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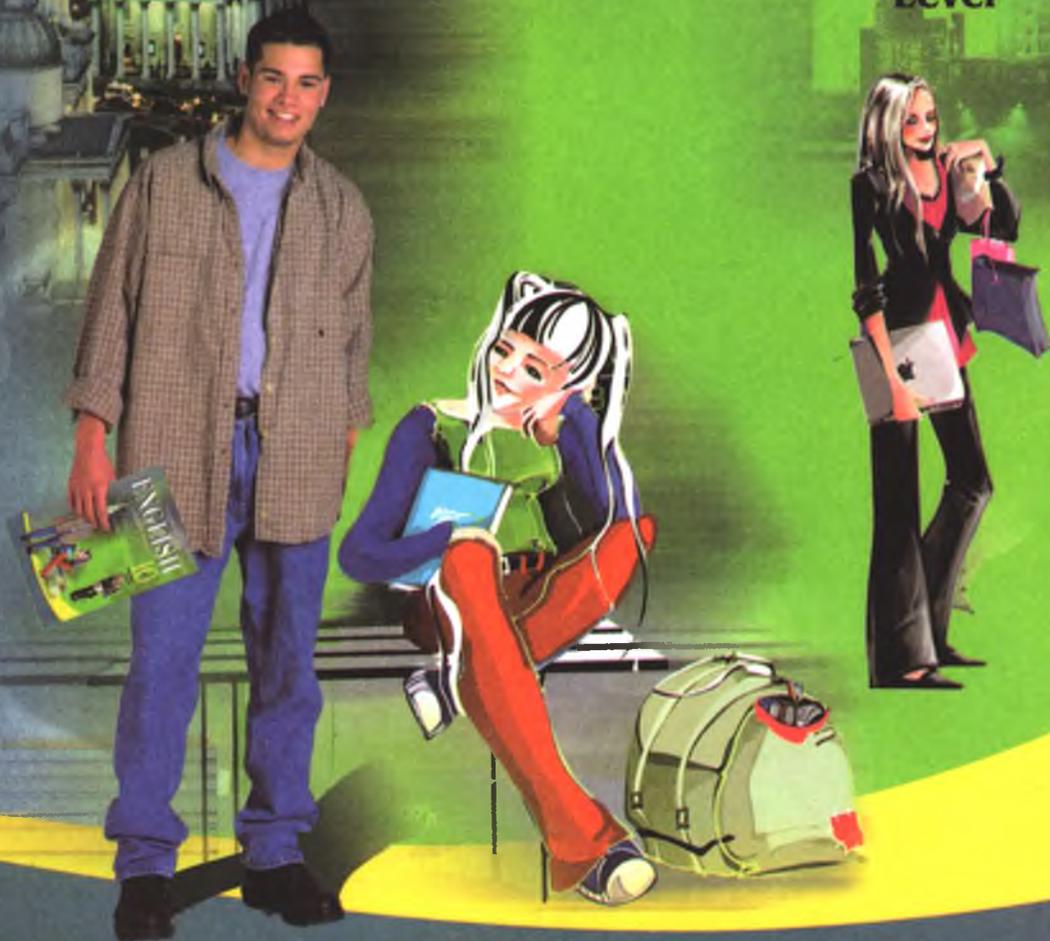
Oksana Karpiuk

# ENGLISH

Pupil's Book

# 10

Standard  
Level



CONTENTS

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K-28

Оксана Карп'юк

# АНГЛІЙСЬКА МОВА

Рівень стандарту  
(9-й рік навчання)

Підручник для 10-го класу  
загальноосвітніх навчальних закладів

НБ ПНУС



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Рекомендовано Міністерством освіти і науки України

Тернопіль  
„Видавництво „Лібра Терра“  
2013

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# 1 PEOPLE AND RELATIONSHIP

PEOPLE AND RELATIONSHIP

1 **Work in small groups. Discuss the questions.**

- 1 Do you think it's better to be the older or the younger sister or brother in a family with two children? Why?
- 2 Does a child's position in the family have an influence on his/her personality?

2 **Read the article quickly. Which paragraph (1-5) mentions:**

- a about the youngest children?.....  4
- b about the children who have to look after their younger brothers and sisters?.....
- c about Tom Hughes?.....
- d about the only children?....
- e about the most competitive children?.....

3 **Read the article again. Which children are usually:**

- 1 independent and sociable?
- 2 charming and affectionate?
- 3 quite self-confident and ambitious?
- 4 very organised and responsible?

4 **Find the words in the article that have the opposite meaning.**

- 1 well-bred
- 2 unselfish
- 3 simple
- 4 hard-working
- 5 rude
- 6 calm

## WHAT AFFECTS

(1) In his book about the family's influence on a personality the British psychologist Tom Hughes tells that our position in the family is the strongest factor that influences our personality.

(2) On his opinion, the oldest children get maximum attention from their parents, and the result is that they're usually quite self-confident people. They make good leaders. For example, the famous Prime Minister Winston Churchill was a firstborn child. The oldest children are often ambitious.

They're more likely to go to university than their brothers or sisters. They often get the top jobs, too. They are also responsible people, because they often have to look after their younger brothers or sisters. The downside of this is that sometimes this means that when they're older they worry a lot about things. They can also be quite bossy and even aggressive, especially when they don't get what they want.

(3) The middle children are usually independent and competitive. It's because they have to fight with their brothers and sisters for their parents' attention. And they're usually sociable, they like being with people, probably because they have always had other children to play with. However, on the negative side, the middle children are

## OUR PERSONALITY?

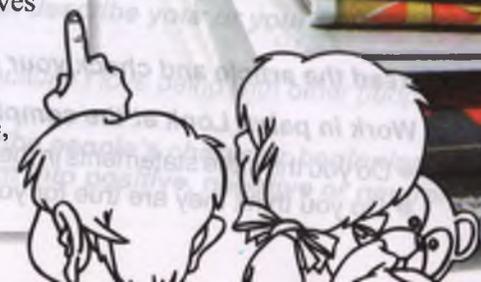


often jealous of their brothers and sisters and they can be moody.

(4) If a child is the youngest in the family, he or she will probably be very charming, affectionate and quite relaxed. On the other hand, the youngest children are often quite lazy. This is because they always have their older brothers and sisters to help them. And they can be quite manipulative — they use their charm to get what they want.

(5) The only children in the family don't have to share with anyone — so they're often spoiled by their parents and their grandparents. As a result, they can be quite selfish. They think of themselves more than of other people. On the positive side, the only children are usually very organised and responsible, and they can be very imaginative, too.

READING



5 a) Complete the sentences with the adjectives from the Word File. Consult a dictionary if necessary.

- 1 ... people always want to win.
- 2 ... people want to be successful in life.
- 3 ... children behave badly because they are given everything they want.
- 4 ... people think about themselves and not about other people.
- 5 ... people think that someone loves another person more than them, or wants what other people have.
- 6 ... people are friendly and enjoy being with other people.
- 7 ... people get angry quickly and like fighting.
- 8 ... people have an attractive personality that makes people like them.
- 9 ... people are people you can trust.
- 10 ... people show that they like people very much.
- 11 ... people like giving orders.
- 12 ... people are good at influencing others to do what they want.
- 13 ... people are happy one minute and sad the next one and are often bad-tempered.
- 14 ... people like doing things on their own without help.



**WORD FILE**

- to affect [ə'fekt]
- affectionate [ə'fekʃənət]
- aggressive [ə'gresɪv]
- ambitious [æm'bɪʃəs]
- bossy ['bɒsi]
- charming ['tʃɑ:mɪŋ]
- competitive [kəm'petətɪv]
- energetic [enə'dʒetɪk]
- envious ['enviəs]
- imaginative [ɪ'mædʒɪnətɪv]
- jealous ['dʒeləs]
- manipulative [mənɪ'pjələtɪv]
- moody ['mu:di]
- responsible [rɪ'spɒnsəbl]
- selfish ['selfɪʃ]
- sociable ['səʊjəbl]
- spoilt ['spɔɪlt]
- sensitive ['sensətɪv]

b) Work in pairs. Group up the adjectives above into positive, negative and neutral characteristics.



6 a) Complete the chart below with five personality adjectives in each column.

oldest children	middle children	youngest children	only children

b) Read the article and check your chart.

c) Work in pairs. Look at the completed chart. Discuss the questions.

- Do you think the statements in the article are true for you? If not, why not?
- Do you think they are true for your brothers and sisters or your friends?

1 Match the personality adjectives with their definitions. Use a dictionary.

- |             |   |
|-------------|---|
| 1 generous  | a never lying   |
| 2 reliable  | b wanting something that someone else has   |
| 3 talkative | c willing to give money, spend time etc., in order to give others pleasure                              |
| 4 sensitive | d unkind or unwilling to share  |
| 5 patient   | e able to wait calmly for a long time or to accept difficulties without becoming angry                  |
| 6 mean      | f capable of being trusted or depended on   |
| 7 honest    | g easily hurt or offended by things that people say or able to feel physical sensations more than usual |
| 8 envious   | h liking to talk a lot  |

2 Make opposites using the prefixes with the adjectives in the box. Put them in the correct column of the table below.

ambitious, friendly, honest, imaginative, kind, organised, patient, reliable, tidy, responsible, selfish, sensitive, sociable



**VOCABULARY POINT**

The common ways of making the opposites of adjectives are to add prefixes: 'un-', 'in-', 'dis-', 'im-' or 'ir-'.

un-	dis-	in-/im-/ir-

3 Organise the words into pairs of opposites and put them in the columns below.

mean, clever, lazy, relaxed, hard-working, cheerful, honest, stupid, unpleasant, generous, reliable, mean, untidy, self-confident, moody, organised, bossy, ambitious, imaginative, spoilt, energetic, envious

positive	negative



4 Choose five or six words which best describe your or your friend's character. Explain your choice.

Example: Sociable — I'm sociable because I love being with other people.

5 List as many words which can describe people's character beginning with 'self', as you can. Group up them into positive, negative or neutral characteristics.



## GRAMMAR POINT

## USED TO

- We use the phrase **used to + infinitive** when we talk about things which were true in the past but aren't true now.

Example: I **used to** learn French but now I learn English.

Italy **used to** have a king.

- We can also make comparisons with the phrase **used to**. Apart from **used to**, all the verbs are in the **Present Tense**.

Example: Now I live in Kyiv: I **used to** live in Lviv.

She **used to** do aerobics, but now she does not exercise at all.

- When we are not comparing, but saying how things were in the past, we use the **Past Tense**.

Example: When I **lived** on a farm, I **used to** ride my horse every day.

He **used to** have quite a temper when he **was** a child.

- 1 Complete the sentences. Use the affirmative or negative form of 'used to' and the verbs in brackets.

Example: Bob ... (work) in a factory, but he doesn't now.

Bob **used to work** in a factory, but he doesn't now.

- Mary ... (go) to my school, but now she doesn't.
- Andrew ... (be) very tall, but now he is.
- Chris ... (drink) coffee, but now he does.
- We ... (play) football at the weekend, but now we don't.
- There ... (be) a market every Friday, but now there isn't.
- They ... (wear) a uniform to school, but now they do.

- 2 Some of the phrases in bold are incorrect. Find them and rewrite the sentences correctly.

- We **used to had** a dog when I was a child.
- I **used to like** eating pork but now I hate it.
- Bob **used to play** football before he became a dancer.
- Wales **use to be** an independent country before it was part of Britain.
- We **used to have** several horses.
- Jane **uses to be** a singer.
- We **used to lived** in Russia but now we live in Ukraine.
- It **used to work**, now it doesn't.

- To make questions or negative sentences we use **did/didn't + use to**. It is very common in English to make questions starting with **didn't**.

Example: **Didn't you use to** play 'hide-and-seek' in your childhood?

- 3 Complete the sentences using the correct forms of the 'used to' structure.

- Did you ... go to the same school as me?
- I didn't ... have so many things when I was a student.
- What did you ... study?
- Didn't you ... have long hair?
- What did you ... do when you were a child?
- He never ... be like that.



- 4 Complete the text by using the 'used to' structure with the verbs in the box.

carry, be, dance, dress, have, wear

Looking through the pages of old magazines one can notice things that refer to the fashion of those days. Women's skirts **used to be** long and formal. All men ... long hair. Children ... like adults. Men and women ... at formal balls. Women ... many petticoats<sup>1</sup> under their skirts. Men ... walking sticks.



- 5 Write questions. Use the prompts, the phrases in the box and 'used to'.

Example: your mother / read to you

Did your mother use to read to you before you started school?

- you / eat vegetables
- Who / your family / visit
- What / your grandparents / give you
- there / be / a park / near your house
- Where / your parents / live
- you / watch TV / on Saturday mornings
- you / get up early

- before you started school?
- at the weekend?
- when it was your birthday?
- before you went to bed?
- before they got married?
- when you were a child?
- where you could play?
- when you got up?

- 6 Work in pairs. Take turns asking and answering the questions.

- Did you use to wear glasses?
- Did you use to wear long hair?
- When did you use to come home from school in Year 1?
- What books did you use to read when you were eight?
- Where did you use to live before you came to the place you live now?
- Did you use to play dolls/cars when you were a little child?

<sup>1</sup>a petticoat ['petikəʊt] — (нижня) спідниця

- 1 Talk with your partner on the following.**
  - Have you ever tried to get in touch with an old friend of your childhood? Why? Did you succeed?
- 2 Read the dialogue and guess the meanings of the words in bold.**

A: How long have you known each other?  
 B: For about 10 years.  
 A: Why do you think you **get on** so well?  
 B: Because we have very similar personalities.  
 A: What do you **have in common**?  
 B: A lot of things, for example, we both love playing tennis.  
 A: Do you ever **argue**?  
 B: Not much. We usually agree about most things.  
 A: How do you **keep in touch**?  
 B: Usually by email and we phone each other occasionally.  
 A: Do you think you will always **stay friends**?  
 B: Yes, I'm sure we will. I certainly hope so.



- 3 Listen and tick the topics which are mentioned.**

1 an actor she used to like <input type="checkbox"/>	4 a teacher she used to hate <input type="checkbox"/>
2 a friend she used to have <input type="checkbox"/>	5 a film she used to watch several times <input type="checkbox"/>
3 a sport she used to play <input type="checkbox"/>	

- 4 Listen again and answer the questions.**
  - 1 When did she and Rose stop seeing each other?
  - 2 When did they lose touch?
  - 3 Why didn't she like the French teacher?
  - 4 What happened as a result?
  - 5 Why did she stop playing squash?
  - 6 Why does she prefer tennis?

**WORD FILE**

- a goal [gəʊl]
- to argue ['ɑ:gju:]
- to succeed [sək'si:d]
  - to get on well
  - to have (a lot) in common
  - to get/keep in touch
  - to loose touch
  - to stay friends

- 5 Work in pairs. Think of a close friend of yours. Ask and answer the questions.**

● How long have you known him/her?	● How often do you see each other?
● Where did you meet?	● How do you keep in touch the rest of time?
● Why do you get on well?	● Have you ever lost touch? Why? When?
● What do you have in common?	● Do you think you'll stay friends?
● Do you ever argue? What about?	

- 1 a) Read and compare the opinions about Peter.**



**My parents** think that I am lazy, because I don't want to help with the household chores. In their opinion, I am talkative and too noisy because whenever we're talking, it seems that I'm talking to a person who is far away from me and once I start talking — I talk and talk until I've run out of stories.



**My friends** say that I am a talented person because I can sing, dance and act. They think that I'm a snob, but I don't know why. I'm not a snob. Others think I am nice and fun to be with.

**I think of myself** as an ambitious person because I set up high goals in athletics for myself. I have high goals for my career, and I try to be a success in school.



**My teachers** believe that I am a hard-working student. They tell me that I seem to be really trying my best to finish my school work and maintain my good grades. Sometimes they think I am lazy because I do not pass my work on time.

- b) Work in groups. Think and explain why Peter makes such different impressions on people.**

- 2 Work in pairs. Discuss the questions below.**
  - Do you speak differently when you are with different people? Who with? When?
  - Do you argue with some people but not others? Who do you argue with? When?
  - Do you feel that you are more talkative with peers<sup>1</sup> than with adults? Why?

**USEFUL PHRASES**

**Talking about people**  
 He/She seems to be...  
 He/She looks...  
 He/She looks like...  
 He acts as if...

**Giving a balanced view**  
 You could say..., but also...  
 It's true that..., but...  
 At the same time, ...

- 3 Get ready to comment on the quotations<sup>2</sup> in class.**

A friend to all is a friend to none.	What is a friend? A single soul in two bodies.	True friendship is a plant of slow growth.
--------------------------------------	--	--

<sup>1</sup>a peer [piə] — ровесник      <sup>2</sup>a quotation [kwəʊ'teɪʃn] — висловлювання, цитата

1 a) Correct the mistakes in the phrases in bold.

Example: She wasn't use to be so shy.

She didn't use to be so shy.

- 1 I **use to get up** at 6:30, but I don't any more.
- 2 **Did she always used to** have long hair?
- 3 **Do you use to have breakfast** before you go to work?
- 4 **They didn't used to have** a car, they used to cycle everywhere.
- 5 He doesn't like coffee, so **he use to drink tea** in the morning.
- 6 **He used be a teacher**, but now he works for Greenpeace.

b) Complete the sentences by changing the verbs in the box into positive (+), negative (-) or interrogative(?) form of the 'used to' structure.

argue, be, go, wear, live, play

Example:  I didn't use to go to the theatre often but now I go twice a month.

- 1  I ... with my boss but now we get on quite well.
- 2  Lilly ... in Kyiv but she moved to Donetsk last year.
- 3  ... you ... a long hair? You look different.
- 4  We ... really close but now we hardly ever meet.
- 5  ... you ... with your parents when you were a child?

2 Match each characteristic with its description as in the example.

Example:

A well-educated person has had a good education.

brave, caring, cheerful, creative, energetic, enthusiastic, fair, fit, patient, hard-working, organised, well-educated, sociable, strong

- a ... is always lively and doesn't tire easily.
- b ... is original, artistic and imaginative.
- c ... has well-developed muscles and can do hard physical work.
- d ... is calm and does not get annoyed or frustrated.
- e ... is helpful and sympathetic to other people.
- f ... is not afraid of frightening or dangerous situations.
- g ... is friendly and enjoys being with other people.
- h ... treats everyone equally and is not influenced by personal feelings.
- i ... is efficient and good at making and carrying out plans.
- j ... is healthy and in good physical condition.
- k ... is interested in and excited about something.
- l ... is not at all lazy.
- m ... is always happy and optimistic.

3 Match the adjectives with their definitions. Use them to describe people you know well, as in the example.

Example: Tom is very honest. He never tells lies.

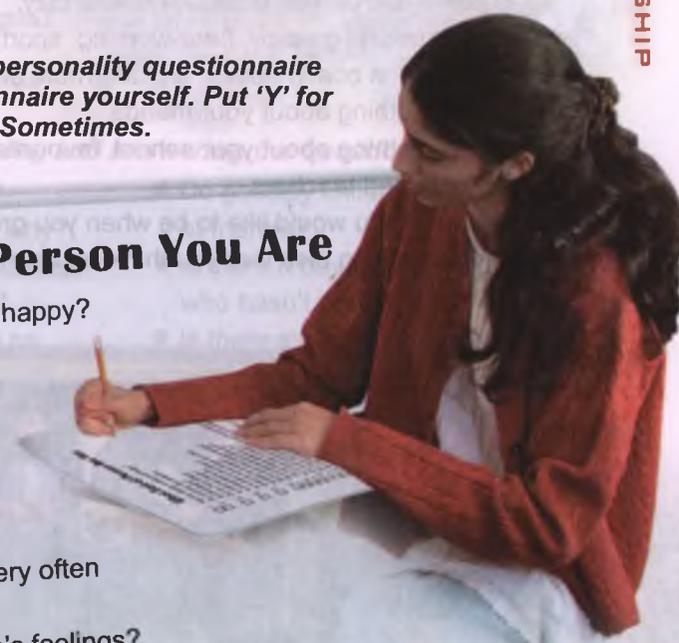
- |             |  |
|-------------|--|
| honest      | never stop talking                           |
| jealous     | not say a lot                                |
| talkative   | feel angry about not having what others have |
| shy         | talk to everybody                            |
| mean        | never betray friends                         |
| loyal       | able to think of new ideas                   |
| imaginative | never tell lies                              |
| sociable    | hate spending money                          |

4 Work in pairs.

a) Ask your friend to do the personality questionnaire about you. Do the questionnaire yourself. Put 'Y' for Yes, 'N' for No, and 'S' for Sometimes.

What Sort of Person You Are

- 1 Are you usually smiling and happy?
- 2 Do you enjoy the company of other people?
- 3 Do you find it difficult to meet new people?
- 4 Is it important to you to succeed in your career?
- 5 Does your mood change very often suddenly for no reason?
- 6 Do you notice other people's feelings?
- 7 Do you think the future will be good?
- 8 Can your friends depend on you?
- 9 Is your room often in a mess?
- 10 Do you get annoyed if you have to wait for anything or anybody?
- 11 Do you put off until tomorrow what you could do today?
- 12 Do you work hard?
- 13 Do you keep your feelings and ideas to yourself?
- 14 Do you often give presents?
- 15 Do you talk a lot?
- 16 Are you usually calm and not worried by things?



b) Compare your and your friend's answers about you.

c) Match the characteristics with the questions from the questionnaire in (a).

5

Give a complete profile of yourself.

- Introduce yourself (name, surname, age).
- Say something about your family, pets, hobbies, interests, likes and dislikes.
- Describe yourself (your appearance: hair, eyes, build, what you usually wear)
- Describe you character, giving examples to prove it. (Are you reliable, honest, lazy, boring, bossy, gossipy, hard-working, sporty, ambitions, a coach potato, a chatterbox, etc.?)
- Say something about your friends.
- Say something about your school, favourite subjects and teachers.
- Say what you would like to be when you grow up.
- Say something else that you think is important to know about you.

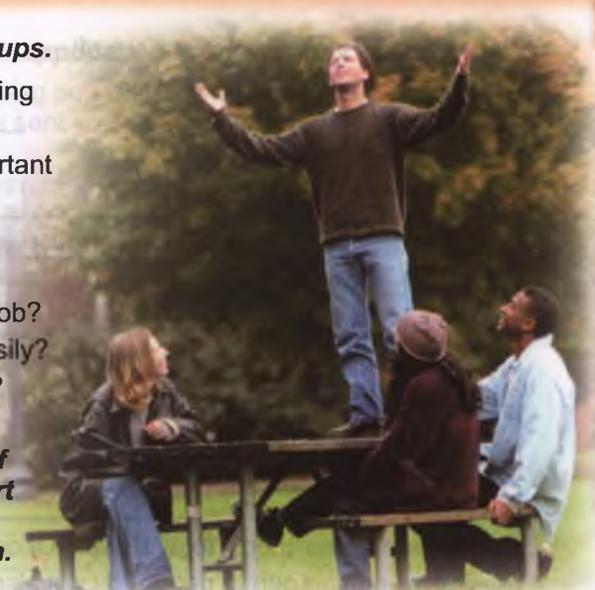
a	untidy.....	<input checked="" type="checkbox"/>
b	optimistic.....	<input type="checkbox"/>
c	sociable.....	<input type="checkbox"/>
d	talkative.....	<input type="checkbox"/>
e	reserved.....	<input type="checkbox"/>
f	shy.....	<input type="checkbox"/>
g	impatient.....	<input type="checkbox"/>
h	ambitious.....	<input type="checkbox"/>
i	lazy.....	<input type="checkbox"/>
j	generous.....	<input type="checkbox"/>
k	moody.....	<input type="checkbox"/>
l	hard-working...	<input type="checkbox"/>
m	easy-going.....	<input type="checkbox"/>
n	reliable.....	<input type="checkbox"/>
o	cheerful.....	<input type="checkbox"/>
p	sensitive.....	<input type="checkbox"/>



6 a) Discuss the questions in groups.

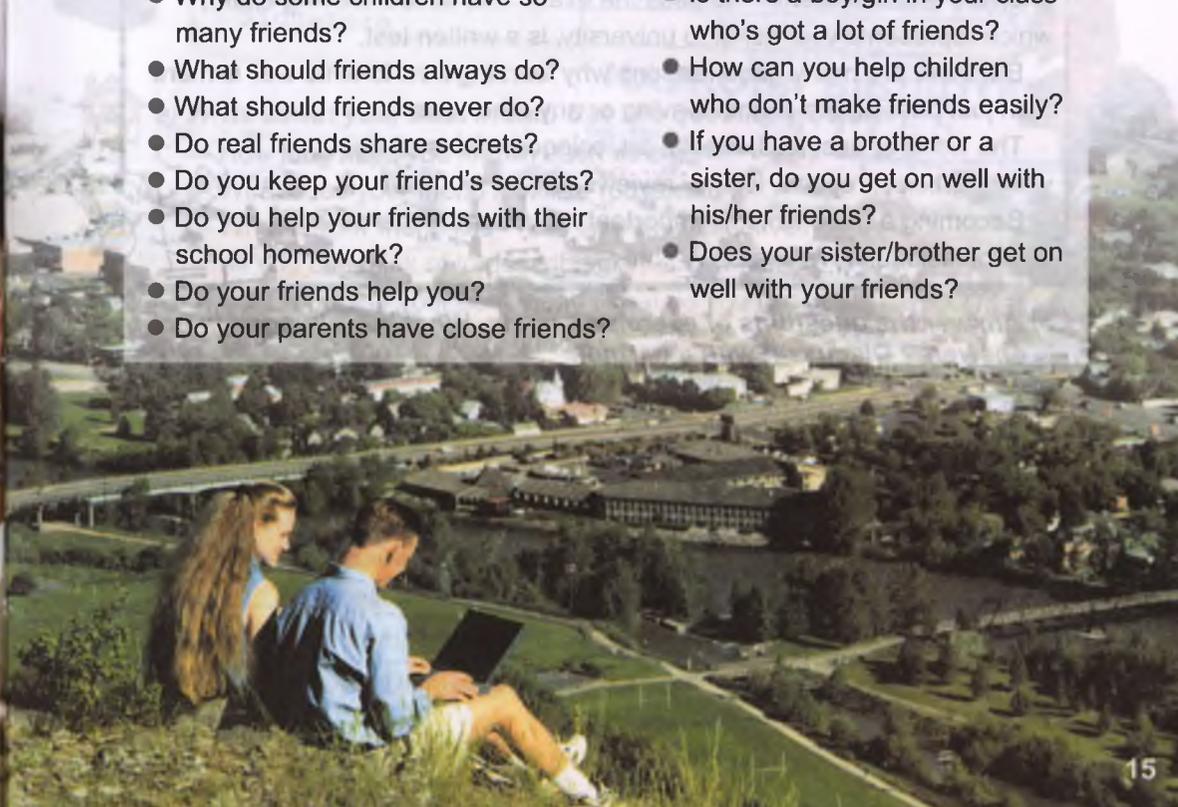
- 1 What is the most beautiful thing about people?
- 2 What qualities are very important for those who want:
  - to become successful in their lives?
  - to become skilful at some job?
  - to get along with others easily?
  - to be respected by people?

b) Make a list of the most interesting ideas and some of the best arguments in support of these ideas which were expressed in your discussion.



7 Work in pairs. Take turns asking and answering the questions.

- Do you have a close friend?
- Who is your best friend and why?
- What makes for a good friendship?
- Do you make friends easily?
- Why do some children have so many friends?
- What should friends always do?
- What should friends never do?
- Do real friends share secrets?
- Do you keep your friend's secrets?
- Do you help your friends with their school homework?
- Do your friends help you?
- Do your parents have close friends?
- Do gossipy children have a lot of friends?
- Is there a boy/girl in your class who hasn't got a friend?
- Is there a boy/girl in your class who's got a lot of friends?
- How can you help children who don't make friends easily?
- If you have a brother or a sister, do you get on well with his/her friends?
- Does your sister/brother get on well with your friends?



- 1 **Work in pairs. Answer the questions:**
- Is writing a process or a skill?
  - What kinds of writing do you know?
  - What reasons do we write for?
  - Why do we study writing?

2 a) **Get some information.**

**Why Learning How to Write?**

To become good in writing we have to keep in mind the following ideas:

Writing is a **PROCESS**

It is actually a process, which includes getting, planning and organising ideas, writing a first draft<sup>1</sup>, revising, redrafting, improving and, finally, getting the material ready for the readers.

Writing is a **SKILL**

We can all learn how to write well. Of course, it takes time and practice. Before putting pen to paper you will also have to think of the important elements:

- 1 AUDIENCE — who am I writing for?
- 2 PURPOSE — what is the function of this piece of writing?
- 3 FORM, which very much depends on the first two elements.

Some of you might ask: what is the purpose of my writing? One of the answers is self-evident — to pass the exam. The school leaving exam, which represents your ticket to university, is a written test.

But there are many good reasons why learning how to write well is more than just passing the school leaving or any other exam.

The world of business, media, art, science, etc. is all about writing articles, reports, letters, reviews, etc.

Becoming a good writer is important for your personal as well as professional development.

b) **Answer the questions of exercise 1 again. What has changed in your answers? Discuss it with a partner.**

3 a) **In the Self-Assessment Grid (Appendix, p.153) read the part concerning writing. Try to find the descriptors that fits your level best.**

b) **In a group of four, compare and discuss your answers. Report your findings to the other groups.**

Level ..... fits me best because

.....

My objective<sup>2</sup> is to achieve level

..... because .....

.....

.....

<sup>1</sup>a draft [dra:ft] — начерк, чернетка

<sup>2</sup>an objective [əb'dʒektiv] — мета

4 **Read the situation and fill in the application form.**

You want to find an English speaking pen friend. A club in Scotland, which introduces pen friends, has sent you this application form.



The International Pen Friend Club  
PALMERSTON PLACE  
Edinburgh EH 12 5BJ  
United Kingdom

Full name: \_\_\_\_\_  
Home address (including country): \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Date of birth (day/month/year): \_\_\_\_\_  
Sex: \_\_\_\_\_  
Main interest: \_\_\_\_\_  
What sort of person would you like to write to?  
\_\_\_\_\_  
Reasons for wanting a pen friend: \_\_\_\_\_  
How well do you write in English? \_\_\_\_\_  
Signature \_\_\_\_\_



a) **Write about your best friend. Use the questions below.**

- How long have you known each other?
- What does your friend look like (physically)?
- What is your friend like? (use as many adjectives as you can think of to describe his/her character)
- Why is he/she your best friend (what do you like about him/her)?
- What do you have in common?
- How do you know that you can rely on him/her? (give some examples)
- Has your friend ever let you down? When? Why?
- What about you? Are you a good friend? Can you prove it?
- What do you and your best friend do together?
- Have you ever quarreled? If yes, how did you make up with your best friend?

b) **Display your compositions in class. Read your mates' compositions.**

c) **Work in groups. Discuss your works.**



# CHECK YOUR SKILLS

## VOCABULARY

1 Complete the text with the words and phrases from the box.

I have a ... called Natalia. I've ... her for about 12 years now. We ... at work. She was a ... of mine at the company where I used to work, and we used to have our coffee breaks at the same time.

We .... Although we don't ... (we have quite different interests). We don't work together any more, and when I changed jobs we ... for a couple of years. But now we ... regularly. We phone each other once a week, and we see each other about twice a month. We don't often ..., only sometimes about films as we have completely different tastes!

keep in touch, argue, got on well, have a lot in common, close friend, lost touch, colleague, known, meet

## GRAMMAR

2 Complete the sentences with the correct form of 'used to' and the verb in brackets.

- 1 She ... (go) to the cinema every week, but she doesn't have time now.
- 2 We never ... (eat out) but now we go to a restaurant twice a week.
- 3 ... (you/wear) a uniform when you went to school?
- 4 I ... (go) to the gym three times a week, but not any more. I'm too busy.
- 5 He ... (not like) children, but now he's the perfect father.
- 6 He ... (be) very patient, but now he's really impatient.
- 7 ... (they/go) to the bench a lot when they were kids?
- 8 We ... (not have) a long holiday, but this year we're going to the Crimea for six weeks!

## LISTENING

3 a) Listen and tick (✓) the positions (1-4) that are mentioned.

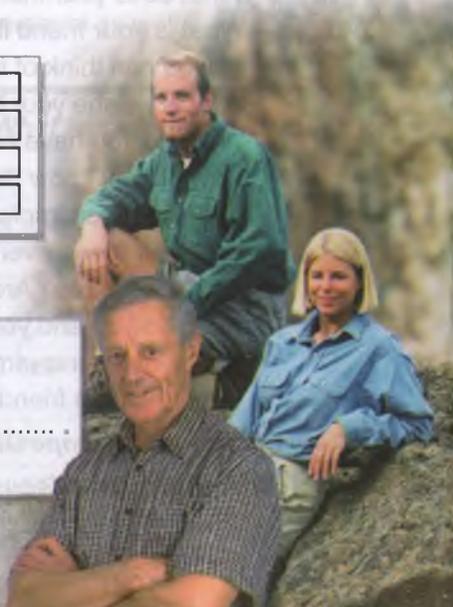
- |                      |                          |
|----------------------|--------------------------|
| 1 the oldest child   | <input type="checkbox"/> |
| 2 the middle child   | <input type="checkbox"/> |
| 3 the youngest child | <input type="checkbox"/> |
| 4 the only child     | <input type="checkbox"/> |

b) Listen again and write the adjectives he uses to describe each person.

himself: not s....., not s....., not i....., r....., o.....

his wife: a....., not l....., h....., c....., not m.....

his father: r....., b.....



# CHECK YOUR SKILLS

## READING

4 Read the article and write out short characteristics of both sisters.

I sometimes think that poor Cathy has spent all her life competing with me. She was a very quiet and shy child, while I was very talkative — I was awful! I wasn't interested in studying, all I wanted to do was going to parties, and Cathy used to tell my parents. So, I was horrible to her — I used to bite her.

I was very jealous of Cathy also because she was more attractive than me. But she always defended me when other people criticised me, and sometimes it seemed as if she was the older sister and I was the younger one. Although we were complete opposites, we were also very close and had a lot of fun together. We still do.

I think I suffered because my father had left us when we were small, but Cathy helped me to understand that Dad loved us, but in a different way. She also taught me that I couldn't blame other people for my problems, I had to look at myself.

Short Characteristics

cathy was .....

.....

.....

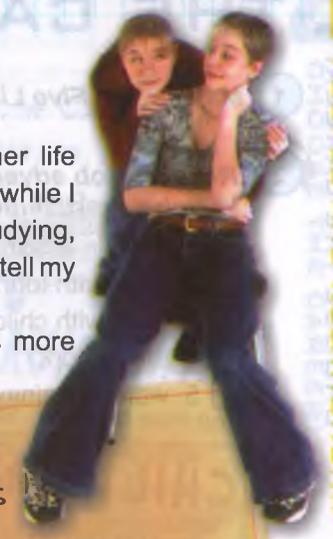
.....

The author was .....

.....

.....

.....



## CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about people and their relationship
- listen and understand about different personal characteristics
- talk about friends and friendship
- understand and use the phrase in 'used to' structure
- describe a personality
- complete a registration form for a Pen Friend Club

CAN YOU ... IN ENGLISH?

# 2 CHOOSE THE CAREER!

1 Make a Top Five List of your favourite jobs. Compare it with a partner.

2 Read the job advertisements quickly. Which advertisement (A-E) mentions:

- 1 work in a fashion industry?
- 2 work with tourists?
- 3 work with children?
- 4 office work?
- 5 work at training courses for adults?



## WORD FILE

**IT = information technology**  
**an experience** [ɪk'spɪəriəns]  
**a qualification** [ˌkwɒlɪfɪ'keɪʃn]  
**a quality** ['kwɒləti]  
**a requirement** [rɪ'kwəɪəmənt]  
**staff** [stɑ:f]  
**to earn** [ɜ:n]  
**to provide** [prə'vaɪd]  
**to require** [rɪ'kwəɪə]  
**to seek** [si:k]  
**desirable** [dɪ'zʌərəbəl]  
**fluent** ['flu:ənt]  
**essential** [ɪ'senʃl]  
**valuable** ['væljuəbəl]

## CHILDREN'S NURSE

required for British family with two children (ages 2 and 5) living in Brussels. Driving license is essential. French is an advantage.

Please write giving brief details of qualifications and experience to

Mrs Arnold, International Employment Agency  
 12 Knight Street  
 London W4A 2B2



A

We are a UK trading company looking for a full-time

## OFFICE ADMINISTRATOR

B

- WE REQUIRE:
- very good spoken English
  - office administration, including IT skills
  - import/export experience — desirable, but not essential
  - strong communication and inter-personal skills
  - desire and ability to work hard and face challenges

Please fax your CV and covering letter in English to (815) 332-07 212 or email can@shortmail.com

**Graduates** £ 11,100+

**A Career in Fashion**

A leading fashion company seeks ambitious graduates with some experience to train in

# MERCHANDISING

Duties will include stock allocation, assessment and analysis of sales figures to predict future trends. Knowledge of fashion and some design experience would be valuable. Excellent prospects for advancement in this forward-looking company.

Contact Ms Bennie at 0 181-255-1707  
**"Fashion CONNECTIONS"**  
 Recruitment Consultants

C

VISIT HAWAII, THE CARIBBEAN, THE MEDITERRANEAN, FLORIDA, THE FAR EAST

BY **WORKING ON A CRUIESHIP**

Would you like the chance to earn up to \$ 4,000 per month tax-free while visiting exotic places? Arrow Cruise lines need porters, waitresses/waiters, sport instructors, club and casino staff now. New contracts (6 or 12 months) start every month. Full training is provided. All you need is fluency in English and another language, a lively personality and a sense of adventure.

**INTERESTED?**

Call Mandy on 0161-888-888 to find out more.

D

**Position: Technical Training Engineer**

**Location: Liverpool, England**

**Responsibilities:**

- ✓ Deliver technical training courses to overseas customers.
- ✓ Write or edit technical training documentation.

**Requirements:**

- ✓ Excellent English mother tongue or second language.
- ✓ Good telecom or computer background.
- ✓ Wide teaching experience preferred.
- ✓ Telecom equipment maintenance background preferred.
- ✓ Responsible, cooperative and enthusiastic.
- ✓ No limits on nationality.

E



'an advancement [əd'vɑ:nsmənt] — просування уперед; кар'єрний ріст

3 Read the advertisements on pages 20-21 again and refer the statements below to each advertisement.

- 1 This work requires an ability to act both independently and also as part of a team.  B
- 2 This work requires both computer knowledge and teaching experience.
- 3 They have vacancies for various kinds of people, but they have to speak more than one language.
- 4 They need a person who can drive a car.
- 5 The applicants for this job need a special education and good analytical abilities.



4 Match the words with their definitions.

- |                        |  |
|------------------------|--|
| 1 to seek              | a very important for doing something (advert. A)                   |
| 2 IT skills            | b ability to work with Information Technology (B)                  |
| 3 a requirement        | c to look very hard for someone (C)                                |
| 4 a qualification      | d a business that makes money by finding jobs for people (A)       |
| 5 essential            | e the achievement of passing exams for a particular job (A)        |
| 6 staff                | f something that is needed or asked (E)                            |
| 7 an employment agency | g people who work for an organisation, especially for business (D) |

5 Work in groups. Choose one of the advertisements (pages 20-21) and discuss all the requirements which are asked.

6 Work in pairs. Play the 'Guess the Profession' game.

Pupil A, write a profession on a piece of paper (teacher, pilot, cook, etc.). Pupil B, try to guess the name of the profession. Ask questions using the adjectives in the box.

active, attentive, diplomatic, disciplined, cooperative, energetic, enthusiastic, imaginative, logical, optimistic, positive, practical, realistic, systematic, tactful, skilled, talented, willing to travel

1 Match the jobs with the skills they need.

- |               |  |
|---------------|--|
| 1 bricklayer  | a a skill to fit and repair electrical things            |
| 2 carpenter   | b a skill to repair cars                                 |
| 3 plumber     | c a skill to make things using wood                      |
| 4 electrician | d a skill to build walls                                 |
| 5 mechanic    | e a skill to fit and repair water pipes, bathrooms, etc. |

2 Complete each column with two more jobs. Use a dictionary if necessary.

-er	-or	-ist	-ian	others
plumber lawyer	actor conductor	scientist psychologist	librarian electrician	pilot accountant



VOCABULARY POINT

OCCUPATION

means an activity in which one is engaged; the state of being occupied.

Example: Which **occupation** will he choose himself?

Look for an **occupation** suited to your abilities.

PROFESSION

is an occupation in which special education or training is required, as the profession of an architect.

Example: Law, Architecture and Medicine are **professions**.

TRADE

is a skilled occupation, especially in handicraft, an occupation requiring mechanical skill.

Example: Dressmaking is a useful **trade**.

He is a hairdresser (tailor, blacksmith) by **trade**.

3 Group up the words from the box into the columns below. For some words more than one column is possible.

advertising, building, fashion, legal, manufacturing, medical, music, shipping, teaching, tourism

business	trade	profession	industry



4 Write four sentences about real people who have jobs in any of the above areas.

Example: My granddad works in the building industry as an architect. It is his profession.

TENSE REVISION

1 Complete the sentences (A-C) to make the rules.

Present Perfect, Past Simple, Present Perfect Continuous

A. We use the ... to mention about the events in the past.

Example: I visited my aunt last weekend.

B. We use the ... to talk about the results and completed actions or events that are connected with the present.

Example: I've lived in this town for 6 years.

My brother has been to London.

Jane has already done her homework. Look!

C. We use the ... to talk about an action that began in the past and is still in progress or an action that has recently stopped and which explains the present situation.

Example: I've been working for this company since 2002.

David has been playing tennis so he's really tired.

2 Complete the profile by changing the form of the verb in brackets using the Past Simple or the Present Perfect.

Profile: CHRISTOPHER JONES

Christopher Jones is an English language teacher. He ... (be) always good at languages at school, so he ... (decide) to take his degree in French and German. When he ... (finish) his university studies, he ... (begin) teaching in a secondary school in England. Two years later, however, he ... (meet) someone by chance who ... (offer) him a job teaching English to foreign students during the long summer holidays. His students ... (be) adults and he ... (enjoy) the work greatly. He soon ... (find) he ... (be) more interested in teaching his own language to foreigners than foreign languages to English schoolboys.

Since then he ... (specialise) in this work. He ... (find) that one of the advantages of the job was that it enabled him to find work almost everywhere in the world. First he ... (go) to Africa for 2 years and then he ... (spend) a year in Arabia. After this he ... (go) to Greece where he ... (work) for the last 3 years. He ... (not, be) to South America yet but he wants to go there next. He ... (teach) men and women of all ages and of various nationalities. He also ... (learn) to get on with all kinds of people and to adjust to different ways of life. So far he ... (not, regret) his decision to follow this career.



GRAMMAR POINT

PRESENT PERFECT vs PRESENT PERFECT CONTINUOUS

- We use the **Present Perfect Continuous** for incomplete actions which were in progress over a period of time in the past. With recently completed actions we use the **Present Perfect**.  
*We have been living in Kyiv for 12 years. (We're still there now.)*  
*They've lived in Luhansk, Donetsk and Dnipropetrovsk. (They aren't there now.)*
- We often use the **Present Perfect Continuous** with 'how long'. If we ask 'how often' or 'how much/many' we use the **Present Perfect**.  
*How long has she been sleeping?*  
*How often have you worn that suit?*  
*How many English lessons have you had?*

3 Choose the correct word or phrase in brackets.

- How long (have you had / have you been having) your car?
- Ron (worked / has been working) as a postman for the past month.
- Mary (has been finding / has found) a good job.
- I (have written / have been writing) an essay all day.
- How long (have you been living / do you live) in Kyiv?

4 Use the Present Perfect or the Present Perfect Continuous with the verbs in brackets.

- A: How long ... you ... (try) to find a job?  
B: For three years. It ... (be) really difficult.  
A: How many jobs ... you ... (have)?  
B: About thirty, maybe more I ... (do) everything.  
A: How long ... you ... (stand) here today?  
B: I ... (wait) since 8:00 this morning, and I'm freezing.



5 Write sentences with the Present Perfect Continuous adding 'for' or 'since'.

Example: she / work there / 2003

She's been working there since 2003.

- how long / they / go out together?
- I / study English / eight years.
- you / read that book / months!
- you / wait / a long time?
- how long / she / live there?
- I / rent this flat / three years.
- she / work here / a long time?

6 Work in pairs. Role-play the situation.

It is Friday evening. One of you has decided to phone the other for a chat. Ask and answer questions about what you've been doing this week.



Hi, there. I'm tired. I've had a terrible week!

What have you been doing?

1 Think of a job. Your partner tries to guess it asking questions.

Do you work in an office?  
Do you drive a car?  
Do you wear a uniform?  
...

2 Unscramble<sup>1</sup> the names of the jobs you are going to listen about.

stemsy ministradator — ...  
naljourist — ...  
countacant — ...

3 Work in pairs. Identify the words that are missing from the sentences in exercise 4.

4 Listen to three people and complete the sentences.

- 1 She has already been working at this ... for 10 years.
- 2 She is a professional with broad work ...
- 3 He chose this creative ... because he was a creative person.
- 4 They all work as ...
- 5 He is ... for the safety of all documents and files.
- 6 All his ... respect him for his professionalism.

5 Listen again and answer the questions.

- 1 Is it necessary to get higher education if you want to become an accountant?
- 2 Why does an accountant need to get additional education? What ways can he/she get it?
- 3 What is the journalist who works in some local newspaper responsible for?
- 4 What way can you characterise the profession of a journalist?
- 5 What does the occupation of a system administrator require?

6 Talk with a partner on the following.

Are your parents satisfied with their present jobs? What are their responsibilities? What are the advantages and disadvantages of your father's/mother's job?



WORD FILE

- safety ['seɪftɪ]
- a vacancy ['veɪkənsɪ]
- to apply [ə'plɑɪ]
- to graduate ['grædʒju'eɪt] (from)
- to offer ['ɒfə]
- to be responsible [rɪ'spɒnsəbl] for
- to be satisfied ['sætɪsfaɪd] with
- to be well-paid [,wel-'peɪd]



<sup>1</sup>to unscramble [ʌn'skræmbɪ] — розшифровувати

1 Read the interview and match the questions with the answers. Act out the interview in pairs.

- |                             |  |
|-----------------------------|--|
| 1 What's your name?         | a £ 200 rent per month, £ 200 clothes, £ 50 bank, £ 60 petrol, £ 40 magazines and books.           |
| 2 How old are you?          | b Radio reporter for <i>The Word</i> , a daily magazine programme on <i>London's Kiss 100 FM</i> . |
| 3 What do you do?           | c Kiss House, Holloway Road, London.   |
| 4 Where do you work?        | d 27.  |
| 5 What do you wear to work? | e Lisa Sharon.   |
| 6 How much do you earn?     | f £ 15,000 – £ 20,000 per year, including TV work.   |
| 7 What do you spend it on?  | g Everything goes — casual <sup>1</sup> .  |

2 a) Work in pairs. Read the dialogue and make a similar one. Use some of the phrases in the box below.

A: Are there any interesting jobs in the paper today?  
B: Well, here's one for a tour guide. But you have to work on Saturdays and Sundays.  
A: I don't want to work on weekends.  
B: Neither do I. Oh, there's another one here for a salesperson. It's a job selling children's books.  
A: Sounds interesting.  
B: Yes, but you need a driver's license, and I can't drive.  
A: Oh, I can! I just got my license. What's the phone number?  
B: It's 798-3455.

b) Present your dialogue in class.



3 Make up questions to interview Chris Jones (see page 24, ex. 2). Get ready to role-play the interview in pairs in class.

4 Work in groups. Discuss which of the jobs in Ukraine:

- a are normally done by women?
- b are generally well-paid?
- c require a lot of training?
- d are very stressful?
- e have long holidays?
- f are dangerous?

<sup>1</sup>casual ['kæʒʒuəl] — буденний; (тут) як завжди



USEFUL PHRASES

Making Choices

What are the advantages/disadvantages? The job in ... seems a better choice because... From the information we have, it seems that ... would be good. I'd prefer the job... The job ... doesn't sound very suitable for me because...

1 Complete the interview by changing the forms of the verbs in brackets.

Interviewer: So, how long ... you ... (live) here?

Mary: For about 6 months now.

I: Why did you choose Beirut?

M: Because my husband John and I ... always ...

(love) Arab culture and the language. John's an English teacher and he ... (get) a job here in a language school.

I: Why did you want to take a year off?

M: Basically I ... (want) a break from teaching. I love teaching children but I ... (need) a change. Also I ... (draw and paint) since I was little but I ... never really ... (have) the chance to study drawing. So this ... (seem) like the perfect opportunity to have a change and learn to draw properly.

I: What ... you ... (do) here since you arrived?

M: Well, ... (find) a fantastic art teacher, called Fatima, and I ... (have) classes with her since October. She's great and she ...

(speak) English, which is lucky because I don't know much Arabic yet. But I ... (learn).

I: Is Arabic a difficult language to learn?

M: Very difficult! Especially the pronunciation.



2 Play the vocabulary game.

- In pairs, try to write as many different jobs as you can in five minutes.
- The pair with the longest list reads it aloud. If you have the job you hear on your list, cross it out. The pair with the longest list with the jobs left is the winner.

3 Read four newspaper advertisements about vacancies.

a) Listen to the people who estimate their chances to get a job.



Chris

WANTED:

Engineer. Important off-shore oil company. Qualifications: Bachelor of Science and Five years' experience in similar work. Send resume to Box 305, New Orleans, LA 70132.



Dave

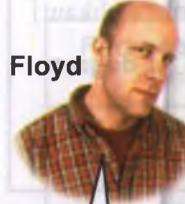
I've worked for an oil company for ten years. I have a B.Sc. in Engineering. I have the qualifications. I'm going to apply for the job. If they offer me the job, I'll definitely take it.

I like that job, but I can't apply for it. I don't have the qualifications. If I had the qualifications, I'd apply for it.

PERSONAL:

Two members needed for overland Subarctic Expedition from Burlington, Vermont, to Nome, Alaska, by Winnebago Camper. Applicants must have current driver's licenses, knowledge of mechanics, and minimum \$2000 for expenses. Write Dick York, Box 96A, Winooski, VT 05679.

Floyd



I'm a mechanic, and I know a lot about cars. I have a current driver's license and enjoy money. If they ask me, I'll go with them.

Tom



I have \$2000 and a current driver's license. But I know very little about cars. If I knew something about cars I'd go with them.

WANTED:

Bilingual secretary for new office in New Jersey. The applicant must be a native speaker of English and must be able to read and write Spanish. Send resume to Texxo Corp. Personnel Department.

Jessica



I am a native speaker of English. I can read and write Spanish. I'll apply for the job. If I get it, I'll have to move to New Jersey.

Helen



I am a native speaker of English, but I can't read or write Spanish.

WANTED:

Beginning computer programmer. Opportunity to learn and work. Applicants must be over 18. For more information call (312-14-18).

Darlene



I'm 19 and I'm interested in the job. I'll get more information if I call. If the salary's good, I'll apply.

Jack



I'm interested in the job, but I'm too young. I'm only 17.

b) In each pair choose one person who has got enough qualification. Explain your choice.

4 Role-play the situation in pairs.

Pupil A, you are speaking with a person who works in the field which you may choose as your future career, for example, an interpreter, an accountant, an editor, etc. You can ask your partner:

- whether his/her job requires a lot of skills (knowledge, education, practice);
- where he/she got the necessary skills (knowledge, education, practice);
- what he/she advises you to do to become better acquainted with this trade or profession.

Pupil B, answer the pupil A's questions and mention the advantages and disadvantages of your job.



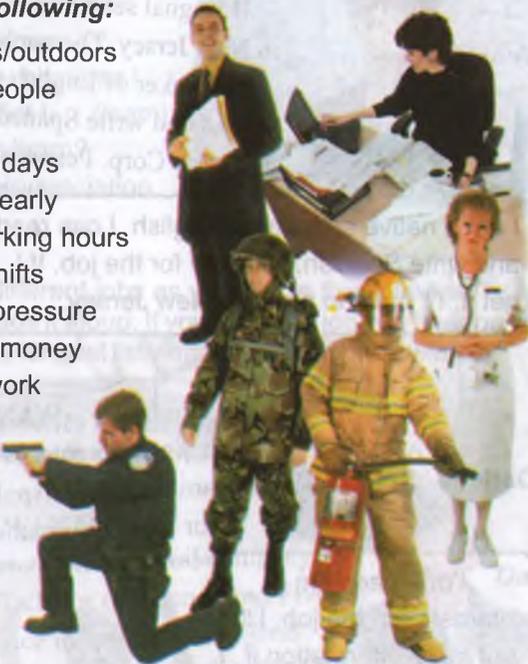
WORD FILE

- an applicant ['æplɪkənt]
- a Bachelor's degree
- a Master's degree
- a salary ['sæləri]
- to apply for a job

5 Work in groups. Exchange your opinions about different occupations which require the following:



- working indoors/outdoors
- meeting new people
- helping people
- having long holidays
- getting up very early
- having long working hours
- working night shifts
- working under pressure
- earning a lot of money
- doing manual work
- learning more
- travelling a lot
- being creative
- being inventive
- being risky



6 Write a paragraph about the career you would like to follow. Mention about:

- what you know about it
- what qualifications you will need
- why it attracts you
- why you think this kind of career will suit you

1 a) Read and choose three types of writing that you find the most useful for your writing priorities.

TYPES OF WRITING

Personal & Social Writing	Study Writing (Personal)	Professional Writing
diaries	making notes	form filling
recipes	while studying	CVs
shopping lists	making notes	letters of: reports
reminders	from lectures	– request reviews
letters to family/friends	summaries	– complaint contracts
notes (instructions)	reports	– apology memos
phone messages	essays	– application

b) Compare and discuss your answers with your classmate(s).

c) Report your findings to the class.

2 a) Get some information and name the types and styles of letters mentioned in the text.

Letters are pieces of writing usually written to a person or a group of people for a specific purpose. There are various types of letters and your choice depends on your reasons for writing. The most common reasons are: requesting or giving information, giving or asking for an opinion, applying for a position, etc.

Any letter consists of:

- 1 a PROPER GREETING
- 2 an INTRODUCTION stating the reason(s) for writing
- 3 a BODY developing the topic of the letter where each new point is written in a new paragraph
- 4 a CONCLUSION summarising the topic and including some closing remarks
- 5 a PROPER ENDING

There are three styles of letter depending on the person you addressed to:

- INFORMAL LETTERS are written to the members of the family or people you know well.
- SEMI-FORMAL LETTERS are written to people you do not know well and to whom you want to show politeness and respect.
- FORMAL LETTERS are written to people you do not know or people in authority<sup>1</sup>.

<sup>1</sup>people in authority [ɔ:'θɒrɪti] — керівники, посадові особи



b) Put the parts of the letter in a proper order.

A	INTRODUCTORY PARAGRAPH opening remarks & presenting the reasons for writing	1 <input checked="" type="checkbox"/>
B	ENDING writer's (full) name	2 <input type="checkbox"/>
C	GREETING	3 <input type="checkbox"/>
D	CONCLUDING PARAGRAPH summarising the topic & closing remarks	4 <input type="checkbox"/>
E	BODY PARAGRAPH Paragraphs 2, 3, etc. Topic development	5 <input type="checkbox"/>



3 a) Read the advertisement below and the letter on page 33. Then answer the questions.

- What is the style of the letter? Why?
- What is the purpose of the letter? Is it personal or professional?
- Name the type of the letter.

## HAPPY HOLIDAYS

WE HAVE VACANCIES FOR HOLIDAY HOSTS AND HOSTESSES THIS SUMMER. THE JOB INVOLVES LOOKING AFTER GROUPS OF HOLIDAYMAKERS, ENTERTAINING THEM AND HELPING WITH ANY PROBLEMS. WE ARE LOOKING FOR YOUNG PEOPLE WHO ARE BRIGHT AND CHEERFUL AND WHO CAN WORK INDEPENDENTLY. IF YOU LIKE TRAVELLING AND HELPING PEOPLE, WHY NOT WRITE TO US?

