

Оксана Карпюк, Крістіна Карпюк

АНГЛІЙСЬКА МОВА

(9-й рік навчання)



**Підручник для 9 класу закладів загальної середньої освіти
(з аудіосупроводом)**

Рекомендовано Міністерством освіти і науки України

Тернопіль
Видавництво Астон
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Підручник з англійської мови для 9 класу НУШ завершує серію авторських видань, створених для основної школи. Концепція навчальної книги ґрунтується на підходах до вивчення іноземної мови, які враховують сучасні реалії життя і навчання учнів й учениць.

Цей підручник – своєрідний інформаційно-комунікаційний проєкт, наповнений зразками онлайн-взаємодії дітей із різних країн. Навчальне видання передбачає розвиток умінь XXI століття та використання англійської мови в умовах міжкультурної комунікації.

Доповнений аудіосупроводом та е-додатком, підручник підтримується також іншими компонентами авторської навчальної системи.

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Learning English is my passion!



It improves my mood!

English helps in different situations!

So, let's practise, dude!



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Facts about Some Environmental Problems. Wildlife at Risk. Save the Environment. Looking for Solutions.	Sharing Information about Different Environmental Problems. Presenting an Endangered Animal. Exchanging Opinions on Solutions to Environmental Problems. Giving Advice on How to Become Eco-friendly.	Writing a 'Green' Leaflet.
Top Cities to Visit in Ukraine. Big Sights in the UK and the USA. Exploring a Great City Together. Canada's Tallest Landmark. Ads for Tourists.	Presenting a City and Its Places of Interest. Describing a Landmark. Asking for and Giving Directions. Talking about What to See and Do in a City. Discussing the Pros and Cons of Living in a Big City. Interviewing a Person about His/Her Plans to Visit Places in Summer.	Writing an E-mail about the Places You Are Planning to Visit. Writing a Landmark Ad.

STARTER

- 1** Read the commentaries. Choose the statements you agree with and explain your choice.

You don't have to worry about understanding every word – especially if you are reading or listening for the first time. In many cases you can guess the meaning from the context.

2

Teachers are not superbeings who know everything. In each lesson they learn as well. They learn English because they might want to look up something you asked about, but they weren't able to answer. They learn from you because you know some things better than them. When they teach, they learn a lot about their profession. That makes them better teachers.

3

You can learn a lot of English by watching films, listening to music and setting English as the main language on your phone. Maybe you have picked up some English while playing computer or video games. On your way to school, look around and think how many objects that you see you can name in English. It might sound silly, but it's a lot of fun.

5

- 2** In groups of 3-4, discuss the commentaries. Make notes if you find them useful in learning English. Give reasons.

1

If you are willing to learn something, you'll learn faster. Your teacher can't do all the work. Your success depends on you. Maybe you don't like English and you would say that you have no choice. That's one more reason why you should try to make the best of your time in class.

Your first language can help you a lot when learning a foreign language. You can translate a word into your mother tongue. But you usually come across a new word together with some other words. It's useful to remember words in groups. It's important to learn phrases that consist of several words because you don't learn a language word by word. If you try to translate an expression word by word into Ukrainian, you will see it doesn't work.

4

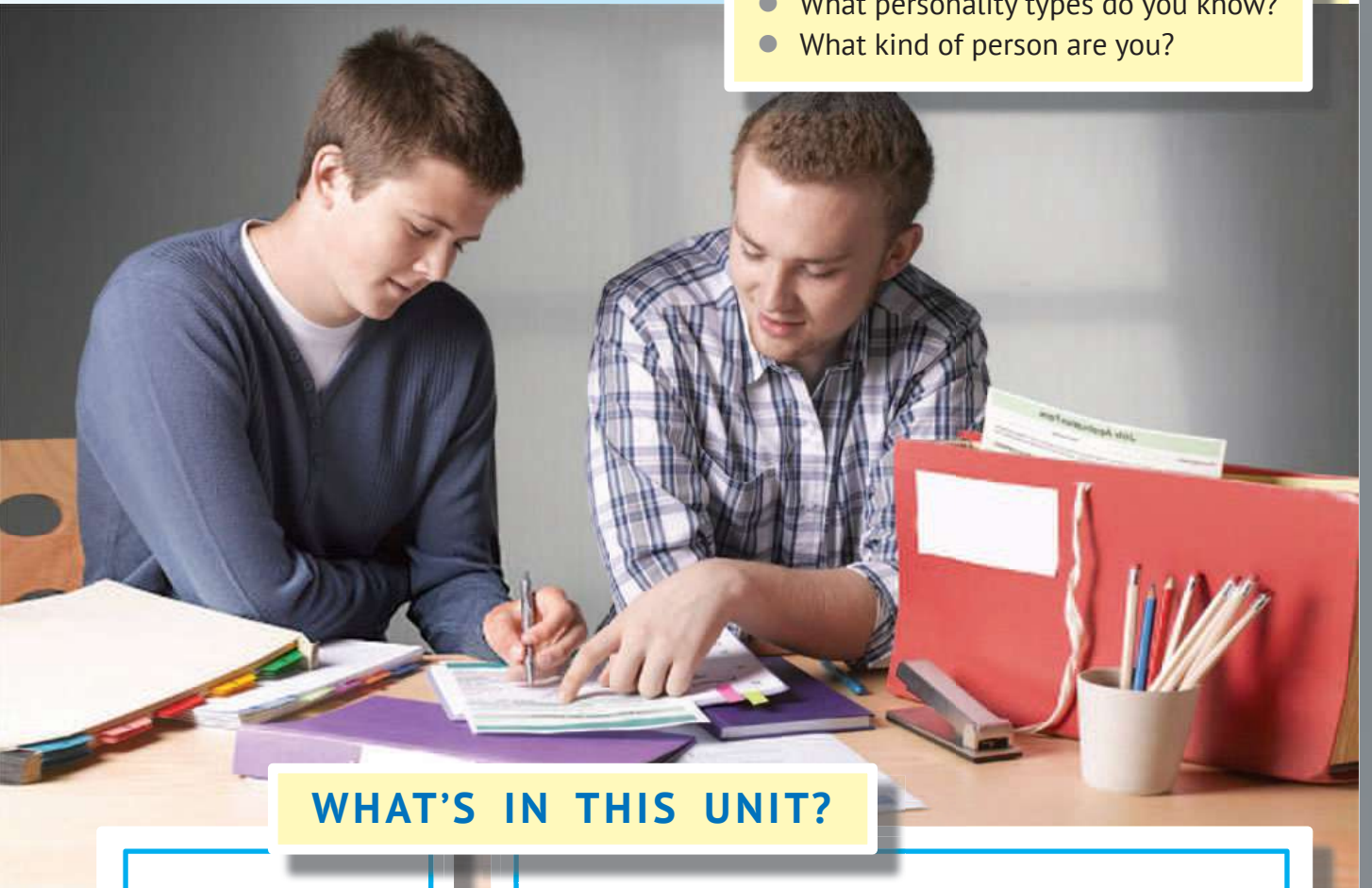
Maybe you are very talkative in Ukrainian and not in English. Maybe you are afraid of mistakes. But you can learn from them. You might say that your friends laugh at your mistakes. Yes, they do and that's OK as long as they don't make fun of you. Talk about such situations with your teacher and classmates and decide what's OK and what isn't.

6

ALL ABOUT ME

Lead-in:

- What is personality?
- What personality types do you know?
- What kind of person are you?



WHAT'S IN THIS UNIT?

LANGUAGE

- personality types
- character traits
- personal data
- revision of tenses

SKILLS

- talking about beliefs, likes/dislikes and preferences
- describing a personality type
- asking for and giving personal data
- filling in a questionnaire
- writing an autobiography

FRIEND-ZONE

Would you like to make some new friends? Then *Kids Online* can help you with that! Register on our website, meet new people from all around the world and join our chat!

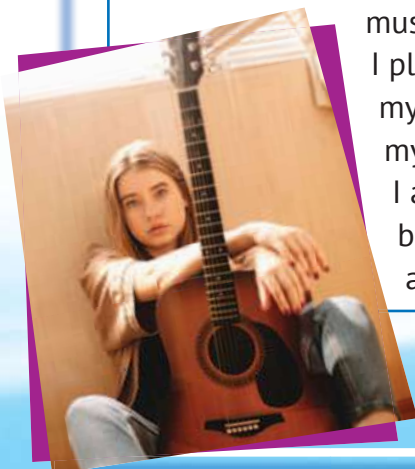
Hi! I am Diana. I live with my parents and my cat, Lucy. I like writing poems and reading books. Some of my friends call me a romantic bookworm because I often spend my free time in a library, reading novels about love. My favourite one is *Under Your Spell* by Laura Wood. I also enjoy listening to

music, especially jazz. I play the guitar in my school band, and my classmates think I am really talented, but no one says I am a music addict.

DIANA,
Lviv, Ukraine

PETER,
New York, USA

Hey there! My name's Pete. I play computer games in the evening, and I have to admit that I am a bit of a computer geek. I chat with my friends online, but not only there. We hang out together in the city center every weekend. I also have a younger brother, Tommy. He is keen on computer games, just like me. I love him, but he can be a real pain in the neck. Last night, he messed with my computer and changed my password!



- 1** a) Listen and repeat the words in the *Words for You* box on page 9.
Use the *Vocabulary List* at the end of the book if necessary.

b) Complete the sentences with the new words.

- | | |
|--|---|
| 1 You look rather ... in that dress. | 4 We have to ... before using <i>Instagram</i> . |
| 2 Do not ... with my phone ever again! | 5 They have won five games! They are ...! |
| 3 Ricky always ... when she is wrong. | 6 I like ... and this year I've got a new camera. |
| | 7 Ed ... with me. He has a different opinion. |



- 2** a) Listen and read the blog posts. Say if the sentences below are true or false.
Correct the false ones.

- 1 Diana spends her free time at a mall.
- 2 She enjoys jazz the most.


 I SEARCH

search

Hi! Sofia's here. I love fashion and I often make my own clothes. My mum says I am creative whereas my grandma thinks I'm childish. My friends and I often go to fashion shows in Milan or watch them online. My other interests include dancing and travelling. My older sister, Sandria, is into photography, so every time when we travel together she takes millions of pictures of different places and... me!



SOFIA,
Venice, Italy

ABDUL,
Khartoum, Sudan

Hello! My name is Abdul. I am a big dynamo! I go to the gym every day, play basketball twice a week and go swimming every weekend. My dad says I am too crazy about sport but I disagree. Sure, training takes a lot of time but sport brings me energy. Plus, I met Marwan when I joined the school's basketball team last year and now we are best friends! Our coach thinks we are both unstoppable when it comes to sport!



WORDS FOR YOU

photography [fə'tɒgrəfi]

to admit [əd'mɪt]

to disagree [ˌdɪsə'ɡri:]

to register ['redʒɪstə(r)]

childish ['tʃaɪldɪʃ]

unstoppable [ʌn'stɒpəbl]

● **to mess with sth**

- 3 Sofia often buys clothes.
- 4 Her mother is interested in photography.
- 5 Peter always sees his friends at the weekend.
- 6 His younger brother likes board games.
- 7 Abdul is a very active person.
- 8 He is in the school's basketball team.

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

- | | |
|---|--|
| 1 Who does Diana live with? | 5 When does Pete play computer games? |
| 2 What do her friends call her? | 6 Who messed with his gadget last night? |
| 3 Where does Sofia go on fashion shows? | 7 How often does Abdul play basketball? |
| 4 What else does she like? | 8 What does his coach think of Abdul and Marwan? |

COMMENTS



JAKE, 16, Australia



I really like sport. I enjoy playing volleyball though, not basketball. However, I don't think they are so different!

IRA, 15, Ukraine



I love to look pretty! But I have never made my own clothes. Is it hard?

AJAX, 16, Greece



I am not interested in reading, but music is my big passion. I play the piano in my school band.

LI, 14, China



I believe gadgets are the future. However, my younger sister doesn't even touch my laptop.

3 a) Look back at the teenagers on pp. 8-9. Read the comments above and think who can be good friends with whom. Explain your choices.

Example: I think ... and ... can be good friends because ...

- | | |
|---------|--------|
| 1 Diana | a Jake |
| 2 Sofia | b Li |
| 3 Peter | c Ira |
| 4 Abdul | d Ajax |

b) Think about your interests and say with whom you would like to be friends.



4 Write a similar short blog post about yourself. Include with whom you live, what you are like and what your hobbies are.

PERSONALITY TYPES

1 a) Continue the list with as many types of personality as you know.

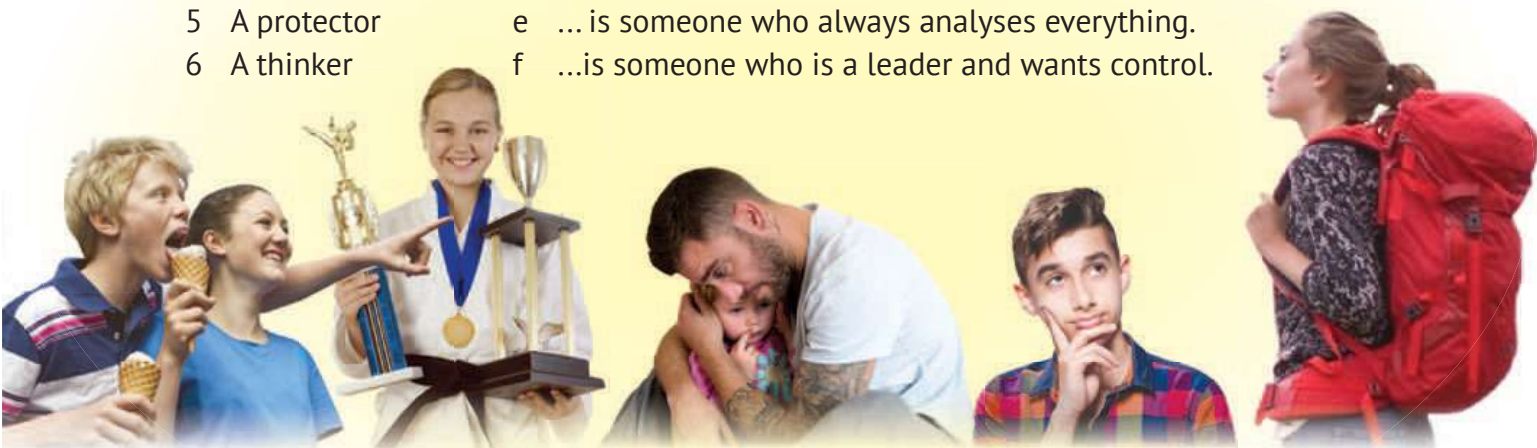
Chatterbox, drama king/queen, dynamo, ...

b) Describe the types you have listed, as in the example.

A chatterbox is someone who talks a lot.

2 a) Match.

- | | |
|-----------------|---|
| 1 An adventurer | a ... is someone who is very caring. |
| 2 A challenger | b ... is someone who likes competition and always wants to win. |
| 3 A commander | c ... is someone with a great sense of humour. |
| 4 A joker | d ... is someone who likes discovering new things. |
| 5 A protector | e ... is someone who always analyses everything. |
| 6 A thinker | f ... is someone who is a leader and wants control. |



b) Think about your family and friends. Name their personality types, as in the example.

My friend Sasha is a joker. She can be really funny!

CHARACTER TRAITS

3 a) Guess the meanings of the words in bold.

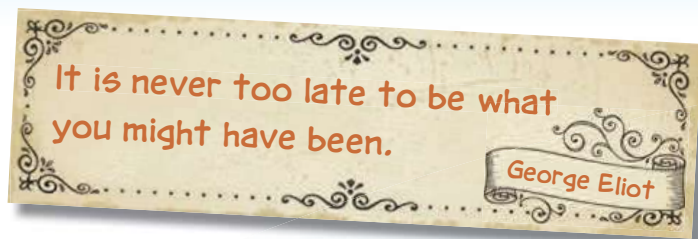
- Ann is an **open** person. She says what is on her mind.
- How can you keep your feelings inside and be so **private**?
- David is so **cheerful** – he can see the good side of any situation!
- Stop saying 'sorry.' I am very **forgiving**, so don't worry.
- My little sister is extremely **curious** – she wants to know everything!
- We need to be more **confident**. Let's stop worrying and go for it!

b) Work in pairs. Make a list of other character traits that you know, e.g. *shy, calm, brave*, etc. The pair with the longest list wins.

4 Use the traits from task 3 to describe different personality types, as in the example.

Adventurers are usually curious and brave.

1 Read the quote. In groups of 3-4, discuss what it means.



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

b) Check their meanings in the *Vocabulary List*.

c) Complete the sentences with the new words.

- 1 My older brother is my ... He is very hard-working.
- 2 Nadia feels sure about her own abilities. Her level of ... is quite high.
- 3 ... is really important in life if you want to be successful.
- 4 We ... ourselves with people who are tolerant and clever.
- 5 You are definitely an ... because you are very calm and quiet.
- 6 Leonard is a ... person. Nothing stops him from achieving his goals.
- 7 I think Ann is an ... She is chatty and she can't stand being alone.
- 8 Her talents are really ... in that company.

3 a) Read the article and choose *a* or *b* to complete the sentences (1-8) on p. 13.

WHO AND WHAT WE ARE

Personality is how we act and think, which makes each person different. It is formed throughout our lives in various situations. Some of our traits change with time, whereas others stay.

The well-known personality types are extroverts and introverts, based on different character traits. The first group is rather outgoing and sociable, whereas the second is more private. Extroverts can be very chatty, while introverts – shy. One's personality is usually a mix of both.

What you think of yourself affects directly how you behave. If you like yourself, you are usually happy, confident and, therefore, pleasant to spend time with. If you have little self-confidence, you mostly focus on the negative and you are afraid to try out something new. It is not easy to talk with such people.

The first step to improving your personality is



WORDS FOR YOU

extrovert ['ekstrəvɜ:t]

introvert ['intrəvɜ:t]

role model ['rəʊl mɒdl]

self-confidence

[,self 'kɒnfɪdəns]

self-development

[,self dɪ'veləpmənt]

to appreciate [ə'pri:ʃieɪt]

to surround [sə'raʊnd]

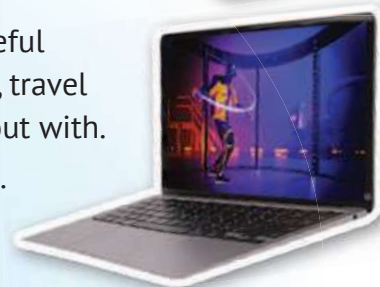
purposeful ['pɜ:pəsfl]

to learn which of your traits and habits you can change and which ones you cannot. Accept and appreciate yourself.

Next, think about the people around you. When we are children, we are affected by our family members. But as we grow up, we can choose with whom we want to be. It is important to surround yourself with good people (those who are kind, polite and successful) as they can become your role models.

Finally, there is self-development: read good books, watch useful *YouTube* videos, keep up with interesting people on *Instagram*, travel and try new hobbies. That way you will be more fun to hang out with.

By doing so, you can change some of your less favourite traits. For example, stubborn teens can become very hard-working adults.



- | | |
|--|--|
| 1 ...is the way in which we think and behave.
a) <i>Character</i> b) <i>Personality</i> | 5 There are ... which can be changed.
a) <i>traits and habits</i> b) <i>looks</i> |
| 2 More ... people are introverts.
a) <i>open</i> b) <i>private</i> | 6 Surround yourself with ... people.
a) <i>bad</i> b) <i>good</i> |
| 3 Our opinion of ourselves affects our ...
a) <i>actions</i> b) <i>health</i> | 7 It ... for us to decide with whom we
want to be when we are older.
a) <i>is</i> b) <i>is not</i> |
| 4 People who ... themselves are
not confident.
a) <i>like</i> b) <i>do not like</i> | 8 Self-development makes you ...
a) <i>interesting</i> b) <i>boring</i> |

b) Read the article again and correct the sentences below.

- 1 Our personalities make us all the same.
- 2 Extroverts are rather private and shy.
- 3 If you have enough self-confidence, you also have the fear of new things.
- 4 Self-development is the first thing to seek to improve your personality.
- 5 Little kids are mostly affected by their friends.
- 6 People who surround us can be our teachers.
- 7 Develop yourself by comparing yourself to others.
- 8 Being stubborn is not useful at all.



4 Answer the questions about yourself.

- 1 Are you more of an introvert/extrovert? Why?
- 2 What do you like about yourself?
- 3 What traits of yours would you like to change?
- 4 Who is your role model? Why?
- 5 How exactly do you seek self-development?

REVISION OF PRESENT AND PAST TENSES

For exercises 1-7 see **Grammar Focus 1.1** on pages 179-180.

1 Do the grammar quiz.

- | | |
|--|---|
| 1 Which of the present tenses do English speakers usually use when they describe an activity which is in progress at the present moment? | a) <i>Present Simple</i>
b) <i>Present Continuous</i>
c) <i>Present Perfect</i> |
| 2 Which of the present tenses is used to describe a regularly repeated action? | a) <i>Present Simple</i>
b) <i>Present Continuous</i>
c) <i>Present Perfect</i> |
| 3 Which of the present tenses describes an action that has a connection to the present, even though it happened in the past? | a) <i>Present Simple</i>
b) <i>Present Continuous</i>
c) <i>Present Perfect</i> |
| 4 Which of the present tenses is used to describe something that is generally true? | a) <i>Present Simple</i>
b) <i>Present Continuous</i>
c) <i>Present Perfect</i> |
| 5 Which of the tenses should be used to describe thoughts and states with the focus on them and not on the activities? | a) <i>Present Simple</i>
b) <i>Present Continuous</i>
c) <i>Present Perfect</i> |
| 6 Which of the tenses is usually used with such adverbs as 'so far,' 'up to now,' 'already,' 'yet,' 'just'? | a) <i>Present Simple</i>
b) <i>Present Continuous</i>
c) <i>Present Perfect</i> |

2 Match.

- | | |
|----------------------|--|
| 1 Present Simple | a ... is used for past actions or states which are still connected to the present. |
| 2 Present Continuous | b ... is used for actions that were in progress for some time in the past. |
| 3 Present Perfect | c ... is used for completed actions or events in the past. |
| 4 Past Simple | d ... is used for regular actions or facts. |
| 5 Past Continuous | e ... is used for actions happening at the moment of speaking. |
| 6 Past Perfect | f ... is used for actions that started in the past and continued up to a later time in the past. |

3 Choose the correct variant.

- 1 Ben *cycles/cycled* in the park every evening.
- 2 We *finished/had finished* school two years ago.
- 3 I *talk/am talking* on the phone at the moment.
- 4 Jane *was/is* watching TV yesterday from 2 to 3 pm.
- 5 Last time, you *didn't leave/hadn't left* before I arrived.
- 6 Helen *played/has played* computer games all night, so she is tired now.

