

О. С. Любченко, О. М. Любченко, Н. В. Тучина

АНГЛІЙСЬКА МОВА

English

9

ОСНОВА
PUBLISHED BY

Рекомендовано Міністерством освіти і науки України
(наказ Міністерства освіти і науки України від 20.03.2017 р. № 417)

Видає державним коштом. Продаж заборонено

Експерти, які здійснили експертизу даного підручника під час проведення конкурсного відбору проектів підручників для 9 класу загальноосвітніх навчальних закладів і зробили висновок про доцільність надання підручнику грифа «Рекомендовано Міністерством освіти і науки України»:

Н. М. Биховець – старший науковий співробітник Інституту мовознавства ім. О. О. Потебні
Національної академії наук України

Н. М. Тилятинська – методист іноземних мов Бучацького районного комунального
методичного кабінету, Тернопільська область, учитель-методист

О. П. Грубенська – учитель англійської мови НВК «Школа-гімназія-ліцей № 10»
м. Бердичева, Житомирська обл., учитель-методист

Автори:

Олександр Сергійович Любченко — учитель англійської мови
Харківської спеціалізованої школи I–III ступенів № 162;

Ольга Миколаївна Любченко — учитель англійської мови Харківського фізико-математичного ліцею № 27;

Наталія Василівна Тучина — канд. пед. наук, декан факультету іноземної філології, професор кафедри
англійської філології Харківського національного педагогічного університету ім. Г. С. Сковороди

Любченко О. С.

Л93 Англійська мова (9-й рік навчання). Підруч. для 9 кл. загальноосвіт. навч. закл. English. Year 9. A textbook for the ninth form of secondary schools / О. С. Любченко, О. М. Любченко, Н. В. Тучина. — Х. : Вид. група «Основа», 2017. — 207 [1] с. : іл.

ISBN 978-617-00-2893-8.

Підручник розраховано на учнів загальноосвітніх навчальних закладів, які вивчають англійську мову дев'ятого року.

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: мовленнєвої, мовної, соціокультурної, діяльнісної (стратегічної).

Навчальний матеріал підручника розраховано на 2 навчальні години на тиждень, з урахуванням годин на проведення семестрового контролю навчальних досягнень учнів з аудіювання, говоріння, читання й письма.

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

Акцент робиться на групові та парні форми роботи, розвиток навичок критичного мислення та ключових компетенцій.

За бажанням учні й учителі можуть скористатися безкоштовним електронним додатком (<http://book.osnova.com.ua/tests/english-9-2017>) для проведення аудіювання та перевірки набутих знань, умінь і навичок.

УДК [811.111:37.016](075.3)

CONTENTS

STARTING UP	Mamma, it was summer!	5
	<i>Lesson 1</i> Zest of Rest	6
	<i>Lesson 2</i> So Vast Past!	8
	<i>Lesson 3</i> All roads lead to school	10
UNIT 1	Vulture Culture?	11
	<i>Lesson 1</i> Youth must be served	12
	<i>Lesson 2</i> Apparent Gerund	14
	<i>Lesson 3</i> Flow from ago	17
	<i>Lesson 4</i> Cheering volunteering	19
	<i>Lesson 5</i> Rubbing clubbing	21
	<i>Lesson 6</i> Smooth youth?	24
	<i>Lesson 7</i> Daring and caring	26
	<i>Lesson 8</i> Vision of revision	28
UNIT 2	Lobbying Hobbying	31
	<i>Lesson 1</i> Nothing but a hobby	32
	<i>Lesson 2</i> No fake – “DO” or “MAKE”?	34
	<i>Lesson 3</i> Time to spare round the year	36
	<i>Lesson 4</i> Snobby hobby	38
	<i>Lesson 5</i> The world is your oyster	41
	<i>Lesson 6</i> With bells on	43
	<i>Lesson 7</i> It really takes...	45
	<i>Lesson 8</i> Session of expression	47
UNIT 3	Gobs of Jobs	50
	<i>Lesson 1</i> Perch to search	51
	<i>Lesson 2</i> A word about the future	52
	<i>Lesson 3</i> Jerk to work	56
	<i>Lesson 4</i> Trait under debate	58
	<i>Lesson 5</i> Agitation of application	60
	<i>Lesson 6</i> Going through an interview	62
	<i>Lesson 7</i> Steer for career	65
	<i>Lesson 8</i> Perks of works	68
UNIT 4	Strain to Entertain	71
	<i>Lesson 1</i> Outline and define	72
	<i>Lesson 2</i> The Massive Passive	74
	<i>Lesson 3</i> Envision television	77
	<i>Lesson 4</i> Speedier media	78

<i>Lesson 5</i>	Slated and debated	81
<i>Lesson 6</i>	Galloping developing	84
<i>Lesson 7</i>	Strife of life	85
<i>Lesson 8</i>	Recall above all	88

UNIT 5 Reliance on Science 92

<i>Lesson 1</i>	Dimension of invention	93
<i>Lesson 2</i>	Plurality of modality	95
<i>Lesson 3</i>	Fundamental and accidental	99
<i>Lesson 4</i>	Gallant talent	101
<i>Lesson 5</i>	Recovery of discovery	104
<i>Lesson 6</i>	Continuous genius	107
<i>Lesson 7</i>	Truncheon of luncheon	109
<i>Lesson 8</i>	Spark in the dark	112

UNIT 6 Legislature of Nature 116

<i>Lesson 1</i>	Aware of affair	117
<i>Lesson 2</i>	Aligning non-defining	118
<i>Lesson 3</i>	Cadastre of disaster	121
<i>Lesson 4</i>	Bitter litter	123
<i>Lesson 5</i>	Sure to cure	125
<i>Lesson 6</i>	What about sunshine?	127
<i>Lesson 7</i>	Addiction to fiction	128
<i>Lesson 8</i>	Wrap up and back up	131

UNIT 7 Fit in Britain 134

<i>Lesson 1</i>	Groundbreaking and breathtaking	135
<i>Lesson 2</i>	Rise to revise	138
<i>Lesson 3</i>	For all of the capital	141
<i>Lesson 4</i>	Story of glory	144
<i>Lesson 5</i>	Grace of a place	147
<i>Lesson 6</i>	Know how to go	151
<i>Lesson 7</i>	View of a stew	154
<i>Lesson 8</i>	Neat and complete	157

APPENDIX Reference 161

Grammar Reference	162
Exam tips	174
Glossary	180
Useful Phrases	194
Conversational Formulas	195
Scripts	196
Irregular Verbs	202
Keys	206

STARTING UP

Mamma, it was summer!



Tip of the unit:
Be systematic!

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

Playing computer games, playing sports, going to a summer camp, boating, playing hopscotch, blowing bubbles, fishing, painting, going to amusement parks, flying a kite, yachting, canoeing, smartphoning, swimming, horse riding, biking, camping out.

b) Which of them are:

- exciting?
- quiet?
- childish?
- expensive?
- interesting?
- entertaining?
- boring?
- dangerous?

Explain why you think so.

c) In small groups, arrange the activities above in the order of importance, and then compare your results with the rest of the class.

2. In pairs, exchange your memories about the summer holidays.

What was your sweetest memory? What upset you most? Why? Did you take up any of the activities from Ex. 1? What were they?

3. When we talk about some events in the past, we normally use one of the Past tenses – Past Simple, Past Continuous or Past Perfect.

Read Jason Blake's email to his Liverpool schoolmate Edward and decide, which of the Past Tenses the verbs in **bold** belong to:

- 1) Which of the verbs just state a fact of an event in the past? What grammar tense is used?
 - 2) Which ones are about the actions happening at a certain moment or during a certain period of time? What grammar tense is used?
 - 3) Which ones tell us that one action in the past took place before another action? What grammar tense is used?
- (You may consult Grammar Reference on p. 162)

Today's idiom

to let one's hair down – to become more relaxed

Today's phrasal verb

to rest up (from something) – to recover



To: ed_2003@yahoo.co.uk

Subject: Hello from Ukraine!

Hi Ed,
Hope you're doing fine.

I **was** absolutely busy in summer with all that moving stuff, you know. Before I left the UK (and that **was** in late August) I **had done** such a lot of things! I **decided** to take up a summer job to get some extra money, and my mum and dad **agreed** that it **was** not a bad idea, so in June and July I **worked** as a paperboy in the mornings and **washed** cars in my mum's cousin's garage later in the day. While I **was working** there I **learned** a lot of useful things about cars and even **learned** how to drive.

After my garage experience **had been** over my aunt **suggested** hiring me as an aid in her clothes shop. The job **was** simple – sticking price tags on clothes, and it **was paid** well, but how boring it **was**! I **was sitting** in the back room all day and **sticking** those tags on shirts, skirts and pants. My mum **said** it **was** good for teaching me how to be patient and attentive, but I **was thinking** then it **was** just horrible.

Anyway, after it all **had finished** and I **had earned** something to take with me, I finally **came** to Ukraine. I **hadn't had** enough time to do some real sightseeing before the school **started**, but what I **had seen**, **was** at least interesting.

Well, gotta run now, hope to hear from you soon.

Take care,
Jason

4. Look at the pictures below about summer jobs the teenagers did during their summer holidays and say what jobs those are. In pairs, choose any two summer jobs and make a list of at least three things those teenagers did at work. Discuss your lists with the class for possible additions or changes.



5. Did you or your friends take up any summer jobs this summer? What were they – something from above or something different? What did you do while doing the job? Describe the job you or your friends did to your deskmate, then share the results with the rest of the class and find out what summer job was most popular with teenagers this summer.

6. In pairs, prepare and make a presentation “Summer Jobs for Teenagers – For and Against”.

Quick Grammar Aid – Past Tenses

We use Past Tenses for actions that happened some time ago and have no direct connection with the time when we are talking about them.

Past Simple is used to say

▶ that the actions happened in the past for some time:	I <i>went</i> to school in Liverpool. (I am giving a fact.)
▶ about a single action in the past:	On my way to school I <i>stopped</i> at the corner.
▶ about a few actions happening one after another:	She <i>came</i> home, <i>opened</i> the door, <i>turned on</i> the lights and <i>saw</i> a ghost.

Past Continuous is used for actions that happened at a specified moment or period of time in the past indicated by:

▶ exact time:	They <i>were doing</i> their homework at 8 p.m.
▶ a single action in the past:	They were doing their homework <u>when</u> their mother came. (Pay attention to the use of <i>when</i> in such sentences.)
▶ a period of time:	They <i>were doing</i> their homework <u>from</u> 7 <u>till</u> 9 p.m. (Pay attention to the use of from ... till ...in such sentences.)
▶ two or more actions in the past that took place at the same time:	They <i>were doing</i> their homework <u>while</u> their Dad <i>was cleaning</i> the house and their granny <i>was cooking</i> dinner for the family. (Pay attention to the use of while in such sentences.)

IMPORTANT! Past Continuous is always about unfinished actions.

Past Perfect is used for actions that happened before a specified time in the past indicated by:

▶ actions in Past Simple:	They <i>had washed</i> the dishes <u>before</u> they <i>started</i> doing their homework. OR They <i>started</i> doing their homework <u>after</u> they <i>had washed</i> the dishes. – washing the dishes happened earlier than doing homework. (Pay attention to the use of before and after in such sentences. Memorize a simple rule: <i>Past Perfect is used before “before” and after “after”.</i>) OR They <i>had washed</i> the dishes <u>by</u> the time their mother <i>came</i> . (Pay attention to the use of by in such sentences.)
▶ exact time in the past:	They <i>had washed</i> the dishes <u>by</u> 7 p.m. (Pay attention to the use of <i>by</i> in such sentences.)

IMPORTANT! Past Perfect is most often used in complex sentences with two actions in the past to compare.

Lesson 2

SO VAST PAST!

1. Put the verbs into the correct tense (Past Simple or Present Perfect).
REMEMBER: we use Present Perfect when we are more interested in the result and Past Simple – when we are more interested in the time.

Use the *Quick Grammar Aid* to help you.

1. A: (you / play / already) the new computer game?
B: No, not yet. I only (buy) it yesterday and I (have / not) the time yet.
3. A: (you / go) to the cinema last night?
B: Yes. I (be) there with Sue and Louis. (you / be) to the cinema recently?
5. A: I last (go) to the cinema two weeks ago.
B: So you (see / not) the new action film yet.
7. A: No, unfortunately not. (you / enjoy) it?
B: Oh, I really (love) it. But Sue (like / not) it – too much action!
9. A: But why (you / take) her with you? She (tell) me last week that she (hate) action films.
B: I think she has an eye on Louis. She (try) to talk to him all the time. So he (can / concentrate / not) on the film.

Today's idiom

to rest on one's laurels – to make no effort to do anything because of the previous success

Today's phrasal verb

to loosen up – to become relaxed or informal

2. Put the verbs into the correct tense (Past Simple or Past Continuous).

1. When I (do) the washing-up, I (break) a plate.
2. While Tom (play) the piano, his mother (do) the washing-up.
3. He (drink) some juice and then he (eat) a few chips.
4. I (have) dinner when I suddenly (hear) a loud bang.
5. When my father (work) in the garden, an old friend (pass) by to see him.
6. She (go) to school, (take) out her textbook and (begin) to learn.
7. When it (start) to rain, our dog (want) to come inside.
8. When Jane (do) a language course in Ireland, she (visit) Blarney Castle.
9. When I (be) on my way home, I (see) an accident.
10. I (not / understand) what they (talk) about.



3. Put the verbs into the correct tense (Past Simple or Past Perfect).



1. We (throw) away the flowers that we (bring).
2. Wendy (send) the letter that she (write).
3. The gardener (trim) the trees that he (plant).
4. I (get) into the taxi that my friend (order) for me.
5. She (wear) the jumper that her mum (knit).
6. Yesterday a boy (destroy) the snowman that we (build).
7. Jimmy (tell) us about the film that he (see).
8. We (find) the mobile phone that Marvin (lose).
9. He (sing) a song that I (hear / never).
10. Catherine (open) the window that I (close / just).

4. Choose the correct tense forms – *Past Simple, Past Continuous, Past Perfect*

1. We (not go) to the cinema last week.
2. My brother (break) the cup that I (wash) only a minute before.
3. Yesterday at nine he (sit) in front of his computer.
4. When their mum got home, the boys (watch) TV.

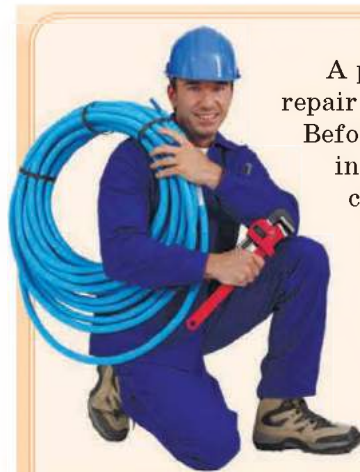


5. Choose the best tense form to complete the sentences about the situations in the past.

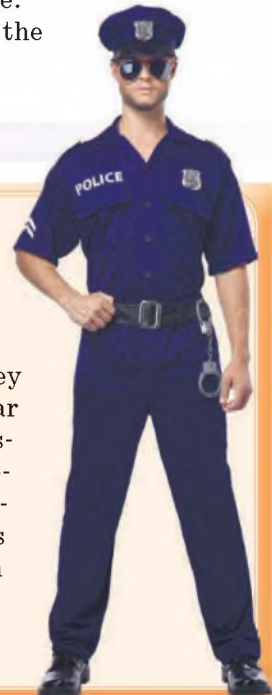
1. I was exhausted at the end of the exam. I (write) too much.
2. When thieves stole my favourite leather jacket, I was really upset. I (have) it for over ten years.
3. Please step out of the car, Mr. Jones. Do you realise you (drive) at over 90 mph?
4. We didn't really want to go and see the musical again. We (already see) it twice – so we (say) "no" and we (go) to a restaurant instead!
5. I arrived over an hour late to the office and everyone was working. Actually, they just (start) to work on a new project and I (feel) really guilty.
6. The kitchen was full of steam when we arrived. Joan (be) in the kitchen and she (cook) a huge meal for everyone at the party.
7. It was a bit embarrassing to arrive at their house and find Mary looking so sad. I think she (cry) before we (get) there.
8. No-one even noticed when I got home. They (all watch) the big game on TV.



6. Put the verbs in appropriate tenses and read the story.



A plumber (*come*) to our house yesterday. He (*want*) to repair our washing machine that (*break*) a few days before. Before he (*ring*) at my door, he (*look*) for a parking space in the street. While the plumber (*repair*) the washing machine, I (*watch*) the news. Suddenly, I (*realise*) that they (*show*) our street on TV. The reporter (*say*) that a car (*crash*) into a stop sign just before reaching the crossroads. While I (*listen*) carefully to what (*happen*), someone (*knock*) at my door. I (*open*) the door and (*see*) a police officer standing there. He (*ask*) for the plumber. As it (*turn*) out, it (*be*) our plumber's car that (*roll*) down the street. In his haste, the plumber (*forget*) to put the handbrake on.



Lesson 3

ALL ROADS LEAD TO SCHOOL

1. In pairs, think about an acrostic on the word “summer”. Discuss the acrostics in class and decide which one is the best.

S

U

M

M

E

R

Today's idiom

to learn the ropes –
to learn how to do
something properly

Today's phrasal verb

to goof off / around –
to waste time

2. Listen to a Skype conversation between Ed and his friend from Ukraine – Polina. What were Ed's summer experiences? How does he feel about them? Take brief notes while listening.

3. Fill in the table with Ed's summer experiences according to what you have heard.

Positive experiences	Negative experiences

4. Make up new sentences so that they had the same meaning as the sentences from the dialogue.

- 1) I had too much work to do. – There was ...
- 2) My summer was anything pleasant or special. – There was ...
- 3) We hardly ever saw each other. – We practically...
- 4) There was a person who shared my ideas. – My ideas...
- 5) Somebody had got a home essay to write. – There had...



5. Decide which of *your* summer experiences were more positive and which – more negative and fill in the table below.

- Tell the class about your summer experiences.
- Explain your ideas using the today's phrasal verb and idiom.

Don't forget to use Past tenses.

Positive experiences	Negative experiences

6. Write a letter to your imaginary English pen-friend (David or Mary) and tell them about your summer using the Past tenses (Past Simple, Past Continuous and Past Perfect).

UNIT 1

Vulture Culture?




Tip of the unit:
Be regular!

Lesson 1

YOUTH MUST BE SERVED

1. Do you know what a “cinquain” is? It is a short five-line (from the French “cinq” – “five”) poem with no rhyme. Look at the example:

The phrasal verb of the unit:
to break



*Computer
Cold, silent
Thinking, Producing, Calculating
Smarter than me, maybe?
Machine*

Line 1 – One word, also the title
Line 2 – Two adjectives that describe the word in line one
Line 3 – Three words with more information about the subject.
Line 4 – Four words that show emotion about the subject – either individual words or a phrase/sentence
Line 5 – Synonym of the title or a word very similar to it.

Today's idiom

to have a ball – to enjoy oneself greatly

Today's phrasal verb

- to break away* – to escape from captivity
- to break away from* – to leave and become independent

In pairs, make a cinquain about **youth** on an A4 piece of paper. Each pair posts their poem on the board, and the class votes for the best cinquain.

2. a) Look at the pictures of representatives of some popular youth subcultures on p. 11. What do they look like? What do you feel when looking at them? You may use the following words: *aggressive, attractive, arrogant, cheeky, glamorous, picturesque, strange, weird, freak, funny, dangerous, etc.*

b) Choose one picture and describe it. Tell about:

- people's appearances
- people's clothes
- people's possible behaviour

Use the words above or add words of your own.

3. Read an extract from the article on youth subcultures and find the representatives of those among the pictures above. Explain your choice.

Did you know?

12% of the population in England and Wales were aged 16–24 in 2011, down from 16% in 1911.

Young people have always tried to find out where and what they are in this world by trying to **stand out of the crowd**. It may most easily be done by protesting against the adult society, its rules and values. That is why a lot of youth subcultures appeared **in the late 20th century**. They were mainly based on different music styles and teenagers tried to copy their idols in everything – appearances, fashion, preferences and lifestyles. Of



course, they differed greatly – from peaceful *hippies* to aggressive *skinheads*. Then came *rockers* and later *metallers* with their black leather jackets and Harley Davidsons, but... **it all was gone in a short while**. With time, the idea of seeing the future as dark and hopeless **dominated the minds**, and youth groups turned from rebellious to negatively **apathetic**. The appearances turned into a mixture of aggression and absurdity (*punks*) or into a contrast between black clothes and whitened skin (*Goths*), or brought up unnatural hair colours – mainly pink (*Emos*). But with the development of the Internet **everything has gone a different way...**



4. In pairs, find the ways to replace the words and phrases in bold in the article with their synonyms. Then, close your books and try to use these words and phrases to reconstruct the article to the class. In class, decide, which of the reconstructions was closest to the article.
5. In groups, discuss the order, in which the youth subcultures mentioned in the article appeared. Use your personal knowledge and experience. Discuss the results in class.
6. Speaking. Which of the subcultures have you personally known? Where and how did it happen? What were your impressions? Share your experiences with the class.
7. The key idea of any youth subculture is some kind of protest against society. Imagine you want to create a subculture of your own. What will it be like? Will it be more peaceful and quiet or more cheeky and aggressive? Will there be any special clothes? Makeup? Artifacts? Write a short passage of about 70–80 words.



Vulture Culture?

All photos and images used in the textbook have been taken from free Internet resources

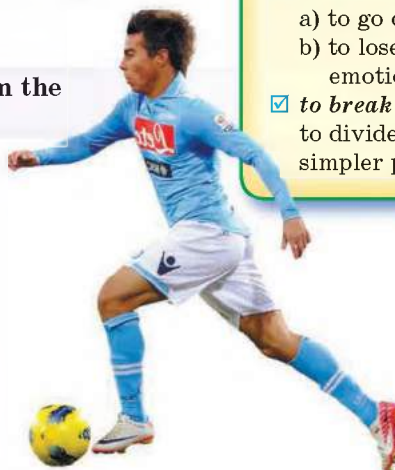
1. Compare the words in *italics* in the following sentences. Can we say that the same form expresses the same meaning? Do they belong to the same or different parts of sentence?

- 1) I'm *reading* a book.
- 2) *Reading* is my favourite hobby.
- 3) The girl *reading* a book is my sister.
- 4) My brother hates *reading*.
- 5) After *reading* the note he made a phone call.

Look through the Quick Grammar Aid on p. 16 and decide, which of the words in *italics* in sentences 1–5 are gerunds, and which are not. Explain your choice.

2. Complete the sentences with the gerunds formed from the infinitives in brackets.

- 1) The government encourages (recycle).
- 2) She is tired of (wash) dishes every night.
- 3) He understood her (leave) so soon.
- 4) He went (fish) with his father.
- 5) He is afraid of (take) the test.
- 6) Kelly suggested (take) us home.
- 7) Her reaction to (win) the Oscar was a bit odd.
- 8) He denied (take) the car.
- 9) Russell was discouraged by (not win) that match.
- 10) Sheila is starting (work) there next week.



Today's idiom

to chance one's arm – to decide to do something even though there is little hope of success

Today's phrasal verb

- to break down* –
 - a) to go out of order;
 - b) to lose control of one's emotions
- to break (sth) down* – to divide in smaller or simpler part

3. Arrange the words in the following statements in the proper order. Decide, which of the *-ing* forms are gerunds and which are not. Explain your choice.

1) *about / discussing / breaking / Dr. Mortimer's / walking / were / they / the / news / stick.*

2) *sitting / has / message / the / room / after / house / been / incoming / Susan / waiting / for / the / in / her / cleaning.*

3) *lecture / the / on / building / computer / a / centre / by / doctor / presentation / using / was / giving / smoking / in / the / conference / of / the / a.*

4. Complete the sentences with corresponding gerunds. Explain each of your choices. Consult the Quick Grammar Aid on p. 16 if you need.

1. They don't mind (wait) outside.
2. I postponed (paint) the wall for the next weekend.
3. Now I understand that (go) to that party was a mistake.
4. Sue enjoys (dance).
5. The advantages of (go) by train were clearly visible.



6. Joshua mentioned (run away) from the police in his story.
7. (Find) them became his main goal.
8. Don presented me a new (fish) rod.
9. He is proud of (be) a member of the team.
10. This dress isn't worth (buy).

5. Complete the sentences using the gerund form where it is *strictly* necessary. Explain your choice.

1. Laura keeps (repeat) the same sentence.
2. He started (shout) at his friends.
3. He forgot (water) the flowers and Mom reminded him about.
4. Diana hates (read) short stories.
5. Sarah can't help (be) so charming.
6. There is no harm in (be) careful.
7. Our Dad continues (work) for this newspaper.
8. I forgot (water) the flowers and watered them one more time.
9. Jack completed (fix) the car.
10. He denied (take) my new camera.

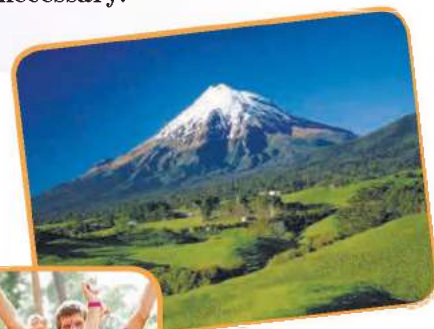


Did you know?

In 2012, 14 % of brides in the UK were under 25, compared with 76 % in the late 1960s.

6. Complete the sentences with the verbs in brackets. Use Gerund where necessary. If the two variants (gerund or infinitive) are possible, write down both of them.

1. I don't mind (go) with you. We are going (camp) next week.
2. You mentioned (take) a break.
3. We really recommend (climb) that mountain.
4. My reasons for (accept) the position are well known.
5. Mother returned home and my brothers stopped (fight).
6. I regret (tell) her about it. She told everyone.
7. Donna dislikes (stay) at home alone.
8. Jane keeps (forget) her keys.
9. David is starting (work) there next week.
10. This guy is known for (break) the rules.
11. Nate won the prize for (write) that amazing short story about (travel) to Japan.
12. If he avoids (waste) money that we keep (make) the trip, we plan on (leave) in June.
13. Samantha kept (have) problems with her computer at work, so she suggested (shut) down the computer and (restart) it.
14. She finished (cook) at about four and went for a walk.
15. Don't forget (buy) some bread. We don't have any left.



Quick Grammar Aid – The Gerund

The gerund looks exactly the same as a present participle, but there is a difference between the two. The gerund always has **the same function as a noun** (although it looks like a verb).

It is sometimes quite difficult to understand the difference between using the gerund and the infinitive.

The basic difference between gerunds and infinitives is the following:

Using a **gerund** suggests that you are talking about **real activities or experiences**.

Using an **infinitive** suggests that you are talking about **potential or possible activities or experiences**.

The gerund answers the questions “What?” or “Doing what?”

IN THE SENTENCE:

THE GERUND MAY BE THE SUBJECT OF THE SENTENCE	<i><u>Flu</u>ing makes me nervous.</i>
THE GERUND MAY BE THE COMPLEMENT OF THE VERB 'TO BE'	<i>The hardest thing about learning English <u>is understanding</u> the gerund.</i>
THE GERUND IS USED AFTER PREPOSITIONS The gerund must be used when a verb comes after a preposition. This is also true of certain expressions ending in a preposition, for example the expressions in spite of or there's no point in.	<i>She is good <u>at painting</u>. We arrived in Madrid <u>after driving</u> all night.</i>
THE GERUND MUST BE USED AFTER PHRASAL VERBS Phrasal verbs are composed of a verb + preposition or adverb .	<i>When will you <u>give up smoking</u>?</i>
There are some phrasal verbs with "to" as a preposition (e.g. to look forward to, to take to, to be accustomed to, to get around to, to be used to). It is important to know "to" is a preposition in these cases and it must be followed by a gerund. It is not part of the infinitive. You can check whether "to" is a preposition or part of the infinitive. If you can put the pronoun "it" after the word "to" and form a meaningful sentence, then the word "to" is a preposition and must be followed by a gerund.	<i>I <u>look forward to hearing</u> from you soon. I am <u>used to it</u>.</i>
THE GERUND IN COMPOUND NOUNS In compound nouns using the gerund, it is clear that the meaning is that of a noun, not of a continuous verb. For example, with the word "swimming pool" it is a pool for swimming in, it is not a pool that is swimming.	<i>I am giving Sally a <u>driving lesson</u>. I bought some new <u>running shoes</u>.</i>
THE GERUND MUST BE USED AFTER SOME EXPRESSIONS The gerund is necessary after the expressions can't help, can't stand, to be worth, and it's no use .	<i>She <u>couldn't help falling</u> in love with him. I <u>can't stand waiting</u>. It's <u>no use trying</u> to escape. This song <u>is worth listening</u>.</i>

ALSO:

▶ The word "go" + sports or recreational activities usually take a gerund.	<i>"Let's <u>go shopping</u>". "They <u>went skiing</u>".</i>
▶ Expressions with the words " have ", " spend " and " waste " take a gerund.	<i>"She <u>had fun skiing</u>". "He <u>wasted all his time worrying</u>".</i>

See the lists of verbs that take only a gerund or can take both gerunds and infinitives, with only a slight difference in the meaning, or verbs take both gerunds and infinitives, but with a significant difference in the meaning on p. 163.

Lesson 3

FLOW FROM AGO

1. Work in chain. Look at the beginnings of the questions and continue them. Ask your partner to give brief answers about yesterday's activities.

Why did you...? What was ...? Where were ...?

What did you ...? How could you ...? How often ...?

Where did ...? How long ...? What kind of ...?

Why should you ...? How far ...? Could you try ...?

Today's idiom

to come up in the world – to become richer and of a higher social status than before

Today's phrasal verb

- ☑ *to break free* – to free oneself
- ☑ *to break in/into* – to enter by force

2. Look at the pictures of representatives of youth subcultures.

- 1) Which of them can you identify?
- 2) Which of them were NOT mentioned in the article in Lesson 1?
Check yourself with the key to the pictures at the end of the lesson.
- 3) What names are completely new or unknown to you?



Vulture Culture?

All photos and images used in the textbook have been taken from free Internet resources

3. You are going to listen to a radio interview. Look at the words you are going to come across in the interview (A) and try to match them to their meanings (B).

A	B
bald	symbol
dye	die out
hostility	funny
attribute	aggression
amusing	paint
fade away	hairless



Think how you can use the words from column A to describe the pictures above.

4. Look at the questions below and try to find answers to those questions you think you can answer. Then listen to a part of a radio show to find out if your guesses were correct and give answers to ALL the questions.

- 1) Which of the youth subcultures above are mentioned in the interview?
- 2) Which are not?
- 3) What age groups are mentioned and in what context?
- 4) What are the reasons for young people to give up a subculture?
- 5) Can we identify various subcultures now? Why / Why not?
- 6) What is said about music styles followers?
- 7) The interview is not finished. How do you think the last question will be answered?

Did you know?

The number of young people aged 16–24 in full-time education more than doubled between 1984 and 2013.

5. Do you know any representatives of youth subcultures? What can you say about them? What kind of people are they?
6. What do you personally think of youth subcultures? Do you think they are necessary or young people could easily do without them? Interview your classmates using the following form, then sum up the results to make a single chart for the class.

Absolutely necessary	I already belong to one – (say what)	I'd like to try ... (say what)	I don't care	Absolutely unnecessary

7. Choose one of the youth subcultures from the key words at the end of the lesson, search the Internet or other resources for information about it and prepare a brief presentation. Say about:

- where and when they appeared
- what their general idea was
- what characteristic features they had (clothes, hairstyle, makeup, artifacts).

Answers Ex. 2
CyberGoths, cyberpunk, emo, football fans, football fans, football hooligans, gamers, goth, graffiti maker, heavy-metal, hippies, pokemon going, punks, reanactor, rocker, skinhead, workout

Lesson 4

CHEERING VOLUNTEERING

1. Work in groups of 3 or 4. In turns, tell your deskmate any word related to the current topic and they have to reply with another related word that has any letter from the word you have said and so on with the whole group.

2. Listen to the second part of the interview with Dr. Epstein and find if you can spot any of the words from Ex. 3, Lesson 3. In what context are they used by the speaker? Try to restore the sentences with these words.

3. Answer the following questions about the interview.

- 1) Which of the pictures from p. 17 apply to the second part of the interview?
- 2) How does Dr. Epstein see the future of youth subcultures?
- 3) What reasons for that does she provide? Do you agree with them? Why?
- 4) Why do the subcultures that attracted Dr. Epstein stand out of the common picture?
- 5) Where nowadays can you see real skinheads? Explain, please.
- 6) Why does Dr. Epstein not want to speak about football fans?
- 7) Can you replace Dr. Epstein in describing what football fans and football hooligans are using the pictures from p. 17?

4. Read the following web site information to find out about the alternative way for young people to spend their time and match the activities mentioned with the pictures below.

Today's idiom

to come / turn up trumps – to achieve unexpectedly good results

Today's phrasal verb

- to break in on smth* – to interrupt smth unexpectedly
- to break off* –
 - a) to stop sth;
 - b) to stop speaking



Vulture Culture?


All photos and images used in the textbook have been taken from free Internet resources

https://volunteermatters.org.uk

Positive Futures is a youth-led programme offering fantastic volunteering opportunities for young people aged between 13 and 25 as volunteers or leaders.

We believe that children and young people can make all the difference to their communities and their lives through volunteering.

Volunteering helps young people make a positive difference in their communities. It not only boosts their confidence and expands their social circle, it enhances their life skills and future job opportunities.



Behind Every Kick offers football coaching and support to young people in the community.

Youth volunteering in health & care – young people support the health and care of others, with a positive effect on patients and the community.



Full-time volunteering is a unique opportunity for people between 18 and 35 to take the challenge of living away from home for 6–12 months.

Get Out Get Active encourages disabled and non-disabled people to take part in and enjoy activity together UK wide.

Learn Together supports children and young people one-to-one with their reading, maths and languages in schools and community.

Learning Matters covers learning opportunities for young adults who want to enter employment and get on the career ladder but are missing the vital qualifications they need.

Befrienders provide a befriending service to young people aged 8–18 in the local area.

What pictures are not supported by the text? What are the teenagers in these pictures doing? Describe in 1–2 sentences.

Did you know?

955,000 young people in the UK were Not in Education Employment or Training in 2014

5. Do you know what a “volunteer” is? Can you explain the meaning in your own words?

Look at the Oxford English Dictionary entry for the word. Did you explain the word correctly? What do you think the main feature of volunteering is?

volunteer, n – a person who does something, especially helping other people, willingly and without being forced or paid to do it

6. Do you know anything about youth volunteering in Ukraine? Do you do volunteering yourself or personally know such people, or maybe just heard about them? What kind of volunteering do they do? Exchange your ideas in class.
7. Would you like to do some sort of volunteering? Fill in the chart below putting 1 through 8 in each category with 1 being the lowest priority and 8 – being the highest one.

Helping old people	Helping homeless people	Helping disabled people	Helping refugees or immigrants	Coaching or helping in sports	Helping to care about animals	Helping with studies	Helping to keep your neighbourhood clean

In class, share the results and find out which of the activities would attract most of the students to take up.

8. Write an essay expressing your opinion about youth volunteering (if you support or disprove the idea; what sort of volunteering you personally view as the most important one; what sort of volunteering you would willingly try and why). Use about 100 words.

Lesson 5

RUBBING CLUBBING

1. 1. In groups of four, each student chooses a letter and writes down as many words for each category that begin with the specified letter as they can. Each group reads their answers for each category. Count points – the group that has the most, wins. Remember: you have only two minutes!

LETTER:				
Valuable things				
Colours				
People's traits of character				
People's appearances				
People's feelings				
People's activity				
Each word = 1 point				

Today's idiom

to cook someone's goose – to spoil someone's chances of success

Today's phrasal verb

- to break out* – to start suddenly and spread quickly
- to break out of smth* – to escape smth by force

Did you know?

Young people are more likely to be victims of crime than older people.



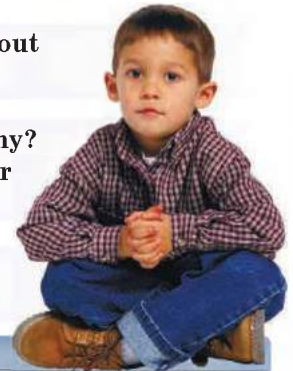
Harrow United Deaf Club



Vulture Culture?


All photos and images used in the textbook have been taken from free Internet resources

2. Look at the set of pictures on p. 21. Find at least 2 things that are common about them and compare your ideas with those of other students.
3. Work in pairs. What groups or categories could you divide the clubs into? Why? What are the main fields of their activity? What makes you think so? Share your ideas in the class.
4. a) Read a short article about youth clubs in the UK and make a list of the goals youth clubs work for.



Believing in young people... x +

www.ambitionuk.org



Youth clubs have been around for more than 150 years

The activities they offer may have changed a little, but their purpose remains much the same. In 1863, it was said youth clubs provided “evening recreation, companionship, an entertaining but healthy literature, useful instruction, and a strong guiding influence to lead young people onward and upward socially and morally”. The language may be old-fashioned, but youth clubs still focus on the same vital things today.

Young people are given a low-cost place to go outside of school, offering them a sense of belonging. The activities and support from club leaders and volunteers allow young people to learn new skills and build confidence in the future, as well as have fun. Young people choose to go there, with youth clubs open to all young people.

There are around 11,000 youth clubs in England that offer a huge range of activities. There is everything from boxing to dance, as well as clubs focusing on the environment, creative arts and leadership and work skills.

Relationships are also at the heart of youth clubs – both with friends and the adults who work there. For some young people, such a relationship may be the only meaningful relationship they have with an adult – and it can be life changing.

Youth clubs offer something for everyone. We want to make sure every young person in the UK has access to a club that’s right for them.

b) Answer the following questions.

- 1) Have the goals changed greatly with time?
- 2) Do all club staff members get paid? How can you prove it?
- 3) Are there any limitations for young people to join? How can you tell?
- 4) Can you possibly find a club where you could do pottery? Where in the article can you find the proof?
- 5) What does the author mean by “offering them a sense of belonging”? Explain in your own words.
- 6) Do you think 11,000 clubs is a lot or not enough taking into account that there are about 6.5 million people aged 15–24 in England? Why do you think so?

5. In pairs, choose a club logo from p. 21 and on an A4 piece of paper make notes about:

- the area of interest;
- the possible age of the participants;
- three possible club activities.



6. To enter a club, a person normally is to fill out the application form.

Work in pairs. Each of you chooses one of the two sample application forms and fills it out. Then, compare your forms and find out what information is repeated and what may be optional.

**Youth Forward Club
Application for Membership**

First Name: **Family name:**

Title: Mr Miss **Address:**

Telephone: **Daytime Contact Number:**

Occupation: **Date of Birth:**

I am applying for membership of *Youth Forward Club*. I agree to abide by the rules of Youth Forward Club. I declare that the information given above is true and correct to the best of my knowledge.

Signature: **Date:**

**Get Fit Youth Gym
Membership Application Form**
Complete this application form using **BLOCK CAPITALS**

Surname: **Forename:**

Address:

Phone No: **Mobile:**

Please ✓ the correct box. Sex: Male Female

Date of birth:

Occupation:

Have you used a gym before? **Yes** **No**

Signature:

7. Think of a youth club you would like to create and make up a poster advertising it. Include the following:

- the age of members;
- the area of activity in detail;
- the hours of activity;
- the motto of your club.

Prepare an application form for your club to offer your classmates to join.

Lesson 6

SMOOTH YOUTH?

Today's idiom

a dead cert – something that is certain to happen or be achieved

Today's phrasal verb

- to break through* – to force a way through smth
- to break with* – to stop or do smth in a different way

1. Work in groups of 3 or 4. Write down three sentences about yourself, one of which is false.

For example:

- a) I'm very ambitious.
- b) I'm quite a mature person.
- c) I'm creative.

Read them to other students, who have to guess which of the statements is false. After everyone has guessed, they read theirs. You have 1 minute for writing.

2. Think about *pros and cons* (advantages and disadvantages) of the following youth activities and fill in the chart below.

	Pros	Cons
Music based youth subcultures		
Games based youth subcultures		
Fitness based youth subcultures		
Reenactment		
Youth clubs		
Volunteering		



Which of the activities do you think are good for society? Why do you think so? Which of the activities do you support most? Least? Exchange your ideas in class. Be ready to defend your point.

3. Work in groups of 3 or 4. Imagine that you are going to start a volunteering club in your school or community. Create a slogan to attract young people to join your club and present it in class.



4. Look at the picture. What can you say about the children in it? Why are they wearing uniforms? What organization or club can they belong to? What do you know about this organization?

5. Read an extract from the Scout Mission statement. Do you think it can apply to all young people in the world? Do you think you can expand it in some way? If yes, how?

...to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

6. In class, think about a mission statement for youth in the world in general. What is the goal of youth in life? How can this goal be achieved? What values are important for young people to keep to? How can you and your friends personally contribute to the mission?

7. Do you think young people of future (your children and their children) will support the values and the mission you have created?

Write a letter to a future generation telling them what role in society youth must play.

Did you know?

4% of live births in the UK in 2013 were to mothers aged under 20, the same as in 1938.



Vulture Culture?

All photos and images used in the textbook have been taken from free Internet resources

1. Look at the pictures below and think what teenagers are doing. Shortly describe each picture and name the common word for their activities. What do you know about this youth movement?



Today's idiom

to bring the house down – to give a very successful performance

Today's phrasal verb

to break up –
a) to come to an end;
b) to separate into small pieces



2. Read the text, give it a title and check your answers. Pay attention to the words *in bold*.

Where can you make meaningful contributions through volunteer work, as well as experience a country rich with history and beauty? A lot of volunteer work in the UK will be very hands-on. However, if you really wish to volunteer, you don't need to go as far as India or Costa Rica. There are plenty of residential programmes available in the UK that still give young volunteers the chance to live independently, get valuable experience and see a different area. With **time commitments** ranging from a few days to a year, you can find projects **tailored** towards conservation, social care or animal **welfare**. Volunteers will be able to find opportunities that match their interests in places where help is really needed. Volunteering teaches you **vital** skills, like teamwork and problem-solving. Volunteering shows the ways to help you get involved with causes that you care about, and to help better prepare for your future.

Costs for these programmes vary widely, with the less glamorous ones often covering your costs or even paying you for your time. And, with the ever-rising costs involved in getting a **degree**, this could be a very wise move.

Mark Restall, head of information at Volunteering England, wishes more young people would take up the opportunities available closer to home. "Volunteering on a residential project in the UK provides a great opportunity to **immerse** yourself in a new environment, learn new skills and know you're giving something back," he says. "And without having to **fork out** for an expensive airfare, get **homesick** or worry about your **carbon footprint**.*"

(Adapted from <https://www.theguardian.com>)

*carbon footprint - the total amount of greenhouse gases produced to directly and indirectly support human activities

3. Find the closest meaning (A, B or C) to the words and phrases *in bold* and replace them in the text. Then, make up sentences with those words of your own.

	A	B	C
1. time commitments	time limit	time duty	time promise
2. tailored	sewn	designed	planned
3. welfare	wealth	support	interest
4. vital	living	trivial	basic
5. degree	diploma	level	rate
6. immerse	plunge	sink	inspire
7. fork out	grant cash	waste money	make donations
8. homesick	missing	lonely	nostalgic

4. Agree or disagree with the following statements. Explain your choice.

1. You can improve your life and the lives of your neighbourhood through volunteer work.
2. Voluntary work is mostly an intellectual activity.
3. There are few voluntary programmes in Great Britain.
4. When you do volunteering, you can learn to work in a team, solve different problems; find your own way in life.
5. You have to move to another country to do volunteering.
6. Teenage volunteering is never paid.

Did you know?

A young person's labour market status partly depends on whether or not they are in full-time education.

5. Answer the questions without looking back at the text.

1. How can teenagers make an important contribution to their country wealth?
2. What benefits do young volunteers get taking part in residential programmes in the UK?
3. What areas do volunteers work in?
4. Where will volunteers be able to find opportunities that match their interests?
5. How much time do teenagers spend volunteering?
6. Do we have similar youth movements in Ukraine? What do you know about them?

6. What do you personally feel about volunteering? Look through the text again and fill in the table.

Volunteering	
For	Against

Share your results with your classmates.

7. Do you take part in any volunteering? If yes, what is it? What do you do? If no, what volunteering activity would you like to take up and why? Write a short essay (80–100 words).



1. Read the groups of words and match them to the common word for each category.

Pollution, weather, temperature, natural disasters, climate, storm

1. Television, forecast, predict, report
2. Tornado, tsunami, flood, drought
3. Average, weather, zone, temperature
4. Thunder, lightning, rain, heavy
5. Degrees, hot, warm, frosty
6. Wastes, toxic, carbon dioxide, smog

Did you know?

In 2013, 49% of 20 – 24 year olds in the UK lived with their parents, up from 42% in 2008.

2. Read the text and choose the best answer to complete the sentences.

Hippies

Huppies, Rave, Rockers (Teddy Boys), Grunge... By the late 1960s, the new subculture had appeared. The hippie movement was originally a movement that arose in the USA and spread to other countries around the world. The hippie movement was based on the concept of non-conforming to social patterns behaviour and gentle anarchy. The early hippies created their own communities, listened to psychedelic rock, and used drugs. They went shopping at jumble sales and charity shops, wore long-discarded military uniforms and ethnic dress, mixed and matched them to create a unique style. The music was peppered with political messages promoting peace and love. Hippie fashions and values had a major effect on culture and arts. Since 1960s, many aspects of hippie culture have been assimilated by mainstream society.

1. The hippies ... in the USA.

- a) appeared
- b) have dawned
- c) are arisen
- d) spreads

3. Hippies lived ...

- a) in special areas
- b) in their own cities
- c) among similar people
- d) among common people

5. Hippie fashions and values ...

- a) died out with them completely.
- b) partly became the element of common culture.
- c) became the mainstream.
- d) are back again at their full swing.

