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ENGLISH 10



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ENGLISH

10

“Англійська мова
(10-й рік навчання,
рівень стандарту)”

підручник для
10 класу
закладів загальної
середньої освіти

*Рекомендовано Міністерством
освіти і науки України*



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Dear students!

Congratulations! You are high school students now! Another serious step has been made, another big goal has been achieved; but another challenge has been taken on so there is yet so much to be done!

Now the #1 task for you is to make up your mind and set proper goals for the future. You know it takes a lot of hard work and great efforts to succeed. So we hope our book will become your reliable guide and assistant, we really want it to keep you motivated at studying and gaining your progress. You need to understand that modern competitive world requires your proficient skills and competences. Every single one of you has something you're good at but whatever you do multiples twice if you are able to interact in a cross-cultural society. It is English that is a key to your international fluency. So, good luck in life and learning a language. We are not saying it will be easy but we are saying it will be worth it. Your future is waiting for you, so use all the opportunities where you can make an impact.

LEARN A LANGUAGE – UNDERSTAND THE WORLD!

Check how to use the course book:

The book consists of 6 units, that include 6 blocks each. They concentrate on a particular set of vocabulary and grammar, different skills practice, which are provided in accordance to the current curriculum for Secondary schools.

Each block comprises a set of typical tasks for:

- Warm up (lead-in questions and tasks)
- Vocabulary (words, collocations, idioms to add and develop),
- Reading (adapted articles/essays/blogs to practice reading skills),
- Listening (authentic texts to practice listening skills),
- Speaking (communicative activities, individual, pair or group, to develop fluency),
- Grammar (rules and materials to form clear grammar base for operating the language),
- Writing (to develop necessary writing skills),
- Self-assessment (to check your progress),
- Getting ready for your exam (to prepare for your test profoundly),
- Culture note (to enrich your cross-cultural awareness).

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A DAY IN THE LIFE OF A TEENAGER

- Look at these pictures and give ideas about the ways modern teenagers usually spend their time.
- Are you active or more of a “couch potato”? What are you usually into?



VOCABULARY

1. Are you a busy teenager? What do you usually have to do about the house? What are your daily/weekly chores? Look at the responsibilities teenagers usually get. Do you do any of them? Give some more examples of the chores about the house.



babysit siblings / mow the lawn / wash the car / set the dinner table / sort and fold the laundry / vacuum and dust

READING

2. Read the text and find some more chores teens can have.

We all want to lead happy, successful lives. But for parents, there's a time when your priorities change a bit, and your most important goals start to involve training your kids up for success and happiness in their own lives. But is it true? So, we asked parents and teenagers. Here's what they say about house duties.

PARENTS' RESPONSES:

Mrs. Smith: Regular chores don't really work well in our home, so instead I just *assign* them *tasks* as needed – they are expected to clean up after themselves, including their own rooms. Sometimes, they do some yard jobs; take out the garbage, rake up the leaves.

Mrs. Oldridge: My children are responsible for doing their own laundry and putting it away. They also have to clear off the dinner table and help with home gardening. I gave them the task of washing dirty dishes, but there was always an argument over that so it wasn't completed.

Mr. Gorgon: My 16-year-old son *does errands* when needed, vacuuming, dishwasher loading and unloading, dog box cleaning. Also he's got to walk Chucky for an hour every day. He doesn't get any *allowance* for it, he's got so much already.

Mrs. Rowback: I stopped doing laundry when clothes were put in the hamper half inside-out, socks rolled up, etc. Whoever cooks dinner doesn't have to do dishes. I also don't change beds. Everything gets done, not always when I want it done, but it is done! The only thing that I used to have my children do that didn't get done was cleaning cat litter. The litter box is in my bathroom – *out of sight, out of mind*, I gave up.

A DAY IN THE LIFE OF A TEENAGER

TEENS' RESPONSES:

Mark: I am asked to make my bed and *maintain* my *room*, bathroom, and car. Unfortunately, I do not normally ask to get out of chores. However, when I forget to do them I normally just apologize and promise to do them as soon as I can. I always keep my promise.

Erika: I am usually told to set the table and to clean my room. The way I *get out of* the first one is by claiming I have too much homework and need 20 more minutes to finish it. By then someone else has already set the table. I get out of the second one by just making my bed, then pretending to think that my parents only wanted one part of my room clean. I can't stand these chores.

Christen: My sister and I *rotate* doing the dishes every night after dinner. I usually do them, but if I don't, I might say that I have a lot of homework or a test to study for. But at weekends I always have to help my mother in the yard.

Paul: I am usually asked to vacuum the furniture, or clean the bathroom sink and mirror. At times parents tell me to mow the lawn. But I regularly get out of it by staying busy with other things like school work and activities.



3. Match the words in colour from the text to their definitions below.

- 1) pocket money that you are given regularly
- 2) when something or someone cannot be seen, it is easy to forget about
- 3) do at different times by different people (the jobs)
- 4) to avoid doing something that you do not want to do, especially by giving an excuse
- 5) to keep your room in good condition
- 6) to make a short trip to do something, such as buying or delivering things in the neighborhood
- 7) to give a particular job or piece of work to someone

4. Who of the teenagers are happy with their chores and whether there are parents who are satisfied with the way their children fulfill the given responsibilities. What is your opinion about everyday chores? Does it really make teenagers more responsible and organized?

GRAMMAR

GRAMMAR BANK

TALKING ABOUT THE PRESENT:

a) What tense is used in these examples? Why?

Ex.: How do you spend your day? Teenagers spend a lot of time with their friends.

b) Explain the difference between:

Ex.: I try to do my best. I'm trying to do my best.

c) Finish the line using the verbs of frequency and placing them in the right place.

always

never

NOTE!

1) Verbs usually used with the present simple:

<i>cost</i>	This bike costs £200.	<i>understand</i>	I don't understand this.
<i>like</i>	Anna likes rap music.	<i>believe</i>	Do you believe me?
<i>know</i>	Do you know the answer?	<i>own</i>	Do you own a car?

2) Some verbs have one meaning in the simple form, but a different meaning in the continuous form.

Ex.: Do you have a bike? = Do you own a bike? (in general)

I'm having a great time! = It's a great party! (at the moment)

I think this film is great! = I like this film a lot. (in general)

Quiet! I'm thinking. = I'm doing a difficult task. (at the moment)

A DAY IN THE LIFE OF A TEENAGER

SPEAKING

10. Look at the list of chores teens can receive. Which of them wouldn't you mind doing? Have you already got any of them? Discuss them with your partner. Say how often you help about the house. Do you actually help?

Daily jobs

- a) Make the bed
- b) Clean the bedroom
- c) Clean up after yourself in the kitchen: wash pots/pans after use, rinse and put dishes in dishwasher, wipe off kitchen counters
- d) Feed pets
- e) Help make dinner
- f) Pick up shoes and put them away

Weekly jobs

- a) Unload dishwasher, when needed
- b) Water flowers/plants
- c) Take out garbage/recycling
- d) Do your laundry
- e) Clean downstairs bathroom
- f) Vacuum the stairs
- g) Dust furniture
- h) Mop the corridor floor

11. How can you describe your life? Do you like it? Is there anything you would like to change? Are you a daring person? Look at the idioms that you can use to express your life principles and complete the sentences using these idioms.

- | | |
|-------------------------|--|
| a) Make a difference | 1) _____ wherever they may take you! |
| b) Be a good friend | 2) That's what your 20s are for – to _____. |
| c) Follow your dreams | 3) Youths' active participation can _____ in drug abuse prevention. |
| d) Pursuit of happiness | 4) I'm conscious that the _____ is a fundamental human goal. |
| e) Take chances | 5) When you feel your mind is losing hope, always _____. |
| f) Listen to your heart | 6) You were trying to _____, and I wasn't the one. |
| g) Forgive easily | 7) Don't they always say that only people who _____ are good people? |

12. Make up true sentences about yourself using the given idioms.

WRITING

13. Look at Rachel's day off again (Ex. 7-9) and tell about your own. Describe it briefly; write at least 100-120 words. Use the pictures to get some ideas.



UNIT 1

LIFESTYLE AND WELLNESS

WORD BANK

Align (v)	Juggling (n)
Appreciation (n)	Kinsman (n)
Archery (n)	Legitimacy (n)
Aristocracy (n)	Miscalculate (v)
Band-aid (n)	Overlook (n)
Bishop (n)	Peasant (n)
Bland (adj)	Perspectives (n)
Cavalry (n)	Pitch (n)
Conquer (v)	Possess (v)
Conquest (n)	Range (n)
Course (n)	Reveal (v)
Crispy (adj)	Self-esteem (n)
Crunchy (adj)	Self-motivated (adj)
Disaccustom (v)	Sheer (n, v)
Disaccustomed (adj)	Shuttlecock (n)
Empire (n)	Skydiving (n)
Equal (adj)	Sour (adj)
Extend (v)	Spear (n)
Fad (n)	Stale (adj)
Flaky (adj)	Sticky (adj)
Gain (n, v)	Strip (n)
Geek (n, adj.)	Swallow (n)
Greasy (adj)	Sword (n)
Hedge (n)	Thrill-seeking (adj)
Highlight (v)	Tough (adj)
Invader (n)	Warrior (n)
Invasion (n)	Withdraw (v)

GRAMMAR

- Present perfect/past simple
- Present perfect/present perfect continuous
- Nouns, quantifiers
- Gerund and infinitive
- Used to / be used to /get used to
- Prepositions

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

Add up to
Adrenaline rush
Boot camp
Change-over
Cut back on
Fly out
Get into
Give up
Go off
Go on
Get out of
Hang out
Keep up
Like chalk and cheese
Proud of
Rush out
Search for
Sleep in
Snuggle up
Spill the beans
Switch to
Take up



FANTASTIC EXPERIENCES

- Do you think that your life has been interesting? Why/not?
- Have you ever thought your life was boring? Why/not?
- Have you ever followed your dreams against all odds?



VOCABULARY

1. Match the two parts of the phrases. Tell which of these you have or haven't done in your life.

For example: I've been on a roller coaster ... /I haven't been...

8 THINGS TO DO WHEN YOU ARE YOUNG

- | | |
|----------|-------------------------------|
| 1) ride | a) to a famous person |
| 2) get | b) a poem |
| 3) sing | c) home after midnight |
| 4) eat | d) a prize in a competition |
| 5) win | e) someone a Valentine's card |
| 6) write | f) a song in public |
| 7) speak | g) snails |
| 8) send | h) on a rollercoaster |



2. What was your best and worst experience this summer? What was the most dangerous experience in your life?

READING

3. Have you ever been in the wild? Have you seen the wild animals in their natural habitat? Look at the picture and tell what kind of place it is, where you can find it. Read the comment and tell if you would like to visit Sabi Sabi private reserve to enjoy its beauty.



Bill



On behalf of our entire family, I would like to extend our most sincere thanks and appreciation to you Steve and the rest of your terrific staff for making our short stay with you one of the most incredible *times of our lives*. We find it hard to express the excitement, euphoria, and *sheer enjoyment* we have experienced while on safari, the memories we have of what we have seen and heard will stay in our minds forever.

Our accommodations were wonderful and perfect for our African adventure; our dining experiences were *delightful*; and the service we received was perfect and as warm and friendly as we have ever experienced anywhere in the world. However, the *highlight* of our stay took place in the bush.

We found it *hard to believe* that we were able to see everything we did in just a few short days, and you made it all possible. Please be sure to tell your staff how wonderful they made our times in the bush, and how much we appreciated their incredible efforts on our behalf.

Just to show you how extraordinary our safaris were, I have included a few pictures out of the thousands I took during the three days we stayed with you.

Thanks again for giving us a "*once-in-a-lifetime*" experience. I hope we will be able to stay in touch, and I can learn when the best time of the year will be for our return visit soon, and perhaps learn more about the exciting things that are happening at Sabi Sabi.

4. Match the definitions below to the words in colour from the text. Use them to tell about your adventures or experiences in life.

- 1) very special because you will probably only have it once
- 2) when everything is wonderful
- 3) an outstanding part of an event or period of time
- 4) an extremely enjoyable experience
- 5) unbelievable
- 6) pleasant



GRAMMAR

GRAMMAR BANK

THE PRESENT PERFECT & THE PAST SIMPLE TENSE

We use the **Present Perfect** tense to talk about experiences that happened at any time in the past. We don't have to use a precise time expression to say when the event happened.

Ex.: My friend has won another prize.

Present Perfect can appear with an incomplete time expression such as **today, this week, this month, recently, so far, many times, etc.**

Ex.: I've met so many people this morning. (It is still morning.)

Past Simple appears with a definite and indefinite point in time: **last week, when I was a child, yesterday, in 2001 or the other day, ages ago, a long time ago etc.**

Ex.: People lived in caves a long time ago.

We use the **Present Perfect** tense to give the new information. But if we continue to talk about it, we normally use the **Past Simple** tense:

Ex.: - My friend has won another prize. - Ow! How did she do that? - She tried really hard.

NOTE!

Gone to means that you've traveled to some place and haven't returned yet.

Been to means that you've traveled to some place and have already returned.

5. Find the examples of the Present Perfect and the Past Simple tenses in the text in Ex.3. Try to explain their use. If necessary, you can use the Grammar Bank above.

6. Complete the email with the Past Simple or the Present Perfect tense of the verb in brackets.

Hi there Mom and Dad!

I 1) _____ (*not/be*) sure about the Summer Camp when I first heard about it, but I 2) _____ (*have*) the most amazing time since I got here! And to think that it wasn't so long ago that I 3) _____ (*pack*) my bags and 4) _____ (*kiss*) you goodbye! Two weeks down and three to go! Every day we have new guest speakers and the talks 5) _____ (*be*) fascinating so far, at least until yesterday when Peter 6) _____ (*have*) to cancel because of a cancelled flight.

LIFESTYLE AND WELLNESS

Our camp leaders then 7) _____ (*decide*) to bring us to the laboratory, and we 8) _____ (*make*) eggshell geode crystals instead. Well, you know that I 9) _____ (*do*) a lot of different experiments in my life, but this one 10) _____ (*be*) truly cool, and unlike my chemistry experiments gone wrong, nothing 11) _____ (*explode*).

The world of science sure 12) _____ (*change*) a lot in the last few years! 13) _____ (*you/hear*) about the discovery of water on Mars? Last August the Mars Orbiter 14) _____ (*use*) an imaging spectrometer and 15) _____ (*detect*) presence of hydrated minerals. This confirmed what NASA 16) _____ (*suspect*)! We 17) _____ (*learn*) so much about our Solar System since we first 18) _____ (*land*) on the Moon and these are things that 19) _____ (*seem*) impossible to study just one hundred years back!

This 20) _____ (*be*) such an amazing opportunity and I love every minute.

Lots of love, Rebecca



7. Look at the table and talk about these people and their vacations. Use the Present Perfect and the Past Simple tenses to make up sentences. Add necessary time expressions.

+	-
<i>1) Hi mom, I'm calling you from New York City!</i>	
<ul style="list-style-type: none"> - visit the Statue of Liberty - watch a Yankees baseball game - practice my English 	<ul style="list-style-type: none"> - buy some souvenirs - walk up the Empire State Building - see many strange people
<i>2) Dear Murray, I am writing you this postcard from Canada!</i>	
<ul style="list-style-type: none"> - see a bear - ride a horse - catch a lot of fish 	<ul style="list-style-type: none"> - swim in Lake Ontario - climb a mountain - camp in the National Park
<i>3) Hello, Dad! I'm phoning from Hawaii</i>	
<ul style="list-style-type: none"> - watch the smoking volcano - go scuba diving - swim with a dolphin 	<ul style="list-style-type: none"> - try surfing in the waves - learn how to paddle a canoe - drive a boat
<i>4) Hi Lucy, I'm texting you from Rome!</i>	
<ul style="list-style-type: none"> - visit the Coliseum - practice my Italian - go to the Vatican Museum 	<ul style="list-style-type: none"> - visit Italian brand shops - eat a lot of pasta - hike up Mount Vesuvius

8. Match the sentences (1-6) with the responses (a-f).

- 1) *Your sister's very tanned.*
- 2) *Where's your sister?*
- 3) *Aren't your parents at home?*
- 4) *Have we got any milk?*
- 5) *Does Paul know London well?*
- 6) *Is Paul in London?*

- a) Yes, he's been there three times.
- b) She's been to Majorca on holiday.
- c) No, they've gone shopping.
- d) Yes, he's gone there for the weekend.
- e) Yes, mum and dad have been shopping.
- f) She's gone to Majorca with her friends.

LISTENING

9. Listen to the extract from a radio show interview with a very famous, but quite an extraordinary, traveller and news reporter Julie Ventura. After listening, say which statements about her life are true (T) and which ones are false (F).

- 1) She has travelled by train.
- 2) She has flown over the Rockies in a hot air balloon.
- 3) She has been to Mars.
- 4) She has ridden a camel.
- 5) She has eaten alligator burgers.
- 6) She has never been to Japan.
- 7) She has climbed Mount Everest.
- 8) She has been to the Sahara Desert twice.

10. Answer the following questions. What do you think was the strangest Julie Ventura's experience? Which would you never agree to do in your life? Which would you like to try?

- 1) How many times has Julie travelled around the world?
- 2) Which animals has she ridden?
- 3) What's the most interesting place she's ever been to?
- 4) Which mountain has she climbed twice?
- 5) Which famous cities has she visited?
- 6) What's the strangest food she has ever tried?
- 7) What unusual food has she eaten?
- 8) What's one place she has never been to?



SPEAKING

11. Make up questions using the following prompts. Take turns asking and answering questions in pairs. Ask if your partner has tried it and how it happened.

break your limb / read a book in English / swim in the ocean / win money in the lottery / drive a race car / swallow a fly / be on television / sing in public / lose your wallet or ID / ride on a Ferris wheel / do anything brave

For example:

- *Have you ever eaten snails? – Yes, I have.*
- *How was it? – I didn't like it at all. They were too slimy. What about you?*



WRITING

12. Describe an experience you have had in each of these categories. Provide details.

- *something exciting*
- *something horrible*
- *something frightening*
- *something romantic*
- *something creative*
- *something unusual*



LIFESTYLE AND WELLNESS

WHAT'S YOUR TALENT?

- Look at the table and tick the statements that describe you.
- Add some more information about yourself to each area and discuss each group with your partner.

SOCIAL	INTERESTS/HOBBIES
<i>I listen when others have a problem and tell about it</i> <i>I work well in a team</i> <i>I have friends I can rely on</i>	<i>I play a sport</i> <i>I enjoy listening to music</i> <i>I have a hobby/interest</i> <i>I like to read and travel</i>
FAMILY	SCHOOL
<i>I help about the house</i> <i>I discuss my school matters with my parents</i> <i>I help look after my siblings</i> <i>I spend a lot of time with my family</i>	<i>I have a subject I enjoy</i> <i>I try to do my best</i> <i>I contribute in class</i> <i>I am involved in school activities</i>
PERSONAL CHARACTERISTICS	
<i>I try to finish things that I start</i> <i>I listen to other people's opinions</i>	<i>I am not afraid to ask for help</i> <i>I have a sense of humour</i>

READING

1. Can you explain the difference between *skill*, *quality*, and *talent*? Look at these expressions and say which are skills, qualities, or talents?

speaking another language / encouraging others / being optimistic / self-motivated / dancing salsa / using computers efficiently / eye for detail / imagination and creativity / musical ability



SKILL	QUALITY	TALENT

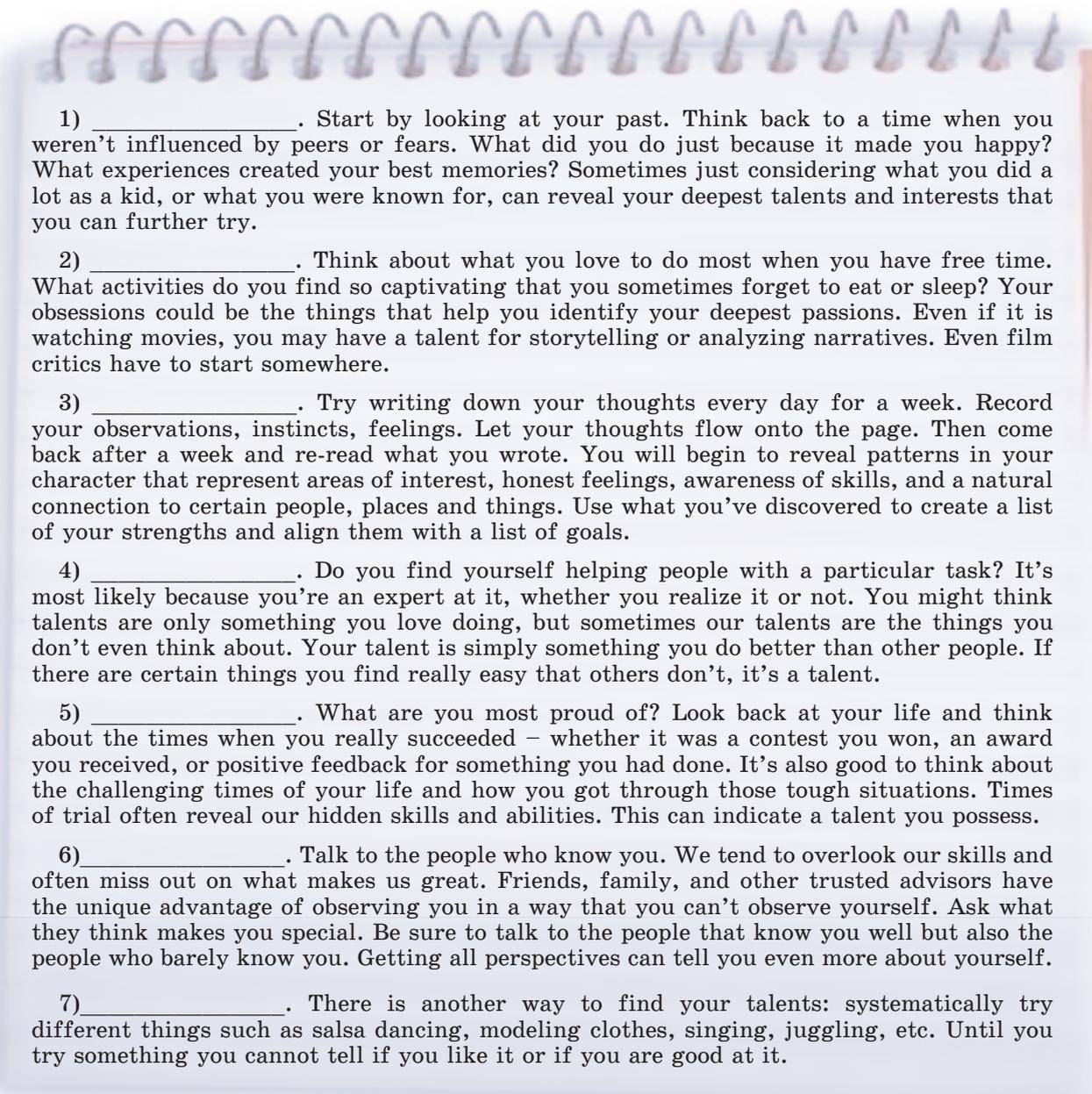
2. What are your special talents, skills, and qualities? Name three of each. Use the following prompts.

I can ... quite well. / I'm really good at ... / I am the kind of person who ...

3. Some people find it difficult to understand themselves and to use their full potential. Read some tips about how to uncover your talent and match the headings to the correct passages. There are three extra headings you do not need.

- | | |
|--------------------------------|--------------------------------|
| a) Listen to others. | f) Search for your talent. |
| b) Recall all of your dreams. | g) Keep a journal. |
| c) Consider your childhood. | h) Ask friends and family. |
| d) List your hobbies. | i) What do you enjoy most? |
| e) Think about what's natural. | j) Count your accomplishments. |

You are brilliant! In the same way that your DNA and fingerprints are entirely unique, you possess a potential and skill that no one else has. Everyone has a natural gift or talent, some of which we do not even know about. Some talents are more obvious than others, like the ability to sing or being built for a certain sport. However, other gifts can sometimes be difficult to identify. So who is to blame for the fact that you still have not revealed them? You can blame your parents, the system, society, education, yourself, but you'd better reveal your talents right now, no matter what your age is.



1) _____. Start by looking at your past. Think back to a time when you weren't influenced by peers or fears. What did you do just because it made you happy? What experiences created your best memories? Sometimes just considering what you did a lot as a kid, or what you were known for, can reveal your deepest talents and interests that you can further try.

2) _____. Think about what you love to do most when you have free time. What activities do you find so captivating that you sometimes forget to eat or sleep? Your obsessions could be the things that help you identify your deepest passions. Even if it is watching movies, you may have a talent for storytelling or analyzing narratives. Even film critics have to start somewhere.

3) _____. Try writing down your thoughts every day for a week. Record your observations, instincts, feelings. Let your thoughts flow onto the page. Then come back after a week and re-read what you wrote. You will begin to reveal patterns in your character that represent areas of interest, honest feelings, awareness of skills, and a natural connection to certain people, places and things. Use what you've discovered to create a list of your strengths and align them with a list of goals.

4) _____. Do you find yourself helping people with a particular task? It's most likely because you're an expert at it, whether you realize it or not. You might think talents are only something you love doing, but sometimes our talents are the things you don't even think about. Your talent is simply something you do better than other people. If there are certain things you find really easy that others don't, it's a talent.

5) _____. What are you most proud of? Look back at your life and think about the times when you really succeeded – whether it was a contest you won, an award you received, or positive feedback for something you had done. It's also good to think about the challenging times of your life and how you got through those tough situations. Times of trial often reveal our hidden skills and abilities. This can indicate a talent you possess.

6) _____. Talk to the people who know you. We tend to overlook our skills and often miss out on what makes us great. Friends, family, and other trusted advisors have the unique advantage of observing you in a way that you can't observe yourself. Ask what they think makes you special. Be sure to talk to the people that know you well but also the people who barely know you. Getting all perspectives can tell you even more about yourself.

7) _____. There is another way to find your talents: systematically try different things such as salsa dancing, modeling clothes, singing, juggling, etc. Until you try something you cannot tell if you like it or if you are good at it.

Your talents seek expression, trying to get out into the world and show off. The more you put efforts and devote time to talents, the more you develop them. You can also learn to get the most out of your talent when you surround yourself with talented people. As the proverb says: "As iron sharpens iron, so one person sharpens another." Revealing your talents is one of the best ways to raise self-esteem and gain self-confidence.

4. Do you believe that talent is everything you need to succeed? How would you comment on Cristiano Ronaldo's quote?

"Talent without working hard is nothing".

GRAMMAR

GRAMMAR BANK

GERUND AND INFINITIVE

Infinitive usually goes:

- after an adjective (*easy to do, fun to play*)
- verbs (*hope, want, wish, would prefer, would love, would like, fail, manage, learn*).

Gerund is used as:

- a subject of the clause (*Cycling is...*)
- after preposition (*before going out, after coming home, good/bad at...*).
- verbs (*can't help, can't stand, dislike, enjoy, fancy, mind, practice, suggest, avoid*)
- verbs with prepositions (*be used to, care for, concentrate on, depend on, dream about/of, feel like, give up, keep/carry on, think of, succeed in, look forward to*)

Verbs, such as *start, begin, continue, intend, hate, love, like, prefer* can take either an **-ing form** or **infinitive + to** with no difference in meaning:

Ex.: People started to leave/started leaving before the disco was over.

NOTE!

Some verbs such as *stop, remember, try, go on* take **-ing** or an **infinitive + to** with a change of meaning:

Ex.: Although her family didn't like it, she went on fighting.

She began by boxing for fun but then she went on to fight in tournaments.

5. Choose the correct words to complete the ideas.

- 1) We were tired, so I suggested *to have/having* a rest.
- 2) We should eat regular meals and try *to find/finding* ways of exercising more.
- 3) To live a healthy life, we have to avoid *to have/having* unhealthy habits.
- 4) I've enjoyed *to talk/talking* to you I hope *to see/seeing* you again.
- 5) I'm looking forward to *see/seeing* you this weekend. I would love *to meet/meeting* you again.
- 6) First we felt like *to go/going* to the cinema, but in the end we decided *to stay/staying* at home.
- 7) I wanted *to help/helping* Mike, and I promised *to do/doing* what I could.
- 8) I had to practise *to speak/speaking* English although I don't fancy *to speak/speaking* a lot.
- 9) My sister doesn't want *to come/coming* with us because she hates *to do/doing* windsurfing.
- 10) I have twice dared *to take/taking* a part in the contest, but never managed *to win/winning*.

6. Fill in the blanks using the correct form of the verb. Refer to the Grammar Bank above if necessary.

- 1) It's rude _____ with your mouth open. (*eat*)
- 2) Are you absolutely certain about _____ it? (*do*)
- 3) I am addicted to _____ sports on TV, but I'm not really into _____! (*watch, play*)
- 4) Study immediately before _____ to sleep. You'll remember a lot more the next day. (*go*)
- 5) We were unlucky _____ the game, we deserved _____. (*lose, win*)
- 6) I don't mind _____ alone, but it's better _____ with other people. (*be, be*)
- 7) It's easy _____ what you don't want _____. (*forget, remember*)
- 8) _____ games is a fun way of _____ your memory skills. (*play, improve*)
- 9) Experts say that it is pretty dangerous _____ bungee jumping. (*do*)
- 10) Most people are worried about _____ their job, so they're trying best at _____. (*lose, work*)
- 11) I was really so surprised _____ you. – I was happy _____. (*see, come*)
- 12) It is impossible _____ if you are not ready _____ hard. (*succeed, work*)

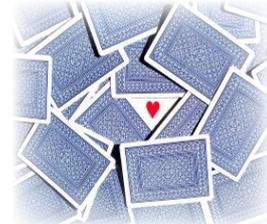
7. Read the pairs of the sentences and decide if the meaning is the same.

- | | |
|--|---|
| <p>1) a) Martha remembered to meet Mr. Jackson.
b) Martha has already met Mr. Jackson.</p> <p>2) a) Richard stopped smoking.
b) Richard doesn't smoke anymore.</p> <p>3) a) I don't regret telling her what I thought.
b) I didn't tell her anything, it could upset her.</p> <p>4) a) Martha stopped eating desserts.
b) Martha used to eat desserts.</p> | <p>5) a) Richard forgot to invite his boss to the party.
b) Richard invited his boss.</p> <p>6) a) Richard forgot inviting his neighbour.
b) Richard invited his neighbour.</p> <p>7) a) I meant to phone you, but my mobile didn't work.
b) I wanted to dial you, but I didn't manage to.</p> <p>8) a) Richard thinks giving parties is fun.
b) Richard thinks it's fun to give parties.</p> |
|--|---|

VOCABULARY AND SPEAKING

8. Look at the list of hobbies that people all over the world do. Is yours in the list? Which ones wouldn't you mind trying? Which of them are shown in the pictures below?

DIY / toy voyaging / magic tricks / writing stories / unicycling / origami / stalking celebrities / skydiving / blogging / volunteering / theatre & acting



9. What activities do people usually do in their free time/as a pastime? What hobby activities do you know? Use the following prompts to make up three sentences about you and your pastime or hobby activities.

*I am really into/crazy about...
I fancy/enjoy...
I would love to...
I prefer...
I would never try...
I can't stand/hate...
I took up/gave up... because
I'm going to sign up for... .*

*I sometimes/never feel like... .
I don't mind... .
...really bugs me.
...makes me mad / angry.
...drives me crazy/annoys me.
...boosts my mood/switches off the routine.
...makes me feel happy/relaxed
...makes no difference to me.*

10. Read the proverbs below and give their Ukrainian equivalents. Do you agree or disagree with the proverbs? Give some life examples.

- 1) The busiest man finds the most leisure.
- 2) Never put off till tomorrow what you can do today.
- 3) There is a time for everything.
- 4) The one who is first to act achieves success.
- 5) You are only young once.



ACHIEVING THE VICTORY

- Are you a fan of sport? Do you play a sport or watch it on TV?
Do you remember who the winners of the previous Olympics were?
- Do the quiz about *Guinness world records*, then check with your teacher.

- 1) *The most ratified world records by one athlete is 27 by ... ?*
 - a) Ukrainian pole vaulter Serhiy Bubka
 - b) Jamaican Usain Bolt
 - c) Finnish distance runner Paavo Nurmi
- 2) *Who was the first cyclist to win the Tour de France and an Olympic Gold medal in the same year?*
 - a) Miguel Indurain
 - b) Bradley Wiggins
 - c) Eddy Merckx
- 3) *The fastest goal in the FIFA World Cup came after 11 seconds. True or False?*
 - a) true
 - b) false
- 4) *In 2012 Usain Bolt achieved a "double double". What Olympic feat did it constitute?*
 - a) four Gold medals
 - b) medals for more than one country
 - c) successive 100m and 200m Gold medals
- 5) *Which boxer is the youngest to win the world heavyweight title?*
 - a) Frank Bruno
 - b) George Foreman
 - c) Mike Tyson



VOCABULARY

1. Look at the equipment words below, name the sports they are used for. Where are these sports played? Add some venues where needed.

club and ball / skies and poles / stick and puck / swimsuit and board / goggles and cap / target and gun / trainers and tracksuit / racket and shuttlecock / strip and jumping rope / kimono / raft and oars / net and goalposts / helmet and saddle / arrow and bow

course / track / rink / pool / hall / pitch / range / court / hall / field

2. Complete the sentences using the appropriate word or expression.

- 1) Does Eddie *do/make/play* rugby for the university?
- 2) You should *take/make/play* some exercise every day if you want to lose weight.
- 3) They often *make/go/do* jogging in the streets near their home.
- 4) I expect our team will *succeed/gain/win* the game tomorrow.
- 5) I hope our team doesn't *lose/fail/defeat* the match on Saturday.
- 6) Our football team will have to *win/succeed/beat* France 2:0 if they want to get a place in the World Cup final.
- 7) If the two players *equal/match/draw*, they will have to play the game again.
- 8) You will need to *train/develop/learn* hard to get a place in the Olympic team.
- 9) If our team manages to *hit/score/enter* another goal, they'll be national champions!
- 10) Which football team do you *support/encourage/accept*?

3. Match the words to the definitions.

- | | |
|--------------------------|---|
| 1) <i>supporter</i> | a) a large board on which the score in a game is shown as the game progresses |
| 2) <i>scoreboard</i> | b) a person who encourages a football team |
| 3) <i>runner-up</i> | c) to have the right to compete |
| 4) <i>amateur</i> | d) regulations and requirement, algorithm of the game |
| 5) <i>stamina</i> | e) not a professional |
| 6) <i>set of rules</i> | f) a competitor or team taking second place in a contest |
| 7) <i>to qualify for</i> | g) an ornamental trophy, usually made of gold or silver |
| 8) <i>a cup</i> | h) the ability to sustain prolonged physical or mental effort |

READING

4. Do you know any extreme sports or activities? What is the difference between extreme and dangerous activities? Why do you think people take the risk of doing extreme activities? Read the text quickly and say which of the sports from the pictures are mentioned in the text. Mark the sentences T (True) or F (False).



- 1) Nowadays fewer people are taking up extreme sports than in the past.
- 2) Jerome's desire to take risks is a reaction against a society that in his opinion has become too safe.
- 3) For Dan, the best part of cliff-jumping is the amazing feeling you get as you fall through the air.
- 4) According to psychologists, people used to do dangerous things for pleasure in prehistoric times.
- 5) People with type T personalities find ordinary life boring.
- 6) According to Martin Bates, people often worry more about things they don't have much experience of.

Tired of your quiet routine? How about leaving your computer games behind and taking up an extreme sport? Take to the skies with skydiving or hit the hills with mountain biking! As a matter of choice, you might try something more urban, such as climbing the external wall of a city block. There were times when such dangerous activities were reserved for *adrenaline junkies*, but in the last ten years, a huge trend towards thrill-seeking pastimes has grown into a whole industry to satisfy our desire for new and exciting *sensations*. Thrill seekers can now pay to be set on fire, just like *stuntmen*, and there's even a service in New York which offers the chance to experience being kidnapped.

So, why are people so attracted to risk? 23-year-old Jerome, trainee surgeon by day and urban climber by night, says: "The world today is so dull with lots of rules and regulations governing everything we do. I just feel a need to *break out* at times." He admits that he is actually quite afraid of heights, although he really enjoys the fear sensation. "I like the *adrenaline rush* – the racing heart, the butterflies in my stomach – that is what makes you feel alive." Some *daredevils* are even braver – they've invented wingsuit flying: a sport in which you throw yourself into the air wearing an aerodynamic suit. Also, there's base jumping, in which people jump from tall structures such as buildings or bridges with a parachute. Some such acts are illegal. Dan Witchalls had been skydiving for years when he decided to take up base jumping. He has jumped off The Shard – London's 310 meter-high skyscraper – four times. He says: "Base jumping is scarier than jumping out of a plane. In a plane, there is no perception of height, but when you are standing on the edge of the building you can see people and cars – it makes it very real. The *exhilaration* you feel is totally indescribable. The sense of achievement you have after you've got through the experience *takes over* the risks."

Psychologists say the *push* to take risks has been passed down to us from our prehistoric ancestors for whom it was essential to take risks for survival. Our modern life presents us with very few dangers, but instinct still remains in some people, who are considered to have a type T personality. They are constantly seeking thrill, *crave* new and exciting experiences and don't like routine. One may wonder if these extreme activities are as dangerous as people believe. According to Oxford professor Martin Bates and his research into risk-taking, people often miscalculate risks. He says there are risks, but provided you've got the right equipment, they are no greater than in many of the more *mainstream sports*, such as motor racing or ice skating. People aren't so worried about the risks involved in these sports because they are familiar with them. However, when it comes to less common activities, they imagine the risks to be higher.

LIFESTYLE AND WELLNESS

5. Find words or expressions in the text and match them to their synonyms.

people, doing dangerous things for excitement and to impress others / risk-taker / feelings / addicted to thrill-seeking / a motive / strong feelings of excitement / a euphoria / traditional sports / to desire strongly / excitement / run away

6. Do you like taking a risk? Have you ever tried any extreme activity? Do you know any type T personality? Which sports or activities would you recommend for these teenagers in the photos?



LISTENING

7. What skills, habits, and thoughts transform an ordinary athlete into an extraordinary champion? Listen to the recording about the way Olympians achieve their victories. Before listening, check the meaning of the words and give synonyms.

goal / motivate / impact / stay on track / keep down / setback

8. Listen to the speaker and put the instructions in the order you hear them. What motivates you? How can you apply these instructions in your life?

- | | | |
|--|--|--|
| <input type="checkbox"/> Take care | <input type="checkbox"/> No excuses | <input type="checkbox"/> Handle the hard times |
| <input type="checkbox"/> Goal driven | <input type="checkbox"/> Motivational quotes | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Stay positive | <input type="checkbox"/> Keep a journal | <input type="checkbox"/> Look at the long term |
| | | <input type="checkbox"/> No pain, no gain |

GRAMMAR

GRAMMAR BANK

THE PRESENT PERFECT AND THE PRESENT PERFECT CONTINUOUS

The **Present Perfect Simple** tells about a past action which is completed and has the result in the present while the **Present Perfect Continuous** tells about unfinished action and its result in the present, and talks about how long it has been happening.

Ex.: I'm tired, I've been working out for 2 hours. I've made lots of strength exercises.

The **Present Perfect** and the **Present Perfect Continuous** are commonly used with different time expressions (*always* or *never* for PP, *since/for* or *all ...* with PPC).

Ex.: I have always wanted to become a sportsman.

I've been playing football since I started to walk.

Although with some verbs, such as *live, work, study, teach, and wear*, we can use *since/for* with either the **Present Perfect** or the **Present Perfect Continuous** and the meaning is the same.

Ex.: I have been studying/have studied in sports academy for 5 years already.

NOTE! We don't use the continuous form with *always* and *never* or with the nonaction verbs.

Ex.: I have been always having a dream to win the Olympics.

I have always had a dream to win the Olympics.

9. Read the interview with a young tennis player Milly Davis, use the word in brackets to complete each sentence with the correct tense. More than two tenses are possible. Refer to the Grammar Bank at page 20 if necessary.

Interviewer: How long 1) _____ (play)?

Milly: I 2) _____ (play) since I was 5, since 2004. My father 3) _____ (buy) me my first racquet and I 4) _____ (love) it since the moment I 5) _____ (step) out on court. I 6) _____ (love) being in the open air.

Interviewer: How often 7) _____ (practice)?

Milly: I normally 8) _____ (practice) every day after school. My father 9) _____ (coach) me. Sometimes I also 10) _____ (go) to the gym or swimming.

Interviewer: _____ ever 11) _____ (be) injured?

Milly: Yes. I 12) _____ (break) my ankle. I 13) _____ (go) for a low ball at the net and 14) _____ (slip). It 15) _____ (hurt) a lot. But now I 16) _____ (be) OK, though.

Interviewer: _____ ever 17) _____ (win) any competitions?

Milly: Oh yes, loads. I 18) _____ (win) about ten, I think. I 19) _____ (win) a trophy recently. I 20) _____ (try) really hard preparing for it, for five months almost. I 21) _____ (not play) to win, though. I _____ always 22) _____ (be) crazy about sport. One day, I'd like to play at Wimbledon.



10. Make up 8 sentences that are true for you using the sports vocabulary from previous exercises and time expressions *always/never/all (year, my life) or since/for*.

For example: I have never tried professional sports in my life, because it requires so much stamina. I have been only doing some amateur sports all the time.

SPEAKING

11. Work in pairs. Read the following words and ideas about extreme sports. Put them into two groups: for and against. Add some ideas of your own as well.

thrill / risk / adrenaline rush / danger is exciting / challenging your body / death / injury / sense of achievement / doing something different / accident / fun / reliable equipment

FOR

AGAINST

12. Discuss and support your opinion using the following expressions.

- 1) *I think/guess/find it _____.*
- 2) *In my view/opinion, _____ /To my mind, _____.*
- 3) *Personally, I think _____ /As I see it, _____.*
- 4) *On the one hand _____, but on the other hand _____.*
- 5) *I completely agree/disagree _____.*
- 6) *Absolutely!/Exactly!/I suppose so!*



YOU ARE WHAT YOU EAT

– Are you a foodie or a veggie? Take “*The healthy diet test*” and compare your answers with your partner. Remember the more ticks you get, the healthier you are!

- I don't eat too much salt (in crisps and fast food)
- I don't eat too much sugar (in sweets and fizzy drinks)
- I'm not a fussy eater
- I have a balanced diet
- I eat a variety of different kinds of fresh food
- I eat fish at least once a week
- I don't eat red meat more than three times a week
- I feel well – I have plenty of energy
- I look well – my skin and hair look healthy



VOCABULARY

1. Choose the odd word in each line. Explain your choice.

- | | | | | | |
|-------------------|----------------|------------------|-------------------|-----------------|---------------|
| 1) <i>thirsty</i> | <i>hungry</i> | <i>grill</i> | 5) <i>bite</i> | <i>starving</i> | <i>chew</i> |
| 2) <i>dessert</i> | <i>starter</i> | <i>delicious</i> | 6) <i>tasty</i> | <i>tip</i> | <i>savory</i> |
| 3) <i>cut</i> | <i>chop</i> | <i>jug</i> | 7) <i>cutlery</i> | <i>peel</i> | <i>bowl</i> |
| 4) <i>fry</i> | <i>boil</i> | <i>protein</i> | 8) <i>vitamin</i> | <i>stir</i> | <i>cereal</i> |

2. Look at the categories and add as many examples as possible.

- | | |
|--|---|
| 1) Meat and fish: <i>veal, ...</i> | 6) Cereals and pasta: <i>noodles, ...</i> |
| 2) Vegetables: <i>cauliflower, ...</i> | 7) Dairy products: <i>yogurt, ...</i> |
| 3) Fruit and berries: <i>blackberry, ...</i> | 8) Fast food: <i>hamburger, ...</i> |
| 4) Drinks: <i>smoothie, ...</i> | 9) Bakery: <i>pancake, ...</i> |
| 5) Sauces and spices: <i>mustard, ...</i> | 10) Sweets: <i>lollipop, ...</i> |

3. Complete the chart with an example of an item of food which you might typically describe using the adjectives on the left.

TASTES		TEXTURES	
<i>sweet</i>		<i>chewy</i>	
<i>sour</i>		<i>crispy</i>	
<i>salty</i>		<i>crunchy</i>	
<i>bitter</i>		<i>creamy</i>	
<i>bland</i>		<i>sticky</i>	
<i>spicy</i>		<i>flaky</i>	
<i>hot</i>		<i>stale</i>	
<i>rich</i>		<i>greasy</i>	

4. Look at these pairs of words and match 1-8 to a-h.

- | | |
|-------------------------------|--------------|
| 1) <i>still/sparkling</i> | a) egg |
| 2) <i>hard-boiled/poached</i> | b) beans |
| 3) <i>rare/well-done</i> | c) water |
| 4) <i>baked/green</i> | d) chocolate |
| 5) <i>blue/smoked</i> | e) cheese |
| 6) <i>mashed/roast</i> | f) potato |
| 7) <i>hot/dark</i> | g) steak |
| 8) <i>raw/rotten</i> | h) meat |

Check the difference

• “*sour*” and “*bitter*”:
sour usually refers to acidic food, whereas bitter refers to any sharp, and possibly unpleasant taste.

• “*salty*” and “*savory*”:
salty means with salt, whereas savoury is used to describe dishes which are eaten as a main course, as opposed to for dessert

• “*spicy*” and “*hot*”:
hot can have the meaning of spicy, but can also refer to the temperature at which the food is served.

LIFESTYLE AND WELLNESS

8. Can you find any words in the text that describe food? Add them to the list below and divide them into positive and negative.

appetizing / disgusting / horrible / nasty / scrumptious / tasteless / yummy / zesty

Positive adjectives: _____
Negative adjectives: _____

9. Give the examples of any dishes like that you have tried in your life.

GRAMMAR

GRAMMAR BANK

COUNTABLE AND UNCOUNTABLE NOUNS

Some nouns are **countable** and we can use them with articles "a/an": *a fig – many figs*

Some nouns are **uncountable** and we can't use "a/an" with them: *water – much water*

Most of them take singular verb: *the water is hot*

Some nouns are plural and take plural verb: *jeans – some jeans – the jeans are blue*

QUANTIFIERS WITH NOUNS

For countable nouns we use: *many/several/few/a few/a number of...*

For uncountable nouns we use: *much/little/a little/a great deal of...*

For both we can use: *some/any/lots of/a lot of/loads of/plenty of...*

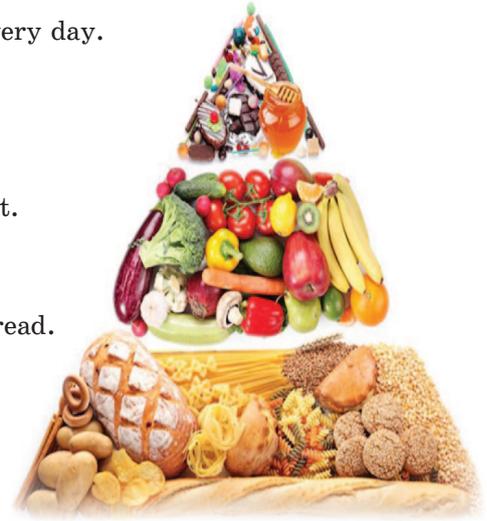
NOTE! *many/much* are normally used in questions and negative sentences

a lot of/lots of are used in statements

We can say *so much/many*, but *such a lot of/lots of*

10. Complete the following sentences with the most appropriate option.

- 1) Drinking _____ coffee can be unhealthy.
a) *several* b) *two cups of*
- 2) To stay healthy, we should try to eat _____ fruit every day.
a) *some* b) *several*
- 3) We should eat _____ nuts.
a) *a lot of* b) *few*
- 4) Adding _____ broccoli to your diet is healthy.
a) *some* b) *few*
- 5) The food pyramid recommends that we eat _____ fat.
a) *a lot of* b) *little*
- 6) Eating _____ bright coloured vegetables is healthy.
a) *very much* b) *a lot of*
- 7) Healthy eating doesn't mean to do without _____ bread.
a) *any* b) *much*
- 8) Healthy diet doesn't require _____ a lot of money.
a) *so* b) *such*
- 9) You will succeed if only you make _____ effort.
a) *a few* b) *a little*
- 10) Is there _____ cheese left?
a) *some* b) *any*
- 11) To make a pancake, you need _____ eggs and flour.
a) *much* b) *some*
- 12) For lunch, I had a salad and a _____ of pizza today.
a) *slice* b) *piece*
- 13) Please, buy me a _____ apples for the cake.
a) *few* b) *little*



11. Complete the phrases with following words. Find all the possible answers.

*advice / bread / clothing / cake / information / knowledge /
jeans / luggage / news / paper / scissors / furniture*

- 1) a bit of _____ 3) a slice of _____ 5) a sheet of _____
2) a piece of _____ 4) a pair of _____ 6) an item of _____

12. Practice quantifiers that we usually use with food and drinks. Restore a shopping list from Tom's mother. Use the words below.

*rolls / pounds / a loaf / a tube / a dozen / a box / a loaf / a pack / a tin / a list / slices /
a carton / a bottle / a bunch / a large amount / a jar / a cone / a chest / a pocket*

Dear Tom,

I'll be late today, could you do some shopping for me?
Here is _____ of things we need:

- ✓ _____ of eggs
- ✓ _____ of bread (take the one in _____!)
- ✓ _____ of frozen pear
- ✓ _____ of tuna
- ✓ _____ of soft cheese
- ✓ three _____ of potatoes
- ✓ _____ of milk
- ✓ _____ of BBQ sauce
- ✓ _____ of dill and parsley
- ✓ _____ of strawberry jam
- ✓ _____ of cereal
- ✓ _____ of toothpaste
- ✓ two _____ of toilet paper

In you want, you can buy _____ of biscuit or
_____ of ice cream for yourself.

You need _____ of money, please, take it from
_____ of drawers in my room!

*See you in the evening!
Love, your mother.*



13. How often do you go shopping? What is usually in your shopping basket?

WRITING

14. Write an opinion essay about the role of food in your life. Describe your attitude to food – its production, preparation, eating, and its effect on everyday life. Write about 200 words using the following plan.

- 1) Introduction to the topic
- 2) Arguments for and against
- 3) Your attitude
- 4) Conclusion



- Do you lead a healthy lifestyle?
- Have you got any addictions or bad habits?



READING

1. Read the text about people who dared to bring a change into their lives. Did they benefit? Say if you ever changed anything in your life? What do you think you need to change? Is there anything you can do?

Liz: It's not a diet, it's not a *boot camp*. It's not a six-week program, *a band-aid, a fad*. It's about life-long habits for health.

Stephan and Alice: In our family, somebody had sports or clubs in the evening, or else somebody was always working late we just *got out of the habit*. But then we became a host family for an exchange student. It made us do more "family things," like dinner together.

Eating and talking together at the table — it's a pretty basic thing. But it's a pretty amazing thing, too. We're having some cool conversations: stuff that's happening at school, stuff in the news.

I'm definitely eating better, and we've all *cut back on* the fast food. But the really cool thing is just *hanging out*.



Paul: My parents were always going, "It's the most important meal of the day!" But I could never get up for it. Literally, I'd *sleep late*, and then *rush out* the door. My mom started putting breakfast things out on the table: yogurt, bagel, fruit. I'd grab it and eat it on the way. And you know what? I'm not *nodding off* during second period any more. I'm not hitting the snack machines before lunch. I, sort of, hate to admit it, but I feel better, as I now have a regular meal in the morning."

Monika: Me, my brothers, my mom and dad — we were all talking about wanting to be more fit, have fewer backaches. Someone finally said, "Let's do something together."

We started doing these crazy exercise videos three times a week after dinner. We looked ridiculous, but it was actually really fun, and a great workout. Since then, it's just grown. We ride bikes, hike, go to the *recreation center* as a family. My friends and I are more active, too — we all signed up for karate; we're *getting into* swing dancing. And I love being in shape.



Jennifer: I used to buy a Coke every day from the machine at school. Then last spring, I decided to *switch to* water for a while. I didn't do anything else. I wasn't on a diet. But I still managed to lose weight just by *kicking* my soda *habit*.

Makes sense, if you do the math. A can of soda *adds up* to about 56,000 calories a year. that can mean some serious pounds. And it was just one small, easy change.

Bob: Mornings were crazy at our house – my parents were yelling and we were yelling. It was a big fight every day. My mom finally said she couldn't *take it anymore*.

First, we checked how many hours of sleep everyone was supposed to get. Then we counted backwards on the clock – what time would we have to go to bed to get that much sleep? It was way earlier than what we were used to!

So we counted backward some more. To get to bed that early, what time did we have to start homework? What time did we have to eat dinner? We posted a schedule on the fridge. Mom made us do it all for a couple of weeks, just to see what it would take.

At first it felt super strict. But we noticed changes right away. Mornings were easier. Mom was nicer. I had time to eat breakfast. We've mostly *kept it up*. The best part is when the alarm *goes off* in the morning, I feel like I've *slept in*!

Jacky: My parents got this idea: no TV or video games for a month. Thirty days, screen-free. We were bored, and sort of desperate.

But about two weeks in, I wasn't thinking that much about it anymore. I found other stuff to do: more drawing cartoons, more skateboarding. I got into this series of books I'd been hearing about.

The month's almost over, but we're going to extend our TV ban. Without it, the days seem more interesting more colorful. Life's too short to spend it staring at a screen.



2. Look at the words in colour and match them to the following definitions.

- | | |
|---|---|
| 1) to change-over to | 11) a strip that sticks to the skin and is used to cover small cuts |
| 2) to become disaccustomed | 12) a style or activity that suddenly becomes popular but not for very long |
| 3) to spend a lot of time in a place or with someone | 13) to sleep until later in the morning than you usually do |
| 4) a public building with a range of activities for young and old | 14) to begin to sleep, esp. while sitting up |
| 5) an alternative to jail for teenagers | 15) to start to ring loudly or make a loud noise |
| 6) to take up | 16) to use less of something |
| 7) not to be able to bear/stand something | 17) to become a particular amount |
| 8) to stay in bed for long in the morning | 18) to be able to deal with something that is happening very fast |
| 9) to fly out | |
| 10) to give up | |

3. Say if the examples were motivating and encouraging? Name the healthy habits the characters have taken up and the bad habits they have kicked.

