aʊtˈstændɪŋ] — видатний  
overall *adj.* [əʊvəˈrɔːl] — загальний, всеосяжний  
overcome *n.* [əʊvəˈkʌm] — подолати  
overhead *adv.* [əʊveˈhed] — над головою  
overseas *adv.* [əʊveˈsiːs] — за морем; за кордоном  
overwhelm *v.* [əʊveˈwelɪm] — захоплювати  
(про почуття)  
owe *v.* [əʊ] — завдячувати  
owner *n.* [ˈəʊnə] — власник  
oxygen *n.* [ˈɒksɪdʒən] — кисень



Р

pack rat *n.* — збирач непотрібного мотлоху  
 painkiller *n.* [ˌpeɪnˈkɪlə] — знеболювальне  
 pal *n.* [pæl] — приятель, товариш  
 pale *adj.* [ˈpeɪl] — блідий  
 paparazzi *n.* [ˌpɑːpəˈrɑːtʃi] — папарацці (фотограф  
у гонитві за сенсацією)  
 paperback *n.* [ˈpeɪpəbæk] — книга в паперовій  
обкладинці  
 paperwork *n.* [ˈpeɪpəwɜːk] — документи,  
документація  
 partial *adj.* [ˌpɑːʃiəl] — частковий  
 partnership *n.* [ˈpɑːtnəʃɪp] — партнерство  
 passage *n.* [ˈpæʃɪdʒ] — уривок  
 past *adv.* [pɑːst] — повз  
 pathological *adj.* [ˌpæθəˈlɒdʒɪkəl] — патологічний  
 pattern *n.* [ˈpætn] — зразок  
 pause *n.* [pɔːz] — пауза  
 pay attention *v.* [əˈtenʃn] — звертати увагу  
 peak *n.* [piːk] — пік  
 percussion *n.* [ˌpɜːkʃən] — ударні інструменти  
 performer *n.* [ˌpɜːfɔːmə] — виконавець  
 permission *n.* [ˌpɜːmɪʃn] — дозвіл  
 permit *n.* [ˈpɜːmɪt] — переписка, дозвіл  
 personage *n.* [ˌpɜːsnɪdʒ] — персонаж  
 personal file *n.* [ˌpɜːsnl faɪl] — особова справа  
 personally *adv.* [ˌpɜːsnəli] — особисто  
 pessimistic *adj.* [ˌpesɪˈmɪstɪk] — песимістичний  
 phenomenon *n.* [fəˈnɒmɪnən] — явище  
 philosopher *n.* [fɪˈlɒsəfə] — філософ  
 phrasal verb *n.* [ˈfreɪzəl vɜːb] — фразове дієслово  
 piccolo *n.* [ˈpɪkələ] — пікколо (флейта)  
 pick *v.* — вибирати; підбирати  
 pile up *v.* [paɪl] — накопичувати  
 pint *n.* [paɪnt] — пінта (0,568 л)  
 pitch *n.* [pɪtʃ] — висота тону  
 play *n.* — п'єса  
 play tricks *v.* — розігрувати; жартувати  
 playful *adj.* [ˈpleɪfəl] — грайливий  
 playwright *n.* [ˈpleɪraɪt] — драматург  
 plenty *adv.* [ˈplenti] — безліч  
 plough [plau] — плуг  
 point out *n.* — вказати на...  
 policy *n.* [ˈpɒlsɪ] — політика  
 politics *n.* [ˈpɒlɪtɪks] — політика (наука)  
 Pope *n.* [ˈpəʊp] — Папа Римський  
 pop-music *n.* — популярна музика  
 portion *n.* [pɔːʃn] — порція; частка

