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# **КНИГА ДЛЯ ВЧИТЕЛЯ**

**до підручника «Англійська мова  
(11-й рік навчання, рівень стандарту)»  
для 11 класу закладів загальної  
середньої освіти, авторів Нерсисян М. А.,  
Піроженко А. О. та робочого зошита,  
авторів Нерсисян М. А., Сергєєвої О. С.**



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**Нерсисян М. А., Макатер С. В.**

Книга для вчителя до підручника «Англійська мова (11-й рік навчання, рівень стандарту)» для 11 класу закладів загальної середньої освіти, авторів Нерсисян М. А., Піроженко А. О. та робочого зошита, авторів Нерсисян М. А., Сергеевої О. С. — К.; Ірпінь: ТОВ «Видавництво «Перун», 2020 – 160 с.

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## *Шановні вчителі!*

Цей посібник допоможе вам у підготовці до кожного уроку, адже тут стисло подано основний матеріал, який збереже ваш час та дозволить максимально ефективно провести урок.

Книга для вчителя містить такі рубрики:

- структурований опис мети та цілей до кожного уроку;
- ключі до завдань, які подані у підручнику та робочому зошиті;
- аудіоскрипти;
- переклад тематичного вокабуляру;
- методичні напрацювання.

Кожен з вас знає та розуміє, що урок має бути цікавим і корисним, щоб діти із задоволенням слухали та були уважними всі 40–45 хвилин уроку.

На нашу думку, використання нашого підручника у комплексі із робочим зошитом дозволить повністю справитися з цим завданням, адже його структура чітка й лаконічна, завдання різнопланові та тренують головні навички володіння англійською мовою: читання, аудіювання, говоріння, письмо. Крім цього, автори роблять акцент на практичному використанні мови та пропонують завдання категорії «Use of English», де кожен учень може вдосконалити й перевірити свій рівень володіння англійською мовою, а також засвоєння лексичних і граматичних конструкцій.

Нагадуємо, що аудіододаток до підручника можна безкоштовно завантажити на офіційній сторінці видавництва: [perun.com.ua](http://perun.com.ua).

Готувати матеріал можна безкінечно: постійно вдосконалювати його та створювати щось нове, апробувати й відмічати те, що буде найкраще та найефективніше для дітей, які вивчають англійську 2–3 години, або навіть 5 годин на тиждень. Тому найактивніших та небайдужих до організації навчального процесу вчителів запрошуємо долучитися до нашої молоді команди. Надсилайте на розгляд ваші роботи. Це можуть бути плани відкритих уроків, детальне тематично-календарне планування та поурочні плани, збірки завдань, доповіді, презентації, методичні напрацювання, тощо. В темі листа зазначте «Англійська мова». Буде розглянуто всі листи, і редакційна група надасть відповідь на кожен із них. Отже, Ваша праця зможе побачити світ, а не припадати пилом у шухляді.

Щиро віримо у щасливе майбутнє наших учнів, наповнене жагою до знань, яку ви запалюєте у їхніх серцях через унікальну призму майстерності, неповторності та досвіду.

*Дякуємо за Ваш вибір!*

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# UNIT 1: EXAMS AND JOBS

## WORD BANK

**admission** – прийом  
(до навчального закладу)  
**alumni** – випускники (коледжу, універс.)  
**attain** – досягати, добиватися  
**attendance** – відвідування (заняття),  
присутність  
**bachelor** – бакалавр (освітній ступінь)  
**campus** – університетське містечко  
**CEO** – генеральний директор  
**chairman** – начальник  
**critical** – критичний, вирішальний  
**dean** – декан  
**deputy** – заступник (посада)  
**dormitory** – гуржиток  
**expand** – розширяться, розвивати  
**fluency** – вільне володіння (мовою),  
плавність (мови)  
**freelance** – фрілансер,  
позаштатний працівник  
**freshener/freshman** – першокурсник  
**frustrating** – той, хто засмучує,  
розчаровує  
**fund** – фонд, капітал  
**gossip** – базікання, плітка  
**grant** – стипендія (pl), грант  
**labour-intensive** – трудомісткий,  
обтяжливий  
**launch** – запускати

**loan** – позика  
**master** – магістр (освітній ступінь);  
опанувати  
**mature** – зрілий, дорослий  
**menial** – різноробочий  
(чорна робота, низькооплачувана)  
**monotonous** – одноманітний  
**perks** – пільги, переваги, привілеї (на роботі)  
**PhD** – доктор філософії (освітній ступінь)  
**principal** – директор (школи тощо), головний  
**proficient** – досвідчений, експерт  
**revenue** – дохід, виручка  
**rewarding** – що дає результат, винагороду  
**roommate** – сусід по кімнаті  
**shift** – переміщати(ся), змінювати(ся); робоча зміна  
**snapshot** – моментальний знімок,  
коротка характеристика  
**sophomore** – студент-другокурсник  
**subsidiary** – філіал, дочірня компанія,  
другорядний, неголовний  
**supervise** – наглядати, завідувати  
**thesis** – дисертація, курсова робота  
**thriving** – процвітаючий, що має успіх  
**truant** – той, хто прогулює уроки, ледар  
**tutorial** – консультація, зустріч з керівником  
**venture** – ризикований захід, справа, бізнес;  
підприємство

## PHRASAL VERBS, IDIOMS AND COLLOCATIONS

**ace a test** – отримати найвищий бал  
на іспиті  
**benefit from** – отримати вигоду/користь від  
**bone up on** – зубрити, концентруватись  
на завданні  
**come away with** – підчерпнути  
(навчитися)  
**come into existence** – з'явитися, почати  
своє існування,  
виникати  
**come with** – супроводжувати(сь),  
включати в себе  
**confide in** – висловлювати довіру,  
довірити(сь), відкритись  
**cram for an exam** – зубрити перед іспитом  
за короткий проміжок часу  
**excel at** – добитися блискучих результатів,  
досягти успіху  
**gap year** – академічна відпустка  
**hit the books** – засісти за навчання,  
старанно вчитися  
**knuckle down** – рішуче взятися за  
навчання, тощо  
**make for** – сприяти, викликати,  
тягнути за собою  
**match with** – підходити, відповідати  
чомусь; протиставляти

**move out** – виїхати (з дому, квартири)  
**net worth** – статки, власний капітал  
**niche in the market** – спеціалізований ринок,  
сегмент ринку  
**real estate** – нерухомість, нерухоме майно  
**pass with flying colours** – успішно скласти  
(іспит тощо), блискуче  
справитися із завданням  
**pull an all-nighter** – вчити(ся) усю ніч  
**relate to** – встановити відношення між,  
відноситись  
**set up** – розпочати власну справу  
**settle into** – влаштуватися, освоїтись  
**skip class** – прогулювати заняття  
**specialize in** – спеціалізуватися на/в (чомусь)  
**start-up** – компанія, що нещодавно з'явилася  
на ринку, введення в дію, стартап  
**strive to** – докласти зусиль, прагнути  
**study animal** – стараний учень,  
що тягнеться за знаннями  
**take out** – зняти гроші, отримати кредит  
(a loan)  
**take up** – починати, братися за  
**teacher's pet** – улюбленець вчителя  
**the school of hard knocks** – сувора школа життя  
**think out of the box** – мислити нестандартно,  
креативно

## LESSON 1 – MY FUTURE, MY CHOICE!

Objectives			
<b>Vocabulary</b>	Education and studying.	<b>Listening</b>	Student life abroad. Fill in the gaps.
<b>Reading</b>	The benefits of being a student. Fill in the gaps.	<b>Speaking</b>	University characteristics. Discussion in pairs.
<b>Grammar</b>	Ways of expressing the future. Circle the best future form	<b>Writing</b>	Top prestigious universities, entry requirements. Fill in the chart.

## TEXTBOOK

## VOCABULARY

## Ex. 1 p. 7

*Educational institutions:* school, college, university

*Qualifications:* bachelor's / master's / doctoral (degree)

*Punishments:* extra homework, writing an apology, facing the music with the Dean

*Facilities:* swimming pools, tracks, stadiums

*Things connected to money:* student's loan, tuition, scholarship

*People:* tutors, academicians, professors

*Collocations with "test" and "exam":* to take a test, to give a test, a written test, to do an exam, pass / fail an exam

*Other:* discipline, training, vocational education, knowledge, experience

## Ex. 2 p. 7

<b>university</b>	a place of higher education usually for people who have finished twelve years of schooling and where they can obtain more knowledge and skills, and get a degree.
<b>college</b>	any place for specialized education that gives students qualifications below the level of a university degree, often in the skills they need to do a particular job
<b>skip</b>	to not do or not have something that you usually do or that you should do; nto avoid
<b>attend</b>	to go officially and usually regularly to a place
<b>single sex schools</b>	the practice of conducting education with male and female students attending separate classes, perhaps in separate buildings or schools
<b>co-ed schools</b>	a system of education where males and females are educated together
<b>play truant</b>	to stay away from school without permission
<b>cheat</b>	to behave in a dishonest way or to not obey rules, For example in order to win a game or do well in an examination
<b>hand-outs</b>	a piece of paper with information on it that is given to everyone in a group, especially a class of students
<b>notes</b>	details from something such as a lecture or a book that you write down so that you can remember them
<b>quality</b>	how good or bad something is; a high standard
<b>qualification</b>	an official record showing that you have successfully finished a course of training or study, have the skills necessary to do something, etc.
<b>professor</b>	a university teacher of the highest status
<b>tutor</b>	someone who gives private lessons in a particular subject; someone who teaches and advises a group of students at a university

<i>bachelor's degree</i>	a first degree at college or university
<i>master's degree</i>	an advanced college or university degree
<i>end of year exams</i>	final exams taken at the end of the year
<i>finals</i>	the exams taken at the end of a university or college course
<i>lecture</i>	a formal talk on a serious subject given to a group of people, especially students
<i>lesson</i>	a class in school on a particular subject; a section in a book that teaches you about a particular subject

Ex. 3 p. 7

- |                            |                         |                  |
|----------------------------|-------------------------|------------------|
| 1) graduation ceremony – b | 5) campus – d           | 9) sophomore – j |
| 2) admission – g           | 6) dormitory (dorm) – f | 10) alumni – i   |
| 3) attendance – a          | 7) fresher/freshman – k | 11) tutorial – l |
| 4) academic degree – e     | 8) grant – h            | 12) mature – c   |

Ex. 4 p. 7

- |                          |                             |            |
|--------------------------|-----------------------------|------------|
| 1) scholarship           | 5) marked down              | 9) term    |
| 2) diploma / certificate | 6) paper / lecture          | 10) thesis |
| 3) essay                 | 7) examination / assignment |            |
| 4) grade                 | 8) course                   |            |

<i>scholarship</i>	an amount of money given by a school, college, university, or other organization to pay for the studies of a person with great ability but little money
<i>placement</i>	a temporary position or job in an organization, usually to get some work experience
<i>diploma</i>	a document given by a college or university to show that you have passed a particular exam or finished your studies
<i>certificate</i>	a qualification that you receive when you are successful in an examination, or have done a course of training
<i>essay</i>	a short piece of writing on a particular subject, especially one done by students as part of the work for a course
<i>syllabus</i>	a list of main subjects in a course of study
<i>grade</i>	a measure of the quality of a student's performance, usually represented by letters A (the best) through F (the worst)
<i>score</i>	the number of points, goals, etc. achieved in a game or competition
<i>mark down</i>	to give a student a lower grade for their work for a particular reason
<i>mark up</i>	to inflate grades (at school); to increase prices
<i>paper</i>	a piece of writing or talk on an academic subject
<i>lecture</i>	a talk to a group of people about a particular subject, especially at a college or university
<i>examination</i>	a formal test that you must pass in order to earn a particular qualification or to be allowed to do a particular job
<i>assignment</i>	a piece of work given to someone, typically as part of their studies or job
<i>take a course</i>	to enroll in, attend, and work toward the completion of an academic course
<i>research</i>	a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
<i>term</i>	one of the periods into which a year is divided at school, college, or university



<i>seminar</i>	a meeting of a group of people with a teacher or expert for training, discussion, or study on a particular subject
<i>thesis</i>	a long piece of writing on a particular subject, especially one that is done for a higher college or university degree
<i>degree</i>	the level of achievement recognized for a student who has completed a course of study at a college or university; a qualification that you get after completing a course at college or university

## READING

## Ex. 5 p. 8

- |  |  |
|--|--|
| 1) – f (who is not related to them);                       | 4) – d (that will be useful later in life);              |
| 2) – a (who's allowed to eat what in the refrigerator);    | 5) – e (which major will fit their desired lifestyle);   |
| 3) – h (where you and your roommate just don't get along); | 6) – g (what do you want out of the college experience); |

## Ex. 6 p. 9

to trust – *confide in*  
 to adapt – *to settle into*  
 to try hard – *to strive to*  
 to enjoy – *to make the most of it*  
 to leave – *to move out*

to put together – *match with*  
 to connect – *relate to*  
 to favour – *make for*  
 to occupy – *take up*  
 to accompany – *to come with*  
 to stay in bed until late – *sleep in*

## LISTENING

## Recording 1

Britain is home to some of the world's most famous, **beautiful**, and historic schools, which have educated some of the country's most successful people – from great war leaders such as Winston Churchill to popular actors such as Damian Lewis and Benedict Cumberbatch.

**The education system in the UK is very interactive; the idea is to have fun while you learn.** A UK university education focuses on depth of knowledge, and your guide or teacher will encourage you to share opinions and lead discussions. **While students can normally choose to study two subjects, called "joint honours", most will choose to study only one, say Biology.** In the first year this will cover pretty much everything under the umbrella of Biology, by the second year, students will have to choose among a range of topics within Biology, which will be narrowed to some specialization, – like Zoology or Botany, by the third year of studies.

**Most first year students live in university accommodation, often known as "Halls".** Usually you have your own bedroom, but you may share a kitchen or bathroom with other students. After their first year most students move out of Halls and live locally in shared houses. **The loans and grants you will be entitled to will most of the time cover the cost of accommodation.**

**Many of the students choose to study and work at the same time.** Of course, if you are international, there may be some restrictions on the total number of hours you are allowed to work, but generally a **part time job is a good way to increase your income and broaden your horizons.** And so that there is enough time for everything, **you will have to balance the job with the other commitments and responsibilities of a college student.**

All non-native English students need to prove their English level for entry. In case an exchange student needs to improve his proficiency, he can apply for a place in a preparation course that allows practicing a language and learning the culture throughout college studies.

The language support programs aim to help foreign students develop confidence and fluency in speaking a second language. **Students get access to various college facilities, such as extensive library or IT provision; there are all the necessary resources, which let language learners focus on their needs and improve spelling, attentive listening, oral, or literacy skills.**

Nearly every college and university maintains various cool things, fun traditions and unique rituals that bind the student community and give them a sense of school pride. There is something for everyone: you can become a part of one of the hundreds of clubs, from Greek life to religious groups; **work or volunteer at annual campus-wide entertainments, get into sport games, creating and singing team chants, or just hang out with peers. Fresher's Week is one of the greatest opportunities to make friends and enjoy one's new-found freedom; this is the time before the beginning of term at UK universities, when students go to parties or social events and get settled.** Most students love college fests and usually have fun, but there still are some who can't get used to loud, communal living and having nights out.

Ex. 8 p. 9

- |                            |  |
|----------------------------|--|
| 1) to have fun; learn      | 6) spelling, attentive listening, oral, or literacy skills |
| 2) two subjects            | 7) community; them a sense of school pride                 |
| 3) "Halls"                 | 8) volunteer; hang out; get into; creating and singing     |
| 4) The loans and grants    | 9) parties; events and get settled                         |
| 5) work; increase; broaden |  |

Ex. 9 p. 9

**Методичні рекомендації:** для кращого запам'ятовування інформації можна використовувати різні типи запитань (загальні, спеціальні, альтернативні, розділові та питання до підмету).

For example:

- 1) *Will you be juggling many new experiences during your first year of college?*
- 2) *What do the professors always do to make their lectures relevant and interesting?*
- 3) *Do you get benefits or challenges when you start living with someone?*
- 4) *Having a roommate is most people's first experience living with someone, isn't it?*
- 5) *Who always strives to make the lectures relevant and interesting?*

GRAMMAR

Ex. 10 p. 10

Predictions and hopes	Spontaneous ideas	Plans and arrangements	Timetables and routines
- I don't think I'll ever be famous.	- I'll hold the door for you.	- I'm seeing Jenny on Sunday.	- This year school ends on 28 May.
- You'll feel better soon.	- I'll wash. You dry.	- Are you going to the cinema tomorrow night?	- It takes place on Monday.
- I'm sure you'll enjoy it.	- We'll help you!	- I'm playing basketball tonight.	- The TV series continues after the weekend
- It won't take long to get there.	- I'll let him know.	- What are you doing next week?	- We don't have seminars next week.

## Ex. 11 p. 10

- |                   |                          |                        |
|-------------------|--------------------------|------------------------|
| 1) you'll pass    | 4) I'll                  | 7) We're going to be   |
| 2) I'm not coming | 5) Someone will steal it | 8) I'll go             |
| 3) starts         | 6) I'm going to          | 9) I don't think he'll |
|                   |                          | 10) does               |

## SPEAKING

## Ex. 12 p. 10

**Suggested answer:** 1) *Opportunities to study abroad. I consider it to be prior because it is important for me to get good knowledge and gain self-confidence.*

## WRITING

## Ex. 13 p. 10

<i>Suggested answers: *University</i>	<i>Admission/ Requirements</i>	<i>Desirable qualities</i>	<i>Facilities (campus life)</i>	<i>Application deadline</i>	<i>Cost and support</i>
Oxford University	Test / A (highest marks) in Maths	Quantitative skills / desire to understand the subject	Porter's lodge; dining hall; lending library; tutor's teaching rooms; music rooms; laundry; green spaces	Notified after submitting application	Annual course – £ 9,250 in 2020 / tuition fee loan is available

*\*The most popular universities are: Harvard University, Stanford University, Oxford University, The University of Cambridge, the University of Pennsylvania, California Institute of Technology, University of Auckland, Princeton University, Columbia University, University of Washington, etc.*

## ENTRY TEST

## WORKBOOK

## Ex. 2 p. 4

- |      |      |       |       |       |       |       |       |
|------|------|-------|-------|-------|-------|-------|-------|
| 1) c | 5) b | 9) c  | 13) b | 17) c | 21) c | 25) c | 29) a |
| 2) b | 6) a | 10) a | 14) b | 18) b | 22) b | 26) b | 30) c |
| 3) a | 7) c | 11) a | 15) c | 19) b | 23) b | 27) a |       |
| 4) c | 8) a | 12) b | 16) c | 20) a | 24) a | 28) c |       |

## LESSON 1 – MY FUTURE, MY CHOICE!

## VOCABULARY

## Ex. 1 p. 6

- |                    |                     |                         |
|--------------------|---------------------|-------------------------|
| 1) diploma         | 4) college          | 7) seminar              |
| 2) research        | 5) mature           | 8) doctorate            |
| 3) master's degree | 6) boarding schools | 9) distance learning    |
|                    |                     | 10) graduation ceremony |

## Ex. 2 p. 6

- |                   |                   |                |
|-------------------|-------------------|----------------|
| 1) dropped out of | 4) matriculate at | 7) applied for |
| 2) graduated from | 5) studied/at     | 8) were at     |
| 3) go to          | 6) start          | 9) leaving     |
|                   |                   | 10) enter      |

## Ex. 3 p. 6

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1) a | 2) b | 3) b | 4) a | 5) b | 6) b | 7) c | 8) a |
|------|------|------|------|------|------|------|------|

## GRAMMAR

## Ex. 4 p. 7

- 1) a      2) c      3) e      4) f      5) b      6) g      7) d

## Ex. 5 p. 7

- |                     |                           |                             |
|---------------------|---------------------------|-----------------------------|
| 1) I'm meeting      | 7) comes                  | 13) I am going to fly       |
| 2) does             | 8) are not accepted; will | 14) passes                  |
| 3) don't; will      | 9) I'll get               | 15) am going to reconstruct |
| 4) is working       | 10) stops                 | 16) won't                   |
| 5) is taking        | 11) won't go              | 17) don't; will             |
| 6) is going to rain | 12) I'll lend             | 18) you'll have             |

## Ex. 6 p. 7

- 1) Correct.
- 2) Look out. The car is crashing.
- 3) Please, promise you won't say anything about the accident.
- 4) Correct.
- 5) The library closes five minutes and I have four books to return before they fine me.
- 6) Correct.
- 7) Before we will start our lesson, we will have a review.
- 8) Correct.
- 9) On Monday at 7 o'clock I am meeting my friend.
- 10) Tim will probably study history at university.

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NOTES

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LESSON 2 – LEARN THROUGH TRAVELLING

Objectives			
<b>Vocabulary</b>	International exams.	<b>Listening</b>	Studying abroad. Fill in the gaps.
<b>Reading</b>	International education programmes. True and false sentences.	<b>Speaking</b>	Advantages and disadvantages of being an exchange student. Share ideas.
<b>Grammar</b>	Future tense contrast. Fill in the gaps.	<b>Writing</b>	Plans and intentions for a study abroad. An informal letter.

VOCABULARY

TEXTBOOK

Ex. 1 p. 11

a pupil, a student  
a teacher, a professor  
a pupil, a student  
a professor

a student  
a pupil, a student  
a teacher  
head

Ex. 2 p. 11

- 1) get into *a good university* /  
get *a degree* / get *grades*  
(*good/bad*) / get onto *a subject*
- 2) graduate *from university*
- 3) leave *school*

- 4) make *a mistake* / *progress*
- 5) take *a course* / *a break* /  
*a degree* / *a gap year*
- 6) do *a course* / *research* / *a degree*

Ex. 3 p. 11

- |                  |                |                |
|------------------|----------------|----------------|
| 1) get by        | 4) fall behind | 7) get on with |
| 2) put off       | 5) drop out    | 8) get through |
| 3) catch up with | 6) hand in     | 9) work out    |

Ex. 4 p. 11

- |      |      |      |      |
|------|------|------|------|
| 1) g | 3) c | 5) a | 7) f |
| 2) b | 4) d | 6) e | 8) h |

LISTENING AND SPEAKING

Ex. 5 p. 11

Suggested answers:

THE ADVANTAGES OF BEING AN EXCHANGE STUDENT	THE DISADVANTAGES OF BEING AN EXCHANGE STUDENT
<ul style="list-style-type: none"> <li>• you can see the world</li> <li>• experience different styles of education</li> <li>• take a new culture</li> <li>• improve your language skills</li> <li>• find new interests</li> <li>• make lifelong friends</li> <li>• travel the world</li> </ul>	<ul style="list-style-type: none"> <li>• language barriers and culture shock</li> <li>• you're on your own</li> <li>• studying abroad is expensive</li> <li>• you home country health insurance may not cover you abroad</li> </ul>

Ex. 6 p. 12

POSITIVE ASPECTS	NEGATIVE ASPECTS
<ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Exploring and understanding new cultures</li> <li>• Getting career advantage</li> <li>• Developing as a person</li> <li>• Improving your language skills</li> <li>• Having new educational experience</li> <li>• Gaining self-confidence</li> <li>• Speaking a foreign language all day long</li> <li>• Living independently</li> <li>• Creating a long-lasting relationship with a host family</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing culture shock</li> <li>• Eliminating fear and prejudice among nations</li> <li>• Having a communication barrier</li> <li>• Feeling homesick</li> </ul>

Ex. 7 p. 12

	Country	Skills	Activities	Challenges
Speaker 1	Spain	learnt to be more responsible and punctual; improved Spanish	climbed the Teide volcano in Tenerife and took in the beauty of Barcelona's Sagrada Familia.	language barrier; adapting to the culture
Speaker 2	Canada	became more independent, confident, and pushed himself outside of his comfort zone	the ice hockey games, going to Tim Horton's, and seeing the beautiful Canadian landscapes	leaving his family and friends was the hardest part
Speaker 3	The USA	became confident and learned how to manage his time	went to a few other states and cities, met other students, and took a lot of photos	had to change his timetable and it took him 2 months to adapt and feel comfortable
Speaker 4	France	the trip taught her to be independent and strong	skiing, games of charades, going out with friends	illness; she needed to feel care and support

Recording 2

Speaker 1.

I went for an exchange to **Spain** for 6 months, which became the time of my life. I had quite a long list of amazing experiences, from **climbing the Teide volcano in Tenerife** to taking in **the beauty of Barcelona's Sagrada Familia**. I've seen and known a lot; I learnt to be more responsible and punctual. Also, I never would believe that my **Spanish** would improve that much in only a few months.

If you go to a country whose language you do not speak school is probably the hardest thing. When I arrived I could only say basic things, so I did not understand anything until about the third month; I got so tired of just thinking and translating what people said. **One of the other difficult things was adapting to the culture.** It is so different: eating at 3pm for lunch and at 10 pm for dinner. Also, Spanish people don't sleep much, so I got very tired. But, anyway, Spain has given me great memories and **I would definitely recommend participating in an exchange program to anyone for any purpose, and especially if you are learning or wanting to learn a language.**

**Speaker 2.**

My exchange to **Canada** helped me grow, as **I became more independent, confident, and pushed myself outside of my comfort zone.** Leaving my family and friends was the hardest part, while the best parts were the truly Canadian experiences: the ice hockey games, going to Tim Horton's, and seeing the beautiful Canadian landscapes. Most of all **I loved meeting the other exchange students**, they all looked happy and were so friendly; **we bonded in an instant over our shared experiences and goals.** Just think about it, you get to know lots of different people from all around the world, but you all have one thing in common: the desire to learn and share your knowledge, that's when the magic happens.

**Speaker 3.**

I spent a year in a small country town in California, **USA.** I learnt a lot about myself and seemed to become a completely different person. I smiled more often and **became confident, I knew what I was responsible for, and learned how to manage my time.** Also, I made new amazing friends and had a very nice, supportive host family, who made me feel at home. **I was lucky enough to go to a few other states and cities and met other exchange students from all over the world.** I took such a lot of remarkable photos and visited really unforgettable places. But the hardest for me was to change my timetable, as the time and weather there were completely different from my country. So, it took about 2 months to adapt and feel comfortable.

**Speaker 4.**

I will never forget my exchange to France. **People keep asking me what the highlight of my trip was and I honestly don't know. I have so many great memories to choose from, like going skiing for the first time, millions of funny conversations that resemble games of charades, going out with my friends, or the day I got 18 out of 20 on my math test!** One unforgettable memory was my illness. My family were so far away, but I needed to feel their care and support then and there. Though these very moments taught me to be independent and grow stronger. I had travelled the whole new country unaccompanied and only relied on my own partly-rational decisions. Every time I look back on the unique culture I explored, the amazing people I met, the wonderful places I visited: the Pyrenees, Versailles, the French Riviera, Cannes, and Monaco – I feel again how awesome it was and how much I am glad I did it.

**Ex. 8 p. 12**

- 1) One of the other difficult things was **adapting to** the culture.
- 2) I would definitely recommend **participating in an exchange program** to anyone for any purpose, and especially if you are learning or wanting to learn a language.
- 3) I became more independent, confident, and **pushed myself outside** of my comfort zone.
- 4) Most of all I loved **meeting the other exchange** students, they all looked happy and were so friendly; **we bonded in** an instant over our shared experiences and goals.
- 5) I smiled more often and became confident, I knew what I was responsible for, and **learned how to manage my time.**
- 6) I was lucky enough **to go to a few other states** and cities and met other exchange students from all over the world.
- 7) People keep **asking me** what the highlight of my trip was and I honestly don't know. I have so many great memories **to choose from**, like **going skiing for** the first time, millions of funny conversations that resemble games of charades, **going out with** my friends, or the day I got **18 out of 20** on my math test!

## READING

## Ex. 9 p. 12

1) c) Erasmus+

2) a) FLEX

3) b) Work and Travel

## Ex. 10 p. 13

feel or know – *be exposed to*  
 common – *mutual*  
 skilled – *proficient*

entry – *access*  
 payment – *expenses*  
 grant – *scholarships*

timetable – *schedules*  
 financed – *funded*  
 discover – *observe*

## Ex. 11 p. 13

1) T 2) F 3) not given (F) 4) T 5) not given (F) 6) T 7) F 8) T 9) not given (F)

## GRAMMAR

## Ex. 12 p. 13

1) will be studying

6) will be working

11) will be carrying

2) will enter

7) will have written

12) will you have been occupying

3) will have graduated

8) will be working

13) will not have found

4) will have been waiting

9) will have been home

14) will call

5) will be doing

10) will have learnt

15) will help

## WRITING

**Методичні рекомендації:** для виконання завдання можна використати структуру неофіційного листа, який складається з таких частин:

a) an informal **greeting**: *Dear Ann, etc.*;

b) an **introduction** in which you write your opening remarks (i.e. asking about your friend's health, etc) and mention your reason for WRITING *Hi! How are you? I'm writing to tell you about...*;

c) **main body** in which you write the main subject of the letter in details;

d) a **conclusion** in which you write your closing remarks: *That's all my news for now. Write back soon.*;

e) an informal **ending**: *Lots of love / Best wishes / etc + your first name.*

Рекомендовано використовувати з'єднувальні елементи, які забезпечують зв'язок між частинами тексту на рівні змістових абзаців, а також окремих речень у абзацах: *firstly, secondly, finally; moreover, in addition; in my opinion, etc.*

Шаблони вступних фраз: *It was great to get your letter / Thanks for your letter / Sorry I haven't written for so long / I was really pleased to hear that / etc.*

Шаблони заключних фраз: *If you want to know anything else, just drop me a line / Write and tell me about your plans / Write back soon / Looking forward to hearing from you soon / etc.*

## NOTES



## LESSON 2 – LEARN THROUGH TRAVELLING

## WORKBOOK

## VOCABULARY

## Ex. 1 p. 8

- |                    |                  |                        |
|--------------------|------------------|------------------------|
| 1) tutorial        | 6) campus        | 11) dissertation       |
| 2) syllabus        | 7) undergraduate | 12) bursar             |
| 3) assignment      | 8) grant         | 13) fresher (freshman) |
| 4) sandwich course | 9) postgraduate  |                        |
| 5) tuition         | 10) dean         |                        |

## Ex. 2 p. 8

- |                   |                |                |
|-------------------|----------------|----------------|
| 1) free of charge | 5) fundamental | 9) quality     |
| 2) fee-paying     | 6) solutions   | 10) motivation |
| 3) in terms of    | 7) curricula   | 11) practicing |
| 4) long           | 8) experience  |                |

## Ex. 3 p. 8

- 1) I'm studying economics and I want to work in a bank.
- 2) She is the principal of a London school.
- 3) I have to revise because I have an exam tomorrow.
- 4) The school is known for academic excellence.
- 5) There is accommodation for five hundred students on campus.
- 6) I talked a lot in every seminar when I was a student.
- 7) Maths is an important part of the school curriculum.
- 8) My son had a tutor to help him pass his math exams.
- 9) Helen has just graduated from university.

## GRAMMAR

## Ex. 4 p. 9

- |                           |                            |                            |
|---------------------------|----------------------------|----------------------------|
| 1) will open              | 5) will have marked        | 9) will show               |
| 2) will have been playing | 6) will help               | 10) will have eaten        |
| 3) will have travelled    | 7) will have been studying | 11) will have been working |
| 4) will snow              | 8) will be studying        | 12) will be giving         |

## Ex. 5 p. 9

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

## Ex. 6 p. 9

- |                      |                            |                  |
|----------------------|----------------------------|------------------|
| 1) will certainly be | 4) will find               | 7) will help     |
| 2) will have become  | 5) will have               | 8) will there be |
| 3) will be living    | 6) will have also intended |                  |

## NOTES

LESSON 3 – READY, SET, TEST!

Objectives			
<b>Vocabulary</b>	Exam preparation.		
<b>Reading</b>	International language exams. Match the sentences with the types of exams.	<b>Speaking</b>	Different states and feelings students have when taking a test. Match the verbs to the phrases.
<b>Grammar</b>	Prepositions: <i>for, during</i> and <i>while</i> . Fill in the gaps.	<b>Writing</b>	DOs and DON'Ts of dealing with test anxiety. Make up a final advice list.

TEXTBOOK

VOCABULARY

Ex. 1 p. 15

- |                      |                                 |                             |
|----------------------|---------------------------------|-----------------------------|
| 1) ace a test – c    | 5) pass with flying colours – a | 9) cram for an exam – d     |
| 2) bone up on – f    | 6) study animal – i             | 10) pull an all-nighter – b |
| 3) hit the books – j | 7) teacher's pet – g            |                             |
| 4) knuckle down – h  | 8) school of hard knocks – e    |                             |

Ex. 2 p. 15

- |                     |                             |                        |
|---------------------|-----------------------------|------------------------|
| 1) cram for an exam | 4) pass with flying colours | 7) pull an all-nighter |
| 2) study animal     | 5) bone up on               | 8) teacher's pet       |
| 3) hit the books    | 6) school of hard knocks    | 9) ace this test       |
|                     |                             | 10) knuckle down       |

READING

Ex. 4 p. 16

- |                   |             |                    |                   |
|-------------------|-------------|--------------------|-------------------|
| 1) come away with | 4) fluency  | 7) qualification   | 10) attained      |
| 2) launched       | 5) snapshot | 8) handle          | 11) passing score |
| 3) critical       | 6) excel at | 9) academic skills |                   |

Ex. 5 p. 17

- |                    |          |                 |               |
|--------------------|----------|-----------------|---------------|
| 1) IELTS and TOEFL | 3) FCE   | 5) TOEFL        | 7) CAE        |
| 2) IELTS           | 4) IELTS | 6) IELTS, TOEFL | 8) IELTS, FCE |

GRAMMAR

Ex. 6 p. 17

- |           |           |           |            |                   |
|-----------|-----------|-----------|------------|-------------------|
| 1) during | 4) during | 7) during | 10) while  | 13) for           |
| 2) while  | 5) while  | 8) while  | 11) for    | 14) during, while |
| 3) for    | 6) for    | 9) for    | 12) during |                   |

Ex. 7 p. 18

Possible answers:

- I have stayed at school for ages.
- I don't use my mobile while I'm studying.
- During summer holidays I had to hit the books.
- My family came to see me while I was studying at Oxford University.
- What are you doing while at home?
- Students mustn't cheat during the test.
- To pass my exams I have been revising for two weeks.
- I was asked a lot of questions during the exam.
- I couldn't sleep for certain reasons.
- Don't enter the classroom during the class.
- While studying at school, he was the head of the drama school.
- During the university course I managed to improve my language skills.

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**SPEAKING**

Ex. 8 p. 18

**Suggested answers:** *I often feel stressed when taking a test because I'm worried about how well I will do in it. I become frustrated because I feel unprepared.*

**LESSON 3 – READY, SET, TEST!**

**WORKBOOK**

**VOCABULARY**

Ex. 1 p. 10

- |             |             |              |            |
|-------------|-------------|--------------|------------|
| 1) wrong    | 3) memorize | 5) homeworks | 8) term    |
| 2) ignorant | 4) grade    | 6) points    | 9) repeat  |
|             |             | 7) essays    | 10) unfair |

Ex. 2 p. 10

- |                |              |              |                |
|----------------|--------------|--------------|----------------|
| 1) nervous     | 5) necessary | 9) scores    | 14) special    |
| 2) exam        | 6) stressful | 10) chores   | 15) understand |
| 3) examination | 7) measure   | 11) prepared | 16) email      |
| 4) weak        | 8) failure   | 12) help     | 17) advance    |
|                |              | 13) at       | 18) luck       |

**GRAMMAR**

Ex. 4 p. 11

- |                |          |           |                 |
|----------------|----------|-----------|-----------------|
| 1) during; for | 4) while | 7) during | 10) for         |
| 2) while       | 5) both  | 8) while  | 11) for; during |
| 3) during      | 6) for   | 9) for    | 12) while       |

Ex. 5 p. 11

- |        |          |           |           |
|--------|----------|-----------|-----------|
| 1) for | 3) for   | 5) During | 7) during |
| 2) for | 4) while | 6) while  | 8) for    |

**EXTRA ACTIVITIES**

**VOCABULARY**

Fill in the blanks with the following words.

*diploma / qualities / examiner / knowledge / weakness / candidate / test / compulsory / skills / ability / written / qualifications / job*

In education, an examination is a 1) \_\_\_\_\_ to show the knowledge and 2) \_\_\_\_\_ of a student. A student who takes an examination is a 3) \_\_\_\_\_. The person who decides how well the student has performed is the 4) \_\_\_\_\_. Exams are very important. It may be a 5) \_\_\_\_\_ test, an on-screen test or a practical test. An examination evaluates student's 6) \_\_\_\_\_ and enables them to overcome their nerves. It is an efficient way to measure the 7) \_\_\_\_\_. A student who passes an examination may get a certificate or 8) \_\_\_\_\_. Some certificates are professional 9) \_\_\_\_\_, allowing the person to do a particular 10) \_\_\_\_\_. Moreover, it helps in developing one's personality and confidence. In addition, exams have the major role in providing necessary 11) \_\_\_\_\_ in life such as hard work, patience, creativeness and leadership. This makes them able to overcome their 12) \_\_\_\_\_ in order to be successful in life. That is why exams should be 13) \_\_\_\_\_. It also helps to improve the memory power of a person. Hence, these it is necessary to take exams.

**KEY:**

- |              |              |                   |                |
|--------------|--------------|-------------------|----------------|
| 1) test      | 5) written   | 9) qualifications | 12) weakness   |
| 2) ability   | 6) skills    | 10) job           | 13) compulsory |
| 3) candidate | 7) knowledge | 11) qualities     |                |
| 4) examiner  | 8) diploma   |                   |                |

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LESSON 4 – IN THE JOB MARKET

Objectives			
<b>Vocabulary</b>	Functions different individuals perform.		Prepositional phrases: <i>in time / on time, at the end / in the end.</i> Filling in the gaps.
<b>Reading</b>	Options for jobseekers without higher education qualifications. Multiple choice.	<b>Grammar</b>	Making up sentences. Choosing the correct options.
<b>Speaking</b>	Factors influencing your choice when looking for the right job. Comparing and discussing the list of factors.	<b>Writing</b>	Part-time jobs for teenagers. Pros and cons. Opinion essay.

TEXTBOOK

VOCABULARY

Ex. 1 p. 19

<b>dean</b>	an official of high rank in a college or university who is responsible for the organization of a department or departments
<b>lecturer</b>	someone who gives a lecture; a teacher at a university or college
<b>tutor</b>	someone who gives private lessons on a particular subject; someone who teaches and advises a group of students at a university
<b>PhD</b>	doctor of philosophy: the highest college or university degree
<b>professor</b>	a teacher of high rank in a college or university. Someone begins as an assistant professor, then becomes an associate professor, and finally a full professor.
<b>principal</b>	the head of a school
<b>teacher</b>	someone whose job is to teach, instruct or train others

**Company Office:** a manager, a secretary, an assistant, a chief executive officer, a director, an accountant

Ex. 2 p. 19

- |                                |                           |
|--------------------------------|---------------------------|
| 1) President – e               | 6) chairman – i           |
| 2) Chief Executive Officer – c | 7) director – g           |
| 3) Vice President – b          | 8) manager – d            |
| 4) shareholder – h             | 9) personal assistant – k |
| 5) board of directors – a      | 10) graduate trainee – j  |
|                                | 11) deputy – f            |

Ex. 3 p. 19

- |                      |                    |                            |                   |
|----------------------|--------------------|----------------------------|-------------------|
| 1) runs the company  | 3) reports to      | 5) cooperates closely with | 7) line manager   |
| 2) senior management | 4) is in charge of | 6) job titles              | 8) delegates work |

READING

Ex. 4 p. 20

- |      |      |      |      |
|------|------|------|------|
| 1) d | 2) c | 3) b | 4) a |
|------|------|------|------|

Ex. 5 p. 21

- |                      |                        |                     |
|----------------------|------------------------|---------------------|
| 1) specialize in     | 5) shipping            | 9) training         |
| 2) supervising       | 6) highly sought-after | 10) end-users       |
| 3) hands-on approach | 7) jumping to          | 11) compete against |
| 4) cup of tea        | 8) get started         | 12) benefit from    |

Ex. 6 p. 21

- |      |      |      |      |
|------|------|------|------|
| 1) b | 2) b | 3) a | 4) c |
|------|------|------|------|

## GRAMMAR

## Ex. 8 p. 22

- 1) in time      2) on time      3) in time      4) in time      5) on time      6) on time

## Ex. 9 p. 22

- 1) Before the interview began I had arrived at the place just in time.  
2) I stopped the thief just in time.  
3) I arrived at the airport just in time for the flight to Paris.  
4) I got home just in time for the phone call.  
5) She bought the present for her boss just in time.

## Ex. 10 p. 22

- 1) At the end                      3) In the end                      5) In the end                      8) in the end  
2) In the end                      4) at the end                      6) at the end                      9) at the end  
7) at the end                      10) in the end

## WRITING

## Ex. 11 p. 22

**Методичні рекомендації:** для виконання завдання можливий варіант написання *Opinion essay* для кращого висловлення власної думки на задану тему. Структура есе:

*Introduction:* paraphrase the question; thesis statement with 2 reasons for your opinion.

*Main body 1:* 1<sup>st</sup> reason why you agree or disagree (*topic sentence*); explain in detail (*supporting sentences*); give an example to support your opinion.

*Main body 2:* 2<sup>nd</sup> reason why you agree or disagree (*topic sentence*); explain in detail (*supporting sentences*); give an example to support your opinion.

*Conclusion:* summarize your main points briefly; restate your opinion.

## LESSON 4 – IN THE JOB MARKET

## WORKBOOK

## VOCABULARY

## Ex. 2 p. 12

- 1) headmaster      3) subordinate      5) head                      7) principal                      9) executive  
2) CEO                      4) director                      6) manager                      8) boss                      10) Chancellor

## Ex. 3 p. 12

- 1) trade                      4) profession                      7) work                      10) vocation                      13) career  
2) business                      5) work                      8) occupation                      11) business                      14) vocation  
3) job                      6) position                      9) career                      12) job                      15) occupation

## GRAMMAR

## Ex. 4 p. 13

- 1) ...in the end I got a good mark                      5) ...in the end we went to Madrid  
2) ...in time to save his life                      6) ...in time for the new school year  
3) ...at the end of July 2025                      7) ...at the end of the interview  
4) ...on time I was 5 minutes early                      8) ...on time, don't worry

## Ex. 5 p. 13

- 1) in time                      4) in the end                      7) at the end                      10) in time  
2) at the end                      5) at the end                      8) in the end                      11) in the end  
3) on time                      6) in time                      9) on time                      12) on time

## Ex. 6 p. 13

- 1) correct                      4) correct                      7) correct                      11) correct  
2) at the end                      5) in the end                      8) At the end                      12) in time  
3) on time                      6) on time                      9) on time                      13) at the end  
10) correct                      14) correct

LESSON 5 – IN SEARCH OF A JOB

Objectives			
<b>Vocabulary</b>	Career ladder. Qualities, skills and responsibilities.	<b>Listening</b>	Dream jobs. Complete the main reasons for choosing the profession by each speaker.
<b>Reading</b>	Voluntary work.	<b>Speaking</b>	Interesting and unusual jobs. Work in pairs.
<b>Grammar</b>	Infinitives and gerunds. Fill in the gaps.	<b>Writing</b>	A job advert for a vacant job.

TEXTBOOK

VOCABULARY

Ex. 1 p. 23

- |  |  |
|--|--|
| 1) she was <i>laid off</i> because of the crisis | 10) she <i>picked up</i> new skills                                |
| 2) she was <i>seeking for a</i> permanent job    | 11) she <i>was promoted to</i> a lawyer's assistant                |
| 3) she <i>drew up</i> an up-to-date CV           | 12) she was <i>appointed for the post of</i> Head of Legal Affairs |
| 4) she <i>applied for a vacancy</i>              | 13) she <i>got a pay rise and a bonus</i>                          |
| 5) she wasn't <i>out of work</i> for long        | 14) she <i>gave in her resignation letter</i>                      |
| 6) she <i>attended job interviews</i>            | 15) she <i>retired from her position</i>                           |
| 7) she was <i>offered a</i> part-time job        |  |
| 8) she <i>turned down</i> the job offer          |  |
| 9) she was <i>taken on as an office clerk</i>    |  |

Ex. 2 p. 23

A) Collocations for requirements

- 1) j    2) b    3) d    4) a    5) g    6) i    7) c    8) f    9) h    10) e

B) Collocations with phrasal verbs

- 1) f    2) j    3) h    4) i    5) g    6) b    7) a    8) d    9) c    10) e

*For example: Good memory – an interpreter; leadership skills – CEO; rich imagination – a teacher*

Ex. 3 p. 23

**\*P (positive)**

*rewarding / prestigious / seasonal / humanitarian / temporary / freelance / satisfying / manual / collaborative / voluntary / promising / shift*

**\*N (negative)**

*monotonous / labour-intensive / challenging / demanding / risky / menial / stressful / unskilled / unfulfilling*

\* значення прикметників може трактуватися по-різному, в залежності від світосприйняття людини.

*For example: a surgeon – risky, a businessman – prestigious, a mechanic – challenging, a singer – satisfying*

READING

Ex. 4 p. 23

The article tells us ...

a) about various skills and useful experiences, you can get when doing volunteer work

## Ex. 5 p. 24

<i>relevant</i>	correct or suitable for a particular purpose; appropriate
<i>fit for the job</i>	to be up to the challenge or capable of doing the job
<i>credentials</i>	personal qualities, achievements, or experiences that make someone appropriate for something; documents that prove who you are or that show your qualifications or status
<i>build up experiences</i>	to gain knowledge and skills through time spent doing a job or activity gradually, systematically, and in stages
<i>give insight into</i>	provide someone with a chance to understand something or learn more about it
<i>job-specific skills</i>	abilities that allow a candidate for employment to excel in a particular job
<i>target career</i>	the main job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money
<i>stand out</i>	to be very noticeable and much better than other similar things or people
<i>give back</i>	to provide help or financial assistance to others in appreciation of one's own success or good fortune
<i>sense of accomplishment</i>	a feeling of pride and / or pleasure in completing or overcoming an obstacle or task

*For example:*

- 1) *It is quite a sense of accomplishment to finish a project.*
- 2) *The research gives insight into the theory of evolution.*
- 3) *He is keen for people to know his business credentials.*

## Ex. 6 p. 24

*For example: I like helping other people because it's necessary, and I like feeling needed. I like knowing that I helped someone accomplish something that they may have not been able to do without my help. I always hope that I help them feel like they can trust the world.*

## LISTENING

## Recording 3

**Speaker 1.**

Medical profession is a very respectable and honoured field of expertise. The passion that drives me to it comes from various life experiences. What first helped me decide I want to be a doc is that I come from a third world country and I've seen people die due to the lack of medication and treatment. My interest in the field of chemistry and biology has also added to my decision in proceeding into the medicine. Until eventually I made up my mind to become *a cardiologist* because being able to help and treat people with the same disease as you would be very special. In fact, cardiologists are essential in the medical field and are one of the most

sought-after jobs in the industry. I clearly understand that in a workplace I will be required to work long irregular hours, even weekends, always be on call and busy at work, but that's just like with any other major job. I know, cardiology will put me in high-pressure life-or-death situations, and yet this career can let me live my dream: make impact saving people's lives while making a great living and having job security.

**Speaker 2.**

My dream job is to be *a professional chef* I would like to have my own restaurant and to be my own boss. Having a talent to cook finger licking meals seems to meet amazing.

People would quickly spread the word and make me world-famous; others would travel from the most distant places just to try the exquisite meals furnished by my talent. But, mostly importantly, I would be happy making others happy while doing what I love the most, I mean cooking, is my primary goal.

**Speaker 3.**

“What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of life we lead.” Those words were said by Nelson Mandela, but I heard them what my grandfather; and they seemed so powerful to me. One my grandpa was a doctor and the other, my father’s dad, was a sailor on a Navy Submarine. So, becoming a **military medical doctor** would be the best mix on both sides of my family heritage and it’s always been a part of who I am. I understand that I need to study hard now, because we make changes in future life, mostly based on what we’ve learnt. Moreover, pursuing medical career requires full commitment, determination and specific knowledge. I’ll be working with other highly skilled military professions and use the most advanced medical technology. Among the perks of a military medicine is that you won’t need to limit yourself to an office or hospital, but travel around the globe from one post to another, and even have your living expenses covered in addition to your pay. But, honestly, what counts most for me is personal contribution and satisfaction of helping people medically with the pride of serving my own country.

**Speaker 4.**

I have always wanted to be a **professional photographer**. First ever since I was five years old I love to take pictures of people, of nature, or simply random snapshots of things that I thought were worth looking at. Also I knew photographers meet amazing people and celebrities. They cooperate with famous actors, models, musicians, so it also attracted me in the occupation. From then on my mom thought it would be a good idea that I dedicate my time taking photography lessons. I love the classes, but after a while I gave up. Since I saw photography a different way than my teacher did. He saw

it as a job, and well, let’s just say that I saw it as an art, and a way of capturing beauty and keeping it for a long time. Don’t get me wrong, I still take pictures, but now I do it as a hobby, a way to enjoy the beauty rather than sell it.

