Марія Кучма, Лілія Морська

English 9

П'ятий рік навчання














COSTA





Марія Кучма
Лілія Морська

АНГЛІЙСЬКА МОВА
(5-й рік навчання, друга іноземна мова)

ПІДРУЧНИК ДЛЯ 9 КЛАСУ

закладів загальної середньої освіти
(з аудіосупроводом)



Рекомендовано Міністерством освіти і науки України

ТЕРНОПІЛЬ
НАВЧАЛЬНА КНИГА — БОГДАН
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Дорогі
дев’ятикласники і дев’ятикласниці!

Розпочинається ваш п’ятий рік вивчення однієї з найпопулярніших мов світу. За попередні роки ви навчилися багато: розповідати англійською про свою зовнішність, сім’ю, друзів, школу, прочитали та прослухали цікаві тексти про Велику Британію, США, Канаду, Австралію тощо. Переконані, що ви розумієте важливість вивчення іноземної мови у сучасному світі, а тому ще з більшим ентузіазмом поглиблюватимете свої знання з англійської мови.

Цього року ви почерпнете багато цікавої та пізнавальної інформації про визначні місця Великої Британії й України та видатних людей цих країн. У книзі на вас також чекають тексти про театр, кіно і літературу. Завдяки їм ви й самі зможете розповідати про улюблені книги, вистави та фільми. Підручник допоможе також поглибити знання з граматики англійської мови та значно розширити словниковий запас.

Тож бажаємо вам успіхів у навчанні та захопливої праці з нашим підручником, сторінки якого ви гортатимете упродовж року!

Авторки

УМОВНІ ПОЗНАЧЕННЯ

Listen!

Interactive Exercises

Grammar

Home Assignment

Exercises for Fun

Піктограмами , , у підручнику позначено аудіосупровід та інтерактивний електронний додаток, які можна відкрити за посиланням: https://edodatok.com/9214-2/



Revision

Lesson 1

Family. Working Day

!

The Present Perfect Tense

Утворення: **have / has** + **III форма дієслова**

Допоміжні дієслова: **have**, **has**

1. Work in pairs. Express a surprise in connection with the statements given below.

Model: — You have just had your supper.
— Have I? I haven't had my supper yet.

1. You have just come home from school.
2. Your brother has just cleaned his room.
3. Your aunt has just watched TV.
4. Your uncle has just gone to sleep.
5. Your grandparents have just done morning exercises.
6. You have just taken a shower.

2. Listen and read the text. Tell about your working day.

MY WORKING DAY

I'd like to tell you about my weekdays during my final year at school.

On weekdays my working day began early in the morning. I don't like to get up early, but I got used to it. I usually got up at about 7 o'clock. Then I did my morning exercises and went to the bathroom to wash my face and hands with soap and clean my teeth with toothpaste. At a quarter past seven I was ready to have my breakfast. As a rule, I had a quick light breakfast which consisted

of a cup of coffee or tea, a boiled egg or an omelette and a cheese or sausage sandwich. After breakfast I put on my coat, took my bag and left for school.

As my school is not far from my house, it took me 10 minutes to get there. I never took a bus or a trolleybus on my way to school.

I usually had six or seven lessons a day. I loved all my subjects at school, because our teachers were highly qualified and enthusiastic. They always knew how to stimulate us to study and how to develop our intellectual curiosity.

The classes at school were over at about three o'clock. Sometimes I stayed at school after classes to play basketball or table tennis or to take part in any other after school activity.

When I came home I had dinner. My parents always cooked delicious dishes for me. After my dinner I went out with my friends. On rainy days I stayed at home and listened to music, watched TV or played computer games. At about 8 o'clock in the evening I started doing my home assignments. I had to work hard at all the subjects as it was my final year at school.

I did well in most school subjects, but I had to have private lessons in English and Mathematics as I wanted to enter the university.

As a rule, I took a shower or a bath late in the evening and at about 11.30 p. m. I went to bed.

3. Read Ann's letter about her uncle and aunt.

To: My Friend

Subject: My Aunt and Uncle

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

My uncle Den and aunt Polly are a lovely and imaginative couple. They love sports and travelling very much. They have just come from the trip round the world. They are happy because they have visited a lot of countries: France, Germany, the USA, Canada, Australia and others.

When they are in their village, their daily schedule is a little boring, I think. They usually get up at 8 a.m., take a shower, have breakfast and leave for work. My aunt is a nurse in the village hospital, and my uncle is a construction worker. They have lunch at their places of work. At about 5 or 6 p.m. they come back home. They have supper, watch TV or read a newspaper and at 10 p.m. they go to bed.

But during their trip around the world everything was different. They got up very early, had their breakfast and went on excursions. They managed to see the Eiffel Tower in France, visit Dresden Gallery in Germany, enjoy the attractions of Disney Land in the USA, swim in the five Great Lakes in Canada, and ride a cangaroo in Australia.

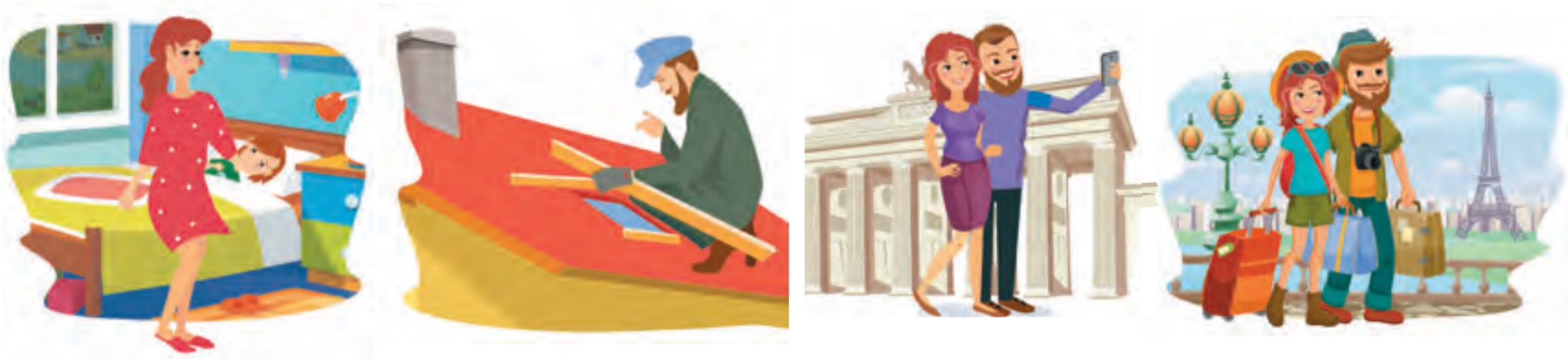
My cousin Susan and her husband Tom didn't travel with them, because they have a baby, my nephew. He is a lovely, funny and cute boy. He always looks and smiles at me. Will you tell me, please, about your aunt's family?

Write me soon.

Yours,

Ann

4. **Look at the pictures and say what Ann's aunt and uncle do in the village and what they have done during the trip.**



5. **Read Ann's letter about her grandparents. Then tell the class about them.**

To: My Friend

Subject: My Grandparents

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

In this letter I'd like to tell you about the people who brought me up. They are my grandmother and grandfather. My grandfather passed away 5 years ago. He was a good-natured and easy-going person. It was very difficult for my granny to get over the death of my grandfather. I suppose that only her strong will helped her overcome all the difficulties. She still works, though she is 62. She is a hard working and organized woman. I have a high opinion of her.

In general, my relatives live in Chernihiv, Mykolayiv, Ternopil, Odesa and in some villages. They are all different but lovely people. We live friendly with them and when we have time we visit them.

Do you love your grandparents? Write me about them, OK?

Yours,

Ann

6. **Discuss in groups of 3 or 4:**

1) the way you show respect and gratitude to people who brought you up;
2) ideal relations with relatives.

7. **Look at the pictures and describe them. Then, in pairs express your opinion about:**

a) the advantages and disadvantages of each type of family;

b) the problems the children in each type of family might have;

c) how each family compares to your own.



8. **Write a reply to Ann's letters (exercises 3 and 5).**

Lesson 2

Food and Nutrition. Clothes

1. You are at your friend's birthday party. Work in pairs. Make up and role-play similar conversations.

Model: *He:* Have some fish.
You: No, thanks, but can I have some ham and mashed potatoes, please?
He: Of course you can. Here you are.

Use these words and word combinations:

bread, butter and ham / egg and cheese sandwich
pork chops and salad / tomato and cheese pizza
sausage and mashed potatoes / chips and fish
pizza / roast beef
biscuits / apple pie
fruit salad / ice cream
ice cream / cake
tea / coffee
juice / milk cocktail



2. Listen to the dialogue. Then say if the statements below are true (T) or false (F).

1. Victor feels well today. ☐
2. Victor and his friends ate at a fast food restaurant yesterday. ☐
3. The teacher believes that teenagers today have very healthy eating habits. ☐
4. Victor's parents often prepare home-cooked meals. ☐
5. Supermarkets today are filled with prepackaged, instant foods. ☐
6. Ann thinks that students always try to cook healthy meals. ☐
7. The most popular lunch foods mentioned by Ann are snacks like burgers and fries. ☐
8. The teacher advises that it's more important to live to eat than to eat to live. ☐

Reflexive pronouns (зворотні займенники)

Однина		Множина	
I — myself		we — ourselves	
You — yourself		you — yourselves	себе; самі
He — himself	себе; сам(а)	they — themselves	
She — herself			
It — itself			

3. Do as in the model. Start the sentences with the words in brackets.

Model: She can't do this exercise herself. She needs help. (They) —
They can't do this exercise themselves. They need help.

1. I can get dressed myself. I am not a baby. (We) —
2. You may sing yourself. Your voice is strong. (You) —
3. He may go to the shop himself. It is not dark outside. (She) —
4. You can't do that yourself. You don't know the rules. (He) —
5. Your brother can clean the room himself. (We) —
6. Her niece can cook a cake herself. (I) —

4. Work in pairs. Think of an item of clothes you would like to wear for a specific occasion, like going to the park, attending a party, or going to school. Describe it to your partner but don't name the item. Your partner should guess what item you described. Use the model.

Model: I am wearing something that keeps me warm in winter.
I have something on my feet that I wear when it rains.

5. Read the text and write down all the reasons why people choose the clothes they wear. Then, define these reasons in your own words.

THE CLOTHES WE WEAR

Without realizing it, the clothes we choose to wear tell other people a lot about us. We often judge others by the clothes they are wearing. For example, people dressed in expensive clothes are thought to be wealthy.

Our shoes, accessories and jewellery, all tend to create an impression of social class and personality. Similarly, our choice of clothing also depends on our age and whom we are influenced by. On the other hand, we do not always get the chance to choose our clothes. If we work as a nurse, police officer or firefighter, we have to wear a standard uniform. Lastly, our ideas of beauty are revealed by our style of dress. Dressing in a particular outfit might be a way of saying, "This is what I think looks nice and I believe it makes me look more attractive." In conclusion, being more than just a way to keep warm, clothes reveal a lot about a person's life, character and status.



6. Work in pairs. Agree or disagree with the points you've copied out.

7. Write approximately 10 sentences about clothes you wear. Tell about your favourite clothing style.

Lesson 3

Leisure Time and Sport

1. a) In your exercise book evaluate each activity:

1. the sports and pastimes you participate in, are interested in, or watch (✓);
2. the ones that other members of your family take an interest in (+);
3. the games and pastimes you dislike or disapprove of (x);
4. the ones you might take up or get interested in one day (?).

Team sports: football ☐, baseball ☐, hockey ☐, rugby ☐, basketball ☐.

Individual competetive and non-competetive sports: boxing ☐, badminton ☐, motor racing ☐, golf ☐, squash ☐, cycling ☐, field and track athletics ☐, surfing ☐, jogging ☐, fitness exercises ☐.

Outdoor activities: gardening ☐, walking the dog ☐, hunting ☐.

Indoor games: chess ☐, draughts ☐; board games: monopoly, etc. ☐.

Hobbies: collecting things ☐, doing crossword puzzles ☐, do-it-yourself ☐.

b) Underline your favourite activity in each category and add any which are missing.

c) Work in groups. Compare your lists. Present the information to class.

2. Make up a dialogue, using the key questions given below.

What sports do your friends go in for?
Who is good at basketball?
Where do they train?
How often do they go to the gym?

3. Listen and read how members of Mark's family spend their spare time.

Hi! My name is Mark. I'm fourteen. I cannot say that I'm a couch potato, but I'm quite happy to stay at home most evenings. I usually watch TV, read interesting books or play computer games.

My sister's name is Mary. She is nine. She has very energetic interests and hobbies. She loves playing tennis, basketball, dancing and hiking. But she hates collecting labels or coins.

My father is a football fan. He is a Dynamo supporter. He goes to all their matches when they play at home.

My mother is fond of taking photographs. Her photos are really great.

4. Look at the pictures. Tell about Mark's family.








5. Make up questions to the given answers.

Student 1: Where _____ ?
St. 2: I am going to my school gym.
St. 1: Why _____ ?
St. 2: I'll have my training there.
St. 1: How often _____ ?
St. 2: I have my training every other day.

St. 1: Who _____ ?
St. 2: Petrenko is my coach.
St. 1: Do _____ ?
St. 2: Of course I do.

6. Make some notes about yourself. Use the ideas below and those from exercises 1 and 2 and add more ideas of your own. Present the information to class.

1. Sports and hobbies
   I play a little _____
   I used to play _____ but now _____
   I like to go _____ (+ verb with *-ing*)
   I collect _____
2. Cultural interests and holidays
   (books) I like _____ (films) I like _____
   (music) I like _____ (magazines) I like _____

! **Would** вживаємо, коли говоримо про дії, які часто повторювалися у минулому.

Used to вживаємо для опису станів і звичок у минулому.

Model: Grandma **would** always **make** me porridge for breakfast (also: **used to make**). When I was young I **used** to live in Lviv (Not: **would**).

7. Work in groups. Discuss the changes in your lives over the years. Talk about:

1. hobbies
2. sports
3. clothes
4. personality
5. food
6. likes/dislikes
7. daily routine
8. favourite books

Use *used to*.

Model: — What were your hobbies and what are they now?
— 5 years ago I used to play football but I don't play it any more. I'd rather play the guitar.

8. Write 10–12 sentences about how members of your family spend their spare time. Then tell your class about it.





Lesson 4

The British Isles and Ukraine

1. Look at the map and read about the British Isles.

THE BRITISH ISLES

The British Isles lie off the north-west coast of continental Europe. They are made up of Great Britain (England, Scotland and Wales) or the United Kingdom (UK) and Northern Ireland. The capital of Great Britain is London.



The UK is separated from Europe by the English Channel. The country is washed by the Atlantic Ocean in the north and the North Sea in the east.

Mountains are an important part of the geography of the country. The highest mountains are Ben Nevis in Scotland, Snowdon in Wales, Scafell in the Lake District and Slieve Donard in Northern Ireland.

The main rivers in England are the Severn and the Thames. Scotland's longest river is the Clyde and Ireland's — the Shannon. The largest lake is the Lough Neagh in Northern Ireland.

2. Tell the class about the British Isles. Use the information from exercise 1.

3. Look at the map and read about Ukraine.

UKRAINE

Ukraine occupies an area of 603.700 square kilometers. In the south-west it borders Hungary, Romania and Moldova; in the west Poland and Slovakia. In the south Ukraine is washed by the Black Sea and the Sea of Azov.

The main territory of Ukraine is flat, but 5% of it make up mountains. The largest of them are the Carpathian Mountains and the Crimean Mountains.

The Carpathians are situated in Europe and stretch through Hungary, Poland, Romania, and Ukraine. The highest point of the Ukrainian Carpathians is Hoverla — 2,061 metres above the sea level.

The Crimean Mountains stretch along the coast of the Black Sea. The highest point of the Crimean Mountains is Roman-Kosh.

REVISION

The major rivers in Ukraine are the magnificent Dnipro, the Dnister, the Bug, the Donets and others.



4. Tell the class about Ukraine. Use the information from exercise 3.









5. Listen and read about the climate of the United Kingdom. Answer the questions after the text.

The climate of the British Isles is neither too hot nor too cold. British winters are mild and summers are cool because the winds that blow from the Atlantic Ocean are mild in winter and cool in summer. Average British temperatures do not rise above 32° C in summer and do not fall below -10° C in winter. The rivers do not freeze in winter. March to June are the driest months, September to January — the wettest.

The weather on the British Isles has a bad reputation. The British say that there is a climate in other countries, but we have just weather. If you don't like the weather

in England, just wait a few minutes. Britain is also known all over the world for its fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters.

The British climate has three main features: it is mild, humid and very changeable.

1. Are the British winters mild or cold?
2. Does the rivers freeze in winter?
3. What are the driest British months?
4. May to July are the wettest British months, aren't they?
5. What ate three main features of the British?

!

The **Past Perfect Tense**

Утворення: **had + III форма дієслова**

Допоміжне дієслово: **had**

6. Open the brackets in the sentences given below. Use the Present Perfect or the Past Perfect.

1. You can have this newspaper. I (finish) reading it.
2. It wasn't raining when I left for school. It (stop) by that time.
3. I am not hungry. I already (eat).
4. It was ten p.m. I already (finish) doing my homework and I was ready to go to bed.
5. Carol missed her lesson of English yesterday because of a terrible traffic jam. By the time she got to school, her lesson already (begin).
6. Our family had no car at that time. We (sell) our old car.
7. Do you want to see that programme? It just (start).
8. We are late. The party already (start).
9. I (learn) English for 4 years now.
10. John (live) in Paris for 5 years before he could speak French fluently.
11. They are angry because (wait) for too long.

7. Compare and contrast the weather in summer in different parts of Ukraine. Use phrases given below.

1. In ... whereas in ... .
2. … in comparison to … .
3. Although/While …, … .
4. Both … and … .

Model: In summer it can be sunny and hot in the south of Ukraine whereas it is rainy and cool in the west of the country.





8. Listen to the weather forecast for Ukraine for tomorrow. Write and then tell it to your class in English.

Lesson 5

Holidays and Traditions

1. Complete the sentences with the Past Perfect or Past Simple.

1. When I left my school, I ... (realise) that I ... (forget) my English textbook.
2. She was happy because she ... (take) the 1st place in the competition.
3. He ... (buy) the car by the time I got there.
4. I ... (not listen) to the joke because I ... (hear) it before.
5. When he ... (arrive) at the station, his train already ... (leave).

2. Listen and read about the holidays in Ukraine. Say which holidays are the most/least popular with the students in your class. Explain the reasons.

PUBLIC HOLIDAYS IN UKRAINE

There are 8 national holidays which are celebrated in Ukraine every year.

New Year's Day (January 1). On this holiday people decorate New Year Tree with toys and colourful lights. The most common way of celebration is New Year parties. People have fun. When the clock strikes 12, they say to each other "Happy New Year!"

Women's Day (March 8). It is a good occasion for men to demonstrate their love and sympathy to the women around them. It is widely celebrated. It's the day of mothers, grandmothers, sisters, sweet-hearts — of all the women.

Easter. The holiday of celebrating Christ Resurrection. The Easter egg is the most popular emblem of this holiday.

Day of Remembrance and Victory over Nazism in World War II 1939–1945 (May 8). It is a national holiday and non-working day in Ukraine established in 2023.

Constitution Day (June 28). This holiday commemorates the adoption of Ukrainian constitution in 1996.

Independence Day (August 24). This holiday is dedicated to the important event: Ukraine's independence was proclaimed by the Ukrainian Parliament on August 24, 1991.

Defender's Day (October 1). The holiday honors veterans and fallen members of the Ukrainian armed forces. It is also a holiday of the men and women, who served in the Ukrainian Military Forces. Its first celebration was in 2015.

Christmas (December 25). Unlike the New Year with fun, firework and big celebration, it is a religious holiday.

3. Read about the Remembrance Day in Great Britain. Say how you commemorate those who lost their lives during the wars.

REMEMBRANCE DAY

Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers, sailors and airmen who lost their lives during the two World Wars. On that day special services are held in the churches and wreaths are laid at war memorials throughout the country and at London's Cenotaph, where a great number of people gather to observe the two-minute silence and to perform the annual Remembrance Day ceremony.

On that day artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their button-holes. The money collected is used to help the men who had been crippled during the war and their dependants.

4. **Discuss in small groups public holidays in Ukraine. If you were a president, what holidays would you change? Give your reasons.**







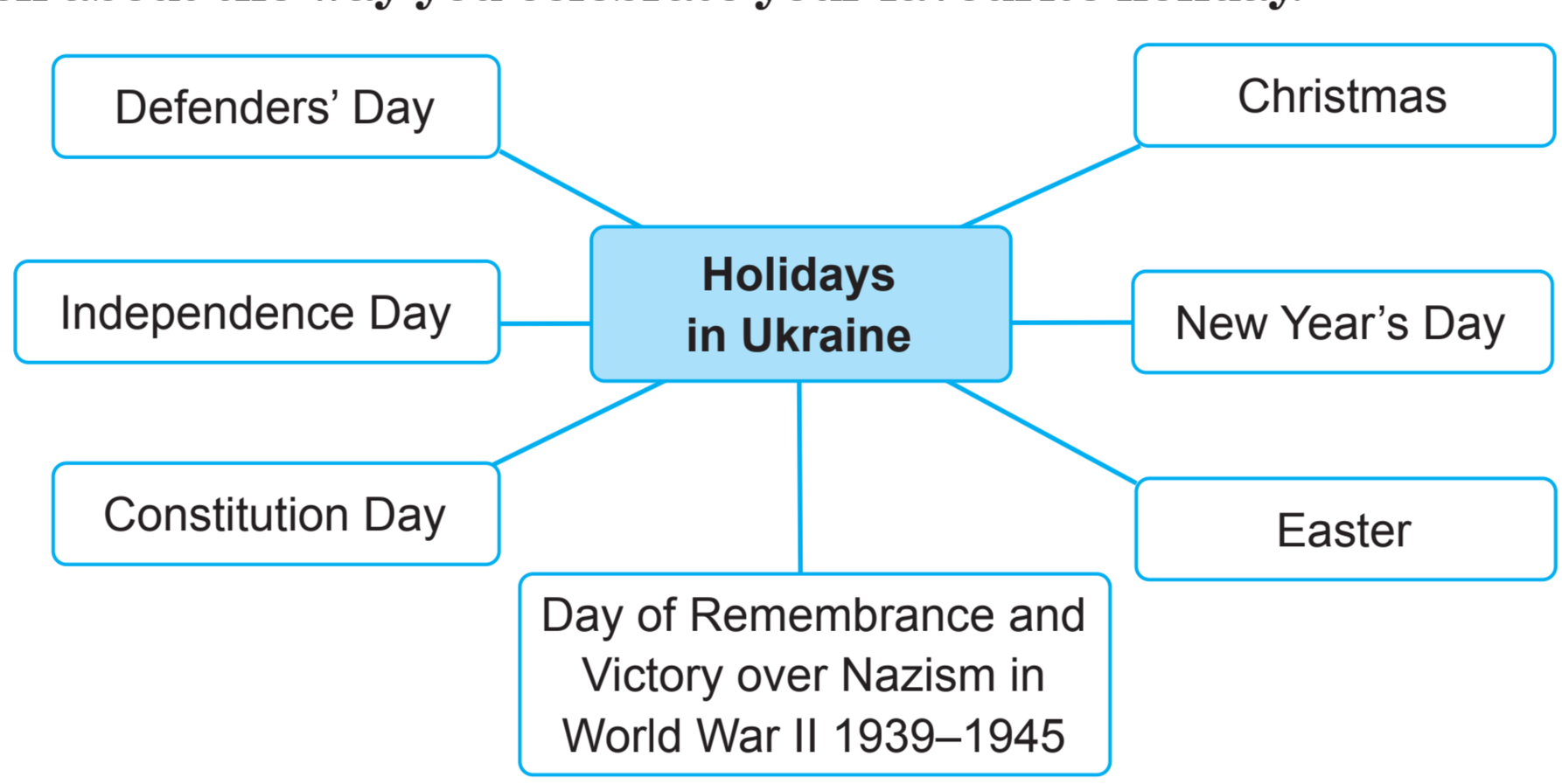








5. **Tell about the way you celebrate your favourite holiday.**



Lesson 6

Mass Media

1. Listen and read the text about the mass media. Answer the questions after it.

MASS MEDIA

We live in the era of information. It's impossible to imagine our life without media. The term the mass media in English refers to the sources of information and news such as newspapers, television, radio and the Internet, that reach and influence large numbers of people.



The press still remains one of the most powerful kinds of mass media. One can find daily, weekly and monthly newspapers and magazines on different topics such as fashion, sport, children, politics, economy and others.

Television provides a great opportunity for people to learn the latest news, watch interesting programmes and films.

Radio keeps us informed about current events, extends the education and provides the cultural recreation.

The Internet is an international computer network connecting other networks and computers that allows people to share information around the world. Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer you can shop, download many interesting films, books, read news, send mails to your friends.

1. What sources of information do you prefer? Which of them do you trust more?
2. Do you read newspapers and magazines?
3. What are your favourite TV programmes?
4. Do you like to surf the net?

2. Speaking Practice in pairs: small role-play. Discuss with your partner.

What is your favourite way of getting news? Do you prefer reading newspapers or watching TV for news? Why? How often do you use social media?

Student A: You are a reporter interviewing someone about their favourite TV programme.

Student B: You are being interviewed. Talk about your favourite TV programme and why you like it.

Model: Reporter: Good morning! Can you tell me about your favourite TV programme?

Interviewee: Good morning! My favourite TV programme is "Nature's Wonders". I like it because I learn a lot about animals and the environment.

3. Complete the sentences below with an appropriate modal verb and a suitable ending.

Model: To stay informed about current events, you *should read the newspapers*.

1. When reading an editorial, you _____
2. If you want to submit a letter to the editor, you _____
3. To avoid spreading misinformation, you _____
4. To enjoy reading the newspaper, you _____

4. Read the text and complete it with the correct form of the verbs in brackets.

I believe that magazines are not useful for me so I stopped reading them a long time ago. My history teacher (1) _____ (advise) me to start reading newspapers, which can help me (2) _____ (understand) the world better. He (3) _____ (suggest) trying "The Guardian" and (4) _____ (offer) me his copy. I (5) _____ (love) reading the sports pages but I (6) _____ (enjoy) the political and economic news yet. Anyway, I (7) _____ (promise) to read everything. Now I (8) _____ (want) to buy some magazines, like "Newsweek" or "Time", and see if I (9) _____ (enjoy) reading them as well.

5. Imagine you are going to interview a famous person. Choose the celebrity you would like to interview and make a list of possible questions.

Model: Is it easy to be famous? When did you really become a celebrity?

.....

6. Use the prompts to make up sentences that include *with* or *without*.

Model: The journalist / wrote / the story / accuracy. — The journalist wrote the story with accuracy.

1. The journalist / wrote / the story / accuracy
2. The newspaper / published / a lot of photos
3. She / read / the article / understanding its context
4. The reporter / covered / the event / enthusiasm
5. The editor / revised / the manuscript / any errors

7. Rewrite the following sentences using the given modal verb in parentheses. Make sure the new sentence has the same meaning as the original.

Model: It is important for journalists to write the truth. (must) — Journalists must write the truth.

1. It is a good idea to read the newspaper every day. (should)
2. It is possible to find international news in the newspaper. (can)
3. It is not allowed to publish fake news. (mustn't)
4. It is not a good idea to ignore the news. (shouldn't)

Lesson 7

My School

1. Work in pairs. Ask and answer the questions.

1. What town/village do you live in?
2. Is it large or small?
3. How many schools are there in your town/village?
4. What is the number of your school?
5. What street is it in?
6. How many storeys does your school have?
7. What floor is your English classroom on?
8. What days do you go to school?
9. What are your favourite days at school? Why?

2. Interview your classmate on his/her favourite subject(s).

Model: *A:* What is your favourite subject?
B: It's Maths.
A: How many times a week do you have it?
B: Three.
A: On what days do you have your favourite subject?
B: On Mondays, Wednesdays and Fridays.
A: Is it the first lesson in your timetable?
B: No, on Monday it's the second lesson, on Wednesday it's the third lesson and on Friday it's the fifth lesson.

3. Say how often and during which lessons you:

1) do research on the Internet;
2) play indoor/outdoor sports;
3) exhibit artwork;
4) learn to use different software;
5) practise musical instruments;
6) do experiments;
7) watch documentaries about various countries;
8) study Ukrainian grammar;
9) learn poems by heart;
10) subtract, divide, add and multiply.

4. Match the questions in A with the answers in B.

A
1. Why do you like English?
2. Why do you like Sport?
3. Why do you like Maths?
4. Why do you like Music?
5. Why do you like the Ukrainian language?
6. Why do you like Computer Studies?

B a) because I like counting and doing sums;
b) because I like singing and playing musical instruments;
c) because I like jumping and running;
d) because I like telling stories and reading books;
e) because I like to write computer programmes;
f) because I like describing pictures, making up dialogues and playing games.

5. Complete the text in the Past Simple. Use the verbs from the box.

talk, work, arrive, continue, finish, listen, play, start

I remember my first day at school in 20... . I ... at 8.30 and … lessons at 9.00. We … from 9.00 to 12.00. The teachers … to us a lot. Then we … football for an hour. In the afternoon we … the lessons and … to the teacher carefully. Then at 3.30 the lessons … . It was a long and tiring day!

6. Make the sentences interrogative and negative.

1. We were visiting smart shops at that moment. 2. Ann was answering the questions. 3. The teacher was explaining what to do. 4. We were making up dialogues. 5. The students were writing the words into their vocabularies. 6. I was jumping at that time.

7. Read Sam's letter about him and his English lessons. Write a reply to Sam's letter.

To: My Friend
Subject: My English Lessons
Insert: Attachment Photos Videos
Tahoma 10 B I U

Dear Friend,

Hi! My name is Sam. I live in Poland in a beautiful cottage in a small village. My village is surrounded by lovely countryside with fields, woods, streams and a small lake. Opposite my house there is a big shopping centre with a multi-storey car park. My mother works there.

I go to school. I am a student of the ninth form. I love my English lessons very much. They are interesting and we have a lot of fun. We discuss different questions in English. We also do a lot of exercises, ask and answer questions, describe pictures, make up and role-play dialogues, play games, sing songs, learn poems and rhymes, read and create stories and jokes, prepare reports, learn to predict, compare and contrast, learn to explain quotations in our own words, make word charts, do project and research work. I do enjoy my English lessons.

How about you? Do you love your English lessons? Are they as exciting as mine?

I am looking forward to your answer.

Yours,

Sam

Send Save Cancel



Unit 1

AUTOBIOGRAPHY

Lesson 8

Autobiography

Prepositions of time *by*, *before* and *after*

by = до
before = до, перед тим як
after = після, після того як

1. Supply a suitable preposition *by*, *before* or *after*.

1. I had decorated the room _____ the time they came.
2. She had swept the floor _____ he came.
3. We moved to the village _____ the war.
4. I'll begin to work _____ he comes.
5. You'll watch TV _____ they leave.
6. What will you do _____ you finish high school?
7. I usually come to school ten minutes _____ the classes begin.

2. Listen, read and remember the words and word combination.

autobiography	[ˌɔːtəbaɪˈɒgrəfɪ]
an account	[əˈkaʊnt]
depend on	[dɪˈpend ɒn]
target	[ˈtɑːgɪt]
audience	[ˈɔːdɪəns]
narrative	[ˈnærətɪv]
engage	[ɪnˈgeɪdʒ]
ugliness	[ˈʌglɪnəs]

3. Complete the sentences with the words from exercise 2.

1. An _____ is a self-authored story of a person's life.
2. An autobiography is an _____ of one's life.
3. If you ever need any help, you know you can _____ _____ me.
4. They are _____ed in talks.
5. Our _____ audience is students. They are curious and energetic.

4. Listen to the text and fill in the blanks as you listen.

AUTOBIOGRAPHY

An autobiography is a self-authored story of a person's (1) _____. It is an account of one's life written or recorded in some way by that person.

The autobiography can be either professional or friendly, depending on your target (2) _____.

There are two key autobiographical (3) _____ used by famous people:

- *Narrative*

In this type of writing, events will be narrated as a "perfect" (4) _____.

- *Descriptive*

This type of writing can be engaged when you want your readers to build up a picture of something in their minds. It can be because of its beauty, its ugliness or simply because it is different.

The best way to write an autobiography is to treat life as an interesting story starting from (5) _____. Take your readers or listeners through the different (6) _____ of your life.

5. Work in pairs. Ask and answer the questions.

1. What is an autobiography?
2. What types of autobiography do you know?
3. What are the key autobiographical styles? What is the difference between them?
4. What is the best way to write an autobiography?

6. Write the answers to the questions. They will give you an idea of what is to be included in your autobiography.

1. Who are you — what is your personality?
2. What does life mean to you?
3. What are the critical or important events that have impacted your life?
4. What is your outlook about your future?

7. Let's play. Turn one word into another. You can change only one letter in each word.

Model: Sand … meat

Sand — send — sent — seat — meat

meet … mean; hat … red;

nose ... doll; cake ... nine.

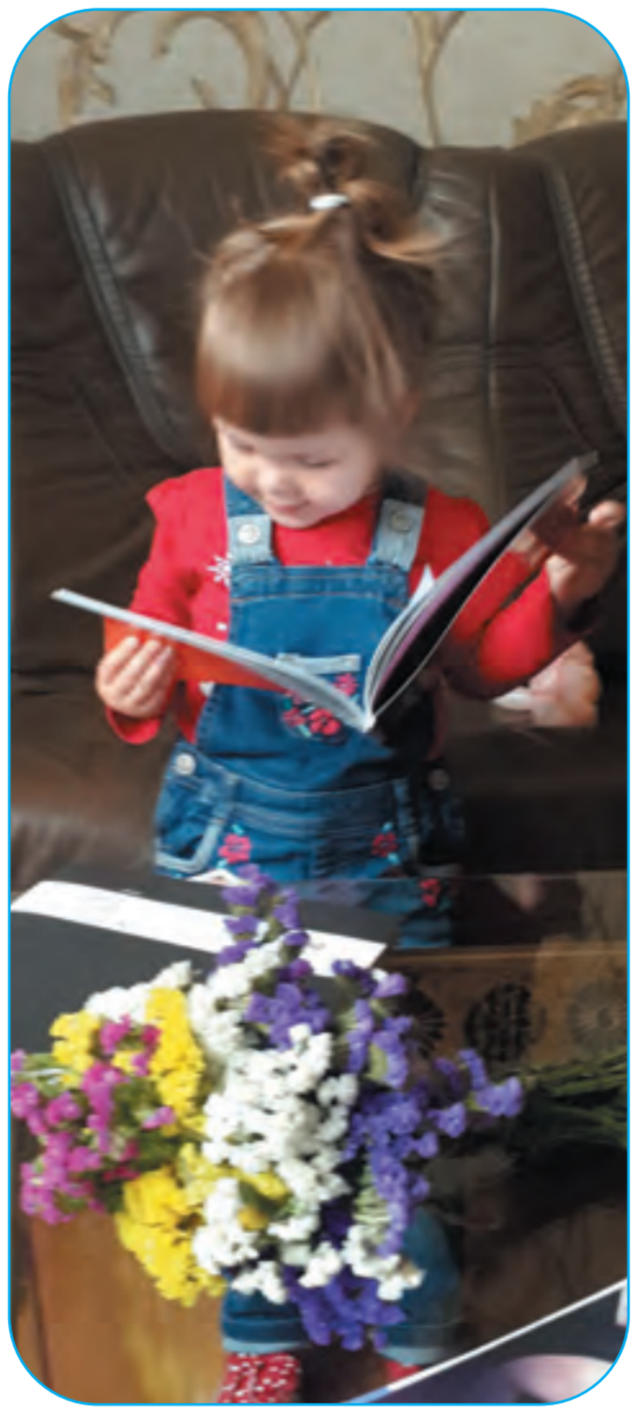
UNIT 1 Autobiography

Lesson 9

Childhood

1. Look at the photos. Speak about the childhood of the girl.







2. Work in pairs. Make up and role-play the dialogues about your childhood. Use the questions given below.

1. What did you look like?
   Were you tall? thin? pretty? handsome? cute?
   Did you have curly hair? straight hair? long hair?
   Did you have dimples? freckles?
2. Did you have many friends?
   How did you spend your leisure time?
   What games did you play?
3. Did you like school when you were in the first form?
   Who was your favourite teacher? Why?
   What was your favourite subject? Why?
4. What did you do in your spare time?
   Did you have a hobby?
   Did you play sports?
5. How old were you when you began to walk?
   How old were you when you began to talk?
   How old were you when you started school?

3. Exchange the information about your childhood with your classmate. Say what differences and similarities you have noticed. Use phrases given below.

Describing Similarities

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

Describing Differences

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from

4. Listen, read and remember the words and word combinations.

include	[ɪn'klu:d]
recollect	[ˌrekə'lekt]
define	[dɪ'faɪn]
bring up	[brɪŋ ʌp]
grow up	[grəʊ ʌp]
prefer	[prɪ'fɜ:(r)]

5. Match the words with their definitions.

1. grow up	a) to make sb/sth part
2. recollect	b) to look after a child until he or she becomes an adult
3. include	c) to explain the exact nature of sth clearly
4. define	d) to develop into an adult
5. bring up	e) to like sth better
6. prefer	f) to remember sth

6. Write German/French equivalents to the English word combinations. Make up four sentences with them.

Depend on, different stages of your life, bring up, grow up.

7. a) Recollect and write down the information about the events that taught you something interesting and important.

b) Add some events that are funny and an important part of your childhood.

Model: I was quite bored with my life. Once I attended a football match with my Dad. It was fantastic! I realized I need to do something new. I have learnt to play tennis. Now I am happy. Firstly, I have many friends. Secondly, I have great trainings three times a week. Finally, I feel much healthier than ever before.

UNIT 1 Autobiography

Lesson 10

Cultural Background

Tag Questions

1. Read and compare.

Present Simple	Past Simple	Future Simple
She goes to school, *doesn't* she? She *doesn't* go to school, *does* she?	He went to school, *didn't* he? He *didn't* go to school, *did* he?	They *will* go to school, *won't* they? They *won't* go to school, *will* they?

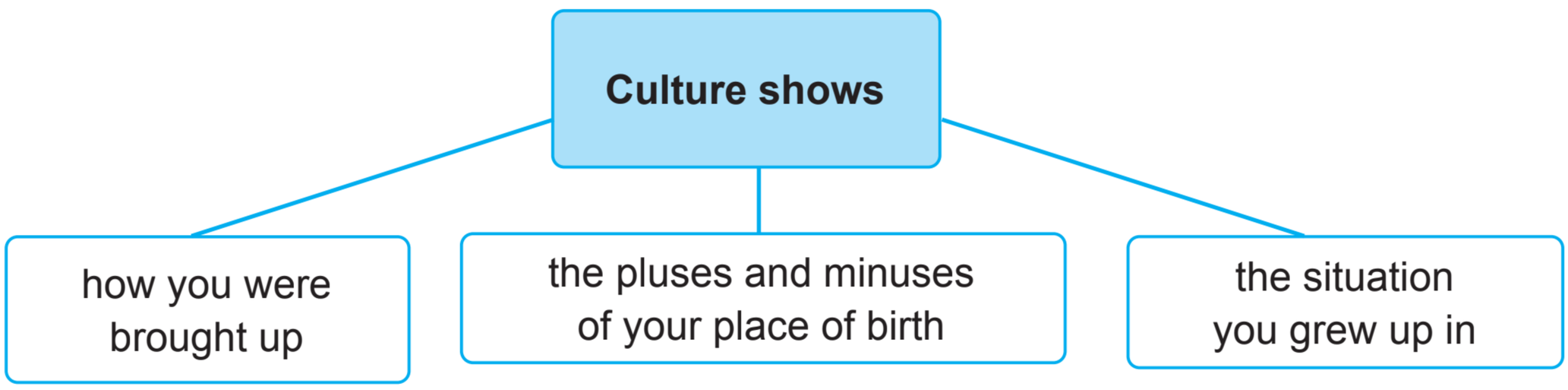
2. Complete the sentences with the question tags.

1. It's not them again, _____?
2. You don't really expect me to agree to that, _____?
3. Excuse me. This is the right way to the station, _____?
4. They talk about world news, _____?
5. We kept away from religion and politics, _____?
6. She created a friendly atmosphere, _____?
7. He helped people feel relaxed, _____?
8. You turned to her for advice, _____?
9. You will give me his new address, _____?
10. He will phone a travel agency, _____?
11. She will send a thank-you note, _____?
12. You will finish the painting, _____?