HEALTHY HABITS

BAD HABITS

GRAMMAR

GRAMMAR BANK

We use **USED TO / WOULD / PAST SIMPLE** to express past habits and routines.
We use the **Past Simple** to say:

- what happened at a past time: *Ex: I studied very hard last year.*
- to say how long: *Ex: I worked in La Figueroa for 17 years.*
- to say how often: *Ex: Mary went to London five times last year.*

“Used to” refers to:

- things that happened at an earlier stage of one’s life and are now finished:
Ex.: Mary used to be a teacher, but now she’s retired.
- past habits:
Ex.: I used to like table tennis, but now I play squash.

Both “Used to” and “Would” can be used to refer to **repeated actions and events in the past.**

Ex.: On winter days, we used to / would sit around the fire and tell stories.

NOTE! Don’t mix these verbs up with **be/get used to** that tell about something we are or becoming accustomed to. “**Be/Get used to**” can be applied in all tenses and are followed by a noun (or pronoun) or the gerund form of a verb.

*Ex.: I can’t get used to getting up so early. I’m tired all the time.
I found Slovak food very strange at first but I’m used to it now.*

4. Find sentences in the text from Ex.1 with the examples of *used to/would* or *be/get used to*. Refer to the Grammar Bank above if necessary.
5. Choose the correct option. Sometimes both options are possible.
 - 1) My grandma *used to/would* love gardening.
 - 2) A few years ago, my brother *didn’t use to/wouldn’t* help me with my homework – now he does!
 - 3) My sister *used to/would* know all the lead singers in rock bands.
 - 4) *Did you use to/Would you* get anxious the day before an exam when you were at school?
 - 5) My dad *used to/would* pay a lot for good beef in the supermarket, but now he’s vegetarian!
 - 6) When I was little my mum *used to/would* read me a story every night.
 - 7) He *is used to/used to* ride his bike to school but, now, he goes by bus.
 - 8) She *is getting used to/used to* life in a foreign country.
 - 9) If they go to France, they *will get used to speak/will get used to speaking* French.
 - 10) Grandad *is used to/used to* work in an office. Now, he *used to be/is getting used to* being retired.
 - 11). I *got used to living/used to live* in Canada in spite of the cold weather
 - 12) Don’t worry, Tom *is used to driving/used to drive* for long hours. He has worked as a professional driver for 20 years.
6. Use the words in colour from Ex.1 and write true sentences about you and your past habits or routines.

For example: When I was a child I used to feel disappointed every time my parents put the ban on TV and video games.

Every morning I would sleep late and rush out the door, then nod off during the lessons. But soon I kicked this habit, got into football club, and cut back on TV and computer.

VOCABULARY

7. Look at the picture. It shows the recommended hours for everyday routine for an average high school teen. Compare it to your typical week day and day off. Work in pairs. Ask and answer questions about your style of life.

For example:

- A) How much time do you spend studying?
B) Approximately 8 hours a day?

- A) What about you? ...
B) I guess about 6-7 hours.

8. Can you tell which of the listed routines can be harmful for teens and become an addiction? How to get over them.

- | | |
|---------------------|----------------------|
| 1) Video games | 4) Over/under eating |
| 2) Surfing the net | 5) Staring at the TV |
| 3) Texting messages | 6) Multitasking |

 Sleep	8.6 hours	10.9 hours
 Education	6.8 hours	1.1 hours
 Communication/ Media	2.3 hours	4.3 hours
 Leisure	1.4 hours	1.9 hours
 Eating/ Drinking	1.0 hours	1.1 hours
 Playing Sports	0.7 hours	0.9 hours
 Other	1.7 hours	1.8 hours

SPEAKING

9. There are lots of things you can do to have more energy, feel stronger, and stay at a healthy weight. Look at the aims people want to achieve in life. Advise them what habits they have to take on or give up. Work in pairs.

- | | |
|--|-------------------------|
| - Get enough nutrients in daily diet | - Boost creativity |
| - Maintain healthy weight | - Lift mood |
| - Do well in school | - Develop stamina |
| - Have fewer colds and flu | - Build overall health |
| - Have less behaviour problems, such as whining and short temper | - Make stronger muscles |
| - Improve memory and concentration | - Lower stress |
| | - Have more energy |

For example: To build your overall health you should do sports, eat healthily, give up bad habits like smoking, be positive, and spend more time with friends and family.

10. Choose the situation given below and exchange your stories with your partner. Talk about your life before and after the change using *used to* and *would, be used to* and *get used to*.

- Oh no! You woke up one morning to discover that you'd turned into an animal!
- Wow! You woke up last week with super powers! But then you lost it.
- You went to sleep a teenager but woke up a baby!
- You have suddenly become incredibly famous. Everybody knows you!





LIFESTYLE AND WELLNESS

YES, I CAN!

- Read the quote by an American Paralympics' Champion Oksana Masters. Do you agree with her?
- Say if you have ever had challenges in your life? Did you doubt your strength? How did you manage to cope with it?
- Do you agree that each of us owns unlimited power, which is hidden in our great will and ambition?



image credits:@OksanaMasters

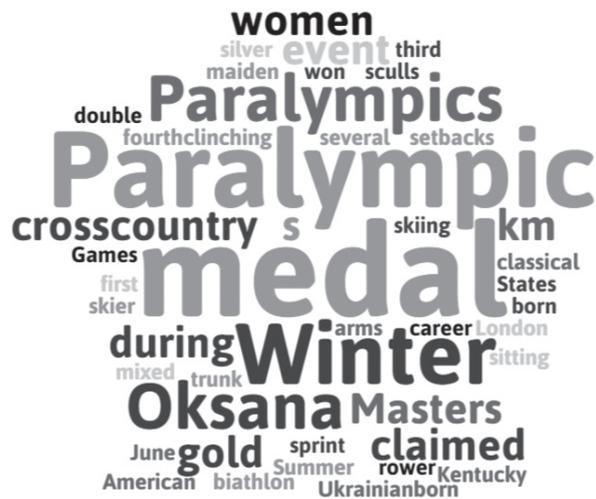
“Your mind is the only thing that can ever put doubt and limitations on your dreams; your heart and will, will feed and guide your dreams.”

Oksana Masters

READING

1. Look at the word cloud made of the words that characterise Oksana Masters and give the details of her life. Make up sentences using these words and phrases.

For example: Oksana Masters is an American Paralympic and World champion.



2. Read Oksana's life story and choose the best preposition.

“I was an orphan with several birth defects. Today, I'm a Paralympic Athlete.” Oksana Masters



image credits:@OksanaMasters



image credits:@OksanaMasters

Oksana was born *from/in* Ukraine in 1989. The location and time of her birth have significance *because of/cause* the catastrophic events that occurred 3 years earlier, *during/for* the Chernobyl Nuclear Power Plant disaster. The radiation had strange effects *for/on* her development. Oksana was born *with/of* six toes *on/at* each foot, five webbed fingers on each hand and no thumbs. Her left leg was six inches shorter *and/than* her right one and both were missing weight-bearing bones. She was diagnosed *with/of* Tibia Hemimilla.

Oksana was given up *for/to* adoption from birth but her birth defects were going to require lots of medical help. *After/before* living in 3 different orphanages, she was adopted *by/with* a kind American woman who was a single parent and moved *in/to* New York. *Over/For* the course of seven years, she would have both legs amputated; the left *at/in* age 9 and the right at age 14, soon after the family moved from Buffalo, New York to Louisville, Kentucky.

At the age of 13 the girl became interested *with/in* rowing after the introduction *on/to* the sport. When she was *on/in* the water; she began to feel a new sense of freedom and control that was taken from her so many times *over/throughout* the past. She found *out/up* quickly the more she pushed herself, the stronger, faster and more *at/in* control she became. The transition *for/from* Adaptive Rowing to skiing was easy because both sports target *at the/the* same muscle groups. After 14 months of learning how to ski, Oksana won silver and bronze medals in Nordic skiing *on/at* the Paralympic Winter Games Sochi 2014.

In/On the summer, Oksana switched to hand cycling *to/for* a few reasons. She had a back injury she was trying to get healed up, and also thought it would help *with/of* her skiing. Skiing, *unlike/as* rowing, has many tactical elements. She qualified *for/in* the Paralympic Games Rio 2016 *as/like* a cyclist and finished just off the podium *in/at* fourth in the road race. *At/In* the 2017 World Para Nordic Skiing Championships in Finsterau, Germany, she won gold in three individual cross-country races and the women's sprint in biathlon.

Nearly/Thought two weeks before the Pyeongchang 2018 Winter Paralympics in South Korea, Masters has had to overcome a serious injury to her right elbow that she incurred. *Despite/Due to* the injury, she won gold in cross-country *in/on* the 1.1 km sprint and in 5km event, silver in the 6 km and 12.5km biathlon competitions, and bronze in the 12 km cross-country event.

Oksana loves new challenges and pushing herself *on/out* of her comfort zone. The girl truly believes *with/for* the right amount of support, hard work, dedication and belief *at/in* one's self, anyone can make anything happen and make their dreams come *to/in* reality.

Because/That's why Oksana is so competitive and hates losing, she believes a sport has always been *in/inside* her blood. She is so thankful *of/for* having been given a "second chance" in her life *through/without* her amazing family and the opportunity *to/of* fulfil her passion and hunger *in/for* racing and competing.

article credits: <https://www.oksanamastersusa.com>

3. Answer the following questions.

- 1) How does Oksana explain her birth defects?
- 2) What birth defects does she have?
- 3) How old was she when she was adopted?
- 4) Was her illness an obstacle for her to go in for sports?
- 5) What kinds of sport did she try?
- 6) What are the sports she does professionally?
- 7) What does she think about new challenges?
- 8) Who helps her to be successful?



image credits: @OksanaMasters

VOCABULARY

4. Look at the phrases below. These are the phrases we can use to talk about a challenge. Divide them into three columns according to purpose.

*What are you waiting for? / Give it a try / Go for it / It's worth a shot / Just do it /
What do you have to lose? / The sky is the limit / Don't give up / Stay strong /
Reach for the stars / There you go / Keep pushing / It's going to be alright /
Good job / Keep fighting / Take it easy / Don't take it to heart*

ENCOURAGING TO START

ENCOURAGING TO GO ON

ENCOURAGING IN TROUBLE

SPEAKING

5. Work in pairs, read the situations in turns. What would you say? Find suitable words of encouragement, according to the circumstances. Use phrases from Ex.4.

- 1) Your partner has to make a speech in public, and he/she is very nervous and shy. He/she is worried, because he/she has never done it before and is afraid that something might go wrong. You say...
- 2) Your partner is going to take his first exams, but he/she is confused and scared that it will be really difficult, or he/she might make loads of mistakes and get low grades, or will even have to retake it. You say ...
- 3) Your partner has always wanted to try bungee jumping, but his/her parents say it's rather dangerous and frightening, some friends say he/she shouldn't take such a risk. You say ...
- 4) Lately your partner has been taking part in school sports competitions, but he/she didn't manage to win and move on further, so he/she is completely disappointed and frustrated. You say ...
- 5) Your partner has met a really nice girl/boy, but he/she hesitates to go and start a conversation. Last week he/she made an attempt to break the ice, but he/she still never dared to. You say...
- 6) Recently your partner has had a row with his/her best friend, now he/she doesn't want to solve the conflict and blames your partner for the argument, he/she is upset. You say ...
- 7) Your partner's just joined the sports club he/she wanted to long before. Now he/she is enjoying it greatly, moreover his/her trainer says he/she is making a big progress and really good at it. You say...

GRAMMAR

GRAMMAR BANK

PREPOSITIONS OF PLACE, MOVEMENT AND DIRECTION

In general, we use:

at for a POINT: *at the crossroads, at the top of the page*

in for an ENCLOSED SPACE: *in London, in my pocket*

on for a SURFACE: *on the cover, on the floor*

Here are some standard expressions with AT, IN and ON:

at	in	on
at home / work/school	in a car / taxi / boat / helicopter/lift	on a bus/ train / plane /ship
at university/ college	in the newspaper	on bicycle/ motorbike / horse
at the top/ bottom/side	in the sky/air	on the radio/ television
at reception/ front desk	in a row/the end	on the left/ right
at the door/ entrance/exit	in Oxford Street	on the way/on the menu

Here are some more specific prepositions you need to memorize:

among	<i>I like being among people.</i>
around/ along	<i>We walked around the lake. We walked along the road.</i>
off/out of	<i>The cat jumped off the roof. The cat jumped out of the box.</i>
past	<i>Go past the post office.</i>
round	<i>We're sitting round the campfire.</i>
across/ through	<i>You shouldn't walk through the forest. You shouldn't walk across the road here.</i>
beneath/ underneath	<i>I stopped beneath the slope. It was underneath the sofa.</i>

6. Fill in each gap with one of the following prepositions:
in, at, for, of, to, with, over, around.

Oksana is a multiple medal-winning athlete and Paralympian in Nordic skiing, competing 1) _____ the 1km sprint, 5km, 10km and 12km events. She has competed in the 2015 IPC Nordic Skiing World Championships, 2014 Paralympic Winter Games, 2014 U.S. 2) _____ total, Oksana has claimed nine top-3 finishes 3) _____ her career, including a Silver and Bronze medal 4) _____ the 2014 Paralympic Games.



image credits: @OksanaMasters

Oksana had been struggling 5) _____ back issues in the summer 6) _____ 2014 as a result 7) _____ the physical strain 8) _____ rowing, and made the decision to pursue yet another summer sport. Hand Cycling, similar in mechanics 9) _____ Nordic Skiing, utilizes Oksana's muscular shoulders. Over her short cycling career, Oksana has won two Bronze World Cup medals and a Bronze medal 10) _____ the UCI Para-Cycling Worlds. Oksana is training independently in Champaign, IL and will report back 11) _____ the Nordic ski team 12) _____ the winter.

As one half 13) _____ the rowing team, "Team Bad Company," Oksana has had the opportunity to travel and compete 14) _____ the world.

Nordic Biathlon is a winter sport combining cross-country skiing and rifle shooting. It was originally an exercise 15) _____ Norwegian soldiers in training; it is a challenging sport that combines resilience, focus, and strength.

article credits: oksanamasters.com

7. Choose the best option (a-c) to complete the sentence.

- 1) The soccer player was excluded because he had done something that was _____ the rules.
a) *without* b) *outside* c) *against*
- 2) Another way of saying "old-fashioned" is " _____ the times?"
a) *beside* b) *behind* c) *outside*
- 3) The animal hospital? It's somewhere _____ that big blue building.
a) *around* b) *about* c) *on*
- 4) _____ our visit to Japan, we saw a lot of interesting places.
a) *While* b) *During* c) *Through*
- 5) I have lived in this apartment _____ 2008.
a) *in* b) *since* c) *at*
- 6) "Did you do it _____ purpose?" "No, it was an accident!"
a) *by* b) *in* c) *on*
- 7) I kept thinking _____ the movie I saw last night.
a) *on* b) *about* c) *of*
- 8) Being an orphan is hard. It's not easy to grow up _____ parents.
a) *with* b) *without* c) *within*
- 9) The orangutan is _____ the smartest animals in the world.
a) *along* b) *among* c) *about*
- 10) _____ history, we humans have treated animals badly.
a) *between* b) *throughout* c) *with*

WRITING

8. Prepare a short report about one of the Ukrainian Paralympic sportsmen and his/her life story; tell how he/she managed to overcome difficulties, what was the secret of success. Don't forget to mention *a brief biography, experiences in sport, awards* and some *advice for everybody* on how to become a champion.

SELF-ASSESSMENT (1-6)

1. Answer the following questions to tell about your lifestyle.

- ✓ Describe something you have done that is good for your health and that you would recommend to others. Say what it is, when and why and where you do it.
- ✓ What do you think is more important, eating healthily or doing exercise?
- ✓ What are the health benefits of playing a sport?
- ✓ Do you have any unhealthy habits?
- ✓ What is healthy food? Prove your answer.
- ✓ Do you think diets are useful or not?
- ✓ How can children learn to have a healthy lifestyle?

2. Choose the word which best completes each sentence.

- 1) In baseball, the piece of equipment used to hit the ball is called a _____.
a) *bat* b) *stick* c) *base*
- 2) An eating plan in which someone eats less food, or only particular types of food, because they want to become thinner or for medical reasons.
a) *vegetarian* b) *diet* c) *foodie*
- 3) She played soccer as an _____ before turning professional.
a) *amateur* b) *spectator* c) *referee*
- 4) To enter into something, such as a hobby or sport means to _____.
a) *give up* b) *take up* c) *fly out*
- 5) The ability or strength to keep doing something for a long time.
a) *stamina* b) *push* c) *rush*
- 6) The doctors told me to _____ red meat.
a) *cut back on* b) *hang out* c) *keep up*
- 7) She _____ in seven different countries, so she knows a lot about different cultures.
a) *lived* b) *has lived* c) *has been living*
- 8) Did you know he's been teaching German _____ fifteen years?
a) *for* b) *before* c) *since*
- 9) Which sentence is incorrect?
a) *We've not eating cakes and chocolates.*
b) *She's not been working very hard recently.*
c) *I haven't been sleeping well lately.*
- 10) In which sentence can you write *having*?
a) *I stopped work _____ a cup of coffee.*
b) *_____ children will change your life.*
c) *Fiona decided _____ a shower after dinner.*
- 11) In which sentence can you write *to go*?
a) *I'm interested in _____ to the flower show.*
b) *_____ to the gym will keep you fit.*
c) *I prefer _____ to the theatre rather than to the cinema.*
- 12) I _____ eat a big chocolate cake a day but I stopped three years ago.
a) *used to* b) *be used to* c) *get used to*

3. Read this letter to your friend who is an expert in international food and is going to publish a book soon.

Dear Vanessa

It seems like ages since I've heard from you. Monika told me that you're writing a book on international cuisine.

Can I suggest you include a recipe for roast beef and Yorkshire pudding in the UK chapter? It really is the ultimate British dish as it's not just the meal we traditionally have for Sunday lunch, but it's what most people think of when they think of British cooking. While I suppose the beef is simple enough, the Yorkshire pudding is quite something and a real local delicacy and your book wouldn't be complete without it. It's so traditional we eat it all year round, although I suppose it's really a winter meal to be eaten in front of a good log fire.

Anyway, I hope you don't get too stressed by the book and that it gets published on time. When it does come out, I hope you'll remember your old friend and send me a copy.

Hope to hear from you soon, Rachel

4. Write an informal letter to her describing a special dish from your country. Use the words in bold from Ex.3. Make sure you include the following:

- ✓ a special dish from your country
- ✓ what season people prefer to eat it in
- ✓ say why your friend should include this dish in her book

5. Read the text about a healthy lifestyle and fill in the missing words. Use only one word in each gap.

"What is a healthy lifestyle?", one may ask. A healthy lifestyle is 1) _____ a lifestyle filled with good and positive things in many aspects such as mental, physical, and emotional well-2) _____.

To live a healthy lifestyle, we must always have a 3) _____ diet which consists of all seven classes of food on their right proportions 4) _____ carbohydrates, proteins, vitamins, minerals, fats, fibre, and water. If we do not abide by this rule, we may 5) _____ sick easily. In other words, we need to eat right in order to stay 6) _____.

Besides that, we must also do regular 7) _____ for at least three days a week. Exercise helps in 8) _____ one's stamina, physical strength, and agility. During exercise, our 9) _____ will be able to take in more oxygen and increase metabolism for healthier cells. Not only that, we must have enough 10) _____ and sleep after we have done something strenuous. Enough rest and sleep for as long as eight hours will help us to recover 11) _____ that we have lost during the day.

In addition to this, we should also get a 12) _____ such as reading, playing chess, listening to music, surfing the internet, watching television, and so on. We need to have a hobby for us to spend our time more productively instead of 13) _____ time aimlessly.

Furthermore, we must have a healthy 14) _____ life. We can improve our social life by having friends to spend our time with. Get someone to 15) _____ to when you are under a lot of 16) _____ and surely you can relieve your pressure that way more effectively than other. Finally, we must also stay 17) _____ from negative 18) _____ such as smoking. It is important to know that such habits can harm our health and may even 19) _____ to our death. Life is precious, so we should not waste it on negative 20) _____. As a conclusion, practicing a healthy life will bring us more 21) _____ than we think. Those who live a healthy lifestyle, 22) _____ to enjoy a longer and happier life. We can too if we start to follow the right steps 23) _____ healthy lifestyle today.

GET READY FOR YOUR TEST

A. Choose the best prepositions to complete the sentences.

- 1) Don't be so cruelly strict (*to, at, for*) them, they are children.
- 2) I'm furious (*with, at, for*) him (*for, about, of*) doing this!
- 3) She's not worried (*of, about, for*) her test.
- 4) Julie is very different (*to, with, from*) her sister.
- 5) That bike is similar (*to, with, like*) yours.
- 6) Who is responsible (*for, about, in*) this mess?
- 7) Rome is famous (*for, in, with*) its sights, but it's crowded (*with, by, in*) tourists.
- 8) I'm ashamed (*with, of, in*) what I did.
- 9) His test was full (*off, of, with*) mistakes.
- 10) My sister has been married (*with, for, to*) to her husband for 10 years.

B. Choose the best option to complete the sentences.

- 1) He was told to keep _____ his sister's room.
a) *up with* b) *out with* c) *out of*
- 2) Do you feel like playing soccer? = Are you _____ some soccer?
a) *up for* b) *up to* c) *up with*
- 3) She _____. = She scolded him.
a) *told him in* b) *told him on* c) *told him off*
- 4) If you're telling someone to _____, you're telling them to relax.
a) *calm out* b) *calm down* c) *calm in*
- 5) The game was called _____ due to bad weather.
a) *off* b) *up* c) *out*
- 6) He came _____ a lot of money when his grandfather died.
a) *on* b) *into* c) *down*
- 7) When I _____ on my life, I don't regret a single thing.
a) *look back* b) *look down* c) *look through*
- 8) He really stands _____ from the other students.
a) *on* b) *out* c) *up*
- 9) He really takes _____ his father. = He is really similar to his father.
a) *after* b) *on* c) *up*
- 10) You may never be able to make _____ for lost time and opportunities.
a) *up* b) *out* c) *on*

C. Choose the suitable prefix or suffix to form the correct word.

- 1) I _____ (*read*) the bill and accused the poor waiter of _____ me. (*charge*)
- 2) It is _____ to fasten your seat-belts before take-off. (*advise*)
- 3) _____, I was invited to watch the new film. (*lucky*)
- 4) I have a very good _____ with both my parents. (*relation*)
- 5) There is an _____ law that says you must not wear jeans. (*write*)
- 6) Who prepared this fish? It's awful and completely _____. (*taste*)
- 7) The lesson was _____. I almost fell asleep. (*bore*)
- 8) I'm always _____ by my unsuccessful attempts in sport. (*appoint*)
- 9) There is no _____ between his latest book and the earlier ones. (*compare*)
- 10) He definitely has the _____ to become a professional tennis player (*able*).

CULTURE NOTE: EARLY BRITISH HISTORY

- What do you know about the history of the country the language of which you learn?
- When did Britain become an island?
- Who were the first inhabitants of Britain?
- Who were the Celts?
- Why did Julius Caesar conquer Britain? When?
- How long was Britain under the Roman Rule?
- Who gave it the modern name England – “the land of the Angles”?
- What was the role of church in ancient British history?



1. Read the text about the ancient history of Britain and check your answers to the questions above.

The British Isles have a rich history going back thousands of years. Britain has not always been an island. It became one only after the end of the last ice age. The temperature rose and the ice cap melted, flooding the lower-lying land that is now under the North Sea and the English Channel.

The oldest human inhabitants probably came to Britain about 250 000 years ago over the land bridge that connected today’s British Isles and the Continent of Europe at that time.

The so-called Iberians reached Britain between 3 500 and 3 000 B.C., probably coming from the Iberian Peninsula. Iberians were skilled riders and each tribe had a *cavalry* unit. Their main weapons were bows and arrows, the shield, the helmet and the large *spears*. The Iberians put up buildings of stone and wood and built the first roads. They built burial chambers and huge *hedges*. They used stone axes and made antlers or bones into leather-working tools.



Around 700 BC, another group of people began to arrive. These were the Celts, who probably came from central Europe or farther east and had moved slowly westward in earlier centuries. Their tribal leaders were *warriors*. Their priests were the Druids, they were very important in the Celtic society in religion, justice, education, and medicine. The Celts were technically advanced. They knew how to work with iron, and could make better weapons than the people who used bronze. It is possible that they drove many of the older inhabitants westward and northward into Wales, Scotland and Ireland. The Celts began to control all the lowland areas of Britain, and were joined by new arrivals from the European mainland. They continued to arrive in one wave after another over the next seven hundred years.

Britain became a sphere of Roman interest in the 1st century B.C. Julius Caesar attempted to conquer Britain twice, in 55 and 54 B.C., his main aim being to prevent the Britons from providing their *kinsmen* in today’s France with military aid. But the actual Roman *conquest* of Britain by Emperor Claudius took place in 43 A.D. By 80 A.D., the Romans had conquered today’s England, Wales, and southern Scotland, but problems in other parts of their *empire* made them *withdraw* behind Hadrian’s Wall in the first half of the 2nd century. After crushing the Britons’ resistance, the Romans *Romanised* the southern areas; northern Britain and Wales were placed under military control and the natives were allowed to carry on with their own way of life. A system of roads was constructed throughout Britain. Roman rule in Britain declined toward the end of the 4th century as the whole Roman Empire was falling apart. The last Roman legions were withdrawn from Britain in the 5th century.

The Anglo-Saxon period is traditionally known as the Dark Ages, mainly because written sources for the early years of Saxon *invasion* are weak. It is a time of war, of the breaking up of Roman Britannia into several separate kingdoms, of religious conversion and, after the 790s, of continual battles against a new set of invaders: the Vikings.

LIFESTYLE AND WELLNESS

In the 5th century, after the Romans had left, a new wave of invaders came by the sea. They came from three Germanic tribes: the Angles, the Saxons, and the Jutes. They gave Britain its modern name England: the “land of the Angles”. They established some kingdoms which later became three important *reigns*: Northumbria, Mercia and Wessex. The Anglo-Saxon society was composed of the *aristocracy*, the warriors, the *peasants* and the slaves. The laws were not written. They were custom, they were the result of what has been done before, of experience, practice. The people were farmers and deep-sea fishermen. They believed in natural entities, but many became Christian when Pope Gregory I the Great sent Augustine to promote Christianity in England. Monasteries became important centres of culture, because they collected treasures of literature and art. The power of the Church was very influential for the power of the Kings, because a coronation ceremony by a *bishop* gave *legitimacy* to the new king.

2. Match the meanings to the words in bold.

- 1) brave fighters
- 2) means of protection and control
- 3) to take control of a country through the use of force
- 4) a man who is one of a person's blood relations
- 5) remove from a particular place
- 6) soldiers who fought on horseback
- 7) a senior member of the Christian priesthood
- 8) the period of time when a king or queen rules a country
- 9) a weapon with a pointed tip used for throwing
- 10) the act of entering a place by force, often in large numbers
- 11) the state or quality of being within the law
- 12) the highest class in certain societies
- 13) to write in the Latin alphabet
- 14) a group of countries ruled over by a single monarch
- 15) an uneducated person of low social status
- 16) to bring under Roman influence and authority



3. Use the words in bold from the text to make up sentences and questions about early history of Britain. Work in pairs. Take turns to ask and answer.

4. Look at the picture on the right. Do you know who this woman was? When and where did she live? Listen to the recording and check your answers.

5. Read these sentences and choose the correct ones. If the sentence is wrong, give the correct answer.

- 1) She was in the Roman army.
- 2) She was married to a local English king.
- 3) She invaded Wales and Scotland.
- 4) Roman soldiers attacked her and her daughters.
- 5) The Romans defeated Boudica easily.

6. Prepare a report about a person who played an important role in British history. Choose from the following list or pick another personality.



Julius Caesar / King Cnut / Harald Hardrada / Elithabeth II / William the Conqueror / King Edward / Henry VIII / Winston Churchill / Margaret Thatcher

UNIT 2

PEOPLE AND COMMUNITY

WORD BANK

Abandon (v)	Incorporate (v)
Abandoned (adj)	Inexplicable (adj)
Abuse (n, v)	Inject (v)
Adoptive (adj)	Lanky (adj)
Anxious (adj)	Lavish (adj)
Awareness (n)	Low-cut (adj)
Betray (v)	Mannequin (n)
Betrayal (n)	Mod (n, adj)
Birthmark (n)	Mole (n)
Blended (adj)	Nuclear (n, adj)
Burden (n)	Occur (v)
Capricious (adj)	Offence (n)
Chic (adj)	Outrageous (adj)
Chubby (adj)	Parenthood (n)
Coalition (n)	Petite (adj)
Comfy (adj)	Ponytail (n)
Curvy (adj)	Poverty (n)
Declare (v)	Scratch (n)
Deteriorate (v)	Scruffy (adj)
Dissolve (v)	Self-expression (n)
Enhance (v)	Self-reliant (adj)
Entrepreneurial (adj)	Shapely (adj)
Equality (n)	Sideburns (n)
Exceed (v)	Single-parent (adj)
Foster (adj)	Spot (n)
Fragile (adj)	Stocky (adj)
Frumpy (adj)	Strong-willed (adj)
Goatee (n)	Stubble (n)
Gorgeous (n)	Supreme (n)
Greed (n)	Thrifty (adj)
Guardianship (n)	Thrive (adj)
Harsh (adj)	Trustworthy (adj)
High-waisted (adj)	Vintage (adj)
Hunky (adj)	Willful (adj)
Identity (n)	

GRAMMAR

- Adjective order
- Adverbs
- Narrative tenses
- Adjectives ed/ing
- Modals of advice
- Linking words and phrases (sentences)

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

Accept smb. as he/she is
Bring out the best in
Busybody
Chatterbox
Come between
Complement each other
Count/rely on
Cross-generation
Daredevil
Deep down
Double-chin
Expect anything from
Fall out
Fall to pieces
Fall apart
Get back
Get into
Get on / along
Go with
Go-getter
Happy-go-lucky
To hate guts
Knockout
Know-it-all
Love to bits
Make up
On-trend for
Out of wedlock
Put up with
Stop at nothing
Take after
Take for granted
Throw on
Keep together
True self feeling
Troublemaker
To turn to
Under-eye-bags
Ups and downs
Watching each other's backs
Wear out



THE WAY YOU ARE

- What do you think is the value of appearance?
- Do you have to look like a Hollywood celebrity to make an impression on somebody?
- What do you usually notice first about a person (eyes, haircut, clothes, shoes, etc.)?



VOCABULARY

1. Read the words below and describe the following people using them.

stocky / chubby / well-built / skinny / petite / slim / overweight / curvy / shapely / slender / lanky

- | | |
|--|-----------------------------|
| 1) an attractive woman with attractive body shapes | 4) a tall, thin man |
| 2) a strong, thin man | 5) a small, thin woman |
| 3) a tall, thin woman | 6) a small, fat, strong man |

2. Read the word-lines and explain the difference between the words.

1) <i>freckle</i>	<i>wrinkle</i>	<i>pimple</i>
2) <i>birthmark</i>	<i>mole</i>	<i>scar</i>
3) <i>a ponytail</i>	<i>sideburns</i>	<i>a goatee</i>
4) <i>hunky</i>	<i>cute</i>	<i>charming</i>
5) <i>handsome</i>	<i>gorgeous</i>	<i>attractive</i>
6) <i>beard</i>	<i>stubble</i>	<i>moustache</i>
7) <i>double-chin</i>	<i>under-eye-bags</i>	<i>spots</i>

3. Read the descriptions of different people. Then complete the final sentence in the most appropriate way. Use the words from Ex.1 and Ex.2.

- 1) My friend Alice has always been quite chubby, and over Easter she ate lots of fatty food, and became depressed because she got really overweight. So she went on a diet, lost loads of weight, and started working out at the gym. She's transformed. Now, she's _____.
- 2) When I saw my brother last time, he was a tall, lanky nineteen-year-old with scruffy, long hair, and a thin moustache. He was skinny and shy. But now he's absolutely gorgeous. He's _____.
- 3) I remember my cousin as a shy, small, short-haired girl. She was six years old. Ann liked to wear T-shirts and shorts only. But now, 10 year later, she looks so attractive. She's _____.
- 4) When he was young my father was short, slim, and athletic. He played rugby, and he was very fast and strong. But now he's put on a bit of weight, and he would be described as _____.

4. Match the idioms to their definitions.

- | | |
|----------------------------|---|
| 1) <i>go-getter</i> | a) someone who causes problems for other people |
| 2) <i>happy-go-lucky</i> | b) someone who is very cheerful and carefree all the time |
| 3) <i>chatterbox</i> | c) someone who thinks that they know much more than other people |
| 4) <i>daredevil</i> | d) someone who is very annoying |
| 5) <i>knockout</i> | e) someone who likes to talk |
| 6) <i>troublemaker</i> | f) someone who does dangerous things and takes risks |
| 7) <i>know-it-all</i> | g) someone who looks extremely attractive |
| 8) <i>busybody</i> | h) someone who is too interested in other people's private things |
| 9) <i>pain in the neck</i> | i) someone who is very energetic and determined to be successful |

Do you know any people like that? Give examples from real life or remember some films or books and describe their characters using these idioms.

LOOK/LOOK LIKE/LOOK ALIKE/BE LIKE

How does he look? (asks for someone's emotion or state)

Who does he look like? (asks for an answer that is the name of a specific person)

What does he look like? (asks for a physical description of the person)

What is he like? (asks about a man's personality)

Look like describes physical appearance. **Be like** describes personality.

About similar features, we say they **look alike**.



Looks happy



Look alike



Looks like her mother



Is like a queen

5. Choose the correct answer.

- 1) Ann *looks/looks like/looks alike* her mother.
- 2) We are going to Spain tomorrow but I have no idea what the weather *looks like/likes/is like*.
- 3) You *look/look like/look alike* tired. What's the matter?
- 4) They all *look/look like/look alike* to me.
- 5) She *is like/looks like/looks alike* a real rock star in this outfit.
- 6) I *am like/really like/look like* people who are easy-going and have a good sense of humour.
- 7) You *look/look like/look alike* so pretty in that dress!
- 8) The girl who is sitting at the window *looks like/looks/looks alike* your sister.
- 9) Alice is a really good dancer just *like/looks like/is like* her sister Ann.
- 10) They *look/look like/look alike* except for the colour of their hair.

6. Match the answers on the right to the corresponding questions on the left.

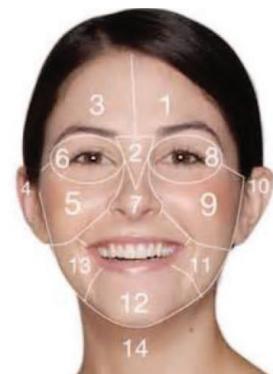
- | | |
|-------------------------------------|--|
| 1) <i>What's she like?</i> | a) He's tall and blue-eyed. |
| 2) <i>How's your mother?</i> | b) He looks like his father. |
| 3) <i>What's Peter like?</i> | c) She's better, she left the hospital two days ago. |
| 4) <i>What do you like?</i> | d) Not bad, thanks! |
| 5) <i>How do I look?</i> | e) My mother. |
| 6) <i>Who do you look like?</i> | f) Fantastic! That outfit really suits you! |
| 7) <i>Who's Monika like?</i> | g) Sports cars and science fiction films. |
| 8) <i>What does he look like?</i> | h) Just like her mother, so talkative. |
| 9) <i>How are you?</i> | i) He's very talkative and quite attractive. |
| 10) <i>Who does Paul look like?</i> | j) She's very shy. |

7. Make up 3 sentences about a celebrity. What does he/she look like? Read the sentences to your partner. Can he/she guess who the celebrity is?

READING

8. Can appearance define character? Can you give any example of connection between people's physical features and their personality? What can your appearance say about you? Do you agree that you cannot always rely on what you see?

The most attractive people are the ones who know that their physical appearance isn't the most attractive thing about them. Appearances are deceptive. It is a common truth; practically everyone has met at least someone whose character and appearance differ radically.



PEOPLE AND COMMUNITY

When we see a tall, broad-shouldered youngster, we expect him to be *strong-willed* and brave. We might think: “A model to follow!”. So if you are short then you’re not perceived to be leader material. At the same time everyone knows that a lot of great people were of a poor build: short and *fragile*. It did not stop them from displaying intelligence and courage. Uniqueness does not depend on one’s body build.

Plump or fat people create an impression of generous and kind personalities. Strangely enough, not rarely they may be *thrifty* or even greedy. On the other hand, thin or slim nervous ladies often tend to be *lavish*. They like to buy and never think twice when they pay.

Your eyes may be considered windows into the soul, but according to some researchers, the rest of your facial features say something about you too. Scientific Journal reports that, brown-eyed faces are regarded as more *trustworthy* than blue-eyed ones. Have a longer nose? The study reports, you are ambitious and *self-reliant* – a born leader. You can get a little emotional at times, but you think well on your feet. You may be *intuitive* and very *decisive*. People with bigger cheekbones and wider faces are supposedly more likely to be *aggressive* than someone with a more narrow bone structure. This particular trait is also often linked to being more *determined* and *confident*, so much so that full-faced employees generally earn more than the smaller-faced coworkers.

Has it ever happened to you that you come to an important office and see an important boss? You immediately evaluate his looks: “Round-faced, small narrow eyes, dimples on the cheeks, and an upturned nose. What a kind-hearted person!” You tell the boss of your troubles and expect immediate help. But the boss appears to be rude, *harsh*, and *willful*.

When someone sees a delicately built pretty blonde with curly hair, blue eyes, a straight nose, and a high forehead, one tends to think that the beauty is intelligent and nice. It may be disappointing to think later what a *capricious* bore she is. Quite the opposite, when we see a skinny brunette with irregular features – a hooked nose, pointed chin, close-set eyes, and thin lips; because it is the image of evil people – *cruel* and *cunning*. It may be a relief some time later to find her to be clever, *gentle*, and *good-mannered*.

If people could see inner beauty, they wouldn’t care about outer beauty. The point is, even if you’ll never be able to be completely satisfied with how you look, you still can be a perfectly worthy and beautiful person. Love yourself for everything inside you, and you’ll be able to find someone else who does as well.

9. Look at the words in colour and decide whether they are positive or negative characteristics? Explain their meanings. Add some more to the existing list from Ex.8.

POSITIVE TRAITS

NEGATIVE TRAITS

10. Answer the following questions.

- 1) Do you agree that people’s eyes tell you a lot about their personality?
- 2) How do you understand these words: “You must look into people as well as at them”?
- 3) What traits of character do you value most in your parents, friends, people? Give your reasons.
- 4) Do you ever have any concerns about your appearance? What advice would you give to those who feel unconfident about the way they look?
- 5) Are the characteristics from the text true to life? How about you? Did you recognise any of your features of appearance that explained your personal traits correctly? Look at your partner and try to read his/her personality by his/her face.



GRAMMAR

11. Put the words into the correct order. Refer to the Grammar Bank if necessary.

- 1) black/small/box/Turkish/old
- 2) 18th century/fantastic/Spanish/castle
- 3) horrible/greedy/businessman
- 4) green-eyed/gorgeous/black-haired/girl
- 5) red/drives/a/truck/Australian/he/big
- 6) lovely/is/she/a/wearing/red/dress/new
- 7) lives/a/lovely/apartment/she/modern/in
- 8) wearing/my/I/love/pants/black/comfortable/cotton
- 9) he's/got/a/carving/steel/new/knife
- 10) garden/beautiful/he/porcelain/has/a/Italian/statue/in/his

GRAMMAR BANK

ADJECTIVE ORDER

If there are more than two adjectives before a noun in a sentence, use them in the following order:

- opinion* – *size* –
- age* – *shape* –
- colour* – *origin* –
- material* – *purpose*

Ex. She was a beautiful, tall, thin, young, black-haired, Scottish woman.

LISTENING

12. Describe the following celebrities using as many adjectives that are true for them as possible. Mind the adjective order. Refer to the Grammar Bank.



Charlize Theron Morgan Freeman Mila Kunis Jackie Chan Rihanna Eric Clapton

13. Listen to the recording and number the pictures in order the speaker gives their description. Check your sentences, have you mentioned everything?

SPEAKING

14. Work in pairs. Prepare to discuss these questions.

- 1) Describe yourself as if it is for somebody who can't see you in person. Ask your partner whether he/she agrees with your description.
- 2) What physical characteristics do you find attractive? How would you describe the physical appearance of your ideal man/woman?
- 3) Do you think our physical appearance is important in the following situations:
a) when finding a partner; b) when making friends; c) when having an interview.

WRITING

15. Write a description of someone you know well, a friend or a relative, whose appearance has changed over time. You can use Ex.3 and Ex.8 as an example. What did they use to look like, and what do they look like now? Why and how did they change? Do you like their new appearance?



FOLLOWING FASHION

*“Style is a way to say who you are
without having to speak.”*

Rachel Zoe

- Do you agree with the quote above?
- Do your clothes speak for you?
- What is your favourite item of clothing?
- What is your favourite brand or designer?



VOCABULARY

1. Do you ever wear the following pieces of clothing?

*skinny jeans / miniskirt / baggy trousers / high-waisted shorts / crop top /
low-cut jeans / hoody / bomber jacket*

2. Which style of clothing do you prefer? Match the clothing adjectives to their opposites.
What style of clothing do you prefer?

- | | |
|--------------------|-------------------------|
| 1) <i>casual</i> | a) <i>chic</i> |
| 2) <i>stylish</i> | b) <i>old-fashioned</i> |
| 3) <i>outdated</i> | c) <i>non-branded</i> |
| 4) <i>messy</i> | d) <i>formal</i> |
| 5) <i>trendy</i> | e) <i>fashionable</i> |
| 6) <i>vintage</i> | f) <i>scruffy</i> |
| 7) <i>neat</i> | g) <i>frumpy</i> |
| 8) <i>designer</i> | h) <i>mod</i> |



3. Complete the sentences with suitable words from Ex.2.

- 1) Daniel likes spending money on _____ clothes, like Armani jeans.
- 2) Tom dresses _____. All the other kids want to look like him.
- 3) Ann doesn't spend a lot of money on clothes. She's happy to wear _____ clothes.
- 4) Mark hardly ever irons or washes his clothes. He always looks very _____.
- 5) They were surprised by her beauty and her _____ dress.
- 6) My brother has to wear _____ clothes at school.
- 7) My elder sister likes to wear old and _____ jeans.
- 8) Though she did not wear expensive clothes, she was dressed in a _____ and tidy dress.

4. Complete the sentences using the following verbs. Mind the tense.

*match / suit / fit / dress / wear / look / look like / throw on /
try on / go with / wear out / get into*

- 1) Do you think that hat _____ me, or does it just look strange?
- 2) He _____ two pairs of shoes last year.
- 3) John told Lara to _____ the shoes before she buys them to make sure they fit.
- 4) Michelle was in such a hurry, she just _____ a few clothes on before leaving the house.
- 5) I think these skinny jeans will _____ high heels.
- 6) He _____ my wet boots and made me sit by the fire.
- 7) I can't _____ these shoes – they're too small.
- 8) If you are going to be on TV, you'll have to _____ a lot of make-up for the cameras.
- 9) Do you think this jacket _____ these trousers, or is it the wrong shade of blue?
- 10) I've become taller and broader, so I hope my old jacket still _____!
- 11) Now that my brother has joined a rock group, he _____ in the weirdest clothes!
- 12) David has dyed his hair and gotten designer shades, so now he _____ an actor!

5. How do you feel about fashion? Read the expressions below and match them with their meanings. Use them to discuss your attitude toward fashion with your partner.

- | | |
|-----------------------------------|--|
| 1) <i>fashion victim</i> | a) someone that you look up to or inspires your fashion style |
| 2) <i>fashion icon</i> | b) to know what looks good on you and have your own style and taste |
| 3) <i>must-have</i> | c) a person who wears popular trends and looks really ridiculous because he/she ends up looking like a store mannequin |
| 4) <i>have a sense of style</i> | d) highly essential clothes in your wardrobe this season |
| 5) <i>dressed to kill</i> | e) to have good taste and know what is “in fashion” and what is not |
| 6) <i>have an eye for fashion</i> | f) be stylish or impressive in one’s dress or behaviour |
| 7) <i>dress for the occasion</i> | g) to be very different and easy to notice |
| 8) <i>stand out in a crowd</i> | h) wearing very attractive clothes that will make people notice you |
| 9) <i>cut a dash</i> | j) to wear clothes or do something that is no longer in style to wear something in the right place at the right time |

READING

6. Do you pay much attention to what you wear? Do you consider clothing one of the ways to tell about personality? What is the best way to express yourself for you?

1) Clothing has played a great role in human life since the cavemen first tied a leaf around themselves. However clothing has an ancient history, in which it was used in loads of ways as symbolizing or demonstrating something, but what is the difference between clothing style and fashion? People say: “Fashion is what you buy, and style is what you do with it.” Style of clothing is “about you and your relationship to yourself”. Style does not change based on the mood of other people, but according to personal issues and spirit; style is *making a statement* of personal identity, with the use of fashion.

2) Fashion is one of the most recent developments of our modern society, which is used as a form of communication, a non-verbal language, a mean of self-expression. Expressing personality through fashion requires having a style. From the desire to look professional, beautiful, modest, stylish, to expressing a concept, culture, or religious beliefs, we are trying to *express ourselves*.

3) Whether we like it or not, what we wear gives off signals that help people to form an impression of us. People are as liable *to judge others by their look* as a book by its cover. However, clothing can’t tell people who you are deep down, but it is part of the slim profile of information that a person has about you on first meeting.

4) It could be that fashion as self-expression is a myth, because what we choose to wear may not entirely come down to an act of individual free will – it can be influenced by external factors or social norms. There are norms for business and work, based on beliefs about how much skin should be covered or showing, as well as for events, including *dress codes* to follow in given situations. Even when the constraints are less strict, social pressures still define the boundaries of what we feel comfortable wearing. We put on smart casual for a restaurant, but we change into something more suitable when we hit the clubs.

5) If you feel comfortable in the look you’ve created for yourself, you can free your mind and focus on other things – art, work, the world. There’s often one thing – a coat, sweater, pair of jeans, or ring – that can make you feel relaxed. Sometimes it’s the stories and memories associated with it, other times it’s the *inexplicable* way that it shapes us when we have it on. Certain old pieces can stand the test of time and remain a must-have in your wardrobe regardless of passing trends. Why do you think people still watch “The Godfather”, travel to see the Mona Lisa, listen to Elvis songs? Simple – those things are *vintage*. So it’s good to be aware of different vintage items. Especially *old-school* clothes.

6) One of these items is undoubtedly the Converse Chuck Taylor All-Stars. What started as a basketball shoe in 1917 has become an iconic sneaker that is worn by creatives and artists across all disciplines around the world. There’s something about its design that encourages wearers from all backgrounds, from actresses like Demi Moore to musicians like Elvis Presley, to *incorporate it into the wardrobe* so easily.

PEOPLE AND COMMUNITY

7) Generally, it is important to express ourselves, because everybody is different and has valuable characteristics that should be respected. While it is always good to *be current in fashion*, it's really not about what's hot and new all the time, it's about finding your own personal style, which has nothing to do with fashion. Fashion is over quickly, style is forever. So, if you don't want to be that guy or girl that is walking around dressed in head to toe trends, like a *mannequin*, your personal style shouldn't be like throwing on five trends at the same time, also known as a fashion victim. True, trends come and go, but try to inject your personality into your own clothing choices and you will stand out no matter what is *on-trend for the season*.

7. Match the passages with the sentences giving their main ideas, there is one you don't need.

- The way you dress plays an important role in the way other people perceive you.
- Style is so much more than fashion.
- Dressing on occasion is not always your choice.
- Fashion is a tool, but it doesn't always serve right, if there is a lack of style.
- An iconic piece of world clothing collection.
- "Old" here refers to timeless.
- Don't go over the top with your outfit.
- The way you dress means much when it comes to self-identity and confidence.

8. Look at the phrases in colour in the text. Match them to their synonyms.

declare / model / trendy / fashionable / include into closet / classic / traditional / uniform / evaluate by appearance / state oneself / mysterious

GRAMMAR

GRAMMAR BANK

ADVERBS mostly add information to a verb.

They relate to what they modify by indicating place (*It will be there*), time and frequency (*Get out of bed now!*), manner and attitude (*She dresses beautifully*), degree (*He's extremely obsessed with fashion*).

Also, they can modify adjectives (*very beautiful/beautifully*)

Adverbs are usually placed after the verb, but before the adjective:

*Ex.: The show is going to finish soon.
It is really amazing.*

Most adverbs are formed with the ending **-ly**: *smart – smartly, classic – classically.*

But there are some exceptions: *good – well, fast – fast, late – late, early-early.*

Many words are not adverbs although they end in **-ly**.

Here are examples of adjectives that end in **-ly**.

Ex.: a friendly teacher an elderly person a lonely girl

Also there are adverbs that are easily confused as both their forms exist, but differ in meaning:

late – after the expected time

lately – recently

high – at or to a height

highly – (intensifier) very, greatly

near – close by

nearly – almost

Use the **adjective** when you say something about **the person itself**.

Use the **adverb**, when you tell about **the action**.

Ex.: Peter can run quickly – Peter's legs are quick.

NOTE! The **difference** between **good** and **well**.

Ex.: Linda looks good. (What type of person is she?)

Linda looks well. (How is Linda? – She may have been ill, but recovered)

How are you? – I'm fine/good (emotional state)

How are you? – I'm well, thank you. (physical state)

9. Find adverbs in the following sentences. Decide whether the adverb tells *how*, *when*, *where*, or *to what extent*.

- 1) She is amazingly skilful in both spending and saving money.
- 2) A brand-new store has been opened here lately.
- 3) She bought an expensive necklace cheaply.
- 4) People who shop wisely can save a great deal of money.
- 5) There is a big sale at the mall today. Denise always goes to sales.
- 6) Everywhere around the world people are trying to catch up with the latest fashions.



10. Choose the correct item.

- 1) They proved to be perfect *exact/exactly* measurements.
- 2) It was a *dangerously/dangerous* lake to swim in.
- 3) She performed *magnificent/magnificently*.
- 4) Her voice sounds *beautifully/beautiful*.
- 5) She sang the song *exact/exactly* as it was written.
- 6) We heard it *perfectly/perfect*.

SPEAKING

11. Look at the pictures and talk with your partner. Describe the styles of clothes and give your opinion about them. Use the adjectives given below to form adverbs from them and to give characteristics. Add some more adverbs.

formal/informal, casual/smart, beautiful/awful, fashionable/unfashionable, creative/ridiculous, neat/scruffy



LISTENING & WRITING

12. Read the list. What type of the list do you think it is? What other must-have wardrobe items can you name? Listen to the recording and tick 10 chic pieces to have in a woman's closet that were mentioned by the speaker.

- | | | |
|-------------------------|---|----------------------------|
| 1) a little black dress | 6) brown, or beige knee-high boots | 11) black dress pants |
| 2) basic cardigans | 7) dark-wash boot-cut jeans | 12) comfy skinny jeans |
| 3) a white dress shirt | 8) a lightweight, brightly-coloured scarf | 13) a classic pea coat |
| 4) ballet flats | 9) khaki trousers | 14) a perfect black blazer |
| 5) a long trench coat | 10) simple v-neck shirts | 15) a cashmere jumper |

13. Imagine that you are a columnist of "Teens Fashion" magazine and you have an advice column there. Write some advice to dress for the following occasions.

- party – fitness club – picnic – school or work – fashion show



FAMILY MATTERS

- What does the word family mean to you?
- When do you think we need our families the most?

VOCABULARY

1. What is the difference in meaning between the following?

- 1) Parents and relatives
- 2) Nephews and nieces
- 3) Stepsisters and sisters-in-law
- 4) Godfathers and great-uncles
- 5) A close relative and a distant relative

2. What kind of family do you live in?

nuclear / single-parent / foster / adoptive / blended / cross-generation / grandparent

3. What relatives do you have in your...?

extended family / immediate family / close-knit / distant relatives / on mother's / father's side / flesh and blood / generation / siblings

4. What do you think is the difference between these people, if there is question mark.

- 1) A friend and an acquaintance
- 2) A girlfriend and a female friend
- 3) A sibling and a cousin
- 4) A half-brother/sister and a step-brother/sister
- 5) An aunt or uncle and mother/father-in-law
- 6) A wife/husband and a partner

5. Complete the sentences with missing words. You can use the words from Ex.2,3,4 or your own.

In some European countries, if you dump your 1) _____ they can sue you for breaking a promise (which is like breaking a contract). The same thing used to be true in the UK.

In some parts of North America it is normal to go round and see your 2) _____ (s) when they move in, usually with a small gift like homemade cookies.

A typical British family has an 3) _____ who is the black sheep of the family.

Most Chinese women nowadays say that they want their first child to be a 4) _____. In China, you rarely use your older or younger 5) _____ s' names, just calling them "Older 6) _____", "Younger 7) _____" etc.

British comedians traditionally make lots of jokes about their 8) _____.

In Pakistan, you can't go for a coffee with your girlfriend unless she is with her 9) _____ or 10) _____.

In Japan it is usual to use family names with your 11) _____ mates and 12) _____ mates, but in the UK you would only use first names.

The Spanish say that your first love is usually your 13) _____.

In Egypt, you cannot ask how a man's 14) _____ or 15) _____ is.



6. Read the description of Amanda's relationship with people in her family. Match the phrases (1-6) to the best definitions (a-f).

- | | |
|---|--|
| 1) <i>I look like my dad.</i> | a) I have a similar personality. |
| 2) <i>I take after my mum.</i> | b) I have inherited some of her characteristics. |
| 3) <i>I get on (really) well with my cousin, Paul.</i> | c) I have a very good relationship. |
| 4) <i>I'm very close to my twin sister, Alice.</i> | d) We share similar interests. |
| 5) <i>I have a lot in common with my brother, Will.</i> | e) I have a similar appearance. |
| 6) <i>I am (a bit) like my aunt Julia.</i> | f) I have a deep, strong relationship. |

7. Choose the phrases in colour from Ex.6 to describe the following relationships.

- Paul and Rob really enjoy each other's company, because they both love playing football, talking about cars, and going out. _____
- Alice has lots of friends, but if she has a problem to solve or a secret to share she always tells her cousin, Sue, first. They grew up together, and can trust each other completely. _____
- My Aunt Rebecca has the same long nose and high cheekbones as my mum. People often mistake her for her sister. _____
- My nephews, Rob and Colin, are both very talkative and outgoing. _____
- My mum tells me that I get my fiery temper and stubborn nature from my granny. _____

8. Divide the phrases into the two groups. Find the appropriate equivalents in your language. Name such people in your life.

