

# TEACHER'S BOOK



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# АНГЛІЙСЬКА МОВА ENGLISH 10





## ВІД АВТОРІВ

Дана книга для учителя являється одним із основних компонентів Навчально-методичного комплексу «Англійська мова (10-й рік навчання, рівень стандарту), підручник для 10 класу закладів загальної середньої освіти».

Основна задача книги є допомога вчителю у підготовці до уроку. Ми створювали даний посібник з метою зберегти Ваш особистий час та полегшити роботу з нашим підручником. Структура книги для вчителя дуже проста і містить наступні рубрики:

- коментарі щодо змісту юнітів та уроків,
- відповіді до поурочних завдань,
- аудіоскрипти,
- переклад тематичного вокабуляру,
- зразки диктантів,
- комунікативні ігри.

Головною метою підручника є комплексна підготовка учнів до здачі Зовнішнього незалежного оцінювання, яке в наступному році стане обов'язковим для кожного випускника школи, котрий бажає продовжити навчання у ВУЗі. Задля забезпечення цієї мети ми підібрали цілий комплекс матеріалів, завдань та вправ, які допоможуть сформувати потрібний словниковий запас та ознайомитися з необхідними граматичними явищами, відпрацювати та засвоїти їх у процесі виконання різноманітних видів роботи (читання, говоріння, аудіювання, письма), що і дозволить учням досягти необхідного рівня володіння англійською мовою, а саме B1 (intermediate level).

Ми будемо раді отримати від Вас додаткові питання чи пропозиції до вдосконалення книги для вчителя та підручника на наступний рік на наш email: [saleperun@gmail.com](mailto:saleperun@gmail.com) з темою листа: підручник Англійська мова 10 клас. Впевнені, що разом ми зможемо створити сучасний, дієвий, ефективний підручник для вивчення іноземної мови!

*Бажаємо успіху Вам і Вашим учням,  
сподіваємось, що наша спільна  
з Вами робота буде легкою і плідною!*

*Дякуємо за Ваш вибір!*

## STARTER LESSON – A DAY IN THE LIFE OF A TEENAGER

| Objectives        |                                                                                                                      |
|-------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | Teenager's chores, routines and spare time activities                                                                |
| <b>Reading</b>    | An article about everyday chores of teens and their parents' responses (matching the new words to their definitions) |
| <b>Grammar</b>    | Talking about the present tenses / practise your grammar                                                             |
| <b>Listening</b>  | A diary of a British girl / her day off (T/F sentences)                                                              |
| <b>Speaking</b>   | Discussing daily and weekly chores / idioms related to life principles                                               |
| <b>Writing</b>    | A paragraph about your day off what you like/don't like doing                                                        |

### KEYS

#### VOCABULARY:

##### Ex. 3 p.6

- |                 |               |                     |
|-----------------|---------------|---------------------|
| 1) allowance    | 3) rotate     | 5) maintain my room |
| 2) out of sight | 4) get out of | 6) do the errands   |
|                 |               | 7) assign a task    |

#### GRAMMAR:

##### Ex.5 p.7

- |                     |                             |
|---------------------|-----------------------------|
| 1) is waiting       | 5) do you get, takes        |
| 2) are you speaking | 6) speaks, don't understand |
| 3) don't believe    | 7) do you want              |
| 4) makes, is making | 8) I am going               |

##### Ex.6 p.7

- 1) A      2) B      3) B      4) A      5) A      6) B      7) B      8) B

#### RECORDING 1

*If you ask me what the life of an English teenager is like I will have to say that teenagers in the UK do much the same as kids in America or other European countries do. They enjoy chatting to and texting friends on their mobiles, hanging out, listening to the latest music on their MP3 players, shopping for the latest fashions or just watching movies on the television or at the cinema.*

*I've started high school this year, and that's pretty tough, although holidays help to **tank** some **energy** and just to relax. In my free time I like to swim, go into town with my **peers**. I also do household stuff with my mum! And I listen to music all the time and everywhere!*

*Last week I had some five days off school. If you ask me what I was doing, here you are.*

*The first day was an OK day. I got up at noon, ate some "Cookie Crisp" for breakfast, checked my mobile phone during lunch – one of my friends had texted me earlier in the morning and I only just noticed it! After lunch I sat around watching **telly** and finishing my History / German / Science homework. Then I had dinner at about 6:30, went upstairs, and finished off my English project. After I listened to Imagine Dragons and Ed Sheeran for a while, came onto the Internet. Before going to sleep I watched 'Doctors', then 'Sherlock' and at last my favourite 'Wolf Blood'.*



*On the second day I woke up at 10:45, Mum and I went into town. Afterwards, we phoned mum's mate and her daughter (my mate) to ask if we could **come round** afterwards, as we hadn't seen each other for months! We stayed at our friends' house for an hour and a half browsing the Internet.*

*On Wednesday I woke up at **10 am-ish**, I think. Mum and I went back into Maid stone, as we needed to get the Roast stuff for Sunday. We also bought fish and chips for lunch. We **popped into** to Sainsbury's on our way back home. Ever since then, I have been surfing the Internet, and watching a bit of TV.*

*On day four Mum went to work, I did some more homework and in the afternoon I went on the Internet. Fortunately, Mum left some food for me. I also prayed at about 2pm. Then I was just watching channel FIVE. I'm afraid that was all I did on Thursday.*

*Friday came and I woke up at 2pm, and so did my mum. We went to Tesco at 3:30pm – where Mum kept meeting her friends, and we chatted for 2 hours! When we got home, it was already time for dinner, which was a sausage, an egg and some chips. Afterwards, I did more homework until 2am – and I'm not joking!*

### LISTENING:

Ex 8, p.7

- 1) True    2) True    3) False    4) False    5) False    6) True    7) True

### SPEAKING:

Ex.11 p.8

- 1) C    2) E    3) A    4) D    5) F    6) B    7) G

### NOTES

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# UNIT 1 LIFESTYLE AND WELLNESS

|                      |                                                                        |
|----------------------|------------------------------------------------------------------------|
| Align (v)            | Вирівнювати (дієсл.)                                                   |
| Appreciation (n)     | Вдячність (імен.)                                                      |
| Archery (n)          | Стрільба з лука (імен.)                                                |
| Aristocracy (n)      | Аристократія (імен.)                                                   |
| Band-aid (n)         | Пластир (імен.)                                                        |
| Bishop (n)           | Єпископ (імен.)                                                        |
| Bland (adj)          | М'який (смак, прикм.)                                                  |
| Cavalry (n)          | Кавалерія (імен.)                                                      |
| Conquer (v)          | Завойовувати (дієсл.)                                                  |
| Conquest (n)         | Завоювання (імен.)                                                     |
| Course (n)           | Напрямок, курс; поле, зокрема для гольфу (імен.)                       |
| Crispy (adj)         | Хрусткий (прикм.)                                                      |
| Crunchy (adj)        | Ламкий (прикм.)                                                        |
| Disaccustom (v)      | Відучувати (дієсл.)                                                    |
| Disaccustomed (adj)  | Відучений, відвиклий (прикм.)                                          |
| Empire (n)           | Імперія (імен.)                                                        |
| Equal (adj)          | Рівний (прикм.)                                                        |
| Extend (v)           | Розширювати (дієсл.)                                                   |
| Fad (n)              | Примха (імен.)                                                         |
| Flaky (adj)          | Пластівчастий, шаруватий (прикм.)                                      |
| Gain (v)             | Досягати, набувати, отримувати (дієсл.)                                |
| Greasy (adj)         | Сальний, жирний (прикм.)                                               |
| Hedge (n)            | Жива огорожа, живопліт, перешкода (імен.)                              |
| Highlight (v)        | Яскравий момент, основна подія (імен.), підкреслити, виділити (дієсл.) |
| Invader(n)           | Загарбник (імен.)                                                      |
| Invasion (n)         | Вторгнення (імен.)                                                     |
| Juggling (n)         | Жонглювання (імен.)                                                    |
| Kinsman (n)          | Родич (імен.)                                                          |
| Legitimacy (n)       | Легітимність (імен.)                                                   |
| Miscalculate (v)     | Прорахуватися, невірно порахувати (дієсл.)                             |
| Overlook (v)         | Оглядати, прогледіти (дієсл.)                                          |
| Peasant (n)          | Селянин (імен.)                                                        |
| Perspective (n)      | Перспектива, точка зору (імен.)                                        |
| Pitch (n)            | Поле, майданчик, зокрема для футболу (імен.)                           |
| Possess (v)          | Володіти (дієсл.)                                                      |
| Range (n)            | Діапазон, асортимент (імен.)                                           |
| Reveal (v)           | Розкривати (дієсл.)                                                    |
| Self-esteem (n)      | Самооцінка (імен.)                                                     |
| Self-motivated (adj) | Самомотивований (прикм.)                                               |
| Sheer (adj)          | Справжній, істинний (прикм.)                                           |
| Shuttlecock (n)      | Волян (n)                                                              |
| Skydiving (n)        | Стрибки з парашутом (імен.)                                            |
| Sour (adj)           | Кислий (прикм.)                                                        |
| Spear(n)             | Спис (імен.)                                                           |
| Stale (adj)          | Черствий (прикм.)                                                      |
| Sticky (adj)         | Клейкий (прикм.)                                                       |
| Strip (n)            | Полоса (імен.)                                                         |
| Swallow (n), (v)     | Ластівка (імен.), ковтати (дієсл.)                                     |
| Sword (n)            | Меч (імен.)                                                            |
| Thrill-seeking (adj) | Жадаючий пригод (прикм.)                                               |
| Tough (adj)          | Жорсткий, міцний (прикм.)                                              |
| Warrior (n)          | Воїн (імен.)                                                           |
| Withdraw (v)         | Відтягувати, відводити (війська) (дієсл.)                              |

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

Мати ефект, зводитися до  
Прилив адреналіну  
Вишкільний табір новобранців  
Перетворення  
Скоротити, зменшити (вживання)  
Вилетіти, швидко вийти  
Зацікавитися  
Здатися, покінчити, покинути (звичку)  
Зіпсуватися, вибухнути  
Продовжувати  
Покинути (звичку)  
Помішатися, полюбити щось, що може здатися дивним  
Тусуватися, гуляти, проводити час  
Йти в ногу, встигати  
Ідіома, що характеризує дві зовсім різні речі чи людей  
Пишатися  
Вийти поспіхом, вибігти (запізнюючись)  
Шукати  
Виспатися  
Пригорнутися  
Потрапити в біду, розповісти чужу таємницю  
Перейти на, змінити звичку  
Почати займатися новою справою, хобі

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## LESSON 1 – FANTASTIC EXPERIENCES

| Objectives        |                                                                              |
|-------------------|------------------------------------------------------------------------------|
| <b>Vocabulary</b> | summer activities                                                            |
| <b>Reading</b>    | comment the visiting of Sabi Sabi private reserve (matching the definitions) |
| <b>Grammar</b>    | present perfect & past simple / practise your grammar                        |
| <b>Listening</b>  | a radio show interview with famous traveller (answering the questions)       |
| <b>Speaking</b>   | asking and answering the questions in pairs                                  |
| <b>Writing</b>    | describe your experience in different categories                             |

### KEYS

#### VOCABULARY:

##### Ex. 1 p.10

- 1) H      2) C      3) F      4) G      5) D      6) B      7) A      8) E

#### READING:

##### Ex. 4, p.11

- 1) once-in-a-lifetime      3) highlight      5) hard to believe  
2) sheer enjoyment      4) time of one's life      6) delightful

#### GRAMMAR:

##### Ex. 6, p.11-12

- 1) wasn't      6) had      11) exploded      16) have suspected  
2) have had      7) decided      12) has changed      17) have learned  
3) packed      8) made      13) Have you heard      18) landed  
4) kissed      9) have done      14) used      19) seemed  
5) have been      10) was      15) detected      20) has been

##### Ex. 8, p.12

- 1) B      2) F      3) C      4) E      5) A      6) D

#### RECORDING 2

**Erik:** Good evening, Ladies and gentlemen. My name is Erik Montana, and welcome to Life Experiences. Tonight's my special guest is a television news reporter and traveller, Julie Ventura.

**Julie:** Hello, Erik.

**Erik:** Welcome to the show, Julie.

**Julie:** Thanks, Erik, for inviting me.

**Erik:** So Julie, you've travelled around the world many times and many different ways.

**Julie:** Yes, that's right. I've travelled by car, plane, bus, and train. I've sailed on ships. I've ridden motorcycles, horses, donkeys, and even an elephant. I've also flown over the Alps in a hot air balloon.

**Erik:** A hot air balloon! Really! What was it like?

**Julie:** It was awesome!

- Erik:** I bet! Tell us what's the most interesting place you've been to?  
**Julie:** Well, I'd say the most fascinating place is the Himalayas.  
**Erik:** Have you climbed Mount Everest?  
**Julie:** Oh, of course. I've climbed there twice.  
**Erik:** Wow! How was it?  
**Julie:** Well, it was very cold, and very high!  
**Erik:** I can only imagine. And what cities have you visited?  
**Julie:** Oh, well, I've visited Venice, Vienna, London, Los Angeles, Madrid, Beijing, Moscow, Sydney ...  
**Erik:** Sorry, Julie, but we don't have time for all of them, could you tell us what was your most memorable experience in these cities?  
**Julie:** Ok. It was in Paris, I went to the top of the Eiffel Tower with a group of tourists, and one of them asked me to marry him.  
**Erik:** How romantic! Did you say yes?  
**Julie:** Of course not! I didn't even know his name! But the most terrible thing is that when I said no, he tried to jump over the edge. So that was definitely the last time I ever go to the top of the Eiffel Tower with a group of tourists!  
**Erik:** What a laugh! Now how about food? I bet you've tasted lots of interesting dishes in your journeys. What's the most unusual food you've ever eaten?  
**Julie:** Well, I've tried snakes, frog's legs, live fish, alligator burgers but I have to say that the strangest thing I've ever had was juice from a poison fruit.  
**Erik:** Poison fruit what?  
**Julie:** Yes, it was juice made of poisonous berries.  
**Erik:** Wow, you are my hero, Julie.  
**But now I have to say I'm sorry, we're almost out of time, and I have one last question. It sounds to me like you've done and seen everything. So, what's next?**  
**Julie:** Well, Erik, I've never been to another planet.  
**Erik:** You mean, you want to travel into outer space?  
**Julie:** You bet, I want to go to Mars and I can't wait.  
**Erik:** Well, all I can say is happy travels, Julie.  
**Julie:** Thank you, Erik! Join me next time.  
**Erik:** Thank you! Julie Ventura and Erik Montana were with you in this studio and that was Life Experiences. We wish you good night and good experiences. See you again next week at the same time. Don't go to the other channels, stay with us!

**LISTENING:****Ex. 9, p.13**

- |          |          |         |          |
|----------|----------|---------|----------|
| 1) False | 3) False | 5) True | 7) True  |
| 2) True  | 4) False | 6) True | 8) False |



## LESSON 2 – WHAT'S YOUR TALENT?

| Objectives                       |                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------|
| <b>Reading</b>                   | what is a difference between skill, quality, talent?                               |
| <b>Grammar</b>                   | gerund and infinitive / practise your grammar                                      |
| <b>Vocabulary &amp; Speaking</b> | types of hobby, pastime activities, giving agree/disagree opinion for the proverbs |

### KEYS

#### READING:

##### Ex.1, p.14

| <i>Skill</i>                                                                       | <i>Quality</i>                     | <i>Talent</i>                                                                      |
|------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------|
| Speaking another language<br>Dancing salsa<br>Using computers efficiently and well | Being optimistic<br>Self-motivated | Encouraging others<br>Eye for detail<br>Musical ability<br>Imagination, creativity |

##### Ex.3, p.15

- 1) C      2) I      3) G      4) E      5) J      6) H      7) F

#### GRAMMAR:

##### Ex. 5, p.16

- |                     |                        |
|---------------------|------------------------|
| 1) having           | 6) going / to stay     |
| 2) to find          | 7) to help / to do     |
| 3) having           | 8) speaking / speaking |
| 4) talking / to see | 9) to come / doing     |
| 5) seeing / to meet | 10) to take / to win   |

##### Ex. 6, p.16

- |                           |                            |
|---------------------------|----------------------------|
| 1) to eat                 | 7) to forget / to remember |
| 2) doing                  | 8) playing / improving     |
| 3) watching / playing     | 9) to do                   |
| 4) going                  | 10) losing / working       |
| 5) to have lost / winning | 11) to see / to come       |
| 6) being / to be          | 12) to succeed / to work   |

##### Ex.7 p.17

- |              |              |
|--------------|--------------|
| 1) different | 5) different |
| 2) same      | 6) different |
| 3) different | 7) same      |
| 4) different | 8) same      |

## LESSON 3 – ACHIEVING THE VICTORY

| Objectives        |                                                                      |
|-------------------|----------------------------------------------------------------------|
| <b>Vocabulary</b> | sports, venues, equipment                                            |
| <b>Reading</b>    | extreme sports and activities (T/F sentences, matching the synonyms) |
| <b>Listening</b>  | a paragraph how Olympians achieve their victories?                   |
| <b>Grammar</b>    | Present Perfect & Present Perfect Continuous / practise your grammar |
| <b>Speaking</b>   | expressing for/against opinion about extreme sports                  |

## KEYS

## VOCABULARY:

## Ex.1 p.18

golf – course  
skiing – track  
hockey – ice-rink  
swimming – pool  
karate – hall  
football – pitch  
horse racing – track  
shooting/archery – range  
badminton – court  
gymnastics – hall  
athletic – field

## Ex.2, p.18

- |         |         |             |
|---------|---------|-------------|
| 1) play | 5) lose | 8) train    |
| 2) take | 6) beat | 9) score    |
| 3) go   | 7) draw | 10) support |
| 4) win  |         |             |

## Ex. 3, p.18

- |      |      |      |      |
|------|------|------|------|
| 1) B | 3) F | 5) H | 7) C |
| 2) A | 4) E | 6) D | 8) G |

## READING: Ex.4, p.19

- |          |         |          |          |         |         |
|----------|---------|----------|----------|---------|---------|
| 1) False | 2) True | 3) False | 4) False | 5) True | 6) True |
|----------|---------|----------|----------|---------|---------|

## Ex, 5, p.20

- |                                                                                     |                                           |
|-------------------------------------------------------------------------------------|-------------------------------------------|
| 1) people who do dangerous things for excitement and to impress others – daredevils | 6) a euphoria – exhilaration              |
| 2) addicted to thrill-seeking – adrenaline junkies                                  | 7) traditional sports – mainstream sports |
| 3) risk-taker – stuntman                                                            | 8) desire strongly – to crave             |
| 4) a motive – a push                                                                | 9) feelings – sensations                  |
| 5) strong feelings of excitement – adrenaline rush                                  | 10) excitement – take over                |
|                                                                                     | 11) run away – break out                  |



## RECORDING 3

The Olympics show athletes with great skills competing for the first-place award in their sport. Years of training and practice have brought them to the Olympics. How do they become so great? Well, some appear to be born with super talents in various areas. Others tell stories of their exhausting practice.

Here are some facts about Olympians that can help you too:

1. *Athletes have a clear purpose to work toward. It motivates them to keep trying and drives them to action.*
2. *Olympians think about the future and how well they can train now to be better in the long range. They know success doesn't appear overnight. Olympians are patient to see the end results.*
3. *Hard work is part of being an Olympian. They find solutions to their problems, not just excuses to stop training or cancel practices. Cheating can disqualify them from participating in the sport.*
4. *Athletes post notes on their mirror or fridge to help motivate and encourage them. They repeat the quotes to inspire themselves to keep working hard toward their goals.*
5. *A trainer guides athletes through their sport, offers support, and helps improve their performance.*
6. *An exercise register helps Olympians monitor their exercise habits. It's a record of all their practice that reminds them of areas to improve. They can daily read their progress and have a measure to improve upon next time.*
7. *Good athletes are prepared for setbacks, disappointments, and losses. They know that an injury or low score can slow their progress. Olympians spend time identifying possible success barriers and find ways to overcome them.*
8. *Hard work is part of being an Olympian. Athletes push themselves intensely. They value long practice hours and early morning workout sessions over leisure time. Any discomfort they feel is part of their determination to improve and focus on the reward-winning!*
9. *Attitude is everything. Athletes have a high level of self-confidence that helps them be successful. They keep a positive outlook about challenges and differences. They look for ways to solve problems and don't let failures keep them down.*
10. *Olympians know how to keep their bodies in good shape so they can function well. They avoid food and drink that damage their body and choose a diet with extra nutrition to stay in optimal health. Athletes know they can succeed if their body is fit to take on the challenge.*

## LISTENING:

## Ex.8 p.20

- 1) Handle the hard times
- 2) Look at the Long Term
- 3) No excuses
- 4) Motivational Quotes
- 5) Coaching
- 6) Keep a journal
- 7) No pain, no gain
- 8) Goal driven
- 9) Stay positive
- 10) Take care

## GRAMMAR:

## Ex. 9, p.21

- |                          |                        |
|--------------------------|------------------------|
| 1) have you been playing | 11) have you ever been |
| 2) have been playing     | 12) have broken        |
| 3) bought                | 13) went               |
| 4) have loved            | 14) slipped            |
| 5) stepped               | 15) hurt               |
| 6) loved                 | 16) am                 |
| 7) do you practice       | 17) have you won       |
| 8) practice              | 18) have won           |
| 9) coaches               | 19) have won           |
| 10) go                   | 20) have been trying   |
|                          | 21) didn't play        |
|                          | 22) have been          |

## LESSON 4 – YOU ARE WHAT YOU EAT

| Objectives        |                                                       |
|-------------------|-------------------------------------------------------|
| <b>Vocabulary</b> | categories of food, tastes, textures, food idioms     |
| <b>Reading</b>    | a blog of teenage about healthy food (T/F sentences)  |
| <b>Grammar</b>    | countable & uncountable nouns / quantifies with nouns |
| <b>Writing</b>    | an opinion essay about a role of food in our life     |

## KEYS

## VOCABULARY:

## Ex. 1, p.22

- |              |            |             |         |
|--------------|------------|-------------|---------|
| 1) grill     | 3) jug     | 5) starving | 7) peel |
| 2) delicious | 4) protein | 6) tip      | 8) stir |

## Ex. 4, p.22

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1) C | 2) A | 3) G | 4) B | 5) E | 6) F | 7) D | 8) H |
|------|------|------|------|------|------|------|------|

## Ex. 5, p.23

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) A | 2) B | 3) A | 4) A | 5) B |
|------|------|------|------|------|

## READING:

## Ex. 6, p.23

- |             |          |           |              |
|-------------|----------|-----------|--------------|
| 1) lots of  | 3) much  | 5) much   | 7) much      |
| 2) a lot of | 4) a few | 6) not-so | 8) number of |

## Ex. 7, p.23

- |         |         |          |         |          |         |         |
|---------|---------|----------|---------|----------|---------|---------|
| 1) True | 2) True | 3) False | 4) True | 5) False | 6) True | 7) True |
|---------|---------|----------|---------|----------|---------|---------|

## Ex. 10, p.24

- |      |      |      |      |       |       |       |
|------|------|------|------|-------|-------|-------|
| 1) B | 3) A | 5) B | 7) A | 9) B  | 11) B | 13) A |
| 2) A | 4) A | 6) B | 8) B | 10) B | 12) B |       |

## GRAMMAR:

## Ex.11, p.25

- |                                                                                    |                                                    |
|------------------------------------------------------------------------------------|----------------------------------------------------|
| 1) advice, bread, knowledge, paper, news, information                              | 3) bread, cake                                     |
| 2) advice, bread, furniture, clothing, cake, news, information, knowledge, luggage | 4) jeans, scissors                                 |
|                                                                                    | 5) paper                                           |
|                                                                                    | 6) news, clothing, luggage, furniture, information |

## Ex.12, p.25

- |            |              |                    |
|------------|--------------|--------------------|
| 1) a list  | 8) pounds    | 14) a tube         |
| 2) a dozen | 9) a carton  | 15) rolls          |
| 3) a loaf  | 10) a bottle | 16) a packet       |
| 4) slices  | 11) a bunch  | 17) a cone         |
| 5) a pack  | 12) a jar    | 18) a large amount |
| 6) a tin   | 13) a box    | 19) a chest        |
| 7) a loaf  |              |                    |



## LESSON 5 – LIVE WELL

| Objectives        |                                                                     |
|-------------------|---------------------------------------------------------------------|
| <b>Reading</b>    | healthy and unhealthy habits of teens (matching to the definitions) |
| <b>Grammar</b>    | Past simple for past habits and routines/ would / used to           |
| <b>Vocabulary</b> | everyday routines                                                   |
| <b>Speaking</b>   | Discussing the habits and giving advice to be healthy               |

### KEYS

#### READING:

##### Ex.2, p.27

- |                         |                  |
|-------------------------|------------------|
| 1) switch to            | 10) kick a habit |
| 2) get out of the habit | 11) a Band-Aid   |
| 3) hang out             | 12) a fad        |
| 4) recreation center    | 13) sleep in     |
| 5) boot camp            | 14) nod off      |
| 6) get into             | 15) go off       |
| 7) take it              | 16) cut back on  |
| 8) sleep late           | 17) add up       |
| 9) rush out             | 18) keep up      |

#### GRAMMAR:

##### Ex. 5, p.28

- |                           |                                 |
|---------------------------|---------------------------------|
| 1) used to                | 7) used to                      |
| 2) wouldn't               | 8) is getting used to           |
| 3) used to                | 9) will get used to speak       |
| 4) did you use to / would | 10) used to, is getting used to |
| 5) used to/would          | 11) got used to living          |
| 6) used to/would          | 12) is used to driving          |

### NOTES

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## LESSON 6 – YES, I CAN

| Objectives        |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| <b>Reading</b>    | a life story of Paralympic athlete – Oksana Masters (answering the questions) |
| <b>Vocabulary</b> | phrases about challenge                                                       |
| <b>Speaking</b>   | comment the situations                                                        |
| <b>Grammar</b>    | Prepositions / practise your grammar                                          |
| <b>Writing</b>    | a short report about Ukrainian Paralympic sportsman and his/her life story    |

## KEYS

## READING:

## Ex.2, p.30-31

- |               |                |            |             |
|---------------|----------------|------------|-------------|
| 1) in         | 12) to         | 23) on     | 34) in      |
| 2) because of | 13) Over       | 24) In     | 35) out     |
| 3) during     | 14) at         | 25) for    | 36) with    |
| 4) on         | 15) in         | 26) with   | 37) in      |
| 5) with       | 16) to         | 27) unlike | 38) to      |
| 6) on         | 17) on         | 28) for    | 39) Because |
| 7) than       | 18) throughout | 29) as     | 40) in      |
| 8) of         | 19) out        | 30) in     | 41) for     |
| 9) for        | 20) in         | 31) In     | 42) through |
| 10) After     | 21) from       | 32) Nearly | 43) to      |
| 11) by        | 22) the        | 33) Due to | 44) for     |

## GRAMMAR:

## Ex.6, p.33

- |         |         |            |
|---------|---------|------------|
| 1) in   | 6) of   | 11) to     |
| 2) In   | 7) from | 12) in     |
| 3) over | 8) of   | 13) of     |
| 4) at   | 9) to   | 14) around |
| 5) with | 10) at  | 15) for    |

## Ex. 7, p.33

- |      |      |       |
|------|------|-------|
| 1) C | 5) B | 8) B  |
| 2) B | 6) C | 9) B  |
| 3) A | 7) B | 10) B |
| 4) B |      |       |

## NOTES

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**SELF-ASSESSMENT**

**KEYS:**

**Ex.2, p.34**

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1) A | 3) A | 5) A | 7) B | 9) A  | 11) C |
| 2) B | 4) B | 6) A | 8) A | 10) B | 12) A |

