

ВИДАВНИЦТВО
РАНОК



Інтернет-
підтримка

В. М. БУРЕНКО

АНГЛІЙСЬКА МОВА

9

ENGLISH



В. М. БУРЕНКО

АНГЛІЙСЬКА МОВА

(9-й рік навчання)



**ПІДРУЧНИК ДЛЯ 9 КЛАСУ
ЗАГАЛЬНООСВІТНІХ НАВЧАЛЬНИХ ЗАКЛАДІВ**

VALENTYNA BURENKO

ENGLISH

(Year 9)

A TEXTBOOK FOR THE NINTH FORM OF SECONDARY SCHOOLS

Рекомендовано
Міністерством освіти і науки України

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Dealing with quotations.

- Read these quotations at least twice.
- What is the main idea of these quotations?
- Share your idea with your partner.

Words to learn:

rewarding,
worthwhile,
imaginative,
superficially,
unpredictable,
concentrated.



1. Read these quotations and discuss. Are they right?

1. *I find that the harder I work the more luck I seem to have.*
Thomas Jefferson
2. *Work harder on yourself than you do on your job.*
Jim Rohn — American Businessman. Author. Speaker. Philosopher

2. Work in pairs. Do you know these jobs? Use your dictionary to check the meaning of any new word.

accountant, actor, actress, architect, artist, booking clerk, carpenter, chemist, baby-minder, engineer, coach, computer hardware engineer, dancer, designer, disc jockey, doctor, economist, electrician, environmental scientist, farmer, financial analyst, firefighter, judge, lawyer, librarian, musician, nurse, photographer, pilot, police officer, politician, psychologist, reporter, secretary, social worker, teacher, veterinarian, writer, zoologist, bullfighter, stunt man, dentist, journalist, waiter, waitress

3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. rewarding [rɪ'wɔ:dɪŋ] <i>adj</i> | giving satisfaction, but usually not much money |
| 2. worthwhile [ˌwɜ:θ'waɪl] <i>adj</i> | deserving the effort needed, the time or money spent |
| 3. imaginative [ɪ'mædʒɪnətɪv] <i>adj</i> | good at producing new ideas; good at inventing imaginary things |
| 4. superficially [ˌsu:pə'fɪʃli] <i>adv</i> | on the surface, not deeply |
| 5. unpredictable [ˌʌnpri'dɪktəbl] <i>adj</i> | tending to show unexpected changes in behaviour, etc.; that cannot be foreseen; not stable |
| 6. concentrated [ˈkɒnsəntreɪtɪd] <i>adj</i> | showing determination and complete attention |

Speaking

4. Discuss in class. Compare the jobs from Ex. 2.

Which ones, in your opinion, are:

- the most interesting/boring;
- the hardest/easiest;
- the most stressful;



- the best-/worst-paid;
- the most rewarding/worthwhile.

These examples can help you:

- In my opinion teachers have the most worthwhile job because a lot of students and parents love them.
- Personally, I don't think that librarians have the best-paid job.

Reading

5. Work individually. Do this test and check what job will suit your personality.

- Do you like more...
 - to act before you think?
 - to think before you act?
- Do you like to explain things with...
 - metaphors and analogies?
 - detailed descriptions?
- Would you rather be...
 - superficially involved in lots of projects?
 - deeply involved in one or two important projects?
- Do you tend...
 - to talk a lot and listen less?
 - to listen more and talk less?
- Are you...
 - more practical than imaginative?
 - more imaginative than practical?
- When working on a project would you rather...
 - think out loud and brainstorm with a group?
 - think through in your head and then share your ideas with others?
- If you have new ideas...
 - you are not afraid of sharing them because you like new things.
 - you share only if they are practical.
- Do you prefer...
 - to learn new things?
 - to use what you know?
- At work, do you...
 - enjoy being at the centre of the action?
 - avoid being at the centre of the action?
- Are you usually...
 - late — always running a few minutes behind?
 - punctual — always on time?
- Do people like to describe you as...
 - overly emotional?
 - insensitive?





12. Are you...
- a) a realist?
 - b) a dreamer?
13. Do you hate...
- a) working with others?
 - b) working alone?

Which job will really suit you?

This is a general description.

If you have more “a” answers.

You would be very happy in a career that allows you to work mainly in public. You want a career that allows you to be creative, to be involved with lots of people. Some careers that would be perfect for you are:

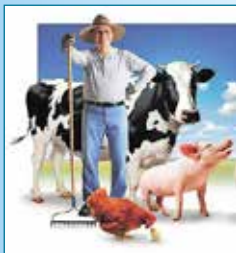
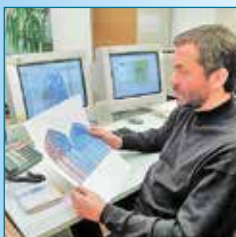
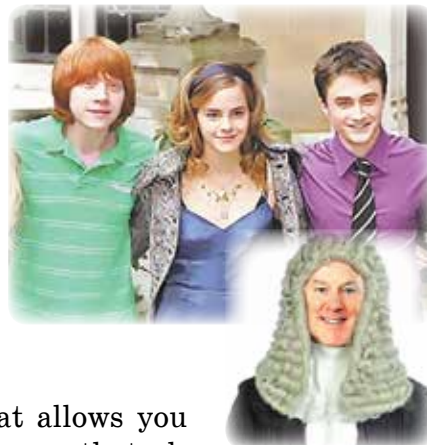
- an actor;
- a politician;
- a photographer;
- a vet;
- a producer;
- a managing director;
- a teacher;
- a judge;
- a lawyer;
- a police officer.

If you have more “b” answers.

You like working and being alone. You like to avoid attention at all costs. You tend not to interact much with people around you. You enjoy spending time with a few close friends. You like to listen to others, but don't like sharing much about yourself.

Some careers that would be perfect for you are:

- an artist;
- a psychologist;
- a booking clerk;
- a carpenter;
- a designer;
- an electrician;
- a farmer;
- a financial analyst;
- a librarian;
- a zoologist.



Spot on the -ing Form and Infinitive

Verbs followed by the -ing form:

stop, delay, hate, consider, admit, miss, enjoy, finish, postpone, imagine, avoid, deny, risk, practise, (not) mind, can't stand, begin, continue, feel, feel like, keep, love, prefer, recommend, start, suggest.

Verbs with prepositions followed by the -ing form:

give up, put off, carry on, keep on, be afraid of, be fond of.

Verbs followed by to + infinitive:

offer, decide, hope, deserve, attempt, promise, agree, plan, aim, afford, manage, refuse, learn, forget, seem, wish, tend, arrange, ask, can't afford, can't wait, expect, help, need, prepare, try, want, would like, can't believe.

Verbs followed by *object + to + infinitive*:

a) Verbs that need an object before *to + infinitive*

advise, allow, order, force, encourage, tell, persuade, invite, teach, remind, warn;

b) Verbs that can have an object before *to + infinitive*

ask, need, want, would like, help, expect, would prefer.

Verbs followed by the *-ing form* or by *to + infinitive*:

begin, start, continue, propose, like, try, refuse, intend, forget, prefer, stop.

Modal verbs followed by the *infinitive without to*:

could, might, can, should.

With these verbs: *remember, forget, try, stop, regret, go on, need*, the choice of *to + infinitive* or the *-ing form* depends on the meaning.

• **It means that we talk about necessary actions.**

I must remember to look for a job.

I mustn't forget to read the job adverts.

• **It means that we talk about memories of the past.**

I remember looking for a job. (I looked for a job yesterday.)

I didn't forget reading the job adverts. (I've got a job.)

• **It means to attempt something.**

I'm trying to do my best to find a job.

• **It means to do something which might solve a problem.**

I tried getting this job but I didn't manage to do it.

• **It means to stop in order to do something.**

She stopped to read a job advert.

• **It means to finish doing the action.**

She stopped reading the job adverts.

• **It means to be sorry for doing something.**

We regret to inform you that you aren't on the staff.

• **It means to be sorry because of something that happened in the past.**

We regret taking on a new employee.

• **It means to do the next thing.**

She entered the room and went on to talk about her future job.

• **It means to continue doing it.**

She went on looking for a job.

• **It means that I must do this work.**

I need to do this work.

• **It means that this work needs to be done.**

I need doing this work.



Dealing with verbs in brackets.

- Read the sentences.
- When does the conversation take place?
- What form of the verb do you think is used?
- Find time expressions.
- What tenses are used with these words?
- Complete the task.



6. Read and complete the sentences using the correct form of the verbs in brackets. Write down the sentences in your exercise book. Then listen and check.

“Thanks goodness! I can’t ... (to believe) it! I passed all my exams. I was afraid of ... (to fail) Maths but I could manage ... (to pass) it well. I have decided ... (to enter) a university and I wish ... (to study) psychology.

A year ago I couldn’t afford ... (to enter) that prestigious faculty but I agreed ... (to work) as a baby-minder. It was a very stressful work. Every day a lot of unpredictable situations happened and I had to be well-organised and concentrated.

But later I enjoyed ... (to work) with children and didn’t mind ... (to play) with them after working hours. I also loved ... (to come) earlier to prepare everything before their arrival. We preferred ... (to go) outside and ... (to have fun) in the fresh air. I can’t stand ... (to stay) all the time inside the building.

After ... (to leave) that position at the end of the summer I was offered a part-time job in the Children Care Centre and I promised ... (to think) it over. I learnt ... (to understand) a child’s psychology better.

I phoned them in a week. And I still carry on ... (to work) there. It is the best job for me!”



7. Find the examples of the -ing form in the test from Ex. 5. Read these sentences and explain them using the rules.

Speaking

8. Work in pairs. Take turns to ask and answer questions about your future profession.

These questions can help you:

1. What are you going to be?
2. What qualities do you need to be a...?
3. Is this job dangerous?
4. Why do you want to be a...?
5. Is this job well-paid?



9. Work in groups.

Group A.

Discuss what the best job for the girl is.



Group B.

Discuss what the best job for the boy is.



Dealing with
pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.



Writing

10. Work in pairs. Write four true and four false sentences about yourself. Use the verbs from the "Spot on the -ing Form and Infinitive". Read your sentences to a partner. Ask your partner to guess which are true.



11. Homework. Write a short note* of about 100—120 words concerning your future job for your parents.

These questions can help you:

1. What qualities are important in it?
2. Why do you want to do it?

* A note is a short informal letter.



Dealing with quotations.

- Read these quotations at least twice.
- What is the main idea of these quotations?
- Share your idea with your partner.

1. Listen and read these quotations. Do you agree with David H. Lawrence? Is it necessary to be absorbed by your work? What do you think of it?



There is no point in work unless it absorbs you like an absorbing game.

If it doesn't absorb you, if it's never any fun, don't do it. When a man goes out into his work he is alive like a tree in spring, he is living, not merely working.

David H. Lawrence

Spot on Using Words

All the following nouns refer generally to activities which people are paid to do: *business, employment, job, work, occupation, position, post, profession, trade* and they all are with a similar meaning.

Work is an activity in which effort of the body or mind is used to produce something or gain a result rather than for amusement. It is an uncountable noun.

He put a lot of **hard work** into learning English.

Work is also used to talk about the place where someone works.

The school-leavers are looking for **work** (=are trying to find jobs).

I go to **work** by train.

I can't leave **work** till five.

What **work** do you do? I'm a teacher.

Hurry up! You'll be late for **work**.

Job is a particular set of duties which a person is paid to do, or regular paid employment.

What does she do? She has a good **job** in a bank.

I'm looking for a new **job**.

Job has another meaning. You can use *job* when it refers to one particular thing that needs to be done.

I think he is just the man for the **job**. (= He is the right person to do this piece of work.)

It is always better to concentrate on the **job** in hand.

Business is used to refer to work that involves making, buying or selling things.

You'd better go into the oil **business**.

Are you in the film **business**? Yes, I am.

Employment is a formal word with a similar meaning to *work*. Like *work*, it is an uncountable noun.

There is no hope of regular **employment** as a farm labourer.

He was in a full-time **employment**.

Position and **post** are used instead of *job* in formal English. When a job is advertised, it is often described as a position or post. A person applying for a job usually uses one of these words.

He is applying for a **position** in an oil company.

The vacant **post** was advertised in today's paper.

Occupation is often used in official forms.

Your **occupation** is your **job**.

Please, state your name, address and **occupation**.

Profession and **trade** are both used to refer to types of job which require special training. A *profession* is a type of job which requires formal training and which has fairly high status, for example, the job of a lawyer, teacher, doctor, biologist. A form of employment that is possible only for an educated person.

Her mother was a teacher, and she decided to be a teacher by **profession**.

Jack is a doctor by **profession** and has his own practice in Sydney.

We can also use *profession* to refer to all the people of a particular **profession**.

The teaching **profession** is badly paid.

A *trade* is a type of a skilled job, usually the one which involves making or repairing something or needs special skills with the hands.

Being a shoemaker is a **trade**; being a lawyer is a **profession**.

She is a printer by **trade**.

We also use *trade* to refer to work that involves buying and selling things on international level or catering for tourists.

Ukraine can be one of the major **trading** partners of any country.

The absence of a tourist **trade** will bring economic hardships.

Writing

2. Complete the sentences with the correct word. Here are the words: *job, occupation, profession, business, trade, work, employment, career, position*.

1. You must write your name, age, address and ... on the application form.
2. She is a teacher by ... and works at school.
3. There are different types of
4. She is applying for a ... in a bank.
5. He found an interesting ... last year.
6. Being a carpenter is a ...; being a doctor is a

Words to learn:

porter,
postman,
receptionist,
make-up artist,
delivery man,
guide,
waiter,
waitress,
temporary,
temporary job,
part-time.



7. He is the right person to do this piece of
8. Her ... as a pianist came to an end when she broke her fingers.
9. What is your ...? I went into the gas business.
10. There is no hope of regular ... as a miner.

Reading

3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. porter ['pɔ:tə(r)] <i>n</i> | a person whose job is to carry travellers' bags at railway stations, airports, etc. |
| 2. postman ['pəʊstmən] <i>n</i> | a person whose job is to collect and deliver letters, parcels, etc. |
| 3. receptionist [rɪ'sepʃənɪst] <i>n</i> | a person whose job is to welcome or deal with people arriving in a hotel or place of business or visiting a doctor, etc. |
| 4. make-up artist ['meɪkʌp 'ɑ:tɪst] <i>n</i> | a person whose job is to apply paint, powder, etc. on the face for improving someone's appearance |
| 5. delivery man [dɪ'lɪvəri mən] <i>n</i> | a person whose job is to deliver goods to people who have bought or ordered them |
| 6. guide [gaɪd] <i>n</i> | a person whose job is to show different places to tourists |
| 7. waiter ['weɪtə(r)] <i>n</i> | a man whose job is to serve food at the tables in a restaurant |
| 8. waitress ['weɪtrəs] <i>n</i> | a woman who serves food at the tables in a restaurant |
| 9. temporary ['tempərəri] <i>adj</i> | lasting for a limited time |
| 10. part-time [pɑ:t'taɪm] <i>adj</i> | working or giving work during only a part of the regular working time |

4. Work in pairs. Match the jobs in column A with the sentences in column B.

A	B
1. She is a receptionist.	This person serves food and drinks in a restaurant.
2. She is a make-up artist.	This person collects and distributes letters.
3. He is a guide.	This person carries goods to people.
4. He is a porter.	This person welcomes people who arrive at a hotel.
5. He is a postman.	This person creates somebody's appearance.
6. He is a delivery man.	This person shows different places to tourists.
7. He is a waiter./She is a waitress.	This person carries people's bags at railway stations, airports.

Speaking

5. Work in pairs. Read the text through and discuss with your partner if it is really very important to make the right choice.

The question “What do you want to be when you grow up?” haunts all high-school students. What will you be when you leave school? To make the right choice, you should consider your traits of character. As Oscar Wilde said, “Be yourself; everyone else is already taken”.

There are over 2000 professions to choose from and make a decision. For example, if you want to work with people, you could become a teacher, a secretary or a police officer. If you are keen on books and know languages, you may be a journalist, an editor or a translator. Computer-crazy people may become engineers, bank clerks or computer programmers. Creative ones can be photographers, designers or actors. As to my choice, I want to be a programmer, because I really like IT.

Of course, each profession has its requirements: a doctor helps people, so he must perfectly know medicine and biology; a photographer takes photos, so he should have a good taste; a detective must be brave, fair and strong. Companies always hunt for good specialists.

There are some rules for those who want to start working. The first rule is: never give up. When you are ready to quit, you are closer than you think. The second is: always move forward. Never stop improving. Make it your goal to be better every day, in some small way. The third rule is: never expect life to be fair, because it is not. The last, but not the least, rule is: there is always a reason to smile.

In conclusion, it would be mentioned that all people and characters differ, and everyone has their own place. It is your choice to be made.



6. Work in groups. Discuss in class.

1. Which part-time or temporary jobs do young people often do in our country?
2. Which jobs would/wouldn't you like to do? Why?/Why not?



Spot on Writing Informal E-mails

An informal e-mail is an e-mail that is written in an informal style. You can write it to relatives or friends, but also to anyone whom you have a non-professional relationship with.

We usually start an informal e-mail with *Dear* + a person's first name. In the first paragraph, we write our opening remarks (e.g. *Hi! How are you?*).

In the following paragraph of your body, you should state your reason for writing.

Here you can also express your hopes for possible future contact.

In the last paragraph, we write our closing remarks (e.g. *Have to go now.*) and sign off with an informal ending (e.g. *Yours*) and our first name.

We use informal style, that is:

- everyday vocabulary (*I'm having a great time.*);
- colloquial expressions/idioms (*Drop me a line.*);
- informal linkers (*so, and, etc.*);
- short verb forms (*I can't, I'll be, etc.*);
- personal tone (*I've got great news. I've entered a university.*).



Respond to your friend's letter in a friendly, chatty style.

Useful Language

Starting an informal e-mail

- Dear Mum/Dad, Dear Aunt Claire,
- Dear Granddad, Dear Tom/Lucy, etc.

Opening remarks

- Sorry I didn't write earlier, but I...
- Hi! How are you?
- It was good to hear from you.
- I haven't heard from you for a while.

Reason for writing

- I wanted to drop you a line to tell you my news/to tell you about...
- I just wanted to ask/remind/thank, etc. you...
- Just a quick e-mail to tell you...
- I wondered if you'd like to...
- This is just to let you know... I'm sorry to hear about...
- I was a bit worried and wanted to see if you're OK.

Making references to future contact

- Let me know if you can make it or not.
- I was glad to hear about...
- Let me know as soon as possible.

Closing remarks

- E-mail me soon.
- I'd better get going/Bye for now.
- Got to go now.

Ending an informal e-mail

Yours/Best wishes/Love/Take care, etc.

+ your first name.



Writing

7. Write an e-mail about your dream job to your English penfriend.

Use the plan below to help you:

- what it is;
- why it's your dream job;
- how it matches your personality type.

Suggested Answer:

Dear Marco,

Great to hear from you again! Hope to contact you soon.

I've just read that you want to know about my dream job. As you know, there're many professions to choose from and make a decision, so it's hard to make the right choice. As to my choice, I want to be a programmer, 'cause I really like IT.

I prefer programming to other jobs just because I'm a computer-crazy man. Programmers have no career limit. The next advantage is that you have to use your creativity and mind. Companies always hunt for good specialists, so I'll be a good one.

Of course, each profession needs hard-working, reliable, honest, efficient people, not nosy parkers or high-fliers. I'm a couch potato and an armchair sportsman, and can do scrupulous work, so this job'll really suit me.

Well, I'd better run now. Looking forward to hearing from you.

Take care,

Max



Spot on Grammar

Prepositions followed by the -ing form:

If the prepositions *in*, *at*, *on*, *with*, *without*, *of*, *for*, *about*, *against*, *like*, *as well as*, *besides*, *instead of*, *in spite of* are followed by a verb, it ends with *-ing*.

I'm tired of doing nothing.

When the expressions *it's no use...*, *it's no good...*, *there is no point in...*, *it's worth...*, *it isn't worth...*, *have difficulty in...*, *a waste of time...*, *a waste of money...*, *spend time...*, *go in for...* (especially sports) are followed by a verb, it ends with *-ing*.

It is worth visiting Kyiv.



8. Make as many sentences as you can using this table. You can use the same preposition in some sentences.

I don't feel	in	drawing fantastic pictures.
Do you have time to read anything else	at	getting their Christmas presents.
My teacher insisted	on	doing nothing.
She passed her exams	with	watching DVD tonight.
How	without	inviting me to your party.
I apologise	of	staying at home.
My daughter likes acting	for	learning English.
We often dream	about	doing this exercise.
I'm fond	like	visiting that boring exhibition.
I'm tired	as well as	cooking the most delicious dishes.
My mother is keen	besides	looking through these comics.
We are good	instead of	seeing our grandparents this summer.
Thank you	in spite of	not doing any preparations.
The children were excited		answering these endless questions.
We're thinking		travelling round the world.
Why don't we go out with our friends		going to the theatre.
Nobody can live		interrupting you.

9. Work individually. Complete the sentences with the correct form of the verb: -ing/to + infinitive/infinitive without to.

1. It's worth ... (*to learn*) English.
2. We decided ... (*to stay*) at home.
3. Anna's parents expect ... (*to get*) a letter from her soon.
4. I don't feel like ... (*to cook*).
5. When do you finish ... (*to study*)?
6. Tom has given up ... (*to smoke*).
7. Imagine ... (*to be*) married to a millionaire!
8. Fred managed ... (*to find*) a taxi.
9. Would you mind ... (*to pass*) the salt?
10. I missed ... (*to see*) the beginning of the film.
11. Don't put off ... (*to see*) the doctor.
12. My sister spends ages ... (*to talk*) on the phone.



13. I want ... (*to see*) the manager.
14. Do you enjoy ... (*to watch*) basketball?
15. I can't ... (*to speak*) French.

10. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. brave [breɪv] <i>adj</i> | courageous; not afraid of anything |
| 2. courageous [kə'reɪdʒəs] <i>adj</i> | fearless |
| 3. creative [kri'eɪtɪv] <i>adj</i> | having skills and imagination to produce something new |
| 4. calm [kɑ:m] <i>adj</i> | not upset, excited or nervous |
| 5. cheerful ['tʃɪəfl] <i>adj</i> | happy; giving somebody a feeling of happiness |
| 6. careful ['keəfl] <i>adj</i> | giving attention and help or demonstrating a lot of attention to details |
| 7. communicative [kə'mju:nɪkətɪv] <i>adj</i> | having the ability to converse; talkative |
| 8. accurate ['ækjərət] <i>adj</i> | able to give correct and true information |
| 9. efficient [ɪ'fɪʃnt] <i>adj</i> | doing something thoroughly and well |
| 10. friendly ['frendli] <i>adj</i> | behaving in a pleasant way, open to communication with others |
| 11. intelligent [ɪn'telɪdʒənt] <i>adj</i> | having good learning, thinking and understanding skills |
| 12. generous ['dʒenərəs] <i>adj</i> | giving freely; willing to devote time, share money with the purpose to help others or just for pleasure |
| 13. helpful ['helpfl] <i>adj</i> | useful and able to improve a situation; willing to help somebody |
| 14. hard-working [ˌhɑ:d'wɜ:kɪŋ] <i>adj</i> | putting a lot of efforts into a job while doing it |
| 15. original [ə'rɪdʒənəl] <i>adj</i> | new and interesting in a way that is different from anything that existed before |
| 16. optimistic [ˌɒptɪ'mɪstɪk] <i>adj</i> | expecting good things to happen |
| 17. persistent [pə'sɪstənt] <i>adj</i> | doing something in spite of difficulties |
| 18. persuasive [pə'sweɪsɪv] <i>adj</i> | able to convince somebody to do something |
| 19. patient ['peɪʃnt] <i>adj</i> | able to wait for a long time without becoming angry |
| 20. risky ['rɪski] <i>adj</i> | involving the possibility of something bad to happen |
| 21. serious ['sɪəriəs] <i>adj</i> | thoughtful in nature or manner; dangerous or bad |
| 22. sociable ['səʊʃəbl] <i>adj</i> | enjoying spending time with other people |
| 23. bold [bəʊld] <i>adj</i> | courageous and self-confident; not afraid of making difficult decisions and taking risks |



Words to learn:

brave,
courageous,
patient,
hard-working,
creative,
friendly,
persuasive,
calm,
persistent,
generous,
optimistic,
helpful,
sociable,
cheerful,
accurate,
efficient,
careful,
original,
intelligent,
serious,
risky,
communicative.

Speaking

11. Work in groups. Discuss the jobs that should be done only by men or only by women, in your opinion, and the qualities people need to have to be good at these jobs.

These words can help you:

brave, courageous, patient, hard-working, creative, friendly, persuasive, calm, persistent, generous, optimistic, helpful, sociable, cheerful, imaginative, accurate, efficient, careful, original, intelligent, serious, risky, communicative.

12. Look at the pictures. What do you think of them? What jobs are shown in the pictures? Are they dangerous? Why? Why not? Give your reasons.



13. Work in groups. Choose two or three most popular and interesting professions, in your opinion, and discuss the advantages and disadvantages of these professions. Complete the table.

Professions	Advantages	Disadvantages



14. Homework. You've received a letter from your English penfriend Jack. He writes that he has problems with choosing a profession. Write a letter of about 100—120 words to your penfriend.

Include this information:

- a profession that allows to be creative;
- a profession that is interesting;
- a profession in which a person can be happy and enjoy doing his or her job.





Robert Browning

1. Listen, read and say if it is really necessary for a man to be busy. Do you like to be busy? What is better — to have a rest or be busy? What do you think?

*When a man's busy, why leisure
Strikes him as wonderful pleasure:
Faith, and at leisure once is he?
Straightaway he wants to be busy.
Robert Browning*

2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. salary ['sæləri] <i>n</i> | money that a person receives as payment for his or her work |
| 2. experience [ɪk'spiəriəns] <i>n</i> | knowledge or skills of a person which come from practices in an activity |
| 3. management ['mænidʒmənt] <i>n</i> | practice of running a business or money; skills in dealing with people |
| 4. morale [mə'rɑ:l] <i>n</i> | the condition of determination, courage and pride in the mind of a person |
| 5. to require [rɪ'kwaɪə(r)] <i>v</i> | to need or make necessary; to demand by right |
| 6. exceptional [ɪk'sepʃənl] <i>adj</i> | unusual, of unusually high ability, quality; being an exception |
| 7. skill [skɪl] <i>n</i> | an ability to do something very well gained by learning and practice |
| 8. recruiter [rɪ'kru:tə(r)] <i>n</i> | a person who finds people in order to employ |
| 9. to reinforce [rɪ:ɪn'fɔ:s] <i>v</i> | to make something stronger or firmer |
| 10. suitability [su:tə'bɪləti] <i>n</i> | the fact of being right or appropriate |
| 11. employer [ɪm'plɔɪə(r)] <i>n</i> | a person that hires others |



Words to learn:

salary,
monthly salary,
yearly salary,
to draw a fixed salary,
experience,
a man of experience,
management,
to boost,
morale,
to require,
exceptional,
skill,
recruiter,
to reinforce,
suitability,
employer.



Dealing with a text.

- Read the text quickly.
- What is it about?
- Read the text again and try to understand its idea.
- Underline the key words and try to remember them.

3. Read the pieces of advice for a successful interview by Jane Scott, a Head Recruiting Manager. Say if they are really useful to your mind.

Making a Good Impression

It is not just what you say but how you say it that reinforces the message you are giving and creates an overall impression of your suitability. Here are some tips for making a good initial impression:

- Make sure you arrive on time. If something unexpected occurs that is beyond your control, contact your prospective employer as soon as possible to explain that you may be delayed.
- Arriving a few minutes early will give you time to collect your thoughts. If you arrive too early, it is better to go for a coffee and relax rather than presenting yourself long before the interview time.
- If you speak first to a receptionist, state who you are, the time of your appointment and the name of the person you expect to meet, say it clearly and with a friendly smile.
- Make sure you know exactly where to find all the documents you may need so that you can produce them from your bag without delay or confusion.

As the interview progresses, you will continue to make a positive impression if you:

- listen carefully to the current question, and try to give concise answers supported with relevant examples;
- avoid answering simply “yes” or “no”;
- you don’t have to be afraid to ask for clarification if a question is not clear;
- speak clearly and loudly enough for the interviewer(s) to hear, and try not to speak too fast. This can be difficult when you are nervous, but take a deep breath before you start to answer a question and work on keeping your answers concise.

Body Language

Be aware of what your body language is saying and how to use it to strengthen your chances.

- Shake hands with the interviewer(s) at the beginning and end of the interview.





- A good posture and a friendly expression will indicate that you have a positive approach.
- Relax into your chair, but without slouching.
- Maintain good eye contact. If you have more than one person interviewing you, look at the person asking the question when you reply but glance at the other interviewers from time to time.
- Try to smile from time to time.

<http://www.ihu.edu.gr>



Listening

4. Listen to the dialogue. Olha Spenser is applying for a job. She has an interview with Cathy Starr. Number the interviewer's questions in the order you hear them.

- ☐ Why do you want this job?
- ☐ What do you want to do in the future?
- ☐ Have you been responsible for a team of people before?
- ☐ Can you tell me a bit about yourself?
- ☐ How many times have you worked in summer camps?
- ☐ Have you ever lived in a foreign country?
- ☐ What special skills do you have?



5. Listen to the interview with Olha Spenser again and find what mistakes she has made during it. Tell about these mistakes.

Speaking

Dealing with a dialogue.

- Listen and follow the text.
- Take turns to ask and answer questions.
- Act out the dialogue.
- Make your own dialogue.



6. Work in pairs. Act out a job interview using the expressions given below and from Ex. 3 and Ex. 4.

Start as in the example:

- A. Hello, Miss Miller. Thanks for coming. Please, sit down.
 B. Thank you, sir.
 A. Firstly, where did you see the advert for this post?
 B. I saw it in the newspaper ... etc.

Expressions: I'd very much appreciate...; Could you tell me...; What is...; What are...; Would you mind...; Would you be able to...; Do you have any experience...; Are you enthusiastic...; etc.

Spot on Covering Letters

Formal letters/e-mails are usually sent to people we do not know or people in an official position, *e.g. when applying for a job/course, making a complaint or requesting information*, etc.

To write a formal letter you need to use:

- **full forms** *I am writing to...* (NOT: *I'm writing to...*);
- **advanced vocabulary** and set phrases: *Please, find enclosed a copy of my CV*;
- **formal greetings and endings**: *Dear Sir/Madam, Yours faithfully* (when you don't know the name of a person you are writing to); *Dear Mr/Ms Smith, Yours sincerely* (when you know the name of a person you are writing to).

Applying for a Job

Your covering letter is your chance to show an employer the best of what you've got. It is like "selling" your skills and experience, and showing them you are the right person for a job.

Useful Language:

- I am writing to apply for the position of ... advertised in (yesterday's "Evening Post").
- With reference to your advertisement in
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be
- I consider myself to be ... (punctual, hard-working, etc.).
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- I am looking forward to hearing from you.

Tips on Writing a Successful CV

A curriculum vitae, CV, is a short form containing a summary of a person's experience — education, qualification, skills and employment history — in order to gain a job.

Get the basics right

There are some common sections you should cover. These include: personal and contact information; education and qualifications; work history and/or experience; relevant skills to the job; one's own interests, achievements or hobbies; and some references.

Presentation is a key

A successful CV is always carefully and clearly presented. The layout should always be clean and well structured.

Keep things short

Create a unique CV for every job you apply for

Don't forget to mention key skills that can help you to stand out from the crowd. These could include: communication skills; computer skills; team working; problem solving or even speaking a foreign language.

Interests

Highlight the things that show off skills you've gained and employers look for.

Include references

If you've never worked before you're OK to use a teacher or tutor as a referee. Try to include two if you can.

Keep your CV updated

Useful Advice

1. Write your answers in CAPITAL LETTERS.
2. Don't translate foreign address.
3. Answer all the questions.
4. If you don't need to write an answer, write n/a (not applicable).
5. Be careful with your spelling.
6. Always sign and date the form.
7. Give truthful information.



Writing

7. Read Max's letter as an example and correct Mary's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- | | |
|---|---------------------------------|
| A. I am looking forward to your reply | D. Please, find enclosed |
| B. Yours faithfully | E. I consider myself to be |
| C. I am writing to apply for the position | F. I am available |
| | G. which was advertised |
| | H. would be a useful experience |

Dealing with a letter.

- Read the letter carefully.
- Imagine the writer and the reader of the letter.
- Try to catch the main idea of the letter.
- Read the letter again and do tasks.



Dear Mr Frost,

I am writing with reference to your advertisement, which I saw in yesterday's newspaper concerning the position of a photographer on a cruise ship. I feel I would be suitable for the position for a number of reasons. I gained some experience while working as a freelancer travelling around the world, so I am good at selling my work to people. My qualifications also include photos of people. As to my photos, they are of a very high quality; some of them can be found in the attached portfolio.

A good salary is an asset for me, because I am saving money for my first start-up. As to my character, I am kind, communicative and have a good sense of humour.

I am available for an interview at your convenience. Please, do not hesitate to contact me should you require further information. I may be contacted at 13, Maple Street. I am looking forward to hearing from you soon.

Sincerely yours,
Max Adamantis



Mary's Letter

Dear Sir/Madam,

I **want to get the job⁽¹⁾** of a part-time librarian assistant **that I read about⁽²⁾** yesterday in a local newspaper.

I am at a six-form college and considering a career as a librarian.

I **just got⁽³⁾** a certificate in IELTS and feel that a semester job as a librarian assistant **is a good idea⁽⁴⁾** for me.

Last semester I helped the librarian at our school library.

I **think I'm⁽⁵⁾** hard-working and cooperative. I am also good at working with people.

Here's a copy of my CV. I **can come⁽⁶⁾** for an interview at your convenience. I **can't wait to hear from you.⁽⁷⁾**

Best regards,⁽⁸⁾

Mary Jones



8. Homework. You see this job advert on your college website and decide to apply. Write a covering letter and CV. Follow the plan below. Check your work.



WANTED

Student to work part-time in library Mon-Fri afternoon.

- Are you friendly and patient?
- Do you enjoy communicating with people?

Send a covering letter and CV to: librarycollege@gmail.com

1. Warm up. Read and say if it is really so. Give your reasons.

1. Isn't it strange that the busiest people always seem to have the most time for other people?
2. It doesn't matter what job you do. It's how you do it.
3. The road of life is what you make of it, but it surely helps have good friends along the way.

2. Discuss what the road of life is in your opinion. Work in groups.

3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. to hamper ['hæmpə(r)] <i>v</i> | to prevent the movement of something |
| 2. to suit [su:t; sju:t] <i>v</i> | to be right, useful or convenient for smb |
| 3. conscientious [ˌkɒnʃi'enʃəs] <i>adj</i> | doing things correctly and carefully |
| 4. decisive [di'saɪsɪv] <i>adj</i> | very important, can influence the result or situation |
| 5. aptitude ['æptɪtju:d] <i>n</i> | talent |
| 6. attitude ['ætɪtju:d] <i>n</i> | the way you behave towards somebody or something that shows your feeling about somebody or something |
| 7. although [ɔ:l'dəʊ] <i>conj</i> | though |
| 8. despite [dɪ'spaɪt] <i>prep</i> | in spite of |

Words to learn:

to hamper,
to suit,
conscientious,
decisive,
aptitude,
attitude,
although,
despite.



Spot on Grammar

Although/In spite of/Despite/Though

We use **although** or **though** to introduce a subordinate clause in which you mention something which contrasts with what you are saying in the main clause. **Though** isn't used in very formal English.

1. After **although** we use a **subject + verb**

Although she was Ukrainian she spoke fluent English and French.

Though he hadn't stopped working all day, he wasn't tired.

Although my journey to school is long, I enjoy it.

2. After **in spite of** or **despite**, we use a **noun**, a **pronoun** (this/that/what, etc.) or the **-ing form**.

In spite of leaving on time, I'm always late.

In spite of poor health, she is always cheerful.

Despite the high hill, she manages to come to school right on time.



3. We use **in spite of** or **despite** when we mention circumstances which surprisingly do not prevent something from happening or being true. **Despite** is the same as **in spite of**.
Despite the difference in their characters, they are close friends.



Writing

4. Rewrite the following sentences using the words in brackets. Make any necessary changes.

1. I like my job. It is very dangerous. (*although*)
2. I don't really like my job. I need money. (*in spite of*)
3. Her mum is very busy. She has managed to spend some time with her family. (*although*)
4. My father has never had an alarm clock. He always wakes up on time. (*despite not*)
5. He has a very important job. He isn't well paid. (*although*)
6. A lot of things went wrong. We had planned everything carefully. (*in spite of*)
7. They have very little money. They are happy. (*despite*)
8. My computer was broken down. I managed to finish the report right on time. (*in spite of*)

Reading

5. Read the text where Olha, Svitlana, Denys and Lynn are talking about the professions they have chosen. Say which job is the most dangerous and which one is the most creative in your opinion. Name the qualities they need to be a firefighter, a bullfighter, a teacher, a decorator.

Olha

In my opinion the most worthwhile job is the job of a teacher. Tolerance, good humour, creative work and quick wits are required as well as enthusiasm and patience. You'll succeed in this job if you are able to understand students' individual needs, establish a friendly relationship with all of them, give students a lot of praise and support. This profession is very popular with students. In other words, this profession will allow you to be creative, to be involved with lots of people, to be



loved and respected by your students and their parents. So, with all my heart I say I'm pleased with my job and I'm happy.

Denys

Well, as for my job it's quite different. We know much about the profession of a teacher but less about firefighters. It may be strange for you but I am a firefighter. Unfortunately it's a dangerous job as you can be injured or even die and my relatives worry much about me. Nevertheless it's a noble job as you have the chance to save people's lives. The firefighter has to be strong, courageous and calm. And on the whole the good things outweigh the bad ones.

Lynn

OK. It's my turn. As you know I'm from Spain and my job is rather dangerous, too. I'm a bullfighter and I'm very serious about my job. I see you are very surprised. Yes, I'm a girl and I'm a bullfighter. I prefer the job of a bullfighter to any other jobs. Of course, the world of bullfighting is very hard even for a man but I can't image my life without a ring. I'm sure if you are a professional you can't be injured or killed. It goes without saying that a bullfighter must have a strong character, courage, technique and be self-confident.



Svitlana

And what about the job of a decorator?

Do you know that the colours around you can affect your mood? And my job is to surround people with colours that put them into a positive frame of mind. Do you know that red makes people feel active and excited, green makes people feel refreshed and relaxed, blue makes people feel calm, peaceful and confident, yellow makes people feel happy, cheerful and impatient, black makes people feel depressed, white makes people feel isolated and withdrawn, orange makes people feel talkative and adventurous? Patience, understanding, creative abilities and lots more are necessary in dealing with people. I think it's very important to help people feel comfortable and happy at home.



6. Read and complete the sentences using the adjectives describing qualities certain professions need and other necessary words.

1. Teachers need to be ... as
2. Fashion designers should be ... in order to create new designs.





Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.

Dealing with an article.

An article should consist of:

- an interesting title,
 - an introduction which clearly presents the topic,
 - a main body which develops the theme,
 - a conclusion that summarises the main points and/or restates an opinion, makes a suggestion/recommendation, etc.
- To attract readers' attention and keep their interest, an article should have:
- an eye-catching title,
 - a wide range of vocabulary,
 - a variety of adjectives/adverbs.

3. Surgeons must be very ... because they save people's lives.
4. Bullfighters must be ... because their job is dangerous.
5. Secretaries have to be ... in order to do their work quickly and
6. Actors have to be ... as
7. Nurses should be ... because of difficult emotional situations.
8. Managers need to be ... as they are responsible for
9. Bodyguards have to be ... as they protect

Speaking

7. Work in groups. Look at the pictures and identify the professions. Name the qualities they need to be good at their jobs, the advantages and disadvantages of their jobs.

These word expressions can help you:

- to be capable of...;
- to be suited for a career in.../to be suited to be a...;
- to be cut out for...;
- to be full of energy...;
- to be always very conscientious and hard-working;
- to be a slave of one's books for years;
- to be positive and realistic;
- to be capable of research work/creative work/taking decisive steps;
- to investigate one's own strengths and weaknesses, interests and aptitudes, attitudes and values and to relate these to the requirements of different occupations.



8. Play a game. Divide into two teams. One team says a word related to professions, the other team makes a sentence using the word and vice versa. Each correct sentence gets a point. The team with the most points is the winner.



9. Homework. Write a short article of about 100—150 words about your dream job to a teen magazine. Mention the qualities that can help you succeed in your work.

What qualities can help you succeed in work and what can hamper your future career prospects?

History

1. Answer the questions.

1. What do you know about New Zealand?
2. Do you know who the first settlers of New Zealand were before the Europeans arrived?
3. Who visited New Zealand first?
4. Who mapped almost the entire coastline of New Zealand?
5. When was the first settlement built?



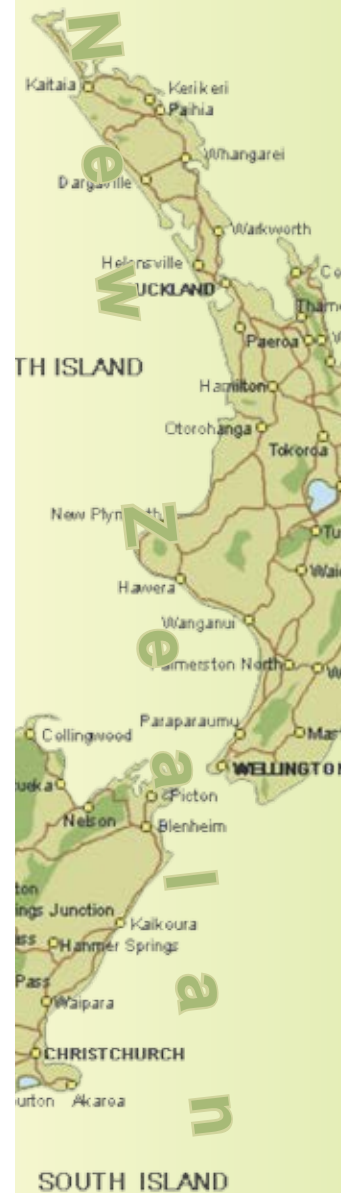
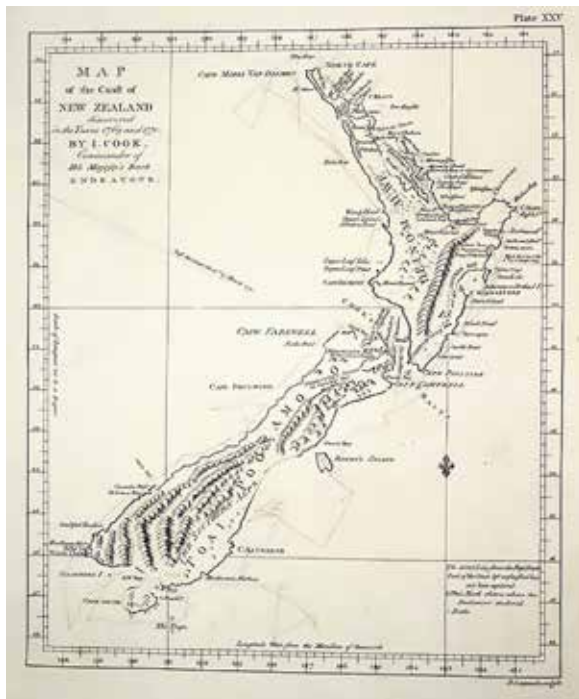
2. Read the text and the summary given below the text. There are three mistakes in the summary of the text. Find them and correct.

Archaeological evidence indicates that New Zealand was inhabited by fishing and hunting Polynesian Maori perhaps 1000 years before the Europeans arrived. Maori oral history maintains that the Maori came to the island in seven canoes from other parts of Polynesia. Over the following centuries these settlers were divided into tribes which cooperated, competed and sometimes fought with each other.

In 1642 Abel Tasman, a Dutch navigator, sketched sections of the two main islands' west coasts. Later an English captain James Cook thoroughly explored the coastline during his three voyages (1768—1779) and mapped almost the entire coastline.

In the late 18th and early 19th centuries, New Zealand was visited by numerous European and North American whaling and trading ships.

In 1840 the first settlement was built in Wellington by the New Zealand Company founded by Edward Wakefield. In 1840 the Maori and the United





Kingdom signed the treaty, too. The British monarch granted the Maori legal protection.

In the same year the groups from the United Kingdom began the colonisation process. The expanding European settlement led to the conflict with Maori, but the British and colonial forces eventually overcame determined

Maori resistance. During this period, many Maori died from diseases and warfare and intertribal warfare, too.

The constitutional government began to develop in the 1850s. In 1867 the Maori won the right to a certain number of reserved seats in the parliament. In 1893 women received the right to vote in national elections.

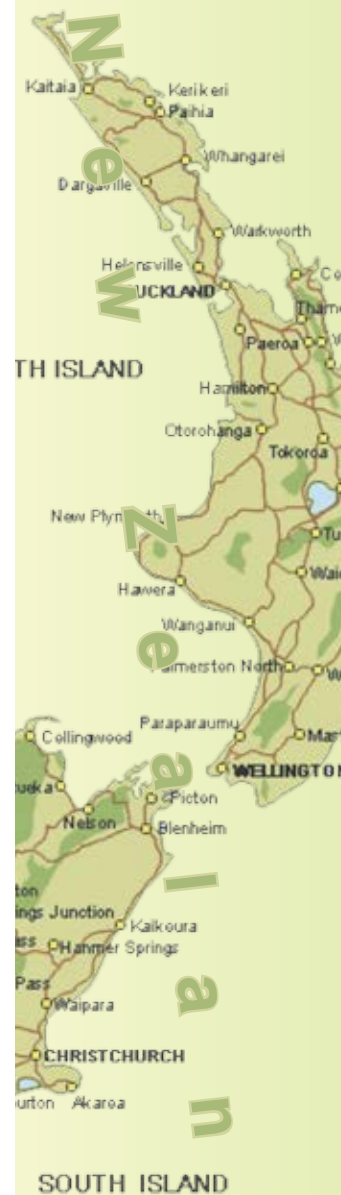
The Maori have become more active and assertive. Through interaction and intermarriage with settlers and missionaries the Maori adopted much of the European culture.

New Zealand was declared a dominion within the British Empire by a royal proclamation in 1907. It achieved full internal and external autonomy by the Statute of Westminster Adoption Act in 1947.



1. archaeological [ˌɑːkɪəˈlɒdʒɪkl] археологічний
2. evidence ['eɪdɪns] дані; доказ, свідчення
3. to indicate ['ɪndɪkeɪt] показувати, вказувати; свідчити (про щось)
4. Polynesian [ˌpɒlɪˈniːʒən] полінезійський





5. Polynesia [ˌpɒlɪˈniːzə]
6. to maintain [məˈteɪn]
7. tribe [traɪb]
8. navigator [ˈnævɪɡeɪtə(r)]
9. to sketch [sketʃ]

10. section [ˈsekʃn]
11. thoroughly [ˈθɒrəli]
12. to explore [ɪkˈsplɔː(r)]

13. to map [mæp]

14. whaling [ˈweɪlɪŋ]
15. trading [ˈtreɪdɪŋ]
16. settlement [ˈsetlmənt]
17. settler [ˈsetlə(r)]

18. treaty [ˈtriːti]
19. expanding [ɪkˈspændɪŋ]
20. eventually [ɪˈventʃuəli]
21. to overcome [ˌəʊvəˈkʌm]
22. determined [dɪˈtɜːmɪnd]
23. resistance [rɪˈzɪstəns]
24. disease [dɪˈziːz]
25. warfare [ˈwɔːfeə(r)]
26. intertribal [ˌɪntəˈtraɪbl]

Полінезія

твердити, запевняти, наполягати
плем'я, рід, клан

мореплавець, штурман, навігатор
зображувати схематично, накреслювати,
змальовувати у загальних рисах

частина (цілого), ділянка

цілком, до кінця; старанно

досліджувати, вивчати, розвідувати,
обстежувати

наносити на карту, складати (креслити)
 карту

китобійний

торговельний, торговий

поселення, колонія, селище

поселенець, колоніст, постійний
 мешканець

договір, угода

що розширюється, зростає

у результаті, зрештою

перемогти, побороти

рішучий, сповнений рішучості

опір, протидія

хвороба, захворювання

війна, бойові дії

міжплеменний



27. assertive [ə'sɜ:tɪv]

самовпевнений, напористий

28. interaction [ˌɪntər'æksɪn]

взаємодія, вплив один на одного

29. intermarriage [ˌɪntər'mæɪrɪdʒ]

шлюб між людьми різних рас

30. dominion [də'mɪniən]

домініон, суверенітет, суверенна влада

31. statute ['stætju:t]

законодавчий акт парламенту, закон

The Ukrainians were the first settlers before the Europeans arrived.

In 1642 Abel Tasman visited New Zealand and sketched sections of the two main islands' west coasts. But only an English captain James Cook explored and mapped almost the entire coastline.

In the 20th century New Zealand was visited by numerous European and North American ships.

The first settlement was built by the New Zealand Company.

In 1940 the Maori and the United Kingdom signed the treaty and the colonisation process began.

In 1947 New Zealand achieved full internal and external autonomy.



CAREERS on TV

1. Discuss in class.

- What are the daily responsibilities of news reporters and producers?
- How do food stylists and cooks work on a television cooking show?
- What talents might a casting director look for in an actor?



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. to glue [glu:] <i>v</i> | to stick together; to give all your attention to something |
| 2. producer [prə'dju:sə(r)] <i>n</i> | a person who makes a programme for television, radio, etc. |
| 3. assistant producer
[ə'sistənt prə'dju:sə(r)] <i>n</i> | a person who helps a producer |
| 4. to supervise ['su:pəvaɪz] <i>v</i> | to be in charge of something or somebody |
| 5. scriptwriter ['skriptraɪtə(r)] <i>n</i> | a person who writes texts for television, radio plays, films |
| 6. completion [kəm'pli:ʃn] <i>n</i> | the process of finishing something |
| 7. graphic ['græfɪk] <i>adj</i> | presented in the form of diagrams, drawings, etc. |
| 8. designer [dɪ'zainə(r)] <i>n</i> | a person who makes drawings or plans showing how something has to be made |
| 9. reporter [rɪ'pɔ:tə(r)] <i>n</i> | a person who writes or speaks about the news |
| 10. camera ['kæməɹə] <i>n</i> | an equipment that we use for taking photographs or moving pictures |

3. Write down any ideas you may have about how a news programme is produced.

4. What kinds of jobs are involved in broadcasting the news? Match the different professions of people who are involved in developing a news programme to the definitions.

Words to learn:

to glue,
producer,
assistant producer,
to supervise,
scriptwriter,
completion,
graphic,
designer,
reporter,
camera.

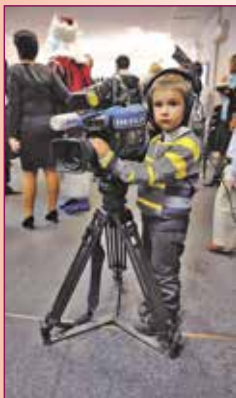




camera crew	A person who works with a producer and reporters to develop a fluent narration that keeps the show moving.
producer	A person who researches a topic, interviews key players, and presents his or her findings in a television news programme.
reporter	A person who conveys information visually through the use of colour, types, images and animation.
graphic designer	A person who decides which stories to cover in a news programme and coordinates the details of the programme.
scriptwriter	The team that takes video footage of an event for a television broadcast.

Dealing with a text.

- Read the text quickly.
- What is it about?
- Read the text again and try to understand its idea.
- Underline the key words and try to remember them.



Reading

5. Read the text to check your ideas.

Who Works on Television

Television is certainly one of the most influential forces of our time. Through the device called a television set or TV, you are able to receive news, to watch sports, entertainment, information programmes and commercials. The average American spends between two and five hours a day glued to the TV set!

Have you ever wondered about the people who work on TV for you? Who creates all those shows and documentaries for you? If you have ever wondered about your television programme creators, then read on! In this article, we'll answer all of these questions and more.

Different groups of people are involved in developing a news programme. And one of the most important persons is a *producer*. *Assistant producers help him*. A producer decides on the topics that will appear in the news programme. He creates the scenes

and conditions for making movies and shows. A producer initiates, co-ordinates, supervises and controls matters. A producer is involved throughout all phases of a film or show-making process from the beginning to completion of a project.

Each show, each news programme has *scriptwriters and graphic designers*. Writers develop the script that





newscasters read. Many of them also work as “*script doctors*”, attempting to change scripts to suit *directors* or *studios*; for instance, studio management may have a complaint that motivations of characters are unclear or that a dialogue is weak. One of the most important elements in bringing an idea to fruition for a studio to produce is involving a scriptwriter into a project.

Graphic designers provide graphics that supports a script.

And people who know a lot about all these cables and buttons on a control panel provide the *technical support*. A camera crew, a sound team and other technical staff help broadcast the news programme.

And finally, the people who bring all this news to your homes are the reporters. A *reporter* is a type of a journalist who researches and presents information in certain types of mass media.

Reporters gather information in a variety of ways, including tips, press releases and witnesses. They perform research through interviews, public records and other sources. The information-gathering part of the job is sometimes called “reporting” as it is distinct from the production part of the job, such as writing articles. Reporters generally split up their time between working in a newsroom and going out to witness events or interview people.

This is the magic world of television.

6. Read the text again and complete the sentences.

1. Television is certainly one of the most...
2. Through TV you are able...
3. Different groups of people are...
4. One of the most important people is...
5. A producer...
6. The next very important people are...
7. Scriptwriters develop...
8. Graphic designers provide...
9. And people who understand in all these cables and buttons on a control...
10. A camera crew, a sound team...
11. And finally, the people who bring all this news to your homes are...
12. Reporters gather information...



Words to learn:

blessing,
curse,
obviously,
to outweigh,
instructive,
flickering,
to corrupt.

7. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. blessing ['blesɪŋ] <i>n</i> | something that is good or helpful |
| 2. curse [kɜ:s] <i>n</i> | a rude word or phrase; something that causes harm or evil |
| 3. obviously ['ɒvviəsli] <i>adv</i> | in a way that is easy to understand or see |
| 4. to outweigh [aʊt'wei] <i>v</i> | to be more important or greater than something else |
| 5. instructive [ɪn'strʌktɪv] <i>adj</i> | informative; providing with useful information |
| 6. flickering ['flɪkərɪŋ] <i>adj</i> | shining with an unstable light that changes quickly |
| 7. to corrupt [kə'rʌpt] <i>v</i> | to encourage to act dishonestly or immoral for personal benefit or money |

8. Read the text and fill in the articles *a, an, the* where necessary. Think of pros and cons of TV while reading the text. Name them.

The Use of Television

Television now plays such ... important role in so many people's lives that it is essential for us to try to decide whether it's ... blessing or ... curse. Obviously ... television has both advantages and disadvantages. But do ... former outweigh ... latter?

Television, as it is often said, keeps one informed about current events, allows one to follow ... latest developments in ... science and ... politics, and offers ... endless series of programmes which are both instructive and stimulating. ... most distant countries and ... strangest customs are brought right into ... sitting room. It could be argued that ... radio performs this service just as well; but on ... television everything is much more living, much more real. Yet, here again there is ... danger. ... television screen itself has ... terrible, almost physical fascination force. We get so used to looking at its movements, so dependent on its flickering pictures that it begins to dominate our lives. ... friend of mine told me ... other day that his television set had broken down and that he and his family had suddenly found that they had far more ... time to do things, and that they had actually begun to talk to each other again. It makes one think, doesn't it?