PLEASE, ENCLOSE A RECENT PHOTOGRAPH.

WRITE TO:  
JANET SMITH  
HAPPY HOLIDAYS  
26 BAKER STREET  
LEEDS, L24 7BJ

ALL APPLICANTS MUST SPEAK ENGLISH AND ONE OTHER LANGUAGE. IF YOU CAN PLAY ANY SPORTS OR A MUSICAL INSTRUMENT, THIS WILL BE USEFUL.

b) Refer the headings to the appropriate parts of the letter.

- the places she has visited
- addresses she is writing to
- her knowledge of languages
- the things she is good at
- her personal qualities
- sender's address
- reason for writing
- sender's signature
- signing off
- sender's name
- greeting
- date

1 [ ]

2 [ ]

3 [ ]

4 [ ]

5 [ ]

6 [ ]

7 [ ]

8 [ ]

9 [ ]

10 [ ]

11 [ ]

12 [ ]

12 St John's St  
Bristol  
BR2 7FU

16 March

Janet Smith  
Happy Holidays  
26 Baker St  
Leeds  
L24 7BJ

Dear Ms Smith,

I read your advertisement in Teen Magazine and I would like to apply for a job as a Happy Holidays hostess this summer.

I am seventeen years old and I come from Greece. At the moment I am studying at a language school near Bristol. I can speak English, Greek and a little Spanish.

I like travelling. I have been to Spain, Italy and Britain. This is my second visit to England. Last year I stayed with my pen friend's family in London for a month.

I enjoy playing sports. I can play basketball, tennis and volleyball. I'm good at swimming, too. I can't play a musical instrument, but I have a good voice and I enjoy singing.

I'm sure that I would make a good hostess. I'm very sociable and I like helping other people. I look forward to hearing from you.

Yours sincerely,

*Maria Bapass*

Maria Bapass

4 Write your own letter of application for a job as a Happy Holidays host or hostess.

# 2 CHECK YOUR SKILLS

## VOCABULARY

1 Complete the text choosing the appropriate words from the box.

staff, experience, profession, requires, application, apply, well-paid, salary, graduated, fluently, Master's degree, offers, Bachelor's degree

My cousin Liza is an interpreter. She gets a good (1)... Liza speaks English and French (2)... She studied at the university and travelled a lot. It helped her to improve her language skills, learn more about culture and traditions. Liza has an (3)... of working as an interpreter for seven years.

My older brother Denis is a manager. His job is (4)... Although it is sometimes difficult to get in touch with him during the day, but his (5)... is very interesting.

First he (6)... from a university where he got (7)... in economics. Denis' work (8)... a lot of teamwork. I know he is quite successful. I'm proud of him.

As for me, I am a secretary at a textile factory. We receive many letters of (9)... because our factory (10)... good work conditions. Next year I am going to get a (11)... in psychology and to (12)... for a position of a personnel manager. I know the director needs a person who can help to work with the (13)...

## GRAMMAR

2 Complete the dialogues with the Past Simple or the Present Perfect.

- 1 A: How long ... at university? (you / be)  
 B: I ... two years ago. I'm in my third year now. (start)  
 A: Do you live with your parents?  
 B: I ... with them for the first two years but I ... into a student hostel last September and I ... there since then. (live, move, live)
- 2 A: ... a job yet? (your brother / find)  
 B: Yes, he ... work in a hotel. (just/start)

## LISTENING

3 a) Listen and say what kind of information it is.

b) Listen again. Copy and complete the form with the information about the applicant.

Name: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 Sex: \_\_\_\_\_  
 Knowledge of English: \_\_\_\_\_  
 Experience: \_\_\_\_\_  
 Lack of Experience: \_\_\_\_\_  
 Likes: \_\_\_\_\_  
 Dislikes: \_\_\_\_\_  
 The reason of applying: \_\_\_\_\_

# 2 CHECK YOUR SKILLS

## READING

4 a) Read the results of the interview with Kelly Barrow below.

- A junior school teacher in Britain:
- a earns about ... thousand pound year
  - b trains for ... years
  - c works about ... hours a day
  - d starts work at about ... o'clock
  - e finishes work at about ... o'clock

b) Complete the sentences on the right (a-e) with the appropriate numbers.

Name: Kelly Barrow

Age: 28

Job: "Classroom teacher in a junior school in North London."

Training: "I'm originally from Australia, and spent three years at university training for my diploma of education."

Skills: "I'm responsible for information and technology at the school, as well as teaching. The children are the highlight<sup>1</sup> of my day, compared with all the paperwork."

Hours: "8 am to 5 pm. After class I work on the computers, and once a week I do a computing course, finishing at 7 pm."

Salary: "I survive comfortably on £ 16,000, but since I haven't lived here for very long I don't think I have as many financial commitments<sup>2</sup> as others."

Expenses: "I rent a flat in North London: my rent's £ 350 a month. I always have an enormous phone bill about £ 170 — because of telephoning to Australia. I like to entertain and have parties. I'm trying to save £ 200 a month for a trip abroad."

c) Write questions for the sentences in (b).

Example: What is the salary of a junior school teacher in Britain?

## CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand job advertisements
- listen and understand about job requirements
- talk about advantages and disadvantages of different jobs
- use the Present Perfect and the Present Perfect Continuous
- present careers of some people you know well
- describe your skills and interests
- write a letter of application

<sup>1</sup>a highlight ['haɪlaɪt] — основной момент

<sup>2</sup>a commitment [kə'mɪtmənt] — зобов'язання

CAN YOU ... IN ENGLISH?

**1 Work with a partner and discuss the following items.**

- If you ask students about school, their first reaction is usually very different. Why is that so?
- Can you imagine life without school? Why / why not?

**2 Read a student's essay about school on page 37 quickly and match the questions (1-6) to the paragraphs (A-F).**

- 1 Why do some students like going to school, while others don't?
- 2 Does school deal only with class activities on different subjects?
- 3 What way does school provide students with knowledge?
- 4 Where do we spend considerable time with our friends?
- 5 What's the difference between the Internet and school?
- 6 What other skills does school develop except the educational ones?

**3 Read the essay again and decide whether the statements are true (T) or false (F).**

- 1 Both the Internet and school provide students with knowledge.
- 2 School provides young people with critical thinking and social skills.
- 3 If you have an interest in going on to higher education you will find school as an interesting place.
- 4 School is the place of formal education.
- 5 School provides with opportunities to develop students' talents.
- 6 Friends are people with whom we spend considerable time going to school.
- 7 Everybody should realise that school is one of the main social environments for young people.

**4 Match the words with the definitions.**

- |                |   |
|----------------|---|
| 1 a curriculum | a to learn or develop knowledge, skills by your own efforts                                       |
| 2 a knowledge  | b the subjects that are taught by a school or the things that are studied in a particular subject |
| 3 a skill      | c the facts, skills and understanding that you have gained through learning or experience         |
| 4 successful   | d being the one that you are talking about, and not any other                                     |
| 5 particular   | e admiration for someone, especially because of their personal qualities, knowledge or skill      |
| 6 to acquire   | f an ability to do something well, especially because you have learned and practised it           |
| 7 a respect    | g having very good effect or result   |

- (A) "There's more information on the Internet than in a million schools and in all the teachers and schools books in the world," some of us say, "so, why go to school?". In my opinion, there's more education in school than just acquiring information. While the Internet provides information schools can provide knowledge.
- (B) Knowledge is not just information but the organisation and interpretation of information, which can be achieved through a good schools curriculum. Besides, the group work, teamwork and games in class can help students define themselves and the way they relate to others. It means that schools, unlike the Internet, provide young people with knowledge, critical thinking skills and social skills.
- (C) It is obviously, that some students like school, others think they hate it. For students who are doing well, school is an attractive place. But those, who are not successful with their grades<sup>1</sup> and are always pressed by teachers and their parents, consider school boring and uninteresting.
- (D) School is not only a place of formal education, it is a place where students can develop their skills in social relationships, and increase their tolerance and mutual respect for each other.
- (E) At school we can enjoy different cultural and confidence-building activities and, at the same time, realise and demonstrate our individual talents. Everybody has an opportunity to take part in dramatic and musical performances at a school or class party, or in school or interschool sports competitions. Now, many of the activities are organised through clubs. They provide a variety to the main educational programs and can also be enjoyed away from school and outside regular school hours.
- (F) After the home, school is the main social environment for young people. At school we make out best friends, with whom we spend considerable<sup>2</sup> time going together to excursions, concerts, parties and discos.



**WORD FILE**

- a curriculum [kə'ɪrɪkjələm]
- an opportunity [ˌɒpə'tju:nəti]
- particular [pə'tɪkjələ]
- mutual ['mju:tʃuəl]
- to acquire [ə'kwɪə]
- to provide [prə'vaɪd]
- to realise ['ri:əlaɪz]
- It is obviously

<sup>1</sup>a grade — (мун) оцінка  
<sup>2</sup>considerable [kən'sɪdərəbl] — значний

5 Work in pairs. Take turns asking and answering the questions.

- 1 Do you like school?
- 2 Do you know anybody who hates school? Why does he/she hate it?
- 3 In what subjects are you doing well?
- 4 Are you pressed by your parents and teachers?
- 5 How many friends do you have among your classmates?
- 6 What grades do they get in most subjects? In English?
- 7 Do you use the Internet? What for?
- 8 Can the Internet help in your study? Prove.
- 9 What extracurricular activities do you or your friends take part in?
- 10 Do you take part in any sports competitions?

6 Read the British teenagers' opinions of their schools. Compare them with your own opinions.

**Martin:** What makes me mad is teachers who think that boys are cleverer in Maths and Science subjects.

**Jenny:** Everything would be OK if we didn't have grades, tests and reports all the time, if there was less pressure.

**Gary:** Most lessons are boring. Sometimes I just have to doodle on my desk or write letters. Otherwise I'd fall asleep.

**Janet:** It's always the teacher who decides what we're going to do. What we need is more democracy.

**Steve:** I'd like school better if I could talk whenever I like. Normally just have to be quiet, listen and nod our heads.

**Carol:** So far I haven't learned much to help me in later life. What's the point of doing art, music and maths, for example?

**Melanie:** We can't do without school. School is not a place for fun like discos.

otherwise ['ɒðəwaɪz] — інакше

Melanie

1 Match the words in the box with their definitions below.

boarding school, graduate, head teacher, nursery school, primary school, private school, secondary school, state school

- 1 ... is a school paid by the government<sup>1</sup> which gives free education.
- 2 ... is a non-government school where you have to pay.
- 3 ... is a school for very young children at the age of 1-4.
- 4 ... is a school for young children from 4 to 11 years old.
- 5 ... is a school for older children from 11 to 18.
- 6 ... is a school where pupils live, eat, and sleep.
- 7 ... is a 'boss' of a school.
- 8 ... is a person who has finished university and has a degree (e.g. in economics).



VOCABULARY POINT

to learn

to study

- 1 We learn something so that we get some practical skills and know how to do it.  
**Example:** I'm learning to be a hairdresser.  
How long have you been learning English?  
Where did you learn to drive?
- 2 We learn facts, words, numbers or lines (often by heart).  
**Example:** Mary has learned the poem well.
- 3 We can learn something in the meaning 'find out'.  
**Example:** We learned the details later.  
We learned about it from newspapers.

NOTE!

But:  
(school) to go to school, to be at school  
(university) to be at university, to be a student

- 1 We study something so that we get the theory of the subject (especially by reading books about it and attending classes at school or college).  
**Example:** Robert studies to be a doctor.  
At 17 he moved to Kyiv to study law there.  
In Britain less than 10% of girls choose to study science at school.

2 Choose 'learn' or 'study' and put it in a correct tense form to complete the sentences.

- 1 You must ... this poem.
- 2 We must ... the map before we start our journey.
- 3 She ... to be a doctor by watching the work of her more experienced colleagues.
- 4 Mary ... to swim.
- 5 We soon ... to do as we were told in Mr Hughes' class!
- 6 Mike ... medicine at college because he wants to be a doctor.
- 7 I'm trying to ... Spanish.
- 8 I ... to ride a bike when I was five.

<sup>1</sup>a government ['gʌvənmənt] — уряд



**GRAMMAR POINT**

**CONDITIONALS (Умовні речення)**

Conditionals are two parts sentences which are connected with the word 'if'. With all conditionals, when we start the sentence with 'if', we must use a comma. When 'if' is in the middle of the sentence, we don't use a comma.

**Example:** *If you smoke too much, you will die.*

*You will be fat if you eat fish and chips everyday.*

**1st Conditionals (Умовні речення 1-го типу)**

We use the 1st Conditional to express the strong possibility that something will happen in the future. We can also use it to make predictions about things we are sure about.

1st Conditional = **if + Present Simple + Future Simple (or Modal + Infinitive)**

**Note:** We use a **comma** after the 'if-clause'.

**Example:** *If you leave now, you will catch the bus.*

1st Conditional = **Future Simple (or Modal + Infinitive) + if + Present Simple**

**Note:** We don't use **comma** in the sentence.

**Example:** *You will catch the bus if you leave now.*

**1 Match to make up 1st conditional sentences.**

**Example:** *If you drop that plate, it will break into a million pieces.*

- |                              |                                       |
|------------------------------|---------------------------------------|
| you drop that plate ●        | ● I'll throw the magazine away        |
| he doesn't know the answer ● | ● she probably will fail the exam     |
| you are hungry ●             | ● you can tell them you'll be late    |
| you call them now ●          | ● you can still get the early train   |
| Carla doesn't study ●        | ● he can find the answer for you      |
| I give you my number ●       | ● it will break into a million pieces |
| you don't want to read it ●  | ● you can get something to eat        |
| you hurry ●                  | ● she will miss the opening ceremony  |
| she arrives late ●           | ● you can call me tomorrow            |

**2 Complete each sentence in your own way.**

- If I don't get into university...
- I'll have a big party if...
- If I pass my exams well...
- We won't get a plane if...
- If I get my first salary...
- You'll fail the exam if...
- He'll be late for work if...



**3 Complete the sentence (b) in each pair so that it has a similar meaning to the sentence (a).**

- a) There aren't many TV programmes about science, so people don't know much about it.

b) If there ... more TV programmes about science, people ... more about it.
- a) Other intelligent beings might inhabit the Universe. If so, they would be very different from us.

b) If other intelligent beings ... the Universe, they ... very different from us.
- a) It's likely there is life on other planets. If so, we are not alone.

b) If there ... life on other planets, we ... not alone.
- a) The world's population will probably continue to increase. If so, we will need more food.

b) If the world's population ... to increase, we ... more food.

**4 Correct the tense forms of the verbs in bold to make 1st conditionals.**

**Example:** Don't wait for me if I **will be** late. *Don't wait for me if I am late.*

- Will you call me if I'll **give** you my number?
- Do you mind if I **will borrow** your dictionary?
- I **get** hungry if I **will not eat** anything.
- The food **spoil** if the fridge is turned off.
- Is it OK if I **will take** your bike to the store?
- Will they read this magazine if I **could leave** it?
- The ground **gets** wet if it **can rains**.

**5 Put the words in the correct order to make 1st conditionals.**

- If / he / Albert / will go / can / his / bicycle, / repair / cycling.
- by bus / Ben / to school / if / he / will come / is late.
- You / look out / will not see / if / you / the square / of the window.
- shall see / the history museum / old / things / if / We / is open.
- Mary / to the theatre / won't go / cannot get / if / she / a ticket.



**6 Complete the sentences by changing the form of the verb in brackets.**

**Example:** If she ... (need) a radio she can borrow mine.

*If she needs a radio she can borrow mine.*

- If he ... (go) on telling lies nobody will believe a word he says.
- If he ... (like) the house will he buy it?
- If you come late they ... (not let) you in.
- He'll be late for the train if he ... (not start) at once.
- If you put on the kettle I ... (make) the tea.
- If he ... (be) late we'll go without him.
- I'll be very angry if he ... (make) any more mistakes.

1 **Brush up what you have already known about schools in Britain. Choose the right item. Check your partner's answers.**

- 1 In Great Britain school begins at the age of ...  
a) 5-6 b) 4-5 c) 6-7
- 2 The 1st schools to which children go are called ...  
a) secondary schools b) junior schools c) infant schools
- 3 They leave their primary school when they are ...  
a) 8 b) 11 c) 10
- 4 They take the national General Certificate in Secondary Education exams at the age of ...  
a) 11 b) 18 c) 16
- 5 To enter the British university you should ...  
a) take 'A' level exams b) attend preparatory course c) take GCSE exams

2 **Work in pairs. Identify the type of words that are missing from the sentences in exercise 4.**

3 **Listen and check up your answers in exercise 1.**

4 **Listen again and complete the sentences with the words from the box.**

courses, independent, opportunities, Advanced, junior, available, public, compulsory, boarding, comprehensive

- 1 Primary education includes infant schools and ... schools.
- 2 ... secondary education starts at the age of 11-12 and lasts 5 years.
- 3 Most British children get their secondary education at ... school.
- 4 Many pupils at the age of 16 leave school and go to a college to choose more practical ...
- 5 Pupils who decide to enter a university should pass ... level exams.
- 6 Secondary education is ... to all children in Britain.
- 7 Only less than 5 per cent go to ... schools.
- 8 Private schools where pupils of 13-19 years olds study are called ... schools.
- 9 The schools where pupils live and study are called ... schools.
- 10 Many people believe that children should have equal ... at the start.



5 **Complete the text with the words from the box.**

**Schooling in Ukraine**

As a rule, schooling begins at the age of 6.  
The Ukrainian educational system is organised into four levels: primary, secondary, higher and post-secondary education.  
General secondary education is ... . Post-secondary education is ... in different ways. Primary and secondary school has three stages: ..., basic and senior.  
Primary school comprises ... 1 to 4. Grades 5-9 are usually referred to as '... school', while 10-12 are '... school'. Students usually study in the same school building throughout their primary and secondary education. Primary ... lasts 4 years and basic school 5.  
The middle school ... varies slightly between schools. There are then 3 profile years.  
New types of schools appeared: gymnasiums, lycees and ... schools.  
Post secondary education is ... by vocational training schools, universities and institutes. Higher education gives different qualifications: ... specialist (Bachelor's), specialist and Master's Degree. Higher education is either state funded or private. Ukraine cooperates with more than 50 international ... organisations.

basic  
private  
junior  
schooling  
available  
provided  
senior  
compulsory  
educational  
primary  
curriculum  
grades

6 **Work in pairs. Take turns asking and answering the questions.**

- What do you know about the system of education in our country?
- Is elementary school compulsory in Ukraine?
- At what age do children start going to school in our country?
- What types of schools are there in Ukraine?
- Which school subjects do you have? Why?



1 Talk with your partner on the following items.

- What does your classroom look like? Would you like to change anything about your class?
- What is your favourite subject? Why do you like it?
- How do you prepare for lessons? Do you often forget to do your homework? Are you a hard-working student?
- Have you ever been late for school? When? Why? What happened?
- Would you like to be a teacher? Why? / Why not?
- What kind of activities do you have at school? Do you participate in any of them?

2 Speak about your schooling.

- 1 When did you start school?
- 2 What school was it?
- 3 Have you ever changed schools? Why?
- 4 What exams have you taken (are going to take)?
- 5 What are your plans for the future?

3 a) Work in groups. Agree or disagree the statements below. Write down at least three reasons for each statement.

All schools should let children wear whatever they want at school.

Girls study better without boys in the class.

Private schools are usually better than state schools.

Boys study better in a mixed class.

Physical education should be optional<sup>1</sup>.

b) Present your ideas for one of the statements above to the class. The others should listen and say if they agree or disagree with your group's arguments and why.

- First of all...
- Another important point is that...
- Finally...

4 Work in groups. Discuss the following.

- What would you change about the system of education in our country?

<sup>1</sup>optional ['ɒpʃənl] — необов'язковий; факультативний

USEFUL PHRASES

Asking for an opinion

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

Agreeing

- I'd go along with that.
- You've got a point there.
- I think so, too.
- Great minds think alike.

Disagreeing

- Not sure.
- Yes, but... I don't agree...
- Maybe, ... but...
- I don't think so.
- The problem's that ...

1 Match to make the sentences.

- |                            |                                      |                                |
|----------------------------|--------------------------------------|--------------------------------|
| <input type="checkbox"/> e | 1 She won't start primary school     | a if I finish my exams         |
| <input type="checkbox"/>   | 2 She won't pass her exams           | b if she gets good marks       |
| <input type="checkbox"/>   | 3 I'll have to go to a new school    | c I'll do my homework at once  |
| <input type="checkbox"/>   | 4 If I get home                      | d if she doesn't study hard    |
| <input type="checkbox"/>   | 5 I think I'll go on holiday         | e if she isn't four years old  |
| <input type="checkbox"/>   | 6 Her parents will get her a present | f if I pass my 'A' level exams |

2 Complete the article with the correct words or phrases from the list below.

American Schools

Americans have always aimed for equal (1) b in education. Americans spend six years in (2) ... school, four or six years in (3) ... or high school. At the end of every school year the pupil (4) ... . If he doesn't (5) ... , he has to repeat a year once more. If he (6) ... , he goes into the next class. School (7) ... is free.

At more (8) ... level pupils can choose some subjects. Pupils take an active part in (9) ... activity. Many different sports are also (10) ... .

At the end of their time at school, most students get a (11) ... school diploma. If they want to go to college, they (12) ... college admission tests. Teaching in the country is usually very informal. Students often work together in groups and go to the teacher only when they do (13) ... .

- |    |                         |                   |                    |
|----|-------------------------|-------------------|--------------------|
| 1  | a) abilities            | b) opportunities  | c) success         |
| 2  | a) infant               | b) nursery        | c) elementary      |
| 3  | a) secondary            | b) primary        | c) junior          |
| 4  | a) writes a composition | b) learns a poem  | c) takes a test    |
| 5  | a) behave well          | b) do well        | c) pay for school  |
| 6  | a) pays for school      | b) behaves well   | c) does well       |
| 7  | a) education            | b) books          | c) subjects        |
| 8  | a) successful           | b) advanced       | c) fundamental     |
| 9  | a) class                | b) school         | c) extracurricular |
| 10 | a) obligatory           | b) available      | c) equal           |
| 11 | a) high                 | b) secondary      | c) primary         |
| 12 | a) go                   | b) take           | c) make            |
| 13 | a) grammar tasks        | b) their homework | c) need help       |



3 Work in pairs. Look at the diagrams below.  
a) Compare the system of education in the USA and Britain.

UK		age	US	
class	school		school	class
NURSERY SCHOOL or KINDERGARTEN (optional)		3	NURSERY SCHOOL (optional)	
		4		
reception class		5	KINDERGARTEN	
year 1	INFANT SCHOOL	6		first grade
year 2		7		second grade
year 3		8	ELEMENTARY SCHOOL	third grade
year 4	JUNIOR PRIMARY SCHOOL	9		fourth grade
year 5		10		fifth grade
year 6		11		sixth grade
year 7		12	JUNIOR HIGH SCHOOL	seventh grade
year 8		13		eighth grade
year 9	SECONDARY SCHOOL	14		ninth grade (freshman)
year 10		15	HIGH SCHOOL	tenth grade (sophomore)
year 11		16		eleventh grade (junior)
year 12	SIXTH FORM COLLEGE	17		twelfth grade (senior)
year 13		18		freshman
first year (freshman)		19	COLLEGE	sophomore
second year	UNIVERSITY or POLYTECHNIC	20		junior
third/final year		21		senior

b) Draw a diagram describing the system of education in Ukraine.  
Speak about it in class. Mention about:

- 1 pre-school education
- 2 primary education
- 3 secondary education
- 4 compulsory schooling
- 5 subjects taught
- 6 exams taken
- 7 private schools

4 Work in pairs. Take turns asking and answering the questions.

- 1 How long have you been studying English?
- 2 What was your last English course like?
- 3 How did you get on with the other students?
- 4 Have you tried learning any other languages? How did you find it?
- 5 Who's the best language teacher you've ever had? Who's the worst?

5 Read the article and choose the sentence (A-D) that best fits each gap (1-4).

English is the language of international communication in many areas of life: trade, air and sea transport, tourism, sport and entertainment. More and more people also need English for studying at universities and colleges. New ideas in science, technology and medicine happen so quickly that it is impossible and very expensive to translate everything into different languages. (1) ...

Millions of people around the world want to learn English. Many of them come to Britain and other English-speaking countries to study at language schools, especially in the summer. There are thousands of different schools. They offer courses for children, teenagers and adults. (2) ...

You should always try to find out as much information as possible before you choose a school. (3) ...

If you go to a language school, you should try to speak English as much as possible. Students usually stay with a local family. (4) ...

You should also try to mix with students from other countries. This will help you with your English, and will also show you how important English is for international communication.

- A In particular, you should try to talk to other students from your own country who have been to a language school to find out what you should expect.
- B So most things are published in English, and if you want to keep up with the latest ideas in any subject, you need English.
- C This is a good opportunity to improve your English and to learn a lot about everyday life.
- D There are courses in General English, Technical English, Business English and so on.



6 Work in groups. Discuss the following.

- Why is English important?
- What are some pieces of advice given to choose a good course?
- What way can you reach better results while learning English in Britain?

7 Work in pairs. Choose one of the courses from the ads below. Explain your choice in class. Use the 1st Conditional whenever it is possible.

If they offer..., I'll attend...      If they provide... I'll choose...  
 I'll prefer... if they organise...      I'll apply to... if they arrange...

Situated in a pleasant area of the city close to the river.  
 Convenient for North Wales and the English Lake District.

- Courses in English run all year.
- Part-time courses available in the evenings/days.
- We will arrange accommodation with an English family.

**LOWTON COLLEGE**

The college is in the centre of Bristow.

- Full-time courses at all levels, from beginners to advanced, from September to June.
- Visits arranged to places of interest.
- Excellent range of sports offered.
- Students arrange their own accommodation in flats and houses.

**BRISTOW COLLEGE**

Shepton College is in the centre of London close to underground and buses.

- Classes are offered all through the year.
- Daytime English courses up to ten hours per week.  
 Evening classes of four hours per week.
- Extra classes offered in English for Business.
- Students arrange their own accommodation in flats and houses.

**SHEPTON COLLEGE**

Situated in West London close to bus and underground.

- Courses run from September to July (daytime only).
- Special courses available, e.g. English for Business.

**FRAMPTON COLLEGE**

- Summer school in July and August.
- Accommodation arranged in student hostels.

1 Put the structure of a formal letter in the correct order.

- A stating reason(s) for writing
- B writer's full name
- C writing closing remarks
- D formal greeting
- E qualifications and reason for applying for a course

- 1  Greeting
- 2  Introductory paragraphs
- 3  Body
- 4  Concluding paragraph
- 5  Ending

2 Work in groups. Discuss the situation and do the task below.

You received a Master's degree in Art History from the University of Cambridge. You are very ambitious and eager to continue your studies. The MA Classical Archaeology Courses offered by the University of Durham seem to be an outstanding opportunity for you.

Match each item of information contents (A-E) to the correct paragraph (1-5).

- Paragraph
- 1 reason(s) for writing
  - 2 education
  - 3 experience
  - 4 skills, qualities
  - 5 closing remarks

- Information contents
- A ● a strong wish to learn and continue professional development
  - B ● a Master's degree in Art History from the University of Cambridge
  - C ● application for the MA Classical Archaeology Course
  - D ● enclosing all the necessary documents ● repeating the reason for writing
  - E ● a curator at Whitby Town Museum

3 Put the parts of the 'Application for the Course' in the correct order.

I am writing to apply for the MA Classical Archaeology Course offered by your university for the next academic year starting in September. (A)

I enclose my Resume with further details of my qualifications and work experience. I hope that you will consider me for admission to the course. I look forward to hearing from you soon. (B)

6 Henley Street Whitby June, 2010 (E)

(C) Yours faithfully,

(D) Catharine M. Shelley

Dear Sir / Madam, (F)

Faculty of Humanities Archaeology Department University of Durham (G)

(H) I am 28 years old and I've got a Bachelor's degree in Art History from the University of Cambridge. I continued my studies and last year I was awarded a Master's degree. I have always been interested in classical art, literature and languages. As a student at Whitby Secondary School I passed three A level exams: History, Latin and Classical Literature.

Since the completion of my studies at Cambridge university I have been working as a curator at Whitby Town Museum. I have enjoyed my job enormously. However, I feel I need to continue my professional development and expand my knowledge of classical cultures. I believe that taking a place on the MA Classical Archeology Course would enable me to gain very valuable new insights into the classical period. Furthermore, it would give me the opportunity to do field work, which has been my wish for many years.

- 1  E
- 2
- 3
- 4
- 5
- 6
- 7
- 8



4 Choose one of the advertisements below. Write your letter of application. Use the letter on page 50 as a model and some of the phrases in the list on the right.

- I am writing to apply for admission to the course in... I would like to apply for a place on...
- I have taken / passed / completed the... I hold a certificate in...
- I look forward to receiving your response... I look forward to meeting you / hearing from you... I hope that you will consider me for... Please contact me regarding... I enclose further details of my qualifications... / a copy of my...

EXFORD COLLEGE



Exford is beside the sea and surrounded by beautiful countryside

- Courses at all levels, September to June (full-time).
- Summer schools (mornings only) during August.
- Full social programme including sports and hobby clubs provided by the college.
- Students live in college rooms or with families.

Daunston College

Daunston is a small town in the Midlands near pleasant countryside.

- Part-time and full-time classes available from September to June.
- Full-time summer school in August.
- Complete beginners part-time only.
- Trips and other social events arranged regularly.
- Accommodation in the college or with families.

Howe College

Classes run from September to June.



Part-time and full-time courses from beginners to advanced (daytime only).

Full-time courses in English with Business Studies.

Trips arranged to places of interest.

Help given in finding a flat or room in the area.

The college is in the city centre, but near the North Yorkshire countryside and the sea.

Situated in the centre of Chesford, a quiet market town.



Chesford College

English courses offered from September to June, daytime and evenings.

Accommodation is with local families.

Trips organised to Cambridge, Oxford and London.

## VOCABULARY

### 1 Match the words with their definitions.

- |                 |  |
|-----------------|--|
| 1 compulsory    | a able to be used  |
| 2 comprehensive | b a kind of education in which pupils of different abilities go to the same school |
| 3 available     | c to go regularly to a certain place   |
| 4 to learn      | d must be done because it is the law   |
| 5 to study      | e to get the theory of the subject   |
| 6 to attend     | f to get some practical skills   |

## GRAMMAR

### 2 Complete the sentences by changing the form of the verb in brackets.

- I ... (help) tomorrow if you still ... (need) help.
- If my parents ... (not work) on Saturday, we all ... (go) skiing.
- If the weather ... (be) fine next weekend, we ... (go) to the country.
- I always ... (help) you this year if you ... (need) help.
- Granny sometimes ... (not hear) if little Eddie ... (call) her.

## LISTENING

### 3 Listen to the conversation. Put 'T' if the statement is true, and 'F' if it is false.

- 1 Mike thinks that the exams were very easy.
- 2 Pete agrees that exams were easy.
- 3 Pete thinks he failed in some exams.
- 4 Pete is going to read books now.
- 5 Mike is going to enter the university in October.
- 6 Pete has got to pass A level exams.
- 7 Pete is very successful in his study.
- 8 Mike likes reading too much.
- 9 Pete doesn't know whether to go to university or join the army.



## READING

### 4 Read the interview about Hampton School and refer the answers (A-F), given by the school headmaster, to the questions (1-6).

- 1 When does school open and close?
- 2 How are the boys organised?
- 3 What about the curriculum, GCSEs and A levels?
- 4 What languages do you teach?
- 5 Do you have to play a particular sport?
- 6 How easy is it to get in?



- A** A very broad curriculum is characteristic of the first three years. At GCSE boys study seven subjects and three options from thirteen and at A Level from five to six subjects from a range of thirty.
- B** At 6 am and 10 pm usually. However, we like boys to arrive from 8 am and after school, they can work in the library till 5 pm.
- C** The modern languages are French, German, Spanish and Russian. And one of the first three can be chosen as the first language studies with the opportunity to start a second language in the Third Form.
- D** It is difficult to say. It depends on whether Hampton is right for the boy as much as whether the boy is right for Hampton. Each year there are large numbers of applicants who take the entrance exam.
- E** They are in forms of about 25, usually less, some a little more. Each Form has a Form Tutor<sup>1</sup>.
- F** All boys can choose the sport they wish to play. In the First Year, they can pick football or rugby. In the Third Year, they can also row. The summer games are cricket, tennis and athletics. Swimming and badminton are available, too.

## CAN YOU ... IN ENGLISH? — Yes, I can.

- read and understand about education
- listen and understand about schools
- talk about school life
- understand and use the 1st Conditional
- ask for opinions about educational systems, agree or disagree with them
- express your own opinions about schooling
- write an application letter for the course study

<sup>1</sup>a tutor ['tju:tə] — учитель, наставник, консультант

CAN YOU ...  
IN ENGLISH?

1 a) *Work in pairs. List as many food items as you can for three minutes.*

b) *Compare your lists with other pairs. Find the winner with the longest list.*

2 *Look and name the dishes. Speak on how often you have them in your house.*



3 *Read the article (pages 54-56) and name:*

- all the meal times in Britain
- the ingredients of Christmas Pudding

## Traditional

In the morning an Englishman has his favourite breakfast of cornflakes with milk and sugar or porridge followed by fried bacon and eggs. Breakfast is generally a bigger meal than they have on the Continent. Some marmalade might be spread on the toast and butter. Perhaps some fruit will also be eaten. For a change one can have cold ham, or perhaps fish, some coffee and a roll.

The main meal of the day is called dinner. Dinner is eaten either in the middle of the day or in the evening. If it is eaten in the evening (about 7 pm), the midday meal is called lunch (about 1 pm). If dinner is in the middle of the day, the evening meal is called supper.

The usual midday meal consists of two courses — a meat course accompanied by plenty of vegetables. After it comes a sweet pudding or some stewed fruit. Most Englishmen like what they call good plain food. Usually they have beefsteaks, chops, roast beef and fried fish and chips. They are not overfond of soup, remarking that it



## British Meals



leaves them without free room for the more important meat course.

Afternoon tea one can hardly call a meal. This may mean a cup of tea and a cake taken in the sitting-room or at work. For many Englishmen it is a social occasion when people often come in for a chat over their cup of tea. But some people like to have the so-called 'high tea' which is quite a substantial meal. They have it between five and six o'clock. In a well-to-do family<sup>1</sup> it will consist of ham, tongue and tomatoes and salad, or kipper, or tinned salmon, or sausage, with strong tea, bread and butter, then stewed fruit, or a tin of pears, apricot or pineapple with cream and custard, and pasties, or a bun.

The evening meal goes under various names: tea, 'high tea', dinner or supper (as we have mentioned

already) depending upon its size and the social position of those eating it.

It is well-known that every national cuisine has got its famous specialties. It isn't possible to imagine some holidays and celebrations without them. For example, Christmas Pudding for British cuisine means very much. Some English people could dispense<sup>2</sup> with the turkey and goose, but a Christmas dinner in Britain without a traditional Christmas pudding would be strange indeed!

The Christmas pudding is a direct descendant<sup>3</sup> of the old time plum porridge, beloved by English people in the Middle Ages.

Nowadays, in addition to the basic mixture of flour, bread-crumbs and eggs, the ingredients of Christmas pudding include raisins, currants, candied peel, chopped almonds and walnuts, grated carrot and a good measure of brandy, whisky or old ale<sup>4</sup>.



<sup>1</sup>well-to-do family — заможна сім'я

<sup>2</sup>to dispense with [di'spens] — обходитися (без чогось)

<sup>3</sup>a descendant [di'sendənt] — нащадок

<sup>4</sup>ale [eɪl] — пиво, ель

In many households the mixing of the pudding is quite a ceremony with all the members of the family taking turns to stir and make a whisk.

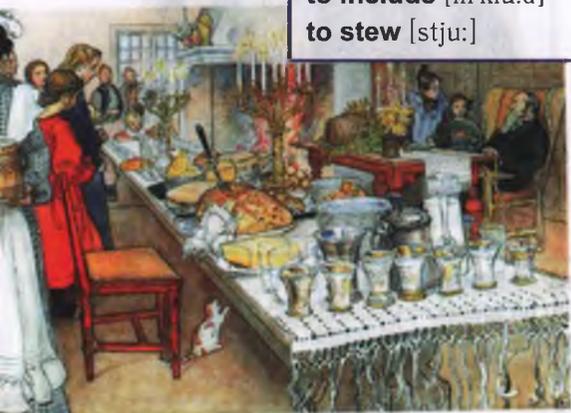
After being boiled for several hours, the pudding is stored until the time comes for heating it on Christmas Day when it is brought to the table on a large dish, big, round and dark-brown. The Christmas pudding is covered with white sauce burning in brandy.

Receiving each slice, the guests are warned to eat carefully because sixpenny bits, shillings, a tiny silver bell and a silver horseshoe<sup>1</sup> have been put in it. Those who find the 'treasure' are supposed to have money in the coming year, whoever gets the bell is to be married and the horse-shoe is the traditional sign of good luck.



**WORD FILE**

- a cuisine [kwi:'zi:n]
- a course [kɔ:s]
- an occasion [ə'keɪʒn]
- a specialty ['speʃəlti]
- to consist (of) [kən'sɪst]
- to include [ɪn'klu:d]
- to stew [stju:]



4 Read the article again. Copy and complete the table.

Mealtime	Meal the British usually eat
1 breakfast	
2 main meal of the day	
3 afternoon tea	
4 high tea	

5 Match the words from the Word File to their definitions.

- Example:** *An occasion* is important social event or ceremony.
- ... is used to say what something is made of.
  - ... means to cook something slowly in liquid<sup>2</sup>.
  - ... is a particular style of cooking.
  - ... is a kind of food that is always very good in a particular area (or restaurant).
  - ... means to make somebody or something part of a large group.
  - ... is one of the separate parts of a meal.

6 Work in pairs. Take turns asking and answering the questions.

- 1 What food was beloved by English people in the Middle Ages?
- 2 What is the method to cook Christmas pudding nowadays?
- 3 What little 'surprises' can we find in a slice of Christmas pudding?
- 4 What does 'a good plain food' mean?
- 5 What social occasion is connected with afternoon tea?
- 6 What does 'high tea' consist of?

<sup>1</sup>a horseshoe ['hɔ:sʃu:] — підкова

<sup>2</sup>a liquid ['lɪkwɪd] — рідина

7 Read and guess what a Ukrainian specialty each paragraph mentions about.



- A** It is a brawn made from boiling pigs' trotters<sup>1</sup>. The meat is picked off the bone and the gravy sets around it into a jelly as it cools; served with horseradish or mustard.
- B** Pancakes, often made with soured milk for a lighter batter. Thinner pancakes are called nalysnyky, which are rolled and served with a stuffing, usually fruit or jam.
- C** Cabbage rolls stuffed with rice and vegetables, or possibly with spiced minced meat, and stewed slowly in the oven.
- D** Soup based on beetroot with meat and other vegetables; served with sour cream. There are many regional varieties.
- E** Pork fat — no description of Ukrainian cuisine would be complete without it. Ukrainians like their pigs to be fat for it. Spices are rubbed into the skin. It's eaten in thin slices on black bread with garlic and salt. Especially delicious is the smoked version.
- F** Ravioli-like pasta stuffed with potato, cabbage, mushrooms, meat or cheese, or with cherries as a sweet dish.
- G** A domestic sausage, but it can't be called saliami. The only way to sample true home-prepared sausage is by experiencing it for yourself with the sights and smells of the markets of Ukraine.
- H** Pancakes made from grated potato and flour and fried; served with sour cream.

8 Work in groups. Discuss the following.

- 1 What is the difference between meals and meal-times in England and Ukraine?
- 2 Do national Ukrainian dishes differ from those of English?

<sup>1</sup>trotters ['trɒtəz] — ніжки (кулінар.)

1 Match the word combinations with the pictures (A-F).



- D) boiled rice
- roast chicken
- baked potatoes
- grilled sausages
- fried eggs
- steamed vegetables

2 Put two of the words in the box into the correct column.

beans, duck, lettuce, peaches, prawns, salmon, sausage, strawberries			
meat	fish/seafood	fruit	vegetables

3 Complete the sentences with the adjectives from the box.

fresh, frozen, home-made, low-fat, raw, spicy, sweet, takeaway

- 1 Food which is kept very cold is ...
- 2 These eggs are ..., I bought them today.
- 3 I like my mum's cooking. ... food is always the best.
- 4 This tea's very ... You've put too much sugar in it!
- 5 Indian food like curry is very ...
- 6 ... food is food you buy at a restaurant and take home to eat.
- 7 Sushi is made with ... fish.
- 8 People on a diet often try to eat ... food.



GRAMMAR POINT

2nd Conditionals (Умовні речення 2-го типу)

We use the 2nd Conditional to express things which are very unlikely or impossible. We can also use it to describe imaginary actions for unsatisfied conditions in the present.

2nd Conditional = **If + Past Simple + would/could + Infinitive**

*If I were you, I would choose roast beef.*

*I would cook fish with vegetables if I had one.*

NOTE!

In speaking we often shorten pronouns + could/would with contractions:

I'd go to the restaurant if I had the time.

I'd = I would / I could

we'd = we would / could

you'd = you would / could

he'd / she'd = he / she could / would

they'd = they would / could

With the 2nd conditional, the verb to be in the past time is always expressed as **were**.

**Incorrect:** I wouldn't go to the party if I ~~was~~ you.

**Correct:** I wouldn't go to the party if I **were** you.

1 Complete the sentences by changing the form of the verb in brackets.

**Example:** He ... (buy) a better house if he had more money.

*He would buy a better house if he had more money.*

- 1 She ... (get) a better job if she took time to look for one.
- 2 If we had tickets, we ... (go) to that concert.
- 3 I ... (forget) about it if I were you.
- 4 If Dick and Jean were here, they ... (enjoy) the museums.
- 5 If you ... in a hurry, we ... (get) there on time.

2 Put the verbs in brackets in the correct forms to complete the sentences.

**Example:** If you ... less, you would lose weight. (eat)

*If you ate less, you would lose weight.*

- 1 We would put more English dishes on the menu if we ... an English chef in the restaurant. (have)
- 2 If I ... you, I'd prefer pudding for dessert. (be)
- 3 We could cook more dishes if we ... more various ingredients. (have)
- 4 If I had plums and brandy, I ... a Christmas pudding. (make)
- 5 If you ... more cream, I'd decorate the cake with it. (make)



3 Match to make sentences.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1 I'd see a dentist if           | ... she would get better marks.      |
| 2 If it were less expensive, I'd | ... buy a helicopter to get to work. |
| 3 If you didn't need oxygen,     | ... we could get there more quickly. |
| 4 If Mary studied harder,        | ... you could live underwater.       |
| 5 If we had a car,               | ... I still had any teeth.           |

4 Rewrite correctly changing the words or phrases in bold.

- I **will** visit her if I had more time.
- If I **was** the Emperor of the world, I would ban work.
- They would try harder if you **would** give them motivation.
- We could get there if we **have** a bicycle.
- You would be healthier if you **stop** smoking.
- I would visit you if I **would** have the time.

5 Compete the 2nd conditionals by changing the form of the verb in brackets.

- If you ... (be) in England, what dishes would you taste?
- Which food ... you ... (prefer) to eat if you were hungry?
- Which English dish ... you ... (help to) if you were in England?
- Which items would you choose if you ... (be proposed) an English breakfast?
- When would you have substantial meal if you ... (be) in England?



6 Change the following sentences of real condition into sentences of unreal condition.

- Example:** I shall take a bus if I am in a hurry.  
I should take a bus if I were in a hurry.
- If the storm is over, we shall have a pleasant walk.
  - If it grows cold, they start heating the rooms.
  - He will let me know if he goes to Kyiv.
  - Harold will be late if he walks so slowly.
  - The dog will catch the stick if it is thrown into the river.
  - If it snows, the streets will be cleared of snow.
  - If the weather keeps dry, we have to water the flowers.
  - We shall not see anything if the night is very dark.
  - The child will not be able to sleep if he has a high temperature.



1 Do the questionnaire in pairs.

Food Questionnaire

Can you name:

- one red fruit, one yellow fruit and one green fruit?
- three kinds of food which are made from milk?
- two things that a strict vegetarian doesn't eat?
- four things people have for breakfast?
- five things people eat between meals?
- six vegetables you can put in a salad?
- seven things which are usually on a table in a restaurant?



2 Talk with your partner on the following.

- Can you cook? What do you know how to make?
- Who cooks in your house?
- What is your favourite dish? Do you know how is it cooked?

3 a) Get some information.



Lent

Lent is the period of forty days before Easter. For Christians it's a time to give up something, for example, to stop eating sweets. Then at Easter, children in Britain eat lots of sweet things — especially chocolate Easter eggs! Lent begins on Wednesday, and many people eat something special on the day before 'Shrove Tuesday'. In Britain they eat pancakes.

b) Listen to the radio programme and say what ingredients a pancake consists of.

4 Listen again and give instructions about cooking pancakes to a partner. Take turns.



5 a) Divide into three groups. Working in a group, choose one of the three different recipes below.

For group A



**Vegetable soup**

Peel and cut into very small pieces three onions, three turnips, one carrot and four potatoes, put them into a pan with a quarter of a pound of butter, and of a pound of ham and a bunch of parsley; pass them ten minutes over a sharp fire; then add a spoonful of flour, mix well in; add 4 pints (2 litres) of broth and a pint of boiling milk; boil up, keeping it stirred; skim it; season with a little salt and sugar and run it through a sieve into another pan; boil again and serve with fried bread to it.

For group B



**Potatoes fried in slices**

Peel large potatoes, slice them about a quarter of an inch thick or cut them into shavings as you would slice a lemon; dry them and fry in lard or dripping. The pan should be put on a quick fire and as soon as the lard boils put in the slices of potatoes and keep moving them until they are crisp; take them up and lay them to drain on a sieve. Send to table with a little salt sprinkled over them.

For group C



**Stewed beef and pork**

Put into a saucepan about 2 pounds (800 gr.) of well-soaked beef cut into 8 pieces; a pound of soaked pork cut into 2 pieces; six tablespoonfuls of rice; 4 middle-sized onions peeled and sliced; a tablespoonful of sugar; a little pepper and salt; add 4 pints of water; simmer gently for three hours; remove the fat from top and serve.

b) Read your recipe. Then act out how you'd cook the dish in your group.

c) Divide into new groups of three pupils with different recipes. Tell each other how to cook the dish you read about. Use the lists of ingredients to help you.

1 Speak about food you like and dislike. Give your reasons.



**USEFUL PHRASES**

**Explain Your Choice**

The reasons I prefer ... are...  
I'd say ... is better because...  
One of the reasons why I'd choose ... is that...  
I think ... is interesting because...  
What I mean is...

2 Work in pairs. Ask and answer the questions.

- 1 What can you say about Ukrainian hospitality?
- 2 What are your mealtimes? What order of meals do you follow?
- 3 What is the difference between meals and mealtimes in England and Ukraine?
- 4 What is English 'afternoon tea'?
- 5 What is your favourite dish?
- 6 How would you lay the table for the guests? What about the menu?
- 7 What do you generally take for the first (second) course?
- 8 Do the national Ukrainian dishes differ from the English ones?

3 Do the project. Follow the instructions.

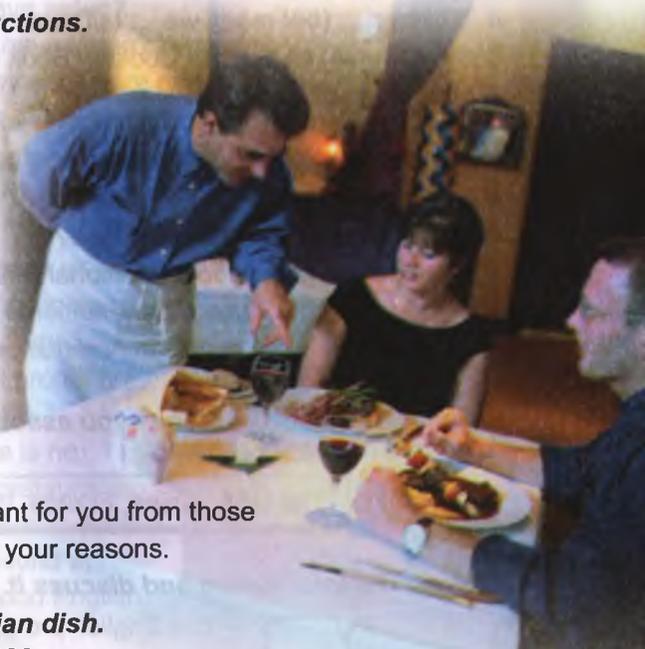
- 1 Imagine that you are the owner of a very good restaurant. Give your restaurant a name. Write a menu. Offer at least three items each for starters, main courses, side dishes, salads and desserts.
- 2 Display your work in a gallery of works.
- 3 Ask your mates to decide which restaurant they would like to go to, and why.
- 4 Decide what is the best restaurant for you from those that your mates displayed. Give your reasons.



4 Prepare a recipe for any Ukrainian dish. Make notes and present it in class.

5 In groups of three discuss the following.

- What do you think of English food?
- Do you think an English restaurant would be a success if it opened in your town? Why (not)?



1 Complete each sentence with a word in the box.

home-made, raw, spicy, diet, steak, takeaway, frozen

- His ... is terrible: he eats too many sweet things.
- ... vegetables have more vitamins than when they are cooked.
- I love ... food but I don't have much time to cook.
- She likes her ... well done.
- I'm very busy so I often just buy a ... meal and heat it up in the microwave.
- She doesn't like Mexican food because it is too ... .
- We often buy ... food on Fridays — either Chinese or Indian food.

2 Complete the sentences by changing the form of the verbs in brackets to make 2nd Conditionals.

- If I ... (have) lettuce, celery, cucumbers and parsley I ... (make) a tasty green salad.
- We ... (can serve) a wonderful cake if he ... (not spoil) it.
- She ... (stay hungry) if she ... (be) in Mexico because she hates spicy food.
- If dinner ... (be) ready we ... (sit) around the table at once.
- If I ... (have) an English Cookery Book I ... (prepare) some delicious specialties of English cuisine.

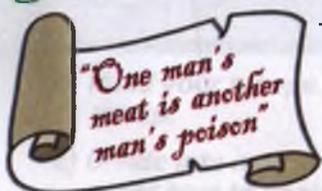
3 Work in pairs. Take turns asking and answering the questions.

- Have you ever tried English tea?
- Have you ever tried Chinese food?
- What do you know about traditional British food?
- What do you get if you order traditional English breakfast?
- Do you know what people in America usually eat for Thanksgiving?

4 Make a list of food or dishes you associate with the countries below. Compare it with a partner.

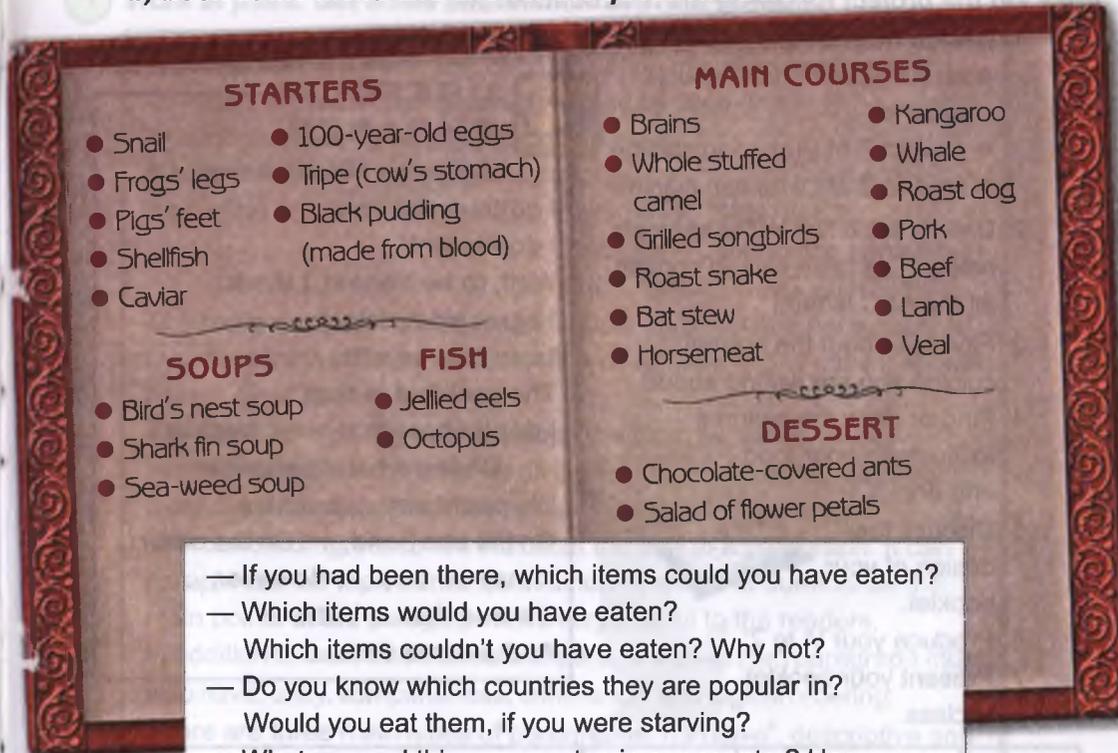
The USA, China, France, Italy, Japan, Mexico

5 a) Read the information and discuss it.



— one English proverb says. There is a wide range of nutritious foods in the world. However, eating habits differ from country to country. In some societies certain foods are taboo. An eccentric millionaire once invited guests from several countries to a banquet and offered them this menu. All the foods are popular in some parts of the world, but are not eaten in others.

b) Look at the menu and answer the questions below.

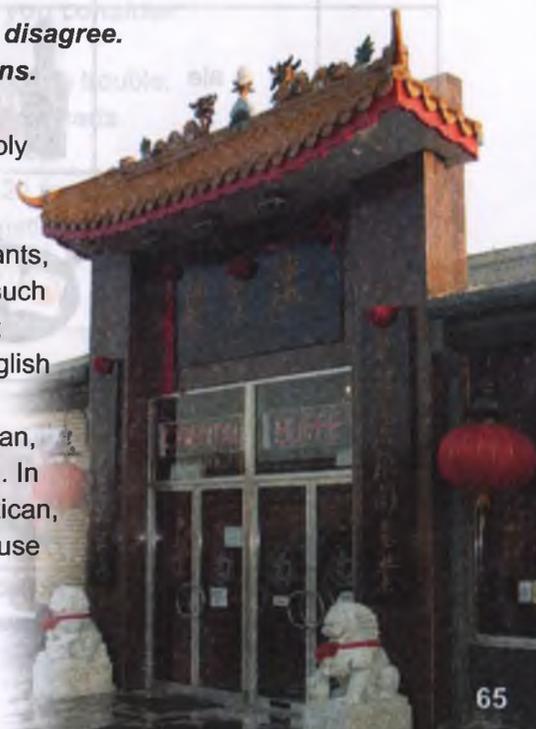


— If you had been there, which items could you have eaten?  
 — Which items would you have eaten?  
 Which items couldn't you have eaten? Why not?  
 — Do you know which countries they are popular in?  
 Would you eat them, if you were starving?  
 — What unusual things are eaten in our country? Has Ukraine got a national dish? How do you make it?

6 a) Read the statements below. Agree or disagree.  
 b) Work in groups. Express your opinions.

If you ask foreigners to name some typically English dishes, they will probably say 'Fish and chips', then stop. It is disappointing, but true that, there is no tradition in England of eating in restaurants, because the food doesn't lend itself to such preparation. English cooking is found at home. So it is difficult to find a good English restaurant with reasonable prices.