**Speaker 5.**

Among many different professions, I was always excited about being a **lawyer**. I cannot explain why it intrigued me. I like watching films about mysterious things which have to be sold. It seems to be hard work, don’t you think so?! Although there are a lot of difficult duties, it’s very engaging. You never know what the next day may bring in this job, maybe it is the reason why am interested in it. There is no monotony or boredom, but there is a very big responsibility for humans’ fates. What is the prosecutor indicts an innocent person? To avoid such situations prosecutors must be very committed to their work. All-time they have to know more and more about the case, because like Francis Bacon said “knowledge is nothing else than a picture of a true”. Overall, the job is acquiring good mentality and a lot of time, but it is rewarding. I love the concept of helping others by applying the law. Serving justice and work for the people is the dream I have.

**Speaker 6.**

What I think I’m the best at is working with our little friends! At first as a joke and later as a real dream the veterinary medicine appeared in my life. Since I was a child I have been surrounded by animals and that made me love them. I said and knew that I want to help and care for every tiny creature that I got in my hands on. As I was growing up my attitude and intentions were becoming more serious. Now, I believe, becoming a **vet** will help me accomplish my mission. I’m convinced I would never get bored of taking care of them, but they would never be a bother to me. But, my decision is motivated not only by my desire to help sick animals. For me, it is not just a job, but the way of thinking. Being a vet will bring stability in my life, a long-awaited determination and a real spiritual satisfaction. And to be honest, the pay is very good and life would be great knowing that I have money for my family and go to work loving every moment.



Ex. 7 p. 24

Speaker 1: c Speaker 2: f Speaker 3: a Speaker 4: b Speaker 5: e Speaker 6: d

Ex. 8 p. 24

**Speaker 1:** The reason why I want to be a medical doctor is the feeling of accomplishment and knowing that I have made an impact on a family's life.

**Speaker 2:** The reason why I want to be a professional chef is to make people feel happy and to cook finger licking meals for them.

**Speaker 3:** The reason why I want to be a naval doctor is the opportunity to save lives.

**Speaker 4:** The reason why I want to be a photographer is that I love taking pictures of people, of nature, or simply random snap shots of things.

**Speaker 5:** The reason why I want to be a lawyer is a feeling of a strong need to establish justice.

**Speaker 6:** The reason why I want to be a veterinarian is love for animals.

GRAMMAR

Ex. 9 p. 25

- |                     |             |                |                  |
|---------------------|-------------|----------------|------------------|
| 1) likes / dislikes | 4) to fight | 7) to bake     | 9) concentrating |
| 2) riding           | 5) crying   | 8) complaining | 10) to join      |
| 3) inviting         | 6) to tie   |                |                  |

Ex. 10 p. 25

- |                        |               |                     |              |
|------------------------|---------------|---------------------|--------------|
| 1) to win              | 4) travelling | 7) taking care      | 10) breaking |
| 2) planning            | 5) waiting    | 8) to paint         | 11) dancing  |
| 3) running / for a run | 6) to get     | 9) to be; not to be | 12) going    |

LESSON 5 – IN SEARCH OF A JOB

WORKBOOK

VOCABULARY

Ex. 1 p. 14

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

Ex. 2 p. 14

POSITIVE QUALITIES		NEGATIVE QUALITIES	
disciplined	self-motivated	complaining	arrogant
punctual	team-oriented	gossiping	disorganized
honest	flexible	irresponsibility	absent-minded
enthusiastic	hard-working	backstabbing	vindictive
reliable	confident	clumsy	rude
responsible		bragging	

Ex. 3 p. 14

- |               |            |                   |            |
|---------------|------------|-------------------|------------|
| 1) living     | 4) values  | 7) tools          | 11) attend |
| 2) profession | 5) skills  | 8) occupations    | 12) do     |
| 3) career     | 6) careers | 9) qualifications | 13) job    |
|               |            | 10) forms         |            |

**GRAMMAR**

**Ex. 5 p. 15**

- |                 |                |             |                    |
|-----------------|----------------|-------------|--------------------|
| 1) open/to open | 6) play        | 11) trust   | 16) singing        |
| 2) eating       | 7) to keep     | 12) being   | 17) to find        |
| 3) not to go    | 8) not to talk | 13) to see  | 18) to let ... do  |
| 4) reading      | 9) remember    | 14) feel    | 19) to carry/carry |
| 5) to stop      | 10) to take    | 15) discuss | 20) propose        |

**Ex. 6 p. 15**

- |                |              |               |                |
|----------------|--------------|---------------|----------------|
| 1) studying    | 4) (to) make | 7) reading    | 11) to use     |
| 2) trying      | 5) using     | 8) writing    | 12) to review  |
| 3) to remember | 6) learning  | 9) speaking   | 13) to go over |
|                |              | 10) listening |                |

**EXTRA ACTIVITIES**

**VOCABULARY**

Match the beginnings with endings of the proverbs. Translate them into Ukrainian. Then find the equivalents for each proverb in Ukrainian.

- |   |                          |   |
|---|--------------------------|---|
| 1) Too many cooks                       | <input type="checkbox"/> | a) catches the worm.                      |
| 2) If at first you don't succeed,       | <input type="checkbox"/> | b) never have to work a day in your life. |
| 3) All work and no play                 | <input type="checkbox"/> | c) spoil the broth.                       |
| 4) Make hay                             | <input type="checkbox"/> | d) it's worth doing it well.              |
| 5) No living man                        | <input type="checkbox"/> | e) of a bad job.                          |
| 6) Never put off till tomorrow          | <input type="checkbox"/> | f) what you can do today.                 |
| 7) Make the best                        | <input type="checkbox"/> | g) makes jack a dull boy.                 |
| 8) If a job is worth doing,             | <input type="checkbox"/> | h) all things can.                        |
| 9) The early bird                       | <input type="checkbox"/> | i) while the sun shines.                  |
| 10) Choose a job you love, and you will | <input type="checkbox"/> | j) try, try, try again.                   |

**KEY:**

- 1) c   2) j   3) g   4) i   5) h   6) f   7) e   8) d   9) a   10) b

**NOTES**

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## LESSON 6 – START-UP

Objectives			
<b>Vocabulary</b>	Young businessmen.	<b>Speaking</b>	Business plan. Work in pairs or individually.
<b>Reading</b>	Young entrepreneurs. True and false statements.		
<b>Grammar</b>	Verb patterns. Fill in the gaps.	<b>Writing</b>	Famous entrepreneurs and their life achievements.

## TEXTBOOK

## VOCABULARY

## Ex. 1 p. 27

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1) a niche in the market – c | 6) founder – g                    |
| 2) an entrepreneur – a       | 7) annual sales – j               |
| 3) set up – d                | 8) subsidiary – h                 |
| 4) manufacture – e           | 9) division – i                   |
| 5) a pioneer – b             | 10) multinational corporation – f |

## Ex. 2 p. 27

- |                            |                                 |             |
|----------------------------|---------------------------------|-------------|
| 1) bankruptcy              | 4) charity                      | 7) fortune  |
| 2) finances                | 5) capital                      | 8) debt     |
| 3) fund-raising; donations | 6) credit finance somehow makes | 9) earnings |
|                            |                                 | 10) loan    |

## Ex. 3 p. 27

1.	<i>economic</i>	a)	economic development / be economical / economical use / economic forecast / economic(al) price / economical hybrid cars / economic policy / solar panels are economical / economical person
	<i>economical</i>	b)	
2.	<i>costly / pricy</i>	a)	costly / pricy / priceless process, time is priceless, a costly / pricy item, priceless advice, costly / pricy repairs, a costly / pricy purchase, priceless jewel, priceless artifact / antique, costly / pricy, priceless collection
	<i>priceless</i>	b)	
3.	<i>worthy</i>	b)	feel worthy / worthless, a worthless idler, worthless rubbish, worthy / worthless plan, worthy to see / do, worthy of attention / praise, worthy / worthless as a (painter), worthy / worthless candidate / successor
	<i>worthless</i>	a)	

## READING

## Ex. 5 p. 28

- |   |  |
|---|--|
| 1) become large – <i>expand</i>                       | 7) business – <i>start-ups</i>                     |
| 2) bright idea – <i>inspiration</i>                   | 8) ambitious – <i>competitive</i>                  |
| 3) to appear or arise – <i>come into existence</i>    | 9) make a profit – <i>bring in</i>                 |
| 4) follow – <i>chase your dreams</i>                  | 10) enterprise – <i>venture</i>                    |
| 5) creative thinking – <i>thinking out of the box</i> | 11) set up – <i>launch</i>                         |
| 6) distributor – <i>supplier</i>                      | 12) develop well – <i>thrive</i>                   |
|   | 13) total amount of money saved – <i>net worth</i> |

## Ex. 6 p. 29

- |      |      |      |      |      |
|------|------|------|------|------|
| 1) T | 2) T | 3) T | 4) F | 5) T |
|------|------|------|------|------|

**GRAMMAR**

**Ex. 7 p. 29**

- 1) My mum agreed to pick up my friends and me after the party.
- 2) I don't feel like cooking dinner this evening.
- 3) I usually spend an hour on my homework.
- 4) I promise not to tell anyone your secret. You can trust me.
- 5) Do you fancy playing squash with me tomorrow?
- 6) Do you think your son meant to break the window?
- 7) I suggest putting on a coat if you're going outside.
- 8) She pretended to be eighteen, so that she could get into the nightclub.

**Ex. 8 p. 30**

- |            |             |             |             |             |
|------------|-------------|-------------|-------------|-------------|
| 1) to get  | 3) studying | 5) to lock  | 7) to bring | 9) to tell  |
| 2) getting | 4) to have  | 6) learning | 8) to bring | 10) telling |

**Ex. 9 p. 30**

- |            |             |            |                |                |
|------------|-------------|------------|----------------|----------------|
| 1) writing | 4) to make  | 7) to get  | 10) following  | 13) being      |
| 2) knowing | 5) reach    | 8) to make | 11) to publish | 14) publishing |
| 3) reading | 6) to solve | 9) working | 12) to make    | 15) appreciate |

**WRITING**

**Ex. 12 p. 30**

**Suggested answers:** *it is possible to write about such famous entrepreneurs as Elon Musk, Steve Jobs, Bill Gates, Mark Zuckerberg, Walt Disney, J.K. Rowling, Oprah Winfrey, etc.*

**WORKBOOK**

**LESSON 6 – START-UP**

**VOCABULARY**

**Ex. 1 p. 16**

- |                    |                          |                      |
|--------------------|--------------------------|----------------------|
| 1) public sector   | 6) annual income         | 11) make a profit    |
| 2) take out a loan | 7) earn a salary         | 12) receive a bonus  |
| 3) recruit staff   | 8) motivate subordinates | 13) pay packet       |
| 4) senior manager  | 9) set up a business     | 14) old-aged pension |
| 5) go bankrupt     | 10) satisfied customer   |                      |

**Ex. 2 p. 16**

- |                   |              |             |
|-------------------|--------------|-------------|
| 1) build contacts | 3) priority  | 5) roll out |
| 2) a profit       | 4) potential | 6) access   |

**Ex. 3 p. 16**

- |             |            |               |
|-------------|------------|---------------|
| 1) rent     | 6) factors | 11) hryvnia   |
| 2) bills    | 7) do      | 12) currency  |
| 3) goods    | 8) freedom | 13) banknotes |
| 4) precious | 9) dollar  | 14) value     |
| 5) earn     | 10) pound  |               |

**GRAMMAR**

**Ex. 4 p. 17**

- |            |               |               |                       |
|------------|---------------|---------------|-----------------------|
| 1) taking  | 6) accepting  | 11) to accept | 16) telling           |
| 2) meeting | 7) to buy     | 12) spending  | 17) learning/to learn |
| 3) to put  | 8) getting up | 13) seeing    | 18) breaking          |
| 4) reading | 9) to inform  | 14) doing     | 19) watering          |
| 5) to pay  | 10) to play   | 15) living    | 20) to work/working   |

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**Ex. 6 p. 17**

- 1) Our teacher stopped to talk to Tom's father when she saw him walking towards her.
- 2) Don't make a decision until we know all the facts.
- 3) Correct.
- 4) Correct.
- 5) Riding a bicycle is a good way to keep fit.
- 6) There was a lot of traffic but we manage to get to the airport in time.
- 7) Please, remember to bring your essay to class next week.
- 8) Correct.
- 9) Listen, Derek failed to pass his final exams.
- 10) My phone isn't working. Can I try using your phone?
- 11) Correct.
- 12) Excuse me for being late.

**TEXTBOOK****SELF-ASSESSMENT**

- |      |      |             |       |       |
|------|------|-------------|-------|-------|
| 1) b | 5) c | 9) c        | 13) d | 17) b |
| 2) d | 6) a | 10) b       | 14) c | 18) a |
| 3) a | 7) d | 11) a       | 15) d | 19) a |
| 4) b | 8) a | 12) a, c, d | 16) a | 20) b |

**GET READY FOR YOUR TEST**

- |                      |                            |                   |
|----------------------|----------------------------|-------------------|
| 1) b) during         | 8) b) up                   | 15) d) compulsory |
| 2) a) is employed    | 9) a) stable, c) permanent | 16) b) attend     |
| 3) c) qualifications | 10) d) why not             | 17) c) misbehave  |
| 4) d) requirement    | 11) b) for                 | 18) a) where      |
| 5) a) scholars       | 12) d) experience          | 19) d) nearly     |
| 6) b) have seen      | 13) b) conditions          | 20) b) curriculum |
| 7) d) job            | 14) a) boost               | 21) a) a range of |

**WORKBOOK****CHECK YOUR VOCABULARY****Ex. 3 p. 18**

- |            |            |            |             |
|------------|------------|------------|-------------|
| 1) on time | 3) on time | 5) on time | 8) in time  |
| 2) in time | 4) in time | 6) on time | 9) on time  |
|            |            | 7) in time | 10) in time |

**Ex. 4 p. 19**

- |                   |                |                |
|-------------------|----------------|----------------|
| 1) teaching staff | 4) a dean      | 7) a lecturer  |
| 2) a graduate     | 5) a professor | 8) a curator   |
| 3) a rector       | 6) a freshman  | 9) a sophomore |

**Ex. 5 p. 19**

- |                      |             |           |
|----------------------|-------------|-----------|
| 1) I suppose         | 4) At that  | 7) thus   |
| 2) on the other hand | 5) for sure | 8) though |
| 3) As a result       | 6) since    |           |

**Ex. 6 p. 19**

- |                              |                        |
|------------------------------|------------------------|
| 1) is being opened at 12 am  | 4) suggested to meet   |
| 2) was the pizza delivered   | 5) you mind to pass me |
| 3) of the items been checked | 6) is such sociable    |

-----□ CHECK YOUR GRAMMAR □-----

Ex. 1 p. 20

- |                        |                       |                           |
|------------------------|-----------------------|---------------------------|
| 1) do you do           | 5) will snow          | 9) I'll have been working |
| 2) will remember       | 6) Will you take      | 10) is going to faint     |
| 3) Will you be flying  | 7) is going to change |                           |
| 4) are leaving; leaves | 8) I'll help          |                           |

Ex. 2 p. 20

- |              |            |               |
|--------------|------------|---------------|
| 1) working   | 5) losing  | 9) making     |
| 2) to finish | 6) to say  | 10) to defend |
| 3) to give   | 7) to give |               |
| 4) reading   | 8) waiting |               |

Ex. 3 p. 20

- |                 |             |               |
|-----------------|-------------|---------------|
| 1) introduction | 4) revision | 7) absences   |
| 2) successful   | 5) mistaken | 8) gifted     |
| 3) attention    | 6) succeed  | 9) satisfying |

Ex. 4 p. 20

- |          |       |           |         |          |
|----------|-------|-----------|---------|----------|
| 1) At; - | 3) by | 5) to     | 7) in   | 9) at; - |
| 2) for   | 4) -  | 6) in; to | 8) from | 10) with |

Ex. 5 p. 21

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

Ex. 6 p. 21

- 2) It will be more prestigious for you to move to Paris.
- 3) Mark is still waiting for his order to be taken.
- 4) Some rooms at our college are too small for the students to fit in.
- 5) That would be a good idea for the employees to learn foreign languages.
- 6) The lecturer spoke loudly enough for everyone to hear him.
- 7) There were / I've bought some magazines for the visitors to read.
- 8) It's so important for them to finish their research.
- 9) It's necessary for him to finish this project as soon as possible to get a promotion.
- 10) It's possible to follow our social account for you to keep up with the latest news.
- 11) It's good to take this vitamin on a daily basis for you to make your bones stronger.
- 12) It's necessary for us to buy Tina a birthday present.

-----□ EXTERNAL INDEPENDENT TEST TRAINING □-----

Ex. 1 p. 22

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

Ex. 2 p. 23

- 6) T
- 7) T
- 8) T
- 9) F
- 10) F

Ex. 3 p. 23

- 11) B
- 12) C
- 13) D
- 14) F
- 15) A

Ex. 4 p. 23

- 16) B
- 17) B
- 18) C
- 19) B

Ex. 5 p. 24

- 20) C
- 21) A
- 22) A
- 23) B
- 24) A
- 25) A

Ex. 6 p. 24

- 1) F
- 2) F
- 3) T
- 4) T
- 5) T

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## UNIT 2: YOUTH AND RELATIONSHIPS

### WORD BANK

**alienation** – віддалення, відчуженість  
**arrogant** – зарозумілий, гордовитий, зухвалий  
**bride/bridegroom** – наречена / наречений  
**bug** – чіплятися, надокучати  
**christen** – охрестити, нарікти  
**consequence** – наслідок, результат  
**date** – побачення  
**divorcee** – розлучена (*про жінку*)  
**fiance/fiancee** – наречений / наречена  
**foresee** – передбачати  
**hesitation** – вагання, нерішучість  
**implementation** – виконання, реалізація  
**imprinted** – закарбувати у пам'яті  
**milestone** – віха, етап, рубіж  
**mourn** – оплакувати, носити траур, сумувати  
**nag** – прискіпуватися, дратувати  
**narrow-minded** – обмежений, недалекий, посередній

**non-profit** – неприбутковий  
**nun** – черниця, монахиня  
**nurture** – виховувати, навчати  
**obedient** – слухняний, покірний  
**obstinate** – впертий, наполегливий  
**overprotective** – (*adj*) надмірна опіка, гіперопікуючий  
**pre-teen** – дитина 9-12 років  
**quarrelsome** – сварливий, причепливий  
**quick-tempered** – запальний, дратівливий  
**rebellious** – бунтівний, неслухняний  
**reunite** – воз'єднуватися  
**row** – суперечка, сварка  
**stern** – суворий, невблаганний, жорсткий  
**steady** – наречений/на, коханий/на; стійкий, міцний  
**taboo** – заборона, табу  
**terrific** – страшенний; приголомшливий, чудовий  
**vice-versa** – навпаки

### PHRASAL VERBS, IDIOMS AND COLLOCATIONS

**ask out** – покликати на побачення  
**at death's door** – на межі смерті  
**bound for** – що прямує, має курс  
**bridge a gap** – подолати розрив, знайти спільну мову, налагодити відносини  
**bump into** – зіткнутися з, натрапити на  
**chat up** – розмовляти, розговоритись, фліртувати  
**cheat on** – зраджувати, вести себе нечесно по відношенню до кого-небудь  
**come across** – (*випадково*) зустріти когось, наштотхнутися на щось  
**come of age** – досягти повноліття  
**come over/round** – заходити в гості  
**(dog) pig-headed** – впертий як осел  
**fair-weather friend** – ненадійний друг, друзі тільки при достатку  
**fellow student** – однокурсник  
**end up** – завершитися чимось  
**get behind** – відставати (*по роботі*), знижувати темп  
**get down** – змушувати почуватися засмучено, пригнічувати  
**give up on** – відмовитися (*від ідеї, тощо*), зневіритися

**hunger strike** – голодний протест, голодування  
**let down** – розчарувати, підводити  
**look back on** – згадувати, озирнутися назад (*про минуле*), пригадувати  
**meet up (with)** – зустрітись (*з*)  
**order out** – замовити  
**pick on** – дразнити, чіплятися, критикувати  
**put up with** – миритися, змиритися, терпіти  
**rebel against** – бунтувати проти, повстати, обурюватися  
**settle down** – поселитися, облаштуватися  
**start off** – розпочати з чогось, взятися (*до чогось*), засісти за роботу  
**stay up** – не спати всю ніч, засиджуватися до ранку  
**stop by** – зайти до когось, зупинитись десь  
**take away** – забрати з собою  
**talk over** – обговорити, дискутувати, переконати  
**top up** – додати більше до чогось, наповнити, заправити (*авто*)  
**turn down** – відхилити, відмовити(сь)

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LESSON 1 – MEETING PEOPLE YOU KNOW

Objectives			
<b>Vocabulary</b>	Types of friends.	<b>Speaking</b>	Meeting a person you haven't seen for a long time. A dialogue.
<b>Reading</b>	Rules of etiquette. True or False sentences.		
<b>Grammar</b>	Narrative tenses / Past Tense contrast. Fill in the gaps.	<b>Writing</b>	An informal letter to a friend or family member.

TEXTBOOK

VOCABULARY

Ex. 1 p. 36

- |                     |                        |                |
|---------------------|------------------------|----------------|
| 1) fellow student   | 4) acquaintance        | 7) true friend |
| 2) flat mate        | 5) mutual friend       | 8) workmate    |
| 3) travel companion | 6) fair-weather friend | 9) old friend  |
|                     |                        | 10) girlfriend |

Ex. 2 p. 36

- 1) a      2) b, c, g      3) f      4) d, e      5) h, i      6) j, k, l

Ex. 3 p. 37

<b>come over/round</b>	to visit someone in the place where they are, especially their house
<b>come across</b>	meet or find by chance; give other people a certain feeling or opinion; to accidentally hit against something
<b>bump into</b>	to meet someone you know when you have not planned to meet them; to meet someone unexpectedly
<b>stop by</b>	to go into a place for a short time when you are going somewhere else
<b>meet up (with)</b>	to see and talk to someone after making an arrangement to do so; to come together with someone, either unexpectedly or as planned
<b>hang out (with)</b>	to spend a lot of time in a place or with someone in order to relax or socialize

SPEAKING

Ex. 4 p. 37

*For example:*

- |   |  |
|---|--|
| - Oh, hi Peter! Long time no see!<br>How are you doing? | - Well, she was asking after you the other day. We should all meet up! |
| - Hi Ann! Great! Busy as ever.<br>You look well!        | - That sounds like a great idea!<br>How about Sunday?                  |
| - Thanks!   | - Fine by me. I'll call Amanda.  |
| - Do you see much of Amanda?                            | - Cool! See you soon!  |

READING

Ex. 6 p. 38

- |   |      |
|---|------|
| 1) F, or not mentioned  | 4) T |
| 2) T + displays of love between married couples are considered to be off-limits too | 5) F |
| 3) T, it is considered extremely impolite to tip                                    | 6) T |
|   | 7) F |



YOUTH AND RELATIONSHIPS

Ex. 7 p. 38

vice-versa – *on the contrary*  
 matter – *problem, trouble, question, difficulty*  
 order out – *take away*

top up – *full*  
 taboo – *prohibition, ban, veto*  
 proper – *acceptable*

Ex. 8 p. 38

**For example:** 1) *Men are expected to give up their seats in public transport.*  
 2) *If a man invites a woman on a date, it usually means that he pays.*

GRAMMAR

Ex. 9 p. 39

- |                                 |   |
|---------------------------------|---|
| 1) cleaning, preparing, was     | 5) had been dreaming, met               |
| 2) lived, arrived, established  | 6) were you doing, were traveling       |
| 3) was, had ever had            | 7) weren't, called                      |
| 4) got, had already disappeared | 8) opened, said, was dreaming, had been |
|                                 | 9) arrived, had destroyed               |

Ex. 10 p. 39\*

- 1) a      2) c      3) b      4) c      5) c      6) a      7) d      8) b

\*вправу варто розглядати як розповідь, а не окремі речення. Оскільки дія відбувалася у минулому і не пов'язана з теперішнім, необхідно вживати Past Perfect, Past Continuous, Past Simple, а також Present Perfect для речення з прямою мовою.

Ex. 11 p. 39

- |              |                 |                         |
|--------------|-----------------|-------------------------|
| 1) was born  | 6) spoke        | 11) had never been      |
| 2) had lived | 7) lived        | 12) doesn't seem        |
| 3) left      | 8) remember     | 13) have always thought |
| 4) had moved | 9) influenced   | 14) have; are planning  |
| 5) went      | 10) was growing | 15) are looking         |

WRITING

Ex. 12 p. 39

**Методичні рекомендації: Useful phrases.** *Asking for news: Do you know anything about... I also need to know about... I want to find out about... As well... Can you also let me know if... I would be glad to... Giving information: I have sent you a... To answer your question about... Did you know that...? This information should help you...*

LESSON 1 – MEETING PEOPLE YOU KNOW

WORKBOOK

VOCABULARY

Ex. 1 p. 26

- |                  |                    |             |
|------------------|--------------------|-------------|
| 1) opportunities | 5) sincere         | 9) email    |
| 2) yourself      | 6) conversation    | 10) reason  |
| 3) conversation  | 7) accomplishments | 11) strange |
| 4) name          | 8) say             | 12) away    |

Ex. 2 p. 26

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

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GRAMMAR

Ex. 4 p. 27

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1) were sleeping           | 9) looked; saw; were walking        |
| 2) always stayed           | 10) had finished; saw               |
| 3) had always left         | 11) felt; had passed                |
| 4) had been talking        | 12) saw; stopped                    |
| 5) didn't want             | 13) came; had forgotten             |
| 6) had never believed      | 14) had you been revising           |
| 7) didn't tell; had helped | 15) had signed; ended               |
| 8) went; had been          | 16) was; had been studying; started |

Ex. 5 p. 27

Part 1

- |                |                           |                    |
|----------------|---------------------------|--------------------|
| 1) called      | 6) were actually sleeping | 11) suggested      |
| 2) was calling | 7) were talking           | 12) heard          |
| 3) was waiting | 8) was drawing            | 13) hung           |
| 4) was talking | 9) told                   | 14) was cutting    |
| 5) was making  | 10) mentioned             | 15) was            |
|                |                           | 16) wasn't sitting |

Part 2

- |                     |                       |                     |
|---------------------|-----------------------|---------------------|
| 1) had been trying  | 4) had arranged       | 7) had almost given |
| 2) had had          | 5) had already picked | 8) had gone         |
| 3) had been waiting | 6) had been waiting   | 9) had been         |
|                     |                       | 10) had missed      |

EXTRA ACTIVITIES

VOCABULARY

Put the sentences below into the right order to complete the conversation between Kate (K) and Jack (J).

- \_\_\_ K: Great. Well, I should probably go. I'm in a bit of a hurry to get to the bank.
- \_\_\_ K: Of course, I will. We should get together some time.
- \_\_\_ K: You know – busy as ever. He's working for next now in London.
- \_\_\_ K: Not bad, thanks. What have you been up to?
- \_\_\_ K: You too. Good luck with the work in Madrid.
- \_\_\_ K: Hello Jack. Fancy bumping into you here.
- \_\_\_ K: Have you? That's sounds exciting. You're looking well.
- \_\_\_ J: Well, do give him my regards.
- \_\_\_ J: Thanks. You too. How's Mark getting on these days?
- \_\_\_ J: Oh, hello, Kate. What a nice surprise! How are things?
- \_\_\_ J: Yes, that would be nice. I'll get in touch when I'm back next month.
- \_\_\_ J: Well, it was great to see you.
- \_\_\_ J: I've been working in Madrid for the past month.

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LESSON 2 – THE BEST TIME OF MY LIFE

Objectives		
<b>Vocabulary</b>	Stages of life.	<b>Speaking &amp; Writing</b>
<b>Reading</b>	Attitude to life. True or False sentences.	
<b>Grammar</b>	Intensifiers. Fill in the gaps.	

Describe some important events, legal rights, or other special characteristics connected with life stages.

VOCABULARY

TEXTBOOK

Ex. 1 p. 40

- |                          |  |                           |
|--------------------------|--|---------------------------|
| 1) newborn               | 5) adolescent – a young person in the process of developing from a child into an adult (13–16 years) | 6) teenager (13–19 years) |
| 2) baby                  |  | 7) adult/grown up         |
| 3) child                 |  | 8) middle-aged            |
| 4) pre-teen (9–12 years) |  | 9) elderly                |

Ex. 2 p. 40

- |                  |                   |            |            |
|------------------|-------------------|------------|------------|
| 1) teen daughter | 3) an adult       | 5) a child | 7) a baby  |
| 2) newborn baby  | 4) adolescent boy | 6) mature  | 8) elderly |

Ex. 3 p. 40

- |         |         |        |        |         |         |          |       |
|---------|---------|--------|--------|---------|---------|----------|-------|
| 1) same | 2) your | 3) all | 4) get | 5) of   | 6) look | 7) child | 8) at |
| 1) all  | 2) new  | 3) way | 4) my  | 5) full |         |          |       |

Ex. 4 p. 40

- 1) h    2) a    3) i    4) e    5) f    6) j    7) g    8) d    9) c    10) b

READING

Ex. 6 p. 41

- |  |                                   |
|--|-----------------------------------|
| 1) magnificent – <i>terrific</i>             | 6) brought up – <i>nurtured</i>   |
| 2) expect – <i>foresee</i>                   | 7) remember – <i>look back at</i> |
| 3) firmly fixed (in mind) – <i>imprinted</i> | 8) nervous – <i>anxious</i>       |
| 4) uncertainty – <i>hesitation</i>           | 9) refer – <i>milestone</i>       |
| 5) holding a course for – <i>bound for</i>   | 10) begin – <i>start off</i>      |

Ex. 7 p. 42

- |              |                |      |      |       |
|--------------|----------------|------|------|-------|
| 1) F         | 3) F, he is 20 | 5) F | 7) F | 9) T  |
| 2) not given | 4) T           | 6) T | 8) T | 10) F |

GRAMMAR

Ex. 8 p. 42–43

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

Ex. 9 p. 43

- It was too high for me to reach it.
- Unfortunately, I was too late to get a good seat.
- There were so many bargains that I didn't know what to buy.
- Verona was wonderful enough for us to visit it.
- It was too dangerous to ski on the soft melting snow.
- He wasn't young enough to apply for this job.
- It was too loud for us.
- It was such a long queue for petrol that we had to wait two hours.
- It was too low for it.
- It was such delicious food that I could have eaten the same again!

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Ex. 10 p. 43

A) 1) such 2) so	3) enough 4) so	5) such 6) too	7) so 8) so		
B) 1) such 2) so	3) so 4) so	5) enough 6) enough	7) too 8) such	9) such 10) too	11) enough 12) such

SPEAKING&WRITING

Ex. 12 p. 43

**For example:** 1) *I don't want to stop travelling when I'm retired.* 2) *In my childhood I used to dream about joining the army.* 3) *The best day of my life was when I came my age.* 4) *Now that I'm an adult I can buy alcohol.* 5) *Being a teenager can be the worst time of your life.* 6) *I'll never forget my first day at school.* 7) *I think I was the happiest person when got a driving license.*

WORKBOOK

LESSON 2 – THE BEST TIME OF MY LIFE

VOCABULARY

Ex. 1 p. 28

- 1) c    2) i    3) g    4) j    5) e    6) b    7) a    8) d    9) h    10) f

Ex. 2 p. 28

- 1) Mark was born in Kyiv.
- 2) He grew up in Paris because his family moved there when he was a toddler.
- 3) When he was 16, he moved to London in order to go to university.
- 4) He graduated from university and got a job in Birmingham.
- 5) He met Ann when he was 24 and they started to go out.
- 6) They broke up two years later.
- 7) They got back together in their early thirties, fell in love and decided to get married.
- 8) Two years later, in their mid-thirties, they had a baby.
- 9) Sadly, the marriage did not last very long and they got divorced in their late thirties.

Ex. 3 p. 28

- |                     |                              |
|---------------------|------------------------------|
| 1) broke up         | 5) had a baby                |
| 2) grew up          | 6) fell in love              |
| 3) go to university | 7) graduated from university |
| 4) get divorced     | 8) get back together         |

GRAMMAR

Ex. 5 p. 29

- |           |        |            |            |            |
|-----------|--------|------------|------------|------------|
| 1) such   | 5) so  | 9) such    | 13) too    | 17) so     |
| 2) enough | 6) too | 10) enough | 14) such   | 18) such   |
| 3) so     | 7) so  | 11) so     | 15) so     | 19) too    |
| 4) enough | 8) too | 12) too    | 16) enough | 20) enough |

Ex. 6 p. 29

- |                      |                  |                      |
|----------------------|------------------|----------------------|
| 1) so many things    | 6) so quietly    | 11) too hard         |
| 2) so beautiful      | 7) hot enough    | 12) warm enough      |
| 3) too dark          | 8) too late      | 13) such a long time |
| 4) so early          | 9) enough sweets | 14) well enough      |
| 5) such a lot of fun | 10) so loud      |                      |

LESSON 3 – BEING IN RELATIONSHIPS

Objectives			
<b>Vocabulary</b>	Love stories.	<b>Speaking &amp; Writing</b>	Describe the photos. The pros and cons of marrying young. A short opinion essay.
<b>Reading</b>	Royalties married for love. Fill in the gaps.		
<b>Grammar</b>	Comparison of adjectives. Fill in the gaps.		

VOCABULARY

TEXTBOOK

Ex. 1 p. 44

<b>acquaintance</b>	someone you know a little, who is not a close friend
<b>best friend</b>	your closest friend, a person who you value above other friends in your life
<b>single</b>	not married, or not in a romantic relationship
<b>couple</b>	two people who are married or involved in a romantic relationship with each other
<b>wife</b>	a female partner in a marriage
<b>husband</b>	a male partner in a marriage
<b>partner</b>	the person you are married to or living with as if married to them, or the person you are having a sexual relationship with
<b>steady</b>	someone that you have been having a romantic relationship with for a long period of time
<b>ex</b>	(prefix) used with nouns that describe someone's job, rank, or relationship to someone, for showing that they do not have that job, rank, or relationship any more; (noun) the person that someone used to be married to or used to have a romantic relationship with
<b>boyfriend</b>	a man or boy that a person is having a romantic relationship with
<b>girlfriend</b>	a woman or a girl that a person is having a romantic relationship with
<b>significant other</b>	the person who you are married to or are having a romantic relationship with. This word is polite because it includes people who are not married, do not live together, or are gay. A more usual word is partner.
<b>fiancé</b>	your fiancé is the man you are engaged to and are going to get married to
<b>fiancée</b>	your fiancée is the woman you are engaged to and are going to get married to
<b>bride</b>	a woman who is getting married, or who has recently gotten married
<b>bridegroom</b>	a man who is getting married, or who has recently gotten married

Ex. 2 p. 44\*

**For example 1:**

to **get to know** somebody  
to **become friends with** somebody  
to **fall in love with** somebody  
to **have an affair with** somebody  
to **propose to** somebody  
to **get engaged to** somebody  
to **get married to** somebody  
to **have a row with** somebody  
to **get divorced to** somebody  
to **get back together with** somebody

**For example 2:**

to **get to know** somebody  
to **have an affair with** somebody  
to **fall in love with** somebody  
to **propose to** somebody  
to **get engaged to** somebody  
to **have a row with** somebody  
to **get back together with** somebody  
to **get married to** somebody  
to **get divorced to** somebody  
to **become friends with** somebody

\* Порядок подій може бути різним з огляду на особисту точку зору кожної людини.

Ex. 3 p. 44

A)	B)
1) d	1) I don't fancy him.
2) c	2) She is not really interested in him.
3) b	3) She is absolutely crazy about him.
4) c	4) She is absolutely crazy about him.
5) a	5) She is always flirting with him.

Ex. 4 p. 44

- |               |              |             |                 |
|---------------|--------------|-------------|-----------------|
| 1) girlfriend | 3) going out | 5) romantic | 7) in love      |
| 2) boyfriend  | 4) date      | 6) kissed   | 8) relationship |

READING

Ex. 6 p. 46

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

Ex. 7 p. 46

- 1) a duty that is hard to bear – *heavy burden*
- 2) a mixture of good and bad things to happen – *ups and downs*
- 3) have big arguments – *fight hard*
- 4) to be respected for – *to be admired for*
- 5) sorrowed – *mourned*
- 6) a woman after divorce – *divorcee*
- 7) never-ending love – *everlasting love*
- 8) be happy in marriage – *share a loving marriage*
- 9) to be brought back together – *to be reunited*

GRAMMAR

Ex. 8 p. 46

- |                         |                               |                     |
|-------------------------|-------------------------------|---------------------|
| 1) a bit happier        | 4) much more serious than     | 7) a lot easier     |
| 2) far more interesting | 5) much bigger                | 8) slightly younger |
| 3) a bit more slowly    | 6) much more complicated than |                     |

Ex. 9 p. 47

- 1) no higher than    2) any farther    3) any longer    4) any sooner    5) no worse

Ex. 10 p. 47

- |                            |                          |
|----------------------------|--------------------------|
| 1) worse                   | 5) more homesick         |
| 2) more and more expensive | 6) a lot more talkative  |
| 3) much more difficult     | 7) heavier and heavier   |
| 4) bigger                  | 8) more and more nervous |

Ex. 11 p. 47

- |   |                             |
|---|-----------------------------|
| 1) the harder it is for you to concentrate; | 3) the better you progress; |
| 2) the more patient she became;             | 4) the better I feel;       |
|   | 5) the more I liked him     |

SPEAKING&WRITING

Ex. 12 p. 47

Методичні рекомендації: для опису фотографій варто вживати час **Present Continuous** для відображення дії, яка відбувається в даний момент.

For example: *In the first photo I can see a couple sitting on a sofa. The man is playing a game and the woman is looking angrily at him. They are not talking...*  
Для вираження власної думки варто звернути увагу на час **Present Simple**.

For example: *I think that the woman is annoyed because...*

Ex. 13 p. 47

Методичні рекомендації: Ex. 11 p. 22 (textbook)

LESSON 3 – BEING IN RELATIONSHIPS

WORKBOOK

VOCABULARY

Ex. 1 p. 30

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

Ex. 2 p. 30

- |            |                    |                    |
|------------|--------------------|--------------------|
| 1) cousins | 5) fiancé          | 9) ancestors       |
| 2) engaged | 6) grand-daughters | 10) stepbrother    |
| 3) niece   | 7) relatives       | 11) great aunt     |
| 4) elation | 8) mother-in-law   | 12) brother-in-law |

Ex. 3 p. 30

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

Ex. 4 p. 30

- |                  |                     |                     |
|------------------|---------------------|---------------------|
| 1) madness       | 5) friendship       | 9) nemesis          |
| 2) strong desire | 6) acquaintance     | 10) unrequited love |
| 3) lovers        | 7) blood            | 11) steady          |
| 4) single soul   | 8) business partner | 12) love-interest   |

GRAMMAR

Ex. 5 p. 31

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1) a lot faster                  | 4) much/a lot/far bigger           |
| 2) much/a lot/far slower;        | 5) much/a lot/far more economical; |
| 3) slightly/a bit more expensive | 6) slightly/a bit cheaper          |
|                                  | 7) much/a lot/far smaller          |

Ex. 6 p. 31

- |                    |                    |                       |
|--------------------|--------------------|-----------------------|
| 1) more important  | 6) more crowded    | 11) healthier         |
| 2) the largest     | 7) the funniest    | 12) the most valuable |
| 3) quieter         | 8) worse           | 13) more difficult    |
| 4) the most boring | 9) the smartest    | 14) the dirtiest      |
| 5) the easiest     | 10) more dangerous |                       |

Ex. 7 p. 31

- 1) The more difficult test is, the more students should study.
- 2) The more high-tech car is, more expensive model will cost.
- 3) The more experienced technician is, the more satisfying repair will be.
- 4) The longer play lasts, the more bored audience becomes.
- 5) The more money you spend, the less money you save.

EXTRA ACTIVITIES

VOCABULARY

What do you think about this quote? Comment it on.

“The more I live, the more I learn. The more I learn, the more I realise, the less I know.”  
(Michel Legrand)

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LESSON 4 – LOVE IS IN THE AIR

Objectives			
<b>Vocabulary</b>	Types of love.	<b>Speaking</b>	Share your opinion about the statements.
<b>Reading</b>	What are the types of love?	<b>Listening</b>	Relationships. Fill in the gaps.
<b>Grammar</b>	Degree modifiers. Choose the correct option.		

TEXTBOOK

VOCABULARY

Ex. 1 p. 48

- 1) b      2) c      3) e      4) g      5) d      6) a      7) f

Ex. 2 p. 48

- 1) head over heels in love with      3) a match made in heaven      6) in love  
 2) Mr. Right      4) one and only      7) the one  
 5) make a perfect couple

Ex. 3 p. 48

- 1) cheat on – b      6) go out – f  
 2) put up with – g      7) split / break up (with) – e  
 3) make up – d – to forgive someone and  
 be friendly after a disagreement      8) let down – h  
 4) ask out – a      9) chat up – j  
 5) fall down – c      10) turn down – i

Ex. 4 p. 48

*For example:*

LOVE	LACK OF LOVE
John asked her out because he was head over heels in love with her.	She decided to break up with him because he liked flirting with other women.

LISTENING

<b>Recording 4</b>
<p>1) If you have a crush on someone, then you have to work up the courage to ask them out. You might also ask a friend to arrange a blind date. If you are lucky, it will be love at first sight.</p> <p>2) When couples go on a date, they usually go to a romantic restaurant or cafe where they can get to know each other better. When you start dating somebody regularly, we say that you are “seeing” somebody. If you get along really well then you might become a couple. Sometimes, one person falls in love, which means they start to have strong feelings for the other person.</p> <p>3) When couples go out for a long time, they may decide to get engaged. One partner, usually the man, proposes. When he proposes, he usually gives the woman a ring and asks her to marry him. They invite their friends and family to the wedding, where they say their wedding vows.</p>



4) Sometimes couples start to argue about everything. Other couples just grow apart. And so, sometimes, couples break up. If they are married, they get divorced. However, when couples split apart, often one person is heartbroken. In that case, the person will need some time to get over the relationship.

**Ex. 5 p. 49**

1)	1) crush	2) courage	3) ask	4) blind	5) sight	
2)	1) on	2) romantic	3) know	4) seeing	5) along	6) falls
3)	1) engaged	2) proposes	3) ring	4) asks	5) wedding	6) vows
4)	1) argue	2) apart	3) break	4) divorced	5) heartbroken	6) over

**Ex. 6 p. 49**

- 1) b                      2) a                      3) c                      4) d

**READING**

**Ex. 7 p. 49**

- 1) a                      2) b                      3) c                      4) d                      5) e                      6) f                      7) g

**Ex. 8 p. 50**

- 1) essence                      3) companion love                      5) jealousy                      7) at fault  
2) affection                      4) fall in love                      6) social status

**GRAMMAR**

**Ex. 9 p. 51**

- 1) **quite** (прислівник «quite» часто використовується зі словами, що позначають стан об'єкта: right, lonely, empty, exhausted, hopeless, impossible, mad ridiculous, true, sure, etc.);
- 2) **quite** (прислівник «quite» використовується з дієсловами, що виражають завершену дію: to forget, to recover, to finish, etc.);
- 3) **quite** (quite a/an + noun without an adjective);
- 4) **quite** («quite» is positive; we often use «rather» for negative ideas);
- 5) **rather** (When we use «rather» for positive ideas (good/nice, etc.), it means «unusually» or «surprisingly»);
- 6) **quite; rather** («but rather» indicates that something opposing to the earlier is being said. So «interesting» is positive and «complicated» is negative);
- 7) **quite** («quite» + verb);
- 8) **quite** («quite» використовується зі словами, що означають кількість або частотність: quite a lot, quite a bit, quite a few);
- 9) **rather** (we can use «rather» before or after a/an);
- 10) **quite** («proud» is positive);
- 11) **rather** («poor» is negative);
- 12) **rather** («big» is negative for the client. He / she is dissatisfied);
- 13) **rather** («rather» + participle 2);
- 14) **quite** (quite a/an + noun without an adjective)

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**NOTES**  
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**WORKBOOK** LESSON 4 – LOVE IS IN THE AIR

**VOCABULARY**

**Ex. 1 p. 32**

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1) c | 3) j | 5) e | 7) i | 9) b  | 11) d |
| 2) a | 4) f | 6) k | 8) g | 10) l | 12) h |

**Ex. 2 p. 32**

- |   |                                 |
|---|---------------------------------|
| 1) head over heels in love with someone | 7) digs                         |
| 2) break up                             | 8) tie the knot                 |
| 3) crazy about                          | 9) puppy love                   |
| 4) made for each other                  | 10) love at first sight         |
| 5) date;                                | 11) find Mr. Right              |
| 6) going steady                         | 12) get on like a horse on fire |

**Ex. 3 p. 32**

- |                    |                 |             |
|--------------------|-----------------|-------------|
| 1) families        | 5) marries      | 9) run away |
| 2) cope with       | 6) gets into    | 10) message |
| 3) break the peace | 7) heartbroken  | 11) poison  |
| 4) falls in love   | 8) come up with | 12) vow     |

**GRAMMAR**

**Ex. 4 p. 33**

- |      |      |       |       |
|------|------|-------|-------|
| 1) a | 5) a | 9) a  | 13) a |
| 2) b | 6) c | 10) b | 14) b |
| 3) b | 7) b | 11) a | 15) c |
| 4) c | 8) c | 12) c | 16) a |

**Ex. 5 p. 33**

- |           |                |            |            |
|-----------|----------------|------------|------------|
| 1) rather | 5) very        | 9) very    | 13) rather |
| 2) very   | 6) rather      | 10) quite  | 14) quite  |
| 3) quite  | 7) very; quite | 11) rather | 15) rather |
| 4) quite  | 8) rather      | 12) quite  | 16) quite  |

NOTES

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LESSON 5 – BRIDGING THE GENERATION GAP

Objectives			
<b>Vocabulary</b>	Generation gap between parents and children.	<b>Writing</b>	A report about the life of teens in the 1920 s. Express your opinion.
<b>Reading</b>	Generation gap.		
<b>Grammar</b>	Ways of expressing habitual behaviours. Fill in the gaps.	<b>Listening</b>	A story of a teenage girl about her problems with parents. Fill in the gaps.

VOCABULARY

TEXTBOOK

Ex. 1 p. 52

For example: a) *My parents are loving, caring and generous. I'm happy because my parents are wonderful.*  
 b) *I'm hard-working because I want to be successful in life.*

Ex. 2 p. 52

TEENS ABOUT PARENTS	PARENTS ABOUT TEENS
<ul style="list-style-type: none"> <li>• set hard rules</li> <li>• nag about chores and school</li> <li>• don't respect privacy</li> <li>• don't allow enough freedom</li> <li>• disapprove of the circle of friends</li> <li>• wear ugly clothes</li> <li>• give not enough pocket money</li> <li>• always dissatisfied</li> </ul>	<ul style="list-style-type: none"> <li>• break the rules</li> <li>• don't listen to advice</li> <li>• mistrust</li> <li>• have bad manners</li> <li>• overdo makeup</li> <li>• don't share tastes and views</li> <li>• wear ugly clothes</li> <li>• misbehave</li> <li>• neglect studying</li> <li>• fail in responsibilities</li> <li>• always dissatisfied</li> </ul>

Ex. 3 p. 52

- |        |          |         |        |           |          |
|--------|----------|---------|--------|-----------|----------|
| 1) of  | 3) on    | 5) with | 8) out | 11) with  | 14) to   |
| 2) out | 4) about | 6) out  | 9) on  | 12) for   | 15) with |
|        |          | 7) on   | 10) of | 13) about | 16) for  |

LISTENING

Recording 5

My parents love me, they feed me and work to keep a roof over my head, but sometimes they feel more like strangers. I can't put up with the way they treat me like a child anymore, there is a huge lack of understanding between us, they never listen to my point of view, and think they know what's best for me. I understand that they don't want me to grow up, but I really wish they would give me more space to do what I want to do.

They complain about my school results; about how much homework I should do. Last summer I wanted a Saturday job, but they ordered me to stay at home and study for exams, while all my peers that I knew already worked. Why won't my mom and dad let me try, do they really think the allowance I get from them is enough?

We disagree not only about money, but also home chores, food, clothes, and even the way to spend my day off. Every time I go out with friends they start to get cross and bug me, asking who I am going with and where we are going. Once, I asked if I could go to a party on Saturday night which finished at 11:30 pm. Conservative as they were, my parents agreed, but on the condition that my dad came to pick me up at 10 pm. I argued and argued

about it, but in the end, I had to agree. I knew I was going to be really embarrassed when my father came to pick me up, so I spent the whole party worrying. I didn't speak to my parents for three days after that. My mother tried to explain how they both felt, but I didn't want to listen.