There are many other arguments for and against ... television. ... poor quality of its programmes is often criticised. It is undoubtedly ... great comfort for many lonely elderly people. And does it corrupt or instruct our children? I think we must realise that ... television in itself is neither good nor bad. It is the uses to which it is put that determine its value to ... society.

Speaking

9. Work in groups. Look at these pictures and discuss the advantages and disadvantages of these programmes.



- Dealing with group work.
- Form groups.
 - Who is going to be the leader of your group?
 - Distribute tasks.
 - Do your best to complete each task.



10. Homework. Find the latest piece of news and present it to the class.





1. Look at these pictures. How do you think they relate to the topic of today's lesson?



Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

2. Work in pairs. Look through the types of TV programmes below. Write the name of a programme for each type.

cartoon comedy series debates and discussions detective series
documentary drama series game show the news
quiz programme reality show sitcom soap opera
sports programme talk show

3. Complete the sentences with the types of programmes from Ex. 2.

1. "The Voice of Ukraine" is one of the most successful
2. The new drug has become the subject of heated ... among the medical professions.
3. A local film crew is making a ... about volcanoes.
4. On TV in my country there are too many ... and there aren't enough
5. The most watchable programmes in my country are
6. My favourite TV programmes are

4. Discuss in class.

1. Have you ever been to a local TV or radio station?
2. Do you know anyone who has been?

Dealing with a discussion.

- Read the questions.
- Take short notes of your answer.
- Share your opinion with the class.

5. Listen and read the new words and their definitions. Make some sentences with these words.

Words to learn:

audition,
to audition,
news,
latest news,
foreign news,
newsreader,
newscaster,
screenwriter,
reporter,
editor,
story editor,
commentator,
interviewer,
announcer.

- | | |
|--|--|
| 1. audition [ɔ:'dɪʃn] <i>n</i> | a short performance given by an actor, singer, any person in order to find out if they are good enough to be in a show, play, etc. |
| 2. to audition [ɔ:'dɪʃn] <i>v</i> | to take part in an audition as a judge |
| 3. the news [nju:z] <i>n</i> | a regular programme giving the most recent news on the radio or TV |
| 4. news [nju:z] <i>n</i> | information about something that has happened recently |
| 5. newsreader ['nju:zri:də(r)] <i>n</i> | a person who reads the news on the radio or TV |
| 6. newscaster ['nju:zkɑ:stə(r)] <i>n</i> | a person who reads the news on the radio or TV |
| 7. screenwriter ['skri:nraɪtə(r)] <i>n</i> | a person who writes texts for actors |
| 8. editor ['editə(r)] <i>n</i> | a person who prepares a TV programme, etc. |
| 9. commentator ['kɒmənteɪtə(r)] <i>n</i> | a person who gives the opinion about something on TV, on the radio, etc. |
| 10. interviewer ['ɪntəvjʊ:ə(r)] <i>n</i> | a person who asks questions during an interview |
| 11. announcer [ə'naʊnsə(r)] <i>n</i> | a person who gives information about programmes on TV or the radio, or introduces them |
| 12. affable ['æfəbl] <i>adj</i> | genial, pleasant and easy to talk to |
| 13. amiable ['eɪmiəbl] <i>adj</i> | agreeable; pleasant and friendly to talk to |
| 14. impartial [ɪm'pɑ:ʃl] <i>adj</i> | treating equally both sides of a dispute |
| 15. charismatic [ˌkærɪz'mætɪk] <i>adj</i> | having a particular charm and attraction |
| 16. broad-minded [ˌbrɔ:d'maɪndɪd] <i>adj</i> | tolerant |
| 17. self-possessed [ˌselfpə'zest] <i>adj</i> | able to remain confident and calm |
| 18. witty ['wɪti] <i>adj</i> | able to say clever, amusing things |

Reading

6. Read the text and do the task.

In today's information society a person receives updated information from all over the world using the press, radio or television.

There are many television programmes, radio programmes containing educational information revealing the models of moral behaviour. Such information is of great educational value for the young people. Getting scientifically based knowledge about various aspects of life distracts people's attention from what is attractive only in form, but has no educational value.

Dealing with reading.

- Read the text and take notes.
- What is the text about?
- What is the main idea?
 - Read again and answer the questions.

The level of public confidence in Ukraine's media is the following: the leader is TV — 64 % of respondents trust it; the radio — 61 %; the press — 56 %. Apparently, the press is trusted less than other means of mass communication.

In Ukraine radio programmes are also different as well as television programmes.

Radio, which is part of mass media, has actively entered our modern life and is very popular. Radio gives us an opportunity to think, predict, imagine a particular situation, comprehend the words while listening to the radio.

The most popular radio programmes are “From Saturday to Saturday”, “Shkoliada”, “Word”, the block “Mysteries of Language” and “Senior Pupil”, “History Instant”.

“From Saturday to Saturday” is an entertaining programme. It is 40 years old. It makes us happy with its refinement, originality, elegance in the realm of humour and songs.



“Shkoliada”

This programme is about school and represents ten minutes about pupils' life, competitions and festivals.

Every day we are looking for answers to difficult questions with boys and girls. In each issue of “Shkoliada” there is a lot of interest-

ing information and news of school life from all over Ukraine — reports from the scene, interviews with winners and just talk with friends about the life of pupils, their education, hobbies and leisure.

The participants of the programme are only pupils. Adult voices sound like comments on certain problems.

“Word”

The programme “Word” is for anyone who wants to learn the Ukrainian language well, but doubts his or her knowledge and capabilities. And, of course, for all who are interested in the native language to know more! The programme is special. The great linguists reveal the very essence of the Ukrainian language, culture and even the Ukrainian mentality.

Block “Mysteries of Language” and “Senior Pupil”

The programme “Mysteries of Language” is a journey into the world of words, interpretation and origin of words and expressions, the richness and beauty of the language.



The programme “Senior Pupil” is about youth’s life events, a variety of categories and competitions. The main participants are high-school students. They discuss all the issues that concern them, share experiences, success, arguing, doubts. Qualified doctors, psychologists, lawyers, social workers often give their advice to students.

One of the oldest traditions of the radio magazine is the support of young talents.

“History Instant”

This programme is about the global historical processes or short historical episodes which are only moments. And each of them is unique and affects the subsequent events. Things, dates, actions, famous people, interesting facts, excerpts from documents and books are presented to the audience. It is interesting to know such history.



Discuss with your partner what radio programmes are the most popular among the young people in your opinion.

These questions can help you:

1. What is the most popular radio programme in your opinion?
2. What is the least popular radio programme in your opinion?
3. Do you like to listen to radio programmes?
4. What is your favourite radio programme?

7. Tell your classmates about your favourite programme. Give your reasons why you like this programme.

Speaking

8. Characterise your favourite TV announcer/reporter/newsreader/commentator/talk-show host. Use the adjectives from Ex. 5. What distinguishes him/her from others?

9. Look at the photos of these famous TV personalities and describe them. What distinguishing features characterise them?





10. Choose a job for yourself and find someone who has chosen the same job. Discuss your answers. Prepare a kind of a TV programme from the list below.

These words can help you:

People's occupations on TV:

announcer, newsreader, newscaster, speaker, interviewer, commentator, reporter, correspondent, TV reporter, operator, producer, technician, journalist, soundman, casting director, news producer, quiz master, stylist, coordinator, editor, puppeteer, assistant producer, scriptwriter, graphic designer

TV programmes:

cartoon, show, comedy series, debates and discussions, detective series, food show, documentary, drama series, game show, infomercial, the news, quiz programme, reality show, soap opera, special report, talk show, interview, the weather forecast, children's programme, hard talk, sitcom, sports programme, wild nature life programme, television film, commercial, video clip, current news, current affairs programme, classical music programme, pop music programme, the 95th quarter, CCR (contests in which teams compete in various activities), concert, show "Ukraine has got talent", etc.

Spot on News

News is uncountable, so we have to say a *piece of news*. The word *news* is followed by a singular verb: *The news* is very exciting.

Reading

11. Read the text and answer the questions.



The great problem we face is the influence of TV on children. This problem is common for all developed countries and Ukraine, too.

According to sociological researches about 90 % of schoolchildren spend their free time watching TV. Now almost all their free time is regulated by television.

Whole generations are growing up addicted to television. It encourages passive enjoyment. Instead of going to theatres, cinemas, museums, going for walks, going in for sports, reading books and listening to music, visiting their friends or discussing different problems they sit in armchairs watching TV. Food can be left uneaten or homework undone. Instead of a sound sleep they may watch TV. As

Dealing with a survey.

- Read the prompts.
 - Write a list of questions.
 - What are the most interesting questions?
- Walk around the class and collect opinions.



Dealing with reading.

- Read the text and take notes.
 - What is the text about?
 - What is the main idea?
 - Read again and answer the questions.



a result, because of the lost sleep children can feel bored, exhausted and depressed.

Television may be a splendid means of communication, but it prevents us from live communicating with each other. Then we are all influenced greatly by advertising.

Of course, there are some interesting educational programmes for children on TV. They can get a lot of useful information, watch their favourite football or hockey team in an important international event. They can watch all kinds of contests, quizzes and lots more, too. Foreign languages such as English, German, French and Spanish are also taught on TV.

But the main thing is that television plays a very important role in children's lives. Haven't we become more passive because of television? We are interested less in outdoor activities, aren't we? We read less, don't we? These are the problems!



1. What is the great problem we face?
2. How many children spend their free time watching TV?
3. What does television encourage?
4. What could children do instead of watching TV?
5. What does television prevent us from?
6. Are there any interesting educational programmes for children on TV?
7. What are these programmes?
8. What else is interesting for children on TV?
9. What role does television play in children's lives?
10. What are the problems?
11. And what about radio programmes? Do you listen to the radio?
12. What programme is your favourite one and why?

Speaking

12. Imagine that you are a television reporter. You are interviewing your classmates about their favourite musical programme. What questions can you ask them? Write these questions.

13. Work in pairs. Take turns to ask and answer questions about your favourite musical programme.

Include this information:

- your favourite singer or band;
- what kind of music you like to listen to;

Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

- what kind of music you don't like;
- if you play any instruments.

These words can help you:

classical, folk, jazz, rap, pop, rock, hip hop, rock-n-roll, dance, disco, indie.

14. Work in groups. Discuss these problems.

1. Television is not harmful, but if you watch TV programmes without choice it may be harmful.
2. Children should watch only interesting and useful programmes.
3. Television helps children to learn a lot about our world and develop their imagination.
4. Parents should give their children an opportunity to discuss with them what they have seen.
5. The advantages and disadvantages of television.



Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.



Listening

15. Listen to Marge's interview with a woman and her son. Answer the questions. Act it out. Think of your own interview and act out a meeting in the Producing Centre.

1. Who does Marge interview?
2. What does she find out about the boy?
3. How do the woman and the boy feel?



Dealing with listening.

- Listen and follow the text.
- Take turns to ask and answer questions.
- Act out the dialogue.
- Make your own dialogue.



Reading

16. Read the text and say which of our actors, singers, dancers, TV presenters started their careers because of their involvement in reality TV shows. Name the most popular reality TV shows in Ukraine. Would you like to take part in these shows? In which ones? Why?

Reality Shows

A lot of people were sure that reality TV shows would be a very short-lived phenomenon. Despite these suggestions some reality shows are very popular in our country. They are watched by millions of viewers each day as they are interesting and we don't get bored. The contestants do their best to become successful. Indeed, a number of people have become famous because of their involvement in reality TV shows. They have done their best to have successful careers as singers, actors or TV presenters and are well known in our country. The most popular reality TV shows in Ukraine are: "Karaoke in Maidan", "Ukraine has got talent", etc.

Dealing with reading.

- Read the text and take notes.
- What is the text about?
- What is the main idea?
- Read again and answer the questions.



Speaking

17. Work in pairs. Ask and answer questions about your favourite reality shows.



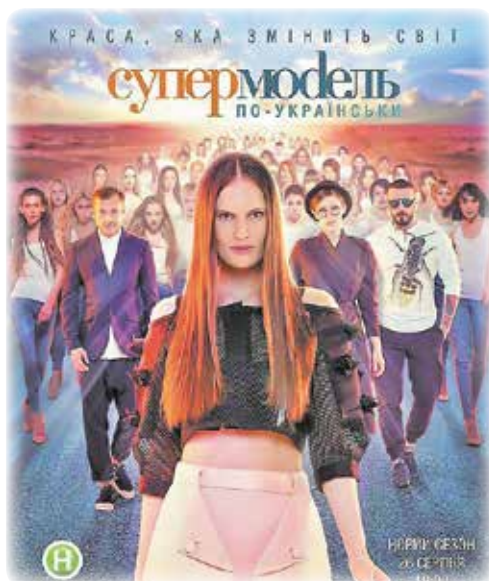
- Dealing with pair work.
- Form pairs.
 - Distribute tasks.
 - Do your best to complete each task.



Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.

18. Work in groups. Look at these pictures and discuss the advantages and disadvantages of these programmes.



Dealing with a discussion.

- Read the questions.
- Take short notes of your answer.
- Share your opinion with the class.



19. Homework. Write an e-mail of about 35—45 words about your favourite reality show to your penfriend.

1. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. to advertise ['ædvətaɪz] <i>v</i> | to put information on TV, in a newspaper, etc. in order to persuade people to buy something |
| 2. advertisement [əd'vɜ:tɪsmənt] <i>n</i> | a piece of information about goods on TV, etc. in order to persuade people to buy them |
| 3. advert ['ædvɜ:t] <i>n</i> | informal advertisement |
| 4. ad [æd] <i>n</i> | informal advertisement |
| 5. advertiser ['ædvətaɪzə(r)] <i>n</i> | a person who puts information about goods on TV, etc. or company that presents it to the public |
| 6. to treat [tri:t] <i>v</i> | to pay for something that somebody else will enjoy |
| 7. reversible [rɪ'vɜ:səbəl] <i>adj</i> | that can be turned inside out and worn with either side showing |
| 8. necklace ['nekləs] <i>n</i> | a piece of jewellery that is worn around the neck |

Words to learn:

to advertise,
to advertise goods,
to advertise for
smth,
advertisement,
office for
advertisements,
to insert (to put)
an advertisement in
a newspaper,
advert,
to advert to other
matters,
ad,
advertiser,
to treat,
necklace,
reversible.

Speaking

2. Work in pairs. Match the pictures of advertised products and the slogans.



Good to the Last Drop!
Tastes as good as it smells.
Say goodbye to your thin lips!
In Touch With Tomorrow.

Dealing with
pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

Choose freedom.
 Take Toshiba, Take the World.
 McDonalds. I'm lovin' it.
 What you want is what you get.
 It's a good time for the great taste of McDonald's.
 Nothing can do it like McDonald's.
 We love to see your smile.
 Harley-Davidson. Live to Ride, Ride to Live.
 The Road Starts Here. It Never Ends.
 Live your myth in Ukraine.

3. Work in groups. Discuss the adverts you've seen for the types of products from Ex. 2. What adverts are the most interesting? What adverts would you like to change or omit?

Listening

4. Listen to the interview with an advertiser. Name the products that were advertised by Annett Cooper.



Marisa Miller in a new company Harley-Davidson



Kate Winslet in the advert of a lipstick



5. Listen again and answer the questions.

1. What kind of people do they use in adverts?
2. What does it depend on?
3. What hiding messages do they carry?
4. Do people remember ads for a long time?
5. What other methods are used to make an ad interesting?
6. What ad does an interviewer remember?

Speaking

6. Work in groups. Read and discuss these adverts.

1. Working in a group, decide who these products can be sold to.

Are they young, middle-aged or old?

Are they men, women or children?

Are they single or married people?

Do they have kids/pets/country houses/gardens?

What hobbies do they have?

2. Compare your answers with the answers of other groups. Choose the best slogan for each advert.

Reversible Polar Fleece Dog Coat

Keep your dog cosy and warm with our easy-to-wear soft and snug reversible polar fleece dog coat. A co-ordinated tartan lining makes the coat fully reversible for a different look. Machine-washable. Please, measure the length of your dog from collar to base of tail. Available in green/red tartan and red/green tartan.



Lemon and Strawberry Truffles — 340g

The perfect chocolates for treating yourself, then putting the second box aside for a gift! Attractively presented, these handmade lemon and strawberry truffles are produced in dark and white chocolate respectively. Around 30 award-winning chocolates in total.



Pearl & Amethyst Necklace

This elegant pearl necklace in shimmer of green and pink, mixed with semi-precious purple amethyst drops and gold-plated beads will add style to your summer wardrobe. This stunning necklace consists of 3 separate strands twisted into a thick rope to create a stylish necklace. That'll look as perfect with a silk shirt as it will with summer dresses and T-shirts. Your necklace costs just £39.95. Why not to buy it?



Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.

Dealing with an advertisement.

- Read the advertisement.
- Read the remarks.
- What are the key words?
- What type of questions will you ask?
- Do the task.

7. Work in groups. Think of your own adverts. Present your adverts to the classmates. Let them decide if you can be an advertiser and work for a television company.

Dealing with
an advertisement.

- Read the advertisement.
- Read the remarks.
- What are the key words?
- What type of questions will you ask?
- Do the task.

8. Look at these adverts, discuss and decide which one is the best and which one is the worst in your opinion. Why?



Before it's too late. wwf.org



9. Read children's opinions about TV and say what you think about TV programmes and which one is the best in your opinion.

- As I'm fond of music I enjoy watching musical programmes.
- I'm interested in sports events very much so I watch sports programmes to know the latest information about sports events and sportsmen.
- I like watching TV ever so much because it helps me to relax after school. I like all programmes. I only hate watching adverts.
- But as for me I mostly watch the commercials, so I know what new goods I can buy in our shops.
- I hate watching TV. I prefer to do sports, communicate with my friends, go for a walk, play the piano or read an interesting book.
- Friendly speaking, I watch TV when I want to get useful information. So, my favourite programmes are quizzes or game shows, "Animal Planet" and others.
- I only watch TV in order to know the latest news in the political and economic life of Ukraine and other countries.
- Well, and I watch documentary, news or weather forecast programmes and nothing more.
- I don't like watching TV but my brother is crazy about cartoons and feature films. He can't imagine his life without TV.



Dealing with a text.

- Read the text quickly.
- What is it about?
 - Read the text again and try to understand its idea.
- Underline the key words and try to remember them.

Spot on Informal Letters

A good informal letter should consist of:

- a) an appropriate greeting (*Dear Kathy; Hi, Ann*);
- b) an introduction clearly stating the reason why you are writing;
- c) a main body in which the subject is developed. Begin a new paragraph for each main point;
- d) a final paragraph in which you sum up the topic or express your wish for something to be done;
- e) an appropriate ending (*Yours/Best wishes + first name*).

Style in Letters

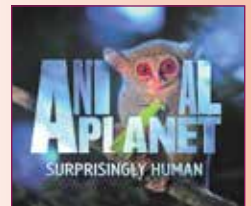
The characteristics of informal style in letters are:

- informal language and style (idioms, the colloquial English);
- abbreviated forms, pronouns are omitted;
- everyday vocabulary (*I'm having a great time.*);
- informal linkers (*so, and, etc.*);
- the ending (*Yours/Love/Best wishes/Regards, Jim*);

Respond to your friend's letter in a friendly, chatty style.

REMEMBER!!!

Friendly letters begin with *Dear + first name* and end with *Love/Yours/Best wishes + first name*.





Useful Language

To introduce a topic: Well, you'll never guess who I bumped into yesterday./I know how much you love tennis, so I've got us the tickets to Wimbledon./By the way, did you know that John's got a new job?

To go back to a previous topic: Anyway, as I was saying earlier, I really wasn't very happy there./Now where was I? Oh yes, I nearly forgot, Mary asked me to tell you about the cinema.

To introduce a surprising or bad news: Actually, he came to the party after all./I'm really sorry but I can't make it./To tell you the truth, I don't really like sports much.

To summarise what you've already said: Anyway, we had a really nice time in the end./Well, to cut a long story short, we didn't get there on time.

Ending an informal letter: Yours/Best wishes/Love/Take care, etc. + your first name.



10. Homework. You have received a letter from your English-speaking penfriend. Write a letter and answer his/her 3 questions.

...I am very busy now preparing for my exams but yesterday I saw a new film about Sherlock Holmes on TV. You've probably seen it, too...

1. What kinds of TV channels do you like?
2. What does this channel broadcast?
3. What are your preferences?

Suggested Answer:

Dear Jim,

Great to hear from you again! Hope to contact you soon.

Well, so many channels are available on TV and as for me, my favourite channel's "Discovery Civilisation".

This channel has a wide range of different programmes and I enjoy watching most of them, for example: "Jurassika", which tells about dinosaurs, "Treasure Hunter", which is about searching for treasures in the water and on the earth, "Fantastic Creatures", which describes different fabulous animals, using mythology and history, and others.

But naturally, I've got my preferences and prejudices and I don't like watching programmes about wars, for example, "The Field of the Battle" or "Modern Wars". Firstly, in my opinion, there's too much violence in these programmes and secondly, they're sometimes false. Speaking about TV, Isaac Shoenberg said, "Well, gentlemen, you have now invented the biggest time-waster of all time", and he was right. The variety of channels on TV is great. It is your choice to be made.

Well, I'd better run now. Looking forward to hearing from you.

Take care,

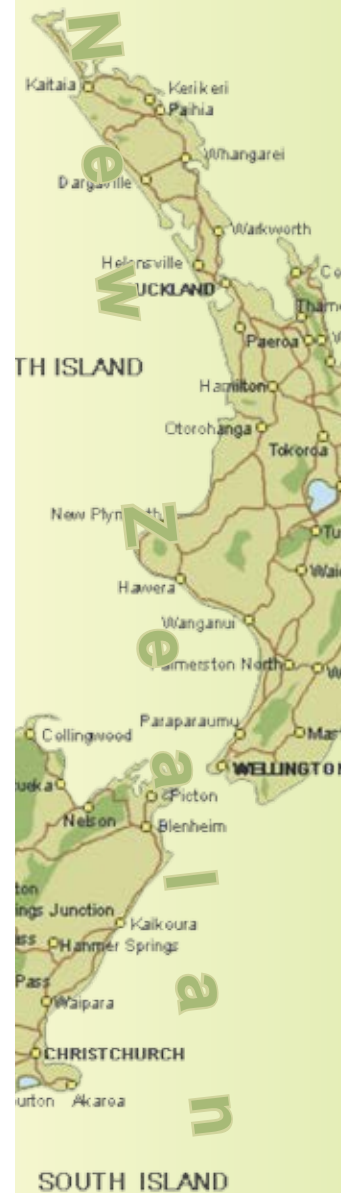
Sandra

New Zealand

Fact File

Geography

1. Look at the map of the country and say where it is situated. Have you ever visited it? If not, would you like to visit it? Is it worth visiting New Zealand to your mind? Why?



2. Read the text and complete the sentences given below the text.

New Zealand is a unique island country of breathtaking scenery. It is situated about 1500 km (900 mi) southeast of Australia and its





closest neighbours to the north are New Caledonia, Fiji and Tonga islands. The country covers 268,021 sq km.

New Zealand consists of two main islands — the North Island and the South Island. They are separated by the Cook Strait, 22 kilometres wide at its narrowest point, and numerous small outlying islands. These islands are so scattered that they range from the tropics to the Antarctic.

These small islands include the Auckland Islands, the Kermadec Islands, the Chatham Islands, the Antipodes Islands, Campbell Island, Stewart Island, Bounty Island, the Solander Islands and others. New Zealand also includes the Cook Islands, about 3500 km northeast of New Zealand; Niue, 920 km west of the Cook Islands; Tokelau, three atolls, about 960 km northeast of Niue and the Ross Dependency which is in free association with New Zealand.

The indigenous Maori named New Zealand Aotearoa translated as “the land of the long white cloud”.

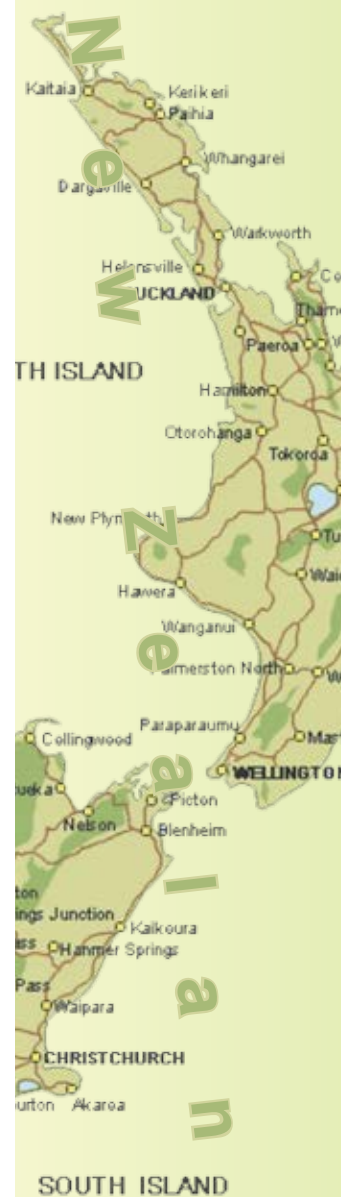
New Zealand isn't a large country, it is the size of Colorado.

Two-thirds of the country are mountainous. The North Island is known for its active volcanic mountains, beautiful geysers and hot springs. The highest North Island mountain, Mount Ruapehu (2797 m) is an active volcano. The country's longest river Waikato and the largest lake Taupo are both on the North Island. The South Island is divided along its length by the Southern Alps, the highest peak of which is Mount Cook, 3724 m high. There are beautiful fjords in the southwest and the largest areas of virgin forests in the southern and northern parts of the South Island, too.



Verdant rainforests, snow-capped alpine mountains, deep alpine lakes, glaciers, active volcanoes, fish-filled rivers, springs of mineral water, geysers and the brilliant blue sky attract people's attention. New Zealand is one of the cleanest, greenest and most popular places to visit.

1. breathtaking ['breθteɪkɪŋ] захопливий, що вражає, приголомшливий
2. scenery ['si:nəri] пейзаж, ландшафт; picturesque scenery — мальовничий пейзаж
3. outlying ['aʊtlaɪnɪŋ] далекий, віддалений, що перебуває за межами
4. scattered ['skæɪtəd] розміщений далеко один від одного; розкиданий; scattered trees — окремо розкидані дерева
5. to range [reɪndʒ] простягатися; коливатися в певних межах
6. tropic ['trɒpɪk] тропік; the tropics — тропіки, тропічна зона
7. antarctic [æn'tɑ:ktɪk] антарктичний; the Antarctic — Антарктида
8. association [ə,səʊsɪ'eɪʃn] об'єднання, союз
9. indigenous [ɪn'dɪdʒənəs] місцевий
10. volcano [vɒl'keɪnəvʊ] вулкан
11. volcanic [vɒl'kænɪk] вулканічний, бурхливий, шалений
12. geyser ['gi:zə(r)] гейзер
13. spring [sprɪŋ] джерело, ключ
14. fjord, fiord [fjɔ:d] фіорд
15. virgin ['vɜ:dʒɪn] непорушний, чистий; virgin forest — одвічний ліс
16. verdant ['vɜ:dnt] зелений
17. alpine [ælpaɪn] альпійський, гірський, високогірний
18. glacier ['glæsiə(r)] льодовик, глетчер





1. New Zealand is...
2. It consists...
3. New Zealand also includes...
4. Two-thirds of the country...
5. The North Island is known for...
6. The country's longest river is...
7. The largest lake is...
8. The Southern Alps are situated...
9. There are...
10. ...attract people's attention.

3. Work in pairs. Compare the geographical position of Ukraine and New Zealand. Which geographical position is better in your opinion? Why?



1. Listen, read and say if it is really important to turn our hands to gentle things. Do you know any youth movements which take care of a man? Use your dictionary to check the meaning of any words.



Let's Turn Our Hands
 Let's turn our hands to gentle things
 To stroke a maiden's hair.
 To lift a baby shoulder high
 To ease an old man's care.
 Too long — how long! — we've spent
 our strength
 On wars and war's alarms.
 Let's turn our hands to loveliness
 That each of us may know
 From fires we did not recognise
 Creation's kindling glow.

Joe Wallace

2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. scout [skaʊt]; boy scout ['bɔɪ skaʊt] <i>n</i> | a member of the Scout Association or the Scouts, who is trained in various useful skills |
| 2. scouting ['skaʊtɪŋ] <i>n</i> | the activities the scouts take part in |
| 3. scoutmaster ['skaʊtmɑːstə(r)] <i>n</i> | an adult leader of a group of Scouts |
| 4. observation [ˌɒbzə'veɪʃn] <i>n</i> | an action of watching |
| 5. to persuade [pə'sweɪd] <i>v</i> | to make someone willing to do something by repeatedly asking, arguing, etc. |
| 6. troop [tru:p] <i>n</i> | a group of Scouts under the guidance of an adult leader |
| 7. to clean up [kli:n ʌp] <i>v</i> | to clean thoroughly |
| 8. neighbourhood ['neɪbəhʊd] <i>n</i> | an area around one's own place |
| 9. non-stop [ˌnɒn'stɒp] <i>adv</i> | without a pause or interruption |
| 10. recently ['riːsntli] <i>adv</i> | not long ago |

Dealing with
a poem.

- Listen to the poem carefully.
- Read and point out the key words.
- What is it about?
- What is the main idea?
- Learn it by heart.

Words to learn:

scout,
 boy scout,
 scouting,
 scoutmaster,
 observation,
 to persuade,
 troop,
 to clean up,
 neighbourhood,
 non-stop,
 recently.



Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.

3. Work in groups. Look at the photos. What do you know about the Scout Movement? Do you want to develop such a movement in our country?



Reading

4. Read the text to check your ideas and match the numbers of the headings to the parts of the text. Use your dictionary to check the meaning of any new words.

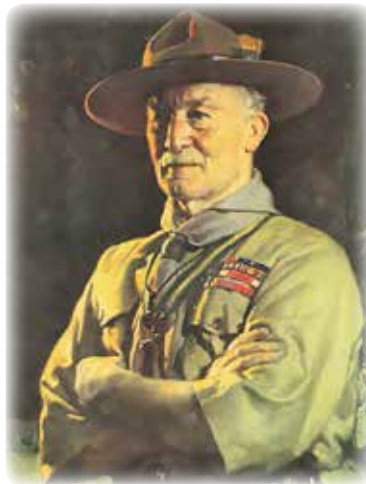
1. Expanding of Horizons
2. New Organisation of the Scout Movement
3. Life without Baden-Powell
4. The Birth of an Idea
5. The Start of the Movement

- ☐ Baden-Powell returned to England as a national hero, after defending the town of Mafeking. When he returned to England, he discovered that many boys and young men were reading his book *Aids to Scouting*. This book was a military training manual, teaching soldiers the techniques such as observation, tracking, initiative and others.

Baden-Powell met with many people in youth movements across the country, and was persuaded to write a version of *Aids to Scouting* aimed at teenage boys, *Scouting for Boys*, published in 1908. It was soon realised that some form of organisation was required to support these Scouts.

- ☐ In 1910 Baden-Powell retired from the Army to devote his time, effort and money to Scouting. This year also saw the first census of Scouts in the UK.

- ☐ In 1909, an American businessman, William Boyce, was lost in the fog of



Baden-Powell





England, August 2003. The Ukrainian Scouts at the international camp "AQUAE SULIS"

London, when a small boy approached him, and offered to take him to his hotel. The boy refused any offer of money for the service, saying that it was his good turn as a Boy Scout. Boyce was interested in this and visited Baden-Powell before he left London to discover more of this. When he got back to the USA he set up the movement the Boy Scouts of America. By 1918, its number had risen to 300,000, and had reached the million mark before the end of the twenties.

☐ Scouting now has 25 million members worldwide.

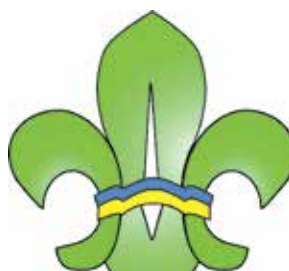
Originally Baden-Powell had made Scouting as a movement for boys between the ages of 11 and 18.

But he set up the girl movement the Girl Guides in 1910, with the help of his sister, Agnes, and then with the help of his wife, Olave.

In 1909 Scoutmasters were facing the problem of younger brothers willing to join in the fun. And he created a kind of young Scouts organisation under the title *Wolf Cubs* based around the *Jungle Book* of his close friend Rudyard Kipling, with the Cubs having their own distinct uniform, badges, motto, sign, salute, etc.

Just before the end of the Great War, Baden-Powell set up a scheme of rules for *Senior Scouts*, which changed its name to *Rover Scouts* the next year, for anyone over the age of 18 to join it.

☐ Baden-Powell's health was very poor and in 1938 he moved to Kenya to spend the last days of his life in Africa. He died on January 8th, 1941.



Dealing with
a text.

- Read the text quickly.
- What is it about?
 - Read the text again and try to understand its idea.
- Underline the key words and try to remember them.



Dealing with
"true" or "false"
answers.

- Read the sentences from the exercise.
- Analyse the sentences carefully.
- Assess whether they are true or false.
- Mark the answers.

Dealing with
a discussion.

- Read the questions.
- Take short notes of your answer.
- Share your opinion with the class.



5. Read the text again and say if these statements are true or false.

1. Baden-Powell was a national hero of England.
2. A very popular book at that time was about hunting, fishing and diving.
3. *Scouting for Boys* was a renewed version of *Aids to Scouting* published in 1908.
4. Baden-Powell put all his money and force in the developing of the Scout Movement.
5. William Boyce, who got lost in London, was taken to the hotel by a small boy who got a good reward for his help.
6. Boyce was impressed with the movement and visited Baden-Powell before he left London and started Scouting in the USA.
7. The girls' movement was set up in 1911.
8. The part of Scouting the *Wolf Cubs* was created to involve any person who would like to participate in the Scout Movement.
9. The organisation changed its name in 1945.
10. Baden-Powell died in Africa.

Listening

6. Discuss in class. What do Scouts do for their local community? Listen to the stories of Boy and Girl Scouts and say which of these activities you would like to take part in. These pictures can help you.



Writing

7. Read the grammar topic on Present Tenses (pp. 221—224) and complete the sentences with the verbs in the Present Perfect Continuous.

wait learn cry play (x2) snow live run

1. It ... all day.
2. She ... Japanese since her parents moved to Japan.
3. He ... football professionally for ten years.
4. We ...n't ... in this flat for very long.
5. Those children ... up and down the yard for ages.
6. She ... non-stop since she got his letter.
7. My cousin ... the drums for hours. I wish he stopped.
8. ... you ... long, madam?

8. Read the text and put the verbs in brackets into the correct tenses.

Dear Josh,

Hope you are as well as your family. The doctor ... (to come) yesterday. He ... (not to like) my leg. I ... (to break) it while we ... (to be) in the ski resort in Austria. I ... (to lie) in bed looking at the ceiling since Monday and I have to admit I'm fed up with it. I ... (never to feel) so helpless and miserable before. The weather's fantastic. The birds ... (to sing) all day but I even can't go downstairs to enjoy them in the fresh air.

Trish ... (to visit) me last week. Can you imagine, she ... (to bring) all her kids and husband with her. And I can't ... (to close) my eyes while they ... (to be) in the house.

My best friend Olha recently ... (to move) to the States. Since she ... (to get) a job as an actress, she ... (to be) happy as never before. I'm happy she ... (to go) there but I'll miss her a lot — we ... (to be) friends since we ... (to be) kids.

There ... (not to be) many changes in the family. My mum finally ... (to open) a bakery she ... (to dream) about for all her life, and she's enjoying herself a lot making her favourite biscuits.

No more news. Write when you have time.

Love,

Sue



9. Read the grammar topic on the Past Simple (p. 224) and put the verbs into the Past Simple Tense in the following sentences. Use the appropriate time expressions.

1. My mum goes to work by bus.
2. I meet my friend on Tuesdays and we read poetry.
3. My brother always wears black.
4. Our granny makes cakes every week.
5. My sister and I do not get up at 6.30.
6. Do you take the dog out twice a day?

10. Put the verbs in brackets into the correct tenses.

1. — Did you manage to get to the bank yesterday?
— No, unfortunately I ... (to get) there late.
2. — Where did you go for dinner on your birthday?
— I ... (to go) to the new Chinese restaurant in town.
3. — Did you find the papers you were looking for?
— Yes. They ... (to be) on my desk all the time.
4. — What ... (you/to buy) your mother for Christmas?
— I got her a new jumper.
5. — Did you enjoy the concert yesterday?
— Yes, but I was nervous because I ... (to dance) at the concert.
6. — When did you see Janet?
— I ... (to meet) her at the bus stop yesterday morning.



Dealing with verbs in brackets.

- Read the sentences.
- When does the conversation take place?
- What form of the verb do you think is used?
- Find time expressions.
- What tenses are used with these words?
- Complete the task.

Dealing with verbs in brackets.

- Read the sentences.
- When does the conversation take place?
- What form of the verb do you think is used?
- Find time expressions.
- What tenses are used with these words?
- Complete the task.



11. Put the verbs into the negative and interrogative forms in the following sentences.

1. We heard a terrible noise 20 minutes ago. 2. He slept till 10.00.
3. She thought about it. 4. She found her watch. 5. Mike taught Japanese last year. 6. Tom hurt his foot yesterday evening.

12. Read the jokes and complete the sentences with the correct forms of the verbs in brackets.

The Talk of the Friends

The friends John and Jack met at the entrance of the restaurant.

John: Look, Jack, your sweetheart ... (*to sit*) over there! Why not go and sit next to her?

Jack: You see, I'd like to but I have the feeling that she ... (*not to pay*) her bill yet.



The Talk of the Brothers

— What ... you ... (*to do*) now, Jack?

— I ... (*to do*) my homework.

— And what ... you ... (*to do*) half an hour ago?

— I ... (*to learn*) English. And maybe you want to know what I'll be doing in another half an hour, Tom?

— Yes, Jack, what ... you ... (*to do*)?

— I ... (*to beat*) you if you don't stop asking me silly questions.



A Sleeping Man

A conductor on a tram saw a young man sitting with his eyes closed. He ... (*to come up*) to the man and said, "Wake up!" The young man ... (*to open*) his eyes and answered quietly, "Why, I wasn't asleep". "Not asleep?" asked the astonished conductor, "Why do you have your eyes closed, then?" "I just hate looking at the ladies standing in a crowded car", ... (*to say*) the young man.



13. Homework. Write a short note about the things you have been doing and have done recently. Present it in class. Find the pupils who have been doing and have done the same things. Who is the most active "doer"?

1. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. subculture ['sʌbkʌltʃə(r)] <i>n</i> | a particular cultural group of people within a society whose behaviour and customs are disapproved of by most people |
| 2. depression [dɪ'preʃn] <i>n</i> | a feeling of sadness and hopelessness; a mental disorder |
| 3. confusion [kən'fju:ʒn] <i>n</i> | the state of being mixed up |
| 4. barbarian [bə:'beəriən] <i>n</i> | someone from different land, country or culture; not belonging to any civilisation and considered wild |
| 5. to accuse [ə'kju:z] <i>v</i> | to charge someone with breaking the law, crime, offence or just for something wrong |
| 6. fashion ['fæʃn] <i>n</i> | a manner, a way of doing or making something |
| 7. violence ['vaɪələns] <i>n</i> | extreme force in action that causes damage; a harmful effect on somebody or something |
| 8. violent ['vaɪələnt] <i>adj</i> | acting with great damaging physical force; forceful; dangerous |
| 9. indefinable [ˌɪndɪ'faɪnəbl] <i>adj</i> | that is impossible to describe or define |
| 10. to overstate [ˌəʊvə'steɪt] <i>v</i> | to state that things are better, more important or worse than they really are |
| 11. to alienate ['eɪliəneɪt] <i>v</i> | to make someone become unfriendly or unwilling to give support |
| 12. hardships ['hɑ:dʃɪps] <i>n</i> | situations that are difficult and unpleasant |

2. Work in pairs. Look at the photos. What do you know about these subcultures? How do you think they relate to the topic of today's lesson?



Words to learn:

subculture,
depression,
confusion,
non-existent,
to accuse,
to harm,
fashion,
violence,
violent,
indefinable,
illegal,
to overstate,
to alienate,
hardships.

Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

Dealing with
"true" or "false"
answers.

- Read the sentences from the exercise.
- Analyse the sentences carefully.
- Assess whether they are true or false.
- Mark the answers.

3. Discuss in groups and say if these statements about the emo and goth subcultures are true or false.

1. The term "emo" is an abbreviation of the word "emotional".
2. Emo is also a fashion that is coming from emocore (emo hair style).
3. The teenagers who listen to emocore are often called emo kids.
4. Emo kids like to express their feelings writing poems about the beauty of the world around them and their love to people.
5. Goths are associated with extreme violence and satanism.
6. Goths wear symbols such as a Christian cross, an Egyptian ankh, etc.
7. A lot of people turn to the gothic subculture after having a hard time in school.
8. Goths have different interests: computer games, listening to hard rock music, writing depressing poems, etc.
9. Most goths are atheists.
10. Many goths are optimistic about the future and see much beauty in the world.

Listening

4. Listen to the expert of these two subcultures and check your answers.



Spot on an Opinion Essay

An opinion essay is a formal piece of writing in which we present our personal opinion on a topic and support it with reasons and examples. An opinion essay consists of:

- an introduction in which we introduce the topic and clearly state our opinion;



- a main body consisting of three paragraphs. The first two present separate viewpoints, each supported with reasons/examples, and the third paragraph presents the opposing viewpoint supported with reasons/examples;
- a conclusion, in which we restate our opinion in different words.

We normally use **present tenses**. We link our ideas with **appropriate linking words**.

Adding more points: *moreover, furthermore, also, apart from this, in addition.*

Listing points: *to begin with, firstly, in the first place, secondly, last, etc.*

Introducing opposing viewpoints: *on the other hand, although, however, etc.*

Introducing examples/reasons: *for example/instance, such as, therefore, in particular, etc.*

Expressing results: *as a result, consequently, so, as a consequence, etc.*

Concluding: *to sum up, all things considered, taking everything into account, etc.*

Expressing our opinion: *I believe, in my opinion, I think, it seems to me that, to my mind, I strongly disagree with, I am totally against, I completely agree with, etc.*

We do not use colloquial expressions, everyday language, short verb forms or chatty personal language. We use formal expressions, longer sentences, full verb forms and formal linking words.

We can also find this type of writing in the form of an article in newspapers, magazines, etc.

Reading

5. Divide the class into 4 groups and read Olesia's essay. Each group has to read different texts: the first group the introduction about teenagers, the second about emo kids, the third about scouts, the fourth about the graffiti movement. Discuss the information with other groups.

5a. Change the groups and discuss how teens try to express themselves.

Teenagers

To begin with, a teenager is a person who is in his or her teens. This time everything may get a person down.

It is usually challenging for teenagers to make their own choices, be financially independent, deal with problems at school. Teenagers have little sympathy dealing with misunderstanding and blaming.



- Dealing with group reading.
- Divide the class into groups.
 - Each group reads its own paragraph.
 - Ask questions to each other in the group.
 - Present information to the other groups.
 - Ask and answer questions.

Dealing with a discussion.

- Read the questions.
- Take short notes of your answer.
- Share your opinion with the class.

This is the most popular teenagers' list of hardships. For example, their relations with parents are poor, because teens think nobody understands them. The next fact is that students think that school is a whole detention. Everybody knows that teens are sure they do not have fake friends.

Youngsters' popular way of rebelling is to break ties with home; they usually make their escapes to their friends. By the way, teenagers try to express themselves in all possible ways. They believe it can become possible being a part of a subculture. I want to remind you that a subculture is a particular cultural group of people within society whose behaviour and customs are disapproved of by most people (for example, emo and goth).



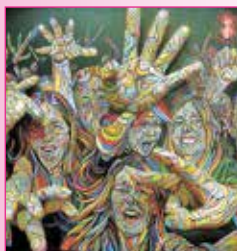
Emo Kids

It is a well-known fact that “emo” is used as an abbreviation of the word “emotional”. “Emo kids” is the term for the teenagers who listen to emocore (the combination of hardcore and punk music). This type of teens is sensitive, shy and often quiet; emo kids write poems to express their feelings. They remember their problems with depression, confusion and anger; they write about life as a pain, using depressing adjectives. These teens have a firm belief that the world fails to understand them. As to their appearance, the long fringe brushed to one side of the face or over both eyes, dyed black or other different bright colours attract our attention. Straightened, “slim fitted”

clothes like tight emo jeans (skinnies) are classic must-haves. Piercings and stretched ears are really trendy among emos, too.

Scouts

The second way of teens' leisure time spending is being a member of a youth movement. Nowadays, the most popular youth movement is the scout movement. It now has 25 million members worldwide. A scout is a member of the Scout Association, who is trained in various useful skills. Furthermore, scouts talk to police officers, social workers about the vital problems of people and write



detailed reports to the municipalities. As a result, in 1981 the World Organisation of the Scout Movement received the UNESCO Prize for Peace Education. Thanks to the Scout Movement, young people are involved into the elimination of hunger and reduction of poverty. They fight illiteracy and uphold human rights all over the world.

The scouts have their motto, emblem, salute and uniform. The motto of scouting is “Be Prepared”. Its significance is that a scout must always have his spirit and body ready to help him accomplish his task. The emblem is the fleur-de-lis, it means that a scout can point to the right way in life just like a compass in the field. Three lifted fingers of their salute stand for the three points of the Scout Promise: being loyal, helping the others and following the Scout Law.

Graffiti Movement

The second youth movement by popularity is graffiti. In 1970s, young people in New York started to write their names or “tags” on walls around the city, buses and subway trains. Some artists try to make people think about social problems and discrimination with their pictures.



They step into the reality with the help of their masterpieces. They do their best to bring colour and beauty to our lives. However, graffiti is thought to be vandalism. In spite of that street art can be even seen in galleries in Paris, London, and Los Angeles.



Speaking

6. Work in groups. A teen magazine has asked its readers to share their ideas on youth and subcultures.

Share your ideas using the plan below:

- What is a “subculture”?
- What hardships do teenagers experience?
- How do teens try to express themselves?

Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.



7. Look at the photos and describe these young people. Do you want to look like these young people? Why? Why not?



8. Homework. You've received an opinion essay from your penfriend Tom. He writes that he is interested in emo and goth subcultures and is going to become one of them though he hasn't decided yet which subculture is more interesting. Write an opinion essay of about 100—150 words answering the following questions.

1. What does "youth culture" mean?
2. Which of the subcultures lead to conflicts between young people where you live? How can we stop them?
3. How do teens prefer communicating with their friends?
4. What do you do in your free time?
5. What is your opinion on these subcultures?



1. Discuss in class the statements below. Which of them have you heard before? What's your opinion?

1. Teenagers are lazy and just hang about the streets looking for troubles.
2. Teenagers behave badly and don't care about other people.
3. The girls are even ruder than the boys.



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. to intimidate [ɪn'tɪmɪdeɪt] <i>v</i> | to frighten by making threats |
| 2. bipolar [ˌbaɪˈpəʊlə(r)] <i>adj</i> | involving two opposite opinions |
| 3. fake [feɪk] <i>n</i> | not real; a thing or a person that is not what they look like, in order to deceive people |
| 4. goofy ['guːfi] <i>adj</i> | stupid or silly |
| 5. tracksuit ['træksuːt] <i>n</i> | a suit worn by sportsmen or when training |
| 6. detention [dɪ'tenʃn] <i>n</i> | the form of punishment for children of being kept alone at school after classes |
| 7. restraint [rɪ'streɪnt] <i>n</i> | calm behaviour |
| 8. loose [luːs] <i>adj</i> | not fitting closely, only following the shape of the body |
| 9. sophisticated [sə'fɪstɪkeɪtɪd] <i>adj</i> | knowing much about fashion, culture |
| 10. sublime [sə'blaɪm] <i>adj</i> | of very high quality and causing great admiration |

Words to learn:

to intimidate,
bipolar,
fake,
goofy,
tracksuit,
detention,
restraint,
loose,
sublime,
sophisticated.



Dealing with reading.

- Read the text and take notes.
- What is the text about?
- What is the main idea?
- Read again and answer the questions.

3. Read the texts quickly and answer the questions.

1. When you look in the mirror, what do you see? You see yourself, don't you? Just plain and simple you. The right height, the right skin tone, just you. Now look at your clothes. Do they reflect you? They should. The way you dress tells everybody a lot about you, it gives a person who you meet the first impression about you.

So why are we pressured so much at school? Why do we have a dress code? The world does not have a public dress code, I mean common, you don't have to wear leggings under ripped pants just to go to Albertsons or to a mall. You just give yourself a quick look in the mirror. School is a whole detention. No short shorts, no baggy pants, no "crazy" hairstyles that attract "undue attention". Why not to say "No style, no originality"?

2. Then: Aw, how cute, who's that little girl, Johnny? Your girlfriend?

Now: Ashley Marie, who is that boy on the front porch?!

All parents seem to have gone bipolar. At the beginning, it was considered "the most darling thing ever" if a 5-year-old boy and girl were seen holding hands by their parents. Nowadays, if a dad sees his little girl holding hands with some boy, oh no. That would be the end of that story and a real quick.

Teenagers are given strict restrictions upon announcing their good news: a new boyfriend or girlfriend.

Rule №1 — No physical contact.

Rule №2 — Don't even look at each other too much from the parents' point of view at least. It should all really depend on a teenager, his sensibility. The teenagers are different and circumstances are different. Some have good morals and a strong sense of right and wrong. Some aren't so lucky. Just keep that in mind and maybe we will make some more sense.

3. Teenager — noun; a person who is in his or her teens.

That's what Webster dictionary has to say about Them. Me. Us.

I am one of them, trying to speak out to the world about us. So yeah, I am going to start our list of hardships.

Number one: nobody understands us. Not even we ourselves sometimes. Sure, we all have the caring of big brothers or sisters who say, "be there, do that" but, truthfully, I cannot say that I believe them. So don't tell me that you understand. Just listen to what I have to say and make me feel well about myself.





Parents are even worse. They think they know *everything*. They have the same attitude, “be there, do that”. No, mum, you haven’t. You don’t have the fake friends, the bad cafeteria food, or the teachers. I do.

So, it’s safe to say that we are misunderstood, to say the least. We do goofy, uncontrollable, dangerous things that make us define ourselves. We hide secrets from our parents, we go over on the phone bill, and we ask for money just to be told “get a job”.

And we do it all with pride and a smile on our face.

Which person:

- tries to explain the teenagers’ point of view to adults?
- thinks that school is a colony with strict rules?
- wants to have private life?



Speaking

4. Work in groups. Look through this survey. Rank the statements from one to ten, beginning with the most difficult for you. Discuss in a group and give your reasons why you think so.

What’s difficult for teenagers?

- ☐ To deal with hardships at school.
- ☐ To be blamed for almost everything because we are teenagers.
- ☐ To live with divorced parents when you cannot say where you go.
- ☐ To try to deal with a parent who doesn’t want to understand you and find time to listen to your comments but tries to control your life.



- ☐ To be financially independent.
- ☐ To be old enough to make our own choices.
- ☐ Studying at school isn’t the only thing I’m good for. I can make you be proud of me by just being me!!

Dealing with a survey.

- Read the prompts.
 - Write a list of questions.
 - What are the most interesting questions?
- Walk around the class and collect opinions.



- ☐ I don't want you to intimidate, I want to be respected by you. Words can hurt really badly and we have feelings, too.
- ☐ Not to use slang talking to parents and teachers.
- ☐ To deal with a girl/boyfriend.



5. Work in pairs. Put each word into the correct column. You have only three minutes to add as many other words as you can.

bracelet shoes eyeliner sweater sneakers
dinner jacket ring lipstick shorts jeans tracksuit

Clothes	Make-up	Footwear	Jewellery

Spot on the Order of Adjectives

The order of adjectives						
Opinion	Size	Colour	Style	Material	Noun	Preposition + noun phrase
stylish hip	short long	red green	elegant old-style	silk cotton	dress trousers	with a low neck with huge pockets

Writing

6. Put the adjectives in the correct order. Use the table above to help you.

- | | | |
|--------------------------------------|-----------|---------------------------------|
| 1. short/a/chic/satin | skirt | <i>A chic short satin skirt</i> |
| 2. silk/small/a/pink | blouse | |
| 3. grey/cotton/tight | jeans | |
| 4. white/nylon/cheap/a | tracksuit | |
| 5. bright/glamorous | lipstick | |
| 6. horrible/velvet/red | trousers | |
| 7. short/with a hood/bright yellow/a | T-shirt | |
| 8. striped/baggy/denim | shorts | |



Dealing with a table.

- Read the task.
- How do you think what words relate to the topic?
- Work in pairs or in groups and collect the information.
- Share the information with your friends.
- Fill in the gaps.

Reading

7. Read the text and name the styles in clothes. Describe your favourite style.

Styles in Clothes

There are different styles in clothes. Some of them are very popular, others are less popular. The most popular are the classic conservative, romantic, sports, casual, business, safari, eco, country, folk, avant-garde, denim, prep styles.

The classic style is characterised by elegance, restraint, concise and good-quality materials. This style is always fashionable and remains relevant.

The business style is similar to the classic one and is quite simple. A jacket and trousers or a skirt are of the same colour. It is recommended to avoid emphasising feminine details — a deep neckline and ruches.

The sports style is characterised by loose, straight silhouette and different details such as pockets, straps, lapels, collars, zippers. Sports clothing is very comfortable and practical but it is unacceptable for special occasions.

Recently the avant-garde style has been very popular among the young people. This style rejects the canons of the classic style. It is a mix of styles, a kind of protest against those who follow the traditional idea of clothing.

The denim style does not require a special presentation. It is very popular among the young people because it is so democratic and practical that designers are trying to pay attention to new trends and bring them into the denim style.

The casual style is the most common and popular style for everyday practical and comfortable clothing. This style can combine elements of other styles but its distinctive features are comfort and ease of wear.

The folk style borrows some elements from the national dress, including them in current models. Weaving, applications and various embroidery are widely used in the folk style.

The eco style is the oldest fashion. The eco style is characterised by the colours of nature, the colour of the earth, grass, sand paintings on cloth and only natural fabrics.

The romantic style is characterised by the creation of the sublime and sophisticated image, ruches, frills, long women's dresses, men's shirts with wide sleeves, floral print, soft pastel colours.

The prep style. Prep is short for pre-college, preparatory schools. The prep style is characterised by elegance, cost, classics, symbols.

There are other styles such as the military, vamp, sea, disco, gaucho, city, retro.

Clothing serves as a means of communication, as a tool to influence behaviour and attitude to other people. We can impress other people favourably through our clothing. So, it depends upon us what style to choose and what clothes to wear.



Speaking

8. Work with a partner. Look at the photos of goths and emos. Choose one person. Describe what he/she is wearing. Try to guess who your partner is describing.



9. Homework. Choose the fashion of different periods and write a short paragraph about what people used to wear at that time.





Youth Art

1. Work in pairs. Answer the questions.

1. What kind of youth street art is popular in our country?
2. Is graffiti common in our city?
3. What do you think of it?