positive *adj.* [ˈpɒzɪtɪv] — позитивний  
 post *n.* [pəʊst] — повідомлення в соціальній мережі  
 poster *n.* [ˈpəʊstə] — афіша, плакат  
 potential *n.* [pəˈtenʃl] — потенціал, потенційний  
 pound *n.* [ˈpaʊnd] — фунт (валюта), фунт  
(міра ваги — 0,454 кг)  
 praise *v.* [ˈpreɪz] — хвалити  
 predict [prɪˈdɪkt] — провіщати, передрікати  
 precious *adj.* [ˈpreʃəs] — дорогоцінний  
 pressed for (time / money) *adj.* — піджимає  
(час / гроші)  
 prestigious *adj.* [prɪˈstɪdʒəs] — престижний  
 pretty *adv.* [ˈprɪti] — досить...  
 principal *n., adj.* [ˈprɪnsɪpl] — директор школи;  
принциповий; головний  
 print *v., n.* [prɪnt] — друкувати; друк  
 priority *n.* [praɪˈɔːrɪti] — пріоритет;  
першочерговість  
 private *adj.* [ˈpraɪvɪt] — приватний  
 probably *adv.* [ˈprɒbəbli] — ймовірно  
 procedure *n.* [prəˈsɪdʒə] — процедура  
 profound *adj.* [prəˈfaʊnd] — глибокий  
(про знання тощо)  
 promise *v., n.* [ˈprɒmɪs] — обіцяти; обіцянка  
 proof *n.* [pruːf] — доказ  
 proofread *v.* [ˈpruːfriːd] — правити текст  
 proper *adj.* [ˈprəʊpə] — правильний;  
відповідний  
 property *n.* [ˈprɒpərtɪ] — власність; майно  
 prose *n.* [prəʊz] — проза  
 prove *v.* [pruːv] — довести  
 psychologist *n.* [saɪˈkɒlədʒɪst] — психолог  
 psychology *n.* [saɪˈkɒlədʒɪ] — психологія  
 publication *n.* [ˌpʌblɪˈkeɪʃn] — публікація  
 publish *v.* [ˌpʌblɪʃ] — публікувати  
 pull *v.* [pul] — тягнути  
 pull someone's leg *v.* — розповідати байки  
 purpose *n.* [ˈpɜːpəs] — ціль  
 put in a word for someone *v.* — замовити  
слівце за когось  
 put off *v.* — відкласти (на пізніший час)  
 put one's best foot forward *v.* — робити все  
можливе  
 put one's foot down *v.* — сильно заперечувати  
 put out *v.* — загасити (вогнь тощо)  
 put up weight *v.* [weɪt] — набрати вагу

Q

qualified *adj.* [ˈkwɔːlɪfaɪd] — кваліфікований  
 quit *v.* [kwɪt] — кидати (роботу, заняття тощо)  
 quite *adv.* [kwaɪt] — досить; деякою мірою  
 quite a bit (of) *adv.* — вельми багато  
(з незлічуваними іменниками)

quite a few *adv.* — вельми багато  
(зі злічуваними іменниками)  
 quotation *n.* [kwɔːteɪʃn] — цитата

## R

rack one's brain *v.* — напружувати мізки  
 raging *adj.* [ˈreɪdʒɪŋ] — лютий, страшенний  
 random *adj.* [ˈrændəm] — випадковий  
 rap *n.* — реп (музичний стиль)  
 raspberry *n.* [ˈræzbəri] — малина  
 rather *adv.* [ˈrɑːðə] — досить; радше  
 read between the lines *v.* — читати поміж рядків  
 reader's card *n.* — читацький квиток  
 reading room *n.* — читальна зала  
 realise [ˌrɪəˈlaɪz] усвідомити  
 recent *adj.* [ˈriːsənt] — недавній  
 recipient *n.* [rɪˈsɪpiənt] — одержувач  
 reckless *adj.* [ˈrekləs] — необачний  
 recognise *v.* [ˈrekəɡnaɪz] — упізнавати; визнавати  
 recognition *n.* [rəkəɡˈnɪʃn] — визнання  
 reconstruct *v.* [rikenˈstrʌkt] — перебудовувати  
 record-book *n.* [ˈrekədbʊk] — щоденник  
 recycle *v.* [rɪˈsaɪkl] — переробляти  
 reference *n.* [ˈrefrəns] — посилання, довідка  
 reference book *n.* — довідник  
 reflection *n.* [rɪˈfleksjən] — відображення (у дзеркалі тощо); розмірковування  
 refresh *v.* [rɪˈfreʃ] — освіжити  
 reggae *n.* [ˈreɡeɪ] — реггі (музичний стиль)  
 reliable *adj.* [rɪˈlaɪəbl] — надійний  
 relief *n.* [rɪˈliːf] — рельєф  
 religious *adj.* [rɪˈlɪdʒəs] — релігійний  
 reluctance *n.* [rɪˈlʌktəns] — небажання  
 remark *n.* [rɪˈmɑːk] — зауваження  
 remind *v.* [rɪˈmaɪnd] — нагадувати  
 replace *v.* [rɪˈpleɪs] — замінити  
 reply *v., n.* [rɪˈplaɪ] — відповідати; відповідь  
 report *n.* [rɪˈpɔːt] — доповідь  
 request *v., n.* [rɪˈkwest] — прохати; прохання