It was then that I decided to break the rules they had set down. I somehow felt that if I did it, they would realize that I was old enough to look after myself, and leave me alone. I tried to provoke them, dyed my hair dark blue and covered my face in makeup before leaving for school. Instead of coming home at 10 pm I would arrive at 11 pm and then refuse to tell them where I had been. I kept silent and the folks became strict and firm. But, the more they tried to keep me in the house, the more pig (dog)-headed I became, and the more I sneaked out, so the rows got even worse.

Finally, one Saturday night I didn't come home till 2 am. My father wanted to know why I was so late. I refused to tell him. We had a huge argument which ended with me getting a taxi to my sister's house.

What went wrong?

**Ex. 4 p. 53**

- 1) a, c
- 2) b
- 3) b
- 4) a, b, c. At first she was obedient because she gave up the idea of getting a Saturday job and agreed to leave the party at 10 p. m. instead of staying longer. After a while she decided to break the rules because she always wanted more than just being treated like a child. She tried to provoke her parents, dyed her hair dark blue and covered face in makeup etc.
- 5) c

**Ex. 5 p. 53**

<i>a Saturday job</i>	part-time work done by schoolchildren
<i>dye hair</i>	change the colour of something using a special liquid
<i>to cover face in makeup</i>	to put coloured substances (creams, powders, lipstick, or mascara) on your face to improve or change your appearance and to look more attractive
<i>folks</i>	(plural) someone's parents
<i>to get pig-headed (dog-headed)</i>	not willing to change your opinions or intentions, even when it's obvious that they are not right; stubborn
<i>to become cross</i>	to get angry
<i>to bug asking</i>	to annoy someone

- |  |                        |
|--|------------------------|
| 1) Saturday job                            | 4) bugged me asking    |
| 2) dyed my hair; covered my face in makeup | 5) folks               |
| 3) to become cross                         | 6) pig-headed I became |

**READING**

**Ex. 6 p. 53**

- 1) Generation gap refers to the differences...
- 2) Generation gaps have often been attributed...
- 3) Parents and children spend less and less time...
- 4) At the same time, parents are satisfied...
- 5) So, if you really want to improve your relationship...
- 6) To conclude, people of all ages must become more tolerant...

Ex. 7 p. 54

- |                   |                             |                      |
|-------------------|-----------------------------|----------------------|
| a) rebel against  | c) at the top of your class | e) alienation        |
| b) to bridge gaps | d) let their hair down      | f) keep up the house |

GRAMMAR

Ex. 8 p. 55

- |                      |                              |                                    |
|----------------------|------------------------------|------------------------------------|
| 1) didn't use to     | 5) will be                   | 9) often stayed                    |
| 2) is always moaning | 6) will not live; will share | 10) used to                        |
| 3) spent             | 7) would                     | 11) keeps                          |
| 4) would always read | 8) would always visit        | 12) are you constantly criticizing |
|                      |                              | 13) is always asking               |

Ex. 9 p. 55

When my sister was a teenager there **used to be** a lock on our house phone to stop her making calls on it. Now she has her own phone and her bills must be enormous: she's **talking** / **'ll talk** on it for hours. She **used to work** as a hotel receptionist, and she'd **tell us** funny stories about the hotel guests. Then one afternoon **came** home early because she had lost her job. Apparently, she **was always chatting** on the phone instead of doing her work.

SPEAKING

Ex. 10 p. 55

**Методичні рекомендації:** для виконання вправи варто звернути особливу увагу на використання граматичних конструкцій **used to** та **would**.

**For example:** *When I was a child I used to go cycling a lot but now I don't have time because I have to study hard.*

LESSON 5 – BRIDGING THE GENERATION GAP

WORKBOOK

VOCABULARY

Ex. 1 p. 34

- 1) g    2) a    3) c    4) e    5) f    6) d    7) b

Ex. 2 p. 34

- |             |                        |              |
|-------------|------------------------|--------------|
| 1) lack of  | 4) keep up             | 8) satisfied |
| 2) taken up | 5) glued               | 9) peers     |
| 3) commute  | 6) alienation          | 10) salaries |
|             | 7) let their hair down | 11) top      |

GRAMMAR

Ex. 4 p. 35

- |                           |                           |                                  |
|---------------------------|---------------------------|----------------------------------|
| 1) is always spitting     | 7) write                  | 13) are starting                 |
| 2) prepares               | 8) visited                | 14) was continually interrupting |
| 3) would play             | 9) would wait             |                                  |
| 4) was constantly talking | 10) is always complaining | 15) used to be                   |
| 5) used to eat            | 11) will spend            | 16) liked                        |
| 6) was getting up         | 12) didn't use to eat     | 17) is talking                   |
|                           |                           | 18) will come                    |

Ex. 5 p. 35

- |                    |                           |
|--------------------|---------------------------|
| 1) beg/are begging | 5) are always misbehaving |
| 2) says/are saying | 6) depend                 |
| 3) is bothering    | 7) play                   |
| 4) do              | 8) will assume/assume     |

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### EXTRA ACTIVITIES

#### VOCABULARY

Put the missing phrases/words to complete the dialogue.

Beth is a dental assistant. She's 21 years old. Beth decides to leave home and rent an apartment with her friend Susan. Beth's mother, who is very strict, is upset about her daughter's decision.

*old-fashioned / run my life / unrealistic / move out / leaving home / heartbroken / open-minded / way by the time*

**Beth:** My parents are from the Dark Ages! They think they can 1) \_\_\_\_\_. Well, I've got news for them.

**Susan:** What's the matter?

**Beth:** My mother's very upset about my 2) \_\_\_\_\_.

**Susan:** She doesn't want us to rent an apartment together?

**Beth:** Right. She thinks I should get married first before I 3) \_\_\_\_\_ of the house.

**Susan:** That's so 4) \_\_\_\_\_!

**Beth:** She says I'm so young. She's 5) \_\_\_\_\_.

**Susan:** My mother is not crazy about the idea either. I wish my parents were more 6) \_\_\_\_\_.

**Beth:** She doesn't understand that I want to be my own boss. I told her it's normal. Most girls feel that 7) \_\_\_\_\_ they're 21.

**Susan:** I believe that modern women have more freedom these days.

**Beth:** Parents can be so 8) \_\_\_\_\_!

**KEY:**

- 1) *run my life*
- 2) *leaving home*
- 3) *move out*
- 4) *old-fashioned*

- 5) *heartbroken*
- 6) *open-minded*
- 7) *way by the time*
- 8) *unrealistic*

Make up your dialogue using the dialogue above as an example.

### NOTES

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LESSON 6 – YOUNG AND ACTIVE

Objectives			
<b>Reading</b>	Ukrainian youth state policy, youth movements and organizations.	<b>Writing</b>	Handling difficulties in personal life, studies, family, etc. A piece of advice.
<b>Grammar</b>	Verbs with prepositions. Fill in the gaps.	<b>Vocabulary &amp; Speaking</b>	Some problems of teenagers. Fill in the gaps. Which problems are you mostly concerned about? A dialogue.

READING

TEXTBOOK

Ex. 1 p. 56

#	Name	Purpose	Activity
1)	“Youth of Ukraine”	aimed at creating conditions for development and self-realization of Ukrainian youth	2016-2020 Ukraine
2)	“National Youth Council UKRAINE”	to represent and protect the civil, political, social, and economic rights of young people in Ukraine; to expand opportunities for personal development and active youth participation in political life	established in 2015
3)	“Ukrainian Youth Forum”	the consolidation of youth, improving the state youth sector and implementation of European values, such as active healthy lifestyles, technology, innovation, business development, ecology and democratic development of the state	established in 2005
4)	“My Career”	provides information about the labour market and actual professions, opportunities for development and correct career construction; can offer young people to take an internationally licensed test to determine the interests, skills, and the choice of the future direction of study	launched in 2015
5)	“The Independent Ukrainian Youth League”	members organize demonstrations and strikes	active youth movement in Ukraine
6)	The Plast National Scout Organization of Ukraine	unites boys and girls from the age of fourteen for purposes of education, sports, and culture	the largest Scouting organization in Ukraine
7)	The Students’ Brotherhood	realization and protection of rights and freedoms of its members, fostering their creativity and active position on social and political matters	voluntary, non-profit, non-religious public organization that operates in accordance with the Constitution of Ukraine and current legislation

Ex. 2 p. 57

<b>policy</b>	a set of plans or actions agreed on by the government, political party, business, or other group
<b>capacity</b>	the ability of a person or organization to do something; the amount of energy or power that something can produce
<b>target</b>	something that you try to achieve
<b>implementation</b>	the act of putting a plan into action or starting to use something
<b>licensed</b>	official permission to use or to own something
<b>non-profit</b>	an organization whose purpose is to help people rather than make a profit
<b>hunger strike</b>	a refusal to eat for a long time protesting against something

- |                  |                   |             |
|------------------|-------------------|-------------|
| 1) non-profit    | 3) licensed       | 6) capacity |
| 2) hunger strike | 4) implementation | 7) target   |
|                  | 5) policy         |             |

VOCABULARY & SPEAKING

Ex. 4 p. 57–58

- |                   |                          |                       |
|-------------------|--------------------------|-----------------------|
| 1) get into       | 5) getting me down       | 9) end up             |
| 2) treat me like  | 6) take care of          | 10) staying up        |
| 3) make up        | 7) will distract me from | 11) am getting behind |
| 4) get angry with | 8) spend too much on     | 12) pick on           |
|                   |                          | 13) given up on       |

GRAMMAR

Ex. 6 p. 59

<b>With:</b> <i>associate, coincide, collide, compare, cope, deal, etc.</i>	<b>To:</b> <i>add, agree, appeal, devote, dedicate, get married, happen, sentence, talk, etc.</i>
<b>About:</b> <i>argue, boast, dream, forget, etc.</i>	<b>Against:</b> <i>defend, vote, etc.</i>
<b>For:</b> <i>care, excuse, prepare, vote, work, etc.</i>	<b>From:</b> <i>borrow, graduate, hide, prevent, protect, recover, save, etc.</i>
<b>In:</b> <i>involve, participate, result, etc.</i>	<b>On:</b> <i>agree, comment, congratulate, count, work, etc.</i>
<b>Of:</b> <i>aware, consist, disapprove, get rid, tired, etc.</i>	<b>At:</b> <i>shout, stare, point, smile, etc.</i>

Ex. 7 p. 59

- |         |          |          |              |        |
|---------|----------|----------|--------------|--------|
| 1) with | 4) to    | 7) for   | 10) of/about | 13) at |
| 2) for  | 5) about | 8) about | 11) to       | 14) at |
| 3) from | 6) on    | 9) to    | 12) from     | 15) to |

Ex. 8 p. 59

- |                  |                             |  |
|------------------|-----------------------------|--|
| 1) waiting for   | 5) gave up                  | 9) from  |
| 2) specialize in | 6) reduce/relieve/cope with | 10) I'd like to dedicate this song to my boyfriend |
| 3) tired of      | 7) to                       |  |
| 4) rely on       | 8) disapproved of           |  |

WRITING

Ex. 9 p. 59

**Useful phrases:** *Have you tried...? I (would) (strongly) suggest / advise that... If I were you, I'd... In my experience,... works really well. It's generally best / a good idea to... One idea is to... One thing you could / should / have to do is... The best / most important thing (to do) is to... I would recommend you to... The sooner you (do something), the better... I think you should... (Something) is worth trying... Why don't you (do it)...? You definitely should (do something)...*



VOCABULARY

Ex. 2 p. 36

- |              |               |               |                   |
|--------------|---------------|---------------|-------------------|
| 1) attending | 4) keep it to | 7) resolve    | 10) go away       |
| 2) social    | 5) not think  | 8) proper     | 11) breaking down |
| 3) certain   | 6) interact   | 9) lifestyles | 12) good for      |

GRAMMAR

Ex. 4 p. 37

- |          |               |           |            |
|----------|---------------|-----------|------------|
| 1) at    | 4) with; of   | 7) to     | 10) about  |
| 2) about | 5) about; for | 8) of; to | 11) for    |
| 3) in    | 6) with       | 9) of     | 12) about; |

Ex. 5 p. 37

- |                |                   |                   |                      |
|----------------|-------------------|-------------------|----------------------|
| 1) focus on    | 6) share with     | 11) rebel against | 16) cope with        |
| 2) respond to  | 7) good at        | 12) arrive in     | 17) campaign against |
| 3) approve of  | 8) drop out of    | 13) apologize to  | 18) excel at         |
| 4) think about | 9) concentrate on | 14) differ from   | 19) plan on          |
| 5) blame for   | 10) recover from  | 15) provide for   | 20) care about       |

EXTRA ACTIVITIES

GRAMMAR

1. Fill in the correct preposition.

- 1) Honestly, I'd prefer \_\_\_\_\_ go for dinner.
- 2) His success depends \_\_\_\_\_ his creativity.
- 3) People have complained \_\_\_\_\_ high prices.
- 4) He listens \_\_\_\_\_ the radio every morning.
- 5) I'm dreaming \_\_\_\_\_ the white Christmas.
- 6) Stop shouting \_\_\_\_\_ me, will you?
- 7) My aunt suffers \_\_\_\_\_ diabetes.
- 8) The man was sentenced \_\_\_\_\_ life imprisonment.
- 9) I can always count \_\_\_\_\_ my parents.
- 10) What do you know \_\_\_\_\_ the accident?
- 11) My parents disapprove \_\_\_\_\_ my new style.
- 12) The writer referred \_\_\_\_\_ his family in his book.
- 13) Think \_\_\_\_\_ the consequences before you act.
- 14) She's waiting \_\_\_\_\_ the day her son will come home.
- 15) Do you know Teddy got married \_\_\_\_\_ Kate.
- 16) I'm a teacher and I specialise \_\_\_\_\_ teaching young people.
- 17) I'm not apologising \_\_\_\_\_ breaking the lamp, because I didn't do it!
- 18) The course in African Studies at SOAS appeals \_\_\_\_\_ me the most.
- 19) She's always boasting \_\_\_\_\_ the one time she was on TV!
- 20) After 5 years she resigned \_\_\_\_\_ her job and moved to Atlanta.

KEY:

- |          |         |           |           |           |
|----------|---------|-----------|-----------|-----------|
| 1) to    | 5) of   | 9) on     | 13) about | 17) for   |
| 2) on    | 6) at   | 10) about | 14) for   | 18) to    |
| 3) about | 7) from | 11) of    | 15) with  | 19) about |
| 4) to    | 8) of   | 12) to    | 16) in    | 20) from  |

TEXTBOOK

SELF-ASSESSMENT

- 1) c    3) a    5) c    7) a    9) b    11) d    13) a    15) a    17) c    19) d  
2) b    4) a    6) d    8) b    10) c    12) c    14) b    16) b    18) d    20) b

GET READY FOR YOUR TEST

- |                         |                   |                      |
|-------------------------|-------------------|----------------------|
| 1) b) are investigating | 8) b) as          | 15) c) had           |
| 2) a) have set          | 9) c) including   | 16) a) on            |
| 3) d) absolutely        | 10) a) each other | 17) b) to make       |
| 4) b) which             | 11) b) support    | 18) a) were sleeping |
| 5) c) leads             | 12) c) all        | 19) d) ask           |
| 6) a) will bring        | 13) d) carefree   | 20) b) a lot of      |
| 7) a) like-minded       | 14) c) along      | 21) b) No one        |

WORKBOOK

CHECK YOUR VOCABULARY

Ex. 2 p. 38

- |                     |                    |                        |
|---------------------|--------------------|------------------------|
| 1) on hunger strike | 4) overcome        | 7) came of age         |
| 2) fellow           | 5) at death's door | 8) fair-weather friend |
| 3) give up          | 6) bound for       | 9) bridging a gap      |

Ex. 3 p. 38

- |                        |                       |                       |
|------------------------|-----------------------|-----------------------|
| 1) was made            | 3) said to be left    | 5) may see him        |
| 2) wasn't letted drive | 4) is being picked up | 6) don't have to wear |

Ex. 5 p. 39

- |                |            |               |
|----------------|------------|---------------|
| 1) independent | 3) violent | 5) respectful |
| 2) spoiled     | 4) pride   | 6) importance |
|                |            | 7) behaviour  |

Ex. 6 p. 39

- |                    |                    |                         |
|--------------------|--------------------|-------------------------|
| 1) young prodigies | 3) emotional abuse | 5) accelerated learning |
| 2) brainwashed     | 4) desire          | 6) missing from home    |

CHECK YOUR GRAMMAR

Ex. 1 p. 40

- |                      |                   |                      |
|----------------------|-------------------|----------------------|
| 1) more entertaining | 4) narrower       | 7) colder            |
| 2) shorter           | 5) nicer          | 8) prettier          |
| 3) luckier           | 6) more colourful | 9) more expensive    |
|                      |                   | 10) more fascinating |

Ex. 2 p. 40

- |                       |                 |                       |
|-----------------------|-----------------|-----------------------|
| 1) the most wonderful | 3) the scariest | 6) the funniest       |
| 2) the furthest       | 4) the weirdest | 7) the best           |
|                       | 5) the kindest  | 8) the most difficult |

**Ex. 3 p. 40**

- |           |                |             |              |
|-----------|----------------|-------------|--------------|
| 1) got up | 3) had entered | 5) looked   | 8) tried     |
| 2) went   | 4) met         | 6) told     | 9) invited   |
|           |                | 7) had been | 10) accepted |

**Ex. 4 p. 40**

- |                                    |                          |            |
|------------------------------------|--------------------------|------------|
| 1) go                              | 5) told/was even telling | 10) left   |
| 2) were treating/treated           | 6) needed                | 11) stayed |
| 3) were giving/gave                | 7) wanted                | 12) was    |
| 4) controlled/<br>were controlling | 8) tried                 | 13) was    |
|                                    | 9) weren't               |            |

**Ex. 5 p. 41**

- |                 |                |            |
|-----------------|----------------|------------|
| 1) didn't need  | 3) needn't     | 5) mustn't |
| 2) needn't have | 4) didn't need | 6) mustn't |

**Ex. 6 p. 41**

- |           |       |       |       |           |           |
|-----------|-------|-------|-------|-----------|-----------|
| 1) such a | 2) so | 3) so | 4) so | 5) such a | 6) such a |
|-----------|-------|-------|-------|-----------|-----------|

**Ex. 7 p. 41**

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1) ...such a narrow corridor that ... | 4) ...such a greedy child and ... |
| 2) ...such a popular singer that...   | 5) ...such happy students.        |
| 3) ...such a lucky boy that ...       | 6) ...such a close friend for me. |

**Ex. 8 p. 41**

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1) enough | 3) enough | 5) to     | 7) enough |
| 2) too    | 4) to     | 6) enough |           |

**Ex. 9 p. 41**

- |         |       |          |       |         |
|---------|-------|----------|-------|---------|
| 1) from | 3) in | 5) among | 7) in | 9) from |
| 2) to   | 4) as | 6) with  | 8) as |         |

-----□ **EXTERNAL INDEPENDENT TEST TRAINING** □-----

<b>Ex. 1 p. 42</b>	<b>Ex. 2 p. 43</b>	<b>Ex. 3 p. 43</b>	<b>Ex. 4 p. 44</b>	<b>Ex. 5 p. 44</b>	<b>Ex. 6 p. 45</b>
--------------------	--------------------	--------------------	--------------------	--------------------	--------------------

- |      |       |       |       |       |      |
|------|-------|-------|-------|-------|------|
| 1) B | 8) F  | 13) E | 17) A | 21) B | 1) F |
| 2) B | 9) F  | 14) C | 18) B | 22) D | 2) T |
| 3) B | 10) T | 15) A | 19) C | 23) A | 3) T |
| 4) C | 11) T | 16) F | 20) B | 24) C | 4) F |
| 5) A | 12) T |       |       | 25) A | 5) F |
| 6) B |       |       |       | 26) B |      |
| 7) B |       |       |       | 27) D |      |
|      |       |       |       | 28) C |      |
|      |       |       |       | 29) C |      |
|      |       |       |       | 30) B |      |

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**NOTES**  
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# UNIT 3: ENGLISH-SPEAKING COUNTRIES

## WORD BANK

- absolute** – абсолютний, цілковитий, повний, необмежений  
**archbishop** – архієпископ  
**arbitrary** – примхливий, довільний, норовливий  
**baron** – барон  
**bush** – кущ  
**carving** – різьблення по дереву  
**chairlift** – крісельний підйомник  
**clergy** – духовенство  
**centralized** – централізований  
**citizenship** – громадянство  
**coexist** – співіснувати  
**dissolve** – розчиняти(ся), зруйнувати  
**divine** – божий, пророк  
**diversity** – різноманітність  
**dominion** – суверенна влада, панування, володіння, влада, верховенство  
**duke** – герцог  
**dynasty** – династія  
**fjord** – фіорд (*вузька морська затока зі скелястими берегами*)  
**flightless** – що не може літати, безкрилий  
**gala** – свято, святкування, гала-вечір  
**genuine** – справжній, істинний, непідроблений  
**heraldic** – геральдичний (*про герби*), гербовий  
**heritage** – спадщина, спадок  
**housewarming** – святкування новосілля  
**indigenous** – місцевий, корінний  
**long-haul** – довгий (*про відстань, шлях*)  
**majesty** – величність  
**masquerade** – маскарад  
**multiculturalism** – культурне різноманіття  
**must-see** – те, що необхідно побачити/відвідати  
**one-of-a-kind** – незвичайний, своєрідний, єдиний  
**parkland** – територія паркового типу  
**passionate** – палкий, пристрасний, запальний  
**pasture** – пасовище, вигін  
**prejudice** – упередження, забобон  
**preserve** – зберігати, охороняти, оберігати; заповідник  
**radiant** – променистий, випромінюючий, сяючий  
**ratio** – відношення, пропорція, коефіцієнт  
**revival** – відродження, відновлення  
**reform** – реформа, перетворення  
**restore** – відбудовувати, відновлювати, реставрувати  
**rival** – суперник, конкурент, противник  
**scenic** – мальовничий, живописний  
**segregation** – сегрегація, відокремлення, ізоляція  
**sleepover** – ночівля  
**stunning** – дивовижний, приголомшуючий, блискучий  
**troop** – загін, група людей, військо  
**tyrannical** – тиранічний  
**unjust** – несправедливий  
**white-water** – стічна вода, вода для технічних потреб

## PHRASAL VERBS, IDIOMS AND COLLOCATIONS

- array of** – цілий ряд, широкий діапазон  
**ask around** – розпитати, запитати  
**beyond the grasp** – за межі досяжності, за рамки розуміння  
**chill out** – зняти напругу; відпочити, розслабитися  
**city break** – виїзд за місто, тур вихідного дня  
**cling to dream** – триматися за мрію, залишатися вірним своїй мрії  
**culture shock** – культурний шок (*від зустрічі з новою культурою*)  
**dress up** – наряджатися, гарно вбратися  
**get away** – вирватися, поїхати, взяти відпустку  
**get together** – збиратися разом; зустрітися  
**grab at a chance** – схопитися за шанс, отримати можливість  
**indulge in** – потурати своїм бажанням, балувати себе  
**laze around** – байдикувати, ледарювати, тинятися  
**lingua franca** – лінгва-франка (*мова міжетнічного спілкування*), загальноприйнята мова  
**make big** – стати відомим або успішним  
**melting pot** – змішування націй, народів (*люди різних поглядів, національностей, релігій, що співіснують на одній території*)  
**pack into** – зробити багато активних дій за обмежений період часу  
**peak season** – найпопулярніший сезон, розпал сезону (*для відпочинку, тощо*)  
**rags-to-riches** – з збрак у князі (*раптово розбагатіти*), з Івана в пана  
**right of way** – пріоритет на дорозі, перевага проїзду, проходу  
**round off** – завершувати, закруглятися  
**see off** – проважати (*від'їжджачих*)  
**soak up** – ніжитись, поглинати, засмагати, насолоджуватись  
**stay on** – затриматись  
**stick of** – дотримуватися, триматися  
**strike it rich** – досягти успіху (*фінансового*), розбагатіти  
**time off** – відпроситися з роботи; взяти вихідний, час для відпочинку  
**toast glasses** – почаркуватися, чокатися бокалами  
**touch down** – приземлитися  
**wander round** – блукати навколо, прогулюватись  
**wind down** – відволіктися; відпочити; розслабитися  
**wrap up** – запакувати, загорнути

LESSON 1 – BRITISH HERITAGE

Objectives			
<b>Vocabulary &amp; Reading</b>	British history.	<b>Speaking</b>	About the political history of your country. Discuss and compile a composite Ukrainian historical fact sheet.
<b>Listening</b>	British history and everyday foods. Fill in the gaps.		
<b>Grammar</b>	Sequence of tenses. Fill in the gaps.	<b>Writing</b>	Significant Britons. A short review of his/her life story.

VOCABULARY&READING

TEXTBOOK

Ex. 1 p. 65

- 1) a      2) c      3) d      4) e      5) h      6) g      7) f      8) b

Ex. 3 p. 66

- |                                   |                                   |                                      |
|-----------------------------------|-----------------------------------|--------------------------------------|
| 1) human – <i>divine</i>          | 5) lawful – <i>unjust</i>         | 9) rootless – <i>dynastic</i>        |
| 2) powerless – <i>significant</i> | 6) separated – <i>centralized</i> | 10) unrelated – <i>heraldic</i>      |
| 3) fake – <i>genuine</i>          | 7) democratic – <i>tyrannical</i> | 11) constitutional – <i>absolute</i> |
| 4) corrupted – <i>fair</i>        | 8) limited – <i>arbitrary</i>     |                                      |

Ex. 4 p. 66

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1) the Magna Carta                | 4) “New Model Army”            |
| 2) the Act of Supremacy           | 5) the “Glorious Revolution”   |
| 3) the Personal Rule of Charles I | 6) the “Divine right of kings” |

Ex. 5 p. 67

- |   |  |
|---|--|
| 1) the country’s financial, judicial and administrative systems       | 9) gain total control over the Anglican Church   |
| 2) peace and stability above all else                                 | 10) negotiations   |
| 3) to be led by Oliver Cromwell                                       | 11) the agreements   |
| 4) rise up in arms against John                                       | 12) to be above the law; to be above all else  |
| 5) Civil War  | to be under royal law; to be under   |
| 6) the royalists  | King John  |
| 7) his power; the monarch’s right                                     | 13) the monarchy   |
| 8) all the Catholic convents and monasteries in England; the assembly | 14) to enter into a conflict/<br>call it for eleven years/call conflict/<br>to be with the “Glorious Revolution” |

LISTENING

Recording 6

In 1600 the East India Company was formed under Elizabeth I to compete with Dutch traders in the oriental spice trade. The company was given a monopoly on all goods imported to England from Asia. From the 1750s the company became more ambitious, starting to invade and conquer parts of India. It was now the biggest company in the world and also an official arm of the British government. When Queen Victoria came to the throne in 1837, the whole of India was under British rule, and she was made Empress of India. When she died in 1901, the British Empire had expanded so much that it included one fifth of the total population of the world.

As tea and coffee grew in popularity in Britain in the 18th century, the demand for sugar to sweeten them also grew. Sugar plantations in the West Indies owned by European colonists needed more workers, so their owners imported slaves from West Africa. A circular trade developed and islands such as Jamaica and the Bahamas became British colonies. Ships from Britain carried cotton and metal goods to Africa, where they were traded for slaves, who were taken on a three-month voyage to the West Indies.

They were traded with the plantation owners for sugar, and the sugar returned to Britain. Georgian Britain, especially the ports of Liverpool and Bristol, grew rich on the profits of the slave trade, turning a blind eye to the cruelty and the suffering involved.

The East India Company also held a monopoly on the import of Chinese tea, which became popular and fashionable in the 18th century. Trading posts around China, such as Singapore and Hong Kong, soon became colonies. At the same time, people in America, which the British had colonized in Elizabethan times, were protesting about high taxes on the import of common goods from England. A revolutionary group called the Sons of Liberty began turning back British tea ships from American ports, and in 1773 they threw tea worth thousands of pounds into Boston Harbour. The "Boston Tea Party" was the first of many acts of rebellion that quickly led to war with England and, in 1776, to American independence.

Potatoes, originally from Colombia (Peru), were introduced to England by Elizabethan explorers. Sir Walter Raleigh grew them on his land in Ireland, which in those days was under British rule. The Irish, poor and constantly at war internally or with the English, began to rely on this crop, which was easy to grow and produced a good yield. The poorest families ate nothing else. But in the 1840s a fungus infected the crops and more than one million people died of hunger. Another two million emigrated, mostly to North America, and de-populated Ireland remained under British rule until 1922.

**Ex. 7 p. 67**

- |                            |            |            |
|----------------------------|------------|------------|
| 1) Singapore and Hong Kong | 3) India   | 5) America |
| 2) Jamaica                 | 4) Ireland | 6) China   |

**GRAMMAR**

**Ex. 8 p. 68**

- |      |      |      |      |       |       |       |
|------|------|------|------|-------|-------|-------|
| 1) c | 3) b | 5) b | 7) c | 9) b  | 11) a | 13) c |
| 2) a | 4) a | 6) b | 8) c | 10) b | 12) b | 14) a |

**Ex. 9 p. 68**

- |             |          |                  |                         |
|-------------|----------|------------------|-------------------------|
| 1) was born | 4) was   | 8) used          | 12) wrote               |
| 2) spent    | 5) lived | 9) will go       | 13) asked               |
| 3) moved    | 6) got   | 10) has finished | 14) had already written |
|             | 7) works | 11) is working   |                         |

**SPEAKING**

**Ex. 10 p. 68**

*For example:*

<i>A composite Ukrainian historical fact sheet</i>	
<i>Period</i>	<i>Event</i>
<i>9<sup>th</sup>–11<sup>th</sup> centuries</i>	<i>Ancient Kyiv was a large commercial centre of the East Slavs where craftsmen plied their trades. Its position on the important waterway known as «route from the Varangians to the Greeks», which included the whole length of the Dniipro, helped promote its trade.</i>
<i>988</i>	<i>The conversion to Christianity helped to establish closer links between Kyiv Rus and the European states, particularly with Byzantium.</i>
<i>13<sup>th</sup> century</i>	<i>In the early thirties of the 13<sup>th</sup> century Rus was invaded by Mongol-Tatar hordes. In December 1240 the Mongol-Tatar forces led by Khan Batu besieged Kyiv.</i>
	...

## WRITING

## Ex. 11 p. 68

Significant Britons: Sir Winston Churchill; Diana, Princess of Wales; Charles Darwin; William Shakespeare; Sir Isaac Newton; Elizabeth II; Oliver Cromwell; Margaret Thatcher; Stephen Hawking; David Beckham; Henry VIII; Charles Dickens; King Arthur; Richard III; J. R. R. Tolkien; J. K. Rowling; John Lennon; Horatio Nelson; Queen Victoria; Guy Fawkes; Sir Alexander Graham Bell; Jane Austen; John Harrison; King Edward I; James Clerk Maxwell; Sir Paul McCartney; Sir Alexander Fleming; Prince William; Prince Harry; Ad Sheeran; Adele ...

## LESSON 1 – BRITISH HERITAGE

## WORKBOOK

## VOCABULARY

## Ex. 2 p. 46

- 1) b      2) e      3) g      4) h      5) f      6) a      7) d      8) e

## Ex. 3 p. 46

Britain has a great heritage. It has some of the finest historic buildings in the world. Palaces, castles and museums bursting with tradition and history, there's just so much to see and do. Around 30 million people visit Britain every year from overseas.

Many of the people in our survey, either English by birth or now living here, commented that it was very difficult to distinguish between English and British culture and identity. People found that they often identify more with other things than with England as a country. These other things include: the place or region in which they live, whether it be a major city or one of the English counties such as Yorkshire, Devon or Northumberland; the UK as a whole; or the religious or ethnic community they are from.

English culture is generally quite anti-establishment – there's a big tradition in our arts that attempts to question and challenge authority. Even in the language, there's a playful attitude – puns, irony, sarcasm. We like one thing to mean a lot.

## GRAMMAR

## Ex. 4 p. 47

- 1) had worked      3) had failed      5) has done      7) have been trying  
2) had      4) would      6) have ever read      8) will probably close

## Ex. 5 p. 47

- 1) came; had been      5) colonized; were protesting taken  
2) expanded; included      6) began; thew  
3) owned; mported      7) were introduced  
4) carried; traded; were      8) had destroyed; died; emigrated; had remained

## Ex. 6 p. 47

- 1) He is among the few who want to continue working on the project.  
2) It is an accepted custom for a man to open the door when he accompanies a woman.  
3) She closed the door and hurried away to class.  
4) We receive several applications a day and with them are copies of transcripts and degrees.  
5) Tom tried to finish his research, but he found only part of the information that he needed.  
6) Between one thing and another, Tom didn't finish typing his paper last night.  
7) In 1990, according to statistics from the Bureau of Census, the population of the US was 250,000,000.  
8) We did not receive mail yesterday because it was a holiday.  
9) Ann did not finish her homework in time to go with us to the football game yesterday afternoon.  
10) Although there were only two hundred foreign students studying at State University in 1970, there are more than five hundred now.  
11) We thought he was planning to go on vacation after the first of the month.  
12) Nika said that she went to the supermarket before coming home.

**EXTRA ACTIVITIES**

**VOCABULARY**

Match idioms given below with their meanings. Find their Ukrainian equivalents.

- |  |                          |  |
|--|--------------------------|--|
| 1) <i>cheap as chips</i>               | <input type="checkbox"/> | a) the most valuable or successful part of something                       |
| 2) <i>the jewel in someone's crown</i> | <input type="checkbox"/> | b) not what one likes or is interested in                                  |
| 3) <i>worth every penny</i>            | <input type="checkbox"/> | c) not feel very well  |
| 4) <i>a queen bee</i>                  | <input type="checkbox"/> | d) a woman who thinks she is the most important person in a group          |
| 5) <i>feel under the weather</i>       | <input type="checkbox"/> | e) very inexpensive  |
| 6) <i>as drunk as a lord</i>           | <input type="checkbox"/> | f) used for saying that problems often seem to happen all at the same time |
| 7) <i>it never rains but it pours</i>  | <input type="checkbox"/> | g) worth all the money   |
| 8) <i>not one's cup of tea</i>         | <input type="checkbox"/> | h) extremely drunk   |

**KEY:**

- 1) e      2) a      3) g      4) d      5) c      6) h      7) f      8) b

**GRAMMAR**

Find the mistakes in the following sentences and correct them. Some sentences are correct.

- 1) When I asked Mark about her work she said she had lost her job and is short of money.
- 2) Tom explained that he couldn't come to the party because he was working that evening.
- 3) We had a great evening with Ann. She is telling about her fascinating trip to London.
- 4) The train was leaving when I have arrived at the railway station and I was very angry.
- 5) The museum guard asked the visitors to not touch the exhibits.
- 6) The tour guide explained that the castle is only open on Tuesdays.
- 7) I thought that he is coming home.
- 8) A research scientist at State University reported that he finds a blood test to diagnose cancer.
- 9) When she told us that everything was ready, we went into the dining room and seated ourselves.
- 10) They asked him if he will help us.
- 11) Professor Baker told his class that there was 10,000 species of ferns.
- 12) They asked me what did happen last night, but I was unable to tell them.
- 13) I do not know where he could have gone so early in the morning.
- 14) The students have a good time in the class today.
- 15) Mark isn't going to come to school tomorrow.

**KEY:**

- |   |   |
|---|---|
| 1) <i>F, ... she had lost her job and was short of money.</i> | 8) <i>F, ... that he found a blood test...</i>            |
| 2) <i>T</i>   | 9) <i>T</i>   |
| 3) <i>F, She was telling us about...</i>                      | 10) <i>F, ... if he would help us.</i>                    |
| 4) <i>F, ... when I arrived at the railway station...</i>     | 11) <i>F, ... that there are 10 000 species of ferns.</i> |
| 5) <i>F, ...visitors not to touch the exhibits...</i>         | 12) <i>F, ... what happened the previous night...</i>     |
| 6) <i>T</i>   | 13) <i>T</i>  |
| 7) <i>F, ... that he was coming home.</i>                     | 14) <i>F, The students are having...</i>                  |
|   | 15) <i>F, Mark probably won't come...</i>                 |



LESSON 2 – THE AMERICAN DREAM

Objectives			
<b>Vocabulary</b>	America and Americans.	<b>Listening</b>	Well-known Americans. Match the names of the outstanding Americans to their contributions.
<b>Reading</b>	The American Dream. True or False sentences. Fill in the gaps.	<b>Speaking</b>	Make a list of people, places, and events significant in the world's history and prepare some sentences about them.
<b>Grammar</b>	Relative pronouns. Combine 2 sentences. Fill in the gaps.	<b>Writing</b>	Would you go on "American Idol" or "Big Brother"? An opinion essay.

VOCABULARY

Ex. 1 p. 69

- 1) f 2) j 3) i 4) k 5) e 6) a 7) c 8) b 9) h 10) g 11) d

READING

Ex. 4 p. 70

- 1) T 2) F 3) F 4) T 5) F 6) F

Ex. 5 p. 70

<i>Rags-to-riches</i>	used to describe what happens to a person who was poor but becomes rich
<i>To strike it rich</i>	to become rich suddenly and unexpectedly
<i>To cling to a dream</i>	keep believing that something is right or real; to follow something good that you hope you will achieve in the future
<i>Success story</i>	something or someone that achieves great success, often by making a lot of money
<i>Grab at a chance</i>	to take the opportunity and succeed in getting something especially by being quick or by being the best at something
<i>Make it big</i>	to become rich and successful

- a) struck it rich                      c) success stories                      e) grab at a chance  
b) make it big                          d) rags-to-riches                        f) have been clinging to a dream

LISTENING

Recording 7

What really constitutes being an American? In a country this vast and diverse, it's hard to pick just a few qualities that make someone a true American. Throughout the country's 243-year history, there have been a lot of them, the true Americans, who realized the American Dream.

**Abraham Lincoln** was the 16th president of the United States, serving from 1861 until his assassination in 1865. Lincoln was from a poor family and self-educated. During his time as president

he led the United States through the American Civil war, helped preserve the Union, abolished slavery, strengthened the national government, and modernized the economy.

A Powhatan Indian woman, a daughter of the ruler of the Powhatan empire, Chief Powhatan, was called **Pocahontas**. She fostered peace between English colonists and Native Americans by befriending the settlers at the Jamestown Colony in Virginia and eventually married one of them.

**Harriet Tubman** was an escaped slave who became a “conductor” in the Underground Railroad (*this was not an actual railroad, but a way of moving slaves north through a series of safe houses and hiding places.*), leading slaves to freedom before the Civil War. She made a total of 13 trips between the South and the North, and because of her bravery, over 70 enslaved families and friends were rescued from plantations and brought to the Union.

**Martin Luther King, Jr.** was an American clergyman, activist, and leader in the African-American Civil Rights Movement. He is best known for his role in the advancement of civil rights in a non-violent manner and his speech “*I Had a Dream.*” Martin Luther King, Jr. transformed America into a place where blacks and whites could coexist and be treated equally.

**Muhammad Ali** is considered one of the greatest professional heavy-weight boxers in sports history. He is not only praised for his skills in the ring, but for the values he expressed out of it: religious freedom and racial justice.

**Elvis Presley** represented America to the entire world with his swiveling hips and pompadour hair. He gave the world rock & roll and was often referred to as “*the King*”. Elvis was one of the important cultural icons of the 20th century. A shy boy, he was often bullied at school, told

he could not sing, but very soon after he began to stand out due to his appearances and talent.

A famous American astronaut, **Neil Armstrong**, was the first person to walk on the moon. He took an American flag and planted it on a giant rock in outer space. He was a very humble person and was referred to as a reluctant American Hero.

**Henry Ford** is famous for being the founder of the Ford Motor Company, who fulfilled his dream of producing an automobile that was reasonably priced, reliable, and efficient with the introduction of the Model T in 1908. After that he became one of the richest and most well known people of the world and ultimately revolutionized transportation and American industry.

**Ernest Hemingway** was an American novelist and short-story writer, and a journalist who had a strong influence on 20th Century fiction. In 1954 he won the Nobel Prize for literature and to this day many of his works are known as American classics.

**Marilyn Monroe** was an American actress, comedienne, singer, and model. Having spent much of her childhood in foster homes and orphanages, she managed to become one of the world’s most enduring iconic figures and is remembered for her charismatic embodiment as Hollywood’s most popular blonde.

**Ex. 6 p. 71**

- 1) a    2) h    3) c    4) b    5) d    6) e    7) f    8) g    9) i    10) j

**GRAMMAR**

**Ex. 7 p. 72**

- 1) Football, which is now popular in many countries, first started in Britain.
- 2) Margaret Thatcher, who studied science at university, was the Prime Minister of Britain for 11 years.
- 3) The Nile, which runs through several countries, is the longest river in Africa.
- 4) Gandhi, who became India’s nationalist leader, was born in 1869.
- 5) Elephants, which live to a great age, are found in Africa and India.
- 6) The sun, which is 93 million miles from the earth, is really a star.
- 7) John F Kennedy, who was a very famous American President, died in 1963.
- 8) Charlie Chaplin, who became a very rich man, was from a poor family.
- 9) Darwin, whose ideas changed our view of the world, travelled to many countries when he was young.
- 10) Sebastian Coe, who is now a politician, was a successful English runner.

Ex. 8 p. 72

- |          |          |          |           |           |
|----------|----------|----------|-----------|-----------|
| 1) whose | 4) which | 7) which | 10) when  | 13) where |
| 2) which | 5) whose | 8) whose | 11) where | 14) who   |
| 3) that  | 6) which | 9) whom  | 12) that  | 15) who   |

WRITING

Ex. 10 p. 72

Методичні рекомендації: Ex. 11 p. 22 (textbook)

LESSON 2 – THE AMERICAN DREAM

WORKBOOK

VOCABULARY

Ex. 1 p. 48

- |                     |                |              |
|---------------------|----------------|--------------|
| 1) xenophobia       | 3) tolerance   | 5) racism    |
| 2) multiculturalism | 4) nationalism | 6) diversity |

Ex. 3 p. 48

- |              |              |              |
|--------------|--------------|--------------|
| 1) potential | 4) break     | 7) talk show |
| 2) plan      | 5) make      | 8) stand up  |
| 3) details   | 6) hard work |              |

GRAMMAR

Ex. 5 p. 49

- 1) B      2) A      3) C      4) B

Ex. 6 p. 49

- |               |          |           |
|---------------|----------|-----------|
| 1) that       | 4) whose | 7) who    |
| 2) which      | 5) where | 8) whose  |
| 3) who (whom) | 6) which | 9) where  |
|               |          | 10) which |

Ex. 7 p. 49

- |                     |            |                |
|---------------------|------------|----------------|
| 1) who              | 4) which   | 7) who or that |
| 2) whose experience | 5) correct | 8) correct     |
| 3) correct          | 6) correct |                |

NOTES

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LESSON 3 – EXPLORING CANADA

Objectives	
<b>Vocabulary &amp; Reading</b>	Travelling.
<b>Reading</b>	The guideline for travelling around Canada. Complete the test according to the text.
<b>Grammar</b>	Participles. Fill in the gaps. Combine the sentences. Replace the relative clause.
<b>Writing</b>	A postcard to your friend at home about the way you are spending time in Canada.

TEXTBOOK

VOCABULARY & SPEAKING

Ex. 1 p. 73

<i>journey</i>	an occasion when you travel from one place to another, especially when there is a long distance between the places
<i>voyage</i>	a long journey especially by boat ( <i>ship</i> ) or into space
<i>tour</i>	a visit to a place or area, especially one during which you look around the place or area and learn about it; a journey made for pleasure, especially as a holiday, visiting several different places in an area
<i>city break</i>	a trip into a city, taken for pleasure; a short holiday spent in a city
<i>excursion</i>	a short trip to some place, usually for a special purpose and with the intention of a prompt return
<i>outing</i>	a short pleasure trip, excursion, picnic, or the like. It can be made by a group of people, usually for pleasure or education
<i>package tour</i>	a vacation arranged by a travel company for a fixed price that includes the cost of your hotel and transportation, and sometimes meals and entertainment
<i>cruise</i>	a trip on a ship for pleasure, especially one that involves visiting a series of places

For example:

- 1) *We're catching a cruise for Alaska.*
- 2) *We bought a cheap package tour to Spain and stayed in a big hotel by the sea.*

Ex. 2 p. 73

- 1) c      2) a      3) e      4) d      5) h      6) f      7) g      8) b

<i>one-of-a-kind</i>	the only person or thing of a particular type; very unusual
<i>fine dining</i>	a style of eating that usually takes place in expensive restaurants, where especially good food is served to people, often in a formal way
<i>by ferry</i>	to carry passengers by boat or ship and often by vehicles across an area of water, especially as a regular service
<i>expansive parklands</i>	a large area of open land with grass and trees
<i>top tourist attractions</i>	the best places, buildings or things that make people want to go to and see them

<i>gothic architecture</i>	a style of architecture that flourished during the high and late medieval period. It is most familiar as the architecture of many of the great cathedrals, abbeys and churches of Europe. Its characteristics are pointed arches and windows, high ceilings, and tall, thin columns
<i>array of wildlife</i>	large groups of animals and plants that grow in natural conditions
<i>four-season must-see</i>	highly recommended as worth seeing every season ( <i>4 times a year</i> )
<i>destination</i>	the place where someone is going or where something is being sent or taken
<i>chairlift</i>	a set of chairs, hanging from a moving wire driven by a motor, that carries people up and down a mountain, especially people who want to ski
<i>evolving food scene</i>	a view or picture of a place, event, or activity connected with cooking

Ex. 3 p. 74

<i>set off</i>	to start on a trip
<i>get away</i>	to leave or escape from a person or place, often when it is difficult to do this
<i>see off</i>	to go to a place that someone is leaving from in order to say goodbye to them
<i>look around</i>	to look around a room, building, or place and see what is there
<i>get on</i>	get into a bus, plane or train
<i>get in</i>	to arrive; if a train, plane, etc. gets in, it arrives
<i>touch down</i>	when an aircraft touches down, it lands; to land at an airport
<i>pack into</i>	to manage to do a lot of activities in a limited period of time
<i>stay on</i>	to remain at a job, school, or place for longer than you had intended to
<i>laze around</i>	to idle or lounge lazily; to relax or spend time idly
<i>soak up</i>	to absorb or enjoy something that exists around you; experience
<i>take in</i>	to go to see something of interest
<i>wander round</i>	to walk casually around ( <i>some place</i> ) without any definite purpose or destination
<i>indulge in</i>	to allow yourself or another person to have something enjoyable, especially more than is good for you
<i>treat to</i>	to buy or pay for something for another person
<i>round off</i>	to complete an event or activity in a pleasant or satisfactory way

- |                 |   |
|-----------------|---|
| 1) get in       | 5) get away   |
| 2) get on       | 6) see you off  |
| 3) touches down | 7) look round   |
| 4) set off      | 8) indulge in; treat ourselves to; round off; stay on                   |
|                 | 9) pack a lot into; laze around; soaking up; taking in; wandering round |

READING

Ex. 5 p. 75

- |  |   |
|--|---|
| 1) make possible – <i>makes for</i>          | 6) panoramic – <i>scenic</i>                      |
| 2) rapid streams – <i>white-water</i>        | 7) sell all of smth – <i>sell out</i>             |
| 3) best for you – <i>favourable</i>          | 8) most popular time – <i>peak season</i>         |
| 4) priority in traffic – <i>right of way</i> | 9) greatly – <i>remarkably</i>                    |
| 5) distant – <i>long-haul</i>                | 10) excellent of its kind – <i>superior</i>       |
|  | 11) to go from place to place – <i>get around</i> |

## Ex. 6 p. 76

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

## GRAMMAR

## Ex. 7 p. 77

- 1) having run      2) prepared      3) having studied      4) lying      5) leaving

## Ex. 8 p. 77

- 1) The police saw the body floating down the river.
- 2) Crying at the top of his voice he rushed at the thief.
- 3) Having worked for several hours, we came out of the office.
- 4) Not realizing the implication of his words, he went on speaking.
- 5) It being a fine day, everybody was out on the roads.
- 6) We met a boy carrying a heavy bag.
- 7) Decorated with lights, the house looked beautiful.
- 8) Seeing the policeman, the robbers ran away.
- 9) Finding the door open I went inside.
- 10) Walking along the road, I saw a snake.
- 11) Breaking the door open, the burglars entered the house.
- 12) His handwriting being illegible, I couldn't figure out what he had written.
- 13) Friendships made in childhood last forever.
- 14) The luggage being packed, we set out on our journey.

## Ex. 9 p. 77

- 1) Irish people *living in Great Britain* have the right to vote in British elections.
- 2) A friend *helping you in need* is a good friend indeed.
- 3) The boy *waiting* in the hall expected a phone call.
- 4) Passengers *wanting to go to Liverpool* had to change in Manchester.
- 5) The girl *picked up by her brother* was very nice.
- 6) A picture *showing the image of a person* is a portrait.
- 7) The problems *discussed* will be essential for your exam.
- 8) Animals *eating only plants* are called herbivores.
- 9) The house *standing at the end of the road* will soon be sold.
- 10) The conference *planned by non-governmental organizations* was about globalization.

