

Student's
Book

Oksana Karpyuk
Kristina Karpyuk

АНГЛІЙСЬКА МОВА

ENGLISH

kids online

8

МОДЕРНІЗОВАНА ШКОЛА

Оксана Карпюк, Крістіна Карпюк

АНГЛІЙСЬКА МОВА



(8-й рік навчання)

**Підручник для 8 класу закладів загальної середньої освіти
(з аудіосупроводом)**

Тернопіль
Видавництво Астон
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Концепція підручника з англійської мови для 8 класу Нової української школи ґрунтується на підходах до вивчення іноземної мови, що враховують сучасні реалії життя і навчання учнів й учениць і які втілено в підручниках авторок для 5, 6 і 7 класів НУШ.

Цей підручник — своєрідний інформаційно-комунікаційний проєкт, наповнений зразками онлайн-взаємодії дітей із різних країн. Навчальне видання передбачає розвиток умінь XXI століття: активного навчання, учнівської креативності, критичного мислення, співпраці, цифрової грамотності та використання англійської мови в умовах міжкультурної комунікації.

Доповнений аудіосупроводом, підручник підтримується також іншими компонентами авторської навчальної системи.

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Let's practise English, dear friends,
With websites and YouTube.
With 'Kids Online', you keep in hands,
Your English will be good!

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STARTER



1 a) Listen to the kids twice and match their names to the activities.



1

Stacey



2

Nick



3

Nicole



4

Steve

- a ...went to China with his brother.
- b ...visited his grandfather in Cambridge.
- c ...travelled to Miami with her parents.
- d ...hung out with her friends in her home town.



b) Tell the class about your summer holidays this year. Include:

- where you went this summer
- who you went with
- what you did there



WORD ORDER IN QUESTIONS

Do you like travelling? – Yes, I do.

Are you reading right now? – No, I'm not.

Did Ben meet Ann last Sunday? – Yes, he did.

Was Emma dancing at 4 pm? – No, she wasn't.

Have the kids done their homework yet? – Yes, they have.

Had you known about it before? – No, I hadn't.

2 Match.

- 1 Does George swim?
- 2 Is it raining at the moment?
- 3 Did you have a good holiday?
- 4 Were Bob and Don skating?
- 5 Has Jane ever been to Kyiv?
- 6 Had Tom finished it by then?

- a Yes, he had.
- b No, she hasn't.
- c No, he doesn't.
- d Yes, it is.
- e Yes, I did.
- f No, they weren't.

3 Put the questions to the answers.

- 1 ... – No, we didn't. We didn't go to Sydney.
- 2 ... – Yes, they do. My sisters love dancing.
- 3 ... – No, she wasn't. Alice wasn't laughing.
- 4 ... – Yes, I had. I had finished the test by then.
- 5 ... – No, he hasn't. Ed hasn't cleaned his room yet.
- 6 ... – Yes, it is. The sun is shining right now.

WH-QUESTIONS

What do you **like**? – Singing.

Why are they **smiling**? – Because they're happy.

When did Ned **return**? – Yesterday.

Where was Kim **sleeping**? – In her bedroom.

* * *

Who is **talking** at the moment? – Peter.

What had **happened** before then? – We had called Jim.

* * *

What **subjects** did you **learn**? – Maths and Science.

Which **book** has he **read**? – This one.

4 a) Put the words into the correct order to make questions.

- | | |
|-------------------------|---------------------------------------|
| 1 do/you/Where/live? | 5 countries/Which/have/visited/you? |
| 2 Why/singing/Helen/is? | 6 kinds of sport/What/does/like/Fred? |
| 3 it/did/stop/When? | 7 was/drawing/Who? |
| 4 done/they/had/What? | 8 going on/What/was? |

b) Work in pairs. Write your own eight wh-questions and let your partner answer them.

5 Put the questions to the answers.

- 1 ... – Yes, it has. The lesson has begun.
- 2 ... – No, I don't. I don't act well.
- 3 ... – Yes, she did. Kelly went to France.
- 4 ... – No, they hadn't. They hadn't skied before.
- 5 ... – On Monday. We had lunch then.
- 6 ... – In the living room. The music is playing there.
- 7 ... – Ternopil. Sam visited this town.
- 8 ... – We were working at 5 pm.

6 Work in pairs. Interview your partner about his/her school life. Make notes and then tell the class about him/her. Ask:

- if he/she likes school and why (not)
- if he/she thinks it is hard to start a new school year
- what he/she does to make it easier
- if he/she is going to join any clubs and which ones

7 Complete the postcard with the words from the box.

Hi Sonia,
Here I am
on the west coast of 1) Ireland.
We travelled to Dublin by boat
and then took the train. It was
cheaper than flying! The worst
thing was that the train
journey was 2) ... and boring.
The train stopped at every
station. We're staying in a pretty
cottage. I can see the 3) ... from my bedroom and sometimes there are 4) ...
They're amazing! The cottage is better than a hotel because we can cook in the
evening. Last night I made spaghetti. It wasn't as good as your spaghetti but
everybody 5) ... it! The weather is perfect for surfing. It's 6) ... and the sea is
really wild! I'm going to the beach now. It's the best place in the world to surf!
Bye,
Gemma

ate, Atlantic Ocean, dolphins,
Ireland, very long, windy



8 Put the information from Gemma's postcard into the correct order. Add more details.

- | | |
|--------------------------------------|----------------|
| a What she's doing. | d The weather. |
| b Where she's staying. | e The journey. |
| c Where she is. 1) <i>In Ireland</i> | |



9 Think about your last holiday and answer the questions.

- | | |
|--------------------------|--|
| 1 Where were you? | 4 What was the weather like? |
| 2 How did you get there? | 5 What did you do? |
| 3 Where did you stay? | 6 What was the best/worst thing about the holiday? |

10 Write a postcard (80-100 words) about your last holiday. Use Gemma's postcard and the questions in task 9 to help you.

WELCOME TO SCHOOL!

UNIT

1

Lead-in:

- How much time do you spend at school?
- What is your school life like?
- What are your favourite school subjects and extracurricular activities? Why do you like them?



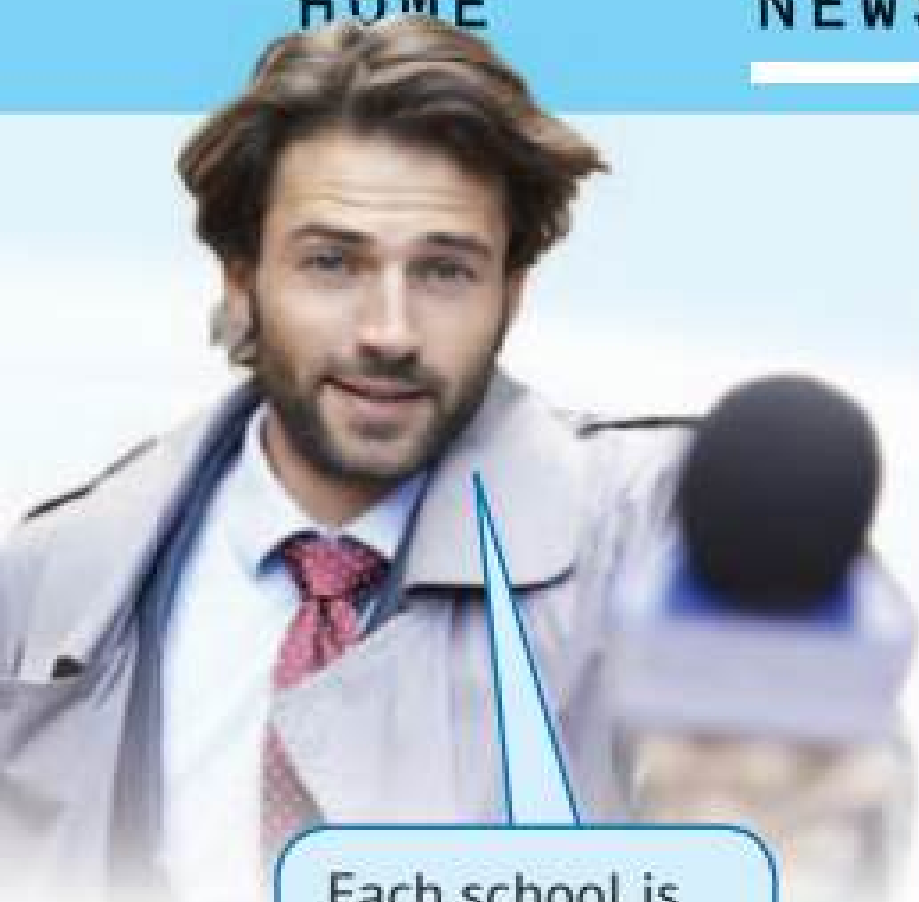
WHAT'S IN THIS UNIT?

LANGUAGE

- school rooms
- items of school equipment
- different types of schools in Ukraine and abroad
- school rules and norms
- adverbs of degree
- modal verbs: have to/had to, can/could, may/might

SKILLS

- presenting a school
- expressing your opinion on school rules, norms and traditions
- understanding secondary education in the UK and the USA
- talking about different types of schools in Ukraine and abroad
- writing a blog post about your perfect school



Each school is special in its own way. They vary in not only design but also rules and **norms**. I've interviewed a few students and, although they all live in the same city, Cambridge, their schools are quite different.

Hey! I'm William. I go to the Netherhall School. To start with, it's a huge secondary **state school** in Cambridge. It was opened in 1871. Students that go there are 11–18 years old. It is necessary to be well-organised because you can get into trouble if you are late or not ready for your lessons. We study hard and get the best exam results. We have different subjects, and we also have to wear a school uniform.



Hi! I'm Tej. I'm Indian but I've been living in England for 8 years now. My school is Cambridge Home School founded in 2002. It's an international online school for students from age 7 to 19 from all over the world. You need to be **tolerant** and respect everyone. I have friends from different countries, which makes my school life really interesting. What is the coolest thing about my school is that I study online.



1 Listen to the video with four kids, then read the comments. Guess the meanings of the words in bold.



2 a) Listen and repeat the words in the *Words for You* box. Use the *Vocabulary List* at the end of the book if necessary.

b) Complete the sentences with the new words.

- 1 Every school has its own ... and traditions.
- 2 It is important to have good ... when you eat.
- 3 Jessica doesn't go to a state school, but to a ... one.
- 4 Try to be ... because these people are from different countries.
- 5 You need to ... your mistakes if you want to become better.
- 6 Our teacher is very ... – he gets angry when we make a noise.



WORDS FOR YOU

manner ['mænə(r)]

norm [nɔ:m]

private school

[,praɪvət 'sku:l]

state school ['steɪt sku:l]

to analyse ['ænləaɪz]

strict [strikt]

tolerant ['tɒlərənt]



Hello! My name's Andrea. I go to St Mary's School which was opened in 1898. It's a **private school** for girls who are 3 to 19 years of age. We have lots of discussions in our lessons, and our teachers often ask for our opinions on different topics. In other words, not only do we study different subjects, but we also **analyse** what we learn. It is important to have good **manners** here, even when you eat at the school canteen. Everyone is very tidy and wears a uniform as well.

Hi there! My name's Adam. I go to Sancton Wood School. It is a private school for children aged 1-16. It has worked since 1976. We wear a uniform and if you come here wearing jeans, you will have trouble with not only the teachers but also the headmaster. Our classes are not very big, and we can choose our subjects. What I like about my school is that we can take part in different extracurricular activities. A lot of my classmates are in the school football team. As for me, I'm in the Drama Club.



3 a) Read the texts again and fill in the table below.

Name of school	Type	Age	Opened in
<i>the Netherhall School</i>			
	<i>private school</i>		
			<i>1898</i>
		<i>7-19</i>	

b) Say if the sentences below are true or false.

- The students in the video are all from London.
- The schools in Cambridge are all the same.
- The Netherhall School is a secondary state school.
- They have to wear a uniform at the Netherhall School.
- Adam goes to Cambridge Home School.

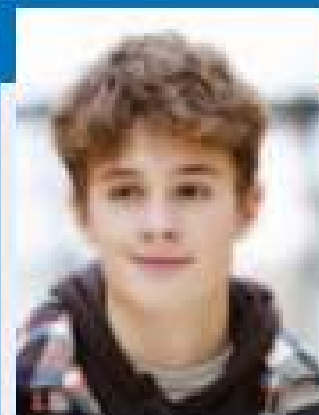
COMMENTS



JANE, 15, USA



What I can see is that wearing a school uniform is what most of the schools have in common. Luckily, you can wear anything you want at my school as long as you're clean and tidy.



PETRO, 14, Ukraine



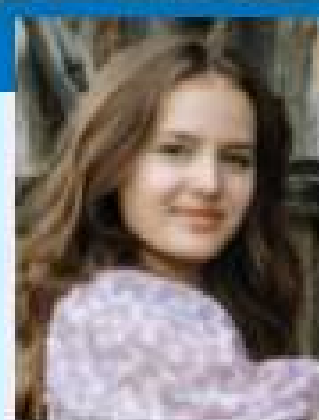
In my country, schools are not so different. We all have the same subjects, and our rules don't differ very much either.



CHANG, 14, China



The rules are very strict at my school. Like at the Netherhall School, you must always be on time and ready for your lessons or you will have problems.



OLIVIA, 13, Poland



It is so cool that there are schools where you can choose what you want to learn! I wish my school was more like that.

- 6 The classes at Sancton Wood School are small.
- 7 St Mary's School is for boys.
- 8 Everyone has to be tidy there.

- 9 Tej is English.
- 10 You need to respect others at Cambridge Home School.

4 Read the comments again and fill in the kids' names.

- 1 ...wishes she could choose her own subjects.
- 2 ...must follow strict rules at his school.
- 3 ...doesn't wear a school uniform.
- 4 ...says that schools aren't so different in his country.



5 Write a short paragraph about your school. You can use the texts on pages 10-11 as examples. Include:

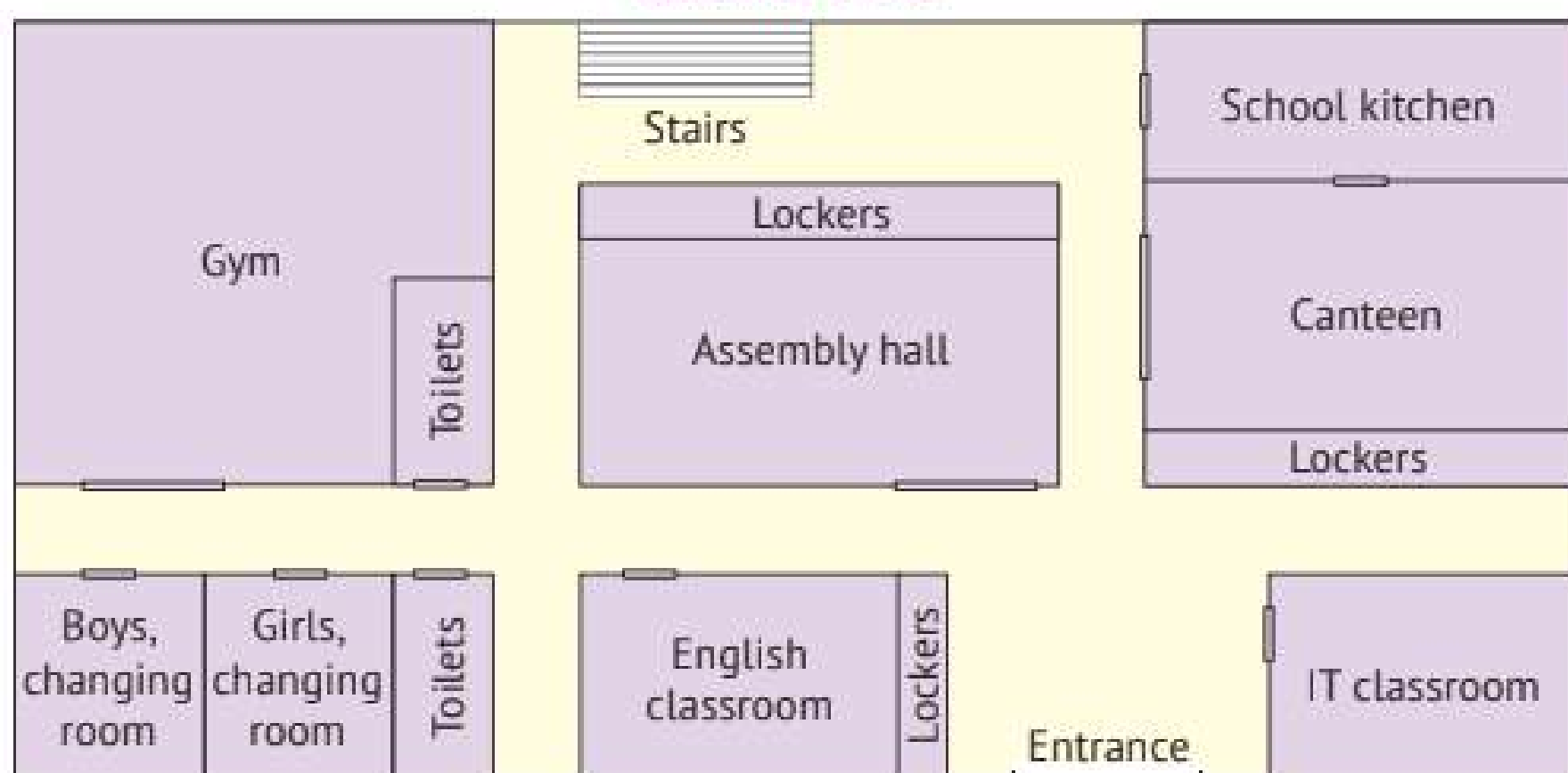
- the name and type of your school
- the age of students there
- a few rules and traditions there

MY SCHOOL

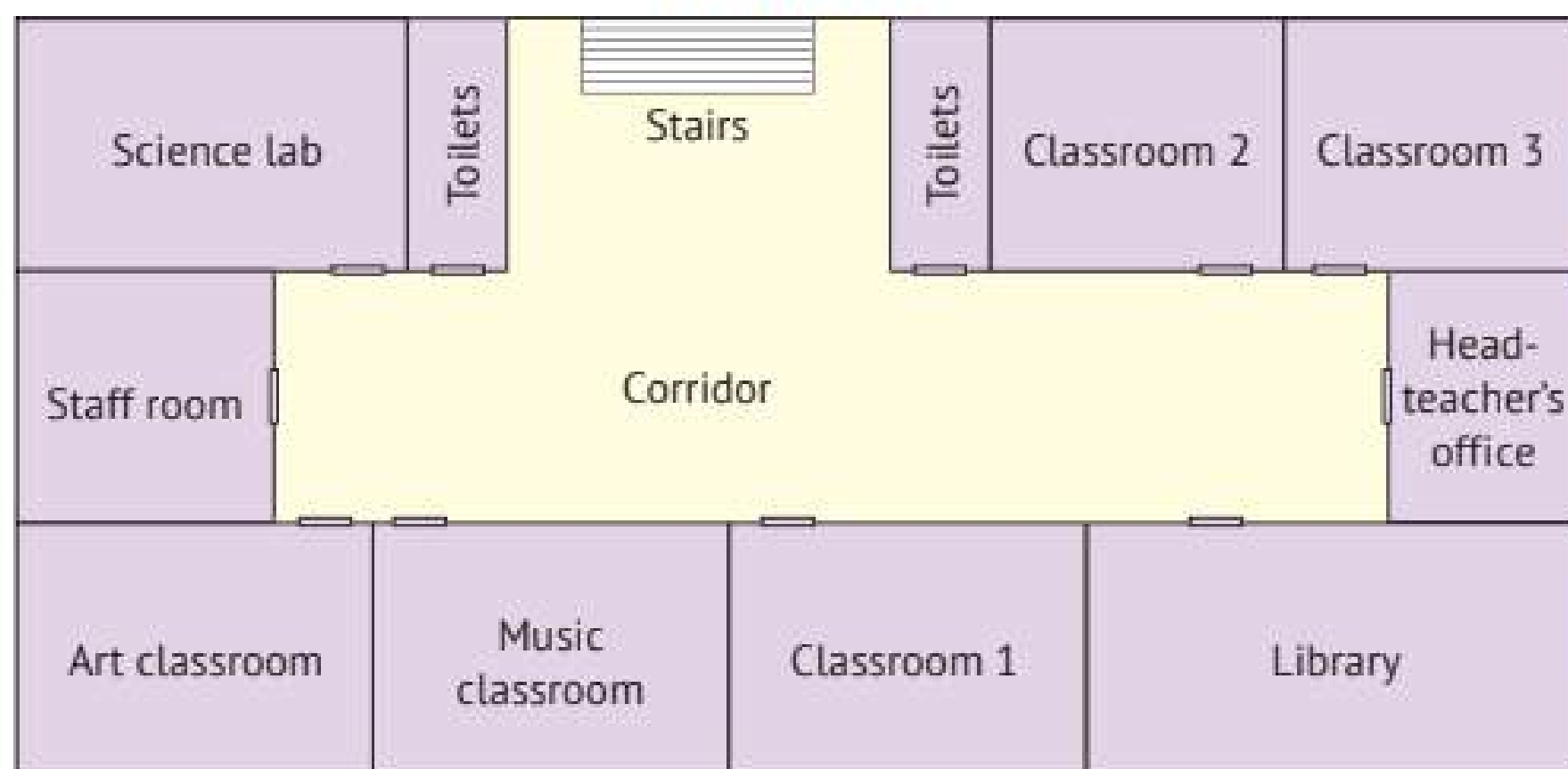


1 Look at the plan of a school and complete the sentences on page 14.

Ground floor



First floor

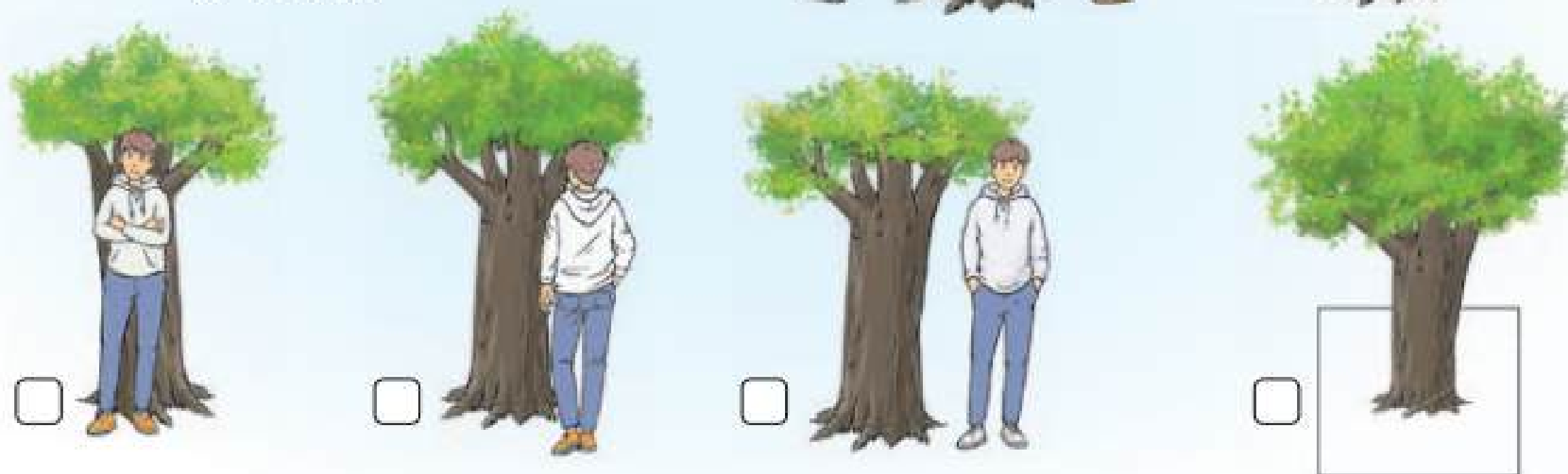
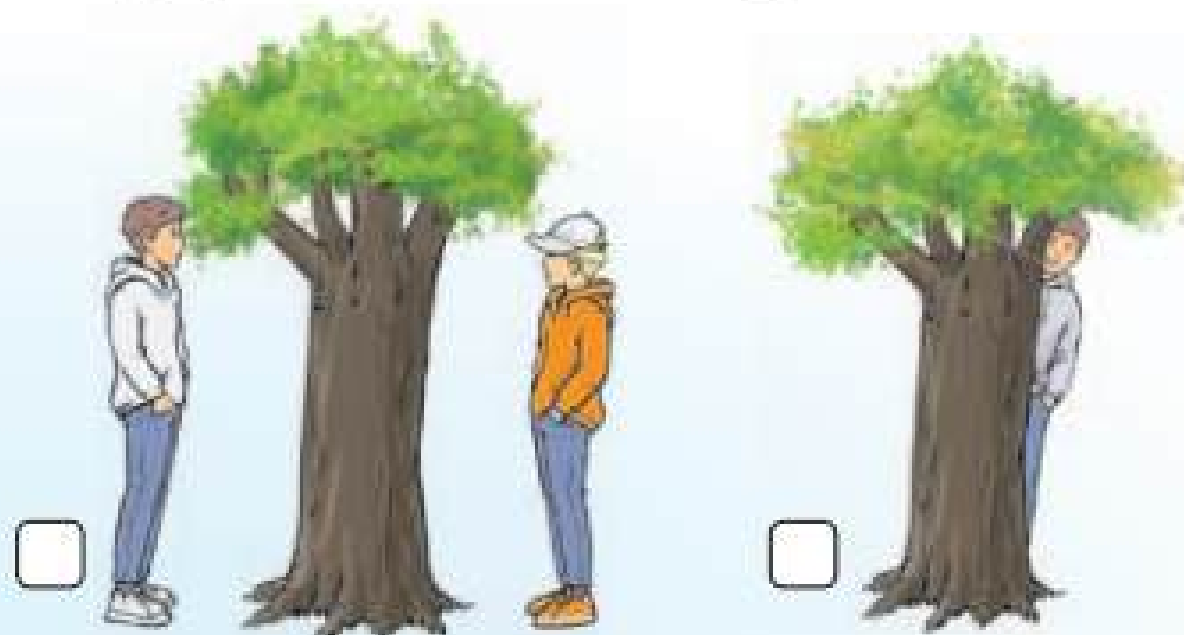


- 1 ... is a room for the headteacher.
- 2 ... is a room for teachers.
- 3 ... is a room where you do experiments.
- 4 ... is a room where you can find a lot of books.
- 5 ... is a room where you paint and draw.
- 6 ... is a room where you study technology.
- 7 ... is a room where you get ready for a PE lesson.
- 8 ... is a room where you have lunch.
- 9 ... is a large room where students perform and the headteacher gives his/her speech.
- 10 ... is a place where you leave your books, bags, jackets and other things.



2 Match the prepositions to the pictures.

- 1 in front of
- 2 behind
- 3 between
- 4 in the middle (of)
- 5 opposite
- 6 next to



3 Look at the plan of the school (page 13) again and choose the correct preposition.

- 1 The lockers are *behind/between* the assembly hall.
- 2 The IT classroom is *in front of/next to* the entrance.
- 3 The assembly hall is *in the middle of/between* the school.
- 4 The gym is *next to/opposite* the boys' changing room.
- 5 The stairs on the first floor are *next to/between* the toilets.
- 6 Classrooms #2 and #3 are *in front of/behind* the library.
- 7 The staff room is *opposite/in the middle of* the headteacher's office.
- 8 The art classroom is *between/next to* the music classroom.



4 Think about your school. Choose a few rooms and say where they are.

Example: At my school, the canteen is on the ground floor opposite the gym.

5 a) Look at the equipment and say where it can be found.

Example: Computers can be found in the IT classroom, the staff room and the headteacher's office.



computer



board



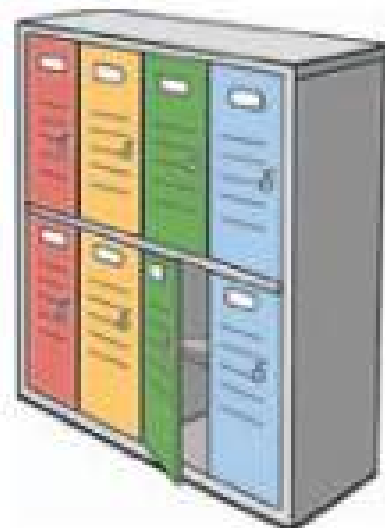
bookcase



microscope



dishwasher



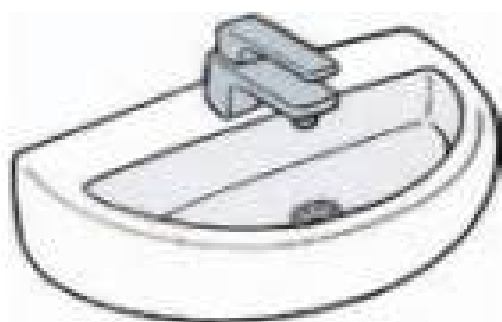
lockers



piano



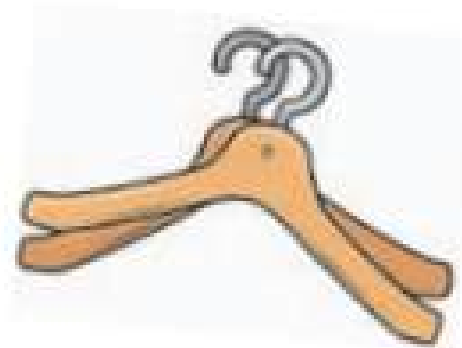
stage



sink



rackets



hangers



football

b) Think and say what other things can be found in the rooms with such equipment, e.g. desks, seats, cupboards, etc.

- 1 a) Think and say what a school is and why children and teenagers go there.
- b) Read the text and guess the meanings of the words in bold.

EDUCATION IN THE UK

In the UK, people usually go to school for 12 years. **Primary school** is for children aged 5 to 11. During that time students have only one teacher who teaches them all the subjects.

At the age of 11 students start their **secondary education** at one of the three types of schools: *comprehensive school* (a general school for students who live in the same **neighbourhood**) or *grammar school* (a special school for students who pass some exams to go there). Both of these are state schools, which means students do not need to pay for them. The third type is a *private school* where parents have to pay for their children's studies. Many of them are *boarding schools* – students study and live there. One of the oldest and most famous private schools in England is Eton. During this period students have different teachers for different subjects. Each student studies English, Maths and Science. Other subjects they can choose. However, some children and teenagers are *homeschooled* – they study at home with a parent or online with a **tutor**.

In most British schools, students have to wear a school uniform. Lessons usually start at 9 am with assembly where everyone comes together and listens to the headteacher. Students have four lessons before lunch and another 2-3 **afterwards**. Classes typically end at 3:45 pm when many students start to do different extracurricular activities: drama, singing, dancing, sport, etc.

There are two weeks off for Christmas holidays and another two at



Eastertime. Summer holidays usually **last** for six weeks.

At the end of each school year students take tests. The most important ones are at the end of **high school** when they must get good marks to get into university. The most famous universities in the UK are Oxford and Cambridge.



2 Choose *a* or *b* to complete the sentences.

- 1 The British go to school for ... years.
a) 11 b) 12
- 2 There are ... types of secondary schools.
a) four b) three
- 3 Comprehensive and grammar schools ... free.
a) are b) aren't
- 4 Students ... choose their subjects at secondary school.
a) can b) cannot
- 5 In general, students have ... lessons every day.
a) 5-6 b) 6-7
- 6 Lessons usually end at ...
a) 3:45 pm b) 4:45 pm
- 7 Summer holidays last for ... weeks.
a) 2 b) 6
- 8 Students have tests at the end of ...
a) each year b) high school



3 a) Listen and repeat the words in the *Words for You* box. Use the *Vocabulary List* at the end of the book to look up the meanings of the words.

b) Read the text again and match.

- | | |
|------------------------|--|
| 1 comprehensive school | a to study with a parent or online |
| 2 grammar school | b a school where you need to pay for your studies |
| 3 private school | c a special school for students who pass exams to go there |
| 4 to be homeschooled | d a general local school for all young people |



WORDS FOR YOU

assembly [ə'sembli]

boarding school

[ˈbɔːdɪŋ sku:l]

comprehensive school

[ˌkɒmpri'hensɪv sku:l]

grammar school

[ˈgræmə sku:l]

high school [ˈhaɪ sku:l]

neighbourhood [ˈneɪbəhʊd]

primary school

[ˈpraɪməri sku:l]

secondary education

[ˌsekəndri edʒuˈkeɪʃn]

tutor [ˈtjuːtə(r)]

to homeschool [ˌhəʊm'sku:l]

to last [lɑːst]

afterwards [ˈɑːftəwədz]

4 Answer the questions below.

- 1 How long does primary school last in the UK?
- 2 What is a boarding school?
- 3 What subjects are the most important for all secondary school students?
- 4 Who welcomes students before the school day begins?
- 5 What do students do after their lessons?
- 6 Why is it important to get good marks in high school tests?



5 Work in pairs. Search for the information about Ukrainian schools and make a list of things that are similar and different at Ukrainian and British schools. Show your list to the class.

In Common	Different	
	Ukrainian school	British school



6 Work in groups. Choose another English-speaking country and prepare a digital presentation about schools there. Include:

- how long school lasts there
- types of schools
- names of subjects and if students can choose them
- a few rules/traditions there



ADVERBS OF DEGREE

For exercises 1-4 see *Grammar Focus* on page 165.

1 Circle the correct adverb.

- 1 I think we have *almost/too* many subjects at school.
- 2 Jack is *very/enough* tolerant – he respects everyone.
- 3 Our teacher is *quite/so* stressed out! She needs to relax.
- 4 Their school is *extremely/rather* big, but ours is bigger.
- 5 You haven't studied *enough/really* to get ready for the test.
- 6 I *so/almost* forgot about the plan. Thanks for reminding me.
- 7 Barbara looks *really/enough* nice in her new school uniform.
- 8 It was *quite/enough* difficult to pass that exam, but James did!
- 9 The kids are *almost/extremely* excited about this school year!
- 10 I am free *enough/too* to do some extracurricular activities.

2 Match.

- | | |
|---------------------------------|--|
| 1 The test is tomorrow, | a so he's absolutely successful at it. |
| 2 A trip to Miami | b so I am somewhat hungry. |
| 3 Kim forgot about it, | c it is hard for her a little. |
| 4 Rick is such a dynamo – | d sounds totally awesome! |
| 5 I had a meal three hours ago, | e so I was a little bit mad. |
| 6 Paul loves his job, | f they have to be a bit bigger. |
| 7 Diane doesn't like Biology – | g and we are completely ready! |
| 8 These shoes don't fit me – | h he can hardly stand still. |

3 Complete the sentences with the words from the box. Some sentences can have more than one adverb of degree. Example: This file was *completely/totally* deleted.

completely, absolutely, hardly, somewhat, totally, a little, a (little) bit

- | | |
|---|--|
| 1 You look ... amazing in this dress! | 6 It is ... likely that anyone will come. |
| 2 Emily became ... scared, so she left. | 7 We have ... finished the task, so now we can go. |
| 3 John ran ... fast, so he almost fell down. | 8 Jack hates sport. I'm ... sure about that. |
| 4 I am bad at Maths, so I ... need a tutor. | |
| 5 Our new teacher is ... strict but not mean. | |

4 Put the words into the correct order to make sentences.

- | | |
|--------------------------------------|---------------------------------------|
| 1 I/with you/agree/somewhat. | 5 strange/a little/sounds/That story. |
| 2 has changed/William/a little bit. | 6 hardly/competitive/People here/are. |
| 3 totally/new/This neighbourhood/is. | 7 a bit/hard/are/These exercises. |
| 4 are/right/absolutely/They. | 8 Allow/to dry/the glue/completely. |

SCHOOL UNIFORM: IS IT GOOD OR BAD?



- 1 a) Listen to the new words in the *Words for You* box and repeat them.
b) Use your *Vocabulary List* at the end of the book to check the meanings of the words.

2 Finish the sentences below with the words from the box.

- 1 My new costume is very ...!
- 2 I think wearing a school uniform is ...
- 3 James wore jeans to school and got ...
- 4 A fancy dress and old trainers? You look ..., sorry.
- 5 Holly has bought a black dress with white ...
- 6 We want to choose our clothes. We want ...!



WORDS FOR YOU

detention [dɪ'tenʃn]

freedom ['fri:dəm]

stripe [straɪp]

fashionable ['fæʃnəbl]

odd [ɒd]

old-fashioned

[,əʊld 'fæʃnd]

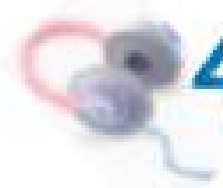
● to get detention (for)



3 Work in pairs and discuss the following.

- 1 Look at the pictures below. Can you wear these things to school?
- 2 Do you think a school uniform is a good or bad idea? Why?





4 a) Listen to four students talking about their school uniforms and fill in their names.



Will

- 1 ... likes his school uniform.
- 2 ... hates her school uniform.
- 3 ... wants to wear his school uniform.
- 4 ... says it makes everything easier.



Tilly



Mike



b) Listen again and choose a or b.

- 1 Boys wear ... trousers at Tilly's school.
a) green b) grey
- 2 Their ties are green with gold ...
a) stripes b) lines
- 3 Will got into trouble for wearing odd ...
a) shoes b) socks
- 4 The ... gave Will detention.
a) History teacher b) headmaster
- 5 Mike's uniform ... fashionable.
a) is b) isn't
- 6 Mike wears a blue ... to school.
a) jacket b) polo shirt
- 7 Sasha was in detention ... times last year.
a) three b) four
- 8 Sasha got detention for the first time for wearing ...
a) small earrings b) a very short skirt



Sasha



5 Now that you have learned the students' views on a school uniform, have you changed your mind? Why (not)? Tell the class.

SCHOOL RULES



1 a) Think about school rules in general and sort out the actions below.

- | | |
|---------------------------------|---------------------------|
| 1 listen to the teacher | 7 pass notes around |
| 2 chew gum | 8 yawn or shout |
| 3 copy examples from the board | 9 switch off your phone |
| 4 cheat in tests | 10 come to school on time |
| 5 wear a school uniform | 11 bully smaller students |
| 6 write messages during lessons | 12 be kind and polite |

OK	Not OK

b) Look at the actions you have put in the 'NOT OK' box. Explain why they are bad.

Example: I think chewing gum is not okay because you can't speak clearly when you chew something. You don't respect others when you chew gum and talk at the same time.



- 2** Work in pairs. Make a list of rules that you have at your school. Share your list with the class. The pair with the biggest list of rules wins.

HOW WELL DO YOU KNOW YOUR SCHOOL RULES?

MODAL VERBS

For exercises 1-3 see **Grammar Focus** on page 166.

1 a) Match.

- | | |
|--|--|
| 1 I'm not free. | a She could be the one who threw it out. |
| 2 There was no water left. | b You can call him. |
| 3 It's possible that Tim is home. | c You may not make any noise. |
| 4 Lyn cleaned the classroom last time. | d I have to finish these tasks first. |
| 5 We're not sure if this is okay. | e I had to go and buy a few bottles. |
| 6 This rule is very strict. | f Mrs Brown might get mad. |

b) Say which sentences in a) express possibility, necessity, prohibition and obligation.

2 Choose the correct variant.

- Sarah said she *may/might* call.
- We *may not/can* be late or we will get detention.
- Ann and Ed *can't/couldn't* do anything last time.
- I *don't/didn't* have to worry because I was ready.
- Maybe Robert *can/must* help you with it, ask him.
- They *have to/can* complete their work first.
- I'm not sure, but I think you *must/may* be surprised.
- Ben *can't/has to* act very well. He's bad at drama.
- Sam *might/could* jump higher when she was younger.
- Jake got ill, so he *had to/might* go to hospital.

3 Finish the sentences with your own words, as in the example. Use (not) have to/had to, can/could (not) and may/might (not).

Example:

It was raining, so I had to take my umbrella.

- It is very cold, and ...
- I'm not sure, but ...
- My teacher is strict, so ...
- Lessons start at 8 am, and ...
- My friends were busy, so ...
- I don't have this book, but ...
- Maybe Mum is free, and ...
- The canteen was full, so ...

1 a) Think about schools and what they may look like. Add some more adjectives to the list.

Big, spacious, new ...



b) Listen to Jack and Will talk about their schools twice and say if the statements below are true or false.



- 1 Will has been busy recently.
- 2 Will has changed schools.
- 3 Jack has moved to New York.
- 4 His school is modern and spacious.
- 5 There is no school uniform at Jack's school.
- 6 It is okay to cheat and bully at Jack's and Will's schools.



2 Answer the questions below.

- 1 What does your school look like? Is it big or small, modern or classic?
- 2 Do you wear a school uniform?
- 3 What things can get you into trouble at your school?



3 Listen to the rest of Jack and Will's talk twice and complete the sentences below.

- | | |
|----------------------------|---------------------------------|
| 1 Jack ... his new school. | 5 Will has chosen ... subjects. |
| 2 ... is scary a bit. | 6 Will is only in the ... |
| 3 ... is quite strict. | 7 Jack thinks that Will ... |
| 4 Jack has joined ... | 8 Will says that Jack ... |



4 Work in pairs. Find out your partner's opinion on school and make notes.
After that, tell the class about him/her. Ask:

- if he/she likes school and why (not)
- what he/she thinks about the school rules (if they are good/bad and why)
- which subjects are his/her favourite
- which subjects he/she doesn't like
- what clubs he/she is in

1 Think about your dream school. Discuss the questions in groups of 3-4.

- What does the school building look like? Is it big or small?
- Where is your school: in a city or in the countryside?
- What rules are there?

2 Read Stacey's blog post about her perfect school and answer the questions below.

Stacey Richard

MY PERFECT SCHOOL

My perfect school is a large building in the city centre. There is a stadium behind it where students can do sport. There are lockers on every floor so that students can keep their books and other things in one place. The classrooms are spacious, and each student has their own desk. Lessons start at 10 am so that everyone can sleep longer at home. There aren't many subjects, and students can choose them. There aren't many tests either. There is no school uniform, so everybody can wear anything they want. After school, there are a lot of different clubs, so there is a good choice of extracurricular activities. Once a month there is a school trip to interesting places like castles. The teachers are nice, everyone is tolerant of others.

- | | |
|--|-----------------------------------|
| 1 What does Stacey's perfect school look like? | 5 When do lessons begin? |
| 2 Where is it? | 6 What do students wear? |
| 3 Where is the stadium? | 7 What do they have once a month? |
| 4 Why do students use lockers? | 8 Who has to be tolerant? |



3 Write a short blog post about your perfect school. Include:

- what it looks like and where it is
- a few words about what there is inside
- a few words about lessons
- subjects and tests
- some school rules
- any clubs or trips

Use the scheme.

MY PERFECT SCHOOL

PARAGRAPH ONE:

My perfect school is ... (appearance). It is in ... (place). There are ... (some furniture or equipment).

PARAGRAPH TWO:

Lessons start at ... (time). There are ... (subjects and tests). Everyone ... (rules).

PARAGRAPH THREE:

After lessons, students can ... (activities, clubs, trips, etc.)

Look Back

1 Circle the correct word.

- 1 My project was *a bit/completely* ruined! All of it!
- 2 *Hardly/Totally* anyone came to her party.
- 3 The test was *somewhat/absolutely* hard, but I passed it.
- 4 Jennifer is *totally/a little* into art. She loves it!
- 5 Eddy hates Science. Instead, he *hardly/absolutely* enjoys PE.
- 6 We are *a little bit/completely* worried but not too much.