research *v., n.* [rɪˈsɜːtʃ] — досліджувати; дослідження  
 reserve *n.* [rɪˈzɜːv] — стриманість  
 resident *n.* [ˈrezɪdənt] — мешканець  
 resort *n.* [rɪˈzɔːt] — курорт  
 responsibility *n.* [rɪspɒnsɪˈbɪlətɪ] — відповідальність  
 restate *v.* [rɪˈsteɪt] — формулювати іншими словами  
 restore *v.* [rɪˈstɔː] — відновити  
 restroom *n.* [ˈrestreɪm] — туалет  
 return *v., n.* [rɪˈtɜːn] — повертатися; повернення  
 review *v., n.* [rɪˈvjuː] — оглядати; огляд  
 revise *v.* [rɪˈvaɪz] — переглядати, перевіряти  
 rewrite *v.* [rɪˈraɪt] — переписувати  
 rhythm *n.* [ˈrɪðm] — ритм  
 ribbon — стрічка  
 riff *n.* [rɪf] — ріфф  
 right away *adv.* [ˌraɪtəˈweɪ] — одразу  
 ritual *n., adj.* [ˈrɪtʃəl] — ритуал; ритуальний  
 R-n-B *n.* — ритм-енд-блюз (стиль музики)  
 roar *v.* [rɔː] — ревіти  
 robber *n.* [ˈrɒbə] — грабіжник  
 rock *n.* — рок (музика)  
 rock the boat *v.* — розхитувати човен  
 rock-n-roll *n.* — рок-н-рол (стиль музики)  
 roll *v.* — крутитися  
 romance *n.* [ˈrouməns] — любовна історія  
 routine *n.* [ruːˈtiːn] — повсякдення  
 rub elbows (shoulders) with *v.* — проводити час разом з...  
 rude *adj.* [ruːd] — брутальний  
 rumour *n.* [ˈrʊmə] — чутка, погослос  
 run *v.* — керувати  
 ruthless *adj.* [ˈruθləs] — безжалісний

## S

sacrifice *n.* [ˈsækrɪˌfaɪs] — жертва  
 sail *v.* — пливати  
 sailor *n.* [ˈseɪlə] — моряк  
 sample *n.* [ˈsæmpl] — зразок  
 save face *v.* — зберегти обличчя  
 save one's breath *v.* [breθ] — припинити стрясати повітря  
 saxophone *n.* [ˈsæksəˌfoʊn] — саксофон  
 scan *v.* [skæn] — сканувати, швидко проглядати  
 scarlet fever *n.* [ˈskɑːlɪt ˈfiːvə] — скарлатина  
 scenic *adj.* [sɪˈnɪk] — мальовничий  
 schooling *n.* [ˈskuːlɪŋ] — шкільне навчання  
 science and technology *n.* [ˈsaɪəns ənd tɪkˈnɒlədʒɪ] — наука й техніка  
 scratch the surface *v.* [skrætʃ ɪdə ˈsɜːfɪs] — хапати по верхах  
 screenshot *n.* [ˈskrɪːnʃət] — знімок з екрану  
 search high and low *v.* — шукати скрізь  
 seldom *adv.* [ˈseldəm] — рідко

select *v.* [sɪˈlekt] — вибирати, відбирати  
 self reliant *adj.* [self rɪˈləɪənt] — самодостатній  
 self-esteem *n.* [ɪsˈtiːm] — самооцінка  
 selfless *adj.* [ˈselflɪs] — самовідданий  
 self-love *n.* — самозакоханість  
 sender *n.* [ˈsendə] — відправник  
 sense *n.* [sens] — сенс, значення, відчуття  
 separate *adj., v.* [ˈseprət] — окремий; відокремлювати  
 series *n.* [ˈsɪːrɪəs] — серія; низка  
 serious *adj.* [ˈsɪːrɪəs] — серйозний  
 serve someone right *v.* [səːv] — отримати по заслугах  
 set *v.* — встановити  
 set off *v.* — почати  
 set up *v.* — розпочати (справу)  
 setting(s) *n.* [ˈsetɪŋ(z)] — оформлення, декорація  
 shake *v.* [ˈʃeɪk] — трясти  
 shapeless *adj.* [ˈʃeɪpləs] — безформний