## WRITING

## Ex. 10 p. 77

## For example:

- 1) *Dear Mom and Dad,*
- 2) *I'm having a great time here in New York! Aunt Eva has shown me everything – the Statue of Liberty, the Brooklyn Bridge and Central Park.*
- 3) *I haven't taken a yellow taxi yet but I really want to. It's sunny and hot every day.*
- 4) *Tomorrow we're going to watch a show at a theatre on Broadway.*
- 5) *Wish you were here.*
- 6) *Love, Ami*

## Top tips for WRITING

- 1) Start you postcard: **Dear + name.**
- 2) Use the **Present Continuous** to say you're enjoying the holiday.
- 3) Use the **Present Perfect** to say what you've done.
- 4) Use **going to** for your future plans.
- 5) A good way to finish a postcard: **Wish you were here.**
- 6) Finish your postcard: **Love + your name.**

VOCABULARY

Ex. 1 p. 50

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

Ex. 2 p. 50

- 1) to do or say something that upsets people – *rock the road*
- 2) one's uninterrupted progression of thinking – *train of thought*
- 3) to want to travel to different place – *have itchy feet*
- 4) to leave a place or begin a journey – *hit the road*
- 5) very early in the morning – *bright and early*
- 6) the roads and paths of a place – *highways and byways*
- 7) to drive very fast – *put the pedal to the metal*
- 8) to drive through red traffic lights without stopping – *jump the lights*
- 9) a strong desire to travel across the world – *travel bug*
- 10) someone who drives too slowly, often annoying other drivers – *Sunday driver*
- 11) to stay briefly or temporarily without every fully unpacking your luggage – *live out of a suitcase*
- 12) a brief stop for rest and food, especially when you are on a journey – *pit stop*

Ex. 3 p. 50

- 1) It's better not to *rock the boat* when you first start a job.
- 2) She *has itchy feet* again. She says she will travel to Brazil.
- 3) He is definitely a *Sunday driver* I can't stand the way he drives.
- 4) Tina has travelled around 10 countries in a year! Her *travel bug* started when she was 15.
- 5) Well, I think it's time to *hit the road*, I have to get up early tomorrow.
- 6) Tom was up *bright and early* on Saturday morning, and had everything packed before breakfast.
- 7) They travelled the *highway and byways* of Britain.
- 8) When the phone rang, it derailed my *train of thought*. I totally forget what I was talking about!
- 9) They went around the world in a week without a *pit stop*.
- 10) It's dangerous to *jump the light*. You may have a terrible accident.
- 11) We are going to have to *put the pedals to the metal* if we want to finish on time.
- 12) I travel so much and am always *living out of a suitcase*.

GRAMMAR

Ex. 4 p. 51

- |             |                    |            |                    |
|-------------|--------------------|------------|--------------------|
| 1) painting | 3) being           | 5) running | 7) born            |
| 2) sung     | 4) not having seen | 6) filled  | 8) Having parked   |
|             |                    |            | 9) Having finished |

Ex. 5 p. 51

- 1) Sitting in front of the computer, the student wrote his essay.
- 2) Disappointed in their progress at school, these (some) students often do not go into further education.
- 3) Having travelled overseas a lot as a teenager, John is more open minded to different cultures.
- 4) Surprised by a sudden storm, they had to seek shelter under a tree.
- 5) Having failed one of my exams, I couldn't get into university.
- 6) Opening the envelope, I found two concert tickets.
- 7) The musicians stood up, surrounded by thunderous applause.
- 8) Looked after carefully, the plant can live through the winter.
- 9) Fixing his bike (while fixing his bike), Robin got oil on his shirt.
- 10) Having attended this course before, Tom knew what to expect.

Ex. 6 p. 51

- |             |                  |            |           |
|-------------|------------------|------------|-----------|
| 1) Born     | 4) joining       | 7) being   | 10) using |
| 2) resulted | 5) Having become | 8) annoyed | 11) lived |
| 3) arrested | 6) needing       | 9) left    |           |

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**EXTRA ACTIVITIES**

**VOCABULARY**

Read the sentences and discuss the words in bold. These are different kinds of travels you can take. Match the sentences to the appropriate meanings of the nouns.

- |   |                          |   |
|---|--------------------------|---|
| 1) In my opinion, the best way of <b>travel</b> is by train Yesterday I <b>travelled</b> to London.   | <input type="checkbox"/> | a) a holiday arranged by a travel company in which your travel and accommodation are booked for you to move or go from one place to another |
| 2) A train <b>journey</b> from London to Bath or a car <b>journey</b> from New York to Boston.  | <input type="checkbox"/> | b) a short journey that you take for pleasure   |
| 3) A business <b>trip</b> to London or a weekend trip to Paris.   | <input type="checkbox"/> | c) a journey on a large ship for pleasure, during which you visit several places  |
| 4) A wine tasting <b>excursion</b> in the Napa Valley in California. You go there, enjoy the wine and you don't have to worry about getting there and back again. | <input type="checkbox"/> | d) a journey that you make to a particular place  |
| 5) Before planes were invented the <b>voyage</b> from London to New York could take weeks.  | <input type="checkbox"/> | e) a short holiday spent in a city  |
| 6) Our family <b>outing</b> to London Zoo was great fun.  | <input type="checkbox"/> | f) a long journey, especially by ship   |
| 7) You may go on a <b>cruise</b> down The River Nile to or even to a lot of different countries.  | <input type="checkbox"/> | g) a short journey made by a group of people, usually for pleasure or education   |
| 8) In a <b>package</b> tour everything is done for you. The price includes flights, accommodation, breakfast etc. You only have to pay.                           | <input type="checkbox"/> | h) a trip, especially over a long period or a great distance  |
| 9) I was thinking maybe a <b>city break</b> in Europe, Paris or Rome, would you like that?  | <input type="checkbox"/> |   |

**KEY:**

- 1) b    2) i    3) e    4) c    5) g    6) h    7) d    8) a    9) f

Complete the sentences (1–10) with the expressions (a–j). Then make up some questions with these idioms and answer them.

- |  |                          |  |
|--|--------------------------|--|
| 1) My friends always _____ they hitch hike and couch surf everywhere.  | <input type="checkbox"/> | a) <i>Get itchy feet</i>                   |
| 2) We had to get up _____ to catch the 4am sleeper train.  | <input type="checkbox"/> | b) <i>Catch some rays</i>                  |
| 3) I'll meet up with you guys later, I'm gonna chill by the pool and _____ for a bit.                        | <input type="checkbox"/> | c) <i>Sit and watch the world go by</i>    |
| 4) When I'm on holiday I like to _____ I can't stand getting up late or lying around on the beach.           | <input type="checkbox"/> | d) <i>Pack a lot in/ Have a full plate</i> |
| 5) My uncle always _____ when he goes on holiday, 5-star hotels, private beaches, pool parties, you name it. | <input type="checkbox"/> | e) <i>See how the mood takes me</i>        |
| 6) You have to _____ when you're travelling alone; there are a lot of dangerous people out there.            | <input type="checkbox"/> | f) <i>Travel on a shoe string</i>          |
| 7) I always try to _____, people always pack so much stuff they don't need.                                  | <input type="checkbox"/> | g) <i>Live it up</i>                       |
| 8) I don't like planning my holidays meticulously, I'd rather just _____.                                    | <input type="checkbox"/> | h) <i>Watch your back</i>                  |
| 9) There's nothing I like more than to sip a coffee in a nice Italian piazza and _____.                      | <input type="checkbox"/> | i) <i>Travel light</i>                     |
| 10) I've lived in Berlin for 6 months, I'm not sure how much longer I'll stay, I'm starting to _____.        | <input type="checkbox"/> | j) <i>At the crack of dawn</i>             |

**KEY:**

- 1) f    2) j    3) b    4) d    5) g    6) h    7) i    8) e    9) c    10) a



LESSON 4 – AUSTRALIA – A COUNTRY OF CONTRASTS

Objectives			
<b>Vocabulary</b>	Holidays.	<b>Listening</b>	About the advantages of living in Australia. Fill in the gaps.
<b>Reading</b>	The end-of-the-year holidays in Australia. Complete the text with the extracts.	<b>Speaking</b>	New Year resolutions.
<b>Grammar</b>	Adjectives and adverbs. Fill in the gaps.	<b>Writing</b>	Describe a good year for you.

TEXTBOOK

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

VOCABULARY

Ex. 1 p. 78

- 1) national holiday    3) masquerade    5) sleepover    7) housewarming  
 2) small gathering    4) reception    6) fancy dress party    8) gala

Ex. 2 p. 79

- 1) e) looking forward to    4) b) wrapping up    7) j) dress up  
 2) g) take time off    5) h) ask around    8) d) get together  
 3) a) put up    6) i) count down    9) f) wind down  
 10) c) chill out

*look forward to* – з нетерпінням чекати на щось  
*take time off* – відпроситися з роботи; взяти вихідний  
*put up* – вивішувати  
*wrap up* – запакувати  
*ask around* – запросити когось додому  
*count down* – рахувати у зворотному порядку  
*dress up* – наряджатися  
*get together* – збиратися разом; зустрітися  
*wind down* – відволіктися; відпочити; розслабитися  
*chill out* – зняти напругу; відпочити

READING

Ex. 4 p. 80

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

LISTENING

Recording 8

Speaker 1.

Australia is blessed with four distinct seasons throughout the year. In spring, the air is fresh, and the natural scenery is very lively and colorful, with millions of flowers blooming. Summers in Australia are hot and glorious, and winters are mild. Autumns come with rolling mists and glorious golden leaves.

Speaker 2.

Do you know the amazing benefits of getting fresh air? Each deep breath of clean air helps heal your body, boost your immune system, and increase happiness, as well as making you feel alive and revitalized. In Australia, you can enjoy it every moment. This country has been one of the world's cleanest countries, with an Environmental Performance Index score of about 80.

**Speaker 3.**

People from over 100 countries have migrated to this country, making Australia one of the world's most culturally diverse nations. Australia's multicultural nature means overseas students are readily accepted by others.

**Speaker 4.**

Australia boasts unlimited natural gifts that you should experience at least once in your lifetime. Tourist attractions in this country include 19 World Heritage sites, including the Great Barrier Reef, Bondi Beach, the Daintree Rainforest, and the Sydney Opera House. Iconic attractions in Sydney are a huge draw for many students from all over the world. This largest city in Australia is home to 37 beaches, spreading over a large area, as well as historic landmarks, award-winning recreational centers, and various cultures.

**Speaker 5.**

Australia has a vast area of over 7,500,000 km<sup>2</sup>, and a low population of about 23 million. With only 6.4 people per

square mile, this country is one of least crowded countries in the world.

**Speaker 6.**

There is an impressive number of study options for overseas students, with over 1,200 institutions and 22,000 courses in Australia to choose from. Australia has the third highest number of international students – behind the UK and the US. For overseas students who need English language training before commencing higher level studies in Australia or who wish to improve their English language skills for work or life back in their home countries, they can choose special courses solely dedicated to international students.

**Speaker 7.**

Australians are known for being outgoing. No matter where they live, Australians are good at helping others whenever required. According to the Economist Intelligence Unit's 2016 global livability survey on 140 cities in the world, Sydney is the world's second friendliest destination.

**Ex. 6 p. 80**

Clean environment  
Multicultural society

Great destinations  
Low population density

Opportunities to study  
Friendly people

**Ex. 7 p. 80**

- 1) is blessed with
- 2) heal; boost; increase; alive; revitalized
- 3) migrated; diverse
- 4) Heritage sites; Reef; Beach; Rainforest; House; draw

- 5) helping others
- 6) square mile; crowded
- 7) options; institutions; courses

**Ex. 8 p. 81**

<i>near / nearly</i>	1) nearly	2) nearly	3) near
<i>hard / hardly</i>	1) hard	2) hard	3) hardly
<i>high / highly</i>	1) highly	2) high	3) high
<i>short / shortly</i>	1) shortly	2) 10 dollars short	3) short
<i>deep / deeply</i>	1) deep	2) deeply	3) deeply
<i>late / lately</i>	1) late	2) lately	3) lately
<i>dead / deadly</i>	1) deadly	2) dead	3) deadly
<i>right / rightly</i>	1) right	2) rightly	3) right
<i>sharp / sharply</i>	1) sharp	2) sharply	3) sharply

Ex. 9 p. 82

- |           |           |                    |          |
|-----------|-----------|--------------------|----------|
| 1) near   | 5) nearly | 9) high            | 13) late |
| 2) hard   | 6) widely | 10) nearly         | 14) near |
| 3) hardly | 7) widely | 11) hardly         | 15) hard |
| 4) highly | 8) widely | 12) nearly; lately | 16) wide |

LESSON 4 –  
AUSTRALIA – A COUNTRY OF CONTRASTS

WORKBOOK

VOCABULARY

Ex. 2 p. 52

- |              |               |            |            |              |
|--------------|---------------|------------|------------|--------------|
| 1) carnivals | 3) exhibition | 5) boats   | 7) blossom | 9) matches   |
| 2) fine arts | 4) rodeo      | 6) flowers | 8) parades | 10) caroling |

Ex. 3 p. 52

- |             |                |             |         |             |
|-------------|----------------|-------------|---------|-------------|
| 1) annually | 3) celebrating | 5) creation | 7) run  | 10) landing |
| 2) public   | 4) off         | 6) British  | 8) date | 11) formal  |
|             |                |             | 9) idea | 12) along   |

GRAMMAR

Ex. 5 p. 53

- |                        |                               |                                  |
|------------------------|-------------------------------|----------------------------------|
| 1) widely              | 5) well; well                 | 9) easily                        |
| 2) regularly; strictly | 6) nearly; close              | 10) correctly; correct           |
| 3) quickly; quickly    | 7) interesting; interestingly | 11) magnificently; magnificently |
| 4) fantastic           | 8) awful                      | 12) sensible; sensibly           |

Ex. 6 p. 53

- |                   |                         |                   |
|-------------------|-------------------------|-------------------|
| 1) complicated    | 4) terrible             | 8) highly         |
| 2) hardly         | 5) patiently            | 9) angry; angrily |
| 3) extremely well | 6) sad                  | 10) free          |
|                   | 7) carefully; wonderful | 11) deeply        |

Ex. 7 p. 53

- |                  |             |               |                |
|------------------|-------------|---------------|----------------|
| 1) diverse       | 4) official | 7) officially | 10) important  |
| 2) multicultural | 5) fluently | 8) fast       | 11) cultural   |
| 3) ethnic        | 6) widely   | 9) quickly    | 12) incredible |

Ex. 8 p. 53

- |   |  |
|---|--|
| 1) This was <i>surely</i> a mild winter.                                    | 6) correct   |
| 2) When you are a parent, you will think <i>differently</i> about children. | 7) I felt <i>safe</i> enough to go out at night on my own.                 |
| 3) I felt <i>bad</i> about not having done <i>well</i> on my final exams.   | 8) He finished the exam <i>really</i> quickly.                             |
| 4) correct  | 9) You can see the distant mountains <i>clearly</i> with these binoculars. |
| 5) Asian music often sounds <i>odd</i> to Western listeners.                | 10) She drives a <i>dark</i> black sports car.                             |
|   | 11) correct  |

NOTES

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**EXTRA ACTIVITIES****VOCABULARY**

In pairs, study the sentences. Then complete the definitions below with the adjectives in bold.

- 1) Paul always brings back **tacky** souvenirs from his trips abroad.
- 2) It's much cheaper to travel with a **no-frills** airline.
- 3) I don't like **package** holidays. I prefer to discover things by myself.
- 4) On my way to Miami, I had a **brief** stopover in Lisbon.
- 5) The view from the hotel room was absolutely **breathtaking**.
- 6) Jamaica has a **thriving** tourism industry. The country's economy depends on it.
- 7) It was a **bumpy** ride to the mountain resort. We really needed an off-road vehicle.
- 8) If you search online, you can find some hotels with **decent** prices.

- 1) *acceptable, not too expensive:* \_\_\_\_\_
- 2) *of cheap quality:* \_\_\_\_\_
- 3) *developing, successful:* \_\_\_\_\_
- 4) *short:* \_\_\_\_\_
- 5) *not smooth:* \_\_\_\_\_
- 6) *basic, without extras:* \_\_\_\_\_
- 7) *with everything arranged by the travel company:* \_\_\_\_\_
- 8) *extremely beautiful:* \_\_\_\_\_

**KEY:**

- |                  |                    |                     |                      |
|------------------|--------------------|---------------------|----------------------|
| 1) <i>decent</i> | 3) <i>thriving</i> | 5) <i>bumpy</i>     | 7) <i>package</i>    |
| 2) <i>tacky</i>  | 4) <i>brief</i>    | 6) <i>no-frills</i> | 8) <i>brehtaking</i> |

**NOTES**


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LESSON 5 – NEW ZEALAND – AN ISLAND NATION

Objectives			
<b>Vocabulary</b>	Country profile.	<b>Listening</b>	About the most exciting things to do while you are staying in New Zealand. Fill in the gaps.
<b>Reading</b>	Geography and nature. History facts and figures. Match the words to their definitions.	<b>Speaking &amp; Writing</b>	About English-speaking countries ( <i>geography, nature, history, economy, politics, culture</i> ). Ask and answer the questions.
<b>Grammar</b>	Degrees of comparison – adjectives. Fill in the gaps.		

TEXTBOOK

VOCABULARY

Ex. 1 p. 83

- 1) F    2) F    3) F    4) T    5) F    6) T    7) T    8) F    9) T    10) F    11) F

Ex. 2 p. 83

- 1) haka    4) Māoris    7) bungee jumping    10) the All Blacks    13) Auckland  
 2) Kiwi    5) sheep    8) The Lord of the Rings    11) Wellington    14) hongi  
 3) kiwis    6) bush    9) rugby    12) Aotearoa

READING

Ex. 4 p. 85

- 1600s – The Dutch explorer Abel Tasman first visited the island, but his party was attacked and left the island; they named New Zealand after a region in the Netherlands.
- 1769 – English explorer Captain James Cook mapped the country's coast.
- 86 % – Most Kiwis are no longer farmers now, with 86 percent of the population living in cities.
- 1840 – The first British settlements were established in New Zealand, when 500 Maori chiefs and representatives of Queen Victoria signed the Treaty of Waitangi and New Zealand became a British colony.
- 1893 – New Zealand became the first country to give women the right to vote.
- 23,500,000 – There are more sheep than people in New Zealand. Sheep-to-person ratio is three to one: 74 million sheep to 23.5 million people.
- 122 – New Zealand's government has 122 seats in the House of Representatives and each is elected for a three-year term.
- 500 – 500 Maori chiefs and representatives of Queen Victoria signed the Treaty of Waitangi and New Zealand became a British colony.
- 1947 – It was a dominion of Britain for 40 years and finally gained its independence from the colonists in 1947.
- 1998 – The indigenous culture is widely respected by people of New Zealand and many lands under dispute were returned to the tribes in 1998.

Ex. 5 p. 85

- |               |               |                      |
|---------------|---------------|----------------------|
| 1) swamp land | 4) pasture    | 7) carving           |
| 2) fjords     | 5) flightless | 8) seize             |
| 3) a map      | 6) revival    | 9) colonial troops   |
|               |               | 10) a parcel of land |

## LISTENING

## Recording 9

**Todd:** So, Monica, you are from New Zealand.

**Monica:** Yes, that's right.

**Todd:** So, for people going to New Zealand, what would you recommend? What are three or four places that one must see in New Zealand?

**Monica:** Oh, OK, three or four places you must see. Well, it depends what you're looking for really. I think a lot of people that come to New Zealand enjoy an outdoor lifestyle, so there's lots of outdoor activities and places you can go to to enjoy in New Zealand. Personally, I find the South Island of New Zealand very scenic in comparison to the North Island, so for me, a must-do is the West Coast of the South Island. It's very pretty.

**Todd:** The West Coast.

**Monica:** Yeah. In particular, there's two glaciers. Franz Joseph and Fox Glaciers, which are very stunning to look at, and you can either have a look at them by foot, or you can pay for a helicopter ride that takes you up and shows you an aerial view of them.

**Todd:** Now, do people ever walk across the glaciers?

**Monica:** There are guides that can walk you across. Yeah, I haven't done it personally, but it is possible.

**Todd:** So what else would you recommend in New Zealand? What other places should people see?

**Monica:** I think if you want to see more ... let me think ... rural New Zealand. It's quite a nice idea to drive the length of the country and then you can see the interesting farming that is taking place, in particular in the South Island. The lower part of the South Island, and a lot of the North Island as well. There's a lot of sheep in New Zealand and there's a lot of cattle as well, so I think it's interesting to go for a drive to see that firsthand.

**Todd:** So, you just start up in Auckland in the north and drive all the way down south?

**Monica:** Yeah, well, there's many ways you can do it, but I recommend one way of doing it is to arrive in Auckland and to have an experience of a big city, well, a big city for New Zealand, and then drive down the center of the North Island and maybe have a farming experience somewhere. There are a lot of farm stay opportunities available for tourists who come to New Zealand, so depending on how you do it. You might want to stay two or three days with a family and experience a farming lifestyle. So that's, yeah, one thing I'd recommend. And another is to maybe go to a city like Rotorua which is really in the center of the North Island, and experience Maori culture. There's a Maori village there near the Whakarewarewa forest which hosts a lot of tourists, and you get to experience Maori waiata which is Maori songs and you get to see the hot springs in New Zealand and thermal mud pools, so, yeah, Rotorua is a nice city to go and visit, and then work your way down to the capital of New Zealand, which is Wellington, and I think if you want to experience the cafe lifestyle of New Zealand that's a good place to go.

## Ex. 6 p. 85

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

## Ex. 7 p. 86

- 1) must-do    2) very stunning    3) an aerial view    4) farm stay    5) work your way

## GRAMMAR

## Ex. 8 p. 86

- |               |         |      |
|---------------|---------|------|
| 1) a, b, e, f | 2) c, d | 3) c |
|---------------|---------|------|

## Ex. 9 p. 87

- |                     |                      |                  |
|---------------------|----------------------|------------------|
| 1) fashionable      | 6) older; wiser      | 11) farther      |
| 2) less useful      | 7) quickly           | 12) small        |
| 3) worse; worse     | 8) more important    | 13) good; better |
| 4) more efficiently | 9) less; more        | 14) latest       |
| 5) proudest         | 10) most challenging | 15) better       |

## Ex. 10 p. 87

- |                       |                              |                         |
|-----------------------|------------------------------|-------------------------|
| 1) shorter than       | 5) quicker than; as quick as | 9) terribly             |
| 2) less smartly       | 6) the harder; the better    | 10) as many books as    |
| 3) noisier than       | 7) more precious             | 11) fewer mistakes than |
| 4) the more; the more | 8) as diligently as          | 12) best of all         |

## LESSON 5 – NEW ZEALAND – AN ISLAND NATION

## WORKBOOK

## VOCABULARY

## Ex. 1 p. 54

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

## Ex. 2 p. 54

- |               |                |               |
|---------------|----------------|---------------|
| 1) natural    | 4) experienced | 7) standing   |
| 2) activities | 5) slowly      | 8) trying     |
| 3) eruption   | 6) deepest     | 9) adventure  |
|               |                | 10) mountains |

## GRAMMAR

## Ex. 4 p. 55

- |  |  |                        |
|--|--|------------------------|
| 1) the most gracefully                 | 6) more carefully                        | 11) the most radically |
| 2) more fluently;<br>the most fluently | 7) the most expensive                    | 12) more quickly       |
| 3) faster                              | 8) more beautiful;<br>the most beautiful | 13) narrower           |
| 4) the hardest                         | 9) more slowly                           | 14) the trickiest      |
| 5) the most interesting                | 10) bad; worse                           | 15) more regularly     |
|  |  | 16) easier             |

## Ex. 5 p. 55

- |                 |         |                |
|-----------------|---------|----------------|
| 1) quite a lot  | 4) very | 7) easily      |
| 2) a great deal | 5) much | 8) a lot       |
| 3) a fair bit   | 6) far  | 9) a good deal |
|                 |         | 10) by far     |

## Ex. 6 p. 55

- |           |             |               |
|-----------|-------------|---------------|
| 1) easier | 6) quality  | 11) necessary |
| 2) oldest | 7) youngest | 12) more      |
| 3) most   | 8) quiet    | 13) more      |
| 4) easier | 9) from     | 14) longest   |
| 5) more   | 10) boring  | 15) best      |

## EXTRA ACTIVITIES

## GRAMMAR

Put each adjective into the correct column below. Each column must contain fifteen adjectives.

*amazing / attractive / cold / correct / dead / delighted / enormous / exciting / expensive / excellent / fascinating / freezing / furious / good / gorgeous / high / huge / interesting / large / lazy / minute / massive / paralysed / shy / sick / simple / stressful / terrible / ugly / well-known*

GRADABLE ADJECTIVES	UNGRADABLE ADJECTIVES

KEY:

GRADABLE ADJECTIVES	<i>attractive / cold / correct / expensive / good / high / interesting / large / lazy / shy / sick / simple / stressful / ugly / well-known</i>
UNGRADABLE ADJECTIVES	<i>amazing / dead / delighted / enormous / exciting / excellent / fascinating / freezing / furious / gorgeous / huge / minute / massive / paralysed / terrible</i>

Read the text and do the following tasks:

- In which cases is the adverb very incorrectly used? Use an appropriate adverb.*
- Try to improve the text by changing VERY for other intensifying adverbs.*

In 2002 Steve Fossett became the first man to fly a balloon solo non-stop around the world. The millionaire adventurer had made six previous attempts on the record, but had been very unfortunate. In 1998 he had a very lucky escape when his balloon plunged 8.700 metres into the sea, "It was very terrifying and I was very disappointed" said Fossett afterwards.

This time, after leaving the Australian town of Northam on June 19th, the 58-year-old American covered more than 19.000 miles in thirteen days, a very amazing achievement. He travelled very fast, sometimes at speeds of up to 200 mph. in very low temperatures, Fossett spent two weeks in The Spirit of Freedom, a very small capsule attached to a 42-metre-high silver balloon. Fossett experienced some very frightening moments, especially over the Andes, where it was very difficult to keep the balloon stable.

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SELF-ASSESSMENT

- 1) a    3) c    5) c    7) b    9) c    11) c    13) a    15) b    17) c    19) b  
2) c    4) d    6) a    8) d    10) a    12) d    14) a    16) d    18) c    20) c

GET READY FOR YOUR TEST

- |                    |                    |                  |
|--------------------|--------------------|------------------|
| 1) b) will live    | 8) a) anticipation | 15) b) on foot   |
| 2) a) beside       | 9) c) way          | 16) a) get away  |
| 3) b) demonstrated | 10) c) the         | 17) c) more      |
| 4) b) hatred       | 11) d) through     | 18) a) the 1950s |
| 5) a) unites       | 12) b) of          | 19) b) trace     |
| 6) b) speak out    | 13) a) come        | 20) b) happen    |
| 7) d) ratings      | 14) d) were        | 21) b) to meet   |

SKILLS ROUND-UP

READING

Ex. 1 p. 92

- 1) T                                  2) F                                  3) F                                  4) T                                  5) F

Ex. 2 p. 92

- 6) when you get back  
7) former students at a particular school  
8) a parade featuring the school's marching band and sports teams  
9) is similar to the prom  
10) have a common idea of joining people from different schools

USE OF ENGLISH

Ex. 3 p. 93

- |              |             |            |                 |
|--------------|-------------|------------|-----------------|
| 1) unlike    | 4) famous   | 7) felt    | 10) punctuality |
| 2) exploring | 5) makes    | 8) rarely  | 11) respectful  |
| 3) best      | 6) numerous | 9) cheaply |                 |

Ex. 4 p. 93

- |             |           |             |         |          |             |
|-------------|-----------|-------------|---------|----------|-------------|
| 1) cartoons | 3) around | 5) director | 7) back | 9) for   | 11) several |
| 2) others   | 4) had    | 6) in       | 8) was  | 10) this | 12) the     |

LISTENING

Recording 10

In the immortal words of Benjamin Franklin, "time is money." Spend it wisely.

**Step 1:** Prioritize and record. Schedule only commitments that are important and learn to say no to others. Use one main online calendar or day planner. Tip: schedule events after rush hour and other off-peak times so traffic doesn't make you late.

**Step 2:** Set reminders. Set email or text reminders at set intervals on your online calendar. Give yourself a reminder one hour before and 15 minutes before an event.

**Step 3:** Plan to be early. If you have a two o'clock appointment, enter it in your schedule at 1:50. Tip: have extra work on hand to keep busy if you're early.

**Step 4:** Add more time. Add 25 percent to the time you think you'll need to get where you're going or to finish a job.

**Step 5:** Plan ahead. Lay out your clothes, lunch, keys, and anything else you'll need for the day the night before. If you wake up late, you'll probably still be on time.

**Step 6:** Keep gas in your tank and money in your wallet. Keep your gas tank above one-quarter full at all times. Always have at least \$20 on hand so unplanned expenses don't hold you up.

**Step 7:** Wear a watch. Wear a watch or bring your phone everywhere you go so you'll always know the time. Did You Know? Did you know? There are 17 million meetings in America on an average day.

Ex. 5 p. 93

- 1) A, B                      2) A, C                      3) C                      4) A                      5) C

**Recording 11**

**Passenger:** Hey Taxi! Ah, great. Thanks for pulling over.

**Driver:** Where to?

**Passenger:** Well, I'm going to the National Museum of Art, and ...

**Driver:** Sure. Hop in. No problem. Hang on!

**Passenger:** Uh. Excuse me. How long does it take to get there?

**Driver:** Well, that all depends on the traffic, but it shouldn't take more than twenty minutes for the average driver. And I'm not average. I have driving down to an art, so we should be able to cruise through traffic and get there in less than twelve minutes.

**Passenger:** Okay. Uh, sorry for asking, yeah, but do you have any idea how much the fare will be?

**Driver:** Oh, it shouldn't be more than 18 dollars ... not including a ... uh-hum ... a tip of course.

**Passenger:** Oh, and by the way, do you know what time the museum closes?

**Driver:** Well, I would guess around 6:00 o'clock.

**Passenger:** Uh, do you have the time?

**Driver:** Yeah. It's half past four. Uh, this is your first time to the city, right?

**Passenger:** Yeah. How did you know?

**Driver:** Well, you can tell tourists from a mile away in this city because they walk down the street looking straight up at the skyscrapers.

**Passenger:** Was it that obvious?

**Driver:** Well ...

**Passenger:** Oh, before I forget, can you recommend any good restaurant downtown that offer meals at a reasonable price?

**Driver:** Umm ... Well, the Mexican restaurant, La Fajita, is fantastic. It's not as inexpensive as other places I know, but the decor is very authentic, and the portions are larger than most places I've been to.

**Passenger:** Sounds great! How do I get there from the museum?

**Driver:** Well, you can catch the subway right outside the museum. There are buses that run that way, but you would have to transfer a couple of times. And there are taxis too, but they don't run by the museum that often.

**Passenger:** Okay. Thanks.

## Ex. 6 p. 93

- |            |                      |               |                |
|------------|----------------------|---------------|----------------|
| 1) traffic | 3) tell              | 5) reasonable | 7) to transfer |
| 2) fare    | 4) down; straight up | 6) to catch   |                |

## VOCABULARY&amp;GRAMMAR

## Ex. 7 p. 94

- |  |  |
|--|--|
| 1) up my mind about                          | 9) don't regret studying                                       |
| 2) whether I wanted to see                   | 10) on our way home  |
| 3) not as long as                            | 11) put me through to the managing director's extension number |
| 4) not getting in touch with                 | 12) to make yourselves at                                      |
| 5) will have finished                        | 13) was set up by  |
| 6) had gone by                               | 14) will take care of  |
| 7) haven't fallen out for                    | 15) used to be spent   |
| 8) always find nature programmes fascinating |  |

## WRITING

## Ex. 9 p. 94

Методичні рекомендації: Ex. 13 p. 14; Ex. 12 p. 39 (textbook).

## SAMPLE LETTERS:

1) *Dear Adam,*

I am sorry I haven't written for so long. As you know I just moved to Canada a few weeks ago. Ever since I arrived, I was busy and didn't have the luxury of time to write to you.

First, let me update you with most of my recent news and describe the new life I am living over here. I decided to rent a tiny apartment in the middle of Toronto, the capital city of Canada; it is a bit crowded in here because it's near all sort of essential services, such as hospitals, shopping malls and public parks. The kids and I are enjoying our time despite being busy during the morning searching for a job. Of course right now you are wondering why I chose Canada. Simply, Canada has the best medical coverage system and on the educational segment, it is ranked as the 3rd best country worldwide. Canada is becoming more and more popular every day and a great destination for immigration.

Finally, don't forget to send my regards and love to your family, till we meet soon my friend.

*Yours, Mark*

2) *Dear Jessica,*

Hi! How are you? It was very nice to hear from you recently! I got it from your letter that you are interested in the adventure sports centre I went to. I must tell you that it was awesome! I had a really great time, and that's why if you have time go there and enjoy yourself.

Here I'm going to give you some more information about it. You should know that my stay there was very well organized and there was a fixed schedule for every day – you do different activities. Honestly, I found some of the activities rather scary and risky although there was a qualified teacher with everyone and everything was pretty safe. That's why, I didn't try diving and agreed to try rock climbing and canoeing only on second thought. However, most of the activities were very enjoyable and great fun.

I would absolutely go for the assault course, the camp in the woods or the building of a raft again! To cap it all, the last day was amazing since I enjoyed myself enormously and had a lot of new friends!

In my opinion, it was a great holiday and I assure you that your stay will be absolutely safe and enjoyable!

I look forward to hearing from you!

*Mary,  
love*

WORKBOOK

□ CHECK YOUR VOCABULARY □

Ex. 3 p. 56

- |             |                 |             |           |
|-------------|-----------------|-------------|-----------|
| 1) attacked | 3) hospitalized | 5) passerby | 7) surfer |
| 2) village  | 4) managed      | 6) surfing  | 8) stable |

Ex. 5 p. 57

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1) he has done while skiing | 4) have been ruined             |
| 2) you do not follow        | 5) be author                    |
| 3) will I heard             | 6) the forest are not destroyed |

□ CHECK YOUR GRAMMAR □

Ex. 1 p. 58

- |                           |                                |
|---------------------------|--------------------------------|
| 1) a fifteen-minute ride  | 6) a part-time job             |
| 2) a nine-storey house    | 7) a brand-new car             |
| 3) a well-written story   | 8) a sharp-minded child        |
| 4) a hard-working student | 9) an energy-saving innovation |
| 5) a twenty-year-old girl | 10) an all-year-round school   |

Ex. 2 p. 58

- |           |             |              |
|-----------|-------------|--------------|
| 1) mostly | 3) total    | 6) highly    |
| 2) free   | 4) prettily | 7) dangerous |
|           | 5) nearly   | 8) wide      |

Ex. 3 p. 58

- |                |            |                |
|----------------|------------|----------------|
| 1) fascinating | 5) widely  | 9) technically |
| 2) obviously   | 6) great   | 10) federal    |
| 3) theoretical | 7) greatly | 11) common     |
| 4) originally  | 8) native  | 12) non-native |

Ex. 4 p. 58

- |             |                |                  |
|-------------|----------------|------------------|
| 1) despite  | 3) in spite of | 5) no matter how |
| 2) although | 4) though      | 6) however       |

Ex. 5 p. 59

- |         |                       |                  |
|---------|-----------------------|------------------|
| 1) love | 3) has put/puts       | 6) is            |
| 2) is   | 4) needs              | 7) are searching |
|         | 5) have been treating | 8) will see      |

Ex. 6 p. 59

- 1) He was forced to steal the money out of his dad's room.
- 2) The window pane has been broken by the dog.
- 3) Why is the old theatre being torn down?
- 4) My ideas will be presented at the conference tonight.
- 5) The old man might be taken to the hospital.
- 6) Have these letters been opened?
- 7) Hard hats must be worn when working on the building.
- 8) When I entered the room the test instructions were being passed out.
- 9) Children in poor countries are often forced to work by their families.
- 10) The ambulance had to be called immediately.

-----□ **EXTERNAL INDEPENDENT TEST TRAINING** □-----

- |                    |                    |                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Ex. 1 p. 60</b> | <b>Ex. 2 p. 61</b> | <b>Ex. 3 p. 61</b> | <b>Ex. 4 p. 62</b> | <b>Ex. 5 p. 62</b> | <b>Ex. 6 p. 62</b> |
| 1) A               | 6) F               | 11) C              | 16) B              | 20) B              | 1) T               |
| 2) C               | 7) F               | 12) G              | 17) B              | 21) A              | 2) F               |
| 3) B               | 8) T               | 13) A              | 18) A              | 22) C              | 3) T               |
| 4) B               | 9) T               | 14) B              | 19) B              | 23) A              | 4) F               |
| 5) C               | 10) T              | 15) D              |                    | 24) A              | 5) T               |
|                    |                    |                    |                    | 25) B              |                    |
|                    |                    |                    |                    | 26) B              |                    |
|                    |                    |                    |                    | 27) D              |                    |

**MID TEST**

**Ex. 2 p. 64**

- |      |      |      |       |       |       |       |       |       |       |
|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| 1) a | 4) c | 7) c | 10) a | 13) a | 16) c | 19) b | 22) c | 25) a | 28) b |
| 2) b | 5) b | 8) c | 11) a | 14) b | 17) b | 20) b | 23) a | 26) c | 29) b |
| 3) b | 6) b | 9) a | 12) b | 15) b | 18) b | 21) c | 24) b | 27) c | 30) b |

**NOTES**

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# UNIT 4: PUBLIC VENUES

## WORD BANK

**accompany** – супроводжувати  
**aesthetic** – естетичний  
**affordable** – за доступною ціною  
**appeal** – привабливість; приваблювати  
**applause** – аплодисменти, оплески  
**attic** – мансарда, горище  
**backstage** – за лаштунками  
**bazaar** – базар, ринок  
**boast** – хвалитися, хвастатися  
**brat** – хлопчисько, дівчисько, шибеник, погано вихована дитина  
**bustle** – метушня  
**cobble** – бруковий камінь, булижник  
**convenience** – зручність, вигода  
**delicacy** – делікатність, витонченість; делікатес, ласощі  
**detach** – відокремлювати, розділяти  
**disrupt** – порушувати, заважати, зруйнувати  
**flop** – провал, фіаско, невдача  
**garb** – одяг, наряд, національний костюм  
**gripping** – захоплюючий, дивовижний, спроможний заволодити увагою  
**highbrow** – високоінтелектуальний  
**hot spot** – популярне місце  
**landline** – стаціонарний телефон  
**laid back** – спокійний, розслаблений, безтурботний  
**lousy** – неприємний, огидний, жахливий  
**lowbrow** – малоосвічена людина; людина, що не претендує на високий інтелектуальний рівень

**mansion** – особняк, хороми  
**merry-maker** – веселун, забавник  
**miserable** – бідолашний, нещасний, мізерний, убогий  
**mural** – мурал (*настінний живопис у вигляді великого малюнку*), фреска  
**off-the-grid** – поза зоною досяжності, поза системою  
**park-like setting** – місцевість, схожа на парк  
**patio** – патіо (*відкритий внутрішній дворик*), тераса  
**photo ops** – фотосесія  
**projection** – проекція, план (*будівлі тощо*)  
**props** – бутафорія, реквізит  
**ranch** – ранчо  
**rehearsal** – репетиція, проба  
**reveller** – гуляка  
**rooftop** – верхівка даху  
**salve** – заспокійливий засіб; спосіб заспокоєння  
**sequel** – продовження (*фільму, книги*)  
**shutter** – віконниця, жалюзі (*pl*)  
**skyline** – лінія горизонту  
**stalk** – приховано переслідувати, підкрадатися, висліджувати  
**state-of-the-art** – найновіший, передовий  
**time-honoured** – освячений віками, перевірений часом  
**vendor** – вуличний продавець (*торговець*)  
**vibrant** – живий, енергійний, яскравий  
**voiceover** – голос за кадром, коментатор  
**wall-to-wall** – що покриває усю підлогу (*від стіни до стіни*)

## PHRASAL VERBS, IDIOMS AND COLLOCATIONS

**art display** – мистецький показ  
**beauty is in the eye of the beholder** – на колір і смак товариш не всяк, кожен Івась має свій лас  
**blend of styles** – поєднання стилів  
**bring along** – сприяти, розвивати, виховувати, приводити (*з собою*)  
**cameo role** – епізодична роль, де грає відомий актор, спортсмен, політик  
**crime rate** – показник злочинності  
**culture vulture** – культурний хижак, мисливець на мистецтво, фанат мистецтва, естет, споживач культурних цінностей  
**flow of life** – плинність життя  
**get out of hand** – вийти з-під контролю, відбитися від рук  
**god-gifted talent** – талант від Бога  
**in owe** – заборгувати, у боргу  
**(can't) keep eyes off** – (не) відвести погляд  
**look around** – оглянути все довкола (*здійснювати покупки незаплановано*)  
**make up of** – складатися з, утворює  
**mark down** – знизити ціну, уцінити  
**marvel at (works)** – у захваті від, захоплюватися

**matter of taste** – справа смаку  
**pack with** – наповнити, заповнити, переповнювати  
**photo shoot** – фотозйомка  
**pick up** – купити щось (*вибрати*)  
**praise for** – похвалити за щось; хвала  
**put a twist on** – змінити, переробити (*сюжет*), перетворити, зробити по-іншому  
**renown for** – відомий за щось, славитися  
**shell out** – витратити гроші на щось дороге/цінне, розщедритися  
**shop around** – порівнювати ціни, прицінюватися  
**show off** – вихвалитися, намагатися справити враження  
**splash out** – смітити грошима  
**tip-off** – порада, натяк, попередження  
**think outside the box** – мислити інакше, неординарно, креативно  
**(go) through the roof** – купити щось за шалені гроші, дуже дорого обійшлося  
**up-and-coming** – перспективний, що подає надії  
**(a picture is) worth a thousand words** – краще один раз побачити, ніж сто раз почути (*вартий тисячі слів*)

LESSON 1 – A PLACE TO LIVE

Objectives			
<b>Vocabulary</b>	Cities and towns.	<b>Listening &amp; Speaking</b>	Places of living. Describe the pictures.
<b>Reading</b>	The best cities for young people. Match the words to their definitions.		
<b>Grammar</b>	Prepositions of place. Fill in the gaps.	<b>Writing</b>	About the migration from a big town or city to the country. An opinion essay.

VOCABULARY

TEXTBOOK

Ex. 1 p. 96

*Townscape:* a ruined castle, a beautiful harbour, an industrial area, a famous museum, a market stall, a stunning view.

*Landscape:* a river bank, a dense fog, a steep hill, a breathtaking sight.

Ex. 2 p. 96

For example:

	URBAN LIFE	RURAL LIFE
<i>pollution</i>	polluted: gas emissions...	rural areas are free from air pollution or less polluted
<i>nightlife</i>	diverse	
<i>cost of living</i>	high	reasonable
<i>local facilities</i>	good quality local public services, including education, training opportunities, health care, community facilities, social and recreational activities (sporting clubs, shopping malls, etc.)	poor
<i>property prices</i>	sky-high, exorbitant	moderate
<i>nature</i>	wonderful parks, reserves	fabulous, astonishing, marvelous and breathtaking sights
<i>transport and traffic</i>	convenient traffic route	no traffic jams
<i>opportunities</i>	good education, career promotion, high salary	
<i>flow of life</i>	quick	slow
<i>population</i>	often overpopulated	a low population density
<i>crime rate</i>	high	lower
<i>life standard</i>	high	lower

READING

Ex. 4 p. 97

- |                       |                       |                   |
|-----------------------|-----------------------|-------------------|
| 1) cobbled streets    | 4) historical heart   | 7) start-up scene |
| 2) easy to get around | 5) metropolis         | 8) hot spot       |
| 3) hosted             | 6) standard of living | 9) financial hubs |
|                       |                       | 10) skyline       |

Ex. 5 p. 97

**For example:**

**Positive:** *iconic, cosmopolitan, thriving, affordable, welcoming, diverse, laid back, vibrant, aesthetic, captivating.*

**Negative:** *bustling, through the roof*

**Antonyms:**

<i>bustling – calm</i>	<i>thriving – declining</i>	<i>laid back – tense</i>
<i>iconic – unrecognizable</i>	<i>affordable – costly</i>	<i>vibrant – spiritless</i>
<i>through the roof – low</i>	<i>welcoming – unfriendly</i>	<i>aesthetic – inartistic, ugly</i>
<i>cosmopolitan – provincial</i>	<i>diverse – similar</i>	<i>captivating – repulsive</i>

Ex. 6 p. 97

**For example:**

*London is continually recognized as one of the world's most cosmopolitan, culturally diverse and captivating cities.*

**GRAMMAR**

Ex. 7 p. 98

- |       |           |            |            |        |
|-------|-----------|------------|------------|--------|
| 1) in | 5) in; on | 9) on      | 13) at; on | 17) in |
| 2) in | 6) on; in | 10) at     | 14) in; at | 18) at |
| 3) at | 7) at     | 11) at; in | 15) at     | 19) in |
| 4) on | 8) at     | 12) at; in | 16) at     | 20) in |

**LISTENING**

**Recording 12**

**Speaker 1.**

The top priority for me is open spaces for running and cycle lanes for biking. I like a city full of parks and sport facilities. I don't understand places where everything stops at eight o'clock in the evening. I prefer bustling cities that never sleep where there is a wide range of things to do when the night is setting in, like cinemas, theatres, clubs, and cafes. But most importantly it all should be reasonable for the young.

**Speaker 2.**

I'm all about art and fashion, so I admire places like New York, where you can find some really crazy fashions and plenty of interesting graffiti and street installations. I can't afford to shop in boutiques or designer shops, so flea markets and second-hand stores are just the right thing for me. Public transport is rather expensive in the Big Apple. In my home town it was easy to get anywhere by bicycle, but it's definitely the opposite here. The traffic is too congested; cycle lanes are dangerously narrow. So I prefer to walk, and I have to walk a lot. Though it helps me keep pretty fit, my ideal city would be the one with a cheap public transport network and safe roads and pathways.

**Speaker 3.**

The main reason I moved here was studying, but as soon as I get my degree I'll go back home. I live in Tokyo and it's a fascinating modern city, with numerous gleaming skyscrapers, however it's not that critical for me. Tokyo is a very costly place to live, with a state-of-the-art transport system and architecture. However, the city is overpopulated, with very cramped housing facilities; moreover, the pollution level is very high, which isn't even offset by high salaries and good youth employment. So, I'd rather live somewhere less polluted and crowded, though I'm still hoping to get a good working position.



**Speaker 4.**

I come from a small picturesque town on the coast. It's very touristy, visitors love our town's quaint architecture and leafy backstreets, and breathtaking views of the sea horizon. Personally, I don't share their amazement, as one of the most important things for me is to be in a place with lots of other younger people, but my hometown is full of elderly residents, who actually were born here and never moved. So, I'd like to live somewhere with lots of things for young people to do, where there are lots of activities going on, like a run-down inner-city area of a big multicultural city, that's way more interesting for me.

**Ex. 9 p. 99**

SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4
<i>Available sports facilities</i>	<i>Cheap transportation</i>	<i>Clean environment</i>	<i>Multicultural society</i>
<i>Dynamic nightlife</i>	<i>Safe cycle lanes</i>	<i>Job opportunities</i>	<i>Young population</i>

**WRITING**

**Ex. 11 p. 99**

Методичні рекомендації: Ex. 11 p. 22 (textbook)

**Phrases to use in essays:**

- 1) *Moreover, furthermore, in addition, another key thing to remember...*
- 2) *In other words, to put it more simply...*
- 3) *Conversely, alternatively, on the contrary, on the other hand...*
- 4) *According to X, X stated that, referring to the views of X...*
- 5) *As well as, along with, coupled with...*
- 6) *Firstly, secondly, thirdly...*
- 7) *In view of, in light of, provided that...*
- 8) *For instance, to give an illustration of...*
- 9) *Persuasive, compelling...*
- 10) *Therefore; this suggests that; it can be seen that; the consequence is...*

**LESSON 1 – A PLACE TO LIVE**

**WORKBOOK**

**VOCABULARY**

**Ex. 1 p. 66**

- 1) *amenities*: cinema, theatre, library, restaurant
- 2) *sport facilities*: golf course, football pitch, skating rink, tennis court
- 3) *means of public transport*: bus, tram, trolleybus, underground
- 4) *problems of big cities*: overcrowding, traffic congestions, high crime rate, homelessness

**Ex. 2 p. 66**

- |                    |                          |                          |
|--------------------|--------------------------|--------------------------|
| 1) to look through | 5) pace of life          | 9) a breath of fresh air |
| 2) to get away     | 6) a blast from the past | 10) suburbs              |
| 3) compete         | 7) to move into          | 11) community spirit     |
| 4) convenient      | 8) ethnic diversity      | 12) to put up with       |

**Ex. 3 p. 66**

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1) avenue; alley                   | 6) speed limit; speed cameras |
| 2) rural                           | 7) city-dweller               |
| 3) pavement; parking meter         | 8) pollution                  |
| 4) junction; traffic light         | 9) residents                  |
| 5) zebra crossing; pedestrian area | 10) design towns and cities   |

GRAMMAR

Ex. 5 p. 67

- |                      |                      |                      |
|----------------------|----------------------|----------------------|
| 1) on the right      | 6) on the front page | 11) in a traffic jam |
| 2) in hospital       | 7) in the streets    | 12) At the end       |
| 3) on the west coast | 8) at the cinema     | 13) in your coffee   |
| 4) in the ocean      | 9) on the wall       | 14) at sea           |
| 5) at the window     | 10) at the corner    | 15) in line          |

Ex. 6 p. 67

- |       |         |              |                 |
|-------|---------|--------------|-----------------|
| 1) in | 5) with | 9) in        | 14) under       |
| 2) on | 6) of   | 10) with     | 15) around      |
| 3) in | 7) on   | 11) for      | 16) close to    |
| 4) in | 8) into | 12) opposite | 17) from        |
|       |         | 13) next to  | 18) in front of |

EXTRA ACTIVITIES

VOCABULARY

Match each meaning to the appropriate word or phrase.