2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. aesthetic [i:s'tetɪk] <i>adj</i> | connected with beauty, especially in art |
| 2. amalgamation [ə,mælgə'meɪʃn] <i>n</i> | joining together and making one big organisation |
| 3. anti-establishment
[.ænti'stæblɪʃmənt] <i>n</i> | the quality of the group of people in society or professional environment who have a lot of power and influence and oppose the opinions and values of the establishment in society |
| 4. bright [braɪt] <i>adj</i> | reflecting much light; vivid, intense |
| 5. craft [kra:ft] <i>n</i> | a job or activity in which you make things with your own hands |
| 6. emotional [ɪ'məʊʃənl] <i>adj</i> | having strong feelings and demonstrating them |
| 7. exploration [ˌeksplə'reɪʃn] <i>n</i> | the act of travelling to a place with the purpose of discovery |
| 8. explosive [ɪk'spləʊsɪv] <i>adj</i> | able or likely to burst |
| 9. fascinating ['fæsɪneɪtɪŋ] <i>adj</i> | extremely interesting and charming |
| 10. fusion ['fju:ʒn] <i>n</i> | a mixture of different styles |
| 11. the gamut ['gæmət] <i>n</i> | the complete range of possibilities, emotions, etc.; the most general ideas |
| 12. to inspire [ɪn'spaɪə(r)] <i>v</i> | to encourage people in their desire to do something great |
| 13. layer ['leɪə(r)] <i>n</i> | an amount or piece of a material or substance that covers a surface |
| 14. philosophical [ˌfɪlə'sɒfɪkl] <i>adj</i> | relating to philosophy |
| 15. style [stɑɪl] <i>n</i> | a particular way of writing, painting, etc. |
| 16. to transcend [træn'send] <i>v</i> | to go beyond the usual limits of something |

Words to learn:

aesthetic,
amalgamation,
establishment,
the Establishment,
anti-establishment,
bright,
craft,
emotional,
exploration,
cosmic exploration,
explosive,
fascinating,
fusion,
gamut,
a painter's gamut,
to inspire,
layer,
philosophical,
style,
to write in good
English style,
to transcend.



Speaking

Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.

3. Work in groups. Look at the photos of four different kinds of graffiti. Discuss in your group which pictures you like most/least. Why? Use the words from Ex. 2.

A.



B.



C.



D.



Reading

4. Read the texts and discuss them comparing your ideas. Match the headings to the texts.

- A. Monster Decay Rules New England
- B. Dante Horoiwa: a Fresh Sao Paulo Street Artist
- C. The Destroy and Rebuild Collective of New York
- D. San Francisco Graffiti Writer — Apex



1. When one thinks “graffiti writer” Apex might not be the first thing that comes to mind. His letters are so beautifully crafted and styled that it is tough to see it as only a form of graffiti. He creates the fields of colours as much as any other artist. His works are careful explorations of abstract letter forms. And to be more philosophical, they are transcended into emotions expressed on a wall.

Apex is a young San Francisco artist that has already made a big name for himself because of his huge productions that have several layers, patterns and the gamut of colours.



2. I have become more and more fascinated with Brazilian street art, particularly in the city of Sao Paulo. The city has a very active and even explosive street art scene that is both fascinating and inspiring. Sao Paulo young people grow up seeing street art all around their city. That makes the city rich in culture.

- Dealing with reading.
- Read the prompts.
 - What do you think the text is going to be about?
 - Read each paragraph.
 - What is each of them about?
 - Match the headings.





We find Dante Horoiwa's work. A 21-year-old street artist from Sao Paulo, Horoiwa has been able to share his work not only with his city, but also with the world. Horoiwa is now travelling in Australia to be a part of the street art scene there.

Horoiwa's work is an amalgamation of vivid colours, intriguing patterns, and interesting characters. Their emotions and the level of details that Horoiwa puts in the light and shadow make them step into the reality.



3. At last night's free art party at Mass College of Art, many amazing artists from the New England area decorated the walls of the Godine Family Gallery. There were pieces from all around the world including cities like Seattle, New York and Tokyo. The most impressive art was created by Monster Decay.

At first we thought that Monster Decay was a collective work, because of the number of pieces which included buttons, T-shirts, paintings, screen prints, stickers and some more things. We quickly found out that Monster Decay was the work of one very talented (and obviously very busy) man.

Monster Decay is an artist from Pawtucket, Rhode Island. His works consist of monsters, zombies and other dark but often comical subjects. Monster Decay's colours are bright and unusual. Neon greens and hot pinks are often used. In addition, Monster Decay is also a street and graffiti artist.



4. Street artists are going to destroy our cities. It is the sad truth that this is how most of the world, and certainly all authority figures, look at street artists. Of course, street artists are much more than that.

They are sharing a part of themselves with their community. Street art is sometimes aesthetic, personal, anti-establishment and emotional.

The Destroy and Rebuild collective has a deconstructive attitude towards their street art. They take elements of New York's urban fabric, the parts of what most people recognise only as the city infrastructure, and turn them into beautiful art.

The collective is made up of three excellent street artists from Brooklyn: Avone, 2esae and Ski. Their work is a fusion of various styles and media including photography, graffiti, paints, collage and silk screen. All of the artists in the collective were once graffiti artists.

5. Read the texts again and choose the correct answers.



1. Do Apex's works appeal to you as...
 - a) only graffiti works?
 - b) real masterpieces?
 - c) something without any sense in them?
2. Is Apex someone who has...
 - a) become a well-known artist?
 - b) invented something new in graffiti art?
 - c) painted several pictures that are widely recognised?

3. Is Sao Paulo...

- a) a typical city in Brazil?
- b) a fast-growing and modern city?
- c) engrossed by explosive street art scene?

4. Horoiwa has been able to share his work...

- a) only with his city.
- b) with the world.
- c) with Australia.

5. Monster Decay was...

- a) a collective work.
- b) the work of one man.
- c) a free art party.

6. Monster Decay's work consists of...

- a) monsters, zombies and other comical subjects.
- b) princes and fairies.
- c) typical landscapes.



Dante Horoiwa



Dealing with multiple choice questions.

- Read the text quickly to understand its main idea.
- Read the paragraphs of the text more carefully.
- Answer the questions.
- Remember that the correct option will always answer the question accurately and the idea it expresses can always be found in the text.





7. Monster Decay's colours are...

- a) dark and gloomy.
- b) fade and pastel.
- c) bright and unusual.

8. Street artists are...

- a) sharing a part of themselves with other people.
- b) destroying our cities.
- c) making cities look brighter and more beautiful.

9. Avone, 2esae, and Ski's work is...

- a) a primitive type of art.
- b) a combination of various styles.
- c) a mixture of different colours.

Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

Speaking

6. Work in pairs. Take turns to ask and answer questions about graffiti art.

These questions can help you:

1. Do you like graffiti art?
2. Are you a street artist?
3. Is graffiti art or vandalism?
4. What is your attitude to graffiti art in your city?
5. Do you support the people painting on all the surfaces?
6. Is it one of the youth movements? What do you think?
7. Is it so necessary to paint on the walls of the buildings, etc.?

7. Discuss in class.

1. Is graffiti art or vandalism?
2. Which art forms influence young people most today?
3. How much do young people influence society as a whole?



8. Homework. Write your penfriend a letter about graffiti you can find in your city. What do you think of it?

People

1. Look at the pictures, try to guess what origin the people are and name them.

These words can help you:

British, European, Polynesian, Asian, African, Maori, Latin, American.



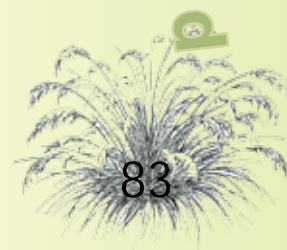
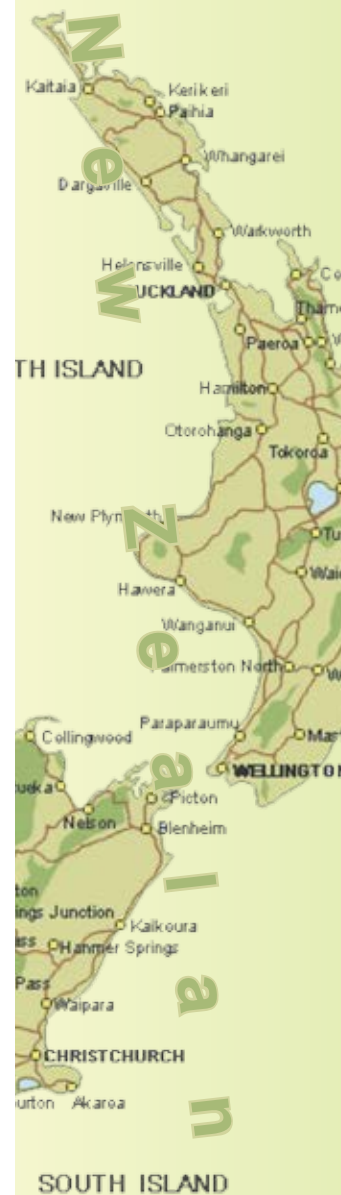
2. Read the text. Write Wh-questions to the answers given below the text.

The population of New Zealand is about 4,8 mln people. Most of the New Zealanders are of British and Irish origin although there has been significant Dutch, Italian and German immigration. There are also immigrants from East Asia, Korea, Taiwan, Japan and Hong Kong. The people of European descent constitute almost 74 % of the population. The Maori, New Zealand's indigenous inhabitants, are the largest non-European ethnic group and make up about 14,9 % of the population. Almost 11,8 % of the population is of Asian descent and the Pacific islanders make up over 7,4 %.

More than 85 % of the population live in urban areas (with almost one-third in Auckland alone) and nearly 76 % of the people, including a large majority of Maori, live on the North Island.

The official languages are English, Maori and New Zealand Sign Language. About 96,1 % of the population speak English, about 4 % — Maori and 0,6 % — New Zealand Sign Language. Samoan, French, Hindi and Northern Chinese are the most spoken non-official languages.

New Zealanders refer to themselves as "Kiwis", after the country's native bird.





- | | |
|---------------------------------|-----------------------------------|
| 1. origin ['ɒrɪdʒɪn] | походження |
| 2. significant [sɪg'nɪfɪkənt] | істотний, значний |
| 3. immigrant ['ɪmɪgrənt] | імігрант, переселенець |
| 4. descent [dɪ'sent] | походження |
| 5. to constitute ['kɒnstɪtju:t] | становити, утворювати |
| 6. to make up [meɪk ʌp] | складати |
| 7. islander ['aɪləndə(r)] | остров'янин,
мешканець острова |
| 8. urban ['z:bən] | міський |
| 9. Samoan [sə'məʊən] | мова мешканців острова Самоа |
| 10. to refer [rɪ'fɜ:(r)] | відсилати, звертатися |



1. What...

The population is about 4,8 mln people.

2. What...

Most of the New Zealanders are of British origin.

3. How many...

More than 85 % of the population live in urban areas.

4. What...

The main official languages are English and Maori.

5. What language...

The most popular language is English. About 96,1 % of the population speak English.

3. Work in pairs. Ask and answer questions about spoken languages in Ukraine and New Zealand.



1. Listen, read and say if it is important to remember the most pleasant events which have happened in our life. Use your dictionary to check the meaning of any new words.

I Remember, I Remember

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn.
I remember, I remember,
The roses, red and white,
The violets and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,—
The tree is living yet!

Thomas Hood



2. Work in groups. Tell your classmates about an important event in your life that you remember very clearly.

3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|------------------------------------|--|
| 1. sense [sens] <i>n</i> | any of five abilities of the body (hearing, sight, smell, taste, touch) |
| 2. intuition [ˌɪntjuːʃn] <i>n</i> | understanding of things, situations, somebody's feelings instinctively, without any reason |
| 3. mighty ['maɪti] <i>adj</i> | strong; powerful; great |
| 4. upbringing ['ʌpbrɪŋɪŋ] <i>n</i> | education and treatment during childhood |
| 5. to stumble ['stʌmbl] <i>v</i> | to trip; to strike one's foot against something and almost fall |
| 6. to adjust [ə'dʒʌst] <i>v</i> | to put something into the correct order; to arrange |
| 7. quay [ki:] <i>n</i> | a landing place for loading and unloading ships |
| 8. halt [hɔːlt] <i>n</i> | a temporary stop; a place on a railway station where local trains stop |

Dealing with a poem.

- Listen to the poem carefully.
- Read and point out the key words.
- What is it about?
- What is the main idea?
- Learn it by heart.

Words to learn:

sense,
sixth sense,
sense of hearing
(sight, smell, taste, touch),
intuition,
mighty,
upbringing,
to stumble,
to adjust,
quay,
halt.



4. Read the example of an autobiography and think of your own one.

My Biography

Let me introduce myself. My name is Maryna. My last name is Boiko. The patronymic is Vadymivna. So, my full name is Maryna Vadymivna Boiko. I am 15.

I was born on April 2, 1992, in the village of Mila, Kyiv oblast. Two years ago our family moved to Kyiv where I live now together with my parents.

Our family is big. There are four of us: mother, father, little brother and me.

My brother's name is Anton. He is 11. Anton is nice and funny.

My parents are young. My mum is a good-looking woman. She is 39. She works as an economist. My mother likes reading books and magazines and knows a lot of interesting things. She always helps me with my problems.

My father is 41. He is a journalist. He likes his work very much. My father cooks well, too. He always makes new dishes and they are very tasty.

In the evening all the members of our family like watching TV. Sometimes we go to the theatre or a concert. We are a friendly family. We are deeply attached to each other, and we get on very well. We do not have a "generation gap" problem.

I am a pupil. I study at a local language school in the 9th form. And I love my teachers very much. They made learning fun. Maybe because of the example of my teachers I decided to become one of them. After finishing school I plan to enter the linguistic university. That is why I have to study twice as hard as an ordinary pupil. My favourite subjects are English and IT. At English lessons we read and translate texts, learn new words, do a lot of interesting projects. Many times I went abroad to international friendship camps to improve my skills in foreign languages. At IT lessons we write programmes. I have nothing against Natural Sciences and Maths, but somehow they seem of less importance to me.

I take an active part in social life, attend sports sections and subject clubs.

I have many hobbies, they are cooking, dancing, singing, and travelling. I am a bookworm. My favourite books are adventures and horrors, as well as love stories. I am also a melomane. Everybody likes music — some people enjoy classical music, others are fond of popular music. Being open-minded, I like all kinds of music. I think it is necessary to have a hobby. My free time is not wasted.

Maryna Boiko

Tell about yourself using the plan below:

1. What is your name?
2. Where and when were you born?

3. What is your family like?
4. Where do you study?
5. What are your favourite subjects?
6. What are you planning to be?
7. What do you do at your leisure time?

5. Read the texts about two girls. Decide whether they were happy as children.

1. The most important day I remember in all my life is the one when my mum phoned me and said that she had an unusual surprise for me. It was a winter day. The snow was falling heavily and flakes covered roads, people and trees around.

I was going home from school when my mum caught me. She called me and said that she was waiting for me at the underground station not far from my school. She asked me to hurry because it was too cold for “her surprise”.

I was trying to ask some questions to clarify what it was but she refused to give me any details. I hurried up.

I saw my mum who was standing on the halt far from me. She was covered with snow. I could easily see a huge cage which she was holding in her left hand. I rushed to her as fast as I could. Yes... the intuition didn't fail... I grabbed the cage, which was in my mum's hand, and fished out of it my very, very favourite ferret Marpha.

Tears of happiness streamed down my cheeks...



2. A daughter always gets much more mother's or grandmother's attention in a family. Mum is a standard of good manners, she teaches how to behave yourself at dinner. Grandmothers show how to draw hopscotch and pine trees on the asphalt. Father, who is a confident and inflexible representative of the mighty male sex, doesn't understand such a soft way of upbringing a child, so he often prefers to go to a balcony and to think alone over how he'll criticise his son for bad marks or show him how to fight.



But one day mother and grandmothers disappeared wonderfully for a short time and father had to go for a walk with a small golden-haired and never-quiet creature. She hardly reached his knees, she was running near him and was stumbling a lot, as father's steps were too long for her.





The next time her nose met a kerb but she quickly stood up, adjusted her dress and plait and continued running. Father looked at his daughter, who was running near him, and extended his forefinger to her. Masha seized it by her palm and didn't fall any more.

They went to the quay. They were sitting on the sandy bank the whole day. Father was telling her about the sea and voyages when he and his friends flogged a 5-metre-long catfish. He was teaching her how to cook crawfishes and explained why it was necessary to put a buoy on the water. He told her that she shouldn't fight and taught Masha how to write. He cleaned the place with his broad sunburnt hand and was carefully drawing huge letters with a tiny stick on the sand: MUMMY, DADDY and MASHA. The girl, who was sitting on the sand, was watching attentively. Then she was writing these words heartily. At last they returned home, where her mother and grandmothers were waiting for them. All of them returned to their places... And it's never happened again...

Speaking

6. Work in groups. Discuss the questions.

1. What made these girls' lives happy?
2. What do they have in common?
3. Would they be happy as adults?
4. How will they bring up their children?



Writing

7. Read the grammar topic on defining and non-defining clauses (p. 229) and complete the sentences using the necessary relative pronouns (non-defining). Say if these sentences still make sense without the relative clauses.

1. My house, ... is very beautiful, is on the corner of the street.
2. The hotel, ... is the largest in our city, is far from my house.
3. I celebrated my birthday, ... was yesterday, with my friends.
4. The tourist, ... was African, spoke Ukrainian fluently.
5. My friend, ... you saw yesterday, is going to London.
6. My grandmother, ... visits us every year, is arriving tomorrow.
7. The book, ... I bought some days ago, was written by O. Henry.

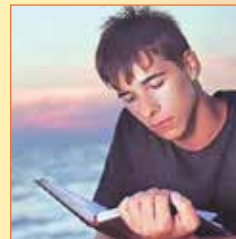
8. Complete the sentences using the necessary relative pronouns (defining). Say if these sentences still make sense without the relative clauses.

1. He showed me the place ... he worked.
2. We have only told the people ... work is relevant to our project.





3. There was a cake ... my mum had baked herself.
4. She believed every word ... her mother said.
5. The car ... I wanted to buy was not for sale.
6. Didn't you get the letter ... I wrote?
7. There are a lot of students ... care of their future lives.



9. Read the sentences and find out which relative clauses are non-defining and which ones are defining. Name them.

1. I really enjoyed the book that I read last week.
2. Do you remember the day when we got lost?
3. Olha is the one whose desk is next to mine.
4. Kyiv, which is the capital of Ukraine, lies on the Dnipro.
5. The new pupil, who was standing in the corridor, entered the classroom.
6. My penfriend, whom I haven't seen for a year, is going to visit me in Kyiv.

10. Look through the texts from Ex. 5 again and find the relative clauses. Read them and name what types they are.



11. Read the grammar topic on word formation (p. 230) and use these endings to make as many adjectives from the groups of words as you can. Some words in groups can have more than one ending.

-y, -ed, -ing, -ful, -(i)ous, -(i/a)ble, -less, -al,
-(t)ic, -istic, -(e/an)t, -ly

1. luck, bush, mood, fog, wind, cloud, noise, rain, dirt, thirst.
2. hope, pain, help, beauty, care, success, harm, wonder, health, power.
3. practice, poetry, logic, person, mechanic, finance, environment, nature.
4. real, individual, ideal.
5. tolerance, importance, difference, pleasance.
6. poison, mystery, danger, melody, adventure.
7. melody, melancholy, romance.
8. love, sense, value, comfort, favour.
9. to interest, to bore, to tire, to relax, to brighten, to confuse, to depress, to amaze.
10. self, child, care, harm, home, pain, use, hope, heart, rest.
11. love, friend, lord.

12. Form adverbs from any possible adjectives adding the suffix -ly. Then add more adjectives and adverbs to each group.





13. Choose the correct word to complete the story.

I have some very (please, pleasant, pleasantly) memories of my (child, childish, childhood). We lived in a (romance, romantic, romantically) house in the mountains with (love, lovely, loveless) views on waterfalls. We had a (wonder, wonderful, wonderfully) forest with lots of wild animals that (fear, fearlessly, fearless) approached our house and I sometimes fed them. However, I (memory, memorise, memorial) one year (extreme, extremeless, extremely) well. I was seven and one of my (favour, favourite, favourable) animals was a deer called Martin. After coming from school, I used to (food, feed, foody) Martin. With me, he was (usual, unusual, usually) very quiet and (friend, friendly, friendship). Though with other people, Martin was (fright, frighten, frightened) and (aggression, aggressive, aggressiveness). That winter the (hunt, hunting, hunter) season was opened (early, earlier, earless) than usual. We were sitting at Christmas table when we heard dogs barking and shots. I jumped out from the table and (hurry, hurried, hurriedly) to the street. Martin was lying on the white snow (blood, blooded, bloodiness) and an (know, known, unknown) man was standing above him...



Speaking

14. Look at the pictures of the first day at school and choose the best one in your opinion. Explain your point of view.





15. Work in pairs. Talk about some important or stressful events in your life.

These words can help you:

happy, excited, scared, sad, worried, disappointed, pleased, thrilled,
irritated, unhappy.

The example is done for you:

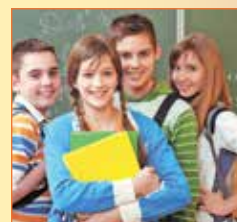
I'll never forget my first day at school. It was really a stressful event in my life. There were a lot of people whom I didn't know. I felt very scared. But that day was unforgettable!



16. Homework. Remember some pleasant events from your life. Write a paragraph of about 45—60 words.

Include this information:

- your age;
- place and time;
- who you were with;
- what happened;
- how you felt.



Words to learn:

elderly,
grizzled,
ruddy,
ruddy cheeks,
ruddy health,
slender,
chubby,
to resemble,
single-minded.



1. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|------------------------------------|--|
| 1. elderly ['eldəli] <i>adj</i> | it is used as a polite word for “old” |
| 2. grizzled ['grɪzld] <i>adj</i> | it is used for “hair” that is grey or partly grey |
| 3. ruddy ['rʌdi] <i>adj</i> | red in colour, looking red and healthy (a person’s face) |
| 4. slender ['slendə(r)] <i>adj</i> | slim |
| 5. chubby ['tʃʌbi] <i>adj</i> | slightly fat |
| 6. to resemble [rɪ'zembl] <i>v</i> | to be similar to another person or thing |

2. Read the words and complete the table.

age	eyes	eyebrows	eyelashes	hair	nose	build	face	cheeks

These words can help you:

almond-shaped, angular, arched, big, blue, round, bushy, square, long, athletic, average, blonde, curly, dark, fair, rosy, grizzled, muscular, pale, ruddy, shining, short, slender, slim, strong, thin, wavy, short, broad-shouldered, thick, straight, oval, chubby, tall, snub, middle-aged, elderly, square-built, young, fly-away, green, grey, crooked

Speaking

3. Look at the pictures and describe these people. Use the adjectives from Ex. 2.



4. Work in pairs. Describe one of your classmates. Ask your partner to guess who this person is.

5. Work in groups. Look at the photos. Find the masters of the dogs. Give your reasons why you think so.



6. Work in pairs. Use the table from Ex. 2 and describe the people in the photos.

Spot on Grammar

Look is used before an adjective.

*You **look** tired. You should go to bed.*

Look like is used before a noun/pronoun.

*My sister doesn't **look** anything **like** me.*

Look as if is used before a noun/pronoun + verb.

*He **looked as if** he hadn't washed for a week.*

Writing

7. Complete the sentences with the correct form of *look*, *look like*, *look as if*.

1. You ... wet. Have you been out in the rain?
2. When I told them my plan, they ... I was mad.
3. Jamie's only 40. But he ... a teenager.
4. That house ... it's going to fall down.
5. Why are you ... so seriously at me?
6. They aren't even brothers but they ... twins.

8. Read the grammar topic on modal verbs (pp. 216—219). Study the situations and respond to each one using an appropriate modal verb as in the example.

1. You want to go to the Black Sea with your friends this year. Ask your parents for permission.
 - *Can I go to the Black Sea with my friends this year?*
2. You are very tired but much work is left to do and you ask your friend for help. Don't forget you are a polite person.
 - ...
3. You are asked for a job interview. You use computers, you speak three foreign languages, you type fast and you want to get this job very much. Tell the interviewer about your abilities.
 - ...
4. You are working on a project. It is necessary to finish it today and present it to your classmates. Your friends don't want to work any more. What will you say?
 - ...
5. Your friend is going to London. He asks you if you want anything. You tell him it isn't necessary to get anything for you.
 - ...
6. Your sister doesn't know what to buy her friend for his birthday. You suggest a book.
 - ...
7. You are telling your friends about the things which were forbidden when you were small.
 - ...
8. Your friend is good at climbing. When he was small he had the ability to climb to the top of a mountain. Say about it.
 - ...

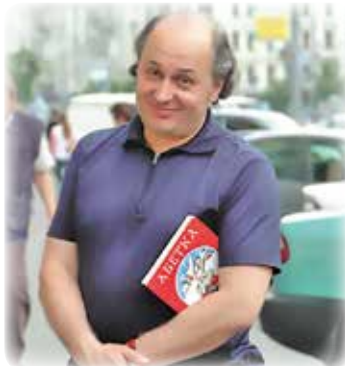


9. Your friend wants you to give a piece of advice about his entering a university. What will you say?
- ...
10. Your brother wants to know if it is possible to use your computer. Say that it is possible to use it later.
- ...
11. You are in a room with your friend. It's very hot and you want him to open the window. Make a request.
- ...



Speaking

9. Work in groups. Look at the photos of these famous people. Choose one of them and tell your classmates as much as possible about this person.





Spot on Synonyms

The words *beautiful*, *handsome*, *pretty*, *lovely*, *attractive*, *good-looking*, *gorgeous* are synonyms and they all describe people who are pleasant to look at.

Beautiful is used to describe a woman or a girl when it is pleasant to look at her.

She is very beautiful.

Handsome is used to describe a man pleasant to look at.

My brother was tall and handsome.

Pretty is used most often to describe a girl or a woman when she has delicate features.

His daughter was a small pretty girl.

Lovely is used to describe a beautiful, very attractive person when you have a strong feeling of affection for him/her.

She looked particularly lovely at this party.

Attractive is used to describe a person pleasant to look at.

She is a very attractive woman.

Good-looking is used to describe a person's physical appearance pleasant to look at.

His son is a very good-looking man.

Gorgeous is used to describe an extremely attractive person.

My friend looks gorgeous!



Writing

10. Complete the sentences using these words.

sounds imagine suggests goes on associate suits reminds

1. I don't ... him with his name Leon.
2. ... you have a horrible name like that! India!
3. Do you think the name Svitlana ... a dark-haired girl?
4. I love the name Lara — it ... me of my granny who gave me love and happiness.
5. His first name's José, so it ... that he could be Spanish.
6. Her second name Teresa ... to her first name Maria.
7. Joan ... asking her husband for his opinion before giving a name to their baby.



Reading

11. Read Dan's e-mail and write him back about your family.

Use the plan below to help you:

1. What's your family like?
2. Are you on friendly terms with all your family members?
3. What do you do together?

Dear Maria,

Great to hear from you again! Hope to contact you soon.

You know, a family's the most important thing for everybody. Your family always loves, supports and helps you. As for me, it's impossible to live without my family. Our family's not large. We are a family of three. My mother's about 40. She looks well. I'm always ready to help her about the house. My mother's a lawyer. She works very hard. My father's a lawyer, too. I'm very proud of him but there's one unpleasant thing with this: he's always busy and often works overtime.

Our family is very friendly. My parents're very caring and thoughtful but sometimes they can be a little strict. My dad's very helpful; he always helps me out when I'm in trouble. I love them very much.

We have much in common — we discuss things together, share our sorrows and help each other.

Well, I'd better run now. Looking forward to hearing from you.

Take care,

Dan



12. Read, put the paragraphs into the correct order and answer the questions after the text.

- ☐ A personal name identifies a specific unique and identifiable individual person. The word “name” comes from Latin *nomen*. In the ancient world, particularly in the ancient Near East (Israel, Egypt, Persia, Mesopotamia), names were thought to be extremely powerful and to act, in some ways, as a separate manifestation of a person.

- ☐ According to the Bible, at birth characters are given names that reflect something of significance or describe the course of their lives. For example: Solomon means *peace* and the king with that name was the first whose reign was without warfare, Sophia means *wisdom* in Greek, Diana means *heavenly*. Diana was a Roman goddess of the moon, hunting, forests and childbirth.



Dealing with the correct order.

- Read the text.
- Read and point out the key words.
- What is it about?
 - Read the text again and put the paragraphs into the correct order.





☐ Nowadays, in many cultures it is common for the son to be named after the father or grandfather. In some African countries, such as Cameroon, the eldest son gets the family name for his given name, for example, “Thomas Thomas”.

☐ Here are some names and their meanings. Alexander — a defender of people, Kateryna — pure and innocent, Hryhorii — vigilant, Olena — sun ray or shining light, Valentyna — healthy and strong, Victor — victor, Bohdan — given by God, Volodymyr — possessor of the world, peace, Petro — stone, Svitlana — light, Zakhar — God’s memory, Ivan — God’s kind-heartedness, Zoia — life.

☐ In other cultures the name may include the place of residence or the place of birth. Some parents choose alphabetical names by birth order or name the children after their favourite footballers, singers, actors, writers, poets, queens, kings, etc. But parents have to think hard before selecting names for their children.

1. What does a personal name identify?
2. What were names in the ancient world thought to be?
3. What do names given at birth reflect according to the Bible?
4. How can children be named in different cultures?
5. What names and meanings are mentioned in the text?
6. What else do you know about other names and their meanings? Give examples.

Speaking

13. Work in groups. Discuss the ways parents decide on names for their children.

14. Listen and read the dialogues between four couples of young parents. Say what names they have chosen.

15. Write a paragraph about your name answering the following questions.

1. How did your parents choose a name for you?
2. What does it mean?
3. What does it associate with?
4. What is your attitude to your name?



16. Homework. Choose any famous personality of Ukraine who you like most, find interesting information about him/her and present it to your classmates.



1. Listen, read this poem and say if you like these wishes. Use your dictionary to check the meaning of any new words. Discuss in class if it is necessary to wish each other health, success and fame. What is more important — health or fame?

FOREVER YOUNG

May God bless and keep you always,
May your wishes all come true,
May you always do for others
And let others do for you.
May you build a ladder to the stars
And climb on every rung,
May you stay forever young,
Forever young, forever young.

May you grow up to be righteous,
May you grow up to be true,
May you always know the truth
And see the lights surrounding you.
May you always be courageous,
Stand upright and be strong,
May you stay forever young,
Forever young, forever young.

May your hands always be busy,
May your feet always be swift,
May you have a strong foundation
When the winds of changes shift.
May your heart always be joyful,
May your song always be sung,
May you stay forever young,
Forever young, forever young.

Bob Dylan



Dealing with
a poem.

- Listen to the poem carefully.
- Read and point out the key words.
- What is it about?
- What is the main idea?
- Learn it by heart.

Speaking

2. Work in groups. Look at the photos and discuss the questions.

1. What do you know about these people?
2. What makes them famous?

3. Think of a celebrity you admire: a film star, a sports personality, a rock star, etc. Do you admire them? Why? What are the drawbacks of being a well-known person?
4. Would you like to be famous? Why? Why not?
5. Does it take courage to grow up and become famous?



Reading

3. Read the article and discuss the advantages and disadvantages of being a famous person.

What is fame in your opinion? Is it easy to be famous? Are famous people happy? What do you know about famous people? Some people say famous individuals are those who are rich and successful, others say famous people are those who have performed daring exploits.

Nevertheless if you are famous it does not matter you are happy. Though people recognise you and express their admiration you can have serious problems.

First of all, the public wants to know everything about your personal life. Photographers always try to take photos of you, your family, your boyfriend or your girlfriend, your friends. Journalists try to have an interview with you and very often you can't refuse to give it to them and your life becomes a nightmare because of the lack of privacy.

As for friends you don't know who your real friends are. Perhaps your money attracts them. Isn't it a problem? As you've got lots of money you can be robbed.

So, it depends upon you to be famous or to be an ordinary person.



Speaking

4. Work in pairs. List the advantages and disadvantages of fame.

5. Work in groups. Discuss the advantages and disadvantages of fame. Present your ideas to the classmates using the expressions below:

It's terrible, isn't it?

Personally, I think it's...

That's true, but if you look closer you will see that being a celebrity is...

Names of celebrities can be used by crooks, can't they?

I'm in favour of some control.

Well, I don't think it's fair.

You might be right, but I think they...

In my opinion these facts show that...

Pop stars can suffer high levels of stress, don't you think?

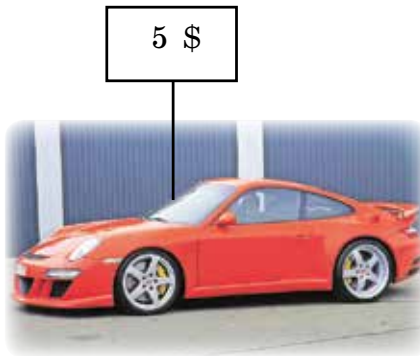
I (totally) agree.

It's against my principles to...

Oh, I completely disagree.



6. Read and match the stories to the pictures. Say what you think about these people.



What Would You Do for LOVE?

Dangerous Pedestrian

A woman in Russia was sent to prison because she caused several car accidents. After reading the book of a well-known Russian modern bestselling author she found out a method of charming men.

Every time when the woman saw a handsome and rich man coming to her friend's hairdresser's salon she was waiting for him just behind the corner. Later when the woman noticed him coming out of the salon she started crossing the road just in front of a coming car. She thought men would feel guilty about hitting her and so they would ask her out for a date.

True Love or True Madness?

It's an old story about a poor artist who was in love with a beautiful singer.

He sold everything he had and covered the square in front of the hotel where the singer lived with millions of red roses. When in the morning the singer opened her eyes she was absolutely surprised. She was puzzled about what fabulously rich man was that.

But when she looked out of the window she saw just a poor artist who was looking at her...

Jealous Wife

Sheila Parker sold her husband's Porsche sports car when she saw him flirting with a waitress. The car was parked outside the bar where he went for a couple of beers every evening. Sheila put a sign "For Sale — \$5".

A man passing by in an old car jumped out of it and leaving his car at the curb bought the car immediately.

7. Read the opinions of readers and match them to the texts.

I don't know what I'd do with someone like that, but for sure I wouldn't feel sorry for her.

Jessica Morse from Birmingham

In simple English, I'd kill her.

Jayson Smith from London

What romantic men were that time. I wish I could meet such a man nowadays.

Catherine Blemish from San Antonio

I wouldn't put this woman to prison. I'd better send her to a psychiatric hospital.

Anthony Moss from Liverpool

Nice guy, but what an idiot! I'd never do that. My girlfriend would think I was crazy.

Josef Hamilton from Stockholm

Well done! I'd do the same in her situation.

Stacy Cross from Kyiv

8. Say if these statements are true or false.

1. The dangerous pedestrian wanted a boyfriend.
2. Stacy Cross would do the same.
3. An artist sold his pictures to buy roses for his favourite singer.
4. Sheila Parker wanted to earn money selling her husband's car.
5. Jayson Smith wouldn't forgive his girlfriend if she did the same.
6. The singer wasn't very surprised seeing a square full of roses.
7. A woman from Russia was waiting for men leaving her friend's salon.

9. Read the grammar topic on phrasal verbs (pp. 230—231) and choose the correct answer.

1. Do you usually turn *on/to* the TV when you get home after school? What time is it usually turned *off/over* in your home?
2. What programmes make you want to turn *off/over* to another channel?
3. Do you ever turn *up/away* when you're watching something very scary?
4. If you can't decide which programme to watch, who in your family do you turn *up/to* for support?
5. Do you ever turn *up/off* or down the volume of the TV? Why?



10. Homework. Write an opinion essay to a teen's newspaper based on one of these statements.

1. Fame and money bring happiness.
2. Paparazzi should carry on taking pictures of celebrities to entertain people.
3. Famous footballers, film stars and pop singers should give more money to charity or pay higher taxes.

Dealing with
"true" or "false"
answers.

- Read the sentences from the exercise.
- Analyse the sentences carefully.
- Assess whether they are true or false.
- Mark the answers.



Major cities

1. Answer the questions.

1. Do you know what city is the capital of New Zealand?
2. Can you name other cities of the country?
3. What do you think about them? Are they large?
4. Would you like to visit any of them?

2. Look at the map of New Zealand and mark the cities you know.



3. Read the text and complete the map.

There are many cities and towns in New Zealand. Wellington is the capital of New Zealand. Its population is about 450,000 people.

Wellington is also a port, an educational and a manufacturing centre. Wellington is known for its Victoria University, the Parliament Buildings, two cathedrals, the Dominion Museum, the Art Gallery and Michael Fowler Centre.

The other major cities of New Zealand are Auckland, Hamilton, Palmerston on the North Island and Christchurch, Dunedin, Invercargill on the South Island.

Auckland is the most populous city in New Zealand. As New Zealand has a modern, prosperous, developed economy the standard of living is very high in the country. The country was ranked 1st in life satisfaction and 5th in overall prosperity in the 2007 Legatum Institute survey. In 2009 the Mercer Quality of Living Survey ranked Auckland 4th and Wellington 12th in the world.

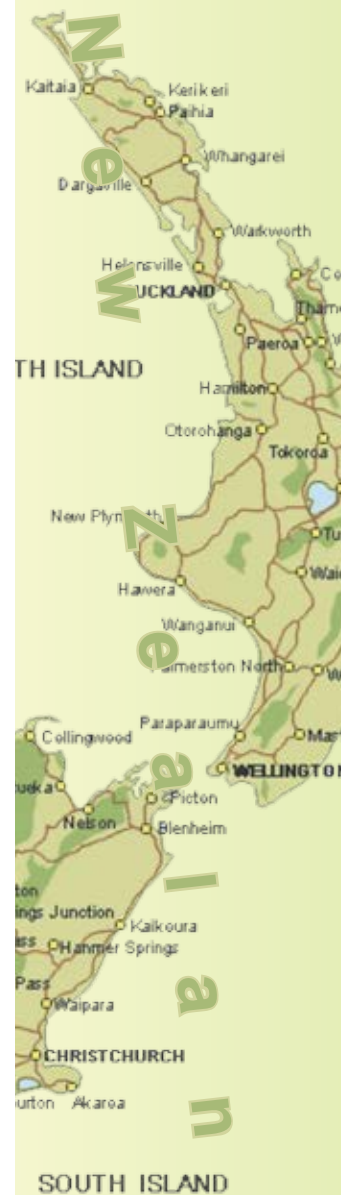




All the cities are cultural centres of New Zealand. There are lots of museums and galleries in every city and town. Tourists from all over the world enjoy sightseeing and the beauty of the country, taste wonderful cuisine and have a wonderful time in New Zealand.

- | | |
|-------------------------------------|--|
| 1. manufacturing [ˌmænjuˈfæktʃərɪŋ] | промисловий |
| 2. fowler ['faʊlə(r)] | птахолов, мисливець (на птахів) |
| 3. populous ['pɒpjələs] | багатолюдний, густонаселений |
| 4. prosperous ['prɒspərəs] | що процвітає; успішний; багатий |
| 5. to rank [ræŋk] | ставити в ряд; класифікувати; займати певне місце; посідати; давати оцінку |
| 6. satisfaction [ˌsætɪsˈfækʃn] | задоволення |
| 7. overall [ˌəʊvərˈɔ:l] | повний, загальний, всеосяжний |
| 8. prosperity [prɒˈsperəti] | процвітання; добробут; економічне зростання; достатки |
| 9. Wellington ['welɪŋtən] | Веллінгтон |
| 10. Auckland ['ɔ:klənd] | Окленд |
| 11. Christchurch ['kraɪstʃɜ:tʃ] | Крайстчерч |
| 12. Hamilton ['hæmɪlt(ə)n] | Гамільтон |
| 13. Palmerston ['pɑ:məst(ə)n] | Палмерстон |

4. Project work. If you want to get some more interesting information about New Zealand choose any city or town and make a project. Work in pairs, groups or alone. Present your projects to your classmates.





1. Think and say if it is possible to get simple pleasures from everyday life in your opinion.

2. Work in groups. Discuss these simple pleasures.

- 1. What are these simple pleasures in your opinion?
- 2. Is going sightseeing a pleasure in our life?
- 3. Can we enjoy watching places of interest?
- 4. Would you like to visit any places of interest?
- 5. Would you like to go to Great Britain to enjoy its places of interest?



3. Work in pairs. Take turns to ask and answer questions about going somewhere in order to see different places of interest.



Spot on Public Signs

While travelling you have to know signs. Signs can be permanent and temporary. Permanent signs may have symbols. Temporary signs may only have some words on them as they are informal. As a rule public signs are placed in areas that are visited by people, especially tourists.

Permanent Signs	Temporary Signs
No smoking.	Welcome to golf club!
Caution!	Visit our café!
Do not litter!	Please, join us at 6.
Private property.	
School area.	



4. Read the “Spot on Public Signs” and say what you have to know while travelling over any country.

5. Work in groups. Read the “Spot on Public Signs” again and add as many permanent and temporary signs as you can.

Listening

6. Listen, read and say if there is time only to sit down and make a rhyme or there is time to do a lot of interesting things you want to do. Do you agree with Eleanor Farjeon? Give your reasons.



There isn't time, there isn't time
To do the things I want to do,
With all the mountain-tops to climb,
And all the woods to wander through,
And all the seas to sail upon,
And everywhere there is to go,
And all the people, every one,
Who lives upon the earth to know.
There's only time, there's only time
To know a few, and to do a few,
And then sit down and make a rhyme
About the rest I want to do.

Eleanor Farjeon

Speaking

7. Work in pairs. Take turns to ask and answer the questions about travelling. Use the questions given below and add your own ones.

1. Is modern life possible without travelling?
2. Which place would you prefer to go to? Why?
3. What would you like to see and do in this place?
4. What sights attract your attention most?
5. What countries have you visited this year?
6. What have you seen?
7. Do you enjoy travelling?
8. What places of interest have you visited in our country and abroad?
9. Which place of interest impressed you most?
10. Are you going to travel next year?
11. Are there any problems while travelling through a country?

Dealing with
a poem.

- Listen to the poem carefully.
- Read and point out the key words.
- What is it about?
- What is the main idea?
- Learn it by heart.



Dealing with
pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

Words to learn:

artisan,
aspen,
cedar,
carving,
captivating,
elk,
heron,
lichen,
larch,
loon,
lynx,
porcupine.

8. Look at the pictures. Do you recognise these places of interest? Where are they? Which of these places would you choose to go to in summer? Why?



Listening

9. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. artisan [ˌɑːtɪˈzæn] <i>n</i> | a person who makes things with his hands skillfully |
| 2. aspen [ˈæspən] <i>n</i> | a type of poplar tree; its leaves are trembling even in little wind |
| 3. cedar [ˈsiːdə(r)] <i>n</i> | a tall evergreen tree that has nuts |
| 4. carving [ˈkɑːvɪŋ] <i>n</i> | making objects by cutting away material from wood or stone |
| 5. captivating [ˈkæptɪveɪtɪŋ] <i>adj</i> | very interesting and attractive |
| 6. elk [elk] <i>n</i> (<i>pl</i> elk or elks) | a large deer |
| 7. heron [ˈherən] <i>n</i> | a large bird with a long neck and long legs that lives near water |
| 8. lichen [ˈlaɪkən; ˈlɪtʃən] <i>n</i> | a very small grey or yellow plant on rocks, walls and trees |
| 9. larch [lɑːtʃ] <i>n</i> | a tree with sharp pointed leaves and dry cones |
| 10. loon [luːn] <i>n</i> | a large bird that eats fish |
| 11. lynx [lɪŋks] <i>n</i> (<i>pl</i> lynx or lynxes) | a wild animal of the cat family with a very short tail and spots on its fur |
| 12. porcupine [ˈpɔːkjupaɪn] <i>n</i> | an animal covered with long needles which protect it when it is attacked |

Reading

10. Read the text and say what it is about.

Canada

The main English-speaking countries are: the United Kingdom of Great Britain and Northern Ireland, the United States of America, Canada, Australia and New Zealand.



Canada, the second-largest country in the world, is nearly as big as all Europe. It is a highly developed industrial and agricultural state. Canada is washed by three oceans: by the Atlantic Ocean in the east, the Pacific Ocean in the west and the Arctic Ocean in the north.

Canada only borders on the USA including Alaska in the northwest.

Canada is about 7,730 km from the east to the west. It consists of ten provinces and three northern territories.

The provinces are Newfoundland, Nova Scotia, Prince Edward Island, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. The territories are the Northwest Territories, Nunavut and Yukon.

About 42 % of the country is covered with forests. There are seven of the world's largest lakes and three of the world's longest rivers. There are wonderful falls in Canada. Canada's highest mountain, Mt Logan, 5,959 metres high, is in southwestern Yukon.

The warmest areas of the country are along the US border. These districts have the longest summers and the shortest winters. The west and east coasts are very wet. The prairies are dry all year round. The east coast is cooler than the rest of the country.

Canadian winters are long especially in the north in more than two-thirds of the country with the average January temperature -18°C . Though summers in Yukon and Northwest Territories can be warm because of extremely long daylight hours.

The capital of Canada is Ottawa with the population of about 1 million people. It is the seat of the government and the governor general's residence.

Toronto is one of the largest cities of Canada. It is the third-largest theatre centre after New York and London in the English-speaking world. Its population is about 3 million people.

Montreal with a population of more than 1,7 million people is also one of the largest cities of Canada and the most important seaports.

Another large city of Canada is Quebec with the population of more than 500 thousand people. It is an industrial, educational centre and a port.

Other major cities are Vancouver with the population of about 630 thousand people, Edmonton and Calgary with the population of about 1 million





each, Winnipeg — about 700 thousand people and Victoria — about 86 thousand people. Vancouver and Victoria are ports of Canada. Iqaluit, situated in the Arctic, is the capital of the Canadian new territory Nunavut.

The most popular places of interest: Parliament Hill, the National Gallery, the Canadian War Museum,

the National Museum of Science and Technology in Ottawa can impress greatly.

The square Place Royal with Basilica Notre Dame, the Museum of Archaeology and History, the Cathedral of Montreal, the Olympic Sports Complex with a captivating environmental museum Biodome in Montreal are known all over the world.

Visitors can enjoy, get interesting information about four distinct ecosystems including 4,500 animals and 5,000 plants in the Biodome.

Canada is also known for its sports achievements, music, literature, painting, native Indian art and lots more. Inuit carvings and sculptures made of bone, ivory, antler, horn or wood are done completely by hand with low-tech tools.

Moccasins, knitted sweaters, parkas made by Inuit or native Indian artisans are the clothes of the best quality.

There are several vegetation zones in Canada: the forest, the Arctic tundra, the parkland, the prairie, grasslands, the Rocky Mountain forest, the Pacific Coast forest.

There are no trees or shrubs in the Arctic tundra. There are only lichens and small wildflowers.

In the forest zone there are balsam firs, pines, spruces, maples, oaks, birches, walnut trees, hickory trees, beeches, fruit trees. The forest zone contains a rich variety of vegetation.

The parkland zone is between the forests and the prairies. It is mostly covered with cultivated grains and only small areas are covered with grass, willows and aspens to be visited by people. They are protected now.



The Rocky Mountain forest consists of alpine firs and larches, spruces, aspens. This zone contains a rich variety of vegetation.

The Pacific Coast forests are the oldest and rich in unique trees, some of these trees are over 1000 years old. The Pacific Coast forests are characterised by ancient gigantic cedars, spruces, firs.

The countless wildflowers can be seen in Canada — among them water lilies, carnivorous plants, blue, pink lupin, poison ivy and others.

As for Canadian fauna the largest and most dangerous are bears: grizzly bears, brown bears, black bears and polar bears.

Beavers can be found all across Canada. The beaver is one of Canada's symbols.

Bisons, wolves, coyotes, deer, mooses, caribous, elks, rocky mountain goats, lynxes, cougars, skunks, porcupines and other animals live in Canada.

There are about five hundred species of birds in Canada: geese, ducks, bald eagles, owls, ospreys, jays, sparrows, puffins. Many of them are quite rare: loons, grey-blue herons and others.



11. Say if these statements are true or false.

Canada is the second-largest country in the world.	
It is a highly developed industrial and agricultural country.	
Canada borders on many countries.	
It consists of eight provinces and three territories.	
There are 20 large lakes and 7 long rivers in the country.	
The climate of Canada is hot.	
There are no large cities in Canada.	
There are no places of interest in the country.	
Fauna is not rich in Canada.	
Flora is very poor in Canada.	

12. Read the text again and tell your classmates about the most interesting place of Canada in your opinion.

Words to learn:

huge,
estate,
expansion,
stunning,
to abound,
swamp,
sequoia,
hemlock,
mink.

13. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. huge [hju:dʒ] <i>adj</i> | enormous, vast |
| 2. estate [i'steit] <i>n</i> | a large area of land that is owned by one person or a family |
| 3. expansion [ɪk'spænʃn] <i>n</i> | an increasing or making something increase in amount, size or importance |
| 4. stunning ['stʌnɪŋ] <i>adj</i> | beautiful, attractive, impressive |
| 5. to abound [ə'baʊnd] <i>v</i> | to exist in great numbers or quantities |
| 6. swamp [swɒmp] <i>n</i> | an area of wet ground, marsh |
| 7. sequoia [sɪ'kwɔɪə] <i>n</i> | a type of redwood, a very tall tree |
| 8. hemlock ['hemlɒk] <i>n</i> | a poisonous plant with small white flowers |
| 9. mink [mɪŋk] <i>n</i> (<i>pl</i> mink or minks) | a small wild animal with thick shiny fur; coats, jackets are made of its fur |

14. Read the text and answer the questions.

The United States of America

The USA is the most powerful industrial and agricultural country. The total area of the USA is over 9,833,500 sq km. It is situated in the central part of the North American continent. It stretches from the Pacific Ocean in the west to the Atlantic Ocean in the east, from Canada in the north to Mexico in the south. The continental part of the USA consists of two highland and two lowland regions. The highland regions are the Appalachian Mountains in the east with the highest peak 2,037 metres high and the Cordillera with the highest peak 6,168 metres high and the Rocky Mountains in the west.

The central lowlands, called the prairie, and the eastern lowlands, called the Mississippi Valley, are between the Rocky Mountains and the Appalachian Mountains.



There are the five Great Lakes: Lake Superior, Lake Michigan, Lake Huron, Lake Erie and Lake Ontario between the USA and Canada and the Great Salt Lake in the west of the USA.

The main rivers of the USA are the Mississippi, one of the largest rivers in the world, the Missouri, the Rio Grande, the Yukon, the Colorado, the Columbia and the St Lawrence River.

Washington is the capital of the USA. The largest cities of the USA are: Chicago, Detroit, New York, Las Vegas, San Francisco, Los Angeles, Georgia, Houston, Philadelphia, San Antonio, Phoenix, San Diego, Dallas, Boston.

Portland, Oregon, Seattle, Washington, Atlanta are the most important ports of the USA.

The largest city in the United States of America is New York and it is one of the largest cities in the world with the population of more than 19 million people.

The second-largest city is Los Angeles. This city is the centre of Greater Los Angeles with a population of over 18 million people.

The third is Chicago. It is the largest financial centre, too.

Houston with the population of over 2 million people is the fourth-largest city.

The fifth-largest city is Philadelphia. It is one of the oldest cities in the USA. It was founded in 1682.

Phoenix is the sixth-largest city. It is the capital of Arizona. It was founded on the territory inhabited by the Indians.

San Diego was founded on the territory inhabited by the Indians, too. Its population is 1,394,900 people. It is the second-largest city in California.

Two large cities Dallas and San Antonio are located in Texas. The cities are the centres of industry and tourism.

Detroit is one of the last among the largest cities of the USA. It is the biggest centre of automotive industry not only in the USA but also in the world.





The most interesting places of the USA are the National Mall, Walt Disney World, Hearst Castle, the Empire State Building, the Gateway Arch, the Parthenon, Cedar Point Park, the Grand Canyon.

The Empire State Building is the 34th-tallest building in the world. It has become not only a symbol of New York but also part of its history.

The Metropolitan Museum of Art with huge collections of art is the most important museum in the United States of America and is known widely all over the world.

Here is the Statue of Liberty, too — a symbol of the USA.

Washington, the capital of the USA, with the white, huge dome of the Capitol standing on a circle of pillars is one of the most beautiful and unusual cities in the USA. Its Library of Congress, the largest in the USA, contains more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents.

The National Mall of Washington is a unique complex of monuments, museums, educational institutions and other historical places of America concentrated in one place. The path from the Capitol to the Lincoln Memorial is only 3 kilometres. But the Smithsonian Institution with its 19 museums is built here. The most visited museum in the

world of all the Smithsonian museums is the National Museum of Aviation and Cosmonautics. The Mall also has the National Gallery of Arts, the monuments to George Washington and Abraham Lincoln, governmental buildings, gardens, parks and lots more.

Walt Disney World is a worldwide entertainment centre. At the entrance to Disney World you can see a statue of Walt Disney holding Mickey Mouse's hand and behind this monument there



is the famous Cinderella Castle. Disney World includes four parks: the Magic Kingdom Park, Disney's Animal Kingdom, Epcot (a futuristic city), Disney's Hollywood studios. These parks are visited annually by more than 47 million tourists.

Hearst Castle is the famous manor house built by the newspaper magnate William Randolph

Hearst. It is located in a small town of San Simeon between Los Angeles and San Francisco. The main manor house is located high above the ocean on the "Enchanted Hill". It includes 56 bedrooms, 19 living rooms, 61 bathrooms. On the territory of the estate there is a private airfield, a cinema, several swimming pools, a private zoo and gardens.

Today Hearst Castle is a state Historical Museum.

The Gateway Arch is a huge monument in the form of an arch. This monument is located in St Louis, Missouri, on the bank of the Mississippi River. It is 192 metres high, the highest monument in the USA. It was built in honour of the settlers who made a great contribution to the expansion of the United States. Tourists can make a four-minute trip to the top of the arch to observe wonderful views of St Louis and the Mississippi River.

The Parthenon is a full-scale copy of the Athenian Parthenon. Inside the temple there is a 13-metre statue of the Greek goddess Athena. There is also a collection of 63 paintings by the American artists of the 19th and 20th centuries. The Parthenon was built in 1897.

The Grand Canyon is 446 kilometres in length and more than 1,857 metres in depth. It stretches from Lees Ferry, Arizona, to Lake Mead, Nevada. The Grand Canyon is home to 90 mammal species, 1,500 plant species, 45 reptile species, 17 fish species, 350 bird species and 9 amphibians. The most popular place of the Grand Canyon is the Skywalk observation bridge. It is made in the form of a transparent horseshoe, 20 metres wide.

Cedar Point is an amusement park. It is located on the territory of 147 hectares. There are 71 stunning attractions. If you like steep descents, high speeds and free falls you will be impressed greatly because it is the only amusement park in the world with five platforms with a height of more than 61 metres.





Among the natural attractions of the USA there are numerous national parks. One of the most famous is Yellowstone with a valley of geysers and a lot of rare animals.

Besides national parks Broadway shows, Lincoln Centre, Rockefeller Centre, the Metropolitan Museum, the world's tallest skyscraper Sears Tower and lots more are famous all over the world.

The USA is a very large country with different climatic zones. The coldest regions are in the north and the warmest regions are in the south. Winters in the north and northeast are very snowy. The climate in North America is cold with the average annual temperature 11 °C. And the region around the Great Lakes has changeable weather. The climate along the Pacific Coast is much warmer than the climate along the Atlantic coast. The climate in the south is subtropical.