2 Choose *a* or *b*.

- 1 Students always ... be in time for lessons.
a) have to b) can
- 2 We ... choose subjects at our old school.
a) can b) could
- 3 The teacher ... get angry next time.
a) may b) has to
- 4 Ann told me she ... be late.
a) may b) might
- 5 David is very smart. He ... do this task.
a) can b) could
- 6 I ... study late yesterday.
a) have to b) had to

3 Complete the sentences with the words from the box.

- 1 There are two schools in this ...
- 2 Our headteacher Miss Jones is often ...
- 3 His school jacket has some ... on the back.
- 4 I think that our school uniform is not very ...
- 5 We ... a lot of information in Literature classes.
- 6 It is important to have good ... at school and in life.
- 7 Some students want ... by wearing what they like.
- 8 Students have lessons and do extracurricular activities ...

freedom,
manners,
neighbourhood,
stripes,
analyse,
fashionable,
strict,
afterwards

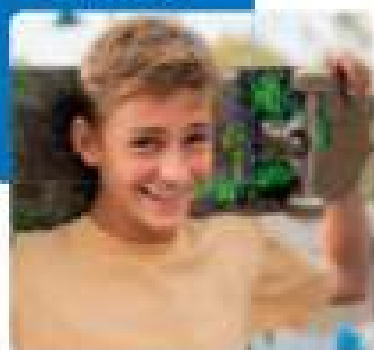
4 Use the definitions and guess the words. Then make your own sentences with them.

- 1 ... – you get it for bad behaviour
- 2 ... – very polite and kind
- 3 ... – the last period of school
- 4 ... – strange
- 5 ... – a private teacher
- 6 ... – not modern
- 7 ... – to take some time
- 8 ... – ways of behaviour



5 Read the comments and guess which type of school everyone goes to.

James



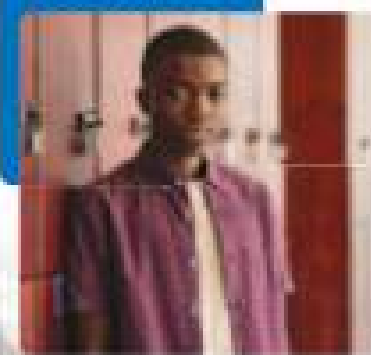
My school
is free for
everyone.

Jane



I study and live
at my school. I
only come home
for holidays.

Michael



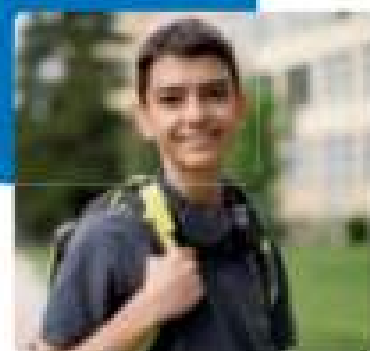
This is
my last
school
year.

Liz



I'm in
Year 8
already.

Tom



We must
pay to
study at
this school.

Greg



I have a
tutor and I
study online
with him.

Annie



I've just
started
school.



6 Listen to Emma and Stella twice and say if the statements below are true or false.
Correct the false ones.

- 1 Emma goes to day school.
- 2 She stays at school from 8 am to 5 pm.
- 3 Emma is in the Drama Group and the Film Club.
- 4 The old part of the school is spacious.
- 5 The new part of the school is terrible.
- 6 The IT room, the science lab and the art room are on the first floor.
- 7 The library and the canteen are close to her classroom.
- 8 Stella thinks Emma may be hungry.



Look Back

7 Play the game in pairs, one by one. Describe a place at your school by saying where it is and let your partner guess the answer. Play the game 4-6 times.

Example:

- It's on the ground floor next to the entrance.
- The canteen?
- Yes!

8 Say what there is in the rooms below, as in the example:

Example: Canteen. There are tables and seats in a canteen.

- | | |
|------------------------|-----------------|
| 1 IT room | 5 hall |
| 2 headteacher's office | 6 library |
| 3 gym | 7 assembly hall |
| 4 music room | 8 school lab |

9 a) Look at the pictures and say what you must/mustn't do at school.

Example: Kids must be attentive.



b) Name some other school rules that you know.

10 a) Read the text about schools in the USA and finish the sentences below (1-8).

SCHOOLS IN THE USA



In the US, students start school at the age of 6. Their primary school is called '*elementary*', and it lasts for six years. Then they go to *junior high school* (middle school) for two years. *Senior high school* is for young

people between the ages of 14 and 18. Schools in the USA can be *public* (the same as state schools in Britain) or private, but some students are homeschooled.

Most American schools do not have any school uniform, but there are other school rules that everyone needs to follow. For example, being polite to your teachers and other students, no cheating or bullying and so on. As for the subjects, there are a few that everybody has to learn: English, Science, Math and PE. Others can be chosen.

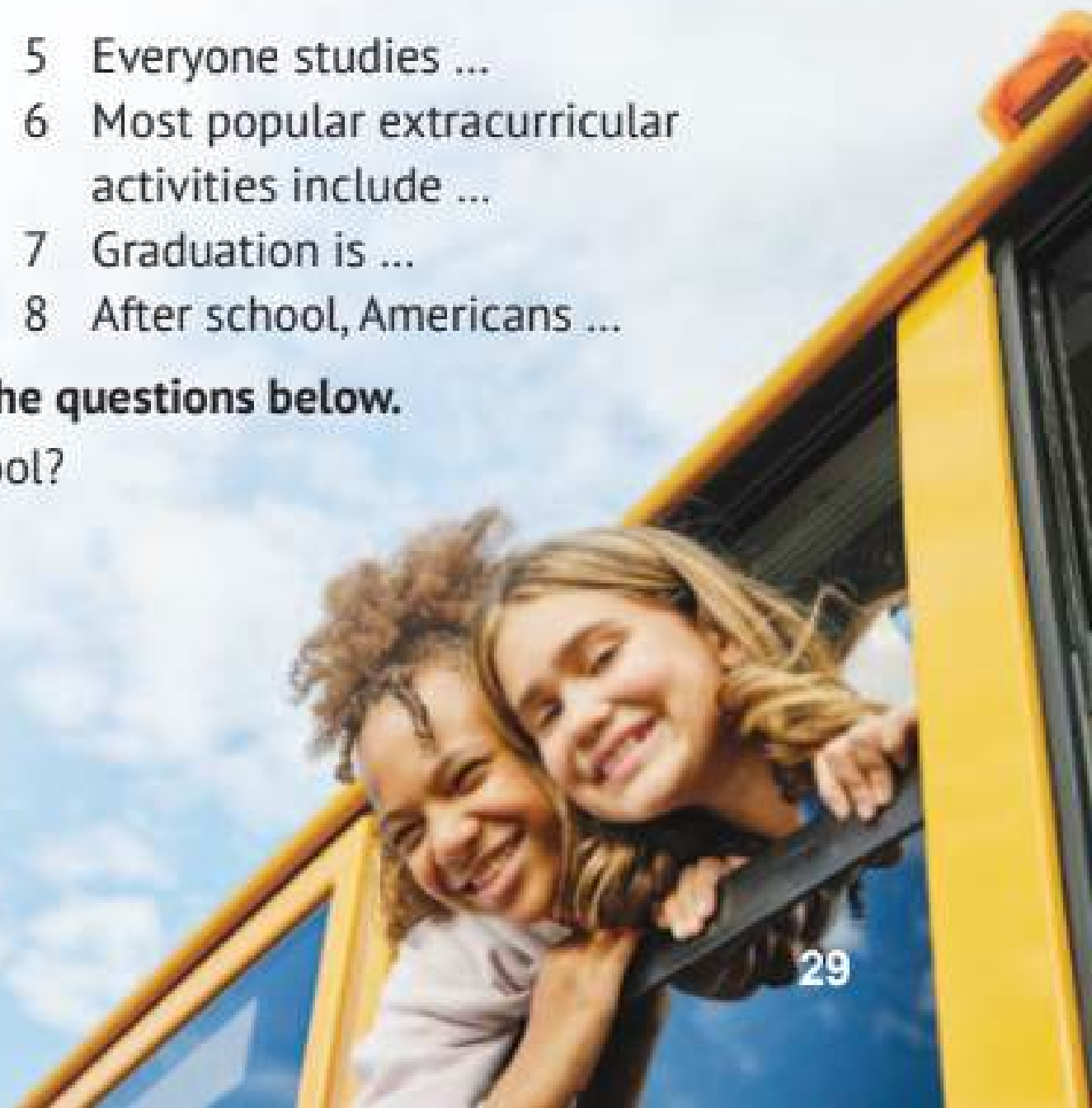
Extracurricular activities are very popular in the USA, so each school provides students with a good choice of them. The most common ones are offered by sports teams, music bands, science clubs, art clubs and cheerleading teams.

Graduation is an important event in the USA when students have a ceremony and then a big party called 'prom' at the end of high school. After that, most Americans go to college but it is not for free. That is why some students find a job and work for a while before continuing their studies.

- | | |
|---|---|
| 1 Primary school in America is called ... | 5 Everyone studies ... |
| 2 American students finish school when they are ... | 6 Most popular extracurricular activities include ... |
| 3 Some students can be ... | 7 Graduation is ... |
| 4 There is no ... | 8 After school, Americans ... |

b) Think about schools in Ukraine and answer the questions below.

- When do Ukrainians start and finish school?
- What subjects do they have?
- Can they choose them?
- Do Ukrainians wear a school uniform?
- What school rules do they have?
- Are there any extracurricular activities at Ukrainian schools? Which ones?



1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- I understand it and can help my partner.
 – I understand it and can do it by myself.
 – I understand it but have some questions.
 – I do not understand it.

Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

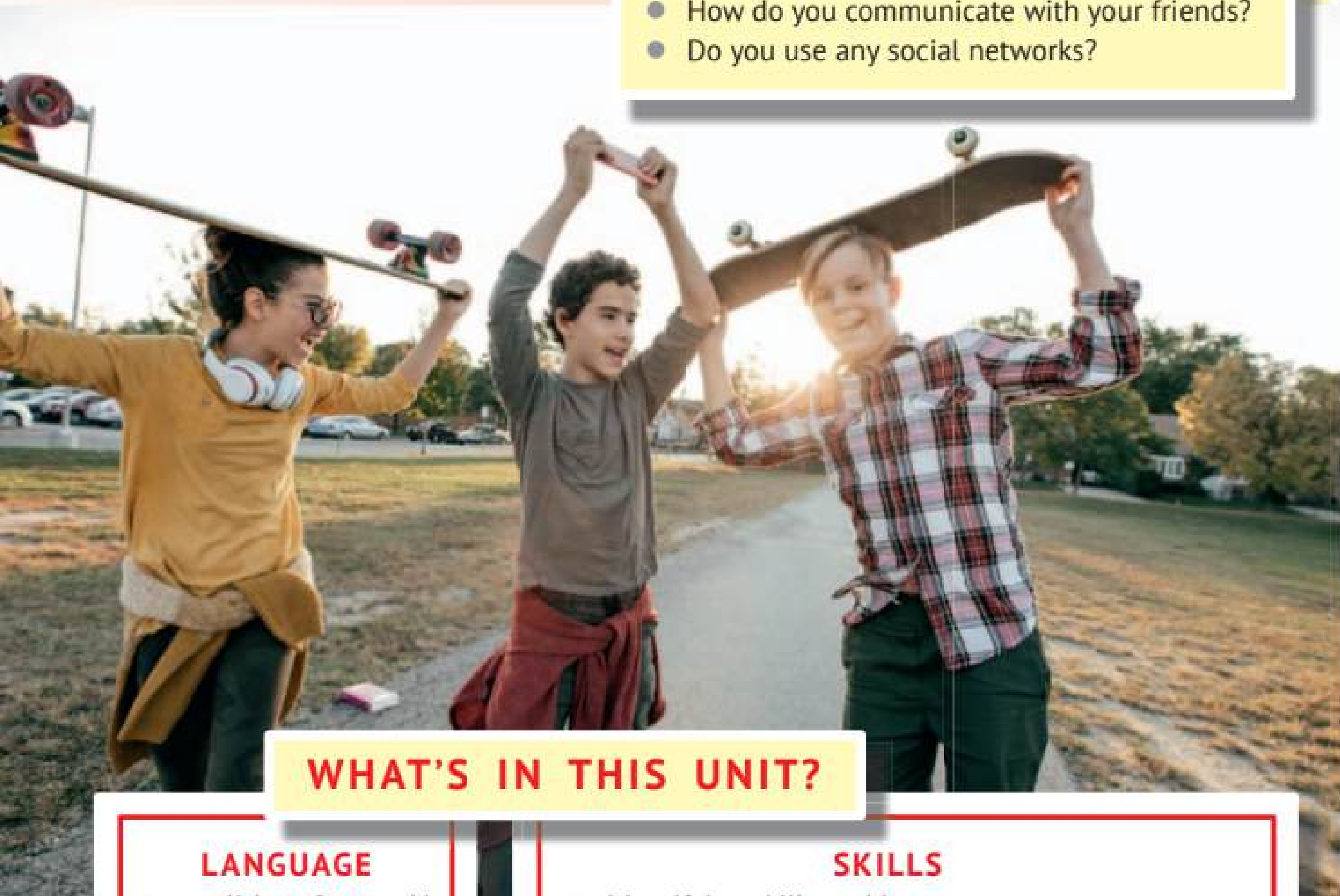
- ☐ talk about different types of schools in Ukraine and abroad
- ☐ describe a school outside and inside
- ☐ discuss school rules and express my opinion on them
- ☐ use different adverbs of degree
- ☐ use the modal verbs: have to/had to, can/could, may/might
- ☐ write a short blog post about my perfect school

UNIT 2

FRIENDS FOREVER

Lead-in:

- Who is a friend?
- How do you communicate with your friends?
- Do you use any social networks?



WHAT'S IN THIS UNIT?

LANGUAGE

- qualities of a good/bad friend
- different means of communication
- reciprocal pronouns
- reflexive pronouns

SKILLS

- identifying skills and interests
- telling others about your friends
- giving advice on keeping in touch with friends
- talking about using social networks
- expressing your opinion on different types of communication
- writing a comment on friendship
- writing an e-mail to a friend



Friends are people who share not only hobbies and interests but also opinions and feelings. Some of us find it easy to make friends while for others it can be quite difficult. What is the problem? There are many books and articles with advice about friendship, but they all come to these simple tips:



SALLY'S BLOG

MY FRIENDLY ADVICE

- 1 Be kind and tolerant – everyone is different and has the right to express themselves.
- 2 Be active and sociable – it is much easier to talk to people who are not shy and nervous.
- 3 Develop different skills and hobbies – that way it will be more interesting to spend time with you.
- 4 Find the balance between talking and listening – others want to get to know you but at the same time tell you about themselves.



- 1** a) Listen to the words in the *Words for You* box and repeat them.
b) Use your *Vocabulary List* at the end of the book to check the meanings of the words.

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

- 1 Ed loves sport, ... hockey.
- 2 I need to ... my social skills.
- 3 We always ... over the Internet.
- 4 It is often hard to find work-life ...
- 5 Ann wants some ... on friendship.
- 6 Be brave and strong – it is usually ...

- 3** a) Look at the photos in the blog and think what it is about.
b) Discuss in pairs.

- Why do we need friends?
- What makes you a good friend?



WORDS FOR YOU

balance ['bæləns]

especially [ɪ'speʃəli]

- a piece of advice (on/about)
- to be easier said than done
- to keep in touch with smb
- to work on smth



These pieces of advice may seem easy, but many of us still find it hard to follow them. So:

- 1 Be brave and stop worrying – there are always people who have the same opinion as you.
- 2 Think about your hobbies and join some clubs – this is how you can meet those who enjoy doing the same activities.
- 3 Do not forget about social networks – they can also help you make friends or keep in touch with those that you already have.
- 4 Hang out and chat with your friends – regular meetings and chats bring people together and make them closer.



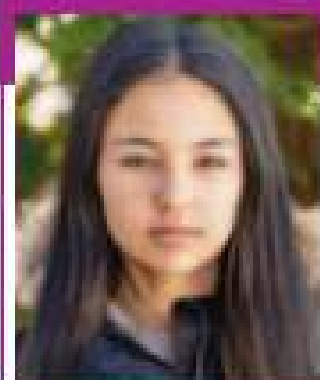
4 a) Listen and read the text of the blog post. Then correct the sentences.

- 1 There are tips on hobbies in this blog post.
- 2 Friends are people who share the same job.
- 3 It is easy for everyone to make friends.
- 4 Everyone is the same, so relax.
- 5 Be a chatterbox – that way you will be more interesting.
- 6 You should join clubs only to develop your hobbies.
- 7 Social networks do not help with anything.
- 8 Similar opinions bring people together.



b) Read the blog post again and answer the questions:

- Do you find this article useful for you?
- What was new to you in this text?
- What have you already known?
- What other tips on friendship can you give?



SUE, 14, Canada



I have a lot of friends and I'm very active – I go to three different clubs! I'm also a chatterbox a bit. That is something I need to work on.



VITA, 14, Croatia



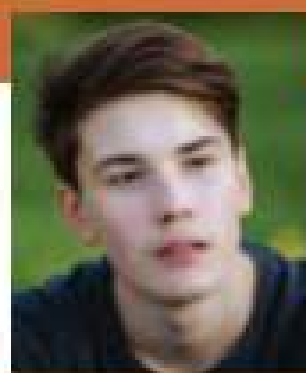
Great advice, thank you! Especially the second part of the text. I've always tried to be tolerant, but now I know how to meet people who like the same things as I do.



CHAI SON, 15, Thailand



I must say there was nothing new to me in this text. However, you forgot one more thing: it is important to support and help each other as well.



ARVO, 15, Finland



Be brave – it is easier said than done. However, I guess, if I use some social networks, it will help me make friends. Sometimes it is easier to chat with people online rather than face to face.

5 Work in pairs. Ask your partner:

- what he/she does to be a good friend
- how many friends he/she has got
- how and where he/she met them

Make notes and then tell the class about him/her.

6 Read the comments of the kids and match.

- | | |
|------------|--|
| 1 Vita | a gives us more advice on friendship. |
| 2 Chai Son | b finds it hard to be brave. |
| 3 Sue | c likes the second part of the text very much. |
| 4 Arvo | d says she talks a lot. |



7 Add your own comment on friendship.

1 a) Sort out the adjectives below.

Loyal, frank, jealous, stubborn, kind, selfish, understanding, dishonest.

GOOD FRIEND	BAD FRIEND

b) Add some other adjectives that describe a good/bad friend.

2 a) What do you expect from your friends? Fill in *should* or *shouldn't*.

- Friends ... support and help each other.
- Friends ... lie to each other.
- Friends ... share some opinions and interests.
- Friends ... keep in touch and hang out.
- Friends ... be rude.
- Friends ... keep each other's secrets.
- Friends ... let each other down.
- Friends ... gossip.

b) What other things should/shouldn't friends do?



3 Do the quiz to find out if you are a good friend.

ARE YOU A GOOD FRIEND?

- It is your friend's birthday. You ...
a) *carefully choose something he/she will like.*
b) *forget about it and then buy the first thing you see.*
- Your friend has a problem and needs your help. You ...
a) *listen and help him/her.* b) *say you don't have time for that.*
- You see some people bullying your friend. You ...
a) *stand up for him/her.* b) *ignore it and run away.*
- You had an argument with your friend but then you realise it was silly. You ...
a) *make the first move and call him/her.*
b) *wait until he/she calls you first.*
- Your friend has told someone else your secret by accident. You ...
a) *have a talk together and forgive him/her.*
b) *never speak to him/her again.*

RESULTS: If you have mostly *a)*, you are a really good friend.
Keep up the good work!
If you have mostly *b)*, you are not a very good friend
and there are some things you need to work on.



1 Think about communication and discuss the following questions in groups of 3-4:

- What is communication?
- Why is it important?
- What are means of communication?

2 a) Read the article and say if the statements on page 37 are true or false.
Correct the false ones.

WAYS OF COMMUNICATION

Communication is the process of exchanging information. It also includes sharing thoughts and feelings to help people become and remain friends.

The main types of communication are live and virtual. The first one means meeting people face to face while the second one suggests using different devices.

In the past, people only communicated live. After a while they started sending each other letters, which led to setting up post offices. The telephone took communication to the next level: first telephone boxes in the streets, then telephones in offices and at home and finally mobile phones. Sure enough, calling someone is usually much more comfortable than writing letters by hand. However, the development of means of communication did not stop there.

Today we have smartphones – devices with many various functions. They are connected to the Internet, a worldwide network with the help of which we can find and download information as well as contact anyone no matter where all of us are. Here comes the e-mail and different social networks (programmes that we use to call and text each other). Calls can be ordinary or done on video, and messages can be typed online or voiced. Besides text, we can send photos, videos and different files as well.



On the other hand, virtual communication cannot transfer feelings as much as live. Plus, when people meet face to face, they can do many other things together besides talking – play games, do sport, watch films and so on.

This leads us to the fact that live communication cannot be replaced by the virtual one. Social networks can help us keep in touch, but they can never bring us together as close as live meetings can do.

- 1 Communication means exchanging information.
- 2 There are three main types of communication.
- 3 The first means of communication was the phone.
- 4 The Internet is a network used all around the world.
- 5 Social networks help us connect.
- 6 We can only contact those people who live where we do.
- 7 Virtual communication is the same as live.
- 8 Live communication makes us closer to each other.

b) Read the article again and complete the sentences, as in the example.

Example: *Communication can be live and virtual.*

- 1 First, people communicated only ...
- 2 They organised ... to send letters.
- 3 ... took communication to the next level.
- 4 Today messages can be ... or ...
- 5 There are two types of calls: ... and ...
- 6 Virtual communication cannot ... as well as live.
- 7 We use social networks to ... in general.



communication

[kə,mju:nɪ'keɪʃn]

development

[dɪ'veləpmənt]

process ['prəʊses]

worldwide network

[,wɜ:ldwaɪd 'netwɜ:k]

to download [,daʊn'ləʊd]

to function ['fʌŋkʃn]

to replace [rɪ'pleɪs]

to transfer [træns'fɜ:(r)]

ordinary ['ɔ:dnəri]

virtual ['vɜ:tʃuəl]



3 Answer the questions below:

- Which type of communication do you prefer: live or virtual? Why?
- What means of communication do you use?

RECIPROCAL PRONOUNS: *each other*, *one another* (один одного)

For exercises 1-4 see **Grammar Focus** on page 168.

1 Read the sentences and explain the difference between them.

- 1 My parents are always polite to *each other*.
- 2 Everybody in this team supports *one another*.
- 3 Jessica and I help *each other* no matter what.
- 4 Don, Ed and Sam often hang out with *one another*.

2 Choose the correct variant.

- 1 You and Tom should be loyal to *each other/one another*.
- 2 My parents always help *each other/one another*.
- 3 Some of my classmates argue with *each other/one another*.
- 4 Helen and I never lie to *each other/one another*.
- 5 Vic, Kim and Jim often tell *each other/one another* secrets.
- 6 Everybody in my big family loves *each other/one another*.



3 Finish the sentences with *each other* or *one another*.

- 1 Ron and Vicky like ...
- 2 Jane and I are honest with ...
- 3 Most of my friends know ...
- 4 My three cousins looked at ...
- 5 Sam and Sue are smiling at ...
- 6 All of my classmates respect ...



4 a) Fill in *each other* or *one another*.

- 1 People usually give ... presents at Christmas.
- 2 Ann, Liz and Amy share some equipment with ...
- 3 Peter and George hugged ... when they met.
- 4 All of you should never gossip about ...
- 5 Both of you have to be kind to ...
- 6 Tod and I use this app to contact ...

b) Make your own six sentences with *each other* and *one another*.





1 Ask and answer in pairs.

- What social networks do you use?
- How often do you text your friends?
- Have any strangers ever texted you?
- What did you do then? Did you block them?



2 a) Listen and repeat the new words.

Then check their meanings in the *Vocabulary List* and complete the sentences below.

- 1 Having dinner in a restaurant sounds ...
- 2 I'm going to text everyone, ...
- 3 Ed and Wendy ... this Sunday.
- 4 Sorry, I need to ... them ... now.

b) Make your own sentences with the new words.



3 a) Listen to Celia and Sarah and choose *a* or *b*.

- 1 Celia ... a message.
a) got b) sent
- 2 The first message is ...
a) romantic b) awful
- 3 Celia wants Sarah to ... the second message.
a) delete b) read
- 4 Celia has to ... Muffy.
a) feed b) walk
- 5 Celia sees some ...
a) people b) animals
- 6 Sarah thinks the messages are ...
a) true b) not true



b) Listen again and answer the questions.

- 1 What does it say in the first message?
- 2 Who does Sarah think sent the first message?
- 3 What does Sarah say about the person who sent the second message?
- 4 What does Celia ask Sarah to do?



date [deɪt]
dude [duːd]
romantic [rəʊ'mæntɪk]
 • to call (smb) back
 • to have a date





4 a) Listen to Simon and Jack and choose *a* or *b*.

- 1 Jack invites Simon to the ...
a) cinema b) park
- 2 Simon has to see ... first.
a) Jill b) Celia
- 3 Simon and Jill are ...
a) friends b) dating
- 4 Jack will be with ...
a) Sarah b) Sue
- 5 Celia and Sarah look ...
a) happy b) worried
- 6 ... will call back.
a) Simon b) Jack



b) Listen again and answer the questions.

- 1 What does Simon have to do first?
- 2 What are Simon and Jill doing together?
- 3 Who does Simon see coming?
- 4 Why do Celia and Sarah look worried?

5 Think and discuss in groups of four.

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



1 a) Look at the photos below. What are these?



b) Which means of communication are modern?
Which ones are more traditional or old-school?



2 a) Listen to different points of view and complete the sentences below, as in the example.



Joseph



Mrs Smith



Sarah



Mr Jones

- 1 Joseph prefers to use Messenger on his tablet because ...
- 2 Mrs Smith prefers ... because ...
- 3 Sarah prefers ... because ...
- 4 Mr Jones prefers ... because ...



b) What means of communication do you prefer? Why?



3 a) Listen and read the phrases below. Then match them to their definitions (1-6).

To catch something, to drop somebody a line, to give somebody a call, to hold on, to keep somebody posted, to speak up.

- 1 ... – to write someone a short informal message.
- 2 ... – to call someone.
- 3 ... – to understand something.
- 4 ... – to tell someone news regularly.
- 5 ... – to wait on the phone.
- 6 ... – to speak louder.



b) Complete the dialogue with the phrases from a). Then listen and check.



A: Hi! What's up?
 B: Hey! Are you busy this weekend?
 A: What? Please ...
 B: I said, ARE YOU BUSY THIS WEEKEND?
 A: No, not really. ... – there's a message from Tom. He just ... about a concert this Saturday.
 B: Sorry, I didn't ... that. A concert?
 A: Yeah, he always ... about things like that.
 B: Well, I wanted to invite you to my birthday party this Saturday.
 A: I'll just ... then and say that I have plans with you.
 B: Okay.

c) Act out the dialogue in pairs.

REFLEXIVE PRONOUNS (зворотні займенники)

For exercises 1-4 see *Grammar Focus* on page 168.

1 Match.

- | | |
|--|-----------------------------------|
| 1 I'm really strong. | a They picked those themselves. |
| 2 You are so stubborn! | b We did it ourselves. |
| 3 Rob has a date with Kate. | c You only care about yourselves. |
| 4 Lilly needs to lie down. | d Help yourself then. |
| 5 Who has broken my laptop? | e He said it himself. |
| 6 We downloaded this programme. | f She has hurt herself. |
| 7 You are all very selfish. | g It didn't break itself! |
| 8 Vicky and Nick bought the decorations. | h I can do it myself. |

2 Choose the correct pronoun.

- Listen to *myself/yourself* – are you sure this is good?
- Ed was so active! He couldn't stop *himself/herself*!
- We need you, we can't do it *ourselves/yourselves*.
- Many of you seem to enjoy *yourself/yourselves*.
- Everyone has to respect *himself/themselves*.
- Jane looked at *herself/itself* and screamed.
- I didn't believe in *yourself/myself* then.
- My phone can't turn *itself/himself* on.

3 Complete the sentences with appropriate reflexive pronouns.

- We did the task ...
- You need to take care of ...
- All of you can do it ...
- Kate told ... to stop.
- Dave made ... look funny.
- The computer turned ... off.
- The kids chose their presents ...
- I finished everything ... yesterday.

4 Play a game. Make a few 'I think ...' sentences with reflexive pronouns about your classmates.

Example: *I think Anna respects herself.*

After that, ask your classmates questions to find out if you are right.

Example: *Anna, do you respect yourself?*

1 Discuss the following questions in groups of 3-4.

- Why do people make friends?
- What do you need to do to have friends?



2 a) Listen to the kids and say who is:

- | | |
|------------------|-----------------|
| 1 bossy | 4 not selfish |
| 2 fun to be with | 5 gossipy |
| 3 very active | 6 fond of music |



Thomas

Everybody calls me a chatterbox. I talk too much. I'm a bit gossipy. Still, I have a lot of friends. Strange, isn't it?

Andrew



My best friend is Ian. We have so much in common – we are both football fans, we hate heavy metal and love SF films. He's fun to be with.



Ann

I have two best friends, Cindy and Emma. Cindy is a bit bossy, but she's a good friend, very reliable. You know, if I have a problem or get in trouble, she'll help me. Emma's very quiet. Not a bit selfish. Everybody likes her.

My best friend Sally and I are two big dynamos – we love sport and go to four different clubs! Some of our friends also say we are music addicts because when we sit still for more than 15 minutes, we start jumping and singing.

Al



b) Read what the kids say about themselves and their friends. Answer the questions below.

- 1 Why does Thomas say it is strange that he has many friends?
- 2 Why are Andrew and Ian such good friends?
- 3 Why can Ann rely on Cindy?
- 4 Why does everyone like Dave?
- 5 Why do people call Al and Sally music addicts?



3 Describe your best friend.

- 1 Think and consider the following questions. Make notes.

MY BEST FRIEND

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

- 2 Tell the class about your best friend.

MY BEST FRIEND





1 Think and answer the questions below.

- How do you keep in touch with your friends?
- What means of communication do you use for that?

2 a) Read Carla's e-mail to Annie and answer the questions below.



- 1 Where did Annie go?
- 2 What has Carla just done?
- 3 Where does Carla invite Annie?
- 4 What does Carla ask Annie to do at the end?

b) Read the e-mail again and put the sentences below into the correct order.

- _____ Carla asks Annie to reply to her e-mail.
- _____ Carla thanks Annie for sharing the news.
- _____ Carla tells Annie about herself.
- _____ Carla invites Annie to hang out with her and her friends.



3 Write an e-mail to your friend. Use the plan below and the phrases in the box to help you.

- 1 Thank your friend for his/her e-mail and give some comments on his/her news.
- 2 Tell him/her how you are doing and share some of your news.
- 3 Invite him/her to hang out with you.
- 4 Tell him/her what he/she can do or bring with him/her.

Beginning an e-mail

How are you doing?

It's great to hear from you.

Thanks for writing me.

Thanks for keeping in touch.

Responding to the news

It was great to read about ...

I'm glad that you ...

Sharing the news

Anyway,

By the way,

Inviting a friend

I'd like to invite you to ...

I'm wondering if you'd like to come ...

I was hoping you could come ...

Ending an e-mail

Let me know if you can come.

See you soon.

Bye for now.

Look Back

1 Choose the correct pronoun.

- 1 Tom and I always help *one another/each other*.
- 2 Christina and Pam looked at *each other/one another*.
- 3 All of my friends respect *each other/one another*.
- 4 Tim, Sam and Ned never let *one another/each other* down.
- 5 My two classmates often text *each other/one another*.
- 6 Everyone in my class understands *each other/one another*.
- 7 Amy and Chris need to talk to *one another/each other*.
- 8 My three friends often argue with *one another/each other*.

2 Complete the sentences with appropriate reflexive pronouns.

- | | |
|--------------------------------------|------------------------------------|
| 1 I went abroad ... last winter. | 5 Emma stopped ... then. |
| 2 Ed sometimes talks to ... | 6 Guys, you need to behave ... |
| 3 We've done this ... | 7 Jo and Ian finished the task ... |
| 4 You haven't seen ... in the photo. | 8 That bird has just hurt ... |

3 a) Complete the sentences with the words from the box.

balance, dude, process, keep in touch, replace,
romantic, especially, easier said than done

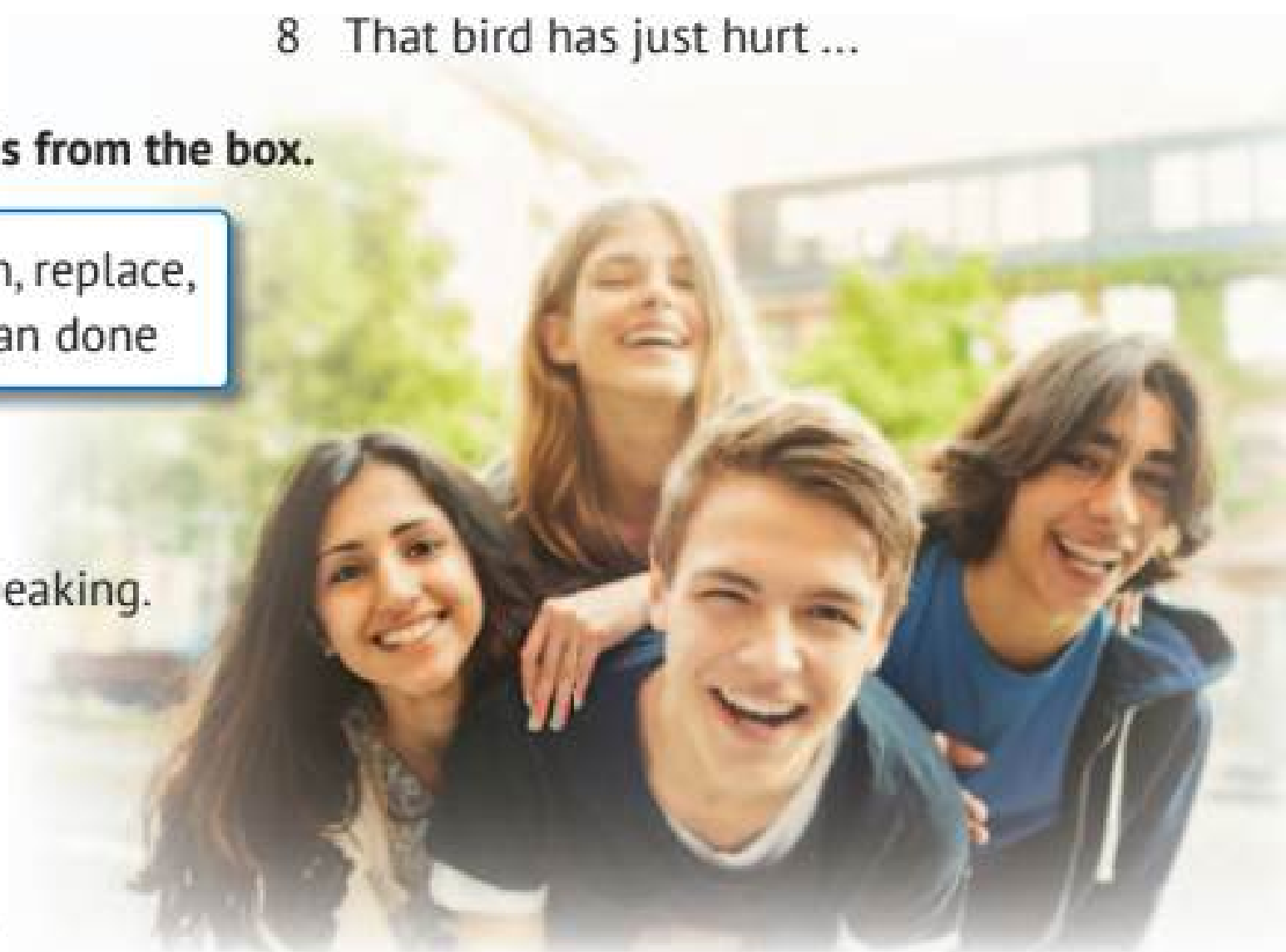
- 1 I ... with my friends on this app.
- 2 Kelly loves sport, ... basketball.
- 3 Find the ... between silence and speaking.
- 4 She asked us to be quiet. That's ...
- 5 No one can ... my friends.
- 6 We like watching ... films.
- 7 I was joking, ...!
- 8 Making friends is a long ... for me.

b) Make your own six sentences with the words from the box.

a date, pieces of advice, a worldwide network, to function, to work on smth, ordinary

4 Guess and say, as in the example.

- | | |
|---|------------------------------------|
| 1 <i>Kind people</i> are friendly. | 5 ... tell lies. |
| 2 ... only think about themselves. | 6 ... can keep secrets. |
| 3 ... always want everything to be their way. | 7 ... often want what others have. |
| 4 ... are tolerant and ready to forgive. | 8 ... are open with others. |



Look Back

5 Say what a good friend does and doesn't do, as in the example.

Example: A good friend helps you and doesn't let you down.

6 a) Read and guess what means of communication the people below use.



I often text my grandchildren and send them postcards sometimes.



I use e-mail at work.



I make video calls and leave voice messages.



I usually chat with my friends online.



I just call everyone if I need to.



I often meet my friends face to face.

- b) Play a game. Write down as many names of social networks as possible. Show your list to the class. The person who has written the most names is the winner.



7 Complete the dialogue. Then listen and check.

A: Hi! How are you?
B: Great. Listen, has Eddy ... about the party?
A: Sure. He also told me about the decorations.
B: About what? Please ...
A: THE DECORATIONS.
B: Wait. I ... that. He told me we didn't need any.
A: Well, he always ... about everything.
B: I think I will ... him ... about it.
A: Sure. Oh! ... Jim is calling. I'll call you ...
B: Okay.

- 8** Use the Tip and the ideas in the box on the right to write about one of your close friends.

WRITING A DESCRIPTION OF A PERSON

Find ideas

Make notes about his/her appearance, how you met and his/her personality.

Draft

Organise your ideas into paragraphs. Use the ideas in the box to help you.

Check and write

Check and write the final version of your text.



DESCRIBING A FRIEND

1 Appearance

He's tall/slim/well-built.

He's got straight hair/blue eyes.

He likes wearing casual clothes/jeans.

2 How you met

I met ... at school/in a volleyball club.

We got on well straight away.

At the beginning, I thought ..., but then ...

3 Personality

She's kind/friendly.

She looks serious/shy but actually she's very funny/really talkative.

1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- I understand it and can help my partner.
 – I understand it and can do it by myself.
 – I understand it but have some questions.
 – I do not understand it.

Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

- ☐ describe my best friend
- ☐ tell others about friends and friendship
- ☐ discuss the role of communication
- ☐ talk about different means of communication
- ☐ use reciprocal pronouns
- ☐ use reflexive pronouns
- ☐ write an e-mail to a friend

UNIT 3

DO WE NEED THE MASS MEDIA?

Lead-in:

- Why do we need information?
- What do we do to get it?

WHAT'S IN THIS UNIT?

LANGUAGE

- types of mass media
- websites
- tag questions
- tag questions with modal verbs

SKILLS

- discussing different types of mass media today and in the past
- talking about the mass media in your life
- describing a website
- writing an e-mail to an editor



REPORTER

Vlogging is posting blogs in a video format. It's extremely popular and people who post their vlogs on *YouTube* have become very famous – they can have more than 300 million subscribers! For most of the vloggers it started as a hobby but then turned out to be their main job. Here is Maria – a young vlogger from Ukraine who has been inspired by *Kids Online* to start her career in this sphere.

I've always loved travelling and posting my photos and videos on *Instagram*. After I signed up for *Kids Online*, I thought I could do more. So many children and teens share their experiences here and I'm one of them. Two years later, I created my own *YouTube* channel and now I have more than 50 000 subscribers! My videos are full of culture. Whether I travel abroad or visit some places in my country, my vlogs are always exciting!



MARIA

WORDS FOR YOU

1 a) Listen and repeat the new words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

b) Complete the sentences with the words from the box.

- 1 I ... many blogs every day.
- 2 Jake is a blogger ... a vlogger.
- 3 This file is needed in another ...
- 4 There are very many TV ... now.
- 5 Jill ... fixing other people's computers.
- 6 There are millions of ... to this website!
- 7 William watches a lot of ... on *YouTube*.
- 8 Ann works in the art ... – she's a great artist.

channel ['tʃænl]

format ['fɔ:mæt]

sphere [sfiə(r)]

subscriber [səb'skraɪbə(r)]

vlog [vlɒg]

vlogger ['vlɒgə(r)]

vlogging ['vlɒgɪŋ]

to post [pəʊst]

● as well as

● to make money out of smth

● to sign up for smth



2 Answer the questions below.

- What videos do you usually watch?
- Have you ever heard of vlogging?
- Have you ever vlogged?
- If yes, what are your videos of?
- If not, would you like to try?



I SEARCH

search

Thank you, Maria. Next, we have Tony who is from the USA and has been into vlogging for more than 10 years now!

REPORTER

As you've said, vlogging was my hobby at first, but now I make good money out of it. Most of my vlogs are about science and IT. I love discovering new things as well as developing them myself. For example, in one of the videos, I show how I make my smartphone battery last hours longer!

TONY

After I signed up for *Kids Online*, I got a lot more ideas for my vlogs. I wanted to check out some other spheres that kids and teens are interested in. Like sport, for example.

Thank you, Tony. Have you ever been inspired by our website? Has *Kids Online* ever given you the idea of starting your own channel on *YouTube* or anywhere else? Please leave your comments below.



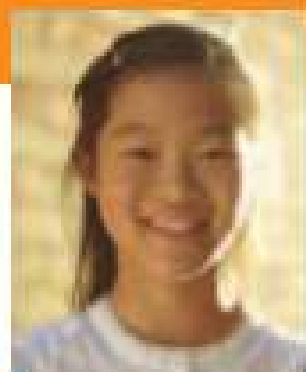
3 a) Listen and read the script of the *Kids Online* video and choose a or b.

- | | |
|--|---|
| 1 Vlogging means posting ...
a) blogs b) video blogs | 5 Her videos are of ...
a) history b) culture |
| 2 Most people start vlogging as a ...
a) job b) hobby | 6 Tony usually vlogs about ...
a) science and IT b) science and nature |
| 3 Maria is ...
a) Ukrainian b) American | 7 Tony got even more ideas from ...
a) YouTube b) Kids Online |
| 4 Her <i>YouTube</i> channel is ...
a) two years old b) ten years old | 8 In the end, the reporter asks others to write their ...
a) comments b) blogs |

b) Read the script again and answer the questions below.

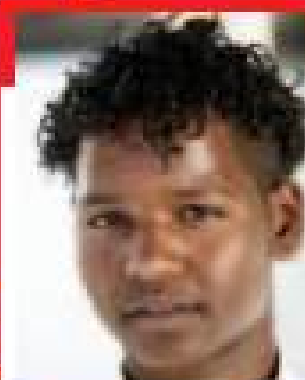
- | | |
|--|--|
| 1 What has inspired Maria to start vlogging? | 4 Why does Tony vlog about science and IT so much? |
| 2 How many subscribers does Maria have? | 5 What is one of his videos of? |
| 3 What are her videos of? | 6 What other sphere does Tony want to learn about? |

COMMENTS



JESSICA, 15, New Zealand ✕

I also have a *YouTube* channel! My videos are of film stars.



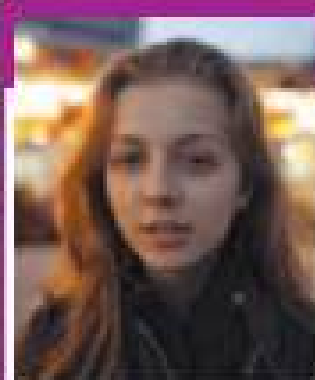
AMON, 14, Egypt ✕

I prefer blogging to vlogging. It may seem like more work, but for me it's more interesting that way.



HAOYU, 13, China ✕

My older brother is a vlogger, and he sometimes asks me to help him, especially when he makes videos of travelling.



VERONIKA, 14, Ukraine ✕

I've never vlogged before, but I watch a lot of videos of culture here!



4 a) Read the comments and say who ...

- 1 ... likes blogs more than vlogs.
- 2 ... hasn't ever vlogged.
- 3 ... has a brother who vlogs.
- 4 ... is a vlogger herself.

b) Finish the sentences below.

- 1 Amon prefers blogging because ...
- 2 Haoyu helps his brother to ...
- 3 Veronika often watches videos of ...
- 4 Jessica's videos are of ...