- |                                 |                          |  |
|---------------------------------|--------------------------|--|
| 1) <i>high-rise</i>             | <input type="checkbox"/> | a) a place that is generally open and accessible to people   |
| 2) <i>housing estate</i>        | <input type="checkbox"/> | b) a very poor and crowded area, especially of a city  |
| 3) <i>inner city</i>            | <input type="checkbox"/> | c) a tall modern building with many floors   |
| 4) <i>multi-storey car park</i> | <input type="checkbox"/> | d) an area containing a large number of houses or apartments built close together at the same time |
| 5) <i>neighbourhood</i>         | <input type="checkbox"/> | e) a central part of a city where the buildings are in a bad condition and the people are poor     |
| 6) <i>outskirts</i>             | <input type="checkbox"/> | f) a large building that contains many offices   |
| 7) <i>residential building</i>  | <input type="checkbox"/> | g) the areas that form the edge of a town or city  |
| 8) <i>slum</i>                  | <input type="checkbox"/> | h) a place where cars are packed on several floors   |
| 9) <i>public spaces</i>         | <input type="checkbox"/> | i) a building containing one or more residential dwellings   |
| 10) <i>office blocks</i>        | <input type="checkbox"/> | j) a district or community within a town or city   |

KEY:

- 1) c    2) d    3) e    4) h    5) j    6) g    7) i    8) b    9) a    10) f

GRAMMAR

Fill in the gaps in the text with one of the following prepositions: *about, around, at, for, in, of, to, with* or leave empty if no preposition is required.

Italians are very conscious 1) \_\_\_\_\_ their dress and have a great sense 2) \_\_\_\_\_ style. Casual dress is fine 3) \_\_\_\_\_ most occasions, but a suit and tie are recommended 4) \_\_\_\_\_ business meetings. 5) \_\_\_\_\_ summer, locals will not be seen wearing shorts 6) \_\_\_\_\_ the city. When visiting the Vatican or any major cathedral, men should wear long pants and women skirts or long pants. Sleeveless shirts and shorts are not permitted 7) \_\_\_\_\_ churches and the Vatican, including the Vatican museums.

Tipping is not mandatory. 8) \_\_\_\_\_ times a service charge (*servizio*) is included 9) \_\_\_\_\_ your restaurant bill. This should not be confused 10) \_\_\_\_\_ the cover charge (*coperta*), which is a charge 11) \_\_\_\_\_ bread and table settings. If the service charge is included and you are pleased 12) \_\_\_\_\_ the service, it's customary to leave an additional 5%; if the service charge is not included, leave a 10% tip. 13) \_\_\_\_\_ the porter and cleaning lady 14) \_\_\_\_\_ the hotel you should give 15) \_\_\_\_\_ 10,000 lire, 16) \_\_\_\_\_ room service leave 17) \_\_\_\_\_ 5,000 lire. Tipping 18) \_\_\_\_\_ taxis is not obligatory either, but 1,000 to 2,000 lire is usually given 19) \_\_\_\_\_ the driver.

KEY:

- |               |               |              |                 |                   |                   |
|---------------|---------------|--------------|-----------------|-------------------|-------------------|
| 1) <i>of</i>  | 4) <i>for</i> | 7) <i>in</i> | 10) <i>with</i> | 13) <i>to</i>     | 16) <i>for</i>    |
| 2) <i>of</i>  | 5) <i>in</i>  | 8) <i>at</i> | 11) <i>for</i>  | 14) <i>of</i>     | 17) <i>around</i> |
| 3) <i>for</i> | 6) <i>in</i>  | 9) <i>in</i> | 12) <i>with</i> | 15) <i>around</i> | 18) <i>in</i>     |
|               |               |              |                 |                   | 19) <i>to</i>     |

## LESSON 2 – THERE IS NO PLACE LIKE HOME

Objectives			
<b>Vocabulary</b>	Houses and homes.	<b>Listening</b>	About British housing. Match the words in the text to their synonyms. True or False sentences.
<b>Reading</b>	What should your ideal house be like? Match the ideas to the appropriate paragraphs. Match the synonyms to the words the text.	<b>Speaking</b>	Discuss the issue of “Flying the nest”. Describe the two student rooms using appropriate quantifiers
<b>Grammar</b>	Quantifiers. Choose the best alternative. Fill in the gaps.	<b>Writing</b>	Describe the types of housing available in your country/area. Write a brief overview.

## VOCABULARY

## TEXTBOOK

## Ex. 1 p. 100

<b>outskirts</b>	an outer area of a city, town, or village	<b>balcony</b>	a small area joined to the wall outside a room on a high level where you can stand or sit
<b>suburb</b>	an area or town near a large city but away from its center, where there are many houses, especially for middle-class people	<b>deck</b>	one of the floors of a ship, bus, or aircraft
<b>roof</b>	the top outer part of a building	<b>chimney</b>	a wide pipe that allows smoke from a fire to go out through the roof
<b>ceiling</b>	the surface that is above you in a room	<b>fireplace</b>	a space in the wall of a room where you can have a fire, or the structure around this space
<b>basement</b>	the part of a building that is partly or completely below the level of the ground	<b>wood</b>	the hard material that trees are made of
<b>ground floor</b>	the floor of a building that is at or near the level of the ground	<b>wooden</b>	made of wood

## Ex. 2 p. 100

- |              |                   |              |                   |
|--------------|-------------------|--------------|-------------------|
| a) cottage   | e) detached       | h) castle    | k) loft apartment |
| b) bungalow  | f) semi-detached  | i) palace    | l) studio         |
| d) apartment | g) terraced house | j) penthouse |                   |

## Ex. 3 p. 100

- |   |   |
|---|---|
| 1) High-speed Internet Access               | 7) All Utilities Included   |
| 2) Rooftop Sundeck                          | 8) Controlled Access  |
| 3) State-of-the-art Fitness Center          | 9) Walk to Van Ness Metro; Walk to Cleveland Park & Van Ness Metro; Walk to Shops and Restaurant; Walk to Dupont Circle Metro; Walk to Restaurants and Shopping |
| 4) Spacious floorplans; Spacious apartments | 10) Parking Available   |
| 5) park-like setting                        |   |
| 6) Wall-to-Wall Carpet                      |   |

**Meanings:**

- 1) *high-speed* – used to describe something that moves or operates very quickly
- 2) *rooftop* – the outside surface of the roof of a building
- 3) *state-of-the-art* – very modern and using the most recent ideas and methods
- 4) *spacious* – large and with a lot of space
- 5) *park-like* – resembling a park
- 6) *wall-to-wall* – covering the whole floor
- 7) *all utilities* – all possible services that are used by the public, such as an electricity, a telephone, gas supply, water, a train service, or the like
- 8) *controlled* – under the control of someone or something
- 9) *walk to* – to travel on foot to a certain place
- 10) *parking* – the process of putting a vehicle into a place and leaving it there

**Ex. 4 p. 100**

- |          |          |          |           |          |
|----------|----------|----------|-----------|----------|
| 1) home  | 4) house | 7) home  | 10) house | 13) home |
| 2) house | 5) home  | 8) house | 11) house | 14) home |
| 3) home  | 6) house | 9) home  | 12) house | 15) home |
|          |          |          |           | 16) home |

**Ex. 5 p. 101**

- |  |                          |
|--|--------------------------|
| 1) get on like a house on fire         | 5) safe as houses        |
| 2) the lights are on but nobody's home | 6) homesick              |
| 3) hit home                            | 7) make yourself at home |
| 4) on the house                        | 8) home truth            |

**READING**

**Ex. 6 p. 101**

**Natali:** "Well, let me think... It should..."

**Irene:** "For me, it's absolutely easy..."

**Greg:** "The house of my dream? Well..."

**Ex. 7 p. 101**

flight of stairs – *staircases*  
 tiny house – *cabin*  
 telephone cable – *landline*  
 modern – *up-to-date*  
 remote – *off-the-grid*

without conveniences – *divorced from the comforts*  
 give food and drinks – *to treat sb to*  
 bettering – *improvement*  
 summer house – *arbour*  
 farm – *ranch*

**LISTENING**

**Recording 13**

Look at a house from the outside, and you can guess what type of people live in it. Well, perhaps this is not always true. Some people can live in unusual houses. Some people live on boats, in tree houses, or in tents. For example, imagine you are in an old part of an industrial city in the UK. Cities like London, Manchester, Liverpool, or Newcastle. There is a river, or a canal, which was important for transport in the past, before the railways were built. There are a lot of enormous buildings near the water. They were built in the 19th century. They must be industrial places to store things for import or export. But...look more closely! There are expensive cars parked outside some of these buildings. And on the corner of the street there is a French restaurant, with a wine bar opposite. And just round the corner there is a shop with beautiful furniture. And here are more shops...Who buys these things? Answer: the people who now live in these old buildings. Old warehouses like these offer two things that are difficult to find in modern houses: space, and a view. Over the past 10 years, more and more architects have converted buildings like this into apartments, which have big rooms, high ceilings... and often a terrace which looks over the water.

## PUBLIC VENUES

So, the old parts of many of Britain's industrial cities now have a new life. They are not dead any more, with empty warehouses and disused factories. You can buy factory space and make yourself at home in it. And the people who live in them can walk or cycle to work. Or work from home with a computer and Internet. Buildings don't always tell us about lifestyles immediately. So, next time you see an old station, a deserted church, or a village school in Britain, look carefully for the clues. You may get a surprise. Is this true in your town, too?

## Ex. 8 p. 102

huge constructions – *enormous buildings*  
storage premises – *warehouses*

work remotely – *work from home*  
abandoned – *deserted*  
transformed – *converted*

## Ex. 9 p. 102

- 1) F                      4) F, (*people can live and work in converted buildings: former factories, warehouses and the like*)  
2) T  
3) F                      5) T

## GRAMMAR

## Ex. 10 p. 102

*All of the people*, that a room of every common teenager is a total nightmare. It looks as if a bomb has exploded there. There's *a load of* dirty washing – in fact, the whole floor is covered with *some* stuff. There is no space *anywhere* at all. You have *plenty of* clothes but don't wear half of them because you forget you have them. *Most of* them are in a pile because there are not enough drawers to store them. You've had *a number of* opportunities to tidy your room but you haven't used them, and now your new friend is coming round. *Very few* of your friends know how scruffy you are and you want to keep the secret. You don't have *much/a lot of* time, so here are *a few/a several* tips for high-speed cleaning:

- Find a laundry basket and put *all* the clothes on the floor into it. Too *many* clothes? Ok, get *some* more bin bags and put the rest in there. Then hide *all* of the bags in the wardrobe. If the friend comes across them, just say it's *a few* things you're collecting for charity.
- The whole place smells bad, so take *all the* stinky items to the kitchen immediately. Open *all* the windows right now.
- There are *a number of* things that may give the wrong impression about your room – things like your old kids stuff. Hide them all.
- Make the bed. There's *no* excuse for an unmade bed. Now you are ready!

## Ex. 11 p. 103

- 1) of      2) of      3) –      4) of      5) of      6) –      7) of      8) –

## SPEAKING

## Ex. 13 p. 103

**For example:** *The girl in the first picture is quite scruffy. A lot of her items of clothing are scattered on the floor. Some books are on the floor too. The whole floor is covered with some stuff. There is no space anywhere at all. I can see a few posters on the wall behind her. There are several jars or pots on her desk above the laptop. I think she has plenty of clothes but most of them are in a pile because there aren't enough drawers to store them. Generally her room is a complete mess but I think that very few of her friends know how scruffy she is. I hope she always tidies up her room before they arrive.*

WORKBOOK

LESSON 2 – THERE IS NO PLACE LIKE HOME

VOCABULARY

Ex. 1 p. 68

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

Ex. 2 p. 68

- |          |          |                |
|----------|----------|----------------|
| 1) home  | 4) home  | 7) house       |
| 2) house | 5) house | 8) home        |
| 3) home  | 6) home  | 9) home; house |

Ex. 3 p. 68

- 1) d    2) h    3) f    4) b    5) a    6) e    7) g    8) c

Ex. 4 p. 68

- |                                |   |
|--------------------------------|---|
| 1) homesick                    | 5) make yourself at home                      |
| 2) as safe as houses           | 6) the lights are on, but there's nobody home |
| 3) home truth                  | 7) hit home                                   |
| 4) get on like a house on fire | 8) on the house;                              |

GRAMMAR

Ex. 5 p. 69

- |               |            |               |           |
|---------------|------------|---------------|-----------|
| 1) everything | 3) all of  | 6) neither of | 9) no     |
| 2) most of    | 4) none of | 7) either of  | 10) every |
|               | 5) both    | 8) any        | 11) all   |

Ex. 6 p. 69

- |         |            |                |           |
|---------|------------|----------------|-----------|
| 1) many | 4) neither | 8) a number of | 12) few   |
| 2) some | 5) every   | 9) all         | 13) any   |
| 3) both | 6) each    | 10) either     | 14) every |
|         | 7) both    | 11) every      | 15) some  |

Ex. 7 p. 69

- |                |            |              |             |
|----------------|------------|--------------|-------------|
| 1) -           | 5) none of | 9) -         | 13) -       |
| 2) any of      | 6) -       | 10) each of  | 14) both of |
| 3) a couple of | 7) -       | 11) -        | 15) much of |
| 4) plenty of   | 8) some of | 12) a few of | 16) -       |

Ex. 8 p. 69

- |                            |                          |
|----------------------------|--------------------------|
| 1) Yes, there are a couple | 3) Yes, there's plenty   |
| 2) Yes, we've got a lot    | 4) Yes, there were lots. |

NOTES

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## LESSON 3 – PUBLIC ART VENUES AND EVENTS

Objectives			
<b>Vocabulary</b>	Festivals and fairs.	<b>Listening</b>	Types of festivals or fairs. True or False sentences.
<b>Reading</b>	Festivals and art shows. Match the statements to the events. Fill in the gaps.	<b>Speaking</b>	Festivals. A class survey.
<b>Grammar</b>	Determiners. Fill in the gaps. Choose the correct alternatives.	<b>Writing</b>	Write about the Aberdeen International Festival of Youth Arts.

## VOCABULARY

## TEXTBOOK

Ex. 1 p. 104

<i>festival</i>	a series of performances of movies, plays, music, or dancing that is usually organized in the same place at the same time each year
<i>fest</i>	a celebration
<i>fair</i>	an event where people or companies bring their products for you to look at or buy
<i>festivity</i>	a happy feeling that people get when they celebrate a special event

1) c    2) b    3) a    4) e    5) h    6) d    7) g    8) f

<i>feature</i>	to include someone or something as an important part
<i>flock from all over the world</i>	to gather together in a large group from every country in the world, usually because there is something interesting or exciting
<i>dance the day and night away</i>	to spend the whole night and day dancing
<i>party like there's no tomorrow</i>	to have lots and lots of fun in an extreme or unrestrained way
<i>is held</i>	an event organized by someone
<i>tied to</i>	related to something or dependent on it
<i>boast</i>	to proudly tell other people about what you or someone connected with you has done or can do, or about something you own, especially in order to make them admire you
<i>display of costume and culture</i>	an arrangement of things for people to look at
<i>time-honoured</i>	a time-honoured tradition, practice, or method is respected because it has been done or used in the same way for many years
<i>celebrate</i>	to take part in special enjoyable activities in order to show that a particular occasion is important

Ex. 2 p. 104

1) b    2) a    3) h    4) c    5) e    6) f    7) d    8) g    9) i

For example:

*Many towns and cities spring into life during carnivals.**Street performers and entertainers are a frequent sight on the street.*

## Ex. 3 p. 105

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

**For example:** *The fireworks were set off from the boats on one of the lakes near the stadium. Japanese monks also have the ability to build shrines, which allows villagers to focus on gathering resources and building other structures.*

## READING

## Ex. 5 p. 105

- 1) ECHIGO-TSUMARI ART TRIENNIAL
- 2) INTERNATIONAL FAIR OF CONTEMPORARY ART
- 3) ART BASEL
- 4) VIVID SYDNEY
- 5) THE EUROPEAN FINE ART FOUNDATION'S ART FAIR

## Ex. 6 p. 106

- |                      |                 |                              |
|----------------------|-----------------|------------------------------|
| 1) works of fine art | 3) projection   | 6) a blend of styles         |
| 2) a wide array of   | 4) art displays | 7) in a monumental way       |
| 5) show off          |                 | 8) large-scale installations |

## LISTENING

## Recording 14

## Speaker 1.

The festival season in the UK lasts from June until October. In June, Sheffield hosts the International Documentary Festival, and in October there is the BFI London Film Festival. Apart from showing factual films The Sheffield festival also runs training workshops for new directors and has interviews with important film makers. The director of the festival says she is proud of how many different cultures and lives are represented in their schedule. The London Festival is a rather different affair. It takes place in the largest cinemas in London and the attendance figures are high. It attracts many glamorous stars to the premieres being shown in the festival. The festival is an international showcase, so there really is something for everyone who loves the big screen.

## Speaker 2.

The Notting Hill Carnival in London is the largest street festival of its kind in Europe. The tradition originates from a local festival set up by the West Indian community in 1964. It is held on the August Bank Holiday weekend and attracts people from many different corners of the world. Celebrations include

Caribbeans dancing to traditional reggae, calypso, rumba music, and street vendors selling foods with West Indian flavours, like seasoned jerk chicken or curries. The event's main attraction is parade floats and revellers, brightly coloured with paints, wearing steel band costumes and strolling through the streets.

## Speaker 3.

You must visit this weird and wonderful Tunarama festival in Port Lincoln, Australia, which is usually held on Australia Day in January! Featuring a wide array of participation events, arts, and cultural displays, local market stalls, plus some of the freshest seafood in the world, there truly is something for the whole family to enjoy! Many people go to the festival to eat the local tuna and other seafood, but that isn't what really brings visitors to the festival. Every year people compete in the tuna tossing competition. That's right. Men compete against each other to throw a heavy tuna fish as far as they can and the winner gets a prize. Anyone can have a go but you must have strong arms if you want to throw it far! There is always a prawn tossing competition for teens and kids as well.



**Speaker 4.**

Diwali is known as the “festival of lights” and is celebrated between mid-October and mid-December to welcome the return of Prince Rama and his wife, Sita. It is one of the most important festivals of the year for Hindus, which commemorates the coming of New Year. Hindu families perform traditional activities together in their homes. Small clay lamps filled with oil are lit and placed in their gardens, on the roof tops, and in their courtyards. The oil in the lamp signifies the triumph of good over evil. They also light firecrackers so that any evil spirits are driven away. The house is cleaned so that Lakshmi, the goddess of wealth and good fortune, feels welcome in their homes.

**Speaker 5.**

Frankfurter Buchmesse is the world’s most important fair for the print and digital content business, as well as an outstanding social and cultural event. For five days, publishing experts, writers, and cultural enthusiasts from all over the world come together at the fair in Frankfurt, where they network, talk, make decisions, get inspired, and join together in celebration. Every October, Frankfurt is the centre of the global publishing industry. It’s where world literature gets discovered. And during the rest of the year, Frankfurter Buchmesse lives on with appearances at many locations across the globe.

**Ex. 7 p. 106**

- art festival* – Tunarama festival in Port Lincoln; The Notting Hill Carnival in London (revellers, brightly coloured with paints, wearing steel band costumes);  
*film festival* – the UK;  
*food festival* – The Notting Hill Carnival in London; Tunarama festival in Port Lincoln;  
*literary festival, book fair* – Frankfurter Buchmesse;  
*music festival, dancing festival* – The Notting Hill Carnival in London;  
*religious festival* – Diwali.

**Ex. 8 p. 106**

- |                                   |                 |
|-----------------------------------|-----------------|
| 1) workshops                      | 5) the streets  |
| 2) Documentary Festival; showcase | 6) floats       |
| 3) street                         | 7) costumes     |
| 4) coloured with paints           | 8) stalls       |
|                                   | 9) evil spirits |

**Ex. 9 p. 106**

- 1) F    2) F    3) T    4) T    5) F

**GRAMMAR**

**Ex. 10 p. 107**

- |          |         |          |                |
|----------|---------|----------|----------------|
| 1) each  | 3) each | 5) every | 8) every       |
| 2) every | 4) each | 6) each  | 9) every       |
|          |         | 7) each  | 10) every/each |

**Ex. 11 p. 107**

- |                     |                       |
|---------------------|-----------------------|
| 1) all my luggage   | 6) all day            |
| 2) All              | 7) The whole building |
| 3) every six months | 8) every time         |
| 4) all the money    | 9) all the time       |
| 5) every day        | 10) all               |

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WORKBOOK

LESSON 3 – PUBLIC ART VENUES AND EVENTS

VOCABULARY

Ex. 1 p. 70

- |                 |                 |             |               |
|-----------------|-----------------|-------------|---------------|
| 1) carnival     | 3) celebrations | 6) origin   | 9) recipes    |
| 2) get together | 4) ceremonies   | 7) custom   | 10) opening   |
|                 | 5) annual       | 8) open-air | 11) religious |

Ex. 2 p. 70

- |                   |               |                       |             |
|-------------------|---------------|-----------------------|-------------|
| 1) festive season | 3) revellers  | 5) parades            | 7) costumes |
| 2) local culture  | 4) masquerade | 6) decorated vehicles | 8) parody   |

GRAMMAR

Ex. 4 p. 71

- |                         |                       |                          |
|-------------------------|-----------------------|--------------------------|
| 1) each of the students | 6) all night          | 11) each thing           |
| 2) every minute         | 7) each one slowly    | 12) all year             |
| 3) all of them          | 8) all passed the end | 13) Every other Saturday |
| 4) Each book            | 9) every chance       | 14) Each driver          |
| 5) every four years     | 10) all the money     | 15) every word           |

Ex. 5 p. 71

- |   |  |
|---|--|
| 1) I ate the whole meal.                    | 5) They searched the whole house.      |
| 2) The whole orchestra played perfectly.    | 6) The whole family play/plays tennis. |
| 3) I read the whole newspaper this morning. | 7) Ann worked the whole day.           |
| 4) The whole hotel has been booked.         | 8) It rained the whole week.           |

Ex. 6 p. 71

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

EXTRA ACTIVITIES

GRAMMAR

Circle the best alternative.

- 1) I ate the *whole* / *all* / *each* pie by myself. I'm so full right now.
- 2) *Every* / *each* / *all* of the stamps in my collection came from a different country.
- 3) *Whole* / *every* / *all* the same, I would like to know what happened.
- 4) I have dedicated my *all* / *whole* / *each* life to helping others learn English.
- 5) *Every* / *each* / *all* stamp in my collection is very valuable.
- 6) I bought *each* / *every* / *all* of my plates from ABC department store.
- 7) I can remember *whole* / *every* / *all* detail of our conversation.
- 8) In a volleyball match, *whole* / *every* / *each* team has six players.
- 9) A wonderful experience! I enjoyed *all* / *each* / *every* moment of it.
- 10) There are four worksheets – please take one of *each* / *every* / *all*.
- 11) *All* / *each* / *every* children should complete the primary course.
- 12) I spent a(n) *every* / *all* / *whole* week preparing for a philosophy examination.
- 13) She spends *all* / *whole* / *each* her time studying for her exams.
- 14) None of the rooms was the same. *Every* / *all* / *each* was different.
- 15) He would not stop talking during the *all* / *every* / *whole* lecture.

KEY:

- |                 |                 |                 |                  |                  |
|-----------------|-----------------|-----------------|------------------|------------------|
| 1) <i>whole</i> | 4) <i>whole</i> | 7) <i>every</i> | 10) <i>each</i>  | 13) <i>all</i>   |
| 2) <i>each</i>  | 5) <i>every</i> | 8) <i>each</i>  | 11) <i>all</i>   | 14) <i>each</i>  |
| 3) <i>all</i>   | 6) <i>all</i>   | 9) <i>every</i> | 12) <i>whole</i> | 15) <i>whole</i> |

LESSON 4 – STAGE OR SCREEN

Objectives			
<b>Vocabulary</b>	Cinema and theatre.	<b>Listening &amp; Speaking</b>	Types of films. Describe a film you've recently seen.
<b>Reading</b>	Theatre and film reviews. Fill in the gaps.		
<b>Grammar</b>	Reported speech. Change the sentences into reported speech.		

TEXTBOOK

VOCABULARY

Ex. 1 p. 108

CINEMA	THEATRE	BOTH
<i>silent film, blockbuster</i>	<i>curtain, stage fright, applause</i>	<i>act, rehearsal, audition, lighting, backstage, perform, lines, subtitles, director, box-office hit, set designer, casting, scenery, script</i>

Ex. 2 p. 108

- 1) a    2) g    3) f    4) b    5) h    6) d    7) i    8) e    9) c

Ex. 3 p. 108

ACTING	SPECIAL EFFECTS	PLOT	FILM/PLAY ITSELF
<i>brilliant performance, believable, a bit unlikely, Oscar-winning, charismatic leads, well-acted, honest and charming, left something to be desired</i>	<i>Oscar-winning, spectacular scenes, technically and visually stunning</i>	<i>twisted, simple and ordinary, dull and repetitive</i>	<i>believable, masterpiece, Oscar-winning, spectacular scenes, familiar narrative, a flop, full of action, intensely shot, full of tension, left something to be desired</i>

Ex. 4 p. 108

- action-packed*                      *spine-chilling*                      *hard hitting*                      *far-fetched*  
*slow-moving*                      *breathtaking*                      *heartwarming*

- 1) slow-moving plot, heartwarming performance, hard hitting message  
 2) far-fetched storyline, breathtaking stunts, spine-chilling ending

LISTENING&SPEAKING

Recording 15

Speaker 1.

**Fantastic Beasts: The Crimes of Grindelwald** – I was expecting a disaster given the reviews, but that's not what I saw. Clearly, the tone is a lot darker than the Harry Potter films and the feel is different from the original Fantastic Beasts. I was really surprised at turns of the plot and I also thought that Johnny Depp was the right choice for the part. It was a wise casting choice because you can understand why, at the end, some of the wizards decide to side with him. I don't think Colin Farrell could have pulled that off even though he is a very good actor.

**Speaker 2.**

**Bohemian Rhapsody** and it was really, really good. Ok, I'm a bit biased, because I have been a fan of Queen since I was a kid, so hearing their music on a theater sound system was a thrill. Rami Malek did a terrific job as Freddy Mercury, he really deserved the Oscar, but Gwylim Lee, Ben Hardy, and Joe Mazzello also played the roles of the other bandmates with realism and heart. While it's primarily Freddie's story, Brian May's, John Deacon's, and Rofer Taylor's roles were well-written and well-played. If you're a Queen fan, you've got to see this. If you're not a Queen fan, you've probably heard their music, and this may help you appreciate them more. And if you've ever felt like the outcast, the outsider, the freak, or the weirdo, this movie won't tell you that everything will have a happy ending. But it will show you some people who found happiness in their own unique way and spread that happiness to a lot of other people.

**Speaker 3.**

**Rogue One: A Star Wars Story.**

I watched this film twice, it was one of those beautiful films for me. I nearly cried the first time, and I did cry the second time. It is my favourite Star Wars film and was important because it

tells the story of the insignificant, the unimportant people. Great film and cool storyline. Don't know why the critics gave a bad response, it was a great Star Wars film, and to me an instant classic. Shame there won't be a sequel. Overall I would absolutely recommend. It's a must watch.

**Speaker 4.**

I think I watched "**My Best Friend's Wedding**" with my mom, last Saturday. We just wanted to watch a good rom-com but little did we know that the movie would be so bad. The cast attracted us. Who doesn't like Cameron Diaz and Julia Roberts in the same movie? This movie was a blunder. It wasn't funny at all. Neither was it able to convey the romance between the protagonists. All the characters seemed confused which made us feel impatient. It's one of those movies where everything is obvious and right in front of the eyes of the characters, but they choose not to see it, and this dragged to more than one and a half hour. Anyways, I don't want to spoil your mood with my answer. So, some good movies that you can watch with your family are: Remember the Titans (football movie), The Pianist (Nazi movie), Little Women (Young Adult). Well, there are many more. So, enjoy!

**Ex. 6 p. 109**

SPEAKER 1	SPEAKER 2	SPEAKER 3	SPEAKER 4
Fantastic Beasts: The Crimes of Grindelwald <i>Fantasy</i>	Bohemian Rhapsody <i>Drama</i>	Rogue One: A Star Wars Story <i>Sci-fi</i>	My Best Friend's Wedding <i>Romantic comedy</i>

**Ex. 7 p. 109**

POSITIVE	NEGATIVE	NEUTRAL
<i>amusing, gripping, hilarious, inspiring, powerful, uplifting, absorbing, moving, legendary, sentimental</i>	<i>disappointing, lousy, provocative, violent</i>	<i>unoriginal</i>

**READING**

**Ex. 10 p. 110**

praise of critics – *critical acclaim*  
 graphics – *visuals*  
 transform – *put a twist on*  
 off-stage commentary – *voiceover narration*  
 cheap – *low budget*  
 photo shoot – *photo ops*  
 extremely beautiful and delicate – *exquisite*

imagined – *fantasized*  
 spoiled child – *brat*  
 stop looking at – *keep eyes off*  
 suitable to be seen by children –  
*G-rated movie*  
 a place of any action or event – *venue*

PUBLIC VENUES

Ex. 11 p. 110

- 1) c    2) a    3) b    4) c    5) a    6) c    7) b

GRAMMAR

Ex. 12 p. 111

DIRECT SPEECH	INDIRECT SPEECH
<i>this, these, now, yesterday, last week, here, today, this week</i>	<i>that day, that night, the day before, the week after, before, then, the previous day, those, that, the next day, the following day, that week</i>

Ex. 13 p. 111

- |               |                      |                                |
|---------------|----------------------|--------------------------------|
| 1) would play | 3) was               | 5) was going                   |
| 2) had gone   | 4) was/had ever seen | 6) was/couldn't come; had been |
|               |                      | 7) had already written         |

Ex. 14 p. 111

- 1) *Michael Corleone said that* there were many things his father had taught him there in that room. He taught him to keep his friends close, but his enemies closer.
- 2) *Harry Potter asked Ron* if he thought he didn't know how that felt.
- 3) *Ron Weasley negated the fact that* Harry didn't know how it felt because his parents were dead and he had no family.
- 4) *Marion Ravenswood said that* he was not the man she had known ten years before.
- 5) *Indiana Jones told honey that* it was not the years, it was the mileage.
- 6) *William Wallace exclaimed that* they might take their lives, but they would never take their freedom.
- 7) *Solomon Northup said that* he didn't want to survive, he wanted to live.

Ex. 15 p. 111

For example:

*The person in the fifth review said that the first 15 minutes of the movie had been okay but sad. He/she said that another Disney Mother had been dead. He/she added that story line had been terrible and just strange at times. He/she agreed that costumes had been good, but acting had been bad, as well as some scenes that had been disturbing and not appropriate for young children. The Nutcracker character had had only a few speaking scenes and hadn't seemed important to the story at all, Clara's character had been an unlikeable brat. He/she said regretfully that it had been huge waste of money.*

*The person in the sixth review said that they would save the time and cost the following year and attend some other performance. He/she said that dancers had been less than enthusiastic and lacking the ability to really show professional-level skills.*

LESSON 4 – STAGE OR SCREEN

WORKBOOK

VOCABULARY

Ex. 1 p. 72

- |                    |           |               |
|--------------------|-----------|---------------|
| 1) cast            | 4) titles | 7) cameo role |
| 2) props           | 5) sequel | 8) film set   |
| 3) supporting role | 6) extra  | 9) credits    |

Ex. 2 p. 72

- |               |          |            |
|---------------|----------|------------|
| 1) starred in | 3) plot  | 5) dubbed  |
| 2) characters | 4) scene | 6) effects |

Ex. 3 p. 72

- |              |                |                  |               |
|--------------|----------------|------------------|---------------|
| 1) set in    | 3) directed by | 5) nominated for | 7) written by |
| 2) filmed in | 4) based on    | 6) released in   |               |

Ex. 4 p. 72

- |          |                  |                 |              |
|----------|------------------|-----------------|--------------|
| 1) plays | 3) audience clap | 5) screen       | 7) subtitles |
| 2) cast  | 4) stage         | 6) performances | 8) are set   |

GRAMMAR

Ex. 5 p. 73

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

Ex. 6 p. 73

- 1) Ann told me not to go to the cinema.
- 2) The news said that there had been a big earthquake in Thailand.
- 3) Alice asked me if he had flown to Madrid three weeks before.
- 4) The mother said to the children to stop making so much noise.
- 5) Peter told me that he was going to find a job soon.
- 6) Monika told us that she couldn't go/come to our birthday party the following Friday.
- 7) Jack told me that he would do his best in the exams the following week.
- 8) Tom said that Alex had already finished work at six.
- 9) David asked me who had given me the book the previous day / the day before.
- 10) Veronika asked me if she had to do the homework that week.
- 11) I was wondering why the Earth moves around the Sun.
- 12) Alex said that they had been staying in Paris all summer.

Ex. 7 p. 73

- Reporter:** "What is the title of your book?"  
**Mr. Fox:** "The title is The Lake at Midnight."  
**Reporter:** "What is the topic?"  
**Mr. Fox:** "The book is a collection of new poetry that I wrote last year."  
**Reporter:** "Is this your first book?"  
**Mr. Fox:** "It is my first book of poems. I have previously published two novels."  
**Reporter:** "Do you have any advice for aspiring writers?"  
**Mr. Fox:** "They should read a lot and write a lot – every day if possible."  
**Reporter:** "Do you have anything else you'd like to say?"  
**Mr. Fox:** "Yes! Please, join me for some refreshments at the reception!"

EXTRA ACTIVITIES

VOCABULARY

When making a film, in which order do you do the things in the list?

- |                    |                          |
|--------------------|--------------------------|
| — editing the film | — releasing the film     |
| — filming          | — writing the screenplay |
| — casting          | — finding locations      |

## LESSON 5 – SHOP TILL YOU DROP

Objectives			
<b>Vocabulary</b>	Art of shopping.	<b>Speaking &amp; Writing</b>	Role-play the situations. Take turns being the shop assistant and the customer
<b>Reading</b>	Compulsive buying tendencies. Match the words with their synonyms.		
<b>Grammar</b>	Reporting verbs: say and tell. Fill in the gaps.		

## TEXTBOOK

## VOCABULARY

## Ex. 1 p. 112

- 1) a    2) j    3) f    4) c    5) e    6) g    7) d    8) b    9) i    10) h

## Ex. 2 p. 112

- 1) a fitting room    3) a receipt    5) a shoplifter    8) a till  
 2) a queue    4) a refund    6) change    9) window display  
 7) a label    10) cash

## Ex. 3 p. 112

<b>A</b>	1) shopper	2) consumers	3) customers	4) clients
<b>B</b>	1) chain store	3) department store, retail outlet	5) bazaars	
	2) delicatessen	4) shopping centre		

## Ex. 4 p. 113

- 1) reasonable    3) pricey    5) cost a penny  
 2) cost a fortune    4) real bargain    6) arm and leg; bankrupt  
 7) pay through the nose; rip off

## MEANINGS:

<i>reasonable</i>	not too expensive
<i>cost a fortune</i>	cost a lot of money
<i>pricey</i>	expensive
<i>real bargain</i>	something on sale at a lower price than its value
<i>not cost a penny</i>	to be free
<i>cost an arm and leg</i>	to be too expensive
<i>bankrupt</i>	without enough money to pay your debts
<i>pay through the nose</i>	pay much more than a fair price
<i>rip-off</i>	something that is not worth what you pay for it; it's more expensive than it should be

## Ex. 5 p. 113

look around – a shop around – b	pick up – c mark down – d	splash out – e shell out – f
1) looked around 2) shop around	3) picked up 4) marked down	5) splash out 6) shelled out

READING

Ex. 6 p. 113

- 1) Attractive bargains *egg* people *on* to spend.
- 2) "The holidays bring up a lot of unfulfilled longing for some people – and that's one reason why they shop, as a *salve* for disappointment".
- 3) Experts say purchasing turns pathological when people continue to do it even though it causes financial problems, *disrupts* work, family or social life, or involves deceit, such as hiding bills and packages. Feeling out of control is another *tip-off*.
- 4) Some sufferers describe feeling their hearts race, cheeks flush, and abandoning all sense of caution when they're *stalking* favourite items.
- 5) "Usually, the idea is, "I see it, I like it, I want it, I buy it – and damn the consequences," says Donald W. Black.
- 6) Some suffer from low self-esteem and think the perfect dress or accessory will help *overcome* it.

Ex. 7 p. 114

warning or sign – *tip-off*  
to attract – *tempt*  
obsessive – *compulsive*  
to triumph over – *overcome*

to encourage – *egg on*  
to interfere with – *disrupt*  
impossible to control – *get out of hand*  
chase or hunt – *stalk*  
calm – *salve (cure, remedy, help)*

GRAMMAR

Ex. 8 p. 115

- 1) a      2) d      3) b      4) c      5) a      6) b      7) c      8) a

SPEAKING&WRITING

Ex. 9 p. 115

**Shop assistant:** Do you need any help there?  
**Customer:** Yes, do you have any jumpers like these *in red*?  
**Shop assistant:** No, I'm afraid we've *sold out of* the red ones.  
**Customer:** Oh, that's a shame. Do you have these jeans *in a 28*?  
**Shop assistant:** Hmm...I'll just *go and check* in the stock room... You're in luck. This is the last pair.  
**Customer:** Great! Where can I *try them on*?  
**Shop assistant:** The *changing rooms* are over there.  
**Customer:** They fit fine. I *will take* them. Do you have this shirt *in a smaller size*?  
**Shop assistant:** Yes, we do. Would you like *to try it on*?  
**Customer:** Yes...It looks OK, but I think *I'll leave it*.  
**Shop assistant:** Fine. Are you paying cash or by *credit card*?  
**Customer:** Cash.  
**Shop assistant:** That's 50 pounds, please.  
**Customer:** *Here you are*.  
**Shop assistant:** Here's your *change and receipt*. Goodbye.

NOTES

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LESSON 5 – SHOP TILL YOU DROP

WORKBOOK

VOCABULARY

Ex. 1 p. 74

1) stores	2) shops; store		
1) borrow	2) lends	3) owes	
1) price	3) price	5) price	7) price
2) cost	4) cost	6) price	8) cost

Ex. 2 p. 74

- |             |             |               |             |
|-------------|-------------|---------------|-------------|
| 1) sale     | 3) footwear | 5) department | 8) discount |
| 2) Designer | 4) menswear | 6) tailor     | 9) refund   |
|             |             | 7) bargain    | 10) stock   |

Ex. 3 p. 74

- 1) b    2) g    3) a    4) d    5) c    6) f    7) e

GRAMMAR

Ex. 4 p. 75

- 1) i    2) c    3) j    4) f    5) a    6) e    7) b    8) g    9) d    10) h

Ex. 5 p. 75

- |             |               |                  |
|-------------|---------------|------------------|
| 1) ordered  | 5) warned     | 9) congratulated |
| 2) refused  | 6) insisted   | 10) recommended  |
| 3) admitted | 7) begged     | 11) complained   |
| 4) denied   | 8) threatened |                  |

NOTES

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LESSON 6 – INSPIRE YOURSELF WITH ART

Objectives			
<i>Vocabulary</i>	Art therapy.	<i>Listening</i>	About people who do arts themselves. Match the speakers to the questions.
<i>Reading</i>	About art therapy. Match the questions to the paragraphs.	<i>Speaking</i>	Choose a picture and name the type of art imaged.
<i>Grammar</i>	Prepositions. Fill in the gaps.	<i>Writing</i>	Write your reply to the e-mail.

TEXTBOOK

VOCABULARY

Ex. 1 p. 116

<i>fine art</i>	a type of art that is admired for its beauty, For example drawing, painting, sculpture, music, and dance
<i>decorative arts</i>	any of those arts that are concerned with the design and decoration of objects that are chiefly prized for their utility, rather than for their purely aesthetic qualities. Ceramics, glassware, basketry, jewelry, metalware, furniture, textiles, clothing, and other such goods are the objects most commonly associated with the decorative arts
<i>canvas</i>	strong, rough cloth used for making tents, sails, bags, strong clothes, etc.; a piece of this cloth used by artists for painting on, usually with oil paints, or the painting itself
<i>collage</i>	the art of making a picture in which various materials or objects, For example paper, cloth, or photographs, are stuck onto a larger surface
<i>mural</i>	a large picture that has been painted on the wall of a room or building
<i>marble bust</i>	a model of the head and shoulders of a person made out of very hard rock that has a pattern of lines going through it, feels cold, and can be polished to become smooth and shiny
<i>watercolour</i>	a paint that is mixed with water and used to create pictures, or a picture that has been done with this type of paint
<i>oil painting</i>	a picture painted with oil paints
<i>still life</i>	a type of painting or drawing of an arrangement of objects that do not move, such as flowers, fruit, bowls, etc.
<i>mosaic</i>	a pattern or picture made using many small pieces of coloured stone or glass
<i>appeal</i>	to interest or attract someone
<i>depict</i>	to describe someone or something using words or pictures
<i>cinematography</i>	the job or skill of making movies; the art and methods of film photography; the art and methods of using cameras in making a movie
<i>photography</i>	the activity or job of taking photographs or filming
<i>fiction</i>	the type of book or story that is written about imaginary characters and events and not based on real people and facts
<i>feature</i>	an important part or aspect of something; a film that is usually 90 or more minutes long
<i>masterpiece</i>	work of art such as a painting, film, or book that is made with great skill
<i>state-of-the-art</i>	very modern and using the most recent ideas and methods
<i>reproduction</i>	a copy of something, especially a painting, or the process of copying something
<i>collection</i>	interesting or valuable objects that someone collects

## PUBLIC VENUES

## Ex. 2 p. 116

- 1) b    2) h    3) f    4) j    5) i    6) a    7) d    8) e    9) g    10) c

## Ex. 3 p. 116

- |              |               |                   |
|--------------|---------------|-------------------|
| 1) rehearsal | 4) reviews    | 7) impressionists |
| 2) works     | 5) exhibition | 8) calls          |
| 3) edition   | 6) novelists  | 9) performance    |
|              |               | 10) singled       |

## READING

## Ex. 5 p. 117

- I. 1, 3                      II. 2, 4, 5                      III. 2, 6, 7                      IV. 8, 9, 10

- 1) Art is a universal language that allows us to express ourselves.
- 2) Visual imaging can make us aware of the situation and help in resolving it. Art therapy can help improve various mental and physical symptoms.
- 3) The purpose of art is to allow us to express ourselves, stimulate creativity and communicate ideas.
- 4) Art therapy is a way of communication through visual images.
- 5) Often, people experiencing psychological traumas or undergoing life challenges have difficulty expressing themselves verbally.
- 6) Art therapy can help people with their social skills, especially those who are withdrawn, shy, or have difficulties socializing with others.
- 7) It can be beneficial to those who have mental disorders or light emotional abuse, cancer, post traumatic stress, and people who are bipolar.
- 8) They start drawing.
- 9) Depending on what you have inside, express different feelings depicting different things.

## Ex. 6 p. 118

**Negative:** *tired, angry, troubled, bored, depressed, tense, frustrated, spiritless, confused, miserable, anxious, doubtful, overpowered, unfocused*

## LISTENING

## Recording 16

## Speaker 1.

It depends on the piece of art at which I'm looking. Some pieces of art spark a flame in me the moment I look at them, but others may take time for me to appreciate the notion or vibe the artist was trying to convey. I start by seeing the smallest details – brush strokes, colour choices, composition, then I look at the negative space, then I take a step back and soak in the entire piece. Some art makes me feel sad, some argumentative, some make me smile, and some take me to another world. I admire the artist's ability to create, and then I'm grateful some are so open to share their inner workings. I appreciate the lessons I can learn, about myself or others, from absorbing a piece of art.

## Speaker 2.

That's a little like asking what your favourite kind of food is. I'm very partial to chocolate, but still don't mind some variety. Likewise, with photography, there are things that I particularly enjoy photographing, and am good at. For example, hummingbirds and nature landscape photography are my favourites to do myself, but I enjoy all disciplines of photography that can amaze me, or show me beauty, or help me appreciate humanity or nature or other values.

**Speaker 3.**

Cuisine, because I like to eat. But apart from that, music – because it’s something I can enjoy wherever I am; there is a form for every mood, it’s easy to enjoy solo or with friends, and it’s cheaply and readily available.

**Speaker 4.**

Drawing, because I’m pretty good at it and filling a blank sheet of paper with lines, marks, and squiggles and seeing something appearing on the page is a real pleasure. I always carry a sketchbook along, wherever I go. I also find painting delightful, as well as engraving and sculpture, but they sometimes require more material and studio space to be done.

**Speaker 5.**

My appreciation for architecture began in my freshman year of high school. So, then I decided to enroll myself in my high school’s architecture program. It was a tough course. I eventually hated it. In the midst of this intensive design competition, I swore to myself, that after the class ended, I would never involve myself in architecture again. However, at the end of the day, I couldn’t deny my admiration for building design. Architectural features of a building never fail to catch my attention. From the living areas to the garages. Whenever, I go out, I’m always a close observer of a building’s design. Living in San Francisco, I’m so blessed to be surrounded by so many different construction styles. Additionally, whenever I go out of town, I grow impressed with a town’s particular style. In fact, just last week I was in Truckee, the sights were amazing. Everything that nature had to offer was gorgeous, but so were the buildings. After getting a taste of the life of an architect in my high school class, I know that that path isn’t right for me. However, I know that I’ll always appreciate the magnificence of architectural designs.

**Ex. 8 p. 118**

**The speakers who do arts themselves:** *Speaker 2; Speaker 3; Speaker 4*

- |               |               |               |
|---------------|---------------|---------------|
| SPEAKER 1 – a | SPEAKER 3 – c | SPEAKER 5 – e |
| SPEAKER 2 – b | SPEAKER 4 – d |               |

**GRAMMAR**

**Ex. 9 p. 119**

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

**Ex. 10 p. 119**

- |        |       |       |         |        |
|--------|-------|-------|---------|--------|
| 1) to  | 3) to | 6) of | 9) on   | 12) of |
| 2) for | 4) of | 7) of | 10) for | 13) of |
|        | 5) to | 8) of | 11) of  | 14) of |

**WRITING**

**Ex. 12 p. 119**

**Useful phrases:**

Ex. 13 p. 14; Ex. 12 p. 39; Ex. 9 p. 94 (textbook).