2. The hippie movement was based on ...

- a) antisocial behaviour and anarchy
- b) political correctness and peace
- c) worthy behaviour and order
- d) antisocial behaviour and harmony

4. Hippies wore long-discarded military uniforms and ethnic dress because they ...

- a) wanted to create their own style.
- b) enjoyed going shopping at jumble sales and charity shops.
- c) had no money.
- d) paid no attention to social rules.



1	2	3	4	5

3. Choose the correct past form: Simple, Continuous or Perfect.

1. The telephone rang while she ... a bath.
2. I got to the bus station two minutes late and saw that the bus just
3. I got to the cinema and a minute later the film
4. Before yesterday, I ... that man in our office.
5. I used my time well while I ... for my plane – I wrote some emails.
6. By the time he returned, I ... my work on the report.

	A	B	C
1	took	was taking	had taken
2	left	was leaving	had left
3	started	was starting	had started
4	didn't see	was not seeing	had not seen
5	waited	was waiting	had waited
6	finished	was finishing	had finished



1	2	3	4	5	6

4. Open the brackets using gerunds where necessary:

1. Would you mind (wait) _____ a little?
2. (Read) _____ aloud is very useful for (learn) _____ English.
3. I have to return. I don't remember (lock) _____ the door!
4. She finished (wash) _____ the windows and began (cook) _____ dinner.
5. We are looking forward to (see) _____ you.
6. He stopped (call) _____ his sister
7. Is this film worth (watch) _____ ?
8. It's very hot here. He forgot (open) _____ the window.

5. Arrange the facts from the "Did you know?" section of the unit in the following categories: "Changed for the better" and "Changed for the worse".

Vulture Culture?

All photos and images used in the textbook have been taken from free Internet resources

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 ...

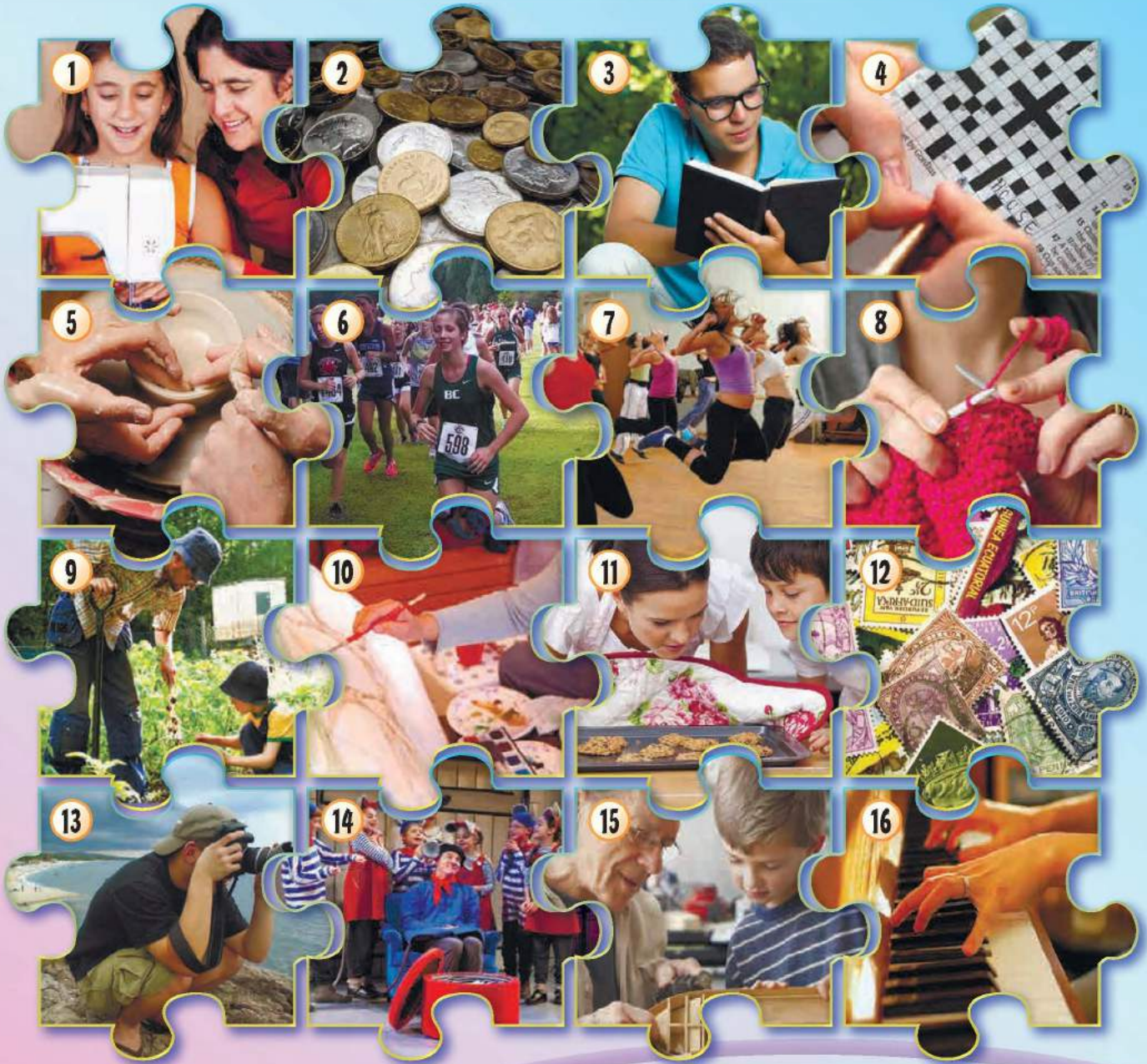
I am doing better in listening because ...

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

I think I have to focus on ...

UNIT 2

Lobbying Hobbying



Tip of the unit:
Learn vocabulary in context!

Lesson 1

NOTHING BUT A HOBBY

1. a) Match the pictures (1–16) on page 31 with the activities below.

Acting	<input type="checkbox"/>	Painting	<input type="checkbox"/>
Coin collecting	<input type="checkbox"/>	Photography	<input type="checkbox"/>
Cooking	<input type="checkbox"/>	Playing music	<input type="checkbox"/>
Doing crossword puzzles	<input type="checkbox"/>	Pottery	<input type="checkbox"/>
Dancing	<input type="checkbox"/>	Reading	<input type="checkbox"/>
Gardening	<input type="checkbox"/>	Sewing	<input type="checkbox"/>
Knitting	<input type="checkbox"/>	Sports	<input type="checkbox"/>
Model building	<input type="checkbox"/>	Stamp collecting	<input type="checkbox"/>

Phrasal verb of the unit: *to get*

Today's idiom

in full swing – at the busiest or liveliest time

Today's phrasal verb

to get out – to leave or move

b) Are these activities the ones people do as jobs or in their spare time?

Which of them can be done in both ways?

Only job	Only spare time	Both

c) In groups, arrange them in the given categories.

1)	Indoor activities	Outdoor activities	
----	-------------------	--------------------	--

2)	Arts	Fitness	DIY (<i>Do-It-Yourself</i>)
----	------	---------	-------------------------------

How many more activities could you add to each of the categories?



2. a) Listen to the article.

b) Retell the text briefly answering the questions:

- How do people choose their hobbies?
- What are the four large hobby classes?
- What is the most popular hobby group?
- What is the oldest hobby mentioned in the text?
- Why is travelling one of the most popular hobbies?

c) Divide the activities from ex. 1 into the classes given in the article.

Did you know?

First beginning in Leicester in 1997, extreme ironing is a craze that has seen the chore taken to mountains, helicopters, and even mid-air during a skydive.

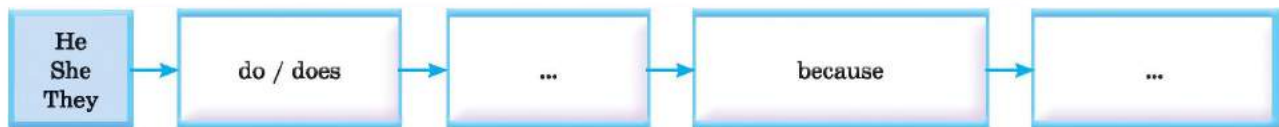
3. a) In pairs, discuss and give the definition of the word "hobby".

b) Answer the questions:

- Do you know anyone who has one of the activities above as their hobby?
- Do you have a hobby?
- What is it?
- What about your family / friends?
- Why do people take up hobbies?



4. Make the sentences about the activities on page 29 using the following pattern:



Compare your sentences with other students' ideas.

5. Work in pairs. Choose one of the hobbies from ex. 1 that you would like to take without telling your deskmate. Try to guess the chosen hobby by asking each other not more than five general (yes / no) questions.

6. Choose a hobby different from that in ex. 5. Make notes about it giving answers to the following questions:

What?	
Where?	
When?	
How often?	
How many people?	
What is needed?	
Why?	

7. Make a written description of the hobby from ex. 6 using your notes.

Lesson 2

NO FAKE – “DO” OR “MAKE”?

1. Arrange the following hobbies into ‘doing things’ and ‘making things’. Explain why.

Fishing, graffiti, wood-carving, parkour, macramé, web-chatting, patch-work, batik, bird-watching, treasure hunting, quilling, astronomy.

Quick Grammar Aid – Do and Make

What is the difference between ‘doing things’ and ‘making things’?

It can be hard to decide when to use ‘make’ or ‘do’ in English.

DO: We use the verb ‘do’ when someone performs an action, activity or task:

- do a crossword
- do the dancing
- do the washing up

Note! – these activities **do not** usually produce a physical object.

‘Do’ for General Ideas

Use the verb ‘do’ when speaking about things in general. In other words, to describe an action without saying exactly what the action is. This form is often used with the words ‘something, nothing, anything, everything’, etc.

- I’m not doing anything today.
- He does everything for his mother.
- She’s doing nothing.

IMPORTANT: “Do” may be often followed by a gerund.

- We always do shopping on weekends.

MAKE: We use the verb ‘make’ for constructing, building or creating:

- make a dress
- make a cup of tea / coffee

‘Make’ is often used when referring to preparing food of any kind.

- make a meal - breakfast / lunch / dinner

Note! – these activities usually **create something** that you can touch.

IMPORTANT: “Make” is never followed by a gerund – only by a noun.

- We always make cakes on weekends.

Today’s idiom

to have the time of one’s life – to enjoy oneself very much



Today’s phrasal verb

to get on with smth – to continue with smth

2. Match ‘do’ and ‘make’ with the words below:

a chair, the dancing, coffee, gardening, soup, photography, model building, cookies, cooking, model ships.

3. Choose ‘do’ or ‘make’ to complete the sentences.

- 1) My sister’s hobby is to ... shopping at weekends.
- 2) Mike is crazy about ... pottery. He ...very beautiful vases.
- 3) Our club is for those who like ... -it-yourself.
- 4) My brother hates to ... the washing up.
- 5) She can ... a tasty dinner from nothing.
- 6) Have you ever ... Yorkshire pudding?
- 7) How often does she ... painting in the open air?
- 8) You look so fit! Do you ... jogging?
- 9) He has learnt to ... wonderful furniture while ... his woodwork hobby.



4. Use the activities from ex. 1 (Lesson 1) to say what people can make while doing the hobbies.

Note the difference:

1. They are **doing** pottery (= they are working with clay to produce something).
Pottery is an art or a process.
2. They are **making** pottery (= they are creating things from clay).
Pottery is ceramics, objects.

There are a number of standard expressions that take the verbs 'do' and 'make'. Unfortunately, they don't really follow any useful rules, so the best solution is to learn them.

Important Expressions with 'Do'	Important Expressions with 'Make'
<i>do badly</i> <i>do the dishes</i> <i>do a favour</i> <i>do good</i> <i>do harm</i> <i>do well</i> <i>do somebody's best</i> <i>do somebody's hair</i> <i>do somebody's nails</i> <i>do somebody's worst</i>	<i>make a choice</i> <i>make a comment</i> <i>make a decision</i> <i>make a difference</i> <i>make an effort</i> <i>make a fool of yourself</i> <i>make a journey</i> <i>make a mistake</i> <i>make a noise</i> <i>make a phone call</i> <i>make a promise</i> <i>make a sound</i> <i>make a suggestion</i>



Did you know?

News-Bombing in the UK is when a person enjoys finding the locations of live news reports, and appears in the background behind the journalist being filmed.

5. Complete the sentences with 'do' or 'make'.

- 1) Drink that glass of milk – it will ... you good.
- 2) Could you please ... me a favour?
- 3) They... a big mistake.
- 4) ... your best at the exam.
- 5) John ...badly on his exam.
- 6) Have you ...a decision yet?
- 7) The children were ...such a noise that the police came.
- 8) He ... a promise to his granny to go to bed in time.

6. Fill in the gaps using the fixed expressions below. Mind the tense forms.

make a journey, make a difference, do somebody's hair, make a mistake, do harm, make a phone call, do the dishes, make a fool of yourself.

- 1) She had to repeat the composition because she ... a lot of spelling
- 2) Be serious. Why are you always ...?
- 3) When I was ... to Turkey I met Rosemary.
- 4) You may use a pen or a pencil, it doesn't
- 5) I was late, so I had to ... to my friend.
- 6) She never ... at home, she goes to a hairdressing salon.
- 7) If you sleep more, it will certainly not
- 8) My Dad hates doing housework. He never ... after dinner.



7. Make up a story using the following expressions: *make a choice, make a decision, make a promise, do a favour, do somebody's best, do good.*

Lesson 3

TIME TO SPARE ROUND THE YEAR

1. Guess some things people like doing in their spare time.

1) A useful home hobby usually done by women.

K								G
---	--	--	--	--	--	--	--	---

2) A summer hobby in which tents are often used.

C								G
---	--	--	--	--	--	--	--	---

3) A hobby in which people make different figures from paper.

O								I
---	--	--	--	--	--	--	--	---

4) A popular hobby (and everyday home activity) which is rather tasty.

C								G
---	--	--	--	--	--	--	--	---

5) Learning the night sky.

A												Y
---	--	--	--	--	--	--	--	--	--	--	--	---

Today's idiom

happy-go-lucky – cheerful and carefree all the time

Today's phrasal verb

to get over smth – to stop thinking about smth

Did you know?

A bizarre Japanese hobby of fork-bending is based on the theory that by concentrating your mind, one will be able to complete the action with minimal physical effort.



2. a) Listen to the Top 10 hobby chart and order the hobbies given below.

Model building, book reading, metal detecting, sewing, music, woodworking, fishing, restoring cars, bird watching, collecting.

b) Which of the hobbies are 'doing things' and which – 'making things'? Which of them did you not expect to see in the list? Why?

c) In pairs, discuss if you would like to rearrange the order or replace some hobbies with different ones.

Compare your lists with those of other students and make a class top 10 hobby chart.

3. Nobody can say how many hobbies there are in the world – from a few hundred to a few thousand, and some of them are quite unusual, extraordinary and eccentric. See if you can match some unusual hobbies to the pictures.



Explain your choice.

Dog grooming, egg carving, hikaru dorodango, mooing, noodling, soap carving, tape art.



4. a) Listen to the text and see if you are right.
b) In pairs, discuss what traits of character a person must have to take up these hobbies.
Which of these hobbies do you think are interesting? funny? useful? useless? Why?
Compare your opinion with those of other students.
5. In pairs, arrange the hobbies from the most to the least interesting. Compare your list with those of other students. In a class discussion come to a common decision for the class. What is the most interesting (the least interesting) hobby according to your opinion? Why?
6. Interview your family to find out the most unusual hobby they know. Write about it to make a report in class. Use questions from ex. 6 (Lesson 1) to help you.

Lobbying Hobbying

All photos and images used in the textbook have been taken from free Internet resources

Lesson 4

SNOBBY HOBBY

Today's phrasal verb

get along (with smb) –
be friendly (with smb)

1. a) Look at the pictures. What can you say about these people?
Exchange your ideas.



Steve Vai



Rod Stewart



Roger Daltrey



Charlie Watts



Eric Clapton



Grandmaster Flash



Flea



James Martin



Lady Gaga



David Bowie



Bruce Dickinson

- b) Find the words below in a dictionary. What hobbies can you associate with them?

hive, replica, mug, fly rod, to own, trout, ranch, driver's licence

Do you think these words can go with the rock stars above?

Today's idiom

more fun than a barrel of monkeys – very amusing or enjoyable

Did you know?

The hobby of painting the largest ball of paint began in the US in 1977, when Mike Carmichael decided to paint a baseball, leading to the creation of a 3,500 pound (about 1.6 ton) paint-covered ball, with about 22,900 paint coats upon it. This has become a tourist attraction, with the only rule being that each coat must be a different colour from the previous one.

2. Read the article to find out if you were right.

The Beekeeper

Steve Vai started his hobby after watching bees in a neighbour's yard and ended up with five of his own hives. He bottles honey for his friends as gifts.

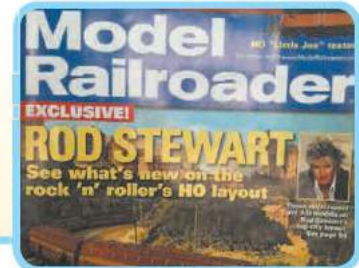


The Mug Collector

Lots of travellers get souvenir mugs from their travels; but few keep them in a special climate controlled room. During his tours, the rap performer *Grandmaster Flash* has accumulated over 5,000 mugs.

The Model Train Enthusiasts

Rod Stewart has been collecting model trains for more than two decades. When his replica of New York's Grand Central Station appeared on the cover of *Model Railroader*, Stewart said it meant more to him than the cover of *Rolling Stone*.



The Trout Farmer

The Who's *Roger Daltrey* owns a big trout farm which has been in operation for over thirty years and has been the subject of a documentary.

The Car Collector

Rock stars collecting classic cars is not news. But *Charlie Watts*' of The Rolling Stones desire to collect classic cars is a bit unusual because Watts has no driver's licence.



The Pilot

Iron Maiden's *Bruce Dickinson* is a good pilot and flies the band's plane when Maiden is on tour.

Lobbying Hobbying

All photos and images used in the textbook have been taken from free Internet resources



The Champion Pumpkin Farmer

Many rock stars own ranches or farms, but few get their “hands dirty” as Faith No More guitarist *James Martin* who says he works on his farm for six months a year. He has won awards for his pumpkins, including a mammoth one weighing over 1,000 pounds.

The Chess masters

Flea of the Red Hot Chili Peppers and *David Bowie* are great chess players and spend a lot of time playing.

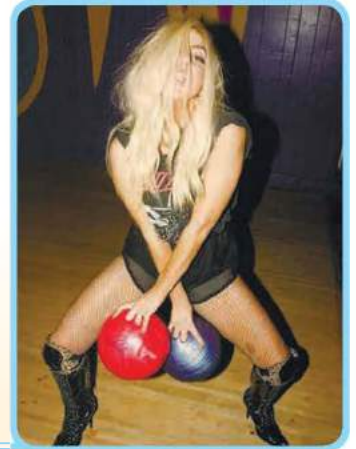


The Fly Fisherman

Eric Clapton has said that dying with a fly rod in his hand would not be a bad way to go. He also enjoys the hobby for helping him get over his alcohol addiction. Clapton also has a fly rod named after him.

The Bowler

You may not know this, but *Lady Gaga* is a keen bowler. She started bowling in her teenage years and went on to her high school's bowling team. She has built a bowling alley in her home, and is now thinking of bowling competitively again.



3. Answer the questions.

- Which of the hobbies are about ‘doing things’ and which are about ‘making things’? Prove your choice.
- Which of the hobbies may take a lot of time? What makes you think so?
- Which of the hobbies is the most unusual?
- Which one is the most trivial?
- Why do you think so?
- What about the other hobbies?
- Which of the hobbies do you like best?
- Do you know any other hobbies of famous people?

4. Work in pairs. Pretend one of you is one of the celebrities below and the other is a TV reporter. The reporter interviews the celebrity about their hobby. Then change roles. Use your imagination to the full.

- 1) Freddie Mercury (Queen) – collecting Japanese art; taking care of his cats.
- 2) Dave Mustaine (Megadeth) – skydiving; karate; taekwondo; horse breeding.
- 3) Tom Hanks – collecting old typewriters.
- 4) Britney Spears – basketball.
- 5) Jennifer Lopez – motorcycling.
- 6) Will Smith, David Beckham, Tom Cruise – fencing.
- 7) Johnny Depp – playing Barbie dolls, collecting pig skeletons.
- 8) Justin Bieber – Rubik's cube

5. Find some information on the Internet about unusual hobbies of famous people to report in class.

Lesson 5

THE WORLD IS YOUR OYSTER

1. Match the hobbies and the sentences:

Diving, knitting, acting, origami, basketball, yoga, dancing, gardening, cooking, puzzles.

- I need some yellow pieces to complete the table.
- My grandmother makes nice sweaters.
- You can be Romeo, Hamlet or King Lear.
- It's the most delicious meal I've ever eaten, Sam!
- Dad is really proud of his roses.
- 2 five-player-teams and a basket.
- Mary makes nice animals out of paper.
- You can see amazing fish and plants.
- My parents usually go to a ballroom on Saturday night.
- You can relax while moving your body slowly.

2. Discuss the questions below. Support your answers.

- Does your hobby help you relax? If yes, how does it help you relax?
- Would you like to try something dangerous, like skydiving? How about rock climbing? Why / Why not?
- Would you like to try something quiet, like chess? Why/not?
- What hobby or activity would you want to try someday? Why do you want to try it?
- What hobby or activity would you definitely never want to try someday? Why don't you want to try it?

3. In pairs, arrange the following hobbies from the most popular to the least popular with teenagers in Ukraine. Compare your list with those of other students.

- 1) collecting
- 2) watching TV / playing video or computer games
- 3) model building
- 4) social networks
- 5) doing sports

4. Listen to a part of a scientific report from a New Zealand university.

- 1) What does it deal with?
- 2) How many children were studied?
- 3) How long has the study continued?
- 4) What was the youngest age studied?
- 5) What was the oldest age studied?
- 6) How often were the children questioned?
- 7) What was the result of the study?

Today's idiom

to pull someone's leg – to tease someone by telling them something that is not true

Today's phrasal verb

to get down to smth – to become serious about smth



Did you know?

Bug fighting comes from Japan and it is when various insects are put into a small plastic arena to battle it out. These fights are recorded, and the videos placed online.



5. In pairs, discuss the possible ways to overcome the negative tendency described in the text. Compare with other students.
6. In class, discuss if any hobby is creative and find the ideas to prove this point of view.



7. Work in pairs.

a) Tell your partner about a hobby or something you like to do every day.

- When and where do you do the activity?
- Why did you choose this particularly hobby/activity?
- What makes the activity fun for you?
- Are other people interested in what you do?
- How do you share your hobby with other people?

b) Ask your partner to tell you about his / her hobby or hobbies.

8. Use the following questions to make a presentation in class.

- Does your best friend have the same hobbies as you?
- Would you like to try any strange hobbies? Why?
- What have you tried but didn't like?
- What do hobbies and interests tell about a person?
- What do your hobbies and interests tell about you?
- What would you like to try before you die?



Lesson 6

WITH BELLS ON

1. In pairs, invent a hobby, using the words from column A and column B in unexpected combinations. Describe the hobby you have invented.

A	B
<i>baking</i>	<i>cakes</i>
<i>collecting</i>	<i>stamps</i>
<i>listening to</i>	<i>music</i>
<i>playing</i>	<i>chess</i>
<i>making</i>	<i>pottery</i>
<i>watching</i>	<i>TV</i>



Today's idiom

to feast one's eyes on smth – to be delighted by what one sees

Today's phrasal verb

to get by – to have enough to survive

2. Work in pairs. Discuss the following questions and share your ideas with other students:

- 1) Do you think it's better to have any hobby than to do nothing at all?
- 2) Do you agree that hobbies may be safe and dangerous? intelligent and silly? useful and useless? Give examples.

3. In pairs, think about the definition of the word 'selfie'. Share with the class and find the best variant.

- Are you keen on making selfies?
- What about your friends?
- Why do you think this activity has become so popular?

4. a) Look at the newspaper article. Discuss its title and try to predict what the article is going to be about.

- b) Read the article and find out if you were right.

Did you know?

The hobby of tattooing cars comes from a Taiwanese pensioner, who enjoys tattooing Buddhist texts onto automobiles. His grandson has promised that when he is older and has the money, he will buy his grandfather a bus so that he can make the most of his hobby.

The Selfie-Mania – Cool Or Crazy?

Don't we have someone whom we follow on social sites for their selfies?

The term selfie has become so popular that it was Oxford English Dictionary's Word for 2013.

On Instagram alone, the hashtag "selfie" has a total of 103,363,215 images. Moreover, selfies have been glamorized by celebrities from Justin Bieber to Barack Obama.

Now this social media is a part of our lives. A lot of people post selfies to feed their ego with more and more cases of selfie *obsession**.



* *obsessed* – одержимый



Self-esteem is how we feel about ourselves. People with low self-esteem have a very pessimistic outlook and are often self-critical. They think posting selfies will help them feel better. So they don't focus on more important ways of changing themselves.

In the US requests for plastic surgery are increasing because people want to look better on social media.

Danny Bowman at the age of 15 became obsessed with his looks after critical comments about his appearance on Facebook. He did not leave his home for six months taking up to 200 selfies a day.

Moreover, a lot of teenagers and grown-ups around the world get hurt while taking selfies.

Is a good selfie really worth it? What we see on social media – the beauty, the money, the glamour – are not the real things but just an illusion.

The only way to gain victory here is to be positive and raise your self-esteem – then you won't need any selfie proof.

(adapted from Dr. Aafreen Kotadiya)

c) How would you formulate the main idea of the article? Do you support it? How can you define the author's attitude:

- mostly positive?
- mostly neutral?
- mostly negative?



5. a) Note down the facts that support the following author's points:

positive	neutral	negative

Which of the points do you see more?

b) In pairs, think about the reasons to argue the author's point. Discuss your ideas with other students.

6. Use your ideas to write a one paragraph article. Start like this:

As for me, selfie is...



7. Make a similar article about one of the following hobbies to your choice. Use 90–110 words.

- milk bottle collecting
- rollerblading
- basketry (basket making)



Today's idiom

life and soul of the party – the most lively and amusing person at an event

Today's phrasal verb

to get around to smth – to do smth at last

- Do you know the famous 'light bulb' joke?
 - Q. How many monkeys does it take to change a light bulb?
 - A. Five. One to climb the ladder and four to pick up the ladder and spin it around.



Look at the picture on the left. What can you see in it? How many people does it seem to take to hang a picture? Consult a dictionary to find the meanings of the words you don't know and decide which of them we can use to describe the picture.
fuss, lend, spirit-level, drop, yell, Great heavens!, blow, smash, plaster, crooked, insecure, worn out, mess

- Imagine that you need to hang a picture. What tasks will you have to perform? If one person does each thing, how many people will it take?
- The picture on the right is the end of a story. Use your fantasy and the words above to try and reconstruct it. Then, read the story and see if you were right.



Uncle Podger Hangs a Picture (adapted from Jerome K. Jerome)

You never saw such a fuss as when my Uncle Podger tried to do a job. A picture came and stood waiting to be put up; and Uncle Podger said:
 "Don't worry. *I'll* do all that."
 And he took off his coat, and began. He sent the girl for nails, and one of the boys to tell her what size.
 "Go and get my hammer, Will, and bring me the rule, Tom; and I want a step-ladder, and a kitchen-chair, too; and, Jim, run to Mr. Goggles, and ask him if he can lend me his spirit-level.' And don't go, Maria, – I need someone to hold the light; and where's Tom? — come here, you will hand me up the picture."
 And then he lifted the picture, and dropped it, and cut himself; and jumped round the room, looking for his handkerchief, and could not find it, because it was in the coat he had taken off, and he did not know where he had put the coat; and all the house had to stop looking for his tools, and start looking for his coat; and he was yelling:

“Doesn’t anybody in the house know where my coat is? Six of you!—and you can’t find a coat that I put down five minutes ago!

Then he found he was sitting on it:

“Oh, I’ve found it myself. Might just as well ask the cat to find anything.”

After half an hour spent on his finger, with a new glass, and the tools, and the ladder, and the chair, and the candle brought, he had another go, the whole family standing round ready to help. Two of us were holding the chair, and a third helped him up and held him, and a fourth handed him a nail, and a fifth gave him the hammer, and he took the nail, and dropped it.

And we all had to go down and look for it, and he was up on the chair wondering if he had to be there all the evening.

The nail was found, but by that time he had lost the hammer.

“Great heavens! Seven of you round, and you don’t know what I did with the hammer!”

We found the hammer, and then he lost the mark on the wall, and we all had to get on the chair and try to find it; and he called us all fools, and went mad.

Aunt Maria said she would not let the children hear such language.

At last, Uncle Podger found the spot and put the nail on it, and took the hammer. And, with the first blow, he smashed his thumb, and dropped the hammer on somebody’s foot.

Aunt Maria said that, next time Uncle Podger was going to hammer a nail, she hoped she’d know it in time, so that she could go and spend a week with her mother.

“Oh! You, women, make such a fuss over everything,” Uncle Podger replied. “Why, I *like* doing a little job of this sort.”

And then he had another try, and, at the second blow, the nail went through the plaster, and half the hammer after it.

A new hole was made; and, about midnight, the picture was up—crooked and insecure, the wall looking as if someone had raked it, and everybody worn out—except Uncle Podger.

“There you are,” he said, looking with pride at the mess he had made. “There must be a man in to do a little thing like that!”

4. Answer the following questions.

- 1) How many people lived in Uncle Podger’s house?
- 2) How many people does Uncle Podger send to get the nails? What does this tell us about him?
- 3) Why does Uncle Podger say he might as well ask the cat? What does this tell us about him?
- 4) Is Uncle Podger patient or impatient? What makes you think so?
- 5) Does Aunt Maria seem to have confidence that Uncle Podger will get the picture hung? What makes you think so?
- 6) One can’t help laughing at Uncle Podger while going through the story. Explain.

5. Work in small groups to make a list of everything that goes wrong when Uncle Podger tries to hang the picture. Compare your list with those of other groups and then make a master list for the class.

6. There was always a fuss when Uncle Podger tried to do a job. Write about what happened when he tried to make tea for the family.



1. a) Match the two halves of the proverbs.

1)	Company in trouble
2)	Do to others as you
3)	Every man has
4)	The hardest work
5)	You never know
6)	Two wrongs
7)	As one makes his bed,
8)	Practice
9)	Never do things
10)	He who makes no mistakes
11)	Empty vessels



a)	would have them do to you.
b)	what you can do till you try.
c)	so he will sleep.
d)	makes trouble less.
e)	by halves.
f)	makes nothing.
g)	his hobby-horse.
h)	is to do nothing.
i)	make the greatest sound.
j)	do not make a right.
k)	makes perfect.

b) Think if there are Ukrainian equivalents to the proverbs.

c) Explain the use of 'make' and 'do'.

2. Choose 'do' or 'make' to go with the following phrases:

<input type="text"/>	... some damage
<input type="text"/>	... the washing up
<input type="text"/>	... plans
<input type="text"/>	... dinner
<input type="text"/>	... the cleaning

<input type="text"/>	... your homework
<input type="text"/>	... a cake
<input type="text"/>	... crossword puzzles
<input type="text"/>	... a terrible mistake
<input type="text"/>	... a promise

3. Choose the correct variant:


- | | | |
|---|----------|-----------|
| 1) I have to _____ a telephone call. | a) do | b) make |
| 2) She didn't _____ her best so she felt sad. | a) do | b) make |
| 3) It was the first time she didn't _____ the beds. | a) do | b) make |
| 4) She was late so she didn't _____ breakfast for them. | a) do | b) make |
| 5) He has to _____ the housework before he can go. | a) do | b) make |
| 6) There are so many decisions to _____. | a) do | b) make |
| 7) He was busy _____ the food shopping. | a) doing | b) making |
| 8) The people wanted to _____ friends. | a) do | b) make |
| 9) The children are _____ too much noise. | a) doing | b) making |
| 10) I must _____ my homework before I go to bed. | a) do | b) make |

4. Complete the sentences with correct forms of 'do' or 'make'.

- I'll be late back. I'm going to _____ the shopping.
- I'd like you to _____ more of an effort.
- I'm going to night school. I really want to _____ something of myself.
- Do you like this skirt? I _____ it myself.
- I didn't win the competition but I _____ my best.
- I know you want to help but you are _____ more harm than good.
- Could you _____ me a favour?
- Don't tell them about it. It's not worth _____ a fuss.
- What shall we _____ now?
- The house was a disaster. They _____ a terrible mess.

5. Make a one-paragraph story using at least two expressions with 'do' and two with 'make' about one of the hobbies.

6. Make a summary of the "Did you know?" sections of the unit using the idioms and phrasal verbs from Lessons 1-7.

 7. Complete the story using 'do' or 'make'. Start like this:

Lady Gaga has quite an unusual hobby – she does bowling...

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 ...

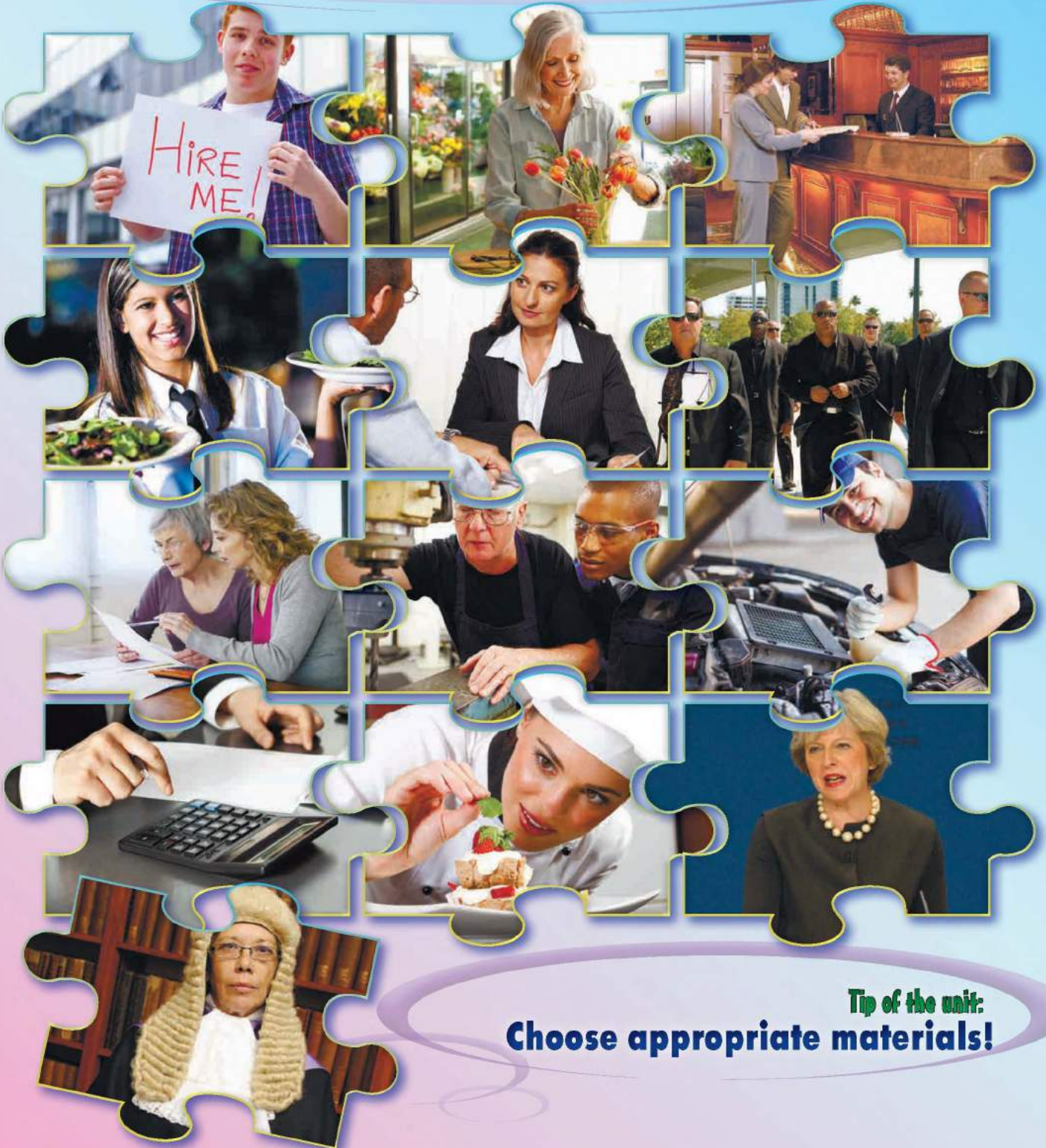


I need to pay more attention to ...



UNIT 3

Gobs of Jobs



Tip of the unit:
Choose appropriate materials!

Lesson 1

PERCH TO SEARCH

1. Work in groups of 3. Look at the list of verbs below that go with the word “job” and make as many sentences with those expressions as you can within 2 minutes. The group that makes up the most sentences wins.

a job

get / find have leave / quit

offer keep

take be out of lose

apply for

Today's idiom

feather in one's cap – something one can be proud of

Today's phrasal verb

to make over (v) / makeover (n):
To change or improve one's appearance / a change in one's appearance

2. Look at the pictures on p. 50 and match them with the names of jobs below. Fill in the table with names of the jobs.

accountant, apprentice, chef, florist, judge, lawyer, mechanic, politician, receptionist, security guard, social worker, waitress

manual	intellectual	creative	open-air	inside	requires qualification	good for teens

Share your results in class. Are there any differences? What are they? Why so?

3. In pairs, choose any job from p. 50 and make up a brief description of what people may do at these jobs. In turns, present your descriptions to the class without giving out the name of the job for other pairs to guess by asking a “Yes / No” question.

Use the verbs from ex. 1. Start like this: *If you have / get / apply for, etc. this job...*

Did you know?

In the decade following the Second World War, more than 70 per cent of British workers were in manual labour.

4. Which of the jobs above do you find:

- *prestigious?*
- *attractive?*
- *useful?*
- *absolutely necessary?*
- *under threat of disappearing?*

Exchange your ideas with other students and give your reasons. Do your ideas differ greatly?

5. What can you say about the young man with a “Hire me!” sign on page 50? Note down the reasons of what has happened to him to be ready to present in class.

Lesson 2

A WORD ABOUT THE FUTURE

1. Name the professions to find answers to the following questions:

Which job would be suitable for someone who:

- *wants to help others, disabled or old people?*
- *wishes to work for a skilled person in order to learn that person's skills?*
- *wants to have business experience and is not afraid of responsibility?*
- *wants to work on different projects with different companies instead of being a company employee?*
- *wants to study the human mind and human emotions and behaviour, and how different situations affect people?*
- *would like to work in a place such as a hotel, to welcome and help visitors?*
- *wants to keep or examine the records of money received, paid, and owed by a company?*
- *may be skilled in making objects or producing something?*
- *wants to be a member of a government or law-making organization?*

Today's idiom

with flying colours – very successfully

Today's phrasal verb

make do (with): to accept or use something that is not what you really want, to accept what you have, because it's good enough

2. Define the verb tenses (*in bold*) in the sentences below. What meaning do the verb forms have? Decide which of those show actions in future.

- 1) The weather **will be** nice on Sunday.
- 2) I am **meeting** my friend on Friday.
- 3) I **will show** you my new book.
- 4) Wait! He **is driving** you to the station.
- 5) Our train **leaves** at 4:47.
- 6) I **am going to see** my mother in April.
- 7) The Potters **would like to take** their children with them to France.
- 8) You have to wait until I **open** the door for you.
- 9) She **will be skiing** when he **sleeps**.
- 10) Before we **get** home, they **will have played** football.



What tense forms can we use for expressing future actions? Define them as prediction, promise, intention, scheduled and planned future actions, synchronous actions and actions in different time (one before other). Look through the Quick Grammar Aid on p. 55 if you need. Explain your choice.

3. Look at how the future is being used in each of these sentences. Is each one correct or not? Explain why you think so and correct the mistakes.

- 1) I'll buy the red shoes if they still have them in the store.
- 2) Oh look how angry the manager is. He's going to shout at us for not working hard.
- 3) I don't have that much money; I'll ask my mother for a loan.
- 4) He'll help you if you will ask him.

5) The next episode of "Youth Today" is going to be on at the same time next week.

6) Sheila's going to work for her father for a year.

7) That pot is going to boil over, Tim. Turn down the gas.

8) When we will get to the cinema, I'll call you.



Did you know?

In 1950, the average UK annual salary was just over £100.

4. Think about the sentences below. Which tense do we need to use in them to express a future action? Find the correct option. Be attentive: there may be more than one of them!

1. By the time we get there, the store _____.

- a) will close
- b) close
- c) will have closed

2. Tomorrow I _____ all day long.

- a) will be painting
- b) will paint
- c) am going to paint

3. Now I _____ my answers.

- a) will check
- b) will have checked
- c) am going to check

4. Can I come over in an hour? – No, I _____ the house.

- a) will clean
- b) clean
- c) will be cleaning

5. If he continues working fast, he _____ the work by midnight.

- a) will finish
- b) will have finished
- c) will be finishing

6. She _____ me when her birthday is.

- a) will have told
- b) will tell
- c) will be telling

7. After we finish this video, I _____ all of this director's movies.

- a) will see
- b) will be seeing
- c) will have seen



5. Choose the correct form of the verbs in a dialogue between two friends. Use appropriate tenses for future actions. Act the dialogue out in pairs.

Mike: Hey Nick, what (*you / do*) after school today?

Nick: Well, I (*meet*) Karen at the train station at 4:30 p.m. And how about you?

Mike: Oh, after school, I (*walk*) home and then I (*do*) my homework.

Nick: Sounds boring! We (*earn*) some money for the summer holidays. Karen and me (*work*) in our father's office! We had the job interview yesterday. Everything is arranged.

Mike: Lucky you! I haven't arranged anything yet, but I also have some plans. I (*learn*) Spanish. I (*work*) for Mr. Crump during my next holidays. He promised this to my parents.

Nick: (*you / take*) Spanish lessons or (*you / learn*) with a book?

Mike: I (*take*) lessons, but I haven't chosen which school I want to go to yet.

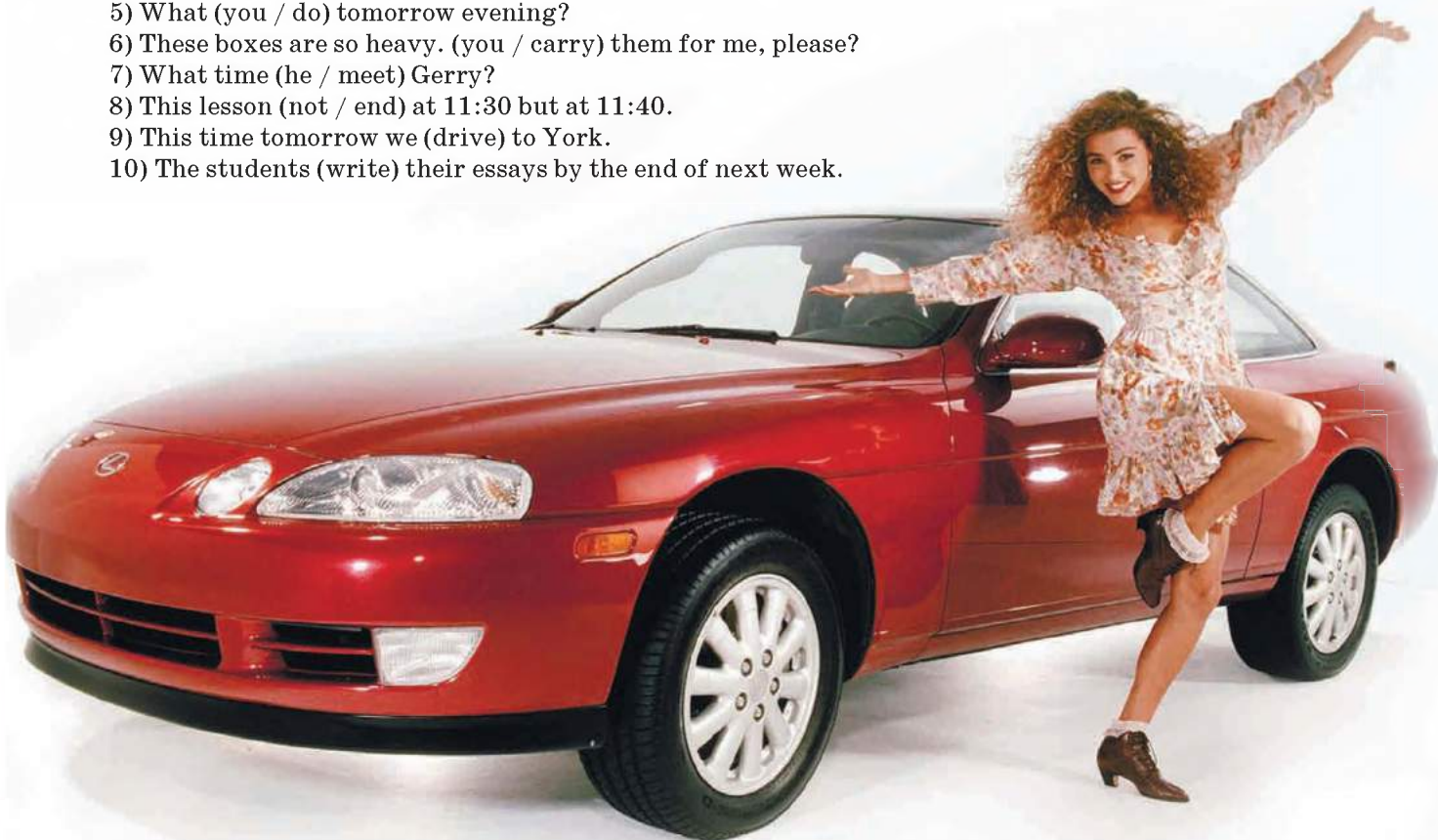
Nick: Good for you! I think we should hurry up now because the weather is getting worse and it looks like it (*rain*) soon!

Mike: You're right. Let's go!