5 Work in pairs. Prepare a short digital presentation about a famous vlogger.

Include:

- who he/she is and where he/she is from
- how he/she started his/her career in vlogging
- what his/her video blogs are of
- his/her 2-3 short videos as examples

1 Read and guess. Then match.

- | | |
|------------------|--|
| 1 the mass media | <input type="checkbox"/> a thought or belief about somebody/something, rather than a fact; it may feel true for some but false for others |
| 2 a fact | <input type="checkbox"/> false stories that appear to be news, spread on the Internet or using other media, usually created to affect political views or as a joke |
| 3 fake | <input type="checkbox"/> a piece of information that is known to be true |
| 4 an opinion | <input type="checkbox"/> not true, but made to look or seem true |
| 5 fake news | <input type="checkbox"/> the Internet, newspapers, magazines, television, etc. considered as a group |

2 Discuss the following questions in groups of 3-4.

- What is the mass media?
- Why do we need them?
- What types of mass media are there (TV, news websites, etc.)?
- What is the difference between a fact and an opinion?
- What is fake news used for?



3 Fill in the table with the words from the box. Add any others that you know.

documentaries, social networks, billboards, radio shows, magazines, banners, comics, podcasts, TV news programmes, newspapers, ad breaks on *YouTube*, ads on buses

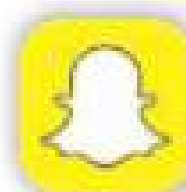
Print Media	Broadcast Media	Outdoor Media	Digital Media

4 a) Match.

- | | |
|---|--------------------|
| 1 You can buy and sell things on this website. | a <i>Wikipedia</i> |
| 2 You use it to search the web for information. | b <i>Snapchat</i> |
| 3 You read articles and click links to get more info there. | c <i>YouTube</i> |
| 4 You use it to keep in touch and chat with other people. | d <i>Google</i> |
| 5 You can view, post and download videos on this website. | e <i>eBay</i> |

b) What other websites do you know? What are they used for?

eBay



Snapchat

YouTube



WIKIPEDIA

Google



- 1 a) Think and say where people can get information from.
- b) Read the article and guess the meanings of the words in bold.

BE INFORMED!

When talking about more traditional mass media, we usually think of newspapers, magazines, radio and television.

Print **editions** like newspapers and magazines are called the **press**. There can be a **daily**, a **weekly** and a **monthly**. This suggests that they are **periodicals**. Today, however, people prefer periodicals that are produced as online editions. Those are divided into **quality** papers and **tabloids**.

Let's have a look at some of the most popular online newspapers in Britain.


- The *Financial Times* is large in size and publishes articles on business and finance.
- The *Daily Express* is rather¹ small in size with a lot of pictures and all kinds of articles.
- *The Independent* is a serious paper with a lot of articles about national and international events.
- *The Sun* is a very popular paper, small in size, containing a lot of articles about private life. It is the biggest-selling² paper in the UK.
- *The Guardian* is large in size with a lot of articles on politics.
- *The Times* is the oldest paper in Britain, large in size, with many serious articles.
- *The Daily Mirror* is very popular, small in size, with a lot of short articles and pictures.

Nowadays there are a lot of **sources** to receive information from, but the most popular one is the Internet. It's a worldwide network full of websites, articles, apps, blogs, videos, pictures and so on. Computers, tablets, smartphones and even smartwatches are connected to the Net. Thus, you are always able to get any information you want and it's up to you to choose your way of getting **data**.



¹rather ['rɑːðə] – радше

²biggest-selling – той, що найкраще продається, має найбільший попит



2 Listen and repeat the new words in the *Words for You* box. Check their meanings in the *Vocabulary List*.



3 a) Listen to the article about British newspapers and magazines. Then name the two main groups they belong to.

b) Complete the sentences.

- 1 Papers in Britain are divided into ...
- 2 Quality papers are ...
- 3 Tabloids are ...
- 4 Sunday papers are ...
- 5 A number of papers produce colour magazines as ...
- 6 The British press provides reading material about ...
- 7 Bright covers of some magazines are ...
- 8 There are magazines for ...



WORDS FOR YOU

daily ['deɪli]
data ['deɪtə]
edition [ɪ'dɪʃn]
monthly ['mʌnθli]
periodical [ˌpɪəri'ɒdɪkl]
politics ['pɒlətɪks]
press [pres]
source [sɔ:s]
tablet ['tæblət]
tabloid ['tæblɔɪd]
weekly ['wi:kli]
to inform [ɪn'fɔ:m]
quality ['kwɒləti]

4 Read the article in task 1 again and divide the newspapers mentioned there into quality papers and tabloids according to their descriptions.

5 Complete the sentences with the words from the box.

politics, a weekly, sources, editions,
tablets, data, articles, periodicals

- 1 A daily, ... and a monthly are all ...
- 2 Online ... are more popular nowadays.
- 3 *The Times* is the oldest daily newspaper in Britain with lots of serious ...
- 4 *The Guardian* is a large newspaper website with articles on ...
- 5 There are a lot of ... to get information from.
- 6 Computers, ... and smartphones are connected to the Internet.
- 7 We can always choose our ways of getting ...

6 In groups of 3-4, ask one another about the mass media in your lives. Ask:

- if your mates like reading online editions and why (not)
- how often they read periodicals
- what news websites are their favourite
- what types of mass media they prefer



TAG QUESTIONS

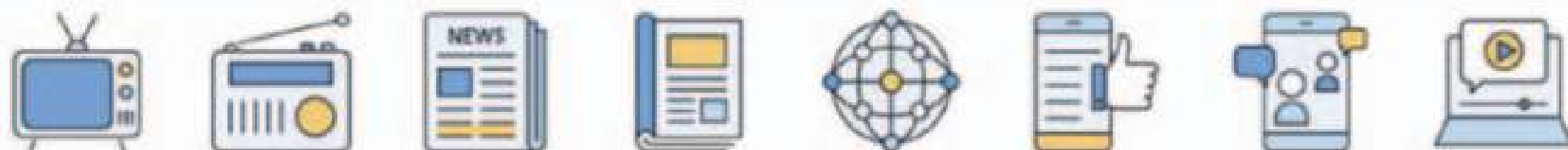
For exercises 1-3 see *Grammar Focus* on page 169.

1 Match.

- | | |
|-------------------------------|--------------------|
| 1 Jessica often vlogs, | a ...will we? |
| 2 You don't watch many films, | b ...won't he? |
| 3 This TV set worked well, | c ...hasn't he? |
| 4 They were chatting, | d ...doesn't she? |
| 5 Edna wasn't sitting here, | e ...are they? |
| 6 I haven't been here before, | f ...was she? |
| 7 George has done it, | g ...didn't it? |
| 8 The kids aren't reading, | h ...do you? |
| 9 Ben will like this, | i ...weren't they? |
| 10 We won't go there, | j ...have I? |

2 Put the verbs in brackets into the correct form.

- Many teens ... (*share*) their experiences on the website, don't they?
- Vlogging ... (*be*) extremely popular, isn't it?
- You ... (*not start*) your career yet, have you?
- He ... (*not make*) money out of vlogging, does he?
- Online editions ... (*not be*) print editions, are they?
- Mary ... (*create*) her own *YouTube* channel soon, won't she?
- Bob ... (*not get*) many ideas for his vlogs, did he?
- Newspapers, magazines, radio and television ... (*be*) the only mass media tools until the Internet appeared, hadn't they?



3 a) Finish the tag questions.

- | | |
|----------------------------|------------------------------------|
| 1 You post blogs, ...? | 6 You weren't joking, ...? |
| 2 We use this laptop, ...? | 7 They won't come, ...? |
| 3 Tom is vlogging, ...? | 8 Sarah will be happy, ...? |
| 4 Joe didn't buy it, ...? | 9 We haven't finished it yet, ...? |
| 5 I was blogging, ...? | 10 Helen isn't reading now, ...? |

b) Make your own eight tag questions. Use different tenses.

LISTENING search

1 Listen and repeat the new words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

WORDS FOR YOU

ad [æd]
version ['vɜːʃn]

2 In pairs, discuss what is good about using:

- the Internet
- print editions
- TV
- the radio

Example: *Using the Internet is good because there are all kinds of information there.*

3 a) Listen to Mike and Amanda twice and correct the sentences below.

- Mike is checking his messages now.
- You can only chat on *WhatsApp*.
- There are no ads on TV.
- Amanda reads the news on her smartphone.
- She hates big screens.
- Amanda watches films on *Amazon*.

b) Listen to the rest of their talk and answer the questions below.

- What does Mike think about using the radio?
- Why doesn't Amanda's grandmother like e-books?
- What is good about e-books?
- Why does Mike prefer printed books?



4 Listen to the whole dialogue again and fill in the table, as in the example.

PERSON	TYPE OF MASS MEDIA
Mike	<i>WhatsApp,</i>
Amanda	
Mike's grandmother	
Amanda's grandmother	



5 Answer the question below.

- What type of mass media do you prefer? Why?

1 a) Answer the questions below. You may use a dictionary to help you.

- | | | |
|-------------|---------------|------------------------|
| What is ... | 1 ... a blog? | 3 ... online shopping? |
| | 2 ... a vlog? | 4 ... to download? |

b) Make your own sentences with the words above.

2 Match the words to their definitions.

- | | |
|-------------------|--|
| 1 an account | a a person who regularly writes for a blog |
| 2 a blogger | b to enter/leave a computer system or app |
| 3 a chat room | c a personal web page on a website or social network |
| 4 a password | d a secret word or phrase used to log in |
| 5 a website | e to spend time on the Internet |
| 6 to blog | f an area on the Internet where people communicate |
| 7 to log in/out | g to write about your experiences, feelings, etc. online |
| 8 to surf the Net | h a place on the Internet where people put or read information |



3 a) Use the words from task 2 to complete the dialogue below. Then listen and check.

A: Hey! Check out this new ... – there's a lot of news on movies!

B: Cool! Now we don't have to ... to find new films.

A: Oh, there's even a ... for movie geeks like us!

B: But you need to ... to use it.

A: Well, let's create an ..., then.

B: Hmm. We need a good ...

A: I'll use the one I have
on *Kids Online*. By the way,
I ... about movies there.

B: You're a great ..., but let's come
up with something that both
of us can remember.

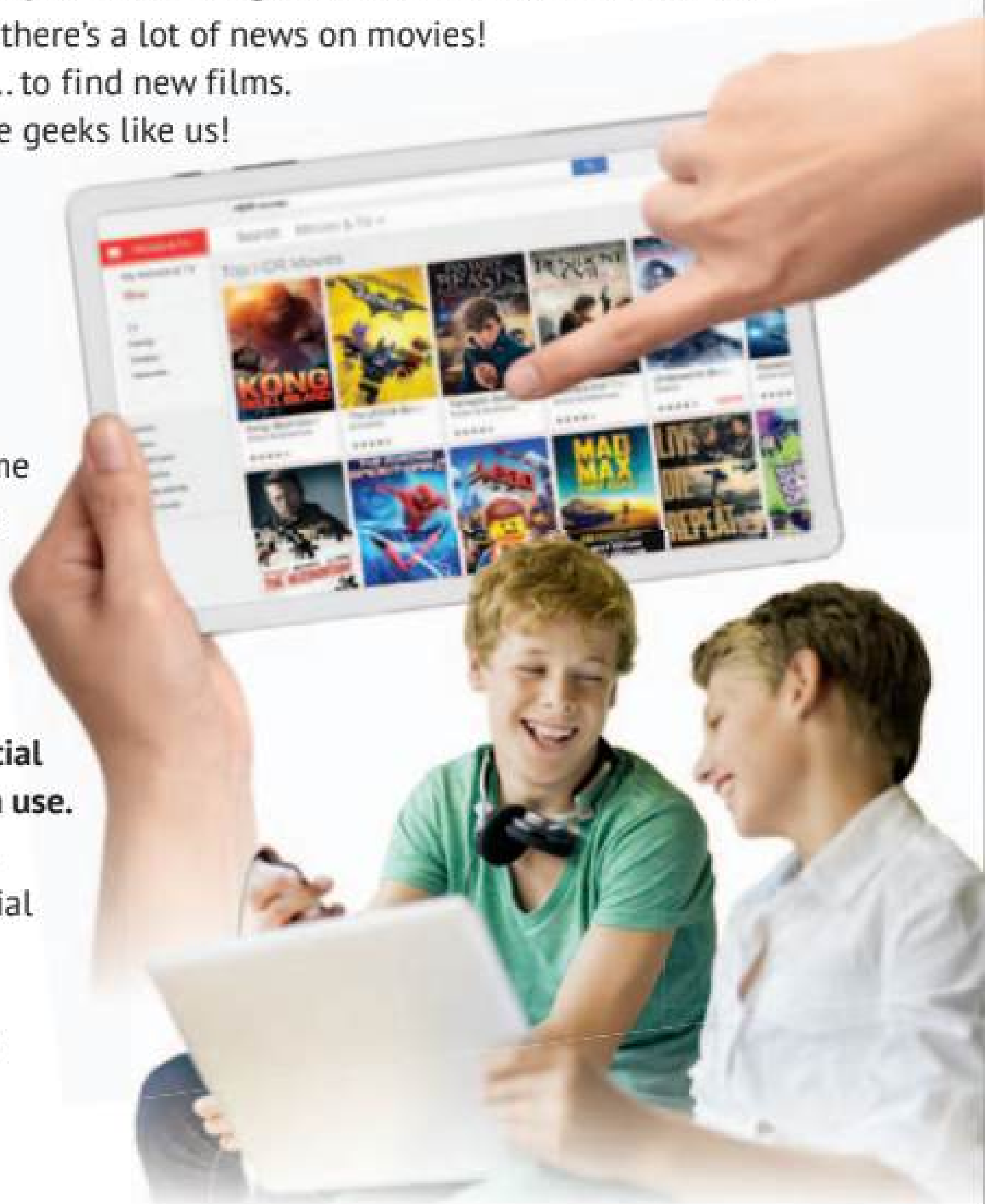
A: Okay.

b) Act out the dialogue in pairs.



4 Think about a website (or social network) that you most often use. Answer the questions below.

- What kind of website/social network is it?
- What can you do there?
- How often do you visit it?
- Why do you like it?



TAG QUESTIONS WITH MODAL VERBS

For exercises 1-3 see *Grammar Focus* on page 170.

1 Match.

- | | |
|-------------------------------------|------------------|
| 1 You can come, | a ...did they? |
| 2 Simon couldn't see that, | b ...didn't she? |
| 3 We must be on time, | c ...could he? |
| 4 You have to log in, | d ...should he? |
| 5 I needn't download it, | e ...can't you? |
| 6 Peter shouldn't do it, | f ...mustn't we? |
| 7 Your friends didn't have to go, | g ...need I? |
| 8 Bella had to inform you about it, | h ...don't you? |

2 Put the words into the correct order to make tag questions.

- can't he/can fix my tablet/George?
- I/should I/shouldn't take this?
- has to be off/The computer/doesn't it?
- could we/We/couldn't turn it on?
- your password/You/mustn't you/must remember?
- does she/any vlogs/Wendy/doesn't have to post?
- Michael and Ann/didn't they/had to call you?
- need you/an account/needn't create/You?

3 a) Finish the tag questions.

- We must find this information, ...?
- You needn't take any print editions, ...?
- Paul can enjoy books on his tablet, ...?
- I have to do my best to get the data ?
- Mike couldn't create an account, ...?
- Kate had to use a lot of sources to receive the information she wanted, ...?
- I should start with an appropriate greeting, ...?
- Your granny could use books in a digital format, ...?
- Sally didn't have to go to the library, ...?
- It may seem like more work, ...?
- You mustn't use your smartphone in class, ...?
- Max shouldn't vlog about this, ...?

b) Make your own eight tag questions with different modal verbs.



1 a) Listen to Kelly twice and answer the questions below.

- 1 What does Kelly do on her phone?
- 2 What makes Kelly angry?
- 3 What do her parents do in the evening?
- 4 What type of mass media does her grandfather use?
- 5 What does Kelly read?
- 6 How often does she read?



b) Answer the questions below.

- What do you do on your (smart)phone?
- What types of mass media do your family members use?



2 Say what type of mass media you use:

- | | |
|----------------------|---------------------------------|
| – to listen to music | – to check the weather forecast |
| – to watch videos | – to check the news |
| – to watch films | – to help you with school work |

Example: I use books and 'Wikipedia' to do my school work.

3 Work in pairs. Interview your partner about the mass media in his/her life. Make notes and then tell the class about him/her. Ask:

- 1 How often he/she:
 - uses the Internet
 - watches TV
 - reads periodicals
 - listens to the radio
- 2 What type of mass media he/she likes the most and why.

1 a) Read Mia's e-mail to an online newspaper editor.

Dear Editor,

I am writing to say how much I liked the article about the role of books in our lives. **I agree with** your opinion that books not only give us information but also help us develop many skills and imagination.

It is a pity that today so many people are plugged into their gadgets. Sure, the Internet is a great source of data, but it can never replace a book. **What I like the most** about your article is how you explain why reading books is so great.

It was also very interesting for me to find out that Elon Musk's secret of success is reading. You also say a few words about the history of books in your article. **However**, you do not give enough data about it. Could you please inform me more about how books were created and developed?

I am looking forward to hearing from you.

Best wishes,

Mia Harris

b) Say if the statements below are true or false.

- 1 Mia likes the article about books.
- 2 She does not agree that books can help us develop as a person.
- 3 She says that using the Internet is as good as reading books.
- 4 She is interested in Elon Musk's success.
- 5 The article tells us a lot about how books were made.
- 6 Mia wants to know more about the history of books.

2 Choose an article from the Net and write your e-mail to the editor. Use Mia's e-mail as an example and follow the Tip below.

- | | |
|--|--|
| 1 Start with an appropriate greeting. | 4 Point out what you like the most. |
| 2 Say why you are writing. | 5 Include what you do not like or disagree with. |
| 3 Mention what you agree with and describe why you like what the article is about. | 6 End the letter appropriately. |

TIP

Look Back

1 Put the words into the correct order to make tag questions.

- | | |
|--|--|
| 1 won't we/see each other/will/We? | 5 I/was I/wasn't cheating? |
| 2 his tablet/has fixed/Denis/hasn't he? | 6 doesn't watch/Chad/does he/TV shows? |
| 3 aren't reading/You/are you? | 7 well/is working/isn't it/It? |
| 4 didn't they/posted a blog/Tia and Kim? | 8 You/will you/won't download this? |

2 Finish the tag questions.

- | | |
|------------------------------|---|
| 1 You can use this, ...? | 5 They had to fix your watch, ...? |
| 2 Helen must do it, ...? | 6 It could be better, ...? |
| 3 I shouldn't tell him, ...? | 7 Fred couldn't post videos, ...? |
| 4 We needn't buy it, ...? | 8 Nick doesn't have to see this photo, ...? |

3 Match.

- | | |
|-----------------------------------|---------------------|
| 1 I am smiling, | a ... haven't they? |
| 2 We can go there, | b ... did she? |
| 3 Jim doesn't lie, | c ... could we? |
| 4 The tablet should work now, | d ... can't we? |
| 5 Leila won't like it, | e ... didn't he? |
| 6 You don't have to log out, | f ... does he? |
| 7 The kids have broken the radio, | g ... shouldn't it? |
| 8 Chad had to leave, | h ... will she? |
| 9 Susan didn't finish it, | i ... do you? |
| 10 We couldn't wait, | j ... aren't I? |

4 a) Guess the words and complete the sentences with them.

- | | |
|---------------------------------------|--|
| 1 The story was in all the d... | 6 Kate has her own <i>YouTube</i> c... |
| 2 I need to i... him about the party. | 7 You can make m... out of this. |
| 3 C... on the link to get to it. | 8 There are millions of s... to this website! |
| 4 We t... each other on X. | 9 Charlie is an awesome v... on <i>YouTube</i> . |
| 5 Let's s... the Net to find it out. | 10 This file is in the wrong f... |

b) Unscramble the words from the box and make your own sentences with them.

idoperilac, olicas rkneowt, srephe, oursce, niovres, ogvl, ostop, sa llwe sa

5 Odd one out. After that, say what type of media it is.

- Films, postcards, websites, cartoons – ...
- Newspapers, magazines, flyers, blogs – ...
- Mobile apps, posters, billboards, banners – ...
- The radio, podcasts, comics, TV talk shows – ...

6 Read and find out:

- the names of the first Ukrainian periodicals and the date of their first issue
- the names of the main national newspapers and digital media
- the names of popular magazines
- the number of publications in Ukraine

WHAT NEWSPAPERS AND MAGAZINES WE READ IN UKRAINE

Millions of people all over the world read newspapers and magazines. They play an important role in the life of any nation.

Among the first newspapers in Ukraine were the *Lviv Courier* (started in 1749) and *Kharkiv Weekly* (started in 1812). Since Ukraine became an independent state, the proportion of newspapers and magazines in the Ukrainian language has increased. In 2024, a total of more than 500 newspaper titles were published in Ukraine, plus over 800 magazines.

Some national newspapers include *Holos Ukrainy*, *Silski Visti*, *Ukraina Moloda*, *Zhyttia* and others. The most popular online media are *Ukrainska Pravda*, *Suspilne*, *Dzerkalo Tyzhnia* and *Radio Svoboda*. They report national and international news carefully.

Among popular magazines are *Forbes Ukraine*, *Lokalna Istoriia*, *Kraina*, etc. There are magazines and periodicals for many trades, professions and interests. They can print interesting facts about anyone and anything: the army, officials, private individuals, politics and so on. There are many local editions, too. Newspapers can be of daily or weekly publication. Magazines are usually monthlies. They vary in contents, size and appeal¹ to different kinds of readers.

Ukrainian periodicals are independent today. The state of Ukraine guarantees² their economic independence. But in practice editors and journalists sometimes face different problems. In any democratic society the press is a real 'fourth estate'³ that provides control of different aspects of the life of society.

Голос України
ГАЗЕТА НЕПЕКОРОТЛИВОЇ РАДИ УКРАЇНИ

УКРАЇНСЬКА ПРАВДА
ЗАСНОВАНА ГЕОРГІЕМ ГОНІМЦЕМ У 2000 РОКІ

СІЛЬСЬКІ ВІСТІ
Газета захисту інтересів селян України

 **Радіо
Свобода**

Україна молода

ZN,UA



¹to appeal (to) [ə'pi:l] – звертатися, тут приваблювати

²to guarantee [ˌgærən'ti:] – гарантувати

³fourth estate [i'steit] – преса, тут "четверта гілка влади" (окрім законодавчої, виконавчої і судової)

Look Back

7 In the text (p. 65) find the names of the newspapers and magazines matching them to their English translations.

- | | |
|-----------------------------|------------------------|
| 1 <i>Rural News</i> | 5 <i>Local History</i> |
| 2 <i>Mirror of the Week</i> | 6 <i>Country</i> |
| 3 <i>Voice of Ukraine</i> | 7 <i>Life</i> |
| 4 <i>Ukrainian Truth</i> | |

8 Choose and complete the sentences.

- 1 *Lviv Courier* and *Kharkiv Weekly* ...
a) *are very popular newspapers nowadays.*
b) *were among the first newspapers in Ukraine in the 18th-19th centuries.*
c) *are well-known newspapers of independent Ukraine.*
- 2 The number of newspapers and magazines which are published in Ukrainian has increased ...
a) *since Ukraine became an independent state.*
b) *in the 18th-19th centuries.*
c) *after World War II.*
- 3 National newspapers report ...
a) *national news.* b) *on private individuals.* c) *national and international news.*
- 4 The army, top officials, private individuals ...
a) *are those who periodicals make their publications about.*
b) *have increased in their number.*
c) *are a real 'fourth estate'.*
- 5 Ukrainian newspapers are usually ...
a) *monthlies.* b) *dailies.* c) *dailies and weeklies.*
- 6 Magazines and newspapers differ in ...
a) *size and contents.* b) *their interests.* c) *shops where they are sold.*
- 7 In any democratic society newspapers and magazines ...
a) *face different problems.*
b) *are in the control of the life of society.*
c) *are local.*

9 Your e-mail friend is interested in newspapers and magazines which are published in Ukraine. Answer his/her letter.

10 Play a game in pairs. Make a list of as many social networks as you can recall. Share your list with the class. The pair with the longest list wins.





11 Guess and name the words. After that, make your own sentences with them.

- 1 Pieces of information known to be true – ...
- 2 Not real, but made to look or seem real – ...
- 3 Someone's thoughts that may feel true for some but false for others – ...
- 4 To get a programme or data on your device – ...
- 5 A person who writes a blog – ...
- 6 A personal web page on a website or social network – ...
- 7 A part of the Internet where people can communicate – ...
- 8 A number of pages on the Net where people put or read data – ...
- 9 A secret group of letters or numbers used to log in – ...
- 10 The activity of buying things on a website – ...



12 Listen to the audio twice and complete the sentences.

- 1 A newspaper office gets ...
- 2 Editors send out ...
- 3 Sometimes the reporters can't ...
- 4 News editors ...
- 5 Compositors ...
- 6 *Ukrainska Pravda* and *Dzerkalo Tyzhnia* are ...
- 7 There are magazines and periodicals for ...
- 8 Newspapers are usually ... or ... while magazines are usually ...
- 9 They vary in ...



13 In groups of 3-4, discuss the question.

- Should people use different types of mass media or only the Internet? Why (not)?



1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- I understand it and can help my partner.
 – I understand it and can do it by myself.
 – I understand it but have some questions.
 – I do not understand it.

Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

- ☐ name different types of mass media
- ☐ describe a website
- ☐ talk about the use of the mass media in my life
- ☐ use different tag questions
- ☐ write an e-mail to an editor about an article

MUSIC IS EVERYWHERE!

Lead-in:

- Why do people listen to music?
- What kinds of music are there?



WHAT'S IN THIS UNIT?

LANGUAGE

- musical instruments
- jobs in music
- types of music
- music performers
- Present Perfect with 'for' and 'since'
- Past Perfect

SKILLS

- discussing different musical genres
- speaking about music in your life
- describing jobs in music
- talking about concerts
- writing a biography of a singer



QUEEN GREATEST BAND

Who hasn't heard the songs *We Are the Champions* and *We Will Rock You*? They are one of the most popular melodies in the world, which have also become victory anthems at sporting events. When you hear them, you think of *Queen* – a famous British rock band formed in 1971.

One of its creators, Brian May, is the lead guitarist and also a singer. He still uses the guitar he made himself with the help of his father. It's called the Red Special. What's fascinating about this person is that his first sphere of interest was not music but astrophysics. He graduated from Imperial College London in 1968 and became a university chancellor much later on. He even helped NASA land on an asteroid in 2023.

His career in music began soon after his graduation when he formed the band *Smile*, later *Queen*, and they started touring. They didn't have to wait for success, though. Their first album, *Queen*, reached the worldwide audience in 1973 and is still listened to by millions of people.

1 Look at the photos and guess about whom the blog is. Do you know anything about them?

2 a) Listen and repeat the words in the *Words for You* box.

b) Match the words from the box to their definitions below. After that, make your own sentences with them.

- 1 A very special and important song.
- 2 The main singer in a band.
- 3 A person who plays the drums.
- 4 A college or university leader.
- 5 The main person who plays the guitar in a band.
- 6 A group of people who watch or listen to smth/smb.
- 7 The study of stars and planets and how they work.
- 8 To travel in order to perform.

WORDS FOR YOU

anthem ['ænthəm]

astrophysics

[,æstrəʊ'fɪzɪks]

audience ['ɔːdiəns]

chancellor ['tʃɑːnsələ(r)]

drummer ['drʌmə(r)]

lead guitarist

[,liːd ɡɪ'tɑːrɪst]

lead singer [,liːd 'sɪŋə(r)]

to tour [tuə(r)]



OF ALL TIME

Q I SEARCH

search

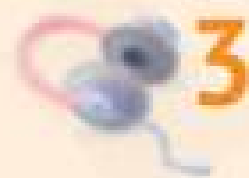
Today American singer Adam Lambert tours with *Queen*. They have worked together since 2009, but he doesn't replace the band's lead singer, Freddie Mercury, who died in 1991. Brian May still plays the guitar and the other original member, Roger Taylor, is the band's drummer. Another *Queen's* guitarist, John Deacon, no longer wishes to play in the band.

There is a 2019 documentary about Lambert joining *Queen*. Click the link below to find out more.

<https://www.imdb.com/title/tt9856280/>



THE SHOW MUST GO ON
THE QUEEN + ADAM LAMBERT STORY



3 a) Listen and read the text of the blog post. Then say if the sentences below are true or false. Correct the false ones.

- 1 *Queen* is an American rock band.
- 2 Brian May plays the guitar and sings.
- 3 He was interested in music first.
- 4 He started studying at Imperial College London in 1968.
- 5 *Queen's* first album was a real success.
- 6 No one listens to *Queen* any more.
- 7 Adam Lambert is the new lead singer of the band.
- 8 The documentary about him joining *Queen* came out in 2019.

b) Read the blog post again and finish the sentences.

- 1 The songs *We Are the Champions* and *We Will Rock You* are used as ...
- 2 *Queen* was formed in ...
- 3 Brian May's guitar is called ...
- 4 Brian May not only plays music but also ...
- 5 *Queen's* first album was published in ...
- 6 Adam Lambert joined the band in ...
- 7 *Queen's* drummer is ...

COMMENTS



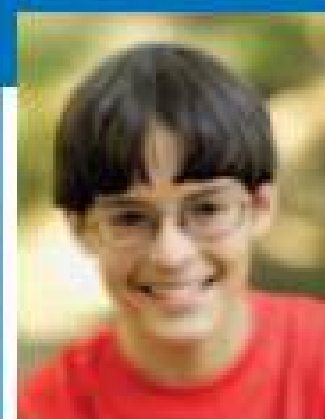
JAY SULLIVAN, 13, Scotland

My dad has been a huge fan of *Queen* for 30 years now! And I'm with him, of course!



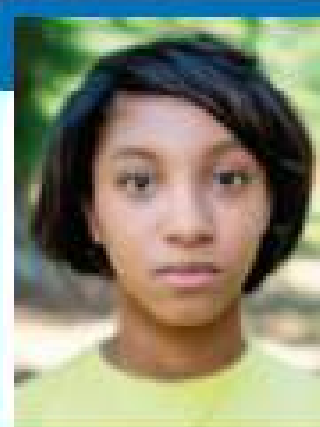
LINA, 14, Germany

How about *Scorpions*? It's an awesome German hard rock band, and they're as great as *Queen*!



TIM SCAN, 14, England

I've watched their documentary *The Show Must Go On: The Queen + Adam Lambert Story*. It's awesome!



ALARA, 15, Turkey

I really like *Queen* and *We Will Rock You* is one of my favourite songs. But I also like the American heavy metal band *Kiss*.

4 Read the comments and say who ...

- 1 ... has seen the documentary.
- 2 ... shares his love for *Queen* with his father.
- 3 ... mentions another rock band.
- 4 ... enjoyed the documentary.
- 5 ... is also a fan of *Kiss*.
- 6 ... likes the song *We Will Rock You* very much.
- 7 ... thinks *Scorpions* are no worse than *Queen*.
- 8 ... has been a big fan of *Queen* for a very long time.



5 Answer the questions below.

- Do you like *Queen*? Why (not)?
- What other songs of theirs do you know?
- What other rock bands do you know or like?



6 Work in pairs. Choose a band and prepare a digital presentation about it. Include:

- its name, its members' names and a kind of music they play
- when and how they started as a band
- a few names of their most famous songs
- where they are now (if they still sing, hold concerts, etc.)

MUSICAL INSTRUMENTS



- 1** a) Listen and read the words from the box.
b) Match the words from the box to the following pictures.

accordion, cymbals,
drums, trombone,
electric guitar, harp,
piano, saxophone,
guitar, violin



1



2



3



4



5



6



7



8



9



10

- c) What other musical instruments do you know?

VOCABULARY POINT

- to **play** a musical instrument (the piano/violin/harp, etc.)
- to **perform** music (rock/jazz/pop, etc.), a song/dance/concert

MUSICIANS AND JOBS IN MUSIC



- 2** a) Listen and read the words from the box.

drummer, guitarist, violinist, cymbalist, harpist,
saxophonist, pianist, accordionist, trombonist

- b) Say which musician plays which instrument, e.g. *A drummer plays the drums.*

- c) Do you know any musicians? Name a few drummers, guitarists, etc.

Example: Brian May and Taylor Swift are famous guitarists.

3 a) Complete the sentences with the words from the box.

composer, conductor, DJ, music producer, songwriter, tour manager

- 1 A ... is a person who writes songs.
- 2 A ... is a person who writes music.
- 3 A ... is a person who helps musicians record their songs and albums.
- 4 A ... is a person who arranges tours for musicians.
- 5 A ... is a person who plays recorded music for an audience.
- 6 A ... is a person who leads the performance of a choir, orchestra, ballet, etc.

b) What other jobs in music do you know?

4 a) Look and read, paying attention to the words in bold.



A **concert** of classical music by an **orchestra**.



Simone Young, an Australian **conductor** working at the Sydney **Opera House**



Vanessa-Mae, **violinist**, playing a **violin** concert by Mozart.



Volodymyr Ivasiuk, a Ukrainian **songwriter** **composing** music



Opera singer Cecilia Bartoli, **performing** *Così fan tutte*.



Cellist Yo-Yo Ma, playing a **cello** concert by English **composer** Edward Elgar.

b) Cover the texts and look at the pictures. Say what you can see in each one.

1 Answer the questions below.

- Do you like listening to music? Why (not)?
- What kinds of music do you like?

MUSIC IN OUR LIVES

When we hear the word 'music', an image of musical notes often appears in our minds. It can also be a hobby, job or even a lifestyle. That is where musicians come in. They sing, dance and play musical instruments, giving their listeners various great emotions. This is why there are different musical genres. Some of them make you feel happy while others help you to relax.

Tastes in music vary and they often depend on what you want to feel. For example, many of us listen to rock-n-roll music because it often brings us energy. What about heavy metal, though? It is a very loud and fast form of music where electric guitars are used. Some people say it is somewhat aggressive, but there are also those who feel powerful while listening to it. Heavy metal developed in the late 1960s, and its name comes from the song *Born to Be Wild* performed by the Canadian-American rock band *Steppenwolf*.

Jazz is the opposite. It's a more relaxing type of music that was begun by African Americans in the early 20th century. Its main features are blue notes and complex chords. Ella Fitzgerald – the queen of jazz – was a great American singer who made her voice sound like a musical instrument.

Another musical style created by African Americans is rap with words that are not sung but spoken fast over instrumental records. Rappers often speak about their life experiences through music. Rap developed as part of hip-hop culture that also includes breakdancing. Hip-hop was introduced in the early 1970s. The father of hip-hop is DJ Kool Herc from Jamaica.

R&B, folk, country, classical music ... The list of musical genres goes on and on. What you want to hear and how you want to feel – it's all up to you.





2 a) Listen and repeat the new words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

b) Complete the sentences with the words from the box.

- 1 There are seven basic ...
- 2 The main ... of disco is dancing.
- 3 I feel ... when I listen to rock.
- 4 There are ... in jazz.
- 5 This song has many complex ...
- 6 She prefers this ... of music.
- 7 Our DJ has some great ... records.
- 8 ... is my favourite style of dancing.



WORDS FOR YOU

blue note ['blu: nəʊt]
 breakdancing ['breɪkda:nsɪŋ]
 chord [kɔ:d]
 feature ['fi:tʃə(r)]
 genre ['ʒɒnrə]
 musical note ['mju:zɪkl nəʊt]
 record ['rekɔ:d]
 complex ['kɒmpleks]
 instrumental [ˌɪnstɹə'mentl]
 powerful ['paʊəfl]

3 a) Read the article (p. 75) and choose the correct word.

- 1 We often imagine *musical/blue* notes when we think about music.
- 2 Rock-n-roll makes people feel *relaxed/energetic*.
- 3 Some people believe heavy metal is *fun/aggressive*.
- 4 The name 'heavy metal' comes from a *song/rhyme*.
- 5 Jazz developed in the *early/late* 20th century.
- 6 The queen of jazz is *Ella Fitzgerald/Kool Herc*.
- 7 Rap is part of *hip-hop/pop* culture.
- 8 Hip-hop appeared in the *early 1960s/1970s*.

b) Read the article again and answer the questions below.

- | | |
|--|---------------------------------|
| 1 What do musicians do? | 5 What is jazz like? |
| 2 What do tastes in music depend on? | 6 Who is Ella Fitzgerald? |
| 3 Which musical instrument is used in heavy metal? | 7 What is rap? |
| 4 Who performs the <i>Born to Be Wild</i> song? | 8 Who is the father of hip-hop? |

4 Work in pairs. Interview your partner about music in his/her life.

Make notes and then tell the class about him/her. Ask:

- | | |
|--|---|
| ● how often he/she listens to music | ● if he/she listens to them |
| ● what he/she thinks about heavy metal, jazz and rap | ● what other kinds of music he/she listens to |



5 Work in pairs. Choose a musical genre and prepare a short presentation about it.

- Include:
- its name and where it comes from
 - who invented it and when
 - its main features
 - best singers/bands

PRESENT PERFECT WITH 'FOR' AND 'SINCE'

For exercises 1-3 see *Grammar Focus* on page 170.

1 Put the verbs in brackets into the Present Perfect, as in the example.

Example: I (be) have been his fan for thirty years.

- 1 We (live) ... in the USA since 1995.
- 2 Ann (be) ... in this band for months.
- 3 I (not see) ... Jimmy since yesterday.
- 4 My grandpa (not dance) ... for years.
- 5 Our band (play) ... jazz since 2020.
- 6 They (not sing) ... anything for a year.
- 7 Jay (wear) ... this cap since he bought it.
- 8 You (not speak) ... to Janet for so long!
- 9 He (perform) ... there since last month.
- 10 She (not write) ... any music for a while.

2 Fill in *for* or *since*.

- | | |
|------------------|-------------------|
| 1 ... 1996 | 5 ... a year |
| 2 ... two months | 6 ... a few days |
| 3 ... last night | 7 ... we met |
| 4 ... 1st July | 8 ... a long time |

3 a) Put the verbs in brackets into the Present Perfect and fill in *for* or *since*, as in the example.

Example: Ned (know) has known me since school.

- 1 We (be) ... friends ... childhood.
- 2 I (not listen) ... to this band ... years.
- 3 Bella (not do) ... anything ... yesterday.
- 4 Vic (be) ... to a concert ... a very long time.
- 5 Dave (work) ... as a conductor ... five years.
- 6 They (not write) ... any new songs ... last month.
- 7 You (perform) ... this song ... you were a little girl.
- 8 Mike (not play) ... his electric guitar ... ten years.
- 9 Jane (tour) ... America with her show ... half a year.
- 10 This band (not hold) ... any concerts ... its members had an argument.

b) Make your own six sentences in the Present Perfect.

Use *for* and *since*.

LISTENING search



1 a) Listen and repeat the new words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

b) Complete the sentences with the words from the box.

- 1 ..., Jay plays the guitar and the drums.
- 2 Mia has a great voice, so singing is ...
- 3 We are all going to a ... concert next Saturday.
- 4 Rock and jazz are an unusual music ...
- 5 The ... at this new club is great!
- 6 The ... from acting to singing is easier.



WORDS FOR YOU

atmosphere ['ætməsfiə(r)]

cello ['tʃeləʊ]

combination [ˌkɒmbɪ'neɪʃn]

crossover ['krɒsəʊvə(r)]

- for your information
- my/his/her thing

2 Discuss in groups of 3-4.

- What is a concert?
- Why do we have concerts?
- Have you ever been to a concert?
- Do you like going to concerts? Why (not)?

WHAT A CONCERT!



3 a) Listen to Eva and Dino and choose *a* or *b*.

- | | |
|--|---|
| 1 Where did Dino go? | a) the Kiss concert b) the 2Cellos concert |
| 2 When did he go there? | a) last month b) last year |
| 3 Who did he go with? | a) his uncle b) his aunt |
| 4 What kind of music doesn't Eva like? | a) rock b) classical |
| 5 Where did Eva go once? | a) a rock concert b) a classical concert |
| 6 Which song did Dino like the most? | a) Smooth Crime b) Smooth Criminal |



b) Listen again and correct the sentences below.

- 1 The 2Cellos concert was performed in a concert hall.
- 2 They combined classical music with jazz.
- 3 Eva has been to cello concerts many times.
- 4 Dino thinks you need to read about music to find out if you like it.
- 5 Eva went to a rock concert a year ago.
- 6 The atmosphere at the 2Cellos concert was horrible.



4 Answer the questions below.

- What concerts have you been to and when?
- Who did you go with?
- What was the atmosphere like?
- What did you like the most?
- What future concerts do you want to attend?

MUSICAL GENRES

1 a) Continue the list with different musical genres that you know.

Classical music, disco, hip-hop, jazz, pop, K-pop, rock-n-roll, rap ...

b) Think and say what musical instruments or devices are used in different musical genres, e.g.

Violins and pianos are used in classical music.



2 a) Odd one out. After that, name the musical genres in which they perform(ed). You may use the Internet to help you.

Example: Michael Jackson, Adele, Olivia Rodrigo, ~~Frederic Chopin~~ – Pop.

- 1 Frank Sinatra, Ella Fitzgerald, Eminem, Louis Armstrong – ...
- 2 Johann Bach, Dua Lipa, Mykola Leontovych, Antonio Vivaldi – ...
- 3 Billie Eilish, Bad Bunny, 50 Cent, Alyona Alyona – ...
- 4 Paul McCartney, Freddie Mercury, Kygo, Ann Wilson – ...
- 5 BTS, Harry Styles, Blackpink, Stray Kids – ...
- 6 Beyonce, Donna Summer, Bee Gees, ABBA – ...

b) What other singers/musicians in these genres do you know?

3 Work in pairs. Interview your partner. Make notes and then tell the class about him/her.

- Ask:
- what musical genre he/she likes the most and why
 - who/what his/her favourite singer/band is
 - if he/she has ever been to their concert and when



PAST PERFECT

For exercises 1-3 see *Grammar Focus* on page 171.

1 a) Put the verbs in brackets into the Past Perfect, as in the example.

Example: I (see) had seen this music video by then.

- 1 You (return) ... by the time I left.
- 2 We (buy) ... the tickets before they sold out.
- 3 The music festival (not begin) ... yet.
- 4 Ann wasn't here, she (go) ... to the party.
- 5 Ted and Sue (not see) ... it, so we showed it to them.
- 6 I wasn't ready because I (forget) ... about it.
- 7 Greg (not finish) ... the song by the time you came.
- 8 You (not read) ... the news, so you didn't know.

b) Make your own three affirmative and three negative sentences in the Past Perfect.

2 a) Answer the questions below, as in the example.

Example: Had he found the link by then? (Yes) – Yes, he had.

- | | |
|---|---|
| 1 Had Wendy performed the dance yet? (No) | 4 Had Bill finished everything by 5 pm? (Yes) |
| 2 Had they broken the piano? (No) | 5 Had we done it before you did? (No) |
| 3 Had he learnt the song yet? (Yes) | 6 Had I called you by then? (Yes) |



b) Answer the questions about yourself.

- 1 Had you returned home by 6 pm yesterday?
- 2 Had you done your homework before Monday?
- 3 Had your friends met you yesterday before dinner?
- 4 Had everyone in your family gone to bed by 10 pm?

3 Put the questions to the answers below, as in the example.

Example: Had you left by the time they came back?

– Yes, I had. I had left by the time they came back.

- 1 ...? – Yes, we had. We had started before Sam arrived.
- 2 ...? – No, he hadn't. Tim hadn't listened to the song yet.
- 3 ...? – Yes, she had. Helen had already been there.
- 4 ...? – No, I hadn't. I hadn't watched them dance.
- 5 ...? – No, it hadn't. The club hadn't closed by 8 pm.
- 6 ...? – Yes, they had. The band had picked the songs.



1 a) Listen to Alice, Tim and Lilly and finish the sentences below.

- 1 Alice often listens to music when she travels by ...
- 2 Her favourite song is ...
- 3 Her younger brother prefers ...
- 4 Tim's favourite musical genre is ...
- 5 He has all Nicki Minaj's and 50 Cent's ...
- 6 Lilly's favourite singer is ...
- 7 She wishes she had been to ...
- 8 Carla's favourite band is from ...



Tim



Alice



Lilly

b) Listen again and answer the following questions.