4 Put the verbs in brackets into the correct tense form.

- 1 We (*know*) ... each other since February.
- 2 My family (*not go*) ... to the sea last year.
- 3 You (*be*) ... always late for everything!
- 4 Don't worry, it (*not rain*) ... right now.
- 5 My friends (*not wait*) ... for me for an hour then.
- 6 The students (*finish*) ... the task on Monday by 2 pm.

5 Match the questions to the answers.

- | | |
|-----------------------------------|-------------------|
| 1 Do you paint? | a Yes, they are. |
| 2 Did Alice come last time? | b Yes, they have. |
| 3 Aren't Ian and Dan dancing now? | c No, he hadn't. |
| 4 Wasn't David sleeping at noon? | d Yes, I do. |
| 5 Have the kids made this cake? | e No, she didn't. |
| 6 Hadn't Robin returned by then? | f No, he wasn't. |



6 Give your own answers to the questions.

- 1 Does your family travel a lot?
- 2 Is your teacher talking at the moment?
- 3 Has your best friend called you yet?
- 4 Did you go abroad last year?
- 5 Were your friends chatting with you yesterday at 5 pm?
- 6 Had your parents come back home before you did last Monday?

7 Put the questions to the answers.

- 1 ...? — No, we didn't. We didn't meet last Friday.
- 2 ...? — Yes, he is. Fred is listening to music right now.
- 3 ...? — No, I hadn't. I hadn't read that book by then.
- 4 ...? — Yes, she has. Veronica has already left.
- 5 ...? — No, they weren't. My brothers weren't playing tennis.
- 6 ...? — Yes, it does. My parrot sings a lot.

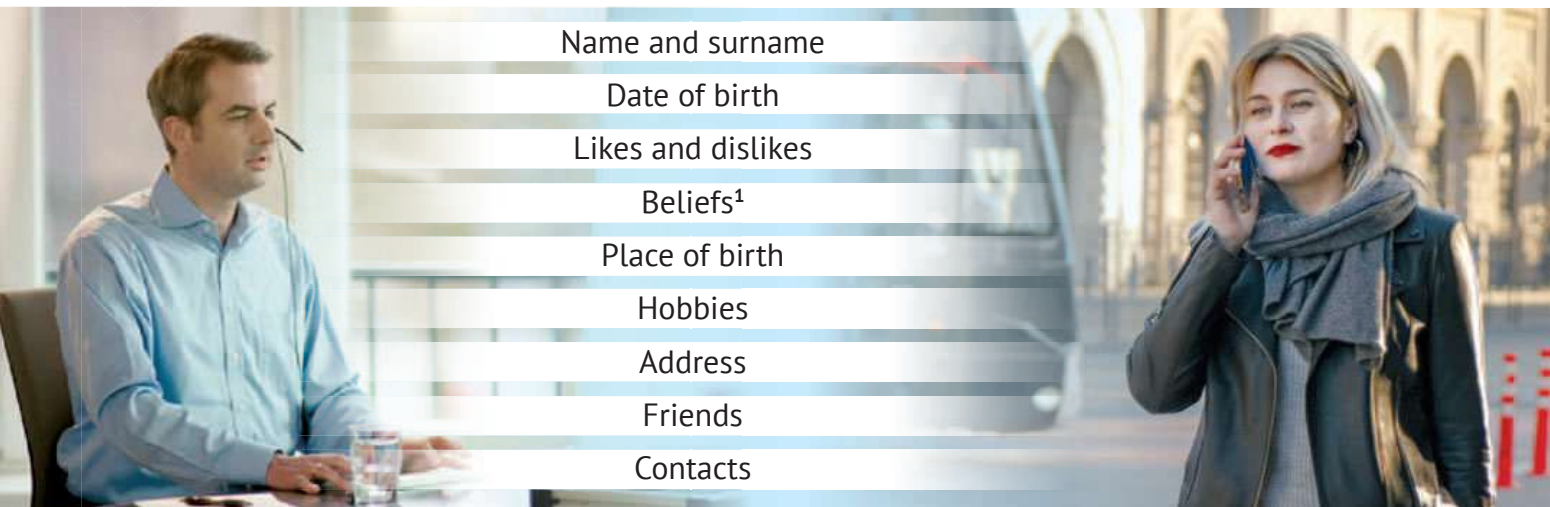
GIVING PERSONAL INFORMATION

1 Answer the questions below.

- What is an interview?
- Why do we need interviews?
- Have you ever been interviewed? When?



2 a) Listen to the interview and say which pieces of personal data the interviewer asks Meryem about.



b) Listen again and choose the correct variant.

- | | |
|---|---|
| 1 Meryem was born in <i>June/July</i> . | 6 She lives in <i>London/Oxford</i> . |
| 2 She is <i>Spanish/Turkish</i> . | 7 Meryem gives her <i>daytime/mobile</i> number. |
| 3 She is a <i>chemist/teacher</i> . | 8 She will get <i>an e-mail/a message</i> to confirm her details. |
| 4 Meryem is <i>single/married</i> . | |
| 5 She has <i>no/two</i> children. | |

3 Work in small groups.

- Which of the following topics do you think are important to know about a person? If you could cut out four of these topics, which would they be? What do your classmates think?

☐ name

☐ favourite music

☐ age

☐ pets

☐ birth sign

☐ religion

☐ nationality

☐ favourite colour

☐ dislikes

☐ likes

☐ brothers and sisters

☐ interests

- What else would you like to know about a person?

¹a belief [bɪ'li:f] – an idea you think is true

PERSONAL DATA

1 Study the table below.

TERM	MEANING	EXAMPLE
Mr Mrs Miss Ms	single or married man married woman single woman single or married woman	Mrs
forename(s)	first name(s)	Olena
surname	family name	Vitenko
date of birth	day, month and year you were born	15 November 1995
nationality	state of belonging to a country	Ukrainian
mother tongue	first language	Ukrainian
home address	place where you live	10 Shevchenko-Kostenko St, flat 22, Kyiv, Ukraine
mobile no.	mobile number	(+380) 96 555 174 50
email address	e-mail	vitenko@in.ua
marital status	married or single	married
no. of dependants	number of children	1
occupation	job	nurse
level of English (elementary, intermediate, advanced)	how well you know English	intermediate
signature	name written by yourself	Olena Vitenko



2 Answer the questions below, as in the example.

Example: What is Mrs Vitenko's forename? – *Olena*.

- How old is she?
- Where is she from?
- What is her mother tongue?
- Where does she live?
- What is her marital status?
- How many children has she got?
- What is her job?
- What is her English level?

WAYS TO EXPRESS FUTURE

For exercises 1-7 see **Grammar Focus 1.2** on pages 180-181.

1 Name the tenses of the verbs in bold.

- 1 The train to Leeds **arrives** at 3:27 pm.
- 2 I promise I **will help** you next time.
- 3 Jim **is going to** study Spanish this year.
- 4 We **are having** a meeting at 10 o'clock.

2 Choose a or b.

- | | |
|--|---|
| 1 Look out! That bag ... on you!
a) <i>will fall</i> b) <i>is going to fall</i> | 5 School ... until 8 o'clock.
a) <i>doesn't start</i> b) <i>isn't going to start</i> |
| 2 Our bus ... today at 11 am.
a) <i>leaves</i> b) <i>is leaving</i> | 6 We believe you ... this competition!
a) <i>win</i> b) <i>will win</i> |
| 3 I am sure that Ted ... here.
a) <i>won't be</i> b) <i>isn't going to be</i> | 7 Sue ... a party tomorrow at 6 pm.
a) <i>won't have</i> b) <i>isn't having</i> |
| 4 My friends ... tonight.
a) <i>come over</i> b) <i>are coming over</i> | 8 Fred ... Vanessa everything.
a) <i>isn't going to tell</i> b) <i>isn't telling</i> |

3 Match the questions to the answers.

- | | |
|--------------------------------------|-------------------|
| 1 Do you catch the bus at 9 am? | a Yes, she is. |
| 2 Isn't Greg going to join us? | b No, I'm not. |
| 3 Will you visit me tomorrow? | c Yes, they will. |
| 4 Are we going to the park later? | d No, they don't. |
| 5 Don't they return on 5th May? | e Yes, I do. |
| 6 Are you going to watch this film? | f No, he isn't. |
| 7 Won't the children play this game? | g Yes, we are. |
| 8 Isn't Veronica seeing David today? | h No, I won't. |

4 Put the verbs in brackets into the correct future form.

- 1 I (*see*) ... my friends today at 3 pm.
- 2 My football training (*not end*) ... at 5 o'clock.
- 3 I don't think Amy and Sasha (*like*) ... this.
- 4 The flight (*take off*) ... on 2nd October.
- 5 Jason is very brave, so he (*not be*) ... afraid.
- 6 Holly promises that she (*not let*) ... us down.
- 7 We (*not have*) ... dinner next Friday at 2 pm.
- 8 Watch out! You (*hurt*) ... yourself with that!

5 Mark the sentences (1-7) according to the meaning (a-g) they have.

- a **a decision made at the time of speaking** (спонтанне рішення)
- b **a promise** (обіцянка)
- c **a prediction based on personal beliefs** (передбачення на підставі переконань)
- d **an intention** (намір)
- e **a prediction based on facts** (передбачення на підставі фактів)
- f **an action based on schedule** (дія згідно з розкладом)
- g **an arrangement** (домовленість)

- 1 The train arrives in Paris at 10 o'clock.
- 2 I promise I will help you with that.
- 3 I'm going to clean my room this evening.
- 4 I forgot all about it. I'll do it now.
- 5 It is going to be a cold day. It's windy already.
- 6 I'm having an English lesson at 7:30.
- 7 I'm sure the next Summer Olympics will take place in LA.

6 Choose *a, b, c* or *d*.

- 1 I've got nothing to wear, so I ... to buy some new clothes.
a) am having b) will have c) am going to have d) has
- 2 She ... him tomorrow at ten.
a) meets b) is meeting c) is going to meet d) will meet
- 3 I'm sure we ... it soon.
a) finish b) are finishing c) will finish d) are going to finish
- 4 The train ... at half past two.
a) leaves b) will leave c) is going to leave d) is leaving
- 5 They ... into trouble for sure if they do that.
a) are going to get b) will get c) are getting d) get



7 Put the words into the correct order to make questions. Then give your own answers to them.

- 1 at 8:30 am/start/your choir practice/Does?
- 2 your friends/Will/come/on Sunday/to your place?
- 3 after school/Isn't/going to/your mother/meet you?
- 4 Are/with your best friend/hanging out/today/you?
- 5 your parents/Don't/tomorrow/have to work late?
- 6 next weekend/nice/be/the weather/Won't?
- 7 your teacher/a test/on Monday/giving you/Is?
- 8 Doesn't/arrive/at 3 o'clock/your bus/here?

1 Match.

- | | |
|--|---|
| 1 What do you like doing in your free time? | ☐ I also like playing video games. |
| 2 Where are you from? | ☐ No, I am from Ukraine. |
| 3 Do you have any other hobbies? | ☐ I am from England. |
| 4 Are you from here? | ☐ I am interested in History. |
| 5 What school subjects do you like the most? | ☐ I like blogging. |

2 Complete the dialogue. Use the sentences (a-f). One sentence is extra.

- A: Hi, my name is Abigail. a I live here now.
 B: Hi, Abigail. It's nice to meet you. I'm Justin. b What do you like doing in your free time?
 A: 1 ☐ Where are you from? c What about you?
 B: I'm from Paris, France, but 2 ☐ I really like it here. d Where do you live?
 A: Yeah, it's a great place to live. 3 ☐ e Nice to meet you, too.
 B: I like playing football with my friends. We play in the local park. 4 ☐ What do you like doing? f Do you have any other hobbies?
 A: I like taking photos or going to the cinema. I also enjoy arts and crafts. My friends say I'm quite creative. 5 ☐
 B: I like going mountain climbing and hiking. I love being outside.

3 Match the official terms to the questions.

- | | |
|------------------------|--|
| 1 forename and surname | a How old are you? |
| 2 age | b Where do you live? |
| 3 nationality | c When were you born? |
| 4 date of birth | d What do you do? |
| 5 no. of siblings | e What are you interested in? |
| 6 interests | f What are your first and last names? |
| 7 home address | g How many brothers or sisters have you got? |
| 8 occupation | h Where are you from? |

4 a) Work in pairs. Ask your partner the questions in task 3.

Copy the table below and complete it with their imaginary personal data.

PERSONAL PROFILE	
forename	
surname	

age

date of birth

nationality

no. of siblings

interests

home address

occupation

b) Tell the class about your partner. Use the table you have completed and the scheme below to help you.

*This is ... He/She is ... (age).
He/She was born on ...
He/She is ... (nationality).
He/She has got ...
... is interested in ...
He/She lives in ...
He/She is a ...*

DON'T JUDGE A BOOK BY ITS COVER



5 Listen to the dialogue twice and say if the sentences below are true or false.

Correct the false ones.

- 1 Josh is a commander.
- 2 He looks handsome.
- 3 He loves to be the winner.
- 4 Lucy is a challenger, too.
- 5 She carries drawings with her.
- 6 She hates studying.

6 In groups of 3-4, discuss the following.

- Can you judge people by the way they look?
- Why (not)?



1 Read Sam's autobiography and answer the questions.

- 1 When and where was Sam born?
- 2 What was he like as a little boy?
- 3 Why do his friends call him a dynamo and a science geek?
- 4 What does he want to do in the future?
- 5 What is his opinion of problems?

I was born in Glasgow, on 10th October, 2005. I do not remember much about my childhood, but my parents say I was a very active and curious kid. I used to ask millions of questions and couldn't sit still for more than two minutes. I suppose that's why my mother read me many stories and my father played different games with me.

My love of learning only grew bigger when I started school. My favourite subjects are Biology and Chemistry. I am still full of energy, and I go to the gym five times a week. My friends call me a dynamo, and some of them also say I am a science geek.

I am sure that good results in my studies as well as my active lifestyle will lead me to a good future. I am planning to go to university after I finish school and become a doctor.

Certainly, I realise that life is not easy, but I believe in myself. It helps me solve problems along the way. In fact, I like to see them not as a problem but as a chance to become better.

Sam Adams



2 Answer the questions below.

- 1 Which adjectives can describe your personality?
- 2 What childhood memories do you have?
- 3 How do you develop yourself?
- 4 What are your plans for the future?
- 5 What are your strong beliefs about life?



3 Write your own autobiography (120-150 words). Use the one of Sam's as an example and the phrases below to help you.

- 1 I was born in ...
- 2 I was ... as a child.
- 3 My father/mother ... when I was a kid.
- 4 ... was my role model because ...
- 5 Today I ...
- 6 I like ... I dream of ... My future plans are to ...
- 7 I believe that ...



AN AUTOBIOGRAPHY

An autobiography is an account of a person's life written by that person. In other words, it is a story that people write about themselves. Just like a biography, it includes the time and place of their birth, an overview of their personality, their beliefs, likes and dislikes and some special moments in their lives.

LOOK Back

1 Match the tense forms to the example sentences.

- | | |
|---------------------------------|--|
| 1 Present Simple | ☐ We won't come here next time. |
| 2 Present Simple for future | ☐ I don't live in Ivano-Frankivsk any more. |
| 3 Present Continuous | ☐ They have already finished everything. |
| 4 Present Continuous for future | ☐ Ally hadn't arrived there by 6 pm. |
| 5 Present Perfect | ☐ You are going to love this! |
| 6 Past Simple | ☐ The trip starts in Oslo on 1st March. |
| 7 Past Continuous | ☐ The kids weren't sleeping at midnight. |
| 8 Past Perfect | ☐ You didn't call me a day ago. |
| 9 Future Simple | ☐ We are meeting at the bar at 1 pm. |
| 10 Be going to | ☐ Carl is playing the piano right now. |

2 Put the verbs in brackets into the correct tense form.

- | | |
|---|---|
| 1 You (<i>see</i>) ... Jim last Friday. | 6 Jackson (<i>not like</i>) ... volleyball. |
| 2 My lesson (<i>not finish</i>) ... yet. | 7 The train (<i>arrive</i>) ... at 11 o'clock. |
| 3 I (<i>not dance</i>) ... at the moment. | 8 I think everything (<i>be</i>) ... fine next time. |
| 4 Be careful! You (<i>drop</i>) ... your phone! | 9 Katie (<i>not watch</i>) ... this film before I did. |
| 5 We (<i>go</i>) ... to the beach on Sunday. | 10 Emma (<i>not chat</i>) ... with me for an hour then. |

3 Answer the questions, using the prompts in brackets.

- | | |
|---|---|
| 1 Are you blogging at the moment? (<i>No</i>) | 6 Doesn't the party start at noon? (<i>No</i>) |
| 2 Wasn't Amy listening to music for some time? (<i>Yes</i>) | 7 Do you travel a lot? (<i>Yes</i>) |
| 3 Will they meet us in a coffee shop? (<i>No</i>) | 8 Has Frida ever been to Canada? (<i>No</i>) |
| 4 Is Mike going to go to Miami next summer? (<i>Yes</i>) | 9 Had everyone left yesterday by 6 pm? (<i>Yes</i>) |
| 5 Isn't Tina seeing Bill tonight? (<i>Yes</i>) | 10 Didn't you study Biology last year? (<i>No</i>) |

4 Put the questions to the answers.

- | |
|--|
| 1 ...? – Yes, I do. I exercise every morning. |
| 2 ...? – No, it doesn't. The meeting doesn't start at noon. |
| 3 ...? – Yes, we are. We are going to visit London. |
| 4 ...? – Yes, you had. You had done everything by then. |
| 5 ...? – No, she won't. Wendy won't like this place. |
| 6 ...? – Yes, it is. It is raining right now. |
| 7 ...? – No, they haven't. The students haven't finished the task yet. |
| 8 ...? – No, we weren't. We weren't chatting then. |
| 9 ...? – Yes, he did. Rick left two days ago. |
| 10 ...? – No, she isn't. Edna isn't coming tomorrow. |

Look Back

5 Read the sentences and guess the personality types.

- 1 Jake is so funny!
- 2 Eliza is very competitive.
- 3 Mia likes travelling and exploring new places.
- 4 You always tell everyone what to do.
- 5 I know I sometimes worry too much.
- 6 Tim watches everyone but rarely says anything.

6 a) Read the sentences and name the character traits.

- 1 Someone who is very positive – ...
- 2 Someone who forgives easily – ...
- 3 Someone who is certain of their abilities – ...
- 4 Someone who wants to know a lot – ...
- 5 Someone who says what is on their mind – ...
- 6 Someone who keeps their feelings to themselves – ...

b) Think about your family and friends and describe them, using the traits in a).

7 Complete the table.



PERSONAL DATA		Robert
		Smith
		12 June, 1988
		American
		English
		11 Blake St Los Angeles California, USA
		+111 (323) 160 450
		smith@in.us
		single (divorced)
		2
		lawyer
	level of Spanish	Advanced
		Robert Smith

8 a) Choose the correct variant.

- 1 Dancing, singing and acting are my *beliefs/hobbies*.
- 2 Mia is very active and chatty. She is an *extrovert/introvert*.
- 3 You need to *register/surround* if you want to use this network.
- 4 I *disagree/admit* it was a mistake and I want to fix it.

- 5 Ben believes in himself and has a high level of *self-development/self-confidence*.
6 Kim is very *purposeful/childish* – she always gets everything done.

b) Make your own sentences with the words that are left.



9 a) Listen about Emma Watson and say if the sentences below are true or false.



- 1 Emma Watson is a famous American actress.
- 2 She is sensitive and has a passion for life and her job.
- 3 Emma Watson can be really funny.
- 4 What is special about her is the way she looks.
- 5 She is sure about her own abilities.
- 6 Emma is a great role model for little children.

b) Listen again and answer the questions below.

- 1 Which film series did Emma Watson star in?
- 2 Why is her personality special?
- 3 Whom does Emma respect?
- 4 Why is she a role model for others?



10 Think about someone who inspires you and tell the class who your role model is and why.

... is my role model. What makes him/her special is ...
He/She is a great example of a ... person because ...



1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but I need some help.
 ☹️ – I do not understand it and I need the teacher's help.

		😊😊	😊	😊	😊	☹️
	VOCABULARY					
	GRAMMAR					
	READING					
	LISTENING					
	SPEAKING					
	WRITING					

- NOW I CAN**
- ☐ tell others about myself, my family and friends
 - ☐ talk about interests and preferences
 - ☐ ask for and give personal data
 - ☐ describe personality types
 - ☐ complete a form with personal data
 - ☐ write a short autobiography

UNIT 2

FASHION ALL THE WAY

Lead-in:

- What is fashion?
- Which fashion styles do you know?
- Do you follow fashion?



WHAT'S IN THIS UNIT?

LANGUAGE

- clothes, footwear and accessories
- different fashion styles
- adjectives to describe clothes
- the '-ing' form of the verb vs the to-infinitive

SKILLS

- sharing information about your likes and dislikes in fashion
- talking about clothes for special occasions
- comparing fashion from different periods of time
- discussing whether it is okay to judge people by what they wear
- writing a blog post about fashion in your life

When it comes to everyday life, we usually put on **casual** clothes: jeans, T-shirts, trainers... Some of us wear a uniform at work or at school. However, there are some special events in our lives when jeans and sports shoes are just not **appropriate**. James, have you ever attended any such events?