In most cities in Britain you'll find Indian, Chinese, French and Italian restaurants. In London you'll also find Indonesian, Mexican, Greek... Some will say that this is because English have no 'cuisine' themselves, but this is not quite the true.



7 Do the project following the instructions.

- Decide what kind of booklet you are going to compile:
  - an A to Z of British national cuisine
  - an A to Z of European cuisine
  - an A to Z of Ukrainian cuisine
- Draw a table like in the example below. The table should contain all the ABC letters!
- Find out about the natural cuisine you are writing about.
- Find or draw the pictures to illustrate your food and drinks.
- Discuss the design of your booklet.
- Produce your 'A to Z'.
- Present your booklet in class.



**USEFUL PHRASES**

**Agreeing / Disagreeing**

- I quite agree that...
  - I don't think...
  - Well, to be honest, I think...
  - I agree completely...
  - I can't agree with...
  - The problem is that...
  - I don't share that view, because...
- Giving a balanced view**
- We could say..., but also...
  - On the one hand, .... On the other...
  - It may be true... However, ...
  - It's true that..., but...
  - At the same time, ...

ABC letters	Food or a drink	Pictures	Country / Countries	Description of dishes or gastronomy items
A	ale		Britain	It is an old-fashioned drink.
B	bacon and eggs		Britain	It is a popular main dish of a traditional English breakfast. It includes fried slices of bacon and eggs.
C	Christmas pudding		Britain	It is a plum pudding which contains dried fruit, spices and often brandy. It is served as a part of Christmas dinner.

1 Work in pairs. Get some information and discuss it.

A **paragraph** is a basic unit of organisation in writing. A paragraph develops a topic. A paragraph can stand by itself or it may be a part of a longer piece of writing such as an essay. A paragraph has a very specific structure. It consists of the 3 basic parts:

- 1 THE TOPIC SENTENCE
- 2 THE BODY (supporting sentences)
- 3 THE CONCLUDING SENTENCE

The **topic sentence** introduces the topic (subject) of a paragraph. It may content the writers attitude, idea or opinion. In any case it should have a clear point of view. The **body of a paragraph** develops the topic sentence. These sentences explain the topic by giving examples, reasons, quotations, facts, figures, statistics or the author's personal experience. The **concluding sentence** indicates the end of a paragraph. It can paraphrase the topic sentence in different words or summarise the main points of the paragraph. It is very helpful to the readers. In addition to the 3 basic structural parts, a well-written paragraph must also have: unity, completeness, coherence<sup>1</sup> and logical ordering. There are three main types of paragraphs: narrative<sup>2</sup>, descriptive and expository<sup>3</sup>.

2 Which of the following sentences would you consider to be a good/bad topic sentence. Why?

- 1 Our school trip last September was a complete trouble.
- 2 Only twenty tickets were sold for tonight's concerts.
- 3 Secondary education in Ukraine.
- 4 The legal age for driving a car should be 21 for several reasons.
- 5 A good teacher has 3 important characteristics.

3 In pairs make complete topic sentences.

1	A Close Friend .....
2	Fast Food .....
3	Future Career .....

<sup>1</sup>coherence [kəʊ'hɪərəns] — послідовність      <sup>3</sup>expository [eks'pɔzɪtəri] — пояснювальний  
<sup>2</sup>narrative ['nærətɪv] — розповідний

4 Read and identify the type of each paragraph.



Scones are a popular and traditional part of British afternoon tea. They are easy and fun to make. Before you start, you need to prepare all the ingredients: 200 grams of flour, ½ teaspoon of salt, 50 grams of butter and ½ cup of milk. This will be enough for 9 to 10 scones. First, put the flour and salt into a bowl and work the small pieces of butter into the flour and salt with your fingers. Then, add the milk quickly and mix it. After that, take the mixture out of the bowl and make it into a large flat shape on a table. Next, cut it into 9 to 10 round shapes and put a little milk on the top of each. Finally, cook them in a hot oven (200°C) for 7-10 minutes. Serve the scones with a traditional cup of tea in the afternoon.

Ukrainian cuisine is very varied, and Ukrainians are famed for their hospitality. The food reflects not only the range of national dishes, but also the contract that Ukrainians have had over the centuries with neighbouring peoples. In recent years, international cuisine has begun to make its presence felt and fast-food outlets have made an appearance.



5 Read the list of topic sentences and choose one to write a paragraph in 80-100 words. Use the appropriate type of paragraph and the corresponding type of ordering.

- 1 Breakfast with the President started as a perfect day.
- 2 A substantial breakfast is an essential foundation for a successful day for the Ukrainians.
- 3 In recent years a number of restaurants, bars and cafés have opened in Ukraine, offering excellent food with high standards of service.



VOCABULARY

1 Complete the text with the words or word combinations in the box.

biscuits (x2), roast turkey, 'good plain food', tea, fish and chips, Christmas pudding, substantial, main course, fruit pie, soup, roast beef, beef steak, have a chat, occasion

The English like what they call ... They must be able to recognise what they are eating. Usually they like ..., roast beef, Yorkshire pudding and ...

Afternoon tea is taken at about 5 o'clock, but it can hardly be called a meal. It is a cup of tea and cake or ... At the weekends afternoon tea is a special ... Friends and visitors are often invited to ... over a cup of tea.

Dinner is the most ... meal of the day. It is usually eaten at 7 o'clock. The first course may be ... (though the English don't like it very much). The ... will often be fish or meat, perhaps the traditional ... of old England, and a lot of vegetables. The next course will be something sweet and often cooked, such as a ... Last of all there may be cheese, often with ...

It is common knowledge that the English are very fond of ... They like to have 'a nice cup of tea' 6 or 8 times a day, sometimes even more.

On Christmas Day a ... is traditionally cooked for dinner. It is usually followed by ... Long before Christmas housewives begin to plan what cake to make for Christmas. Usually they make fantastic Christmas cakes.



GRAMMAR

2 Complete the sentences by changing the verbs in brackets to make 2nd Conditionals.

- 1 If I ... (be) in Bukovyna, I ... (help) myself to brynza.
- 2 If I ... (have) some dried fruit, I ... (make) uzvar or kysil.
- 3 I ... (can make) kvas if I ... (have) some dried bread.
- 4 If you ... (be) in Poltava, you ... (be invited) to taste Ukrainian borshch with halushky.
- 5 If you ... (ask) me what dessert I'd like to have, I ... (mention) about apple pie first.

## READING

- 3 Read the recipe and put the steps below in the correct order.

## BORSHCH

Put the chopped beetroot, carrots and green beans into a saucepan with about 2 litres of water and cook for a while. Then, add the rest of the vegetables, dill and salt and cook until vegetables are tender, adding more water if necessary. Fry the finely chopped onion in oil in a small frying pan and add flour. Stir until smooth. You use this to thicken the soup; add this to the borsch when the vegetables are cooked. Add some cream and the freshly chopped garlic and cook for about 5 minutes more. Adjust seasoning if necessary. Serve.

- Prepare thickener.  
 Taste, add salt.  
 Add the rest of the cabbage, potatoes, tomatoes, onion and dill and let them cook.  
 Serve.  
 Add thickener to borsch.  
 Add cream and garlic, and cook.  
 Cook the beetroot, carrots and green beans in 2 l of water.

- 1 cup chopped fresh beetroot
- 1 cup chopped fresh carrots
- 2 cups green beans, cut into small pieces
- 3 or 4 medium potatoes, cubed
- 1 kilo chopped or shredded cabbage
- 1/2 kilo fresh or canned tomatoes, chopped
- 1/2 cup chopped onion
- 1/2 cup fresh dill, chopped
- salt to taste
- 2 tablespoons finely chopped onion
- 2 tablespoons oil
- 2 tablespoons flour
- cream
- minced garlic, to your taste



## LISTENING

- 4 Listen to the interview. Then read the statements below and put 'T' for the true statements and 'F' for the false ones.



- 1 George opened up a restaurant in Canada.  
 2 They mainly serve international dishes.  
 3 George thinks everybody knows the English to be excellent cooks.  
 4 The chef of the restaurant is Argentinian.  
 5 They have traditional English breakfasts and typical English desserts on the menu.  
 6 English dishes are not much popular in Argentina.  
 7 George misses a wonderful French cheese — Roquefort.  
 8 Stilton is English blue cheese.



## CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about meal-times and dishes  
 listen, understand and share recipes  
 talk about national cuisine  
 understand and use the 2nd Conditional  
 discuss eating habits  
 describe dishes and gastronomy items  
 write a paragraph about eating habits or a dish

CAN YOU ...  
IN ENGLISH?

1 a) Make a list of ten inventions and decide on:

- the best invention
- the worst invention
- the most important invention to you in your daily life

b) Compare your list with a partner's one and discuss the results.

2 Look at the different uses of computers. Choose what you like to use computers for. Add two more ideas.

- |                 |                 |               |
|-----------------|-----------------|---------------|
| 1 send emails   | 3 do schoolwork | 5 do shopping |
| 2 write letters | 4 surf the Web  | 6 play games  |

3 Read the article quickly. Refer each paragraph (1-8) to its heading (A-H).

- A the necessity of computer skills
- B the potential uses of computers
- C two main elements of a computer system
- D different types of computer
- E e-commerce
- F the central idea of computing system
- G personal use of computers
- H the use of computers in education

1 Computers have become a vital part of everyday life. You can find them in business, science, medicine and in schools, and perhaps even at home. A computer is an electronic machine which can be used to store, process and display data. There are many types of computer and among them are: a **personal computer** (or PC), which can be a **desktop** with a tower case or a desktop computer with a desktop case, a **laptop** (that is smaller than a desktop), a **notebook** (that is like a laptop but is smaller), a **subnotebook** (that is even smaller) and a handheld computer which is usually called a **palmtop**. There are **embedded computers** which are found inside other machines such as fridges and cars, for example.

2 A computer is just a machine but a computer system consists of two main elements: the machine and programmes, or hardware and software.

'Hardware' refers to the

physical components of the system. These components are mechanical and electronic.

- 3 The central idea of a computing system is that **input** is processed into **output**. Input is data which is entered into the computer, and output is the result of processing done by the computer, usually printed out or displayed on the screen. Different computer systems can be called computer platforms.
- 4 The potential uses of computers are infinite<sup>1</sup>. We can mention some of the most common current uses of computers in everyday life: personal, educational and commercial.
- 5 People use the Internet to explore their personal hobbies and interests, to find information, **to access** goods and services, such as booking a holiday or a flight, ordering books and DVDs or doing their banking **online**. Computer users make contacts and keep in touch with people all over the world using email or Internet telephony, send photos to family and friends through email **attachments**. In the world of leisure, computer games and multimedia (audio or video) are very popular. Many Internet users actually add to the Internet by making their own homepages using HTML code, the language which allows to create web pages. Other users write and publish **blogs**. A blog is a website where a user creates and regularly updates a journal that reflects the views of the writer. Internet users may also enjoy making their own **podcasts** for others to download and enjoy photos, music and video.
- 6 In schools and universities students use **wordprocessing** programmes to write essays and projects, presentations and **databases**. The Internet is also an important educational tool, and is used in distance learning. Online learning is popular, it uses the Internet as a medium for instructions and educational development. A Virtual Learning Environment (VLE) is a software system designed to help teachers in the management of educational courses for their students by creating a **virtual** classroom. It is a virtual place on the Internet where teachers and students can meet and use electronic learning tools such as videoconferences, online classrooms, whiteboards, chat rooms and so on.
- 7 **E-commerce** (business conducted on the Internet) is becoming an ever more important part of our lives. Through its **website**, a company can offer computer users the opportunity to order and pay for goods and services using their credit cards on the Internet. Graphics and desktop publishing (DTP) programmes are important tools in professions



<sup>1</sup>infinite ['ɪnfɪnət] — нескінченний, безмежний

such as publishing and advertising. Companies can also use computer-assisted design (CAD) programmes to design and test new products without building a working model. Computers enable users to make notes, arrange appointments and index details of business contacts. Computers reduce the amount of paper used in an office.

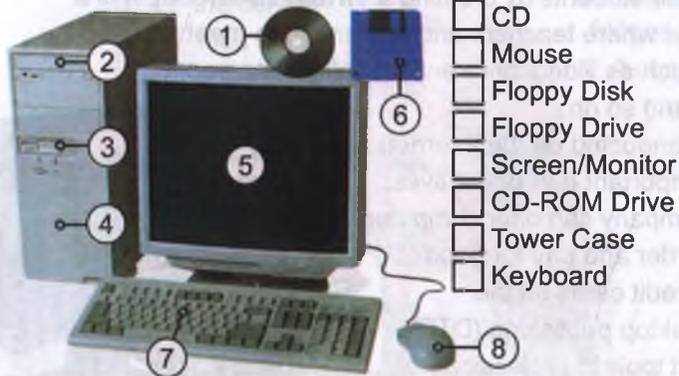
8 There are many career choices in your future that cannot be available without computer skills. The growing use of computers increases the need for employees with computer knowledge and training. If you are a computer literate person the career opportunities are limitless for you.

4 a) **Read the article again and pay attention to the words in bold. Consult a dictionary if necessary.**

b) **Complete the sentences.**

- |   |   |
|---|---|
| 1 A computer is an electronic machine which...                  | 7 Computer users make contacts and...           |
| 2 There are different types of computer: a desktop, a laptop... | 8 HTML is...                                    |
| 3 A computer system consists of...                              | 9 A blog is...                                  |
| 4 The central idea of a computing system is...                  | 10 Students use wordprocessing programmes to... |
| 5 The most common current uses of computers are...              | 11 VLE is...                                    |
| 6 People use the Internet to access...                          | 12 Through its website, a company...            |
|   | 13 Computers enable users to...                 |
|   | 14 Many career choices are...                   |

5 **Identify the basic parts of a computer (1-8) and refer them to the words below.**



- CD
- Mouse
- Floppy Disk
- Floppy Drive
- Screen/Monitor
- CD-ROM Drive
- Tower Case
- Keyboard

'literate' ['lɪtəət] — грамотний; освічений



**WORD FILE**

- an access** ['ækses]
- an attachment** [ə'tætʃmənt]
- a data** ['deɪtə]
- a device** [de'vaɪs]
- hardware** ['hɑ:dweə]
- input** ['ɪnpʊt]
- output** ['aʊtpʊt]
- software** ['sɒftweə]
- a website** ['websaɪt]
- online** [ˌɒn'laɪn]
- to access** ['ækses]
- to surf** [sɜ:f]

6 **Group up the devices in the box into two columns. Explain your choice.**

input devices	output devices
---------------	----------------

keyboard, speakers, monitor, scanner, headphones, printer, microphone

7 **Refer each thing (1-6) to its description (a-f).**

- 1 cursor
- 2 icons
- 3 desktop
- 4 Windows
- 5 menus
- 6 pointing device

- a The area on the display screen where icons are grouped is called so because the icons are designed to represent real objects on a real desktop.
- b A symbol that appears on display screen that the user is able to move to select objects and commands. It usually appears on the screen as a small white angled arrow or as an I-beam pointer that is shaped like a capital 'I'.
- c With the help of this the user can divide the screen into different areas. You can move them around the display screen, and change their shape and size at will.
- d These are small pictures that represent commands, files or windows. By moving a pointer to them and pressing a mouse button, the user can execute a command or change it into a window.
- e Most graphical user interfaces allow the user to give commands by selecting a choice from it.
- f A device, such as a mouse or trackball, that allows the user to select objects on the display screen.



8 **Work in pairs. Take turns asking and answering the questions.**

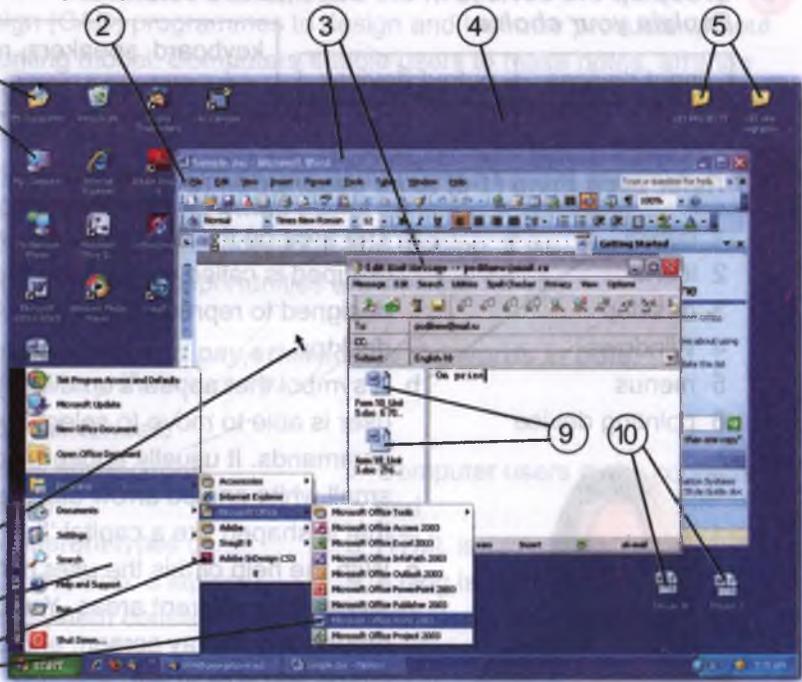
- Do you have a computer?
- Are you a computer wizard?
- How much time do you spend at your computer?
- Do you have access to the Internet?
- How often do you surf? When do you usually surf?

9 **Work in pairs. Share your experience of the Internet use. Mention the following items and add more.**

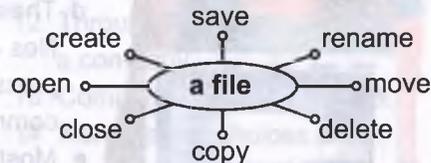
- online shopping
- sending email
- finding information
- playing games
- joining chat groups

1 Match the pictures (1-10) with the words.

- a menu
- a menu bar
- a file
- a folder
- a programme
- an attachment
- an icon
- a window
- a cursor
- a desktop



2 a) Look at the Word Map with verbs that are used before the word 'a file'.



b) Complete the paragraph below with the words in the box and in the Word Map above.

compress, directories, folders, subdirectories, subfolders

Files can be organised into ... and ... or ... and ... . This allows the user to create categories for files which can be organised and accessed easily. It is possible to ... and ... files and folders, to ... them, ... them, ... them or ... them from one area to another. It is possible to ... or ... files, so that they use less space. This can be useful, for example, when sending files via email. File compression programs such as WinZip can be used to do this.

3 Match the words in the box with their definitions below. Then compare your answers with a partner.

- 1 ... is a list of computer operations.
- 2 ... is a small picture or symbol.
- 3 ... is software for creating text files (e.g., Microsoft Word).
- 4 ... means to press and release the button on the mouse.
- 5 ... is a little arrow on the screen that moves when you move the mouse.

click, menu, cursor, icon, word processor



GRAMMAR POINT PHRASAL VERBS (Фразові дієслова)

- A phrasal verb consists of a **verb + particle**.  
*E.g.: They often eat out.*  
Particles look like prepositions and they often change the meaning of the verb.  
*E.g.: I came back.*  
*Please go on.*
- Most transitive phrasal verbs are separable.  
*I just dreamt a new idea up.*  
*I just dreamt up a new idea.*
- With a small group of phrasal verbs, the verb and particle must be separated.  
*E.g.: keep something on*  
*Keep your hat on.*  
*E.g.: talk someone into*  
*She talked her boss into a pay rise.*
- Some phrasal verbs are used in combination with certain prepositions. These combinations are usually **inseparable**.  
*E.g.: She dropped out of school.*

1 a) Work in pairs. Read the sentences and guess the meanings of the phrasal verbs in bold.

- 1 Someone **hacked into** the computers at work and destroyed important data.
- 2 You can **log on/in** using my password if you want to use the computer.
- 3 **Scroll up** to the top of the page.
- 4 Don't forget to **log off/out** when you've finished.
- 5 I'll take my laptop so I should be able to **pick up** my emails while I'm away.
- 6 You should **back** your work **up** every day so that you do not lose it.
- 7 If you can't see the detail **zoom in** by clicking on this icon.

b) Match the phrasal verbs with their definitions.

- |   |  |
|---|--|
| 1 pick up something (pick something up) | a move across/down/up a web page or other document on a computer screen  |
| 2 log in/on                             | b show a clear and detailed picture of something or show something in less detail  |
| 3 log off/out                           | c put your name into a computer so that you can start using it   |
| 4 scroll across/down/up (something)     | d connect to the Internet and access emails  |
| 5 hack into                             | e make a copy of computer information so that you do not lose it   |
| 6 back (something) up                   | f finish using a computer system   |
| 7 zoom in/out                           | g get into someone else's computer system without permission <sup>1</sup> in order to look at information or do something illegal <sup>2</sup> |

(see the List of Phrasal Verbs on pages 196-202)

<sup>1</sup>a permission [pə'mɪʃn] — дозвіл      <sup>2</sup>illegal [i'li:gl] — незаконний, нелегальний

2 Match the icons with the reasons to click them. There is one extra icon.



- When you need to have a printed copy of an electronic document you should click on the icon — to **print it out**.
- Would you like to access email? Then click on the icon — to **pick up** your emails.
- When you need to move down/up a webpage or other document on a computer screen, then click on the icon — to **scroll up** or **down** to the top of the page.
- To show a clear and detailed picture of something you'd click on the icon — to **zoom in**.

3 Complete the sentences with the phrasal verbs in the box.  
 backup, zoom out, scroll down, pick up, zoom in, logged in

- 1 If you ... to the bottom of the page, you'll find the data you want.
- 2 On these disks you'll find a ... of all the data connected with the project.
- 3 If you find it hard to see the detail in the picture, ... so you can see more. Then click on the same icon again to ... and the picture will go back to normal size.
- 4 Although I'll be working away from the office for a couple of weeks, I'll still ... my emails every day.
- 5 I ... to this new website last night. Let me give you the address so that you can check it out.

4 Choose the correct word to complete the sentences.

- 1 It took ages to print the whole report ...  
a) down b) up c) out d) in
- 2 Henry went into a cyber café in Bangkok to pick ... his emails.  
a) out b) off c) on d) up
- 3 For security reasons, always log ... when you leave your computer unattended for any period of time.  
a) on b) in c) out d) up
- 4 Mark was very upset when he realised that someone had hacked ... his computer.  
a) off b) on c) into d) out
- 5 His secretary is very quick at keying ... data.  
a) onto b) on c) into d) in
- 6 The ability to zoom ... is particularly useful when you are working on detailed diagrams.  
a) out b) in c) up d) on

<sup>1</sup>security [sɪ'kjʊərəti] — безпека

1 Read and say what can be provided with these possibilities.

Today you can text, email and chat online on Messenger and things like that. I'm still in touch with some friends who I met on holiday last year even though they live mile away.



2 Work in pairs. Ask and answer about the things you can do with the World Wide Web. Use the items in the list below. Add one more.

- meet people
- get the latest news
- order a meal
- find a job
- go shopping
- make travel plans

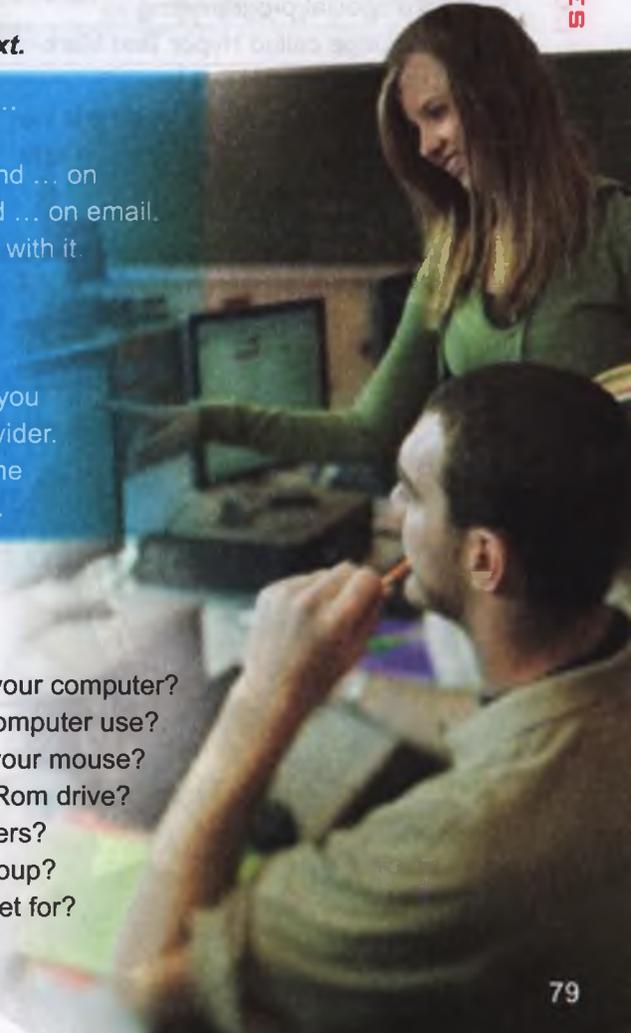
3 Listen to the conversation and name four things one needs to get connected to the World Wide Web.

4 Listen again and complete the text.

- Internet is a network of ... and ...
- It operates ...
- You can ... information easily and ... on different systems. You can send ... on email.
- You can ... and read messages with it.
- You can ... other computers.
- The basic Internet ... kit should consist of a dialler.
- A dialler is a programme to get you ..., or connected, with your provider.
- For email you need a programme which ... information on the net.

5 Work in pairs. Take turns asking and answering the questions.

- 1 What brand is your computer?
- 2 What is the operating system of your computer?
- 3 Which Web browser does your computer use?
- 4 How many buttons are there on your mouse?
- 5 Does your computer have a CD-Rom drive?
- 6 How often do you write email letters?
- 7 Are you a member of any chat group?
- 8 What else can you use the Internet for?



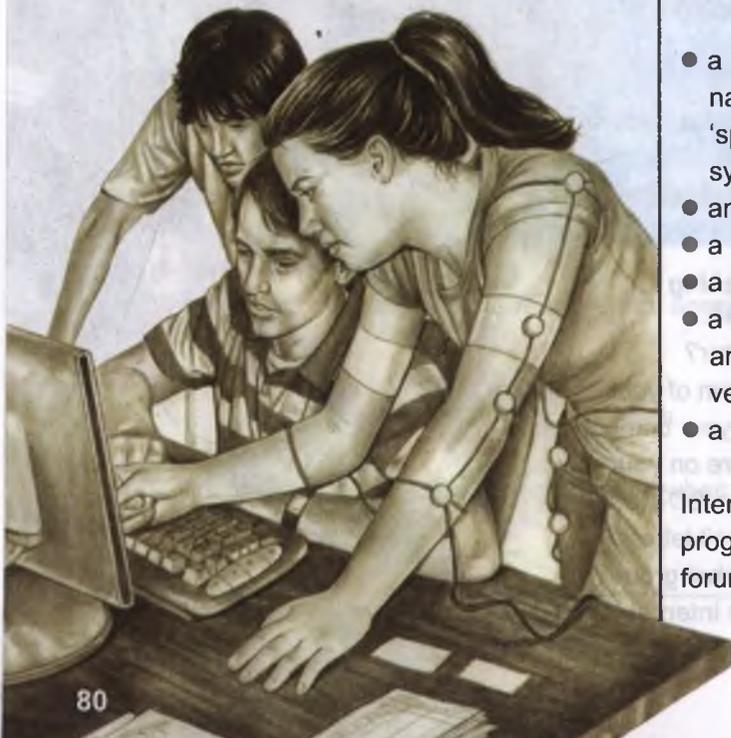
1 a) **Get some information and answer if the World Wide Web is another name for the Internet.**

The Web is just one of the services that runs on the Internet. It is the best-known and the most widely used information resource on the Internet. The Web is a network of information in the form of **hypertext**. Hypertext enables the user to move between different elements of **web pages**, or between **websites** by means of **links**. A website consists of one or many web pages. They are written in a special programming language called Hyper Text Mark-Up Language (HTML).

The main page of a website is the **home page**. It may contain a **site map** or a **main menu**.



b) **Work in groups. Give the examples to prove the following statements.**



**The Internet is:**

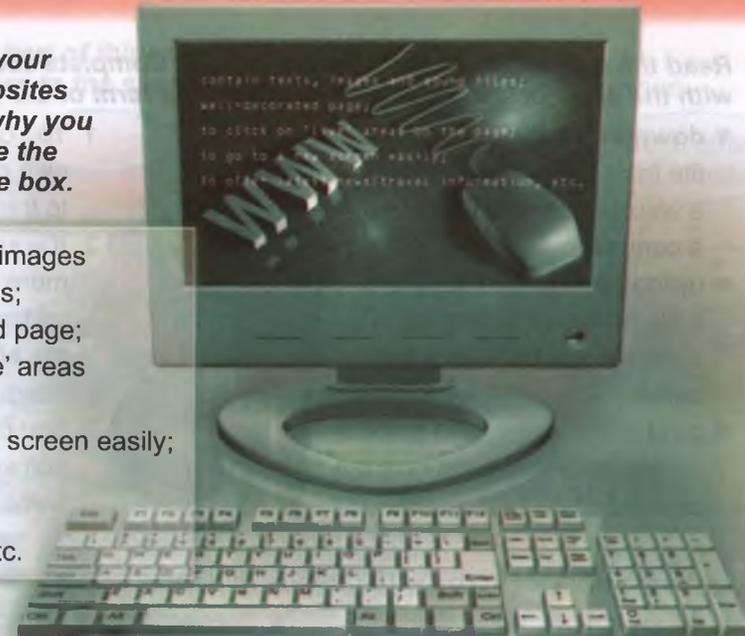
- a network of computers (another name: cyberspace — a virtual 'space' created by computer systems)
- an information resource
- a collection of services
- a communication system
- a broadcasting medium (radio and TV provide Internet versions of their programmes)
- a community of users

**You may use the words:**

Internet versions of TV and Radio programmes, chat rooms, online forums, information superhighway, cyberspace

2 **Share about your favourite Websites and explain why you like them. Use the phrases in the box.**

- contain texts, images and sound files;
- well-decorated page;
- to click on 'live' areas on the page;
- to go to a new screen easily;
- to offer latest news/travel information, etc.



**USEFUL PHRASES**

**Making a Choice**

- In my opinion, this one is better.
- To my mind, this one's more suitable/flexible.
- To my way of thinking, this one's more interesting and useful.
- In my view, this one is the best.

**Giving Reasons**

- For one thing, ...
- For another, ...
- Another reason is that ...
- Most importantly, ...
- What we need to think about is ...
- We need to consider ...
- The important things are ...

3 **Work in groups. Exchange information and discuss the following.**

- 1 Do you know what a cyber café is? Have you ever been to one?
- 2 Do you know how to send an email?
- 3 Which sites do you usually visit?
- 4 Do you chat online?
- 5 Do you have your own website?
- 6 Does your school have its own website?
- 7 Do you buy anything on the Internet?
- 8 For what purpose do young people use the Internet?
- 9 What do you know about hackers and viruses?
- 10 How does the Internet effect our lives?
- 11 Has the Internet changed your life? If yes, in what ways?



**1 Read the definitions of the phrases in bold. Complete each sentence (1-3) with the appropriate phrase by changing the form of the verb in it.**

- **download a file** — to take a file from another location, e.g. a web server, and save it on a computer
- **upload a file** — to transfer a file from a computer to another location, e.g. a web server
- **post a message** — to place a message on a bulletin board, or send it to a newsgroup



- 1 You can publish your web pages by ... them to the web server.
- 2 If you want to find out more about phrasal verbs, you should ... to the **alt.usage.english** newsgroup.
- 3 You can ... the software from our website.

**2 a) Match phrasal verbs with their definitions.**

- |                             |   |
|-----------------------------|---|
| 1 switch/turn on something  | a connect to an electricity supply                                    |
| 2 switch/turn off something | b make louder or stronger   |
| 3 plug in something         | c touch a switch to make a machine or electrical device start working |
| 4 turn up something         | d put electricity into a piece of equipment                           |
| 5 charge something up       | e touch a switch to make an electrical device stop working            |

**b) Complete the sentences with the correct tense forms of the appropriate phrasal verbs from (a).**

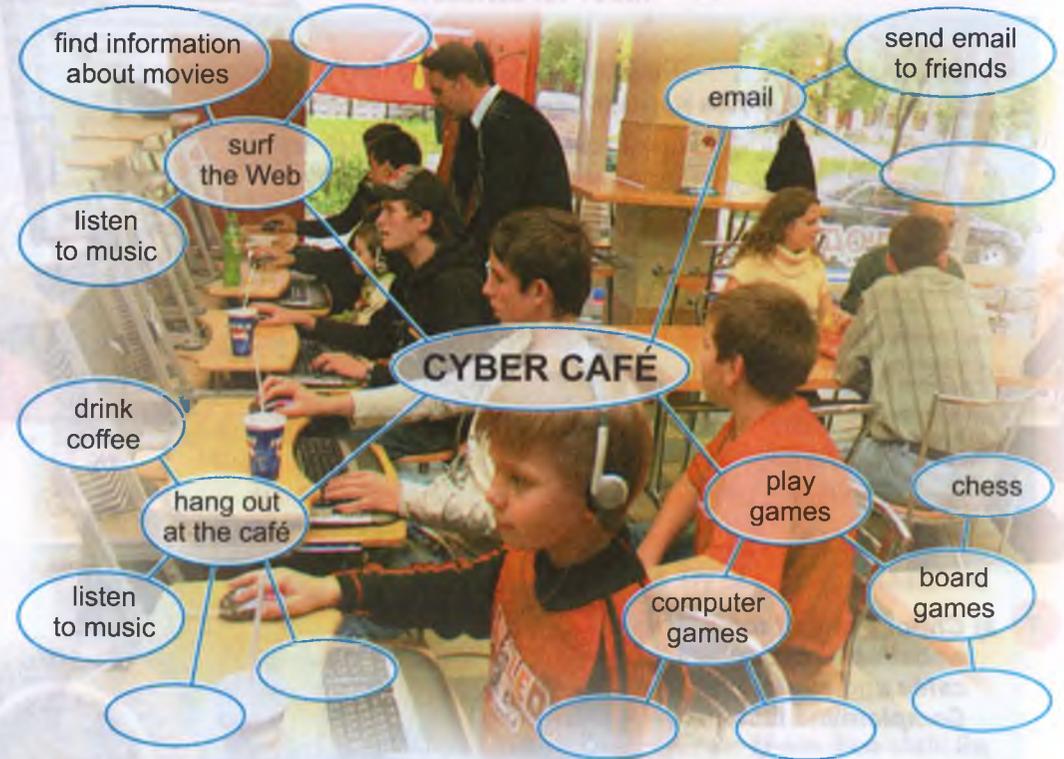
- 1 My mobile phone isn't working — I need to ... it ...
- 2 Would the last person to leave the room, please, ... the lights.
- 3 When I tried to ... my computer in the morning, nothing happened.
- 4 Can you ... the TV? I can hardly hear what the actors are saying.
- 5 The computer isn't working because you haven't ... it ...!  
You can ... it ... the wall there.

**3 Match to make word combinations. Use them to compose your own sentences.**

- |              |               |
|--------------|---------------|
| current ●    | ● screen      |
| World Wide ● | ● the net     |
| email ●      | ● events      |
| surfing ●    | ● information |
| download ●   | ● sites       |
| web ●        | ● Web         |
| computer ●   | ● message     |



**4 Look at the chart of things you can do at a cyber café. Add your ideas to the spaces. Compare your ideas with a partner.**



**5 Work in pairs. Act out the interview about the cyber café.**

- | QUESTIONS                                     | ANSWERS                                       |
|---|---|
| 1 What's the name of the cyber café?          | A: It's called Café Connect.                  |
| 2 Where is it?                                | B: It's in London.                            |
| 3 When are they open?                         | C: They're open from 8:00 am to 11:00 pm.     |
| 4 How much does the Internet connection cost? | D: It costs £ 4.80 per hour.                  |
| 5 What kinds of food do they serve?           | E: They serve mostly sandwiches and desserts. |
| 6 What kinds of drinks do they have?          | F: They have cappuccino, tea, juice...        |
| 7 Tell me about their hardware?               | G: They have Apple Macintosh computers...     |
| 8 What games do they have?                    | H: Half-life, Need for Speed, Quark II...     |
| 9 Do they offer any trainings or classes?     | I: Yes they offer classes in Web page design. |
| 10 What else do they offer?                   | J: They have a gift shop.                     |

6 Work in pairs. Read the advertisement and discuss the service of the café to decide if you'd like to visit it.

## Kim Café



'The Greatest Coffee and The World'  
 744 Harrison Street, San Francisco, California  
 Email: [roastmaster@coffeenet.net](mailto:roastmaster@coffeenet.net)  
 Telephone: 1-415-495-7447  
 Your Internet 'home away from home'

Wouldn't it be nice to be able to walk into a place with a friendly atmosphere, get a great cup of coffee and a pastry or sandwich, and sit down and read out email or surf the Web... even if you are not near your regular Internet connection?

San Francisco's only FREE Internet Café; The Coffee Net (located on Harrison Street between 3rd and 4th in the heart of the South of Market Area), offers you exactly that.

7 a) Choose one of the websites of cyber cafés and explore it. Complete the fact file.

### My Cyber Café

Name .....

Location .....

Business Hours .....

Internet Connection Cost .....

Food .....

Drinks .....

Hardware .....

Software .....

Computer Games .....

Training .....

Other .....

WorldCafe  
 URL: <http://www.worldcafe.smallplanet.co.uk/>  
 Cafe.net  
 URL: <http://www.cafenet.uk.com>  
 Intercafe  
 Tapping into the World Wide Web  
 is just the beginning  
 URL: <http://www.intercafe.co.uk/>

THE COFFEE CUP



b) Interview your partner about the cyber café he/she explored. Look at your partner's information and answer the questions.

- Do you prefer your cyber café or your partner's?
- Why?

8 Read the ads about sites for youth. Discuss the information in groups.

### Websites for Youth

WWW	WHAT IS IT?	BE SURE TO...
	MTV cranked up a notch all videos, all the time! Watch them full screen and in HD...nice!	Set up an account and put in your music preferences. Then you can get suggestions for new vids to add to your playlist.
	Video editing and sharing for any format whether it's from your cell phone or camera, or even sending in old VHS tapes! Note: There is a monthly fee for the service.	Be smart and cautious about what you put out in the world in digital form. But take advantage of this cool way to digitise the old family favourites.
	Singing, singing and more singing. You can simply sing along, or you can record yourself and save it!	Try uploading at least one of your recordings, no matter how bad it is! Hilarious good fun!
	Got questions that you're just too embarrassed to ask anyone? A site that simply exists for teenage girls and boys. You can get advice and suggestions on lots of topics.	Enter to win free stuff! Be sure you can find a perfect dress! Check out new videos, take a fun quiz and more...
	Look into your future to see college life and how it may interest you. Search for subjects, locations, financial aid and more!	Take advantage of the photos, videos and advice to find the best school for you!

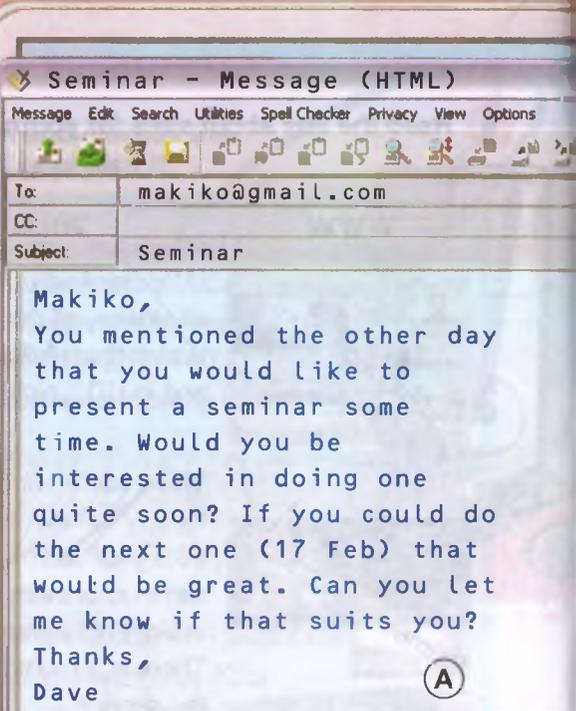
9 Design your own website — describe what it would be like.



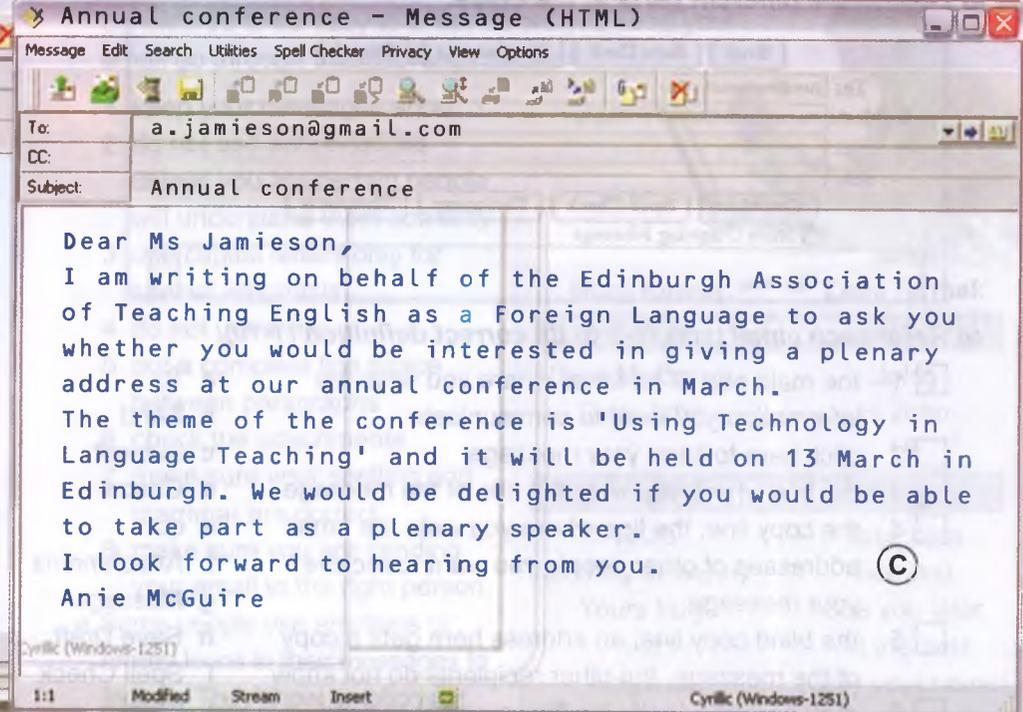
**1** *Work in pairs. Take turns asking and answering the questions.*

- Do you send emails? Is sending emails your primary way of written communication?
- If you send emails, who are they usually for? What are they about?
- Do you agree with the claim that email will become the principal way of communication among people? Can you think of any disadvantages of emails?

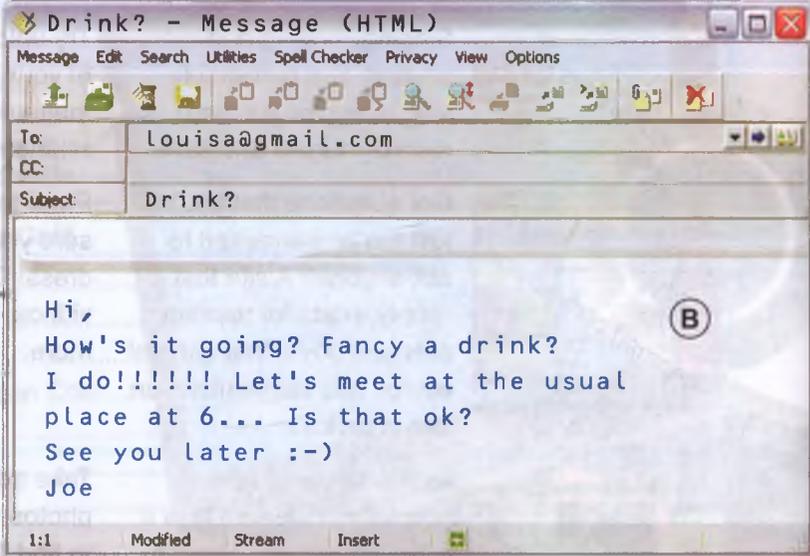
**2** *Read and refer the paragraphs (1-3) to the examples of the emails (A-C). Explain your choice.*



(A)



(C)



(B)

**WRITING EMAILS**

The degree of formality in emails is determined by the relationship between the writer and the recipient. More formal emails are similar to letters, less formal ones are similar to speech.

- 1 Formal style is common in business, for example. If you are unsure about which style to use in an email, it is better to use a more formal style. If the person replies in a more informal style, you may follow that style in your next message.
- 2 More informal messages may be sent between friends or colleagues who have a relaxed working relationship.
- 3 The most informal emails are generally sent between close friends. These messages are sometimes more similar to speech than to writing.

**HERE ARE SOME MORE COUNTRY CODES:**

- uk = United Kingdom
- nz = New Zealand
- ua = Ukraine
- fr = France
- au = Australia
- ca = Canada
- de = Germany
- it = Italy

- 3** a) *Write your email address and your password.*  
b) *Work in pairs. Share with a partner the websites that offer free email accounts.*

Email: ..... @  
Password: .....

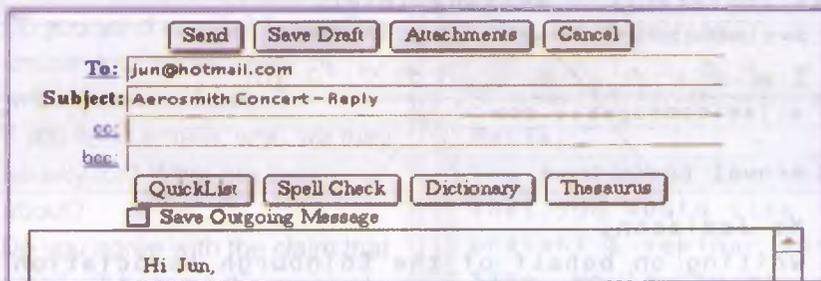
- 4** a) *Get to know what's in an email address.*

The @ symbol is pronounced [æt].



- b)** *Go around the class and ask 5 or 6 mates to tell you their email addresses. Write the information on the Email List and read aloud the addresses.*

5 a) Look at the different parts of the Email.



b) Refer each email term (a-j) to its correct definition (1-10).

- |   |               |
|---|---------------|
| <input checked="" type="checkbox"/> 1 the main part of an email where you write the information you want to communicate                 | a To:         |
| <input type="checkbox"/> 2 click here to send your message  | b Send        |
| <input type="checkbox"/> 3 the line where you write the title of the message  | c Subject:    |
| <input type="checkbox"/> 4 the copy line; the line where you write the email addresses of other people you want to receive your message | d Cancel      |
| <input type="checkbox"/> 5 the blind copy line; an address here gets a copy of the message, but other recipients do not know            | e cc:         |
| <input type="checkbox"/> 6 click here to specify the file you want to send (attach) with your message                                   | f Attachments |
| <input type="checkbox"/> 7 the line where you write email address of the person you are sending your message to                         | g Message     |
| <input type="checkbox"/> 8 click here to save your unfinished message without sending it  | h Save Draft  |
| <input type="checkbox"/> 9 click here to cancel your message  | i Spell Check |
| <input type="checkbox"/> 10 click here to check the spelling of your message  | j bcc:        |

6 Get some information on emailing and discuss it in groups.

FORMAL AND INFORMAL STYLE IN EMAILING

One area of difference between traditional letters and emails is in greetings. In a letter, it is normal to start like 'Dear Mr Black,' in an email, it is also acceptable to begin in this way — but it is also very common to write only the person's name.

The same applies to the ending of an email. In more formal email messages you should better use the same kind of ending like in a letter. However, in informal messages it is more common to use an informal ending. Here is a summary of some of the ways people begin and end their messages.



Although emails seem to be short messages and are considered to be easy to write, before you send your email go through the following checklist:

- 1 keep your messages short
  - 2 do not use abbreviations unless you are certain people will understand them correctly
  - 3 use capital letters only for special emphasis
  - 4 do not underline
  - 5 put a complete line space between paragraphs
  - 6 check the attachments
  - 7 make sure your spelling and grammar are correct
  - 8 make sure you are sending your email to the right person.
- Some people use emotions or smiley icons in their messages to friends. They show emotions or attitudes of the writer.



More formal:	Less formal:
<b>GREETINGS</b>	
Dear Mr Brown	John
Dear John	Hi John
	Hi
<b>ENDINGS</b>	
Yours faithfully/sincerely	Take care
Yours truly	See you
Yours	See you later
Regards	All the best
Best wishes	(Only your name)

(See the list of emoticons on page 166)



7 Read the following situations and write two emails. Choose an appropriate style.

A You are travelling to London on a business trip next week.

Your school friend lives there and you would like to meet him/her one evening while you are in London. Try to arrange a meeting.

B Exploring the Web you found the advertisement. Read it and send an application email letter.



LET'S GO TO KINGSTON!

The School of English  
Queen's University  
Kingston, Ontario K7L3N6  
CANADA  
Tel: 613-533-2472

The school of English at Queen's University is over fifty years old and is located at one of Canada's oldest and best-known universities. ESL Program: 20 hours each week of academic classroom instruction in all language skills. In addition, there are conversation workshops and many other programs to improve students' conversation skills.

## VOCABULARY

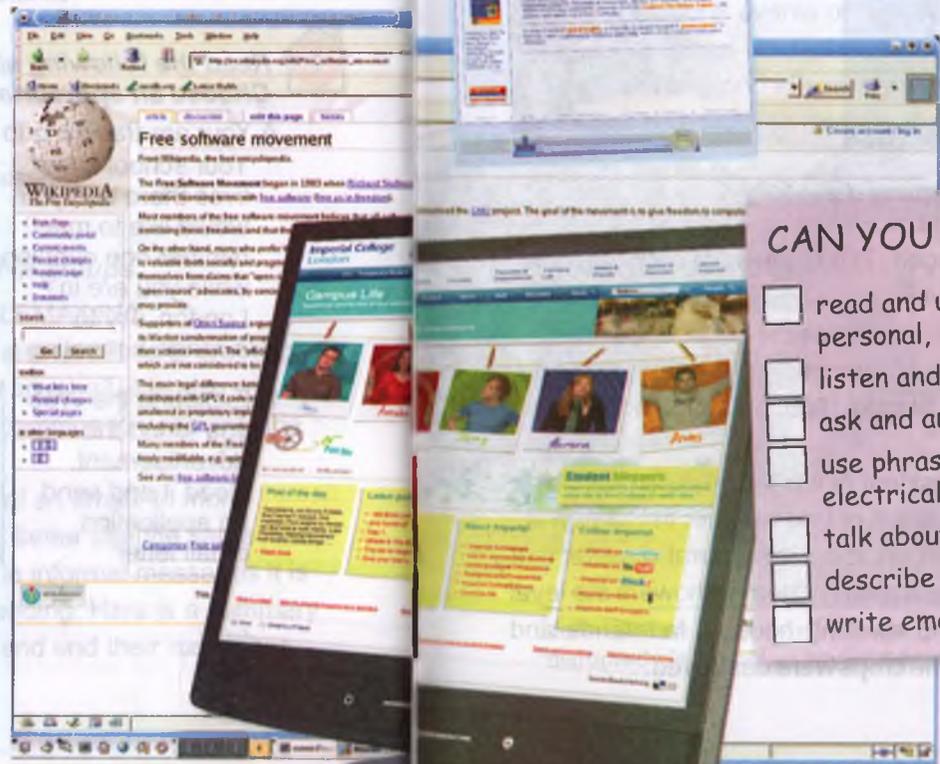
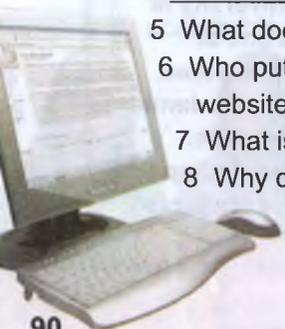
- 1 Match the words (1-6) with their definitions (a-f).
- |                   |  |
|-------------------|--|
| 1 the Internet    | a moving from one document or website to another, to find information                      |
| 2 the Web         | b copying information from a website to your own computer                                  |
| 3 a website       | c a network of computers all over the world, joined by phone lines, satellite or cable     |
| 4 surfing the net | d a system linking millions of documents stored on the Internet computers around the world |
| 5 email           | e the place on the Internet where a company/organisation/etc. stores its documents         |
| 6 downloading     | f electronic messages sent to someone over the Internet                                    |

## GRAMMAR

- 2 Write *wh*-question to each of the following sentences.
- |  |   |
|--|---|
| 1 At first the Internet was mainly used by scientists. | 6 I can pay for my ticket through the net.        |
| 2 You don't need a CD to send email.                   | 7 Surfing the net for information is so exciting. |
| 3 They've already got a website.                       | 8 She won't download all those documents.         |
| 4 That isn't a computer virus.                         |   |
| 5 Bob likes sending emails to his friends.             |   |

## LISTENING

- 3 Listen to the information and answer the questions in short.
- Is information technology more or less important in education than before? \_\_\_\_\_
  - Where does the word 'blog' come from? \_\_\_\_\_
  - What is a 'blog'? \_\_\_\_\_
  - What are blogs used for at universities? \_\_\_\_\_
  - What does 'WIKI' mean? \_\_\_\_\_
  - Who puts the information on this kind of website? \_\_\_\_\_
  - What is Wikipedia? \_\_\_\_\_
  - Why do students need to be careful if they use 'Wikis' when they study? \_\_\_\_\_



## READING

- 4 Complete the article with the words in the box.

website, world news, resources, links, download, online

### English Through the Internet

Here are three ways of improving your English using the Internet (there are many others!):

- You can follow the latest ... .., find out about BBC World Service radio programmes and ... quizzes and songs lyrics at [www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish).
- You can use a variety of ... dictionaries ... at [www.pearsonlongman.com/dictionaries](http://www.pearsonlongman.com/dictionaries).

- The British Council has a ... where you can find a variety of games, activities and a list of ... suitable both for adults and younger learners at [www.learnenglish.org.uk](http://www.learnenglish.org.uk)



CAN YOU ... IN ENGLISH?  – Yes, I can.

- read and understand about computers and their personal, educational and commercial use
- listen and understand about the Internet
- ask and answer what the World Wide Web is
- use phrasal verbs to talk about computers or other electrical appliances
- talk about cyber cafés
- describe favourite websites
- write emails in formal and informal styles

CAN YOU ... IN ENGLISH?

# IS THE EARTH IN DANGER?

IS THE EARTH IN DANGER?

IS THE EARTH IN DANGER?

1 Look at the photos and decide what is happening on each one. Refer the words to the photos. Use your dictionary.

- |   |                                     |                                      |
|---|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> drought          | <input type="checkbox"/> flood      | <input type="checkbox"/> tornado     |
| <input type="checkbox"/> typhoon          | <input type="checkbox"/> tsunami    | <input type="checkbox"/> famine      |
| <input type="checkbox"/> volcano eruption | <input type="checkbox"/> earthquake | <input type="checkbox"/> forest fire |



2 Read the article quickly and say what natural disasters from the photos above are mentioned in the article.

"Local road was washed away and damaged. The highway of national route 'Kyiv–Chop' was blocked because of mud sliding in the Skole district in the Lviv region. Railroad Lviv–Uzhhorod was blocked because of fall of the tree."

"A private dwelling house was destroyed because of sliding in the Ivano-Frankivsk region. The master of the house, born in 1965, died. 963 houses were underflooded by flood water."

"On July, 24 in the evening 27-year-old resident of the Vyzhnytsya district died in the basement that was flooded as a result of bad weather in Bukovyna."

These lines are from *Ukrayinski Novyny* report about the natural disaster that occurred in Western Ukraine in July 2008. As a result of heavy showers the level of water had been raised in the rivers, and dwelling houses, farmlands and agricultural holdings were underflooded. Some crops were destroyed.