- 1 Why does Alice like jazz?
- 2 What does she think about heavy metal?
- 3 Where does Tim listen to music?
- 4 What do rappers often rap about?
- 5 What kind of music does Lilly like the most?
- 6 What do Lilly and Carla do when they're together?

2 Work in pairs. Interview your partner about his/her favourite music. Make notes and then tell the class about him/her. Ask:

- what type of music is his/her favourite
- what kind of emotions it makes him/her feel
- if he/she enjoys singing along to his/her favourite music



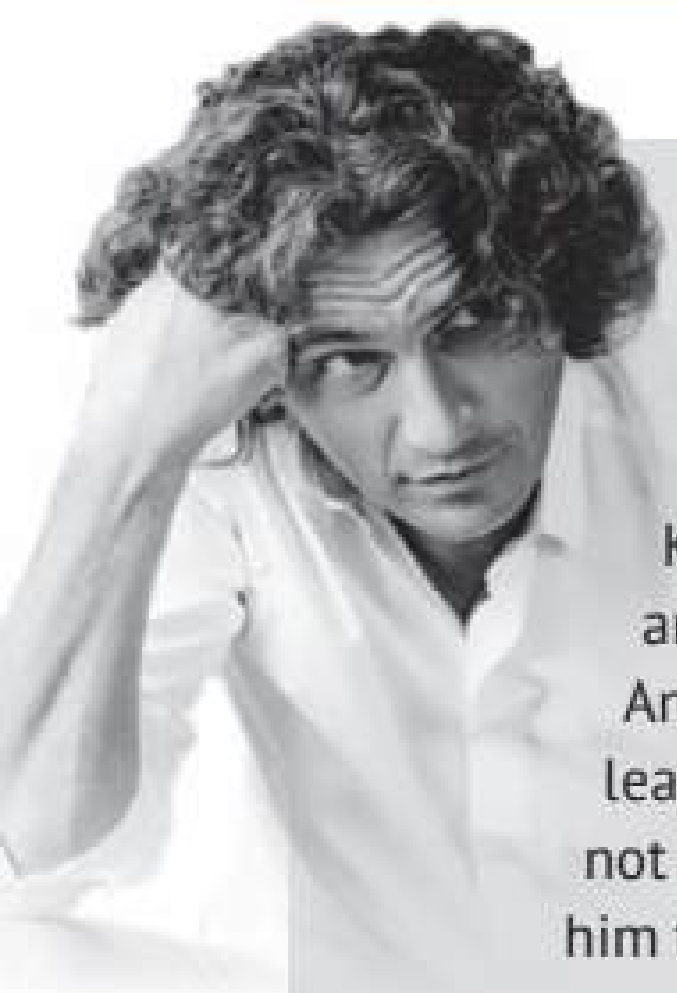
3 Do the quiz below to find out if you are a music addict.

Are You a Music Addict?

- 1 How often do you listen to music?
a) Every day. b) Sometimes.
- 2 Why do you listen to it?
a) To have fun. b) To relax.
- 3 Do you sing along while listening to music?
a) Yes, very often. b) Not really.
- 4 Do you go to any concerts?
a) Yes, a lot! b) No.
- 5 Do you play music or go to any music-related clubs?
a) Yes. b) No.



- If you have mostly a), you are very into music. Maybe you will even have a job in music in the future!
- If you have mostly b), you are not interested in music that much. You obviously have other interests, which is also great.



1 Read about Andrii Kuzmenko and answer the questions below.

KUZMA

Andrii Kuzmenko, or Kuzma for short, was a famous Ukrainian singer, poet, writer, TV presenter, producer and actor. He was best known as the lead singer of the Ukrainian pop rock band *Skriabin* formed in 1989.

Kuzma was born in Sambir, Lviv region, in 1968. His mother was a music teacher, and his father was an engineer. Later on they moved to Novoiaavorivsk where Andrii started his career in music. He graduated from a music school, where he learnt how to play the piano, and then from Lviv Medical University. Kuzma was not interested in medicine, but he finished his studies because his parents wanted him to. He married Svitlana Babiichuk in 1994 and they had a daughter in 1997.

In 2000, Kuzmenko became a TV presenter of his own show of hit songs *The Hot Seven*, which lasted until 2002. In 2003, he started working with another Ukrainian singer, Natalia Mohylevska, and took all the management control of the *Skriabin* band. In 2006, Andrii's first book *Me, 'Pobeda' and Berlin*, based on his own life, was published. It became very popular and is still reprinted today. Andrii Kuzmenko died in a car accident in 2015, but many people still love his music and listen to his great songs.

- | | |
|---------------------------------------|--------------------------------|
| 1 Who was Andrii Kuzmenko? | 6 What did Kuzma present? |
| 2 Where and when was he born? | 7 Whom did he work with? |
| 3 Who were his parents? | 8 What band was he in? |
| 4 Where did he study? | 9 What did he publish? |
| 5 What is known about his own family? | 10 When and why did Kuzma die? |

2 Look at the Tip below and analyse Kuzma's biography according to it.

WRITING A BIOGRAPHY

- | | |
|---|---|
| 1 Who this person is: <ul style="list-style-type: none"> ● what he/she is/was famous for ● where and when he/she was born | 3 A few words about his/her career: <ul style="list-style-type: none"> ● early work ● later or present work |
| 2 A few words about his/her early life and family: <ul style="list-style-type: none"> ● who his/her parents are/were ● where he/she studied ● if he/she has/had his/her own family | 4 His/Her death (if relevant): <ul style="list-style-type: none"> ● when and why he/she died |
| | 5 Ending: <ul style="list-style-type: none"> ● if he/she is popular today |



3 Choose a singer and write a short biography of him/her.
Use Kuzma's biography as an example and the Tip above to help you.

Look Back

1 Fill in *for* or *since*.

- 1 I have been a musician ... twenty years.
- 2 They have played in this club ... last year.
- 3 That laptop hasn't worked ... many months.
- 4 You haven't called me ... such a long time, Ed!
- 5 Mike has loved this band ... they started playing.
- 6 Amelia hasn't performed at any concert ... October.
- 7 Samantha has lived in London ... more than a week.
- 8 We haven't seen Rick and Sam ... they left yesterday.
- 9 Pamela hasn't written any new songs ... two weeks.
- 10 Rob and Christopher have sung and danced ... 2015.

2 Put the verbs in brackets into the Past Perfect.

- 1 We (*go*) ... to the concert before you arrived.
- 2 Sam (*not write*) ... any songs, so we didn't sing.
- 3 Steve said the party (*start*) ... already ... by then.
- 4 They (*not prepare*) ... the dance yet, so we had to wait.
- 5 I (*not finish*) ... everything by the time they came.
- 6 Sabrina (*get*) ... very nervous, so she couldn't sing.
- 7 Jimmy (*not think*) ... about it before you told him.
- 8 Richard (*find*) ... his old guitar, so he played it.



3 Answer the questions below.

- 1 Had you finished all your tasks by 3 pm yesterday?
- 2 Had you been to a concert before last summer?
- 3 Had your best friend texted you by 6 pm last Sunday?
- 4 Had your teacher spoken to you before the lesson?
- 5 Had it begun raining by the time you arrived at school?
- 6 Had you talked to your classmates before school?

4 Put the questions to the answers below.

- 1 ...? — Yes, he had. Tod had watched that video.
- 2 ...? — No, I hadn't. I hadn't called Jade by then.
- 3 ...? — Yes, we had. We had met before the concert started.
- 4 ...? — No, it hadn't. The music hadn't stopped playing by 9 pm.
- 5 ...? — Yes, they had. The band had performed that song.
- 6 ...? — No, she hadn't. Helen hadn't done it before last month.

Look Back

5 a) Complete the sentences with the words from the box.

- 1 ... are usually used in jazz music.
- 2 Rap is a ... of music and talking.
- 3 Jordan is the ... of our school band this year.
- 4 Music is totally ... – I can sing, dance and play the piano.
- 5 Bill is not a musician, he is a ... of a university.
- 6 The ... got very excited when Tayanna went on stage.
- 7 Angela likes hip-hop, and ... is one of her hobbies.
- 8 Rock-n-roll makes Ed feel ... That's why he loves it.

audience,
breakdancing,
blue notes,
chancellor,
combination,
lead guitarist,
my thing,
powerful

b) Make your own sentences with the words from the box.

anthem, crossover, feature, atmosphere, lead singer,
cello concert, instrumental record, musical note

6 a) Look at the photos and name the musical instruments.



b) Name the musicians who play the musical instruments in a), as in the example.

A drummer plays the drums.

7 a) Describe the jobs below, as in the example.

composer, conductor, DJ, music producer, songwriter, tour manager

Example: *A composer is a person who writes music.*

b) Name some famous people who have/had the jobs in a), as in the example. You may use the Internet to help you.

Example: Frederic Chopin and Mykola Leontovych were famous composers.



8 Is *Carol of the Bells* a Ukrainian song? Search the Net to learn about it. Find out who Mykola Leontovych was and when he wrote his *Shchedryk*. Share the information with the class.

9 Work in pairs. Make a list of as many musical genres as you can remember. Share your list with the class. The pair with the longest list wins.

10 a) Say how you feel when you listen to:

- jazz
- pop
- classical music
- rock
- R&B
- rap

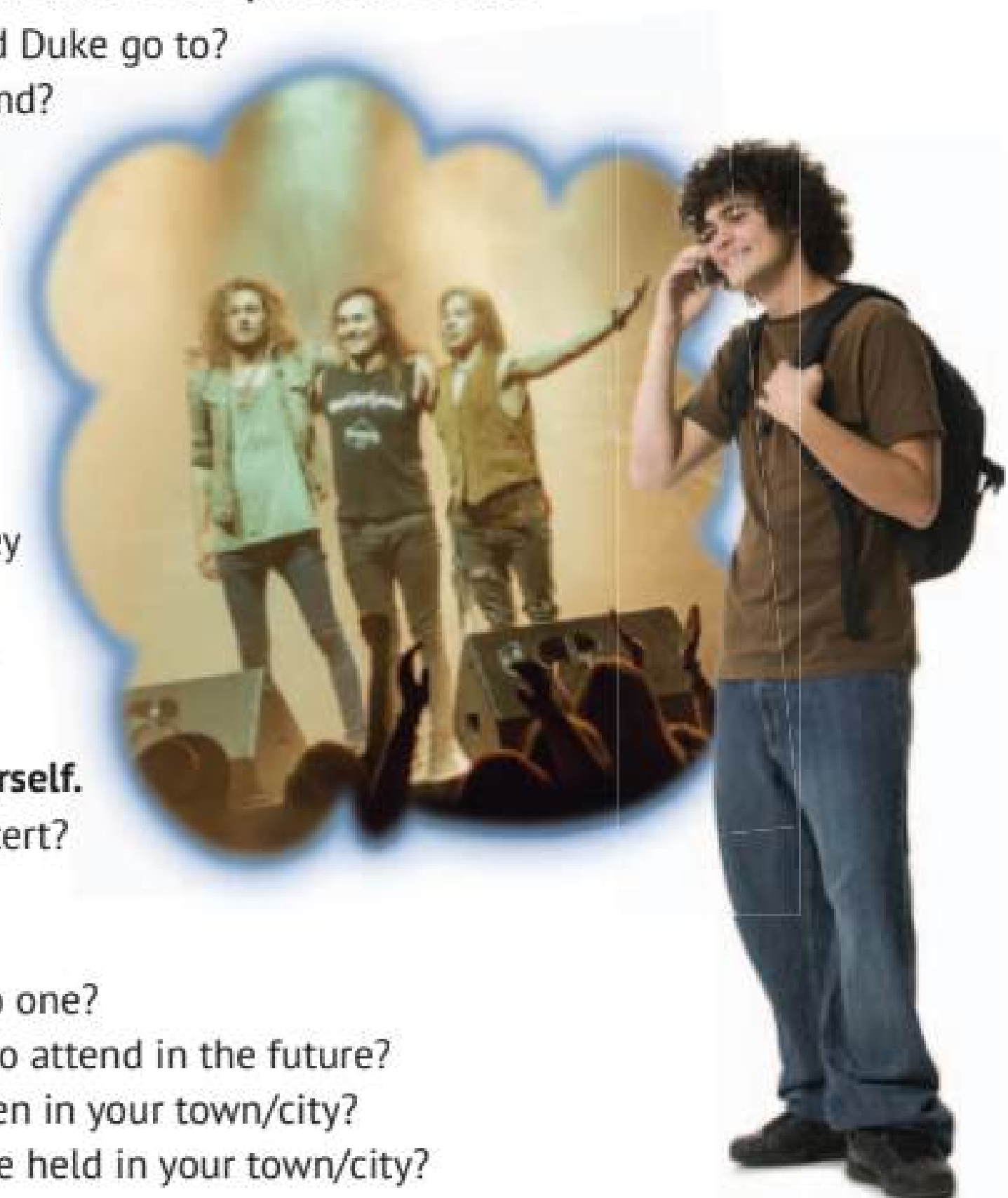
b) Name some singers/bands that you know who perform the kinds of music in a).



11 Listen to Sheila and Duke twice and answer the questions below.



- 1 What kind of concert did Duke go to?
- 2 What is his favourite band?
- 3 Where are they from?
- 4 Did they perform Duke's favourite song?
- 5 How did Duke feel at the concert?
- 6 In what languages does the band sing?
- 7 What other song did they play at the concert?
- 8 Does Sheila want to go to their next concert?



12 Answer the questions about yourself.

- Have you ever been to a concert?
- If yes, which one and when?
- How did you feel then?
- If not, would you like to go to one?
- Whose concert do you want to attend in the future?
- What concerts have there been in your town/city?
- What concerts are going to be held in your town/city?

1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- I understand it and can help my partner.
 – I understand it and can do it by myself.
 – I understand it but have some questions.
 – I do not understand it.

Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

- ☐ name and discuss different types of music
- ☐ talk about music performers and concerts
- ☐ describe jobs in music
- ☐ speak about the role of music in my life
- ☐ use the Present Perfect with 'for' and 'since'
- ☐ use the Past Perfect
- ☐ write a biography of a singer

DO YOU NEED A BOOK?

UNIT 5

Lead-in:

- Did you read fairy tales in your childhood?
- Do you like reading? Why (not)?
- Have you got a favourite book?



WHAT'S IN THIS UNIT?

LANGUAGE

- genres of books
- names of famous authors
- names of popular book characters
- defining relative clauses
- non-defining relative clauses

SKILLS

- understanding texts about books and their authors
- expressing your attitude to reading
- describing a character of a book
- discussing ways to choose a book for reading
- talking to a librarian
- interviewing others about their reading preferences
- creating a blurb
- writing a short book review



NICKY

Some schools in America have stopped buying textbooks and have started giving students *iPads*. Lucky students, I say! I'd love to have an *iPad*.

BEN

Well, I use my *iPad* a lot and I love it. But what do British students think? Here's our reporter Alex with the story.

I'm here with four students from a school in London – Josh, Asha, Victor and Caitlin.

So, Josh first – tell me, would you like to use an *iPad* in school?

1 Find out how many of your classmates still read print books, use a camera and watch TV with their families.

2 Listen and repeat the words in the *Words for You* box.

3 Listen to the kids in the *Kids Online* video. Then read the text and guess the meanings of the words in bold. Check yourself in the *Vocabulary List*.



library ['laɪbrəri]

to steal [sti:l]

complicated ['kɒmplɪkeɪtɪd]

generally ['dʒenrəli]

● **in favour of smth**



Q I SEARCH

search



JOSH

Of course! I think everyone would! I'm happier using a computer than reading books. It's faster, more interesting, more **modern** ... everything.

And you look much cooler when you're using an *iPad*.

ASHA



No, I'm not, **actually**. *iPads* cost £500 each – so, they're much more expensive than books. I think it's better to spend money on normal computers that everyone can use.

Yes, but another thing is ... *iPads* are great at home, but kids are less careful with school things, so ... erm ... the *iPads* would get broken.

VICTOR



I think it's a good idea – mostly. Erm ... I feel much more comfortable reading a computer screen than reading a book. But I disagree with Asha about the cost – I think *iPads* would actually be cheaper than books.

ALEX



Wow!

Asha, how about you? Are you a fan of *iPads* in schools, too?

So, the cost is a problem for you.

ALEX



So, Asha is not a fan. How about you, Victor?

How is that?



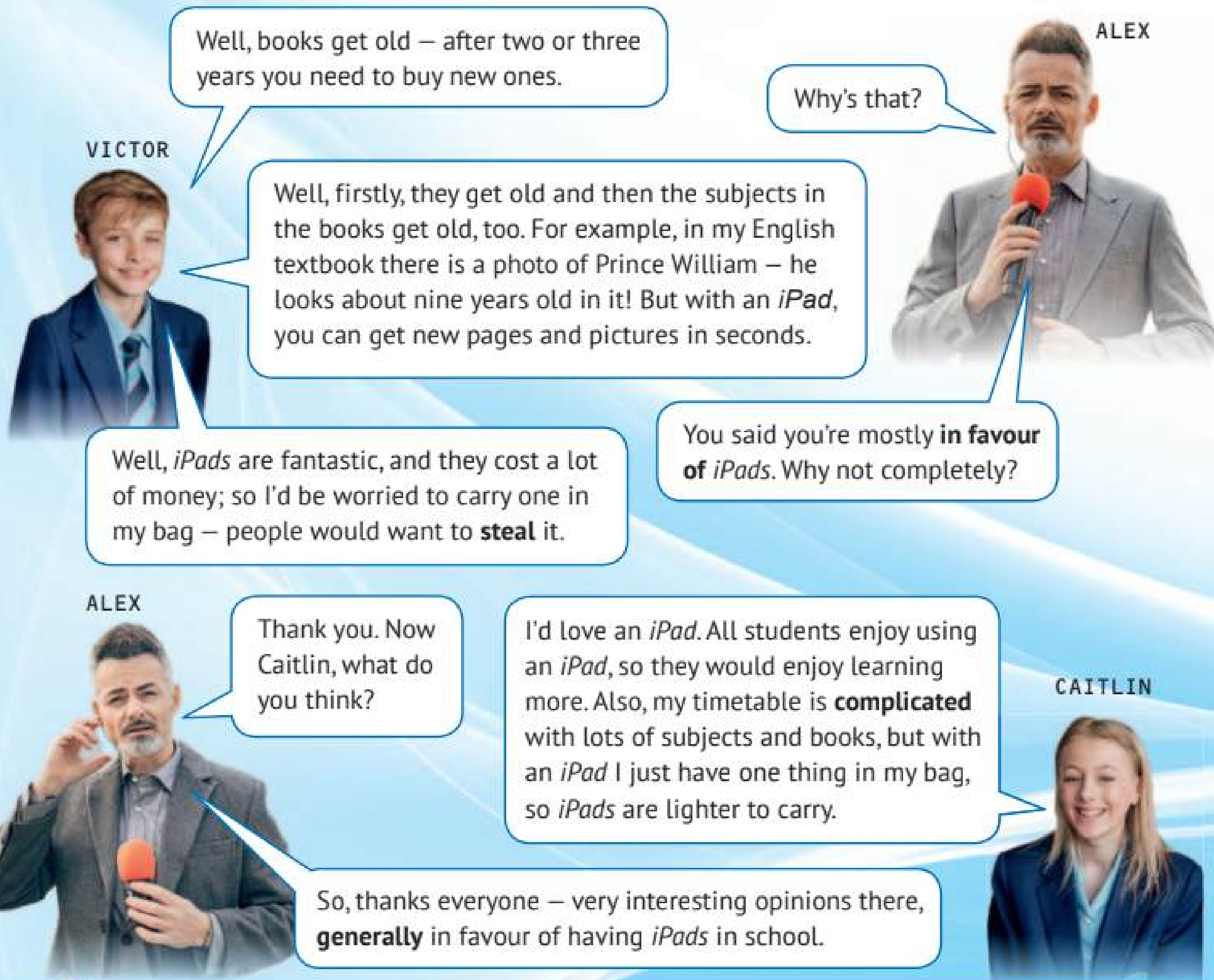
4 Listen to the kids again and match their names to the phrases they say about tablets.

Josh
Asha
Victor
Caitlin

It's more expensive.
It's cheaper.
It's faster.
It's easier to break.
It's more interesting.
It's lighter.

5 Read the text again and act out the interview in groups of seven.





VICTOR

Well, books get old – after two or three years you need to buy new ones.

Well, firstly, they get old and then the subjects in the books get old, too. For example, in my English textbook there is a photo of Prince William – he looks about nine years old in it! But with an *iPad*, you can get new pages and pictures in seconds.

Well, *iPads* are fantastic, and they cost a lot of money; so I'd be worried to carry one in my bag – people would want to **steal** it.

ALEX

Thank you. Now Caitlin, what do you think?

I'd love an *iPad*. All students enjoy using an *iPad*, so they would enjoy learning more. Also, my timetable is **complicated** with lots of subjects and books, but with an *iPad* I just have one thing in my bag, so *iPads* are lighter to carry.

CAITLIN

So, thanks everyone – very interesting opinions there, **generally** in favour of having *iPads* in school.

ALEX

Why's that?

You said you're mostly **in favour of iPads**. Why not completely?



6 Work in groups. Discuss the questions.

- Are you in favour of using tablets at school?
- Do you think we will stop using books in schools in 10 years' time?

Use some of the expressions from the *Kids Online* interview in your discussion.

It's better to...

I think...

That's a good idea.

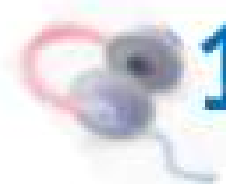
Another thing is...

I disagree with you about...

I am not a fan of...

... is a problem.

I am mostly in favour of...



- 1** Listen and read the sentences.
Guess the meanings of the words in bold.

fiction ['fɪkʃn] / **non-fiction** [ˌnɒn 'fɪkʃn] In general, books can be divided into two main groups: fiction and non-fiction. Fiction books are made-up stories, non-fiction books give us facts.

contents ['kɒntents] the contents of a book/article.

Have you discussed the contents of the play?

a table of contents The table of contents shows the order in which the topics in the book are discussed; it gives the title of each chapter and the page on which it begins.

an atmosphere ['ætmosfɪə(r)] a warm atmosphere of understanding; in the atmosphere of love.

This atmosphere created a special feeling.

a blurb [blɜːb] Blurbs are used to promote a book or other creative work. It is a short text which gives the most important information about the book. It is written by the author or the publisher.

You can usually find it at the back of the book or on websites advertising the book.



- 2** Match the types of books and the contents they may have.

- | | |
|---------------------------|---|
| a a fantasy novel | <input type="checkbox"/> a famous person's life |
| b an autobiography | <input type="checkbox"/> a king and a queen |
| c a cookbook | <input type="checkbox"/> dragons and monsters |
| d a science fiction novel | <input type="checkbox"/> a recipe for pancakes |
| e a historical novel | <input type="checkbox"/> spaceships and aliens |

- 3** Work in pairs. Guess and say what book characters we can describe as:

- brave and strong, clever and honest, fond of nature, not afraid of wild animals, a true friend of his animal friends, ready to save his animal friends;
- lively and brave, naughty and lazy, a true friend, full of ideas, fond of adventures;
- lazy and naughty, dirty and untidy, does not want to go to school, wants to play all day long, likes to boast, silly but kind;
- beautiful and clever, tidy and clean, kind and hard-working, ready to help other people;
- strict and kind, fond of children, clever and full of wonderful ideas, can do magic things, can make children happy.



1 Read the poem and answer the questions below.

- Books need much care, don't they?
- In what way must we treat books?
- Why do we use bookmarks?
- Why mustn't we turn an open book upon its face?



2 Listen and read the article and complete the sentences after it (1-8).

OUR FRIENDS AND TEACHERS

'Books and friends should be few but good,' says an English proverb.

'Except¹ a living man there is nothing more wonderful than a book! It teaches us and opens its heart to us as a brother,' wrote Charles Kingsley, an English writer of the 19th century. The book is certainly a friend and a teacher. We learn many things by reading books. Books teach people to live. After reading some books it is easy to understand what should be done and what must not be done. There are books which help students with their lessons.

In ancient times books were written by hand and few copies were made. Sometimes several men were needed to copy a book as the work was slow. For many years the number of books in the world was very small. Only a few people had copies of them to read and study.

The invention of printing changed a lot in history. Printing played a very important role in the development of culture, science and literature.

Today, there are many thousands of public libraries in Ukraine. Librarians are always ready to help people find a book on any subject if those do not know the title of the book they want. Those who know how to use the catalogue can find a book and needn't consult the librarian.

Conferences, exhibitions and other events take place in libraries. Thematic selections of books are prepared beforehand² to help the visitors develop their reading preferences.

BOOKS ARE OUR FRIENDS

*Since books are friends
They need much care.
When you're reading them
Be good to them and fair.
Use bookmarks,
To hold your place.
And don't turn a book
Upon its clear face.*

B. Walker



¹except [ɪk'sept] – окрім, за винятком

²beforehand [bɪ'fɔ:hænd] – заздалегідь

Many libraries have reading rooms and the rooms equipped with computers to give the opportunity to work with the Internet. Some libraries have a room where students learning a foreign language can have practice in speaking and listening.

- 1 By reading books we ...
- 2 There are books which ...
- 3 In ancient times ...
- 4 Printing played ...
- 5 A librarian is always ...
- 6 Those who know how to use the catalogue ...
- 7 New interests can be ...
- 8 Many libraries have ...

3 Name your favourite genre and say why you like it.

- | | |
|------------------------|---------------|
| 1 biography and memoir | 5 SF |
| 2 historical fiction | 6 fantasy |
| 3 mystery and crime | 7 young adult |
| 4 romance | 8 other |



4 Read and say how you choose books to read.

- 1 I read blurbs at the end of a book.
- 2 I ask a librarian.
- 3 I get recommendations from a friend.
- 4 I read online recommendations.
- 5 My teacher tells me what to read.
- 6 Other ways: ...

5 In pairs, ask and answer the questions.

- Do you like reading? Why (not)?
- What do you think about the quotes¹ in the pictures?

LESS SELFIES,
MORE BOOKS

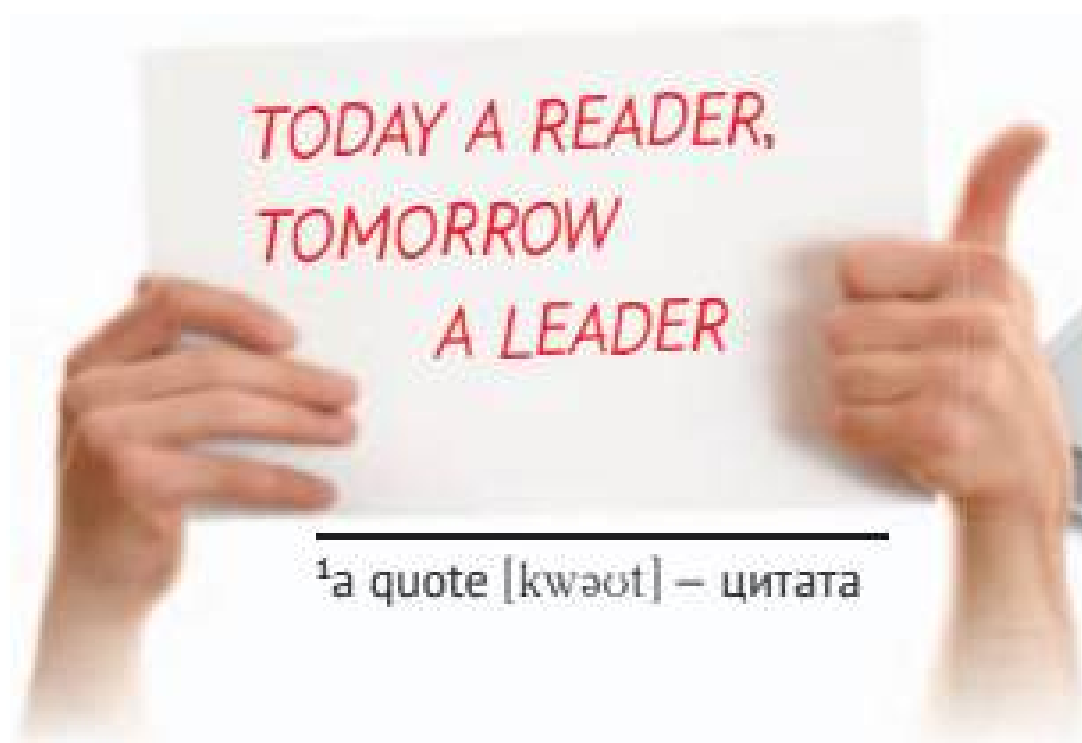
TODAY A READER,
TOMORROW
A LEADER

never judge
a BOOK
by its cover

¹a quote [kwəʊt] – цитата

WORDS FOR YOU

catalogue ['kætələg]
invention [ɪn'venʃn]
librarian [laɪ'breəriən]
title ['taɪtl]
to consult [kən'sʌlt]
to contain [kən'teɪn]



DEFINING RELATIVE CLAUSES

For exercises 1-4 see *Grammar Focus* on page 171.

1 Read and compare.

Defining relative clause	Non-defining relative clause
My sister who lives in England has a pet kangaroo.	My sister, who lives in England , has a pet kangaroo.
Commentary:	
<i>The speaker may have many sisters and needs to tell the listener which sister they are talking about.</i>	<i>The speaker only has one sister and is giving the listener some additional information about her.</i>

2 Match the halves to make five sentences.

- | | |
|-------------------------------------|--|
| 1 We met your friend | a that were popular all over the world. |
| 2 Charles Dickens was a novelist | b who plays the violin. |
| 3 She wrote some plays | c where he became an editor of the university paper. |
| 4 <i>The Beatles</i> recorded songs | d who wrote <i>Oliver Twist</i> . |
| 5 He went to Cambridge | e which were staged in London. |

3 Fill in *whose*, *where* or *when*.

- I like to visit places ... nobody else goes.
- I spoke to the woman ... daughter I know.
- Linda is the student ... exam results were fantastic.
- That was the year ... I started playing the guitar.
- This is the place ... your parents met each other for the first time.

Keep in Mind!

Use correct relative pronouns.

People → **who, whose, that**

Places → **where, that**

Things → **which, whose, that**

4 Combine the sentences, using defining relative clauses.

Example: Lewis Carroll was a wonderful children's writer. He understood children.

Lewis Carroll was a wonderful children's writer who understood children.

- Charlie and the Chocolate Factory* tells the story of a boy. He loves chocolate.
- I love the world of Ukrainian poetry. Its famous names include Lina Kostenko.
- J.R.R. Tolkien became famous with his trilogy *The Lord of the Rings*. It is especially loved by young people.
- J.K. Rowling is the author of the *Harry Potter* novels. They have been made into films.
- Arthur Conan Doyle wrote about Sherlock Holmes. He is the main character.

1 Match the British writers to their famous books.

- | | |
|----------------------|--|
| 1 Arthur Conan Doyle | <input type="checkbox"/> <i>The Witches</i> |
| 2 Roald Dahl | <input type="checkbox"/> <i>Harry Potter and the Philosopher's Stone</i> |
| 3 Agatha Christie | <input type="checkbox"/> <i>Winnie-the-Pooh</i> |
| 4 A.A. Milne | <input type="checkbox"/> <i>the Sherlock Holmes stories</i> |
| 5 J.K. Rowling | <input type="checkbox"/> <i>The Tale of Peter Rabbit</i> |
| 6 Beatrix Potter | <input type="checkbox"/> <i>Murder on the Orient Express</i> |



2 a) Listen to Terry Tomlin who is doing a research on the reading habits of teenagers. Here's an interview with Gemma. Put the questions below in the correct order as you hear them in the interview.



- ☐ Do you buy books or you borrow them from a library?
- ☐ Do you like reading?
- ☐ What's your favourite book?
- ☐ What do you read?
- ☐ What was it about?
- ☐ When do you usually read?
- ☐ Who's your favourite writer?
- ☐ What was the last book you read?



b) Listen again and answer the questions.

c) Copy the answers on strips of paper. Put them face down. Take turns to pick a strip. Read the answer and say what the question is.



3 Prepare a two-minute talk, using the questions in task 2a.



1 Make up sentences using the table.

Books about great people
Books about famous travellers
Books on history
Fairy tales
Fables
Poems

teach us

to be noble.
to be brave and honest.
to love our motherland.
to understand the beauty of nature.
to understand what is right and what is wrong.
not to be lazy and naughty.



2 a) Read the names of the book characters. Complete the following sentences.

- 1 Friday and ...
- 2 Father Wolf, Mother Wolf, Baloo the Bear ...
- 3 Tom, Becky and ...
- 4 Ron, Hermione and ...
- 5 Jane, Michael and ...
- 6 Christopher Robin, his teddy bear and ...

are the characters in ...

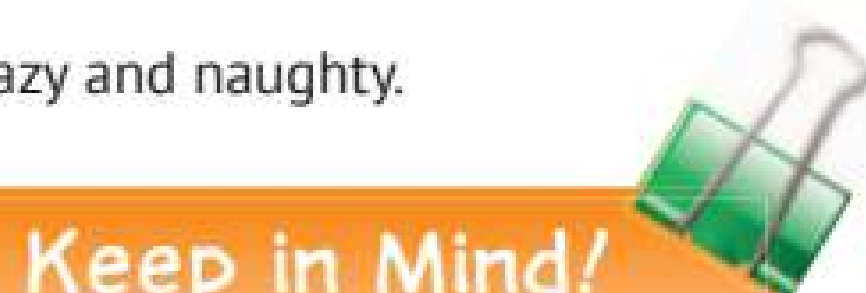
b) Guess and write about the characters, as in the example.

- Who are they?
- What are they famous for?

... is famous for

her adventures in Wonderland.
his adventures at school and at home.
her passion for reading books.
his adventures in the jungle.

Example: *Mary Poppins is famous for her magic.*



Keep in Mind!

HISTORIC or HISTORICAL?

a historic battle
a historic place
a historic building
a historic meeting
a historic change

('historic' means 'important in history')

a historical novel
a historical drama
a historical museum

('historical' means 'based on history'; 'happening in the past'; 'dealing with real or imaginary people and events in the past'; 'helpful in studying the past')



NON-DEFINING RELATIVE CLAUSES

For exercises 1-4 see *Grammar Focus* on page 172.

1 Fill in *who* or *which*.

- 1 *Matilda*, ... was written by Roald Dahl, is the book about a very special girl, a true book lover.
- 2 This girl, ... lives next door, is my best friend.
- 3 This shop, ... sells interesting books, is around the corner.
- 4 This young poet, ... won first prize in the poetry contest, is going to take part in the book festival in Scotland.
- 5 The special place, ... means a lot to me, is the local library.
- 6 I buy these books, ... are about animals, not only in bookshops but also online.
- 7 This bookworm, ... studies at our school, doesn't like giving interviews.

2 Copy and add commas to change these defining relative clauses into the non-defining ones.

- 1 My friend who has a red bicycle wants to sign up for the *Tour de France*.
- 2 The city where more than a million people live never sleeps.
- 3 The legend about Robin Hood who lived in Sherwood Forest has been put into ballads, plays and movies.
- 4 Bettie's boss whose girlfriend has left him has bought Bettie a bouquet of flowers.
- 5 This is my favourite poem by Robert Burns who is a Scottish national poet.

3 Put the letter *D* if the relative clause is defining or the letter *N* if it is non-defining.

- ☐ 1 The programme that I watched on TV last night was very interesting.
- ☐ 2 My dog, which I bought a year ago, has given birth to eight puppies!
- ☐ 3 Walter's grandmother, who lives in Scotland, got married yesterday.
- ☐ 4 Jessica and John, who have moved in next door, are both dentists.
- ☐ 5 The tree that we planted last month is growing nicely.
- ☐ 6 Bill Gates, who is one of the richest men on earth, lives in Medina, Washington.
- ☐ 7 My child who's afraid of spiders wants to go camping this weekend.
- ☐ 8 The man that I told you about has asked Minnie out on a date.
- ☐ 9 This hotel, where you can book a room, has two swimming pools and a bar.
- ☐ 10 The shop where you can get souvenirs is just down the road from here.



4 Add relative clauses so the sentences say something true about yourself.

Example: I enjoy watching films *which are based on love stories*.

- | | | |
|---------------------------------|----------------------------------|----------------------------------|
| a I enjoy reading books that... | b I like visiting places that... | c I love meeting people whose... |
| I enjoy reading books which... | I like visiting places where... | I love meeting people who... |



1 Listen and read, then act out the dialogue in pairs.



Emma: Hello.

Miss Havilland: Can I help you?

Emma: Yes, I'd like to join the library.

Miss Havilland: You have already got a membership card, haven't you?

Emma: Yes, here is last year's card.

Miss Havilland: Thanks. Can you fill in this form? There are some questions on the back. I'd really like you to answer them.

Emma: Sure. No problem.

2 a) Look at the questions Emma has to answer.
Say what the questions are connected with.

Rarely
Sometimes
Often
Always

How often do you borrow more than one book from the school library?				
How do you choose a book?				
How often do you read magazines?				
What kinds of magazines do you read?				
How often do you get a book as a present?				
Who do you get them from?				
How often do you give a book as a present?				
What kinds of books do you buy?				
How often do you read comics?				
What comics do you read?				
How often does your mum or dad read books?				
What do they read?				
How often do you surf the Net?				
What sites or pages do you visit?				



b) Copy and answer the questions. Then work in pairs.
Ask your partner the questions above.



3 a) Listen to the boy and read what he says.

I like reading. I often go to the school library after school. Sometimes I just flick through music magazines to find out about new CDs or concerts. I also borrow books that are on my reading list. Some of them are OK but some are boring. I read other stuff as well. I usually take out two to three books. I never take out more than four, that's how many you can take, actually. I always ask Miss Havilland for advice. She helps me pick out one or two. I look at the cover first. I like fantasy novels like *The Hobbit* or *The Chronicles of Narnia*. I often take adventure books like *Robinson Crusoe*. I sometimes take non-fiction. For example, *Great Mysteries of the World* or the *Guinness Book of Records* or some books about animals. Do my parents read a lot? Well, I just live with my mum. She is always busy, but when she has time, she reads books about music or crime stories. She's fond of Agatha Christie.



b) In your notebook, write the word(s) from below and those that follow them in the previous text.

- flick through ...
- find out ...
- pick out ...
- borrow ...
- look at ...
- be fond of ...

4 Sort the books the boy mentions into two groups. Add some more books to the list.

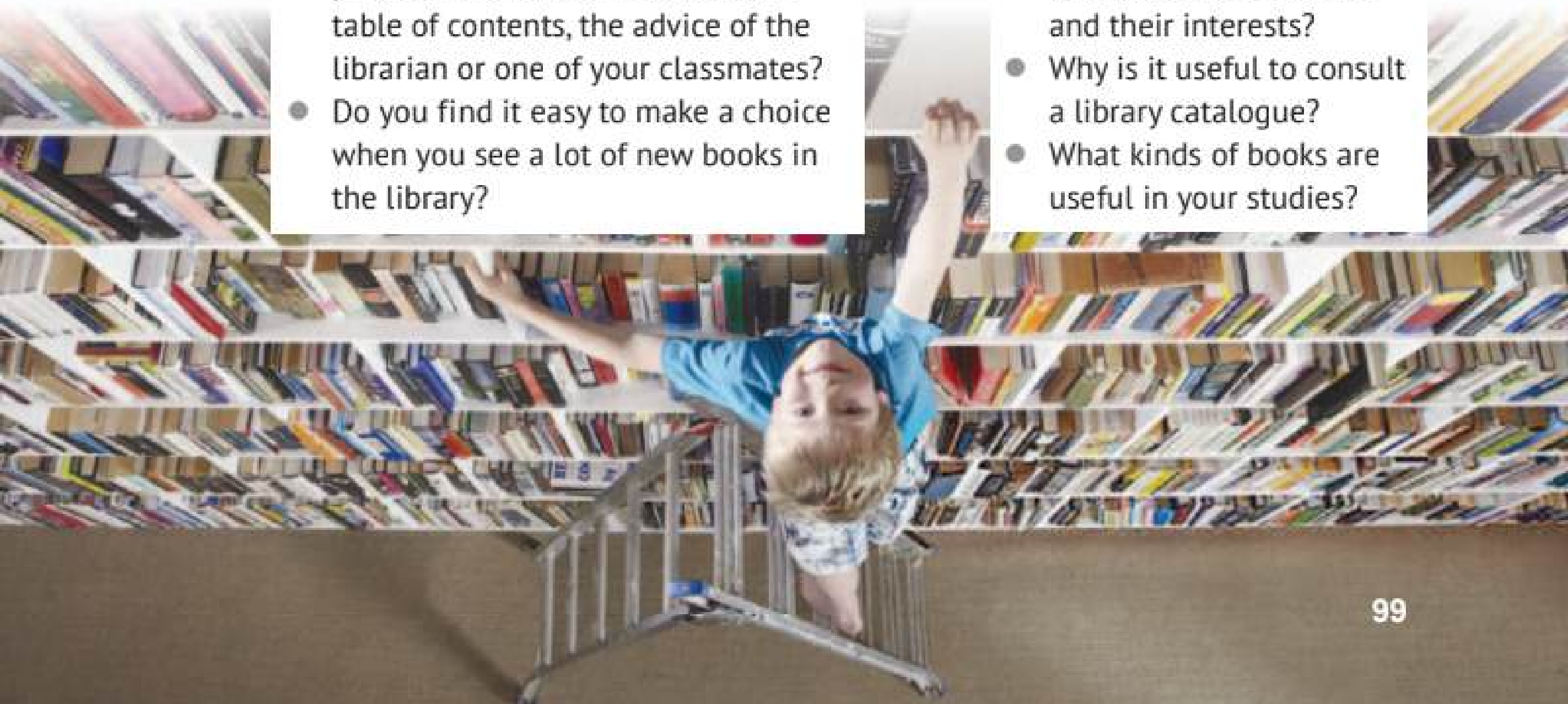
FICTION	NON-FICTION



5 Work in pairs. Ask and answer.

- What helps you make a choice – the pictures in the book, its cover, the table of contents, the advice of the librarian or one of your classmates?
- Do you find it easy to make a choice when you see a lot of new books in the library?

- What does a reader's card tell us about the reader and their interests?
- Why is it useful to consult a library catalogue?
- What kinds of books are useful in your studies?



1 Refresh in memory what a blurb is. Look at sample blurbs online and create a blurb for a book you like.

A **blurb** is a short (100-200 words) description of a book written to impress and attract attention of readers. It should include any information that best represents the book and intrigues readers. Keep in mind that blurbs are what sell books. Many publishers believe that it needs to sound like a movie teaser.

Twelve-year-old Easter Ann Peters has a plan to make seventh grade awesome: Operation Cool. She's determined to erase years of being known as the quiet, straight-A student who can't think of a decent comeback to a bully she calls Horse Girl. When the confident new girl, Wreni, becomes her long-needed best friend, Easter lets her personality shine. The coolest guy in school takes a sudden interest.

But as tough times at school fade away, so does a happy life at home. Mom is drinking, and Easter works double-overtime to keep their secret in the tiny lakeside town.

Operation Cool derails. Fast. Can Easter discover the solution in time? Or will seventh grade be her worst year yet?



2 Write a short review of your favourite book. Use the prompts below to help you.

- 1 What is the book about?
- 2 What is special about the main character?
- 3 Where does the action take place?
- 4 What is the plot about?
- 5 How does the book end?
- 6 I like the book because ...

HOW TO WRITE A BOOK REVIEW

- 1 Find information about your chosen book on the Internet.
- 2 Write notes on the topics the book covers. Transfer your notes into sentences under each topic.
- 3 Organise your ideas into paragraphs.
- 4 The last paragraph should contain your opinion.

TIP

TITLE: ...
AUTHOR: ...
PLOT: First, ...
Then ...
In the end, ...