**Ex. 5, p.35**

- |             |             |              |             |
|-------------|-------------|--------------|-------------|
| 1) such     | 7) exercise | 13) spending | 19) lead    |
| 2) being    | 8) training | 14) social   | 20) habits  |
| 3) balanced | 9) body     | 15) talk     | 21) benefit |
| 4) of       | 10) rest    | 16) pressure | 22) start   |
| 5) get      | 11) energy  | 17) away     | 23) of      |
| 6) healthy  | 12) hobby   | 18) habits   |             |

**GET READY FOR YOUR TEST**

**KEYS:**

**Ex. A, p.36**

- |              |          |        |        |        |
|--------------|----------|--------|--------|--------|
| 1) to        | 3) about | 5) to  | 7) for | 9) of  |
| 2) with, for | 4) from  | 6) for | 8) of  | 10) to |

**Ex. B, p.36**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) C | 3) C | 5) A | 7) A | 9) A  |
| 2) B | 4) B | 6) B | 8) B | 10) A |

**Ex. C, p. 36**

- |                          |                 |
|--------------------------|-----------------|
| 1) misread, overcharging | 6) tasteless    |
| 2) advisable             | 7) boring       |
| 3) Luckily               | 8) disappointed |
| 4) relationships         | 9) comparison   |
| 5) unwritten             | 10) ability     |

**CULTURE NOTE – EARLY BRITISH HISTORY**

**KEYS:**

**Ex. 2, p.38**

- |             |             |                 |               |
|-------------|-------------|-----------------|---------------|
| 1) warrior  | 5) withdraw | 9) spear        | 13) Romanised |
| 2) hedges   | 6) cavalry  | 10) invasion    | 14) empire    |
| 3) conquest | 7) bishop   | 11) legitimacy  | 15) peasant   |
| 4) kinsman  | 8) reign    | 12) aristocracy | 16) Romanised |

**RECORDING 4**

*The Romans tried many times to conquer the areas of Britain that we now call Wales and Scotland. But they never kept control there. In the rest of Britain, the local people were much easier to control. But Boudica was different.*

*Her husband was a local king in the east of England. When he died in 60 AD, the Romans tried to take all his money. Roman soldiers attacked Boudica and her daughters. Boudica was furious.*

*So she had an army of Britons behind her. They attacked Colchester, London and St Albans – the three most important cities in Britain at that time – and destroyed them completely. But in the end, the Romans defeated her. There is a story that her body lies under London's most famous railway station, King's Cross.*

**LISTENING:****Ex.5, p.38**

- 1) False, Boudica was a queen who led an uprising against the occupying forces of the Roman Empire.
- 2) True
- 3) False, she attacked Colchester, London and St. Albans – the three most important cities in Britain at that time – and destroyed them completely.
- 4) True
- 5) True

**NOTES**

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## UNIT 2 – PEOPLE AND COMMUNITY

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

Відмовитися, покидати (дієсл.)  
 Покинутий (прикм.)  
 Зловживання, ображати (імен., дієсл.)  
 Прийомний, усиновлений/удочерений (прикм.)  
 Тривожний, хвилюючий, чекаючий з нетерпінням (прикм.)  
 Поінформованість, усвідомлення (імен.)  
 Зраджувати (дієсл.)  
 Зрада (імен.)  
 Родима пляма (імен.)  
 Змішаний (прикм.)  
 Тягар (імен.)  
 Примхливий (прикм.)  
 Шикарний (прикм.)  
 Пухкий, кругловидий (прикм.)  
 Об'єднання (імен.)  
 Комфортний, затишний (прикм.)  
 Фігуриста, приваблива (про жінку, прикм.)  
 Заявити, об'явити (дієсл.)  
 Погіршувати, псувати (дієсл.)  
 Розчинити (дієсл.)  
 Покращити, підсилити (дієсл.)  
 Підприємницький (прикм.)  
 Рівність (імен.)  
 Перевищувати (дієсл.)  
 Прийомний, патронажний, виховуючий (прикм.)  
 Тендітний, ламкий (прикм.)  
 Неприємний, незграбний (прикм.)  
 Борідка (на обличчі) (імен.)  
 Дуже красивий, чудовий (імен.)  
 Жадібність (імен.)  
 Опікунство (імен.)  
 Різкий (прикм.)  
 Із завищеною талією (прикм.)  
 Привабливий (про чоловіка, прикм.)  
 Ідентичність, сутність, індивідуальність (імен.)  
 Включати, приймати, робити частиною чогось (дієсл.)  
 Незрозумілий, нез'ясовний (прикм.)  
 Вводити (дієсл.)  
 Довгов'язий (прикм.)  
 Щедрий, марнотратний (прикм.)  
 З глибоким вирізом (прикм.)  
 Манекен (імен.)  
 Модник/модниця, стиляга (імен., прикм.)  
 Родинка, бороавка (імен.)  
 Атомний, ядерний, середньостатистичний (про сім'ю) (прикм.)  
 Відбуватися, виникати (дієсл.)  
 Образа, напад, правопорушення (імен.)  
 Скандальний (прикм.)  
 Батьківство (імен.)  
 Витончений, крихітний (прикм.)  
 Хвіст (зачіска, імен.)  
 Бідність (імен.)  
 Подряпина (імен.), написаний наспіх (прикм.)  
 Неохайний, брудний (прикм.)  
 Самовираження (імен.)  
 Самостійний (прикм.)  
 Стрункий (прикм.)



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sideburns (n)</b><br><b>Single-parent (adj)</b><br><b>Spot (n)</b><br><b>Stocky (adj)</b><br><b>Strong-willed (adj)</b><br><b>Stubble (n)</b><br><b>Supreme (n, adj)</b><br><b>Thrifty (adj)</b><br><b>Thriving (adj)</b><br><b>Trustworthy (adj)</b><br><b>Vintage (adj)</b><br><b>Willful (adj)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Бакенбарди (імен.)<br>Про сім'ю, де є лише мати чи батько (одиначка/одинак) (прикм.)<br>Плями чи недоліки шкіри обличчя (імен.)<br>Кремезний, коренастий (прикм.)<br>Вольовий (прикм.)<br>Щетина (імен.)<br>Найвищий, верховний (імен., прикм.)<br>Економний, заощадливий (прикм.)<br>Процвітаючий (прикм.)<br>Надійний (прикм.)<br>Вінтажний, старомодний (прикм.)<br>Упертий, свавільний (прикм.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Phrasal verbs, idioms and collocations</b><br>Accept smb. as he/she is<br>Bring out the best (in)<br>Busybody<br>Chatterbox<br>Come between<br>Complement each other<br>Count/rely on<br>Cross-generational<br>Daredevil<br>Deep down<br>Double-chin<br>Expect something from somebody<br>Fall out<br>Fall to pieces<br>Fall apart<br>From scratch<br>Hide-and-seek<br>Get back<br>Get on / along (with)<br>Go with<br>Go-getter<br>Happy-go-lucky<br>Hate guts<br>Knockout<br>Know-it-all<br>Love to bits<br>Make(-)up<br>On-trend<br>Out of wedlock<br>Put up (with)<br>Stop at nothing<br>Take after<br>Take for granted<br>Throw on<br>Keep together<br>True self feeling<br>Troublemaker<br>Turn to smb<br>Under-eye-bags<br>Ups and downs<br>Watch each other's backs<br>Wear out | <b>Фразові дієслова, ідіоми та словосполучення</b><br>Приймати когось таким як він/вона є<br>Розкрити найкраще<br>Людина, яка любить втручатися в чужі справи<br>Базікало<br>Ставати між, втручатися<br>Доповнювати один одного<br>Покладатися на<br>Охоплюючий декілька поколінь<br>Зірви голова<br>По великому рахунку<br>Подвійне підборіддя<br>Очікувати чогось від когось<br>Посваритися<br>Розвалитися, розпастися<br>Розбитися, скінчитися невдачею<br>З нуля<br>Хованки<br>Повернути назад<br>Ладити<br>Пасувати, підходити<br>Підприємливий<br>Безтурботний<br>Люто ненавидіти<br>Карколомний<br>Всезнайко<br>Безумно любити<br>Помиритися, макіяж<br>В тренді<br>Поза шлюбом<br>Змиритися<br>Йти напролом<br>Бути схожим на<br>Приймати як належне, не цінувати того, що маєш<br>Накинути (про одяг)<br>Тримати разом<br>Відчуття справжнього себе, почуватися собою<br>Той, хто постійно порушує спокій та порядок<br>Звернутися до когось (за порадою, з проблемою)<br>Мішки під очима<br>Злети і падіння<br>Прикривати спини один одного<br>Зноситися |

# LESSON 1 – THE WAY YOU ARE

| Objectives        |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| <b>Vocabulary</b> | Adjectives and nouns to describe the people, idioms                           |
| <b>Reading</b>    | Article about appearance and character (answering the questions)              |
| <b>Grammar</b>    | Adjective order / practise your grammar                                       |
| <b>Listening</b>  | Describing the appearance of celebrities / adjectives                         |
| <b>Writing</b>    | A description of someone you know well whose appearance has changed over time |

## KEYS

### VOCABULARY:

| Ex.4, p.40 |      | Ex.5, p.41    |                | Ex. 6, p.41 |      |
|------------|------|---------------|----------------|-------------|------|
| 1) I       | 6) A | 1) looks like | 6) really like | 1) J        | 6) E |
| 2) B       | 7) C | 2) is like    | 7) look        | 2) C        | 7) H |
| 3) E       | 8) H | 3) look       | 8) looks like  | 3) I        | 8) A |
| 4) F       | 9) D | 4) look alike | 9) like        | 4) G        | 9) D |
| 5) G       |      | 5) looks like | 10) look alike | 5) F        |      |

### GRAMMAR:

#### Ex.11, p.43

- |                                                               |                                                                 |
|---------------------------------------------------------------|-----------------------------------------------------------------|
| 1) Small old black Turkish box                                | 6) She is wearing a lovely new red dress                        |
| 2) Fantastic 18 <sup>th</sup> century Spanish castle          | 7) She lives in a lovely modern apartment                       |
| 3) Horrible greedy businessman or greedy horrible businessman | 8) I love wearing my comfortable black cotton pants             |
| 4) Gorgeous black-haired green-eyed girl                      | 9) He's got a new steel carrying knife.                         |
| 5) He drives a big red Australian truck                       | 10) He has a beautiful Italian porcelain statue in this garden. |

### RECORDING 5

- This is a successful American actor, film director, and narrator. He is an intellectual, creative, stylish, elderly, well-built, dark-skinned and grey-haired man with a salt-and-pepper beard.*
- This is a Hong Kong martial artist, actor, film director, producer, stuntman, and singer. He is a cheerful, middle-sized, 64-year-old, solid, dark-skinned and dark-haired, Asian man.*
- This is a famous American film and television actress. She is a cheerful petite young curvy dark-haired Ukrainian origin woman.*
- This is a talented American actress and film producer. She is an attractive tall middle-aged slender blonde South African woman.*
- This is an English rock and blues guitarist, singer, and songwriter. He is an ever-popular, quite tall, aged, fit, white-haired and bearded man.*
- This is a singer, songwriter, actress, and businesswoman. She is a beloved, influential stylish, long tall, hunky, brown-skinned, green-eyed Barbadian woman*

### LISTENING:

#### Ex. 13, p.43

- |                   |                    |                 |
|-------------------|--------------------|-----------------|
| 1) Morgan Freeman | 3) Mila Kunis      | 5) Eric Clapton |
| 2) Jackie Chan    | 4) Charlize Theron | 6) Rihanna      |



## LESSON 2 – FASHION AS SELF-EXPRESSION

| Objectives                     |                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b>              | pieces of clothing / style of clothing / fashion idioms                                                       |
| <b>Reading</b>                 | an article about expressing a personality through clothes (matching the passages)                             |
| <b>Grammar</b>                 | adverbs / practise your grammar                                                                               |
| <b>Speaking</b>                | describe the styles of people on the photos                                                                   |
| <b>Listening &amp; Writing</b> | a news report about must-have wardrobe items<br>write an advice column about dressing for different occasions |

## KEYS

## VOCABULARY:

## Ex.2, p.44

- 1) D
- 2) G
- 3) E
- 4) A
- 5) B
- 6) H
- 7) F
- 8) C

## Ex.3, p.44

- 1) designer
- 2) trendy
- 3) casual, non-branded
- 4) scruffy
- 5) stylish, fashionable, chic
- 6) formal
- 7) vintage
- 8) neat

## Ex.4, p.44

- |              |                |
|--------------|----------------|
| 1) suits     | 7) get into    |
| 2) worn out  | 8) wear        |
| 3) try on    | 9) matches     |
| 4) threw on  | 10) fits       |
| 5) go with   | 11) dresses    |
| 6) looked at | 12) looks like |

## Ex.5, p.45

- |      |      |      |
|------|------|------|
| 1) C | 4) B | 7) J |
| 2) A | 5) H | 8) G |
| 3) D | 6) E | 9) F |

## READING:

## Ex.7, p.46

- |      |      |      |      |
|------|------|------|------|
| 1) B | 3) A | 5) F | 7) G |
| 2) D | 4) C | 6) E |      |

## Ex.8, p.46

- 1) Declare – make a statement
- 2) Model – mannequin
- 3) Trendy – on-trend for the season
- 4) Fashionable – current in fashion
- 5) Include into closet – incorporate into wardrobe
- 6) Classic – vintage
- 7) Traditional – old-school
- 8) Uniform – dress code
- 9) Evaluate by appearance – to judge others by their appearance
- 10) State oneself – express ourselves
- 11) Mysterious – inexplicable

## RECORDING 6

*We're listing the fashion essentials every girl should have in her closet for a classic, timeless wardrobe:*

*a long trench coat, a lightweight, brightly-coloured scarf, brown, tan, or camel knee-high boots, ballet flats, comfy skinny jeans, black dress pants, a white dress shirt, a perfect black blazer, simple V-neck shirts, a little black dress*

## LISTENING: Ex.12, p.47

- 1) a long trench coat
- 2) a lightweight, brightly-coloured scarf
- 3) brown, tan, or camel knee-high boots
- 4) ballet flats
- 5) comfy skinny jeans
- 6) black dress pants
- 7) a white dress shirt
- 8) a perfect black blazer
- 9) simple V-neck shirts
- 10) a little black dress



# LESSON 3 – FAMILY MATTERS

| Objectives        |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | kind of family / relatives / relationships / idioms                                 |
| <b>Listening</b>  | do a test “how strong is your family?”                                              |
| <b>Speaking</b>   | talking about the family                                                            |
| <b>Reading</b>    | text about the order of birth and descriptions                                      |
| <b>Grammar</b>    | narrative tenses / practise your grammar                                            |
| <b>Writing</b>    | an essay about life story of the family members from a day of birth till these days |

## KEYS

### VOCABULARY: Ex. 4, p.48

- |                  |                   |               |
|------------------|-------------------|---------------|
| 1) fiancée       | 6) brother/sister | 11) classmate |
| 2) neighbours    | 7) brother/sister | 12) workmate  |
| 3) uncle         | 8) mother-in-law  | 13) cousin    |
| 4) daughter/girl | 9) brother        | 14) wife      |
| 5) sibling       | 10) father        | 15) daughter  |

### Ex. 5, p.49

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1) e | 2) a | 3) c | 4) f | 5) d | 6) b |
|------|------|------|------|------|------|

### Ex. 6, p.49

- |                              |                    |
|------------------------------|--------------------|
| 1) they have a lot in common | 4) they take after |
| 2) they are very close       | 5) I am a bit like |
| 3) they look like            |                    |

**Ex.7, p.49** People are similar – 2,4,6 / People are different – 1, 3, 5

## RECORDING 7

### HOW STRONG IS YOUR FAMILY?

- \_\_\_ 1. I take responsibility for my actions and do not blame my family when I am in a bad mood.
- \_\_\_ 2. I try to help solve family problems instead of avoiding them.
- \_\_\_ 3. I try to show my family that I understand their feelings.
- \_\_\_ 4. My family is more important than my friends.
- \_\_\_ 5. I help plan and carry through on family activities.
- \_\_\_ 6. I keep promises I make to my family.
- \_\_\_ 7. I treat family members as I would like them to treat me.
- \_\_\_ 8. I listen and try to understand my family when they think differently than I do.
- \_\_\_ 9. I apologize to family members when I have done something wrong.
- \_\_\_ 10. I think it is important for each family member to have different strengths and abilities.
- \_\_\_ 11. I am proud of my family.
- \_\_\_ 12. I am nice to my family when my friends are around.
- \_\_\_ 13. I know what my family rules are and try to obey them.
- \_\_\_ 14. I show my family that they are important to me.
- \_\_\_ 15. I help make decisions that affect my family.

(PAUSE)

*A perfect score would be 45 points. You will not have a perfect family, no matter how good your score is. However, your score might give you an idea of the strengths your family has that you will want to carry over to your future family. It will also give you an idea of whether you need to learn new or better ways to build a strong family.*

**READING:****Ex.11, p.50**

The firstborn: a, the middle: b, the youngest: c, only: d

**Ex.12, p. 50**

- 1) True      2) True      3) False      4) True      5) False      6) False

**GRAMMAR:****Ex. 13, p.51**

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1) was fishing, saw           | 4) had been searching, had begun |
| 2) was teaching, became       | 5) noticed, had left             |
| 3) I'd known, read, was, knew | 6) had been looking, heard       |

**Ex. 14, p.51**

- |                 |                  |
|-----------------|------------------|
| 1) had moved    | 10) went         |
| 2) decided      | 11) were walking |
| 3) learned      | 12) approached   |
| 4) felt         | 13) tried        |
| 5) were getting | 14) bit          |
| 6) didn't       | 15) started      |
| 7) was          | 16) was running  |
| 8) had          | 17) was barking  |
| 9) found        |                  |

**NOTES**

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## LESSON 4 – PEOPLE IN YOUR LIFE

| Objectives        |                                                          |
|-------------------|----------------------------------------------------------|
| <b>Vocabulary</b> | Role of the people / idioms                              |
| <b>Reading</b>    | Disney stories of friendship (matching the definitions)  |
| <b>Grammar</b>    | Adjectives ending -ed/-ing                               |
| <b>Speaking</b>   | Talking about relationships with family and friends      |
| <b>Writing</b>    | A short story about memorable moments of your friendship |

### KEYS

#### VOCABULARY:

##### Ex.2, p.52

- |      |       |
|------|-------|
| 1) E | 7) I  |
| 2) A | 8) G  |
| 3) D | 9) F  |
| 4) B | 10) C |
| 5) K | 11) H |
| 6) J |       |

##### Ex. 3, p.52

- |      |      |      |      |
|------|------|------|------|
| 1) G | 3) E | 5) B | 7) H |
| 2) F | 4) C | 6) A | 8) D |

##### Ex. 4, p.52

- |      |      |      |      |
|------|------|------|------|
| 1) 7 | 3) 1 | 5) 2 | 7) 8 |
| 2) 5 | 4) 4 | 6) 3 |      |

#### READING:

##### Ex. 6, p.54

- 1) Timon and Pumba
- 2) Rapunzel and Pascal
- 3) Winnie-the-Pooh and... all, all, all
- 4) Extra
- 5) Aladdin and Genie
- 6) Dumbo and Timothy mouse
- 7) Woody and Buzz
- 8) Mowgli and Baloo
- 9) Ariel and Flounder

##### Ex.7 p.54

- 1) come between
- 2) hide-and seek
- 3) stop at nothing, is there for
- 4) complement each other
- 5) have in common
- 6) expect anything from the other
- 7) put up with each other's nasty habits
- 8) watching each other's backs,
- 9) accept each other as they are

#### GRAMMAR:

##### Ex.8, p.54

- |                |                  |              |                |
|----------------|------------------|--------------|----------------|
| 1) interesting | 3) disappointing | 5) worried   | 7) scared      |
| 2) tired       | 4) frightened    | 6) confusing | 8) fascinating |

##### Ex.9, p.55

- |               |                 |               |
|---------------|-----------------|---------------|
| 1) annoying   | 6) amazed       | 11) amusing   |
| 2) irritating | 7) excited      | 12) insulting |
| 3) exhausted  | 8) delighted    | 13) satisfied |
| 4) surprised  | 9) shocked      | 14) concerned |
| 5) boring     | 10) embarrassed | 15) shocking  |



## LESSON 5 – IN RELATION TO SOMEBODY

| Objectives        |                                                                                                           |
|-------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | Aspects of relationships                                                                                  |
| <b>Reading</b>    | A text about healthy/unhealthy patterns of relationships ( <i>doing the test, matching the synonyms</i> ) |
| <b>Grammar</b>    | Modals of advice (should/ought to/had better + their negative forms)                                      |
| <b>Listening</b>  | Some teenagers problems with their close people /asking for advice                                        |
| <b>Speaking</b>   | A short speech about healthy/unhealthy relationships                                                      |

## KEYS

## VOCABULARY:

## Ex.2, p.56

- 1) support  
2) control

- 3) honesty  
4) pressure  
5) abuse  
6) respect

- 7) trust  
8) communication  
9) bullying  
10) equality

## READING:

## Ex.4, p.57

- 1) a                      2) b                      3) a                      4) b                      5) c                      6) a

## Ex. 5, p.57

- 1) be behaved with – to be treated  
2) in the opposite way – vice versa  
3) do well – thrive  
4) break – fall to pieces  
5) break – fall apart  
6) I'm fed up – I'm done  
7) help and support – keep together  
8) reveal potential – bring out the best  
9) stay close – keep together  
10) accept but not value – take for granted  
11) the responsibility goes to – blame falls  
12) the way of acting – a pattern of behaviours  
13) worried – anxious

## GRAMMAR:

## Ex. 7, p.58

- 1) should                      3) shouldn't                      5) had better                      7) had better  
2) ought to/should                      4) should                      6) shouldn't                      8) had better

## RECORDING 8

1. Depending on how much time you have left until the prom, you can ask your parents (in a kind, thoughtful way) about what is needed to calm their fears. If it's a sincere conversation, heart-to-heart, you may get your wish granted and establish some personal boundaries. Offer them to introduce your friend if you haven't yet – they may feel more comfortable if they can meet him and get to know him a little bit. If that doesn't work, let them contact your friend's parents. They can talk about the plan for the night and make sure you'll be safe at all times.

2. *Don't try to contact her, she doesn't want to talk to you. You'll make things worse by behaving like you're desperate. However, if you feel its your fault that both of you stopped talking, do apologize to her but don't contact her further. If she wants to talk to you, she will. Trust me, I have been through this and I reacted like a stupid, I nagged her and then, just like you, missed her and wanted to talk, but it didn't make any difference to her. So I decided to move on. That's life. You'll find someone else worth your while, don't worry.*
3. *Congratulations! You've just learned a valuable lesson in life, so be honest and right yourself. Apologize to your friend immediately and explain to her that her secret slipped and that you certainly did not let her secret slip out of any sort of spiteful evil gossipy way. Call the other girl that you told the secret to and tell her that the secret you told her just slipped out and that you've learned just what kind of person she is.*

**Ex.9, p.59**

3, 2, 1

**Ex.10, p.59**

- 1) fault
- 2) reacted, nagged
- 3) worth
- 4) heart-to-heart, boundaries
- 5) get to know
- 6) lesson in life, justify
- 7) slip out

## NOTES

[illegible]



## LESSON 6 – TEENS IN SOCIETY

| Objectives        |                                                                          |
|-------------------|--------------------------------------------------------------------------|
| <b>Vocabulary</b> | Types / functions of communities                                         |
| <b>Listening</b>  | a speech about social influence on teenagers / a role of society         |
| <b>Reading</b>    | An article about child abandonment (matching pairs of synonyms/antonyms) |
| <b>Grammar</b>    | Linking words and phrases / practise your grammar                        |
| <b>Speaking</b>   | Discussing the social issues                                             |
| <b>Writing</b>    | A leaflet about social issue according to the plan                       |

## KEYS

## RECORDING 9

Parents spend a lot of time with teens and influence them through their actions and words. Teenagers learn skills such as nurturing, socializing, and decision-making through observation and communication with parents. The relationship between teens and their parents influences their outcome in life. Involved parenting is more likely to prevent behaviour such as drug and substance abuse or teenage pregnancy. Although teenagers may seem rebellious, they are likely to adapt the good behaviours as they mature.

The media can have a positive or a negative influence on your teen. Teenagers spend a lot of their time on the Internet, watching TV, reading magazines and listening to music. Negative influencers in the media include violence, hateful or vulgar language in movies and music, gender, religious or ethnic stereotyping, and unrealistic representations of success and body image. Alternatively, the media is a source of information for teens, which helps create cultural, political and social awareness in teens. Teens also get a better understanding of their environment and society.

Friends create a community that influences the decisions that your teenager makes. Friends may challenge each other to become better individuals or influence each other to adopt negative behaviour. According to Valarie Ulene, writing for the Los Angeles Times, the influence friends have on each other may affect a teen's performance in academics and sports, social skills and decision-making skills. However, you can help your teen develop self-confidence and a sense of individuality through involved parenting and continuous communication.

The community sets rules that help form your teenager's ideas of right and wrong. Teenagers have a better understanding of acceptable behaviour and consequences of doing wrong, as set by communal laws. This may help your teen choose the right behaviour to avoid outcomes like imprisonment. The community also helps create cultural and environmental awareness. Additionally, teenagers learn to care for the environment, their neighbours and the less fortunate by interacting with various members of the community.

## LISTENING:

## Ex.5, p.61

- 1) Socializing, communication
- 2) Violence, language, stereotyping, image
- 3) Challenge, individuals, adopt
- 4) Sets, acceptable, consequences, outcomes



**READING:****Ex.8, p.62**

- 1) Parenthood – guardianship
- 2) Cope – handle
- 3) Burden – blessing
- 4) Out of wedlock – wedlock
- 5) Abandoned – adopted
- 6) Ashamed of – embarrassed about
- 7) Deteriorate – enhance
- 8) Donations – charities
- 9) Occur – cope

**Ex.9, p.62**

- |       |        |        |        |        |
|-------|--------|--------|--------|--------|
| 1) K] | 3) Jjj | 5) Fff | 7) Fff | 9) Jj  |
| 2) Nh | 4) 1   | 6) Fff | 8) 2   | 10) 10 |

**GRAMMAR:****Ex.10 p. 63**

- 1) However
- 2) In short
- 3) However, Indeed
- 4) In addition to this
- 5) Evidently, as a result
- 6) Accordingly

**NOTES**

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## SELF-ASSESSMENT

## KEYS:

## Ex.5, p.65

- 1) B    5) A    9) B  
 2) D    6) C    10) B  
 3) A    7) D    11) D  
 4) A    8) B    12) C

## Ex.6, p. 65

- 1) to    5) to    9) for    13) more  
 2) into    6) because    10) much    14) or  
 3) kind    7) of    11) on    15) that  
 4) style    8) that    12) as    16) clothing

## GET READY FOR YOUR EXAM

## KEYS:

## Ex. A, p.66

- 1) about    3) to    5) up    7) of    9) of  
 2) with    4) for    6) about    8) from    10) for

## Ex. B, p.66

- 1) A    2) B    3) C    4) A    5) C    6) B    7) A    8) A    9) B    10) A

## Ex. C, p.66

- 1) impossible    5) illegal    8) disagree  
 2) appearance    6) unusual    9) misunderstood  
 3) impatient    7) enjoyable    10) retake  
 4) helpful

## CULTURE NOTE – STATE

## RECORDING 10

A newly proposed law is known first as a bill. Most bills are suggested by the government. All bills need to be closely examined by a special group of Members of Parliament and Lords. To become a law, a bill has to be approved by both Houses, the House of Lords and the House of Commons. Both Houses are also allowed to make some changes to the bill. These changes are called amendments. Each House considers amendments suggested by the other House. Any changes made by one House must to be accepted by the other. The bill may go back and forth until both Houses reach agreement on the exact wording of the bill – this process is also known as ‘ping pong’. When a bill has passed through third reading in both Houses it is returned to the first House (where it started) for any amendments made by the second House to be considered. In exceptional cases, when the two Houses do not reach agreement, the Bill falls. In some cases, the Commons can use the Parliament Acts to pass the Bill, without the consent of the Lords. Once both houses have agreed on a bill, it needs to be approved by the monarch. This is called Royal Assent and means that the bill officially becomes a new law.