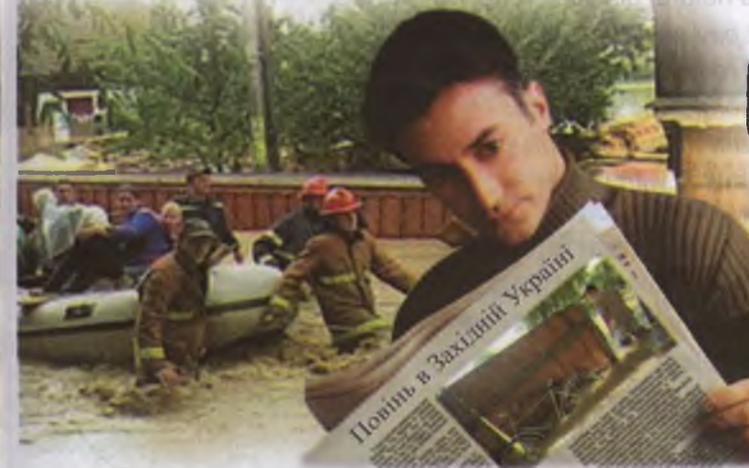
Natural disasters have begun to occur in Ukraine with increasing frequency. After dangerous floods in Zakarpattia storms and tornados have also come their way. Information about the number of people killed by lightning is more frequent in different parts of Ukraine. Until recently, we only heard of such disasters occurring on the other side of the Atlantic.

And what are the causes of natural disasters which are becoming more frequent in our country? Not waiting for the scientists' explanations, people say this is our fault. During the last 50 years a great deal of forests in the Carpathians have been cut down. Deforestation<sup>1</sup> has led to changes in local climate. That's why we have so much trouble with floods in this region. The scientists remind us that all elements and systems are interconnected in nature. Irresponsible attitude to it might lead to terrible results.

The conducted research work has confirmed the idea about not only natural but man-made causes of these floods.

What is a natural disaster? The definition is: it is the effect of a natural hazard that affects the environment and leads to financial, environmental and/or human losses. A natural hazard is a threat of a natural occurring event that will have a negative effect on people or the environment. Many natural hazards are interrelated. For example, earthquake can cause tsunami and drought that can lead directly to famine.

The costs of natural disasters — lives lost, homes destroyed, economies disrupted<sup>2</sup>... But there is reason for hope. By understanding how and where these natural events occur, we can build and live safely on the Earth, and by providing real-time information about floods, earthquakes, and other hazards, we can respond effectively when disaster strikes. We should build stronger, safer communities that are resistant to natural disasters.



## WORD FILE

- a disaster [dɪ'zɑːstə]
- a frequency ['frɪːkwənsɪ]
- a hazard ['hæzəd]
- a threat [θret]
- to damage ['dæmɪdʒ]
- to occur [ə'kɜː]
- to respond [rɪ'spɒnd]
- to underflood [ˌʌndə'flʌd]
- frequent ['frɪːkwənt]
- resistant [rɪ'zɪstənt]

<sup>1</sup>deforestation [ˌdiːfɒrɪ'steɪʃn] — вирубування лісів  
<sup>2</sup>disrupted [dɪs'rʌptɪd] — зруйнований

3 Read the article again and choose the best answer (a-c).

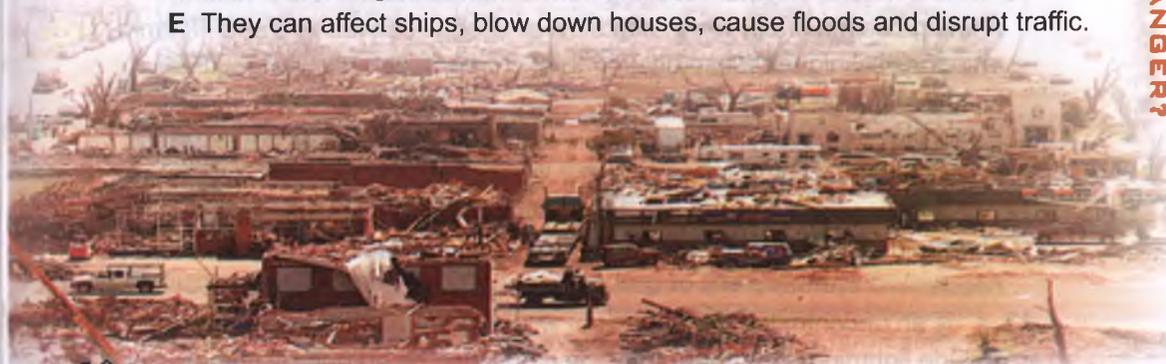
- 1 What natural disaster did occur in Western Ukraine in 2008?  
a) drought b) earthquake c) flood
- 2 What happened to the national route 'Kyiv-Chop' in 2008?  
a) It was underflooded.  
b) It was blocked with mud sliding.  
c) It was ruined by volcano eruption.
- 3 What natural disasters are becoming more frequent in Ukraine?  
a) floods and storms b) floods and earthquakes c) tsunamis and floods
- 4 What are the causes of frequent floods in Zakarpattya?  
a) heavy showers  
b) natural and man-made causes  
c) deforestation
- 5 What is a natural disaster?  
a) It is a natural hazard.  
b) It is a weather event.  
c) It is the effect of a natural hazard.
- 6 What is a natural hazard?  
a) It is a threat of a natural event that might have negative effect.  
b) It is a natural catastrophe.  
c) It is a natural disaster.
- 7 What is the relationship between natural hazards?  
a) They all result into natural disasters.  
b) They are interrelated, one can lead to another.  
c) They never influence each other.
- 8 What does 'to respond to natural disasters effectively' mean?  
a) It means we shouldn't pay any attention to difficulties.  
b) It means that we must remember that all elements and systems are interconnected in nature.  
c) It means we should learn more about disasters and build safer communities with real-time information provided.

4 Read the paragraphs (A-E) and refer them to the questions (1-5). Act out the interview in pairs.

- 1 What are they?
- 2 Why do they happen?
- 3 Where do they happen?
- 4 How do they affect people?
- 5 What can people do?



- A Over the warm parts of oceans. Tornadoes are common in parts of the USA, Australia and Japan.
- B The water evaporates<sup>1</sup> from the warm sea. This condenses in the atmosphere. More and more hot, wet air rises up. It becomes a strong wind.
- C Scientists can usually track<sup>2</sup> hurricanes, but they cannot stop them.
- D Tropical storms with strong winds. They start at sea, and can travel a long distance. They have different names in different places: 'hurricanes' in the Atlantic Ocean, 'typhoons' in the Pacific Ocean, 'tropical cyclones' in the Indian Ocean and around Australasia. Tornadoes or whirlwinds, are similar, but begin over land.
- E They can affect ships, blow down houses, cause floods and disrupt traffic.



5 a) Match natural hazards in the box with their descriptions below.

an avalanche, an earthquake, floods, a tsunami, a heat wave, a tornado, hailstorms

- 1 ... is one of the names of cyclonic storm that forms over the oceans. It is caused by evaporated water that comes from the ocean. Typhoon is another name for it.
- 2 ... are rain drops that have formed together into ice.
- 3 ... are the result of prolonged rainfall from a storm, rapid melting of large amounts of snow, or rivers which rise up their levels of water.
- 4 ... is a phenomenon that results from a sudden release of stored energy that radiates seismic waves. It shows itself by a shaking of the ground.
- 5 ... is a slide of a large snow (or rock) mass down a mountainside. It is one of the major dangers faced in the mountains in winter.
- 6 ... is a wave of water caused by the displacement<sup>3</sup> of a body of water. It can be caused by undersea earthquakes or by meteorological phenomena.
- 7 ... is a hazard characterised by heat which is considered extreme and unusual in the area in which it occurs.

<sup>1</sup>to evaporate [ɪ'væpəreɪt] — випаровувати(ся)  
<sup>2</sup>to track [træk] — стежити; простежувати

<sup>3</sup>a displacement [dɪs'pleɪsmənt] — переміщення

a landslide, a volcanic eruption, a hurricane,  
a wildfire, a blizzard, a drought

- 8 ... is a disaster closely related to an avalanche, but instead of occurring with snow, it occurs involving actual elements of the ground, including rocks, trees, parts of houses etc. which may happen to be swept up. It can be caused by an earthquake or a volcanic eruption.
- 9 ... is a severe winter storm condition characterised by low temperatures, strong winds, and heavy blowing snow.
- 10 ... is a natural disaster resulting from a thunderstorm<sup>1</sup>. It is a violent, rotating column of air, which can blow at speeds between 50 and 48 km/h and possibly higher. It can occur one at a time or can occur along lines occupying large areas.
- 11 ... is the point in which a volcano is active and releases its power, and the eruptions come in many forms.
- 12 ... is defined as an acute shortage of water and crop failure. It is an abnormally dry period when there is not enough water to support water needs.
- 13 ... is an uncontrolled fire burning in wildland areas. Common causes include lightning and drought but they may also be started by human carelessness.

**b) Work in pairs. Share and check the results of your work. Use a dictionary.**

**6 Work in groups. Read and discuss the following.**

Scientists understand a lot about environment but they don't understand everything. Every year there are big and small disasters in different parts of the world. Some of these happen very often, but some of them are a big shock. How do these natural disasters affect humans? Can we do anything about them?

<sup>1</sup>a thunderstorm [ˈθʌndəstɔ:m] — гроза



**VOCABULARY POINT**

**A cause or a reason?**

A **cause** is that which produces an effect, which makes a thing happen. A **reason** is a fact which is put forward as a motive or explanation, or in order to justify some conclusion.

**1 Complete the sentences with 'cause' or 'reason'.**

- 1 Carelessness is often the ... of fires.
- 2 The ... of the accident is still not known.
- 3 What is the ... of lightning?
- 4 Scientists attribute changes in the weather to natural ...
- 5 The ... of earthquakes is the heat inside the earth.
- 6 Never stay away from school without good ...
- 7 There is no ... to suppose he will forget.
- 8 What was the ... for your refusal to go there?

**2 Group up the words in the box according to the columns below.**

tsunamis, droughts, blizzards, avalanches, tornadoes, hurricanes, floods, earthquakes, hailstorms, whirlpools, heat waves, landslides, fires, ice storms, volcanic eruptions, tornadoes

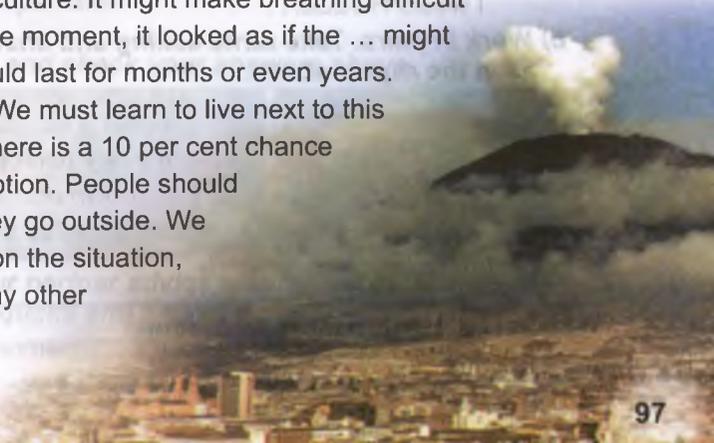
Land movement disasters	Water disasters	Weather disasters

**3 Complete the text with the words in the box.**

eruption, inform, volcanic, damage, volcano (x3), cause

The airport at Quito was closed yesterday because of the damage that ... ash could ... to flights. The ash thrown up by the ... Guagua Pichincha could also cause serious ... to agriculture. It might make breathing difficult for people and animals. At one moment, it looked as if the ... might erupt slowly. This slow ... could last for months or even years.

The mayor of Quito said: "We must learn to live next to this ... What else can we do? There is a 10 per cent chance that it will be a long calm eruption. People should wear special masks when they go outside. We will continue to keep an eye on the situation, and we will ... the public of any other measures they should take.



**1** Read and complete the list with your ideas. Use the phrases in the box.

If we used bicycles, we would have less air pollution.  
 If we planted new trees, rainforests wouldn't disappear.  
 If we ...

drive electric cars, use less paper, create special parks for animals,  
 teach hunters it's wrong to kill animals, not to cut out forests

**2** Match the suggestions with the possible results. Then make conditional sentences as in the example.

Suggestions	Results
put bins on every streets corner	people have more oxygen
have more trees/green areas	not be so much rubbish everywhere
improve public transport	people not drop litter in streets
people use bicycles	people not buy so many cars
people recycle things	children be able to play safely
create more parks	cities be less polluted

**Example:** If the authorities put rubbish bins on every street corner, people wouldn't drop litter in the streets.

**3** a) Use the phrases in the box and write questions by changing the form of the verbs in brackets.

— What would you do if you didn't have a dime?

What would you do if you didn't have a dollar?

— If I didn't have a dime I'd cry all the time.

If I didn't have a dollar I would HOLLER<sup>1</sup>!

What would you do if you...?  
 (have) an exam the next day  
 (be) offered a job in Australia  
 (wake up) and (see) a snake in your bedroom  
 (meet) your friend of childhood  
 (get) too much change from a shop assistant  
 (see) somebody stealing something in a shop  
 (borrow) a friend's car and broke one of the lights

b) Work in pairs. Take turns asking and answering the questions as in the rhyme above.



**4** Get ready to explain the statement in class. Use Conditionals.



"If every person swept their own doorstep, the city would soon be clean."



<sup>1</sup>to holler ['hɒlə] — кричати, лементувати

**1** Decide which disaster is the worst:

avalanche, flood, drought, fire, earthquake...

**Make a Top Five List (number one will be the worst disaster). Compare your list with a partner and discuss the results in pairs.**

**2** Listen and name three natural disasters in the order the speaker mentioned them.



**3** Listen again and complete the sentences.

- The water in the rivers rose higher and higher and there was the danger of...
- Hurricanes are very strong winds that come from...
- Hurricane Andrew killed 15 people in Florida and...
- It was in the west of Africa. The winds changed directions and the sea...
- People and animals died because...

**4** Read and decide whether the statements below are true or false.

- If an earthquake occurs when you are in school, you should leave the building when the earthquake starts.
- If an earthquake occurs when you are at home, you should stand near a big table.
- The best way to leave the building during an earthquake is to get into a lift.
- A good thing to do if you are outside during an earthquake is to stand in an open area.

**5** a) Listen to the instructions and check your answers above.



b) Listen again and give your partner advice about what he/she should do when there is an earthquake and he/she is:

- in school
- at home
- in the street

1 **Talk with your partner on the following items.**

- Have you ever heard or read of any natural disaster? Talk about it.
- Have you ever experienced a disaster? When? What happened?
- Can you name some disasters?
- What do you think of people who throw away cigarette butts and cause fires during the summer? What can we do to prevent this?
- What natural disasters can occur in Ukraine? When and where was the last one?

2 **Work in pairs. Do the tasks below.**

*Student A*, give your partner advice on what students should do when there is a fire.

*Student B*, give your partner advice on what a teacher should do when there is a fire.

**Use the instructions in exercise 5 as a model and the ideas below.**

- Don't use the lifts.
- Keep calm.
- Call the fire brigade.
- Don't panic.
- Make sure all the windows are closed.
- Follow your teacher's instructions.
- Make sure all doors are shut.
- Keep the fire doors closed.

3 **Read what some guests of TV show tell about their experiences during disasters. Act out their roles in pairs.**

My name's Melinda Wallace. I was on holidays at the Paradise Club on Patapita, a small island in the South Pacific. I was taking a nap when the volcano erupted. The noise woke me up. I looked through the window. Everybody was running toward the port. I threw on my jacket and ran to the port, too. I managed to get on a cruise ship. It was leaving when the lava hit the town.



Melinda



Ronald

Hi. My name's Ronald Turner. My wife and I were staying with friends in Santa Librada near Los Angeles. We were having lunch when the earthquake began. Everything shook. All the plates and food fell on the floor. We were picking everything up when the ceiling fell in. We were under the table and survived<sup>1</sup>. We had to wait for hours before help arrived.

4 **Role-play the situation in groups of four.**

One of you is a TV host, the others are three guests who survived after some terrible disasters. Talk about your experiences.

<sup>1</sup>to survive [sə'vaɪv] — вижити, залишитися живим

1 **Do the quiz and see the keys to find out how green you are.**

## HOW GREEN YOU ARE



## KEYS

## MOSTLY A's.

You're not very green, are you? Please look after our world before it's too late.

## MOSTLY B's.

You're trying to be more green, but you don't always get it right. Learn more about the environment.

## MOSTLY C's.

Well done. You're really green! We need more people like you to help us save our environment!

- If you had a lot of old newspapers and empty bottles, would you...
  - leave them on the pavement?
  - put them in a rubbish bin?
  - recycle them?
- If somebody offered to give you one of the following as a gift, which would you choose?
  - a big, fast car
  - a motorbike
  - a bicycle
- If you were in the middle of a city and wanted to go somewhere one or two kilometres away, would you...
  - take a taxi?
  - take a bus?
  - walk/cycle?
- If you had a picnic on the beach, what would you do with your rubbish? Would you...
  - leave your rubbish on the beach?
  - put your rubbish in the first bin you found?
  - take your rubbish home?
- If you had 1000 dollars to spend, would you...
  - buy a fur coat?
  - go on a safari?
  - adopt a dolphin?

2 **a) Read about some environmental problems and possible ways out of them.**

- water pollution — people shouldn't leave litter in the streets
- air pollution — plants shouldn't dump chemical wastes into rivers / atmosphere / on land
- land pollution — concentration of smoke in the air should be controlled
- disruption — we should stop killing animals
- global warming — the number of cars should be reduced

**b) Match problems with their solutions and write as in the example. Use 2nd Conditionals.**

**Example:** If plants didn't dump chemical wastes into rivers there wouldn't be water pollution.

## USE YOUR ENGLISH

**3** Read the sentences carefully. Then refer disasters (A-J) to their descriptions (1-10).

- |   |  |
|---|--|
| <p><input type="checkbox"/> 1 Several people were walking along when suddenly tons of earth came crashing down the hillside and blocked the road in front of them.</p> <p><input type="checkbox"/> 2 Over 50,000 people in Ethiopia have died of starvation in the past month. Questions are being asked concerning the delay in supplies of rice and grain which were recently sent to them.</p> <p><input type="checkbox"/> 3 The winds have already strengthened considerably and the sea is now very rough indeed. As a result, ferries across the harbour have stopped sailing and all large ships have put out to sea.</p> <p><input type="checkbox"/> 4 The river overflowed in several places and huge areas of farming land are now several feet under water. Boats are being to rescue<sup>1</sup> people in nearby villages.</p> <p><input type="checkbox"/> 5 Suddenly the ground shook beneath our feet and the tall building opposite the college began to sway<sup>2</sup>. Windows and doors rattled and several bookcases in the college library came crashing down.</p> <p><input type="checkbox"/> 6 Tankers full of water were sent, but it was too late to save many of the animals and crops there. The whole area was like a vast desert.</p> <p><input type="checkbox"/> 7 Smoke poured out of the crater but no one expected an eruption. A week later, however, red hot lava began to flow down the side of the mountain.</p> <p><input type="checkbox"/> 8 It swept onwards, covering everything in its path. The travellers had to get off their camels and lie down until it had eventually passed.</p> <p><input type="checkbox"/> 9 Flames swept through the block of office, burning everything inside. Two hours later only the empty shell of the building remained.</p> <p><input type="checkbox"/> 10 It must have been at least twenty feet high as it swept towards the shore. In a few seconds it destroyed all the houses in its way, drowning everyone inside.</p> | <p><b>A</b> Fire<br/> <b>B</b> Typhoon<br/> <b>C</b> Earthquake<br/> <b>D</b> Tidalwave<br/> <b>F</b> Volcano<br/> <b>E</b> Drought<br/> <b>G</b> Sandstorm<br/> <b>H</b> Landslide<br/> <b>I</b> Flood<br/> <b>J</b> Famine</p> |
|---|--|

<sup>1</sup>to rescue [ˈreskjʊ:] — рятувати

<sup>2</sup>to sway [sweɪ] — хитатися



## USE YOUR ENGLISH

**4** a) Read the pieces of newspaper information and refer them to the disasters.

**A** Storm activity in the tropical regions of the Northern Hemisphere increased with typhoon Faye and hurricane Cosme forming at opposite sides of the Pacific. Hurricane Chantal briefly threatened the Bahamas and Bermuda before losing force.

- Floods
- Typhoon
- Eruptions
- Tropical Storms



**B** Minor eruptions continued to worry residents of the British Caribbean colony of Monserrat one week after the activity began.

Indonesia's Mount Semeru volcano, the tallest mountain on Java, sent clouds of steam<sup>1</sup> soaring<sup>2</sup> almost four miles high and blanketed its western slope<sup>3</sup> with ash. An eruption of Semeru in early 1994 killed seven people. Colombian officials advised residents around the Nevada del Ruiz volcano to remain alert<sup>4</sup> following an increase in seismic activity within the 17,700 foot mountain.



**C** Monsoon floods that have swept across almost half of Bangladesh since early July have killed people and destroyed nearly 10,000 homes. Swirling waters also carried away thousands of cattle and damaged 1,000 bridges. In neighbouring India, floods covered almost all of the Kaziranga National Park and have killed several rhinoceros and other endangered species. A large number of elephants have migrated to the nearby Karpi Anglong hills to escape<sup>5</sup> the floods.

**D** More than 50 people were reported missing or dead after typhoon Faxe tore into the Southern coast of South Korea, sending mountainous waves smashing<sup>6</sup> into ships and ports.

b) Work in groups. Discuss the following questions.

- What information is offered in these short newspaper notes?
- How often do you read or hear the similar information?
- What are possible consequences of different natural disasters?
- What measures can be taken to avoid natural disasters?

<sup>1</sup>steam [sti:m] — пара

<sup>2</sup>to soar [sɔ:] — підніматися; високо літати

<sup>3</sup>a slope [sləʊp] — схил

<sup>4</sup>to remain alert [ə'leɪt] — залишатися насторожі

<sup>5</sup>to escape [ɪ'skeɪp] — утікати

<sup>6</sup>to smash [smæʃ] — бити з усієї сили; урізатися; руйнувати, знищувати



IS THE EARTH IN DANGER?

IS THE EARTH IN DANGER?

**5 a) Role-play the situation in pairs.**

Imagine you live in a place which has been affected by one of the disasters. A friend is going to call you to ask how you are. You're going to tell him/her what's happened. Before you start, think of 5 questions you expect them to ask you about the situation.



**b) Change the roles and role-play another similar situation.**

**6 Work in pairs. Read the disasters in the box and discuss the questions below.**

avalanche, flood, landslide, tsunami, earthquake, forest fire, tornado, volcano, drought, hurricane

- 1 Have any of these natural disasters ever happened in Ukraine? When? How serious were they?
- 2 Have you heard any news stories about them happening anywhere else in the world?
- 3 Which of the disasters do you think are 'acts of God'? Which are sometimes the result of human actions?
- 4 Have any of the countries near Ukraine suffered a national tragedy recently?
- 5 Would you feel comfortable going on holiday somewhere that had been affected by a disaster? Why / why not?



**7 Work in groups. Read what some scientists say and explain how you understand their words. Agree or disagree. Explain your opinions.**

Earthquakes, landslides, floods — these hazards are part of the way the Earth operates. Although we can't prevent natural hazards from happening, we can learn from them and use this knowledge to prevent hazards from turning into natural disasters.

The century we have started recently gives us a new chance to apply the lessons we have learned about natural hazards. As we look ahead, we must continue to improve both our understanding of how the earth works and our ability to provide timely<sup>1</sup> and effective warning, so that we can live safely on our planet.



**8 Write a paragraph about the most terrible weather you have ever experienced.**

<sup>1</sup>timely ['taɪmlɪ] — вчасний



**WRITING POINT**

These stages can be subdivided into the following steps:

**The stages of writing process are called:**

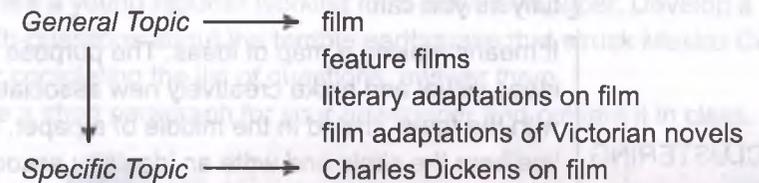
- 1 Prewriting
- 2 Planning
- 3 Writing and rewriting drafts
- 4 Writing a final copy

- Step 1: a topic
- Step 2: generating ideas
- Step 3: organising ideas
- Step 4: writing the 1st draft
- Step 5: rewriting
- Step 6: writing the final draft

**1 a) Get some useful information.**

As a student you are often given the writing task. The most common mistake made is the fact that the chosen topic is too broad for a single paragraph or even an essay. You have to **narrow** it down to a specific aspect of the general topic.

**For example:**



**b) Work in groups. Choose two of the topics from the box below and narrow them down to a specific aspect you could write about in a paragraph.**

education, relationships, communication technologies, media, environment, food, travelling, young people, sports



**2** *Work in groups. Read and say if you have ever used the following methods. Share your experience in the group.*

There are some methods which help to generate ideas.

**BRAINSTORMING** Don't try think logically, just write a list of ideas as quickly as possible in words, phrases or sentences. It can be done individually or in groups. After the time analyse what you have listed and combine related ideas. This can be the basis for your paragraph or essay.

**FREE WRITING** Choose the topic and write down whatever comes to your mind. Set a time limit. Don't allow yourself to stop. Then go back and look for some interesting and useful ideas. Cross out unnecessary ideas.

**WH-QUESTIONS** Successful newspaper reporters always answer these questions (who, what, when, where, why, how). Write questions as many as you can, then answer them as fully as you can.

**CLUSTERING** It means making a map of ideas. The purpose is to make ideas visual and make creatively new associations. Start with the topic, circled in the middle of a paper. Draw a line from the circle and write an idea you associate with the topic. Circle this new idea and draw some lines from it and write new associations. Continue until you have no more ideas. Now you have a good basis for writing.

**3** *a) Brainstorm individually for 5 minutes on one of the topics below.*

- 1 My Future Plans
- 2 My Kind of Holiday
- 3 Computer in Our Life

*b) Find a classmate who has chosen the same topic. Compare and exchange your ideas and try to group them to form the basis for a paragraph or an essay.*

**4** *a) Work in groups. Choose one of the following topics and brainstorm for 7 minutes in class.*

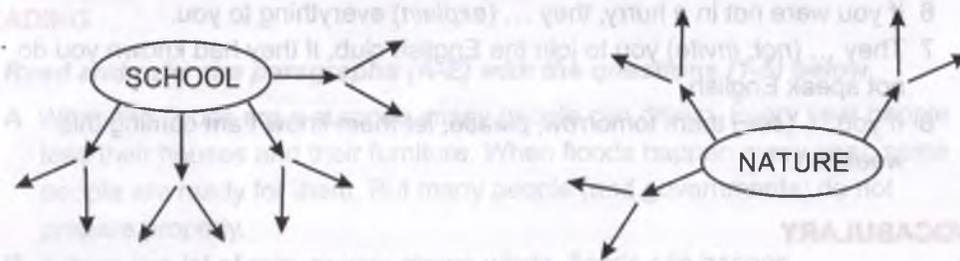
- 1 Education
- 2 Nature
- 3 Family

*b) Arrange your ideas. Then compare them with other groups.*

**5** *Choose the topic below and freewrite individually for 5 minutes. Compare and exchange your ideas with a classmate who has chosen the same topic.*

- 1 Natural Disasters
- 2 Shopping
- 3 Cooking

**6** *Work in groups. Choose one of the following topics and use clustering to map your ideas about it. Complete the task within 15 minutes.*



**7** *Do the project following the instructions.*

- 1 You are a young reporter working for a daily newspaper. Develop a number of Wh-questions about the terrible earthquake that struck Mexico City.
- 2 After completing the list of questions, answer them.
- 3 Write a short paragraph for your newspaper and present it in class.



GRAMMAR

- 1 Complete the sentences by changing the form of the verb in brackets.
- If I ... (be) taller, I would play in a basketball team.
  - If they were more careful, that Monday accident ... (happen).
  - If I were you, I ... (do) this work yesterday.
  - If I ... (meet) him, you will be the first to know.
  - If our guests ... (stay) a bit longer, they will be able to meet our parents.
  - If you were not in a hurry, they ... (explain) everything to you.
  - They ... (not, invite) you to join the English club, if they had known you do not speak English.
  - If you ... (see) them tomorrow, please, let them know I am coming this weekend.

VOCABULARY

- 2 Complete the text with the words in the box.

reduce, causes, occur, fires, natural, destroy, accident, guard

FOREST FIRES

This summer there will probably be a lot of forest ... as always during the hot weather. These fires will not only ... thousands of trees but could destroy homes as well. What are the ... of forest fires?

Some fires will simply be the result of ... causes, particularly in hot, dry weather. But this can't explain why fires ... at other times, when the weather is not so hot. For example, when a fire starts in several different places at the same time, it can't be an ...; it must be because someone started it.

We can ... the number of fires by employing more people to ... the forests, but this can't be something the government can't afford.

LISTENING

- 3 Listen and complete the sentences.

- Our planet suffer from...
- Sometimes the Earth warns of...
- We must be careful not to provoke...
- Such natural disasters as ..., ..., ... or ... make big problems.
- Different countries send ... as well as ...
- Natural disasters teach us...

READING

- 4 Read and refer the paragraphs (A-E) with the questions (1-5) below.

- A When the floods are a surprise, many people can drown. Every year people lose their houses and their furniture. When floods happen every year, some people are ready for them. But many people (and governments) do not prepare properly.
- B If there is a lot of rain, or very strong winds, floods can happen.
- C Dams can reduce floods but some dams can cause them! There are often 'flood warnings' on the radio.
- D The water in rivers, lakes or the ocean rises above its normal level and goes onto the land.
- E Some rivers in Bangladesh and India flood every year. People expect it, so there is no panic. When the floods go down, there are lots of minerals on the soil. They can grow good plants.

- 1 What are they?  
 2 Why do they happen?  
 3 Where do they happen?  
 4 How do they affect people?  
 5 What can people do?

CAN YOU ... IN ENGLISH?

- Yes, I can.

- read and understand about natural hazards
- listen and understand the news about natural disasters
- talk about the ways the natural catastrophes affect
- understand and use the 1st and the 2nd Conditionals
- describe circumstances when a disaster occurs
- give instructions of safe behaviour during an earthquake or a fire
- discuss our attitude to natural disasters
- use some methods to generate ideas for writing
- write a newspaper note about a disaster

CAN YOU ... IN ENGLISH?

1 Talk with your partner on the following items.

- 1 What is the difference between a drawing and a painting?
- 2 What are the subjects of your favourite pictures?
- 3 What is your favourite painting?
- 4 Who is your favourite painter?

2 Think and say if you agree with the statement. Explain why (why not).

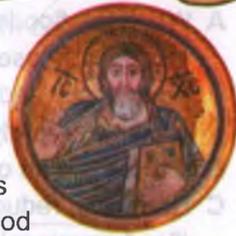


3 Name some of the Ukrainian painters.

4 a) Read the article and pay attention to the words in bold. Consult a dictionary if necessary.

## ARTISTIC TRADITIONS IN UKRAINE

- A** As far as the development of art of painting in Ukraine is concerned, one should remember that the early period referred to **icon-painting**, that began to develop in Kyivan Rus in the end of the 10th century after Prince Volodymyr had baptised the state. Icon painters — mostly monks — **depicted** Christ, the Virgin, angels and saints. Byzantine traditions were a model. **Mosaic** and **frescos** of St Sophia Cathedral in Kyiv is one of the most **distinguished** among the memorials of that period. The icon *The Virgin of Volyn* which is regarded as a **masterpiece** belongs to the period of the Old-Rus State the Halychyna-Volyn'.
- B** **Portrait painting** as a separate **genre** appeared during the Renaissance (the 16th century) and was strongly influenced by the icon tradition. The first portraits included portrayals of nobles and Cossack chiefs.
- C** Many Ukrainian painters were attracted to the new Academy of Arts in St Petersburg (1757), which cultivated the classicist style of painting then popular in Europe. Well-known Ukrainian artists of that **period** are D. Levytskyi, K. Holovachevskyi, V. Borovykovskyi.
- D** Ukrainian art of the middle of the 19th century was closely connected with the name of T. Shevchenko, who **devoted** most of his painting to Ukrainian



Christ Pantocrator

interests. He was considered the father of modern Ukrainian painting. Shevchenko painted numerous portraits, **self-portraits** and **landscapes** with many architectural monuments of Ukraine. During the 19th century landscape painting appeared as a separate genre, and not only in the works of Shevchenko. **Inspired by** romanticism, I. Sochenko, A. Kuindzhi, I. Aivazovskyi, S. Vasylykivskyi and I. Pokhytonov devoted their efforts to **depicting rural scenery** at it most beautiful.

- E** At that time Ukraine was called East European Italy. Artists from Russia and European countries visited Ukraine to enrich themselves with new **themes** and **images**. One of such artists was Vasyl Schternberg, a friend of Shevchenko, a master of lyrical landscape.
- F** Odesa art school and Kyiv drawing school occupied an important place at the beginning of the 20th century. Outstanding artists such as Mykola Murashko and Mykola Pymonenko were **prominent representatives** of that time. Some artists of Ukrainian origin who taught in Kyiv school were Mikhail Vrubel, Vasili Vasnitsov and Illia Repin.
- G** Ukrainian art of the turn of the 20th century could not avoid the influence of the leading European art trends — **impressionism** and **avant-garde** tendencies. Kharkiv school of 1910-1930, where artists were under the influence of **constructivism**, was **notable** for its originality. It was represented by A. Petrytskyi and V. Yermilov. O. Ekster spread the ideas of **cubiform futurism** in painting and worked in Kyiv. O. Bohomazov experimented with **abstraction**, Yurii Mykhailiv continued the traditions of the symbolists. Worldwide known Kazimir Malevich spoke of the influence of Ukrainian **baroque** and icon painting on his works. An **original phenomenon** of the early 20th century was Mykhailo Boichuk Art School. It **combined** the traditions of **folk picture**, **local primitive painting** and the principles of religion art.
- H** Ukrainian art of Soviet period is represented by many talented painters: T. Yablonska, Y. Bokchai, O. Shovkunenکو, R. Selskyi, S. Shyshko, V. Zaretskyi and many others. M. Prymachenko became a unique phenomenon having no analogues in world art. She is considered as a classic of Ukrainian folk art.
- I** Present-day Ukrainian art is developing in harmony with world art. **National theme** remains **topical** in painting — in thematic and historical pictures, landscapes, associative and formalistic works.

St John the Evangelist



Gipsy Fortune Teller. Taras Shevchenko



A Cossack of the Zaporozhian Sich. Illia Repin



Ship in the Stormy Sea. Ivan Aivazovskyi



Face to Face. Sergei Vasilkovskyi



Selianska Rodyna. Olexandr Murashko



Rizdviani Vorozhinnia. Mykola Pymonenko



b) Read the article again and refer its paragraphs (A-I) to the questions (1-9).

- 1 Who is considered to be the father of modern Ukrainian painting?
- 2 What period is connected with the development of abstraction and symbolism?
- 3 What genre of painting was under the strong influence of Byzantine traditions?
- 4 What are the tendencies of the present-day Ukrainian art?
- 5 What art schools played an important role at the beginning of the 20th century?
- 6 Why was Ukraine called East European Italy?
- 7 When did portrait painting appear as a separate genre?
- 8 Who represented Ukrainian painting art of Soviet period?
- 9 What style did Academy of Arts in St Petersburg cultivate?

5 Find the words in the article that match these definitions.

- 1 someone who produces art, especially paintings or drawings (paragraph C)
- 2 to describe something, especially in pictures or writing (A)
- 3 to use talent, paintings, pictures, etc. in order to help something be successful (D)
- 4 a particular type of art, which has certain characteristics that all examples of this type share (B)
- 5 a picture that you have in your mind (E)
- 6 interesting or unusual, that is worth being noticed or mentioned (G)
- 7 well-known and important (F)
- 8 to do something that expresses the feelings, opinions, manners, etc. of a group of people (H)
- 9 a person who belongs to a certain group of people (F)
- 10 the main subject or idea in a piece of painting (I)
- 11 interesting because it deals with something that is important at the present time (I)



**WORD FILE**

- an artist** ['ɑ:tɪst]
- an image** ['ɪmɪdʒ]
- fame** [feɪm]
- a genre** ['ʒɒnrə]
- a masterpiece** ['mɑ:stəpi:s]
- a scene** [si:n]
- a scenery** ['si:nəri]
- a tendency** ['tendənsɪ]
- a theme** [θi:m]
- to depict** [dɪ'pɪkt]
- to devote** [dɪ'vəʊt]
- to propagate** ['prɒpəgeɪt]
- to represent** [ˌreprɪ'zent]
- to be**

inspired	[ɪn'spaɪəd]
influenced	['ɪnfluənst]

**by**



6 Complete the text with the words in the box.

Painting in England in the 17th-19th centuries is ... by a number of great ... and during that period it was greatly ... by foreign painters. The Flemish painter Van Dyck was really the father of English ... School. The English king personally invited Van Dyck to London and during his first year in England the painter spent most of his time painting the King and the Queen. Such prominent ... as Reynolds, Gainsborough and Lawrence were influenced by his works. He ... a ... of aristocratic and intellectual portrait which ... much the development of English painting.

influenced, created, masters, painter, artists, portrait, fame, represented (x2), genre



Self portrait. Van Dyck

During the 18th century the national school of painting was created. William Hogarth was the first great English painter who raised British pictorial art



Charles I King of England at the Hunt. Van Dyck

to a high level of importance. He wasn't a success as a portrait ... . But his pictures of social life which he called 'modern moral subject' brought him ... and position. Among his favourite works are 6 pictures under the title 'Marriage a la Mode'.



Self portrait. William Hogarth



7 Work in groups. Speak on the following items.

- frescoes as the examples of the oldest art
- icon-painting tradition
- Ukrainian portrait painting
- the influence of Russian painting
- the Ukrainian art life in the early 20th century
- the tendencies of the painting development in Ukraine



1 Write as many true sentences as you can.

Gainsborough	is	an outstanding a prominent a distinguished a brilliant	painter artist representative	of the	19th 18th 17th	century.
Reynolds						
Van Dyck						
Michelangelo						
Rembrandt						
Aivazovsky						

Repin	was a	brilliant prominent	painter	of	pastoral scenes. nature. landscape. sea-scape. still-life. battle scenes.
Yablonska					
Borovykovskiy					
Shevchenko					
Levytskyi					
Pymonenko					

He	depicts	a group of children.
She	describes	a tall tree.
	portrays	a mill on the river.
	reflects	a beautiful woman.

**WORD FILE**

**baroque** [bə'roʊk]

**a trend** [trend]

**to capture** ['kæptʃə]

**to portray** [pɔ:'treɪ]

2 Match the words with their definitions.

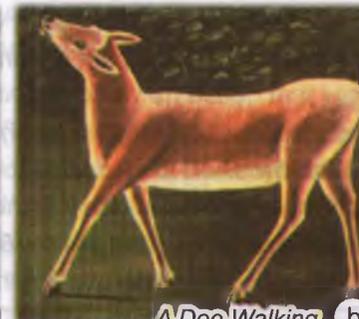
- |                |   |
|----------------|---|
| 1 a painting   | a is a painting or other artistic representation of the sea   |
| 2 a landscape  | b is a picture on a wall or ceiling   |
| 3 a seascape   | c this word is used as a general term meaning 'work', 'picture'   |
| 4 a portrait   | d is a person (subject, model) who is having his portrait painted   |
| 5 a sitter     | e is a picture, a canvas  |
| 6 a still life | f this word is used in expressions: city scene, country scene, historical scene, street scene, battle scene |
| 7 a fresco     | g is a picture representing a scenery of nature or countryside  |
| 8 a scene      | h is a painting of such unanimated subjects as fruit, flowers or other decorative things                    |
| 9 a piece      | i is a painting, picture or representation of a person, especially of a face generally drawn from life      |

3 Look at the paintings and refer each (a-i) to the appropriate trend.

- folk
- icon
- primitive
- abstraction
- avant-garde
- classicism
- futurism
- impressionism
- realism



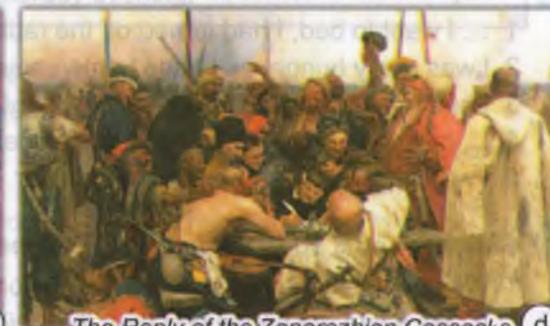
Sisters Waldegrave. (a)  
Sir Joshua Reynolds



A Doe Walking. (b)  
Niko Pirosmashvili



Nebozvon (Skybell). (c)  
Aristarkh Lentulov



The Reply of the Zaporozhian Cossacks to Sultan of Turkey. (d)  
Ilya Repin



The Boulevard Montmartre on a Winter Morning. (f)  
Camille Pissarro



Oranta Eastern. (e)  
Orthodox icon



Danseuse. (g)  
Gino Severini



Rising Sun. Klee. (h)



Kozak Mamai. (i)



**GRAMMAR POINT**

**PAST PERFECT TENSE (Минулий перфектний час)**

The Past Perfect is used to show a past action that happened before another action in the past.

**Examples:** *Bill had just finished the test when the bell rang.*

*After I had finished the text I left.*

- The Past Perfect Tense is often used with the following words and phrases: **by, by the time, before, after, just, when:** *By the time I got to class, the lesson had started. Mike had already eaten his pizza before I got home.*

after  
before  
when  
by  
for

- Complete the sentences with the words in the box.**
  - ... I went to bed, I had turned off the radio.
  - I was really hungry as I hadn't eaten anything ... breakfast.
  - I had forgotten to clean my teeth ... I got into bed.
  - ... midnight, I had finished the magazine article.
  - I watched TV ... we had finished dinner.
- Choose A or B so that it has a similar meaning to the first sentence (1-5).**
  - We had tidied the house when the visitors arrived.
    - A *We tidied the house and then the visitors arrived.*
    - B *The visitors arrived and later we tidied the house.*
  - He didn't go to bed until his mum had come home.
    - A *He went to bed and then his mum came home.*
    - B *His mum came home and then he went to bed.*
  - Nick read the book after he had seen the film.
    - A *Nick read the book and then he saw the film.*
    - B *Nick saw the film and then he read the book.*
  - Ms Williams hadn't arrived at the office by the time John got there.
    - A *Ms Williams arrived before John.*
    - B *John arrived before Ms Williams.*
  - They had had dinner before Lilly arrived.
    - A *They had dinner and then Lilly arrived.*
    - B *Lilly arrived and then they had dinner.*
- Complete by changing the form of the verb in brackets into the Past Perfect.**
  - Tania ... (*not/finish*) doing the housework by five o'clock, so she called Nadia to tell her she would be late.
  - She didn't eat anything at the party because ... (*she/already/eat*) at home.
  - He ... (*just/finish*) his homework when the teacher came in.
  - By the time I arrived, the play ... (*start*)!



**GRAMMAR POINT**

**PAST PERFECT CONTINUOUS TENSE (Минулий перфектно-тривалий час)**

Past Perfect Continuous is used to show an action that was in progress in the past before another action (Past Simple) happened or interrupted<sup>1</sup> it.

**Examples:** *We had a break because we had been working so hard.*

*He had been training for three years when he painted this masterpiece.*

- The Past Perfect Continuous is often used with the following words and phrases: **for, since, before, all day/night/etc.:** *Meg had been studying all day. Mary had been studying for hours, so she had a headache. He had been reading the book since yesterday evening.*

- Match each result (1-5) with its cause (a-e).**
  - There was an open book on the sofa.      a She had been crying.
  - The ground was wet.      b They had been eating pizza.
  - Her eyes were red.      c He had been reading.
  - There was an empty box on the floor.      d It had been raining.
  - He was out of breath.      e He had been running.
- Complete the sentences using the prompts in brackets and putting the verbs into the Past Perfect Continuous.**
  - When I arrived ... (*they/wait/for over half an hour*).
  - They were hot because ... (*dance*).
  - When I got there, ... (*they/not/wait/long*).
  - She was tired because ... (*run*).
  - The garden was flooded because ... (*it/rain/all night*).
- Choose the correct tense form (a) or (b) to complete each sentence.**
  - Rita hadn't ... me that she would help me, so I wasn't angry when she didn't.
    - a) *told*    b) *been telling*
  - It was a fantastic experience because I had never ... in a plane before.
    - a) *flown*    b) *been flying*
  - I had only ... the washing-up for a few minutes when Nina came home, so she offered to finish it.
    - a) *done*    b) *been doing*
  - Lucy had ... her cup of tea for several minutes before she realised it had salt in it!
    - a) *drunk*    b) *been drinking*
  - Had you already ... Mark his birthday present when we gave him ours?
    - a) *given*    b) *been giving*

<sup>1</sup>to interrupt [ˌɪntəˈrʌpt] — переривати; припиняти

1 Work in pairs. Take turns asking and answering the questions.

- 1 Why do people go to museums and galleries?
- 2 Which famous museums do you know?
- 3 Which of museums have you visited?
- 4 Exposition of which museum would you like to see?
- 5 What makes people create works of art?
- 6 What makes people collect them?
- 7 What makes people go to see them in museums and other places?

2 Work in small groups. Explain the meanings of the words and phrases below.

- a handy map
- an entrance ticket
- to avoid the crowds
- reasonably priced cafés
- to borrow an audio guide for a free
- photography is permitted
- be organised into 'wings'
- a personal discovery

3 Listen to the advice and explain what should you do to get an audio guide.



4 Listen again and answer the questions.

- 1 Do you need to buy a map?
- 2 What should you visit first?
- 3 When should you see the galleries that most interest you? Why?
- 4 Where can you have lunch?
- 5 What should you do in the afternoon?
- 6 Can you take photographs?
- 7 Do you have to pay for audio guides?
- 8 What do you have to remember if you borrow one? Why?

<http://www.louvre.fr>



5 Read the information. Then imagine you've visited the National Gallery in London. Describe your visit there.

THE NATIONAL GALLERY COLLECTION

The National Gallery was founded in 1824 and houses the national collection of Western Europe in painting: over 2,000 pictures from 1260 to 1900. The Collection represents all the major European schools of painting and includes masterpieces by virtually all the great artists. It is arranged by period in four wings:

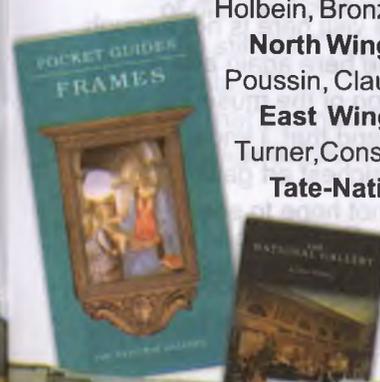
**Sainsbury Wing:** Painting from 1260 to 1510 including Piero della Francesca, Botticelli, Leonardo da Vinci, Bellini and Raphael.

**West Wing:** Painting from 1510 to 1600 including Cranach, Michelangelo, Holbein, Bronzino, Titian, Veronese and El Greco.

**North Wing:** Painting from 1600 to 1700 including Rubens, Van Dyck, Poussin, Claude, Velazques, Rembrandt and Vermeer.

**East Wing:** Painting from 1700 to 1900 including Gainshorough, Turner, Constable, Monet, Renoir, Cezanne, Van Gogh and Seurat.

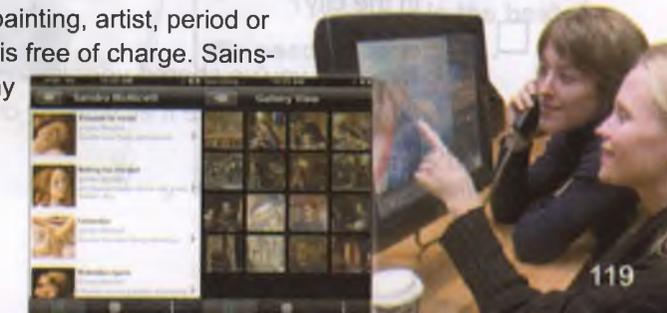
**Tate-National Exchange.** Each year National Gallery and some other of Britain's or foreign galleries exchange paintings in an agreement. For example, this year it exchanges with Tate Gallery and the Staten Museum for Kunst in Copenhagen.



**Gallery Guide soundtrack.** A unique portable CD-player which provides audio commentaries to almost every painting displayed on the main floor. Available at no obligatory charge at the main entrance and Sainsbury Wing foyer, it allows visitors to call up information on pictures of their choice. A highlights tour of 30 great paintings is available in six languages: English, French, German, Italian, Japanese and Spanish.

**Computer Information Room: 'Micro Gallery.'** A computerised information system of the entire Collection enabling visitors to explore individual areas of interest whether it is a particular painting, artist, period or subject matter. Use of the system is free of charge. Sainsbury Wing, first floor. Open Monday to Saturday 10 am to 5:30 pm (Wednesday until 7:30 pm), Sunday 12 noon to 5:30 pm.

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)



1 Talk with your partner on the following items.

- 1 Do you often go to museums?
- 2 When did you go to a museum last?
- 3 Where is the museum situated?
- 4 Who built it?
- 5 What can you tell about the expositions of the museum?

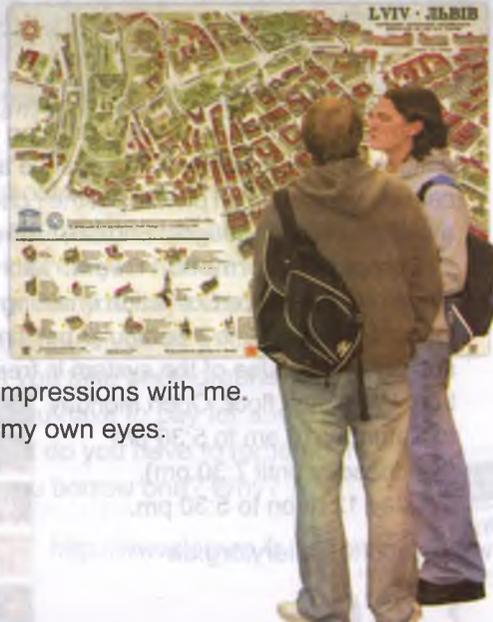
2 Read the dialogue and identify the participants. Act it out in pairs.

A: Can I help you? I see you are in a difficulty.  
 B: Yes, thank you. You see, this is my first visit to this gallery.  
 A: Oh, I am sure you will enjoy seeing our collections. Only one visit here is not enough. You will have to come here again and again to get a full impression of the museum.  
 B: Of course, I understand that. I know that this gallery is one of the richest art galleries of the world, and I cannot hope to see everything in one day.  
 A: What is it you would like to see today?

B: Do you have paintings by Renaissance masters?  
 A: Yes, we have a fine collection of their paintings on the second floor. Just go up this staircase, then walk along the corridor and cross the hall of the 19th century masters.  
 B: Thank you very much.

3 Work in pairs. Complete the dialogue with the sentences from A to E (page 121) and dramatise it.

- Peter: ...  
 Nick: I'm going to Lviv to visit some of the museums of the city.
- Peter: ...  
 Nick: What interesting exhibits do they display?
- Peter: ...  
 Nick: Is there a picture gallery in the city?
- Peter: ...  
 Nick: It's good you've shared your impressions with me. I'm impatient to see it all with my own eyes.
- Peter: ...  
 Nick: Thanks, Pete, bye.



- A Well, there are many things dating back to ancient times: national embroidery, collections of coins, glassware, all kinds of weapons, articles made of bone, stone, iron or silver and different manuscripts.
- B Have a nice journey.
- C I say, Nick, what are you doing on Sunday?
- D Oh, yes, and by the way, it's very rich. It's named after Vasyl Stefanyk, a well-known Ukrainian writer. It has beautiful collections of pictures, portraits, landscapes, seascapes and still life. They mostly belong to Ukrainian artists.
- E Oh; that's wonderful. I've been at the historical museum in Lviv. It's really worth visiting.



WORD FILE

- an exhibit [ˌeksɪ'bɪʃn]
- an exponent [ɪk'spəʊnənt]
- an exposition [ˌeksˌpə'zɪʃn]
- an item ['aɪtəm]
- to contain [kən'teɪn]
- to display [dɪ'spleɪ]
- to hold [həʊld]
- to include [ɪn'klu:d]
- to offer ['ɒfə]
- to be on a display available

4 Work in groups. Read the information from Kyiv Guidebook (pp.121-122). Discuss it to choose one place to visit. Explain your choice to the class.

NATIONAL MUSEUM OF ARTS OF UKRAINE

Situated in the building that was the 1st public museum in Kyiv (Architects P. Boitsov, V. Horodets'kyi, 1897-99). The museum holds over 20,000 pieces of arts, including icons of the 12th-18th cent., pictures by Ukrainian artists of the 19th-20th cent. avant-garde.

6 Mykhaila Hrushevs'koho St

Open: 9:30-18:00  
 Closed: Mondays



'weapon [ˈwepən] — зброя



USEFUL PHRASES

- We could...
- Let's think about...
- Why not to visit...?
- It would be a good idea to...
- Perhaps the museum is...
- Making a Choice**
- In my opinion, this one would be better.
- To my mind, this one's more suitable.
- To my way of thinking, this one's fine.
- In my view, this one is the best.
- We need to consider...
- For one thing...
- For another, ...
- Another reason is that...

**NATIONAL MUSEUM OF TARAS SHEVCHENKO**

Established in 1949 in the former mansion of M. Tereshchenko. The museum displays autographs and personals of T. Shevchenko, his paintings and drawings, books, photographs and numerous documents. 24 halls of the exposition contain over 4,000 items.

12 T. Shevchenko Blvd  
Open: 10:00-17:00  
Closed: Mondays

**UKRAINIAN APPLIED ART MUSEUM**

Originates from the collection of the Society of Lovers of Arts (late 19th cent.). It contains more than 73,000 exhibits representing the Ukrainian folk arts of the 15th-20th cent.: embroidery, wood, ceramics, primitive painting etc.

21 Sichnevoho Povstannya St  
Open: 10:00-17:00  
Closed: Tuesdays

**KYIV MUSEUM OF RUSSIAN ART**

The Museum was founded as the Kyiv Picture Gallery in 1922 and based on private collections. It is situated in the mansion of F. Tereshchenko. Its collections contain 12,000 pieces of painting, sculpture, graphic and applied arts. The museum is famous for a collection of icons of the 12th-17th cent. There is also a collection of the 18th-20th cent. paintings.

9 Tereshchenkivs'ka St  
Open: 10:00-17:00  
Closed: Wednesdays, Thursdays

**MUSEUM OF ARTS NAMED AFTER BOHDAN AND VARVARA KHANENKOS**

Founded in 1919 on the basis of a private collection of the Khanenkos. Later, the museum acquired some other important collections, including the West European and Chinese painting. It holds 17,000 exhibits. The fullest collections are those of the Italian Renaissance of the 17th-18th cent., Dutch and Flemish painting, French painting of the 18th cent., Japanese xylography of the 18th-20th cent.

15-17 Tereshchenkivs'ka St  
Open: 10:30-17:00  
Closed: Mondays, Tuesdays



1 Complete the text by changing the form of the verb in brackets into the Past Perfect Continuous.

My family and I ... (watch) a scary science-fiction film for an hour when I noticed that I was alone in the room. We ... (look) forward to this film all day, but when I looked round, the room was empty! My little sister had left the room earlier. She ... (cry) because she was scared. My mum and dad ... (sit) on the sofa, but then they went to make some coffee. Outside it was dark and it ... (rain) all evening. Suddenly, I heard a strange moaning noise. 'Mum!' I yelled. Then Dad laughed. He ... (hide) behind my chair.