Sure! Last year, we had a big party called *prom* to celebrate the end of school. Everyone **dressed up**: girls wore evening dresses, high-heeled shoes and some earrings and necklaces. As for the guys, we put on our suits and ties. It was really awesome: everyone danced, laughed and took a lot of great pictures!

Sounds fun! What about you, Arron?

You seem very loyal to your people and country! Finally, we have Anvi!



JAMES

WORDS FOR YOU

bagpipes ['bægpɪps]

occasion [ə'keɪʒn]

outfit ['aʊtfɪt]

to dress up [dres ʌp]

appropriate [ə'prəʊpriət]

casual ['kæʒuəl]

1 Ask and answer in pairs.

- What is a special occasion?
- Why is it important?
- Which clothes do people usually wear then?

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

b) Listen and read the script of the video on Kids Online and guess the meanings of the words in bold.

3 Complete the sentences with the words from the Words for You box.

- | | |
|--|--|
| 1 We need to ... for the wedding. | 5 Why not wear an ... of a jacket and a skirt? |
| 2 I look ... in these jeans and shirt. | 6 The ... is a traditional musical instrument in Scotland. |
| 3 Ann's birthday is an important ...! | |
| 4 It is ... to wear a suit for this event. | |



CLOTHES FOR SPECIAL OCCASIONS



ANVI

ARRON

Well, every year, on 25th January, we have *Burns Night*: a special **occasion** for Scots when we celebrate the life and poetry of our national poet Robert Burns. As all Scotsmen, I always wear my white shirt, a tie and a *kilt* (a traditional male skirt). Scottish girls and women also put on white shirts, but their skirts are longer. We all have a meal and play the **bagpipes** on this day.

Hi! My older sister got married this summer, and there were about 200 guests there! We all wore traditional Indian **outfits**: men put on *kurtas* (a long loose shirt) and women – *saris* (a long dress) and lots of jewellery. Our clothes were bright, so it was a very colourful wedding! Everyone had fun dancing and singing Indian songs!



kilt



sari



kurta

4 a) Read the script of the video again and choose *a* or *b*.

- James went to ... last year.
a) a wedding b) prom
- He wore ...
a) a suit and a tie
b) an evening dress
- Burns Night* is on ...
a) 25th January
b) 26th January
- On *Burns Night*, women and girls put on a white shirt and a ... skirt.
a) short b) long

- There were about ... on Anvi's sister's wedding.
a) 100 b) 200
- Everyone wore ...
a) traditional Indian outfits
b) suits and dresses

COMMENTS



VOLODYMYR, 16, Ukraine

I wear a *vyshyvanka* (a traditional Ukrainian shirt) on Independence Day!



DANIELLA, 16, Mexico

I believe celebrations are more about having fun, not dressing up. It's all about comfort for me.



AMELIE, 15, France

I always put on a dress for special occasions, but I never wear high heels. It's so hard to walk and dance in them! I prefer something flat.



TOM, 14, England

I put on a school uniform every day – that's why weekends are so special to me. Just for two days I can wear jeans and not a suit!



b) Answer the questions below.

- 1 What did the girls put on for the prom?
- 2 What did the students do at their party?
- 3 What is *Burns Night*?
- 4 What does Arron wear for this occasion?
- 5 Which Indian outfits did the wedding guests wear?
- 6 What did they all do at the wedding?

5 Read the comments and match them with the names of the kids above.

- 1 ... does not like high-heeled shoes.
- 2 ... wears a *vyshyvanka* on Independence Day.
- 3 ... thinks having fun is more important than dressing up.
- 4 ... is happy to wear jeans on Saturdays and Sundays.



6 Think about one special occasion in your life (your birthday, Christmas Day, etc.) and tell the class what you usually wear for it.

1 a) Match the pictures to the words.

CLOTHES

a blouse ☐

b T-shirt ☐

c shirt ☐

d tunic ☐

e jumper ☐

f jacket ☐

g trousers ☐

h jeans ☐

i shorts ☐

j skirt ☐

k miniskirt ☐

l dress ☐


b) Match the words to the descriptions.

FOOTWEAR

1 Boots

2 Sports shoes

3 Sandals

4 Flip-flops

5 Heels

6 Men's shoes

☐ ... are worn by men to work or to a party.

☐ ... are worn by women to work or to a party.

☐ ... are worn when the weather is cold.

☐ ... are worn when the weather is hot.

☐ ... are worn to beaches or pools.

☐ ... are worn when you do sport.

ACCESSORIES

c) Continue the list with as many accessories as you know.

A belt, a tie, a cap, a necklace, ...

🔍 VOCABULARY search

2 Say which of the items in task 1 are worn by men/women/both.

Example: T-shirts are worn by both men and women.

Keep in Mind!

- **to put on/take off** clothes and shoes
- **to get dressed** in the morning, for a party, etc.
- **to wear/have on** clothes and shoes (a blouse, boots, etc.)
- **to carry** a bag, a suitcase, etc.
- **a pair of** jeans, trousers, shoes

3 Work in pairs. Look at the items of clothing, footwear and accessories in task 1 and ask your partner what he/she usually wears:

- to school
- at home
- for a party

Make notes and tell the class about your partner.

Example: Ivan usually wears a shirt, a tie, a pair of trousers and a pair of shoes to school.



1 In groups of 3-4, have a talk.

- What is fashion?
- How do you feel about it?
- Why do you think so?



2 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 new words.

- 1 This shirt is made of ...
- 2 My blouse has thin pink ... on it.
- 3 ... jeans are quite comfortable.
- 4 Shane prefers a ... to a jumper.
- 5 ... clothes are usually expensive.
- 6 You look so slim in these ... trousers!
- 7 Eddy looks really ... in his new suit.
- 8 Ann is a ... and she has many clothes.
- 9 We have learnt this already, so we ... others.
- 10 I never wear ... clothes because I look big in them.

WORDS FOR YOU

- cotton ['kɒtn]
- fashion freak ['fæʃn fri:k]
- hoodie ['hɒdi]
- stripe [straɪp]
- baggy ['bægi]
- funky ['fʌŋki]
- loose [lu:s]
- skinny ['skɪni]
- trendy ['trendi]
- to be one step ahead of sb

3 a) Read the blog posts and match the people to the kinds of their clothes (a-d) on page 34.



SANDRA

I am what you call a fashion freak – I love wearing trendy clothes and shoes and I often go shopping. Most of all, I like wearing a miniskirt and a short shirt or jumper. I often put on heels, too. Some may say they are not comfortable, but I feel confident wearing them. In fact, fashion is one of the ways for me to express myself and I do not understand people who wear casual clothes all the time.

I am not a very big follower of fashion. In my opinion, it is a huge waste of time and money because there are more important things in life. Clothes should be comfortable. For example, I usually wear baggy trousers and a cotton T-shirt. If it is cold, I put on a hoodie. I prefer sports shoes to boots. Of course, I dress up for special occasions but wearing a suit does not make me feel special.



ALEXANDER



ALICIA

Looking original and being one step ahead of my friends in the class are important to me. That is why I prefer making my own clothes to buying them. After all, funky outfits are usually not easy to find. Last weekend, I made a pair of skinny jeans with pockets on the front and I wore them with my brown jacket. My mum thought they were great, whereas my dad said they were strange. Anyway, fashion is my passion and no comments will ever stop me!

I am interested in fashion but I am not crazy about it. I usually wear loose shirts and dark jeans. My older sister thinks my outfits are too simple, so she got me a pair of trousers with stripes for my last birthday. They are nice, but I look a bit silly in them. So, I hid them in my closet and I hope she will forget about them. After all, we should all wear what we like, right?



JACK

- 1 Sandra prefers
- 2 Alexander prefers
- 3 Alicia prefers
- 4 Jack prefers

- a ... simple clothes.
- b ... original clothes.
- c ... sports clothes.
- d ... trendy clothes.

b) Say what each person thinks about fashion.

Example: Sandra thinks fashion is one of the ways to express yourself.

c) Read the blog posts again and finish the sentences below.

- 1 Sandra calls herself ...
- 2 Her favourite clothes and footwear are ...
- 3 Alexander usually wears ...
- 4 On special occasions, he puts on ...
- 5 Alicia prefers making ...
- 6 Last weekend, she made ...
- 7 Jack likes to wear ...
- 8 His older sister got him ...



4 Answer the questions.

- Is fashion important in your life? Why (not)?
- Which clothes and footwear do you prefer? Why?



GERUND (the 'ing' form of the verb)

For exercises 1-4 see Grammar Focus 2.1 on page 181.

1 Read and say which verbs below are used in the gerund and which ones are in the Present Continuous.

- | | |
|------------------------------------|---------------------------------------|
| 1 Shopping is important to Dan. | 4 We enjoy designing new clothes. |
| 2 Mia is washing her dress now. | 5 You aren't looking for any shirts. |
| 3 Dave doesn't like wearing suits. | 6 Ed is waiting for me at the moment. |

2 a) Put the verbs in brackets into the 'ing' form.

- | | |
|--|--|
| 1 (watch) ... fashion shows is exciting. | 6 The kids are interested in (go) ... to the mall. |
| 2 Jen and Jim prefer (read) ... magazines. | 7 (try) ... different fashion styles is really cool. |
| 3 I am not fond of (make) ... clothes. | 8 By (work) ... together, we created this company. |
| 4 We like Ned for (be) ... a good designer. | |
| 5 (draw) ... and (paint) ... are my hobbies. | |

b) Make your own eight sentences, using the 'ing' form.

3 a) Rewrite each sentence using the preposition in brackets and the 'ing' form of the verb.

Example: Lilly makes great accessories. (at)
Lilly is great at making accessories.

- You do not create good designs. (at)
- Sue lost the earrings and apologised. (for)
- Peter was able to see me because he stood up. (by)
- They are happy that they won the talent show. (about)

b) Make your own four sentences, using the 'ing' form and the prepositions at, for, by and about.



Keep in Mind!

I'm **washing** my clothes now. (Present Continuous)

I hate **washing** my clothes. (Gerund)



4 Answer the questions.

- Do you enjoy shopping for clothes? Why (not)?
- Do you like or dislike getting clothes as gifts? Why (not)?
- Is following the latest trends important to you? Why (not)?
- Are you interested in watching fashion week shows? Why (not)?
- Does wearing trendy clothes make you feel confident? Why (not)?
- Do you think shopping for clothes online works for you? Why (not)?
- Are you into adding accessories to make your outfits stand out? Why (not)?

LISTENING search

1 In groups of 3-4, discuss if it is okay to judge people by what they wear and why (not).

2 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 new words.

- 1 Jeans are ... in my school.
- 2 If you don't believe me, ...
- 3 ... Pete today? He is so angry!
- 4 Ann is 16 years old. She is a ...
- 5 You look like a ... in this outfit.
- 6 It is ... a fashion show for teens.
- 7 I have got a new ... top! It's so cool!
- 8 Phil wears trendy clothes, and ... Just look at him!
- 9 This experiment is over, and here are the ...

WORDS FOR YOU

findings ['faɪndɪŋz]

metalhead ['metlhed]

youngster ['jʌŋstə(r)]

to ban [bæn]

hooded ['hʊdɪd]

- It shows.
- sort of
- to see for yourself
- What has got into ...?

3 a) Listen to the talk and say if the statements below are true or false.

- 1 Russell looks like a metalhead.
- 2 He likes heavy metal.
- 3 He is taking part in a project.
- 4 It has been running for a month.
- 5 Russell has been talking to strangers at a mall.
- 6 100 people have already been interviewed.
- 7 Hooded tops are not allowed in some schools.
- 8 Russell's new friend is a rocker.

b) Listen again and answer the questions below.

- 1 Why does Russell look like a typical metalhead?
- 2 What kind of project is he in?
- 3 Who has he been talking to?
- 4 What has Russell found out so far?
- 5 Why are hooded tops not allowed in some schools?
- 6 Where is his new friend from?

c) Tell the class if your opinion on judging people by their clothes has changed.



ADJECTIVES TO DESCRIBE CLOTHES

1 Match the opposites.

- | | |
|---------------|--|
| 1 stylish | ☐ uncomfortable |
| 2 original | ☐ sporty |
| 3 expensive | ☐ cheap |
| 4 tight | ☐ unfashionable |
| 5 elegant | ☐ loose |
| 6 comfortable | ☐ plain |

2 Look at the photos and describe the items below, using the adjectives from task 1.

Example: Leggings are tight and usually plain.



FASHION STYLES

3 a) Sort out the clothes, shoes and accessories from task 2 into the types of styles below. Add any other items that you know.

CASUAL	CLASSIC	FORMAL

b) Tell which style you prefer and why.

Example: My style is rather casual because feeling comfortable is important to me.

GERUND VS TO-INFINITIVE

For exercises 1-4 see **Grammar Focus 2.2** on pages 182-184.

1 Match the halves of the sentences.

- | | |
|-------------------------|--|
| 1 I'm very creative | ☐ so Nick decided to put his coat on. |
| 2 Anita is active | ☐ and they want to play with you. |
| 3 I like casual clothes | ☐ so we asked others to wait. |
| 4 We were a bit late, | ☐ but I can't stand wearing caps. |
| 5 It was cold, | ☐ and she is really good at skating. |
| 6 The kids are sad | ☐ and my favourite activity is drawing. |

2 Put the verbs in brackets into the '-ing' form (gerund) or the to-infinitive.

- (shop) ... is not interesting for us.
- I am happy (hear) ... that you are fine.
- Alex is keen on (make) ... his own clothes.
- She agreed (help) ... me dress up for the party.
- I don't mind (wear) ... a long dress this time.
- Shane and Bill enjoy (go) ... to fashion shows.
- You promised me (show) ... your new designs!
- We look forward to (visit) ... this new big mall.
- David wants (put on) ... his black suit tomorrow.
- Everyone has forgotten (take off) ... their shoes.

3 a) Put the verbs in brackets into the correct form.

- Do you mind (wear) ... second-hand clothes?
- Is there any brand you would love (own) ... in your closet?
- What are a few things in your closet you are happy (have) ...?
- How often do you go (shop) ... for clothes/shoes/accessories?
- What's something you've thought about (buy) ... for yourself?
- Have you ever promised anyone (borrow) ... something from your closet?
- Can you name a few style-related activities you've stopped (do) ... recently?
- What are three places in your town you would recommend (visit) ... to get great clothes?

b) In pairs, ask and answer the questions above.

4 Finish the sentences about yourself. Use the '-ing' form or the to-infinitive.

- | | | |
|----------------------|----------------------|---------------------|
| 1 I am glad ... | 3 I practise ... | 5 I hope ... |
| 2 I have trouble ... | 4 I have decided ... | 6 I try to quit ... |



1 In groups of 3-4, think and discuss.

- What did your parents use to wear when they were teenagers?
- What do teenagers wear today?



2 a) Listen and read the talk. Answer the questions below.



Jay: Hey Kris, who is this in the photo?
Kristen: That's my mum when she was a teenager.
Jay: She looks stylish! Is that a jeans skirt on her?
Kristen: Yes. And those are leg warmers.
 They were very popular in the '80s.
Jay: My dad told me many men used to wear leather jackets and polo T-shirts then.
Kristen: True. And all clothes were of very bright colours.
Jay: I like to put on bright T-shirts and slim-fit jeans.
Kristen: I prefer wearing baggy jeans because they are more comfortable.
Jay: Did you know that they come from the '90s?
Kristen: What? But they are so popular now!



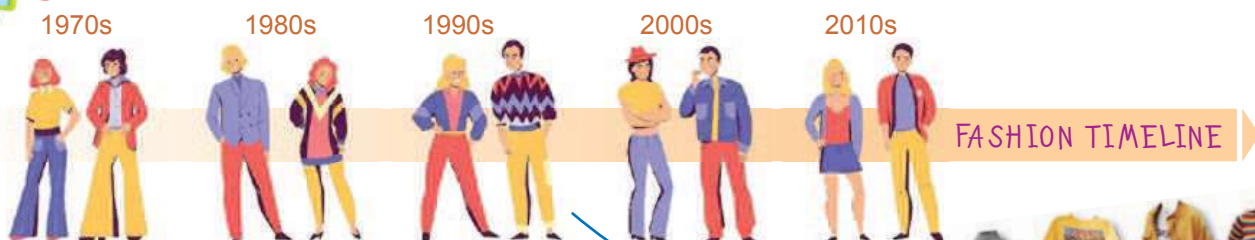
- 1 What is Kristen's mother wearing in the photo?
- 2 What did men use to wear in the '80s?
- 3 Which colours were popular then?
- 4 Which clothes does Jay like?
- 5 What kind of jeans does Kristen prefer?
- 6 Where do they come from?



b) Act out the dialogue in pairs.



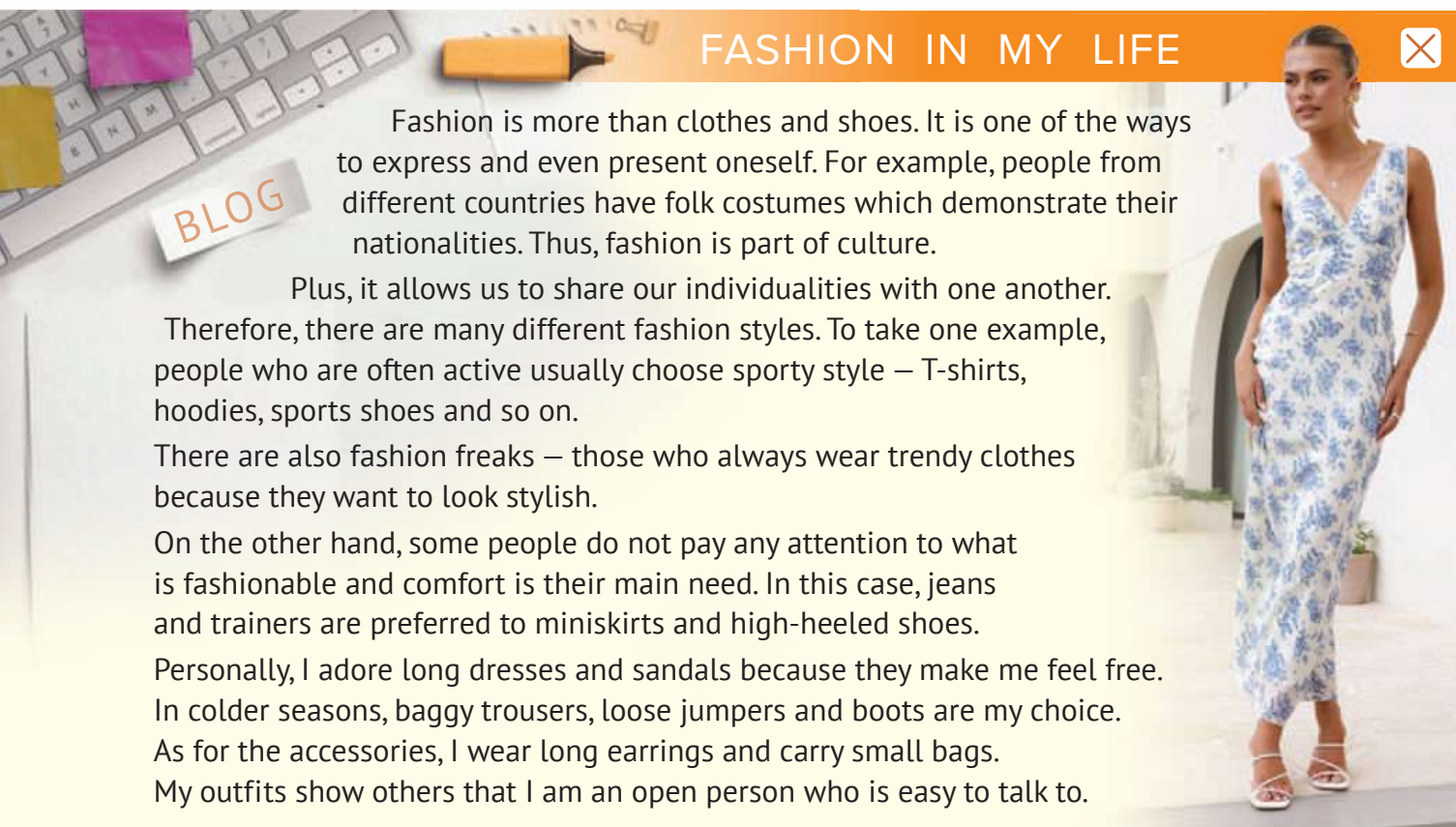
3 Do your project in groups.



- 1 Choose one of the time periods below:
the 1970s, the 1980s, the 1990s, the 2000s, the 2010s.
- 2 Prepare a few pictures that show the fashion of that time period.
- 3 Tell the class which clothes, shoes and accessories were popular then.



1 Read Maggie's blog post and choose the correct variant to complete the sentences (1-10).



FASHION IN MY LIFE

Fashion is more than clothes and shoes. It is one of the ways to express and even present oneself. For example, people from different countries have folk costumes which demonstrate their nationalities. Thus, fashion is part of culture.

Plus, it allows us to share our individualities with one another. Therefore, there are many different fashion styles. To take one example, people who are often active usually choose sporty style – T-shirts, hoodies, sports shoes and so on.

There are also fashion freaks – those who always wear trendy clothes because they want to look stylish.

On the other hand, some people do not pay any attention to what is fashionable and comfort is their main need. In this case, jeans and trainers are preferred to miniskirts and high-heeled shoes.

Personally, I adore long dresses and sandals because they make me feel free. In colder seasons, baggy trousers, loose jumpers and boots are my choice. As for the accessories, I wear long earrings and carry small bags. My outfits show others that I am an open person who is easy to talk to.