## LISTENING: Ex.3, p.68

- 1) A    2) B    3) B    4) A    5) A    6) B    7) B    8) B

# UNIT 3 – ART AND MEDIA

Action-packed (adj)

Artefact (n)

Artwork (n)

Bold (adj)

Breakthrough (n)

Breath-taking (adj)

Broadcast (v)

Broadsheet (n)

Canvas (n)

Columnist (n)

Commentator (n)

Commit (v)

Commitment (n)

Contestant (n)

Dreamlike (adj)

Engaging (adj)

Exhibit (v)

Favelas (n)

Feature-length (adj)

Gig (n)

Gossips (n)

Heart-breaking (adj)

Host (n, v)

Impact (n, v)

Intrigue (v)

Intriguing (adj)

Lifelike (adj)

Masterpiece (n)

Movie-maker (n)

Mural (n, adj)

Narrator (n)

Newsreader (n)

Oppress (v)

Oppressive (adj)

Paintbrush (n)

Presenter (n)

Release (v)

Spray-painted (adj)

Tag (n)

Tense (adj)

Thought-provoking (adj)

Thrill (v)

Thrilling (adj)

Waxwork (n)

Well-groomed (adj)

Гостросюжетний (прикм.)

Артефакт (імен.)

Картина, витвір мистецтва (імен.)

Сильний, виділений жирним шрифтом (прикм.)

Важливе досягнення, прорив (імен.)

Захоплюючий (прикм.)

Транслювати (дієсл.)

Плакат (імен.)

Полотно (імен.)

Колумніст (журналіст, що веде колонку) (імен.)

Коментатор (імен.)

Скоїти (дієсл.)

Готовність, відданість (імен.)

Конкурент, суперник, учасник змагань (імен.)

Казковий, фантастичний (прикм.)

Захоплюючий (прикм.)

Виставляти на показ (дієсл.)

Фавели, бразильські трущоби (імен.)

Повнометражний (прикм.)

Концерт (імен.)

Плітки (імен.)

Душороздираючий (прикм.)

Ведучий програми, вести програму (імен., дієсл.)

Вплив, впливати (імен., дієсл.)

Інтригувати (дієсл.)

Інтригуючий (прикм.)

Реалістичний (прикм.)

Шедевр (імен.)

Кінорежисер (імен.)

Фреска, настінний розпис (імен., прикм.)

Оповідач (імен.)

Диктор новин (імен.)

Пригнічувати (дієсл.)

Пригнічуючий (прикм.)

Кисть для малювання (імен.)

Ведучий (імен.)

Випускати (дієсл.)

Намальований розпилювачем фарб (прикм.)

Ярлик, наклейка (імен.)

Напружений (прикм.)

Змістовний, стимулюючий роздуми (прикм.)

Трепер, хвилювання (дієсл.)

Хвилюючий, захоплюючий (прикм.)

Воскова фігура (імен.)

Охайний, доглянутий (прикм.)



**Phrasal verbs, idioms  
and collocations**

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

**Фразові дієслова, ідіоми  
та словосполучення**

Вступний внесок, оплата за вхід  
Художній бум  
Належати кисті, бути чиеюсь роботою  
З уст в уста, усно (розносити новини)  
Добре контрастувати  
Поточні події  
Брати початок з, датуватися  
День проведений не вдома  
Зроби це сам  
Машина мрії  
Наблизитися до  
Небажана пошта, спам  
Засвітитися  
Пряма трансляція  
Підсумки новини  
Екстрене повідомлення  
Вуличний продавець газет  
Висловити словами  
Коливатися, варюватися від  
Пошукова система  
Зробити селфі  
Витримати випробування часом  
Натюрморт  
Прагнути до  
Вірусне відео  
Прогулюватися, бродити, вештатися

**NOTES**

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## LESSON 1 – ART AND ARTISTS

| Objectives        |                                                                                      |
|-------------------|--------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | genders of art / phrases to describe the art                                         |
| <b>Reading</b>    | an article about famous Ukrainian artist – Kateryna Bilokur ( <i>T/F sentences</i> ) |
| <b>Listening</b>  | a passage about pop art ( <i>T/F sentences</i> )                                     |
| <b>Grammar</b>    | compound nouns / practise your grammar                                               |
| <b>Speaking</b>   | describing the painting using prompts                                                |
| <b>Writing</b>    | a description of painting using the plan                                             |

### KEYS

#### VOCABULARY:

##### Ex.1, p.70

- 1) A                      2) D                      3) F                      4) C                      5) B                      6) E

##### Ex.2, p.71

- 1) Portrait                      3) Genre painting                      5) Masterpiece  
2) Landscape                      4) Still life                      6) History painting

#### READING:

##### Ex. 4, p.71

- 1) 3 – Ukrainian artist presentation                      3) 2 – vibrant scenes of nature  
2) 4 – world recognition                      4) 1 – obscure beginnings

##### Ex.5, p.72

- 1) True                      2) False                      3) False                      4) True                      5) False                      6) True

#### RECORDING 11

*What do soup cans, comic strips, and paintings of hamburgers have in common? They are all subjects of a peculiar kind of art called pop art. Pop art doesn't have a secret, mysterious meaning like abstract art. Pop art is straightforward and fun.*

*Pop art started in the 1960s. Artists used the images that people knew well. After World War II, there were many new ads for more products than ever before. People were watching television. People were watching movies. The pop artists noticed this trend, and they used common objects in their art.*

*Before pop art, a lot of artists painted in abstract ways. They used geometric shapes in their pictures like cubes, cones, and circles. Pop artists got tired of abstract art. They thought it didn't mean anything. They wanted to paint objects that meant a lot to most people. They used lots of bright colours. Their art had a great sense of humour. It wasn't full of hidden meanings like abstract art. People understood what they saw, like a soup can, and just enjoyed it.*

## LISTENING:

## Ex.6, p.72

1) True

2) True

3) False

## Ex.7, p.72

1) pop art

5) pop artist

2) abstract art

6) anything

3) straightforward

7) soup can

4) world war

## GRAMMAR:

## Ex. 8, p.73

1) holiday pictures

6) king john reign

2) story life

7) Eliot poetry

3) Paris exhibition

8) film critic

4) city centre

9) wall stone

5) concert ticket

## Ex.9, p.73

1) 350 pages

5) three-hour flight

2) five-star

6) 60 minutes

3) 1000-year-old

7) six hundred years

4) twelve-hour clock

8) one of a kind

## NOTES

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## LESSON 2 – KEEPING INFORMED

| Objectives        |                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | mass media/ type of media product / adjectives to describe                                         |
| <b>Reading</b>    | a story: “when television ate my best friend” by Linda Ellerbee ( <i>answering the questions</i> ) |
| <b>Grammar</b>    | direct and indirect speech / practise your grammar                                                 |
| <b>Listening</b>  | storyboards                                                                                        |
| <b>Speaking</b>   | work in groups, making up a quiz about a character of any fairy tale, cartoon, movie               |
| <b>Writing</b>    | a short report about three recent events you found interesting                                     |

### KEYS

#### VOCABULARY:

##### Ex.1, p.74

| <i>Internet</i>                                                                                | <i>Television</i>                                                                                                                                          | <i>Press</i>                                                                     |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Viral video<br>Junk mail<br>search engine<br>blogger<br>cyberspaces<br>forum<br>live broadcast | Current affairs<br>Host<br>Live broadcast<br>Presenter<br>Commercial break<br>news flash<br>release<br>targeted audience<br>talking head<br>live broadcast | Gossips<br>Columnist<br>news vendor<br>broadsheet<br>by word-of-mouth<br>tabloid |

##### Ex. 2, p.74

- 1) Sitcom
- 2) Current affairs
- 3) Blog
- 4) Reality show

- 5) Cartoon
- 6) Comic
- 7) Talk show
- 8) Documentary

- 9) Social network
- 10) Tabloid
- 11) breaking news
- 12) magazine

##### Ex.3, p.74

- 1) flicked through
- 2) spread
- 3) feature on

- 4) appeal to
- 5) aimed at
- 6) cover

- 7) grab
- 8) be broadcast
- 9) on air, broadcast

#### GRAMMAR:

##### Ex.8, p.76

- 2 – who do you think you are?
- 3 – who needs it!
- 1 – just drying the car!

1.

- 1) confiscated
- 2) had caught
- 3) was trying

- 4) had washed
- 5) said

- 6) didn't
- 7) has been

2.

- 1) woke up
- 2) didn't
- 3) told
- 4) had heard

- 5) had decided
- 6) wanted
- 7) knew

- 8) was
- 9) asked
- 10) accused
- 11) realized

- 12) had got
- 13) apologized
- 14) asked

3.

- 1) set
- 2) had to
- 3) ordered
- 4) was

- 5) went
- 6) took
- 7) opened
- 8) set

- 9) was
- 10) got
- 11) rode

**RECORDING 12, 13**

1

1. On a sunny Sunday morning Kate and Liza together with their parents went shopping to a local supermarket. Kate was obviously upset over something and asked mum to buy her some sweets, but her mother refused.
2. At the parking lot dad told the girls again that they came here to buy some groceries and had no sweets on the list. They decided to split and do shopping separately.
3. Mum and dad told they were going to the greengrocer's department, and asked the girls to go buy some bread and milk.
4. Holding hands, sisters ran to look for the necessary products. But when passing by the department with sweets they stopped unbidden and stared at bright boxes of cookies, candies and chocolates, having completely forgotten about where they were heading to. Kate exclaimed that she would really want to eat that beautiful chocolate bunny.
5. Liza in her turn suggested taking the most beautiful box of candies. She persuaded her sister that the candies were clearly the most delicious. Having taken a few packs of sweets the girls dashed to the counters, as that was the place they agreed to meet at with their parents. When the mother saw the girls holding some packs of sweets, instead of milk and bread she asked them to buy, she went really angry. She told them that they had taken completely wrong things and that sweets could make their teeth go bad and their stomach ache.
6. But when she saw how much the girls didn't want to refuse from the sweets and heard Kate and Liza begging her to buy them and assuring her to eat only a candy per day and obey parents completely, she eventually agreed to take what they were asking for, although she insisted that they went back and took what she was asking for before. Having heard their mother's decision, the sisters thanked her and said how much they loved her and this time happily went back to buy bread and milk!



2

1. *The shooting of an action-packed adventure film began. The director reminded that, according to the script, Silvia – the lead character, a lawyer – had to go up the stairs, to talk to her client about a complicated and hard case. After that it was supposed to be silent at the site and the director gave a command of action.*
2. *When Silvia knocked on the door, it was opened by someone Silvia wasn't expecting to see. It was her client's father. She said hello and introduced herself. He replied although was evidently not glad to see her at all. First he asked what the reason of her visit was. Having heard she was a lawyer on his son's case, the man grew furious and started to say rude things. The woman tried to calm him down, saying that everything would be good and that she would have his son acquitted, and that everything wasn't as bad as as it looked. But he got even angrier, shouted at her demanding to get away and then pushed her.*
3. *The woman fell down, bumping her head against the stairs. And the man continued to shout that she shouldn't come anymore, that they would be able to handle all the problems together with his son without her service.*
4. *Having fallen downstairs Silvia fainted and didn't move as it was written in the script. The doors above slammed.*
5. *The shooting was over. The actress tried to stand up, but understood that she got actually injured during fall. She started to call for help and shouted that pain was very bad. A few people instantly ran up to her and started to ask what exactly was aching and how they could help, then they offered her some water with painkillers.*
6. *Then colleagues helped her get up, and sat her onto a chair, somebody offered to call the ambulance. Everyone was worried by the accident and kept telling each other to be more careful and attentive. Otherwise instead of fame and recognition you could get a trauma. Each of them was trying to cheer up the young actress, telling her to hold on, that everything would be OK, that she would recover and become a screen star!*

**LISTENING:****Ex.9, p.77 (storyboards – own answers)****NOTES**

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## LESSON 3 – ART OF ENTERTAINMENT

| Objectives        |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| <b>Vocabulary</b> | entertaining facilities / adjectives to describe a film, a show, a book, etc. |
| <b>Reading</b>    | an article about a history of cinematography                                  |
| <b>Listening</b>  | a passage about genres of films ( <i>finish the sentences</i> )               |
| <b>Grammar</b>    | reporting words / practise your grammar                                       |
| <b>Speaking</b>   | making up a dialogue with your friend about plans for weekend                 |
| <b>Writing</b>    | a review of performance, film or concert                                      |

## KEYS

## VOCABULARY:

## Ex. 1, p.78

- |      |      |
|------|------|
| 1) D | 4) F |
| 2) E | 5) B |
| 3) A | 6) C |

## Ex. 2, p. 78

| Positive meaning |                   | Negative meaning |
|------------------|-------------------|------------------|
| Breath-taking    | Thrilling         | Boring           |
| Convincing       | Thought-provoking | Tense            |
| Engaging         | Intriguing        | Disturbing       |
| Fascinating      |                   | Action-packed    |

## READING:

## Ex.4, p.79

- |                                                                                                                          |                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1) A new American industry was born in America.                                                                          | 5) Walt and Roy O. Disney were two brothers who founded Disney Animated Studios.            |
| 2) American film-makers left New York and moved to Los Angeles in southern California.                                   | 6) Steven Spielberg is a famous film producer who established Amblin Entertainment in 1981. |
| 3) The first films were in black and white, under a minute long.                                                         | 7) Titanic was the most expensive film ever.                                                |
| 4) The major film studios are 20th Century Fox, Warner Bros. and Paramount which are the biggest companies in Hollywood. | 8) Hollywood was studios and has become a global dream-machine.                             |

## RECORDING 14

**Paul:** *I like all sorts of films, from old westerns to science fiction, but romantic comedies are my favourite. Me before You, from a few years ago, is one I particularly liked. My choice of film depends on my mood – sometimes I'll watch one of those action movies full of car chases and explosions, and sometimes something more thought-provoking. My local cinema always seems to have at least one good film on, and when I watch a film for the first time I'd rather see it at the cinema than on Internet. Films feel different in the cinema, don't they? You can get really involved in the film when you're sitting in the dark, in silence, free from interruptions. Mind you, someone's mobile phone rang in the middle of the last film I saw – is there anything more irritating than that?*

**Emily:** *When I go to the cinema I usually watch something light-hearted like a comedy or an animation. A lot of the animations in the last few years have been for adults as well as kids – for example the Three Bogatyr's films, or more recently,*

*Zootopia. I go to the cinema to relax after a hard day, so I'm not often in the mood for films with complicated plots that you can't follow unless you really concentrate. Tense dramas or thrillers aren't really my thing, and I don't like noisy action films either. As for horror films, I've avoided them ever since the last one I saw, which gave me nightmares for about a week afterwards!*

**Jimmy:** *I watch a lot of films at weekends, but during the week I don't have enough time. I usually watch films through Internet at home, as it's so much cheaper than going to the cinema. I go to the cinema less often than my friends, which means they see most films before I do. The problem then is that they always talk about what happens in the film, and I have to tell them to shut up before they give away the ending! I don't really have a favourite kind of film – I'll watch most things apart from science fiction, which I find boring, and u like The Lord of the Rings, Star Wars or Avatar, which seem to be more for children than for adults.*

### LISTENING:

#### Ex. 6, p.79

*Types of films:* old westerns, science fiction, romantic comedies, action movies, comedy, an animation, tense dramas, thrillers, horror films, fantasy films.

#### Ex.7, p.79

- |          |          |
|----------|----------|
| 1) Jimmy | 4) Jimmy |
| 2) Emily | 5) Paul  |
| 3) Paul  | 6) Emily |

### GRAMMAR: Ex.8, p.80

- |                                                                                       |                                                                                                        |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1) Paul suggested going to Brazil on holiday the following/next.                      | 5) Emily advised Tom not missing the lessons. / not to miss the lessons.                               |
| 2) Carol refused to wear that dress for the party, definitely!                        | 6) They apologized for being late, but they couldn't have parked the car as soon as they had expected. |
| 3) The headmaster announced that the new teacher would start teaching the week after. | 7) Tom commented that his sister studies at London University that year.                               |
| 4) Dad told the children not to make so much noise.                                   | 8) The librarian prohibited him entering the library if they had not got their card.                   |

#### Ex.9, p.80-81

- 1) He thought/dreamt about what he would be when he grew up.
- 2) He heard that Aliens had landed in New York.
- 3) He whispered that the answer was two.
- 4) He wondered if he was going to pass his test.
- 5) He complained that the bug was in that hamburger.
- 6) He refused to eat.
- 7) He heard that Mr. Smith was getting married.
- 8) He suggested that it looked like his mother.
- 9) He admitted that he had stolen.
- 10) He denied stealing the money.
- 11) He threatened quitting his job.

#### Ex. 10, p. 81

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1) D | 2) C | 3) G | 4) H | 5) F | 6) B | 7) A | 8) E |
|------|------|------|------|------|------|------|------|



## LESSON 4 – MUSEUMS: DO YOU LOVE THEM OR HATE THEM? —

| Objectives                      |                                                     |
|---------------------------------|-----------------------------------------------------|
| <b>Vocabulary &amp; Reading</b> | passages about museums / visiting museums           |
| <b>Listening</b>                | do a quiz about museum                              |
| <b>Grammar</b>                  | dates and times with prepositions                   |
| <b>Speaking</b>                 | discussing the role of museums / making a dialogue  |
| <b>Writing</b>                  | a leaflet about museum / giving the recommendations |

## KEYS

## WARM UP:

1) c

2) a

3) d

4) b

## VOCABULARY:

## Ex. 3, p. 83

- |      |       |
|------|-------|
| 1) I | 7) K  |
| 2) E | 8) D  |
| 3) F | 9) G  |
| 4) C | 10) H |
| 5) B | 11) J |
| 6) A |       |

## Ex.4, p.83

- |                   |                  |
|-------------------|------------------|
| 1) admission free | 6) wander around |
| 2) donation       | 7) gift shop     |
| 3) exhibitions    | 8) souvenirs     |
| 4) waxworks       | 9) tourist guide |
| 5) sculptures     | 10) artefacts    |

## RECORDING 15, 16, 17, 18

*Student 1: There was such a long queue for the museum that I remember I had almost decided not to visit the museum. But I changed my mind at the last moment and decided to join the queue. After all, one does not come to London every day. I'm glad I decided to visit the museum. It was absolutely amazing. Each and every wax figure was very beautifully sculpted. I could recognize most of them. I was really amazed to see such craftsmanship. To give an idea of how real some of the statues look, let me share an anecdote. There was a wax statue that was standing near one of the doors. The statue was holding a camera in his hands. There was another statue a few metres away. It seemed like the first statue was trying to click a photo of the second statue, which was posing. I had not noticed the statues initially. When I passed the first statue, the camera clicked and there was a flash of light. I instinctively stepped back and apologized to the statue for blocking the photo. It took me a couple more seconds before I realized that I had just apologized to a statue! I was so red-faced, and was so glad none of my friends saw me at that moment.*

*Student 2: There are over 150 000 items in this museum. I'd say that half of them worth watching. Spending two minutes per item as average (some pictures or sculptures would require more while some other items less) we get 150 000 minutes, i.e., 2 500 hours. Museum's website tells that it works 6 days a week: 5 days 10:30–18:00 and Wednesday 10:30–21:00, total 48 hours. You need half an hour to get to the museum and about half an hour for a break for toilet and cup of coffee (optimistic scenario) which you could get inside the museum. Thus minus one hour a day, totally 6 hours, we get 42 hours a week. So  $2500/42=59.5$  days. Just couple of months, really! I hope you understand my sense of humour here. Being serious, I'd take several days, like three, to get through the main halls of this museum.*



**Student 3:** *It is the largest museum in the world, 11 miles total, the second most visited museum in the world. It's collections are vast and include the best examples of every period. It is a home for the Mona Lisa. It was a royal palace given to the people. The Pyramid in the main courtyard (surrounded by three smaller pyramid), by Chinese-American architect I.M. Pei was very controversial when it was designed in 1989 but has become a major landmark of the museum.*

**LISTENING:****Ex.6, p.84**

Student 1 – b (Madame Tussauds' wax museum);  
Student 2 – c (Hermitage);  
Student 3 – a (Louvre)

**Ex.7, p.84**

- |      |              |
|------|--------------|
| 1) D | 4) A         |
| 2) A | 5) B         |
| 3) B | 6) 6.701.036 |

**GRAMMAR:****Ex.8, p.85**

- |      |      |      |
|------|------|------|
| 1) F | 4) D | 7) C |
| 2) H | 5) B | 8) G |
| 3) E | 6) A |      |

**Ex. 10, p.85**

- |           |                         |
|-----------|-------------------------|
| 1) On     | Weekends                |
| 2) In     | public holidays         |
| 3) In     | the following day       |
| 4) In/on  | time                    |
| 5) On     | New Year's Eve          |
| 6) At     | dawn                    |
| 7) At     | 5 p/m                   |
| 8) At     | tonight                 |
| 9) In     | his fifties             |
| 10) On    | Valentine's Day         |
| 11) On    | lunch time              |
| 12) At    | Christmas               |
| 13) At/on | 21st century            |
| 14) In    | tomorrow morning        |
| 15) On    | weekdays                |
| 16) On    | Saturday night          |
| 17) At    | 8th of March            |
| 18) On    | the moment              |
| 19) In    | the middle of the night |
| 20) In    | half an hour            |
| 21) In    | the end of month        |

**RECORDING 18**

*The British Museum opened to the public for the first time in 1759. Back then, only 75 people a day visited the museum. Things have changed a lot in the past 255 years. The busiest day for the museum in 2013 was Friday 16th August, when there were 33,848 visitors. And 2013's busiest month was July with 747,036 visits. The most popular exhibition in 2013 was called, "Life and Death in Pompeii". The original target that the museum hoped for was 250,000 people, but by the time the exhibition closed more than 471,000 people had seen the display. The most popular exhibition ever was in 1972, when approximately 1.6 million people paid to see 'Tutankhamen'. Among the thousands of incredible items on display is the famous Rosetta Stone. This is an extremely important text written on a granite slab in 3 languages (Greek, hieroglyphs and Egyptian). The stone dates from 196 BC and arrived at the British museum in 1802. You can also see the controversial Elgin Marbles (bought by the museum in 1816 for J35,000), a statue from Easter Island carved around 1200 AD and a gigantic bust of the Egyptian, Amenohotep III who was Pharaoh from 1390 to 1325 BC. In total there were 6,701,036 visits last year, which was a record for the museum. The previous best ever figure was 2008, when there were 5.9m people who came through the British museum doors.*

## LESSON 5 – GRAFFITI: ARTWORK OR VANDALISM?

| Objectives        |                                                              |
|-------------------|--------------------------------------------------------------|
| <b>Vocabulary</b> | types of graffiti / graffiti quiz                            |
| <b>Reading</b>    | an article about graffiti ( <i>answering the questions</i> ) |
| <b>Grammar</b>    | extreme adjectives / practise your grammar                   |
| <b>Listening</b>  | a story about Banksy ( <i>T/F sentences</i> )                |
| <b>Speaking</b>   | describing the images of Banksy                              |
| <b>Writing</b>    | make up a story based on image                               |

## KEYS

## VOCABULARY:

## Ex.1, p.86

- |                                                               |                                                           |
|---------------------------------------------------------------|-----------------------------------------------------------|
| 1) Street art, visual art                                     | art, street installation, video projection                |
| 2) Vandalism                                                  |                                                           |
| 3) Art boom                                                   | 5) Sculpture, artwork – spray-painted graffiti, vandalism |
| 4) Spray paint graffiti, pencil graffiti, poster art, sticker | 6) Mural                                                  |

## Ex. 2, p.86

- 1) B    2) A    3) C    4) C    5) C    6) C    7) C    8) C    9) B

## READING:

## Ex. 3, p.87

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1) inscriptions – tags    | 7) connection – bond              |
| 2) damage – deface        | 8) careless – derelict            |
| 3) to remove paint – buff | 9) call – spark                   |
| 4) pictures – canvases    | 10) untidy – slovenly             |
| 5) band – gang            | 11) run-down areas – slum, favela |
| 6) titled –designed       |                                   |

## GRAMMAR:

## Ex. 6, p.88

- |      |      |      |      |       |       |       |
|------|------|------|------|-------|-------|-------|
| 1) H | 3) D | 5) A | 7) F | 9) B  | 11) G | 13) M |
| 2) I | 4) K | 6) L | 8) N | 10) J | 12) C |       |

## Ex. 7, p.88

- |               |               |               |                     |
|---------------|---------------|---------------|---------------------|
| 1) absolutely | 3) really     | 5) absolutely | 7) slightly, a bit  |
| 2) utterly    | 4) completely | 6) so, quite  | 8) incredibly, just |

## RECORDING 19

*Banksy is the pseudonym of a graffiti artist, political activist, film director and painter. Despite being internationally famous, he has managed to keep his identity a secret. It is generally believed that he was born in the early 1970s and grew up in Bristol. Over the years, a British newspaper claimed to reveal the true identity of the artist, but this has not been proved.*



*Banksy's graffiti is rebellious and humorous, and has appeared on walls and bridges in cities around the world. Political and social issues appear often in his work, and it has a distinctive visual style usually including slogans. Much of it is created using stencils and colour is used very little, with many of the works being mostly or entirely in black and white.*

*The earliest known street art by Banksy dates from around 1992. In addition to it, Banksy has also created oil paintings and other moveable works of art which have been exhibited in galleries. His works have been sold for high prices at auctions. Girl With A Balloon is one of his most recognizable art pieces! It is a 2002 mural depicting a girl child reaching for a red balloon – a symbol of the loss of hope, love, or innocence.*

*Banksy's controversial 'street art' includes spray paintings on live sheep and cows and graffiti on the huge wall erected to divide Israel and Palestine. Brad Pitt spent over \$2 million on a Banksy original. Banksy designed an album cover for the Britpop group Blur in 2003 but he has refused at least four requests to do adverts for Nike.*

*Banksy's first film, Exit Through the Gift Shop, is about street artists in Los Angeles. Banksy appears in the film, but his face and voice are covered. It was released in 2010 and was nominated for the Academy Award for Best Documentary. Until now nobody knows if it was about a real artist or an invented character from Banksy's imagination.*

#### LISTENING:

##### Ex. 8, p.89

- |                                           |                                                             |
|-------------------------------------------|-------------------------------------------------------------|
| 1) pseudonym of a graffiti artist         | 5) was nominated for the Academy Award for Best Documentary |
| 2) created using stencils                 | 6) most recognizable art pieces                             |
| 3) visual style usually including slogans |                                                             |
| 4) high prices at auctions                |                                                             |

##### Ex. 9, p.89

- 1) True
- 2) True
- 3) False. Banksy has also created oil paintings and other moveable works of art which have been exhibited in galleries. His works have been sold for high prices at auctions.
- 4) False. Political and social issues appear often in his work, and it has a distinctive visual style usually including slogans.
- 5) False. Girl With A Balloon is one of his most recognizable art pieces!
- 6) False. Exit Through the Gift Shop is Banksy's first film about street artists in Los Angeles.
- 7) True
- 8) False. Exit Through the Gift Shop was released in 2010 and was nominated for the Academy Award for Best Documentary.