2 Write sentences using the prompts. Change the form of the verbs so that one of them should be in the Past Perfect Tense.

- 1 She / be / hungry / because / she / not / eat / anything / all day
- 2 By the time / I leave / school / I / decide / to become / a painter
- 3 We / just / hear / the news / when / you / ring
- 4 When / I / turn on / the TV / the programme / already / start
- 5 I / already / think of / that / before / you / suggest / it

3 Complete the text with the words in the box.



Joshua Reynolds.  
Selfportrait

masters, representatives, portraitist, created, landscape, impressionists, outstanding, painted, sitter, countryside, observation, painting, contain, well-known

**ENGLISH PAINTERS**

Sir Joshua Reynolds was the most (1) ... portraitist of the second half of 18th century. In December 1768 the Royal Academy was founded and Reynolds became its first president. He (2) ... a whole gallery of portraits of the most famous people of that period. He usually (3) ... his characters in heroic (4) ... and showed them as the best people of the nation.

But the leading (5) ... of his day was Thomas Lawrence. He became painter to George III in 1792 and president of the Royal Academy (1820-1830). Queen Charlotte is one of his finest portraits.



Thomas Lawrence.  
Selfportrait



Queen Charlotte.  
Thomas Lawrence



Thomas Gainsborough. Selfportrait

**Thomas Gainsborough**, one of the greatest (6) ... of the English school, was a portraitist and a (7) ... painter. His portraits are painted in clear tones. Blue and green are his favourite colours. One of the most famous works is the



Sunset. Thomas Gainsborough

*Portrait of the Dutchess of Beaufort*. He managed to create a true impression of the (8) ...

Gainsborough greatly influenced the English school of landscape (9) ... . He was one of the first English artists to paint his native land (*Sunset*, *The Bridge* and others). He was the first English artist to paint his native (10) ... so sincerely. His works (11) ... much poetry and music. He is sometimes considered the forerunner<sup>1</sup> of the impressionists.

**John Constable**, an English landscape painter, painted many (12) ... works (*A Cottage in a Cornfield*, *The Loch*). He is the first landscape painter who

considered that every painter should make his sketches directly from nature working in the open air. His technique and colouring are very close to the (13) ... . Constable ignored the rules established by Reynolds. He insisted that art should be based on (14) ... of nature and feeling. He was the herald<sup>2</sup> of romanticism. But the realistic qualities of his art are sensed very strongly.



John Constable. Selfportrait



A Cottage in a Cornfield. John Constable

**4 Work in groups of 2-3. Choose one of the famous painters. Make cards with some facts about the painter (one card for each fact). There may be 5 cards. Distribute your fact cards one for each of other groups.**

- Step 1** Find your pair. Members of the group search for his/her pair. They have to match the person to the fact.
- Step 2** Prepare a talk. When pairs are formed, each pair is given five minutes to find as many facts about that person as they can.
- Step 3** Report to the group.
- Step 4** Vote for the best report.

<sup>1</sup>a forerunner ['fɔ:ɡənə] — попередник

<sup>2</sup>a herald ['herəld] — вісник, провісник

**5 Choose one of the items below to write a paragraph on it.**

- 1 My preference lies with the genre of ... because...
- 2 I prefer landscape to other genres. You see...
- 3 I care much for still lives...
- 4 I prefer battle pieces...

**6 a) Work in pairs. Explain each other the meanings of the following statements and say if you agree.**

- 1 It's hard to overestimate the role of art in one's life.
- 2 Art forms our outlook and enriches our inner world.
- 3 Art has a great educational value.
- 4 Art brings people up and makes them more humane and kinder.
- 5 Art holds up people's spirits in the tragic moments of their lives.
- 6 The language of art is universal.

**b) Exchange your ideas with another pair.**

**7 Imagine you are a guide at the exhibition. Tell something about the artists and their paintings to the visitor. Work in pairs.**

**8 Work in groups. Read about the art galleries in London and choose one to visit. Present and explain your choice.**

Tate Britain displays the world's largest collection of British art from the 16th to the 21st century. The international modern art once housed here is now held at Tate Modern. In the Galleries there are works of J. Turner, the great landscape painter.



**National Portrait Gallery** is a wonderful museum that holds portraits of main characters of Britain giving faces to names which are familiar from the history books. There are pictures of kings, queens, poets, musicians, artists, thinkers, heroes from all periods since the late 14th century. The gallery has a new restaurant and a lecture theatre. It also houses temporary exhibitions and has an excellent shop selling books on art.



**Somerset House** is located in Somerset House, the elegant Georgian building. It is a small but spectacular Institute of Art Gallery. Its collection of paintings has been displayed here since 1990 due to the philanthropist Samuel Courtauld. On display are works by Botticelli, Bellini and Rubens. Impressionist and Post-Impressionist paintings draw the most attention. Among the masters of this trend are Monet, Pissarro, Renoir and others.

**National Gallery** has existed since early 19th century. In 1824 the government bought 38 major paintings, including works by Raphael and Rembrands and these became the start of a national collection. The collection grew over the years. There are works by Constable, Leonardo da Vinci, Diego Belazquez and many other outstanding artists. The National Gallery has over 2,300 paintings, most kept on permanent display.



**9 Read and discuss the problem in class.**

We know that many people today reject<sup>1</sup> old art and protect new trends in art. But what shall we do about the great works of Raphael and Leonardo da Vinci or Rembrandt and Rublev? Shall we reject them?

**Share your opinions using the ideas below.**

for old art

for modern art

- 1 Painting of old masters is one of the greatest treasures mankind<sup>2</sup> has collected in the history of its civilization.
- 2 Old painting reflects the collective experience of human spiritual life of many centuries.

- 1 New times call for new songs. Modern man is naturally interested in the art reflecting his own time and his own experience.
- 2 Worship<sup>3</sup> of old masters is a drag on the development of new progressive art. We should look forward instead of turning back all the time.

<sup>1</sup>to reject [ri'dʒekt] — відкидати, відхилити  
<sup>2</sup>mankind [mæn'kaɪnd] — людство

<sup>3</sup>worship ['wɜ:ʃɪp] — поклоніння; обожнювання



**WRITING POINT**

After you have collected and organised your material, you are ready to start writing.

**Drafting** means writing a paragraph or an essay. But it is not a finished product yet. As you write the first draft, you need to follow your *outline*. You should focus on meaning and not grammar.

Successful writers know that writing is mostly **rewriting**.

- It can be divided into:
- 1 **REVISING** (you may change the content and the organisation of your paragraph/essay)
  - 2 **EDITING** (or **PROOFREADING**) (you check for sentence structure, grammar and spelling)

Now you are ready for the final stage — writing the *final draft*. Make sure you have included all the corrections from the second draft. Do not forget that writing is a process and you should continue until you are satisfied with the final product.

**1 Work in pairs. Read the paragraph and discuss the items below.**

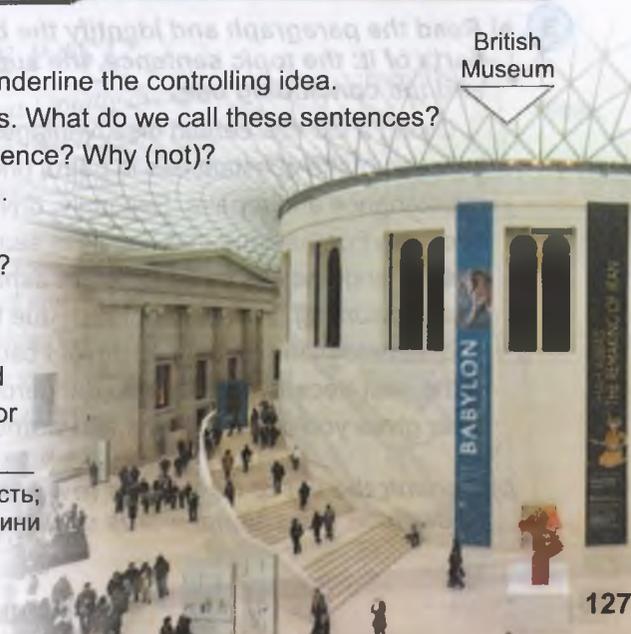
Sightseeing in London should include a tour of its world-famous museums. There are several museums one should not miss. The British Museum, which was founded in 1753, contains one of the world's richest collection of antiquities<sup>1</sup>. The National Gallery,

located in Trafalgar Square, is also worth visiting. Among its many art treasures, it houses one of the most important collections of Italian paintings outside Italy. In short, if you happen to be an art lover, London is the right place for you.

British Museum

- 1 What is the paragraph about?
- 2 What is the topic sentence? Underline the controlling idea.
- 3 Look at the next few sentences. What do we call these sentences? Do they develop the topic sentence? Why (not)?
- 4 Read the concluding sentence. Does it paraphrase or summarise the topic sentence?
- 5 Does the paragraph have the quality of unity?
- 6 Read the paragraph again and decide whether it is complete or not. Explain your answer.

<sup>1</sup>an antiquity [æn'tɪkwəti] — старожитність; пам'ятка старовини



2 a) Get some information and write 8-10 questions to it.

A well-written paragraph or essay must also have unity, completeness and coherence.

The word COHERENCE comes from the Latin verb 'cohere', which means 'hold together'.

To achieve coherence in writing, sentences must be arranged according to a certain principle. It means the sentences are ordered in some kind of logical order which makes the text easy to read.

**Cohesive devices** are various methods of connecting sentences to each other. They include: personal pronouns, demonstrative pronouns, the use of synonyms and various linking words. The most common type of linking words are **transitions**. They are words or phrases logically connecting sentences to one another.

There are three basic types of logical ordering: chronological, spatial and logical. There are transitional words and phrases of all these types. (See pages 168-169 in the Appendix).

**An essay** is a piece of writing consisting of several paragraphs. Similar to a paragraph, it also discusses one topic but in more details. In essay we have to divide the topic into different aspects and then discuss them in separate paragraphs. Next, we put the paragraphs together by using linking words or phrases and add an introduction and a conclusion.

b) Role-play the interview between a professor and a journalist in pairs.

3 a) Read the paragraph and identify the basic structural parts of it: the topic sentence, the supporting sentence and the concluding one.

Owing a car has certain disadvantages. Firstly, it is rather expensive because of the constant rise in petrol prices and the need for regular maintenance and repairs. Secondly, driving a car is often extremely stressful. For instance, the hopeless search for a parking space in city centres and endless traffic jams are exhausting, annoying and above all time-consuming. Last but not least, due to the worsening road conditions and numerous inexperienced drivers causing a lot of accidents, driving in the past decade has become dangerous. All things considered, having a car gives you only problems and worries.

b) Consult the list of transitions in Appendix (page 168) and replace the underlined transitional words or phrases with suitable alternatives.

4 Compare a paragraph and an essay structures.

PARAGRAPH STRUCTURE	ESSAY STRUCTURE
topic sentence	introduction
body (supporting sentences)	body (paragraphs)
concluding sentence	conclusion

5 Work in pairs. Read, then match the examples (1-4) and the techniques (a-d).

The introductory paragraph is a special paragraph in an essay. It has two main purposes: to introduce the topic and attract the reader's attention and interest. Look at the examples below, guess and say which technique has been used to attract the reader's attention and interest?

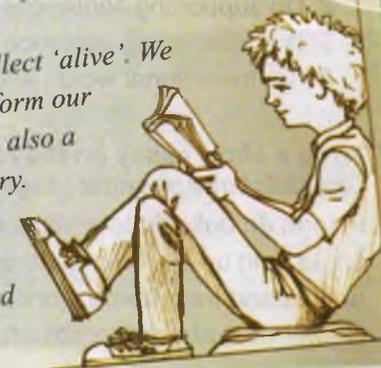
- |   |                               |
|---|-------------------------------|
| 1 Some scientists believe that the ozone layer over Antarctica is 10% smaller.  | a addressing reader directly  |
| 2 Are you aware of the fact that your child spends 6 hours a day in front of the computer?  | b a rhetorical question       |
| 3 Do you want to end up walking the dog at midnight while your teenage son or daughter is having a great time in the local disco? | c a quotation                 |
| 4 A picture is a poem without words ( <i>Horatio</i> ).   | d interesting / unusual facts |

6 a) Read the essay and decide what type it belongs to: a 'for and against' essay, an opinion essay or an essay providing solutions to problems.

READING BOOKS IS A THING OF THE PAST?

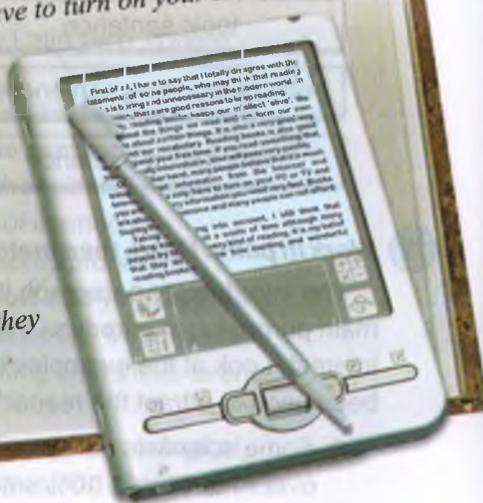
First of all, I have to say that I totally disagree with the statements of some people, who may think that reading books is boring and unnecessary in the modern world. In my opinion, there are good reasons to keep reading.

Firstly, reading books keeps our intellect 'alive'. We think about the things we read and we form our own opinions about certain things. It is also a very good way to expand our vocabulary. Reading books is also good way to spend your free time. If you read something that you are really interested in, time will pass very quickly.



On the other hand, many people believe that it is much easier to get information from the Internet and television. You only have to turn on your PC or TV and you will get every information you need very fast. Books are also very expensive and many people can not afford buying them.

Taking everything into account, I still think that reading books is not a waste of time although many people try to avoid every kind of reading. It is my belief that they do not know how exciting and wonderful reading books can be.



b) Guess why the pupil received a bad mark for this essay. Discuss it with your partner.

c) Work in groups. Use your critical thinking and discuss the following items.

Introduction: Does the introductory paragraph attracts the reader's attention in a proper way? What technique is used?

Body: Is the method of ordering / organisation appropriate for the topic?

Conclusion: Does the concluding paragraph have both concluding sentence(s) and a final comment?

Transitions: Are transitional words and phrases between body paragraphs used correctly and effectively? (coherence)

d) Work in pairs. Read the essay again. Discuss the questions on the paragraph structure.

- 1 Does each paragraph have a topic sentence?
- 2 Do supporting sentences give enough details to explain each point?
- 3 Is a concluding sentence used?
- 4 Are transitional words and phrases used correctly and effectively?

7 Write a short essay on the role of art in our lives. Use the Essay Checklist in Appendix (page 167) and the phrases below.

to form an outlook, to enrich one's inner world, an educational value, to bring up, to hold up one's spirit, to appeal to the heart and mind, to proclaim life, to understand the outside world, to influence feelings and emotions

Remember about the structure and the main principles of essay writing.

GRAMMAR

1 Read and choose the correct tense form.

Dear Diary,  
 This morning my exam results finally came. I (1) had been expecting / had expected them for the last week. I was still nervous as I (2) opened / had opened the envelope. Before I (3) had had a chance / had a chance to look at them, my sister had run up and pulled them out of my hand! She read them out one by one. "English A, Maths A, Biology A, French A..." This was the news I (4) had been waiting / waited for. When Mum and Dad (5) hear / had heard the news, they immediately started shouting with joy. By the time I (6) had had breakfast / had break-fast Mum had already called Grandma and Grandpa.

VOCABULARY

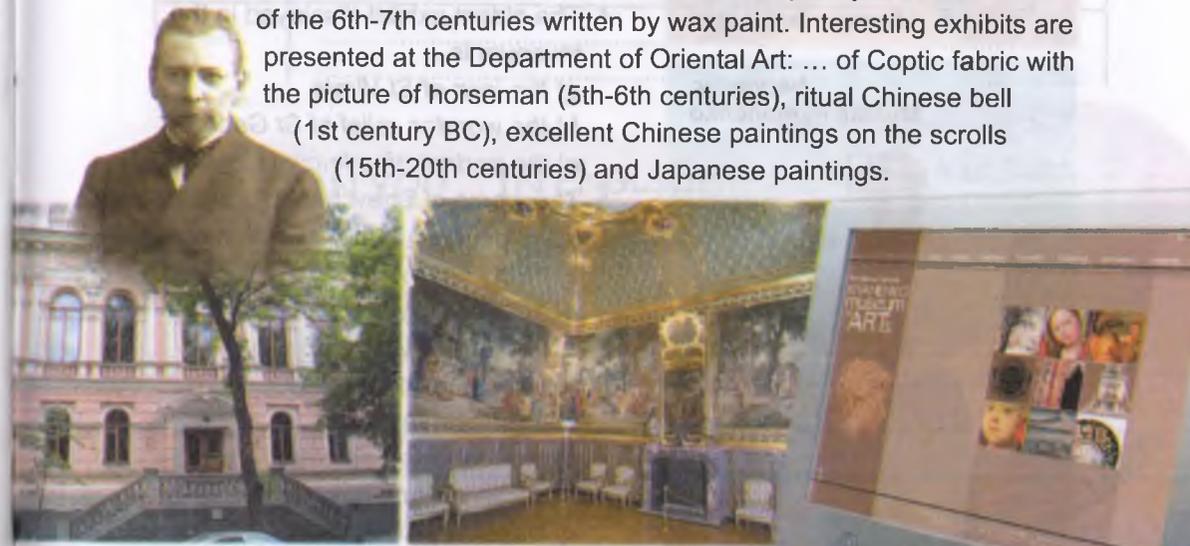
2 Complete the text with the words in the box.

masterpiece, contains, exhibits, piece, collection, paintings, icons

MUSEUM OF ART AFTER BOHDAN AND VARVARA KHANENKO

Museum of Art was founded in 1919 on the basis of the private ... of Kyiv archeologist Bohdan Khanenko. The Green Cabinet features the collection of Medieval Art, the Golden Cabinet ... objects of Rococo epoch and in the Red Cabinet you can find ... of Renaissance period. There are 17,000 ... in the museum funds. Among the exhibits are the paintings of Bellini, Hals, Reynolds, Rubens, the ... 'Infant Margaret' by Velazquez and unique Byzantine/Sinai ...

of the 6th-7th centuries written by wax paint. Interesting exhibits are presented at the Department of Oriental Art: ... of Coptic fabric with the picture of horseman (5th-6th centuries), ritual Chinese bell (1st century BC), excellent Chinese paintings on the scrolls (15th-20th centuries) and Japanese paintings.

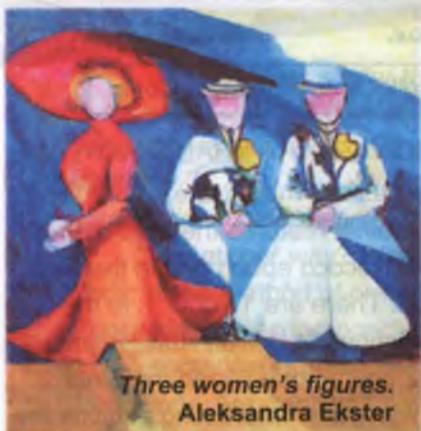


LISTENING

3 Listen and choose the correct item from (a) to (c) to complete each sentence (1-6).



Cossack the bandura-player by an anonymous folk artist



Three women's figures. Aleksandra Ekster



Harvester. Mykola Pymonenko



- 1 It was the visit to...
  - a) Kyiv Museum of Russian Art
  - b) National Museum of Ukrainian Folk Decorative Art
  - c) National Art Museum of Ukraine
- 2 Its galleries contain the collections from the...
  - a) 18th century
  - b) 15th century
  - c) 16th century
- 3 This collection is arranged in...
  - a) 20 halls   b) 23 halls   c) 21 halls
- 4 The oldest exhibit displayed in the museum is...
  - a) the icon of St Virgin
  - b) the wooden relief of St George
  - c) the portrait of unknown Cossack
- 5 The works of Shevchenko and Stenberg are presented in the collection of the...
  - a) 19th century
  - b) 18th century
  - c) 20th century
- 6 Melikov and Yablonska are representatives of...
  - a) old-fashioned painters
  - b) contemporary painters
  - c) classical painters

READING

4 Read and fill in the biography chart below.

William Turner, a great romantic English landscape painter, was born in Devonshire in 1775. He lived with his uncle in Middlesex, where he began to attend school. His first drawings are dated 1787, when he was only twelve years of age. His childish sketch-books, filled with drawings, are still presented in the British Museum.

When he was 21, he began to exhibit oil paintings as well as water-colours at the Royal Academy.

The first 'Fishermen at Sea' is now in the Gate Gallery.

He travelled much in France, Germany, Switzerland and Italy. But he never lost his interest in his own country.

As a landscape painter Turner was interested mainly in light and colour effects. One of his famous paintings is even called 'Light and Colour'. His work is highly praised by great critics.

Turner died in London in 1851. His pictures and drawings became the property of the British nation.

William Turner is considered to be one of the world greatest painters.



Thomas Gainsborough. Selfportrait



Year	Event
.....	.....
.....	.....

CAN YOU ... IN ENGLISH?

– Yes, I can.

- read and understand about painting and its genres
- listen and understand about visiting museums and art galleries
- get and share the information about galleries and their collections
- understand and use the Past Perfect and Past Perfect Continuous
- ask and answer about famous painters
- express your opinion about the role of art in our life

CAN YOU ... IN ENGLISH?

# DO YOU LIKE SPORTS?

## 1 Match to make sentences.

- |                      |   |
|----------------------|---|
| 1 Football is...     | a a water sport you do in the sea.                |
| 2 Surfing is...      | b a contact sport where you touch another person. |
| 3 Skiing is...       | c an extreme sport that is fast and dangerous.    |
| 4 Motor-racing is... | d a winter sport that you need snow for.          |
| 5 Boxing is...       | e a team sport you play with ten others.          |

## 2 Talk with your partner on the following items.

- Do you play any games? Which is your favourite game? Who taught you to play it?
- Are you a football fan? Who is your favourite football player? What team do you support? Do young boys dream of becoming football players? Why?
- Fishing is a pleasant kind of sport, isn't it? What qualities does it require?

## 3 Read the young people's opinions and complete them with the suitable final sentences (A-D).

- A** I know it's only a dream at the moment. But maybe it'll come true.
- B** This and reading the sports pages in the paper are my kinds of sports.
- C** How can you stay fit when your body is under pressure all the time?
- D** For example, last year some of us went on a big holiday trip to Italy, which was great fun. Anyway, sport keeps you fit and healthy, doesn't it?



### WORD FILE

- a cricket ['krikɪt]
- an injury ['ɪndʒəri]
- jogging ['dʒɒɡɪŋ]
- riding ['raɪdɪŋ]
- sailing ['seɪlɪŋ]
- a sport event [ˌspɔ:t ɪ'vent]
- to kick [kɪk]
- to be in the open
- to stay fit
- a load of rubbish

Well, I consider myself an armchair sportsman. I enjoy sports most when I'm at home watching the *Grandstand* on TV. It's cricket that I like in particular. I could watch it for hours on end. I even stopped fixing my motorbike last week to watch England playing Jamaica. And I love my motorbike! You see, it's not that I'm not interested in sports. I'm just too lazy to drag myself to the football ground to kick the ball around. I'd rather meet my mates in the pub and discuss the weekend's football results with them.

(1) .....



**Bill Stuart,**  
22



**Mark Taylor,**  
20

Oh, I love it. I'm very active in sports. I've always been like that. I remember spending my days running through the woods and climbing up trees when I was a little boy. Now I go jogging every week, and besides that, I play tennis every now and then. My favourite sport, however, is football. My life would be boring without it. I think, I love it, because it's a team game and you need all kinds of skills. You must be fit, you must keep an eye on what your team-mates do, and you need a quick brain. I'm a member of our local football team. You see, that's the other thing I like about sports: you make new friends, it gives you a feeling of being part of something. We even do a lot of things together besides football. (2) .....

Well, sport is fun, isn't it? I couldn't imagine a life without sport, could I? Only Maths, English and History — how dull that would be! I love riding, playing volleyball and sailing. It's wonderful to be in the open and to enjoy the fresh air and the sun. But it's tennis that I'm really interested in. My sports teacher told me that I had a skill for playing tennis and that I should practise it more thoroughly. That was why I stopped sailing and riding, and tennis takes up all my free time now. It would be great if I made it big as a tennis professional. Just think of the money you could earn. It would be fantastic to travel round the world, to meet people in business and to be interviewed by TV reporters. (3) .....



**Liz Willson,**  
17

**Suzie Rubinstein,**  
21



Thank goodness people never try and talk sport to me! I hate sports. What is an endless boring tennis match compared to a good film — nothing, it's just a waste of time! I think English people's attitude to sport is so childish. Hundreds of thousands of them listen to cricket commentaries on their radios for five days. It's so stupid. They think that the big stars in the business lead a wonderful life. What a load of rubbish! In my opinion, these people are poor devils living out of a suitcase. How can they have any social life when they are always away from home? I don't believe that these professionals are really interested in their sports. They want to make a lot of money, that's all. Besides, nobody ever mentions the dangers of sports. Just think of the injuries... (4) .....



4 Read the young people's attitudes to sports activities in exercise 3 again and say if the statements below are true or false.

- |  |  |
|--|--|
| 1 Mark's favourite sport is football.      | 6 Liz dreams to become a tennis professional.                |
| 2 Mark is an armchair sportsman.           | 7 Suzie always listens to cricket commentaries on her radio. |
| 3 Billy is very interested in sports.      | 8 Suzie loves sport very much.                               |
| 4 Billy likes meeting his friends in pubs. |  |
| 5 Liz used to do lots of sports.           |  |

5 Make a list of all the for and against of doing sports, which are mentioned in exercise 3. Add as many as possible. Get ready to compare your results with other pairs in class.

6 Read the results of the interviewing British pupils about sports at school. Ask your classmates and add some answers to the list below.

Jill: I hate running round the gym and getting hot and sweaty. We shouldn't have to do games at school. It's got nothing to do with learning.

Simon: Everybody should do sports every day. Two lessons a week are not enough. Most pupils don't take physical fitness seriously enough.

Beth: They should teach judo or tennis, not only running or jumping. I would like to do aerobics and self-defence.

Mark: I am very good at games. I love all sports: swimming, skiing, football... It's too bad we have to learn maths and geography at school.

Dave: I like sports but I don't like the ones we do at school. I once fell off the rope<sup>1</sup> and broke my thumb.

Maria: Teachers shouldn't give marks for games. Some pupils are too weak or unfit. It isn't their fault if they're not good.

7 Work in groups. Describe the following.

- the sports activities at your school or sports club
- the general rules of volleyball
- a track and field tournament
- the gym you train in
- the most important sports event at your school or city sports club during the last winter



<sup>1</sup>a rope [rəʊp] — мотузка; канат

1 Name a person who goes in for:

wrestling, cycling, boxing, skating, running, mountaineering, skiing, racing, athletics, hunting, chess, draughts, volleyball or basketball?

2 Say what they do.

a skater, a swimmer, a boxer, a skier, a wrestler, a footballer, a speed skater, a fencer, a chess-player, a basketballer, a tennis player, an athlete, a goalkeeper, a draughtsman, a cyclist, a gymnast

3 Name sports these places are associated with.

a court, a course, a ring, a stadium, a rink, a track, a slope

4 Complete with the 2nd and the 3rd forms of the verbs below. Choose the correct verb and complete each sentence (1-4) with the past form of it.

beat - ... - ...    loose - ... - ...    win - ... - ...    draw - ... - ...

- Argentina ... Germany 2-1 last Saturday.
- Milan ... the match 3-0.
- The Chicago Bulls ... 78-91 to Celtics.
- Spain ... with Brazil 2-2.

5 Match the words with their definitions.

- |                   |  |
|-------------------|--|
| 1 tennis court    | a the person who is a leader of a team                 |
| 2 athletics track | b the place where you play tennis                      |
| 3 ski slope       | c if you do a lot of exercise, you will...             |
| 4 get feet        | d the place where athletes run                         |
| 5 captain         | e the person who is in charge of a team                |
| 6 coach           | f what players do before they start playing            |
| 7 referee         | g the people who watch a sport                         |
| 8 warm up         | h the person who controls e.g. a football match        |
| 9 train           | i the place where you ski                              |
| 10 spectators     | j what professional sports people have to do every day |



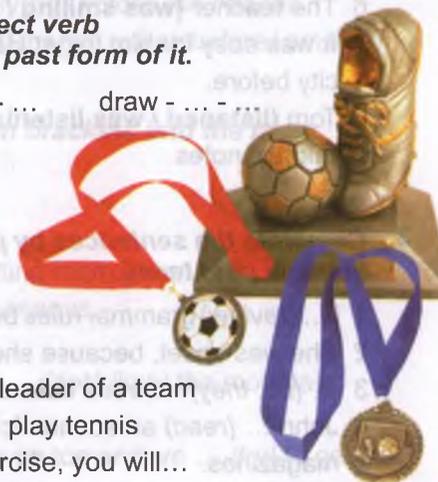
WORD FILE

- an achievement [ə'tʃi:vmənt]
- a coach [kəʊtʃ]
- a contest ['kɒntest]
- a participant [pɑ:'tɪsɪpənt]
- a referee [ˌrefə'reɪ]
- to achieve [ə'tʃi:v]
- to draw [drɔ:]
- to hit [hɪt]
- to lose [lu:z]
- to score [skɔ:]
- to play draughts [dra:fts]



VOCABULARY POINT

You win a match, competition, medal or trophy.  
You beat another team or person.



DO YOU LIKE SPORTS?

PAST TENSES

1 Read the sentences and refer the underlined verbs to their tense forms (A-D).

- A Past Simple
- B Past Continuous
- C Past Perfect
- D Past Perfect Continuous

- 1 He walked down the street, slipped on a banana peel and broke his arm.
- 2 She had been working as a teacher for ten years before she got married.
- 3 She was sad because she had failed the test.
- 4 While I was jogging, the man stopped me and asked the time.

2 Choose the correct tense form.

- 1 It had been raining all day and the roads (**had been / were**) very wet.
- 2 When (**did she choose / has she chosen**) to take a course in English?
- 3 Tom (**had been thinking / thought**) about his answer during the lunch break.
- 4 Dan was angry. He (**had been waiting / was waiting**) for Linda for two hours.
- 5 Students (**opened / had opened**) their books and did the exercise.
- 6 The teacher (**was smiling / had smiled**) as he was reading Kate's essay.
- 7 It was easy for him to get lost because he (**hadn't been / wasn't**) in a big city before.
- 8 Tom (**listened / was listening**) to the teacher while the others (**took / were taking**) notes.

3 Complete the sentences by putting the verb in brackets into the most suitable past tense.

- 1 I ... (*review*) grammar rules before the test when my computer ... (*start*) to blink.
- 2 She was upset, because she ... (*not/manage*) to prepare for the test.
- 3 ... (*be, they*) nervous before a test yesterday?
- 4 John ... (*read*) an economic book, while Tom ... (*look through*) some magazines.
- 5 I do not remember exactly how long ago it ... (*be*).
- 6 Roger ... (*not/give*) any explanation why he ... (*be*) late for school.
- 7 I felt very tired when I ... (*come*) home so I ... (*go*) straight to bed.
- 8 Mr Pitt ... (*take*) his case and ... (*leave*).
- 9 What ... (*you do*) at 10 o'clock yesterday morning?
- 10 I ... (*want*) to borrow that new book but she ... (*already lend*) it to someone else.

FUTURE TENSES

4 Read the sentences and refer the underlined verbs to their tense forms and structures (A-C).

- A Future Simple
- B Future Continuous
- C be going to

- 1 On Saturday night he will be celebrating his birthday with his friends.
- 2 He will be twenty next year.
- 3 I am going to study for a test tonight.

5 Choose the correct tense form or structure.

- 1 I (**will be remembering / am going to remember**) this day for the rest of my life!
- 2 (**Will you go / Are you going**) to Australia next Christmas?
- 3 I'm sure you (**will be passing / will pass**) your exam successfully.
- 4 George says he (**is going to do / will do**) the washing up after dinner.
- 5 What (**are you going to do / will you do**) this evening?
- 6 You look tired. I (**'ll help / 'll be helping**) you finish the paperwork.
- 7 Why don't you go out and have some fun? You (**won't always be / are not always going to be**) young.
- 8 We have to go now. The last train (**leaves / will leave**) at 11:30 pm.
- 9 This time next week I (**am flying / will be flying**) across the Atlantic.
- 10 I hope I (**am going to earn / will be earning**) my first million before I am thirty.

6 Complete the sentences putting the verb in brackets into the most suitable tense form.

- 1 He ... (*come*) if you ask him.
- 2 I wonder what I ... (*do*) this time next year.
- 3 Look! I ... (*paint*) this room blue and the sitting room green.
- 4 *Shop assistant:* We have some very nice bananas.  
*Customer:* All right. I ... (*have*) a pound.
- 5 *Ann:* Why are you taking fishing rods? You ... (*not/climb*) the mountain after all?  
*Tom:* We ... (*climb*) and fish. There's a lake on top and we ... (*try*) to get some fish out of it.
- 6 If you leave your keys with the hall porter he ... (*take*) the car round the garage.
- 7 I ... (*not/show*) any films this time. The projector's broken down.
- 8 When you next see me I ... (*wear*) my new dress.
- 9 It is nearly autumn; soon the leaves ... (*change*) colour.
- 10 Do you ... (*need*) your camera tomorrow or can I borrow it?

1 **Work in pairs or groups. Write as many sports as you can think of in 5 minutes. The winner is the pair/group with the longest list of sports.**

2 **Talk with your partner on the following items.**

- 1 What competitive sports do you know?
- 2 What are spectator (participant) sports?
- 3 What sports are popular in our country (the USA, England)?
- 4 What is the most characteristic feature of Ukrainian sports programmes?
- 5 What do you know about major professional sports in Great Britain and the USA?

3 **Explain the meanings of the following phrases.**

- Would you mind answering a few questions?
- to attract crowds of spectators
- to represent a city
- two leagues of eight teams each
- to determine the national champion
- to attend a game

4 **Listen and say what way American football differs from the European one.**

5 **Listen to the interview again and complete the sentences.**

- 1 Americans consider baseball...
- 2 Baseball dates back...
- 3 Baseball is a professional sport and this means that...
- 4 World Series is...
- 5 Football is...
- 6 Due to huge stadiums people can...
- 7 American football is called...
- 8 Football teams can be...
- 9 Football players can use their...
- 10 American footballers play with...



6 **Do the Sports Quiz in pairs.**

- 1 How long does a football match last?
- 2 How many referees are there in a basketball match?
- 3 How many players are there in a volleyball team?
- 4 How often are the World Athletics Championships held?
- 5 How long is a marathon?
- 6 How many holes are there on a golf course?

7 **Complete the text with the words in the box.**

League, games, championship, event, ball, courts, spectator, holes, numbers, attend

The game, peculiarly associated with England, is cricket. Many other games are also English in origin, but have been accepted with enthusiasm in other countries. Cricket has been seriously and extensively accepted only in the Commonwealth<sup>1</sup>, particularly in Australia, India and Pakistan.

Cricket is slow, and a ..., sitting in the afternoon sun after his lunch, may be excused for having a little sleep for half an hour. Cricket is making no progress in popularity. Association football or soccer is very popular. Nearly 40 million spectators each year ... matches between the great professional teams organised by the Football .... The biggest ... in England is the *Cup Final* played at the Empire Stadium, Wembley, in a London suburb<sup>2</sup>.

Rugby football (or rigger) has existed in Britain since the beginning of the 19th century, when a teacher at Rugby school, while playing football, decided that it would be better to pick up the ... and run with it. Rugby football is played with an egg-shaped ball which may be carried and thrown (but not forward).

The ... of golf and tennis are played by great ... of people. Golf is played in the countryside. It consists in driving a small ball towards and into ... separated by considerable distances, by means of special golf clubs<sup>3</sup>. The aim is to 'go round' using as few strokes<sup>4</sup> as possible.

There are many tennis clubs, but every town provides tennis ... in public parks. The world ... tennis matches are held at Wimbledon in London, during June and July.

8 **Work in pairs. Make an interview about sports in Great Britain and act it out.**

<sup>1</sup>Commonwealth — Британська співдружність націй    <sup>3</sup>a golf club — ключка для гольфу  
<sup>2</sup>a suburb ['sʌbɜ:ɪb] — околиця    <sup>4</sup>a stroke [strɒk] — удар



**1 Work in pairs. Take turns asking and answering the questions.**

- 1 What sports do you do?
- 2 What football team do you support?
- 3 What is the most popular game in your country (in Britain, the USA)?
- 4 What sport games can be played all the year round?
- 5 What summer (winter) sports do you prefer?
- 6 What is the difference between 'a sport' and 'a game'?
- 7 What sports and games do you know?
- 8 What games take the first place in public interest?
- 9 What is the great national sport in England?
- 10 What outstanding sportsmen of our country do you know?
- 11 Where were the first (last) Olympic Games held?
- 12 What do spectators do at the stadium?
- 13 Who usually likes tobogganing?
- 14 Do you play draughts (chess)?
- 15 Do you attend hockey matches?
- 16 Do we have champions in all kinds of sport?
- 17 In what season is cricket played?
- 18 What is the reason for smaller popularity of football in Britain?
- 19 What kind of game is cricket as compared to football?



**WORD FILE**

- a disgrace [dis'greɪs]
- an opposition [ˌɒpə'zɪʃn]
- a pitch [pɪtʃ]
- a promotion [prə'məʊʃn]
- tobogganing [tə'boʊɡənɪŋ]
- to oppose [ə'pəʊz]
- to promote [prə'məʊt]
- to tackle ['tækl]
- to get injured ['ɪndʒəd]

**2 Read the dialogue and act it out in pairs.**

*Ted:* What did you think of the game, Bill?

*Bill:* Dreadful! It was neither exciting nor skillful.

*Ted:* I agree with you. Of course the weather didn't help. They'd hardly kicked off when it started raining. Our team are useless in the mud, and they were off form anyway.

*Bill:* Some of our team can't play football in either wet or dry conditions, and I've never seen them in form. I can't help laughing when I watch old Ford. Every time he gets the ball he either falls over or passes it to the opposition. I can't make out why they picked him.

*Ted:* He's too old really. He'd already been playing in the team for about ten years when I became a supporter and that was eight years ago.

*Bill:* Evans isn't much better. He's not only too slow, he's scared to tackle as well.

*Ted:* Yes, he's always afraid of getting injured. Neither Ford nor Evans is up to it. We need two new defenders and a new forward, too.

*Bill:* But the management is too mean to spend money either on new players or on improving the ground.

*Ted:* Yes, that's true. The pitch is a disgrace, it isn't flat and the drains<sup>1</sup> don't work. Every time it rains the pitch is covered with great puddles of water.

*Bill:* What we need, Ted, is not only new players but a new manager and a new pitch as well. Then perhaps we could win promotion to the Third Division.

**3 Role-play the following situations in pairs.**

- 1 Two friends are talking after a football match. One is happy — his favourite team has won; another is not, as his team has lost the match.
- 2 Imagine a dialogue between two sports fans about their favourite sports.

**4 a) Match to make up suggestions. For each beginning (1-5), two endings (a-d) are possible.**

- |                              |                              |
|------------------------------|------------------------------|
| 1 If I were you, I'd...      | a take up badminton          |
| 2 Have you considered...?    | b playing tennis or golf     |
| 3 Why don't you...?          | c try some kind of athletics |
| 4 I think you should...      | d watching sumo wrestling    |
| 5 Have you thought about...? |                              |
| 6 You might enjoy...         |                              |

**b) Work in pairs. One of you is going to advise your partner about the best sport for him/her to play or watch. Have a talk. Use the instructions below.**

- Find out whether your partner is more interested in playing or watching sports.
- Find out what sports your partner already plays or watches.
- Discuss how much time your partner has got available.
- Recommend a sport to your partner, giving reasons.



**USEFUL PHRASES**

*Expressing opinions about sport*

- I think sport is...
- In my opinion, everyone should...
- If you want to know what I think, sport is...
- I'm just not interested in...

**5 a) Work in groups. Choose one of the sports and describe it according to the plan below.**

- |                           |                             |
|---------------------------|-----------------------------|
| 1 Where is it played?     | 4 What is the aim of game?  |
| 2 What is it played with? | 5 What are the basic rules? |
| 3 What do players wear?   |                             |

**b) Make a presentation of the game in class. Vote for the best one.**

<sup>1</sup>drains [dreɪnz] — каналізація; водостік

1 **Guess the words using the following definitions.**

- 1 ... is frozen water.
- 2 ... is a person who acts as a judge in football.
- 3 ... the place people skate on.
- 4 ... the sports ground on which tennis is played.
- 5 ... the person who dances on the ice.

2 **Choose the correct verb in bold to complete the sentences.**

- 1 In field hockey players use a stick to **(hit / score)** the ball into the goal.
- 2 The winner is the team which **(won / scored)** more goals than their opponents.
- 3 Athletes from all around the world are going to **(compete / oppose)** for the championship.
- 4 Millions of people **(watch / view)** the Olympic Games on TV.
- 5 I know a good sports centre where we can **(do / play)** tennis for free.

3 **Complete the sentences with the correct tense form of the verb in brackets. Use the Past Simple, Past Continuous or Past Perfect.**

- 1 Ireland ... *(beat)* England yesterday. England ... *(win)* 1:0 in the first half but Ireland ... *(score)* two goals in the second half.
- 2 It ... *(start)* raining when he ... *(walk)* to work. He ... *(stop)* a taxi because he ... *(not / wear)* a coat and he ... *(not / have)* an umbrella.
- 3 I ... *(not / recognise)* many people at my old school reunion because everyone ... *(change)* a lot in twenty years.
- 4 I ... *(wait)* to play tennis yesterday when my partner ... *(call)* me to say that he ... *(not / can)* come because his car ... *(be break down)*.

4 **Read and say if the statements are true or false.**

- 1 Football is popular in almost all the countries in the world.
- 2 Sports fans come to the stadium to learn their favourite poems.
- 3 If you want to play hockey you must have a puck and a club.
- 4 People, who play chess, are called chessmen.
- 5 Track-and-field events are included into the Olympics.
- 6 The referee acts as a goalkeeper in football.
- 7 There is no difference between tennis and table tennis.
- 8 Women are fond of playing hockey.
- 9 Tennis is a game in which two or four players strike a tennis ball with rackets all over a net.
- 10 Every player dreams of losing a game.
- 11 Draughts is an outdoor game.

- 12 There is no difference between soccer and rugby.
- 13 Badminton can be played only indoors.
- 14 The goalkeeper acts as a judge in football.
- 15 Ice hockey is popular with women.
- 16 A tennis ball is struck with a club.
- 17 Women are good football players, as a rule.
- 18 People who play draughts are called draughtsmen.
- 19 We use balls when playing badminton.
- 20 Golf is played on ice fields.
- 21 Hockey is one of the most popular summer sports.
- 22 Table tennis and lawn tennis are one and the same game.
- 23 In hockey a handball and rackets are used.
- 24 Boxers fight with bare hands.
- 25 Track and field events are never included in the Olympics.
- 26 You may touch the ball with your hands when playing football.

5 **Read the dialogue and dramatise it in pairs.**

LOYAL FANS

- Tom:** Hello, Bill. Are you ready yet?
- Bob:** Oh, come in, Ted. Is it two o'clock already? I haven't finished my lunch yet, but I won't be long.
- Tom:** We'll miss the kick-off unless you hurry.
- Bob:** Take a seat for a minute. If we miss the kick-off it won't really be a tragedy, will it? I don't suppose the game will be worth watching anyway.
- Tom:** Probably not. But I bet — if we arrive five minutes later, they'll score the only goal of the game before we get there.
- Bob:** And if we arrived early, they wouldn't score any goals at all. I don't know why we persist in going to watch them every other Saturday.
- Tom:** We wouldn't know what to do if we don't go, would we?
- Bob:** They're bound to lose again, unless there's a miracle.
- Tom:** I don't know. They've dropped old Ford and picked that youngster, Wade, in his place. Perhaps they'll win if they strike form.
- Bob:** If they strike their usual form, they'll lose five-nil against this team. They've already lost at home twice this season... But let's get a move on, we'll be late.

6 **Role-play the situation in pairs.**

It's Sunday morning. In a few minutes, there will be a football match on TV while on another channel there will be a fashion show. You are a sister and a brother.



7 **Get ready to speak in class on the following situation.**

You are a radio sports announcer. You have just witnessed a football game or some other sports event. First tell who you are and where you are broadcasting from. What would you say about the highlights in the exciting game?



8 a) **Work in groups. Briefly describe each kind of sport in the box below.**

- Mention about:**
- qualities it requires from the sportsman
  - advantages and attractive features

mountaineering; rowing; yachting; football; hockey; tennis; badminton; basketball; volleyball; chess; boxing; wrestling; fencing; callisthenics; figure-skating; skiing; skating; ski jumping

b) **Discuss several sports from the list above. Use the following phrases:**

in my opinion...; there's nothing like...; ... as for me I much prefer...; I don't quite see what people find in...; How can you say such a thing! I don't know anything more exciting than...; I see nothing exciting in...; I can't agree with you there; Absolutely marvellous! I like it immensely!



**WRITING POINT**

The introductory paragraph of an essay consists of: **general statements** and a **thesis statement**.

Some sentences that will attract the reader's attention and interest are usually **general statements**.

A thesis statement is the most important element. Like the topic sentence in a paragraph, it consists of two parts: **the topic** and **the controlling idea**. The topic states the subject of the essay and the controlling idea shows what the essay is going to be about.

1 a) **Read the introductory and find the thesis statement. Then separate the topic from the controlling idea.**

Do you remember what your family wanted you to be when you grow up? I remember my aunt Cecily. She wanted me to become a sportsman and play football. I don't even use lifts. Choosing a career should for many reasons be a person's own decision.



b) **Name the technique used to attract the reader's attention. (See page 129, exercise 5.)**

2 a) **Read the following sentences.**

- 1 Last minute holidays have become very popular among business people in the past few years.
- 2 Sport is one of the most popular free time activities of the young and old all over the world.
- 3 Is eating a lot of chocolate an addiction?
- 4 This essay is about the advantages of having a pet.

b) **Work in groups. Discuss the following.**

- Which of the sentences above could be used as good thesis statements?
- Can you suggest some improvements for the rest of the sentences?

**Compare your ideas with another group or other groups.**

3 **Write a thesis statement to each topic in the list below. Name possible subtopics.**

- |                  |                  |
|------------------|------------------|
| 1 Computer games | 3 Technology     |
| 2 Relationships  | 4 Youth Cultures |



**WRITING POINT**

The **concluding paragraph** is a special paragraph in an essay, in which you want your reader to understand clearly and completely the main points of your essay.

The concluding paragraph consists of:

**concluding sentence(s)** and a **final comment**.

A **final comment** expresses the author's final thought concerning the topic of the essay. This is also the place to express your opinion or make some suggestions. Here you mustn't introduce a new subject, but only have to comment on what has already been discussed.

The concluding paragraph is often introduced with one of the following transitional words or phrases:

- *In conclusion,*    ● *In short,*    ● *In the end,*    ● *All in all,*
- *In summary,*    ● *Thus,*    ● *In other words,*    ● *As a result,*
- *In brief,*    ● *In any event,*    ● *For these reasons,*    ● *Indeed,*

**4 Work in groups. Discuss if you agree to the following statements.**

In brief, writing an essay in English is really not different from writing a paragraph. It can be done simply by following the steps in the writing process. In fact, what you need is just a bit more time.

**5 Work in pairs. Read the following thesis statements and write the concluding paragraphs using different types — a summary or a restatement.**

- 1 Being an only child has more disadvantages than advantages.
- 2 A good education is a necessity in the modern world.
- 3 Being rich and beautiful is not always easy.
- 4 The world's climate has been considerably changed in the past twenty years.

**6 Work in groups. Read and discuss the information.**

The **body of an essay** is the longest part. The number of paragraphs depends on the number of supporting points you want to make. Similar to a paragraph you organise the body paragraphs using the same methods of ordering: *chronological*, *spatial* or *logical*. For this you use the appropriate transitions. Since the thesis statement is always an opinion, to write a successful essay you need specific and factual details (facts). Here are some ways to support your arguments:

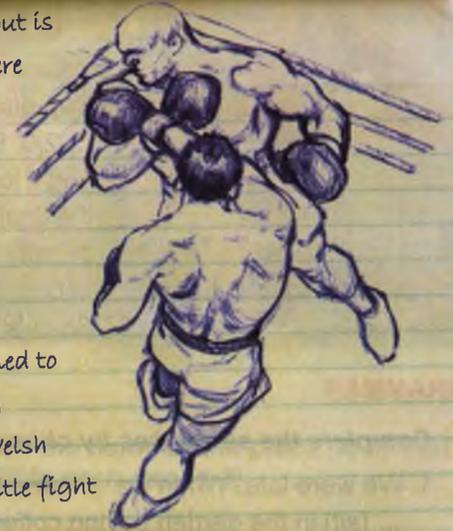
- 1 *examples* — short stories and anecdotes
- 2 *statistics* — figures, charts and diagrams
- 3 *quotations* — repeating somebody's exact words and enclosing them in quotation marks.

**7 a) Read the 'for and against' essay and complete it with some linking words and phrases. (The list of transitions see pages 168-169.)**

Boxing has existed since ancient times, but is there still a place for it in modern sport? There are strong arguments both for and against banning it.

There are two main arguments for a ban. (1) ... and most obvious one is medical, as fighters can suffer physical and mental damage or even die. Middleweight Michael Watson was left in a coma and then confined to a wheelchair with brain damage after being knocked out in a world title fight, (2) ... Welsh fighter, Johnny Owen, lost his life after a title fight in Los Angeles.

(3) ... argument is a moral one, claiming that it is immoral to watch two people causing each other extreme harm for entertainment. (4) ..., there are arguments against a ban, and these are also moral and medical. (5) ..., a ban could be seen as an attack on the freedom of the individual, (6) ... it would deprive some people, especially from poor backgrounds, of an opportunity to make a living. (7) ..., some supporters argue that it is better for the sport to be legal (8) ... that it can be better medically supervised. (9) ..., all fighters have compulsory medical examinations and there is a doctor at ringside. A ban might lead to illegal, unsupervised fight where the boxers' health would be at even greater risk. (10) ..., there are moral and medical reasons (11) ... in support of and against a ban on boxing. This is clearly a question with no easy answer.



**b) Work in groups. Reread the essay above from the point of view of its structure. Use the essay revision checklist. (See appendix, page 167.)**



**8 Write an essay. Narrow the topic 'Sports' and mention about your personal experiences. Include the following information:**

- which sports you have played
- what your attitude to sport is
- how you think sport can help people in their lives

# CHECK YOUR SKILLS

## VOCABULARY

1 Complete the text with the verbs in the box.

scored, beat, won (x2), drew, loose



Last night, Germany ... Spain 3:2 in their World Cup qualifying match. At half-time, the Germans ... 2:0. But Spain ... two goals in the second half and it looked as if they were going to ... 2:2. But in the final minute Germany ... the match thanks to a penalty taken by their captain. This was the second match against Germany that Spain had ... Spain's goalkeeper who had fallen ill before.

## GRAMMAR

2 Complete the sentences by changing the form of the verb in brackets.

- 1 We were late. When we ... (arrive) everyone ... (finish) their lunch and they ... (sit) in the garden having coffee.
- 2 I ... (run) to the station but the six o'clock train ... (already / leave). The station ... (be) empty except for three people who ... (wait) for the next train.
- 3 They ... (drive) to the airport when they suddenly ... (remember) that they ... (not / turn off) the central heating.
- 4 The match ... (already / start) when we ... (turn on) the TV. Scotland ... (lose) 1:0 and they ... (play) very badly.

## LISTENING

3 Listen and complete the sentences below.

- 1 The most popular game in Ukraine is...
- 2 The lion's share of success in football belongs to...
- 3 It was Oksana Baiul who won the first gold medal in...
- 4 The gold fish of Ukraine is... The gymnast ... and champions in calisthenics ... and ... showed their fantastic results in world championships and Olympics Athens.
- 5 Vasyl Virastiuk holds...
- 6 The achievements of the legendary Klychko brothers have made them...
- 7 In wrestling Elbrus Tadeiev won the highest...
- 8 The Olympic victories of Ukrainian athletes are: ...
- 9 Ukraine ranks with the...



Yana Klochkova



# CHECK YOUR SKILLS



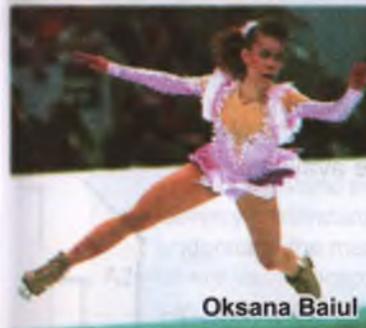
Olena Hrushyna and Ruslan Honcharov



Vitalii and Volodymyr Klychko



Vasyl Virastiuk



Oksana Baiul



Iryna Merleni



Andrii Shevchenko

## READING

4 Read and match the name of the place (A-H) that suits best to fill in each gap (1-8).

In Barnstaple Leisure Centre there are facilities for all kinds of people and interests: you can go to the Centre if you want to keep fit or want to watch sports.

- A the bowls hall
- B the sportsman's bar
- C the sports hall
- D general activity rooms
- E the fitness training room
- F the tennis courts
- G the solarium room
- H the cafeteria

Of course, the main purpose is to provide sports facilities. You can play different sports and there are facilities for swimming. Afterwards you can have something to eat or meet your friends in one of the cafés. And if you don't want to do any sports, you can just relax with your friends.

(1) ... caters for One Tennis Court, Seven Badminton Courts with excellent facilities for Basketball, Volleyball, Netball etc., as well as Gymnastics, Trampoline, Archery and Fencing. Five-a-side Soccer is also very popular. Many of these facilities, including Fencing and Badminton are up to National Standard. Special spectator seating is available in this hall.

# 8 CHECK YOUR SKILLS

DO YOU LIKE SPORTS?

(2) ... is equipped with the very latest equipment to suit all ages and abilities. The normal weights, bars and discs etc., have all been excluded and modern machinery has taken its place.

(3) ... There are four courts and ample viewing gallery is provided.

(4) ... These are equipped for Boxing, Judo, Table Tennis, Karate, Keep Fit, Fencing, Golf Practice, etc. These same rooms can also be used for large small meetings and social functions.

(5) ... provides for bowling indoors all the year round, in an attractive setting, with four rinks. Bookings can be made by any individual through reception, for a pleasant game with friends. It is possible to enter many leagues and competitions by joining the North Devon Indoor Bowling Club.

(6) ... is available with guaranteed privacy. Set in an attractive room, a fast way to a healthy tan.

(7) ... which overlooks the Swimming Pool provides a good Snack Bar service in an open and attractive setting.

(8) ... overlooks the Sports Hall and has extensive views of Barnstaple and the River Taw. An ideal place to relax with friends. Bar snacks are available.



CAN YOU ... IN ENGLISH?  — Yes, I can.

- read and understand about sports
- listen and understand about different sports
- talk about sports events
- understand and use the Present, Past and Future Tenses
- ask and answer about a sport game
- describe your favourite kind of sport
- express your attitude to sport activities
- write an essay on personal sports experience

CAN YOU ... IN ENGLISH?