- 1 In Maggie's opinion, fashion is a way of *self-care/self-expression*.
- 2 Folk costumes show our *beliefs/nationalities*.
- 3 Fashion helps us display our *individuality/tradition* through styles.
- 4 People who lead an active lifestyle prefer *sporty/trendy* clothes.
- 5 Fashion freaks wish to look *casual/stylish*.
- 6 People who are not active fashion followers choose *comfort/simple style*.
- 7 Maggie loves wearing long dresses and *boots/sandals* when it is warm.
- 8 Loose clothes make her feel *free/confident*.
- 9 She also likes long *necklaces/earrings*.
- 10 Her outfits show her *open/private* personality.

2 Write a blog post about fashion in your life (120-150 words). Include:

- what you think about fashion
- why it is (not) important to you
- which style you prefer and why
- which clothes you wear when it is hot/cold

Useful Language

Nowadays ...
 In my opinion, ...
 I think ...
 From my point of view, ...
 I believe ...
 To sum up, ...
 All in all, ...

Look Back

1 Put the verbs in brackets into the 'ing' form.

- 1 (choose) ... the right accessories is not easy.
- 2 I like (put on) ... jewellery for parties.
- 3 (design) ... outfits is Anhelina's hobby.
- 4 Tom doesn't mind (dress up) ... for such an occasion.
- 5 These people know me by (see) ... my work.
- 6 Joseph can't stand (shop) ... at very big malls.
- 7 We look forward to (watch) ... this show on TV tonight.
- 8 (wear) ... long dresses makes me feel uncomfortable.

2 Put the verbs in brackets into the 'ing' form or the to-infinitive.

- 1 I forgot (show) ... you my new designs.
- 2 (sell) ... jewellery is Christina's new job.
- 3 We agreed (put on) ... T-shirts and jeans.
- 4 Ed hates (have to) ... dress up for this event.
- 5 (make) ... clothes is one of Jessica's skills.
- 6 I am happy (be) ... invited to your birthday party.
- 7 Jim managed (get) ... the tickets to the fashion show.
- 8 My friends Lisa and Greg are fond of (wear) ... caps.

3 a) Sort out the items below. Add any other that you know.

Heels, a tunic, shorts, a belt, sandals, a bracelet, a miniskirt, slim-fit jeans, a hat, platform shoes, canvas trainers, earrings, a tuxedo, leg warmers, flip-flops.

CLOTHES	FOOTWEAR	ACCESSORIES

b) Say which of the items above are *casual*, *classic*, *formal* or *trendy*.

4 a) Complete with the adjectives from the box.

elegant, expensive, loose, original, uncomfortable, unfashionable

- 1 This golden necklace is quite ...
- 2 I don't wear this dress because it is ...
- 3 Josh prefers ... suits to jeans and T-shirts.
- 4 Pam and Jay love ... shirts and baggy trousers.
- 5 Wendy made that ... jacket with stripes herself.
- 6 I follow the latest trends and I never wear ... clothes.



Look Back

b) Name the opposites to the adjectives in a) and make your own sentences with them.

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

fashion freak, hoodie, outfit, appropriate, banned,
be one step ahead of, it shows, what has got into

- 1 ... you? Calm down.
- 2 Jeans are ... in our office.
- 3 I want to ... everyone in fashion.
- 4 You are into sporty style, and ...
- 5 It is ... to wear a jacket for this event.
- 6 This blouse and skirt make a great ...!
- 7 Helen usually puts on a ... when it is cold.
- 8 Jack is a ... and he often goes shopping.

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

hooded, occasion, youngster, cotton, funky, skinny, to see for yourself, sort of

6 a) Think and say what people wear to a party.



b) Listen to the talk and choose the correct variant in the sentences.

- 1 Kate and James are going to *a party/prom*.
- 2 James *likes/dislikes* wearing suits.
- 3 The event will take place in *a cafe/restaurant*.
- 4 Kate believes the guests will wear *elegant/sporty* clothes.
- 5 Jack prefers *casual/formal* style.
- 6 James and Jack have *different/similar* tastes in fashion.



c) Listen again and match.

- | | |
|---------|---|
| 1 Kate | ☐ a pair of baggy trousers |
| 2 James | ☐ and a polo T-shirt |
| 3 Bill | ☐ a suit and a bow tie |
| 4 Lilly | ☐ a red dress and heels |
| 5 Ned | ☐ a loose shirt with stripes |
| 6 Jack | ☐ and a pair of dark jeans |
| | ☐ a tuxedo |
| | ☐ a pink blouse |
| | ☐ and a white skirt |



7 In pairs, do the fashion quiz. Then go to page 198 to check how similar or different in fashion you are.

FASHION QUIZ

WHAT DO YOU PREFER ...?

- 1 ... a shirt, a blouse or a polo T-shirt?
- 2 ... a plain top or a top with a picture on it?
- 3 ... a hoodie or a jumper?
- 4 ... jeans, trousers or leggings?
- 5 ... tight or loose clothes?
- 6 ... trainers, heels or boots?
- 7 ... a cap or a hat?
- 8 ... a bag or a case?



8 Work in groups of 3-4. Make a short presentation about fashion in Ukraine or any other country. Include:

- their folk costumes
- when they usually wear them
- the fashion trends they have there today



Ukrainian Fashion Week FW25-26,
17 February, 2025, Kyiv, Ukraine



1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but I need some help.
 ☹️ – I do not understand it and I need the teacher's help.

		😊😊	😊	😊	😊	☹️
	VOCABULARY					
	GRAMMAR					
	READING					
	LISTENING					
	SPEAKING					
	WRITING					

- NOW I CAN**
- ☐ speak about my attitude to fashion
 - ☐ talk about clothes for special occasions
 - ☐ describe clothes and different fashion styles
 - ☐ compare fashion from different time periods
 - ☐ express my opinion on whether it is okay to judge people by what they wear
 - ☐ identify the gerund
 - ☒ use the 'ing' form of the verb vs the to-infinitive
 - ☐ write a blog post about fashion in my life

WE ARE YOUNG AND COOL!

UNIT 3

Lead-in:

- What is a youth subculture?
- Which youth subcultures do you know?
- Do you follow one?



WHAT'S IN THIS UNIT?

LANGUAGE

- youth subcultures
- clubs and interests
- slang
- youth organisations
- the passive voice
(statements and questions)

SKILLS

- describing youth subcultures
- presenting a youth organisation
- discussing e-sports
- understanding the difference between
pop culture and subcultures
- writing a report on teenagers' preferences
as to popular trends or subcultures



The **HIPPIE** subculture (the word *hippie* comes from *hipster* – someone who is trendy and original) developed in the States during the 1960s and 1970s. Those who follow it want joy, peace and freedom for everyone. They all have long wavy hair and prefer loose clothes. Women usually put on long dresses and sandals. Men grow beards and wear brightly coloured shirts and jeans. Hippies' favourite musical genres include rock, folk and blues.

YOUTH SUBCULTURES

The subculture of **PUNKS** appeared in both the US and the UK in the late 1970s. Its name comes from the term *punk rock* – one of the most popular musical genres at the time. Punks want to be completely different from everyone else. They are seen as somewhat aggressive because they often protest against social norms. Punks wear tight trousers with holes in them, old T-shirts and leather jackets. They often dye their hair bright colours, have tattoos and piercings and put in pins as earrings.



1 Before reading the blog post, look at the photos and say what you know about the youth groups these young people represent, based on their appearance.

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 I ... people who are honest.
- 2 We ... against these new rules.
- 3 You got really ...! Brush your hair!
- 4 My job ... communication with others.
- 5 Why do you wear ...? That's strange.
- 6 We all felt ... when we heard the bad news.
- 7 ... is one of Ed's traits: he is always full of ideas!
- 8 Mum doesn't let me have any ... on my body.
- 9 My friend Kelly has both nose and chin ...
- 10 A ... is a group of people with certain views and behaviour.

WORDS FOR YOU

creativity [ˌkri:ei'tɪvəti]

piercing ['piəsɪŋ]

pin [pɪn]

subculture ['sʌbkʌltʃə(r)]

tattoo [tə'tu:]

to involve [ɪn'vɒlv]

to protest [prə'test]

to value ['vælju:]

depressed [dɪ'prest]

messy ['mesi]



Another subculture is represented by **EMOS** who are supposed to be *emotional* and sensitive. It first developed in Washington, D.C., in the 1980s, along with emo music. With emotions being at the centre of their lives, emos may often seem depressed and many of their songs involve crying and screaming. The emo fashion includes skinny trousers and tight shirts, often with logos. The central feature, though, is the hairstyle – straight black hair which covers most of an emo's face.

During the early 1990s, street skateboarding was very popular among teens and another youth subculture (this time around sport) became what it is today. **SKATERS** value creativity, risk and freedom. In their opinion, skateboarding is more than a sport. They listen to songs with fast rhythm. Skaters also prefer comfort to trends, so casual T-shirts, old baggy jeans or shorts and coloured trainers are their fashion choice. Their hair is usually long and messy and they often put on caps.



3 a) Read the blog post and choose the correct variant.

- | | |
|--|--|
| 1 Hippies hope for joy, peace and <i>comfort/freedom</i> . | 5 Emos are known to be very <i>sensitive/unfriendly</i> . |
| 2 They prefer to wear <i>loose/tight</i> clothes. | 6 They cover most of their face with <i>piercings/hair</i> . |
| 3 Punks <i>don't want/want</i> to be the same as others. | 7 Skaters usually listen to <i>slow/fast</i> music. |
| 4 They go for tight trousers with <i>stripes/holes</i> . | 8 They have long <i>messy/straight</i> hair. |

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

- | | |
|---|--|
| 1 What does the word 'hipster' mean? | 6 What kind of clothes do emos wear? |
| 2 Which musical genres do hippies like? | 7 What is very important to skaters? |
| 3 Why are punks considered aggressive? | 8 Why do they wear casual or sporty clothes? |
| 4 What do they look like? | |
| 5 What is special about emo songs? | |

COMMENTS



CAROLINE, 16, Germany

My older brother likes skateboarding, and it's true to say that he always wears a cap!



JASPER, 15, England

My dad used to be a punk when he was a teen.



JIM, 16, USA

I prefer loose clothes because they are more comfortable. But that doesn't mean I'm a hippie!



AIKO, 15, Japan

I have straight black hair, but I never cover my face with it.



c) Match.

- | | |
|---------------------|---|
| 1 Hippies come from | ☐ ... the early 1990s. |
| 2 Punks come from | ☐ ... the 1980s. |
| 3 Emos come from | ☐ ... the late 1970s. |
| 4 Skaters come from | ☐ ... the 1960s and 1970s. |

4 Read the comments and say who ...

- | | |
|--|--|
| 1 ... never covers their face with hair. | 3 ... has a relative who was a punk in the past. |
| 2 ... has a brother who is into skateboarding. | 4 ... feels most comfortable in loose clothes. |



5 Search for another youth subculture and write a short blog post about it. Include:

- its name and the time when it appeared
- what its followers are like (their beliefs and behaviour)
- their fashion choice

CLUBS AND INTERESTS

1 In groups of 3-4, discuss the following.

- What is a club? • Why do we have clubs? • How can they help us improve our skills?

2 In pairs, play a game. Make a list of as many types of clubs as you know.
The pair with the longest list wins.

3 a) Read the ads and say what type each club is. Use the words in the box.

Cyber Club, Culinary Club, Dance Club, Nature Club, Arts and Crafts Club, Film Club, Photography Club



POTS and PANS

Don't miss an opportunity to work on your cooking skills, share your favourite recipes with others or create new ones together.

Take part in competitions to see who the best cook is!



CREATIVE CLICKS

Join *Creative Clicks*! Our members take photos on different themes, go on photo trips and get together to talk about one another's work!



If you care about the environment as well as enjoy gardening, then *Green Team* welcomes you! Join us in saving Mother Earth and share your love of nature with us!

GREEN TEAM



This is a club for those who not only play computer games but also see their future in technology.

We learn cyber-security and coding, develop amazing computer programmes and compete in lots of tech events.

TECH TITANS



Show us your unique creativity and express yourself to the fullest! •

Creative Crew

Our members have fun drawing, painting as well as making decorations and sculptures.

It's a great way to relax, too!

Q VOCABULARY search

VIBE TRIBE

Move your body with us! Enjoy some cool music, feel the rhythm and bring out your creative energy! If you are a beginner, no need to worry — we offer classes for everyone!

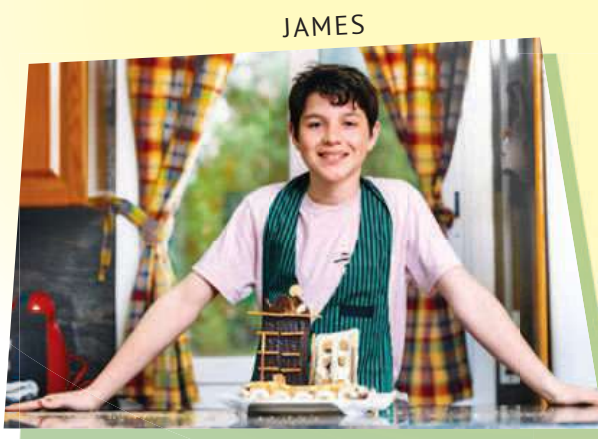


If you love watching movies and discussing them, then this club is for you! You will also have a chance to make your own film and take part in different film festivals!

BEYOND the SCREEN



b) Listen to the teenagers and say which club(s) from a) each of them should join and why.



4 Think of your hobbies and interests and tell the class what club you would like to join and why.

1 Answer the questions.

- Have you ever heard about youth organisations?
- What youth organisations do you know?

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

3 Listen and read the article. Guess the meanings of the words in bold.

DEVELOPING OUR BETTER SELVES TOGETHER

A youth **organisation** is a type of **association** focused on certain activities and **socialisation** for those aged 15-24. Such organisations can be found in different spheres – education, business, health and so on. Most of their members are **volunteers**, thus what they do is **charity** work for self-development and the development of an organisation.

One of the oldest, the *YMCA (Young Men's Christian Association)*, was **founded** in London in 1844 by George Williams. Its main aim was to help young people develop a healthy mind and body. The *YMCA's* doors are now open for not only young men but also women and people of other religions.

Today the organisation is set across 120 countries with some 920 000 volunteers worldwide.

The *World Organization of the Scout Movement* is one of the most well-known.



**WORLD
YMCA**



Sir George Williams



association [ə,səʊsi'eɪʃn]
charity ['tʃærəti]
organisation [ˌɔ:gənai'zeɪʃn]
socialisation [ˌsəʊʃəlaɪ'zeɪʃn]
volunteer [ˌvɒləntiə(r)]
wood crafting ['wɒd kra:ftɪŋ]
to evolve [ɪ'vɒlv]
to found [faʊnd]
to motivate ['məʊtɪveɪt]
 ● **to raise money for charity**

It first appeared in 1920 and now includes over 50 million members and volunteers. The main office is in Geneva, Switzerland. This international organisation's goal is to help children and teenagers **evolve** mentally, physically and spiritually based on the Scout Promise and Law. Scouts often do outdoor activities such as camping, hiking and **wood crafting**.

In Ukraine, there is a Scout organisation called *Plast*. It **motivates** Ukrainian youth to build patriotism towards the country based on Scout and Christian values.



Another great Ukrainian organisation for youngsters is *BUR* – *Buduiemo Ukrainu Razom*, that is *Building Ukraine Together*. It has been in action since 2014, and its volunteers help Ukrainians who have suffered from the war rebuild their homes. They also **raise money for charity** and discuss important national topics. *BUR* members join building camps around the country and help improve their own towns and cities.

There are many other youth organisations in the world and they are all different. However, they all share the same aim of helping young people become successful citizens in their societies.



4 Complete the sentences with the words from the *Words for You* box.

- 1 Ted used his ... skills to make this toy.
- 2 The ... of the child is more than important.
- 3 This event is held to help us ...
- 4 Jen always ... me to work hard.
- 5 Your drawing continues to ...
- 6 These ... help save the environment.
- 7 An ... is a group of people united by shared interests.
- 8 We will ... it for young people getting their first job.
- 9 The United Nations is the most famous international ...



5 a) Read the article again and choose the correct answer.

- | | |
|------------------------------------|--|
| 1 Who are youth organisations for? | 2 Who is a volunteer? |
| a) Young people aged 14-25. | a) Someone doing charity work. |
| b) Young people aged 15-24. | b) Someone whose job is well paid. |
| c) Young people aged 15-34. | c) Someone who seeks self-development. |

- 3 When was the YMCA founded?
 - a) In 1944.
 - b) In 1844.
 - c) In 2014.
- 4 How many volunteers are there now?
 - a) 919 000.
 - b) 920 000.
 - c) Over 50 million.
- 5 Which youth organisation was founded in 1920?
 - a) Plast.
 - b) The World Organization of the Scout Movement.
 - c) BUR.
- 6 Where is its main office located?
 - a) In Glasgow, Scotland.
 - b) In Stockholm, Sweden.
 - c) In Geneva, Switzerland.
- 7 What is the Scout organisation in Ukraine called?
 - a) BUR.
 - b) Plast.
 - c) The YMCA.
- 8 Whom does BUR help?
 - a) Ukrainians who have suffered from the war.
 - b) Ukrainians who have suffered from car accidents.
 - c) Ukrainians who have suffered from serious illnesses.
- 9 Where does BUR organise its camps?
 - a) In Asia.
 - b) In America.
 - c) In Ukraine.
- 10 What are other youth organisations in the world like?
 - a) They are all different.
 - b) They are quite similar.
 - c) They are all the same.

b) Finish the sentences below.

- 1 A youth organisation is ...
- 2 Youth organisations work in different spheres, including ...
- 3 The YMCA was founded by ...
- 4 Its main aim was ...
- 5 Members of the *World Organization of the Scout Movement* are called ...
- 6 They do such outdoor activities as ...
- 7 *Plast* motivates Ukrainian youth to ...
- 8 *BUR* means ...
- 9 Its members raise money for charity, ...
- 10 The common goal of all youth organisations is ...



6 Work in pairs. Make a digital presentation about another youth organisation. Include:

- its name
- where and when it was founded
- how many members there are
- what they do



PASSIVE VOICE
(Present & Past & Future Simple, Present Perfect)

For exercises 1-3 see *Grammar Focus 3.1* on pages 184-185.

1 Compare the sentences in two columns.

ACTIVE VOICE	PASSIVE VOICE
1 Skaters wear old baggy jeans.	1 Old baggy jeans are worn by skaters.
2 They founded the AIESEC youth organisation in 1948.	2 The AIESEC youth organisation was founded in 1948.
3 My older brother will open a new sports club.	3 A new sports club will be opened by my older brother.
4 Someone has stolen my earrings!	4 My earrings have been stolen !

2 a) Choose the correct form of the verb *be*.

- 1 Shirts like Adam's *are/were/will be* made every day.
- 2 Our plans *aren't/weren't/haven't been* changed yet.
- 3 Pam and I *won't be/weren't/haven't been* invited last time.
- 4 New ideas *will be/were/have been* presented by Ed tomorrow.

b) Put the verbs in brackets into the correct passive form.

- 1 My dark jeans (*not wash*) ... yet.
- 2 The timetable (*do*) ... every month.
- 3 Holly and Jackson (*see*) ... here yesterday.
- 4 These files (*not keep*) ... there, I can see them.
- 5 Our IT club (*visit*) ... by many already.
- 6 Youth subcultures (*not discuss*) ... next Friday.
- 7 The school website (*not run*) ... by me last year.
- 8 Our phones (*lose*) ... if we switch them off again next time.

3 Change the sentences from the active into the passive, as in the example.

Example: They raised money for charity.
The money for charity was raised.

- | | |
|--------------------------------------|--|
| 1 Kids don't write such blog posts. | 5 Teenagers visit these two websites. |
| 2 Leila designed a cool outfit. | 6 They have not checked the schedule. |
| 3 They didn't finish the project. | 7 Jason and Bob will not sing that song. |
| 4 They will take pictures this time. | 8 They have just shown the photographs. |

21st CENTURY SPORT

1 Look at the photos and guess what the podcast is going to be about.

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

3 a) Listen to the podcast and guess the meanings of the words in the box.

b) Complete the sentences with the new words.

- 1 I won this tennis ... online.
- 2 Our interest in video games has ...
- 3 Sue likes ... better than traditional sports.
- 4 ..., you will become a professional!
- 5 Jay is a ... and he plays online every day.

4 a) Listen to the podcast again and choose *a* or *b*.