## LESSON 6 – TV ICONS

| Objectives        |                                                                    |
|-------------------|--------------------------------------------------------------------|
| <b>Vocabulary</b> | kinds of TV programmes / TV presenter                              |
| <b>Listening</b>  | American talk shows and their presenters                           |
| <b>Reading</b>    | an article about Oprah Winfrey ( <i>answering the questions</i> )  |
| <b>Grammar</b>    | prefixes with verbs and adjectives                                 |
| <b>Speaking</b>   | talking about TV presenter and their programmes                    |
| <b>Writing</b>    | a short overview of Ukrainian TV channels and types of programmers |

## KEYS

## VOCABULARY:

## Ex. 1, p.90

- |                                   |                                              |
|-----------------------------------|----------------------------------------------|
| 1) Commentator – sports programme | 5) Soap star, celebrity – soap opera         |
| 2) Presenter – current affairs    | 6) Narrator – wildlife, documentary          |
| 3) Guest, host – chart show       | 7) Newsreader, correspondent – news bulletin |
| 4) Contestant – game show         |                                              |

## Ex. 2, p.90

- |                 |                     |                  |
|-----------------|---------------------|------------------|
| 1) turn, switch | 3) on, off          | 5) telly, TV     |
| 2) watch, see   | 4) station, channel | 6) record, video |

## Ex.3, p.91

- |              |              |                  |             |
|--------------|--------------|------------------|-------------|
| 1) introduce | 4) present   | 7) voice         | 10) act     |
| 2) host      | 5) inform    | 8) pronunciation | 11) manner  |
| 3) engage    | 6) confident | 9) appear        | 12) attract |

## RECORDING 20

*A talk show is a show with a host who has different celebrities as guests on each episode and interviews them. They talk about upcoming projects, play games and have short comedy segments. People watch talk shows either because they like the person hosting or because they like a celebrity guest. So here are some Entertaining Talk Shows to Learn English Conversation*

*The Jimmy Kimmel show has celebrities and politicians as well, but they also have a lot of segments with people on the street and people who submit their own videos. This show is more family-friendly and good to watch with children around. You can see a lot of ordinary people on this show from around the world and see how they ask and answer questions.*

*This is a show that airs in the afternoon instead of at night, so it's made more for families and parents who stay at home during the day. Ellen interacts with the audience at her live show, has giveaways, plays games and also interviews celebrities. You can learn a lot about comedy and how to talk to people you don't know—because she talks to members of the audience a lot. Ellen has even made games that people play at home, like The Marshmallow Game, which is hilarious to watch!*

**LISTENING:**

1) C

2) B

3) A

1) Ellen

2) Jimmy Kimmel

1) True

2) False

3) True

4) False

5) False

1) Adjectives: dis-, im-, il-, dis-, il-, un-, ir-, dis-, ir-, im-, im-, il-, im-, un-, in-, im-

2) Verb: dis-, mis-, dis-, dis-, dis-, mis-, mis-, mis-, un-/up-/down-, re-, dis-, dis-/mis-, over-/re-, re-, re-, re-, inter-, mis-

1) ir-, un-

2) dis-

3) im-

4) in-

5) il-

6) ir-

7) un-

8) un-

1) D

2) C

3) E

4) A

5) B

6) G

## NOTES

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## SELF-ASSESSMENT

## KEYS:

## Ex.3, p.95

- |      |      |      |       |
|------|------|------|-------|
| 1) A | 4) B | 7) D | 10) A |
| 2) B | 5) B | 8) B | 11) B |
| 3) B | 6) B | 9) A | 12) A |

## Ex.4, p.95

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1) A | 4) C | 7) A | 10) A | 12) A |
| 2) A | 5) D | 8) B | 11) B | 13) A |
| 3) C | 6) B | 9) C |       |       |

## GET READY FOR YOUR TEST

## KEYS:

## Ex. A, p.96

- |                 |         |
|-----------------|---------|
| 1) on           | 6) down |
| 2) for (in)     | 7) on   |
| 3) from (about) | 8) out  |
| 4) out          | 9) out  |
| 5) after        | 10) to  |

## Ex. B, p.96

- |      |       |
|------|-------|
| 1) C | 6) A  |
| 2) A | 7) A  |
| 3) A | 8) C  |
| 4) C | 9) A  |
| 5) A | 10) B |

## Ex. C, p.96

- |                     |                  |                |
|---------------------|------------------|----------------|
| 1) Unsuitable       | 5) Signature     | 7) Preferences |
| 2) Disobey          | 6) Entertaining, | 8) Entitled    |
| 3) Inaccurate       | expectancy       | 9) Secrecy     |
| 4) Dislike, replace |                  |                |

## CULTURE NOTE – THE BRITISH AT LEISURE

## KEYS:

## Ex.4, p.98

- |                   |                   |
|-------------------|-------------------|
| 1) Tent to        | 6) Households     |
| 2) Range from, to | 7) Do-it-yourself |
| 3) By far         | 8) Day out        |
| 4) Charity        | 9) Entirely       |
| 5) Multiple       |                   |

## Ex.5, p.98

- |             |              |
|-------------|--------------|
| 1) Painting | 4) Running   |
| 2) Shopping | 5) Sewing    |
| 3) Playing  | (tailoring)  |
| musical     | 6) Football  |
| instruments | 7) Gardening |

## NOTES

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# UNIT 4 – NATURE AND CLIMATE

Antler (n)  
 Authentic (adj)  
 Avalanche (n)  
 Basin (n)  
 Birch (n)  
 Chestnut (n)  
 Cliff (n)  
 Cold-blooded (adj)  
 Conservation (n)  
 Consumption (n)  
 Contemporary (n, adj)  
 Decompose (v)  
 Deforestation  
 Destruction (n)  
 Disease (n, v)  
 Diverse (adj)  
 Dump (n)  
 Earthworm (n)  
 Endangered (adj)  
 Environmentalist (n)  
 Evolve (v)  
 Evolved (adj)  
 Expand (v)  
 Exploitation  
 Extinct (v, adj)  
 Famine (n)  
 Feather (n)  
 Ficus (n)  
 Fin (n)  
 Fir (n)  
 Float (n, v)  
 Footprint (n)  
 Foreleg (n)  
 Gill (n)  
 Heatwave (n)  
 Hoove (n)  
 Horn (n)  
 Landslide (n)  
 Maple (n)  
 Oak (n)  
 Particle (n)  
 Picturesque (adj)  
 Pine (n)  
 Pollutant (n)  
 Prevention (n)  
 Recycling (n)  
 Reef (n)  
 Reuse (n)  
 Spacious (adj)  
 Spectacular (n, adj)

Оленьчий ріг (імен.)  
 Автентичний (прикм.)  
 Лавина (імен.)  
 Водойма, басейн (річки) (імен.)  
 Береза (імен.)  
 Каштан (імен.)  
 Крутий обрив, скеля (імен.)  
 Холоднокровний (прикм.)  
 Збереження (імен.)  
 Споживання (імен.)  
 Сучасник, сучасний (імен., прикм.)  
 Розкладатися (дієсл.)  
 Вирубка лісів  
 Знищення (імен.)  
 Хворіти, хвороба (імен., дієсл.)  
 Різноманітний (прикм.)  
 Звалище (імен.)  
 Земляний черв'як (імен.)  
 Зникаючий (вид) (прикм.)  
 Еколог, захисник навколишнього середовища (імен.)  
 Розвиватися, еволюціонувати (дієсл.)  
 Розвинений (прикм.)  
 Розгортатися, розширюватися (v)  
 Експлуатація  
 Вимерти, вимерлий (дієсл., прикм.)  
 Голод (імен.)  
 Перо (імен.)  
 Фікус (імен.)  
 Плавник (риби) (імен.)  
 Ялиця (імен.)  
 Поплавок, триматися на поверхні води (імен., дієсл.)  
 Відбиток ноги (імен.)  
 Передня нога (імен.)  
 Жабра (імен.)  
 Теплова хвиля (імен.)  
 Копито (імен.)  
 Ріг (імен.)  
 Зсув земляний (імен.)  
 Клен (імен.)  
 Дуб (імен.)  
 Частинка (імен.)  
 Мальовничий (прикм.)  
 Сосна (імен.)  
 Забруднювач (імен.)  
 Запобігання (імен.)  
 Переробка (імен.)  
 Риф (імен.)  
 Повторне використання (імен.)  
 Просторий (прикм.)  
 Спектакль, ефектний, видовищний (імен., прикм.)

Spine (n)  
Threat (n)  
Threaten (v)  
Threatened (adj)  
Touristy (n)  
Trunk (n)  
Tusk (n)  
Underpins (n)  
Vine (n)  
Walnut (n)  
Warm-blooded (adj)  
Wildfire (n)  
Willow (n)

Хребет (імен.)  
Загроза (імен.)  
Загрожувати (дієсл.)  
Під загрозою (прикм.)  
Переповнений туристами (імен.)  
Ствол (дерева) (імен.)  
Ікло (імен.)  
Основа, фундамент (імен.)  
Лоза (n)  
Горіх (імен.)  
Теплокровний (прикм.)  
Лісова пожежа (імен.)  
Верба (імен.)

**Phrasal verbs, idioms  
and collocations**

A blanket of snow  
A drop of rain  
As right as rain  
Boiling hot  
Break the ice  
Clear blue skies  
Come rain or shine  
Cut down  
Dry up  
Face like thunder  
Freezing cold  
Go green  
Go up/down  
Heavy rain  
Indian summer  
Of value  
Run out of  
Split into  
Thick fog  
Clear up  
Come out (the sun)  
Get soaked  
Feel under the weather  
Use up

**Фразові дієслова, ідіоми  
та словосполучення**

Сніговий покрив  
Крапля дощу  
Так як потрібно (ідіома)  
Занадто жаркий  
Розтопити лід (у відносинах)  
Ясні небеса  
В будь-якому випадку (ідіома)  
Вирубувати  
Висушити  
Потемніти обличчям (бути злим) (ідіома)  
Дуже холодно  
Почати захищати, не шкодити середовищу  
Піднятися/опуститися  
Сильний дощ  
Бабине літо (ідіома)  
Цінний  
Витратити запаси (чого-небудь)  
Розділитися на  
Густий туман  
Вияснитися  
Вийти (про сонце)  
Промокнути  
Бути не здоровим, погано себе почувати  
Виснажити (використати всі можливості)

## LESSON 1 – WORLD'S CALLING SOS

| Objectives        |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | types of pollution / phrasal verbs                                                              |
| <b>Reading</b>    | the paragraphs about environmental problems ( <i>matching the two halves of the sentences</i> ) |
| <b>Listening</b>  | a passages about life on the Earth                                                              |
| <b>Grammar</b>    | modals of probability, possibility, deduction                                                   |
| <b>Speaking</b>   | express your ideas                                                                              |
| <b>Writing</b>    | a short essay about environmental problems                                                      |

### KEYS

#### VOCABULARY:

**Ex.1, p.100** Water, noise, air, land

**Ex.2., p.100**

- 1) water                      3) land  
2) noise                     4) air

**Ex.3, p.100**

- 1) E                              3) B                              5) A  
2) C                              4) F                              6) D

**Ex.4, p.100**

- 1) drying up                                              5) cut down  
2) cut down                                             6) going down  
3) running out                                        7) going up  
4) use up

#### READING:

**Ex.5, p.101**

- 1    1) pollutants                      2    6) population                      3    11) amounts  
     2) greed                              7) developing                      12) result  
     3) consumption                      8) drinking                        13) resources  
     4) threats                              9) issues                            14) growing  
     5) waste                                10) diseases                        15) produce
- 4    16) controversial                      5    21) impact  
     17) polluted                            22) destruction  
     18) harmful                            23) deforestation  
     19) damaging                          24) exploitation  
     20) supports                            25) threatened

**Ex.6, p.101**

- 1) G                      2) D                      3) H                      4) B                      5) F                      6) E                      7) A                      8) C



## RECORDING 21

*On the Earth, our planet, all life depends on the sun not only for light but also for the heat and warmth it provides.*

*For many years humans have been using Earth's natural resources with no control. We have polluted water and air, with very damaging results. When the fumes from the factories and smoke mix with rainwater they produce acid rain. Acid rain can destroy forests and woods – trees die out, lakes are polluted, animals disappear, water is poisoned. Trees are also being felled and if they are not replaced with new ones, the rain washes away the soil and the land can't be planted again.*

*People are used to throwing rubbish where they shouldn't, destroying land and killing animals without thinking of the consequences of their actions. In the future, we will have to suffer for our mistakes and the carelessness of the past.*

## LISTENING:

## Ex.8, p.102

- 1) On the Earth, all life depends on the sun not only for light but also for the heat and warmth it provides.
- 2) For many years humans have been using Earth's natural resources with no control. We have polluted water and air, with very damaging results.
- 3) When the fumes from the factories and smoke mix with rainwater they produce acid rain. Acid rain can destroy forests and woods – trees die out, lakes are polluted, animals disappear, water is poisoned.
- 4) In the future, we will have to suffer for our mistakes and the carelessness of the past.

## GRAMMAR:

## Ex.9, p.102

- |                      |                                       |
|----------------------|---------------------------------------|
| 1) must              | 5) cannot                             |
| 2) may/can           | 6) cannot                             |
| 3) may not/might not | 7) am likely to / may / might / could |
| 4) can (may)         | 8) will/can/must                      |

## Ex.10, p.103

- |            |                      |
|------------|----------------------|
| 1) tornado | 3) volcanic eruption |
| 2) tsunami | 4) hurricane         |

## NOTES

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## LESSON 2 – NATURAL WONDERS

| Objectives        |                                                               |
|-------------------|---------------------------------------------------------------|
| <b>Listening</b>  | a passage about world wonders                                 |
| <b>Reading</b>    | an article about 7 wonders of nature ( <i>T/F sentences</i> ) |
| <b>Grammar</b>    | articles with geographical names in English                   |
| <b>Vocabulary</b> | words related nature and landscape                            |
| <b>Speaking</b>   | discussing the natural disasters                              |
| <b>Writing</b>    | an essay about recent disasters                               |

### KEYS

#### RECORDING 22

*Can you name the Seven Wonders of the Ancient World? I can't. That's because only one of them is still around today. That's the Great Pyramid of Giza. Some of the other wonders sound great and I wish they had survived to these days. Such places like the Hanging Gardens of Babylon, the Temple of Artemis or the Colossus of Rhodes seem to have been amazing. Its hard to believe people managed to create something similar in ancient times, without all the modern advancements of building technologies and without the benefit of machinery. Today, there are different wonders of the world. No one can really agree what the new wonders of the world are. Experts include Stonehenge, the Panama Canal, the Great Wall of China and Machu Pichu in this. And then there are also the seven wonders of the natural world. These include Mount Everest, the Great Barrier Reef and the Grand Canyon. But who knows what future wonders will be in space.*

#### LISTENING:

##### Ex.1, p.104

- |                           |                       |
|---------------------------|-----------------------|
| 1) Grand Canyon           | 5) Great Barrier Reef |
| 2) Paricutin volcano      | 6) Mount Everest      |
| 3) Rio de Janeiro harbour | 7) Aurora borealis    |
| 4) Victoria Falls         |                       |

#### READING:

##### Ex. 2, p.104

- |      |      |      |      |
|------|------|------|------|
| 1) B | 2) C | 3) A | 4) D |
|------|------|------|------|

##### Ex.3, p.105

- |         |          |          |          |         |         |
|---------|----------|----------|----------|---------|---------|
| 1) True | 2) False | 3) False | 4) False | 5) True | 6) True |
|---------|----------|----------|----------|---------|---------|

#### GRAMMAR:

##### Ex.6, p.106

- |        |             |                 |      |                   |
|--------|-------------|-----------------|------|-------------------|
| 1) The | 3) The      | 5) –            | 7) – | 9) –, –, the, the |
| 2) The | 4) The, the | 6) The, –, –, – | 8) – | 10) –             |

**VOCABULARY:**

**Ex.7, p.106**

- 1) -, mountain
- 2) -, island, the
- 3) The, waterfall
- 4) The, ocean
- 5) -, volcano, the, -, -, the, Bay
- 6) The, dessert, -
- 7) The, cliffs, the
- 8) -, reef, the
- 9) The, canyon, -

**Ex.8, 107**

- |      |      |       |
|------|------|-------|
| 1) I | 5) F | 9) H  |
| 2) E | 6) G | 10) C |
| 3) D | 7) A | 11) K |
| 4) J | 8) B | 12) L |

**Ex.9, p.107**

- 1) eruption
- 2) hurricane
- 3) drought
- 4) earthquake, tsunami
- 5) flood
- 6) tornado
- 7) disaster
- 8) famine

## NOTES

[illegible]



## LESSON 3 – OUR FUTURE IN OUR HANDS

| Objectives        |                                                     |
|-------------------|-----------------------------------------------------|
| <b>Vocabulary</b> | activities to protect the environment               |
| <b>Reading</b>    | an article about Earth Day ( <i>T/F sentences</i> ) |
| <b>Listening</b>  | a passage about the plans for Earth Day             |
| <b>Grammar</b>    | Future tenses / practise your grammar               |
| <b>Speaking</b>   | discussing the future of our planet                 |
| <b>Writing</b>    | comment the sentences                               |

## KEYS

## VOCABULARY:

## Ex.2, p.108

- |                                 |                            |
|---------------------------------|----------------------------|
| 1) protect tropical rainforests | 5) waste energy and water  |
| 2) plant more trees             | 6) throw away plastic bags |
| 3) recycle paper                | 7) cut down trees          |
| 4) save endangered species      | 8) destroy forests         |

## Ex.3, p.108

- |                             |                              |
|-----------------------------|------------------------------|
| 1) waste                    | 7) balance                   |
| 2) recycling                | 8) conservation              |
| 3) reuse                    | 9) environmentalists         |
| 4) go green                 | 10) prevention               |
| 5) reduce, carbon footprint | 11) environmentally friendly |
| 6) be aware of              |                              |

## READING:

## Ex. 5, p.109

- |          |         |         |          |         |
|----------|---------|---------|----------|---------|
| 1) False | 2) True | 3) True | 4) False | 5) True |
|----------|---------|---------|----------|---------|

## RECORDING 23

*Speaker 1. For the Earth Day, I don't usually do anything because I didn't know when it was! But, I think that this year I'll try to do something with my friends, because I know that ecological problems are important and it's an occasion to protect our planet! I want to save energy and water! Now, I'll try to do that everyday!*

*Speaker 2. This year, I will try to do a lot of things like going to school on my bicycle or not switching the lights on for a long time. I think it's very important to be careful about pollution. And I think everyone can do something- small things like not leaving the lights on if you aren't in a room, not leaving the water running when you brush your teeth or not always taking the car when you want to go somewhere. It's important to think of the future generations. But you shouldn't just do something on the Earth Day, you should be careful every day of your life.*

*Speaker 3. Last year on the Earth day we started a campaign "Clean it, Green it, Mean it". We call upon all people of our community to choose from the offered list and make a little change in their lifestyle. Among the prevention activities there was a total refusal from plastic bags, which actually became the most popular among the participants of our campaign last year. We are going to continue the campaign going, and as for me I guess I'm going to pick up making a small organic garden this time. I think it's essential to eat sustainable food and to use fewer pesticides growing it. But I think we should all make effort every day! We must not just make an effort one day of the year! I always throw away my rubbish in a dustbin and walk short distances. I think it's by the little things like that that we make a better world.*

*Speaker 4. For the Earth Day, I asked my school to pick up rubbish in the playground and they agreed! We'll also do advertising to help people clean their city! I hope it will change a little bit.*

**LISTENING:****Ex.6, p.109**

- 1) B                                      2) –                                      3) C                                      4) A

**GRAMMAR:****Ex.8, p.110**

- 1) will drive
- 2) starts
- 3) is going to fall over
- 4) will have covered
- 5) will be
- 6) are you doing, will not be working
- 7) will get burnt, will go, leaves
- 8) don't, am tidying, is coming, arrives, will come, will have finished

**Ex. 9, p.111 A. / B.**

- |                             |                             |
|-----------------------------|-----------------------------|
| 1) is going to launch       | 14) is going to/will happen |
| 2) will have                | 15) are gathering           |
| 3) want                     | 16) celebrate               |
| 4) will come down           | 17) will be sharing         |
| 5) change                   | 18) are taking              |
| 6) don't need               | 19) are going to come       |
| 7) find                     | 20) will open               |
| 8) won't stop               | 21) will find               |
| 9) will be using            | 22) take                    |
| 10) will consume            | 23) will be done            |
| 11) will have to            | 24) wait                    |
| 12) will have been designed | 25) starts                  |
| 13) will be generating      | 26) will continue           |

## LESSON 4 – IN DANGER OF EXTINCTION

| Objectives        |                                                                                            |
|-------------------|--------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | categories of animals / types of trees                                                     |
| <b>Reading</b>    | an article about rainforests ( <i>marching the definitions / answering the questions</i> ) |
| <b>Listening</b>  | a passage about the treats to Western lowland gorillas                                     |
| <b>Grammar</b>    | time clauses / practise your grammar                                                       |
| <b>Speaking</b>   | a presentation about any animal at the verge of extinction                                 |

## KEYS

## VOCABULARY:

## Ex.2, p.112

- 1) mammals      2) birds      3) reptiles      4) fish      5) insects

## Ex.4, p.112

- 1) palm                      4) willow                      7) ficus                      10) birch  
 2) chestnut                5) pine                        8) maple                    11) eucalypt  
 3) walnut                  6) oak                        9) fir

## READING:

## Ex.6, p.114

- 1) All the plant life of a place – vegetation                      6) Of various kinds or forms – diverse  
 2) The main stem of tree – trunk                      7) Essential – of value  
 3) The human race – mankind                      8) Divine – split into  
 4) Climbing plants – vines                      9) Area along a shore – basin  
 5) Developed – evolved

## RECORDING 24

*The Ndoki-Likouala Landscape, in the Republic Congo, supports many species including the Western lowland gorilla. This area's rich biodiversity is under threat because the trees are being cut down – often illegally – to provide wood used to build houses in the United states.*

*Two million homes are built in the USA each year and an average house uses wood from 64 trees. American houses are doubling and tripling in size, so more lumber is needed. Some of this lumber is coming from places like the Ndoki-Likouala Landscape.*

*Efforts are underway to protect this region's wildlife and habitat. For example, companies that follow strict environmental and social standards can use a Forest Stewardship Council (FSC) on wood they sell.*



**LISTENING:****Ex.9, p.114**

- 1) Habitat – The Ndoki-Likouala Landscape, in the Republic Congo, supports many species including the Western lowland gorilla.
- 2) Reasons of extinction – to provide wood used to build houses in the United States.
- 3) Efforts to protect – companies that follow strict environmental and social standards can use a Forest Stewardship Council (FSC) on wood they sell.

**GRAMMAR:****Ex.11, p.115**

- 1) Are, will be, will become, will collapsed
- 2) Used, would contribute
- 3) Keep on, will run out, run out, will need
- 4) Will save, don't waste
- 5) Will increase, use, increases, will die, will change, die
- 6) Tried, would be, control, will be
- 7) Recycle, will help
- 8) Share, won't be
- 9) Fines, will stop

**Ex.12, p.115**

- 1) As soon as... air pollution will go down...
- 2) Unless we take action now we won't reduce the impact of global warning.
- 3) When we travel by train.....
- 4) Providing you pay an organization....
- 5) In case... food from Africa, we will...
- 6) Won't improve until...

**NOTES**

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## LESSON 5 – REDUCE, REUSE, RECYCLE

| Objectives        |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| <b>Vocabulary</b> | natural resources                                                          |
| <b>Reading</b>    | an article about trash in Pacific Ocean ( <i>answering the questions</i> ) |
| <b>Grammar</b>    | word formation (suffixes) / practise the grammar                           |
| <b>Listening</b>  | a passage about resources                                                  |
| <b>Speaking</b>   | discussing the words called 3Rs (recycle, reuse, reduce)                   |
| <b>Writing</b>    | a list of suggestions about the way of conserving natural resources        |

### KEYS

#### WARM UP:

##### Ex.0, p.116

- 1) A                      2) C                      3) A                      4) C                      5) A                      6) C

##### Ex.1, p.116

- 1) True                      2) True                      3) False                      4) True

##### Ex.4, p.117

- 1) G                      3) K                      5) D                      7) B                      9) H                      11) E  
2) A                      4) I                      6) C                      8) F                      10) J

#### VOCABULARY:

##### Ex.5, p.117

- 1) environmental organization                      4) nuclear power                      8) climate change  
2) wildlife trade                      5) exhaust fumes                      9) energy  
3) endangered species                      6) developing countries                      conversation  
7) fossil fuels                      10) water shortage  
11) toxic waste

#### READING:

##### Ex.6, p.117

- 1) dump – throw away                      4) plankton – microscopic fish wood  
2) break apart – decompose                      5) raft – float  
3) mermaid tears – plastic particles                      6) expand the boundaries

#### GRAMMAR:

##### Ex. 8, p.118

| Verb      | Noun          | Adjective  | Adverb       |
|-----------|---------------|------------|--------------|
| Beautify  | beauty        | beautiful  | Beautifully  |
| Solve     | solution      | Solved     |              |
| Develop   | Development   | Developed  |              |
| Globalize | Globalization | Global     | Globally     |
| Impress   | Impression    | Impressive | Impressively |

| Verb     | Noun       | Adjective   | Adverb      |
|----------|------------|-------------|-------------|
| Depend   | Dependence | Dependent   | Dependently |
| Threaten | Threat     | Threatening |             |
| Pollute  | Pollution  | Polluted    |             |
| Care     | Care       | Caring      | Carelessly  |
| Purify   | Purity     | Pure        | Purely      |

**Ex.9, p.118**

| <i>noun</i> | <i>adjective</i> | <i>noun</i> | <i>adjective</i> | <i>noun</i> | <i>adjective</i> |
|-------------|------------------|-------------|------------------|-------------|------------------|
| Sun         | Sunny            | Noise       | Noisy            | Shower      | Showery          |
| Humidity    | Humid            | Drought     | Dry              | Ice         | Icy              |
| Fog         | Foggy            | Clearness   | Clear            | Cloud       | Cloudy           |
| Mist        | Misty            | Freeze      | Freezy           | Wind        | Windy            |
| Heat        | hot              | Poverty     | Poor             | Climate     | Climatic         |

**Ex.10, p.118**

- |                      |                                     |                                |
|----------------------|-------------------------------------|--------------------------------|
| 1) recycled          | 5) discharge                        | 8) pollutant/<br>contaminant   |
| 2) pollute           | 6) disposable                       | 9) pollution/<br>contamination |
| 3) harmful, harmless | 7) discharged/<br>poisonous/harmful |                                |
| 4) contaminated      |                                     |                                |

**Ex.11, p.119**

- |                                |                             |               |
|--------------------------------|-----------------------------|---------------|
| 1) conservation,<br>protection | 5) probable,<br>possibility | 9) extinction |
| 2) harmful                     | 6) poverty                  | 10) depletion |
| 3) historic                    | 7) extremely                | 11) survival  |
| 4) disastrous                  | 8) scientists               |               |

**RECORDING 25**

- *It is made by melting silica, a fine white sand in combination with soda or small pieces of old broken glass called cullet. Silica is a non-renewable resource.*
- *It is made from a clay called bauxite, which is a non-renewable resource. Thousands of kilowatt hours of electricity are expended in the extraction of this metal from bauxite, and the process creates a significant amount of waste materials. For each ton of it, four or five tonnes of water and rock are left over. Then factories produce metal sheets, which are then shipped to another factories where soft drink containers are cut from these sheets.*



- *It is made from wood and trees, which are a renewable resource. The basic ingredient of it is wood pulp, soft wood broken down either by chemical process or by grinding until the cellulose fibres separate. Chemically produced pulp is made into good quality writing product; ground wood pulp is used for newsprint. The pulp is washed and screened, then mixed with water in a beater. During the beating process, coloured dyes or chemical sizing may be added. The mixture is then screened and shaken to remove the water, pressed and dried over a series of hot cylinders and wound into a roll.*
- *It is made from wax which comes from bees or from chalk which is made from limestone.*
- *A loaf of it is made mostly of wheat grains. The grains grow in the ground. Other ingredients that come straight from the earth are water and salt.*
- *It is manufactured from trees that grow in the earth. Trees are a renewable resource.*
- *it is made of balls of cotton plants. The cotton must be picked, cleaned, carded, made into yarn or thread, woven into a cloth, dyed the appropriate colour, cut and sewn into this clothing item, distributed to stores and sold. Cotton itself is a renewable resource, but a great deal of energy is expended to convert it into a pair of such trousers.*

**LISTENING:****Ex.12, p.119**

- |                 |              |          |
|-----------------|--------------|----------|
| 1) bottle       | 3) newspaper | 5) bread |
| 2) aluminum can | 4) crayon    | 6) chair |

**SPEAKING:****Ex.14, p.119**

- |           |          |            |
|-----------|----------|------------|
| 1) Reduce | 2) Reuse | 3) Recycle |
|-----------|----------|------------|

**NOTES**

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## LESSON 6 – WEATHER MAKES CLIMATE

| Objectives                      |                                                                                           |
|---------------------------------|-------------------------------------------------------------------------------------------|
| <b>Vocabulary</b>               | weather and climate words / phrasal words / idioms related to weather                     |
| <b>Reading</b>                  | a text about whenever the weather wherever the climate ( <i>answering the questions</i> ) |
| <b>Grammar</b>                  | a complex subject / practise your grammar                                                 |
| <b>Listening &amp; Speaking</b> | a forecast in different areas<br>discussing the weather and climate in different areas    |

## KEYS

## VOCABULARY:

## Ex.2, p.120

- |          |          |          |          |         |
|----------|----------|----------|----------|---------|
| 1) False | 3) True  | 5) True  | 7) True  | 9) True |
| 2) False | 4) False | 6) False | 8) False |         |

## Ex.3, p.120

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1) J | 3) I | 5) D | 7) B | 9) K  | 11) G |
| 2) A | 4) C | 6) L | 8) F | 10) E | 12) H |

## Ex.4, p.120

- |                |                |                |                  |
|----------------|----------------|----------------|------------------|
| 1) hot and dry | 4) little rain | 7) wet season  | 10) fresh breeze |
| 2) below – 20c | 5) tropical    | 8) very humid  | 11) sunshine     |
| 3) snow        | 6) 24 and 27c  | 9) hot and dry | 12) not too cold |

## Ex.5, p.121

- |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| 1) C | 2) E | 3) G | 4) A | 5) F | 6) D | 7) B |
|------|------|------|------|------|------|------|

## GRAMMAR:

## Ex.7, p.122

- 1) The climate is considered to be....
- 2) The performance expected to be...
- 3) A huge amount of natural resources is supposed to be...
- 4) The weather in Europe is said to be hot last summer.
- 5) He appeared to be losing patience.
- 6) I happened to be present at the opening session.
- 7) My prediction turned out to be correct...
- 8) They seem to know all about it
- 9) The company is believed to make a loss....
- 10) Life on the Earth is thought to bring from space

## Ex.8, p.123

- |                   |                         |                         |
|-------------------|-------------------------|-------------------------|
| 1) to set         | 5) to have been damaged | 9) to have been snowing |
| 2) to be leaving  | 6) to open, to close    | 10) to be translated    |
| 3) to have caused | 7) to appear            | 11) to have added       |
| 4) to be coming   | 8) to tell              | 12) to be               |



**Ex.9, p.123**

- 1) Sailors are supposed to get ready for a storm when the glass is low on a ship.
- 2) The joints are believed to hurt when a storm is coming.
- 3) It is expected to rain for 7 weeks if it rains on Easter Sunday.
- 4) It is considered to rain the same time the next day if the sun shines while it rains.
- 5) The winter is heard to be hard when squirrels lay in a big store of nuts.
- 6) The rain is said to be close by if bees stay close to the hive.