sharp *adj.* [ʃɑ:p] — гострий; розумний  
 sheaf [ʃi:f] — сніп  
 shed *v.* [ʃed] — проливати (світло)  
 shiny *adj.* [ˈʃaɪnɪ] — блискучий  
 shipbuilding *n.* [ˈʃɪpˌbɪldɪŋ] — суднобудування  
 shopaholic *n.* [ˈʃɒpəˈhɒlək] — шопоголік  
 shore *n.* [ʃɔ:] — берег (моря, озера)  
 short story *n.* — оповідання  
 shortly *adv.* [ˈʃɔ:tlɪ] — незадовго  
 shot put — штовхання ядра  
 show *n.* [ʃəʊ] — вистава, шоу  
 show off *v.* — хизуватися напоказ  
 shower *n.* [ˈʃaʊə] — злива; душ  
 shut up *v.* [ʃʌtˈʌp] — замовчати (дуже неввічливо)  
 shy *adj.* [ʃaɪ] — соромливий  
 sign *v., n.* [saɪn] — підписати; підпис; знак  
 silk *n.* [sɪlk] — шовк  
 since *adv.* [sɪns] — відколи; оскільки  
 sincerely *adv.* [sɪnˈsɪəli] — щиро  
 single *adj.* [sɪŋɡl] — одинарний, єдиний  
 site *n.* [saɪt] — місце розташування  
 sketch *n.* [sketʃ] — скетч, малюнок  
 Slavic *adj.* [ˈslɑ:vɪk] — слов'янський  
 sleep on it *v.* — переспати з думкою  
 slight *adj.* [slaɪt] — слабкий, незначний  
 slim *adj.* [slɪm] — стрункий, худорлявий  
 slip (from) one's mind *v.* — забути  
 slogan *n.* [ˈsləʊɡən] — гасло, девіз  
 smell a rat *v.* — відчувати каверзу  
 SMS (Short Message Service) *n.* — коротке текстове повідомлення  
 so far *adv.* — до цих пір  
 so long — бувай!  
 so much the better *adv.* — так навіть краще  
 soap opera *n.* [ˌsəʊpˈoʊpərə] — мильна опера, серіал  
 social network *n.* [ˈsəʊʃl ˈnetwɜ:k] — соціальна мережа  
 socialise *v.* [ˈsəʊʃəlaɪz] — спілкуватися  
 society *n.* [səˈsaɪəti] — суспільство  
 soda drink *n.* [ˌsəʊdə drɪŋk] — газований напій  
 soil *n.* [soɪl] — ґрунт  
 sold out — усі квитки продані  
 solemn *adj.* [ˈsɒləm] — урочистий  
 sound producer *n.* [ˌsaʊnd prəˈdʊsə] — звукорежисер  
 source *n.* [sɔ:s] — джерело  
 spa *n.* [spɑ:] — мінеральне джерело  
 space *n.* [speɪs] — простір

spare *adj.* [ˈspeə] — зайвий, вільний  
 spectrum *n.* [ˈspektrəm] — спектр  
 speculate *v.* [ˈspekjuleɪt] — роздумувати  
 spill *v.* [spɪl] — проливати, розливати  
 spill the beans *v.* [ˌbɪ:nz] — розбавити секрет  
 spoil *v.* [spɔɪl] — зіпсувати  
 spoon-feed *v.* [ˈspu:nfi:d] — годувати з ложечки  
 spy *n.* [spaɪ] — шпигун  
 staff *n.* [stɑ:f] — персонал, склад  
 stairs *n.* [steəz] — сходи  
 stand for *v.* — означати; підтримувати  
 starve *v.* [stɑ:v] — вмирати з голоду; морити голодом  
 state *n., adj.* [steɪt] — держава, державний  
 statement *n.* [ˈsteɪtmənt] — твердження  
 stay up late *v.* — пізно лягати  
 steal *v.* [sti:l] — красти  
 steep *adj.* [sti:p] — стрімкий, крутий  
 steppe *n.* [step] — степ  
 stereotype *n.* [ˈsti:riətaɪp] — стереотип  
 strain *n.* [streɪn] — напруження  
 stranger *n.* [ˈstreɪndʒə] — чужий  
 stream *n.* [stri:m] — струмок, потік  
 strike up *v.* [straɪkˈʌp] — розпочати  
 strikingly *adv.* [ˈstraɪkɪŋli] — вражаюче  
 string *n.* [striŋ] — струна  
 strongly *adv.* [ˈstrɒŋli] — настійно  
 stubborn *adj.* [ˈstʌbən] — упертий  
 stunning *adj.* [ˈstʌnɪŋ] — приголомшливий  
 stupid *adj.* [ˈstʊpɪd] — дурний  
 stylish *adj.* [ˈstaɪlɪʃ] — стильний  
 subordinate *adj.* [səˈbɔ:dɪnət] — підрядний, підлеглий  
 suburb *n.* [ˈsʌbə:b] — передмістя  
 suddenly *adv.* [ˈsʌdnli] — раптово  
 sulfur *n.* [ˈsʌlfə] — сірка  
 summary *n.* [ˈsʌməri] — підсумок  
 sunset *n.* [ˈsʌnsət] — захід сонця  
 sunshine *n.* [ˈsʌnʃaɪn] — сонячне світло  
 sunstroke *n.* [ˈsʌnstroʊk] — сонячний удар  
 superb *adj.* [ˈsupə:b] — грандіозний  
 supernatural *adj.* [ˌsupəˈneɪtʃrəl] — надприродний  
 superstitious *adj.* [ˌsupəˈstɪʃəs] — забобонний  
 supposed to *v.* [səˈpəʊzd] — вважається  
 swing *v.* [swɪŋ] — гойдатися, розмахувати  
 synthesizer *n.* [ˌsɪnθəˈzaɪzə] — синтезатор