- 1 E-sports is the activity of playing video games online or offline ... each other.

a) for b) against

- 2 Today there is a new subculture of ...

a) e-athletes b) gamers

- 3 E-sports players are followed by thousands of ...

a) friends b) fans

- 4 They can earn more than a million dollars a ...

a) year b) month

- 5 It is not ... to compete in e-sports.

a) hard b) easy

- 6 A number of video games only ...

a) increase b) become lower

- 7 Gamers are not as ... as traditional athletes.

a) famous b) rich

- 8 Koen Weijland is a FIFA, the ... video game, champion.

a) basketball b) football

WORDS FOR YOU

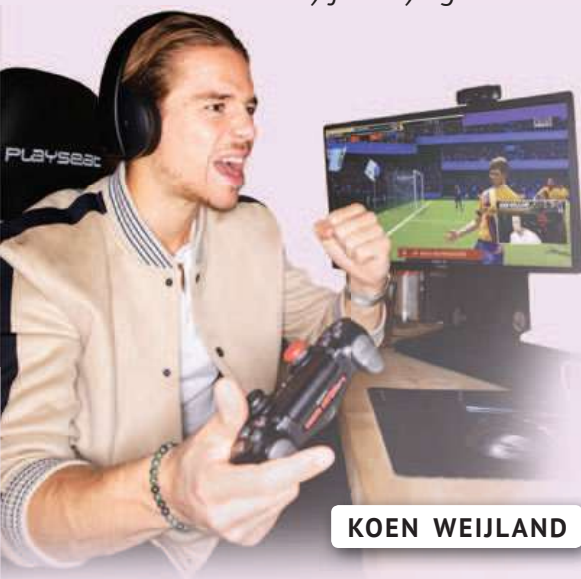
e-sports ['i: spɔ:ts]

gamer ['geɪmə(r)]

tournament ['tɔ:nəmənt]

to increase [ɪn'kri:s]

● **at this rate** [reɪt]



KOEN WEIJLAND



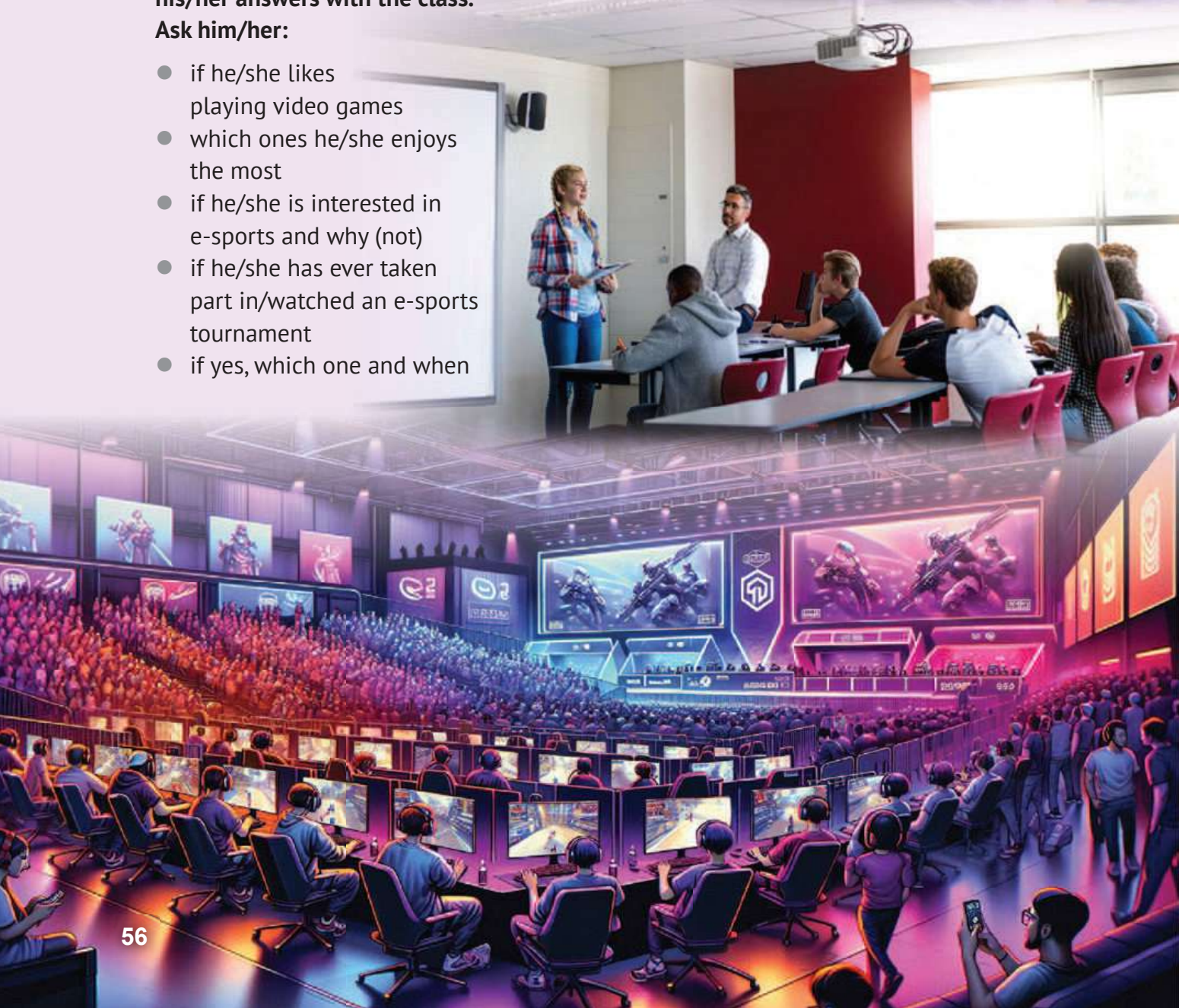
b) Correct the statements below.

- 1 Playing games has risen to a new level of board games.
- 2 Players are always put into pairs in e-sports tournaments.
- 3 Gamers practise up to 10 hours a day.
- 4 They get enough rest.
- 5 Koen Weijland has loved football since his teen years.
- 6 He used to work for an English football team, *Ajax*.

5 Work in pairs. Interview your partner about video games in his/her life. Make notes and share his/her answers with the class.

Ask him/her:

- if he/she likes playing video games
- which ones he/she enjoys the most
- if he/she is interested in e-sports and why (not)
- if he/she has ever taken part in/watched an e-sports tournament
- if yes, which one and when



TEEN LANGUAGE

1 a) Answer the questions below.

- What do you think *slang* is?
- Who uses it?

b) Remember and explain the meanings of the words and phrases below, as in the example.

bro, dude, guys, awesome, odd,
to keep in touch, to hang out

'Bro' means 'brother,'
sometimes 'friend.'

c) Give any other examples of slang/other teen language that you know.

2 Match the words and phrases to their meanings.

- | | |
|----------------|--|
| 1 a bestie | ☐ I don't care. |
| 2 My bad. | ☐ crazy |
| 3 to chill out | ☐ very attractive |
| 4 to rock | ☐ a person's best friend |
| 5 to screw up | ☐ I made a mistake. |
| 6 hot | ☐ to relax |
| 7 nuts | ☐ to make a mistake or to spoil something |
| 8 Whatever. | ☐ to be very good |



3 a) Complete the dialogue with the words and phrases from task 2. Then listen and check.

A: Hey! What's up?
 B: Hey! My ... and I are going skydiving.
 A: Are you ...?! It's dangerous!
 B: ...! It's not our first time. Besides,
 you know we ... at extreme sports!
 A: Sorry, ... I'm just worried about you.
 B: Calm down, we won't ... anything.
 Why don't you join us? The views
 will be so ...!
 A: No way.
 B: You're scared, aren't you?
 A: ..., dude. I'm just not into it.

b) Act out the dialogue in pairs.

PASSIVE VOICE (Questions)

For exercises 1-3 see **Grammar Focus 3.2** on pages 185-186.

1 Match the questions to the answers.

- | | |
|--|---|
| 1 Is this slang used by many punks? | ☐ Yes, they will. |
| 2 Were these plants built last year? | ☐ Yes, it has. |
| 3 Will this presentation be made by Lillian? | ☐ No, I haven't. |
| 4 Have you ever been involved in any projects? | ☐ Yes, it is. |
| 5 Are all the players put into teams for this game? | ☐ No, they aren't. |
| 6 Was the idea of having a party discussed with Tom? | ☐ No, it won't. |
| 7 Will Michael and Helen be invited to join us? | ☐ Yes, they were. |
| 8 Has everything been prepared for the occasion? | ☐ No, it wasn't. |

2 Put the questions to the answers below.

- 1 ...? — No, they aren't. The computers aren't broken.
- 2 ...? — Yes, it was. This youth organisation was founded then.
- 3 ...? — No, we won't. We won't be asked about that.
- 4 ...? — Yes, they have. The rooms have been cleaned.
- 5 ...? — No, it hasn't. The project hasn't been done yet.
- 6 ...? — No, they weren't. The lights weren't turned off.
- 7 ...? — Yes, it will. The letter will be sent tomorrow.
- 8 ...? — Yes, it is. The book is printed in colour.



3 Put the words into the correct order to make questions. After that, give your own answers to them.

- 1 you/Are/respected/by your peers?
- 2 10 years ago/built/your school/Was?
- 3 be/Will/changed/your schedule/next year?
- 4 Has/been/yet/done/all your homework?
- 5 switched on/Is/your smartphone?
- 6 to your last birthday party/invited/Were/your classmates?
- 7 soon/by your school/organised/any trips/be/there/Will?
- 8 any compliments/you/Have/been/ever/given?



Punks



Hipsters



Hippies



Emos



Cosplayers



K-poppers



Bikers



Goths

1 Read the short blog post. In pairs, discuss the questions below.

POP CULTURE vs A SUBCULTURE

BLOG

Popular (or pop for short) culture is the term for all the music, fashion and media content popular at a particular time. Each generation develops its own pop culture which is usually based on what is trendy and fashionable.

Pop culture leads, in turn, to various subcultures that are against it or simply different from it. Therefore, there are young people who do not follow what is considered popular and have their own beliefs and style.



- 1 What is the difference between *pop culture* and *a subculture*?
- 2 Why don't some people like what is popular?
- 3 Do you always follow the latest trends in fashion, music and social media? Why (not)?

2 a) Look, read and guess which subculture everyone belongs to.

MIKE

They laugh at me because I'm different. I laugh at them because they're all the same.

JANE

Life's short, spend it happily.

Love can hurt more than hate.

LINDA

Don't look back – you're not going that way.

BOB

b) In groups of 3-4, discuss the meanings of the quotes above.

3 a) Listen to the talk and say why Ned has become a punk.

b) Think and say why young people call themselves emos/hippies/skaters, etc.

4 Listen to the rest of the talk and finish the sentences below.

- | | |
|----------------------|--|
| 1 Ann has joined ... | 3 Ned does not want to join the Scouts because ... |
| 2 Mike is a ... | 4 He is in the ... |

5 Tell the class which club you are in or which extracurricular activity you do and why.



1 a) Recall what a survey report is. Use the *Tip*.



A SURVEY REPORT

presents information collected from a survey. It consists of:

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



b) Read and analyse the survey report on how teenagers spend their pocket money.

SUBJECT

PURPOSE

RESULTS

SPENDING HABITS OF TEENAGERS

The aim of this report is to present and analyse the results of the survey carried out to determine¹ how teenagers spend their pocket money. Another purpose of this survey was also to find out if they saved their money.

Going out Of the 100 teenagers interviewed, 85% stated that they spend most of their pocket money when they go out with their friends. This includes going to cafes, concerts and clubs.

Clothes 40% of teenagers reported that they spend money on clothes and accessories. These were mostly girls.

Books 30% of teenagers stated that they regularly buy books with their pocket money.

Video games and gadgets 60% of teenagers spend their pocket money on video games and gadgets. A large amount of money is spent on their telephone bills.

Send

¹to determine [di'tɜːmɪn] – визначати



Send

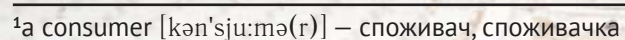
- 1 How many parts does this report consist of?
- 2 What is the aim of this report?
- 3 Which options of spending money are mentioned in the report?
- 4 What is the conclusion and what are the reasons?

- 1 Make up a questionnaire to interview your classmates.
- 2 Do your survey.
- 3 Present the results in your report.

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

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

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



²to waste [weɪst] – марнувати

Look Back

1 Choose the correct form of the verb *be*.

- 1 I *will be/have been/was* asked about it last time.
- 2 This outfit *isn't/wasn't/won't be* often worn by women.
- 3 Our new club *has been/will be/was* opened next week.
- 4 This e-sports project *hasn't been/wasn't/won't be* done yet.
- 5 I promise your great idea *wasn't/isn't/won't be* forgotten.
- 6 My old grey boots *are/have been/were* thrown away recently.
- 7 These topics *weren't/won't be/haven't been* discussed yesterday.
- 8 Jack and Sarah *will be/were/are* always thanked for their kindness.



2 Change the sentences from the active into the passive.

- | | |
|------------------------------------|---|
| 1 Jane has broken the laptop. | 5 They will interview a few emos. |
| 2 They didn't forgive Richard. | 6 Ed sent the messages a few days ago. |
| 3 They often change their clothes. | 7 They haven't given us any chances. |
| 4 My parents don't understand me. | 8 They won't perform this dance any more. |

3 a) Give short yes/no answers to the questions below.

- 1 Are you reminded to leave? (*Yes*)
- 2 Is Emily driven to school? (*No*)
- 3 Will rock be played next time? (*No*)
- 4 Was the idea presented by Greg? (*Yes*)
- 5 Have all the tasks been finished yet? (*No*)
- 6 Will Adam be invited to the party? (*Yes*)
- 7 Has this article been written yet? (*Yes*)
- 8 Were all the dresses sold last time? (*No*)



b) Put the questions to the answers.

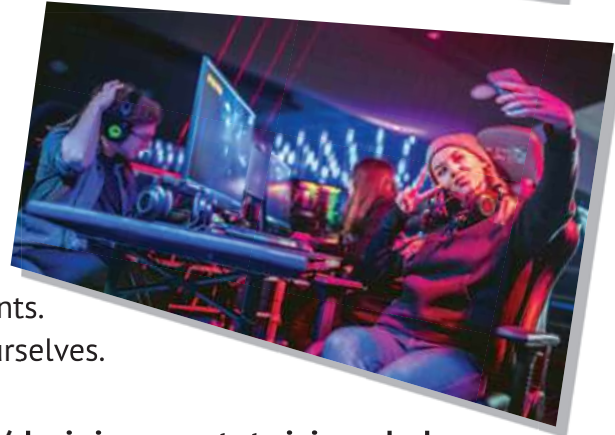
- 1 ...? — No, they haven't. Ann and Pete haven't been seen anywhere.
- 2 ...? — Yes, we were.
We were taken to this museum.
- 3 ...? — Yes, I will. I will be told everything.
- 4 ...? — No, she isn't. Wendy isn't left alone.
- 5 ...? — No, it wasn't.
The ring wasn't hidden inside.
- 6 ...? — Yes, it has. The game has been ended.
- 7 ...? — No, he won't. Andrew won't be hurt.
- 8 ...? — Yes, they are. The books are brought here.





4 a) Read the sentences and guess the type of each club.

- We ...
- 1 ... care about plants and animals.
 - 2 ... take pictures of different places.
 - 3 ... take part in cooking competitions.
 - 4 ... often perform our dances in public.
 - 5 ... make decorations for special events.
 - 6 ... regularly compete in e-sports tournaments.
 - 7 ... discuss movies as well as make them ourselves.



b) Say what other types of clubs you know.

c) Work in pairs. Interview your partner about the club he/she is in or wants to join and why.

5 a) Use the slang words and phrases instead of the following.

- | | |
|--------------------------|--|
| 1 I don't care. | 6 to relax |
| 2 a person's best friend | 7 to spend time together |
| 3 crazy | 8 a friendly way of talking to a male person |
| 4 very attractive | 9 I made a mistake. |
| 5 to be very good | 10 to make a mistake or to spoil something |



b) Complete the dialogue with them.

Then listen and check.

A: Hi, ...! What's up?

B: Not much, just ... together on the sofa.

C: Do you want to ...?

A: Sure! Let's go outside!

B: Don't be ... – it's too cold today.

A: Oh, ... What would you like to do, then?

C: Let's watch a movie or play chess.

B: Okay, ... I just want us to have fun.

c) Work in pairs. Make your own dialogue, using some of the slang from a). Act it out.



Look Back

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

- 1 I wear ... instead of earrings.
- 2 Art helps me develop my ...
- 3 Ed and Alisha ... me to be braver.
- 4 This is the National ... of Professional Athletes.
- 5 We need to help our teenagers ... their skills.
- 6 Their national team won the ... last year.
- 7 What's wrong? You look so sad, even ...
- 8 The number of our club members has ...

creativity,
pins,
Association,
tournament,
evolve,
increased,
motivate,
depressed

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

charity, e-sports, organisation, subculture, to protest, to value, volunteer, at this rate

7 a) Read the blog post and complete the sentences (a-f) with the missing information.



GOTHS

The **GOTH** subculture goes back to the late 1970s. It was developed from punk music by fans of gothic rock in the UK. Some post-punk artists who helped bring this subculture to life include *Siouxsie and the Banshees*, *Bauhaus*, *the Cure* and *Joy Division*. It's probably the subculture that has lasted much longer than others.

Gothic image has been influenced by the nineteenth-century Gothic fiction and the twentieth-century horror films. The fashion choice of goths is mostly black clothes, dark hair, black and white make-up, silver jewellery and piercings.

Although goths may look quite scary, it appears they are rather tolerant and friendly. It is considered a strongly non-violent¹ and accepting subculture. In fact, they may be united by some quite dark fashion and music but their beliefs are different.

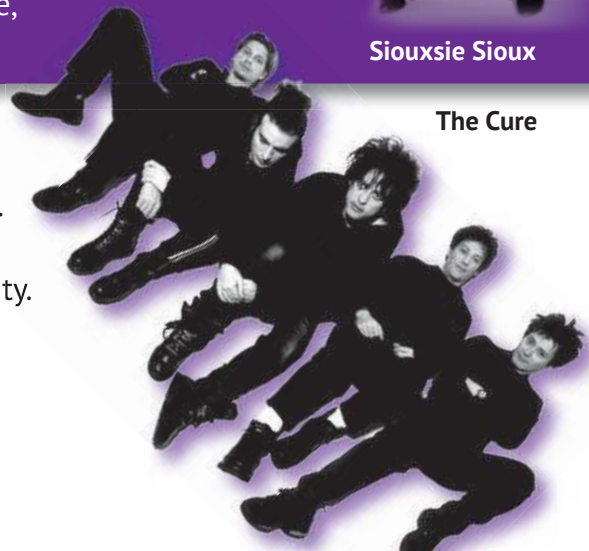
Nowadays, many goths usually put on their dark make-up and clothes when they get together at their clubs and festivals. In everyday life, they look like harmless ordinary people.



Siouxsie Sioux

- a The history of goths started in ...
- b ... is their favourite musical genre.
- c This subculture has probably ... longer than others.
- d ... have influenced their image.
- e Although goths may look scary, they are ... in reality.
- f They look like ... in everyday life.

¹non-violent [ˌnɒn 'vaɪələnt] — ненасильницький



The Cure

b) Read again and answer the questions.

- 1 Where did the goth subculture start?
- 2 Which post-punk artists developed it?
- 3 What is the fashion choice of goths like?
- 4 What can you say about the behaviour of goths?
- 5 What unites all goths?
- 6 When do goths usually put on their make-up and clothes?



8 Do research and find out more interesting facts about goths and their beliefs. Make notes and share your findings with the class.

9 a) Read about some of the latest youth subcultures. Then name them and describe how they are different from the older ones.

Tumblr girls, quadrobics kids, bronies and workout fans are modern youth groups based on shared interests and online networks. Tumblr girls care about style, feelings and creative self-expression. Quadrobics kids enjoy moving like animals as a fun and creative activity. Bronies are fans of *My Little Pony* who value friendship, positivity and creativity. Workout fans focus on fitness, discipline and self-improvement. These groups show that today's youth culture is more open and based on interests, unlike strict traditional subcultures.

Older subcultures like punks, goths or hippies were based on music, special clothes and strong ideas. People in these groups often met in real life and stayed in the subculture for a long time. They also wanted to be different from most people.

Modern groups like Tumblr girls, quadrobics kids, bronies and workout fans are more dynamic. They usually form online and focus on hobbies, lifestyle and self-expression. People can join these groups easily, belong to several at the same time or leave whenever they want. This shows how youth culture today is more digital and changes faster.



b) Choose one of the latest youth subcultures mentioned above and make a digital presentation by searching for some more information about it.

10 Read, then agree or disagree.

Some believe that young people today (post-2010) care more about looking good online (the 'aesthetic') than they care about important beliefs or a strong shared identity.

Divide into two groups according to your beliefs. Discuss in groups.

Then each group presents its arguments in front of the class. Take turns.

1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

😊😊 – I understand it and can help my partner.

😊 – I understand it and can do it by myself.

😐 – I understand it but I need some help.

😞 – I do not understand it and I need the teacher's help.

		😊😊	😊	😐	😞
	VOCABULARY				
	GRAMMAR				
	READING				
	LISTENING				
	SPEAKING				
	WRITING				

✓ NOW I CAN

- ☐ describe youth subcultures
- ☐ present a youth organisation
- ☐ understand the difference between pop culture and subcultures
- ☐ talk about e-sports
- ☐ use slang words and phrases
- ☐ use the passive voice
- ☐ make questions in the passive voice
- ☐ write a report on teenagers' preferences as to popular trends or subcultures

UNIT 4

MEDIA IN OUR LIVES

Lead-in:

- What are the mass media and social media?
- Why do we need them?
- Do you post any blogs or vlogs? What about?

WHAT'S IN THIS UNIT?

LANGUAGE

- TV shows
- radio programmes
- Internet vocabulary
- reported speech (statements)
- changes to adverbs and demonstratives in reported speech

SKILLS

- analysing the pros and cons of social media
- expressing your opinion on vlogging
- discussing the role of radio and television in the past and today
- talking about your favourite TV and radio programmes
- identifying fake news
- writing a vlog review

SOCIAL MEDIA: BENEFIT OR TROUBLE?

SAM SMITH,
TV host

They say social media plays a major role in today's society. In fact, some can't even imagine their lives without it. What do you think?

AMELIA, 16

Definitely. When we are not doing our homework or any extracurricular activities, we're **texting, scrolling** or playing online on our phones. But using social media doesn't have to be bad news. It gives us an opportunity to connect with those who share similar ideas and interests as well as to be creative and learn more about the world.

1 In groups of 3-4, discuss the following.

- What do you think of social media?
- What are its advantages?
- What are its disadvantages?
- Why do we use it?

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

b) Listen and read the script of the video on *Kids Online* and guess the meanings of the words in bold.

3 Match the words from the *Words for You* box and their definitions (1-12).

- 1 A storm with very strong winds. — ...
- 2 A child whose parents are dead. — ...
- 3 To forget what time it is. — ...
- 4 A person who has been hurt or killed. — ...
- 5 To send messages. — ...
- 6 A group of people who share the same ideas or aims. — ...



activist ['æktivist]

cancer ['kænsə(r)]

hurricane ['hʌrɪkən]

movement ['mu:vmənt]

orphan ['ɔ:fən]

screen addiction
['skri:n ədɪkʃn]

victim ['vɪktɪm]

to scroll [skrəʊl]

to supervise ['su:pəvaɪz]

to text [tekst]

• **to lose track of time**

• **to put sb/sth at risk**



THOMAS, 15

I read that Collin Kartchner who was a famous **activist** for youth and kids fought *Instagram* with *Instagram*. In 2018, he started a **movement** called *Save the Kids*. The idea was to help people, both young and old, fight the negative effects of social media and **screen addiction** and to show the world how to use it for doing good. With the help of social media, Collin raised 100 000 dollars for **hurricane victims**, kids sick with **cancer** and **orphans** in South America.