LESSON 6 – INSPIRE YOURSELF WITH ART

WORKBOOK

VOCABULARY

Ex. 1 p. 76

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

Ex. 3 p. 76

- |                    |                      |                 |
|--------------------|----------------------|-----------------|
| 1) sketches        | 5) Photography       | 9) sculpture    |
| 2) palette; canvas | 6) artist; technique | 10) exhibit     |
| 3) brush strokes   | 7) art critic        | 11) abstraction |
| 4) impressionism   | 8) composition       | 12) foreground  |

Ex. 4 p. 76

- |                  |                   |                |
|------------------|-------------------|----------------|
| 1) records       | 4) primitive      | 7) decoration  |
| 2) ornamentation | 5) implements     | 8) designs     |
| 3) outlines      | 6) archaeological | 9) proportions |
|                  |                   | 10) pictorial  |

GRAMMAR

Ex. 5 p. 77

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

Ex. 6 p. 77

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

Ex. 7 p. 77

- |               |                  |                    |
|---------------|------------------|--------------------|
| 1) good at    | 5) weak in       | 10) based on       |
| 2) ready for  | 6) worried about | 11) furious about  |
| 3) bored with | 7) aware of      | 12) remembered for |
| 4) tired from | 8) fascinated by | 13) safe from      |
|               | 9) committed to  | 14) full of        |

Ex. 8 p. 77

- |        |        |          |
|--------|--------|----------|
| 1) of  | 4) for | 7) in    |
| 2) of  | 5) in  | 8) with  |
| 3) for | 6) At  | 9) for   |
|        |        | 10) with |

TEXTBOOK

SELF-ASSESSMENT

- 1) c    3) d    5) c    7) d    9) c    11) c    13) c    15) d    17) a    19) b  
2) a    4) b    6) d    8) a    10) a    12) d    14) b    16) c    18) a    20) b

GET READY FOR YOUR TEST

- |                        |                       |                  |
|------------------------|-----------------------|------------------|
| 1) b) data             | 8) b) cause           | 15) c) obesity   |
| 2) c) maintaining      | 9) a) rather than     | 16) b) because   |
| 3) c) depends          | 10) a) symptoms       | 17) comes into   |
| 4) a) have been linked | 11) c) suffer from    | 18) a) soft      |
| 5) d) longevity        | 12) b) cure           | 19) c) spends    |
| 6) a) impact           | 13) c) can be treated | 20) b) Under     |
| 7) b) illness          | 14) b) medicines      | 21) d) After all |

WORKBOOK

□ CHECK YOUR VOCABULARY □

Ex. 1 p. 78

- |            |               |                |                |
|------------|---------------|----------------|----------------|
| 1) museum  | 4) theatre    | 7) stage       | 10) stadium    |
| 2) cinema  | 5) gallery    | 8) patio       | 11) concert    |
| 3) visitor | 6) restaurant | 9) anniversary | 12) mansion    |
|            |               |                | 13) exhibition |

Ex. 4 p. 79

- |         |       |         |          |
|---------|-------|---------|----------|
| 1) by   | 3) by | 5) by   | 8) with  |
| 2) with | 4) by | 6) with | 9) by    |
|         |       | 7) by   | 10) with |

Ex. 5 p. 79

- |   |                        |
|---|------------------------|
| 1) is open from 12 AM till 21 PM                  | 4) were trained        |
| 2) aren't the tickets bought                      | 5) to be found at last |
| 3) has been chosen as the next destination by Rob | 6) such a lot of money |
|   | 7) not to speak to Tom |

□ CHECK YOUR GRAMMAR □

Ex. 1 p. 81

- |        |         |            |           |         |          |
|--------|---------|------------|-----------|---------|----------|
| 1) by  | 4) for  | 8) by      | 12) with  | 16) at  | 20) for  |
| 2) in  | 5) with | 9) from    | 13) whole | 17) to  | 21) on   |
| 3) out | 6) from | 10) on     | 14) every | 18) all | 22) each |
|        | 7) for  | 11) beyond | 15) to    | 19) in  | 23) by   |

Ex. 2 p. 80

- |               |               |             |             |                |
|---------------|---------------|-------------|-------------|----------------|
| 1) promised   | 3) encouraged | 5) warned   | 7) agreed   | 9) advised     |
| 2) complained | 4) boasted    | 6) wondered | 8) reminded | 10) apologised |

Ex. 3 p. 81

- 2) The poor man exclaimed, "Will none of you help me?"
- 3) "I am going to explain you how to do the art research during the next lecture."
- 4) "I have not spoiled the painting." / "It wasn't me who had spoiled the painting."
- 5) "I won't take your guitar, Jim."
- 6) "You are cheating/cheated on the test, Ken."
- 7) "I have travelled around the USA."
- 8) "I have broken the car."
- 9) "Do you write a good hand?" the teacher said to the student.
- 10) "Have you anything to say on behalf of the accused?" said the judge finally.

Ex. 4 p. 81

- |              |          |         |                |
|--------------|----------|---------|----------------|
| 1) murmured  | 3) asked | 5) tell | 7) said        |
| 2) insist on | 4) know  | 6) told | 8) revealed by |

□ EXTERNAL INDEPENDENT TEST TRAINING □

Ex. 1 p. 82

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

Ex. 2 p. 83

- 6) F
- 7) T
- 8) F
- 9) F
- 10) F

Ex. 3 p. 83

- 11) E
- 12) D
- 13) A
- 14) C
- 15) B

Ex. 4 p. 84

- 16) A
- 17) A
- 18) B
- 19) B

Ex. 5 p. 84

- 20) C
- 21) B
- 22) B
- 23) C
- 24) A
- 25) C
- 26) C
- 27) A

Ex. 6 p. 85

- 1) T
- 2) T
- 3) F
- 4) F
- 5) T

# UNIT 5: HEALTH AND ENVIRONMENT

## WORD BANK

**a la carte** – страва з меню на вибір  
**astound** – вражати, дивувати, приголомшувати  
**bounty** – щедрість, (ви)нагорода, достаток  
**carnivorous** – м'ясоїдний  
**caterpillar** – гусінь, п'явка  
**crutch** – милиця, опора  
**daffodil** – блідо-жовтий нарцис  
**disposable** – що є в розпорядженні, вільний; одноразовий (*разове використання*)  
**diverse** – різноманітний  
**drowsy** – сонливий, вялий, дрімаючий  
**faint** – знепритомніти; непритомність; слабкий  
**fatigue** – втома  
**furry** – хутряний, пухнастий  
**grasshopper** – коник (*комаха*), саранча  
**hawk** – яструб  
**herbivorous** – трав'яїдний  
**heron** – чапля  
**linden** – липа  
**mallow** – мальва  
**mane** – грива

**marten** – куниця  
**nausea** – нудота  
**numb** – заціпенілий, онімілий, заляканий  
**over-the-counter** – що продається без рецепту (*про ліки*)  
**precise** – точний, чіткий, пунктуальний  
**raccoon** – єнот  
**remedy** – ліки, засіб від хвороби  
**shivery** – тремтячий, боязкий  
**sling** – пов'язка  
**sprout** – паросток, пагін; пускати паростки  
**squid** – кальмар  
**stiff** – закріпленний, тугий  
**stingray** – скат (*риба*)  
**stretcher** – носилки  
**stroke** – інсульт  
**sustainable** – стійкий, життєздатний  
**tame** – свійський, ручний (*про тварин*); приручати  
**tremor** – тремтіння, струс  
**unleaded** – неетилований (*бензин*), не містить свинець  
**unprocessed** – необроблений

## PHRASAL VERBS, IDIOMS AND COLLOCATIONS

**a bee in your bonnet** – ідея фікс, нав'язлива ідея, не перестає про це говорити  
**a fly in the ointment** – ложка дьогтю в бочці з медом  
**a piece of cake** – дуже легко, простіше простого, раз плюнути  
**(take with) a pinch of salt** – скептично, сумнівно  
**(be like a) bear with a sore paw** – дуже сердитий, роздратований, бути в поганому настрої  
**bucket list** – список бажань  
**carbon footprint** – вуглецевий слід (*викиди усіх парникових газів до атмосфери, пов'язані з діяльністю людини або організації*)  
**chew the fat** – базікати, теревентити  
**(go) cold turkey** – кидати звичку, зав'язати, різка відмова від чого-небудь  
**(don't) count (your) chickens before they hatch** – не кажи гоп, допоки не перескочить  
**cream of the crop** – кращі з кращих, еліта, вершки суспільства  
**crocodile tears** – крокодилові сльози (*фальшива жалість*)  
**cup of tea** – подобатись, до смаку, підходяще

**dog tired** – дуже втомлений, виснажений  
**eat the words** – взяти свої слова назад  
**(have a) finger in every pie** – робити багато справ одразу  
**full of beans** – багато енергії, бути в піднесеному настрої  
**have a whale of a time** – чудово проводити час  
**have your cake and eat it too** – на двох стільцях не всидіти, намагатися поєднати несумісне  
**hen pecked** – підкаблучник  
**nuts about** – схиблений на чомусь, заповнений (*ідеєю тощо*)  
**rat on** – накатати, донести комусь на когось, видати таємницю, зрадити  
**tasting menu** – дегустаційне меню  
**(can't) teach an old dog new tricks** – старого собаку важко до ланцюга привчити, горбатого могила виправить  
**utility metres** – комунальні лічильники  
**wipe out** – знищити, викоренити, зруйнувати

LESSON 1 – HEALTHY LIVING

Objectives			
<b>Vocabulary &amp; Listening</b>	Raw food diet. What do we need energy for and where do we get it from? True or false sentences. Matching the words to the sentences. Complete the sentences.		
<b>Reading</b>	Raw food diet. Fill in the gaps. Match the words to their equivalents.	<b>Speaking</b>	Speak about fast food. Work in groups.
<b>Grammar</b>	Quantifiers: countable & uncountable. Choose the best option. Fill in the gaps.	<b>Writing</b>	Prepare a leaflet about a healthy snack using your own recipe.

TEXTBOOK

VOCABULARY & LISTENING

Recording 17

Food is made up of different things called nutrients. Nutrients have special jobs to do to keep us healthy. Sometimes several nutrients work together to do a job properly. There are 5 types of nutrients: • carbohydrates • fats • proteins • vitamins • minerals

These nutrients, along with fibre and water, are essential to our bodies.

Proteins do most of the repair work to our body cells and they also help us grow. They are found in eggs, milk, meat, poultry, fish, and cheese.

Vitamins and minerals are found in all sorts of foods. They are only needed in small amounts, but they are extremely important. They are found in fruit, vegetables, eggs, and milk.

Carbohydrates give us most of our energy. They are found in bread and potatoes.

Fibre helps to keep our digestive system healthy and is found in vegetables, cereals, grains, and fruits.

Fats give us energy and help keep us warm. They are found in oils, butter, and meat.

We should avoid any negative effects to our health, such as smoking, and take care of our bodies. Each of us has to understand the importance of keeping a balanced diet, processing and storing food safely and, of course, maintaining our personal hygiene. After all, we shouldn't forget about the benefits of sport; it is strongly advisable for people of all ages. Early exercising gives you energy, develops muscles, trains stamina, and keeps you healthy and fit.

Ex. 2 p. 125

- |                  |          |                          |
|------------------|----------|--------------------------|
| 1) proteins      | 3) fibre | 5) vitamins and minerals |
| 2) carbohydrates | 4) fats  |                          |

Ex. 3 p. 125

- |  |   |
|--|---|
| 1) spinach, avocado, pear, (dark) chocolate, pork                        | 5) avocado, (dark) chocolate, potato                  |
| 2) cucumber, cheese, mussels, squid                                      | 6) avocado, spinach, leek                             |
| 3) melon, spinach, avocado, (rye) bread, cheese, cauliflower, pork, leek | 7) (dark) chocolate, spinach, (wholemeal) bread, pork |
| 4) (dark) chocolate, spinach, avocado, beef                              | 8) cake, chocolate                                    |



Ex. 4 p. 126

fatty meat	takeaway food	frozen fish
ready-made dish	processed food	canned tuna
processed fish	frozen ravioli	fresh tuna
fizzy drink	frozen pizza	fresh fish
takeaway pizza		

- |                    |                   |                   |
|--------------------|-------------------|-------------------|
| 1) fizzy drinks    | 4) fatty meat     | 7) canned tuna    |
| 2) ready-made dish | 5) fresh fish     | 8) takeaway pizza |
| 3) processed food  | 6) frozen ravioli |                   |

READING

Ex. 6 p. 127

- |      |      |      |      |
|------|------|------|------|
| 1) 3 | 2) 1 | 3) 4 | 4) 2 |
|------|------|------|------|

Ex. 7 p. 127

water level – <i>hydration</i>	metabolism – <i>digestion</i>
pure – <i>unprocessed food</i>	foodie – <i>foodism</i>
brain attack – <i>stroke</i>	dieting expert – <i>nutritionist</i>
dressing – <i>filling</i>	ferment – <i>enzyme</i>
tiredness – <i>fatigue</i>	red pigment – <i>lycopene</i>
	natural – <i>plant-based</i>

GRAMMAR

Ex. 8 p. 127

- |             |                    |                        |
|-------------|--------------------|------------------------|
| 1) many     | 7) a few/some      | 13) no                 |
| 2) any      | 8) little          | 14) a lot of/plenty of |
| 3) lots of  | 9) many/a lot of   | 15) many               |
| 4) few      | 10) much           | 16) a lot of           |
| 5) a little | 11) no/a little of | 17) plenty of          |
| 6) a little | 12) much           | 18) many               |

Ex. 9 p. 128

**Peter:** Hi Ann. Is the picnic ready?  
**Ann:** Not yet. We've got a bottle of water and a lot of fruit. We've got two kilogrammes of apples!  
**Peter:** Wow! That's a lot of fruit, but what about sandwiches?  
**Ann:** Hmm. No, we haven't got any sandwiches.  
**Peter:** No sandwiches?  
**Ann:** No, but we've got some bread and meat.  
**Jane:** Well... I don't eat meat. Have we got any cheese or salad?  
**Ann:** There isn't much cheese – one small piece and we haven't got any salad.  
**Jane:** OK, I need to buy more cheese and salad. What about drinks?  
**Ann:** Well, there isn't any juice; we've only got one bottle. Oh, and we've got ten packets of crisps!  
**Jane:** That's a lot of crisps, but we need some juice. What about biscuits?  
**Ann:** We haven't got many biscuits. We've only got three!  
**Jane:** OK.

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**WORKBOOK**

**LESSON 1 – HEALTHY LIVING**

**VOCABULARY**

Ex. 1 p. 86

- 1) T    2) F    3) T    4) F    5) T    6) T    7) T    8) F    9) T    10) F

Ex. 2 p. 86

- |             |                |                 |               |
|-------------|----------------|-----------------|---------------|
| 1) regulate | 3) epidemic    | 5) contaminated | 8) problems   |
| 2) calories | 4) cholesterol | 6) nutrients    | 9) organic    |
|             |                | 7) vegetarian   | 10) junk food |

Ex. 3 p. 86

- |                |                |            |
|----------------|----------------|------------|
| 1) fit         | 4) give up     | 7) contain |
| 2) coping with | 5) balanced    | 8) active  |
| 3) lose        | 6) cut down on | 9) healthy |

**GRAMMAR**

Ex. 4 p. 87

- |                |              |               |               |
|----------------|--------------|---------------|---------------|
| 1) little/many | 6) plenty of | 11) many/much | 16) a few     |
| 2) a little    | 7) Few       | 12) plenty of | 17) a lot of  |
| 3) a lot of    | 8) a lot of  | 13) a lot of  | 18) few       |
| 4) little      | 9) much      | 14) a few     | 19) plenty of |
| 5) much        | 10) little   | 15) many      | 20) a little  |

Ex. 5 p. 87

- |              |               |              |            |
|--------------|---------------|--------------|------------|
| 1) the least | 4) the fewest | 7) fewer     | 10) less   |
| 2) fewer     | 5) more       | 8) the least | 11) fewest |
| 3) the most  | 6) less       | 9) the most  | 12) more   |

Ex. 6 p. 87

- |          |           |                   |            |
|----------|-----------|-------------------|------------|
| 1) much  | 4) little | 7) much/ a lot of | 10) a few  |
| 2) much  | 5) some   | 8) many           | 11) many   |
| 3) a few | 6) many   | 9) a lot of       | 12) little |

**EXTRA ACTIVITIES**

**VOCABULARY**

Answer the following questions in written form.

- 1) What food do you avoid to eat? Why?

\_\_\_\_\_

\_\_\_\_\_

- 2) Which meal do you like to eat for breakfast, lunch and dinner?

\_\_\_\_\_

\_\_\_\_\_

- 3) If you could try one new food, what would you try? Why?

\_\_\_\_\_

\_\_\_\_\_

- 4) If you were living abroad, which food would you miss most from this country? Why?

\_\_\_\_\_

\_\_\_\_\_

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**EXTRA ACTIVITIES**

Match the words to make up the food idioms. Find out the Ukrainian equivalents.

- |                        |                          |                               |
|------------------------|--------------------------|-------------------------------|
| 1) life is             | <input type="checkbox"/> | a) <i>the spice of life</i>   |
| 2) variety is          | <input type="checkbox"/> | b) <i>crust</i>               |
| 3) a recipe            | <input type="checkbox"/> | c) <i>a horse</i>             |
| 4) kill the goose that | <input type="checkbox"/> | d) <i>swallow</i>             |
| 5) the upper           | <input type="checkbox"/> | e) <i>on your face</i>        |
| 6) have egg            | <input type="checkbox"/> | f) <i>than one can chew</i>   |
| 7) hard to             | <input type="checkbox"/> | g) <i>sardines</i>            |
| 8) to eat like         | <input type="checkbox"/> | h) <i>a bowl of cherries</i>  |
| 9) to bite off more    | <input type="checkbox"/> | i) <i>lays the golden egg</i> |
| 10) packed in like     | <input type="checkbox"/> | j) <i>for disaster</i>        |

**KEY:**

- 1) *h*    2) *a*    3) *j*    4) *i*    5) *b*    6) *e*    7) *d*    8) *c*    9) *f*    10) *g*

Put the food idioms from exercise above to complete the sentences. Sometimes to change tense is necessary.

- Many treasures were brought back to Britain because its \_\_\_\_\_ was wealthy and liked travelling abroad.
- Firing the programmer who created your most successful application is like \_\_\_\_\_.
- My mom told me not to \_\_\_\_\_ when I was looking for a third job.
- If he keeps \_\_\_\_\_, he will weigh 400 pounds.
- The venue was so crowded, we were all \_\_\_\_\_ and couldn't move.
- Traveling to different cities is fun and exciting. After all, \_\_\_\_\_.
- When no one laughed at her offensive joke, she \_\_\_\_\_ and quickly left the room.
- He tried to convince her that \_\_\_\_\_ in his new town.
- Studying all night and getting no sleep before your final exam is \_\_\_\_\_.
- Your story is pretty \_\_\_\_\_, but I am beginning to believe it.

**KEY:**

- |  |  |
|--|--|
| 1) <i>upper crust</i>                                | 6) <i>variety is the spice of life</i> |
| 2) <i>killing the goose that lays the golden egg</i> | 7) <i>had egg on her face</i>          |
| 3) <i>bite off more than I can chew</i>              | 8) <i>life is a bowl of cherries</i>   |
| 4) <i>eating like a horse</i>                        | 9) <i>a recipe for disaster</i>        |
| 5) <i>packed in like sardines</i>                    | 10) <i>hard to swallow</i>             |

**NOTES**


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LESSON 2 – EATING OUT

Objectives			
<b>Vocabulary</b>	Top 5 restaurants in the world.	<b>Listening</b>	French cuisine. Traditional French onion soup. Put the cooking steps in the correct order.
<b>Reading</b>	The most visited restaurants in the world. Match the words to their synonyms.	<b>Speaking</b>	Make up a dialogue between a customer and a waiter.
<b>Grammar</b>	Passive voice. Fill in the gaps.	<b>Writing</b>	A letter of complaint.

TEXTBOOK

VOCABULARY

Ex. 1 p. 129

<i>a bill</i>	a written statement showing how much money you owe someone for goods or services you have received
<i>a receipt</i>	a document that you get from someone showing that you have given them money or goods
<i>a cook</i>	someone who prepares and cooks food, either as their job or for pleasure
<i>a chef</i>	a skilled and trained cook who works in a hotel or restaurant, especially the most important cook
<i>a service charge</i>	an extra charge (money) made for serving customers in a restaurant; an amount of money added to the basic price of something to pay for the cost of dealing with the customer
<i>a tip</i>	a small amount of money given to someone who has provided you with a service, in addition to the official payment and for their personal use
<i>a dish</i>	an open container like a plate, but not as deep as a bowl, used for serving or cooking
<i>a meal</i>	an occasion when food is served or eaten, esp. breakfast, lunch, or dinner, or the food itself on such an occasion
<i>eat in</i>	to have a meal at home instead of in a restaurant
<i>eat out</i>	to have a meal in a restaurant instead of at home
<i>a helping</i>	an amount of food that is served to one person at a meal
<i>a dressing</i>	a mixture of liquids such as oil and vinegar that you pour over salad

- |         |            |                  |
|---------|------------|------------------|
| 1) dish | 3) eat out | 5) chef          |
| 2) tip  | 4) dish    | 6) eats in; cook |

Ex. 2 p. 129

STARTERS	MAIN COURSES	DESSERTS
fried calamari, cheese balls, chicken wings, shrimp cocktail	ravioli with greens, lasagne, creamy carbonara, goulash	chocolate cake, jelly, ice-cream, ice-cream, pudding

## Ex. 3 p. 129

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

## READING

## Ex. 5 p. 130

wine steward – *sommelier*  
 wishlist – *bucket list*  
 unique from chef or restaurant –  
*a signature dish*  
 culinary art – *gastronomy*  
 tastes – *flavours*

baker – *pastry chef*  
 dishes offered separately – *a la carte menu*  
 traditional – *long-established*  
 degustation-menu – *tasting menu*  
 generous amount – *bounty*  
 spoiling – *extra work*  
 famous food product – *speciality*

## LISTENING

## Recording 18

1. My congratulations! You are absolutely right. It is a French onion soup. That is a type of soup usually based on meat stock and onions, and often served with cheese on top or a large piece of bread. Although ancient in origin, the dish underwent a recovery of popularity in the 1960s in the United States due to a greater interest in French cuisine. French onion soup is usually served as a starter.

2.

**Presenter:** We're back with Melanie on cooking. Melanie, can you tell us about the recipe of this traditional French onion soup that you cook at home?

**Melanie:** Yes, I will be quite happy to share it with you. So, the first thing that you should do is add olive oil and onions to a large pot over medium heat. Season it with a little salt and pepper and cook until softened. Then add sugar and continue to gently stir until the onions become golden brown and caramelized, about 25 minutes. Be careful to not let them burn!

When the onions are ready, add the flour and cook for 3 more minutes. After that add beef stock, thyme, celery, and bay leaves. Cook it partially covered for 30 minutes. While you are waiting, preheat the oven to 180°C degrees, then arrange bread on a baking sheet, brush it with melted butter on both sides and take it to the oven bake for 15 minutes, flipping to the other side half way through. Now remove the bread from the oven and rub a cut clove of garlic onto each piece of bread. Go back to the soup and remove the bay leaves and the piece of celery, after that ladle the soup into 4 oven proof bowls and place the toasted bread on top of each bowl. Depending on the size of your bowls you may need two slices of bread, and then sprinkle the tops generously with cheese. Turn the oven to toast and toast until the cheese is browned and bubbling. That's all! Bon Appetite!

**Presenter:** Thank you, Melanie, for your delicious recipe and your visit. Hope to see you again.

**Melanie:** Merci! And see you soon.

## Ex. 7 p. 131

- 1) e 2) f 3) d 4) h 5) c 6) i 7) j 8) k 9) a 10) g 11) b

## GRAMMAR

## Ex. 8 p. 132

- |                  |                            |               |
|------------------|----------------------------|---------------|
| 1) was created   | 5) used                    | 9) are called |
| 2) work          | 6) was merged              | 10) are sold  |
| 3) is owned      | 7) have been opened        |               |
| 4) is also owned | 8) was already trademarked |               |

WRITING

Ex. 10 p. 132

Useful phrases:

- I am writing to complain about...
- I am writing to express my concern about the fact that...
- I must complain in writing about...
- I feel I must complain to you about...
- I wish to complain in the strongest terms about...
- I must insist that you...
- I must urge you to...
- I am writing to inform you of an apparent error in your records...
- I wish to draw your attention to...
- I would suggest that...
- I suggest that immediate steps be taken.
- I wish to complain about...
- I look forward to a prompt reply and hope that you will take into consideration...
- I am really dissatisfied with...

Useful sentences:

- I do not usually complain, but, as an old customer, I am sure you will be interested in my comments.
- We look forward to dealing with this matter without delay.
- I feel that your company should consider an appropriate refund.
- I would be grateful if you would send me a complete refund as soon as possible
- We feel there must be some explanation for (this delay) and expect your prompt reply.
- Will you please look into this matter and let us know the reason for ...
- Thank you for your assistance.
- I look forward to hearing from you at your earliest convenience.
- I am returning the damaged goods/items... and shall be glad if you will replace them.
- Please, look into this matter at once and let me know the delay.
- Please, check your records again.
- Thank you for your cooperation in correcting this detail...

<i>Greeting</i>	Name unknown: Dear Sir/Madam, Name known: Dear Mr.../ Dear Mrs... / Dear Ms.+ surname
<i>Reason for writing</i>	I am writing to ... I am writing with regard to ... I am writing on behalf of ...
<i>Asking questions</i>	I would be grateful if ... I wonder if you could ... Could you ...?
<i>Referring to their letter /points</i>	As you stated in your letter, .... Regarding .../ Concerning ... With regard to ....
<i>Closing expressions</i>	If you require any further information, please do not hesitate to contact me. I look forward to hearing from you.
<i>Signing off</i>	If Dear + name: Yours sincerely, If Dear Sir/ Madam: Yours faithfully (Dear + first name: Yours,)
<i>Name</i>	Your first name + surname printed clearly under your signature

**For example:**

Dear Sir/Madam,  
I am writing to express my dissatisfaction with the service offered to my friend and me in your restaurant three days ago. I have completed the Customer's Comments Form but I also wish to add a few more points.

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Firstly, on arrival we were told that the table we had reserved a week in advance was not free and we were offered instead a table near the lavatory. The service was very slow. We had to wait half an hour for a cup of coffee and almost two hours for the main course. Regrettably, we were not happy with the quality of the dishes and drinks we were served. The coffee was cold and tasteless, the steak almost raw and the salad not fresh. I must admit that the onion soup and the dessert were quite good but the prices were exorbitant.

I hope you will consider my complaint and will consequently take action to improve the service at your restaurant.

Yours faithfully,  
Judith McGuinness

## LESSON 2 – EATING OUT

## WORKBOOK

## VOCABULARY

## Ex. 1 p. 88

- |                 |                 |                |                    |
|-----------------|-----------------|----------------|--------------------|
| 1) recommend    | 4) book a table | 7) side dish;  | 10) courses        |
| 2) tip          | 5) menu         | 8) continental | 11) service        |
| 3) fully booked | 6) garnish      | 9) drinks      | 12) took the order |

## Ex. 2 p. 88

- 1) Would you like a drink? / Can I offer you a drink?
- 2) What would you like to order? / What can I get for you?
- 3) Would you like a vegetable with that? / Do you want a side dish of vegetables?
- 4) Can I get you anything else? / Would you like anything else?
- 5) How was everything?
- 6) Would you like anything for dessert?

## GRAMMAR

## Ex. 4 p. 89

- |                          |                         |                              |
|--------------------------|-------------------------|------------------------------|
| 1) is going to be opened | 5) was being victimized | 9) had been postponed        |
| 2) was being tried       | 6) are ... being used   | 10) will have been destroyed |
| 3) were informed         | 7) was prescribed       | 11) are thought              |
| 4) will be shown         | 8) has been done        | 12) is being ... polluted    |

## Ex. 5 p. 89

- 1) The patient *was being operated* on when the lights suddenly failed.
- 2) His lecture *is being listened to* with great attention.
- 3) You *will be met* at the airport and taken to your apartment by Alice.
- 4) Why *hasn't* the invitation to Mark Williams *been sent* yet?
- 5) No passive form.
- 6) Several villages *have been* totally *destroyed* and many people *have been left* homeless by the earthquake.
- 7) The trees *were blown down* by the wind near my home.
- 8) After a while she found out that she *hadn't been told* the truth.
- 9) No passive form.
- 10) This computer *is exported to* seventy different countries.
- 11) *Were you sent* the photographs which you *were promised*?

## Ex. 6 p. 89

- |                    |                    |                 |                        |
|--------------------|--------------------|-----------------|------------------------|
| 1) have published  | 5) distribute      | 9) are/coveted  | 13) decide             |
| 2) were            | 6) were given      | 10) have become | 14) should be accorded |
| 3) was first aimed | 7) were awarded    | 11) are         | 15) concentrate        |
| 4) was published   | 8) were considered | 12) visit       | 16) are considered     |

LESSON 3 – HEALTHCARE

Objectives			
<b>Vocabulary</b>	Local doctor.		
<b>Reading</b>	About the main responsibilities of a doctor. Fill in the gaps. Find the synonyms.	<b>Listening &amp; Speaking</b>	Dialogues. True or false statements. Fill in the gaps. Make up similar dialogues.
<b>Grammar</b>	Passives with modals. Paraphrase the sentences. Fill in the gaps.	<b>Writing</b>	Some people say that healthcare and education should be the responsibility of the government but others think that it is the responsibility of the individuals themselves. An opinion essay.

TEXTBOOK

VOCABULARY

Ex. 1 p. 133

- 1) g    2) i    3) j    4) f    5) b    6) d    7) h    8) c    9) e    10) a

Ex. 2 p. 133

<b>A</b>	1) c, e, f, g, h 2) a, h	3) d, e, h 4) c, d, e, g, h	5) b, c, e 6) f	7) b 8) c, d, e, f
<b>B</b>	1) e 2) a	3) c, d, i 4) b, e, i	5) a, d, f 6) f, g	7) h 8) a

*For example: Broken noses often occur with other facial or neck injuries.  
A sore throat is a painful, dry, or scratchy feeling in the throat.*

Ex. 3 p. 134

1) sick	3) pain, hurt	5) wound	
2) injured	4) ache	6) ill	
1) ill	3) waiting room	5) headache	7) examined
2) appointment	4) symptoms	6) temperature	8) prescription

READING

Ex. 5 p. 135

- 1) – 2) to understand particular needs of a person
- 2) – 8) to manage conditions or symptoms
- 3) – 4) to see a medical doctor who specializes
- 4) – 7) to attempt to heal any illnesses or injuries
- 5) – 1) to confirm that the planned treatment
- 6) – 3) to ask for their opinion
- 7) – 6) to make a decision about your treatment

Ex. 6 p. 135

drugs – *medications*  
recovery – *rehabilitation*  
problems with health – *health concerns*  
non-prescription drug – *over-the-counter*

constant medical service – *chronic*  
general practitioner – *GP*  
physical or mental defects – *impairment*



## LISTENING&amp;SPEAKING

## Recording 19

## Dialogue 1:

**Patient:** Good afternoon.

**Doctor:** Good afternoon. Have a seat. So, what have you come in for today?

**Patient:** Thank you. I'm feeling ill, I've got quite a bad cough, but I don't seem to have a fever.

**Doctor:** I see. How long have you had these symptoms?

**Patient:** Oh, I've had the cough for two weeks, but feeling ill just these past few days.

**Doctor:** Are you having any other problems?

**Patient:** Well, I've got a headache. I've also had a little bit of an upset stomach.

**Doctor:** How about allergies? Do you have any allergies?

**Patient:** Not that I'm aware of.

**Doctor:** When did you last come in for a physical exam?

**Patient:** I had my last physical two years ago.

**Doctor:** Have you had any other exams recently?

**Patient:** Well, I had a few X-rays at the dentist.

**Doctor:** Does your head feel stuffy?

**Patient:** Yes, for the past few days.

**Doctor:** I'm going to order some blood work and that's about it. Take this slip to the front desk and they'll arrange an appointment for the tests. We'll be checking your blood sugar levels.

**Patient:** I hope the tests turn out well.

**Doctor:** OK, and now let's have a look. Could you please open your mouth and say "ah"?

## Dialogue 2:

**Doctor:** Good morning, how are you doing today?

**Patient:** I have been feeling pretty well, Dr. Smith. No complaints, actually.

**Doctor:** So, I can see by your chart that you are here for your annual physical.

**Patient:** Yes, I am playing on the tennis team this year, and they are requiring me to get a physical exam.

**Doctor:** We are basically going to check your heart, lungs, blood, and eyes, ears, and nose. Could you roll up your left sleeve? I'd like to take your blood pressure.

**Patient:** Surely.

**Doctor:** 120 over 80. That's fine. You don't seem to be overweight, that's good. How about your diet?

**Patient:** I think I eat a pretty balanced diet. I'll have a hamburger from time to time, but generally, I have well-balanced meals.

**Doctor:** That's good. Now, I'm going to listen to your heart.

**Patient:** Ooh, that's cold!

**Doctor:** Don't worry, it's just my stethoscope. Now, breathe in and hold your breath. Please, pull up your shirt and breathe deeply... Everything sounds good. Let's take a look at your throat. Please open wide and say 'ah'.

**Patient:** "ah"

**Doctor:** OK. Everything looks ship shape.

**Patient:** I have been working hard to stay healthy.

## Ex. 7 p. 135

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

Ex. 8 p. 135

Dialogue 1

1) stomachache	2) symptoms	3) sick	4) prescription
<b>Dialogue 2</b>			
5) headache	7) sneeze	9) allergies	
6) throat	8) earache	10) cold	

GRAMMAR

Ex. 10 p. 136

- 1) The patient leaflet **must have been read** carefully before taking the pills.
- 2) The cast **may not be got** off until your bones grow back together.
- 3) An ambulance **should be called** immediately after the accident.
- 4) She is very lazy. If you want her to do anything, she **has to be forced**.
- 5) This hospital can no longer serve the needs of the community, a new one **should have been built** years ago.
- 6) UFO sightings **are not able to be explained** easily.
- 7) A child **must not be given** everything he or she wants.
- 8) Hopefully, cancer **will have been cured** by scientists by the year 2050.
- 9) The competition **would have been won** by Benjamin if they hadn't canceled it.
- 10) She **could have been persuaded** by the doctors, but they let her decide.
- 11) Many people **might have been injured** by the earthquake if they weren't evacuated.
- 12) Eventually the elixir of eternal life **will be discovered** by humanity.

Ex. 11 p. 136

- |                      |                          |                           |
|----------------------|--------------------------|---------------------------|
| 1) can take          | 5) should be             | 9) were broken            |
| 2) must be provided  | 6) can feel              | 10) should be examined    |
| 3) have to work      | 7) have never been taken | 11) must have stayed      |
| 4) should be treated | 8) was hit               | 12) could have been given |

WRITING

Ex. 12 p. 136

Методичні рекомендації: Ex. 11 p. 22; Ex. 11 p. 99

WORKBOOK

LESSON 3 – HEALTHCARE

VOCABULARY

Ex. 1 p. 90

- |                         |                    |                       |
|-------------------------|--------------------|-----------------------|
| 1) a dentist            | 4) a dermatologist | 7) a neurologist      |
| 2) a paediatrician      | 5) a cardiologist  | 8) an ophthalmologist |
| 3) a gastroenterologist | 6) an oncologist   | 9) an endocrinologist |
|                         |                    | 10) a psychologist    |

Ex. 2 p. 90

- |                 |             |                 |
|-----------------|-------------|-----------------|
| 1) a bandage    | 4) ointment | 7) antibiotic   |
| 2) a painkiller | 5) vitamins | 8) a tablet     |
| 3) an injection | 6) plaster  | 9) eye drops    |
|                 |             | 10) nasal spray |

Ex. 3 p. 90

- |         |              |              |
|---------|--------------|--------------|
| 1) take | 3) listen to | 5) take      |
| 2) give | 4) give      | 6) listen to |

## GRAMMAR

## Ex. 4 p. 91

- 1) The safety instructions should be read.
- 2) A mistake might not have been made by Tom.
- 3) When the seatbelt light goes off, the seatbelt may be removed.
- 4) Dinner has to be prepared by Amanda.
- 5) The money cannot have been stolen by Mark.
- 6) This dish can be prepared the night before.
- 7) The cat should have been fed this morning.
- 8) Some information can be given about the job by Jan.
- 9) A new government will be elected next year.
- 10) She can't be persuaded by the doctor.
- 11) This button must not be touched while the experiment is in progress.
- 12) This house might have been painted last year

## Ex. 5 p. 91

- |   |                             |
|---|-----------------------------|
| 1) must be sent                         | 8) must be done             |
| 2) might / could / may be misunderstood | 9) could have been resolved |
| 3) Can ... be fixed                     | 10) must be given           |
| 4) should have been built               | 11) should have been left   |
| 5) might / may have been changed        | 12) can be seen             |
| 6) may not / can't be used              | 13) must be encouraged      |
| 7) could have been resolved             | 14) might have been taken   |

## EXTRA ACTIVITIES

## VOCABULARY

Match the doctors to their definitions. What doctors can you add to this list? Give their definitions.

- |                              |                          |  |
|------------------------------|--------------------------|--|
| 1) <i>Cardiologist</i>       | <input type="checkbox"/> | a) a doctor who has special training in medical care for children            |
| 2) <i>Gastroenterologist</i> | <input type="checkbox"/> | b) a doctor who specifies in illnesses and for treating the endocrine system |
| 3) <i>Dentist</i>            | <input type="checkbox"/> | c) a doctor who specializes in treating diseases of the heart                |
| 4) <i>Paediatrician</i>      | <input type="checkbox"/> | d) a doctor who studies and treats diseases of the nerves                    |
| 5) <i>Dermatologist</i>      | <input type="checkbox"/> | e) a doctor who treats eye diseases  |
| 6) <i>Psychologist</i>       | <input type="checkbox"/> | f) a doctor who is specially trained to care for teeth                       |
| 7) <i>Endocrinologist</i>    | <input type="checkbox"/> | g) a doctor who specializes and diagnoses of cancerous illnesses             |
| 8) <i>Neurologist</i>        | <input type="checkbox"/> | h) someone who studies the human mind and human emotions and behaviour       |
| 9) <i>Ophthalmologist</i>    | <input type="checkbox"/> | i) a doctor who specializes in diseases of the digestive system              |
| 10) <i>Oncologist</i>        | <input type="checkbox"/> | j) a doctor who studies and treats skin diseases                             |

## KEY:

- 1) c    2) i    3) f    4) a    5) j    6) h    7) b    8) d    9) e    10) g

Write a dialogue between a doctor and a patient ill with pneumonia using the following words and phrases. The dialogue below can be also as an example.

- |                        |  |
|------------------------|--|
| to feel awful          | to X-ray lungs                         |
| to take injections     | to undergo a course of vitamin therapy |
| to complain of         | to apply a mustard plaster             |
| to make a diagnosis    | to drink a lot of liquids              |
| to go to the drugstore | to take a medicine three times a day   |
| an attack of cough     | to follow a prescription               |
| to suffer from         | to make a quick recovery               |
| to stay in bed         | to see a doctor again                  |

**EXTRA ACTIVITIES**

Role-play a dialogue between a patient and a doctor. What is a patient's diagnosis? Support your answer.

*Dr. Candy:* Come in, please.

*Thomas:* Good morning, Dr. Candy.

*Dr. Candy:* Good morning, what is your name?

*Thomas:* My name is Thomas Garret.

*Dr. Candy:* Could I look up your medical card? What's wrong with you?

*Thomas:* Yes, sure, here it is. I am not very well. I feel a headache and this cough. I cannot seem to get rid of it. It's terrible.

*Dr. Candy:* Do you have any other symptoms?

*Thomas:* Yes, I have no appetite, have very little energy, and pain in the chest. But the worse is I cannot sleep at night.

*Dr. Candy:* How long have you had these health complaints?

*Thomas:* Three days.

*Dr. Candy:* What tablets did you took?

*Thomas:* Only aspirin and tea with lemon and raspberry.

*Dr. Candy:* Ok, I see. Now I should have a look at you. Take off your shirt.

*Thomas:* OK

*Dr. Candy:* Your lungs are clean and fine. Very well, show me your throat.

*Thomas:* OK

*Dr. Candy:* Your tonsils seems all right, but uvula is a bit inflamed. Also let me take your temperature.

*Thomas:* OK

*Dr. Candy:* It is 38 degrees, that's quite high. What's the problem with me?

*Dr. Candy:* Don't worry, there is nothing serious. I am giving you the medicine, and you will totally recover in couple of days.

*Thomas:* Should I get any antibiotics?

*Dr. Candy:* No, you should have lots of drink and take some paracetamol, but do not stop to take aspirin. I will give you a prescription. You need to eat lots of fruit with vitamin C.

*Thomas:* Thank you, doctor. Please, tell me how I shall take this medicine?

*Dr. Candy:* This medicine is for three days only. Take a dose after a meal three times a day: in the morning, in the afternoon, and before going to bed. If you have any questions, don't hesitate to ask me.

*Thomas:* Thank you, doctor. Everything is clear for me.

*Dr. Candy:* Have good health! And see you next week. You should visit me again in order to confirm your recovery. Than you will be able to go to school.

*Thomas:* OK, sure, no problem. See you soon.

**NOTES**

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## LESSON 4 – MEDICINE AND TECHNOLOGY

Objectives			
<b>Vocabulary</b>	Medical advances.		
<b>Reading</b>	Medical innovations. Match the words to their meanings. True or false statements	<b>Speaking</b>	Ask and answer the questions.
<b>Grammar</b>	Nouns with prepositions. Fill in the gaps.	<b>Writing</b>	Write a letter to your penfriend who came down with some illness.

## VOCABULARY

## Ex. 1 p. 137

1) j) 2) d) 3) b) 4) i) 5) c) 6) f) 7) e) 8) a) 9) h) 10) g)

**Medical supplies:** *first aid kit, cotton wool, surgical mask, oxygen mask, eye chart, scales, thermometer, resuscitator, compression bandage, scalpel, needle, antiseptic, cane, etc.*

## Ex. 2 p. 137

band aid, cas, bandage, cotton, scissors, thermometer, gloves, painkillers, sling, antiseptic

## Ex. 3 p. 137

- |                         |                  |                 |
|-------------------------|------------------|-----------------|
| 1) bandage              | 6) plaster       | 11) massage     |
| 2) painkiller           | 7) an antibiotic | 12) remedy      |
| 3) antiseptic/injection | 8) tablet        | 13) ointment    |
| 4) stitches/dressing    | 9) eye drops     | 14) cough syrup |
| 5) vitamin pills        | 10) nasal spray  | 15) brace       |

## READING

## Ex. 5 p. 138

1) e 2) a 3) d 4) b 5) c

## Ex. 6 p. 139

- |              |                 |           |              |
|--------------|-----------------|-----------|--------------|
| 1) rejection | 3) measurements | 5) immune | 8) kidneys   |
| 2) airborne  | 4) develop      | 6) novel  | 9) stiffness |
|              |                 | 7) liver  | 10) tremor   |

## Ex. 7 p. 139

- |      |      |              |              |      |
|------|------|--------------|--------------|------|
| 1) T | 3) T | 5) F         | 7) F         | 9) T |
| 2) F | 4) T | 6) not given | 8) not given |      |

## GRAMMAR

## Ex. 8 p. 140

- |       |       |             |             |          |
|-------|-------|-------------|-------------|----------|
| 1) of | 4) to | 7) at       | 10) from    | 13) to   |
| 2) on | 5) of | 8) about/on | 11) between | 14) with |
| 3) to | 6) in | 9) for      | 12) about   | 15) of   |

## WRITING

## Ex. 10 p. 140

## Useful phrases:

*I know you have been having a hard time, but I want you to know that I am a friend who has always been there and always will be.*

*Try to focus on...*

*I'm sure you will...*

*I believe you will be able to overcome...*

*I know you will be okay because you are a survivor.*

*You are brave enough to...*

*I know you will...*

*You are strong enough to...*

*I am always here if you need me for anything.*

WORKBOOK

LESSON 4 – MEDICINE AND TECHNOLOGY

VOCABULARY

Ex. 1 p. 92

- |              |              |           |
|--------------|--------------|-----------|
| 1) diagnosed | 3) recovered | 5) treat  |
| 2) treatment | 4) cure      | 6) healed |

Ex. 2 p. 92

- |              |              |                |                  |
|--------------|--------------|----------------|------------------|
| 1) a scalpel | 3) a pipette | 5) a catheter  | 8) a stethoscope |
| 2) a probe   | 4) a syringe | 6) a bandage   | 9) a thermometer |
|              |              | 7) a stretcher | 10) a wheelchair |

Ex. 3 p. 92

- |               |            |             |                |
|---------------|------------|-------------|----------------|
| 1) technology | 4) medical | 7) disease  | 10) innovation |
| 2) care       | 5) treat   | 8) patients | 11) suffering  |
| 3) sciences   | 6) cure    | 9) life     | 12) costs      |

GRAMMAR

Ex. 4 p. 93

- |            |       |          |          |          |
|------------|-------|----------|----------|----------|
| 1) of      | 4) of | 7) about | 10) with | 13) in   |
| 2) between | 5) in | 8) for   | 11) of   | 14) from |
| 3) in      | 6) to | 9) to    | 12) on   | 15) on   |

Ex. 5 p. 93

- |                       |                      |                   |
|-----------------------|----------------------|-------------------|
| 1) need of            | 6) arguments against | 11) expert at     |
| 2) translation into   | 7) love for          | 12) difficulty in |
| 3) connection between | 8) transition from   | 13) response to   |
| 4) reaction to        | 9) opinion about     | 14) talent for    |
| 5) lack of            | 10) agreement on     | 15) report on     |
|                       |                      | 16) contact with; |

Ex. 6 p. 93

- 1) No-one wants to buy this kind of bag anymore. There is no *demand for this kind of bag*.
- 2) The number of people without jobs fell last month. Last month there was a *fall in the number of people without jobs*.
- 3) They are trying to solve the problem. They are trying to find a *solution to the problem*.
- 4) Prices have increased a lot. There has been a big *increase in prices*.
- 5) I think that working at home has many advantages. I think that there are many *advantages in/to working at home*.
- 6) Peter gets along well with his fans. Peter has a good *relationship with his fans*.
- 7) In what way is your job different from mine? What is the *difference between your job and mine*?
- 8) I don't know how to answer your question. I am not able to find the *answer to your question*.
- 9) The accident caused the car a slight damage. The *damage to the car* was only slight.
- 10) What caused the explosion? What was the *cause of the explosion*?

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**EXTRA ACTIVITIES****GRAMMAR**

Use the following instructions to write five sentences of your own.

- 1) Write a sentence using two nouns that name family members.

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- 2) Write a sentence using a noun that names a living thing that you can see.

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- 3) Write a sentence using a noun that names an idea you cannot usually see.

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- 4) Write a sentence using a noun that names a nonliving thing that you can see.

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- 5) Write a sentence using nouns that name two or more cities or states you would like to visit.

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- 6) Write a sentence using nouns that name animals in the zoo.

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**NOTES**

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LESSON 5 – THE WONDERFUL WORLD

Objectives			
<i>Vocabulary</i>	National parks.	<i>Listening</i>	About Ukrainian fauna. True or false statements.
<i>Reading</i>	About Ukrainian conservation territories. Fill in the gaps.	<i>Speaking</i>	Pick one of the National parks listed in the table and fill in the columns accordingly.
<i>Grammar</i>	Collective nouns. Fill in the gaps.	<i>Writing</i>	Prepare a leaflet about one of the touristic destinations of Ukraine.

TEXTBOOK

VOCABULARY

Ex. 1 p. 141

<i>Mammals</i>	<i>Birds and Insects</i>	<i>Trees</i>	<i>Flowers</i>	<i>Fish and Reptiles</i>
rhinoceros, cheetah, raccoon, lynx, hare, goat, whale, buffalo, marten	heron, hawk, woodpecker, owl, caterpillar, grasshopper	linden, walnut, aspen	mallow, daffodil, peony, nymphaea	turtle, lizard, stingray, trout, squid, snail

Ex. 2 p. 141

For example:

*Trout is a cold-blooded fish that lives in rivers and lakes. Cheetah is a large African wild animal that has yellow fur with black spots and can run extremely fast.*

Ex. 3 p. 141

1) d 2) c 3) b 4) g 5) j 6) k 7) a 8) e 9) f 10) h 11) i

For example:

*She never stops talking about dieting – she’s got a real bee in her bonnet about it.*

You can't teach an old dog new tricks	з чорної квітки білої не зробиш
Crocodile tears	крокодилові сльози (фальшива жалість)
Bear with a sore paw	дуже сердитий, роздратований
Have a whale of a time	чудово проводити час
To rat on somebody	зрадити, донести комусь на когось, видати таємницю
Cold turkey	кидати звичку, зав'язати
Don't count your chickens before they hatch	не кажи гоп, допоки не перескочиш
Hen pecked	підкаблучник
Dog tired	дуже втомлений, виснажений
A fly in the ointment	ложка дьогтю в бочці з медом
A bee in your bonnet	ідея фікс, нав'язлива ідея, не перестає про це говорити



## READING

## Ex. 4 p. 142

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

## Ex. 5 p. 142

Carpathian Biosphere Reserve. It was founded in 1968. The reserve encompasses five massifs. They are: Uholsko-Shyrokoluzhanskyi massif, Marmarosk massif, Chronohora mountain range, Svydovets massif and Khrust massif. In this place you may see plants blooming every spring in the valley of daffodils.

Various regions of Ukraine have diverse geographic features ranging from highlands to lowlands. In general Ukraine comprises 2 different biomes: mixed forest towards the middle of the continent and steppe towards the Black Sea littoral. The main mountain ranges are the Carpathian Mountains and the Crimean Mountains. The highest elevation in Ukraine is Mount Hoverla which is 2,061 meters above sea level.

## Ex. 6 p. 143

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

## LISTENING

## Recording 20

The geographical location of Ukraine, especial geological development, relief, climate, a great number of rivers stipulated a numerous varieties of wild life – almost forty-four thousand kinds – mammals, birds, fish, and reptiles. Many among those are used by fur, hunting, and fishing industries.