## T

table *n.* — таблиця  
 tablet PC *n.* — планшет  
 take a break *v.* — зробити перерву  
 take a stand (on something) *v.* — прийняти рішення  
 take advantage of something *v.* — скористатися чимось  
 take after *v.* — нагадувати когось зовнішністю або характером  
 take apart *v.* — розібрати (на частини)

take it easy *v.* — не перейматися  
 take one's time *v.* — не поспішати  
 take out *v.* — видалити  
 take smth. for granted *v.* [ˈgrɑ:ntɪd] — брати щось на віру  
 take someone's word for it *v.* — вірити комусь  
 take up *v.* — зайнятися  
 tale *n.* [teɪl] — казка, оповідання

talk over *v.* [tɔ:k 'ouvə] — обговорювати  
 talk through one's hat *v.* — нести нісенітницю  
 target audience *n.* ['tɑ:ɡət 'ɔ:diəns] — цільова аудиторія  
 tear *v.* [tiə] — рвати, розривати  
 tear *n.* [tiə] — сльоза  
 technician *n.* [tek'nɪʃn] — технік  
 teen *n.* [ti:n] — підліток  
 tell off *v.* — критикувати  
 temperate ['tempɪrɪt] — помірний  
 termite *n.* ['tɜ:mɪt] — терміт  
 terrific *adj.* [tə'rɪfɪk] — приголомшливий  
 thankful *adj.* ['θæŋkfəl] — вдячний  
 that will do — цього досить  
 the ins and outs *n.* — від початку до кінця (про інформацію тощо)  
 theme *n.* [θi:m] — тема  
 therefore *adv.* [ðə'eɪfɔ:] — отже  
 thief *n.* [θi:f] — злодій  
 think over *v.* — обдумати  
 this is why *adv.* — ось чому  
 thrilling *adj.* ['θrɪlɪŋ] — хвилюючий, захопливий  
 throne *n.* [θroun] — трон  
 thunderstorm *n.* ['θʌndəstɔ:m] — гроза  
 thus *adv.* [ðʌs] — таким чином  
 tickle *v.* [tɪkl] — лоскотати  
 tie *n.* [tai] — краватка  
 till *adv.* — доти, до тих пір, як

## U

unbelievable *adj.* [ʌnbɪ'li:vəbl] — неймовірний  
 uncertain *adj.* [ʌn'sə:tɪn] — невпевнений  
 uncertainty *n.* [ʌn'sə:tntɪ] — невпевненість  
 unclearness *n.* [ʌn'kliənəs] — неясність  
 unconfident *adj.* [ʌn'kɒnfɪdənt] — невпевнений  
 undergo *v.* [ʌndə'ɡəʊ] — зазнавати  
 uneasy *adj.* [ʌn'i:zi] — неспокійний  
 unhealthy *adj.* [ʌn'helθi] — нездоровий  
 unique *adj.* [ju'ni:k] — унікальний  
 universal *adj.* [ju:nɪ'vɜ:sl] — універсальний  
 universe *n.* [ˈju:nɪvɜ:s] — Всесвіт

## V

value *n.* [ˈvælju] — цінність  
 variety *n.* [və'raɪəti] — різноманітність  
 various *adj.* [ˈværiəs] — різний, різноманітний

## W

walk on air *v.* — бути на сьомому небі від щастя  
 warn *v.* [wɔ:n] — застерігати  
 waste *v.* [weɪst] — даремно витратити  
 watch one's step *v.* [wɔ:tʃ] — вести себе обачно

timetable *n.* ['taɪmteɪbl] — розклад  
 tiring *adj.* ['taɪrɪŋ] — виснажливий  
 to make a long story short *adv.* — коротше кажучи  
 to my mind... — на мою думку...  
 tolerant *adj.* ['tɒlərənt] — толерантний, терпимий  
 tornado *n.* [tə'nɑ:dou] — торнадо  
 total *adj.* [təʊtl] — цілковитий, тотальний  
 touch *v., n.* [tʌtʃ] — торкатися; дотик  
 tour guide *n.* [tuə'ɡaɪd] — екскурсвод  
 transform *v.* [trəns'fɔ:m] — перетворювати  
 tribute *n.* ['trɪbjut] — данина  
 triple *v., adj.* [traɪpl] — потроювати; потрійний  
 true-to-life *adj.* — правдивий  
 trumpet *n.* ['trʌmpɪt] — труба  
 trustworthy *adj.* [ˌtrʌst'wɜ:ðli] — надійний  
 try one's hand at something *v.* — спробувати себе в чомусь  
 turn down *v.* — відхилити, відмовити  
 turn out *v.* — виявитися, з'ясуватися  
 turn over a new leaf *v.* — перегорнути нову сторінку  
 turnip *n.* [tɜ:nɪp] — турнепс, ріпа  
 tutor *n.* ['tju:tə] — репетитор  
 TV guide *n.* — телепрограма  
 tweet *v.* [twi:t] — вести записи у Twitter  
 type *v., n.* [taɪp] — друкувати; тип  
 typhoid *n.* ['taɪfəɪd] — тиф