# SELF-ASSESSMENT GRID

APPENDIX

	LISTENING	READING
<b>A1</b>	I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.
<b>A1+</b>	I can understand and follow simple directions. I can understand simple questions concerning my experience, as well as simple everyday dialogues, supported with mimic and gestures.	I can understand simple illustrated texts, guides, game directions, instruction for the use of familiar things. I can find relevant information in simple and familiar texts.
<b>A2</b>	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
<b>A2+</b>	I can understand everyday speech when the delivery is standard and clear. I can understand the main point of TV shows, films, where visual reception plays important role. I can understand the gist of short lectures, familiar stories, when speech is relatively slow and clear.	I can read simple texts about things I'm interested in, leaflets, short official documents, simple and clear instructions, short descriptions of events.
<b>B1</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
<b>B1+</b>	I can understand speech with requests and problems explanations. I can understand contents of conversations, discussions, lectures and reports on familiar topics, although cannot recognise some phrases and expressions.	I can understand simple familiar information in letters, leaflets, directions, newspaper articles. I can understand the gist of specialised simple structured texts within my own field.
<b>B2</b>	I can understand extended speech and lectures and follow even complex lines of argument provided if the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

	SPOKEN INTERACTION	SPOKEN PRODUCTION
<b>A1</b>	I can interact in a simple way if the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.
<b>A1+</b>	I can greet other people and introduce myself. I can respond to the greeting and ask how someone feels. I can order food and drinks. I can do everyday shopping.	I can express myself with simple connected sentences to give a short simple description of myself and my environment. I can talk about what I can see in a picture and describe other people.
<b>A2</b>	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent school.
<b>A2+</b>	I can exchange opinions and information on familiar topics in predicted everyday situations. I can ask another person to help when I need it.	I can express myself in monologue to talk about my feelings, everyday aspects of my environment (people, local area, study) using simple language tools.
<b>B1</b>	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
<b>B1+</b>	I can hold a conversation on familiar topics without delays and pauses, using simple language tools. I can explain my attitude and respond to the questions. I can summarise and synthesise information.	I can talk about my own experience, describe my attitude to the events. I can make short presentations and reports, followed by my comments and conclusions.
<b>B2</b>	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

	WRITING
<b>A1</b>	I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality and address on a hotel registration form.
<b>A1+</b>	I can copy words, sentences without mistakes, write names of countries, buildings and food. I can write short connected paragraph about myself, my place and my family.
<b>A2</b>	I can write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something.
<b>A2+</b>	I can write short simple texts, create messages to describe the topic, problem, etc. I can describe my dreams, hopes and expectations.
<b>B1</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
<b>B1+</b>	I can write short reports and explanations with simple structure within field of my direct charge. I can write simple clearly structured texts, make a summary, argumentation of my doing or views.
<b>B2</b>	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

READING

First of all, it should be said that it is not really necessary to try to read and understand every single word in a reading test. In fact, if you do, you might not have enough time to finish the test. The skills that you need when reading in a foreign language are exactly the same as those that you use when you read in your own language. Generally speaking, there are three kinds of reading that you need.

1 Skimming

Before we read a text in detail, we nearly always know what we are going to read about. The way we do this is by skimming the text. This means that we quickly go through the text to find out what it is generally about. One way of doing this is by reading any titles or headlines in the text. This is the kind of skill that we use when we read a newspaper. Another way of finding out what a text is generally about is by quickly reading the topic sentence of each paragraph. The topic sentence is the first sentence of a paragraph and its function is to tell the reader what the topic of the paragraph is. If we know what the topic of each paragraph is, we will have a good idea of what the text is about. You should try to skim a text quickly so as not to waste time.

2 Scanning

This is when we quickly go through a text to locate a piece of information. This is the kind of skill we use when we look at a TV guide to find out what time a particular programme starts. In a reading test, we scan in order to find out which part of the text contains the answer we need. We do this by looking for the ideas that are mentioned in the questions.

3 Close reading

Skimming and scanning do not involve reading every word. Close reading, on the other hand, does. When we have scanned the text to locate where the answer is, we now need to read this part closely, i.e. carefully, to find out what the answer is. Close reading might involve reading something more than once, e.g. to make sure that we have the right answer. This book contains four kinds of reading task.

1 Matching Headings

Suggested procedure:

- skim the whole text
- read the paragraph
- if necessary, try and work out any unknown words from the context
- try and summarise in your mind what the paragraph is about
- choose a suitable heading which matches your idea
- underline key words in the heading (see example below)
- see if you can find similar ideas in the paragraph (see example below) and underline them
- quickly check that the other headings do not match the paragraph

2 Four-way Multiple Choice Questions

Suggested procedure:

- skim the whole text
- read the questions before you start reading in detail
- underline key words in the questions
- quickly find the part of the text that mentions these things (this is called scanning)
- read this part of the text closely
- try and work out any unknown words from the context
- underline the parts of the text that you think answer the question
- match the answer in the text to the best of the four options
- check that the other 3 options don't fit

3 Gapped text

This task is a test of close reading and understanding of structure. In particular, it tests your understanding of referencing, i.e. words like 'this', 'he', 'they', etc. and what they refer to, and linking devices such as 'however', 'for example', etc.

Suggested procedure:

- skim through the text
- do not stop at unknown words
- read closely before and after each gap
- select a suitable option, e.g. where the topic seems to fit what comes before and after
- check that referencing words and linking devices match by underlining them
- check the sentence/paragraph fits the topic of what is being discussed before and after
- check that the other options don't fit
- when you've finished read through the completed text to make sure it makes sense

4 Multiple matching

This is a scanning exercise, i.e. locating specific pieces of information.

Suggested procedure:

- scan the texts to find out what they are about
- do not stop at unknown words
- read the first question
- underline the key idea
- quickly look through the different sections until you find a suitable answer
- read this part of the text closely
- underline the evidence
- match what you've underlined to what you underlined in the question
- repeat the process

ENGLISH IN USE

English in Use questions test your knowledge of grammar and vocabulary and the way that they relate to each other. Here are five of the basic English-in-use exam-type tasks in this book.

1 Gapped text

Suggested procedure:

- skim through the text
- fill the gaps
- remember that the missing words are likely to be grammatical words, e.g. prepositions, articles, auxiliary verbs, pronouns, etc.
- read through the completed text to make sure it makes sense

2 Modified gapped text

A modified gapped text has four options for each gap.

Suggested procedure:

- skim through the text
- think what the answer could be before looking at the options, i.e. is it predictable?
- remember the missing word is likely to be part of a whole phrase
- fill the gaps
- make sure the other options don't fit
- read through the completed text to make sure it makes sense

3 Key word transformations

Suggested procedure:

- use the key word in your answer
- leave the key word unchanged

- do not use more than five or fewer than two words in your answer
- check your spelling
- make the second sentence as similar in meaning as possible to the first by not leaving out any information

## 4 Word Formation

**Suggested procedure:**

- skim through the text
- decide what part of speech (verb, noun, etc.) is needed
- check your spelling, especially double letters
- check if the word should be negative
- check if the word should be plural
- check if the word requires more than one change
- read through the completed text to make sure it makes sense

## 5 Error Correction

This is a text with an extra, unnecessary word in most of the lines. The focus of the task is on grammar and the extra words are items such as: articles, auxiliary verbs, prepositions, pronouns, etc. If a line contains an extra word, you should write the word down in the space provided. If the line is correct, you should put a tick in the space provided.

**Suggested procedure:**

- look at the title and read through the text to get an idea of what the text is about
- read the text slowly and carefully, as the extra words are often small ones and easily missed
- read through the text sentence by sentence and not line by line in order to find the extra words. Sometimes, if a line is read on its own, it seems grammatical, and it is only when we read the rest of the sentence that we see that there is an unnecessary word
- remember the extra words will be grammatical words and not words that are crucial to the meaning of the sentence
- remember that most of the lines contain extra words
- do any lines that are immediately obvious first and then come back to the others later
- read the final text right the way through to make sure it reads well

## LISTENING

### 1 Short Recordings — Three-way Multiple Choice

This task tests your general understanding.

**Suggested procedure:**

- before listening, read the questions to find out about the situation and speakers. You will find it easier to follow the recording if you know what it is going to be about
- while listening, beware of distractors. You will probably hear all the options mentioned, but only one will be the answer to the question
- don't worry if you don't get the answer the first time, as you will hear the recording again
- if you think you have got the answer the first time, use the second listening to confirm your answer

### 2 Sentence completion

This activity focuses on listening for detail.

**Suggested procedure:**

- read through the instructions to know precisely what you have to do and to get a general idea of what the listening is about
- read through the questions and predict what kind of information might go in the gap. This will make it easier for you to follow the recording
- don't panic if you don't get all the answers immediately, as you will hear the recording again
- use the second listening to confirm your answers

- remember that you will hear the word/number that you need to write in the gap
- after the recording, check to see that you haven't made any careless mistakes, e.g. spelling mistakes; grammar slips, e.g. singular or plural, or used more words than allowed by the instructions

## 3 Matching

This task tests your general understanding and involves matching speakers to topics/opinions.

**Suggested procedure:**

- before listening, read the questions to find out about the situation and speakers
- it might be useful to underline key words in the questions to help you focus on what you're listening out for
- while listening, beware of distractors. You will probably hear most of the options mentioned more than once, but only one can be the correct answer to each question
- don't worry if you don't get the answer the first time, as you will hear the recording again
- if you think you have got the answer the first time, use the second listening to confirm your answer

## 4 Dialogue — Three-way Multiple Choice

This task can focus on both listening for detail and general understanding, e.g. speakers' attitudes.

**Suggested procedure:**

- before listening, read the questions to find out about the situation and speakers. You will find it easier to follow the recording if you know what it is going to be about
- it might be useful to underline key words in the questions to help you focus on what you're listening out for
- while listening, beware of distractors. You will probably hear all the options mentioned, but only one will be the answer to the question
- don't worry if you don't get the answer the first time, as you will hear the recording again
- if you think you have got the answer the first time, use the second listening to confirm your answer

## SPEAKING

Speaking activities give you the opportunity to practise not only the fluency and accuracy of lexical and grammatical structures, but also to express your opinion and develop your critical thinking skills, such as asking questions, analysing, problem solving, etc.

There are 5 types of speaking activities in this book.

### 1 Presentation

**Useful tips:**

- plan your presentation, but DO NOT read it
- make sure that your presentation has a proper structure (introduction, body, conclusion, ending)
- speak clearly and DO NOT rush — be natural
- use formal language
- use relevant transitional words/phrases
- use visual aids to improve the interest of your presentation (computer, video, real objects, etc.)

**Presentation structure**

- introduction
  - state the topic
  - list the points you will cover
  - define the time for asking questions

- b body
  - develop the topic of your presentation
- c conclusion
  - restate your main points
- d ending
  - finish your presentation
  - thank your audience

**2 Short talk**

**Useful tips:**

- plan your talk, but DO NOT read it
- include all important information
- present your points in a simple, clear and direct way
- use informal language
- use relevant transitional words/phrases

**3 Role play**

In a role play you are supposed to talk with your partner about the given topic. Initiate the conversation, ask questions, listen to your partner and respond to their views by agreeing or disagreeing and always try to justify your arguments.

**4 Discussion**

Here are some suggestions on how to take part in a discussion:

- try to avoid "closed" questions, and ask "open" questions because they generate discussion
- if you have no opinion about the subject, think what other people might say about it and express it
- if you don't know what to say about one thing in the list, try to compare it with another one in the list
- if you don't know the exact word for something, try to explain what you mean and give examples
- listen carefully to your partner and try to respond to what he/she has said
- use linking phrases and phrases to express opinions, to give examples, to summarise, etc.

**5 Class debate**

**Suggested procedure:**

- form three groups
- The first two groups should prepare arguments for either accepting or rejecting the motion. Present your arguments and be ready to answer questions from the other group. The third group should listen to both groups and decide whether to accept or reject the motion providing arguments for their decision. Before making their decision, the third group can put questions to both groups.
- allow time for groups to prepare their arguments
- group presentations
- asking & answering questions
- presenting the decision

**PRESENTING AN ARGUMENT**

- a prepare some arguments and examples to support your view
- b think about possible counter arguments and prepare your response(s)
- c use linking phrases and phrases to express agreement/disagreement, to give examples, to express opinions, to summarise, etc.

**Informal Letter**

Dear Nina,

How are you? Sorry I haven't written for so long, but I've been busy settling in and getting ready for my studies. Anyway, things are a bit calmer now and I can spare some time to write you a letter.

Boulder is really a nice place and the campus is magnificent. Lots of old buildings, colleges, dorms, an enormous library, many well-equipped computer rooms and a big swimming pool. You'd adore the architecture. The university bookshop is out of this world. Sometimes I get a feeling I could spend the rest of my life and money there.

I think I'll enjoy the next six weeks of my studies here I am sharing a room with a colleague from Poland. She comes from a small town near Warsaw. She is a teacher and a teacher trainer. During the past week we've become good friends. We are buying books and other necessary things. We've also met our teachers. They seem like nice people. The staff organised a big party yesterday. We all felt really welcomed. No homesickness so far!

Well, that's all for now. I'll write more when the courses start. How are things at home? Regards to all our friends.

Please write soon.

Lots of love,

Val

Semi-formal Letter

7 Milk Street  
 London  
 SW7 6AW  
 UK  
 \_\_\_ April, 201 \_\_\_

Dear Mr and Mrs Williams,

I would like to thank you both for those two most beautiful weeks I spent as a guest in your house during my visit to Newcastle last month.

When my colleague suggested it would be better to stay with a local family than in some hotel, I was a little reluctant to accept the suggestion. I have never stayed in private accommodation and I simply did not know what to expect. Your warmth and kindness made me feel like a member of the family and not an ordinary guest.

The room was very comfortable and food was excellent. I must say I admire your cooking Mrs Williams. You must send me some of your cake recipes. I've also enjoyed meeting other members of your family and your friends.

I especially enjoyed our evening conversations and discussions. The aim of my trip to England was to collect materials for my book. I must say I've learned from you two as much as from various books in the city library.

Thank you once again for your hospitality and the opportunity to learn more about England. I am looking forward to hearing from you soon.

Best wishes,

Andrea Philips

Formal Letter  
 (Letter of Application)

37 Ann Street  
 London  
 24th February 2010

Mrs Mary Miller  
 16 Adam Street  
 London

Dear Madam,

I am writing to apply for the position of a sales assistant which I saw advertised in the daily newspapers.

I am 26 years old and have graduated from London school of art. During my education, I have attended many courses and seminars on design all around Europe and gained a lot of experience in that certain area. I have also worked as a sales manager for Italian Benetton for three years. I have been working as a sales assistant for Prada for the past two years but seek for a better opportunity to gain some new experience and skills. I think that this job would give me a great chance to get even more familiar with the English fashion industry and evolve in a professional way.

I speak three foreign languages: French, German and Italian and therefore find myself suitable for your job because I am capable of dealing with a wider range of customers. I was always interested in fashion and can't see myself working in any other area. During my work for Prada I have successfully dealt with diverse problems and have always managed to fulfill customer's wishes.

I enclose all the recommendations and a detailed list of all my work experience and qualifications. I hope that you will consider me for this job because this is a perfect opportunity for my further professional development. I hope to hear from you soon.

Your sincerely,

Susan Moore

Formal Letter  
(Curriculum Vitae (CV))

Name: Barbara Jackson

Date of Birth: 18 July 1972

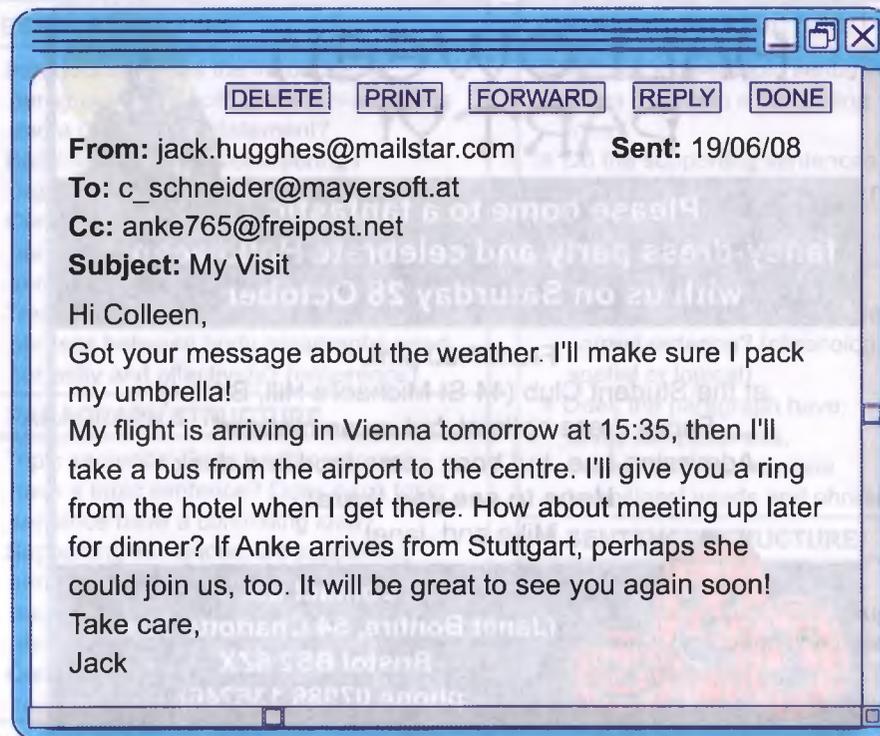
Address: 23 Arthur St  
York

Education /  
Qualifications: 1983-1990 Hilltop Secondary School,  
Coventry  
GCSE's: English, History, Geography, Art,  
French, German, Computing  
A levels: English Language, English  
Literature, History, Art  
1990-1993 B.A., English Literature -  
University of Birmingham

Work  
Experience: April 1994 - September 2002 - Teacher  
of English, Southside Secondary School  
September 2002 - Present - Head of  
English Department, St Michael's  
Secondary School

Other  
Information: Languages Spoken: French, German  
Interests: travelling, painting, pottery,  
jogging

Referees: Dr David R. Brown  
English Studies,  
University of Durban  
Sarah Clark  
Southside Secondary School (Head  
Teacher)



Postcard



Formal Letter  
(Context: Invitation)

Invitation

# HALLOWEEN PARTY!



Please come to a fantastic fancy-dress party and celebrate Halloween with us on Saturday 28 October

From 7:30 p.m.  
at the Student Club (44 St Michael's Hill, Bristol).  
Fancy dress optimal, but recommended.  
Admission free, but bring some food and drink.

Hope to see you there:  
Mike and Janet



Contact us:  
(Janet Bonfire, 54 Charlotte Street,  
Bristol BS2 6ZX,  
phone 07986 135246)

### List of Emoticons (smileys) for your email

- |                  |                            |
|------------------|----------------------------|
| :-) happy        | >:-< angry                 |
| :-( sad          | ;-) winking / just kidding |
| :-< really sad   | :^D great! I like it!      |
| :-D laughing     | ^5 high five               |
| :-o surprised    | ^ thumbs up                |
| :-V shouting     | :-X my lips are sealed     |
| :-@ screaming    | :> what?                   |
| :  bored         | -( sleepy                  |
| :-e disappointed |                            |

### Essay Revision Checklist

#### I ESSAY STRUCTURE

- Introduction: Does the introductory paragraph have both general statements and a clear thesis statement?
- Body: Is the method of ordering / organisation appropriate for the topic?
- Conclusion: Does the concluding paragraph have both concluding sentence(s) and a final comment?
- Transitions: Are transitional words and phrases between body paragraphs used correctly and effectively? (coherence)

#### II PARAGRAPH STRUCTURE

- Topic sentence: Does each paragraph have a topic sentence? Does each topic sentence have a controlling idea?
- Supporting sentences: Do supporting sentences give enough details to explain each point? Are transitional words and phrases used correctly and effectively?
- Concluding sentences: Is a concluding sentence used (if necessary)?

#### III SENTENCE STRUCTURE

- Are all the sentences clear? (expressing a complete thought?)
- Does the paragraph comprise different types of sentences? (simple, compound and complex sentences)

#### IV EDITING

- Are there any mistakes in grammar or mechanics? (spelling, punctuation and capitalization, etc.)

### Paragraph Revision Checklist

#### I PARAGRAPH STRUCTURE

- Is there a clear topic sentence? Does it contain a controlling idea?
- Do the supporting sentences clearly and fully explain the main idea?
- Is there an appropriate concluding sentence?
- Does the paragraph have the correct ordering? (chronological, spatial or logical)
- Does the paragraph have: unity, completeness, coherence? (appropriate transitional words and phrases)

#### II SENTENCE STRUCTURE

- Are all the sentences clear? (expressing a complete thought)
- Does the paragraph comprise different types of sentences? (simple, compound and complex sentences)

#### III GRAMMAR AND MECHANICS

- Are there any mistakes in grammar or mechanics? (spelling, punctuation, capitalization, etc.)

**Chronological Order**  
 first  
 first of all  
 second  
 third  
 next  
 then  
 after that  
 finally  
 at first  
 later on  
 after  
 before  
 while  
 when  
 meanwhile  
 gradually  
 soon  
 as soon as  
 now  
 as

**Comparison**  
 also  
 too  
 similarly  
 likewise  
 as  
 just as / just like  
 the same  
 alike  
 similar to  
 the same as  
 equal / equally  
 both ... and  
 not only ... but also  
 neither ... nor

**Making General Statements**  
 generally  
 in general  
 on the whole  
 by and large

**Order of Importance**  
 the first and the most important reason is...  
 the last and the most important reason is...  
 more importantly / significantly  
 most importantly / significantly  
 above all  
 primarily  
 first and foremost  
 a more important  
 the most important  
 the primary

**Logical Order**  
 first, second, third, etc.  
 next  
 last  
 finally  
 in addition  
 moreover  
 also  
 an additional, another

**Cause / Reason**  
 for  
 because  
 since  
 as  
 to result from  
 the first cause / reason  
 the effect of  
 because of  
 due to  
 as a consequence of  
 as a result of

**Expressing Reality**  
 in effect  
 in fact  
 as a matter of fact  
 actually  
 the fact of the matter is

**Spatial Order**  
 at the top of  
 at the bottom of  
 on the left  
 on the right  
 in front of  
 behind / to the rear of / in the background  
 in the centre of  
 next to  
 behind  
 between  
 inside

**Contrast**  
 however  
 in contrast  
 on the other hand  
 but  
 yet  
 although  
 even though  
 while  
 whereas  
 unlike  
 different from  
 nevertheless  
 nonetheless  
 still  
 though  
 despite  
 in spite of

**Addition**  
 in addition (to)  
 furthermore  
 moreover  
 besides  
 not only ... but also  
 too  
 and  
 more importantly  
 another  
 what is more  
 apart from  
 both ... and

**Giving Opinion**  
 In my opinion / view  
 My opinion is that  
 It is my belief / opinion / view  
 It seems / appears to me  
 As far as I am concerned  
 The way I see it  
 I (strongly / firmly) believe  
 I think / feel  
 I am (not) convinced.  
 I agree / disagree that / with  
 I am inclined to believe that  
 I couldn't agree / disagree more that / with

**Conclusion**  
 in conclusion  
 in summary  
 in brief  
 in short  
 therefore  
 thus  
 in any event  
 in the end  
 indeed  
 for these reasons  
 all in all  
 as a result

**Explanation**  
 in other words  
 that is

**Example**  
 for example  
 for instance  
 such as  
 an example of  
 in particular  
 particularly  
 like  
 especially

**Effect / Result**  
 therefore  
 thus  
 hence  
 as a result / consequence  
 consequently  
 so  
 the cause of  
 to result in  
 the reason for  
 to affect

**Reference**  
 regarding  
 concerning  
 with respect / regard / reference to  
 in regard / reference to

**Emphasis**  
 indeed  
 in fact  
 obviously  
 of course, clearly  
 needless to say

**Referring to Sources**  
 according to  
 with reference to

**Summary**  
 in short / brief  
 briefly  
 to put it briefly

**Clarifying / Paraphrasing**  
 in other words  
 that is to say  
 to put it another way

**Purpose**  
 so that  
 so as to  
 in order to  
 if  
 for the purpose of  
 with the intention of

**Alternative**  
 otherwise  
 or  
 if  
 unless

ARTICLES  
A/AN — THE INDEFINITE ARTICLE

use	example	
We use <b>a</b> before a consonant and <b>an</b> before a vowel. But it depends on the pronunciation of the following word, not the spelling.	<b>a</b> cat <b>a</b> uniform <b>a</b> one-day trip	<b>an</b> elephant <b>an</b> interesting story <b>an</b> hour
We use <b>a / an</b> only with singular countable nouns.	<b>a</b> pencil	<b>an</b> orange
We use <b>a / an</b> with jobs.	She's <b>a</b> nurse.	He's <b>an</b> engineer.
We use <b>a / an</b> when we are talking about a person or thing for the first time.	We saw <b>a</b> girl with <b>a</b> dog.	
We use <b>the</b> when we talk about it again.	<b>The</b> girl was very little and <b>the</b> dog was big.	
We use <b>a</b> in some expressions when it means 'every'.	once <b>a</b> day (once every day) twice <b>a</b> year three times <b>a</b> week, etc.	
We use <b>a</b> in some expressions of quantity.	<b>a</b> lot of people <b>a</b> number of pupils	<b>a</b> few questions
We use <b>a</b> in some fixed expressions.	have <b>a</b> cold have <b>a</b> headache take <b>a</b> picture	have (take) <b>a</b> bath /shower sleep like <b>a</b> log go for <b>a</b> walk, etc.

THE — THE DEFINITE ARTICLE

**The** means 'you know which one/ones I mean'.  
It can be used before any noun, singular or plural.

use	example	
We use <b>the</b> when we talk about something that has been mentioned before.	I bought a shirt and a sweater. <b>The</b> shirt is red and <b>the</b> sweater is blue.	
We use <b>the</b> when it is clear what we mean.	Open <b>the</b> door! (You can see which one.) Turn on <b>the</b> TV!	
We use <b>the</b> with persons or things that are unique (there's only one).	When I was in Rome I saw <b>the</b> Pope. Don't sit in <b>the</b> sun. It's too hot.	
We use <b>the</b> with some time expressions.	in <b>the</b> evening in <b>the</b> afternoon	in <b>the</b> morning at <b>the</b> weekend
We use <b>the</b> with musical instruments.	Can you play <b>the</b> piano?	
We use <b>the</b> with superlatives and ordinal numbers.	She's <b>the</b> fastest runner in our class but today I was <b>the</b> first to finish <b>the</b> race.	

use	example	
We use <b>the</b> with some names. a) with the names of rivers, seas and oceans b) with the names of groups of islands and mountain ranges c) with the names of countries that include a union, a republic or a kingdom d) with the names of hotels, cinemas, theatres, museums and buildings e) with family names in the plural	<b>the</b> Amazon <b>the</b> Pacific Ocean <b>the</b> Bahamas <b>the</b> United States <b>the</b> Republic of Croatia <b>But:</b> Croatia, England, Canada <b>the</b> Hilton <b>the</b> National Theatre <b>the</b> Empire State Building <b>The</b> Greens are coming to dinner tonight.	<b>the</b> Black Sea <b>the</b> Alps <b>the</b> United Kingdom <b>the</b> United Kingdom <b>the</b> Broadway Cinema <b>the</b> Science Museum
We use <b>the</b> in some fixed expressions.	listen to <b>the</b> radio go to <b>the</b> cinema go to <b>the</b> doctor's call <b>the</b> police live at <b>the</b> seaside, live in <b>the</b> country on <b>the</b> left, on <b>the</b> right, in <b>the</b> middle, etc.	<b>But:</b> watch TV go to the theatre go to the dentist's

NO ARTICLE

There are a number of situations when we use **no article**.

use	example	
We use no article with the names of people.	This is Paul Smith.	
In general, we use no article with the names of continents, countries and cities.	He's from London. Brazil is a country in South America.	
We use no article with the names of streets, squares, parks and bridges.	Tower Bridge, Hyde Park, Trafalgar Square and Oxford Street are all in London.	
We use no article with the names of lakes, islands and mountains in the singular.	Lake Michigan is in the States. Ben Nevis is a mountain in Scotland.	
We use no article with the names of languages, school subjects, sports and games.	Can you speak French? History is my favourite subject. He loves football and chess.	
We use no article with the names of the days and months.	I'll see you on Monday. The course ends in June.	
We use no article with the names of meals.	Let's have breakfast. What time is dinner? What time is supper?	

use	example
We use no article in a number of common expressions.	go to school, go to work, go to church go home, at home go to prison / be in prison (as a prisoner) go to hospital / be in hospital (as a patient) go on holiday go to bed travel by car / by plane/ by bus/ by train come on foot fall in love, etc.

**COUNTABLE — UNCOUNTABLE NOUNS**

**Countable** nouns are those that can be counted (one apple, two apples, etc.).

**Uncountable** nouns are those that cannot be counted (water, bread, etc.).

**Uncountable** nouns take a singular verb and are not used with **a/an**.

use	example
Groups of <b>uncountable nouns</b> include: ● mass nouns ● subjects of study ● sports ● languages ● diseases ● natural phenomena ● collective nouns ● certain other nouns	milk, sugar, wine, etc. Physics, History, Geography, etc. football, cricket, tennis Arabic, French, Chinese chickenpox, malaria, measles rain, snow, mist money, furniture, luggage accommodation, anger, luck

**SOME / ANY / NO & THEIR COMPOUNDS**

**Some, any** and **no** are used with uncountable nouns and plural countable nouns:

*some wafer some potatoes.*

use	example
<b>Some</b> and its compounds ( <b>somebody, someone, something, somewhere, etc.</b> ) are normally used in affirmative sentences.	There is <b>some</b> wine left in the bottle.
<b>Some</b> and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request.	Would you like <b>something</b> to drink?
<b>Any</b> and its compounds ( <b>anyone, anything, etc.</b> ) are usually used in interrogative sentences.	Has <b>anyone</b> seen Jim today?
<b>Not any</b> is used in negative sentences.	There isn't <b>any</b> petrol in the tank.

use	example
<b>Any</b> and its compounds can also be used with negative words such as <b>without, never, rarely</b> .	I have never met anyone like him before.
When <b>any</b> and its compounds are used in affirmative sentences there is a difference in meaning.	You can do <b>anything</b> you like. (it doesn't matter what) <b>Anyone</b> could have done that, (it doesn't matter who)
<b>No</b> and its compounds can be used instead of <b>not any</b> in negative sentences.	Laura didn't say <b>anything</b> . (= She said <b>nothing</b> ) There wasn't <b>anybody</b> in the house. (= There was <b>nobody</b> in the house.)

**Note:** We use a singular verb with compounds of **some, any** and **no**.

*There is nothing they can do.*

**A FEW / FEW — A LITTLE / LITTLE**

**A few** and **few** are used with plural countable nouns.

**A little** and **little** are used with uncountable nouns.

use	example
<b>A few</b> means 'not many, but enough'.	We have a few apples.
We can make an apple pie. <b>Few</b> means 'hardly any, almost none' and can be used with <b>very</b> for	There were (very) <b>few</b> people queuing in the bank.
<b>A little</b> means 'not much, but enough'.	There is <b>a little</b> coffee left — would you like another cup?
<b>Little</b> means 'hardly any, almost none' and can be used with <b>very</b> for emphasis.	There is (very) <b>little</b> sugar left. I'll go and buy some.

**A LOT OF / LOTS OF — MUCH — MANY**

use	example
<b>A lot of / lots of</b> are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The <b>of</b> is omitted when <b>a lot / lots</b> are not followed by a noun.	There are <b>a lot / lots of</b> oranges in the fridge. I can make some juice.
<b>Much</b> and <b>many</b> are usually used in negative or interrogative sentences. <b>Much</b> is used with uncountable nouns and <b>many</b> is used with plural countable nouns.	There aren't <b>many</b> parks in the centre of the city. Did you spend <b>much</b> money at the supermarket?

A LOT OF / LOTS OF — MUCH — MANY

use	example
<p><b>How much</b> and <b>how many</b> are used in questions and negations.                      How much + uncountable noun → amount                      How many + countable noun → number</p>	<p><b>How much</b> pepper shall I put in the soup?  <b>How many</b> children do they have?</p>
<p><b>Too much</b> is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed.</p>	<p>He couldn't sleep because the children were making <b>too much</b> noise.</p>
<p><b>Too many</b> is used with plural countable nouns. It has the same negative meaning as too much.</p>	<p>It was very crowded. There were <b>too many people</b> there.</p>
<p>We use <b>many/much/some/any/most/(a) few/(a) little/several/one/two</b>, etc. + of followed by <b>the/that/this/ these/those</b> and then a noun when talking about a specific group.</p>	<p><b>Some of</b> the houses in that district are very expensive. (<i>houses in that district</i>)  <b>But:</b> Some houses are very expensive. (<i>houses in general</i>)</p>

PRONOUNS

PERSONAL PRONOUNS		POSSESSIVE PRONOUNS	ABSOLUTE PRONOUNS
SUBJECT	OBJECT	(used with a noun)	(used without a noun)
I	me	my book	It's mine.
You	you	your cap	It's yours.
He	him	his room	It's his.
She	her	her room	It's hers.
It	it	its tail	
We	us	our house	It's ours.
You	you	your dog	It's yours.
They	them	their car	It's theirs.

PERSONAL PRONOUNS have two forms:

subject form	object form
I have got a book. Where is Mary? Is <b>she</b> coming? Where is Bruno? <b>He</b> is late. <b>They</b> are lovely.	Give <b>me</b> the book, please. Tell <b>her</b> to come. We are waiting for <b>him</b> . We love <b>them</b> .

We use POSSESSIVE and ABSOLUTE PRONOUNS to show that something belongs to somebody.

Possessive pronouns are followed by a noun.	Absolute pronouns are used without a noun.
<p><i>For example:</i>                      That isn't <b>my</b> pencil.                      Is this <b>your</b> bag?                      This can't be <b>their</b> cat.</p>	<p><b>Mine</b> is here.                      My bag is old and <b>yours</b> is new.  <b>Theirs</b> is black and white.</p>

REFLEXIVE PRONOUNS

use	example
<p>Singular pronouns end in <b>-self</b>                      myself                      yourself                      himself                      herself                      itself</p>	<p>The plural forms end in <b>-selves</b>                      ourselves                      yourselves                      themselves</p>
<p>We use reflexive pronouns after the verb when the subject and the object are the same person.</p>	<p>I hurt <b>myself</b> when I fell down.                      She made <b>herself</b> a cup of coffee.</p>

**Note:** We often use reflexive pronouns after: **behave, burn, control, cut, defend, enjoy, help, hurt, introduce, kill and teach.**

use	example
<p>Reflexive pronouns are also used after a verb + preposition.</p>	<p>She spoke to herself.                      He looked at himself in the mirror.                      Take care of yourself.                      She did it by herself. (on her own)</p>
<p>Sometimes we use reflexive pronouns for emphasis.</p>	<p>Prince Charles himself painted the pictures.</p>

COMPARATIVES: ADJECTIVES

use: to compare two things, people, etc.

form	example
<p>one-syllable adjectives: usually adjective + <b>-er (+ than)</b></p>	<p>Drums are <b>louder</b> than violins.</p>
<p>one-syllable adjectives ending in a short vowel followed by a consonant: usually double the last consonant + <b>-er (+ than)</b></p>	<p>Chillies are <b>hotter</b> than onions.</p>
<p>adjectives ending in <b>-e</b>: usually adjective + <b>-r (+ than)</b></p>	<p>I think peaches are <b>nicer</b> than apples.</p>

form	example
two-syllable adjectives ending in <b>-y</b> . usually change <b>-y</b> to <b>-kr</b> (+ <b>than</b> )	Pete is <b>noisier</b> than Tom.
most two-syllable adjectives and adjectives with three or more syllables: <b>more</b> + adjective (+ <b>than</b> )	The Emperor Nero was <b>more famous</b> than the Emperor Tiberius.

**Notes:**

- We use **as + adjective + as** to say that two people or things are the same.  
*Example:* He is **as tall as** his father.
- 'The film was **not as/so** interesting **as** the book' means the same as 'The book was more interesting than the film'.
- 'Lemons are **not as** big **as** oranges' means the same as 'Oranges are bigger than lemons'.

**SUPERLATIVES: ADJECTIVES**

**use:** to compare three or more things, people, etc.

form	example
one-syllable adjectives: usually <b>the + adjective + -est</b>	Are drums <b>the loudest</b> musical instrument?
one-syllable adjectives ending in a short vowel followed by a consonant: usually <b>the + adjective</b> with last consonant doubled + <b>-est</b>	Chillies are <b>the hottest</b> vegetables.
adjectives ending in <b>-e</b> : usually <b>the + adjective + -st</b>	I think peaches are <b>the nicest</b> fruit in the world.
two-syllable adjectives ending in <b>-y</b> . <b>the + adjective</b> with <b>-y</b> changed to <b>-iest</b>	Pete is <b>the noisiest</b> boy in the school.
most two-syllable adjectives and adjectives with three or more syllables: <b>the most + adjective</b>	Nero was <b>the most famous</b> Roman emperor.

**IRREGULAR COMPARATIVES AND SUPERLATIVES: ADJECTIVES**

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
much/many	more	the most
little	less	the least
old	older/elder	the oldest/eldest

**COMPARATIVES: ADVERBS**

**use:** to compare two actions, etc

form	example
one-syllable adverbs: usually <b>more + adverb</b>	Sue speaks <b>more quietly</b> than
adverbs with the same form as adjectives: <b>adverb + -er</b>	My grandmother lived <b>longer</b> than my grandfather

**SUPERLATIVES: ADVERBS**

**use:** to compare three or more actions, etc.

form	example
one-syllable adverbs: usually <b>the most + adverb</b>	Sue speaks <b>the most quietly</b> ,
adverbs with the same form as adjectives: <b>the + adverb + -est</b>	My grandfather lived <b>the longest</b> in our family.

**THE VERB PRESENT SIMPLE**

form + I/You like pasta. He/She/It likes pasta. We/You/They like pasta,  
 - I/You don't like pasta. He/She/It doesn't like pasta. We/You/They don't like pasta.  
 ? Do I/you like pasta? Does he/she/it like pasta? Do we/you/they like pasta?

The present simple is used to talk about things which happen or exist all the time, not just at the moment of speaking.

use	example
for repeated actions — often used with adverbs of frequency (e.g. <i>always, often, sometimes, never</i> )	The postman always <b>delivers</b> the letters at 8:00 am.
for general truths, facts and states	Our bodies <b>contain</b> five litres of blood. She <b>has</b> four dogs. They <b>live</b> in the country.
for timetables and programmes (often made by someone else, not the speaker)	Lunch <b>is</b> at 1 pm.
for present actions in commentaries or stories	The horse Starlight <b>is</b> in the lead.

**PRESENT CONTINUOUS**

form *be* + verb + *-ing* form  
 + I am reading. You are reading. He/She/It is reading. We/You/They are reading.  
 - I am not reading. You are not reading. He/She/It is not reading.  
 We/You/They are not reading.  
 ? Am I reading? Are you reading? Is he/she/it reading? Are we/you/they reading?

use	example
for incomplete actions taking place at the moment of speaking	I'm <b>talking</b> on the phone — I'll be finished soon.
for temporary situations in the present	It's <b>raining</b> at the moment.

use	example
for changes taking place at the present time (sometimes used with <i>more and more</i> )	The weather <b>is getting</b> hot.
to express irritation (used with <i>always</i> )	Our teacher is always <b>giving</b> us extra homework!
for future arrangements (often used with adverbs of time, e.g. <i>tomorrow, this weekend</i> )	I'm <b>meeting</b> my friends at 6:00 pm.

**STATIVE VERBS**

Some verbs are usually used only in the Present Simple, not in the Present Continuous.

use	verbs	example
for talking about the senses	appear, feel, hear, see, seem, smell, sound, taste	You <b>seem</b> tired. That <b>smells</b> wonderful! He <b>sounds</b> annoyed.
for talking about thinking	agree, appear, believe, disagree, forget, imagine, know, prefer; promise, remember; realise, think, recognise, understand	He <b>thinks</b> she's happy. I <b>know</b> what you mean.
for talking about feeling	like, love, dislike, hate, want, wish	We <b>prefer</b> to walk. I <b>love</b> Italian paintings.
for talking about possession	belong, have/have got, own, possess	The coat <b>belongs</b> to that woman. He <b>has</b> a motorbike. I <b>own</b> my car.
for situations which stay the same	be, contain, deserve, include, need	The trees <b>are</b> tall. He <b>needs</b> a holiday.

**PAST SIMPLE**

form regular: verb + *-ed*  
 + I/You/He/She/It/We/You/They played football.  
 - I/You/He/She/It/We/You/They did not play football.  
 ? Did I/you/he/she/it/we/you/they play football?  
 irregular: e.g. shake/shook, make/made, think/thought

use	example
for repeated actions in the past	We <b>walked</b> in the park every morning.
for short, completed actions at a definite time in the past (sometimes the time is not mentioned but is understood)	We <b>left</b> at 6 pm.
for telling stories in which one thing happened after another	She <b>said</b> goodbye, <b>opened</b> the door and <b>left</b> the house.
for completed situations in the past	My grandparents <b>lived</b> in Corfu for many years.

**Note:** Adverbial expressions which we often use with the Past Simple include: at (four o'clock), on (2 July 2000), last week/month/year, in (1999), yesterday, on (Friday), ago.

**PAST CONTINUOUS**

form past tense of *be* + verb + *-ing form*  
 + I was sleeping. You were sleeping. He/She/It was sleeping.  
 We/You/They were sleeping.  
 - I was not sleeping. You were not sleeping. He/She/It was not sleeping.  
 We/You/They were not sleeping.  
 ? Was I sleeping? Were you sleeping? Was he/she/it sleeping?  
 Were we/you/they sleeping?

use	example
for temporary, continuing situations in the past	He <b>was standing</b> next to the window.
for background information about the weather; what people were doing or wearing	The children <b>were all wearing</b> new clothes.
for an action in the past which is interrupted by another	The sun <b>was shining</b> as we drove along the coast.

**PRESENT PERFECT**

form *have* + past participle  
 + I/You have read *Persuasion*. He/She/It has read *Persuasion*.  
 We/You/They have read *Persuasion*.  
 - I/You have not read *Persuasion*. He/She/It has not read *Persuasion*.  
 We/You/They have not read *Persuasion*.  
 ? Have I/you read *Persuasion*? Has he/she/it read *Persuasion*?  
 Have we/you/they read *Persuasion*?

use	example
for recently completed actions (without a definite time)	I've <b>finished</b> my homework.
for recently completed actions (with <b>just</b> )	He <b>has just washed</b> the car.
for actions in the past which are still important in the present	He <b>has painted</b> many wonderful pictures.
for actions or situations which started in the past and continue up to the present (often used with <b>since, for</b> )	They <b>have walked</b> to school every day for two years. He <b>has lived</b> in this town since 1980.
for past actions which refer to an unknown, incomplete time (often used with <b>never, ever</b> )	<b>Have</b> you ever <b>visited</b> Australia? He <b>has never been</b> in a plane.
with the superlative	This is the best holiday I've ever <b>had</b> .

**PRESENT PERFECT CONTINUOUS**

form *have + been + verb + -ing form*  
 + I/You have been singing. He/She/It has been singing.  
 We/You/They have been singing.  
 - I/You have not been singing. He/She/It has not been singing.  
 We/You/They have not been singing.  
 ? Have I/you been singing? Has he/she/it been singing?  
 Have we/you/they been singing?

use	example
for temporary or incomplete actions in the past	She <b>has been playing</b> music since lunchtime. We <b>have been walking</b> for two hours.

**PAST PERFECT**

form *had + past participle*  
 + I/You/He/She/It/We/You/They had learnt to swim on holiday.  
 I/You/He/She/It/We/You/They had not learnt to swim on holiday.  
 ? Had I/you/he/she/it/we/you/they learnt to swim on holiday?

use	example
for a past event which happened before another past event to emphasise the order in which events occurred	They arrived at the cinema late and found that the film <b>had</b> already <b>begun</b> . We didn't eat dinner until we <b>had cleaned</b> the house.

**PAST PERFECT CONTINUOUS**

form *had + been + verb + -ing form*  
 + I/You/He/She/It/We/You/They had been working.  
 - I/You/He/She/It/We/You/They had not been working.  
 ? Had I/you/he/she/it/we/you/they been working?

use	example
for an action which began in the past and was still happening when another action started in the past	She <b>had been learning</b> English for a year before she understood a word.

**USED TO**

form *used to + verb*  
 + I/You/He/She/It/We/You/They used to play the piano.  
 - I/You/He/She/It/We/You/They didn't use to play the piano.  
 ? Did I/you/he/she/it/we/you/they use to play the piano?

use	example
for states and repeated actions in the past which do not exist now	We <b>used to</b> live in France.

**WOULD**

form *would + verb*

use	example
for repeated actions in the past which do not happen now	The ancient Egyptians <b>would tell</b> the time by the sun. Before he started his new job, he <b>would watch</b> television all evening.

**FUTURE SIMPLE**

form *will + infinitive without to*  
 + I/You/He/She/It/We/You/They will wait.  
 - I/You/He/She/It/We/You/They will not wait.  
 ? Will I/you/he/she/it/we/you/they wait?

use	example
for decisions made at the time of speaking	I'll answer the phone.
for predictions (often used with J believe/hope/think)	I think it <b>will be</b> a cold winter this year.
for future facts	Our school holidays <b>will start</b> in July.
for plans and arrangements	We'll <b>meet</b> you outside the cinema at 7:30.

**Notes**

*Shall is often used instead of will with I, especially in the interrogative, e.g. Shall I wait here?*

**GOING TO**

form *be + going to + infinitive without to*  
 + I am going to fall. You are going to fall. He/She/It is going to fall.  
 We/You/They are going to fall.  
 - I am not going to fall. You are not going to fall.  
 He/She/It is not going to fall. We/You/They are not going to fall.  
 ? Am I going to fall? Are you going to fall? Is he/she/it going to fall?  
 Are we/you/they going to fall?

use	example
for intentions and plans made before the moment of speaking	I'm <b>going to study</b> English next year.
for predictions based on clear evidence	That baby <b>is going to fall!</b>

**MODAL VERBS**

form *modal + infinitive without 'to'*  
**Note: Modal verbs are: can, could, may, might, shall, will, should, would, ought to, must, have to**

use	example
to talk about possibility	It <b>may</b> be cold in Scotland, so pack a jumper. It <b>could</b> rain today.
to talk about probability	The plane <b>should</b> arrive about now.

use	example
to talk about near certainty	She's won the lottery — she <b>must</b> be excited!
to talk about negative certainty	This <b>can't</b> be the right road.
to talk about certainty	My birthday <b>will</b> be on a Tuesday this year.
to talk about obligation/necessity	He <b>has to</b> do his homework this evening. I <b>have to</b> write to my parents this week. You <b>ought to/should/must</b> take some exercise.
to talk about lack of obligation/necessity	You <b>don't have to</b> do the washing up. We <b>don't have to</b> pay to get into the museum.
to give advice	You <b>shouldn't</b> stay up so late every night. You <b>ought to</b> save a bit more money.
to talk about permission	Yes, you <b>can</b> go to town this afternoon. You <b>may</b> borrow my bike.
to talk about ability/inability	He <b>can't</b> do maths. I <b>could</b> bake a cake if I had the time.
to talk about prohibition	You <b>mustn't</b> walk on the grass in the

**FIRST CONDITIONAL**

form conditional clause: *if* + present simple  
main clause: *will* + infinitive without 'to'

use	example
for future events which are likely to happen	If you <b>hurry</b> , you <b>will</b> catch your plane.

**SECOND CONDITIONAL**

form conditional clause: *if* + past simple  
main clause: *would* + infinitive without 'to'

use	example
for less likely or hypothetical events in the future	If I <b>gave up</b> work, I <b>would travel</b> round the world.
to give advice	If you <b>worked</b> harder; you <b>would pass</b> your exam.

- Note:**
- We use *even if* for emphasis, e.g. *Even if he had a part-time job, he would work just as hard.*
  - After *if*, we sometimes use *were* instead of *was*, especially in a formal style, e.g. *If I were a millionaire, I'd buy an island.*

**ZERO CONDITIONAL**

form conditional clause: *if* + present simple  
main clause: infinitive without 'to'/imperative

use	example
for general rules or truths to show cause and effect for commands	If there <b>is</b> no rain, many plants die. If you <b>eat</b> fruit and vegetables, you feel healthy. If it <b>starts</b> to rain, go inside.

- Note:**
- *When* can also be used in these conditionals, e.g. *When the lesson begins, please be quiet.*

**THE PASSIVE**

form *be* + past participle  
The passive is formed by making the object of the active clause into the subject of the new clause.

tense	example
Present Simple	They make this cheese in France. → This cheese <b>is made</b> in France.
Past Simple	They invented bungee jumping in New Zealand. → Bungee jumping <b>was invented</b> in New Zealand.
Present Continuous	They are decorating their house this week. → Their house <b>is being decorated</b> this week.
Past Continuous	She was feeding my cat at the weekend. → My cat <b>was being fed</b> at the weekend.
Present Perfect	They closed the disco for a month. → The disco <b>was closed</b> for a month.
Past Perfect	He had caught the fish. → The fish <b>had been</b> caught.
Modal Verbs	Two people can move the piano. → The piano <b>can be moved</b> by two people.

use	example
when the person or thing doing the action is obvious or unimportant	The house <b>was built</b> in a month.
when the person or thing doing the action is not known	Stonehenge <b>was constructed</b> in about 3000 BC.
to describe how something is made or how it works	Glass <b>is made</b> from sand, soda and limestone.

- Note:**
- We use *by* + person/thing when we want to emphasise who or what did something, e.g. *Hadrian's Wall was built by the Romans in the first century AD.*

RELATIVE CLAUSES

pronoun	use	example
<b>who</b>	for people	People <b>who</b> live in glass houses shouldn't throw stones.
<b>whose</b>	possessive of <b>who</b>	<b>Whose</b> bicycle is this?
<b>which</b>	for things	The book <b>which</b> my brother gave me was really exciting.
<b>where</b>	for places	I saw the house <b>where</b> my mother was born.
<b>when</b>	for time	That was a time <b>when</b> he travelled a lot.
<b>why</b>	for reasons	I don't know <b>why</b> she is so annoyed.

Note

- Sometimes we can use *that* instead of *which*, e.g. *The book that my brother gave me is really exciting.*
- Commas are used in non-defining relative clauses which give extra or unessential information, e.g. *The book, which my brother gave me for my birthday, is really exciting.*
- No commas are used in defining relative clauses which give essential information, e.g. *This is the book that/which my brother gave me.*

REPORTED SPEECH: TENSES

form We usually change the tenses and some other words when we report what someone said.

direct speech	reported speech
<b>present simple</b> → 'My sister <b>is</b> a ballet dancer.'	<b>past simple</b> She said (that) her sister <b>was</b> a ballet dancer.
<b>present continuous</b> → 'I'm <b>writing</b> to my boyfriend.'	<b>past continuous</b> She said (that) <b>she was writing</b> to her boyfriend.
<b>past simple</b> → ' <b>We went</b> for a walk.'	<b>past perfect simple</b> They said (that) <b>they had gone</b> for a walk.
<b>past continuous</b> → 'I <b>was walking</b> in the forest all day.'	<b>past perfect continuous</b> He said (that) <b>he had been walking</b> in the forest all day.
<b>present perfect simple</b> → 'I <b>have cooked</b> the dinner.'	<b>past perfect simple</b> She said (that) <b>she had cooked</b> the dinner.
<b>present perfect continuous</b> → 'I've <b>been learning</b> English for a year.'	<b>past perfect continuous</b> He said (that) <b>he had been learning</b> English for a year.

Note

- *I* sometimes changes to *he* or *she*.
- *My* sometimes changes to *her* or *his*. *Our* changes to *their*.
- The adjectives *this*, *that* *these* and *those* usually change to *the*.  
e.g. *'I like these grapes.'* → *He/She said he/she liked the grapes.*
- The pronouns *this* and *that* usually change to *it*.  
e.g. *'I want to paint this blue.'* → *'He/She said he/she wanted to paint it blue.*  
The pronouns *these* and *those* usually change to *them*.

REPORTED SPEECH: MODAL VERBS

direct speech	reported speech
'I'll help you tidy your room.'	He said (that) he <b>would</b> help her tidy her room.
'I <b>can</b> run very fast.'	She said (that) she <b>could</b> run very fast.
'I <b>may</b> go out this evening.'	She said that she <b>might</b> go out that evening.
'I'll offer to help my grandmother tomorrow.'	He said that he <b>would</b> offer to help his grandmother the following day.
'You <b>must</b> tidy your room.'	She told him that he <b>must</b> tidy his room.

REPORTED SPEECH: ADVERBS OF TIME AND PLACE

direct speech	reported speech
here	there
now	then/at that moment
tomorrow	the next day/the following day
last (night)	the (night) before/the previous (night)
today	that day
ago	before/previously
yesterday	the day before/the previous day
next (week)	the following (week)/the (week) after (that)
next (Wednesday)	the following (Wednesday)
this (morning)	that (morning)

REPORTED QUESTIONS

form Reported questions have the same word order as statements.

Reporting verbs (e.g. *asked*) are used.

For *yes/no* questions, the reported questions begin with *if/whether*.

For *wh*-questions, the question words (*who*, *which*, *when*, *where*, *why*, *whom*, *whose*, *how*) are repeated in the reported question.

direct question	reported question
<b>Do you want</b> to go swimming?	He asked her <b>if she wanted</b> to go swimming.
<b>How did you</b> make the cake?	I asked him <b>how he had made</b> the cake.

INDIRECT QUESTIONS

form Indirect questions do not have the question word order and the auxiliary *do* is not used. There is no tense change in indirect questions.

use To make questions sound more polite and formal.

Note Indirect questions begin with expressions like:

*Could you tell me...? Would you mind telling me...? Do you know...?*

direct question	indirect question
<b>Why</b> did you go to town?	<b>Would you mind telling me why</b> you went to town?
<b>How</b> do you turn the computer on?	<b>Could I ask how</b> you turn the computer on?
<b>What</b> time are you leaving?	<b>Could you tell me what</b> time you are leaving?

TIME CLAUSES

time expression	example
<b>until/by the time</b> = up to the time when	You must stay <b>until</b> the President gets here. <b>By the time</b> he arrives, the boat will have left.
<b>by</b> = not later than	Let me know <b>by</b> Sunday if you can come.
<b>when</b> = at the time	My voice hurts <b>when</b> I speak.
<b>as soon as</b> = immediately after	<b>As soon as</b> dinner is cooked, we will eat!
<b>before</b> = earlier than	I must get to the bank <b>before</b> it closes.
<b>after</b> = later than	I will ring you <b>after</b> Mark has left.
<b>once</b> = after	<b>Once</b> I have decided where to go, I will book my holiday.
<b>while/as</b>	He rang <b>while</b> I was watching television. I saw him <b>as</b> I left the office.
<b>in case</b> = because (condition)	I will take my umbrella <b>in case</b> it rains.

GERUNDS AND INFINITIVES

gerund (-ing form used as noun)	infinitive with to	infinitive without to
<b>Swimming</b> is good for you. I enjoy <b>swimming</b> . Common verbs and phrases followed by a gerund -ing form: <i>admit, avoid deny, can't help, do you mind?, consider, dislike, enjoy, feel like, finish, give up, imagine, mention, practise, risk, suggest</i>	I <b>want to watch</b> TV this evening. Common verbs and phrases followed by an infinitive with to: <i>afford, agree, appear, arrange, ask, attempt, begin*, can't stand*, care, choose, consent continue, decide, expect, fail, forget, happen, hate*, help, hesitate, hope, intend*, learn, like*, love*, manage, mean, offer, ought, prefer*, prepare, pretend, promise, refuse, regret*, remember*, seem, start*, swear, try* want wish</i>	I <b>would rather play</b> tennis. Common verbs and phrases followed by an infinitive without to: <i>can, could, may, might, must, shall, will, would rather</i>

**Note:** The verbs marked \* can be followed by either an infinitive without to or a gerund **-ing form**, but there may be a change in meaning.