6. Put the verbs in brackets into the gaps. Use will-future, going to-future, Simple Present, Present Continuous, Future Continuous or Future Perfect.

- 1) Lisa has sold her car. She (*buy*) a bike.
- 2) The museum (*open*) at 10 a.m. daily.
- 3) How old (*Harry / be*) in 2050?
- 4) What time (*the show / begin*)?
- 5) What (*you / do*) tomorrow evening?
- 6) These boxes are so heavy. (*you / carry*) them for me, please?
- 7) What time (*he / meet*) Gerry?
- 8) This lesson (*not / end*) at 11:30 but at 11:40.
- 9) This time tomorrow we (*drive*) to York.
- 10) The students (*write*) their essays by the end of next week.



7. Look through ex. 5 and make up your own dialogue using all future forms.

Quick Grammar Aid – Future actions

There is often very little difference between the future tenses. It often depends where you live (in Britain or the USA) and when you use the sentence (in spoken or written communication).

In writing we often use the *will-future*, when the *going to-future* is used in oral communication.

We use **Future Simple (will + infinitive)** to talk about the future:

- When we make **predictions: It will be** a nice day tomorrow.
- When we talk about **offers and promises: I'll see you** tomorrow.

We use **(be) going to:**

- To talk about **plans and intentions: They are going to move** to Manchester.
- When we can see that something is **likely to happen: Be careful! You are going to fall.**

When we **know** about the **future** we normally use the **present tense**.

We use **Present Simple** for something **scheduled** or arranged:

- **We have** a lesson **next Monday**.
- The **train arrives** at **6.30 in the morning**.

We can use **Present Continuous** for **plans** or arrangements:

- **They are coming** to see us tomorrow.

We often use verbs like *would like, plan, want, mean, hope, expect* to talk about the future:

- What are you going to do next year? **I'd like / want / plan to go** to University.

We use **modals** *may, might, and could* when we are **not sure** about the future:

- **I may / could / might stay** at home tonight.

We can use *should* if we think something is **likely to happen:**

- **We should be** home in time for tea.

In clauses with time words like *when, after, and until, etc.* we use a **present tense** form to talk about the future:

- I'll come home **when / after I finish** work.

You must wait here **until your father comes**.

In clauses with *if* we use a **present tense** form to talk about the future:

- We won't go out if **it rains**.

We use **Future Continuous (will + be + V+ing)** to tell that:

- a future action is taking place at the same time with another action in the future expressed by Present Simple:
 - **We'll be working** when the game **starts**.
- a future action is taking place at a specific moment or period of time in the future:
 - **We'll be doing** our homework **in the afternoon / at 5 pm**.
-

We use **Future Perfect (will + have + V3)** to tell that a future action is going to be completed before a specific time or another action in the future expressed by Present Simple:

- They **will have come** home by 3 o'clock / **before you finish** your homework.

Lesson 3

JERK TO WORK

1. Think of three animals you like. Write the animal names on a piece of paper. Write three adjectives to describe each animal. Now read the adjectives with the following phrases: "I think I am...", "My friends think I am...", "I am really..."

2. Work in pairs. You may get some feedback about yourself and discuss it with a partner. Try to be honest!

- Of the following characteristics choose 8 that are particularly applicable to you personally.
- Now choose 5 characteristic features which you think are especially applicable to your partner. Consult a dictionary if necessary.

sensitive, sociable, generous, passive, nervous, open-minded, anxious, careful, moody, talkative, skeptical, thoughtful, impulsive, carefree, pessimistic, peaceful, optimistic, reserved, reliable, balanced, active, dominant, exact, adventurous, hot-blooded, ambitious, well-organised

- Now compare your results. How different are they?

3. Work in pairs. Think where you would put the features above. Discuss your ideas with your partner.

Mostly positive features	Mostly negative features

Today's idiom

to get off to a flying start – to be immediately successful

Today's phrasal verb

to make smth out / to make out + sentence – to be able to see something clearly



4. In pairs, discuss which professions these features may be good for and fill in the table below. Compare your tables with those of other students.

work with people	work alone	work with computers or other machines	work as a manager	work as a subordinate

5. Add the appropriate jobs from ex. 1, Lesson 1 to the table. Add 2–3 jobs on your own. Compare your results with those of other students.

6. Imagine that you are a hiring manager. You are going to listen to 3 people telling about themselves at a job interview. Decide which character traits of those listed above they have, and what jobs from the table of ex. 5 you would recommend to each of the speakers to take.

Person	Traits	Recommended job
Fred		
Alicia		
Catherine		



7. Discuss your recommendations with other students. Give your reasons and be ready to support your point of view.

8. Which of the character traits best describe you? Write a short note in which tell about your personal traits and which of the jobs you think you are good for. Explain your ideas.

Did you know?

It was only after the Second World War that it became the norm in Britain to work five days a week rather than six.

Lesson 4

TRAIT UNDER DEBATE

1. Work in pairs. Read the groups of words and guess the common word for each category. Be as quick as possible.

1. Job, work, money, employee.
2. Money, month, earn, job.
3. Classroom, school, lesson, student.
4. Manager, supervisor, work, chief.
5. Airplane, fly, drive, passengers.
6. Work, quit, sacked, moneyless.
7. Grow, plant, foodstuffs, livestock.
8. Sick, hospital, help, pain.
9. Owner, independent, employer, work.

2. Match the pictures to the words below. Describe each job in one sentence.

alternative energy engineer, biotechnologist, computer programmer, computer systems analyst, freelancer, market analyst, media consultant, seasonal job, secretary, self-employed, web designer, worker

Today's idiom

to have a foot in the door – to have a small but successful start in something and possibly do well in the future

Today's phrasal verb

to make smth up – to invent a story, to use your imagination to say something that isn't true or real

Did you know?

At the outbreak of the Second World War, two million women were still employed in domestic service. Wages were still only 25p a week.



3. Divide the jobs from ex. 2 into "Traditional" and "Future".

Traditional	Future

In pairs, think of possible job descriptions for the jobs in the category “Future”.

- What will people do?
- Do people need any special education and/or qualifications to apply for a job?
- Are there any age or gender restrictions?
- Why is the job good for the future?

Discuss your descriptions in class.

4. Read an article below and find out which of the pictures above have matches to the jobs mentioned.

Which jobs have no picture matches? What do you know about them? Share your ideas in class.

Best Jobs for Your Future

To help you find the right job for your future, let us focus on the following occupations. Take a look at the best jobs for the future.

1. Healthcare

An aging population will put doctors, nurses, physical therapists, and pharmacists in more demand.

Healthcare workers should enjoy working with people, and should be good at science and math.

2. Information Technology

Computers, the Internet, and Smartphones have changed business and communication. Programmers, security specialists, and administrators will continue to be in high demand.

They should enjoy analytical thinking and be creative problem solvers. For the best positions, keep up with changes by continuing education and certification.

3. Marketing

Increased competition and the need to find new ways for products and services will guarantee high demand for marketing professionals.

Creativity, good communication skills, and excellent research ability are necessary.

4. Alternative Energy

Wind power, hydrogen power, geothermal power, and solar power will create new careers, from mechanics and plant managers to scientists, engineers, and even sales and marketing professionals, as these energies become more mainstream.

5. Content Creation

Demand for business writers who specialise in blogs, newsletters, website articles and special reports will also increase.

This field requires good communication and writing skills, and being highly creative and original. There also is a must for self-motivation and self-discipline.

5. In pairs, decide which of the traits of character discussed above you would add as a necessary requirement to each of the 5 job categories described in the article. Discuss your ideas in class. Be ready to support and defend your point.

6. Think which of the jobs described in the article is the most important for society and the world. Note down at least 3 reasons and present your point in class.

7. Which of the jobs of the future would you like to take? Write a short essay. Say:

- what job you would like to take;
- why you think it is important;
- why it is good for you;
- why you are good for this job.

Keys: 1 occupation, 2 salary, 3 teacher, 4 boss, 5 pilot, 6 unemployed, 7 farmer, 8 doctor, 9 business.

Ex. 1

Lesson 5

AGITATION OF APPLICATION

1. Work in groups of 3. Look at the list of verbs below that say what we can do with money. Explain these phrases in your own words within 2 minutes.



Today's idiom

to go to the dogs –
to become less successful than before

Today's phrasal verb

to make off (with) –
to steal and get away

2. It is a common practice to send a resume (or CV) to your potential employer when applying for a job. What is a resume? Why do you think it is necessary for hiring management before a person comes for a job interview?

3. Look at the Facebook founder Mark Zuckerberg's resume on p. 61 and make a list of the points that are covered. Answer the questions that follow.

- 1) How is the information organised? What goes first? Next? etc.
- 2) What is the order of events in which the information is given?
- 3) What information is not included? Discuss in class. Why?
- 4) If the missing information were included, in what part of the resume do you think it would be?



4. Imagine that you are going to apply for a job in the field that you wrote about in your home essay. Think what information about yourself you could give and make a draft of your resume. Then, exchange your resumes with your deskmate to read and discuss.

5. Look at the picture above. What do you think is going on? Who are these people? Where is it taking place? What does the way the people are dressed tell you?

One of the procedures while applying for a job is a job interview. How do you understand what "a job interview" is? Exchange your ideas in class.

Did you know?

In the 1950s, 1.5 million women in Britain worked as either secretaries or typists.

6. Look at the following tips for a successful job interview. How do you understand them? Discuss your ideas in class.



7. Interview one of your parents or any other adult and make up their resume.

Mark Zuckerberg



Email:
zuckerberg@fas.harvard.edu

Phone:
+1 765 439 867

Location:
Cambridge, MA

Education & Courses

Psychology and Computer Science
Harvard University

Sep 2002 - ongoing
Cambridge, MA

Classical studies and Science
Phillips Exeter Academy

May 1999 - 2001
Exeter, New Hampshire
GPA 4.00 / 4.00

Prestigious prep school, member of the Ten Schools Admission Organization ("Big Tens")

Software Development Experience

Facemash

10/2003 - ongoing

A social-oriented website that allows visitors to compare two student pictures side-by-side and let them choose who was "hot" and who was "not"

- Attained 450 visitors for the first day who voted at least 22,000 times
- Overwhelmed the Harvard's network which led to shutting down the website

CourseMatch

2003 - ongoing
Cambridge, MA

The first mini-social medial that allows university students to make class selection decisions based on the choices of other students and also to help them form study groups

Synapse Media Player

2000 - 2001
Cambridge, MA

Synapse is an app that uses artificial intelligence to learn the user's listening habits and then recommends music based on the tastes of the listener

- Featured on the SlashDot and got a rating of 3/5 by PC Mag
- Reached 1000+ downloads for the first month and 10 000 till now
- Attracted interest from Microsoft and AOL and got over 50 job invitations

Life Philosophy

"I'm trying to make the world a more open place."

Languages

English Native

Mandarin Chinese Intermediate


French Advanced

Hebrew Intermediate


Latin Advanced

Ancient Greek Intermediate


Achievements

 **Founded**

two of the most used apps in Harvard

 **10+ prizes**

in math, astronomy, physics and classical studies

 **Proficient**

in six languages

 **Developed first**

software application at age of 12

 **Captained**

the prep school's fencing team

Lesson 6

GOING THROUGH AN INTERVIEW

1. Look at the words below. Think and make up the names of people's professions and occupations. Be as quick as possible. Check yourself with answers on p. 63.

1. break –	
2. framer –	
3. cheater –	
4. leader –	
5. rebuild –	
6. roasting –	
7. treason –	

Today's idiom

to go great guns – to be successful or do very well

Today's phrasal verb

to make sure of smth – to check smth

2. Revise the traits of character needed for specific jobs from ex. 5, Lesson 4.

- Look through the list of job positions below and the personal strengths and qualities, which may be necessary to apply for them.
- Decide which of the strengths and qualities apply to you most.

JOB VACANCIES:

First Solar, Inc.	Johnson & Johnson	The Market Research Society	Quantum Media	Webpage FX
alternative energy engineer, team worker, reliable, careful, creative	biotechnologist, thoughtful, optimistic, ambitious, well-organised	market analyst, sociable, open-minded, careful, optimistic, well-organised	media consultant, sociable, open-minded, talkative, active, dominant, ambitious	web designer, careful, open-minded, thoughtful, well-organised, ambitious

3. Read the tips for Do's and Don'ts at a job interview. Then, choose one of the job positions from ex. 2 and make some notes to help you answer the questions.

Did you know?

In the 1950s, the low rates of unemployment did not include the women, who were considered "economically inactive".



JOB INTERVIEW QUESTIONS - DO'S AND DON'TS

- "Tell me about yourself..."**
 - ✓ DO: Tell where you are now and what makes you good for this job.
 - ✗ DON'T: Don't tell your life story.
- "Why should we hire you?"**
 - ✓ DO: Tell a "success story" to show you have the 'qualities' to solve their "problems".
 - ✗ DON'T: Don't answer "why you want" the job but "why you are the perfect fit" for the job.
Don't be too modest.
Don't be "wishy-washy" with your answer.
- "What is your greatest strength?"**
 - ✓ DO: Talk about a strength that is important for the position.
 - ✗ DON'T: Don't say anything that you can't illustrate with an example or fact.
- "What is your greatest weakness?"**
 - ✓ DO: Show that you know your weakness, but you can improve yourself.
 - ✗ DON'T: Don't show a weakness that is a core competency of the job.
Don't escape this question.
- "What is your greatest success?"**
 - ✓ DO: Talk about a success that shows how you will be a perfect fit for the position.
 - ✗ DON'T: Don't think your success is "too small". It's not about you, it's about them.
- "Where do you see yourself in 5 years?"**
 - ✓ DO: Show that you are an ambitious person BUT you don't have your "head in the clouds".
Stress your interest in a long-term career at the company.
 - ✗ DON'T: Don't show that this job is just a "brief stepping stone" for you.

4. Choose one of the job vacancies from ex. 2. In pairs, role play a job interview. One of you takes the role of a job applicant and the other – of a hiring manager.

The hiring manager:

- ask questions 1–6 and note down if there were any weak answers.

The applicant:

- answer the questions using the strategies from ex. 6, lesson 5 and ex. 3 above.

After the interview has finished, discuss the mistakes if any. Then, change roles.

5. Look at the infographics of the future work skills for the next 10 years on p. 64. In groups, discuss what existing jobs will change or what new jobs will appear to require these skills.

6. Which of the future skills do you think are closest to you personally? Think and write a possible job description for those skills. In what field of human activity may those skills be used? What will you most probably need to do to use those skills?

Keys: baker, farmer, teacher, dealer, builder, organizer, senator.

Ex. 1

Future Skills

The Institute for the Future has put together a report analysing key drivers that will reshape the landscape of work, whilst identifying the key work skills needed in the next 10 years including, global connectivity, smart machines and new media.

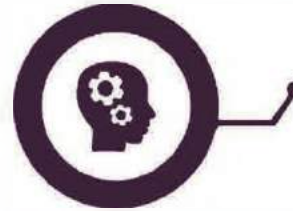
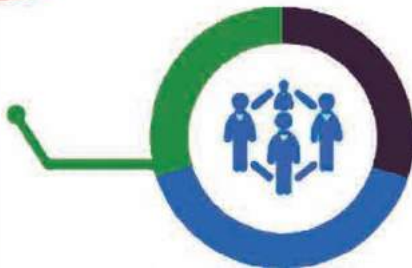


1. SENSE-MAKING

understanding the deeper meaning of what is said or written

2. SOCIAL INFLUENCE

connecting to others in a deep and direct way, to sense and stimulate reactions and desired interactions



3. COMMERCIAL AWARENESS

understanding the commercial realities that influence the organisation

4. CROSS CULTURAL COMPETENCY

understanding of and cooperating with representatives of different cultures



5. COMPUTATIONAL THINKING

translating amounts of data into abstract concepts and understand data based reasoning



7. TRANSDISCIPLINARY

literacy in and understanding concepts across a lot of disciplines



8. DESIGN MINDSET

representing and developing tasks and work processes for desired results



6. NEW MEDIA LITERACY

critical evaluating and developing content that uses new media forms and use these media for communication

9. COGNITIVE LOAD MANAGEMENT

filtering information for importance and understanding how to maximise cognitive functions

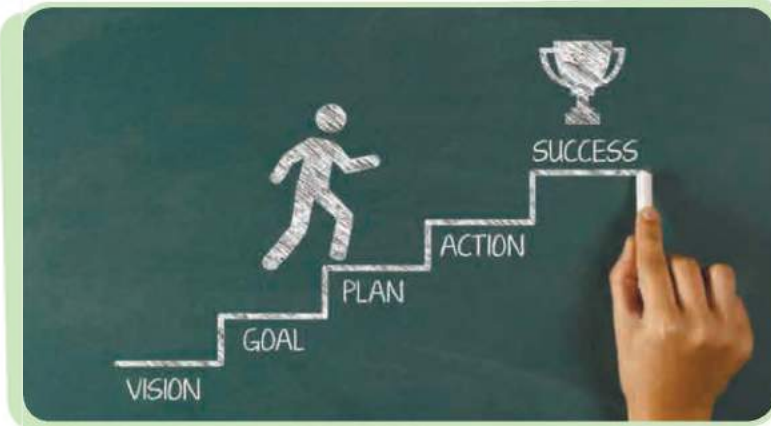


10. VIRTUAL COLLABORATION

productive work as a member of a virtual team



1. Look at the picture. What does it tell about? Guess what the blog below will be about. Why do you think so?



Today's idiom

to boil the ocean – to waste time on a task or project that is unnecessary, not worth doing or impossible to achieve

Today's phrasal verb

to make up – to forgive each other after a fight or disagreement

2. Read the blog, find out if your prediction is right and do the tasks.

☰ BUSINESS INSIDER
STRATEGY
f t in BI Intelligence Events Sign in Edition

Danielle McDonald, Contributor · Jul. 11, 2016

How I worked my way up from a part-time sales job to a corporate career

My career started at Topshop as a part-time sales adviser in an Oxford Street store and then I moved on to *URBN**, which at that time only had four stores in the UK with a plan for **enormous** growth. It was the perfect opportunity for me to step outside of my comfort zone.

During my eight-year career with the company, I went from being a shop-floor assistant manager to a senior HR manager. I created and managed the *HR*** function **from scratch** across six different countries, including Germany and Belgium.

It wasn't easy but I want to share seven tips that contributed to my success that may benefit you as you progress in your career.

Position yourself where you desire to be

Take time out to identify where you want to position yourself based on your brilliance: your strengths, gifts, and talents. What kind of influence do you want to have and what department/function would best **suit** you?

To help with this it may be good to think about where you see yourself in the short, medium, and long term. That it will **enable** you to create clear goals with **milestones** to achieve along the way.

**URBN* – network of global consumer brands
***HR* – human resources



Seek out opportunities

Think of things you can get involved in to support your career goal. By taking the initiative to fill gaps, you can get noticed by senior management.

Identify the gaps

Gain clarity on what the company is aiming to achieve. Understand what the strategy is, what the goals are, and the company's top three priorities.

Think how you can contribute to fill the gaps the company is falling short on, based on where you want to position yourself.

Up your game

Decide what new skills you can learn or develop to support your career growth.

Innovate

How can you make or save the company money? Think about growth in terms of new products and services, and this could be done by reviewing current practices.

Be a student

Observe others, ask questions in order to gain a deeper understanding of things, and be prepared to implement anything that supports your progress. When people see you're able to do this, it demonstrates you're open to listening to different perspectives and learning from others.



Stand in your power

There will always be someone that doesn't believe in you, your vision or idea, but don't allow that to stop you. Stand in your power and be bold, fearless, and free. Anything is possible.

(Adapted from <http://www.businessinsider.com>)



3. Look through the blog for the words in bold. Define their meanings marking the most suitable variants (A, B or C) and replace those in the blog.

		A	B	C
1.	enormous	huge	abnormal	specific
2.	from scratch	from the middle on	from the end on	from nothing
3.	suit	fit	support	match
4.	enable	guarantee	give the opportunity	allow
5.	milestones	marks	landmarks	stones
6.	seek out	research	scan	search
7.	gaps	breaks	holes	weaknesses
8.	bold	bald	brave	heroic

4. Find answers to the questions in the blog.

1. What became the perfect opportunity to Danielle?
2. What can you say about her career? Was it easy? Why?
3. What advice does she give to her readers? Retell the advice briefly in your own words.
4. What conclusion can you make from the blog?
5. Which advice is the most useful for you personally?

5. Find two or more new phrasal verbs in the text. Explain their meaning. Share your ideas with your classmates.

6. Speak about the blog using *Today's idioms* and *Phrasal verbs*.

7. Rewrite Danielle's advice in your own way. Read your advice to the class.

8. Find information about another successful career example to present it in class.

Did you know?

In the late Forties, the typical manual labourer in Britain was given just one week's paid holiday a year.



Ex. 3
Key: 1 A, 2 C, 3 A, 4 B, 5 A, 6 C, 7 C, 8 B.



PERKS OF WORKS

- In groups of 3–4 think and write as many words as you can using the letters of the word “PROFES- SIONAL” in 4 minutes. The group that has the most words wins.
- Read the text given below. Decide if the statements are *True (T)* or *False (F)*.

← → ↻ 🏠
🔍 ☆

☰ TIME
👤 SIGN IN SUBSCRIBE



Here’s what the new princess has to look forward to

William and Kate’s new baby will grow up with a life that most people can only dream about: the life of a princess. But what is that really like today?

Growing up in the British royal family used to be a stiff, formal affair. As Prince Philip once complained, “I never see any home cooking—all I get is fancy stuff.”

But recent generations have tried to make the princes and princesses have more normal childhoods. Charles and Diana especially subscribed to this new way of raising royals with William and Harry. The young boys attended a public school, went to McDonald’s and waited in line to see Santa at a department store.

Still, Prince Harry recalls the boredom of being a young prince: “To be honest, dinner conversations were the worst bit about being a child and listening to the boring people around me.”

So far, it looks like the Duke and Duchess of Cambridge will try to be normal parents to George and his new sister. Kate does her own grocery shopping, takes George on group playdates and brings him to local pubs in her hometown.

According to Queen Elizabeth, however, the royals aren’t so different from the rest of us: “Like all the best families, we have our share of eccentricities, of impulsive and unpredictable youngsters and of family disagreements.”

<http://time.com/3844376/growing-up-royal-princess/>

- William and Kate are the Duke and Duchess of Cambridge.
- Prince Philip doesn’t love home cooking.
- Charles and Diana were the first royals who have tried to make William and Harry have more normal childhood.
- Charles and Diana’s sons have never taken part in public events.
- Prince Harry was fond of royal family’s dinners in his childhood.
- Harry was of opinion that only boring people were around him when he was a child.
- The Duchess of Cambridge does her own grocery shopping, takes her son to common places in her native town.
- The royal family do not have much in common with common people.

1	2	3	4	5	6	7	8

3. Use the verbs in brackets in the correct forms to express future actions.

- 1) When you get off the train, I (wait) for you by the ticket machine.
- 2) We (wait) in the shelter until the bus (come).
- 3) I (go / see) my mother in April.
- 4) Do you think the teacher (mark) our homework by Monday morning?
- 5) Our bus (arrive) at 12:30.
- 6) Are you still writing your essay? If you (finish) by 4pm, we can go for a walk.
- 7) Wait! I (drive) you to the station.
- 8) On Sunday at 8 o'clock I (meet) my friend.
- 9) Paul (fly) to London on Monday morning.
- 10) We (have) dinner at a seaside restaurant on Sunday.



4. Use the verbs in brackets in the correct forms for future actions.

- 1) The English lesson (start) at 8:45.
- 2) I (buy) the magazine from the corner newsagent's when it (open).
- 3) It (snow) in Brighton tomorrow evening.
- 4) Listen! There's someone at the door. I (open) the door for you.
- 5) Look at the clouds – it (rain) in a few minutes.

5. Improve your skills! Make up a note to your parents / sister / brother / friend / roommate with the *Phrasal verbs* of the unit. Use future tenses.

6. Make a summary of the "Did you know?" section as to the timeline.



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

Strain to Entertain



Tip of the unit:
Do homework!

Lesson 1

OUTLINE AND DEFINE

Phrasal verb of the unit: *to put*

Today's idiom

to add fuel to the flames – to do or say something that makes a difficult situation even worse

Today's phrasal verb

to put smb down – to insult someone

1. Work in pairs. Think up about as many words as you can using the letters of the word "television". You have 2 minutes. Compare your results in class. The pair with the most words wins.
2. Look at the pictures on p. 71. In pairs, discuss and write down as many words as you can that refer to the pictures. Compare your results with those of other students.
3. Match the words from the world of TV to their meanings. Which of the words are NOT supported with pictures on p. 71?

WORDS	DEFINITIONS
1. Couch potato	a) <i>A suspenseful, sensational film.</i>
2. Viewer	b) <i>A television station and its programs.</i>
3. Game show	c) <i>It reports current events.</i>
4. News	d) <i>A situation comedy.</i>
5. Serial	e) <i>Another word for television (informal).</i>
6. Reality show	f) <i>A program where a group of people come together to discuss various topics put forth by a host.</i>
7. Sitcom	g) <i>A person who watches television or movies.</i>
8. Infomercial	h) <i>A film made by photographing a series of drawings to give the illusion of movement when projected in rapid sequence.</i>
9. Soap opera	i) <i>It presents facts about a person or event.</i>
10. Talk show	j) <i>A programme in which contestants compete for awards.</i>
11. Documentary	k) <i>A programme in which the fortunes of "real life" people (as opposed to actors, or fictional characters) are followed.</i>
12. Zap	l) <i>A news presenter.</i>
13. Channel	m) <i>A television advertisement.</i>
14. Commercial	n) <i>To use a remote control to switch between channels on a television or to turn it off.</i>
15. Cartoon	o) <i>A television commercial presented in the form of a short documentary.</i>

WORDS	DEFINITIONS
16. Tube	<i>p) A literary or dramatic work published or produced in installments or chapters.</i>
17. Anchor	<i>q) A program in which people have to answer questions to demonstrate their knowledge in a variety of fields.</i>
18. Thriller	<i>r) A person who spends much time sitting or lying down, usually watching television.</i>
19. Quiz show	<i>s) A drama, typically performed as a serial on daytime television or radio, characterized by stock characters and situations, sentimentality, and melodrama.</i>

4. Divide the words above into the categories below and fill in the table.

People	Entertainment	Devices	Information

5. Give your reasons why you think people watch TV:

- children;
- teenagers;
- adults.

Do other students share your ideas?

Did you know?

The British show *Top Gear* is the most watched television show with 350 million weekly viewers in 170 countries.

6. In groups, interview each other about your TV preferences. Ask:

- if they watch TV often;
- if they like to watch information or entertainment programmes and which ones;
- if they have ever dreamed of working in the TV industry.

Sum up the results for your group into the table, then compare them with those of other groups. Are they the same or do they differ greatly?

	Yes (number of students)	No (number of students)
Watch TV often		
Prefer information programmes		
Prefer entertainment programmes		
Dreamed of working in the TV industry		

7. Do you think that TV is important in your life? Why / Why not? Share your ideas with the class and exchange opinions.

8. What programme or programmes from ex. 3 do you personally like best / least? Why? Write a short paragraph.

Lesson 2

THE MASSIVE PASSIVE

1. Revise your topic vocabulary and build correct words.

- 1) A comedy program based on everyday experiences: TSMICO
- 2) A television or radio programme in which stars and celebrities are invited to talk informally about various topics: HAKTSLOW (2 words)
- 3) A small printed notice or advertisement: RIFLE
- 4) A photographer who follows celebrities in order to photograph them and sell the pictures to newspapers or magazines: IAZRPAAZP
- 5) A serial television or radio drama dealing with daily events in the lives of the same group of characters: OPORAPEAS (2 words)
- 6) A group of associated television or radio channels: KTEWNRO
- 7) Commercial promotion of a product or service: REVDTA
- 8) Spectators, listeners or viewers: CIEDENUA

Today's idiom

to bide one's time – to wait for a good opportunity to do something

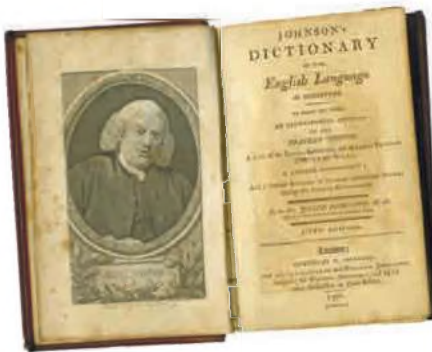
Today's phrasal verb

to put smth off – to decide to do smth later; to postpone

2. Look at the pictures below and complete the sentences with the verbs in italics.

is grown, was published, is studied

- 1. The first Dictionary of the English Language _____ in 1755. (the performer is obvious)
- 2. Space _____ since the ancient times. (the performer is less important than the action)
- 3. Coffee _____ in the equator belt. (the recipient is the main topic)



Is it important who makes / made the actions? What grammar form – active or passive – do we use in these sentences? We only use the passive when we are interested in the object or when we do not know who caused the action.

3. First go to the Quick Grammar Aid on page 76. Look through it, do the task and compare your choice with that of your classmates.

Make the following sentences passive.

Example: *They were expecting a guest. – A guest was being expected.*

1. The chef is cooking the meat. – The meat _____ (by the chef).
2. Jill is feeding her dog. – Jill's dog _____ (by her).
3. The women were cleaning all the jalousie. – The jalousie _____ (by the women).
4. They are watching the newest video. – The newest video _____ (by them).
5. Who was taking care of the baby? – Who _____ the baby
_____ of by?
6. Why were they picking the flowers? – Why _____
the flowers _____ (by them)
7. They weren't painting the room. – The room _____ (by them).

4. Make the following active sentences passive. Share your results with other students.

- 1) We were preparing the party at 5 p.m. yesterday.
- 2) Is she watering the flowers?
- 3) Farmer Joe is milking the cows.
- 4) They are finishing the report at the moment.
- 5) She waited quietly while the doctor was examining her baby.
- 6) There is no juice. Sheila was drinking it when we played tennis.
- 7) Don't go into the treatment room now. The doctor is examining another patient.

Did you know?

Television viewers in the UK have to pay \$230 for a "television licence" every year as a tax to support the BBC.

5. Complete the dialogue with the verbs in brackets. Use passive forms.

- A: There was a storm on the coast last night.
 B: _____? (anything/damage)
 A: Yes. Some trees fell on cars. Fortunately, nobody was killed.
 B: How many cars _____ during the storm? (crush)
 A: Three or four.
 B: _____? (the trees/remove/yet)
 A: Yes, they have. But the cars are still there.
 B: _____? (the cars/badly/damage)
 A: Yes, they are. One of them is completely destroyed.

6. Make the sentences passive. Mind the tenses. Use the Grammar Reference if necessary.

- 1) She asks this student twice a week.
- 2) They are renovating this building now.
- 3) Your products impressed us.
- 4) They are counting the money.
- 5) A pharmaceutical firm presented its new product at the fair.
- 6) The postman delivered this letter last week.
- 7) He was not driving me home.
- 8) Where were they carrying bags?
- 9) Mr. Barber is handing out the exam papers.





7. Make the sentences passive. Mind the tenses. Use the Grammar Reference on p. 168 if necessary.

- 1) Someone was repairing their bikes.
- 2) Who is checking the passports?
- 3) We were fixing the satellite dish at 7p.m. yesterday.
- 4) One of the cable TV channels is presenting a new quiz show.
- 5) Newton discovered the law of gravity.
- 6) A building team was building the house when we returned to the town.
- 7) Cole Porter composed some nice musicals.
- 8) Someone was turning off TV while I came in the room.
- 9) Students handed out fliers last week.
10. At this very moment we are watching the soap opera on TV.
11. Journalists usually interview a variety of people.



Quick Grammar Aid – Passive Voice

Choose the active voice whenever possible.

Choose the passive voice if you have a good reason to do so. Consider passive voice when:

1. The performer is unknown or obvious.	<i>The first edition of Freud's earliest writings on dreams was published in 1899.</i>
2. The performer is less important than the action.	<i>The solution was heated to 90°C for approximately 30 minutes and then allowed to cool.</i>
3. The recipient is the main topic.	<i>Cotton is grown in Egypt.</i>
The object in the active construction becomes the subject in the passive construction and receives more attention.	<i>Stephen King <u>wrote</u> <u>The Green Mile</u> in 1996. (ACTIVE: <u>The Green Mile</u> – object) <u>The Green Mile</u> <u>was written by</u> <u>Stephen King</u> in 1996. (PASSIVE: <u>The Green Mile</u> – subject)</i>

As a rule, **Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous, and Future Continuous** are not used in the passive.

(See other Passive forms in the GRAMMAR REFERENCE)

PRESENT CONTINUOUS: am / is / are + being + V³

We normally use Present Continuous when something is being done by someone at the moment.	<i>A new road is being built now. They are being expected at the moment.</i>
---	--

PAST CONTINUOUS: was / were + being + V³

We normally use Past Continuous when something was being done by someone at sometime in the past for a while.	<i>When I returned home, Tom was being examined by the doctor. The new programmes were being tested at three o'clock yesterday.</i>
The Past Continuous in the passive is often replaced by the active form in everyday speech. For example:	<i>When I returned home, the doctor was examining Tom.</i>

Keys: sitcom, talk show, flier, paparazzi, soap opera, network, advert, audience

Ex. 1

Lesson 3

ENVISION TELEVISION

1. Look at the adjectives that go with the word “television”. Explain the meanings of the phrases. Use the phrases to make up sentences that are true about you.



Today's idiom

to blot one's copy book – to do something to spoil a good record or reputation

Today's phrasal verb

- to put smb out* – to disturb or ask a big favor of someone
- to put a fire out* – to extinguish a fire (to put water on a fire until it is “out”)

2. What kind of television do you and your family usually watch? Do you do it together or separately? What programmes or channels do you and your family prefer? Be truthful! Compare your answers with those of other students. How different are they? Is it possible to make a conclusion about what younger and older generations prefer to watch on TV?

3. Work in groups of 4–5 students. Interview each other about how much TV they watch a week. Make a summary for each group and then – for the whole class. What are the overall results? What do you think of them?

4. You are going to listen to a part of an educational TV show. In pairs, discuss what the words and phrases below may mean. Discuss and predict how they will be used in the show. Then, listen and report the sentences, in which they were actually used.

the idiot box, the boob tube, stupid, smart, genius, intelligence, pediatricians, delay development

5. Answer the following questions about the show.

- 1) Is it a scientific fact that watching TV makes thinking abilities worse?
- 2) Is it true to say that the research has been done for about 70 years?
- 3) Children of what age are NOT mentioned in the show?
- 4) What is mentioned as a factor to help children become better learners?

6. How do you understand the main message of the speaker? Do you agree with it? Why? / Why not?

7. Make a brief report of the show using your answers from ex. 4 and words and phrases from ex. 3.

8. Ask your parents, relatives, neighbours and friends beyond school (10 people in total) about their opinions of TV – if it is more useful or more harmful. Don't forget to ask for facts or examples to support their ideas. Then, make up a summary table like this:

	Number of answers	Main reasons
Useful		
Harmful		

How much television do you watch a week?

- None!
- Less than an hour.
- About 1–2 hours per week.
- More than 2 but less than 5 hours per week.
- More than 5 but less than 10 hours per week.
- 10 or more hours per week.
- I never turn the TV off!

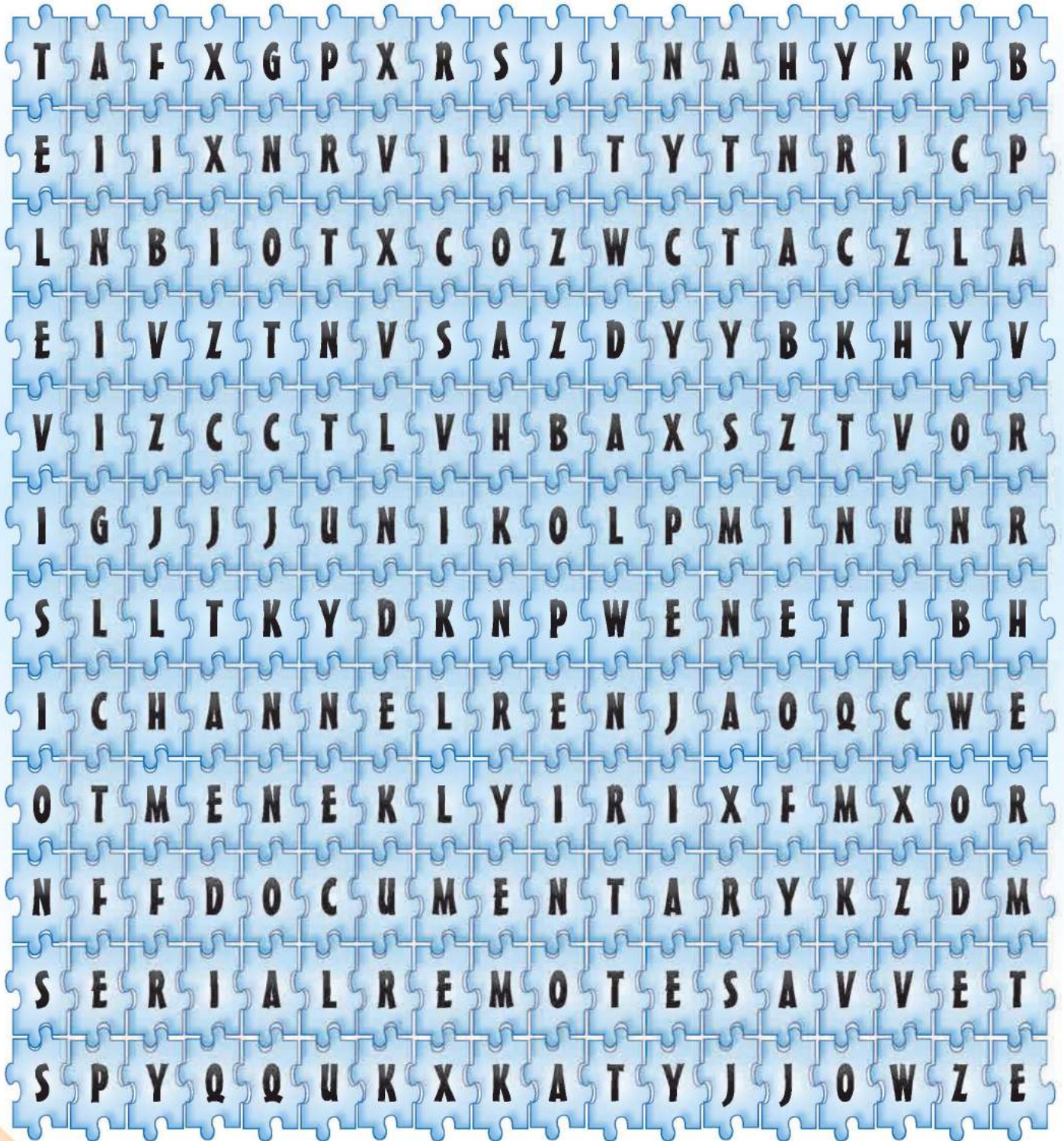
Did you know?

On 30 October 1925, John Logie Baird made the first transmission of a moving image of a human face by television.

Lesson 4

SPEEDIER MEDIA

1. In pairs, find 12 words related to TV in the puzzle. The pair that does it fastest wins.



2. Make up 4 sentences about TV so that each sentence included 3 words from ex. 1 and the words did not repeat. Compare your sentences with those of other students.
3. Look at the Quick Grammar Aid below to find out about the use of Past Perfect Passive and Future Simple Passive in English. Then, rewrite the following sentences in passive. Pay attention to the word order in different types of sentences (positive, negative or interrogative).

1. I had never experienced such difficulty. – Such difficulty _____ (by me).
2. Had he given a lecture? – _____ a lecture _____ (by him)?
3. She had not listened to him. – He _____ (by her).
4. We had finished our work. – Our work _____ (by us).
5. Had she prepared dinner? – _____ dinner _____ (by her)?
6. Alice had written a letter. – A letter _____ (by Alice).
7. He had given a lecture. – A lecture _____ (by him).
8. Had she invited them? – _____ they _____ (by her)?

4. Make up sentences in passive from the scrambled ones. Be attentive!

- 1) by / had / our / The / won / match / been / team –
- 2) been / already / me / The / by / posted / letter / had –
- 3) horse / The / been / noise / frightened / by / had / the –
- 4) struck / The / lightning / house / had / by / been –

Today's idiom

to burn the candle at both ends – to tire oneself by doing too much, especially going to bed late and getting up early

Quick Grammar Aid – Passive Voice

PAST PERFECT: had + been + V³

We normally use Past Perfect Passive when something had been done by someone before a certain moment in the past.

*By the time I returned, the work on the project had been finished.
Before I returned, the work on the project had been finished.
I returned after the work on the project had been finished.*

FUTURE SIMPLE: will be + V³

We normally use Future Simple Passive when something will be done by someone in the future.

The award will be given to the best math student.

FUTURE CONTINUOUS: will be + being + V³

This form is normally NOT used in speaking and writing. We can use Future Simple or use the ACTIVE form better.

*At 8:00 PM tonight, the dishes will be being washed by John.
(not USUAL) – The dishes will be washed by John. –
John will be washing the dishes at 8:00 PM tonight.*

FUTURE PERFECT: will have + been + V³

The Future Perfect Passive is used mostly in writing: in formal correspondence and scientific literature.

*Experts say that by 2050 the cure for cancer will have been found.
Tomorrow your Internet connection will have been restored completely.*

5. Read a part of a newspaper article. How would you define its tone?

- humorous;
- sarcastic;
- respectful.

Today's phrasal verb

to put smb up – to let someone stay in your house for a short period of time

How to Watch Television Smarter

What is Media Literacy?

Little kids aren't ready to think critically, but the older you get, the more you can think, judge, and evaluate for yourself. Adults young and old can develop their ability to think outside the idiot box: Media literacy is the ability to analyse and evaluate media, including (but not limited to) television programs and advertisements.

Media-literate people...

- understand the complex messages and philosophies hidden beneath the surface of what is shown.
- do not watch passively but rather engage actively by asking questions, and digging deeper.
- don't take things at face value, but rather spend time and energy trying to understand the hidden messages and motives.

Here are 6 tips to help improve media literacy:

1. Understand how media shape cultures and societies.
2. Develop critical thinking skills by watching actively (not passively) and asking questions.
3. Recognise what the media-maker wants the audience to believe or do.
4. Identify target marketing strategies: In other words, know what is being sold and to whom.
5. Recognise persuasion, propaganda, prejudice, misinformation, and lies.
6. Discover the story's hidden parts and perspectives.

There are both advantages and disadvantages of watching television, although children and teenagers are more negatively affected than adults.

Adapted from <https://reelrundown.com>



Answer the following questions.

- 1) How can you explain the term “media literacy” in your own words?
- 2) Why are children and teenagers influenced by television more than adults?
- 3) What is meant by the words “at face value”? Explain in your own words.

6. In pairs, think of two examples of the hidden TV activities. What are they? Who are they aimed at? How can you tell? What do you think can be done about this? Share your ideas in class.

7. Do a research of your own. Choose a media programme and analyse it using the tips from ex. 5. Note down your results to share in class.

Did you know?

An average person in the UK watches just over four hours of television a day.

Keys: anchor, cable, channel, documentary, online, remote, serial, show, sitcom, television, tube, zap

Ex. 1

Lesson 5

SLATED AND DEBATED

1. In pairs, make an acrostic on the word "radio" to best express its meaning.

R

A

D

I

O

Compare your acrostics in class. Choose the best one.

2. Look at the following facts from the history of radio and television. Describe what had been done before the dates below. Do not forget to use Past Perfect Passive.

- 1895 – the first radio;
- 1925 – the first black-and-white TV broadcast;
- 1951 – the first colour TV broadcast;
- 1962 – the first satellite TV broadcast.

3. What do you know about the radio? Give at least 2 facts. Compare your facts with those of other students.

4. Look at the UK infographics about using radio services below. What do you think of those figures? What do you think are the reasons for such a number of people to listen to radio regularly?

Today's idiom

to do smth cap in hand – to ask for something in a very respectful manner

Today's phrasal verb

to put up with – to tolerate something or someone that you don't really like



ALL RADIO LISTENING

ALL RADIO LISTENING

Today RAJAR announced **48.2 million adults** or **89% of the adult (15+) UK population** tuned in to their selected radio stations each week in the third quarter of 2016. This is up by approximately **320,000 adults** on the same Quarter of the previous Year (Q3, 2015). The total average number of weekly hours listened to radio for this quarter is **1.038 Billion**.



89%

of the population tune in to radio every week



DIGITAL PLATFORMS

Almost 6 in 10 adults aged 15+ are listening to radio via a digital platform in terms of weekly reach*. With 32 million people now tuning in to radio via a digitally enabled receiver (DAB, DTV, Online) each week.

* Weekly reach is the number of people (adults 15+) in the UK who listened to a radio station for at least five minutes in the course of an average week during the quarter.



59%

of the population tune in to digital radio every week

OWN A DAB RADIO

31 million adults

claim to own a DAB Radio, up 7% Year on Year



SOCIAL MEDIA

43% of 15-24 year old Social Media users claim to receive updates about their favourite Radio Station/Presenter

31% of adult Social Media users claim to receive updates about their favourite Radio Station/Presenter

<http://www.rajar.co.uk> "RAJAR/psos /MORI/RSMB"

5. Listen to a part of song by "Queen" and fill in the gaps with the words and phrases from the box.

*my radio, your finest hour, old time stars, complain, we could fly,
background noise, teenage nights, invaded by*

I'd sit alone and watch your light
My only friend through ...
And everything I had to know
I heard it on ...

You gave them all those ...
Through wars of worlds ... Mars
You made them laugh, you made them cry
You made us feel like...
Radio.

So don't become some ...
A backdrop for the girls and boys
Who just don't know or just don't care
And just ... when you're not there

You had your time, you had the power
You've yet to have ...
Radio, Radio.