unless *adv.* [ʌn'les] — якби ні  
 unlimited *adj.* [ʌn'lɪmɪtɪd] — необмежений  
 unscramble *v.* [ʌn'skræmbl] — розшифрувати  
 until *adv.* [ʌn'tɪl] — до тих пір доки  
 up in the air *adj.* — невпевнений  
 up to date *adj.* — сучасний  
 up to smb. to decide — вирішувати...  
 upside down *adv.* [ˌʌpsa'daʊn] — догори ногами  
 uranium *n.* [ju'reɪnɪəm] — уран  
 urban *adj.* [ə:bʌn] — міський  
 use up *v.* — використати до останньої краплини

venue *n.* [ˈvenju] — місце проведення  
 vice versa *adv.* [ˌvaɪs(ə)'vɜ:sə] — навпаки  
 virtual *adj.* [ˈvɜ:tʃəl] — віртуальний, уявний

watch out *v.* — стерегтися, бути обережним  
 waterfall *n.* [ˈwɔ:təfɔ:l] — водоспад  
 waterproof *adj.* [ˈwɔ:təpru:f] — водонепроникний  
 weekly *adj.* [ˈwi:kli] — щотижневий



weigh *v.* [weɪ] — важити, зважувати  
 well-bred *adj.* [ˌwelˈbred] — гарно вихований  
 wet blanket *n.* [wetˈblæŋkɪt] — той, хто псує гарний настрій  
 what's more *adv.* — крім того  
 what's up — що трапилось  
 whatever *n.* [wɔːtˈevə] — будь-що  
 whereas *adv.* [wɛərˈæz] — тоді як  
 wherever *adv.* [wɛərˈevə] — будь-де  
 which way the wind blows — яка ситуація насправді  
 while *adv.* [waɪl] — у той час, як

willing *adj.* [wɪlɪŋ] — охочий  
 wipe off *v.* [waɪpˈɒf] — витирати  
 witness *n., v.* [ˈwɪtnɪs] — свідок; бути свідком чогось  
 wizard *n.* [ˈwɪzəd] — чарівник  
 woodwinds *n.* [ˈwuːdwaɪndz] — дерев'яні духові інструменти  
 word for word *adv.* — тими ж словами  
 work out *v.* — виробити або знайти рішення  
 workshop *n.* [ˈwɜːkʃɒp] — майстерня  
 worn out *adj.* [wɔːnˈaʊt] — виснажений  
 wrong *adj.* [rɒŋ] — помилковий, хибний

## Y

yet *adv.* [jet] — проте

## Z

zero *n., adj.* [ˈzɪːrou] — нуль, нульовий

### SOME BRITISH MEASURES

Міри довжини	1 inch ( <i>in</i> ) — дюйм = 2,54 см 1 foot ( <i>ft</i> ) — фут = 12 inches (дюймів) = 0,3 м 1 yard ( <i>yd</i> ) — ярд = 3 feet (футів) = 0,9 м 1 mile ( <i>mi</i> ) — миля = 5 280 feet (футів) = 1609 м
Міри площі	1 square mile ( <i>mi</i> <sup>2</sup> ) — кв. миля = 640 acres (акрів) = 2,6 км <sup>2</sup> 1 acre — акр = 70 × 70 yards = 4 046,9 м <sup>2</sup>
Міри ваги	1 long ton — довга тонна = 2 240 pounds (фунтів) = 1016,05 кг 1 stone — стоун = 14 pounds (фунтів) = 6,4 кг (тільки для маси тіла людини) 1 pound ( <i>lb</i> ) — фунт = 16 ounces (унцій) = 454 г 1 ounce ( <i>oz</i> ) — унція = 28,4 г
Міри об'єму для рідин	1 barrel ( <i>bb</i> <i>l</i> ) — барель = 31–42 gallons (галони) = 140,9–190,9 л 1 gallon ( <i>gal</i> ) — галон = 4 quarters (кварту) = 8 pint = 4,55 л 1 quarter ( <i>qt</i> ) — кварта = 2 pints (пінти) = 1,14 л 1 pint ( <i>pt</i> ) — пінта = 0,568 л

### Співвідношення температурної шкали Фаренгейта та Цельсія

Шкала Фаренгейта	Шкала Цельсія
212°	100°
86°	30°
68°	20°
50°	10°
32°	0°
14°	-10°
0°	-17,8°
-459,67°	-273,15°
$C = 5/9 \times (F - 32)$	

## BRITISH CURRENCY SYSTEM

The official full name **pound sterling** (*plural: pounds sterling*) is used mainly in formal language (GBP = Great British Pound).

1 pound is equal 100 pence.

The coins in circulation	The notes (paper money) in circulation
1 penny, 2 pence, 5 pence, 10 pence, 20 pence, 50 pence, 1 pound, 2 pounds	£5, £10, £20, £50, and £100

### Writing and Saying Amounts of Money

When we write amounts of money in figures, the pound symbol £ is always shown in front of the figures.