Spruces, poplars, birches and firs grow in the east. The mixed forests of birches, beeches, maples, hemlocks and pines cover the Northern Appalachians and the upper Great Lakes region.

Southern Florida and the lower Mississippi River valley are covered with marsh grasses. There are many cactuses in the desert areas of the southwest. The dense coniferous forests cover the Pacific northwest. And the giant redwoods (sequoias) cover the northwestern California coast.

Wildlife is rich in the United States of America. The northeastern forests abound in deer, skunks, black bears, hares, rabbits, grey and red squirrels, beavers, minks, moles, great flocks of different birds, turtles, salamanders, snakes.

The Interior Plains are rich in herds of grazing animals such as bison, antelopes. The higher mountains of the west are the home to the mountain sheep, mountain goats, grizzly bears, marmots, rock rabbits.

The large birds such as flamingos, whooping cranes are in the swamps and marshes. The coasts abound in alligators, crocodiles and sea cows.

1. What country is the USA?
2. What does the continental part of the USA consist of?
3. Where are the central lowlands located?
4. What are the main lakes of the USA?
5. What are the main rivers of the country?
6. What large cities of the USA can you name?
7. What do you know about these cities?
8. What are the places of interest in the USA?
9. What are the climatic zones of the country?
10. What can you tell your classmates about the fauna and flora of the USA?

15. Look through the text again and say what it is about.

16. Look through the texts about the USA and Canada and name similarities and differences between these countries.

17. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. commonwealth ['kɒmənwelθ] <i>n</i> | a concord of nations |
| 2. stable ['steɪbl] <i>adj</i> | steady; balanced |
| 3. outback ['aʊtbæk] <i>n</i> | the area where few people live and it is far from the coast |
| 4. barren ['bærən] <i>adj</i> | infertile; not good for plants to grow on such land or soil |
| 5. plateau ['plætəʊ] <i>n</i>
(<i>pl</i> plateaux or plateaus) | an area of flat land that is higher than the rest land around it |
| 6. arid ['ærɪd] <i>adj</i> | land or a climate having very little or no rain |
| 7. bizarre [bɪ'zɑ:] <i>adj</i> | unusual or very strange |
| 8. platypus ['plætɪpəs] <i>n</i> | an Australian animal with a beak like a duck; it is covered with fur |
| 9. wallaby ['wɒləbi] <i>n</i> | an Australian animal like a small kangaroo |
| 10. eucalyptus [ju:kə'liptəs] <i>n</i> | a tall tree with leaves that produce oil |

18. Read the text and complete the table.



Australia

Australia is an island continent. Australia is the world's sixth-largest country lying between the Indian and the Pacific Oceans. The island of Tasmania and the continent make up the Commonwealth of Australia with an area of 7,692,000 sq km. Australia is about 4,000 kilometres from the east to the west and 3,200 kilometres from the north to the south. It is one

of the most stable land masses. The country is flat and dry. The endless flatness is broken only by salt lakes and beautiful mountains like the MacDonnell Ranges near Alice Springs.

Dryness and heat characterise the outback of Australia. There are stone deserts, a barren land of harsh and dry lakes.

The north of Australia is a tropical area. The west of Australia is a broad plateau. The north-central part of Western Australia is the dry country.

Australia's deserts are sparsely vegetated dunes or salt pans. In other areas patchy grasslands replaced with savanna and dry creeks are often marked by stunted eucalyptuses and acacias. Australian summer

Words to learn:

commonwealth,
stable,
outback,
barren,
plateau,
arid,
bizarre,
platypus,
wallaby,
eucalyptus.



starts in December and it is hot in December, winter starts in June and it is cold in June. The climate isn't too severe in most parts of Australia. The far north around Darwin is in the monsoon belt and so there are only two seasons: hot and wet, and hot and dry. In the Alps and the Snowy Mountains winter is a snowy season with good skiing. The centre of the continent is arid.

The Snowy Mountains are the highest peaks in the chain of mountains formed two or three million years ago. Other mountain ranges include the Flinders Ranges in South Australia, the MacDonnell Ranges in the Northern Territory, and the Kimberley and Hamersley Ranges in the west of the country.

As Australia is the driest continent a huge part of it has no rivers and the lakes are salt pans because of a little amount of rain. Most of the Australian rivers disappear in the hot dry month of the year and only the Murray-Darling River system ranks as a major river. Though in Tasmania there are many lakes as well as rivers: shallow coastal lakes and marshes, crater lakes, tarns and small glacial lakes of the Tasmanian highlands.

Canberra is the capital of Australia and an important political centre of the country. Canberra is very beautiful with its gardens and parks. It is famous for its fine National Gallery, High Court building, new Parliament House and other places of interest.



Sydney is the oldest and largest of Australia's cities. It was founded in 1788. Sydney is a tourist centre with its Opera House, Harbour Bridge and Tower.

Melbourne is the next major Australian city. It is an industrial, commercial and cultural centre of the country. Its wide streets, impressive Victorian buildings, bridges, parks and

gardens attract tourists from all over the world.

Hobart, the capital of the island state of Tasmania, is the second-oldest city of Australia. It was founded in 1803. It isn't large but is famous for its historic buildings.

The other cities in Australia are Adelaide, Perth, Darwin, Brisbane. Adelaide is the cultural centre. Perth is the only city on the western coast. Brisbane is known for its parks, gardens, forest reserves and Darwin for its multinational population.

The places of great interest in Australia are the Great Barrier Reef, Sydney Tower, Ayers Rock, the Opera House, Cape Byron.

The Great Barrier Reef is one of the natural wonders of the world. This system of coral reefs stretches for 2,300 kilometres along the coast of Queensland with rich flora and fauna. The Great Barrier Reef includes more than 900 coral islands with sandy beaches, comfortable hotels and wonderful tropical forests full of birds and beautiful butterflies. It is really a true miracle of nature.

Sydney Tower is the second-tallest tower in the Southern Hemisphere. It is 309 metres high, so you can see the whole city. The main feature of this "Australian miracle" is a huge observation and glass luxury restaurant which "hangs in the air".

Another place of interest is Ayers Rock. It is the oldest rock which is 348 metres high. It is an orange-brown oval rock formed 680 million years ago. From the top of Ayers Rock we can observe a beautiful view of the desert.

The Opera House is the most famous monument on the continent because it is one of the 10 most popular places on the planet. The main feature of this masterpiece is its bizarre form of a huge ship with





sails raised. The Opera House has more than 1,000 rooms for various exhibitions, galleries and theatrical performances and it is completely on the water.

There is also a great number of other attractions — Sydney Harbour Bridge, St Mary's Catholic Cathedral, the Royal Botanical Gardens, the Royal Exhibition building and many other places.

Australia's fauna and flora are not only more diverse than in other countries but many of the species are unique. The Australian animals include the platypus, echidna, kangaroo, anteater, wallaby, koala, opossum, wombat, dingo, fox, cat, goat, camel, donkey, water buffalo, horse, rabbit, pig, sheep, cow, bandicoot, different kinds of bats and rodents.

The emu, lyrebird, cassowary, starling, budgerigar, blackbird, kookaburra, swan and other birds live in Australia.

There are also different kinds of snakes, crocodiles, spiders and lizards.

More than 700 native Australian grasses are found in the country. Different kinds of palm and acacia, the eucalyptus, the boab and other trees grow in Australia.

The flowers are as unusual as Australia's wildlife. Different kinds of orchids, sundews, wattle, bottlebrush are unique and very beautiful.

Australia is a land of the drab bushes, the rainforests and the multicoloured carpet of everlastings on the red desert sand after rain and the endless variety of wild flowers.

Climate of Australia	Rivers and lakes	Mountains	Main cities	The places of interest

19. Look through the text again and name the main cities of Australia and places of interest.

20. Read the text again, choose the most interesting information about Australia in your opinion and discuss it with your partner.

21. Compare the wildlife of Australia and Ukraine.

22. Work in pairs. Discuss and find out the advantages and disadvantages of the nature in Australia and Ukraine.

1. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. county ['kaunti] <i>n</i> | an area that has its own government |
| 2. remains [ri'meinz] <i>n</i> | parts of ancient objects or buildings that have left |
| 3. congested [kən'dʒestɪd] <i>adj</i> | crowded with something |
| 4. terrestrial [tə'restriəl] <i>adj</i> | connected with the planet Earth |
| 5. ley (ley line) [leɪ] <i>n</i> | an imaginary line that have special powers |

Words to learn:

county,
remains,
congested,
terrestrial,
ley.

2. Read the text and answer the questions.

The United Kingdom

Canada and the USA are the largest among the main English-speaking countries with an area of over 9,984,000 and 9,833,000 sq km correspondingly. The UK is the smallest among the main English-speaking countries with an area of about 242,500 sq km. Though London, the capital of the UK, is one of the world's biggest cities in history.

The United Kingdom of Great Britain and Northern Ireland is an island state. The UK occupies the territory of the British Isles and consists of more than 6,000 large and small islands. It is situated off the northwest coast of Europe between the Atlantic Ocean in the north and northwest and the North Sea in the east. It consists of England, Scotland, Wales and Northern Ireland.

The highest mountains are in Scotland and Wales. They are Ben Nevis, 1,345 metres high, and Snowdon, 1,085 metres high. The longest rivers are the Severn (354 kilometres) and the River Thames (346 kilometres). There are a lot of lakes in Great Britain, too.

The largest cities of the UK are London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds. And the most important ports are London, Liverpool, Belfast, Glasgow, Cardiff and Southampton.

The climate in the UK is cool, temperate and humid, and the weather is so changeable that the English often say that they have no climate but only weather.

The UK is known for its famous places of interest. The county of Wiltshire is most famous for the great stone monuments of Stonehenge and Avebury, and the huge earth pyramid of Silbury.





Stonehenge is the most remarkable of prehistoric remains in the UK. There are different theories about Stonehenge.

The first theory is that Stonehenge was the place from where stars and planets could be observed.

The second — Stonehenge was a Druid temple.

The third — Stonehenge was used to store terrestrial energy to generate it across the country through “ley lines” (invisible lines) which link up ancient sites throughout Britain.

The fourth — Stonehenge was built by the devil in a single night to make people think how the stones were brought there.

The next place of interest is St Paul’s Cathedral. It was built by the famous architect Sir Christopher Wren. The building of St Paul’s Cathedral took 33 years to be constructed. It is a huge dome with a golden ball and cross on the top and it can be seen from far away. The interior of the cathedral is very beautiful. There are many monuments in it. The most important is the monument to the Duke of Wellington. If you want to reach the Whispering Gallery which runs round the dome you have to climb 259 steps to it. This gallery is called so because if someone whispers something close to the wall on one side the person who is standing close to the wall on the other side can hear

what is said. St Paul’s Cathedral is one of the finest buildings of architecture in Europe.

The Tower on the north bank of the Thames that was founded in the 11th century by William the Conqueror is one of the most ancient buildings of London. For many centuries the Tower was a fortress, a prison, a palace and a royal treasury. And now it is



a museum of arms and armour and the place where there are the Crown Jewels.

We can see the ravens in the Tower. They live here as part of its history. The birds are carefully guarded as there is a legend that if the ravens disappear, the Tower will fall.

London is also famous for its Westminster Abbey, Houses of Parliament, royal palaces, royal parks, museums, art galleries and colourful ceremonies, Trafalgar Square, Piccadilly Circus, the entertainment centres of Soho. The most important building is Buckingham Palace which is the official residence of the Queen.

There are eight royal parks in and around London. They are owned by the Crown but are open to the public free of charge. St James's Park, Hyde Park, Regent's Park, Greenwich, Richmond are known all over the world. People can escape from traffic jams, crowded shops and congested pavements and have a good time in the parks.

The Victoria and Albert Museum, the Science Museum and the Natural History Museum are the most interesting London museums.

Belfast's Botanic Gardens, the Giant's Causeway of stone columns standing very near together in Northern Ireland, Edinburgh's evening performances of military music, the Highland Games in Scotland, the castle and Llandaff Cathedral, the National Museum of Cardiff in Wales are of great interest, too.

1. What country is the United Kingdom?
2. What is the size of the country?
3. How many islands does the United Kingdom consist of?
4. Where are the highest mountains situated?
5. What are the largest cities of the United Kingdom?



Words to learn:

stronghold,
dungeon,
to refurbish,
to refurbish,
estate,
to construct,
depository,
stupendous,
orangery,
arboretum,
stately,
terraced,
masterpiece.

6. What is the climate of the country?
7. What are the places of interest in the United Kingdom?
8. What prehistoric monument can be found there?
9. What is the legend about the London Tower?
10. What can you tell about the capital of the country?

3. Read the text again and tell your classmates about the most interesting place of the United Kingdom in your opinion.

4. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|--|
| 1. stronghold ['strɒŋhəʊld] <i>n</i> | an area in which there is a lot of support; a castle or a place which is difficult to attack as it is strongly built |
| 2. dungeon ['dʌndʒən] <i>n</i> | a dark underground room which is used as a prison, especially in a castle |
| 3. to refurbish [ˌrɪː'fɜːbɪʃ] <i>v</i> | to renovate and redecorate a room, castle, etc. in order to make it more beautiful, useful, etc. |
| 4. estate [ɪ'steɪt] <i>n</i> | a large area of land with lots of houses, that is owned by one person or family |
| 5. to construct [kən'strʌkt] <i>v</i> | to build or make something |
| 6. depository [dɪ'pɒzɪtri] <i>n</i> | a place where different things are stored |
| 7. stupendous [stjuː'pendəs] <i>adj</i> | extremely huge or impressive |
| 8. orangery ['ɒrɪndʒəri] <i>n</i> | a glass building where orange trees are grown |
| 9. arboretum [ˌɑːbə'ri:təm] <i>n</i> | a garden where many different types of trees are cultivated for scientific purposes |
| 10. stately ['steɪtli] <i>adj</i> | majestic; impressive in size |
| 11. terraced ['terəst] <i>adj</i> | forming a series of flat areas of ground like steps |
| 12. masterpiece ['mɑːstəpiːs] <i>n</i> | an excellent or the best example of an artist's work of art such as a painting, book, etc. |

5. Read the texts, answer the questions and do the tasks after each text.

Cities of Great Britain

Cardiff, the capital of Wales, is situated in the south of the country. It is one of the biggest industrial and cultural centres of Wales. Its main industries are engineering and manufacturing.

Cardiff has changed greatly in recent years. And now it is a modern historical and cultural city, gaining popularity with tourists interested in its history and culture.

Cardiff is famous for its spectacular Wales Millennium Centre building, the National Assembly for Wales, the City Hall, Law Courts, National Museum and Cardiff Castle.





Cardiff also plays host to most Welsh sporting events now because there is the wonderful Millennium Stadium in it.

Tourists who are interested in its history and culture like visiting it.

Birmingham is the second-largest city in Britain after London. Its population is over one million. A lot of immigrants of different nations and nationalities live in Birmingham. They

are a large part of the multiracial city.

Birmingham is a big industrial centre which produces metal, cars and jewellery. British Leyland is the biggest car producer in the UK.

It is also a scientific, cultural and sports centre. There are five main higher educational establishments in it and, of course, a lot of students.

The city has excellent facilities for doing sport: many swimming pools, municipal golf courses, and private clubs.

Birmingham is famous for its wonderful architecture, great museums, art galleries, exhibitions, recreational centres with pubs, restored buildings, canals and boat trips. Great shopping opportunities, including the Bull Ring shopping centre and other unique tourist attractions such as Walsall Leather Museum, Birmingham Symphony Orchestra, Birmingham Royal Ballet attract tourists from all over the world. By the way, Birmingham has more canals than Venice.

It's a great place to visit, relax and enjoy the places of interest.

Stratford-upon-Avon is a famous town in the centre of England because the greatest dramatist and poet William Shakespeare was born here in 1564. There are a lot of places of interest to see in Stratford-upon-

Avon. They are Anne Hathaway's Cottage, gardens of New Place, Hall's Croft, Mary Arden's House at Wilmcote, the Shakespeare Memorial Theatre, the beautiful Holy Trinity Church and the house in Henley Street where William Shakespeare was born.

Anne Hathaway's Cottage is the early home of Shakespeare's wife, Hall's Croft is the home of Shakespeare's daughter, Susanna.





Mary Arden's House is the home of Shakespeare's mother and the beautiful Holy Trinity Church is the place where William Shakespeare was buried.

Shakespeare plays are performed in his Memorial Theatre and thousands of people from all over the world come to see them.

Stratford-upon-Avon is also famous for its beautiful woods,

green fields, the river Avon, wonderful Tudor and Elizabethan buildings, lovely shopping opportunities and places to relax.

Test Yourself: Content Focus

1. What do you know about the greatest cultural and industrial centres?
2. What way did the sea influence the development of cities?

Discussion Points

Speak about Cardiff, Birmingham, and Stratford-upon-Avon using the patterns.

Cardiff	is	a multiracial city with a large immigrant population
		Shakespeare’s birthplace
		famous for more canals than Venice
Birmingham		a big industrial centre, producing jewellery, cars, metal
		famous for its National Museum and castle
		the owner of many swimming pools, municipal golf courses and private clubs
		attended by thousands of tourists
		inhabited by over one million
		the second city in Britain
Stratford-upon-Avon		the home of a special Shakespeare theatre
		the capital of Wales



Edinburgh, the capital of Scotland, is one of the largest scientific and the most cosmopolitan cities in Great Britain. Edinburgh has one of the oldest universities in Europe. It is the University of Edinburgh. It was founded in 1582. And nowadays it is one of the most famous universities of Great Britain.



It is also a large cultural centre. The world's largest art festivals are held here. There are a lot of museums, schools, fine old houses and great new buildings in it. With its stunning Georgian and Victorian architecture and medieval streets Edinburgh has been listed as a World Heritage Site.



Edinburgh consists of the Old Town with its monuments, narrow streets which has remained unchanged through centuries and the New Town with great buildings, wide streets and the broad-lying park.

Edinburgh is one of the most beautiful cities throughout the British Isles and one of the most desirable places to live in the world.

Glasgow is considered to be Scotland's cultural capital with its numerous museums and art galleries, including the world-famous Burrell Collection, stunning Victorian architecture, scenic beauty and numerous parks and gardens.

As Scotland's largest city and centre of industry, commerce, education and service industries Glasgow is especially famous for its shipbuilding and engineering achievements and also tourism. It is an ideal centre for tourists. Museums, art galleries, parks, Victorian architecture, unique shopping facilities, top-quality restaurants can greatly impress tourists.

Liverpool is one of the largest industrial and cultural cities of Great Britain. It is one of the world's greatest seaports, too. It was founded in 1207.

For hundreds of years ships from different countries have been sailing to and from Liverpool with passengers and merchandise. Liverpool first attained importance in the 17th century with the growth of trade with the American colonies. Today trade of various products is carried on with all parts of the world including North and South America. Liverpool is an exporting centre for the textiles of the north of England.

It is not only the world's greatest seaport but among the previous generations it was known as the birthplace of the Beatles — the most famous musical group of the world in the 20th century.

Today passengers from the deck of ocean liners can watch the most impressive views of the city and even in the whole



Britain. Behind the docks they can see the city which is dominated by the tower of its immense cathedral and the outline of the imposing group of buildings that line the waterfront.

The Royal Liver Building around Liverpool can also greatly impress passengers.

Although Liverpool has a long history it is essentially a modern city with a lot of places of interest.

Test Yourself: Content Focus

1. What attracts people to large cities of Great Britain?
2. When did Liverpool first attain importance?
3. Explain why all large cities in Britain are seaports.

Discussion Points

Speak about Edinburgh, Glasgow and Liverpool using the patterns.

Edinburgh	is	essentially a modern city having a long history
		famous for its shipbuilding and engineering
		not a great manufacturing city
		one of the greatest seaports
		important as an intellectual centre
Glasgow		an exporting centre for the textiles of the north of England
		the home of the oldest university founded in 1582
Liverpool		the capital of Scotland
		known as the birthplace of the Beatles
		a city of monuments, schools, fine houses, narrow streets in the Old Town and wide streets, big buildings in the New Town
		an ideal centre for tourists

Oxford is one of the oldest towns of Great Britain. It was founded in 912 on the beautiful banks of the river Thames. It is a great international, scientific and historical centre.

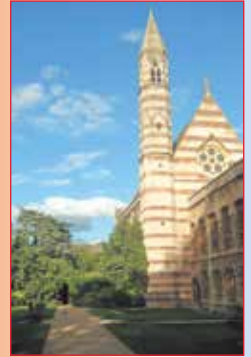
It is famous for its well-known university which was founded in 1249. Nowadays it covers 27 men's colleges and 5 women's colleges. They have been founded on various dates but have



close connection with the university though they are quite separate in theory and practice. A college here is a group of buildings forming a square with a green lawn in the centre. It is also famous for its libraries and collections of books.

The university trains more than 9000 students who have come from many parts of the world to study at Oxford. Students are trained in different specialities. Many famous scientists and writers were educated at Oxford.

Oxford's present facilities include law, the English language and literature, social studies, medicine, medieval and modern history, physical, chemical and biological sciences, geology, agriculture, forestry, music and other sciences.



Teaching is provided by professors, lecturers and readers.

Oxford is very beautiful because green fields and parks, lawns and gardens surround Oxford and colleges.

Cambridge, one of the most beautiful towns of England, is situated at a distance of 70 miles from London. It is a large international, scientific and historical centre. It is

famous for its well-known university, a centre of education and learning. Newton, Byron, Darwin and many other scientists and writers were educated at Cambridge.

The university covers 31 colleges and they have close connection with the university, though they are quite separate in theory and practice.

The university trains more than 7000 students in different specialities. Cambridge's present facilities include law, the English language and literature, social studies, physical, chemical and biological sciences, medieval and modern history, geology and other sciences. Teaching is provided by professors, lecturers and readers.

Cambridge is also famous for its architecture, libraries, trees, gardens, lawns and bridges. Some libraries have rare collections of books.



Test Yourself: Content Focus

1. Tell the class about the greatest educational centres.
2. What university would you like to study in? Why?

Discussion Points

Speak about Oxford and Cambridge using the patterns.

Oxford	is	the city of parks, gardens, the river Thames and its streams which pass near the city
		the historical home of a university founded in 1249
		not an industrial city, it looks more like a country town
		one of the loveliest towns of Britain
Cambridge		very old
		famous for its university and colleges
		international because many people study here
		situated at a distance of 70 miles from London

6. Read the text below. For each of the empty spaces (1—8) choose the correct answer (A, B, C or D).

Bath

People have come to Bath since Roman times. The city gets *its*⁽¹⁾ name from the baths that the Romans built here over two thousand years ...⁽²⁾. The water in them comes from the hills outside the town.

In the 18th century, people ...⁽³⁾ to Bath to drink the water ...⁽⁴⁾ they believed it was good for them. Modern tourists can try it for 50p a glass, but bathing is not possible ...⁽⁵⁾ more!

Once a year, artists and musicians from ...⁽⁶⁾ the world come to play at the Bath Festival. Many writers have written about Bath and its fine buildings. ...⁽⁷⁾ are 30 great houses in the Royal Crescent. Number 16 is a hotel. ...⁽⁸⁾ of the rooms is called after a famous visitor to the city.

	A	B	C	D
1	his	<u>its</u>	their	them
2	after	yet	ago	since
3	travel	travelled	travelling	travels
4	because	that	so	as
5	any	some	no	over
6	over	through	around	near
7	That	Here	There	Their
8	Each	All	Every	Both

<https://www.slideshare.net>

7. Read the text and match the numbers of the headings to the parts of the text. One heading is extra.

Stratford-upon-Avon

1. What to Do?
2. How to Get There?
3. A Brief History of the Town
4. Significant Buildings
5. Why Is Stratford Famous?
6. Places to Stay

☐ Stratford-upon-Avon is set on the banks of the river Avon. The town is one of the most popular tourist destinations in Britain. Known as the birthplace of William Shakespeare, Stratford has much to offer the visitor. In the pedestrianised part of the town centre you will find a lovely house and neat garden surrounded by a small wood, where Shakespeare was born in 1564.

☐ There are many treasures a visitor will find strolling about the town. In Church Street you will find the grammar school where Shakespeare was educated. Nash's House and New Place, where he lived from 1597 until his death in 1616, are nearby. A trip to Stratford would not be complete without taking a short stroll to the Holy Trinity Church, where William Shakespeare and Anne Hathaway are buried.

☐ The Avon River adds greatly to the picturesque setting of Stratford. It's a great spot for a picnic, where you can watch the swans and tour boats glide by. Take a traditional ferry boat ride across the river to enjoy a riverside walk with open-air entertainers and much more.

☐ A visitor to Stratford will find a wide variety of accommodation: everything from hotels and a youth hostel in town to countryside farmhouses. Restaurants, pubs and teahouses are scattered about the town that cater to every taste. Stop by the tourist information centre for more information on what Stratford has to offer.

☐ You can visit Stratford by car, one hour's drive from London. Another option is by coach. British Rail provides services from London and other locations around Britain to Stratford. The train station is conveniently located in the centre of the town, a short walk from the tourist information centre, where you can plan an unforgettable visit to Stratford-upon-Avon.

<http://www.historic-uk.com>



Dealing with
a text.

- Read the text quickly.
- What is it about?
- Read the text again and try to understand its idea.
- Underline the key words and try to remember them.



King Alfred the Great

8. Divide the class into 5 groups. Each group has to read different texts: the first group about the castle, the second about the estate, the third about the garden, the fourth about the historic person's house, the fifth about the cathedral. Use your dictionary to check the meaning of any new words. Each group presents their information in class. The pupils of other groups make notes.

The Places of Interest in Great Britain

Warwick Castle

Warwick Castle is an ancient fortress and one of the great medieval strongholds. It is situated not far from Stratford-upon-Avon. It was built to protect the settlement of Warwick from Danish invaders in 914. Ethelfleda, King Alfred's daughter, ordered to build the castle.



At first the castle was wooden, then in 1260 it was reconstructed and was made of stone. Since that time a lot of changes have been made. It has been extended. Caesar's Tower and the dungeons were built in 1350, the 39-metre-tall Guy's Tower was built, too. Then in 1485 some fortifications were constructed and later the Bear and Clarence Towers as well.

It remained home to the Earls of Warwick until 1978 when it was purchased by the Tussaud's Group. Many kings and queens





including Queen Elizabeth I, King William III, Queen Victoria and Queen Elizabeth II were the hosts of the castle.

Since 1978 extensive refurbishing work and elaborate reconstructions of the castle have been created. And nowadays the eight restored rooms house an impressive collection of antiques.

Chatsworth House

Chatsworth House is one of the most beautiful and stateliest estates of Great Britain. Chatsworth was created by Elizabeth Talbot, known to history as Bess of Hardwick, in the 16th century. Chatsworth is situated near Bakewell.

There are 297 rooms in the house. The estate contains one of Europe's finest art collections, exquisite silver, furniture, porcelain



Elizabeth Talbot,
Countess
of Shrewsbury,
(1521—1608)



- Dealing with group reading.
- Divide the class into the groups.
 - Each group reads its own paragraph.
 - Ask questions to each other in the group.
 - Present information to other groups.
 - Ask and answer questions with other groups.



and sculpture displayed in the Painted Hall, the Great Dining Room, the Sculpture Gallery, the State Apartments and the library.

Chatsworth is famous for its magic gardens: wonderful rose gardens, cottage gardens, kitchen gardens, which are very beautiful in all seasons, a huge maze, waterworks including the 300-year-old Cascade, the Willow Tree Fountain, the water-powered sculpture, the Emperor Fountain.

The park in which there is Chatsworth spreads over 105 acres while the whole estate covers 35 000 acres.



Kew Gardens

Kew Gardens are situated near Richmond. At first Kew Gardens started their life as the Royal Gardens of Kew Palace, established by Princess Augusta. Later the rare and the most amazing specimens of plants were gathered from all over the world by Joseph Banks and Kew became a depository for plant species and a centre of botanical research. In 1841 the Botanic Gardens were founded.

But Kew Gardens are rich not only in rare amazing plants but also in the original buildings. The Palm House built by Richard Turner



is regarded as the most important glass and metal structure which has survived so far, the Waterlily House with the stupendous Amazonian water lilies, the Great Pagoda and the Orangery built for George III's mother Augusta can still be enjoyed. The Pagoda is a ten-storey-high structure, the tallest imitation of a Chinese pagoda in Europe.

Kew Gardens are a mix of garden-landscaped lawns, an arboretum and stunning greenhouses packed with exotic flora and the Grass Garden with over 580 varieties of grass.

And nowadays Kew is a botanical research centre and maintains the largest plant collection in the world. It has been declared a World Heritage Site by UNESCO.



Chartwell

The house in Chartwell is known all over the world because of its most famous owner Winston Churchill.

It is not far from Westerham.

At first the house was constructed in Victorian style. Later Winston Churchill remodelled the house into a warm, informal family home.

Churchill's major addition was the garden wing with three large rooms. He and his wife Clementine created gardens on terraced levels, planted them, and built the walls. The walls were partly built

by Churchill himself. The Rose Garden reflects Clementine's taste and in the Kitchen Garden we can see roses in 32 different shades of gold planted by their children in 1958 in honour of the parents' golden anniversary.

Churchill's study, where he worked hard and could dictate to secretaries at any time, was next to his bedroom. As Churchill used painting in order to take off stresses of political life the house contained his pictures.

The visitors' book, signed by many famous people, can be seen in the house, too.





St Paul's Cathedral

St Paul's Cathedral is a real masterpiece and one of the most famous cathedrals in the world. It is situated in London. It was built in the shape of a cross by Christopher Wren in the 17th century.

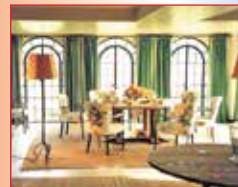
And nowadays it is a reminder of the importance of spiritual life. The dome of St Paul's Cathedral is one of the largest in the world. It is 111,3 metres high and weighs approximately 65,000 tonnes. Eight pillars support it. The ball and the cross topping the dome weigh approximately seven tonnes and are 23 feet high (about 7 metres).

The organ of the Cathedral was designed and decorated by Grinling Gibbons in 1695. It is one of the largest organs in the United Kingdom and is still in use. Once Mendelssohn himself played on it. The



cathedral is also famous for its Whispering Gallery. It is called so because a whisper against the wall on one side can be heard on the other side of the gallery.

Many prominent men, including the architect Christopher Wren, are buried here — the composer Sir Arthur Sullivan, the painters John Everett Millais and Joshua Reynolds, Admiral Lord Nelson and the Iron Duke of Wellington.



9. Make up questions and each group asks questions about their sight and the other pupils answer these questions. Each group adds their own questions and the pupils of other groups answer them.



I.

1. Stratford-upon-Avon/castle/not/is/
what/situated/from/far/?
2. was/built/when/Warwick Castle/?
3. in/what/Warwick Castle/attracts/
attention/people's/?
4. the/in/castle/lived/who/?

II.

1. beautiful/Great Britain/in/estates/of/
the most/is/what/place/one/?
2. are/many/Chatsworth/how/rooms/in/
there/?
3. what/estate/does/contain/the/?
4. Chatsworth/for/is/what/famous/?



III.

1. Kew Gardens/how/start/did/life/their/?
2. plants/specimens/over/who/the/all/by/
from/most/amazing/were/gathered/
the/of/world/?
3. rich/are/else/Kew Gardens/in/what/?
4. nowadays/is/Kew/what/?

IV.

1. in/known/is/house/why/world/the/the/Chartwell/over/all/?
2. style/it/constructed/at/what/was/in/first/?
3. Churchill's/addition/was/major/what/?
4. off/Churchill/political/what/did/order/to/stresses/use/take/in/
life/of/?

V.

1. what/famous/the/is/cathedral/world/one/the/most/of/cathedrals/
in/?
2. St Paul's Cathedral/uniqueness/the/dome/what/of/of/the/is/?
3. cathedral/designed/the/was/of/the/organ/when/?
4. is/famous/for/St Paul's Cathedral/else/what/?
5. there/is/buried/who/?





Dealing with reading.

- Read the prompts.
- What do you think the text is going to be about?
- Read each paragraph.
- What is each of them about?
- Choose the correct answer and fill in the empty spaces.



Writing

10. Change the groups. Complete the table.

Places of interest	Location	What it/they is/are famous for	The names of people who lived there

Reading

11. Read the text below. For each of the empty spaces (1—6) choose the correct answer (A, B, C or D).

Big Ben is known as Great Britain’s most famous clock and one of London’s *best*⁽¹⁾-known sights, situated on the bank of ...⁽²⁾ river Thames. It’s popular both with visitors and Londoners.

There is some misunderstanding as to the name itself. Some people refer it to the clock tower itself, ...⁽³⁾ use the name just for the clock. Actually, strictly speaking the name Big Ben is the name of one bell, the largest bell in the clock.

Irrespective of the definition, Big Ben is massive. The tower is 315 feet (96 m) high. ...⁽⁴⁾ of the four faces of the clock is 23 feet square and the figures are each 2 feet tall.

There are some legends as to the origin of the name Big Ben. Some people believe it ...⁽⁵⁾ during the parliamentary debate to consider naming the clock after Sir Benjamin Hall, who was known as “Big Ben”.

Another possibility is that the name referred to Benjamin Caunt, a heavyweight boxing champion of the time ...⁽⁶⁾ nickname was “Big Ben”.





Sir Benjamin Hall



Benjamin Caunt



	A	B	C	D
1	good	better	most well	best
2	a	an	the	—
3	others	the others	another	others'
4	Every	Each	All	Both
5	has appeared	appeared	had appeared	was appearing
6	who	which	whose	whom



Speaking

12. Work in pairs. Choose a place of interest in Kyiv and play the roles of a guide and visitors.

These words and expressions can help you:

Oh, it's great!

What a wonderful trip!

Incredible!

In spite of...

It's marvellous!

Great God! What a beauty!

What a wonder!

What wonder?

I wonder why...

I'm wondered!

It is a pity!

What a pity!

For pity's sake...

Well, now tell me all about this castle.





What a stroke of luck!
What good luck!
I happened to see it!
Good choice!



Places of Interest in Kyiv

Theatres

T. Shevchenko Opera and Ballet Theatre, I. Franko Ukrainian Drama Theatre, Lesia Ukrainka Russian Drama Theatre, Drama and Comedy Theatre, Musical Comedy Theatre, Young Spectator's Theatre, Puppet Theatre, Variety Theatre of Miniatures, "Na Podoli" Children's Musical Theatre, "Koleso" Theatre, Philharmonic.

Parks and Gardens

Hydropark, M. Ryl'skyi Holosiivskyi Park, A. Pushkin Park, Kurenivskyi Park, "Nyvky" Park, "Partisan Glory" Park, "Victory" (Peremoha) Park, "Pushcha Vodytsia" Park, Zoological Gardens, Central Republican Botanical Garden of the Academy of Sciences of Ukraine, A. Fomin Botanical Garden, Planetarium.



Stadiums

Olimpiiskyi Stadium, Tennis Courts of the Olimpiiskyi Stadium, Sports Palace, Ice Stadium (Central Training Base for Skating), Olympic Sports Training Base in Koncha-Zaspa, Dynamo Stadium, "Sokil" Sports Training Centre, Spartak Stadium, Central Hippodrome.



Historical Places

The Golden Gate, Mykhailivskyi Cathedral, Kyiv-Pechersk Lavra (Kyivan Cave Monastery) with the Near Caves and the Far Caves, Kyrylivska Church, Mariinskyi Palace, Pokrovska Church, St Sophia's Cathedral, Troitska Church, Florivskyi Monastery.





Monuments

Askold's Grave, Monuments to St Volodymyr the Great, Hryhorii Skovoroda, Lesia Ukrainka, M. Lysenko, I. Kotliarevskyi, O. Dovzhenko, I. Franko, Nestor the Chronicler, B. Khmelnytskyi, Monument to the victims of Babyn Yar.



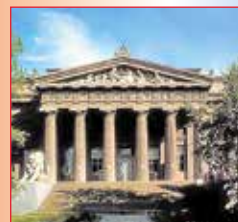
Museums

Archeological Museum, Historical Museum of Ukraine, Theatre, Music and Cinema Arts Museum, Ukrainian Art Museum, Ukrainian Decorative Folk Art Museum, Western and Eastern Art Museum, Pedagogical Museum, Nature Science Museum.



Art Festivals in Ukraine

"Kyiv Spring" (May), "Golden Autumn" Kyiv (October), "Virtuosos" Lviv (May), "White Acacia" Odesa (May).



13. Look at the pictures, read the advertisements and decide what place you would like to go to. Give your reasons.



1. If you love animals and nature, welcome to Africa.

Our trained guides will get you close to the nature. You'll enjoy travelling through Africa by Land Rover.

2. Are you looking for golden beaches, palm trees and clear waters? Welcome to the Caribbean Islands.



You'll enjoy diving in the clearest waters and relaxing on golden beaches in the shade of palm trees.





3. You like cooking on an open fire and going hiking.

Great! Welcome to the campsite!

You'll enjoy staying in our modern caravans. All facilities provided and the lowest prices guaranteed.

4. If you are interested in history, if you like hot weather, welcome to Egypt. You'll be impressed greatly by the pyramids, scenery, cosy apartments, cordial atmosphere and food.



14. Work in pairs. Describe any place you visited this summer and persuade your partner to visit it, too.

These expressions can help you:

the most exciting thing about ... is ...; if you are a sports fan you can ...; if you are fond of art you can visit theatres, art galleries,; the city is brilliant with a wide variety of bars, cafés, restaurants, ...

to choose from; this exotic city is a wonderful opportunity to relax; you can choose from a variety of entertainments: dancing, modern musical shows, a sports and leisure centre, ...; there is a lovely park with fabulous gardens; if you like shopping you can visit a modern shopping



centre, you'll enjoy staying in high-class luxurious buildings, wonderful hotels; you can enjoy diving in the clearest waters and lying on golden beaches in the shade of the palm trees; you can go hiking and see beautiful rivers and lakes; you can climb high mountains and stay in the area with clean fresh air and clean water; you can see a lot and do a lot.



15. Homework. Write a short article of about 120—160 words to a school newspaper. Choose any of the following tasks:

1. Describe your favourite city.
2. Describe your visit to the place you'll always remember.
3. Describe the place you visited this summer.
4. Describe the place you'd like to visit.
5. Describe your native city.

Climate

1. Read the text and complete the table.

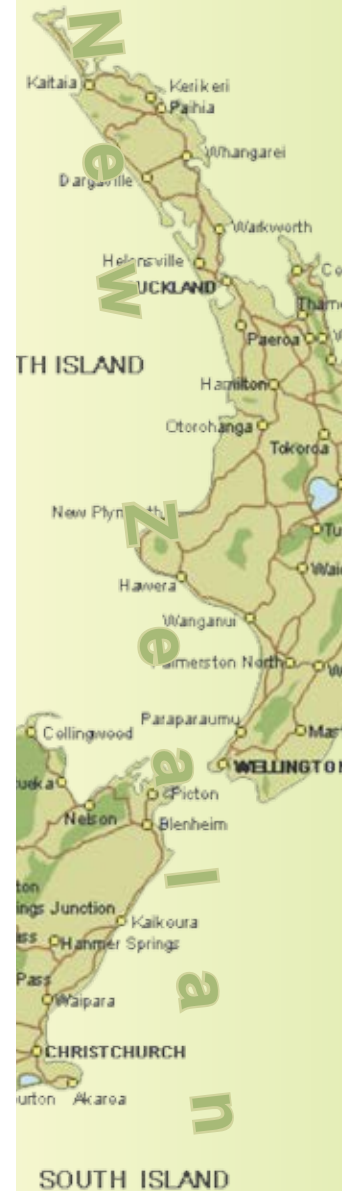


The climate throughout the country is mild and temperate, mainly maritime and only in the north it's subtropical with temperatures rarely falling below 0 °C or rising over 30 °C in populated areas.

Conditions vary sharply across regions from extremely wet on the west coast of the South Island to semi-arid in the Mackenzie Basin of inland Canterbury and subtropical in Northland. The country is well watered. But in the south winter can be quite cool with snow in the mountains. The eastern areas often experience drought in summer.

Christchurch is the driest of the main cities and Auckland is the wettest. Auckland, Wellington and Christchurch all receive 2000 hours of sunshine on the average yearly, the southern and southwestern parts of the South Island about 1400—1600 hours, the northern and north-eastern parts of the South Island are the sunniest areas of the country and receive approximately 2400—2500 hours of sunshine.

New Zealand has extraordinary flora. About 80 % of New Zealand's flora is endemic, including 65 endemic genera. The two main types of forests are the forests in which the giant kauri dominates and the forests in which the southern beech dominates. There are wonderful grasslands of tussock and other grasses and flowers usually in subalpine areas, and the areas of low shrubs between grasslands and forests.





- | | |
|-------------------------------------|---|
| 1. mild [maɪld] | м'який |
| 2. temperate ['tempərət] | помірний |
| 3. maritime ['mæɪtaɪm] | морський |
| 4. to vary ['veəri] | мінатися, змінюватися;
відрізнятися |
| 5. sharply ['ʃɑ:pli] | різко |
| 6. wet [wet] | вологий; дощовий; сирий |
| 7. semi-arid [ˌsemi'ærɪd] | напівпосушливий |
| 8. Mackenzie [mə'kenzi] | Маккензі |
| 9. basin ['beɪsn] | басейн (ріки, моря) |
| 10. inland ['ɪnlənd] | середина країни; віддалений
від моря, розташований
всередині країни |
| 11. Canterbury ['kæntəbəri] | Кентербері |
| 12. northland ['nɔ:θlənd] | північні райони (країни), північ |
| 13. to experience
[ɪk'spiəriəns] | зазнавати |
| 14. drought [draʊt] | засуха; сухість; посушливість |
| 15. yearly ['jɪəli; 'jæ:li] | щороку, кожного року |
| 16. average ['ævərɪdʒ] | середній; on the (an) average —
у середньому |
| 17. sunshine ['sʌnʃaɪn] | гарна, сонячна погода; яскраве сонячне світло |
| 18. endemic [en'demɪk] | місцевий, властивий даній місцевості |
| 19. genus ['dʒi:nəs] | (pl genera) рід, сорт, вид |
| 20. kauri ['kaʊri] | каурі, деревина каурі |
| 21. beech [bi:tʃ] | бук |
| 22. grassland ['grɑ:slænd] | лукопасовищне угіддя, район лук і пасовищ |
| 23. tussock ['tʌsək] | щучник; трава, що росте пучком; купина |
| 24. subalpine [ˌsʌb'ælpain] | субальпійський |
| 25. shrub [ʃrʌb] | чагарник, кущ |



Climate on the South Island	Climate on the North Island	The sunniest areas and cities of New Zealand

2. Work in pairs, groups or alone and find some more interesting information about New Zealand's flora. Present it to the class.



1. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|-----------------------------------|--|
| 1. lever ['li:və(r)] <i>n</i> | a handle on a machine or piece of equipment that you move to operate it |
| 2. wedge [wedʒ] <i>n</i> | a piece of wood, metal, etc. that has one thick edge and one pointed edge and is used especially for keeping a door open or for splitting wood |
| 3. screw [skru:] <i>n</i> | a thin pointed piece of metal that you push and turn in order to fasten pieces of metal or wood together |
| 4. wheel [wi:l] <i>n</i> | a flat round part in a machine that turns round when a machine operates |
| 5. pulley ['puli] <i>n</i> | a piece of equipment consisting of a wheel over which a rope or chain is pulled to lift heavy things |
| 6. to convert [kən'vɜ:t] <i>v</i> | to change something from one form to another |
| 7. snapper ['snæpə(r)] <i>n</i> | (informal, BrE) a photographer |
| 8. artisan [ɑ:tɪ'zæn] <i>n</i> | a craftsman |

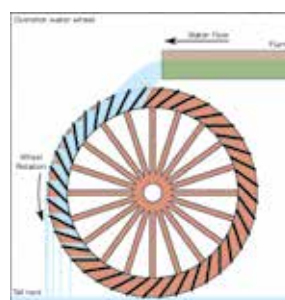
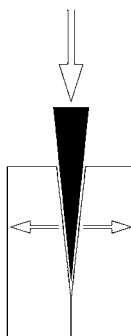
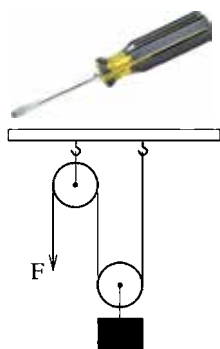
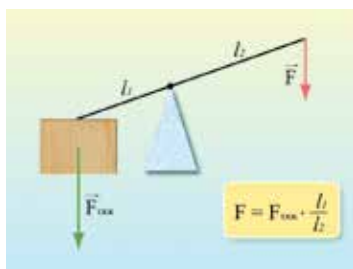
Words to learn:

lever,
wedge,
screw,
wheel,
pulley,
Renaissance,
phenomenon,
artisan,
enigma,
posterity.



Speaking

2. Look at these pictures. How do you think they relate to the topic of today's lesson? Name them.



3. Work in groups. Discuss and write one or more examples of simple machines.

The examples are done for you:
a bottle opener is a lever; a knife or axe blade is a wedge.





4. Discuss in class. Look at the portrait of this famous person. Who is he? What do you know about his life? Pay attention to the words below. Can you guess their meanings?

Renaissance [rɪˈneɪsəns] *n* — the transitional movement in Europe between medieval and modern times started in the 14th century in Italy, lasting in the 17th century, and marked by flowering of the arts and literature and by the beginnings of modern science

phenomenon [fəˈnɒmɪnən] *n* — an exceptional, unusual, or abnormal person, thing, or occurrence

enigma [ɪˈnɪgmə] *n* — something hard to understand or explain

posterity [pəˈsterəti] *n* — future generations

Reading

5. Read the text to check your ideas. Find the relative clauses.

Leonardo da Vinci (1452—1519)

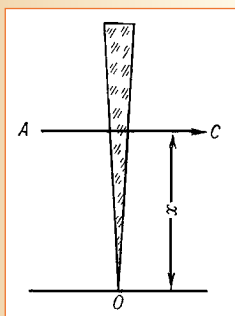
Who is Leonardo? What is his mystery? Today researchers have to find an answer to an enigma Leonardo has left behind him.

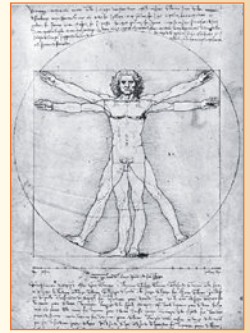
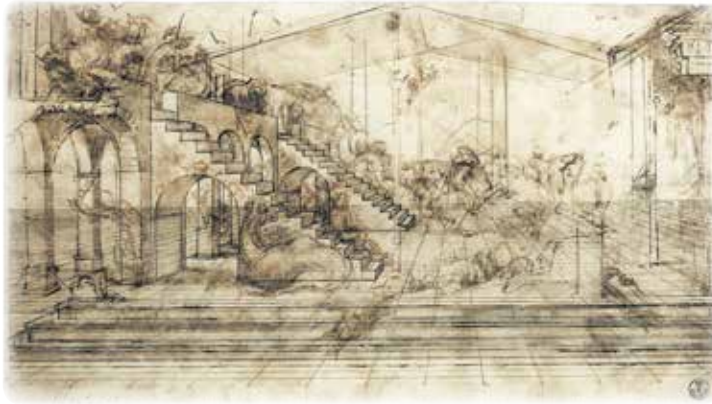
He was an Italian painter, inventor, scientist and artisan of the Renaissance period. He was the greatest genius and artist among those who had ever lived. Carlos Pedriti said that Leonardo da Vinci was “a phenomenon of nature”. Leonardo was ahead of his time and only the posterity could carry out his ideas.

His most famous paintings are *Mona Lisa* and *The Last Supper*. As a scientist and engineer, he has made many important discoveries, designed and invented many machines. One of the machines looks similar to a modern helicopter.

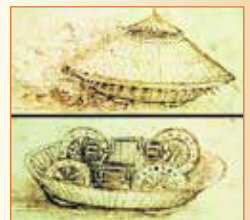


Mona Lisa. Leonardo da Vinci





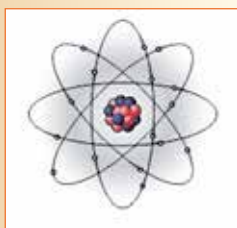
The Last Supper. Leonardo da Vinci



Speaking

6. Answer these questions.

1. It is said that with Leonardo “there is more than meets the eye”. Can you explain the meaning of this statement and give examples to support your answer?
2. After reviewing Leonardo’s accomplishments, do you believe that Leonardo would enjoy his life in our modern world? What might he be doing if he were alive today?
3. How did Leonardo integrate science and art in different aspects of his life? How could his philosophy improve our life?
4. Do you think Leonardo would feel right at home with robots, submarines and airplanes? Explain why.
5. Experts stated that “only posterity could carry out Leonardo’s ideas”. Do you agree or disagree? Explain your answer giving your reasons.



Reading



Leonardo da Vinci

7. Read the text below. For each of the empty spaces (1—7) choose the correct answer (A, B, C or D).

Leonardo da Vinci was born in 1452 and died in 1519. In *his* ⁽¹⁾ lifetime, this extraordinary man was a scientist, mathematician, engineer, inventor, anatomist, painter, sculptor, architect, botanist, musician and writer.

Leonardo the artist painted two of the ...⁽²⁾ famous paintings of all time: *Mona Lisa* and *The Last Supper*. He ...⁽³⁾ as an artist for a number of years before he became ...⁽⁴⁾ in science and engineering.

He wrote descriptions ...⁽⁵⁾ the natural world and made many drawings of human anatomy, which he kept in his journals. ...⁽⁶⁾ was curious about these descriptions was the fact that Leonardo wrote ...⁽⁷⁾ in mirror image, which means you can only read them with the help of a mirror.



	A	B	C	D
1	they	he	their	<u>his</u>
2	very	most	more	much
3	was	became	worked	stayed
4	interested	excited	keen	curious
5	for	from	of	by
6	He	What	That	It
7	them	these	this	that

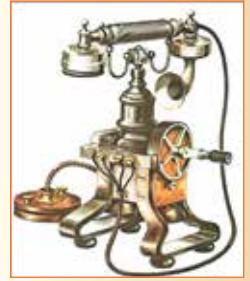
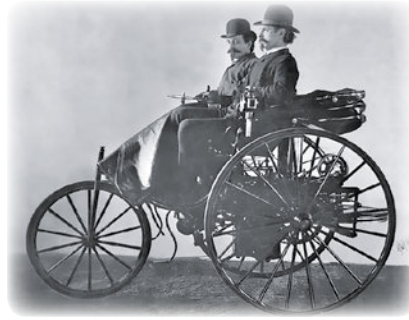
8. Read the text and name great inventors and their inventions.

Television (1920s)

Television was invented by the electrical engineer John Logie Baird. He was a Scotchman. He found out that light could be converted into electrical impulses, making it possible to transmit such impulses over a distance and then reconvert them into light.

Motor Car (Late 19th Century)

The car is probably the most widely used and most useful of all leisure-inspired inventions. German engineer Karl Benz produced the first petrol-driven car in 1885 and the German motor industry started in 1896. Henry Ford was the first to use assembly line production for his Model T car in 1908. Like them or hate them, cars have given people a great freedom of travel.



Electricity

The name came from the Greek word for amber and was coined by Elizabeth I's physician William Gilbert who was among the people who noticed that amber had the power to attract light objects after being rubbed. In the 19th century such great names as Michael Faraday, Georg Ohm, Alessandro Volta and Andre Marie Ampere all did vital work on electricity.



Photography (Early 19th Century)

The camera obscura photographic principle was described by Leonardo da Vinci around 1515. But only in 1835 the Frenchman Louis Daguerre produced camera photography. The system was gradually refined over the years, to the joy of happy snappers and the despair of those who had to wade through friends' endless holiday pictures.



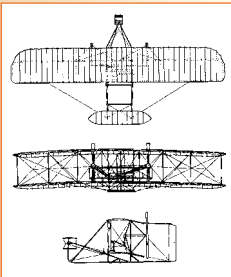
Telephone (1876)

Edinburgh-born scientist Alexander Graham Bell patented his invention of the telephone in 1876. The following year, the great American inventor Thomas Edison produced the first working telephone. With telephones soon becoming rapidly available, the days of letter-writing became numbered.

Computer (20th Century)

The computer has been another life-transforming invention. British mathematician Charles Babbage designed a form of computer in the mid-1830s, but that theory was put into practice more than a hundred years later. Now, a whole generation has grown up with calculators, windows, icons, computer games and word processors, and the Internet and e-mail have transformed communication and information.





Aeroplane

The invention of the plane gave the opportunity for ordinary people to travel all over the world and reach easily distant lands. The invention of the plane and the petrol engine made the flight feasible and in 1903 the first flight was made by the American Wright brothers.

8a. Read the texts again and choose the correct answers.



1. It swept the world and changed leisure habits for countless millions.

- a) TV.
- b) Motor car.
- c) Aeroplane.

2. It gives people a great freedom of travel.

- a) Electricity.
- b) Motor car.
- c) Aeroplane.

3. It gives joy to happy snappers.

- a) Motor car.
- b) Telephone.
- c) Photography.

4. It worked in such a way that the days of letter-writing became numbered.

- a) TV.
- b) Electricity.
- c) Telephone.

5. It has transformed communication and information.

- a) Motor car.
- b) Computer.
- c) Aeroplane.

6. It helped shrink the world and brought distant lands within easy reach of ordinary people.

- a) TV.
- b) Photography.
- c) Aeroplane.



9. Read the texts and do the tasks.

Ihor Sikorskyi

The outstanding aircraft designer of the last century Ihor Sikorskyi was our compatriot. He was born in Kyiv on June 06, 1889. Since his childhood, he dreamed of flying machines, and they became the goal of his future life. Having received education in St Petersburg, Paris, Kyiv, he very quickly began to make progress in aircraft construction. From small mono- and biplanes, he moved to the creation of flying giants of that time — the four-engine aircraft “Ilia Muromets”. Simultaneously Sikorskyi developed models of helicopters and seaplanes. By the time of forced emigration at the age of 29, he had created 25 models of aircraft, two helicopters, three types of aerosleighs. And they were all in industrial production and even sold abroad.

Having moved to America, Sikorskyi continued his favourite business. He achieved the greatest success in helicopter construction. The models created by him had no competitors during the life of the great aircraft designer.

In 2016, the National Technical University of Ukraine was named after its former student, the outstanding aircraft designer of the 20th century Ihor Sikorskyi.

Answer the questions.

1. Who was an outstanding aircraft designer of the last century?
2. What did he dream of since his childhood?
3. What models had he created by the time of forced emigration?
4. He achieved the greatest success in helicopter construction in America, didn't he?
5. What university was named after its former student?

Serhii Koroliov

The Academician Serhii Pavlovych Koroliov, whose name is associated with the breakthrough of mankind into outer space, was born in Zhytomyr on January 12, 1907.

From an early age he was interested in aviation, which at that time was booming. While studying at a higher technical school, he participated in the organisation of a glider school. He became an instructor and test pilot of gliders, finished a school of pilots, visited an aerodynamic circle and developed light aircraft and gliders.

Then there were successful achievements in the field of military aircraft construction and rocket engineering. He took an active part in the development of the legendary reactive system “Katiusha”.

On October 4, 1957, for the first time in history, an artificial satellite was launched. On November 3, 1957, a second satellite was sent into orbit. On April 12, 1961, Yuri Gagarin flew into space. Serhii Koroliov planned flights with the crew to the Moon and Mars. Unfortunately, these plans were not fated to come true. The great scientist died in January, 1966.