6. What are the singer's feelings about the radio? How can you tell?

7. Interview 10 people in your close neighbourhood to find out how often they listen to the radio, then count the percentage. In class, share your results and compare them to the UK statistics. How much different are they?

Did you know?

In 2004, the number of television sets in the UK overtook the number of people.



Lesson 6

GALLOPING DEVELOPING

1. In pairs, arrange the stages of developing television from the earliest to the latest. The fastest pair wins.

colour TV, HD TV, cable TV, black-and-white TV, satellite TV, online TV

2. What kind of TV from ex. 1 do you usually watch? Is it your choice or you just have to? What kind of TV do you think is an ideal one?

Describe its advantages and possible disadvantages concerning:

- availability;
- picture and sound quality;
- price.

Compare your ideas with those of other students in class and come to a joint decision about the most preferred kind of TV and the reasons for that.

3. Work in small groups. Discuss and make a list of 3–4 advantages and 3–4 disadvantages of radio compared to television. Compare your list with that of other groups.

4. You are going to listen to a short conversation between Ed and Polina about teenagers using radio services in the UK and Ukraine.

Before you listen, answer the following questions.

- 1) Do you think there is a difference between the two countries?
- 2) What do you think about the number of radio stations?
- 3) What do you think about the main content of broadcasting?

5. After you have listened.

Can you make a conclusion that everything is pretty much the same in both countries?

If there are any differences, what are they? Share your ideas in class.

6. Do you personally listen to radio broadcasting? Is it the same situation or different ones? What sort of programmes do you usually listen to? What about your classmates? Friends? Discuss the answers in class.

7. Work in groups of 4. Imagine that you have become the authority board of an existing radio station. How will you change the work concerning:

- the target audience?
- the news policy?
- the advertising policy?
- the content broadcast?

Explain your ideas to the class. Be ready to defend your point of view.

8. Imagine that you have become the authority board on your favourite TV channel. Make a few notes about what you are going to change and why. Use ex. 7 as an example.

Today's idiom

to chance one's arm – to decide to do something even though there is little hope of success

Today's phrasal verb

to put on – to turn on; to switch on

Did you know?

There is something called the “CSI effect”. Because of television crime dramas, people have unrealistic expectations of criminal science and investigation techniques.



1. Answer the following questions.

- 1) Have you ever seen kids' sports films?
- 2) Do you love them or not? What attracts you if you do? If you don't, why? Give your reasons.

2. Look at the picture. What may the place be? Who are those people? What can you say about their facial expressions? What can be going on?

Read the story and find out one more opinion; pay attention to the words in **bold**. Do exercises after reading.

Today's idiom

*to come out of **woodwork*** – to appear unexpectedly, as if from nowhere, and usually in large numbers

Today's phrasal verb

to put forth / forward – to offer an idea, plan, or proposal

A Racist Plot Twist

(It's a slow day at work. My coworker and I are standing behind the counter making idle chat.)

Me: "Know what I've been thinking about?"

Coworker: "What?"

Me: "Kids' sports movies."

Coworker: "Kids' sports movies?"

Me: "Yuh huh. Specifically, the fact that they're all exactly the same."

Coworker: "What do you mean?"

Me: "I mean how they all have the exact same plot, the exact same characters, the exact same tone, everything."

Coworker: (*sounding unsure*) "Hmmm..."

Me: "Think about it. You always have the exact same stereotypical characters: the **nerd**, the fat kid, the black kid who only talks in **pseudo-racist** manner, the girl playing on the boys' team just to prove she can, and the guy who could be a superstar if he could just get past his emotional problems."

Coworker: "You know, I think I see what you mean. Don't forget the ex-coach trying to relive his glory days."

Me: "Exactly. And our band of **misfits** always has to play in the championship game the team of rich snobs who **taunted** and defeated them at the beginning of the movie."

Coworker: "And the coach of the rich snobs' team was the one who **humiliated** our heroes' coach long ago."

Me: "Right. And our heroes lose their first couple of games until a **pep** talk from the coach inspires them, and then they destroy every opponent they face until the championship game, when the rich snobs are beating them at halftime. Then the would-be superstar finally gets his head out of where it is and helps them turn things around in the second half and they win."

Coworker: "You know, you're right."

Me: "Like I told you, **dude**. They're all the same."

(A customer has just walked up to the counter and overheard the last thing I said.)

Customer: "How can you!"

Both Of Us: "Huh?"



Customer: "How CAN you say that all African-Americans are the same?! You RACIST!"

Me: "What? African-Americans? No, we were talking about kids' sports movies."

Customer: "You said 'They're all the same!'"

Me: "Yes, ma'am. I was saying that all of those movies are the same."

Customer: "Don't you lie to me, you racist! Anyone who says 'They're all the same' is talking about African-Americans!"

Coworker: "Ma'am, I promise you that's not what we were talking about."

Customer: "Shut up, you racist! This whole store is racist! I don't have to put up with this racist store! This is the MOST offensive thing I've ever heard in my whole life and I demand compensation for this insulting racism!"

Me: "Uh... I'm sorry?"

Customer: "You'll be sorry when your racist face is out on the street!"

(She **stomped** off to the customer service counter to complain. **Apparently** she didn't get the reaction she wanted from the store manager because she stomped out of the store all together a minute later. Also, she was white.)

Adapted from <https://notalwaysright.com/category/movies-tv>

3. Look through the text and find out the meanings of the words in bold from the context. Match them with their definitions. Share your results with the classmates.

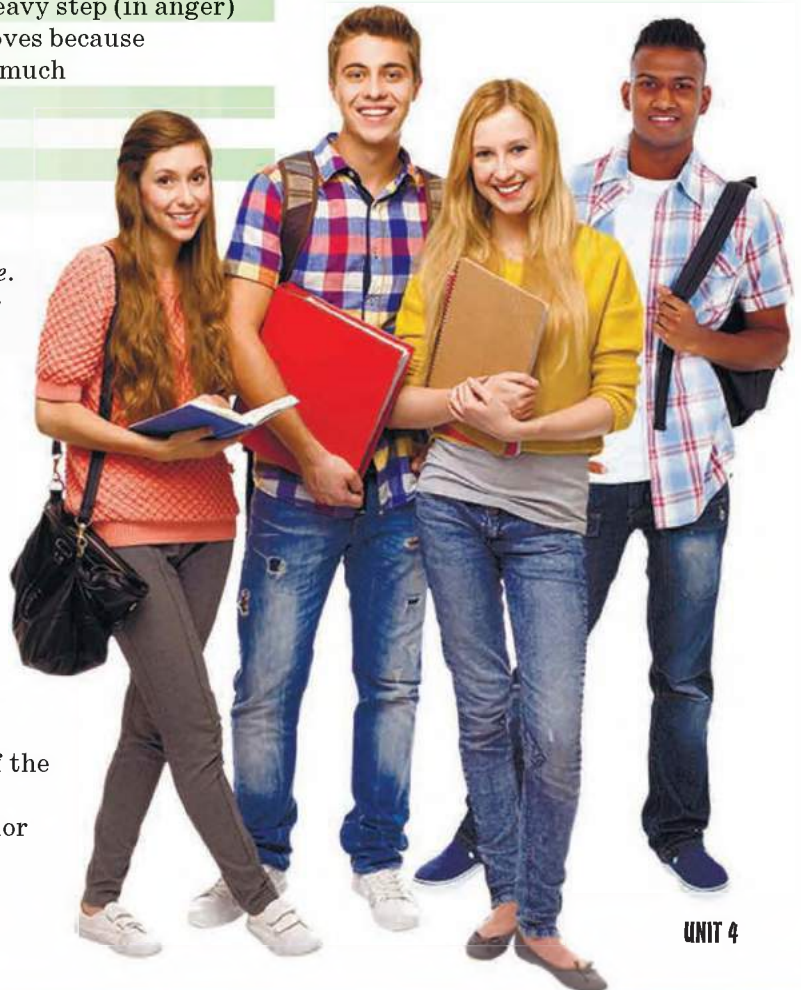
- | | |
|------------------|---|
| 1) idle | a) a person imitating racism |
| 2) nerd | b) pressed with rude words |
| 3) pseudo-racist | c) friend |
| 4) misfits | d) useless |
| 5) taunted | e) walked with a loud heavy step (in anger) |
| 6) humiliated | f) a kid whom nobody loves because he likes studying too much |
| 7) pep | g) obviously |
| 8) dude | h) losers |
| 9) stomped | i) inspiring |
| 10) apparently | j) made fun of |

Did you know?

The word 'television' entered the language in 1907. The abbreviation TV was first used in 1948.

4. Decide if the statements are *True* or *False*. Explain your choice and correct the *False* statements.

- 1) The action has happened in a big store.
- 2) There were two seller-boys talking about sports films for children.
- 3) The narrator was thinking out loud more than was trying to prove something.
- 4) The coworker didn't agree with the narrator.
- 5) The sellers were chatting because of a boring day at work.
- 6) After the customer had come in, the talk was not finished.
- 7) The customer overheard the most part of the dialogue.
- 8) The customer wanted to remove the author from his position.



5.

Give answers to the questions. Prove your ideas with the help of the dialogue.

- 1) What do you think about the place where the shop is situated? Is it a city? A small town? What makes you think so?
- 2) Speaking about films the narrator insists that they all have similar features. Do you agree with this point of view? What arguments prove it in the dialogue?
- 3) The narrator's coworker looks rather indifferent to the subject. Is he really interested in it?
- 4) Which of the film characters do the guys believe to be 'positive' and 'negative' ones? How can you tell?
- 5) Revise the human traits from Unit 3. Which of them could you use to describe the lady? The guys? Explain why.



6. Work in pairs. Write down the basic common features of the most kids' sports movies. Discuss the results with your classmates.

	'Positive' characters	'Negative' characters
People		
Possible traits of character		
Events		



7. Imagine the story above is a script for a TV clip. Prepare to act it out as if you were going to shoot it.

Strain to Entertain

All photos and images used in the textbook have been taken from free Internet resources

1. Test your knowledge of vocabulary related to television, radio and the media. Match the phrases in *italics* with their definitions.

breaking news, weather forecast, prime time, producer, soap opera, quiz show.

- 1) a person who is responsible for the overall shape of the programme
- 2) mostly a short programme about atmospheric conditions
- 3) a kind of TV drama in parts based on inter-human relationships
- 4) the most recent news of the day
- 5) an entertainment programme in which contestants answer questions
- 6) the time of the day when most people are watching television.

2. Read about the hotel and choose the correct answers (A, B, C or D) for the questions.

The Hotel of the Famous

What would your life be like if you were Albert Einstein? What clothes would be in your wardrobe if you were Marilyn Monroe? Or Madonna?

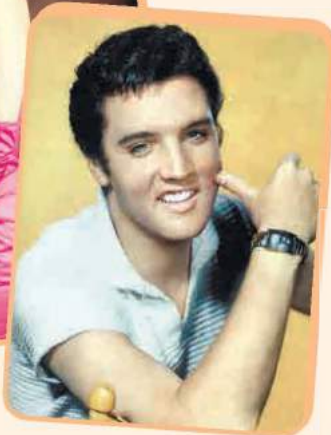
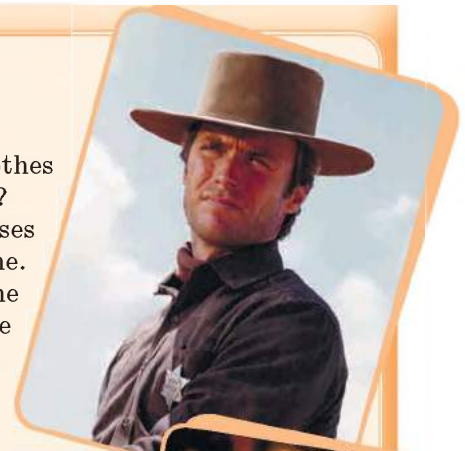
Ten miles outside Los Angeles, California, the Fame Hotel promises to answer the question "What if?" Each room in the hotel has a name. There's Clint Eastwood on the second floor and Elvis Presley on the third floor. In total, the Fame Hotel has 32 rooms, most of which are named after stars of Hollywood or music. But there are also famous writers and even some scientists and sports stars. The first time I arrived at the hotel I was marveled!

When you enter the room, you enter the life of that person. There are pictures everywhere. The owner of the hotel has tried to fill the rooms with objects, clothes that he thinks the stars could like. Marilyn Monroe's wardrobe is full of beautiful white dresses, Albert Einstein doesn't have any socks in his wardrobe because the real Einstein never wore them! If you choose Mike Tyson's room, you'll be able to practice boxing in one corner of the room!

I spoke to one guest staying in the Elvis Presley room. "I adore this hotel," he said to me. "I wanted to know what Elvis Presley would eat for breakfast and now I know. I eat pancakes and strawberry ice cream every morning, just as Elvis did. The Einstein room's guest is eating cabbage soup!"

The company plans to expand into Europe, too. I look forward to staying in the Winston Churchill suite in London!

(Adapted from <http://www.esl-lounge.com>)



- 1) This passage would most likely be found in ...
 - A an encyclopedia
 - B a personal blog
 - C a formal letter
 - D a tourist guide
- 2) The author says he met ... in the hotel.
 - A some famous people
 - B a lot of common people
 - C one of the guests
 - D his old friend
- 3) According to the passage, in the Albert Einstein room you can find ...
 - A no socks
 - B the wardrobe full of beautiful dresses
 - C cabbage soup
 - D the picture of Einstein's favourite Hollywood actress
- 4) The hotel's owner has tried to fill ...
 - A the wardrobe with authentic clothes.
 - B the rooms with food, that he thinks the guests could like.
 - C the rooms with the things, that he thinks the stars could like.
 - D the rooms with real objects that to the stars belonged to.
- 5) After reading the text we can say that ...
 - A some famous people have stayed at the hotel.
 - B guests are able to choose which room they stay in.
 - C guests are able to practise boxing in the Elvis Presley room.
 - D only stars can stay in the hotel.
- 6) The company plans
 - A to open the Winston Churchill hotel in London.
 - B to broaden its network in the USA.
 - C to expand into the native country.
 - D to open similar hotels overseas.



Fill in the table with the letters of correct options.

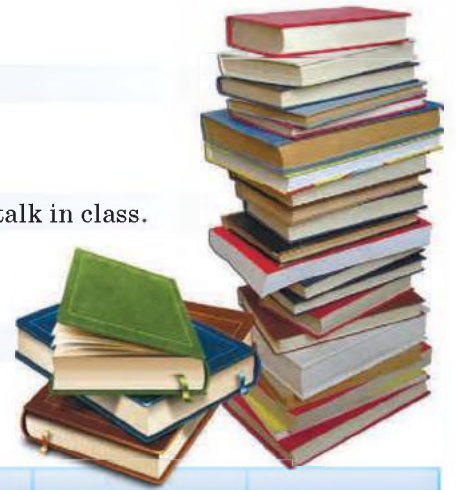
1	2	3	4	5	6

3. Choose the best option to complete the sentences. Fill in the table.

- 1) She _____ for the job at noon yesterday.
 - a) was being interviewed
 - b) was interviewed
 - c) has been interviewed
- 2) The letter _____ by Tom now.
 - a) is written
 - b) is being written
 - c) has been written
- 3) English _____ by a lot of people all over the world.
 - a) is understood
 - b) has been understood
 - c) was understood



- 4) The window _____ before I left the house.
 a) isn't being closed
 b) was not closed
 c) had not been closed
- 5) At the last lesson he _____ by the professor not to talk in class.
 a) has been told
 b) was told
 c) was being told
- 6) The house _____ by the fire recently.
 a) has been destroyed
 b) was being destroyed
 c) is destroyed



1	2	3	4	5	6

4. Fill in the blanks with the correct "put" phrasal verbs.

1. **Patrick:** I'm coming to visit you in Boston next month. Do you think you could _____ me _____ for a few days? I can't really afford a hotel.
Zack: Of course! That's what friends are for!
Patrick: Are you sure I won't be _____ you _____?
Zack: It's no problem at all.
2. Craig's brothers always make fun of him and _____ him _____, so he has low self-esteem.
3. I don't know how my parents _____ me when I was a teenager. I was always yelling at them and sneaking out of the house. I must have driven them crazy!
4. Luckily, the firefighters were able to _____ the fire before it got too big and completely destroyed the house.
5. We can't afford the surgery that our pet dog needs, so we might have to _____ it _____.
6. I'm too tired to finish my math homework tonight. I'll have to _____ it _____ until tomorrow before school.



5. Arrange the information from the "Did you know?" section of the unit into:

- timeline events;
- facts.

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

Reliance on Science



Tip of the unit:
Revise constantly!

Lesson 1

DIMENSION OF INVENTION

Phrasal verb of the unit: *to give*

1. Look at the pictures of things we can't do without today on p. 92. Do you know that they all were invented in Britain?

Match the names of the inventions to their descriptions and find the supporting pictures on p. 92.

Today's idiom

to disappear into thin air – to disappear in a mysterious way

Today's phrasal verb

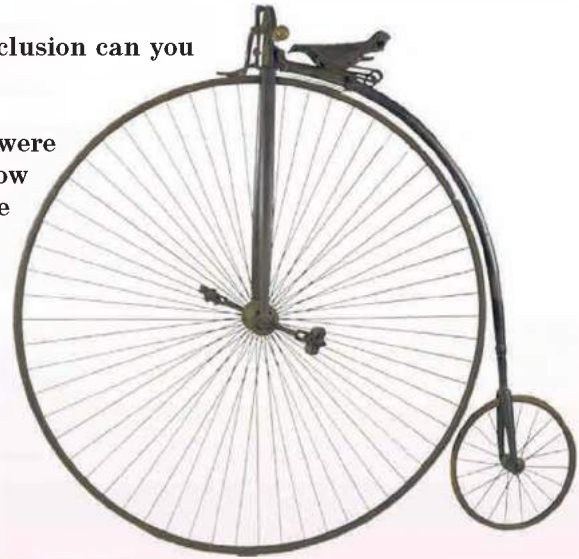
to give smth away –
1) to give smth for free;
2) to reveal a secret usually accidentally)

<i>catseye</i>	a protection device used to put down or control small fires, often in emergency situations – George Manby, 1818
<i>cement</i>	a hygiene instrument for cleaning teeth and tongue – William Addis, 1770
<i>electric motor</i>	a floor covering – Frederick Walton, 1860
<i>fire extinguisher</i>	a substance used in construction that can bind other materials together – Joseph Aspdin, 1824
<i>light bulb</i>	a device that uses an air pump to create a partial vacuum to suck up dust and dirt, usually from floors – Hubert Booth, 1901
<i>linoleum</i>	a container that helps to keep certain temperature – Sir James Dewar, 1892
<i>photography</i>	water with addition of carbon dioxide gas – Joseph Priestley, 1772
<i>pneumatic tyre</i>	a container for foods made of thin metal – Peter Durand, 1810
<i>safety bicycle</i>	an electrical machine that converts electrical energy into mechanical energy – Michael Faraday, 1821
<i>soda water</i>	practice of creating durable images – William Talbot, 1835
<i>thermos flask</i>	a bike with the wheels of the same size – John Stanley, 1885
<i>tin can</i>	a rubber structure filled with air to protect a car wheel – John Dunlop, 1887
<i>toothbrush</i>	small pieces of glass or plastic by the edge of the road to reflect light when dark – Percy Shaw, 1934
<i>vacuum cleaner</i>	an electric light with a spiral heated to such a high temperature that it glows with visible light – Joseph Swan, 1880

2. Arrange the inventions according to the timeline. What conclusion can you make? Share it with other students.

3. Work in small groups. As you can see, the inventions above were made in Britain but are used all over the world. Do you know any Ukrainian inventions or discoveries that have the same effect? What results are you coming up with? What about other groups?

4. Look at the list of adjectives that go with the word “invention”. Use them to talk about the inventions above and explain your point. Consult a dictionary if necessary. Think, how you can use the today’s phrasal verb and idiom.



ingenious

new

successful

latest

INVENTION

brilliant

wonderful

modern

5. Which of the inventions do you think is the most important in the whole history of the humanity? It may be both one of the inventions from the list above or any other invention to your choice. Why do you think so? Discuss your ideas with other students.

Did you know?

The World Wide Web was invented by the British computer scientist Tim Berners-Lee.

6. What should a real inventor be like? Refer to the human traits in Unit 3. Explain your point of view. What are other students’ opinions? Interview each other and find it out.

7. Make your own research. Browse the Internet to find information about some other invention or discovery made by British scientists or inventors and prepare a brief report for class.



Lesson 2

PLURALITY OF MODALITY

1. Work in groups of three. Look at the words below; make sure that everybody knows what each word means. Complete the list in chronological order (use BC and AD) and compare it with other groups; check your list for the correct answers. Tell briefly what each invention is used for.

refrigerator, thermometer, printing, wheel, the Internet, telephone, Skype, paper.

Today's idiom

to do smb a good turn – to act in a helpful way

2. Look through the sentences below and find out what they express: ability, strong necessity, advice, request, permission, possibility or strong probability. Tell which of the verbs show which meaning.

- 1) She can drive a car.
- 2) You must see a doctor at once!
- 3) You should call him.
- 4) Could you help me with this report, please?
- 5) I had to break the window! I lost my key!
- 6) You may stay here.
- 7) He might leave soon.
- 8) He must be at the tennis club now.
- 9) You mustn't touch that plate, it's too hot.

Today's phrasal verb

to give in to smth – to agree to smth you don't like

3. Study the Quick Grammar Aid on p. 96 and do the exercise. Explain your choice to your classmates.

- 1) Which of the sentences is correct?
 - We should leave home half an hour before. We are late now.
 - We should have left home half an hour before. We are late now.
 - We should to leave home half an hour before. We are late now.
- 2) Which word goes best into the space?
We ___ visit Eric when we are in London.
 - ought
 - should
 - didn't ought
- 3) Which of the questions is correct?
 - We should call the police?
 - Should we call the police?
 - Do we should call the police?
- 4) Which word goes best into the space?
Do I have to clean my room? - No, you ____.
 - have not
 - need not
 - do not
- 5) Which of the sentences is correct?
 - We ought have a party to celebrate Kate's birthday.
 - We ought to have a party to celebrate Kate's birthday.
 - We should to have a party to celebrate Kate's birthday.
- 6) Which word goes best into the space?
Ilona is a very rich person and she ___ work.
 - has to
 - needn't
 - shouldn't
- 7) Complete the sentence.
We _____ invite Cassie and Jack to dinner.
 - should to
 - ought to
 - ought
- 8) Which of the sentences is correct?
 - You have not do the ironing. I'll do it later.
 - You mustn't do the ironing. I'll do it later.
 - You needn't do the ironing. I'll do it later.
- 9) Which of the questions is correct?
 - Do we ought to tell Jane the news?
 - Ought we tell Jane the news?
 - Ought we to tell Jane the news?
- 10) Which word goes best into the space?
You ___ go to the store today. There is plenty of food in the fridge.
 - shouldn't
 - needn't
 - mustn't

Quick Grammar Aid – Modal Verbs

NEED is a **semi-modal verb** because in some ways it is **like a modal verb** and in other ways **like a main verb**.

1. We use NEED mostly in the **negative form** to indicate that there is **no obligation or necessity** to do something. We form the negative by adding NOT: NEED NOT (NEEDN'T).
You needn't take off your shoes.
2. We don't use **don't/doesn't/didn't** with NEED:
Modal verb: *You needn't listen to him. (You don't have to listen to him.)*
Main verb: *You don't need to listen to him. (There is no need to listen.)*
These two sentences are different in the form and meaning, too.
3. **Affirmatives** with the semi-modal NEED are **not common** and they are used in **formal** contexts.
4. **Questions** with NEED are formed as regular questions: *Do you need ... ?*

OUGHT TO is a **semi-modal verb** because it is in some ways **like a modal verb** and in some ways **like a main verb**. Unlike modal verbs, it is followed by **TO**, but like modal verbs, it does not **change form for person**:

I ought to phone my parents.

OUGHT TO is used to express advice combined with a certain moral obligation.

You ought to visit your parents regularly. (You should do it because it is morally correct.)

- | | |
|--|---|
| 1. In affirmatives OUGHT TO comes first in the verb phrase (before a main verb): | <i>We ought to do more exercise.</i> |
| 2. The negative is formed by adding NOT: OUGHT NOT TO (OUGHTN'T TO). We don't use don't, doesn't, didn't with OUGHT TO. The negative of OUGHT TO is not common . We usually use shouldn't instead: | <i>We ought not to have ordered so much food.
You shouldn't speak to your father like that.</i> |
| 3. The subject and OUGHT TO change position to form questions . The question form of OUGHT TO is very formal . We usually use should instead. We don't use do, does, did : | <i>Ought she to call the police? = Should she call the police?</i> |

4. Choose the correct variant of the answer: **MUSTN'T** or **NEEDN'T**. Use the Quick Grammar Aid above if you need. (The table of Modals is in the Appendix on p. 170.) Explain your choice to other students.

1. She _____ go to bed early; tomorrow is a holiday.
2. You _____ cross the road when the lights are red.
3. You _____ tell anybody what I've just told you. It's a secret.
4. You _____ go to the bank. I can lend you the money.
5. You _____ litter in here. It's forbidden.
6. I like cold coffee. You _____ warm it.
7. Do we have to pay to get in? – No, you _____. Entrance to the museum is free.
8. You _____ forget your sun cream. It's going to be very hot!

5. Fill in the gaps with one of the correct forms of the modals. Explain the use of them to the classmates.

1) You _____ ride a motorbike without a helmet.

- shouldn't
- ought to
- ought

2) Where _____ we _____ park our car?

- do ... ought to
- ought not
- ought ...to

3) People _____ park their cars here.

- shouldn't
- ought to
- oughtn't

4) You _____ invite your grandparents.

- ought to
- ought
- don't ought to

5) You _____ do that!

- should to
- ought to
- ought

6) You _____ see a doctor, because you look very sick.

- ought to
- shouldn't
- ought

7) She _____ move from here. She can't stand the noise.

- ought
- ought to
- shouldn't

8) _____ she call the police?

- Ought
- Should
- Does ... ought to



6. Choose the best modal to complete each sentence. Compare your results with those of the others.

1. I'm going to a job interview. What _____ I wear: a dress or black pants?

Need / should / must / can

2. My doctor feels that I _____ exercise more because I'm out of shape and want to lose weight. I think he's right.

Need / ought to / must / can

3. They _____ be on holiday, but I'm not sure.

Ought to / can / may / need

4. I didn't feel very well yesterday. I ... eat anything.

Cannot / couldn't / mustn't / needn't

5. You _____ look at me when I am talking to you.

Could / should / would / need

6. Your boss _____ pay you twice for your brilliant work.

Would / ought to / needn't / can

7. I only suggest that everything _____ be equal.

Can / ought to / might / must

8. You _____ finish it if you aren't hungry.

shouldn't / needn't / mustn't / wouldn't

7. Choose the most appropriate answer to complete the sentences. Study QUICK GRAMMAR AID well before writing.

1)	___ bring me a glass of cold water, please?	Could you / Can't you / Would you mind / Why don't you
2)	I ___ give you a lift to the station. My car broke down yesterday.	must not / should not / may not / can't
3)	You look well. You ___ see a doctor.	ought to / could / needn't / should
4)	The windows look clean. You ___ wash them.	can't / needn't / mustn't / ought to
5)	I don't believe it. It ___ be true.	can't / mustn't / shouldn't / wouldn't
6)	Maria ___ type 80 words per minute.	may / can / could / has to
7)	We always help John. ___ I ask him to help us?	Should / Ought / Could / May
8)	Children ___ eat too much chocolate.	must not / may not / could not / needn't
9)	We can't just go away! We ___ help him!	ought to / need / should / must
10)	I'm worried. He ___ two hours ago. Where can he be?	ought to arrive / should have arrived / must arrive / have to arrive



Did you know?

The first steam locomotive was invented by Richard Trevithick, a British inventor and mining engineer.

Ex. 1
Keys: wheel, paper, printing, refrigerator, thermometer, telephone, the Internet, Skype.

Lesson 3

FUNDAMENTAL AND ACCIDENTAL

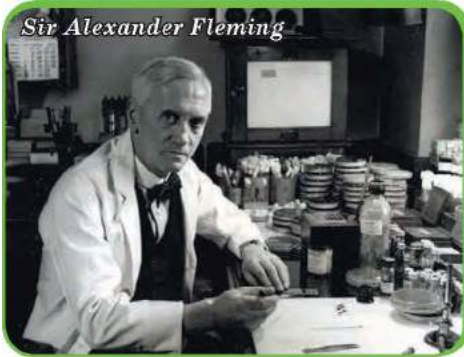
1. Look at the pictures of two men. What can you say about them judging by the way they look? Do you know any of them? If yes, whom? Exchange your opinions in class.

Today's idiom

the done thing – the correct way to behave in a situation

Today's phrasal verb

to give it up for smb – to cheer/applaud for smb (usually before/after a performance)



2. You are going to listen to a fiction story about an event in the lives of two famous people of Britain. Look at the phrases below. Can you use them to predict what you are going to hear? Discuss your ideas in class.

poor Scottish farmer, to earn a living, a nearby bog, a cry for help, a scared boy, a slow and terrifying death, an elegantly dressed man, I can't accept payment, I'll make you a deal, graduated from St. Mary's Hospital Medical School in London

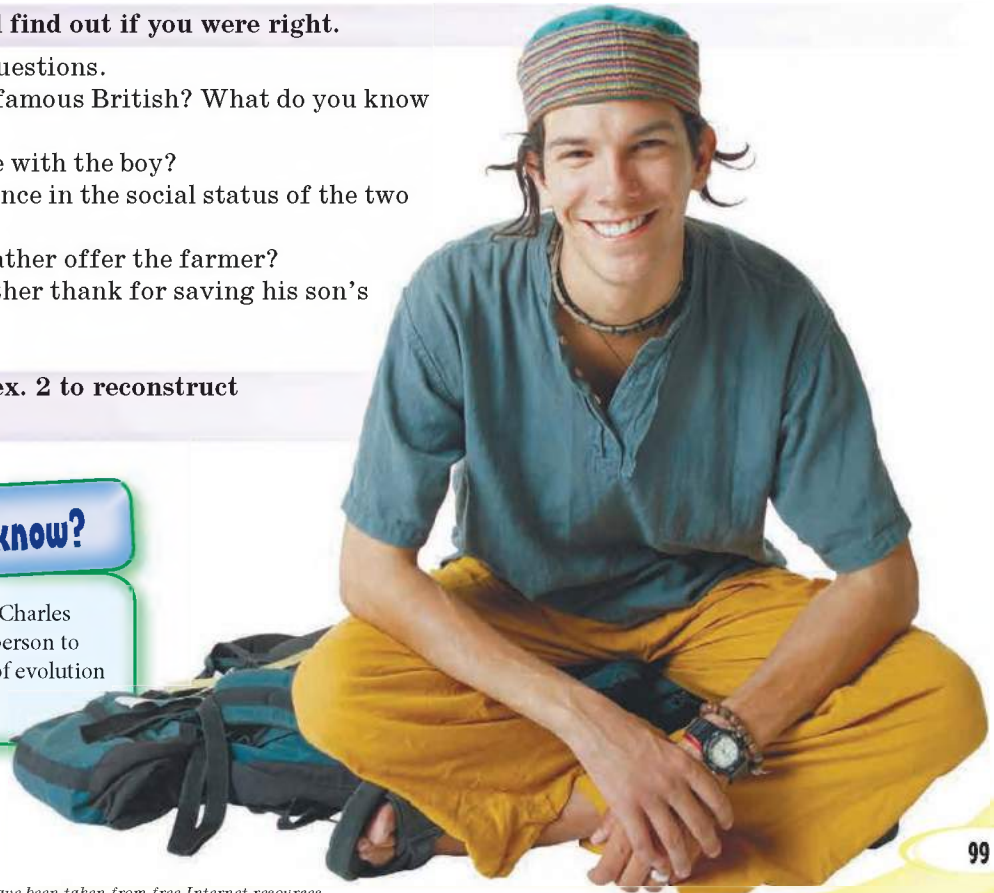
3. Listen to the story and find out if you were right.

Answer the following questions.

- 1) Who were those two famous British? What do you know about them?
 - 2) What was the trouble with the boy?
 - 3) What was the difference in the social status of the two fathers?
 - 4) What did the boy's father offer the farmer?
 - 5) How did the boy's father thank for saving his son's life?
4. Use the phrases from ex. 2 to reconstruct the story.

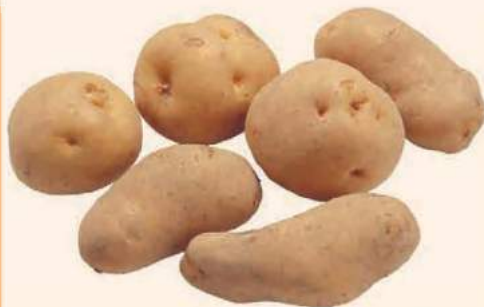
Did you know?

The British naturalist Charles Darwin was the first person to propose the theories of evolution and natural selection.

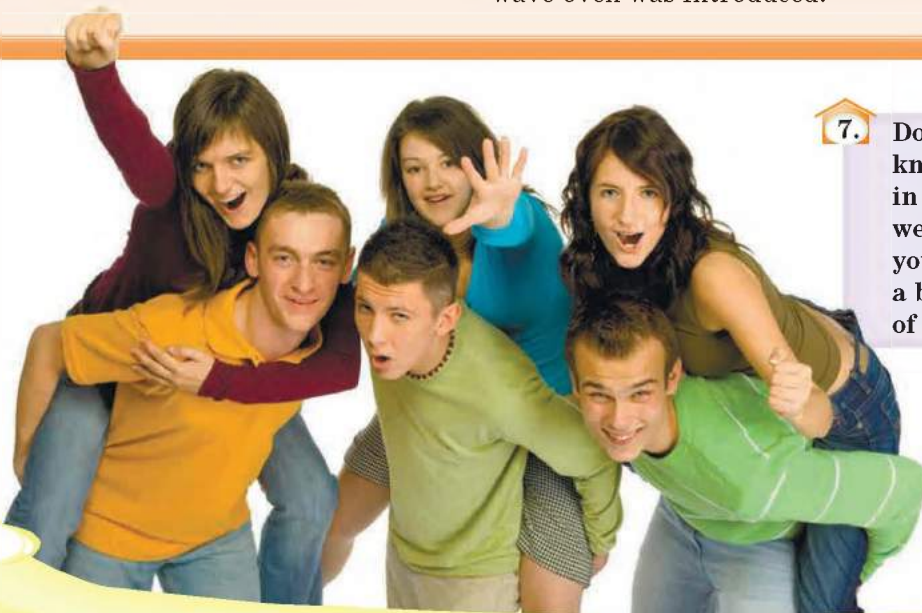


5. Sir Alexander Fleming is world known for discovering penicillin. Do you know that this discovery was made accidentally? What role do you think accident plays in scientific research? Why? Exchange your ideas with other students.

6. Read a brief article about one of the accidental discoveries that changed the world. Think, if it was just pure luck that Percy Spencer made the discovery while he was not alone in the laboratory to experience the same effects. Share your ideas and explain your point.



Of all the new, ultra-modern, sci-fi kitchen stuff of the future, few are as notable as the microwave oven. Baking a potato in eight minutes must have seemed beyond imagination before this. The technology that promised to be revolution in the load on housewives everywhere, not to mention bachelors, was discovered in the 1940s when the U.S. company Raytheon was working on military magnetron tubes used in radars. Percy Spencer, an engineer at the company, was working on a magnetron when he noticed that a candy bar in his pocket had started to melt. Spencer came up with the idea that it was due to the microwaves that the magnetron emitted. So, he developed a box for cooking and found that indeed, when food was placed in the box with the microwave energy, it cooked quickly. The first microwave oven was as large as a room and cost a fortune. It was not until 1967 that the first home microwave oven was introduced.



7. Do you know any other world known inventions that we use in our everyday life which were made by accident? Make your own research and prepare a brief presentation about one of those to give a talk in class.

Lesson 4

GALLANT TALENT

1. In groups, make up a cinquain on the word “discovery”. Compare the results in class and choose the best one. (To revise the rules of making cinquains see Unit 1, Lesson 1.)
2. Look at the sentences below. They show us predictions, offers, facts, decisions, suggestions etc. What words help us to express these meanings?
 - 1) You will take my dictionary if you need. (You may take my dictionary.)
 - 2) It's hot in here. Shall we open the window? (I propose you to open the window.)
 - 3) He will be talking all the time without doing anything. (He usually talks much.)
 - 4) I think John will fly to Paris with his girlfriend next month. (They have decided.)
 - 5) She will buy a new outfit for the party. (She has decided to buy a new outfit for the party.)
 - 6) This airplane will take 200 passengers. (We know the fact about this airplane)
 - 7) It looks like it will rain tonight. (The prediction is that it rains tonight.)
3. Look through the Quick Grammar Aid ‘WILL / SHALL’ part and do the exercise. Fill in the gaps with *will / shall* and explain your choice. Share your results.

- | | |
|----|--|
| 1) | The news _____ spread soon. |
| 2) | He _____ take this duty. |
| 3) | This kettle _____ hold two gallons of water. |
| 4) | Let's have a snack, _____ we? |
| 5) | _____ you stop talking like that? |
| 6) | The doctor _____ call you in the morning. |
| 7) | _____ we have lunch together? |

4. Compare the following pairs of sentences. Can you identify the difference in form and meaning? How can you tell? Look through the Quick Grammar Aid ‘SHOULD / SHOULDN'T’ part if necessary to answer the questions.
 - 1) I think you **should study** for the test so that you don't fail. – I **should have studied** more but I was too tired.
 - 2) You **shouldn't talk** like that to your grandmother. – You **shouldn't have been rude** to him. He's going to be really angry now.

Today's idiom

to drag one's feet – to delay a decision or participate without enthusiasm

Today's phrasal verb

to give out – to stop working because of old age or long-term use



Did you know?

The first programmable computer was invented by the British mathematician and scientist Charles Babbage in the 1820s.

5. Complete the sentences and write them down into two columns. Which of the modals do you have to use: **should/ shouldn't + V** or **should have/ shouldn't have + V3**? Check your results in class.

- 1) I ... (start) saving money years ago!
- 2) Does your tooth still hurt? You ... (make) an appointment with the dentist.
- 3) You ... (pay) more attention in class.
- 4) You ... (take) this job. I can see you're not enjoying it.
- 5) I'm really cold! I ... (bring) my coat.
- 6) Your hair is too long. You ... (get) a haircut.
- 7) It ... (be) fine tomorrow.

Advice / negative advice	Past advice / past negative advice or Regret

Quick Grammar Aid – Modals

1. We use WILL / SHALL as modals to make predictions and state facts about the future:	<i>There will be strong winds tomorrow in the south of the country. We'll meet you outside the coffee shop.</i>
2. We use WILL / SHALL to announce decisions and to make offers :	<i>Which size do you want? Medium or large? – I'll have large. (decision) Wait. He will open the door for you. (offer)</i>
3. When we use SHALL I and SHALL WE in questions it is usually to make suggestions :	<i>It's getting late. Shall we go home?</i>
1. SHOULD HAVE + past participle can mean something that would have been a good idea, but that you didn't do it.	<i>I should have studied harder! (= I didn't study very hard and so I failed the exam. I'm sorry about this now).</i>
2. SHOULDN'T HAVE + past participle means that something wasn't a good idea, but you did it anyway.	<i>I shouldn't have eaten so much cake! (= I did eat a lot of cake and now I don't feel good.)</i>
3. We can also use this to talk about something that would have happened if everything was fine in the past, but hasn't happened.	<i>Lucy should have arrived by now, but she hasn't.</i>



6. In groups of 3, think about a short list (3–4 names) of people who in your opinion have made the greatest contribution to the modern world in the field of science and technology. Share your names in class. Why those people?

7. What do you know about the person in the picture? What is he famous for?

8. Read a blog extract about Steve Jobs and find out if the author's opinion about the importance of Jobs is the same as yours.



Steve Jobs: A genius who made computers desirable for people who hated computers



I never really understood Apple. Like many I always found the almost religious devotion to Apple's stylish but often infuriating machines slightly scary. I was forced to work on an Apple Mac for a while in the late 1990s and when we switched to PCs it felt like liberation.

But I am in a small minority and I fully admit that with the death of Steve Jobs we have lost a talented genius whose trick was to make computers desirable for people who hated computers.

To me the computer has always been just a tool. But for millions the Apple Macintosh is far more than that. It is part of their lives, just part of who they think they are.

Steve Jobs did not invent the personal computer nor did he invent clever user-friendly software. He did not invent the mouse, Windows-type interfaces nor all the parts of the modern IT world.

What he did instead was to bring together the best of cutting-edge technology and to package all that brilliantly in ready-to-go boxes that any idiot could turn on and start working.

Like all the greatest innovators Jobs did not respond to what people wanted; he made things that they didn't even know they wanted and then made them want them.

For this he will be remembered as one of the key architects of the 21st century, as people like me who never quite 'bought' the Apple brand have to accept that we simply never caught the right wave. We shall not see his like again.

MICHAEL HANLON

<http://hanlonblog.dailymail.co.uk>

9. Find information about another computer genius – Bill Gates and compare him to Steve Jobs.

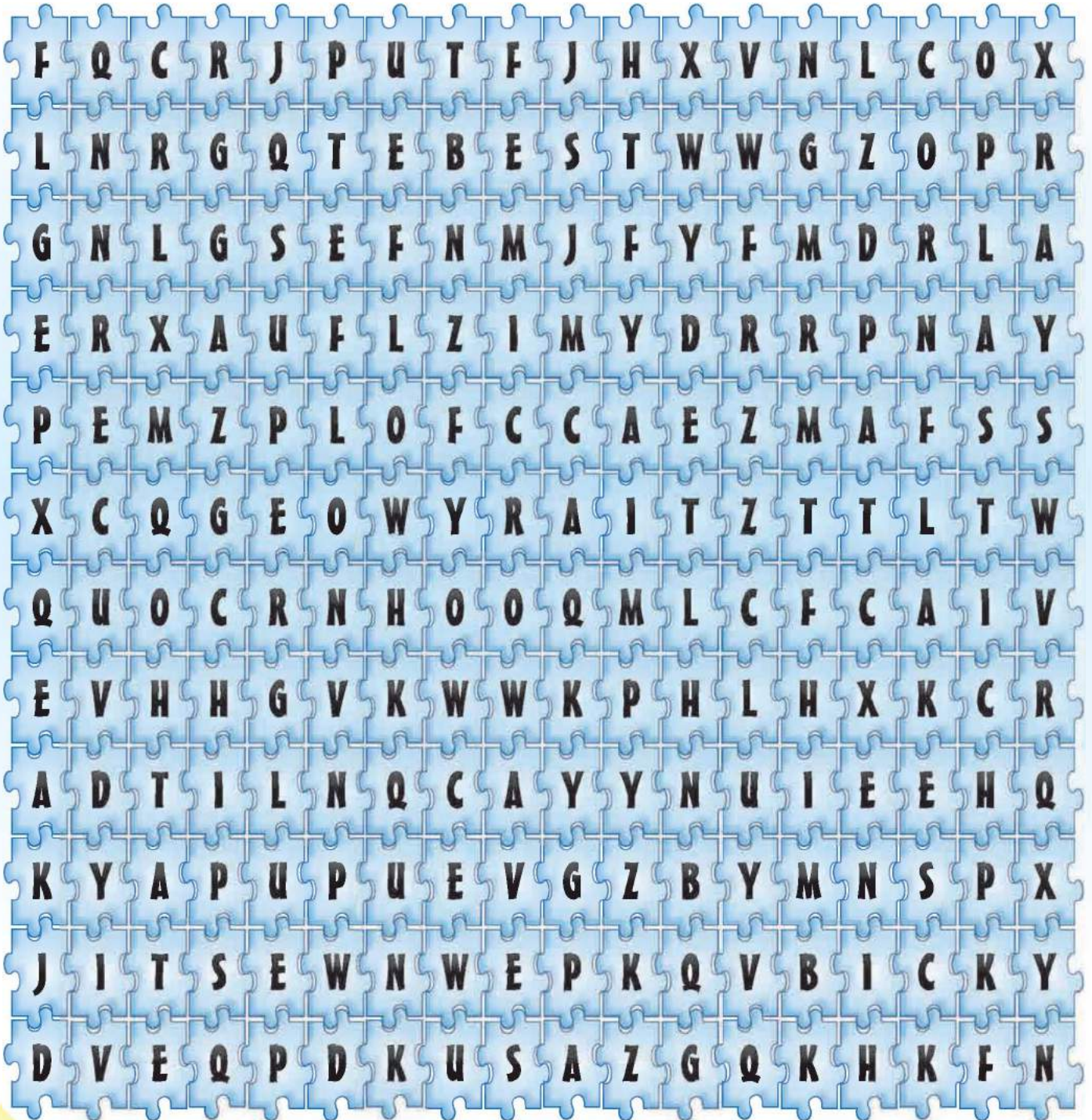
10. Complete the sentences with *will / shall, should / shouldn't or should have / shouldn't have*. Use the Grammar Reference if necessary.

- 1) We _____ (invite) so many people to our party! I'm worried that we won't have enough room for everyone.
- 2) I posted the cheque yesterday so it _____ (arrive) this week.
- 3) I _____ (do) it as you say.
- 4) You _____ (be) at work before 9.
- 5) _____ I (go) now?
- 6) You _____ (buy) some milk at the shops. We don't have any milk.
- 7) You really _____ (go) to the new restaurant on Main Street.
- 8) I _____ (mow) the lawn tomorrow.
- 9) Our neighbours _____ (cut) down the tree in their garden. It was a really beautiful tree.
- 10) Are you tired? You _____ (work) so much.

Lesson 5

RECOVERY OF DISCOVERY

1. Find 9 “invention” words in the puzzle. The words may go vertically, horizontally or diagonally. There may be both the inventions already mentioned and those that have not been mentioned before. Yet, all of those are widely used all over the world.