1 Complete the sentences with the words from the box.

- 1 The last ... of the book was really exciting.
- 2 Although the book was written for children, it is ... for adults as well.
- 3 The ... is a happy one because the hero wins.
- 4 A picture of the author is on the
- 5 The ... in the story are very amusing.
- 6 The ... is a galaxy.
- 7 The ... of the book is Douglas Adams.
- 8 The ... of the second novel is *The Restaurant at the End of the Universe*.

ending,
cover,
characters,
setting,
author,
title,
part,
interesting

2 Fill in *who*, *which*, *where* or *whose*.

- a Clowns ... are really funny are hard to find.
- b The mountains, ... we have a cabin, are covered in snow.
- c The ring I gave her, ... cost a lot of money, was taken by our dog last night.
- d Robert, ... house has been on sale for a year, wants to travel to India.
- e Reading rooms ... are equipped with computers give you the opportunity to work online.

3 Combine two sentences. Use the second one as a relative clause.

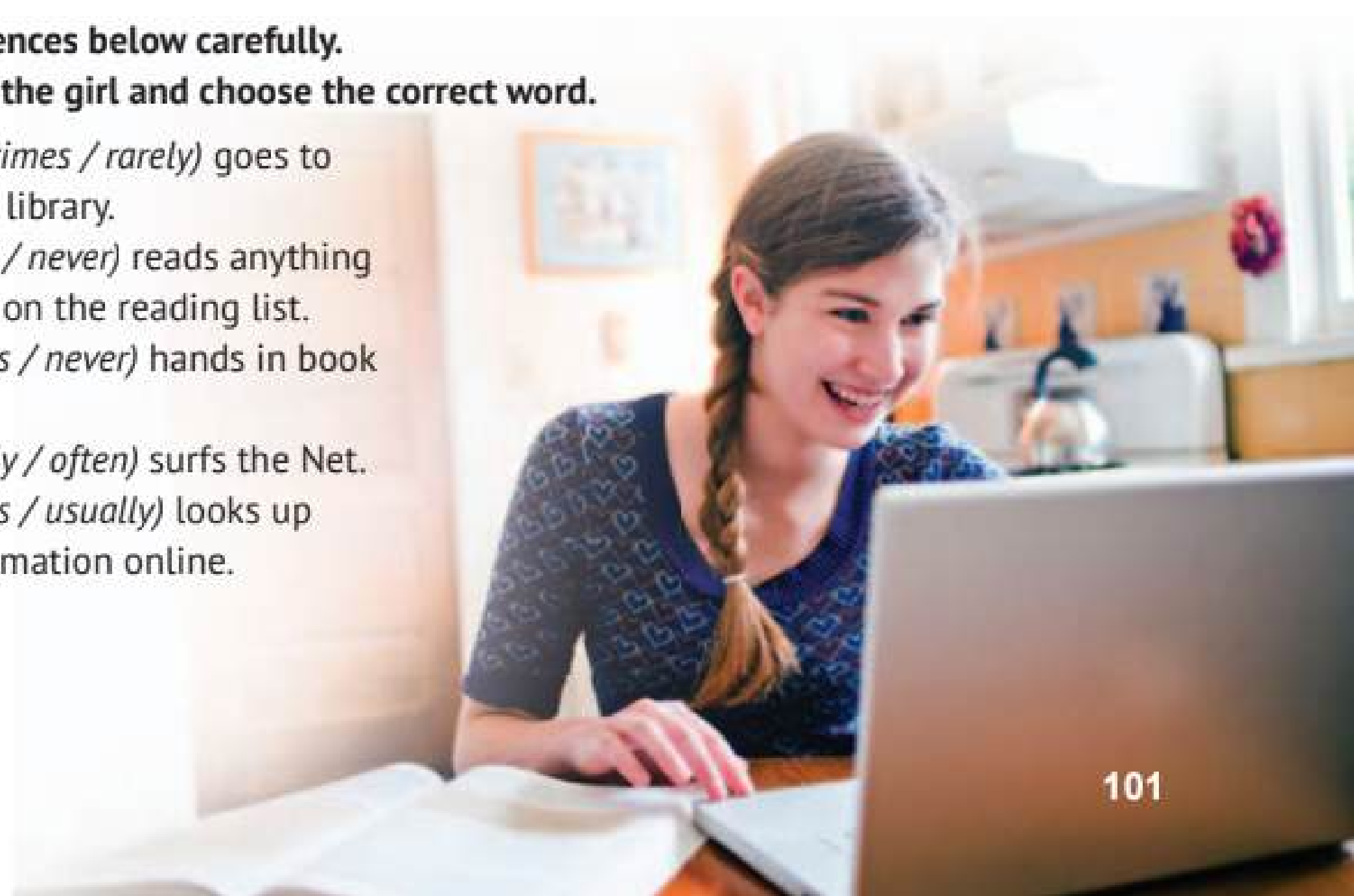
- 1 We are studying some new grammar. It deals with relative clauses.
- 2 I saw the man. He closed the door.
- 3 She usually prefers true-to-life stories. They tell us about real-life situations.
- 4 I enjoy discussing books with my friends. They give me them.
- 5 He thanked the librarian. She offered him good advice.
- 6 I am making a sentence. It has to contain a relative clause.



4 Read the sentences below carefully.

Then listen to the girl and choose the correct word.

- 1 She (*sometimes / rarely*) goes to the school library.
- 2 She (*rarely / never*) reads anything that is not on the reading list.
- 3 She (*always / never*) hands in book reports.
- 4 She (*usually / often*) surfs the Net.
- 5 She (*always / usually*) looks up some information online.



Look Back

5 Read the blurbs and match them to the book covers.



1

a sci-fi novel
(*Children of Time* by
Adrian Tchaikovsky)



2

a romance novel
(*Rehearsal:
A Different Drummer*
by L.K. Hunsaker)



3

a crime novel
(*The Pyramid
of Mud* by Andrea
Camilleri)



4

a young adult historical
novel (*The Book Thief*
by Markus Zusak)

a

The investigation is slow, but when Inspector Montalbano realises that every clue is leading to the same place, the case begins to pick up pace.

c

When Duncan moves into Evan's world, things change not only within the band, but within Susie and Evan's relationship. The three friends find themselves struggling with love, loss and secret passions.

b

Liesel's life is changed when she picks up a single object, partially hidden in the snow. So begins a love affair with books and words. Soon she is stealing books from Nazi book-burnings.

d

The last remnants of the human race left a dying Earth, desperate to find a new home among the stars. Following in the footsteps of their ancestors, they discover the greatest treasure of the past age – a world terraformed and prepared for human life.



6 Work in pairs. Ask and answer.

What are you reading now?

- 1 Who wrote the book and when?
- 2 How many pages are there in the book?
- 3 Who are the characters in the story?
- 4 How old are they?
- 5 Do you like them?
- 6 Why do/don't you like this book?

7 Describe a book as an edition.

a) Take any book you like. Examine its cover, the title page and the table of contents.

Say what information they tell you:

- the author of the book
- the year it was published
- the publisher
- the topics the book covers

b) Give your opinion if this information is valuable to the reader.

8 Work in groups. Read and discuss the question.

An electronic book is an alternative way of reading. There is no paper, there are no bookshelves, you just press buttons when you want to read a new page or another edition. Science fiction? No, this is reality. Look at the photo. Which one do you prefer: an e-book or a print book? Why?



9 Role-play the situations. a) Work in pairs.



A, you have read a fascinating book which you borrowed from the library. On the way to the library to return the book you meet your friend who gets interested in the book. Share your impressions of the book and invite him/her to go to the library with you and get this book.

B, express your interest in the book. Accept your friend's invitation gladly.

YOU MAY USE THE FOLLOWING:

- funny
- amusing
- exciting adventure
- emotional nature
- to have fun
- full of love/sorrow
- to improve human nature
- to be able to love and hate
- good and bad
- to be friendly
- rich imagination
- to develop somebody's mind
- to bring up feelings and emotions

b) Work in a group of three.

A, B, you and your friend come to the library to get something interesting. You cannot choose a book and you ask the librarian to help you. After he/she has brought you some books, discuss which one to choose with your friend.

C, you are the librarian. You bring **students A, B** some books and say a few words about them.

Look Back



10

Find several blurbs for 3-4 books on the Internet.

Decide which blurb attracts you to each book the most. Explain your choice.

11

a) Read and name the kind of writing below.

PURPOSE

The goal of this report is to bring forward the information about the reading habits of young people. The results of the survey are presented below.

RESULTS

90 per cent of the interviewees say that they read frequently. Out of them, 40% read one book monthly, another 40% read two books monthly and the rest (20%) read more than two books in a month.

60% of the frequent readers have mentioned that they read only certain genres. The most popular genre is thriller (35%). Authors mostly read are S. King and D. Koontz. 20% read horror and the same percentage reads science fiction. 10% of the genre readers say that they are trying to finish all the classic authors like Zola, Dreiser and such. 10% prefer love stories and five per cent read modern fiction. 40% consider themselves not limited by a genre at all. It is interesting that most of the readers from this group read more than two books in a month.

CONCLUSION

All in all, the research shows that quite a large number of young people today read frequently. To conclude, I would say that in spite of¹ the growth of technology, books have nothing to fear.

b) Read again, then ask and answer the questions in pairs.

- 1 What is this report based on?
- 2 What is the first paragraph 'Purpose' about?
- 3 How many paragraphs does the body consist of?
- 4 In what ways are the results presented?
- 5 What is the last part of the document like?

Useful Language

PERCENTAGES (11 per cent, one in four, eight out of ten ...)

PROPORTIONS (the majority, a large/small number of, a high proportion of ...)

GENERALISATIONS (This shows/suggests/indicates that ...
In general/Generally speaking, ...)

TIP

A SURVEY REPORT

presents information collected from a survey.

It consists of: an introductory paragraph, body paragraphs (2-3) and a concluding paragraph which summarises already presented points and includes personal attitude and/or recommendations.

¹in spite of – незважаючи на

12 Do your project.

OUR READING PREFERENCES

- 1 Make up a questionnaire to interview your classmates about their reading preferences. Use the example below. Think of some other questions to ask.
 - 1 Why do you read?
 - a for information
 - b for fun
 - c to while away the time
 - 2 What kinds of books do you like to read?
 - a fiction
 - b non-fiction
 - c memoirs
 - d detective stories
 - e science fiction
 - f biographies
 - g historical novels
 - h adventure stories
 - 3 Do you think you can do without any library at all?
 - a I can. I've got a lot of books at home.
 - b I can't. My home library is not very rich in books.
 - 4 Where do you get books?
 - a from the school library
 - b from the district library
 - c from a bookshop
 - d from an online library
- 2 Work in groups of four. Discuss the students' reading preferences and the reasons for the popularity of their favourite books.
- 3 Make a report on your survey.
- 4 Present the results in class.



1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but have some questions.
 ☹️ – I do not understand it.

	😊😊	😊	😊	☹️
Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

- ☐ name and discuss different genres of books
- ☐ express my attitude to reading
- ☐ tell others about the ways I choose books
- ☐ talk to a librarian
- ☐ interview my mates about their reading preferences
- ☐ use defining and non-defining relative clauses
- ☐ create a blurb
- ☐ write a short book review

DIFFERENT CHOICES, DIFFERENT LIVES

Lead-in:

- How long do you usually sleep?
- Do you always have breakfast in the morning?
- Do you like doing sport?
- Where do you like to go on your days off and why?

WHAT'S IN THIS UNIT?

LANGUAGE

- different lifestyles
- healthy and unhealthy habits
- daily routine and everyday activities
- free-time activities
- First Conditional
- 'Used to', 'Be used to'

SKILLS

- describing different lifestyles
- discussing healthy and unhealthy habits
- telling others about your daily routine
- talking about free-time activities
- writing about your dream lifestyle

A lifestyle is a way of thinking, doing and living in general. Thus, it includes our opinions and attitudes towards different things as well as our daily routine. There are different lifestyles today. Here are a few most popular ones.

DIFFERENT WAYS

ACTIVE LIFESTYLE

It includes a lot of exercising, socialising and doing things that you love. People who lead this lifestyle are full of energy, they have a lot of friends and hobbies. They may also travel a lot. Those people hate being alone or having nothing to do.



HEALTHY LIFESTYLE

It has a lot in common with an active lifestyle. However, people who live this way try to keep the balance between 'moving' and 'sitting.' They do regular exercise and work a lot, but they also have enough time to relax. They go to bed on time and follow a diet, too.



- 1** a) Listen and repeat the words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

- b) Complete the sentences with the words from the box.

- 1 My ... is very fast and active.
- 2 A healthy lifestyle ... healthy habits.
- 3 Many ... lead a digital lifestyle.
- 4 We need to ... to make friends.
- 5 Sam thinks that ... life is boring.
- 6 Emma always has a very strict ...
- 7 ... your studies and you will pass it.
- 8 Big city life is usually challenging and ...
- 9 Zed hates ... life. It is too fast and hard.



WORDS FOR YOU

daily routine [ˌdeɪli ruːˈtiːn]
folk [fəʊk]
lifestyle [ˈlaɪfstɑɪl]
to focus (on) [ˈfəʊkəs]
to involve [ɪnˈvɒlv]
to socialise [ˈsəʊʃəlaɪz]
fast-paced [ˌfɑːst ˈpeɪst]
rural [ˈrʊərəl]
urban [ˈɜːbən]


 I SEARCH

search

OF LIVING

RURAL LIFESTYLE

It involves living in the countryside, closer to nature. People with this lifestyle prefer having some peace and quiet. They usually get up early, do loads of farm work and housework. Their eating habits differ, but most of those folks like home-cooked meals.



URBAN LIFESTYLE

It is a fast-paced life in a city which is often hard but at the same time exciting. People who enjoy challenges and are focused on their career/studies lead an urban lifestyle. They do not always get enough sleep or eat healthy food because they are often very busy.

DIGITAL LIFESTYLE

Today many of us have this lifestyle: we spend a lot of time on gadgets doing work and having our studies and communication online. On the one hand, it is comfortable because you can do everything in one place. On the other hand, you often do not exercise enough and eat fast food.



2 a) Listen and read, then choose *a* or *b*.

- 1 A lifestyle is ...
a) the way you live b) the way you look
- 2 An active lifestyle includes ...
a) doing a lot of things b) being in peace
- 3 People who lead a healthy lifestyle ...
a) eat fast food b) prefer healthy food
- 4 Rural life is more often about ...
a) peace and quiet b) challenges
- 5 Urban life is for those focused on ...
a) housework b) career and studies
- 6 Digital life involves doing everything ...
a) offline b) online

b) Read the blog post again and answer the questions below.

- 1 What does a lifestyle include?
- 2 What don't active people like?
- 3 What activities are included in a healthy lifestyle?
- 4 What food do people from rural areas prefer?
- 5 Why don't 'urban' people always sleep enough?
- 6 What problems does digital life involve?

COMMENTS



RICKY, 13, USA



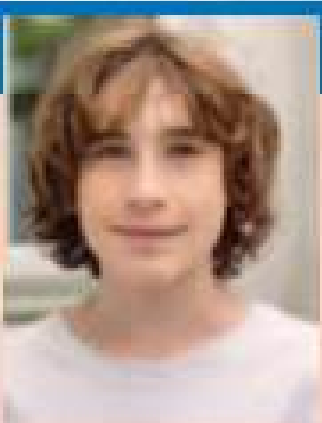
Life in a city is definitely hard but also fun. I'm not sure if I could live in the countryside.



MIKE, 14, Ireland



I lead a rural lifestyle and it is not as boring as many people think – there is always a lot of work to do.



WOLFGANG, 14, Germany



My lifestyle is quite active: I go to the gym every day and play football three times a week. However, I can't imagine living without my phone – I keep in touch with my friends that way.



AMI, 12, Japan



I like playing computer games but that doesn't mean my life is all digital. I hang out with my friends every weekend and I eat home-cooked meals.

3 Read the comments and correct the sentences below.

- 1 Ricky lives in the countryside.
- 2 Mike's life is easy and boring.
- 3 Wolfgang cannot live without his tablet.
- 4 Ami chats online with her friends every weekend.



4 Answer the questions below.

- 1 What lifestyle do you have?
- 2 What do you do every day/week?
- 3 Do you like the way you live? Why (not)?



5 Surf the Net for a different kind of lifestyle. Tell the class about it. Include:

- its name
- the habits it involves
- its positive sides
- its negative sides
- who leads this lifestyle

1 a) Look at the pictures and match them to the phrases.

☐ follow a diet

☐ go to bed late

☐ eat junk food

☐ stay calm

☐ do exercise

☐ overwork

☐ smoke

☐ spend a lot of time on gadgets

☐ drink enough water

☐ get enough sleep



b) Sort out the habits from a) into *Healthy* and *Unhealthy*.
Add any other (un)healthy habits that you know.

HEALTHY HABITS	UNHEALTHY HABITS

2 Say what unhealthy habits may lead us to, as in the example.

If you eat junk food, you may put on weight.



3 Tell the class which habits from task 1 you have.

Example: I follow a diet and eat a lot of fruit and vegetables.

1 Listen and repeat the words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

2 Answer the questions:

- Why is it important to lead a healthy lifestyle?
- What do we do to keep healthy?

3 Listen and read the article. Then say if the statements after it (1-8) are true or false. Correct the false ones.

WORDS FOR YOU

digestive system

[daɪ'dʒestɪv sɪstəm]

hormone ['hɔ:məʊn]

melatonin [ˌmelə'təʊnɪn]

nutrient ['nju:triənt]

to overcome [ˌəʊvə'kʌm]

to produce [prə'dju:s]

overweight [ˌəʊvə'weɪt]

productive [prə'dʌktɪv]

therefore ['ðeəfɔ:(r)]

6 KEYS TO A LONGER AND HAPPIER LIFE



Many people today do not always have a healthy lifestyle – they spend a lot of time on their devices, do not exercise enough, smoke or drink alcohol and eat junk food. As a result, they may have little real communication, gain weight, become ill and die at a rather young age. How can we overcome bad habits? First of all, remember: **where there's a will, there's a way.**

1 GET ENOUGH SLEEP.

It is important to go to bed early because our body starts to produce melatonin, the 'sleep' hormone, when it gets dark outside. Its level is the highest at around 2 am. Sleeping well

helps us stay young and healthy and have enough energy.

2 ARRANGE YOUR TIME PROPERLY

so that you can keep the balance between work and

relaxation. On the one

hand, overwork can result in stress. You may become less productive and even aggressive. On the other hand, having too much free time often leads to laziness and, therefore, lack of any development.

3 ANALYSE WHAT AND HOW MUCH YOU EAT.

If you have big meals and eat fast food, it's likely you will have problems with your digestive system and be overweight. However, if your food isn't healthy enough, you will get no nutrients and energy.



4 **LIMIT THE USE OF GADGETS AND HANG OUT WITH YOUR FRIENDS MORE.**
A lot of us chat and play online. Do not forget about the real world and spend time with each other. Virtual communication cannot transfer as much feelings as the live one. Plus, we become less physically active.



5 **DO EXERCISE EVERY MORNING AND WALK AS MUCH AS POSSIBLE.**
That way you will be fit, get enough fresh air, look and feel well, too!

6 **BE ACTIVE.**
It is necessary to have some fun physically – do sport with your friends, go to the gym, cycle, travel on foot, go hiking and so on. Active people are full of life and positive energy. Therefore, they are fun to spend time with.



- 1 Many people today have unhealthy habits.
- 2 Our body produces melatonin from 9 pm to midnight only.
- 3 Overwork makes you lazy.
- 4 If you eat a lot of fast food, you may put on weight.
- 5 All of us spend our free time online.
- 6 Live communication transfers feelings better.
- 7 If you exercise every morning, you will be tired.
- 8 You need to stay physically active to be full of life.

4 Read the article again and finish the sentences below.

- 1 If someone does not lead a healthy lifestyle, they ...
- 2 Melatonin is necessary for us because ...
- 3 It is important to have a proper timetable to ...
- 4 If you do not do a certain amount of work, you ...
- 5 People have no energy when ...
- 6 Always remember to ...
- 7 Regular exercise and being outside help us ...
- 8 Activities that help us keep fit include playing ...



5 Think and discuss the questions in pairs.

- What does 'Where there's a will, there's a way.' mean?
- Is it hard to lead a healthy lifestyle today? Why (not)?

FIRST CONDITIONAL

For exercises 1-4 see *Grammar Focus* on page 173.

1 Match to make sentences.

- | | |
|-------------------------|------------------------------------|
| 1 If I am late, | a ... if there is some time. |
| 2 If Greg comes, | b ... if you don't do this. |
| 3 If they finish early, | c ... I will get into trouble. |
| 4 You will get hungry | d ... they will go home. |
| 5 Sasha won't be angry | e ... he will be happy to see you. |
| 6 We will take a break | f ... if you don't have lunch. |

2 Choose the correct variant.

- Rick *be/will be* thirsty if he doesn't drink anything.
- If you *don't/won't* call Jim, he won't come here.
- We *turn/will turn* on the lights if it gets dark.
- If Christina doesn't study, she *doesn't/won't* pass.
- If they *complete/will complete* the task, they will relax.
- You will be very tired if you *don't/won't* sleep well.

3 Put the verbs in brackets into the Present Simple or the Future Simple.

- | | |
|--|---|
| 1 If we (<i>be</i>) ... tired, we will go to sleep. | 7 If I (<i>have</i>) ... work, I (<i>come</i>) ... later. |
| 2 If Jean (<i>like</i>) ... the book, she will buy it. | 8 If Ann (<i>find</i>) ... it, she (<i>be</i>) ... happy. |
| 3 If the computer is on, it (<i>make</i>) ... a noise. | 9 You (<i>not be</i>) ... late if you (<i>leave</i>) ... early. |
| 4 I (<i>get</i>) ... bored if there is nothing to do. | 10 They (<i>not do</i>) ... it if you (<i>not ask</i>) ... them. |
| 5 Ed will change his mind if he (<i>see</i>) ... this. | 11 Jay (<i>not like</i>) ... that if it (<i>not work</i>) ... well. |
| 6 We will do this if Pam and Ben (<i>agree</i>) ... | 12 If my phone (<i>die</i>) ..., I (<i>not call</i>) ... Jim. |



4 a) Complete the sentences with your own ideas.

- If I finish my homework early, ...
- If I don't go to bed late, ...
- ... if you call me tonight.
- ... if my parents are at home.

b) Answer the questions, as in the example.

Example: What will you do if it gets hot? *If it gets hot, I will put on my T-shirt.*

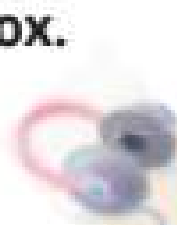
- What will you do if you are late for the bus?
- What will your teacher do if you don't do your homework?
- What will happen if your friends don't come to see you?
- What will happen if your computer turns off suddenly?



1 a) Listen and repeat the words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

b) Complete the sentences with the words from the box.

- 1 They will ... if they hear that noise again.
- 2 Fred is my ... He lives next door.
- 3 Helen looks a little bit ... today.
- 4 Wear your blue ... to school.
- 5 You are such a ...!



WORDS FOR YOU

cardigan ['kɑ:dɪgən]

neighbour ['neɪbə(r)]

sleepyhead ['sli:pihed]

pale [peɪl]

● to go crazy (about smth)



2 Answer the questions below.

- When do you usually wake up?
- What do you wear to school?
- What do you do after school?
- What do you have for dinner?



3 a) Listen to a voice message from Amy's mum and say if the sentences below are true or false.

- 1 Amy is never late for school.
- 2 It is chilly outside.
- 3 Amy has an English test tomorrow.
- 4 She spends a lot of time in front of her phone.
- 5 Amy looks pale these days.
- 6 She has to eat some vegetables.
- 7 Amy plays the piano early in the morning.
- 8 Her mother has to work late again.



b) Listen again and answer the questions below.

- 1 Why does Amy's mum ask her to put on a jacket?
- 2 Which clothes suit Amy perfectly?
- 3 Why shouldn't Amy spend too much time in front of her computer?
- 4 What should Amy do instead?
- 5 Why doesn't Amy look well?
- 6 Where is dinner?
- 7 Why are the neighbours angry?
- 8 What did Amy want?



4 Have your parents ever left you any notes, messages or voice messages before school? What did they say?

EVERYDAY ACTIVITIES

- 1** Look at the pictures below. What are these activities? When do you do them?
Answer, as in the example: *I brush my teeth in the morning.*



- 2** Listen to Eric and put the sentences into the correct order. Listen again to check.

- | | |
|---|--|
| <input type="checkbox"/> Eric goes to bed. | <input type="checkbox"/> He plays football. |
| <input type="checkbox"/> He has breakfast. | <input type="checkbox"/> He watches a film or some videos. |
| <input type="checkbox"/> He goes to school. | <input type="checkbox"/> He has a shower. |
| <input type="checkbox"/> He has lunch. | <input type="checkbox"/> He does his homework. |
| <input type="checkbox"/> He eats dinner. | <input type="checkbox"/> Eric wakes up at 6 am. |



- 3** Work in pairs. Tell your partner about your daily routine. Use the phrases:
First, then, after that, in the end/finally.



- 4** Listen to Mia and choose the correct variant. Listen again to check.

- Mia's weekends are *the same as/different from* her school days.
- She wakes up *earlier/later* on Saturdays and Sundays.
- She *skips/doesn't skip* her jogging practice at the weekend.
- She cleans the house with her mum on *Fridays/Saturdays*.
- She hangs out with her friends in the *park/mall*.
- They play *tennis/baseball* together.
- She reads *blogs/books* or watches movies in the evening.
- She *often/sometimes* has lunch with her family in a cafe on Sundays.



- 5** Work in pairs (this time with a different partner).
Tell him/her what you usually do at the weekend.

USED TO, BE USED TO

For exercises 1-4 see *Grammar Focus* on page 173.

1 Choose a or b.

- | | |
|--|--|
| 1 I ... travel a lot when I was a kid.
a) <i>used to</i> b) <i>am used to</i> | 5 Diane ... living in a big city.
a) <i>used to</i> b) <i>is used to</i> |
| 2 We ... hang out a lot in the past.
a) <i>used to</i> b) <i>were used to</i> | 6 Ed ... wear a uniform when he went to school.
a) <i>used to</i> b) <i>was used to</i> |
| 3 Charlie ... walking around a lot.
a) <i>used to</i> b) <i>isn't used to</i> | 7 You ... waking up early every morning.
a) <i>used to</i> b) <i>aren't used to</i> |
| 4 My friends and I ... play baseball.
a) <i>used to</i> b) <i>are used to</i> | 8 I ... going jogging in the evening.
a) <i>used to</i> b) <i>am used to</i> |

2 Remake the sentences, using *used to* or *didn't use to*, as in the example.

Example: I played basketball last year, but I play football now. — *I used to play basketball.*

- I lived in London in the past, but I live in Oxford now.
- Luke didn't eat healthy food a year ago, but he does now.
- You didn't cycle two months ago, but you do now.
- We went to the gym last year, but we don't now.
- Lilly didn't play sports in the past, but she does now.
- Wendy and Jack skated a long time ago, but they ski now.

3 Complete the sentences, as in the example.

Example: I live in a city. I *am used to* hearing all that noise. (*hear*)

- Bob is very fit. He ... sport every day. (*do*)
- Ricky looks tired. She ... so much. (*not work*)
- You are lucky! You ... every weekend. (*travel*)
- Ed and Vic eat at home. They ... every day. (*cook*)
- I usually stay in town. I ... in the countryside. (*not live*)
- We don't have a pet. We ... a dog every evening. (*not walk*)



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

- Did you use to wear glasses?
- Did you use to wear long hair?
- When did you use to come home from school in year one?
- What books did you use to read when you were eight?
- Where did you use to live before moving here?
- Did you use to play dolls/cars when you were a little child?

1 Listen and read, then discuss what's the matter in class.



Teacher: What's wrong, Alison?

Alison: I have a headache.

T: Did you have anything to eat before school?

A: I overslept and had no time for breakfast. I watched a late movie on TV last night.

T: You should eat something in the morning and you shouldn't stay up so late on a school night.

A: I know, I know, but my headache is getting worse.

T: Why don't you go to the canteen and have something to eat?

A: I can't, really. I think I have a temperature, too.

T: Well, you'd better call your parents then and go home.

A: OK.

2 Listen to Ned and Luke twice and finish the sentences below.



- 1 Luke is getting ready for ...
- 2 They will swim if ...
- 3 Ned is not used to ...
- 4 He hasn't swum since ...
- 5 Luke and Rob are used to ...
- 6 They will help Ned if ...
- 7 Luke and Rob used to ...
- 8 If Ned joins them, ...



3 Work in pairs. Interview your partner about sport in his/her life. Make notes and then tell the class about him/her. Ask:

- if he/she is used to doing sport in his/her free time
- what kinds of sport he/she does and how often
- what kinds of sport he/she used to play



4 Answer the questions below.

- 1 Is it good to be active in your free time?
- 2 Will you do sport if you are free? Why (not)?

1 a) Read the blog post. Which of the things below does Veronica mention?

*Home, hobbies, books, daily routine, school subjects,
a fashionable place, food, friends, parties, clubs.*

MY DREAM LIFESTYLE

In the real world, I live with my parents in York, England. But my dream home is a big house near the beach in Hawaii. There are four bedrooms and a huge living room. My sister and I have separate rooms, and there is a large bed and a huge screen on the wall in mine. The internet connection is fast so I chat with my friends whenever I want. One of the rooms is a spa with a big pool. There is also a big veranda with a beautiful view of the ocean.

In real life, I have to wake up early and go to school at 7:30 am. However, in my dream life, I have lessons online, they start at 11 am and I do not get a lot of homework. I also love sport, so there is a tennis court not far from my dream home and a net to play volleyball. I go to the beach every day, swim in the ocean and have picnics with my family and friends once or twice a week.

b) Read the text again and find the differences between Veronica's real and dream lifestyles.

2 Write a similar blog post about your dream lifestyle. Include:

- where you want to live
- what your daily routine is like
- what your dream home is like
- what entertainment there is

Look Back

1 Put the verbs in brackets into the Present Simple or the Future Simple.

- 1 If you (*eat*) ... healthy food, you (*feel*) ... well.
- 2 Sheila (*get*) ... angry if there (*be*) ... a mess.
- 3 If it (*snow*) ... too much, I (*not go out*) ...
- 4 If the kids (*be*) ... tired, they (*take*) ... a nap.
- 5 If Ed (*not like*) ... sport, he (*not support*) ... this idea.
- 6 Greg (*tell*) ... you the news if you (*meet*) ... him.
- 7 Jack (*call*) ... Helen if he (*not see*) ... her.
- 8 We (*not do*) ... anything if you (*not want*) ... us to.
- 9 It (*be*) ... great if they (*come*) ... to the beach with me.
- 10 If Alice (*not want*) ... to do this, I (*not mind*) ...
- 11 I (*go*) ... for a walk in the park if I (*be*) ... bored.
- 12 If you (*not overwork*) ..., you (*not get*) ... a headache.

2 Fill in *used to* or *be used to*. Use *not* to make negative sentences when required.

Example: Anna / a sore throat / for a week

- 1 I ... waking up early, so it is okay.
- 2 Bill (*not*) ... being alone for so long.
- 3 It ... rain a lot in my town last year.
- 4 My friends ... waiting for me after work.
- 5 I (*not*) ... eat home-made meals in the past.
- 6 Tiffany (*not*) ... drinking so much water.
- 7 It is great that you ... cooking every day.
- 8 We ... play tennis, but we play badminton now.
- 9 Jim (*not*) ... be overweight when he was a kid.
- 10 Phil and Pam ... travelling abroad every year.
- 11 Lilly (*not*) ... like jogging, but she does now.
- 12 It (*not*) ... be so hard to contact others then.

3 a) Complete the sentences with the words from the box.

cardigan, daily routine, nutrients, neighbours, to socialise, to overcome, fast-paced, rural

- 1 My ... has been the same since school started.
- 2 There are many ... in fruit and vegetables.
- 3 A ... way of life is so full of challenges.
- 4 Put on your ... because it's chilly today.
- 5 We are all used to a ... lifestyle now.
- 6 Jason and Christine are our ...
- 7 William has to ... his bad habits.
- 8 I enjoy ... with new people.

b) Make your own sentences with the words from the box below.

lifestyle, digestive system, melatonin, to go crazy, to involve, overweight, pale, urban

4 a) Name the opposite habits/states.

- | | |
|------------------|----------------------------------|
| 1 go to bed late | 4 overwork |
| 2 eat junk food | 5 be stressed |
| 3 smoke | 6 spend a lot of time on gadgets |

**b) In pairs, play a game. Make a list of healthy habits. Share it with the class.
The pair with the longest list wins.**

5 a) Look at the pictures and name the activities, as in the example.

1 – *brush your teeth*



1



2



3



4



5



6



7



8

b) Name some other everyday activities that you can remember.

6 In pairs, discuss the questions below. Make notes. Share your thoughts with the class.

- What is an athlete's life like? Is it hard/easy? Why?
- What is their timetable?
- What habits may they have?
- Do you want to become a professional athlete? Why (not)?



Look Back

7 a) Read the article and say if the sentences below (1-8) are true or false.



LIFE OF A CELEBRITY¹

Being a celebrity is not easy – there is always a lot of work to do and you need to have a strict daily routine. Take Rihanna, for example. She is a world-famous Barbadian singer. Her music career has been a huge success, and one of her secrets is her clear timetable.

She wakes up at 7 and has a high-protein breakfast. Then she goes out and jogs. When Rihanna comes back home, she has a shower and goes to her studio. She practises performing her songs and dances there and then has a lunch break. Of course, Rihanna follows a healthy diet, but sometimes she eats sweets. However, she goes to the gym 4-5 times a week. That is why she doesn't gain weight. After work, she tries to spend some time with her family and friends, but it is not easy since she is often very busy. Rihanna has some fish and salad for dinner at 6 pm. After that, she watches her favourite shows and films and goes to bed at around midnight.

Rihanna is a world-known singer, so she travels a lot and gives many concerts. However, she always tries to keep up with her daily routine no matter where she is.

- | | |
|------------------------------|--|
| 1 Being a celebrity is hard. | 5 Rihanna eats sweets regularly. |
| 2 Rihanna wakes up at 8 am. | 6 She goes to the gym 3-4 times a week. |
| 3 She jogs inside. | 7 She has fish and salad in the evening. |
| 4 She works in a studio. | 8 Rihanna goes to bed at 12. |

b) Read again and answer the questions.

- | | |
|--|--|
| 1 What is Rihanna's secret to a successful career? | 5 Why is it hard for her to keep in touch with her family and friends? |
| 2 What is her breakfast like? | 6 What are her plans after work? |
| 3 What does she do after jogging? | 7 Which Rihanna's habits are healthy? |
| 4 Why doesn't Rihanna gain weight? | 8 Which ones are unhealthy? |



8 Work in pairs. Choose another famous singer/dancer/actor/athlete and make a digital presentation about his/her lifestyle. Mention:

- | | |
|---------------------------------------|---|
| ● who he/she is | ● his/her habits |
| ● his/her timetable and daily routine | ● your attitude towards his/her lifestyle |

¹a celebrity [sə'lebrəti] – знаменитість

9 Ask your friend and report back to the class.

- 1 Do you usually go to bed late?
- 2 Is it hard for you to get out of bed in the morning?
- 3 Do you use social networks or watch TV late at night?
- 4 Are you often in a bad mood in the morning?
- 5 Do you think your classes start too early in the morning?
- 6 What would be a good time for you to start school? Why?

10 Agree or disagree with the statements below.

Discuss them with your partner. Give examples to illustrate your opinion.

- 1 Teenagers eat too many unhealthy snacks.
- 2 Parents are to blame when children eat too much fast food.
- 3 A lot of people eat their dinner and watch TV at the same time.
- 4 Not many people sit down together and eat as a family.
- 5 Cooking could be one of the school subjects.

11 Work in pairs. Think about a healthy lifestyle. Note the points that are important to live a healthy, happy and long life. Make a list of 'The Rules of a Healthy Lifestyle' and present it in class.

12 Do your project.

My class survey: HEALTHY EATERS

- 1 Prepare a questionnaire. You are going to find out what students in your class usually eat during the day. You might use these questions:
 - a What do you have for breakfast?
 - b What kind of food do you eat at lunchtime?
 - c Do you have any snacks during the day?
- 2 Interview *your classmates to find out if they are healthy eaters.*
- 3 Present your results in the form of a digital presentation.

	Oksana	Victor
What do you have for breakfast?	tea	hot chocolate
What does your usual lunch consist of?	toast	a sandwich

1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- I understand it and can help my partner.
 – I understand it and can do it by myself.
 – I understand it but have some questions.
 – I do not understand it.

Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

- ☐ describe different lifestyles
- ☐ discuss healthy and unhealthy habits
- ☐ talk about my daily routine
- ☐ tell others about activities in my free time
- ☐ use the First Conditional
- ☐ use 'used to' and 'be used to'
- ☐ write a blog about my dream lifestyle

UNIT 7

UKRAINE PROFILE

Lead-in:

- Where is Ukraine situated?
- What is the capital of Ukraine?
- How many regions are there in Ukraine?
- What famous Ukrainians do you know?



WHAT'S IN THIS UNIT?

LANGUAGE

- geographical names
- climate types
- national symbols
- nationalities
- Passive Voice
(Future Simple,
Present Perfect)

SKILLS

- understanding associations with a country
- describing the geographical position of Ukraine
- interviewing about the weather and climate
- giving advice to travellers
- presenting Ukraine to foreigners
- creating a quiz about Ukraine
- writing a short article about your country

WHAT'S SO SPECIAL



Since time out of mind, Ukraine has been famous for its golden wheat fields. Ukraine is often called the breadbasket of Europe. Indeed, it has always shared its bread with other nations.

But its generous land and the wealth gathered on it by its hard-working people at all times tempt invaders. Unfortunately, the

- 1 Listen and repeat the words in the *Words for You* box.
- 2 Listen and read the article and guess the meanings of the new words. Then check yourself in the *Vocabulary List*.
- 3 Choose *a*, *b* or *c* to complete the sentences.
 - 1 Language is an important indicator of national ...
a) custom b) identity c) country
 - 2 The ... lake is the visiting card of this city.
a) hospitable b) soulful c) picturesque
 - 3 The brave Cossacks defended their land from ...
a) invaders b) other nations c) Europe
 - 4 ... Ukrainians have a tradition of welcoming their dear guests with bread and salt.
a) Numerous b) Hospitable c) Picturesque
 - 5 A heroic ... of the Ukrainians for freedom and independence will always be in their children's memories.
a) dignity b) region c) struggle

WORDS FOR YOU

dignity ['dɪɡnəti]
 freedom ['friːdəm]
 identity [aɪ'dentəti]
 invader [ɪn'veɪdə(r)]
 pearl [pɜːl]
 struggle ['strʌɡl]
 wheat [wi:t]
 to struggle ['strʌɡl]
 to tempt [tempt]
 evil ['iːvl]
 hospitable [hə'spɪtəbl]
 industrial [ɪn'dʌstriəl]
 picturesque [ˌpɪktʃə'resk]
 soulful ['səʊlfɪl]



ABOUT UKRAINE?

history of Ukraine is that of a life-and-death struggle for freedom and independence. Every inch of its soil is sprinkled with the blood of many generations. And yet, for all the evil storms, the Ukrainian nation did not fall to its knees or disappear from the face of the earth. It has preserved its national identity and dignity. Today, it is struggling for the right to build and develop its own state and strengthen its good relations with other nations.

Go to Ukraine's most picturesque places, meet its people. Visit Lviv, the cultural centre of Halychyna; the national capital Kyiv with its historical past; Chernihiv with its numerous old landmarks; Kharkiv, the centre of the country's indus-

trial regions; Dnipro and Zaporizhzhia with their Cossack traditions; and Odesa, the pearl with a rich character. Discover Crimea with its world-famous health resorts. Wherever you may go, you will see that each of these cities and regions has an identity of its own, complete with a history full of interesting detail.

According to an ancient custom, you will be given the traditional Ukrainian bread and salt welcome. You will find that at the hospitable Ukrainian table, ideas and thoughts are exchanged as easily as toasts. Open your heart to soulful Ukrainian songs and, the mood being right, try yourself at the hopak dance...

And memories of this wonderful land and its people will live in your heart for a long time – maybe even forever.

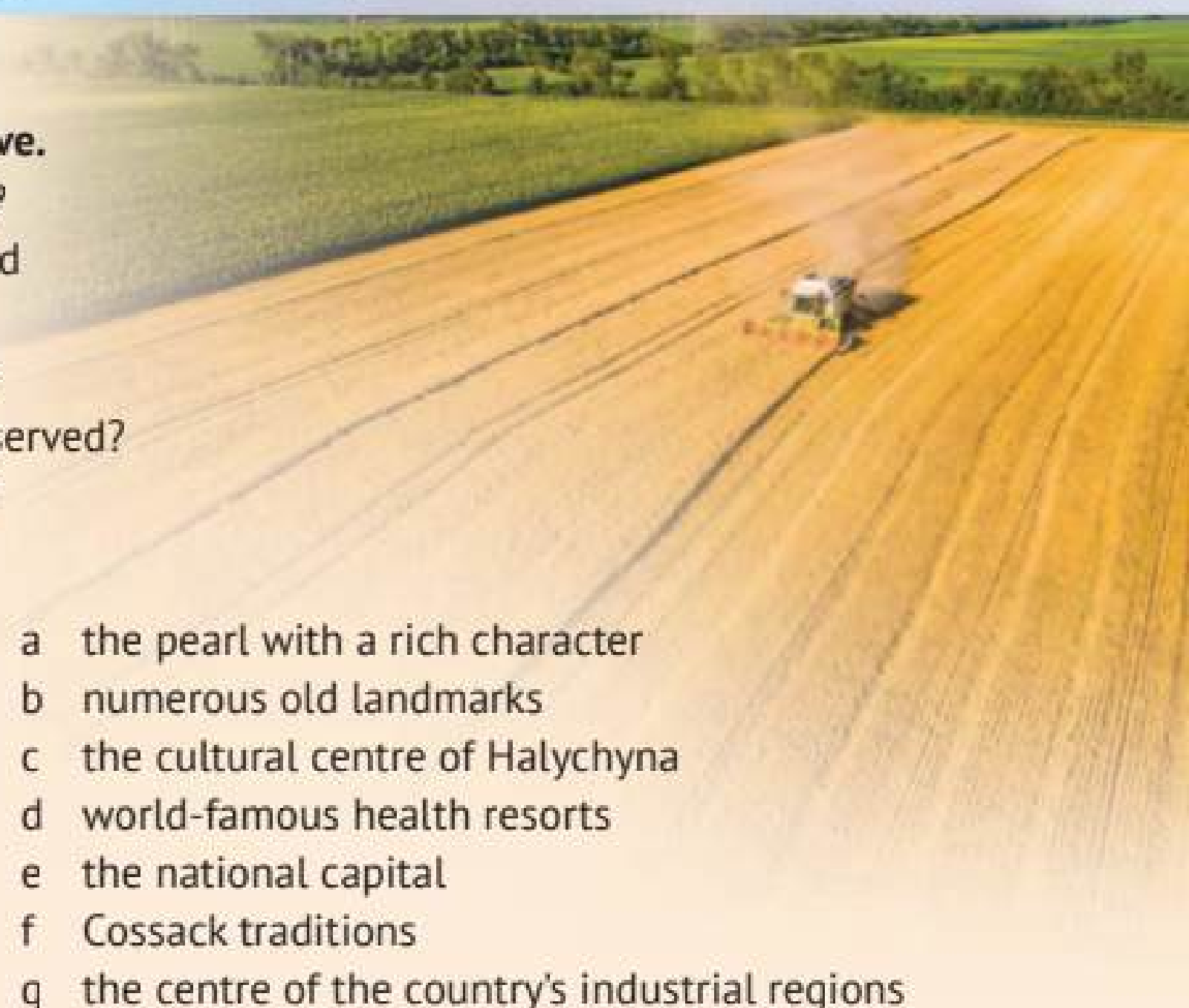
4 In pairs, ask and answer.

Find the information in the article above.

- 1 What has Ukraine been famous for?
- 2 Whom does Ukraine's generous land tempt at all times?
- 3 What is the history of Ukraine like?
- 4 What has the Ukrainian nation preserved?
- 5 What is Ukraine fighting for today?