The fauna of Ukraine is divided into three zoo-geographical regions – Podil region, Ukrainian mixed region, and Ukrainian plains region, as well as out-of-zone regions: the Ukrainian Carpathian region, the Crimean mountain region, and the region of the shores of the Azov and the Black seas.

The Podil zoogeographic region has such typical forest representatives like bears, wolves, squirrels, lizards, various birds, frogs, insects, and snakes.

The mixed zoogeographical region is inhabited by representatives from both the forests and plains. Typical animals include various rodents and birds, hares, turtles, frogs, and rarely – deer. Insects include bees.

The fauna of the Ukrainian Carpathians is similar to that of the Podil region but varies with altitude and type of vegetation. There are very few reptile representatives here.

In the Crimean mountain region there are also representatives similar to those of the neighboring European sub region and relicts of Mediterranean origin. The southern shore boasts various birds and reptiles.

The region of the Azov and the Black seas includes the shores as well as the islands. The fauna here is rich in hares, various rodents, doves, ducks, and other birds. In the Azov-Syvaskyy and other natural preserves there are deer and various fur animals and a wide variety of birds. In the surroundings of rivers Dunai and Dnipro there are many kinds of water birds like ducks, swans, and others, including travelling pelicans.

In the Black and the Azov seas there are plenty of animal types as well. The largest fish include bimra and tuna. Both seas are rich in various fish used industrially such as salmon, herring, and others. There are dolphins and sea pigs here too. The fauna of the continental lakes and rivers is represented by sixty-six thousand varieties. In the Dnipro and other rivers there are many types of fish like carp, salmon, and others.

Eighty-five kinds of rare animals found in the fauna of Ukraine are entered into the Ukrainian Red Book along with some kinds that are threatened with complete extinction.

Ex. 7 p. 143

*The fauna of the Ukraine:* bears, wolves, squirrels, lizards, various birds, frogs, insects, snakes; hares, rodents, doves, ducks, swans, traveling pelicans, hares, turtles, frogs, and rarely – deer. Insects include bees. Bimra, tuna, salmon, herring, dolphins, sea pigs, carp.

Ex. 8 p. 143

- 1) T 2) F 3) F 4) F 5) T 6) T

GRAMMAR

Ex. 9 p. 143

- |               |           |                  |             |               |
|---------------|-----------|------------------|-------------|---------------|
| 1) tigers     | 5) people | 9) otters        | 13) stars   | 17) hyenas    |
| 2) frogs      | 6) bees   | 10) fish         | 14) maps    | 18) gorillas* |
| 3) flamingos  | 7) rats   | 11) rats, wolves | 15) natives |               |
| 4) crocodiles | 8) crows  | 12) singers      | 16) players |               |

\*a band of gorillas / a troop of gorillas / a mod of kangaroos

Ex. 10 p. 144

- |           |          |            |                |           |
|-----------|----------|------------|----------------|-----------|
| 1) bunch  | 4) flock | 7) pack    | 10) collection | 13) clump |
| 2) swarm  | 5) band  | 8) bouquet | 11) gaggle     | 14) set   |
| 3) flight | 6) comb  | 9) herd    | 12) company    | 15) pod   |

Ex. 11 p. 144

For example: a pile of cell phones / a group of teachers / a network of computers / a horde of children / a line of cars / a row of footballs / a choice of ice-creams / a pack of pencils / a park of roller coasters

SPEAKING

Ex. 12 p. 144

For example:

National Natural Parks	Location	Landscape	Fauna	Flora
The Galapagos Islands	an archipelago of volcanic islands located in the Pacific Ocean...	accentuated by high volcanic mountains, craters, and cliffs...	giant tortoises, iguanas, penguins, sea lions, swallow-tailed gulls...	black mangrove, red mangrove, button mangrove, beach morning glory, candelabra cactus, cutleaf daisy...

Useful phrases to present the information:

Introducing the topic	The subject/topic of my talk is ... I'm going to talk about ...
Overview (outline of presentation)	I'm going to divide this talk into four parts. Let's begin/start by ... First of all, I'll...
Finishing a section	That's all I have to say about...
Starting a new section	Let's turn now to ... The next issue/topic/area I'd like to focus on ...
Giving For examples	A good For example of this is... As an illustration,...
Paraphrasing and clarifying	In other words.....
Summarising and concluding	To sum up ... To summarise... To conclude... In conclusion ... In short ...

## LESSON 5 – THE WONDERFUL WORLD

## WORKBOOK

## VOCABULARY

## Ex. 1 p. 94

- |          |         |         |             |          |
|----------|---------|---------|-------------|----------|
| 1) fin   | 3) mane | 5) stem | 7) feathers | 9) bough |
| 2) trunk | 4) beak | 6) paw  | 8) petals   | 10) nest |

## Ex. 2 p. 94

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1) e | 2) f | 3) a | 4) g | 5) c | 6) h | 7) b | 8) d |
|------|------|------|------|------|------|------|------|

## Ex. 3 p. 94

- |                |                |                |               |
|----------------|----------------|----------------|---------------|
| 1) established | 4) landowner   | 7) population  | 10) heritage  |
| 2) designated  | 5) individuals | 8) countryside | 11) natural   |
| 3) across      | 6) protected   | 9) reasons     | 12) monuments |

## GRAMMAR

## Ex. 4 p. 95

- |      |      |      |      |       |       |       |
|------|------|------|------|-------|-------|-------|
| 1) f | 3) k | 5) a | 7) c | 9) d  | 11) h | 13) j |
| 2) m | 4) e | 6) n | 8) g | 10) l | 12) f | 14) b |

## Ex. 5 p. 95

- |           |            |               |                |          |
|-----------|------------|---------------|----------------|----------|
| 1) bundle | 4) fleet   | 7) team       | 10) bouquet    | 13) loaf |
| 2) gang   | 5) shoal   | 8) litter     | 11) astronauts | 14) band |
| 3) colony | 6) company | 9) lifeguards | 12) choir      |          |

## Ex. 6 p. 95

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

## EXTRA ACTIVITIES

## GRAMMAR

Write the collective noun in each sentence.

- 1) A large crowd stood on the platform. = \_\_\_\_\_
- 2) On Thursday the army marched six miles. = \_\_\_\_\_
- 3) The club held a meeting at my house. = \_\_\_\_\_
- 4) Our family owns a house in the country. = \_\_\_\_\_
- 5) A herd of sheep grazed on the hillside. = \_\_\_\_\_
- 6) The orchestra tuned up before the concert. = \_\_\_\_\_
- 7) Mr. Ferguson spoke to our class. = \_\_\_\_\_
- 8) Gretchen is the president of our committee. = \_\_\_\_\_
- 9) The navy sailed three ships into the harbour. = \_\_\_\_\_
- 10) A large group went swimming at the lake. = \_\_\_\_\_

## NOTES

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LESSON 6 – DO THE GREEN THING!

Objectives			
<b>Vocabulary</b>	Ecotourism.	<b>Listening &amp; Speaking</b>	About Ecotourism. True or false statements. Discuss the questions.
<b>Reading</b>	About eco-communities. Match the definitions to the words. True or false statements.		
<b>Grammar</b>	Passive voice with reporting verbs. Change the sentences into Personal or Impersonal Passive Constructions. Fill in the gaps.	<b>Writing</b>	Prepare a leaflet or an information note with a brief presentation of one of eco-destinations in your country or abroad.

TEXTBOOK

VOCABULARY

Ex. 1 p. 145

<i>acid rain, carbon monoxide, disposable products, solar power, endangered species, energy conservation</i>	<i>ozone layer, oil slick, greenhouse effect, renewable energy, unleaded petrol, bottle bank, fossil fuel</i>
--	---

- |                  |                    |                       |
|------------------|--------------------|-----------------------|
| 1) ozone layer   | 4) solar power     | 7) acid rain          |
| 2) a bottle bank | 5) unleaded petrol | 8) carbon monoxide    |
| 3) fossil fuel   | 6) oil slick       | 9) endangered species |
|                  |                    | 10) greenhouse effect |

Ex. 2 p. 145

- 1) d    2) f    3) h    4) b    5) c    6) e    7) a    8) g    9) f

READING

Ex. 4 p. 146

- |                            |                     |                      |
|----------------------------|---------------------|----------------------|
| 1) intentional communities | 4) sustainable      | 7) utility metres    |
| 2) biomass                 | 5) shared values    | 8) biomass gas plant |
| 3) reforestation           | 6) carbon footprint | 9) energy-efficient  |

Ex. 5 p. 147

- 1) T    2) F    3) T    4) F    5) F    6) T    7) T    8) T

GRAMMAR

Ex. 6 p. 147

- 1) It was believed that they had killed the animals during the night. They were believed to have killed the animals during the night.
- 2) It was thought that the stars would fall on ancient people. The stars were thought to fall on ancient people.
- 3) It is agreed that the Egyptians have built the pyramids. The Egyptians are agreed to have built the pyramids.
- 4) It was believed that the meeting would finish soon. The meeting was believed to finish soon.
- 5) It is being reported that the most outstanding sportsmen represent their country. The most outstanding sportsmen are reported to represent their country.
- 6) It was thought that the government had shown no regard for public opinion. The government was thought to have shown no regard for public opinion.

- 7) It was proved that the brown bear was an endangered species. The brown bear was proved to be an endangered species.
- 8) It is expected that the cost of living is going up. The cost of living is expected to be going up.
- 9) It has been thought that the volunteers are arriving today. The volunteers have been thought to be arriving today
- 10) It is presumed that the government is responsible for the accident. The government is presumed to be responsible for the accident.

**Ex. 7 p. 147**

- |                 |                        |                         |
|-----------------|------------------------|-------------------------|
| 1) to rise      | 4) to have happened    | 7) to be cutting down   |
| 2) to be living | 5) to have been hiding | 8) to have been driving |
| 3) to come out  | 6) to have found       |                         |

**LISTENING&SPEAKING**

**Recording 21**

Tourism will always have an impact on the places visited. Sometimes the impact is good, but often it's negative. For example, if lots of people visit one place, then this can damage the environment. The question is – how can we minimize the problems without preventing people from travelling and visiting places?

The main aim of ecotourism is to reduce the negative impact that tourism has on the environment and the local people. The idea is to encourage tourists to think about what they do when they visit a place.

It's great to talk about protecting the environment, but how do you actually do this? There are a number of key points. Tourists shouldn't drop litter, they should stay on the paths, they shouldn't interfere with wildlife, and they should respect local customs and traditions.

Some people see ecotourism as a contradiction. They say that any tourism needs infrastructure – roads, airports, and hotels. The more tourists that visit a place, the more of these are needed and, by building more of these, you can't avoid damaging the environment.

But, of course, things aren't so black and white. Living in a place of natural beauty doesn't mean that you shouldn't benefit from things like better roads. As long as the improvements benefit the local people and not just the tourists, and the local communities are consulted on plans and changes, then is there really a problem?

In 2002 the United Nations celebrated the "International Year of Ecotourism". Over the past twenty years, more and more people have started taking eco-holidays. In countries such as Ecuador, Nepal, Costa Rica, and Kenya, ecotourism represents a significant proportion of the tourist industry.

**Ex. 8 p. 148**

- a) T                      b) T                      c) F

**NOTES**

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**WORKBOOK**

**LESSON 6 – DO THE GREEN THING!**

**VOCABULARY**

Ex. 1 p. 96

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

**GRAMMAR**

Ex. 3 p. 97

- 1) It is believed that Michal Jackson was a great singer / Michal Jackson is believed to have been a great singer.
- 2) It is often said that children can learn foreign languages more easily than adults / Children are often said to learn foreign languages more easily than adults.
- 3) It isn't expected that the new party will win the election / The new party isn't expected to win the election.
- 4) It is known that the robber has left the city / The robber is known to have left the city.
- 5) It isn't investigated that there is a link between positive feelings and good health / The link between positive feeling and good health isn't investigated.
- 6) It is thought that she has written a book / She is thought to have written a book.
- 7) The government was considered to have spent too much / It was considered that the government had spent too much.
- 8) Tom was reported to be staying in Madrid at that time / It was reported that Tom was staying in Madrid at that time.
- 9) It is claimed the machines do all the heavy work for us / Machines is claimed to do all the heavy work for us.
- 10) It is estimated that 11 people died in the fire / 11 people are estimated to have died in the fire.

Ex. 4 p. 97

This paper will argue that all children in Africa have the right to be educated in their mother tongue. Many children in the past have possibly spent many months or years in school but did not understand the lessons. It appears certain that many migrant children are failing in our education system because there are no bilingual education programs. The international report on language and education states that children who become literate in their own language, have the greatest chance of educational success. Recent discussions on the latest figures on university entrance indicate that migrant children do less well than the English children at present. This is possibly because they have difficulty with English and it can be claimed that the government has done little to help these children. It appears obvious that the best way to achieve this in Africa is for the State governments to set up bilingual education programs for all migrant children. It is suggested that this is the number one important issue for multicultural Africa.

**NOTES**

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## EXTRA ACTIVITIES

## VOCABULARY

How much do you know about environment? Do the quiz and check.

- Which of the following substances is non-biodegradable?  
a) *paper*                      b) *cotton*                      c) *rubber*
- Which of the following is not a renewable resource?  
a) *coal*                              b) *fish*                              c) *gold*
- What environmental problem is the result of chemical reactions in the atmosphere that involve sulfur?  
a) *deforestation*                      b) *acid rain*                      c) *holes in the ozone layer*
- The process by which the Earth's temperature is increasing is called the ...?  
a) *temperature effect*                      b) *greenhouse effect*  
c) *environmental effect*
- Which way saves more energy?  
a) *turning your computer off*                      b) *putting it in sleep mode*  
c) *leaving it plugged in*
- Why are electric cars a good way to help reduce global warming?  
a) *They can go so fast that the winds they create gives additional energy.*  
b) *They go so slow that after a while people just end up walking.*  
c) *They don't release greenhouse gases to the atmosphere.*

KEY:

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

Are you eco-traveller? Use the correct words from given below to complete the sentences in the following paragraph. Then translate the text into Ukrainian.

*deepen / exploring / alternative / travel / sustainable / community / effects / natural*

Most people believe that ecotourism is a growing sector in today's 1) \_\_\_\_\_ industry. Also known as green tourism, it involves visiting 2) \_\_\_\_\_ areas with the objectives of learning, studying or participating in activities that do not bring negative 3) \_\_\_\_\_ to the environment, whilst protecting and empowering the local 4) \_\_\_\_\_ socially and economically. The term ecotourism has been using since 80's and it refers to 5) \_\_\_\_\_ kind of travelling, which basically means nature-based, environmental friendly and 6) \_\_\_\_\_ way of introducing tourists and letting them 7) \_\_\_\_\_ the touristic area. Generally, ecotourism deals with living parts of the natural environments. With the United Nations designating 2017 as the International Year of Sustainable Tourism for Development, this seems like a great time to 8) \_\_\_\_\_ the conversation about what ecotourism is and why it's important for the future of travel.

KEY:

- 1) *travel*                      3) *effects*                      5) *alternative*                      7) *exploring*  
2) *natural*                      4) *community*                      6) *sustainable*                      8) *deepen*

## GRAMMAR

Complete the following sentences with your own ideas.

- The zoo is expected to \_\_\_\_\_.
- The Japanese are known to \_\_\_\_\_.
- The new national park was discovered to \_\_\_\_\_.
- The actress is said to \_\_\_\_\_.
- The forest was shown to \_\_\_\_\_.
- It is hoped that the economy \_\_\_\_\_.
- 10 million people were estimated to \_\_\_\_\_.
- The painting was thought to \_\_\_\_\_.
- Ukraine is considered to \_\_\_\_\_.
- Temperatures are reported to \_\_\_\_\_.

TEXTBOOK

SELF-ASSESSMENT

- 1) d    3) b    5) c    7) d    9) a    11) a    13) d    15) a    17) a    19) a  
2) b    4) a    6) b    8) b    10) a    12) b    14) d    16) d    18) c    20) c

GET READY FOR YOUR TEST

- |                 |                         |                          |
|-----------------|-------------------------|--------------------------|
| 1) b) dramatic  | 8) d) merrymaking       | 15) b), d) receipt       |
| 2) a) as much   | 9) c) throughout        | 16) b) informally        |
| 3) d) lyrics    | 10) a) triumph          | 17) c) sketch            |
| 4) b) are sung  | 11) a) store            | 18) a) referred to       |
| 5) c) by        | 12) c) have selected    | 19) d) live              |
| 6) b) revellers | 13) b) state-of-the-art | 20) b) honouring         |
| 7) c) On        | 14) d) takes            | 21) d) have been awarded |

WORKBOOK

CHECK YOUR VOCABULARY

Ex. 1 p. 98

- |                |             |           |            |
|----------------|-------------|-----------|------------|
| 1) heron       | 4) faint    | 7) mane   | 10) linden |
| 2) carnivorous | 5) sprout   | 8) puma   | 11) marten |
| 3) herbivorous | 6) daffodil | 9) insect |            |

Ex. 3 p. 98

- |              |               |          |        |
|--------------|---------------|----------|--------|
| 1) influence | 3) damaging   | 5) bring | 7) cut |
| 2) derive    | 4) along with | 6) spoil |        |

Ex. 5 p. 99

- 1) b    2) c    3) e    4) h    5) a    6) d    7) g    8) f

CHECK YOUR GRAMMAR

Ex. 1 p. 100

- 1) Where was all the sports equipment hidden?
- 2) Every car that left the ferry was being stopped and searched by the coast guards.
- 3) Further information can be obtain from the nearest post office.
- 4) This museum isn't visited very often by tourists.
- 5) A fashion show will be gelded this week by the Hilton Hotel in Milan.
- 6) The last part of Lord of the Rings is being shown in many cinemas now.
- 7) This modern wonder of the world has already been visited by a few groups of tourists.
- 8) This ancient building must be restored as soon as possible.
- 9) The matter was still being discussed by the delegation while started were being served.
- 10) Please, remember that the application forms have to be returned by next Monday by all the candidates.



**Ex. 2 p. 100**

- 1) The Philippines was hit by an earthquake during the night.
- 2) Five people have been injured in car accident.
- 3) Experiments are being carried out on moon rocks.
- 4) The Minister is said to be making a good recovery.
- 5) The agreement is that the troops will be sent in by the UN.
- 6) The space shuttle is expected to return today.
- 7) The world's biggest bookstore was/has been sold to a developer.
- 8) Mothers are asked nearly 300 questions a day.

**Ex. 4 p. 101**

- |                     |                        |                   |
|---------------------|------------------------|-------------------|
| 1) are ignited      | 5) has been described  | 9) are being felt |
| 2) are extinguished | 6) have been killed    | 10) say           |
| 3) be brought       | 7) have been destroyed | 11) will have     |
| 4) had been burned  | 8) are happening       |                   |

**Ex. 5 p. 101**

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

**Ex. 6 p. 101**

- |            |            |           |          |         |          |
|------------|------------|-----------|----------|---------|----------|
| 1) between | 6) with    | 11) on    | 16) from | 21) of  | 26) with |
| 2) between | 7) at      | 12) to    | 17) of   | 22) for | 27) on   |
| 3) from    | 8) between | 13) with  | 18) in   | 23) in  | 28) for  |
| 4) at      | 9) about   | 14) on    | 19) of   | 24) at  | 29) to   |
| 5) to      | 10) about  | 15) about | 20) in   | 25) for | 30) from |

----- □ **TEST** □ -----

- | Ex. 1<br>p. 102 | Ex. 2<br>p. 102 | Ex. 3<br>p. 103 | Ex. 4<br>p. 103 | Ex. 5<br>p. 104 | Ex. 6<br>p. 104 | Ex. 7<br>p. 105 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1) A            | 6) T            | 11) D           | 15) B           | 20) B           | 24) B           | 1) F            |
| 2) C            | 7) F            | 12) C           | 16) C           | 21) B           | 25) C           | 2) F            |
| 3) B            | 8) T            | 13) E           | 17) A           | 22) B           | 26) B           | 3) T            |
| 4) A            | 9) F            | 14) B           | 18) B           | 23) B           | 27) C           | 4) T            |
| 5) C            | 10) T           |                 | 19) B           |                 | 28) A           | 5) T            |
|                 |                 |                 |                 |                 | 29) B           |                 |
|                 |                 |                 |                 |                 | 30) A           |                 |

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**NOTES**  
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# UNIT 6: UKRAINE

## WORD BANK

**accession** – вступ, прийняття  
**acquire** – набувати, здобувати  
**ambassador** – посол  
**amiable** – дружній, люб'язний, доброзичливий  
**arson** – підпал  
**artificial** – штучний, удаваний, неприродний  
**assembly** – асамблея, збори  
**attire** – вбрання  
**campaign** – кампанія  
**commissioner** – спеціальний  
уповноважений комісар  
**commitment** – зобов'язання, обов'язок  
**conduct** – керувати, вести, проводити  
(збори тощо)  
**constituency** – виборці, виборчий округ  
**contradict** – суперечити, спростовувати  
**cowardly** – боягузливий  
**dictatorship** – диктатура  
**discrepancy** – розбіжність, невідповідність  
**dutiful** – слухняний, покірний  
**electorate** – контингент виборців, електорат  
**embroidery** – вишивання  
**flashy** – показний, яскравий, ефектний,  
сильний

**gloomy** – похмурий, темний  
**hijacking** – повітряне піратство; грабiж  
**kidnapping** – викрадення людей, дітей  
(з метою шантажу)  
**mischievous** – злий, злісний, зловмисний;  
неслухняний  
**mugging** – хуліганство, грабiж  
**opposition** – опозиція  
**pickpocketing** – кишенькова крадіжка  
**policy** – політика, лінія поведінки, курс  
**poll** – голосування, список виборців,  
реєстрація виборців, виборчий  
пункт, підрахунок голосів,  
балотування  
**refugee** – емігрант, біженець  
**sacred** – священний  
**sanction** – санкція  
**smuggling** – контрабанда  
**summit** – саміт, зустріч на вищому рівні  
**superstition** – релігійний забобон  
**treaty** – договір, угода  
**worldly-wise** – досвідчений

## PHRASAL VERBS, IDIOMS AND COLLOCATIONS

**borne out** – свідчити, підтвердитись  
**break out** – спалахнути, втекти, вирватися  
**bring about** – здійснювати, викликати  
**bring round** – привести до тями, переконати,  
змінити думку, змінити  
напрямок, змінити тему,  
привести когось кудись  
**come into** – приєднатися, вступити  
**gear toward** – націлений на щось,  
орієнтований на щось,  
направлений  
**get by** – уникнути покарання, вийти сухим  
з води; прийнятний, допустимий  
**go all-out** – докласти зусиль, піти на все  
**groan with food** – повно їжі  
**look down on** – зневажати, дивитися з висока

**pose a danger** – створювати,  
представляти небезпеку  
**put out** – усувати, виганяти, забирати,  
заважати, роздратовувати,  
**put up with** – стерпіти образ  
**rule of thumb** – практичний метод, спосіб,  
приблизний підрахунок  
**run over** – виходити за межі, переливатися  
через край, збити, задавити  
**social ties** – соціальні зв'язки  
**stand aside** – стояти осторонь, бути пасивним  
**turn to** – перетворити; звернутися,  
взятись за справу  
**turn up** – раптово з'явитися, виявитись

## LESSON 1 – UKRAINIAN IDENTITY

Objectives			
<b>Vocabulary</b>	Ukrainian nationality.	<b>Reading</b>	The most popular stereotypes about Ukraine and Ukrainians. Fill in the gaps. Match the words to their synonyms.
<b>Grammar</b>	Article review. Choose the most suitable article.		
<b>Listening &amp; Speaking</b>	Fill in the gaps. Read the fact sheet of Ukraine and fill in the blank spaces using <i>a/an/the/-</i> appropriately. Prepare a list of questions to interview your partner about Ukraine.		

## VOCABULARY

## TEXTBOOK

## Ex. 1 p. 154

POSITIVE TRAITS	NEGATIVE TRAITS
<i>loyal / hospitable / amiable / carefree / open-minded / dutiful / genuine / resourceful / humorous / practical / modest / tolerant / worldly-wise / adventurous / patriotic / capable / frank</i>	<i>superstitious / chaotic / emotional / weak-willed / mischievous / obstinate / modest / ignorant / arrogant / jealous / sly / bossy / patriotic / cowardly</i>

## Ex. 2 p. 154

- |              |                |                 |
|--------------|----------------|-----------------|
| 1) spaghetti | 4) rose        | 7) dreamcatcher |
| 2) stork     | 5) espadrilles | 8) piano        |
| 3) eagle     | 6) polka       | 9) knitting     |

## Ex. 3 p. 154

- |                |               |                        |
|----------------|---------------|------------------------|
| 1) mentality   | 6) commitment | 11) self-determination |
| 2) values      | 7) character  | 12) language           |
| 3) stereotypes | 8) territory  | 13) traditions         |
| 4) symbols     | 9) culture    | 14) heritage           |
| 5) nation      | 10) kingdom   | 15) identity           |

## READING

## Ex. 4 p. 155

- 1) a      2) b      3) g      4) c      5) f      6) d      7) e

## Ex. 5 p. 156

- |   |   |
|---|---|
| meet – <i>encounter</i>                 | insincerely – <i>artificially</i>   |
| holy – <i>sacred</i>                    | drink and eat too much – <i>overindulge</i>                                 |
| beliefs – <i>superstitions</i>          | to make a lot of effort to do something – <i>to put heart and soul into</i> |
| impressive – <i>flashy</i>              |   |
| fresh – <i>crisp</i>                    | decoration – <i>embroidery</i>  |
| cope – <i>get by</i>                    | clothing – <i>attire</i>  |
| make great effort – <i>go all-out</i>   | false impression – <i>misconception</i>                                     |
| any possible ways – <i>all it takes</i> | unhappy – <i>gloomy</i>   |

## GRAMMAR

## Ex. 7 p. 157

- |                                    |  |
|------------------------------------|--|
| 1) <i>the</i> Tower of London      | 5) <i>the</i> most                               |
| 2) <i>an</i> electrician           | 6) 0 British Prime Minister; 0 Downing Street 10 |
| 3) <i>an</i> orange                | 7) <i>The</i> Japanese language                  |
| 4) <i>The</i> President; 0 Ukraine | 8) <i>a</i> cold Saturday morning                |

## LISTENING&amp;SPEAKING

Ex. 8 p. 157

## Recording 22

Ukrainian belongs to the Indo-European family, the Slavonic group, and is spoken by over 50 million people throughout Ukraine and the world. Modern literary Ukrainian developed from the colloquial language of the 17th and 18th centuries and shares some traits with Byelorussian, another East Slavic language. Written Ukrainian uses a Cyrillic alphabet. Ukrainian is accepted to be the official language of Ukraine, since it was declared independent in 1991, but vast majority of the population is functionally bilingual. Ukrainian is a very melodic and beautiful language and is worth being learnt. Ukrainian, as well as Italian, is considered to be one of the most romantic languages in the world. So, if you want to declare your love in a unique way you should learn Ukrainian phrases. The standard Ukrainian language is regulated by the National Academy of Sciences of Ukraine (NANU), particularly by its Institute for the Ukrainian Language, Ukrainian language-information fund, and Potebnya Institute of Language Studies.

Ex. 9 p. 158

## Recording 23

1) The name Ukraine is believed to originally mean “borderland” or “region”. Ukrainian civilizations date back to 4800B.C. when the Trypillians and Scythians settled in the region and thrived.

2) The country shares ties with Western Europe, when *Anna*, the daughter of Grand Prince Yaroslav helped pave the way for strengthening of relationships when she became the Queen Consort of *France* in 1051.

3) Ukrainian currency is called the Hryvnia. As of 2011, Ukraine was the world's 3rd largest *grain* exporter. Bread plays a large part in Ukrainian history. The country was once known as the breadbasket of *Europe*, owing to its large agricultural industry.

4) Food in Ukraine is a typical Eastern European, such as cottage cheese, home-made sausages, varenyky with different fillings, holubtsi and borsch, which is a national *soup* of Ukraine.

5) In 1710, Ukrainian Hetman *Pylpy Orlyk* introduced “Pacts and Constitutions of Rights and Freedoms of the Zaporizhian Host”, which researchers believe is the world's first *constitution*.

6) Arsenalna *Metro* Station in Kiev is the deepest in the world (105 meters). The station was built in 1960, very close to the House of Parliament. According to some reports, the tunnels near Arsenalna house secret *shelters* built specially for the political elite.

7) The third most *visited* McDonald's in the world is in Kiev, near the train station. This restaurant has always been in the top five most crowded in the world.

8) Khreshchatyk Street in Kiev is the shortest yet widest *main city street* in the world. At only 1.2 km long but remarkably broad, the street, which was destroyed in *Second World War*, is a focal point of the capital.

9) The National University of Ostroh *Academy* is the successor of Ostroh Slavic, Greek and Latin Academy, the first higher *educational* establishment of the Eastern Slavs. It was founded in 1576 by Prince Vasyl-Kostiantyn of Ostroh.

10) The world's heaviest *aircraft* An-225 Mriya is created by the Kyiv-based Antonov design bureau. It was designed to airlift space *shuttles* and *rocket* boosters, but is now carrying oversized payloads.

11) Stalin, Churchill and Roosevelt met at the Yalta Conference in *1945*, which was hosted by *Ukraine*. The venue, Livadia Palace is now a museum.

12) *Kyiv* boasts the Hero City status, which was conferred by the Soviet Union in honor of its fierce resistance to the Nazis in 1941. The *Germans* surrounded the city in what became known as the Battle of Kyiv.

## LESSON 1 – UKRAINIAN IDENTITY

## WORKBOOK

## VOCABULARY

## Ex. 1 p. 106

- 1) b    2) b    3) c    4) d    5) c

## Ex. 2 p. 106

1)	E	1) love	2) older
2)	D	3) humorous	
3)	A	4) wedding	5) shy
4)	B	6) gentle	7) beautiful
5)	C	8) beloved	

## Ex. 3 p. 106

- 1) c    2) g    3) e    4) h    5) f    6) a    7) b    8) d

## GRAMMAR

## Ex. 4 p. 107

- 1) a; an    4) an    7) a; the    10) an    13) –    16) the    19) a  
 2) –    5) –    8) –; –    11) the; –    14) –; the    17) an    20) –; –  
 3) the    6) an    9) the    12) an    15) the; –    18) –

## Ex. 5 p. 107

- 1) –    7) the    13) the    19) the    25) –    31) –    37) –    43) the  
 2) the    8) the    14) the    20) –    26) –    32) –    38) the    44) –  
 3) –    9) the    15) the    21) –    27) –    33) The    39) –    45) the  
 4) –    10) the    16) the    22) –    28) The    34) a    40) the    46) –  
 5) –    11) –    17) The    23) –    29) –    35) –    41) the    47) the  
 6) the    12) the    18) –    24) –    30) the    36) a    42) –    48) the

## EXTRA ACTIVITIES

## VOCABULARY

Do the quiz and check your knowledge.

- What is the national emblem of Ukraine?  
a) *The Trident*    b) *The Shield*    c) *The Star*    d) *The Eagle*
- What do the colours blue and yellow stand for in the Ukrainian flag?  
a) *The blue sky and yellow fields of wheat*  
b) *Blue for unity and yellow for hope*  
c) *The blue rivers and sunshine on the ground*  
d) *The Black Sea and sandy Crimean beaches*
- What is Ukraine's national dish?  
a) *Varenyky*    b) *Borscht*    c) *holubtsi*    d) *banosh*
- Ukrainian territories once belonged to historical predecessors of which modern countries?  
a) *Turkey*    b) *Poland*    c) *Lithuania*    d) *All of the above*
- While visiting this city for a landmark conference at the end of World War II, British Prime Minister Winston Churchill called it the "Riviera of Hades". What city was it?  
a) *Yalta*    b) *Odesa*    c) *Lviv*    d) *Kyiv*

## KEY:

- 1) a    2) a    3) b    4) d    5) a

LESSON 2 – POLITICS AND GOVERNANCE

Objectives			
<b>Vocabulary</b>	Visa-free regime and election.	<b>Listening</b>	What change can the youth make for the world when involved in politics? Fill in the gaps.
<b>Reading</b>	Visa-free regime for Ukrainians with Europe. Fill in the gaps. True or false sentences. Complete the table.		
<b>Grammar</b>	Conditionals review. Fill in the gaps. Match the beginnings with the endings. Make up mixed type conditionals.	<b>Speaking &amp; Writing</b>	Ask and answer the questions in turns. A letter to the president or the government.

TEXTBOOK

VOCABULARY

Ex. 1 p. 159

- 1) g    2) e    3) b    4) d    5) a    6) c    7) f

Ex. 2 p. 159

- |              |             |                 |                    |
|--------------|-------------|-----------------|--------------------|
| 1) judge     | 3) politics | 5) constituency | 8) referendum      |
| 2) opponents | 4) powers   | 6) candidate    | 9) polling         |
|              |             | 7) cabinet      | 10) representative |

Ex. 3 p. 159

	noun (people)	noun (other)	adjective	verb
1)	politician	policy	political	politicize
2)	independent	independence	independent	depend
3)	elector	election	electoral	elect
4)	voter	voting	unvoted	vote
5)	unifier	unification	united	unite
6)	campaigner	campaign	campaign	campaign
7)	ratifier	ratification	ratified	ratify
8)	governor	government	governmental	govern
9)	enabler	ability	able	enable
10)	peacemaker	peace	peaceful	make peace

Ex. 4 p. 160

- |                |                             |                       |
|----------------|-----------------------------|-----------------------|
| 1) independent | 5) branches                 | 9) the Chairman       |
| 2) republic    | 6) executive                | 10) the Supreme Court |
| 3) sovereignty | 7) the Cabinet of Ministers | 11) the President     |
| 4) principle   | 8) the parliament           | 12) secret ballot     |

READING

Ex. 6 p. 161

- 1) c    3) a    5) d    7) m    9) e    11) g  
2) f    4) l    6) h    8) i    10) j    12) b

Ex. 7 p. 161

- 1) T    2) F    3) F    4) T    5) F    6) T    7) F    8) T

## Ex. 8 p. 161

<i>I need a visa to visit the EU if/when</i>	<i>I don't need a visa to visit the EU if/when</i>
I stay in the EU for a long time (more than 90 days)	I have a biometric passport of a citizen of Ukraine to stay and freely travel across Europe for no more than 90 days during any 180-day period

## GRAMMAR

## Ex. 9 p. 162

- |                        |                           |                         |
|------------------------|---------------------------|-------------------------|
| 1) would have received | 5) would send             | 9) were giving          |
| 2) wouldn't have quit  | 6) have finished          | 10) had asked           |
| 3) feel / are feeling  | 7) hadn't operated        | 11) don't manage        |
| 4) will she do / fails | 8) could cook; would open | 12) might not have been |

## Ex. 10 p. 162

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1) a | 3) d | 5) c | 7) b | 9) e  | 11) l |
| 2) i | 4) g | 6) j | 8) f | 10) k | 12) h |

## Ex. 11 p. 163

- 1) If James weren't so lazy, he would have passed the test.
- 2) If you had remembered to bring a map, we wouldn't be lost now.
- 3) If I had a degree, I would have got that job.
- 4) Nicole wouldn't speak Chinese fluently if she hadn't lived in China for ten years.
- 5) Tom would be coming if you hadn't insulted him.
- 6) If she had been born in the United States, she wouldn't need a visa to work here.
- 7) If I were rich, I would have bought the Ferrari instead of Ford.

## LISTENING

## Recording 24

## Speaker 1.

In order to become engaged in politics in the most effective ways, young people can learn about political systems, political actions, political issues, and other realities within and around the political system. They can also conduct action learning oriented activities that allow them to gain credit for their involvement.

## Speaker 2.

Training young people to change the world through politics means teaching them the skills they need to become involved. These include communication, problem-solving, change management, and conflict resolution skills. It also means participating in knowledge-sharing activities designed to build their capacity for powerful action.

## Speaker 3.

After 12, 14, 17, or 21 years of being told their voices don't matter in politics, young people may need inspiration to become engaged. Never in history have children and youth been seen or treated as serious political actors; given the opportunity, they will be. Inspiration from stories, parables, biographies, and other sources can help prepare and sustain youth in politics.

## Ex. 13 p. 163

1) effective; systems; issues; around	2) problem-solving; resolution; knowledge-sharing; powerful	3) history; treated; opportunity
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**WORKBOOK**

**LESSON 2 – POLITICS AND GOVERNANCE**

**VOCABULARY**

**Ex. 1 p. 108**

- |                    |               |                  |                   |
|--------------------|---------------|------------------|-------------------|
| 1) polling station | 5) election   | 9) majority      | 13) polling booth |
| 2) politics        | 6) candidates | 10) policies     | 14) campaign      |
| 3) conscious       | 7) party      | 11) electoral    | 15) force         |
| 4) vote            | 8) manifestos | 12) ballot paper | 16) ballot box    |
|                    |               |                  | 17) procedure     |

**GRAMMAR**

**Ex. 3 p. 109**

- |                       |                 |                     |
|-----------------------|-----------------|---------------------|
| 1) comes              | 5) won't answer | 9) would have taken |
| 2) would be moving    | 6) posted       | 10) have booked     |
| 3) had been cancelled | 7) had not had  | 11) didn't learn    |
| 4) don't manage       | 8) went         | 12) had looked      |

**Ex. 4 p. 109**

- 1) correct
- 2) Emily doesn't want to apply for the job. But she would get it if she tried it.
- 3) The radio is broken. When you turn it on, it will make a strange noise.
- 4) The taxi driver didn't know the address. I would have arrived on time if he had known it.
- 5) If you had remembered to bring a map, we wouldn't be lost now.
- 6) If you study this book, you'll have a much better understanding of grammar.
- 7) If I won the lottery, I would buy a big house on the south coast of Spain.
- 8) If I had known you were coming, I would have made your favourite cake.
- 9) correct
- 10) If you can give me one good reason for your acting like this, I will never mention this incident again.

**Ex. 5 p. 109**

- 1) I am going to go on a business trip next week, and that is why I didn't accept that new assignment at work.
- 2) I didn't take Italian in high school and I don't have many job opportunities.
- 3) Alex didn't get the job and David is not going to move to Beijing.
- 4) Mark doesn't speak Spanish and that is why he didn't translate the letter.
- 5) Alice is not creative and the company won't send her to Rome to work on the new campaign.
- 6) She would not be taking care of the children for us next weekend if her business trip had not been canceled.
- 7) He would be worried about the conference tomorrow if he were giving a speech.

**NOTES**

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LESSON 3 – SOCIAL ISSUES

Objectives			
<b>Vocabulary</b>	Migration of Ukrainians.	<b>Grammar</b>	Conditional clauses. Fill in the gaps. Rewrite the following sentences using the suggested alternative conditional words. Match the beginning of each sentence with the correct ending. Complete the sentences using <i>if, provided, supposing, in case, or unless.</i>
<b>Reading</b>	About migration. Match the words to their synonyms. Give the argument for and against the migration trend.		
<b>Speaking</b>	Work in pairs. Match the two parts of a phrase in the two columns of the table and speak on the issue.	<b>Writing</b>	Imagine you are running for mayor of your town or city. Write the ad and describe the issues your community faces today, say what you are going to do about them.

VOCABULARY

Ex. 1 p. 164

single-parent families  
ethnic minority

race relations  
drug abuse  
social class

voluntary work  
gender equality  
domestic violence

- 1) voluntary work  
2) race relations

- 3) drug abuse  
4) single-parent families  
5) gender equality

- 6) social class  
7) ethnic minority  
8) domestic violence

Ex. 2 p. 164

- 1) c   2) h   3) f   4) b   5) e   6) a   7) g   8) d

Ex. 3 p. 165

- 1) e   2) a   3) c   4) g   5) h   6) i   7) b   8) j   9) d   10) f

Ex. 4 p. 165

- |                |                  |                            |
|----------------|------------------|----------------------------|
| 1) put up with | 4) pick on       | 7) put people down         |
| 2) gave in     | 5) brought about | 8) look down on            |
| 3) give in     | 6) broke out     | 9) stand up for; turned to |
|                |                  | 10) put up with            |

READING

Ex. 6 p. 166

decrease – *drop to*  
numbers – *figures*  
connections between people – *social ties*  
analysis – *survey*  
organize – *conduct*  
receive – *acquire*

difference – *discrepancy*  
moving the country – *emigration*  
a place one wants to go – *destination*  
previous in time, ex – *former*  
make smb do smth – *force*  
weigh – *estimate*

Ex. 7 p. 167

ADVANTAGES

skills exchange / foreign language  
fluency / cultural diversity/ educational  
and health resources / patriotism /  
global market

DISADVANTAGES

brain drain / exploitation /  
family split up / violation of rights /  
over-population / patriotism /  
disease spread / pay gap / global market /  
pension and taxes / unemployment /  
workforce loss

TEXTBOOK

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GRAMMAR

Ex. 8 p. 167

- |             |                   |           |                  |
|-------------|-------------------|-----------|------------------|
| 1) goes out | 4) were getting   | 7) know   | 10) have had     |
| 2) called   | 5) (had) finished | 8) am     | 11) saw          |
| 3) hear     | 6) asked          | 9) finish | 12) have studied |

Ex. 9 p. 167

- 1) *Only if* I hadn't finished my training exercises I wouldn't have gone to the concert.
- 2) Children cannot watch this film *unless* they are accompanied by an adult.
- 3) You can borrow my car *provided* you drive carefully.
- 4) *In case* we make our decision we will let you know immediately.
- 5) The research will continue *as long as* there is enough funding.
- 6) *In case* there is a fire, leave the room.
- 7) Don't vote *only if* you like this person.
- 8) You'd better have access to the Internet *otherwise* you can't do the quiz.
- 9) *Providing that* I have all my data I will finish my thesis next year.
- 10) *Supposing* you were interested in language you could study linguistics.

Ex. 10 p. 168

- 1) b    2) h    3) c    4) e    5) i    6) g    7) j    8) a    9) f    10) d

- 2) If you could travel anywhere in the world where would you go?
- 3) If you don't do as you are told you won't get a treat.
- 4) In case I give you my phone number you'll need to call me back.
- 5) I won't help you with your homework unless you promise to concentrate.
- 6) I'll cook the dinner provided you wash up.
- 7) What would I spend money on, supposing I won the lottery?
- 8) If the temperature rises the ice will melt.
- 9) If you want a refund you should ask for a receipt.
- 10) If you earned enough would you buy a new house?

SPEAKING

Ex. 11 p. 168

*human, animal rights; gun trafficking; tobacco, alcohol trade; illegal cyber bullying; child labour use; environmental control; free immigration; freedom of speech, religion; economic development; health care; intellectual property; capital punishment*

WORKBOOK

LESSON 3 – SOCIAL ISSUES

VOCABULARY

Ex. 1 p. 110

- |               |                 |                 |                    |
|---------------|-----------------|-----------------|--------------------|
| 1) Poverty    | 3) Unemployment | 5) Illiteracy   | 8) Health issue    |
| 2) Corruption | 4) Bullying     | 6) Abuse        | 9) Gender equality |
|               |                 | 7) Civil rights | 10) Bad leadership |

Ex. 2 p. 110

<b>Causes:</b>	Poor living standard; Stress; Immigration; Lack of education
<b>Effects:</b>	Increase in population; Depletion of natural resources Rise in unemployment; Increasing costs of living
<b>Solutions:</b>	Mass awareness; Humanity; Positive attitude; Tolerance

## GRAMMAR

## Ex. 4 p. 111

- |                   |                     |                          |
|-------------------|---------------------|--------------------------|
| 1) doesn't change | 5) spoke            | 9) had read              |
| 2) will take      | 6) were; was        | 10) would let            |
| 3) made           | 7) am playing       | 11) would; have finished |
| 4) get            | 8) will be admitted | 12) comes                |

## Ex. 5 p. 111

- |                   |                         |                 |
|-------------------|-------------------------|-----------------|
| 1) Providing that | 5) Even if              | 9) on condition |
| 2) Unless         | 6) on condition (that); | 10) unless      |
| 3) If only        | 7) in case              | 11) Suppose     |
| 4) otherwise      | 8) Even if              | 12) as long as  |

## EXTRA ACTIVITIES

## VOCABULARY

Fill in the following words to complete the paragraph. Then translate it into Ukrainian.

*abuse / day / choices / compass / rights / needs / equal / values*

Human rights are our basic 1) \_\_\_\_\_ or freedoms. They include our right to live, our right to health, education, freedom of speech and thoughts, and 2) \_\_\_\_\_ rights. Human Rights Day is celebrated annually across the world on 10 December – the 3) \_\_\_\_\_ on which the United Nations General Assembly adopted, in 1948, the Universal Declaration of Human Rights. This Declaration stipulates universal 4) \_\_\_\_\_ and a shared standard of achievement for everyone in every country. Children can assert their 5) \_\_\_\_\_, women can make their own 6) \_\_\_\_\_, persons with disabilities can live more independently, and we all enjoy safeguards against tyranny and 7) \_\_\_\_\_. This Human Rights Day, consider how essential human rights are for each person and let's use them every day as our 8) \_\_\_\_\_ to seek justice, equality, peace and freedom for all.

## KEY:

- |                  |                  |                   |                   |
|------------------|------------------|-------------------|-------------------|
| 1) <i>rights</i> | 3) <i>day</i>    | 5) <i>needs</i>   | 7) <i>abuse</i>   |
| 2) <i>equal</i>  | 4) <i>values</i> | 6) <i>choices</i> | 8) <i>compass</i> |

## GRAMMAR

Use your own ideas to complete these sentences.

*We'll be late unless we hurry.*

- 1) I like hot weather unless \_\_\_\_\_.
- 2) I like hot weather provided \_\_\_\_\_.
- 3) Kate reads a newspaper every day as long as \_\_\_\_\_.
- 4) I don't mind walking home as long as \_\_\_\_\_.
- 5) I like to walk to work in the morning unless \_\_\_\_\_.
- 6) We can meet tomorrow unless \_\_\_\_\_.
- 7) You can borrow the money providing \_\_\_\_\_.
- 8) You won't achieve anything unless \_\_\_\_\_.

## SUGGESTED ANSWERS:

- |                                 |  |
|---------------------------------|--|
| 1) <i>I have to work.</i>       | 5) <i>I'm in a hurry.</i>                      |
| 2) <i>I don't have to work.</i> | 6) <i>you have something else to do.</i>       |
| 3) <i>she has time.</i>         | 7) <i>you pay it back as soon as possible.</i> |
| 4) <i>it isn't raining.</i>     | 8) <i>you take risks.</i>                      |

LESSON 4 – CRIME AND PUNISHMENT

Objectives			
<b>Vocabulary</b>	Criminal rights and duties.	<b>Listening &amp; Speaking</b>	Short reports. Make up one question to each report. Ask and answer the questions in class. News report about famous criminals or some of the most shocking crimes.
<b>Reading</b>	Criminal law and responsibilities of children in Ukraine. Find the synonyms. Fill in the gaps.		
<b>Grammar</b>	Question tags. Choose the one option which best fits each space. Complete the sentences.	<b>Writing</b>	Describe the crime you have witnessed and write a report, giving as many helpful evidence and significant details as possible.

TEXTBOOK

VOCABULARY

Ex. 1 p. 169

- 1) f    2) i    3) g    4) b    5) d    6) c    7) h    8) k    9) a    10) e

Ex. 2 p. 169

For example:

7) *the death penalty: Murder. I think each criminal should get what their crime deserves and in the case of a murderer what their crime deserves is death.*

Ex. 3 p. 169

- |                |                  |                         |
|----------------|------------------|-------------------------|
| 1) prison      | 4) on a bible    | 7) ransom               |
| 2) banned from | 5) alibi; wanted | 8) get away with        |
| 3) evidence    | 6) make          | 9) a crime; go on trial |
|                |                  | 10) confess             |

Ex. 4 p. 170

- |                |              |                     |
|----------------|--------------|---------------------|
| 1) a defendant | 3) a witness | 5) a defence lawyer |
| 2) a judge     | 4) the jury  | 6) a prosecutor     |

READING

Ex. 6 p. 170

- quantity – *capacity*  
 imprison – *incarcerated*  
 under age – *minor*  
 sentence – *conviction*  
 suspended – *non-custodial*  
 outlaw – *proscribe, come into conflict with the law*  
 indicating – *emphazing*

- responsible – *liable, accountable*  
 crime – *offence, properly offence*  
 rehabilitation – *improvement, developed*  
 criminal – *offender, pose a danger*  
 criminally liable – *suspended*  
 come into – *enter, provide*  
 act – *code (noun), try (verb), legal (adjective)*

Ex. 7 p. 171

- 1) a    2) b    3) a, b, c    4) a, c    5) a, b    6) b    7) c

GRAMMAR

Ex. 8 p. 172

- 1) don't you    2) isn't it    3) do you    4) had we    5) can she

**Ex. 9 p. 172**

- |                |               |                       |                 |
|----------------|---------------|-----------------------|-----------------|
| 1) didn't he   | 6) can she    | 11) did they          | 16) will you    |
| 2) wouldn't he | 7) aren't I   | 12) can you           | 17) can it      |
| 3) isn't she   | 8) shall we   | 13) isn't it          | 18) didn't they |
| 4) do they     | 9) will you   | 14) didn't; hadn't he | 19) can they    |
| 5) aren't you  | 10) didn't he | 15) is; there         | 20) shouldn't I |

**Ex. 10 p. 172**

- |   |                                       |
|---|---------------------------------------|
| 1) I'm confident, aren't I?             | 6) Don't talk, will you?              |
| 2) They want to study hard, don't they? | 7) You wrote it, didn't you?          |
| 3) She has travelled a lot, hasn't she? | 8) They aren't smart, are they?       |
| 4) Let's go to the cinema, shall we?    | 9) You haven't been abroad, have you? |
| 5) You can't reach that point, can you? | 10) It was enough, wasn't it?         |

**LISTENING&SPEAKING**

**Recording 25**

- 1) A Television set was stolen from a Liverpool police station while officers were out fighting a crime.
- 2) A drunk who tried to open an airplane door at 30,000 feet was handcuffed for the rest of a Denmark to Thailand flight.
- 3) Camper John Barnes, 23, was rescued after a 200-meter fall into a rocky ravine with only a broken foot. Sadly, he was killed when he fell out of the ambulance on the way to the hospital in Perth, Scotland.
- 4) Burglar Frank Gort broke down and sobbed when he was sentenced to seven years in jail, claiming it was his unlucky number. An understanding judge in San Antonio, Texas, took pity and gave him eight years instead.
- 5) Fugitive James Sanders, who escaped from jail in 1975, was arrested in Texas after ringing the FBI to check if he was still on the wanted list.
- 6) Mr. Clarence Ramsey was seriously injured yesterday when a man came up behind him and stabbed him in the back. Turning around to face his attacker, Mr. Ramsey was surprised to hear him say, "Sorry, I thought you were somebody else".