2. What do you know about women inventors and their inventions? In small groups, think of as many inventions by women inventors as you can. Discuss your ideas in class and take notes of them in the table.

Invention	Inventor(s)	Date

Today's idiom

to be on an ego trip – to do smth to draw attention to oneself and feel important or superior to others

Today's phrasal verb

to give over – to stop doing something

3. Read the descriptions of a few inventions made by women. Are they on your list? Add the missing ones to the table.

In the late 19th century; journalists nicknamed **Margaret Knight** “the lady Edison” or “a woman Edison.” She invented a machine that cut, folded and glued paper shopping bags. Knight received 27 patents for inventions including shoe-manufacturing machines, a “dress shield” to protect clothes from perspiration stains, a rotary engine and an internal combustion engine.

Katharine Blodgett was the first woman to receive a Ph.D in physics from Cambridge University and the first woman hired by General Electric. Her work in chemistry resulted in her most important invention: non-reflective glass which today is used for eyeglasses, car windshields and computer screens.



Stephanie Kwolek worked at the chemical company DuPont and in 1965 she created an unusually lightweight and durable new fiber. This material was later called Kevlar, now used in everything from military helmets and bulletproof vests to work-gloves, sports equipment, fiber-optic cables and building materials.

Grace Hopper designed Harvard’s Mark I computer in 1944 that translated written language into computer code and introduced the terms “bug” and “debugging”

Dr. Shirley Jackson was the first black woman to receive a Ph.D. from MIT. While working at Bell Laboratories, her scientific research with subatomic particles helped to invent the portable fax, touch tone telephone, solar cells, and fiber optic cables.



Adapted from <https://www.one.org/us>

How can you describe the importance of those inventions in the times they were made and nowadays? Exchange your ideas in class.

4. Discuss the following questions in groups of 4–5 and then – in class.

- 1) What do you know about the Junior Academy of Sciences?
- 2) Do you or your friends / peers take part in its work?
- 3) What problems are discussed and solved there?
- 4) Do you think those problems are of some practical importance or have just a theoretic value?
- 5) What range of problems do you think should be solved by junior scientists?



- linguistics;
- computer and IT technologies;
- medicine and biology;
- space exploration;
- alternative energy;
- other (please, specify).

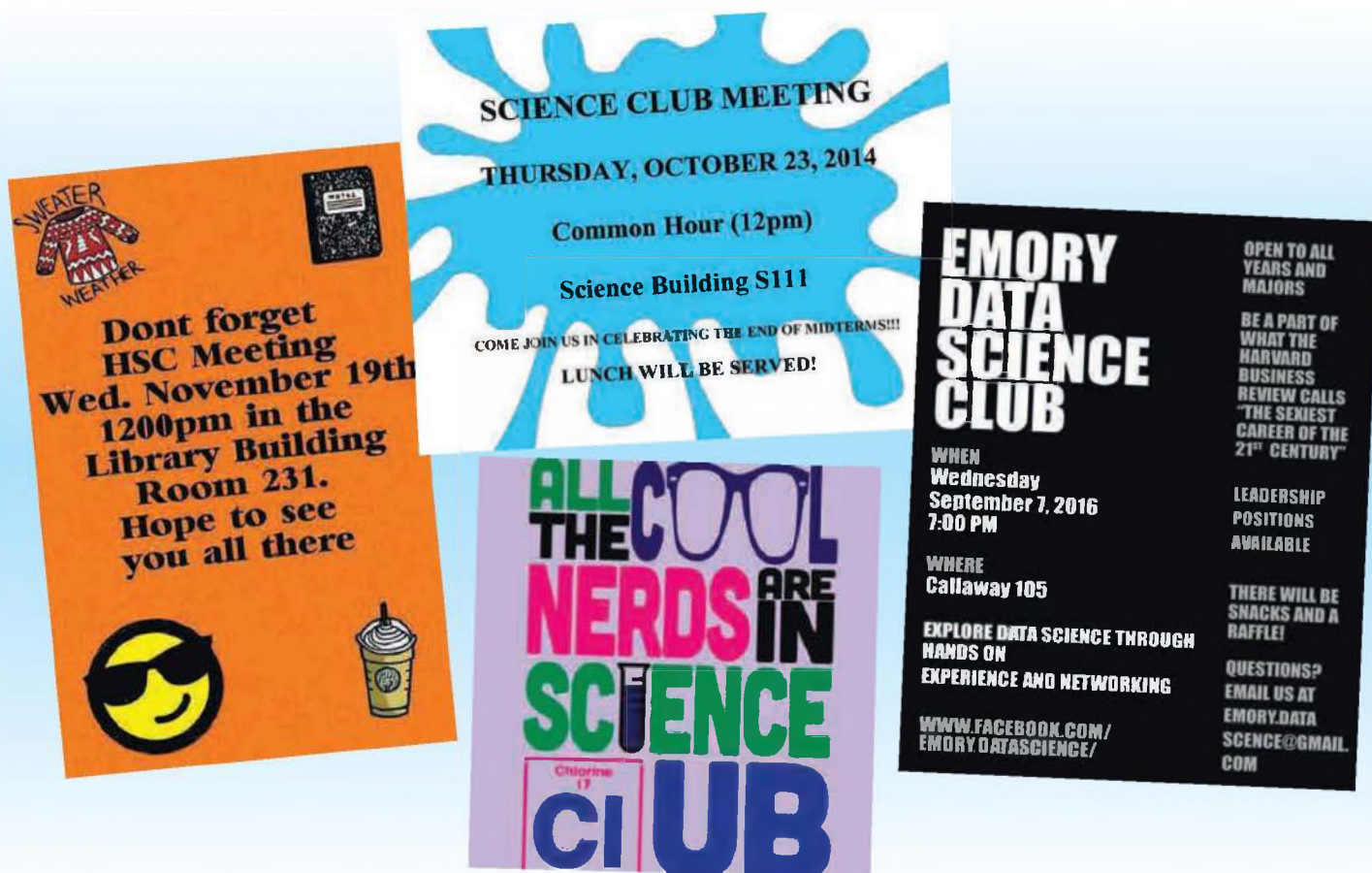
Give your reasons.

Did you know?

The telephone was invented by the British inventor Alexander Graham Bell.

5. Look at the announcements of science clubs meetings. What aspects are covered in all of them? What aspects may seem optional?

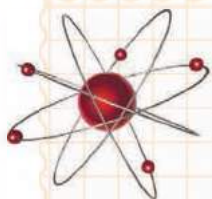
In small groups make a draft for the announcement of the Junior Academy of Sciences meeting in your school. Make sure that you cover all the necessary aspects. Feel free to add something of your own that you consider important.



6. Make up an announcement from the draft of ex. 5 to place in class.

7. Find information about one of the modern inventions or discoveries by scientists and inventors from Ukraine that may be important in today's world and make a brief presentation in class.

1. Look at the poem about science. Some rhymes are missing. Can you restore them to read the whole poem?



Tired of Science?

by Lia

Do you like science? Science ...
 is Newton's apple-tree gravity.
 Albert Einstein's crazy equation;
 Earth's seasoned tilt and day
 It's when Neil Armstrong stepped on the ... ;
 How penicillin's no longer immune.
 The theory of evolution;
 Starting a carbon
 Organisms still developing;
 Why the dinosaurs were threatening.
 I think it all started with big bang ...
 but now I'm feeling incredibly weary!

<http://www.sciencerhymes.com.au/your-poems>

Today's idiom

to feed the kitty –
 to donate money to help
 a good cause

Today's phrasal verb

to give up – to stop
 a habit or doing smth;
 to stop trying

Did you know?

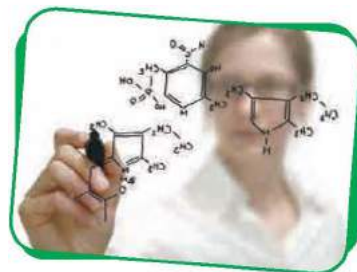
The first automatic kettle was
 invented by the British inventor
 Peter Hobbs in 1955.

2. Do you think that inventors and scientists are the same as all other people or are somehow different from them and so they should be taught in a different way? Discuss the question in pairs and come up with your ideas in class.

3. Where do you think the world needs inventions and discoveries most today?

- home appliances;
- communication technology;
- recycling;
- food supply;
- other (please specify).

In small groups, arrange the problems above by the level of importance with 1 being the most important. Give a brief talk in class presenting and defending your point. Be ready to answer questions and support your ideas.



4. Do you know how your parents were taught? What kind of technology was used in those times? Exchange your ideas in class. How is your school different from your parents'?

5. What inventions do you think should be made in the field of education? What for? How could they help teachers teach and students study better? Exchange your ideas with other students.

Invention	What for?

6. Read a part of a BBC article about the technological changes in modern education. Find out if your ideas and the ideas put in the article are the same. Would you like to have such changes introduced in the system of education of Ukraine? Why? /Why not? Discuss the issue in class.



The image shows a screenshot of a BBC News article. The browser address bar shows the URL www.bbc.com/news/technology-30814302. The page features the BBC logo and navigation menus for News, Sport, Weather, Shop, Earth, Travel, and More. The article title is "Technology has the power to transform how people learn – but walk into some classrooms and ...". The text discusses the "flipped" classroom model, where students watch lectures at home and do homework in school. It mentions that this model has gained popularity in US schools and has now reached the UK, with an example from Mohammed Telbany at Sudbury Primary School in Suffolk. The article also notes that in the developing world, where up to 57 million children are unable to attend primary school, learning without adult intervention is a necessity. It highlights how quickly children learn to use machines and introduces the concept of "cloud grannies" – retired professionals mentoring children via Skype. A photograph of a young girl lying on her stomach, using a laptop, is positioned at the bottom right of the article text.

Adapted from
<http://www.bbc.com>

7. Describe the school in about 20 years' time – when your children will be studying. What technological inventions and developments will be introduced?

Keys: to me, rotation, Moon, revolution, theory.

Ex. 1

1. Look at the picture. What does it tell you about? Can you guess what the story below will be? What makes you think so? Share your ideas with your classmates.



I. Repin "A Paris Cafe"

Today's idiom

to fling oneself into smth – to do smth with a lot of energy and enthusiasm

Today's phrasal verb

to give yourself up to smth – to dedicate time, energy, etc, to smth

2. Read the story to see if you are right or wrong. Do the after-reading exercises.

THE LUNCHEON

(After W. Somerset Maugham)

It was long since I had last seen her.

"How time flies! We're not getting younger. Do you remember the first time I saw you? You asked me to *luncheon*."

Did I remember?

Twenty years ago in Paris I had **barely enough** money **to keep body and soul together**. She had written to me about my book saying she would like to have a chat with me; so could I give her a little luncheon at *Foyot's**, which was so far beyond my means that I had never thought of going there. But I was too young to say no to a woman.

She was a woman of forty and made the impression of having more teeth than necessary for any practical purpose.

The prices were much higher than I had expected, but she said:

"I never eat anything for luncheon. A little fish, maybe. I wonder if they have any salmon.

It was early for salmon, but yes, a beautiful salmon had just come in. The waiter asked if she would have something before.

"No," she said, "I never eat more than one thing. Unless you have a little caviar."

For myself I chose the cheapest dish.

"I think it is **unwise** to eat meat," she said.

Then came the question of drink.

"I never drink anything for luncheon," she said. "Except white wine."

"What would you like?"

She gave me a friendly **flash** of her teeth.

"My doctor won't let me drink anything but champagne."

I ordered half a bottle. I said my doctor had banned me to drink champagne.

She ate the caviar and the salmon and talked of literature and music.

"Eating a heavy luncheon is a mistake. Why don't you follow my example and just eat one thing?"

* *Foyot's* – a famous restaurant in Paris at the end of the 19th century

The waiter came again.

"No, no, I never eat anything for luncheon. Just a bite, and more as an **excuse** for conversation than anything else. I couldn't eat anything more unless they have some of those asparagus."

My heart **sank**.

"Do you have any of asparagus," I asked the waiter trying with all my might to make him say no. With a happy smile over his face, he said they had some so large, so splendid, that it was a **marvel**.

"I'm not hungry," my guest **sighed**, "but if you **insist** I don't mind some asparagus. Aren't you going to have any?"

"No, I never eat it."

Panic **seized** me. It was not a question how much money I could have for the rest of the month, but whether I had enough to pay the bill.

I watched the **wicked** woman thrust the asparagus down her throat. At last she finished.

"Coffee?" I said.

"Yes, just an ice-cream and coffee," she answered.

Then a terrible thing happened. While we were waiting for the coffee, the head waiter, with a smile on his false face, came up with a basket full of peaches. They surely were not in season. Lord knew what they cost. My guest, going on with her conversation, **absentmindedly** took one.

"You're full and can't eat any more. But I've just had a snack and I'll enjoy a peach."

The bill came, and when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

"Follow my example," she said, "and never eat more than one thing for luncheon."

I do not believe that I am a **ruthless** man, but when the gods put a hand in, it is excusable to watch the result with satisfaction. Today she weighs twenty-one **stone****.

3. Work in pairs. Look at the words **in bold** in the context and match them with their opposites. Explain both of the meanings in your own words in pairs.

1) barely enough	a) norm
2) unwise	b) pleasant
3) marvel	c) a lot of
4) wicked	d) friendly
5) absentmindedly	e) advisable
6) ruthless	f) attentively

Did you know?

The first chocolate bar appeared in Britain in 1847.

4. Look at the words **in bold** in the context and choose the closest definition from the variants A, B or C). Replace them in the story and explain your choice to other students.

	A	B	C
1. to keep body and soul together	to manage without much money	to be in wealth	to be in good health
2. flash	blink	ginger	smile
3. excuse	preposition	reason	wish

** stone – measure of weight (1 stone = 6,4 kg)

	A	B	C
4. heart sank	heart in smb's boots	lost heart	lost hope
5. sighed	breathed out	took a breath	blown
6. insist	stand	want	order
7. seized	caught	thought	met

5. Decide if the statements are True or False and mark them with T / F. Explain your choice to your classmates.

- 1) The main part of the story happened many years ago.
- 2) The author of the story was a young writer then.
- 3) The lady he had luncheon with, was his old friend.
- 4) The lady ate the cheapest dishes.
- 5) The writer had been supported in his work by the lady.
- 6) The waiter played a little joke on the author.
- 7) The author was afraid of the lack of money to pay the bill.
- 8) The lady taught the author how to eat better.
- 9) The author appeared moneyless for two months.
- 10) The author of the story was fully satisfied with the way the lady looked.

6. Answer the questions in turns. To prove your point, find the necessary information in the story. Share your ideas with others.

- 1) Whom did the author meet?
- 2) What happened twenty years ago?
- 3) Was the author a real gentleman? Why?
- 4) What did the lady look like at the first meeting? During the last meeting? Describe her appearance. What happened? Why do you think so?
- 5) How many dishes did the lady eat at luncheon? What about the author? Give examples.
- 6) What can you say about the waiter's behavior? Can you explain it?
- 7) Use two character traits to describe the characters of the story. Support each trait with a detail from the story.
- 8) How does the main character feel at the end of the story? What makes you think so?

7. Make up a brief description of the author of the story – possible appearance, possible clothing, traits of character – as if he were your close friend.



1. In pairs, make four-line poems either with any of these rhyming words: *invent, pretend, spend, stand, hand* or use words of your own. Compare your poems in class.
2. Read the blog article. Complete the following sentences (1–6) with the best answer (A, B or C).

WORLD-MYSTERIES BLOG

Inventions and Discoveries that Shaped the World

China is not only a land rich in culture and art. It is a land rich with inventions without which world history would have been drastically altered.

The Chinese civilization has given birth to inventions and developments in navigation, natural prevention and diagnosis. This culture was responsible for the invention and the discovery of porcelain, paper, church bells, solar wind, the circulation of human blood, the suspension bridge, the technique for drilling for natural gas, iron, the mechanical clock, the seismograph ...

If you've read a book or newspaper, flown a kite, regained your sense of direction by using a compass, enjoyed a fireworks display, worn a soft silk shirt or eaten spaghetti, you've encountered a just a few amazing Chinese inventions.

The history of science and technology in China is both long and rich with many contributions to science. Astronomy, physics, chemistry, meteorology, seismology, technology, engineering, and mathematics can trace their early origins to China. In antiquity, ancient Chinese made significant advances in progress. The first recorded observations of comets, solar eclipses, and a number of notable astronomical discoveries were made prior to the application of the telescope.

From 600 AD until 1500 AD, China was the world's most technologically advanced society. When the Italian merchant Marco Polo visited China in 1271, he found a place far more technologically advanced than anywhere in Western Europe.

4. Work in pairs. Discuss with your partner:

- the contribution of the ancient Chinese to the development of the world science;
- achievements of another ancient civilization you know;
- the role of one of the ancient inventions or discoveries nowadays.

5. Say why your friends should have or shouldn't have done the following things. Write the sentences down.

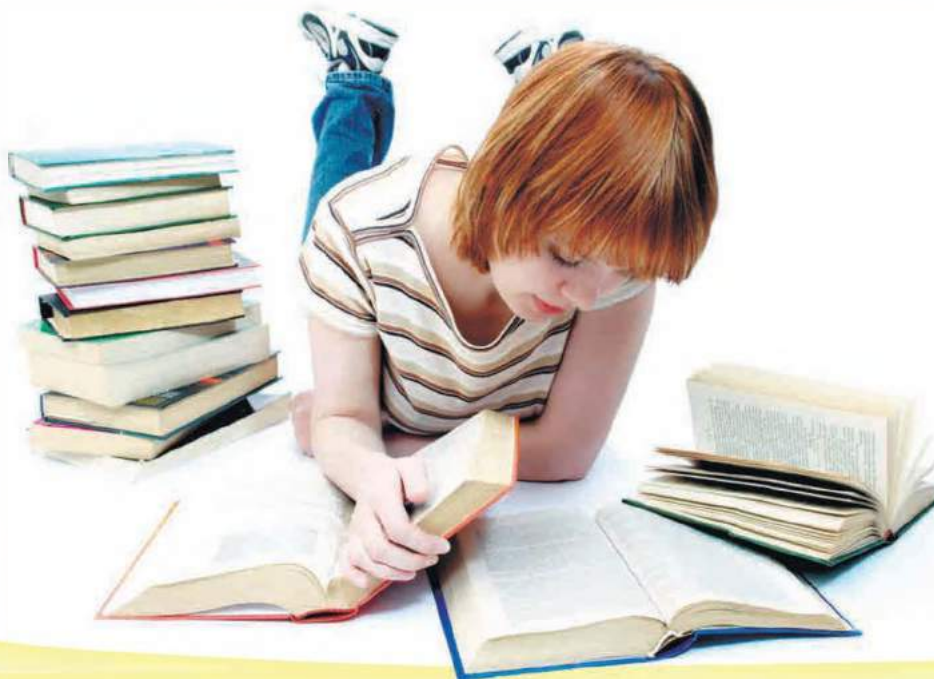
Example:

She has a stomachache again / keep to a diet every day — She should have kept to a diet every day.

- 1) he failed his test / learn modal verbs
- 2) she is tired / sleep at night
- 3) the tree was nice / he cut the tree
- 4) you knew nothing about our team / spend more time with your friends
- 5) she couldn't read little print / wear eyeglasses
- 6) you became too fat / eat too much chocolate

6. Fill in the blanks with the correct "give" phrasal verbs.

1. Michael always said that he would never use Facebook, but he finally _____ when all of his friends started using it to keep in touch.
2. The bakery is _____ free muffins with the purchase of a cake.
3. Announcer: Wow! What a great performance! Everyone _____ for Deep Purple!
4. Deep in the ocean there is no sunlight, but some fish are able to _____ their own light due to a chemical reaction.
5. I didn't want to go to the bar last night, but my friend kept asking me to go and I finally _____.
6. Mandy told the doctor that she didn't want to know if her baby would be a boy or a girl, but the doctor accidentally _____ when he said "she" instead of "it".
7. The marathon runner's knee _____ when he had less than one mile to go, so he wasn't able to finish the race.



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

Legislature of Nature



Tip of the unit:
Use English!

Lesson 1

AWARE OF AFFAIR

1. Read the verse of lyrics from the song “Is This the World We Created?” by “Queen”. What can it be about? What problems may be raised? Exchange your opinions in class.



Is this the world we created?
 We made it on our own,
 Is this the world we devastated
 Right to the bone?
 If there's a God in the sky
 Looking down
 What can he think
 Of what we've done
 To the world that He created?

Phrasal verb of the unit: *to go*

Today's idiom

to follow one's nose –
 to go straight ahead

Today's phrasal verb

to go off – to make
 a loud noise or to
 explode

2. Look at the pictures on p. 116 . Can you describe what you see? In what way do the pictures agree with the song? How can you tell? What does the word “environment” mean?

3. Read the description of the word “pollution” from the Cambridge Dictionary of English.

What examples of pollution can you find in the pictures on p. 116?

Pollution, n – damage
 caused to water, air, etc. by
 harmful substances or waste

4. Match the pictures on p. 116 to the words and phrases below. Explain what is going on in your own words. Consult a dictionary if necessary.

smog, litter, litterbug, rainforest, noise, toxic waste, ozone hole, radiation, greenhouse effect

5. Work in pairs. Fill in the following table. Then, discuss your results in class.

Problem	Cause	Effect on nature	Effect on people
<i>Air pollution</i>			
<i>Land pollution</i>			
<i>Water pollution</i>			
<i>Noise pollution</i>			
<i>Radioactive pollution</i>			
<i>Rainforest cutout</i>			
<i>Greenhouse effect</i>			

6. In class, discuss, which of the environmental problems is the most dangerous one for the world. Make sure to support your ideas with facts and examples.

Did you know?

22 April is the Earth Day.

7. Does your neighbourhood or area suffer from any of the problems above? Make your research and compare your ideas in class.

Lesson 2

ALIGNING NON-DEFINING

1. Look at the words in the table and use them to answer the question: *What are the three things people can do to help the environment?* Make sure you use modal verbs in your answers.



<i>atmosphere</i>	<i>to clean</i>
<i>garbage</i>	<i>to protect</i>
<i>ozone hole</i>	<i>to use</i>
<i>waste</i>	<i>to pollute</i>
<i>environment</i>	<i>to burn</i>
<i>ozone layer</i>	<i>to compost</i>
<i>trash</i>	<i>to throw</i>

Today's idiom

to foul one's own nest – to act in a way that harms one's own interests, position or reputation

Today's phrasal verb

to go over – to review

2. a) Compare the sentences below. What can you say about relations between the two parts of each sentence? Look through the Quick Grammar Aid (1, 2) on page 120 to explain your answer.

He wrote a letter to the manager, || but the manager didn't answer.
I told him || that I didn't know anything about their plans.

b) Identify simple, compound and complex sentences and point them out.

- 1) Paula and Bruno like the small town at the seaside where they spend their summer vacation.
- 2) Paula loves to go to the beach and spend her days sunbathing.
- 3) Bruno likes the view that he gets from the log cabin up in the mountains.
- 4) Paula prefers playing tennis and she often goes to a local tennis court.
- 5) Bruno dislikes sitting on the beach; he always gets nasty sunburn.

3. Read parts 3–5 of the Quick Grammar Aid and complete the sentences using the words *in italics* below. Explain your answers in class.

That, when, whom, which, where, who, whose, who.

- 1) They're the people ... want to buy our house.
- 2) We had a lovely meal at the place ... Phil recommended
- 3) We don't know the person ... donated this money.
- 4) The picture ... she has just finished is unique.
- 5) You are the partner ... I want to work with.
- 6) I couldn't help the students ... tests were a failure.
- 7) Sheila knows ... it happened.
- 8) That is the swimming-pool ... I used to go swimming.

Did you know?
Urban areas make up 11.6% of the UK.



4. Read part 6 of the Quick Grammar Aid and complete the sentences. Remember about commas. Share your results with your classmates.

- 1) Clare is doing the London marathon this year. (who I work with)
- 2) We plan to raise £10,000 for local charities. (which help the homeless)
- 3) His brother is a friend of mine. (who works at the supermarket)
- 4) My boss travels to Paris regularly. (whose wife is French)
- 5) I returned home two days ago. (where I hadn't been for five years)
- 6) Her car broke down after just five miles. (which was very old)
- 7) Jim is my best friend. (whom I've known for years)



5. Look through the sentences and decide if they are defining or non-defining. Put commas where necessary. Explain your choice. Be attentive!

- 1) London which is the capital of England is one of the largest cities in the world.
- 2) This is the dress my mother has made for me.
- 3) Tom Cruise who has starred in a lot of films is a famous American actor.
- 4) The village where I grew up is very small.
- 5) Greg whose job involves travelling a lot has been in nearly all the countries in the world.
- 6) The office I have just rented is near my home.
- 7) This is the officer that arrested the burglar.

6. Join these sentences to make up defining or non-defining relative clauses. Pay attention to a change of certain words. Omit the pronoun if possible. Add commas if necessary. Check your results in class.

- 1) My school is very big. It is in Madrid.
- 2) Robert Pattinson is an actor. He works in the Shakespeare's Theatre.
- 3) I bought this cake yesterday. It tastes delicious.
- 4) Mrs Kelly took me to the hospital. I graduated from a college.
- 5) Tomorrow Mark goes to Cambridge. He will study in the university.
- 6) We should care of our planet. The Earth is the only place for mankind.

7. Make up complex sentences from the simple ones with relative pronouns where necessary. Mark the clauses as defining and non-defining. Pay attention to the change of certain words. Add commas if necessary.

- 1) A teacher is a person. He helps others learn new things.
- 2) My aunt visited us last Monday. She moved from India.
- 3) Bob is going out with Mary. I know him very well.
- 4) This is the city. My Mom was born here.
- 5) Lucy rang me last night. I haven't seen her for ages.
- 6) It was in 1945. The World War II finished.
- 7) Where is the bicycle? You took it from me.
- 8) The woman is my aunt. She's talking to Sue.
- 9) Shakespeare wrote "Romeo and Juliet". He lived in the 16th century.
- 10) There is a woman. Her daughter is a programmer.
- 11) My father always forgets his password. I helped my father to install software.

Quick Grammar Aid – Compound and complex sentences. Relative clauses

1. A **compound sentence** consists of two (or more) **independent simple sentences** connected by conjunctions ‘and’, ‘or’ ‘but’ or without conjunctions.
 - *Her children may watch TV here, or they may play in the yard.*
 - *Mary lives in London (and / ;) her friend Elizabeth lives in New York.*
2. A **complex sentence** consists of **two clauses**: the **main clause** and the **subordinate clause**. The **subordinate clause** depends on the **main clause** for its meaning; it can’t be used without the **main clause**.
3. There are two main types of subordinate clauses: conditional clauses and **relative clauses**.
4. **Relative clauses** are connected to main clauses by **relative pronouns** ‘which’, ‘whom’, ‘whose’, ‘when’, ‘where’, ‘who’ and ‘that’.
 - *I bought the book **that** you asked for.*
 - *I know **where** he lives.*
5. We use **defining relative clauses** to give **essential information** about someone or something.
 - *Yesterday he met his friend **who** / **that** moved to India. (refers to people)*
 - *I lost the map **which** / **that** you gave me. (refers to object)*
 - *She complained to the man **whose** dog bit her. (refers to possession)*
 - *We visited the house **where** our father was born. (refers to place)*
 - *Christmas is a day **when** people are happy. (refers to time)*

‘That’ is mostly interchangeable with either of **relative pronouns** and is **less formal**. We can also drop ‘that’ or ‘which’ in some relative clauses:

- *It reminded him the house **[which / that]** he used to rent in Oxford.*

In writing, we don’t use commas in defining relative clauses.

6. We use **non-defining relative clauses** to give **extra information** about the person or thing. **It is not necessary information**. They are separated by **commas**. We **never** use ‘that’ in non-defining clauses.
 - *That building, **which** is in the end of the street, was built in the 16th century.*
 - *And this woman, **who** I’d never met before, came up and spoke to me.*



Lesson 3

CADASTRE OF DISASTER

1. In pairs, look at some words made from the letters of the word "ENVIRONMENT".

teen, rove, more, vein, tonne, tree, vent

a) Can you make more words?

b) How can you use these words to actually talk about the environment?

Share your ideas in class and compare them with those of other students.

2. Match the words and phrases below that can be used when talking about environmental problems with their meanings. Compare your results with those of other students.

Today's idiom

to take French leave – to leave an official or social event without notifying

Today's phrasal verb

to go on – to happen

<i>crisis</i>	a large amount of water covering an area that is usually dry
<i>issue</i>	plants and animals
<i>oil spill</i>	put down or drop something in a careless way
<i>acid rain</i>	too much
<i>urban runoff</i>	a subject or problem that people are thinking and talking about
<i>toxin</i>	user
<i>waste</i>	an accident in which oil comes out of a ship into water and causes pollution
<i>soil</i>	an extremely difficult or dangerous point in a situation
<i>flood</i>	chemicals and industrial waste that flow into rivers and lakes and pollute the environment
<i>excessive</i>	a poisonous substance
<i>dump</i>	dangerous
<i>flora and fauna</i>	to allow a substance to flow out from somewhere
<i>destruction</i>	useful or valuable possessions
<i>consumer</i>	pesticides and insecticides
<i>harmful</i>	trash or garbage
<i>release</i>	land
<i>resources</i>	rain that contains dangerous chemicals
<i>chemicals</i>	the act of destroying something



3. Sort the words above into the following categories.

General vocabulary	Natural phenomena	Human practices	Harmful or dangerous substances	Characteristics

4. You are going to hear a part of a lecture by a Professor of Ecology of Colorado University. In what context do you think, the professor could use the vocabulary above? Discuss it in small groups, then come out with your ideas to discuss in class.

5. Listen to the lecture and arrange the problems in the order they are discussed. There is one extra problem.

- deforestation;
- air, soil and water pollution;
- ozone layer;
- damage to eco-systems;
- overpopulation;
- dumping waste;
- intensive agriculture and genetic engineering;
- global warming and climate change.

Find out how the vocabulary was used. Were your ideas close to what was actually said?

6. In pairs, discuss the general message of the lecture and formulate it in one sentence. Compare your idea with those of other pairs. Do you agree with the message?

7. Find one example to support each of the issues covered in the lecture to share and discuss in class.



Today's idiom

to give smb the cold shoulder – to ignore smb on purpose

1. In pairs, use any four of the words rhyming with “waste” and write a short four-line verse concerning the topic of the lesson. Present it in class and decide which one is better.

chaste, haste, taste, paste, faced, placed, amazed, based

2. Work in pairs. Think how you can sort out the issues discussed in the lecture of lesson 3 into the categories below. Note that some problems may be critical for more than one category. What do you think they are? Please, explain how and why.

Today's phrasal verb

to go with – to match, to be similar to



Global problems	Country problems	Local problems

Which of the problems discussed in lesson 3 do you think is of the greatest importance? Discuss your ideas in class.

3. Do you agree or disagree with the following note? How does it correspond to the lecture from lesson 3? What does the author mean by saying “*there are still so many things we can do to try in what we already know*”? Exchange your ideas in class.

The need for change in our daily lives and movements is growing. Because so many different factors come into play, many people don't consider that what they do will affect future generations. If humans continue moving forward in such a harmful way towards the future, then there will be no future to consider. Although it's true that we cannot physically stop our ozone layer from thinning, *there are still so many things we can do to try in what we already know*. By raising awareness in your local community and within your families about these issues, you can help contribute to a more environmentally conscious and friendly place for you to live.



4. Work in small groups. Go back to the phrase in italics in ex.3 and discuss who should care about the problems you sorted out in ex. 2.
Discuss your ideas in class. Do you all have the same ideas?

Problems	Responsibility of		
	Global authorities (the UN, etc.)	Country authorities (the parliament, the government, etc.)	Local and municipal authorities

5. Read the internet blog about one of the problems that are critical for the UK. Pay attention to the *highlighted* words. Can you guess their meanings or you need to consult a dictionary?

The amount of *trash* generated by the UK could fill Britain's largest lake, Lake Windermere, in just eight months. Or, to put it another way, it could fill London's Albert Hall in two hours.

Between 20% and 40% of fruit and vegetables are rejected by supermarkets because they're misshapen or just weird-looking! But that's how nature created them, right?

We use around 500 million plastic bags every week, and each will take between 500 and 1,000 years to *decompose* in *landfill*. However, Wales has reduced its plastic bag use by 90% simply by making the law for shops to charge 5p per bag.

At Christmas, as much as 83 square kilometres of wrapping paper end up in UK bins instead of being recycled. That's the same size as *Sunderland**!

Recycling is great, but *reusing* is better. It's a shame that 83% of perfectly good sofas in the UK are sent to the dump or for recycling, rather than being given a second chance in a new home. If we could double the number of sofas reused in the UK we'd save around 52,000 tonnes of CO2!

The number of *disposable nappies* each baby gets through weighs the same as a family car!

It would take you nearly 3,500 years to sing 'Six Billion Green Bottles', which is how many glass bottles and jars we use every year! If those end up in landfill they'll never decompose.

It's not just what goes in the bin that counts as waste – water can be wasted, too. A single leaky tap in your house can waste as much as 5,000 litres of water a year. If we all fixed our dripping taps we could supply 120,000 people with a day's worth of water; a pretty significant saving considering we may soon be drinking *sewage* (yes, really!).



Adapted from <https://www.ovoenergy.com>

In pairs, talk what could be done to make the situation better. Do you think that Ukraine suffers from the same problems? Can you provide examples? Share and discuss your ideas in class.

Did you know?

In 2012, the UK recycling rate of 'waste from households' reached 43.9 %.

6. What environmental problem is critical for your neighbourhood or community? What is being done to handle the problem? Who is responsible? Make a brief description to present in class.

* *Sunderland* – a city in North East England

Lesson 5

SURE TO CURE

1. Find the picture that refers to the word “litterbug” among the collage pictures on p. 116 . In pairs, think about how you can explain the meaning of this word to make a dictionary entry. Exchange your ideas in class and decide which one is the best.

Litterbug, n – _____

2. Do you agree?
Nobody likes a litterbug but does the punishment always fit the crime?
- ▶ 1. A US police officer fined a lady \$344 (£220) when the dollar she gave to a homeless person landed on the pavement.
 - ▶ 2. An Essex dog walker was fined £50 for littering after grooming her pets in a local park.
 - ▶ 3. Singapore has strict anti-littering laws. In January a smoker was fined \$19,800 (£9,500) for throwing cigarette butts out of his window.
 - ▶ 4. A British holidaymaker in Italy accidentally dropped a piece of sausage on the ground and was charged £75 – even though pigeons had already picked the sausage up.
 - ▶ 5. A volunteer street cleaner in the West Midlands was fined £75 when city council workers accused him of fly-tipping (illegally leaving things that you do not want next to a road, in fields, in rivers, etc.)

What punishment do you think would best fit the crime of littering? Discuss the issue in class. Ground your opinion.

3. Look at the pictures. Which of the problems discussed above are being solved? Whose responsibility is taking care of these problems?



Today's idiom

to give shirt off one's back – to give you anything they have to help you

Today's phrasal verb

to go out – 1) to stop working (machines or electrical things);
2) to be a part of a social activity



4. Look back at the list of problems discussed in lesson 3. In small groups, discuss the possible ways to solve the problems and those who must take responsibility for that. Fill in the table below.

Problem	Solution	Who is responsible

5. Can any of the environmental problems be solved by schoolchildren and teenagers? What can those problems be? Have you ever taken part in any of such activities? What was it? Did you do it alone or as part of an activity? Do you think such activities should better be organised or doing them alone is all right? Who and how should organise them? Is it a good way for volunteers to take part? Discuss the issue in small groups and come up with your ideas in class.



6. Work in groups of 3–4. Imagine that you are a volunteering group and you are going to organise some activity to help the environment. On an A4 paper make a poster announcing your activity. Make sure you include:

- the name of your volunteering group;
- why your activity is important;
- the time and place of the activity;
- a short slogan to attract people.

Did you know?

In 2012, environmental taxes raised 7.5 % of total UK revenue.

7. Think about the Code of Honour of an environmental volunteering group or club. Prepare it for discussing in class.

Lesson 6

WHAT ABOUT SUNSHINE?

1. Read the poem by Joel Ewing. Think how you can express its message. Do you agree with it? Share your opinions.

Return to What Should Be

All the tears I've tasted
 for so many trees we've wasted.
 It makes me wonder; wonder why
 so few of us will ever try
 to relieve mankind of ignorance
 and shake us from this foolish trance.
 Living the way some people are,
 every day creates a scar.
 Although our Earth is vast and great
 at healing, making all things straight,
 there's no time for the world to wait
 while we create a toxic fate.
 Perhaps one day mankind will see
 significance in every tree;
 clean rivers flowing to the sea;
 with everything as it should be.

<http://www.sciencerrhymes.com.au/your-poems>



Today's idiom

to go through the motions – to do something because smb has to, but without enthusiasm

Today's phrasal verb

to go along with – to agree with or follow

2. Work in 3 groups. Create a manifesto for the environment by making up an acrostic of the word. Vote for the best one.



E
 N
 V
 I
 R
 O
 N
 M
 E
 N
 T

3. Work in pairs. Imagine that you are groups of lawyers in the court. Choose and discuss one of the environmental problems to work with (See lesson 3) and advocate your position delivering a speech. Make sure to:

- indicate the problem;
- say how important it is and why;
- suggest actions to solve the problem.

4. Make up a leaflet for younger children to help them become environmentally aware and friendly. Could you write a short poem?

Did you know?

People throw away around 50 million tonnes of old computer equipment, TVs, stereos and kitchen appliances every year.

Today's idiom

to go off the rails – to go out of control and behave in an unacceptable manner

1. Look at the picture to the short story. What can you see in it? Can you guess what the story below will be about? What makes you think so?
2. Read the short story; see whether your guess has been correct and do the exercises. Pay attention to the words and phrases *in italics*.

The Pedestrian

To enter out into that silence that was the city at eight o'clock of a misty evening in November, to step over grass and *make your way*, hands in pockets, which was what Mr Leonard Mead most dearly loved to do. And on his way he would see cottages with their dark windows where only the slight glimmers of firefly light appeared.

He liked to stand and *look down* long moonlit avenues of sidewalk in four directions, deciding which way to go, but it really made no difference; he was alone in this world of 2053 A.D. In ten years of walking by night or day, for thousands of miles, he had never met another person walking, not one in all that time.

On this *particular* evening there was a crystal frost in the air; it cut the nose and you could *feel the cold going on and off*. He listened to the sound of his soft shoes through autumn leaves, and whistled a quiet whistle between his teeth, picking up a leaf, examining it in the lamplights, smelling its rusty smell.

The street was silent and long and empty, with only his shadow moving like the shadow of a hawk. He turned back on a side street, circling around toward his home. He was within a block of his home when a lone car turned a corner quite suddenly and *flashed* a white cone of light upon him.

A metallic voice called to him:
'Stand still. Don't move! Put up your hands!'
'But...' he said.

'Your hands up! Or we'll shoot!'

What a rare, incredible thing; in a city of three million, there was only one police car left, wasn't that correct? There was no need now for the police, but for this one lone car wandering the empty streets.

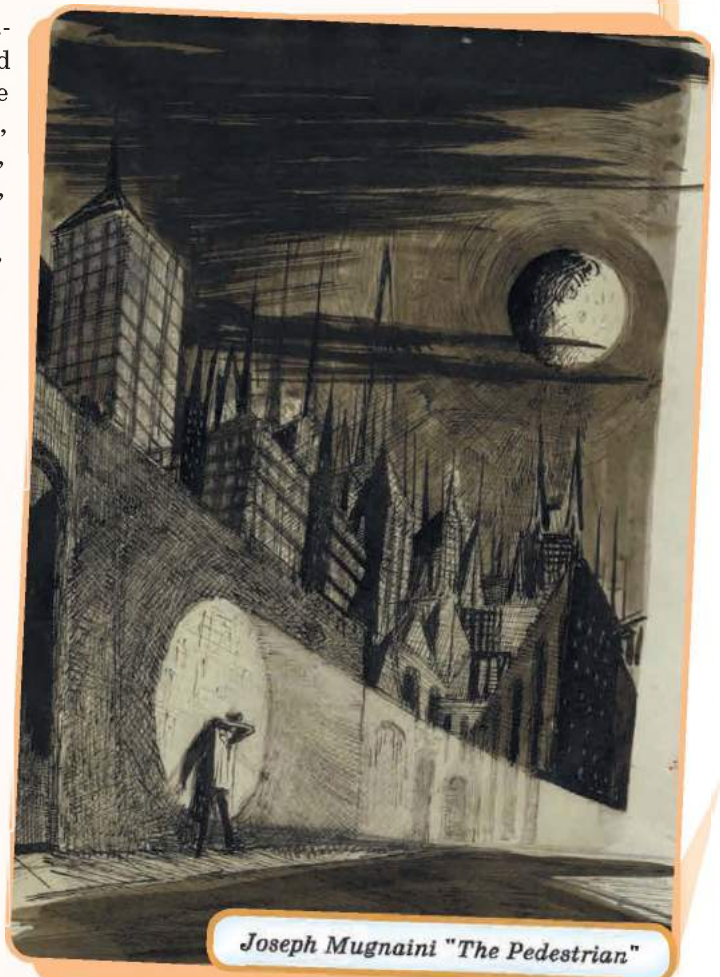
'Your name?' said the police car in a metallic whisper.

'Leonard Mead,' he said.

'Business or profession?'

'I guess you'd call me a writer.'

'No profession,' said the police car, as if talking to itself.



Joseph Mugnaini "The Pedestrian"

'You might say that,' said Mr Mead.

He hadn't written in years. Magazines and books didn't sell anymore. Everything went on in the tomb-like houses illuminated by television light, where the people sat like the dead. Only multi-coloured lights were touching their faces, but not souls...

'What are you doing out?'

'Walking,' said Leonard Mead.

'Walking!'

'Yes, sir.'

'Here,' said the voice. The back door of the police car opened. 'Get in.'

'Wait a minute, I haven't done anything!'

'Get in.'

'I protest!'

'Mr Mead.'

He walked like a man suddenly drunk. As he passed the front window of the car he looked in. As he had expected, there was no one in the front seat, no one in the car at all.

'Where are you taking me?'

'To the Psychiatric Center for Research on Regressive Tendencies.'

He got in. The door shut. The police car *rolled* through the night avenues.

They passed one house on one street, this particular house had all of its electric lights lit, every window had a yellow illumination, warm in the cool darkness.

'That's my house,' said Leonard Mead.

No one answered him.

The car moved leaving the empty streets, and the chill of November night.

(Adapted from Ray Bradbury)

3. Find the best option (A, B or C) to change the underlined phrases in the following sentences.

- 1) Mr Leonard Mead loved to step over grass and make his way keeping hands in pockets.
- 2) He liked to stand and look down long moonlit avenues of sidewalk in four directions.
- 3) On this particular evening there was a crystal frost in the air.
- 4) You could feel the cold going on and off.
- 5) A lone car turned a corner and flashed a white cone of light upon him.
- 6) The police car rolled through the night avenues.

Today's phrasal verb

to go by – to pass

	A	B	C
1	stay out of the way	go on	give the way
2	look through	come down	look upon
3	individual	special	usual
4	breathe cold in and out	feel the cold inside	catch a cold
5	mashed	reflected	spotlighted
6	turned	went	spun



4. Answer the questions (1–6) choosing the best option (a, b or c). Fill your answers in the table.

- 1) Where and when did the story happen?
 - a) In the second half of the 21st century; in an evening street of a big city
 - b) In warm autumn of 2053 AD; in an empty evening street of a town
 - c) In the far future; in the countryside
- 2) What does Mr. Leonard Mead most love to do?
 - a) To hold hands in pockets
 - b) To look down avenues
 - c) To take walks at night
- 3) Where was Mead going when he was stopped by the police car?
 - a) Nowhere, he was just walking
 - b) He was going home
 - c) He was going to the police car
- 4) How was Mr. Mead's house different from other houses in the city?
 - a) It had a lot of warm windows
 - b) His house was brightly lit
 - c) It was totally dark
- 5) What crime did Leonard Mead commit?
 - a) Mead committed the crime of walking for walking
 - b) He stopped the police car
 - c) He had no profession
- 6) What was Leonard Mead's punishment?
 - a) He was taken to a clinic
 - b) He was arrested
 - c) He had to sit into the police car
- 7) What potential problem does Ray Bradbury observe in the story?
 - a) watching TV leads to death
 - b) people mustn't walk along the streets at night
 - c) the passive way of life makes people lonely

Did you know?

We throw away 7.2 million tonnes of food every year, and more than half of that is good. Meanwhile, one in seven people across the world doesn't have enough to eat.

1	2	3	4	5	6	7

5. Work in pairs. Discuss with your partner:

- the possible traits of Mr Mead's character. Are these traits usual for his society? Explain your point of view.
- the atmosphere in the city which Leonard is walking through. How long has Mr Mead not met people in the streets? What happened to other people?
- Will Leonard Mead walk his city streets ever again? Why do you think so?
- Express your agreement or disagreement that according to the story technology can destroy human thought and individuality. Prove your idea. Prepare for a class discussion.

6. Use your notes to exercise 5 and write a short essay about the story you've read (60–100 words).





1. In each pair of sentences, complete the second sentence so that it had the same meaning as the first one.

- a) People must care about the environment. – The environment _____
- b) I've always been fond of climatology. – Climatology _____
- c) Acid rains bring a lot of harm to the nature. – A lot of _____

2. Read the article. Seven parts of sentences have been removed from this article about radiation. There are 7 gaps below; for each gap, write the corresponding letter (A–H) in the space provided. There is one extra choice that does not belong in the article.

W Radiation - Simple +

https://simple.wikipedia.org/wiki/Radiation

The Dangers of Radiation

Most people hear terms like radiation and _____ (1) as a bad or dangerous thing. It turns out that _____ (2) are ordinarily harmful to humans. For example, ultraviolet radiation can give people sunburns. X-rays and gamma rays can _____ (3), or even die if they are exposed to them for a very long time. Some types of particle radiation can also make people sick and lead to burns. Any type of radiation that causes changes in the world like these is referred to _____ (4). If radiation does not carry high enough levels of energy, though, then these changes _____ (5) something is hit by the radiation. This is referred to as non-ionizing radiation, which is not as dangerous.