Ivan Puliui

The Ukrainian Ivan Puliui constructed a tube that later became the prototype of modern X-ray machines. Only 14 years later the German Wilhelm Roentgen constructed an X-ray machine.

And Ivan Puliui was the first in the world to make an x-ray photograph of a human skeleton, too.

Viacheslav Petrov

Few people know that the prototype of a compact disc in the late 1960s was invented by the graduate of Kharkiv Polytechnic Institute and Kyiv Institute of Cybernetics Viacheslav Petrov. At that time the prototype of a compact disc was of scientific nature and had nothing to do with music. The optical disc was created for a supercomputer.

Complete the sentences.

1. The name of Serhii Koroliov is associated with...
2. From an early age he was interested in...
3. There were successful achievements in...
4. An artificial satellite was launched...
5. On April, 12, 1961...
6. Serhii Koroliov planned ... but these plans...
7. Ivan Puliui was the first...
8. The prototype of a compact disc was invented by...



10. Homework. Project work. Choose an inventor from Ukraine or foreign countries to research. Write a report about an inventor's life and achievements. List his most important inventions and explain how one of them works. Present your project to the classmates. You can work alone, in pairs or in groups.

If it is difficult for you to choose an inventor, here is a list of inventors to choose: Benjamin Franklin, Alexander Graham Bell, Eli Whitney, James Watt, Thomas Edison, Guglielmo Marconi, Michael Faraday, the Wright brothers, Charles Babbage.



James Watt



Alexander Graham Bell



Benjamin Franklin



the Wright brothers



Michael Faraday



Guglielmo Marconi

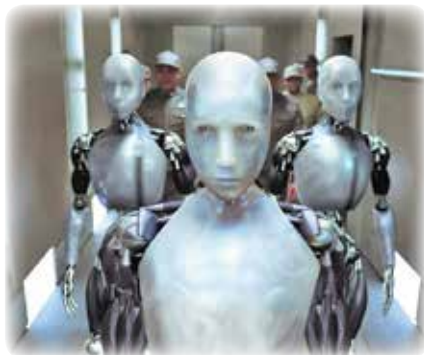


Thomas Edison



Charles Babbage

1. Look at the pictures of these *cyborgs*. How do you think they relate to the topic of today's lesson?



Speaking

2. Discuss in class. Have you ever heard the term *cyborg*? What creature is it? Give examples of any cyborg augmentation.



3. Read this text and check your ideas.

Cyborg is a human that has machine parts incorporated into his or her body. Contact lenses, hearing aids, cochlea implants in the ear, artificial hearts, artificial joints and limbs are all examples of cyborg augmentation.

4. Listen and read the new words and their definitions. Make some sentences with these words.

1. cochlea ['kɒkliə] *n*

med. a spiral-shaped tube as a part of the inner ear

2. to implant [ɪm'plɑ:nt] *v*

to fix in deeply into the body or mind

3. bionic [baɪ'ɒnɪk] *adj*

having greater than human powers (such as strength, sight, speed, etc.)

4. vision ['vɪʒən] *n*

the ability to see

5. to impair [ɪm'peə(r)] *v*

to make worse or weak

Words to learn:

to implant,
bionic,
vision,
to impair,
vision-impaired,
to superimpose,
to superimpose
colours,
ophthalmology,
to vanish,
to polish,
vivid,
ban,
to be under a ban,
augmentation.



- | | |
|--|---|
| 6. to superimpose
[su:pərim'pəuz; ,sju:pərim'pəuz] <i>v</i> | to put something over something else so that both can be seen |
| 7. ophthalmology [ˌɒfθəl'mɒlədʒi] <i>n</i> | <i>med.</i> the study of the eyes and their diseases |
| 8. to vanish ['væniʃ] <i>v</i> | to disappear |
| 9. to polish ['pɒliʃ] <i>v</i> | to make something bright, shiny and smooth |
| 10. vivid ['vɪvɪd] <i>adj</i> | bright |
| 11. to ban [bæn] <i>v</i> | to forbid; to prevent somebody from doing something |
| 12. augmentation [ˌɔ:gmen'teɪʃn] <i>n</i> | increasing of the size, value, etc. of something |

Dealing with group reading.

- Divide the class into groups.
- Each group reads its own paragraph.
- Ask questions to each other in the group.
- Present information to the other groups.
- Ask and answer questions.

Reading

5. Divide the class into 3 groups. Each group has to read different texts about the latest scientific inventions: the first group about tattoos, the second about contact lenses, the third about nail polish. Use your dictionary to check the meaning of any new words.



Light Tattoos & Skin Embossment

This series of incredible temporary body modification devices was designed by Kye Ok Kim and showed at Seoul Design Week 2007. They allow those who want to express themselves through artistic body work to do light print or paint.

The light-emitted brooches' project patterns can be put onto skin.

"I intend to change the meaning of ornamentation on the body, that is worn as jewellery, and decorates the body, in order to find a new perspective for jewellery", Kim says on his site.

"Jewellery expands its visible boundaries, from the material to the immaterial, the tangible to the intangible, conveying sensuality and emotional

connection between people and places, and people and objects. It is a sensory communicative tool with a soft flow of natural sensibility in daily life."

<http://www.trendhunter.com>



Bionic Contact Lenses — Real Holographic Displays for the Eye

Bionic eyes! For the first time, researchers in ophthalmology have developed a safe contact lens that can give a human the vision like a Superman has. The lens has an imprinted circuit and lights which would display graphics similar to the Terminator's eyes or the eyes of Bionic Woman and visual aids to help vision-impaired people.



“Looking through a completed lens, you will see what the display is generating superimposed on the world outside”, said Babak Parviz, a UW assistant professor of electrical engineering. “This is a very small step toward that goal, but I think it’s extremely promising.” The results are presented today at the Institute of Electrical and Electronics Engineers’ international conference on Micro-Electro-Mechanical Systems by Harvey Ho.

<http://themilobox.blogspot.com>

Disappearing Nail Polish

Some students at Albion High School in Salford decided to invent a “vanishing” nail polish in order to solve their school’s ban on make-up. So, they did it as part of a project with Salford University’s school of art and design.

The nail polish is vivid red outdoors but as soon as you go indoors, the varnish transforms into a pale colour that can hardly be seen! This





change is caused by a chemical reaction between the nail varnish and the ultraviolet light in natural sunlight.

Enterprise project managers at Salford, Paul Haywood and Sam Ingleson, were so impressed by the idea from the young teens that they began to develop the project further.

“As there are a lot of nail salons in the area, it can be a good business.

As the varnish would go clear indoors, they could have it in school. But back outside, it would react with the sun and change colour again.”



Speaking

6. Answer the questions in your group.

1. What is the invention?
2. What opportunities does it give to people?
3. Who created it?
4. What are the future plans of the inventor?
5. Would you like to have and use such an invention? Why? Why not?

7. Change the groups. Discuss the questions from Ex. 6 with them.

8. A role play. Three of you are inventors. The rest are journalists. Ask them as many questions about their inventions as you can.



Reading

9. Work in groups. Look at these photos. Read the paragraphs and put them into the correct order. Say if the Falkirk Wheel really commemorates the millennium and acts as an iconic symbol for years to come.

About the Falkirk Wheel

- ☐ It was required to connect these two canals by the way of a boat lift. British Waterways were keen to present a visionary solution taking full advantage of the opportunity to create a truly spectacular and fitting structure that would suitably commemorate the millennium and act as an iconic symbol for years to come.
- ☐ The Millennium Link was an ambitious 84,5 million project with the objective of restoring navigability across Scotland on the historic Forth and Clyde Canal and the Union Canal, providing a corridor of regenerative activity through central Scotland.
- ☐ Completion of the Millennium Link project was officially marked by Her Majesty The Queen on 24 May, 2002 at the Falkirk Wheel.
- ☐ A major challenge the British faced was to link the Forth and Clyde Canal, which lay 35 m below the level of the Union Canal. Historically, the two canals had been joined at Falkirk by a flight of 11 locks that stepped down across a distance of 1.5 km, but they were dismantled in 1933, breaking the link.



- ☐ The result, perfectly balanced structure that is the Falkirk Wheel — the world's first and only rotating boat lift — was the eventual outcome of British Waterways collaboration with a design team that combined the international experience of joint-venture contractor Morrison-Bachy-Soletanche with leading specialists from Ove Arup Consultants, Butterley Engineering and Scotland-based RMJM architects.

<http://www.european-waterways.eu>





10. Homework. Choose one of the questions given below and write an article to a teen magazine.

1. Will you give your reasons if there are negative aspects of cyborg augmentation?
2. If you could augment your physical strength or senses, what would you change and why?
3. Will you explain how sense augmentation (such as thermal vision) might be used in the future?
4. Will you hypothesise what society would be like if the average lifespan was doubled and people could be 150 years old?
5. Do you think a computer can be built to mimic the human mind? Why or why not?
6. Just as society is accustomed to the technology and convenience of electric lights, do you think the advances in human augmentation will be accepted and someday seem commonplace? Give your reasons.

1. Discuss in class. Make a list of different kinds of electronic gadgets.



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. gadget ['gædʒɪt] <i>n</i> | (informal) a small machine, tool or device |
| 2. laptop ['læptɒp] <i>n</i> | a small portable computer that can work on somebody's lap |
| 3. desktop ['deskɒp] <i>n</i> | a working area of a computer screen on which there are symbols showing the information, etc. |
| 4. equipment [ɪ'kwɪpmənt] <i>n</i> | the things which are used to do a particular activity |
| 5. to paste [peɪst] <i>v</i> | to copy or move text into a document from somewhere else |
| 6. to cut [kʌt] (cut, cut) <i>v</i> | to remove a piece of text out from a document |
| 7. geek [gi:k] <i>n</i> | (informal) a person who isn't always popular or fashionable; a person who is knowledgeable and passionate about something particular |
| 8. chairman ['tʃeəməŋ] <i>n</i> | the head of a company or other organisation |
| 9. to donate [dəʊ'neɪt] <i>v</i> | to give money or something else to people who need help or to an organisation |
| 10. charitable ['tʃærətəbl] <i>adj</i> | generous, kind |
| 11. software ['sɒftweə(r)] <i>n</i> | the programs that are used to operate a computer |
| 12. foundation [faʊn'deɪʃn] <i>n</i> | the organisation that provides money or other help for a special purpose |

3. Listen, read and choose the odd words which don't refer to computers in your opinion.

House, mouse, printer, light, hard disk, hard drive, monitor, film, screen, run, CD-ROM, keyboard, machine, robot, key, mouse mat, floppy disk, concert, computer, DVD-ROM, speaker, printout, DVD, password, road, files, data, e-mail, complex, school, reporter, children, vegetables, space, the Internet, program, laptop, software, PC, desktop, icons, display, trees.

Words to learn:

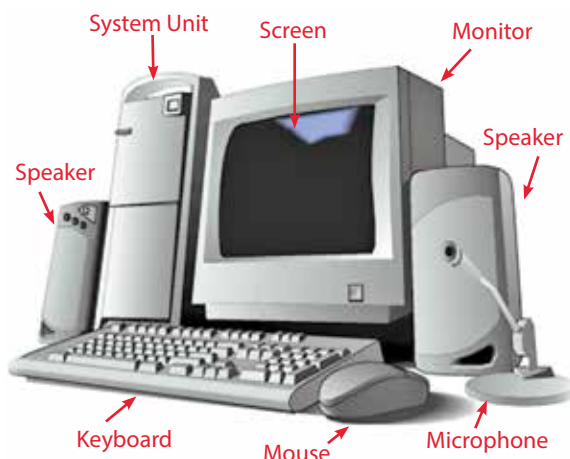
gadget,
laptop,
desktop,
equipment,
to paste,
to cut,
to cut out,
geek,
chairman,
to donate,
to donate smth to
smb,
charitable,
software,
foundation.





4. Name and write all the words and expressions you can associate with the word *computer*.

5. Read the interview below, think of the questions to the answers. Add any new words or expressions to your list.



1. ...

I've had a computer of one sort or another since

I bought my first one in 1987. I remember it was a little box with a black and white screen. It was so slow that I used to go and make a cup of tea when it was time to print any kind of a document.

2. ...

I have a laptop and the newest computer at work with all necessary equipment. Sometimes I get confused with all these wires and ropes.

3. ...

Very important, but like most of people in the world, I love and hate computers at the same time. As a teacher and a novelist I love cut and paste functions, which is very useful and makes my work easier. Keeping a lot of information is also very convenient.



4. ...

For e-mails, writing of fiction and lesson plans, of course.

5. ...

In fact I visit a lot of different websites because I like keeping in touch with my colleagues and know everything which is new and unusual.

6. ...

Yes. I often participate in teachers' online conferences and discussions. It gives me a lot of new and fresh ideas.

7. ...

About four or five hours a day. The longest I have ever spent was actually twelve hours for three days, when I was writing a student's book. It nearly killed me.

8. ...

No, I don't really remember anything special.

9. ...

Yes, I really want one of those GPS navigators. We always travel a lot with my family and I find this device really useful.

10. ...

No, I don't think so. I'm not a geek at all. I don't know much about computers but I'm quite a good user and sometimes I even help my friends to solve some little problems with it.

11. ...

Yes, and it annoys me to think how much we depend on them. And the young people prefer virtual life rather than real life and this must worry us, adults, a lot.

12. ...

A computer? Never — only a person.

6. Complete the interview by matching the questions (a—I) to the answers (1—12) from Ex. 5.

- a) What do you use your computer for?
- b) Have you bought any gadgets recently?
- c) Do you have any computers now?
- d) How important do you think computers are?
- e) Which would you take to a desert island for a company — a person or a computer?
- f) Are there any new gadgets at the market that you want?
- g) What do you think? Are you a computer geek?
- h) Do you use any websites in your work?
- i) How long have you been using computers?
- j) Have you ever chattered with people on the Internet?
- k) How much time have you spent working on your computer?
- l) Is there anything that irritates you about computers and other electronic technologies?



7. Read the text and say if the statements are true or false.

The Computer Revolution

The first computers appeared right after World War II, and since that time they have already changed and have been changing the lives of people all over the world.

At present wherever you turn, you find a computer working.

In banking industry computers transfer money from one account to another. Computers are used to launch, guide and track spacecraft and satellites; they help predict weather and earthquakes. Nowadays it's impossible to imagine mass media and communication between people of different countries without computers. They are also extremely important in medicine. In medical laboratories, computers have reduced errors in testing, and they have saved doctors' countless hours of work.

Many stores use computers to keep track of sales and orders. Also, many stores use optical scanners to record purchases and total prices. Computers, linked to TV, telephone and satellite networks, spread information throughout the world.

Without special training it is impossible to understand exactly how a computer performs its work. Nevertheless, many people use computers in their daily lives. There are many types of computers that are used everywhere. They are so much a part of our lives that we usually don't even know they are there.

Computers have become the foundation of the modern working world. Today, virtually all types of jobs use them to some degree and all the countries are affected one way or another by the "computer revolution".

In the future computers will be a million times faster than they are today. They will become easier to use, but anyone who has not learnt how to use the new technology will be seriously disadvantaged, particularly in the field of employment.

1. The first computers appeared in the middle of the 20 th century.	
2. Computers are rarely used in consuming.	
3. It is hardly possible for people to use computers in their everyday life.	
4. Computers have become the foundation of the modern working world.	
5. The problem is that in future computers will become more and more complicated to be used.	

8. Read the text on Internet safety rules and discuss the questions with your classmates.

Most teens use a computer nowadays. The Internet allows them to chat with friends, find help with homework, do research and find out

Dealing with
"true" or "false"
answers.

- Read the sentences from the exercise.
- Analyse the sentences carefully.
- Assess whether they are true or false.
- Mark the answers.

the latest news. However, the Internet can also be dangerous if it is not used carefully.

To begin with, users should think carefully when they create an e-mail address or a username. They should make sure it doesn't identify their age or gender in any way. This way someone cannot use it to track them down. Users should also never give out personal information online. By making sure they stay anonymous they stop others from sending spam and from using this information to cause harm.

Another way to stay safe when using the Internet is to keep online friendships online. In cyberspace, it is easy for people to pretend to be something they are not. Keeping friendships online avoids unnecessary danger.

Finally, it would be a good idea to use only websites that are classed as child-friendly. In this way, users will be protected from inappropriate material.

Overall, there is a number of ways to make sure teens are safe while they surf. If they were put into practice, I believe young people could be kept out of harm when they are online.

1. Why do teens use a computer nowadays?
2. What should users think of carefully when they create a new e-mail address?
3. What are the ways to stay safe when using the Internet?

Use the phrases of:

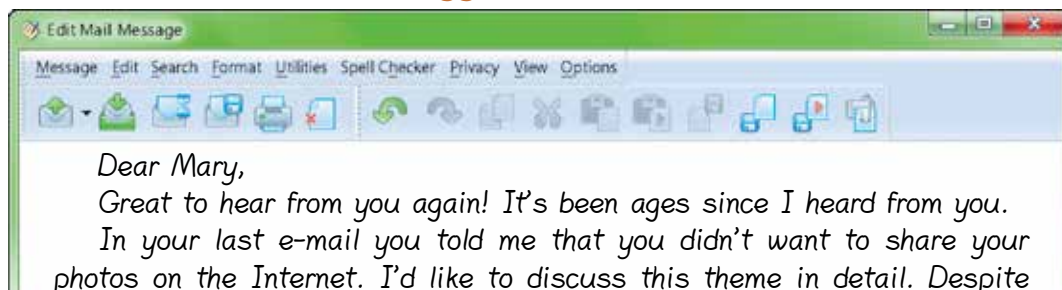
agreement	disagreement
I totally agree... You are right! I think so.	I don't really agree... I don't think so because... That's not true.

9. Using the information given, write an e-mail with advice and tips on Internet safety rules to your friend who is not feeling very confident about Internet safety.

Include this information:

- personal contact information;
- information about when you will be or are away from home;
- anything you don't want others to share.

Suggested Answer



the fact that the Internet's a great invention of the twentieth century, it's fraught with potential safety problems. If you post your address and phone number, it could help potential burglars or stalkers locate you much more easily. As for me, I'm scared of stalkers very much! Another issue's your personal financial security. No doubt that you wouldn't post pictures of your checks or credit cards on the Internet. A good friend of mine wouldn't even buy anything in the Internet shops via her credit card! I know that you're a big fan of Facebook. I hope you'd never post your password to Facebook or any other accounts. I remember that you prefer some sophisticated passwords so I don't have to worry about your password hints.

You plan to visit London, don't you? Don't post comments about going out of Kyiv for a week. It'll give crooks an idea of when your house will be empty. Don't post photos from London; potential burglars'll be able to tell they have time to pay your home an unwanted visit.

I know that you're more protective towards your personal life than I'm. Just to be on the safe side, I warn against complaining about your dentist in Facebook, your complaints are likely to get back to him! If you have any doubts about whether a comment or photo's appropriate for public viewing, it's best not to post it.

Well, if you want to know anything else, just drop me a line. Looking forward to hearing from you. Reply ASAP!

Love,
Sandra

10. Read the text below. For each of the empty spaces (1—7) choose the correct answer (A, B, C or D).

There exist many⁽¹⁾ different kinds of computer games. Usual games are quick and easy to play. People can choose and play the game ...⁽²⁾ they have a spare minute or two. You can find them on your mobile phone, on your computer and even on your television. They include popular games like Solitaire and Spider.

...⁽³⁾ type of games is *serious* games. These games are designed to teach players something useful. One of the longest-running serious games is the *Microsoft Flight Simulator*. It was made in 1982 and since then, many ...⁽⁴⁾ have used it to learn to fly planes. Other games teach police and firefighters what to do in ...⁽⁵⁾ case.

Language learning software does not typically fall into this ...⁽⁶⁾, however. These are educational games. In recent years, an ...⁽⁷⁾ number of games have been created to improve players' skills and knowledge. They help younger kids learn to count and spell, and teach older kids mathematics and technology.

	A	B	C	D
1	lots	many	much	most
2	whenever	soon	while	during
3	Another	Other	Different	One
4	poets	stewards	pensioners	pilots
5	an emergency	a security	a safety	a disadvantage
6	game	group	system	way
7	increase	increasingly	increasing	increases

Speaking

11. Work in pairs. Choose five of the questions from the interview from Ex. 6 to ask your partner.

Spot on Using "to speak"

In British English it is more usual *to speak to* someone than *to speak with* someone. *To speak with* someone is more formal.

He likes to speak to clever people.

To speak of something is more formal than *to speak about* something.

What is he speaking about?

To speak for is used to express the opinions, thoughts.

— *I know you aren't going to London.* — *No, you are mistaken. I'm going to visit London this year. So, don't speak for me, speak for yourself.*

12. Read the proverb, give the Ukrainian equivalent of it and say if it is necessary to do your job well and to work hard to be successful.

What is worth doing, is worth doing well.

Listening

13. Discuss in class. What do you know about Bill Gates? Then listen to the interview, check your ideas and say why Bill Gates was so successful.

14. Listen again and choose the correct answers.

1. Bill Gates is successful because...
 - a) he worked hard.
 - b) he knew how to use the situation in his interests.
 - c) he was just a lucky person.



Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.



Dealing with listening.

- Read the task.
- What do you think the text is about?
- Name as many words related to the topic as you can.
- Listen to the text and take notes.
- Complete the task.



2. He speaks...
 - a) only to rich people.
 - b) to his colleagues.
 - c) to clever people.
3. During his career in Microsoft he held the position of a...
 - a) security officer.
 - b) software programmer.
 - c) CEO and chief software architect.
4. The Bill & Melinda Gates Foundation gives money to...
 - a) scientific research programmes.
 - b) any person who asks for it.
 - c) DNA research works.

15. Imagine that you are a member of a new club — “No life without computers”. Prepare an Internet page describing your club.

Include this information:

- why and when the club started;
- information which can be found on the club website;
- who can join the club.



16. Homework. Choose one of the questions and write an article to a school newspaper.

1. In what ways have computers transformed our lives?
2. How did earlier contributions from other cultures figure in the development of the computer?
3. Who owns and manages the information on the Internet?
4. How will the expanding of digital technology change the Internet of the future?
5. Why do some people fear that intelligent computers will replace people?

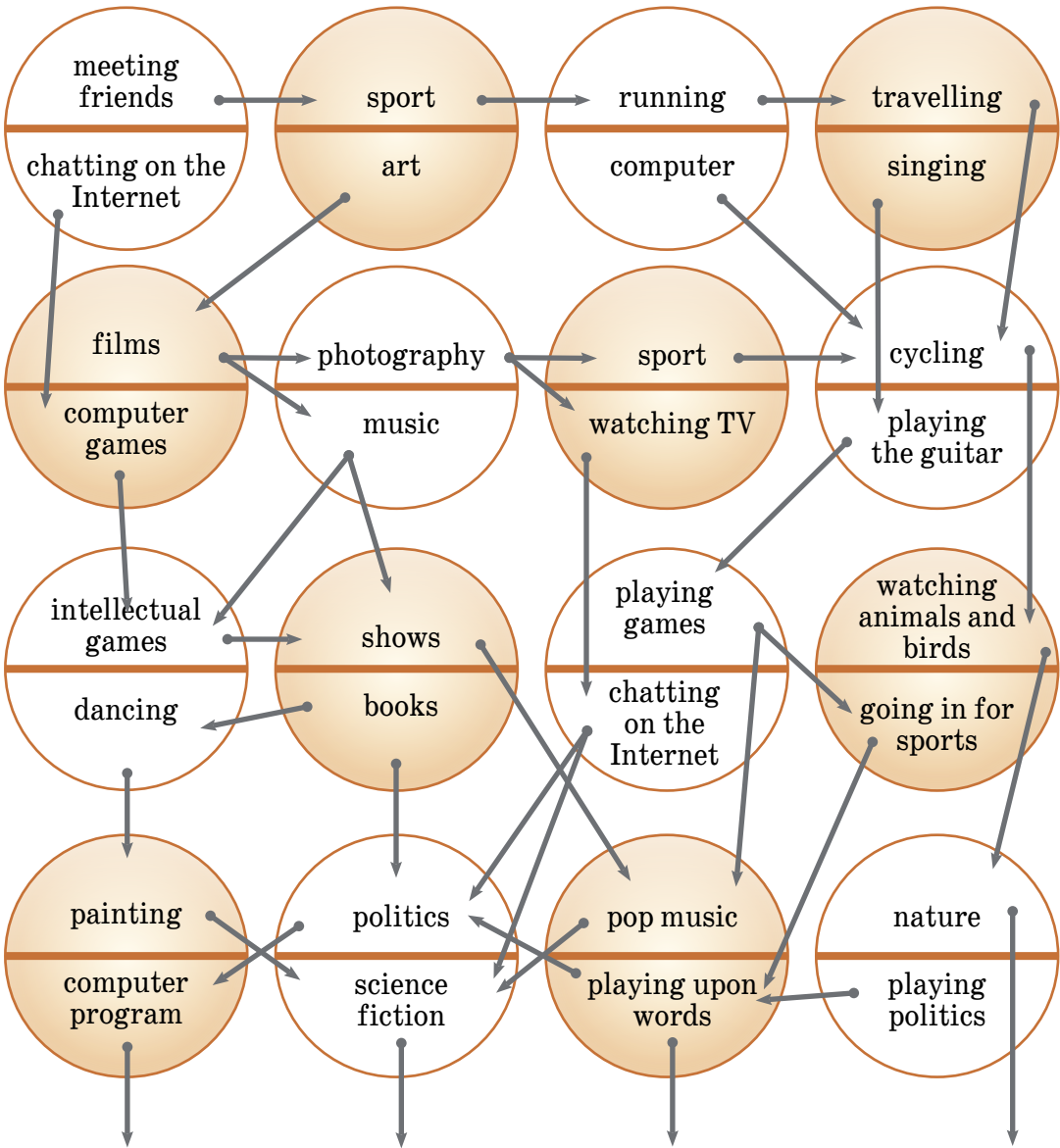


Microsoft®



Questionnaire: Your future depends on your interests. Choose the hobbies you are interested in and follow the arrows.

Start here



Words to learn:

caoutchouc,
exceedingly,
to expand,
to ascend,
syringe,
harpsichord,
to oust,
upright,
quill pen,
to eliminate,
to splatter,
smear,
kernel.

1. Match these verbs to the photos:

to listen to music; to play a piece of music; to blow up; to write letters with;
to play with; to swim under water; to cook food in.



2. Work in groups. What year was it one hundred and fifty years ago? Ask and answer questions about the things in the pictures.

The example is done for you:

Did people make a fire with matches a hundred and fifty years ago?

Yes, I think they did.

I'm not sure.

No, they didn't.

3. Tell the class what things were and weren't used by people.

4. Listen and read the new words and their definitions. Make some sentences with these words.

1. caoutchouc ['kautʃuk] *n* natural rubber
2. exceedingly [ɪk'si:dɪŋli] *adv* extremely
3. to expand [ɪk'spænd] *v* to become larger in size, number, or amount
4. to ascend [ə'send] *v* to move up
5. syringe [sɪ'rɪndʒ] *n* an instrument for taking blood from someone's body or putting liquid inside
6. harpsichord ['hɑ:psɪkɔ:d] *n* a musical instrument like a piano, used especially in the past



- | | |
|--|--|
| 7. to oust [aʊst] <i>v</i> | to force someone out of a position of power, especially so that you can take their place instead |
| 8. upright ['ʌpraɪt] <i>adj</i> | placed in a vertical position |
| 9. quill pen [kwɪl 'pen] <i>n</i> | a pen made from a large bird's feather |
| 10. to eliminate [i'limineɪt] <i>v</i> | to completely get rid of something that is unnecessary or unwanted |
| 11. kernel ['kɜːnl] <i>n</i> | the inner part of a seed or nut |



Reading

5. Read these texts and say what they are about.

The History of Rubber Balloons

The first rubber balloons were made by Professor Michael Faraday in 1824 for use in his experiments with hydrogen at the Royal Institution in London. "The caoutchouc is exceedingly elastic", he wrote in the Quarterly Journal of Science the same year. "Bags made of it have been expanded by having air forced into them, until the caoutchouc was quite transparent, and when expanded by hydrogen they were so light as to form balloons with considerable ascending power..." Faraday made his balloons by cutting round two sheets of rubber laid together and pressing the edges together.

Toy balloons were introduced by a pioneer rubber manufacturer Thomas Hancock the following year in the form of a do-it-yourself kit consisting of a bottle of rubber solution and a condensing syringe.



Thomas Hancock

- Dealing with
a text.
- Read the text quickly.
 - What is it about?
 - Read the text again and try to understand its idea.
 - Underline the key words and try to remember them.





The History of MP3 technology

The German company Fraunhofer-Gesellschaft developed MP3 technology. The inventors of the MP3 are Bernhard Grill, Karl-Heinz Brandenburg, Thomas Sporer, Bernd Kurten and Ernst Eberlein.

In 1987, the prestigious Fraunhofer Institut Integrierte Schaltungen began researching high-quality, low bit-rate audio coding, a project named EUREKA.



The History of a Piano

First the piano was known as the pianoforte developed from the harpsichord. It became the standard keyboard instrument. The piano has had a central place in music since the middle of the 18th century. Around 1780, the upright piano was created by Johann Schmidt of Salzburg, Austria, and later improved in 1802 by Thomas Loud of London whose upright piano had strings that ran diagonally.



Bartolomeo Cristofori
of Padua



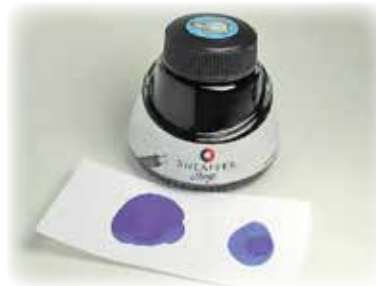


The History of a Fountain Pen

Graphite as a form of carbon first was discovered in the Seathwaite Valley on the side of the mountain Seathwaite Fell in Borrowdale, near Keswick, England, about 1564 by an unknown person. After that the first pencils were made in the same area.



In 1884 L. E. Waterman designed the first workable fountain pen that ousted quill pens also used for writing. He was a New York City insurance salesman. The fountain pen becomes the predominant writing instrument for the next sixty years. Four fountain pen manufactures dominate the market: Parker, Sheaffer, Waterman and Wahl-Eversharp.



The History of Barbie Dolls

Ruth Handler invented the Barbie in 1959. The doll was named after Ruth's daughter Barbara. Barbie was introduced to the world at the American Toy Fair in New York City. The doll was intended to be a teenage fashion doll. The Ken doll was named after Ruth's son. Barbie first had bendable legs in 1965.





The History of a Submarine

For the first time the idea to use underwater boats was suggested by the inventor Leonardo da Vinci, though the thoughts to perform underwater voyages had appeared much earlier. In the 1500s designs for underwater boats and submarines were presented. But the first submarines which could be useful for different purposes appeared only in

the 19th century. During the Civil War, the Confederates built the H. L. Hunley, the submarine that sank a Union ship. But the highest development of submarine constructing was observed after World War I began. At that time many practical and efficient submarines were invented and old ones were totally eliminated.



The History of a Microwave Oven

After the end of World War II, Percy Spencer was known as an electronics genius and war hero. Once he stopped for a very short time in front of a magnetron, the power tube that drives a radar set in his laboratory at the Raytheon Company. Spencer noticed that the chocolate bar in his pocket had begun to melt. Spencer knew how to apply his curiosity. He asked for unpopped popcorn. Holding the bag of corn next to the magnetron, Spencer watched the kernels exploding into puffy white morsels.



Percy Spencer

From this simple experiment, Spencer and Raytheon developed a microwave oven. At first, it was used exclusively in restaurants, railroad cars and ocean liners — places where large quantities of food had to be cooked quickly.

Today, Percy Spencer's radar boxes work in millions of homes around the world.



6. Read the texts again and choose the correct answers.

1. The first rubber balloons were made by...
 - a) Boris Paton.
 - b) Michael Faraday.
 - c) Thomas Hancock.
2. Toy balloons were introduced by...
 - a) Charles Babbage.
 - b) Thomas Edison.
 - c) Thomas Hancock.
3. The inventors of the MP3 are...
 - a) French scientists.
 - b) German scientists.
 - c) Ukrainian scientists.
4. The piano has had a central place in music since the middle of...
 - a) the 17th century.
 - b) the 19th century.
 - c) the 18th century.
5. The first pencils were made in...
 - a) England.
 - b) Spain.
 - c) Germany.
6. The first fountain pen was designed in...
 - a) 1883.
 - b) 1884.
 - c) 1885.
7. The Barbie doll was invented by...
 - a) Ruth Sporer.
 - b) Ruth Handler.
 - c) Ruth Thomas.
8. This doll was named after...
 - a) Ruth Handler's daughter.
 - b) Ruth Handler's granddaughter.
 - c) Ruth Handler's cousin.
9. Designs for underwater boats date back to the 1500s but the first truly practical and modern submarines were invented after...
 - a) World War II began.
 - b) World War I began.
 - c) World War began.
10. The first microwave ovens were invented after the end of World War II by...
 - a) Percy Spencer.
 - b) Percy Pitt.
 - c) Percy Tompson.





Spot on the Passive Voice

When to Use the Passive Voice

1. You use a passive verb when you want to say that something happens to the subject of the sentence. For example:

The doll was intended to be a teenage fashion doll.

2. You often use a passive verb when talking about the history of something. For example:

Chamber pots were used during the Middle Ages.

In this case, it is much more natural to use the passive than to find a vague, active way of expressing the sentence (such as *Someone used chamber pots during the Middle Ages.*).

3. You often use a passive verb when you are writing about science, or when you are saying how things are made. For example:

Graphite as a form of carbon first was discovered in the Seathwaite Fell.

If you use an active verb here, you have to say who does the action — information which is not known or not important.

4. If you want to say who does the action in a passive sentence, use **by** and then say who does it.

Toy balloons were introduced by a pioneer rubber manufacturer Thomas Hancock.

How to Change an Active Sentence into a Passive One

There are three things you need to do in order to change an active sentence into a passive one.

1. Move the subject of an active sentence to the end, and put **by** in front of it.
2. Move the object of an active sentence to the front, so that it becomes the passive subject.
3. Change the verb from active to passive. You do this by adding a form of the auxiliary verb **to be** and the past participle of the main verb.

The Passive with “Get”

1. You can also make the passive using **to get** instead of **to be**.

This kind of the passive is very common in conversations. Do not use it in formal writing. You often use this kind of the passive to say that something happened suddenly to someone.

I got sacked by my firm. OR I was sacked by my firm.

He got hit by a car. OR He was hit by a car.

2. You can also use the passive with **to get** when you want to suggest that an action is more forceful or more important to you.

I get paid on Thursday. OR I am paid on Thursday.

We often get asked this question. OR We are often asked this question.



7. Find and read all the sentences with the passive in the texts.
8. Transform the passive sentences into the active.
9. Look at the pictures and say which of these you have got at home.



Writing

10. Make sentences like in the example.

These words can help you:

camera, microwave oven, computer, kettle, iron, mobile phone,
fax machine, Walkman, TV set, washing machine, bottle opener,
to open, to watch, to iron, to take a picture, to shoot a film, to cook,
to boil, to talk to, to send faxes, to listen to, to wash.

The example is done for you: a camera is used for taking pictures or shooting films.



Reading

11. Read the article and list all the technologies mentioned in the text.

Modern technology affects our lives very much. Especially our leisure time has been greatly influenced by modern technology because we use electronic entertainments such as Walkmans, PlayStations, CDs, MP3s, DVDs, computers. We can spend all our time sitting in the armchairs watching TV or playing computer games. As we spend much time staring at a computer screen we damage our eyes. We spend less time out socialising and face-to-face communication is dying as we are spending more time communicating via electronic media.

This means that we are losing important skills such as personal communication and we sometimes don't know how to talk to other people and may even feel uncomfortable in the company of others.

Though using computers will help us to get ready for our future jobs as all jobs in the future will need computer skills. Computers allow us to work quickly and more effectively, find out lots of information from the Internet, send e-mails. It's great! But we don't have to spend long hours sitting in front of a computer screen. It's important to be able to use technology to help you, but not let it run your life.

Nowadays more and more people use mobile phones. They use mobile phones everywhere: in buses, trolleybuses, trams, when they are driving cars, crossing streets, etc. Many students bring their mobile phones to schools, send and receive text messages in classes not paying attention to lessons. The sound of a mobile phone ringing or playing an annoying tune during a lesson is something terrible.

The children's and young people's low cultural level is an extraordinarily urgent problem in our society and especially the mobile communication usage culture. There are more educated people than well-mannered ones in our country. So, there is no mobile phone communication culture among the schoolchildren developed to the necessary extent.

Taking it into consideration schoolchildren are forbidden to use mobile phones during the studies. We should pay attention to teaching the mobile phone usage culture to schoolchildren both at school and beyond its bounds.

On the other hand schoolchildren can be allowed to take mobile phones to school but use them only in an emergency when they really need help or have an accident on the way to school or home.



Dealing with a text.

- Read the text carefully.
- What is it about?
- Underline the key words and try to remember them.
- Read the text again and try to understand its idea.





Speaking

12. Work in pairs. Talk about the role of computers in our life. Pay attention to advantages and disadvantages of using computers. Give your reasons why you think so.

13. Work in groups. Talk about the use of mobile phones. Discuss the advantages and disadvantages of using mobile phones. Give your reasons.



14. Homework. Choose an invention and write a note on how and who it was invented by.



Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.



Wildlife

1. Read the text and say if the statements are true or false.

Until the arrival of humans 80 % of the land was forested. A diverse range of megafauna inhabited New Zealand's forests, including the flightless moas (now extinct), four species of the kiwi, the kakapo and the takahe, all endangered by human actions. Unique birds capable of flight included Haast's eagle, which was the world's largest bird of prey (now extinct), and the large kaka and kea parrots. The kiwi is the only bird with nostrils. The kiwi has a stocky body with brown feathers and a long, flexible bill but it cannot fly. Kiwi is so popular that it became a nickname for a New Zealander.



There are no snakes in New Zealand. There is only one venomous spider, the katipo, which is rare and restricted to coastal regions. Two species of bats are the only native land mammals. There are many endemic species of insects, including the weta, one species of which may grow as large as a house mouse and is the heaviest insect in the world.

Among the unusual native animals in New Zealand there are various frogs, reptiles and tuataras, native prehistoric reptiles.

There are a lot of different plants and flowers in New Zealand though five indigenous vascular plant species are now believed to be extinct, including Adam's mistletoe and a species of forget-me-not. We also can see seals, dolphins and whales. Because of its long isolation from the rest of the world and its island biogeography, New Zealand has extraordinary flora and fauna.

We can visit Pukeiti located on the west coast of the North Island and go on a hike to explore one of the largest collections of rhododendrons in the world on an ancient volcanic hill. Pukeiti was established in 1952.

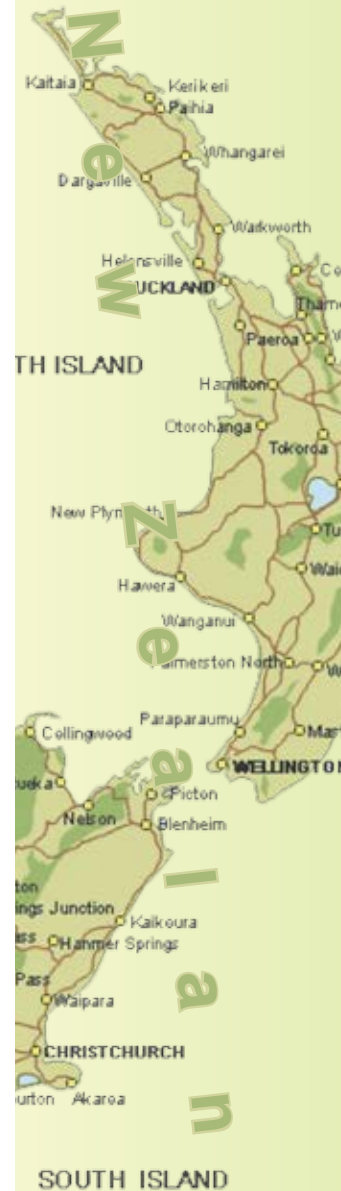


On the South Island the climatic diversity with long isolation from other continents, as it has already been mentioned, has resulted in the evolution of a unique native flora which Kiwis (New Zealanders) call "the bush".

New Zealand's fantastic scenery attracts the attention of people from all over the world.



- | | |
|--|--|
| 1. diverse [daɪ'vɜ:s] | різний, відмінний |
| 2. moa ['məʊə] | моа (птах) |
| 3. extinct [ɪk'stɪŋkt] | зниклий, вимерлий |
| 4. to endanger [ɪn'deɪndʒə(r)] | наражати на небезпеку, ставити під загрозу |
| 5. prey [preɪ] | здобич; bird of prey — хижий птах |
| 6. nostril ['nɒstrl] | ніздра |
| 7. stocky ['stɒki] | кремезний; приземкуватий, присадкуватий |
| 8. flexible ['fleksəbl] | гнучкий, пружний, рухливий |
| 9. bill [bɪl] | дзьоб |
| 10. venomous ['venəməs] | отрутний |
| 11. spider ['spaɪdə(r)] | павук |
| 12. rare [reə(r)] | рідкісний, що рідко трапляється |
| 13. restricted [rɪ'strɪktɪd] | обмежений |
| 14. coastal ['kəʊstl] | прибережний |
| 15. bat [bæt] | кажан |
| 16. mammal ['mæml] | ссавець (pl mammalia) |
| 17. endemic [en'demɪk] | місцевий |
| 18. insect ['ɪnsekt] | комаха |
| 19. reptile ['reptail] | плазун |
| 20. indigenous [ɪn'dɪdʒənəs] | місцевий |
| 21. vascular ['væskjələ(r)] | судинний |
| 22. biogeography
[ˌbaɪəʊdʒɪ'ɒgrəfi] | біогеографія |
| 23. extraordinary [ɪk'strɔ:dnri] | незвичайний, чудовий, дивовижний |
| 24. rhododendron
[ˌrəʊdə'dendrən] | рододендрон |
| 25. to result in [rɪ'zʌlt ɪn] | закінчуватися (чимсь) |
| 26. bush [bʊʃ] | чагарник; the bush — необроблена земля, яка заросла чагарником; to live in the bush — жити у віддаленій дикій місцевості |



1. New Zealand has extraordinary flora and fauna.
2. There are a lot of flightless moas and Haast's eagles in the country.
3. The kiwi is the most popular bird of New Zealand.
4. There are no venomous snakes in the country; there is only one venomous spider which is rare.
5. There are only a few endemic species of insects.
6. We can see the tuatara, a native prehistoric reptile, in New Zealand, too.
7. New Zealand is rich in diverse plants and flowers though some of them are endangered.

2. Work in pairs. Take turns to ask and answer questions about the wildlife of New Zealand.

3. If you are interested in New Zealand find some more interesting information about it. Work in pairs, groups or alone. Present your information to the class.



Words to learn:

ecology,
ecologic(al),
ecologist,
to contaminate,
contaminated,
contaminated zone,
contamination,
overcrowding,
environment,
destruction,
to destruct,
to pollute,
pollution,
to protect,
protection,
to restore,
species,
extinct.



1. Listen, read this poem and answer the questions.

1. Is it really a poor life if we don't have time to watch the beauty of our planet?
2. Are there any environmental problems of today? What do you think?

What is this life if, full of care,
We have no time to stand and stare?
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
The beauty of nature, streams full of stars, like skies at night.
A poor life this is if, full of care,
We have no time to stand and stare.

2. Look at these pictures. How do you think they relate to the topic of today's lesson?



3. Read these quotations and say if you agree with these statements and our duty is to look after our planet.

"Mother Planet is showing us the red warning light — be careful — she is saying. To take care of the planet is to take care of your own house."

The Dalai Lama

"The nation that destroys its soil destroys itself".

F. Roosevelt

4. Think and make a list of things that relate to the environment.

5. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|---|
| 1. environment
[ɪn'vaɪrənmənt] <i>n</i> | the place in which people live and work, including the land, water, air, plants, animals and all physical conditions that affect them |
| 2. pollution [pə'lu:ʃn] <i>n</i> | the process of damaging the air, water, or land with chemicals or other substances |
| 3. overcrowding
[,əʊvə'kraʊdɪŋ] <i>n</i> | unpleasant conditions caused by too many people or things being in the same place |
| 4. ecology [ɪ'kɒlədʒi] <i>n</i> | the study of the environment and the way plants, animals and humans live together and affect each other |
| 5. extinct [ɪk'stɪŋkt] <i>adj</i> | no longer existing |
| 6. destruction [dɪ'strʌkʃn] <i>n</i> | damage that is so severe that something stops existing or can never return to its normal state |
| 7. to contaminate
[kən'tæmɪneɪt] <i>v</i> | to make something dirty, polluted, or poisonous by adding a chemical or waste |
| 8. to protect [prə'tekt] <i>v</i> | to keep someone or something safe from harm, damage, injury or loss |
| 9. species ['spi:ʃi:z] <i>n</i> | a plant or animal group whose members all have similar general features |
| 10. to restore [rɪ'stɔ:(r)] <i>v</i> | to cause a particular situation to exist again, especially a positive one |

Listening

6. Listen to the text “Our Earth Is in Danger” and answer the questions.

1. What is our comfort paid by?
2. What do we pollute and destruct?
3. What is a great danger for people?
4. What do we have to do to save our Earth?

7. Listen to the text again and complete the sentences.

1. People's activities do...
2. Our comfort is paid...
3. We destroy...
4. Our plants, factories...
5. Dirty air causes...
6. A lot of animals and birds on the Earth...
7. The way people live...
8. It's high time...





Speaking

8. Look at the pictures, read the names of the environmental problems and work in groups to discuss them.

The environmental problems:

Litter — disappearing of animals

Air pollution — destruction of natural resources

Water pollution — destruction of the rainforests

Overcrowding



These questions can help you:

1. Have you noticed any of these environmental problems in Ukraine?
2. Which of these problems are the most serious in your opinion?
3. What can be done to protect the environment?

9. Put the ecological problems which are mentioned according to their importance in your opinion. Add some more.

1. ...
2. ...
3. ...

4. ...
5. ...
6. ...

10. Read and complete the dialogue using the following phrases.

It's hard work but very rewarding.
But I'll join your organisation.



Would you like to become a member of our environmental organisation?

Can I have your name and address, please?

Act it out and think of your own dialogue.

Speaker 1. Excuse me. ...

Speaker 2. Well, perhaps, but I'd like to get some more information about it. Could you tell me a little more about your organisation?

Speaker 1. Certainly! It's called the "Green Planet". The members of this environmental organisation protect nature cleaning our streets, squares and parks.

Speaker 2. Really? But it is hard work!

Speaker 1. Oh, yes! ... We work in small groups. We pick up litter off the streets, parks and squares and put it into plastic bags. We want to clean up our towns.

Speaker 2. You see, I'm very busy. ...

Speaker 1. Super! ...

Speaker 2. I'm Oksana. My address is flat 7, 20 Sadova Street, Kyiv.

Speaker 1. Later you'll receive your membership card. Bye.



11. Work in pairs and discuss the role of nature in the life of your family.

12. Look at the pictures and say what ecological problems are shown. What do you think has caused these problems?



13. Homework. Write an opinion essay about the most urgent ecological problem in your opinion. Give your reasons. Think of suggestions and write what can be done to solve it.

Dealing with a dialogue.

- Read and follow the text.
- Take turns to ask and answer questions.
- Act out the dialogue.
- Make your own dialogue.

Words to learn:

ice cap,
glacier,
effect,
cause and effect,
without effect,
to cause,
to cause smb to do smth,
essential,
to spawn,
sewage,
sewage water,
fertiliser,
of no effect,
herbicide,
pesticide.

Water Pollution

1. Read these quotations and say if you agree with the statements.

"The happiest man is the one who learns from nature the lesson of worship."

R. W. Emerson

"Study nature, love nature, stay close to nature. It will never fail you."

T. L. Wright

2. Answer the questions.

1. Do you know any other sayings about nature?
2. Is it important to live in harmony with nature?
3. What will happen if we don't live in harmony with nature?
4. Can life exist without water?

3. Look at these pictures. How do you think they relate to the topic of today's lesson?



4. Listen and read the new words and their definitions. Make some sentences with these words.

1. essential [ɪ'senʃl] *adj*
2. ice cap ['aɪs ,kæp] *n*
3. glacier ['glæsiə(r)] *n*
4. to poison ['pɔɪzn] *v*

completely necessary

a large area of ice that covers the land and sea around the North and South Pole

a very large mass of ice that moves slowly

to create pollution that damages part of the environment; to have a bad influence on something; to make someone very ill by giving poison



- | | |
|--|--|
| 5. habitat ['hæbɪtæt] <i>n</i> | the type of a place that animals normally live in or plants grow in |
| 6. to damage ['dæmɪdʒ] <i>v</i> | to have a negative effect on someone or something; to harm something physically |
| 7. congestion [kən'dʒestʃən] <i>n</i> | a situation in which a place is covered with people or vehicles |
| 8. sewage ['su:ɪdʒ; 'sju:ɪdʒ] <i>n</i> | waste substances, especially waste from people's activities removed from houses and buildings by a system of large underground pipes |
| 9. to pour [pɔ:(r)] <i>v</i> | to cause any liquid to flow from something to something |
| 10. to cause [kɔ:z] <i>v</i> | to make something happen, usually something bad |
| 11. effect [ɪ'fekt] <i>n</i> | a change that is produced in one person or thing by another |



Spot on Using Words

Words frequently used with *cause*.

Nouns: damage, harm, problems, suffering, trouble, embarrassment, confusion;

to cause smb/smth to do smth, to cause smb, smth.

Words frequently used with *effect*.

Adjectives: damaging, dramatic, harmful, profound, immediate, negative, positive, serious, significant.

Reading

5. Listen, read the text and complete the table.

Water in Our Life

Life cannot exist without water. Water is essential for people in more ways than you might think. We need a lot of water: for cooking, drinking, bathing, transportation, watering trees, bushes and plants. Only about 3 % of the earth's water is fresh water. It is the water of ice caps, glaciers, lakes and rivers. There will never be more





water on the earth than there is now and the great problem is its contamination.

First of all oil tankers pour tons and tons of black oil into the oceans and seas. Other sources of water contamination are the sewage, industrial waste water and domestic waste from cities and farms which are poured into our seas, rivers and lakes.

About half of the chemical fertilisers, herbicides and pesticides applied in the fields are washed off into the rivers. The Dnister and the Danube are the most polluted rivers in Ukraine.

Evidence of contamination can be found everywhere. As a consequence, the fish fail to spawn or even die and water is so polluted that people suffer from stomach problems.



The problem	Causes of the problem	Possible solutions to the problem	The best solution
1.			

6. Read the text again and complete the sentences with the words from Ex. 5.

1. Water is ... for people in more ways than you might think.
2. Fresh water is the water of
3. Other sources of water contamination are
4. Evidence of ... can be found everywhere.

Speaking

7. Answer the questions.

1. Are there any problems of water contamination in your city? Can you name them?
2. Is the problem of contamination of water especially important for you?
3. Is the Dnipro polluted, too? Give your reasons.
4. Can we drink its water? Why?



5. Are tons of industrial and domestic waste water poured into your river? What do you think about this?
6. What does water give us?
7. Do we have to take care of water and keep it clear?

8. Read and make sentences using the given words.

Water		people.
		us tasty fish to eat.
	cures	cool places to leisure.
	gives	us the opportunity to do many kinds of water sport: sailing, diving, swimming, fishing, surfing, yachting and just jumping.
	feeds	not only people but also animals and birds.
	brings	electricity. cleanliness and freshness. food and drinks.

9. Work in pairs. Discuss what you can do to preserve our rivers, lakes and seas.

10. Project work. Make a list of suggestions on solving the problem of water contamination.

11. Match these words to their definitions and explain their meanings.

poison	the science that studies the conditions of the habitat of a man, animals and plants
environment	something which is harmful and dangerous for people and animals
ecology	the gradual warming of the earth caused by pollution that stops heat from leaving the earth's atmosphere
habitat	to create a dangerous situation, to threaten one's life
waste	to ruin the habitat
extinct	the air, water and land where people, animals and plants live
greenhouse effect	the natural home of a plant or animal
to endanger	useless material, things that are thrown away
to damage	the disappeared animals or plants



Dealing with project work.

- Divide into groups.
- Think of the design: a poster, a brochure, a leaflet, a letter.
- Think of the materials you need: paper, pencils, crayons, scissors.
- Take some pictures to make the poster brighter.
- Distribute the tasks and do them.
- Unite the details and present your project to the class.



Reading

12. Complete the table.

These words and expressions can help you:

organic foods; chemical pesticides; fumes; smog; greenhouse effect; gases; pollution; global warming; congestion; acid rains; clean technology; wind power; solar power; wave power; to improve public transport; to build a new ring road around the city; to use bicycles; to plant trees, flowers and bushes; not to pour industrial waste into seas, rivers and oceans; to take care of animals and birds; not to cut down trees; not to throw rubbish everywhere; to recycle paper, glass and metal; fertilisers; herbicides; air pollution; water pollution; land pollution; to protect parks, gardens and forests; to keep cities, towns and countryside clean.

Things that are good for the environment	Things that can damage the environment

Dealing with a text.

- Read the text carefully.
- What is it about?
- Underline the key words and try to remember them.
- Read the text again and try to understand its idea.



13. Read the text and say if the statements are true or false. Correct them if it is necessary.

Air Pollution

Air pollution is also a great problem for us. No living creature can exist without air. Air pollution is especially serious in many of the heavily industrialised cities and towns. Chemical

plants, power stations, automobile transport are the major sources of air pollution. The number of cars is increasing every year, causing serious congestion and filling the air with smog. The biggest polluter today is the car. Exhaust fumes are the main cause of poor air quality, which can make people feel ill and have difficulty breathing. Normally the ozone layer in the atmosphere protects us from ultraviolet radiation but nowadays there are holes in the ozone layer and ultraviolet radiation can get to the earth because of air pollution. It is very dangerous for people.

Our society also produces a lot of waste which pollutes the environment, too. What can we do to improve the situation? We can recycle material such as glass, paper and metal. This will reduce the amount of waste that is produced.



People can use public transport or bicycles instead of cars and it will also reduce the pollution. Using the energy from the sun, the wind, or the sea to make electricity we can also reduce air pollution. Nevertheless we face ecological problems every day. We can do lots more to improve our ecology. Many people believe that the way we live our lives today is having a very damaging effect on the environment.



1. Air pollution isn't a great problem for us.
2. We can exist without air.
3. Air pollution is especially serious in many industrialised cities and towns.
4. Chemical plants, power stations, automobile transport are the major sources of air pollution.
5. The smallest polluter today is the car.
6. Using public transport or bicycles, energy from the sun, the wind or the sea to make electricity won't reduce air pollution.
7. The main thing is that the way we live today is having a very damaging effect on the environment.