QUESTION TAGS

**Question tags** often follow sentences in speech and informal writing. We use them when we want to check if something is true.

use	example
This is a regular statement but if we are not sure, we can check by adding a question tag.	We are playing tennis this afternoon, <b>aren't we?</b>

The meaning of a question tag is: 'Is it true?' 'Do you agree?'

form	example
We make the question tag in the same way we make an ordinary question. It consists of an auxiliary + a pronoun. But when the main sentence is positive, the question tag is negative.	She is very nice, <b>isn't she?</b>
When the main sentence is negative, the question tag is positive.	You don't know the answer, <b>do you?</b>

use	example
If there is only the verb be in the main sentence, we repeat it in the question tag.	It is a nice day, <b>isn't it?</b> Mrs Green wasn't at home, <b>was she?</b>

**But:** *I'm very late, aren't I?*

The question tag for *I'm* is **aren't I?**

use	example
If there is a modal auxiliary verb ( <i>can, could, must, should, will, would, etc.</i> ) in the main sentence, we repeat it in the question tag.	You can't understand me, <b>can you?</b> They should be here, <b>shouldn't they?</b> Peter could help us, <b>couldn't he?</b> You won't tell anyone, <b>will you?</b>
If there is an auxiliary verb ( <i>be, have, do</i> ) in the main sentence, we repeat it in the question tag.	She is doing well, <b>isn't she?</b> It was raining, <b>wasn't it?</b> You haven't seen Jack, <b>have you?</b> Your mum doesn't speak German, <b>does she?</b> She didn't lose the tickets, <b>did she?</b>
If there is no auxiliary verb in the main sentence, we use <i>do</i> in the question tag.	You play the piano, <b>don't you?</b> Tim gave you this book, <b>didn't he?</b>

**Tapescript (Unit 1. Listening, p. 10)**

I used to have a friend called Rosa. We were together at secondary school. When we were 16 she moved because of her father's job, but we kept in touch. We used to write long letters to each other — email didn't exist then. I went to stay with her a couple of times, too. We lost touch after university. I'd love to see her again. We used to be really good friends.

I used to hate a couple of teachers at school, but I suppose the one I hated the most was my French teacher. He was really horrible. I don't think he liked children or even teaching. He used to be rude to us and he didn't explain things well. I failed French — it was the only subject I ever failed at school.

I used to play a lot of squash, but I recently started playing tennis and now I much prefer it. The problem with squash is that it's pretty hard and aggressive. The great thing about tennis is that it's outdoors, and I play doubles with three friends. It's less competitive and more fun. The only problem is you can't play when it rains.

**Tapescript (Unit 1. Check Your Skills, p. 18)**

I'm an only child. I don't think I was spoilt, maybe I was. I don't consider myself to be selfish, but I'm probably not very good at seeing things from other people's point of view. Maybe that's because I'm not very imaginative. I am quite responsible and organised though, so probably most of what the psychologist says is true for me.

Er — other people in my family — well my wife is a youngest child. I think she's quite affectionate, that's the most hard-working person I know, and I'd say she's charming but she's not manipulative.

My dad is an oldest child and I think it's true that he is much more responsible than his brother and sister, and I know they think he was always quite bossy. Actually they still think he is.

**Tapescript (Unit 2. Listening, p. 26)**

**A** My mother is an accountant in a pharmaceutical company. She has been an accountant for over 20 years. At this particular company she has already been working for 10 years. She is a professional accountant with a broad work experience.

It took her five years to get higher education at the university. But my mum says that a professional accountant should always get additional education. So my mum is often present at different seminars, workshops, conferences and what not. There she learns about new laws and rules in the field. She listens to reports and discusses the ways of applying fresh knowledge in practice.

She often gathers financial reports and watches if everything is in proper order.

**B** My father is a journalist. He chose this creative profession because he was, of course, a creative person. After he graduated from the university, he was offered a vacancy in the local newspaper. Now he visits different events and meetings in order to write articles and inform the society about events. He also meets people and takes their interviews.

The chief Editor is satisfied with my father's work. His colleagues are very educated. They all work as a team. The profession of a journalist is exciting, though sometimes may be dangerous.

**C** My brother Max is a system administrator. He works in a well-known computer corporation. His work is well-paid, very interesting and responsible. He oversees the work of 1,200 computers. He is responsible for the safety of all documents and files. He prevents the system from receiving viruses. Sometimes he installs different programs and sometimes works as a programmer. He develops different programs, necessary for the effective work of the corporation.

Max knows a lot about office equipment like computers, scanners, Xerox machines and printers. He can easily fix them, too. All his colleagues respect him for his professionalism.

**Tapescript (Unit 2. Check Your Skills, p. 34)**

Dear Ms Wright,

I'm writing in response to your advertisement for young people to work at your summer camps this summer.

I'm 16 at the moment but will be 17 on 6 June. As for my knowledge of English, I have no problem communicating with the English-speaking visitors. A major reason why I am applying for the summer job is to be in an English-speaking environment for the summer.

As for sport, I play handball in the school team. In fact, this is one of the things I like best about school. I'm not very good at sitting in a classroom for long, so I like to get out for training sessions.

I'm afraid I have no experience in organising games, but I'm the secretary of the school's drama group and I was recently in charge of organising a performance for parents.

I have some experience in working with young people. I often baby-sit my neighbours' three children (aged 7, 9 and 11). I find it great fun; they are so open and direct at that age.

I would very much appreciate the chance to work at one of your camps this summer. It would give me further experience in organising and hopefully improve my English — and it sounds fun.

Yours sincerely,

Iryna Fedirko

**Tapescript (Unit 3. Listening, p. 42)**

Primary education takes place in infant schools and junior schools. Children go to school at the age of 5 and start secondary education when they are 11 or 12. Compulsory secondary education lasts five years. Traditionally secondary schools are divided into five years called 'forms' (from 1 to 5). Unlike Ukrainian schoolchildren, English pupils go to the 1st form only when they are 11 or 12.

At the age of 16 they may either leave school or continue their education in the sixth form. Most British children get their secondary education at comprehensive schools.

At the age of 14 or 15 in the 3rd or 4th form of secondary school, pupils begin to choose their exam subjects and prepare for their General Certificate of Secondary Education which they take at the age of 16. Many people decide to leave school at the age of 16, and they can go to a Further Educational College, where they choose more practical courses, for example, typing, hairdressing, engineering.

Pupils who stay on into the 6th form, lasting 2 years more, prepare for their 'A' Level Exams. 'A' stands for 'Advanced'. Good 'A' Level results in two or five subjects are necessary to get a place at one of British universities.

Secondary education is available to all children in Britain. Nevertheless some parents prefer private education for their kids. No more than 5 per cent attend private schools. They are expensive. Private schools are sometimes called 'independent' and those ones, which teach pupils aged 13 to 19 years old are called 'public'.

In a lot of public schools children live as well as study, they are called boarding schools. Among public schools there are boys' schools, girls' school and mixed schools. The most famous British public schools include Harrow, Winchester and Eton which date back to the 15th century.

Many people in Britain are against public schools. They believe that all children in the country should have equal opportunities at the start and go to a usual British comprehensive school.

**Tapescript (Unit 3. Check Your Skills, p. 52)**

*Mike:* What did you think of the exams, Pete? I think they were dead easy.

*Pete:* Maybe they were easy enough for you but they were much too hard for me.

*Mike:* Oh, come on. You've probably done better than you think.

*Pete:* No, I'm certain I've failed in Latin, and most likely in French and History, too. Thank goodness it's all over though. We can forget about it now — at least until the results come out.

*Mike:* Yes. Now I can get on with reading all the books I've been wanting to read for months, but haven't had time for.

*Pete:* What! ... Well, it's up to you. I'm not going to open another book for months.

*Mike:* Well... I'll take a day or two off perhaps. But if I'm going to university in October, I'll have to get down to some serious work again pretty soon.

*Pete:* I've got to get through the A level exams first. I'll worry about university if and when I ever get there.

*Mike:* That's the trouble with you. You always try to do everything at the last minute.

*Pete:* And you're too serious; that's your trouble. You're always with your nose in the books.

*Mike:* Well, I like reading.

*Pete:* And I can't stand it. I don't know why I decided to try to go to the university in the first place. I think I'll run away and join the army or something.

**Tapescript (Unit 4. Listening, p. 61)**

Good morning. Today is Shrove Tuesday, and I'm going to talk about ... yes, pancakes. This is my recipe. It's very easy and very good.

You'll need:

150 grams of flour;

an egg;

300 ml of milk;

2 tablespoons of oil;

a little oil for frying the pancakes;

some sugar and two lemons.

That's all. Let's make the pancakes...

Mix the flour and the egg with a fork. Slowly mix in the milk and the oil. Put a little oil in the pan. Heat the pan. It must be very hot. Pour in two tablespoons of mixture. Cook for about 45 seconds. Toss the pancakes once. Cook for another 45 seconds. Serve with a little sugar and lots of lemon juice. That's it. Have a nice Tuesday and enjoy your pancakes!

**Tapescript (Unit 4. Check your skills, p. 71)**

*Interviewer:* George, why did you decide to open a restaurant in Argentina?

*George:* I'd always wanted to have my own restaurant and it would have been very expensive to do that in England.

*Interviewer:* What kind of food do you serve?

*George:* Mainly international dishes like pasta. Steak and fries, risotto — but we also do several English dishes as well.

*Interviewer:* Were Argentinian people surprised when they heard that an English chef was going to open a restaurant here?

*George:* Yes, they were — very! I think people don't usually expect the English to be good cooks.

*Interviewer:* Is your chef English?

*George:* No, he's Argentinian — but I've taught him to make some English dishes.

*Interviewer:* What kind of English dishes do you have on your menu?

*George:* Well, we're open in the morning, and we serve traditional English breakfast, and then we have a lot of English desserts at lunchtime, for example, trifle — that's a typical English dessert made with fruit and cake and cream. And we do proper English teas in the afternoon — tea with cakes and sandwiches.

*Interviewer:* Are the English dishes popular?

*George:* Yes, especially the desserts and cakes. I think people here in Argentina have a very sweet tooth.

*Interviewer:* And finally is there any English food that you really miss here?

*George:* The thing I miss most living in Argentina is English cheese. I really miss Stilton — which is a wonderful English blue cheese. It's not as famous as some of the French cheeses like Roquefort but I think it should be. You should try it!

*Interviewer:* I'll try! Thank you for the interview.

*George:* Welcome to the restaurant!

**Tapescript (Unit 5. Listening, p. 79)**

*Mike:* Hi, Christina. How are you?

*Christina:* Hello, Mike. I'm fine. And you?

*Mike:* Yes, things are okay. But look. I'm calling to ask you a favour. Well, to ask you for a bit of advice really.

*Christina:* OK. What did you want to know?

*Mike:* Well, Christie, you know all about the information superhighway. I hear a lot about it these days, but I'm completely lost. I think I should get connected, but I don't know how to set about it. Can you explain, clearly and slowly, what exactly the Internet is?

*Christina:* Yes, of course. Basically, it's a network of communication and information. It operates globally. You can access information easily and immediately on different systems. You can send messages instantly on email, that's electronic mail. You can send and read messages with it. You can access other computers. The list is very long, and new things are happening all the time.

*Mike:* Who uses the Internet, mostly?

*Christina:* Anyone wanting information. Anyone who needs to communicate. Professionals and individuals who want to do any kind of research.

*Mike:* So, what do I need to do to get connected?

*Christina:* Well, first you need some equipment. You need four things: a computer... a Mac or PC, or any computer with a hard disc. And then you need a modem. The speed of the modem is important. You want one that works fast. And you want one that can compress files. And get a fax modem if you want to send faxes by computer.

*Mike:* Right. A modem. You said four things. What else do I need?

*Christina:* Software and a service provider. You usually get the software from the service provider. There is often a difference in the price of service providers, so check them carefully before you get connected. Find a service provider near you. If the service provider is not near, you phone bill for long-distance calling will be very high.

*Mike:* What do I need to know about software?

*Christina:* The basic Internet software kit should consist of a dialler.

*Mike:* A dialler? What's that?

*Christina:* It is a programme to get you logged in, or connected, with your provider.

*Mike:* I see. And then I suppose I need email?

*Christina:* Yes, email is absolutely essential. And you probably also need Gopher.

*Mike:* What is that?

*Christina:* It is a programme which searches out information on the net. You can get Gopher, or one of the other programmes for searching. Then there's FTP. You can download software from other computers with FTP.

*Mike:* You're getting a bit complicated for me!

*Christina:* Hah,.. hah ... hah! You'll soon get the idea.

*Mike:* So, all I have to do now is to find a service provider?

**Tapescript (Unit 5. Check Your Skills, p. 90)**

With the rise of the Internet, information technology is now beginning to have much more influence on education. Two areas which are becoming more and more significant are 'blogs' and 'wikis'.

The word 'blob' is short for 'Weblog'. A blog is an online diary or 'log' of someone's life, thoughts, or opinions. Anyone can create their own 'blog' and blogging is becoming extremely popular — type 'blog' into Google and you'll get over 500 million results. For educational purposes, academics, teachers, and students create blogs as personal online study sites: places to work together and share information and ideas. Some universities even give their students and staff free space on a server to start their own blogs.

'Wikis' are websites where anyone can add content and make changes, so that the site becomes a group creation — 'wiki' stands for 'What I Know is'. These sites can be a valuable source of information and opinion for students, though the Information may not be totally accurate — some academics refuse to use them. Perhaps the best-known wiki is the online encyclopaedia *Wikipedia* which has more than 1 million entries in over 100 languages. Wikipedia is working hard to make sure that its information is completely accurate, so students will be able to use it with confidence, and there's no doubt that it is an incredible resource.

**Tapescript 1 (Unit 6. Listening, p. 99)**

1 The Netherlands is very flat and part of the country is below the level of the sea. The people there have to make sure that the walls by the sea are very strong. Usually, there is no problem, but in January 1995, it rained and rained for more than two weeks. The water in the canals and rivers rose higher and higher, and thousands of people had to leave their homes because of the danger of floods. They went to other towns and waited until the water level fell again.

2 Hurricanes are very strong winds that come from the sea. Warm wet air rises in a spiral and goes faster and faster — over 160 km per hour. In 1992, 'Hurricane Andrew' hit Florida. The people there had to leave their homes and move to other towns and wait. When the hurricane arrived, it killed 15 people and destroyed thousands of buildings. More than 50,000 people had nowhere to live.

3 Sometimes in desert climate, it does not rain for a very long time. This happened between 1968 to 1974 in the Sahel, in West Africa. The winds changed direction and the sea did not receive any rain for six years. Hundreds of thousands of people and nearly half of the animals in the area died because there wasn't enough water. People had to walk many kilometers to find water.

**Tapescript 2 (Unit 6. Listening, p. 99)**

As soon as the earthquake starts, students should get under the desks immediately and wait until the teacher tells them it is safe to come out. The teacher should at the same time go immediately to the teacher's desk, get underneath it and stay there till the danger is over. Students must not argue with the teacher or question instructions.

As soon as the vibration stops, all students should walk towards the exit and go straight to

the school playground or any open space such as a square or a park. They must wait there until the teacher tells them it is safe to go. Whatever you do, don't panic: most accidents occur not as a result of the earthquake itself but from people panicking.

If you are at home when the earthquake occurs, get immediately under the table in the living room or kitchen. Choose the biggest and strongest table you can find. You must not go anywhere near the windows and don't go out onto the balcony. Once the shaking have stopped, you can come out from under the table but you must leave the building straight away. You should walk down the stairs and should not use the lift — there may be a power cut as a result of the earthquake and you could find yourself trapped inside the lift for hours.

If you are in the street when the earthquake takes place, do not stand near buildings, fences or walls — move away as quickly as possible and try to find a large open space to wait in. Standing under trees could also be dangerous.

**Tapescript (Unit 6. Check Your Skills, p. 109)**

We, humans, now dominate the Earth — and our planet is in danger of suffering from our activities.

But from time to time the Earth threatens us, warns of the danger of killing the planet and ourselves.

We have to be very careful what we do with nature, provoking to some extent natural disasters like droughts, sandstorms and famines in Africa, floods in Netherlands, hurricanes in the USA, volcanoes and earthquakes in Turkey, Japan, Mexico, Italy, Armenia, typhoons and tidal waves, landslides and fires. Natural disasters make big problems and people all over the world come to help the regions where the catastrophe has happened. Different countries send to the area of the natural disaster food and medical supplies, as well as doctors, nurses, blankets, tents and clothes.

Natural catastrophes, being great tragedies, teach us to be merciful to the other people and to our planet — the Earth.

**Tapescript (Unit 7. Listening, p. 118)**

Visiting the Louvre is a special experience, but you need to know where to start. The first thing to recognise is that it's huge and you can't hope to see everything in a day — so don't try. Get a handy map of the museum with your entrance ticket and it highlights the main attractions, such as the Mona Lisa.

You can visit the Louvre and not see the Mona Lisa, but my tip would be to see it first — though you may have to run to avoid the crowds! When you've done that, use the plan to look for the galleries that sound the most interesting to you, and spend the morning visiting them, when you have plenty of energy. Then have some lunch at one of the reasonably priced cafés, and spend the afternoon relaxing and finding surprises without looking at your map. The beauty of any museum or gallery is personal discovery.

On a practical note, there are toilets located on all floors, and several shops selling really good books, guides, postcards, and souvenirs. Photography, surprisingly, is permitted.

You can borrow an audio guide for free, which is very useful and worth the money. You have to leave a credit card or passport or any other document. There are several stalls offering audio guides, so you need to remember which one you got it from, as you must return it to the same one to get your credit card or passport back. The Louvre is organised into 'wings' with names (for example, Denon) and the audio guides are at the entrance to each wing.

Finally, the easiest way to enter the Louvre is via the Metro entrance, rather than from the street, as the lines are shorter!

Have a wonderful visit!

**Tapescript (Unit 7. Check Your Skills, p. 132)**

I want to tell you about my last visit to the Museum of Ukrainian Art in Kyiv. It is one of the richest museums, a treasure-house of the finest works of outstanding Ukrainian artists of the 19th and the beginning of the 20th century.

The Kyiv State Museum of Ukrainian Art was opened in 1936. Its numerous galleries contain one of the richest collections of fine arts from the 15th century. This collection is arranged in 21 halls. I was deeply impressed by numerous works of classical painters and famous Ukrainian artists such as Shevchenko, Murashko, Vasilkovskiy and Pymonenko which are on display there. The oldest exhibit displayed in the museum is the wooden relief of 'St George with Scenes from His Life' produced in the 13th century. Visitors can see many icons of the 16th-18th centuries. In another hall we can find the largest collection of Ukrainian portrait art and folk art. To my mind, the portraits of Cossack commanders are extremely effective.

An extensive art collection of the 19th century includes the works of Shevchenko, Sternberg, Sokolov and other famous painters.

The museum has several rooms with a large number of paintings made by contemporary painters, such as Melikov, Yablonska and others.

Each year the Museum of Ukrainian Art is visited by foreign visitors and numerous delegations from many cities and villages of our country. I think people should visit museums like this, because art plays an important role in upbringing our emotions, tastes and feelings, it enriches our inner world and cultivates love for people and nature.

**Tapescript (Unit 8. Listening, p. 140)**

**Sports in the USA**

*Reporter:* As I understand, American sports are in many ways different from European sports. Would you mind answering a few questions?

*Brown:* Sure. I'll be only too glad to help you. But I'm no expert, remember.

*Reporter:* Don't worry about that. My questions are only very general ones. For example, which sport in America is the most popular?

*Brown:* That's difficult to say. It depends on your meaning of *popular*. We consider baseball our national sport. But football, too, is extremely popular and attracts crowds of spectators.

*Reporter:* Would you give me a few basic facts about these two?

*Brown:* Sure. Let's start with baseball. This typical American game dates back long before the Civil War. Baseball is mainly a professional sport. In other words, the players receive a salary. There are sixteen major teams and each one represents an American city.

*Reporter:* Do all sixteen teams play each other?

*Brown:* No, they don't. There are two leagues of eight teams each and in the fall of the year, the winner of one league plays the winner of the other. We call this contest the World Series, though it's a national competition.

*Reporter:* Does football have a world series?

*Brown:* No. The major football teams belong to the colleges or universities and are non-professional. There is no rigid national organisation and no definite way to determine the national champion.

*Reporter:* Do only students attend these college games?

*Brown:* By no means. The college teams attract the general public. Nearly all the major schools have built huge stadiums to take care of the spectators. It's not at all unusual for eighty or ninety thousand people to attend a game. Besides, there are some professional teams.

*Reporter:* And in what way does your football differ from European football?

*Brown:* In many ways. Our football is much slower. Football players play with an oval ball, using their feet and hands. And we have a special name for European football. It's called "soccer" in the United States.

*Reporter:* You've given me a very good overall picture. I really do thank you.

*Brown:* You're more than welcome. I was only too glad to help you.

**Tapescript (Unit 8. Check Your Skills, p. 150)**

Perhaps it is football (soccer) which can be considered as the most popular game in Ukraine. The lion's share of success in this kind of sports belongs to the club 'Dynamo' Kyiv that started its history in 1924. However, while speaking of Ukrainian football it would not be correct to mention only one team — there are a number of serious representatives on football arena. It is first of all 'Shakhtar' in Donetsk and 'Dnipro' from Dnipropetrovsk. A further important step in the development of football will be the European championship 2012.

In 1994 Independent Ukraine sent its national team to the Olympic Games for the first time. At the 17th Winter Games in Lillehammer, young figure skater Oksana Baiul went down into Olympic history, winning the 1st gold medal for Ukraine. Olena Hrushyna and Ruslan Honcharov won bronze medals at the last world championship in figure-skating.

Many Ukrainian athletes are well known throughout the world now. Lilia Podkopaieva, Kateryna Serebrianska proved themselves as winners at world and European championships in calisthenics. Andrii Shevchenko, a Ukrainian soccer player, started his football career at Dynamo Kyiv and after his playing for several foreign teams came back to Dynamo again.

The Gold Fish of Ukraine is Yana Klochkova, the Olympic champion and four-time world champion Gymnast Valery Honcharov won the gold medal at the Olympics in Athens and a silver medal in Sydney in the year 2000.

Yurii Bilonoh, a Ukrainian athlete, showed excellent results in the shot-putting event at the Olympic Games in Athens in 2004, winning the gold medal.

Vasyl Virastiuk holds the title of the Strongest Man on Earth. He has won several Strong Man world championships.

One cannot help mentioning the legendary Klychko brothers, Vitalii and Volodymyr, heavy-weight world champions, whose achievements have made them an example of courage and the will to win.

Wrestling is a well-developed sport in Ukraine, too. Elbrus Tadeiev and Iryna Merleni won the highest awards in the Olympiad in Athens.

The Olympic victories of Ukrainian athletes are quite impressive: 400 trophies, including 180 gold medals.

These results say in favour of Ukraine — the country, which ranks with the world's 20 leading Olympic countries.

<b>add up</b>	to find total of	<i>The shop assistant added up what I'd bought and told me total.</i>
<b>back up</b>	to make a copy of the information on a computer programme or disk	<i>Don't forget to back up your important data.</i>
<b>blow up</b>	to explode	<i>Luckily, the bomb didn't blow up.</i>
<b>break down</b>	to stop working (for a machine, etc.)	<i>Our car broke down on the motorway.</i>
<b>break in(to)</b>	to enter illegally	<i>A house in Brecon Place was broken into last night.</i>
<b>bring up</b>	to take care of a child until he or she becomes an adult	<i>She brought up three sons on her own.</i>
<b>build up</b>	to increase	<i>These exercises are good for building up leg strength.</i>
<b>call back</b>	to ring again on the phone	<i>I'll call you back later when you're not so busy.</i>
<b>call off</b>	to cancel	<i>The concert has been called off because of the weather.</i>
<b>calm down</b>	to become/make calmer	<i>The woman finally calmed down and explained what had happened.</i>
<b>carry on</b>	to continue	<i>The phone rang, but Mark just carried on watching TV.</i>
<b>catch up (with)</b>	to reach the same point/level as	<i>He's missed so much school that he's going to find it hard to catch up.</i>
<b>charge up</b>	to put electricity into a piece of equipment	<i>My mobile phone isn't working — I need to charge it up.</i>
<b>cheer up</b>	to become/make happier	<i>I started to cheer up when the sun came out.</i>
<b>clear up</b>	to tidy	<i>I'll clear up if you want to go to bed.</i>
<b>come across</b>	to find something by chance	<i>I came across a word I'd never seen before.</i>
<b>come back (from)</b>	to return (from)	<i>Give me a call when you come back from Greece.</i>
<b>come on</b>	to be quicker	<i>Come on, or we'll be late!</i>
<b>come out</b>	to be published	<i>When does her new book come out?</i>

<b>cross out</b>	to draw a line through something written	<i>Just cross it out and rewrite it correctly.</i>
<b>cut down (on)</b>	to do less of something (smoking, etc.)	<i>I'm trying to cut down on the amount of sugar I eat.</i>
<b>cut off</b>	to disconnect (phone, electricity, etc.)	<i>Pay the electricity bill tomorrow or they might cut us off.</i>
<b>cut off</b>	to completely remove by cutting	<i>Keep your roses healthy by cutting off any dead flowers.</i>
<b>do up</b>	to button/zip up a piece of clothing	<i>It's very windy, so do your coat up.</i>
<b>drop in</b>	to come without an appointment	<i>I might drop in for tea some time this week.</i>
<b>drop out</b>	to quit a class, school, etc.	<i>I dropped out of Science because it was too difficult.</i>
<b>eat out</b>	to eat at a restaurant	<i>Would you like to stay in or eat out tonight?</i>
<b>fall down</b>	to trip and fall	<i>I fell down and hurt my knee.</i>
<b>fall out (with)</b>	to have an argument with someone and stop being friends	<i>Have you two fallen out?</i>
<b>fill in</b>	to add information in the spaces on a form, etc.	<i>Just fill in this application form, please.</i>
<b>fill up</b>	to make something completely full	<i>Just fill this bowl up with sugar and put it on the table.</i>
<b>find out</b>	to discover information, etc	<i>I don't want Jerry to find out about this.</i>
<b>get away with</b>	to escape punishment for	<i>They have repeatedly broken the law and got away with it.</i>
<b>get in(to)</b>	to enter a car	<i>I hurt my head as I was getting into the car.</i>
<b>get off</b>	to leave a bus/train/etc.	<i>You need to get off the bus opposite the supermarket.</i>
<b>get on (with)</b>	to have a good relationship (with)	<i>She seems to get on with everybody.</i>
<b>get on(to)</b>	to enter a bus/train/etc.	<i>You can buy a ticket when you get on the bus.</i>
<b>get out (of)</b>	to leave a car/building/room/etc.	<i>Quick! Get out of the car!</i>
<b>get over</b>	to recover from (an illness, etc.)	<i>It can take weeks to get over an illness like that.</i>

<b>get up</b>	to leave your bed	<i>He never gets up before nine.</i>
<b>give away</b>	to get something free of charge	<i>They're giving away free tickets at the cinema!</i>
<b>give back</b>	to return something you've taken/borrowed	<i>Could you give my CDs back because you've had them for two weeks.</i>
<b>give up</b>	to stop doing something you do regularly	<i>You should give up smoking.</i>
<b>go away</b>	to leave a place/someone	<i>Why don't you just go away and leave me alone?</i>
<b>go back (to)</b>	to return (to)	<i>I can't wait to go back to Italy.</i>
<b>go off</b>	to no longer be fresh	<i>Has this milk gone off?</i>
<b>go on</b>	to continue happening or doing something	<i>Please go on with your work while I speak to the head teacher.</i>
<b>go on</b>	to happen	<i>There isn't much going on in this town in the evening.</i>
<b>go out</b>	to stop burning	<i>The fire must have gone out during the night.</i>
<b>go out with</b>	to be the boyfriend/girlfriend of	<i>Greg used to go out with Katy.</i>
<b>grow up</b>	to become older (for children)	<i>He rarely saw his father while he was growing up.</i>
<b>hack into</b>	to get into someone else's computer system without permission in order to look at information or do something illegal	<i>Someone hacked into the computers at work and destroyed important data.</i>
<b>hang on</b>	to wait	<i>Just hang on — I'll be ready in a minute.</i>
<b>hang up</b>	to put clothes in a wardrobe, etc.	<i>The women hung up their coats and sat down.</i>
<b>hang up</b>	to put the receiver down to end a phone call	<i>I can't believe that Jessica hung up without saying goodbye!</i>
<b>have on</b>	to wear (a piece of clothing)	<i>The man had a strange hat on.</i>
<b>hurry up</b>	to do something more quickly	<i>We haven't got much time, so hurry up!</i>
<b>join in</b>	to participate, take part	<i>Ask them if you can play — I'm sure they'll let you join in.</i>

<b>keep on (doing something)</b>	to continue (doing something)	<i>Let's keep on hiking... it's such a beautiful day.</i>
<b>keep out</b>	to prevent from entering	<i>Cars should be kept out of the city centre.</i>
<b>key something in</b>	to put information into a computer using a keyboard	<i>Key in your password.</i>
<b>leave out</b>	to not include	<i>Don't leave your brother out — let him play with you and your friends.</i>
<b>let down</b>	to disappoint	<i>You've really let me down.</i>
<b>lie down</b>	to start lying (on a bed, etc.)	<i>I'm going to go and lie down for a while.</i>
<b>log off</b>	to disconnect from the Internet/a website	<i>Don't forget to log off when you've finished checking your email.</i>
<b>log in/on(to)</b>	to connect to the Internet/a website	<i>You need your password to log on.</i>
<b>log off/out</b>	to finish using a computer system	<i>Don't forget to log off/out when you've finished.</i>
<b>look after</b>	to take care of	<i>It's hard work looking after three children all day.</i>
<b>look up</b>	to try to find information in a book, etc.	<i>I had look the word up in a dictionary.</i>
<b>make up</b>	to invent an explanation, excuse, etc.	<i>He made up some excuse about the dog eating his homework.</i>
<b>move in</b>	to start living in a new house, etc.	<i>We're moving in next week.</i>
<b>pay back</b>	to return money (to someone)	<i>Did you pay Denise back?</i>
<b>pick up</b>	to lift something from the floor, a table, etc.	<i>Please pick those toys up and put them away.</i>
<b>pick up (email)</b>	to connect to the Internet and access emails	<i>I'll take my laptop so I should be able to pick up my emails while I'm away.</i>
<b>plug in</b>	to connect to an electricity supply	<i>The computer isn't working because you haven't plugged it in.</i>
<b>point out</b>	to tell someone important information	<i>He pointed out that we had two hours of free time before dinner.</i>

<b>print out</b>	to make a paper copy of something on a computer	<i>Let me print those photographs out for you.</i>
<b>pull off</b>	to break by pulling	<i>I pulled off the arm of my sunglasses by mistake.</i>
<b>put away</b>	to return something to where it belongs	<i>He put the notebook away and stood up.</i>
<b>put back</b>	to return something to where it was	<i>Can you put the book back when you've finished with it?</i>
<b>put down</b>	to stop holding	<i>Emma put her bag down and went upstairs.</i>
<b>put off</b>	to delay to a later time	<i>Can we put the meeting off until tomorrow?</i>
<b>put on</b>	to gain (weight)	<i>I don't want to put on any more weight!</i>
<b>put on</b>	to start wearing (a piece of clothing)	<i>Put your gloves and scarf on — it's cold outside.</i>
<b>put out</b>	to make something stop burning	<i>It took three firefighters to put the fire out.</i>
<b>put up</b>	to put something on a wall (e.g. a picture)	<i>The teachers will put a notice up about the new courses.</i>
<b>read out</b>	to say something out loud which you are reading	<i>He read the list of names out.</i>
<b>rip up</b>	to tear into pieces	<i>Rip up this piece of paper when you've finished reading it.</i>
<b>rub out</b>	to remove with a rubber	<i>I can't rub it out because I wrote it in pen.</i>
<b>run away (from)</b>	to escape by running	<i>The thief ran away from the police officers.</i>
<b>run out (of)</b>	to not have any left	<i>Many hospitals are running out of money.</i>
<b>save up (for)</b>	to save money (for a specific purpose)	<i>I'm saving up for a new electric guitar.</i>
<b>scroll up/down</b>	to move up/down a web page or other document on a computer screen	<i>Scroll up to the top of the page.</i>
<b>send off</b>	to make a player leave a game (e.g. football)	<i>It was a very bad foul and the referee sent the player off.</i>
<b>set off</b>	to start a journey	<i>Go to sleep because we're setting off early in the morning.</i>

<b>set up</b>	to start (a business, organisation, etc.)	<i>My dad is going to set up a taxi company.</i>
<b>share out</b>	to give a part of something to a group of people	<i>The money will be shared out between 30 different environmental organisations.</i>
<b>shut up</b>	to stop talking, stop making a noise	<i>Just shut up a minute and let me tell you what happened!</i>
<b>sit down</b>	to (start to) sit	<i>Please, sit down and make yourselves comfortable.</i>
<b>sort out</b>	solve a problem	<i>Investigators are still trying to sort out why the accident happened.</i>
<b>speak up</b>	to talk more loudly so someone can hear you	<i>You have to speak up a bit because my gran's a bit deaf.</i>
<b>split up</b>	to end a relationship	<i>Tommy and Liz have just split up. It's very sad!</i>
<b>stand up</b>	to (start to) stand	<i>You have the chair. I don't mind eating standing up.</i>
<b>stay up</b>	to go to bed late	<i>We stayed up until two o'clock last night.</i>
<b>switch/turn on</b>	to touch a switch to make a machine or electrical device start working	<i>When I tried to switch/turn on my computer in the morning, nothing happened.</i>
<b>switch/turn off</b>	to touch a switch to make an electrical device stop working	<i>Would the last person to leave the room please switch/turn off the lights.</i>
<b>take away</b>	to remove	<i>Have they taken the rubbish away yet?</i>
<b>take back</b>	to return something to the place it came from	<i>I'm going to take my library books back.</i>
<b>take down</b>	to remove (from a high place)	<i>The old man took a large book down from a shelf.</i>
<b>take off</b>	to leave the ground	<i>Let's go and watch the planes taking off while we wait.</i>
<b>take off</b>	to remove (a piece of clothing)	<i>It felt good to finally take my shoes off after a long day.</i>
<b>take over</b>	to take control of (a business, etc.)	<i>The shopping centre has been taken over by an American company.</i>
<b>take up</b>	to start (a hobby, sport, etc.)	<i>I've taken up stamp collecting and it's really interesting.</i>

<b>throw away</b>	to put something in a rubbish bin	<i>Have you thrown the papers away?</i>
<b>try on</b>	to put on (a piece of clothing) to see how it looks and if it fits	<i>You should try it on to see if it's the right size.</i>
<b>turn down</b>	to lower the volume of	<i>Turn the radio down — I'm trying to work.</i>
<b>turn off</b>	to stop a machine working	<i>Will you turn the television off, please?</i>
<b>turn on</b>	to start a machine working	<i>Will you turn the television on, please?</i>
<b>turn over</b>	to turn something so the other side is towards you	<i>You may turn over your exam papers now.</i>
<b>turn up</b>	to increase the volume of	<i>We asked our teacher to turn the CD up, so that we could hear it.</i>
<b>wake up</b>	to stop being asleep	<i>Wake up! It's nearly ten o'clock!</i>
<b>wash up</b>	to wash plates, cups, cutlery, etc.	<i>I can help to cook and wash up.</i>
<b>watch out</b>	to be careful	<i>Watch out — you're going to hit that car!</i>
<b>work out</b>	to find the solution to a problem, etc.	<i>We can't work out how to get the Internet connection going.</i>
<b>write down</b>	to write information on a piece of paper	<i>Do you want to write down my phone number?</i>

**A**

**abnormal** [æb'nɔ:mɪ] ненормальний; аномальний  
**abroad** [ə'brɔ:d] за кордоном; за кордон  
**absorbing** [əb'sɔ:biŋ] захоплюючий; поглинальний  
**accept** [æk'sept] приймати  
**access** ['ækses] 1. *n.* доступ; 2. *v.* мати доступ, одержати доступ  
**accident** ['æksɪdənt] (нещасний) випадок  
**accommodation** [ə,kɒmə'deɪʃn] пристосування; приміщення; притулок  
**according to** відповідно до, згідно з  
**ache** [eɪk] біль  
**achieve** [ə'tʃi:v] досягати; добиватися  
**achievement** [ə'tʃi:vmənt] досягнення  
**acquaintance** [ə'kweɪntəns] 1. *n.* знайомство; 2. *adj.* знайомий  
**make an acquaintance** познайомитися  
**acquire** [ə'kwɪə] набувати, здобувати; одержувати  
**action film** бойовик  
**addict** ['ædɪkt] наркоман  
**addiction** [ə'dɪkʃn] залежність, схильність; згубна звичка  
**adjust** [ə'dʒʌst] упорядковувати; пристосовувати; регулювати  
**admission** [əd'mɪʃn] доступ, вхід  
**adult** ['ædʌlt] дорослий  
**advance** [əd'vɑ:ns] просування вперед; успіх  
**advanced** [əd'vɑ:nst] передовий; прогресивний; вищий (*про курс, рівень*)  
**adventure** [əd'ventʃə] пригода  
**advertising** ['ædvɛtəɪzɪŋ] реклама  
**affect** [ə'fekt] впливати  
**affectionate** [ə'fekʃənət] люблячий, ніжний; пристрасний  
**afford** [ə'fɔ:d] мати змогу, бути спроможним; дозволяти собі  
**aid** [eɪd] допомога  
**aim** [eɪm] прагнути; цілити(ся)  
**alike** [ə'laɪk] схожий, подібний  
**allow** [ə'laʊ] дозволяти  
**almond** ['ɑ:mənd] мигдаль  
**along** [ə'lɒŋ] вздовж  
**get along** жити в злагоді, уживатися

**although** [ɔ:l'dəʊ] хоч  
**amazing** [ə'meɪzɪŋ] дивовижний  
**ambitious** [æm'bɪʃəs] честолюбний; що прагне (чогось, до чогось)  
**amount** [ə'maʊnt] кількість  
**a good amount of** велика кількість  
**amusing** [ə'mju:zɪŋ] кумедний; смішний  
**ancestor** ['ænsəstə] предок, прабатько  
**angled** ['æŋɡld] кутовий  
**annual** ['ænjuəl] щорічний, річний  
**apology** [ə'pɒlədʒi] перепрошення, вибачення  
**appeal** [ə'pi:l] 1. *n.* звернення; прохання; привабливість; 2. *v.* апелювати, звертатися із закликом; посилатися  
**appearance** [ə'piərəns] зовнішній вигляд, зовнішність  
**appliance** [ə'plaɪəns] прилад, пристрій  
**applicant** ['æplɪkənt] прохач; кандидат  
**application** [ˌæplɪ'keɪʃn] заява; заявка  
**apply** [ə'plai] звертатися; застосовувати; прикладати  
**apply for a job** подавати заяву на працевлаштування  
**appointment** [ə'pɔɪntmənt] призначення; домовлена зустріч  
**make an appointment** призначити зустріч  
**appreciate** [ə'pri:ʃieɪt] оцінювати; цінувати  
**appropriate** [ə'prəʊpɪət] відповідний  
**aptitude** ['æptɪtju:d] схильність; здібність  
**archeology** [ˌɑ:kɪ'blɒlədʒi] археологія  
**area** ['eəriə] площа; область, район  
**argue** ['ɑ:gju:] сперечатися; аргументувати; переконувати  
**arrange** [ə'reɪndʒ] упорядковувати; домовлятися  
**arrow** ['ærəʊ] стрілка  
**artist** ['ɑ:tɪst] художник; митець, артист  
**ashes** [æʃ] попіл, зола  
**attachment** [ə'tætʃmənt] прикріплення; приєднання  
**attend** [ə'tend] бути присутнім, відвідувати; приділяти увагу; піклуватися, турбуватися  
**attitude** ['ætɪtju:d] ставлення  
**attract** [ə'trækt] приваблювати  
**attractive** [ə'træktɪv] привабливий

**audience** [ˈɔːdiəns] аудиторія; публіка, слухачі  
**available** [ə'veɪləbl] доступний, наявний  
**be available** бути доступним, наявним  
**avalanche** [ˈævələ:nʃ] сніговий обвал, лавина  
**average** [ˈævərɪdʒ] 1. *n.* середнє число; 2. *adj.* середній, середньостатистичний  
**avoid** [ə'vɔɪd] уникати  
**award** [ə'wɔːd] 1. *n.* нагорода; 2. *v.* нагороджувати; присуджувати  
**award the title** присуджувати титул  
**awful** [ˈɔːfl] жахливий

**B**

**bachelor** [ˈbætʃələ] бакалавр  
**background** [ˈbækgraʊnd] задній план, фон; обстановка, місце дії  
**backup** [ˈbækʌp] резервна копія (*комп.*)  
**bad (good)-tempered** [ˌbæd ˈtempəd] з поганим (добрим) характером  
**baked** [beɪkt] спечений  
**bargain** [ˈbɑːɡɪn] торговельна угода; вигідна покупка  
**baroque** [bə'roʊk] бароко  
**be** [bi:] (**was/were, been**) бути; існувати  
**be founded** бути заснованим  
**be off** вирушати, іти (*зеть*)  
**be on** бути включеним; демонструватися (*про фільм*)  
**be over** закінчитися  
**be well-equipped** бути добре оснащеним  
**beside** [bi'saɪd] поруч, коло, біля  
**beetroot** [ˈbi:tru:t] буряк  
**behave** [bi'heɪv] поводитися  
**behaviour** [bi'heɪvjə] поведінка  
**belief** [bi'li:f] віра; вірування  
**believe** [bi'li:v] вірити  
**belong** [bi'lɒŋ] належати  
**beloved (by)** [bi'lʌvd] коханий, любий  
**beneath** [bi'ni:θ] 1. *prep.* нижче; 2. *adv.* внизу  
**benefit** [ˈbenɪfɪt] перевага; користь  
**bin** [bɪn] корзина; резервуар  
**bleed** [bli:d] кровоточити  
**blizzard** [ˈblɪzəd] завірюха, хуртовина  
**blood** [blʌd] кров

**boarding school** [ˈbɔːdɪŋ ,sku:l] пансіон, закрита навчальна установа; школа-інтернат  
**book** [bʊk] заносити в книгу; замовляти, брати квиток  
**border (on)** [ˈbɔːdə] 1. *n.* кордон, межа; 2. *v.* межувати  
**bossy** [ˈbɒsi] що розпоряджається (верховодить) усім  
**bother** [ˈbɒðə] набридати; турбувати(ся)  
**bottom** [ˈbɒtəm] дно; низ  
**at the bottom (of)** внизу  
**bowl** [bɔːl] миска; ваза  
**brains** [breɪnz] мозок (*як їжа*); розумові здібності, інтелект  
**branch** [brɑːntʃ] гілка; галузь  
**a branch of science** галузь науки  
**brand** [brænd] фабрична марка; сорт, якість  
**breathe** [bri:ð] дихати  
**bricklayer** [ˈbrɪkleɪə] муляр  
**brief** [bri:f] короткий  
**brilliant** [ˈbrɪliənt] блискучий; яскравий; визначний, видатний  
**bring** [brɪŋ] (**brought, brought**) приносити, приводити; привозити  
**be brought up** [brɔːt] бути вихованим, виховуватись  
**broadcast** [ˈbrɔːdkɑːst] (**broadcast, broadcast**) 1. *n.* радіомовлення; радіопередача; 2. *v.* передавати по радіо; вести радіопередачу; транслювати  
**bunch** [bʌntʃ] в'язка, пучок; група  
**bury** [ˈberi] ховати (*мертвих*); заривати в землю  
**be buried** бути похованим  
**Byzantine** [baɪ'zæntaɪn] візантійський

**C**

**callisthenics** [ˌkælɪs'θenɪks] художня гімнастика  
**cancel** [ˈkænsəl] анулювати, скасовувати; викреслювати  
**capture** [ˈkæptʃə] брати в полон; захоплювати силою; спіймати, схопити; повернути (*увагу*)  
**careful** [ˈkeəfəl] обережний; уважний  
**caring** [ˈkeərɪŋ] турботливий  
**carpenter** [ˈkɑːpəntə] тесляр; столяр

**carton** [ˈkɑːtən] картон; картонна коробка  
**case** [keɪs] випадок; валіза  
**cash** [kæʃ] готівка  
**cashier** [kæʃɪə] касир  
**cast** [kɑːst] склад виконавців, акторський склад  
**casual** [ˈkæʒuəl] випадковий; недбалий  
**catch up (with)** наздоганяти  
**cater** [ˈkeɪtə] обслуговувати; догоджати, намагатися догодити  
**cause** [kɔːz] 1. *n.* причина; підстава; привід; 2. *v.* спричиняти  
**cautious** [ˈkɔːʃəs] обережний, передбачливий  
**caviar** [ˈkæviɑː] ікра  
**caving** [ˈkeɪvɪŋ] відвідування чи огляд печер  
**century** [ˈsentʃəri] століття  
**certain** [ˈsɜːtɪn] певний; упевнений  
**challenge** [ˈtʃælɪndʒ] 1. *n.* виклик; 2. *v.* кидати виклик, викликати (*to – на щось*)  
**championship** [ˈtʃæmpɪənʃɪp] чемпіонат  
**channel** [ˈtʃænl] канал  
**chart** [tʃɑːt] карта; діаграма, схема  
**charter** [ˈtʃɑːtə] грамота; привілей; статут  
**chat** [tʃæt] 1. *n.* чат; 2. *v.* балакати; теревенити  
**check out** звільнити номер у готелі; відмитися по закінченні робочого дня  
**check (up)** [ˈtʃekʌp] перевіряти  
**cheer** [tʃɪə] підбадьорювати; тішити  
**cheer smb up** підбадьорювати когось  
**chemist** [ˈkemɪst] аптекар  
**at the chemist's** в аптеці  
**chest** [tʃest] ящик, скриня; грудна клітка  
**choice** [tʃɔɪs] вибір  
**circle** [ˈsɜːkl] обертатися; оточувати  
**claim** [kleɪm] вимагати; претендувати  
**click** [klɪk] клацати  
**cloakroom** [ˈkləʊkrʊm] гардероб, роздягальня  
**closing remark** [ˌkləʊzɪŋ rɪ'mɑːk] заключна примітка  
**cluster** [ˈklʌstə] 1. *n.* пучок; гроно; 2. *v.* рости гронами (пучками)  
**coach** [kəʊtʃ] карета; репетитор; тренер, інструктор  
**coastal** [ˈkəʊstl] береговий

**coherence** [kəʊ'hɪərəns] зв'язок; зчеплення  
**cohesive** [kəʊ'hiːsɪv] здатний до зчеплення; зв'язаний; зв'язний (*про мовлення*)  
**come across** наштовхнутися (*на щось*); випадково зустрітись (*з кимось*)  
**common** [ˈkɒmən] звичайний; спільний  
**have (a lot) in common** мати щось (багато) спільне (спільного)  
**community** [kə'mjuːnəti] община, громада  
**compare** [kəm'peɪə] порівнювати  
**compete** [kəm'pi:t] змагатися  
**competition** [ˌkɒmpɪ'tɪʃn] змагання  
**competitive** [kəm'petətɪv] конкурентний; конкурсний  
**complaint** [kəm'pleɪnt] скарга  
**completion** [kəm'pli:ʃn] завершення, закінчення  
**complicated** [ˈkɒmplɪkeɪtɪd] складний  
**compose** [kəm'pəʊz] створювати, складати  
**composition** [ˌkɒmpə'zɪʃn] твір  
**comprehensive** [ˌkɒmprɪ'hensɪv] всебічний  
**comprehensive school** загальноосвітня школа  
**compress** [kəm'pres] стискувати  
**compulsory** [kəm'pʌlsəri] обов'язковий  
**concern** [kən'sɜːn] стосуватися, мати відношення; турбувати(ся)  
**conclude** [kən'kluːd] робити висновок; укладати (*договір*)  
**conclusion** [kən'kluːʒn] завершення; висновок  
**condense** [kən'dens] згущати(ся); конденсувати  
**condition** [kən'dɪʃn] стан; умова  
**under the conditions** за умов  
**conditional** [kən'dɪʃnəl] умовний  
**conduct** [kən'dʌkt] вести; проводити (*збори тощо*)  
**conduct a survey / an experiment, etc.** проводити дослідження / експеримент тощо  
**confidence** [ˈkɒnfɪdəns] довіра  
**consequence** [ˈkɒnsɪkwəns] наслідок  
**consider** [kən'sɪdə] розглядати; обмірковувати; вважати, гадати

**considerable** [kən'sɪdərəbl̩] значний  
**considerably** [kən'sɪdərəbli] значно, чимало  
**consist (of)** [kən'sɪst] складатися  
**construct** [kən'strʌkt] будувати, споруджувати  
**consume** [kən'sju:m] споживати  
**contain** [kən'teɪn] містити (мати) в собі; вміщати  
**container** [kən'teɪnə] контейнер; резервуар  
**contents** ['kɒntents] зміст; вміст  
**table of contents** зміст (видання)  
**contestant** [kən'testənt] суперник  
**contrary** ['kɒntrəri] протилежний  
**contribute** [kən'trɪbjʊ:t] робити внесок; сприяти  
**convenient** [kən'vi:niənt] зручний  
**cope** ['kəʊp] справитися, упоратися  
**cope with someone's problem** упоратися з чиеюсь проблемою  
**cornflakes** ['kɔ:nfleɪks] кукурудзяні пластівці  
**cosy** ['kəʊzi] затишний  
**counseling** ['kaʊnslɪŋ] консультування  
**couple** ['kʌpl̩] пара  
**courage** ['kʌrɪdʒ] відвага, хоробрість  
**course** [kɔ:s] курс; шлях; страва  
**of course** звичайно, безперечно  
**court** [kɔ:t] суд; двір; корт, майданчик  
**cover** ['kʌvə] 1. *n.* обкладинка; 2. *v.* покривати; накривати  
**create** [kri'eɪt] створювати  
**creative** [kri'eɪtɪv] творчий  
**creativity** [kri'eɪtɪvɪti] творчість  
**credit card** ['kredɪt kɑ:d] кредитна картка  
**crops** [krɒps] технічні культури; зернові (культури)  
**cuisine** [kwi:'zi:n] кухня (про кулінарні традиції, набір страв)  
**cultivation** [kʌltɪ'veɪʃn] культивування  
**cup** [kʌp] чашка; кубок (спорт)  
**curator** [kjʊə'reɪtə] куратор  
**currant** ['kʌrənt] порічки; смородина  
**current** ['kʌrənt] 1. *n.* (електричний) струм; 2. *adj.* поточний  
**curriculum** [kə'kɪkjʊləm] курс навчання; навчальний план; розклад

**cursor** ['kɜ:sə] стрілка, покажчик  
**custom** ['kʌstəm] звичай  
**cybercafé** ['saɪbəkæfeɪ] інтернет-кафе  
**cycling** ['saɪklɪŋ] велоспорт

D

**dairy** ['deəri] маслоробня; сироварня; молочарня  
**damage** ['dæmɪdʒ] завдавати збитків; пошкоджувати  
**danger** ['deɪndʒə] небезпека  
**be in danger** перебувати у небезпеці  
**data** ['deɪtə] дані, відомості; інформація (*амер.*)  
**decide** [dɪ'saɪd] вирішувати  
**decisive** [dɪ'saɪsɪv] вирішальний; рішучий  
**defence** [dɪ'fens] захист  
**define** [dɪ'faɪn] визначати  
**definitely** [dɪ'fɪnətli] напевно, точно; звісно  
**degree** [dɪ'ɡri:] ступінь; градус  
**get a degree** отримати ступінь  
**Bachelor/Master's degree** ['bætʃələ/'mɑ:stə dɪ'ɡri:] ступінь бакалавра/магістра  
**delay** [dɪ'leɪ] затримка; зволікання  
**delete** [dɪ'li:t] викреслювати, стирати  
**delicious** [dɪ'lɪʃəs] чудовий; дуже смачний  
**deliver** [dɪ'lɪvə] доставляти, постачати  
**depend (on, upon)** [dɪ'pend] залежати (від)  
**depict** [dɪ'pɪkt] малювати, зображати; змальовувати  
**desert** ['dezət] пустеля  
**designer** [dɪ'zaɪnə] **shop** студія дизайну  
**desirable** [dɪ'zɑ:ərəbl̩] бажаний, жаданий  
**desktop** ['desktpɒp] робочий стіл (*у комп'ютері*)  
**destroy** [dɪ'strɔɪ] руйнувати  
**determine** [dɪ'tɜ:mɪn] визначати; встановлювати  
**develop** [dɪ'veləp] розвивати(ся)  
**development** [dɪ'veləpmənt] розвиток  
**device** [dɪ'vaɪs] план; прийом; пристрій, механізм  
**devote** [dɪ'vəʊt] присвячувати  
**devoted** [dɪ'vəʊtɪd] відданий  
**dialler** ['daɪələ] номеронабирач  
**diary** ['daɪəri] щоденник

E

**die** [daɪ] вмирати  
**dime** [daɪm] монета в 10 центів (*амер.*)  
**direction** [dɪ'rekʃn] напрямок  
**directory** [də'rektəri] довідник, покажчик; адресна книга; алфавітний список (*будь-яких даних*); каталог  
**disadvantage** [dɪsəd'vɑ:ntɪdʒ] недолік  
**disappoint** [dɪsə'pɔɪnt] розчаровувати  
**disappointing** [dɪsə'pɔɪntɪŋ] невтішний; що викликає розчарування  
**disaster** [dɪ'zɑ:stə] лихо, біда; катастрофа  
**discover** [dɪs'kʌvə] відкривати; виявляти  
**disease** [dɪ'zi:z] хвороба  
**display** [dɪ'spleɪ] показувати, демонструвати  
**disrupt** [dɪs'rʌpt] розривати  
**distinguished** [dɪ'stɪŋɡwɪʃt] відомий, видатний  
**district** ['dɪstrɪkt] район  
**divorce** [dɪ'vɔ:s] 1. *n.* розлучення; 2. *v.* розлучитися  
**dominant** ['dɒmɪnənt] переважаючий, основний  
**dominate** ['dɒmɪneɪt] переважати; панувати; домінувати  
**doubt** [daʊt] 1. *n.* сумнів; 2. *v.* сумніватися  
**download** [daʊn'ləʊd] завантажувати  
**draft** [dra:ft] чернетка; проект  
**draughts** [dra:fts] шашки (*гра*)  
**play draughts** грати в шашки  
**draw** [drɔ:] 1. *n.* нічия; 2. *v.* (**drew, drawn**) тягнути; зводити внічию  
**end in a draw** завершуватися внічию  
**drop** [drɒp] падати; крапати; кидати (*звичку, заняття тощо*)  
**drought** [draʊt] посуха, засуха  
**due** [dju:] належний; гідний  
**due to smth** завдяки чомусь  
**dwelling house** ['dwelɪŋ haʊs] житлова будівля, житловий будинок

**each other** [i:tʃ 'ʌðə] один одного  
**eager** ['i:ɡə] палкий; нетерплячий  
**earn** [z:n] заробляти  
**earn money** заробляти гроші  
**earn somebody's living** заробляти на чийсь прожиття