One can distinguish between various types of radiation by _____ (6) of the radiation, its wavelength (if the radiation is electromagnetic), the amount of energy being carried, any particles involved, etc. A radioactive material is a physical material that emits radiation. Uranium and _____ (7) radioactive materials. The atoms they are made of tend to fall apart and give off different kinds of radiation, like gamma rays and lots of types of particle radiation.

(http://simple.wikipedia.org/wiki/radiation)

- A as ionizing radiation
- B only certain types of radiation
- C looking at the source
- D will not happen when
- E which most people
- F immediately think of it
- G plutonium are examples of
- H make a person sick

Fill in the table with the correct answers



1	2	3	4	5	6	7	NO

3. Complete the complex sentences with relative pronouns *which, whose, who, when, where, whom, that*. Some of them may be used more than once. Somewhere two options are possible. Add commas where necessary.

- 1) Did you see the girl _____ was dressed up as a clown?
- 2) The apples _____ are lying on the table are bad.
- 3) Roses _____ all women love smell very nice.
- 4) This is the man _____ Barbara visited in Scotland.
- 5) We are living next to a woman _____ dog barks all the time.
- 6) The year _____ you were born was memorable.
- 7) Tomorrow we are going to the zoo _____ our Dad works.
- 8) Her mother _____ you never met is interested in detective novels.
- 9) We will stay at a hotel _____ is not far from the beach.
- 10) Shakespeare _____ plays were adapted to cinema is still read by many.

4. Read the advice *How to write 'Thank you notes'* and write your own note to your friend.

1. Opening. This is a basic line. Be specific about salutation. Give thanks.

"Dear ...,

Thank you so much for..."

2. Expressing your feelings about the event. Write about your joy // regret and explain your reasons.

"I loved your birthday party ... // I'd like to visit your birthday party but..."

3. Describing the event you visited /were invited. Make this part about how glad you were that he / she could share the occasion with you. Detail the event. // Make this part about how sorry you were that you couldn't share the event with him /her. Promise to meet later.

"The party at your house was // I hope you had a ... and ... party. ..."

4. Repeating Thank You. Say it again to come back around to the main purpose of the note.

"Thank you again for ..., it was very ... // Thank you again for... I'm terribly sorry ... and I hope we can..."

5. Writing your name; signature.

5. Exchange your notes to check for the correctness.

6. Find the correct phrasal verb with "go" to complete each sentence.

1. Lots of activities ... in the city at night.
2. If you want to get to the supermarket, ... the old school and turn right.
3. Marty is a very good boy. He doesn't ... the bad kids at school. He doesn't like what they do.
4. The bomb will ... if you push the button.
5. One sock is red and the other is blue. They don't ... each other.
6. John likes to ... with his girlfriend on Saturday nights.
7. Before we make a presentation, we need to ... this business plan to make sure everything is okay.
8. I hope my hair dryer doesn't It sounds bad but I really need to use it.

7. Make a summary of the "Did You Know?" section of the unit as to:

- events happening in the UK;
- events happening in the world.



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 ...

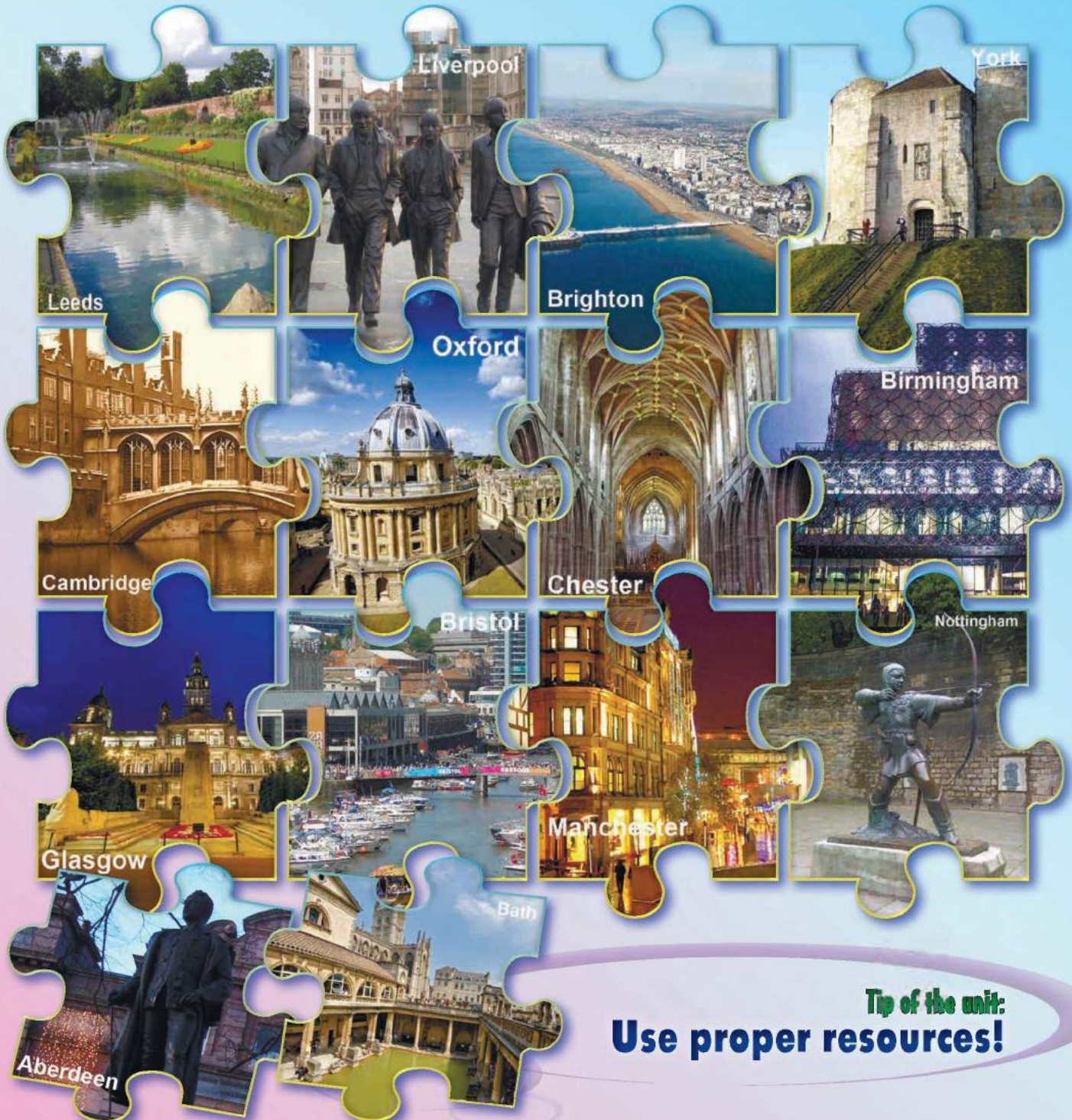
I enjoy listening more because ...

I feel more comfortable in reading because ...

I have to make more effort in ...

UNIT 7

Fit in Britain



Tip of the unit:
Use proper resources!

Lesson 1

GROUNDBREAKING AND BREATHTAKING

1. You have already learned a lot about Britain, so each of you may have their opinion. Choose a letter of the alphabet so they did not repeat among the students, think of an adjective which starts with this letter and which you can use to express your opinion about the country. Share your opinions in class and explain why this particular adjective is good for describing Britain.
2. Describe the cities in the pictures using the following patterns and the words below. Share your descriptions in class. Consult a dictionary if necessary.

_____ is _____ because _____
_____ looks _____ because _____
_____ must / maybe _____ because _____

Phrasal verb of the unit: *to come*

Today's idiom

to go out of one's way –
to make a special effort when
doing something

Today's phrasal verb

to come out – to appear,
to be seen

gorgeous, magnificent, breathtaking, stunning, dull, disgusting, superb, incredible, fantastic, ancient, modern, industrial, well-kept, historical, hilarious, futuristic, attractive, a tourist destination, a sea port, picturesque.

Sum up your ideas. What are your overall impressions of the cities of the UK by what you have seen? Which of the words go along with most of the cities? What conclusion can you make out of it? Exchange your opinions in class.

3. Can you match the descriptions below with the cities in the pictures? Explain your choices.

- 1) The UK's second largest city, the heartland of the British motor industry with ultra-modern buildings.
- 2) One of the gateways to England's Lake District, often called the first modern city.
- 3) The third largest city in the UK, with Loch Lomond about half an hour away, European Capital of Culture in 1995.
- 4) The Beatles come immediately to mind. And, of course, there's plenty to do that's Beatles related – not least of which is a visit to the famous Cavern Club.



EUROPEAN CAPITAL
OF CULTURE

Fit in Britain

All photos and images used in the textbook have been taken from free Internet resources



- 5) Once one of England's most important ports.
- 6) England's oldest university city, dating back to the 11th century, 60 miles northwest of London.
- 7) A small and lively university city which has produced more Nobel Prize winners than any university in the world.
- 8) "London's beach", 60 miles from the capital, a seaside resort with the most scenic pier in Britain.
- 9) A small northern English city, an important centre for at least 2,000 years with Roman, Viking and Anglo-Saxon monuments.

**Check your answers at the end of the lesson.
How much have you guessed?**



University of Oxford



Bamburgh Castle, United Kingdom



Viking statue in Gmli

5. Find the 9 cities from ex. 4 on the map of the UK on p. 136. Look at the pictures on p. 134 describing cities of Britain. In small groups, sort them out by categories and fill in the table below. Add the cities that are in the pictures on p. 134 but are missing from ex. 4. What cities do you think should be on the list but are missing?

England _____

Scotland _____

Wales _____

Northern Ireland _____

6. In small groups, think how you can make short descriptions of the rest of the cities using the pictures on p. 134 and the map. Note down the ideas and discuss them in class.

7. Browse the internet in search of some additional information about the cities from ex. 6 to add to your notes and prepare a brief presentation about them.

Did you know?

Britain is the only country in the world which doesn't have its name on its postage stamps.

Keys: 1) Birmingham, 2) Manchester, 3) Glasgow, 4) Liverpool, 5) Bristol, 6) Oxford, 7) Cambridge, 8) Brighton, 9) York.

Ex. 3

1. Look at the pictures and say what the word 'maze' means. Have you ever been to any mazes like that? If yes, describe your impressions briefly. If no, say if you would like to go there.



Today's idiom

to go with the flow –
to go along with
whatever happens

Today's phrasal verb

to come around –
to change one's mind /
opinion; to agree

2. Read the text describing two of the most famous mazes in Britain. Be attentive to the words *in italics* while reading.

Vikings and Anglo Saxon x Blog x

https://www.familytraveltimes.co.uk/blog/

Family Travel Times
Where we go and what we see

Home Blog Videos About us

English mazes


There's nothing the British like more than to go and get lost. In grand gardens of castles around Britain you'll find the world oldest and largest *hedge* mazes. These labyrinths *have been* playfully *confusing* visitors for hundreds of years.

This historical *fascination is being fuelled by a boom* in creating new mazes. Britain now has mazes of turf, water, brick, stone, wood, coloured paving tiles, mirrors and glass.

Any exploration of the twists *and turns* of British mazes should include the oldest and most famous. You don't have to be crazy about mazes to enjoy the spectacular Hever Castle in Kent. The *double-moated* fortress has changed little since Henry VIII's second wife Anne Boleyn who spent her childhood here. The castle is set in magnificent gardens. A century ago the wealthy Astor family lived here and planted a *yew* maze, which visitors can still explore. Now the hedges reach eight feet in height and there is almost a quarter of a mile of pathways inside to get lost in!

A more recent addition is the highly acclaimed Water Maze on a shallow lake with an island at the centre. The walkways are made up of curved paths supported above the water on *stilts*. To make getting to the island even more difficult, some *slabs*, when stepped on, trigger a spray of water. Can you reach the island and stay dry?

(Adapted from https://www.familytraveltimes.co.uk/blog)



3. Look through the two columns of the words and phrases; match them to their definitions and fill your answers in the table. Don't try to answer any questions without looking carefully at the text. Don't waste too much time on difficulties; go ahead and turn to them later.

1) hedge	a) two lines of trenches filled with water around the castle
2) confuse	b) supporting stand to elevate structure above
3) fascination	c) a fence formed by trees or bushes
4) fuel by a boom	d) surprising changes of directions
5) twists and turns	e) an evergreen tree
6) double-moated	f) become popular
7) yew	g) a thick flat piece of wood or concrete
8) stilt	h) charm
9) slab	i) to make something difficult to understand

1	2	3	4	5	6	7	8	9

Did you know?
 English Cockneys call the telephone "dog and bone" and a wife "trouble and strife".

4. Choose the correct option (a, b, c, or d) to fill in the following sentences. Fill your results in the table.

- My company has just spent two million dollars, ... a world famous artist asked for painting a huge mural for the main entrance foyer.
 a) who b) where c) which
- Please call me as soon as he ... back.
 a) comes b) came c) will come d) has come
- I don't want to break ... him for your sake.
 a) with b) off c) away d) out
- In the case ... the key to your room, inform the manager immediately.
 a) is losing b) to lose c) of lost d) of losing
- Don't have a lunch without George. He ... at the moment.
 a) is expected b) is being expected c) has been expected d) was being expected
- Oh, no, this film is not worth
 a) watch b) watching c) to watch d) to watching
- His advice never helps. You ... listen to him.
 a) needn't b) shouldn't have c) can't d) mustn't

1	2	3	4	5	6	7

5. Read the beginning and the ending of the letter. Decide if it's formal or informal. Pay attention to the place of address, date, salutation. The main part of the letter is missing. Your task is to finish the letter using information from ex. 2. Rewrite the main ideas in your own words; add some informal phrases (not more than 4–5 sentences). Share your results with your classmates.

Polina Velychko
Fl 31, 24 Verbova St.
Kyiv 04073
Ukraine



Edward Sattington
Fl. 4, 15 London Rd.
Liverpool L3 8EL
UK

12th September 2016

Dear Polin,

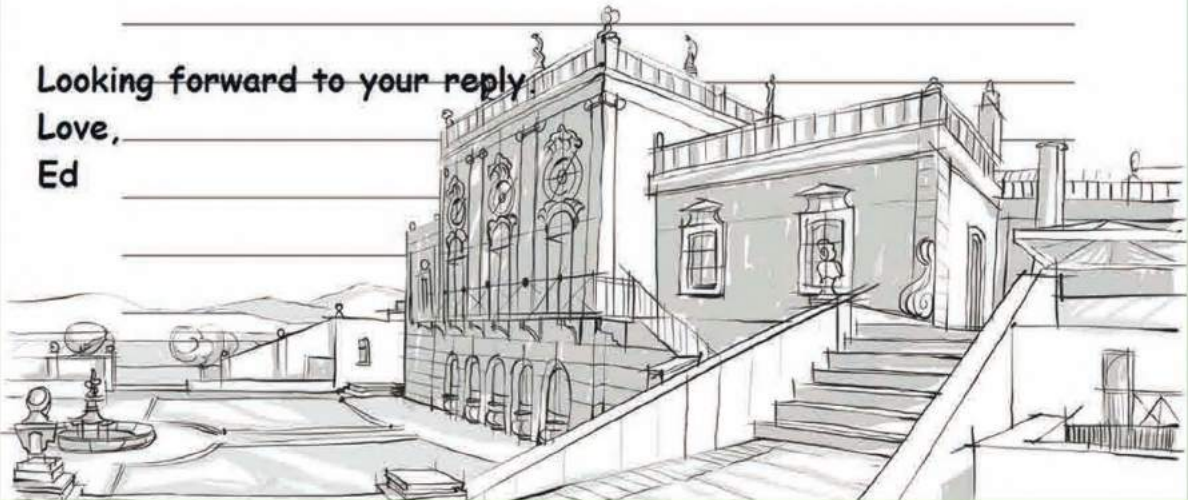
I was so glad to receive your letter. How's it going? I'm in Kent now with a school excursion to Hever Castle.

The Castle looks really gorgeous!

Looking forward to your reply.

Love,

Ed



6. Use the information from Writing Tips on p. 176, and ex. 5 as an example. Write a letter to your friend or relative about your school excursion (or other trip) and describe one of the places of interest.

Lesson 3

FOR ALL OF THE CAPITAL

1. There is only one large city in the world with a population of more than a million that is exactly on the 50th parallel. Do you know what the city is? Who can answer the question fastest? See the answer at the end of the lesson.



Today's idiom

to have a stab at smth – to try smth that you have never had a chance to do before

Today's phrasal verb

to come up with – to produce or supply a plan, idea, etc.

Did you know?

London is one of only two cities above the 50th parallel with a population of more than five million. Moscow is the other.

2. Look at the pictures of the UK capitals below. Which of the countries do they correspond to?

Capital city	Country



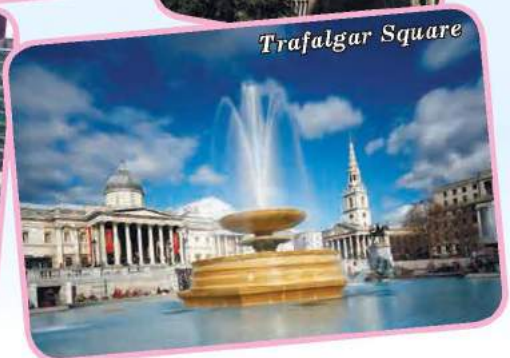
Describe the cities using as much of the vocabulary from ex. 2, Lesson 1 as possible.

3. You are going to listen to a tour guide talking about London. Look at the words and phrases below and match them to their meanings. In what context can they be used by the guide?

1) top tourist destination	a) at the moment; now
2) each and every year	b) almost completely
3) to confuse	c) something added to the main body
4) locals	d) a small simple building, often made of wood
5) to assimilate	e) to be famous for having something
6) hut	f) to make someone unable to understand something
7) duality	g) the most attractive place for visitors
8) add-on	h) to borrow culture and traditions
9) for all intents and purposes	i) people living in a certain area
10) currently	j) every single (used for emphasis)
11) to boast something	k) the state of combining two different things

4. Listen to the information about London. Note down the following:

- the number of visitors mentioned;
- the historical fact about the size of London;
- the age of the capital;
- the reason for the “two cities” in one;
- the parts of London mentioned;
- what London is proud of.



5. Can you say how these places are properly pronounced according to the tour guide?

- Greenwich
- Leicester Square
- Chomondeley Place



6. In what context WERE the words and phrases from ex. 3 used? Were your predictions correct? For describing what issues above was the vocabulary used?

Discuss your ideas in class. Make changes if necessary.

7. Divide into 6 small groups. Choose one of the questions from ex. 3 and make a group presentation of it in class. Use your notes.



8. Work in 3 groups. Each group is to read through brief notes about one of other capital cities of the UK. Think how you can use the notes and the vocabulary from ex. 2 to make a tour guide presentation about the city chosen. The pictures from ex. 2 may help you to add something to your presentation in class.



Edinburgh

- capital and cultural centre of Scotland for over 500 years
- one of the most beautiful locations in the world.
- the "Athens of the North" – Greek-style columns
- museums and art galleries,
- actually two cities: Old Town – the castle, a labyrinth of narrow alleys; New Town – grand squares, wide avenues and elegant facades.

Cardiff

- the official capital of Wales since 1956;
- has long been an important port;
- the cultural and economic centre of the country;
- numerous well-attended festivals
- a variety of sports facilities including award winning golf courses;
- excellent shopping and dining opportunities.



Belfast

- "Belfast" means 'mouth of the river';
- the largest city in Northern Ireland;
- one of Europe's top visitor destinations;
- compact and intimate;
- rich legacy of 19th–20th century architecture;
- plenty to explore and shop.

Ex. 1
Keys: Khar'kiv, Ukraine (1.4 million)

1. In small groups, think about the vocabulary to describe an ideal tourist destination.

- What should it be like?
- What should it have?

Be brief but clear. Exchange your ideas with other groups and make up a class description for an ideal tourist destination.

Today's idiom

to hold one's own – to be able to defend oneself when under attack

2. The British say there is much more than just London to see in the UK. Do you agree?

Look back at the views of different cities of the UK in the collage on p. 134.

- Which of them meet your criteria for being an ideal tourist destination?
- Which not?

Explain your choice to the class and exchange your opinions.

Today's phrasal verb

to come about – to happen

3. Divide into 4 groups to represent all parts of the UK.

- Look at the pictures and read the descriptions of some places in the UK that are neither capital cities nor cities at all. Find them on the map of the UK on p. 145.
- Tell the class about your sights.
- Make sure to include your answer to the question: *How do these sights meet the criteria of being ideal tourist destinations?*

The **Giant's Causeway**, the UNESCO World Heritage Site, is full of myth and legend. Some say it was carved by the mighty giant, Finn McCool. The site has attracted visitors for centuries. There are four stunning trails at the Giant's Causeway suited to every ability.



The Giant's Causeway
Northern Ireland



Callanish Standing Stones
Scotland

The **Callanish Standing Stones** are an extraordinary setting of stones put up 5,000 years ago. They precede England's famous Stonehenge, and were an important place for at least 2,000 years. We don't know why they were erected, but the best guess is that it was a kind of astronomical observatory.

Nine miles from the Giant's Causeway you will find the **Carrick-A-Rede** rope bridge, which attracts thrill seekers from all around to see if they can complete the rope bridge challenge. On the other side of the rope bridge there is Carrick Island, the reward for the brave, with diverse birdlife and a wonderful view across Scotland.



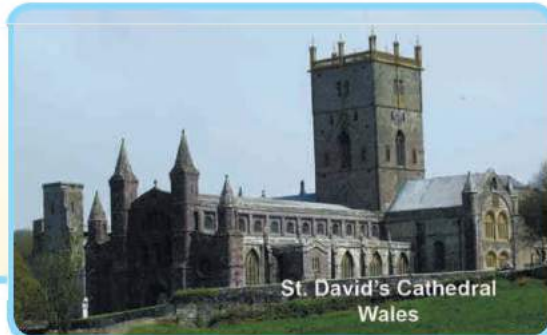
Carrick-A-Rede
Northern Ireland





Built in the 13th Century as a seat for the first Prince of Wales, **Caernarfon Castle** with its 13 towers is recognised as one of the most impressive fortresses in Europe. Its royal heritage continues to this day, and in 1969 it was the scene of announcing Prince Charles's as Prince of Wales.

Located in Wales, **St. David's Cathedral** is a beautiful example of architecture of the Middle Ages. The patron saint of Wales, St. David was buried there. Construction began in the 1180s. The cathedral houses a lot of treasures, including a 1620 edition of the Welsh Bible.



Windsor Castle has served as the summer residence of British Royals since 1078. It is the largest inhabited castle in the world. Admission is closed when the Queen's at home, so check for the royal flag flying. Also of note is the magnificent 6 mi-long Great Park.

The **Eden Project** is a collection of amazing plants from around the world. Located in Cornwall, the complex consists of huge domes that look like igloo-shaped greenhouses housing thousands of different plants. As well as the stunning displays of plant life, the Eden Project hosts numerous fantastic arts and music events.



Located on the main island of Orkney, **Skara Brae** is one of the best preserved Stone Age villages in Europe. It was covered by sand for hundreds of years until a great storm exposed the site in 1850. Older than Stonehenge and the Great Pyramids, it has been called the "Scottish Pompeii" because of its excellent preservation.

Adapted from <http://www.touropia.com>

Did you know?

Built in 1842, the Hamilton Mausoleum in South Lanarkshire (Scotland) has the longest-lasting echo of any man-made structure in the world – a whole 15 seconds.

4. Work in the same groups. Choose ONE sight from each part of the UK and work out a tourist route as if your group were a tour agency. Present and promote your route in class.
5. Find one more place of interest in the UK for the part of the country you worked with at the lesson. Prepare a brief report of it for class. Include pictures or make a PowerPoint presentation to show in class.

Lesson 5

GRACE OF A PLACE

1. In pairs, think about the best definition for the term “national park”.

- What is it about?
- Why “national”?
- Do you know any national parks in Ukraine?

Share your ideas in class and support them with the examples of the national parks you know.

2. Work in small groups. Look at the map of the UK on p. 136 and decide if its geographical position, climate and nature can be a good place for creating national parks.

- In what areas of the UK would you open them? Why?

Exchange your ideas with other groups.

3. Read the descriptions of the national parks located in each of the 4 parts of the UK.

- Pay attention to the meanings of the words in *italics* which name the things, for which you know different words. Can you guess what they mean?
- In pairs, make a list of issues common for all of the descriptions. What are they?

Share your ideas in class.

Today's idiom

to keep one's feet on the ground – to act in a sensible way, even if one is successful

Today's phrasal verb

to come across – to find

SNOWDONIA

Dominated by the impressive Snowdonia mountain range, the area is full of picturesque villages, steep rivers and waterfalls and a coastline of fine sandy beaches.

Key areas of interest:

- Snowdon, the highest mountain in Wales
- Rich and varied landscapes including wooded valleys, peatlands and moorlands
- Historic castles
- 23 miles of coastline with sand beaches
- The Welsh language, spoken by over half the population
- Just 2 hours from Manchester



LOCH LOMOND & THE TROSSACHS

With 22 large lochs, 21 Munros and about 50 rivers and streams, it is never far from a fantastic view across water.

Key areas of interest

- Dramatic mountain landscapes
- Great for hillwalking and climbing
- Boat trips, sailing and canoeing
- Less than an hour from Glasgow

LAKE DISTRICT

High fells, deep Ice Age lakes and well off country communities, the Lake District has inspired writers and visitors for centuries.

Key areas of interest:

- Scafell, England's highest mountain
- 16 main lakes and many smaller ones
- Boat trips, sailing, canoeing and swimming
- Wainwright's famous 214 fell walks
- Less than 2 hours from Manchester



Northern Ireland does not have national parks at the moment, however, serious moves have been made to create a national park in the breathtaking **MOURNE MOUNTAINS**.

The mountain range attracts hundreds thousands of visitors each year with its outstanding natural beauty as well as outdoor activities such as hillwalking, cycling, horse riding, fishing, golf and climbing. The Mourne Mountains also include the highest peak in Northern Ireland – Slieve Donard raising 849 metres above sea level.

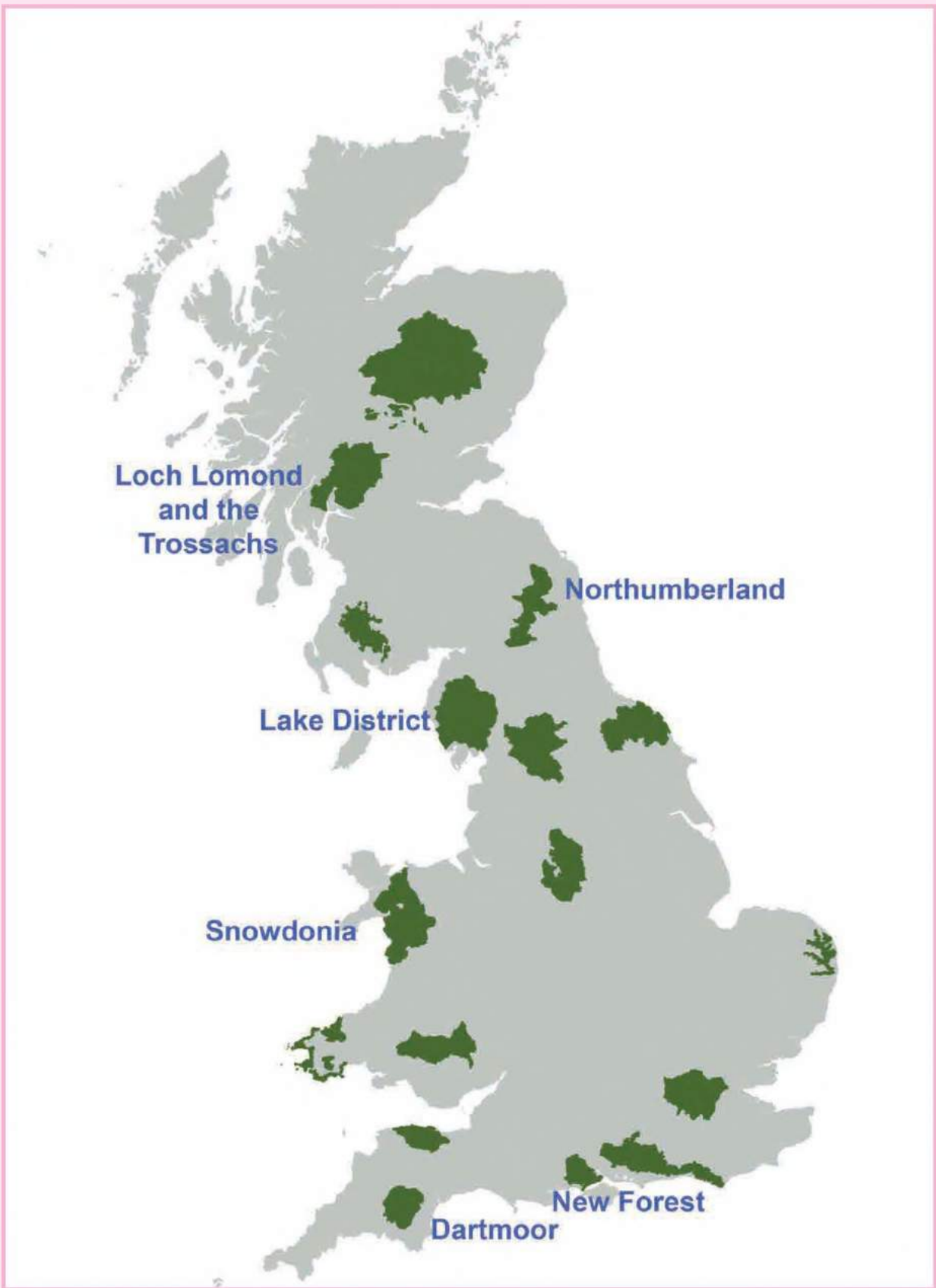
Adapted from <http://www.nationalparks.gov.uk>

4. Can you find the parks you have just read about on the map of the UK national parks? How many parks can you count in total? Do you think it is a large or a small number of national parks for such a country? Explain your choice.

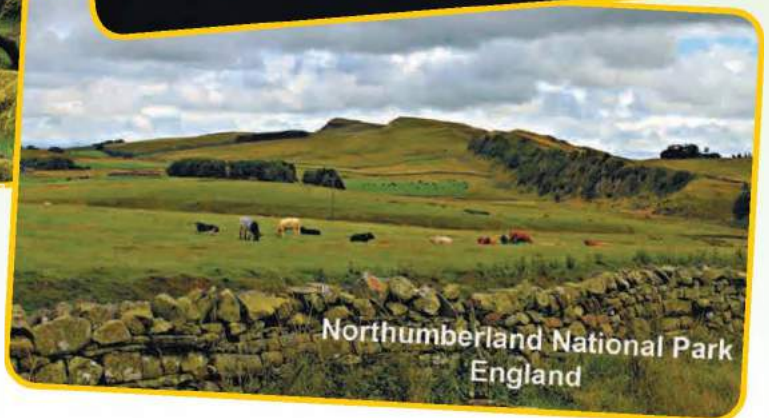
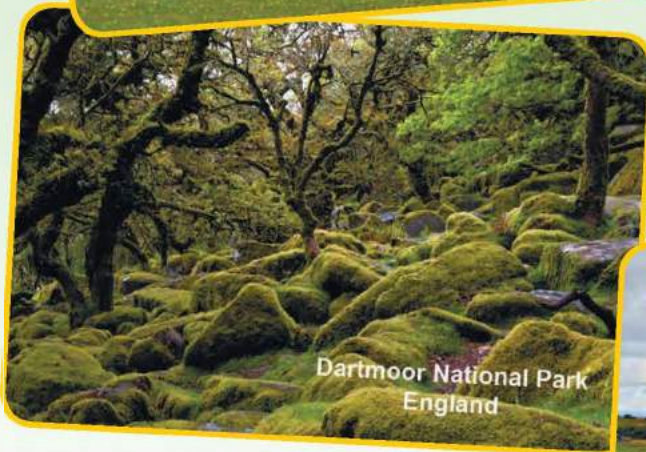
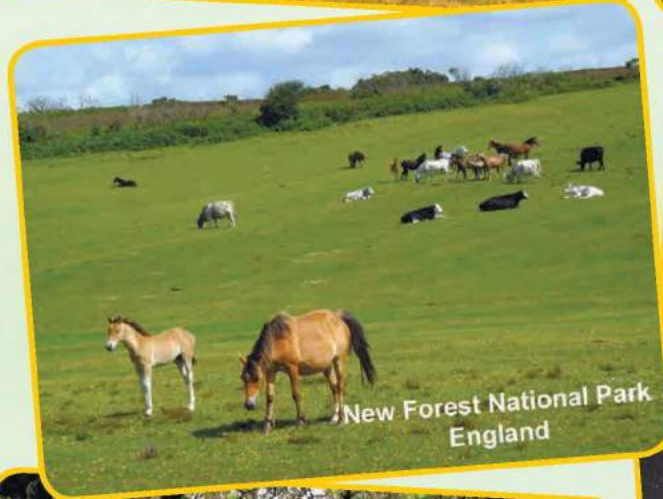
Did you know?

Northern Ireland has more young people than anywhere else in the UK. Children under 16 make up nearly a quarter of the population.





5. Look at the pictures of a few different parks on the territory of the UK. In small groups, make up descriptions about them similar to those you have read in ex. 3. Share your descriptions in class.



6. Make up the same description for one of the national parks of Ukraine to present in class. A PowerPoint presentation may be helpful.

Lesson 6

KNOW HOW TO GO

1. Have you ever travelled abroad? What were your experiences? Share your experiences in class.

2. Imagine that you are going to visit the UK after your exams. In pairs, discuss what kind of procedure you will have to follow and what actions you will have to take. The following questions and the vocabulary below may be helpful:

- What to get? Where?
- What to apply for? Where?
- What to write? Where to?
- What to take?

Discuss the ideas in class and come to a joint conclusion.

international passport, visa, embassy, police, letter, hotel, to book, currency

Today's idiom

to keep fingers crossed – to hope that something will be successful

Today's phrasal verb

to come to (smb) – to remember or recall

3. Look at the hotel reservation letter Ed's parents wrote last summer. Can you guess the meanings of the words and phrases in italics?

The screenshot shows an email interface. The 'To' field contains 'Mercure Inverness Hotel'. The 'Subject' field contains 'Church St, Inverness, IV 1 1DX'. The 'Body' field contains the following text:

Dear Sir / Madam,
I am writing this letter to make *arrangements* for the stay during the weekend at your hotel and to get more information on the places of interest and different activities nearby.
I will be arriving with my wife and a teenage son to spend a weekend on the 4th of July which will be on Saturday morning, and leaving on the 7th of July afternoon. I am looking *to book* one *double room* and one *single room* with the *attached bathroom* for more *privacy* and *convenience*.
I would also *appreciate* if you could *provide* me with the list of activities that we can take part in during our stay for more fun and adventure. I prefer the locations to be nearby the hotel as we are not familiar with the place. Furthermore, I would also like to know if there are any historical sites or market nearby where we can explore more about the place's history and local culture.
You could send me the detailed information through email or fax with the total cost of stay during the weekend.
I look forward to hearing from you.
Yours faithfully,
George Sattington

At the bottom right of the email body, there are two buttons: 'Send E-Mail' and 'Reset'.

4. Do you think if the letter is formal or informal? What makes you think so? Match the parts of a letter with the paragraphs. Compare your result with that of other students.

- Recipient's address;
- Salutation;
- Introduction – stating the general idea;
- Detailed request;
- Additional request / requests;
- Promoting the reply;
- Signing out;
- Signature.



Did you know?

It is considered an act of treason to put a postage stamp with the queen's head upside down on an envelope.

5. Look at the description of another hotel in the same place of the UK. Write a brief booking letter. Exchange letters with your deskmate to check for errors in presenting your ideas.

Macdonald Drumossie Hotel

Old Perth Road Inverness Scotland

Suburban hotel with full-service spa and restaurant



Location



Situated in the suburbs, within 3 mi (5 km) of St Andrew's Cathedral. Inverness Castle is within 6 mi (10 km).

Hotel Features



A full-service spa, smoke-free hotel, a restaurant and a bar / lounge. Free WiFi in public areas, free self parking. A rooftop terrace, conference rooms, and dry cleaning.

Rooms



All 44 rooms offer free WiFi, premium bedding, and TVs with satellite channels. Separate bathtubs and showers, coffee makers, and free weekday newspapers are available.

6.

Choose one of the 4 hotels in different parts of the UK and write a letter booking a room for a weekend on your summer tour to the UK. Make sure to follow the structure.

Sandford Country Cottages

5 stars

Sandford House, St Fort, Newport-On-Tay,
DD6 8RG, Scotland

- four 2 and 3 bedroom, self-catering
 - midway between St Andrews and Dundee
 - bedrooms and an open plan living / dining / kitchen
 - modern appliances
 - each one has a wood-burning stove
 - towels, bed linen, electricity, heating, Wi-Fi and one basket of logs included in the price
 - car hire
 - free parking
 - 13 km from St Andrews
 - 2 km from the closest golf course
 - 77 km from Edinburgh
- We speak your language!

Church Farm Barns

5 stars

Church Lane, Shottery, Stratford-upon-Avon,
CV37 9HQ, England

- 2 houses, with gardens, free parking and superb countryside views
 - 1 mi (1.6 km) from the centre of Stratford-upon-Avon.
 - free Wi-Fi
 - very close to the famous Anne Hathaway's (the wife of William Shakespeare) cottage
- We speak your language!
- Most popular facilities
- Free parking
- Family rooms
- Facilities for disabled guests
- Non-smoking rooms
- Airport shuttle

The Merchant Hotel

5-stars

16 Skipper Street, Belfast, BT1 2DZ, Northern Ireland

- Belfast's city centre
 - luxurious air-conditioned rooms
 - free Wi-Fi
 - a spa
 - a rooftop gymnasium and hot tub
 - all rooms decorated with original artwork
 - flat-screen TVs, and spacious marble bathrooms.
 - Great Room Restaurant offers a fine à la carte menu and traditional afternoon teas
 - a selection of bars
 - an elegant nightclub
 - Berts Jazz Bar serves food and has live music 7 nights a week
 - 5 Spa treatment rooms and a hydrotherapy area
 - a sauna and a steam room on the rooftop
- We speak your language!
- Most popular facilities
- Free Wi-Fi
- Spa and wellness centre
- Fitness centre
- Non-smoking rooms
- Restaurant
- Facilities for disabled guests

The St David's Hotel

5-stars

Havannah Street, Cardiff Bay,
Cardiff, CF10 5SD, Wales

- an iconic building
 - stunning views across Cardiff Bay
 - a luxury spa
 - stylish bedrooms
 - an innovative restaurant
 - all rooms have air conditioning
 - Wi-Fi available.
 - a swimming pool
 - 2 hydrotherapy pools
 - a modern fitness studio
 - beauty treatments available.
- We speak your language!
- Most popular facilities
- Bath
- Flat screen TV
- Air conditioning
- Parking
- Indoor pool
- Free Wi-Fi

Adapted from <http://www.booking.com/hotel/>

Today's idiom

to keep nose clean – to behave well and avoid trouble

Today's phrasal verb

to come down on smb – to scold or punish smb

1. Write as many words as possible in one minute using the letters of the words "Home reading". Letters may repeat in different words. Don't forget to share your ideas with your classmates.

Example: Homereading – home, read, reading, red, ring, ... (your variants)

2. Read the passage from Jerome K. Jerome's story "Three men in a boat" and answer the questions. Don't try to answer any questions without looking carefully at the text.

How We Cooked an Irish Stew

(adapted from Jerome K. Jerome)

George said that, as we had plenty of time, it would be a splendid opportunity to try a good supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with general **odds and ends**, we should make an Irish stew.

It seemed a **fascinating** idea. George made a fire, and Harris and I started to peel the potatoes. I had never thought that peeling potatoes was such an affair. The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, but our **light-heartedness** was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off, there was no potato left—at least none worth speaking of. George came and had a look at it—it was about the size of a pea-nut. He said:

"Oh, that won't do! You must **scrape** them."

So we scraped them, and that was harder work than peeling. We worked for five-and-twenty minutes, and did four potatoes. Then we said the rest of the evening would go for scraping ourselves.

It seemed difficult to believe that the potato-scrappings in which Harris and I stood, could have come off four potatoes.



George said it was absurd to have only four potatoes in an Irish stew, so we washed **half-a-dozen** or so, and put them in without peeling. We also put in a cabbage and peas. George **stirred** it all **up**, and then he said that there seemed to be a lot of **room to spare**, so we picked out all the odds and ends and added them to the stew. There were half a pork pie and some cold bacon left, and we put them in. Then George found half a tin of salmon and **emptied** that into the pot.

He said that was the advantage of Irish stew: you **got rid of** such a lot of things. I fished out a **couple** of cracked eggs and put those in. George said they would **thicken** the gravy.

I forget the other ingredients, but I know nothing was wasted; and I remember that, Montmorency, who had showed great interest in the process, went away with a thoughtful look, and in a few minutes came back with a dead *water-rat* in his mouth, to present it as his contribution to the dinner.

We had a discussion about whether the rat should go in or not. Harris said it would be all right, mixed up with the other things, but George said he had never heard of water-rats in Irish stew, and he would rather **be on the safe side**, and not try experiments.

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. There was something so fresh about it: a dish with a new flavour, with a taste like nothing else on earth.

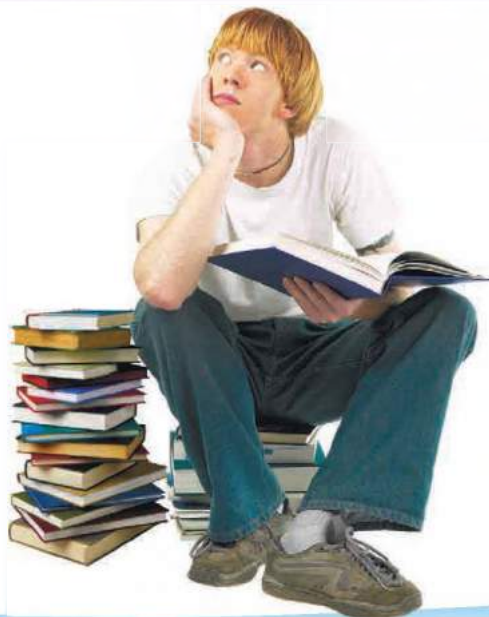
George said there was good stuff in it. The peas and potatoes might have been a bit softer, but we all had good teeth, and as for the gravy, it was a poem.

3. Find the words and phrases *in bold* in the text above and replace them with the option closest in meaning (A, B or C). Don't waste too much time on a difficult word. Move on!

	A	B	C
1. odds and ends	leftovers	trash	junk food
2. light-heartedness	optimism	comfort	sadness
3. stirred ... up	blew up	brought up	mixed up
4. room to spare	free room	free space	free sit
5. got rid of	got on with	gave away	threw away
6. thicken	condense	melt	fry
7. be on the safe side	take a chance	avoid risk	be in danger

4. Match the synonyms to the rest of the words *in bold*. Make up your own sentences with them.

- 1) fascinating
- 2) to scrape
- 3) half-a-dozen
- 4) couple
- 5) to empty
- 6) gravy



- a) to clear
- b) six
- c) wonderful
- d) sauce
- e) to scrub
- f) pair

5. Answer the questions without looking back in the story.

- 1) Tell why the title is a good title for this book.
- 2) What is the problem in this story and how is it solved? Use a detail from the story to explain your answer.
- 3) How many characters are there in the story?
- 4) How do the characters feel in the beginning? How do these feelings change throughout the story?
- 5) How do the characters feel at the end of the story?
- 6) Who is telling the story? How do you know?

Did you know?

There is a debate about whether or not wolves should be returned to Scotland to reduce the red deer population.

6. Read the statements below and decide if they are True or False. Mark them with T or F. Explain your choice.

- 1) George wanted to cook an Irish stew because his friends and he were gourmands.
- 2) Harris and the author could peel vegetables well.
- 3) There were all odds and ends in the stew: some potatoes, cabbage, peas, a pork pie, bacon, tinned salmon and two eggs.
- 4) The author fished in the river before cooking.
- 5) When Montmorency brought a dead water-rat, the friends decided to avoid a risk and didn't put it into a stew.
- 6) They needed raw pork and fish to cook an Irish stew.
- 7) The author forgot the rest of the ingredients.
- 8) That was the best meal they had ever eaten.



7. Work in groups of three. Retell what happened in the story if you were George, Harris and the author. Present your work to your classmates.

8. Make sure you understood the story. Create an alternative ending to it. Use the idioms and phrasal verbs of the unit.

9. Choose one of the characters and describe him: show his traits of character, his attitude to problems; write why you chose this one; what you would do in the same situation.



1. Look at the pictures below and say what they are. What do the headlines tell us about? Do you know the name of Agatha Christie? Have you ever read her works? seen screened versions? What do you think what the following article will be about?

£100 FREE CROSS-WORD COMPETITION: SEE PAGE 4

Daily Mirror

THE DAILY PICTURE NEWSPAPER WITH THE LARGEST NET SALE

TUESDAY, DECEMBER 7, 1926 (24 PAGES)

MYSTERY OF WOMAN NOVELIST'S DISAPPEARANCE

HOUNDS SEARCH FOR NOVELIST



and yesterday in the search for the missing novelist, the latest reports...



WHERE IS MRS. CHRISTIE?

Mystery of Missing Woman Novelist

FOUL PLAY?

Dogs Join Search on the Surrey Downs

What has happened to Mrs. Agatha Christie?

15,000 HUNT VAINLY FOR MRS. CHRISTIE

Multitude of People With Many Dogs Search Sussex Downs, England, for Novelist.