- | | |
|---|---|
| 1) We're <i>as different as chalk and cheese.</i> | 4) She's the <i>spitting image of</i> her mother. |
| 2) We're <i>like two peas in a pod.</i> | 5) I <i>have little to do with</i> her. |
| 3) We <i>get on like a house on fire.</i> | 6) You just can't <i>tell them apart.</i> |

PEOPLE ARE SIMILAR

PEOPLE ARE DIFFERENT

LISTENING

9. Listen to the recording and do the test about your family relationships. Count your total score. Listen to your result.

HOW STRONG IS YOUR FAMILY?

Put 1 = Almost Never, 2 = Sometimes, 3 = Almost Always

10. Do you agree with the result? Discuss it with the class. Is there anything you have to change in yourself or in your family relationships? What exactly? Why?



SPEAKING

11. Tell your classmates about your family. If you have a family photograph, you may wish to show it to them. Ask your classmates about their families.

For example: There are five people in my family. My mom, dad, older brother, younger sister, and me. My mother is a dentist. My father is a veterinarian. I have two brothers and one sister. This is my grandma... This is my dad... This is me, when I was 9 years old. My family usually gets together/has a special tradition...

READING

12. What do you think, you are a good child? What child are you: firstborn, second born, third born or the only-child? Read the text and try to find your description. Match descriptions to the order of birth.

The Firstborn: _____ *The Middle:* _____ *The Youngest:* _____ *The Only* _____.

a) **The Achiever:** This child will probably have more in common with others than their own brothers and sisters. Because they have had so much control and attention from their parents from early-on, they are overly-responsible, reliable, well-behaved, careful, and smaller versions of their own parents. If you are this one, you are probably a high achiever who seeks approval, dominates, and is that perfectionist who uses up all of the oxygen in the room. You can be found in a leadership career such as law, medicine, or as a CEO.



b) **The Life of the Party:** If you're this child, your parents are already confident in their role as caregiver, and don't necessarily pay attention to your every move. Hence, you've learned how to tempt the crowd with charm and likeability. You have more freedom and, in a sense, are more independent. Such children often find careers in the entertainment business as actors, comedians, writers, directors, etc. They also make good doctors and teachers. Because your parents were more tolerant, you expect freedom to follow your own path in a creative style.

c) **The Peacemaker:** You are probably understanding, cooperative, flexible, and competitive. You are concerned with fairness. In fact, you are likely to pick an intimate circle of friends to represent your extended family. It is here that you will find the attention likely lacking in your family of origin. You find yourself in power careers that allow you to use your negotiating skills and get that all too-needed attention. Such children develop personality traits that help them succeed in jobs and relationships, even quicker than their siblings. They are team players and those wonderful social skills can prepare them for an entrepreneurial role on a large scene.

d) **The Lone Wolf:** You grow up surrounded by adults, and therefore are more verbal and often more mature. This allows for gains in intelligence that exceeds other birth order differences. You are resourceful, creative, and confident in your independence. You can enjoy the company of others as well as enjoying your own company. You have the privilege of having all your parents' support and expectations on your shoulders.

13. Decide whether the sentences are true (T) or false (F) according to the text. Do you agree? Support your opinion.

- 1) Firstborn children are most alike to their parents.
- 2) Second born child is under lesser control of the parents.
- 3) Middle children are closer to their friends than to the family.
- 4) Third borns tend to be more successful in social life than their brothers and sisters.
- 5) Peacemakers have an advantage to be supported by their parents.
- 6) The only child will rarely get on well with the achiever.

GRAMMAR

GRAMMAR BANK

We use **NARRATIVE TENSES** to talk about the *past*. We can use them to tell a story or to describe past events, including personal anecdotes, mysteries, or a story of life.

Ex.: When I lived on the island, I enjoyed walking on the beach in the early morning with Bonnie – my best friend and my dog.

The four narrative tenses are the **Past Simple**, **Past Continuous**, **Past Perfect** and **Past Perfect Continuous** and one or more of these can be used in a sentence.

Ex.: We were walking as usual one day, when all of a sudden, Bonnie shot off. She started to bark furiously. I saw a man sleeping face down on the sand. Bonnie continued to bark, but the man didn't wake up. He wasn't sleeping; he was dead. It was clear that the storm had washed up the body.

When we tell a story in the past, we often use **linking words** or phrases to join two or more sentences or clauses to show a sequence of events or actions.

Ex.: Nelson Mandela never gave up on his struggle against apartheid.

As the years went by, his fame spread to every corner of the world. In the end, under enormous global pressure, the government had no option but to release him.

Other linking words and phrases that signal order of events are:

first of all, then, next, finally, after that, after several months/days/hours/weeks, by the time, while, all of a sudden, in the beginning, before, after, during, soon, eventually, at last.

14. Choose the correct alternative. Use the Grammar Bank above if necessary. Then, decide if these extracts come from a detective story (D), a folk tale (F) or a biography (B).

- 1) The old man *fished/was fishing* as usual when he *saw/was seeing* something strange.
- 2) In 2005, Jack *was teaching/taught* in Canada and *became/had become* well-known.
- 3) *I'd known/'d been knowing* Paul for many years and when I *read/was reading* he *was/had been* in prison, I *knew/was knowing* there was a mistake.
- 4) The prince *had been searching/was searching* in the forest for ten hours and *was beginning/had begun* to lose hope.
- 5) He *noticed/was noticing* that somebody *had left/had been living* a briefcase.
- 6) Ella *had been looking/had looked* through old photos when she *heard/was hearing* a knock on the door.

15. Fill in the blanks using correct tenses to complete two stories about people's lives.

1) Ann 1) _____ (*move*) out of her parents' house three years before her father 2) _____ (*decide*) to sell it. However, when she 3) _____ (*learn*) about her father's decision, she 4) _____ (*feel*) sad. Nevertheless, she understood that her parents 5) _____ (*get*) older and that they 6) _____ (*not/need*) such a big house any more.

2) When I 7) _____ (*be*) a little boy, I 8) _____ (*have*) a dog, which I 9) _____ (*find*) on the street. We 10) _____ (*go*) for long walks every day. Once, when we 11) _____ (*walk*) back home, a man 12) _____ (*approach*) me and 13) _____ (*try*) to mug me. My dog 14) _____ (*bite*) him in the bottom and the man 15) _____ (*start*) running away. As he 16) _____ (*run*), my dog 17) _____ (*bark*) at him.

WRITING

16. Choose one of the members of your family, preferably somebody from an older generation and describe their life story from the day of their birth till these days. Don't forget to use appropriate tenses to tell the story. Useful vocabulary.

be born / grow up / be brought up / leave school / enter / graduate from the university / get the job / fall in love / get married / get divorced / have children / have ups and downs / be well-off / experience hardships / move house / change jobs / retire / have a big family / travel / pass away



PEOPLE IN YOUR LIFE

- Comment on the saying. Say who Pooh was talking to when saying that. Do you have such a person in your life? Who is it?

“If you live to be 100, I hope I live to be 100 minus 1 day, so I never have to live without you.”
– Winnie the Pooh

VOCABULARY

1. Look at the words and say who these people below are, describe their role in the life of a person. Do you have such people in your life?

a best friend / a close friend / a pal (mate) / girlfriend / boyfriend / an acquaintance

2. Match each phrase (1-11) to its synonymous meaning (a-k).

- | | |
|--|---|
| 1) We don't <i>get on/along</i> | a) I find him irritating |
| 2) He <i>gets on my nerves</i> | b) She helps me emotionally |
| 3) I always <i>turn to</i> her | c) We had an argument, but now we are friends again |
| 4) My mother is a <i>shoulder to cry on</i> for me | d) I can always ask her for help |
| 5) I can <i>count/rely on</i> him | e) We don't have a friendly relationship |
| 6) My friends <i>encourage</i> me | f) We have had an argument |
| 7) I <i>love</i> my sister <i>to bits</i> | g) We had some problems in the past |
| 8) We <i>had our ups and downs</i> | h) She can't stand him |
| 9) We have <i>fallen out</i> | i) I love her very much |
| 10) We have <i>made up</i> | j) They inspire me with courage, spirit, or hope |
| 11) She <i>hates</i> his <i>guts</i> now | k) I am confident that I can depend on him |

3. Match the two halves of the idioms.

- | | |
|-----------------------------------|-------------------------------|
| 1) <i>Every cloud</i> | a) <i>there's hope</i> |
| 2) <i>What goes around</i> | b) <i>do as the Romans do</i> |
| 3) <i>Where there's smoke</i> | c) <i>twice shy</i> |
| 4) <i>Once bitten,</i> | d) <i>when we come to it</i> |
| 5) <i>When in Rome</i> | e) <i>there's fire</i> |
| 6) <i>Where there's life</i> | f) <i>comes around</i> |
| 7) <i>Nothing ventured,</i> | g) <i>has a silver lining</i> |
| 8) <i>Let's cross that bridge</i> | h) <i>nothing gained</i> |

4. Complete the conversations with one of the sayings from Ex.3. There is one you don't need to use.

- A: Shall I enter the talent show?
B: Oh, go on! After all, _____.
- A: Did you eat snake in China?
B: Yes, you know what they say: _____.
- A: Joe was fired but now he's found an even a better job!
B: Really? Well, _____.
- A: You should buy your new phone online.
B: No, last time my card details were stolen. _____.
- A: Since my accident, Pam's been so helpful.
B: You were always there for her. _____.
- A: Alain said he wasn't dating Kim.
B: Well, I've seen them together, and _____.
- A: What happens with our picnic if it rains?
B: I think it's unlikely but anyway, _____.



READING

5. Read the text and say which of the following stories you liked best in your childhood. Did you have a friend like any of these?

Most Disney stories tell us about great love, but there is another kind of relationship lessons we can learn from their films – how to be a friend. Here are the most prominent examples of true friendship.

Mowgli and Baloo. The wild boy adores his bear friend so much that even imitates his behaviour scratching his back on trees. Looking at them you feel like floating carelessly through the jungle. Too-oo-oooh!

Dumbo and Timothy Mouse. It is so important to have somebody who believes in you even more than you do. Timothy persuades Dumbo that he can fly and Dumbo *is there for* him at the moment of need when he saves them both Timothy and his dropped father just by being a good friend.

Timon and Pumbaa. Besides giving us one of the best Disney songs, they also teach us a precious lesson. These two *accept each other* exactly *as they are* and *put up with one another's nasty habits*. These two have a friendship for the ages. That is why it is almost impossible to imagine them without each other. Hakuna Matata!

Rapunzel and Pascal. When you're best friends, words become unnecessary. There is no better proof of this than Rapunzel and Pascal. Let's look at the facts: They kept each other company for years while locked up in Rapunzel's tower, they both are constantly *watching each other's backs*, and never complain when losing in their lively games of *hide-and-seek*. Pascal also bravely follows Rapunzel away from the tower as she searches for her true destiny.

Aladdin and Genie. They are such good friends that they wear matching outfits, and Genie is such a good friend to both of them that he performs lively song and dance routines, saves their lives, and offers some pretty great advice. It's true that they have never had a friend like Genie, and it's also true that the rest of us have never seen a friendship like this one.

Woody and Buzz. Just look at them. We imagine that a sheriff and a space ranger *have little in common* except for a healthy respect for the law and, you know, being toys. Buzz and Woody's great ability to forget about their differences and become the best of friends is inspirational in so many ways, the biggest thing is that it reminds us that our best friends can sometimes come from the places we least expect. There is nobody who can *come between* these two best buds.

Ariel and Flounder. We've all envied Ariel and wanted to have a Flounder of our own, and many of us still do. When your parents don't seem to understand you or when the world seems unfriendly and confusing, it's good to have a listening gill and a fin to cry on whenever you need it. And to know that there is not a big, but a brave fish who will *stop at nothing* to help you.

Winnie the Pooh and... all, all, all. One of them's a kind old bear. One of them's a shy tiny pig. Together they form the most lovely, supportive friendship we could imagine. Neither of them *expects anything from the other*, and both are happy to just exist together as they are. Although some may have chosen Pooh Bear and Christopher Robin, and others may have thought about Roo and his buddy Tigger. It feels like the whole Winnie the Pooh crew deserves to make the Disney Favourite Friends list. Their personalities *complement each other* perfectly, and without each other, they wouldn't be nearly so wonderful.



PEOPLE AND COMMUNITY

6. Match the characters from the text above to the descriptions below. There is one extra description you don't need.

- 1) These friends don't pay attention to each other's drawbacks.
- 2) One of these friends supports the other in hard times.
- 3) These two have a great company of friends.
- 4) These two friends have an odd man out.
- 5) These friends even wear the same clothes.
- 6) Each of us would love to have such a friend as him.
- 7) These two don't have many similarities, but they are inseparable.
- 8) One of these friends always copies the other one.
- 9) One of these two is really encouraging.

7. Look at the words in colour from Ex.5 and match them to their definitions.

- | | |
|--|--|
| 1) cause problems between two people or interrupt two people | 5) share many interests and opinions |
| 2) children's game | 6) wait for somebody to do something for you |
| 3) be prepared to do anything | 7) accept someone who behaves unpleasantly |
| 4) seem better when staying together | 8) make sure your friend doesn't get hurt |
| | 9) agree to take somebody's individuality |

GRAMMAR

GRAMMAR BANK

ADJECTIVES ENDING -ED, -ING

Adjectives that end “-ed” (e.g. “bored”, “interested”) and adjectives that end “-ing” (e.g. “boring”, “interesting”) are often confused.

Adjectives that end “-ed” describe emotions – they tell us how people feel about something.

Ex.: I was very bored in the maths lesson. I almost fell asleep.

Adjectives that end “-ing” describe the thing that causes the emotion.

Ex.: A boring lesson makes you feel bored.

Ex.: Have you seen that film? It's absolutely terrifying.

NOTE! That people can be boring but only if they make other people feel bored.

Ex.: He talks about the weather for hours. He's so boring.

Some adjectives are followed by certain prepositions.

There are no rules so you simply have to learn them.

Ex.: I was satisfied with the work they did.

I was pleased for my mum when she won the cake competition.

I am so proud of my daughter when I see her doing something new.

I am very worried about my exams.

Pete is married to a doctor.

She was surprised by her sister's reaction

8. Complete the sentences with the correct adjective form of the words in brackets. Refer to the Grammar Bank above if necessary.

- 1) The results of the experiment led to some _____ conclusions. (*interest*)
- 2) She worked until late last night. She was very _____ this morning. (*tire*)
- 3) The film was _____. I expected it to be much better. (*disappoint*)
- 4) Sara was _____ of the snakes. (*frighten*)
- 5) Do you feel _____ about them? (*worry*)
- 6) These instructions are extremely _____. Can you help me? (*confuse*)
- 7) Young children are often _____ of the dark. (*scare*)
- 8) I thought her new idea was absolutely _____. (*fascinate*)

9. Choose the best option to complete the sentence.

- 1) I think Alex is one of the most *annoyed/annoying* people I've ever met. He can't keep still for a second.
- 2) He's always showing off. It's really *irritating/irritated*.
- 3) Dad always arrives home from work completely *exhausted/exhausting*.
- 4) His mother was *surprised/surprising* by what she heard about him.
- 5) He's such a *bored/boring* guy. He only ever talks about himself.
- 6) I was *amazed/amazing* when she told me she'd got divorced.
- 7) Everyone's very *excited/exciting* about the news.
- 8) My best friend won first prize in a talent competition I was so *delighted/delighting*.
- 9) They had only known each other for a few days when they announced their engagement, we were quite *shocked/shocking*.
- 10) He was *embarrassed/embarrassing* when he arrived late for class.
- 11) My little brother makes so much noise, but he is so *amusing/amused*.
- 12) Your last remark was very *insulted/insulting*, John, you know you are wrong, don't you?
- 13) My parents have always been *satisfied/satisfying* with my results at school.
- 14) I am more than *concerned/concerning*, I am extremely worried, why aren't they calling us?
- 15) Did you hear the *shocking/shocked* news about the accident?

SPEAKING**10. Answer the following questions.**

- 1) What's the difference between a friend and an acquaintance?
- 2) What about your parents, do you get on well with them?
- 3) Do you have nice neighbours?
- 4) Do you have a good teacher?
- 5) What are your classmates like at school?
- 6) Do you have any difficult acquaintances?
- 7) What kind of person do you find most difficult to get on with?

11. Talk about your friends and family relationships. Complete each of the following sentences by expanding them into short paragraphs. Talk about your emotions and feelings. Use idioms from Ex.3 at page 52 to make your story more natural.

- | | | |
|-------------------------------|------------------------------|-------------------------------|
| 1) I felt angry when... | 4) I felt frustrated when... | 7) I feel nervous when... |
| 2) I was the happiest when... | 5) I felt depressed when... | 8) I feel sentimental when... |
| 3) I feel confident when... | 6) I am comfortable when... | 9) I last felt worried.... |

WRITING**12. Choose one person you know (well or not so well) and try to recall some important moments or events in your relationship. Describe your friendship, include some memorable moments. You can mention the following information.**

- *When you last met them and what you did.*
- *How often you meet and what you usually do together.*
- *How long you have known each other.*
- *How important that person is to you.*
- *Things in common and differences.*



IN RELATION TO SOMEBODY

- Why do you think people need other people around? What are the main types of relationships people usually have?
- What relationships do you have? Do you feel happy with the people surrounding you?



VOCABULARY

1. Look at the list of possible aspects in people's relationships. Divide them into the following categories.

control / trust / honesty / manipulation / independence / respect / jealousy / pressure / equality / loyalty / communication / security / happiness / support / comfort / abuse / true self feeling / betrayal / offence / greed / self-interest / encouragement / love / fear / bullying

HEALTHY RELATIONSHIP

UNHEALTHY RELATIONSHIP

2. Complete the sentences using some of the words from the table above. In some cases the words can be used as a different part of speech.

- 1) Friends offer _____ and understanding when we really need it.
- 2) It's a sign of over _____ if a parent neglects all the decisions of a child and tells what to do, or even tells what to wear or who to spend time with.
- 3) I always expect total _____ from my students.
- 4) Jamie experienced _____ from her History teacher earlier in the week.
- 5) _____ can lead to both psychological and emotional problems.
- 6) My parents brought me up to _____ others.
- 7) Try your friend before you _____ him.
- 8) _____ between parents and children minimizes conflict and plays a role in good family relationships.
- 9) _____ includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
- 10) Gender _____ is achieved when women and men enjoy the same rights and opportunities across all sectors of society.

READING

3. How can you tell if the relationships are healthy or unhealthy? Read the text about healthy and unhealthy patterns of relationships and tell if your ideas are similar to the author's. There is one you don't need to use.

A relationship is a two way street. In an ideal world, it would work like this: person one enjoys being with person two and person two enjoys being with person one. Each person tries their best to *keep together*.

It is important to understand the difference between healthy and unhealthy relationships. Healthy relationships are ones that *bring out the best* in you. Even though no relationship is perfect, healthy relationships make you feel good almost all of the time and generally bring you up and not down. People trust each other and communicate openly. People are always there and support each other when needed.

But... it doesn't always work like that. Relationships involve effort from both sides. And that's where this perfect analogy *falls apart*.

It can't be up to one person to keep up the relationship, it needs both people to *thrive*. One person can only do so much before everything is ruined. Some people are like that. They try their best to keep a relationship going for as long as possible. They try their best to stay in contact with the other person. But how much is enough? When do you eventually say "*I'm done*, I can't do this anymore." and move on? At that point, the *blame falls* on the other person. There's no more mutual responsibility. They tried their best to keep it going but failed.

Why does the other person stop? There's no exact science or reason: it just happens. And while the relationship is *falling to pieces*, that first person is left confused. "Why is this happening?" "Did I do something wrong?" It's an extremely weird feeling not knowing what or why it is happening. And at that point, it's too late to find out.

Unhealthy relationship can start when *a pattern of certain behaviours*, like maintaining power and control, takes place. Sometimes it is difficult to see when we are in an unhealthy one. When friends or partners, or even parents or children don't want to spend time with one another; if people are overly dependent on each other, or *vice versa* do not respect mutual privacy; if a person is secretive or lies, pressures a partner, or simply only focuses on oneself, one's interests, feelings and ignores their partner's, then it is a bad sign. Here people may feel *anxious*, confused, unconfident, and even unsafe.

Healthy relationships are important and if you or your friend, parents, or any other person knows of some sort of abuse, it is never too late to get or give help. Whatever you give you will get back; always treat people with care, love, and respect. Don't *take* anything *for granted*. Treat them the way they need to be treated and share with them how you want *to be treated* in return.

4. Read the questions below and choose the correct option based on information from the article.

- 1) What is a pattern of healthy relationships?
 - a) *talking to each other about everything*
 - b) *getting mutual enjoyment from your relationships*
 - c) *spending much time with each other*
- 2) What is the most important thing in relationships?
 - a) *communication*
 - b) *mutuality*
 - c) *friendship*
- 3) What is the key to being a good friend?
 - a) *try do your best to maintain your friendship*
 - b) *offer your opinion and persuade what's better, because you know as a real friend*
 - c) *try to mind your own business and keep privacy*
- 4) In a healthy relationship, there must always be a leader.
 - a) *true*
 - b) *false*
- 5) What is an unhealthy relationship?
 - a) *when you listen to your friend*
 - b) *when you can't wait to see each other*
 - c) *when you never ask for advice*
- 6) Treat people the way _____.
 - a) *you want to be treated!*
 - b) *that others treat them!*
 - c) *they deserve!*



5. Match the words below to their synonyms in colour from the text. There is one you don't need to use.

be behaved with / in the opposite way / do well / break (2) / I'm fed up / help and support / reveal potential / stay close / accept but not value / the responsibility goes to / the way of acting / worried

PEOPLE AND COMMUNITY

6. Read the list of situations which can happen between people in different relationships. Underline the suggestions if you think the behavior is concerning in any way. Comment on 2 healthy and 2 unhealthy situations. Have you ever faced such behaviour? Have you ever behaved in any of these ways?

- 1) A person lies to you, but constantly accuses you of cheating.
- 2) A person asks and suggests something to you, for the weekend for instance.
- 3) A person makes an effort to get to know your friends and family better.
- 4) A person compliments and encourages you.
- 5) A person blames you for things that go wrong.
- 6) A person makes you laugh when you're sad.
- 7) A person laughs at your tastes and views.
- 8) A person makes you give up your habits.

GRAMMAR

GRAMMAR BANK

SHOULD / SHOULDN'T / OUGHT TO – Advice in the present

*Ex.: I think you **should** go to the doctor's. (it's a good idea)*

*People **shouldn't** generalize. (it's not a good idea)*

*I **ought to** go to work before nine o'clock because my boss will be there.
(it's a good idea to go to work before nine)*

*You **ought not** (to is mostly omitted) **go to the party** (it's not a good idea to go to the party)*

SHOULD/OUGHT TO HAVE + PAST PARTICIPLE – Advice about the past – criticism

*Ex.: You **should have studied** more for the exam. (you didn't study enough and failed the exam)*

*You **shouldn't have done** that. (you did something and it was the bad thing to do)*

*You **ought to have read** a full chapter last night.*

(you didn't do something and didn't fulfil the agreement)

HAD BETTER – Advice in the present

*Ex.: We'd **better finish** this report
before we leave.*

HAD BETTER NOT – Advice in the present

*Ex.: You'd **better not touch**
that computer.*

NOTE! Had better is different from **should** and **ought to** because it means that if you don't follow the advice there is some sort of negative consequence or negative action. So, it expresses the strongest advice.

7. Choose the correct option to complete the short dialogues.

Rick: Hi, Matt! What's wrong?

Matt: I'm being bullied at school. What *ought to / should / shouldn't* I do?

Rick: You *ought to / should / shouldn't* go and tell a teacher.

Matt: But what if the boy finds out?

Rick: You *ought to / should / shouldn't* worry about that. You need to say something or he might not stop.

Cindy: I know you like Ben. When are you going to tell him?

Alice: I don't know. I'm too shy. What do you think I *had better / should / shouldn't* do?

Cindy: Well, you *had better / should / shouldn't* tell him now before someone else asks him out.

Alice: What if he says "No"?

Cindy: You *had better / should / shouldn't* worry about that.

Ed: Hey! You *had better / shouldn't* do that. You'll get in trouble.

Stella: Don't worry. You *had better / shouldn't* concentrate on what you have to do.

8. Work in pairs. Read about the problem and give some advice on the solution. Take turns and discuss your problems with your partner.

Student A

- I can't sleep because of my neighbor, who plays the cello until 1a.m.
- My history teacher picks on me because of my piercing.
- My parents want me to go to Law school, but I'm really into art.
- Yesterday I saw my best friend's boyfriend kissing another girl. Should I tell her?

Student B

- My parents won't let me put on make-up when I go to school.
- I got a bad mark in Maths. I haven't told my parents yet because I'm afraid they'll ground me.
- My sister always takes my clothes without asking me first.
- A group of girls troll me on Facebook. I don't know what to do.

LISTENING

9. Read the questions from teenagers asking for advice on some problems they have with their close people. What would you suggest? Listen to the recordings and match the tips to the questions.

- ___ I have a friend, and we got into a fight and we stopped talking. I miss her very much, but I don't know if she wants to talk with me again. What should I do?
- ___ What should I do if I tell someone my friend's secret and they tell that friend?
- ___ How can I convince my overprotective parents to let me go to prom over the weekend with my male friend?

10. Do you agree with the advice given? Explain the meaning of the words below. Fill in the blanks using them, and listen to the recording once again to check your answers.

*heart-to-heart / nagged / worth / fault / boundaries / reacted /
justify / lesson in life / get to know / slip out*

- 1) If you feel it's your _____ that both of you stopped talking, do apologize!
- 2) I have been through this and I _____ like a stupid, I _____ her and then, just like you, missed her and wanted to talk
- 3) You'll find someone else _____ your while, don't worry.
- 4) If it's a sincere conversation, _____, you may get your wish granted and establish some personal _____.
- 5) They may feel more comfortable if they can meet him and _____ him a little bit.
- 6) You've just learned a valuable _____. Be honest and then _____ your behaviour.
- 7) Explain to your friend that her secret slipped and that you certainly did not let her secret _____ of any sort of spiteful evil gossipy way.

SPEAKING

11. Prepare a short speech on about healthy and unhealthy relationships. Answer the questions below to organise your speech.

- 1) How do you behave with people? With your friends? With your family?
- 2) What do you get from knowing people?
- 3) How many friends do you have? Do you get on well with them?
- 4) What qualities do you want to see in your friend?
- 5) Give some advice to your peers how to find a true friend.



- What do you know about society, what are the major parts of society?
- In your opinion what is the role of teenagers in society?
- Do you know what community is? Is society an example of community?

VOCABULARY

1. Look at the word cloud and name some other types of communities.



2. How do communities function? What helps people to maintain order? Match the words to their definitions. What do you know about these two concepts?

Responsibility =
Right =

something you must do for yourself or for others
something you need according to nature or law

3. Look at the freedoms below, decide which of them are considered to be rights or responsibilities. Some of them are both a right and a responsibility.

<i>FREEDOMS</i>	<i>RIGHTS</i>	<i>RESPONSIBILITIES</i>
1) <i>Freedom of private life</i>		
2) <i>Paying taxes</i>		
3) <i>Freedom of press</i>		
4) <i>Freedom of religion</i>		
5) <i>Follow the law</i>		
6) <i>Stay informed about the government</i>		
7) <i>Tolerate others</i>		
8) <i>Own property</i>		
9) <i>Get an education</i>		
10) <i>Freedom of speech</i>		
11) <i>Vote in elections</i>		

Can you add any more rights and responsibilities to the question mark.

LISTENING

4. What is the role of society in the life of a teenager? How does it affect teens' behaviour? Listen to Martha Holden's speech about social influence on teenagers carefully. Do you agree with her opinion? Why/not?
5. Listen to this recording again and fill in the missing words.
- 1) Teenagers learn skills such as nurturing, _____, and decision-making through observation and _____ with parents.
 - 2) Negative influencers in the media include _____, hateful or vulgar _____ in movies and music, gender, religious or ethnic _____, and unrealistic representations of success and body _____.
 - 3) Friends may _____ each other to become better _____ or influence each other to _____ negative behaviour.
 - 4) The community _____ rules that help form your teenager's ideas of right and wrong, gives them a better understanding of _____ behaviour and _____ of doing wrong, which helps them avoid _____ like imprisonment.
6. How do the following factors influence you? Give both positive and negative examples.
- Parents _____ Media _____ Friends _____ Community _____

READING

7. Look at the pictures. What do you think happened to these children? What are the main reasons children are left without parental care? What is the best way to reduce the problem? Read the article, give answers and tell whether you share the author's ideas?



Child abandonment *occurs* when the legal guardian fails to provide the child with proper supervision or *guardianship*. Abandoned baby cases have become more frequent in most countries. It happens because parents can't support their children or they just do what they want with their kids. Sometimes it's just too much to *handle*. **Furthermore**, it can also happen because young people may not be ready for *parenthood* and to take care of a child, because they may still have school ahead or because girls are *out of wedlock* and can't manage to *cope* with getting enough money to support their child with food or clothing. **In addition to this**, because teenage girls aren't allowed to have children at an early age and some are just *embarrassed about* knowing that they already have a child. Is it enough being done to solve the problem, **however**?

While many people consider babies as their *blessing* from the God, there are others who consider them as a *burden* and feel *ashamed of* it. **Besides that**, the situation has reached a worrying state where babies are *abandoned* in the most unbelievable manner by their mothers in rivers, rubbish dumps, on doorsteps, and even at bus stops.

The reason is that human relationship begins to *deteriorate*. Teenagers' lack of family care and attention from their families may cause them lack of spiritual comfort. **Consequently**, it will remove them far away emotionally from their families and from their "soul mate".

PEOPLE AND COMMUNITY

We cannot allow teenagers and others to kill innocent babies born out of *wedlock*. **On the other hand**, we also cannot allow babies to be born out of wedlock without people taking responsibility for their actions. **This way** charitable organisations already help the orphan child, **so** this may be sufficient. **Additionally**, all orphan children have a great lack of confidence. **In fact**, without the help of people these kids would die in hunger and loneliness.

Moreover, there is a purpose for these orphans being on this earth and we should help them. These kids could also be *adopted* because they also need a life and somewhere to rest their heads. The little money we give to the poor could also be used in helping these children. They might not know who their parents are, but they need to enjoy life. The children would grow in faith and also learn about the world. Who knows the future? These children could become doctors, president, and even more. **In conclusion**, the responsibility for orphan children should not just be left to *charities*, but as a society we need to help them and provide some fresh food, clothing, and shelter. **For this reason**, it's essential that governments should care about their happy childhood and protect them. In today's society, it is unacceptable that children live without a family. **Likewise**, the government could also build schools and playgrounds for these children. These children have the same right for a happy and cared-for life, each of us can *enhance* their quality of life, even the slightest help, care, or *donations* matter.

8. Look at the words in colour. Find the pairs of synonyms and antonyms. Use a dictionary if needed.

9. Put the sentences in the correct order in accordance to the text. Combine them using the words in bold.

- 1) We should help the orphan children sharing clothing, food, books, toys, etc.
- 2) Without the people's concern these kids would die in hardships.
- 3) There is no good that children live without parental care.
- 4) Child abandonment can be caused by parent's fail to take care of a child or because of the young age of the parents.
- 5) The orphanage has reached a troubling state where babies are abandoned in the most outrageous way.
- 6) Teenager's need of family care or attention may take them too far in search of a "soul mate".
- 7) Each of us can improve the quality of life of the underprivileged.
- 8) The cases of child abandonment have become more considerable among other societies.
- 9) Although orphans might never meet their parents, but they have the right to enjoy life.
- 10) Our state should provide these children with everything for a happy, cared-for life.

GRAMMAR

GRAMMAR BANK

LINKING WORDS
AND PHRASES

can be used to combine ideas in writing – and thus ensure that ideas within sentences and paragraphs are elegantly connected – for the benefit of the reader. This will help to improve your writing (e.g. essay, summary, review, letter).

10. Complete the table with phrases in bold from Ex.7 that.

– **introduce additional information (meaning "and")**

What is more, Another (problem/issue/point), Since _____

– **indicate a contrast with what has come before (meaning "but")**

In contrast, On the contrary, Conversely, _____

– **follow a logical argument (meaning "therefore")**

Thus, Hence, Accordingly, As a result, _____

– **prove your point**

Evidently/Apparently, Obviously, Indeed, To conclude, _____

11. Choose the best alternative in each sentence.

- 1) The new supermarket is so much cheaper than the one on John Street. *However/On the whole/Moreover*, they do free home deliveries too.
- 2) This new computer has a better monitor. Its memory is twice as much as the current one and we can use the internet with it. *Finally/However/In short* its software will make our job so much easier.
- 3) Many employers enjoy music in the workplace. *However/Conversely/In addition to this*, some people find it distracting or, *indeed/in fact/obviously*, annoying.
- 4) He is old and unpopular. *On the contrary/Furthermore/In addition to this*, he has at best only two more years of political life left.
- 5) Most computer users have, *in conclusion/evidently/in fact*, never received any formal keyboard training. *As a result/However/So*, their keyboard skills are inefficient.
- 6) Some of the laws were contradictory. Measures were taken to clarify them, *accordingly/as a result/hence*.

SPEAKING

12. Work in pairs. Team 1 – look at the box A. Team 2 – look at the box B. Describe the issues stated in your box. Write an example sentences for each. Then choose a few most serious issues, in your opinion, and tell about them to your partner. What other social issues do you know? Think of current affairs, recent news.

A *safe spaces / traffic problems / youth crime / economic development / environmental awareness / adoption rights / religious freedom / civil liberties*

B *global health / digital society / youth abuse / human rights / poverty and homelessness / illegal immigration / gender identity / capital punishment*

13. Discuss the following questions with your partner.

- 1) What are the three most important social issues in your country and in the world at the moment? What is being done about them?
- 2) What new social issues do you think will arise in the future?
- 3) What are the best ways of fighting for social justice?
- 4) What answers do you have to a social issue? (choose the issue)

WRITING

14. Write a leaflet to tell about any social issue existing in your area. Try to attract the members of your community to it. Follow the plan below.

- *State the problem*
- *Describe the causes*
- *Warn about the consequences*
- *Suggest the solution*



SELF-ASSESSMENT (1-6)

1. Use the following steps to describe photo A. Answer the questions.

- 1) Give general information. Focus on the main part of the photo to start with. Look at this photo. What can you see?
- 2) Write about position. What is where?
- 3) Describe the person's age. How old is she?
- 4) Describe the person's appearance. What does she look like?
- 5) Describe the person's clothes. What is she wearing?
- 6) Describe what she is doing. Where do you usually wear casual clothes? Do you like such clothes? Why?
- 7) Try to use your imagination to make guesses about the photo. What do you think about the photo?



Photo A.

2. Now describe photo B following the steps above. Use the phrases in the table.

Useful language!

- *This picture shows ...*
- *There is / there are ...*
- *In this picture I can see...*
 - *In the foreground / in the background ...*
 - *On the right / on the left...*
- *I think... Maybe / Perhaps...*
- *It seems as if...*
- *I (don't) like the picture because ...*
- *It makes me think of ...*



Photo B.

3. Read the post about Ann's problem carefully.

What is the problem? How does the girl feel?

I would really appreciate it if you took the time to respond to my question. My problem is that my parents won't allow me to have social media. I am very trustworthy and responsible, and I have never done anything huge to make my parents not trust me. I understand that they have their reasons for not allowing me on social media, but it makes me feel incredibly left out, sometimes, as I am the only one of my friends and classmates who doesn't have social media. My mom says she wants to keep me safe, and I understand that, but many other parents want their kids to be safe, yet they are still allowed to use social media. I recently moved to a new state so I would love to have a way to contact my friends and old classmates other than using texts, because a lot of them don't text and I would still like to be somewhat connected to them. Not having social media has caused me to feel like I am not as important as others even though I know it isn't true. I feel like not having it is causing me to become sad and disconnected, and sometimes like I don't belong. I would love so much if you could respond to this. Thank you so much! Ann.

4. Comment on this situation and respond to her question. Use the following prompts.

- 1) *I can understand....*
- 2) *In general...*
- 3) *However in your situation...*
- 4) *One way to persuade your parents...*
- 5) *While this does not necessarily ...*
- 6) *What I would advise is ...*

5. Read the sentences and choose the one option a-d which best fits the space.

- 1) Mark always sees the bright side of things. He is ____.
a) *pessimistic* b) *optimistic* c) *cheerful* d) *sociable*
- 2) As the work tends to be a bit _____ you'll need to wear old clothes.
a) *trendy* b) *messy* c) *old-fashion* d) *neat*
- 3) I had felt a sense of _____ when my friends refused to support me.
a) *betrayal* b) *independence* c) *security* d) *jealousy*
- 4) Cathy's a real _____ – she's very friendly, but all that talking can wear you out.
a) *chatterbox* b) *knockout* c) *troublemaker* d) *busybody*
- 5) Teenagers need love, _____ and reassurance from their parents.
a) *betrayal* b) *encouragement* c) *greed* d) *jealousy*
- 6) Greenpeace works to promote _____ of the dangers that threaten our planet today.
a) *abuse* b) *liberty* c) *awareness* d) *immigration*
- 7) Which of these statements about adverbs is false?
a) *We use an adverb to say how something happens.*
b) *We use an adverb to say how often something happens.*
c) *We use an adverb to say when or where something happens.*
d) *We use an adverb in a place of a noun*
- 8) We got to the cinema late and the film _____.
a) *balready started* c) *was already started*
b) *had already started* d) *has already started*
- 9) My neighbors are very _____ because they make too much noise!
a) *annoyed* c) *tempted*
b) *annoying* d) *ytempting*
- 10) She has _____ hair.
a) *brown long beautiful curly* c) *curly beautiful brown long*
b) *beautiful long curly brown* d) *long curly brown beautiful*
- 11) _____ continuous efforts of the Japanese government, the overwork culture in this country is still growing.
a) *unless* c) *as soon as*
b) *due to* d) *in spite of*
- 12) "It's raining and I don't want to get wet. I _____ bring an umbrella."
a) *ought to* c) *had better*
b) *should* d) *shouldn't*

6. Read the article about teenagers and fill in the missing words. One word per gap.

Today, teenagers have changed in comparison 1) _____ teens in the past, taking 2) _____ account eating habits, lifestyle, spending free time, and style of clothes. They are the first technology and social media generation. And, of course, there will be some obvious differences in today's teens, like the 3) _____ of music that they listen to, and the 4) _____ of clothing that they wear. Most teenagers prefer watching TV and playing computer games 5) _____ reading books. They don't like reading 6) _____ watching TV is easier and they don't have to use their own imagination. Teenagers prefer to spend free time in front 7) _____ a computer rather than to walk, play football, or go to a swimming pool.

Furthermore, games transfer them into a world 8) _____ doesn't exist. It is very exciting 9) _____ the youth. They meet with friends in such places as fast food restaurants. There teens eat unhealthy food. They eat too 10) _____ fast food.

Teenagers' clothes have also changed a lot. The clothing they wear depends 11) _____ current trends since it is important to follow fashion. School uniforms aren't so popular today 12) _____ in the past. Girls 13) _____ often wear jeans than skirts and dresses; boys wear wide sweatshirts 14) _____ trousers and jackets. The fact is 15) _____ nowadays teens get dressed in clothes which are comfortable for them. They prefer a casual style of 16) _____.

GET READY FOR YOUR TEST

A. Choose the best preposition to complete the sentence.

- 1) They're so excited (*for, with, about*) going to Australia next summer.
- 2) I'm not familiar (*for, with, about*) that book.
- 3) Try to be a little more polite (*to, for, about*) your teacher.
- 4) Is he qualified (*for, of, in*) this job?
- 5) She was fed (*up, of, in*) with his lies.
- 6) They were worried (*around, of, about*) their cat.
- 7) The people in this town are suspicious (*with, of, off*) strangers.
- 8) He told her that she was now safe (*around, of, from*) harm.
- 9) What is he being accused (*in, of, on*)?
- 10) He is famous (*in, about, for*) his murals in New York City.

B. Choose the best phrasal verb to complete the sentence.

- 1) His motorbike _____ right on the freeway.
a) *broke down* b) *broke up* c) *broke through*
- 2) The thief managed to _____ the police barricade.
a) *break in* b) *break through* c) *break on*
- 3) Angelina Jolie and Brad Pitt _____ last year.
a) *broke through* b) *broke in* c) *broke up*
- 4) I ran _____ your brother at the cinema last night.
a) *into* b) *in* c) *onto*
- 5) _____! Things will get better.
a) *Cheer on* b) *Cheer at* c) *Cheer up*
- 6) The museum? You should _____ at the third stop.
a) *get through* b) *get off* c) *get on*
- 7) I can't make _____ my mind. I can't decide.
a) *up* b) *off* c) *with off*
- 8) I can't put _____ with his attitude any more.
a) *up* b) *in* c) *on*
- 9) He runs very fast. It's hard for me to keep _____ him.
a) *out of* b) *up with* c) *out with*
- 10) Friends can help you to _____ a difficult time in your life.
a) *get through* b) *get by* c) *get around*

C. Choose the suitable suffix or prefix to form the correct word.

- 1) I can't answer this question. It's _____. (*possible*)
- 2) If you have a haircut it will change your _____. (*appear*)
- 3) Paul never waits in queues. He is too _____. (*patient*)
- 4) Thank you for your advice. You have been very _____. (*help*)
- 5) Stealing other people's money is _____. (*legal*)
- 6) Mary was wearing a/an _____ hat. (*usual*)
- 7) That was a great film. It was really _____. (*enjoy*)
- 8) I totally _____ with you on this subject. (*agree*)
- 9) I'm sorry I _____ her message completely. I just didn't pay attention. (*understand*)
- 10) I don't think I will pass the exam, but I can _____ it in September. (*take*)

CULTURE NOTE: STATE

1. Answer the following questions.

- What do you know about the government in your country? What is the main job of it?
- How many members does it have? Are they elected or appointed?
- Can you think of any important decisions that have been made by your country’s government recently?

2. Read the text about the British political system, write out its main features and compare them to Ukrainian political system characteristics.



<i>Feature</i>	<i>The UK political system</i>	<i>UA political system</i>
1) <i>Governmental model, branches, and function</i>		
2) <i>Constitution</i>		
3) <i>Head of state and their power</i>		
4) <i>Head of government and their power</i>		
5) <i>Parliamentary members and functions</i>		

Britain is often regarded as “the cradle of democracy” and the Palace of Westminster: the “Mother of all Parliaments”. **The British state** is described as a constitutional monarchy and a parliamentary system. The correct constitutional definition of Parliament is the ‘Queen-in-Parliament’. A constitutional monarchy is a form of government in which a king or queen is the Head of State (the official head of the country), but an elected government has most of the real power.

Government is a group of politicians from the party with a majority in the general election. Typically, just one party has the majority, but at the moment Britain has a coalition. The head of government is the prime minister. All political power rests with the prime minister and the Cabinet, the most important committee in the British government, whose members are selected by the prime minister, and the monarch must act on their advice. Government is responsible for amending laws, making new ones, and abolishing old ones; they set the rate of taxes, plan the budget, and pursue the policies they talked about during their election campaign.

The branches of the British government include:

- the **legislature** is the supreme law-making body, which consists of the House of Commons the House of Lords, and formally the monarch;
- the **executive** comprises the sitting government, its Cabinet government ministries, or departments, headed by ministers, or secretaries of state, and formally the monarch;
- the **judiciary** consists of the judges of the higher courts, formally the monarch.

The British Parliament is the name given to the House of Lords and the House of Commons. Members of Parliament come from different political parties and their role is to represent the people and to inspect the work of the Government. Both houses must approve a new law before it can be passed.

The House of Lords consists of the non-elected Lords that are hereditary or life peers. There

PEOPLE AND COMMUNITY

are 1,200 members and they receive no salary for their parliamentary work. The House is presided over by the Lord Chancellor. He is a political appointee of the sitting government and a Speaker (Chairman) of the House, he controls the procedure and meetings of the House;

The House of Commons consists of Members of Parliament (MPs), who are elected by the British people every 5 years. There are 650 MPs, whose great majority belongs to either the Conservative or the Labour Party, which are the main political parties. This division emphasizes the continuation of the traditional two-party system in British politics.

The British Constitution is only partly written and is flexible, it also has legal force. Its basic sources are parliamentary and European Union legislation, the European Convention on Human Rights, and decisions by courts of law.

The British monarch holds a formal role. Succession to the throne is still hereditary, but only for Protestants in the direct line of descent. Queen Elizabeth II, who is the current monarch, has a number of roles, but serves formally as the head of state, head of the three governmental branches, the commander-in-chief of the armed forces, and the supreme governor of the Church of England. She remains politically impartial and with limited powers, it means she cannot make laws, impose taxes, or spend public money. Time has reduced the power of the monarchy, and today it is broadly ceremonial, like appointing the government, opening and dissolving the Parliament, the Queen's speech, and the Royal Assent.

3. In pairs answer the questions about the British Parliament. Listen to the recording and check your answers.

- 1) Before a new law is passed by Parliament, it is known as:
 - a) a bill
 - b) an Act
- 2) Most bills are suggested by:
 - a) the Prime Minister
 - b) the government
- 3) When a bill is introduced in Parliament, MPs and Lords:
 - a) hold their first debate on a bill
 - b) ask lots of questions about a bill
- 4) All bills are carefully examined by:
 - a) a committee of MPs and Lords
 - b) a special group of parliamentary lawyers
- 5) MPs and Lords can vote on each bill:
 - a) only three times
 - b) every time a bill is changed
- 6) When a bill is not approved in the Houses of Parliament:
 - a) the government needs to come up with a new bill
 - b) the government can still make an appeal to the Queen
- 7) The House of Commons is made up of:
 - a) unelected members
 - b) elected members
- 8) Before a bill becomes a law, it must be approved by:
 - a) the Queen
 - b) the House of Lords

4. Interview your classmates on the given topic. Put down the answers, analyze them and sum up.

Find somebody who...

- knows the name of the British Prime Minister.
- would like to be a politician.
- thinks that voting in elections is very important.
- thinks there should be more women politicians in their country.
- believes that most politicians are too old!
- can name five politicians from their own country.



5. Write a leaflet "Vote for us!" Imagine you are going to create a new political party. Write a name for your party and five things you will do if you are elected. Then try to persuade your classmates to vote for you.

UNIT 3

ART AND MEDIA

WORD BANK

Action-packed (adj)	Impact (n, v)
Artefact (n)	Intrigue (v)
Artwork (n)	Intriguing (adj)
Bold (adj)	Lifelike (adj)
Breakthrough (n)	Masterpiece (n)
Breath-taking (adj)	Movie-maker (n)
Broadcast (v)	Mural (n, adj)
Broadsheet (n)	Narrator (n)
Canvas (n)	Newsreader (n)
Columnist (n)	Oppress (v)
Commentator (n)	Oppressive (adj)
Commit (v)	Paintbrush (n)
Commitment (n)	Presenter (n)
Contestant (n)	Release (v)
Dreamlike (adj)	Spray-painted (adj)
Engaging (adj)	Tag (n)
Exhibit (v)	Tense (adj)
Feature-length (adj)	Thought-provoking (adj)
Gig (n)	Thrill (v)
Gossip (n)	Thrilling (adj)
Heart-breaking (adj)	Waxwork (n)
Host (n, v)	Well-groomed (adj)

GRAMMAR

- Compound nouns
- Numerals and dates
- Extreme adjectives
- Direct/indirect speech
- Reporting verbs
- Word formation: prefixes

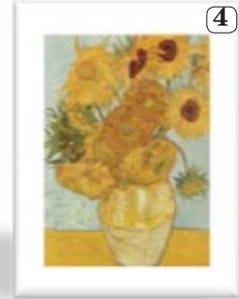
PHRASAL VERBS, IDIOMS AND COLLOCATIONS

Admission fee
Art boom
Belong to the brush
By word-of-mouth
Contrast well
Current affairs
Date back
Day out
Do-it-yourself
Dream-machine
Get close to
Junk mail
Light up
Live broadcast
News bulletin
News flash
News vendor
Put into words
Range from
Ride off
Search engine
Snap a selfie
Stand the test of time
Step into
Still life
Tend to
Viral video
Wander around



ART AND ARTISTS

- Are you fond of art? Do you ever visit exhibitions?
- What painters do you know? What works are they famous for?
- Look at the pictures and match them to their names and artists.



- a) *The Meeting of Leo the Great and Attila* by **Raphael**
 b) *Young Lady with Gloves* by **Tamara de Lempicka**
 c) *Vase with 12 Sunflowers* by **Vincent Van Gogh**
 d) *Field of the Collective Farm* by **Kateryna Bilokur**
 e) *The milkmaid* by **Jan Vermeer**
 f) *Christ in the Storm on the Sea of Galilee* by **Rembrandt**

VOCABULARY

1. Match the genres of art to their description.

- | | |
|---|--|
| 1) <i>still life</i> | a) a picture featuring an arrangement of inanimate, everyday objects, whether natural objects; |
| 2) <i>history painting</i> | b) a painting that depicts scenes or events from everyday life usually realistically; |
| 3) <i>portrait</i> | c) a picture representing a scene at different locations, a view of natural inland scenery; |
| 4) <i>landscape</i>
(<i>seascape</i>
or <i>townscape</i>) | d) a picture depicting an event or a moment in history; |
| 5) <i>genre painting</i> | e) a work of art such as a painting that is made with great skill; |
| 6) <i>masterpiece</i> | f) a pictorial representation of a person usually showing the face. |

2. Complete the sentences with the correct term from Ex.1.

- 1) Lucian Freud has been asked to paint a _____ of the Queen.
- 2) _____ paintings may capture mountains, valleys, bodies of water, fields, forests, and coasts and may or may not include man-made structures as well as people.
- 3) _____ had a certain style: it had to be big, it had to be momentous, and it had to be theatrical. It had to both tell a story and reflect the importance of that story.
- 4) Cezanne is known for his unique _____ paintings of apples.
- 5) Leonardo's "Last Supper" is widely regarded as a _____ .
- 6) Thanks to _____, common people and the ordinary happenings of their daily lives are known to modern viewers centuries later.

3. Use these adjectives, colours, and phrases to give your opinion about any of the paintings represented in the lesson.

lifelike = true to life / dreamlike = work of imagination / soft and delicate / romantic / lyrical / powerful / outstanding / heart-breaking / impressive / oppressive / warm / cold / bold / bright / deep / light / confusing / colourful / stand the test of time / belong to the brush / contrast well / put into words

For example:

*This painting belongs to the brush of
Kateryna Bilokur.*

*To my mind, it is a colourful picture, which shows a
garden full of flowers.*

The picture is painted in bright colours.

These colours contrast very well.

The dominating colours are green, pink, and purple.

*To my mind, it is a masterpiece that could stand the
test of time.*

**Check the difference of "art",
"the arts", and "Art"**

- 1) "art" is the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture.
- 2) "the arts" are the various branches of creative activity, such as painting, music, literature, and dance.
- 3) "Art" with a capital "A" is sometimes used to mean "important art" or "fine art."

READING

4. What branches of art do you prefer? What famous Ukrainian artists do you know? Read the article about Kateryna Bilokur and match each paragraph to the best title?

___ *Ukrainian artist presentation*
___ *World Recognition*

___ *Vibrant Scenes of Nature*
___ *Obscure Beginnings*

1) The story of an outstanding Ukrainian painter, a representative of "Naive art", Kateryna Bilokur is an amazing one. She received no formal education and her daily life was one of sorrowful, hard physical labour and household chores. She was a self-taught master of primitive art and decorative folk painting, and her desire to paint was extreme. She was so eager to pursue art that fashioned her own paintbrushes and formulated her own paints from beet juice, berries, onions, herbs and whatever she could find. The girl was at labour all day and only painted during the night, until she could no longer stay awake. She tried to gain entrance to art school in the 1920th, but since she had no certificate of having completed "seven-year-school," she had no chance. She also had little opportunity to see and study the works of other artists.

ART AND MEDIA

2) As an artist she did not depict emotions, she depicted the subjects that produce emotions. The majority of her creations feature extremely vivid, lively and colourful floral scenes displaying lush collections of flowers and fruits in natural settings. She painted gardens, orchards, and fields; still lifes; and she also had several portraits and self-portraits. Her paintings display originality and great attention to detail. They could have existed organically within any era, say critics from different countries.

3) By sheer force of unstoppable will and desire, Bilokur painted her heart out and eventually began to produce a body of work that others could not help but notice. By the 1930s, she was said to have become a master. Her works caught the eye of a famous Ukrainian singer Oksana Petrusenko, who helped get her art placed in shows and galleries, where it could gain wider appreciation from the art community.



4) Some of her paintings eventually found their way to Europe, where none other than Pablo Picasso not only viewed her work, but became entranced, staring at her paintings for hours, as if in a dream. When he saw them, the great artist exclaimed: "If we had a painter of this level of skill, we would make the whole world talking about her!" Kateryna Bilokur was named the "People's Artist of Ukraine," which is an incredibly high honour. Her image was issued on a Ukrainian coin and her works are preserved at the National Museum of Ukrainian Decorative Folk Art. It is likely that her magnificent work will live for centuries to come and be considered among the most precious masterpieces of the world.

5. Decide if the sentences are true (T) or false (F). Correct those that are false.

- 1) Kateryna Bilokur was born in the provincial village and practised her art after hard daily work.
- 2) Her parents were those who first introduced her to art and she was provided with the entire inventory for painting.
- 3) Kateryna Bilokur didn't manage to enter the art school, despite she had all necessary qualifications.
- 4) Her works attracted a famous Ukrainian artist, who was the one to help Kateryna get her paintings exhibited.
- 5) Eventually in Europe her works weren't a great success, only Picasso was among those who paid attention to Kateryna Bilokur's pictures.
- 6) Pablo Picasso claimed that if she had presented her art widely, she would have become famous all over the world.

LISTENING

6. What types of art do you know? Look at the picture and say what kind of art it is. Read the sentences and say whether they are true (T) or false (F) about pop art. Listen to the recording and check your answers.

- 1) Pop art is very similar to abstract art.
- 2) The subjects of pop art are soup cans, pans and other household appliances.
- 3) Pop art doesn't mean anything.

7. Listen to the recording again and write down all the compound nouns you've heard. Refer to the Grammar Bank on page 73 if needed. Use them to describe pop art origins.