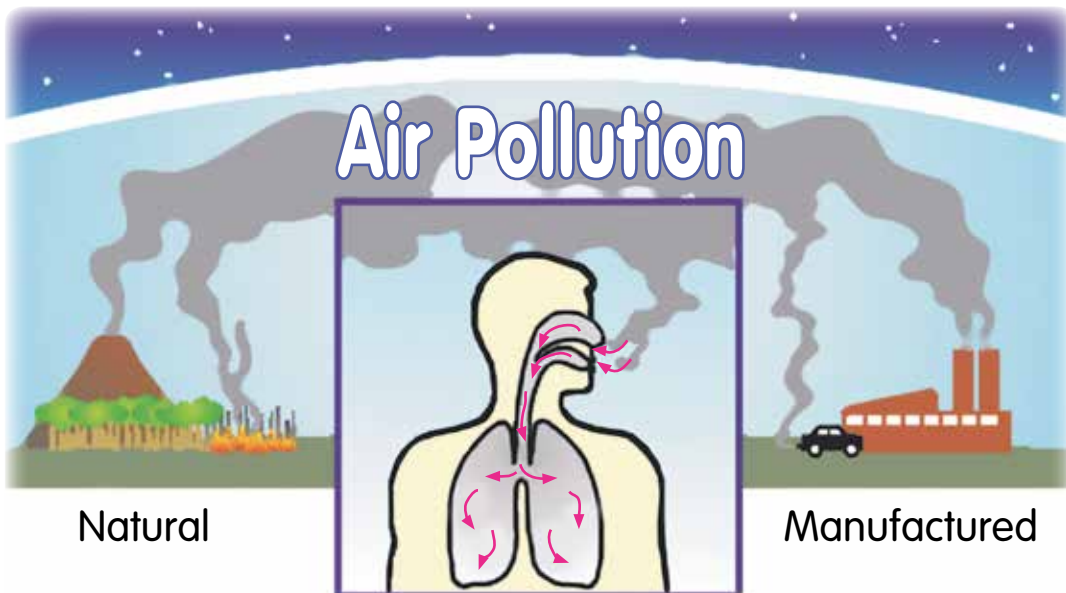
14. Read these words and say which parts of a human body can suffer from bad ecology most.

polluted air
traffic noise
smog
poisoned water
television, computer
bad food
little physical activity
radiation

skin
stomach
lungs
eyes
blood
arms
legs
brain
body



- Dealing with "true" or "false" answers.
- Read the sentences from the exercise.
 - Analyse the sentences carefully.
 - Assess whether they are true or false.
 - Mark the answers.



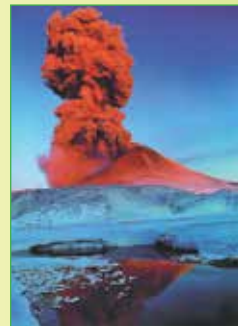
Speaking

15. Work in pairs. Ask your partners about what we have to do to stay healthy.

16. Look at the pictures, match them to the words given below and make some sentences with these words. Use your dictionary to check the meaning of any new words. Say which of these disasters are natural and which ones are caused by human errors.

avalanche, drought, plane crash, volcanic eruption, typhoon, shipwreck, earthquake, fire, flooding, nuclear explosion





17. Answer the questions.

1. Do you study problems of nature protection at any of your school lessons?
2. Why is it necessary to study environmental problems?
3. Have you read any books about ecological problems?
4. What do you know about disasters?
5. What should be done to attract more public attention to environmental problems?
6. What should be done to stop the danger of environmental disasters?
7. What do you know about disasters which happened this year in our country?

18. Work in pairs. Discuss the problems.

1. Why is it necessary to take care of nature?
2. What can you do to help nature?
3. What should governments do to stop the danger of environmental disasters?

19. Work in groups. Discuss the pessimistic and optimistic points of view on the ecological problems of the planet. Write them.



Words to learn:

health,
to deforest,
deforestation,
extinction,
creature,
good creature,
famine,
in the years of
famine,
famine prices,
rainforest,
commercial,
logging,
to destroy,
jungle,
to bring about,
roam,
cattle,
fascinating,
disaster,
flooding,
flood,
drought.



Forests and Rainforests

1. Listen to the poem. Read it and say what it is about. Use your dictionary to check the meaning of any new words. Think of your own poem.



Hug the Earth

I'm walking along feeling free,
Feeling the Earth here with me.
I love the Earth and the Earth loves me,
I hug the Earth and the Earth hugs me.
The Earth is a garden.
It's a beautiful place
For all the human race.
Helping Mother Earth
We can peacefully roam.
We all have deserved the place
Which we all call our home.

2. Listen and read the new words and their definitions. Make some sentences with these words.

1. deforestation [ˌdiːfɒrɪ'steɪʃn] *n* the process of removing trees from an area of land
2. creature ['kriːtʃə(r)] *n* anything that lives except plants
3. extinction [ɪk'stɪŋkʃn] *n* the situation when an animal or plant or language no longer exists
4. famine ['fæmɪn] *n* a serious lack of food that continues for a long time and causes many people in a country to become ill or die
5. badger ['bædʒə(r)] *n* a grey animal with wide black and white lines on its head
6. gopher ['gəʊfə(r)] *n* a ground squirrel
7. hamster ['hæmstə] *n* an animal with large cheeks to store food
8. vulture ['vʌltʃə] *n* a large bird that eats dead animals; there are no feathers on its head and neck
9. aspen ['æspən] *n* a type of poplar tree
10. beech [biːtʃ] *n* a tree with shiny leaves and small nuts
11. birch [bɜːtʃ] *n* a tree with white bark and thin branches
12. dandelion ['dændɪləɪən] *n* a small wild plant with a yellow flower and later a soft white ball of seeds

13. cornflower ['kɔ:nflaʊə(r)] *n* a small wild plant with blue flowers
14. spruce [spru:s] *n* an evergreen forest tree with leaves like needles
15. linden ['lɪndən] *n* a lime; a tree with heart-shaped leaves and small yellow flowers

Reading

3. Read the text and complete the table.

Forests and Rainforests

Forests, especially rainforests, are very important for us. Trees and other plants in forests clean the air we breathe. About 75 % of all types of animals that we know come from rainforests.

But every year 6,3 million hectares of tropical forests are cleared for agriculture and 4,4 million hectares are used for commercial logging. People destroy jungles and forests because they need farmland to feed their families. They burn and cut down trees every year to provide room for cattle. Fascinating creatures are now facing extinction as they are losing their habitats. It is known that a disappearing plant can take with it up to 30 other species, including insects, animals and even other plants.

Deforestation also brings about changes in the climate and natural disasters including flooding, drought and famine.

Many animals and birds on the earth are disappearing and many of them are in danger nowadays: Indian tigers, African elephants, mountain gorillas and other animals are being killed for their skin, fur or simply for fun. And the results are very sad. For example, only 600 mountain gorillas remain in the wild.

The problem	Causes of the problem

4. Read the text and say what plants natural zones are rich in.

Flora in Ukraine

Ukraine is divided into four main zones: mixed forests, forest-steppes, steppes and a subtropical zone in the south.

The vegetation of Ukraine is diverse. The vegetation of forests, steppes, meadows and bogs is very rich. There are more than 2000 species of plants in the Carpathians and more than 2300 species of plants in the south.

The total forest area in Ukraine is about 10 million hectares. It is 14 % of its territory. The zone of mixed forests occupies 26,1 % of the

Ukrainian territory, the forest-steppes zone — 12,5 % and the steppe zone — 3,8 %. Most forests are in the Carpathians and in the south of Ukraine. These trees are pines, spruces, beeches, oaks, lindens, maples, birches, poplars, hornbeams, elms, aspens, sycamores, alders and other trees. Pine forests cover large areas in Polissia and in the valleys of forest-steppe and steppe.

Steppe vegetation in its original form remains until now only on the slopes of hills, on the foothills of mountains, on the sandy spits of the Azov-Black Sea coast and islands.

Steppes are covered with different flowers and grasses: feather grass, fescue, woodruff, bluegrass, thistle, wheatgrass, wormwood, dandelion, cornflower, horsetail, chamomile, daisy, primrose, tulip, daffodil, forget-me-not, carnation and others.

The coastline is rich in different kinds of plants and trees: hornbeams, oak trees, beeches, fir trees, junipers, pine trees, cypresses, laurels, palms, magnolias, oleanders, roses, lavenders.

5. Read the text and name animals according to the natural zones of Ukraine where they live.

Animal World

A variety of natural conditions determines the wealth of the wildlife of Ukraine. Its territory is inhabited by mammals (108 species), birds (400 species), fish (200 species), reptiles (20 species), amphibians (17 species).

In Ukraine, each natural complex such as zones of mixed forests, forest-steppe, steppe, the Ukrainian mountains and coastal marine areas of the seas is characterised by its wildlife.

The territory of Ukraine is amazing: extensive forests, boundless steppes and meadows, majestic mountains and picturesque rivers and lakes. Such diversity allows to have a lot of different species of fauna. In the zone of mixed forests, wild boars, brown bears, deer, roe deer, elks, wolves, foxes and hares live. In the mixed forests we also can see badgers, squirrels, forest martens, forest and field mice, shrews. The world of birds of the mixed forests is represented by grouse, black woodpeckers, starlings, wild ducks, snipe, corncrakes, grey cranes, wild pigeons. Among the reptiles, one can distinguish grass snakes, vipers, lizards. The forest-steppe is the habitat for badgers, roe deer, wild boars, gophers, moles, rats, hamsters, grey voles, jerboas and other animals. The steppe zone is the habitat for various species of mammals: ground squirrels, jerboas, grey steppe voles, hamsters, wild rabbits, moles and hedgehogs. The world of birds of the steppe zone is represented by larks, bustards, steppe cranes, quails and steppe eagles. We also can find here such birds as grey partridges, orioles, shrikes, colourful woodpeckers, seagulls, white storks. In addition, representatives of reptiles live in the steppe zone, too. The Carpathians are

inhabited by newts, black woodpeckers, squirrels, wild cats, forest cats, foxes, bears, wild boars, otters, deer, lynxes and many other species of animals. The southern forests and valleys are the habitat for deer, roe deer, martens, badgers, bats, wild mice, vultures, leopard snakes, lizards, newts, hares, eagles, owls, thrushes, seagulls, ducks, nightingales, toads, frogs and other animals and birds.

Modern technological progress is very dangerous for the rich animal world of Ukraine. The Red Book of Ukraine includes about 385 rare species and those species that are endangered. That is why today large-scale measures are being taken to protect certain species of animals, birds and others.

Forest Animals



deer



elk



wolf



badger



fox



marten



squirrel



black grouse

Steppe Animals



mole



jerboa



steppe eagle



crane

Forrest-steppe Animals



gopher



boar



lynx



bear

Animals of the Carpathians

6. Read the texts again and complete the table.

Animals	Birds	Reptiles	Trees	Flowers, grasses

7. Read the texts again and describe the fauna and flora of your favourite place of Ukraine.

Speaking

8. Work in pairs. Discuss the ecological problem from the text of Ex. 3, think of possible solutions and make notes.

9. Look at the pictures and read the headings of the articles in newspapers. Match the pictures to the headings.

Protect our Habitat! The World Will Become Worse Without Us!
Pesticides Are Killing Us! They Are Taking Our Lives!
Save Our Skins! We Want to Live!
Save Us! Don't Kill Us for Our Tusks!
Don't Destroy Our Eggs! Let Baby Turtles Hatch!
Don't Let Illegal Fishermen Fish!
Don't Pour Chemicals into Seas, Rivers and Oceans.



Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.



Writing

10. Complete the sentences.



These words and expressions can help you:

to use pesticides; to introduce harsher punishments for illegal hunters;
to be burnt or cut down; to release poisonous chemicals into the air; to pour dangerous chemicals into oceans, rivers,

streams and seas; to create more protected national parks; to give financial support to the poorer countries; to protect jungles and forests; to kill animals for their tusks or horns; to raise public awareness about endangered species; to educate public about



the importance of protecting nature; to protect animals and places they live in; to stop using pesticides; to stop polluting nature; to encourage industries to use cleaner methods of production; to plant more trees and bushes; to use bicycles instead of cars; to recycle materials.

1. Tigers are in danger
because...
We should introduce...
2. Birds are ... because...
We should...
3. Pandas are ... because...
We should...
4. Elephants are ... because...
We should...
5. Fish is ... because...
We should...
6. Turtles are ... because...
We should...



Dealing with
a text.

- Read the text quickly.
- What is it about?
- Read the text again and try to understand its idea.
- Underline the key words and try to remember them.
- Read each paragraph.
- What is each of them about?
- Choose the correct answer and fill in the empty spaces.

11. Read the text below. For each of the empty spaces (1—7) choose the correct answer (A, B, C or D).

Recycled materials are included in many products we buy. Things like newspapers and magazines, glass bottles and jars, food and drink cans and even some clothing may have been *made* ⁽¹⁾ using recycled materials. ...⁽²⁾ time we buy one of these products we help to support the recycling industry. The aim is that the product is used ...⁽³⁾, recycled and then used again.

One of the ...⁽⁴⁾ in which we can help the recycling process is by saving our own waste. Over the next ...⁽⁵⁾ of weeks we'll begin a fortnightly collection of recyclable waste, from your home. All you have to ...⁽⁶⁾ is to put your recyclable waste in the box we've given you and put the box out next to your dustbin. The collection is fortnightly, ...⁽⁷⁾ remember to look at the sticker on the box that tells you which weeks we will collect it. Your dustbin will still be collected weekly.

	A	B	C	D
1	put	got	<u>made</u>	taken
2	Many	Most	Every	All
3	once	ever	only	yet
4	methods	ways	things	means
5	two	couple	pair	twin
6	do	want	have	go
7	because	so	unless	although



Spot on First and Zero Conditional

First Conditional

We use the First Conditional to talk about something that may happen in the future, as a result of a possible action or situation.

If Clause

If + Present Simple

Main Clause

will/won't (will not)/modal verb + infinitive

If you come in July, you'll have a great time.

If you aren't too tired, you can (you'll) take part in our snowball competition.

The Zero Conditional expresses situations that are always true and refer to "all time", not just the present or future.

If we don't water flowers at home, they die.

If I drop an egg, it breaks.



12. Complete the sentences with the correct first conditional forms of the verbs in brackets.

1. If all the ice in the Arctic and Antarctic regions ... (*to melt*), sea levels ... (*to rise*) and cause terrible floods.

2. If we ... (*not to stop*) the destruction of forests, our climate ... (*to change*) and cause natural disasters including flooding, drought and famine.



3. If we ... (*not to restore*) an ecological balance on our planet, we ... (*not to leave*) our earth clean and healthy for future generations.

4. If we ... (*to plant trees*), we ... (*to reduce*) air pollution.

5. If we ... (*not to educate*) public about the importance of nature protecting, we ... (*to destroy*) our planet.



Dealing with verbs in brackets.

- Read the sentences.
- When does the conversation take place?
- What form of the verb do you think is used?
- Find time expressions.
- What tenses are used with these words?
- Complete the task.



Dealing with verbs in brackets.

- Read the sentences.
- When does the conversation take place?
- What form of the verb do you think is used?
- Find time expressions.
- What tenses are used with these words?
- Complete the task.

Dealing with group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.

6. The animals ... (*to disappear*) if we ... (*not to protect*) them and places they live in.

7. If we ... (*not to begin*) to change our behaviour, we ... (*not to have*) the world to live.



13. Complete the sentences with the correct zero conditional forms of the verbs in brackets.

1. If we ... (*not to water*) flowers at home, they ... (*to die*).
2. If you ... (*not to speak*) any foreign language, your travelling ... (*not to be*) comfortable.
3. If you ... (*to want*) to enter a university, you ... (*to have*) to work hard.
4. If you ... (*to speak*) some foreign languages, you ... (*to have*) better job opportunities.
5. If the weather ... (*to be*) warm in spring, the ice ... (*to melt*).
6. If the weather ... (*to be*) very cold in winter, rivers and lakes ... (*to be*) frozen.



14. Work in groups. Imagine that you are designers of an ecological company which produces T-shirts. Think of the words which you can write on these T-shirts in order to remind people about our ecological problems.

These words can help you:

stop the pollution...; take care of...; help our...; protect our...;
don't cut down...; don't destroy...; don't burn...; recycle...;
turn off electrical appliances when you aren't using them.



Add some more words. Present your ideas to the class and choose the best slogan.



15. Homework. Write an article about deforestation as one of the most important ecological problems of nowadays. Mention possible solutions to this problem.

Listening

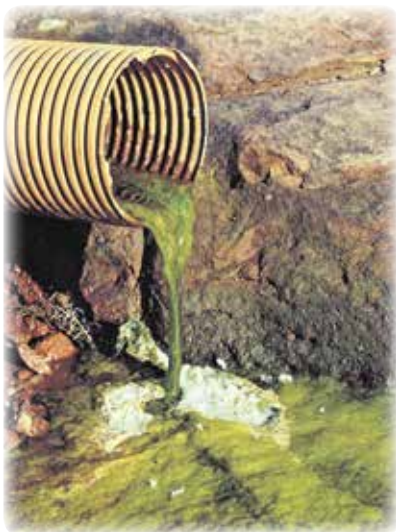
1. Listen, read and say if you believe that people can save the beauty of our Earth.

I want to sing and to praise God
For saving from destroying the lilies and the grass
And the wood, river and field and way
And wind, which blows and brings dust.

2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|----------------------------------|--|
| 1. threat [θret] <i>n</i> | a situation or activity that can cause harm or danger |
| 2. to threaten ['θretn] <i>v</i> | to be likely to harm or destroy something |
| 3. rubbish ['rʌbɪʃ] <i>n</i> | things that you throw away because they are no longer useful (old food, paper, plastic or glass) |
| 4. to supply [sə'plai] <i>v</i> | to provide someone or something with something that they need or want |
| 5. oxygen ['ɒksɪdʒən] <i>n</i> | a gas in the air that we depend on to breathe |
| 6. load [ləʊd] <i>n</i> | something that a person or animal carries, especially a large amount of things |
| 7. fine [faɪn] <i>n</i> | an amount of money that you have to pay because you have broken the law |
| 8. stray [streɪ] <i>adj</i> | separated from a group; having no home or being away from it |

3. Listen and think of the most suitable headings to the texts. Give different variants and choose the best one.



Speaking

4. Work in pairs and discuss these problems.

1. What are the main threats to the environment today?
2. Can we protect the environment?
3. Do you do anything to protect the environment?
4. What problems is our native city facing?
5. Will you celebrate the Day of the Earth on the 22th of April?
6. At what age do we have to start thinking about the preserving of our Earth?

Words to learn:

threat,
to threaten,
rubbish,
to preserve,
to supply,
oxygen,
load,
fine,
stray.

Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.



5. Speak in class. Discuss the problems.

1. Do you agree that we live on a contaminated planet? Do we live healthier lives than ever before in human history? What do you think?
2. Do you think it is possible to live in a world that is both green and industrialised?
3. Do you agree that environmental problems are connected only with the economy?
4. What is more important to your mind — the standard of living or the protecting of our Earth?
5. Do you know any flowers and animals in the fields and woods of Ukraine that are protected by the law?



6. What do you think of systems of fines in your city when you throw litter in the streets and you have to pay for it? Is it possible to do it? As a rule cities aren't very clean in Ukraine.

6. Read the suggestions about improving the situation and explain the results of each suggestion. Complete the table.

Here are some suggestions:

Our city is facing serious problems. The streets are full of rubbish. There are a lot of cars in our streets. People keep cutting down trees, destroying playgrounds, squares and parks to make space for more buildings.



Suggestions	Results
<ol style="list-style-type: none"> 1. We should stop cutting down trees. 2. We should stop destroying playgrounds, squares and parks. 3. We shouldn't drop litter in the streets. 4. We should clean up litter in our city. 5. We should stop using cars in the city centre. 6. We should build some new ring roads around the city. 7. We should start using bicycles. 8. Our government should force factories to put filters on chimneys. 9. Our government should improve public transport. 10. We should educate people not to drop litter everywhere. 11. We should plant more trees and flowers. 12. We should find clean forms of energy. 13. We should take care of stray animals. 14. We should protect our Nature. 	<ol style="list-style-type: none"> 1. It will help to supply oxygen to the atmosphere and we won't have breathing problems.



7. Work in pairs. Look at the pictures and talk about the things that threaten the area we live in. Take turns to ask and answer questions about the biggest threats to our local environment.



Start like this:

1. What threatens our city?
2. Which of the threats in the pictures are the biggest ones to our district, in your opinion?

Dealing with pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

Listening

8. Listen to the dialogue, act it out and discuss if it is useful to make ecological projects in order to understand better the problems caused by the Earth's pollution.

Reading

9. Read the opinions of children from all over the world and add your own. Use your dictionary to check the meaning of any new words.

1. Some people say we are the children of the world. But if everybody keeps on polluting there won't be the world.
2. We must all work together, children and grown-ups, to save our Earth.
3. We've got more knowledge but less sense and judgment, it means we've got more problems. We sometimes try to clean up the air but pollute our souls. We must live in harmony with nature. That is the main thing.
4. We shouldn't conspire against nature.
5. Pollution is horrible and stupid. We can destroy the Earth and even kill ourselves. Let's not pollute our Earth.
6. We should realise that trees are the lungs of the earth. And without them there wouldn't be any life.
7. How would you feel if somebody came and destroyed your house? But we cut down trees and destroy birds' nests.
8. I think we should start using renewable sources of energy such as wind and solar power because they don't pollute the environment.



Spot on a Note

A note is a short description to inform readers of a magazine or website, etc., about some problems, facts, events, etc.

For writing a note present tenses are usually used.

A note usually includes:

- an introduction giving background information about the problem;
- a main body consisting of two paragraphs, one presenting the main points of the idea and the other with general comments on it, etc.;
- a conclusion in which you summarise your ideas.

Whether you want to succeed in school or you want to be on top of your professional career, effective note-taking is a valuable skill for retaining, remembering, reciting and recalling information.

How to Take Notes from a Textbook

Notes are handy for your own reference and memorisation. Ideally, information in your textbook will review and supplement what you are learning in a class. Some teachers, however, expect you to learn from your textbook independently and will not necessarily cover the material from the book with direct instruction. It is therefore important that you effectively read, understand, and take notes from your textbook.



10. Read the article written by Olesia and Ivan. Say what this article is about.

Needless to say that the Earth is our home. It is full of wonders. Nature gives people many things they need in their life: beauty to admire, shelter and food. Our planet is a wonderful world, it is home for animals and humans. Unfortunately, our Earth is in big trouble. The climate is changing, it is getting hotter and hotter, animals are losing their natural habitats, and creatures are dying out. The main reason why some types of plants and animals are becoming endangered species is that their habitats are not suitable for them to live in, because they are polluted or people have filled them in. In a few words, unless we do something to help, things will only get worse.



So, what can we do to start being part of the solution? First, we need to start changes from ourselves. My classmates try doing everything they can, for example, recycle rubbish, take rubbish to a recycling centre, use more public transport or walk. Moreover, we support environmental groups

Dealing with
a text.

- Read the text quickly.
- What is it about?
 - Read the text again and try to understand its idea.
- Underline the key words and try to remember them.

that are working to protect our rare wildlife and species. We also protect and plant trees, because they reduce air and soil erosion, and remove hydrogen from the atmosphere releasing oxygen.

Personally, I use public transport, take showers instead of baths and use less water to stop air and water pollution. I switch the lights off when leaving a room and buy low-energy bulbs. Saving a little energy every day can really make a difference to the environment.

All in all, making a conclusion, it should be mentioned that the Earth is our home, with shelter and food, but if we continue to pollute it, it can turn into a dirty world full of terrible diseases. So, try to do your best to protect the environment. Nature really needs to be saved!



Writing

11. Write your own article about environmental problems in the place where you live.

These words and expressions can help you, too:

to face serious problems; to be full of rubbish; (not) to cut down trees; (not) to pollute the Dnipro with chemicals from factories; (not) to pour industrial and domestic waste into the river or lake; to suffer from breathing problems and stomach illnesses; to improve public transport; to put filters on chimneys; to recycle paper, glass; to stop the destruction of different habitats; to change the laws; not to cut down trees to make space for more buildings; not to drop rubbish everywhere; to unite our efforts to save the planet; to make our world healthier and more beautiful; to plant trees, bushes and flowers; to join the Green Party; to take care of; to pay fines; to impose fines when you throw litter in the streets of your own city.

12. Your teacher has asked you to carry out a project about ecological problems in our country.

Use the plan below to help you:

- What ecological problems are the most serious in our country?
- What can teenagers do to make their hometown cleaner?
- What can people do to save energy in their everyday life?



Dealing with project work.

- Divide into groups.
- Think of the design: a poster, a brochure, a leaflet, a letter.
- Think of the materials you need: paper, pencils, crayons, scissors.
- Take some pictures to make the poster brighter.
- Distribute the tasks and do them.
- Unite the details and present your projects to the class.

Culture

1. Read the text below. For each of the empty spaces (1—10) choose the correct answer (A, B, C or D).



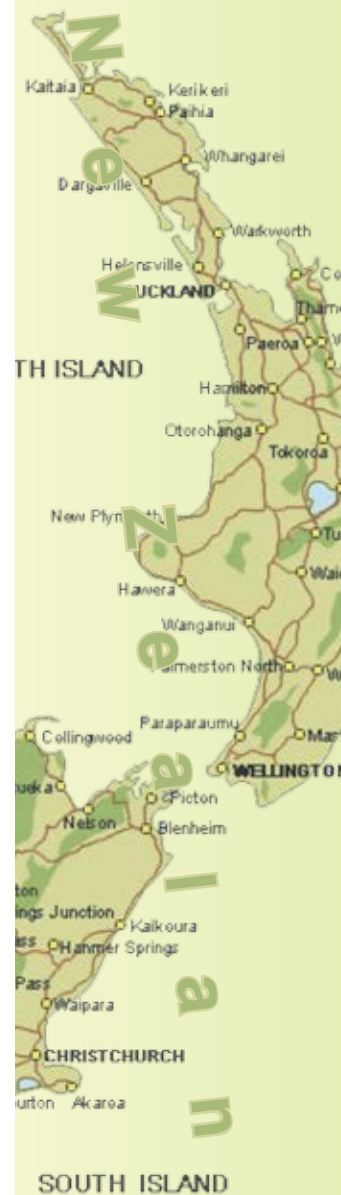
Much of contemporary New Zealand's culture is derived ⁽¹⁾ from the British roots. American, Australian, Maori, Polynesian and Asian cultures influenced greatly ...⁽²⁾ New Zealand's culture, too. The world's largest Polynesian festival, Pasifika, ...⁽³⁾ an annual event in Auckland. Cultural links between New Zealand and the United Kingdom ...⁽⁴⁾ maintained by

a common language, sustained migration from the United Kingdom and visits of young New Zealanders.

The music and cuisine of New Zealand are similar to that of the UK, the USA, Australia and Canada. New Zealanders eat much meat: beef, pork, lamb. Hamburgers, pizza, chips, butter, honey, apples, bananas, peaches, plums, cherries, apricots, nectarines, strawberries, tomatoes are also very popular. They ...⁽⁵⁾ cheese and ice cream. A ceremonial Maori meal is the hungi, a combination of meat, seafood, carrots, potatoes and sweet potatoes (kumara).

Maori culture has ...⁽⁶⁾ greatly since the arrival of the Europeans. The introduction of Christianity in the 19th century brought about fundamental change in their everyday life. Maori still regard their allegiance to tribal groups as a vital part of personal identity. Their traditional dancing, carving and weaving are now widely practised. The Maori language ...⁽⁷⁾ declared as one of New Zealand's official languages in 1987 taking into account the importance of Maori culture.

New Zealanders are open, friendly and hospitable. They are great gardeners. They grow a wide range of plants in their small wonderful gardens. Gardening is one of the most popular leisure activities in the country. Every year ...⁽⁸⁾ February the Christchurch Floral Festival is celebrated with a garden show. A lot of private gardens are open in order ...⁽⁹⁾ visitors





from all over the world as garden-
ing is a way of life for them. Sport
plays a major role in New Zealand's
culture. New Zealanders love sports.
They enjoy going in for rugby and
soccer, cricket and tennis, golf and
motorsport, rowing and cycling, ath-
letics and netball. There are a lot of
opportunities for mountaineering,
bungee jumping, hiking, fishing,
rafting, ...⁽¹⁰⁾, sailing, yachting and
hunting. New Zealand also has strong
international teams in several sports
including rugby, netball and cricket.

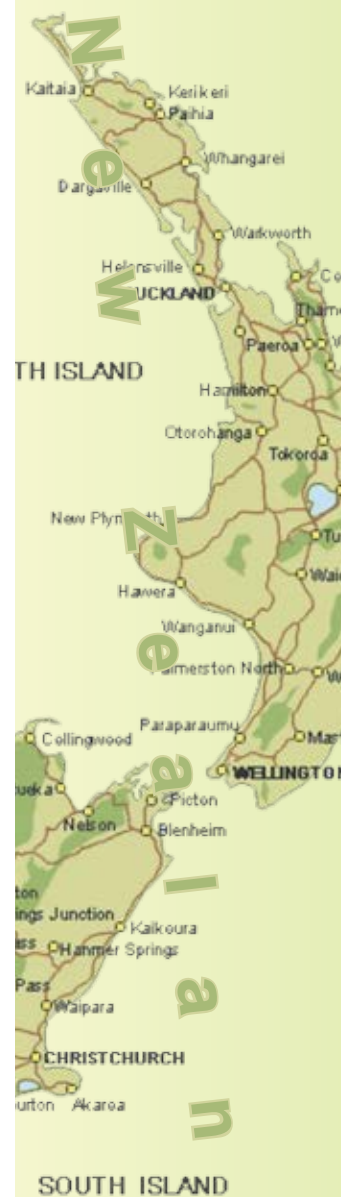
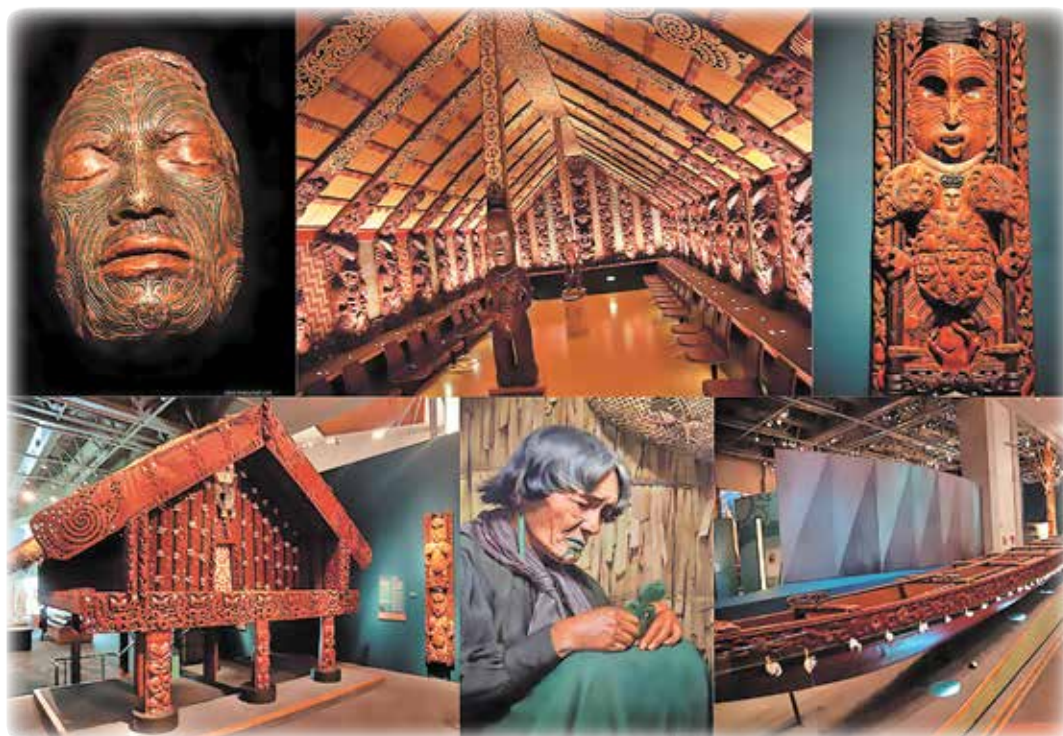
New Zealand is the country to
live and visit.

	A	B	C	D
1	derived	done	written	found
2	in	—	at	on
3	are	has	is	did
4	is	are	do	does
5	likes	go	like	help
6	changes	changed	changing	change
7	were	is	was	being
8	under	with	on	in
9	to mark	to delight	to sing	to do
10	swimming	swam	red	one





- | | |
|---|--|
| 1. contemporary [kən'temprəri] | сучасний |
| 2. to derive [dɪ'reɪv] | походити, брати початок |
| 3. to maintain [meɪn'teɪn] | підтримувати; зберігати |
| 4. sustained [sə'steɪnd] | тривалий, безперервний |
| 5. nectarine ['nektəri:n] | нектарин (гладенький персик) |
| 6. ceremonial [ˌseri'məʊniəl] | офіційний; формальний; обрядовий; ритуальний |
| 7. introduction [ˌɪntrə'dʌkʃn] | введення, запровадження, встановлення |
| 8. to bring about [brɪŋ ə'baʊt]
(brought, brought) | призводити, спричинювати |
| 9. to regard [rɪ'gɑ:d] | розцінювати; вважати; розглядати |
| 10. allegiance [ə'li:dʒəns] | вірність, відданість |





11. vital ['vaɪtl]

дуже важливий, суттєвий, вкрай необхідний

12. identity [aɪ'dentəti]

ідентичність; істинність; індивідуальність

13. carving ['kɑ:vɪŋ]

різьблення, випилювання

14. weaving ['wi:vɪŋ]

ткацтво; плетіння

15. to take into account
[teɪk ɪntə ə'kaʊnt]

брати до уваги, зважати

16. to delight [dɪ'laɪt]

захоплювати; тішити; насолоджуватися

17. soccer ['sɒkə(r)]

футбол; a soccer player — футболіст

18. netball ['netbɔ:l]

нетбол (вид баскетболу для дівчаток)

19. mountaineering [,maʊntə'nɪərɪŋ]

альпінізм

20. yachting ['jɒtɪŋ]

яхтовий спорт, плавання на яхті

2. Work in pairs. Take turns to ask and answer questions about New Zealand's culture.



We use *a/an* to say what kind of thing something or somebody is, what job a person does and in descriptions. We use *a* before a consonant and *an* before a vowel. But it depends on the pronunciation of the word, not the spelling. *A/an* has no plural. We don't use *a/an* with uncountable nouns, or possessives.

*A dog, a bag, an orange, an hour, an uncle, a union,
rain, grass, butter, sugar, my friend.*

In the plural we use *some* or no article. We use *some/any* to talk about indefinite, not very large numbers or amounts — when we don't know exactly *how much/how many*. We use no article when we aren't thinking about numbers/amounts at all.

I have bought some books. (It isn't clear how many).

I like books. (No idea of numbers).

After *kind of* or *sort of*, *a/an* is usually dropped.

What kind of tree is it?

In exclamations with *what*, *a/an* is not dropped.

What a pity!

We use *a/an* after *quite*, *rather* and *such*.

It is such a nice flower!

Grammar

The

The means that you know which one/ones we speak about.

I bought a book about animals yesterday. The book is very interesting (the book I have told you about — you know which one).

Please, give me the red pen (you can see which one).

Look at the girls in the corner of the room (you know which ones).

We use *the* with superlatives.

He is the best pupil in our class.

Kyiv is the most beautiful city in the world.

We don't use *the* in generalisations with plural and uncountable nouns.

I like music.

I don't like reading newspapers.

We can use *the* in generalisations with singular countable nouns when we talk about a whole class of things.

The tiger is in danger.

I can't play the guitar.

I don't go to the theatre. I like the cinema.

Who invented the radio?

We use *the* with the names of seas, oceans, rivers, deserts, some mountains and countries, hotels, cinemas and theatres.

Seas, oceans, rivers, deserts: *the Dnipro, the Thames, the Sahara Desert, the Atlantic Ocean, the Black Sea.*

Mountains: *the Alps, the Carpathians, the Himalayas.*

Countries: *the United States, the United Kingdom of Great Britain and Northern Ireland.*

Hotels, cinemas and theatres: *the Ukraina cinema, the Ritz, the Kyiv hotel.*

No articles with:

continents, most countries: *Africa, Ukraine, France, Germany;*

states: *Texas, California;*

cities: *Kyiv, London, Paris, New York, Tokyo;*

lakes, most mountains: *Everest, Lake Svitiaz, Lake Superior;*

most streets: *Khreshchatyk Street, Oxford Street, Fifth Avenue.*

We don't use articles in expressions after prepositions such as:

to/at/from school, work, college;

at/from home;

to/in(to) prison, bed;

to/in(to)/from city, town;

to/at/after breakfast, lunch, etc.;

on holiday;

on Monday, Tuesday, etc.;

at Easter, Christmas, etc.;

at night (but *in* the morning/afternoon/evening);

in spring, winter, etc.;

by car/bus/train (but *on* foot);

on TV.

Grammar

The Possessive Case

We add *'s* to singular nouns: *my sister's toy, Tania's ball.*

We add *'* to plural nouns: *my teachers' books, my parents' house.*

We add *'s* to irregular plurals: *the children's toys, the women's dresses.*

Grammar

Pronouns

We use *possessive adjectives* (*my, his, her, its, our, your, their*) to replace a noun in a sentence.

This is Jack's car. It's his car.

These are children's books. These are their books.

We use *possessive pronouns* (*mine, his, hers, its, ours, yours, theirs*) to replace possessive adjectives and nouns in a sentence.

These are my pencils. They are mine.

*This is my dog. It is mine.
It is our flat. It's ours.*

We use the verb *belong to* to describe one's possession.

*These toys belong to me.
That bag belongs to him.
This house belongs to them.*

Personal pronouns	Possessive adjectives	Possessive pronouns	Object pronouns	Reflexive pronouns
I	My	Mine	Me	Myself
You	Your	Yours	You	Yourself
He	His	His	Him	Himself
She	Her	Hers	Her	Herself
It	Its	Its	It	Itself
We	Our	Ours	Us	Ourselves
You	Your	Yours	You	Yourselves
They	Their	Theirs	Them	Themselves

We use *reflexive pronouns* to emphasise the subject or object — to say “that person/thing and nobody/nothing else”.

*The flat itself is nice, but the kitchen is small.
It will be better if you do it yourself.
I'll do my homework myself.*

Grammar

Plurals of Nouns: Spelling

We add *-s* to make the plurals of most nouns.

We add *-es* when nouns end in *-ss*, *-sh*, *-ch*, *-s*, *-o*, *-x*

*(but kilo — kilos, photo — photos, rhino — rhinos, zoo — zoos,
radio — radios, piano — pianos).*

If nouns end in a consonant + *-y*, we change *-y* into *-i* and add *-es*.

If nouns end in a vowel + *-y*, we don't change *-y* and add *-s*.

If nouns end in *-f* or *-fe*, we change *-f*, *-fe* into *-ves*.

*Book — books, country — countries, boy — boys, hobby — hobbies,
dress — dresses, watch — watches, knife — knives, potato — potatoes,
thief — thieves.*

Nouns with irregular plurals.

Child — children, foot — feet, goose — geese, man — men, penny — pence, woman — women, fish — fish, deer — deer, series — series, crossroads — crossroads, tooth — teeth, ox — oxen, mouse — mice, this — these, that — those, fireman — firemen, species — species.

Uncountable singular nouns ending in *-s* (no plural).

Athletics, economics, gymnastics, physics, politics, billiards, bionics, biophysics, graphics, news.

Plural nouns with no singular.

*Trousers, congratulations, clothes, contents, goods, surroundings,
arms (weapons), earnings, scissors.*

Nouns with no plural.

Advice, information, news, knowledge, furniture, money, weather.

Grammar

Countable and Uncountable Nouns

Countable nouns have plurals and we use *a/an* with them in singular.

A toy — toys, a house — houses, an apple — apples.

Uncountable nouns have no plurals and we don't use *a/an* with them.

Water, bread, grass, weather, knowledge, music, friendship.

Grammar

Some and Any

Some means a certain number or amount of something.

Some is used mostly in affirmative sentences.

We also use *some* in questions when we expect people to say “Yes” in requests and offers.

— Would you like some sugar? — Yes.

We have got some butter and margarine.

There is some milk in the bottle.

There are some books on the table.

We use *any* instead of *some* in negative sentences and in most questions.

Are there any pictures in the classroom?

Is there any meat in the fridge?

Did you read any books last summer?

We haven't got any oranges in the fridge.

Grammar

Which and What

We use *which* when there is a limited choice.

We use *what* when there is a wide choice.

Sometimes both are possible.

Which apple do you want?

What pencil is yours?

Before *of* and *one* we use *which*, but not *what*.

Which of the films have you seen?

Look at these books. Which one would you like to buy?

When there is no noun, we use *who* for people, but not *which*.

Who won that game?

Who is the best at swimming in your class?

Grammar

Comparatives and Superlatives

To make the comparative and superlative of one-syllable adjectives we add *-er*, *-est*.

Old — older — the oldest.

Young — younger — the youngest.

Tall — taller — the tallest.

Small — smaller — the smallest.

To make the comparative and superlative of two-syllable adjectives ending in *-y* we change *-y* into *-i* and add *-er*, *-est*.

Easy — easier — the easiest.

Happy — happier — the happiest.

To make the comparative and superlative of longer adjectives we add *more*, *most*.

Beautiful — more beautiful — the most beautiful.

Comfortable — more comfortable — the most comfortable.

Nervous — more nervous — the most nervous.

Irregular comparison.

Good/well — better — the best.

Little — less — the least.

Bad — worse — the worst.

Much/many — more — the most.

Far — farther/further — the farthest/the furthest.

We can use double comparatives to say that things are changing.

It's getting hotter and hotter.

She is getting taller and taller.

Grammar

Question Tags

The meaning of a *question tag* depends on how you say it.

A *question tag* with a falling intonation is a way of making a conversation by asking the listener to agree with the speaker. It isn't really a question at all.

You are going to school, aren't you?

You have got a bouquet of beautiful flowers, haven't you?

*It was a wonderful day on the 1st of September last year, wasn't it?
You went to school at the age of six, didn't you?*

A question tag with a rising intonation is more like a real question. It means “I think I'm right but can you confirm it for me?”.

*You will go to school tomorrow, won't you?
Our lessons are over at 12:00 today, aren't they?
You have passed your exams, haven't you?
She hasn't done her homework, has she?*

To make a question tag repeat the main verb and a pronoun (*it, he, she, you, they, we*). If there is no main verb, use the auxiliary verbs *do, does* or *did*.

If the first part of a question tag is positive then the second part of it will be negative.

If the first part of a question tag is negative, then the second part of it will be positive.

*You don't go to school, do you?
You have never been to London, have you?
She has been to London twice, hasn't she?
You aren't going to learn the third foreign language, are you?*

We form positive short answers using “Yes”+personal pronouns+auxiliary verbs.

*— You learn English, don't you? — Yes, I do.
— You don't remember your first day at school, do you? — Yes, I do.*

We form negative short answers using “No” + personal pronouns + negative auxiliary verbs.

*— They went to Scotland last year, didn't they? — No, they didn't.
— She didn't bring the bouquet of flowers on the 1st of September, did she? — No, she didn't.*

The question tag for *I am* is *aren't I?*

The question tag for *Let's* is *shall we?*

*I'm a good pupil, aren't I?
Let's do our homework, shall we?*

Grammar

Modal Verbs

Can, could, be able to, would, be allowed to, shall, will

We use *can* to say that something is possible or that someone has the ability to do something.

*Jack has travelled a lot. And he *can* speak three languages.
You *can* improve your English. It is taught on TV.*

We use **cannot (can't)** to say that something is impossible or that someone has no ability to do something.

*He is very busy and **can't** learn English.*

*She is scared of heights and she **can't** go in for rock climbing.*

*You've just had dinner. You **can't** be hungry.*

*I don't see any animals. They **can't** have any pets.*

We use **could** to say that someone had the general ability to do something. **Could** is the past of **can**.

*The producer was a well-educated person. He **could** speak five languages.*

*When she was an editor, she **could** prepare any TV programme.*

Instead of **can**, **be able to** is possible, but **can** is more usual.

***Are you able to** speak French?*

As **can** has only two forms: **can** (present) and **could** (past) we sometimes have to use **be able to**.

*I **haven't been able to** make a TV programme for children. (The Present Perfect)*

We have to use **was/were able to** (not **could**) if someone **managed** to do something in one particular situation.

*Though he was old he **was able to** learn two more foreign languages.*

We sometimes use **could** to talk about possible future actions, when we make suggestions.

*— What shall we do this evening? — We **could** watch TV or go to the cinema.*

*— Where shall we go next summer? — We **could** go to Scotland, to visit Robert Burns' museum.*

We use **can**, **could** and **will**, **would** to ask somebody to do something for us.

***Can** you help me?*

***Could** you lend me your camera for a week?*

***Would** you turn down this loud music?*

*Waiter, **could** you bring us some more bread?*

We use **can** in informal or neutral situations.

***Can** you move ahead, please?*

We use **could** to be more polite or when we want somebody to do something difficult.

***Could** you help me about the house?*

We use **would** to be polite, to give a polite order or if we speak from the position of authority.

***Would** you help me with this work?*

Would and **could** are more polite than **can** and **will**.

We use *can*, *could* or *shall* to make a suggestion or when we offer to do something.

Shall we go to the theatre today?

We *can* go out today. I *can* help you with your work.

We *could* take part in this competition. (less sure)

Could we get there by bus? (less sure)

We also use *shall* when we ask for suggestions or instructions.

Where *shall* we go tonight?

We can use *can*, *could* and *be allowed to* when we have permission to do something.

You *can* use the computers.

You *are allowed to* use the computers.

We *were allowed to* go to the discotheque last summer.

We use *can*, *could* to ask someone for permission.

— *Can* I use your phone, please? — Yes, of course. Certainly.

— *Could* I take your book, please? — No, sorry, you *can't*.

We use *can't* and *not allowed to* to say that something is forbidden.

You *can't* drink coffee before sleep.

They *aren't allowed to* use the computers.

We use *couldn't* and *wasn't/weren't allowed to* in the past.

I *wasn't allowed to* go for a walk at night.

I *couldn't* go to London last summer.

We use *shall*, *will* to do something for somebody.

We'll drive you to school if you like.

Shall I help you with your English?

Must, have to, need to

We use *must* to say we are sure that something is true.

You have been working all day. You *must* be tired.

She knows a lot. She *must* read much.

He lives in France. He *must* speak French, then.

We use *must* to say that it is necessary to do something.

You *must* learn English.

We also use *must/mustn't* to give strong advice.

You *mustn't* forget to visit Robert Burns' museum in Scotland.

You *must* learn some foreign languages to be an educated person.

You *mustn't* speak badly in English.

We use **have to** when an action is necessary because another person says so or it is a rule.

*You **have to** go to school at the age of 6. (It's a law.)*

*You **have to** learn foreign languages at school.*

We use **had to** in the past as **must** has no past form.

*We **had to** learn a foreign language from the first form at school.*

We use **need to** when something is necessary.

*I'm bad at tennis. I **need to** practise.*

*I **needed to** buy some food as there wasn't any food in my fridge.*

We use **don't have to**, **don't need to** and **didn't need to** to say that something is not necessary or wasn't necessary.

*You **don't have to** buy this book. I'll buy it myself.*

*She **didn't need to** clean the room. It was cleaned by me.*

*I **don't have to** do my homework today.*

May, might

We can use **may**, **might** to say that events or actions are possible now or in the future.

*Jack **may** be in Japan now.*

*You **might** bring me this book later.*

We use **may not**, **might not (mightn't)** to say it is possible that events or actions will not happen now or will not happen in the future.

*They **may not** go for a walk tomorrow.*

*I think he **mightn't** be at home now.*

Should, ought to

We use **should** and **ought to** to give a piece of advice.

*You **should** enter a university.*

*You **shouldn't** smoke.*

*You **ought not to** eat too much chocolate.*

We can use **should** to ask for a piece of advice.

*What **should** I do in this situation?*

*I don't think you **should** worry.*

Grammar

First Conditional

We use *the First Conditional* to talk about something that may happen in the future, as a result of a possible action or situation.

If Clause

Main Clause

If + Present Simple

will/won't (will not)/modal verb + infinitive

If you come in July, you'll have a great time.

If you aren't too tired, you can (you'll) take part in our snowball competition.

The Zero Conditional expresses situations that are always true and refer to “all time”, not just the present or future.

If we don't water flowers at home, they die.

If I drop an egg, it breaks.

We form reported commands and requests with verb + person + to-infinitive.

Dr Monday told the listeners to avoid chocolate and coffee.

We often use *tell* to report commands.

“Don't go to bed late”, said Dr Monday.

Dr Monday told the teenagers not to go to bed late.

We usually use *ask* to report requests.

“Please, don't sleep in a hot room.”

He asked us not to sleep in a hot room.

For negative requests and commands, we use *not* before the to-infinitive.

“Don't eat too much before going to bed.”

He asked us not to eat much before going to bed.

! We do not use *that* to report a command or request.

! We do not use *say* to report a command.

Words frequently used with *advice*.

Adjectives: *medical, practical, professional, expert.*

Verbs: *ask for, follow, give, get, ignore, need, offer, want, take, accept, receive.*

Ways of giving *advice*.

If you want to give *friendly advice* use: you should; why don't you; if I were you; you ought to.

If you want to give *stronger advice* use: you'd better.

If you want to give *advice based on your own experience* use: take it from me.

We use *the Passive* when we are more interested in the action than the person who does it.

We often use the word *by* to show who does the action.

To form *the Passive* we use the correct form of the verb *to be* and *the Past Participle*.

The Present Simple

Active: My friend paints the walls of his room every year.

Passive: The walls of the room are painted every year.

The Past Simple

Active: My friend painted the walls of his room last year.

Passive: The walls of the room were painted last year.

The Present Continuous

Active: My friend is painting the walls of his room now.

Passive: The walls of the room are being painted now.

The Past Continuous

Active: My friend was painting the walls of his room when I came to see him.

Passive: The walls of the room were being painted when I came to see him.

The Present Perfect

Active: The room looks nice. My friend has painted its walls.

Passive: The room looks nice. The walls have been painted by my friend.

The Past Perfect

Active: The room looked much better. My friend had painted its walls.

Passive: The room looked much better. The walls had been painted by my friend.

The Present Simple

We use the Present Simple for daily routines, repeated actions and permanent states.

He is a graffiti artist.

Goth is a modern youth movement.

She works at school.

They go to school five days a week.

We use the Present Simple for laws of nature and general truths.

The sun rises in the east. The sun sets in the west.

It is cold in winter and it is hot in summer.

We use the Present Simple for programmes and timetables.

The train leaves at 3 o'clock.

What time does the show start?

The plane from London arrives at 10 o'clock.

We use the Present Simple for actions which happen immediately one after another.

When he comes home, he washes his hands, has dinner, goes for a walk and then does his homework.

We use the Present Simple for reviews, sports commentaries and giving instructions.

In order to be good in a discussion, at first, you have to read questions, take short notes of your answer and then share your opinion with the class.

Shevchenko overtakes Zidan and scores a goal.

My sister plays the part of Snow White.

The Present Simple is often used with the following time expressions: usually, always, often, every day, every week, every month, every year, on Sundays, etc., at night, at the weekend, in the morning, in the evening, in the afternoon, in winter, etc.

The Present Continuous

We use the Present Continuous for actions taking place at the moment of speaking, now.

He is painting a picture now.

My friends are wearing black clothing now.

The boy scouts are clearing the parks at the moment.

We use the Present Continuous for arranged actions, especially when the time and place have been decided on.

I'm going to London in June.

We are meeting with our friends tomorrow.

He's leaving for Moscow next week.

We use the Present Continuous for temporary actions but not at the actual moment of speaking.

She's trying to buy a new book these days.

I'm looking forward to meeting you.

My brother is looking for a new job this week.

We use the Present Continuous for actions which happen very often and as a rule to express anger, irritation or annoyance. We use such adverbs as constantly, always, continually, etc.

You are always putting your car in front of my door.

My small sister is constantly bothering me and I can't do my homework.

My brother is always interrupting me when I'm talking.

We use the Present Continuous for changing or developing situations.

More and more people are learning English.

Many young boys and girls are joining the Scouting movement all over the world.

More and more species are becoming extinct nowadays.

The Present Continuous is often used with the following time expressions: *now, nowadays, at the moment, at present, today, still, these days, tonight.*

The Present Perfect

We use the Present Perfect for actions which have just finished and we see the result in the present.

I have just read this book. It is very interesting.

I have learned English this year and now I can go abroad.

We use the Present Perfect for actions which happened at an unstated time in the past and the emphasis is placed on the actions.

I have bought a new book.

She has done her homework.

He has travelled a lot.

I have never been to London.

We use the Present Perfect for actions which began in the past and still continue.

I haven't seen him for ages.

Have you finished yet?

They have been here since yesterday.

She has lived in Kyiv since 2000.

He has already learned a lot of new words today.

The Present Perfect is used with the following time expressions: *just, already, for, since, yet, ever, never, today, this week, this year, etc., how long, recently, lately, still, etc.*

The Present Perfect Continuous

We use the Present Perfect Continuous for activities or situations that started at some time in the past, continued, and are still happening now or have just stopped.

I have been learning English for nine years.

He has been painting a lot lately.

They have been working hard for three hours.

We use the Present Perfect Continuous to express duration and result.

— *You are tired. What have you been doing? — I have been working in the garden.*

— *Are you tired? — Oh, yes. I have been shopping all day.*

We use the Present Perfect Continuous to express anger, irritation or annoyance.

You have been reading this book for two weeks but you know I need this book, too.

We use the Present Perfect Continuous for repeated actions in the past continuing to the present.

She speaks English perfectly because she has been learning English every day.

You have been interrupting me all the time. Stop asking silly questions.

The Present Perfect Continuous is used with the following time expressions: *since, for, lately, recently, how long, all day.*

Grammar

Past Tenses

The Past Simple

We use the Past Simple for actions which happened at a definite time in the past.

The American Civil War began in 1861.

English archaeologist Howard Carter went to Egypt in 1891.

Carter got his first glimpse of the sarcophagus of Tutankhamun on the 16th of February, 1923.

We use the Past Simple for actions which began and finished in the past.

He worked for a firm two years ago.

When did you graduate from university?

I bought this book a week ago.

We use the Past Simple for actions which happened immediately one after another in the past.

He entered the room, took off his coat, washed his hands and had dinner.

We packed our things, took the suitcases and went to the airport.

We use the Past Simple for actions which happened in the past and cannot be repeated.

Eleven Southern slave states declared their secession from the US and formed the Confederate States of America (the Confederacy).

Yana Klochkova won a lot of medals when she went in for swimming.

We use the Past Simple to talk about actions which were performed by people who aren't alive.

O. Henry wrote a lot of short stories.

M. Twain wrote this book.

We use the Past Simple with the following time expressions: *two days ago, etc., in 2001, etc., yesterday, some days ago, then, last week/night/month/ year, on Monday, etc.*

The Past Continuous

We use the Past Continuous for past actions which were in progress when other actions interrupted them.

When I saw him he was playing football.

When I came home they were listening to music.

We use the Past Continuous for actions which were in progress at a definite time in the past.

They were doing their homework at 4 o'clock yesterday.

— What were you doing two hours ago? — I was playing computer games.

We use the Past Continuous with the following time expressions: *while, all morning, all day, etc.*

The Past Perfect

We use the Past Perfect for actions which happened before other past actions or by a definite time in the past.

When my parents came home I had already cooked dinner.

I had finished my article by 2 o'clock yesterday.

We use the Past Perfect with reported speech in the past.

My sister said she had lost her wallet.

My brother knew he had behaved badly.