3. Country and culture play an important role in anybody's life; they help define you and build your personality.

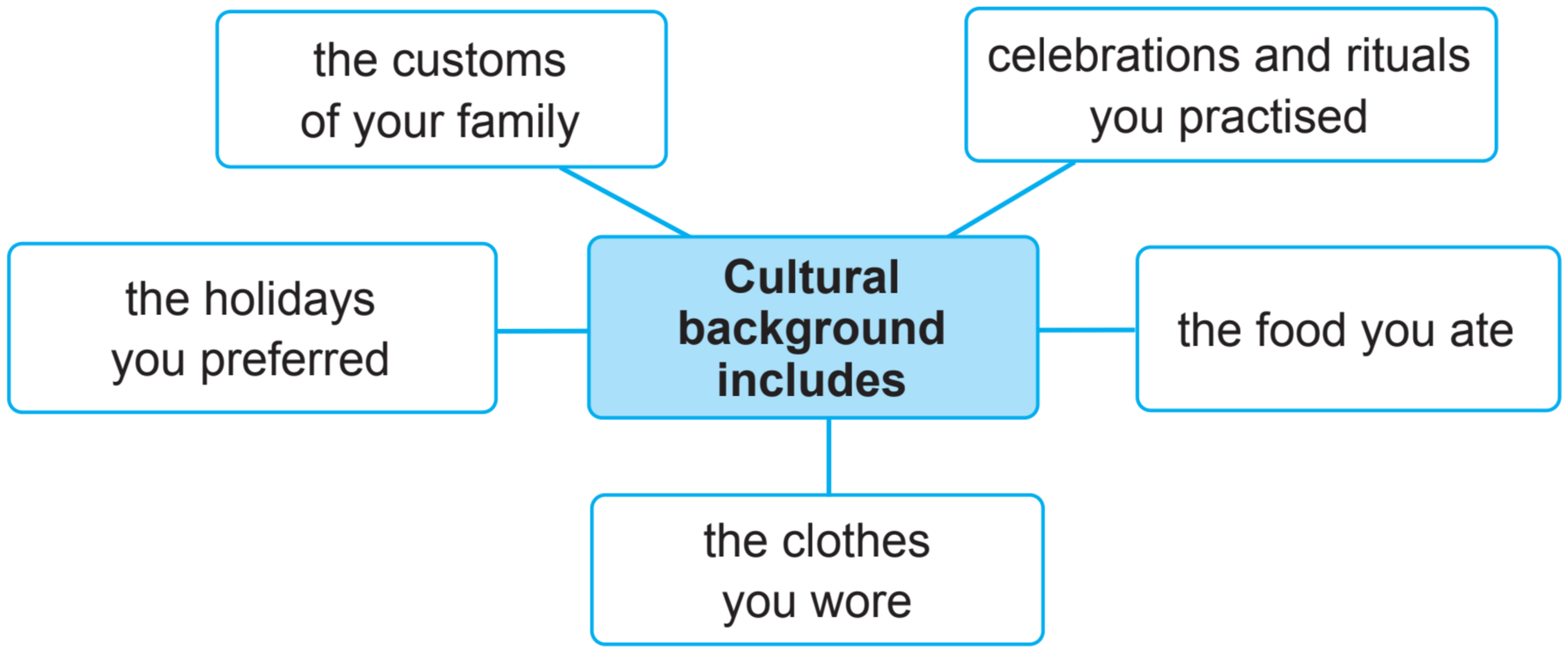
a) Look at Map 1 and write some sentences about you.

Map 1



b) Look at Map 2 and write some sentences about your family.

Map 2



Include the things like the dearest present you got or popular foods served during special celebrations.

4. Look at the photos. Speak about the cultural background of the boy.













5. Look through your notes (exercise 3) and get ready to present the information about you and your family to class.

Lesson 11

Autobiography

1. Choose the alternative in each sentence which you think is true for your classmate.

1. likes/doesn't like dancing
2. has/hasn't watched a film on You Tube in the last two weeks
3. would/wouldn't like to live in a foreign country
4. is/isn't a morning person
5. is/isn't a night bird
6. has/hasn't got a dog
7. can/can't sing well
8. has/hasn't been to the cinema/theatre in the last two weeks

Model: I think my friend 1. likes dancing; 2. hasn't watched a film on YouTube in the last two weeks; 3. ...

2. Work in pairs. Use question tags to check whether your predictions were right. Use phrases given below.

Model: I. *A:* You don't like dancing, do you?
B: Actually, I do. I really like the way our trainer conducts classes.
II. *A:* You like dancing, don't you?
B: Yes, you are right. I like dancing very much.

Expressing Likes:
I really like/love...
I'm really very fond of/interested in...
I find ... really interesting/fascinating/exciting.

Expressing Dislikes:
I (absolutely) hate/can't stand...
I'm not (very) interested in...
I don't fancy...
I find ... rather boring/dull/etc.

Expressing Indifference:
It doesn't bother me either way.
It doesn't concern me.
I don't care.
It's OK/all right I suppose.
I don't have an opinion on it.

Explaining what you like about something:
What I like most is...
I really like the way...

Explaining what you don't like about something:
What bothers/annoys me the most is...

3. **Add up your total number of right guesses. Tell the results to class.**

4. **Listen, read and remember the words.**

view	[vjuː]
background	['bækgraʊnd]
overview	['əʊvəvjuː]
shape (v)	[ʃeɪp]
undertake	[ˌʌndə'teɪk]
unique	[ju'niːk]
ancestor	['ænsestər]
achievement	[ə'tʃiːvmənt]
inspire	[ɪn'spaɪə(r)]

5. **Put the words from exercise 4 in alphabet order. Make up and write down one sentence with each of them.**

6. **Write German/French equivalents to the English words.**

Ancestor, achievement, inspire, entertainment.

7. **Make up and write down nine tag questions with the words from exercise 4.**

8. **Listen to the joke. Then read and dramatize it.**



IN THE TRAIN

Nick with his father went to see Grandmother. In the train Nick every minute put his head out of the window. His father said, “Nick, keep quiet. Don’t put your head out of the window!” But Nick went on putting his head out of the window.

Here his father took Nick’s cap quietly, hid it behind his back and said, “You see, your cap has flown”. Nick was sorry for his cap and began to cry. Then his father said, “Well, whistle once! Perhaps, your cap will come back”.

Nick came up to the window and whistled. Nick’s father put quickly the cap on Nick’s head.

Oh! It was wonderful. Nick was very pleased. He took quickly his father’s cap and threw it out of the window. “Now it is your turn to whistle, Dad!” said the boy.

Lesson 12

Family Background

You know already that information about your childhood and your culture should be included in your autobiography.

As you undertake this task you will soon find your life to be unique from anyone else's.

1. Recollect and write down some information from the lives of your ancestors and their achievements.

2. Present the information about your ancestors to class.

3. Read and compare.

Tag Questions

Present Continuous	Past Continuous
They *are* writing, *aren't* they? They *aren't* writing, *are* they?	You *were* writing, *weren't* you? You *were not* writing, *were* you?

4. Complete the sentences with the question tags.

1. She is working away from home, _____?
2. They are buying a box of chocolates, _____?
3. He is giving a bunch of flowers to her, _____?
4. You are reading a story to your children, _____?
5. He was wearing an Italian suit, _____?
6. They were starting the engine, _____?
7. She was beginning to get bored, _____?
8. You were showing photos of your home, _____?

5. Recollect your place of birth. Write down what changes have taken place there since your childhood. Mention:

- public transport (poor/good)
- entertainment (leisure centres)
- hospitals (new, old)
- roads
- schools
- variety of jobs (many, few)

Use phrases given below.

Describing Similarities

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

Describing Differences

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from

Model:

1. Public transport in my place of birth is pretty much the same as it was 12 years ago.
2. Public transport in my place of birth was rather poor but it is good enough nowadays.

Lesson 13

The Conclusion

1. Listen, read and remember the words and word combinations.

conclusion	[kən'kluːʒn]
take a resolution	[teɪk ə ˌrezə'luːʃn]
gain	[geɪn]
sense	[sens]
learn a lesson	[lɜːn ə 'lesn]

2. Look at the words and word combinations in exercise 1 and say what you have already experienced in your life.

Model: I have already taken a resolution... Once after one incident at school I and my classmates took a decision not to miss classes anymore.

3. Work in pairs. Compare your life experience (exercise 2) with that of your classmate's. Use phrases given below.

Comparing and Contrasting

- The main/greatest/most important/most significant difference between the ... is that ...
- The most striking/obvious similarity is that...

4. To conclude your autobiography recollect and write down:

1) an experience you gained;
2) a lesson you learned;
3) a resolution you decided to take after that.

Remember! Your conclusion should give the reader a sense of hope for his/her own future.

5. Look through all your notes you have done in Unit 1. Get ready to write down a detailed plan of your autobiography.

6. Guess the riddle.

He is intelligent and smart,
He has a strict but loving heart.
He cannot hurt the smallest creature!
He puts us marks, he's our ... .

Lesson 14

Sample Autobiography

1. Read and compare.

Tag Questions

Present Perfect	Past Perfect
She *has* lived in Paris, *hasn't* she? She *hasn't* lived in Paris, *has* she?	You *had* read it by Sunday, *hadn't* you? You *hadn't* read it by Sunday, *had* you?

2. Complete the sentences with the question tags.

1. He hasn't paid the gas bill yet, _____?
2. You haven't booked the tickets yet, _____?
3. They have found their dog, _____?
4. She has arrived at the office, _____?
5. She hadn't collected her brother's present by Sunday, _____?
6. They hadn't seen the house by five o'clock, _____?
7. You had spoken to Mr. Davidson by Monday, _____?
8. He had worked for two different companies by that time, _____?
9. They have already visited a doctor, _____?
10. We have just had lunch, _____?

3. Listen, read and remember the words and word combinations.

neighbourhood	['neɪbəhʊd]
laugh at	[lɑːf ət]
break up	[breɪk ʌp]
as far as	[əz fɑː(r) əz]
cultural background	['kʌltʃərəl 'bækgraʊnd]
award	[ə'wɔːd]
trust	[trʌst]

4. Read the clues and put the letters in order to form the words. Make up sentences with these words.

1. A particular part of a town and the people who live there. — bourneihoodgh
2. To show that you think somebody is ridiculous. — ghaul at
3. The type of family and social class you come from and the education and experience you have. — undgrockab
4. To believe that somebody is good, sincere, honest, etc. and will not try to harm or trick you. — usttr

5. **Read the sample autobiography. Mark the paragraphs where the writer mentions:**

- his childhood;
- cultural background;
- family background;
- theme,
and makes the conclusion.

AUTOBIOGRAPHY

My name is Ihor Ivanenko. I was born in June 2008 in Kyiv, Ukraine. When I was five, my family — my mom, dad, and brother — moved to Noranda, Quebec. At first, kids laughed at me because my English was not good. This made me want to learn English and French. Now, I speak three languages: Ukrainian, English, and French. I made many friends from different cultures.

After some years, we moved to Sarasota, Florida, because my dad got a good job at a hotel. I knew our family always had to save money, so this job was very important. I started school when I was six. I went to kindergarten and then Booker Elementary School. My dad was strict. He said if a child does something wrong, he must be told and punished. I tried to behave well. At Booker Elementary, I won an award for perfect attendance. Then, I went to Booker Middle School and won more awards for attendance and was named Student of the Year twice.

When I was in the sixth grade, I stayed in the hospital for two months. This changed my life. I understood life is very important and we should enjoy every moment. I started playing the guitar, taking photos, and joined the audiovisual club. I like art, even though I did not always like the art tasks from my teacher.

Now, I am in my last year of high school. I want to finish school and go to George Brown College to study electronics. To me, life means friends and family you can trust. Sometimes I have sad days, but I have friends to talk to. I had a girlfriend once; we went to the movies, the beach, and one time to Universal Studios. We were together for 29 days and then broke up.

In 2036, ten years after I finish high school, I plan to live in Sarasota, study at university, get married, and have children. I want to see more of the USA, but I don’t have money to travel now.

My life has many surprises. I try to enjoy every moment. My best times are with family and friends. School lasts only eleven years, so do your best and then you are free.

UNIT 1 Autobiography

6. Look at the pictures and say which events you have experienced.













7. Write down the plan of your autobiography with events, dates, times, places and people involved. Keep to the units:

1) childhood
2) cultural background
3) family background
4) theme
5) conclusion

Lesson 15

Autobiography

1. Work in pairs. Ask and answer the questions using the given words.

Model: *A:* Why are you hungry? Because you are very busy, aren't you?
B: Right. I am very busy and I haven't eaten all day.

1. why/be/hungry? not/eat/all day
2. why/be/upset? just fail/driving test
3. why look happy? just book a holiday
4. why look worried? just hear/some bad news
5. why/look/relaxed? listen/classical music

2. Complete the sentences about your childhood.

1. My earliest memories, as a child, were _____
2. My happiest moments, as a child, were _____
3. My favourite toy was _____
4. My most memorable babysitter was _____
5. My first bike was _____
6. When I grew up I wanted to be _____

3. Work in groups of four. Discuss the statements given below.

1. "I wanted to be independent, but I find it's better to be independent at home."

2. Some teenagers use the house like a hotel, with all services. They treat parents as moneybags and then ignore them or just insult them.

3. Well-educated, middle-class young adults are not leaving home. They find it just easier and cheaper to stay in the family nest.

4. Work in pairs. Talk about your cultural background. Use the information from your plan (Lesson 8). Consult the Maps 1 and 2 (Lesson 10).

Model: *A:* Have your parents ever been hard on you?
B: No, I try not to hurt or argue with my parents. I love and respect them. And you?

A: Oh, I am sometimes bored, sometimes naughty and rude. So, my father has to be firm.
B: Are any customs or traditions kept in your family?
A: Yes, I love our family reunions, the day when all relatives from towns, villages and even foreign countries arrive and we have a great garden party. We grill meat, cook exotic and tasty dishes, make fire and then play outdoor games. It's really fun! And how about your family?
B: You see, my grandgrandfather was a sailor. He lost his life during the World War II. It's a ritual for our family to go to the church and then lay flowers at war memorial on Remembrance Day.

5. Write down your autobiography.

UNIT 1

SELF-ASSESSMENT MODULE 1

LEVEL 1

1. Fill in the vowels and write down the words.

Vnt, tbgrph, rcllct, ncld, cstms, ncstr, chldhd.

2. Correct mistakes in the sentences.

1. An autobiography is an account of one's life, isn't they?
2. Her favourite subject was Mathematics, didn't it?
3. He brought up in a poor family, doesn't he?
4. They have ridden bikes, hasn't they?

3. Write five sentences about your childhood.

LEVEL 2

1. Match the words with their definitions.

1. bring up
2. recollect
3. audience
4. prefer
5. ancestor
6. inspire

a) a group of people who come to watch and listen to someone speaking or performing in public

b) to look after and influence a child until he or she is grown up

c) to encourage someone by making them feel confident and eager to do something

d) to like someone or something more than someone or something else

e) a member of your family who lived a long time ago

f) to be able to remember something

2. Choose and write down the correct item.

1. The boy learned a good lesson, _____?
   a) did the boy b) didn't the boy c) didn't he
2. He often takes resolutions, _____?
   a) don't he b) doesn't he c) do he
3. You are writing your autobiography, _____?
   a) isn't you b) don't you c) aren't you
4. She has recollected her childhood, _____?
   a) doesn't she b) hasn't she c) didn't she

3. Write five questions to ask your classmate about the events that taught him/her something important.

Self-Assessment Module 1

LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

autobiography	cultural background	family background

2. Complete the sentences with the question tags.

1. Young adults find it cheaper to live with parents, _____?
2. He missed the lively atmosphere, _____?
3. They have treated parents as moneybags, _____?
4. Young people want to be independent, _____?
5. My cousins are still playing those games, _____?

3. Write 10 sentences about your cultural background.

4. Translate the English sentences into German/French.

1. I started school when I was 6 years old.
2. We used to play basketball.
3. It's sometimes useful to recollect your past.

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can give information on my childhood.
- ☐ I can give information on my cultural background.
- ☐ I can give information on my family background.
- ☐ I can write my autobiography.
- ☐ I can understand and use Tag Questions (Simple Tenses) in spoken and written forms.
- ☐ I can understand and use Tag Questions (Continuous Tenses) in spoken and written forms.
- ☐ I can understand and use Tag Questions (Perfect Tenses) in spoken and written forms.
- ☐ I can use prepositions of time *by*, *before* and *after* in spoken and written forms.



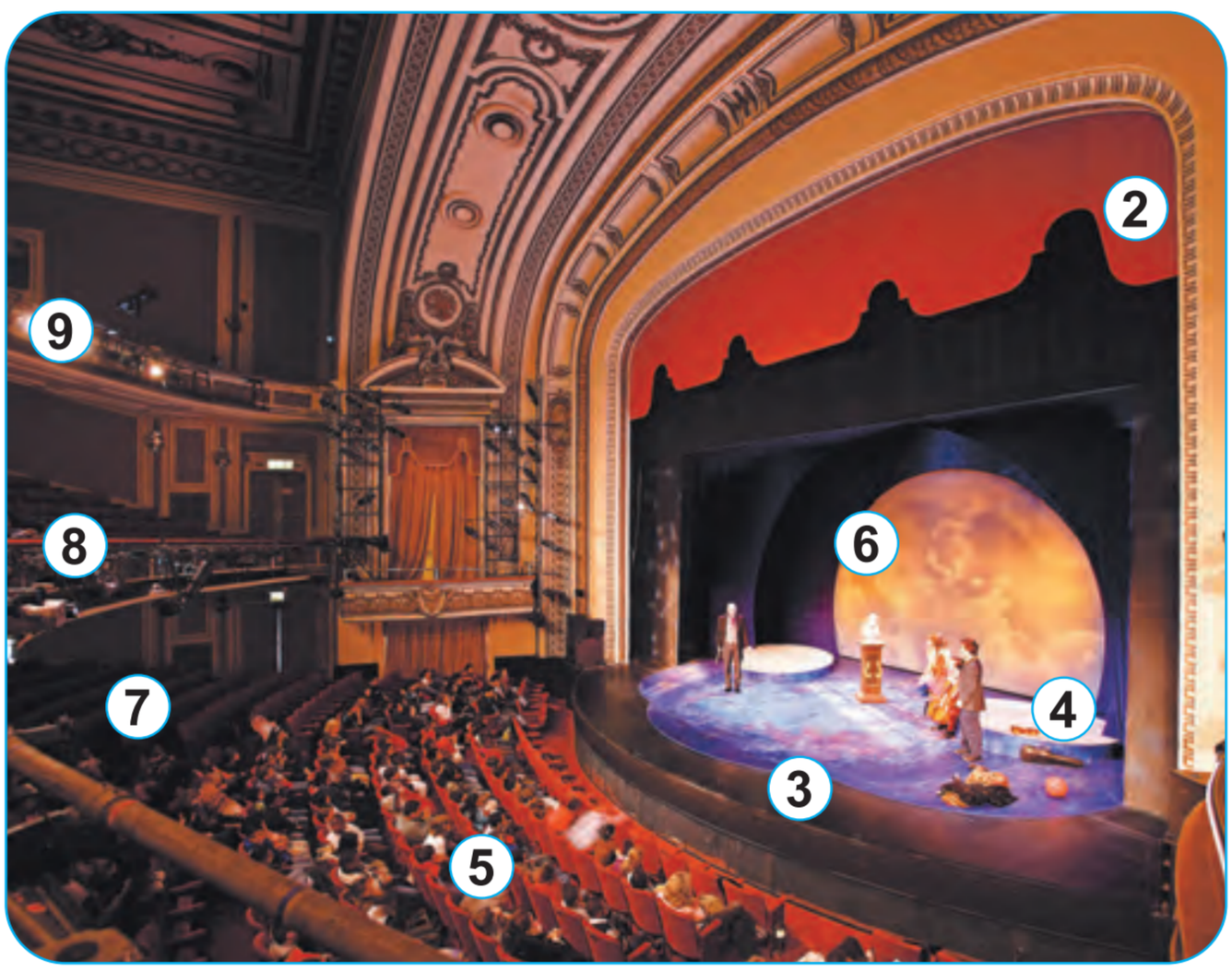
Unit 2

CINEMA AND THEATRE

Lesson 16

At the Theatre

1. Look at the picture and match the numbers with the words.



a) audience ['ɔːdɪəns]
b) balcony ['bælkənɪ]
c) box [bɒks]
d) box office [bɒks 'ɒfɪs]
e) curtain ['kɜːtn]
f) dress-circle [dres 'sɜːkl]
g) scenery ['siːnərɪ]
h) stage [steɪdʒ]
i) theatre ['θɪətə(r)]
j) pit [pɪt]



2. **a) Read the title, then close your eyes and imagine what the text will be about. Think about what you already know about this topic. Write down and then share with a partner:**

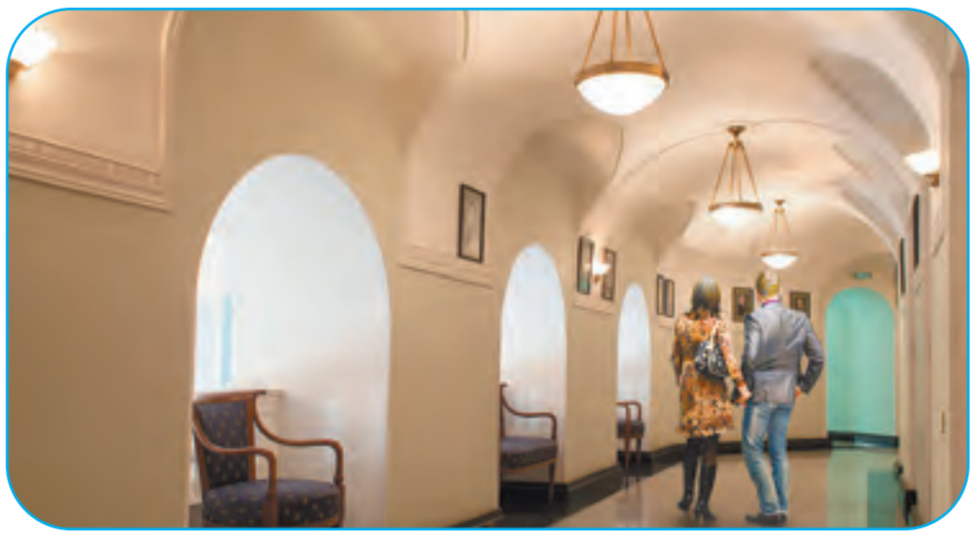
1) three words or ideas you expect to find in the text;
2) one thing you hope to learn from reading the text.

b) Read the text about the theatre and ask four questions on it.

AT THE THEATRE

Many people go to the theatre nowadays. I like going there because our theatre stages interesting modern and classical plays.

The performances usually begin at 6 p.m. and end at 8 p.m. I always come to the theatre ten or twenty minutes before the performance begins. I enjoy walking round the foyer, watching the portraits of theatre actors and actresses. I also like just to examine the balcony, boxes, pit, dress-circle and stalls. The atmosphere is unusual in the theatre. I feel very comfortable and relaxed there.



At 5.55 p.m. I take my seat in the stalls. During the performance everybody is quiet. Usually the cast and scenery are fantastic.

3. **Say whether the following sentences are true or false. Correct the false ones.**

1. Many people go to the theatre today.
2. The girl likes to go to the theatre because they stage feature films.
3. She always comes to the theatre ten or twenty minutes before the performance begins.
4. She enjoys walking round the dress-circle.
5. The girl likes to examine boxes, pit, dress-circle and stalls.
6. She feels very upset in the theatre.
7. The cast and scenery are usually fantastic.

4. **Work in pairs. Role-play the dialogues and make up similar ones.**

1. *A:* Can I still get tickets for tonight's show?
   B: The front row of the dress-circle is free.
   A: Are there any boxes?
   B: No, I am afraid that's all there is.
2. *A:* Are there any seats left for Saturday night?
   B: A – 12 and B – 17 are all that's left.
   A: Haven't you got anything cheaper?
   B: Only if somebody cancels.

5. **Look through exercises 1–4 and tell the class what you have learnt about the theatre.**

Lesson 17

Theatre

!

Whoever you like
Whenever you like
Wherever you like
Whatever you like
However you like

1. Reply to the questions using the words *whoever*, *whenever*, *wherever*, *whatever*, or *however*.

Model: *A:* Which programme can I take?
B: You can take whichever you like.

1. *A:* Where can I sit?
   B: _____
2. *A:* Who can I bring with me?
   B: _____
3. *A:* When can I come?
   B: _____
4. *A:* What can I wear to the theatre?
   B: _____

2. Work in pairs. Make up and role-play short conversations using the questions and replies from exercise 1.

3. Read the telephone conversation. Make up a similar one and role-play it with your classmate.

Alice: Hello.
Fred: Hello. May I speak to Jane, please?
Alice: Just a minute... Jane, it's for you.
Jane: Hello.
Fred: Hi, Jane. This is Fred. Would you like to go to the theatre tonight?
Jane: I'd love to. I haven't been to the theatre for a long time.
Fred: Good. I'll pick you up around three-thirty, then. The performance starts at seven.
Jane: Fine, I'll be ready.





4. Group the sentences according to the categories given below.

1. talking about permission
   a) the present b) the past
2. request
   a) informal b) formal c) polite

1. You can entertain friends. 2. May I have some fast food? 3. Could you take some photos for me? 4. I could always eat out. 5. Can you show me your new cardigan, please? 6. They could always socialize. 7. We can videotape the appearances. 8. She could decorate churches.

May / might, як і **can**, вживається для вираження можливості.

5. Work in groups of three. Look at the events given below. Decide how likely you think it is that these events will happen to you at some time in your lives.

	I will	I may/might	I will not
1. learn to drive 2. travel abroad 3. fall in love 4. go into politics 5. have children 6. own a car 7. own your own home 8. get married 9. run your own business 10. win a lottery 11. play a sport for your country 12. be on TV			

6. Let representatives from each group call out their total results for each point.

Model: 1. We feel that the event “Learn to Drive” is quite likely to happen to us. *(will)*

2. The event “To Go into Politics” is possible, but we feel less sure of its likelihood. *(may/might)*

3. The event “Be on TV” definitely won’t happen to us. *(will not)*

7. Look at the events in exercise 5 again. Write which of the events you’d like to happen to you.

Model: I’d like to learn to drive...

UNIT 2 Cinema and Theatre

Lesson 18

Choosing a Performance

1. Match the words with their definitions.

1. billboard	a) seats in the part of a theatre nearest to the stage
2. box office	b) a place where hats and coats may be left
3. the stalls	c) programme
4. the gallery	d) a placard, notice, giving information about a play
5. cloak-room	e) the highest balcony where the cheapest seats are placed
6. cast	f) the main role
7. play-bill	g) an office for booking seats in a theatre
8. the leading role	h) a set of actors in a play

2. Listen to the text and answer the questions.

1. How can you find out what is on?
2. Do you like to have seats far from the stage or near it? Which tickets are the cheapest ones?
3. What is the cloak-room for?
4. What do you do if you want to know the cast?
5. How do you know that the play begins?

3. Practise saying the names.

“Madam Butterfly”	['mædəm 'bʌtəflaɪ]
“The Sleeping Beauty”	[ðə sliːpɪŋ 'bjuːtɪ]
“Solaris”	[sə'lɑːrɪs]
“Cinderella”	[ˌsɪndə'relə]
“Romeo and Juliet”	['rəʊmɪəʊ ənd 'dʒulɪət]











4. Work in pairs. Make up and role-play the dialogue(s). Use the sentences given below.

1. Where would you like to go?
2. What about going to _____?
3. Do you know what is on today?
4. Let's go over to the billboard and see what's on.
5. Who is it by?
6. Is it worth seeing?
7. How long will it take us to get there?
8. How will we get there?
9. Let's go.

Should, ought to
виражають моральний обов'язок, пораду, рекомендацію.

5. Read the sentences. Pay attention to the words in bold.

You **ought to** go there.
You **should** visit her.
You **oughtn't to** go there.
You **shouldn't** visit her.

6. Choose the word that best completes each sentence.

1. Neighbours _____ to help each other.
   a) ought b) should c) could
2. You really _____ be more careful.
   a) ought b) should c) have
3. You are 18! You _____ to be able to look after yourself.
   a) ought b) have c) should
4. He _____ focus more on his family.
   a) ought b) have c) should

7. Write about the performance you've seen recently. Use the key sentences given below.

1. The play _____ by _____ is exciting (boring).
2. It was so dull to watch this play that I felt like walking out.
3. I could not help crying (laughing).
4. The acting was first-rate.
5. The play deals with _____ (e.g. the events of our time).
6. It was an evening/matinée performance.
7. The house was full/half empty.
8. The house burst into applause.
9. The performance was a great success with the public.

Lesson 19

Visit to the Theatre

1. Work in pairs. Ask your classmate all possible questions about the performance he/she liked best.

2. Read the joke and tell it to your class.



A stage manager was present at a performance. When the performance was over he was asked whom he most applauded. “The prompter,” replied the stage manager, “for it was him that I heard most during the performance.”

3. Say what they do.

A dancer, an actor/actress, a composer, a prompter, a spectator, a playwright.
Model: A dancer dances.

4. What do we call a person who:

checks the tickets in the theatre;
conducts the orchestra;
prompts the words of the play;
writes the plays?

5. Make up a story ending in the following proverb:

“All is well that ends well.”

6. Write the answers to the questions and tell about your visit to the theatre.

1. Are you a theatre-goer?
2. When were you in the theatre last time?
3. What was on?
4. What can you tell about the cast?
5. What actor (actress, singer, dancer) did you like most of all and why?
6. What did the play deal with?
7. When and where was the scene laid?
8. When was it over?
9. Do you recommend me to see this play? Give your reasons.
10. Do you prefer to go to the theatre or to watch a play on TV? Why?

Lesson 20

Cinema

1. Listen, read and remember the words and word combinations.

feature film	['fiːtʃə(r) fɪlm]
horror film	['hɒrə(r) fɪlm]
thriller film	['θrɪlə(r) fɪlm]
popular science film	['pɒpjələ(r) 'saɪəns fɪlm]
travelogue	['trævəlɒg]
mystery	['mɪstrɪ]
documentary	[ˌdɒkju'mentrɪ]
animated cartoon	['ænɪmeɪtɪd kɑː'tuːn]
dubbed film	[dʌbd fɪlm]
three-dimensional film	[θriː-daɪ'menʃənl fɪlm]
adventure film	[əd'ventʃə(r) fɪlm]

2. Sort out the films above according to the following categories. Explain your choice.

1. leave/make a deep impression upon/on you
2. leave/make a lasting impression upon/on you
3. create a true-to-life image
4. deal with science
5. arouse a feeling of fear and anxiety

Model: I like three dimensional films because they arouse a fascinating feeling as if what you see on the screen is happening to you.

3. Work in pairs. Role-play short conversations. Use information from exercise 2 and phrases below:

Model: *A:* What do you think of horror films?
B: I absolutely hate them. They arouse a feeling of fear and anxiety.

Asking for Personal Views:

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

Expressing Likes:

I really like/love...
I'm really very fond of/interested in...
I find ... really interesting/fascinating/exciting.

Expressing Dislikes:

I (absolutely) hate/can't stand...
I don't fancy...
I'm not (very) interested in...
I find ... rather boring/dull/etc.

UNIT 2 Cinema and Theatre

Expressing Indifference:

It doesn't bother me either way.
I don't care.
I don't have an opinion on it.
It doesn't concern me.
It's OK/all right I suppose.

Explaining what you like about something:

What I like most is...
I really like the way...

Explaining what you don't like about something:

What bothers/annoys me the most is...

4. Look at the posters below and discuss which of these films you've seen. Would you recommend them to a friend? Why or why not? Then answer the questions below.

1. Which character did you like best and why?
2. What was the film about? Was it realistic or fantastical?
3. What scene do you remember the most?
4. Would you like to act in a film like this one?









5. Complete the sentences below with *should* or *ought*.

1. That hat doesn't suit you: you _____ buy another one.
2. She told her children that they _____ always say "Please" and "Thank you".
3. He looks tired. He _____ not to work so hard.
4. My grandfather is nearly seventy years old. He is still working, but he _____ to retire.
5. There are too many accidents. Everyone _____ be more careful.

6. Look at each photo. Talk about the feelings or thoughts each picture gives you. What story do you think is happening? Use your imagination!











Lesson 21

Favourite Film

1. a) Read the title, then close your eyes and imagine what the text will be about. Think about what you already know about this topic. Write down and then share with a partner:

1) three words you expect to find in the text;
2) one thing you hope to learn from reading the text.

b) Read the text.

HOLLYWOOD

Hollywood in California in America is the film centre of the world. You can visit the film studios there, and see the houses of famous film stars.

In Hollywood in 1900s the first films were exciting adventures and love stories. The most popular films that directors make nowadays are cartoons and science fiction films.

2. Look at the pictures. Match the type of the film with the picture. Describe what is happening in one of the pictures.









a) comedy

b) cartoon

c) science fiction film

d) feature film

e) horror film

f) western









3. Explain why you can't go to the cinema. There is a model to help you.

Model: I. *A:* Shall we go to the cinema tomorrow?
B: I'm sorry. I can't. I am going to visit my grandparents tomorrow.

UNIT 2 Cinema and Theatre

4. Listen and read the text.



MY FAVOURITE FILM

I like going to the cinema. When I have free time, I often go to see new films. There is a cinema near my house, and I usually go there with my friends. I like watching feature films and funny comedies. I also enjoy films about real life, showing people's feelings and problems. These films often make me think deeply.

My favourite film that I saw recently is "Titanic". It is an American film made by a famous director, James Cameron. The film tells the true story of the British passenger ship "Titanic". People thought it could never sink, but it hit an iceberg and sank on its first trip in 1912. Many people died — 1,513 lives were lost.

While watching the film, I liked the special effects the most. The main actors are Leonardo DiCaprio from America and Kate Winslet from England. This film became famous all over the world. It won 11 Oscars in 1998, the most important awards in the USA for movies. It won prizes for best picture, director, photography, story, costumes, sound, and music.

Many people liked this film, and I really like it too.

5. Use the photos below to speak about "Titanic".







6. Choose one scene from the film that you remember. Describe it using these questions:

1. Who is in the scene?
2. Where are they?
3. What is happening?
4. How do the characters feel?
5. Why is this scene important?

Model: One scene I remember is when Masha is sitting alone in the corridor at school, listening to music. She watches her classmates talk and laugh. She feels like she doesn't belong. This scene shows how lonely she feels, even when she is not alone. It is important because it shows how many students feel invisible sometimes.

Lesson 22

Film Review

1. Match the film titles with their correct descriptions and the images.

1.	"Shadows of Forgotten Ancestors" (1964)	a.	A film that portrays life in a boarding school for the deaf, ruled by violence and lawlessness.
2.	"The Tribe" (2014)	b.	A dystopian drama about post-war Donbas.
3.	"Atlantis" (2019)	c.	A documentary about the siege of the heroic city during the Russian invasion of Ukraine, which won an Oscar.
4.	"20 Days in Mariupol" (2023)	d.	A cult film tells a story of love and tragedy in a Carpathian village.









2. Film discussion: "Stop-Zemlia" (2021). Work in pairs or groups. Answer the questions.



1. What is the film "Stop-Zemlia" about?
2. How are the characters in the film similar to you or your classmates?
3. What are some of the problems the teenagers face?
4. Do you think the film shows school life realistically? Why or why not?
5. What did you like or dislike about the film?

3. Write a short review of your favourite Ukrainian movie. Include:

a) What the film is about
b) What you liked
c) What you didn't like
d) Whether you would recommend it to a friend and why?

Model: "Stop-Zemlia" is a film about a girl named Masha and her classmates. They are preparing for exams, but also thinking about love, friendship, and their future. They talk about things we talk about too. For example, being worried about school, feeling alone sometimes, or liking someone but being afraid to say it. The film shows what it's like to be a teenager in Ukraine today. I liked it, because the film feels real. The actors were very natural. I would recommend this film to teenagers because it helps us understand each other better and see that we are not alone with our thoughts.

4. Compare a Ukrainian film and a foreign film you have seen. Which one did you enjoy more and why?

Useful phrases:
The plot was more interesting... I preferred... because... The acting was better in...

5. Give a brief outline of the film you've enjoyed. Explain why you like it and why it is worth seeing. Use the model in exercise 3.

Lesson 23

Cartoons

1. Do you like watching cartoons? Read about a man who created them.

VOLODYMYR TYTLA: MASTER ANIMATOR

For more than 70 years, such animated cartoons as “Snow White and the Seven Dwarfs” (1937), “Pinocchio” (1940), “Fantasia” (1940) and “Dumbo” (1941) are big hits all over the world.

The above cartoons were animated by Volodymyr Tytla, one of the greatest animator. His characters come alive as individuals who can think, solve problems and express emotions. They have souls. V. Tytla had a unique ability to transfer human feelings into drawings.

Volodymyr was born on October 25, 1904 in Yonkers, New York. His father Peter was born in Pidhajce, Ternopil region, Ukraine.

V. Tytla learned his craft in the silent film era in New York City in the 1920s at art schools in the USA and abroad. He had the talent to develop such art form as animated cartoon at the Disney Studio.

In 1943 he left Disney and worked for other studios. Through the 1950s and 60s he directed televisions commercials.

2. Complete the sentences using the information from the text (exercise 1).

1. _____ and _____ were animated by V. Tytla.
2. His characters can _____, _____ _____ and _____ _____.
3. V. Tytla learned his craft in _____ in the 1920s.

3. Many artists use cartoon forms to express how they feel about the world. Look at the forms and decide how you think each artist feels. Happy? Sad? Angry? Lonely? Upset?










4. **Write and then tell about your favourite cartoon(s) from your childhood. Mention:**

- what your favourite cartoon was about;
- what feelings it evoked;
- why it was your favourite cartoon;
- what it taught you;
- its main characters.

5. **Work in pairs. Make up and role-play the dialogues. Use phrases given below.**

1. Let's go to the cinema.
2. What's on at the cinema?
3. Two tickets for 7 p.m. show, please.
4. This film was the season's hit.
5. This film is a great success.
6. How did you like the film?
7. Who produced the film?
8. Who stars in the film?



6. **Work in small groups. Discuss the following statements.**

1. Violence should not be shown on the screen.
2. The success of a film depends on the film director.
3. Cinema and theatre are just entertainment.
4. Films and performances develop people's cultural level and taste.

7. **Complete the sentences below with *can*/*could* or *may*/*might*.**

1. _____ I come in? — Please, do.
2. I _____ remember the address. — _____ you even remember the street?
3. He _____ answer the teacher's questions yesterday, but he _____ not answer the same questions today.
4. When I first went to Spain I _____ read Spanish but I _____ speak it.
5. Jane _____ ride a bicycle. She rides it to school every day.
6. Douglas hit the tree because he _____ not stop his car.
7. He said that we _____ use his flat whenever we liked.
8. _____ I borrow your umbrella?
9. _____ I smoke here? — No, you _____ not.

8. **Imagine you are talking to a friend. Express your point of view if you think going to the cinema is better than going to the theatre, or if the theatre is better. Write 4 sentences to explain your choice. Use phrases like:**

- I think...
- I like ... because...
- In my opinion...
- I prefer ... because...

SELF-ASSESSMENT MODULE 2

LEVEL 1

1. Find and write down 7 words on the topic "Cinema and Theatre".

curtainboxdresscircleperformanceadventurehorrorscience

2. Choose the correct item.

1. I _____ to see that performance.
   a) can b) should c) ought
2. When I was a child, I _____ go to the cinema myself.
   a) can b) could c) may
3. During the performance you _____ be quiet.
   a) can b) should c) ought
4. His characters _____ solve problems.
   a) can b) might c) ought

3. Write five sentences about your visit to the cinema or theatre.

LEVEL 2

1. Choose the odd-word-out.

1. curtain, stage, scenery, film
2. box, award, pit, dress-circle
3. audience, actor, playwright, prompter

2. Choose the correct item.

1. You _____ see this film. It's worth seeing.
   a) may b) can c) should
2. We _____ be late for the performance. There's a traffic jam on the road.
   a) should b) can c) ought to
3. If you don't have much money, you _____ get tickets for the gallery.
   a) might b) can c) could
4. I think first we _____ look through the billboard to find out what is on.
   a) might b) can c) should

3. Make up and write down a dialogue discussing your favourite film or performance.

Self-Assessment Module 2

LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

performance	film	animated cartoon

2. Make up and write down three sentences using *can*/*could*, *may*/*might*, or *should*/*ought to*.

3. Write ten sentences about different types of films.

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can use basic vocabulary to talk about cinema and theatre.
- ☐ I know different types of films and can describe impressions they make on me.
- ☐ I can write a film review.
- ☐ I can give a brief outline of a film.
- ☐ I can tell about my favourite film/performance.
- ☐ I can ask for personal views, express likes/dislikes, indifference.
- ☐ I can give my own opinion about the role of cinema and theatre.
- ☐ I can understand and use modal verbs can/could.
- ☐ I can understand and use modal verbs may/might.
- ☐ I can understand and use modal verbs should/ought to.



Unit 3

LITERATURE

Lesson 24

Types of Writing

1. Work in pairs. Ask and answer the questions.

1. When did you learn to read?
2. What are your favourite books?
3. Who is your favourite author?
4. What books of this author have you read?
5. Why do you like his/her works?
6. Who are your favourite poets?

2. Listen, read and remember the words and word combinations.

impressive	[ɪm'presɪv]
be worth doing something	[bɪ wɜːθ 'duːɪŋ 'sʌmθɪŋ]
beauty	['bjuːtɪ]
be a big hit	[bɪ ə bɪg hɪt]
become a national hit	[bɪ'kʌm ə 'næʃnəl hɪt]
review	[rɪ'vjuː]
magazine	[ˌmægə'ziːn]
article	['ɑːtɪkl]
science fiction	['saɪəns 'fɪkʃn]
thriller	['θrɪlə(r)]
cartoon strip	[kɑː'tuːn strɪp]

3. Make up sentences using the table.

Comedies Science fiction Thrillers Cartoon strips Romances Chronicles Autobiography Articles	is/are (not) worth	reading.

4. Match various types of writing with their definitions. Give examples of literary works of any of five types of writing.

1. comedy	a) a story told in pictures and dialogues
2. science fiction	b) information about something in a newspaper
3. thriller	c) non-fiction record of events as they happened
4. cartoon strip	d) educational book
5. romance	e) funny story
6. chronicle	f) exciting suspense story
7. biography	g) love story
8. autobiography	h) story about space or the future
9. article	i) the author's account of his own life
10. textbook	j) account of someone's life written by someone else

5. Say what types of writing are exciting, amusing, amazing, boring, impressive, sentimental, dull, entertaining, gripping.