5 Match according to the article.

- | | |
|--|--|
| <input type="checkbox"/> Kyiv | a the pearl with a rich character |
| <input type="checkbox"/> Lviv | b numerous old landmarks |
| <input type="checkbox"/> Chernihiv | c the cultural centre of Halychyna |
| <input type="checkbox"/> Dnipro and Zaporizhzhia | d world-famous health resorts |
| <input type="checkbox"/> Odesa | e the national capital |
| <input type="checkbox"/> Kharkiv | f Cossack traditions |
| <input type="checkbox"/> Crimea | g the centre of the country's industrial regions |



GoCamp volunteers who come to Ukraine from around the world have very different associations with the country – from lovely to completely unexpected. For example, 'Ukraine is the breadbasket of Europe'; 'Ukraine is a place where people care about nature'; 'In Ukraine it is always cold.' or 'Ukraine is all about IT'...

LINA KUKULSKYTE, Lithuania:

A country in eastern Europe, a country of friends. We share the same history.

RACHEL MADISON, Ireland:

Brave people. The IT sector. The programmers are becoming more and more skilful. A large country.

FION EAMONN, UK:

I love the colours: blue and yellow. The Easter eggs – so bright! Slavic culture, the Orthodox Church...

AMY DE LA FUENTE, USA:

The importance of family. The people are fighting for freedom. The national anthem of true fighters.

BURAK TANTAY, Turkey:

The sky and wheat on the flag. Snow – I love it. My friends live here.

KHURRAM KAZI, Pakistan:

I am a big fan of Ukrainian borscht. On my first visit I enjoyed having it again and again.

SWINTON HUNTER, Canada:

I think about Ukraine in a positive way. And people here are so open and ready to help.



6 Imagine you work at a travel agency in Ukraine. Welcome your foreign guests and finish the following sentences according to the article (pp. 127-128).

- | | |
|---|---|
| 1 Go to Ukraine's most ... | 4 At the hospitable Ukrainian table, ... |
| 2 Each of these Ukrainian cities and regions has ... | 5 Open your heart to ... |
| 3 There is an ancient custom of welcoming guests with ... | 6 Memories of this wonderful land and its people will ... |

7 In groups, discuss the following.

- The best way to make it clear what foreigners think about Ukraine is to look from the other side. Do you agree?



8 Find another 3-4 interesting opinions of Ukraine and its people. Make notes and report to the class.

1 Brainstorm words that are associated with the word 'Ukraine'.



2 Listen and read the words.

square [skweə(r)]
kilometre [kɪ'lɒmɪtə(r)]
Belarus [ˌbelə'ruːs]
Hungary ['hʌŋgəri]
Moldova [mɒl'dəʊvə]
Poland ['pəʊlənd]
Romania [ru'meɪniə]

Russia ['rʌʃə]
Slovakia [slə'vækiə]
the Dnipro ['dni:prəʊ]
the Dnister ['dni:stə(r)]
the Buh [boh]
the Donets ['dɒnets]
Bulgarian [bʌl'gɛəriən]

Jew [dʒuː]
Pole [pəʊl]
Tatar ['tætɑ:(r)]
the Carpathian [kɑ:'peɪθiən]
Mountains
the Crimean [kraɪ'mi:ən]
Mountains



3 Listen and read the sentences. Guess the meanings of the words in bold.

an area ['eəriə] The total area of the United Kingdom of Great Britain and Northern Ireland is over 94 000 square miles. The Rocky Mountains area is very large.

a border, to border ['bɔ:də(r)] We put up our tent on the border of a lake. Ukraine borders many countries. We crossed the border between France and Germany.

to occupy ['ɒkjupaɪ] This place is not occupied. Cold and white ice occupy the north of Canada. The desert occupies a large part of Africa.

to stretch [stretʃ] The territory of the country stretches for a very long distance. A beautiful beach of the Black Sea stretches for many kilometres.

mountainous ['maʊntənəs] A territory with a lot of mountains is usually called mountainous. Mountainous areas occupy the western part of the USA.

population [ˌpɒpjʊ'leɪʃn] The people of a certain country are called its population.

to inhabit [ɪn'hæbɪt] We live in this town and in the language of geography it means we inhabit this town. If people live in Ukraine, it means they inhabit Ukraine.

4 Complete the text with the words from the box.

Ukraine is one of the largest countries in eastern Europe. It covers an ... of 603 700 ... kilometres. Its territory ... for 893 kilometres from the north to the south and for 1316 ... from the east to the west. Ukraine is ... by Moldova, Poland, Slovakia, Hungary, Romania, Belarus and Russia. In the ..., it is washed by the Black Sea and the Sea of Azov. The major part of Ukraine is flat and only 5% of the whole ... is mountainous.

The two mountainous areas in Ukraine are the ... and the Crimean Mountains, but they are not very high. The main rivers are the ..., the Dnister, the Southern Buh, the Donets and others.

Many nationalities ... our country: Ukrainians, Crimean Tatars, Jews, Poles, Moldovans, Romanians, Bulgarians, Hungarians, Greeks, etc. The ... of Ukraine is called the Ukrainian nation.



territory, area, Dnipro, square, inhabit, Carpathians, south, stretches, population, kilometres, bordered

1 Brainstorm the most important facts about Ukraine.

2 a) Try to answer the questions.

- 1 How large is the territory of Ukraine?
- 2 What group of peoples does the population of Ukraine belong to?
- 3 What is Ukraine rich in?
- 4 Is Polissia in the Carpathian Mountains?
- 5 What are Podillia and Hutsulshchyna known for?
- 6 Where is the flat steppe zone located?
- 7 Is the Dnipro the third longest river in Ukraine?
- 8 The flora and fauna of Ukraine aren't usual, are they?

b) Listen and repeat the words in the *Words for You* box.

c) Listen and read the extract from the Ukraine Guide and guess the meanings of the words in bold. Then check your answers in a).

Ukraine **lies** in the geographical centre of Europe. Its territory is larger than that of France or Germany, and its population is the second largest among the **Slavic** nations.

There are few places on our planet with a climate as **favourable** for living and **soil** as **fertile** as Ukraine's. Its unique black soil is **rich in** various mineral **resources**.

Ukraine is a land of special beauty. The Carpathian Mountains in the west grow into the green **meadows** of Hutsulshchyna and the rolling hills of Podillia. Farther east lies Polissia with its shady **groves** and thick forests. From there, endless **flat** steppe **stretches** south all the way to the Black Sea and the Sea of Azov. Ukraine's territory is crossed by rivers – the Dnipro, the Buh, the Desna, the Teteriv and the Cheremosh – and **dotted** with blue lakes like so many eyes looking at the sky.

The climate is mild and soft in the west and in the centre, warm and dry in the east and hot in the south. The flora of Ukraine is rich in a great **variety of** plants, which **number** up to 30000. The animal life is also unusual and specific.

WORDS FOR YOU

grove [grəʊv]
 meadow ['medəʊ]
 resources [rɪ'sɔ:sɪz]
 soil [sɔɪl]
 variety (of) [və'raɪəti]
 to dot [dɒt]
 to lie [laɪ] (lay, lain)
 to number ['nʌmbə(r)]
 favourable ['feɪvərəbl]
 fertile ['fɜ:təl]
 flat [flæt]
 rich (in) [rɪtʃ]
 Slavic ['slɑ:vɪk]



3 Say if the statements are true or false.

- 1 Ukraine is the largest country in Europe.
- 2 Its area is mostly mountainous.
- 3 The Dnipro is the third longest river in Europe.
- 4 The Carpathian Mountains are in the north-west of the country.
- 5 Ukraine doesn't border Bulgaria.
- 6 Ukraine borders Lithuania.
- 7 The black soil in Ukraine is very fertile and unique.
- 8 The Crimean Mountains are higher than the Carpathian Mountains.
- 9 The country is washed by the Baltic Sea in the north and the Black Sea in the south.
- 10 Many nationalities inhabit Ukraine.
- 11 The climate in Ukraine is rather favourable for living.
- 12 Beautiful blue lakes in Ukraine are like many eyes looking at the sky.



4 Use the information from the fact file to complete the text below.

GENERAL FACTS ABOUT UKRAINE

Area:	603700 sq km
Longest river:	Dnipro 2200 km (981 km within Ukraine)
Highest mountain:	Hoverla 2061 m (the Carpathians)
Capital:	Kyiv
National emblem:	the trident
National flag:	blue and yellow horizontal stripes
Official language:	Ukrainian
National currency ¹ :	hryvnia

trident
['traɪdnt]



- The territory of Ukraine occupies ...
- The capital city is ...
- The mountains are in the ... and ... of the country.
- The highest mountain is ... of ...
- The main rivers include ... but the longest one is ...
- The part of it flowing through Ukraine is ... long.
- The national emblem is ... and the national flag ...
- The official language is ...
- ... is the national currency.



5 In pairs, role-play the situation. You are in one of British schools. A British teacher of Geography wants their students to know more about Ukraine. Answer their questions.

- Where is Ukraine situated?
- What can you say about its geographical position?
- Which countries is Ukraine bordered by?
- What seas is it washed by?
- Which parts of Ukraine are occupied by mountains?
- What nationalities is your country inhabited by?
- Is Ukraine visited by tourists?

6 In groups, do a research. Find a set of beautiful photos of different places in Ukraine. Prepare a visual tour of Ukraine. Say a sentence or two about each photo.

¹currency ['kʌrənsɪ] – валюта

PASSIVE VOICE (Present, Past and Future Simple)

For exercises 1-4 see *Grammar Focus* on page 174.

1 a) Compare the sentences in two columns.

- The Black Sea **washes** the southern part of Ukraine.
- People of different nationalities **inhabit** our country.
- Mountains **occupy** a very small part of Ukraine.
- Thick snow **covers** the top of the mountain.
- They **say** that Ukraine is rich in natural resources.
- The southern part of Ukraine **is washed** by the Black Sea.
- Our country **is inhabited** by people of different nationalities.
- A very small part of Ukraine **is occupied** by mountains.
- The top of the mountain **is covered** with thick snow.
- Ukraine **is said** to be rich in natural resources.

b) Think and say how the verbs in bold differ in both columns.

What about the place of a subject¹?

2 Read the poem and copy out the sentences in the passive voice.

The wind shook² the house.
The house was shaken.
We took what we could,
But not everything was taken.
Some men brought boats.
When the boats were brought,
They went to buy clothing.
The clothing was bought.
We found all the children.
The children were found.

But the wind threw the house down;
It was thrown to the ground.
We built a new house,
It was built too fast to tell.
We did the work together;
It was done very well.
We finished the work
On Saturday morning;
And when it was finished,
We rested.



¹a subject ['sʌbdʒɪkt] – підмет

²to shake [ʃeɪk] (shook, shaken) – трясти; тут: руйнувати

3 Make up the sentences.

The north of the country	was/were is/are will be	grown	by the sea.
A number of exotic plants		presented	across the river.
Beautiful bridges		occupied	with snow.
This part of the mountains		washed	in this park.
The tops of the mountains		visited	an official language of the country.
The fauna		crossed	in the future.
Ukrainian		covered	by people to build their houses.
The capital		built	by rivers.
The flat steppe		considered	with high ranges.
New buildings		designed	by many animals.
These regions		inhabited	by lots of tourists.

4 Change the sentences from the active into the passive, as in the example.

Example: We will speak about this book. *This book will be spoken about by us.*

- 1 People will know this place as the one bringing good luck.
- 2 They will send a lot of letters to different people.
- 3 These birds will occupy the island soon.
- 4 The people of the country will make their state independent.
- 5 They will build the memorial till the end of the year.

5 Rewrite these sentences in the passive voice.

- 1 They built this house last year.
- 2 We will translate these articles.
- 3 He gives English lessons.
- 4 People will remember this fact.
- 5 My sister washed the dishes yesterday.
- 6 She writes short stories.
- 7 We will sell our house.
- 8 Somebody opened the box with the key.
- 9 I cook dinners.
- 10 Mark collected these memes.

6 Answer the questions.

- 1 What countries is Ukraine bordered by in the west?
- 2 When will Ukraine be visited by many tourists again?
- 3 What will the tops of high mountains be covered with in early spring?
- 4 What groups of peoples was our country inhabited by in the past?
- 5 What countries is Ukraine most supported by during the last years?



LISTENING search

WORDS FOR YOU

1 Listen and repeat the words in the *Words for You* box. Then check their meanings in the *Vocabulary List*.

2 Complete the sentences with the words from the box.

latitude, navigable, pipelines, trade, agriculture, watershed

- 1 The climate and the fertile soil help Ukraine succeed in ...
- 2 The big rivers in Ukraine are ..., which helps its industry grow.
- 3 Ukraine lies between 44 and 52 ... in the northern hemisphere.
- 4 Ukraine's gas transport system is presented with the network of gas ...
- 5 Developing technology helps us support ... relations with other countries.
- 6 About 65% of the water on the Great Salt Lake ... goes to agriculture.

agriculture

[ˈæɡrɪkʌltʃə(r)]

Danube [ˈdænjuːb]

latitude [ˈlætɪtjuːd]

pipeline [ˈpaɪpleɪn]

trade [treɪd]

Transcaucasia

[ˌtrænzkoʊˈkeɪʒə]

watershed [ˈwɔːtəʃed]

navigable [ˈnævɪɡəbl]

3 In pairs, discuss the geographical position of Ukraine.

- Where is it situated?
- What is the total area of the country?
- How many countries does Ukraine border on?
- What about the climate?
- What do you know about its landscape (rivers, mountains, lakes, seas)?
- What is the longest river in Ukraine?

4 a) Listen to the information about the geographical position of Ukraine and match the halves of the sentences.

- | | |
|--|---|
| 1 From east to west Ukraine stretches for | <input type="checkbox"/> nearly 900 km. |
| 2 From north to south Ukraine stretches for | <input type="checkbox"/> the watershed of the Dniro River. |
| 3 Ukraine lies | <input type="checkbox"/> the Mediterranean Sea. |
| 4 The main part of Ukraine is located in | <input type="checkbox"/> more than 1300 km. |
| 5 The Black Sea is a means of communication with the whole world through | <input type="checkbox"/> European countries. |
| 6 The Danube gives Ukraine access to | <input type="checkbox"/> the development of trade and culture. |
| 7 The presence of large navigable rivers as well as its closeness to the Black Sea support | <input type="checkbox"/> in the same latitude as the USA, Britain, China and Japan. |

b) Listen again to check yourself.

5 In groups, discuss the information you've heard.

- What geographical facts do you know about your country?
- What makes Ukraine the breadbasket of Europe?
- What helps support the development of the country's resources and industry?
- How does the geographical position of Ukraine help develop trade and culture?
- What gives Ukraine access to European countries?



1 Listen and read the sentences. Guess the meanings of the words in bold.

an influence, to influence ['influəns] Computers have a strong influence on our lives. What has influenced your opinion?

to vary ['veəri] 'To vary' means 'to change in amount or level' or 'to change in different situations';

to vary between smth and smth; Prices vary between \$50 and \$120. Mary's mood varied from Saturday to Sunday last week.

climate ['klaɪmət] Climate is the weather a certain place has over a long period of time. Climate has a very important influence on plants, animals and people.

to determine [dɪ'tɜːmɪn] 'To determine' means 'to control or influence something directly'. Climate is determined by the geographical position. Eye colour is genetically determined. Your health is determined in part by what you eat.

to cause [kəʊz] If somebody makes something happen, it means somebody causes it to happen. The difficult weather conditions caused several accidents.

average ['ævərɪdʒ] The average result of three sportsmen was 12 points because one of them got 12 points, and the others got 10 and 14. On average, he's got 24 working days a month. Bob earns 150 pounds a day on average.

to range [reɪndʒ] 'To range' means 'to have a lower and an upper limit in number, amount, etc'. Average temperatures range from 12 to 20 degrees. Their ages range from 12 to 18. The opinions of the new film ranged from 'poor' to 'fantastic'.

Keep in Mind!

to influence somebody/something
but

to have an influence on somebody/something



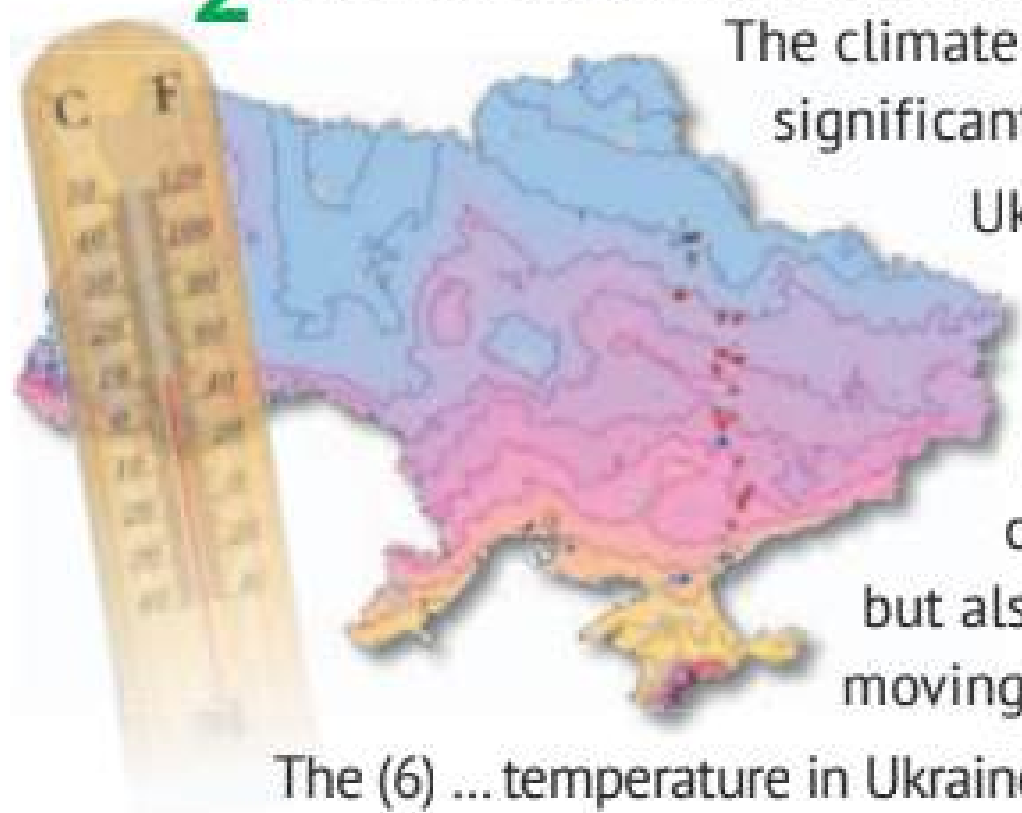
2 Fill in the gaps. Use the words from task 1, putting them in the correct form.

The climate of any country is (1) ... by its geographical position. It has a significant (2) ... on the local flora and fauna.

Ukraine's territory is in the temperate zone. In general, the country's (3) ... is moderate continental, subtropical only in the southern part of Crimea. The differences in climate are (4) ... by many factors: landscape, distance to seas and oceans, etc. The climate (5) ... not only from north to south but also from north-west to south-east as the warm air masses are moving from the Atlantic Ocean.

The (6) ... temperature in Ukraine varies between 5-7 °C in the north and 11-13 °C in the south.

Rain and snow (7) ... from about 75 cm a year in the west to about 35 cm in the south. The highest rainfall is in the Carpathian and Crimean Mountains.



3 Define the words and give short descriptions of each kind of climate.
moderate; continental; moderate continental; tropical; subtropical

PRESENT PERFECT PASSIVE

For exercises 1-4 see *Grammar Focus* on page 175.

1 Compare the meanings of the passive forms in the simple tenses.

<i>Present Simple Passive</i>	<i>Past Simple Passive</i>	<i>Future Simple Passive</i>
Ukraine is washed by two seas in the south.	In the 14th century, the Black Sea was called 'Kara Deniz' by the Turks.	Stepan will be taken on a trip to the Carpathians next summer.

2 Complete the missing parts of the Present Perfect Passive forms.

- | | | | |
|-------------------|----------------|---------------------|----------------|
| 1 to populate | 2 to know | 3 to discover | 4 to find |
| have been ... | have been ... | has been ... | have ... found |
| has ... populated | ... been known | have ... discovered | ... been found |

3 Make interrogative sentences from the following ones, as in the example.

Example: *The new project has already been completed.*
Has the new project been completed yet?

- Crimea has been illegally occupied by Russia.
- The Carpathians have been visited by many athletes and tourists.
- Kyiv has been defended by Ukrainian soldiers.
- These lands have been inhabited by the Hungarians since the 9th century.
- Ukraine has been considered an independent state since 1991.
- Climate change has been caused by war conflicts in particular.

4 Put the verbs in brackets into the Present Perfect Passive.

- The place ... (*visit*) by thousands of people lately.
- A new bridge over the river ... (*build*) this year.
- She was surprised by the building that ... (*construct*) recently.
- Since ancient times, this land ... (*know*) as fertile and generous.
- Kharkiv ... (*consider*) one of the biggest industrial cities in Ukraine.
- This beautiful place ... (*turn*) into a popular ski resort.

Glass Bridge, Kyiv

1 Work in groups. Think and point out the most important facts you will tell a foreigner who knows nothing about Ukraine.

2 Listen and repeat the words in the *Words for You* box. Then look up their meanings in the *Vocabulary List*.

3 a) Brainstorm factors that influence the climate.

WORDS FOR YOU

coastline ['kəʊstlaɪn]

resort [rɪ'zɔ:t]

b) Listen to the interview and say if the sentences below are true or false.

- 1 Ukraine is divided into two climate zones.
- 2 There is a small tropical zone on the Crimean coastline.
- 3 The steppe, the forest-steppe and the mixed forest can be found in temperate climates.
- 4 The average winter temperature ranges from 1 to 20 degrees below zero.
- 5 The wettest place is Crimea.
- 6 The climate in Crimea is different from the rest of Ukraine.

c) Listen to the interview again and check your answers in b).

4 Ask and answer in pairs.

- 1 What climate zones is Ukraine divided into?
- 2 What does having a temperate climate mean for Ukraine?
- 3 What are the average temperatures in January and July?
- 4 What region is popular with those going skiing?
- 5 What is the wettest place in Ukraine?
- 6 Why is the climate in Crimea different from the rest of Ukraine?



5 Describe the weather that has been typical for your part of the country lately.

- 1 a) Make a list of the ideas that come to mind when you think about Ukraine.
b) Compare your list with your partner's.
c) In pairs, create an association map.

- 2 Imagine your foreign friend has asked you to write an article/blog post about your country for his school's website. Use the Tip and write a short article about Ukraine.

TIP

WRITING AN ARTICLE

- 1 Think of a good title for your article – you want to attract the reader's interest.
- 2 Make sure the first sentence of the article is linked to the title and introduces the topic.
- 3 Organise your ideas into paragraphs; each new point should start a new paragraph.
- 4 Make sure that the last paragraph brings the article to a definite end; depending on the topic, the last paragraph can sum up the topic, make a conclusion¹ or express your opinion on the topic.



¹a conclusion [kən'klu:ʒn] – висновок

Look Back

1 Make these sentences passive.

- 1 They have built many spa resorts with mineral waters in the area.
- 2 The company has developed an intensive agricultural complex in this region.
- 3 They have created a rich variety of attractions in Bukovel.
- 4 Their houses look very beautiful after they have painted them.
- 5 They have opened a new national park there.
- 6 Mike has already done the report.
- 7 The Ukrainians have used the Dnipro as a main water transport artery, connecting the Black and Baltic Seas.
- 8 The difficult weather conditions have caused several accidents in the city centre.

2 Give the corresponding words for the following definitions.

- 1 ... – The weather that a place has over a long period of time.
- 2 ... – A territory with a lot of mountains is usually called so.
- 3 ... – To live in a certain place.
- 4 ... – To make something happen.
- 5 ... – To change in amount or level or in different situations.
- 6 ... – The emblem of Ukraine.
- 7 ... – To have a lower and an upper limit in number, amount, etc.
- 8 ... – To control or influence something directly.

3 Complete the text with the missing words.

Ukraine is a big country in the centre of ... The geographical centre of Europe is in the ... Mountains, near the town of Rakhiv. Ukraine has a ... geographical position and good relations with many European countries. It ... Poland, Slovakia and Hungary in the ..., Romania and Moldova in the ..., Belarus in the north and Russia in the east.

Ukraine's landscape is mostly ... with the ... Mountains in the west and the ... Mountains in the south.

The longest ... are the Dnipro, the Dnister, the Southern Buh and the Donets. The ... is the major river in the country and the fourth longest in Europe. It ... Ukraine into two main areas – Livoberezhna to the left and Pravoberezhna to the right.

Ukraine is washed by the Black Sea and the Sea of ... They are warm seas and very ... for the country.

The climate ... from north to south. But it has changed a lot recently. Not only ... are getting hotter but also winters have become warmer. Sometimes there is little snow in January, and there have been winters when it rained on New Year's Eve in ...

4 Find synonyms for the following words: *close to, main, large, location, connections, significant, territory, state*. Use the *Vocabulary List* if necessary.

5 Work in pairs. Do the quiz.

- 1 Which countries is Ukraine bordered by in the north?
*a) Moldova and Romania b) Slovakia and Poland
c) Russia and Hungary d) Belarus and Russia*
- 2 What climate zone do they have in Crimea?
a) subtropical b) moderate continental c) tropical d) continental
- 3 How large is Ukraine's mountainous area?
a) 15% of the territory b) 5% of the territory c) 25% of the territory d) 30% of the territory
- 4 Which city is the cultural centre of Halychyna?
a) Odesa b) Chernihiv c) Lviv d) Dnipro
- 5 The bread and salt welcome is ...
a) a traditional European custom b) an ancient Ukrainian tradition c) an ancient Carpathian tradition d) a world-famous tradition
- 6 What is the Ukrainian language for the people of Ukraine?
*a) a national symbol b) a national custom
c) a determining factor d) an important indicator of national identity*
- 7 Which of the following gives Ukraine access to European countries?
a) the Donets b) the Dnipro c) the Danube d) the Sea of Azov

6 a) Match the words to the pictures. Then check yourself, using the Vocabulary List.

1 rafting 2 waterfall 3 stream 4 trout [traot] 5 spring 6 fortress



Look Back

b) Match a travel agent's answers to a foreign tourist's questions to make a dialogue.



TOURIST

- 1 T: I found out that the mountain range of the Carpathians stretches for almost 1500 km in an arc through central and eastern Europe. What is Ukraine's Carpathian region like?
- 3 T: Is it true that people pick famous white mushrooms there?
- 5 T: I think I should visit the place because one of my hobbies is fishing. By the way, are there any attractions where tourists can go sightseeing or entertain themselves?
- 7 T: What about health resorts?
- 9 T: Sounds fantastic! Thank you.

c) Act out the dialogue in pairs.



AGENT

- ☐ A: Quite right. Not only mushrooms but also various berries. Mountain waterfalls, streams and rivers are home to trout and other freshwater fish.
- ☐ A: Well, there are numerous of them with mineral spas. Besides, the region's special mountain culture is shown in folklore and rich culinary experience.
- ☐ A: First of all, the amazing scenery is a must-see! This region has spectacular rich forests. It is home to several culturally and ethnically formed groups with different arts, crafts and musical traditions influenced by mountain culture.
- ☐ A: Visitors can enjoy unique wooden churches, ancient castles and fortresses as well as amazing mineral springs. Everyone can walk in the local national parks. Today's resorts offer skiing, mountain climbing, mountain biking, hiking and rafting.

7 Work in pairs. Student A prepares questions A and student B prepares questions B in their notebooks. Then ask your partner questions with both your books shut.

A

- 1 ... the geographical position?
- 2 ... the size?
- 3 ... the national emblem?
- 4 ... the longest river?
- 5 ... average temperatures?

B

- 1 ... the largest city?
- 2 ... nationalities?
- 3 ... the mountains?
- 4 ... the highest mountain?
- 5 ... climate zones?



8 Work in groups. Make a digital presentation of a place (park, resort, etc.) in your country.

- 1 Plan your presentation.
- 2 Decide who searches the Net for interesting information, who looks for photos, etc.
Write about the place. Use the questions below to help you.
Where is it?
What geographical features does it have?
What plants and animals live there?
What can visitors do there?
- 3 Put your texts and photos together.
- 4 Show your presentation to the class.

Vote for the best presentation. Explain your choice.

9 Write a quiz 'How Much Do You Know about Ukraine?' Make a poster with the questions.

10 Do your project.

MY BROCHURE ABOUT UKRAINE

Step 1 First, mention:
geographical position,
population, capital and
other big cities, national
symbols, official language,
climate, customs, sights,
sports, history and famous
people, food and drinks.

Step 2 Organise your notes.

Step 3 Write the text in
paragraphs or sections.

Step 4 Illustrate your brochure.



1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- I understand it and can help my partner.
 – I understand it and can do it by myself.
 – I understand it but have some questions.
 – I do not understand it.

Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

- ☐ identify Ukrainian cities, rivers and lakes, seas and mountains
- ☐ tell others about my favourite place in Ukraine
- ☐ describe the geographical position and climate of my country
- ☐ give advice on where to travel in Ukraine
- ☐ present my country to foreigners
- ☐ use the Present Perfect in the passive voice
- ☐ create a quiz about Ukraine
- ☐ write a short article about my country

UNIT 8

DISCOVER ENGLISH-SPEAKING COUNTRIES!

Lead-in:

- What English-speaking countries do you know?
- What countries does the UK consist of?
- What is the capital of the USA?
- Which English-speaking country would you like to visit?

WHAT'S IN THIS UNIT?

LANGUAGE

- countries and nationalities
- geographical names
- types of climate
- types of landscapes
- revision of tenses

SKILLS

- understanding texts about geography and climate
- describing geographical positions of English-speaking countries
- discussing national peculiarities
- interviewing people about their past or future visit to an English-speaking country
- blogging about population
- writing a fact file about an English-speaking country
- conducting a quiz competition game

MY INCREDIBLE GUIDE

FUN FACTS:

- England is still a monarchy, although the King is now more of an icon than a ruler. Laws are really made by Parliament.
- The English are often called Brits (short for British), although Britain includes other countries, not just England.
- The English are proud of their national cuisine, although it mainly includes fish and chips.
- Brits drink a lot of tea... Around 100 million cups daily! And about 57% add dairy milk to their tea.
- The English invented football and... shoelaces¹!

England is a country that is part of the United Kingdom. It is located on the island of Great Britain, bordering Scotland in the north and Wales in the west. To the east of England there is the North Sea, whereas its southern coast is washed by the English Channel. The longest river in England is the Thames (338 km).

GENERAL FACTS:

Country: England
Capital city: London
Official language: English
Area: 130 278 sq km
Population: 57 106 000
Climate: humid temperate

1 a) Listen and repeat the words in the *Words for You* box. Check their meanings in the *Vocabulary List*.

b) Complete the sentences with the words from the box.

- | | |
|---|---|
| 1 Denmark is still a ... | 6 The most extreme ... happened in 1925. |
| 2 The snow usually ... in spring. | 7 There are various ... in different countries. |
| 3 The climate in Barbados is ... | 8 Britain has always been a ... |
| 4 The States became a ... in 1781. | 9 Sometimes music artists can be national ... |
| 5 Sydney is ... in the south-east of Australia. | |

¹a shoelace ['ʃuːleɪs] – шнурівка



I SEARCH

search

FUN FACTS:

- The USA lies in various climate zones because it covers a huge land area. It includes mountains, deserts, tropical forests and even parts with an Arctic climate in the north.
- The US has the most tornadoes in the world. Most of them happen in the area known as Tornado Alley.
- The USA is considered a melting pot because it includes people of different cultures and religions who live together and melt into one society. Americans are proud of that!
- In the US, they use the Fahrenheit temperature system instead of the Celsius one.
- On average, Americans have 21 000 slices of pizza every minute of the day!

GENERAL FACTS:**Country:** United States of America**Capital city:** Washington, D.C.**Official language:** English**Area:** 9 866 289 sq km**Population:** 341 963 000**Climate:** highly diverse

The United States of America (USA or US) is the fourth largest country in the world in area, which is situated in North America. It is also a federal union of 50 states, bordering Canada in the north and Mexico in the south. The west of the country is washed by the Pacific Ocean, whereas to the east there is the Atlantic Ocean. The longest river in the USA is the Mississippi (3766 km).

**WORDS FOR YOU****federal union**

[ˌfedərəl 'juːniən]

icon

[ˈaɪkən]

melting pot

[ˈmeltɪŋ pɒt]

monarchy

[ˈmɒnəki]

religion

[rɪˈlɪdʒən]

tornado

[tɔːˈneɪdəʊ]

to locate

[ləʊˈkeɪt]

to melt

[melt]

humid

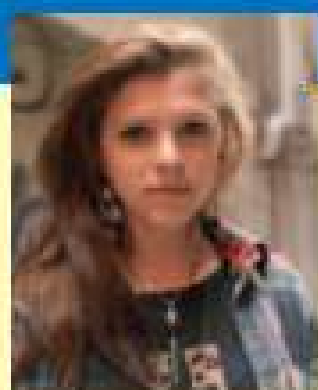
[ˈhjuːmɪd]

2 Think and say what you already know about England and the USA.

3 a) Read the guide and say if the sentences below are true or false.

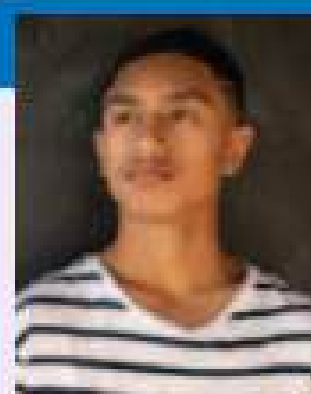
- 1 England is part of the United States.
- 2 It is washed by the North Sea and the English Channel.
- 3 The King makes rules in England.
- 4 Fish and chips is an English national dish.
- 5 The USA is the world's third biggest country.
- 6 The USA is located in South America.
- 7 Its climate is humid temperate.
- 8 The Fahrenheit temperature system is used in the US.

COMMENTS



JANE, 14, England

Indeed our climate is humid. But it mostly rains in colder seasons. Summer days are usually sunny.



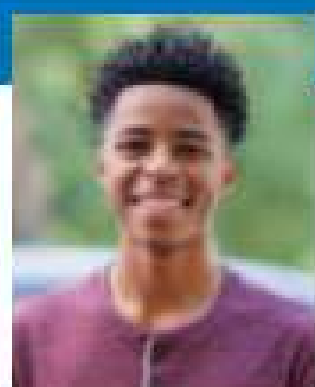
LUCAS, 14, New Zealand

I'm going to the USA this summer, and we'll visit Texas which is located in Tornado Alley!



LILY, 13, Ireland

Tea is one of the most popular drinks in my country, too. I have it every evening!



BILL, 15, Canada

You can call my country a melting pot as well – everyone here is of different origin!



b) Read again and finish the sentences below.

- | | |
|--|---|
| 1 The population of England is ... | 5 The area of the United States of America is ... |
| 2 England borders such countries as ... | 6 The longest river in the USA is ... |
| 3 The word 'Brits' means ... | 7 The US is called a melting pot because ... |
| 4 Many English people drink tea with ... | 8 Americans' favourite dish is ... |

4 Read the comments and say who ...

- | | |
|--------------------------------------|---|
| 1 ... is going to Texas this summer. | 3 ... says his country is also a melting pot. |
| 2 ... comes from England. | 4 ... regularly drinks tea in the evening. |

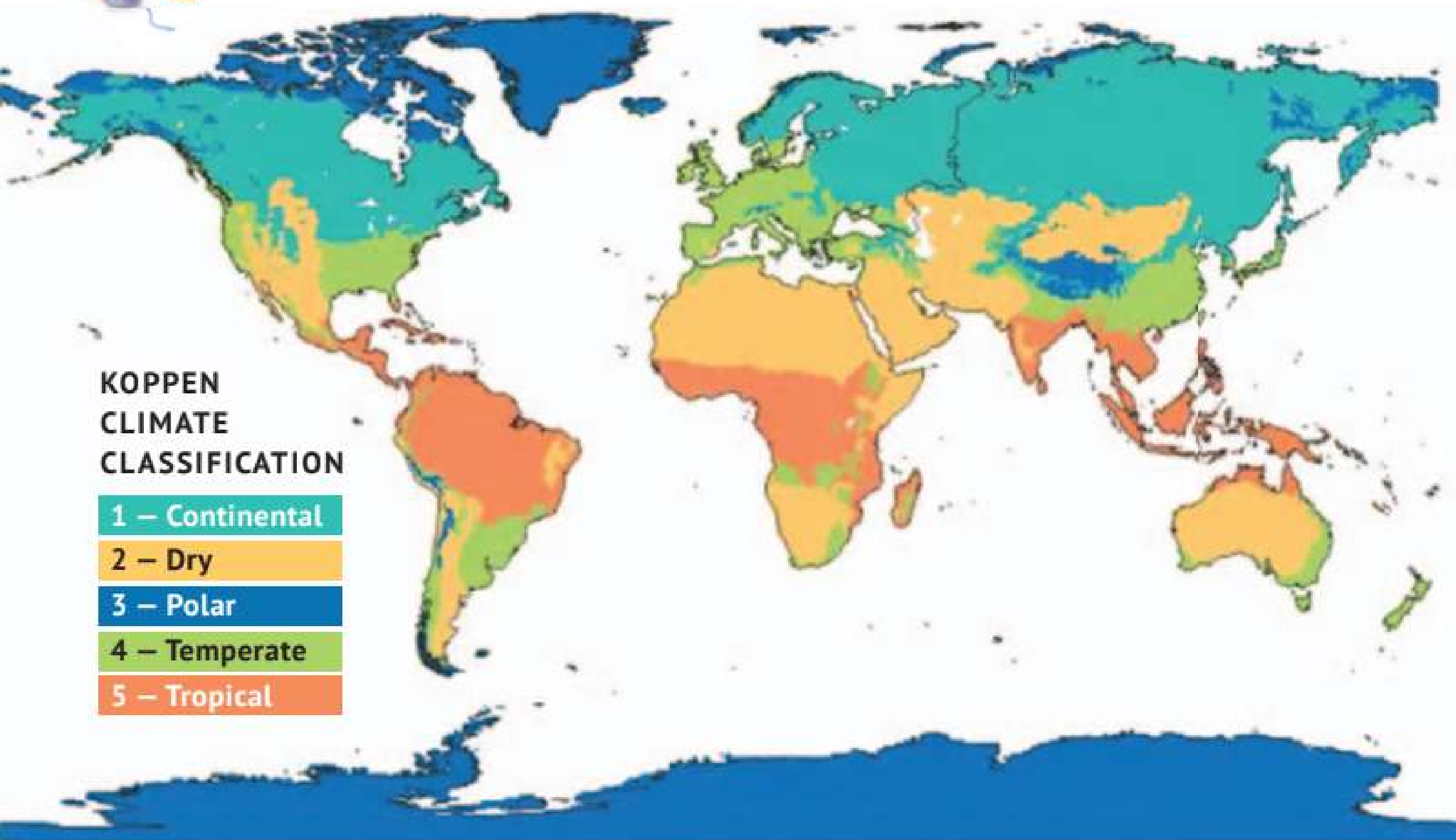


5 Work in pairs. Surf the Net for another English-speaking country and prepare a similar guide to it. Include:

- its name and capital city
- its location
- its area and population
- its official language(s)
- its type of climate
- a few fun facts about it and its people

MAIN TYPES OF CLIMATE

 **1** a) Look at the picture. Listen and read the words.



b) Match the types of climate from a) to their descriptions below.

A ... climate is when the weather is extremely hot and there is very little rain. This climate is usually seen in deserts.

A ... climate is when the weather is not very hot in summer and not very cold in winter. Most of western Europe as well as eastern and western regions in the USA have this climate.

A ... climate is when the weather is rather cold in summer and extremely freezing in winter. This climate is typical for the Arctic and Antarctic regions.

A ... climate is when the weather is warm or hot during the whole year. It rains a lot there, so the air is not very dry. This type of climate can be found in western Africa, South America and the northern part of Australia.

A ... climate is when the weather is rather cold in winter and quite hot in summer. Eastern Europe, most of Canada as well as the eastern USA have this climate.

VOCABULARY

search

2 a) Continue the list with types of weather that you know.

Fog, storm, windy, ...

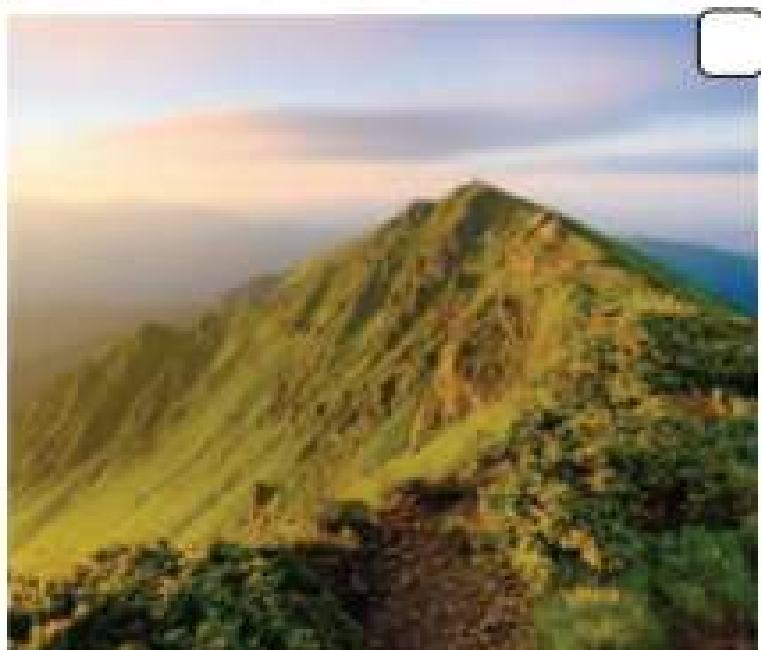
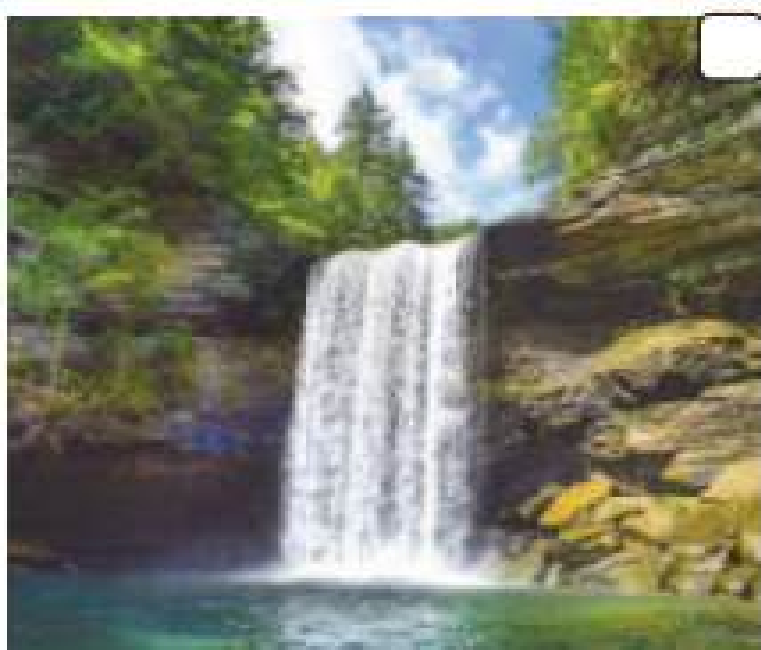
b) Say which type of weather is typical for each climate, as in the example.

Fog is typical for temperate and continental climates.

3 a) Match the words and the photos.

TYPES OF LANDSCAPES

1 coast 2 cave 3 desert 4 jungle 5 lake 6 plain 7 mountain 8 river 9 waterfall



b) Which examples of these places do you know? Say, as in the example.

The Dnipro and the Thames are rivers.

1 a) Listen and repeat the words in the *Words for You* box. Look up their meanings in the *Vocabulary List*.

b) Complete the sentences with the words from the box. Put the verbs in the correct tense forms.

- 1 Anita can sail a ... well.
- 2 Adam's left arm is fully ...
- 3 There are amazing ... in the ocean.
- 4 Ukraine is a country that ... 24 oblasts.
- 5 The first Romans were a Latin ...
- 6 Iceland has the most ... in the world.
- 7 The bright ... sky looks beautiful tonight.
- 8 There are more than 11 000 bird ... in the world.