**For example:** ‘three hundred pounds’ – ‘£300’.

If an amount of money consists only of pence, we put the letter ‘p’ after the figures.

**For example:** 20p is often pronounced “twenty pee” rather than “twenty pence”. The singular of pence is “penny”.

If an amount of money consists of both pounds and pence, we write the pound symbol and separate the pounds and the pence with a full stop. We do not write ‘p’ after the pence.

**For example:** ‘six pounds fifty pence’ – ‘£6.50’.

When saying aloud an amount of money that consists of pounds and pence, we do not usually say the word ‘pence’.

**For example:** ‘£6.50’ – ‘six pounds fifty’.

**Note also** that the British say ‘2 pounds’, ‘5 pounds’, ‘10 pounds’, etc. for **amounts of money** and ‘2-pound coin’, ‘5-pound note’, ‘10-pound note’, etc. for a **piece of money** (coins and notes).

Slang Terms for British Money	Other slang terms
<p>The slang term for a pound or a number of pounds sterling is ‘quid’ or ‘nicker’ and there are other slang terms for various amounts of money.</p> <p>The term ‘nicker’ is probably connected to the use of nickel in the minting of coins.</p>	<p><b>Fiver</b> = £5,  <b>Lady Godiva</b> (Cockney rhyming slang for a <i>fiver</i>) = £5,  <b>Tenner</b> = £10,  <b>Pony</b> = £25,  <b>Half a ton</b> = £50,  <b>Ton</b> = £100,  <b>Monkey</b> = £500,  <b>Grand</b> = £1000.</p>

## IRREGULAR VERBS

Infinitive		Past		Past Participle		Translation
arise	ə'raɪz	arose	ə'rouz	arisen	ə'rɪzn	виникати
awake	ə'weɪk	awoke	ə'wouk	awaken	ə'weɪkn	просинатися
be	bɪ:	was / were	wɔ:z / wə:	been	bɪ:n	бути
beat	bɪ:t	beat	bɪ:t	beaten	bɪ:tn	бити
become	bɪ'kʌm	became	bɪ'keɪm	become	bɪ'kʌm	ставати
begin	bɪ'gɪn	began	bɪ'gæn	begun	bɪ'gʌn	починати
bend	bend	bent	bent	bent	bent	згинатися
bite	baɪt	bit	bɪt	bitten	bɪtn	кусати
bleed	blɪ:d	bled	bled	bled	bled	кровоточити
blow	blou	blew	blu:	blown	bloun	дути
break	breɪk/	broke	brouk	broken	'broukn	ламати
bring	bɪŋ	brought	brɔ:t	brought	brɔ:t	приносити
build	bɪld	built	bɪlt	built	bɪlt	будувати
burn	bɜ:rn	burnt / burned	bɜ:rnɪt / bɜ:rnɪd	burnt / burned	bɜ:rnɪt / bɜ:rnɪd	горіти
buy	baɪ	bought	bɔ:t	bought	bɔ:t	купувати
catch	kætʃ	caught	kɔ:t	caught	kɔ:t	ловити
choose	tʃu:z	chose	tʃouz	chosen	tʃouzn	вибирати

Infinitive		Past		Past Participle		Translation
come	kʌm	came	keɪm	come	kʌm	приходити
cost	kɒst	cost	kɒst	cost	kɒst	коштувати
cut	kʌt	cut	kʌt	cut	kʌt	різати
dig	dɪg	dug	dʌg	dug	dʌg	копати
do	du:	did	dɪd	done	dʌn	робити
draw	drɔ:	drew	dru:	drawn	drɔ:n	малювати
dream	drɪ:m	dreamt / dreamed	dremt / drɪ:md	dreamt / dreamed	dremt / drɪ:md	мріяти
drink	drɪŋk	drank	dræŋk	drunk	drʌŋk	пити
drive	draɪv	drove	drouv	driven	drɪvn	їхати
eat	i:t	ate	eɪt, et/	eaten	i:tn	їсти
fall	fɔ:l	fell	fel	fallen	fɔ:ln	падати
feed	fi:d	fed	fed	fed	fed	годувати
feel	fi:l	felt	felt	felt	felt	відчувати
fight	faɪt	fought	fɔ:t	fought	fɔ:t	битися
find	faɪnd/	found	faʊnd	found	faʊnd	знаходити
fly	flaɪ	flew	flu:	flown	floun	літати
forget	fə'get	forgot	fə'gɒt	forgotten	fə'gɒtn	забувати