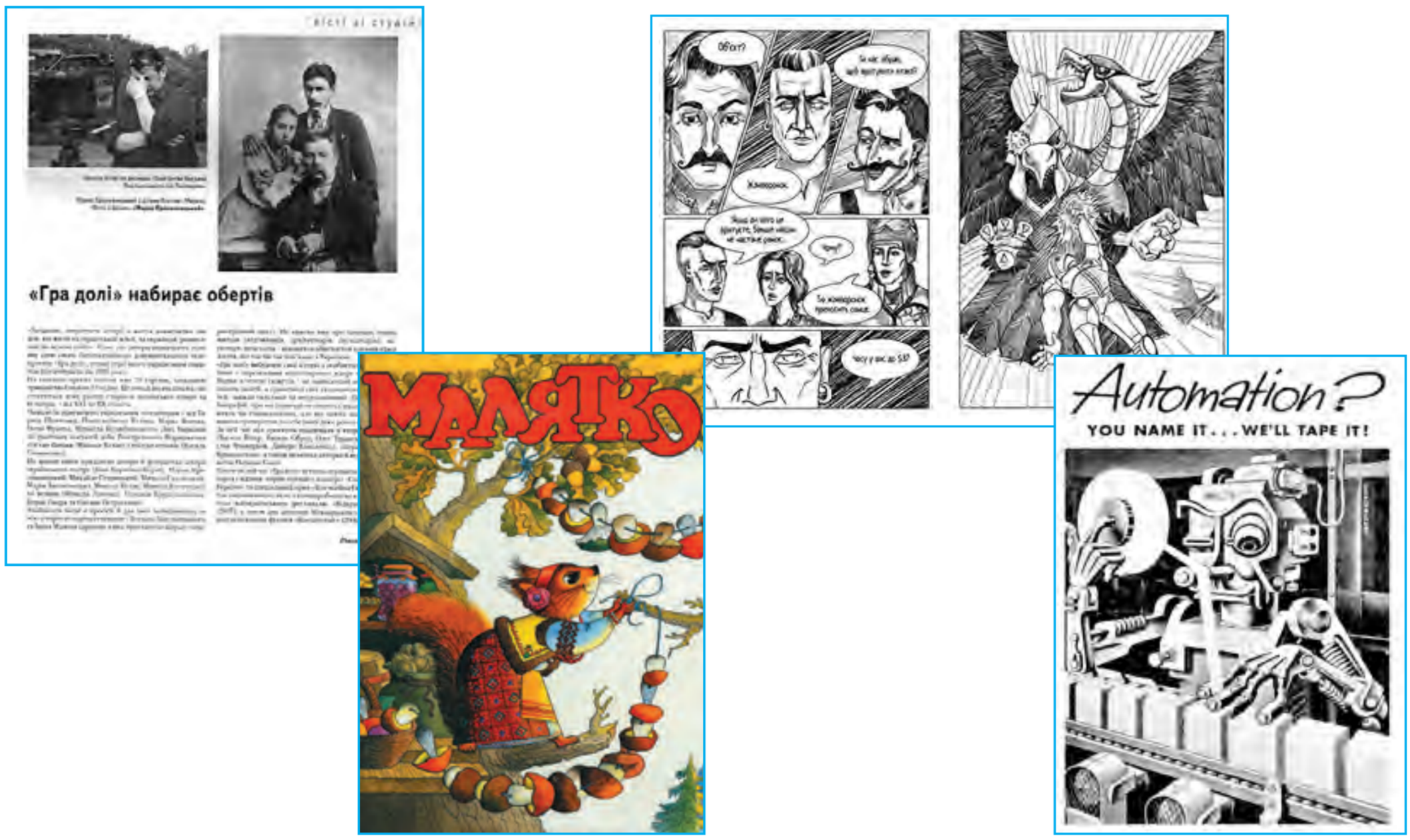
6. Work in pairs. Say as in the model.

Model: *A:* Why don't you listen to the radio?
B: There's nothing worth listening there.

A: ... watch TV?
B: ...
A: ... read a newspaper?
B: ...
A: ... buy a magazine?
B: ...
A: ... see a film?
B: ...

7. Look at the pictures and describe them. Use the words from exercises 2, 4 and 5.

Model: It's an exciting cartoon strip. It gives me relaxation and enjoyment.



Lesson 25

Favourite Book

1. Read the clues and put the letters in order to form the words. Make up sentences with these words.

1. The people in a country or an area, thought of as a group, who have shared customs and laws.	tysocie
2. Places of interest that are often visited by tourists.	htssig
3. Visiting the sights of a city, etc. as a tourist.	seeingghsit
4. A person or thing that is very popular or successful.	iht
5. The importance of something.	lueva
6. To make the sounds that show you are happy or amused.	laguh
7. Something that you do in order to rest.	tionxalare
8. Pleasure or a thing which gives pleasure.	oyenjentm

2. Listen, read and remember the words and word combinations.

romance	[rəʊˈmæns]
novel	[ˈnɒvl]
non-fiction books	[nɒn ˈfɪkʃn bʊks]
good and evil	[gʊd ənd ˈiːvl]
spiritual life	[ˈspɪrɪtʃuəl laɪf]
thanks to	[θæŋks tə]

3. Find the odd-word-out in each line.

1. impressive, exciting, amazing, mood, dull
2. review, channel, modern, magazine, newspaper
3. sympathy, enrich, mood, spirits, trouble
4. exciting, good, evil, beauty, goodness

4. Work in pairs. Look at the pictures. By asking questions, learn about the work as much as possible.







Model: 1. What literary work is it?
2. Who is the author?
3. What do you know about the writer?
4. What is it about?
5. Who are the main characters?
6. Is it worth reading? Why/Why not?

5. Read about Ann's hobby.

MY HOBBY

When I have spare time, I like to read books. I like amazing science fiction books and amusing comedies. Sometimes I read true-to-life stories. They show the life of ordinary people, their feelings and problems. As a rule, these books leave a deep impression on me.

My favourite book is "Gone with the Wind" by Margaret Mitchell.

Margaret Mitchell was born in Atlanta, Georgia, the daughter of an attorney who was the president of the Atlanta Historical Society. All the family were interested in American history and she grew up in an atmosphere of stories about the Civil War. In 1925 she married John Marsh and in the following ten years she put on paper all the stories she had heard about the Civil War. The result was "Gone with the Wind", first published in 1936. This book describes the life of the American people during the Civil War: how they survived being hungry, exhausted, helpless and disappointed; how they struggled for each day; how they loved and supported each other or betrayed. This book is really worth reading. It's breathtaking, gigantic, incredible, unbelievable, fascinating! It won the Pulitzer Prize, sold over ten million copies, was translated into eighteen languages and was later made into a highly successful film. This book, a record bestseller, was her only published work.

6. Complete the sentences with the information from the text.

1. True-to-life books leave a ... 2. I like to read ... 3. My favourite story and film ... 4. It sold out over ... 5. It was translated into ... 6. "Gone with the Wind" shows the life ...

7. Say whether the following statements are true or false. Correct the false ones.

1. "Gone with the Wind" won 3 Oscars.
2. This book tells about the real tragedy of the American people during the Civil War.
3. "Gone with the Wind" was the second bestseller of M. Mitchell.
4. The girl's favourite book is "Gone with the Wind".
5. The girl likes cartoon strips and thrillers.
6. "Titanic" was produced by Jane Cameron.
7. True-to-life books show the beauty and goodness, good and evil.
8. Amusing cartoon strips show the life of ordinary people, their feelings and problems.
9. Romances leave a deep impression on the girl.

8. Tell about Ann's hobby.

Lesson 26

Book Review

1. Make up short dialogues and role-play them with your classmate. The chart below will help you.

Comedies		
Science fiction	I love them.	I can't stand them.
Thrillers	I like it.	I don't like it.
Cartoon strips	They are shocking.	Absolutely scary.
Romances	I am really interested in them.	I am not really interested in them.
Chronicles	They are great.	They are boring.
Biography	Absolutely exciting.	Absolutely disgusting.
Autobiography	Absolutely fantastic.	I don't think much of it.
Articles	I think they are amazing.	I find them boring.
Adventure stories		
Ghost stories		

Model: *A:* Do you like biography books?
B: Yes, I do. I think they are amazing. / I can't stand them. I find them boring.

2. Look at the pictures and answer the questions.







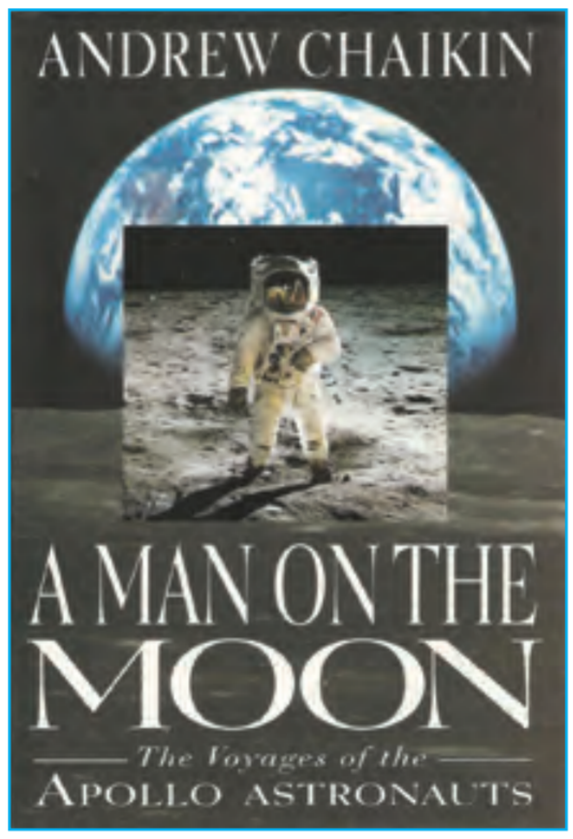


1. Which books do these pictures come from?
2. What kind of books are they?
3. Do you recognize any of the characters? Who are they?
4. What good or evil things do they do?
5. What is your favourite type of writing? Why?

3. a) Do you like to write book reviews? Why?/Why not?

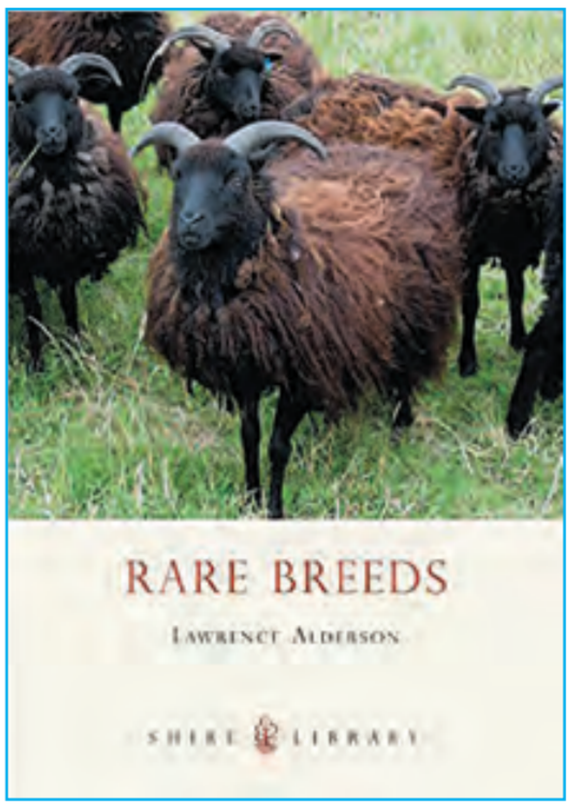
b) Listen and read the books reviews.

"A MAN ON THE MOON" BY ANDREW CHAIKIN



This fascinating book contains of most thorough examination of man's greatest adventure yet — the 1969 Apollo trip to the moon. Chaikin spent years interviewing every surviving astronaut and many other important people who were in the twelve-year programme to put a man on the moon. This book is a combination of biography and adventure. The life of each astronaut is followed from childhood to the surface of the moon and beyond. The author has attempted to discover how the experience of visiting another world has changed them. As gripping as this book is, it lacks the analysis of what the Apollo mission was for. As a story of human achievement, though, it succeeds brilliantly.

"RARE BREEDS" BY LAWRENCE ALDERSON



This beautifully illustrated book details the history of domesticated breeds of animals. When completely wild animals roamed the earth, people began the process of selecting animals that they needed. Some were for food while others (such as sheep and cattle) also provided clothes and shoes. As society developed and people began moving between continents such as Europe and Asia, new breeds and animals evolved. At the beginning of the 20th century there were 230 breeds of cattle in western Europe alone. But by 1988, only thirty breeds of cattle were left in large numbers, seventy were extinct and the rest greatly reduced. This book celebrates the survivors with photographs of them. Now all of us can enjoy these beautiful animals.

4. Look at the pictures in exercise 3 and describe them.

5. In small groups, discuss which of the books described in exercise 3 you would like to read. Why?

6. Give a brief outline of the story/book you've enjoyed reading. Explain why you like it and why it is worth reading.

Lesson 27

William Shakespeare

1. Listen, read and remember the words.

inspiration	[ˌɪnspɪreɪʃn]
wisdom	['wɪzdəm]
refresh	[rɪ'freʃ]
instruction	[ɪn'strʌkʃn]
genius	['dʒiːnɪəs]
Stratford-on-Avon	['strætfəd ɒn eɪv(ə)n]

2. Read the statements. Say which literary work influenced you that way.

1. It gave you inspiration.
2. It enriched you spiritually.
3. It accumulates the wisdom of the race.
4. It refreshed your thoughts.
5. It made a man and nature a harmonious unity.
6. It is full of adventures.
7. It helped you relax.
8. It touches upon important social problems.
9. It is very instructive.
10. You learned about different countries and places.
11. You learned about interesting/famous people.

3. Read about an English writer William Shakespeare. Ask three questions on the text.

WILLIAM SHAKESPEARE

(1564–1616)



William Shakespeare was born in the heart of England in Stratford-on-Avon in 1564. Shakespeare's parents were plain country people.

At twenty-eight Shakespeare was well-known in London as an actor. A few years later, his genius found its most important expression as an original dramatist. Many of his plays were staged at a London Theatre called "The Globe".

William Shakespeare is known as a writer of comedies and historical dramas. His comedies "A Midsummer Night's Dream" and "Comedy of Errors" — are light and bright.

The tragedies "Othello", "Romeo and Juliet" and "Hamlet" are profound. His plays, translated into many languages, are performed on the stages of the best theatres in the world.

William Shakespeare died at the age of fifty-two in 1616. He was buried in Stratford Church.

4. Work in pairs. Ask and answer your questions about William Shakespeare.

5. Read one of the William Shakespeare's sonnets. Tell the class what you think the writer conveys in this sonnet.

* * *

Unthrifty loveliness, why dost thou spend
Upon thyself thy beauty's legacy?
Nature's bequest gives nothing, but doth lend;
And, being frank, she lands to those are free.

Then, beauteous niggard, why dost thou use
So great a sum of sums, yet canst not live?
For having traffic with thyself alone,
Thou of thyself thy sweet self dost deceive.

Then how, when nature calls thee to be gone,
What acceptable audit canst thou leave?
Thy unused beauty must be tomb'd with thee,
Which, used, lives th' executor to be.

* * *

О, красеню недбалий, силу чар
Ти маєш не за власним побажанням.
Це — спадщина природи, вільний дар
Для тимчасового користування.

Цю спадщину не стискуй у руках,
Її ж бо вік не можна зберігати,
Ти ходиш у природи в боржниках:
Красу потрібно людям дарувати.

Не будь жаднюгою, як багатій,
Що тільки скриню власну обіймає,
І гроші позичає сам собі,
А врешті-решт нічого він не має.

Краса для себе — зникне без остатку,
А віддана — дарується нащадкам.

Переклав Георгій Пилипенко

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

1. What sonnets or plays written by William Shakespeare have you read?
2. Have you read them in English or Ukrainian?
3. What are they about?

7. Write some interesting facts from William Shakespeare's life. Use the Internet resources to help you.

Lesson 28

Jack London

1. Read about an American writer Jack London.

JACK LONDON

(1876–1916)

The famous American novelist Jack London (pen-name of John Griffith) came from an extremely poor family.

Even during his school years he had to support himself by selling newspapers and doing other small jobs. Then he became a sailor and later a gold-miner. Some of the difficulties he met during the first years of his literary work are described in “Martin Eden”.

During the sixteen years of his literary career, London published about fifty books, short stories, novels and other works.

2. Look at the pictures. Which of them show Jack London’s life. Describe these pictures.






3. Read the title from “Martin Eden” by Jack London. What do you expect to read about? Read the extract.

MARTIN EDEN STUDIES

(From “Martin Eden”. Abridged)

...One day, because the days were so short, he decided to give up algebra and geometry. Trigonometry he had not even attempted. Then he cut chemistry from his study list, remaining only physics.

“I am not a specialist,” he said in defence to Ruth. “Nor am I going to try to be a specialist. There are too many special fields for any one man, in a whole lifetime, to master them. I must pursue general knowledge. When I need the work of specialists, I shall refer to their books.”

“But that is not like having the knowledge yourself,” she protested.

“But it is unnecessary to have it. We profit from the work of the specialists. That’s what they are for. When I came in, I noticed the chimney-sweeper at work. They’re specialists, and when they get done, you will enjoy clean chimneys without knowing anything about the construction of chimneys.”

“That’s far fetched, I am afraid.”

She looked at him curiously, and he felt a reproach in her gaze and manner. But he was convinced of the Tightness of his position...

4. Answer the questions.

1. Were your predictions correct?
2. What is the main idea of the extract?
3. Who are the main characters?
4. Do you agree with Martin Eden that it is useless to study all subjects at school? Give your reasons.

5. Invent your own book character. Write a short character profile. Present your character to the class or write a short scene.

Include: Name, age, place of birth
Strengths and weaknesses
Dream or goal
What makes them different
Title of the story or movie they belong in

Model: *Name:* Emma Star
Age: 15
Place of birth: Warsaw, Poland
Strengths: She is very smart, kind, and good at solving problems.
Weaknesses: She is shy and sometimes afraid to speak in public.
Dream or goal: Emma wants to become a famous inventor and help people with her machines.
What makes her different: Emma can understand and talk to animals after a lightning strike hit her during a storm.
Title of the movie: "Emma and the Secret Lab"

!

Negative Pronouns

No	**nobody / no one**	**nothing**
ні / не / жоден	ніщо, нічого	ніхто, нікого

6. Work in pairs. Take turns answering the questions, using *no* or its derivatives.

Model: Did you find anybody in your room when you return from school today?
No, I found nobody there.

1. Can any of your friends speak Italian?
2. Is there anything on the floor now?
3. Has anybody invited you to his birthday party in the last two weeks?
4. Did you see any of your relatives yesterday?
5. Do you know anything about space?
6. Do you have many friends in France?
7. Has any of your friends won a lottery?

7. Find on the Internet or any other source the additional information about Jack London and his works. Prepare a brief report about it.

Lesson 29

Taras Shevchenko

1. Add question tags to the sentences below.

1. This fascinating book has shown Apollo's trip to the moon. 2. The author discovers how visiting another world has changed them. 3. The novel has enriched her spiritually. 4. This thriller has refreshed his thoughts. 5. They have read an instructive book.

2. Tell your class what you already know about Taras Shevchenko.

3. Read about T. Shevchenko.



TARAS SHEVCHENKO

(1814–1861)

Taras Shevchenko was born to a serf family in the village of Moryntsi. He was a great poet and a superb artist.

All children like to paint, but with young Taras it was a passion. The boy was taken into the manor's house as a kozachok. When he was 14 years old, his master took him to Vilno (Vilnius). Later Taras found himself in St. Petersburg. He learned misery there, but he was lucky. K. Briulov helped to buy out the young serf from his master. Shevchenko was admitted to the Academy of Arts. Notable paintings include "In Kyiv", "Fire in the Steppes" and others.

Taras Shevchenko also wrote poems in Ukrainian. In 1840 he published his first book of poems "Kobzar".

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

1. When and where was Taras Shevchenko born?
2. His family was poor, wasn't it?
3. What was the boy's passion?
4. Did the boy have to work hard in manor's house? Why do you think so?
5. Where did his master take him when he was 14 years old?
6. In which town did he learn misery again?
7. Who bought Taras Shevchenko out?

8. Shevchenko was admitted to the Academy of Arts, wasn't he?
9. Can you name some of his paintings?
10. What is the title of T. Shevchenko's first book of poems?
11. When was it published?

5. Complete the conversations and role-play them with your classmate.

1. *A:* Have you seen any paintings by Taras Shevchenko?
   B:
2. *A:* Have you read any works by Taras Shevchenko?
   B:
3. *A:* Why has everybody read T. Shevchenko's poems?
   B:
4. *A:* Have you already discussed "Kobzar" by T. Shevchenko in your class?
   B:

!

Indefinite Pronouns

some який-небудь; декілька	**any** який-небудь
is used	
in affirmative sentences	in interrogative and negative sentences

6. Fill in the blanks with *some* or *any*.

1. The little boy has _____ toys.
2. Are there _____ cucumbers and tomatoes in the fridge?
3. There isn't _____ milk in the fridge.
4. There aren't _____ books on the table.
5. Have you got _____ relatives in Donetsk?
6. I've read _____ novels by Dickens.
7. I've seen _____ interesting films.
8. Have you got _____ sisters or brothers?
9. There are _____ windows in the class.

7. Do a library research. Find some interesting information about Taras Shevchenko and present it to class.

UNIT 3 Literature

Lesson 30

Favourite Writer

1. Read and learn the first stanza of a poem.

MY TESTAMENT

T. Shevchenko

When I am dead, then bury me
In my beloved Ukraine,
My tomb upon a grave mound high
Amid the splendid plain.

So that the fields, the boundless steppes,
The Dnieper's plunging shore
My eyes could see, my ears could hear
The mighty river roar.

Translated by John Weir

2. Work in pairs. Read and role-play the dialogues with your classmate.

1. *A:* Where are you hurrying?
   B: Haven't you heard? We are having a party today.
   A: I remember! Devoted to T. Shevchenko, right?
   B: Right you are. Join me.
   A: With pleasure.
2. *A:* By the way, what facts from Shevchenko's biography do you know?
   B: I know that he was born in a serf family. He had a difficult childhood.
   A: Which of his works do you like best of all?
   B: "The Mighty Dnieper".
   A: What is this poem about?
   B: It's about Taras' love to his native country, Ukraine.
   A: Is he your favourite poet?
   B: Yes.
   A: Then, you will enjoy the party.



3. Choose one of the following Ukrainian or international female writers/poets, read a short biography or excerpt, then do the following: a) create a quote collage inspired by her ideas; b) write a dialogue between her and a modern teenager.



Lesia Ukrainka (poet, playwright)



Lina Kostenko (poet, thinker)



Olga Tokarczuk (Polish Nobel-winning writer)



J.K. Rowling (Harry Potter author)



Malala Yousafzai (activist, writer of "I Am Malala")

Model: Astrid Lindgren

a) Quote collage: Be Brave, Be Different

1. “I have never tried that before, so I think I should definitely be able to do that.”
2. “Don’t let them get you down. Be cheeky. And wild. And wonderful.”
3. “You know what the best thing is about knowing the rules? You can break them sometimes.”

b) Dialogue

Anna: Hello, Ms. Lindgren! I love Pippi Longstocking. She is so strong and funny.
Astrid: Thank you, Anna. Pippi is brave and different. She is not afraid to be herself.
Anna: Sometimes I feel strange too. I like painting and reading, not TikTok or fashion.
Astrid: That is wonderful! Always be who you are. The world needs more girls like you.
Anna: But at school, some people laugh at me.
Astrid: Then they are not your real friends. Real friends accept your dreams.
Anna: You’re right. I want to write stories one day.
Astrid: Then start today. Write your first page. A big journey begins with a small step.

Indefinite Pronouns (Derivatives)

some		any		one	
somebody	*something*	*anybody*	*anything*	*someone*	*anyone*
хтось	щось	хто-небудь	що-небудь	хто-небудь	хто-небудь

4. Complete short conversations with indefinite pronouns.

1. *A:* _____ has taken my book. Has _____ seen it?
   B: No, _____ took it. It’s over there.
2. *A:* The fire destroyed everything. We couldn’t find _____ afterwards.
   B: Right you are. There was _____ left.
3. *A:* If _____ calls, just take their number and say I’ll call them back as soon as possible.
   B: OK.
4. *A:* I am looking for _____ who speaks French.
   B: I can speak French and German.
   A: Great!
5. *A:* Do you want _____ else?
   B: No, thank you.
6. *A:* I didn’t bring my money with me.
   B: Don’t worry, I’ve got _____.
7. *A:* Aren’t there _____ other jobs she could do better?
   B: Of course, there are.

5. Work in small groups. Discuss:

1) what book by an English, American, or Ukrainian writer you have read,
2) whom it was written by,
3) what it is about,
4) what your impression of the book is,
5) if you want to read another book by the same writer.

6. Do a library research. Write and then tell about your favourite writer/poet and his/her works.

Lesson 31

Library

1. Interview your classmate. The questions below will help you.

1. Do you have a library in your town/village?
2. How many books are there in your school library?
3. Do you go to the district/town library?
4. How often do you go there to take out books?
5. Do you often use the reading room in the library?
6. What do you use it for?
7. What book are you reading these days? What is it about? Who is the author?

2. Listen, read and remember the words and word combinations.

librarian	[laɪ'breərɪən]
fiction and non-fiction books	['fɪkʃn ənd nɒn fɪkʃn bʊks]
facilities	[fə'sɪlətɪz]
to select	[tə sɪ'lekt]
research	[rɪ'sɜːtʃ]
subscription	[ˌsəb'skrɪpʃn]
to involve	[tə ɪn'vɒlv]
annual membership fee	['ænjuəl 'membəʃɪp fiː]
to borrow books	[tə 'bɒrəʊ bʊks]
library resources	['laɪbrərɪ rɪ'sɔːsɪz]

3. a) Write down how often you do the following:

1. say something in your defence
2. give up something
3. discover something new
4. read fiction and non-fiction books
5. borrow books from libraries
6. pay library membership fee
7. discuss in class/with your friend true-to-life books

once	a	day(s)
twice	two	week(s)
three times	three	month(s)
four times	four	year(s)
five times	five	

b) Work in pairs. Exchange your information. Say what you have in common with your classmate.

4. Copy out the words and word combinations (from exercise 2) you think you'll find in the text of exercise 5. Make up three sentences with them.

5. Read about the secondary school library.

OPENED
in September 2020,
the Secondary School Library plays
an important role in the whole community.
Secondary School Students and the Staff are automatically members.
Parents of the whole School are invited to become members.

Opening Times:
Monday to Friday — 8.30 to 18.00.

A librarian is always available to provide help and support.

The library:

1) is stocked with 1600 carefully selected fiction and non-fiction books;
2) supports all levels of the Secondary curriculum;
3) provides areas for whole class research, individual study;
4) has comfortable areas for reading;
5) has daily newspapers delivered (in English and French) along with a range of magazines on subscription in English, French and German;
6) is involved with annual Book Week;
7) invites Parents to join for an annual membership fee of $35.

6. How different/similar is the library in your school?
Write 12–14 sentences. Use phrases given below.

Describing Similarities

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

Describing Differences

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from

UNIT 3 Literature

Lesson 32

Book Week. Role of Art in Our Life

1. Listen to Sam's letter about a Book Week in his school. Fill in the blanks as you listen.

To: My Friend

Subject: A Book Week

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear friend,

I'd like to tell you about one eagerly anticipated and successful (1) _____ which our students benefit enormously. It's an (2) _____ Book Week.

Our annual Book Week is a school event dedicated to the enjoyment of books and (3) _____. Authors, performance poets and illustrators are invited to spend several days with our students, taking part in workshops, presentations and performances, including an evening performance in our (4) _____ to which parents are also invited.

The principal guest at Book Week 2025 was Tim Bowler. His books have become favourites of our Key Stage 3 students. Tim read the opening dramatic passages of his book "Frozen Fire" with such feeling and intensity that we were all spellbound. He prepared to take risks, be controversial and deal with difficult subjects. In this psychological (5) _____ Tim maintains the tension till the shocking and violent climax. This book will appeal to both boys and girls though it is probably not suitable for students (6) _____ than 13/14.

Besides Tim Bowler, we also invited Adele Geras, and Adisa the rap performance (7) _____, who proved to be as engaging as in a previous visit to school.

The (8) _____ evening show is generally considered to be the best ever.

Write me soon.

Yours,

Sam

Send Save Cancel

2. Work in pairs. Discuss if you have Book Weeks in your school. How different/similar are events in your and Sam's school? Use phrases given below.

Describing Similarities

- is rather like
- appears similar to
- seems like
- resembles
- reminds me of
- has a lot in common with
- is pretty much the same as
- is comparable to

Describing Differences

- is nothing like
- is totally different from
- varies greatly from
- has very little in common with
- is quite unlike
- bears little resemblance to
- differs dramatically from

3. Listen, read and remember the words and word combinations.

no doubt	[nəʊ daʊt]
naive	[naɪˈiːv]
spirits	[ˈspɪrɪts]
mood	[muːd]
manipulate	[məˈnɪpjuleɪt]
triumph	[ˈtraɪʌmf]
wicked world	[ˈwɪkɪd wɜːld]

4. Match the pairs of words.

1. true-to-life	a) sympathy
2. people's	b) circumstances
3. attract	c) world
4. powerful	d) doubt
5. triumph	e) character
6. no	f) of beauty and goodness
7. amusing	g) relations
8. wicked	h) forces

5. a) Read the title, then close your eyes and imagine what the text will be about. Think about what you already know about this topic. Write down and then share with a partner:

1) three words or ideas you expect to find in the text;
2) one thing you hope to learn from reading the text.

b) Read about the role of art in our life.

THE ROLE OF ART IN OUR LIFE

Cinema, theatre, painting, music and books belong to art. No doubt they are the most powerful forces for good and evil in modern life. Amusing circumstances, naive but good characters excite our sympathy and help us forget all the troubles of everyday life. True-to-life characters help us to understand the nature of people's relations. They enrich our spiritual life, show all the false and true values. Thanks to art we can manipulate our mood. When we are in a low spirits we can read an amusing comedy and it'll give us a good laugh, relaxation and enjoyment. It makes us feel all right.

So art helps us understand this world better, it gives us hope, it makes us believe in the triumph of beauty and goodness over the wicked world.

6. Work in pairs. Ask and answer the questions.

1. What belongs to art?
2. What are the most powerful forces for good and evil?
3. Is it important to understand the nature of people's relations? Why?
4. What helps us understand the nature of people's relations?
5. How do amusing circumstances and naive but good characters influence you?
6. What enriches your spiritual life?
7. Thanks to art we can manipulate our mood. How?
8. Do books, films and TV shows help you understand this world better?
9. Does art give you relaxation and enjoyment?

7. Tell about the role of art in your life.

UNIT 3

SELF-ASSESSMENT MODULE 3

LEVEL 1

1. Complete the sentences with the words from the topic "Literature".

1. The _____ of "Titanic" is James Cameron.
2. _____ helps us understand this world better.
3. Books _____ our thoughts.
4. W. Shakespeare _____ _____ in 1564.
5. Books _____ our spiritual life.

2. Choose the correct sentence(s).

1. Some books enrich us spiritually.
2. Something books enrich us spiritually.
3. Anybody books enrich us spiritually.

1. Something of them are full of adventures.
2. Some of them are full of adventures.
3. Nothing of them are full of adventures.

1. Anyone can travel to different countries.
2. No one can travel to different countries.
3. Someone can travel to different countries.

3. Write five sentences about different types of literary works.

LEVEL 2

1. Match the words with their definitions.

1. article
2. thriller
3. wisdom
4. novel
5. value

a) the importance or usefulness of something

b) a book or film that tells an exciting story about murder or crime

c) good sense and judgment, based especially on your experience of life

d) a piece of writing about a particular subject in a newspaper or magazine

e) a long written story in which the characters and events are usually imaginary

2. Correct the mistakes in the sentences given below.

1. Did somebody take part in presentations?
2. This book appealed to anybody.
3. Has anything library a fully automated cataloguing system?
4. Is some invited to School Book Week?

3. Write approximately 10 sentences about the role of books in your life.

Self-Assessment Module 3

LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

types of writing	writers	role of books	library

2. Complete the sentences using the indefinite pronouns or their derivatives.

1. _____ books are a combination of biography and adventure.
   a) some b) something c) somebody
2. Can _____ enjoy discovering new lands?
   a) somebody b) anybody c) no one
3. Do you have _____ thrillers?
   a) any b) some c) none
4. No, we have _____.
   a) any b) some c) none
5. _____ took part in that performance.
   a) Nobody b) Anybody c) None

3. Write a short review of your favourite book.

4. Translate the English sentences into German/French.

1. Cinema, theatre, painting, music and books belong to art.
2. Books show all the false and true values.
3. Amusing comedies give us a good laugh and relaxation.
4. Art helps us understand this world better.

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can understand and talk about school library.
- ☐ I can tell about William Shakespeare, Jack London, Taras Shevchenko.
- ☐ I can create a plan of a Book Week for my school.
- ☐ I can write a book review.
- ☐ I can give a brief outline of a story/book.
- ☐ I can understand and use Indefinite Pronouns in spoken and written forms.
- ☐ I can use phrases for describing similarities/differences.



Unit 4

TRAVELLING

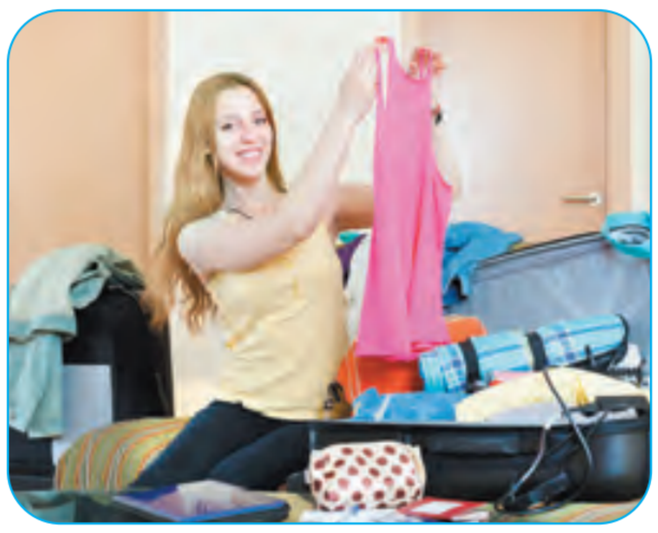
Lesson 33

Ways of Providing Information

1. **Look at the pictures. Choose those that show something you have already done. Tell your class about it.**













2. Imagine you are a tourist guide. Look at the pictures and write sentences explaining how each one can help tourists. There is a model to help you.

Model: A map helps tourists find places they want to visit. A guidebook gives useful information about the city.



3. Work in pairs. Talk about the pictures again and decide what kind of help or service each one shows. Then share your ideas with the class. Use the prompts below.

Prompts for discussion: What can tourists do with this? Who provides this service? How does it make traveling easier or more fun?

4. Listen, read and remember the words and word combinations.

display	[dɪ'spleɪ]
entertainment	[ˌentə'teɪnmənt]
touch-screen	['tʌtʃ skriːn]
leaflet	['liːflət]
venue	['venjuː]
staff	[stɑːf]
attraction	[ə'trækʃn]
accommodation	[əˌkɒmə'deɪʃn]
emergency	[ɪ'mɜːdʒənsɪ]

5. Match the pictures to the words and word combinations in exercise 4.



6. Look at the list below. Choose the items you have already packed for your trip. Then, write 5 sentences using "I have packed..." and 2 negative sentences with "I haven't packed...".

Word list: a backpack, a suitcase, a sleeping bag, a map, sunglasses, a toothbrush, a comb, headphones, a charger, a guidebook, a first aid kit, a passport, a visa, a boarding pass

Model: I have packed my sunglasses and my passport.
I haven't packed my charger yet.














7. In groups, sort the travel actions into "Good Traveller" or "Bad Traveller" columns. Then make sentences using ought to (advice or criticism).

arrives at airport 3 hours early
keeps passport in a safe place
earns basic local phrases
loses boarding pass
forgets to buy travel insurance
packs sharp objects in hand luggage

Model: A good traveller ***ought to*** arrive early and stay calm. You ***ought not to*** pack knives in your carry-on bag! Tourists ***ought to*** show respect to local cultures.

8. Imagine you find someone's lost suitcase at the airport. Inside are 5 unusual items. Write a short detective story answering:

Whose luggage is it?
Where were they going and why?
What do the items say about the person?

Model: ***The curious case of the suitcase***

One day at the airport, I saw a suitcase with no owner. I gave it to the airport staff, and they opened it to find five very strange things:

An old compass
A book written in Latin
A photo of a snowy building
A small jar with black sand
A small knife

We looked at the tag and found the name "E.H." and a ticket to Mongolia. Later, we learned the suitcase belonged to Dr. Eleanor Hargrove, a history teacher from Oxford.

She was going to Mongolia to find an old monastery. People say this place has special treasures from many years ago. The compass and Latin book help her on her journey. The black sand is from a volcano. The knife could be for protection. The photo shows the place she wants to visit.

Dr. Hargrove is not a normal traveler. She is smart, brave, and loves history. Her suitcase tells us a lot about her big adventure.

9. Make up and write down 6 sentences with the words from exercise 4.

Lesson 34

Types of Tourism

1. Listen, read and remember the words and word combinations.

adventure tourism	[əd'ventʃə(r) 'tʊərɪzəm]
bird-watching	[bɜːd wɒtʃɪŋ]
cruise tourism	[kruːz 'tʊərɪzəm]
ecological tourism	[ˌiːkə'lɒdʒɪkl 'tʊərɪzəm]
educational tourism	[ˌedʒu'keɪʃənl 'tʊərɪzəm]
holiday tourism	['hɒlədeɪ 'tʊərɪzəm]
out-going tourism	[aʊt 'gəʊɪŋ 'tʊərɪzəm]
pilgrimage tourism	['pɪlgrɪmɪdʒ 'tʊərɪzəm]
special-interest tourism	['speʃl 'ɪntrəst 'tʊərɪzəm]

2. Match the terms with the definitions.

1. sports tourism
2. leisure tourism
3. special-interest tourism
4. pilgrimage tourism
5. educational tourism

a) a type of tourism, which involves journeys for people who share the same hobby
b) a type of tourism which involves tours for relaxation and entertainment
c) a type of tourism which involves tours with a lot of physical training, exercising and keeping fit
d) a type of tourism which involves tours to religious landmarks
e) a type of tourism that combines traveling and learning experiences

3. Read the descriptions, guess the types of tourism and match them with the corresponding pictures.

1. It is a type of tourism when a person goes on holiday. The purpose is recreation. The travellers want to go sunbathing, swimming and diving. They enjoy organized entertainment and sport, local sights, amusement or theme parks.

2. This tourism is a travel for business purposes. People often travel to visit a conference or a seminar, an international exhibition or a trade fair.

3. This tourism is a type of active holiday. Tourist companies offer hiking, cycling, boating, rafting and other kinds of tours. Very often such tours require preparation and special training.

Within this tourism there is water tourism, mountain tourism, downhill skiing, horse riding and many other types.

UNIT 4 Travelling


A


B


C


D


E


F

4. Work in pairs. Listen, read and role-play the dialogue given below.

A: I was wondering if we could continue talking about travel and tourism.
B: That sounds fine with me.
A: Are there many types of tourism nowadays?
B: Quite a lot! They depend on the purposes of travelling people. The more purposes the travellers have, the more types of tourism will be. The purposes are holidays, business, health, study, sports, etc.
A: What is a special-interest tourism?
B: Any hobby you can think of: cookery, painting, bird-watching, motor racing, horse riding, botany and survival.
A: Survival? It must be fantastic! Is it an adventure holiday somewhere on the uninhabited island?
B: Absolutely so!
A: Oh! The more you are telling me about tourism, the more ignorant I am feeling.

5. Write approximately 10 sentences about the most popular types of tourism with your family and relatives. Give the reasons.

Lesson 35

Rural Tourism

1. Listen, read and remember the words.

orchard	['ɔːtʃəd]
woodcarving	['wʊdkɑːvɪŋ]
pottery	['pɒtərɪ]
landscape	['lændskeɪp]
crafts	[krɑːfts]
weaving	['wiːvɪŋ]

2. Read the names of resources for rural tourism. Add some other resources.

Orchards, pottery, crafts, waterfall, weaving, wildlife, woodcarving, landscape, farms, forests, etc.

3. Divide the resources in exercise 2 into four categories:

1. something for tourist to watch
2. something for tourist to do
3. something to learn local culture
4. something to learn natural environment

4. Work in pairs. Read the dialogue. Make up and role-play a similar one.

A: You know, rural tourism is almost the most popular type of tourism nowadays.

B: That's true. Many people from megapolises try to escape from noise, traffic jams, polluted air.

A: I can only sympathize those people. I live in the village, so I know how relaxing it is to watch birds or just fish.

5. Make notes.

1. Which elements of rural tourism are typical for your area?
2. Which adjectives will help you to describe your region and make it sound unique?
3. Which rural tourism activities would you like to participate?

6. Present your notes (exercise 5) to class.

7. Find out:

- how long there has been rural tourism;
- what sort of accommodation is available;
- what types of activities visitors can do;
- when the high and low seasons are;
- if there are any professional associations of rural tourism.

8. Make a brief report of your findings.

Lesson 36

Getting Information. Means of Travelling



1. Match the documents to their function.

Documents:		Functions:	
1.	Passport	a.	lets you board the plane
2.	Visa	b.	proves your identity and nationality
3.	Boarding pass	c.	covers emergencies or accidents during your trip
4.	Travel insurance	d.	allows you to enter another country
5.	ID card	e.	proves you've paid for your journey
6.	Ticket	f.	shows your identity in your country or in the EU

2. Study the information. Say where and what services you can receive.

Tourist Information Centres (TIC(s))

1. displays of leaflets and brochures on local attractions, entertainment venues and events
2. transport information such as timetables and schedules
3. listings of accommodation providers

Many TIC(s) have touch-screen facilities and interactive information displays, as well as trained staff.