POLICE BELIEVE HER ALIVE

PUBLIC HUNT FOR MRS. CHRISTIE.

10,000 Motorists to Scour Surrey Downs.

POLICE VIEW.

"Convinced the Missing Novelist is Dead."

Mrs. Christie, disappeared from her home, the Doyle, in Haslemere, Surrey, on the night of last Friday week. Last night a search party was sent out in the night near Haslemere, Surrey, and it is believed that she was seen in the Haslemere area.

WOMAN WINS OUR £400 PICTURE PUZZLE PRIZE

DAILY SKETCH

INCORPORATING THE DAILY GRAPHIC

MRS. AGATHA CHRISTIE FOUND ALIVE



MRS. CHRISTIE FOUND AT HARROGATE

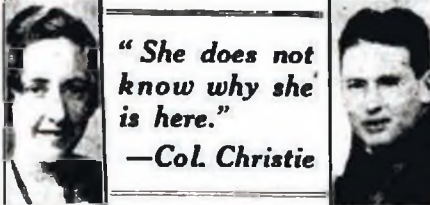
Dramatic Re-union With Husband in Famous Hydro.

"HER MEMORY GONE"

How Missing Novelist Spent Time While Police and Public Looked for Her

Mrs. Christie, the missing inventor of detective stories, was traced last night to the Hydro, Harrogate, by her husband, Colonel Christie.

In an interview after a dramatic meeting between the pair, Colonel Christie told the DAILY HERALD that his wife had suffered from the "most complete loss of memory." She did not even recognise him, he added.

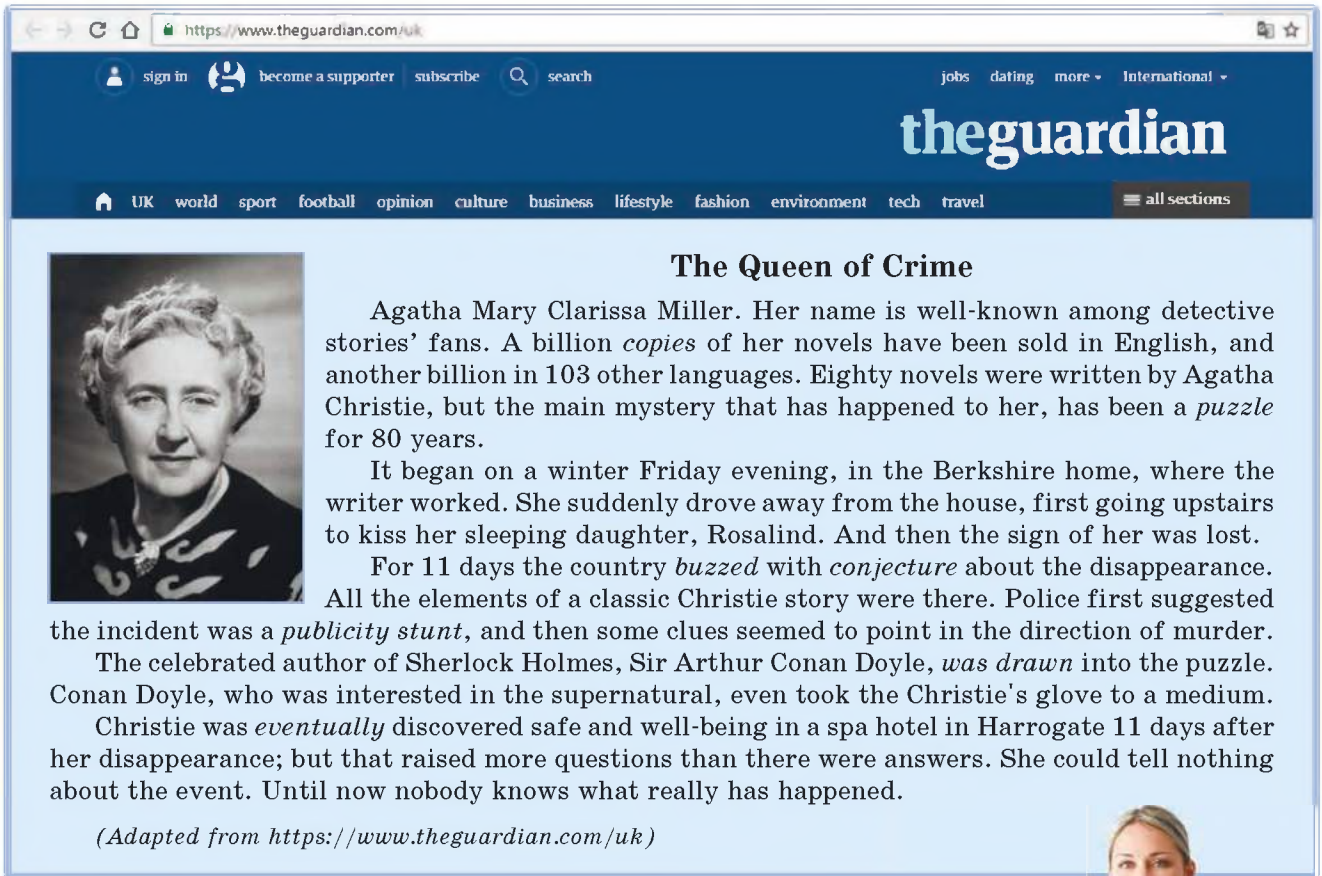


"She does not know why she is here."

—Col. Christie

Mrs. Christie Col. Christie

2. Read the article and do the tasks. Pay attention to the words *in italics*.



The screenshot shows a Guardian article titled "The Queen of Crime" about Agatha Christie. The article includes a portrait of her and text describing her disappearance in 1929. Key words in italics include: *copies*, *puzzle*, *conjecture*, *publicity stunt*, *was drawn*, *eventually*, and *mystery*. The article is adapted from <https://www.theguardian.com/uk>.

3. Match the following words with their definitions. Fill your results in the table.

1) copies	a) discuss, talk about
2) puzzle	b) was involved
3) buzz	c) a number of printed books
4) conjecture	d) finally
5) publicity stunt	e) mystery
6) was drawn	f) PR trick
7) eventually	g) guess

1	2	3	4	5	6	7



4. Look through the article and mark the following sentences as True or False (T or F). Fill in the table.

- 1) The article is about one of Christie's stories.
- 2) When the story happened, Agatha Christie was 80 years old.
- 3) She kissed her daughter before leaving home.
- 4) The police had the evidence Agatha Christie was killed.
- 5) First the police supposed it was a trick to gain popularity.
- 6) Sir Arthur Conan Doyle was involved into the story as a lover of mystics.
- 7) When Christie was found, she explained what had happened to everyone.

1	2	3	4	5	6	7

5. Choose the correct option and fill in the table with your answers.

- 1) I don't think ... Jones and Marlowe should work together on this project.
a) which b) that c) what
- 2) Did he have any reason for ... that?
a) doing b) to do c) do
- 3) She has to look after the baby at home until its brother
a) will return b) returned c) returns
- 4) We ... the pork for our party when it started to rain.
a) were grilling b) grilled c) have grilled
- 5) We often fuss with my sister but we always make it ... soon after.
a) up b) sure c) off
- 6) We finally came to Glasgow after ... all night.
a) drove b) driving c) were driving
- 7) They ... the dishes before they started watching TV.
a) have washed b) washed c) had washed
- 8) I don't really get ... with my sister's husband.
a) over b) by c) along
- 9) My brother plans ... to Canada next weekend.
a) going b) to go c) will go
- 10) I'm worried about Jane. Her plane ... by now, but it hasn't.
a) must arrive b) should have arrived c) might arrive

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

6. Choose the best phrasal verb with "come" for each sentence.

1. David ... a terrible cold.
2. I hope I ... my sweater soon. I can't find it but I have to wear it tonight.
3. Alex couldn't remember where he put his keys. Then it suddenly ... him. He left them at the restaurant.
4. How did Microsoft ... ? It started when Bill Gates and...
5. Most magazines ... every month.
6. I wonder if the staff can ... a new idea for our project. I hope they are creative enough to give us something good.
7. Their mother would always ... them when their behavior was bad. She would hit them with a spoon.
8. Right now Ellen doesn't agree with me, but I think she will ... to my way of thinking soon.

7. Arrange the facts from the "Did you know?" section of the unit into the categories:

General	People	Places	Nature

My Progress Checklist

I enjoy my success because ...



I am not very much happy about ...



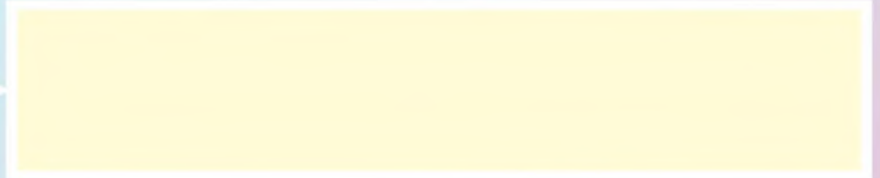
I am doing better in speaking because ...



I feel more assured with grammar because ...



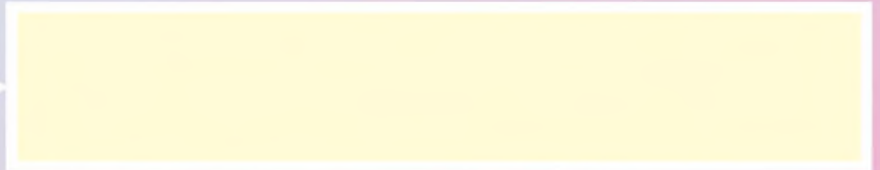
I feel happy with my results in listening because ...



I've gained more confidence with reading because ...



Next time, I have to be more attentive with ...



APPENDIX

Reference



Grammar Reference

STARTING UP

PAST SIMPLE

Form: base form + V² for all persons; the verb BE: was / were.

Meaning: the action happened (started and ended) in the past; there is no connection with the present.

Adverbs of time: *last, yesterday, ago, in (2007), at (ten o'clock).*

1. Actions that happened in the past for some time (giving a fact):	<i>It happened when he was six. My parents met in college.</i>
2. Actions happening one after another:	<i>He came into the room, took a book, snuggled in the armchair and started reading.</i>
3. Single actions in the past:	<i>He visited her twice last month.</i>
Note! 'Used to' is also used to express repeated actions that regularly happened in the past and actions that lasted for a period of time in the past, but are not happening now.	<i>We used to live near a large park five years ago. (We don't live there now.)</i>

PAST CONTINUOUS

Form: was/were + V-ing.

Meaning: actions that happened at a specified moment or period of time in the past.

Adverbs of time: *when, while, at (five o'clock yesterday), at that moment, at that time, during (summer holidays), last year.*

1. The action (past continuous) was going on in the past when another action (simple past) happened:	<i>The telephone rang while she was taking a bath. What were you doing when the fire started? – I was making breakfast in the kitchen.</i>
2. The action was going on at a specific point of time in the past.	<i>What were you doing at four o'clock? – I was walking my dog. They were traveling in Europe during the summer.</i>

Note! Past Continuous is always about **unfinished** actions.

PAST PERFECT

Form: had + V³

Meaning: actions that happened before a specified time in the past.

Adverbs of time: *by the time; before; after; when ('by the time', 'after'); by (two o'clock yesterday); by that time; already.*

1. Actions (past perfect) before actions (past simple):	<i>They had washed the dishes before they started doing their homework. He thought that she had already left for London.</i>
2. Actions happened in exact time in the past:	<i>They had washed the dishes by 7 p.m. When (by the time) I got there, the concert had already begun.</i>

Note! Past Perfect is most often used in complex sentences with two actions in the past to compare.

Note! Past Perfect is used before "before" and after "after".

THE GERUND

The gerund is a **non-finite form of the verb** and **names** an action or state and functions **as a noun**.
Forms: Gerunds are formed from **verbs** by adding **-ing**: be – being; play – playing. Gerunds can be formed from the most verbs except modals.

- | | |
|---|---|
| 1. The gerund has some properties of the verb . Like verbs, gerunds have active, passive, and perfect forms ; they can take a direct object | <i>He likes watching films.</i> |
| 2. The gerund has some properties of the noun : | |
| ▪ gerunds often stand after prepositions : | <i>Thank you for telling me about it.
They left after signing the agreement.</i> |
| ▪ gerunds can stand after possessive forms of nouns and pronouns : | <i>Mike's coming home so late worries us.
I was surprised by his leaving her.</i> |
| 3. Unlike nouns , gerunds are not used in the plural or with the definite or indefinite article . | |

Note! The gerund looks exactly the same as a present participle, but there is a difference between the two. The gerund always has **the same function as a noun** (although it looks like a verb). It is sometimes quite difficult to understand the difference between using the gerund and the infinitive.

The **basic difference** between gerunds and infinitives is the following:

- Using a **gerund** suggests that you are talking about **real activities or experiences**.
- Using an **infinitive** suggests that you are talking about potential or **possible activities or experiences**.

THE GERUND ANSWERS THE QUESTIONS “WHAT?” OR “DOING WHAT?”

- | | |
|--|---|
| 1. The gerund is used as a subject of the sentence . | <i>Painting makes me happy.</i> |
| 2. The gerund may be the complement of the verb 'to be' . | <i>The hardest thing about learning English is understanding the gerund.</i> |
| 3. The gerund is used after prepositions . The gerund must be used when a verb comes after a preposition . This is also true of certain expressions ending in a preposition, for example the expressions ‘in spite of’ or ‘there’s no point in’ . | <i>She is good at painting.
We arrived in Madrid after driving all night.</i> |
| 4. The gerund must be used after phrasal verbs . Phrasal verbs are composed of a verb + preposition or adverb . | <i>When will you give up smoking?</i> |
| There are some phrasal verbs with ‘to’ as a preposition (e.g. to look forward to, to take to, to be accustomed to, to get around to, to be used to). It is important to know ‘to’ is a preposition in these cases and it must be followed by a gerund. It is not part of the infinitive. If you can put the pronoun “it” after the word “to” and form a meaningful sentence, then the word “to” is a preposition and must be followed by a gerund. | <i>I look forward to hearing from you soon.
I am used to it.</i> |

5. The gerund is used in compound nouns In compound nouns using the gerund, it is clear that the meaning is that of a noun, not of a continuous verb. For example, with the word 'swimming pool' it is a pool for swimming in, it is not a pool that is swimming.	<i>I am giving Sally a driving <u>lesson</u>.</i> <i>I bought some new <u>running shoes</u>.</i>
6. The gerund is necessary after the expressions can't help, can't stand, to be worth, need and it's no use.	<i>She <u>couldn't help</u> falling in love with him.</i> <i>I <u>can't stand</u> waiting.</i> <i>This book is <u>worth</u> reading.</i> <i>It's <u>no use</u> trying to escape.</i> <i>The house <u>needs</u> painting.</i>
7. After 'excuse', 'motive', 'passion', 'reason', the gerund is preceded by 'for'.	<i>Did she have any reason <u>for</u> doing that?</i> <i>A key is an instrument <u>for</u> opening a door.</i> <i>Excuse me <u>for</u> interrupting you.</i>
Note! The word 'go' + sports or recreational activities usually take a gerund.	<i>Let's <u>go</u> shopping.</i> <i>They <u>went</u> skiing.</i>
Note! Expressions with the words 'have', 'spend' and 'waste' take a gerund too.	<i>She <u>had</u> fun skiing.</i> <i>He <u>wasted</u> all his time worrying.</i>

GERUNDS IN SET PHRASES

Note the use of the **gerund** after nouns in the following **set expressions**. The infinitive is not used in these cases.

Mike is in charge of inviting guests.
There was no point in going there.
There is no sense in waiting for them here.
There is no harm in being careful.
I had no difficulty in finding their house.

He had difficulty finding a place to live.
He had no difficulty / no trouble getting a credit card.
He had difficulty breathing.
She had trouble hearing what he said.

GERUND AFTER 'NO'

A gerund after 'no' indicates that something is **not allowed**.

No parking. No littering. No smoking.

MORE EXAMPLES OF GERUNDS IN COMPOUND NOUNS:

chewing gum, cleaning woman, fishing rod, living room, looking-glass, sewing machine, sleeping bag, swimming pool, walking stick, washing machine.

THE VERBS THAT TAKE ONLY A GERUND:

Admit
appreciate
avoid
can't help
complete
consider
delay
deny

despise
discuss
dislike
don't mind
enjoy
forgive
imagine
involve

keep
mention
mind
miss
postpone
practise
recall
recommend

report
resent
resist
resume
risk
suggest
tolerate
understand

THE VERBS THAT CAN TAKE BOTH A GERUND AND AN INFINITIVE WITH THE SAME MEANING:

Begin continue	hate intend	like love	prefer start
-------------------	----------------	--------------	-----------------

THE VERBS THAT TAKE BOTH A GERUND AND INFINITIVE BUT WITH A DIFFERENCE IN MEANING:

Forget	He forgot opening the window. (Meaning: He opened the window, but he forgot doing so.) He forgot to open the window (Meaning: He was supposed to open the window, but he forgot.)
regret	She regrets losing her job. (She lost her job, and now she regrets it.) She regrets to lose her job. (She is sorry to lose her job.)
stop	He stopped chatting. (He was chatting, and then he stopped.) He stopped to chat. (He was doing something else, and then he stopped in order to chat.)
remember	I remember locking the door. (I have a memory that I have locked the door.) I remembered to lock the door. (I did not forget to lock the door.)
try	They tried moving to Australia. (They moved to Australia for some time to see if it works out for them.) They tried to move to Australia. (They made an attempt to move to Australia, but it wasn't successful. They didn't move to Australia after all.)

UNIT 2

'DO' AND 'MAKE'

Do and **Make** are two verbs which are frequently confusing. It can be hard to decide when to use 'make' or 'do' in English. Learn about the difference between **Do** and **Make**.

DO		MAKE	
1. 'Do' is used when talking about work, jobs or tasks . Note, they do not produce any physical object .	<i>Have you done your homework? I have guests visiting tonight so I should start doing the housework now. I wouldn't like to do that job.</i>	1. 'Make' is for producing, constructing, creating or building something new.	<i>His wedding ring is made of gold. The house was made of adobe.</i>

DO		MAKE	
2. 'Do' is used when we refer to activities in general without being specific . In these cases, we normally use words like thing, something, nothing, anything, everything etc.	<i>Hurry up! I've got things to do!</i> <i>Don't just stand there – do something!</i> <i>Is there anything I can do to help you?</i>	2. It is also used to indicate the origin of a product or the materials that are used to make something.	<i>The watches were made in Switzerland.</i> <i>Wine is made from grapes.</i>
3. We sometimes use 'do' to replace a verb when the meaning is clear or obvious. This is more common in informal spoken English:	<i>Do I need to do my hair?</i> <i>(do = brush or comb)</i> <i>Have you done the dishes yet?</i> <i>(done = washed)</i> <i>I'll do the kitchen if you do the lawns</i> <i>(do = clean, do = mow)</i>	3. We also use Make for producing an action or reaction :	<i>Onions make your eyes water.</i> <i>You make me happy.</i> <i>It's not my fault. My brother made me do it!</i>
Note! "Do" may be often followed by a gerund.	<i>We always do shopping on weekends.</i>	4. After certain nouns about plans and decisions :	<i>make the arrangements, make a choice</i>
		5. We use it with nouns about speaking and certain sounds :	<i>make a noise, make a speech</i>
		We use 'make' with food, drink and meals :	<i>make a toast, make a cup of tea, make lunch</i>

COMPARE 'DO' AND 'MAKE'

A: You have to **make** a cake for Simon.

B: I'll **do** it later.

Note! In the response the verb '**do**' is used **instead** of '**make**' to avoid repetition.

COMMON EXPRESSIONS WITH 'DO' AND 'MAKE'

DO:	MAKE:
1. Work, Jobs and Tasks <i>the housework</i> <i>somebody's homework</i> <i>a good job</i> <i>your chores</i>	1. Product material / origin <i>of gold</i> <i>from grapes</i> <i>in China</i> <i>by me</i>
2. Non-specific activities <i>something</i> <i>nothing</i> <i>anything</i> <i>everything</i>	2. Produce a reaction <i>your eyes water</i> <i>you happy</i>

DO:	MAKE:
3. Replace verb when obvious <i>somebody's hair</i> <i>the dishes</i> <i>the exam</i> <i>the laundry</i>	3. Plans and decisions <i>arrangements</i> <i>a decision</i>
	4. Speaking and sounds <i>a noise</i> <i>a speech</i> <i>a suggestion</i>
	5. Food, drinks and meal <i>a cake</i> <i>dinner</i>

IMPORTANT EXPRESSIONS WITH 'DO'	IMPORTANT EXPRESSIONS WITH 'MAKE'
<i>do badly</i> <i>do a favour</i> <i>do good</i> <i>do harm</i> <i>do well</i> <i>do somebody's best</i> <i>do somebody's nails</i> <i>do somebody's worst</i>	<i>make a difference</i> <i>make an effort</i> <i>make a fool of yourself</i> <i>make a journey</i> <i>make a mistake</i> <i>make a phone call</i> <i>make a promise</i> <i>make a sound</i>

UNIT 3

FUTURE TENSES

There is often very little difference between the future tenses. It often depends where you live (in Britain or the USA) and when you use the sentence (in spoken or written communication). In writing we often use the 'will'-future, when the 'going to'-future is used in oral communication.

FUTURE SIMPLE

Form: will + bare infinitive.

Meaning: The action will happen in the future.

Adverbs of time: tomorrow; next week; soon; in a few days; in a year; in 2020.

*It will be dark **soon**.*

*I think he'll return **next** week.*

*I will probably see him in **a few** days.*

She will not (won't) go to the party with us.

They will not (won't) be able to help us.

Note! Use the simple present instead of the simple future in subordinate clauses of time and condition.

*She will call him when **he** arrives.*
*Please call me as soon as **he** comes back.*
*They will wait until **he** returns.*
*I'll visit her if **I** have time.*

Note! The verb 'will' does not express **planned actions**. The **present continuous** is used instead of the **simple future** if it is necessary to show that future actions are planned. 'To be going to' is widely used in speech and writing to show planned future actions.

*I'm visiting Anna tomorrow. – I'm going to visit Anna tomorrow.
He's leaving on Tuesday. – He's going to leave on Tuesday.
We are not going to buy a new car this summer.
Take your umbrella. It is going to rain.*

Note! The **simple present** is used **instead of the simple future** for future actions according to **schedule / timetable**, usually about the work of public transportation, stores, cinema, etc.

*The concert starts in two hours.
She works next Saturday.
When do we start?*

FUTURE CONTINUOUS

Form: will + be + V-ing

1. The **action** will happen **when another single future action happens**.
(Another future action is expressed by the simple present)
2. The **action** will happen **at a specific point or period of time in the future**.

Adverbs of time: *at three tomorrow; at this time next year; when.*

He'll be probably sleeping at two tomorrow.

What will you be doing at nine o'clock tomorrow evening?

She will be working in London at this time next year.

Note! Future Continuous is used in spoken conversations to put an emphasis on the continuing action. In regular conversation Future Simple is normally used.

FUTURE PERFECT

The **future perfect** tense is **not common in conversations**. It is used mostly in writing: in **formal correspondence and scientific literature**.

Form: will + have + V³

Meaning: The action will happen before another future action or before a specific point of time in the future. (Another future action is expressed by the simple present).

Adverbs of time: *by the time; by 2025; by tomorrow; before; when (by the time).*

She will have typed the report by the time you return.

By tomorrow, he will have left Paris.

By 2050, people will have reached another Galaxy.

Note! We often use verbs like 'would like', 'plan', 'want', 'mean', 'hope', 'expect' to talk about the future:

*What are you going to do next year? –
I'd like / want / plan to go to University.*

Note! We use **modals** *may*, *might*, and *could* when we are **not sure** about the future:

I may / could / might stay at home tonight.

Note! We can use *should* if we think something is **likely to happen**:

We should be home in time for tea.

Note! In clauses with time words like *when*, *after*, and *until*, etc. we use a **present tense** form to talk about the future:

*I'll come home when / after I finish work.
You must wait here until your father comes.*

Note! In clauses with *if* we use a **present tense** form to talk about the future:

We won't go out if it rains.

PASSIVE VOICE

Active Voice is used more often in English than Passive Voice; you need the passive voice in the following cases.

1. When it is not known or not necessary to mention who performs the action.

Cotton is grown in Egypt.
His book hasn't been published yet.
The film will be released in a month.

2. When it is necessary to draw more attention to the receiver of the action.

The object in the active construction becomes the subject in the passive construction and receives more attention. A phrase with the preposition "by" is used if it is necessary to show by whom the action is performed.

Someone broke the kitchen window yesterday.
 (**active construction: window – object**)
*Stephen King wrote *The Green Mile* in 1996.*
 (***The Green Mile* – object**)

The kitchen window was broken yesterday.
 (**passive construction: window – subject**)
*The *Green Mile* was written by Stephen King in 1996.*
 (***The Green Mile* – subject**)

If there are two objects in the active construction **either** of them can become the subject of the passive construction:

They gave Tom a valuable prize. (active)
Tom was given a valuable prize. (The indirect object "Tom" becomes the subject – passive.)
A valuable prize was given to Tom (by them). (The direct object "prize" becomes the subject – passive.)

Note! Do not use passive constructions unnecessarily:

Normal: *I've already bought a new computer.*
Strange: *A new computer has been bought by me already.*

As a rule, the **present perfect continuous, past perfect continuous, future perfect continuous, and future continuous are not used in the passive.**

SIMPLE PRESENT: AM / IS / ARE + V³

I am phoned every hour.
English is spoken in many countries of the world.
Dictionaries are often sold at the university bookstore.

PRESENT CONTINUOUS: AM / IS / ARE + BEING + V³

A new road is being built now.
They are being expected at the moment.

PRESENT PERFECT: HAS / HAVE + BEEN + V³

This information has already been printed.
They have never been invited to a boat party before.

SIMPLE PAST: WAS / WERE + V³

The telescope was invented by Galileo.
His suitcases were stolen yesterday.

PAST CONTINUOUS: WAS / WERE + BEING + V³

When I returned home, Tom *was being examined* by the doctor.
The new programmes *were being tested* at three o'clock yesterday.
The past continuous in the passive is often replaced by active in everyday speech.
When I returned home, the doctor was examining Tom.

PAST PERFECT: HAD + BEEN + V³

By the time I returned, the work on the project had been finished.

SIMPLE FUTURE: WILL BE + V³

The award will be given to the best math student.
It will be done, I am sure.

FUTURE PERFECT: WILL HAVE + BEEN + V³

The future perfect in the passive is used mostly in writing, for example, in formal correspondence and scientific literature.

Experts say that by 2050 the cure for cancer will have been found.
Tomorrow your Internet connection will have been restored completely.

OTHER TYPES OF PASSIVE CONSTRUCTIONS

Impersonal passive constructions in the form of impersonal sentences with the formal subject "It" in the main clause are often used in news reports.

It is known that the director is against this plan. – The director is known to be against this plan.
It was expected that she would approve the new project. – She was expected to approve the new project.

UNIT 5

MODAL VERBS

CAN, MAY, MUST / MUSTN'T, COULD, MIGHT, SHOULD, WILL, OUGHT TO, NEED / NEEDN'T

express ability, necessity, obligation, duty, request, permission, advice, desire, probability, possibility, etc. Modal verbs **express the speaker's attitude** to the action indicated by the main verb.

POSSIBILITY

- | | |
|---|--|
| 1. We use the modals <i>could</i> , <i>might</i> and <i>may</i> to show that something is possible but not certain in the future | <i>They might come later. (= Perhaps/Maybe they will come later.)</i>
<i>They may come by car. (= Perhaps/Maybe they will come by car.)</i>
<i>If we don't hurry we could be late. (= Perhaps/Maybe we will be late)</i> |
| 2. We use <i>could have</i> , <i>might have</i> and <i>may have</i> to show that something was possible now or at some time in the past | <i>It's ten o'clock. They might have arrived now.</i>
<i>They could have arrived hours ago.</i> |

3. We use the modal can to make general statements about what is possible	<i>It can be very cold in winter. (= It is sometimes very cold in winter)</i> <i>You can easily lose your way in the dark. (= People often lose their way in the dark)</i>
4. We use the modal could as the past tense of can	<i>It could be very cold in winter. (= Sometimes it was very cold in winter.)</i> <i>You could lose your way in the dark. (= People often lost their way in the dark)</i>
IMPOSSIBILITY	
1. We use the negative can't or cannot to show that something is impossible	<i>That can't be true.</i> <i>You cannot be serious.</i>
2. We use couldn't/could not to talk about the past	<i>We knew it could not be true.</i> <i>He was obviously joking. He could not be serious</i>
PROBABILITY	
1. We use the modal must to show we are sure something is true and we have reasons for our belief	<i>It's getting dark. It must be quite late.</i> <i>You haven't eaten all day. You must be hungry.</i>
2. We use must have for the past	<i>They hadn't eaten all day. They must have been hungry.</i> <i>You look happy. You must have heard the good news.</i>
3. We use the modal should to suggest that something is true or will be true in the future, and to show you have reasons for your suggestion	<i>Ask Miranda. She should know.</i> <i>It's nearly six o'clock. They should arrive soon.</i>
4. We use should have to talk about the past	<i>It's nearly eleven o'clock. They should have arrived by now.</i>
ABILITY	
1. We use can to talk about someone's skill or general abilities	<i>She can speak several languages.</i> <i>He can swim like a fish.</i>
2. We use can to talk about the ability to do something at a given time in the present or future	<i>You can make a lot of money if you are lucky.</i> <i>Help. I can't breathe.</i>
3. We use could to talk about past time	<i>She could speak several languages.</i> <i>They couldn't dance very well.</i>
4. We use could have to say that someone had the ability/opportunity to do something, but did not do it	<i>She could have learned Swahili, but she didn't have time.</i> <i>I could have danced all night [but didn't].</i>
PERMISSION	
1. We use can to ask for permission to do something; ' could ' is more formal and polite than ' can '; ' may ' is another more formal and polite way of asking for permission	<i>Can I ask a question, please?</i> <i>Could I ask a question please?</i> <i>May I ask a question please?</i>

2. We use <i>can</i> to give permission; ' <i>may</i> ' is a more formal and polite way of giving permission	<i>You can borrow my pen if you like.</i> <i>You may go home now, if you like.</i>
3. We use <i>can</i> to say that someone has permission to do something; ' <i>may</i> ' is a more formal and polite way of saying that someone has permission	<i>Students can travel free.</i> <i>Students may travel free.</i>
INSTRUCTIONS AND REQUESTS	
1. We use <i>could you</i> and <i>would you</i> as polite ways of telling or asking someone to do something ; ' <i>can</i> ' and ' <i>will</i> ' are less polite	<i>Could you take a message please?</i> <i>Would you carry this for me please?</i> <i>Can you take a message please?</i> <i>Will you carry this for me please?</i>
SUGGESTIONS AND ADVICE	
1. We use <i>should</i> to make suggestions and give advice	<i>You should send an email.</i>
2. We use <i>could</i> to make suggestions	<i>We could meet at the weekend.</i>
3. We use conditionals to give advice. Past tenses are more polite	<i>Dan will help you if you ask him.</i> <i>Dan would help you if you asked him.</i>
OFFERS, INVITATIONS, PROMISES	
1. We use <i>can I ...</i> to make offers	<i>Can I help you?</i>
2. We can also use <i>shall I ...</i>	<i>Shall I help you with that?</i>
3. We sometime say <i>I can ...</i> or <i>I could ...</i> or <i>I'll (I will) ...</i> to make an offer	<i>I can give you a lift to the station.</i> <i>I'll give you a lift to the station.</i>
4. We use would you like (to) ... for invitations	<i>Would you like to come round tomorrow?</i>
5. We use you must or <i>we must</i> for a very polite invitation	<i>We must meet again soon.</i>
6. We use <i>I will</i> or <i>We will</i> to make offers and promises	<i>I'll give you a lift home after the party.</i> <i>We will come and see you next week.</i>
OBLIGATION AND NECESSITY	
1. We use must to say that it is necessary to do something	<i>You must stop at a red light.</i>
2. We use <i>had to</i> for this if we are talking about the past	<i>Everyone had to bring something to eat.</i>
BELIEFS	
1. We use will to say what we believe will happen in the future	<i>We'll be late.</i> <i>We will have to take the train.</i>
2. We use <i>would</i> as the past tense of <i>will</i> to say what we believed would happen	<i>I thought I would be late ... so I would have to take the train.</i>
WILLINGNESS	
1. We use will to talk about what people want to do or are willing to do	<i>We'll see you tomorrow.</i> <i>Perhaps dad will lend me the car.</i>
2. We use would as the past tense of <i>will</i> to talk about what people wanted to do or were willing to do	<i>We had a terrible night. The baby wouldn't go to sleep. Dad wouldn't lend me the car, so we had to take the train.</i>

COMPOUND SENTENCES

A compound sentence consists of two (or more) **independent simple sentences** connected by a coordinating conjunction 'and', 'or', 'but' or without conjunctions. Each simple sentence has a subject and a predicate.

He wrote a letter to the manager, but the manager didn't answer.

Her children may watch TV here, or they may play in the yard.

Simple sentences connected by "and" may be connected without a conjunction.

Mary lives in London and (;) her friend Elizabeth lives in New York.

COMPLEX SENTENCES

A complex sentence consists of the **main clause** and the **subordinate clause** connected by conjunctions for **conditional subordinate clauses** (*that, after, when, since, because, if, though*) or by the relative pronouns for **relative subordinate clauses** *who (whom, whose), which, that, when, where*.

Each clause has a subject and a predicate.

I told him that I didn't know anything about their plans.

If he comes back before ten, ask him to call me, please.

I bought the book that you asked for.

RELATIVE CLAUSES

The parts of a **complex** sentence are called clauses.

Subordinate clauses are also called **dependent clauses** because they can't be used without the main clause. Relative clauses are introduced by the pronouns *who (whom, whose), which, that, when, where*.

I know where he lives.

DEFINING RELATIVE CLAUSES

We use **defining relative clauses** to give **essential information** about someone / something – information that we need in order to understand what or who is being referred to.

*Yesterday he met his friend **who/ that** moved to India. (refers to people)*

*I lost the map **which / that** you gave me. (refers to object)*

*She complained to the man **whose** dog bit her. (refers to possession)*

*We visited the house **where** our father was born. (refers to place)*

*Christmas is a day **when** people are happy. (refers to time)*

Note!

- In writing, we **don't use commas** in **defining relative clauses**.
- Mostly '*that*' is interchangeable with either of **relative pronouns** and **less formal**. We can also leave out '*that*' or '*which*' in some relative clauses:
It reminded him the house **[which / that]** he used to rent in Oxford.
They're the people **[which / that]** she met at Jon's party.

NON-DEFINING RELATIVE CLAUSES

We use **non-defining relative clauses** to give **extra information** about the person or thing. It is **not necessary information**. We don't need it to understand who or what is being referred to.

They are separated by **commas**.

*That building, **which** is in the end of the street, was built in the 16th century.*

*And this woman, **who** I'd never met before, came up and spoke to me.*

Note! We never use '*that*' in **non-defining clauses**.

Exam tips

READING

Reading comprehension implies understanding the meaning of a given article or a short passage.

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.

Here are some more tips to help for taking a reading test.

Read Instructions Carefully

Always be extra careful when reading the instructions. You may miss or even misunderstand important points. For example, if you are asked for antonyms or synonyms for a particular word that is in the passage, then consider the context first. Sometimes, an answer may seem familiar because it is the correct response to a different question. In addition, if you are instructed to mark your answers in a particular way, failure to do so may cost you credit for a correct answer.

Never Use Outside Knowledge

When provided with a test passage, read it carefully. When you are ready to answer the questions, do not use outside knowledge in selecting or formulating your answer. Always answer based only on what is in the passage. Any answer that cannot be supported with information written or implied in the passage should be eliminated.

Make Strategic Guesses

Make a habit of reading the choices that are provided to you before answering the questions to be sure you aren't fooled by nearly correct choices. If you are unsure of the answer, eliminate any answers that you are certain are incorrect, and then select your answer from the remaining choices. If time permits, try to answer all the questions, and then later on eliminate the ones you aren't sure of.

Read the Questions First

Whenever you are given a passage to read followed by several questions to be answered, always read the questions first. By doing this, you are well aware of what to look for in the passage when you read.

This helps you focus your attention on important words and phrases, allowing you to skim, rather than having to read every word. Also, you can put marks in the passage lightly when you see one of those terms, making it easy to find when you're ready to check your answer. If you first read the passage and then go on to read the questions, it often becomes necessary to search through the passage more and more.

Manage your time properly

It is no use wasting time over the questions that seem to be unclear or where you are doubtful. Remember – your time is limited, so don't get stuck with a single question but move on. Do the answers you are sure of first – and you will have enough time to get back and revise the more difficult ones.

Be aware of what you are being asked

Identify the types of questions. Various types of questions relate to various areas of reading comprehension being checked.

- a) If a question refers to the *main idea* or the *gist* of the passage, first **skim** the text for the **first sentences** of each paragraph because it is normally there that you can find the key ideas. Most often it is enough to make a choice of the answers provided.
- b) **True / False** questions usually refer to certain sentences or parts of sentences.
Every part of a true sentence must be "true". If any one part of the sentence is false, the whole sentence is false despite many other true statements.
Pay close attention to negatives, qualifiers, absolutes, and long strings of statements.
Negatives can be confusing. If the question contains negatives, as "no, not, cannot" drop the negative and read what remains. Decide whether that sentence is true or false. If it is true, its opposite, or negative, is usually false.
Qualifiers are words that restrict or open up general statements. Words like "sometimes, often, frequently, ordinarily, generally" open up the possibilities of making accurate statements. They are more likely to reflect reality, and usually indicate "true" answers.
Absolute words restrict possibilities. "No, never, none, always, every, entirely, only" imply the statement must be true 100% of the time and usually indicate "false" answers.
Long sentences often include groups of words set off by punctuation. Pay attention to the "truth" of each of these phrases. If one is false, it usually indicates a "false" answer.
- c) Answering questions on *vocabulary* requires understanding the meanings of the words or phrases **in context**. Scan the text for the word or phrase being questioned, read the sentence with it carefully and decide which of the suggested options best fits this particular sentence.
Answering questions about **details** scan the text for the word, phrase or idea given in the question. Remember – both the question and the suggested answers most often may be **restatements** of what was said in the passage, that is why be very careful if you see an option that directly repeats the passage – it is most probably a catch.
- d) **Matching** questions normally refer to finding appropriate titles for paragraphs from the choices provided. As the title is something that expresses the **main idea** of a paragraph, it will not be a bad idea to read the first sentence of the paragraph to understand the idea of it and then look through the provided matches to find out which of them corresponds to that idea.
- e) **Filling in the gaps** requires more understanding of the sentence structure, so first read the sentence with the gap carefully and find where the **subject** and the **verb** of the sentence are. Thus you will see the person and the grammar tense. Then find out the relationship between the subject and the verb and other words or phrases in the sentence – in this way it will be easier to identify what part of the sentence is missing and then see which of the options best fits the gap.

Review Answer Sheets

After you are finished with the questions, review your paper at least twice to check for recording errors. This will help you correct your answers or reframe your sentences, if necessary. Reviewing is important in cases of multiple choice questions to be sure you don't skip questions or record your answers in the wrong space. You should always review and go back to the sections where you had doubts.

Adapted and extended from <http://classroom.synonym.com>

HOW TO WRITE LETTERS

INFORMAL LETTERS

These are personal letters written in a friendly tone. This is why the style is more relaxed and free.

Heading

The heading usually consists of 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 corner of the first page. The date is given below the heading. Don't write your name here.

Important! In British and American English dates are written in different ways.

The British first put the date, then the month, then the year.

For example, 12.05.2017 means 12th May 2017 to British people.

The Americans first put the month, then the date, then the year.

For example, 12.05.2017 means 5th December 2017 to American people.

Make sure you keep this in mind when you know if it is a Brit or an American you are writing to.

Greeting

The form of greeting depends upon the relationship between the writer and the reader of the letter.

It is normally accepted to start the letter with "Dear..." in both formal and informal writing.

In informal letters we normally use the person's first name:

Dear Susan,

Dear Sam,

Pay attention that greetings normally end with a **comma**, and the letter itself starts on the next line from a capital letter.

Body

This is a letter itself.

It is not a bad idea to start your letter with a sentence that refers to your recent conversation or writing – to say *Thank you* for the letter, occasion or activity, and then move on to what you actually want to say.

Make sure that if you wish to speak about a few ideas, each of the ideas should be covered in a separate paragraph. Don't be messy putting all your ideas together – the letter will be difficult to read and understand then.

The way we put up paragraphs is the same that we do writing essays or compositions.

Start each paragraph with a sentence, in which you clearly state what you want to say and use the following sentences to explain and support your idea. Finish the paragraph with giving the same idea but put in different words.

Ending

After you have finished your letter, it is a good style to end it politely.

Indicate your wish for further communication,

For example: *Hope to hear from you soon; See you shortly, etc.* – for informal letters.

Then sign out with a proper phrase. For informal letters, the endings may be friendly and relaxed.

For example: *Take care; Best regards; Love; Your;* and write your first name on the next line.

FORMAL LETTERS

The overall format of a formal letter is the same as that of an informal one. However, the tone of formal letters is much more official.

Greeting and signing off

Formal letters are usually written to people that we don't know. That is why, the form of addressing people is different.

We also start our greeting with "Dear..." but the way we put the name of the person we are writing to is different.

YOU WRITE TO	HOW TO BEGIN THE LETTER	HOW TO END THE LETTER
an unknown person	Dear Sir / Madam	Yours faithfully Yours truly Truly yours
	Dear Sir or Madam	
	To whom it may concern	
a woman whose name you don't know	Dear Madam	Yours sincerely Very truly yours Sincerely (yours)
a man whose name you don't know	Dear Sir	
a person whose name you know	Dear Mr / Mrs / Ms / Dr (Fisher)	

Pay attention:

We do **not** use the person's last / family name after *Sir or Madam*.

We **do** use the person's last / family name after *Mr / Miss / Mrs / Ms / Dr*.

Addressing a woman we use:

Miss – if we know that the woman is not married

Mrs – if we know that the woman is married

Ms – if we are uncertain about her status.

We **do** use the title *Dr* before the person's name (no matter – a man or a woman) if the person has a Doctor's degree.

Important! The formal writing style does not allow contractions (don't, isn't, etc.) – only full forms (do not, is not, etc.)

HOW TO WRITE EMAILS

Emails differ from regular letter in the way they are much shorter and mostly informal, which defines the style. Be very clear and explain your ideas in as few words as possible – don't be wasting your reader's time!

Start with a salutation

Although the email style is much more democratic, it is good to start your email with addressing the person you're writing to even if you are writing to a friend – it's always better to be polite.

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.

Stick to one topic

Don't jumble different ideas in one letter, remember – emails are supposed to be answered promptly, so be consistent.

Use capitals appropriately

Emails should follow the same rules of punctuation as other writing.

Never write a whole sentence (or worse, a whole email) in capital letters – it just makes reading difficult, and your reader will hardly be pleased about it.

Don't overuse shortenings or leet.

Shortenings, acronyms or leet (the acronymic texting language like *LOL* instead of *laughing out loud*, *2U* instead of *to you* is good for SMS or instant messaging. Don't use it in emails.

Sign off politely

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," and then put your name. Remember – just like in regular letters, the name should be put on the next line after signing off.

HOW TO WRITE AN ESSAY

Emails differ from regular letter in the way they are much shorter and mostly informal, which defines the style. Be very clear and explain your ideas in as few words as possible – don't be wasting your reader's time!

- **Introduction Paragraph** – introduces the reader to the topic and makes them interested in further reading. For this, the introduction should include:
 - an attention-grabber: a rhetoric question; some statistics; a joke, etc.
 - a main idea statement – indicate what you are going to talk about in general
 - a preview of the three subtopics you will discuss if any – outline the ideas that will help discuss the general topic.
- **Body** – it actually discusses the topic and gives arguments for your opinion. The number of paragraphs here depends on the number of issues you are going to talk about. Let's consider a one-paragraph body.
- **Body Paragraph** starts with a **Topic sentence** which states your idea / opinion.

The following sentences give supporting details or examples. The last sentence summarises the paragraph by explaining of how these examples prove your point of view.

It is absolutely necessary to use opening and linking phrases between the ideas and examples.
- **Conclusion** – gives the restatement of the main idea by rephrasing the main topic and offers a summary statement or call to action.

HOW TO WRITE ADS

A public announcement is a message spread in the interest of the public. These messages can be instructional, inspirational, or even shocking to bring up emotion and action. You can write effective ads if you follow a few simple steps

1. **Catch your reader's attention.** Choose a great headline.
2. **Create interest.** After you've created a headline you will have to get your audience interested in what you are offering. One rule of thumb often used is "what's in it for me?"
3. **Create desire.** Once you have created a relationship between your reader create the ad that will cause them to desire more information.
4. **Call to action!** Now is the time to tell them what Action you want them to take to. It could be making a phone call, clicking on a website link, etc. Be specific!
5. **Contact me!** Include all the necessary information in your ads: name, all contact info – website, phone, fax, address, logo.
6. **Check your advert for errors.**

SPEAKING

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

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.