2 a) Listen and read the words below.

Wellington ['welɪŋtən]

Pakeha ['pɑ:kɪhɑ:]

Auckland ['ɔ:klənd]

Rotorua [ˌrəʊtə'ru:ə]

Maori ['maɒri]

Waitomo [ˌwaɪ'təməʊ]

b) Listen and read the article.

Then say what the proper names from a) mean.

NEW ZEALAND

New Zealand consists of two large islands, North Island and South Island. With a warm temperature and a lot of rain, New Zealand is a great place for farming. The capital of New Zealand is Wellington and the largest city is Auckland.

The Maori were the first people to live in New Zealand. They came from the Polynesian Islands in huge sailing canoes more than a thousand years ago. They lived in tribes, tattooed their faces, caught birds and fish and made nice objects out of wood. When James Cook and the new settlers arrived, a lot of the Maori died in battles fought over the land. The Maori children had to speak English and the old Maori way of life started to die. In the 1970s things started to change because both the Maori and the Pakeha (the white people) realised they should build the future of New Zealand together. Today the official languages of New Zealand are English and Maori.

canoe [kə'nu:]

geyser ['gi:zə(r)]

settler ['setlə(r)]

species ['spi:ʃi:z]

tribe [traɪb]

whale [weɪl]

to tattoo [tə'tu:]

starry ['stɑ:ri]

• to consist [kən'sɪst] of smth



New Zealand is a beautiful country of snow-capped mountains, green lowlands¹, beaches, lakes and waterfalls. Rotorua is a city which has a lot of geysers. You can walk beside beautifully coloured lakes of hot water. *The Waitomo Caves* were made by a river and you can visit them by boat. The roofs of the caves look like a starry sky – the light comes from little animals like flies that live in the caves.

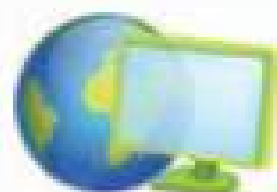
The most popular bird is the kiwi which cannot fly.
It is possible to see 35 species of dolphins and whales there.

3 a) Choose *a* or *b* to complete the sentences.

- 1 New Zealand consists of ... large islands.
a) three b) two
- 2 With its climate, New Zealand is great for ...
a) farming b) fishing
- 3 The capital city is ...
a) Auckland b) Wellington
- 4 The Maori came to New Zealand by ...
a) land b) canoe
- 5 Their kids had to speak ... when the new settlers arrived.
a) English b) Maori
- 6 Both the Maori and the ... decided to develop New Zealand together.
a) Pakeha b) English
- 7 There are many ... in Rotorua.
a) waterfalls b) geysers
- 8 The kiwi cannot ...
a) run b) fly

b) Read the article in task 2b again and answer the questions below. Work in pairs.

- 1 What does New Zealand consist of?
- 2 What is the biggest city in New Zealand?
- 3 Where did the Maori come from?
- 4 What happened when the new settlers arrived?
- 5 When did the change start in New Zealand?
- 6 What are the official languages of the country?
- 7 What is nature like there?
- 8 What interesting creature can be found in New Zealand?



4 Work in groups of 3-4. Surf the Net and find a few other fun facts about New Zealand, e.g. its population, culture, etc. Share them with the class.

¹a lowland ['ləʊlənd] – низовина



REVISION OF TENSES (part 1)

For exercises 1-4 see *Grammar Focus* on page 175.

1 Remember and say when each of the tenses below is used.

Example: *The Present Simple is used when we talk about ...*

**Present Simple, Present Continuous, Present Perfect,
Past Simple, Past Continuous, Past Perfect**

2 Choose the correct tense form.

- 1 You *haven't/wasn't* done anything yet!
- 2 Amelia *visits/visited* New Zealand last year.
- 3 I *am/was* not chatting with Zed at the moment.
- 4 The Sahara Desert *has/is having* a dry climate.
- 5 Jim *has packed/was packing* his suitcase for an hour last time.
- 6 We *didn't finish/hadn't finished* the task, so we were not ready.

3 Put the verbs in brackets into the correct form.

- 1 My family (*travel*) ... to the USA every year.
- 2 Phillip (*not go*) ... to Australia two years ago.
- 3 Greg and Sarah (*not sleep*) ... at 9 pm yesterday.
- 4 We (*get*) ... ready for our trip to Canada right now.
- 5 Ed (*not buy*) ... the plane tickets by 5 pm yesterday.
- 6 It is warm these days, so the snow (*melt*) ... already.

4 Answer the yes/no questions below, as in the example.

Example: Do you like travelling? (*Yes*) – *Yes, I do.*

- 1 Does Anita go abroad every summer? (*Yes*)
- 2 Have you ever been to Ireland? (*No*)
- 3 Had Jack packed everything before you came? (*No*)
- 4 Did they go hiking two days ago? (*Yes*)
- 5 Is Helen checking her GPS right now? (*No*)
- 6 Were we waiting from 6 pm to 7 pm that day? (*Yes*)

5 Turn these sentences into questions, as in the example.

Example: Mike is swimming now. They don't like this.
Is Mike swimming now? *Don't they like this?*

- | | |
|---|--|
| 1 You went to India in 2023. | 4 She wasn't reading the blog then. |
| 2 I hadn't completed everything by then. | 5 Tim has planned his trip since Monday. |
| 3 Everyone is looking for the tour guide now. | 6 Wendy prefers travelling in summer. |

AUSTRALIA

WORDS FOR YOU

Aborigine [ˌæbəˈrɪdʒəni]
convict [ˈkɒnvɪkt]
creation [kriˈeɪʃn]
harmony [ˈhɑːməni]
nomad [ˈnəʊmæd]
spirit [ˈspɪrɪt]

1 a) Listen and repeat the words in the *Words for You* box.
 Check their meanings in the *Vocabulary List*.

b) Complete the sentences with the words from the box.

- 1 This painting is my best ...
- 2 Let's live in ... with nature!
- 3 Jake has a very strong ...
- 4 Australia used to be full of ...
- 5 They had no home and were ...
- 6 He is the ... who stole the money.

2 a) Look at the pictures and say what they show.



b) Listen to the *Australia Guide* and say if the sentences below are true or false.

- 1 Australia is the largest continent in the world.
- 2 The first inhabitants appeared there about 50 000 years ago.
- 3 They believed the land and people were created by spirits.
- 4 Black settlers took the land away from the Aborigines.
- 5 The first colony was named Sydney.
- 6 Australia's urban population is much larger than its rural population.
- 7 Australians are very rude and selfish.
- 8 Nature in Australia developed the same way as on other continents.

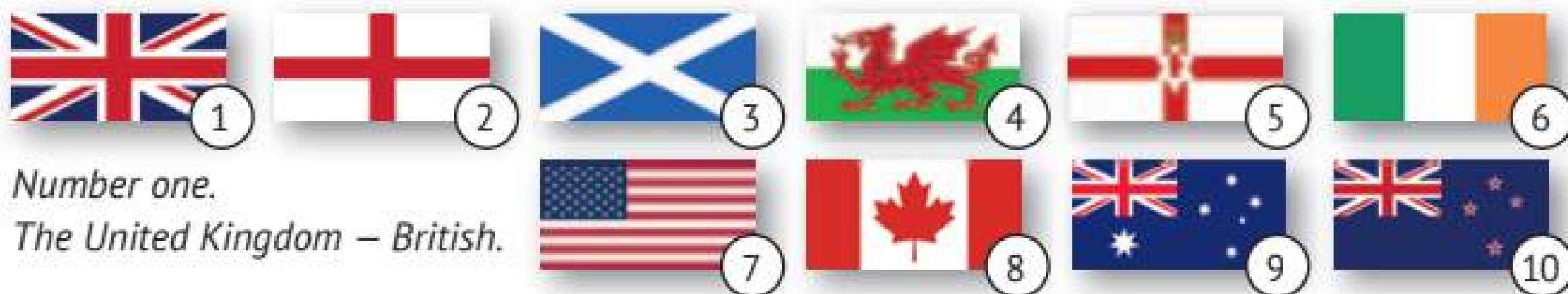
3 Listen to the guide again and choose the correct variant.

- 1 Australia is often called *Under Down/Down Under*.
- 2 It is the same size as the USA *with/without* Alaska and Hawaii.
- 3 Aborigines were nomads who *moved/didn't move* from place to place.
- 4 Their way of life *was/was not* influenced when the European settlers arrived.
- 5 The first settlers were sent to Australia in *1787/1887*.
- 6 Most Australians live on the south-east and *east/west* coast.
- 7 The capital city of Australia is *Sydney/Canberra*.
- 8 Australians like to play many sports as well as watch *birds/koalas*.



4 Find out some more information about Australia and its people.
 Share it with your class.

1 Look at the flags and say what countries they represent. Name the nationalities as well, as in the example.



Number one.

The United Kingdom – British.

LOCATION

2 a) Look at the map and complete the sentences below.



- 1 ... is in North America, bordering the USA in the south and Greenland in the north-east.
- 2 ... is between the Pacific and Indian Oceans, bordering New Guinea in the north.
- 3 ... is in the North Atlantic Ocean off the north-west coast of continental Europe.
- 4 ... is situated between the Irish Sea to the west and England to the east.

b) Say where other English-speaking countries are located, using samples in a).

3 a) Read the blog posts and answer the questions.

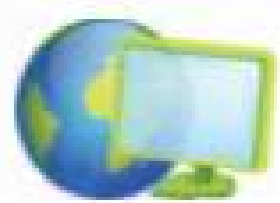
POPULATION

British identity began from the ancient Britons, but today's Britain is a more diverse society than it was even 100 years ago. There are people of different ethnic origin from all over the world. Most of them are White British, followed by Asian British. There are also Black British. More and more immigrants come to the UK due to its standard of living. The population of the country today is over 68 million people.

The United States of America has the third largest population in the world (341 963 000 individuals). It is home to people of various ethnic groups. The main ones include White, Black or African American, Asian, Hispanic, American Indian, Alaska Native, Native Hawaiian and other Pacific Islander. Since the early settlers, Americans of different races have married and had children. Therefore, the mixed-race group is the fastest-growing in the USA.



- 1 Where do the British come from?
- 2 What are the main races living in Britain?
- 3 How large is the UK's population today?
- 4 What ethnic groups are there in the States?
- 5 Which one is growing there?
- 6 What is the population of the US today?



- b) Choose another English-speaking country and write a similar blog post about its population. Include:
- where the nation originally comes from
 - what ethnic groups live there
 - its population size.

Grammar

Corner

Article **the** is used with the names of:

- **countries** when they include the words 'state', 'republic' or 'kingdom'.
For example: **the** United States of America, **the** Republic of Ireland.
- **countries in plural**. For example: **the** Netherlands.
- **mountain ranges** (but NOT individual mountains).
For example: **the** Carpathian Mountains, **the** Alps.
- **deserts**. For example: **the** Mojave Desert, **the** Sahara.
- **groups of islands** (but NOT islands). For example: **the** Bahamas, **the** Canary Islands.
- **rivers, seas and oceans** (but NOT lakes).
For example: **the** Amazon, **the** Black Sea, **the** Pacific Ocean.

REVISION OF TENSES (part 2)

For exercises 1-4 see *Grammar Focus* on page 176.

1 Remember and say when each of the structures below is used.

Example: *The Future Simple is used when we talk about ...*

**Future Simple, be going to, Present Simple for Future,
Present Continuous for Future**

2 Choose *a* or *b*.

- | | |
|--|--|
| 1 The bus ... at 3 o'clock.
<i>a) is arriving b) arrives</i> | 5 We ... you miss this chance!
<i>a) won't let b) aren't letting</i> |
| 2 I ... you as soon as I am there.
<i>a) call b) will call</i> | 6 I ... John tomorrow noon.
<i>a) am seeing b) going to see</i> |
| 3 Look at the sky! It ...!
<i>a) is going to rain b) will rain</i> | 7 The tour ... at 3 pm.
<i>a) isn't going to start b) doesn't start</i> |
| 4 Ricky ... to Miami next Friday.
<i>a) doesn't go b) isn't going</i> | 8 Calm down. They ...
<i>a) aren't going to leave b) don't leave</i> |

3 Put the verbs in brackets into the correct form.

- | | |
|--|--|
| 1 We (<i>not go</i>) ... anywhere if we are tired. | 5 Ned (<i>not work</i>) ... at the office today. |
| 2 Don't worry, I (<i>tell</i>) ... you everything. | 6 The meeting (<i>not end</i>) ... at 6 pm. |
| 3 Eddy (<i>visit</i>) ... the USA in July. | 7 Jane (<i>take</i>) ... us to the cinema tonight. |
| 4 The plane (<i>land</i>) ... at 4 o'clock. | 8 We (<i>not join</i>) ... you because it is late. |

4 Match.

- | | |
|--|---|
| 1 Are you seeing Bill this week? | a Yes, we are. Don't be late. |
| 2 Won't you be angry about this? | b No, she isn't. She is going to visit Wales. |
| 3 Do both tours end on 7th May? | c No, it isn't. Don't worry. |
| 4 Is it going to be so hard? | d No, I won't. |
| 5 Isn't Vic going to visit Scotland this year? | e Yes, I am. On Wednesday. |
| 6 Aren't we meeting at 7? | f No, they don't. |

5 Put the questions to the answers below.

- ...? – No, he isn't. Luke isn't going to be there.
- ...? – Yes, we are. We are moving to York in May.
- ...? – No, I don't. I don't leave on Saturday.
- ...? – Yes, it does. Everything ends at 5 pm.
- ...? – Yes, she will. Sue will be happy.
- ...? – No, he isn't. Bob isn't meeting me at 9 am.



- 1** a) Listen to the text about British and American people twice.
Then sort out the adjectives below.

Very polite, more formal, less formal, cocky, open-minded,
traditional, tolerant, active, reserved, outspoken.

- b) Tell the class what else you know about British and American people.



- 2** Work in pairs. Choose another English-speaking nation, surf the Net and find out what its people are like. Make notes and tell the class what you have discovered.



- 3** a) Listen to Kristen and Jane to find out about the places that Jane is going to visit.

- b) Listen again and finish the sentences below.

- Jane is going to ...
- The climate there is ...
- The canyon has awesome ...
- Capote Falls* is a 175-foot high ...
- Jane has her tea with milk like most ...
- Kristen prefers orange juice unlike many ...

- 4** Work in pairs. Interview your partner, make notes and then tell the class about him/her.

- Ask:
- if he/she has ever been to an English-speaking country and which one
 - what English-speaking country he/she wants to visit and why
 - what he/she wants to see and to do there.

1 Read the fact file and answer the questions below.



UNITED KINGDOM

Full name: the United Kingdom of Great Britain and Northern Ireland

Capital: London

Area: 242 500 sq km

Population: 68 278 000

Climate: temperate

Highest mountain: Ben Nevis in Scotland (1343 m)

Longest river: the Severn (354 km)

Cuisine: fish and chips

Money: pound sterling

Icons: the national flag and anthem, the Royal Family, the Houses of Parliament and Big Ben, the London Eye.



- 1 What is the UK?
- 2 What is its capital city?
- 3 How big is the UK?
- 4 How many people live there?
- 5 What is the climate like there?
- 6 Which mountain is the highest in the UK?
- 7 Which river is the longest there?
- 8 What is their traditional food?
- 9 What kind of money do Brits use?
- 10 What are their national symbols?



2 Create similar fact files about the USA, Canada, New Zealand and Australia.

Look Back

1 Choose the correct variant. Explain your choice.

- 1 Jeff *is/was* swimming in the sea right now.
- 2 I *have/had* begun the task before Sue arrived.
- 3 Helen *hasn't/hadn't* been to New Zealand yet.
- 4 We *were hiking/hiked* in the Alps for two days.
- 5 You *don't/didn't* tell me about the trip yesterday.
- 6 It *doesn't/didn't* rain in the Sahara Desert much.
- 7 Hurry up! The train *will leave/leaves* in an hour!
- 8 I promise I *don't/won't* tell anyone your secret.
- 9 Jane and Jim *are meeting/going to meet* in the park.
- 10 We aren't *coming/going to come* because it's late.

2 Put the verbs in brackets into the correct form.

- 1 Look out! You *(fall down)* ...!
- 2 I think I *(need)* ... my hat on this trip.
- 3 We *(not land)* ... in London at 7 o'clock.
- 4 Mr Ross *(not work)* ... until 5 pm today.
- 5 We *(pack)* ... all of our suitcases already.
- 6 It *(not rain)* ... from 2 pm to 6 pm yesterday.
- 7 James *(not see)* ... Lee by 9 pm last Friday.
- 8 Nicole and I *(visit)* ... Australia last year.
- 9 The tourists *(not walk)* ... in the cave now.
- 10 The climate in Hawaii *(be)* ... tropical.

3 Put the questions to the answers below.

- 1 ...? – Yes, I am. I'm seeing Jackson afterwards.
- 2 ...? – No, she isn't. Sam isn't reading at the moment.
- 3 ...? – Yes, they did. The kids liked the trip to the USA.
- 4 ...? – No, we won't. We won't go to see this plain.
- 5 ...? – Yes, I do. I always carry a map with me.
- 6 ...? – Yes, it does. The bus arrives at 10 pm.
- 7 ...? – No, it hasn't. It hasn't stopped snowing yet.
- 8 ...? – Yes, he had. Ed had finished everything by noon.
- 9 ...? – No, you weren't. You weren't talking then.
- 10 ...? – No, she isn't. Anita isn't going to take her sunglasses.

4 a) Complete the sentences with the words from the box.

canoe, monarchy, religion, spirit, species, tornadoes, to consist of, starry

- 1 The UK is still a ...
- 2 The USA ... 50 states.
- 3 Look at these ... flowers!
- 4 They came by ... to this land.
- 5 Islam is a common ... in Asia.
- 6 I can feel the ... of nature here!
- 7 We have to save these ... of fish.
- 8 ... happen in North America most often.

b) Make your own sentences with the words from the list.

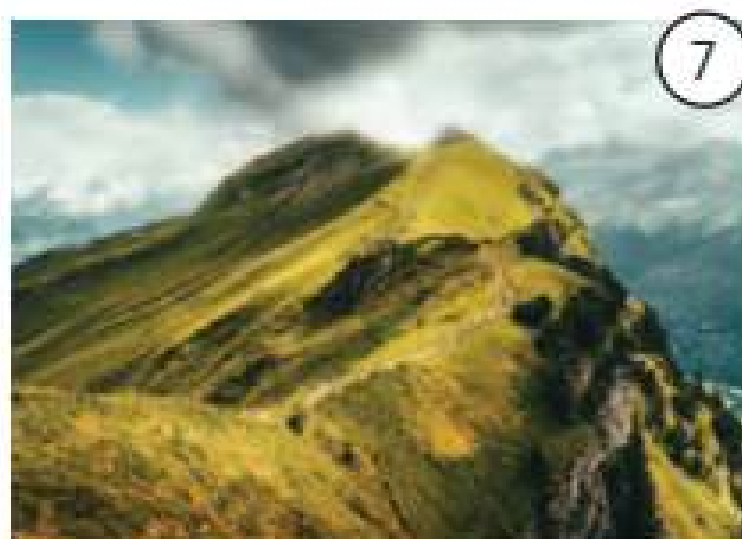
Coast, convict, harmony, icon, nomad, tribe, to locate, humid.

5 Describe the types of climate below. Give some examples of the countries having them.
Start like this: *A ... climate is when ... For example, ... have this type of climate.*

continental, dry, polar, temperate, tropical

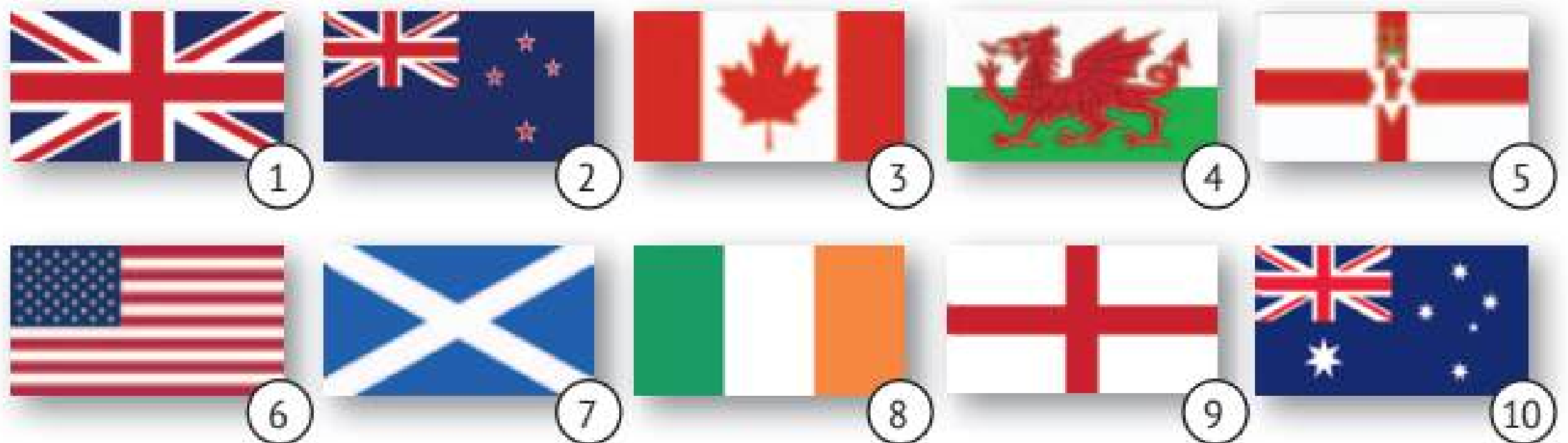
6 Play a game. In pairs, make a list of different types of weather.
The pair with the longest list wins.

7 Look at the photos and name the types of landscapes. Give some examples of these places.



Look Back

8 a) Match the flags and the nationalities.



- | | | | |
|--------------------------------------|------------------------------------|---|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Americans | <input type="checkbox"/> New Zealanders | <input type="checkbox"/> Northern Irish |
| <input type="checkbox"/> Australians | <input type="checkbox"/> Irish | <input type="checkbox"/> Canadians | |
| <input type="checkbox"/> Scots | <input type="checkbox"/> Welsh | <input type="checkbox"/> British | |

b) Look at the map of the world and say where each country from a) is situated, as in the example.

Example:

The USA is situated in North America, bordering Canada in the north and Mexico in the south.



9 Do the quiz.

HOW WELL DO YOU KNOW THE ENGLISH-SPEAKING WORLD?

- 1 Which type of climate do they have in the UK? a) *continental* b) *temperate*
- 2 Where do the British come from? a) *the ancient Britons* b) *the Aborigines*
- 3 How big is the USA? a) *9 866 289 sq km* b) *9 866 200 sq km*
- 4 What is the fastest-growing ethnic group there? a) *Black* b) *mixed-race*
- 5 When did the first inhabitants appear in Australia? a) *40000 years ago* b) *600 years ago*
- 6 Which city is the biggest in Australia? a) *Canberra* b) *Sydney*
- 7 Where is Canada? a) *North America* b) *South America*
- 8 What official languages are there? a) *English and Spanish* b) *English and French*
- 9 What is the capital of New Zealand? a) *Ottawa* b) *Wellington*
- 10 Which means of transport did the Maori use to come there? a) *canoes* b) *horses*

Check your answers on page 164

- If you got 10-9 right answers – Well done!!!
- If you got 8-7 right answers – Good job!
- If you got 6-5 right answers – So-so.
- If you got 4-3 right answers – Bad.
- If you got 2-0 right answers – Very bad! You need to learn more.



10 Answer the questions below.

- What English-speaking country would you like to visit? Why?
- Which cities and places do you want to see there?
- What do you want to do there?

11 Do your project.

A QUIZ COMPETITION

Work in groups. Arrange a quiz competition game.

- 1 Choose one of the English-speaking countries.
Remember some fun facts you know about it.
- 2 Brainstorm ideas for your quiz questions.
- 3 Create the quiz (10-15 questions). Be sure you included the main points:
geographical position, climate, landscape, population, some traditions
and what its people are like (friendly, tolerant, etc.)

You can use the phrases below to help you.

- What is ...?
 - Where is ...?
 - How many ...?
 - Who is/are ...?
 - What is the name for ...?
 - What is the highest/longest/largest/smallest ...?
 - Why is ... called ...?
 - What language(s) is/are ...?
- 4 Make up the rules of your competition.
 - 5 Conduct your quiz competition in class.

1 Think about this unit.

- What have you learnt?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table and tick the box that best matches your ability for each learning objective of this unit.

- I understand it and can help my partner.
 – I understand it and can do it by myself.
 – I understand it but have some questions.
 – I do not understand it.

Vocabulary				
Grammar				
Reading				
Listening				
Speaking				
Writing				

NOW I CAN

- ☐ describe geographical positions, climates and landscapes of English-speaking countries
- ☐ discuss national peculiarities of different English-speaking countries
- ☐ interview other people about their past or future visit to an English-speaking country
- ☐ blog about population of an English-speaking country
- ☐ write a fact file about an English-speaking country
- ☐ use different tenses
- ☐ conduct a quiz competition about a country

ANSWERS TO THE QUIZ (p. 163): 1-b, 2-a, 3-a, 4-b, 5-a, 6-b, 7-a, 8-b, 9-b, 10-a

1.1 ADVERBS OF DEGREE

Прислівники ступеня вказують на міру, якою виражено ту чи іншу ознаку.
Їх уживаємо з іншими прислівниками, прикметниками або дієсловами.
Окремі прислівники ступеня можуть стосуватися іменника чи займенника.

completely (повністю, цілком)

- ▶ Our teacher is **completely** different from theirs. (з прикметником)
Fred **completely** forgot the answer. (з дієсловом)
I agree with you **completely**. (з дієсловом)

absolutely (цілком, абсолютно)

- ▶ Everyone was **absolutely** happy! (з прикметником)
We **absolutely** want you to come. (з дієсловом)
There was **absolutely** nothing in her bag. (із займенником)

hardly (майже не ...)

- ▶ Dean is **hardly** competitive. (з прикметником)
Hardly anyone supports him. (із займенником)
We can **hardly** wait! (з дієсловом)
There is **hardly** a cloud in the sky. (з іменником)

somewhat (дещо, трохи)

- ▶ Jenny was **somewhat** worried. (з прикметником)
His marks are getting higher **somewhat**. (з дієсловом)

totally (повністю, зовсім)

- ▶ I was **totally** surprised by that. (з прикметником)
His bag is **totally** full. (з прикметником)
Ben should **totally** come with us! (з дієсловом)

a bit (трохи)

- ▶ The dog is **a bit** hungry. (з прикметником)
Ed speaks **a bit** loudly. (з прислівником)
It is raining **a bit**. (з дієсловом)

a little (трішки)

- ▶ They are **a little** better. (з прикметником)
You move **a little** slowly. (з прислівником)
The kids laughed **a little**. (з дієсловом)

a little bit (трішечки)

- ▶ It is **a little bit** dark here. (з прикметником)
They did it **a little bit** angrily. (з прислівником)
The sun is shining **a little bit**. (з дієсловом)

GRAMMAR FOCUS

ВАЖЛИВО!


- Ми вживаємо **totally** у неофіційному мовленні.
 - **A little** має більш формальний відтінок, ніж **a bit**.
 - **A little bit** указує на сильніший вияв ознаки, ніж **a little** та **a bit**.
 - Ми можемо ставити **a little/a bit/a little bit** перед або після прикметника/прислівника, якого вони стосуються. Проте їх завжди треба ставити після дієслова.
- ▶ I'm **a bit** tired. АБО I'm tired **a bit**.
He smiles **a little bit** coldly. АБО He smiles coldly **a little bit**.
Lilly cried **a little**. **HE:** Lilly ~~**a little**~~ cried.

1.2 MODAL VERBS: have to/had to, can/could, may/might


- Ми вживаємо **have to** для позначення обов'язку або потреби чи браку потреби, які хтось визначає для нас.
 - **Must** позначає сильніший або більший обов'язок, ніж **have to**, адже його ми визначаємо самі.
 - **Had to** є минулою формою **have to** та **must**.
- ▶ You **have to** be quiet when other people talk. (обов'язок)
She **has to** wear glasses. (потреба)
Ed **doesn't have to** pay because it's free. (немає потреби)
- ▶ I **must** go there.
She **must** visit her uncle.
- ▶ I **had to** wear a jacket at my old school. (обов'язок)
Sam **had to** see the school nurse yesterday. (потреба)
- УВАГА!** ▶ We **had to** listen to our teacher. **HE:** We ~~**musted**~~ listen to our teacher.

- Ми вживаємо **didn't have to** для позначення браку потреби в минулому часі.  We **didn't have to** prepare because we were ready.
Chad **didn't have to** get any books from the library.
- Ми вживаємо **can** для позначення (не)вміння, (не)можливості або дозволу чи заборони.  Tom **can** swim. *(уміння)*
Amy **can't** dive. *(невміння)*
They **can** be busy. *(можливість)*
Ed **can't** be there. *(неможливість)*
You **can** stay. *(дозвіл)*
You **can't** bring pets to school. *(заборона)*
- **Could** є минулою формою **can**.  I **could** dance when I was younger.
You **could** jump like that before.
Fred **couldn't** get into trouble. They **couldn't** pass me any notes.
- Ми вживаємо **may**, щоб позначити (не)можливість, у якій ми не впевнені, або щоб дати дозвіл чи заборону в офіційному стилі.  Jane **may** come here. *(можливість)*
They **may not** be happy about this. *(неможливість)*
Students **may** travel for free. *(дозвіл)*
You **may not** take this car. *(заборона)*
- **Might** є минулою формою **may**.  They said they **might** come back.
Jim asked the teacher if he **might** go out.
She believed that it **might not** be true.

ПРОТЕ:

- ми також можемо вживати **might** для позначення теперішньої або минулої дії чи ситуації, щодо якої ми дуже невпевнені.  The headmaster **might** be in the corridor.
The lessons **might** end a bit sooner.

ВАЖЛИВО!

- Ми уживаємо **can** (менш формальне і ввічливе) та **could/may** (більш формальне і ввічливе), щоб попросити дозволу.  **Can** you give me this book, Kim? *(формальне)*
Could you help me please, Mr Smith? *(більш формальне)*
May I go now, please? *(найбільш формальне)*

GRAMMAR FOCUS

2.1 RECIPROCAL PRONOUNS: each other, one another

Взаємними займенниками позначаємо взаємодію двох і більше осіб/речей.

- Ми вживаємо **each other**, коли одну й ту саму дію виконують дві особи.
▶ Ann and Ben tell **each other** secrets.
George and Kim looked at **each other**.
- Ми вживаємо **one another**, коли одну й ту саму дію виконують три особи або більше.
▶ Mark, Tom and Bella always help **one another**.
Everyone in my class supports **one another**.

2.2 REFLEXIVE PRONOUNS

- Зворотні займенники утворюємо від особових або присвійних займенників, додаючи **-self** в однині та **-selves** у множині.

myself
himself
itself
yourselves

yourself
herself
ourselves
themselves

Ми вживаємо зворотні займенники тоді, коли:

- дію спрямовано на особу/річ, яка її виконує;
▶ My phone turns **itself** off.
We need to believe in **ourselves**.
- хочемо підкреслити щось незвичне;
▶ Ed wants to pass the driving test so he can drive **himself** to work.
Ann isn't good at cooking, so she can't make dinner **herself**.
- хочемо наголосити, що особа виконує дію особисто чи самотійно;
▶ The window was definitely closed. I closed it **myself**.
Are you decorating the house **yourselves**?
- **Примітка.** Ми можемо вживати зворотні займенники з іменниками, яких вони стосуються, щоб на них наголосити.
▶ People **themselves** need to be tolerant and polite.
I talked to Anita **herself** about the problem.

- **Примітка.** Ми можемо вживати прийменник **by** зі зворотними займенниками, щоб показати, що особа виконує дію сама.

▶ Jack usually cleans everything **by himself**.
Sue often travels **by herself**.

ВАЖЛИВО!

- На відміну від зворотних займенників, взаємні займенники (**each other/one another**) уживаємо тоді, коли особа виконує дію щодо іншої особи, а не щодо себе.

▶ Mia and Pam smiled at **each other**. (*Мія усміхнулася до Пем, а Пем усміхнулася до Мії.*)
Fred and Jane hit **themselves**. (*Фред ударив сам себе, і Джейн ударила сама себе.*)

3.1 TAG QUESTIONS

Ми вживаємо **розділові питання** наприкінці речень для підтвердження інформації. Речення з такими питаннями складаються, відповідно, з двох частин (розповідної і питальної), які відділяємо комою. Якщо перша частина стверджувальна, то друга — заперечна і навпаки.

Present Simple

▶ Ann **plays** a lot, **doesn't** she?
 You **don't blog**, **do** you?

Present Continuous

▶ Jim **is smiling**, **isn't** he?
 Ed and Sam **aren't talking**, **are** they?

УВАГА!

▶ I am dreaming, **aren't** I?
HE: ~~I am dreaming~~, **am not** I?

Present Perfect

▶ Tara **has broken** it, **hasn't** she?
 They **haven't fixed** it, **have** they?

Past Simple

▶ Dave **went** there, **didn't** he?
 We **didn't** do this, **did** we?

Past Continuous

▶ It **was raining**, **wasn't** it?
 You **weren't watching** it, **were** you?

Future Simple

▶ I **will be** late, **won't** I?
 Jake **won't** leave us, **will** he?

GRAMMAR FOCUS

3.2 TAG QUESTIONS WITH MODAL VERBS

Can	▶ You can vlog, can't you? Rick can't use this, can he?
Could	▶ Emma could work on her laptop, couldn't she? They couldn't download it, could they?
Must	▶ We must find it, mustn't we? I mustn't be late, must I?
Should	▶ It should be alright, shouldn't it? The students shouldn't bring their phones, should they?
Might	▶ You might see them, mightn't you? We mightn't do it, might we?
Need	▶ We needn't create an account, need we? Riley needn't wear her glasses, need she?
Would	▶ You would be happy, wouldn't you? It wouldn't stop then, would it?

ПРОТЕ:

Have to	▶ I have to log in, don't I? Diane doesn't have to read this, does she?
Had to	▶ You had to be on time, didn't you? George didn't have to go to the library, did he?

4.1 PRESENT PERFECT WITH 'FOR' AND 'SINCE'

Ми вживаємо **Present Perfect**, щоб дізнатися, зокрема, як довго триває дія, що почалася в минулому і відбувається дотепер. Для цього використовуємо прийменники **for** та **since**.

Present Perfect утворюємо за допомогою конструкції:

have/has + 3-тя форма основного дієслова (past participle)





- **For** вказує на період, протягом якого дія триває.
▶ I **have lived** in the UK **for** two years. (*And I still live there.*)
Liz **has known** Eddy **for** a month. (*And she still knows him.*)
We **haven't seen** each other **for** a long time. (*And we still don't see each other.*)
- **Since** позначає конкретний час у минулому, коли дія почалася.
▶ You **have been** here **since** nine o'clock. (*And you are still here.*)
Robert **has worked** as a DJ **since** 2020. (*He started in 2020 and he still works as a DJ.*)
I **haven't played** the piano **since** last year. (*I stopped playing it last year and I still don't play it.*)

4.2 PAST PERFECT

Ми утворюємо **Past Perfect** з допоміжним дієсловом **had** в усіх особах однини і множини та основним дієсловом із закінченням **-ed** (якщо дієслово є правильним) або у третій формі, тобто **past participle** (якщо дієслово є неправильним).

+	–	?	
<i>I had already done it.</i>	<i>I hadn't done it yet.</i>	<i>Had you done it yet?</i>	<i>Yes, I had.</i>
<i>They had sold it by then.</i>	<i>They hadn't sold it by then.</i>	<i>Had they sold it by then?</i>	<i>No, they hadn't.</i>

Ми вживаємо **Past Perfect** у таких випадках:

- дія відбулася перед іншою дією у минулому;  Andy **had gone** to the concert before I arrived.
We **had** already **left** before you came home.
- дія відбулася в минулому, з видимим результатом у минулому;  Sam **had broken** her guitar, so she couldn't play it.
They were still busy because they **hadn't finished** the task.
- дія відбулася перед конкретним часом у минулому;  The concert **had begun** by 7 pm yesterday.
Tim **had stopped** singing by the time I started.
- як еквівалент Present Perfect.  **PRESENT PERFECT**
My violin is gone. Someone **has taken** it.
PAST PERFECT
My violin was gone. Someone **had taken** it.

5.1 RELATIVE PRONOUNS

- Відносні займенники застосовуємо так:

Pronouns	Use (застосування)
who/that	for people (люди)
whose	the possessive form of 'who' (належність)
which/that	for things (речі)
where	for places (місця)
when	for time (час)

GRAMMAR FOCUS

DEFINING RELATIVE CLAUSES

- Обмежувальне означальне речення — це частина складного речення, яка містить **важливе уточнення** щодо **осіб, речей, часу** або **місця**, про які йдеться.
▶ The new book exhibition **which is held upstairs** attracts a lot of visitors.
- В обмежувальних означальних реченнях можемо вживати **that** замість **who** та **which**.
▶ Lily is the woman **who/that** works in our school library.
The novel **which/that** she wrote inspires me.

Інформація в обмежувальних означальних реченнях є істотною, і без неї речення не має змісту.

Порівняйте: A school is a place **where** you study. ↔ A school is a place.

Запам'ятайте!

Ми ніколи **не виділяємо** **комами** обмежувальні означальні речення.

▶ The book **which** I bought yesterday is excellent.
The lady **who** has just left the shop had a monkey in her bag.
The man **that** is waiting for you has a pleasant smile on his face.

5.2 NON-DEFINING RELATIVE CLAUSES

- Описове означальне речення — це частина складного речення, яка містить **несуттєве уточнення** щодо **осіб, речей, часу** або **місця**, про які йдеться. Такі речення **виділяємо** **комами**.
▶ The Carpathian National Nature Park, **which was founded in 1980**, is where Mount Hoverla is located.

Запам'ятайте! В описових означальних реченнях не вживаємо **that**.

Поширена помилка Larry Lorry, **that** lives in London, loves lilies.

Правильно Larry Lorry, **who lives in London**, loves lilies.

Michael, **who** had never been to Ukraine before, was impressed by its beauty.

London, **which** is the capital of England, has a population of 10 mln people.

Uncle George, **who** is in hospital now, likes to play with matches.

My office, **where** I work every day, is painted yellow.

6.1 FIRST CONDITIONAL

- Умовні речення 1-го типу вживаємо для вираження можливої за певних обставин дії в майбутньому. Тобто ми говоримо про те, що станеться (або ймовірно станеться) у майбутньому, якщо перед цим відбудеться ще одна дія.

СТРУКТУРА

'if' clause (умовне речення)	main clause (головне речення)
Present Simple	will + інфінітив

If I **have** free time, I **will visit** you.
If it **rains**, Ben **will wait** inside.
If you **lie** again, Sue **won't trust** you.
If we **don't do** our chores, we **won't go out**.

- Якщо змінюємо порядок речень (спочатку головне, тоді умовне), кому не ставимо.

УВАГА!

I **will visit** you **if** I **have** free time.
 Ben **will wait** inside **if** it **rains**.
 Sue **won't trust** you **if** you **lie** again.
 We **won't go out** **if** we **don't do** our chores.

6.2 USED TO, BE USED TO

- Конструкція **used to** позначає **минулі** звички та дії, які тепер не актуальні і вже не відбуваються. Після **used to** вживаємо інфінітив без **to**.

I **used to read** newspapers. *(But I don't now.)*
 Jack **used to jog** a lot when he was younger. *(But he doesn't now.)*
 We **used to blog** about sport, but we vlog now.

GRAMMAR FOCUS

УВАГА!

▶ You **didn't use to go** to the gym, but you go there now.
Did you **use to go** to the gym in your twenties?

- Конструкція **be used to** вказує на **звичну** для кого-небудь дію чи стан. Після **be used to** вживаємо **дієслово із закінченням -ing** або **іменник** чи **займенник**. При цьому дієслово 'be' набуває форми однини або множини залежно від підмета.

▶ I **am used to cycling** every day.
Bella **is used to exercising** in the morning.
They **are used to eating** healthy food.
Mike **isn't used to** the **noise** of the traffic.

7.1 PASSIVE VOICE: PRESENT, PAST AND FUTURE SIMPLE

В англійській мові розрізняють **Active Voice** (активний стан дієслова) та **Passive Voice** (пасивний стан дієслова). Стан вказує на зв'язок між підметом і присудком у реченні.

- Дієслово-присудок в **Active Voice** показує, що підмет сам виконує дію, позначену цим дієсловом.
▶ I **ask**. (Я запитую.)
- Дієслово-присудок в **Passive Voice** показує, що підмет сам не виконує дію, а є пасивним, тобто об'єктом, щодо якого виконують дію, виражену дієсловом-присудком.
▶ I **am asked**. (Мене запитують.)
- **Примітка.** Якщо відомі виконавець або знаряддя дії, їх згадуємо після присудка за допомогою прийменників **by** або **with** відповідно.
▶ Jack hit the ball. Mark **was hit with** the ball.
The dog follows this man everywhere. This man **is followed by** the dog everywhere.

Passive Voice утворюємо за допомогою дієслова **be** у відповідному часі та **3-ї форми основного дієслова (past participle)**: **be asked, be written**

- **Примітка.** Показником особи, числа та часу в пасивному стані є дієслово **be**, а 3-тя форма дієслова залишається незмінною.

► I **am** asked. They **are** asked. /
She **was** asked. We **were** asked. /
He **will be** asked. We **will be** asked.

7.2 PRESENT PERFECT PASSIVE

Теперішній перфектний час у пасивному стані вживаємо тоді, коли невідомо, хто виконав дію, або неважливо, хто саме її виконав.

Порівняйте:

Active Voice	Passive Voice
Bob has finished his geographical report.	The geographical report has been finished at last.
The Verkhovna Rada has issued some new laws.	Some new laws have been issued recently.

УВАГА! Щоб зазначити виконавця дії, уживаємо прийменник **by**.

Present Perfect Passive утворюємо за допомогою конструкції:
have/has been + 3-тя форма основного дієслова (past participle)

8.1 REVISION OF TENSES (part 1)

- **Present Simple** позначає регулярні дії і факти.
 - + London **is** the capital of the UK.
 - I **visit** Cambridge every year.
 - It **doesn't** rain here.
 - My parents **don't travel** very much.
 - ? **Doesn't** Ned **live** in New Zealand? – **No**, he **doesn't**.
 - Do** they **like** this city? – **Yes**, they **do**.

ВАЖЛИВО!

- Дієслова, які виражають стан, а не дію, уживаємо у Present Simple.
 - + We **know** about this.
 - I **don't remember** it.
 - ? **Does** she **like** the book? – **Yes**, she **does**. / **No**, she **doesn't**.
- **Present Continuous** позначає дії, які відбуваються в момент мовлення.
 - + I **am watching** TV at the moment.
 - Ben **isn't talking** to Vic right now.
 - ? **Am** I **dreaming**? – **No**, you **aren't**.
 - Are** you **hiking** now? – **Yes**, we **are**.