Websites

1. accommodation
2. events
3. attractions
4. children's activities
5. transport
6. guide tours
7. emergencies

Both

Accommodation booking service, booking theatre tickets, car rental, excursions/guides, changing currency, arranging a dental appointment

3. You want information on different attractions. Look at the interactive information display. Choose the attraction you would like to visit. Explain your reasons.



4. Work in pairs. Read the dialogue. Make up and role-play a similar one.

Travel Agent: Hello. What can I do for you?
You: I'd like to go on a holiday tour somewhere abroad. What do you suggest?
Travel Agent: We have many fascinating offers. I think it's better to come up to our agency. We'll help you or you will be able to use our touch-screen facilities or interactive information.

5. Work in small groups. Discuss which ways of getting tour information are more popular with young people in your native town/village. The pictures below will help you.











6. Interview your partner about his/her last holiday or school trip. Ask what kind of transport your partner used and why. Then write a short paragraph about the answers. Use the Past Simple.

- Where did you go?
- How did you get there? (by bus/by car/train/plane/boat/on foot...)

1. How long did it take?
2. Was the journey comfortable?

Model: My friend went to Vinnytsia last month. She travelled by train because it was cheaper than by plane. The journey took four hours, but she said it was comfortable.



UNIT 4 Travelling

! *by* vs *with* for means of doing something

By	With
1. Use ***by*** for means of transport or communication (general, impersonal). *by + mode of transport (no article)* I travelled **by car** / **by train** / **by plane**. He went **by bus**, not **by the bus**. We contacted them **by email**, not **with email**.	2. Use ***with*** for tools or instruments (physical, concrete things you use). *with + object you hold or use directly* I cut the paper **with scissors**. She opened the suitcase **with a key**. He wrote **with a pen**. They fought **with swords**.

7. Fill in the gaps with either *by* or *with*.



1. We travelled to Paris _____ train.
2. She opened the bottle _____ an opener.
3. They contacted the hotel _____ email.
4. He fixed the suitcase _____ a screwdriver.
5. I usually go to school _____ bus.
6. He took the photo _____ his phone.
7. The thief broke the window _____ a stone.
8. I prefer to travel _____ plane.

8. Use the prompts to make sentences using *by* or *with* correctly.

1. travel / car
2. open / suitcase / key
3. write / pencil
4. communicate / phone
5. break / glass / hammer
6. send message / email
7. go / plane
8. cut / paper / scissors

Model: I travelled by car. She opened the suitcase with a key. We wrote with a pencil.

9. Decide if the sentence is correct or incorrect. If it's wrong, rewrite it correctly.



1. He went to school *with* bike.
2. She travelled *by* her father's car.
3. I painted the wall *with* a brush.
4. We contacted the travel agency *by phone*.
5. He cut the rope *by* a knife.
6. They came *by taxi*.
7. The artist drew *with a pencil*.
8. I cleaned the screen *by a cloth*.

Model: He went to school *with* bike. — It's wrong.
The correct sentence is: He went to school *by* bike.

10. Write approximately 10 sentences about the way(s) your family get information about tours and services.

Lesson 37

Attractions

1. Study the categories of visitor attractions in the box. Think of another example for each category.

Natural	*Built*
1. mountains 2. rivers and lakes 3. national parks 4. coasts	1. historic site (for example: Shakespeare's birthplace, Stratford-upon-Avon, UK) 2. archaeological site 3. monument (for example: Nelson's Column, Trafalgar Square, London) 4. museum 5. art gallery 6. theme park (for example: Disneyland) 7. palace 8. castle/cathedral
Events	*Entertainment and Leisure*
1. music/arts festival 2. religious festival 3. carnival 4. parade	1. theatre 2. concert hall 3. zoo 4. shopping 5. sports centre/stadium

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

1. What is the most interesting attraction you have visited? Why was it interesting?
2. Have you ever taken part in a festival or major public event?
3. What do you think are the three best tourist attractions in your country?

3. Listen, read and remember the words.

wildlife	['waɪldlaɪf]
path	[pɑːθ]
creature	['kriːtʃə(r)]
craftsmanship	['krɑːftsmənʃɪp]
exhibit	[ɪg'zɪbɪt]
handle	['hændl]
rate	[reɪt]
outlook	['aʊtlʊk]
surround	[sə'raʊnd]
recreation	[ˌriːkrɪ'eɪʃn]

UNIT 4 Travelling

4. Look at the pictures and say what you think people are doing. Consult the words in exercise 3.

Model: Olia is enjoying the flowers in the flower bed.









5. Say how people usually feel when they:

- are walking along the garden path
- are surrounded by wildlife
- see a strange creature
- cannot handle the exhibit they would like to
- are smelling roses in the flower bed
- learn that tickets rates are too high

disappointed, scared, surprised, relaxed, embarrassed, sentimental, superb, fascinated

6. Read the advertisements about some attractions in the USA and the United Kingdom. Then discuss in pairs or groups which attraction you would like to visit and why, using the following prompts:

I would like to visit _____ because...

I like _____ more than _____ because...

The most interesting thing about _____ is...

ATTRACTIONS
Victoria Park
(Belfast, UK)

The park combines elements of formality with informality, gardening with conservatism, and recreation with wildlife. Walking around the park the visitor is able to enjoy colourful spring, rose beds in summer, three lined "grassy" paths, views over the waterways and possibly watch a game of football or tennis.

THE ROYAL PAVILLION
(Brighton, UK)

Experience the magical world of Brighton's Royal Pavilion, home for three British monarchs. Enter a fantasy world filled with mythical creatures, astonishing colours and superb craftsmanship including many original furnishings and decorations.
Open daily.
June – September 10 a.m. – 6 p.m
October – May 10 a.m – 5 p.m.
Admission fee: payable.

LIBERTY SCIENCE CENTRE!
(New Jersey, USA)

Three huge floors
of exhibits on Invention,
Health and Environment.
More than 250 interactive exhibits.
75 species on view, including giant
exotic insects you can handle.
Ticket Costs:
• adults $ 25.50;
• students $ 18.50.
Opening hours:
Tuesday–Sunday
9.30 a.m.–5.30 p.m.

SKI WINDHAM
(Windham, New York)

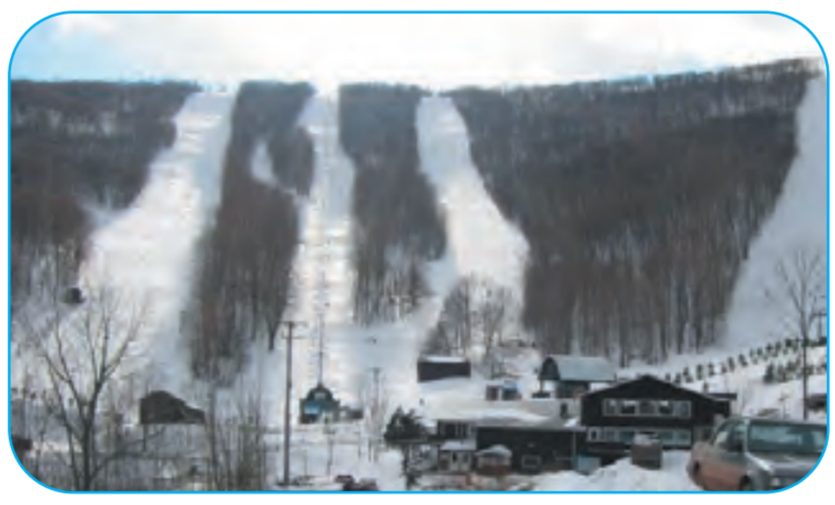
This winter, treat yourself
to some weekend skiing.
Our attractive weekday rates, combined
with open slopes and a relax atmosphere,
are sure to refresh your outlook.
All surrounded by the charming village
of Windham, rich in acclaimed dining
and shops filled with country collectibles.
The service is available daily, mid-November
to mid-March, from 9 a.m. to 9 p.m.
Weekday Tickets Rates:
• adults (per day) $ 65.00;
• juniors (per day) $ 40.00.

7. a) Look at the pictures. Write four questions about each attraction (exercise 6).









b) Work in pairs. Take turns asking and answering your questions.

8. Work in small groups. Talk about attractions you like most. Mention:

1) where the attraction is;
2) what it provides;
3) opening and closing hours/days;
4) admission fee.

9. Say which attraction(s) described in exercise 6 you would like to attend. Give your reasons. Which attraction(s) would you recommend for an adult/a teenager? Why?

Lesson 38

Fairs

1. Read and pay attention to the position of *just, ever, yet* and *already*.

1. I have just had lunch.
2. I have already cooked dinner.
3. She is already here.
4. Have you ever learned a poem?

2. Fill in *just, ever, yet* or *already*.

1. I've _____ seen this film twice.
2. Haven't you done that _____?
3. Have you _____ been to London?
4. She has _____ got her test results.
5. They haven't visited that attraction _____.
6. I have _____ taken part in a cookery competition.

3. Work in pairs. Do as in the model. Then report your classmate's answer.

Model: *A:* Have you ever enjoyed colourful spring and flowers?
B: Yes, I have.
A: My classmate has enjoyed colourful spring and flowers.

1. I have enjoyed both colourful spring and flowers.
2. We have watched a game of golf.
3. They have seen superb craftsmanship.
4. He has visited an exhibition.
5. She has seen exhibits on environment.
6. I have experienced the difference between heat and cold.
7. They have read a lot of advertisements.
8. She has subscribed to a local newspaper.
9. He has involved us into the club.
10. I have handled giant exotic insects.

4. Listen to the text about Tom's summer holidays and decide whether the following sentences are true or false. Correct the false ones.

1. Tom spent his holidays in the village.
2. His relatives invited him to visit a cookery fair.
3. The air was fragrant with the smell of hamburgers and hot dogs.
4. There were things made of glass and woods on the fair.
5. There were no cookery competitions on the fair.
6. The winning recipe was a delicious chocolate cake.
7. Tom enjoyed the fair very much.

5. **Look at the pictures. Say how Tom spent his summer holidays.**









6. **Match the activities with the types of fairs.**

1. village fair
2. school fair
3. fun fair
4. antiques fair

a) handmade souveniers
b) dancing, music
c) races for parents and children
d) rides on a big wheel
e) pottery sales
f) a fireworks display
g) vegetables, fruit, meat, dairy, produce, sales

7. **Name some fairs that take place in Ukraine. Tell what people do on these occasions.**

8. **Write a letter to a friend describing a fair you have visited or would like to visit. Mention:**

- place
- time
- atmosphere
- weather
- people
- description of the fair
- descriptions of celebrations

UNIT 4 Travelling

Lesson 39

A Place to Stay

1. Listen, read and remember the words and word combinations.

wellness area	['welnəs 'eərɪə]
single/double room	['sɪŋgl/'dʌbl ruːm]
reserve	[rɪ'zɜːv]
include	[ɪn'kluːd]
swipe	[swaɪp]
request book	[rɪ'kwest bʊk]
discount	['dɪskaʊnt]
sign	[saɪn]
charge	[tʃɑːdʒ]
identification	[aɪˌdentɪfɪ'keɪʃn]

2. One of the places to stay when you are travelling is a hotel. Read the dialogue and role-play it with your classmate.

A: Hello, I'm Mr Smith. I'd like to book a single/double room for two nights. Have you got any vacancies?
B: Yes. The room costs $ 50 per night.
A: Is breakfast included?
B: No.
A: Do I have to pay a deposit?
B: Yes, please.
A: Is there a discount for children?
B: Yes. That's 10 % discount.

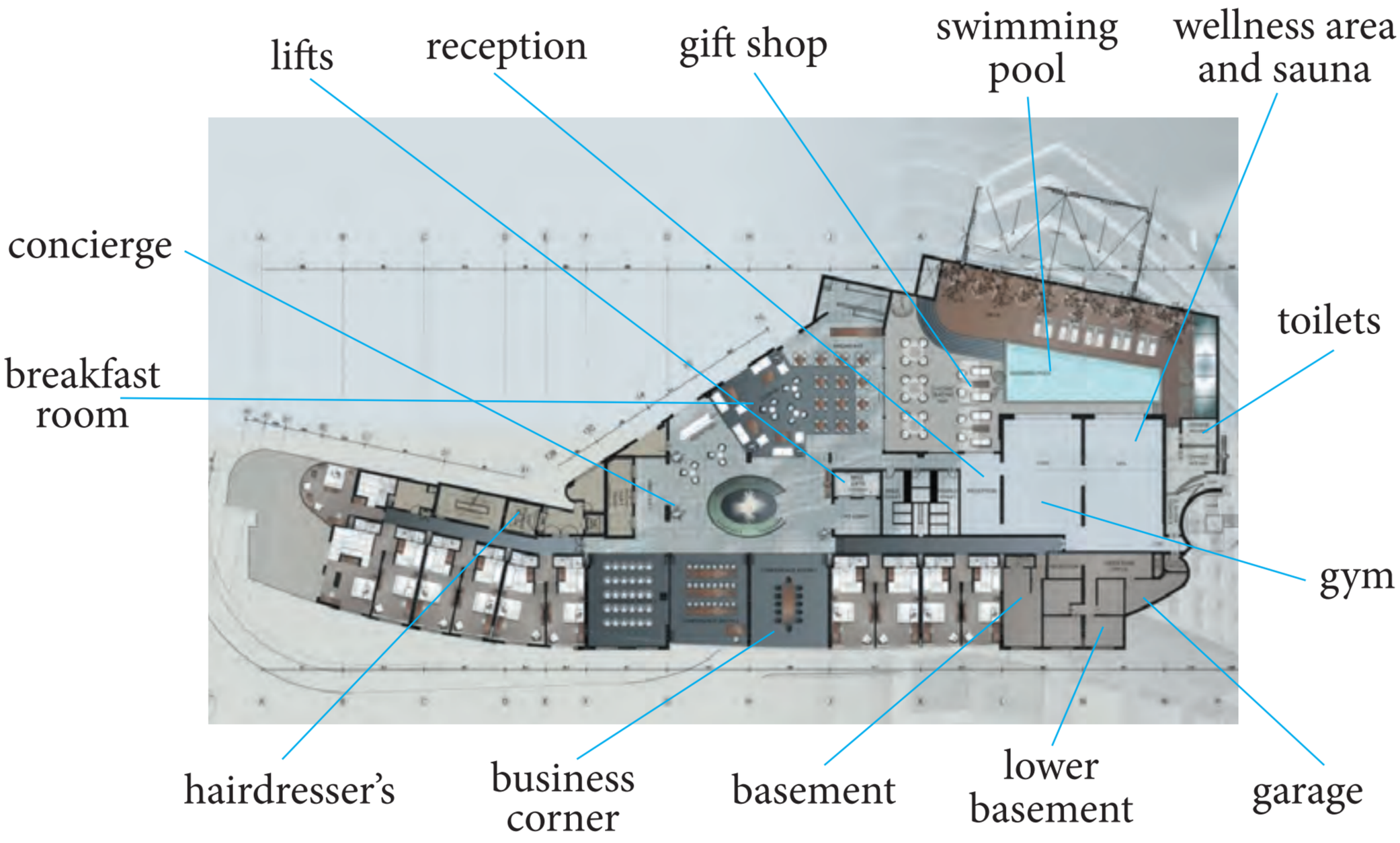


3. Now you are at the hotel. Complete the dialogue and role-play it with your classmate.

A: Good evening, sir/madam. How can I help you?
B:
A: Could I just see some identification, please?
B:
A: And will you be using a garage?
B:
A: Will you be paying by credit card?
B:
A: Could I just have your card please, to swipe it?
B:
A: Could you sign here, on the registration card, please?
B:
A: And this is your key card.

4. Look at the hotel plan. Say how you would answer the questions below.

1. Excuse me, where is the hairdresser's?
2. Excuse me, do you have a gym?
3. Excuse me, are there toilets near the wellness area?
4. Excuse me, is there a business corner in the hotel?
5. Have you got a swimming pool?



5. Work in groups of four or five. Make a list of all the services a hotel can offer in the following areas.

1. eating and drinking
2. recreation and relaxation
3. business services
4. room service and facilities
5. local transport and other services

Model:

BUSINESS SERVICES

Fax and photocopying services are available at Reception.
Prices on request.
There is a modern socket in each room for internet connection.
Any calls that are made will be charged to your account.

6. Another place to stay when you are travelling is a campsite. Work in pairs. Role-play the dialogues at a campsite.

1. *Camper:* Could we stay for a night at your campsite? There are four of us, and we have mountain tents with us.
   Receptionist: Are they family tents?
   C: No, no. They're small tents.
   R: And is that four tents?
   C: No. Only two.
   R: Have you got a car?
   C: No, we've got bikes.
   R: Motorbikes?
   C: No, they are normal bikes. You know, pedal bikes.
2. *A:* Can we park our car here?
   B: Yes, of course.
   A: What a beautiful river over there! Can we swim there?
   B: No, I'm afraid it's too dirty. But there's a swimming pool five minute's walk from here.
3. *A:* Where can we get something to eat?
   B: There is a restaurant on the camping site. You can also buy some food and drinks at the local shop.
4. *B:* How long do you want to stay?
   A: About a week, I think. Depends on the weather.
   B: Oh, we've had sunshine all week. I've read a weather forecast for tomorrow. It will be a bright clear day with sunshine.
   A: Just the right weather for camping!



7. Interview your classmate. The questions below will help you.

1. Where do you usually stay when you travel?
2. Do you like staying in hotels? Why/Why not?
3. How do you think people who travel a lot feel about hotels?
4. Have you ever made a reservation of a hotel?
5. Have you ever stayed at a campsite?

8. Imagine that you are travelling somewhere. Write 10–15 sentences about the place you stay. Give your reasons.

Lesson 40

A Place to Visit



1. Check what you know about Odesa.

1. Is it an island or on the mainland?
2. Where is it located?
3. Why do tourists visit Odesa and where do they come from?

2. Read on and find out.

Fact file *Location:* Odesa
Size: 162, 42 square kilometers
Population: approximately 1 mln people

Tourism. Visitors come from many countries. They usually stay for short visits, or for sightseeing and shopping. Very often they are stopovers en route to other countries.

Odesa can offer any type of tourism: from adventure to sports tourism.

Transport from the airport. Number 5 bus to the centre.

Types of tour. Odesa can provide coach and guided tours, cruises, walking tours, museum visits and many others.

3. Look at the photos. Say what you know about Odesa.





4. Imagine that an agency representative meets you at the airport. He talks to you on the topics below. Think what you would say on each.

- the weather in the city/village you came from;
- the brief history of your city/village;
- people and places in your country;
- what's going to happen in the next hour or so.
- comfortable flight;
- visited this town before;
- hungry or thirsty;

5. Make up questions on the topics (exercise 4).

6. Work in pairs. Role-play the conversation between the agency representative and traveller. Use your questions from exercise 5.

7. Plan your dream journey to any country or city. Create a poster for your trip.

Include: Destination
How you travel (by train, plane, on foot, etc.)
What's in your luggage
One exciting activity (e.g. hiking, visiting a museum)
Who you go with (can include famous female explorers or invent a diverse group)

Title: *"You Ought to See This!"*.

UNIT 4 Travelling

Lesson 41

On Tour. Preparing a Daily Programme

!

too + adjective / adverb	adjective / adverb + enough	enough + noun

1. Work in groups of three. Talk about the negative aspects of the place where you are living now.

Model: I think that (name of town) is too far from the sea and it's not sunny enough. There are too many restaurants and there aren't enough theatres.

2. Write under each heading the features of your ideal place to live.

(environment) e.g.[1] near the sea
(weather) e.g. dry
(people) e.g. friendly
(places to visit) e.g. art galleries
(places to do sport) e.g. football grounds
(places to go in the evening) e.g. theatre
(other) e.g. good transport

3. Look at your notes in exercise 2 and make up sentences using *too* or *enough*.

4. Tell the class about your ideal place to live.

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

1. Have you ever been on a coach tour or guided tour that you have either really enjoyed or really disliked? Where was it? What did you see?
2. What made the tour successful/unsuccessful?
3. What problems do you think can occur on a guided tour, either on coach or another form of transport?

6. a) What do you know about the places in the picture?



[1] e.g. = for example

b) Why do you think tourists would visit them? What types of tours might they go on — for example: cruises, walking tours, museum visits?

7. Make up a story, using the following key expressions.

1) to pack one's luggage;
2) to walk up and down the platform;
3) to see off;
4) to have heavy luggage;
5) to catch the train/to miss the train.

8. Prepare and write down a daily entertainment and activity programme. Put originality and effort into your programme. Make every day different and make it special. The ideas below will help you.

bungee jumping
aqua aerobics
scuba diving
white-water rafting
fitness centre
spa centre



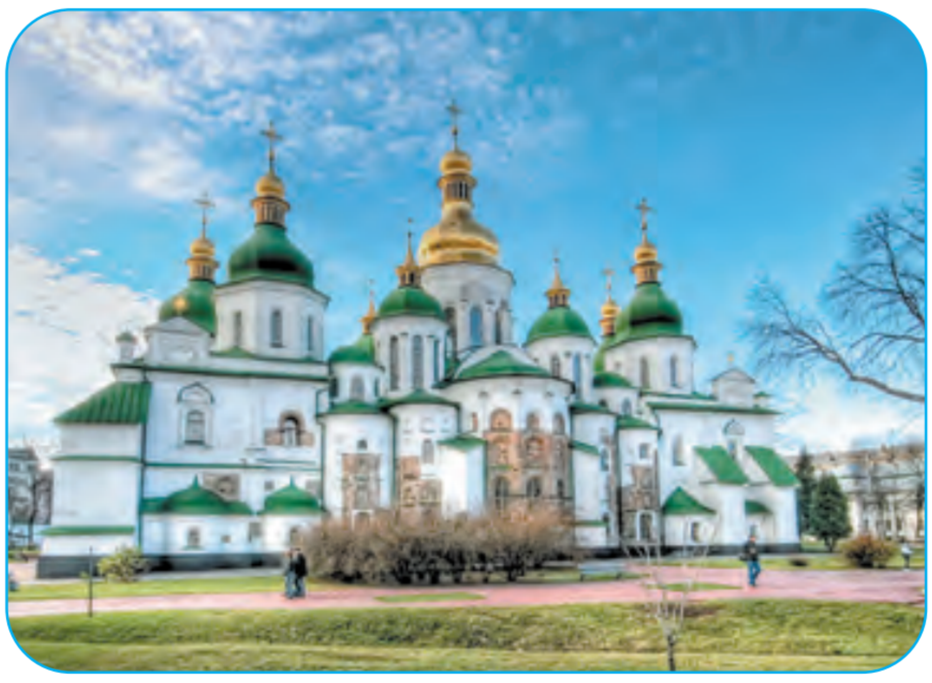
shopping
disco
swimming
talent competition
pedal boat

trip to a museum or art gallery
trip to a theme park
candlelit dinner
making things and playing games
spa: all kinds of massages
and spa services

You may start like this:

My programme for today would cover all the principle sights of Kyiv from the Golden Gates to St. Sophia's Cathedral. In the evening I would...





UNIT 4

SELF-ASSESSMENT MODULE 4

LEVEL 1

1. Complete the sentences with the words which start from the given letters.

1. Many people from megapolises try to e_____ from noise.
2. Is there a d_____ for children?
3. Will you be paying by c_____ card?
4. Could we stay for a night at your c_____?
5. What would you like to o_____?

2. Correct the mistakes in the sentences given below.

1. He has yet visited a theme park.
2. We haven't taken part in a festival already.
3. She has smelled roses never.
4. I think that there are too enough hotels in our town.

3. Write five sentences about different types of tourism.

LEVEL 2

1. Match the words with their definitions.

1. recreation
2. pottery
3. accomodation
4. craftsmanship
5. book
6. woodcarving
7. provide

a) the process of shaping wood with special tools

b) the activity of making pots, dishes etc. out of clay

c) an activity that you do for pleasure or amusement

d) to give something to someone or make it available to them, because they need it or want it

e) a place for someone to stay, live, or work

f) the special skill that someone uses to make something beautiful with their hands

g) to make arrangements to stay in a place, eat in a restaurant, go to a theatre etc. at a particular time in the future

2. Write questions to the sentences. Start them with the words in brackets.

1. I have just ordered the meal. (What _____?)
2. She has already returned from the guided tour. (Who _____?)
3. They haven't solved their problems yet. (Have _____?)
4. You can get information at TIC. (Where _____?)

3. You want to stay somewhere at night. Write a short dialogue.

Self-Assessment Module 4

LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

types of tourism	attractions	getting information	a place to stay	eating out

2. Make up and write down five sentences using *already, yet, just; too* and *enough*.

3. You plan to travel somewhere. Write a daily programme for your trip.

4. Translate the English sentences into German/French.

1. Tourists enjoy organized entertainment.
2. TIC(s) and websites provide information on tours.
3. While travelling you can visit many interesting attractions.

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can talk about attractions in my native town/village/country.
- ☐ I can describe fairs.
- ☐ I can speak and understand people talking about places to stay.
- ☐ I can use basic vocabulary to discuss the ways of providing information for tourists.
- ☐ I know the types of tourism and tours.
- ☐ I can create on Daily Programme for my trip.
- ☐ I can understand and use *too* and *enough* in spoken and written forms.
- ☐ I can use *already*, *yet* and *just* in spoken and written forms.



Unit 5

SIGHTS OF GREAT BRITAIN

Lesson 42

Trafalgar Square

1. Listen, read and remember the words and word combination.

admire	[əd'maɪə(r)]
attraction	[ə'trækʃn]
carol singer	['kærəl 'sɪŋə(r)]

2. Complete the sentences with the words from the box.

exciting, admire, splashed,
attractions, twinkle,
carol singers

1. There are many _____ in the world.
2. I _____ my father.
3. The stars _____ in the sky.
4. In Ukraine at Christmas _____ sing carols.
5. A little boy _____ in a lovely fountain.
6. What a(n) _____ sight!

3. Explain in English.

admire
attraction
sight
unforgettable
twinkling

4. What do you remember about London? Read the letter about the girl's visit to London.

To: My Parents

Subject: Excursion to London

Insert: Attachment Photos Videos

Tahoma 10 B I U

Dear Dad and Mum,

I miss you a lot, though I am having a great time. Yesterday, we went on an excursion to London. London is the capital of Great Britain. It's the best city I've ever visited. The most exciting sight I have seen is Trafalgar Square. It is one of Britain's great tourist attractions. The square was named after the Spanish Cape Trafalgar where Admiral Nelson's last battle was won. A visit to the capital would be incomplete without going to Nelson's Column with the four giant lions at its base. This monument is in the centre of Trafalgar Square. It was placed in 1843. You can also admire the lovely fountains and feed the pigeons, who made their home there. I also learned that each year in December, the people of Norway send a present of an enormous Christmas Tree to Britain, which is erected in Trafalgar Square. This is in thanks for Britain's part in their liberation during the Second World War. One of the unforgettable sights of London is to see the giant tree after dark. It is lit by hundreds of twinkling lights. Carol singers group around the Christmas Tree and sing carols.

Love,

Olia

Send Save Cancel

5. Complete the sentences according to Olia's letter.

1. A visit to the capital would be incomplete without admiring the ... and feeding ... . 2. The square was built to ... . 3. The square was named after ... . 4. The giant Christmas Tree is especially nice after dark, when ... . 5. Floodlights illuminate ... . 6. Each year in December ... .

6. Listen to the dialogue and role-play it with your classmate.

A: Excuse me, officer, is there a bus from here to Trafalgar Square?

Officer: Yes, sir, any bus'll take you. There's a bus stop just over there. Ask the conductor to put you down at Trafalgar Square.

A: Thank you.

Does this bus go to Trafalgar Square?

Conductor: Yes, sir. Come along, hurry up.

A: And will you tell me when we get there?

Conductor: Trafalgar Square. This is where you get off, sir.

A: Thank you.

UNIT 5 Sights of Great Britain

7. Match the pictures to the sentences.













1. Trafalgar Square is in the central part of London.
2. This is Nelson's Column with 4 giant lions at its base.
3. People are admiring the lovely splashing fountains.
4. Children are feeding the pigeons.
5. An enormous Christmas Tree was erected in Trafalgar Square.
6. Floodlights illuminate the sparkling water in the fountains.

8. Answer the questions.

1. What is one of Britain's great tourist attractions?
2. What makes Trafalgar Square so beautiful and attractive?
3. What can you see at the base of Nelson's Column?
4. Do the people of Norway send a present of pigeons or of an enormous Christmas Tree to Britain?
5. What is one of the unforgettable sights of London?
6. Would you like to walk on Trafalgar Square? Why?/Why not?
7. What would you prefer: to see the 4 giant lions at Nelson's Column base, to admire the lovely splashing fountains, or to see the giant Christmas Tree after dark? Why?

9. Tell about Trafalgar Square.

Lesson 43

Edinburgh. Stratford-on-Avon

1. Listen, read and remember the words.

situate	['sɪtʃueɪt]
hill	[hɪl]
border	['bɔːdə(r)]
valley	['vælɪ]
ancient	['eɪnʃənt]
royal	['rɔɪəl]
playwright	['pleɪraɪt]

2. Find the pieces of words that fit together and write down the words.

1 situ	2 ro	3 an	4 wright
5 bor	6 val	7 ate	8 yal
9 cient	10 der	11 play	12 ley

3. Make up a short story with the words from exercise 1. You may start like this:

One day I decided to travel to...

4. Listen and read about the Edinburgh and Stratford-on-Avon.

Edinburgh

Edinburgh, the capital of Scotland, is one of the Britain's most attractive cities. It is situated on seven hills on the river Forth. The highest hill called "King Arthur's Seat" is a dead volcano. The principle street, Princess Street, is a modern street with beautiful houses, elegant shops and restaurants. The other side of the street borders on a deep valley. Opposite the valley there is a high grey massive rock with the ancient Edinburgh Castle on it. It was a home of Scotland's royal family until the year 1603 when King James VI of Scotland became the King of England.

Stratford-on-Avon

Stratford-on-Avon is a small town in the centre of England. The England's greatest poet and playwright William Shakespeare was born here. The house where W. Shakespeare was born and spent his early years is in Henley Street. One part of the house is a museum and another one is used as a library which has a unique collection of books, manuscripts, pictures and objects illustrating the life and works of the poet. Half a mile from the house there is a church where W. Shakespeare was buried.

5. Write down in your exercise book whether the statements below are true or false. Correct the false ones.

1. The Edinburgh Castle is situated on the highest hill called “King Arthur’s Seat”.
2. The principle street in Edinburgh is called Princess Street.
3. Stratford-on-Avon is situated on seven hills.
4. The Edinburgh Castle was the home of Scotland’s royal family.
5. You can find Stratford-on-Avon in Scotland.
6. W. Shakespeare spent his childhood in the house in Henley Street.
7. The museum, which is in the house where W. Shakespeare was born, has a unique collection of books and manuscripts.

6. Write and then say what the following refers to in the text.

Model:

- 1603

The Edinburgh Castle was a home of Scotland’s royal family until the year 1603.

- the river Forth
- a high grey massive rock
- King James VI
- “King Arthur’s Seat”
- Stratford-on-Avon
- the house where W. Shakespeare was born
- a church

7. Put the phrases in exercise 6 in the order they are met in the text. Use them as a plan and tell about Edinburgh and Stratford-on-Avon.



Edinburgh



Stratford-on-Avon

Lesson 44

Big Ben

As ... as is used to say that people or things are equal in some way.
e.g. Is it as tasty as you expected?

So ... as can be used after *not* instead of as ... as.
He's not so/as successful as his father.

1. Make up and write down the sentences with *(not) as + adjective + as*.

Model: *A:* London is the most beautiful city I know.
B: (Paris) Well, it isn't as beautiful as Paris!

1. *A:* That is the nicest cardigan I've seen.
   B: (yours)
2. *A:* The location and size of my school is the most advantageous.
   B: (hers)
3. *A:* Jane is the most conceited and reserved girl I know.
   B: (Peter)
4. *A:* Our school uniform is really expensive.
   B: (theirs)
5. *A:* Riding is a really attractive and dynamic sport.
   B: (boxing)
6. *A:* Pizza and fries are really unhealthy foods.
   B: (hot dogs and burgers)

2. Think of two cities you know. Compare them using *(not) as + adjective + as*.

3. Listen, read and remember the words.

landmark	['lændmɑːk]
spectacular	[spek'tækjələ(r)]
parliament	['pɑːləmənt]

4. Do you know what Big Ben is? Would you like to see it? Read the text about it.

BIG BEN

Big Ben is one of London's best-known landmarks. It looks most spectacular at night when the clock faces are illuminated. You always know when Parliament is in session, because the light shines above the clock face. Big Ben is an excellent timekeeper that has rarely stopped. The name Big Ben actually refers not to the clock-tower itself, but to the thirteen ton bell hung within. The bell was named after Sir Benjamin Hall. This bell was originally from the old Palace of Westminster. It was given to the Dean of St. Paul's by William III.



UNIT 5 Sights of Great Britain



5. Answer the questions.

1. What is London's best-known landmark?
2. When does Big Ben look most spectacular? Why?
3. How can you know when Parliament is in session?
4. Why is Big Ben an excellent timekeeper?
5. The name Big Ben refers to the clock tower itself, doesn't it?
6. After whom was the bell named?
7. Who gave this bell to the Dean of St. Paul's?

6. Prepare a report about Big Ben.

7. Read the joke and dramatize it.

During the rush hours a group of women got on a London bus, but every seat was already occupied. The conductor noticed a man who seemed to be asleep. "He'll miss his stop", he thought, and coming up to the man he said, "Wake up".

The man opened his eyes and looked at the conductor in surprise.

"I wasn't asleep", he said.

"Not asleep? But you had your eyes closed".

"I know. I just hate to see ladies standing up in a crowded bus", answered the man.



Lesson 45

The Houses of Parliament

Numerals

100 one hundred
121 one hundred and twenty-one
200 two hundred
248 two hundred and forty-eight
500 five hundred
598 five hundred and ninety-eight
957 nine hundred and fifty-seven
1000 one thousand

1. Write the figures in words.

1. We drove about 100 miles.
2. He wants £999 for the car.
3. "What's the population of your village?" "Oh 1000, I suppose."
4. (on a cheque) Pay £844 only.

2. Listen, read and remember the words and word combination.

site	[saɪt]
royal residence	['rɔɪəl 'rezɪdəns]
Chapel	['tʃæpl]

3. Listen and read about the Houses of Parliament.

THE HOUSES OF PARLIAMENT

The Houses of Parliament, otherwise known as the Palace of Westminster, stands on the site where Edward the Confessor had built the original palace in the first half of the eleventh century. The palace has more than 1000 rooms. In 1547 A.D., the royal residence was moved to Whitehall Palace, but the Lords continued to meet at Westminster, while the Commons met in St. Stephen's Chapel. Ever since these early times, the Palace of Westminster has been home to the English Parliament. When Parliament is sitting, the national flag fields from Victoria Tower and the light shines by night.

4. Complete the sentences.

1. The Palace of Westminster stands on the site... 2. Edward's original palace was built in... 3. The royal residence was moved to Whitehall Palace in... 4. The Lords met at ... , while the Commons... 5. The Palace of Westminster is home to...

5. Answer the questions.

1. What is another name for the Houses of Parliament?
2. The royal residence was moved to Whitehall Palace, wasn't it?
3. From what times has the Palace of Westminster been home to the English Parliament?
4. When was the Westminster Palace built?
5. How is the name of the Houses of Parliament connected with the name of Edward the Confessor?

6. Imagine that you are on a trip to London. Write a postcard to your parents. There is a model to help you.



Dear Mum and Dad,

This is a picture of London. The town is exciting. There are a lot of interesting sights here. They are fantastic! The food is delicious. The people are friendly. See you in two weeks.



Ivan and Nadia
Petrenko
19 Ivan Franko St.
Ternopil
Ukraine

7. Look at the photos and write 6–8 sentences to describe each of them.









Lesson 46

The British Museum

1. Listen, read and remember the words and word combination.

dedicate	['dedɪkeɪt]
establish	[ɪ'stæblɪʃ]
permanent	['pɜːmənənt]
nevertheless	[ˌnevəðə'les]
originate from	[ə'rɪdʒɪneɪt frəm]
preserve	[prɪ'zɜːv]
human	['hjuːmən]
artifacts	['ɑːtɪfækts]

2. Find, read and write down the words.

permanentpreservededicateestablishneverthelessoriginatefrom

3. Explain in English:

preserve, establish, dedicate, collection, illustrate, manuscript, ancient, modern.

4. Listen and read about the British Museum.



The British Museum is dedicated to human history, art and culture, and is located in the Bloomsbury district of London. Its permanent collection, numbering some 8 million works, originates from all continents, illustrating and documenting the story of human culture from its beginning to the present.

The British Museum was established in 1753.

Today the museum no longer houses collections of natural history, books and manuscripts. The Museum nevertheless preserves its collections of artifacts, representing the cultures of the world, ancient and modern.

5. Fill in the gaps with the words from the box.

manuscripts	art	collection	culture	ancient

1. The British Museum is dedicated to _____ and _____.
2. Its _____ numbers 8 million works.
3. Today the museum no longer houses the books and _____.
4. The museum represents the _____ and modern cultures of the world.

6. Make the following sentences interrogative. Then take turns asking and answering your questions.

1. The British Museum is dedicated to human history.
   (To what _____ ?)
2. The British Museum is located in the Bloomsbury area of London.
   (Where _____ ?)
3. Its permanent collection numbers some 8 million works.
   (How many _____?)
4. The British Museum was established in 1753.
   (When _____ ?)
5. Its collection illustrates and documents the story of human culture.
   (What _____ its collection _____ ?)

7. Use either *as ... as* or *not as ... as* in the sentences below.

1.The weather this summer is _____ last year. (bad)
2. It's _____ I thought it would be, actually. (not/heavy)
3. These new shoes are _____ my old ones. (not/comfortable)
4. Ben Nevis is _____ Mont Blanc (not/high).
5. London is _____ Berlin. (interesting)

8. Compare each pair of places using *"as ... as"* or *"so ... as"*. Write full sentences. Use the model to help you.

Model: A museum is as big as an art gallery.
A castle is not so old as a monastery.

museum / art gallery
castle / monastery
church / cathedral
exhibition / fair
square / yard
parliament / government

9. Find additional information on the Internet or any other source and tell about the British Museum.

Lesson 47

Tower Bridge

1. Listen, read and remember the words.

cross	[krɒs]
view	[vjuː]
bridge	[brɪdʒ]
overhead	[ˌəʊvə'hed]
tower	['taʊə(r)]
exhibition	[ˌeksɪ'bɪʃn]
walkway	['wɔːkweɪ]

2. Unscramble the words and match them with the photos.

1. dirgeb 2. erowt 3. bihitiexon 4. wklaayw









3. Explain in English:

cross, exhibition, walkway, symbol, inside, landmark, museum, panoramic view, booklet.

4. Listen to the text about Tower Bridge. Say whether the following sentences about it are true or false. Correct the false sentences.

1. The bridge consists of three bridge towers.
2. You can see the panoramic views from the overhead vehicle.
3. You can buy a picture packed information booklet in the gift shop.
4. The bridge crosses the River Thames.



5. Write down five questions on the text (exercise 4). Interview your friend about Tower Bridge.

!

ought to for duty or correctness when criticising / ***ought to*** for probability

1. **Ought to for duty or correctness (similar to *should*):**
   We use ***ought to to*** say what is the right thing to do.

   You **ought to** say sorry.
   She **ought to** do her homework before playing games.

2. **Ought to for probability *(expecting something is true)*:**
   We also use ***ought to*** when we think something is likely to happen or be true.

   It's 8:30 — the train **ought to** arrive soon.
   She studied hard, so she **ought to** pass the test.

6. Choose the correct meaning of *ought to* (correctness or probability) and complete the sentence.

1. He missed the meeting. He _____ (tell) us earlier. — correctness
2. They left an hour ago, so they _____ (be) home now. — _____
3. You _____ (not speak) to your teacher like that. — _____
4. Look at the clouds — it _____ (rain) soon. — _____
5. I _____ (help) my little brother with homework. — _____

7. Mark (✓) the sentence where *ought to* shows probability, not duty.

1. You ought to clean your room before guests arrive. ☐
   She studied all night — she ought to do well on the exam. ☐
2. We ought to be more polite. ☐
   The train ought to be here by now. ☐
3. He left 30 minutes ago — he ought to be at the station. ☐
   You ought to apologise for being rude. ☐

8. Listen to the dialogue. Say what it is about.

A: While seeing the Tower of London, did you notice several ravens in the courtyard?
B: Yes, I did. There were some.
A: There's a belief that the British Empire will come to an end when those ravens leave the Tower.
B: Well, but as far as I know the British Empire doesn't exist any more, though the ravens are still there.
A: That's right. Their wings are clipped.

9. Tell about Tower Bridge.

Lesson 48

Millenium Dome. Madam Tussauds

1. Listen, read and remember the words.

millennium	[mɪ'lenɪəm]
major	['meɪdʒə(r)]
dome	[dəʊm]
peninsula	[pə'nɪnsjələ]

2. Read about the Millennium Dome.

The Millennium Dome is the original name of a large dome-shaped building, a major exhibition for celebrating the beginning of the third millennium. It is located on the Greenwich Peninsula in South East London, England.

The exhibition was open to the public from January 1 to December 31, 2000. The dome is one of the largest of its type in the world.