Glossary

Starting up

biking – катання на велосипеді
blowing bubbles – пускання мильних бульбашок
boating – катання на човні
camping out – виїзд на природу
canoeing – веслування
computer games – комп'ютерні ігри
earn – заробляти (гроші)
feel like – бути схильним (до чого-небудь)
fish – рибалити
fly a kite – запускати повітряного змія
go to a summer camp – їздити до літнього табору
go to amusement parks – ходити до парку розваг / атракціонів
handbrake – ручне гальмо
hardly ever – ледь, ледве не
hire – наймати
horse riding – кінські перегони
painting – малювання (олією)
paperboy – газетяр
parking space – вільне місце для паркування
play hopscotch – грати в класики
play sports – займатися спортом
plumber – сантехнік
price tag – цінник
smartphoning – гра на смартфоні
stick – наліплювати, прикріплювати / наліпка
swimming – плавання
take up a summer job – винайти роботу влітку
tough – круто!
turn out – виявитися
yachting – вітрильний спорт

Unit 1

absurdity – безглуздість
aggressive – агресивний
amusing – приємний
apathetic – апатичний, байдужий
apparently – мабуть, вірогідно
application – заява
arrogant – гордовитий, зарозумілий
artifact – артефакт, аксесуар (те, що позначає належність до будь-якої соціальної течії)
attractive – привабливий
attribute – властивість
bald – лисий
be around – знаходитися поблизу

befriend – ставитися по-дружньому, підтримувати
block capitals – друковані великі літери
carbon footprint – вуглецевий слід, відбиток
career ladder – кар’єрні сходи / кар’єрна драбина
cheeky – нахабний
commitment – зобов’язання
cybergoth – кібергот
cyberpunk – кіберпанк
cyberspace – кіберпростір
dangerous – небезпечний
degree – ступінь (науковий)
dominate – панувати
dye – розмальовувати (одяг, волосся, т. ін.)
emo – емо
encourage – заохочувати
fade away – згасати, вмирати
football fan – футбольний фанат
football hooligan – футбольний хуліган
fork out – розщедрюватися
freak – фрік, дивна / незвичайна людина
funny – кумедний
gamer – гравець
glamorous – гламурний, розкішний
goth – гот
graffiti maker – художник, що малює графіті
hands-on – щось, засвоєне на практиці
heavy-metal – хеві-метал
hippie – хіпі
homesick – сум за батьківщиною, ностальгія
hostility – ворожість
huge – величезний
idol – ідол
immerse – привертати, занурювати
in a short while – через нетривкий час
integrate – інтегруватися, ставати частиною чого-небудь
low-cost – недорогий, дешевий
magnificent – величний,
makeup – макіяж
meaningful – значущий
obvious – очевидний
onward – вперед
picturesque – мальовничий
pokemon going – ловці покемонів
protest – протест
punk – панк
pursue – переслідувати, гнатися, дотримуватися
rebellious – бунтівний
recreation – відпочинок, відновлення сил
reenactment – відтворення (історичних/ вигаданих/ літературних) подій, рольові ігри
reenactor – актор (фахівець або аматор), що бере участь у рольових іграх
rocker – рокер
skinhead – скінхед
social network – соціальна мережа
stand out – виділятися

strange – чужий, незнайомий, незвичний
tailor – *n.* кравець, *v.* кроїти
to find out – з'ясувати
to take the challenge – прийняти виклик
upward – вгору
virtual – уявний, віртуальний
volunteer – *n.* волонтер, *v.* займатися волонтерством
weird – чудернацький
welfare – соціальне забезпечення
willingly – охоче
workout - воркаут
youth subcultures – молодіжні субкультури

Unit 2

acting – грати на сцені
according to – відповідно до
astronomy – астрономія
basketry – виробництво кошиків
batik – батік
bird-watching – спостереження птахів
bizarre – незвичний, химерний
blow – дути
bowler – гравець у боулінг
candle – свічка
coin collecting – колекціонування монет
cooking – кухарство
criminal record – запис про правопорушення
crooked – викривлений
crossword puzzle – кросворд
damage – шкода, завдавати шкоди
dancing – займатися танцями
do harm – завдавати шкоди
do somebody's hair – робити зачіску
do the dishes – мити посуд
dog grooming – догляд за собаками
driver's licence – водійське посвідчення
drop – упустити, випустити
egg carving – різьблення по яйцю
ego – «его»
fencing – фехтування
fishing – рибальство
fly rod – рибальська вудка
fuss – метушня
gain victory – одержати перемогу
gardening – садівництво
graffiti – графіті
Great heavens! – Святий Боже!
hammer – молоток
hashtag – хештег
hikaru dorodango – хікару дороданго (виготовлення кульок з землі або бруду)

hive – вулик
horse breeding – конярство
insecure – ненадійний
knitting – в'язання
lend – позичати, давати в борг
likely – ймовірно
macramé – макраме
make a difference – відрізнятись
make a fool of yourself – робити з себе дурня
make a journey – подорожувати
make a mistake – робити помилку
make a phone call – робити телефонний дзвінок
mess – безлад
model building – моделювання
mooring – мукання
mug – кружка
noodling – ловити рибу руками
obsession – одержимість
outlook – зовнішній вигляд
own – володіти
painting – малювання олією
parkour – паркур
patchwork – робити вироби з клаптиків
photography – фотографія
plaster – штукатурка
plastic surgery – пластична хірургія
play music – займатися музикою
pottery – гончарна справа, гончарні вироби
put at a risk – піддавати ризику
quilling – квілінг
ranch – ранчо
replica – точна копія
rollerblading – катання на роликових ковзанах
Rubik's cube – кубік Рубіка
satisfaction – задоволення
self-critical – самокритичний
self-esteem – самооцінка
selfie – селфі
sewing – шиття
skydiving – стрибки з парашутом
smash – трощити
soap carving – різьблення по милу
spirit-level – спиртовий рівень
stamp collecting – збирання марок
tape art – викладання зображень з магнітної стрічки
thumb – великий палець руки
treasure hunting – пошук скарбів
trout – форель
typewriter – друкарська машинка
web-chatting – веб чат, спілкування в інтернеті
wood-carving – різьблення по дереву
woodworking – теслярство, столярство
worn out – виснажений
yell – верещати

apply for – подавати заяву
 accountant – бухгалтер
 active – активний
 adventurous – пригодницький, авантюрний
 alternative energy – альтернативна енергія
 ambitious – амбіційний
 anxious – стурбований
 apprentice – учень, новачок
 balanced – збалансований
 be out of – мати нестачу
 biotechnologist – біотехнолог
 bold – хоробрий
 borrow – брати в борг
 brilliance – блиск, те, в чому людина вигідно відрізняється
 carefree – безтурботний
 careful – уважний, турботливий
 chef – шеф-повар
 comfort zone – зона комфорту
 computer programmer – комп'ютерний програміст
 computer systems analyst – комп'ютерний аналітик
 dominant – панівний, домінуючий
 enable – надавати можливість
 enormous – величезний
 exact – точний
 firm – міцний
 florist – квітникар
 freelancer – «вільний художник»
 from scratch – з самого початку, з нуля
 gender – рід
 generous – щедрий
 get rid of – позбавлятися
 handshake – рукопотискання
 hot-blooded – гарячий (про темперамент)
 HR manager – спеціаліст з кадрів
 implement – упроваджувати
 impulsive – імпульсивний
 in high demand – у великому попиті
 judge – суддя
 lawyer – юрист
 manual – ручний
 market analyst – маркетолог
 mechanic – слюсар, механік
 media consultant – медіа консультант
 milestone – віха
 moody – що легко піддається змінам настрою
 nervous – нервовий, знервований
 open-minded – з широким світоглядом, сприйнятливий
 optimistic – оптимістичний
 passive – пасивний

peaceful – мирний, спокійний
pessimistic – песимістичний
politician – політик
prestigious – престижний
quit – кинути
receptionist – той, хто реєструє відвідувачів (у лікаря, у готелі тощо)
reliable – надійний
reserved – стриманий
restriction – обмеження
seasonal job – сезонна робота
secretary – секретар
security guard – охоронець
seek out – шукати
self-employed – самозайнятий
sensitive – чутливий
skeptical – скептичний
sociable – товариський
social worker – соціальний працівник
suit – пасувати
talkative – балакучий
thoughtful – роздумливий
threat – загроза
to step outside – вийти назовні
waitress – офіціантка
web designer – веб-дизайнер
well-organised – добре організований

Unit 4

anchor – ведучий новин на телебаченні
at face value – на зовнішній вигляд
availability – наявність
black-and-white – чорно-білий
boob tube – презирливий термін для телебачення
cable – кабель, кабельне ТВ
chapter – глава, розділ
colour – колір, кольоровий
commercial – реклама на ТВ
couch potato – людина, що проводить час на дивані, дивлячись телевізор
current events – поточні новини
delay – затримка, затримувати
development – розвиток
digital – цифровий
dude – хлоп'яга (між друзями)
evaluate – оцінювати
genius – геній
high-definition – висока чіткість
humiliate – принижувати
idiot box – презирливий термін для телебачення
idle – лінивий
infomercial – інформаційний рекламний ролик на ТВ
installment – окремий випуск (книги, серіалу тощо)

intelligence – розумність
live – наживо
local – місцевий, місцевий мешканець
misfit – невдаха
national – національний (у масштабах країни)
nerd – «ботанік»
online – он-лайн
pediatrician – педіатр, спеціаліст по дитячим хворобам
per – підбадьорюючий
persuasion – переконування
portable – переносний
predict – передбачати
prejudice – упередження
put forth – пускати в обіг
quiz show – шоу на ТБ, де треба відповідати на запитання
remote control – пульт дистанційного управління
satellite – супутник, супутникове ТБ
sitcom – сітком, жанр комедії – комедія ситуацій
smart – розумний
soap opera – «мильна опера»
stomp – тупотіти
stupid – дурний
suspenseful – тривожний
taunt – глузувати
thriller – трилер
tube – сленговий термін для телебачення в Британії
zap – перемикати канали ТБ

Unit 5

absentmindedly – з відсутнім виглядом, неухважно
air pump – повітряний насос
armour – озброєння, броня
bachelor – холостяк
barely enough – ледь вистачає
beyond imagination – за межами уявлення
bind – зв'язувати, зобов'язувати
bog – болото
brand – торгова марка
brilliant – блискучий
bug – технічний дефект (сленг)
bulletproof vest – куленепробивний жилет
candy bar – шоколадний батончик
catseye – відбивач світла на дорозі
collaboration – співробітництво
cutting-edge technology – проривна технологія
debug – позбавлятися технічних дефектів (сленг)
device – пристрій
durable – довготривалий
emergency – надзвичайний стан
emit – випускати, випромінювати

estimate – підраховувати
excuse – виправдання
expand – поширювати
fiber – волокно
fire extinguisher – вогнегасник
flash – спалахнути, спалах
flip – перевертати
fold – складати, згортати
glow – сяяти
glue – клей
graduate from – закінчити навчальний заклад (з отриманням диплома)
helmet – шолом
indeed – дійсно, насправді
infuriating – той, що доводить до нестями
ingenious – винахідливий, майстерний
innovator – новатор
interface – інтерфейс, зовнішній вигляд
internal combustion engine – двигун внутрішнього згорання
intervention – втручання
invention – винахід
laptop – ноутбук, переносний комп'ютер
latest – останній (про новини тощо)
light bulb – лампочка
lightweight – легкий
luxury – розкіш
make a deal – домовитися, укласти угоду
mentor – наставник, вихователь
minority – меншість
modern – сучасний
nickname – прізвисько
notable – визначний, видатний
particle – частка
pneumatic tyre – пневматична шина
protection – захист
ready-to-go – готовий
respond – відповідати
retire – йти на пенсію
rotary engine – ротаційний двигун
seize – схопити
shield – щит
sigh – зітхати
sink – тонути
slightly – злегка, трохи
stone – міра ваги (6,4 кг)
stylish – стильний
subatomic – субатомний, менший за атом
substance – речовина
successful – успішний
suck up – всмоктувати, втягувати
supervision – нагляд
tablet – планшетний комп'ютер
thermos flask – термос

tin can – жерстяна банка
unable – неспроможний
unwise – нерозумний
user-friendly – зручний для користувача
wicked – злий

Unit 6

a day's worth of – денний запас
acid rain – кислотний дощ
awareness – обізнаність
bin – відро для сміття тощо
chemical – хімікат
Code of Honour – код честі
compensate – відшкодувати
consumer – споживач
crisis – криза
cutout – вирубка
decompose – розпадатись
deforestation – вирубування лісів
destruction – знищення, руйнування
disposable – те, чим можна розпоряджатися
doomed – приречений
drip – протікати
dump – звалище
eco system – екосистема
excessive – надмірний
flood – повінь
fuel – паливо
garbage – сміття
global warming – глобальне потепління
greenhouse effect – парниковий ефект
harmful – шкідливий
insecticide – інсектицид (засіб для боротьби зі шкідливими комахами)
invisible – невидимий
issue – питання, проблема
landfill – звалище
leaky tap – кран, що протікає
litter – сміття
litterbug – той, хто смітить
misshapen – деформований
nappies – підгузники
noise – шум
oil spill – розлиття нафти
overpopulation – перенаселення
ozone hole – озонова діра
pesticide – пестицид (засіб для боротьби з паразитами)
poisonous – отруйний
pollution – забруднення
possession – власність, майно
prevent – запобігати

radiation – радіація
rainforest – тропічний ліс
recycling – повторна переробка
reduce – зменшувати
release – випускати, звільняти, викидати
resource – ресурс
result in – закінчуватися (чимось)
reuse – повторно використовувати
smog – смог (суміш туману й диму)
soil – ґрунт
supply – запас, постачати
toxic – токсичний
toxin – токсин
trash – сміття
urban runoff – стічні води
waste – відходи
wildlife – дика природа
wrapping paper – папір для пакування

Unit 7

à la carte menu – комплексний обід
add-on – додаток
admission – доступ
alley – алея, провулок
ancient – давній, стародавній
appreciate – високо цінити
arrangement – домовленість
artwork – витвори мистецтва
assimilate – засвоювати
attached bathroom – з ванною кімнатою і туалетом (про номер у готелі)
attractive – привабливий
avenue – авеню. проспект
beauty treatment – салон краси
bed linen – постільна білизна
boast something – пишатися чимось
book – бронювати заздалегідь
breathtaking – захоплюючий, від якого завмирає дух
challenge – виклик
convenience – зручність
currency – валюта
currently – в даний час
curved – кривий, покручений
disabled – з фізичними вадами
disgusting – огидний
diverse – різноманітний
dome – купол
double room – кімната на двох
double-moated – з подвійним ровом
dry cleaning – хімчистка
duality – подвійність

dull – похмурий
edition – видання
embassy – посольство
erect – споруджувати
excellent – відмінний
expose – виставляти, показувати
extraordinary – надзвичайний
fantastic – фантастичний, вражаючий
fascination – чарівність
fell – пагорб
flat-screen – плаский екран
for all intents and purposes – майже повністю
fortress – фортеця
futuristic – футуристичний
gateway – ворота
giant – гігант
gorgeous – розкішний
heartland – серце, центр
hedge – огорожа
hilarious – веселий
historical – історичний
hut – хатина
hydrotherapy – гідротерапія
iconic – канонічний
igloo – іглу
incredible – неймовірний
industrial – промисловий
inhabited – заселений
intimate – близький. інтимний
labyrinth – лабіринт
legacy – спадщина
lively – живий, жвавий
log – колода, поліно
magnificent – розкішний
maze – лабіринт
mighty – могутній
moorland – місцевість, що заросла вересом
mountain range – гірський кряж
munro – гора (шотл.)
newcomer – новоприбулий
numerous – численний
of note – вартий уваги
peatland – торф'яники
pier – пірс
playfully – грайливо
precede – передувати
premium – вищого ґатунку
preservation – зберігання
privacy – приватне життя
provide – забезпечувати
resort – курорт
reward – нагорода

rooftop – дах
rope – канат
run out of – закінчуватися
sauna – сауна
scenic – живописний
sea port – морський порт
seeker – шукач
shuttle – шатл, автобус, що йде кільцевим маршрутом
single room – кімната на одного
slab – плита, пластина
spa – спа, водний курорт
steep – крутий
stilt – паля, стійка
stove – кухонна плита
stream – потік, струмок
stunning – приголомшливий
superb – грандіозний
tourist destination – об'єкт для туризму
trigger – спускати гачок
twist – скручувати
walkway – тротуар
well off – заможний
well-kept – у доброму стані
yew – тисове дерево

Phrasal Verbs

to break (sth) down – розділити щось на складові частини
to break away – звільнитися з полону
to break away from – звільнитися від чогось
to break down – а) вийти з ладу;
 б) втратити контроль над своїми емоціями
to break free – звільнитися; стати вільним
to break in on smth – перервати когось несподівано
to break in/into – вдиратися, втручатися силою
to break off – припиняти (розмову, знайомство тощо)
to break out – вибухнути, спалахнути (про війну, пожежу, епідемію тощо)
to break out of smth – звільнитися від чогось силою
to break through – прорватися
to break up – а) припинитися;
 б) розділити на невеликі частини
to break with – припинити або зробити щось в інший спосіб
to come about – відбуватися, траплятися
to come across – знайти (часто випадково)
to come around – змінити думку, погодитися
to come down on smb – сварити або карати когось
to come out – з'являтися, виявлятися
to come to (smb) – згадати, пригадати
to come up with – вийти (з планом, пропозицією тощо)
to get along (with smb) – уживатися з кимось, товаришувати

to get around to smth – нарешті зробити щось
 to get by – мати достатньо щоб прожити
 to get down to smth – віднестися серйозно до чогось
 to get on with smth – продовжити щось
 to get out – вийти або покинути приміщення
 to get over smth – припинити думати про щось
 to give in to smth – погодитися на щось, що не дуже подобається
 to give it up for smb – підтримати когось аплодисментами
 to give out – припинити працювати завдяки віку або довгому користуванню
 to give over – припинити
 to give smth away – 1) віддати щось безкоштовно;
 2) проговоритися (випадково)
 to give up – припинити (звичку або діяльність)
 to give yourself up to smth – присвятити весь час та енергію чомусь
 to go along with – погодитися
 to go by – пройти повз
 to go off – вибухнути
 to go on – трапитися, відбутися
 to go out – 1) припинити функціонувати (механізми або прилади);
 2) брати участь у діяльності поза межами будинку
 to go over – переглядати
 to go with – бути схожим, підходити до чогось
 to goof off / around – марнувати час
 to loosen up – розслабитися
 to make do (with) – задовольнятися тим, що є в наявності
 to make off (with) – вкрати й утекти
 to make over (v) / makeover (n): змінити або покращити зовнішність / зміна зовнішності
 to make smth out / to make out + sentence – мати змогу щось розгледіти
 to make smth up – вигадувати щось
 to make sure of smth – упевнитися в чомусь
 to make up – пробачити одне одному після сварки або бійки
 to put forth / forward – висунути план, ідею або пропозицію
 to put on – увімкнути
 to put smb down – ображати когось
 to put smb out – турбувати когось або просити про послугу
 to put a fire out – гасити пожежу
 to put smb up – надавати помешкання на короткий термін
 to put smth off – відкладати на пізніший час
 to put up with – примиритися із чимось
 to rest up (from something) – одужати

Idioms

a dead cert – «вірняк», те, що неодмінно відбудеться
 a feather in one's cap – предмет особливої гордості
 happy-go-lucky – безтурботний
 in full swing – у розпалі
 life and soul of the party – «душа суспільства»
 more fun than a barrel of monkeys – щось дуже втішне та кумедне
 the done thing – норма поведінки

to add fuel to the flames – додати гасу у вогонь
to be on an ego trip – чванитися, бундючитися
to bide one's time – чекати на нагоду
to blot one's copy book – зіпсувати репутацію
to boil the ocean – марнувати час на безглузду роботу
to bring the house down – мати шалений успіх
to burn the candle at both ends – виснажувати себе
to chance one's arm – ризикнути щось зробити навіть без надії на успіх
to come / turn up trumps – несподівано здобути непоганий результат
to come out of woodwork – звідкіля не візьмись
to come up in the world – досягти успіху
to cook someone's goose – нашкодити комусь
to disappear into thin air – загадково зникнути
to do smb a good turn – допомогти комусь
to do smth cap in hand – іти з простягнутою рукою, жебракувати
to drag one's feet – робити абияк
to feast one's eyes on smth – тішити зір чимось
to feed the kitty – жертвувати гроші
to fling oneself into smth – кинутися в роботу з головою
to follow one's nose – іти напрямки
to foul one's own nest – псувати собі репутацію
to get off to a flying start – успішно розпочати щось
to give shirt off one's back – поділитися останньою сорочкою
to give smb the cold shoulder – зневажливо ставитися
to go great guns – йти повним ходом
to go off the rails – утратити над собою контроль
to go out of one's way – перевершити себе
to go through the motions – робити заради проформи
to go to the dogs – піти псу під хвіст
to go with the flow – пливати за течією
to have a ball – насолоджуватися
to have a foot in the door – зробити перший крок (на шляху до успіху)
to have a stab at smth – спробувати щастя в чомусь
to have the time of one's life – насолоджуватися життям
to hold one's own – стояти на своїх позиціях
to keep fingers crossed – схрестити пальці на щастя
to keep nose clean – тримати ніс по вітру
to keep one's feet on the ground – не відриватися від землі
to learn the ropes – засвоїти ази нової справи
to let one's hair down – розслабитися
to pull someone's leg – вішати локшину на вуха
to rest on one's laurels – спочивати на лаврах
to take French leave – піти по-англійськи
with flying colours – блискуче; на «ура»

Useful Phrases

<i>PHRASE</i>	<i>MEANING / USAGE</i>
Bored to death	Very bored
You've got to be kidding	Used when a statement is ridiculous
Sick and tired	Used when you no longer enjoy something because you have done it too many times
Get on one's nerves	Used when someone or something is bothering you
Feel blue	Feel sad
Chicken	A person who is not brave; adjective – not brave
Give somebody a hard time	Make someone feel bad for making a mistake
Go Dutch	Each person paying for themselves
Goose bumps	Tiny bumps you get all over your body when you are experiencing intense emotions
Rain or shine	Not allowing anything to prevent you from doing something
I'm beat	I'm very tired
It's about time	When you want to express that you waited a long time
Jump to conclusions	Making a conclusion without having all the information
Nuke	To cook something in the microwave oven
On the dot	The exact time
Out of this world	Amazing
I can eat a horse	To express the desire to eat a lot of food
Bug	To annoy
Grab a bite	To get something to eat
Take it easy	Relax; stop working so hard; calm down
Go with the flow	To do things as other people are doing it because it is easier to do; to not go against the common way of doing things
Twenty-four seven (24/7)	Constantly; always available; every minute of the day and night
Under the weather	Feeling sick; not well
Be broke	To have no money
Beats me	I do not know; I do not understand
I don't buy it	I disagree; I am not convinced
Sort of	A little; kind of
Never mind	Forget about it
Cat got your tongue	Used when someone has nothing to say
Go for it	To encourage someone to do something that they have planned
My two cents	To give or share your opinion
What's eating you?	Used to ask someone what's bothering them
Pie in the sky	Pleasant to imagine but impossible to attain

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....

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 Preferences

I prefer ... to ...
There is nothing like..
As for me...

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...

Scripts

Starting up

Lesson 3

Ex. 2

Ed: Hi there! Why weren't you on Skype yesterday?

Polina: Hello! I had too much work to do. You know, school started just a few days ago, and I feel like it never ended!

Ed: So do I. Tough, isn't it?

Polina: Yeah... Why do you look so worried?

Ed: Er, it's not that I'm worried or something, it's that on Friday we got an assignment – to write an essay about our summer, and I just don't think my summer was anything pleasant or special...

Polina: Why so? Didn't you have a good time?

Ed: You see,... actually,... no.

Polina: How come?

Ed: Well... you know, Jason and I normally spent our summers together – went somewhere, played sports and music, sometimes just goofed around, you know. And last year he went to that language camp, and after he'd left I felt so lonely and unhappy! And this summer he decided to take up a summer job to earn some money before going to Ukraine, and so did I, so we hardly ever saw each other... Gosh, it was just horrible! And now he's gone and the only positive memory is that I met you on that youth environment forum. At least – there was a person who shared my ideas, and that was really good! By the way, are you going to take part in that online conference on environment issues?...

Polina: Well, well, I thought somebody had got a home essay to write...

Ed: Phew! Who cares about those stupid assignments? I'll sure write something... *(fade)*

Unit 1

Lesson 3

Ex. 4

Jim. Where have skinheads, emos and Goths gone? What are workout street groups? Why have youth subcultures left streets and moved to the Internet?

With you tonight on OCR Radio Talk is Jim Clayton and we are going to discuss these and some other topics with our guest Dr. Epstein from the University of Wisconsin.

Hello, Dr. Epstein.

Epstein. Hello, Jim.

Jim. Youth subcultures normally unite young people. Of what ages?

Epstein. Normally, it's somewhere from 14 to 20. However, today's kids grow up faster, so it went as down as 11–12 years of age. By the age of 18–20 kids generally find something more traditional to do – enter a university or find a job, create their own families – that leaves no way for shaving their heads bald or dying their hair pink.

Jim. Can we say youth subcultures are always against someone?

Epstein. Not at all, I'd rather say they are just for themselves. It's better to talk not about hostility but about certain opposition to society.

Jim. Are there any specific youth subcultures nowadays?

Epstein. It was about 10 years ago that youth subcultures could be easily recognized. Today they all are integrated into mass culture. The most obvious example is the hippie culture, which once was extremely popular. They all are gone now but a lot of their attributes are still kept in fashion and everyday life. That does not give us a right to talk about hippies or the hippie culture. The same is true about today's Goths, emos, skinheads or punks.

Jim. What are the most common youth subcultures in the world?

Epstein. Music fans, of course. Though, we can't place them on a definite music board as modern music is a mixture of styles. Say, a teenager may call himself a 'punk' though they don't dress like punks, look like punks, behave like punks and so on. What's most amusing – the music you can find on their playlists on social networks may not be punk music at all.

Jim. Are youth subcultures fading away as they are? *fade*

Lesson 4

Ex. 2

fade in

Jim. Are youth subcultures fading away as they are?

Dr. Epstein. Apparently, yes. It's the result of the global changes – the world has sunk in the Internet and so have the young. In the past, the young mainly interacted in the streets, and now they are all on the Web, and they may have a lot of friends on Twitter or Facebook and at the same time have no idea those people live just next door. They all are inside cyberspace and their friendships and cultures are just virtual – they don't exist in reality.

Jim. A lot of our audience is asking about skinheads...

Dr. Epstein. Forget about skinheads, at least as a subculture. They disappeared somewhere in 2008. Of course, you may find people calling themselves 'skinheads' but they are definitely not. Just hooligans and nothing more – no skinhead ideology, no skinhead clothes – just shaved skulls and aggression, and that's it.

Jim. And what subculture do you personally find most interesting?

Dr. Epstein. Personally? Hm, a nice question. Well, I wouldn't say they are my favorites but they definitely catch attention. Those are workout street groups. They came from African American youngsters who started practicing fitness just in the streets using no special equipment but trees, fences and buildings. It looks very attractive but requires a lot of good training and skills.

Jim. Sounds positive, yeah?

Dr. Epstein. Definitely yes. There also are skaters, rollers and bikers who promote healthy way of life, and I think it's really great!

There of course are reenactment groups but I personally don't like those huge costume shows, though I must admit they really look just magnificent.

Jim. And what about football fans?

Dr. Epstein. You mean fans or hooligans? It's a very long and difficult story. I don't think we have enough time to talk about that. Maybe, next time. The only thing I can say – we should never mix fans and hooligans, they pursue different goals.

Jim. Thanks, Dr. Epstein.

Dr. Epstein. It was a pleasure.

Unit 2

Lesson 1

Ex. 2

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste, you are lucky because your life becomes more interesting.

Hobbies are divided into four large classes: doing things, making things, collecting things, and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.

Gardening is one of the oldest of man's hobbies. It's a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Millions of people all over the world spend their holidays travelling, they travel to enjoy picturesque places, or just for a change of scene. It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Lesson 3,

Ex. 2

Top 10 Hobbies of the World

1: Book Reading is on top. Millions of people are in great love of books and reading as a hobby.

2: Fishing – people do not feel depressed by bad weather or anything else. It not only helps people have good time, but also gives them something tasty to eat.

3: Sewing – people like doing hobbies to get something that can be of use. That is why sewing is among most popular hobbies of the world.

4: Anyone doubting the popularity of **music** would be none other than a fool. It gives joy and pleasure to those who play and to those who listen to it.

5: This might be a surprise, but **bird watching** is one of the top hobbies of the world. People seem to be in love with true colours and harmony of nature watching creatures as lovely as birds.

6: Restoring Cars– you need to see joy and satisfaction on the faces of people who stand next to a car they have just restored to understand why this is a top-10 hobby.

7: As said earlier, people like activities that help them produce something, that is why so many people love **woodworking**, turning ordinary pieces of wood into masterpieces.

8: Don't be surprised at people with metal detectors in their hands on a sandy beach seemingly collecting nothing but some old coins. **Metal Detecting** is becoming a popular hobby, and it might bring people a lost treasure in addition to all the coins they get.

9: Collecting – is a favourite hobby of the masses and it is not limited with coins only. There is almost anything that can be covered under this term.

10: Model Building

It might seem strange to you, but a large number of people are fond of making different types of models, such as cars, planes, buildings and so on.

(adapted from NewsBlaster)

Lesson 3,

Ex. 4 (a)

Mooing

There are people great at imitating animal calls but, believe it or not, there is such a thing as mooing competitions in the areas where British people keep cows. This sounds stupid, but you can see a lot of it on YouTube.

Dog Grooming

You know about dog competitions. What you may not know – it is a subculture of grooming poodles to look stupid – like Ninja Turtles, dragons, pandas, or tigers. All real, all part of dog grooming competition shows.

Soap Carving

The practice of bad prison films is an actual hobby. People take bars of soap and carve them into beautiful sculptures.

Tape Art

This is an art of pulling out the cassette tape and using it to create a portrait. This hobby started a few years ago and is becoming common with some very impressive examples.

Hikaru Dorodango

Or, polishing dirt.

It sounds weird, but it's possible. You make a ball of mud and then you work it by hand, polishing it into a glossy sphere.

Egg carving

Early civilizations decorated eggs as part of their cultures. And today we are impressed that art can be made from an empty eggshell. There are many artists that paint, decorate, and carve eggshells.

Noodling

It is fishing with hands. A noodler usually goes underwater to put a fist down a catfish's mouth. The catfish catches the fisherman's hand, and the noodler has to pull the fish out of water onto a shore or into a boat.

Lesson 5

Ex. 4

Watching too much TV puts a child at a risk of developing antisocial and even criminal behaviour.

The study found that children who watched endless hours of TV were more likely to have a criminal future in adulthood.

The study followed a group of 1,000 children.

Every two years between the ages of five and 15, they were asked how much television they watched.

Those who watched the most television were more likely to have a criminal future – and were also more likely to develop anti-social personality traits as grown-ups.

The risk of having a criminal record by late teens increased with every hour that children spent watching TV.

The study also found that watching too much television in childhood was associated with aggressive personality traits and an increased tendency for negative emotions as grown-ups.

Unit 3

Lesson 3,

Ex. 6

Fred: You know, I don't like noisy companies, talking a lot and stuff like that very much. I'd rather prefer to have everything in its place, and sit and do something quietly, and I do like to check everything a few times before I am finally satisfied with the result. And what's more, I ALWAYS keep my word!...

Alicia: I adore meeting new people. And I just can't stay in one place for long – so, a sitting job is definitely not my choice. To tell the truth, I am a born leader, so it's a great pleasure for me to organise someone and I am absolutely aimed at getting up on the career ladder, and I'm not afraid of taking a risk!

Catherine: I like to share what I have with others, and I'm always looking for something new: new ideas, new impressions and so on. But at the same time I am not the one to just believe what I'm told – no way. And I'm not up to any sudden decisions or movements, I believe a person must understand what and why they do...

Unit 4

Lesson 3

Ex. 4

Does the Idiot Box Make Idiots?

We call it "the idiot box" and "the boob tube." People like to say that watching TV makes you stupid, but is it true?

If you took a genius and put them down in front of the idiot box, would they be any less smart by the end of the day? What if they went through their childhood without watching a single show? And how would their intelligence compare to that of other geniuses who had spent their whole lives tied onto the boob tube?

But what do the scientists say?

Researchers started studying this question in the late 1940s, when television became a popular thing in the home.

According to pediatricians, for children 2 years old and younger it can in fact delay development. Interacting and playing with others, and active participation are the things children should be doing but aren't when they're parked in front of the boob tube.

Research has shown that high-quality shows can improve children's learning abilities. When 500 kids who had participated in studies were contacted later as teenagers, researchers found that those who had watched educational programs before school had better grades, read more books, and were more creative than those who hadn't.

So, a short answer is: it depends on what you watch and for how long. For school-aged children, a little educational TV goes a long way.

Adapted from <https://reelrundown.com>

Lesson 6

Ex. 4

Ed. Hi, there! Nice to hear you today.

Polina. Hi, how are you doing?

Ed. I'm just fine. Listening to my favourite band at the moment.

Polina. CD?

Ed. No, radio, we've got a very nice station broadcasting old rock hits 24/7. It's just amazing!

Polina. I think we have something like that, too. Old rock and the stuff... A friend of mine is crazy about that, you know.

Ed. Wow, I thought you had no radio over there in Ukraine... Just kidding!

Polina. How can you! We got hundreds of stations over here! News, current events, talks, all types of music – everything!

Ed. Just the same as we have! All my friends keep walking phones in ears all the time. And yours?

Polina. Not that much. Rather mp3's on their smartphones. It's those same ads and news every half an hour that we can't stand!

Ed. You, too, have those? Well, then we're practically the same...

Unit 5

Lesson 3

Ex. 3

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to earn a living for his family, he heard a cry for help coming from a nearby bog. He dropped his tools and ran to the bog. There, in black mud, was a scared boy, screaming and struggling to free himself. Farmer Fleming saved the boy from what could become a slow and terrifying death.

The next day, a fancy carriage drove up to the Scotsman's house. An elegantly dressed man stepped out and introduced himself as the father of the boy Farmer Fleming had saved.

"I want to repay you," said the man. "You saved my son's life."

"No, I can't accept payment for what I did," the Scottish farmer replied. At that moment, the farmer's own son came to the door of the family house.

"Is that your son?" the man asked.

"Yes," the farmer replied proudly.

"I'll make you a deal. Let me take him and give him a good education. If the guy is anything like his father, he'll grow to a man you can be proud of."

And that he did. In time, Farmer Fleming's son graduated from St. Mary's Hospital Medical School in London, and went on to become known throughout the world as Sir Alexander Fleming, the discoverer of Penicillin. The name of the nobleman? Lord Randolph Churchill. His son's name? Sir Winston Churchill.

Unit 6

Lesson 3

Ex. 5

Our planet is facing a terrible environmental crisis, and unless we address the issue seriously we are surely doomed for disaster.

Oil spill, acid rain, urban runoff in the water; gases and toxins from industries in the air; industrial and household waste in the soil – the pollution brought by humans needs millions of years to compensate.

Human practices result in global warming and climate change rising air temperatures and sea levels, melting polar ice caps, bringing floods and excessive snowfalls.

An excessive amount of waste is produced by developed countries and dumped in the soil, oceans and less developed countries, to say nothing of nuclear waste.

Million-year-old balanced eco systems are about to die because of humans. Like, developing of large cities killing the natural flora and fauna around and the destruction of coral reefs in oceans, which support the rich sea life.

Our forests are natural consumers of carbon dioxide and producers of oxygen as well as regulators of temperature and rainfall. Every year, a country of Panama of tree cover disappears because of human activities.

The ozone layer is an invisible protection around the planet to prevent the earth from harmful radiation. Toxic gases cause holes in the ozone layer, the biggest of which is above the Antarctic. Also, releasing toxins into the atmosphere results in acid rains damaging human health, plants and wildlife.

The growing population needs resources like water, fuel and food. Intensive agriculture damages the environment through chemicals, and genetic modification of food can bring serious environmental and health problems as engineered genes may be toxic to humans and wildlife.

Unit 7

Lesson 3

Ex. 3

It's little wonder London is one of the world's top tourist destinations, attracting about 15 million visitors each and every year.

Once the world's largest city, London is still a huge place to confuse a newcomer if it's your first visit. Even if you speak English fluently you can only learn how to pronounce place names like 'Greenwich' 'Leicester Square' and 'Chomondeley Place' by example.

London was founded by the Romans more than 2000 years ago. The locals assimilated Roman culture, and after a couple of hundred years they were more Roman than the Romans. When the Romans left, the Saxons came. They hated living in the Roman city and put up their own city of long huts. This duality still exists – London is in fact two cities: the 'City' which was Roman Londinium, and 'Westminster' – the Saxon add-on.

For all intents and purposes the West End (everything to the West of the City) is now the centre of London, and the East End is traditionally a poor working class and industrial area, currently changing for the better.

London also boasts one of the planet's greatest concentrations of cultural attractions. From royal palaces to the people's parliament, from Roman ruins to castles and cathedrals, you could spend endless days exploring London's sites without ever running out of unique things to see.

Irregular Verbs

<i>INFINITIVE</i>	<i>PAST</i>	<i>PAST PARTICIPLE</i>	<i>TRANSLATION</i>
Arise	arose	arisen	виникати
awake	awoke	awaken	просинатися
be	was / were	been	бути
beat	beat	beaten	бити
become	became	become	ставати
begin	began	begun	починати
bend	bent	bent	згинатися
bite	bit	bitten	кусати
bleed	bled	bled	кровоточити
blow	blew	blown	дути
break	broke	broken	ламати
bring	brought	brought	приносити
build	built	built	будувати
burn	burnt / burned	burnt / burned	горіти
buy	bought	bought	купувати
catch	caught	caught	ловити
choose	chose	chosen	вибирати
come	came	come	приходити
cost	cost	cost	коштувати
cut	cut	cut	різати
dig	dug	dug	копати
do	did	done	робити
draw	drew	drawn	малювати

dream	dreamt / dreamed	dreamt / dreamed	мріяти
drink	drank	drunk	пити
drive	drove	driven	їхати
eat	ate	eaten	їсти
fall	fell	fallen	падати
feed	fed	fed	годувати
feel	felt	felt	відчувати
fight	fought	fought	битися
find	found	found	знаходити
fly	flew	flown	літати
forget	forgot	forgotten	забувати
forgive	forgave	forgiven	вибачати
freeze	froze	frozen	замерзати
get	got / got	got / gotten	одержувати
give	gave	given	давати
go	went	gone	йти
grow	grew	grown	рости
hang	hung	hung	висіти
have	had	had	мати
hear	heard	heard	чути
hide	hid	hidden	ховати
hit	hit	hit	вдаряти
hold	held	held	тримати
hurt	hurt	hurt	завдавати болю
keep	kept	kept	тримати; зберігати
know	knew	known	знати

lay	laid	laid	класти
lead	led	led	вести
learn	learnt / learned	learnt / learned	вчити
leave	left	left	залишати
lend	lent	lent	позичати (комусь)
let	let	let	дозволяти
lie	lay	lain	лежати
lose	lost	lost	втрачати
make	made	made	робити
mean	meant	meant	означати
meet	met	met	знайомитися, зустрічатися
pay	paid	paid	платити
put	put	put	ставити, класти
read	read	read	читати
ride	rode	ridden	їхати верхи
ring	rang	rung	телефонувати
rise	rose	risen	підійматися
run	ran	run	бігти
say	said	said	казати
see	saw	seen	бачити
sell	sold	sold	продавати
send	sent	sent	відправляти
set	set	set	установлювати
shake	shook	shaken	трясти
shine	shone	shone	сяяти
shoot	shot	shot	стріляти

show	showed	shown	показувати
shut	shut	shut	закривати
sing	sang	sung	співати
sink	sank	sunk	тонути
sit	sat	sat	сидіти
sleep	slept	slept	спати
smell	smelt / smelled	smelt / smelled	пахнути
speak	spoke	spoken	розмовляти
spell	spelt / spelled	spelt / spelled	називати по буквах
spend	spent	spent	витрачати; проводити
spoil	spoilt / spoiled	spoilt / spoiled	псувати
stand	stood	stood	стояти
steal	stole	stolen	красти
strike	struck	struck	вдаряти
swim	swam	swum	плавати
take	took	taken	брати
teach	taught	taught	вчити (когось)
tear	tore	torn	рвати
tell	told	told	розповідати
think	thought	thought	думати
throw	threw	thrown	кидати
understand	understood	understood	розуміти
wake	woke	woken	будити
wear	wore	worn	носити (одяг)
win	won	won	перемогати
write	wrote	written	писати

Keys

Unit 1

Lesson 7

Ex. 3

1 time limit, 2 designed, 3 support, 4 basic, 5 diploma, 6 plunge, 7 waste money, 8 nostalgic.

Lesson 8

Ex. 2

1	2	3	4	5
b	a	c	d	b

Ex. 3

1	2	3	4	5	6
b	c	a	b	b	c

Ex. 4

1 waiting, 2 reading ... learning, 3 locking, 4 washing ... cooking, 5 seeing, 6 to call, 7 watching, 8 to open.

Unit 2

Lesson 8

Ex. 1 a

1 d, 2 a, 3 g, 4 h, 5 b, 6 j, 7 c, 8 k, 9 e, 10 f, 11 i.

Ex. 1 b

- У гурті й куліш з кашею їється.
- Який голос, такий і відголос.
- Кожний має свого коника.
- Від неробства конідохнуть.
- Що вхопить, те зроби.
- Два лиха не зробиють одного добра.
- Що посієш, те й пожнеш.
- Добра пряжа й на скіпці наряде.
- Не дивись на цвіт, а вважай на врожай.
- Тільки той не помиляється, хто ні до чого не торкається.
- Порожня бочка гучить, а повна мовчить.

Ex. 2

1 make, 2 do, 3 make, 4 make, 5 do, 6 do, 7 make, 8 do, 9 make, 10 make

Ex. 3

1 make, 2 do, 3 make, 4 make, 5 do, 6 make, 7 doing, 8 make, 9 making, 10 do

Ex. 4

1 do, 2 make, 3 make, 4 made, 5 did, 6 doing, 7 do, 8 making, 9 do, 10 were making

Unit 3

Lesson 8

Ex. 2

1	2	3	4	5	6	7	8
t	f	t	f	f	t	t	f

Ex. 3

1 will be waiting, 2 will wait ... comes, 3 am going to see, 4 will have marked, 5 arrives, 6 finish, 7 will drive, 8 am meeting, 9 is flying, 10 are having.

Unit 4

Lesson 7

Ex. 3

1 d, 2 f, 3 a, 4 h, 5 j, 6 b, 7 i, 8 c, 9 e, 10 g.

Ex. 4

1 F, 2 T, 3 T, 4 F, 5 T, 6 F, 7 F, 8 T.

Lesson 8

Ex. 1

1 producer, 2 weather forecast, 3 soap opera, 4 breaking news, 5 quiz show, 6 prime time.

Ex. 2

1	2	3	4	5	6
B	C	A	C	B	D

Ex. 3

1	2	3	4	5	6
a	b	a	c	b	a

Unit 5**Lesson 7****Ex. 3**

1 c, 2 e, 3 a, 4 b, 5 f, 6 d.

Ex. 4

1 A, 2 C, 3 B, 4 C, 5 A, 6 B, 7 A.

Ex. 5

1 F, 2 T, 3 F, 4 F, 5 F, 6 T, 7 T, 8 F, 9 T, 10 T.

Lesson 8**Ex. 2**

1	2	3	4	5	6
C	A	B	B	C	A

Ex. 3

1	2	3	4	5	6	7
b	a	a	c	b	a	c

Unit 6**Lesson 7****Ex. 3**

1 B, 2 C, 3 B, 4 A, 5 C, 6 B.

Ex. 4

1	2	3	4	5	6	7
a	c	b	b	a	a	c

Lesson 8**Ex. 2**

1	2	3	4	5	6	7	NO
F	B	H	A	D	C	G	E

Ex. 3

1 who/that, 2 which/that, 3 which (comma), 4 whom/that, 5 whose, 6 when/that, 7 where, 8 whom (comma), 9 which/that, 10 whose (comma).

Unit 7**Lesson 2****Ex. 3**

1	2	3	4	5	6	7	8	9
c	i	h	f	d	a	e	b	g

Ex. 4

1	2	3	4	5	6	7
c	a	a	d	b	b	a

Lesson 7**Ex. 3**

1 A, 2 A, 3 C, 4 B, 5 C, 6 A, 7 B.

Ex. 4

1 c, 2 e, 3 b, 4 f, 5 a, 6 d.

Ex. 6

1 F, 2 F, 3 T, 4 F, 5 T, 6 F, 7 T, 8 T.

Lesson 8**Ex. 3**

1	2	3	4	5	6	7
c	e	a	g	f	b	d

Ex. 4

1	2	3	4	5	6	7
F	F	T	F	T	T	F

Ex. 5

1	2	3	4	5	6	7	8	9	10
b	a	c	a	a	b	c	c	b	b

Навчальне видання

ЛЮБЧЕНКО Олександр Сергійович,
ЛЮБЧЕНКО Ольга Миколаївна,
ТУЧИНА Наталія Василівна

**Англійська мова (9-й рік навчання)
Підручник для 9 класу
загальноосвітніх навчальних закладів**

**ENGLISH
Year 9
A textbook for the ninth form
of secondary schools**

Рекомендовано Міністерством освіти і науки України
(наказ Міністерства освіти і науки України від 20.03.2017 р. № 417)

Видано державним коштом. Продаж заборонено

Відповідальність за зміст електронного додатка несе видавництво.
Гриф «Рекомендовано Міністерством освіти і науки України
(наказ Міністерства освіти і науки України від 20.03.2017 р. № 417)»
на електронний додаток не розповсюджується.
<http://book.osnova.com.ua/tests/english-9-2017>

Головний редактор *О. С. Любченко*
Відповідальний за видання *Ю. М. Афанасенко*
Технічний редактор *О. В. Лебедєва*
Комп'ютерне верстання *І. В. Стеценко*

Підп. до друку 25.03.2017. Формат 84×108/16. Папір офсет.
Гарнітура Шкільна. Друк офсет. Ум. друк. арк. 25,2 + 0,42 форзац.
Наклад 5633 прим. Зам. № 0-02-06.

ТОВ «Видавнича група «Основа»».
Свідоцтво суб'єкта видавничої справи ДК № 5216 від 22.09.2016 р.
Україна, 61001 Харків, вул. Плеханівська, 66.
Тел. (057) 731-96-34. E-mail: office@osnova.com.ua