We also use the Past Perfect after a mistaken assumption in the past.

I was sure she had done her homework, but she had not.

They were sure he had learned English but they were mistaken.

We use the Past Perfect with the following time expressions: *already, before, for, since, till/until, by the time, never, etc.*

The Past Perfect Continuous

We use the Past Perfect Continuous to emphasise the duration of a continuous activity which happened in the past before another action began.

The ground was covered with snow because it had been snowing all night.

He had been playing computer games for two hours when his friends came to see him.

We use the Past Perfect Continuous to express expectations and wishes in the past.

She had been waiting for their coming the whole day yesterday.

The old man had been expecting his son to arrive yesterday but everything was in vain.

We use the Past Perfect Continuous with the following time expressions: *how long, before, for, since, until, etc.*

The Future Simple

We use the Future Simple for actions, situations or events which will definitely happen in the future and we cannot control them.

I don't know when my dress will be ready.

The temperature will be 35 °C tomorrow.

My brother will be 16 next month.

We use the Future Simple for predictions about the future.

I'm afraid he'll be late for the meeting.

— *Have you finished your project? — Not yet. But I'm sure I'll finish it tomorrow.*

— *What are you going to do after classes? — I don't know. Perhaps I'll go shopping.*

We use the Future Simple for promises, offers, requests, warnings, threats and hopes.

I'll help you about the house.

Will you help me with my homework?

I hope you'll be on time at school.

We use the Future Simple with the following time expressions: *tomorrow, the day after tomorrow, next week, next month, next year, etc., soon, in a week, in a month, in a year, in three days, tonight, etc.*

The Future Continuous

We use the Future Continuous for actions which will be in progress at a stated future time.

At 3 o'clock tomorrow we'll be taking photos in a park.

Don't phone me in the morning tomorrow, I'll be doing my homework.

We use the Future Continuous for actions which will happen in the future as the result of an arrangement.

I'll be meeting with my friends later and we'll go for a walk.

We use the Future Continuous when we want to ask about someone's plans for the near future.

What will you be doing after classes?

Will you be writing an article tomorrow? I'd like to invite you to the museum.

We use the Future Continuous with the following time expressions: *at 2 o'clock, etc., next week, etc., this time next week, all day tomorrow, from two till four, from now, soon, tomorrow at this time.*

The Future Perfect

We use the Future Perfect for actions which will be finished before a stated future time.

We'll have done our homework by 8 o'clock in order to watch a new film on TV.

She won't have finished her project till 6 o'clock.

We use the Future Perfect with the following time expressions: *before, by, till, until, by ... o'clock, by then.*

The time expressions *until* and *till* are only used in negative sentences.

The Future Perfect Continuous

We use the Future Perfect Continuous to emphasise the duration of actions by a certain time in the future.

He will have been working for 30 years at school by 2011.

She will have been cleaning the house for 3 hours by the time you come back home.

We use the Future Perfect Continuous with the following time expressions: *by ..., for.*

The Future-in-the-Past

The Future-in-the-Past is used in stories about the past at the moment of speaking concerning future times. Instead of *shall* and *will* we use *should* or *would* but *should* is used rarely.

He said he would learn Spanish.

They were sure they would finish their work.

Grammar

Be Going to

We use *be going to* for ambitions, plans or intentions in the future.

I'm going to be an interpreter after graduating from university.

I'm going to enter the institute after school.

We use *be going to* for actions we have already arranged to do in the near future.

We are going to go to London next summer.

She is going to have a party on Sunday.

We use *be going to* for predictions when we are sure that something will happen in the near future.

Look! It is going to snow.

Look at her! She is going to climb the rock.

The Gerund is the **-ing** form of an English verb.
It is used as a noun in various syntactic functions.

As a subject:

Cycling is her favourite hobby.

As an object:

She avoided answering these questions.

As an attribute:

What is the use of writing this letter?

As a predicative:

Our aim is learning foreign languages.

The **-ing** form is used after *like, dislike, enjoy, love, prefer, hate* to express general preference.

I hate climbing the rocks.

He likes going in for sports.

She likes reading.

It is also used after such verbs: *appreciate, admit, avoid, anticipate, continue, consider, discuss, delay, deny, excuse, escape, forgive, finish, fancy, imagine, involve, practise, keep, lose, mind, miss, mention, prevent, waste, postpone, recollect, report, resist, risk, recall, save, stand, spend, suggest, understand, etc.* and expressions such as *it's no use, what's the use of, it's no good, it's good, it's worth, it's not worth, can't stand, can't help, have trouble, have difficulty in, there's no point in.*

Would you mind opening the window?

It is worth going to the theatre.

The **-ing** form is used after the preposition "to" with such verbs and expressions as: *look forward to, get round to, be used to, in addition to* and after prepositions such as: *without, before, after, on, upon, in, by, of.*

I'm looking forward to seeing you soon.

He was used to going in for a walk in the evenings.

After finishing school she is going to enter a university.

Think before doing something.

It goes without saying that we'll do this work.

We don't use the **-ing** form after such verbs as: *see, watch, hear, listen to, notice, feel, let, make, help, had better, would like, would prefer, would rather agree, appear, expect, hope, promise, plan, refuse, wonder, modal verbs* and the verbs *ask, learn, find out, explain, decide, want to know* when they are followed by question words.

She helped me (to) write a letter.

I saw them talk to the teacher.

I would like to go to the Black Sea.

There are two types of relative clauses: defining and non-defining.

We use defining relative clauses to say exactly what person or thing you are talking about in order to give essential information. We cannot remove the relative clause as the sentence doesn't make any sense without it.

We use *who* or *whose* in relative clauses to talk about people;

which — to talk about things;

where — to talk about places;

why — to talk about reasons;

when — to talk about time.

That can be used instead of *which*, *who*, *when*, *why*.

The boy who you saw yesterday was my friend.

She showed me the place where she worked.

The bag which you see belongs to my sister.

There are several reasons why we can't meet you.

He was the only pupil in our class that got 200 points for testing in English.

That is used after: *it's*, *it was* etc.; the words *only*, *every*, *all*; and a superlative.

It's the best school that you can find in Kyiv.

He's the only person that I can ask to help me.

I believed every word that my father said.

We don't use commas with defining clauses.

Very often the relative pronoun can be omitted.

The boy (whom) you met yesterday is here.

The book (which) you want to read is on the shelf.

She believed every word (that) her father said.

But!!! The relative pronoun cannot be omitted if it is the subject.

They live in a house which is in the centre.

The boy who helped you is my brother.

He was the only guest that arrived on time.

We use non-defining relative clauses to give extra (further) information about the person or thing we are talking about.

We use *which*, *who*, *whom* or *whose* but we don't use *that* in non-defining relative clauses. We can remove the non-defining relative clause and still understand the sentence.

We also must use commas with non-defining relative clauses.

My friend Jack, who is English, speaks German very well.

His sister, who is studying French and Japanese, has never been abroad.

Natalka, who is one of my best friends, is going to visit Scotland this year.

The book, which you have read, is written by my mother.

London, which is the capital of the UK, lies on the Thames.

My friend, whom I haven't seen for two years, is arriving tomorrow.

We can form adjectives by adding a suffix to a noun:

- ous: *mystery — mysterious; danger — dangerous;*
- ful: *beauty — beautiful; care — careful;*
- y: *cloud — cloudy; wind — windy;*
- al: *person — personal; finance — financial;*
- less: *care — careless; home — homeless;*
- istic: *real — realistic; ideal — idealistic;*
- (i/a)ble: *sense — sensible; love — lovable; value — valuable;*
- (e/a)nt: *tolerance — tolerant; importance — important;*
- ly: *friend — friendly; lord — lordly.*

Notice the changes in spelling:

- beauty — beautiful; finance — financial; mystery — mysterious;*
- sense — sensible; tolerance — tolerant; importance — important;*
- value — valuable.*

We can form adjectives in order to describe a person's feelings by adding the suffix *-ed* to a verb:

- to blood — blooded; to relax — relaxed;*
- to brighten — brightened; to tire — tired;*
- to depress — depressed; to bore — bored.*

We can form adjectives in order to describe something that makes us feel a certain way by adding the suffix *-ing* to a verb:

- to tire — tiring; to bore — boring; to excite — exciting.*

We can make some adjectives negative by adding the prefix *un-*, *im-*, *ir-*, *il-*, *in-*:

- un-: unknown, uncomfortable, unpleasant, unpopular;*
- im-: impossible, impolite, immemorial, immelodious;*
- ir-: irrational, irregular, irresistible, irresponsible;*
- il-: illegal, illiberal, illiterate, illiquid;*
- in-: independent, indetermined, inefficient, inexpensive.*

There are phrasal and prepositional verbs. Phrasal verbs consist of verbs and adverbs (*to put on, to take off, to carry on, to leave out*).

There are two kinds of phrasal verbs. One group of verbs has no object, the other group of verbs has an object.

Phrasal verbs without an object:

- It's high time to get up.*
- Come in! I'm waiting for you.*
- Go away! I'm angry with you.*

Phrasal verbs with an object:

Fill in this form, please.

Turn on the light.

I think you have to give up smoking cigarettes.

If the object is a noun, adverbs do not usually come between the verb and a noun.

Put on your coat. It is cold today.

But if the object is a pronoun, it must come before the adverb.

Put it on. It is cold today.

We can often replace phrasal verbs with one word.

She has given up smoking.

She has stopped smoking.

We usually can form phrasal verbs using these verbs and adverbs of place.

Verbs: *to ask, to be, to blow, to break, to bring, to come, to carry, to fall, to find, to get, to give, to go, to grow, to keep, to let, to look, to make, to put, to run, to set, to take, to turn.*

Adverbs: *about, across, along, around, away, back, by, down, forward, in, off, on, out, over, through, under, up.*

Mind! These adverbs can also be prepositions and can be used to form prepositional verbs.

Prepositional verbs are used as the terms for idioms. Prepositional verbs are formed of verbs and prepositions: *to add to, to agree with, to apply for, to ask for, to belong to, to care for, to deal with, to insist on, to listen to, to look after, to look for, to refer to, to rely on, to take after.*

He takes after his father.

They are listening to her carefully.

I agree with you.

This article deals with economic problems.

We can also use prepositional verbs at the end of sentences.

Who are you listening to?

She doesn't know who the bag belongs to.

What job are you looking for?

Have these books been paid for?

Таблиця неправильних дієслів

Infinitive	Past Simple	Past Participle
be (бути)	was, were	been
beat (бити)	beat	beaten
become (ставати)	became	become
begin (починати)	began	begun
blow (дути)	blew	blown
break (ламати)	broke	broken
bring (приносити)	brought	brought
build (будувати)	built	built
buy (купувати)	bought	bought
catch (ловити)	caught	caught
choose (вибирати)	chose	chosen
come (приходити)	came	come
cost (коштувати)	cost	cost
cut (різати)	cut	cut
do (робити)	did	done
draw (малювати)	drew	drawn
draw (тягнути)	drew	drawn
drink (пити)	drank	drunk
drive (водити авто)	drove	driven
eat (їсти)	ate	eaten
fall (падати)	fell	fallen
feel (почуватися)	felt	felt
fight (боротися)	fought	fought
find (знаходити)	found	found
fly (літати)	flew	flown
forget (забувати)	forgot	forgotten
get (досягати)	got	got
give (давати)	gave	given

Infinitive	Past Simple	Past Participle
go (ходити)	went	gone
grow (рости)	grew	grown
hang (вішати)	hung	hung
have (мати)	had	had
hear (чути)	heard	heard
hide (ховати)	hid	hidden
hit (ударяти)	hit	hit
hold (тримати)	held	held
hurt (ранити)	hurt	hurt
keep (тримати)	kept	kept
know (знати)	knew	known
lay (класти)	laid	laid
leave (залишати)	left	left
let (дозволяти)	let	let
lie (лежати)	lay	lain
light (запалювати)	lit, lighted	lit, lighted
lose (губити)	lost	lost
make (робити)	made	made
mean (значити)	meant	meant
meet (зустрічати)	met	met
pay (платити)	paid	paid
put (класти)	put	put
read (читати)	read	read
ride (їхати верхи)	rode	ridden
ring (дзвонити)	rang	rung
rise (підніматися)	rose	risen
run (бігти)	ran	run
say (говорити)	said	said
see (бачити)	saw	seen

Infinitive	Past Simple	Past Participle
sell (продавати)	sold	sold
send (посилати)	sent	sent
shake (трясти)	shook	shaken
shine (сяяти)	shone	shone
show (показувати)	showed	shown
shoot (стріляти)	shot	shot
shut (зачиняти)	shut	shut
sing (співати)	sang	sung
sink (тонути)	sank	sunk
sit (сидіти)	sat	sat
sleep (спати)	slept	slept
speak (говорити)	spoke	spoken
spend (витрачати)	spent	spent
stand (стояти)	stood	stood
stick (втикати, встромляти)	stuck	stuck
strike (ударяти)	struck	struck, stricken
swim (плавати)	swam	swum
take (брати)	took	taken
teach (навчати)	taught	taught
tear (рвати)	tore	torn
tell (розповідати)	told	told
think (думати)	thought	thought
throw (кидати)	threw	thrown
understand (розуміти)	understood	understood
wake (прокидатися)	woke, waked	woken, waked
wear (носити)	wore	worn
win (вигравати)	won	won
write (писати)	wrote	written

А

abandon [ə'bəndən] *v* залишати; відмовлятися
abbreviation [ə,bri:vɪ'eɪn] *n* скорочення, аббревіатура
absorb [əb'sɔ:b; əb'zɔ:b] *v* захоплювати; поглинати
abuse [ə'bju:z] *v* ображати; ганьбити; зловживати
accept [ək'sept] *v* приймати, визнавати; допускати, припускати
acceptance [ək'septəns] *n* прийняття; прийом; визнання; схвалення
accepted [ək'septɪd] *adj* прийнятий; визнаний; поширений
accident ['æksɪdənt] *n* нещасний випадок, аварія, катастрофа; by accident — випадково, ненавпадом
accomplishments [ə'kʌmplɪmənts] *n* досягнення; освіченість; вихованість
accountant [ə'kaʊntənt] *n* бухгалтер; an accountant general — головний бухгалтер
accurate ['ækjərət] *adj* точний, правильний
accuse [ək'ju:z] *v* обвинувачувати, звинувачувати (у чомусь — of)
accustom [ə'kʌstəm] *v* привчати
accustomed [ə'kʌstəmd] *adj* звиклий; привчений; to be accustomed to — звикнути до чогось
acid ['æsɪd] *adj* кислий, кислотний; acid rains — кислотні дощі
ad [æd] *n* (скор. від advertisement) оголошення; реклама
addicted to [ə'dɪktɪd] *adj* схильний до
addiction [ə'dɪkʃn] *n* схильність; згубна звичка
addition [ə'dɪʃn] *n* доповнення, додавання
adjust [ə'dʒʌst] *v* приводити в порядок, упорядковувати; пристосовувати(ся)
advance [əd'vɑ:ns] *n* просування; успіх, прогрес
advert ['ædvɜ:t] *n* (скор. від advertisement) оголошення; *v* звертатися (до когось, чогось — to)
advertise ['ædvətaɪz] *v* рекламувати; повідомляти; афішувати; to advertise goods — рекламувати товари; to advertise for smth — давати (робити) оголошення про щось
advertisement [əd'vɜ:tɪsmənt] *n* реклама; анонс; оголошення; office for advertisements — рекламне бюро; бюро оголошень; to insert (to put) an advertisement in a newspaper — давати оголошення в газету
advertiser ['ædvətaɪzə(r)] *n* рекламодавець

aesthetic [i:s'tetɪk] *adj* естетичний
affect [ə'fekt] *v* впливати; шкодити; smoking affects the health — куріння шкідливо впливає на здоров'я
afford [ə'fɔ:d] *v* мати фінансову змогу, бути спроможним; дозволяти собі
aid [eɪd] *n* допомога, підтримка; *v* допомагати
aids [eɪdz] *n* допоміжні засоби, посібники; training aids — навчальні посібники; visual ['vɪʒuəl] aids — наочні посібники; hearing ['hɪərɪŋ] aids — слухові апарати
alarm [ə'la:m] *n* військ. заклик до зброї
alienate ['eɪliəneɪt] *v* віддаляти, робити чужим; відвертати; відштовхувати
allegedly [ə'ledʒɪdli] *adv* за голосливим твердженням; як твердять; ніби, нібито
almond-shaped ['ɑ:mənd,ʃeɪpt] *adj* мигдалевидний
along [ə'lɒŋ] *adv* разом з (собою); Come along! — Ходімо! Пішли!
alternative [ɔ:l'tɜ:nətɪv] *n* альтернатива; вибір; there is no other alternative but — нема іншого вибору, крім; *adj* альтернативний
alternatively [ɔ:l'tɜ:nətɪvli] *adv* альтернативно; по черзі, чергуючись
although [ɔ:l'dəʊ] *conj* незважаючи на те, що; коли б навіть, хоч
amalgamation [ə,mælgə'meɪʃn] *n* злиття; об'єднання; змішування
amazing [ə'meɪzɪŋ] *adj* дивовижний, дивний
ambitious [æm'bɪʃəs] *adj* честолюбний; примхливий; претензійний; що прагне чогось
amethyst ['æməθɪst] *n* аметист
amount [ə'maʊnt] *n* кількість; загальна сума
analyst ['ænəlist] *n* аналітик; оглядач; лаборант-хімік; спеціаліст із психоаналізу
anger ['æŋgə(r)] *n* гнів, лют; роздратування; blind with anger — засліплений гнівом
angular ['æŋgʊlə(r)] *adj* худий; кістлявий
announcer [ə'naʊnsə(r)] *n* рад. диктор; той, хто оголошує (програму тощо); ведучий (концерту тощо)
annoy [ə'noɪ] *v* надокучати; набридати; сердити
apex ['eɪpeks] *n* вершина; верх; найвища точка
appeal [ə'pi:l] *n* звернення, прохання; привабливість, чарівність
appealing [ə'pi:lɪŋ] *adj* привабливий, принадний; чарівний
appearance [ə'pɪərəns] *n* поява; з'явлення; зовнішній вигляд, зовнішність

applicable [ˈæplɪkəbl; əˈplɪkəbəl] *adj* застосовний, придатний; відповідний, підходящий (до — to)

appointment [əˈpɔɪntmənt] *n* зустріч, побачення; призначення (на посаду)

approximately [əˈprɒksɪmətli] *adv* приблизно

arboretum [ˌɑːbəˈri:təm] *n* розсадник; садова шкілька

archaeology [ˌɑːkiˈɒlədʒi] *n* археологія

arched [ɑːtʃt] *adj* вигнутий; дуговий; арочний

architect [ˈɑːkɪtekt] *n* архітектор, зодчий; творець; the architect of one's own fortunes (happiness) — творець (коваль) своєї долі (свого щастя)

arrange [əˈreɪndʒ] *v* впорядковувати; підготовляти (для — for); приходити до згоди; to arrange with smb about smth — домовлятися з кимось про щось

arrangement [əˈreɪndʒmənt] *n* упорядкування; розташування у певному порядку

artificial [ˌɑːtɪˈfiʃl] *adj* штучний; синтетичний; artificial satellite [ˈsætəlaɪt] — штучний супутник

artisan [ˌɑːtɪˈzæn] *n* ремісник, майстровий

artist [ˈɑːtɪst] *n* художник, митець; майстер своєї справи; артист

ascend [əˈsend] *v* підніматися; просуватися (по службі тощо)

assistant [əˈsɪstənt] *n* помічник, асистент

associate [əˈsəʊʃieɪt] *v* асоціювати(ся); з'єднувати(ся); пов'язувати(ся)

athletic [æθˈletɪk] *adj* атлетичний; сильний; мускулястий

attach [əˈtætʃ] *v* прикріплювати; приєднувати(ся); скріплювати; призначати; to attach importance to smth — вважати щось важливим

attractive [əˈtræktɪv] *adj* привабливий, принадний

attractively [əˈtræktɪvli] *adv* привабливо, принадно, заманливо

audition [ˌɔːdɪʃn] *n* слухання; проба, прослуховування (співаків тощо)

augment [ɔːɡˈment] *v* збільшувати(ся), посилювати(ся)

augmentation [ɔːɡmenˈteɪʃn] *n* збільшення; підвищення

authorities [ˌɔːθərətɪz] *n* органи влади; власті; адміністрація; начальство; to apply to the authorities — звернутися до властей; local authorities — місцева влада

available [əˈveɪləbl] *adj* доступний; наявний, що є у наявності

avalanche [ˈævələʊnʃ] *n* сніговий обвал, лавина

average [ˈævərɪdʒ] *adj* середній; нормальний; звичайний; average life — середня тривалість життя

axe [æks] *n* сокира; колун

B

baby-minder [ˈbeɪbmaɪndə(r)] *n* няня, що приходить доглядати за дитиною

background [ˈbækgraʊnd] *n* фон, задній план; передумова; музичний супровід; освіта

badge [bædʒ] *n* значок; емблема; кокарда

bald [bɔːld] *adj* лисий; злиденний; безбарвний

ballet dancer [ˈbæleɪ dɑːnsə(r)] *n* артист або артистка балету

ban [bæn] *n* заборона; to be under a ban — перебувати під забороною, бути забороненим

bar [bɑː(r)] *n* шматок, брусок; брикет

barbarian [bɑːˈbeəriən] *n* варвар; дикун; Romans and Barbarians — римляни й варвари; young barbarians — лобурі

base [beɪs] *n* основа; низ; база; дно

basic [ˈbeɪsɪk] *adj* початковий; основний

basin [ˈbeɪsn] *n* басейн (ріки, моря); резервуар; водойма; ставок

bead [biːd] *n* бусина; кулька

beauty [ˈbjuːti] *n* краса; красуня; красень; a beauty contest — конкурс краси; a beauty queen — переможниця на конкурсі краси

belief [biˈliːf] *n* віра, довіра; думка, погляд

bend (bent, bent) [bend] *v* гнути(ся), згинати(ся); нахилити(ся)

bionic [baɪˈɒnɪk] *adj* біонічний

bionics [baɪˈɒnɪks] *n pl* (вжив. як *sing*) біоніка

bipolar [baɪˈpəʊlə(r)] *adj* двополюсний

bizarre [bɪˈzɑː(r)] *adj* чудний, дивний; чудернацький

blade [bleɪd] *n* лезо, клинок; крило; вентилятор

blow (blew, blown) [bləʊ] *v* дуги; видувати; *розм.* хвастати, хвалитися; нудитися

bodyguard [ˈbɒdɪɡɑːd] *n* охоронець, особиста охорона

bold [bəʊld] *adj* хоробрий; зухвалий, нахабний; самовпевнений; сміливий, відважний

booking clerk [ˈbʊkɪŋ klɑːk] *n* касир квиткової (театральної, багажної) каси

border [ˈbɔːdə(r)] *n* кордон, межа; a border control post — прикордонний контрольно-пропускний

пункт; out of borders — за кордоном; over the border — через кордон

bother ['bɒðə(r)] *v* надокучати; турбувати

bracelet ['breislət] *n* браслет; *pl* розм. наручники

brave [breɪv] *adj* хоробрий, сміливий; чудовий, прекрасний; the brave — збірн. сміливці, хоробрі люди

breathtaking ['breθteɪkɪŋ] *adj* захопливий; що вражає, приголомшливий

brief [brɪ:f] *adj* короткий; стислий; in brief — стисло, кількома словами; *v* коротко викладати, резюмувати

bright [braɪt] *adj* яскравий, блискучий, райдужний, світлий; bright colours — яскраві барви; bright prospects — райдужні надії

bring about [brɪŋ ə'baʊt] *v* призводити, спричинювати

broadcast ['brɔːdkɑːst] *v* передавати по радіо, телевізору; вести радіопередачу, мовити

broad-shouldered [brɔːd'ʃəʊldəd] *adj* широкоплечий

brooch [brəʊtʃ] *n* брошка

bullfighter ['bʊlfaitə(r)] *n* тореадор, матадор

burn (burnt, burnt) [bɜːn] *v* палити; згорати

burst (burst, burst) [bɜːst] *v* розриватися; лопатися; вибухати

bushy ['bʊʃi] *adj* густий; зарослий чагарником

business ['bɪznəs] *n* робота, праця; комерційна діяльність, торгівля; бізнес, справа

C

cable ['keɪbl] *n* кабель; канат, трос

camera ['kæməɹə] *n* кінокамера; фотоапарат

caoutchouc ['kaʊtʃʊk] *n* каучук, гума

carbon ['kɑːbən] *n* *хім.* вуглець; carbon black — сажа; carbon dioxide — вуглекислий газ

careful ['keəfl] *adj* дбайливий, уважний, турботливий; старанний; акуратний; обережний

carpenter ['kɑːpəntə(r)] *n* тесляр; столяр

carry on ['kæri ɒn] *v* займатися (чимсь); продовжувати

cartoon [kɑː'tuːn] *n* мультиплікація; *амер.* комікс

cascade [kæ'skeɪd] *n* каскад; невеликий водоспад

cast [kɑːst] *v* розподіляти (ролі); давати роль

casting ['kɑːstɪŋ] *n* розподіл ролей; підбір акторів

castle ['kɑːsl] *n* замок; палац; фортеця; сховище

catch (caught, caught) [kætʃ] *v* затримати, ловити; захопити

cattle ['kætl] *n* (*pl* без змін) велика рогата худоба

cause [kɔːz] *v* бути причиною, завдавати, спричиняти; to cause smb to do smth — примусити когось зробити щось

cause [kɔːz] *n* причина

celebrity [sə'lebrəti] *n* знаменитість; популярність

census ['sensəs] *n* перепис (населення тощо)

chairman ['tʃeəməŋ] *n* голова (зборів тощо)

challenge ['tʃælɪndʒ] *n* виклик (на змагання тощо); *v* кидати виклик; вимагати (уваги, поваги тощо); піддавати сумніву

chamber ['tʃeɪmbə(r)] *n* кімната; зал; світлиця

charge [tʃɑːdʒ] *v* *юр.* обвинувачувати, висувати обвинувачення; to charge someone with carelessness — обвинувачувати когось у недбалості

charitable ['tʃærətəbl] *adj* добродійний; милосердний; щедрий

charity ['tʃærəti] *n* благодійність; милосердя; charities — доброчинна діяльність

charm [tʃɑːm] *v* чарувати; полонити; зачаровувати

charming ['tʃɑːmɪŋ] *adj* чарівний; чудовий

cheerful ['tʃiəfl] *adj* бадьорий, веселий; безжурний; a cheerful helper — невтомний помічник

chemicals ['kemɪklz] *n* хімічні речовини, препарати

chemist ['kemɪst] *n* хімік; аптекар; фармацевт

chic [ʃiːk] *adj* *розм.* елегантний, вишуканий; ефектний; модний

chocolate ['tʃɒklət] *n* шоколад; a bar of chocolate — плитка шоколаду

Christian ['krɪstʃən] *n* християнин; *adj* християнський

chubby ['tʃʌbi] *adj* круглолиций; повнощокый, повновидий

clarification [ˌklærɪfɪ'keɪʃn] *n* прояснення; пояснення; з'ясування

clarify ['klærɪfaɪ] *v* вносити ясність, з'ясовувати; пояснювати

clerk [klaːk] *n* клерк, конторський службовець; секретар

coach [kəʊtʃ] *n* *спорт.* тренер, інструктор

collaboration [kə'læbə'reɪʃn] *n* співпраця

collective [kə'lektɪv] *n* колектив; *adj* колективний; спільний; загальний

comedy ['kɒmədi] *n* комедія; комічний випадок

commentator ['kɒmentəteɪ(r)] *n* коментатор; тлумач; радіокоментатор

commercial [kə'mɜ:ʃl] *n* реклама й оголошення на радіо або телебаченні; рекламна, комерційна передача; *adj* торговий, торговельний; комерційний; commercial broadcast — комерційна передача; commercial television (radio) — комерційне телебачення (радіо)

communicative [kə'mju:nikətɪv] *adj* говіркий; товариський, компанійський

community [kə'mju:nəti] *n* об'єднання, співтовариство; громада, община; the community — суспільство

completion [kəm'pli:ʃn] *n* завершення; виконання (бажання тощо)

composer [kəm'pəʊzə(r)] *n* композитор

computer hardware engineer [kəm'pjʊ:tə(r) 'hɑ:dweə ,endʒɪ'nɪə(r)] *n* системний адміністратор

computer programmer [kəm'pjʊ:tə(r) 'prəʊgræmə(r)] *n* програміст

concentrated ['kɒnsntreɪtɪd] *adj* зосереджений, сконцентрований

concern [kən'sɜ:n] *n* занепокоєння; турбота; тривога

confederacy [kən'fedərəsi] *n* конфедерація; ліга; союз держав

confident ['kɒnfɪdənt] *adj* упевнений (в успіху тощо), самовпевнений

confirm [kən'fɜ:m] *v* підтверджувати; підтримувати

confusion [kən'fju:ʒn] *n* збентеження, ніяковість; заворушення; плутанина

congestion [kən'dʒestʃən] *n* затор (вуличного руху), «пробка», скупченість

consistently [kən'sɪstəntli] *adv* послідовно, згідно з чимось; відповідно до чогось — with

conspire against smb [kən'spaɪə(r) ə'geɪnst] *v* замислити змову проти когось

contact ['kɒntækt] *n* дотик; контакт; contact lenses — контактні лінзи

contaminate [kən'tæmɪneɪt] *v* забруднювати; заражати; спотворювати

contaminated [kən'tæmɪneɪtɪd] *adj* забруднений, заражений; a contaminated zone — заражена зона

contamination [kən'tæmɪ'neɪʃn] *n* забруднення; зараження

contractor [kən'træktə(r)] *n* підрядчик

contribution [ˌkɒntri'bju:ʃn] *n* пожертви, внесок; сприяння

controversy ['kɒntrəvɜ:si] *n* суперечка; дискусія, полеміка; сперечання

convey [kən'veɪ] *v* передавати; to convey information — передавати інформацію

coordinate [kəʊ'ɔ:dɪneɪt] *v* координувати; узгоджувати

coordinator [kəʊ'ɔ:dɪneɪtə(r)] *n* координатор

corrupt [kə'rʌpt] *v* псувати(ся); розбещувати(ся); підкуповувати

courageous [kə'reɪdʒəs] *adj* сміливий, відважний, хоробрий, безстрашний

court [kɔ:t] *n* двір; подвір'я; *спорт.* корт

cover ['kʌvə(r)] *v* охоплювати; покривати

craft [krɑ:ft] *n* ремесло; вправність, майстерність; handmade crafts — вироби ручної роботи

crash [kræʃ] *n* катастрофа, аварія (літака тощо)

creative [kri'eɪtɪv] *adj* творчий; creative abilities — творчі здібності

crew [kru:] *n* команда, екіпаж (літака, судна); бригада робітників

crook [kruk] *n* крюк, гак; *розм.* обманщик; пройдисвіт; крутий, плутяга; by hook or by crook — правдами і неправдами

crooked ['krʊkɪd] *adj* кривий, зігнутий; непрямий

cross [krɒs] *n* хрест; розп'яття; риска

curiosity [kjʊəri'ɒsəti] *n* цікавість; допитливість

curly ['kɜ:li] *adj* хвилястий, кучерявий

current ['kʌrənt] *adj* сучасний; поточний; current affairs — сучасна політика; current news — поточні новини, події

cut out (cut, cut) [kʌt aʊt] *v* вирізати; витіснити

cyborg ['saɪbɔ:g] *n* кіборг

D

damage ['dæmɪdʒ] *v* завдавати шкоди, збитків; пошкоджувати

dangerous ['deɪndʒərəs] *adj* небезпечний

dark [dɑ:k] *adj* темний; темноволосий; смуглявий; *n* темні плями; темрява; таємничість

debate [di'beɪt] *n* дискусія, дебати; полеміка; beyond debate — безперечно

decay [di'keɪ] *n* занепад; розлад; розпад; руйнування, псування

decisive [dɪ'saɪsɪv] *adj* рішучий; вирішальний; переконливий

defender [dɪ'fendə(r)] *n* захисник; борець (за — of)

deforest [di:'fɒrɪst] *v* вирубувати ліси; знищувати лісонасадження

deforestation [diːfɒrɪˈsteɪʃn] *n* вирубування лісів; знищення лісонасаджень

delay [diˈleɪ] *n* затримка; зволікання; відкладання

delay [diˈleɪ] *v* затримувати; відстрочувати, переносити; without delay — без зволікань, негайно

delicious [dɪˈlɪʃəs] *adj* чудовий, прекрасний; дуже смачний

delight [dɪˈlaɪt] *v* захоплювати; усолоджувати

delightful [dɪˈlaɪtfl] *adj* чудовий, чарівний; a delightful book — цікава книжка

deliver [dɪˈlɪvə(r)] *v* розносити; доставляти; вручати

deliverer [dɪˈlɪvərə(r)] *n* рознощик; рятівник, визволитель; a delivery man — рознощик, кур'єр

denim ['denɪm] *n* бавовняна тканина

deny [dɪˈnaɪ] *v* заперечувати; відмовляти, не давати; to deny a request — відмовити у проханні

depository [dɪˈpɒzɪtri] *n* скарбниця; склад, сховище

depression [dɪˈpreʃn] *n* депресія, пригнічений стан

designer [dɪˈzaɪnə(r)] *n* конструктор; модельєр, дизайнер

desktop ['desktp] *n* робочий стіл комп'ютера

despite [dɪˈspait] *prep* всупереч, незважаючи на

destroy [dɪˈstrɔɪ] *v* руйнувати, ламати; to destroy a document — знищити документ

destruction [dɪˈstrʌkʃn] *n* руйнування, знищення, розорення; destruction of hopes — крах надій

detention [dɪˈtenʃn] *n* вимушена затримка; арешт

device [dɪˈvaɪs] *n* пристрій; механізм; прилад; апарат; to leave smb to his own devices — покинути когось напризволяще

diagonal [daɪˈæɡənəl] *adj* діагональний; diagonally — по діагоналі

dinner jacket ['dɪnə dʒækit] *n* смокінг

disaster [dɪˈzɑːstə(r)] *n* лихо, нещастя; катастрофа

disc jockey ['disk dʒɒki] *n* диск-жокей

discussion [dɪˈskʌʃn] *n* обговорення; дискусія

dismantle [dɪsˈmæntl] *v* розбирати; знімати; демонтувати

display [dɪˈspleɪ] *v* показувати, демонструвати

distinct [dɪˈstɪŋkt] *adj* виразний; особливий; різний

divorce [dɪˈvɔːs] *v* розлучатися, розривати шлюб

divorced [dɪˈvɔːst] *adj* розлучений

doctor ['dɒktə(r)] *n* лікар, доктор; доктор (учений ступінь); Doctor of Law — доктор юридичних наук

documentary [ˌdɒkjʊˈmentri] *n* документальний фільм; *adj* документальний; документально обґрунтований; освітній

dome [dəʊm] *n* купол

dominate ['dɒmɪneɪt] *v* панувати, володарювати

donate [dəʊˈneɪt] *v* дарувати; *амер.* жертвувати

drought [draʊt] *n* засуха; посушливість; спрага

drug [drʌɡ] *n* ліки, медикаменти

dungeon ['dʌndʒən] *n* темниця; *v* ув'язнювати, кидати в темницю

dye [daɪ] *v* фарбувати(ся)

Е

earl [zːl] *n* граф (у Великій Британії)

earthquake ['zːθkweɪk] *n* землетрус; потрясіння

ecologic(al) [ˌiːkəˈlɒdʒɪkl] *adj* екологічний

ecologist [iˈkɒlədʒɪst] *n* еколог

ecology [iˈkɒlədʒi] *n* екологія

economist [iˈkɒnəməst] *n* економіст

editor ['edɪtə(r)] *n* редактор; видавець; монтажер; a story editor — редактор сценарного відділу кіностудії

effect [ɪˈfekt] *n* дія; вплив; наслідок, результат; cause and effect — причина й наслідок; of no effect, without effect — безрезультатно

efficient [ɪˈfɪʃnt] *adj* ефективний; дієвий; умілий, кваліфікований; тямущий (у своїй справі); продуктивний

Egyptian [ɪˈdʒɪpɪn] *n* єгиптянин; *adj* єгипетський

elaborate [ɪˈləbərət] *adj* продуманий; старанно (детально) розроблений

elderly ['eldəli] *adj* літній, в літах; похилого віку

electrician [ɪˌlekˈtriʃn] *n* електрик, електротехнік, електромонтер

elegance ['elɪɡəns] *n* елегантність, вишуканість

elegant ['elɪɡənt] *adj* елегантний, вишуканий; нарядний

eliminate [ɪˈlɪmɪneɪt] *v* усувати; виключати (з — from); ліквідувати; знищувати; ігнорувати, не брати до уваги

embossment [ɪmˈbɒsmənt] *n* об'ємний малюнок; рельєфне зображення

emit [ɪˈmɪt] *v* випромінювати; to emit light — випромінювати світло

emotional [ɪˈməʊʃənl] *adj* емоціональний, емоційний; що хвилює, зворушливий

emphasis [ˈemfəˌsɪs] *n* наголос; to lay special emphasis on (upon) smth — надавати особливого значення чомусь

employ [ɪmˈplɔɪ] *v* наймати; давати роботу

employee [ɪmˈplɔɪi:] *n* працівник; робітник
employer [ɪmˈplɔɪə(r)] *n* наймач, роботодавець; господар; агент за наймом
encourage [ɪnˈkʌrɪdʒ] *v* підбадьорювати; заохочувати; підтримувати
endanger [ɪnˈdeɪndʒə(r)] *v* наражати на небезпеку; погрожувати
engine [ˈendʒɪn] *n* паровоз; двигун; мотор
engineer [ˌendʒɪˈnɪə(r)] *n* інженер; конструктор; інженер-механік
engross [ɪnˈgrəʊs] *v* оволодівати, to be engrossed in (by) smth — бути захопленим (зайнятим) чимось
enigma [ˈɪnɪgmə] *n* загадка; загадкова людина; загадкове явище
enigmatic [ˌenɪɡˈmætɪk] *adj* загадковий; таємничий, покритий таємницею
ensure [ɪnˈʃʊə(r); ɪnˈʃɔː(r)] *v* забезпечувати; гарантувати
enterprise [ˈentəpraɪz] *n* підприємство; діловитість; ініціативність; підприємливість; смілива ініціатива, починання; захід
environment [ɪnˈvaɪrənmənt] *n* навколишнє середовище (оточення); навколишня обстановка
environmental scientist [ɪnˌvaɪrənˈmentəl ˈsaɪəntɪst] *n* вчений-еколог
equipment [ˈɪkwɪpmənt] *n* устаткування; обладнання; апаратура
error [ˈerə(r)] *n* помилка; a human error — помилка, властива людині
eruption [ɪˈrʌpʃn] *n* виверження (вулкана тощо); спалах (епідемії)
essential [ɪˈsenʃl] *adj* неодмінний; обов’язковий, необхідний; основний, суттєвий, повний; невід’ємний
establishment [ɪˈstæblɪʃmənt] *n* створення; установа, заклад; науково-дослідна організація; the Establishment — правлячі кола, панівна верхівка; істеблішмент
estate [ɪˈsteɪt] *n* маєток; земельне володіння
eventual [ɪˈventʃuəl] *adj* можливий; кінцевий, остаточний
exceedingly [ɪkˈsiːdɪŋli] *adv* надзвичайно, дуже, конче
exceptional [ɪkˈsepʃənəl] *adj* винятковий, надзвичайний; незвичайний
exceptionally [ɪkˈsepʃənəli] *adv* надзвичайно, винятково
exciting [ɪkˈsaɪtɪŋ] *adj* захоплюючий; зворушливий

exhaust fumes [ɪɡˈzɔːst ˈfjuːmz] *n* вихлопні гази
expand [ɪkˈspænd] *v* розширювати(ся), збільшувати(ся); розвивати(ся); поширювати(ся)
expectancy [ɪkˈspektənsi] *n* очікування, сподівання; імовірність, можливість
experience [ɪkˈspɪəriəns] *n* досвід; досвід роботи; стаж; кваліфікація; майстерність; a man of experience — кваліфікований працівник; досвідчена людина
explode [ɪkˈspləʊd] *v* вибухати; руйнувати; висаджувати в повітря; розпускатися (про квіти тощо)
exploration [ˌekspləˈreɪʃn] *n* дослідження; cosmic exploration — дослідження космосу
explosion [ɪkˈspləʊzən] *n* вибух; volcanic explosion — виверження вулкана
explosive [ɪkˈspləʊsɪv] *adj* вибуховий, розривний; запальний
expression [ɪkˈspreʃn] *n* вислів; фраза; вираз
exquisite [ɪkˈskwɪzɪt] *adj* вишуканий, витончений; чудовий; винятковий
extend [ɪkˈstend] *v* простягати(ся); витягувати(ся)
extinct [ɪkˈstɪŋkt] *adj* вимерлий; зниклий
extinction [ɪkˈstɪŋkʃn] *n* вимирання; зникнення (з лиця землі)
extremely [ɪkˈstriːmli] *adv* конче, надто; у край; надзвичайно
eyebrow [ˈaɪbraʊ] *n* брова; an eyebrow pencil — олівець для брів; up to the eyebrows — по самі вуха
eyelash [ˈaɪləʃ] *n* вія; without turning an eyelash — не змигнувши оком, без усякого сорому
eyeliner [ˈaɪləɪnə(r)] *n* олівець для очей

F

fabric [ˈfæbrɪk] *n* тканина, виріб; споруда; будівля
fabulous [ˈfæbjələs] *adj* казковий; неймовірний, приголомшливий
fabulously [ˈfæbjələsli] *adv* приголомшливо; неймовірно, казково; to be fabulously wealthy — бути казково багатим
fail [feɪl] *v* підводити; зазнати невдачі; бути неспроможним; провалити іспит
fair [feə(r)] *adj* білявий; чесний, справедливий; красивий, прекрасний; чималий, значний; a fair play — чесна гра, гра за правилами; a fair income — значний прибуток

fairly ['feəli] *adv* досить, абсолютно; відповідним чином; певною мірою; цілком; явно

faith [feɪθ] *n* віра, кредо, переконання; Upon (by) my faith! In faith! — Клянуся честю!

fake [feɪk] *n розм.* підробка, фальшивка

fame [feɪm] *n* слава, популярність

famed [feɪmd] *adj* славетний; відомий, знаменитий

famine ['fæmɪn] *n* голод, голодування; in the years of famine — в голодні роки; famine prices — недоступні ціни

farmer ['fɑ:mə(r)] *n* фермер; a cattle farmer — скотар, власник тваринницької ферми

fascinating ['fæsɪneɪtɪŋ] *adj* чарівний, чарівничий; принадний

fashion ['fæʃn] *n* стиль; мода; спосіб

fashionable ['fæʃnəbl] *adj* світський, модний

fear [fiə(r)] *v* боятися, лякати(ся); вселяти страх

feature ['fi:tʃə(r)] *v* характеризуватися; відрізнятися

fertiliser ['fɜ:təlaɪzə(r)] *n* мінеральне добриво

figure ['fɪɡə(r)] *v* відігравати роль; фігурувати; бути символом

financial [faɪ'nænʃl; fə'nænʃl] *adj* фінансовий; *розм.* матеріально забезпечений

financial analyst [faɪ'nænʃl 'ænəlɪst] *n* фінансовий аналітик

fine [faɪn] *n* штраф; to impose a fine — накладати штрафи

fire ['faɪə(r)] *n* пожежа; вогонь; полум'я; to lay the fire — розпалити багаття

firefighter ['faɪəfaɪtə(r)] *n* пожежник

fireman ['faɪəmən] *n (pl firemen)* пожежник; кочегар

fish out [fɪʃ aʊt] *v розм.* витягувати; to fish for compliments — напрошуватися на компліменти

fit [fɪt] *adj* підхожий; відповідний; здоровий; пристосований; fit for a king — найкращої якості; *v* пристосовувати; приміряти

fitting ['fɪtɪŋ] *adj* належний; придатний; fitting remark — доречне зауваження

flickering ['flɪkərɪŋ] *adj* що блимає

flirt [flɜ:t] *v* фліртувати, кокетувати; залицятися; глузувати

flood [flʌd] *n* повінь, розлив; потік; flood of words — потік слів

flooding ['flʌdɪŋ] *n* затоплення

flow [fləʊ] *n* течія; потік; струмінь; flow spirits — натхнення

footage ['fʊtɪdʒ] *n кін.* знятий матеріал фільму; метраж

fortifications [fɔ:tɪfɪ'keɪʃnz] *n* укріплення, фортифікаційні споруди

foundation [faʊn'deɪʃn] *n* основа; організація, фонд

frequently ['fri:kwəntli] *adv* часто; постійно

fume [fju:m] *n* дим; кіптява; пара; запах

function ['fʌŋkʃn] *n* функція, призначення

fusion ['fju:ʒn] *n* злиття; коаліція; *фіз.* синтез (ядер)

G

gadget ['gædʒɪt] *n розм.* пристрій; технічна новинка

gain [geɪn] *n* користь; нажива; збільшення; gains — доходи, прибуток

game [geɪm] *n* жарт; забава, потіха, розвага; гра

geek [gi:k] *n (informal)* невіглас

generalisation [dʒenərəlaɪ'zeɪʃn] *n* узагальнення; загальне правило

generous ['dʒenərəs] *adj* великодушний; благородний, шляхетний

genius ['dʒi:nɪəs] *n* геній; геніальна людина, геніальна особа

gentle ['gʒəntl] *adj* добрий; ласкавий; благородний

geology [dʒi'ɒlədʒi] *n* геологія

glacier ['glæsiə(r)] *n* льдовик, глетчер

glamour ['glæmə(r)] *n* чарівність; ефектність; романтичний ореол; a glamour girl (*розм.*) — шикарна дівця; *v* зачаровувати; полонити

glamorous ['glæməərəs] *adj* ефектний; чарівний

gloomy ['glu:mi] *adj* похмурий, темний; гнітючий

glow [gləʊ] *n* сильний жар; тепло; світло; відблиск

glue [glu:] *v* прилипати; *розм.* бути невідлучно (з кимсь)

good-looking [gʊd'lʊkɪŋ] *adj* гарний, вродливий

goofy ['gu:fi] *adj розм.* дурний, нетямущий; безтолковий

gorgeous ['gɔ:dʒəs] *adj* яскравий; чудовий, прекрасний; розкішний

graphic ['græfɪk] *adj* графічний; образний

graphics ['græfɪks] *n pl (вжив. як sing)* проектування; зображення; графіка

graphite ['græfaɪt] *n* графіт

greenhouse effect ['gri:nhaʊs ɪfekt] *n* теплична дія, тепличний наслідок

greens [gri:nz] *n* відтинки зеленого кольору; зелені гілки дерев; зелені овочі, зелень

grizzled ['grɪzld] **adj** сивий, з сивиною; сірий, сіруватий
guide [gaɪd] **n** гід, екскурсовод; провідник

Н

habitat ['hæbɪtæt] **n** місце поширення (тварин, рослин); природне середовище
hairdresser ['hædrəsə(r)] **n** перукар
handling ['hændlɪŋ] **n** користування (чимсь)
handsome ['hænsəm] **adj** гарний, красивий, вродливий; ставний, статний (частіше про чоловіка)
hang about (hung, hung) [hæŋ ə'baʊt] **v** вештатися, тинятися, байдикувати
hardships ['hɑ:dʃɪps] **n** труднощі; прикрощі; неприємності
hard-working [hɑ:d'wɜ:kɪŋ] **adj** працелюбний
harm [hɑ:m] **v** завдавати шкоди, робити зле
heart [hɑ:t] **n** серце; heart disease — захворювання серця; хвороба серця
heartily ['hɑ:tɪli] **adv** охоче; старанно; ретельно
heated ['hi:tɪd] **adj** гарячий; запальний, палкий; heated discussion — гаряча суперечка
heavenly ['hevnlɪ] **adj** божественний; неземний; прекрасний
helicopter ['helɪkɒptə(r)] **n** вертоліт, гелікоптер
helpful ['helpfl] **adj** корисний
herbicide ['hɜ:bɪsaɪd] **n** гербіцид
hide (hid, hid) [haɪd] **v** ховати(ся), приховувати
hippodrome ['hɪpədrəʊm] **n** іподром
hit (hit, hit) [hɪt] **v** уражати; ударяти; завдавати шкоди (страждань, неприємностей)
hood [hʊd] **n** капюшон
hopscotch ['hɒpskɒtʃ] **n** дитяча гра у «класи»
horizon [hə'reɪzn] **n** горизонт; обрій; кругозір
host [həʊst] **n** хазяїн, господар
however [haʊ'evə(r)] **adv** проте, однак; незважаючи на це
hug [hʌg] **v** міцно обіймати; триматися (чогось)
hydrogen ['haɪdrədʒən] **n** *хім.* водень
hypothesise [haɪ'pɒθesaɪz] **v** робити припущення; будувати гіпотезу

I

ice cap ['aɪskæp] **n** *геол.* крижаний покрів; полярний лід; крига центральної Арктики
iconic [aɪ'kɒnɪk] **adj** традиційний; канонічний

identifiable [aɪ'dentɪ'faɪəbl] **adj** що піддається розпізнанню; що ототожнюється
identify [aɪ'dentɪfaɪ] **v** ототожнювати; розпізнавати; ідентифікувати
illegal [ɪ'li:ɡl] **adj** незаконний, нелегальний; заборонений
illiterate [ɪ'lɪtərət] **adj** неосвічений, безграмотний
image ['ɪmɪdʒ] **v** відбивати, віддзеркалювати; зображувати, змальовувати; уявляти собі
imaginary [ɪ'mædʒɪnəri] **adj** уявний, уявлюваний, гаданий, нереальний
imaginative [ɪ'mædʒɪnətɪv] **adj** наділений багатою уявою; образний; imaginative literature — художня література
immaterial [ɪmə'tɪəriəl] **adj** нематеріальний; духовний; неістотний
impact ['ɪmpækt] **n** вплив, дія
impair [ɪm'peə(r)] **v** ослаблювати; погіршувати(ся); слабшати; vision impaired — послаблений зір
implant ['ɪmplɑ:nt] **n** імплантат
implant [ɪm'plɑ:nt] **v** вселяти; імплантувати
imprint [ɪm'prɪnt] **v** фіксувати, зберігати; закарбовувати, відбивати
include [ɪn'klu:d] **v** містити в собі; включати до складу
incorporate [ɪn'kɒ:pəreɪt] **v** об'єднувати(ся), з'єднувати(ся); втілювати
incredible [ɪn'kredəbl] **adj** неправдоподібний; *розм.* дивовижний, неймовірний; нечуваний; приголомшливий
indefinable [ɪndɪ'faɪnəbl] **adj** невизначений; який неможливо пояснити
individual [ɪndɪ'vɪdʒuəl] **n** особа, людина, особистість; the rights of the individual — права людини
individually [ɪndɪ'vɪdʒuəli] **adv** окремо, індивідуально; особисто
inflexible [ɪn'fleksəbl] **adj** жорсткий; непохитний; невластивий
influential [ɪnflu'enʃl] **adj** впливовий; важливий; що має вирішальний вплив; an influential man — впливова людина
infrastructure ['ɪnfɹəstrʌktʃə(r)] **n** основа, фундамент; інфраструктура
initial [ɪ'nɪʃl] **adj** початковий, первісний; попередній
initially [ɪ'nɪʃəli] **adv** з самого початку; спочатку; на ранній стадії
initiate [ɪ'nɪʃieɪt] **v** проявляти ініціативу; починати

initiative [ɪˈnɪʃətɪv] *n* ініціатива; починання; винахідливість; спритність; діловитість

injure [ˈɪndʒə(r)] *v* поранити(ся), пошкодити; to injure oneself — поранитися, забитися; to injure one's reputation — зіпсувати собі репутацію

innocent [ˈɪnəsnt] *adj* невинний; непорочний

insensitive [ɪnˈsensətɪv] *adj* нечутливий; байдужий; insensitive to beauty — байдужий до краси

inspire [ɪnˈspaɪə(r)] *v* надихати; стимулювати

institution [ˌɪnstɪˈtjuːʃn] *n* організація, установа; дитячий лікувальний (навчальний) заклад

instructive [ɪnstrʌktɪv] *adj* повчальний

intangible [ɪnˈtændʒəbl] *adj* невиразний, невловимий; неясний; незбагненний

intelligent [ɪnˈtelɪdʒənt] *adj* розумний, тямущий; досвідчений, обізнаний; to conduct oneself like an intelligent person — поводитися розумно

intend [ɪnˈtend] *v* мати намір; збиратися; задумувати; мати на увазі

interpreter [ɪnˈtɜːprɪtə(r)] *n* перекладач (усний), тлумач; a live interpreter — синхронний перекладач

interview [ˈɪntəvjʊː] *n* інтерв'ю; to obtain an interview — одержати інтерв'ю; to refuse to give an interview to a journalist — відмовити журналістові в інтерв'ю

interviewer [ˈɪntəvjʊːə(r)] *n* інтерв'юер; журналіст, який бере інтерв'ю; людина, що проводить співбесіду

intimidate [ɪnˈtɪmɪdeɪt] *v* лякати; залякувати; погрожувати; шантажувати

intrigue [ɪnˈtriːg] *v* зацікавлювати; заінтриговувати; захоплювати

intriguing [ɪnˈtriːɡɪŋ] *adj* інтригуючий; який умишляє лихе; що спантелічує; захопливий

intuition [ˌɪntʃuːʃn] *n* інтуїція, чуття; to be guided by intuition — спиратися на інтуїцію

inventor [ɪnˈventə(r)] *n* винахідник

irritate [ˈɪrɪteɪt] *v* дратувати, роздратовувати

irritation [ˌɪrɪˈteɪʃn] *n* роздратування; гнів; збудження

J

jealous [ˈdʒeləs] *adj* ревнивий; завидючий; to be jealous of smb — ревнувати когось (до когось)

jewellery [ˈdʒuːəlɪrɪ] *n* коштовності, ювелірні вироби; ювелірне мистецтво

joint [dʒɔɪnt] *n* з'єднання, поєднання; сполучення; *анат.* суглоб

journalist [ˈdʒɜːnəlɪst] *n* журналіст, кореспондент; an accredited journalist — акредитований журналіст

judge [dʒʌdʒ] *n* суддя; арбітр; експерт

judgement [ˈdʒʌdʒmənt] *n* критика, осудження; оцінка, судження, погляд

jungle [ˈdʒʌŋɡl] *n* джунглі; густий ліс, хащі

K

keen [kiːn] *adj* пристрасний; енергійний; to be keen on smth — палко захоплюватись чимось; дуже любити щось

kindling [ˈkɪndlɪŋ] *n* запалювання, розпалювання

kit [kɪt] *n* комплект, набір (речей, інструментів)