3. You have got the answers to the questions. Say what the questions are.

Model: There are many sights in London. (How many _____ ?) —
How many sights are there in London?

1. The Millennium Dome is a major exhibition for celebrating the beginning of the 3rd millennium. (+ tag?)
2. The Millennium Dome is located in South East London. (Where _____?)
3. The Millenium Dome is one of the largest in the world. (What _____?)
4. The exhibition was open to the public from January 1 to December 31, 2000. (When _____?)

4. Work in pairs. Ask and answer your questions from exercise 3.

5. Look at the picture and describe the Millenium Dome.



UNIT 5 Sights of Great Britain

6. Listen, read and remember the words.

Tussauds	[tə'sɔːds]
royal	['rɔɪəl]
wax	[wæks]
star	[stɑː(r)]
branch	[brɑːntʃ]
display	[dɪ'spleɪ]

7. Find and write down as many words as you can.

starwaxtussaudsdisplaybranchroyal

8. Read about Madam Tussauds.



Madam Tussauds is a wax museum in London with branches in a number of major cities. It was founded by wax sculptor Marie Tussaud. Madam Tussaud is a major tourist attraction in London displaying waxworks of famous people and historical and royal figures, film stars, sports stars and others.

9. Fill in the missing words.

1. Madam Tussauds is a _____ museum.
2. Madam Tussauds is a major _____ _____ in London.
3. It was founded by _____ _____ Marie Tussaud.
4. Madam Tussauds displays waxworks of _____ people.
5. There are many branches of Madam Tussauds in a number of _____ _____.

10. Find additional information on the Internet or any other source about Madam Tussauds. Present it to your class.

Lesson 49

The London Eye

1. Listen, read and remember the words and word combination.

giant	['dʒaɪənt]
capsule	['kæpsjuːl]
rotate	[rəʊ'teɪt]
Ferris wheel	['ferɪs wiːl]
borough	['bʌrə]
revolution	[ˌrevə'luːʃn]
erect	[ɪ'rekt]
provide	[prə'vaɪd]

2. Work in pairs. Discuss the following questions.

1. Have you ever turned round on Ferris wheel?
2. Have you ever found yourself in a 10-tonne capsule? Would you like to? Why/Why not?
3. Do you have the Ferris wheel in your native town?
4. At what speed does the Ferris wheel rotate in your town?
5. How many minutes does one revolution of the wheel in your town take?
6. When was the wheel in your town erected?
7. How many people does your Ferris wheel hold up?
8. Do you like to turn round on Ferris wheel? Why/Why not?

3. Read about the London Eye.

The London Eye is a giant Ferris wheel on the South Bank of the River Thames in London.

The structure is 443 feet (135 m) tall and the wheel has a diameter of 394 feet (120 m).

When erected in 1999 it was the world's tallest Ferris wheel.

Each of the10-tonne capsules represents one of the London Boroughs, and holds up to 25 people, who are free to walk around inside the capsule, though seating is provided. The wheel rotates at 26 cm per second (about 0,9 kph) so that one revolution takes about 30 minutes. It does not usually stop to take on passengers.

4. Look at the numbers and write down the sentences about the London Eye.

135, 120, 1999, 10, 25, 26, 30

UNIT 5 Sights of Great Britain

5. **Look at the pictures and tell about the London Eye.**







6. **Fill in the box in your exercise book with the names of the sights in London.**

description	sight
1. a large dome-shaped building	
2. it's the home to the English parliament	
3. it rotates at 26 cm per second	
4. a structure with four giant lions at its base	
5. it has the thirteen ton bell within	
6. it displays waxworks of famous people	
7. it was named after the Spanish Cape	

7. **Match the sights with the photos. Then tell about the sight you'd like to visit.**

1. Madam Tussauds Museum
2. The London Eye
3. The British Museum
4. Millenium Dome









Lesson 50

Snowdonia

1. Listen, read and remember the words.

reach	[riːtʃ]
railway	['reɪlweɪ]
include	[ɪn'kluːd]
climbing	['klaɪmɪŋ]
peak	[piːk]
range	[reɪndʒ]
summit	['sʌmɪt]

2. Read about Snowdonia.

SNOWDONIA

Snowdonia is the most famous of the three National Parks in Wales. The highest mountain range in Wales is in this area. The highest peak, Mount Snowdon, is 1085 m above sea level. It is the highest mountain in England and Wales. You may reach the summit on foot or by Snowdon Mountain Railway, which is 7 km long.

Many people come to Snowdonia each year for special holidays. These include a large number of outdoor activities such as walking, climbing, riding, water sports and fishing.

3. Write the missing vowels to complete each word. Then, find these words in the text from exercise 2 and read the sentences with them aloud.

rlw, pk, clmbng, rng, fms

4. Say whether the statements below are true or false. Correct the false ones.

1. Snowdonia is a famous mountain range in Wales.
2. Mount Snowdon is higher than Hoverla.
3. You may reach the summit only by Snowdon Mountain Railway.
4. People come to Snowdonia to skate and sledge.

5. Complete the sentences with *some*, *any* or their derivatives.

1. I need _____ money. I want to buy _____.
2. Can you speak _____ foreign languages?
3. Unfortunately, I cannot take _____ photos.
4. Do you have _____ tickets to Snowdonia?
5. Is there _____ in the classroom?

6. Compare and contrast Snowdonia in Wales and a National Park in Ukraine. Use the phrases given below.

Comparing and Contrasting

- The main/greatest/most important/most significant difference between the ... is that ...
- The most striking/obvious similarity is that...

UNIT 5 Sights of Great Britain

SELF-ASSESSMENT MODULE 5

LEVEL 1

1. Complete the sentences with the information from Unit 5.

1. Nelson's Column is in the centre of _____.
2. William Shakespeare was born in _____.
3. Edinburgh is the capital of _____.
4. The Houses of Parliament has more than _____ rooms.
5. Madam Tussauds is a _____ in London.

2. Correct the mistakes in the sentences given below.

1. The Golden Gates are awesome as the Big Ben. 2. The Dnipro is spectacular as the Thames. 3. Kyiv-Pechersk Lavra is as remarkable St. Sophia's Cathedral.

3. Write the numerals in the words.

10, 25, 150, 270, 987

4. Write five sentences about your favourite sight in Great Britain.

LEVEL 2

1. Match the words with their definitions.

1. spectacular
2. valley
3. bridge
4. tower
5. artifact
6. parliament
7. ancient
8. giant

a) the group of people who are elected to make a country's laws and discuss important national affairs

b) a structure built over a river, road etc. that allows people or vehicles to cross from one side to the other

c) an area of lower land between two lines of hills or mountains

d) extremely big

e) a tall narrow building either built on its own or forming part of a castle, church etc.

f) belonging to a time long ago in history, especially thousands of years ago

g) an object such as a tool, weapon etc. that was made in the past and is historically important

h) very impressive

2. Make up and write down the sentences with *as + adjective + as*.

1. Trafalgar Square is the most beautiful place in the world. (St. Sophia's Cathedral ...) 2. The giant Christmas Tree is the most amazing thing I've ever seen. (The sparkling water in the fountains ...) 3. Big Ben is the most spectacular landmark in London. (The Golden Gates ...)

3. **Write the numerals in the words.**

97, 29, 305, 615, 790

4. **Write down 7 questions about the places of interest in Great Britain.**

LEVEL 3

1. **Write down as many words and word combinations as you can under each heading.**

Trafalgar Square	Edinburgh Stratford-on-Avon Snowdonia	Big Ben The Houses of Parliament	Madam Tussauds The London Eye

2. **Make up and write down 3 sentences with *(not) as + adjective + as*.**

3. **Write the numerals in the words.**

198, 345, 779, 821, 963

4. **Write down 2–3 sentences about every sight of Great Britain.**

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can name the sights in Great Britain.
- ☐ I can talk about Trafalgar Square, Edinburgh, Stratford-on-Avon, Snowdonia.
- ☐ I can talk about Big Ben, The Houses of Parliament.
- ☐ I can talk about Madam Tussauds, The London Eye.
- ☐ I can explain the meaning of words in English.
- ☐ I can understand and use *as/so…as* in spoken and written forms.
- ☐ I know numerals from 100 to 1000.



Unit 6

SIGHTS OF UKRAINE

Lesson 51

Pyrohiv

1. **Listen, read and remember the words.**

unique	[juˈniːk]
windmill	[ˈwɪndmɪl]
artisan	[ˌɑːtɪˈzæn]
architecture	[ˈɑːkɪtekʧə(r)]
huge	[hjuːʤ]
cuisine	[kwɪˈziːn]
exhibit	[ɪgˈzɪbɪt]
furniture	[ˈfɜːnɪʧə(r)]

2. **Match the pictures to the words in exercise 1.**









3. Find, read and write down the words.

exhibitfurniturearchitectureuniqueartisancuisinewindmillhuge

4. Listen and read about Pyrohiv.

PYROHIV

Pyrohiv is a unique open-air museum of traditional Ukrainian architecture. It exhibits about 300 buildings (houses, churches, windmills, etc.) from different Ukrainian regions. There is also a huge collection of folk costumes, furniture, musical instruments, etc. There are a lot of musicians and artisans dressed in traditional costumes who play old instruments and sell handmade souvenirs.

There are two or three restaurants inside the museum where you can try original Ukrainian cuisine.

5. Complete the sentences with the information from exercise 4.

1. There is a huge collection of _____, _____, _____.
2. Pyrohiv is a unique _____.
3. There are a lot of _____ and _____.
4. In the restaurants you can try _____.

6. Look at the pictures and match them with the sentences from exercise 4.








7. Do a library research about Pyrohiv. Present your findings to class.

Lesson 52

Lviv High Castle

1. Listen, read and remember the words.

locate	[ləʊ'keɪt]
defensive	[dɪ'fensɪv]
destroy	[dɪ'strɔɪ]
castle	['kɑːsl]
existence	[ɪg'zɪstəns]
brick	[brɪk]
point	[pɔɪnt]
soil	[sɔɪl]
noble	['nəʊbl]

2. Match the pictures to the words in exercise 1.











3. Write a short story with the words from exercise 1. You may start like this:

Once my family went hiking. We had been walking the whole day. We were very tired and decided to look for a place to stay, when we looked around…

4. Read about Lviv High Castle.

Lviv High Castle is a historic castle located on the top of the Castle Hill of the city of Lviv. It is currently the highest point in the city, 413 metres above the sea level.

The castle was the main defensive fort of the city.

The first fortifying structures were built from wood and soil. In 1259 they were destroyed, but in 1270 were rebuilt. In 1340, when Lviv was captured by Casimir III, the wooden castle was set on fire. In 1353, it was destroyed again by the Lithuanians. A new brick castle appeared on the hill in 1362. It became the residence of Polish nobles.

In the 19th century, the destroyed castle was taken apart and new items were built in its place. The fortification was strengthened, the trees were planted on the hill's slope, and the park was constructed.

The castle currently stands in ruins.

5. Study the box of dates. Write 5 sentences describing the events connected with these dates.

1340 1362 1270 1353 1259

6. Look at the pictures. Match them with your sentences from exercise 5.



7. a) Do a library research. Find some interesting facts about Lviv High Castle.

b) Imagine that you are a guide. Tell your group of tourists about Lviv High Castle.

UNIT 6 Sights of Ukraine

Lesson 53

Uzhhorod Castle

1. Listen, read and remember the words.

surround	[sə'raʊnd]
ware	[weə(r)]
border	['bɔːdə(r)]
equip	[ɪ'kwɪp]
Carpathian	[kɑː'peɪθɪən]
Hungary	['hʌŋgərɪ]
canon	['kænən]

2. Unscramble the words. Write some questions with them.

arygnuh, derbor, arthcpaani, rosurund, rnwets, pique

3. Work in pairs. Take turns asking and answering your questions from exercise 2.

4. Read about Uzhhorod Castle.

Uzhhorod Castle was built on the top of a 30-meter hill. It is surrounded by bastions that stick out and are equipped with canons. It's two-storey building with square towers in the corners and walls three meters thick.

The castle houses are a historical museum which possesses the richest collection of ancient bronze ware.

Under the castle hill there is a museum of folk architecture and lifestyle. Here you can see wooden architecture of Carpathian ethnic groups such as the Lemky, Boyki and Hutsuls.

5. Read the answers. Guess and write down the questions. Make up the dialogue and role-play it with your classmate.

Question	*Answer*
1. _____ ?	Yes, I have been there this summer.
2. _____ ?	It's a two-storey building with square towers in the corners.
3. _____ ?	A historical museum... It is fascinating. It possesses the richest collection of ancient bronze ware.
4. _____ ?	No, unfortunately, we didn't have enough time to see a museum of folk architecture.
5. _____ ?	Yes, our guide told us about the wooden architecture of Carpathian ethnic groups.
6. _____ ?	They are Lemky, Boyki and Hutsuls.
7. _____ ?	Sure. Would you like to join us?

6. **Look at the pictures and describe them.**

UZHHOROD CASTLE

















7. **Choose the correct word from those in brackets.**

1. I want to say (something, anything).
2. I don't want (something, anything).
3. There isn't (anything, nothing) in the box.
4. Is there (something, anything) in the box?
5. There is (nothing, anything) in the box.
6. Do you want (some, any) water?

8. **Your friend hesitates whether to go and see Uzhhorod Castle. Persuade him that this castle is worth seeing.**

UNIT 6 Sights of Ukraine

Lesson 54

Mukachevo Palanok Castle

1. Listen, read and remember the words and word combination.

valley	['vælɪ]
moat	[məʊt]
make up	[meɪk ʌp]
century	['sentʃərɪ]
contain	[kən'teɪn]
beneath	[bɪ'niːθ]
exhibition	[ˌeksɪ'bɪʃn]

2. Make up true sentences.

I think	each	valley century exhibition moat	is/was worth	digging. seeing. studying. visiting.

3. Read about Mukachevo Palanok Castle.

Mukachevo Palanok Castle was built on a 68-meter hill rising over the Valley of Latorytsa River. The oldest part of the castle "the upper castle" was constructed in the 15th century, while the "middle" and "lower" castles were built in the middle of the 17th century. Bastions surround each castle. There are also fortified gates with bridges over the moats. Nowadays the castle functions as a historical museum. Its galleries contain an exhibition of modern sculpture.



4. Read the sentences. Say whether they are true or false. Correct the false ones.

1. In the 19th century, the destroyed Mukachevo Palanok Castle was taken apart and new items were built in its place.
2. Mukachevo Palanok Castle is exhibiting about 300 buildings (houses, churches, etc.) from different regions of Ukraine.
3. The oldest part of the Mukachevo Palanok Castle "the upper castle" was constructed in the 15th century.
4. Mukachevo Palanok Castle is rising over the Valley of Latorytsa River.
5. The galleries of Mukachevo Palanok Castle contain the exhibition of modern music.

5. Tell about Mukachevo Palanok Castle.

Lesson 55

Waterfalls

1. Listen, read and remember the words.

waterfall	['wɔːtəfɔːl]
melt	[melt]
create	[kri'eɪt]
diverse	[daɪ'vɜːs]
feed	[fiːd]
remain	[rɪ'meɪn]
include	[ɪn'kluːd]
elevation	[ˌelɪ'veɪʃn]
through	[θruː]

2. Make up and act out short dialogues. Use phrases given below.

Inviting:
Let's/Shall we...
Why don't we/you...
We could...
Would you like to...

Accepting/Refusing:
I'd love to... but...
I don't really feel up to it.
I'd love to.
That would be great.
I'm not sure I can.

Model: *A:* How about feeding the animals?
B: It's a good idea.

1. see/waterfalls
2. create/a picture
3. move to/elevation
4. look through that magazine
5. eat an ice cream/before it melts
6. spend the weekend at the waterfalls

3. Listen and read about the waterfalls.

WATERFALLS

Ukraine has diverse geographic features, including waterfalls. A vast number of rivers run through the mountain ranges. The snow melts from the mountains, feeding the rivers, and sudden drops in elevation create many opportunities for waterfalls to form.

Most of the waterfalls in the Carpathian Mountains are short and cascade downward quickly. The highest waterfall is the Maniava waterfall, which is 14 metres tall.

The Maniava waterfall also boasts a small lake, where the water remains cool, even in the hot seasons. Fir and beech forests line the waterfall creating a very beautiful environment.

UNIT 6 Sights of Ukraine

4. Work in pairs. Ask and answer the questions given below.

1. How are the waterfalls formed?
2. Which is the highest waterfall in the Carpathian Mountains?
3. What lines the Maniava waterfall?
4. What kind of waterfalls can you find in the Carpathian Mountains?
5. What can you say about the lake at the Maniava waterfall?

5. Look at the photos and describe them.









6. Choose one of the sights in Ukraine and say what you know about it. Use the mind map below to help you.



Lesson 56

St. Sophia's Cathedral

1. Listen, read and remember the words and word combinations.

to glorify	['glɔːrɪfaɪ]
a holy place	['həʊli pleɪs]
worship	['wɜːʃɪp]
to be buried inside	['berid ˌɪn'saɪd]

2. Listen to the text about St. Sophia's Cathedral. For questions (1–4) choose the correct answer(s).

1. St. Sophia's Cathedral was built in ... .
   a) 1030 A.D. b) 1039 A.D. c) 1037 A.D.
2. St. Sophia's Cathedral was built by ... .
   a) Prince Volodymyr
   b) Prince Yaroslav the Wise
   c) Prince Sviatoslav
3. Today, St. Sophia's is ... .
   a) a church
   b) an exhibition
   c) a museum
4. St. Sophia's Cathedral was built to ... .
   a) glorify Christianity
   b) commemorate the victory over Pechenegs
   c) worship



3. Ask questions to the sentences.

1. The Cathedral is a part of St. Sophia's Monastery.
2. It was built in 1037 A.D.
3. St. Sophia's Cathedral was built by Prince Yaroslav the Wise.
4. It was built to commemorate the victory over the Pechenegs.
5. St. Sophia's Cathedral was built to glorify Christianity.
6. The church became a holy place of worship.
7. Today, St. Sophia's Cathedral is a museum.

4. Work in pairs. Discuss with your classmate the weather forecast for tomorrow.

Model: *A:* What's the weather forecast for London?
B: It's going to be cloudy and wet.
A: Would you admire fountains in such weather?
B: I think, no.

5. Make up and write down a plan of your report about St. Sophia's Cathedral.

UNIT 6 Sights of Ukraine

Lesson 57

Kyiv-Pechersk Lavra

1. Listen, read and remember the words and word combinations.

spiritual centre	['spɪrɪtʃuəl 'sentə(r)]
mummified remains	['mʌmɪfəd rɪ'meɪnz]
monk	[mʌŋk]
revival	[rɪ'vaɪvl]

2. Read about Kyiv-Pechersk Lavra.

KYIV-PECHERSK LAVRA

Kyiv-Pechersk Lavra is much more than just an ancient monastery. For many centuries it was truly the spiritual centre of Ukraine. Kyiv-Pechersk Lavra is famous for housing the mummified remains of monks within its underground caves. For many years the Monastery functioned only as a museum. A revival of spirituality has begun with monks returning to the Lavra.

3. Put the sentences in the order you've read them in the text.

1. Kyiv-Pechersk Lavra is famous for housing the mummified remains of monks.
2. The Monastery functioned only as a museum.
3. For many centuries it was truly the spiritual centre of Ukraine.
4. A revival of spirituality began when monks returned to the Lavra.
5. Kyiv-Pechersk Lavra is an ancient monastery.
6. There are underground caves in Kyiv-Pechersk Lavra.

4. Choose the correct item.

1. For many centuries Kyiv-Pechersk Lavra was ... .
   a) the spiritual centre of Ukraine
   b) an ancient monastery
   c) a museum
2. Kyiv-Pechersk Lavra is famous for ... .
   a) spirituality
   b) housing the mummified remains of monks
   c) returning monks
3. In Kyiv-Pechersk Lavra there are ... .
   a) underground caves
   b) ancient monasteries
   c) monks



5. Find the additional information about St. Sophia's Cathedral and Kyiv-Pechersk Lavra and present it to your class.

Lesson 58

The Golden Gates

1. Listen and read about the Golden Gates.

THE GOLDEN GATES

The Golden Gates is a remarkable monument of the twelfth century architecture. It was erected in 1164 A.D. to protect Kyiv from invaders. The Golden Gates, a strong main gateway, was the entrance to the fortress when Kyiv was attacked in 1238 A.D. The Mongol-Tatar invaders were powerless against the Gates. They were able to break into the town only through a breach of the wooden walls.

2. Work in groups of three. Take turns asking and answering the questions on the text.

Why		the Golden Gates	to break into the town?
What	was	a strong main gateway	before the gate?
Who	were	powerless	to the fortress?
How		the invaders able	erected?

3. Look at the photos. Make up short dialogues.

Model: *A:* How do you find the Palace of Westminster?
B: It's amazing.

Questions:
How do you like ...?
How do you find ...?
What do you think of ...?
What about ...?
What sights do you like most?

Adjectives:
Amazing!
Great!
Awesome!
Outstanding!
Fantastic! Spectacular! Remarkable!

sparkling, attractive, enormous, unforgettable, lovely, giant, elegant, unique, spectacular, famous



Kyiv-Pechersk Lavra



The Golden Gates

UNIT 6 Sights of Ukraine



St. Sophia's Cathedral



The Dnipro



Trafalgar Square



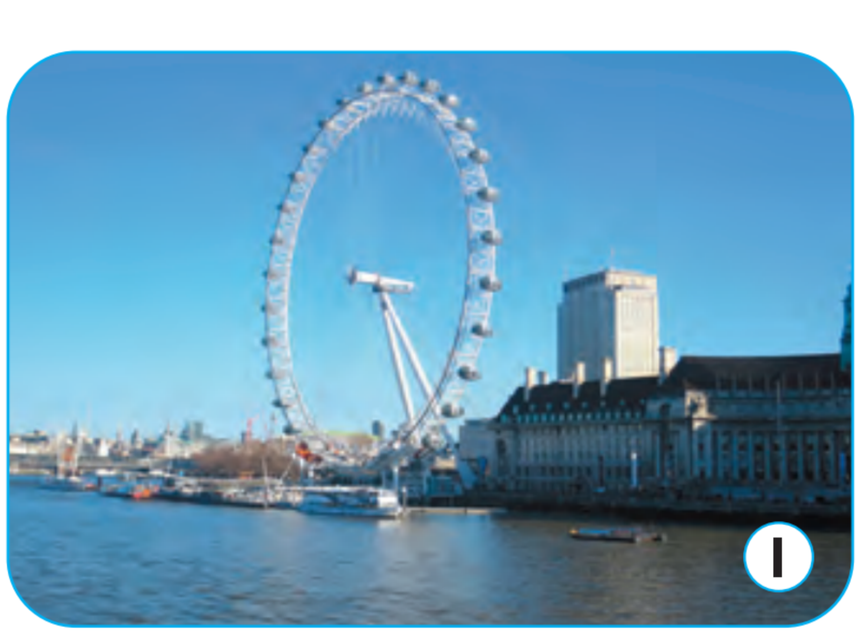
Big Ben



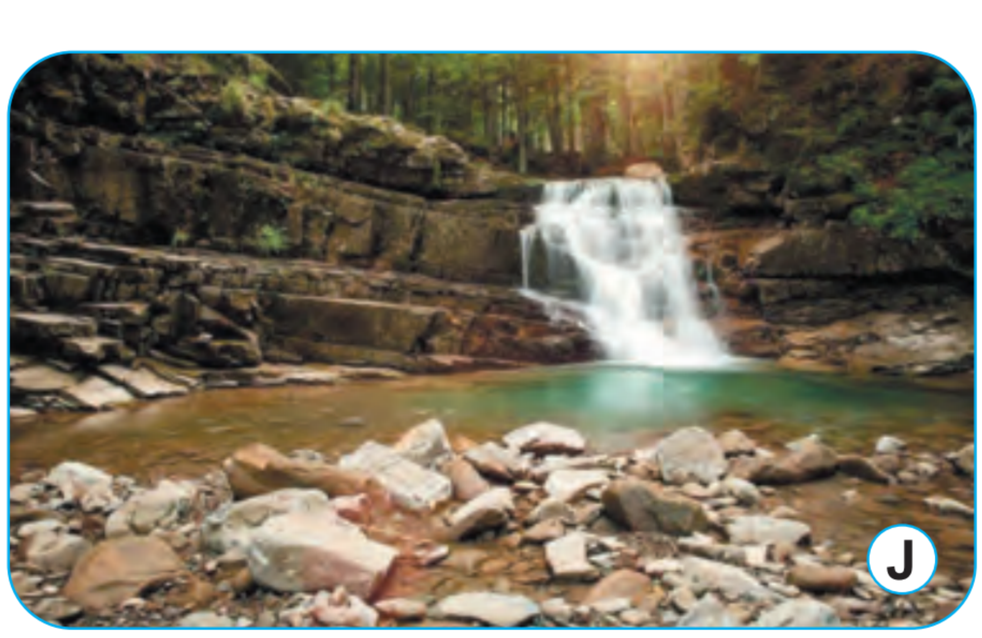
The Houses of Parliament



The Thames



The London Eye



Maniava Waterfall



Snowdonia



Lviv High Castle

4. Match the photos from exercise 3 to the sentences given below. Describe one of the photos.

1. Every foot of it has a tale of former days.
2. It was built to commemorate the victory over the Pechenegs.
3. Every year an enormous Christmas Tree is erected in it.
4. It is one of the most unforgettable sights when it is lit by hundreds of twinkling fairy lights.
5. If you enjoy peace and natural beauty then it will suit you.
6. You may go shopping in the luxurious malls along it.
7. It was erected in 1164 A.D. to protect Kyiv from invaders.
8. It was a truly spiritual centre of Ukraine.
9. It was a strong main gateway and the entrance to the fortress.
10. It became a holy place of worship for people.
11. It is one of London's best-known landmarks.
12. It is home to the English Parliament.

5. Divide the words in the box into 3 groups:

1) those which were used to describe the sights of Great Britain;

2) those which were used to describe the sights of Ukraine;

3) those which were used to describe the sights of both countries.

splash, worship, parliament, twinkle, spiritual centre, luxurious, admire, cathedral, a holy place, monk, erect, ancient, cave, royal residence, natural beauty, cruise, explore, the Golden Gates, sample, invader, century, castle, waterfall, capsule, Ferris Wheel, waxworks, rotate, National Park, mount, folk, souveniers, museum, noble, gates, bridge, exhibition

UNIT 6 Sights of Ukraine

Lesson 59

The Dnipro. The Thames

1. Read about the Dnipro.

THE DNIPRO

The river has something for everyone. If you enjoy peace and natural beauty, then the gentle and often remote stretches of the Dnipro will suit you. In Kyiv, the river springs to life. Here you can take a cruise, hire a motor boat, just sit in the sun, or play volleyball.

2. Make up 5 sentences using the table.

If you enjoy peace	then	the part of the river which springs to life	will suit you.
If you are energetic		you may take a cruise	
If you enjoy travelling		the gentle Dnipro	
		sitting at a riverside	
		watching the people who play volleyball	

3. Report about the Dnipro.

4. Read about the Thames.

THE THAMES

It was the Thames that gave birth to the capital. The Thames twists and turns its way through beautiful countryside and historic settlements with an enormous variety of places to visit. In the central part of London every foot of the river has a tale of former days — palaces, docks, cathedrals and churches, fine bridges, theatres, and museums. Here you can spend many happy days exploring the city's past, both on foot or by boat, shopping in the luxurious malls along the river and sampling fine foods at the numerous riverside pubs and restaurants.

5. Answer the questions.

1. Which river gave birth to the capital?
2. Where does the Thames run?
3. What tells of former days of the Thames?
4. What is situated along the river?
5. Can you sample fine food in cafés and restaurants in Ukraine?
6. Why do you think the Thames is so important for the people of Great Britain?

6. Report about the Thames.

7. Look at the photos. Compare and contrast them. Use phrases given below.





Both photos show...
In comparison to photo A, photo B is...
The photos show different...
In this photo ... while in the other photo...

8. Choose the words that best complete the sentences.

1. Look! Nick _____ for his friend.
   a) is waiting b) waits
2. He often _____ for him after classes.
   a) is waiting b) waits
3. She _____ an interesting book now.
   a) is reading b) reads
4. She usually _____ books and newspapers in the evening.
   a) is reading b) reads
5. The moon _____ round the earth.
   a) goes b) is going
6. I _____ he will be back soon.
   a) think b) am thinking
7. She is sorry, she _____ French.
   a) doesn't speak b) isn't speaking

9. Look at the photos again (exercise 7). Say what river appeals to you more. Why? Would you like to take a cruise?

Model: The Thames appeals to me more. There are a number of reasons for this. First of all, my favourite subject at school is History, so I'd like to take a cruise along the Thames and visit palaces, cathedrals and churches. Secondly, I like English. While shopping in the luxurious malls, sampling fine foods, and going on excursions, I would be able to practise my English.

UNIT 6 Sights of Ukraine

SELF-ASSESSMENT MODULE 6

LEVEL 1

1. Complete the sentences with the words which start from the given letters.

1. U... C... is surrounded by bastions equipped with canons. 2. Most of the w... in the Carpathian Mountains are cascade. 3. In a small lake near the Maniava waterfall the water remains cool even in h... s... . 4. The G... G... is a remarkable monument of the 12th century architecture. 5. P... is a unique open-air museum of Ukrainian architecture. 6. M... ... Castle includes “the upper castle”, “the middle castle”, and “the lover castle”.

2. Choose the correct item.

1. There isn’t _____ here who can help you.
   a) anyone b) someone c) no one
2. There’s _____ _____ here.
   a) anyone b) no one c) nobody
3. Is there _____ here who’s a doctor?
   a) somebody b) someone c) anyone

3. Write five sentences about your favourite sight.

LEVEL 2

1. Match the words with their definitions.

1. castle
2. exhibit
3. admire
4. windmill
5. worship
6. revival
7. waterfall

a) a process in which something becomes active or strong again

b) a building or structure with parts that turn around in the wind, used for producing electrical power or crushing grain

c) a place where water from a river or stream falls down over a cliff or rock

d) to show something in a public place so that people can go to see it

e) to respect and like someone because they have done something that you think is good, or to respect their qualities or skills

f) a very large strong building, built in the past as a safe place that could be easily defended against attack

g) the activity of praying or singing in a religious building in order to show respect and love for a god

2. Supply the derivatives of *some*/*any* in the following sentences.

1. I know _____ who can help you.
2. He sat at the table, but he didn't have _____ to eat.
3. Is there _____ here who can speak German?
4. Does _____ want a second helping?

3. Write 7–10 sentences about the sight you would like to see.

LEVEL 3

1. List as many words as you can under each heading.

cathedrals Lavra	castles	museums	waterfalls, lakes, rivers

2. Supply the derivatives of *some*/*any* in the following sentences.

1. There's _____ in the clothes basket. It's empty.
2. Is there _____ in the clothes basket? — No, it's empty.
3. I've tried phoning, but every time I phone there's _____ in.
4. I've prepared _____ for dinner which you'll like very much.

3. Compare and contrast your favourite sights.

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can name and talk about the sights in Ukraine.
- ☐ I can talk about Pyrohiv.
- ☐ I can talk about St. Sophia's Cathedral, Kyiv-Pechersk Lavra.
- ☐ I can talk about the Golden Gates.
- ☐ I can compare and contrast different sights.
- ☐ I can invite, accept or refuse the invitation.
- ☐ I can compare and contrast.



Unit 7

SCHOOL SUBJECTS

Lesson 60

Geography

1. Look through the list of school subjects. Name those you study in the 9th form.

School Subjects

Physics	Biology
Ukrainian language	History of Ukraine
Ukrainian literature	World History
English	Chemistry
World literature	Law
Algebra	Art
Geometry	Physical training/Sport
Geography	Handicrafts
Computer Studies	

2. Rank the subjects according to your preference. Start from the one you like the most.

3. Work in pairs. Compare your lists of subjects. Say which subject is the most popular with your classmates.

4. Answer the questions about your future. There is a model to help you.

1. What are you going to do after school?
2. What job would you like to have?
3. Where will you study or work?
4. What will your typical working day look like?
5. What skills do you need for that job?

Model: I'm going to finish school and enter a technical college. I think I'll be a car mechanic because I enjoy fixing things.

Geography studies how we affect our environment and how environment affects us. Geography is typically divided into two main areas: Physical Geography that deals with climate, atmosphere, soil, streams, landforms and oceans and Human Geography that deals with people, cultures, migration.

5. Discuss the objects you/your teacher use(s) at Geography lessons. Use the photos and words below to help you.



maps



meteorological instruments



geography software

6. Listen, read and remember the words.

affect	[ə'fekt]
surface	['sɜːfɪs]
ocean	['əʊʃn]
current	['kʌrənt]
earth	[ɜːθ]
interdependent	[ˌɪntədɪ'pendənt]
insight	['ɪnsaɪt]
arrange	[ə'reɪndʒ]
resource	[rɪ'sɔːs]

7. Look at the words in exercise 6. Say which topics you can discuss using these words. Give examples.

8. Read about the importance of Geography. Divide the information into two parts: you agree with / you disagree with. Give your reasons.

REASONS TO STUDY GEOGRAPHY

Geography helps:

- to understand the basic physical systems that affect everyday life (e.g. earth-sun relationships, water cycles, wind and ocean currents, etc.);
- to understand the geography of past times and how geography has played role in the evolution of people, places and environments;
- to appreciate Earth as the homeland of humankind and provide insight into how the planet's resources should be used;
- to understand global interdependence;
- to get the most out of travel experiences.

Human culture is fundamentally place-based. The land determines or influences the cuisine, clothing, architecture, even social relationships.

9. Work in small groups. Discuss the arguments from exercise 8.

Model: Oksana doesn't understand how a person can function more effectively, if he/she knows the location of places, physical and cultural characteristics of those places. Can anybody explain that to her?

10. Is Geography your favourite subject? Why/Why not? Write approximately 10 sentences.

11. Learn as much additional information about the situations below as possible.

Model:

Situation 1:

Teacher: We'll have a new student in our school.

Students (put questions in turn): 1. What's the name of this student?

2. What school is he/she coming from?

3. What's his/her progress in studies? Go on…

Possible situations:

1. Ihor Olehovych will be your Geography teacher next year.

2. There will be no classes tomorrow.

3. Your ideas.



Lesson 61

History

1. Look at the pictures. Say which items your teacher uses at History lessons.



newspapers



documents



historic photos



visual resources



digital resources, videos

2. Give three reasons why the use of the items above makes History lessons more interesting.

3. Listen, read and remember the words.

treat	[triːt]
warrior	['wɒrɪə(r)]
relate	[rɪ'leɪt]
inherit	[ɪn'herɪt]
influence	['ɪnfluəns]
shape	[ʃeɪp]
invention	[ɪn'venʃn]
civil	['sɪvl]
discovery	[dɪ'skʌvərɪ]

UNIT 7 School Subjects

4. Complete the sentences with the words from exersice 3.

1. Many _____ fought in battles.
2. She _____ quite a lot of money from her parents.
3. The Prime Minister announced that the country was at _____.
4. _____ is a group of people who share customs and laws.
5. It's a real _____ for me to buy some cakes.
6. The computer is a very useful _____.
7. He worked as a lawyer _____ _____ _____ a history teacher.

5. a) Before you read, imagine what the text will be about. Think about the possible reasons to study History.

b) Read about the importance of History.

REASONS TO STUDY HISTORY

- History is a great treat into the past. It lets us live in an era where we weren't present. It helps us relate to people whose actions influence the shape of the present day. It takes us back into the times of kings, princesses, horses, warriors, geniuses, wars, inventions and discoveries.
- History helps us understand who we are, where our ancestors came from, what kind of society and culture they lived in, what we have inherited from them.
- We can learn the types of cultures and traditions people followed, as well as their way of living. All cultures that we know today have their roots in the cultures of the past.
- Studying history one can explore how people, communities, nations and the world that we live in have changed over time.
- World history helps prepare young people for international experience, and active participation in civic life.

6. Complete the sentences.

1. History lets us live in an era _____.
2. All cultures that we know today _____.
3. Studying History we can understand how _____ have changed over time.
4. World History helps _____ international experience, and _____.

7. Rank the arguments from the text according to their importance. Put the strongest argument the first.

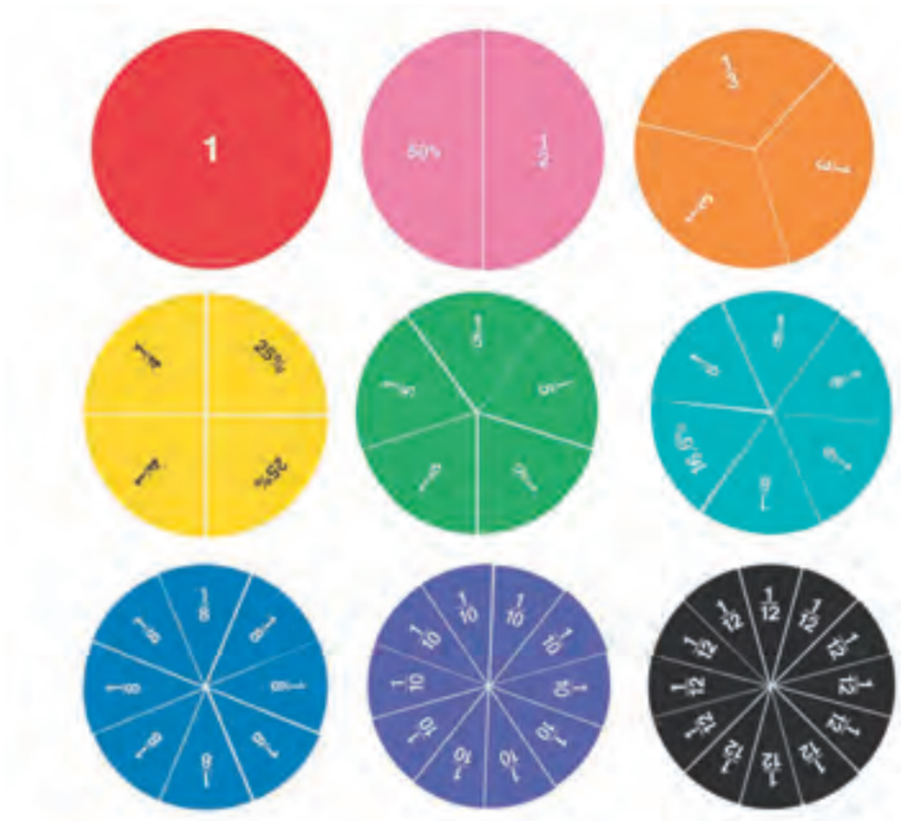
8. Work in small groups. Compare and contrast your classification of arguments (exercise 7).

9. Is History your favourite subject? Why/Why not? Write approximately 10 sentences.

Lesson 62

Mathematics

1. Discuss the teaching aids your teacher uses at Mathematics lessons. Add some other ones.



magnetic fractions



calculator



visual aids

2. Listen, read and remember the words and word combinations.

competitive	[kəm'petətɪv]
solve	[sɒlv]
wonder	['wʌndə(r)]
have an edge over	[həv ən edʒ 'əʊvə(r)]
research	[rɪ'sɜːtʃ]
white-collar job	[waɪt'kɒlə(r) dʒɒb]
complement	['kɒmplɪment]
take up	[teɪk ʌp]
field	[fiːld]

3. Match the words with their definitions.

1. fascinate	a) involving people or organizations competing against each other
2. solve	b) a detailed and careful study of sth
3. white-collar job	c) to attract or interest sb very much
4. field	d) a thing that goes together well with sth else
5. have an edge over	e) used sth else about people who work in an office
6. complement	f) to start doing sth regularly
7. wonder	g) to find a way of dealing with a problem or difficult situation
8. competitive	h) something that causes you to feel surprise or admiration
9. take up	i) a small advantage over sb/sth
10. research	j) an area of study or knowledge

4. Complete the sentences with the words from exercise 3.

1. He is an expert in the _____ of economics.
2. The travel industry is a highly _____ business.
3. I have _____ _____ basketball recently.
4. We are carrying out medical _____ to find out how to treat that disease.

5. Read about the importance of Mathematics. Find and read the sentences by the key words given after the text.

REASONS TO STUDY MATHEMATICS

- Maths is the language of the universe. Most of the wonders of the world are mathematical wonders.
- Maths forms the basis of research in everything that is moving in the world.
- Being good at even calculative maths can make you more desirable for the white-collar job.
- Maths complements other subjects. No matter what field you choose to take up later — computer, physics or even biology — you have to have a solid foundation of maths.
- Mathematics is training in general problem solving, logical thinking.
- Maths teaches you to think.

Key words: calculative Maths, mathematical wonders, logical thinking, take up, general problem solving.

6. Explain the following statements in your own words.

1. "Study Mathematics if you want to be wanted."
2. "Maths makes you rich."
3. "Most of the wonders of the world are mathematical wonders."