Infinitive		Past		Past Participle		Translation
forgive	fə'gɪv	forgave	fə'geɪv	forgiven	fə'gɪvɪn	вибачати
freeze	fri:z	froze	frouz	frozen	frouzn	замерзати
get	get	got / got	gɒt	got / gotten	gɒt / gɒtn	одержувати
give	gɪv	gave	geɪv	given	gɪvɪn	давати
go	gəʊ	went	went	gone	gɒn	йти
grow	grəʊ	grew	gru:	grown	grəʊn	рости
hang	hæŋ	hung	hʌŋ	hung	hʌŋ	висіти
have	hæv	had	hæd	had	hæd	мати
hear	hɪə	heard	hɜ:d	heard	hɜ:d	чути
hide	haɪd	hid	hɪd	hidden	hɪdn	ховати
hit	hɪt	hit	hɪt	hit	hɪt	вдаряти
hold	həʊld	held	held	held	held	тримати
hurt	hɜ:rt	hurt	hɜ:rt	hurt	hɜ:rt	завдавати болю
keep	kɪ:p	kept	kept	kept	kept	тримати; зберігати
know	nəʊ	knew	nju:	known	nəʊn	знати
lay	leɪ	laid	leɪd	laid	leɪd	класти
lead	li:d	led	led	led	led	вести

Infinitive		Past		Past Participle		Translation
learn	lə:n	learnt / learned	lə:nt/ læ:nd	learnt / learned	lə:nt/ læ:nd	вчити
leave	li:v	left	left	left	left	залишати
lend	lend	lent	lent	lent	lent	позичати (комусь)
let	let	let	let	let	let	дозволяти
lie	lai	lay	lei	lain	lein	лежати
lose	lu:z	lost	lɔst	lost	lɔst	втрачати
make	meik	made	meid	made	meid	робити
mean	mi:n	meant	ment	meant	ment	означати
meet	mi:t	met	met	met	met	знайомитися, зустрічатися
pay	pei	paid	peid	paid	peid	платити
put	put	put	put	put	put	ставити, класти
read	ri:d	read	red	read	red	читати
ride	raid	rode	roud	ridden	ridn	їхати верхи
ring	riŋ	rang	ræŋ	rung	rʌŋ	телефонувати
rise	raiz	rose	rouz	risen	rizn	підійматися
run	rʌn	ran	ræn	run	rʌn	бігти
say	sei	said	sæd	said	sæd	казати

Infinitive		Past		Past Participle		Translation
see	sɪ:	saw	sə:	seen	sɪ:n	бачити
sell	sel	sold	sould	sold	sould	продавати
send	send	sent	sent	sent	sent	відправляти
set	set	set	set	set	set	установлювати
shake	ʃeɪk	shook	ʃu:k	shaken	ʃeɪkn	трясти
shine	ʃaɪn	shone	ʃoun	shone	ʃoun	сяяти
shoot	ʃu:t	shot	ʃɒt	shot	ʃɒt	стріляти
show	ʃou	showed	ʃoud	shown	ʃoun	показувати
shut	ʃʌt	shut	ʃʌt	shut	ʃʌt	закривати
sing	sɪŋ	sang	sæŋ	sung	sʌŋ	співати
sink	sɪŋk	sank	sæŋk	sunk	sʌŋk	тонути
sit	sɪt	sat	sæt	sat	sæt	сидіти
sleep	slɪ:p	slept	slept	slept	slept	спати
smell	smel	smelt / smelled	smelt / smeld	smelt / smelled	smelt / smeld	пахнути
speak	spi:k	spoke	spouk	spoken	spoukn	розмовляти
spell	spel	spelt / spelled	spelt / speld	spelt / spelled	spelt / speld	називати по буквах
spend	spend	spent	spent	spent	spent	витрачати; проводити

Infinitive		Past		Past Participle		Translation
spoil	spɔɪl	spoilt / spoiled	spoilt / spoild	spoilt / spoiled	spoilt / spoild	псувати
stand	stænd	stood	stu:d	stood	stu:d	стояти
steal	sti:l	stole	stouɫ	stolen	stouɫn	красти
strike	straɪk	struck	straɪk	struck	straɪk	вдаряти
swim	swɪm	swam	swæm	swum	swʌm	плавати
take	teɪk	took	tu:k	taken	teɪkn	брати
teach	tɪ:tʃ	taught	tɔ:t	taught	tɔ:t	вчити (когось)
tear	tiə	tore	tɔ:	torn	tɔ:n	рвати
tell	tel	told	tould	told	tould	розповідати
think	θʌŋk	thought	θɔ:t	thought	θɔ:t	думати
throw	θrou	threw	θru:	thrown	θroun	кидати
under-stand	ʌndə'stænd	understood	ʌndə'stud	understood	ʌndə'stud	розуміти
wake	weɪk	woke	wouk	woken	woukn	будити
wear	weə	wore	wɔ:	worn	wɔ:n	носити (одяг)
win	wɪn	won	wʌn	won	wʌn	перемогати
write	raɪt	wrote	rou	written	raɪtn	писати



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