GRAMMAR

8. What do we call these things and people?

- 1) Pictures from holiday are ...
- 2) The story of your life is ...
- 3) An exhibition in Paris is ...
- 4) The centre of the city is ...
- 5) A ticket for a concert is ...
- 6) The reign of King John is ...
- 7) The poetry of Eliot is ...
- 8) The critic of the film is ...
- 9) Walls like stone are ...

9. Which is correct?

- 1) It's quite a long book. There are *350-page/350 pages*.
- 2) *Five-star/Five stars* hotels are the most expensive.
- 3) The oldest building in the city is the *1000-year-old/1000 years old* castle.
- 4) Do you use the *twelve-hour/twelve hours* clock or the *24-hour/24 hours* clock?
- 5) It's only a *three-hour/three hours* flight from London to Milan.
- 6) There are *60-minute/60 minutes* in an hour.
- 7) This painting is ancient, it's over *six-hundred-year/six hundred years* old.
- 8) It was *one-of-a-kind/one of a kind* masterpiece.

10. Make up sentences using the provided compound nouns in singular or plural.

For example: artwork – These artworks received an award at the previous exhibition.

paintbrush / art school / portrait artist / breakthrough / landscape / seven-year-school

GRAMMAR BANK

COMPOUND NOUNS

1) Some nouns consist of more than one word. They normally have two parts.

2) There are three forms for compound nouns:
- **open** – space between words

Ex.: Our last visit to art gallery was incredible.

- **hyphenated** – hyphen between words

Ex.: She only completed the seven-year-school.

- **closed** – no space or hyphen between words

Ex.: My favourite genre of paintings is landscape.

SPEAKING

11. Have you ever seen this painting? Do you like it? Try to describe it using the prompts.

- *In the centre/middle of the painting we can see a ...*
- *In the foreground there is a....*
- *In the background there are....*
- *In the far distance we can make out the outline of a...*
- *On the left/ right stands/ sits/ lays/ there is/are...*



WRITING

12. Choose one painting of any famous artist you like/dislike and write a description of it using the plan below. Write about 140-190 words.

Plan for the description:

- *the subject of a painting (what is depicted in it);*
- *the composition (how space is arranged) and the colours;*
- *the details;*
- *the impression made by the painting.*



KEEPING INFORMED

- Do you follow the news?
- How do you prefer to check on the latest events: watching TV, reading papers, or surfing the Internet?
- Can you tell what is on news today?



VOCABULARY

1. Can you name any examples of *paper media*, *electronic media*, and *new age media* sources? Divide the given vocabulary into three categories. Add some more to each category.

commercial break / current affairs / live broadcast / columnist / presenter / forum / tabloid / news flash / search engine / gossips / broadsheet / release / junk mail / host / cyberspaces / targeted audience / viral video / talking head / by word-of-mouth / blogger

INTERNET

TELEVISION

PRESS

2. Fill in the blanks using the correct type of media product.

- 1) An amusing TV series about fictional characters in different life situations ...
- 2) A programme about important political or social events that are happening now ...
- 3) A piece of writing, image, or other item of content published online...
- 4) A television story about the ordinary lives of a group of people ...
- 5) A programme that features animated characters ...
- 6) A paper with sets of funny pictures that tell stories ...
- 7) A television or radio show on which people are asked questions about themselves ...
- 8) A film or television programme that gives information about a specific subject ...
- 9) A website on which one person or group puts new information regularly ...
- 10) A newspaper that has small pages, a lot of photographs and not very serious news ...
- 11) An important item of news that television or radio companies broadcast as soon as they receive it, often interrupting other programmes ...
- 12) A periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership ...

3. Read the sentences and choose the best verb to complete them.

- 1) She *flicked through/featured in* the channels but nothing interesting was on.
- 2) Rumours are usually *spread/broadcast* by word-of-mouth or any media.
- 3) Jourdan Dunn is the first black woman to be *on air/feature on* a British "Vogue" cover.
- 4) Good writers know how to *aim at/appeal to* their targeted auditorium.
- 5) How do you think, should there be a ban on television advertisements *aimed at/appealed to* children?
- 6) Current affairs programmes usually *cover/grab* the latest news.
- 7) First you must *cover/grab* your listeners' attention – then you need to hold it.
- 8) This programme will *feature in/be broadcast* with subtitles for the hard of hearing.
- 9) I will be back *on air/broadcast* tomorrow morning at 7. We will *broadcast/be on air* live from the exhibition

4. What's your opinion about the modern media and information it presents? What's your attitude to the way news is given to the public? What tends to appear most often in the news on TV and in the printed press? Use the following adjectives to help you express your ideas.

worthwhile / informative / uplifting / violent / shallow / objective / sensational / biased / exaggerated / annoying / frustrating / exclusive / newsworthy / harmful / informative / impressive

READING

5. Read the text and think about the best heading for it. What is the girl's attitude to television? What was the impact of television described in the text?



I was eight years old when I lost my first very best friend, Lucy. We used to spend hours playing together in my backyard. Then, one August day long ago, Lucy's mother called earlier than usual for her to come home right away and see what her daddy brought them. It was the last time I played with her.

I knocked on my friend's door every day, but her mother always said that Lucy was busy and couldn't come out to play. I tried to phone, but her mother always answered saying Lucy couldn't come to the phone. Why was Lucy too busy to play? She had to be dead. Nothing else made sense. What else could separate such great friends? I cried and cried.

Some weeks later I overheard my mother saying to my father how maybe I would calm down about Lucy if we got a TV too. And what? What on Earth was a television? The word was new to me. At last I knew what had happened to Lucy. "The television ate her!" "Oh, Linda," – my parents said, laughing. "Television doesn't eat people. You'll love television just like Lucy."

Christmas arrived and Santa Claus brought us the television. "See?" – my parents said – "television doesn't eat people." Maybe not. But television changes people. It changed my family forever.

We stopped having dinner at the table after my mother found out about TV trays from the commercials. During the meal we used to talk to one another. Now television talked for us. Daddy stopped buying books. He watched television now. But it was Daddy who had taught me the joy of reading. Mama and Daddy stopped going to the movies. "Most movies will one day show up on TV", – they said. After a while, Daddy and I didn't play baseball anymore. We didn't play any games at all.

Maybe the TV hadn't actually eaten Lucy, but once her parents turned her in the direction of that box, she never looked back. Maybe if her parents had allowed her to further experience real life, she wouldn't have been satisfied with a 50-centimeter world. All I know is I never had another first best friend. What's more, I was right all along: television really eats people.

(article credits: Linda Ellerbee)

6. Answer the following questions according to the text.

- 1) What criteria do you use in deciding whether or not to watch a TV programme?
- 2) What beneficial activities can TV keep people from doing?
- 3) Do you think that TV gives us a distorted view of life and teaches us wrong values?
- 4) What are the main positive functions of TV, does it fulfil them properly?
- 5) How can parents control their children's TV viewing and keep them from watching things inappropriate for their age?
- 6) What serves a subject of addiction for nowadays modern youths?

GRAMMAR

GRAMMAR BANK

DIRECT AND INDIRECT SPEECH

In grammar, when you report someone else's statement in your own words without any change in the meaning of the statement, it is called **indirect speech**. Quoting a person's words without using one's own words to bring about any change in the meaning of the statement is **reported speech**.

Ex.: *Cate Blanchett said, "I had to put on an American accent for the film". – direct*
Jonny Depp said that everyone looked so glamorous on the Red Carpet. – indirect

	DIRECT	INDIRECT	CLAUSE
STATEMENT	"I'm tired", I said.	I told them (that) I was tired.	that-clause
QUESTION	"Are you ready for the air?" the editor asked Jane. – "When shall we start?"	The editor asked Jane if/whether she was ready for the air. He asked her when he should start.	if- /whether-clause wh-clause
COMMAND	"Turn it off!" dad said.	Dad ordered us to turn it off.	to-infinitive clause

As a rule, *when you report* something that someone has said you *go back a tense*: (*Present into Past, Future into Future-in-the-Past*). If the reported sentence contains *an expression of time*, you must *change it to fit in* with the time of reporting (*this-that, ago-before, now-then*). *Say, tell, and ask* are the most common verbs used in indirect speech.

NOTE! You **SAY** something to somebody and **TELL** somebody about something.

But here are many other verbs we can use instead. These include: *accuse, admit, advise, agree, apologise, beg, warn, complain, deny, explain, invite, offer, order, promise, reply, suggest, thought, convince, inform, persuade, announce, claim, doubt, insist, mention, state, suppose.*

7. Look through the text in Ex.5 again and find the examples of both direct and indirect speech. Transform the sentences correspondingly. Refer to the Grammar Bank above if necessary.

For example: "Oh, Linda," my parents said, laughing.

My parents pronounced my name laughing.

... her mother always said that Lucy was busy and couldn't come out to play.

... Lucy's mother always said, "Lucy is busy and she can't come out to play"

8. Choose the best option to complete the articles. Then match the headings to the stories.

Who do you think you are?

Who needs it!

Just drying the car.

1) Police *confiscates/confiscated* the car and driver's license of a man *had caught/caught* speeding who said he *was trying/had been speeding* to dry his car after he *washed/had washed* it. The 21-year-old was stopped in Paris driving at 69 mph, about 33 mph over the speed limit, police *says/said*. "Because he *doesn't/didn't* have his driver's license with him, his clean car *has been/was* confiscated until he produces it," a police spokeswoman said.

2) A woman *had woken up/woke up* over the weekend to find a man she *doesn't/didn't* know in her flat. She called the police. Mary Clerk *said/told* the police officer she *heard/had heard* some strange noise in the kitchen and *decided/had decided* to check it. The man said he *wants/wanted* to talk to her about their mutual project as agreed. Mary didn't know Peter Fox, but Peter told the police he *knows/knew* Mary because she *was/is* his colleague. He *asked/told* her to confirm his words. But Mary *accused/ashamed* Peter of a robbery attempt, so she showed him out the door without incident. Only then Peter *realized/had realized* she was the wrong person and he *had got/got* the wrong door. He *apologized/excused* and *asked/told* the police to help him find the right address.

3) A man *has set/set* his car on fire when he heard how much he *must/had to* pay to reclaim it after it was towed away for illegal parking. An attendant *ordered/told* the daily press the man *was/were* very calm. "He *had gone/went* to his car, *taken/took* a few things then *opened/had opened* the hood and *set/was setting* the engine on fire. When it *had gone/was* well ablaze he *had got/got* back on his bike and *had ridden/rode* off."

LISTENING

9. Look at the two storyboards. Think what might be happening in these pictures. Listen to the stories and check your ideas. Note that the stories are reported, but your task is to write them in direct speech.



SPEAKING

10. Work in groups of three or in pairs, think of some character of a fairy tale, cartoon, or movie. Make up a quiz and play with another team.

*For example: – What did the Evil Queen ask the magic mirror?
She asked him who the fairest of them all was.*

WRITING

11. Prepare a short report about three recent events you found interesting. Answer the questions *Who?*, *What?*, *Where?*, *When?*, and *Why?* Don't forget about an eye-catching headline and bright pictures.



ART AND MEDIA

ART OF ENTERTAINMENT

- What do you normally do or where do you usually go to spend time with pleasure?
- What do you find the most entertaining?
- What are some popular forms of entertainment in your country? Pictures at this page can help you.
- Who is the most famous artist in your country? What kind of art does he/she do?



VOCABULARY

1. What places can you go to have fun? Look at the pictures and match the synonyms to the given words.

- | | |
|----------------------|---------------------|
| 1) <i>theatre</i> | a) scene of actions |
| 2) <i>cinema</i> | b) fancy fair |
| 3) <i>circus</i> | c) music show |
| 4) <i>zoo</i> | d) dramatic art |
| 5) <i>exhibition</i> | e) movie house |
| 6) <i>gig</i> | f) wildlife park |



2. Look at the list of words we can use to describe a film, a show, a book, or other event. Put them into the correct column.

breath-taking / convincing / engaging / intriguing / fascinating / thrilling / thought-provoking / boring / tense / action-packed / disturbing

POSITIVE MEANING

NEGATIVE MEANING

READING

3. Do you know how films are created? Where does it usually happen? Who does it? Read the text and answer these questions.

At the beginning of the 20th century, a new industry was being born in America. It was the cinematography and people started talking about «*motion pictures*», which became shortened to «*movies*» soon. They were a series of *still images* that, when shown on a screen, created the illusion of *moving images*.

US movie industry started life in New York; but by 1910, *movie-makers* had moved to Los Angeles, a new city that grew on some flat land near the sea in southern California. New York was too expensive: workers, land, taxes, everything. At the same time, the Los Angeles region was full of advantages. There was lots of land for sale which was much cheaper. So, the movie-makers found what they needed a few miles outside Los Angeles; and before long, large new *studios* were being built in an area called Hollywood, at the foot of some small, dry hills.

The earliest films were in *black and white*, under a minute long, and without recorded sound and mostly single scene. The first *feature-length colour film* was produced in 1918 – there were many difficulties, both technical as well as commercial, facing the industry as it worked to bring colour to the silver screen. Movies became very popular quickly when the «*talkies*» first appeared in 1925. Although they were expensive to make, and *film companies* needed lots of money. Because of that, Hollywood rapidly became dominated by a small number of big companies such as 20th Century Fox, Warner Bros, and Paramount.



For the last 80 years, Hollywood has changed greatly. The big companies have had their ups and downs, although most of them still stay on course. Companies like *Disney Animated Studios*, founded by two brothers, Walt and Roy O. Disney in 1923, or *Amblin Entertainment*, established in 1981 by Steven Spielberg, who is also a famous *film producer* as well as a *director*, are still leaders in the American *animation, movie, and television* industry. Today the biggest studios belong to huge international firms. It is only huge companies like Fox that can afford to make today's very expensive films; and for Titanic - which was at the time the most expensive film ever – Fox had to get help from another big company, Paramount.

Now we live in the age of *global culture*. It wasn't Hollywood that invented this culture – but for better or for worse, it has become one of the most powerful elements in it. The suburb of Los Angeles has become the headquarters of a global *dream-machine*. Whether we like it or not, there is now a separate planet called Hollywood. Due to Hollywood, today people all over the world have similar dreams and can make them come true like it always is in Hollywood films.

4. Finish the sentences so that they reflect the information that you read in the article.

- 1) A new American industry was born ...
- 2) American film-makers left New York ...
- 3) The first films were ...
- 4) The major film studios are ... which ...
- 5) Walt and Roy O. Disney were ...
- 6) Steven Spielberg is ...
- 7) Titanic was ...
- 8) Hollywood was ... and has become ...



5. Use the words in colour to make up sentences that summarise the history of the movies. Retell the story.

LISTENING

6. Do you fancy going to the cinema? Which genre is your favourite? Listen to the three students: Paul, Emily, and Jessica, who are giving their opinion about going to the movies. Which types of films are mentioned?

7. Listen to the recording once again and complete the sentences with the names of the speaker who said that.

- 1) _____ watches most films through the Internet.
- 2) _____ slept badly for a week after watching the last horror film at the cinema.
- 3) _____ prefers watching films in the cinema and gets annoyed when somebody breaks the silence.
- 4) _____ doesn't like her friends to reveal the plot of a film before she watches it.
- 5) _____ feels that watching a film at the cinema is different from watching it through the Internet.
- 6) _____ she doesn't like to concentrate, so dramas and actions are not for her, she finds it difficult to relax with such films.

GRAMMAR

GRAMMAR BANK

REPORTING WORDS

There are several different patterns used after reporting verbs.

– reporting verb + to: *threaten, offer, refuse, promise, agree, want, wish, etc.*

Ex.: Leave or I'll call the police – He threatened to call the police.

– reporting verb + someone + to: *remind (of), ask, recommend, advise, forbid, encourage, invite, warn, order, tell, persuade, command, invite, encourage, urge, beg, etc.*

Ex.: "Would you like to come to the party" – He invited me to come to the party.

– reporting verb + -ing: *admit (to), suggest, regret, advise, recommend, deny, etc.*

Ex.: "I didn't break the window" – He denied breaking the window.

– reporting verb + preposition + -ing: *complain (to sb) about, accuse sb of, insist on, apologise (to sb) for, congratulate on, boast about, blame for, etc.*

Ex.: "Congratulations! You passed the test!" – He congratulated me on passing the exam.

– reporting verb + that-clause: *complain, admit, explain, promise, deny, suggest, claim, doubt, exclaim, hope, think, expect, feel, add, point out, agree, reply, answer.*

Ex.: "You never phone me" – He complained that I never phone him.

NOTE! The verb "to suggest" has a few patterns:

Suggest + gerund

He suggested going to the cinema.

Suggest + that + subject + (should) + V

He suggested that we go to the cinema.

Suggest + that + subject + Past Simple

He suggested that we went to the cinema.

8. Rewrite the sentences into indirect speech. Use the reporting verbs in the brackets. Refer to the Grammar Bank above if necessary.

- 1) "Why don't we go to Brazil on holiday next summer?!"
Paul _____ (suggest)
- 2) "I'm not wearing this dress for the party, definitely!"
Carol _____ (refuse)
- 3) "The new teacher will start teaching next week."
The headmaster _____ (announce)
- 4) "Don't make so much noise children or the neighbours will phone the police now."
Dad _____ (tell)
- 5) "I wouldn't miss my lessons if I were you, Tom."
Emily _____ (advise)
- 6) "We're so sorry for being late, but we couldn't park the car as soon as we expected."
They _____ (apologize)
- 7) "My sister studies at London University this year."
Tom _____ (comment)
- 8) "You can't enter the library if you haven't got your card."
The librarian _____ (prohibit)

9. Choose the appropriate reporting verb and report the character's words.





SPEAKING

10. Who said that? Look at the posters of films. Have you seen these films? Describe the plot for the types of films they are. Match the quotes to the posters and guess which characters said them. Report their statements.



- a) "My name is Maximus Decimus Meridius, commander of the Armies of the North, General of the Felix Legions, and loyal servant to the true emperor, Marcus Aurelius. Father to a murdered son, husband to a murdered wife. And I will have my vengeance, in this life or the next."
- b) «It was Beauty killed the Beast.»
- c) «Magic Mirror on the wall, who is the fairest one of all?»
- d) "We wants it, we needs it. Must have the precious. They stole it from us. Sneaky little hobbitises. Wicked, tricksy, false!"
- e) "Why... so... serious?"
- f) "Keep your friends close, but your enemies closer."
- g) "There's no place like home."
- h) "The truth is... I'm Iron Man."

11. Imagine you are planning your weekend together with your partner. Make up a dialogue with your partner. Use the phrases below to help you.

Suggestions

- 1) Do you feel like going out?
- 2) Fancy going for something to eat?
- 3) How about seeing that new Brad Pitt film?
- 4) Why don't we go to the gig this week?
- 5) Let's attend the theatre.
- 6) I fancy seeing that new French exhibition.

Responses

- a) I don't think I want to...
- b) That's a good idea!
- c) Well to be honest, I would rather...
- d) I quite fancy...
- e) What's on?
- f) We could....and...instead.

WRITING

12. Write a review of a theatrical performance, film, concert, etc. Follow the plan:

- 1) **Introduction:** time, name, and place of the show
- 2) **Main body:** cast and plot, acting and special effects, props and costumes
- 3) **Conclusion:** impressions, emotions, recommendations



MUSEUMS: DO YOU LOVE THEM OR HATE THEM?

– Look at the pictures and try to guess the names of each museum.



1



2



3



4

– Do you know where each of them is located? Match 1-4 to a-d.

1) THE LOUVRE

2) THE HERMITAGE

3) THE BRITISH MUSEUM

4) MADAME TUSSAUDS WAX MUSEUM

a) Saint Petersburg, Russia

b) Amsterdam, the Netherlands

c) Paris, France

d) London, England

VOCABUARY & READING

1. Read the texts about the museums and match the passages to their names above.

1) Originally a simple defensive fortress, it was for a long time one of the main residences of French kings. It became a museum in 1793, and now *exhibits* over 73,000 sq. m of Western *artworks* from the Middle Ages to 1848, as well as the art of ancient civilizations. Some 35,000 artworks are *on display*, the oldest of which *date back* over seven thousand years.

2) It consists of a complex of several buildings on the banks of the Neva River, the most important of which is the Winter Palace, which was the official residence of the ancient Tsars. The museum's *collection* was formed through the private collection that the czars were gathering over several centuries. The museum exhibits more than 3 million works of art: *paintings*, sculptures, *archaeological pieces*, etc. They say that going through all the rooms means walking around 24 kilometers.

3) It's one of the world's largest and most important museums of human history and culture. It has more than seven million exhibits from all continents. They *illustrate* and *document* the story of *human culture* from its beginning to the present. As with all other national museums and art galleries, the Museum *charges* no admission fee. It was the first museum in the world to be open to everyone and gradually grew over the next two hundred years. It has nearly six million visitors a year and is the third most popular art museum in the world.

4) Featuring 11 different zones, visitors can *get close to* some of the most famous faces in the world with a visit to this museum. Strike a pose on the red carpet with Hollywood celebrities such as Benedict Cumberbatch, George Clooney, Kate Winslet and more. *Snap a selfie* with music legends such as Adele and Beyoncé. *Step into* the interactive sports zone where you'll see iconic names such as Muhammad Ali, Usain Bolt, David Beckham and Jessica Ennis-Hill CBE. *Meet* some of the greatest *cultural and historical figures* from Picasso to Albert Einstein and William Shakespeare; as well as World Leaders such as Nelson Mandela and Martin Luther King. You can even enter the Marvel and Star Wars universes and meet your favourite characters here!

2. Use the words in colour and say what the main purpose of the museum is.

Tell what you can do, see, and learn there.

3. Match the words to their definitions.

- | | |
|-------------------------|--|
| 1) <i>souvenir</i> | a) the art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone, or an object made in this way; |
| 2) <i>donation</i> | b) an object that is made by a person, such as a tool or a decoration, especially one that is of historical interest; |
| 3) <i>wander around</i> | c) public display of art/works/items held in a museum/gallery for people to see; |
| 4) <i>exhibition</i> | d) the fee charged to enter the place; |
| 5) <i>artefact</i> | e) money (or something) you give in order to help museum/gallery; |
| 6) <i>sculpture</i> | f) to walk slowly across or around an area; |
| 7) <i>guide</i> | g) a shop that sells goods that are suitable for giving as presents; |
| 8) <i>admission fee</i> | h) an item on display in the museum; |
| 9) <i>gift shop</i> | i) something you buy or keep to help you remember a holiday or special event; |
| 10) <i>exhibit</i> | j) a place where people can see a collection of wax models of famous people; |
| 11) <i>waxworks</i> | k) a person employed to show tourists around the place. |

4. Use the words from Ex.3 to complete the dialogue.

Peter: On Saturday I enjoyed wandering around Madame Tussauds Wax Museum. Have you ever been there?

Vicky: No, I haven't. Is there an 1) _____?

Peter: No, it is free to enter, but you can make a 2) _____.

Vicky: Sounds good. What 3) _____ are on display at the moment?

Peter: There are many! As you may already know, Madame Tussauds is a major 4) _____ in Amsterdam, displaying the 5) _____ of famous and historic people and also popular film characters.

Vicky: Sounds like a pretty interesting place to 6) _____! I bet they have an excellent 7) _____.

Peter: Yes, there is a wide variety of 8) _____. Also, 9) _____ will tell you the most interesting things about 10) _____ there, some incredible stories or interesting history facts. It is for sure, this wax museum must be seen!

5. Look at the useful phrases you might need visiting the museum. When might you use them?

- 1) *May I take photographs?*
- 2) *Are there any guided tours today?*
- 3) *Only for the exhibition.*
- 4) *Who's this painting/sculpture by?*
- 5) *Do you have a plan of the museum/an audio-guide?*
- 6) *This museum's got a very good collection of oil paintings/ancient artefacts.*



ART AND MEDIA

LISTENING

6. Listen to the three students and decide what museums they are talking about. Match the pictures to the numbers in the order you hear them mentioned. Have you ever been to any of these museums? Would you like to? What is so special about them?



7. Read the quiz about the British Museum. Listen to the recording and choose the correct answer.

- How many people visited the museum during the first day when it was opened to the public in 1759?
 - 150
 - 15
 - 65
 - 75
- On Friday 16th August, 2013, how many people visited the museum?
 - 33,848
 - 33,484
 - 38,487
 - 34,848
- How many people saw the exhibition called Life and Death in Pompeii in 2013?
 - 250,000
 - 471,000
 - 407,000
 - 251,000
- How many people came to visit the most popular exhibition of Tutankhamun?
 - 1,600,000
 - 1,000,600
 - 1,006,000
 - 1,000,060
- When was a sculpture Elgin Marbles carved?
 - 196BC
 - 1200AD
 - 1390BC
 - 1325AD
- What was the total number of visitors to the museum in 2017?
 - 5,906,716
 - 6,509,617
 - 5,609,176
 - 6,059,761

GRAMMAR

GRAMMAR BANK

DATES AND TIMES WITH PREPOSITIONS

If you *write dates*, write: **27th June 2010 / 27 June 2010 / 27th Jan 10**

If you want to *say the date*, say: **The twenty-seventh of June, twenty-ten**

use ON for days:	use IN for centuries, decades, years, seasons, and months:	use AT for times:
<i>on Friday</i> <i>on March 15th</i> <i>on my birthday</i> <i>on Monday morning</i> <i>on Christmas Day/Eve</i>	<i>in the 18th century</i> <i>in the 1960s</i> <i>in 2001</i> <i>in the summer</i> <i>in October</i>	<i>at 3:30</i> <i>at noon.</i> <i>at quarter past four</i> <i>at Easter</i> <i>at weekend</i>

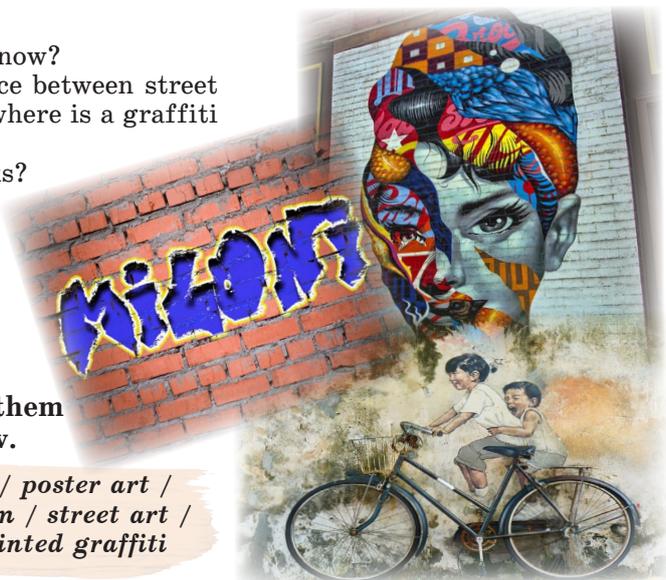
NOTE!

We do not use *at*, *on*, *in* or *the* with the following expressions: *today, tomorrow, yesterday, this morning, tonight, last, next, every (day, week, month, year)*. Also we say *in the morning/afternoon/evening*, but *at night*.



GRAFFITI: ARTWORK OR VANDALISM?

- How many forms of street art do you know?
- How do you think what is the difference between street art and graffiti? Look at the pictures, where is a graffiti and a street art?
- How would you characterize these works?



VOCABULARY

1. Look at these types of graffiti and fill them into the blanks in the sentences below.

visual art / art boom / stencil graffiti / poster art / sticker art / video projection / vandalism / street art / street installation / mural / spray-painted graffiti

- 1) _____ is a term defining forms of _____ created in public locations.
- 2) It is usually unsanctioned _____ executed outside of the context of traditional art venues.
- 3) The term gained popularity during the graffiti _____ of the early 1980s and continues to be applied.
- 4) _____, _____, _____ or _____, and _____ or _____ are common forms of modern street art.
- 5) Traditional _____ artwork itself is often included in this category, excluding territorial _____.
- 6) _____ is any piece of artwork painted or applied directly on a wall, ceiling, or other large permanent surface.

2. Do the Graffiti quiz to know more about its origins.

- 1) Graffiti artists usually use:

a) coloured paint	b) spray paint	c) crayons
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- 2) What is graffiti done without permission on private property known as?

a) vandalism	b) black art	c) bootlegging
--------------	--------------	----------------
- 3) Which ancient civilization has evidence of graffiti?

a) Greek	b) Aztec	c) Egyptian
----------	----------	-------------
- 4) Which type of music is related to graffiti?

a) Pop	b) Rock	c) Hip-hop
--------	---------	------------
- 5) Which of these walls was graffiti painted from end to end?

a) The Great wall of China	b) The wall on Wall street	c) The Berlin wall
----------------------------	----------------------------	--------------------
- 6) What is Giraffitti?

a) graffiti about animals	b) very colourful graffiti	c) graffiti in inaccessible places
---------------------------	----------------------------	------------------------------------
- 7) The modern word graffiti is from the Italian word "graffiato" which means:

a) illegal	b) wall	c) scratched
------------	---------	--------------
- 8) Where did modern Graffiti originated?

a) Lisbon, Portugal	b) Madrid, Spain	c) New York, the USA
---------------------	------------------	----------------------
- 9) What is the most famous Graffiti artist?

a) Lee	b) Banksy	c) Dondi
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READING

3. Read the following text. Match the words in colour to their synonyms below.

inscriptions / damage / to remove paint / pictures / band / titled / connection / careless / call / untidy / run-down areas (2)

Graffiti means many things for different people. Some people associate graffiti with vandalism and the destruction of property. The word “graffiti” comes from Italian and has a negative meaning, reminding us that graffiti is not a socially desired good. In general, graffiti is the decoration of a public space, with a message or creation, of an individual or a group. It’s mostly represented in **tags**. It can look **slovenly**, gaudy, **derelict**, and like art. Its purpose can be to spread a message, claim ownership or for art. When ancient peoples conquered an area, they used stones and tools to destroy or deface existing murals and monuments, showing that they were the new owners. Similarly, in modern times, **gangs** use graffiti to claim “ownership” of a town. However, artists in the past couple of decades have been changing the social nature of graffiti, using it as a thought-provoking tool for social change by bringing art to the streets. This movement of bringing art to the streets has been appropriately introduced as “street art.”



Graffiti is usually illegal, because it can deface publicly owned property and because some messages are controversial. Governments suffer great expense making **designated** graffiti zones, repairing damage, and buffing “**Don’t worry, be happy**” or “**Kings Rule**” from public transport and buildings. Challenge graffiti, which is a way of recording an achievement, also takes place and is often seen in tourist locations. For example: “**I’ll love you forever**” padlock fences; or “**I was here**” a top mountain peaks.

Despite the illegality and negative stereotypes, graffiti isn’t all bad. In fact, it is now against the law to **buff** or **deface** any of Banksy’s popular, controversial graffiti pieces. “**Graffiti saved my life**” – teens who graffiti typically: avoid other illegal activities; form supportive friendship groups and strong **bonds** with their area; use their voice to transform the plain, concrete-jungle around them. There are also numerous types of legal graffiti, and modern technology has given rise to the advent of electrical graffiti!

Street art can have a social impact and **spark** global change. This was most recently noted by street artist and photographer JR, who wishes to bring global awareness to social issues by highlighting them through his art, often giving them a human face. Working with a team of volunteers in various urban environments, he mounts enormous black-and-white photo **canvases** that spread on the buildings of the **slums** around Paris, on the walls in the Middle East, on broken bridges in Africa, and across the **favelas** of Brazil. JR is one of the many street artists who has been making people think about the world in which we live in a different way. JR’s work combines art and action, and deals with commitment, freedom, identity and limits.

4. Answer the questions according to the text.

- 1) Does the society and government have a positive attitude to graffiti?
- 2) How has the main intention of graffiti changed since ancient times?
- 3) What are the most common places for graffiti?
- 4) Is graffiti encouraged by the law?
- 5) What are the examples of positive graffiti influence?
- 6) Who are the two famous graffiti artists?
- 7) What is a special style JR has?
- 8) How are graffiti and street art different?
- 9) Do you personally consider graffiti to be art?

GRAMMAR

GRAMMAR BANK

EXTREME ADJECTIVES

There are two types of adjectives in English: **gradable** and **non-gradable**.

Gradable adjectives have degrees (quite cold, a little cold, extremely cold).

But non-gradable don't, as they already have the meaning of the strongest – extreme degree: *Ex.: freezing = extremely cold.*

So *cold* is a **regular adjective**, but *freezing* is an **extreme one**.

With regular adjectives, we **can** use these adverbs: *a little, a bit, slightly, fairly, rather very, extremely, immensely, intensely, hugely*: **rather interesting, immensely tired;**

With extreme adjectives, we **cannot** use these adverbs.

However, there are other three words that can be used to add emphasis to the extreme adjective: *absolutely, utterly, completely*: **absolutely furious, utterly.**

The words *pretty* and *really* can be used with both regular and extreme adjectives:

Ex.: This room is pretty dirty. (regular) – This room is pretty filthy. (extreme)

Check the meanings of the following extreme adjectives; memorize them:

furious, awful, huge, hilarious, wonderful, fantastic, fascinating, ancient, starving, exhausted, astounding, tiny, boiling, packed, spotless, hideous

5. Find adjectives in the text in Ex. 3. Form their comparative and superlative forms. Refer to the Grammar Bank above if necessary.

6. Complete the sentences choosing the most suitable extreme adjective.

- 1) The comedian was *astounding/fascinating/hilarious*! I laughed so hard I was almost crying.
- 2) The kitchen was *furious/hideous/spotless* by the time she finished cleaning it.
- 3) These *ancient/filthy/packed* ruins were built by the Mayans thousands of years ago.
- 4) In my evaluation, the teacher said I was a *horrible/gorgeous/wonderful* student and a joy to have in class.
- 5) My brother was *awful/furious/starving* when I broke his brand – new cell phone.
- 6) The first time I had to speak at a big conference, I was *exhausted/terrified/terrible* – my hands were actually shaking!
- 7) This hearing aid is so *astounding/filthy/tiny* you can barely see it.
- 8) That dress is *hideous/freezing/spotless*. I can't believe it's considered "fashionable"!
- 9) My kids fell asleep on the car ride home from the zoo – they were *exhausted/furious/terrifying* from running around all day.
- 10) I'm not really into politics, but I find science *gigantic/fascinating/starving*.

7. Decide whether the sentences are grammatically correct. Mind the adverbs.

- 1) That painting is gorgeous – the artist has a real talent.
- 2) These books are ancient – they were written two hundred years ago.
- 3) The classroom was empty during the week before Christmas; everyone had gone on vacation.
- 4) He became a multi-millionaire by the time he was 25 years old. His success is absolutely astounding.
- 5) It's a bit hot in here; could you open the window?
- 6) This project is gigantic – it's far too much work for just one person.
- 7) He lost his job and his car was stolen in the same week? Wow, that's really awful.
- 8) It's extremely essential that you bring all the necessary documents to your visa interview.
- 9) Your essay was nearly perfect – there was only one small punctuation error.
- 10) My new apartment is tiny; there isn't enough room for all my furniture.

LISTENING

8. Check the meaning of the words given below. Listen to the recording and write down the phrases or collocations with the use of these words.

pseudonym / stencils / slogans / auctions / nominated / recognizable

9. Have you ever heard of Banksy before? Listen to the recording once again and say whether the following sentences are true (T) or false (F). Correct the false sentences.

- 1) Banksy hardly ever gives interviews and likes to be anonymous.
- 2) He began his career in England. He is British.
- 3) Banksy never displays his art on publicly visible surfaces.
- 4) His works are humorous and never have any underlying message.
- 5) *Balloon Girl* is the only one of his artworks that became popular.
- 6) *Exit Though the Gift Shop* is a mural, depicting street artists in Los Angeles.
- 7) Banksy is also famous for his paintings and films.
- 8) He never gets any prize for his works.



SPEAKING

10. Look at these images by the infamous and secretive street artist Banksy. Describe what you can see in each of them.

- 1) What do you think of them? Do you like them? Are they funny/ offensive/ political?
- 2) Do you think there are any political or social messages that Banksy is trying to convey?
- 3) Some people have described Banksy's work as vandalism? Do you agree? Does his work encourage crime? Should this kind of art be banned?
- 4) Banksy has been able to keep his identity a secret. Why do you think he has done this? Who do you think he is?
- 5) Can you think of examples of street art in your city or places you have visited? Describe them to your partner/your teacher.

WRITING

11. Look at the image of the girl with a basket, she is being inspected by the policeman. Make up a story about what happened before and what happens next. Write about 100-120 words.





TV ICONS

- Look at the TV guide page and decide what kinds of programmes are being shown, write the times for each.

cartoon _____
 news _____
 chat show _____
 reality show _____
 current affairs programme _____
 soap _____
 sitcom _____
 documentary _____
 wildlife programme _____
 game show _____

- Which of them do you prefer watching? Have you ever seen any of these programmes before?

VOCABULARY

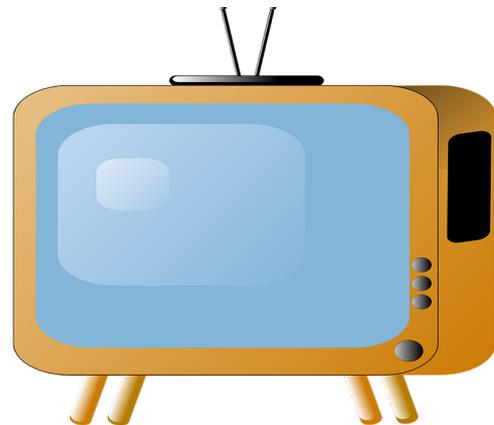
1. Look at the programmes above and say who leads these shows. Who is the presenter in each of them, if there is one? Match the people in box A to the TV programmes in box B. (There may sometimes be more than one possible answer).

A. *commentator / presenter / guest / host / contestant / soap star / celebrity / narrator / correspondent / newsreader*

B. *game show / chat show / news bulletin / soap opera / wildlife / documentary / current affairs / sports programme*

2. Complete the sentences. Two words are right, one is wrong. Which word cannot be used in the sentence?

- 1) Could you *turn/switch/get* the television on, please?
- 2) Did you *watch/look at/see* the news last night?
- 3) He switched the TV *on/in/off*.
- 4) He used the remote control to change the *station/channel/television*.
- 5) What's on *telly/tele/TV* tonight?
- 6) Could you *record/make/video* the football for me? I'm out this evening, but I want to watch it when I get in.



FOX

6.30	THE MICKEY AND DONALD SHOW ANIMATED DISNEY	Animated Disney fun for younger viewers.
7.00	GIANT OF THE OCEAN	A from-birth-to-death look at the amazing life of the blue whale, the biggest animal on Earth.
7.30	EASTENDERS	The Walker family make a terrible discovery and Angela looks forward to her 18th birthday party.
8.00	WHO WANTS TO BE A MILLIONAIRE	More contestants hoping their general knowledge will win them a million.
8.30	BIG BROTHER	Who will be evicted from the house tonight? Plus highlights of yesterday's events.
9.00		NEWS AT NINE O'CLOCK
9.30	THE ROYLE FAMILY	More hilarious moments from the family that spends its life in the living room. Last in the series.
10.00	IN CONVERSATION WITH JONATHAN PARKINSON	This week's guests are singer Robbie Owen, TV presenter and author Michael Chapman, and to chat about her new film, actress Barbara Buckingham.
11.00	PANORAMA	An investigation into homelessness on our streets.
11.30	A WEEK IN POLITICS	A look at the major political stories in the last seven days at home and around the world.

3. What should a TV presenter be like? How do you think they should behave? What are the main characteristics and obligations of a good presenter? Pictures at this page can help you answer. Fill in the missing words to complete the paragraph.

*introduce / host / pronunciation / attract / engage / present / voice /
manner / confident / appear / inform / act*

A TV presenter is a person who 1) _____ or 2) _____ programs on television. They are the famous public faces of television that 3) _____ with the unseen audience and 4) _____ to them live and recorded shows across various genres. These presenters work across international, national, regional areas and 5) _____ the audiences about the programs.

TV presenters should have a well-groomed appearance, 6) _____ and pleasing personality, and a good 7) _____ and 8) _____. Presenting on television is a very demanding and high-pressure job – these professionals have to work irregular hours, constantly be under bright lights and camera, and yet put up a confident and pleasant look whenever they 9) _____ on the screen. The actual nature of a presenter's job depends upon the programs they present, such as news, sports, reality show, etc.

Although there are several similarities shared by all presenters irrespective of the program genre, they have to 10) _____ as a link between the program items and the audience by introducing or hosting a program in an interesting 11) _____. Often celebrities may be roped in by channels to present a show in order to 12) _____ viewership. In my opinion, to be a good TV presenter is quite difficult, but really exciting.

LISTENING

4. Do you ever watch talk shows? Look at the pictures to see whether you know these show hosts, have you ever seen any of these shows? Listen to the recording about popular American talk shows and number the pictures in the order the shows are described.

5. Listen to the recording once again and say who these statements are about.

- 1) You can watch this show during the daytime, it teaches you to interact with unfamiliar people and also offers plenty of funny games for those who stay at home.
- 2) It's got lots of entertaining parts with different people from the whole world. Celebrities, politicians, and ordinary people, they all appear on this show.
- 3) This show isn't aired any more, but there are a same name channel, magazine, and a number of different organizations. It used to be the most watched show in America, famous for covering lots of exciting and serious topics, helping people in need, and presenting valuable gifts to its viewers.

6. Explain the meaning of the following words, which you could hear in the recording. Use them to talk about your favourite show.

*segment / family-friendly / interact / episode /
season / giveaway / net worth*

OPRAH

THE OPRAH WINFREY SHOW

a)

ellen

b)



c)

READING

7. Read the sentences about Oprah Winfrey's life. Do you think, they are true (T) or false (F)? Read the text and check your answers.

- 1) As a child, Oprah Winfrey lived in several different homes.
- 2) She had a happy life when she lived with her mother.
- 3) Oprah worked as a news announcer before she became a talk-show host.
- 4) Her first experience on TV was unsuccessful.
- 5) Oprah has thought of herself as an irresponsible person.



Millions of Americans and people in other countries watched the Oprah Winfrey Show every day. Oprah is a very successful talk-show host, who has come a long way from her grandma's farm without running water to the most influential woman in America.

Oprah Winfrey was born in Kosciusko, Mississippi on January 29, 1954. Oprah's mother was an unwed teenage girl and named her after a Bible character "Orpah" from the Book of Ruth. However, her name was misspelled "Oprah" on the birth certificate and she has been called Oprah ever since.

As a toddler, the girl was left to live with her grandma on a farm. Her life was hard and she had many difficult chores. The little girl learned to read when she was only 3. At the age of 6 she went to live with her mother but was abused and mistreated there. Later, at the age of 14, Oprah was sent to live with her father, who greatly encouraged the daughter to read and study.

Since the time Oprah was a small child growing up with her grandmother, she was a gifted speaker. She often spoke at church, at women's groups, and at school. When she was in high school, she won a speech contest and earned a full scholarship to college. She entered Tennessee State University and graduated with honour as an excellent student. In 1971, Oprah was encouraged to enter beauty contest and won first place. Then in her interview the girl mentioned that her passion was to be a journalist, so right after the show she was offered a job as a newsreader on the local radio. She became the first female African-American news anchor in Nashville history. She was only nineteen, but she knew then that her future was going to be in radio and TV.

In 1976, Oprah moved to a TV station in Baltimore, Maryland to work as a news presenter, but things were not working out very well. She was moved to a TV talk show called People are Talking. The first day on the job, Oprah knew she had found her calling. She said it was "like breathing." Soon her show became very popular. She was then hired to host a morning TV show in Chicago called A.M. Chicago, which was last in the ratings. However, in just a few months, it had taken over first place. A few years later, in 1986, the show was renamed The Oprah Winfrey Show and was broadcast all over the country. Her "Oprah's Book Club" made many people want to read more and many unknown authors very famous.

Although the show does not go on air anymore, Oprah still has a lot of power. She owns different talk shows, makes movies and programs for TV and the Internet, and runs her own magazine. Oprah has always been extremely encouraging personality and a role model for those being in difficulty and despair. With her story, she proved to be a living example of the American Dream. Oprah gives a lot of money for charity; many of her projects are about women and children. She once said: "I don't think of myself as a poor, deprived ghetto girl who made good. I think of myself as somebody who from an early age knew she was responsible for herself – and I had to make good."

8. Answer the questions about Oprah Winfrey, using the words given below.

showing personal emotions / childhood / poor / bad experiences / famous guests / billionaire / politics / № 1 talk show / The Oprah Winfrey show / helping people / charity / rich

- 1) What is Oprah Winfrey world famous for?
- 2) What is the American Dream?
- 3) People often say that Oprah can be seen as the living American Dream. Why?
- 4) How did Oprah change other people's lives? Give examples.
- 5) Why was "The Oprah Winfrey Show" so successful? Name at least two reasons.

GRAMMAR

GRAMMAR BANK

PREFIXES WITH VERBS AND ADJECTIVES

un-, in-, il-, ir-, and dis- are used to give adjectives (some verbs/nouns) a **negative meaning**: *happy – unhappy, possible – impossible, legal – illegal, correct – incorrect, regular – irregular*
un- and **dis-** can also mean **‘the opposite or to reverse an action**: *appear – disappear, lock – unlock*

There are some more prefixes in English, with a specific meaning:

re- (= again): *redo the task, retake the exam,*

over- (= too much): *oversleep in the morning, overcharge for the tickets, oversized parcel*

under- (= not enough): *underestimate my power, underpaid worker*

mis- (= badly or incorrectly): *misbehave at school, misunderstand the instruction*

inter- (=between): *interact with people, international partnership*

9. Find the examples of words with prefixes in the text in Ex.7. Can you tell what word they derived from? Use prefixes from the Grammar Bank above and form as many derivatives as possible with the words given. More than one prefix is possible with some words.

Adjectives: *_pleased/_moral_legible/_connected/_literate/_countable/_responsible/_graced/_relevant/_practical/_polite/_logical/_mature/_continued/_tolerant/_proper*

Verbs: *_connect/_hear/_inform/_agree/_like/_quote/_write/_match/_load/_shape/_qualify/_count/_view/_try/_populate/_value/_face/_calculate*

10. Fill in the gaps with the prefix *un-, in-, im-, il-, ir-, dis-*.

- 1) I love an regular schedule because of the predictability
- 2) He didn't like Lisa's boyfriend. It would be honest of him to pretend otherwise.
- 3) It was possible for her to arrive on time to the meeting.
- 4) The tickets are valid. You haven't stamped them.
- 5) Many legal immigrants were arrested last night.
- 6) I am convinced now. His arguments were resistible.
- 7) I hate to wait in queues. I'm too patient.
- 8) Look at her shoes. They're so usual.

SPEAKING

11. Match the TV programs to the presenter's name. Pick one of the shows and describe the format of the programme and the host. What do you like about it the most?

- | | | | |
|-----------------------|-------------------------|--------------------------------|------------------------|
| 1) <i>TSN news</i> | a) Oksana Marchenko | 4) <i>Ukraine has talents</i> | d) Alla Mazur |
| 2) <i>Master Chef</i> | b) Alla Kostromcheva | 5) <i>Ukrainian supermodel</i> | e) Ihor Kondratiuk |
| 3) <i>Karaoke</i> | c) Hector Jimenes-Bravo | 6) <i>Make a laugh</i> | g) Volodymyr Zelenskyi |

WRITING

12. Write a short overview of one of the Ukrainian TV channels, describe the types of programs it broadcasts, describe the content and main presenters. What is the targeted audience of the channel? How often do you watch it?

SELF-ASSESSMENT (1-6)

1. Describe a TV program which has made a strong impression on you. Tell why this TV program made such an impression on you.

- What kind of TV program it was (e.g. comedy, romantic).
- When you saw the TV program.
- What the TV program was about.

Model Answer:

- I do not watch TV that often nowadays...
- There are lots of programs that I really like and watch regularly...
- I watch mostly news and some selected TV programs.
- The TV program that made a strong impression on me was
- The TV program was called
- This was mainly a ... which emphasized the
- I watched the TV program on ..., the program was broadcasted at
- The program showed
- The spectators ...
- I have learned
- This program has helped me to
- I was actually inspired by this program and

2. Choose a piece of art to write an imaginary story. Or you can use the given pictures. There is a basic structure of your story below.



Introduction

- ✓ Write something about the picture you're describing (title, painter, genre, why you've chosen it, etc) and give a very brief description of what it shows.

First paragraph

- ✓ Who is the person in the painting?
- ✓ What was the person doing before the moment that is captured in the painting?

Second paragraph:

- ✓ What is the person doing in the painting?

Third paragraph:

- ✓ What happens next?

Conclusion

- ✓ There could be a surprising or funny ending to the story.

3. Choose the word which best completes each sentence.

- 1) A person's greatest piece of work is a _____.
a) masterpiece b) portrait c) gallery d) performance
- 2) It's an ancient _____, probably made by an alien race.
a) souvenir b) artefact c) donation d) scenery
- 3) The time of a day when most people are watching television is known as _____.
a) best time b) prime time c) popular time
- 4) The book has an _____ plot dealing with life during the Civil War.
a) breath taking b) thought-provoking c) action-packed d) far-fetched
- 5) A _____ posts an unkind review of your favourite singer's new CD. How do you respond?
a) news vendor b) blogger c) columnist d) presenter
- 6) _____ is something made or given shape by man, such as a tool or a work of art.
a) artefact b) sculpture c) donation d) guide
- 7) She was too _____ and distressed to talk about the tragedy.
a) awful b) furious c) starving d) exhausted
- 8) I do the same thing every day. My job is very _____.
a) confusing b) boring c) confused d) bored
- 9) He _____ me this funny story about what happened to him on holiday.
a) told b) said c) declared
- 10) "I enjoyed the film yesterday." She said (that) she _____ the film _____.
a) had enjoyed...the day before b) has enjoyed...the day after
c) had enjoyed...before
- 11) "We are not using the Internet now". The pupils said (that) they _____ the Internet _____.
a) was not using...than b) were not using ...then
c) were not using ... that
- 12) "Don't forget to post the letter!" He _____ to post the letter.
a) reminded me b) asked to me c) told me

4. Read the article and choose the best word to fill each space.

At 6pm on 14 November, 1922, Arthur Burrows read a 1) _____ bulletin. Burrows read the bulletin twice, once fast and then slowly, so that listeners could take 2) _____ if they wished. It included a report of a train robbery and an 3) _____ political meeting, some sport result, and weather 4) _____. It had a staff of just four and its mission was to 5) _____, inform, and entertain.

By 1930, half the homes in Britain had a 6) _____. They could listen not only to the news, but also to dramas, classical music concerts, chart shows, children's 7) _____, and live sports coverage. When the Second World War began in 1939, BBC radio was a very important channel of news, and of 8) _____ to cheer people up in difficult times.

During the War, it broadcasted in many different languages and had large numbers of European 9) _____. Today it broadcasts by radio, internet, and satellite in twenty-seven 10) _____.

Television 11) _____ was suspended from 1 September 1939 to 7 June 1946, during the Second World War. When it returned in 1946, viewers could enjoy anything from Disney's Mickey Mouse 12) _____ to coverage of the Olympic Games. From its beginning to the 21st century, the BBC has played a 13) _____ role in British culture. It has also been known as "The Beeb", and "Auntie".

- | | | | |
|-------------------|------------------|----------------------|------------------|
| 1) a) news | b) program | c) channel | d) advertisement |
| 2) a) notes | b) news | c) attention | d) shows |
| 3) a) interactive | b) good | c) important | d) impressive |
| 4) a) program | b) information | c) forecast | d) prediction |
| 5) a) study | b) present | c) tell | d) educate |
| 6) a) satellites | b) radio | c) set-top box | d) trivia |
| 7) a) programmes | b) channels | c) sitcom | d) viewers |
| 8) a) achievement | b) entertainment | c) training | d) mass media |
| 9) a) viewers | b) players | c) listeners | d) students |
| 10) a) countries | b) commercials | c) national networks | d) languages |
| 11) a) prime-time | b) broadcasting | c) documentary | d) advertising |
| 12) a) cartoons | b) talk shows | c) game shows | d) comedies |
| 13) a) prominent | b) additional | c) well-known | d) obscure |

GET READY FOR YOUR TEST

A. Choose the best option to complete the sentence.

- 1) You gained some weight = You put (*on, up, in*) a few pounds.
- 2) Don't tell anyone about it. = Keep it (*to, for, in*) yourself.
- 3) Have you been in contact with Sarah? = Have you heard (*about, of, from*) Sarah?
- 4) I've been spending time with her. = I've been hanging (*out, in, on*) with her.
- 5) Please take care of my little sister. = Please look (*after, about, at*) my little sister.
- 6) He disappointed me. = He let me (*down, back, out*).
- 7) You can trust me. = You can count (*at, on, for*) me.
- 8) We often eat in restaurants. = We often eat (*around, out, in*).
- 9) I can't understand why you would say that. = I can't figure (*in, about, out*) why you would say that.
- 10) He is planning something. = He is up (*to, for, with*) something.

B. Choose the correct preposition to complete the sentences.

- 1) Are you surprised _____ the outcome of the game?
a) *by/around* b) *by/in* c) *by/at*
- 2) I'm not guilty _____ this crime!
a) *of* b) *with* c) *in*
- 3) I'm a little short _____ cash these days.
a) *on* b) *in* c) *with*
- 4) Are you excited _____ your trip?
a) *with* b) *on* c) *about*
- 5) Don't be frightened _____ him. He's harmless.
a) *of* b) *at* c) *about*
- 6) He's really tired _____ being told what to do.
a) *of* b) *at* c) *with*
- 7) I don't remember names well. = I'm not good _____ names.
a) *with* b) *in* c) *around*
- 8) I'm really sorry losing your book. I'll buy you another one.
a) *for* b) *of* c) *about*
- 9) We weren't aware _____ any problem with the water
a) *of* b) *in* c) *about*
- 10) She too nervous _____ speaking in public to be a politician.
a) *for* b) *of* c) *about*

C. Choose the suitable suffix or prefix to form the correct word.

- 1) Some TV shows are completely _____ for children. (*suitable*)
- 2) Teenagers will _____ rules if adults do so. (*obey*)
- 3) The report in the news paper was totally _____ wrong. (*accurate*)
- 4) I _____ mushrooms greatly so I asked to _____ them with beetroots. (*like*), (*place*)
- 5) The painting looked real, but the _____ was obviously a forgery. (*sign*)
- 6) George Lucas's Star Wars transformed 20th century _____ and raised audience _____ to alarming heights for film producers. (*entertain*), (*expect*)
- 7) Do you have any particular _____ where we sit? (*prefer*)
- 8) Dickens's last novel was _____ The Mystery of Edwin Drood. (*title*)
- 9) I have been sworn to _____ so I can't say a word. (*secret*)

CULTURE NOTE: THE BRITISH AT LEISURE

1. How do people spend their leisure time? Give examples.
2. Answer the questions below. Read the article. Does the author have a similar opinion?