I believe that if teenagers and children are guided and **supervised** by their parents and teachers, they will be able to use social media without **putting their health and safety at risk**. The importance of this is shown in the British TV series 'Adolescence' of 2025.

JADE, 16



- 7 A disease in which cells¹ in the body grow without control. — ...
- 8 A person who works hard to make change in their society. — ...
- 9 To put someone or something in danger. — ...
- 10 To move information on a computer screen up or down so that you can read it. — ...
- 11 To watch someone or something and make sure that things are done correctly. — ...
- 12 It happens when a person uses their gadgets too much and is unable to stop. — ...

4 Complete the sentences with the words from the Words for You box.

- | | |
|--|--|
| 1 Many ... still fight for basic rights. | 9 Emma can't take her eyes off her phone. She has ... |
| 2 Let's ... Vic and ask her about it. | 10 I'm late because I ... while reading this great book. |
| 3 ... your kids to keep them safe online. | 11 A powerful ... hit the city a month ago and destroyed it. |
| 4 They are the ... of this horrible crime. | 12 There are many ... who lost their parents due to the war. |
| 5 A ... against the war was founded last year. | |
| 6 Grandpa used to smoke and he has ... now. | |
| 7 Ed ... himself ... when he saved me from fire. | |
| 8 ... down to see when the picture was posted. | |

¹a cell [sel] — клітина

COMMENTS



CARLOS, 16, Portugal



I can't imagine my life without social media because I have lots of friends abroad and we contact one another online.



DUKE, 15, USA



Social media can be either good or bad. It depends on how you use it.



AGNES, 14, Germany



Social media is great, but it can never replace live communication with our friends.



AMARA, 16, Thailand



Sometimes I spend so much time on social media that I **lose track of time.**

5 a) Read the script of the video again and complete the sentences.

- 1 There are people who cannot imagine their lives without ...
- 2 In their free time, teenagers usually text, ... or play online.
- 3 Social media can help us be ... and learn more about the world.
- 4 ... was an activist for youth and kids.
- 5 His idea was to help people fight the negative ... of social media.
- 6 He raised ... dollars for those in need.
- 7 Children and teenagers should be ... by their parents and teachers.
- 8 By doing so, parents and teachers won't ... their teens' health and safety ...

b) Based on the script, say if the statements below are true, false or not given.

- 1 Social media is not important in today's society.
- 2 It is used by people all around the world.
- 3 Using social media is not always bad.
- 4 Social media isn't helpful at all and exists just for fun.
- 5 Collin Kartchner's movement is called *Protect the Kids*.
- 6 He wanted to show how social media could be used for good.
- 7 He was born in Utah, USA.
- 8 If children and teenagers are supervised, they will be safer online.

6 Read the comments above and write your own one based on the video script.



7 Work in pairs. Choose a social network and prepare a digital presentation about it. Include:

- its name and logo
- how, when and who founded it
- the opportunities it offers
- how many people use it today

WHAT'S ON TV TODAY?



1 Match the pictures and the TV programmes. Then listen and check.

Example: Number one is a sitcom.

- ☐ cartoon
- ☐ talk show
- ☒ sitcom
- ☐ music show
- ☐ wildlife programme
- ☐ celebrity gossip show
- ☐ the news
- ☐ sports programme
- ☐ reality show
- ☐ TV ad
- ☐ talent show
- ☐ weather forecast
- ☐ quiz show
- ☐ soap opera
- ☐ live concert



VOCABULARY search

2 Go through the online TV guide below. Find different types of programmes and write their names, as in the example. Then go to page 198 and check your answers.



CHANNEL 1		CHANNEL 2	
4.00 pm	<i>a cartoon</i> SpongeBob SquarePants	3.30 pm	... Dr. Phil
4.40	... BBC News	4.00	... Hard Quiz
5.45	... Weatherview	5.10	... Wild Nature Explore Brazil with us today!
6.00	... The Real Housewives	6.00	... Music Box
8.00	... Jumanji: The Next Level	9.00	... Modern Family Laugh and enjoy!
10.30	... Love of My Life		
SPORTS CHANNEL		DON'T MISS!	
7.00 pm	... Football The Grand Final: Europe	6.40 pm	... ROCK IT! <i>Queen</i> live from NYC
8.40	... Tennis The Australian Open Let's get it started!	8.00	... America's Got Talent
		10.20	... Access Hollywood (Mila Kunis today)



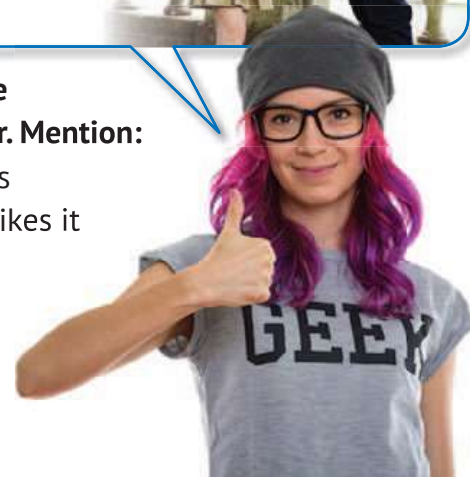
3 a) Complete the monologue with the words from the box. Then listen and check.

audience, character, episodes, hit, reviews, released, series, special effects

My favourite TV programme is *Geek Girl*. It is a TV (1) ... with only ten (2) ... so far. The main (3) ..., Harriet Manners, is a teenage girl who is very unsure of herself and often bullied at school. However, her family and her friends, Nat and Toby, always support her. There aren't many (4) ..., but that doesn't make this series any less interesting! *Geek Girl* was (5) ... in 2024, and its (6) ... is mostly girls. It has positive (7) ... and is a real (8) ...! I like this series because it is funny. I watch it every Sunday.

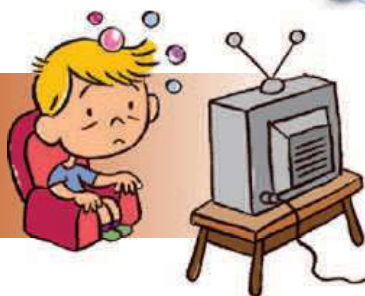
b) Work in pairs. Interview your partner about his/her favourite TV programme. Make notes and tell the class about him/her. Mention:

- its name and type
- when it was released
- what it is about (in short)
- what its reviews are like
- who its audience is
- why your partner likes it
- how often he/she watches it



1 Read the quote. In groups of 3-4, discuss what it means.

Television is just
chewing gum for the eyes.
(Frank Lloyd Wright)



WORDS FOR YOU

channel ['tʃænəl]

couch potato

[ˈkaʊtʃ pəteɪtəʊ]

obsession [əb'seʃn]

pensioner ['penʃənə(r)]

statistics [stə'tɪstɪks]

massive ['mæsɪv]

typical ['tɪ pɪkl]

2 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 You are such a lazy ...!
- 2 It is ... of Jimmy to be late.
- 3 There are regular news reports on this ...
- 4 My grandma doesn't work. She is a ...
- 5 I have an ... with gadgets. I can't live without them!
- 6 A ... audience of 50 000 people has come!
- 7 ... show that youth prefers the Internet to TV.

3 a) Read the article and match the headings (a-e) to the paragraphs. There is one extra heading.

MAGIC BOX

1 Television as we know it today has been the work of many individuals since the early 20th century. First TV sets were quite heavy, their screens not very big, and the picture was black and white. Not many people could afford them. Today there is usually at least one TV set in every home, its weight is not so big, the screen can be either large or small and, of course, the picture is bright and in colour.

- a New Obsession
- b TV: Then and Now
- c Surprising Statistics
- d One Question
- e TV Addiction

2

The number of channels is huge and the variety of TV programmes is massive. Many people let TV play in the background instead of watching it. But is it true that they have turned into couch potatoes?

TIMELINE OF TELEVISION



1930



1950



1960



1970



1980



1990



2000



2010



3

The results of our recent survey show that people in Great Britain watch twenty-seven and a half hours of TV every week! What is surprising, though, is that youngsters do not get as much screen time as elders. For example, a typical pensioner watches television for about six hours a day. Middle-aged adults (45-65 years old) get about five hours of TV a day. Young people (12-26) only spend about two hours in front of the television, and most children (5-10) do not watch TV at all!

4

If teens and kids are not into watching TV so much, then where are they? Having fun in a park? Playing games outside? The answer is no. Their favourite free-time activity is surfing the Net – about eight hours a day! The small couch potatoes are at home, just not in the living room with their parents. They are in their bedrooms.



b) Read the article again and choose the correct variant.

- 1 The weight of first televisions was *big/small*.
- 2 Many couldn't buy a TV set because of its *price/size*.
- 3 The picture used to be *in colour/black and white*.
- 4 There are a *lot of/few* TV channels now.
- 5 British people watch twenty-seven and a half hours of TV every *day/week*.
- 6 Adults who are 45-65 watch television for about *five/six* hours a day.
- 7 *Teenagers/Pensioners* and children surf the Net for about eight hours a day.
- 8 They spend their time surfing the Net in the *living room/bedroom*.



4 Answer the questions about yourself.

- 1 How often do you watch TV?
- 2 Which TV programmes do you watch?
- 3 Which one do you prefer: TV or the Internet?
- 4 Why?

REPORTED SPEECH (Statements)

For exercises 1-4 see *Grammar Focus 4.1* on pages 186-188.

1 Read and compare the sentences below.

- | | |
|---|---|
| 1 James told me, 'I am bored.' | 1 James told me (that) <i>he was</i> bored. |
| 2 We told Amy, 'We will help you.' | 2 We told Amy (that) we would help her. |
| 3 'I hate TV ads,' says Barbara. | 3 Barbara says (that) <i>she hates</i> TV ads. |
| 4 'Everyone is watching TV,' I said . | 4 I said (that) everyone was watching TV. |

2 Fill in *said (to)* or *told*.

- | | |
|---|--|
| 1 I ... Billy I would be early. | 6 Lillian ... Andy that she had to work late. |
| 2 They ... that it was a great idea. | 7 Everyone ... me that they couldn't go there. |
| 3 Charlie ... everything would be fine. | 8 Jasper ... he wasn't interested in that talk show. |
| 4 We ... you that the plan might change. | |
| 5 Joe and Ted ... the news had already started. | |

3 Read what Mr Smith said on the phone and report his statements, as in the example.

Example: I have finished my work.

Mr Smith said he had finished his work.

- 1 My boss is happy with my results.
- 2 I should relax.
- 3 I didn't see my friend Duke in the office.
- 4 I will call him.
- 5 We may meet in the park.
- 6 I am not going there by car.
- 7 But I can't be late!
- 8 So, I must hurry up.



4 Turn the sentences into reported speech, as in the example.

Example: Wendy said, 'I am busy.'

Wendy said that she was busy.

- | | |
|---|--|
| 1 Richard said to me, 'I know the answer.' | 9 Tom and Jilly said, 'We can't fix the TV set.' |
| 2 The kids said, 'We will come back.' | 10 'We didn't watch the quiz show,' we said to Jay. |
| 3 'You are so nice to me!' Adam told Vicky. | 11 Everybody said, 'The team may lose the game.' |
| 4 Eddy said, 'I used to watch soap operas.' | 12 I told the guys, 'We can go to the local cinema!' |
| 5 The reporter said, 'Everyone is watching.' | |
| 6 'You shouldn't be late,' Teresa said to Jack. | |
| 7 Rick said, 'I don't follow Ron on <i>Instagram</i> .' | |
| 8 Dad told Timmy, 'You must do it yourself.' | |



Q LISTENING search



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 new words.

- 1 The special effects are so ...
- 2 I'm well ... of the problem.
- 3 Let's ... our vlog to make it better.
- 4 ... is the worst feeling for many kids.
- 5 Ed decided to ... to the news channel.
- 6 They made an ... in the local paper.
- 7 We want to ... a movie about life in a city.
- 8 You really ... when you brought me flowers!
- 9 Anita's ... makes her look fashionable.
- 10 Sam has learnt to do her make-up from watching ...
- 11 Jake ... watching sitcoms! They're his favourite!
- 12 ... is important if you don't want to make a mistake.

WORDS FOR YOU

announcement [ə'naʊnsmənt]
beauty tutorial ['bju:ti tju:tə:riəl]
boredom ['bɔ:dəm]
popularity [ˌpɒpjʊ'lærəti]
responsibility [rɪˌspɒnsə'bɪləti]
to adore [ə'dɔ:(r)]
to edit ['edit]
to shoot [ʃu:t]
to subscribe [səb'skraɪb]
lame [leɪm]
 ● **to be aware** [ə'weə(r)] **of sth**
 ● **to make sb's day**

2 In groups of 3-4, discuss the following.

- What do you know about vlogging?
- Which one is easier: blogging or vlogging?
- Why?

JUST VLOGGING

Vlogging is posting blogs in a video format. It has become very popular these days, making vloggers rich and famous. Some of them can even have hundreds of millions of subscribers! Most started to vlog as a hobby, but it turned out to be their job.





**3 a) Listen to what different people think about vlogging.
Match their names to their opinions.**



1

PAUL (26),
a vlogger



2

ELIZABETH (45),
a parent



3

BENJAMIN (33),
a child psychologist



4

MONA (16),
a high school student

- ☐ ... believes that parents need to know what their kids watch.
- ☐ ... makes money out of posting videos.
- ☐ ... thinks vlogging is not useful in real life.
- ☐ ... watches videos regularly, and so does her brother.



**b) Listen to the interviews again and say if the statements below are true or false.
Correct the false ones.**

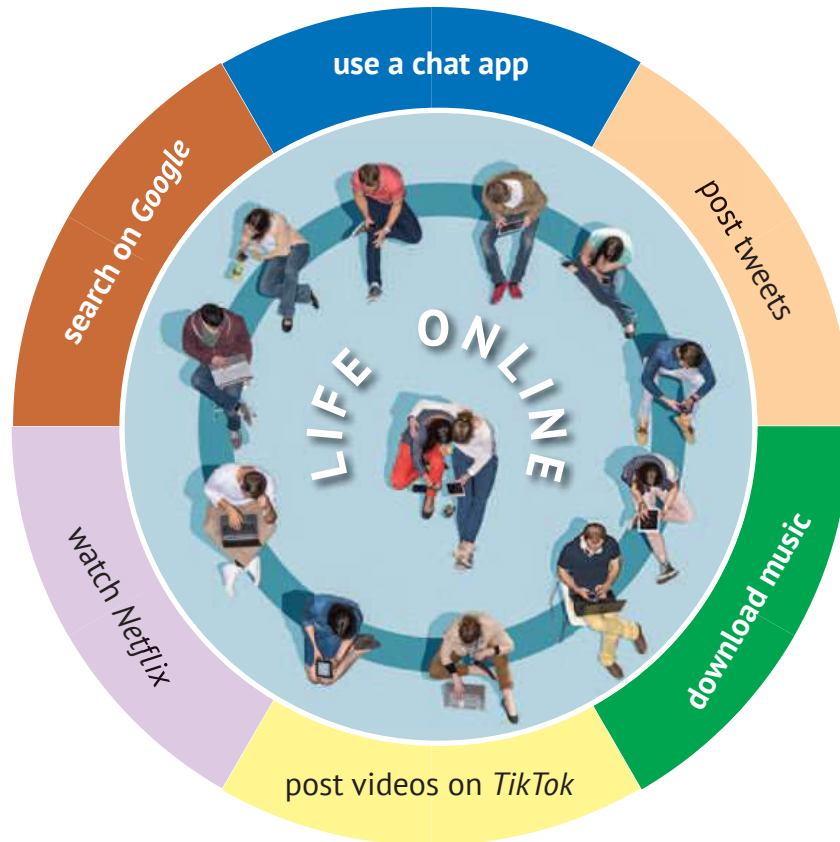
- 1 Mona watches different soap operas to relax.
- 2 Her brother is subscribed to many gamers on *YouTube*.
- 3 Elizabeth says it is hard to make money out of vlogging.
- 4 She believes that vlogging helps people develop real-life skills.
- 5 In Benjamin's opinion, TV has become popular among teens.
- 6 He says that kids are active users of social media.
- 7 Paul began vlogging about travelling for fun.
- 8 He says posting videos is not easy and it takes responsibility.



4 Answer the questions below.

- 1 What do you think of vlogging?
- 2 What are its advantages/disadvantages?
- 3 Whose vlogs do you watch?
- 4 Do you post any videos? (If yes, which ones?)

1 a) Look at the chart and say what you do most often and least often online.



b) Say what other things people do online.

2 a) Match the verbs to their definitions.

- | | |
|-------------|---|
| 1 to browse | ☐ to publish a small piece of information on X (earlier known as Twitter) |
| 2 to stream | ☐ to leave unkind messages on the Internet to upset someone or to cause trouble |
| 3 to troll | ☐ to send or get audio or video material directly over the Internet, not having to download it |
| 4 to tweet | ☐ to quickly look through some information on the Internet |

b) Check the meanings of the verbs below in the **Vocabulary List**.

Then explain the difference between them.

- | | |
|---------------------------|--------------------|
| 1 analyse – browse | 5 google – stream |
| 2 blog – tweet | 6 message – post |
| 3 delete – copy and paste | 7 update – contact |
| 4 follow – troll | |



3 a) Read the article. Complete it with the verbs from task 2b. Put them in the correct form. Then listen and check.

GOING FAKE ONLINE

Today many people have become online celebrities, with their accounts having thousands and even millions of followers. However, it is important to remember that the fans who (1) ... them are not always real. In fact, anyone online can buy bot (short for robot) accounts to make their photos and videos look more popular. Some bots add nice comments, whereas others (2) ... a person. They can also (3) ... you and ask for your personal data.

Headlines that you often (4) ... may come not from a reliable source but the one with false information created to only seem true. You read it and (5) ... it or (6) ... your friends. As a result, false information spreads, but no one (7) ... the facts or knows where it originally comes from. So, next time you read the news online, (8) ... it first to make sure it is not fake or (9) ... the text into a fact-checking website.

Not so long ago, people used to (10) ... their personal information only to (11) ... their family and friends on their lives. Now, they use their accounts on social networks to (12) ... or to (13) ... videos for everyone to see. In the end, they get too many followers but instead of (14) ... the account, they make another one where they share their real feelings with a small group of friends.



b) Read the article again and answer the questions.

- 1 How do some people become online celebrities?
- 2 What is dangerous about bots?
- 3 How does information usually spread online?
- 4 What should you do to protect yourself from fake news?
- 5 What did people use to do with their accounts?
- 6 What do they do now?

c) Think and say where else you can come across fake news.

REPORTED SPEECH (changes to adverbs and demonstratives)

For exercises 1-4 see *Grammar Focus 4.2* on pages 188-189.

1 Choose the correct variant.

- 1 Greg said he had visited Sally *yesterday/the day before*.
- 2 Jenny said she wanted to watch TV *tonight/that night*.
- 3 I told Ben that I had bought a laptop two days *before/ago*.
- 4 We said that we weren't going to the cinema *this/that* week.
- 5 Luke said to everyone that he wouldn't post anything *then/now*.
- 6 Everybody said to Liz that they could go *there/here* once again.
- 7 Ally said to me that she would call Dave *tomorrow/the next day*.
- 8 They said they hadn't worked *the previous/last* Sunday.
- 9 Alice and Ned said that we should browse *those/the* headings.
- 10 You told the guys that you would talk to them *next/the following* week.

2 Correct the words and phrases in bold.

- | | |
|---|---|
| 1 She told me that she had bought this dress the day before. | 4 He said he was going to move here soon. |
| 2 She told me that she had arrived there this year. | 5 He said he didn't know what to do now . |
| 3 She said that she would have her hair cut next week . | 6 She told me she had seen me a few days ago . |
| | 7 They told me that they had met last year . |
| | 8 He said that he was leaving tomorrow . |

3 Turn the sentences into reported speech.

- 1 'This website is awesome!' said Fiona.
- 2 Tina said, 'They broke my account a week ago.'
- 3 Pete said to Ed, 'I won't see you tomorrow.'
- 4 'I used to post all my videos here,' you said.
- 5 Ed and Fred said, 'We are not blogging now.'
- 6 'This news is fake!' everybody said to me.
- 7 'You should relax next week,' we said to Vicky.
- 8 Bob and Lilly said, 'We didn't meet yesterday.'
- 9 I told Donny, 'I may upload some photos today.'
- 10 We said, 'Anita didn't go anywhere last month.'

4 Work in pairs. Ask your partner what he/she did/didn't do yesterday and last weekend; what he/she will/won't do tomorrow and next Sunday. Make notes and report what he/she says to the class.

RADIO WORLD

- 1 Read the quote from the movie *The Diary of Anne Frank* (1959). Report to the class what she said. Use reported speech.

Start like this:

Anne said that radio ...

Our blessed radio. It gives us eyes and ears out into the world. We listen to the German station only for good music. And we listen to the BBC for hope.

- 2 a) Read the facts below and add any other interesting information about the radio.

DID YOU KNOW?

- Before television and the Internet, radio was the main source of information.
- It played a big role in World War II because it was also the main form of communication.
- Radio is still very important in some parts of the world where there is no internet connection.
- In Africa, many children go to radio schools.
- Radio reaches millions of people all over the world.
- You do not need electricity to listen to it because it can run on batteries.
- It is not expensive and you can take it with you.
- Today we have online radio – a digital audio service streamed via the Internet.

b) In groups of 3-4, discuss the following.

- Why do many people today listen to the radio not as much as they used to?
- Where and when do they usually listen to it?
- Do you listen to the radio and why (not)?