7. Choose the word that best completes the sentence.

1. She _____ to the cinema yesterday.
   a) go b) went c) has gone
2. The students _____ a composition last week.
   a) write b) wrote c) have written
3. Look! The boy _____ the window.
   a) break b) broke c) has broken
4. I often _____ the children. They play snowballs.
   a) see b) saw c) have seen
5. The doctor _____ Spanish at the last meeting.
   a) speak b) spoke c) has spoken
6. The tourists _____ a bus this morning.
   a) take b) took c) have taken

8. Is Mathematics your favourite subject? Why/Why not? Write approximately 10 sentences.

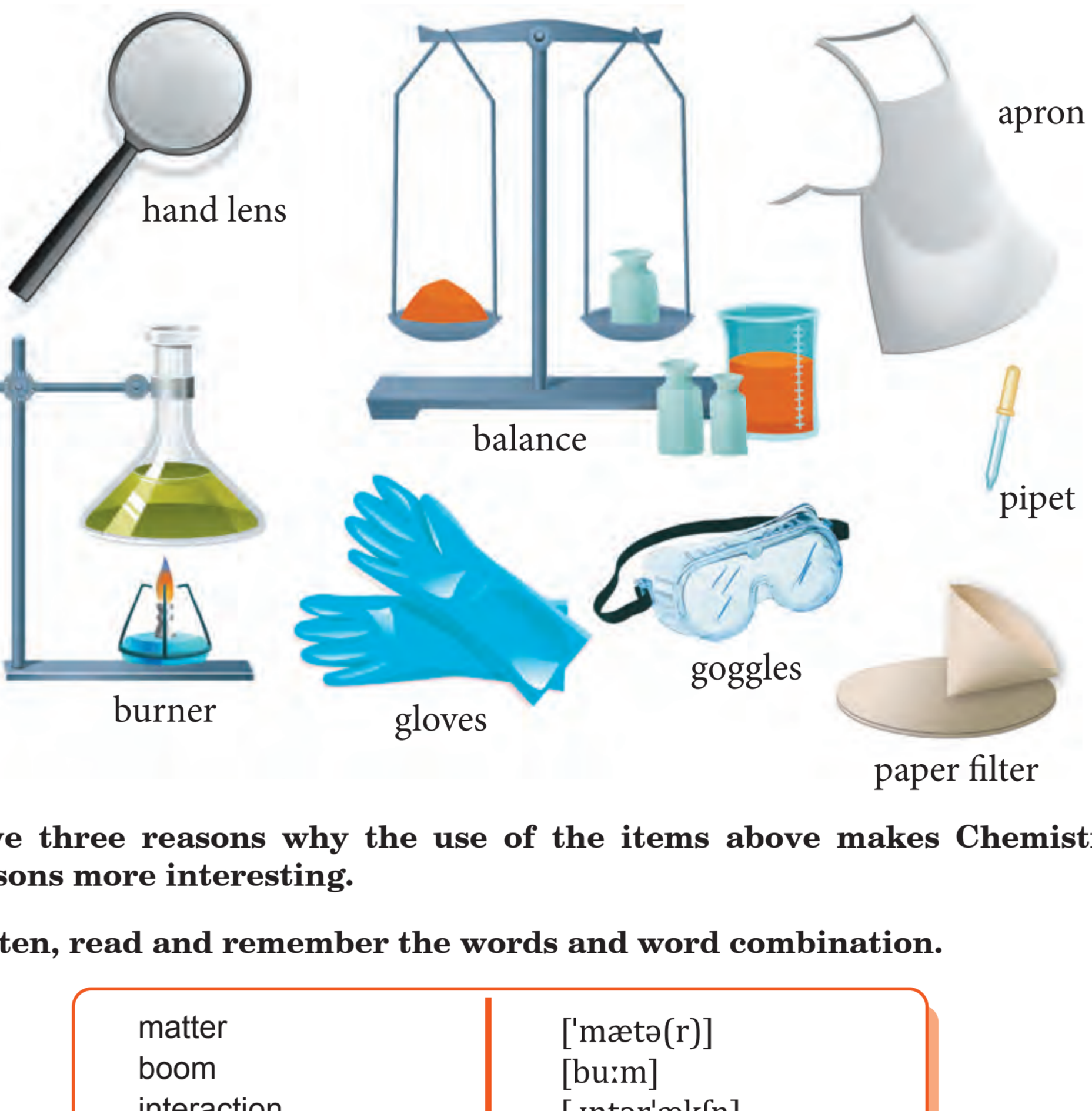
Lesson 63

Chemistry

Chemistry is the study of matter and energy and the interaction between them.

Chemistry is everywhere in the world around you. It's in the food you eat, clothes you wear, water you drink, medicines, air, cleaners...

1. Say which items in the photos you/your teacher use(s) at Chemistry lessons.



2. Give three reasons why the use of the items above makes Chemistry lessons more interesting.

3. Listen, read and remember the words and word combination.

matter	['mætə(r)]
boom	[bu:m]
interaction	[ˌɪntər'ækʃn]
command	[kə'mɑ:nd]
glow	[gləʊ]
medicine	['medsn]
occur	[ə'kɜ:(r)]
cleaner	['kli:nə(r)]
household chemicals	['haʊshəʊld 'kemɪkls]
advance	[əd'vɑ:ns]

4. Match the pictures with the words from exercise 3.



5. Read about the importance of Chemistry. Complete the sentences after the text.

REASONS TO STUDY CHEMISTRY

- Chemistry helps you understand the world. For example, why leaves change colour in autumn, why plants are green, how cheese is made, and what is in soap and how it cleans.
- Knowing some chemistry helps you read product labels and understand what things are made of.
- Chemistry can keep you safe. You learn which cleaning chemicals are dangerous to mix and which are safe to use.
- Chemistry helps you understand news about oil, pollution, the environment, and new technology.
- Chemistry shows how things work.
- Chemistry is fun! You can do many interesting projects. They can glow in the dark, change colours, make bubbles, and change from one state to another. Fireworks and explosions use chemistry.
- Chemistry explains how food changes when you cook it, how to keep food fresh, how your body uses food, and how ingredients work together.
- We use chemicals every day without thinking. Your body is made of chemicals. Chemical reactions happen when you breathe, eat, or even sit still.

1. Chemistry can keep you _____.
2. Chemistry explains _____, how to keep food _____.
3. Chemistry helps understand news about _____.
4. Chemistry helps understand, why plants are green _____.

6. Give five reasons why we should study Chemistry.

7. Is Chemistry your favourite subject? Why/Why not? Write approximately 10 sentences.

Lesson 64

Languages

1. Say which items in the photos you/your teacher use(s) at Language lessons.



flashcards





images



videos



audio recordings



on-line resources

2. Give three reasons why the use of the items above makes Language lessons more interesting.

3. Listen, read and remember the words and word combinations.

engaging	[ɪn'geɪdʒɪŋ]
improve	[ɪm'pruːv]
confidence	['kɒnfɪdəns]
experience	[ɪk'spɪərɪəns]
brain capacity	[breɪn kə'pæsəti]
keep up with	[kiːp ʌp wɪð]
research	[rɪ'sɜːtʃ]

4. Listen to the text and and fill in the blanks as you listen. Then ask five questions on the text.

REASONS TO STUDY LANGUAGES

Speaking the second language will

- open a world of job opportunities;
- help you meet new people and develop life-long (1) _____;

- help you get an outsider's perspective about your own culture. If you've only ridden inside the bus you can't see the bus's wheels, the exterior colour, or the engine that drives it. Want a bigger picture? You need to get off that bus and examine it from the (2) _____. Learn another language and you'll have insight not only into another culture, but get a clear view of your own;
- help you become more interesting and meet more interesting people. If you speak (3) _____ or more languages, you'll have many more lively, engaging conversations on a variety of topics;
- develop (4) _____;
- improve your decision making skills;
- completely transform your travel (5) _____. You'll see the world from a different perspective;
- give you a chance to study or live overseas;
- help you discover a new (6) _____. You can learn a lot about music, films, food, literature, poetry, theatre, fine arts, etc.;
- really make you stand out from the crowd;
- increase your brain capacity and you'll have better (7) _____ too;
- let you keep up with the rest of the world. Read/watch the latest news in science, engineering, technology, business, or the latest (8) _____.

5. Work in pairs. Ask and answer your questions on the text.

6. Give five reasons why we should study Languages.

7. Complete the sentences using ought to + verb, showing what will probably happen. Then make 3 predictions about your classmates or yourself using ought to.

1. She loves programming. She ought to become a great IT specialist.
2. If he works hard in Maths, he _____ pass the entrance exam.
3. You've done well in biology and chemistry. You _____ enjoy medical school.
4. With your drawing skills, you _____ be successful as an architect.
5. They're studying very little this year. They _____ struggle with their finals.

8. In small groups, discuss and complete the statements. Decide if ought to expresses advice/duty or probability. Then write 3 similar statements connected to your school, family or plans.

1. Students ought to choose subjects they enjoy.
2. With enough reading, she ought to do well on the History test.
3. You ought to respect all teachers, even the strict ones.
4. He ought to speak better English after spending a summer in London.
5. Teenagers ought to learn how to make decisions about their future.

9. Are Languages your favourite subjects? Why/Why not? Write approximately 10 sentences.

Lesson 65

Literature

1. Say which items in the photos you/your teacher use(s) at Literature lessons.



flashcards



quizzes



interactive exercises



audio recordings



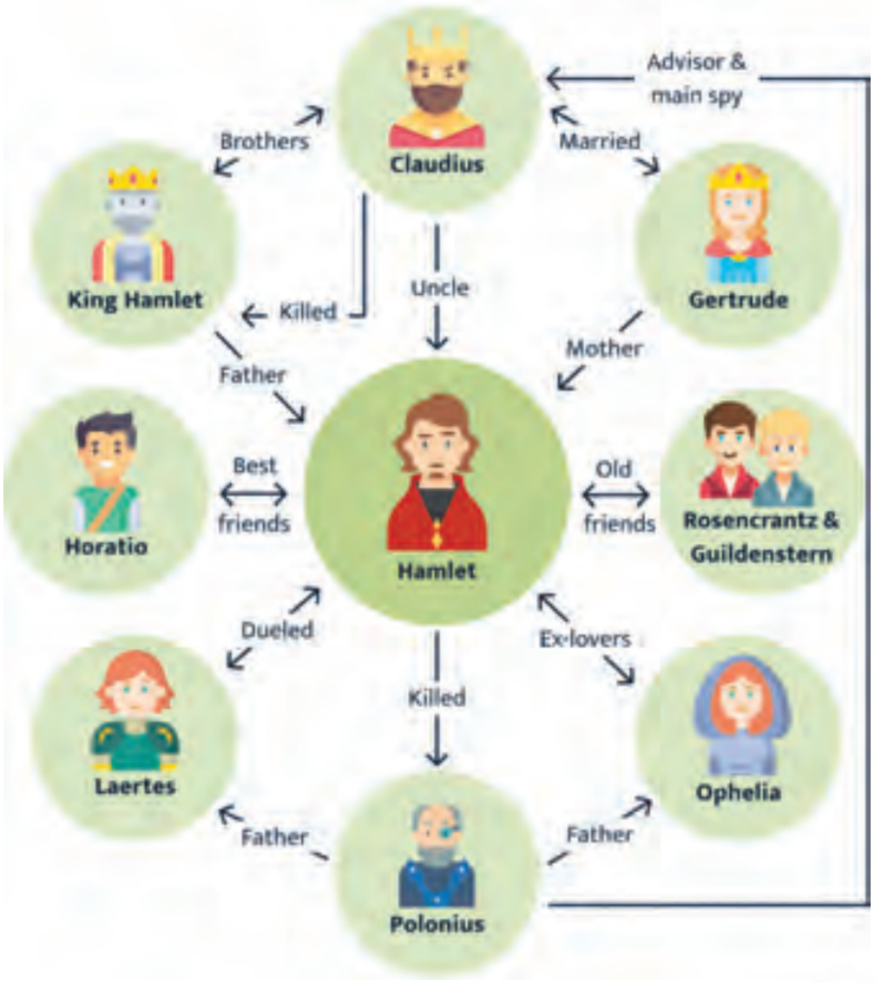
articles



slideshow presentations



top-quality online resources



character map



videos



images

2. Give three reasons why the use of the items above makes Literature lessons more interesting.

3. Listen, read and remember the words.

imagination	[ɪˌmædʒɪ'neɪʃn]
persuade	[pə'sweɪd]
encounter	[ɪn'kaʊntə(r)]
consequence	['kɒnsɪkwəns]
evidence	['evɪdəns]
significance	[sɪg'nɪfɪkəns]
notice	['nəʊtɪs]

4. Unscramble the words. Make up sentences with them.

ginaimation, cenedive, chageenll, suaperde, seconcesenqu

5. Read about the importance of Literature. Rank all arguments according to your preference. Put the strongest argument in the beginning. Explain your choice.

REASONS TO STUDY LITERATURE

- Literature cultivates the imagination.
- Writing and talking about literature help to prepare us to write and talk about anything.
- Literary works — whether fiction, poetry, drama, creative non-fiction — challenge readers to make connections, to weight evidence, to question, to notice details, to make sense out of a rich experience. These analytical abilities are fundamental life skills.
- We learn to think about how other people see the world. We can understand, persuade, accept and help these others more effectively and fully.
- People who've experienced more stories are better able to think about actions and consequences.
- Literary works often challenge us to think about our place in the world, about the significance of what we are trying to do.
- Literature allows us to visit places and times and encounter cultures that we would otherwise never experience.
- Literature inspires us to live.
- Literature is fun.

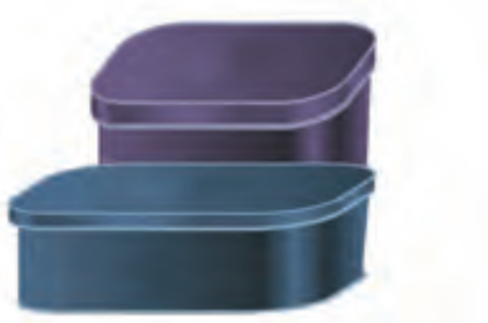
6. Work in small groups. Use the reasons from exercise 5 to discuss which arguments you like best. Compare your choices and explain why you prefer them.

7. Is Literature your favourite subject? Why/Why not? Write approximately 10 sentences.

Lesson 66

Physics

1. Say how often and with what purpose your Physics teacher uses the equipment given in the photos.



containers



ampermeter



calorimeter



magnet



rheostat



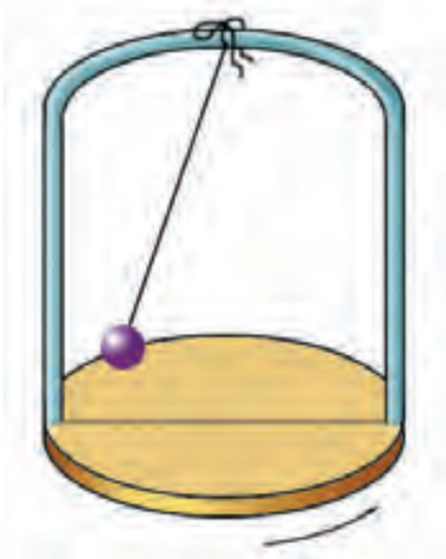
instructor's desk with central control unit



telescope



thermometer



pendulum



dynamometer

2. Give three reasons why the use of the items above makes Physics lessons more interesting.

3. **Listen, read and remember the words and word combination.**

govern	['gʌvn]
contain	[kən'teɪn]
solar power	['səʊlə(r) 'paʊə(r)]
consumer	[kən'sjuːmə(r)]
universe	['juːnɪvɜːs]
obtain	[əb'teɪn]
goods	[gʊdz]
branch	[braːntʃ]
mining	['maɪnɪŋ]

4. **Unscramble the words. Make up sentences with them.**

Merconsu, odsog, urseveni, rnvego, inobta.

5. **Read about the importance of Physics. From the list of arguments choose those which are important to you. Give your reasons.**

REASONS TO STUDY PHYSICS

- Physics helps us develop critical thinking and problem-solving skills. It requires from students to think logically, use analogies, etc.
- It helps us understand the world we live in, how the world around us works, the fundamental principles that govern our universe and everything in it.
- Modern technology is physics-based.
- Knowledge of Physics is needed to understand music, sound, light, art and literature. Many authors use allusions to physics in their works.
- It helps us communicate. The creation of computers, the Internet, phones, etc. wouldn't be possible without physics.
- Physics plays an important role in providing energy. Everything from nuclear power plants to solar powered cars require physics.
- Physics plays an important role in mining fuel, which powers our planes, trains and automobiles; in developing consumer electronics; in constructing buildings.

6. **Work in small groups. Discuss the arguments from exercise 5.**

7. **Is Physics your favourite subject? Why/Why not? Write approximately 10 sentences.**

Lesson 67

Biology

1. Say how often and with what purpose your teacher uses the objects given below.



forceps



microscopes



test tubes



beaker



dyes and other indicators

2. Give three reasons why the use of the items above makes Biology lessons more interesting.

3. Listen, read and remember the words and word combinations.

involve	[ɪn'vɒlv]
breeding	['briːdɪŋ]
improve	[ɪm'pruːv]
proper manner	['prɒpə(r) 'mænə(r)]
supply	[sə'plaɪ]
address (deal with)	[ə'dres diːl wɪð]
challenge	['tʃælɪndʒ]
derive from	[dɪ'raɪv frəm]

4. Look at the words in exercise 3. Say on which topics you can speak using these words. Support your ideas with examples.

5. Read about the importance of Biology. Add your own ideas why you should study this subject.

REASONS TO STUDY BIOLOGY

- Biology helps understand the interaction between humanity and the world.
- Biological research has the potential to help us address global challenges.
- Approximately 70% of new medicines include chemicals produced by plants.
- It provides opportunities to learn about the processes of all living things.
- It helps us understand how to improve our health and diet.
- It helps us understand our interdependence: we, for example, depend on plants and animals for food, clothing and shelter.
- Understanding the theory of evolution by natural selection is a major step in anyone's education.

6. Work in small groups. Exchange your ideas. Find out which of your ideas and arguments from the text are the most popular with the students of your class.

7. Is Biology your favourite subject? Why/Why not? Write approximately 10 sentences.

Lesson 68

Handicrafts

1. Look at the pictures. Say which items you use at your Handicrafts lessons.

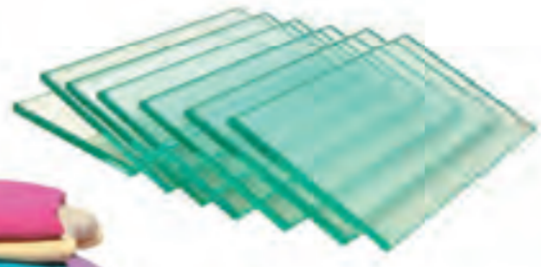

metal


wood


clay


leather


stone


glass


textiles


plants

2. Work in pairs. Discuss what you can produce using the materials above.

3. Read the ideas below. Say what you already can do and what you would like to learn to do.

textile, leather	*wood, metal, clay, glass, stone*	*paper or canvas*	*plants*	*other*
embroidery macramé needlework sewing	bead work doll making jewellery design pottery puppet making sculpture toy making wood carving	bookbinding embossing/ paper paper craft pop-up books scrapbooking	basket weaving floral design pressed flower craft straw marquetry	cake decorating

4. Listen, read and remember the words and word combination.

promote	[prə'məʊt]
neatness	['niːtnəs]
encourage	[ɪn'kʌrɪdʒ]
heritage	['herɪtɪdʒ]
manual ability	['mænjuəl ə'bɪləti]
establish	[ɪ'stæblɪʃ]
success	[sək'ses]

5. Match the words with their definitions.

1. promote
2. neat
3. encourage
4. heritage
5. ability
6. success
7. manual
8. establish

a) the fact that you have achieved what you want
b) skill at doing things, especially with your hands
c) to help sth to happen or develop
d) arranged or done carefully
e) using your hands; operated by hand
f) the customs, qualities and culture of a country that have great importance for the country
g) to start or create an organization, a system, etc.
h) to give hope, support or confidence to sb

6. Complete the sentences with the words from exercise 5.

1. The Prime Minister _____ good relations between our countries.
2. Hard work is the key to _____.
3. She always _____ her younger sister.
4. My grandfather was a skilled _____ worker.
5. Before we start on the project we should _____ some rules.

7. Read about the importance of Handicrafts. Add your own ideas why you should study Handicrafts.

REASONS TO STUDY HANDICRAFTS

- Handicrafts promotes our cultural heritage through the use of original materials.
- Handicraft products show an individual's creativity.
- Handicrafts trains the eye and hand.
- Handicrafts cultivates the artistic feeling.
- Handicrafts trains in neatness and good taste.
- Handicrafts trains in manual ability.
- Thanks to Handicrafts you can experience the pleasure of exact movements and the triumph of success.
- Handicrafts is just fun.

8. Work in small groups. Exchange your ideas (exercise 7). Which of your ideas and arguments from the text are the most popular with the students of your class? Give the reasons.

9. Read the sentences about why we study different subjects. Then, work in pairs and answer the questions below. Then write 6 sentences about how school subjects are helping you prepare for the future.

1. Which subjects are important for your dream job? Why?
2. Which subject will you not need in the future? Explain.
3. What job can you do with good knowledge of…

Model: I will need IT because I want to be a web designer. History is useful if you want to be a tour guide or lawyer.

10. Is Handicrafts your favourite subject? Why/Why not? Write approximately 10 sentences.

SELF-ASSESSMENT MODULE 7

LEVEL 1

1. Find seven words and write them down.

biologysocietyresearchhandicraftsinheritsolvechemistry

2. Choose the correct item.

1. Your memory _____.
   a) will improve b) shall improve
2. I _____ one foreign language.
   a) know b) am knowing
3. A photographer _____ maths skills.
   a) need b) needs
4. Robotics engineers _____ a robot.
   a) is designing b) designed

3. Write five sentences about your favourite subject.

LEVEL 2

1. Write in the vowels.

prsnttn, nln, chllng, sppl, mcrscp, hndcrfts

2. Complete the sentences with the words from the box.

friendship heritage food leadership

1. Handicrafts promotes our cultural _____.
2. Physical training develops teamwork and _____.
3. A foreign language helps to establish cross-cultural _____.
4. Chemistry explains how _____ changes as you cook it.

3. Write approximately eight sentences about the importance of one of the school subjects.

LEVEL 3

1. Write down as many words and word combinations as you can under each heading.

Geography	History	Mathematics	Chemistry	Languages	Literature	Physics	Biology	Handicrafts

2. Choose the best item *a*, *b*, *c* or *d* for each space.

Maths (1) _____ the language of the universe. Our ancestors (2) _____ fascinated with Maths. Maths (3) _____ logical thinking and problem solving. You must (4) _____ Mathematics if you want to be wanted.

1. a) is	b) are	c) was	d) were
2. a) is	b) are	c) was	d) were
3. a) teaches	b) taught	c) is teaching	d) was teaching
4. a) study	b) studied	c) have studied	d) had studied

3. Write about 15 sentences about the importance of History or Physics.

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can use basic vocabulary to talk about the importance of Geography.
- ☐ I can use basic vocabulary to talk about the importance of History.
- ☐ I can use basic vocabulary to talk about the importance of Mathematics.
- ☐ I can use basic vocabulary to talk about the importance of Chemistry.
- ☐ I can use basic vocabulary to talk about the importance of Languages.
- ☐ I can use basic vocabulary to talk about the importance of Literature.
- ☐ I can use basic vocabulary to talk about the importance of Physics.
- ☐ I can use basic vocabulary to talk about the importance of Biology.
- ☐ I can use basic vocabulary to talk about the importance of Handicrafts.
- ☐ I can use basic vocabulary to talk about the importance of Physical training.
- ☐ I can compare and contrast different school subjects.
- ☐ I can name objects/equipment teachers use at different lessons.
- ☐ I can explain statements in my own words.
- ☐ I can give reasons why this or that school subject is my favourite.



Unit 8

MEDIA: THE INTERNET

Lesson 69

The Birth of the World Wide Web

1. Complete the sentence: "The Internet is..." to say what WWW means to you. Use the model to help you.

Model: I believe (think / have an opinion that) the Internet is a perfect tool to stay in touch with my friends.

2. Match the words with their definitions on the right.

1.	online	a.	spend time online looking for web-sites
2.	surf	b.	connected to the Internet
3.	virus	c.	a computer file sent with an e-mail message
4.	chat room	d.	information that you store under a particular name
5.	log on/ off	e.	move the information from the Internet to your computer
6.	offline	f.	disconnected from the Internet
7.	crash	g.	start/ finish using a computer system
8.	download	h.	when a computer or program stops working suddenly
9.	file	i.	a web-site for exchanging messages
10.	attachment	j.	a program that enters your computer and damages or destroys information

3. Read a short history of the Internet and answer the questions below.

1. What is the Internet?
2. How “old” is the Internet?
3. Who developed it and why?
4. Who makes the rules that govern the use of the Internet?
5. How has the Internet developed?
6. How has the original design of the Internet affected its development?
7. How many Internet users are there today?





A Short History of the Internet

The Internet is a big network that connects many computers around the world. It helps information move from one computer to another quickly.

The Internet began because the United States Department of Defense wanted a computer system that would keep working even if there was a disaster like a war. In the late 1960s, they started a project called ARPANET. This project helped connect different computer networks using special rules called communication protocols. These protocols helped create the Internet as we know it today.

The World Wide Web, which makes it easy to use the Internet, was created later, in 1990. It was made at CERN, a research laboratory in Europe. Tim Berners-Lee, a young British scientist, wrote the first plan for the Web. Now, he leads the World Wide Web Consortium (W3C). This group helps create rules for how the Web works. W3C includes important universities and organizations from the USA, Europe, Japan, China, and many other countries. It also has offices in different parts of the world.



Tim Berners-Lee

People had ideas about the Web even before computers existed. In 1895, some people in Belgium started a project called Mundaneum. Their goal was to collect all the world’s knowledge and organize it on many index cards. It was like a paper version of Wikipedia. Some of these collections are still in museums today.

In 1945, Vannevar Bush imagined a machine called Memex. It was a desk with screens that could store and find information quickly. Memex was never built, but it inspired many ideas for computer programs later.



Mundaneum

UNIT 8 Media: the Internet

In 1969 and 1970, IBM worked on a project called Generalized Markup Language (GML), which later helped create HTML. HTML is the language used to make web pages.

Project Xanadu was the first idea for “hypertext,” or linked text, starting in 1960. This project is still active today.

The Internet has grown very fast. In October 2015, there were more than 943 million websites. By September 2021, there were nearly 2 billion websites, and the number keeps growing every day.

To learn how many people use the Internet today, you can visit HYPERLINK "https://www.internetlivestats.com/" \t "_new" Internet Live Stats (https://www.internetlivestats.com).

4. Read the text in exercise 3 again and create a mind map to help you retell the text. Use your mind map and retell the text.

5. Project work. The conference “History of the Internet”. Use the link below to get information for your presentation at the conference that will take place at the end of the lessons within Unit 8.

The link to the Internet Hall of Fame’s Living History Timeline website:
https://www.internethalloffame.org//internet-history/timeline



Lesson 70

The Internet Possibilities

1. Read the dialogues and fill in the blanks with the words from the box below. Act out the dialogues with your partner.

- *Dialogue A*.

Tom: Hey, Dad, how often do you (1) _____?
Dad: I go online (2) _____ at work.
Tom: Oh? Why is that?
Dad: I have to (3) _____ my customers every day

- *Dialogue B*.

Tom: Dad, I need your help with my (4) _____.
Dad: Sure. How can I help you?
Tom: I don't know how to (5) _____.
Dad: It's easy! Here, let me (6) _____ you.

- *Dialogue C*.

Julia: What's your (7) _____, Tom?
Tom: Well, (8) _____, of course.
Julia: Really? Can you explain why?
Tom: Sure. It's because I can watch gaming videos about my favorite online games! Like Roblox and Minecraft!

a) YouTube
b) favourite website
c) attach a file
d) email
e) go online
f) computer
g) show
h) all the time

2. Discussion. Read the sentences below. Choose the numbers that best express your opinions. Compare your answers with your partner.

The legend for the numbers:

5 I agree completely
4 I mostly agree
3 I'm not sure
2 I mostly disagree
1 I disagree completely

Going online is fun.	1	2	3	4	5
A child should learn how to use a computer at the age of 4 or 5.	1	2	3	4	5
Chatting online is a waste of time.	1	2	3	4	5
Surfing the Internet is more fun than reading a book.	1	2	3	4	5
The computer is the most important invention in the world.	1	2	3	4	5
Using the Internet is a great way to improve your English.	1	2	3	4	5
The Internet is dangerous.	1	2	3	4	5
In the future, computers will replace teachers.	1	2	3	4	5
Computers are difficult to use.	1	2	3	4	5
Computers are smarter than people.	1	2	3	4	5
Working in a computer store is great.	1	2	3	4	5
Life is impossible without computers nowadays.	1	2	3	4	5

Model: I mostly agree that going online can be fun, but we ought to remember about time management and possible Internet dangers for its users. This brings me to agree completely that chatting online is a waste of time.

3. Read the problems people experience with the Internet and computers and discuss possible solutions. Use the model to help you.

Lucy: Every morning I go to work, sit down and log on to my computer. I need my computer to do my job. But I have a problem. I love to go on Facebook when I think my boss isn't looking and find out what my friends are doing. I also spend about an hour at work each day chatting with friends online. I waste so much time at work, but sometimes my job is boring. What can I do?

Nick: My parents bought me a laptop last week. I am surprised at how much computer software costs. I have a friend who knows a lot about computers and he can get me computer software for free, but another friend says I can't do this. It's not legal, and it's the same as stealing. I don't know what to do.

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

Model: Lucy, you ought to learn how to manage your time at work. You may also make a list of things that you can do online to develop professionally, or to learn some new skills. For example, fast keyboard typing, speaking a new foreign language, drawing and others.

4. Class survey. Go around the class and find a classmate who:

a)	… is online more than 5 hours each day.
b)	… has two computers at home.
c)	… doesn't know how to use a computer.
d)	… thinks TV is better than the Internet.
e)	… studies English online.
f)	… hates the Internet.

Use the question-prompts below to help you.

Are you online more than 5 hours each day? How much time a day do you spend online?

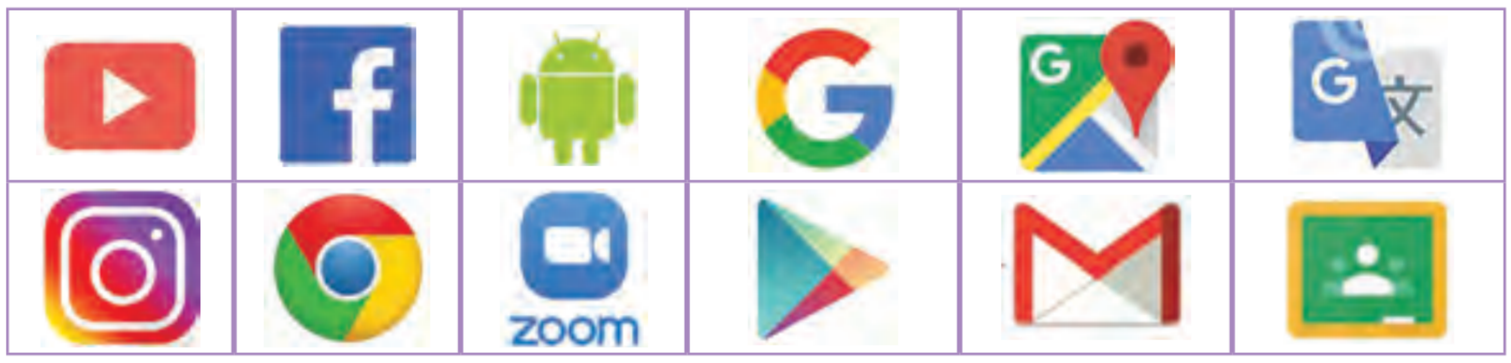
Why are you online more than 5 hours?

5. Get ready to report your findings (based on the task in exercise 4) to the class.

Lesson 71

Just Google It

1. Look at the pictures and say which of them are Google services. Name them.



2. Listen to the story of Google and fill in the blanks as you listen.

Google is the world's most (1) _____ search engine. Its founders were two Stanford University students, Larry Page and Sergey Brin, who started the company in (2) _____. The name Google is a misspelling of Page's original planned name, googol (a mathematical term for the number one followed by (3) _____ zeroes), although at the beginning the (4) _____ had to be named as Backrub. The present-day company's name became so popular that it entered the lexicon as a verb: to google became a common expression for searching (5) _____.



Larry Page



Sergey Brin

Page and Brin met by chance. Larry Page, 22 at the time, a graduate from the University of Michigan, applied to Stanford (6) _____ for his Ph.D. Sergey Brin, then 21, already a Ph.D. candidate at the prestigious institution, had the task to show Larry Page around the university campus.

Today Google has more than 3 billion (7) _____, but the engine searches through all these websites in less than half a second. The Google (8) _____ is available in 80 languages.

At the very start of the company, in 1998, Google wanted to sell their search engine system to Yahoo for $ 2 million. Yahoo didn't accept this offer. Later, Yahoo wanted to come back to this offer and offered 3 billion in 2002. This time Google didn't accept the offer. Today Yahoo is much cheaper than (9) _____.

3. Search the Internet and find more information about Google. Talk about what you have discovered with your partner.

4. Speak about your own experience with Google. There is a model to help you.

Model: I often use Google Chrome, one of the services of Google, to search for the information in the Internet. I usually google for some historical facts to get prepared for my History lessons. I also use Google Translate service to get the translation of some of the words in English. It's fast and convenient...

5. Write a short article about Google. What have they done recently? What are their plans?

UNIT 8 Media: the Internet

Lesson 72

SNS: Social Networking Sites

1. Name all social media sites you know. Which of them do you use? Which platforms do you have your account on? Use the pictures below to help you.



2. Read descriptions of the social media platforms and guess which platforms they describe among those given in the box below.

Instagram TikTok Linkedin Reddit

A. This platform is the most popular social media site for professional networking. The platform has over 700 million registered users, with about 300 million active each month. Launched in 2003, it allows a user to add their resumes, connect with others in their industry, and even post and respond to job listings.

B. This platform is another social media channel with a heavy emphasis on visuals, like photos and videos. The site launched in 2010. Later Facebook purchased it. Now it has more than 1 billion monthly active users and is mainly a mobile platform.

C. This platform is a social news and entertainment website with tons of sub-communities with specific interests. A registered user can submit content and comment on threads to interact with other users. It began in 2005, and today the site has more than 430 million active users.

D. This site is relatively new to the world of social networks. However, it has already made a memorable mark on the social media landscape. The app lets a user create short, creative videos. It already has more than 800 million monthly active users around the world.

3. Use the Internet to find out about the rest of social networking sites mentioned in exercise 1.

4. Listen and read the text. Speak about the advantages and disadvantages of social media. Use the model to help you.

Social media has given people the opportunity to connect with friends and other people from all corners of the world. It has played a huge role in globalization and the flow of information.

Nevertheless, many people blame social media for a breakdown in communication and relationships. Now, there is a dramatic decrease in face-to-face communication, which reduces young generation's ability to interact with people on a speaking level. Others believe that SNSs make users feel lonely and depressed.

There is also an opinion that social networking lacks emotional connection, often expresses artificial, not true emotions, by means of "haha", "LOL" and others. Another side effect of SNSs is that they decrease the quality of communication. As Peter Drucker once said: "The most important thing in communication is hearing what hasn't been said".

Furthermore, the new socially active young generation becomes lazy: you don't run to see your friends because you can message them. Social networking makes life so convenient that it creates laziness.

Another disadvantage of social media is presenting a perfect image of users. We post pictures of us when we look good or perfect and share the good news. People don't post news about losing a job or the break-up of the relationship. We tell ourselves and others lies about ourselves and develop something we are not.

Model:

Advantages: One of the pros of social networks is the ability to reach people from any place in the world. Moreover, you can do it very fast, from home or any place with Internet access. Another plus point of SNSs is the ease of communication: now we're connected wherever we go, we don't have to be in a particular place to call somebody (like with landline phones), or wait several days to receive a reply from someone (like with post services). We can message a person and receive feedback in real time.

Disadvantages: With the social media, our communication has become poor quality. We spend so much time online that we don't always understand the feelings and emotions of the person we are talking to.

5. Write five sentences about your favourite social networking site. Mention about its advantages and disadvantages.

Lesson 73

Are You on Facebook?

1. Match the words to create Facebook expressions.

1.	to update	a)	on your timeline
2.	to tag	b)	with somebody
3.	to share	c)	somebody's posts
4.	to chat	d)	somebody in a photo
5.	to comment	e)	photos / status updates / links
6.	to post	f)	on a photo
7.	to like	g)	pictures / songs / posts
8.	to hide	h)	your status

2. Fill in the blanks with the verbs (left column) from exercise 1.

a) Some people _____ their Facebook status many times in one day.
b) If I don't like somebody I _____ their posts.
c) I often _____ with my friends in the evening.
d) My friends sometimes _____ on my timeline.
e) I like it when people _____ songs on Facebook.
f) My best friend always _____ on my photos.
g) I don't like it when somebody _____ me in photos.
h) 89 people _____ my new profile photo.

3. Answer the questions about your Facebook (or any other SNS) use experience.

a) Do you have a Facebook account? When did you first create a profile?
b) How often do you update your status?
c) Do you tag your friends in pictures? Do they like it?
d) Do you enjoy chatting on Facebook? Why?
e) Do you share anything on Facebook? What kind of information do you share?
f) Do you like your friends' posts or photos? What kind of emoticons do you use?
g) Do you comment on your friends' photos? Give examples of typical comments you post?
h) Which SNSs do you have your accounts on?
i) What do you most enjoy about Facebook?
j) What do you least enjoy about Facebook?
k) Are you friends with your parents on Facebook? Why or why not?
l) Do you always accept friend requests? Why or why not?

4. Read the text and say which user type are you (some people you know). Reason your answer.

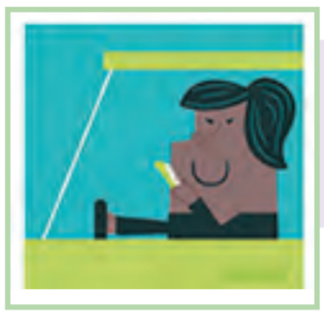
There are different users on Facebook. Some are busy, send game requests or post random pictures, while others simply behave like mute spectators and observe others. There are those who just post stuff like "I can't believe this" or "It's annoying" in the hopes that you will ask what exactly happened, but they never finish their story. See and find out which category you and others you know belong to.



The Stalker — Facebook is single-use for them: go see what people they know do.

The Newbie — They are all over the place, like and comment on everything, selfies are a must.





The Over-Sharer — Nothing stays out, everything that happens should goes on Facebook.

The Brand Promoter — Proud of his company and makes sure everyone knows it.





The Fearful User — Their privacy settings are exceptional.

The Curator — Knows what is good for others, and makes it a personal duty to share it.





The Gamer — Facebook is not a social network, it's a gaming platform.

The Non-User — has a profile, may not remember he does.



5. Prepare a short presentation about Facebook (or any other SNS). Include the information about: its history, its main purpose, the possibilities for its users, advantages and disadvantages.

UNIT 8 Media: the Internet

Lesson 74

Internet Communication

1. Listen, repeat and remember the words and word combinations.

sign in	[saɪn ɪn]
sign out	[saɪn aʊt]
shut down	[ʃʌt daʊn]
copy and paste information	['kɒpi ənd peɪst ˌɪnfə'meɪʃn]
edit a document	['edɪt ə 'dɒkjumənt]
hard drive	[hɑːd draɪv]
delete	[dɪ'liːt]
insert	[ɪn'sɜːt]
hardware	['hɑːdweə(r)]
software	['sɒftweə(r)]
subscribe	[səb'skraɪb]

2. Fill in the blanks with the words from the box below.

download online file e-mail address link blog in-box

a) I can send you a message if you let me know your (1) _____.
b) If you click on that (2) _____, it will take you to a new website.
c) I sent you a message this morning. Did you check your (3) _____?
d) How many hours a day are you (4) _____?
e) How do you upload and (5) _____ files?
f) Be careful when you decide to open a (6) _____. It may have a virus!
g) I write about my travel experiences on my own personal (7) _____.

3. Find mistakes in the following sentences. Correct mistakes as in the model.

Model: The expression "shut down the program or file" means you can crash it. — It's incorrect. If you shut down the program or file, you just close it.



a) A search engine helps you start your computer.
b) If you "save" some information in your computer hard drive, you edit this information.
c) Before you "paste" something onto a document, you need to write down your password.
d) The opposite of "to sign out" is "to shut down".

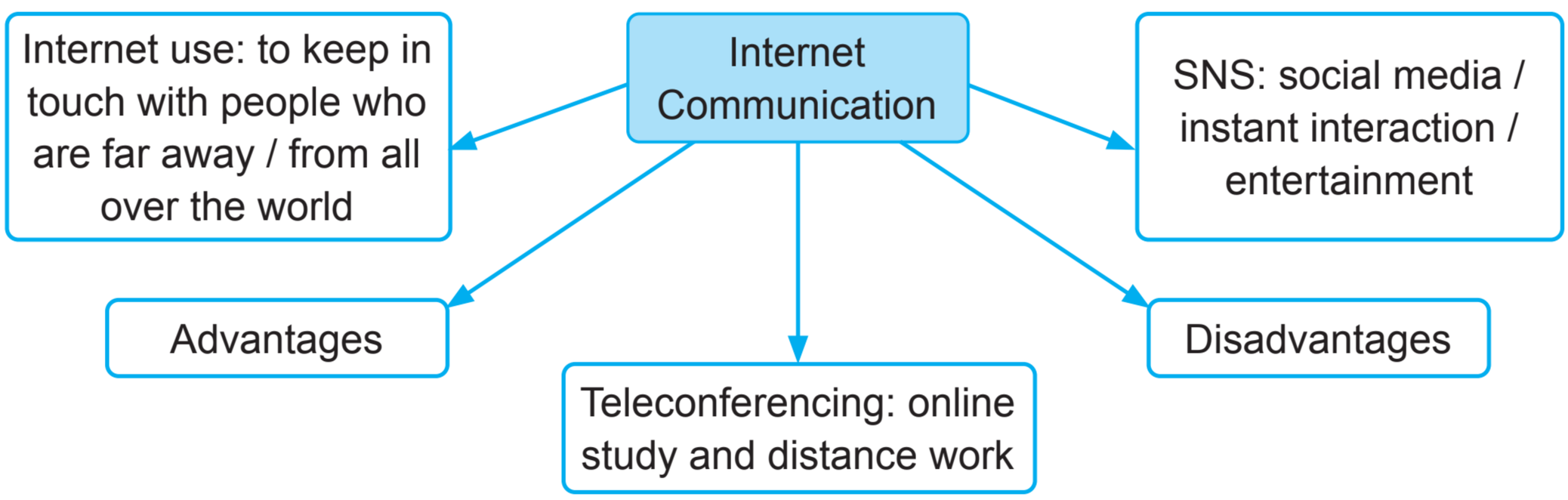
4. Listen to the text and say whether the statements are true or false.

a) According to the article, one of the most important human rights nowadays is Internet access.
b) A survey questioned 27,000 adults from 126 countries.
c) A telecommunication chief said the Web was important for light.
d) There are at least 2 countries in the world the Internet access is a right according to the law.
e) Two-thirds of Mexicans cannot imagine their life without the Internet.
f) The Internet makes it easy for us to see.
g) Four fifths of people said they feel the Web is a positive thing.
h) Most Germans expressed worries about freedom of expression.