**RECORDING 26**

**Havana:** *Today's weather is turning out to be moderate with thundery rain showers and light winds from the east. The daytime temperature is going to reach 30°C and the temperature is going to dip to 22°C at night. Sun will be mixing with clouds; the humidity will be around 85%.*

**Hong Kong:** *Today's weather is turning out to be moderate rain at times, light winds from the south west. The daytime temperature is going to reach 29°C and the temperature is going to dip to 25°C at night. It will be mostly dry with little or no precipitation and cloud covering 40% of the sky.*

**Cape Town:** *Today's weather is turning out to be light rain shower, sunny and a gentle breeze. The daytime temperature is going to reach 16°C and the temperature is going to dip to 12°C at night. We expect around 6.2 mm of precipitation to fall and cloud covering 48% of the sky.*

**Geneva:** *Today's weather is turning out to be quite foggy and cold, the precipitation may come as snowfall or sleet. The daytime low can drop down to -6°C and rise up to 4°C. It will be grey with little sunshine and cloud covering 75% of the sky, the humidity will be 82%, which will feel dry comparing to previous periods.*

**LISTENING:****Ex. 10, p.123**

- 1) Havana lies on the northern coast of Cuba, south of the Florida Keys, where the Gulf of Mexico joins the Atlantic Ocean.
- 2) Hong Kong, officially the Hong Kong Special Administrative Region of the People's Republic of China, is an autonomous territory on the eastern side of the Pearl River estuary in South China.
- 3) About Cape Town. Satellite view is showing Cape Town, second most populous city and the legislative capital of South Africa, located in the south-western corner of the country at the foot of Table Mountain.
- 4) Geneva is the capital of the Swiss Canton of Geneva located in the south-westernmost corner of Switzerland. The city is situated along the banks of Europe's largest lake, Lake Geneva (Lac Léman), at the mouth of the Rhone River and is bordered by the Jura Mountains to the west and the French Alps in the east.



**SELF-ASSESSMENT**

**KEYS:**

**Ex.2, p.124**

- |                                   |                           |
|-----------------------------------|---------------------------|
| 1) salutations                    | 4) explaining the problem |
| 2) expressing the dissatisfaction | 5) say what you want      |
| 3) introduction                   | 6) clothing phrases       |

**Ex.3, p.124**

- |      |      |       |       |
|------|------|-------|-------|
| 1) M | 5) I | 9) G  | 13) J |
| 2) F | 6) K | 10) A |       |
| 3) L | 7) B | 11) D |       |
| 4) C | 8) E | 12) H |       |

**Ex.5, p.125C**

- |      |      |       |
|------|------|-------|
| 1) A | 5) B | 9) A  |
| 2) C | 6) A | 10) B |
| 3) B | 7) B | 11) C |
| 4) A | 8) B |       |

**Ex.6, p.125**

- |            |                           |              |                 |
|------------|---------------------------|--------------|-----------------|
| 1) snow    | 7) blossom/<br>bud/sprout | 12) reaches  | 18) temperature |
| 2) by      | 8) southern               | 13) climate  | 19) summer      |
| 3) months  | 9) rises                  | 14) resort   | 20) snowy       |
| 4) winds   | 10) up                    | 15) from     | 21) below       |
| 5) falling | 11) weather               | 16) to       | 22) floods      |
| 6) end     |                           | 17) rainfall |                 |

**GET READY FOR YOUR TEST**

**KEYS:**

**Ex. A..p.126**

- 1) by 2) of 3) by 4) of 5) in 6) to 7) from 8) from 9) about 10) of

**Ex. B, p.126**

- 1) A 2) B 3) A 4) A 5) C 6) A 7) A 8) B 9) C 10) B

**Ex. C, p.126**

- |             |           |              |              |                 |
|-------------|-----------|--------------|--------------|-----------------|
| 1) Immoral  | 3) Height | 5) Poisonous | 7) Beauty    | 9) Wooden       |
| 2) Unlikely | 4) Heat   | 6) Renewable | 8) Departure | 10) Destruction |

**CULTURE – THE UK HOUSE AND HOME**

**KEYS:**

**Ex.3, p.127**

- |      |      |      |      |
|------|------|------|------|
| 1) D | 2) C | 3) A | 4) B |
|------|------|------|------|

**Ex.5, p.128**

- |                             |                                      |
|-----------------------------|--------------------------------------|
| 1) cozy – uncomfortable     | 7) spectacular – up-to-date          |
| 2) welcoming – inhospitable | 8) old-style – modern                |
| 3) bustling – quite         | 9) contemporary – old-fashion        |
| 4) authentic – cosmopolitan | 10) picturesque – colourless         |
| 5) peaceful – busy, lively  | 11) touristy – unpopular , abandoned |
| 6) spacious – cramped       | 12) diverse – boring                 |

# UNIT 5 – SCIENCE AND PROGRESS

Abacus (n)  
 Accomplish (v)  
     Accomplishment (n)  
 Addict (v)  
 Addiction (n)  
 Advance (n)  
 Astrophysics (n)  
 Atom (n)  
 Bacteria (n)  
 Bane (n)  
     Bookmark (n)  
 Boon (n)  
     Bug (n)  
 Cell (n)  
     Code (v)  
     Coding (n)  
     Computation (n)  
     Concept (n)  
 Condense (v)  
 Cookie (n)  
 Countless  
 CPU (n)  
 Crocheter (n)  
 Cryogenics (n)  
 Curse (n)  
 Cybernetics (n)  
 Cyberspace (n)  
 Disorder (n)  
     Drag (v)  
 E-commerce (n)  
 Emoticon (n)  
 Evidence (n)  
 FAQ (n)  
     Format (v)  
 Fraud (n)  
 Genetics (n)  
 Gene (n)  
 Geopolitics (n)  
 Glitch (n)  
 Hacker (n)  
     Hardware (n)  
 Humankind (n)  
 Hypothesis (n)  
     Insert (v)  
 Molecule (n)  
 Motherboard (n)  
 Nerd (n)  
 Netiquette  
 Phenomenon (n)  
 Pipette (n,v)  
 Precocious (adj)  
 Prodigy (n)  
 Propaganda (n)  
 Prototype (n)  
 Reactor (n)  
 Respiratory (n, adj.)  
 Revolutionize (v)

Абакус, рахівниця (імен.)  
 Виконати, завершити (дієсл.)  
 Досягнення (імен.)  
 Дуже захопитися (дієсл.)  
 Залежність, схильність (імен.)  
 Прогрес, просування (імен.)  
 Астрофізика (імен.)  
 Атом (імен.)  
 Бактерія (імен.)  
 Прокляття (імен.)  
 Закладка (імен.)  
 Благо, дар (імен.)  
 Мікроб, жук, жучок (імен.)  
 Клітина (біологічна) (імен.)  
 Кодувати (дієсл.)  
 Кодування (імен.)  
 Обчислення (імен.)  
 Концепція, значення (імен.)  
 Конденсувати, згущувати (дієсл.)  
 Інформаційні файли (імен.)  
 Незліченний (прикм.)  
 Процесор (імен.)  
 В'язальник/ця (крючком) (імен.)  
 Кріогеніка (імен.)  
 Прокляття (імен.)  
 Кібернетика (імен.)  
 Кіберпростір (імен.)  
 Розлад (імен.)  
 Тягти (дієсл.)  
 Електронна комерція (імен.)  
 Смайлик (імен.)  
 Доказ (імен.)  
 Часто задавані питання (імен.)  
 Форматувати (дієсл.), формат (імен.)  
 Шахрайство (імен.)  
 Генетика (імен.)  
 Ген (імен.)  
 Геополітика (імен.)  
 Комп'ютерний глюк (імен.)  
 Хакер (імен.)  
 Технічне забезпечення (імен.)  
 Людство (імен.)  
 Гіпотеза (імен.)  
 Вставити (v)  
 Молекула (імен.)  
 Материнська плата (імен.)  
 Завучка, ботан (імен.)  
 Мережевий етикет  
 Явище (імен.)  
 Піпетка, дозувати (по каплям) (імен., дієсл.)  
 Передчасний, ранній (прикм.)  
 Обдарована людина (імен.)  
 Пропаганда (імен.)  
 Прототип (імен.)  
 Реактор (імен.)  
 Дихання, дихальний (імен.)  
 Революціонізувати (дієсл.)

Software (n)  
Spam (n)  
Span (n)  
Spreadsheet (n)  
STEM (science, technology, engineering, mathematics) – related (adj)  
Techie (n)  
Technophobe (adj)  
Unimaginable (adj)  
Upload (v)  
Virus (n)  
Vlogging (n)  
Wow (n, v)

Програмне забезпечення (імен.)  
Спам (імен.)  
Мах, інтервал, проліт (імен.)  
Електронна таблиця (імен.)  
пов'язаний з STEM  
(наука, техніка, інженерія, математика (прикм.)  
Любитель техніки, просунутий користувач (імен.)  
Технофоб, ненависник техніки (прикм.)  
Неймовірний (прикм.)  
Завантажити (на комп'ютер) (дієсл.)  
Вірус (імен.)  
Ведення відеоблогу (імен.)  
Блиск, вражати (імен., дієсл.)

### Phrasal verbs, idioms and collocations

Silver surfer  
Word processor  
Access to information  
Ahead of time  
Big bang  
Blow a fuse  
Business promotion  
Carry out  
Chat rooms  
Come up with  
Computer geek  
Cutting-edge  
Cyber bullying  
Distract from work  
E-commerce facilities  
Electronic appliance  
Face-to-face  
Feel odd  
For all ages  
Get / have wires crossed  
Go off  
Harness the greater good  
High tech  
Hit double digit  
Hit the panic button  
Identity theft  
Instant messaging  
Keep track  
Lack of  
Live interaction  
Labour-saving device  
Not rocket science  
On the same wavelength  
Pop-ups  
Re-invent the wheel  
State-of-the-art  
Test tube  
Up and running  
Vast library of knowledge  
Watch glass  
Whiz kid

### Фразові дієслова, ідіоми та словосполучення

Пенсіонер, що користується інтернетом  
Комп'ютерна програма для написання текстів  
Доступ до інформації  
Попереду свого часу  
Великий вибух  
Раптово розлютитися  
Просування бізнесу  
Виконувати, здійснювати  
Дискусійна група, чат з певної теми  
Знаходити, пропонувати, висувати (ідеєю, план)  
Схиблений на комп'ютерах  
Найсучасніший  
Кібер-булінг  
Відволікати від роботи  
Інтернет-магазини, простори  
Електронний пристрій  
Віч-на-віч  
Відчувати себе зайвим, не на своєму місці  
Для будь-якого віку  
Конфліктувати, мати розбіжності у поглядах  
Вийти з ладу, зламатися, зірватися, вистрелити  
Працювати заради загального блага  
Високотехнологічний  
Досягти віку з двозначною цифрою  
Запанікувати  
Розкрадання персональних даних  
Обмін миттєвими повідомленнями  
Відстежувати, записувати  
Нестача  
Живе спілкування  
Прилад для економії часу та сил  
Не складно  
Бути на одній хвилі  
Впливаючі вікна (в інтернеті)  
Витрачати час на створення того, що вже існує  
Ультрасучасний, найновітніший  
Пробірка  
В робочому стані  
Велика багаж знань  
Скло предметне  
Вундеркінд



## LESSON 1 – SCIENCE IS KNOWING

| Objectives                      |                                                                      |
|---------------------------------|----------------------------------------------------------------------|
| <b>Vocabulary</b>               | branches of science / words related to the science                   |
| <b>Listening &amp; Speaking</b> | answering the questions about science                                |
| <b>Reading</b>                  | the posts with opinions about science ( <i>matching the titles</i> ) |
| <b>Grammar</b>                  | noun formation / practise of grammar                                 |
| <b>Writing</b>                  | an essay about bright and dark sides of scientific progress          |

### KEYS

#### VOCABULARY:

##### Ex.1, p.130

- 1) C                      2) A                      3) B                      4) F                      5) D                      6) E

##### Ex.2, p.130

- 1) genetics                      4) chemistry                      7) biology                      10) physics  
2) ecology                      5) astronomy                      8) history                      11) astronomy  
3) geography                      6) archeology                      9) engineering

##### Ex. 3, p.130

- 1) knowledge                      5) powerful                      8) creation  
2) practice                      6) experimentation                      9) tools  
3) facts                      7) phenomena                      10) hand-in-hand  
4) method

#### RECORDING 27

**Speaker 1** – *The Origin of Species*, published on 24 November 1859, is a scientific work written by Charles Darwin which is considered to be the foundation of evolutionary biology.

**Speaker 2** – Dmitri Ivanovich Mendeleev was a Russian chemist and inventor who formulated the Periodic Law, created a periodic table of elements, and used it to explain the properties of some already discovered elements and also to predict the properties of eight elements yet to be discovered.

**Speaker 1** – Atoms make up every single thing in the world. Atoms are the air, the land, the sea, buildings, plants, people, animals, and the atmosphere. Cells on the other hand are what organic life is made up of. Without getting too technical, people and other members of the animal kingdom are made up of animal cells, and trees and plants are made up of plant cells. A cell is the smallest unit of life. An atom is the smallest constituent unit of ordinary matter that has the properties of a chemical element. But cells are much bigger than atoms, and are made up of many many of them.

**Speaker 2** – Blood provides the body with oxygen and nutrients, as well as assists in the removal of metabolic wastes. For most animals, the muscular organ which pumps blood through the blood vessels of the circulatory system of the entire body is called heart.

**Speaker 1** – The Earth rotates on its own axis, which results in day changing to night and back again. Each day, the Earth rotates once on its axis, which equals 360 degrees. There are 24 hours in a day. The Earth also orbits around the Sun. One revolution around the Sun takes the Earth about 365 days, or one year.

**Speaker 2** – The gases that surround a planet are called its ‘atmosphere.’ Of the eight planets in our solar system, Earth’s atmosphere is the only one that can support life. The atmosphere of the Earth is made up of several different gases. By far the most prevalent gas in our atmosphere is nitrogen, which makes up about 78 percent of Earth’s atmosphere. Oxygen is the next most prevalent gas, at 21 percent. Nitrogen and oxygen are colourless, tasteless and odourless, yet they are important to the survival of plants, animals and humans.

**Speaker 1** – The young birds usually stay in the nest until they are ready for flying and self-feeding. In case with reptiles – since the moment the babies are born (or hatch) – they are completely independent. Mammals differ from other vertebrate animals because their young are nourished with milk. Most mammals are terrestrial, feeding on both animal and vegetable food.

**Speaker 2** – Having a twin is the best thing you can have. It is like having your own clone in case you both are identical twins of the same gender even, or just having somebody very very very alike.

**Speaker 1** – Muscle cells play vital role of providing movement and heat generation to the organs of the body. Nerve cells form the body’s living wiring system and transmit electrical impulses from the brain to the rest of the body.

**Speaker 2** – Litmus paper is an indicator that changes colour to identify bases and acids. For checking whether it is base or neutral you have to dip a red litmus paper to the solution. If it changes blue it is base. If it is neutral, it remains red. A base can only change red litmus to blue and when blue litmus is dipped in a base it will remain blue.

**Speaker 1** – A branch which studies solids, liquids and gaseous matters that constitute the Earth and other terrestrial planets as well as the processes that shape them is called earth science or geoscience. People who study it are called geologists.

**Speaker 2** – Robotics and artificial intelligence serve very different purposes. However, people often get them mixed up. A lot of people wonder if robotics is a subset of artificial intelligence or if they are the same thing. That’s because of the overlap between them. Artificially intelligent robots are the bridge between robotics and Artificial intelligence. Robotics involves building robots whereas AI involves programming their intelligence.



**LISTENING:****Ex.5, p.131**

- 1) Which British naturalist wrote The Origin of Species? Charles Darwin
- 2) What do you call the arrangement of elements started by Mendeleyev? the Periodic Table
- 3) Which are the smallest parts of elements: cells or atoms? Atoms
- 4) What part of the body pumps blood to every other part? the heart
- 5) How many degrees does the earth turn in 24 hours? 360 degrees
- 6) What are the two main gases in the air that we breathe? nitrogen and oxygen
- 7) Which do not feed their young: mammals, birds or reptiles? Reptiles
- 8) A brother and sister can be identical twins. True or false? false (They are fraternal twins. Only children of the same sex can be identical twins.)
- 9) Which cells receive and carry messages in your body: nerve cells or muscle cells? nerve cells
- 10) What colour does litmus paper turn when it's dipped in a base solution? Blue
- 11) What do we call a scientist who studies the formation of the earth? a geologist
- 12) What do you call the branch of science that deals with the design, construction and operation of robots? Robotic

**READING:****Ex. 7, p.132**

- 1) G      2) –      3) B      4) A      5) C      6) E      7) F      8) D

**GRAMMAR:****Ex. 9, p.133**

- |                      |                      |                       |
|----------------------|----------------------|-----------------------|
| 1) invent-or/ion     | 7) confuse-ion       | 13) destroy-er/uction |
| 2) achieve-ment/er   | 8) create-or/ion     | 14) innovate-or/ion   |
| 3) discover-er/y     | 9) develop-er/ment   | 15) fail-ure/over     |
| 4) educate-ion/or    | 10) explore-er/ation | 16) exist-ance        |
| 5) collect-or/ion    | 11) research-er/ist  |                       |
| 6) consider-ation/er | 12) know-ledge/ing   |                       |

**Ex.10, p.133**

- |                |                         |
|----------------|-------------------------|
| 1) scientist   | 6) inventor             |
| 2) cybernetist | 7) technician/mechanic  |
| 3) engineer    | 8) academician/academic |
| 4) explorer    | 9) biologist            |
| 5) discoverer  | 10) doctor              |



## LESSON 2 – TECHNOLOGY IS DOING

| Objectives        |                                                                                                                |
|-------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | words related to the technology / idioms                                                                       |
| <b>Reading</b>    | an article about one day in the life without technology (putting the sentences in the right place in the text) |
| <b>Grammar</b>    | the relative pronouns / practise the grammar                                                                   |
| <b>Listening</b>  | a passage about the life without some conveniences                                                             |
| <b>Speaking</b>   | describing/guessing the word related to the technology                                                         |

## KEYS

## VOCABULARY:

## Ex. 2, p.134

- |                         |                          |
|-------------------------|--------------------------|
| 1) tools                | 7) advances              |
| 2) robotics             | 8) native                |
| 3) cyberspace           | 9) state-of-the-art      |
| 4) labour-saving device | 10) techies              |
| 5) high tech            | 11) breakthrough         |
| 6) technophobe          | 12) electronic appliance |

## Ex.3, p.135

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1) C | 2) D | 3) H | 4) F | 5) E | 6) G | 7) A | 8) B |
|------|------|------|------|------|------|------|------|

## Ex.4, p.135

- 1) blew a fuse
- 2) re-invent the wheel
- 3) a silver surfer
- 4) not a rocket science
- 5) on the same wavelength
- 6) hit the panic button
- 7) up and running
- 8) are having our wires crossed

## READING:

## Ex.7, p.136

- |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| 1) 3 | 2) 2 | 3) 5 | 4) 6 | 5) 1 | 6) 4 | 7) 7 |
|------|------|------|------|------|------|------|

## GRAMMAR:

## Ex.8, p.137

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1) A | 2) A | 3) B | 4) A | 5) A | 6) A |
|------|------|------|------|------|------|

## Ex.9, p.137

- |        |          |          |          |
|--------|----------|----------|----------|
| 1) who | 3) which | 5) who   | 7) which |
| 2) who | 4) who   | 6) where | 8) when  |

## RECORDING 28

1. *Well, I grew up in the most remote part of Lagos, Nigeria and had power cut for weeks and sometimes months. When there was, it was only for a few hours and then again, boom! Blackout!!! But we did not only survive, actually, we thrived! We did other stuffs; read story books, played football, went fishing in the ponds, climbed trees and at night, we counted the stars while we listened to tales and superstitions. Life is really beautiful without electricity if lifestyle is adjusted to it accordingly.*
2. *You don't have to try starvation – just eat real food. It's easy to recognize. It doesn't come in a package, with a pretty picture on the front and instructions on how to microwave it on the back. It comes in the shape of fruits, vegetables, grains and meat, in many shapes, sizes and colors. If you don't know what to do with it there are hundreds of videos on YouTube, and even more recipes and instructions in cookbooks. Buy from local shops and farm markets and cook everything from scratch.*
3. *I don't own a car yet, without a car. During some circumstances I run to catch a bus, under emergencies I choose for cabs. But normally I am a part of a cycling community, and it's pretty sweet. No car payments, no auto insurance, no car maintenance bills. And even if your question is what if cars never existed then I bet nothing better could have happened to metro cities than this, it would have been traffic & pollution free that would have left our life's much healthier, wealthier & stress free.*
4. *As someone who has lived off grid with no running water, I can say it is doable but not fun. Water can be heated over fire/on stoves/over a BBQ or in a microwave. Run buckets of cold water and let them stand in the room during the day to raise the temperature of the water naturally. Then you don't have to use so much energy to bring them to a boil. Washing hair at the sink, make sure to pre-mix your heated water with the cool so you don't have to fuss with it during washing. Those are the basics.*

## LISTENING:

## Ex.10, p.137

- |                    |                      |
|--------------------|----------------------|
| 1) electricity     | 3) vehicles          |
| 2) food processing | 4) hot running water |

## NOTES

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## LESSON 3 – THE INTERNET

| Objectives                       |                                                                             |
|----------------------------------|-----------------------------------------------------------------------------|
| <b>Vocabulary &amp; Speaking</b> | words related to the Internet<br>advantages / disadvantages of the Internet |
| <b>Listening</b>                 | a passage about problems while using the Net                                |
| <b>Reading</b>                   | an article about risks the Internet can create ( <i>doing the test</i> )    |
| <b>Grammar</b>                   | the Participle clauses / practise your grammar                              |
| <b>Writing</b>                   | an opinion essay about role of the Internet in people's lives               |

## KEYS

## VOCABULARY:

## Ex.2, p.138

- |                         |                       |
|-------------------------|-----------------------|
| 1) personal profile     | 7) fraud              |
| 2) share, comment, post | 8) netiquette         |
| 3) e-commerce           | 9) FAQ                |
| 4) a cookie             | 10) instant messaging |
| 5) pop-ups              | 11) gone virtual      |
| 6) Vlogging             | 12) emoticon          |

## RECORDING 29

*Dear Ellen,*

*Every time I come to my IT class, I sit down and log on to my Facebook. I need my computer to do my project. But I have a problem. I love to go on Facebook when I think my teacher isn't looking and find out what my friends are doing. I also spend quite a lot of time at school each day chatting with friends on-line through my cell phone. Ellen, my teacher and parents will be very angry if they find out that I waste so much time. But sometimes my school is boring. What can I do?*

*I have passwords for three e-mail accounts, for my blog, and for so many other websites where I need to sign in. I think I have about ten or twenty different passwords. Unfortunately, I sometimes forget some of them. I don't want to write them on paper, because I might lose it and another person would have all my passwords. I don't want to have the same password for everything, because that could also be dangerous. Any ideas or suggestions?*

*I bought my first laptop last week and I was so surprised at how much computer software costs. Ellen, I have a friend who knows a lot about computers and he can get me computer software for free – but another friend says I shouldn't do this. It's not legal, and it's the same as stealing. I don't know what to do.*



**LISTENING:****Ex. 5, p.139**

- 1) I also spend quite a lot of time at school each day chatting with friends on-line through my cell phone. My teacher and parents will be very angry if they find out that I waste so much time.
- 2) I have about ten or twenty different passwords. Unfortunately, I sometimes forget some of them.
- 3) I bought my first laptop I was so surprised at how much computer software costs. I have a friend who can get a software free, but another friend told me that is illegal.