- 1) What are the most popular things for the British to do at the weekends?
- 2) How many activities can you find that are popular in both Ukraine and Britain?
- 3) How many activities can you find that are different from Ukraine?
- 4) What is your conclusion? Are Britons and Ukrainians similar?

At non-leisure days people *tend to* work a lot, and so how we spend our free time is very important. In Britain, as in other countries, people do a huge range of different activities outside of work. This can *range from* physical activities such as outdoor sports, *to* interests and hobbies which can be done indoors.

Many people choose to spend their holidays abroad when they have a few weeks holiday. However, Britain's most common leisure activities are home-based or social. Watching television, viewing videos on YouTube, and listening to the radio are *by far* the most popular leisure pastimes, with an average of 22 hours a week devoted to these. Britons regularly watch weekly dramas or "soap operas". Reading is also a favourite way of spending leisure time. The British spend a lot of time reading newspapers and magazines. So they generally use their leisure to relax, but many people also do voluntary work, especially for *charities*.

The most popular pastime of the British is listening to music, with 98% of *households* owning a smartphone. Pop and rock albums are the most common types people listen to, and pop is by far the most popular form of musical expression in Britain.

In the summer, gardening is popular, and in winter it is often replaced by "*do-it-yourself*", when people spend time improving or repairing their homes. Many people have pets to look after. Taking the dog for a walk is a regular routine. Some leisure activities are mostly or *entirely* social. Inviting friends for a cup of coffee or a meal at home is the most usual one. Sometimes people join friends for dinner in a cafe. It often includes a game, for example billiards or darts. Young people especially go to clubs and discos, while people of all ages go to the theatre, the cinema, art exhibitions, and concerts. There are over 3000 cinemas in Britain thanks to the large growth in "multiplex" cinemas with their *multiple* screens. Britain also has about 300 theatres, of which about 100 are in London.

The extra time available at weekends means that some leisure activities, many of them to do with sport, normally take place only then. Traditional spectator sports include football, cricket, horse racing, motor racing, and motorcycle racing. Popular forms of exercise are swimming, tennis, ice-skating or roller-skating, cycling, climbing, and hill or country walking. Of all sporting activities, walking is by far the most popular for men and women of all ages. While men tend to dominate golf and cue sports such as snooker and billiards, women generally prefer swimming, keep-fit classes, and yoga. Families often have a "*day out*" at the weekend, especially in summer, with a visit to a local event such as a festival, fair, or show.



ART AND MEDIA

3. Find the sentences in the text supporting the following ideas.

- 1) Although the British try to loosen up in their free time, they also enjoy helping those in need.
- 2) That they aren't at home doesn't prevent them from watching a TV program they like.
- 3) In the summer the British prefer outdoor activities.
- 4) Not all free time activities are individual activities.
- 5) The British enjoy doing sports.

4. Fill in the blanks with the words in bold from the text at page 97. Look up if needed.

- 1) The British traditionally ____ display a lot of emotion in public.
- 2) Dress sizes _____ petite _____ extra large.
- 3) Football is _____ the most popular sport in Britain.
- 4) The _____ provide practical help for homeless people.
- 5) Words can have _____ meanings.
- 6) At that time, not many _____ had telephones.
- 7) This book is a big help for all _____ fans
- 8) A visit to the Science Museum in London will be a _____ to remember.
- 9) Towns only a few miles apart can have _____ different dialects.

5. Here are some people talking about their free time activities and hobbies. Can you guess what the hobby is in each case?

- 1) I usually use colour, but sometimes you get a better effect with black and white. It really depends on the subject.
- 2) I really enjoy going around the shops and markets looking for a bargain.
- 3) I try to practise every day, but sometimes it's difficult because I don't like to disturb my neighbours too much. And one neighbour gets very angry if I play the same thing over and over again.
- 4) The great thing is you can do it when you like. I usually do it three or four times a week – either early in the morning, or after school, I only go for about 25 minutes but it really keeps me fit.
- 5) Obviously it saves me a lot of money; and in any case, I hate buying things in boutiques because so many things are badly made.
- 6) I joined a club because I wanted to get better, and I now play twice a week in the evenings. It has helped me a lot and I have a much better memory for all the different moves and strategies.
- 7) I think this is a very common hobby for people like me, who have a house but don't have much money. That's why I started, but now I think I do a better job than many professionals.

6. Look at the word cloud to talk about different pastimes and categorize them by "active" or "passive", those that can be done alone or in groups, low-cost or expensive. Which ones are popular among Ukrainian people?



UNIT 4

NATURE AND CLIMATE

WORD BANK

Antler (n)
Authentic (adj)
Avalanche (n)
Basin (n)
Birch (n)
Chestnut (n)
Cliff (n)
Cold-blooded (adj)
Conservation (n)
Consumption (n)
Contemporary (n, adj)
Decompose (v)
Deforestation
Destruction (n)
Disease (n, v)
Diverse (adj)
Dump (n)
Earthworm (n)
Endangered (adj)
Environmentalist (n)
Evolve (v)
Evolved (adj)
Expand (v)
Exploitation
Extinct (v, adj)
Famine (n)
Feather (n)
Ficus (n)
Fin(n)
Fir (n)
Float (n, v)
Footprint (n)
Foreleg (n)
Gill (n)
Heatwave (n)
Hoove (n)
Horn (n)
Landslide (n)
Maple (n)
Oak (n)
Particle (n)
Picturesque (adj)
Pine (n)
Pollutant (n)
Prevention (n)
Recycling (n)
Reef (n)
Reuse (n)
Spacious (adj)
Spectacular (n, adj)
Spine (n)
Threat (n)
Threaten (v)
Threatened (adj)
Touristy (n)
Trunk (n)
Tusk (n)
Underpins (n)
Vine (n)
Walnut (n)
Warm-blooded (adj)
Wildfire (n)
Willow (n)

GRAMMAR

- Modals of probability/possibility/deduction
- Articles
- Future tenses
- Future time clauses
- Word formation: suffixes
- Complex subject

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

A blanket of snow
A drop of rain
As right as rain
Boiling hot
Break the ice
Clear blue skies
Come rain or shine
Cut down
Dry up
Face like thunder
Freezing cold
Go green
Go up/down
Heavy rain
Indian summer
Of value
Run out of
Split into
Thick fog
Clear up
Come out (the sun)
Get soaked
Under the weather
Use up

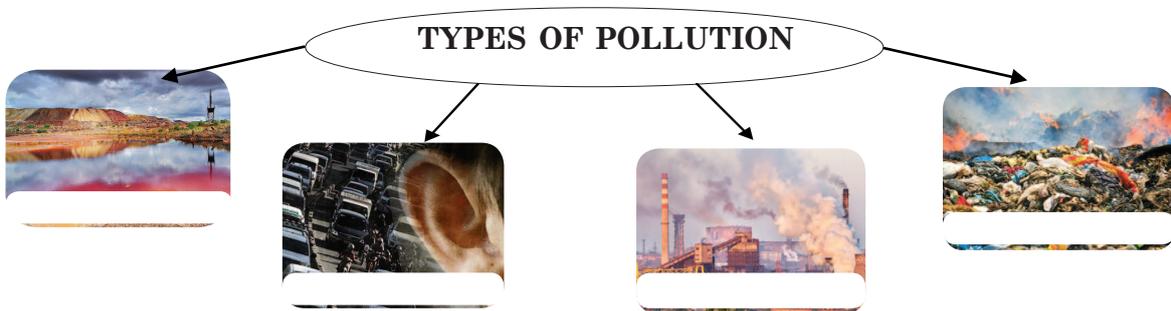


- Make a list of top ten environmental problems you can think of.
- Which of them are caused by human actions?
- Which of them are the most dangerous for our planet/your area? Why?

VOCABULARY

1. Label the pictures with the following types of pollution.

land pollution / water pollution / air pollution / noise pollution



2. Read the extracts and tell what types of pollution they describe.

- 1) _____: Toxic chemicals, dirt and trash found in the water hurt the skin of people swimming in them, kill sea animals, produce horrendous smell, etc.
- 2) _____: Living in noisy overcrowded towns has become dangerous because it can cause headaches, earaches, and deafness.
- 3) _____: Toxic substances found in food and air enter the land, accumulate in our bodies and result in poor health like weakness, pains, aches disease and sickness.
- 4) _____: Because factories release fumes, the air people breathe is polluted. Other well-known effects of fumes are smog, acid rain, and holes in the ozone layer.

3. Match the phrasal verbs to their meanings.

- | | |
|-------------------------|---|
| 1) <i>dry up</i> | a) decrease the use |
| 2) <i>cut down</i> | b) use up the available supply |
| 3) <i>run out of</i> | c) fall/reduce |
| 4) <i>use up</i> | d) increase/decrease |
| 5) <i>cut back on</i> | e) disappear as if by evaporation, draining |
| 6) <i>to go up/down</i> | f) exhaust of strength or useful properties |



4. Choose the best alternative to complete each sentence.

- 1) The rivers are *using up/drying up* because it hasn't rained for a long time in some hot spots of our planet.
- 2) The trees are *cut down/run out* without being replaced.
- 3) The planet is *using up/running out* of precious resources like oil and fresh water.
- 4) We shouldn't *cut back on/use up* all our resources; we have to think of the future.
- 5) We should recycle to *cut back on/cut down* all the waste we produce.
- 6) Because whales are hunted, their numbers are *going up/going down*.
- 7) The number of species on the endangered lists is *going up/going down*.

READING

4. Read the following paragraphs. Complete them with the missing words. Do the paragraphs mention any environmental problems that are not in the list you wrote at the beginning of the lesson?

threats / pollutants / waste / greed / consumption

1) Human greed

It is us, people, who are the 1) _____ of most environmental problems below. People are the reason why the climate changes. Human _____ and disrespect for the rest of the world combined with uncontrolled resource and energy 2) _____ and armed conflicts and wars are the most serious 3) _____ to nature regionally and locally. Humans negatively impact the environment through industrial 4) _____ dumped in waterways and destroying forest.

developing / diseases / drinking / issues / population

2) Poverty in the developing world

More than 80 percent of the world's 1) _____ lives in extreme poverty in slums or in rural areas of 2) _____ countries. Bad situation and lack of 3) _____ water, good food and wood for cooking lead to serious environmental 4) _____. Infectious 5) _____ continue to blight the lives of the poor across the world.

resources / growing / result / amounts

3) Growing human population

Global human population growth 1) _____ to around 83 million annually. Today over 7 billion people live on the Earth and the 2) _____ is huge pressure on the world's 3) _____. It is expected to keep 4) _____, and estimates have put the total population at 8.6 billion by 2030.

polluted / damaging / produce / controversial / harmful

4) Unsustainable agriculture

People need to eat, but the way we 1) _____ our food today raises a number of 2) _____ issues about the environment. Water is 3) _____ with fertilizers and pesticides. Genetically modified crops are not only 4) _____ for human health, they are 5) _____ for the environment.

deforestation / supports/ exploitation / destruction / threatened / impact

5) Biodiversity loss

Biodiversity 1) _____ the health of the planet and has a direct 2) _____ on all our lives. The 3) _____ of forests for wood, fuel and agricultural land has led to massive 4) _____. It is a major contributor to the fast loss of plant and animal species. Similarly, life in oceans which 5) _____ the greatest variety of life on earth is 6) _____ by overfishing, petrochemicals, coastal development, the effects of climate change and many other factors.

5. Match the two halves of the sentences. Choose one and illustrate it with some real-life examples.

- | | |
|---|--|
| 1) A great number of environmental problems | a) pollution is industry. |
| 2) More than 1 billion people in the world | b) threatened by overfishing. |
| 3) Soon there will be lack of | c) pressure on resources. |
| 4) Life in oceans is | d) live in extreme poverty. |
| 5) Climate change is | e) caused by deforestation. |
| 6) The fast loss of species is | f) one of the most challenging issues facing humanity. |
| 7) The major contributor to air | g) are caused by people. |
| 8) The growing human population puts | h) clean fresh water in some regions of the world. |

LISTENING

6. Listen to the recording about the life on the Earth and write the synonyms to the words below. What is your attitude to the information you heard?

consume / become extinct / become endangered / cut down / litter / indifference

7. Listen to the recording again and answer the questions.

- 1) What determines life on the Earth?
- 2) How long has humankind been damaging the planet?
- 3) What produces acid rain and why is acid rain dangerous?
- 4) How can we change this situation?

GRAMMAR

GRAMMAR BANK

MODALS OF PROBABILITY, POSSIBILITY, DEDUCTION

“Deduction” means using the information available to make a guess or draw a conclusion based on the facts. Depending on the information available, you might be more certain that your conclusion is true, or less certain that your conclusion is true – and we use different modal verbs to indicate the degree of certainty, probability, possibility, or deduction.

<i>How certain are you?</i>	<i>Use these modal verbs:</i>
100% – certainty	<i>will, be certain to</i>
95 -100% – deduction	<i>must, can not/can't</i>
80% – expectation	<i>should/ought to, shouldn't/ought not to, be likely/unlikely to</i>
30-70% – uncertainty	<i>might, may, could, may not, might not, could not</i>
0% – certainty	<i>will not/won't</i>

*Ex.: She works every day from 9 AM to 5 PM. Right now it's 10:30 AM, so... –
 She **must be** at work. – She **can't be** at home.
 She **is unlikely to miss** the job.
 The weather is clear, so our flight **shouldn't be** delayed.
 Jane is afraid of heights, she **couldn't climb** the roof.
 If all countries stop polluting, greenhouse gases **will significantly drop**.
 He **might go back** to school for his Degree next year, but he hasn't decided yet.*

8. Fill in each gap using *must, can't, could, may, or might*. Refer to the Grammar Bank above if necessary.

- 1) I'm sure he is here – I can see his car in front of the building. He ___ be here. I can see his car in front of the building.
- 2) They're coming this week but I don't know which day. They ___ be coming tomorrow.
- 3) I'm not sure I'm going to pass the exam. I don't feel very confident. I ___ pass the exam. I don't feel very confident.
- 4) I've bought a lottery ticket. There's a chance I'll become a millionaire! I ___ become a millionaire!
- 5) I'm sure she doesn't speak French very well – she's only lived in Paris for a few weeks. She ___ speak French very well. She's only lived in Paris for a few weeks.
- 6) Someone told me that Mark was in Mexico but I saw him yesterday so I'm sure he's not abroad. – Mark be ___ abroad.

7) They told me to prepare the project by tomorrow but it's almost impossible to have it done so fast. – I _____ finish it by tomorrow if I stay at work all night, but I'm not sure.

8) I asked them to send the goods as soon as possible; we _____ receive them by the end of the week if the post is fast.

9. Read the warning signs of the disaster and make a deduction about what is happening or going to happen.



1) The skies turn gloomy and begin to change colours or become very dark with hints of yellows or greens, it is time to seek shelter. The rise in ocean temperatures causes strong upper tropospheric winds to blow, barometric pressure falls, and temperatures rise and stillness settles over the sea. A spinning tube of air touches the ground and a cloud above, then it travels for a few miles and destroys everything in its way.



2) An earthquake near water may be an indication of it. In a coastal area where the sea suddenly draws back and there might be a sucking sound. The disastrous phenomenon is perhaps the most difficult to prepare for. It's a train of gigantic waves that can be as high as 30 meters and travel as fast as a jet plane and go as far inland as 2 kilometres.



3) The subsurface temperature of the earth rises between 5 and 9 degrees Celsius. This causes negative effects on electromagnetic waves of the radio, television and telephone, mobile telephones start malfunctioning. Before the occurrence animals become highly disturbed and restless. Domestic animals like cows, dogs, cats struggle against being tied up, and even turn on the owner. Then explosions happen from openings in the earth's surface, after it throws out magma, lava, and ash.



4) It grows from high winds and heavy rain. It is usually warned about by a metrological centre, which gives it a boy's or girl's name. It causes tremendous damage when hits the land and usually occurs from June until November mostly in the US.

SPEAKING

10. Use the following expressions to speculate about the following idea.

perhaps / may be / I'm not sure if... / will definitely / will / definitely won't / might / probably / it's possible that... / I doubt that ... won't / I'm certain that... / won't probably

For example: I'm certain that most cars will be electric.

- 1) Nuclear energy will end.
- 2) Alternative energy will be more important than oil.
- 3) You will recycle all your bags, cans and paper.
- 4) Almost all the rainforests will disappear.
- 5) Scientists will be able to clone human beings.
- 6) More people will live to be over 100.
- 7) The next generation will care more about the environment than the present.
- 8) In elections "Green Issues" will become more important than any other.
- 9) People will destroy the Earth.
- 10) There will be enough food to feed the world.



WRITING

11. Which of the environmental problems, mentioned in Ex.1 worry you the most? Express your opinion on the issue, write about 100-120 words.



NATURE AND CLIMATE

NATURAL WONDERS

- Look at the list below. What do these places have in common?
- | | |
|--|--|
| <input type="checkbox"/> <i>The Great Pyramid of Giza</i> | <input type="checkbox"/> <i>The Hanging Gardens of Babylon</i> |
| <input type="checkbox"/> <i>The Colossus of Rhodes</i> | <input type="checkbox"/> <i>The Statue of Zeus at Olympia</i> |
| <input type="checkbox"/> <i>The Temple of Artemis at Ephesus</i> | <input type="checkbox"/> <i>The Lighthouse of Alexandria</i> |
| <input type="checkbox"/> <i>The Mausoleum of Maussollos at Halicarnassus</i> | |
- Which do you think is the greatest one and which could be unreal?

LISTENING

1. Listen to the recording and tick the places from the list above that the speaker mentions in the recording. What are the three types of world wonders mentioned in the recording? How do they differ? How were they created, by nature or by man? Can you name the new seven wonders?

READING

2. Read the text and put the sentences into the appropriate places. Fill in the blanks on the map of wonders with the correct names.



7 WONDERS OF NATURE

- a) *As our slogan says, "If we want to save anything, we first need to truly appreciate it!"*
 b) *The initiative attracted 100 million votes from around the world before the voting finished on November 11, 2011.*
 c) *Other organizations created lists of the marvels of Mother Nature, but here we present the original list put together by CNN.*
 d) *Our planet is full of amazing and wonderful sights that make it more than worth trying to save.*

New 7 Wonders of Nature (2007–2011) was an initiative started in 2007 to create a list of seven natural wonders chosen by people through a global poll. 1) _____.

So, in the list of the most amazing creations of nature put together there are:

The Grand Canyon, which is found in the US in the state of Arizona. Created over 6 million years ago by the Colorado River the canyon is over 277 miles long, ranges from 4-18 miles in width and has a depth of 6000 ft.

The Great Barrier Reef, stretching over 1,600 miles covering an area of 133,000 sq miles, which is the largest coral reef on earth, located in the coral sea of the northeast coast of Queensland, Australia. The reef contains 2,900 individual reefs and 900 islands and in 1981 was acknowledged as a World Heritage Site.

The Harbour of Rio de Janeiro. “The Marvelous City” holds the 3rd natural wonder; the harbour of Rio de Janeiro is a fascinating natural landscape where the ocean meets the shore, also with Sugarloaf mountain and the giant statue of Christ named Christ the Redeemer atop mount Corcovado.

Mount Everest, at 8,480 m Everest is the highest mountain in the world. Making up the Himalaya’s in Asia the mountain borders between Nepal and Tibet. Everest has claimed the lives of 210 people, including the lives of eight who passed away during a storm in 1996.

Aurora Borealis, also known as the northern lights, is a display of natural lights in the sky, typically occurring in the ionosphere and better noticeable at night. Occurring only in places in the northern hemisphere, and its southern counterpart in South America, Antarctica and Australasia.

Paricutin Volcano, in Mexico began its life as a fissure in a cornfield on February 20, 1943, after a year it has grown to 336 m, and now stands at 424 tall. After its last eruption in 1952, now mono-genetic it will never erupt again.

Victoria Falls found in southern Africa, between Zambia and Zimbabwe is one of the largest falls in the world, also on the World Heritage List this waterfall is 108 m in height and 1,708 m in width, making it the largest sheet of falling water in the world.

The New 7 Wonders of Nature campaign has significantly raised awareness of the incredible variety and beauty of nature around us. 2) _____. While some people might dispute certain items on the list, there is no doubt that all of them are astounding examples of ecological wonders. 3) _____. This is something that is very important because more awareness and more tourism income means that these natural treasures can be better preserved for future generations.

The Seven Natural Wonders of the world are only a few of what can be considered the most beautiful and amazing natural wonders in today’s world. 4) _____.

3. Decide whether the sentences are true (T) or false (F). Underline the evidence sentences in the text for each.

- 1) Not all people agreed with the list.
- 2) CNN was the only organization to have a list of natural wonders.
- 3) The Natural Wonders were selected to raise money for the countries.
- 4) CNN presented the first list at the end of the millennium.
- 5) People from all over the world took part in the poll about Natural Wonders.
- 6) Many of the natural wonders are left unmentioned in the list.

4. Match the pictures to the wonderful places mentioned in the text. Did you know about all of them?



1



2



3



4



6



7



5

GRAMMAR

GRAMMAR BANK

ARTICLES WITH GEOGRAPHICAL NAMES IN ENGLISH

We use "zero article" with:

- Lakes: *We visited Lake Geneva.*
- Mountains: *I saw Mount Fuji from the aeroplane.*
- Continents: *She loves living in Asia.*
- Most countries: *She travelled to Chile last year.*
- Counties, states, provinces, regions: *They live in Liverpool.*
- Cities, towns, villages: *He stayed in Paris for a week last year.*
- Islands: *Bali is popular with Australian tourists.*

We use "the" with:

Countries in plural or modified by an adjective or an of-construction, groups of islands:

the Czech Republic, the Netherlands, the Canary Islands

Bodies of water: *the Amazon, the English Channel, the Atlantic ocean, the Red Sea*

Deserts: *the Sahara desert*

Mountain ranges: *the Alps, the Appalachians*

Special regions or locations: *the North, the South Pole, the northwest/the southeast*

5. Find the examples of the article usage in the text from Ex. 2.

6. Choose *the* or *zero article*.

- 1) _____ Danube runs through many European cities.
- 2) Wild horses live in _____ Gobi Desert.
- 3) _____ Pacific Ocean has many different types of fish
- 4) _____ Appalachians are among the oldest mountains on _____ Earth.
- 5) We spent our holiday on the shore of _____ Lake Windermere.
- 6) _____ northwest United States, generally including _____ Washington, _____ Oregon, and _____ Idaho.
- 7) He has always wanted to visit _____ Rome.
- 8) She lived in _____ Europe for several years
- 9) _____ Belgium, _____ Luxembourg, and _____ Netherlands are collectively known as _____ "Benelux" countries.
- 10) I think _____ Cornwall is a very beautiful part of England.



VOCABULARY

7. Complete the sentences with the following words. Put an article where necessary.

volcano / desert / waterfall / island / ocean / canyon / cliffs / mountain / reef / bay

- 1) _____ Everest is the highest _____ in the world.
- 2) _____ Sicily is an _____ in _____ Mediterranean sea.
- 3) _____ Niagra is the most famous _____ in the world.
- 4) _____ Pacific is the largest _____ in the world.
- 5) _____ Vesuvius is a _____, best known for its eruption in AD 79 which destroyed _____ Roman cities of _____ Pompeii and _____ Herculaneum, rises above _____ of Naples.
- 6) _____ Sahara is the world's largest hot _____ and covers most of _____ northern African continent.
- 7) _____ White _____ of Dover is the name given to the region of English coastline facing _____ Strait of Dover and _____ France.
- 8) _____ Florida _____ is the only living coral barrier reef in _____ continental United States.
- 9) _____ Fish River _____ in Namibia is the largest canyon in _____ Africa.

8. Match the word to the correct definition.

- | | |
|-----------------------|---|
| 1) <i>wildfire</i> | a) a huge amount of stones, mud, soil slides down and destroys everything underneath |
| 2) <i>drought</i> | b) an explosion of lava and hot rocks pour down the mountain, ash rises in the air |
| 3) <i>hurricane</i> | c) a sudden strong shaking of the ground |
| 4) <i>tsunami</i> | d) a violent wind with a lot of rain which moves quickly, sometimes in a circle |
| 5) <i>flood</i> | e) a long period of months or years when a region doesn't have any rain. |
| 6) <i>avalanche</i> | f) rivers overflow the banks and cover the area that is usually dry with water |
| 7) <i>landslide</i> | g) snow, ice, rocks slide down the mountain and buries everything underneath |
| 8) <i>eruption</i> | h) diseases affecting a lot of people (plague, AIDS, cholera, malaria) |
| 9) <i>epidemics</i> | i) uncontrolled fire that happens in a wilderness (forest, bush) |
| 10) <i>earthquake</i> | j) high wave that hits the coast, destroy houses, kill people |
| 11) <i>famine</i> | k) a widespread scarcity of food caused by several factors including crop failure, population imbalance, or government policies |
| 12) <i>disaster</i> | l) a terrible event, causing harm and even death |

9. Use the words from the previous exercise to complete the sentences. There are four extra words.

- Last night a volcano on Maui _____ and as there are two villages located at the foot of the volcano, the local population was evacuated.
- The devastation caused by _____ Sandy, particularly in New York and New Jersey, is tragic.
- After the harshest winter in decades, the Balkans region in the southeast of Europe is now facing its hottest summer and the worst _____ across the area in nearly 40 years.
- A powerful _____ off the coast of Indonesia sparked a three-metre-high _____ that killed at least 113 people.
- A landslide caused by rains in southern China left 21 people missing today, adding to a growing death toll from China's worst _____ season in a decade.
- This summer a dozen _____, which are more common in the US, have hit Europe. The twister which swept through Poland yesterday flattened more than 400 hectares of woodland in the area.
- The US navy has been deployed to help prevent a looming environmental _____ in the Gulf of Mexico.
- 200 years ago there was a great _____ in Ireland, – many people died because of the potato crop failure.

SPEAKING

10. Ask and answer the questions below and discuss them in pairs.

- Are there any natural disasters usual or frequent in your country?
- What is the landscape of your country?
- What are the seven natural wonders of your country?



WRITING

11. Surf the Internet and find information about any recent disaster that happened in the world and describe it. Write about.

- the cause – the harm – the consequences – describe how it was remediated



OUR FUTURE IN OUR HANDS

- What is the future of our planet?
- What footprint will you leave after yourself?

VOCABULARY



1. Look at the words below and decide which are good or bad for the environment. Put a tick (V) or a cross (X) next to each one of them.

<input type="checkbox"/> acid rain	<input type="checkbox"/> litter	<input type="checkbox"/> chemicals
<input type="checkbox"/> factories	<input type="checkbox"/> sprays	<input type="checkbox"/> bicycles
<input type="checkbox"/> recycled paper	<input type="checkbox"/> solar panels	<input type="checkbox"/> global warming
<input type="checkbox"/> bottle banks	<input type="checkbox"/> traffic jam	<input type="checkbox"/> ozone layer

2. What *should* or *shouldn't* we do in order to protect the environment? Use the following verbs to complete the two columns below.

cut down / destroy / plant / protect / throw away / waste / recycle / save

<input type="checkbox"/> tropical rainforests	<input type="checkbox"/> energy and water
<input type="checkbox"/> more trees	<input type="checkbox"/> plastic bags
<input type="checkbox"/> paper	<input type="checkbox"/> trees
<input type="checkbox"/> endangered species	<input type="checkbox"/> forests

3. Look at the list of words and phrases and explain their meaning in your own words. Complete the sentences below using the given vocabulary. Then discuss pictures.

waste / conservation / recycling / reuse / reduce carbon footprint / be aware of / balance / environmentalist / prevention / go green / environmentally friendly

- Old environmental problems, resulting from mining and nuclear _____, are still left unresolved.
- _____ means the process of collecting and changing old paper, glass, plastic, so that it can be used again.
- The supermarket encourages shoppers to _____ plastic bags.
- After watching that documentary, Sandra decided to _____ and start walking to work.
- We all need to look for ways to _____ our _____.
- I think my neighbour should _____ polluting the environment.
- Nature's _____ might be disturbed.
- Energy _____ is a process of saving energy.
- _____ are people who love the natural world.
- _____ is better than cure.
- Electric buses are a clean, _____ way to travel.



READING

4. Read the text and tell whether there is such a holiday your country? How is it usually celebrated?

Earth Day is an annual event celebrated on April 22. The event is held worldwide to celebrate support for protection of the environment. The first Earth Day actually consisted of two separate celebrations in 1970, one on March 21st and the other on April 22nd. Earth Day 1970 gave a voice to that appearing consciousness and put environmental concerns on the front page. It became the day when we celebrate nature, raise awareness about environmental issues, learn of ways to lighten our footprint on the planet, and send a message to the rest of the world that we care about our environment. On April 22, 1990, the 20th anniversary of Earth Day, more than 200 million people in 141 countries participated in Earth Day celebrations across the globe. Today, the fight for a clean environment continues with increasing urgency, as the destructive effects of climate change become clearer every day. It is absolutely critical that we take care of the Earth and its natural resources.

Earth Day is a great time to reflect. Are the decisions you make day-to-day in line with how you really want to live your life? If not, what steps will you take to make the two balance? There are many things you can do to help the environment; which will you focus on for the next year? Reducing greenhouse gas emissions? Reducing nutrient or sediment runoff on your property? Participating in a citizen-science, conservation-minded project? Ask yourself which of your strengths you can use to help those around you make environmentally sound decisions. Which issues do you know less about? Decide on important local or global issues you would like to learn more about and go for it. You may be a persuasive leader who can provide that little extra push that we often need, or you may be an introvert who can be successfully led by example. Use this day to commit to changes that will make a difference for the whole year.

5. Look through the text once again and decide whether the sentences are true or false.

- 1) Earth Day was initially celebrated on the 21st of March, but then the date changed to the 22d of April.
- 2) The main purpose of the celebration is to make people more aware of environmental issues.
- 3) By 1990 more than 200 million people and 141 countries had joined the celebration.
- 4) Each of us must be an active participant of all the preventative activities offered by the Earth Day environmental campaigns.
- 5) Earth Day is a chance for each of us to consider the impact we make.

LISTENING

6. Listen to the recording and match the speakers to their plans for the Earth Day.

Speaker 1 _____, Speaker 2 _____,
Speaker 3 _____, Speaker 4 _____.

- a) clean school playground
- b) save energy and water
- c) start own garden in the yard
- d) throw rubbish in a dustbin, walk short distances



7. How can you help your planet? What are you going to do for the next Earth Day?

THE USE OF FUTURE TENSES

will-future	going to-future	Present Simple	Present Continuous	Future Continuous	Future Perfect
prediction, assumption, spontaneous action	planned action or intention in the future, logical consequence (sth. is going to happen)	fact about the future, scheduled or arranged action.	planned and arranged action in the near future	action will definitely happen (it usually happens) or instead of Pr.Cont. for emphasis	sth. will already have happened before a certain time in the future
<i>He will carry this bag for you. I'm sure you will enjoy the film. I'll see you tomorrow.</i>	<i>We are going to fly to Leeds in summer. Be careful! You are going to fall.</i>	<i>The train leaves at 6.45. It is my birthday tomorrow.</i>	<i>My friends from England are coming to see me next month.</i>	<i>They will be playing football on Sunday afternoon.</i>	<i>She will have finished the report by tomorrow.</i>

NOTE!

When talking about plans and arrangements, three tenses forms (*Going to, Present Continuous and Future Simple*) are essentially the same. However, when using the Present Continuous for future use, we usually include the specific time in the future.

Ex.: We're going to visit him next week. We're visiting him next week. We'll be visiting him next week.

8. Use the future forms to complete the following sentences. Refer to the Grammar Bank above if necessary.

- 1) Ten years from now, most cars *will drive/will be driving* on their own.
- 2) The conference *starts/is starting* at 9.15 in the City hall.
- 3) This old tree has been dead for some time. It *is going to fall over/will fall over* soon.
- 4) They *will cover/will have covered* 30 km by sunset.
- 5) Scientists say that space colonies *will be/are going to be* the only solution for overpopulation in the near future.
- 6) What *are you doing/do you do* on Saturday evening? – I *am not working/will not be working*, so we can go out somewhere.
- 7) I *will get burnt/will have got burnt* if I stay here. It's hot and I've forgotten the sunscreen – I *'ll go/am going to go* and get some. I feel like walking. – Don't forget, the bus *leaves/is leaving* at 5.30.
- 8) I *don't/won't do* housework on Sundays normally. But tomorrow I *am tidying/will tidy* my room, because my friend Jim *is going to come/is coming*. The bus *arrives/is arriving* at 10. I think Jim *will come/comes* on time as usual. So by this time I *will have finished/will finish* tidying.

9. Fill in the blanks using the correct tense of the verbs in brackets.

A. In the next few weeks the government 1) ___ (*launch*) a new educational program to attract attention to green issues. People 2) ___ (*have to*) change their lifestyles if they 3) ___ (*want*) the world's resources to support the growing population in the coming years. Reducing CO2 emissions is perhaps the world's biggest problem. CO2 emissions 4) ___ (*come down*) if we 5) ___ (*change*) our lifestyles and stop using electricity; if the gadgets we use 6) ___ (*need*) energy; or if we 7) ___ (*find*) a way to generate electricity without producing CO2. Well, people 8) ___ (*stop*) using electricity. If anything, in 30 years' time, they 9) ___ (*use*) more. Perhaps in the future, gadgets 10) ___ (*consume*) less energy, but certainly not zero energy. That leaves only one possibility.

Scientists 11) ___ (*have to*) find a way to generate CO2-free electricity. Wind and solar power are only intermittent energy sources. What miracle invention 12) ___ (*design*) by 2050? What 13) ___ (*generate*) our electricity in 2050? No one knows, but the miracle 14) ___ (*happen*) soon.

B. This Earth Day, we 15) ___ (*gather*) students from our neighbourhood to dream our world green, and 15) ___ (*celebrate*) citizens like you! From April 12th until April 26th, we 17) ___ (*share*) stories from eco-heroes in our global network who 18) ___ (*take*) a powerful stand for the trees, giving each and every one of us radical permission to free our love and generosity on behalf of our global forests.

We also 19) ___ (*come*) together in neighbourhood for two live events that 20) ___ (*open*) our hearts to the impact we're making and reality we are seeding for future generations. These events are free and open to everyone, as an invitation to join. We hope you 21) ___ (*find*) time to come and 22) ___ (*take*) part. The more 23) ___ (*do*) the better future 24) ___ (*wait*) for us.

Are you ready to take your stand for the trees? Join our Earth Day Celebrations bring your friends and family! Help dream our world green! The event 25) ___ (*start*) at 9 a.m. on Saturday and 26) ___ (*continue*) until 4 p.m. on Sunday.

SPEAKING

10. Work in pairs. Think about what our life will be like in 2100. Ask and answer questions beginning with "Do you think...?" Discuss the future of our planet with your partner.

- 1) ...Chinese will become the world's most important language?
- 2) ...the gap between rich and poor people will become smaller?
- 3) ...scientists will be able to create dinosaurs?
- 4) ...we will have friendships with robots?
- 5) ...we will live under water?
- 6) ...time travel will be possible?
- 7) ...we will be much healthier?



WRITING

11. Write sentences following the directions below.

- 1) Write 3 sentences predicting what is going to happen in the world during the next 10 years.
- 2) Write 1 thing you are going to do and 1 thing you are not going to do this year.
- 3) Write 3 sentences about plans or arrangements you have for the upcoming months.
- 4) Write 2 things you will be doing at this very time in the nearest future.
- 5) Imagine that your best friend is very sick and can't leave the house.
Write one thing that you can do to help her/him.
- 6) What's one thing you will have done by this date next year?



IN DANGER OF EXTINCTION

- What do these animals have in common?
- What is the difference between these three words? Give examples of each, animal or plant.

- *endangered* - *threatened* - *extinct*



VOCABULARY

1. Look at the categories and name animals which you can typically find in those places. Which animals do you have in your country?

In a forest: _____
 In the ocean: _____
 In a river: _____
 In a desert: _____
 In a jungle: _____

2. Read the characteristics below and match them to proper animal group names, then translate the words in colour.

birds / fish / mammals / reptiles / insects

- _____ – they give birth to live young animals and the young animals get milk from their mothers. Their skin is usually covered in hair or *fur* and they are *warm-blooded*. They usually have 4 legs (*forelegs* and *hind legs*), they can be *paws* with sharp *claws* or they have *hooves*. Many have pointed ears and a tail. Sometimes they have *antlers*, *horns*, or *tusks*, some of them have a *trunk*. Mostly they live on land, but some of them are adapted for life at sea.
- _____ – they have wings and usually they can fly, their body is covered in *feathers*. They have a *beak*, claws, and a tail. They *lay eggs*.
- _____ – they are *cold-blooded*, they are usually covered in *scales*. Some of them have 4 legs; others have bodies without any legs. They lay eggs on land.
- _____ – they are cold-blooded, their body is covered in scales. They live in water and they get oxygen from water by using *gills* and most of them use *fins* for swimming in water.
- _____ – these are organisms without a backbone (*spine*), they can have 6 or 8 legs, sometimes they have *shells* and often two pairs of wings, their body is divided into parts.

3. Describe typical features of the following animals and classify them.

orangutans / ants / rats / whales / earthworms / spiders / snails / crabs / kangaroos / antelopes

For example: Tigers belong to mammals, they have large strong bodies covered with thick fur, two pointed ears and two forelegs and two hind legs with sharp claws.

4. Look at these leaves and say to which trees they belong. Match them to the correct names. Which of them are *coniferous* and which *broad-leaved* trees?

palm / eucalyptus / birch / pine / ficus / fir / walnut / oak / willow / chestnut / maple



READING

5. Which of the trees mentioned in Ex.4 grow in rainforests? Read the text and say.

Tropical rainforests are *of value* for their amazing natural habitat and the contribution made to the Earth's climate and the way we live. Rainforests once covered 14% of the Earth's land surface; now they cover a mere 6% and experts estimate that the last remaining rainforests could be consumed in less than 40 years. Over a third of all remaining tropical rainforest is found in the Amazon *basin* in South America, 20% in Africa, 20% in Indonesia and the rest *split into* smaller areas. Tropical rainforests have *evolved* over millions of years into highly complex ecosystems. The trees, plant and animal life is incredibly *diverse* and the cultures of the indigenous and local people are unique. Rainforest trees can reach heights of over 60m high and there are five distinct layers.

The emergent layer is at tree top height and describes the umbrella-like upper branches of the tallest rainforest trees. It is subject to extreme weather conditions, such as intense heat, strong winds and heavy rain, and is home to many animals including butterflies, gliders, eagles, small monkeys, bats, snakes, and insects.

The canopy layer trees are not as tall as the emergent trees. They are packed very close together creating a kind of 'ceiling'. The billions of leaves in the canopy shade the forest floor from sunlight and protect it from heavy rain. The leaves produce food for the plants and are eaten by the animals. About 70-90% of rainforest life is found here.

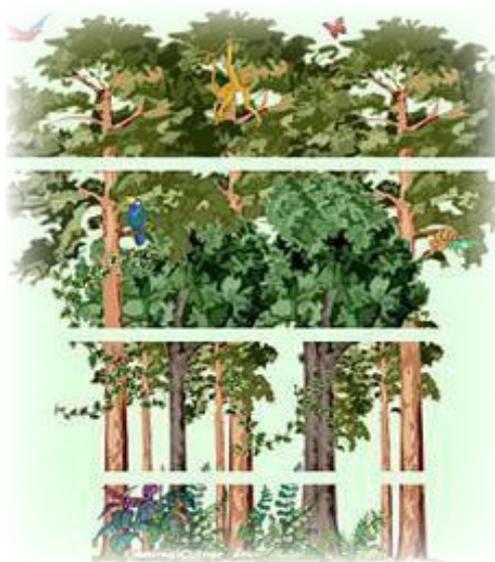
Around halfway down the height of the tallest trees is the understory layer. The temperature and conditions of the understory are quite sheltered and the dark humid conditions are ideal for insects, birds, butterflies, frogs, lizards, snakes and big cats such as jaguars and leopards. The trees at this height store huge reserves of carbon in their *trunks*.

The shrub layer, sometimes considered to be part of the understory layer, lies between the understory and the forest floor. The plants at this level are hugely important with many having medicinal properties.

In the forest floor only a very small amount of sunlight (around 2%) reaches the dark, humid forest floor, so this layer only has *vines* and young trees. Fungi help to release nutrients from the leaves on the ground back into the soil, to be reabsorbed by the roots of the rainforest trees as part of an ongoing nutrient cycle. The moist, dark climate of the forest floor makes it ideal for animals like beetles, frogs, lizards, snakes, termites as well as the giant ant eater, apes and even elephants. Around 80% of the developed world's foods, including potatoes and rice; fruits; nuts, spices and of course, coffee and chocolate, originated in the tropical rainforest. In addition valuable medicines come from some of the plants and many more plants are thought to have useful properties that will help *mankind*.

Rainforests are vital to the Earth's weather and are responsible for regulating temperature and weather patterns. Rainforests prevent flooding and droughts, provide rain. The trees soak up tropical rainfall and then slowly release the water into the air to form rain clouds. These clouds are then carried by the winds to other countries where they "feed" the crops. The trees also remove carbon dioxide, a global warming gas. They store the carbon in their trunks and release the oxygen that we breathe. Tropical rainforests store more carbon than any other *vegetation* type on land.

The hot and wet but stable conditions, combined with year round sun, create the habitats for all the plants and animals in tropical rainforests. And the cloud formation and rainfall effect from the rainforests reach far beyond the forest, providing many countries with fresh water for drinking and growing food crops. They support our way of life and their loss will affect us all.



NATURE AND CLIMATE

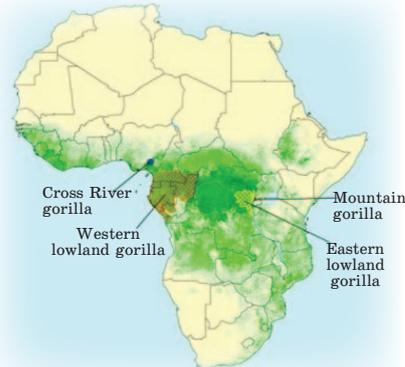
6. Look at the words in colour in the text, explain their meaning. Match them to the definitions.

all the plant life of a place / the main stem of a tree / the human race / climbing plants / developed / of various kinds or forms / essential / divide into / area along a shore

7. Answer the following questions according to the text.

- 1) What is a rainforest?
- 2) Why do rainforests matter?
- 3) Where are they?
- 4) What animals live in rainforests?
- 5) What foods come from the rain forest?
- 6) How do they create the Earth's climate?

8. Look at the rainforest layer map. Name them and describe each.



LISTENING

9. Listen to the recording about the threats to Western lowland gorillas. Make notes about key issues.

- *habitat*
- *reasons of extinction*
- *efforts to protect*

10. What actions could people take to reduce or reverse the problem?



GRAMMAR

GRAMMAR BANK

The **TIME CLAUSES** in the English language are introduced by conjunctions such as: **as soon as, after, before, till, until, unless, when, whenever, while, providing, provided** and are very similar to **if-clauses**.

We do not normally use **will** in clauses with **if** or **with time words**:

For example: *I'll come back home and I'll do it. – I'll do it **when** I come back home.*
(*when I come* is the time clause)

You will push this button and the door will open. –

***As soon as** you push this button the door will open.*

*Don't stand up. First I'll tell you. – Don't stand up **till (until)** I tell you.*

*You'll need my car. Take it. – **Whenever** you need my car you can take it.*

You'll tidy up the house and I'll do the shopping. –

*You'll tidy up the house **while** I do the shopping.*

NOTE!

If **when** introduces a noun clause which is the object of a verb, it is followed by a future tense.

For example: *I don't know **when** she will arrive.*

*I can't remember **when** the race will start.*

*You must decide **when** you will meet them.*

In all these sentences the question is: What? not When?

(I don't know what, I can't remember what, You must decide what.)

11. Complete the sentences using the correct tense of the verb.

- 1) Unless global emissions (*to be*) _____ reduced, huge areas of land (*to be*) _____ flooded and the world economy (*to collapse*) _____. By 2050 up to one million species (*to become*) _____ extinct due to the loss of natural habitats.
- 2) If only we (*to use*) _____ the water we need, we (*contribute*) _____ to our planet's recovery.
- 3) In case we (*to keep on*) _____ using more and more cars, we (*to run out*) _____ of oil. When (*to run out*) _____ of oil, we (*to need*) _____ other kinds of energy.
- 4) We (*to save*) _____ thousands of trees if we (*not to waste*) _____ so much paper.
- 5) Pollution (*to increase*) _____ if we (*to use*) _____ more oil and coal. If pollution (*to increase*) _____, more and more trees (*to die*) _____. The climate (*to change*) _____ if more trees (*to die*) _____.
- 6) If we (*to try*) _____ to control pollution, it (*be*) _____ very expensive. Unless we (*control*) _____ pollution soon, it (*to be*) _____ too late.
- 7) Providing we (*to recycle*) _____ more, we (*to help*) _____ our planet.
- 8) As soon as people (*to share*) _____ their cars to go to work, there (*not to be*) _____ so many car fumes.
- 9) Until the government (*to fine*) _____ those who pollute the atmosphere, some factories (*to stop*) _____ throwing waste into rivers.

12. Complete the second sentence with the word in brackets so that it has the same meaning as the first one. Use from 2 to 6 words.

- 1) Air pollution can go down by decreasing carbon emissions. (AS SOON AS)
_____ we decrease carbon emissions _____.
- 2) It's unlikely that the impact of global warming will be reduced in the future because we're not taking action now. (UNLESS)
_____ we _____ reduce the impact of global warming.
- 3) Travelling by train produces only 12.5% of the emissions of a flight. (WHEN)
_____, we only produce 12.5% of the emissions of a flight.
- 4) You can offset your carbon emissions by paying an organization to reduce CO2 in the atmosphere. (PROVIDING)
_____ to reduce CO2 in the atmosphere, you will offset your carbon emissions.
- 5) Buying food from Africa will make Africans richer. (IN CASE)
_____ we stop buying _____ make them poorer.
- 6) Only by working together will the situation improve. (UNTIL)
The situation _____ we all work together.

13. Continue the sentence with your own ideas.

- 1) Children will be aware of the importance of recycling...
- 2) If we keep polluting our planet...
- 3) When we use recycled paper and glass...
- 4) As soon as the environmental issues are taught at school...
- 5) Unless scientists find cures for all major diseases...
- 6) In case a huge meteorite strikes the earth...
- 7) Providing petrol is very expensive...

**SPEAKING****14. Prepare a presentation about any animal at the verge of extinction. Use the following plan.**

- Why is the ... an endangered species?
- Description of the animal: type, body, characteristics.
- Habitat: Where does this animal live? What does it eat? Problems?
- Conclusion: This species is endangered because...
- What can I do to help this animal?: I think...



REDUCE, REUSE, RECYCLE

– Choose the correct answer to the questions below.

- It is estimated that arctic ice may completely disappear before.....?
 - 2100
 - 2500
 - 3000
- How much of the Earth's surface is covered by water, approximately?
 - 25%
 - 45%
 - 65%
- What percentage of the world's population has no electricity whatsoever?
 - 20%
 - 30%
 - 40%
- How many litres of water does one person need every day for drinking, cooking, and hygiene?
 - 10
 - 30
 - 50
- In the last 100 years the surface temperature of the Earth has gone up by?
 - 0.6°C
 - 6°C
 - 16°C
- Approximately how many billion people are there in the world?
 - 5
 - 6
 - 7

VOCABULARY

1. Can you think of anything that is not provided by the Earth? Look at the sentences and decide whether the sentences are true or false.

- Natural resources are the raw materials supplied by nature.
- Everything produced, used and thrown away originates from natural resources.
- People can create natural resources.
- Even though we use natural resources in our daily activities, we often do not even think of them as being resources.

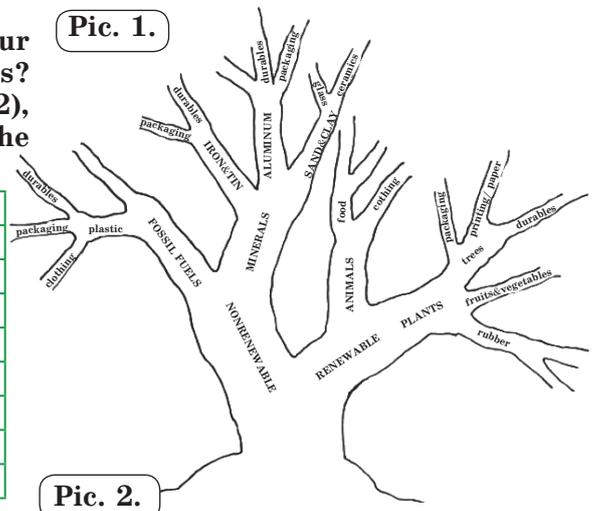
2. Look at the pic.1. Draw a line from each item on the left to the natural resource it came from on the right. Some pictures may match more than one resource, can you find them all? Compare it to the way you and your family usually use natural resources.

3. Make a list of things you really need in your life. Do these needs up to natural resources? Look at the map of natural resources (pic. 2), and continue filling in the table like in the example.

Natural Resources	Community use or activity
air	breathing, flying airplanes...
water	
animals	
plants	
minerals	
fossil fuels	
soil	
sun	



Pic. 1.



Pic. 2.

4. Match the words below to make phrases.

- | | |
|--------------------------|------------------------|
| 1) <i>developing</i> | a) <i>species</i> |
| 2) <i>endangered</i> | b) <i>change</i> |
| 3) <i>exhaust</i> | c) <i>waste</i> |
| 4) <i>water</i> | d) <i>trade</i> |
| 5) <i>wildlife</i> | e) <i>organisation</i> |
| 6) <i>toxic</i> | f) <i>conservation</i> |
| 7) <i>climate</i> | g) <i>countries</i> |
| 8) <i>energy</i> | h) <i>fuels</i> |
| 9) <i>fossil</i> | i) <i>shortage</i> |
| 10) <i>nuclear</i> | j) <i>power</i> |
| 11) <i>environmental</i> | k) <i>fumes</i> |



5. Use the word partners in Ex. 4 to complete the sentences below. Discuss these questions with your partner.

- 1) Are you a member of any _____? How successful are these organizations at protecting the environment?
- 2) In your opinion, why is illegal _____ so profitable? Which exotic animals are most at risk?
- 3) Did you know that chimpanzees are an _____? There are very few of them left in the world.
- 4) Do you know what happened at the Chernobyl _____ station in Ukraine in 1986?
- 5) Is much of the pollution in your city caused by the _____ from vehicles? Is traffic heavy?
- 6) How do you think the governments in _____ should plan the future development of their nations?
- 7) Do you think we should use fewer _____ to create energy?
- 8) Which recent changes in the weather and the environment do you think are due to _____?
- 9) Has the _____ ever affected you? Have you ever experienced a power cut?
- 10) Why do you think there is a _____ when two thirds of our planet are covered by water?
- 11) Are people in your neighbourhood complaining about _____ dumped around?

READING

6. Read the text and match the following words to their correct definitions below.

dump / microscopic fish food / plastic particles / decompose / expand the boundaries / float

Did you know that over a lifetime, the American population throws away nearly 694 plastic bottles per second? That's 60 million a day. Over time, as plastic ages, it breaks apart into tiny grains, called "mermaid tears". Much of this ends up in oceans, and mostly it is still plastic. These pieces make their way into the food chain and can poison or kill wildlife. Some areas of the Pacific Ocean contain six parts of plastic to one part of plankton!

The world's largest trash "landfill" isn't on land – it's in the Pacific Ocean. The so-called "Great Pacific Garbage Patch" covers an estimated five million square miles of ocean waters. That's the size of the United States, Mexico, and Central America combined! The trash is carried and trapped by a system of surface currents called the North Pacific Subtropical Gyre. A huge 80 percent of the trash is plastic, carried from the shores of Asia and the Americas.



NATURE AND CLIMATE

Preserving the planet is important. That's why David de Rothschild, a National Geographic Visiting Fellow, led a dangerous voyage through this very spot in 2010. His goal was to sail from the United States to Australia on the "Plastiki", a raft made from plastic bottles. Along the way, he reported on eco-issues. "Saving the planet," said David, "is going to be one of this century's greatest adventures." Attempting to sail 8,000 miles on a plastic raft was next to impossible. For David, that was the point. He pushed his limits in order to inspire people to challenge and rethink their own future.

7. Answer the questions on the text.

- 1) What is the so-called "Great Pacific Garbage Patch"?
- 2) What factors combine to form this massive collection of garbage?
- 3) Why is plastic harmful to the environment?
- 4) What is so daring about David de Rothschild's voyage?
- 5) What was his main aim?

GRAMMAR

GRAMMAR BANK

WORD FORMATION (SUFFIXES)

In English many words are formed with suffixes. Here are the most common examples:

nouns for things: *-ment, -ity, -ness, -tion, -ence/-ance, -hood, -ship*

nouns for people: *-er, -or, -ist, -ee*

verbs: (usually it's simply the shortest word form) – *-ify, -ise, -en, en-*

adjectives: *-ous, -able/-ible, -al/-an, -ed/-ing, -ful/-less, -ic, -ive*

adverbs: *-ly*

8. Complete the table forming the correct derivative.

<i>verb</i>	<i>noun(s)</i>	<i>adjective</i>	<i>adverb</i>
	beauty		
		solved	
to develop		global	
	impression		
to depend			
	threat		
to pollute			carelessly
		pure	

9. Complete the table with the missing adjectives or nouns.

<i>noun</i>	<i>adjective</i>	<i>noun</i>	<i>adjective</i>	<i>noun</i>	<i>adjective</i>
sun		noise		shower	
	humid		dry		icy
fog			clear	cloud	
mist		freezy		wind	
	hot		poor		climatic

10. Form words from the segments using suffixes *-e, -able, -ing, -er, -ant, -tion, -al, -ful, -ed, -ous, -less* to fill in the blanks

contamin(at), pollu(t), dispose, discharg-, poison-, recycl-, harm-

- 1) Paper is one of the most frequent waste materials, but it can be _____.
- 2) Nuclear waste can _____ the groundwater.
- 3) Pesticides are usually _____ substances. But organic fertilisers, e.g. manure, are _____.
- 4) Coniferous forests in the Northern Bohemia were _____ by acid rains.
- 5) Chemical factories _____ large amounts of waste water into rivers.
- 6) Paper, glass, plastics, and metals are _____ materials.
- 7) Acid rain is caused by _____ gases.
- 8) CO₂ is a _____ which probably contributes to global warming.
- 9) Changes in the climate are due to _____ of the atmosphere.