5. Work with your partner to ask and answer the questions below.

a) What comes to your mind when you hear the word 'the Internet'?
b) How important is the Internet in your life? In the life of your family?
c) Do you think people in different countries have different views of the Internet?
d) How has the Internet changed the world?
e) Is the Internet a source of enlightenment for you?
f) Is the Internet just like roads, food and water?
g) What have you learnt from the Internet recently?
h) Do you know anybody who doesn't have Internet access?

6. Get ready to speak about the Internet communication, using the mind map below.



7. Write ten sentences about the place of the Internet in your life.

UNIT 8 Media: the Internet

Lesson 75

Internet Security and Cybercrime

1. Listen, repeat and remember the words and word combinations.

Internet security	['ɪntənet sɪ'kjʊərəti]
cybercrime	['saɪbəkraɪm]
to steal smb's identity	[stiːl aɪ'dentəti]
credit card fraud	['kredɪt kɑːd frɔːd]
intellectual property theft	[ˌɪntə'lektʃuəl 'prɒpəti θeft]
to bypass the computer security system	['baɪpɑːs ðə kəm'pjuːtə(r) sɪ'kjʊərəti 'sɪstəm]
phishing	['fɪʃɪŋ]
digital/online piracy	['dɪdʒɪtl/ˌɒn'laɪn 'paɪrəsi]
cyberbullying	['saɪbəbʊliɪŋ]
malware (malicious software)	['mælweə(r) (mə'lɪʃəs 'sɒftweə(r))]

2. Match the types of cybercrime with their explanations.

1. hacking	a) making purchases or obtain cash advances using a credit card account assigned to another person
2. intellectual property theft	b) a type of online scam where criminals impersonate legitimate organizations via email, text message, advertisement or other means in order to steal sensitive information
3. credit card fraude	c) obtaining, normally in a malicious or illegal way, any information that was not intended to be shared
4. cyberbullying	d) the process of bypassing the security systems on a computer system or network
5. data theft	e) repeated behaviour, aimed at scaring, angering or shaming those who are targeted (spreading lies about or posting embarrassing photos of someone on social media; sending hurtful messages or threats via messaging platforms; impersonating someone and sending mean messages to others on their behalf)
6. phishing	f) robbing people or companies of their ideas, inventions, trade secrets, movies, music, software, books etc.

3. Name the pictures with the types of cybercrime. Use exercise 1.

A



D



B



E



C



F



4. Get ready to express your opinion on cybercrime. There is a model to help you.

Model: I don't think people understand the danger of cybercrime. I believe it's a huge problem. Cyberspace has become a new battleground. Countries spy on each other. They attack the other country's Internet, which means all communication, transport, healthcare system, education and banks lose data. Cybercrime is dangerous for individual people too. Phishing is a good example. That's why we really need to be very careful about what information we put online.

5. Make a poster about cybercrime. Give feedback on your poster.

6. Use the Internet to prepare a presentation about different types of phishing. The website below may help you.

https://us.norton.com/internetsecurity-online-scams-what-is-phishing.html

Lesson 76

The Future of the Internet

1. Listen, read and remember the words.

misinformation	[ˌmɪsɪnfə'meɪʃn]
fake news	[feɪk nju:z]
inventor	[ɪn'ventə(r)]
bullying	['bʊlɪŋ]
to spread	[spred]
the Internet of things	[ðə 'ɪntənet əv θɪŋ]
VR (virtual reality)	['vɜ:tʃuəl ri'æləti]
augmented reality	[ɔ:gˌmentɪd ri'æləti]
artificial intelligence	[ˌɑ:tɪ'fɪʃl ɪn'telɪdʒəns]

2. Read the text and say whether the statements below are true or false.

The World Wide Web is thirty years old. Its inventor, Sir Tim Berners-Lee, is concerned about how people are using it. He is concerned about the future of the Web. He wrote that many people weren't sure about if the Web was "a force for good". He thinks it can be and that it can help billions of people. Governments and companies must build a better Internet.

The inventor had three worries about the World Wide Web. He called it a "mirror of humanity" where "you will see good and bad". The first worry was criminal behaviour like hacking and bullying. New laws must keep people safe. A second worry is how social media spreads misinformation and fake news. A final worry is about privacy. It is important to fight for a better, free and safer Web.

1. The World Wide Web is now fifty years old.
2. The Web's inventor does not care about the future of the Internet.
3. The Web's inventor said he had five main worries about the Web.
4. Sir Tim Berners-Lee called the Web a "mirror of humanity".
5. It is now clear that social media are often used to misinform the users.
6. Tim Berners-Lee said it was not important to fight for a better Web.

3. Say whether you agree with the concern about the future of the Internet expressed by Tim Berners-Lee (exercise 2). Reason your answer. Say what people can do to improve the situation.



4. Classroom discussion. Choose the group according to your opinion. Then think of three reasons why you believe so.

Group 1	Group 2	Group 3	Group 4
I believe hacking is the biggest danger of the Internet	I believe cyberbullying is the biggest danger of the Internet	I believe fake news spreading is the biggest danger of the Internet	I believe poor communication and being overweight are the biggest dangers of the Internet

5. Read the list of possible development option for the future of the Internet. Say which of them are the most probable.

A	Our digital presence will not be separate from the physical world.
B	The world in front of us will be a mix of the physical and the virtual realities.
C	Scientists will link our brain to the Internet.
D	“The Internet of things” will be present in every home.
E	Instead of learning new languages, we will just install a translation app that allows us to live-translate our own speech in real-time.

6. Write 10 sentences about positive and negative aspects of modern Internet. Suggest some ideas how people could improve the development of the Internet.

7. Read the jokes and tell them to your class.

1. — Have you seen www.lockeddoor.com?
   — Yes, but I found it very difficult to get into.
2. — Why are elephants no good at Net surfing?
   — Because they’re scared of the mouse.
3. — Since you’ve discovered the Internet, you don’t pay any attention to me!
   — Who said that?
4. A clean house is the sign of a broken computer.

SELF-ASSESSMENT MODULE 8

LEVEL 1

1. Find and write 5 words on the topic "The Internet and Communication".

dcfaytattachmentfyrusdownloadhmiswxcyberbullyingtylphishingphackingthedt

2. Find the odd word out of the given four.

1. Facebook, Instagram, Google, Linkedin.
2. The Internet, the Web, social media, World Wide Web.
3. Copy, crash, paste, cut.
4. Message, attachment, notification, data theft.

LEVEL 2

1. Choose the correct answer.

1. What do people do when they change something on a 'document'?

a) They attach it
b) They chat
c) They download it
d) They edit it

2. A 'font' describes which of the following things:

a) A kind of computer
b) An e-mail account
c) Letters
d) Keys

3. In which of the following places can you always find a 'home page'?

a) At home
b) In a book
c) On the World Wide Web
d) In a printer

4. Which of the following words best describes the word 'icon'?

a) Picture
b) Number
c) Colour
d) Size

5. Which of the following things can a 'link' do?

a) Open an Internet Café
b) Close a file
c) Help you save information
d) Bring you to another website or page

6. Which of the following things can a 'virus' do?

a) Create an e-mail account
b) Go online
c) Crash your computer
d) Chat with you

2. List at least five cybercrimes. Make up a sentence with each expression.

Self-Assessment Module 8

LEVEL 3

1. Fill in the blanks with the words from the box below.

keyboard	log in	attachment	delete	e-books	password

a) You can (1) _____ any computer document or e-mail message that you don't want to keep.

b) Oh no! I just spilled my coffee on my computer (2) _____!

c) I almost never buy books at a book store anymore. I usually read (3) _____.

d) You can (4) _____ to your e-mail account with your username and password.

e) My (5) _____ is a secret. Only I know it.

f) I took a photo of our school yesterday, and sent it to you as an (6) _____.

2. Match the words with their definitions.

1. keyboard
2. malware
3. online piracy
4. reality
5. fake news

a) the practice of downloading and distributing copyrighted content digitally without permission

b) an enhanced version of the real physical world that is achieved through the use of digital visual elements, sound, or other sensory stimuli delivered via technology

c) false or misleading information presented as news

d) a board with buttons marked with letters or numbers that are pressed to put information into a computer or other machine

e) software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system

CHECKLIST

Assess your progress in this unit. Tick (✔) the statements which are true.

- ☐ I can talk about the Internet, its present, past and possible future.
- ☐ I can name and talk about different platforms of social media, about their advantages and drawbacks.
- ☐ I can talk about dangers of the Internet activity and how to avoid them.
- ☐ I can express and reason my point of view on a contradictory issue.
- ☐ I can surf the search engine to find the information I need.
- ☐ I can carry out a class survey and present the results of the survey to the class.

SUPPLEMENTARY READING

TASK 1

1. Read the words and word combinations. They will help you to understand the text.

to try to make its way through — намагатися прокладати собі шлях через
too wide — надто широкий
to navigate through heavy traffic — керувати (транспортним засобом) під час інтенсивного вуличного руху
unearthly — неземний
to make sense to me — бути зрозумілим мені
invention — винахід

2. Read the text and do after text activities.

JERRY'S PLAN
Part I

The other day, while my family and I were stuck in a traffic jam, my brother Jerry started to draw what he called the "future vehicle". It was the most unusual vehicle I had ever seen.

We had just heard a siren. It was an ambulance trying to make its way through the thick traffic jam on the highway. It had to zigzag through the slow-moving automobiles.

"You see, that's the problem with ambulances. They are too wide to navigate easily through heavy traffic. They should be elongated and narrower. Then they could fit between lanes of traffic. Look at my idea of an ambulance," said Jerry, pointing to his unearthly drawing.

As traffic began to flow smoothly, Jerry continued to explain how his version of an ambulance would work. It was beginning to make sense to me. Dad said it was a great idea. Mum suggested that Jerry get a patent for his invention to make sure his idea was not stolen.

3. Why does Jerry think ambulances should be narrower?

a) They could be seen more easily.
b) They could fit between traffic lanes.
c) They could move more quickly.
d) They would prevent traffic jams.

4. In this selection, elongated means:

a) broken into parts;
b) lengthened;
c) removed;
d) trimmed.

TASK 2

1. Read the words and word combinations. They will help you to understand the text.

to obtain — одержувати; діставати; здобувати
Patent and Trademark Office — Міністерство патентів та торгових марок
search — пошук
to fill out — заповнювати (анкету)
to be granted — бути дозволеним
item — окремий елемент

2. Read the text and do after text activities.

JERRY'S PLAN
Part II

Jerry was excited and decided to find out how to get a patent. He went to the library and read about patents. Jerry learned that before you try to obtain a patent for your idea, you must make sure that no one has a similar patent already. Some people hire an agent to check this for them. The agent checks with the U.S. Patent and Trademark Office, which has millions of patents registered. The agent must also check foreign patents. After the search, Jerry would have to fill out an application and include drawings and a description of his new vehicle. It could take as long as two years for the patent to be granted.

If Jerry receives his patent, he will be given a patent number, which tells the date of the invention. Jerry will have certain rights as an inventor. No one other than the inventor can make or sell the patented item for 17 years.

Learning about patents was an interesting experience. Jerry learned that he is not the only one with an unusual invention. I hope that his idea is successful and that it does not become just another number on the shelf in the U.S. Patent and Trademark Office in Arlington, Virginia.

3. The boxes below show events from the selection.

Jerry observed an ambulance stuck in a traffic jam.		Dad said Jerry's new ambulance was a great idea.
1	2	3

Which event belongs to the second box?

a) Jerry went to the library.
b) Jerry drew the "future vehicle".
c) Jerry learned about the patent process.
d) Mom suggested Jerry get a patent.

4. Write and then tell what conclusion can be drawn from the last sentence of the selection.

Supplementary Reading

TASK 3

1. Read the words and word combinations. They will help you to understand the text.

to be bored — нудьгувати
to confess — зізнаватися
notice board — дошка оголошень
to publish — друкуватися; видавати
neatly — акуратно, охайно
mail — пошта
to notify — сповіщати, повідомляти
to judge — судити; оцінювати

2. Read the text and do after text activities.

LAURA'S SUMMER PROJECT

It was the middle of summer, and Laura was bored. Her best friend was away on vacation, and her brother was at camp. She didn't have anyone to play with or talk to.

She decided to bicycle up the street to the bookstore. She liked to visit there. It had a lot of interesting toys, posters, and computer games, as well as books. She had become friends with Mr. Hoffman, the owner.

"How are you doing today, Laura?" Mr. Hoffman greeted her.

"Okay, I guess. I'm kind of bored," she confessed.

"Well, I have something exciting to show you," he said. "It's about one of your favourite authors." He led her to the notice board. She read the poster.

Laura was so excited she could hardly stand still. She had read all of Elizabeth Blalock's books. Laura thought Ms. Blalock was a wonderful writer. She couldn't think of anything more wonderful than meeting her — except maybe winning the contest and having a story of her own published! Suddenly Laura wasn't bored anymore. "Thanks, Mr. Hoffman!" she said as she hurried out the door.

MEET ELIZABETH BLALOCK

Well-known author Elizabeth Blalock will be at Treehouse Bookstore on Saturday, July 13, from 1.00 p.m. to autograph copies of her books.

Story-Writing Contest

Contest sponsored by Treehouse Bookstore and open to boys and girls ages 6–12.

Contest Rules

Stories must be:
1. Original fiction
2. Between 500 and 700 words in length
3. Neatly written or typed

Mail your story to:
Treehouse Bookstore
1204 Jefferson Avenue
Madison, Wisconsin 53047

We must receive your story by August 1. Winners will be notified on August 15.

Contest Prizes

First place: $ 50 Treehouse Bookstore gift certificate.
Second and Third places: $ 30 Treehouse Bookstore gift certificates.
Ms. Blalock will judge our story-writing contest and hold a personal writing conference with the first-place winner. Then the winning story will be published in *Tom Thumb* magazine.

3. In this selection, autograph means:

a) to illustrate a book;
b) to sign one's name;
c) to give away money;
d) to sell a book.

4. How did Laura feel after she read the poster?

a) She was worried.
b) She was excited and eager to start writing a story.
c) She was still bored.
d) She was sad.

5. Why did Laura like to visit the bookstore?

a) She needed a book for class.
b) It sold birthday cards and balloons.
c) She needed a poster for her bedroom.
d) It had interesting toys, posters, games, and books.

6. For this contest, you may enter:

a) a story you made up;
b) a report on an animal;
c) a biography about a famous person;
d) a short poem.

7. Which of these statements is the best summary of the story?

a) Laura was bored because her best friend was away on vacation and her brother was at camp.

b) Laura liked to go to the bookstore and was friends with Mr. Hoffman, the owner.

c) Ms. Blalock will judge a story-writing contest sponsored by Treehouse Bookstore.

d) Laura was bored until she learned that one of her favourite authors would be the judge in a story-writing contest.

TASK 4

1. Read the words and word combinations. They will help you to understand the text.

soldier — солдат
scent — запах
war — війна
chemist — хімік
to establish — установлювати; влаштовувати

2. Read the text and do after text activities.

THE PERFUME INDUSTRY

The art of making perfumes was important in Asia. That was where English and French soldiers found the sweet scents in the 1200s. They returned to England and France with the perfumes. Some soldiers even wore perfume into war. They thought it brought them

good luck. In the 1500s, perfume was very popular in Europe. In France, Queen Catherine de Medici told her chemist to produce a fragrance for each flower in France. This was the start of a big business there. Even Napoleon had a perfumer. In the next centuries, many famous perfume companies were established.

3. When did the perfume industry begin in France?

a) at the time Catherine de Medici was queen;
b) before the soldiers used it;
c) at the same time that it was important in Asia;
d) in the next century.

4. According to the passage, perfumes were popular in Europe in:

a) the 1200s; b) the 1500s; c) the 1700s; d) the 1900s.

TASK 5

1. Read the words and word combinations. They will help you to understand the text.

prized possessions — цінне майно/власність
to stare — пильно дивитися
long-dead — давно померлий
rain forest — тропічний ліс
to save — зберігати
to be on fire — палати
to grab — раптово хапати
destruction — руйнування, знищення
right choice — правильний вибір

2. Read the text and do after text activities.

A DIFFICULT DECISION

Frieda and her mother lived in an apartment in New York City. Frieda had no brothers or sisters, and there were no children living nearby. Her best friend was a very old woman named Maria, who lived down the hall.

Maria's most prized possessions were a cat named Javier and an album of photographs from her family in Costa Rica. When she visited Maria, Frieda liked to study the album. Men in big moustaches and women in blouses embroidered with bright flowers, leaves, and native animals stared from the photographs. Maria would begin by talking about these long-dead relatives but would end by telling stories about the jaguars and parrots that lived in the rain forest near her family home. Frieda loved listening to these stories. She wanted to become a scientist to help save the rain forests from destruction.

One night as Frieda was doing her homework she heard sirens, and fire trucks suddenly appeared on the street below. The next thing she knew, a firefighter was pounding on their door. The top floors of the building were on fire. Frieda's mother shouted, "Grab your stereo and let's go!" Frieda had saved her money for a year to buy the stereo.

"Maria may need help," Frieda yelled as she raced down the hall to her friend's apartment. The door was standing open. The firefighters had already helped Maria and

Javier downstairs. Frieda grabbed the heavy photo album from the shelf where Maria always kept it. Frieda hurried downstairs; smoke was filling the hallways.

Frieda's mother was anxiously waiting for her on the street. She saw that her daughter had saved only Maria's photo album. "I'm sorry about your stereo," Frieda's mother said.

"That's all right," Frieda said, "I made the right choice."

3. According to the story, Frieda grabbed the photo album mainly because:

a) she knew it meant a lot to Maria;
b) she always wanted to own it;
c) she did not see anything else to save;
d) Maria told her to save it.

4. The story takes place in:

a) Costa Rica;
b) the country;
c) a tropical rain forest;
d) New York City.

5. Maria's most prized possessions were an album of photographs and a:

a) collection of postcards;
b) parrot from Brazil;
c) cat named Javier;
d) grandfather clock.

6. This selection is mostly about a girl who:

a) fights a fire;
b) saves her own favourite thing;
c) knows how to save money;
d) makes a difficult choice.

7. Which of these sentences would fit best at the end of this story?

a) "My album cost more than the stereo."
b) "I will give her a reward."
c) "I am tired of my stereo."
d) "I could never replace the album."

8. Why did Frieda like to visit Maria?

TASK 6

1. Read the words and word combinations. They will help you to understand the text.

recipe — рецепт
to learn your way around the kitchen — шукати свій стиль приготування
Nutrition Association — Харчова Організація
low-fat — з низьким вмістом жирів
to be delighted — бути задоволеним

free — безкоштовно
set of measuring spoons — набір ложок для міри

2. Read the text and do after text activities.

ANYONE CAN COOK!

A cookbook of easy-to-make recipes that taste good and are good for you.

Just learning your way around the kitchen? Want some recipes that are easy to follow and quick to satisfy your sweet tooth? This cookbook is the one for you! And your parents will love it too! The recipes have been approved by the American Nutrition Association. The recipes are low-fat, high-taste.

"Anyone Can Cook!" comes with 200 recipes, full-colour photographs of the finished products, and suggestions for setting the table for special occasions. The cookbook also helps you make grocery lists for the ingredients you will need for the recipes you want to try.

The cookbook has enough recipes and other ideas to help you prepare a completely balanced meal and surprise your family.

The cookbook will help you make and keep friends. Practise the recipes on your friends. They will be delighted! They'll want to help you with your creations.

For a limited time, we are offering "Anyone Can Cook!" for a fantastic price — $ 12.95 each or 2 for $ 20.95. And if you order within the next ten days, we will also send you (FREE) a complete set of measuring spoons and cups for each book ordered!!! Don't delay.

To order "Anyone Can Cook!", just fill out the order form below. Please include a check.

Order Form

Send me _____. copy(ies) of "Anyone Can Cook!".

Also send me _____. FREE set(s) of measuring spoons and cups.

I have enclosed $ _____.

Please send my cookbook(s) to:

Name _____.

Address _____.

City _____. State _____. Zip _____.

Phone (including Area Code) _____.

Cut out the order form and mail it to:

Anyone Can Cook!
1012 Cookie Dough Lane
Baking, PA 09876
Allow 4 to 5 weeks for delivery.

3. According to the advertisement, when you practise the recipes on your friends, they will:

a) want to help you make your creations;
b) not have room to eat dinner at home;
c) look for their favourite cookbook at home;
d) invite you over to try their favourite creations.

4. To get a free set of measuring spoons and cups you must:

a) pay for the cookbook with a check;
b) order within ten days;
c) fill out the order form;
d) buy two copies of the cookbook.

5. The ad tries to interest you in ordering the cookbook by:

a) making it sound like fun to make the recipes;
b) offering to send you a free copy;
c) showing you photographs from the book;
d) selling the book through the mail.

6. How long will it take to receive your cookbook?

a) 2 to 3 weeks;
b) 3 to 4 weeks;
c) 4 to 5 weeks;
d) 5 to 6 weeks.

7. Why would you buy the "Anyone Can Cook!" cookbook?

TASK 7

1. Read the words and word combinations. They will help you to understand the text.

achievement — досягнення
government — уряд
to occur — траплятися; відбуватися
to reduce — зменшувати, знижувати
to cut taxes — знижувати податки
to design — проектувати
swivel chair — обертове крісло
dumbwaiter — столик, який обертається; відкритий прилавок для закусок

2. Read the text and do after text activities.

A MAN OF MANY TALENTS

Thomas Jefferson was the third President of the United States. He is also well-known for many other achievements. He was a writer, an architect, an inventor, and a music lover.

Jefferson was involved in government for many years before he became President. He was the governor of Virginia, a U.S. congressman, the minister of France, and the Vice

President of the United States. He helped to write the Declaration of Independence, the Constitution, and the Bill of Rights.

Jefferson served as President from 1801 to 1809. Many changes occurred during his time in office. He tried to keep government simple and began to reduce government spending and to cut taxes. In 1803, the United States bought the Louisiana Territory from France. This territory nearly doubled the size of the country. He asked two army officers and explorers, Lewis and Clark, to travel through the new land and find out all about it.

During and after his time as President, Jefferson followed his other interests. He designed Monticello, his Virginia home, and the Virginia Capitol building. He invented the swivel chair and the dumbwaiter.

Jefferson contributed greatly to the development of the University of Virginia. In addition to designing the university buildings, he planned the courses, hired the teachers, and selected the books. The university opened its doors in 1825.

Jefferson was a man of many talents, and he used his talents to improve life for many people in his country.

3. This article is most like:

a) a folk tale;
b) historical fiction;
c) a biography;
d) fantasy.

4. There is enough information in this article to show that Thomas Jefferson:

a) was a good musician and a talented singer;
b) paid too much money for the Louisiana Territory;
c) greatly contributed to his country and its people;
d) increased government spending and increased taxes.

5. To learn more about Thomas Jefferson you should:

a) visit Louisiana;
b) look in a book about Presidents of the United States;
c) go to a university in France;
d) look in the dictionary under “architect”.

6. What are some of the things Thomas Jefferson is known for?

TASK 8

WHEN THINGS GO WRONG... ARE YOU A GOOD FRIEND?

1. Answer the questions below to discover the truth.

1. You and your friend try on identical T-shirts in a shop. When you put yours on, it rips! You and your friend give the T-shirts back to the assistant. She accuses your friend of ripping the T-shirt. What do you do?

a) Say nothing. The shop assistant might suspect you.
b) Defend your friend.
c) Admit that it was you.

2. For a joke, everyone has told your best friend that this year's school Christmas party is fancy dress but it is not. You know he/she will be embarrassed. What do you do?

a) Tell him/her the truth before the party.
b) Take some normal clothes to the party because he/she might want to change.
c) Wait for the party then laugh.

3. You are going to stay with some friends. You invite a good friend from school to go with you. After a day, you notice that your friends are talking to your school friend much more than to you! What do you do?

a) Nothing, you are happy that your friends like each other.
b) Tell your friends something horrible about your school friend.
c) Try to be the centre of attention by doing silly things.

4. Either you or your friend might win the geography prize. The teacher recommends a book to use for the geography assignment. Your friend did not write down the title of the book. He/she asks you the title. What do you do?

a) Pretend that you can't remember.
b) Tell him/her the title; you want to be fair.
c) Tell him/her the title then take the book out of the library before your friend finds it.

5. Your best friend didn't use to be a rebel but now he/she is frequently breaking school rules and lying. You try to talk about it but he/she says you are boring and never do anything exciting. What do you do?

a) Demonstrate that you are not boring by breaking some rules too.
b) Decide it's time to find a new friend.
c) Worry that he/she might get into trouble.

6. Your friend has told everyone that he/she used to act in films and advertisements. Even worse! He/she has told everyone that he/she might be able to get Hugh Grant's autograph. It's all a big lie. What do you do?

a) Tell everyone it's true (and write begging letters to Hugh Grant).
b) Nothing, it might teach your friend not to lie.
c) Tell everyone that your friend is lying.

Answer:

1. a = 3 b = 2 c = 1
2. a = 1 b = 2 c = 3
3. a = 1 b = 3 c = 2
4. a = 2 b = 1 c = 3
5. a = 2 b = 3 c = 1
6. a = 1 b = 2 c = 3

Supplementary Reading

6–9

You are brave and kind. Your friends are very lucky to have you as a friend. We hope that they are good friends to you too. You enjoy helping and protecting people. However, sometimes, you might forget someone — yourself.

10–14

You are a good friend but you are realistic too. You know that friends sometimes do silly things and you can't always stop them or help them. However, you take care of your good friends and listen to their problems when things go wrong.

15–18

You are often selfish; you think only of yourself. You always want to be the centre of attention. You don't like helping others and you never think of other people's feelings.

From "Team"

T-shirt — футболка
to rip — рватися, поротися
to accuse — звинувачувати
to suspect — підозрювати
to defend — захищати
to admit — визнавати
fancy dress — костюмований
embarrassed — засмучений
to change — переодягатися
to notice — помічати
horrible — жахливий
silly — безглуздий
assignment — завдання
title — назва
to pretend — прикидатись
fair — справедливий
rebel — бунтівник
frequently — часто
to break rules — порушувати правила
to lie — брехати
boring — набридливий, нудний
exciting — хвилюючий
advertisement — реклама
to protect — захищати
selfish — егоїстичний

TAPESCRIPTS

REVISION

Lesson 2, exercise 2, p. 7

Victor: May I go out?
Teacher: What's wrong with you?
Victor: I don't feel well today.
Teacher: What's the matter?
Victor: I don't know. Yesterday I and my friends ate at a fast food restaurant. We like to eat out there. Such restaurants are cheap, noisy and usually filled with people of our own age.
Teacher: Oh, yes. Teenagers have very unhealthy eating habits today. They eat more processed foods than ever before. How about home cooked meals in your family?
Victor: You see, my both parents work outside the home, so they don't often have the time to prepare healthy nutritious meals. Supermarkets today are filled with prepackaged, instant foods. We can get mashed potatoes in a packet (just add water), tinned or packaged soups, as well as a large variety of frozen ready made dishes such as lasagna, meat pies, and many others. Why waste time on cooking!
Ann: No wonder that students feel bad today. We are lazy to cook healthy nutritious meals. Most of us skip breakfast or have just toast and jam or a doughnut or croissant. Lunch is also a problem. The most popular foods at lunchtime are snacks. These come in the form of burgers, fries, hotdogs or sandwiches, pizza or some other readymade food, which are usually on white bread with plenty of mayonnaise or butter.
Teacher: Right you are! You should always remember that "cookie today, crumb tomorrow" and "live not to eat but eat to live".

UNIT 1

Lesson 8, exercise 4, p. 21

AUTOBIOGRAPHY

An autobiography is a self-authored story of a person's life. It is an account of one's life written or recorded in some way by that person.

The autobiography can be either professional or friendly, depending on your target audience.

There are two key autobiographical styles used by famous people:

- *Narrative*

In this type of writing, events will be narrated as a "perfect" story.

- *Descriptive*

This type of writing can be engaged when you want your readers to build up a picture of something in their minds. It can be because of its beauty, its ugliness or simply because it is different.

The best way to write an autobiography is to treat life as an interesting story starting from birth. Take your readers or listeners through the different stages of your life.

UNIT 2

Lesson 18, exercise 2, p. 40

If you want to go to a theatre you must first look through the billboard to find out what is on. Some people don't like to have seats far from the stage. They get tickets for the stalls. If you have little money you take seats on the gallery. When you come to any theatre you leave your coat in the cloak-room.

If you want to know the cast you buy a play-bill. You look through it to find out who plays the leading role in the performance you are going to see. After this you take your seat and wait for the lights to go down. Soon the lights go down, the curtain goes up and the play begins.

UNIT 3

Lesson 32, exercise 1, p. 68

Dear friend,

I'd like to tell you about one eagerly anticipated and successful event which our students benefit enormously. It's an annual Book Week.

Our annual Book Week is a school event dedicated to the enjoyment of books and reading. Authors, performance poets and illustrators are invited to spend several days with our students, taking part in workshops, presentations and performances, including an evening performance in our theatre to which parents are also invited.

The principal guest at Book Week 2025 was Tim Bowler. His books have become favourites of our Key Stage 3 students. Tim read the opening dramatic passages of his book "Frozen Fire" with such feeling and intensity that we were all spellbound. He prepared to take risks, be controversial and deal with difficult subjects. In this psychological thriller Tim maintains the tension till the shocking and violent climax. This book will appeal to both boys and girls though it is probably not suitable for students younger than 13/14.

Besides Tim Bowler, we also invited Adele Geras, and Adisa the rap performance poet, who proved to be as engaging as in a previous visit to school.

The Wednesday evening show is generally considered to be the best ever.

Write me soon.

Yours,

Sam

UNIT 4

Lesson 38, exercise 4, p. 84

My summer holidays I spent at my relatives'. They invited me to attend a cookery fair which takes place in their town every year. The air was fragrant with the smell of pastries, cakes, and pies. There were stands selling different cookeries. On the other hand, on the fair there were things made of straw and woods.

One of the highlights of the fair was a cookery competition for original recipes. The judges sampled dishes and gave them marks for appearance and taste. The winning recipe was a delicious apple pie. It's a local dish consisting of apples. An hour later, after everyone had eaten the dishes, the disco began. The atmosphere was exciting. I enjoyed the fair very much.

UNIT 5

Lesson 47, exercise 4, p. 105

Tower Bridge was built in 1886–1894. The bridge crosses the River Thames. It has become an iconic symbol of London.

The bridge consists of two bridge towers tied together. You can learn about the London's greatest landmarks from the exhibitions inside the towers and the Engine Room Museum.

You haven't seen London until you've seen the panoramic views from the overhead walkways.

In the gift shop you can buy from picture packed information booklets to a Bridge Master's Key ring.

UNIT 6

Lesson 56, exercise 2, p. 123

ST. SOPHIA'S CATHEDRAL

The Cathedral is a part of St. Sophia's Cathedral Monastery. It was built in 1037 A.D. by Prince Yaroslav the Wise (he is buried inside) to commemorate the victory over the Pechenegs and to glorify Christianity. The church became a holy place of worship for ancient inhabitants of Kyiv. Today, the complex of buildings and churches, that makes up St. Sophia's, is a museum.

UNIT 7

Lesson 64, exercise 4, p. 141

REASONS TO STUDY LANGUAGES

Speaking the second language will

- open a world of job opportunities;
- help you meet new people and develop life-long friendship;
- help you get an outsider's perspective about your own culture. If you've only ridden inside the bus you can't see the bus's wheels, the exterior colour, or the engine that drives it. Want a bigger picture? You need to get off that bus and examine it from the outside. Learn another language and you'll have insight not only into another culture, but get a clear view of your own;
- help you become more interesting and meet more interesting people. If you speak two or more languages, you'll have many more lively, engaging conversations on a variety of topics;
- develop confidence;
- improve your decision making skills;
- completely transform your travel experience. You'll see the world from a different perspective;
- give you a chance to study or live overseas;
- help you discover a new culture. You can learn a lot about music, films, food, literature, poetry, theatre, fine arts, etc.;
- really make you stand out from the crowd;
- increase your brain capacity and you'll have better memory too;
- let you keep up with the rest of the world. Read/watch the latest news in science, engineering, technology, business, or the latest research.

Tapescripts

UNIT 8

Lesson 71, exercise 2, p. 157

Google is the world's most popular search engine. Its founders were two Stanford University students, Larry Page and Sergey Brin, who started the company in 1997. The name Google is a misspelling of Page's original planned name, googol (a mathematical term for the number one followed by 100 zeroes), although at the beginning the company had to be named as Backrub. The present-day company's name became so popular that it entered the lexicon as a verb: to google became a common expression for searching the Internet.

Page and Brin met by chance. Larry Page, 22 at the time, a graduate from the University of Michigan, applied to Stanford University for his Ph.D. Sergey Brin, then 21, already a Ph.D. candidate at the prestigious institution, had the task to show Larry Page around the university campus.

Today Google has more than 3 billion websites, but the engine searches through all these websites in less than half a second. The Google homepage is available in 80 languages.

At the very start of the company, in 1998, Google wanted to sell their search engine system to Yahoo for $ 2 million. Yahoo didn't accept this offer. Later, Yahoo wanted to come back to this offer and offered 3 billion in 2002. This time Google didn't accept the offer. Today Yahoo is much cheaper than Google.

Lesson 74, exercise 4, p. 163

Most of the world's Internet users believe Internet access is a basic human right. This is according to a new poll conducted for the BBC. A survey of more than 27,000 adults in 26 different countries found four out of five people believed access to the World Wide Web was a right everyone in the world needs and should have.

The chief of the International Telecommunication Union, Dr. Hamadoun Toure, told the BBC World Service: "The right to communicate cannot be ignored. The Internet is the most powerful potential source of enlightenment ever created." Dr. Toure believes online access should be available everywhere, just like roads and water. In some countries, this has already happened. Finland and Estonia have laws saying access is a human right. The survey also showed how the Internet is quickly becoming a vital part of our life, all across the world. Over 75 per cent of Japanese, Mexican and Chinese people said they could not live without it. It is easy to see why.

Almost everything we do in our life today, from communication, study, work and leisure, needs the Internet. Without access to the Web, many people would feel helpless and powerless. Almost 80 per cent of those who took the survey believe the Web had a positive impact, with nearly four fifths saying they have greater freedom. Other people were worried about the dangers of using the Internet. One big surprise was that the majority of Germans felt it was not safe for them to express their opinions online.

GRAMMAR REFERENCE

Зворотні займенники (Reflexive Pronouns)

Зворотні займенники в однині утворюються додаванням **-self** до займенників **my**, **your**, **him**, **her**, **it** та перекладаються як **сам**, **сама**, **себе**, **собі**. Зворотні займенники в множині утворюються додаванням **-selves** до займенників **our**, **your**, **them** та перекладаються **самі**, **себе**, **собі**.

Напр.: I can do **it** myself. Я можу зробити це **сам/сама**.

Однина		**Множина**	
I — myself		we — ourselves	
You — yourself		you — yourselves	себе; самі
He — himself	себе; сам(а)	they — themselves	
She — herself			
It — itself			

Доконані часи (Perfect Tenses)

Теперішній доконаний час (Present Perfect Tense)

Present Perfect вживається, щоб показати, що дія щойно відбулася.

На час дії вказують такі обставинні слова, як: *lately* (нещодавно), *since* (відтоді), *already* (вже), *just* (щойно), *never* (ніколи), *ever* (коли-небудь), *yet* (ще, вже), *this week/month/year* (цього тижня/місяця/року).

Стверджувальна форма Present Perfect утворюється за допомогою допоміжного дієслова **have** або **has** і III форми дієслова (Past Participle).

Has вживається з третьою особою однини. Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яку потрібно запам'ятати.

*I (you, we, they) **have** just opened the window.* — *Я щойно відчинив вікно.*
*He (she, it) **has** just opened the window.* — *Він щойно відчинив вікно.*

Питальна форма Present Perfect утворюється за загальним правилом: допоміжне дієслово (**have** або **has**) ставиться перед підметом.

*— **Have** you opened the window?*
— Yes, I have.
*— No, I **have not (haven't)**.*
*Why **have** you not told me about him?*
*Why **haven't** you put on your cap?*

Заперечна форма Present Perfect утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**have** або **has**).

*I **have not (haven't)** opened the window.*
*He **has not (hasn't)** opened the window.*

Минулий доконаний час (Past Perfect Tense)

Past Perfect вживається, щоб показати, що дія 1) відбулася раніше за іншу минулу дію або 2) вже закінчилася до певного моменту в минулому.

На час дії вказують такі обставинні словосполучення, як: *by two o'clock*, *by that time*, *by June*.

Стверджувальна форма Past Perfect утворюється за допомогою допоміжного дієслова **had** і III форми дієслова (Past Participle).

Правильні дієслова утворюють III форму за допомогою закінчення **-ed**. Неправильні дієслова мають особливу форму, яка подається у таблиці неправильних дієслів.

*Yesterday we discuss**ed** the film which we had seen some days before.*
Учора ми обговорили фільм, який переглядали кілька днів тому.
*I had cook**ed** dinner by three o'clock.*
Я приготувала обід до третьої години.

Питальна форма Past Perfect утворюється за загальним правилом: допоміжне дієслово (**had**) ставиться перед підметом.

*— **Had** you seen the film?*
— Yes, I had.
*— No, I **had not (hadn't)***.

Заперечна форма Past Perfect утворюється за допомогою частки **not**, яка ставиться після допоміжного дієслова (**had**).

*I **had not** seen the film*.

Прислівники just, ever, yet, already (Adverbs just, ever, yet, already)

Yet — *ще, все ще, ще ні, до цього часу;* вживається у заперечних і питальних реченнях і стоїть наприкінці речення.

Напр.: We don't know where we are going for our holidays **yet**. — Ми ще не знаємо, куди поїдемо під час канікул.

Already — *вже;* вживається у стверджувальних або питальних реченнях.
Напр.: Have you **already** done that? — Ти вже те зробив?

Just — *щойно;* вживається у стверджувальних або питальних реченнях.
Напр.: I have **just** had breakfast. — Я щойно поснідав.

Ever — *коли-небудь*; вживається у питальних реченнях.
Напр.: Have you **ever** been to London? — Ти коли-небудь був у Лондоні?

Розділові запитання (Tag Questions)

Запитання цього типу утворюються за допомогою допоміжного дієслова та особового займенника.

Якщо перша частина розділового запитання має стверджувальну форму, то в другій частині вживається заперечна форма.

Напр.: The children *walk* in the park, *don't* they?

Якщо перша частина розділового запитання має заперечну форму, то в другій частині вживається стверджувальна форма.

Напр.: The girl *couldn't remember* that, *could* she?

Порівняльна конструкція
As ... as
So ... as

Порівняння предметів однакового ступеня якості виражається конструкцією **as ... as** (такий самий ... як).

Напр.: She is **as** beautiful **as** her mother. — *Вона така ж красива, як її мати.*

Порівняння предметів різного ступеня якості виражається конструкцією **not as ... as**, **not so ... as** (не такий самий ... як).

Напр.: She is **not as** beautiful **as** her mother. — Вона не така красива, як її мати.

У конструкції **as ... as**, **not as ... as**, **not so ... as** прикметники вживаються у звичайному ступені порівняння.

Прислівники too/enough
(Adverbs too/enough)

Too — *надто;* вживається перед прикметниками та прислівниками для підсилення ступеня їхньої якості.

Напр.: The food was **too** hot to eat. — Їжа була надто гарячою, щоб їсти.

Too many: pupils, books, cars. **Too much**: time, milk, water, information.

Напр.: There are **too many** pupils in our classroom. We can't follow the sanitation requirements. — У нашому класі занадто багато учнів. Ми не можемо дотримуватися санітарних вимог.

There was **too much** water in the street after the rain. It was difficult to walk. — Після дощу на вулиці було надто багато води. Йти було важко.

Enough — *досить;* вживається 1. після прикметників та інших прислівників; 2. перед іменниками.

Напр.: 1. He works hard **enough**. — Він працює досить наполегливо.

2. She hasn't got **enough** money. — Вона має недостатньо грошей.

Модальні дієслова
(Modal Verbs)

До модальних дієслів належать: **can, may, must, should** та інші.

Модальні дієслова мають такі особливості:

1) не мають часових форм майбутнього часу, тривалих і перфектних часів;

2) утворюють питальну і заперечну форми без допоміжних дієслів.

У питальній формі модальне дієслово ставиться перед підметом:

Напр.: **Must** I stay? — Чи повинна я залишитися?

May I come in? — Можна увійти?

Can she read? — Вона вміє читати?

У заперечній формі частка not вживається безпосередньо після дієслова.