**READING:****Ex.8, p.140**

- |                                       |      |
|---------------------------------------|------|
| 1) Keep safe, keep away, keep telling | 3) A |
| 2) C                                  | 4) D |
|                                       | 5) A |

**GRAMMAR****Ex. 9, p.141**

- |                    |                 |
|--------------------|-----------------|
| 1) sung            | 7) searching    |
| 2) parking         | 8) painting     |
| 3) having finished | 9) whistling    |
| 4) running         | 10) having left |
| 5) being blinded   | 11) born        |
| 6) prepared        | 12) having lost |

**NOTES**

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## LESSON 4 – PASSIVE COMPUTER

| Objectives        |                                                                     |
|-------------------|---------------------------------------------------------------------|
| <b>Vocabulary</b> | gadgets/devices words, computer functions                           |
| <b>Reading</b>    | an article about the history of computers ( <i>doing the test</i> ) |
| <b>Listening</b>  | a passage about the important advances in computer technology       |
| <b>Speaking</b>   | making up the sentences about your work using a computer            |
| <b>Grammar</b>    | Conjunctions / practise your grammar                                |
| <b>Writing</b>    | a short story about invention using the plan                        |

## KEYS

## VOCABULARY:

## Ex.1, p.142

- |               |               |                |
|---------------|---------------|----------------|
| 1) web-camera | 5) a keyboard | 8) motherboard |
| 2) a printer  | 6) a mouse    | 9) link        |
| 3) a scanner  | 7) a modem,   | 10) attachment |
| 4) tablet pc  | receiving     |                |

## Ex.2, p.142

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1) C | 3) E | 5) A | 7) G | 9) H  | 11) J |
| 2) F | 4) D | 6) B | 8) I | 10) K |       |

## Ex.3, p.143

- |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| 1) C | 2) B | 3) B | 4) C | 5) B | 6) A | 7) B |
|------|------|------|------|------|------|------|

## READING:

## Ex.4, p.143

- |                                        |                                     |
|----------------------------------------|-------------------------------------|
| 1) carry out tasks – to perform a task | 5) browse the web – to surf the net |
| 2) calculations – accounting           | 6) keep track – to record           |
| 3) computations – processing           | 7) incorporated into – become       |
| 4) ahead of its time – advanced        | essential for                       |

## Ex.5, p.144

- |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| 1) B | 2) A | 3) D | 4) B | 5) D | 6) A | 7) A |
|------|------|------|------|------|------|------|

## RECORDING 30

- 1981:** *The first IBM personal computer, code-named «Acorn,» is introduced. It uses Microsoft's MS-DOS operating system. It has an Intel chip, two floppy disks and an optional colour monitor.*
- 1990:** *Tim Berners-Lee, a researcher from Geneva, develops HyperText Markup Language (HTML), giving rise to the World Wide Web.*
- 1996:** *Sergey Brin and Larry Page develop the Google search engine at Stanford University.*

**1999:** *The term Wi-Fi becomes part of the computing language and users begin connecting to the Internet without wires.*

**2005:** *YouTube, a video sharing service, is founded.*

**2007:** *The iPhone brings many computer functions to the smartphone.*

**2004:** *Facebook, a social networking site, launches and gains 1 billion users on October 4, 2012.*

### LISTENING:

#### Ex.6, p.144

- 1) 1981: The first IBM personal computer, code-named "Acorn," is introduced. It uses Microsoft's MS-DOS operating system. It has an Intel chip, two floppy disks and an optional color monitor.
- 2) 1990: Tim Berners-Lee, a researcher from Geneva, develops HyperText Markup Language (HTML), giving rise to the World Wide Web.
- 3) 1996: Sergey Brin and Larry Page develop the Google search engine at Stanford University.
- 4) 1999: The term Wi-Fi becomes part of the computing language and users begin connecting to the Internet without wires.
- 5) 2005: YouTube, a video sharing service, is founded.
- 6) 2007: The iPhone brings many computer functions to the smartphone.
- 7) 2004: Facebook, a social networking site, launches and gains 1 billion users on October 4, 2012.

### GRAMMAR:

#### Ex.9, p.145

- |                |                |
|----------------|----------------|
| 1) so          | 6) even though |
| 2) because     | 7) after       |
| 3) in order to | 8) because     |
| 4) when        | 9) in spite of |
| 5) though      | 10) despite    |

#### Ex. 10, p.145

- 1) The football match was cancelled due to the illness of the goalkeepers.
- 2) The guests ate all the mood although Mary doesn't cook very well.
- 3) Since my car has just broken down, I'll have to buy a new one.
- 4) In spite of having the right qualifications, Paula didn't get the job.
- 5) You can go out tonight provided us where you are going.
- 6) Kate won't come to the party unless you invite her.
- 7) Even if I learned a big salary, I wouldn't buy a car.



## LESSON 5 – INVENTORS AND INVENTIONS

| Objectives       |                                                                                                                        |
|------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>   | an article about Leonardo Da Vinci and his inventions ( <i>matching to the definitions / answering the questions</i> ) |
| <b>Listening</b> | a passage about old inventions                                                                                         |
| <b>Grammar</b>   | the Passive voice / practise your grammar                                                                              |
| <b>Speaking</b>  | asking/answering the questions about inventions and inventors                                                          |
| <b>Writing</b>   | Rewrite a passage in the Passive voice                                                                                 |

## KEYS

## READING:

## Ex. 2, p.147

- |                                 |                      |
|---------------------------------|----------------------|
| 1) prototype                    | 5) concept           |
| 2) falling into the wrong hands | 6) ahead of his time |
| 3) to come up with the idea     | 7) sketchers         |
| 4) capable of                   | 8) revolutionized    |

## RECORDING 31

- *Music cassettes which inside have a ribbon of magnetic tape were mostly used in cars up until the mid-1990s, and before that in the 1980's with Walkmans and at home. You could buy them with music on them, or buy ones and record your own music onto them. These have been replaced by MP3s and CDs.*
- *Early TVs could not show colour, and it was not until 1954 that the first colour TVs were introduced. They were very expensive, so most people really did not have colour TVs until the 1970s. We now have large LCD TVs which are much larger and have a clearer*
- *The floppy disk was a way of storing and moving computer data. They were very unreliable and could not hold much data. These days they have been replaced with USB sticks and DVDs.*
- *This technology was developed in about 1837 and was used from the 1850s for at least one hundred years. This technology has been replaced by email and the internet, and before that by the FAX machine.*
- *Dating from around 1890 Vinyl records have tiny grooves and a needle on the record player reads the music. Vinyl records are still used today. Many DJs and music lovers still prefer their sound to a CD or a MP3. Vinyl records come in three common sizes and have three possible speeds.*
- *Typewriters were invented in the 1830s and were used up until the 1980s, when they were replaced by computers. Many journalists and writers used them, but they are not as convenient as*
- *Similar to Music cassettes in how they worked, but much bigger, VHS cassettes were used for watching movies on your TV with a VHS player called a VCR. There were many rental shops to rent movies, or you could record your favourite TV shows from the TV. These days DVD players have replaced them.*

**Ex.4, p.147**

- 1) 1,3                      3) 6, 7                      5) 5                      7) 1                      9) 5  
2) 5, 2                      4) 4                      6) 1                      8) 6

**Ex. 5, p.148**

- 1) were killed
- 2) were not protected
- 3) was made
- 4) was not understood
- 5) are given
- 6) are needed
- 7) is conducted
- 8) to be done
- 9) are found
- 10) are made
- 11) is not used
- 12) was called
- 13) were built
- 14) was also used
- 15) was started
- 16) are given
- 17) were awarded

**Ex.6, p.149**

- 1) by            2) with            3) by            4) with            5) with            6) by

## NOTES

[illegible]

## LESSON 6 – WHIZ KIDS

| Objectives        |                                                                                  |
|-------------------|----------------------------------------------------------------------------------|
| <b>Vocabulary</b> | special talents                                                                  |
| <b>Reading</b>    | an article about young geniuses ( <i>matching the definitions</i> )              |
| <b>Listening</b>  | a passage about life story of a little genius ( <i>answering the questions</i> ) |
| <b>Speaking</b>   | talking about the achievements and accomplishments                               |
| <b>Grammar</b>    | exclamatory structures / practise your grammar                                   |
| <b>Writing</b>    | a short article about one of the whiz kids                                       |

## KEYS

## VOCABULARY:

Ex. 3, p.150

- 1) B                      2) E                      3) D                      4) C                      5) F

## READING:

Ex. 4, p.152

- |                                     |                       |
|-------------------------------------|-----------------------|
| 1) Microsoft certified professional | 8) stem               |
| 2) whiz kid                         | 9) Crocheter          |
| 3) prodigy                          | 10) accomplishment    |
| 4) coding                           | 11) wow the audience  |
| 5) precocious                       | 12) hit double digits |
| 6) to harness the greater good      | 13) off the cuff      |
| 7) app                              |                       |

## RECORDING 32

*This is the story of an inspiring young girl Arfa Karim Randhawa from Pakistan. She was only 5 years old when she first saw a computer in her school. Fascinated by it, she demanded her father to buy her a personal computer. First, she got to know how to operate Windows and software and then began making presentations for her family. Her father, noticed her skill at such a young age and thought that with some professional coaching she could go far.*

*Looking back, he recalls that she had a remarkable memory, perhaps even a photographic one. He persuaded a local IT education and training institute to let her enrol, despite her young age. She thrived, and the institute themselves recommended that she should take the test for Microsoft Certification. In 2004, after few months of continuous study in the summer break, she successfully passed the Microsoft certification exam and became the youngest ever Microsoft Certified Professional (MCP), just at the age of 9. This not only surprised her family, the management of the institute but also bewildered the Microsoft team.*

*This caught the attention of Bill Gates, the founder of Microsoft. He invited Arfa and her parents to visit the Microsoft headquarters in Washington. Bill Gates and Arfa talked about various things that day. He was impressed with her intelligence and commended her confidence. She asked him many questions, like why people her age couldn't work for Microsoft, why aren't there many females*



working in the big IT companies and suggested there should be gender equality in large corporations.

When Arfa returned to Pakistan she was hailed an icon and one publication even named her “Pakistani’s girl wonder”. She was presented with many awards. She had big dreams and ambitions, but unfortunately died in 2004 due to a heart attack, at the young age of 16.

In her short life Arfa left a huge legacy. She was a role model to many young girls, she also left behind her personal philosophy, which many must memorise: “If you want to do something big in your life, you must remember that shyness is only the mind. If you think shy, you act shy. If you think confident you act confident. Therefore never let shyness conquer your mind.”

### LISTENING:

#### Ex. 5, p.152

*“If you want to do something big in your life, you must remember that shyness is only the mind. If you think shy, you act shy. If you think confident, you act confident. Therefore, never let shyness conquer your mind.”*

### GRAMMAR:

#### Ex. 8, p.153

- |                                           |                                 |
|-------------------------------------------|---------------------------------|
| 1) correct                                | 5) incorrect such=so            |
| 2) incorrect – there she goes her!        | 6) correct                      |
| 3) incorrect – how beautifully she sings! | 7) incorrect – a brilliant idea |
| 4) correct                                | 8) incorrect – doesn’t = isn’t  |

#### Ex. 9, p.153

- |           |             |
|-----------|-------------|
| 1) what   | 7) how a    |
| 2) such a | 8) what an  |
| 3) how    | 9) what     |
| 4) so     | 10) so      |
| 5) how    | 11) what an |
| 6) so     | 12) how     |

### NOTES

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**SELF-ASSESSMENT****KEYS:****Ex.4, p.155**

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1) C | 3) B | 5) B | 7) A | 9) A  | 11) A |
| 2) D | 4) C | 6) D | 8) C | 10) B | 12) A |

**Ex. 5, p.155**

- |             |               |            |           |           |
|-------------|---------------|------------|-----------|-----------|
| 1) used     | 4) of         | 7) however | 10) until | 13) that  |
| 2) both     | 5) long       | 8) after   | 11) once  | 14) seems |
| 3) argument | 6) atmosphere | 9) in      | 12) meals | 15) any   |

**GET READY FOR YOUR TEST****KEYS:****Ex. A, p.156**

- |       |          |       |           |            |
|-------|----------|-------|-----------|------------|
| 1) of | 3) on    | 5) in | 7) during | 9) from    |
| 2) at | 4) about | 6) in | 8) with   | 10) at, in |

**Ex. B, p.156**

- |      |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|-------|
| 1) C | 2) A | 3) B | 4) A | 5) B | 6) A | 7) C | 8) C | 9) A | 10) A |
|------|------|------|------|------|------|------|------|------|-------|

**Ex. C, p.156**

- |              |                |                   |
|--------------|----------------|-------------------|
| 1) belief    | 5) electricity | 8) careful        |
| 2) explosion | 6) equipment   | 9) scientifically |
| 3) invention | 7) various     | 10) dimensional   |
| 4) broadens  |                |                   |

**CULTURE – BIG CITY LIGHTS****KEYS:****Ex.2, p.157**

- |                        |                         |                    |
|------------------------|-------------------------|--------------------|
| 1) Liverpool           | 3) Cambridge and Oxford | 6) Land's End      |
| 2) Stratford upon Avon | 4) Birmingham           | 7) Salisbury Plain |
|                        | 5) York                 | 8) Manchester      |

**Ex.3, p.157**

- |           |               |               |
|-----------|---------------|---------------|
| 1) London | 2) Birmingham | 3) Manchester |
|-----------|---------------|---------------|

**Ex.4, p.158**

- |          |          |          |
|----------|----------|----------|
| 1) False | 4) True  | 7) False |
| 2) True  | 5) False | 8) True  |
| 3) True  | 6) True  | 9) False |

## UNIT 6 – EDUCATION AND JOB

|                       |                                                         |
|-----------------------|---------------------------------------------------------|
| Academic (adj)        | Академічний (прикм.)                                    |
| Acquire (v)           | Придбати, набути (дієсл.)                               |
| Applicant (n)         | Заявник (імен.)                                         |
| Apply (v)             | Подавати (заяву) (дієсл.)                               |
| Apprehensive (n, adj) | Погане передчуття, тривожний, боязливий (імен., прикм.) |
| Assignment (n)        | Призначення, завдання (імен.)                           |
| Astound (v)           | Вражати (дієсл.)                                        |
| Astounding (adj)      | Дивовижний (прикм.)                                     |
| Attend (v)            | Відвідати (дієсл.)                                      |
| Boost (n, v)          | Стрімко зростати, підвищувати (імен., дієсл.)           |
| Breadwinner (n)       | Годувальник (сім'ї) (імен.)                             |
| Broaden (v)           | Розширити (дієсл.)                                      |
| Campus (n)            | Університетське або шкільне містечко (імен.)            |
| Career (n)            | Кар'єра (імен.)                                         |
| Challenge (v)         | Робити виклик (дієсл.)                                  |
| Challenging (n, adj)  | Важкий, стимулюючий (імен., прикм.)                     |
| Cheat (v)             | Шахраювати (дієсл.)                                     |
| Curriculum (n)        | Навчальний план (імен.)                                 |
| CV (n)                | Резюме (імен.)                                          |
| Deadline (n)          | Кінцевий термін (імен.)                                 |
| Degree (n)            | Ступінь (імен.)                                         |
| Dull (adj.)           | Нудний, одноманітний (дієсл.)                           |
| Employee (n)          | Співробітник (імен.)                                    |
| Employer (n)          | Роботодавець (імен.)                                    |
| Enthusiastic (adj)    | Повний ентузіазму (прикм.)                              |
| Extra-curricular (n)  | Факультативне заняття (імен.)                           |
| Facilities (n)        | Зручності (імен.)                                       |
| Gain (n, v)           | Дохід, заробляти, досягати (імен., дієсл.)              |
| Graduate (v)          | Закінчити вищий навчальний заклад (дієсл.)              |
| Grant (n)             | Грант (імен.)                                           |
| Insecure (adj.)       | Ненадійний (прикм.)                                     |
| Intimidate (v)        | Залякати, образити (дієсл.)                             |
| Intimidating (adj)    | Залякуючий, образливий (прикм.)                         |
| Loan (n)              | Позика (імен.)                                          |
| Menial (n, adj)       | Брудний (про роботу) (імен., прикм.)                    |
| Occupation (n)        | Заняття (імен.)                                         |
| Position (n)          | Посада (дієсл.)                                         |
| Precise (adj)         | Точний, акуратний (прикм.)                              |
| Promotion (n)         | Підвищення, просування (імен.)                          |
| Qualifications (n)    | Кваліфікації, освіта (імен.)                            |
| Quit (v)              | Звільнитися за власним бажанням (дієсл.)                |
| Realise (v)           | Реалізувати, усвідомити (дієсл.)                        |
| Resign (v)            | Відмовитися (від посади, роботи) (дієсл.)               |
| Retire (v)            | Піти на пенсію (дієсл.)                                 |
| Revise (v)            | Переглянути, обробити, повторити (дієсл.)               |
| Rewarding (n, adj)    | (Про роботу) із справедливою винагородою (прикм.)       |
| Scholarship (n)       | Стипендія (імен.)                                       |
| Staff (n)             | Персонал (імен.)                                        |
| Teamwork (n)          | Робота в команді (імен.)                                |
| Tutor (n)             | Викладач (імен.)                                        |
| Tutorial (adj)        | Консультація (до екзамену, семінару) (прикм.)           |



Undergraduate (v)  
Unemployed (adj)  
Varied (adj)  
Variety (n)  
Vary (v)  
Vocation (n)  
Wages (n)  
Workaholic (n, adj)

Студент вищого навчального закладу (дієсл.)  
Безробітний (прикм.)  
Різноманітний, різний (прикм.)  
Різноманітність (імен.)  
Відрізнятись (дієсл.)  
Покликання, схильність (імен.)  
Заробітна плата (почасова) (імен.)  
Трудоголік, одержимий роботою (імен., прикм.)

**Phrasal verbs, idioms  
and collocations**

Be daunted  
Be dismissed  
Be in charge of  
Be redundant  
Come out of shell  
Deal with  
Figure out  
Flexi-time  
Freelance work  
Get down to work  
Get on with work  
Get the sack  
Hand in work  
Learn (one's) lesson  
Learn by rote  
Learn the ropes  
Life's work  
Make a difference  
Make a fortune  
Make a living  
Maternity leave  
Paper-heavy  
Pay raise  
Pay through the nose  
Quick learner  
Seasonal job  
Set to work  
Set apart from  
Shift work  
Sick leave  
Take on  
The best of the bunch  
The prime of life  
The time of life  
Think ahead  
Work on your own  
Work overtime  
Work out

**Фразові дієслова, ідіоми  
та словосполучення**

Бути заляканим  
Бути звільненим  
Бути відповідальним за  
Бути скороченим  
Показати свою натуру, бути самим собою  
Мати справу з  
З'ясувати  
Вільний графік роботи  
Робота на себе  
Приступити до справи, роботи  
Робити успіхи у роботі  
Бути звільненим з роботи  
Здавати роботу (викладачу)  
Отримати урок  
Вивчити на зубок, зубрити  
Освоїти ази  
Робота життя  
Змінити на краще  
Розбагатіти, нажити багатство (статки)  
Заробляти собі на хліб (життя)  
Декретна відпустка  
Обтяжений паперовою роботою  
Підвищення зарплатні  
Платити неохоче, багато  
Здібний учень  
Сезонна робота  
Заставити працювати  
Відділити когось, відвести з  
Змінна робота  
Лікарняний  
Приймати на роботу  
Найкращий з усіх  
В самому розквіті сил  
Найкращий період у житті  
Думати наперед  
Працювати самостійно  
Працювати понаднормово  
Вирішувати, розробляти

## LESSON 1 – SCHOOL IS A MUST

| Objectives                    |                                                                                         |
|-------------------------------|-----------------------------------------------------------------------------------------|
| <b>Vocabulary</b>             | collocations related to high school and university                                      |
| <b>Reading</b>                | an article about schools ( <i>matching the sentences</i> )                              |
| <b>Grammar</b>                | modal verbs of obligation and necessity, ability and permission                         |
| <b>Listening</b>              | a passage about high school in Japan                                                    |
| <b>Speaking &amp; Writing</b> | giving the agree/disagree opinion about the statements<br>an opinion essay on the topic |

## KEYS

## VOCABULARY:

## Ex.2, p.160

- |               |              |               |             |
|---------------|--------------|---------------|-------------|
| 1) academic   | 5) graduated | 9) professor  | 13) tutor   |
| 2) campus     | 6) lecture   | 10) revise    | 14) attends |
| 3) curriculum | 7) primary   | 11) secondary |             |
| 4) degree     | 8) principal | 12) seminar   |             |

## Ex. 3, p.160

- |      |        |      |      |      |
|------|--------|------|------|------|
| 1) C | 2) C/A | 3) C | 4) A | 5) A |
|------|--------|------|------|------|

## READING:

## Ex.5, p.161

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) 1 | 2) 2 | 3) 3 | 4) – | 5) 4 |
|------|------|------|------|------|

## Ex.6, p.162

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) B | 2) D | 3) E | 4) C | 5) A |
|------|------|------|------|------|

## GRAMMAR:

## Ex.8, p.163

- |                                       |                     |
|---------------------------------------|---------------------|
| 1) must                               | 6) must not         |
| 2) do not have to/do not need to, can | 7) have to          |
| 3) must not/cannot,                   | 8) does not have to |
| 4) do not have to/do not need to      | 9) can/may          |
| 5) must                               | 10) can not         |

## RECORDING 33

*The Japanese educational system is somewhat similar to that of the U.S. But there are some differences. In Japan students have to pass entrance exams to enter high school and college. High schools are selected based on students' vocational goals and the likelihood of being able to pass the entrance exam.*

*The Japanese school year lasts from April to next March. Students have a month-long summer vacation in July and August, two weeks around Christmas and New Year, and a two-week spring break at the end of March. Japanese students used to go to school on Saturdays twice a month. However, as of April 2002, Japanese students attend school only five days a week.*

*The legal age for obtaining a driving license is eighteen, but even students who turn eighteen during their senior year are not allowed to drive to school. Students travel to school in various ways depending on how far they live from their school. In many cases, students have to walk or ride bicycles as well as take public transportation.*

*In Japan, people take off their shoes before they enter a house, and this custom is practiced at school as well. When students arrive at school, they take off their shoes and put on uwabaki (indoor shoes) at the entrance before they enter the building.*

*School usually starts around 8:30, lessons are usually 40 minutes long, but not for high school, where the period lasts 50 minutes. In Japan, students stay in one classroom; teachers are the ones who move from class to class. In high school, subjects become more specific and students have more optional subjects to choose from. For example, Japanese class, which includes both classical and modern Japanese in the same class at the junior high level, is divided into two distinct classes at the high school level. Separate classes are offered in chemistry, biology, and physics.*

*Students in high school usually participate in bukatsu (club activities) after school. There are two main types of bukatsu. One is bunkabu (culture clubs) such as music, band, calligraphy, and computer club. The other is undoubu (sports club) which includes sports. Some students spend their time working a part-time job (arubaito) or going to juku (cram school) after school or at weekends.*

*All students from elementary through high school are responsible for cleaning the entire building after school. This obligation is called souji. In addition to cleaning their own classrooms, individual classes are assigned to specific places in the school, such as the teachers' room, bathroom, gym, and lab. Pedagogically, cleaning serves two purposes: to learn how to keep clean and tidy, and to learn how to cooperate, since they need to work as a team to get the cleaning done in a short time.*

### LISTENING:

#### Ex.9, p.163

- |          |          |          |         |
|----------|----------|----------|---------|
| 1) False | 3) False | 5) True  | 7) True |
| 2) True  | 4) False | 6) False |         |

### NOTES

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## LESSON 2 – WHY NOT TAKE A GAP YEAR?

| Objectives        |                                                                                    |
|-------------------|------------------------------------------------------------------------------------|
| <b>Vocabulary</b> | words related to the gap year                                                      |
| <b>Reading</b>    | an article about studying abroad ( <i>matching the two halves of the phrases</i> ) |
| <b>Listening</b>  | a passage about the benefits of studying abroad                                    |
| <b>Grammar</b>    | It's time – it's high time – it's about time / practise your grammar               |
| <b>Speaking</b>   | discussing the statements / proving your ideas                                     |
| <b>Writing</b>    | a short essay about a gap year                                                     |

## KEYS

## VOCABULARY:

## Ex.1, p.164

## A.

- 1) fail
- 2) marks
- 3) notes
- 4) scholarship

- 5) qualifications
- 6) undergraduate
- 7) tutorial

## B.

- 1) abroad
- 2) loan
- 3) facilities
- 4) independent
- 5) hall
- 6) extra-curricular

## Ex.2, p.164

| <i>Do</i>                                                                             | <i>Make</i>                                         |
|---------------------------------------------------------------------------------------|-----------------------------------------------------|
| an assignment, well, an exam, the shopping<br>the washing, chores, a course, homework | a decision, the dinner, a noise,<br>friends, a cake |

## READING:

## Ex. 3, p.165

- 1) True
- 2) True
- 3) False
- 4) False
- 5) True

## Ex.4, p.166

- 1) G
- 2) A
- 3) B
- 4) C
- 5) D
- 6) E
- 7) F

## Ex.5, p.167

- 1) CV – resume
- 2) individuality – identity
- 3) understand – figure out
- 4) grant – scholarship
- 5) abroad – overseas
- 6) anxious – apprehensive
- 7) variety – diversity
- 1) set apart from
- 2) come out of shell
- 3) make a difference
- 4) the time of my life
- 5) the prime of your life

### RECORDING 34

*There are a few facts which might help understand the positive effects of taking a gap:*

*Gap year students are more enthusiastic than traditional students. This is due, in part, to the fact they have taken a break from the pressures of academic life to relax and rest, get to know themselves better as young adults, and reassess their personal, educational, and career goals.*

*Many gap students say they are able to spark their enthusiasm for learning and discover their true passions in life. Fluency in a second language lets you connect with other cultures in a profound way. It also opens up a world of career possibilities. On average, their GPAs are .1 to .4 higher. Even better, the positive effect of taking a gap year appear to stand up to all four years of college.*

*72% of gap students were inspired to become a more active volunteer in the global or local community. This is your chance to give back in ways that will make a real global impact—on the environment, on communities in need, or with at-risk youth. You'll also make lasting friendships that know no borders.*

*Gap year students tend to achieve higher satisfaction in their post-college careers, they often report that this is because the hands-on experience they gain in the real world either confirms their career ambitions or sets them on their true path in life.*

*Gap students take on more leadership roles around campus, and this is because they become better independent thinkers, communicators and problem-solvers in those life-changing months they spend navigating the real world on their own.*

### LISTENING:

#### Ex.6, p.166

- 1) B                      2) C                      3) E                      4) D                      5) A

### GRAMMAR:

#### Ex.8, p.167

- 1) went                      3) spoke                      5) finished                      7) ate                      9) paid  
2) started                      4) stopped                      6) got                      8) were                      10) realized

#### Ex.9, p.167

- 1) D      2) F      3) B      4) C      5) G      6) E      7) I      8) A      9) H

### NOTES

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## LESSON 3 – JOB OPPORTUNITIES

| Objectives        |                                                          |
|-------------------|----------------------------------------------------------|
| <b>Vocabulary</b> | words related to the jobs / CV                           |
| <b>Reading</b>    | an article about the worst and the best job in the world |
| <b>Listening</b>  | a passage about jobs                                     |
| <b>Grammar</b>    | Have (get) something done / practise your grammar        |
| <b>Speaking</b>   | interviewing each other on your for a future career      |
| <b>Writing</b>    | a short paragraph about a person you have interviewed    |

## KEYS

## VOCABULARY:

## Ex. 1, p.168

- 1) a day when you do not work – day off
- 2) to handle – to deal with
- 3) to be responsible for – to be in charge of
- 4) time before and after the birth of a baby when a woman is away from her job – maternity leave
- 5) increase in your salary – pay rise
- 6) to work longer than usually – overtime
- 7) work that you do together with other people – team work
- 8) the person who is in charge of you at work – boss
- 9) to stop working when you reach the age when you are officially too old to work – retire
- 10) a document giving details of your qualifications and the jobs you have had in the past – CV
- 11) without a job – unemployed
- 12) a specific time or date by which you have to do something – deadline
- 13) the people who work for a particular company, organization, or institution – staff
- 14) a period of time during which you do not work because you are ill – sick leave
- 15) to have control over someone or something and be responsible for them – to run
- 16) to be fired – to get the sack
- 17) to become rich – to make a fortune
- 18) to earn money for life – to make a living

## RECORDING 35

*Speaker 1: I have dreamt of becoming a pilot since my early childhood. I find aeroplanes fascinating and I really appreciate the people who fly them because it is a very serious and responsible job. The good sides of the job are a unique experience and a sense that you are doing something important for all the people on the plane. The bad side is the huge responsibility for everyone on the plane. For this job it is very important to have a perfect health and to be a mentally stable person. As for me, I love flying in the skies just like I have always wanted to.*



**Speaker 2:** *As a little kid I always liked computers and spent most of the time sitting in front of my desktop. So, later I made up my mind to become a programmer. Lots of my peers then were eager to get this fancy job. But that's not that simple. To make a good programmer you most importantly need to handle the programming stuff perfectly well. So, you have to know which programme to use, which codes to apply and you must be excellent with numbers. The advantages include your ability to play all kinds of games you enjoy. And eventually, as you can operate the computer fluently, you can make it do all the job for you. As for disadvantages, I can only complain about the harm to your eyesight and some kind of routine in this job.*

**Speaker 3:** *I'm a pharmacist. Skills of hands and fingers, fast counting and the love for chemistry are required. Luckily, I had these qualities to master the job. A good pharmacist has to know all the existing medicines, the proper way to take and use them, and of course their chemical reactions or any possible side effects. That's tough, but not for me. I like my job because it involves human interaction and helping people. You work in a lab or pharmacy, its always clean and warm. Although I feel I want something more, because I'm bored at times. It is also quite unhealthy to deal with all these chemical substances, but I really want to help people save their health. So, I am considering the ways to continue my medical education and get a degree of a general practitioner.*

**Speaker 4:** *My dream job has always been a fashion designer. I have a strong sense of beauty and developed esthetical skills. Not only a designer needs to draw well and be imaginative, he has to be, able to create something no one else has ever thought of, something distinctive. For that you must be original. The most pleasure about this job for me is travelling, meeting other talented couture, enjoying the diversity of new fashion trends. I am always full of inspiration and daring ideas when I come back from my trips. The only drawback is total business, when you have no time for your friends and family, even for yourself, because you always have to be in a hurry to keep up with the latest craze of the day. It requires lots of hard work.*

**LISTENING:**

**Ex. 6, p.170**

|           | <b>Job</b> | <b>Skill</b>                                                          | <b>Good sides</b>                                                                                          | <b>Bad sides</b>                                  |
|-----------|------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Speaker 1 | pilot      | important to have a perfect health and to be a mentally stable person | are a unique experience and a sense that you are doing something important for all the people on the plane | the huge responsibility for everyone on the plane |

|           | <i>Job</i>       | <i>Skill</i>                                                                                                                                                      | <i>Good sides</i>                                                                         | <i>Bad sides</i>                                                                                                                                          |
|-----------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speaker 2 | programmer       | to handle the programming stuff perfectly well, to know which programme to use, which codes to apply and you must be excellent with numbers                       | to play all kinds of games you enjoy, can make it do all the job for you                  | the harm to your eyesight and some kind of routine                                                                                                        |
| Speaker 3 | Pharmacist       | love for chemistry, to know all the existing medicines, the proper way to take and use them, and of course their chemical reactions or any possible side effects. | human interaction and helping people                                                      | quite unhealthy to deal with all these chemical substances                                                                                                |
| Speaker 4 | Fashion designer | to draw well and be imaginative, have a strong sense of beauty, to create something distinctive, must be original.                                                | travelling, meeting other talented coutures, enjoying the diversity of new fashion trends | have no time for your friends and family, even for yourself, always have to be in a hurry to keep up with the latest craze of the day, lots of hard work. |

### Ex.7, p.170

- 1) F      2) D      3) B      4) G      5) A      6) E      7) C

### GRAMMAR:

#### Ex.10, p.171

- 1) We are getting our café redesigned next month.
- 2) My friends have had their house broken into.
- 3) The dog was having its food cooked at 7 yesterday.
- 4) They will have their bicycle delivered tomorrow.
- 5) Margaret is getting her laptop sold next Friday.