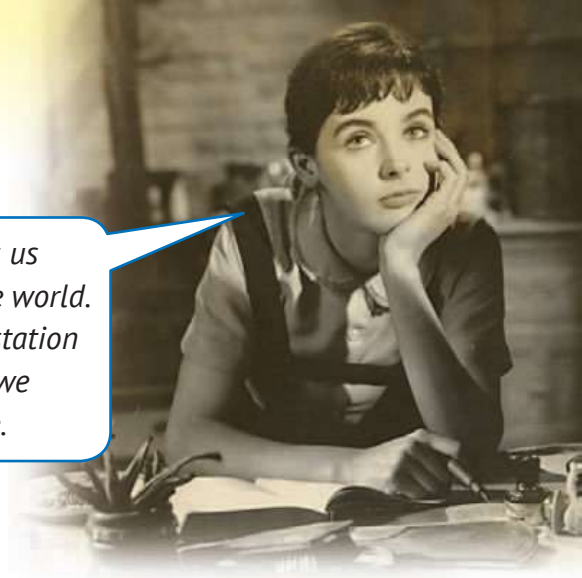
- 3 a) Listen to two pieces of the *American Top 40* radio show and guess what type of programme it is. Report to the class what exactly you have heard.



- b) Work in pairs. Surf the Net for another radio show and play 1-2 pieces of it. Let your partner guess what type of programme it is.

- 4 Do a mini project. Choose a radio programme and listen to it for 5-10 minutes and make notes to answer the questions below. Report your answers to the class.

- | | |
|--|----------------------------------|
| 1 What's the name of the radio station? | 3 What did they say? |
| 2 What exactly have you listened to (the news, music, etc.)? | 4 Was it interesting? Why (not)? |



VLOG REVIEW

1 a) Study the table below.

Joseph works for an online newspaper. He writes reviews of the content popular YouTubers create to help young people and their parents find what is good and right for them. Joseph shares a few tips on the dos and don'ts of writing a vlog review.



DO	DON'T
● make notes while watching a vlog ● be critical and honest ● find your own style – formal (serious) or informal (funny) ● edit your review before publishing it ● share it with your family and friends or followers	● make the review too long ● be rude if you do not like the vlog ● copy somebody else's words ● think that you cannot do it

Basic information	vlogger's name; how popular he/she is; when he/she started the vlog; vlog's topic
Main part	Vlog content: explanation of the vlog content
	Analysis of details: explanation as to why this vlog is special or how it is different from others
	Advantages and disadvantages: the good and bad sides of the vlog and how good it is for a wider audience
Conclusion	explanation of the type of audience who may like the vlog; recommendations (or not) to watch it and why
Rating	how good the vlog is out of 5 stars (one star – very bad, five stars – great)



b) Read Joseph's review and fill in the correct prepositions: *to* (3), *of* (3), *in*, *on* (2), *from*.



Basic information

Vlogger's name: Liz Jones
Number of subscribers: 526
When he/she started: 2023
Vlog's topic: Cultures in Asia

Main part

Vlog content: *This vlog is based ... adventure and humour. Liz, the vlogger, travels ... different places in Asia and shoots the life of teenagers there. She tells a ton ... interesting facts, interviewing them about their daily life and school.*

Analysis of details:

- 1 *She interviews mostly Chinese, Japanese and Korean youth.*
- 2 *She asks them about their daily life, local traditions and holidays.*
- 3 *She shows the nature and landscape ... the places she visits.*
- 4 *She speaks ... people ... their native languages and then translates everything into English.*

Advantages: *By speaking to them in Chinese, Japanese and Korean, she gets more information ... them.*

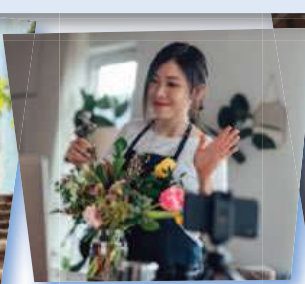
Disadvantages: *The vlog may be over 40 minutes long.*

Conclusion

Overall impression and recommendations: *This vlog is focused ... lives and interests ... people who are 13-18 years old. Thus, its audience is teenagers. I recommend this vlog ... everyone who wants to discover Asia from the inside.*

Rating

★★★★★



2 Watch a vlog about anything that interests you. Then go to your Activity Book and write your own review of it. Use Joseph's review as an example.

Look Back

1 Fill in *said (to)* or *told*.

- | | |
|---|---|
| 1 Jen and Jim ... they would be late. | 4 Wayne ... that he had to work that day. |
| 2 We ... you that it wasn't a good idea. | 5 Everyone ... me Don was blogging then. |
| 3 I ... Vic the show had started by then. | 6 Ed ... he hadn't texted her the day before. |

2 Choose the correct variant.

- 1 I said to you I was watching a talk show *then/now*.
- 2 Kelly said that she hadn't seen Ann *last week/the week before*.
- 3 Bob said he would be busy *the following day/tomorrow*.
- 4 Ian told us the TV set had been broken a few days *before/ago*.
- 5 You and Richard said *the/these* soap operas were boring.
- 6 I told Ann that I would shoot a video *next/the following* week.
- 7 The guys said to me that they might change everything *here/there*.
- 8 Sue said she was going to London *this/that* month.

3 Turn the sentences into reported speech.

- | | |
|---|--|
| 1 Helen said, 'I bought a tablet.' | 6 'It is very messy here,' Charlie said to Josh. |
| 2 You said, 'I don't have any idea.' | 7 'This radio station closed a year ago,' I said. |
| 3 William told Robert, 'I must go.' | 8 'We won't come tomorrow,' Jo and Mia said. |
| 4 Ann said, 'I'm editing the video now.' | 9 'We used to watch these shows,' we told Bella. |
| 5 Jonathan says, 'I don't like old cartoons.' | 10 Everyone tells Nick, 'You shouldn't delete it.' |

4 a) Read the sentences and guess the type of each TV programme.

This is a TV programme ...

- | | |
|---|---|
| 1 ... originally created for kids. | 9 ... where people show their talents and perform in competitions. |
| 2 ... about celebrities and their daily lives. | 10 ... which is very funny, a form of comedy. |
| 3 ... about recent events from all over the world. | 11 ... where a concert is filmed live. |
| 4 ... in which people compete in a quiz to win prizes. | 12 ... about singers/bands and where music videos are shown. |
| 5 ... in which the audience discusses different topics. | 13 ... about the weather in different places. |
| 6 ... about wild animals and plants. | 14 ... which is a drama series dealing with daily events of certain characters. |
| 7 ... about sporting events. | 15 ... which is rather a short video trying to sell us something. |
| 8 ... where ordinary people (not actors) in real situations are filmed. | |

b) Give 2-3 examples of each TV programme in a).



5 a) Complete the dialogue with the words from the box. Then listen and check.

audience, character, episodes, hit, reviews, released, series, special effects

A: This ... is a real ...! And the ... make it even more awesome!

B: When was it ...?

A: Last month. There are 10 ... so far.

B: Who is the main ...?

A: A 16-year-old boy, Alex.

B: So, the ... is mostly teenagers?

A: Yes.

B: Oh. The ... are really great. I'll check it out.

b) Act out the dialogue in pairs.

6 a) Complete the questions with the missing words.

MASS MEDIA IN YOUR PARENTS' LIVES

1 Do your parents listen to the (1) *r...*? When? Which (2) *pr...* do they like?

2 Do they watch the (3) *n...* on TV or read it on the (4) *Int...*?

3 Do they check a weather (5) *f...* every day?

4 Which one do they prefer: (6) *soap ...*, (7) *t...* shows or (8) *q...* shows?

5 Which type of mass media do they use the most: (9) *t...*, the radio or the Internet? Why?

b) Work in pairs. Ask your partner the questions from a), make notes and then report what you have found out to the class.

7 a) Read the definitions and name the verbs, as in the example.

Example:

to send audio/video files over the Internet without having to download them – *to stream*

1 to post a small piece of information on X (earlier known as *Twitter*) – ...

2 to give somebody the most recent information about something – ...

3 to text someone – ...

4 to quickly look through some information on the Internet – ...

5 to remove a piece of information from a computer – ...

6 to leave unkind messages on the Internet to make others upset – ...

7 to regularly post information online – ...

b) Define the verbs below.

to analyse, to contact, to follow, to google, to post, to vlog, to copy and paste

c) Choose eight verbs and make your own sentences with them.

Look Back

8 a) Choose the correct variant.

- 1 Sid is late because he *lost all track of time/made his day* while vlogging.
- 2 There were many *orphans/victims* in the car accident, mostly men.
- 3 Parents must *supervise/text* their kids when it comes to surfing the Net.
- 4 Let's *adore/subscribe* to this website – there are so many cool blog posts!
- 5 The number of comments on the new video is *typical/massive* – over 1000!
- 6 My father definitely has screen *addiction/obsession*. He watches too much TV.
- 7 Mike is 70 years old. He doesn't work because he is a *pensioner/couch potato*.
- 8 Cleo wants even more *responsibility/popularity*, so she blogs a lot about herself.
- 9 You *put yourself at risk/make your day* when you chat with unknown people online.
- 10 Jane and Jack are so into fashion. They also watch *announcements/beauty tutorials*.

b) Make your own sentences with the words that are left.



9 a) Ask and answer in pairs.

- Where do you get the news: family, friends, radio, television, newspapers, websites or social networks?
- Do you believe everything you see and hear? Why (not)?
- How do you spot fake news?

b) Say if you agree or disagree with the statements below.

- 1 It is good if you have to log in first to find out who runs the website.
- 2 Pictures can never be fake.
- 3 Not all videos are fake but they can contain bits of false information.
- 4 It does not matter if there are grammar mistakes in the text.
- 5 Don't be lazy. Check out other sources of information and compare the news.

10 a) Read the article and choose *a* or *b* to complete the sentences (1-6) on page 87.

NO MORE FAKE

Online News

- Fake news causes problems in different areas of life. If you do not want to be tricked, analyse the information you have read or watched.
- Reporters that give fake news often add emotion to their report, using adjectives like 'fantastic' or 'terrible' and general nouns such as 'truth' or 'freedom.' Real reporters give facts.
- Find out who the author is and google them to see if they are real people.
- Look for the information on other news websites. If it is true, other reporters will publish it.
- Go to a fact-checking website to find out if the information is true.

Reviews

- Many online reviews can be fake. That is why you need to be careful.
- Check if lots of positive reviews of the same product were given on the same day.
- Think if the reviewer simply copied and pasted the same positive review.
- Find out if the reviewer has written reviews of other products. If yes, were they always positive?
- If you are not sure, copy the address of the review and paste it into a review checker.

Social Media

- Many bloggers and vloggers are popular, so brands pay them to advertise¹ their products. Thus, some bloggers and vloggers can make themselves seem more popular than they really are!
- They start new accounts and get thousands of followers right away. In the real world, it takes years to get so many people to follow you online.
- They follow thousands of other accounts. No one has time to do that, so it must be a bot.
- They make 'comment pods' with other bloggers and vloggers, and they comment and post likes on each other's pages. This is how they show that they are active.
- Some websites may check if this person's followers are real. Just type in their username to find out.

- 1 If you want to avoid fake news, ...
a) analyse the information you read or watch
b) do not read or watch anything at all
- 2 Real reporters ...
a) show their emotions
b) give facts only
- 3 Fake reviewers just copy and paste ...
a) the same positive reviews
b) different positive reviews
- 4 Check if the reviewer has written reviews of ...
a) other products
b) the same product
- 5 Fake bloggers and vloggers get thousands of followers ...
a) in a long period of time
b) in a short period of time
- 6 They also ...
a) make many other accounts
b) follow many other accounts

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

- 1 Why is fake news bad?
- 2 What should you do to check if the news is true?
- 3 Why do you need to be careful with online reviews?
- 4 What should you use to check if the review is real?
- 5 What do brands ask popular bloggers and vloggers to do?
- 6 How do fake bloggers and vloggers show that they are active?



11 Surf the Net and find a piece of information that does not seem to be true. Analyse it and say why you think it is fake.

¹to advertise [ˈædvətaɪz] – рекламувати

1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but I need some help.
 ☹️ – I do not understand it and I need the teacher's help.

		😊😊	😊	😊	😊	☹️
	VOCABULARY					
	GRAMMAR					
	READING					
	LISTENING					
	SPEAKING					
	WRITING					

✓ NOW I CAN

- ☐ analyse the pros and cons of social media
- ☐ express my opinion on vlogging
- ☐ discuss the role of radio and television in the past and today
- ☐ talk about my favourite TV and radio programmes
- ☐ use Internet vocabulary
- ☐ spot fake news
- ☐ use reported speech
- ☐ change adverbs and demonstratives in reported speech
- ☐ write a vlog review

UNIT 5

JOBS AROUND US

Lead-in:

- What jobs do you know?
- Why do people have jobs?
- What is your dream job?
- Why do you want that job?



WHAT'S IN THIS UNIT?

LANGUAGE

- job names
- job spheres
- workplaces
- adjectives to characterise jobs
- qualities and skills a job requires
- reported speech (commands and requests)
- reported speech (questions)

SKILLS

- discussing whether to leave school after Year 9
- describing different jobs
- talking about your parents' jobs
- discussing what to consider when looking for a job
- analysing which jobs fit you
- understanding the difference between *job*, *occupation* and *profession*
- doing a project on how many Ukrainian students leave school after Year 9 and why
- making a presentation about your dream job and unusual jobs
- writing a CV (resume)

IS THIS YOUR LAST YEAR

Some teenagers **intend** to leave school when they are 15-16 years old. But is it a good idea? We have a few teens with us today. Let's listen to what they have to say. We'll start from you, Eddy.

I want to get a good job one day. Lots of people can't find a good job if they leave school because they don't have **qualifications**. So, I intend to stay at school and then, if all goes well, go to university. I'd like to study IT. And if I get a good **university degree**, I hope I'll get a good job. If I don't get into university, I don't know what I'll do.

Do you agree, Mia?

What do you think, Emma?

What about you, Bob?

EDDY, 15

MIA, 14

- 1** In groups of 3-4, discuss the following questions. Make notes and share your ideas with the class.

- What are the good and bad sides of leaving school after Year 9?
- Why do some students do it?

- 2** a) Listen and repeat the words in the *Words for You* box.
b) Listen and read the script of the video on *Kids Online* and guess the meanings of the words in bold.

- 3** Complete the sentences with the words from the *Words for You* box.

- 1 Mike ... to take a language course.
- 2 There is no ... that you will win.

WORDS FOR YOU

gap year ['gæp jɪə(r)]

guarantee [ˌgærən'ti:]

qualifications

[ˌkwɒlɪfɪ'keɪʃnz]

university degree

[ˌjuːnɪvɜːsəti dɪ'ɡri:]

to intend [ɪn'tend]

to prove [pruːv]

to treat [tri:t]

risky ['rɪski]

well-paid [ˌwel 'peɪd]

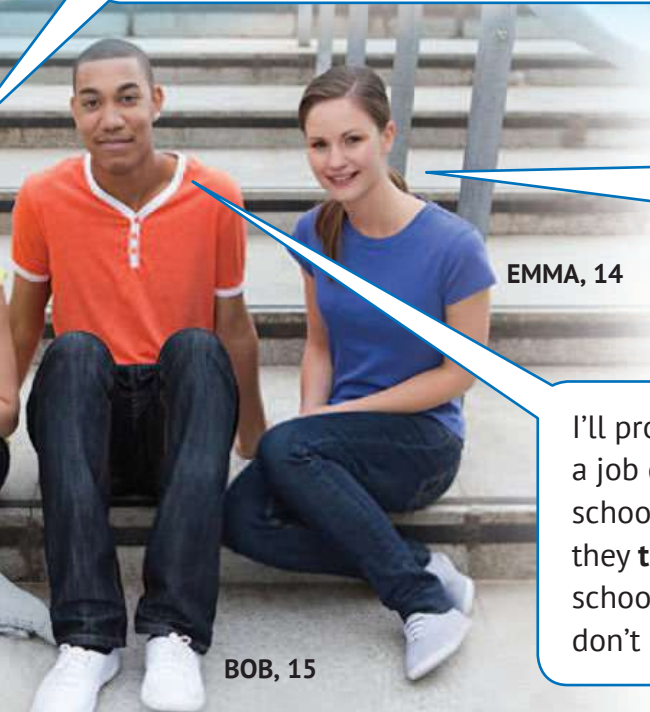


AT SCHOOL?

 I SEARCH

 search

No, I don't. I mean, of course, you should study hard. But paper qualifications are not a **guarantee** that you will get a **well-paid** job right away. You'll need to **prove** yourself, first. That's what my father did. I want to leave school, get a job for a year and then go to university. This way I will have qualifications as well as some basic experience.



EMMA, 14

Will I stay at school next year? I don't know. A lot will depend on my exam results. If they're good, I'll stay. If they're bad, I'll probably leave school and try to find a job. But Eddy is right – there's not much work for you without qualifications. So, I study hard to get into university.

I'll probably stay at school next year. But I'll try and get a job during the summer. If I do, then I won't go back to school. School's boring. You have to sit all day long, and they **treat** you like children. Many of my friends left school last year, and they haven't got a job yet. And if I don't get a job, I'll just have to go back to school.

BOB, 15

- 3 ... to me that you have not stolen this.
- 4 This idea is ... You may lose your job.
- 5 Joanne needs to get paper ... in Maths.
- 6 My job is ..., so I can afford to buy a car.
- 7 I want to take a ... before going to university.
- 8 My parents ... me like a baby! I'm so tired of it!
- 9 You have more than one ..., right?

4 a) Read the script again and match.

- | | |
|------------|---|
| 1 Eddy ... | ☐ ... doesn't like school and wants to leave if there is a chance. |
| 2 Mia ... | ☐ ... isn't sure about leaving school, but she studies hard. |
| 3 Emma ... | ☐ ... thinks only people with qualifications get a good job. |
| 4 Bob ... | ☐ ... believes you need to prove yourself to get a well-paid job. |

COMMENTS



JULIA, 16, Canada ✕

It's **risky** to leave school, especially if you are not sure what you want to do in life.



IZUMI, 15, Japan ✕

Taking a **gap year** sounds interesting. I've never thought of that before.



LUKA, 15, Slovenia ✕

I want to become a chef, so why do I need those few years of high school?



BOHDAN, 15, Ukraine ✕

I intend to go to university, so I need to finish each level of school.



b) Answer the questions.

- 1 At what age do the students intend to leave school?
- 2 In Eddy's opinion, why can't some people find a good job?
- 3 What does he want to study at university?
- 4 Who is Mia's role model?
- 5 Why does she want to take a gap year?
- 6 What will Emma do if her exam results are bad?
- 7 Why does she study hard?
- 8 When does Bob want to find a job?
- 9 Why doesn't he like school?
- 10 What will he do if he doesn't get a job?

5 a) Read the comments above and finish the sentences.

- 1 Izumi is interested in taking ...
- 2 Julia says it is unsafe to leave school, especially ...
- 3 Luka wants to be a chef and believes that ...
- 4 Bohdan needs to finish school because he ...

b) Say if you (don't) want to leave school this year and why.



- 6** In pairs, do research. Find out how many students in Ukraine leave school after Year 9 and how many stay. Discover what the main reasons are.

JOB NAMES

1

2

- 1 ... designs clothes.
- 2 ... teaches a person/a small group
outside of school.
- 3 ... takes interviews and writes articles.
- 4 ... treats ill people.
- 5 ... plays musical instruments.
- 6 ... flies planes.

b) Say what these people do.

- banker
- editor
- electrician
- engineer
- factory worker
- IT specialist
- judge
- lawyer
- nurse
- secretary
- sports instructor
- tour guide
- travel agent
- tutor
- vet
- waiter/waitress



JOB CHARACTERISTICS

3

- | | |
|------------------------------------|---------------------------------|
| 1 ... require a university degree. | 7 ... are done mostly by men. |
| 2 ... are dangerous. | 8 ... are done mostly by women. |
| 3 ... are well-paid. | 9 ... are exciting. |
| 4 ... are low-paid. | 10 ... are boring. |
| 5 ... are more prestigious. | 11 ... are hard. |
| 6 ... are less prestigious. | 12 ... are easy. |

JOB QUALITIES

4

Example: *You need to be creative to be a fashion designer.*

active, attentive, helpful, polite, brave, careful, kind, strong, caring, disciplined,
creative, calm, fair, fit, honest, smart, sociable, cheerful, fast, well-organised



5 Do the chart below and find out which jobs are good for you. Compare your results with a partner.



WHAT JOB SUITS YOU?

START HERE

JOB

I want to work indoors.

I want to work outdoors.

I want to work in an office.

I think office work is boring.

I don't want a dangerous job.

I don't mind danger. I want a challenging job.

I prefer to work in one place.

- accountant
- editor
- secretary

I want to help people.

- doctor/nurse
- shop assistant
- tutor

I want to travel in my job.

I prefer to work alone.

- blogger
- driver
- postman/postwoman

I prefer to work in one place.

- ecologist
- farmer
- gardener

I don't want to stay in an office all the time.

- architect
- lawyer
- international engineer

I want to work with my hands.

I want a creative job.

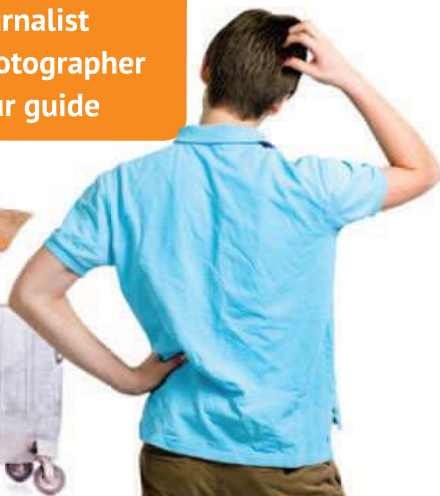
- artist
- fashion designer
- hairdresser

I want to fix things.

- electrician
- factory worker
- mechanic

I want to work with other people.

- journalist
- photographer
- tour guide



1 In pairs, discuss what you should consider when looking for a job, e.g. likes, skills, etc.

2 a) Listen and repeat the words in the *Words for You* box.
b) Read the ads below and guess the meanings of the words in bold.