11. Complete the sentences using the correct form of the word in brackets.

- 1) The conservation and _____ of the environment is everyone’s responsibility. (*conserve, protect*)
- 2) The oil spill in Galicia has had _____ effects on everyone living from the sea. (*harm*)
- 3) The 2d of September is a _____ date in 1945. (*history*)
- 4) The change in the climate has produced _____ floods in many countries. (*disaster*)
- 5) It is not very _____ that the world will end in 2020 but there is a _____. (*probability/ possible*)
- 6) Most people in Africa live in extreme _____. (*poor*)
- 7) What I’ve just told you is _____ important; don’t forget it. (*extreme*)
- 8) 97% of _____ believe climate change is caused by humans, study finds. (*science*)
- 9) Many sea species are now in danger of _____. (*extinct*)
- 10) Growing population has many needs which means that there is a _____ of resources on a planetary level. (*deplete*)
- 11) Environmentalists are always warning that protecting the environment is essential to our _____. (*survive*)

LISTENING

12. Look at the things listed below. Listen to the speaker telling you what they are made of. Number the objects in the order they are mentioned.

- chair bread crayon bottle jeans aluminum can newspaper

SPEAKING

13. Work in groups or pairs, play a game “Find the Resource”. Let one student name a manufactured object, such as a car. The first student to name a natural resource used in the object gets to offer the next man-made object.

14. What could people do to produce less trash and protect their environment? Explain the meaning of these three words called 3Rs (*recycle, reuse, reduce*) that are a motto of waste hierarchy. Continue to fill in the table. Place the correct name in each column.

RECYCLE, REUSE, REDUCE

	RECYCLE	REUSE	REDUCE
Use cloth napkins instead of paper napkins	Donate your old clothes to charity organizations	Start your own compost pile in your yard	

WRITING

15. Write a list of suggestions for teenagers for conserving natural resources. For example:

- don’t take more of something than you need
- use both sides of writing paper
- at the end of the school year collect unwanted items that are still useable and redistribute them the next school year





WEATHER MAKES A CLIMATE

- What is the difference between weather and climate?
- What kind of climate do you prefer when choosing a place to go on vacation?
- Does weather influence your mood? Do you ever feel under the weather?



VOCABULARY

1. Say which of the following words are weather words and which are climate words?

rainforest / monsoon / storms / hurricanes / latitude / tundra / temperature zone / savannah / polar regions / precipitation / air masses / cold front

2. Are these sentences true (T) or false (F)? Correct the false ones.

- 1) A shower is a light wind.
- 2) It often pours with rain in a desert.
- 3) You always enjoy a cool breeze on a very hot day.
- 4) It usually gets frosty in very high temperatures
- 5) When it's very foggy a flight may be delayed.
- 6) If it is humid, the air will be very dry.
- 7) Water can turn into ice if the temperature is below zero.
- 8) Lightning is a loud noise in the air followed by thunder.
- 9) It can get quite chilly in the desert in the evening.

3. Match the phrases to their definitions. Say when/where it usually is/happens.

- | | |
|---------------------------------|--|
| 1) <i>a blanket of snow</i> | a) very hot (informal) |
| 2) <i>boiling hot</i> | b) when clouds or rain disappear |
| 3) <i>freezing cold</i> | c) a sky without clouds |
| 4) <i>clear blue skies</i> | d) an intense rainfall |
| 5) <i>a heavy rain</i> | e) a period of very hot weather |
| 6) <i>a thick fog</i> | f) when the sun appears out of a cloudy sky |
| 7) <i>to clear up</i> | g) a little bit of rain |
| 8) <i>to come out (the sun)</i> | h) climate without extreme weather conditions |
| 9) <i>to get soaked</i> | i) very cold |
| 10) <i>a heatwave</i> | j) a complete covering of snow |
| 11) <i>a light rain</i> | k) to get very wet |
| 12) <i>mild climate</i> | l) a dense fog that makes visibility very poor |



4. Complete the texts with the following words.

*not too cold
sunshine / fresh breeze
hot and dry*

*very humid
tropical / wet season
24 and 27°C*

*below -20°C
little rain / snow
hot and dry*

1) In Ukraine the weather is mainly 1) _____ in the summers with temperatures of 25 to 30°. Winters are freezing cold and it snows a lot. Temperatures can drop 2) _____ and there is 3) _____ often from November to March. Spring comes in time and it is normally quite warm and bright. There is very 4) _____.

2) In Kenya the climate is 5) _____. It is very hot all year round and the temperature is between 6) _____ and is the same in July and January. From November to April is the 7) _____ and in January it rains a lot. From July to September it is mostly dry but the air is 8) _____.

3) In Greece summers are usually very 9) _____ with a temperature of 30° to 35°C. On the islands it is always a little cooler with a nice 10) _____ and lots of 11) _____. Sometimes it gets very windy. Winters are 12) _____ but it usually rains in October and November. Sometimes there is snow, mainly in the mountains.

5. Find the correct meanings of the idioms related to weather. Give their Ukrainian equivalents.

- | | |
|---------------------------------|--|
| 1) <i>as right as rain</i> | a) no matter what the weather/situation |
| 2) <i>face like thunder</i> | b) makes people feel less shy, nervous |
| 3) <i>under the weather</i> | c) feeling fine and healthy |
| 4) <i>come rain or shine</i> | d) it is raining very heavily |
| 5) <i>Indian summer</i> | e) being clearly very angry or upset |
| 6) <i>raining cats and dogs</i> | f) is a period of warm sunny weather late in Autumn |
| 7) <i>break the ice</i> | g) ill, sick, feeling unwell, sad, or lacking energy |

READING

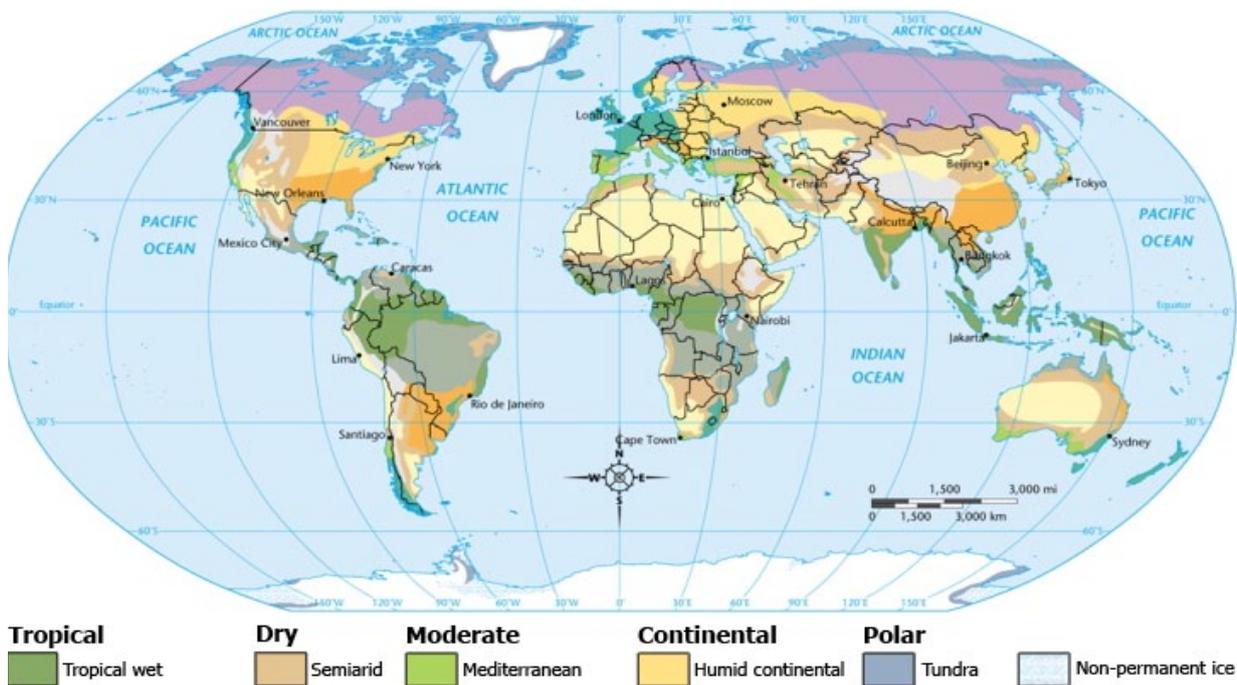
6. Read the text and answer the questions after the text. Some of the questions are not directly related to the text, but you know the answers from your geography lessons.

WHENEVER THE WEATHER WHEREVER THE CLIMATE

Weather is the state of the air at any particular time and place. Weather describes the condition of the atmosphere from day to day or week to week, while climate is the weather of a place averaged over a longer period of time, often 30 years.

Conditions of weather may be clear, cloudy, fair, rainy, humid, cold, windy, etc. The type of weather that exists depends on what kind of air masses are moving above. Therefore, daily changes in the weather are due to winds and storms, whereas seasonal changes are due to the revolving of Earth around the sun.

Different places in the world have different kinds of weather for extended time periods. These differences make weather zones called climates. Climate is not the same as weather, but rather, it is the average pattern of weather for a particular region. Climate information includes the statistical weather information that tells us about the normal weather, as well as the range of weather extremes for a location. Climates vary according to their latitudes and altitudes and also are affected by the same factors as weather, but may be thought of as localized. For the most part climate zones circle the earth in belts.



NATURE AND CLIMATE

Scientists have identified 11 different climates on Earth. They are named either for the region where they occur or for the weather found there. The polar regions of Earth are the areas near the North Pole and the South Pole. They have two extremely cold climates, called ice caps and tundra. The regions near the equator are warm and tropical. They have three separate climates, known as monsoon, wet, and savannah/grasslands. The subtropical regions are between the tropical regions and the polar regions. They have six different climates, these are called dry summer, dry winter, humid, marine west coast, Mediterranean, and wet.

Although scientists around the world are still trying to solve the puzzle of climate change by working with satellites, other tools and computer models that simulate and predict the Earth's conditions.

- 1) What is the climate of the region where you live?
- 2) Name all the climates in the world that are the same as your country.
- 3) What climate zones circle the northern and southern portions?
- 4) How many climates does Australia have? What are they?
- 5) Which continents have deserts?
- 6) What climate appears along the equator?
- 7) What continent has only one climate?
- 8) What will the amount of sunlight and rainfall determine in different climates?
- 9) Are you more likely to have a warm climate in Canada or in Mexico? Why?
- 10) Why is it coldest in the polar regions?
- 11) How does the shape of Earth affect the climate of different regions?

GRAMMAR

GRAMMAR BANK

A COMPLEX SUBJECT IS NOUN/PRONOUN + PREDICATE + INFINITIVE

It can be expressed by: The verbs of sense perception, mental activity, inducement, and saying (**to see, to hear, to know, to suppose, to order, to allow, to report, to announce**), which are used in the **Passive Voice** –

Ex.: Africa is known to be the hottest continent.

The verbs **to seem, to appear, to prove, to happen, to turn out, to chance**, which are used in the **Active Voice**. –

Ex.: The house happened to have been damaged by the earthquake.

Compound predicate: **to be likely, to be unlikely, to be sure, to be certain**

Ex.: It is unlikely to be rainy today, there is not a cloud in the sky.

Complex Subject can have the following forms:

Simple	<i>It is said to rain a lot in London.</i>
Continuous	<i>It is said be raining in London today.</i>
Perfect	<i>It is said to have not rained in London so far.</i>
Perfect Continuous	<i>It is said to have been raining in London since morning.</i>

7. Paraphrase the sentences using the Complex Subject.

- 1) People consider the climate there to be very healthful.
- 2) It is expected that the performance will be a success.
- 3) People suppose that there is a huge amount of natural resources in the ocean floor.
- 4) It is said that the weather in Europe was exceedingly hot last summer.
- 5) It appeared that he was losing patience.
- 6) It happened that I was present at the opening session.
- 7) It turned out that my prediction was correct.
- 8) It seems they know all about it.
- 9) It is believed the company will make a loss this year.
- 10) It is thought that life on Earth was brought from space.

8. Use the verb in brackets and complete the sentences with the correct infinitive tense.

- 1) Cold weather was never expected _____ (set) in so early.
- 2) The delegation is reported _____ (leave) Kyiv tonight at 11 a.m.
- 3) The flood is reported _____ (cause) much damage to the crops.
- 4) The discussion seemed _____ (come) to an end.
- 5) The house seems _____ (damage) by the earthquake.
- 6) I heard the door of the entrance hall _____ (open) and _____ (close) softly.
- 7) The article is likely _____ (appear) in the next issue of the journal.
- 8) He is sure _____ (tell) me all about this even I don't ask him.
- 9) It seemed _____ (snow) heavily since early morning: the ground was covered with a deep layer of snow.
- 10) Here are some articles _____ (translate) for tomorrow.
- 11) I am very sorry _____ (add) some more trouble by what I have told you.
- 12) The weather was expected _____ (be) nice but it rained all day.

9. Rewrite the weather saying using the Complex Subject and the following verbs.

suppose / hear / say / believe / expect / consider

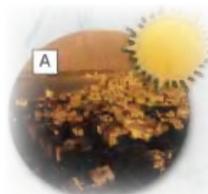
*For example: When the clouds look like horsetails, rain or snow will come in 3 days.
It is known to rain or snow in 3 days when the clouds look like horsetails.*

- 1) When the glass is low on a ship the sailors get ready for a storm.
- 2) When your joints hurt, a storm is coming.
- 3) If it rains on Easter Sunday, it will rain every Sunday for 7 weeks.
- 4) It will rain the same time the next day if the sun shines while it rains
- 5) When squirrels lay in a big store of nuts, look for a hard winter.
- 6) When bees stay close to the hive, rain is close by.

LISTENING & SPEAKING

10. Listen to the forecast and take notes about the weather in these places. Say what the climate is there? Where are they situated?

- 1) Havana: _____
- 2) Hong Kong: _____
- 3) Cape Town: _____
- 4) Geneva: _____



11. Imagine you are a weather reporter. Report tomorrows' weather in these cities.

For example: It will be cool and rainy in Athens with a temperature of 15°C.

35°C boiling hot, 30°C hot; 25°C warm, 15°C cool; 10°C chilly; 5°C cold; -5°C freezing cold

Athens ☁ 15°C	Istanbul ☁ 10°C	Milan ☀ 17°C
Barcelona ☀ 17°C	Kyiv ☁ 8°C	Prague ❄ 5°C
Budapest ☁ 10°C	Lisbon ☀ 22°C	Singapore ☀ 33°C
Chicago ❄ 2°C	Madrid ☀ 20°C	Warsaw ☁ 12°C

SELF-ASSESSMENT LESSON (1-6)

1. Tell about one of the pollution types using the plan below.

- What type of pollution;
- Cause and effect of pollution;
- Why it happened;
- How this pollution can be controlled.

Model Answer:

I live in _____ (say the name of your city) and this city has several issues related to environmental pollution. The main reason for these pollutions issues is _____. The reason for the water pollution is _____. Air pollution is also very concerning in this city _____. Sound pollution is produced by the _____. The most important way to reduce pollution in our city is to _____.

2. What is the order of a letter? Number 1-6.

- | | |
|--|----------------------------|
| ___ Introduction (what you're writing about) | ___ Saying what you want |
| ___ Expressing the dissatisfaction | ___ Explaining the problem |
| ___ Salutation | ___ Closing phrases |

3. Fill in the blank spaces in the letter with these useful phrases.

- | | | |
|------------------|--------------------------------|--|
| a) secondly | f) is not what i expected from | k) I have a few ideas to solve this problem |
| b) firstly | g) an alternative | and make our school more environmentally |
| c) unfortunately | h) we can solve this problem | friendly |
| d) to sum up | i) to make matters worse | l) I must express my own, and other students |
| e) however | j) thank you for your time | m) I am writing to draw your attention to |

To the Principal of CCEL,

1)___ the large amount of food that is wasted every day in your school. This habit is uneconomical and bad for the environment.

Each day in the lunchroom, students are throwing away too much food. This behavior is 2)___ a great school like ours. 3)___ frustration as we see students wasting so much food.4)___, this wastes students' money and the school's money because the school needs to buy bin bags. 5)___ this is very bad for the environment because all of the wasted food goes to landfills. 6)___.

7)___, I know that we can't expect students to always finish all of their food. 8)___, we can give them 9)___ to throwing their food away. Leftover food can be used to make compost (mixture of unused food that can be made into compost). If we had a compost bin in the lunchroom, students could put not only unwanted food in it, but also banana skins, apple cores, etc. This could then be made into compost which we could use in a garden!

10)___, students need to be educated about food waste and composting. Without education, students will not know what to do. Teachers should make lessons about the environment and composting so students know how important it is.

11)___, food waste is a big economical and environmental problem at our school. By putting a compost bin in the lunchroom and educating students about the environment, 12)___ .

13)___.

Best regards, the Class

4. Write a letter of complaint to the environment officer in your area complaining about the garbage problem in your neighborhood and say the following.

- What is causing the problem.
- Why it is bothering you.
- Suggest a solution to rectify the problem.

5. Read the sentence and choose the one option a-c which best fits the space.

- 1) _____ which is partly caused by exhaust fumes from cars, is a very big problem in many big cities across the world.
a) *Smoke* b) *Smell* c) *Smog*
- 2) _____ occurs when pollution in the air is absorbed by water droplets in clouds.
a) *Acid rain* b) *Fossil* c) *Pollution*
- 3) Everyone should learn to _____ energy. Using lights/lamps only when needed is a good way to do this.
a) *concern* b) *converse* c) *conserve*
- 4) Animal species that no longer exist are called _____.
a) *endangered* b) *extinct* c) *dead*
- 5) Scientists say that before we _____ oil we will have moved to alternative fuels.
a) *run out of* b) *use up* c) *cut down*
- 6) She buys too many things. She _____ all her money long before her next pay.
a) *will be spending* b) *will have spent* c) *will have been spending*
- 7) At the current rate, temperatures _____ by 3 or 4 degrees by 2050.
a) *will have increased* b) *will increase* c) *will be increasing*
- 8) I _____ my homework when my father comes home.
a) *will be doing* b) *am going to do* c) *am doing*
- 9) If you mix water and electricity, you _____ a shock.
a) *will get* b) *get* c) *will be getting*
- 10) I hope I _____ all the irregular verbs before the exam.
a) *will learn* b) *are going to* c) *will have learnt*
- 11) World leaders _____ in Geneva tomorrow to discuss the issue of over population.
a) *meet* b) *are meeting* c) *will meet*
- 12) Unless we _____ our emissions to almost zero, the global temperature _____ to rise.
a) *don't reduce, will continue* b) *will reduce, will continue* c) *reduce, will continue*

6. Fill in the text with missing words.

Spring in Ukraine begins with the melting of 1) _____ and ice and is symbolized 2) _____ multiple streams of meltwater. In most regions of Ukraine, the spring 3) _____ are accompanied by strong and gusty 4) _____. It should be emphasized that at this time there is average precipitation 5) _____ on land. At the 6) _____ of March and early April the first plants begin to 7) _____. Also it is the time of a reverse migration of birds from the 8) _____ regions. Despite the temperature 9) _____ up to 15-20 degrees, nights might be cold 10) _____ to May.

All the summer months in Ukraine are characterized by primarily hot 11) _____. The average day temperature 12) _____ 30 degrees. Southern regions of the country with subtropical 13) _____ have an incredible number of sunny days. In addition, in Ukraine there are a lot of 14) _____ towns, which attract tourists from all over the world 15) _____ late May 16) _____ mid-September.

Ukrainian autumn is characterized by a significant 17) _____. The rainiest months are October and November. September is quite warm — the air 18) _____ is 20-25 degrees. It is also interesting that in the middle or at the end of September comes the so-called “Indian 19) _____” — a short period of sharp warming.

Winters in Ukraine are very 20) _____ and bitter. Sometimes, the temperature drops to 30 degrees 21) _____ zero. The snowfall is average, only in the mountainous areas is there an excessive amount of snow, which has led to spring 22) _____ and landslides in recent years.

Generally, Ukraine can be divided into four different climatic regions: cool snow forest climate, steppe climate, Mediterranean climate and mountain tundra climate.

CULTURE NOTE: THE UK HOUSE AND HOME

1. Do you live in a house or a flat? Does your house/flat belong to your family, or do you rent it?
2. What are typical accommodations for people in Ukraine?
3. Read the following adverts of different real estate companies which offer accommodations for rent and sale in the UK and match the pictures to the adverts. Tell whether the houses there differ from ours.



1



2



3



4

a) _____ Our beautiful and *cozy* flat is suitable for 4 people. It is free standing with a garden in the front and backside, it feels like a holiday home being so *welcoming*. Located on a peaceful tree lined street, apart from the *bustling* central London. Close to Queens Park station and all buses. Short walk to the lovely city center with many shops, cafes, and restaurants. It has a private entrance and private terrace giving you ultimate privacy. The living area is open plan. All facilities can be used: TV, Internet, kitchen with dishwasher, etc. An exclusive use large south facing, recently landscaped garden with a bench, new table and chairs on the deck. Wifi internet connection is available for guests. Have a nice stay and remember not to smoke inside, no animals are allowed in the house, and don't disturb the neighbours. Feel at home, so keep everything clean and do the dishes before you leave.

b) _____ Truly *authentic* and *peaceful* location with *spacious* romantic garden, *spectacular* view in the small touristy town of Bibury. Bright guestroom with white curtains, walls in white and an oak floor. There's a large double boxspring bed, a big oak cabinet for clothes and two doors in the room whereof one with a direct entrance to the bathroom. You will have access to your room and your private bathroom, which are next to each other on the first floor. You can use the front door of the house and will get your own key. The farmhouse is the last house on a dead end street. Near here you will find no shops or supermarkets. There is, however, one cafe and one snack bar. There's public transport by bus to Oxford and a train connection from Cirencester to Burford every fifteen minutes.

c) _____ Newly renovated *old-style* cottage in Southern Dundee's country side. The original bakery building & oven has been renovated into a *contemporary* style B&B that includes the charm of the country side, history of the property, *picturesque* surroundings and close vicinity to *touristy* cities. There are many walking and biking trails in this area. The cottage caters for 2-4 guests: 2 have their own bedroom and toilet, 2 other can sleep on a comfortable sleeping-couch. The house also has its own bathroom with a shower and toilet. A kitchen with oven and stove allows for preparing your own meals. During the summer time you can enjoy the countryside on your own terrace whilst firing up the BBQ.

d) _____ Fully furnished, light, airy, double room with desk in spacious Victorian house. Separate living and dining areas. Quiet, considerate housemates. Excellent transport links to central London. Large, double fronted, Victorian, terraced property. Floorboards downstairs, carpeted upstairs. Garden with outside seating area. Bedding, towels, tea, coffee, juice, toast, cereal provided. Free roadside parking available. Whole of house and garden are available for guest use. I will be working part time but will be available when needed and happy to give advice. There will often be freshly baked goodies to be sampled. Very quiet, many young families. Very culturally *diverse*.

NATURE AND CLIMATE

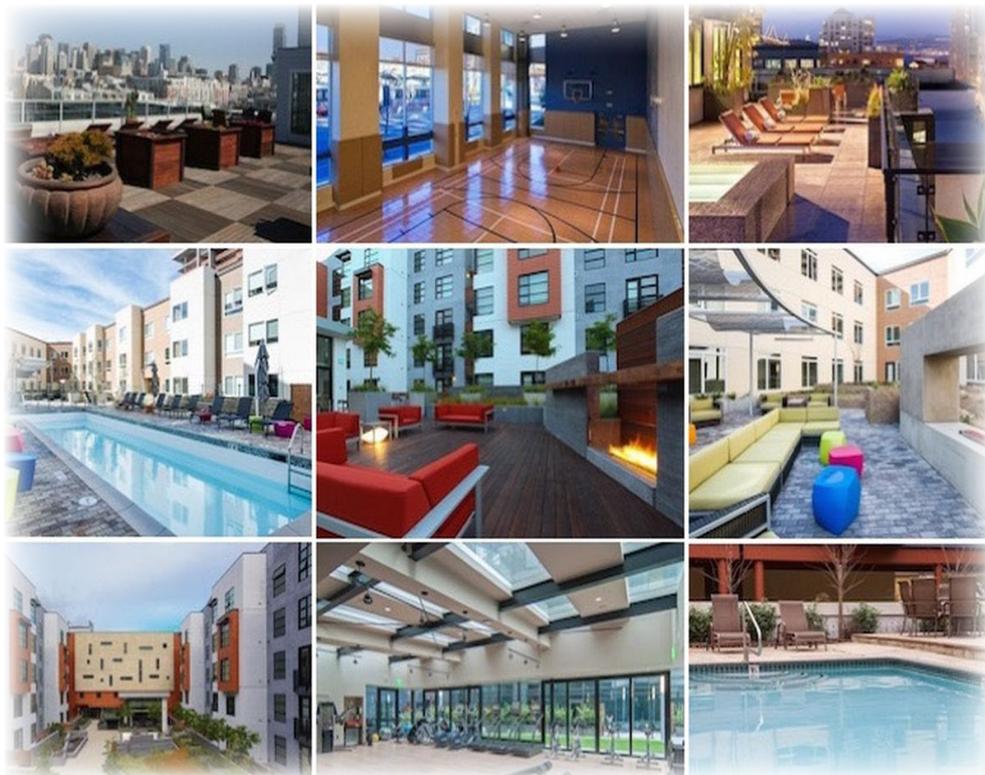
4. Answer the questions according to the text.

- 1) Which accommodation is situated in the suburbs?
- 2) Which accommodation is situated on the outskirts of the city?
- 3) Which accommodation is given for individual use?
- 4) Which accommodation is shared with the landlord?
- 5) Which accommodation was not previously intended for living?

5. Find the opposite meaning adjectives describing places in the text.

old-fashioned / cramped / modern / cosmopolitan / quiet / inhospitable / unpopular / colourless / up-to-date / abandoned / lively / busy / uncomfortable / boring

6. Work in pairs. Imagine that one of you is a landlord and one of you is going for a holiday in England and looking for a nice place to stay. Ask and answer questions about the accommodation for rent, its amenities and descriptions. Pick the most suitable pictures below to help you if necessary.



7. Write a paragraph about your living conditions. Answer the following questions.

- 1) How many different houses have you lived in? Talk about the differences. (*cottage, villa...*)
- 2) Describe the area where you live, is it a convenient location? (*amenities, travel facilities, quiet place, near the city centre, near a commercial area, near sport facilities, near a park, near a motorway/a road, a long way from...*)
- 3) Which room do you spend the most time in? (*bedroom, kitchen, living room...*)
- 4) What would you change in your present home? (*renovate, convert, plant a garden...*)
- 5) What are the most important things when choosing a house? (*neighbours, price, comfort...*)

UNIT 5

SCIENCE AND PROGRESS

WORD BANK

Abacus (n)	Genetics (n)
Accomplish (v)	Gene (n)
Accomplishment (n)	Geopolitics (n)
Addict (v)	Glitch (n)
Addiction (n)	Hacker (n)
Advances (n)	Hardware (n)
Astrophysics (n)	Humankind (n)
Atom (n)	Hypothesis (n)
Bacteria (n)	Insert (v)
Bane (n)	Molecule (n)
Bookmark (n)	Motherboard (n)
Boon (n)	Nerd (n)
Bug (n)	Netiquette
Cell (n)	Phenomena (n)
Code (v)	Pipette (n,v)
Coding (n)	Precocious (adj)
Computation (n)	Prodigy (n)
Concept (n)	Propaganda (n)
Condense (v)	Prototype (n)
Cookie (n)	Reactor (n)
Countless	Respiratory (n)
CPU (n)	Revolutionize (v)
Crocheter (n)	Software (n)
Cryogenics (n)	Spam (n)
Curse (n)	Span (n)
Cybernetics (n)	Spreadsheet (n)
Cyberspace (n)	STEM-related (adj)
Disorder (n)	Techie (n)
Drag (v)	Technophobe (adj)
E-commerce (n)	Unimaginable (adj)
Emoticon (n)	Upload (v)
Evidence (n)	Virus (n)
FAQ (n)	Vlogging (n)
Format (v)	Wow (n, v)
Fraud (n)	

GRAMMAR

- Word formation: nouns
- Relative clauses
- Participle clauses
- Linking words (parts of a sentence)
- Passive voice
- Exclamatory structures

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

Silver surfer
Word processor
Access to information
Ahead of time
Big bang
Blow a fuse
Business promotion
Carry out
Chat rooms
Come up with
Computer geek
Cutting-edge
Cyber bullying
Distraction from work
E-commerce facilities
Electronic appliance
Face-to-face
Feel odd
For all ages
Get/have wires crossed
Go off
Harness the greater good
High tech
Hit double digit
Hit the panic button
Identity theft
Instant messaging
Keep track
Lack of
Live interaction
Labour-saving device
Not rocket science
Observatory gravity
On the same wavelength
Pop-ups
Re-invent the wheel
State-of-the-art
Test tube
Up and running
Vast library of knowledge
Watch glass
Whiz kid



SCIENCE IS KNOWING

- What is science? What branches of science do you know?
- Do you study sciences at school? Which ones?



VOCABULARY

1. Look at the first column with the list of sciences. Have you ever heard of any? Match the sciences to their definitions.

- | | |
|-------------------------------|---|
| 1) <i>cybernetics</i> | a) the study of the behaviour of substances below -183°C |
| 2) <i>cryogenics</i> | b) the application of physics to stars and galaxies |
| 3) <i>astrophysics</i> | c) the study of the way information is processed by the brain or by machines |
| 4) <i>geopolitics</i> | d) the artificial reproduction of genetically identical descendants of a simple plant or animal |
| 5) <i>genetic engineering</i> | e) the study of the peaceful applications of nuclear power |
| 6) <i>nuclear engineering</i> | f) the study of the effect on a country's politics and population |

2. Choose the name of the science that fits the description the best.

- 1) *Genetics/biology* may explain why Stella and her sister have the same disease.
- 2) *Ecology/geography* is the study of how living things relate to their environment.
- 3) In our *geography/chemistry* class, we are learning about rivers.
- 4) A team of scientists has been studying the *physics/chemistry* of the ozone layer.
- 5) It is a fact of *history/astronomy* that near the equator, the earth receives more energy from the sun.
- 6) The purpose of *architecture/archaeology* is to understand the past by studying material culture.
- 7) In *biology/genetics* class we had to dissect a frog.
- 8) Yesterday is *history/archaeology*. Tomorrow is a mystery. But today is a gift.
- 9) I studied electrical *engineering/physics*, but after university I didn't want to work as an engineer.
- 10) Einstein's theory marked a new epoch in *mathematics/physics*.
- 11) Quantum *astronomy/physics* is too difficult for a mere mortal to understand.

3. Fill in the blanks, using the words below to complete the definition of science and technology.

knowledge / facts / phenomena / creation / hand-in-hand / practice / experimentation / powerful / tools / method

Dictionaries give the definition of science as a system of getting 1) _____ attained through study or 2) _____, or knowledge covering general 3) _____, especially as obtained and tested through scientific 4) _____ concerned with the physical world. The knowledge generated by science is 5) _____ and reliable. This system uses research and 6) _____ to describe and explain natural 7) _____.

The term science also refers to the organized body of knowledge people have gained. While technology is the branch of knowledge that deals with the 8) _____ and use of technical means and their interrelation with life, society, and the environment. Technology is a human knowledge which involves 9) _____, materials, and systems. It is also an application of science used to solve problems. But technology and science are different subjects which work 10) _____ to accomplish specific tasks.

4. Look at the following vocabulary. Which branch of science do the words refer to? Tell which of them you use in your science lessons at school and how. Make up as many sentences as possible.

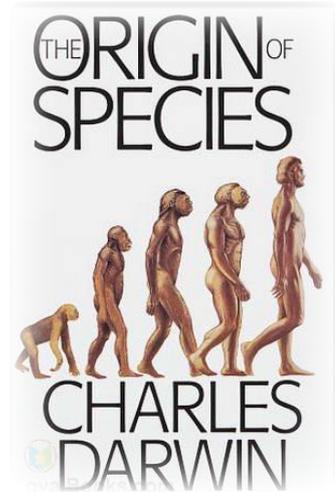
galaxy / meteorite / organism / motion / DNA / watch glass / test tube / gene / condense / chemical element / ecosystem / observatory / gravity / atom / cell division / evolution / hypothesis / datum / measure / molecule / bacteria / radiation / microscope / big bang theory / telescope / solar power / electric current



LISTENING & SPEAKING

5. Read the questions carefully and give the answers. Listen to the recording and check yourself.

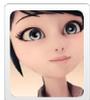
- 1) Which British naturalist wrote The Origin of Species?
- 2) What do you call the arrangement of elements started by Mendeleev?
- 3) Which are the smallest parts of elements: cells or atoms?
- 4) What part of the body pumps blood to every other part?
- 5) How many degrees does the Earth turn in 24 hours?
- 6) What are the two main gases in the air that we breathe?
- 7) Which do not feed their young: mammals, birds, or reptiles?
- 8) A brother and sister can be identical twins. True or false?
- 9) Which cells receive and carry messages in your body: nerve cells or muscle cells?
- 10) What colour does litmus paper turn when it's dipped in a base solution?
- 11) What do we call a scientist who studies the formation of the earth?
- 12) What do you call the branch of science that deals with the design, construction, and operation of robots?



READING

6. What is your opinion about science? Can you tell the difference between a curse and a gift? Read the posts with opinions about science, then give your opinion on the question below.

IS SCIENCE A BOON OR A BANE?



★★★★★
Reply 5

a) Science is the biggest curse of this era, people are so engaged with these technological gadgets that they have forgotten that they have a life aside from virtual reality. Science has made people socially and morally ill. It spread violence and other harmful materials in the younger generation and destroyed their abilities. To me, science is the biggest curse of our time.



★★★★★
Reply 12

b) Wherever we go we see science, experience science, and apply science. Life without science is not possible at all! Today without cell phones, computers, televisions, and electricity no one can lead a happy life. We are able to know the upcoming disasters and take preventive steps accordingly only through science. Therefore, science is important.

SCIENCE AND PROGRESS



★★★★★
Reply 5

c) People say that science has helped to cure many diseases and increase the life span. However, think about those being killed by radiation, cancer, world wars, respiratory and cardiac disorders, and finally, countless accidents. Of course, science may have raised the so-called status of our living, but not everything is so rosy about it. Science only has given the way to harm people by one method or another.



★★★★★
Reply 18

d) Why do people think science is a curse? The people who said “yes” have you not thought of yourself? Are you not angry at science and you are taking your anger out on this website created by science? Don’t you people have cars, scooters, or even cycles created by science or don’t you even take a bus or a taxi to get somewhere? The persons who believe science is a curse; you should not use phones, PCs, laptops, conveniences, etc. Moreover, leave your jobs if related to science. Do not accept money either that is from science. If you can do it, then yes, I believe science is a curse.



★★★★★
Reply 7

e) Science, like any other thing, can be a boon as well as a curse depending on its usage. Bombs were invented as an aid in constructing tunnels and clearing paths. However, you know man is the cruellest animal and had to lay his dirty hands on it. He used this bomb for mass destruction and to hurt others. Thus they are right when say that science is a gift and a curse!



★★★★★
Reply 9

f) Science is a gift, not a curse. So, many discoveries have been made using science, and people who are knowledgeable in science are very talented and gifted. Without science, we would not have found cures for many diseases out there and we would not have a lot of the technology we do today.



★★★★★
Reply 5

g) Whether it is finding cures to diseases, to save lives, or exploring the outer reaches of space, science has, repeatedly, been used to accomplish wonders to benefit humankind. However, we must be careful as to how science is used, and whether the result will be positive or negative. Will it be used to find a cure for cancer, or will it be used to engineer bombs and weapons to kill thousands? As many wise men have said: “With great power comes great responsibility”.

7. Read the posts again and match them to the correct titles. There is one title you don't need to use.

- 1) SCIENCE CAN BE A GREAT GIFT, BUT ONLY IF IT IS USED THAT WAY
- 2) SCIENCE IS ABOUT FACTS, NOT THEORIES
- 3) UNIMAGINABLE WORLD WITHOUT SCIENCE
- 4) SCIENCE IS THE GREATEST BANE
- 5) SCIENCE IS DESTROYING HUMANIYY
- 6) SCIENCE IS A BOON AND CURSE
- 7) SCIENCE IS A GIFT
- 8) WHY...?



8. Read the posts again and fill in the table with the arguments for and against science.

SCIENCE IS A BOON

SCIENCE IS A CURSE

GRAMMAR

GRAMMAR BANK

NOUN FORMATION

Nouns describing people doing or experiencing some activity (often an occupation)

Suffix	Meaning	Examples
-(e)er	things or people who do a particular job, professions	engineer, manager, writer
-ician		mathematician, politician
-or		supervisor, decorator
-(i)cist		physicist, pharmacist

Nouns describing abstract things

Suffix	Meaning	Examples
-ery	state or quality of	machinery, bravery
-ing	act, process, state	ending, blessing, writing
-sion	state or quality of	conclusion, explosion
-ment	action, process	agreement, statement
-tion/ation	action, process	consumption, solution, information, transformation
-age	action, state, process	breakage, marriage
-ence/ance	action, state, condition, quality	acceptance, preference
-ure	action or resulting state	pressure, departure

9. Form nouns from the following verbs. Refer to the Grammar Bank above if necessary.

invent
achieve
discover
educate

collect
consider
confuse
create

develop
explore
research
know

destroy
innovate
fail
exist

10. Use the suffixes *-er/-or/-ician/-ist* to give the names of the following.

- 1) A person who studies or does research in the science.
- 2) A person who is a specialist in cybernetics.
- 3) A person who invent, design, analyze, build, and test machines, systems, structures and materials.
- 4) A person who travels in search of geographical or scientific information.
- 5) A person who tries to find out the facts in order to learn how it happened, who did it.
- 6) A person who creates something useful for the first time.
- 7) A person who has knowledge and training in a technical process.
- 8) A member of an academy for promoting science, art, or literature.
- 9) A person who deals with the relationships between groups of living things and their environments.
- 10) A person who practises medicine and helps restore health through the study, diagnosis, and treatment.

WRITING

11. Write some examples, both positive and negative, of how the revolution in science has affected your life. Write about the bright side of scientific advance and the dark side of scientific progress.



TECHNOLOGY IS DOING

– Comment on Bill Gates's quote below:

"Technology is just a tool.

In terms of getting the kids working together and motivating them, the teacher is the most important."

Bill Gates



- What is your opinion about the technological process?
- Has it become an advantage, or a drawback in terms of human development?

VOCABULARY

1. Name at least three gadgets you can't imagine your life without. Look at the pictures, name the following, are any of them on your list?



2. Complete the sentences with the following words. There are two extra words.

*cyberspace / labour-saving device / cutting-edge / techie / high tech /
breakthrough / tools / technophobe / advances / digital / native /
state-of-the-art / electronic appliance / robotics*

- 1) Technological and scientific _____ such as computers, cell phones, and satellites may boost the development of the third world countries.
- 2) The branch of technology that deals with the design, construction, operation, and application of robots, as well as computer systems for their control and information processing is _____.
- 3) _____ allows users to share information, interact, swap ideas, play games, engage in discussions or social forums.
- 4) A machine, gadget or other thing that reduces human effort, hard work is called a _____.
- 5) The Internet and all sorts of _____ devices are changing the way children learn.
- 6) My mom says sitting too close to the TV will make my eyes go square! She's such a _____.
- 7) Today, people are living longer and healthier lives thanks, in large part, to technological _____ in the field of medicine.
- 8) The digital tools of our economy make more sense to young _____ than to members of older generations.
- 9) The centre is 20 years old and will need capital improvements to remain _____.
- 10) Thousands of hackers, developers, gamers and _____ equipped with laptops camp out in tents on-site for the conference and hacker fest.
- 11) Scientists are hoping for a _____ in the search for a cure for cancer.
- 12) You can save money and energy at home by choosing energy efficient _____ and reducing the amount you use them.

3. Match the idioms to their definitions.

- | | |
|--------------------------------------|---|
| 1) <i>a silver surfer</i> | a) ready to use |
| 2) <i>blow a fuse</i> | b) to react to a situation with fear and confusion |
| 3) <i>get/have our wires crossed</i> | c) a person aged over 50 who uses the Internet |
| 4) <i>not rocket science</i> | d) to get angry/to lose your temper |
| 5) <i>on the same wavelength</i> | e) to think similarly or to have the same ideas and opinions |
| 6) <i>re-invent the wheel</i> | f) something is easy to understand or do |
| 7) <i>up and running</i> | g) to waste time doing something that has already been done correctly |
| 8) <i>hit the panic button</i> | h) to misunderstand someone |

4. Complete the sentences with the idioms. Change the form where necessary.

- Mother totally _____ when I told her I had failed Math.
- The film doesn't _____ for action films, but it adds enough clever twists on the genre to still feel fresh and new.
- My grandmother is always checking her emails, chatting to friends online, and doing her online banking, she is _____.
- People should be able to fill in the forms themselves — this is _____.
- I was surprised that we became friends so quickly, but we're just always _____.
- Calm down! It's just a fly. There's no need to _____.
- It only took me a few minutes to get the printer _____ after taking it out of the box.
- I'm sorry about all the confusion regarding the contract, Tim; it looks like we _____ somehow.

READING

5. What do you think life would be like without technology? Can you spend a day without it? Read the text and check it out.

Most of us cannot imagine that they can go for a day without the touch or use of the technology we are used to. Today, almost everything we do is dependent on technology. We have phones, iPods, and computers, just to mention a few. 1) _____. You may have noted how people constantly keep checking their phones for texts or emails. Others keep looking or logging in to their computers. Sometimes it is just because we have an addiction. It is essential to try to have a day that is without the use of technology.

The last time I was away from my cell phone or computer for more than an hour was about four years ago. Sure, when I take an exam or when I am at an event, I put my phone in my bag, but it is still within my reach. Just think about the loads of time you could have spent exploring the world and enjoying the weather, 2) _____. I have devoted my life to my social media, creating an online presence, and communicating with my friends and family mostly through technology. So I decided to challenge this habit of mine and *go* one day *without* technology.

That morning, I woke up without my phone's alarm. Before going to bed yesterday I was really nervous that I could miss my class, but still *turned* it *off*. I got up, took a towel and went to shower. Then I went downstairs to eat my breakfast. Next I went upstairs to get ready for school. I always have music playing when I am getting ready and it *felt* *odd* not having it on. 3) _____.

Again on the 20 minute walk to my school, I really missed having music on. However just walking to classes not listening to music was something new to me. It gave me a chance to look at my surroundings instead of *getting* *lost* in the lyrics. In class, all my friends were too busy with their smart phones, so I nearly got mad as I couldn't even talk to them.

After my classes, I went to the school cafe to get my meal. I took my lunch over to the lawn and sat by the tree. As I ate, I watched the calm skies 4) _____. I saw a flock of 30 birds or so flying high above, and a butterfly landed about 40 feet away from me to scan the grass for flowers. On my journey both to and from the school yard, every single person looked me in the eyes and said "hello" to me. I usually have my headphones in and no one notices me. I found that very surprising.

SCIENCE AND PROGRESS

At this point, I still had not looked at my phone once. Honestly, I really wasn't having the *desire*. I thought I would have to check my Facebook or texts. I made my way back home and fell on my bed to figure out something to do. I began to get very bored. 5) _____. I wasn't longing for communication through the Internet, but *live interaction*, and for those who know me well, that is something very rare and odd for this introvert. Thank God, my parents came back home by then and we had dinner together.

I ended up reading a book in my bed, although I never read books just for any purpose I did lots of things that day that I normally wouldn't. But by 22:00, I gave up because I was afraid to miss something. I wasn't able to go the whole day, but I still went about 15 hours without technology. I learned that I don't need my phone to entertain me and that nothing can replace *face-to-face communication*. I also realized that I need to start hanging out more and not hiding behind the walls of my home, because the world is such a beautiful and fascinating place. 6) _____. These things are short-lived and fast-changing.

The simplest of things that day made me happy: the people saying "hello" to me, the nature around and the butterfly and those birds. These things are real and alive. 7) _____. Go a whole day without your laptop or phone. You might be surprised what it can do for you.

6. Are you ready to accept the challenge and to spend a day without your mobile, TV, MP3 player, computer? Support your answer.

7. Read the text again and put these sentences into the right place in the text.

- 1) I started to actually seek real human contact so that I wouldn't be alone.
- 2) But no, ever since I got my first computer and phone, I have chosen to spend my free time scrolling, clicking, and typing away in a virtual world.
- 3) Our generation is too dependent on instant retweets, likes, and shares from their peers.
- 4) Don't invest your life into something that is artificial and temporary.
- 5) But I remained strong and kept my phone away from me.
- 6) Because I wasn't absorbed in my phone, I managed to see some cool things.
- 7) Technology is useful, but sometimes overused and other times even misused.

GRAMMAR

GRAMMAR BANK

THE RELATIVE PRONOUNS

who (for people)/*which* (for things/animals) / *that* (for people/things)/*whose* (possessive)
The relative adverbs are: *where* (referring to places) / *when* (referring to time)

Defining relative clause:

- identifies the person or thing we are talking about;
- **that** often replaces **who** or **which**;
- comma before the relative pronoun is not usually used;
- we can omit the relative pronoun when it is the object of the clause.

Ex.: Telecommuting is just the start of progress that will see many people holding down jobs without ever actually going in to work.

Non-defining relative clause:

- gives extra information about the person or thing which is not essential;
- we cannot use that or omit the relative pronoun;
- a comma is always used before the relative pronoun:

Ex.: Jill, who has got two children, has decided to telecommute.

NOTE!

In relative clauses we normally put the preposition at the end of it. But not in formal English.

*Ex.: That's the man who/that he was speaking to. (informal) /
That's the man to whom he was speaking. (formal)*

In the sentence, which refers to the complete clause, a comma is always used.

Ex.: Fred left school, which surprised everyone.



THE INTERNET

- Do you often go online?
- Are you an active social networks user? How many social media accounts do you have? Which social network is your favourite? How often do you check your accounts?
- Do you feel comfortable without Internet access?



VOCABULARY & SPEAKING

1. Are you a social media addict? Take the following quiz. Check your score with your teacher. Discuss it with your classmates.

Statements	never (0pts)	rarely (5pts)	often (10pts)	always (20pts)
1) I check my social media accounts on my phone first thing in the morning when I wake up.				
2) I take a picture of my meal and post it instantly on social media.				
3) I never take a break from social media.				
4) When I hear something I like, I remember to post it as my status.				
5) I know the number of my friends and followers on social media and feel happy when I get new requests.				
6) I feel disappointed when my posts do not get many likes.				
7) I spend a long time on social media looking at what my friends have been up to in their lives.				

2. Fill in the blanks to complete the questions using the words below.

personal profile / instant messaging / emoticon / netiquette / e-commerce / fraud / FAQ / pop-ups / a cookie / vlogging / go viral / share / comment / post

- 1) Do you have a _____ on Facebook or Twitter?
- 2) Do you often _____ information online, or _____ on somebody's _____.
- 3) What's your attitude to _____? Do you ever buy or sell things online?
- 4) Did you know that _____ is like a secret agent that collects the data from your personal computer and sends it back to the website you visited for it to be able to identify you next time you come back to this site.
- 5) How do you deal with _____? I can't stand these computer ads, they are so annoying? Aren't they?
- 6) Do you keep a blog or something? Have you tried _____ yet?
- 7) Did you know that Internet _____ is illegal, and it is punishable by law?
- 8) In fact, there is an informal code of behavior on the Internet. Do you know what the main rules of _____ are?
- 9) Do you know that _____ is where you should refer to if you visit a website and have a question on a subject the site specializes in?
- 10) What do you prefer to make a call, to write an email, or maybe you choose _____?
- 11) Have the videos or photos you posted ever _____? Mine never become popular.
- 12) Do you often use _____ to let the person you are chatting to know how you are feeling? What are your favourite ones?

3. Look at the list of aspects concerning the Internet. Divide them into positive and negative effects. Discuss in groups, tell about your experience of Internet use. Do you benefit or suffer from the Net? What are its advantages and disadvantages in your opinion? Add to the list if you can.

vast library of knowledge / access to information / identity theft / addiction / quick and cheap connection / business promotion / lack of live communication / distraction from work / online shopping / source of education / for all ages / e-commerce facilities / cyber bullying / chat rooms / songs , movies, games / viruses / online studying / anti-social behavior / spamming / propaganda

ADVANTAGES

DISADVANTAGES

4. Work in pairs. Take turns asking and answering questions from Ex.1.

LISTENING

5. Listen to the three teenagers calling to the hot line to get some advice. Tell what dilemmas they faced. What would you advise them?

_____ Speaker 1 _____ Speaker 2 _____ Speaker 3

6. What other difficulties can a teenager face online? Have you ever had any problems while using the Net? What were they? How did you handle them?



READING

7. Read the text about some risks the Internet can create. Tell whether you ever found yourself bullied online.

Who doesn't use social media these days? Usage of social networking sites has dramatically increased recently with the advancement of technology. Now even the smallest children know how an iPad works and many have a smart phone of their own! When we want to talk to friends we log on to Facebook or WhatsApp and send them a message rather than going to their houses! Everybody is tweeting, posting, and hashtagging!

This has a huge impact on society, and the unprotected segments of the population are at the greatest risk of having their rights abused. In this respect, cyber bullying is the main threat kids and teenagers can face online. What is it? What does it look like? Where does it happen? Most of them won't be able to give proper answers to these questions, however 80% of modern children have either been cyber bullied, have seen cyber bullying happen, or even have been unkind online themselves at least once in their lives.

Cyber bullying means bullying through technology. This can include online sites and services, games, and phones. Cyber bullying can be more hurtful than other forms of bullying as it happens 24/7 and may seem impossible to get away from. As with other forms of bullying, it is not a one-off or isolated event, but repeated attempts to upset or tease someone.

Here are some of the most common scenarios of cyber-terror that can take place, so imagine the following:

- You accepted a friend request from someone in your school and they started tagging you in horrible comments and pictures and sending you threatening private messages.
- Someone in your year group uploaded a video to their YouTube channel. A few people left really hurtful comments and encouraged others to unsubscribe.

- You took a picture of a girl who fell over in the canteen, spilling her food everywhere. You then shared this online saying how funny it was. It was re-shared by practically everyone in the school making fun of this girl. It really upset her and some people commented on the picture saying how mean you were.

What would you do? Do you know how to act in case something similar happens to you in real life? An old proverb says: "Forewarned, forearmed!" That is why it is extremely important to be aware of and prepared before doing any silly things. So, check some helpful guidelines to follow:

- If you are subjected to cyber bullying yourself tell a trusted adult about the incident, block or delete the contact, but remember to save the evidence (take screen shots) and never, ever reply.
- If you think someone is being cyber bullied also tell about it to a trusted adult, and try to support the person, let one know he or she is not alone. Make it clear that these messages are not OK and show others an example of netiquette by writing positive comments.
- In case you think you may have posted something that has upset someone, immediately remove the content, apologize to the person for your unacceptable behavior, and explain that you won't do it again.

Bear in mind that the Internet is a good source of information, but much of it is false, so don't believe everything you see. Remember to use only safe websites and create safe passwords, never share it with anyone, or give away any of your personal information. Think carefully before uploading photos or videos of yourself and with downloading too. Never open an attachment from someone you don't know, it may contain viruses. Don't forget, you are responsible for everything you do on social networking sites, for this reason be careful with what you share, because anything you post on the Internet can stay online forever. Don't be rude – there is a real person on the other side, who has feelings too. Stay away from strangers, avoid making online friends; they aren't real people in many cases and you must never agree to meet them in person. Once you see any worrying signs of online behaviour or something that makes you feel uncomfortable, go tell your parents without the slightest hesitation. Take care and be safe!



8. Choose the correct option according to the text.

- Write the 3 KEEPs of Internet safety:
 - keep _____!
 - keep _____!
 - keep _____!
- If you see anything suspicious on the computer that makes you feel worried:
 - ignore it.
 - run and tell an adult.
 - turn off your computer.
 - click the HELP button.
- Who is responsible for the information the user leaves online:
 - the user
 - no responsibility
 - the network
- It's okay to meet with a person that you've met on the Net, if:
 - you meet in a safe, public place.
 - they promised to bring you a present.
 - it's someone from your mom or dad's office.
 - it's never okay.
- Cyber bullying is especially dangerous for young people because of:
 - its continuous and exhausting manner
 - its unpredictable effect
 - its violent expression



PASSIVE COMPUTER

The good news about computers is that they do what you tell them to do.

The bad news is that they do what you tell them to do.

Ted Nelson

- Do you agree with the statement by Ted Nelson? What do you think is the main purpose of the computer?
- Are you aware of modern computer technologies? What are the latest computer advances?
- Do you often use a computer? Is a computer helpful in your life? What do you mostly need the computer for?



VOCABULARY

1. Look at the picture above and try to name as many gadgets and devices as you can. Complete the sentences using the correct option.

- 1) While chatting on line we usually use a *web-camera/headphones* to see each other's faces.
- 2) If we want to print out the information in the computer, we use a/an *printer/e-book*.
- 3) If we want to upload our printed pictures onto the computer, we use a *scanner/monitor*.
- 4) A *laptop/tablet PC* is smaller than a desktop computer and you can carry it with your hands.
- 5) A *keyboard/mainframe* is a device for typing letters, numbers, and symbols into the computer.
- 6) A *mouse/cable* is a small object which you move with your hand to give instructions to the computer.
- 7) A *modem/memory stick* is equipment connected to a computer for *copying/receiving* digital information by telephone line.
- 8) A *CPU/motherboard* is responsible for coordinating everything that happens in your computer.
- 9) If you click on that *link/list* it will take you to a new website.
- 10) I took a photo of our school yesterday, and sent it to you as an *attachment/in-box*.