#### Ex.11, p.171

- 1) Tom had his lunch cooked.
- 2) Did you have your house decorated?
- 3) Adam is having his roof put at the moment.
- 4) The man had his luggage taken to his room.
- 5) Did you have the flowers arranged for you?



## LESSON 4 – DREAM JOB

| Objectives        |                                                               |
|-------------------|---------------------------------------------------------------|
| <b>Vocabulary</b> | categories of jobs                                            |
| <b>Reading</b>    | an article about Jessica's dream job ( <i>T/F sentences</i> ) |
| <b>Listening</b>  | a passage about tips from Bill Gates for the future career    |
| <b>Grammar</b>    | Conditional sentences / practise the grammar                  |
| <b>Speaking</b>   | asking and answering the questions in pairs                   |

### KEYS

#### VOCABULARY:

##### Ex.1. p.172

- |               |           |               |             |
|---------------|-----------|---------------|-------------|
| 1) job        | 3) career | 5) vocation   | 7) trade    |
| 2) occupation | 4) work   | 6) profession | 8) position |

#### READING:

##### Ex.4, p.173

- |          |         |         |         |          |
|----------|---------|---------|---------|----------|
| 1) false | 2) true | 3) true | 4) true | 5) false |
|----------|---------|---------|---------|----------|

##### Ex. 5, p.173

- |                           |                                                                     |
|---------------------------|---------------------------------------------------------------------|
| 1) enthusiasm – passion   | 8) a feeling of satisfaction – a sense of fulfilment                |
| 2) cooperative – flexible | 9) stimulate – prompt                                               |
| 3) needed –required       | 10) obligation – responsibility                                     |
| 4) gorgeous –magnificent  | 11) appropriate – cut out for                                       |
| 5) discover – experience  | 12) consider advantages and disadvantages – weigh all pros and cons |
| 6) variety – diversity    |                                                                     |
| 7) outgoing – sociable    |                                                                     |

#### RECORDING 36

*The other day Bill Gates gave a speech to High School students about 9 things they did not and will not learn in school. He talked about how feel-good, politically correct teaching created a generation of kids with no concept of reality and how this concept set them up for failure in the real world. He told them about the 9 rules of life to bear in mind:*

**Rule 1:** *Life is not fair – get used to it!*

**Rule 2:** *The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.*

**Rule 3:** *You will NOT make \$60,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.*

**Rule 4:** *If you think your teacher is tough, wait till you get a boss.*

**Rule 5:** *If you mess up, it's not your parents' fault, so don't whine about your mistakes, learn from them.*



**Rule 6:** *Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you thought you are.*

**Rule 7:** *Your school may have done away with winners and losers, but life HAS NOT. In some schools they have abolished failing grades and they'll give you as MANY TIMES as you want to get the right answer. This doesn't have the slightest resemblance to ANYTHING in real life.*

**Rule 8:** *Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you FIND YOURSELF. Do that on your own time.*

**Rule 9:** *Be nice to nerds. Chances are you'll end up working for one.*

### LISTENING:

#### Ex.7, p.173

- |          |          |          |          |          |
|----------|----------|----------|----------|----------|
| 1) False | 3) True  | 5) True  | 7) True  | 9) False |
| 2) True  | 4) False | 6) False | 8) False |          |

#### Ex. 8, p. 173

- |                                            |                                 |
|--------------------------------------------|---------------------------------|
| 1) opposite to success – failure           | 5) complain – whine             |
| 2) the value of yourself – self-esteem     | 6) finish – end up              |
| 3) finish something difficult – accomplish | 7) an excellent student – nerd  |
| 4) similarity – resemblance                | 8) do something wrong – mess up |
|                                            | 9) remember – bear in mind      |

### GRAMMAR:

#### Ex.10, p.174

- |          |         |                |          |
|----------|---------|----------------|----------|
| 1) comes | 3) give | 5) do not have | 7) might |
| 2) make  | 4) see  | 6) do not post |          |

#### Ex.11, p.175

- |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| 1) C | 2) D | 3) B | 4) A | 5) G | 6) H | 7) E |
|------|------|------|------|------|------|------|

#### Ex.14, p.175

- |                  |                      |
|------------------|----------------------|
| 1) sees          | 4) I will wait       |
| 2) could sit     | 5) I would have told |
| 3) Mark would be | 6) am                |

## LESSON 5 – WISHES AND WANTS

| Objectives        |                                                            |
|-------------------|------------------------------------------------------------|
| <i>Reading</i>    | an article about positive personal quality / ambitions     |
| <i>Vocabulary</i> | an expression with “work”                                  |
| <i>Grammar</i>    | Wish & if only / practise your grammar                     |
| <i>Listening</i>  | a passage about one bad day at work                        |
| <i>Speaking</i>   | dream about your future job                                |
| <i>Writing</i>    | make a list of different things what people want from life |

## KEYS

## READING:

## Ex.2 p.177

- 1) False      2) False      3) True      4) True      5) False

## Ex. 3, p.177

- 1) to understand the situation, sometimes suddenly – realize
- 2) worth a lot of money, very helpful or important – valuable
- 3) to make up something new, for example an organization –start up
- 4) people of the same age or social position – peers
- 5) a place of protection or shelter from danger or trouble – refuge
- 6) ability of something or somebody to develop, achieve or succeed – potential
- 7) a process of change from one form or type to another – transition
- 8) a feeling of liking or love – affection
- 9) to do something better than you usually do it – excel
- 10) when money or opportunities are not shared equally between groups in society – inequality
- 11) a helpful or good effect, an advantage – benefits
- 12) an improvement relating to a particular activity or area of knowledge – advancement

## VOCABULARY:

## Ex.5, p.177

- 1) J    2) A    3) B    4) E    5) C    6) D    7) I    8) F    9) G    10) H

## Ex.6, p.177

- |                   |                     |                 |
|-------------------|---------------------|-----------------|
| 1) life's work    | 4) get on with work | 7) workaholic,  |
| 2) work out       | 5) get down to work | 8) took on work |
| 3) freelance work | 6) hand in my work  | 9) set to work  |

**GRAMMAR:****Ex.8, p.178**

- |              |              |              |           |
|--------------|--------------|--------------|-----------|
| 1) would not | 4) would not | 7) would not | 9) would  |
| 2) would     | 5) would     | 8) would     | 10) would |
| 3) would     | 6) would not |              |           |

**RECORDING 37**

*Today I had a bad day at work. I was late because I missed the bus. I missed an important meeting and my boss was mad. I also forgot to bring an important report because I brought the wrong briefcase. On my way to my boss's office I got a coffee. Then I spilled the coffee on my shirt by accident. In his office I tripped on a phone cord and fell. He was very angry about the report. Later I told my co-workers that the boss was in a bad mood. I did an impression of the boss and made fun of him. When I turned around the boss was behind me. He heard everything. He called me into his office and he fired me. On my way home I went to my favourite deli for a salami sandwich. But they had no more salami! It was the worst day of my life.*

**LISTENING:****Ex. 9, p.179**

- |              |                |                    |
|--------------|----------------|--------------------|
| 1) late      | 9) spilled     | 17) Behind         |
| 2) missed    | 10) accident   | 18) Called         |
| 3) meeting   | 11) tripped    | 19) into           |
| 4) mad       | 12) co-workers | 20) fired          |
| 5) bring     | 13) bad mood   | 21) On             |
| 6) report    | 14) impression | 22) deli           |
| 7) Briefcase | 15) fun        | 23) no more        |
| 8) a coffee  | 16) turned     | 24) day of my life |

**NOTES**

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## LESSON 6 – CHOOSING A CAREER

| Objectives        |                                                                |
|-------------------|----------------------------------------------------------------|
| <b>Vocabulary</b> | words related to the professions / skills / personal qualities |
| <b>Reading</b>    | an extract from Steve Jobs's speech ( <i>T/F sentences</i> )   |
| <b>Grammar</b>    | Complex object / practise your grammar                         |
| <b>Listening</b>  | a song: "Till there was you" (the Beatles)                     |
| <b>Speaking</b>   | asking the answering the questions                             |
| <b>Writing</b>    | a letter to your friend about your future job                  |

### KEYS

#### VOCABULARY:

##### Ex. 2, p.180

- |                         |                            |                                   |
|-------------------------|----------------------------|-----------------------------------|
| 1) Teacher              | 5) Police officer          | 9) Receptionist/<br>administrator |
| 2) Hairdresser          | 6) Caretaker               | 10) Cleaner / janitor             |
| 3) Sales/shop assistant | 7) Doctor/nurse            | 11) Manager                       |
| 4) Lawyer               | 8) Architecture / engineer |                                   |

#### READING:

##### Ex.5, p.181

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) D | 2) A | 3) E | 4) B | 5) C |
|------|------|------|------|------|

##### Ex. 6, p.181

- |          |         |          |         |         |
|----------|---------|----------|---------|---------|
| 1) False | 2) True | 3) False | 4) True | 5) True |
|----------|---------|----------|---------|---------|

#### GRAMMAR:

##### Ex.8, p.182

- |      |       |      |       |       |       |      |
|------|-------|------|-------|-------|-------|------|
| 1) – | 2) to | 3) – | 4) to | 5) to | 6) to | 7) – |
|------|-------|------|-------|-------|-------|------|

##### Ex.9, p.182

- 1) We heard one of the students in gym talk to Tim.
- 2) I did not expect them to come in time.
- 3) I watched him running the corridor toward the library.
- 4) He heard the bell ring.
- 5) She believed him to have stolen her money to pay his debts.
- 6) He wants this work to be done.
- 7) The teacher saw Ann cheating at the test.

##### Ex.10, p.182

- 1) He knew me not to be afraid.
- 2) He notices me to take things part to see how they work.
- 3) They haven't seen the railway accident have occurred near the station. – They haven't seen that the railway accident had occurred near the station.
- 4) She asks me to offer advice to my friends.

- 5) They liked math to be my favourite subject.
- 6) He makes me be careful all of my things.
- 7) We heard him make a report on his new discovery. / We heard him making a report on his new discovery. – We heard that he made a report on his new discovery.

**RECORDING 38**

*«Till There Was You»*

*The Beatles*

*There were bells on a hill  
But I never heard them ringing  
No, I never heard them at all  
Till there was you  
There were birds in the sky  
But I never saw them winging  
No, I never saw them at all  
Till there was you  
Then there was music and wonderful roses  
They tell me in sweet fragrant meadows  
Of dawn and dew  
There was love all around  
But I never heard it singing  
No, I never heard it at all  
Till there was you*

**LISTENING:**

**Ex.11, p183**

- 1) But I never heard them ringing
- 2) But I never saw them winging
- 3) But I never heard it singing

**NOTES**

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### SELF-ASSESSMENT

#### KEYS:

#### Ex.3, p.185

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1) D | 3) A | 5) B | 7) B | 9) A  | 11) C |
| 2) C | 4) C | 6) B | 8) B | 10) C | 12) A |

#### Ex.4. p.185

- |                |                   |                 |
|----------------|-------------------|-----------------|
| 1) stressful   | 6) happiness      | 11) behaviour   |
| 2) nervous     | 7) professionally | 12) personality |
| 3) application | 8) undertaken     | 13) advice      |
| 4) confidence  | 9) asking         |                 |
| 5) breath      | 10) knowledge     |                 |

### GET READY FOR YOUR TEST

#### KEYS:

#### Ex. A, p.186

- |       |        |          |       |         |
|-------|--------|----------|-------|---------|
| 1) by | 3) for | 5) with  | 7) in | 9) from |
| 2) of | 4) for | 6) about | 8) to | 10) of  |

#### Ex. B, p.186

- 1) b    2) a    3) b    4) a    5) a    6) b    7) a    8) a    9) b    10) a

#### Ex. C, p.186

- |                  |                 |                    |
|------------------|-----------------|--------------------|
| 1) overslept     | 5) combination  | 9) international   |
| 2) retake        | 6) unemployed   | 10) disappointment |
| 3) unsuccessful  | 7) incorrect    |                    |
| 4) mathematician | 8) postgraduate |                    |

### CULTURE – TRAVELLING AROUND THE UK

#### KEYS:

#### Ex. 3, p.188

- 1) to feel slightly frightened or worried about your ability to achieve something – be daunted
- 2) making you feel nervous – intimidating
- 3) a big amount of something – a host of
- 4) a person who lives or has their home in a place – resident
- 5) very surprising or shocking – astounding
- 6) it can be achieved or performed – doable
- 7) the best person or thing from a group of similar people or things – of the bunch
- 8) used to emphasize how very great, important, or powerful a quality or feeling is – the sheer act of
- 9) to pay too much money for something – pay through the nose



## DICTATION

**1. Listen to the teacher twice carefully and write down a sentence by sentence.**

I am a travelling food lover and I am so excited to be a part of this group. Food makes everything great from travelling to networking and especially during the holidays. I am passionate about cooking and travelling but most importantly eating. In my searches, I stumbled across an interesting term. Essentially, it means experiencing a city's culture through memorable food experiences. I guess I've always known in my heart that I did this, but now I know it has a name. In fact, it even has its own Wikipedia page so it's pretty much a thing now.

*(98 words)*

**2. Listen to the teacher twice carefully and write down a sentence by sentence.**

Fashion is a constant presence in a person's life. It is a daily task of choosing what clothing to put on your body for the day, and it is not only used to protect modesty, but it is used for self expression. Although, fashion can be tricky – there are so many supposed “rules” as to how to dress for different occasions, and what is considered instyle, and not in style. With this in mind, it's hard to know the do's and don'ts offashion, or if there are really don'ts in fashion.

Most importantly, you are students and young generation, you are free to express your sense of fashion or dressing manner. It is up to you and your understanding of yourself and surrounding environment, culture, society , economical conditions , your level of confidence to carry a particular style of wearing cloths and sense of particular fashion.

*(147 words)*

**3. Listen to the teacher twice carefully and write down a sentence by sentence.**

Based on the children's beloved novel by Michael Morpurgo this moving drama is the story of “friendship” between a young man, Albert and his horse Joey. It is set against the back-drop of the horrors of World War 1.

Having been moved to tears by the film I was skeptical at first at how the sheer power and physicality of a horse could be played out on stage yet alone make me cry. However, from the very outset I was totally spell-bound by the beautiful equine puppetry of all the horses, from the young fowl, Joey peacefully grazing in the green fields of Devon, to the magnificently powerful grown horse Joey bravely caught up in the horror of the battlefields. Equally as convincing was the highly entertaining and comical goose that flapped around the stage getting under everyone's feet!

*(139 words)*

**4. Listen to the teacher twice carefully and write down a sentence by sentence.**

One weekend in May 2010, Nashville in the USA was expecting a few centimeters of rain. Two days later, 33 centimetres had fallen and eleven people had died in the resulting floods. There's been a change in the weather. Extreme events like the Nashville flood – described by officials as a once-in-a-millennium occurrence – are more frequent than before. Also in 2010, 28 centimetres of rain fell on Rio de Janeiro in 24 hours, causing mudslides that buried hundreds of people. And record rains in Pakistan led to flooding that affected more than 20 million people. The following year, floods in Thailand left factories near Bangkok under water, creating a worldwide shortage of computer hard drives. Meanwhile, severe droughts have affected Australia, Russia and East Africa. Deadly heat waves have hit Europe, leaving 35,000 people dead in 2003. Financial losses from such events jumped 25 percent to an estimated \$150 billion worldwide in 2011.

*(152 words)*

**5. Listen to the teacher twice carefully and write down a sentence by sentence.**

Thanks to new technologies, people now have many opportunities and choices. For example, they can study online sitting at home by using Internet benefits and available sources of information. They can even study at university on distance learning basis. The same thing is about work. There are many freelance options, which help people to provide for the living without going to offices each morning. Scientists have made it possible to take the highest benefits from technologies. In general, development of the country is strongly connected with the growth of the development in science and technology. These three words, development, science and technology, always go together and are very necessary for people and their better living. We can say that our life depends on new inventions and scientific creations. As science and technology changes people life to a very great extent.

*(140 words)*

**6. Listen to the teacher twice carefully and write down a sentence by sentence.**

In the modern society, it is very common to see teenagers working everywhere in the city. Whatever part time jobs they are doing, they are preparing for their future. School may be the best place for proper education but not for preparation for the outside working world. Indeed, teenagers learn a lot of things through the jobs they do when still being students.

To start with, teenagers learn how to arrange their time. For example, an employee needs to work at 7.00 in the early morning. This means, he has to present at the company by 7.00 no matter how late he stayed up last night. Moreover, as a student, he has to take use of his time and spend it properly on both studying and working. He avoids bad habits such as going out late at night and get up late in the morning.

*(145 words)*



## ІДЕЇ ДЛЯ ЦІКАВОГО УРОКУ

*(Звертаємо Вашу увагу на те, що кожен з нижчеподаних видів роботи Ви можете змінювати на власний розсуд, тобто використовувати питання на інші тематики, з іншим набором ЛО чи граматичних структур, або навіть за іншими правилами. Ми пропонуємо, а Ви фантазуєте)*

## 1. ICE-BREAKER

Дана гра, яка допоможе вдало розпочати перший урок у новому навчальному році і дозволить учням пізнати один одного краще, роззнайомитись, або налагодити дружню атмосферу в колективі після літньої перерви. Також, це той вид роботи, який звільнить учнів від необхідності вставити і розповідати про себе перед усім класом, адже разом з ними це робитимуть всі інші.

Роздайте учням картки, кожному картку з різними питаннями. Встановіть часовий ліміт для обговорення – від 15 до 20 хв. Попросіть учнів розійтись по класу і говорити один до одного, намагаючись опитати якомога більше однокласників. За Вашою командою вони починають і закінчують опитування, не забудьте нагадати, аби учні занотувували відповіді у своїх картках.

Після того, як час вийде, попросіть учнів повернутися на свої місця. Далі кожен з них один за одним задає питання групі. Учень має запитати якусь деталь про себе, яку інші могли дізнатися під час того як вони говорили один з одним задаючи і відповідаючи на питання з карток.

**Питання для прикладу (має бути 2 на картку):**

- If you were an animal, what would you be and why?
- What's your favourite thing to do in the summer?
- If you could visit any place in the world, where would you choose to go and why?
- Are you a morning or night person?
- If you had to describe yourself using three words, it would be...
- What is the strangest food you have ever eaten?
- Have you ever seen a celebrity? (famous person)
- What do you do to relax?
- If you could do anything you want now, what would it be?
- What is the best memory/day/year/time/trip in your life?

**Роздатковий матеріал (картка учня)**

*Introduce yourself and use these questions to talk to your partner. Write down their answers.*

*Your questions:*

1) ...

2)

...

Student A's name and answers:  
Student B's name and answers:  
Student C's name and answers:  
Student D's name and answers:

Student E's name and answers:  
Student F's name and answers:  
Student G's name and answers:



## 2. DO YOU BELIEVE?

В нашому світі відбувається чимало речей, які неможливо пояснити. Дітям особливо цікаво говорити про і уявляти собі те чи інше містичне явище. Для того аби урізноманітнити урок монологічного чи діалогічного мовлення, ми пропонуємо провести з учнями цікаву дискусію, спільне обговорення поданих теорій.

Виділіть кілька хвили на те, аби учасники дискусії розглянули запропоновані приклади та обдумали своє відношення до них. Коли учні будуть готові, попросіть їх один за одним висловити свою думку щодо нижчезазначеного та обґрунтувати її з точки зору науки та власних спостережень чи досвіду. Запропонуйте скористатися шкалою, аби визначити наскільки переконливими чи ні є для них обговорювані теорії.

|                  |   |   |   |          |   |   |                     |   |    |
|------------------|---|---|---|----------|---|---|---------------------|---|----|
| 1                | 2 | 3 | 4 | 5        | 6 | 7 | 8                   | 9 | 10 |
| strongly believe |   |   |   | possible |   |   | strongly disbelieve |   |    |

### 1. Ghosts

Many people say they can see and hear ghosts. Do they exist?

### 2. The Bermuda Triangle

More than 100 ships and planes disappeared in this area, with the loss of over 1000 lives. Is there a supernatural force controlling this area?

### 3. UFOs (Unidentified Flying Object)

Could the existence of life on other planets be possible?

### 4. Astrology

Can stars and planets influence your personality and behaviour?

### 5. Reincarnation

When people die, can they return to Earth as someone or something else?

### 6. God

Is there a God, a heaven and a hell?

### 7. ESP (Extra Sensory Perception)

Can some people read other people's mind and know about the future?

### 8. Fate/Destiny

Everything happens for a reason and we can't control our own future.

### 9. Mutants

Do you believe that there are people out there with special powers like reading minds or teleportation?

### 10. Future Predictions

Can some people see the future by reading someone's palm or using cards?

## 3. TEENAGE INTERACTION

Для закріплення або повторення матеріалу з теми (“Особистість”, “Одяг”, “Зовнішність”, і т.п.), або ж в якості додаткового виду роботи на уроці, пропонуємо Вам провести зі своїми учнями наступну комунікативну гру. Нижче подані інформаційні картки про уявних людей. Розподіліть картки між учнями, так щоб кожному дісталася окрема роль. Виділіть 15-20 хв на те, щоб учні, рухаючись по класу, поспілкувалися один з одним від імені людей зі своїх карток. Запропонуйте їм уявити, що вони на вечірці, де нікого не знають, і їхня задача знайти собі співбесідника за інтересами. Нагадайте, що спочатку вони повинні познайомитися, представитися, а головне зав’язати розмову. Також, зверніть увагу на те, що вони мають описати свою зовнішність. Коли час вийде, і учні справляться з поставленою задачею, Ви можете продовжити роботу з усім класом, задаючи запитання від себе і поцікавитися чи з багатьма людьми вони познайомилися, як пройшов вечір, з ким вони знайшли спільну мову і чому. Також Ви можете задати декілька питань, які стосуватимуться безпосередньо інформації з карток, типу що Ви знаєте про Карлоса, чим захоплюється Беатріс, або чим займається Алісія, або як виглядає той, чи інший персонаж, що допоможе Вам оцінити чи якісно учні виконали завдання і наскільки добре вони орієнтуються у тій чи іншій темі.