**Ex. 12 p. 172**

**For example:**

- 1) *Officers were out fighting a crime, weren't they? It was robbery, wasn't it?*

**NOTES**

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WORKBOOK

LESSON 4 – CRIME AND PUNISHMENT

VOCABULARY

Ex. 2 p. 112

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

Ex. 3 p. 112

- |              |               |               |            |
|--------------|---------------|---------------|------------|
| 1) Thief     | 3) ex-judge's | 5) government | 8) jury    |
| 2) Murderers | 4) police     | 6) teenagers  | 9) victims |
|              |               | 7) detective  | 10) judge  |

GRAMMAR

Ex. 4 p. 113

- |                       |                 |                  |
|-----------------------|-----------------|------------------|
| 1) hasn't he          | 9) won't there  | 17) did he       |
| 2) aren't I           | 10) is it       | 18) wouldn't she |
| 3) shall we           | 11) shall we    | 19) isn't she    |
| 4) wasn't she         | 12) didn't they | 20) will he      |
| 5) won't you          | 13) will you    | 21) musn't I     |
| 6) aren't I           | 14) have they   | 22) had he       |
| 7) haven't/don't they | 15) didn't he   | 23) are you      |
| 8) can't they         | 16) will you    | 24) would't we   |

Ex. 5 p. 113

A)	B)
1) You've had your hair cut, haven't you?	1) Ann, you haven't got a cup, have you?
2) This bridge isn't very safe, is it?	2) Mark, you couldn't get me some books, could you?
3) The film was great, wasn't it?	3) Mia, you don't know where Alice is, do you? Or ... you haven't seen Alice, have you?
4) She has / She has got / She's got a lovely voice, hasn't she? Or She has a lovely voice, doesn't she?	4) Helen, you haven't got a bicycle pump, have you? Or ... you don't have a bicycle pump, do you?
5) It doesn't look very good, does it?	5) Peter, you haven't seen my keys, have you?

EXTRA ACTIVITIES

VOCABULARY

Match the two halves of these crime-related collocations.

- |               |                          |                              |
|---------------|--------------------------|------------------------------|
| 1) community  | <input type="checkbox"/> | a) <i>with murder</i>        |
| 2) capital    | <input type="checkbox"/> | b) <i>the verdict</i>        |
| 3) charge     | <input type="checkbox"/> | c) <i>stealing something</i> |
| 4) appeal     | <input type="checkbox"/> | d) <i>service</i>            |
| 5) commit     | <input type="checkbox"/> | e) <i>prevention</i>         |
| 6) a criminal | <input type="checkbox"/> | f) <i>on a jury</i>          |
| 7) admit      | <input type="checkbox"/> | g) <i>a crime</i>            |
| 8) crime      | <input type="checkbox"/> | h) <i>punishment</i>         |
| 9) contest    | <input type="checkbox"/> | i) <i>for witnesses</i>      |
| 10) serve     | <input type="checkbox"/> | j) <i>evidence</i>           |

KEY:

- 1) d 2) h 3) a 4) i 5) g 6) j 7) c 8) e 9) b 10) f

**EXTRA ACTIVITIES**

Complete the passage with some of the following words. What information can you add? What is your personal attitude to this accident? Support your answer. Look up if necessary.

*court / severity / defence / survived / ran over /  
witness / bail / lethal / violated / arrested*

On October 18, 2017, Lexus 1) \_\_\_\_\_ a group of pedestrians in Kharkiv, northeastern Ukraine. Alyona Zaitseva who drove the car 2) \_\_\_\_\_ the road traffic, crashing into the Volkswagen Touareg driven by Hennadiy Dronov which threw her car towards the pavement. Both drivers 3) \_\_\_\_\_, but Lexus ran over eleven passing by people. Five pedestrians received 4) \_\_\_\_\_ injuries; another six were taken to a hospital with injuries of various degrees of 5) \_\_\_\_\_. Zaitseva was detained for two months without a right to 6) \_\_\_\_\_. The court revoked her driver licence and 7) \_\_\_\_\_ both cars that participated in the accident. The prosecution stated that Zaitseva used opiates not long before the tragedy occurred. The version of Zaitseva's 8) \_\_\_\_\_ is that the driver of the Touareg is guilty as he moved on the yellow traffic light. The defence of Gennady Dronov denies the accusation and claims that the driver of the Touareg moved on the green traffic light. Dronov was the 9) \_\_\_\_\_ in this case but the police claimed that his status can change. Later, the 10) \_\_\_\_\_ refused to recognize Dronov sustained and arrested him on November 8, 2017.

(Credit: news article 112)

**KEY:**

- |                    |                    |                    |                   |
|--------------------|--------------------|--------------------|-------------------|
| 1) <i>ran over</i> | 3) <i>survived</i> | 5) <i>severity</i> | 8) <i>defence</i> |
| 2) <i>violated</i> | 4) <i>lethal</i>   | 6) <i>bail</i>     | 9) <i>witness</i> |
|                    |                    | 7) <i>arrested</i> | 10) <i>court</i>  |

Write a dialogue using the vocabulary of the lesson. Think about the subject of the dialogue using your imagination. Refer to your textbook, p. 171 for a quick review of possible question tags.

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**NOTES**

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LESSON 5 – INTERNATIONAL MEMBERSHIP

Objectives			
<b>Vocabulary</b>	Missions of international organizations.	<b>Listening</b>	Hymns of international organizations. Fill in the gaps.
<b>Reading</b>	Cooperation of international organisations with Ukraine. Match the words to their synonyms. Fill in the gaps.	<b>Speaking</b>	Work in pairs. Talk to your partner about foreign relationships. Ask and answer questions about the international organizations. Work in groups. Describe the pictures.
<b>Grammar</b>	Inversion. Rearrange the word order of the following statements. Rewrite the sentences using the given inversion. Change the If-clauses into conditionals without “if”.	<b>Writing</b>	Prepare a short presentation about one of the international organizations.

TEXTBOOK

VOCABULARY

Ex. 1 p. 174

- |                       |                       |                    |
|-----------------------|-----------------------|--------------------|
| 1) hold a summit      | 4) resolve a dispute  | 7) run a campaign  |
| 2) settle an order    | 5) impose sanctions   | 8) maintain peace  |
| 3) reach an agreement | 6) recruit volunteers | 9) veto a decision |

- |                          |                            |                       |
|--------------------------|----------------------------|-----------------------|
| 1) humanitarian aid      | 4) international relations | 7) low-interest loans |
| 2) financial assistance  | 5) emergency relief        | 8) cease fire         |
| 3) fund-raising campaign | 6) world community         | 9) peace treaty       |

Ex. 3 p. 174

- 1) c    2) e    3) b    4) f    5) a    6) d    7) g    8) h

Ex. 4 p. 174

- |        |           |         |         |
|--------|-----------|---------|---------|
| 1) IMF | 3) UN     | 5) WHO  | 7) WB   |
| 2) EU  | 4) UNESCO | 6) NATO | 8) ICRC |

Ex. 5 p. 175

- |         |        |         |       |
|---------|--------|---------|-------|
| a) UN   | c) WB  | e) ICRC | g) EU |
| b) NATO | d) WHO | f) IMF  |       |

READING

Ex. 7 p. 176

weapons used in fighting wars – *arms*  
 when the laws are equally obeyed  
 by everyone – *rule of law*  
 entrance – *accession*  
 goal – *objective*  
 strategy – *policy*

buying and selling – *trade*  
 require – *entail*  
 check – *monitor*  
 placement – *spot*  
 encourage – *foster*  
 European-wide – *pan-European*

Ex. 8 p. 176

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



## LISTENING

## Ex. 10 p. 176

## Recording 26

Though many songs have been written about **the United Nations** or on related themes, there is no official anthem or hymn for the Organization. One such song, or hymn, was written and performed at the United Nations, on October, 24 1971, on the occasion of the 25th anniversary of the Organization, by maestro Pablo Casals of Spain. The words were written by poet W.H. Auden of the United Kingdom.

Eagerly, musician,  
*Sweep* your string,  
 So we may *sing*,  
 Elated, optative,  
 Our several *voices*  
 Interblending,  
*Playfully* contending,  
 Not interfering  
 But co-inhering,  
 For all *within*

The cincture  
 of *the sound*  
 Is *holy* ground,  
 Where all are Brothers,  
 None *faceless* Others.  
 Let mortals beware  
 Of *words*, for  
 With words we lie,  
 Can say *peace*.

(Music: Pablo Casals, Words: W. H. Auden)

## GRAMMAR

## Ex. 11 p. 177

- 1) The passengers were relaxing on deck when suddenly they heard a loud bang.
- 2) Water was pouring into the steamship at an alarming speed.
- 3) You shouldn't sign a contract you haven't read thoroughly under any circumstances.
- 4) If you do your best, nobody can ask you of anything more.
- 5) They had hit some hard object which had torn a hole in the side of the ship
- 6) We would understand what had happened that night only later.
- 7) If you go to the Athens you must see Acropolis.
- 8) There is an interesting article about Italy in today's paper.
- 9) They ran to the side of the boat, looked over all the edge and jumped up.
- 10) To their horror they saw a terrible scene.
- 11) The meeting had only started when all the participants arrived.
- 12) Employees must on no account leave the building during working hours.

## Ex. 12 p. 177

- 1) No sooner had they got married than they started to argue.
- 2) Not since she went to the circus as a child had Amy enjoyed herself so much.
- 3) Never before have I seen such a terrible performance of Hamlet.
- 4) Only after you finish the job will we pay you.
- 5) Barely had we arrived when Julie burst into the house.
- 6) Little did he understand about the situation.
- 7) What they are doing is destroying the environment.
- 8) At no time did she say she was vegetarian.
- 9) Rarely do people appreciate this musician's talent.
- 10) Not until you grow up will we consider you for the basketball team.
- 11) So exhausted were the runners that none of them finished the race.
- 12) Never again would she trust her own judgement when buying antiques.

**Ex. 13 p. 178**

- 1) Were you to ask John for help, he would happily help you.
- 2) Had he passed the last test, he would have been accepted into the Army Force.
- 3) Should you meet my students, please tell them that I am looking for them.
- 4) Had he been so tired, he wouldn't have missed the party.
- 5) I couldn't have bought a new car hadn't I borrowed some money from the bank.
- 6) Had he gone to the doctor immediately, he might have been saved.
- 7) Were she to get sick, we would call a doctor.
- 8) Were he to study seriously, he would pass right now.
- 9) Were they to know the truth, they would send you to jail.
- 10) Hadn't the police stopped him suddenly, he wouldn't have been in the accident.

**WORKBOOK**

**LESSON 5 – INTERNATIONAL MEMBERSHIP**

**VOCABULARY**

**Ex. 1 p. 114**

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

**Ex. 2 p. 114**

<b>Officials (person):</b>	spokesman; deputy; diplomat; vice president; commissioner; ambassador; secretary-general
<b>Documents:</b>	charter; resolution; report; declaration; constitution; statute
<b>Establishment (places):</b>	assembly general; headquarters; congress; court; council; world bank

**Ex. 3 p. 114**

- |                 |              |                |
|-----------------|--------------|----------------|
| 1) stability    | 4) legislate | 7) development |
| 2) institutions | 5) policies  | 8) passport    |
| 3) Parliament   | 6) internal  | 9) democratic  |

**GRAMMAR**

**Ex. 4 p. 115**

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

**Ex. 5 p. 115**

- |                                 |                              |
|---------------------------------|------------------------------|
| 1) did the students pay         | 7) can construction continue |
| 2) has he committed             | 8) had the alarm gone off    |
| 3) do I realise                 | 9) Were the police to have   |
| 4) Had you listened             | 10) the world would I        |
| 5) will the space shuttle allow | 11) will people see          |
| 6) you are saying               | 12) so can't I               |

**Ex. 6 p. 115**

- |                   |                            |
|-------------------|----------------------------|
| 1) Not only       | 7) In no way               |
| 2) Hardly         | 8) Barely                  |
| 3) The next thing | 9) Only when               |
| 4) Never before   | 10) Under no circumstances |
| 5) Seldom         | 11) Should                 |
| 6) Little         | 12) Not for one moment     |

## EXTRA ACTIVITIES

## VOCABULARY

Match the beginning of the sentences with their endings.

- |  |                          |  |
|--|--------------------------|--|
| 1) The North Atlantic Treaty Organization (NATO) is a group of countries   | <input type="checkbox"/> | a) the United Nations that works to improve health around the entire world.  |
| 2) The European Union (EU) is a partnership between countries  | <input type="checkbox"/> | b) dedicated to international peace and stability.   |
| 3) The World Health Organization (WHO) is an organization within   | <input type="checkbox"/> | e) work to help people around the world.   |
| 6) The United Nations Educational, Scientific and Cultural Organization (UNESCO) is the agency of the United Nations | <input type="checkbox"/> | c) helps poor and middle-income countries get the money they need to build improvements that will help reduce poverty. |
| 4) The International Red Cross and Red Crescent Societies  | <input type="checkbox"/> | d) in Europe that is designed to help them avoid conflict by making them dependent on each other.                      |
| 5) The World Bank is an organization that  | <input type="checkbox"/> | f) contributing to building peace through international cooperation in education, the sciences and culture.            |
| 7) The United Nations (U.N.) is a global diplomatic and political organization                                       | <input type="checkbox"/> | g) in Europe and North America that have signed a treaty agreeing to protect each other in case of attack.             |

KEY:

- 1) g 2) e 3) a 4) f 5) c 6) d 7) b

Choose the correct word to complete the paragraph.

*profit / safe / entities / civilians / turning into / aid / military / breaks out / terrorists*

International organizations are legally constituted 1) \_\_\_\_\_ that operate across several nations. Such organizations do not operate for 2) \_\_\_\_\_. International organizations are generally involved in either 3) \_\_\_\_\_ or security. Imagine that terrorist 4) \_\_\_\_\_ in a small corner of the world. The countries involved have weak governments and little money, and the trouble is 5) \_\_\_\_\_ a crisis. Thousands of people are suffering. Some international organizations may send 6) \_\_\_\_\_ forces to help restore peace or advisers to help strategize against the 7) \_\_\_\_\_. Other organizations may send food or medical supplies to help suffering 8) \_\_\_\_\_. In this way, international organizations are critical to keeping the world a 9) \_\_\_\_\_ and stable place to live.

KEY:

- |                    |                        |                      |
|--------------------|------------------------|----------------------|
| 1) <i>entities</i> | 4) <i>breaks out</i>   | 7) <i>terrorists</i> |
| 2) <i>profit</i>   | 5) <i>turning into</i> | 8) <i>civilians</i>  |
| 3) <i>aid</i>      | 6) <i>military</i>     | 9) <i>safe</i>       |

TEXTBOOK

□ SELF-ASSESSMENT □

- 1) d    3) c    5) c    7) b    9) a    11) a    13) b    15) c    17) b    19) b  
2) a    4) a    6) c    8) d    10) d    12) b    14) a    16) d    18) c    20) c

□ GET READY FOR YOUR TEST □

- |                   |                     |                    |
|-------------------|---------------------|--------------------|
| 1) c) regardless  | 8) a) comes from    | 15) c) decade      |
| 2) a) restricted  | 9) c) public        | 16) d) until       |
| 3) a) breaks      | 10) a) dominated    | 17) a) ones        |
| 4) c) values      | 11) b) takeover     | 18) a) hardly      |
| 5) a) entitled to | 12) c) weaken       | 19) b) trade       |
| 6) a) others      | 13) a) in favour of | 20) a) on          |
| 7) d) equal       | 14) b) folk         | 21) c) is ... used |

□ SKILLS ROUND-UP □

READING

Ex. 1 p. 183

- 1) F    2) T    3) T    4) F    5) F

Ex. 2 p. 183

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

USE OF ENGLISH:

Ex. 3 p. 184

- |             |                |                |               |
|-------------|----------------|----------------|---------------|
| 1) balanced | 5) calming     | 9)             | 12) humorous  |
| 2) society  | 6) importantly | 10) opposite   | 13) comedians |
| 3) laughter | 7) chemicals   | 11) merriment; | 14) amusing   |
| 4) pumping  | 8) better      | marrymaking    |               |

Ex. 4 p. 184

- |            |           |           |              |
|------------|-----------|-----------|--------------|
| 1) as      | 3) native | 5) other  | 8) to        |
| 2) However | 4) in     | 6) the    | 9) than      |
|            |           | 7) family | 10) language |

LISTENING

Recording 27

Speaker 1

The Prince of Wales, Prince Charles, visited a junior school in Buckinghamshire last week to help children with a project about the Royal Family. He told the children about his life as a member of Britain's most famous family and the duties which go with his title. He then let photos be taken of him with the children and the teachers for the project work. One of the questions the children asked was "How much pocket money do your sons get?"

Speaker 2

Footballer Roman Gregory has started a UNICEF campaign to help children hurt in accidents with land mines in countries at war and in peace. The footballer says he cannot imagine being without an arm or a leg and knows that many people do not even think about what the children who have had such injuries go through. "Many accidents with land mines happen when children are just playing happily in the fields", says Roman, who hopes to get £1 million in the campaign.

**Speaker 3**

A blood test that can show how fast someone is ageing – and offers the impressive possibility of estimating how long they have left to live – is to go on sale to the general public in Britain later this year.

**Speaker 4**

To live and work and be productive in space, you have to have a place to call home. While the Earth is certainly a great place to go home to (free air! free water! free – well, you get the point), it would become very expensive indeed if every time you knocked off your shift in space you took a ride back to Earth, and then got up the next day to fly back into space again! The obvious answer is to place your home, your city if you will, in space. Shopping around for what's available to use to build our city, we happily find Bigelow Aerospace, makers of the most famous space station habitat modules. These inflatable modules go into space, where they inflate. Astronauts then move into what is essentially a balloon in space. Crew capsules can dock at either end, and power is derived from solar panels, while excess heat is dumped into the biting cold of space using radiators. It even has windows! Home, sweet home, indeed.

**Ex. 5 p. 184**

Speaker 1 – 8

Speaker 2 – 7

Speaker 3 – 1

Speaker 4 – 6

**Recording 28**

The East Side Gallery 1.3 km long, the stretch of the Berlin Wall is the biggest open-air museum in the world. It was painted by artist from east to west after the collapse of communism. Many of the paintings were recently restored, photographer of Heinz Kurtstaz has been documenting the Berlin Wall since the mid-1980s. It looked very different prior to 1989 back then Kurtstaz's work was a political statement.

“To me the camera is a vehicle, it allows me to explore a theme. The wall bothered me a lot then it became increasingly colourful and so it was an obvious subject”.

These murals are long gone, they disappeared when the rest of the wall was torn down 20 years ago. Heinz Kurtstaz has over 3000 photos in his archive. He only documented the West Side, in East it was completely bare and stood inside a military zone most East Germans were not allowed to enter. For West Germans scrawling graffiti on the wall was often a spontaneous form of protest against the division of Germany.

“Someone would pay something one day and then someone else would come along and finish it off the next day. In fact it was usually at night when something was added or drawn over part of it. It was like a barometer of the zeitgeist (нім. дух часу)”.

One of the pioneers of wall art is Thierry Noir, the French artist recently created the motif he first painted in 1980s for the East Side Gallery. In those days he lived in a house close to the wall in West Berlin.

“At one point I realized how depressing it was to see all this tristesse (франц. печаль, смутка) daily. So a few years later I spontaneously started painting the wall and from then on people were always asking me things so I had to do some research because I'd finished school in France and never learned anything about the Berlin Wall and Germany. The division we never learned about that in school”.

His work on the Berlin Wall made Thierry Noir famous. It even features in the iconic Wim Wenders' movie, Wings of desire. These days he's moved on although his cartoon figures are still his trademark. Thierry Noir has long been able to make his living as an artist. Pistol owes a lot his early days as a graffiti artist.

“It was illegal to paint on the wall and that influenced my style. I never used much

detail – a minimum of colour and I worked fast. Afterwards I'd come back. I keep improving my work all the time. You can see two ideas, three colours mix it all up and the picture is already done”.

Heinz Kurtstaz has published a book that captures the eclecticism of Berlin Wall art which is now its tenth edition. It also includes the work featured at the East Side Gallery and it's very different to the early wall art. A lot of it is more considered and carefully executed.

“The motifs here at the East Side Gallery are so varied it's hard to see any common thread”.

The artwork is the only reason why the stretch of the world still stands. Thierry Noir and Heinz Kurtstaz are among the artists making sure this piece of history survives.

**Ex. 6 p. 185**

- 1) F                      2) T                      3) F                      4) T                      5) T

**VOCABULARY&GRAMMAR**

**Ex. 7 p. 185**

- 1) My brother is not grown-up enough to get married.
- 2) How long did it take you to fly from London to Paris?
- 3) It was several years before I could understand much.
- 4) Students must pay all course fees before the course begins.
- 5) Sarah had difficulty learning to read in Japanese.
- 6) The police had to find out who the fingerprints belonged to.
- 7) The school trip to London has been put off until next week.
- 8) Mary did not mean to crash her father's car.
- 9) You should not have copied the homework from your friend.
- 10) Isadora promised she would get home by midnight.
- 11) A new supermarket is being built in the area where I live.
- 12) Being rich has nothing to do with being happy.
- 13) Can you tell me if John has come down with a cold?
- 14) I have no intention of putting up with this untidiness any longer.
- 15) They had made up and were friends again by the time of the party.

**WRITING**

**Ex. 9 p. 185**

**Useful tips:**

- 1) A catchy – clever – attention grabbing and visually interesting headline!
- 2) The introduction is one of the most important parts – grab the attention of your reader, hook them in.
  - Use drama, emotion, quotations, rhetorical questions, descriptions, allusions, alliteration and metaphors.
- 3) The body of the article needs to stick to the ideas or answer any questions raised in the introduction.
  - Try to maintain an “atmosphere” / tone / distinctive voice throughout the writing.
  - Use drama, emotion, quotations, rhetorical questions, descriptions, allusions, alliteration and metaphors.
  - Use opinion adverbs to introduce your points.
  - Give a real-life example or talk about personal experience.
  - Give advice if necessary.
- 4) The conclusion should be written to help the reader remember the article. Use a strong-punch line.

For example:

- Choose a neutral or informal style, depending on the audience.
- Divide your ideas into clear paragraphs.

### THE HAPPIEST DAYS OF YOUR LIFE?

By Edward Smith

School days should be a happy time in young person's life. **What can make people's lives a misery during this time, then?** In my opinion, there is one word which answers this question – bullying.

**Unfortunately**, bullying is quite common in schools where I live. It can affect students of any age, and both boys and girls. **A friend of mine** had a very negative experience at school last year as an older boy continually called him names and sometimes used to post nasty messages about him on Facebook. **Obviously**, my friend felt very upset about this and it affected his self-confidence. Some days, he didn't want to come to school at all.

**What can people do to stop this problem? Personally**, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they have a case of bullying. Another thing teacher could do is prepare lessons to talk about the problem with their pupils, which might make bullies realize how badly they hurt their victims. As for students, if they find out a classmate is being bullied, they **should** support them as much as possible and let a teacher know.

There are many students who call other students names, or others that try to put somebody in conflict. They find it like a game, but they don't know how that affects the psychology or self-confidence. I think that teachers **should** be very strict with this problem and **should** try to solve the problem and inform the parents of both bullied and bullies. **However**, even we should do something to make the bullied to feel better. We can stay with them and help them to pass these difficult situations. If we all were against the bullying, then I think the bullies wouldn't repeat this behavior.

Online bullying has a lot in common with bullying in school. Both behaviors include **harassment, humiliation, teasing and aggression**. Bullying presents unique challenges in the sense that the perpetrator can attempt to be anonymous, and attacks can happen at any time of day or night.

**Bullying can be a nightmare** but there are things we can do to prevent it. **Hopefully**, one day all students will be able to go to school without fear of being bullied.

### NOTES

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## WORKBOOK

## CHECK YOUR VOCABULARY

## Ex. 1 p. 116

- |           |               |               |               |
|-----------|---------------|---------------|---------------|
| 1) treaty | 3) ambassador | 5) democracy  | 8) refugee    |
| 2) summit | 4) party      | 6) opposition | 9) electorate |
|           |               | 7) president  | 10) policy    |

## Ex. 3 p. 117

- |      |      |      |      |      |      |      |      |      |       |
|------|------|------|------|------|------|------|------|------|-------|
| 1) e | 2) j | 3) g | 4) b | 5) h | 6) i | 7) d | 8) c | 9) f | 10) a |
|------|------|------|------|------|------|------|------|------|-------|

## Ex. 5 p. 117

- |               |                 |              |                 |
|---------------|-----------------|--------------|-----------------|
| 1) overnight  | 3) candles      | 6) rap       | 9) nevertheless |
| 2) blessed by | 4) mass         | 7) rituals   | 10) festive     |
|               | 5) according to | 8) therefore | 11) sayings     |

## CHECK YOUR GRAMMAR

## Ex. 1 p. 118

- |               |                  |                        |
|---------------|------------------|------------------------|
| 1) providing  | 5) provided that | 9) on condition (that) |
| 2) unless     | 6) otherwise     | 10) only if            |
| 3) as long as | 7) even if       | 11) whether            |
| 4) supposing  | 8) in case       | 12) so long as         |

## Ex. 2 p. 118

- |                 |                   |                |
|-----------------|-------------------|----------------|
| 1) is it        | 5) shouldn't they | 10) isn't it   |
| 2) can we       | 6) will you       | 11) wasn't she |
| 3) aren't I     | 7) have they      | 12) do they    |
| 4) mustn't they | 8) shall we       | 13) have we    |
|                 | 9) hasn't it      | 14) didn't you |

## Ex. 3; p. 118

- If I were you I would buy Ukrainian embroidery.
- If Linda hadn't confused, she would not have been late for her flight.
- I wish I had gone to the gallery yesterday.
- Steve would rather not disturb other people in the theatre.

## Ex. 6; p. 119

- Should the plane leave on time, I'll arrive in L'viv at noon.
- Were I you, I would stay at a hotel which is close to the centre of the city.
- Had you left earlier, you wouldn't have missed the train.
- Seldom have I heard such a talented dancer.
- Never at any time had she said (that) she was allergic to cats.
- Not until he got home did Mark realize that he had lost his keys.
- What the companies do is maximise their profits.
- Only when I filled my glass did I notice that it was broken.





### 1. ОРГАНІЗАЦІЯ САМОСТІЙНОЇ РОБОТИ УЧНІВ НА УРОЦІ

Підготувала Піроженко А. О.

*Жоден наставник не повинен забувати, що найголовніший його обов'язок полягає в привчанні вихованців до розумової праці і що цей обов'язок більш важливий, ніж передача самого предмета*

К.Д.Ушинський

Передові педагоги завжди вважали, що на уроці учні повинні працювати по можливості самостійно, а вчитель – керувати їхньою самостійною роботою. Тим більше, що у вищу освіту України поступово впроваджується Болонського навчальний процес та кредитно-модульна система організації навчання, відповідно до яких навчання має бути спрямоване на підготовку освіченого фахівця, який уміє самостійно поповнювати свої знання та застосовувати їх у діяльності. Саме тому розвиток навичок самостійної роботи учнів на уроках в школі це важливий компонент шкільного навчально-виховного процесу. Він дозволить учневі безболісно влитися до навчання в університеті, а згодом і у робочий процес.

Навчити учня вчитися, самостійно здобувати знання й удосконалювати навички та вміння – таке завдання стоїть перед кожним учителем.

*Самостійна робота – це сукупність різноманітних навчальних прийомів і дій, за допомогою яких учні самостійно закріплюють і поглиблюють раніше набуті теоретичні знання, практичні навички й уміння, а також оволодівають новими.*

**Основні вимоги** до організації самостійної діяльності учнів на уроці наступні:

- Будь-яка самостійна робота на будь-якому рівні має конкретну мету.
- Кожен учень повинен знати порядок і прийоми виконання роботи.
- Самостійна робота повинна відповідати навчальним можливостям учня.
- Призначення самостійної роботи – розвиток пізнавальних здібностей, творчого мислення, ініціативи в прийнятті рішення.

**За формою організації** самостійної роботи можна поділити на:

- Індивідуальні;
- Фронтальні;
- Групові (парні);

**У відповідності з рівнем виділяють 3 типи самостійних робіт:**

- *Відтворюючі самостійні роботи* за зразком необхідні для запам'ятовування способів дій в конкретних ситуаціях, формування умінь і навичок та їх міцного засвоєння. При виконанні робіт цього типу діяльність учнів не зовсім самостійна, оскільки їхня самостійність обмежується простим відтворенням, повторенням дій за зразком. Однак, роль таких робіт досить значна. Вони формують ґрунт для дійсно самостійної діяльності учня. Роль учителя полягає в тому, щоб для кожного учня визначити оптимальний обсяг роботи. Передчасний перехід до самостійних робіт інших типів позбавляє учня необхідної системи знань, умінь і навичок. Затримка на роботах за зразками – зайва витрата часу, що сприяє породженню нудги й неробства. У школярів зникає зацікавленість до навчання і предмета, настає гальмування в їхньому розвитку.
- *Напітворчі самостійні роботи* передбачають перенесення отриманих знань, навичок та вмінь учнів в нові умови. Так, якщо в рамках відтворюючого рівня відпрацьовувалась ситуація «В магазині. Покупка взуття», то напітворчим завданням буде «В магазині. Покупка сукні». Самостійна робота цього рівня

вимагає від виконавця більшої мислительної активності та пов'язана з такими операціями як підстанова, розширення, трансформація, узагальнення, обґрунтування, продовження думки.

- *Творчі самостійні роботи* пов'язані з формуванням навичок та вмінь здійснювати пошук при вирішенні більш складних комунікативних задач як в усному мовленні, так і при читанні, наприклад: діяти відповідно до запропонованих обставин та взятию на себе роллю, підготувати повідомлення на тему, прослухати повідомлення та висловити своє ставлення до його змісту. Прочитати оповідання та дати відповіді на проблемні запитання відповідно до змісту тексту, інтерпретувати головну ідею тексту.

В практиці навчання кожен тип самостійної роботи представлений різноманітністю **видів робіт**, що використовуються в системі урочних та позаурочних занять.

1. *Робота з книжкою.* Це робота з текстом та графічним матеріалом підручника: переказ основного змісту тексту; складання плану відповіді за прочитаним текстом; короткий конспект тексту; пошук відповіді на раніше поставлені до тексту завдання; аналіз, порівняння, узагальнення й систематизація матеріалу кількох параграфів. Робота з першоджерелами, довідниками, науково-популярною літературою, конспектування та реферування прочитаного.

2. *Вправи:* тренувальні, відтворюючі і за зразком, складання завдань та запитань і їх розв'язання, рецензування відповідей інших учнів, оцінка їх діяльності, вправи, спрямовані на вироблення практичних умінь та навичок.

3. *Розв'язання різноманітних завдань та виконання практичних і лабораторних робіт.*

4. *Різнманітні перевірочні самостійні роботи, контрольні роботи, диктанти, твори.*

5. *Підготовка доповідей та рефератів.*

6. *Виконання індивідуальних та групових завдань.*

7. *Домашні лабораторні досліди та спостереження.*

8. *Технічне моделювання та конструювання.*

9. *Проведення спостережень з біології, географії, фізики.*

10. *Самостійний перегляд кінофільмів, телепередач, прослуховування радіопередач тощо.*

Під самостійною роботою з англійської мови слід розуміти таку форму організації навчальної і мовної діяльності учнів, при якій під керівництвом учителя і за його завданням на уроці учні самостійно здійснюють його послідовний цикл навчальних дій, спрямованих на оволодіння відповідним матеріалом або формування мовних умінь.

Самостійна робота учнів на уроці може мати такий характер:

- загальний – однакове завдання,
- диференційований – вправи різного ступеня складності,
- індивідуальний – завдання для окремих учнів (або груп учнів),
- мішаний – єдиного для всіх обов'язковий мінімум.

У старших класах обсяг самостійної роботи учнів значно зростає порівняно із середніми і, особливо, молодшими класами. При цьому значно зменшується кількість імітаційних вправ, що поступається місцем вправам творчого характеру, як потребують активної пізнавальної розумово-мовної діяльності.

**Вимоги для розвитку самостійної діяльності при вивченні іноземної мови:**

1) усвідомлення мети діяльності, кожної конкретної вправи. Учень повинен знати, що він буде робити, з якою метою, яким повинен бути результат, чим це завдання збагатить його досвід (I can...);

2) знання самої процедури виконання завдання. Тобто усвідомлення не лиш змісту та сенсу завдання, а й процесу його виконання (Do like that...);

3) необхідне вміння бачити опори в матеріалі завдань. Що полегшують подолання труднощів в ході самостійної роботи; в цьому випадку важливо навчитись користуватися готовими (об'єктивними) опорами та створювати власні (суб'єктивні);

4) важливо передбачити адекватні дидактичні умови для успішного виконання завдань, тобто передусім визначити місце для них (в класі, вдома чи в лінгафонному кабінеті).

Індивідуальна самостійна робота в класі може проявлятися в двох варіантах:

- всі учні виконують одне спільне завдання;
- різні, в залежності від власних можливостей.

В англійській мові основний вид самостійний завдань це вправи. Тому потрібно пам'ятати що при складанні вправ на картках особливо необхідно не забути вказати:

- Пам'ятки, або
- Навідні запитання, або
- Опори: вербальні та невербальні (картинки, схеми, таблиці тощо).

Будь-яка самостійна робота повинна починатися з усвідомлення учнем мети та способів дії. Від цього в значній мірі залежить ефективність всієї роботи. Саме тому необхідно намагатися уникнути наступних найбільш розповсюджених недоліків в організації самостійних робіт:

- відсутність системи в організації робіт, вони випадкові і за змістом, і за кількістю, і за формою;
- рівень пропонованої самостійності не відповідає навчальним можливостям учня; слабо виражений індивідуальний підхід у доборі завдань;
- самостійні роботи одноманітні, їх тривалість не є оптимальною для певного класу.

Тому для успішної реалізації методів самостійної роботи на уроках іноземної мови необхідно як мінімум озброїти учня прийомами виконання завдань, виробити певні алгоритми опрацювання того чи іншого матеріалу, підготувати відповідні наочні посібники для кабінету, які були б завжди перед очима учнів, ретельно готувати завдання перед тим, як поставити його перед учнем. І найголовніше, не потрібно сприймати самостійну роботу учнів, як відведений вільний час для вчителя, адже під час виконання таких типів вправ учням вчитель повинен постійно бути поряд, консультувати, коригувати, направляти та контролювати процес.

## 2. ВИКОРИСТАННЯ ІНТЕРНЕТ РЕСУРСІВ ДЛЯ УРІЗНОМАНІТНЕННЯ ФОРМ РОБОТИ НА УРОКАХ ІНОЗЕМНОЇ МОВИ

Підготувала Піроженко А. О.

Сьогодні кожен з нас є учасником реформи системи освіти в Україні і взагалі системи викладання іноземної мови в середніх навчальних закладах. Сучасні фахівці мають бути здатними оновлювати методики, змінювати підручники, розуміти та співпрацювати з новим поколінням, вписуватись у мінливе сьогодення. До вчителів іноземної мови висувають багато вимог, які називають компетенції. Мабуть, найбільш важливими серед них є такі, як:

- комунікативна компетенція, а саме вміння вчителя та його готовність здійснювати спілкування (усне та письмове мовлення), його країнознавча підготовка, культура мовленнєвої поведінки (уміння вислухати учня, уміле керування полілогом, дискусією, доречна реакція на помилки учнів);

- мовна компетенція, а саме володіння фонетикою, граматиною, лексикою, які дозволяють навчати дітей спілкуванню хоча б у межах тем і ситуацій, запропонованих стандартом і програмою з іноземних мов;

- методична компетенція, яка передбачає вміння вчителя планувати свою педагогічну діяльність (у межах року, семестру); володіння широким спектром методичних прийомів, уміння адекватно використовувати їх відповідно до віку учнів і мети навчання,

уміння орієнтуватись у сучасній методичній літературі, здійснювати вибір відповідних посібників та інших засобів навчання;

– соціокультурна компетенція, яка передбачає знання вчителем звичаїв, особливостей життя у країні, мова якої викладається, відповідність мовленнєвої поведінки та етикету носіїв мови.

Всі ці вимоги є складовими професійної компетенції вчителя. В Україні проблемами формування професійної компетентності майбутнього фахівця з іноземних мов займалися такі вчені як Ніколаєва С.Ю., Бігич О.Б., Шерстюк О.Я., Кузнецова О.Ю., Петров О. та інші. Остаточно компонентний склад нашої професійної компетенції як стандартний модуль ще не оформився, оскільки продовжує бути предметом наукових дискусій, але компонент «методична компетенція» виділяється всіма дослідниками цієї проблеми.

Дуже важливо враховувати інноваційні тенденції навчально-виховного процесу, наприклад, такі як поява загальноєвропейських рекомендацій з мовної освіти – вивчення, викладання, оцінювання, які мають бути старанно вивчені вчителями, бо саме в них можна знайти багато відповідей на питання сучасної освіти взагалі та української зокрема.

Проаналізувавши основні компоненти професійної компетентності вчителя іноземних мов в рамках Рекомендацій Ради Європи з мовної освіти, я зробила висновки, що однією з ключових є:

– впровадження новітніх комп'ютерних технологій в навчально-виховний процес, що входить саме до компоненту «методична компетенція»;

– сучасний вчитель іноземної мови повинен володіти в своїй професійній діяльності компетенцією самонавчання і формувати її під час вивчення предмета в своїх учнів.

Ми є свідками того, що Інтернет-навчання починає превалювати практично на всіх рівнях здобуття освіти. Відповідно і в нашу професійну підготовку поступово входить ще одна складова методичної компетенції – оволодіння основами інформаційних технологій та методика їх використання у викладанні іноземних мов.

Сьогодні дуже часто можна почути: «Ми використовуємо новітні технології на своїх уроках». Здебільшого під «новітніми технологіями» мають на увазі мультимедійну установку для показу слайдів на уроках. Але в сучасному світі, який розвивається настільки стрімко, презентацією вже нікого не здивувати, та й самі учні не так часто використовують презентації в своєму житті. Вони є новим поколінням – поколінням Інтернету та спілкування он-лайн й не можуть уявити свого життя без комп'ютерних ігор, Інтернету-ресурсів та соціальних мереж. Я вбачаю в цьому нове, ще не опрацьоване поле, на якому можна збирати добрі плоди. Згадуючи свої студентські роки, я дуже добре пам'ятаю, як нам не вистачало цікавих ресурсів для навчання, і ми рідко коли виходили за межі книжок чи стареньких аудіо записів, а так хотілося побачити і почути як живуть, говорять і виглядають носії мови, яку ми вивчали. В наш час ця проблема вичерпана, ми повністю забезпечені сучасними комплектами підручників та навчальними засобами, але я впевнена, що інколи виникає потреба, і навіть необхідність, урізноманітнити навчальний матеріал, адже дитячу зацікавленість потрібно постійно підтримувати та підживлювати новими джерелами інформації. Діти набагато краще сприймають інформацію на слух і зір. Тому я вважаю неможливим у таких випадках не скористатись Інтернетом.

В своїй доповіді я говоритиму про використання Інтернет ресурсів для урізноманітнення форм роботи на уроках англійської мови та про те, як, використовуючи слабкість молоді до Інтернету, я перетворюю її на перевагу для навчання. До того ж учні, занурюючись у простори Інтернету, швидко починають розуміти, що велика кількість інформації на англійській мові, і це в свою чергу ще більше підвищує мотивацію до її вивчення. Адже однією і чи не найголовнішою метою навчання іноземних мов є забезпечення учням можливості сприймати інформацію на слух, розуміти її, аналізувати та реагувати на прослухане чи побачене. Таким чином, впровадження інтернету та інтерактивних засобів навчання має свої переваги:

– навчання не просто наближене до реалій життя. Воно проходить у звичному для учнів середовищі, отже, є цікавим для них і не сприймається, як обов'язок, який потрібно виконувати з певних причин;

– учні навчаються орієнтуватися в Інтернет просторі й бачити в ньому не лише спосіб розважитися або поспілкуватися з друзями, а й інформаційний ресурс;

Під час своєї діяльності, кожного дня й на кожному уроці, я намагаюся досягти чотири мети – навчальну, виховну, розвиваючу та соціокультурну. Як для вчителя іноземних мов, навчальна мета для мене поділяється на чотири складові, що є мовленнєвими компетенціями учня, це:

1) вміння читати (не складати літери в слова, а слова в речення, але розуміти зв'язний текст, виділяти головну думку, сканувати текст в пошуках необхідної інформації, тощо);

2) вміння слухати (не чути знайомі слова, а розуміти інформацію, яка передається іноземною мовою в усній формі);

3) вміння писати (тобто, складати логічний зв'язний текст за поданою темою, притримуючись певного стилю);

4) вміння говорити, а точніше – спілкуватися (тобто, висловлювати свої думки, відстоювати свою точку зору, приймати активну участь у діалозі, адекватно та актуально реагувати на висловлювання чи інформацію).

Що повинен робити вчитель, щоб зробити навчання ефективним та цікавим для сучасного учня і досягти поставленої мети? Я поділюся з вами своїми скромними напрацюваннями, можливо не зовсім новими і не новими для всіх і кожного, але маю надію, що хтось все таки знайде для себе щось цікаве та необхідне, те, що зможе захопити дітей до поглиблення знань з англійської мови.

Але потрібно зазначити наступне – в процесі освіти все взаємопов'язане – не можна навчити аудіюванню без говоріння, читання без письма. Як сучасний комп'ютер буде працювати лише за наявності сучасного системного забезпечення, так сучасний учень буде навчатися за умов використання передових навчальних технологій. Все добре в комплексі, і тому сьогодні я говорю про Інтернет ресурси лише як про складову навчального процесу, а не його основу. Ні в якому разі я не закликаю вас до впровадження Інтернету як єдиного засобу навчання іноземної мови, я лише хочу порадити інколи звертатися до Інтернет джерел для удосконалення та збагачення свого викладацького досвіду.

Отже, що я роблю, щоб урізноманітнити навчальний процес? Ось декілька прикладів, які можуть стати вам у пригоді:

З учнями старшої ланки ми інколи починаємо урок з гарячих новин, наприклад, ресурс NewsAroundTheWorld. Це особливо цікаво використовувати на уроках бізнес англійської, але можна приміняти і під час вивчення будь-якої іншої теми у старшій школі. Треба просто вибрати відповідну рубрику. Я даю учням 2-3 хвилини на ознайомлення з новинами, а потім запитую про те, що вони дізналися із прочитаної статті. Он-лайн газети дозволять учням поринути у гущу світових подій, що відбуваються практично в цей час, побачити події з різних точок зору.

Це наступні джерела, які кожен з нас чудово знає і про які не раз чув:

[www.theguardian.com/uk](http://www.theguardian.com/uk), [www.washingtonpost.com](http://www.washingtonpost.com) (Усі новини, про які можна прочитати з газети, видно на першій сторінці – вона становить собою комбінацію рекламної афіші та змісту, розділена на підрубрики), [cnn.com/world](http://cnn.com/world) (CNN World News (><http://cnn.com>>WORLD) також надають інформацію на кількох мовах й подвійну класифікацію статей. Можливо викликати аудіо й відео супровід), [abcnews.go.com](http://abcnews.go.com) (ABC News (><http://www.abcnews.go.com/index.html>) теж супроводжує свої публікації крім звуковим та відео супроводом. Також існує можливість розмови на запропоновану тему з іншими читачами у розділах CHAT), [bbc.co.uk/worldservice](http://bbc.co.uk/worldservice) (BBC World Service (><http://www.bbc.z.uk/worldservice>) дають можливість як прочитати, так і прослухати новини, багатьма мовами, причому можна навіть вибрати собі відповідний рівень володіння англійською і прослухати новини у режимі LEARNINGENGLISH), [washtimes.com](http://washtimes.com), [nytimes.com](http://nytimes.com) (The New York Times крім переліченого вище пропонує для своїх читачів навчальну версію газети з готовими поурочними розробками)

Для навчання абсолютно всіх мовленнєвих компетенцій можна скористатись сайтом <http://www.britishcouncil.org/>. Він універсальний тим, що надає багато можливостей та ресурсів для навчання та викладання:

- ресурси для викладання <http://www.teachingenglish.org.uk/>
- навчання дітей <http://learnenglishkids.britishcouncil.org/en/>
- навчання підлітків <http://learnenglishteens.britishcouncil.org/>

Вище згаданий сайт <http://www.bbc.co.uk/worldservice/learningenglish/> корисний не лише наявністю світових новин, але й різноманітними видами інших навчальних джерел, таких як crosswords, word searches, quizzes, videos, audios, worksheets, lesson plans, teaching tips etc.

Сайт <https://elt.oup.com/?cc=ua&selLanguage=uk> дуже корисний для тих, хто займається за підручниками цього видавництва, так як на ньому представлені багато он-лайн завдань у відповідності до підручників, а також багато науково-методичних матеріалів та статей з досвіду наших зарубіжних колег та інформації щодо семінарів та вебінарів, які проводяться в рамках даної організації та її представництва в Україні.

Вище зазначені сайти універсальні. Але також існують чимало ресурсів, які фокусуються на певному виді діяльності, наприклад відео ресурси:

- TED TV <http://www.ted.com/>
- English Club TV <http://www.english-club.tv/index.php>
- You tube <http://www.youtube.com/>

Багато конспектів уроків подані на згаданих сайтах, створені на основі даних відео ресурсів. Але це не означає, що ви не можете зробити їх самотужки. У кожного відео є функція перегляду тексту промовця, згідно якого можна скласти завдання будь якого типу, як зручніше вам та відповідно до рівня учнів чи теми, яку ви вивчаєте. Це не обов'язково може бути урок говоріння чи аудіювання, граматичні структури теж можуть відпрацьовуватись та вивчатись на основі таких відео.

Для наймолодших учнів я користуюся наступними ресурсами:

- <http://www.englishavenue.com/index.php>
- <http://www.grammarbank.com/English-for-kids.html>
- <http://www.anglomaniacy.pl/topics.htm>
- <http://www.teachchildrenesl.com/>

Це далеко не всі можливості Інтернету, кожного дня вони поповнюються, але на даному етапі саме вони допомагають мені організувати навчальний процес та урізноманітнити наявний матеріал.

Звичайно я стикаюся з певними труднощами, щоб підготувати урок з використанням Інтернет ресурсів чи інтерактивних програм, тому що мені потрібно більше часу, ніж для підготовки звичайного уроку. Це пов'язано з тим, що необхідно передивлятися велику кількість ресурсів у пошуку необхідного, яке відповідає темі, віку та інтересам дітей.

Та все одно найважливішим фактором сьогодні є власне бажання вчителя досконало оволодіти своєю професією, мати адекватну самооцінку, займатися саморозвитком.

*Навчальне видання*

**Нерсисян Марина Арутюнівна  
Макатер Світлана Василівна**

## **Книга для вчителя**

**До підручника «Англійська мова  
(11-й рік навчання, рівень стандарту)»  
для 11 класу закладів загальної середньої освіти,  
авторів Нерсисян М. А., Піроженко А. О. та робочого зошита,  
авторів Нерсисян М. А., Сергеєвої О. С.**

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