2. Match the words to their definitions.

- | | |
|-----------------------------|---|
| 1) <i>a nerd</i> | a) is the use of computers to store, retrieve, transmit, and manipulate data or information |
| 2) <i>a computer geek</i> | b) is an interactive computer application program for organization, analysis, and storage of data in tabular form |
| 3) <i>a hacker</i> | c) is someone with above – average IQ, extremely interested in intellectual subjects and having few social skills |
| 4) <i>a glitch</i> | d) is a sudden, usually temporary malfunction of computer equipment. |
| 5) <i>IT</i> | e) is a person who uses computers to gain unauthorized access to data |
| 6) <i>a spreadsheet</i> | f) is a computer expert or enthusiast, also with few social skills |
| 7) <i>a bug</i> | g) is a (small) defect or fault in a program |
| 8) <i>software</i> | h) is the physical parts of a computer |
| 9) <i>hardware</i> | i) is a computer program that performs a specific function |
| 10) <i>a word processor</i> | j) are Internet favourites, where you mark and save certain websites for easy find in future |
| 11) <i>bookmarks</i> | k) is a program used for creating and editing documents and letters on a computer |

3. Answer the questions about computer functions. Check with your teacher.

- 1) What do people do when they change something on a “document”?
 a) *they attach it* b) *download it* c) *edit it*
- 2) What should you do before you “paste” something into a document?
 a) *install a program* b) *copy something* c) *sign out*
- 3) In which of the following places can you always find a “home page”?
 a) *at home* b) *on the World Wide Web* c) *in a book*
- 4) Which of the following things do you do when you “save” something?
 a) *insert it* b) *delete it* c) *keep it*
- 5) Which of the following things can a “search engine” do?
 a) *go online* b) *help you find information* c) *start your computer*
- 6) Which of the following words is opposite to “shut down”?
 a) *start* b) *access* c) *copy*
- 7) Which of the following things can a “virus” do?
 a) *create an e-mail account* b) *crash your computer* c) *bring you to another website*

READING

4. Read about the history of computers. Pay attention to the words in colour in the text and match them to their synonyms below.

*to perform a task / accounting /
 become essential for / advanced /
 to record / processing / to surf the Net*



Computers are devices that are used to *carry out tasks* that people want done in a more efficient and usually faster way than can be done by the human brain. There are two types of computers, analog and digital. Analog are devices that require human operation like the tide predicting machine made by Sir William Thomson, and digital is like a personal computer, which uses a series of codes and programs to calculate data.

Actually, the first computers were people! That is, electronic computers were given this name because they performed the work that had previously been assigned to people. The word “computer” was first recorded as being used in 1613 and originally was used to describe a human who performed *calculations* or *computations*.

It was in 1833 when the first programmable computer was designed by Charles Babbage, who was an English mechanical engineer. The machine was about a century *ahead of its time*. His computer had all the components of a modern computer, but he never completed one, his son managed to finish it in 1888 as well as demonstrate its use in computing tables in 1906. Although it wasn't until 120 years later that the first modern computers were invented, which were still completely different from the modern day computers. These first computers were huge and took up an entire room. The beginnings of computers as we know them happened in 1980.

Nowadays a computer is an electronic device that manipulates information, or data. It has the ability to store, retrieve, and process this data. People use computers for a number of reasons: to type and print documents, send emails, and *browse the Web*, or just play games, and so much more. Computers can also be used to edit or create spreadsheets, presentations, and even videos.

However the first computers weren't so fancy. One of the earliest machines designed to assist people in calculations was the abacus, which is still being used some 5000 years after its invention. It was made of string and beads. Its only purpose was to count and *keep track* of money and other things. In 1642 Blaise Pascal invented an adding machine based on mechanical gears with which numbers were represented by the cogs on the wheels.

SCIENCE AND PROGRESS

As science progressed in the first half of the 20th century, so too did the need for more sophisticated computers. During the past few decades computer and electronic technologies have advanced significantly. The machines have been *incorporated into* almost every aspect of society. They now play a role in how we learn, how we travel, how we are entertained, and how we actually work. Today computers are an inseparable part of many people's lives and jobs and are likely to continue to be tools that we rely on. Now computers are everywhere, and everyone is always carrying a small computer in their pockets, commonly known as a cell phone.

5. Look through the text again and choose the best option to complete the sentences.

- 1) Who invented the first programmable computer?
a) *Sir William Thomson* b) *Charles Babbage* c) *Blaise Pascal*
- 2) Who were the first computers?
a) *people* b) *sticks and stones* c) *abacus*
- 3) Computers are essential parts of people's lives. We are dependent on computers in:
a) *education* b) *leisure* c) *job* d) *all of the above*
- 4) Initially the "computer" was created in order _____.
a) *to store, retrieve, and process data*
b) *to help with numbers and sums*
c) *to do human's jobs faster and better*
- 5) Who developed the abacus?
a) *Charles Babbage* c) *Blaise Pascal*
b) *Sir William Thomson* d) *None of them*
- 6) The first modern computers were invented in _____.
a) *1953* b) *1613* c) *1906*
- 7) The very first calculating machine was designed _____.
a) *in 3000 BC* b) *in 3000 AD* c) *in 5000 BC*

LISTENING

6. Listen to the recording about the dates and important advances made in computer technology. Fill in the table below making notes in the two columns. Check with your partner.

YEAR	COMPUTER ADVANCE

7. Make up sentences using your notes in Ex.6 and tell about the timeline of computer technology progress. Remember about some other inventions in the sphere of IT which took place in these times.

SPEAKING

8. Look at the following verbs describing the functions of a computer and its hardware. Take turns making up sentences about the work you usually perform using a computer. Remember to connect the words in your sentences using the appropriate conjunctions and terms from the vocabulary section. Refer to the Grammar Bank at page 145.

*enter / insert / type / click / format / print / select / send /
delete / search / scroll / scan / upload / download / drag*

*For example: I managed to download all the necessary files,
despite the Wi-Fi signal not being very good.*

GRAMMAR

GRAMMAR BANK

CONJUNCTIONS

Conjunctive words (or connectors) are words that join two words or two clauses together. Their two categories are:

– coordinating conjunctions, such as *and – or – but – yet – so*

A coordinated clause is used to link two equal clauses and **must follow the clause to which it is connected.**

Ex.: Computers have become essential today, but nobody can tell about the future.

– subordinating conjunctions, such as:

for purpose or reason <i>so/so that, in order to/ that, because/of, since, as, in spite of, despite, as a result of, due to</i>	for contrast <i>although, even though, though, despite the fact, but, like/unlike, while, instead of</i>	for time or condition <i>after, before, until, while, when, if, even if, unless, as long as, provided, whenever, whatever, once</i>
--	---	--

A subordinate clause is used to link two clauses within a single sentence, when one clause clarifies, expands, or explains the meaning of the main clause; it normally follows the main clause, but may precede it sometimes.

Ex.: Computers were invented in order to make the life of people easier.

9. Choose the best option to complete the sentence. Refer to the Grammar Bank above if necessary.

- 1) His computer froze *so/and* he hit it.
- 2) He damaged the keyboard *because/due to* he hit it hard .
- 3) He took it to a repair center *in order to/so that* get a new keyboard.
- 4) *When/While/Unless* he heard about the accident he was shocked.
- 5) I'm really hungry *because/though/so that* I had a big breakfast.
- 6) I never eat vegetables *because of/even though/for* I know they're healthy.
- 7) *After/Before/Until* Mike has done his homework, he may play his favourite computer game.
- 8) I hired him *so/despite/because/but* he had so much experience.
- 9) I'm going to have a dessert *although/so that/in spite of* being on a diet.
- 10) It was an excellent meal *despite/even though/so that* the unfriendly waiters.

10. Rewrite the sentences using the linking word given in the parentheses.

- 1) The football match was cancelled. One of the goalkeepers was ill. (*due to*)
- 2) The guests ate all the food. Mary doesn't cook very well. (*although*)
- 3) My car has just broken down. I'll have to buy a new one. (*since*)
- 4) Paula didn't get the job. She had the right qualifications. (*in spite of*)
- 5) You can go out tonight. You must tell us where you are going. (*provided*)
- 6) Kate won't come to the party. You don't invite her. (*unless*)
- 7) I don't earn a big salary. But if I did, I wouldn't buy a car. (*even if*)

WRITING

11. Choose one of the gadgets or devices and describe the story of their appearance in brief. Tell about:

- the purpose of its creation and use;
- its parts and purpose;
- the functions it fulfills;
- its popularity among users;
- your personal attitude toward it.



INVENTORS AND INVENTIONS

- What famous inventors do you know? What were their inventions?
- Do you think a time machine will ever be invented? Would you like to do some time travelling? What time would you like to visit, what event would you like to witness?

READING

1. Do you know who Leonardo Da Vinci was? What is he most famous for? Look at the pictures and give ideas about Leonardo Da Vinci not only as an artist, name the machines shown.

Leonardo da Vinci is famous for creating some of the most incredible works of art. But besides being a brilliant artist, Da Vinci was also a scientist, engineer, and inventor. He may well have been the greatest inventor in history.

Da Vinci drew *sketches* and diagrams of his inventions, which he preserved in his notebooks. Unfortunately, almost none of Da Vinci's inventions were built during his lifetime. And, because he never published his diagrams, nobody else knew about them until his notebooks were discovered long after his death.

That's a pity, because da Vinci's designs *were* spectacularly *ahead of his time*. If they had been built, they might have *revolutionized* the history of technology. In recent years, however, engineers have begun to construct models of da Vinci's amazing machines and most of them actually work.

PARACHUTE

The invention of the parachute is traditionally credited to Leonardo da Vinci although he wasn't the first to come up with the *concept*. However, Leonardo's parachute was more sophisticated and in 2000, the British skydiver Adrian Nicholas proved that it works by jumping with a parachute built according to da Vinci's sketches.

ORNITHOPTER

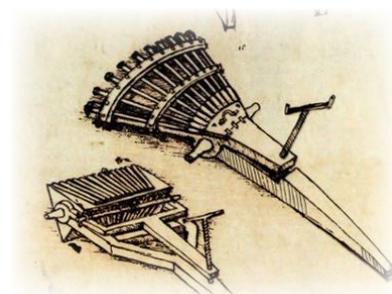
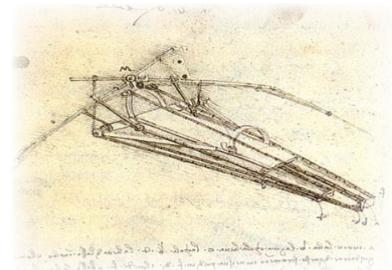
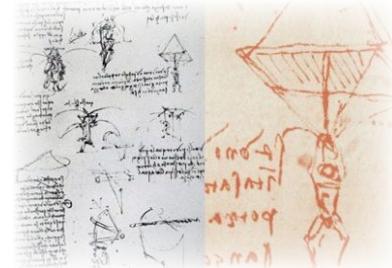
Da Vinci came up with plans for a number of flying machines including ornithopters. Inspired by birds and bird flight, Leonardo's ornithopter was to be lifted and operated by flapping wings which in turn would be "powered" by muscle energy.

ROBOTS

What da Vinci built were not robots in the modern sense. He built a self-operating machine called automaton which, however, was *capable of* moving without human help.

MACHINE GUN

Leonardo's machine gun was nothing like the modern machine guns. Rather than firing bullets rapidly from a belt, it was meant to fire bullets from individual guns that were connected in three rows, with each row containing 11 guns.



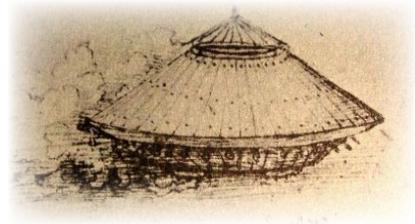
DIVING SUIT

Just like in the case of the parachute, Da Vinci wasn't the first *to come up with the idea* of a suit that allows its wearer to breathe underwater. But again, his design is strikingly similar to the early prototypes of the modern diving suit: it consisted of a (leather) jacket, pants and helmet with inbuilt glass goggles, and a breathing tube that supplied air from the surface.



ARMORED VEHICLE

The tank was first used during World War I (1914-18) but the concept, or according to some, the first *prototype* was developed by Leonardo da Vinci more than 500 years earlier. Leonardo's tank was designed to be equipped by a series of guns and "driven" by the men inside. Although some believe that he didn't really want the war machine to be built, while others think that he perhaps wanted to prevent the design from *falling into the wrong hands*.



2. Look at the words and phrases in colour in the text and match them to their definitions.

- | | |
|--|------------------------------------|
| 1) the first example of something | 5) a thought or idea |
| 2) to become a possession of bad and dangerous people | 6) too advanced or modern |
| 3) to suggest or think of an idea or plan | 7) drawings of future inventions |
| 4) have the skill or ability or strength to do something | 8) to change greatly or completely |

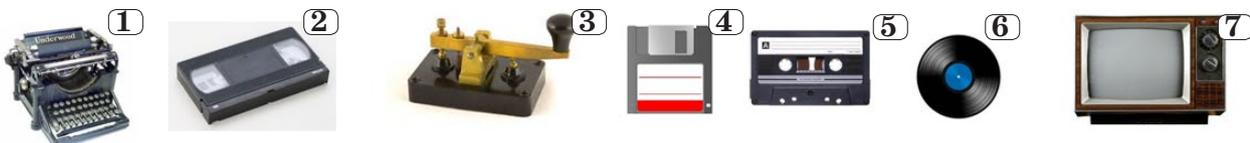
3. Answer the following questions according to the text.

- 1) Who was Leonardo Da Vinci?
- 2) How did the world find out about his inventions?
- 3) Did his inventions appear to be useful?
- 4) Was the parachute initially Leonardo Da Vinci's idea?
- 5) Who is supposed to drive the Ornithopter?
- 6) What did Da Vinci's robot do?
- 7) Is the modern machine gun very similar to Da Vinci's machine gun?
- 8) What are the components of Da Vinci's diving suit?
- 9) Did Da Vinci build the first tank? When?



LISTENING

4. What old inventions can you remember? Listen to the recording and match them.



- ___ items invented in the 1800s
- ___ items using a Magnetic ribbon tape
- ___ items still popular today
- ___ item which was very unreliable
- ___ item mostly used in cars
- ___ item you could write a book on
- ___ item having the longest history
- ___ item that comes in three possible sizes
- ___ item that helped people to walk and listen to their favourite music at the same time

GRAMMAR

GRAMMAR BANK

THE PASSIVE VOICE

We use the **Passive Voice** to show that we are more interested in a certain part of the sentence. The passive is usually formed by the verb **to be** + **past participle**.

	Simple	Continuous	Perfect
Present:	<i>It is invented...</i>	<i>It is being invented...</i>	<i>It has been invented</i>
Past:	<i>It was invented..</i>	<i>It was being invented</i>	<i>It had been invented</i>
Future:	<i>It will be invented...</i>	–	<i>It will have been invented</i>

We use the **Passive Voice** when a person who does something isn't known or not important; The agent is usually omitted, because it's obvious.

Ex.: America was discovered in 1492 (by Christopher Columbus)

When we need to replace the Active Voice by the Passive, the **object** becomes the **subject**.

If we have two objects, the first should be a person, not a thing (in most cases).

Compare: Her parents bought Mary a new car. – Mary was bought a new car. – A new car was bought.

If the main verb takes a preposition (necessary for the meaning), we put it at the end of a phrase.

Ex.: We looked for the book everywhere but didn't find it.

The book was looked for everywhere.

In the **Passive Voice**, we use:

– **by** + **agent** – to say who or what did the action.

Ex.: This tree was planted by my grandfather.

– **with** + **instrument or material** – to say what the agent used.

Ex.: The note was written with a pencil.

5. Complete the texts using the correct form of the Passive Voice of the verbs. Refer to the Grammar Bank above if needed.

WHY WERE VACCINES A GREAT INNOVATION?

do / give / kill / make / need / not protect / not understand / find / conduct

Disease is one of man's greatest enemies. Between 1347 and 1351, about 25 million people in Europe 1) _____ by the Black Death. Before vaccines, people 2) _____ from disease. The first vaccine 3) _____ in about 1800, but the theory 4) _____ for another 50 years. Today, vaccines 5) _____ to most children in developed world, but more vaccines 6) _____ in poorer countries. A lot of research 7) _____, although there is still so much 8) _____, as even nowadays lots of epidemics 9) _____.

A GOOD OR BAD INVENTION

Our lives 10) _____ (*make*) better every day thanks to inventions. But sometimes, inventions can make our lives worse. This can happen when an invention 11) _____ (*not use*) according to the inventor's plan. For example, Alfred Nobel, a Swedish scientist, invented a strong explosive in 1867. It 12) _____ (*call*) dynamite and it revolutionized the world of engineering. After its invention, many bridges, tunnels, and other structures 13) _____ (*build*) with the help of dynamite. However, dynamite 14) _____ (*also, use*) to kill people in wars. This upset Nobel. Before his death, Nobel decided to use the money from his famous invention to make the world a better place. A special fund 15) _____ (*start*) in Nobel's name. Every year, Nobel prizes 16) _____ (*give*) for extraordinary work in science, medicine, literature, and the promotion of world peace. So many creative inventors, scientists, and other talented people all over the world 17) _____ (*award*) it.



6. Write *by* or *with* in each gap.

- 1) He was hit _____ a falling branch while walking in the woods.
- 2) The hall was crowded _____ people standing and lying on the floor.
- 3) The show was presented _____ Mr.Fox.
- 4) The jam sandwiches were made _____ white bread.
- 5) My camera was loaded _____ black and white film.
- 6) This discovery was made _____ the youngest inventor.



SPEAKING

7. Work in pairs. Take turns asking and answering questions about the following inventions and inventors using the clues.

Q: When was _____ invented/ discovered?

A: The _____ was invented/ discovered in _____ date.

<i>The Chinese</i>	<i>paper</i>	<i>in the 2nd century BC</i>
<i>Copernicus</i>	<i>that the planets revolve around the Sun, which is motionless</i>	<i>in 1543</i>
<i>Isaac Newton</i>	<i>the law of gravitation</i>	<i>in 1686</i>
<i>Alfred Nobel</i>	<i>dynamite</i>	<i>in 1862</i>
<i>Thomas Edison</i>	<i>electric light bulb</i>	<i>in 1879</i>
<i>John Baird</i>	<i>TV</i>	<i>in 1926</i>
<i>Alexander Bell</i>	<i>telephone</i>	<i>in 1876</i>
<i>Karl Benz</i>	<i>petrol powered automobile</i>	<i>In 1885</i>
<i>Henry Ford</i>	<i>mass-produced car</i>	<i>in 1908</i>
<i>Alexander Fleming</i>	<i>penicillin</i>	<i>in 1928</i>
<i>Levi Strauss</i>	<i>blue jeans</i>	<i>in the 1930s</i>
<i>Charles Babbage</i>	<i>mechanical computer</i>	<i>in the early 19th century</i>
<i>Otto Hahn</i>		<i>in 1944</i>

8. Choose some of the questions you would like to answer. Work in pairs and give your personal opinions.

- 1) What are the best and the most useful inventions of mankind in the 20th and 21st centuries?
- 2) What do you think is the worst invention of mankind? (*weapon, atomic energy, cigarettes, television, mobile phones, cars, genetically modified products, etc.*)
- 3) What do you know about some other inventions of Leonardo Da Vinci?
- 4) Do you think you could live without modern technologies or is it now an essential part of your daily life?
- 5) Do you believe that the elixir of eternal life will ever be discovered?
- 6) Would you like to be immortal or would you just prefer to remain young throughout your life and die in the end?
- 7) Do you believe that one day people will live on the moon and on other planets?

WRITING

9. Rewrite the following passage in the Passive Voice.

Do you think people will ever use electric cars? At the moment they are too expensive for most people to buy. Also, you have to recharge their batteries frequently. However, if people drove electric cars instead of the cars we use today, the air we breathe would be cleaner, as they will not pump exhaust fumes into the atmosphere.



– Read the statement and answer the following questions.

"Genius is one percent inspiration and ninety-nine percent perspiration."

Thomas Edison

- How would you explain the word "genius"?
- Whom do you consider to be a genius?
- Can each of us become a genius?
- What is required to be a genius?
- What separates a person from being very intelligent and being a genius?
- Have you ever met a real genius in your life?
- Are you a genius? Solve those riddles if you are.

Imagine you are in a room, no doors, windows or anything. How do you get out?

LOOK AT THIS SERIES:

12, 32, 72, 152, ...

What number should come next?

- A. 312 B. 325
C. 515 D. 613

VOCABULARY

1. Discuss these questions with your partner, using given clues.

- Do you have any special talents or skills?
- What would you like to/could you be a genius at?

- | | | | |
|--------------|------------------|------------|--------------------|
| 1) maths | 3) car mechanics | 5) sport | 7) art |
| 2) computers | 4) DIY | 6) English | 8) time management |

2. Can you tell the difference between the following words.

- 1) programmer – system administrator
- 2) game developer – software developer
- 3) computer systems engineer – computer geek
- 4) prodigy – whiz kid – genius

READING

3. Read the text about young geniuses. Have you ever heard of any of them? Match the headings to the paragraphs. There is one you don't need to use.

- | | |
|--|--|
| a) A hero of the online program | e) Is the world's youngest Apple IIGS programmer |
| b) Has already got his working place | f) Met Bill Gates personally |
| c) Works at Apple | |
| d) Is the youngest video game creator ever | |

One clever person once said, «Age ain't nothing but a number» but these youngsters should be applauded for the impressive amount of tech *accomplishments* already on their résumés. Some of the best and brightest *whiz kids* have learned complex coding languages, become certified technicians, and developed iOS apps – all by the age of 9.

Exceptionally young computer *prodigies* from across the world are using technology *to harness the greater good*, and we're inspired by their youthful spirit and drive. Meet six *precocious* kid programmers and preteen IT prodigies who will remind you that anything is possible, even before you *hit double digits*.

1) Marko Casalan, Macedonia

By the time he was 8, Marko was a certified computer systems administrator and, by 9, a certified computer systems engineer. The young IT prodigy holds four Microsoft certificates: MCP, MCDST, MCSA, and MCSE. He's even chosen to spread the knowledge wealth by teaching computer basics to other students at his elementary school.

Marko is something of a geek hero in Macedonia, where Prime Minister Niko Gruevski awarded the youngster his own IT lab to help fulfil his potential.

**2) Lim Ding Wen, Singapore**

In 2009, the world's youngest iOS developer was 9-year-old Lim Ding Win, who wrote an art app for iOS called Doodle Kids and Doodle Kids for Android. The precocious young programmer started *coding* in Complete Pascal and Apple soft BASIC on an Apple IIGS (so retro!) at the age of 7. Ding even hosted a YouTube series called The Apple IIGS Show.

**3) Zora Ball, Philadelphia**

Seven-year-old Zora *wowed the audience* at the University of Pennsylvania's "Bootstrap Expo," where the first-grader presented an original mobile game that she built herself.

She used the Bootstrapping programming language, which is based on purely algebraic and geometric concepts. Zora went *off the cuff* and reconfigured the mobile game during her presentation, proving her mastery of the language.

Zora attends Harambee, a charter school in West Philadelphia, where a program called STEMnasium Learning Academy focuses on computer programming and other *STEM-related* coursework. She's the youngest individual to create a full version of a mobile video game, and we can't wait for her creations to hit the app store.

**4) Santiago Gonzalez, Colorado**

You may not have heard of 14-year-old Santiago Gonzalez, but you might have used one of the 15 iOS *apps* he created that are available in the App Store. The teenage software developer is currently enrolled in college and will earn a bachelor's degree by the time he is 16.

He's studying engineering at Colorado School of Mines, where he's a research assistant on a professor's energy efficiency project. But computers aren't his only interest – he's also a talented *crocheter*. Santiago's ultimate goal? To earn a Ph.D. in computer science at Stanford and work at Apple. Learn more about Santiago's story from *Prodigies*, a series by Thinkr TV.

**5) Arfa Karim, Pakistan**

In 2004, at the age of 9, Arfa Karim was the youngest person to become a *Microsoft Certified Professional* and was invited by the legend himself – Bill Gates – to visit Microsoft HQ in Redmond, WA.

The young Pakistani software developer unfortunately suffered from an epileptic seizure, which left her in a coma, and passed away in January 2012 at age 16. A technology park in Lahore, Pakistan, was dedicated in her name.

(article credits: Nicole Nguyen, popsugar.com)



SCIENCE AND PROGRESS

4. Look at the words in colour from Ex.3. Match them to their definitions.

- 1) a program from Microsoft that enables IT Professionals and Developers to validate their technical expertise
- 2) a person, especially a child or young person, having extraordinary talent or ability
- 3) a young person who is outstandingly skilful or successful at something
- 4) this process makes it possible for us to create computer software, apps, and websites
- 5) especially gifted
- 6) to use for a good cause
- 7) it is a software program, abbreviated form of the word application
- 8) an abbreviation of four specific disciplines – science, technology, engineering, and mathematics
- 9) a person who is keen on yarn-craft done with a hook plus thread or yarn
- 10) something that has been achieved successfully
- 11) to amaze people
- 12) having 10 or more years
- 13) without previous preparation, spontaneously

LISTENING

5. Listen to the recording about a young prodigy and say whom from the above-mentioned kids the text is about? Complete the words by a little genius. Do you agree with this idea?

“If you want _____, you must remember that _____. If you _____ shy, you _____ shy. If you think _____ you act _____. Therefore never let shyness _____ your mind.”

6. Listen to the recording once again and answer the questions about a little genius.

- 1) What was her name?
- 2) What was her nationality?
- 3) How old was she when she first started?
- 4) Did her parents support her?
- 5) What was so special about her?
- 6) How much time did she spend studying for the Microsoft certification exam?
- 7) Why did she go to see Bill Gates?
- 8) What did she complain about while her meeting with Bill Gates?
- 9) What title did she get on her returning home?
- 10) What was the reason all dreams shattered?



SPEAKING

7. Work in pairs. Talk to each other and tell about your own achievements or somebody else's accomplishments to your partner. Comment on their stories using exclamatory sentences. Refer to Grammar Bank at page 153 if needed.

*For example: My sister has recently won a prize in a dancing contest. –
What a talented girl she is!*

GRAMMAR

GRAMMAR BANK

EXCLAMATORY STRUCTURES

These structures help us to emphasize different parts of the sentence. In speech, intonation and pronunciation also identify the emphasis.

What (a, an) + (adjective)+ noun...!

Ex.: What a beautiful dress that is! (not: is that)

Ex.: What a relief!

Ex.: What nice weather! (not: a nice weather)

Ex.: What cute puppies!

How + adjective/adverb...!

Ex.: How fast he counts!

Ex.: How entertaining this show is! (not: is this show)

NOTE! When we use the structures above, the sentence must be in the affirmative form and attention should be paid to the noun (whether it is singular or plural, countable or uncountable).

The negative- interrogative form.

Ex.: Isn't it a lovely baby!

Ex.: Wasn't the film interesting!

Ex.: Doesn't Alex draw well!

Ex.: Didn't he give a brilliant speech!

Here/There + present simple (usually with the verbs come and go)

Ex.: Here comes Mary! (not: is coming) or Here she comes!

Ex.: There goes our bus! or There it goes!

NOTE! When we use a pronoun, we put it right before the verb but, when we use a noun its position is after the verb.

So + adjective/adverb!**Such + (a, an) + (adjective) + noun!**

Ex.: Nick is so talented! or Nick is such a talented boy!

Ex.: She sings so well!! or She is such a good singer!

8. Tick the correct sentences and correct the incorrect ones. Refer to the Grammar Bank above if necessary.

- 1) How sweet of you to offer help!
- 2) There goes her!
- 3) How beautiful she sings!
- 4) What lovely flowers!

- 5) Jane's such a beautiful!
- 6) They are such good children!
- 7) This is such brilliant idea!
- 8) Doesn't he a talented boy!

9. Complete the sentences using *how, what, what a/an, so/such/such a*.

- 1) _____ strange invention!
- 2) He's _____ smart student!
- 3) _____ unfairly they play!
- 4) My teacher is _____ lovely!
- 5) _____ helpful these guys are!
- 6) They 're _____ mean!

- 7) _____ horrible this film is!
- 8) _____ excellent idea!
- 9) _____ wonderful laptops!
- 10) She plays the piano _____ perfectly!
- 11) _____ interesting website!
- 12) _____ smart she is!

WRITING

10. Write a short article about one of the whiz kids for your local newspaper. Use the following plan.

– talent

– background

– experience

– awards

SELF-ASSESSMENT LESSON (1-6)

1. As a class, divide into two teams. Look at the pictures and have a class debate. *Team 1* gives 6 arguments for the following inventions and *Team 2* gives 6 arguments against them.



For example:

*Team 1: A GPS Navigator provides you with a simple way of getting to your location.
Team 2: A GPS Navigator may not recognise your destination.*

2. Read the opinions about the advances being made in technology. In pairs, decide which of the opinions you agree/disagree with. Think of reasons why. Continue the class debate using the speaking bank below.

Opinion 1:

Nowadays technology is being used to monitor what people are saying and doing. In many cases, the people being monitored are unaware that this is happening.

For example:

*A: I totally agree! Because, it is true that technological devices such as control video or mobile phones are utilized for monitoring public activities these days.
In my opinion, many people do not realize that they are being monitored.*

What are your thoughts on all of this?

B: If you ask me, I'm not really with you on that one, because I think that...

Opinion 2:

"We think basically you watch television to turn your brain off, and you work on your computer when you want to turn your brain on." (*Steve Jobs*).

Opinion 3:

"Everything that can be invented has been invented." (*Charles H. Duell*).

<p>Stating an opinion <i>In my opinion...</i> <i>If you want my honest opinion....</i> <i>As far as I'm concerned...</i> <i>If you ask me...</i></p>	<p>Asking for an opinion <i>What's your idea?</i> <i>What are your thoughts on all this?</i> <i>What do you think?</i> <i>Do you agree that..?</i></p>
<p>When we agree strongly, we can say: <i>You're absolutely right.</i> <i>That's exactly what I think.</i> <i>I totally agree!</i> <i>Absolutely./Exactly.</i></p>	<p>Partial agreement is a little more difficult. <i>Yes, OK, but perhaps...</i> <i>I accept what you're saying but...</i> <i>I see your point but...</i> <i>True enough but....</i></p>
<p>A partial agreement, we can also express: <i>Yeah, I'm not really sure about that...</i> <i>Maybe, but isn't it more a question of ...</i> <i>That's not really how I see it, I'm afraid...</i> <i>I'm not completely with you on that one...</i></p>	<p>Sometimes we just have to disagree: <i>I can't agree. I really think...</i> <i>I have to disagree there...</i> <i>No, I disagree. What about....?</i> <i>Absolutely not!</i></p>

3. In pairs, discuss how you feel about the following:

- a) spaceships
- b) artificial intelligence
- c) nuclear reactors
- d) CCTV cameras

CULTURE NOTE: BIG CITY LIGHTS

1. Answer the following questions.

- Which city in the world would you like to visit?
- What is the most beautiful city you have ever been to?

2. Match the names of British cities to what they are famous for. Where would you like to go?

Cambridge / Manchester / Liverpool / Salisbury Plain / Birmingham / York / Stratford upon Avon / Oxford / Lands' End

- 1) The home town of The Beatles – _____
- 2) The home town of Shakespeare – _____
- 3) The two most famous universities – _____
- 4) The second largest city after London – _____
- 5) A Viking museum or a Viking festival – _____
- 6) The most South-Westerly point in England – _____
- 7) Stonehenge – _____
- 8) The home of one of the richest football clubs in the world – _____

3. Read about the biggest cities in the UK. Try to guess which city you are reading about.

_____ *Birmingham*

_____ *Manchester*

_____ *London*



Historically, the designation of city status in the U.K. has been conferred by royal charter. While most people consider the term "city" to refer to a densely populated urban area, there are several U.K. cities no larger than a village. In present times, city status is granted by Queen Elizabeth II.

The top 10 largest cities in Britain are:

- | | |
|----------------------|----------------------|
| 1) <i>London</i> | 6) <i>Bradford</i> |
| 2) <i>Birmingham</i> | 7) <i>Edinburgh</i> |
| 3) <i>Leeds</i> | 8) <i>Liverpool</i> |
| 4) <i>Glasgow</i> | 9) <i>Manchester</i> |
| 5) <i>Sheffield</i> | 10) <i>Bristol</i> |

1) First settled during the reign of the Roman Empire over what is now Britain, today it is the capital city of both England and the United Kingdom. The city is the most populous with a population of 14,032,000 inhabitants who speak over 300 languages. It is one of the leading global cities in art, entertainment, commerce, finance, fashion, media, and healthcare. The city is also one of the world's leading financial centers and has the fifth largest metropolitan area GDP in the world. Because of being a cultural capital and having the world's largest city airport system, it is the most visited city. The city also hosts many international retailers and billionaires. In 2014, it was ranked first in software and multimedia design, technology readiness, and also the best in world university ranking. There are four World Heritage Sites and some magnificent buildings, including the Tower. But the number of homeless families has grown significantly in the city because of the increasing population.

SCIENCE AND PROGRESS

2) This metropolitan city is in the West Midlands of England, and is the largest city outside of London. The city is home to 3,737,000 inhabitants, the 9th most populous city in Europe. It grew to prominence in the 18th Century during the Midlands Enlightenment and Industrial Revolution. Today, the city's economy is driven by the service sector being a major international commercial sector. The city is also a conference, retail, events, and transport hub. Its economy is the second largest in the United Kingdom with an average GDP of \$121 billion. Its six universities make it one of the largest higher education centers. The cultural institutions in the city enjoy international recognition because of the vibrant art, music, culinary, and literary scenes.

3) This city is in the Greater Manchester area of England, fringed by the Cheshire Plain and the Pennines. The city has a population of 2,794,000. It achieved its city status in 1853 and is currently managed by a City Council. The city is the third most visited in the United Kingdom because of its culture, media links, architecture, scientific output, social impact, and sports clubs. It is Europe's most affordable city with a cost of living index below 95. The unemployment in the city is above the national average. However, the gender pay gap is only 3,3%, the lowest in the country. The city is well known for being a city of sport. Two Premier League football clubs bear the city name.

4. Decide whether the sentences are true (T) or false (F).

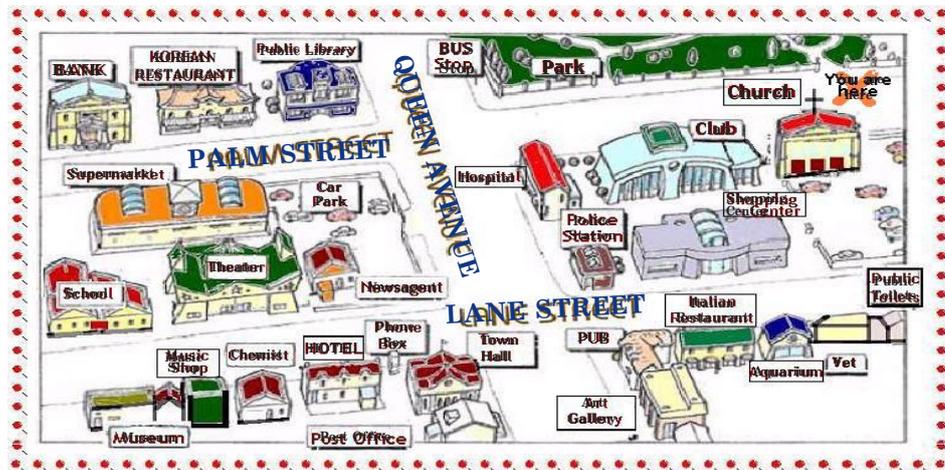
- 1) London was founded by the Britons.
- 2) London is the capital of England.
- 3) London is a cosmopolitan city.
- 4) Birmingham is the second largest city in the UK.
- 5) Birmingham became famous in the 1800s.
- 6) Birmingham is a well-known cultural and educational centre.
- 7) Manchester stands on a river.
- 8) Manchester was given city status only in the 19th century.
- 9) Manchester is a rather expensive city for living.

5. Match the questions to the answers.

Expression	Response
1) Could you tell me how to get to (the library)?	a) Go to the next light and turn right. Go two blocks, it's on the left.
2) How do I find (the city hall)?	b) Just go straight, it's on this street, on the right, about a mile and a half.
3) Which way do I go to get to (the post office)?	c) Drive to Jackson Street and turn right.
4) Pardon me, I'm lost, how can I get to (the museum)?	d) The post office is in the middle of the block, across from the park.
5) Could you direct me to ___?	e) Go to the second light and turn left. Then go the third stop sign. The museum is on that corner. Take Pinal Avenue north about 8 miles. You'll run into it.
6) Which is the best route to (the stadium)?	f) Take Washington Street north to the Papago freeway and Head west. You can't miss it.

6. Work in pairs.

Look at the map and choose different places, ask and answer the questions about the route to these places. Use expressions like in the exercise above. Start from the cross sign "You are here".



UNIT 6

EDUCATION AND JOB

WORD BANK

Academic (adj)	Grant (n)
Acquire (v)	Insecure (v)
Applicant (n)	Intimidate (v)
Apply (v)	Intimidating (adj)
Apprehensive (n, adj)	Loan (n,v)
Assignment (n)	Menial (n, adj)
Astound (v)	Occupation (n)
Astounding (adj)	Position (n)
Attend (v)	Precise (adj)
Boost (n, v)	Promotion (n)
Breadwinner (n)	Qualifications (n)
Broaden (v)	Quit (v)
Campus (n)	Realise (v)
Career (n)	Resign (v)
Challenge (v)	Retire (v)
Challenging (n, adj)	Revise (v)
Cheat (v)	Rewarding (n, adj)
Curriculum (n)	Scholarship (n)
CV (n)	Staff (n)
Deadline (n)	Teamwork (n)
Degree (n)	Tutor (n)
Dull (v)	Tutorial (adj)
Employee (n)	Undergraduate (v)
Employer (n)	Unemployed (adj)
Enthusiastic (adj)	Varied (adj)
Extra-curricular (n)	Variety (n)
Facilities (n)	Vary (v)
Gain (n, v)	Vocation (n)
Gap (n)	Wages (n)
Graduate (v)	Workaholic (n, adj)

GRAMMAR

- Modals of obligation, necessity, ability and permission
- Have something done
- Complex object
- Conditional clauses
- I wish/If only
- It's time/It's high time/It's about time

PHRASAL VERBS, IDIOMS AND COLLOCATIONS

Be daunted
Be dismissed
Be in charge of
Be redundant
Come out of shell
Deal with
Figure out
Flexi-time
Freelance work
Get down to work
Get on with work
Get the sack
Hand in work
Life's work
Make a difference
Make a fortune
Make a living
Maternity leave
Paper-heavy
Pay raise
Pay through the nose
Quick learner
Seasonal job
Set someone to work
Set someone apart from
Shift work
Sick leave
Take on work
The best of the bunch
The prime of life
The time of life
Think ahead
Work on your own
Work overtime
Work out



SCHOOL IS A MUST

- Do you like studying? Is there anything special about your school?
- Is there any school you know in the world you'd like to study at?



VOCABULARY

1. What is the difference between the high school and university? Read the collocations and say whether they refer to school, university or both. What is a part of your usual studying process?

pay course fees

play truant

take an exam

get a grant

cram for end-of-term exams

graduate with honours

have a weekly tutorial

do homework

attend a lecture

pay attention

have a seminar

take a degree

take the register

cheat at a test

write a syllabus

2. Complete the sentences using the correct words below.

*lecture / curriculum / primary / professor / revise / campus / secondary /
graduated / seminar / degree / tutor / attends / principal / academic*

- 1) The school is known for _____ excellence.
- 2) There is accommodation for five hundred students on _____.
- 3) Maths is an important part of the school _____.
- 4) She has a _____ in physics from the University of Edinburgh.
- 5) Lina has just _____ from university.
- 6) We went to a _____ on Italian art.
- 7) My daughter is seven and she is at _____ school.
- 8) She is the _____ of a London school.
- 9) He is a _____ of politics at a UK university.
- 10) I have to _____ because I have an exam tomorrow.
- 11) My son is going to become a student of _____ school. He'll be 15.
- 12) I talked a lot in every _____ when I was a student.
- 13) My daughter had a _____ to help her pass her Maths exams.
- 14) My daughter _____ school close to our home.

3. Which verb does NOT collocate in each sentence?

- 1) I must work hard, because next Tuesday I have to _____ an exam.
a) make b) sit c) take d) pass e) do
- 2) I'm planning to _____ a course in Computing.
a) take b) do c) enroll in d) make e) begin
- 3) The teacher _____ us a really difficult test on phrasal verbs.
a) gave b) set c) made
- 4) At the end of term students have to spend hours _____ what they have learnt.
a) reviewing b) going over c) taking up d) studying
- 5) Schools _____ for the summer holidays in July.
a) break up b) end up c) close d) shut

READING

4. Read the text. Do you believe that such schools really exist?

1) St. Levi's High School

This school is really positive and believes in student independence. There aren't many rules and students enjoy much more freedom than in other schools. For instance, lessons are optional if you have already studied that topic in a previous course. You don't have to come to school in the morning if you have no lessons, and you needn't go to assembly if you prefer to do private study in the library. But there are some obligations too. Students have to wear school uniforms and they must wear a tie, even for sport. Students don't have to study 12 subjects if they don't want to but they must study at least 9 and do lots of homework for each subject every week. They must show their eagerness to learn otherwise they will have to go back and repeat the year. As the result, some weaker students have already approached their forties.

2) Bobby Dilan School

This school has a reputation for teaching the toughest students on the planet! They're as hard as nails. The reason is that every morning the students have to get out of bed at 7:00 and run ten miles. Then they go for breakfast, which is cereals and fruit. After breakfast they have two hours to complete their homework. Next they have to go to class, where the teachers train students instead of giving knowledge, and always keep a tight hand over them. The teachers constantly shout at the students, but the children mustn't answer back or ask any questions. Then, they have to play rugby for two hours, and at 8:00pm, after dinner, they must go to bed where they can't talk or even read a book. It's quite a tough school, but the good news is that they don't have to wear a uniform.

3) Star Track Secondary School

This school is where Bill Gates went. The school is very proud of this fact, so they are now a national IT school, where students have to do all their work over the Internet. So, they even don't have to leave home for school. They must be online from 8:00 until 12:00, and from 1:00 to 4:00 and get in touch with their robot teachers via Skype connection. They don't have to come to the school building, but if their computer has a virus, they need to buy a new computer or their education might suffer and they can fall behind with their studies. Although, they only have to study three subjects, Information Technology, Computer Science and Computers in Society. In reality, these three compose the same subject, and thank to it students don't have to do more than one homework every night. The big rule is that students must not download any films or music from the Internet.

4) Institute Mahatma Gandhi

This school is a very lively and enjoyable place. Students want to stay in the school when they are 18 and don't want to enter the university, because they love their school so much. The reason for its popularity is very simple. Students do have to come to school, but when they are there they don't have to study grammar, or read boring stories by old writers who are well-known but boring, they also don't have to listen to the teachers talking and talking all days. They only learn what they want to and when they want to. They are always given challenging, but realistic tasks, stimulating interest and encouraging feedback. However the students have to keep silence when the teacher is talking, even if they are not interested.

5. Match the sentences to schools. There is one extra sentence you do not need to use.

- 1) You have the right of choice in this school.
- 2) There is a strict regime in this school.
- 3) This school is entirely computerized.
- 4) The curriculum at this school involves sports disciplines.
- 5) This school provides students with a number of privileges, although it does lay them demands.



EDUCATION AND JOB

6. Rewrite the given sentences using idiomatic expressions with *learn*.

- | | |
|--------------------------------|---|
| 1) <i>learn by heart</i> | a) He was able to pick up everything about the sport in no time at all. |
| 2) <i>learn by rote</i> | b) We had to remember all the words of the song before the concert. |
| 3) <i>learn the ropes</i> | c) The child, who ran in the school corridor, fell over and banged his head. He now knows never to do that again. |
| 4) <i>learn (one's) lesson</i> | d) When my grandfather was at school he had to memorize all the facts that the teacher told him. |
| 5) <i>a quick learner</i> | e) Starting a new job is difficult because you have to learn all the basic things that you don't yet know. |

GRAMMAR

GRAMMAR BANK

MODAL VERBS OF OBLIGATION AND NECESSITY, ABILITY AND PERMISSION

To express rules, laws, instructions, importance or necessity of action or the lack of it we use:

must/mustn't	have to/have got to/ don't have to	need to/don't need to/needn't
<i>Ex.: Answers must be written in ink.</i> (exam instructions) "Must" is more common for something that you strongly believe is important, or necessary, which is a kind of strong advice. <i>Ex.: You must respect your parents. You must read this book, it's amazing.</i>	<i>Ex.: All car passengers have to wear a seat belt.</i> (a rule) "Have to" is more common to situations that have been caused by particular circumstances. <i>Ex.: The taxi's here. We have to leave now. You have to get a visa to travel abroad.</i>	<i>Ex.: I'm tired. I need to get some sleep.</i> (physical necessity) "Need to" is used for smth. we believe is important or necessary, or like a synonym to "Have to". If negative it expresses lack of obligation. <i>Ex.: You need to score 60% to pass the exam. You needn't learn all the vocabulary, only the most useful.</i>

We can ask questions with *must*, but it is more common to use *have to*:

Must we answer all the questions? – Do we have to answer all the questions? BUT

If there is no rule to say something is necessary, we use *don't have to*, *needn't/don't need to*, *NOT mustn't*.

You don't have to/don't need to eat in here, you can eat outside if you prefer.

(no necessity, you have a choice)

You needn't water the garden this evening. It's going to rain tonight.

(you have a choice, despite the necessity)

You mustn't eat in here. (You don't have a choice. You have to eat somewhere else.)

When we talk about general ability or specific ability, permission or physical possibility we use:

can/can't	may/may not
<i>Ex.: He can speak five languages.</i> (general ability) <i>He can't speak now. He's busy.</i> (specific ability) <i>Can I use your pen?</i> (asking for permission)	<i>Ex.: May I come in?</i> (asking for permission) <i>You may not smoke here!</i> (formal prohibition)

The main difference between *may* and *can* is in physical ability to do something.

May is more formal than *Can*.

7. Look through the text in Ex.5 once more and name the main rules you've learnt about the above mentioned schools. Which of them do you think are necessary or useless, if there are such? Do you have any similar rules at your school? What are they? Are there any other? Tell about them. Refer to the Grammar Bank above if necessary.

must / have to / can

mustn't / don't have to / needn't

8. Complete the sentences using *must*, *have to*, *need to*, *can*, *may* or their negatives.

- 1) The British Library: Coats and bags _____ be left at the cloakroom or in a locker.
- 2) You _____ finish the exercise now. You _____ finish it at home.
- 3) Listen! You _____ speak during the exam!
- 4) This is a really good exercise for phrasal verbs to practice. But it is not for homework, so you _____ do it if you don't want to.
- 5) You _____ see the film. It's fantastic.
- 6) I _____ forget to phone Granny. It's her birthday tomorrow.
- 7) Oh, no. It's Monday tomorrow. I _____ go to school again.
- 8) David _____ answer your emails, there is no law about it.
- 9) _____ I open the window, please?
- 10) She's seven years old, but she _____ read yet. Her parents are getting her extra lessons.

LISTENING

9. Listen to the recording about high schools in Japan and decide whether the sentences are true (T) or false (F). Correct false sentences.

- 1) Students of elementary and junior high school needn't take an exam to enter the high school.
- 2) The Japanese school year starts in April and ends in March.
- 3) Japanese students have to study on Saturdays too.
- 4) Students mustn't drive to school.
- 5) When students arrive at school, they must take off their shoes and put on school shoes.
- 6) One high school class lasts 40 minutes.
- 7) High school students have a duty to clean the entire school building after classes.

10. Explain the meaning of the following words and phrases. Use them to talk about your high school life. Which of the rules in Japanese schools do you consider to be too strict, which of them do you think our Ukrainian schools should borrow? Would you follow such rules as exist in Japan?

period / cram school / optional subject / entrance exams / vocational goals / obligation

SPEAKING

11. Work in pairs. Read the statements. Say whether you agree, disagree, completely agree or completely disagree. Give arguments.

- 1) School uniforms are essential.
- 2) Students are not given enough homework.
- 3) A good teacher is a strict teacher.
- 4) Exams are getting easier.
- 5) All students should study cooking and sewing.
- 6) School should be three days a week.
- 7) Education should be free.
- 8) Teachers should receive their salary according to exam results.



12. University students nowadays have too much freedom and do not study enough. To what extent do you agree and disagree? Explain your opinion, using specific reasons and examples. Prepare a short speech on the issue.

READING

3. Do the quiz about gap years and read the text to check your answers.

- 1) A gap year is a time to take a break from your studies to travel or work.
a) true b) false
- 2) Universities and employers think that taking a gap year is a good idea.
a) true b) false
- 3) If you want to take a gap year, you must do it between school and university.
a) true b) false
- 4) Most students ask their parents to finance their gap year.
a) true b) false
- 5) Taking a gap year is usually a positive and useful experience.
a) true b) false

Barbara Khorvatova: “Studying abroad was easily the best decision I’ve made in my entire life. Ever since I was little I’ve wanted to go to Australia and I never thought it would actually happen. Some people might think it’s impossible to study abroad between the cost and all the classes they have to take, but if you plan properly it’s not hard to organize. My study abroad experience in Australia changed my life! I’ve learned to be more tolerant. I’ve learned to relax and enjoy what’s going on around me. Between studies, I’ve learned how to surf. I ate kangaroo meat and snorkelled in the Great Barrier reef. I’ve never felt so fascinated, it was *the time of my life*. I would recommend studying abroad to everyone!”

“Studying abroad experiences come in all shapes and sizes, and there’s one to fit every student”, says **Johanna De Silvo**, director of Study Abroad. Students can choose from more than 150 programs in more than 40 countries and earn CMU credit at the same time. Some parents are *apprehensive* about sending their child *overseas*. She says: “I’ve heard parents say, they never travelled, so this is all new to them.” But I reassure them that students get extensive orientation before they go, from how to exchange money to safety issues to how to get used to a new culture. And of course parents’ top worry is the cost. The good news is there’s a program to fit every budget. Students can apply most financial aid to study abroad costs. National *scholarships* also are available.

Some parents say, “After they graduate, then they can travel”. But saying so they don’t realize all the skills their child will acquire. In this competitive job market, studying abroad is impressive on a *resume*. It tells the employers you’re adventurous and you’re curious. It really *makes a difference*. With the *diversity* of some countries, to be able to deal with different cultures – these are things that employers value. Studying abroad gives students opportunities to do courses that don’t exist on campus, such as marine biology in Australia, theatre in Ireland. And for foreign language students, living language 24-7 is the best way to learn. Students return changed – for the better. Usually it’s the longest time a student has to spend away from home. They have to be more independent, *figure things out*. They really learn about themselves”.

Oliver Tirone: “I’ve spent three weeks studying in Denmark. I’ve faced my fears, gained confidence and grown as a person. Three weeks seems like a short amount of time, but it was enough to explore the culture, *come out of my shell* a little bit. Every day was a new adventure and a new story that could be told. You have no idea where things are, you’re in an environment you’re not used to – it has boosted my confidence. Studying abroad not only allows you to further your education, but it allows you to do so while also giving you the opportunity to visit some of the most beautiful countries in the world. Studying abroad was the best decision I have ever made”, he says. “It makes you grow up faster, makes you realize what’s important in life. Here, you can get financial help, and you have the Study Abroad office to help you with everything. And it’s *the prime of your life* when you’re developing your sense of self, your *identity*. Things you had fears about – this helps you face them.”

Gap experience isn’t a year off. It’s an investment in your future as one of tomorrow’s leaders. It will truly *set you apart from* traditional students who go straight to college after high school. Your time away will make you more self-confident, self-reliant, and mature – ready for success in college and beyond. Adventure and life should always go hand-in-hand. Live your life, challenge yourself, grow as a person, and never stop seeking to discover more in our big world.

EDUCATION AND JOB

4. Match the two halves of the phrases. What do the following serve for? Which of the goals are most suitable for you in case taking a gap year?

- | | |
|------------|-----------------------|
| 1) gain | a) a foreign language |
| 2) learn | b) the world |
| 3) explore | c) fears |
| 4) face | d) leadership skills |
| 5) acquire | e) the horizons |
| 6) broaden | f) confidence |
| 7) boost | g) work experience |



5. Look at the words and phrases in colour. Match some of them to their synonyms below, and the others to their definitions 1-5.

CV / individuality / understand / grant / abroad / anxious / variety

- 1) to make someone or something different and special
- 2) to become friendlier; to be more sociable
- 3) have a significant effect on a person or situation
- 4) an extremely enjoyable experience
- 5) the best and most productive and healthy period of life.



LISTENING

6. Listen to the recording about the benefits of studying abroad and put the facts in order you hear them.

- | | |
|-------------|---|
| ___ Fact 1: | a) Gap year students tend to engage more in campus life |
| ___ Fact 2: | b) Gap students are better prepared for college |
| ___ Fact 3: | c) Gap students earn better grades in college |
| ___ Fact 4: | d) Gap students are more satisfied with their careers |
| ___ Fact 5: | e) Gap students are more socially responsible |

7. Can you add any more advantages? What arguments persuade you most?

GRAMMAR

GRAMMAR BANK

IT'S TIME – IT'S HIGH TIME – IT'S ABOUT TIME

We use these phrases to make a suggestion, raise awareness about a “must do thing” for which it’s already a bit late, sort of like a complaint.

For the present – It’s time + past simple

Ex.: It's time you got down to your homework. It's time you went to bed.

NOTE! We can also use this phrase with an infinitive “to”.

Ex.: It's time you went to bed. – It's time to go to bed.

NOTE! The words “about/high” add more emphasis to the situation and they usually come with anger/complaint.

Ex.: It's about time you grew up and became realistic.

8. Complete the sentences below by placing the grammatically appropriate form of the verb from the list in each gap. Remember: you will need to change verb tense. Refer to the Grammar Bank above if necessary.

start / eat / finish / stop / pay / speak / realise/ get / go / be

- 1) It's high time we _____ home.
- 2) It's about time you _____ to study harder.
- 3) It's time you _____ to your parents about the problem.
- 4) It's about time you _____ staying out so late.
- 5) It's time you _____ your assignment.
- 6) It's high time you _____ more exercise.
- 7) It's about time we _____ more sensibly.
- 8) It's high time you _____ more polite.
- 9) It's time you _____ a visit to your friend.
- 10) It's about time we _____ we can't finish the project on time.