GRAMMAR FOCUS

- **Present Perfect** позначає дії/стани, які почалися в минулому і тривають дотепер, або дії, які завершилися в минулому, а їхній результат важливий зараз.
 - + I **have been** here since 5 o'clock! (*And I still am.*)
Liz **has finished** her work, so she is free.
 - I **haven't seen** Helen yet.
Fred **hasn't bought** the tickets, so we can't go.
We **haven't seen** each other for a long time.
 - ? **Have** you **been** there yet? – **Yes, I have.**
Has Jill **met** Ann already? – **No, she hasn't.**
- **Past Simple** позначає дії, які відбулися в минулому, зазвичай у визначений час.
 - + I **checked** everything yesterday.
Jack **left** two days ago.
 - I **didn't sleep** last night.
Diane **didn't call** me then.
 - ? **Did** Bill **cycle** last time? – **No, he didn't.**
Didn't we **see** that movie yesterday? – **Yes, we did.**
- **Past Continuous** позначає дії, які тривали впродовж конкретного проміжку часу в минулому.
 - + I **was talking** on the phone for 10 minutes last Monday.
You **were playing** all evening.
 - I **wasn't working** when you called.
They **weren't swimming** yesterday at 7 pm.
 - ? **Wasn't** he **reading** then? – **Yes, he was.**
Were Kim and Tim **shopping?** – **No, they weren't.**
- **Past Perfect** позначає дію, яка відбулася перед іншою дією у минулому або перед конкретним часом у минулому.
 - + I **had watched** it before you did.
Tina **had left** by 10 am.
 - I **hadn't used** it before you let me to.
You **hadn't finished** the task by the time she came.
 - ? **Had** it **turned off** before you came in? – **Yes, it had.**
Had she **arrived** by noon? – **No, she hadn't.**

8.2 REVISION OF TENSES (part 2)

- **Future Simple** позначає раптові рішення, обіцянки або передбачення, які спираються на особисті переконання.
 - + Don't worry, I **will help** you pack.
Eddy **will like** this for sure.
 - I **won't let** this happen!
They believe this task **won't be** so hard.
 - ? **Will** you **come** with me? – **Yes, I will.**
Won't it **be** fun? – **No, it won't.**

- **Be going to** позначає наміри або передбачення, які спираються на факти.
 - + I **am going to** tell Tom everything.
Look! That bag **is going to** fall down!
 - Shane **is not going to** come because she is busy.
Nick and Mandy **aren't going to** visit Oxford.
 - ? **Is** Don **going to** use his GPS? – **No**, he **isn't**.
Aren't they **going to** do this? – **Yes**, they **are**.
- **Present Simple** позначає майбутні дії, які є елементами розкладу.
 - + The flight **is** on 11th June.
The lessons **start** at 8 o'clock tomorrow.
 - The train **doesn't arrive** at 7 pm.
The shows **don't end** until next Monday.
 - ? **Does** the plane **land** at noon? – **No**, it **doesn't**.
Don't they **come** on Saturday? – **Yes**, they **do**.
- **Present Continuous** позначає чітко заплановані дії в майбутньому.
 - + Mia **is meeting** me at 5 o'clock tomorrow.
We **are having** lunch here next Monday.
 - Fred **isn't coming** for dinner tonight.
They **aren't travelling** abroad this year.
 - ? **Is** she **buying** a car next week? – **Yes**, she **is**.
Are they **visiting** us at the weekend? – **No**, they **aren't**.

VOCABULARY LIST

UNIT 1

afterwards [ˈɑːftəwədz] потім, згодом
analyse [ˈænəlaɪz] аналізувати
assembly [əˈsembli] збори
assembly hall [əˈsembli hɔːl] актовий зал
boarding school [ˈbɔːdɪŋ skuːl] школа-пансіон
bully [ˈbʊli] знущатися, цькувати
bullying [ˈbʊlɪŋ] знущання, цькування
canteen [kænˈtiːn] їдальня
changing room [ˈtʃeɪndʒɪŋ ru:m] приміщення для перевдягання
cheat [tʃi:t] обманювати
chew [tʃu:] жувати
classroom [ˈklɑːsru:m] класна кімната
comprehensive school [ˌkɒmpriˈhensɪv skuːl] єдина середня школа
detention [diˈtenʃn] покарання
to get detention (for) отримувати покарання (за)
entrance [ˈentrəns] вхід
fashionable [ˈfæʃnəbl] модний
first floor [ˌfɜːst ˈflɔː(r)] другий поверх
freedom [ˈfriːdəm] свобода
grammar school [ˈgræmə skuːl] середня школа, яка відбирає учнів за іспитом
ground floor [ˌgraʊnd ˈflɔː(r)] перший поверх
hanger [ˈhæŋə(r)] вішалка
high school [ˈhaɪ skuːl] старші класи середньої школи
homeschool [ˌhəʊmˈskuːl] навчатися з дому
lab [læb] лабораторія
last [lɑːst] тривати
locker [ˈlɒkə(r)] шафка із замком
manner [ˈmænə(r)] манера
microscope [ˈmaɪkrəskəʊp] мікроскоп
neighbourhood [ˈneɪbəhʊd] район, округ

norm [nɔːm] норма, правило
odd [ɒd] дивний
office [ˈɒfɪs] кабінет
old-fashioned [ˌəʊld ˈfæʃnd] старомодний, застарілий
primary school [ˈpraɪməri skuːl] початкова школа
private school [ˌpraɪvət ˈskuːl] приватна школа
respect [rɪˈspekt] поважати
secondary education [ˌsekəndri edʒuˈkeɪʃn] середня освіта
shout [ʃaʊt] кричати
staff room [ˈstɑːf ru:m] учительська
state school [ˈsteɪt skuːl] державна школа
strict [strikt] суворий, вимогливий
stripe [straɪp] смуга
tolerant [ˈtɒlərənt] терпимий, толерантний
tutor [ˈtjuːtə(r)] приватний(-а) учитель(-ка)
yawn [jɔːn] позіхати

UNIT 2

advice [ədˈvaɪs] порада
a piece of advice (on/about) порада (щодо)
argument [ˈɑːɡjʊmənt] суперечка
balance [ˈbæləns] баланс, гармонія
communication [kəˌmjuːnɪˈkeɪʃn] зв'язок
date [deɪt] побачення
to have a date мати побачення
development [dɪˈveləpmənt] розвиток
dishonest [dɪsˈɒnɪst] нечесний, несумлінний
download [ˌdaʊnˈləʊd] завантажувати
dude [duːd] бро (сленгове звертання до хлопця)
especially [ɪˈspeʃəli] особливо, зокрема
frank [fræŋk] щирий, відвертий

VOCABULARY LIST

function ['fʌŋkʃn] працювати, функціонувати

gossip ['gɒsɪp] пліткувати

ignore [ɪg'nɔ:(r)] ігнорувати

informal [ɪn'fɔ:ml] невимушений,
неофіційний

jealous ['dʒeləs] заздрісний

kind [kaɪnd] добрий

loyal ['lɔɪəl] вірний

means [mi:nz] засіб, спосіб

message ['mesɪdʒ] повідомлення

old-school ['əʊld sku:l] традиційний,
старомодний, застарілий

ordinary ['ɔ:dnri] звичайний

process ['prəʊses] процес

replace [rɪ'pleɪs] замінити

romantic [rəʊ'mæntɪk] романтичний

selfish ['selfɪʃ] егоїстичний

stubborn ['stʌbən] упертий

tablet ['tæblət] планшет

to be easier said than done вислів «Легко сказати, важче зробити»

to call (smb) back перетелефонувати кому-небудь

to catch smth зрозуміти що-небудь

to drop smb a line написати кому-небудь

to give smb a call зателефонувати кому-небудь

to hold on очікувати

to keep in touch with smb залишатися з ким-небудь на зв'язку

to keep smb posted повідомляти кому-небудь новини

to speak up говорити голосніше

to stand up for smb заступатися за кого-небудь

to work on smth працювати над чим-небудь

transfer [træns'fɜ:(r)] переносити,
передавати

understanding [ˌʌndə'stændɪŋ] чуйний

virtual ['vɜ:tʃuəl] віртуальний

worldwide network [ˌwɜ:ldwaɪd 'netwɜ:k]
усесвітня мережа

UNIT 3

account [ə'kaʊnt] акаунт, обліковий запис

ad [æd] реклама

ad break ['æd breɪk] рекламна пауза

app [æp] застосунок

appropriately [ə'prəʊpriətli] належно

as well as [æz wel æz] крім того, що

banner ['bænə(r)] банер, рекламний плакат

billboard ['bɪlbɔ:d] білборд, рекламний щит

blog [blɒg] блог; вести блог

blogger ['blɒgə(r)] блогер, блогерка

blogging ['blɒɡɪŋ] блогінг

broadcast ['brɔ:dkɑ:st] транслювати

broadcast media [ˌbrɔ:dkɑ:st 'mi:diə]
телебачення і радіомовлення

channel ['tʃænl] канал

chat room ['tʃæt ru:m] чат

come [kʌm] приходити

to come up with smth придумувати що-небудь

cover ['kʌvə(r)] обкладинка

daily ['deɪli] щоденне видання

data ['deɪtə] дані, інформація

device [dɪ'vaɪs] пристрій

digital media [ˌdɪdʒɪtl 'mi:diə] цифрові медіа

documentary [ˌdɒkjʊ'mentri]

документальний фільм

e-book ['i: bʊk] електронна книжка

edition [ɪ'dɪʃn] видання

fact [fækt] факт

VOCABULARY LIST

fake [feɪk] підроблений, фальшивий,
викривлений

fake news [ˌfeɪk ˈnjuːz] фейкові новини

format [ˈfɔːmət] формат

gadget [ˈɡædʒɪt] гаджет

inform [ɪnˈfɔːm] повідомляти, інформувати

inspire [ɪnˈspaɪə(r)] надихати

interest [ˈɪntrəst] цікавити

keep [kiːp] тримати, берегти

to keep smb away from smth уберігати
кого-небудь від чого-небудь

log in [lɒg ɪn] входити в систему,
авторизовуватися

log out [lɒg aʊt] виходити із системи

magazine [ˌmæɡəˈziːn] журнал

make [meɪk] робити

to make money out of smth заробляти
гроші на чому-небудь

mass media [ˌmæs ˈmiːdiə] мас-медіа,
засоби масової інформації (ЗМІ)

media [ˈmiːdiə] медіа, засоби масової
інформації (ЗМІ)

monthly [ˈmʌnθli] щомісячне видання

moreover [mɔːrˈəʊvə(r)] до того ж, ба більше

Net [net] мережа «Інтернет»

news programme [ˈnjuːz prəɡræm]
програма новин

news website [ˈnjuːz websaɪt] новинний
сайт

opinion [əˈpɪnjən] думка, погляд

outdoor media [ˌaʊtdɔːr ˈmiːdiə] зовнішня
реклама

password [ˈpɑːswɜːd] пароль

periodical [ˌpɪəriˈɒdɪkl] періодичне видання

personal [ˈpɜːsənl] особистий

pity [ˈpɪti] жалощі, співчуття

It is a pity that ... Прикро, що ...

plug [plʌɡ] всувати, встромляти

to be plugged into smth бути поглиnutим
чим-небудь

podcast [ˈpɒdkɑːst] подкаст

politics [ˈpɒlətɪks] політика

post [pəʊst] допис, інтернет-публікація;
дописувати у блозі, викладати відео у
влозі

press [pres] преса

print [prɪnt] друк; друкувати; друкований

print media [ˈprɪnt miːdiə] друковані ЗМІ

printed [ˈprɪntɪd] надрукований

printing machine [ˈprɪntɪŋ məʃiːn]
друкарський верстат

process [ˈprəʊses] процес

quality [ˈkwɒləti] якісний, серйозний

radio [ˈreɪdiəʊ] радіо, радіомовлення,
радіоприймач

receive [rɪˈsiːv] отримувати

script [skrɪpt] скрипт, сценарій

search [sɜːtʃ] шукати

to search the web шукати в мережі,
інтернеті

secret [ˈsiːkrət] секрет; секретний

side [saɪd] бік, сторона

sign [saɪn] підписувати(ся)

to sign up for smth підписуватися на що-
небудь

social network [ˌsəʊʃl ˈnetwɜːk] соціальна
мережа

source [sɔːs] джерело

sphere [sfɪə(r)] сфера

subscriber [səbˈskraɪbə(r)] підписник,
підписниця

success [səkˈses] успіх

Sunday paper [ˌsʌndeɪ ˈpeɪpə(r)] недільна
газета

VOCABULARY LIST

surf [sɜ:f] займатися серфінгом
to surf the Net проводити час за переглядом вебсторінок, вебсайтів
system ['sɪstəm] система
tablet ['tæblət] планшет
tabloid ['tæbloɪd] таблоїд
talk show ['tɔ:k ʃəʊ] ток-шоу, розмовне шоу
thus [ðʌs] отже
TV [ti: 'vi:] телебачення
TV set [ti: 'vi: set] телевізор
unscramble [ʌn'skræmbəl] розшифровувати
version ['vɜ:ʃn] версія
view [vju:] дивитися, переглядати
vlog [vlɒg] влог, відеоблог; вести влог, відеоблог
vlogger ['vlɒgə(r)] влогер, влогерка
vlogging ['vlɒgɪŋ] влогінг, відеоблогінг
weather forecast ['weðə fɔ:kɑ:st] прогноз погоди
web [web] усевітня мережа, інтернет
web page ['web peɪdʒ] вебсторінка, інтернет-сторінка
website ['websaɪt] вебсайт, сайт
weekly ['wi:kli] щотижневий видання

UNIT 4

accordion [ə'kɔ:diən] акордеон
accordionist [ə'kɔ:diənɪst] акордеоніст, акордеоністка
album ['ælbəm] музичний альбом
anthem ['ænθəm] гімн, урочиста пісня
arrange [ə'reɪndʒ] улаштовувати, організовувати
astrophysics [æstrəʊ'fɪzɪks] астрофізика
atmosphere ['ætmosfɪə(r)] атмосфера
attend [ə'tend] відвідувати
audience ['ɔ:diəns] аудиторія, публіка

ballet ['bæleɪ] балет
blue note ['blu: nəʊt] блюзова нота
breakdancing ['breɪkda:nsɪŋ] брейк
cellist ['tʃelist] віолончеліст, віолончелістка
cello ['tʃeləʊ] віолончель
chancellor ['tʃɑ:nsələ(r)] канцлер, канцлерка
choir ['kwaɪə(r)] хор
chord [kɔ:d] акорд
classical ['klæsɪkl] який пов'язаний із класичною музикою
classical music [klæsɪkl 'mju:zɪk] класична музика
combination [kəm'bi'neɪʃn] поєднання
combine [kəm'baɪn] поєднувати
complex ['kɒmpleks] складний
compose [kəm'pəʊz] писати музику
composer [kəm'pəʊzə(r)] композитор, композиторка
concert ['kɒnsət] концерт
conductor [kən'dʌktə(r)] диригент, диригентка
country ['kʌntri] кантрі
crossover ['krɒsəʊvə(r)] кросовер
cymbalist ['sɪmblɪst] цимбаліст, цимбалістка
cymbals ['sɪmblz] цимбали
disco ['diskəʊ] диско
DJ ['di: dʒeɪ] диджей, диджейка
drummer ['drʌmə(r)] барабанник, барабанниця
drums [drʌmz] барабани
electric guitar [ɪ,lektrɪk ɡɪ'tɑ:(r)] електрогітара
energetic [enə'dʒetɪk] енергійний
feature ['fi:tʃə(r)] характерна риса
folk [fəʊk] фольк-музика
form [fɔ:m] організовувати, засновувати

VOCABULARY LIST

genre ['ʒɒnrə] жанр	pop rock ['pɒp rɒk] поп-рок
guitar [gi'tɑ:(r)] гітара	powerful ['paʊəfl] потужний
guitarist [gi'tɑ:rɪst] гітарист, гітаристка	publish ['pʌblɪʃ] опубліковувати, видавати
harp [hɑ:p] арфа	R&B [ɑ:r ən 'bi:] ритм-енд-блюз
harpist ['hɑ:pɪst] арфіст, арфістка	rap [ræp] реп; виконувати реп
heavy metal [ˌhevi 'metl] важкий метал	rapper ['ræpə(r)] репер, реперка
hip-hop ['hɪp hɒp] хіп-хоп	record ['rekɔ:d] запис
information [ˌɪnfə'meɪʃn] інформація	record [rɪ'kɔ:d] записувати
for your information до твого/вашого відомо	rhyme [raɪm] рима
instrumental [ˌɪnstrə'mentl] інструментальний	rock [rɒk] рок
jazz [dʒæz] джаз	rock-n-roll [ˌrɒk ən 'rɔ:l] рок-н-рол
K-pop ['keɪ pɒp] кей-поп	saxophone ['sæksəfəʊn] саксофон
lead [li:d] очолювати, диригувати	saxophonist [sæk'sɒfənɪst] саксофоніст, саксофоністка
lead guitarist [ˌli:d gi'tɑ:rɪst] соло-гітарист, соло-гітаристка	sell out [sel aʊt] розпродаватися
lead singer [ˌli:d 'sɪŋə(r)] вокаліст, вокалістка	songwriter ['sɒŋraɪtə(r)] пісняр, піснярка
melody ['melədi] мелодія	study ['stʌdi] вивчення, дослідження
music producer [ˌmju:zɪk prə'dju:sə(r)] музичний продюсер, музична продюсерка	taste [teɪst] смак
music video [ˌmju:zɪk vɪdiəʊ] відеокліп	thing [θɪŋ] річ
musical instrument [ˌmju:zɪkl 'ɪnstrəmənt] музичний інструмент	my/his/her thing те, що добре вдається мені/йому/їй
musical note [ˌmju:zɪkl nəʊt] музична нота	though [ðəʊ] однак, проте
musician [mju'zɪʃn] музикант, музикантка	through [θru:] через
opera ['ɒprə] опера	tour [tuə(r)] тур, турне; гастролювати
opera singer ['ɒprə sɪŋə(r)] оперний співак, оперна співачка	tour manager ['tuəɪ məneɪdʒə(r)] тур-менеджер, тур-менеджерка
orchestra ['ɔ:kɪstrə] оркестр	trombone [trɒm'bəʊn] тромбон
perform [pə'fɔ:m] виступати	trombonist [trɒm'bəʊnɪst] тромбоніст, тромбоністка
performance [pə'fɔ:məns] виступ	violin [ˌvaɪə'lin] скрипка
performer [pə'fɔ:mə(r)] виконавець, виконавиця	violinist [ˌvaɪə'lnɪst] скрипаль, скрипалька
pianist ['piənɪst] піаніст, піаністка	voice [vɔɪs] голос
piano [pi'æpəʊ] фортепіано	
pop [pɒp] поп	

UNIT 5

actually ['æktʃuəli] насправді
ancestor ['ænsəstə(r)] предок
atmosphere ['ætməsfɪə(r)] атмосфера

VOCABULARY LIST

attention [ə'tenʃn] увага
attract [ə'trækt] приваблювати, привертати
ballad ['bæləd] балада
biography [baɪ'ɒgrəfi] біографія
blurb [blɜ:b] видавнича анотація
bookmark ['bʊkmɑ:k] закладка
bouquet [bu'keɪ] букет
catalogue ['kætələg] каталог
character ['kærəktə(r)] персонаж, персонажка
clue [klu:] підказка
commentary ['kɒməntəri] коментар
complicated ['kɒmplikeɪtɪd] складний, ускладнений
consult [kən'sʌlt] консультувати(ся), радитися
contain [kən'teɪn] містити в собі
contents ['kɒntents] уміст, зміст
a table of contents зміст
cover ['kʌvə(r)] обкладинка; охоплювати, висвітлювати
do [du:] робити, виконувати
to do without smth могли прожити без чого-небудь
electronic [ɪ,lek'trɒnɪk] електронний
fable ['feɪbl] байка
fantasy ['fæntəsi] фентезі
favour ['feɪvə(r)] послуга, прихильність
in favour of smth на користь чого-небудь
fiction ['fɪkʃn] художня література
generalisation [ˌdʒenrəlaɪ'zeɪʃn] узагальнення
generally ['dʒenrəli] загалом
historic [hɪ'stɒrɪk] історичний, який має історичне значення
historical [hɪ'stɒrɪkl] історичний, який стосується історії
intrigue [ɪn'tri:g] інтрига

invention [ɪn'venʃn] винайдення
investigation [ɪn,vestɪ'geɪʃn] розслідування
judge [dʒʌdʒ] робити висновки
librarian [laɪ'breəriən] бібліотекар, бібліотекарка
library ['laɪbrəri] бібліотека
made-up ['meɪd ʌp] вигаданий
majority [mə'dʒɔrəti] більшість
memoir ['memwɑ:(r)] мемуар
modern ['mɒdn] сучасний
mystery ['mɪstri] таємниця, містерія
Nazi ['nɑ:tsi] нацистський
noble ['nəʊbl] благородний, шляхетний
non-fiction [ˌnɒn 'fɪkʃn] нехудожня література
novel ['nɒvl] роман
pace [peɪs] темп, швидкість
per cent [pə 'sent] відсоток
percentage [pə'sentɪdʒ] частина
poetry ['pəʊətri] поезія
preference ['prefrəns] перевага
proportion [prə'pɔ:ʃn] пропорція, кількісне співвідношення
publisher ['pʌblɪʃə(r)] видавець, видавчиня
race [reɪs] раса
recommendation [ˌrekəmen'deɪʃn] рекомендація, порада
remnant ['remnənt] залишок
romance [rəʊ'mæns] роман, любовна історія
selfie ['selfi] селфі
SF [ˌes 'ef] наукова фантастика
teaser ['ti:zə(r)] тизер фільму
title ['taɪtl] назва, заголовок
trilogy ['trɪlədʒi] трилогія
while away [waɪl ə'weɪ] проводити приємно час, згаювати вільний час

VOCABULARY LIST

within [wɪ'dɪn] у, у межах

young adult [jʌŋ 'ædʌlt] який призначений для молоді

UNIT 6

alcohol ['ælkəhɒl] алкоголь

calm [kɑ:m] тиша; спокійний, тихий

cardigan ['kɑ:dɪgən] кардиган

countryside ['kʌntrisaɪd] сільська місцевість

daily routine [deɪli ru:'ti:n] щоденна рутина

development [dɪ'veləpmənt] розвиток

device [dɪ'vaɪs] прилад

diet ['daɪət] дієта

digestive system [daɪ'dʒestɪv sɪstəm] травна система

exercise ['eksəsaɪz] вправи; виконувати фізичні вправи

fast food [fɑ:st 'fu:d] фастфуд

fast-paced [fɑ:st 'peɪst] який минає у швидкому темпі

focus (on) ['fəʊkəs] зосереджуватися (на)

folks [fəʊks] люди

follow ['fɒləʊ] дотримуватися

gadget ['gædʒɪt] гаджет

gain [geɪn] набирати

to gain/put on weight набирати ваги

go [gəʊ] іти, ходити

to go crazy (about smth) шаленіти, божеволіти (від чого-небудь)

healthy ['helθi] здоровий

hormone ['hɔ:məʊn] гормон

involve [ɪn'vɒlv] передбачати

junk food ['dʒʌŋk fu:d] шкідлива, нездорова їжа

lead to [li:d tə] призводити до

lifestyle ['laɪfstɑɪl] спосіб життя

likely ['laɪkli] імовірно

melatonin [ˌmelə'təʊnɪn] мелатонін

neighbour ['neɪbə(r)] сусід, сусідка

nutrient ['nju:triənt] поживна речовина

overcome [ˌəʊvə'kʌm] подолати, побороти

overweight [ˌəʊvə'weɪt] який із зайвою, надлишковою вагою

overwork [ˌəʊvə'wɜ:k] понаднормова праця; перевантаження; працювати понаднормово

pale [peɪl] блідий

produce [prə'dju:s] виробляти

productive [prə'dʌktɪv] продуктивний, ефективний

properly ['prɒpəli] належно

quiet ['kwaɪət] тиша, спокій; тихий, спокійний

relaxation [ˌrɪlæks'eɪʃn] відпочинок

rural ['rʊərəl] сільський

sleepyhead ['sli:pihed] соня (розм. звертання)

smoke [sməʊk] палити, курити

socialise ['səʊʃəlaɪz] спілкуватися, соціалізуватися

stay [steɪ] залишатися

to stay calm зберігати спокій, не нервувати

suit [su:t] личити

therefore ['ðeəfɔ:(r)] тому, відтак

unhealthy [ʌn'helθi] нездоровий, шкідливий

urban ['z:bən] міський

voice message ['vɔɪs mesɪdʒ] голосове повідомлення

weight [weɪt] вага

will [wɪl] воля

Where there's a will, there's a way. Було б бажання, а можливість знайдеться.

VOCABULARY LIST

UNIT 7

access ['ækses] доступ
agriculture ['ægrɪkʌltʃə(r)] аграрне виробництво
air mass ['eə mæs] повітряна маса
anthem ['ænθəm] гімн
area ['eəriə] район, частина, територія, площа
artery ['ɑ:təri] артерія, магістраль
association [ə,səʊsi'eɪʃn] асоціація
average ['ævərɪdʒ] середній
 on average у середньому
bank [bæŋk] берег
Belarus [ˌbelə'rʊ:s] Білорусь
black soil [ˌblæk 'sɔɪl] чорнозем
border ['bɔ:də(r)] кордон; межувати
breadbasket ['bredbɑ:skɪt] житниця
brochure ['brəʊʃə(r)] брошура
Buh [boh] р. Західний Буг
Bulgarian [bʌl'geəriən] болгарин, болгарка
Carpathian [kɑ:'peɪθiən] карпатський
cause [kɔ:z] спричинювати
climate ['klaɪmət] клімат
climate change ['klaɪmət tʃeɪndʒ] зміна клімату
closeness ['kləʊsnəs] близькість
coastline ['kəʊstlaɪn] берегова лінія
condition [kən'dɪʃn] умова
connections [kə'nekʃnz] зв'язки, відносини
construct [kən'strʌkt] будувати, зводити
continental [ˌkɒntɪ'nentl] континентальний
Cossack ['kɒsæk] козак; козацький
cover ['kʌvə(r)] покривати, охоплювати
Crimea [kraɪ'mi:ə] Крим
Crimean [kraɪ'mi:ən] кримський
cross [krɒs] переходити, перетинати
culinary ['kʌlɪnəri] кулінарний
Danube ['dænju:b] р. Дунай

defend [dɪ'fend] захищати, обороняти
determine [dɪ'tɜ:mɪn] визначати
dignity ['dɪgnəti] гідність
directly [də'rektli] прямо, безпосередньо
distance ['dɪstəns] відстань
Dnipro ['dni:prəʊ] р. Дніпро
Dnister ['dni:stə(r)] р. Дністер
Donets ['dɒnets] р. Сіверський Донець
dot [dɒt] позначати крапками
eastern ['i:stən] східний
ensure [ɪn'ʃʊə(r)] гарантувати, забезпечувати
ethnically ['eθnɪkli] етнічно
evil ['i:vl] злий, лютий
exception [ɪk'sepʃn] виняток
exotic [ɪg'zɒtɪk] екзотичний
extract ['ekstrækt] витяг, уривок
farther ['fɑ:ðə(r)] далі
fauna ['fə:nə] фауна
favourable ['feɪvərəbl] сприятливий
feature ['fi:tʃə(r)] особливість, властивість
fertile ['fɜ:taɪl] родючий
flat [flæt] рівний, пологий
flora ['flɔ:rə] флора
folklore ['fəʊklɔ:(r)] фольклор, народна творчість
foot [fɒt] (**мн. feet**) фут (од. вим.)
foreigner ['fɒrənə(r)] іноземець, іноземка
forest-steppe ['fɒrɪst step] лісостеп
fortress ['fɔ:trəs] фортеця
freedom ['fri:dəm] воля, свобода
freshwater ['freʃwɔ:tə(r)] прісноводний
gas [gæs] природний газ
gather ['gæðə(r)] збирати
generation [ˌdʒenə'reɪʃn] покоління
geographical [ˌdʒi:ə'græfɪkl] географічний
grove [grəʊv] гай
hemisphere ['hemɪsfɪə(r)] півкуля

VOCABULARY LIST

heroic [hə'reɔɪk] героїчний	Moldova [mɒl'dəʊvə] Молдова
high-voltage [ˌhaɪ 'vəʊltɪdʒ] високовольтний	mountain range ['maʊntən reɪndʒ] гірський хребет
highway ['haɪweɪ] магістраль	mountainous ['maʊntənəs] гористий
hospitable [hɒ'spɪtəbl̩] гостинний	must-see [mʌst si:] який неодмінно варто побачити
Hungary ['hʌŋgəri] Угорщина	nation ['neɪʃn] нація, народ, країна
identity [aɪ'dentəti] ідентичність	national ['næʃnəl] національний, державний
illegally [ɪ'li:ɡəli] незаконно	nationality [ˌnæʃə'næləti] національність
inch [ɪntʃ] дюйм (од. вим.)	navigable ['nævɪɡəbl̩] судноплавний
independence [ˌɪndɪ'pendəns] незалежність	northern ['nɔ:ðən] північний
indicator ['ɪndɪkeɪtə(r)] показник, індикатор	number ['nʌmbə(r)] номер, число, кількість; налічувати
industrial [ɪn'dʌstriəl] промисловий	numerous ['nju:mərəs] численний
influence ['ɪnfluəns] вплив; впливати	occupy ['ɒkjʊpaɪ] займати певний простір, захоплювати, окуповувати
inhabit [ɪn'hæbɪt] жити, мешкати	oil [ɔɪl] нафта
intensive [ɪn'tensɪv] інтенсивний, завзятий	Orthodox Church [ˌɔ:θədɒks 'tʃɜ:tʃ] православна церква
invader [ɪn'veɪdə(r)] загарбник, окупант	pearl [pɜ:l] перлина
Jew [dʒu:] єврей, єврейка	people ['pi:pl̩] люди, народ
kilometre [kɪ'lɒmɪtə(r)] кілометр	picturesque [ˌpɪktʃə'resk] мальовничий
landscape ['lændskeɪp] ландшафт	pipeline ['paɪpleɪn] трубопровід
lately ['leɪtli] нещодавно, останнім часом	Poland ['pəʊlənd] Польща
latitude ['lætɪtju:d] широта (геогр.)	Pole [pəʊl] поляк, полячка
left [left] лівий; ліворуч	poor [pʊə(r)] бідний, низькоякісний
lie [laɪ] (lay, lain) лежати, бути розташованим	populate ['pɒpjuleɪt] населяти
life-and-death [ˌlaɪf ən 'deθ] який є питанням життя і смерті	population [ˌpɒpjʊ'leɪʃn] населення
Lithuania [ˌlɪθju'eɪniə] Литва	position [pə'zɪʃn] розташування
location [ləʊ'keɪʃn] локація, місце розташування	presence ['prezns] наявність
main [meɪn] основний, головний	preserve [prɪ'zɜ:v] охороняти, зберігати
major ['meɪdʒə(r)] головний, значний, переважний	profile ['prəʊfaɪl] профіль, сукупність основних рис
meadow ['medəʊ] лука	rafting ['rɑ:ftɪŋ] рафтинг
Mediterranean Sea [ˌmedɪtə'reɪniən 'si:] Середземне море	railroad ['reɪlrəʊd] залізнична колія
mild [maɪld] м'який	rainfall ['reɪnfɔ:l] кількість опадів
mixed forest [ˌmɪkst 'fɒrɪst] мішаний ліс	range [reɪndʒ] коливатися в певних межах
moderate ['mɒdərət] помірний	

VOCABULARY LIST

relations [rɪ'leɪʃnz] відносини
resort [rɪ'zɔ:t] курорт
resources [rɪ'sɔ:sɪz] ресурси
rich [rɪtʃ] багатий
right [raɪt] право; правий, правильний;
праворуч
rolling hill ['rəʊlɪŋ hɪl] пагорб
Romania [ru'meɪniə] Румунія
Russia ['rʌʃə] Росія
scenery ['si:nəri] пейзаж, краєвид
shady ['ʃeɪdi] тіnistий
sights [saɪts] визначні місця
significant [sɪɡ'nɪfɪkənt] значний
situate ['sɪtʃueɪt] розташовувати(ся)
Slavic ['slɑ:vɪk] слов'янський
Slovakia [slə'vækiə] Словаччина
soil [sɔɪl] земля, ґрунт
soldier ['səʊldʒə(r)] солдат
soulful ['səʊfl] душевний, проникливий
southern ['sʌðən] південний
Southern Buh [sʌðən 'boʊ] р. Південний Буг
spectacular [spek'tækjələ(r)] ефектний,
захопливий
spring [sprɪŋ] джерело
sprinkle ['sprɪŋkl] кропити
square [skweə(r)] квадратний
state [steɪt] держава
steppe [step] степ
stream [stri:m] потік, струмок
strengthen ['streŋkən] зміцнювати
stretch [stretʃ] розтягувати(ся), простягатися
struggle ['strʌɡl] боротьба; боротися
subtropical [sʌb'trɒpɪkl] субтропічний
succeed [sək'si:d] мати успіх
Tatar ['tæto:(r)] татарин, татарка
temperate ['tempərət] помірний
tempt [tempt] вабити, спокушати

territory ['terətri] територія
thick [θɪk] густий
trade [treɪd] торгівля
Transcaucasia [ˌtrænzko:'keɪzə] Закавказзя
transmission line ['trænzmiʃn laɪn] лінія
передачі
trident ['traɪdnt] тризуб
tropical ['trɒpɪkl] тропічний
trout [traʊt] форель
typical ['tɪpɪkl] типовий, характерний
unique [ju:'ni:k] унікальний
variety [və'raɪəti] розмаїття
vary ['veəri] різнитися, відрізнятися
visiting card ['vɪzɪtɪŋ kɑ:d] візитівка
volunteer [ˌvɒlən'tiə(r)] волонтер, волонтерка
wash [wɒʃ] мити(ся), омивати
waterfall ['wɔ:təfɔ:l] водоспад
watershed ['wɔ:təʃed] вододіл, річковий басейн
wealth [welθ] багатство
western ['westən] західний
wheat [wi:t] пшениця
within [wɪ'dɪn] у, у межах
world-famous [ˌwɜ:ld 'feɪməs]
всесвітньовідомий
zone [zəʊn] зона, район

UNIT 8

Aborigine [ˌæbə'ridʒəni] австралійський/-а
абориген, аборигенка
Alaska [ə'læskə] Аляска
Antarctic [æn'tɑ:ktɪk] антарктичний
Arctic ['ɑ:ktɪk] арктичний
Asian ['eɪzn] азієць, азійка; азійський
Atlantic Ocean [ət,læntɪk 'əʊʃn] Атлантичний
океан
Auckland ['ɔ:klənd] Окленд
Ben Nevis [ˌben 'nevis] г. Бен-Невіс

VOCABULARY LIST

British ['brɪtɪʃ] британець, британка;
британський

Briton ['brɪtn] брит, бритка; британець,
британка

bump [bʌmp] ударяти(ся)

to bump into smb зіткнутися з ким-небудь

canoe [kə'nu:] каное

canyon ['kænjən] каньйон

cave [keɪv] печера

Celsius ['selsiəs] шкала Цельсія

coast [kəʊst] узбережжя

cocky ['kɒki] гордий, зарозумілий

colony ['kɒləni] колонія

conduct [kən'dʌkt] проводити

consist of [kən'sɪst əv] складатися з

continent ['kɒntɪnənt] континент, материк

convict ['kɒnvɪkt] засуджений, засуджена

country ['kʌntri] країна, сільська місцевість

creation [kri'eɪʃn] творіння

cuisine [kwi'zi:n] кухня (набір страв)

dairy milk [ˌdeəri 'mɪlk] коров'яче молоко

desert ['dezət] пустеля

diverse [daɪ'vɜ:s] різний, різноманітний,
розмаїтий

dolphin ['dɒlfɪn] дельфін

Down Under ['daʊn ʌndə(r)] "перевернута
земля" (неофіційна назва Австралії)

dry [draɪ] сухий

English ['ɪŋɡlɪʃ] англієць, англійка; англійський

English Channel [ˌɪŋɡlɪʃ 'tʃænl] протока Ла-
Манш

ethnic ['eθnɪk] етнічний

extreme [ɪk'stri:m] екстремальний

fact file ['fækt faɪl] короткий набір фактів

Fahrenheit ['færənhaɪt] шкала Фаренгейта

federal union [ˌfedərəl 'ju:niən]
федеральний союз

fly [flaɪ] муха

formal ['fɔ:ml] офіційний, який
дотримується формальностей

fun fact ['fʌn fækt] цікавий факт

geyser ['gi:zə(r)] гейзер

GPS [ˌdʒi: pi: 'es] система глобального
позиціювання

Greenland ['ɡri:nlənd] Гренландія

happen ['hæpən] відбуватися, траплятися,
ставатися

harmony ['hɑ:məni] гармонія, злагода

Hawaii [hə'waii] Гаваї

Hispanic [hɪ'spænik] іспаномовна людина;
іспаномовний

hold in [həʊld ɪn] змовчувати, тримати в
собі

humid ['hju:mid] вологий, вогкий

Iceland ['aɪslənd] Ісландія

icon ['aɪkɒn] ікона, символ

immigrant ['ɪmɪgrənt] іммігрант, іммігрантка

Indian Ocean [ˌɪndiən 'əʊʃn] Індійський океан

inhabitant [ɪn'hæbɪtənt] житель, жителька

Ireland ['aɪələnd] Ірландія

Irish ['aɪrɪʃ] ірландець, ірландка; ірландський

Islam ['ɪzlɑ:m] іслам

island ['aɪlənd] острів

isolate ['aɪsəleɪt] ізолювати

jungle ['dʒʌŋɡl] джунглі

kangaroo [ˌkæŋɡə'ru:] кенгуру

kingdom ['kɪŋdəm] королівство

kiwi bird ['ki:wi bɜ:d] птах ківі

koala [kəʊ'ɑ:lə] коала

Latin ['lætɪn] латин, латинка; латинський

law [lɔ:] закон

locate [ləʊ'keɪt] розташовувати(ся)

Maori ['maʊri] маорі, мова маорі

melt [melt] танути, плавити(ся)

VOCABULARY LIST

melting pot ['meltɪŋ pɒt] плавильний котел,
різнорідне суспільство

Mexico ['meksɪkəʊ] Мексика

mixed-race [ˌmɪkst 'reɪs] який поєднує
кілька рас

monarchy ['mɒnəki] монархія

native ['neɪtɪv] уродженець, уродженка

New Guinea [ˌnjuː 'ɡɪni] острів Нова Гвінея

New Zealand [ˌnjuː 'ziːlənd] Нова Зеландія

New Zealander [ˌnjuː 'ziːləndə(r)]
новозеландець, новозеландка

nomad ['nəʊmæd] кочівник, кочівниця

North America [ˌnɔːθ ə'merɪkə] Північна
Америка

Northern Ireland [ˌnɔːðən 'aɪələnd] Північна
Ірландія

official [ə'fɪʃl] офіційний, державний

open-minded [ˌəʊpən 'maɪndɪd]
неупереджений, відкритий до нового

origin ['ɒrɪdʒɪn] походження

outspoken [aʊt'spəʊkən] відвертий

Pacific Islander [pə'sɪfɪk 'aɪləndə(r)] житель,
жителька тихоокеанських островів

Pacific Ocean [pə'sɪfɪk 'əʊʃn] Тихий океан

Pakeha ['pɑːkihɑː] біла людина (мовою маорі)

palm [pɑːm] пальма

part [pɑːt] частина

peculiarity [pɪˌkjuːlɪ'ærəti] особливість,
специфічність

plain [pleɪn] рівнина

polar ['pəʊlə(r)] полярний

Polynesian [ˌpɒlɪ'niːzən] полінезійський

pound sterling [ˌpaʊnd 'stɜːlɪŋ] фунт стерлінгів

proper name [ˌprɒpə 'neɪm] власна назва

race [reɪs] раса

realise ['riːəlaɪz] усвідомлювати

religion [rɪ'lɪdʒən] релігія

represent [ˌrepriːzent] представляти

republic [rɪ'pʌblɪk] республіка

reserved [rɪ'zɜːvd] стриманий

revision [rɪ'vɪʒn] повторення

Roman ['rəʊmən] римлянин, римлянка

royal family [ˌrɔɪəl 'fæməli] королівська сім'я

ruler ['ruːlə(r)] правитель, правителька

Scot [skɒt] шотландець, шотландка

Scotland ['skɒtlənd] Шотландія

settler ['setlə(r)] поселенець, поселенка

Severn ['sevn] р. Северн

snow-capped ['snəʊ kæpt] засніжений

society [sə'saɪəti] суспільство, соціум,
спільнота

South America [ˌsaʊθ ə'merɪkə] Південна
Америка

species ['spiːʃiːz] вид (біол.)

spirit ['spɪrɪt] дух

standard of living [ˌstændəd əv 'lɪvɪŋ] рівень
життя

starry ['stɑːrɪ] зоряний

state [steɪt] штат у США

stereotype ['steriətaɪp] стереотип

sunscreen ['sʌnskriːn] сонцезахисний засіб

tattoo [tə'tuː] татуювати

Texas ['teksəs] Техас

Thames ['temz] р. Темза

tolerant ['tɒlərənt] толерантний

tornado [tɔː'neɪdəʊ] торнадо, смерч

tribe [traɪb] плем'я, клан

underground [ˌʌndə'graʊnd] підземний

Wales [weɪlz] Уельс

Wellington ['welɪŋtən] Веллінгтон

Welsh [welʃ] житель, жителька Уельсу

whale [weɪl] кит

whereas [ˌweəɪə'æz] тоді як

wood [wʊd] дерево

IRREGULAR VERBS

I	II	III	
be [bi:]	was [wɒz] / were [wɜ:(r)]	been [bi:n]	бути
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	ставати
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	починати(ся)
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	розбивати(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купувати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
do [du:]	did [dɪd]	done [dʌn]	робити, виконувати
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	мріяти
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пити
eat [i:t]	ate [eɪt]	eaten ['i:tən]	їсти
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtən]	забувати
get [get]	got [gɒt]	got [gɒt]	отримувати
give [gɪv]	gave [geɪv]	given ['gɪvən]	давати
go [gəʊ]	went [went]	gone [gɒn]	іти, ходити
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати, висіти
have [hæv]	had [hæd]	had [hæd]	мати
hear [hɪə(r)]	heard [hɜ:d]	heard [hɜ:d]	чути
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	ховати(ся)
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	вдаряти, боліти
keep [ki:p]	kept [kept]	kept [kept]	тримати, зберігати

IRREGULAR VERBS

I

lead [li:d]
learn [lɜ:n]
leave [li:v]
make [meɪk]
meet [mi:t]
put [pʊt]
read [ri:d]
rise [raɪz]
run [rʌn]
see [si:]
sell [sel]
send [send]
shine [ʃaɪn]
shut [ʃʌt]
sing [sɪŋ]
sit [sɪt]
sleep [sli:p]
speak [spi:k]
spend [spend]
stand [stænd]
swim [swɪm]
take [teɪk]
tell [tel]
think [θɪŋk]
throw [θrəʊ]
understand
 [ˌʌndə'stænd]
wake up
 [weɪk ʌp]
wear [weə(r)]
win [wɪn]
write [raɪt]

II

led [led]
learnt [lɜ:nt]
left [left]
made [meɪd]
met [met]
put [pʊt]
read [red]
rose [rəʊz]
ran [ræn]
saw [sɔ:]
sold [səʊld]
sent [sent]
shone [ʃɒn]
shut [ʃʌt]
sang [sæŋ]
sat [sæt]
slept [slept]
spoke [spəʊk]
spent [spent]
stood [stɒd]
swam [swæm]
took [tʊk]
told [təʊld]
thought [θɔ:t]
threw [θru:]
understood
 [ˌʌndə'stɒd]
woke up
 [wəʊk ʌp]
wore [wɔ:(r)]
won [wʌn]
wrote [rəʊt]

III

led [led]
learnt [lɜ:nt]
left [left]
made [meɪd]
met [met]
put [pʊt]
read [red]
risen ['rɪzn]
run [rʌn]
seen [si:n]
sold [səʊld]
sent [sent]
shone [ʃɒn]
shut [ʃʌt]
sung [sʌŋ]
sat [sæt]
slept [slept]
spoken ['spəʊkən]
spent [spent]
stood [stɒd]
swum [swʌm]
taken ['teɪkən]
told [təʊld]
thought [θɔ:t]
thrown [θrəʊn]
understood
 [ˌʌndə'stɒd]
woken up
 ['wəʊkən ʌp]
worn [wɔ:n]
won [wʌn]
written ['rɪtn]

вести, прямувати
 вивчати
 залишати, виїжджати
 робити, виготовляти
 зустрічати(ся)
 класти, ставити
 читати
 підніматися
 бігати
 бачити
 продавати
 надсилати
 світити, сяяти
 закривати
 співати
 сидіти
 спати
 розмовляти
 витрачати
 стояти
 плавати
 брати, взяти
 розповідати
 думати
 кидати
 розуміти
 прокидатися
 одягати, носити
 перемагати
 писати