L

labour [ˈleɪbə(r)] *v* докладати зусиль; важко працювати; добиватися

labourer [ˈleɪbə(r)] *n* працівник

laburnum [ləˈbɜːnəm] *n* *бот.* рокитник, зіновать

laptop [ˈlæptɒp] *n* маленький портативний комп'ютер

lawyer [ˈlɔːjə(r)] *n* юрист, адвокат; законознавець; a law firm — юридична компанія

lead (lead, lead) [liːd] *v* вести, приводити; спричинювати (щось); керувати, очолювати

leader [ˈliːdə(r)] *n* лідер

lens [lenz] *n* лінза, лупа; *анат.* кришталік ока

lever [ˈliːvə(r)] *n* важіль; держак; ручка

lever (up, along) [ˈliːvə(r)] *ap, əˈlɒŋ* *v* піднімати за допомогою важеля

librarian [laɪˈbreəriən] *n* бібліотекар; завідувач бібліотеки

lifespan [ˈlaɪfspæn] *n* тривалість (строк) життя

light [laɪt] *n* світло, освітлення; *adj* світлий, легкий

light (lit, lighted) [laɪt] *v* освітлювати, загоратися; запалювати(ся); світити

lilac [ˈlaɪlək] *n* *бот.* бузок, бузковий колір; *adj* бузковий

lining [ˈlaɪnɪŋ] *n* підкладка; an overcoat with a fur lining — пальто на хутрі; підбійчана тканина

lipstick [ˈlɪpstɪk] *n* губна помада

literate [ˈlɪtərət] *adj* грамотний; освічений

litter ['lɪtə(r)] *n* сміття

living ['lɪvɪŋ] *n* засоби для існування, життя; харчі, харчування; to make a living — заробляти на життя; to make an honest living — заробляти на життя чесною працею; right living — правильний спосіб життя; standard of living — життєвий рівень

load [ləʊd] *n* вантаж; тягар, ноша; вага

location [ləʊ'keɪʃn] *n* розташування; розміщення; location shooting — натурне знімання

lock [lɒk] *n* шлюз; a flight of locks — ряд шлюзів (на каналі)

logging ['lɒɡɪŋ] *n* лісозаготівля і транспортування лісу

look [lʊk] *v* мати вигляд, здаватися; to look happy — мати щасливий вигляд; to look like — бути схожим на; виглядати як; to look as if — виглядати так, начебто

loveliness ['lʌvlnəs] *n* краса, чарівність

lovely ['lʌvli] *adj* красивий; миловидний, привабливий; *розм.* чудовий; приємний; *n розм.* красуня

М

magnetron ['mæɡnɪtrɒn] *n* *фіз.* магнетрон

maiden ['meɪd(ə)n] *n* *поет.* дівчина, діва

maintain [meɪn'teɪn] *v* підтримувати, зберігати; to maintain one's family — утримувати сім'ю

major ['meɪdʒə(r)] *adj* головний; важливий; великий

make (made, made) [meɪk] *v* спонукати; примушувати

make-up ['meɪkʌp] *n* грим, косметика; аксесуари; a make-up artist — гример

mall [mɔ:l] *n* алея, місце для гуляння; великий торговельний комплекс

manage ['mænɪdʒ] *v* керувати, управляти, завідувати; очолювати

management ['mænɪdʒmənt] *n* управління, керування; менеджмент

manager ['mænɪdʒə(r)] *n* менеджер; завідувач, директор; хазяїн; a marketing manager — менеджер з маркетингу

manual ['mænjuəl] *n* посібник; довідник; статут

manufacture [ˌmænjʊ'fæktʃə(r)] *n* виробництво; *v* виробляти, виготовляти

manufacturer [ˌmænjʊ'fæktʃərə(r)] *n* виробник

marine [mə'ri:n] *n* морський флот; солдат морської піхоти; the marines — морська піхота; *adj* морський

marvel ['mɑ:vəl] *v* дивуватися; захоплюватися

marvellous ['mɑ:vələs] *adj* дивовижний, чудовий

masterpiece ['mɑ:stəpi:s] *n* шедевр

material [mə'tɪəriəl] *adj* матеріальний; фізичний; речовинний; значний

matter ['mætə(r)] *n* матеріал, зміст (книги); суть, предмет

measure ['meɪzə(r)] *v* міряти, вимірювати; знімати мірку

measurement ['meɪzəmənt] *n* вимірювання; вимір; *pl* розміри

medi(a)eval [ˌmedi'i:vl] *adj* середньовічний

merely ['mɪəli] *adv* тільки, лише, просто

middle-aged [ˌmɪdl'eɪdʒd] *adj* середніх років

mighty ['maɪti] *adj* могутній, потужний; величезний

millennium [mɪ'leniəm] *n* тисячоліття; *перен.* золотий вік

mimic ['mɪmɪk] *v* пародіювати; імітувати

minded ['maɪndɪd] *adj* готовий, схильний (щось зробити); narrow-minded — обмежений; feeble-minded — недоумкуватий

mirror ['mɪrə(r)] *v* відбивати, відображати, віддзеркалювати

modification [ˌmɒdɪfɪ'keɪʃn] *n* зміна; модифікація

moral ['mɒrəl] *n* мораль, повчання; morals — звичаї, норми моральної поведінки; моральність

morale [mə'reɪl] *n* моральний стан; бойовий дух

morn [mɔ:n] *n* *поет.* ранок

motto ['mɒtəʊ] *n* девіз, гасло; епіграф

movie ['mu:vi] *n* *розм.* фільм, кінокартина

musician [mju:'zɪʃn] *n* музикант; вокаліст

mysterious [mɪ'stɪəriəs] *adj* таємничий; незбагнений

mystery ['mɪstri] *n* таємниця, таємничість

N

nail [neɪl] *n* ніготь; кіготь

nail polish ['neɪl pɒlɪʃ] *n* лак для нігтів

narration [nə'reɪʃn] *n* розповідь, текст від автора, авторський коментар; дикторський текст

naturally ['nætʃrəli] *adv* звичайно, безумовно; як і слід було чекати

naval ['neɪvl] *adj* військово-морський; флотський

navigability [ˌnævɪgəˈbɪləti] *n* судноплавність; мореплавність

navigator [ˌnævɪgeɪtə(r)] *n* система наведення; штурман; навігатор

nearly [ˈniəli] *adv* майже, мало не; близько

necklace [ˈnekləs] *n* намисто; кільце

neighbourhood [ˈneɪbəhʊd] *n* округа; район; квартал; сусідство; neighbourhood opinion — місцева громадська думка

newcomer [ˈnjuːkʌmə(r)] *n* новоприбулий; приїжджий

news [njuːz] *n pl* (вжив. як *sg*) новина, новини; повідомлення (преси, радіо); latest news — останні вісті; foreign news — повідомлення з-за кордону

newscaster [ˈnjuːzkɑːstə(r)] *n* диктор останніх новин (радіо, телебачення)

newsreader [ˈnjuːzriːdə(r)] *n* радіокоментатор, диктор останніх вістей

newsroom [ˈnjuːzrʊm] *n* читальний зал (з періодикою); *амер.* відділ новин (у газеті, на радіо і телебаченні)

nickname [ˈnɪkneɪm] *v* давати прізвисько, прозивати; *n* прізвисько

non-profit [ˌnɒnˈprɒfɪt] *adj* некомерційний; неприбутковий; non-profit organisation — *амер.* благодійна (просвітницька) організація

non-stop [ˌnɒnˈstɒp] *adv* безупинно; без зупинок; *adj* безупинний

novelist [ˈnɒvəlɪst] *n* письменник-романіст

nuclear [ˈnjuːklɪə(r)] *adj* *фіз.* ядерний; a nuclear explosion — ядерний вибух

nurse [nɜːs] *n* медична сестра; санітарка; няня

O

objective [əbˈdʒektɪv] *n* мета; *adj* об'єктивний; дійсний; предметний

observation [ˌɒbzəˈveɪʃn] *n* спостереження; нагляд; спостережливість

obtain [əbˈteɪn] *v* одержувати; діставати; здобувати

obviously [ˈɒbvɪəsli] *adv* очевидно; явно

occur [əˈkɜː(r)] *v* траплятися

occurrence [əˈkʌrəns] *n* явище; подія, пригода; an everyday occurrence — звичайне явище

old [əʊld] *n* давнина, давнє минуле, старовина; of old — колись, у старі часи

ophthalmology [ˌɒfθælˈmɒlədʒi] *n* *мед.* офтальмологія

optimistic [ˌɒptɪˈmɪstɪk] *adj* оптимістичний

orangery [ˈbrɪndʒəri] *n* оранжерея; апельсиновий сад

original [əˈrɪdʒənəl] *adj* оригінальний; незвичайний; самобутній

originally [əˈrɪdʒənəli] *adj* спочатку; оригінально

ornamentation [ˌɔːnəmenˈteɪʃn] *n* прикрашання, оздоблення

oust [aʊst] *v* виганяти; витіснити; займати чийсь місце

outcome [ˈaʊtkʌm] *n* результат; кінець; наслідок

outer [ˈaʊtə(r)] *adj* зовнішній; віддалений від центру

outweigh [aʊtˈweɪ] *v* переважати; бути важливішим

overcrowding [ˌəʊvəˈkraʊdɪŋ] *n* перенаселення (міста)

overstate [ˌəʊvəˈsteɪt] *v* перебільшувати

oxygen [ˈɒksɪdʒən] *n* *хім.* кисень

P

packed [ˈpækt] *adj* упакований

pagoda [pəˈɡəʊdə] *n* пагода, легка будівля

paint [peɪnt] *n* фарба; фарбування

pale [peɪl] *adj* блідий; deadly (ghostly) pale — блідий як смерть

palm [pɑːm] *n* долоня; пальма; пальмова гілка

paragraph [ˈpærəɡrɑːf] *n* абзац; розділ; пункт; газетна замітка; коротке повідомлення

partial [ˈpɑːl] *adj* частковий, неповний

part-time [ˌpɑːtˈtaɪm] *n* неповний робочий день; to be on part-time — бути зайнятим неповну кількість робочих годин; a part-time worker — робітник, зайнятий неповний робочий день

passage [ˈpæsɪdʒ] *n* уривок; частина; місце (в книзі тощо)

paste [peɪst] *v* вставляти частини тексту; приклеювати, склеювати клеєм

patient [ˈpeɪjnt] *adj* терплячий; наполегливий; plants patient of cold — рослини, які не боються холоду

pattern [ˈpætn] *n* модель, шаблон; приклад, зразок

peace [piːs] *n* мир; спокій; порядок; to keep (to break) the peace — зберігати (порушувати) громадський порядок

peaceful [ˈpiːsfl] *adj* спокійний; мирний

pedestrian [pəˈdestriən] *n* пішохід; a pedestrian underpass — підземний перехід

peep [piːp] *v* заглядати, визирати; to peep in — заглянути у щось

per [pə(r)] *prep* за, на; per week — за тиждень; per day — за день; per cent — відсоток (процент)

percentage [pə'sentɪdʒ] *n* відсотковий вміст; відсоткова норма, відсоткове відношення; *розм.* кількість

perform [pə'fɔ:m] *v* виконувати; здійснювати

performance [pə'fɔ:məns] *n* виконання, здійснення; спектакль, вистава; *тех.* робота (машини)

permanent ['pɜ:mənənt] *adj* постійний, незмінний; довготривалий

persistent [pə'sɪstənt] *adj* наполегливий, упертий

persuade [pə'sweɪd] *v* умовляти, переконувати; схилити

persuasive [pə'sweɪsɪv] *adj* переконливий

pesticide ['pestɪsaɪd] *n* пестицид; засіб боротьби зі шкідниками

pet [pet] *v* пестити; ласкатися; голубити; *n* домашня тварина

phase [feɪz] *n* фаза, стадія, період; ступінь розвитку

philanthropist [fɪ'lænθərəpɪst] *n* філантроп

philharmonic [fɪlə'mɒnɪk] *n* філармонія

philosophical [fɪlə'sɒfɪkl] *adj* філософський; мудрий

philosophy [fɪ'lɒsəfi] *n* філософський підхід до життя; філософія

pianoforte [piˌænə'fɔ:ti] *n* фортепіано; рояль

piece [pi:s] *n* шматок, частина; твір мистецтва

piercing ['pɪəsɪŋ] *n* проколювання; пірсинг

pillar ['pɪlə(r)] *n* стовп; колона

pilot ['paɪlət] *n* льотчик, пілот; лоцман

plait [plæt] *n* коса (зачіска)

planetarium [plæni'teəriəm] *n* планетарій

plant [plɑ:nt] *v* саджати, засаджувати; сіяти

plated ['pleɪtɪd] *adj* позолочений; посріблений

poison ['pɔɪzn] *n* отрута; трутина; *перен.* згубний вплив; *v* отруювати; заражати; нівечити; за-напащати

polar ['pəʊlə(r)] *adj* полярний; polar star — полярна зірка; a polar fox — песець

police officer [pə'li:s ɒfɪsə(r)] *n* поліцейський; policeman — полісмен

polish ['pɒlɪʃ] *n* полірування, чистка

polite [pə'laɪt] *adj* ввічливий, чемний, вихований

politician [ˌpɒlə'tɪʃn] *n* політик, державний (політичний) діяч

pollute [pə'lu:t] *v* забруднювати; поганити

pollution [pə'lu:ʃn] *n* забруднення; опоганення

porcelain ['pɔ:səlɪn] *n* фарфор; *adj* фарфоровий; тендітний

porter ['pɔ:tə(r)] *n* швейцар; носій; вантажник

portray [pɔ:'treɪ] *v* замальовувати; зображувати

posterity [pɒ'sterəti] *n* потомство; нащадки

postman ['pəʊstmən] *n* листоноша, поштар

pour [pɔ:(r)] *v* наливати

praise [preɪz] *v* хвалити; прославляти; звеличувати

predominant [pri'dɒmɪnənt] *adj* що переважає

preserve [pri'zɜ:v] *v* берегти; підтримувати; охороняти

pressure ['preʃə(r)] *n* вплив; тиск; скрута; *тех.* пресування

pretty ['prɪti] *adj* милий; чудовий; гарненький, прекрасний

prevent [pri'vent] *v* попереджати, запобігати; відвертати; перешкоджати; не допускати

print [prɪnt] *n* відбиток; слід; *друк.* відбиток

privacy ['prɪvəsi] *n* самота, самотність; відлюдність; таємниця, секретність; to live in absolute privacy — жити у повній самотності

producer [prə'dju:sə(r)] *n* режисер-постановник; продюсер; особа, що фінансує постановку спектаклю або фільм; *амер.* власник кіностудії

production [prə'dʌkʃn] *n* продукція, виріб; товар; виробництво

productive [prə'dʌktɪv] *adj* продуктивний; плідний

profession [prə'feʃn] *n* професія; рід занять; фах; a teacher by profession — учитель за фахом

profit ['prɒfɪt] *n* користь, вигода; прибуток; дохід; нажива; net profit — чистий прибуток

programmer ['prəʊgræmə(r)] *n* програміст

project ['prɒdʒekt] *n* проект

pros [prəʊs] *n pl* the pros and cons — докази за і проти

prospective [prə'spektɪv] *adj* майбутній; очікуваний

prosper ['prɒspə(r)] *v* процвітати; досягати успіхів

protect [prə'tekt] *v* захищати (від — from, проти — against); охороняти; запобігати

protection [prə'tekʃn] *n* захист, охорона

provide [prə'vaɪd] *v* забезпечувати (чимось — with); надавати, передбачати (щось — for); постачати (щось — with)

psychiatric [saɪki'ætrɪk] *adj* психіатричний

psychiatrist [saɪ'kaɪətrɪst] *n* психіатр

psychologist [saɪ'kɒlədʒɪst] *n* психолог

puffy ['pʌfi] *adj* пишаний; поривчастий (про вітер)

pulley ['pʊli] *n* *тех.* шків, блок; коловорот

purchase ['pɜ:tʃəs] *v* купувати; закуповувати; придбати; *n* купівля, придбання

pure [pjʊə(r)] *adj* чистий; правдивий, чесний
purple ['pɜ:pl] *adj* пурпурний; фіалковий, бузковий

Q

quarter ['kwɔ:tə(r)] *n* чверть; квартал; помилювання; to ask (to cry) for quarter — просити пощади
quay [ki:] *n* мор. мол, причал; набережна
question ['kwɛstʃən] *v* запитувати; опитувати
quit [kwɪt] *v* кидати (роботу, службу); припиняти
quiz [kwɪz] *n* вікторина; a quiz show — телевікторина

R

race [reis] *n* раса; народ; the human race — людство, рід людський
radar ['reɪdɑ:(r)] *n* радіолокатор, радар
radiation [,reɪdi'eɪʃn] *n* радіація, випромінювання
radioactive [,reɪdiəʊ'æktɪv] *adj* радіоактивний; a radioactive cloud — радіоактивна хмара
rainforest ['reɪnfɒrɪst] *n* тропічний ліс
rainwater ['reɪnwɔ:tə(r)] *n* дощова вода
range [reɪndʒ] *n* лінія, ряд; сфера, зона; коло; a wide range of interests — широке коло інтересів; a range of activity — сфера діяльності
rank [ræŋk] *v* ставити в ряд; класифікувати; давати оцінку
read on [ri:d ɒn] *v* продовжувати читати
recently ['ri:sntli] *adv* останнім часом; недавно
receptionist [ri'sepʃənɪst] *n* секретар; особа, яка приймає відвідувачів; адміністратор
reconstruct [,ri:kən'strʌkt] *v* перебудовувати; реконструювати
recruiter [ri'kru:tə(r)] *n* спеціаліст з підбору персоналу
recycle [,ri:'saɪkl] *v* перероблювати
reduce [ri'dju:s] *v* знижувати; зменшувати
reduced [ri'dju:st] *adj* зменшений; скорочений; знижений; in reduced circumstances — у скрутних обставинах
refer to [ri'fɜ:(r) tu] *v* мати на увазі; адресувати; посилати(ся) на когось/щось
reference ['refrəns] *n* посилання (на когось, щось — to); зв'язок; натяк

regard [rɪ'gɑ:d] *v* розглядати, розцінювати; зважати (на когось, на щось); вважати (за когось, щось — as); поважати
regenerative [rɪ'dʒənərətɪv] *adj* відроджувальний; відновлювальний
reinforce [,ri:ɪn'fɔ:s] *v* посилювати; зміцнювати, підкріпляти
reinforced [,ri:ɪn'fɔ:st] *adj* зміцнений
relative ['relətɪv] *adj* відносний, умовний
release [rɪ'li:s] *n* опублікування; a press release — повідомлення для преси, прес-реліз; *v* звільняти; випускати (книгу, фільм)
relevance ['reləvəns] *n* доречність, релевантність
relevant ['reləvənt] *adj* доречний; юр. що має відношення до справи, що стосується справи
religious [rɪ'ldʒəs] *adj* релігійний; віруючий; сумлінний, старанний; a religious house — монастир
rely on, upon [rɪ'laɪ ɒn, ə'pɒn] *v* покладатися (на когось, на щось); rely upon it — запевняю вас, будьте певні
remind [rɪ'maɪnd] *v* нагадувати; to remind smb of smb, smth — нагадувати комусь про когось, про щось, нагадувати комусь когось (щось)
remodel [,ri:'mɒdl] *v* переробляти; реконструювати
Renaissance [rə'neɪsəns] *n* епоха Відродження
renewable [ri'nju:əbl] *adj* відновлювальний
reporter [ri'pɔ:tə(r)] *n* репортер; кореспондент; радіокоментатор
representative [,reprɪ'zentətɪv] *n* представник; приклад; зразок; делегат
require [rɪ'kwaɪə(r)] *v* вимагати; потребувати
rescue ['reskju:] *v* рятувати, визволяти, звільняти
rescuer ['reskju:ə(r)] *n* рятівник, визволитель
resemble [rɪ'zembl] *v* скидатися; бути схожим на когось, на щось
respectively [rɪ'spektɪvli] *adv* відповідно; щодо кожного зокрема
responsibility [rɪ'spɒnsə'bɪlətɪ] *n* відповідальність; обов'язок, зобов'язання; on one's own responsibility — на свою відповідальність; to take (to accept) a responsibility — взяти на себе відповідальність
restore [rɪ'stɔ:(r)] *v* повертати; відновлювати; відроджувати
restriction [rɪ'strɪkʃn] *n* обмеження, застереження
rewarding [rɪ'wɔ:dɪŋ] *adj* що винагороджує; розм. корисний, вартий

rhyme [raɪm] *n poet.* рима; римований вірш
ridiculous [rɪ'dɪkjələs] *adj* смішний; образливий; безглуздий
righteous ['raɪtʃəs] *adj* праведний, добродетельний; справедливий
ring [rɪŋ] *n* обручка; перстень
ripped [rɪpt] *adj* рваний; розрізаний
risky ['rɪski] *adj* небезпечний, ризикований
roam [rəʊm] *v* мандрувати; блукати; тинятися
robin ['rɒbɪn] *n* дрізд, вільшанка
rope [rəʊp] *n* трос; канат; віршовка, мотузка
rotate [rəʊ'teɪt] *v* обертати(ся); перемішувати(ся); переміщувати(ся) по колу
rotating [rəʊ'teɪtɪŋ] *adj* що обертається, переміщується; *фіз.* обертальний (про рух)
round [raʊnd] *n* прогулянка; поїздка; *adj* круглий; повний, пухлий; round cheeks — пухлі щоки; a round dance — вальс
rove [rəʊv] *v* мандрувати; блукати; *n* мандри; блукання
rover ['rəʊvə(r)] *n* мандрівник; бродяга; a rover scout — старший бойскаут
rubber ['rʌbə(r)] *n* гума; гумка; каучук
rubbish ['rʌbɪʃ] *n* сміття, мотлох; Don't talk rubbish! — Не мели дурниці!
ruddy ['rʌdɪ] *n* рум'янець; яскраво-червоний колір; ruddy cheeks — рум'яні щоки; ruddy health — квітуче здоров'я
run [rʌn] *n* біг, пробіг; хід, показ, демонстрування, перегляд (фільму тощо); the first run of the film — прем'єра кінофільму
rung [rʌŋ] *n* щабель драбини
rush [rʌʃ] *n* стрімкий рух, натиск, наплив; rush hours — години пік; fools rush in where angels fear to tread — дурневі закон не писаний

S

safely ['seɪfli] *adv* безпечно, без ризиків; надійно
safety ['seɪfti] *n* безпека; public safety — громадська безпека; with safety — без ризику
salary ['sæləri] *n* платня, плата, оклад; monthly salary — щомісячна платня; yearly salary — річний оклад; to draw a fixed salary — бути на твердому окладі
salon ['sælɒn] *n* салон; ательє; виставковий зал
salute [sə'lu:t] *n* вітання, привітання, салют

saving ['seɪvɪŋ] *adj* ощадливий; економний; бережливий; a saving housekeeper — бережлива господиня
scene [si:n] *n* вид, краєвид, пейзаж; видовище; сцена, картина, епізод, пригода; місце дії
scout [skaʊt] *n* розвідник, бойскаут; a boy scout — бойскаут
scoutmaster ['skaʊtmɑːstə(r)] *n* начальник загону бойскаутів
screenwriter ['skri:nraɪtə(r)] *n* кіносценарист
screw [skruː] *n* гвинт; шуруп; пропелер
script [skript] *n* почерк; сценарій; *кін., телеб.* режисерський (постановчий) кіносценарій; *v* писати сценарій (для кіно, радіо, телебачення); a script department — сценарний відділ (кіностудії); a script girl — секретар кінорежисера, помічник кінорежисера
scriptwriter ['skriptraɪtə(r)] *n* (кіно)сценарист; автор тексту радіолекції (бесіди тощо)
secession [sɪ'seɪʃn] *n* вихід; розкол; відходження; відхід; відокремлення
security guard [sɪ'kjʊəreɪtɪ ɡɑːd] *n* охоронець
seek (sought, sought) [si:k] *v* шукати; просити (щось); звертатися (за чимсь); прагнути
self-sufficient [ˌselfsə'fɪʃnt] *adj* незалежний, самостійний; самовпевнений
semi-precious [semi'preʃəs] *adj* напівкоштовний; самоцвітний; a semi-precious stone — самоцвіт
sense [sens] *n* чуття; відчуття; здоровий глузд; сенс, значення, смисл; sixth sense — інтуїція, шосте чуття; sense of hearing (sight, smell, taste, touch) — слух (зір, нюх, смак, дотик)
sensibility [ˌsensə'bɪləti] *n* чутливість; сприйнятливість
sensuality [ˌsenʃu'æləti] *n* чуттєвість
series ['sɪəriːz] *n* (pl series) серія; випуск; комплект; ряд, низка; a series of brilliant statesmen — плеяда блискучих державних діячів
serious ['sɪəriəs] *adj* важливий; серйозний
service ['sɜːvɪs] *n* послуга; рід занять; обслуговування, сервіс
set [set] *n* набір, комплект; система; ряд; серія
set (set, set) [set] *v* знаходитися; застигати, ставати нерухомим; to set off — вирушати; починати; to set up — розміщати; споруджувати; формувати
setting ['setɪŋ] *n* декорація; навколишня обстановка; фон, тло; художнє оформлення

settle ['setl] *v* вирішувати, улагоджувати; оплачувати; влаштовуватися; оселяти(ся)
sewage ['su:ɪdʒ; 'sju:ɪdʒ] *n* нечистоти; стічні води; каналізація; sewage water — стічні води
sewerage ['su:ərɪdʒ] *n* каналізаційна система, каналізація (міста); стічні води, нечистоти
sex [seks] *n* стать; male sex — чоловіча стать; female sex — жіноча стать
shape [ʃeɪp] *n* форма, обрис; певна форма, порядок
share [ʃeə(r)] *v* ділитися
shelter ['ʃeltə(r)] *n* притулок, захисток; to give shelter — дати притулок
shift [ʃɪft] *v* міняти(ся), змінювати(ся)
shining ['ʃaɪnɪŋ] *adj* блискучий, сяючий; shining look — сяючий погляд; shining merits — видатні заслуги
shiny ['ʃaɪni] *adj* блискучий; ясний, сонячний
shipwreck ['ʃɪprek] *n* корабельна аварія
shoot (shot, shot) [ʃu:t] *v* кін. знімати; to shoot a film — знімати фільм
shooting ['ʃu:tɪŋ] *n* кін. знімання
sign [saɪn] *n* знак, умовний знак; символ, пароль
significance [sɪɡ'nɪfɪkəns] *n* значення; важливість
similar ['sɪmələ(r)] *adj* схожий; подібний; відповідний; однорідний
simple ['sɪmpl] *adj* простий; недалекий, обмежений; щирий; скромний; невеликого розуму
sitcom ['sɪtkɒm] *n* *abbr* (TV) = situation comedy — ситуативна комедія; сітком
site [saɪt] *n* місце перебування, місцезнаходження
skill [skɪl] *n* уміння; досвід; майстерність
slave [sleɪv] *n* раб, невольник
slender ['slendə(r)] *adj* стрункий; витончений; slender knowledge — мізерні знання
slim [slɪm] *adj* тонкий; стрункий; тендітний; a slim figure — струнка фігура; a slim chance of success — незначний (малий) шанс на успіх
slouch [slaʊtʃ] *v* сутулитися, горбитися; непрямо стояти; звисати; to slouch about (along) — тинятися, вештатися; блукати
smooth [smu:ð] *adj* плавний; спокійний; легкий, м'який, ніжний
sneakers ['sni:kəz] *n* кросівки; тенісні черевики
so far [səʊ fɑ:(r)] *adv* поки що
soap opera ['səʊp ɒpərə] *n* мелодрама
sociable ['səʊjəbl] *adj* дружній, товариський
social worker ['səʊl wɜ:kə(r)] *n* соціальний робітник
sociologist [ˌsəʊsɪ'blɒdʒɪst] *n* соціолог

software ['sɒftweə(r)] *n* програмне забезпечення
solar ['səʊlə(r)] *adj* *асмп.* сонячний; a solar system — сонячна система
sound [saʊnd] *v* звучати; здаватися; стосуватися, мати відношення до (чогоось)
space [speɪs] *n* космос; космічний простір; *adj* космічний; the space age — космічна ера
spawn [spɔ:n] *v* нереститися; розмножатися
species ['spi:ʃi:z] *n* (*pl* species) рід; *біол.* порода; вид
specimen ['spesɪmən] *n* зразок, взірець; екземпляр; the finest specimens in his collection — найкращі зразки з його колекції
spectacular [spek'tækjələ(r)] *adj* ефектний; захопливий; імпазантний
spiritual ['spɪrɪtʃuəl] *adj* духовний; божественний; інтелектуальний
split up (*split, split*) [splɪt ʌp] *v* розподіляти (up), ділити на частини
spot [spɒt] *v* забруднитися, покрити(ся) плямами; *розм.* побачити; помітити; визначати
square [skweə(r)] *adj* квадратний; a square man — кремезна людина
square-built ['skweəbɪlt] *adj* кремезний, широкоплечий
stick (*stuck, stuck*) [stɪk] *v* приклеювати(ся), прилипати, липнути
store [stɔ:(r)] *v* постачати; наповнювати; запасати; накопичувати; уміщувати
straightaway [streɪtəweɪ] *adv* відразу, негайно
strand [strænd] *n* низка; разок (намиста)
stream [stri:m] *v* литися, струменіти; текти
string [strɪŋ] *n* *муз.* струна; разок (намиста тощо)
stroke [strəʊk] *v* пестити, гладити (рукою)
stronghold ['strɒŋhəʊld] *n* оплот; твердиня; фортеця, цитадель
stun [stʌn] *v* приголомшувати; the news stunned us — новина приголомшила нас; to be stunned — бути приголомшеним
stunning ['stʌnɪŋ] *adj* приголомшливий; *розм.* прекрасний, надзвичайний; незрівнянний
stunt man ['stʌnt mæn] *n* каскадер
stupendous [stju:'pendəs] *adj* дивовижний; колосальний
style [stɑɪl] *n* стиль; спосіб вираження; манера, смак
stylish ['stɑɪlɪʃ] *adj* стильний; модний, елегантний
stylist ['stɑɪlɪst] *n* стиліст; модельєр; декоратор
subculture ['sʌbkʌltʃə(r)] *n* субкультура

submarine [ˈsʌbməri:n; ˌsʌbməˈri:n] *n* підводний човен; *adj* підводний

suffer [ˈsʌfə(r)] *v* страждати (від чогось — from); зазнавати (щось)

suggest [səˈdʒest] *v* пропонувати, радити; викликати (асоціацію); підказувати (щось); наводити (на думку)

suit [sju:t; su:t] *n* *юр.* позов; судовий процес; *v* влаштовувати; задовольняти; відповідати вимогам; підходити, годитися

suitability [ˌsju:təˈbɪləti; ˌsu:təˈbɪləti] *n* відповідність; придатність

suitably [ˈsju:təbli; ˈsu:təbli] *adv* відповідно

superficially [ˌsu:pəˈfɪʃəli; ˌsju:pəˈfɪʃəli] *adv* поверхово; несерйозно, легковажно

superimpose [ˌsu:pəɪmˈpəʊz] *v* накладати одне на інше (одну річ на іншу); to superimpose colours — накладати фарби

supply [səˈplaɪ] *v* постачати (щось — with); доставляти, відшкодовувати; to supply an army with provisions — постачати армії продовольство

sure [ʃʊə(r); ʃɜ:(r)] *adv* безумовно, безперечно, справді; *adj* упевнений

swift [swɪft] *adj* швидкий

switch off [swɪtʃ] *v* вимикати струм; вимикати радіоприймач

switch on [swɪtʃ] *v* вмикати струм; вмикати радіоприймач

T

take on [teɪk ɒn] *v* приймати, брати (на роботу); набувати

talk show [ˈtɔ:k ʃəʊ] *n* *рад., телеб.* ток-шоу

tangible [ˈtændʒəbl] *adj* реальний, ясний

taste [teɪst] *v* дегустувати; пробувати на смак

tattoo [təˈtu:] *n* татуювання

tear (tore, torn) [teə(r)] *v* рвати(ся), відривати(ся); пробивати; *розм.* мчати стрімголов

tech [tek] *n abbr (inf)* = technology — техніка

technology [tekˈnɒlədʒi] *n* техніка, технічні і прикладні науки, технологія

temporary [ˈtempərəri] *adj* тимчасовий; temporary job — тимчасова праця

tend [tend] *v* мати тенденцію; бути схильним (до чогось — to)

terraced [ˈterəst] *adj* терасований; *геол.* терасний

therapy [ˈθerəpi] *n* лікування, терапія

thermal [ˈθɜ:ml] *adj* теплий; гарячий; термальний; тепловий

thief [θi:f] *n* (*pl* thieves) злодій; *розм.* негідник

think (thought, thought) [θɪŋk] *v* думати, міркувати; to think out — вигадувати; to think through — добратися до суті, додумати до кінця

threat [θret] *n* загроза, погроза; небезпека

threaten [ˈθretn] *v* загрожувати; погрожувати

tight [taɪt] *adj* тісний, вузький; щільно пригнаний

tip [tɪp] *n* натяк, порада

tonne [tʌn] *n* тонна

total [ˈtəʊtl] *adj* повний, абсолютний, цілковитий

totally [ˈtəʊtəli] *adv* цілковито, повністю

tough [tʌf] *adj* твердий; стійкий; *розм.* суворий

tour [tuə(r); tɔ:(r)] *v* здійснювати подорож (концертне, театральне турне); робити обхід (об'їзд)

track [træk] *n* слід; життєвий шлях, спосіб життя; to keep track of the events — стежити за розвитком подій

traffic [ˈtræfɪk] *n* рух (транспорту); транспорт; street traffic — вуличний рух; traffic jam — затор, пробка

transcend [trænˈsend] *v* переходити (переступати) межі, перевершувати

transcendent [trænˈsendənt] *adj* незвичайний; чудовий; незрівнянний; transcendent beauty — незрівнянна, надзвичайна краса

transfer [trænsˈfɜ:(r)] *v* переносити, переміщати; переходити, переводитися (на іншу роботу)

transparent [trænsˈpærənt] *adj* прозорий; що просвічується

treat [tri:t] *v* пригощати; тішити; *n* чакування

troop [tru:p] *n* загін, група людей; трупа акторів

turn [tɜ:n] *n* поворот; послуга; a good turn — добра послуга; *v* вивертати; to turn upside down — перевертати

twist [twɪst] *n* кручена нитка; мотузка; шнурок

twisted [ˈtwɪstɪd] *adj* скручений, сплетений

type [taɪp] *n* символ; модель, зразок, взірць

typhoon [taɪˈfu:n] *n* тайфун

U

ultraviolet [ˌʌltrəˈvaɪələt] *adj* ультрафіолетовий (про проміння); *abbr* UV

undue [ˌʌnˈdjuː] **adj** надмірний; неправомірний, незаконний; undue behaviour — непристойна поведінка

unfair [ˌʌnˈfeə(r)] **adj** несправедливий; неправильний; нечесний

uniqueness [juˈniːknəs] **n** незвичайність; особливість; унікальність

unpredictable [ˌʌnpriˈdɪktəbl] **adj** непередбачуваний

upbringing [ˈʌpbriŋɪŋ] **n** виховання

upper [ˈʌpə(r)] **adj** верхній

upright [ˈʌpraɪt] **adj** вертикальний; прямий

urban [ˈzːbən] **adj** міський; urban population — міське населення; an urban district — селище міського типу

V

vanishing [ˈvæniʃɪŋ] **adj** що зникає

varnish [ˈvɑːnɪʃ] **n** лак; покриття лаком

venture [ˈventʃə(r)] **n** ризикована, смілива справа; підприємство; a joint venture — спільне підприємство

version [ˈvɜːʃn; vɜːʒn] **n** варіант, версія; the original version — оригінал

veterinarian [ˌvetəriˈneəriən] **n** ветеринар, ветеринарний лікар; a veterinary — ветеринар; a vet — ветеринар

victim [ˈvɪktɪm] **n** жертва; a victim of an accident — жертва нещасного випадку

victor [ˈvɪktə(r)] **n** переможець

vigil [ˈvɪdʒɪl] **n** нічне чергування; пильнування

vigilant [ˈvɪdʒɪlənt] **adj** пильний

violence [ˈvaɪələns] **n** несамовитість; жорстокість; насильство

violent [ˈvaɪələnt] **adj** несамовитий, шалений; лютий; різкий

virtual [ˈvɜːtʃuəl] **adj** фактичний, дійсний; можливий, віртуальний

visionary [ˈvɪʒənəri] **n** фантазер; містик; мрійник; **adj** фантастичний; a visionary world — фантастичний світ

vision-impaired [ˈvɪʒnɪmˈpeəd] **adj** з послабленим зором

visual aids [ˌvɪʒuəl ˈeɪdz] **n** наочні посібники

visually [ˈvɪʒuəli] **adv** візуально, наочно

vivid [ˈvɪvɪd] **adj** яскравий; чіткий, ясний

voluntary [ˈvɒləntəri] **adj** добровільний; що користується свободою вибору

volunteer [ˌvɒlənˈtɪə(r)] **v** пропонувати (свою допомогу тощо); зробити зі своєї ініціативи;

n волонтер

W

Walkman [ˈwɔːkmən] **n** плеєр

waterway [ˈwɔːtəweɪ] **n** водний шлях; судноплавне русло; фарватер; international waterways — міжнародні водні шляхи

waterworks [ˈwɔːtəwɜːks] **n** гідротехнічні споруди; водні споруди; система водопостачання

wedge [wedʒ] **n** клин; щось клиноподібне

wheel [wiːl] **n** колесо; штурвал; стернове (рульове) колесо

while [waɪl] **conj** доки, у той час як

will [wɪl] **n** воля; бажання; with a will — енергійно

wire [ˈwaɪə(r)] **n** дріт; провід

wisdom [ˈwɪzdəm] **n** мудрість; *розм.* життєва мудрість

wit [wɪt] **n** розум; quick wits — кмітливість

within [wɪˈdɪn] **adv** всередині

workable [ˈwɜːkəbl] **adj** рентабельний; що виправдовує розробку

worldwide [ˈwɜːldwaɪd] **adj** поширений по всьому світу, всесвітній; world-wide fame — світова слава

worship [ˈwɜːʃɪp] **n** шанування; пошана; шана; freedom of worship — свобода віросповідання

worth [wɜːθ] **adj** вартий; що має вартість (ціну)

worthwhile [ˌwɜːθˈwaɪl] **adj** вартий, гідний

Y

youth [juːθ] **n** юнак; молодь, юнацтво; молодість

Z

zoologist [zəʊˈɒlədʒɪst] **n** зоолог

TEXTS FOR LISTENING

DIVE 1

6. Read and complete the sentences using the correct form of the verbs in brackets. Write down the sentences in your exercise book. Then listen and check.

"Thanks goodness! I can't believe it! I passed all my exams. I was afraid of failing Maths but I could manage to pass it well. I have decided to enter a university and I wish to study psychology.

A year ago I couldn't afford entering that prestigious faculty but I agreed to work as a baby-minder. It was a very stressful work. Every day a lot of unpredictable situations happened and I had to be well-organised and concentrated.

But later I enjoyed working with children and didn't mind playing with them after working hours. I also loved coming earlier to prepare everything before their arrival. We preferred going outside and having fun in the fresh air. I can't stand staying all the time inside the building. After leaving that position at the end of the summer I was offered a part-time job in the Children Care Centre and I promised to think it over. I learnt to understand a child's psychology better.

I phoned them in a week. And I still carry on working there. It is the best job for me!"

DIVE 3

4. Listen to the dialogue. Olha Spenser is applying for a job. She has an interview with Cathy Starr. Number the interviewer's questions in the order you hear them.

Olha: Oh, hello. I'm sorry, I'm a little bit late. But just 10 minutes. I have an appointment at 11.00.

Secretary: Who do you have an appointment with?

Olha: Well... let me see. Oh, my god! Where is it? Ah, here it is. Mrs Starr, at 11.00.

Secretary: Take a seat. I'll tell Mrs Starr that you are here.

Cathy: Hi! Please, come in. You're Olha Spenser, is that right?

Olha: That's right.

Cathy: Thanks for coming, Olha. Please, take a seat.

Olha: Thank you.

Cathy: So, can you tell me a bit about yourself?

Olha: Well, er... I studied psychology and pedagogy at the university. And I like working with children very much.

Cathy: How many times have you worked in summer camps?

Olha: Actually, it has been only once but I know the job very well.

Cathy: And have you been responsible for a team of people before?

Olha: Well, when I was at California Girls Camp I was the leader of a group of 15 girls and when the head

group leader was taken to hospital I had her duties, it wasn't easy but I managed.

Cathy: So, why do you want this job?

Olha: Because Camp Beaumont Easter & Summer has a strong reputation and working in such a friendly atmosphere is a real pleasure. And also it's a great opportunity to work in a different country and to use my English.

Cathy: Have you ever lived in a foreign country?

Olha: Yes, I have. I have spent one year in California. It was just after school. I stayed with an American family and went to college to improve my English.

Cathy: And what special skills do you have?

Olha: I speak four languages: English, French, Russian and Ukrainian. And I have studied art, dancing and drama. I was the leader of the school drama theatre.

Cathy: And what do you want to do in the future?

Olha: I plan to enter the Drama College in New York and to develop my career as an actress. At the same time, I'd like...

DIVE 6

15. Listen to Marge's interview with a woman and her son. Answer the questions. Act it out. Think of your own interview and act out a meeting in the Producing Centre.

Marge: Hi, I'm the casting director of a new teenagers' TV studio and we're looking for kids of your boy's age. Can we ask you a couple of questions?

Woman: OK. Go ahead.

Marge: How old is your boy?

Woman: Next week Jason will be 9.

Marge: Has Jason ever participated in a TV show?

Woman: No, he hasn't. But he was shot in an advert of juice last year. I'm so proud of him.

Marge: So, you aren't newcomers in such business. We'd like to invite you to cast in our new game show. Jason, would you like to come?

Jason: I'd love to. Mum, can we go?

Woman: Sure, darling. What time is the cast?

Marge: At 2 in Newfilm Producing Centre in Treviso Square. Please, don't be late and take some of your best clothes.

DIVE 7

4. Listen to the interview with an advertiser. Name the products that were advertised by Annett Cooper.

Interviewer: Tonight we're talking to Annett Cooper, a young but very successful advertiser. Annett, when you're creating your advert what is the starting point?

Annett Cooper: Well, first we think about a group of people who may want this product. Are they old or young, men or women? How much do they earn?

Interviewer: Let's talk about motorbikes.

Annett Cooper: OK, motorbikes. In an ad for expensive motorbikes we involve young and good-looking men and women, who seem quite rich. The message is: "Young, successful and self-confident people drive such bikes".

Interviewer: Usually it's a man who drives a bike with a woman behind, isn't it?

Annett Cooper: Well, that's true. Because the ad gives an image, if you have a bike like this, you'll easily meet a girl of your dreams.

Interviewer: And another ad where beautiful girls are shot in an ad of make-up.

Annett Cooper: Absolutely. All these supermodels or film stars send a message: "You can be like we if you just use it".

Interviewer: But I'm not sure that for a fast-food or holiday advert only nice men and women are involved.

Annett Cooper: Sure, to make your advert successful it's important to show families with kids who are happy together having an incredible rest. And it usually says: "Your family will be happy spending time together".

Interviewer: OK, families for fast food and holiday, but what about juice?

Annett Cooper: Well, for such kind of an ad we usually take a middle-aged man who looks happy and successful. He enjoys the fruit of his work and life. But we also use humour in adverts. People will definitely remember it if it's funny.

Interviewer: Yeah! I remember that advert when a little girl wanted juice and she bothered her father asking him to pour a little juice again and again. And when he told her that she was going to burst, she reasonably answered: "But you pour and step aside". I had a lot of fun watching it. And do you enjoy what you do?

Annett Cooper: No doubts that yes! We make little movies. And, whether you like it or not, adverts sell products. People remember adverts for a long time.

Interviewer: Well, I'm afraid that's all. Thank you, Annett, for coming and we wish you to be successful in your work.

Annett Cooper: Thank you.

DIVE 8

6. Discuss in class. What do Scouts do for their local community? Listen to the stories of Boy and Girl Scouts and say which of these activities you would like to take part in. These pictures can help you.

Visit to Marvel Cave

My name is Chrissie. This summer I am attending the Girl Scout Weekend at Silver Dollar City. I am having a great time with my troop here. We have already walked to some very famous caves. The Marvel Cave, which we visited yesterday, was very interesting. It had a few real live bats hanging from the ceiling. It had a room that was in the shape of a foot. We walked down several flights of stairs to the bottom. They turned out the lights for a brief moment to let us see what it was like in total darkness. It was like a blast.

My Boy Scout Trip

In my troop, we focus on animals around us. We feed cats and dogs, take dogs for a walk, pet animals, and clean up in our neighbourhoods.

Today we are at the small animal hospital. We've walked all the rooms, and we've already visited a real operating room and seen an x-ray! We have also seen a lot of cute dogs and a few kittens. I LOVE Boy Scouting! — Thomas, *Wolf Cubs*.

I have had a horseback riding!

Different Scout Groups have different activities. Our Girl Scout troop has had a horseback riding. We have been going on a long trip at Tallchief Girl Scout camp. Our instructors have been teaching us to preserve the nature around us. We have learned much about forest plants. We have also been planting new trees in our area. Last year I planted three of them myself. It's really cool to be a Girl Scout! — Hannah, *Girl Scout Junior*

We help disabled people

Being disabled is a big trouble. That is why our Scout Group works with the old and people with special needs. They need different teaching methods, special equipment because they are physically or mentally disabled. We've been taking photos of streets, public buildings and crossroads. We've been talking to police officers, bus drivers and social workers. When we finish, we'll write a detailed report to our municipality.

DIVE 9

4. Listen to the expert of these two subcultures and check your answers.

Interviewer: You're listening to XS FM at 100 point 3 FM and tonight we're talking to Joanna Lindy, an expert in youth subcultures. So, Joanna, there are a lot of talks about subcultures in the youth world. Emo and goth seem to be the most popular ones. What makes them so attractive to young people?

Joanna: Well, first, we have to understand what these subcultures are. There are a lot of stereotypes around them.

Let's start with emo. The term "emo" is used as an abbreviation of the word "emotional". Emo is not only an attitude, but also a fashion that is coming from emocore (emo music). Emocore is a combination of hardcore and punk music which was very popular in Washington DC in the late 80s. The emo culture continued to develop between '90 and '00, reaching the height of its popularity today.

Interviewer: And teenagers involved in it are called emo kids. Why?

Joanna: That's right. The term for the teenagers who listen to emocore is emo kids. The society thinks they are not strong enough to hide their emotions; they're sensitive, shy and often quiet.

Interviewer: Do emo kids express their feelings writing poems about the beauty of the world around them and their love for people?

Joanna: It's half true. Usually, emo kids like to express their feelings writing poems but they write about their problems with depression, confusion, and anger; all because the world fails to understand them.

Interviewer: But what is the main topic of emo kids' poems?

Joanna: Themes, such as life is pain, are common.

Interviewer: Now I know much more about emo subculture but there is another one which is widespread, goths. Can you tell anything about them?

Joanna: The goth topic is even more complicated than emo and there are more stereotypes around them. The first thing which should be said is that it is basically indefinable, because "goth" means different things to each follower.

Interviewer: People have accused or described goths as depressed, violent people. They believe themselves to be vampires or satanists.

Joanna: People have always had a talent to overstate everything which they couldn't understand or explain. To understand the goth culture let's come back to its background.

The words "goth" and "gothic" had several meanings in the past. First it was the name of the Germanic Visigoth tribes when a goth was considered as an uncivilised person, a barbarian. Then it was a style of architecture in Western Europe which was popular from the 12th to the 16th century. It was also a style of horror and mystery literature that is dark and gloomy.

Goth, as a modern movement, started as one component of the punk rock scene. First the term "goth" in its present meaning appeared in a BBC TV programme when the manager of Joy Division described the band as gothic. The name stuck.

Their use of black clothing was originally "something of a backlash to the colourful disco music of the seventies". It also stuck.

Interviewer: The last question is who are they who called themselves goths?

Joanna: Some factors that are commonly observed are unique music, art and literature. The use of extreme black clothing, dark-coloured make-up, unusual hair styles, body piercing, etc. Wearing of symbols such as a Christian cross, an Egyptian ankh or "Eye of Ra", or "Eye of Horus", etc.

Goths tend to be non-violent, pacifistic, passive and tolerant. In the media many have mistakenly associated goths with crime and violence.

A lot of people turn to the gothic subculture after having a hard time in school, feeling alienated, and looking for a way to express themselves that mirrors those feelings. Others want to be shocking, and some people just find black clothing slimming.

In contrast, many goths are optimistic about the future and see much beauty in the world.

Some goths' interests: writings by authors like Dante, Byron, Tolstoy; silent films; writing music; painting, etc.

Interviewer: Thank you, Joanna, for coming and explaining all these details to us.

Joanna: Thank you.

DIVE 13

14. Listen and read the dialogues between four couples of young parents. Say what names they have chosen.

1.

Man: We really need to choose a name. We're at the hospital, the baby's coming and we still haven't got one! What do you think?

Woman: Ok, let's just open a book and take the name we'll find.

Man: Are you sure?

Woman: Yes! Just do it!

Man: Right. Oh! It's... it's... Jefferson.

Woman: Well... Jefferson... Jeff... I like it. I'm sure it'll suit him.

2.

Man: Oh, my God! Twins! But we've discussed a name just for one baby.

Woman: Darling, don't worry, we can easily choose other names for our lovely kids.

Man: How about Sasha and Masha?

Woman: These names remind me of my grandparents who loved each other deeply for the whole life.

Man: Great!

3.

Woman: Now I understand why you like the name David! It's that footballer, isn't it?

Man: Umm, yeah.

Woman: I'm not going to name my boy after a footballer.

Man: But it's a good name.

Woman: Ok, I'll agree if I can give him a second name. I want something a bit more stylish, you know, like a film star.

Man: Eh? Oh, all right...

Woman: Yeah... David... Leonardo... Smith.

4.

Woman: No, no, no! I'm not going to give our baby my name.

Man: But I find this great!

Woman: In any case. I know your family tradition to give names to children after their parents. There are three Anthonies in your family, I suppose that's enough.

Man: So? What are your suggestions?

Woman: What do you think of Iren?

Man: I don't like this name. It is associated in my mind with the name of my ex-girlfriend.

Woman: How about Marpha?

Man: Isn't this your sister's name?

Woman: Ah! OK. How about Olha?

Man: Olha has a strong image of Kyiv Rus' Princess. Let's choose Olha.

Woman: Yes, you are right. Olha does sound good.

DIVE 20

13. Discuss in class. What do you know about Bill Gates? Then listen to the interview, check your ideas and say why Bill Gates was so successful.

Interviewer: Good evening, ladies and gentlemen. Today our guest is an American business magnate,

philanthropist, author, and the chairman of Microsoft, William Henry “Bill” Gates III. Good evening, Bill, and welcome to our radio show.

Bill Gates: Good evening.

Interviewer: Bill, you’ve become very famous and rich. Has this changed your life?

Bill Gates: Not very much. I mean, people recognise me if I go shopping or do something. But actually I don’t go out much.

Interviewer: What do you think is the secret of your success?

Bill Gates: Well, some people think that I’ve only been successful because I was lucky and could be at the proper time in the proper place but in fact I’ve worked hard all my life.

Interviewer: But you look exceptionally rich.

Bill Gates: Yes, I’m ranked constantly one of the world’s wealthiest people. But I don’t have time for people who are only interested in my money. I like any kind of conversation with smart people.

Interviewer: During your career at Microsoft, you held the positions of a CEO and chief software architect. Have you done anything else?

Bill Gates: I have also written several books.

Interviewer: As we know you’ve donated large amounts of money to various charitable organisations.

Bill Gates: Yes, it’s true. We are always ready to give money to different organisations as well as to scientific research programmes through the Bill & Melinda Gates Foundation, established in 2000.

Interviewer: Do you still have a full-time job at Microsoft?

Bill Gates: In fact, no. In June, 2006, I announced that I would have a part-time job at Microsoft and a full-time job at the Bill & Melinda Gates Foundation. My last full-time day at Microsoft was on June 27, 2008.

Interviewer: Well, I’m afraid that’s all we have time for. Thank you, William Gates.

Bill Gates: Thank you.

DIVE 22

6. Listen to the text “Our Earth Is in Danger” and answer the questions.

Our Earth Is in Danger

People’s activities do a lot of harm to nature. Our technical progress has brought pain as well as joy. Our comfort is paid by destroying of nature and creating ecological crises on our planet. We destroy our natural resources, pollute land, oceans, seas, rivers and lakes. In some places it is dangerous to drink water and to use it when we cook. Even fish die in such water.

Our plants, factories and different kinds of transport pollute the air. Dirty air causes many illnesses among people. A lot of animals and birds on the earth are disappearing, too, and we can find their names only in the Red Book.

The way people live has changed the climate on our planet. Nowadays the temperature is rising and it’s a great danger for people.

So, it’s high time to restore an ecological balance on our planet and to leave our earth clean and healthy for future generations.

DIVE 26-27

3. Listen and think of the most suitable headings to the texts. Give different variants and choose the best one.

1. One of the major problems is water pollution. Tons and tons of industrial and domestic waste are poured into our seas, rivers and lakes. Factories and plants are polluting our rivers and lakes with dangerous chemicals. Oil tankers are polluting our oceans and seas. And, of course, ocean and sea life is threatened with extinction. Fish and sea creatures die.

2. Air pollution is a great problem, too. Our factories, power stations, cars are polluting air day and night. The living conditions in our cities are getting worse and worse. A lot of people have breathing problems and are suffering from stomach problems.

3. Woods and forests, especially rainforests, are very important to humans. They help to supply oxygen to the atmosphere and keep the Earth’s climate balance. They are home to birds and animals. The destruction of woods, forests and rainforests is also bringing about changes in the climate, air pollution, drought, flooding and famine. The birds and animals lose their homes and die. It is a great threat for our planet.

8. Listen to the dialogue, act it out and discuss if it is useful to make ecological projects in order to understand better the problems caused by the Earth’s pollution.

Suzy: What marks did you get for your Environmental Studies project?

Marsha: I got 12.

Steve: I got 9.

Marsha: What about you, Ted?

Ted: Oh, I got 6.

Marsha: Oh, poor Ted! Why?

Ted: Well, I only started my project three days ago, so I didn’t have enough time to find any nice pictures and draw any nice diagrams.

Steve: Why didn’t you ask for help?

Ted: You were all so busy. And I left things too late, anyway. I wish I had started my project earlier.

Suzy: Our project was about ozone holes and recycling. What was yours about?

Steve: Air pollution. But I couldn’t find much information in the school library.

Marsha: Really? I came across loads of stuff on the Internet when I was doing my project. I could download some photos for you.

Ted: Thanks, but unfortunately it’s too late. Next time I’ll present my work better. And I’ll never write a project by hand again.

Suzy: Sure, a computer helps to make your project better and checks spelling of course, which is one of the most important things, taking your grammar into consideration.

Ted: Oh, stop it, Suzy!

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2				
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4				
5				

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АНГЛІЙСЬКА МОВА

English

«Англійська мова (9-й рік навчання)» підручник для 9 класу загальноосвітніх навчальних закладів

Підручник відповідає положенням Державного стандарту базової і повної загальної середньої освіти та чинній програмі з іноземних мов. Видання враховує Загальноєвропейські рекомендації з мовної освіти, новітні тенденції методичної науки у світі. Розділи побудовано з урахуванням основних критеріїв навчання іноземної мови: комунікативної спрямованості, крос-культурного компонента, міжпредметного інтегрування.

Підручник вирізняє наявність таких матеріалів:

- тексти і вправи для підвищення мотивації учнів до навчання;
- різнорівневі завдання зростаючої складності;
- додаткові тексти для пізнавального читання;
- домашні завдання з порадами щодо їх виконання;
- вправи для самоконтролю.

Інтернет-підтримка дозволить:

- відпрацювати окремі граматичні теми;
- прочитати тексти для самостійного читання
й виконати завдання до них.

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