*(Пам’ятайте, що Ви можете організувати роботу іншим чином, роздавши дітям пусті картки, аби вони самі створили собі уявних героїв і заповнили потрібну інформацію за підпунктами)*



**Alicia, 15 years old**  
**Lives:** Paris  
**Likes:** Shopping, sushi, fashion, poodles.  
**Dislikes:** Heavy metal music, rap, horror movies.  
*Works in a restaurant on weekends.*  
*Wants to be a model*



**Carlos, 16 years old**  
**Lives:** Mexico City  
**Likes:** Video games, rap, hip hop, Science  
**Dislikes:** Twilight, Justin Bieber, pollution  
*Works in a garage on Thursday and Friday*  
*Wants to be a computer programmer*



**Beatrice, 15 years old**  
**Lives:** Montreal  
**Likes:** running, basketball, golf, being helpful  
**Dislikes:** coach potatoes, shopping, bullying  
*Coaches a kid's basketball team every Sunday*  
*Wants to be a Gym teacher*



**Alex, 13 years old**  
**Lives:** Cairo  
**Likes:** Comic books, math, science fiction  
**Dislikes:** Homework, opera, musical comedies  
*Works on his family's farm.*  
*Wants to be a lawyer*



**Jolen, 14 years old**  
**Lives:** London  
**Likes:** Shopping, Italian food, cats, reading  
**Dislikes:** spiders, snakes, camping  
*Babysits on weekends.*  
*Wants to be a famous author.*



**Karen, 15 years old**  
**Lives:** Tokyo  
**Likes:** Soccer, horror movies, pop music  
**Dislikes:** Lazy people, cruelty to animals  
*Works in a corner store on Saturday.*  
*Wants to be a journalist*





**Kim, 15 years old**  
**Lives:** Shanghai  
**Likes:** Cars, math motorcycles, action movies  
**Dislikes:** Reading, show offs, hypocrites  
*Works in a movie theatre on weekends.*  
*Wants to be a mechanic*



**Derek, 14 years old**  
**Lives:** Vancouver  
**Likes:** Break dancing, Bob Marley, fast food  
**Dislikes:** Injustice, snobs, really loud people  
*Works in a restaurant on weekends.*  
*Wants to be a DJ*



**Jade, 16 years old**  
**Lives:** Rome  
**Likes:** Sitcoms, hunger games, chatting online  
**Dislikes:** Liars, dishonesty  
*Works in a clothes store.*  
*Wants to be a vet.*



**Kevin, 16 years old**  
**Lives:** Miami  
**Likes:** Swimming, competition, meeting new people  
**Dislikes:** Bossy people, timelines, exams  
*Works as a lifeguard in the summer*  
*Wants to be a tourist guide.*



**Dimitri, 15 years old**  
**Lives:** Chicago  
**Likes:** Badminton, nature, biking  
**Dislikes:** War, pollution  
*Works in the school cafeteria.*  
*Doesn't know what he wants to be.*



**Jess, 16 years old**  
**Lives:** Moscow  
**Likes:** To travel, reading magazines  
**Dislikes:** Reptiles, doing chores, mean people  
*Works at a shoe store on Friday evenings.*  
*Isn't sure what she wants to do later*



**Leah, 15 years old**  
**Lives:** Las Vegas  
**Likes:** dancing, parties, music, The Beatles, helping others  
**Dislikes:** Pessimists and narrow minded people  
*Works in a restaurant on weekends.*  
*Wants to be a nurse*



**Danielle, 14 years old**  
**Lives:** Hollywood  
**Likes:** Cheerleading, comedy shows, shoes  
**Dislikes:** Violence, guys that don't respect girls  
*Babysits on weekends.*  
*Wants to be a fashion designer.*



**Paula, 15 years old**  
**Lives:** Amsterdam  
**Likes:** skiing, hiking, punk music, texting  
**Dislikes:** hunting, guns, rude people  
*Does yard and painting jobs during the summer*  
*Would like an outdoor job, maybe a forest ranger.*



**Alberto, 16 years old**  
**Lives:** Nassau  
**Likes:** Singing, playing the guitar, baseball, Reggae music  
**Dislikes:** Racists, stressed out people, Insects, complaining  
*Works at a hotel.*  
*Wants to be a famous singer*



**Pam, 13 years old**  
**Lives:** Singapore  
**Likes:** One direction, Bruno Mars, playing on the computer, iPhone  
**Dislikes:** fighting, sharing her bedroom  
*Walks dogs and looks after pets*  
*Would like to work with children*



**Miguel, 14 years old**  
**Lives:** Seoul  
**Likes:** chatting online, soccer  
**Dislikes:** Getting up early, doing the dishes, clowns  
*Does chores around the house*  
*Doesn't know what he wants to be.*





**Lucas, 15 years old**

**Lives:** Liverpool

**Likes:** Wrestling, hockey, cartoons, fast cars

**Dislikes:** Being sick, commercials, poverty

*Delivers newspapers*

*No future plans*



**Dan, 14 years old**

**Lives:** Oslo

**Likes:** Math, chess, computers, video games

**Dislikes:** Bad results on exams, stressful things, nasty people

*Runs errands*

*Wants to be a famous inventor*



**Kayla, 13 years old**

**Lives:** New Delhi

**Likes:** tennis, gymnastics, shopping, animals

**Dislikes:** Impatient people, Cruelty to animals

*Babysits every Thursday.*

*No future plans*



**Sahel, 14 years old**

**Lives:** Lusaka

**Likes:** Soccer, English, board games

**Dislikes:** Practicing the piano, thunder storms

*Doesn't work*

*Wants to travel*



**James, 15 years old**

**Lives:** Lisbon

**Likes:** Comedies, Pizza, hanging out with friends

**Dislikes:** Homework, exams, chemistry

*Delivers pizzas*

*Wants to be a cook*



**Diego, 16 years old**

**Lives:** Konna

**Likes:** working out, boxing, telling jokes, geometry

**Dislikes:** Overly nervous people

*Works at a gym*

*Wants to be an architect*



**Laura, 16 years old**

**Lives:** Manila

**Likes:** Sitcoms, biographies, real-life stories

**Dislikes:** People that are always late, liars

*Babysits on Mondays*

*Wants a family*



**Jay, 16 years old**

**Lives:** Nuuk

**Likes:** Football, seafood, electric guitar, music

**Dislikes:** Cheaters, classical music, drama queens

*Works on his dad's boat in summer*

*Wants to be a fisherman*



**Cloé, 13 years old**

**Lives:** Madrid

**Likes:** Fashion, shopping, iPhone

**Dislikes:** Cleaning her room, sharing her clothes with her sister.

*Doesn't work*

*Doesn't know what she wants to be.*

## 4. NAME ME 5

Пропонуємо Вам цікаве заняття для розвитку мовлення, консолідації вивченого лексичного матеріалу з теми, або повторення пройдених тем. Працювати з даними картками можна як у групах, так і разом з усім класом. Вам необхідно розмножити картки і у вільному порядку роздавати їх учням по черзі. Задача учнів прочитати завдання і відразу дати відповідь. Такі форми роботи добре стимулюють розвиток усного мовлення в учнів усіх вікових груп і дозволяють вдало доповнити та урізноманітнити будь-який урок.

|                                                                                                                                           |                                                                                                                                            |                                                                                                                                           |                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <p>Name 5 reasons for living long and happily.</p>       | <p>Name 5 things that make you happy.</p>                 | <p>Name 5 things that irritate you.</p>                 | <p>Name 5 weird dishes you would like to try.</p>  |
| <p>Name 5 words best describe you.</p>                 | <p>Name 5 things you are good at.</p>                    | <p>Name 5 things you are bad at.</p>                   | <p>Name 5 reasons for being successful.</p>      |
| <p>Name 5 reasons for learning foreign languages.</p>  | <p>Name 5 reasons for travelling around the world.</p>  | <p>Name 5 things that make you smile.</p>             | <p>Name 5 goals you want to reach in life.</p>   |
| <p>Name 5 reasons for reading books.</p>               | <p>Name 5 features you appreciate in people.</p>        | <p>Name 5 things you've never done in your life.</p>  |                                                                                                                                       |



## 5. UNIVERSE IN FUTURE

Зміст даної комунікативної гри полягає в тому, аби учні пофантазували про майбутнє, використовуючи при цьому відповідні граматичні структури та вокабуляр. Розподіліть завдання між учнями класу, так щоб у кожного була своя задача, виділіть 15-20 хв на парну роботу учнів, щоб вони мали можливість надати свої відповіді та занотувати відповіді партнера. Нагадайте, що вони мають не лише розповісти, а й зобразити заданий предмет. Коли всі учні готові, надайте можливість бажаним представити свої відповіді на загал, у іншому випадку Ви можете самостійно перевірити роботу. Такий вид діяльності на уроці дозволяє учням розслабитись, застосувати свої творчі здібності і водночас розвивати навички монологічного та діалогічного мовлення.

|                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Ask your partner and draw</i><br/><b>How will the cars look like in 3000</b></p> <ul style="list-style-type: none"> <li>- amount of wheels</li> <li>- colour</li> <li>- material</li> <li>- engine</li> <li>- names of brands</li> <li>- fuel</li> <li>- ...</li> </ul> | <p><i>Ask your partner and draw</i><br/><b>How will women look like in 2050</b></p> <ul style="list-style-type: none"> <li>- amount of eyes/ears/noses...</li> <li>- hair colour and length</li> <li>- body parts</li> <li>- language</li> <li>- ...</li> </ul> | <p><i>Ask your partner and draw</i><br/><b>How will houses look like in 3000</b></p> <ul style="list-style-type: none"> <li>- amount of floors</li> <li>- material</li> <li>- windows</li> <li>- architecture</li> <li>- ...</li> </ul>                                           |
| <p><i>Ask your partner and draw</i><br/><b>How will the clothes look like in 3000</b></p> <ul style="list-style-type: none"> <li>- colour</li> <li>- fabric</li> <li>- design</li> <li>- names of brands</li> <li>- way of distribution</li> <li>- ...</li> </ul>             | <p><i>Ask your partner and draw</i><br/><b>How will the computers look like in 3000</b></p> <ul style="list-style-type: none"> <li>- design</li> <li>- brands</li> <li>- software</li> <li>- keyboard/mouse...</li> <li>- monitors</li> <li>- ...</li> </ul>    | <p><i>Ask your partner and draw</i><br/><b>How will men look like in 3000</b></p> <ul style="list-style-type: none"> <li>- amount of eyes/ears/noses...</li> <li>- hair colour and length</li> <li>- body parts</li> <li>- language</li> <li>- ...</li> </ul>                     |
| <p><i>Ask your partner and draw</i><br/><b>What will nature be like in 2020</b></p> <ul style="list-style-type: none"> <li>- plants</li> <li>- animals</li> <li>- green spaces</li> <li>- climate</li> <li>- landscapes</li> <li>- ...</li> </ul>                             | <p><i>Ask your partner and draw</i><br/><b>What will the schools be like in 2020</b></p> <ul style="list-style-type: none"> <li>- teachers</li> <li>- students</li> <li>- books</li> <li>- classrooms</li> <li>- subjects</li> <li>- ...</li> </ul>             | <p><i>Ask your partner and draw</i><br/><b>How will people work in 2020</b></p> <ul style="list-style-type: none"> <li>- places</li> <li>- positions</li> <li>- tools</li> <li>- responsibilities</li> <li>- ...</li> </ul>                                                       |
| <p><i>Ask your partner and draw</i><br/><b>What will the food be like in 5000</b></p> <ul style="list-style-type: none"> <li>- types of food</li> <li>- places to eat</li> <li>- ways to grow</li> <li>- processing waste</li> <li>- use of GMO</li> <li>- ...</li> </ul>     | <p><i>Ask your partner and draw</i><br/><b>How will people entertain in 5000</b></p> <ul style="list-style-type: none"> <li>- arts...</li> <li>- venues</li> <li>- hobbies</li> <li>- language</li> <li>- ...</li> </ul>                                        | <p><i>Ask your partner and draw</i><br/><b>How will people communicate in 5000</b></p> <ul style="list-style-type: none"> <li>- mass media</li> <li>- means of communication</li> <li>- social networking</li> <li>- new possibilities to make contacts</li> <li>- ...</li> </ul> |



## 6. TABOO WORDS

Даний вид роботи можна використовувати як на початку уроку, так і в середині, чи кінці. Роздайте кожному учню по картці і поясніть їм, що основним завданням кожного з них є допомогти іншим вгадати слово на картці за описом, поясненням або іншими підказками, але за умови що слова, подані в дужках, вважаються забороненими, тобто їх не можна використовувати пояснюючи головне слово. Це важлива умова гри, яка ускладнює задачу і водночас підвищує цікавість учнів.

|                                                                |                                                                                        |                                                                      |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>package</b><br>(box, bag, pack)                             | <b>dry-clean</b><br>(clean, clothes, dry)                                              | <b>customer</b><br>(shop, store, business, buy)                      |
| <b>budget</b><br>(money, spend, organization)                  | <b>fabric</b><br>(material, clothes, make)                                             | <b>fear</b><br>(spider, phobia, scare, taboo, afraid)                |
| <b>professional</b><br>(special, skill, job)                   | <b>agenda</b><br>(list, items, meeting)                                                | <b>custom-made</b><br>(design, particular, person)                   |
| <b>lipstick</b><br>(red, lip, purse, women, beautiful)         | <b>cafe</b><br>(food, snack, coffee, eat, drink)                                       | <b>marry</b><br>(knot, ring, church, groom, bride)                   |
| <b>television</b><br>(watch, cartoon, drama, channel, TV)      | <b>soccer</b><br>(ball, black&white, round, play, sport)                               | <b>violin</b><br>(strings, orchestra, music, instrument)             |
| <b>boat</b><br>(water, ship, sea, captain, transport)          | <b>rain</b><br>(precipitation, water, sky, wet, drops)                                 | <b>clown</b><br>(joker, circus, red nose, make-up)                   |
| <b>iPod</b><br>(MP3, Apple, iPhone/iPad, songs)                | <b>chicken</b><br>(meat, food, egg, KFC, fried, rooster)                               | <b>napkin</b><br>(wipe, mouth, clean, paper, spill)                  |
| <b>diamond</b><br>(rock, engagement, jewel, stone, brilliant)  | <b>bee</b><br>(honey, insect, hive, sting, bumble)                                     | <b>dance</b><br>(move, music, party, night club, bands)              |
| <b>divorce</b><br>(termination, marriage, end, wedding, split) | <b>gorilla</b><br>(it's big, strong, brown or black, lives in Africa and eats bananas) | <b>bear</b><br>(brown, black, or white, teddy, eats fish, dangerous) |
| <b>dolphin</b><br>(ocean, swim, animal, friendly, mammal)      | <b>bones</b><br>(skeleton, broken, body, dog)                                          | <b>glass</b><br>(cup, drink, transparent, water, plastic)            |
| <b>money</b><br>(ATM, buy, wallet, presidents, currency)       | <b>ketchup</b><br>(tomato, sause, red, French fries, bottle)                           | <b>holiday</b><br>(sun, beach, free, summer, school)                 |

|                                                                             |                                                                       |                                                           |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------|
| <b>street</b><br>(road, pavement, drive, traffic, highway)                  | <b>airport</b><br>(check-in, suitcase, boarding pass, ticket, flight) | <b>sofa</b><br>(sit, living room, TV, furniture, relax)   |
| <b>vehicle</b><br>(car, bike, engine, bus, transportation)                  | <b>journalist</b><br>(person, newspaper, magazine, write, work)       | <b>hope</b><br>(wish, desire, trust, belief, courage)     |
| <b>nickname</b><br>(Facebook, MSN, online, chat, username)                  | <b>basket</b><br>(fruit, flower, straw, waste, shopping)              | <b>laces</b><br>(shoe, white, tie, feet/foot, crisscross) |
| <b>photo frame</b><br>(picture, photo, square, inside, people, wood, metal) | <b>virus</b><br>(email, internet, dangerous, sick)                    | <b>brain</b><br>(head, think, mind, skull, remember)      |
| <b>SpongeBob</b><br>(Bikini bottom, Patrick, yellow, cartoon, pineapple)    | <b>Japan</b><br>(country, Asia, Japanese, rising sun, Asian)          | <b>time</b><br>(watch, clock, hour, minute, second)       |

## 7. STORY TELLING

Даний вид роботи допомагає розвивати навички письма, а також консолідувати фбо повторити вивчений лексичний та граматичний матеріал. Ця вправа підходить як для індивідуальної, так і для групової роботи. Запропонуйте учням набір слів, як той, що поданий нижче для прикладу, та поставте завдання написати коротку історію використавши абсолютно всі слова зі списку. Ви можете ускладнити завдання, обравши певні граматичні конструкції, які дозволяється використовувати в тексті, так як Past or Future Tenses, Passive voice, Relative clauses, etc. Коли учні справились з завданням, можна запропонувати їм зачитати свої історії, які зазвичай виходять досить дотепні та смішні, в іншому ж випадку Ви можете перевірити їх індивідуально.

*Toothbrush*

*Mobile*

*Lamp*

*Tissue*

*Notes*

*Pen*

*Poison*

*Watch*

*Floss*

*Nail polish*

*CD*

*Rope*

*Lipstick*

*Balloon*

*Can of soda*

*Pain killer*

*Scissors*

*Axe*

*Bubble wrap*

*Chewing gum*

*Key ring*

*Battery*

*Leash*

*Wallet*

*Shakespeare's skull*

*Invisibility potion*

*Carrot*

*Penguin*

*Wig*

*Bracelet*

## 8. FIND SOMEONE WHO...

Даний вид роботи розвиває навички діалогічного мовлення у дітей і допомагає подолати комунікативний бар'єр. Ця гра чудово підходить для роботи у групах. Кожен з учнів отримує картку з декількома виразами, з яких він має утворити запитання, і опитати якомога більше однокласників, щоб отримати якомога більше позитивних відповідей. Далі учні разом обговорюють свої відповіді та попередній досвід відповідно до теми, яку вони обговорювали.

*Find someone who...* Ask your classmates. Only write their name if they answer yes!

|                                      |  |
|--------------------------------------|--|
| Has been in an earthquake            |  |
| Knows someone who was in a Tsunami   |  |
| Can talk about mud slides            |  |
| Can tell you what a volcano does     |  |
| Has seen a lightning storm           |  |
| Knows what a heat wave is            |  |
| Can tell you about a drought         |  |
| Has seen a flood                     |  |
| Knows what a forest fire is          |  |
| Can describe an avalanche            |  |
| Can tell you what a 'twister' is     |  |
| Has been in a thunder storm          |  |
| Knows about avalanches               |  |
| Lives in a country that has droughts |  |
| Knows what a blizzard means          |  |



## 9. ROLL AND SPEAK!!!

Дана настільна гра чудово доповнить будь-який урок, зокрема заключний тематичний урок, або стане доречним видом роботи при необхідності повторити чи закріпити вивчене за семестр, попередній чи поточний рік. Для того, щоб провести таке заняття в класі, Вам знадобляться 2 кубики (кості) і роздруковане ігрове полотно. Учні по черзі кидають кості і роблять свій хід. Відповідно до теми, яка попалася їм у клітинці, вони повинні сказати декілька речень без попередньої підготовки, використовуючи активну лексику. Також можна змінити тематику клітинок на граматичну, просто написавши в клітинках назви потрібних граматичних явищ. В такому разі учні повинні будуть надати правильно побудоване речення відповідно до граматичної структури, що їм випала. Найкраще проводити такі ігри у групах.

|   | 1           | 2          | 3                | 4               | 5                 | 6        |
|---|-------------|------------|------------------|-----------------|-------------------|----------|
| 1 | SPORTS      | FAMILY     | PUBLIC TRANSPORT | CURRENT AFFAIRS | TRAVEL            | POLITICS |
| 2 | POLLUTION   | WORK       | FREE TIME        | FOOD            | EDUCATION         | MARRIAGE |
| 3 | FASHION     | TECHNOLOGY | GOOD MANNERS     | MY HOME CITY    | FASHION           | PETS     |
| 4 | CHALLENGES  | CHILDREN   | UKRAINE          | THE WEATHER     | DINING OUT        | HISTORY  |
| 5 | WORKING OUT | NEIGHBOURS | VACATIONS        | STRESS          | HEALTHY LIFESTYLE | RELIGION |
| 6 | TV          | DRUGS      | RELATIONSHIPS    | BAD HABITS      | TAKING RISKS      | SECURITY |

## 10. WHICH IS BETTER AND WHY?

Даний вид роботи передбачає проведення дебатов між учнями на предмет їх особистих переконань щодо якогось предмету, явища, місця, особистості, і т.п. Двоє учнів повинні довести один одному свою точку зору, обравши 1 з 2х запропонованих вчителем опцій. Кожен з них має навести переконливі аргументи і підкріпити їх прикладами з життя, особистого досвіду або ж навести безсуперечні загальновідомі факти. Після кожної дискусії слухачі вирішують, хто звучав переконливіше і можна переходити до наступної пари. Розгляньте питання для прикладу.

*What do you think is better and why:*

- Snowy mountains or Sandy beaches?
- Books or Computers?
- A school or a Uni?
- McDonald's or KFC?
- Democracy or Dictatorship?
- Mickey Mouse or Donald Duck?
- Tea or Coffee?
- Paris or Rome?
- Eternal life or Mortality?
- Past or Present?
- Beauty or Intelligence?
- Cats or Dogs?

## 11. CRITICAL THINKING

Запропонуйте своїм учням логічні загадки, які розвивають критичне мислення. Скористайтесь нижчеподаними запитаннями, аби визначити чи мають Ваші учні схильність до того, аби вирішувати дуже прості завдання у надскладний спосіб. Це цікавий вид роботи, який може використовуватися навіть у вигляді фізкультхвилинки.

Наприклад:

*How do you put a giraffe into your refrigerator?*

Правильна відповідь:

*Open the fridge, put in the giraffe, close the door.*

*How do you put an elephant into your refrigerator?*

*Did you say: Open the fridge, put in the elephant, close the door?*

*The correct answer is: Open the fridge, take out the giraffe, put in the elephant, close the door.*

*The Lion King is hosting an animal conference. All the animals attend – except one.*

*Which animal does not attend?*

*The correct answer is: The elephant. The elephant is in the fridge. You just put him there.*

*This tests your memory 😊*

*There is a river you must cross, but it is used by crocodiles.*

*You do not have a boat. How do you manage it?*

*The correct answer is: You jump into the river and swim across.*

*Have you not been listening? All the crocodiles are at the animal conference!*

*This tests your ability to learn quickly from your mistakes 😊*

Have Fun!



## 12. COMIC STRIP DESCRIPTIONS

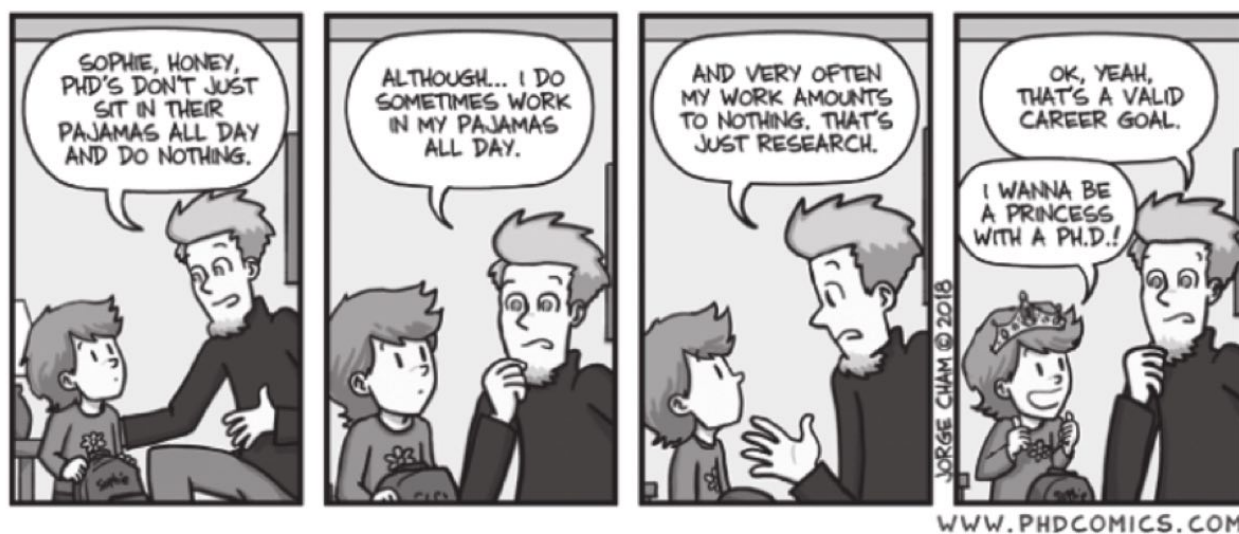
Робота з коміксами це цікавий вид роботи, який дуже допомагає учням розвивати свої вміння, адже його можна використовувати у дуже різноманітний спосіб. В залежності від того, як організувати роботу, можна акцентувати увагу на відпрацюванні певної навички, а саме говоріння, письма, аудіювання, чи читання. Нижче ознайомтесь з пропонованими видами роботи та оберіть бажаний. Пам'ятайте, що цей вид активності може використовуватися як для роботи у групах, так і індивідуально:

- Роздайте дітям комікс історію, дайте їм 10 хвилин ознайомитися з текстом, після цього розподіліть ролі між учнями, заберіть наочність і попросіть учнів відтворити діалоги з коміксів.
- Роздайте дітям комікси без тексту і дайте їм можливість самостійно створити історію за малюнками, коли всі учні справляться, порівняйте їх діалоги з оригінальним варіантом, запропонуйте бажаним представити свої роботи.
- Відділіть малюнки коміксів від тексту, розріжте на частини (по сценах), і дайте учням можливість відтворити історію, склавши малюнки і слова у правильному порядку. Для слабкіших груп можна відокремити лише слова або лише малюнки, і відтворювати те чи інше, маючи щось в оригінали перед очима (або малюнки або діалог комікс історії);
- Роздайте дітям історію в малюнках без тексту, або з частковим текстом, дайте їм можливість ознайомитися з наявною інформацією, а далі прочитайте, чи поставте запис тексту, після прослуховування якого, діти мають заповнити, або доповнити інформацію, а саме репліки, чи пропущені фрази героїв.

*Для прикладу можете скористатися комікс історіями нижче.*







## NOTES

[illegible]

## 13. DEBATE TIME

Даний вид роботи дає можливість учням відпрацювати навички монологічного мовлення. Кожен учень повинен отримати табличку з написом «Agree» з однієї сторони та «Disagree» з іншої сторони. Далі вчитель зачитує суперечливе твердження, відповідно до обраної теми дебатів, а учні піднімають свою табличку відповідно до того підтримують вони дане твердження чи ні (Agree or Disagree). Після кожного зачитаного твердження вчитель обирає учнів, щоб вони по черзі висловлювали свою думку. Учні можна розділити на дві команди, щоб кожен з них по черзі виступав від своєї сторони, а йому зі своєю точкою зору протистояв учень з іншої сторони, і це відбувалося у вигляді змагання. Для прикладу пропонуємо Вам дискусію на тему освіти.

Students must wear uniforms.

If you're not willing to learn, nobody can help you.

The best teachers teach from the heart not from the book.

Art and PE are useless subjects at school.

Homework should be banned.

There are no bad students only bad teachers.

Teachers must be paid more than Prime Ministers.

Single-sex schools are better for students.

Textbooks should be replaced with tablets in class.

Parents must pay their children for good grades.

Too much homework is bad for students.

Corporal punishment should be allowed in schools.

Children mustn't bring and use their cell phones at school.

Year-round education is better for students.

Education is the key to future success.

Schools must provide free lunches for students.

School grades should be banned.

Teachers shouldn't friend students on social media sites.

Volunteer work must be a part of curriculum.

Lazy teachers should be fired.

Educated person is respected everywhere.

Good education and degrees don't bring good job.

University education should also be free.

## 14. SPEAKING – LET’S TALK ABOUT WORKING AND STUDYING

Cut out the questions and spread them in class, let students answer them at once one by one.

|                                                                                                       |                                                                                                               |                                                                                                         |                                                                                                                 |                                                                                          |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| What questions do you think you would be asked at a job interview?                                    | How many hours/days a week do people work in your country?                                                    | Once you graduate, should you stop learning? How can you continue to learn?                             | Is it easy to find a job in your country? How long does it take to find a job?                                  | How much homework or papers do students need to do? How much free time should they have? |
| Do you think it is more important to make a lot of money or to enjoy your job?                        | Who in your family or among your friends has the most interesting job?                                        | Would you like to do the same job all your life? Would you work inside or outside?                      | What are some jobs that you think would be fun? What are some jobs that would be dangerous?                     | What jobs have you had so far? How did you like them? Why did you have them?             |
| At what age do people usually retire in your country? What do you think you will do after you retire? | How does money affect your decisions? If money weren't a problem for you, which job would you prefer to have? | How much do you think a doctor should be paid a month? How about a secretary? How about a truck driver? | Would you prefer to have an easy routine job or a stressful job in which you made a lot of important decisions? | What do you know about wages? Are men and women paid the same for the same jobs?         |
| Describe the first job you had for money.                                                             | If you could own your own business, what would it be?                                                         | At what age do people usually begin to work in your country?                                            | Do you think women make good bosses? Why/ why not?                                                              | Do you plan to go to university? What will you study?                                    |
| Which are the best schools and universities in your country?                                          | Would you consider studying abroad?                                                                           | Which jobs pay well? Give minimum 3 examples.                                                           | Do you think it is easier to learn as a child or as an adult?                                                   | Does education guarantee a good job?                                                     |
| Which languages are taught in school? Is it difficult to learn them?                                  | Which is more important: the skills you learn in school or in real life?                                      | Do you agree that most of what you learn at school is useless and out of touch with the real world?     | Would you rather start making money at 16 than continue studying?                                               | Is studying expensive in your country? What are the costs?                               |