9. Work with your partner. One of you tells about the problem, another one says what to do with it. Use the prompts to choose the best sentences using *it's time*, *it's high time*....

- | | |
|---|---|
| 1) <i>It's high time you were more modest</i> | a) I am getting a little overweight. |
| 2) <i>It's time you phoned your friend</i> | b) I have had toothache all week. |
| 3) <i>It's time you bought a new pair of jeans</i> | c) I haven't heard off my best friend in over a week. |
| 4) <i>It's time you went on a diet</i> | d) These jeans have got holes in the knees. |
| 5) <i>It's time you left</i> | e) It's 2am and I am feeling very tired. |
| 6) <i>It's time you went to the dentist</i> | f) It's 7.50pm and I have to meet my friend at 8pm!! |
| 7) <i>It's time you went to bed</i> | g) I have never used the Internet before! |
| 8) <i>It's high time you were less mean and more generous</i> | h) I think I am the best student in the class. |
| 9) <i>It's time you learnt how to use the internet</i> | i) I really like it when people buy drinks for me. |

SPEAKING

10. Work in pairs. What is your opinion on studying abroad? Tick the statements you agree with. Then compare your opinions to your partner's and discuss them. Prove your ideas.

- Studying abroad is not really "serious." It's just a vacation.
- I would like to study abroad, but I'm too shy.
- I don't want to study abroad because I would lose my friends.
- I want to study abroad. It's a great opportunity to see the world!



WRITING

11. Imagine you had a chance to study abroad for a year. Write what country you would like to go to and why. What kind of a gap year activity would you choose?

adventure travel / volunteering / learning a language / studying abroad / work exchange



JOB OPPORTUNITIES

Life is too short for the wrong job

- Do you agree with the statement? What job would you like to do in the future?



VOCABULARY

1. Give the synonymous equivalent to the following definitions, using the words given below.

Working hours: **full-time/part-time/seasonal job, flexi-time, shift work, to work overtime**

Getting a job: **to apply/applicant, unemployed/employer/employee, to get a position, CV**

Leaving the company: **to quit, to retire, to resign**

At work: **to be in charge of, to deal with, to run, day off, maternity leave, sick leave, staff, boss, deadline, salary/wages/pay, teamwork, to work on your own, breadwinner, to make a fortune, to make a living, to work in a team**

Hard or happy times: **to be dismissed, to get the sack, pay raise, promotion, to be redundant**

Relevance for the job: **qualifications, skills, experience, motivation**

- | | |
|--|--|
| 1) a day when you do not work | 11) without a job |
| 2) to handle | 12) a specific time or date by which you have to do something |
| 3) to be responsible for | 13) the people who work for a particular company, organization, or institution |
| 4) time before and after the birth of a baby when a woman is away from her job | 14) a period of time during which you do not work because you are ill |
| 5) increase in your salary | 15) to have control over someone or something and be responsible for them |
| 6) to work longer than usually | 16) to be fired |
| 7) work that you do together with other people | 17) to become rich |
| 8) the person who is in charge of you at work | 18) to earn money for life |
| 9) to stop working when you reach the age when you are officially too old to work | |
| 10) a document giving details of your qualifications and the jobs you have had in the past | |

ASKING ABOUT A JOB

People may ask you about your job. You can answer in different ways.

– *What do you do?...*

I'm (+ job)

- I'm a civil engineer.

- I'm an accountant.

I work in (+ place or general area)

- I work in a bank.

- I work in marketing.

I work for (+ name of the company)

- I work for Union Bank.

- I work for Chrysler.

NOTE! "Work" is usually an uncountable noun so you can't say "a work."

If you want to use the indefinite article, you must say "a job"

2. What are your plans for your future career or job? What job(s) would you like to have in the future? Why? Draw a mind map considering the following:

- what jobs would like to get, – what personal skills / competences you need to get the job,
– what motivation you have, – what previous experience might help you.

3. Read the following CV extracts and give advice about a suitable job for these people.



Name: Jane Peterson
Age: 17
Current Employment:
 Clothes designer
Work experience:
 (2009-2010) Shop assistant in Old Navy
Skills:
 Student in the school of Architecture, advanced Information Technology Skills, hard-working and determined
Type of job required:
 full-time job



Name: Richard Jameson
Age: 41
Current Employment:
 Unemployed
Work experience:
 (1990-2000) guitarist in The Moon band, (2000-2008) drummer in High Spirits band, (2008-2011) Salesman in The Music House
Skills:
 Advanced musical knowledge, creative
Type of job required:
 full-time job



Name: Peter Sanders
Age: 32
Current Employment:
 Vet
Work experience:
 (2000-2005) Zoo keeper, (2006-2010) Dog food tester in Cans, (2010-2012) Vet in Catdog
Skills:
 Qualified in first aids, basic Spanish knowledge, caring and patient
Type of job required:
 full-time job



Name: Eliza Roberts
Age: 26
Current Employment:
 Shop Assistant
Work experience:
 (2007-2009) Waitress in *Delicious*, (2009-2012) Shop Assistant in Gap
Skills:
 Spoken Spanish and Portuguese, basic Information Technology skills, good team worker.
Type of job required:
 part-time job

READING

4. What do you think is the worst and the best job in the world nowadays? Read and check. Do you agree with the survey?

Each year, the job-hunting websites rank occupations from best to worst. At the bottom – based on work environment, emotional factors, income level, outlook, employment prospects and stress – are the careers that are statistically the toughest to stomach year after year.

Here are the **10 world worst jobs** of 2017:

- | | |
|---------------------------------------|----------------------------|
| 1) <i>Newspaper reporter</i> | 6) <i>Photo journalist</i> |
| 2) <i>Lumberjack</i> | 7) <i>Sales person</i> |
| 3) <i>Enlisted military personnel</i> | 8) <i>Taxi driver</i> |
| 4) <i>Cook</i> | 9) <i>Firefighter</i> |
| 5) <i>Broadcaster</i> | 10) <i>Mail carrier</i> |

On the flip side, as we saw last year, many of the best jobs to have involved having advanced math skills. Remember sitting in algebra class asking, “When am I ever going to use this?” This is when – the **10 best jobs** of 2017:

- | | |
|--|------------------------------------|
| 1) <i>Data Scientist</i> | 6) <i>Mathematician</i> |
| 2) <i>Statistician</i> | 7) <i>Software Engineer</i> |
| 3) <i>Information Security Analyst</i> | 8) <i>Computer Systems Analyst</i> |
| 4) <i>University Professor</i> | 9) <i>Speech Pathologist</i> |
| 5) <i>Surgeon</i> | 10) <i>Marketing Manager</i> |

The lesson here seems to be: “Stay in school.” Many of the worst jobs to be in have declining revenue and outlook because technology changes have made them increasingly obsolete. The better jobs with increased opportunities and wages require more education and training to obtain. And Maths. Study Maths and English, of course.

5. How would you describe the above mentioned professions? Use adjectives given below and at least three jobs in the rank.

menial / rewarding / demanding / well-paid / creative / badly-paid / competitive / insecure / stressful / dull / paper-heavy / varied / challenging



LISTENING

6. Listen to the four speakers telling about their jobs and take notes.

	Job	Skills	Good sides	Bad sides
Speaker 1				
Speaker 2				
Speaker 3				
Speaker 4				

7. Match the definitions 1-7 to their opposites a-g. In pair take turns to describe the jobs you've just heard about using the given phrases.

- | | |
|--------------------------------------|----------------------------------|
| 1) It can be very stressful | a) It's badly-paid |
| 2) It's very tedious | b) You feel very isolated |
| 3) You meet lots of people | c) You do not need a degree |
| 4) You work long hours | d) It's exciting and interesting |
| 5) It's well-paid | e) It's very safe |
| 6) It can be dangerous | f) It's usually very relaxing |
| 7) You need very good qualifications | g) You can go home early |

8. Work in pairs. Take turns to tell each other about the jobs your parents do, their pros and cons, let one another guess the job.

GRAMMAR

GRAMMAR BANK

HAVE (GET) SOMETHING DONE

We use the expression 'to have something done' (have + object + past participle) to say:

- that somebody does something for you. Usually they're things that are difficult to do yourself or you don't want to do yourself;
- that something unpleasant happened to somebody.

There are different tense forms of the structure:

Present Continuous	They are having their cake packed .
Going to	He is going to have his flat decorated .
Present Perfect	She has had her bicycle repaired .
Past Simple	My sister had her hair cut yesterday.
Infinitive	We want to have our bathtub restored .
Future Simple	They will have their health improved .
Past Continuous	I was having my dinner cooked at 5 yesterday.
Modals	I must have my eyes checked tomorrow.

In everyday speech **get** can be used instead of **have** but only for present continuous and past simple. It is also more frequent for imperatives. –

Ex.: *Get your car repaired! It makes terrible sounds.*

9. Match a word with something that is done by that person or in that place. Then write sentences using the information given. You may have to change the words or add new ones as in the example.

For example: Tomorrow I'm going to the hairdresser's to have my hair cut.

Yesterday...	vaccinate dogs	hairdresser's
This afternoon...	do annual accounts	optician's
Last week...	service cars	dentist's
Next Saturday...	test eyes	doctor's
The day before yesterday...	design the interior	vet's
Last year...	cut hair	garage
Next week...	take out teeth	architect
	take blood pressure	accountant

10. Combine the sentences with *have/get something done*.

- 1) redesigned/we/our cafe/are getting/next month.
- 2) their house/have had/my friends/broken into.
- 3) was having/the dog/cooked/its food/at 7/yesterday.
- 4) their bicycles/tomorrow/will have/they/afternoon/delivered.
- 5) is getting/her laptop/Margaret/sold/next Friday.

11. Rewrite the sentences using *have something done*.

- 1) The chef was cooking Tom's lunch.
- 2) Did you employ a painter to decorate your house?
- 3) The builders are putting a new roof on Adam's house at the moment.
- 4) The man had asked the porter to take his luggage to his room.
- 5) Did you ask the florist to arrange the flowers for you?

SPEAKING

12. Work in pairs. Interview each other on your plans for a future career.

- 1) Tell about yourself.
- 2) What are your strengths? Best skills? What is your major weakness?
- 3) What are your career goals? Future plans?
- 4) What things are most important to you in a work situation?
- 5) If you had a choice, would you prefer to work alone or as part of a team? Why?
- 6) What salary are you expecting?
- 7) Have you had any working experience yet?



WRITING

13. Write a short paragraph about the person you have interviewed.

For example: I interviewed Lucy. She is 15 years old and lives in Kiev. She is She said She is good at Her weakness is In the future she wants to study for a She plans to She wants a job with/at/in She likes to Her hobby is She expects a salary ... for the start.



EDUCATION AND JOB

DREAM JOB

“Where your talents and the needs of the world cross; there lies your vocation.”

Aristotle

- Read the quote and explain its meaning.
- Do you agree with Aristotle’s opinion?



VOCABULARY

1. Look at the words below. Do you understand the difference between them? Write them into the missing blanks in the sentences. Give an example of each.

job / work / occupation / career / profession / trade / vocation / position

- 1) A _____ refers to the specific position in which a person is employed.
 - 2) An/A _____ is a wide category of jobs that have similar characteristics, such as types of skills or work responsibilities. A person can work at it for different employers.
 - 3) A _____ is the body of work, all jobs and occupations, and life experiences that a person gets during his or her lifetime.
 - 4) _____ is a task assigned by yourself or someone else which you feel obligated to complete.
 - 5) A _____ is associated with a strong internal feeling that this is what you were meant to do.
 - 6) A _____ is something you get when you go to college or university in order to learn the technical background of a complex job.
 - 7) A _____ is something you have been trained for that more often uses more physical skill.
 - 8) A _____ is a post you undertake working in a company or organization.
2. Name a category of each word given below, using vocabulary from Ex. 1. Most of them may have more than one category.

___ reading
___ salesperson
___ carpenter
___ lawyer
___ student

___ gardening
___ CEO
___ farmer
___ engineer
___ police officer

___ nursery school teacher
___ stewardess
___ doctor
___ traveller
___ writer

READING

3. Read the article about Jessica’s dream job and say what advantages and disadvantages she sees in her occupation. Do you agree with the quote mentioned in the text?

As children, we were all probably asked the question “What do you want to be when you grow up?” Now, no one seems to ask children this question anymore. Yet, by asking a child this question, we give the child a sense of hope for his own future and *prompt* them to think about their career expectations in adulthood. A child’s answer to this question can serve as a starting point for a discussion about the *diversity* of occupations open to any boy or girl.

I guess I have always wanted to be a tour guide. Since I was little I’ve liked to travel, meet new people and talk. What I knew for sure was that to be a good tour guide, you need to know at least one foreign language. English is especially *required*. You need to be talkative, which also means that you have to be very *sociable*. You need to know geography quite well and, what’s not less important, history, which I’ve always found very interesting. As in any other modern job, tour guides need to have a clear understanding of how to do simple tasks on the computer and how to deal with lists and papers, because this job also includes organising.

What I like most about this job is the fact that it has more good than bad sides. If you are a tour guide, you can travel around the world and see so many *magnificent* things all around the globe. It brings excitement and *a sense of fulfilment*. Being in contact with people is something I find great. Making new friends can always take you somewhere else.

The bad side of this job is *responsibility*, I think. It's down to you to organize a good holiday time and make sure that people are in a good mood and get positive emotions. So, before choosing your future job, think about it and *weigh all pros and cons!*

My mum has always said that I was born for this job. As I am growing older I can see that she was right. One day, I would like to go and see all the places on Earth and say that I have been everywhere! I want to learn new languages, *experience* more, get to know more people and just enjoy my life more with having the job, which I am *cut out for*.

As one wise man once said: "Do what you love, and you'll never work another day in your life." Everyone has *passion* for something. Some have passion for sports, others for music. Children need to know how important it is to be *flexible* and open to all learning experiences so that they can choose what they want to be when they grow up.

4. Decide whether the sentences are true (T) or false (F).

- 1) The author doesn't think asking a child about what profession they would like to choose is a good idea.
- 2) Being a tour guide requires good knowledge in geography, history and IT skills
- 3) The author is a very sociable person.
- 4) The author recommends to consider all the pluses and minuses before choosing new career.
- 5) The author's career choice was a surprise for her parents.



5. Match the words in colour from the text to their synonyms.

enthusiasm / cooperative / needed / gorgeous / discover / variety / outgoing / a feeling of satisfaction / stimulate / obligation / appropriate / consider advantages and disadvantages

LISTENING

6. How do you think working will be different from studying? Why? How much do you know about Bill Gates? Do you think he did well at school? Did it help him in the future? Listen to the recording and note the tips he gives for your future in brief.

7. Decide whether the sentences are true (T) or false (F) according to the recording.

- 1) Children can hear these rules at school.
- 2) Today's education is too far from the real world.
- 3) You become valuable for the world when you succeed.
- 4) Each of you has a chance to earn \$60,000 right after school.
- 5) Never complain about your mistakes, learn from them.
- 6) Your parents used to be boring.
- 7) In real life there are both losers and winners.
- 8) Just like at school, at work they will help you find yourself.
- 9) Don't care about your classmates; they have nothing to do with your future job.

8. Listen to the recording once more and write the equivalents to the words below.

opposite to success / the value of yourself / finish something difficult / similarity / complain / finish / an excellent student / do something wrong / remember

GRAMMAR

GRAMMAR BANK

CONDITIONAL SENTENCES are used to speculate about what could happen, what might have happened, and what we wish would happen.

In English, most sentences using the conditional contain the word *if*.

In all cases, these sentences are made up of an *if clause* and a *main clause*.

There are equivalent sentence constructions with *unless, as soon as, when, provided/providing, as long as, once* etc. instead of "if".

Here are four main ways of constructing conditional sentences in English.

Type	Usage	If clause verb tense	Main clause verb tense
Zero type	General truths	Present Simple	Present Simple
Type 1	A possible condition and its probable result	Present Simple	Future Simple
Type 2	A hypothetical condition and its probable result	Past Simple	Present conditional or Present continuous conditional
Type 3	An unreal past condition and its probable result in the past	Past perfect	Perfect conditional

Ex.: If you heat ice it melts.

If you don't hurry you'll be late for lesson.

If you went to bed earlier, you wouldn't be so tired.

If you had studied harder you would have passed the exam.

When I finish school, I will enter the university.

Providing I get a good job I will earn a good salary.

NOTE!

Do not use **will** or **be going to** in the **if** clause.

Ex.: If it will rain rains tonight, I will give you a ride home.

Do not use a comma after the result clause. Use a comma after the **if** clause

Ex.: You will be able to get a promotion, if you work well if you work well.

9. Find the examples of conditional sentences in the text from Ex. 3. Refer to the Grammar Bank above if necessary.
10. Today it is Jenny's first day at work. Complete the list of notes the other secretary has left for her.

come / make / not have / might / not post / give / see

- 1) If Mr. Barnes _____, tell him I'm in a meeting.
- 2) If you have time, _____ a hundred copies of this document.
- 3) If you don't need the store room keys, _____ them to Mark.
- 4) If you _____ the cleaners, ask them to do the windows downstairs.
- 5) If visitors _____ an appointment, don't send them to my office.
- 6) If you finish the letters, _____ them. I want to see them first.
- 7) If the work is difficult, you _____ ask me for advice.

11. Match the two halves and write conditional sentences.

For example: 1) If you mix blue and yellow, you get green

- | | |
|------------------------------|-------------------------|
| 1) you mix blue and yellow | a) you feel tired |
| 2) clouds meet cold air | b) it lands on its feet |
| 3) take an aspirin | c) it rains |
| 4) a cat falls from a height | d) feel better |
| 5) go to bed late | e) objects do not fall |
| 6) touch that hot pan | f) you get green |
| 7) you do not sleep well | g) burn yourself |
| 8) there is no gravity | h) be tired tomorrow |



12. Continue the following sentences.

- 1) If you took a course in computer programming _____
- 2) They would have paid you more if _____
- 3) If you tell this to anyone _____
- 4) If you don't like films why _____
- 5) I would have been able to finish the report if _____
- 6) I'll buy you a box of chocolates if _____

13. Rewrite these sentences using the word given.

*For example: If we don't leave now, we'll be late for school. (unless)
Unless we leave now, we'll be late for school.*

- 1) You won't finish on time if you don't start now. (*unless*)
- 2) He will find a job if he starts looking for one now. (*as soon as*)
- 3) If you are eighteen you can get your driving license. (*when*)
- 4) If I get a leave I will go on vacation. (*providing*)
- 5) If I finish this job, I'll go to the gym. (*once*)
- 6) If I have nothing to do this evening I will read. (*as long as*)



14. Complete the sentences and decide which type of conditional sentence it is.

- 1) If my sister _____ (*see*) this puppy, she will love it.
- 2) We _____ (*can/sit*) in the garden if the weather were nicer.
- 3) _____ (*Mark/be*) bored if you had taken him to the opera?
- 4) I _____ (*wait*) for you outside the cinema if I arrive early.
- 5) I _____ (*tell*) him my name if he had asked.
- 6) If I _____ (*be*) tired, I get black circles under my eyes.

SPEAKING

15. Ask and answer these questions in pairs. Ask at least one follow-up question about the details (When? Who with? etc.)

- 1) If you had an automobile, where would you drive this weekend?
- 2) If you had studied harder, would you have passed your test better?
- 3) Would you speak English better if you travelled more for practice?
- 4) If you studied harder, would you get better marks in all your subjects?
- 5) If you could visit any country in the world, what country would you visit first?
- 6) If you had had a chance to do something in another way, would you have done so?
- 7) If you knew English perfectly, what other language would you begin to study?
- 8) Would you help your friend at the exam if he asked you?
- 9) If you had a chance to get any job you want, what would your perfect job be?



WISHES AND WANTS

“A young man without ambition is an old man waiting to be.”
Steven Brust

- Comment on the quotation above. What is your greatest ambition?
 - Look at the phrases below and tell which of them you want.
- | | | |
|------------------------------|-------------------------|---|
| – to buy a house | – to be happy | – to go study abroad |
| – to visit the UK | – to live by the sea | – to own a car |
| – to start your own business | – to become a rock star | – to get excellent marks and qualifications |
| | – to write a book | |

READING

1. Are you an ambitious person? Is it a positive personality quality? What is “an ambition”? Read the article to find out. Do you agree with the author?

Other than academics, schools also help with the overall development of a person. Teenage years are the time of *transition* from childhood to adulthood and time to think about your future. In most cases, parents and other elders try to guide teenagers in choosing the career or courses to study at university. However, research shows that it is much more important to have your own ambitions to be successful.

Ambition is the strong desire to achieve something, whether name, fame, money or status. This desire is strong enough to make an individual increase effort to fulfill goals, to achieve something which is right for you; as, for example, an ambition to rise to the top of your class in school, or a desire to *excel* in a game among *peers*; an ambition to improve your character or abilities; an ambition for *advancement* in your business, or an ambition to serve your country in political life.

However, many teenagers fail to succeed in life – even with *potential* – and some average individuals excel because they are ambitious enough to not only dream but also make the dream reality. Teens must *realize* the importance of ambition and understand that life is not just about sleeping, eating or waiting for the next Harry Potter movie! Having aims or dreams with no ambition is no good. Every school-leaving student should have a clear picture of what they want to do in life. It is not wise to remain confused for too long and waste *valuable* time. Try to keep ambitions realistic. If the desired results are achieved, fine. If not, do not feel depressed. Dreams do not come true overnight!

So, we decided to ask some young people about their ambitions:



Kelsey: I am very ambitious and I have a lot of dreams: I wish I succeeded and had a great life. I also always think about needy people in our world, that’s why I would like to be a doctor and build my own hospital where I could diagnose the sick for free. I am determined to help and relieve pain, to give a *refuge* where homeless, poor, ill or hard-up would feel in security. Charity work is the only way to support them and give the opportunity to have a normal life. I will not only provide them with material support but also emotional, like love and *affection*. I choose this humanitarian job because I would be close to people in need.

Mike: The most important thing for me is to be up to my family’s and my nation’s expectations, therefore I dream to be a doctor in nuclear physics because I love researches and inventions. I wish I were able to invent something which would bring *benefits* to the human race one day. Besides, I really hate any kind of *inequality*. I think that no one has the right to deprive people of living in the world without war. I hope to be able to make a difference, whatever small it is.

I finally think that’s very important for teenagers to dream because that encourages them to go on and not to give up.





Martha: Teenagers at my age have many dreams and a lot of ambitions. First, I would like to travel all over the world and discover different places because I enjoy making new friends and at the same time differences in their culture, style of life. Secondly, I would like to *start up* my own company, but I'm not sure what kind yet. And my last dream is to see the man I love, to talk to him for only one day, it would be enough for me. This person is David Beckham.

2. Decide whether the sentences about the text are true (T) or false (F).

- 1) According to the text, to succeed one should follow parents' advice.
- 2) Ambitions are the wishes related to professional promotions only.
- 3) It is not enough to be talented to succeed.
- 4) Humanitarian job involves helping people.
- 5) Charity work means helping people with money or clothes.

3. Match the words in colour to their definitions.

- 1) to understand the situation, sometimes suddenly
- 2) worth a lot of money, very helpful or important
- 3) to make up something new, for example an organization
- 4) people of the same age or social position
- 5) a place of protection or shelter from danger or trouble
- 6) ability of something or somebody to develop, achieve or succeed
- 7) a process of change from one form or type to another
- 8) a feeling of liking or love
- 9) to do something better than you usually do it
- 10) when money or opportunities are not shared equally between groups in society
- 11) a helpful or good effect, an advantage
- 12) an improvement relating to a particular activity or area of knowledge

4. Do you think these young people have realistic ambitions? What are your ambitions?

VOCABULARY

5. Match the expressions with *work* to their meanings.

- | | |
|-------------------------------|---|
| 1) <i>work</i> | a) find a solution to a problem |
| 2) <i>work out</i> | b) work for yourself selling your expertise to others |
| 3) <i>freelance work</i> | c) start work |
| 4) <i>take on work</i> | d) continue working |
| 5) <i>get down to work</i> | e) accept work |
| 6) <i>get on with work</i> | f) make somebody work |
| 7) <i>hand in work</i> | g) person obsessively addicted to work |
| 8) <i>set someone to work</i> | h) most important activity in life |
| 9) <i>workaholic</i> | i) pass your work |
| 10) <i>on a life's work</i> | j) make better/improve |

6. Fill them into the correct sentences.

- 1) Helping homeless people became his ____ .
- 2) Don't worry, it will all ____ .
- 3) Do you work full-time? No, I do ____ , so I can work when I want.
- 4) Please ____ or you'll never finish on time.
- 5) The teacher told the students to ____ or they would be in trouble!
- 6) I didn't ____ on time so the teacher gave me a C instead of a B!
- 7) My father was a ____ - he always ____ too much ____ .
- 8) When Bob said he was bored, his mother ____ him ____ in the garden!

GRAMMAR

GRAMMAR BANK

WISH AND IF ONLY

These are both used to talk about regrets – things that we would like to change either about the past or the present. When we talk about present regrets, both **wish** and **if only** are followed by the **Past Simple tense**.

The past tense emphasises that we are talking about something “unreal”.

*If only I didn't have so much homework I could go to the concert tonight.
(She has a lot of homework and she can't go to the concert)*

I wish you didn't live so far away.

I wish I knew what to do.

Both **wish** and **if only** are followed by the **Past Perfect tense** when we talk about past regrets.

I wish I'd studied harder when I was at school.

(He didn't study hard when he was at school)

I wish I hadn't eaten all that chocolate. I feel sick.

If only I'd known you were coming.

We use **wish** + **would** to talk about something in the present that we would like to change and something that we find annoying or irritating.

I wish you wouldn't borrow my clothes without asking.

I wish it would rain. The garden really needs some water.

I wish you'd give up smoking, it's really bad for you.

NOTE! We can only use **wish** + **would** to talk about things we can't change.

So *I wish I wouldn't eat so much chocolate* is not possible, we say:

I wish I didn't eat so much chocolate. OR I wish I hadn't eaten so much chocolate.

We use **wish** + **could** to express a wish for a present situation to be different.

I wish I would could use a computer well. I wish I would could tell her about it.

7. Complete the second sentence so that it means the same as the first. Refer to the Grammar Bank above if necessary.

- 1) I don't have enough time for hobbies. *I wish* _____.
- 2) I didn't take notice of my teacher and failed the exam. *If only I* _____.
- 3) I want to become a lawyer. *I wish* _____.
- 4) I can't find a job that I enjoy and I'd really like to. *I wish* _____.
- 5) I'm very unhappy that I have to get up early every morning. *If only* _____.
- 6) I didn't call Nick, so he didn't come to my birthday party. *If only I* _____.
- 7) I was rude to my friend and it offended her. *I wish I* _____.
- 8) I am so lazy and so disorganized. *I wish I* _____.
- 9) I'm not good at sports. *If only* _____.
- 10) I find it so difficult to make friends. *I wish I* _____.

8. Complete these people's complaints, using *would/ wouldn't*.

- 1) A zoo keeper: "I wish people _____ (*feed*) the animals."
- 2) A teacher: "I wish my students _____ (*do*) their homework on time."
- 3) A hotel chambermaid: "If only guests _____ (*clean*) the bath after they've used it."
- 4) A park keeper: "I wish people _____ (*pick*) the flowers."
- 5) A street cleaner: "If only people _____ (*take*) their litter home."
- 6) A boss: "If only my employee _____ (*act*) very rudely in front of me."
- 7) An employee: "I wish my boss _____ (*shout*) at me."
- 8) A parent: "If only my child _____ (*be*) more hard-working and responsible."
- 9) A child: "I wish my parents _____ (*let*) spend more time with friends."
- 10) A student: "I wish my school _____ (*be*) 2 days a week instead of 5."

LISTENING

9. Listen to the recording and complete the following sentences with the suitable words. Do you think the man was lucky that day?

Today I had a bad day at work. I was 1) _____ because I 2) _____ the bus. I missed an important 3) _____ and my boss was 4) _____. I also forgot to 5) _____ an important 6) _____ because I took the wrong 7) _____. On my way to my boss's office I got 8) _____. Then I 9) _____ the coffee on my shirt by 10) _____. In his office I 11) _____ on a phone cord and fell. Later I told my 12) _____ that the boss was in a 13) _____. I did an 14) _____ of the boss and made 15) _____ of him. When I 16) _____ around the boss was 17) _____ me. He heard everything. He 18) _____ me 19) _____ his office and he 20) _____ me. 21) _____ my way home I went to my favourite 22) _____ for a salami sandwich. But they had 23) _____ salami! It was the worst 24) _____.



10. Write sentences using *I wish/If only* about everything that went wrong in Bill's day.

For example: If only he would have set his alarm, he would have been on time to work.

SPEAKING

11. Put your own wishes in the empty bubbles, starting with *I wish* or *If only*. Discuss them with your partner.



WRITING

12. Make a list of the different things the following people typically want from life.

For example: Small children wish they spent more time with parents.

- ✓ *small children*
- ✓ *teenagers*
- ✓ *young*
- ✓ *single adults*
- ✓ *married adults*
- ✓ *senior citizens*



CHOOSING A CAREER

*“Believe in yourself.
You are braver than you think, more talented than you know,
and capable of more than you imagine.”*

Roy T. Bennett

- Do you know what talents/skills you have?
- What talents/skills would you like to develop?



VOCABULARY

1. Look at the professions and tell where these people work.

firefighter / flight attendant / lawyer / journalist / programmer / sales clerk / mechanic / secretary / receptionist / taxi driver / waiter / guide / veterinarian

For example: A manager works in an office.

A bricklayer works on a building site.

A mayor works in a city council.

2. Fill in the blanks using a correct profession. What are the responsibilities of the other people having jobs mentioned in Ex.1?

- 1) Someone who works in a school classroom and helps students is called a ____.
- 2) Someone who cuts and styles your hair to make it look good is called a ____.
- 3) Someone who helps you in a shop when you want to buy something is called a ____.
- 4) A person who works in a court and can help people on trial is called a ____.
- 5) A person who works to stop crime is a ____.
- 6) A ____ looks after children, reads stories and plays with them.
- 7) A ____ and a ____ work in a hospital or clinic and take care of you when you are ill.
- 8) An ____ designs and builds large buildings or bridges.
- 9) A ____ works at the front desk of a building and welcomes visitors and answers the phone.
- 10) A ____ keeps an office, school or hotel clean and tidy.
- 11) An ____ works for a company and usually uses a computer and phone.

3. Look at the list of skills and fill in the table below.

working with your hands / painting / working with people / using computers / photography / gardening / learning a language / writing stories or poems / singing / playing a musical instrument / caring for animals / cooking and preparing meals / swimming / repairing machines / helping other people / helping others to understand / caring for the environment / working with details

MY GOOD SKILLS | SKILLS I WANT TO DEVELOP | A JOB THAT REQUIRES THIS SKILL

4. Look at the list of personal qualities and fill in the table accordingly.

enthusiastic / honest / flexible / outgoing / patient / precise / helpful / polite / communicative / sociable / creative / imaginative / hardworking / punctual / responsible / confident / thinking ahead / determined / bossy / sensible

MY PERSONAL QUALITIES

JOBS

READING

5. What factors go into choosing a career? Read the extract from Steve Jobs's speech and compare with your answer. Put the paragraphs in the correct order.

___ How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

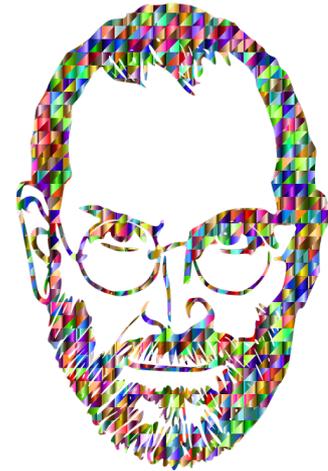
___ During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

___ I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

___ I was lucky – I found what I loved to do early in life. Woz and I started Apple in my parent's garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation – the Macintosh – a year earlier, and I had just turned 30. And then I got fired.

___ I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down – that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me – I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over. I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

article credits: from Steve Jobs: Stanford commencement address, June 2005, The Guardian



6. Read the story again and say if the following sentences are true (T) or false (F).

- 1) Steve Jobs was fired when he was 20 years old.
- 2) Steve Jobs loved his job.
- 3) Steve Jobs met his future wife at Apple Corporation.
- 4) Steve Jobs never gave up and tried to find a solution to continue his work.
- 5) Steve Jobs was an enthusiastic, hard-working and precise person.

7. Make a list of Steve Jobs' recommendations to choose a career and reach success.

GRAMMAR

GRAMMAR BANK

COMPLEX OBJECT

The combination of a noun in the common case or a pronoun in the objective case and an infinitive used after the predicate forms is called a **Complex Object**. There are following patterns of it:

MEANING	WORDS	FORM	EXAMPLE
mental activity, emotions, wishes	<i>to want, to expect, to know, to order, to tell, to ask, to allow to, to like, would like, would prefer</i>	with to	<i>I know her to sing very well. I like you to dance.</i>
order, permissions	<i>to let, to make, to order</i>	without to	<i>Mother lets us go to the cinema.</i>
sense	<i>to see, to watch, to feel, to notice, etc.</i>	without to	<i>All of us heard Bill say that.</i>
process of action	<i>action verbs</i>	-ing	<i>I heard her singing a song. I watched the children playing with a ball</i>

NOTE! When sense verbs do not express physiological sense, Complex Object is not used.

Ex.: I saw him enter the library.

After the verbs **suggest, recommend** and **deny**, Complex Object is also not used.

Ex.: I suggested that she should go home.

8. Use the Complex Object *with* or *without to*. Refer to the Grammar bank above if necessary.

- 1) The mother made her son _____ tell the truth.
- 2) Lisa doesn't want Tim _____ come back.
- 3) We heard someone _____ run in the garden.
- 4) They would like us _____ take part in the competition.
- 5) I expected my parents _____ lend me some money.
- 6) Having a car enables you _____ travel round more easily.
- 7) Mr. Spillberg won't let us _____ go for a walk today.

9. Change the complex sentences into simple ones using Complex Object.

- 1) We heard how one of the students in the gym talked to Tim.
- 2) I did not expect that they would come in time.
- 3) I watched how he was running by the corridor toward the library.
- 4) He heard that the bell rang.
- 5) She believed that he had stolen her money to pay his debts.
- 6) He wants that this work will be done.
- 7) The teacher saw how Ann was cheating at the test.

10. Combine the following sentences using either Complex Object or that-clause (pay attention to sequence of tenses).

- 1) He knew. I'm not afraid to talk in front of a class.
- 2) He notices. I like to take things apart to see how they work.
- 3) They haven't seen. The railway accident occurred near the station.
- 4) She asks. I'm offering advice to my friends.
- 5) They liked. Math is my favourite subject.
- 6) He makes. I'm careful about all of my things.
- 7) We heard. He made a report on his new discovery.

LISTENING

11. Listen to the song and insert the missing Complex Object.

TILL THERE WAS YOU
(The Beatles)

There were bells on a hill
But I never ___ (hear) them ___ (ring)
No I never heard them at all
Till there was you

There were birds in the sky
But I never ___ (see) them ___ (wing)
No I never saw them at all
Till there was you.

Then there was music
and wonderful roses
They tell me in sweet fragrant
meadows of dawn and dew.

There was love all around
But I never ___ (hear) it ___ (sing)
No I never heard it at all
Till there was you.



SPEAKING

12. Work in pairs. Ask and answer the following questions. Make up some more using Complex Object.

- 1) Have you ever seen your mother play football?
- 2) Have you ever seen your father cook dinner?
- 3) Will you ever let your friend copy a test?
- 4) Who wants you to learn English well?
- 5) What makes your brother be angry with you?
- 6) Have you ever heard your friend sing songs?
- 7) Would you like your friend to get a good mark in English?
- 8) Who would like you to be a good sportsman?
- 9) Does your mother expect you to speak English fluently?
- 10) Do you let your sister/brother take your things?

WRITING

13. Write a letter to your friend in which you say.

- What you are going to do after leaving school?
- How do you prepare yourself for your future profession?
- What's the perfect job for you?
 - why do you want to do that job?
 - what qualifications do you need?
 - what do you have to do every day if you have that job?
 - is there anything about that job you wouldn't enjoy?
- Ask about your thoughts regarding your career plans.



SELF-ASSESSMENT LESSON (1-6)

1. You should tell about the job you are most interested in.

- a) *What the job is...* b) *What it involves...* c) *Why you chose it...*

Model Answer:

- 1) I hope to work as a ... and want to ...
- 2) The job involves ...
- 3) For that, a ... must have good ... and need to ...
- 4) The programmer has to make sure that the ... also need to be a good team member.
- 5) I chose it mostly because of my education and interest. Since I am going to study in ..., naturally
- 6) I would want to work for something that relates to my education and skill.
- 7) Secondly, I have a passion for ...
- 8) I like the idea of having a challenging job that will enable me to use my ..., to do something better for the people and for the society.
- 9) Furthermore, the prospect of this job is very demanding and a good ... earns more than employees of many other industries.
- 10) I am sure I will enjoy working as a ... more than anything else and that's why I want to work in/at ...

2. Write an autobiographical essay. Follow the plan below.

Introduction

- 1) My name is _____. I was born to _____ and _____. I have ____ brothers/sisters named _____. I was born on (*month/day, year*) in city, state.
- 2) My name, _____, is (*English, Hebrew, French, etc.*) and means “_____”. I was named after _____.
- 3) Write a paragraph describing your personality and explain why you feel you have these traits.
- 4) I would compare myself to a _____ because _____.

Family/Friends

- 1) My family is special to me because _____. I look like my _____ because _____.
- 2) I (*like/dislike*) pets. (*Write all about your pets or perhaps you may want a pet!*)
- 3) My extended family lives (*near/far away*). (*Write how often you get to see them. Who do you miss the most and why?*)
- 4) Write all about your best friend, explain why he/she is your best friend or a special friend.

Firsts

- 1) Tell me about a “first” that was memorable. (*Such as your first bike!*)
My first memory of _____ was ...
- 2) Tell me about a memorable event. (*Such as when your dad came home from war, or a new baby sister/brother*). A memorable event in my life was ...

Sports/Activities/Hobbies

- 1) Sports – martial arts, team sports, etc.
 - a) Activities – young marines, girl/boy scouts, band, etc.
 - b) Hobbies – scrapbooking, collecting items, babysitting, knitting, models, etc.

Dreams/Hopes

- 1) Goals – What would you like to achieve/accomplish?
- 2) Dreams – What do you wish for?
- 3) Hope – Where do you hope to be in 10 years? What do you hope to be doing?
- 4) Do you have a favorite quote/poem/song that explains who you are as a person? If so, write it here.

3. Choose the correct word (a-d) to complete the sentences.

- 1) I see from your _____ form that you have had three different jobs in the last 5 years.
a) *apply* c) *applied*
b) *applying* d) *application*
- 2) Qualified candidates will be contacted to schedule an _____.
a) *application* c) *interview*
b) *experience* d) *reference*
- 3) Most children in the UK remain in _____ education until they are at least 16 years old.
a) *full-time* c) *part-time*
b) *work overtime* d) *flexi-time*
- 4) She fully intends to continue her sporting _____ once she has recovered from her injuries.
a) *job* c) *career*
b) *occupation* d) *work*
- 5) Our university has excellent sports _____.
a) *marks* c) *chores*
b) *facilities* d) *assignments*
- 6) If I had known this test would be so difficult, I _____ harder.
a) *will study* c) *would study*
b) *would have studied* d) *study*
- 7) The students didn't notice _____ into the lecture room.
a) *that the lecturer comes* c) *the lecturer to be coming*
b) *the lecturer come* d) *the lecture to come*
- 8) You should have _____ the engine.
a) *a mechanic check* c) *a mechanic checking*
b) *a mechanic to check* d) *a mechanic to have checked*
- 9) We'll _____ be more careful about what we say in the future.
a) *have to* c) *need to*
b) *must* d) *be able*
- 10) It's time for us _____ learning a foreign language. What about English?
a) *start* c) *started*
b) *to start* d) *starting*
- 11) I wish I _____ harder when I was at school. He didn't study hard when he was at school.
a) *had studied* c) *would study*
b) *studied* d) *will study*
- 12) If you _____ your job, you _____ around the world.
a) *left ... could travel* c) *left ... can travel*
b) *would left ... can travel* d) *left ... would travel*

4. Complete the sentences with a word derived from the word in capital letters.

Getting your first job can be a 1) _____ experience, especially if you get 2) _____ in an interview. If you are called in for a job interview, this means the potential employer has read your 3) _____ materials and decided you might be a good fit for the job. Everyone can easily pass an interview with just one thing and that is 4) _____. Before you go into the interview room, take a few deep 5) _____. If you think about something nice, that brings you a feeling of 6) _____ then you will smile and look well. Make sure that you take all the right papers with you – if you forget something, you could look 7) _____. You should not wear modern clothes or fancy clothes because then it does not give a look of 8) _____ interview. You should answer the questions with confidence because the main purpose of 9) _____ questions from people in interviews is to check there confidence and amount of 10) _____. The next thing in an interview that needs a lot of focus is 11) _____. It reflects our nature. Our sitting style, talking style, standing style, answering style tells about our kind of 12) _____. You should be polite and kind to them and respect them. If you follow this 13) _____ you have a good chance of getting the job!

STRESS
NERVE
APPLY
CONFIDENT
BREATHE
HAPPY
PROFESSION
TAKE
ASK
KNOW
BEHAVE
PERSON
ADVISE

GET READY FOR YOUR TEST

A. Choose the best preposition to complete the sentence.

- 1) I get confused (*by, with, about*) all this new technology.
- 2) My school life was full (*of, with, in*) pleasant events and new useful knowledge.
- 3) I don't really feel qualified (*in, for, at*) that job. I won't apply for it.
- 4) I love new experiences – I am always eager (*for, to, after*) the next thing.
- 5) I have been kept very busy (*with, at, in*) these exercises.
- 6) I am conscious (*about, of, in*) the difficulty of learning these prepositions.
- 7) He is very efficient (*at, in, of*) what he does.
- 8) He let his boss know that he was committed (*of, with, to*) his job.
- 9) People of the former colony are now independent (*of, on, from*) the colonial power.
- 10) Some people are unfortunately ignorant (*in, of, at*) geography.

B. Choose the best phrasal verb to complete the sentence.

- 1) Hey, would you like to come _____ next Thursday?
a) *through* b) *over* c) *round*
- 2) I was out very late last night and didn't get _____ until 4am.
a) *in* b) *by* c) *back*
- 3) Maria has never fit _____ with the crowd. She has always been a rebel.
a) *on* b) *in* c) *to*
- 4) She fainted, but then she came _____ about 5 minutes later.
a) *to* b) *about* c) *back*
- 5) I'm sorry it didn't work _____ .
a) *out* b) *on* c) *up*
- 6) You have to come _____ a better excuse than that.
a) *around to* b) *up with* c) *through with*
- 7) I'm sorry, but I'm going to have to turn _____ your offer.
a) *down* b) *off* c) *out*
- 8) After Bill was fired, John took _____ his position.
a) *over* b) *out* c) *up*
- 9) He tried to have two jobs at the same time, and ended _____ having none.
a) *around* b) *up* c) *in*
- 10) You can't get _____ taking this test.
a) *by* b) *around* c) *on*

C. Choose the suitable suffix or prefix to form the correct word.

- 1) Her alarm clock didn't go off and she _____. (*sleep*)
- 2) I don't think I will pass the exam but I can ___ it in September. (*take*)
- 3) He passed his exam. He was ___ for the second time. (*succeed*)
- 4) He wants to be a ___ when he grows up. (*mathematics*)
- 5) You need a ___ of motivation, organization, and hard work to realize your dreams. (*combine*)
- 6) Some ___ people suffer from the lack of confidence. (*employ*)
- 7) The answer is ___. Try again! (*correct*)
- 8) She's thinking of going back to university and taking a ___ course. (*graduate*)
- 9) She works for a ___ company. It has offices in over 30 countries. (*national*)
- 10) He couldn't hide his ___ at his low grade. (*disappoint*)

CULTURE NOTE: TRAVELLING AROUND THE UK

1. Answer the following questions.

- Have you ever been abroad? Where did you go and how did you get there? Was it on business or for pleasure?
- What's the longest trip you have ever taken?
- When travelling long distance, what is your preferred mode of transport & why?
- If you could go on holiday anywhere in the world, where would you go? Why?

2. Read the travel blog by Adventurous Kate and check her tips on how to travel the UK. Which tips do you find the most useful?

The UK is one of the most expensive countries in Europe – and if you're planning a trip, you might *be daunted* by the cost of transportation within the UK. But it is very possible to travel the UK for cheap! Since settling in Chester, I've found *a host of* ways to save money on transportation.



1) It doesn't matter whether you're traveling by train, bus, or air – booking early will nearly always save you money, and booking last minute will always be exponentially more expensive.

2) **Train travel** in the UK is incredibly romantic, and you can easily watch the scenery go by for hours – bright green hills, sheep, newly plowed fields, tiny villages...it's my favorite way to travel the UK. Most of the time, it's also the easiest and fastest way to travel – though not the cheapest. If you're not a UK *resident* and planning on travelling lots of long distances in the UK by train, look into a Britrail Pass. If you're just booking occasional journeys, read on. Check the Megatrain and Virgin Train sites first for absurdly cheap train routes. These two sites tend to promote the same routes. Next, no matter which destination you choose, check out The Trainline's Fare Finder – it will show you the cheapest tickets for various dates and times. Either way, booking on The Trainline is usually cheaper than other sites.

What to know: Be flexible on stations. I was looking for Chester-Edinburgh round-trip fares and couldn't find anything for less than an *astounding* J150. Then I found out that there are cheap fares on Megatrain from Warrington Bank Quay to Glasgow, a short trip from Edinburgh. I had never heard of Warrington Bank Quay, but it's only a few stops away from Chester! I paid normal fares from Chester to Warrington and from Glasgow to Edinburgh – but from Warrington to Glasgow, the longest part of the journey, I found a super-cheap 9USD fare.

3) The thing about **bus (or coach) travel** is that you need to evaluate the positives and negatives. Yes, bus travel can be much cheaper than the train, but it can also take a lot longer, and most find it less pleasant. I usually book a coach when traveling from Chester to London. The fastest trip is five hours. To me, five hours on a bus is definitely *doable*, while 11 hours to Scotland is not worth it. First, check out Megabus for the cheapest fares *of the bunch*, and then check out National Express for cheap fares but more convenient times.

What to know: Again, book as early as possible, especially on Megabus – they even have J1 fares! Also, keep in mind that you must wear a seatbelt at all times – it's a UK law.



EDUCATION AND JOB

4) I wouldn't recommend **air travel** in the UK most of the time – *the sheer act of* flying requires so much more time and effort that it's not worth it. But it can be useful for exceptionally large distances, like London to Aberdeen or Inverness. My go-to flight search engine is Kayak because it's the best. Be sure to check airline sites as well for unpublished fares. Budget airline Easyjet has several domestic routes in the UK.

What to know: Budget airlines usually fly at inconvenient times from out-of-the-way airports. Take this into account and make sure you have someone to drive you, or you'll be *paying through the nose* for airport parking. I'm lucky to have a friend who lives super-close to Heathrow so that Heathrow airport parking is never an issue for me.



5) **None of these float your fancy?** There are a few other options. Rideshare sites are growing more popular in the UK. My friend Dylan swears by hitchhiking. And you could also do Britain's most *intimidating* walk: Land's End to John O'Groats (also known as walking from Great Britain's lower left corner to its upper right corner.) One thing that I'd love to do: rent a narrow boat in Chester and travel by the canals in the northwest, going through canal locks and everything!

3. Look at the words in bold and match them to their definitions.

- 1) to feel slightly frightened or worried about your ability
- 2) to achieve something
- 3) a big amount of something
- 4) a person who lives or has their home in a place
- 5) very surprising or shocking
- 6) it can be achieved or performed
- 7) one from a group of similar people or things
- 8) used to emphasize how very great, important, or powerful a quality or feeling is
- 9) to pay too much money for something

4. Write words to fill in the list below. Anything you think of is fine! Then use the list to complete the story. Don't read the story first!

- | | |
|--------------------------|--------------------------------|
| 1) Country: _____ | 10) Food: _____ |
| 2) Verb: _____ | 11) Verb (ends in -ing): _____ |
| 3) Name of person: _____ | 12) Verb: _____ |
| 4) Adjective: _____ | 13) Adjective: _____ |
| 5) Animal: _____ | 14) Noun: _____ |
| 6) Adjective: _____ | 15) Number: _____ |
| 7) Body part: _____ | 16) Verb: _____ |
| 8) Food: _____ | 17) Verb: _____ |
| 9) Place: _____ | 18) Your name: _____ |

Dear Mom and Dad,

I'm having a lot of fun in 1) _____. There are so many things to 2) _____! Yesterday, 3) _____ and I went to the zoo to see the rare and 4) _____ Chinese 5) _____. It was 6) _____! It had the longest 7) _____ I'd ever seen. Afterwards we ate 8) _____ at a nearby 9) _____. Our meal came with a bowl of fresh 10) _____ – delicious.

Tomorrow we're going 11) _____ and we will 12) _____ some gifts to bring home. I know mom wanted a 13) _____ dress and dad wanted me to look for a 14) _____ for the living room.

I'll be home in 15) _____ days! I 16) _____ you a lot. I can't wait to come home and 17) _____ you again. Love, 18) _____

<i>BRITISH ENGLISH</i>	<i>AMERICAN ENGLISH</i>
aerial (TV, radio)	antenna, aerial
anorak	jacket, parka, anorak
at the weekend	on the weekend
barrister, solicitor	lawyer, attorney
base rate	prime rate
bin, dustbin	garbage can/trash can
catalogue	catalog
centre	center
city centre	downtown, city center
colour	color
cooker	stove
curriculum vitae (CV)	resume
draughts	checkers
driving licence	driver's license
engaged	busy
enquiry	inquiry
expiry date	expiration date
fancy dress	costumes
favourite	favorite
to fill in	to fill out/in
film	film, movie
first floor	second floor
football	soccer
full stop	period
headmaster, headteacher	principal
to hire	to rent
holiday	vacation, holiday
kilometre	kilometer
letter box	mail box
lift	elevator, lift (usually for cargo)
litre	liter
lorry	truck
lost property	lost and found
managing director	CEO (chief executive officer)
match	Game
maths	Math
mobile (phone)	cellphone, mobile phone
mum	mom
neighbour	neighbor
pants	underpants, briefs
plane	airplane, plane
post code	zip code, postal code
primary school	elementary school, primary school
programme	program
to queue	to line up
reception	front desk, reception
to ring	to call
rucksack	backpack
rubbish	garbage, trash, rubbish
shop	store, shop
shop assistant	sales clerk
sorry	excuse me, sorry
timetable	schedule
term	semester

PHRASES AND EXPRESSION

<i>Introduction</i>	<i>Emumerating arguments</i>
first of all to begin with in order to decide whether.... or not firstly, secondly, thirdly, finally/eventually	in addition to/additionally besides/moreover/furthermore above all
<i>Weighing up arguments</i>	<i>Linking words</i>
on the one hand..... on the other hand to consider the advantages and disadvantages arguments for and against to discuss the pros and cons in theory ... in reality/both ... and anyway/at any rate/in any case in fact/actually/as a matter of fact up to a point/so to speak/by no means	additionally/again at last/besides furthermore/including indeed/hence still/moreover what is more thus
<i>Comparisons</i>	<i>Restrictions</i>
compared to/in comparison with to draw/make a comparison between as well as/likewise too/similarly equally/instead	however/though nevertheless/whereas although/though/even though in spite of/despite unlike/in contrast to/with sth.
<i>Referring to</i>	<i>Giving examples</i>
with reference to/regarding as regards/according to as far as ... is concerned	for example/for instance such as/including in particular/particularly to give you an example of what I mean to illustrate this point what I mean
<i>Generalizing</i>	<i>Giving reasons</i>
on the whole in general/generally speaking as a rule/in many ways in all respects in most/many cases basically	because/because of as/since the reason for this is the reason why for some reasons or another I have every reason to believe that
<i>Agreeing</i>	<i>Disagreeing</i>
I entirely/absolutely agree with That's exactly my own view I'm of exactly the same opinion That's perfectly true I'd like to support this view	I partly disagree with I don't entirely agree with I see things rather differently myself I'm not at all convinced that I'm not absolutely sure
<i>Personal point of view</i>	<i>Summarizing</i>
I think that in my opinion/in my view/to my mind this is a matter of opinion in my experience as far as I know as far as I am concerned to be aware / unaware of a problem to tell the truth/the fact is that I am convinced that/I firmly believe that I feel sth should be done about that	finally last of all/last but not least in conclusion/to conclude we can draw the conclusion to sum up/to summarize we can say all in all/in short/in brief/briefly all things considered the subject under discussion I find it difficult to reach a conclusion but I'm tempted to say

INFINITIVE	PAST	PARTCIPLE	INFINITIVE	PAST	PARTCIPLE
arise	arose	arisen	lay	laid	laid
awake	awoke	awoken	lead	led	led
be	was, were	been	leave	left	left
beat	beat	beat	learn	learnt	learnt
become	became	become	lend	lent	lent
begin	began	begun	let	let	let
bite	bit	bitten	lie	lay	lay
blow	blew	blown	light	lit/lighted	lit/lighted
bring	brought	brought	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
broadcast	broadcast	broadcast	meet	met	met
build	built	built	offset	offset	offset
burn	burnt	brunt	overtake	overtook	overtaken
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	prove	proved	proven
come	came	come	read	read (red)	read (red)
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
do	did	done	rise	rose	risen
drink	drank	drunk	run	ran	run
drive	drove	driven	say	said	said
draw	drew	drew	see	saw	seen
dream	dreamt	dreamt	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	set	set	set
eat	ate	eaten	shake	shook	shaken
fall	fell	fallen	shine	shined	shined
feed	fed	fed	shoot	shot	shot
feel	felt	felt	show	showed	shown
fight	fought	fought	shut	shut	shut
find	found	found	sing	sang	sung
fly	flew	flown	sit	sat	sat
forbid	forbade	forbidden	sleep	slept	slept
foresee	foresaw	foreseen	smell	smelt	smelt
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	froze	stand	stood	stood
get	got	got (goten)	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grew	teach	taught	taught
have	had	had	telecast	telecast	telecast
hang	hung	hung	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
input	input	input	wet	wet	wet
keep	kept	kept	win	won	won
knit	knit	knit	withdraw	withdrew	withdrawn
know	knew	known	write	wrote	written

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