Напр.: You **may** not go. He **cannot** speak English. She **must** not leave.

Дієслова can/could

Дієслово **can** вживається для вираження можливості, вміння, неофіційного прохання/дозволу щось робити в теперішньому часі.

Напр.: She **can** read. — Вона вміє читати.

Can I borrow your pen? — Можна скористатися твоєю ручкою?

Дієслово **can** має форму минулого часу **could**. **Could** вживається для вираження можливості, вміння, ввічливого прохання/дозволу щось робити в минулому часі.

Напр.: He **could** play sports when he was young.

Could you help me, please? **Could** I use your phone?

Дієслова may/might

Дієслово **may** вживається для вираження можливості, офіційного прохання/дозволу щось робити.

Напр.: I **may** go there by train.

May I have a glass of water?

— **May** I use your phone? — Certainly you **may**.

I **may/might** run my own business.

Дієслова should/ought to

Дієслово **should** вживається для вираження морального обов'язку, поради чи рекомендації.

Напр.: You **should/ought** to help her. — Вам слід допомогти їй.

Займенники some, any, no та їхні похідні (Pronouns some, any, no and their derivatives)

	some, any, no	+ thing	+ body; + one	+ where	+ how
Positive	some – який-небудь; деякий; кілька; декілька	something – що-небудь, щось, дещо	somebody, someone – хтось, хто-небудь	somewhere – десь, де-небудь; кудись, куди-небудь	somehow як-небудь
Negative	no = not any – ні; ніякий; не	nothing = not anything – нічого, ніщо	nobody = no one – ніхто	nowhere = not ... anywhere – ніде; нікуди	nohow – ніяк, у жодному разі
Question	any – який-небудь	anything – що-небудь, будь-що, щось	anybody, anyone – хто-небудь	anywhere – де-небудь, будь-де, десь, куди-небудь, кудись	anyhow якимсь чином; як-небудь

Кількісні числівники (Cardinal Numerals)

Simple	Derived	Composite
1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten 11 eleven 12 twelve 100 a (one) hundred 1,000 a (one) thousand	13 thirteen 14 fourteen 15 fifteen 16 sixteen 17 seventeen 18 eighteen 19 nineteen 20 twenty 30 thirty 40 forty 50 fifty 60 sixty 70 seventy 80 eighty 90 ninety	35 thirty-five 79 seventy-nine 526 five hundred and twenty-six 8,007 eight thousand and seven 9,000 nine thousand

Прийменники часу (Prepositions of Time)

By — *до*; вказує на час завершення дії.
Напр.: He had read the book **by** Sunday. — Він прочитав книжку до неділі.

Before — *перед, до*; означає, що якась дія відбулася раніше за іншу.
Напр.: My mother had cooked dinner **before** I came. — Моя мама приготувала обід, до того, як я прийшов.

After — *після*; означає, що якась дія відбулася пізніше за іншу.
Напр.: **After** that we'll go home. — Після того ми підемо додому.

Ought to for duty or correctness when criticising / *ought to* for probability

1. **Ought to for duty or correctness (similar to *should*):**
   We use ***ought to*** to say what is the right thing to do.
   You **ought to** say sorry.
   She **ought to** do her homework before playing games.
2. **Ought to for probability *(expecting something is true)*:**
   We also use ***ought to*** when we think something is likely to happen or be true.
   It's 8:30 — the train **ought to** arrive soon.
   She studied hard, so she **ought to** pass the test.

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Translation
be [bɪ]	was [wəz], were [wə(r)]	been [biːn]	бути
become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]	ставати
begin [bɪ'gɪn]	began [bɪ'gæn]	begun [bɪ'gʌn]	починати(ся)
blow [bləʊ]	blew [bluː]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	(з)ламати
bring [brɪŋ]	brought [brɔːt]	brought [brɔːt]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔːt]	bought [bɔːt]	купувати
catch [kætʃ]	caught [kɔːt]	caught [kɔːt]	ловити, (с)піймати
choose [tʃuːz]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [də]	did [dɪd]	done [dʌn]	робити
draw [drɔː]	drew [druː]	drawn [drɔːn]	тягти; малювати
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	гнати; їхати
eat [iːt]	ate [et]	eaten [iːtn]	їсти
fall [fɔːl]	fell [fel]	fallen ['fɔːlən]	падати
feed [fiːd]	fed [fed]	fed [fed]	годувати
fight [faɪt]	fought [fɔːt]	fought [fɔːt]	битися, боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [fluː]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забувати
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	вибачати, прощати
freeze [friːz]	froze [frəʊz]	frozen ['frəʊzn]	замерзати
get [get]	got [gɒt]	got [gɒt]	одержувати
give [gɪv]	gave [geɪv]	given ['gɪvn]	давати
go [gəʊ]	went [went]	gone [gɒn]	іти, іти геть
have [həv]	had [həd]	had [həd]	мати
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ховати(ся)
hear [hɪə(r)]	heard [hɪə(r)]	heard [hɪə(r)]	чути
keep [kiːp]	kept [kept]	kept [kept]	тримати; зберігати
know [nəʊ]	knew [njuː]	known [nəʊ]	знати
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти, покласти
learn [lɜːn]	learnt [lɜːnt] learned [lɜːnd]	learnt [lɜːnt] learned [lɜːnd]	вчити (щось), вивчати
leave [liːv]	left [left]	left [left]	залишати
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	пускати; дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати

Irregular Verbs

Infinitive	Past Simple	Past Participle	Translation
make [meɪk]	made [meɪd]	made [meɪd]	робити
mean [miːn]	meant [ment]	meant [ment]	означати
meet [miːt]	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити
put [pʊt]	put [pʊt]	put [pʊt]	класти, ставити
read [riːd]	read [riːd]	read [riːd]	читати
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	їздити верхи
rise [raɪz]	rose [rəʊz]	risen [raɪzn]	вставати
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	говорити, сказати
see [siː]	saw [sɔː]	seen [siːn]	бачити
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати
set [set]	set [set]	set [set]	ставити; установлювати
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	світити; сяяти
shoot [ʃuːt]	shot [ʃɒt]	shot [ʃɒt]	стріляти; влучити
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	спускати(ся); занурюватися
sit [sɪt]	sat [sæt]	sat [sæt]	сидіти
sleep [sliːp]	slept [slept]	slept [slept]	спати
speak [spiːk]	spoke [spəʊk]	spoken ['spəʊkən]	говорити
spend [spend]	spent [spent]	spent [spent]	витрачати, проводити (час)
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти; знаходитися
sweep [swiːp]	swept [swept]	swept [swept]	мести; мчати
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати, пливти
take [teɪk]	took [tʊk]	taken [teɪkn]	брати, взяти
teach [tiːtʃ]	taught [tɔːt]	taught [tɔːt]	учити, навчати
tell [tel]	told [təʊld]	told [təʊld]	розповідати; говорити
think [θɪŋk]	thought [θɔːt]	thought [θɔːt]	думати
throw [θrəʊ]	threw [θruː]	thrown [θrəʊn]	кидати
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	розуміти, вважати
wake [weɪk]	woke [wəʊk] waked [wəʊkd]	woken [wəʊkn] waked [wəʊkd]	прокидатися; будити
wear [weə(r)]	wore [wɔː(r)]	worn [wJn]	носити (одяг)
win [wɪn]	won [wʌn]	won [wʌn]	вигравати
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писати

ENGLISH-UKRAINIAN DICTIONARY

UNIT 1

AUTOBIOGRAPHY

account [ə'kaʊnt] рахунок
achievement [ə'tʃi:vmənt] досягнення
advice [əd'vaɪs] порада
adult ['ædʌlt] дорослий
agree [ə'gri:] погоджуватися
although [ɔ:l'ðəʊ] хоча
ancestor ['ænsestər] предок
arrive [ə'raɪv] прибувати
audience ['ɔ:dɪəns] аудиторія
autobiography [ˌɔ:təbaɪ'ɒgrəfɪ] автобіографія
authority [ɔ:'θɒrətɪ] авторитет
award [ə'wɔ:d] нагорода
background ['bækgraʊnd] тло
bear [beə(r)] нести
behave [bɪ'heɪv] поводитися
believe [bɪ'li:v] вірити
bill [bɪl] законопроект
birth [bɜ:θ] народження
command [kə'mɑ:nd] команда
conclusion [kən'klu:ʒn] висновок
custom ['kʌstəm] звичай
define [dɪ'faɪn] визначати
depend [dɪ'pend] залежати
descriptive [dɪ'skrɪptɪv] образний
discovered [dɪ'skʌvərəd] виявлений
divine [dɪ'vaɪn] пророкувати
education [ˌedʒu'keɪʃn] освіта
encounter [ɪn'kaʊntə(r)] зіткнення
engage [ɪn'geɪdʒ] займатися
engine ['endʒɪn] двигун
entertainment [ˌentə'teɪnmənt] розвага
event [ɪ'vent] подія
expect [ɪk'spekt] очікувати
experience [ɪk'spɪərɪəns] досвід
fluent ['flu:ənt] побіжний
gain [geɪn] досягати
generation [ˌdʒenə'reɪʃn] покоління
guess [ges] здогад
harm [hɑ:m] шкода
honest ['ɒnɪst] чесний
huge [hju:dʒ] величезний
ignore [ɪg'nɔ:(r)] ігнорувати
impact ['ɪmpækt] вплив
include [ɪn'klu:d] містити в собі
influence ['ɪnfluəns] вплив
inspire [ɪn'spaɪə(r)] надихати
insult [ɪn'sʌlt] образа
key [ki:] ключ
kindergarten ['kɪndəgɑ:tn] дитячий садок
letting ['letɪŋ] здача в оренду
like [laɪk] любити
list [lɪst] список
laugh [lɑ:f] сміятися
mark [mɑ:k] знак
mention ['menʃn] згадувати
mind [maɪnd] розум
missed [mɪsəd] пропущений
narrate [nə'reɪt] оповідати
narrative ['nærətɪv] розповідь
neighbourhood ['neɪbəhʊd] сусідство
nest [nest] гніздо
note [nəʊt] примітка
off [ɒf] вільний час
outlook ['aʊtlʊk] світогляд
overview ['əʊvəvju:] огляд
particular [pə'tɪkjələ(r)] зокрема
permissive [pə'mɪsɪv] що дозволяє

prediction [prɪ'dɪkʃn] прогноз
prefer [prɪ'fɜː(r)] надавати перевагу
punish ['pʌnɪʃ] карати
rather ['rɑːðə(r)] радше
realize ['riːəlaɪz] усвідомлювати
recollect [ˌrekə'lekt] згадувати
resemblance [rɪ'zembləns] схожість
resort [rɪ'zɔːt] курорт
ridiculous [rɪ'dɪkjələs] смішний
sample ['sɑːmpl] зразок
sense [sens] почуття
shame [ʃeɪm] ганьба
shape [ʃeɪp] форма
sincere [sɪn'sɪə(r)] щирий
somebody ['sʌmbədɪ] хтось
spacious ['speɪʃəs] просторий
special ['speʃl] особливий
target ['tɑːgɪt] ціль
theme [θiːm] тема
treat [triːt] лікувати
trick [trɪk] трюк
trilingual ['traɪ'lɪŋgwəl] тримовний
trust [trʌst] довіра
twist [twɪst] скручувати
ugliness ['ʌglɪnəs] потворність
undertake [ˌʌndə'teɪk] здійснювати
unique [ju'niːk] унікальний
unlike [ˌʌn'laɪk] на відміну від
value ['væljuː] цінність
variety [və'raɪətɪ] різноманітність
view [vjuː] вид
world [wɜːld] світ

as far as — оскільки
break up — розійтись
bring up — виховувати
cultural background — культурне тло
either ... or — або ... або
get away with — забиратися з
grow up — виростати
has ... in common — мати щось спільне
keep away — тримати подалі
laugh at — сміятися над
learn a lesson — здобути науку
look worried — виглядати стурбованим
pretty much — доволі багато
revert back — повертатися
self-authored — написаний про самого себе
take a resolution — прийняти рішення
take up — займатися (чимось)

UNIT 2
CINEMA AND THEATRE

achieved [ə'tʃiːvd] досягнутий
achieve [ə'tʃiːv] досягати, добиватися
animate ['ænɪmeɪt] оживляти
annual ['ænjuəl] щорічний
appointment [ə'pɔɪntmənt] призначення на посаду
audience ['ɔːdɪəns] аудиторія, глядачі
award [ə'wɔːd] нагорода
balcony ['bælkənɪ] балкон
billboard ['bɪlbɔːd] рекламний щит
box [bɒks] партер
cast [kɑːst] склад виконавців
"Cinderella" [ˌsɪndə'relə] "Попелюшка"
commercial [kə'mɜːʃl] рекламне оголошення
conduct [kən'dʌkt] поведінка
curtain ['kɜːtn] завіса
director [də'rektə(r)] режисер
documentary [ˌdɒkju'mentrɪ] документальний фільм

English-Ukrainian Dictionary

drawing ['drɔːɪŋ] малюнок
dress-circle [dres 'sɜːkl] бельетаж
endearing [ɪn'dɪərɪŋ] привабливий
fame [feɪm] слава, популярність
hilarious [hɪ'leərɪəs] веселий, гучний; смішний
hunt [hʌnt] полювання
impression [ɪm'preʃn] враження
individual [ˌɪndɪ'vɪdʒuəl] індивід
lonely ['ləʊnlɪ] самотній
memory ['meməɪ] пам'ять
mystery ['mɪstrɪ] детектив
outline ['aʊtlaɪn] опис в загальних рисах
performance [pə'fɔːməns] вистава
pit [pɪt] амфітеатр
play-bill ['pleɪbɪl] театральна афіша
playwright ['pleɪraɪt] драматург
prefer [prɪ'fɜː(r)] надавати перевагу
prompter ['prɒmptə(r)] суфлер
relation [rɪ'leɪʃn] стосунок
sank [sæŋk] затонулий
scenery ['siːnərɪ] декорації
screenplay ['skriːnpleɪ] сценарій
sink [sɪŋk] тонути
smash [smæʃ] громити
spectator [spek'teɪtə(r)] глядач
stage [steɪdʒ] сцена
struck [strʌk] вражений
supposed [sə'pəʊzd] передбачуваний
theatre ['θɪətə(r)] театр
transfer [træns'fɜː(r)] передавати
travelogue ['trævəlɒg] фільм про подорожі
ultimate ['ʌltɪmət] остаточний
unsinkable [en'sickəb(ə)l] який не тоне
value ['vælju:] цінність
victim ['vɪktɪm] жертва
wedding ['wedɪŋ] весілля

adventure film — пригодницький фільм
animated cartoon — мультиплікаційний фільм
bare hands — голими руками
box office — театральна каса
come alive — оживати
comedy film — кінокомедія
dubbed film — дубльований фільм
feature film — художній фільм
free spirited — безтурботний
horror film — фільм жахів
in the care of — під опікою
look through — переглядати
"Madam Butterfly" — "Мадам Баттерфляй"
pick up — підбирати
popular science film — науково-популярний фільм
"Romeo and Juliet" — "Ромео і Джульєтта"
science fiction film — науково-фантастичний фільм
stare down — змушувати опустити очі
sweep away — змивати (хвилею)
"The Sleeping Beauty" — "Спляча красуня"
three-dimensional film — стереофільм
thriller film — бойовик
to be impressed by — бути вираженим
to fall in love with — закохатися

UNIT 3

LITERATURE

accumulate [ə'kju:mjəleɪt] накопичувати
achievement [ə'tʃi:vmənt] досягнення
acquaintance [ə'kweɪntəns] знайомство
annual ['ænjuəl] щорічний
anticipated [æn'tɪsɪpeɪtəd] очікуваний
article ['ɑ:tɪkl] стаття
attempt [ə'tempt] робити спробу
attorney [ə'tɜ:nɪ] адвокат
author ['ɔ:θə(r)] автор
benefit ['benɪfɪt] вигода
betray [bɪ'treɪ] зраджувати
breathtaking ['breθteɪkɪŋ] захоплюючий
breed [bri:d] порода
chimney ['tʃɪmnɪ] димохід
circumstance ['sɜ:kəmstəns] обставина
climb [klaɪm] підйом
column ['kɒləm] стовпчик
comprehend [ˌkɒmprɪ'hend] осягати
convey [kən'veɪ] вкладати
convinced [kən'vɪnst] переконаний
curiously ['kjʊərɪəslɪ] дивно
dedicated ['dedɪkeɪtɪd] присвячений
defence [dɪ'fens] оборона
deliver [dɪ'lɪvə(r)] доставляти
discussion [dɪ'skʌʃn] обговорення проблеми; дискусія
disappointed [ˌdɪsə'pɔɪntɪd] розчарований
drug [drʌg] ліки
engaging [ɪn'geɪdʒɪŋ] привабливий
enormously [ɪ'nɔ:məslɪ] надзвичайно
enrich [ɪn'rɪtʃ] збагачувати
evolve [ɪ'vɒlv] еволюціонувати
excite [ɪk'saɪt] викликати
exhausted [ɪg'zɔ:stɪd] втомлений
experience [ɪk'spɪərɪəns] досвід
extinct [ɪk'stɪŋkt] вимерлий
facilities [fə'sɪlətɪz] можливості; засоби обслуговування; зручності
fascinating ['fæsɪneɪtɪŋ] чарівний
gaze [geɪz] вдивлятися
gripping ['grɪpɪŋ] захоплюючий
guest [gest] гість
habit ['hæbɪt] звичка
impassable [ɪm'pɑ:səbl] непрохідний
impressive [ɪm'presɪv] вражаючий
incredible [ɪn'kredəbl] неймовірний
inspiration [ˌɪnspə'reɪʃn] натхнення; надихання
instruction [ɪn'strʌkʃn] навчання; настанова
instructive [ɪn'strʌktɪv] повчальний
intensity [ɪn'tensətɪ] інтенсивність
involve [ɪn'vɒlv] залучати
lack [læk] відсутність
librarian [laɪ'breərɪən] бібліотекар
lifetime ['laɪftaɪm] все життя
magazine [ˌmægə'zi:n] журнал
maintain [meɪn'teɪn] підтримувати
manipulate [mə'nɪpjuleɪt] маніпулювати; керувати
manner ['mænə(r)] манера
mind [maɪnd] розум
mood [mu:d] настрій (робити щось)
moon [mu:n] місяць
naive [naɪ'i:v] наївний
novel ['nɒvl] роман (побутовий, реалістичний)
passage ['pæsɪdʒ] уривок
powerful ['paʊəfl] потужний
provide [prə'vaɪd] забезпечувати
pursue [pə'sju:] переслідувати
reduce [rɪ'dju:s] зменшувати
refresh [rɪ'freʃ] освіжати
remain [rɪ'meɪn] залишатися

reproach [rɪ'prəʊtʃ] дорікати
research [rɪ'sɜːtʃ] дослідження
review [rɪ'vjuː] огляд
roam [rəʊm] блукати
romance [rəʊ'mæns] роман (фантастичний, рицарський)
sailor ['seɪlə(r)] матрос
select [sɪ'lekt] відбирати, добирати
sightseeing ['saɪtsiːɪŋ] огляд визначних місць
sights [saɪts] визначні місця
significant [sɪg'nɪfɪkənt] визначальний
society [sə'saɪətɪ] суспільство
spellbound ['spelbaʊnd] заворожений
spirit ['spɪrɪt] настрій, душевний стан
staged [steɪdʒd] поставлений на сцені
stream [striːm] потік
strike [straɪk] страйк
subscription [səb'skrɪpʃn] передоплата
succeed [sək'siːd] досягати успіху
suitable ['suːtəbl] підходящий
support [sə'pɔːt] підтримка
surface ['sɜːfɪs] поверхня
survival [sə'vaɪvl] виживання
tension ['tenʃn] напруженість
thirsty ['θɜːstɪ] спраглий
thorough ['θʌrə] ретельний
thriller ['θrɪlə(r)] сенсаційний (*особл.* детективний) роман
tightness ['taɪtnəs] напруженість
triumph ['traɪʌmf] перемога, торжество
trouble ['trʌbl] проблема
unbelievable [ˌʌnbɪ'liːvəbl] неймовірний
values ['væljuːs] цінності
wicked ['wɪkɪd] злий
wisdom ['wɪzdəm] мудрість
workshop ['wɜːkʃɒp] майстерня

annual membership fee — щорічні членські внески
appeal to — апелювати до
be a big hit — мати значний успіх
become a national hit — стати національним хітом
be worth doing something — варто щось зробити
cartoon strip — оповідання у картинках і діалогах
Civil War — Громадянська війна
deal with — мати справу з
either ... or — або ... або
fiction and non-fiction books — художня література і документальна проза
ghost stories — історії про привидів
good and evil — добро і зло
issuing and cataloguing system — система видань і каталогування
library resources — бібліотечні фонди
national hit — національний хіт
no doubt — без сумніву
non-fiction books — документальна проза
profit from — прибуток від
science fiction — наукова фантастика
spiritual life — духовне життя
suffer from — страждати від
take part — брати участь
thanks to — завдяки
to give a laugh — викликати сміх
to give relaxation and enjoyment — розслабляти і приносити задоволення
true-to-life — правдивий; реалістичний
wicked world — злий, недобрий світ

UNIT 4
TRAVELLING

abroad [ə'brɔːd] за кордоном
acclaimed [ə'kleɪmd] проголошений
accommodation [ə¸kɒmə'deɪʃn] розміщення
account [ə'kaʊnt] рахунок
activity [æk'tɪvətɪ] діяльність
admission [əd'mɪʃn] вхід, доступ
admitted [əd'mɪtɪd] визнаний
antique [æn'tiːk] антикваріат
appearance [ə'pɪərəns] зовнішній вигляд
appointment [ə'pɔɪntmənt] призначення
approximately [ə'prɒksɪmətlɪ] приблизно
arrange [ə'reɪndʒ] організовувати
astonishing [ə'stɒnɪʃɪŋ] дивовижний
attraction [ə'trækʃn] атракціон
available [ə'veɪləbl] доступний
bake [beɪk] випікати
bed [bed] клумба
bird-watching ['bɜːdwɒtʃɪŋ] спостереження за птахами
boil [bɔɪl] кип'ятити
brief [briːf] короткий
bungee ['bʌndʒɪ] банджі
camping ['kæmpɪŋ] кемпінг, табір
campsite ['kæmpsaɪt] кемпінг
carnival ['kɑːnɪvl] карнавал
castle ['kɑːsl] замок
cathedral [kə'θiːdrəl] собор
charge [tʃɑːdʒ] стягувати
charming ['tʃɑːmɪŋ] чарівний
coach [kəʊtʃ] тренер
coast [kəʊst] узбережжя
collectible [kə'lektəbl] предмет колекціонування
competition [¸kɒmpə'tɪʃn] змагання
connection [kə'nekʃn] підключення
cover ['kʌvə(r)] обкладинка
craft [krɑːft] ремесло
craftsmanship ['krɑːftsmənʃɪp] майстерність
creature ['kriːtʃə(r)] істота
currency ['kʌrənsɪ] валюта
delicious [dɪ'lɪʃəs] дуже смачний
dirty ['dɜːtɪ] брудний
disappointed [¸dɪsə'pɔɪntɪd] розчарований
disco ['dɪskəʊ] дискотека
discount ['dɪskaʊnt] знижка
display [dɪ'spleɪ] дисплей
embarrassed [ɪm'bærəst] збентежений
emergency [ɪ'mɜːdʒənsɪ] крайня необхідність
entertainment [¸entə'teɪnmənt] розвага
environment [ɪn'vaɪrənmənt] навколишнє середовище
exhibit [ɪg'zɪbɪt] експонат
experience [ɪk'spɪərɪəns] *mym* відчувати
facilities [fə'sɪlətɪz] зручності
firework ['faɪəwɜːk] феєрверк
fry [fraɪ] смажити
furnishing ['fɜːnɪʃɪŋ] обстановка
grill [grɪl] гриль
guide ['gaɪd] вести
handle ['hændl] брати (рукою)
happen ['hæpən] траплятися
highlight ['haɪlaɪt] основний момент
identification [aɪ¸dentɪfɪ'keɪʃn] ідентифікація
ignorant ['ɪgnərənt] неосвічений
include [ɪn'kluːd] містити
insect ['ɪnsekt] комаха
interactive [¸ɪntər'æktɪv] інтерактивний
invention [ɪn'venʃn] винахід
island ['aɪlənd] острів

judge [dʒʌdʒ] суддя
jumping [dʒʌmpɪŋ] стрибки
landscape ['lændskeɪp] пейзаж
leaflet ['liːflət] листівка
leisure ['leʒə(r)] дозвілля
local ['ləʊkl] місцевий
located [ləʊ'keɪtɪd] розташований
mainland ['meɪnlænd] материк
manor ['mænə(r)] маєток
misery ['mɪzərɪ] нещастя
nights [naɪts] уночі
occasion [ə'keɪʒn] випадок
occur [ə'kɜː(r)] відбуватися
offer ['ɒfə(r)] пропозиція
orchard ['ɔːtʃəd] фруктовий сад
order ['ɔːdə(r)] замовлення
outlook ['aʊtlʊk] кругозір
paint [peɪnt] фарба
park [pɑːk] паркувати (автомобіль)
passion ['pæʃn] пристрасть
path [pɑːθ] стежка
payable ['peɪəbl] який підлягає сплаті
pedal ['pedl] педаль
pottery ['pɒtərɪ] гончарство
prefer [prɪ'fɜː(r)] надавати перевагу
race [reɪs] перегони
rate [reɪt] тариф; ціна
receive [rɪ'siːv] отримувати
recipe ['resəpɪ] рецепт
recreation [ˌriːkrɪ'eɪʃn] відпочинок
rental ['rentl] оренда
representative [ˌreprɪ'zentətɪv] представник
request [rɪ'kwest] запит
reserve [rɪ'zɜːv] резерв
rural ['rʊərəl] сільський
sample ['sɑːmpl] зразок
scared [skeəd] переляканий
serf [sɜːf] кріпак
shopping ['ʃɒpɪŋ] відвідування магазинів з метою покупки
sightseeing ['saɪtsiːɪŋ] огляд визначних пам'яток
sign [saɪn] знак
single/double ['sɪŋgl/ 'dʌbl] для одного / двох
site [saɪt] місце
slope [sləʊp] схил
smelling [smelɪŋ] нюх
socket ['sɒkɪt] гніздо
species ['spiːʃiːz] вид
staff [stɑːf] персонал
stand [stænd] стояти
stay [steɪ] залишатися
stew [stjuː] тушкувати
stopover ['stɒpəʊvə(r)] зупинка в дорозі
strange [streɪndʒ] дивний
stuff [stʌf] фарширувати
suggest [sə'dʒest] пропонувати
superb [suː'pɜːb] чудовий
surround [sə'raʊnd] оточувати
survival [sə'vaɪvl] виживання
swimming ['swɪmɪŋ] плавання
swipe [swaɪp] красти
tent [tent] тент
touch-screen ['tʌtʃ skriːn] сенсорний екран
treat [triːt] лікувати
uninhabited [ˌʌnɪn'hæbɪtɪd] ненаселений
venue ['venjuː] місце зустрічі
view [vjuː] вид
waterway ['wɔːtəweɪ] водний шлях
weaving ['wiːvɪŋ] ткацтво
wheel [wiːl] колесо
wildlife ['waɪldlaɪf] дика природа
woodcarving ['wʊdkɑːvɪŋ] різьба по дереву

adventure tourism — пригодницький туризм
aqua aerobics — аква-аеробіка
be charged — заряджатися
business tourism — діловий туризм
camping site — місце привалу (кемпінг)
candlelit dinner — вечеря при свічках
cruise tourism — круїзний туризм
cultural tourism — культурно-пізнавальний туризм
depend on — залежати від
ecological tourism — екологічний туризм
educational tourism — освітній туризм
fitness centre — фітнес-центр
holiday tourism — канікулярний туризм
international tourism — міжнародний туризм
key card — ключ-карта
making things and playing games — виготовляючи речі та граючи в ігри
out-going tourism — виїзний туризм
pedal boat — катамаран
pilgrimage tourism — паломницький туризм
request book — книга скарг
scuba diving — підводне плавання
single/double room — одномісний / двомісний номер
all kinds of massages and spa services — всі види масажу і спа-послуг
spa centre — спа-центр
special-interest tourism — спеціалізований туризм
sports tourism — спортивний туризм
steak house — кафе-гриль
swimming pool — басейн
talent competition — конкурс талантів
theme park — тематичний парк
trip to a museum or art gallery — поїздка в музей або художню галерею
trip to a theme park — поїздка в тематичний парк
wellness area — оздоровчий центр
white-water rafting — рафтинг

UNIT 5

SIGHTS OF GREAT BRITAIN

admire [əd'maɪə(r)] милуватися, захоплюватися
ancient ['eɪnʃənt] давній
artifacts ['ɑːtɪfækts] артефакти
attraction [ə'trækʃn] принада
battle ['bætl] бій
bell [bel] дзвін
border ['bɔːdə(r)] межа
borough ['bʌrə] район
branch [brɑːntʃ] філія
bridge [brɪdʒ] міст
bury ['berɪ] закопувати
capsule ['kæpsjuːl] капсула
climbing ['klaɪmɪŋ] сходження
clip [klɪp] підрізати
clock-tower [klɒk 'taʊə(r)] годинникова вежа
cross [krɒs] перетинати
dead [ded] мертвий
dedicate ['dedɪkeɪt] присвячувати
dome [dəʊm] купол
dome-shaped [dəʊm ʃeɪpt] куполоподібний
enormous [ɪ'nɔːməs] величезний
erect [ɪ'rekt] споруджувати
establish [ɪ'stæblɪʃ] встановлювати
exhibition [ˌeksɪ'bɪʃn] виставка

giant ['dʒaɪənt] велетенський
hill [hɪl] пагорб
human ['hjuːmən] людина
include [ɪn'kluːd] містити
landmark ['lændmɑːk] об'єкт місцевості, що впадає у вічі
liberation [ˌlɪbə'reɪʃn] звільнення
locate [ləʊ'keɪt] розмістити
major ['meɪdʒə(r)] головний
manuscript ['mænjuskrɪpt] рукопис
millennium [mɪ'lenɪəm] тисячоліття
miss [mɪs] невдача
nevertheless [ˌnevəðə'les] проте
overhead [ˌəʊvə'hed] високий
parliament ['pɑːləmənt] парламент
passenger ['pæsɪndʒə(r)] пасажир
peak [piːk] пік
peninsula [pə'nɪnsjələ] півострів
permanent ['pɜːmənənt] постійний
pigeon ['pɪdʒɪn] голуб
playwright ['pleɪraɪt] драматург
postcard ['pəʊstkɑːd] листівка
preserve [prɪ'zɜːv] зберігати
provide [prə'vaɪd] забезпечувати
railway ['reɪlweɪ] залізниця
range [reɪndʒ] діапазон
raven ['reɪvn] ворона
reach [riːtʃ] досягати
restaurant ['restrɒnt] ресторан
revolution [ˌrevə'luːʃn] революція
rock [rɒk] скеля
rotate [rəʊ'teɪt] обертати
royal ['rɔɪəl] королівський
situate ['sɪtʃueɪt] розташовувати
sparkling ['spɑːklɪŋ] блискучий
spectacular [spek'tækjələ(r)] ефектний
star [stɑː(r)] зірка
summit ['sʌmɪt] зустріч на вищому рівні
tower ['taʊə(r)] вежа
Tussauds [tə'sɔːdz] Тюссо
twinkling ['twɪŋklɪŋ] мерехтливий
valley ['vælɪ] долина
view [vjuː] вид
walkway ['wɔːkweɪ] доріжка
wax [wæks] віск

carol singer — колядник
clock face — циферблат
Ferris wheel — колесо огляду
in thanks for — у подяку за
instead of — замість
originate from — походити з
refer to — стосуватися (чогось)

UNIT 6

SIGHTS OF UKRAINE

admire [əd'maɪə(r)] захоплюватися
architecture ['ɑːkɪtektʃə(r)] архітектура
artisan [ˌɑːtɪ'zæn] ремісник
bastion ['bæstiən] бастіон
beneath [bɪ'niːθ] під
boast [bəʊst] хвалитися, пишатися
border ['bɔːdə(r)] межа
brick [brɪk] цегла
canon ['kænən] каньйон, глибока ущелина
Carpathian [θruː] Карпатський
castle ['kɑːsl] замок
cave [keɪv] печера
century ['sentʃərɪ] століття
church [tʃɜːtʃ] церква
commemorate [kə'meməreɪt] святкувати, відзначати
contain [kən'teɪn] містити
create [krɪ'eɪt] створювати
cuisine [kwɪ'ziːn] кухня

currently [ˈkʌrəntlɪ] в даний час
defensive [dɪˈfensɪv] оборонний
destroy [dɪˈstrɔɪ] знищувати
diverse [daɪˈvɜːs] різноманітний
elevation [ˌelɪˈveɪʃn] висота
environment [ɪnˈvaɪrənmənt] середовище
equip [ɪˈkwɪp] обладнувати
exhibition [ˌeksɪˈbɪʃn] виставка
exhibit [ɪgˈzɪbɪt] експонат
existence [ɪgˈzɪstəns] існування
feed [fiːd] постачати, живити
fir [fɜː(r)] ялиця, ялина, смерека
fort [fɔːt] форт
fortifying [ˈfɔːtɪfaɪŋ] що укріплює
furniture [ˈfɜːnɪtʃə(r)] меблі
giant [ˈdʒaɪənt] велетенський
glorify [ˈglɔːrɪfaɪ] прославляти
hand-made [hænd meɪd] ручної роботи
huge [hjuːdʒ] величезний
Hungary [ˈhʌŋgərɪ] Угорщина
include [ɪnˈkluːd] містити
inhabitant [ɪnˈhæbɪtənt] житель, мешканець
invader [ɪnˈveɪdə(r)] загарбник, окупант
item [ˈaɪtəm] пункт
locate [ləʊˈkeɪt] розмістити
luxurious [lʌgˈʒʊərɪəs] розкішний
melt [melt] танути
moat [məʊt] рів з водою
monk [mʌŋk] монах
musician [mjuˈzɪʃn] музикант
noble [ˈnəʊbl] благородний
outstanding [aʊtˈstændɪŋ] видатний
point [pɔɪnt] точка
possess [pəˈzes] володіти
range [reɪndʒ] ряд, лінія
remain [rɪˈmeɪn] залишатися
remote [rɪˈməʊt] віддалений
revival [rɪˈvaɪvl] відродження
sample [ˈsɑːmpl] пробувати, випробовувати
similarity [ˌsɪməˈlærətɪ] подібність, схожість
slope [sləʊp] схил
soil [sɔɪl] ґрунт
spectacular [spekˈtækjələ(r)] ефектний, захоплюючий
spring [sprɪŋ] скакати, кидатися
strengthen [ˈstreŋθn] підсилювати, зміцнювати
stretch [stretʃ] розтягувати, продовжувати
surround [səˈraʊnd] оточувати
through [θruː] через
try [traɪ] пробувати
unique [juˈniːk] унікальний
valley [ˈvælɪ] долина
vast [vɑːst] значний, величезний
ware [weə(r)] вироби
waterfall [ˈwɔːtəfɔːl] водоспад
windmill [ˈwɪndmɪl] млин
worship [ˈwɜːʃɪp] вшановування; поклоніння

bare in mind — мати на увазі, пам’ятати
holy place — священне місце
make up — утворювати, становити
mummified remains — мощі
open-air museum — музей на відкритому повітрі
spiritual centre — духовний центр
to be buried inside — бути похованим у приміщенні
to look around — озиратися
to take apart — демонтовувати, розбирати

UNIT 7

SCHOOL SUBJECTS

advance [ədˈvɑːns] досягнення
affect [əˈfekt] впливати
arrange [əˈreɪndʒ] організовувати
body [ˈbɒdɪ] тіло
boom [buːm] гул, бум
branch [brɑːntʃ] філія
breeding [ˈbriːdɪŋ] розведення
challenge [ˈtʃælɪndʒ] виклик
civil [ˈsɪvl] цивільний
cleaner [ˈkliːnə(r)] очищувач
command [kəˈmɑːnd] команда
competency [ˈkɒmpɪtənsɪ] вправність
competitive [kəmˈpetətɪv] конкуренто-спроможний
complement [ˈkɒmplɪment] доповнення
confidence [ˈkɒnfɪdəns] впевненість
consequence [ˈkɒnsɪkwəns] наслідок
consumer [kənˈsjuːmə(r)] споживач
contain [kənˈteɪn] містити
create [krɪˈeɪt] створювати
current [ˈkʌrənt] течія
discovery [dɪˈskʌvərɪ] відкриття
earth [ɜːθ] земля
effort [ˈefət] зусилля
encounter [ɪnˈkaʊntə(r)] зіткнення
encourage [ɪnˈkʌrɪdʒ] заохочувати
engaging [ɪnˈgeɪdʒɪŋ] привабливий
establish [ɪˈstæblɪʃ] створювати
evidence [ˈevɪdəns] доказ
experience [ɪkˈspɪərɪəns] досвід
explore [ɪkˈsplɔː(r)] досліджувати
field [fiːld] поле
forever [fərˈevə(r)] назавжди
genius [ˈdʒiːnɪəs] геній
glow [gləʊ] світіння
goods [gʊdz] товари
govern [ˈgʌvn] правити
heritage [ˈherɪtɪdʒ] спадок
imagination [ɪˌmædʒɪˈneɪʃn] уява
improve [ɪmˈpruːv] поліпшувати
increasingly [ɪnˈkriːsɪŋlɪ] все більше і більше
indigenous [ɪnˈdɪdʒənəs] природні матеріали
influence [ˈɪnfluəns] вплив
inherit [ɪnˈherɪt] успадковувати
insight [ˈɪnsaɪt] розуміння
inspire [ɪnˈspaɪə(r)] надихати
interaction [ˌɪntərˈækʃn] взаємодія
interdependent [ˌɪntədɪˈpendənt] взаємозалежний
invention [ɪnˈvenʃn] винахід
involve [ɪnˈvɒlv] залучати
keep [kiːp] тримати
king [kɪŋ] король
leadership [ˈliːdəʃɪp] керівництво
management [ˈmænɪdʒmənt] управління
matter [ˈmætə(r)] питання
medicine [ˈmedsn] медицина
mining [ˈmaɪnɪŋ] видобуток
neatness [ˈniːtnəs] охайність
notice [ˈnəʊtɪs] повідомлення
obtain [əbˈteɪn] отримувати
occur [əˈkɜː(r)] відбуватися
ocean [ˈəʊʃn] океан
participate [pɑːˈtɪsɪpeɪt] брати участь
persuade [pəˈsweɪd] умовляти
plant [plɑːnt] рослина
promote [prəˈməʊt] сприяти
relate [rɪˈleɪt] ставитися
require [rɪˈkwaɪə(r)] вимагати
research [rɪˈsɜːtʃ] дослідження
resource [rɪˈsɔːs] ресурс

sale [seɪl] продаж
shape [ʃeɪp] форма
significance [sɪg'nɪfɪkəns] значення
society [sə'saɪətɪ] суспільство
solve [sɒlv] вирішувати
sound [saʊnd] звук
strong [strɒŋ] сильний
success [sək'ses] успіх
supply [sə'plaɪ] забезпечувати
surface ['sɜːfɪs] поверхня
treat [triːt] лікувати
universe ['juːnɪvɜːs] всесвіт
warrior ['wɒrɪə(r)] воїн
war [wɔː(r)] війна
wonder ['wʌndə(r)] здивування

as well as — так добре, як
brain capacity — обсяг мозку
derive from — випливати з
have an edge over — мати перевагу
household chemicals — побутова хімія
keep up with — йти в ногу з
proper manner — належним чином
solar power — сонячна енергія
take up — займати
white-collar job — робота в офісі

UNIT 8

MEDIA: THE INTERNET

attachment [ə'tætʃmənt] вкладення
crash [kræʃ] збій
cyberbullying ['saɪbəbʊlɪŋ] кібербулінг
cybercrime ['saɪbəkraɪm] кіберзлочинність
delete [dɪ'liːt] видалити
download [ˌdaʊn'ləʊd] завантажити
file [faɪl] файл
harassment ['hærəsmənt] переслідування
hardware ['hɑːdweə(r)] апаратне забезпечення
insert [ɪn'sɜːt] вставити
inventor [ɪn'ventə(r)] винахідник
malware (malicious software) ['mælweə(r) (mə'lɪʃəs 'sɒftweə(r))] шкідливе програмне забезпечення
misinformation [ˌmɪsɪnfə'meɪʃn] дезінформація
offline [ˌɒf'laɪn] офлайн
online [ˌɒn'laɪn] онлайн
phishing ['fɪʃɪŋ] фішинг
software ['sɒftweə(r)] програмне забезпечення
subscribe [səb'skraɪb] підписатися
surf [sɜːf] серфити
virus ['vaɪrəs] вірус
VR (virtual reality) ['vɜːtʃuəl ri'ælətɪ] віртуальна реальність

artificial intelligence — штучний інтелект
augmented reality — доповнена реальність
chat room — чат-кімната
copy and paste information — копіювати та вставляти інформацію
credit card fraud — шахрайство з кредитною карткою
data theft — крадіжка даних
digital/online piracy — цифрове/онлайн піратство
edit a document — редагувати документ
fake news — фейкові новини
hard drive — жорсткий диск
intellectual property theft — крадіжка інтелектуальної власності

English-Ukrainian Dictionary

Internet security — безпека в Інтернеті
log on/off — увійти/вийти
shut down — закрити
sign in — увійти
sign out — вийти з аккаунта
the Internet of things — Інтернет речей
to bypass the computer security system — обійти систему захисту комп'ютера
to spread — поширювати
to steal smb's identity — вкрасти чиїсь особисті дані

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