**earthquake** ['z:θkweɪk] землетрус  
**easy-going** [i:zɪ'ɡəʊɪŋ] добродушно-веселий; безтурботний  
**eccentric** [ɪk'sentɪk] ексцентричний; дивний  
**edition** [ɪ'dɪʃn] видання; випуск  
**educated** ['edʒʊkeɪtɪd] освічений  
**education** [ˌedʒʊ'keɪʃn] освіта  
**effect** [ɪ'fekt] 1. *n.* дія, вплив; наслідок, результат; 2. *v.* виконувати, здійснювати; робити  
**embedded** [ɪm'bedɪd] вставлений; вмурований; втілений  
**embrace** [ɪm'breɪs] охоплювати, оточувати; включати, містити (*в собі*)  
**embroidery** [ɪm'brɔɪdəri] вишивання; вишивка  
**employment** [ɪm'plɔɪmənt] праця, робота (*за наймом*); служба  
**enable** [ɪ'neɪbl̩] давати змогу (можливість)  
**enclose** [ɪn'kləʊz] оточувати; вкладати (*в конверт тощо*); додавати  
**encourage** [ɪn'kʌrɪdʒ] підбадьорувати; заохочувати  
**endangered** [ɪn'deɪndʒəd] підданий небезпеці  
**engage** [ɪn'ɡeɪdʒ] займатися  
**be engaged in** бути зайнятим чимось  
**enormous** [ɪ'nɔ:məs] величезний  
**enormously** [ɪ'nɔ:məsli] надзвичайно; вкрай; дуже  
**enrich** [ɪn'ri:tʃ] збагачувати  
**entertain** [ˌentə'teɪn] розважати, забавляти  
**entertaining** [ˌentə'teɪnɪŋ] забавний, розважальний  
**entertainment** [ˌentə'teɪnmənt] розвага, забава  
**enthusiastic** [ɪn,θju:zɪ'æstɪk] сповнений ентузіазму; захоплений  
**entrance exam** [ˌentrəns ɪɡ'zæm] вступний екзамен  
**entry** ['entri] вхід  
**envious** ['enviəs] заздрисний  
**environment** [ɪn'vaɪrənmənt] навколишнє середовище  
**epoch** ['i:pɒk] епоха

**equal** [i:kwəl] 1. *adj.* рівний;  
2. *v.* дорівнювати  
**equally** [i:kwəli] рівно; однаково, порівну  
**equipment** [i'kwɪpmənt] устаткування, обладнання  
**be well equipped** бути добре оснащеним  
**erupt** [i'ɹʌpt] вивергати(ся)  
**eruption** [i'ɹʌʃn] виверження (*вулкана*)  
**essay** [e'seɪ] нарис, есе  
**essential** [i'senʃl] істотний, важливий  
**establish** [i'stæblɪʃ] засновувати; устанавлювати  
**even** [i:vən] навіть  
**event** [i'vent] подія; захід (*вечір, прийом тощо*); змагання; вид спорту; *спорт.* номер (*у програмі*)  
**sport event** [spɔ:t i'vent] спортивне змагання  
**eventually** [i'ventʃuəli] кінець кінцем, зрештою  
**ever** [e've] коли-небудь  
**exam** [iɡ'zæm] іспит, екзамен  
**fail the exam** завалити екзамен  
**except** [ɪk'sept] за винятком, крім  
**exchange** [ɪks'tʃeɪndʒ] обмінювати(ся)  
**exciting** [ɪk'saɪtɪŋ] хвилюючий  
**be excited about smth** бути зворушеним (схвильованим) через щось  
**execute** [i'eksɪkjʊ:t] виконувати  
**exhibit** [i'eksɪbɪʃn] 1. *n.* експонат; показ; експозиція; виставка;  
2. *v.* виставляти на показ  
**exist** [ɪɡ'zɪst] існувати  
**existence** [ɪɡ'zɪstəns] існування  
**expand** [ɪk'spænd] витрачати  
**expences** [ɪk'spensɪz] витрати; затрати  
**expensive** [ɪk'spensɪv] дорогий  
**experience** [ɪk'spɪəriəns] 1. *n.* (життєвий) досвід; досвідченість;  
2. *v.* переживати; відчувати  
**exploration** [i'eksplə'reɪʃn] дослідження  
**explore** [ɪk'splɔ:] досліджувати  
**explorer** [ɪk'splɔ:rə] дослідник; мандрівник  
**exponent** [ɪk'spəʊnənt] інтерпретатор; виконавець (*музичного твору*); представник (*теорії*); тип, зразок; експонент

**exposition** [i'ekspe'zɪʃn] виставка, експозиція  
**expository** [eks'pɔzɪtəri] описовий; експозиційний  
**express** [ɪk'spres] висловлювати  
**extend** [ɪk'stend] протягувати(ся), тягти(ся); простягати(ся)  
**extinct** [ɪk'stɪŋkt] вимерлий; зниклий  
**become extinct** вимирати, щезати  
**extinction** [ɪk'stɪŋkʃən] вимирання; зникнення  
**extremely** [ɪk'stri:mli] вкрай, надзвичайно, дуже

F

**fabric** ['fæbrɪk] тканина  
**facility** [fə'sɪlɪti] здатність; уміння; доступність; *pl.* можливості, умови; *pl.* устаткування обладнання, засоби, пристрої  
**factory** ['fæktəri] фабрика; завод  
**failure** ['feɪljə] невдача, провал; неспроможність  
**faithful** ['feɪθfl] вірний  
**fall** [fɔ:l] (**fell, fallen**) падати  
**fall ill** захворіти  
**fame** [feɪm] слава, популярність  
**far** [fɑ:] 1. *adj.* далекий; 2. *adv.* далеко  
**as far as I know** наскільки мені відомо...  
**fault** [fɔ:lt] помилка; провина  
**feature** ['fi:tʃə] риса; ознака, властивість  
**fee** [fi:] плата; гонорар; внесок  
**fence** [fens] огорожа  
**fencing** ['fensɪŋ] фехтування  
**ferry** ['feri] пором  
**festive** ['festɪv] святковий; веселий  
**fiction** ['fɪkʃn] белетристика; художня література  
**field** [fi:ld] поле; галузь, сфера  
**figure** ['fɪgə] цифра  
**file** [faɪl] папка, швидкокоштивач; файл  
**fin** [fɪn] плавець (*риби*)  
**finding** ['faɪndɪŋ] знахідка  
**fit** [fɪt] 1. *v.* відповідати (*чомусь*); годитися; пасувати (*до чогось*);  
2. *adj.* здоровий, у хорошій формі  
**keep fit** підтримувати форму  
**stay fit** перебувати у хорошій формі  
**flexible** ['fleksəbl] гнучкий

**flood** [flʌd] повінь  
**floor manager** помічник режисера  
**flow** [fləʊ] текти; протікати  
**fluent** ['flu:ənt] плавний, вільний (*про мову*)  
**fluently** ['flu:əntli] плавно; вільно  
**focus (on)** ['fəʊkəs] зосереджувати(ся) (на)  
**folder** ['fəʊldə] канцелярська папка, швидкокоштивач; папка, директорія  
**footstep** ['fʊtstep] крок; слід  
**in smb's footsteps** по чийось слідах  
**frank** [fræŋk] відвертий, відкритий  
**frankly speaking** відверто кажучи  
**free** [fri:] вільний  
**frequency** ['fri:kwənsi] частота; часте повторювання  
**frequent** ['fri:kwənt] частий; часто повторюваний  
**fresco** ['freskəʊ] фреска; фресковий живопис  
**fresh** [fref] свіжий  
**freshman** ['freʃmən] першокурсник; *амер.* новачок (*у школі*)  
**frozen** ['frəʊzn] замерзлий; заморожений  
**fry** [fraɪ] смажити(ся)  
**full-time** [fʊl 'taɪm] що забирає весь (робочий) час; що забирає повний робочий день  
**further** ['fɜ:ðə] 1. *adj.* дальший, подальший; 2. *adv.* далі  
**furthermore** [fɜ:ðə'mɔ:] крім того; більше того

G

**gadget** ['gædʒɪt] пристрій; технічна новинка  
**gain** [geɪn] одержувати, здобувати  
**gain a fortune** досягти удачі  
**garbage** ['gɑ:bɪdʒ] сміття  
**garlic** ['gɑ:lɪk] часник  
**generate** ['dʒenəreɪt] спричиняти; породжувати  
**generation** [dʒenə'reɪʃn] покоління  
**generous** ['dʒenərəs] великодушний; благородний; щедрий  
**genius** ['dʒi:nɪəs] геній, геніальна людина  
**genre** [ʒɒŋə] манера, стиль; літературний жанр

**get** [get] (**got, got**) одержувати; ставати  
**get on (well/badly)** поживати (добре/погано); просуватися (добре/погано); ладити / не ладити (*з кимсь*)  
**get smth ready** приготувати щось  
**get stuck** застрягати  
**get sunburned** засмагнути  
**get together** збиратися разом  
**get to know** дізнатися  
**get worse** погіршуватися  
**give** [gɪv] (**gave, given**) давати  
**give a hand** надавати допомогу  
**give up** [gɪv'ʌp] покинути; відмовитися (*від звички*)  
**globe** [gləʊb] земна куля  
**go** [gəʊ] (**went, gone**) іти, ходити  
**go on air** виступати по радіо, телебаченні  
**go on doing smth** продовжувати робити щось  
**go well** іти добре  
**go wrong** іти неправильним шляхом  
**government** ['gʌvnmənt] уряд  
**governmental** [gʌvnməntl] урядовий  
**grade** [greɪd] клас (*амер.*); оцінка (*амер.*)  
**graduate** ['grædʒueɪt] (*амер.*) 1. *n.* випускник вищого навчального закладу; той, що закінчив будь-який навчальний заклад;  
2. *v.* ['grædʒueɪt] закінчувати (вищий) навчальний заклад  
**grated** ['greɪtɪd] тертий  
**gravy** ['greɪvi] підливка, соус  
**greedy** ['gri:di] жадібний  
**guarantee** [gə'ren'ti:] гарантувати; ручатися

H

**habit** ['hæbɪt] звичка  
**habitat** ['hæbɪtæt] місце поширення (*тварин, рослин*); природне середовище  
**natural habitat** природне середовище  
**hack into** [hæk] (*комп.*) незаконно одержувати доступ, проникати (*в захищену систему*)

**hailstorm** ['heɪlstɔ:m] гроза з градом; злива; сильний град  
**hang out** висовувати(ся); вивішувати  
**harbour** ['hɑ:bə] гавань  
**hardware** ['hɑ:dweə] «залізо», деталі комп'ютера (плати, монітор і т.д.)  
**harmful** ['hɑ:mfl] шкідливий  
**hazard** ['hæzəd] ризик, небезпека  
**headphones** ['hedfəʊnz] навушники  
**heading** ['hedɪŋ] заголовок; рубрика  
**headline** ['hedlaɪn] газетний заголовок  
**headmaster** [hed'mɑ:stə] директор школи  
**heatwave** ['hi:twelv] теплова хвиля; період сильної спеки  
**hedge** [hedʒ] живопліт; огорожа  
**herd** [hɜ:d] стадо, череда  
**hereditary** [hɪ'redɪtəri] спадковий; успадкований  
**highlands** ['haɪləndz] узгір'я  
**highlight** ['haɪlaɪt] виділяти; яскраво освітлювати  
**high school** ['haɪ sku:l] середня школа  
**highway** ['haɪweɪ] магістраль; шосе  
**hold** [həʊld] (**held, held**) тримати  
**hold smb's attention (interest, etc)** зберігати чиясь увагу, підтримувати чийсь інтерес тощо  
**home-made** [həʊm 'meɪd] домашнього виготовлення  
**honest** ['ɒnɪst] чесний  
**honourable** ['ɒnərəbl] чесний, благородний; почесний  
**horn** [hɔ:n] ріг  
**horrible** ['hɒrɪbl] жахливий  
**horror film** фільм жахів  
**horseradish** ['hɔ:srædɪʃ] хрін  
**hospitable** ['hɒspɪəbl] гостинний  
**hospitality** [hɒspɪ'tæləti] гостинність  
**host** [həʊst] ведучий; господар  
**however** [haʊ'evə] як би не; проте, однак  
**human** ['hju:mən] людина  
**humanities** [hju:'mænɪtɪz] гуманітарні науки  
**hunter** ['hʌntə] мисливець  
**hurricane** ['hʌrɪkən] ураган

I

**icon** ['aɪkɒn] ікона; іконка, символ

**identify** [aɪ'dentɪfaɪ] ототожнювати(ся); визначати  
**illegal** [ɪ'li:gl] незаконний, нелегальний  
**image** ['ɪmɪdʒ] образ  
**imagination** [ɪ,mædʒɪ'neɪʃn] уява  
**imaginative** [ɪ'mædʒɪnətɪv] наділений багатою уявою; образний  
**immediately** [ɪ'mi:diətli] негайно, невідкладно  
**immense** [ɪ'mens] величезний, здоровенний  
**import** ['ɪmpɔ:t] імпортувати, ввозити  
**impossible** [ɪm'pɒsəbl] неможливий  
**impress** [ɪm'pres] вражати  
**impression** [ɪm'preʃn] враження  
**make an impression on smb** справити враження на когось  
**impressive** [ɪm'presɪv] вражаючий  
**improve** [ɪm'pru:v] покращувати, удосконалювати  
**include** [ɪn'klu:d] містити в собі; включати  
**incomplete** [ɪn,kəm'plɪ:t] неповний; незакінчений  
**increase** [ɪn'kri:s] збільшувати(ся); зростати  
**increasing** [ɪn'kri:stɪŋ] зростаючий  
**independence** [ɪn'dɪpendəns] незалежність  
**independent** [ɪn'dɪpendənt] незалежний  
**indicate** [ɪn'dɪkeɪt] вказувати  
**industrial** [ɪn'dʌstriəl] промисловий  
**industry** ['ɪndəstri] промисловість  
**infant** ['ɪnfənt] дитина, немовля  
**infant school** ['ɪnfənt (sku:l)] дитячі ясла  
**influence** [ɪnfluəns] 1. *n.* вплив; 2. *v.* справляти вплив; впливати  
**be influenced by** перебувати під впливом чогось  
**inhabit** [ɪn'hæbɪt] жити, мешкати; населяти  
**inhabitant** [ɪn'hæbɪtənt] (постійний) мешканець, житель  
**inherit** [ɪn'herɪt] успадковувати; переймати, запозичувати  
**injection** [ɪn'dʒekʃn] упорскування; ін'єкція  
**input** ['ɪnpʊt] інформація на вході; введення (*інформації*)

**inseparable** [ɪn'seprəbl] нероздільний; нерозлучний  
**insight** ['ɪnsaɪt] прозорливість; проникливість  
**insist** [ɪn'sɪst] наполягати  
**inspiration** [ɪnspɪ'reɪʃn] натхнення  
**inspire** [ɪn'spaɪə] надихати  
**be inspired by** бути натхненим чимось  
**instead (of)** [ɪn'sted] замість  
**intelligent** [ɪn'telɪdʒənt] розумний  
**interpretation** [ɪn,tɜ:prɪ'teɪʃn] тлумачення, пояснення  
**interpreter** [ɪn'tɜ:prɪtə] перекладач (*усний*)  
**intransitive** [ɪn'trænsətɪv] (*грам.*) неперехідний  
**introductory** [ɪntrə'dʌktəri] вступний  
**invasion** [ɪn'veɪʒn] навала, вторгнення  
**invent** [ɪn'vent] винаходити; придумувати  
**invention** [m'venʃn] винахід, відкриття  
**inventor** [ɪn'ventə] винахідник  
**investigate** [m'vestɪgeɪt] досліджувати; розслідувати  
**investigation** [m,vestɪ'geɪʃn] дослідження; розслідування  
**involve** [ɪn'vɒlv] втягувати, вмішувати; містити в собі  
**be involved in** бути вплутаним в, бути залученим до  
**IT = information technology** інформаційна технологія  
**item** ['aɪtəm] пункт, параграф; питання; окремий предмет; повідомлення, замітка (*в газеті*)  
**ivory** ['aɪvəri] слонова кістка

J

**jealous** ['dʒeləs] ревнивий; заздрисний  
**jellied eels** [dʒelɪd 'i:lz] заливний вугор (*страва*)  
**jogging** ['dʒɒgɪŋ] біг підтюпцем, пробіжка  
**judge** [dʒʌdʒ] *n.* суддя; *v.* судити  
**junior** ['dʒu:nɪə] молодший

K

**keep** [ki:p] (**kept, kept**) тримати, берегти  
**keep doing smth** продовжувати робити щось

**kick** [kɪk] ударяти (бити) ногою; бити, пробити (*про м'яч*)  
**kill** [kɪl] убивати  
**kin** [kɪn] рідня, родичі; близькість  
**kindergarten** ['kɪndəgɑ:tɪn] дитячий садок  
**kit** [kɪt] спорядження; набір інструментів (*робітника*)  
**knowledge** ['nɒlɪdʒ] знання

L

**landslide** ['lændslaɪd] зсув, обвал  
**launch** [lɔ:ntʃ] запускати  
**lawyer** ['lɔ:jə] юрист; адвокат  
**lay** [leɪ] (**laid, laid**) класти, покласти  
**lay eggs** нестися, класти яйця  
**lead** [li:d] (**led, led**) вести  
**lean** [li:n] **over** згинатися над  
**least, the** [li:st] 1. *adj.* найменший; 2. *adv.* найменш  
**leave** [li:v] (**left, left**) залишати; піти, поїхати  
**leave for school** виходити з дому до школи  
**Lent** [lent] великий піст  
**lettuce** ['letɪs] салат-латук  
**level** ['levl] рівень  
**licence** ['laɪsns] ліцензія; свідоцтво; патент  
**lie** [laɪ] брехня, неправда  
**lightning** ['laɪtnɪŋ] блискавка  
**link** [lɪŋk] з'єднувати, зв'язувати  
**linking** ['hŋkɪŋ] той, що зв'язує  
**local** ['ləʊkl] місцевий  
**locate** [ləʊ'keɪt] визначати місцезнаходження  
**location** [ləʊ'keɪʃn] розташування; місце перебування  
**log on/in** [lɒg] входити в систему  
**lonely** ['ləʊnli] самотній, одинокий  
**look** [lʊk] дивитися  
**look around** оглядати(ся)  
**look at** подивитися (на)  
**look for** шукати  
**look forward** чекати, очікувати  
**look happy (ill, tired, etc)** мати щасливий (*хворий, змучений і т.д.*) вигляд  
**look out** виглядати (*з чогось*)  
**look like** бути схожим (до)

**look through** дивитися у (*вікно*); переглядати  
**look up smth in the dictionary** шукати щось у словнику  
**lowlands** ['ləʊləndz] низина  
**low-fat** [ˌləʊˈfæt] що містить малу кількість жиру

**M**

**made-up stories** вигадані оповідання  
**main course** головна страва  
**maintenance** ['meɪntənəns] підтримка  
**major** ['meɪdʒə] більший; головний; старший  
**majority** [mə'dʒɔrɪti] більшість  
**make** [meɪk] (**made, made**) робити  
**make a living** заробляти на прожиття  
**make decisions** приймати рішення  
**make peace** помиритися  
**make smb angry** розсердити когось  
**make smb aware of smth** давати комусь знати про щось  
**make-up** ['meɪkʌp] грим; косметика  
**mammal** ['mæməl] ссавець  
**mansion** ['mænjən] великий будинок, особняк  
**market stall** [ˌmɑ:kɪt 'stɔ:l] прилавок, місце, лоток на ринку  
**master** ['mɑ:stə] магістр  
**masterpiece** ['mɑ:stəpi:s] шедевр  
**matter** ['mætə] справа  
**It doesn't matter!** Це не має значення!  
**meadow** ['medəʊ] луг  
**mean** [mi:n] (**meant, meant**)  
 1. *v.* означати; мати на увазі;  
 2. *adj.* підлий, нечесний  
**meaning** ['mi:nɪŋ] значення  
**measure** ['meʒə] міра; мірка  
**member** ['membə] член  
**membership** ['membəʃɪp] членство  
**memorise** ['meməraɪz] запам'ятовувати; заучувати напам'ять  
**mend** [mend] лагодити; ремонтувати  
**menu bar** рядок меню  
**mild** [maɪld] м'який; помірний  
**mill** [mɪl] млин  
**minced** ['mɪnst] січений, мелений

**mind** [maɪnd] розум; думка  
**minor** ['maɪnə] 1. *n.* неповнолітній;  
 2. *adj.* менший  
**miss** [mɪs] промахнутися; пропустити  
**mixed** [mɪkst] змішаний  
**mixture** ['mɪkstʃə] суміш  
**modern** ['mɒdn] сучасний  
**monk** [mɒŋk] монах  
**mood** [mu:d] настрої  
**moody** ['mu:di] що легко піддається змінам настрою; похмурий; у поганому настрої  
**mountaineering** [ˌmaʊntə'nɪərɪŋ] альпінізм  
**movement** ['mu:vmənt] рух  
**mud** [mʌd] бруд, багно  
**mustard** ['mʌstəd] гірчиця  
**mutual** ['mjʊ:tʃʊəl] взаємний  
**mysterious** [mɪ'stɪəriəs] таємничий; незбагненний

**N**

**narrator** [nə'reɪtə] оповідач  
**narrow** ['nærəʊ] звужувати(ся)  
**native** ['neɪtɪv] рідний (*мова, місто*); місцевий (*житель*)  
**native speaker** [ˌneɪtɪv 'spi:kə] носій мови  
**natural resources** [ˌri:'sɔ:sɪz] природні ресурси  
**nearly** ['nɪəli] майже  
**necessary** ['nesəsəri] необхідний  
**needle** [ni:dl] голка  
**neighbour** ['neɪbə] сусід  
**net** [net] сітка  
**network** ['netwɜ:k] сітка; мережа  
**nickname** ['nɪkneɪm] прізвисько  
**noble** ['nəʊbl] благородний; знатний  
**noisy** ['nɔɪzi] шумливий  
**non-fiction** [ˌnɒn'fɪkʃən] документальна (наукова) література; нехудожня література  
**non-governmental** [ˌnɒŋɡəv'n'mentl] неурядовий  
**northern** ['nɔ:ðən] північний  
**notable** ['nəʊtəbl] видатний, визначний  
**nothing** ['nʌθɪŋ] ніщо, нічого  
**Nothing of the kind!** Нічого подібного!  
**nowadays** [ˌnaʊədeɪz] *n.* сьогоднішня; *adv.* у наш час, тепер

**nuclear** ['nju:kliə] ядерний  
**nuclear weapon** ядерна зброя  
**nuclear weapon test** ['wepən ,test] випробовування ядерної зброї  
**nursery (school)** ['nɜ:səri (sku:l)] дитячі ясла  
**nutritious** [nju'trɪʃəs] поживний

**O**

**obligatory** [ə'blɪɡətəri] обов'язковий  
**observation** [ˌɒbzə'veɪʃən] спостереження  
**observe** [əb'zɜ:v] спостерігати  
**observer** [əb'zɜ:və] спостерігач  
**obviously** [əb'vɪəslɪ] явно, очевидно  
**occasion** [ə'keɪʒən] випадок, нагода; привід, підстава  
**occupation** [ˌɒkjʊ'peɪʃən] заняття, рід занять; професія  
**occupy** ['ɒkjʊpaɪ] займати  
**occur** [ə'kɜ:] траплятися; відбуватися  
**octopus** ['ɒktəpəs] восьминіг  
**off** [ɒf] прислівник, що вказує на віддаленість у часі, "відбуття"  
**offer** ['ɒfə] 1. *v.* пропонувати;  
 2. *n.* пропозиція  
**official** [ə'fɪʃl] чиновник; службовець  
**on behalf (of)** від імені (*когось*)  
**once** [wʌns] одного разу, колись  
**at once** відразу  
**once upon a time** колись, одного разу (*на початку казки*), давним-давно  
**there once was** був собі якось  
**online** ['ɒnlaɪn] неавтономний, що підключений до сітки  
**onwards** ['ɒnwədz] вперед, спереду, далі  
**opinion** [ə'pɪnjən] думка; погляд  
**opportunity** [ˌɒpə'tju:nɪti] нагода, можливість  
**optional** ['ɒpʃənl] необов'язковий, факультативний  
**order** ['ɔ:də] порядок  
**be out of order** вийти з ладу  
**in order** у порядку  
**in order to** для того, щоб  
**ordinary** ['ɔ:dənəri] звичайний  
**Oriental** [ˌɔ:ri'enti] 1. *n.* уродженець (мешканець) Сходу; 2. *adj.* східний

**origin** ['ɒrɪdʒɪn] походження  
**originate (from)** [ə'rɪdʒɪneɪt] брати початок, походити; давати початок; породжувати  
**outcome** ['aʊtkʌm] наслідок, результат  
**outlet** ['aʊtlet] вихід; випускний (вихідний) отвір  
**outline** ['aʊtlaɪn] обрис, контур; ескіз, нарис  
**outlook** ['aʊtlʊk] вид; кругозір  
**output** ['aʊtpʊt] продуктивність; потужність; вихід; виведення інформації  
**outstanding** [aʊt'stændɪŋ] видатний, знаменитий  
**oven** ['ʌvən] піч; духовка  
**overestimate** [ˌəʊvə'estɪmeɪt] переоцінювати  
**overflow** [ˌəʊvə'fləʊ] переливатися через край; заливати, затоплювати  
**owner** ['əʊnə] власник  
**oxygen** ['ɒksɪdʒən] кисень

**P**

**pain** [peɪn] біль  
**painting** ['peɪntɪŋ] картина; живопис  
**panic** ['pænik] 1. *n.* паніка;  
 2. *v.* панікувати  
**paradise** ['pærədaɪs] рай  
**paraphrase** ['pærəfreɪz] переповідати; парафразувати  
**parsley** ['pɑ:slɪ] петрушка  
**participant** [pɑ:'tɪsɪpənt] учасник  
**participate** [pɑ:'tɪsɪpeɪt] брати участь  
**particle** ['pɑ:tɪkl] частка  
**particular** [pə'tɪkjələ] особливий  
**in particular** особливо, зокрема  
**part-time** [ˌpɑ:t 'taɪm] 1. *n.* неповний робочий день; 2. *adj.* не повністю занятий  
**pass** [pɑ:s] проходити, проїжджати; передавати  
**passion** ['pæʃən] пристрасть  
**pastoral** ['pɑ:stərəl] пастушачий; пасторальний  
**pastry** ['peɪstri] кондитерські вироби; печиво, тістечка  
**patient** ['peɪʃnt] 1. *n.* пацієнт;  
 2. *adj.* терплячий; наполегливий

- pattern** ['pætn] вірець  
**peach** [pi:tʃ] персик  
**penalty** ['penlti] покарання, кара  
**per cent** [pə'sent] відсоток, процент  
**perfect** ['pɜ:fɪkt] досконалий  
**perform** [pə'fɔ:m] виконувати;  
здійснювати  
**performance** [pə'fɔ:məns] виконання;  
вистава  
**performer** [pə'fɔ:mə] виконавець  
**perhaps** [pə'hæps] можливо  
**permanent** ['pɜ:mənənt] постійний  
**permission** [pə'miʃn] дозвіл  
**permit** [pə'mit] дозволяти  
**person** [pɜ:sn] людина, особа  
**personal** ['pɜ:sənəl] особистий  
**personality** [pɜ:sənə'neɪlti] особистість  
**phenomenon** [fi'nɒmɪnən]  
(*pl.* **phenomena**) феномен  
**pick up** [pɪk] піднімати; підбирати;  
добувати; приймати (*про сигнали, передачі*)  
**piece** [pi:s] кусок, шматок; твір мистецтва  
**pile** [paɪl] купа  
**piling** ['paɪlɪŋ] збирання (звалювання) в купу  
**pitch** [pɪtʃ] поле, майданчик; кидок; подача (*у бейсболі тощо*)  
**plain food** ['pleɪn (fu:d)] проста їжа  
**plenary** ['pli:nəri] повний, необмежений; пленарний  
**plenty** ['plenti] достаток; безліч  
**plot** [plɒt] змова; сюжет, фабула  
**plug (in)** [plʌg] включати, втикати  
**plum** [plʌm] слива  
**plumber** ['plʌmə] водопровідник; паяльщик  
**poetry** ['pəʊtri] поезія  
**point** [pɔɪnt] *n.* крапка; *v.* указувати  
**point of view** точка зору  
**poison** ['pɔɪzn] отрута  
**polite** [pə'laɪt] ввічливий  
**politeness** [pə'laɪtnɪs] ввічливість  
**pollute** [pə'lju:t] забруднювати  
**population** [ˌpɒpjʊ'leɪʃn] населення  
**pork** [pɔ:k] свинина  
**porridge** ['pɒrɪdʒ] (вівсяна) каша, вівсянка  
**portrait** ['pɔ:treɪt] портрет  
**portray** [pɔ:'treɪ] малювати портрет; зображувати, змальовувати  
**possibility** [ˌpɒsɪ'bɪlɪti] можливість  
**possible** ['pɒsɪbl] можливий  
**as much as possible** наскільки можливо  
**pour** [pɔ:] лити(ся)  
**power** ['paʊə] сила; влада  
**prawn** [prɔ:n] креветка  
**predict** [prɪ'dɪkt] провіщати; передбачати  
**prediction** [prɪ'dɪkʃn] передбачення, провіщення  
**preposition** ['prepə'zɪʃn] прийменник  
**preschool** ['pri:sku:l] дошкільний  
**prescribe** [prɪ'skraɪb] прописувати  
**prescribe some medicine** прописувати деякі ліки  
**pressure** ['preʃə] тиск  
**be under pressure** перебувати під тиском  
**pretend** [prɪ'tend] прикидатися, удавати  
**prevent** [prɪ'vent] запобігати; перешкоджати  
**primary** ['praɪməri] первинний; початковий  
**prime time** ['praɪm ,taɪm] кращий ефірний час  
**principal** ['prɪnsəpl] 1. *n.* директор школи (*амер.*); 2. *adj.* головний, основний  
**process** ['prəʊses] розпочинати процес; піддавати (якомусь технічному) процесу; обробляти  
**produce** [prə'dju:s] виробляти; ставити (*п'єсу*)  
**prominent** ['prɒmɪnənt] відомий, визначний, видатний  
**promise** ['prɒmɪs] обіцяти  
**pronoun** ['prɒnəʊn] займенник  
**propagate** ['prɒpəgeɪt] розмножувати(ся); розповсюджувати(ся); поширювати(ся)  
**proper** ['prɒpə] відповідний; правильний  
**proud** [praʊd] гордий  
**be proud of** пишатися (*кимось / чимось*)  
**prove** [pru:v] доводити, засвідчувати  
**provide** [prə'vaɪd] постачати; надавати  
**provide material about** надавати матеріал про

- publicity** [pʌ'blɪsɪti] публічність, гласність; слава, популярність  
**pudding** ['pʊdɪŋ] пудинг  
**pull** [pʊl] тягти (*на себе*)  
**punish** ['pʌnɪʃ] карати  
**punishment** ['pʌnɪʃmənt] покарання  
**push** [pʊʃ] штовхати (*від себе*)
- Q**
- qualification** [ˌkwɒlɪfɪ'keɪʃn] кваліфікація  
**quality** ['kwɒlɪti] якість; властивість  
**quarrel** ['kwɒrəl] 1. *n.* сварка; 2. *v.* сваритися  
**have a quarrel** посваритися  
**queue** [kju:] 1. *n.* черга; 2. *v.* стояти в черзі  
**quotation** [kwɒʊ'teɪʃn] цитата; цитування  
**quotient** ['kwɒʊʃnt] частка
- R**
- raise** [reɪz] піднімати  
**raisin** ['reɪzn] ізіюм, родзинки  
**range** [remdʒ] ряд, низка; пасмо  
**rare** [reə] рідкий; рідкісний  
**raw** [rɔ:] сирий; недоварений  
**realise** ['ri:əlaɪz] уявляти собі, усвідомлювати; здійснювати; реалізовувати  
**reason** ['ri:zn] 1. *n.* причина, підстава; розум; 2. *v.* міркувати, обмірковувати  
**receive** [rɪ'si:v] одержувати, отримувати  
**recently** ['ri:sntli] недавно  
**recipient** [rɪ'sɪpɪənt] одержувач  
**recognise** ['rekəɡnaɪz] упізнавати; визнавати  
**recover** [rɪ'kʌvə] видужувати  
**recreation area** зона відпочинку  
**recyclable** [ˌri:'saɪkləbl] повторно використаний  
**recycle** [ˌri:'saɪkl] переробляти вторинну сировину, рециркулювати  
**reduce** [rɪ'dju:s] знижувати, зменшувати; послаблювати  
**refer** [rɪ'fɜ:] відсилати; посилатися; стосуватися  
**referee** [ˌrefə'ri:] суддя (*спорт.*), рефері  
**reflect** [rɪ'flekt] відбивати; відображати  
**regard** [rɪ'ɡɑ:d] розглядати; вважати; брати до уваги  
**regional** ['ri:dʒənl] місцевий; регіональний  
**rehearsal** [rɪ'hɜ:səl] репетиція  
**relation** [rɪ'leɪʃn] зв'язок  
**relations** [rɪ'leɪʃnz] стосунки, взаємини  
**relationship** [rɪ'leɪʃənʃɪp] родинний зв'язок; стосунки  
**relative** [rɪ'lətv] родич  
**relativity** [ˌrɛlə'tɪvɪti] відносність; теорія відносності  
**relax** [rɪ'læks] розслаблятися; відпочивати  
**relaxing** [rɪ'læksɪŋ] розслаблюючий  
**release** [rɪ'li:s] випускати; звільняти  
**reliable** [rɪ'laɪəbl] надійний  
**relieve** [rɪ'li:v] полегшувати  
**remain** [rɪ'meɪn] залишатися  
**remind** [rɪ'maɪnd] нагадувати  
**reminder** [rɪ'maɪndə] нагадування  
**remove** [rɪ'mu:v] пересувати; видаляти, усувати  
**repair** [rɪ'reə] ремонтувати, лагодити  
**reported** [rɪ'pɔ:tɪd] переданий, повідомлений  
**represent** [ˌreprɪ'zent] зображати, змальовувати; представляти  
**representative** [ˌreprɪ'zentətɪv] представник  
**request** [rɪ'kwest] прохання  
**require** [rɪ'kwaɪə] вимагати; потребувати (*чогось*)  
**requirement** [rɪ'kwaɪəmənt] вимога  
**research** [rɪ'sɜ:tʃ] дослідження, вивчення  
**reserved** [rɪ'zɜ:vd] стриманий, нетовариський  
**resident** ['rezɪdənt] постійний житель; резидент  
**resistant** [rɪ'zɪstənt] стійкий  
**resource** [rɪ'sɔ:s] ресурс  
**respect** [rɪ'spekt] 1. *n.* повага; 2. *v.* поважати  
**respond** [rɪ'spɒnd] відповідати  
**responsibility** [rɪ'spɒnsɪ'bɪlɪti] відповідальність  
**responsible** [rɪ'spɒnsəbl] відповідальний  
**be responsible for** бути відповідальним за щось

**rest** [rest] 1. *n.* відпочинок;  
2. *v.* відпочивати  
**return** [ri'tɜ:n] повертатися  
**reuse** [ri:'ju:z] повторно  
використовувати  
**review** [ri'vju:] повторювати (*material*)  
**riding** ['raɪdɪŋ] верхова їзда  
**roast** [rəʊst] жарити(ся), смажити(ся)  
**roll** [rəʊl] згорток; кругла булочка  
**rotating** [rəʊ'teɪtɪŋ] обертовий (*про*  
*масу*); обертальний (*про рух*)  
**rough** [rʌf] брутальний, грубий; нерівний  
(*про поверхню*)  
**rout** [raʊt] 1. *n.* розгром; 2. *v.* розбити  
вщент  
**row** [rəʊ] ряд  
**rowing** ['rəʊɪŋ] веслування  
**rubbish** ['rʌbɪʃ] сміття, мотлох  
**load of rubbish** купа лайна  
**rural** ['rʊərəl] сільський

S

**sadly** ['sædli] сумно  
**safe** [seɪf] безпечний  
**safely** ['seɪfli] благополучно, безпечно  
**safety** ['seɪfti] безпека  
**sail** [seɪl] плавати  
**sailing** ['seɪlɪŋ] плавання; мореплавство;  
плавання під вітрилами  
**sailor** ['seɪlə] моряк  
**saint** [seɪnt] святий  
**St** [snt] (*скор.*) святий  
**salary** ['sæləri] заробітна плата  
**sale** [seɪl] продаж  
**in the sale** у продажу  
**salesperson** ['seɪlspɜ:sn] продавець  
**same** [seɪm] такий же, однаковий  
**at the same time** тоді ж; у той самий  
час  
**the same** той самий  
**satellite** ['sætəlaɪt] супутник  
**satisfy** ['sætɪsfaɪ] задовольняти  
**be satisfied with** бути задоволеним  
чимось  
**save** [seɪv] рятувати; зберігати;  
заощаджувати  
**scary** ['skeəri] жахливий, моторошний  
**scene** [si:n] місце дії (*у п'єсі, романі*  
*тощо*); сцена; епізод

**scenery** ['si:nəri] (театральні) декорації;  
обстановка; оточення  
**school-leaver** ['(sku:l)li:və] випускник,  
абітурієнт  
**science** ['saɪəns] наука  
**scold** [skəʊld] сварити(ся), лаяти(ся)  
**score** [skɔ:] 1. *n.* рахунок;  
2. *v.* підраховувати очки, вести  
рахунок; набирати очки  
**screen** [skri:n] екран  
**script** [skri:pt] почерк; рукописний  
шрифт; сценарій  
**scroll up/down** [skrəʊl] перекручувати  
зображення у вікні  
доверху/донизу (*комп'ют.*)  
**scuba diving** підводне плавання  
**seascape** ['si:skeɪp] морський краєвид  
**seasoning** ['si:zənɪŋ] приправа;  
витримування (*вина тощо*);  
обробка шкіри  
**security** [sɪ'kjʊəɪti] безпека  
**seek** [si:k] (**sought, sought**) шукати;  
намагатися  
**seldom** ['seldəm] рідко  
**select** [sɪ'lekt] вибирати  
**selection** [sɪ'lekʃn] відбір, набір  
**selfish** ['selfɪʃ] егоїстичний  
**senior** ['si:nɪə] старший; *амер.* студент  
старшого курсу, учень старших  
класів; *амер.* студент останнього  
курсу, учень випускного класу  
**sense** [sens] почуття, відчуття; значення  
**sensitive** ['sensətɪv] чутливий;  
уразливий  
**separate** ['sepəreɪt] 1. *v.* відокремлювати,  
відділяти; 2. *adj.* ['sepɪrət] окремий  
**setting** ['setɪŋ] оточення, навколишня  
обстановка; постановка (*фільму*)  
**sew** [səʊ] (**sewed, sewn**) шити  
**shallow** ['ʃæləʊ] неглибокий, мілкий  
**shape** [ʃeɪp] форма  
**share** [ʃeə] ділитися  
**share impressions** ділитися  
враженнями  
**shark** [ʃɑ:k] акула  
**sheet** [ʃi:t] простирадло; аркуш  
**a sheet of paper** аркуш паперу  
**shellfish** ['ʃelfɪʃ] молюск; ракоподібні

**shoplifter** ['ʃɒp,lɪftə] крамничний злодій  
**shore** [ʃɔ:] берег, узбережжя (*моря,*  
*океану*)  
**shortage** ['ʃɔ:tɪdʒ] недостача, нестача,  
брак  
**shot-putting** ['ʃɒtpʊtɪŋ] штовхання ядра  
**shout (at smb)** [ʃaʊt] кричати (на когось)  
**shy** [ʃaɪ] соромливий, сором'язливий  
**side** [saɪd] бік  
**sieve** [sɪv] 1. *n.* решето, сито;  
2. *v.* просівати  
**sightseeing** ['saɪt,sɪ:ɪŋ] огляд визначних  
місць  
**do / go sightseeing** оглядати  
визначні місця  
**sightseeing tour** ['saɪt,sɪ:ɪŋ 'tʊə]  
екскурсія визначними місцями  
**sign** [saɪn] 1. *n.* знак; 2. *v.* підписувати  
**sign off** виходити з роботи (*про*  
*користувача терміналу*);  
оголошувати кінець радіо- або  
телепередачі  
**signature** ['sɪgnətʃə] підпис  
**since** [sɪns] відтоді, з того часу як  
**sincerely** [sɪn'sɪəli] щиро  
**single ticket** ['sɪŋgl 'tɪkɪt] квиток в один  
бік  
**sitter** ['sɪtə] натурщик; той, хто позує  
художникові (фотографові)  
**sketch** [sketʃ] ескіз; малюнок  
**skill** [skɪl] уміння, здатність; досвід,  
майстерність; здібності  
**skilled** [skɪld] кваліфікований, умілий  
**slice** [slaɪs] 1. *n.* скибочка; 2. *v.* різати  
тонкими скибочками  
**slim** [slɪm] тонкий, стрункий  
**smart** [smɑ:t] розумний; кмітливий;  
нарядний  
**smell** [smel] 1. *n.* запах;  
2. *v.* (**smelt, smelt**) нюхати  
**smooth** [smu:ð] гладенький, рівний  
**snail** [sneɪl] слимак  
**sneeze** [sni:z] чхати  
**so** [soʊ] таким чином, так  
**So many countries in the world!** Так  
багато країн у світі!  
**sociable** ['səʊjəbl] товариський,  
компанійський; дружлюбний  
**society** [sə'saɪəti] суспільство;  
товариство; об'єднання

**software** ['sɒftweə] програмне  
забезпечення, комп'ютерні  
програми  
**solution** [sə'lju:ʃn] рішення  
**solve** [sɒlv] вирішувати, розв'язувати  
**soon** [su:n] скоро; незабаром  
**as soon as** щойно, як тільки  
**sophomore** ['sɒfəmə:] *амер.* студент-  
другокурсник  
**soul** [səʊl] душа  
**sound producer** ['saʊnd ,prə'dju:sə]  
звукорежисер  
**source** [sɔ:s] джерело  
**soured** ['səʊəd] кислий  
**spare** [speə] вільний  
**spatial** ['speɪʃl] просторовий  
**specialty** ['speʃəlti] особливість; фах;  
спеціальний асортимент  
**species** ['spi:ʃi:z] вид; рід, різновид  
**specimen** ['spesɪmən] зразок, взірець  
**specious** ['spi:ʃəs] правдоподібний;  
пристойний  
**spectator** [spek'teɪtə] глядач  
**spiced** ['spaɪst] пряний; присмачений  
спеціями  
**spicy** ['speɪsi] присмачений спеціями;  
змішаний із спеціями; пряний  
**spin** [spɪn] (**span, spun**) вертїти, крутити;  
прясти  
**spiral** ['spaɪrəl] спіраль  
**spirit** ['spɪrɪt] дух  
**spoil** [spɔɪl] (**spoilt, spoilt**) псувати  
**spoilt** ['spɔɪlt] зіпсований; розбещений  
**spot** [spɒt] (*розм.*) помітити, відмічати  
**spread** [spred] (**spread, spread**)  
розстилати; простягати(ся);  
поширювати, розповсюджувати;  
намазувати (*масло*)  
**spread the table cloth** розстилати  
скатертину  
**sprinkle** ['sprɪŋkl] бризкати, кропити  
**square** [skweə] *n.* 1. квадрат; площа;  
2. *adj.* квадратний  
**in the square** на площі  
**squid** [skwɪd] наживка (*для ловлі риби*)  
**staff** [stɑ:f] штат, штати (*службовців*  
*тощо*)  
**starter** ['stɑ:tə] стартер; учасник  
(*змагання*)  
**starvation** [stɑ:'veɪʃn] голод; голодування

**state-financed** ['steit faɪ'nænst] фінансований державою

**statement** ['steɪtmənt] заява, твердження

**steamed** ['sti:mɪd] розпарений; пропарений

**stew** [stju:] тушкувати(ся)

**stick** [stɪk] 1. *n.* палиця, палка; 2. *v.* (**stuck, stuck**) наклеювати, приклеювати

**still** [stɪl] все ще

**still life** [stɪl 'laɪf] натюрморт

**stir** [stɜ:] ворушити(ся); розмішувати

**stock** [stɒk] запас; асортимент; інвентар

**well (badly) stocked** з великим (малим) асортиментом

**stomach** ['stʌmək] шлунок

**store** [stɔ:] 1. *n.* запас; (*амер.*) магазин; 2. *v.* постачати; накопичувати

**straight** [streɪt] прямо

**straight ahead** прямо вперед

**strait** [streɪt] протока

**strand** [strænd] систи на міліну; викидати(ся) на берег

**strange** [streɪndʒ] незнайомий; дивний; чужий

**straw** [strɔ:] солома; соломинка

**strengthen** ['streŋθn] підсилювати(ся); зміцнювати

**stressful** ['stresfəl] стресовий

**stretch** [stretʃ] простягатися; тягтися

**strict** [strɪkt] суворий

**strike** [straɪk] (**struck, struck**) бити, вдаряти; вражати

**string** [strɪŋ] струна

**stuff** [stʌf] набивати; фарширувати

**stuffing** ['stʌfɪŋ] набивка; начинка

**stuff room** учительська кімната

**subdirectory** ['sʌbdɪ'rektəri] підкаталог

**subfolder** ['sʌbfəʊldə] папка нижчого рівня

**subscribe to (periodicals)** передплатувати (періодичні видання)

**substantial** [səb'stænʃl] істотний, важливий

**succeed (in doing smth)** досягати мети (*у чомусь*); мати успіх (*у чомусь*)

**success** [sək'ses] успіх

**suddenly** ['sʌdnli] раптом

**suffer** ['sʌfə] терпіти; страждати

**suit** [su:t] задовольняти; влаштувати; годиться, пасувати

**summary** ['sʌməri] короткий виклад, резюме

**suntan** ['sʌntæn] засмага

**supervise** ['su:pəvaɪz] наглядати

**supply** [sə'plai] 1. *n.* постачання; 2. *v.* постачати

**support** [sə'pɔ:t] 1. *n.* підтримка; 2. *v.* підтримувати

**surf** [sɜ:f] переходити з одного сайту на інший

**surface** ['sɜ:fɪs] поверхня

**surfing** ['sɜ:fɪŋ] серфінг

**surgeon** ['sɜ:dʒən] хірург

**surround** [sə'raʊnd] оточувати

**survival** [sə'vaɪvl] виживання

**survive** [sə'vaɪv] пережити; вижити

**swirling** ['swɜ:lɪŋ] кружляння

T

**tackle** ['tækl] перехоплювати (відбирати) (*м'яч*); заволодівати (*м'ячем, шайбою*); блокувати (*гравця*)

**tactful** ['tæktfʊl] тактовний

**tag** [tæg] ярлик, етикетка

**take** ['teɪk] (**took, taken**) брати

**take a nap** подрімати

**take an exam** складати іспит

**take away** забирати, виносити

**take care (of)** піклуватися

**take up** ['teɪk 'ʌp] займатися (*чимось*); братися (*до чогось*)

**take upon oneself responsibility** брати на себе відповідальність

**takeaway** ['teɪkəweɪ] що відпускається на дім (*про готові страви*)

**talkative** ['tɔ:kətɪv] балакучий

**tan** [tæn] загар, засмага

**tease** [ti:z] дражнити

**technician** [tek'nɪʃn] техник

**technique** [tek'nɪ:k] техніка; технічні прийоми

**temper** ['tempə] натура; характер; настрої

**tendency** ['tendənsɪ] тенденція; схильність

**terrible** ['terəbl] жахливий

**theme** [θi:m] тема

**theory** ['θɜ:ri] теорія

**thickener** ['θɪkənə] згущувач

**thorough** ['θɒrə] ретельний; ґрунтовний

**threat** [θret] загроза, погроза

**threaten** ['θretn] погрожувати, загрожувати

**thriller** ['θrɪlə] трилер, бойовик

**throw** [θrəʊ] (**threw, thrown**) кидати

**tidal wave** [taɪdl 'weɪv] припливна хвиля

**tidy** ['taɪdi] охайний, акуратний

**title** ['taɪtl] заголовок; титул

**toboggan** [tə'bɒɡən] 1. *n.* тобоган, сани; санний спорт; 2. *v.* кататися на санях (*з гори*)

**tobogganing** [tə'bɒɡənɪŋ] санний спорт

**tolerance** ['tɒlərəns] терпимість

**tornado** [tɔ:'neɪdəʊ] смерч, торнадо

**touch** [tʌtʃ] 1. *n.* дотик; контакт, спілкування, зв'язок; 2. *v.* (до)торкатися

**keep in touch** підтримувати стосунки, підтримувати контакт

**lose touch** втратити контакт, втратити зв'язок

**track-and-field** [træk ənd 'fi:ld] легкоатлетичний

**trade** [treɪd] заняття, ремесло; професія; торгівля

**trait** [treɪt] характерна риса; особливість; властивість

**transfer** [træns'fɜ:] переносити, переміщати; передавати

**transitive** ['trænsətɪv] (*грам.*) перехідний

**treat** [tri:t] поводитися, ставитися; лікувати

**treatment** ['tri:tmənt] лікування

**trend** [trend] напрям; тенденція

**trendy** ['trendi] брендовий

**tributary** ['trɪbjʊtəri] притока

**trophy** ['trɒfi] трофей

**trotter** ['trɒtə] рисак; (*мн.*) ніжки (*страва*)

**trouble** ['trʌbl] біда, проблема, халепа

**be in trouble** бути в біді

**give trouble** завдавати клопоту

**true-to-life** [tru: tə 'laɪf] реалістичний, життєво правдивий

**truthful** ['tru:θfʊl] правдивий

**tsunami** [tsu:'nɑ:mɪ] цунамі

**turkey** ['tɜ:ki] індик

U

**turned-up** задертий догори, кирпатий

**turnip** ['tɜ:nɪp] ріпа

**tusk** [tʌsk] ікло

**tutor** ['tju:tə] репетитор; наставник

V

**underflood** [ˌʌndə'flʌd] підтоплювати

**unemployed** [ˌʌnɪm'plɔɪd] що не має роботи, незайнятий

**unemployment** [ˌʌnɪm'plɔɪmənt] безробіття

**unique** [ju:'ni:k] унікальний; незвичайний

**universal** [ˌju:nɪ'vɜ:sl] загальний; всевітній

**universe** [ˌju:nɪvɜ:s] світ, всесвіт; космос

**unless** [ən'les] якщо не

**unplug** [ˌʌn'plʌɡ] виключати, витикати

**update** [ˌʌp'det] обновляти інформацію; модернізувати

**upload** [ˌʌp'ləʊd] переслати, вивантажити

**upset** [ˌʌp'set] засмучений

**used up** (*розм.*) виснажений, зморений

**user** ['ju:zə] споживач; користувач

W

- walnut** ['wɔ:lʌt] волоський горіх
- warn** [wɔ:n] попереджати; застерігати
- warning** ['wɔ:nɪŋ] попередження, застереження
- waste** [weɪst] 1. *n.* розтрачання; марнування; відходи;  
2. *v.* марнувати, марно витратити
- be a waste of time** марно гаяти час
- wax** [wæks] віск
- weak** [wi:k] слабкий, кволий
- wealth** [welθ] багатство
- website** ['websaɪt] веб-сайт
- weird** [wiəd] (*розм.*) дивний, чужерідний
- weirdo** ['wiədəʊ] (*розм.*) дивак, дивачка
- well-paid** [wel 'peɪd] добре оплачуваний
- be well-paid** [wel 'peɪd] бути добре оплачуваним
- whale** [weɪl] кит
- whether** ['weðə] чи
- whirlpool** ['wɜ:lpu:l] водовіраль, водоворот, вир
- whirlwind** [wɜ:lwaɪnd] вихор; ураган, смерч
- wildlife** ['waɪldlaɪf] (*амер.*) жива природа; тварини (птахи, риби) у природі, заповіднику

- witness** ['wɪtnəs] бути свідком; свідчити
- wizard** ['wɪzəd] чарівник, чаклун
- wonder** ['wʌndə] цікавитися, бажати знати; запитувати себе
- wool** [wʊl] вовна, шерсть
- word processor** ['wɜ:d prəʊsesə] програма для роботи з текстом, текстовий процесор
- workaholic** [wɜ:kə'hɒlɪk] трудовоголик
- workshop** ['wɜ:kʃɒp] майстерня
- worldwide** [wɜ:l'dwaɪd] всесвітній; поширений у всьому світі
- wrestling** ['reslɪŋ] боротьба (*спорт.*)

X

- X-ray** ['eks reɪ] рентгенівське проміння; рентгенівський знімок
- xylography** [zaɪ'lɒgrəfi] ксилографія

Y

- yachting** ['jɒtɪŋ] плавання на яхті; яхтовий спорт

Z

- zero** ['ziərəʊ] нуль
- zoom out/in** [zu:m] давати зображення дрібним/крупним планом

I	II	III	IV
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	бути; існувати
beat [bi:t]	beat [bi:t]	beaten ['bi:tɪn]	бити
become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]	ставати; робитися
begin [bɪ'gɪn]	began [bɪ'gæn]	begun [bɪ'gʌn]	починати(ся)
bend [bend]	bent [bent]	bent [bent]	згинати(ся)
bite [baɪt]	bit [bɪt]	bitten ['bɪtɪn]	кусати(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	ламати(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	палити, спалювати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити; збагнути
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
creep [kri:p]	crept [krept]	crept [krept]	повзати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити
draw [draʊ]	drew [dru:]	drawn [dra:n]	малювати; тягти
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	везти, їхати
eat [i:t]	ate [eɪt]	eaten ['i:tɪn]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forecast ['fɔ:kəst]	forecast ['fɔ:kəst]	forecast ['fɔ:kəst]	провіщати; робити прогноз, прогнозувати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtɪn]	забувати
forgive [fe'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	прощати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	заморожувати
get [get]	got [gɒt]	got [gɒt]	одержувати; ставати
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
go [gəʊ]	went [went]	gone [gɒn]	іти, ходити
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати; висіти
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	ховати; приховувати
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударяти; влучати
hold [həʊld]	held [held]	held [held]	тримати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	завдати болю; ударити
keep [ki:p]	kept [kept]	kept [kept]	тримати, берегти

I	II	III	
know [nəʊ]	knew [nju:]	known [nəʊn]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти
lead [li:d]	led [led]	led [led]	вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учити, засвоювати
leave [li:v]	left [left]	left [left]	залишати; піти, поїхати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
light [laɪt]	lit [lɪt]	lit [lɪt]	освітлювати(ся)
lose [lu:z]	lost [lɒst]	lost [lɒst]	губити
make [meɪk]	made [meɪd]	made [meɪd]	робити
mean [mi:n]	meant [ment]	meant [ment]	означати
meet [mi:t]	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
put [pʊt]	put [pʊt]	put [pʊt]	класти
read [ri:d]	read [red]	read [red]	читати
retell [ri:'tel]	retold [ri:'təʊld]	retold [ri:'təʊld]	переказати
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	їздити верхи
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	дзвонити
rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	підніматися
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	сказати, говорити
see [si:]	saw [sɔ:]	seen [si:n]	бачити
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	шукати, розшукувати
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати; передавати
set [set]	set [set]	set [set]	поміщати; заходити (про сонце)
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkən]	трясти
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	сяяти, світити
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	тонути, потопати; занурювати
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sli:p]	slept [slept]	slept [slept]	спати
smell [smel]	smelled, smelt [smeld], [smelt]	smelled, smelt [smeld], [smelt]	чути (відчувати) запах; нюхати
speak [spi:k]	spoke [spəʊk]	spoken {'spəʊkən}	говорити
spell [spel]	spelt [spelt]	spelt [spelt]	вимовляти (слово) по літерах
spend [spend]	spent [spent]	spent [spent]	витрачати (гроші)
spin [spɪn]	spun [spʌn]	spun [spʌn]	прясти; крутити(ся), вертіти(ся)

I	II	III	
spread [spred]	spread [spred]	spread [spred]	розповсюджувати
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти
steal [sti:l]	stole [stəʊl]	stolen {'stəʊlən}	красти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	встромляти, колоти
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударяти
sweep [swi:p]	swept [swept]	swept [swept]	мести, змитати
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tʊk]	taken {'teɪkən}	брати
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	сказати, розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[,ʌndə'stænd]	[,ʌndə'stʊd]	[,ʌndə'stʊd]	
wake [weɪk]	woke [wəʊk]	woken {'wəʊkən}	прокидатися
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wʌn]	won [wʌn]	вигравати, перемагати
write [raɪt]	wrote [rəʊt]	written {'rɪtn}	писати

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Pupil's Book Standart Level

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Навчально-методичний комплект  
для 10-го класу загальноосвітніх  
навчальних закладів.  
Рівень стандарту.

До комплекту входять:

- підручник
- робочий зошит
- аудіододаток
- методичний посібник