JOB FORUM



WORDS FOR YOU

customer ['kʌstəmə(r)]

ethical hacker

['eθɪkl hækə(r)]

individual [ˌɪndɪˈvɪdʒuəl]

opportunity [ˌɒpəˈtjuːnəti]

security system

[sɪˈkjʊərəti sɪstəm]

tryout ['traɪaʊt]

to advertise ['ædvətaɪz]

attractive [əˈtræktɪv]

● **to stay updated** [ˌʌpˈdeɪtɪd]

A SMM NEEDED



We are looking for a creative and sociable **individual** to join our team as a Social Media Manager. It will be your job to make **attractive** posts and videos to **advertise** our services, **stay updated** with the latest trends, chat with **customers** online and analyse their wants and needs. We also provide an SMM course for beginners, so do not worry if you have no experience yet!

B BECOME AN E-SPORTS CELEBRITY!



Are you into social media and playing games online? Do you also enjoy competitions? Then we have an **opportunity** of a lifetime for you! We are holding **tryouts** for e-sports players to play in our gaming league! All you need is a strong computer with good internet connection and a 2-year experience in playing games online! Interested? Contact us now!

C IS FASHION YOUR PASSION?



Do you like to dress up and look unusual? Then this job is for you! We need models who love fashion with a 3-year experience in front of a camera to take part in a new ad. The theme is characters from fantasy movies with different scenes and special effects. This time it is *Star Wars*. The job is part-time, so you'll have to work three days a week. Models need to be ready to work at weekends. Call us today!

D CODE CRACKER WANTED!



We are searching for an **ethical hacker** who will help us test our **security system** by breaking into it to find any problems and fix them. A university degree in IT is required. Do you want to test your ability? Then contact us! Working hours are from 4 pm to 7 pm, from Monday to Friday. Weekends are free.

3 Complete the sentences with the words from the Words for You box (p. 95).

- | | |
|---|--|
| 1 You look really ... in that dress! | 6 They have already ... their new smartphone. |
| 2 I need to ... with new trends to be successful. | 7 This job is a great ... to get more experience! |
| 3 ... test networks to improve them. | 8 Ann is a bright ... with many talents. |
| 4 The ... for our football team are tomorrow. | 9 Our ... works well, so don't worry. We are safe. |
| 5 The waiters are polite and they treat ... well. | |

4 a) Read the ads again and choose the correct answer.

- 1 Which qualities are required of a social media manager?
a) *creative and sociable* b) *strong and fit* c) *attentive and honest*
- 2 What does the company offer?
a) *a high salary* b) *an SMM course for beginners* c) *equipment*
- 3 Who is the second company looking for?
a) *security system testers* b) *IT specialists* c) *e-sports players*
- 4 How much experience is needed?
a) *one year* b) *two years* c) *three years*
- 5 What does the third job involve?
a) *modelling unusual outfits* b) *making unusual outfits* c) *selling unusual outfits*
- 6 When may the models need to work?
a) *in the evenings* b) *on Saturdays* c) *at weekends*
- 7 Why does the fourth company need an ethical hacker?
a) *to test their programmes* b) *to fix their computers* c) *to test and fix their security system*
- 8 What are the working days?
a) *from Monday to Friday* b) *from Monday to Saturday* c) *from Thursday to Friday*

b) Correct the sentences below.

- 1 The first company is looking for an ethical hacker.
- 2 According to the first ad, some experience is required.
- 3 The second company is holding festivals for e-sports players.
- 4 You need a tablet with good internet connection for the second job.

- 5 According to the third ad, the fashion theme is characters from thrillers.
- 6 The third job is full-time.
- 7 The fourth job requires a university degree in marketing.
- 8 The working hours are from 8 am to 6 pm.

5 a) Read the comments and say which job in task 2b fits each person below best. Explain your choice.

I have always enjoyed working in tech, and this year I am getting a university degree in IT. I am looking for a job in this sphere, but I don't want to work early in the morning.



BELLA

I follow the latest trends and my friends often call me a fashion freak. I even design my own outfits because I want to look original. It keeps me busy but this summer I want to get a job to earn some money.

ALLY



JACK

I've been playing games online since childhood! I may be too competitive sometimes, but that's fine by my teammates. My parents say it's a waste of time, though, because they believe you can't make money out of it. I disagree!

DUKE



I like being online and using social media to chat. I also have a rich imagination, and I go to the Art Club where we draw stuff, using computer programmes. I am really good at it, and I would like to use my skills in a real job now.



b) Think and say which job would be the best for you and why.

REPORTED SPEECH (Commands, Requests)

For exercises 1-3 see *Grammar Focus 5.1* on page 189.

1 Read the sentences below and say which are commands and which are requests.

- 1 Mr Smith asked us to help him.
- 2 The doctor told everyone to be quiet.
- 3 The boss ordered us to leave his office.
- 4 Vanessa asked Bill not to leave her alone.

2 Read the sentences and say what Ms Adams asks or orders her workers (not) to do.

Example: *Ms Adams ordered her workers to work hard.*



3 a) Change the direct commands and requests into reported speech, as in the example.

Example: 'Be quiet,' the teacher told the students.

The teacher told the students to be quiet.

- | | |
|--|---|
| 1 'Turn the tablet off,' Victor said. | 7 You said, 'Don't touch my phone!' |
| 2 My manager said, 'Don't be rude.' | 8 'Give me a chance, please,' Ann said. |
| 3 Ed and Ben said, 'Please don't go.' | 9 'Please don't tell Tim anything,' I said. |
| 4 Bella said, 'Fix my laptop, please.' | 10 Everyone told Ricky, 'Don't be silly!' |
| 5 'Calm down,' Jay told Gregory. | 11 Andrew told Lucy, 'Please come to visit me.' |
| 6 'Please don't be late,' we told Ian. | 12 'Always be polite,' Mr Neo told me. |

b) Make your own three commands and three requests in reported speech.

WHAT SKILLS DO YOU NEED TO BE GOOD AT YOUR JOB?

1 Work in pairs. Make a list of general skills that you need for a job today. Then compare your lists with others.



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

b) Match the words from the box to their meanings below.

- 1 More than two and fewer than many – ...
- 2 Specific, certain – ...
- 3 To depend on conditions all around the world, not in one country – ...
- 4 An unusually intelligent person – ...
- 5 To communicate or deal with someone – ...

WORDS FOR YOU

genius ['dʒiːniəs]

particular [pəˈtɪkjələ(r)]

several ['sevrəl]

● to be globalised

['gləʊbəlaɪzd]

● to interact (with sb)

[ˌɪntərˈækt]

3 Complete the sentences with the new words.

- 1 There are ... offices in this building.
- 2 Journalists often ... with other people.
- 3 I have a ... skill for writing science articles.
- 4 Our world is really ... thanks to the Internet.
- 5 You know everything about tech! You are a computer ...!



4 a) Listen to the podcast and say if the statements below are true or false.

- 1 In the future, most people will stay in one particular company for their whole lives.
- 2 Many people today work from home.
- 3 Both hard and soft skills are important in work and life.
- 4 Hard skills are general skills in life.
- 5 Communication, time management and teamwork are soft skills.
- 6 Computer skills are needed in almost every job.
- 7 The top skill today is time management.
- 8 Being able to interact with others is important because the world is globalised.



b) Listen again and complete the sentences below.

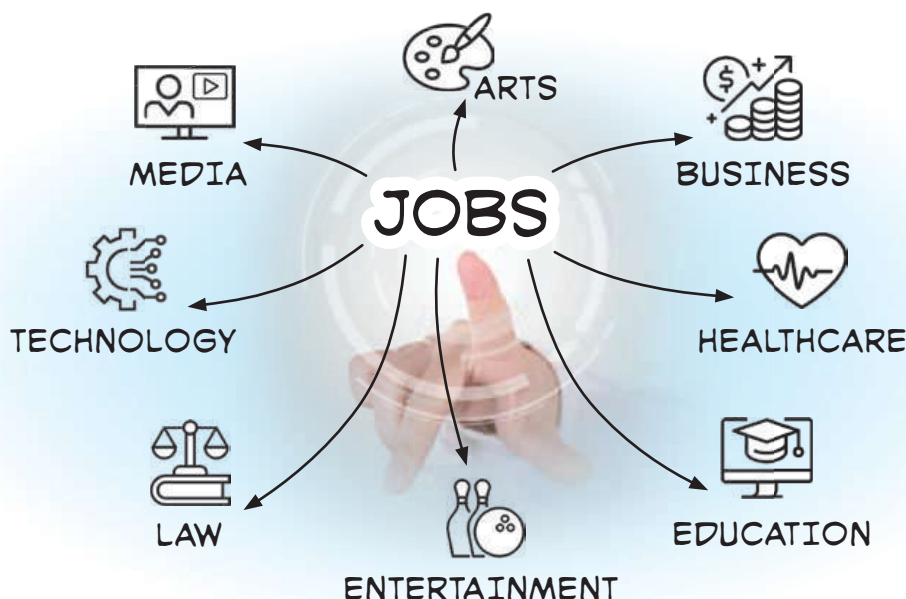
- 1 The idea of a job for life has become ...
- 2 Hard skills usually include a university degree and ...
- 3 Soft skills show how well you can ... with others.
- 4 Working with a ... is required in almost all professions.
- 5 It is necessary to work on your ... all the time.
- 6 You need to know and practise your ... to communicate well.

5 Think and say what particular hard and soft skills you need to become:

- a teacher
- a doctor
- a businessman/businesswoman
- a farmer

JOB SPHERES

- 1** a) Copy and complete the spidergram with the jobs from the box. Add one more job to each sphere.



architect, judge, head teacher, company director, news presenter, doctor, IT manager, lawyer, librarian, office assistant, DJ, movie producer, software engineer, vet, photographer, tour guide

- b) Say which of the jobs above are:

● full-time ● part-time ● indoor ● outdoor

WORKPLACES

- 2** a) Say where each person from task 1 works. Use the list below.

1 office	3 hospital	5 home	7 studio	9 travel agency
2 court	4 school	6 club	8 laboratory	10 nature

- b) Name any other workplaces and people working there that you know.



- 3** Read the comments and guess what jobs these people want to have. Then listen and check.

I'm a real dynamo who's into the sports sphere! I play football for my school team and train every day. My other interests include basketball and rugby. While I can be a bit competitive sometimes, I really enjoy working as part of a team. My goal is to become an ...



DUKE

MARTHA



I'm very good at interacting with others, and all my friends say I'm really easy to talk to. I'm also creative and I write great blogs on different topics. My dream job is being a ..., and I'm okay with working both indoors and outdoors.



RICKY

I'm the leader of our Film Club at school. I'm well-organised and have strong leadership skills. I help my friends write scripts, pick actors and direct our films. My greatest wish is to become a ..., and I know it's a well-paid job!

Some may call me a computer geek because I spend too much time on my laptop. But I believe technology is the future! I love programming and I don't mind working from home or staying alone. I see myself working as an ... in the future.



MILO



4 Prepare a short presentation about your dream job. Include:

- its name and characteristics
- the responsibilities it includes
- the skills and qualities for it
- why it is special/important
- why it interests you

Keep in Mind!



People often use the words **job**, **occupation** and **profession** as synonyms, but there are important differences between them.

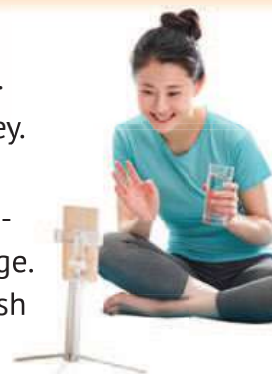
A **job** is a position someone holds in order to earn money. It can be part-time or full-time.

An **occupation** is a field of work that includes many similar jobs and usually requires certain skills and knowledge. For example, 'teaching' is an occupation, while 'an English teacher' is a specific job within that occupation.

A **profession** has an even wider and more specialised meaning. It refers to a field of work that requires formal education, qualifications and training. You may have several jobs throughout your life, but your profession refers to the general field of work that you are involved in.

Not every job is a profession, but every profession involves doing a job. For example, a doctor by profession cannot start working without getting formal education and training first.

On the other hand, a *YouTube* vlogger does not need to go to university to get started. They can start making videos right away.



REPORTED SPEECH (Questions)

For exercises 1-3 see *Grammar Focus 5.2* on page 190.

1 Rewrite the sentences in reported speech using the words on the right, as in the example.

Example: Freddy asked me, 'Do you like acting?' **asked**

Freddy asked me if I liked acting.

- | | |
|--|-----------------------|
| 1 Joanne asked Bill, 'Do you exercise?' | if |
| 2 'Have you finished it?' I asked Kim. | whether |
| 3 We asked Ann, 'Why are you sad?' | asked |
| 4 'When will the lesson be over?' you asked. | wanted to know |

2 a) Change the direct questions into reported speech, as in the example.

Example: 'Are you busy?' John asked Bob.

John asked Bob if he was busy.

- | | |
|--|-----------------------------------|
| 1 'Do you work at night?' we asked Mary. | 9 The tutor asked Vic, |
| 2 I asked Ian, 'Is Kelly waiting at the office?' | 'Have you studied well?' |
| 3 Mike asked Susan, 'Did you do the project?' | 10 'Why did you call me?' |
| 4 'Will you make the presentation?' Ed asked. | the boss asked Don. |
| 5 'When does the interview start?' we asked. | 11 The doctor asked the nurse, |
| 6 Everyone asked, 'Where is the IT manager?' | 'Are you listening?' |
| 7 'Which job have you picked?' I asked Max. | 12 'Who was there in the studio?' |
| 8 Helen asked Allison, 'What were you doing?' | the police officer asked. |

b) Change the reported questions into direct speech, as in the example.

Example: Christina asked me if I had practised.

'Have you practised?' Christina asked me.

- 1 Greg asked Tim whether he was worried.
- 2 You wanted to know if Sarah was working.
- 3 I asked everybody if they had liked the show.
- 4 Mia asked Phil whether he would join the club.
- 5 Rob wanted to know when you would be ready.
- 6 Mr Smith asked me what was going on in the office.
- 7 The teacher asked who had finished all the tasks.
- 8 The boss wanted to know where his workers were.

3 Work in pairs. Write four direct questions (two with a question word and two without). Exchange your sheets of paper and let your partner change your questions from direct into reported speech.

1 In pairs, discuss the questions below.

- What dangerous jobs do you know? Why are they dangerous?
- What are the most popular jobs these days? Why?
- Which jobs will not be needed in the future? Why?

2 Name the advantages and disadvantages of the jobs from the box, as in the example.

pilot, businessman/businesswoman, pop star, taxi driver, athlete, waiter/waitress

If you are a pilot, you travel a lot and get paid well. However, you do not choose where to go and you stay away from your family and friends a lot.

3 a) Listen to the dialogue and match.

- | | |
|------------------|--|
| 1 Diane's father | ☐ a dermatologist |
| 2 Diane's mother | ☐ a secretary |
| 3 Chad's father | ☐ a policeman |
| 4 Chad's mother | ☐ a vet |

b) Listen to the dialogue again and answer the questions below.

- 1 Where does Diane's father work?
- 2 What does he do?
- 3 What does Diane's mother do?
- 4 What does Chad's father do?
- 5 What does his mother do?
- 6 When does she work?

DIANE

CHAD

4 Work in pairs. Ask your partner about his/her parents' jobs. Make notes and report his/her answers to the class.

- Ask:**
- which jobs they have
 - where they work
 - what they do exactly
 - when they work

CV (Curriculum Vitae)

- 1** a) Look at these two CVs and answer the questions below.
- How are Kevin and Jane similar?
 - How are they different from each other?
 - Who is a better candidate for the job in IT? Why?
- b) Name Kevin's and Jane's hard skills and soft skills.



NAME: Kevin Brown

CONTACT DETAILS:

+44 1833 9909743
kevinbr@mail.in.uk

PERSONAL INFORMATION:

Age: 16
Address: 11 Elm Grove
London, England

PROFILE:

*A patient and smart teenager with a huge interest in science.
Can manage time and money.*

EDUCATION:

*Danes Hill School, Year 9
Took part in many science fairs between schools.*

SKILLS:

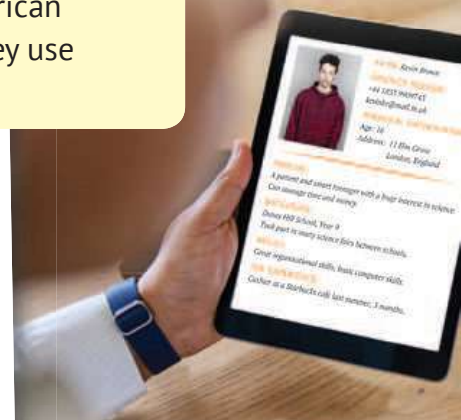
Great organisational skills, basic computer skills.

JOB EXPERIENCE:

Cashier at a Starbucks cafe last summer, 3 months.

TIP

A **CV** is a document that shows a person's academic and work history when they are looking for a job. In British English, they use 'CV', while in North American English, they use **resume**.





RESUME

PROFILE:

An active and smart teenager with a huge interest in IT. Can manage time and interact with others well.

EDUCATION:

*Emanuel School, Year 9
Took part in many IT competitions between schools.*

SKILLS:

*Great communication skills,
high computer skills.*

JOB EXPERIENCE:

IT tutor last summer, 2 months.

NAME: Jane Adams

CONTACT DETAILS:

+44 8890 6511731
jadams@mail.in.uk

PERSONAL INFORMATION:

Age: 16
Address: 57 Crown St
London,
England



2 Write your own CV.

Look Back

1 a) Change the direct commands and requests into reported speech.

- 1 'Come in,' Mr Robinson said to Victor.
- 2 Sue said to me, 'Show me the file, please.'
- 3 'Please don't leave,' Andrew said to Emma.
- 4 'Don't be late tomorrow,' the boss said to us.
- 5 Jessica told Helen, 'Make a short presentation.'
- 6 'Call me next time, please,' Robert said to you.
- 7 The manager told Arthur, 'Don't take the bags.'
- 8 I said to Peter, 'Don't close the window, please.'

b) Change the direct questions into reported speech.

- 1 Ann asked Eva, 'Do you know how to use it?'
- 2 Ed asked Ian, 'Have you checked your mail?'
- 3 'Will you visit me?' Lilly asked Timmy.
- 4 We asked, 'Did the boss give any news?'
- 5 'Why do you like dancing?' you asked Jim.
- 6 'What had you done by then?' I asked Peter.
- 7 Everyone asked, 'When will Ms Davis come?'
- 8 'Who has broken my laptop?' Martha asked us.

2 Rewrite the sentences in reported speech using the words on the right, as in the example.

Example: Mia asked Nick, 'Why are you waiting here?'

Mia asked Nick why he was waiting there.

- 1 'What have you done?' Ron asked Sam.
- 2 'Do the project,' the manager said to Greg.
- 3 Kim told Vic, 'Don't forget the documents.'
- 4 'When was the programme deleted?' Fred asked.
- 5 'Don't leave,' the teacher said to the students.
- 6 Jackson asked me, 'Will you be at the office?'
- 7 Mrs Smith asked us, 'Do you know the lawyer?'
- 8 'Please stand up,' Dave and Michael said to you.

why

asked

told

not

wanted to know

ordered

whether

if

asked

3 a) Look at the photos and name the jobs. Then say what these people do at work.

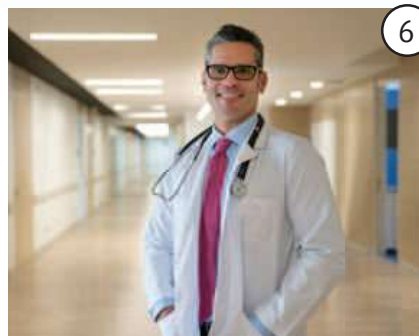




4



5



6



7



8



9

b) Name the job characteristics and the qualities you need to have for each job in a).

4 a) Read the job titles below and say which spheres they belong to.

Add 1-2 more jobs to each group.

- | | |
|------------------------------|---------------------------|
| 1 head teacher, tutor | 5 judge, police officer |
| 2 dermatologist, vet | 6 vlogger, news presenter |
| 3 painter, architect | 7 secretary, manager |
| 4 electrician, IT specialist | 8 clown, DJ |

b) Say where these people work.

5 In pairs, play a game. Describe a job and let your partner guess it.

Example: A: They work at an office. They organise tasks and lead a team. It is a well-paid job.

B: A manager!

6 a) Choose the correct variant.

- We have so many *individuals/customers* at our shop today!
- You need *qualifications/guarantees* to get a job as a lawyer.
- These *several/particular* job titles require a university degree.
- This is a great *tryout/opportunity* for you to earn more money.
- Being a firefighter sounds *risky/attractive*, but she is really brave.
- My older sister *treats/intends* to take a gap year and volunteer.
- Jim and Carl always read the latest news to *stay updated/advertise*.
- Our mother *interacts/is globalised* with many interesting people at work.

b) Make your own sentences with the words that are left.

Look Back

7 In groups of 3-4, discuss what makes a job unusual and give a few examples.

8 a) Read the article and say if the sentences on p. 109 are true or false. Correct the false ones.



UNUSUAL OR AMAZING?

There are many different jobs and professions today. Some of them require specific skills and education, while others do not. Jobs can be well-paid or low-paid, part-time or full-time, indoor or outdoor. Our choice often depends on our likes and dislikes as well as our skills and knowledge. When we hear the word 'job,' we usually think of something traditional, like a teacher, doctor or firefighter. However, there are also some jobs that seem quite strange – but they exist.

For example, a CHOCOLATE TASTER is a person whose task is to taste new types of chocolate, give them a score and write a report. You may not need any special training or education for this job, but you do need to love chocolate – and be ready to go to the gym and the dentist regularly!

Another example is a BODY ADVERTISER. Marketing has always been about being original and outstanding. However, some companies have gone very far with it: instead of putting ads on websites or billboards, they put them on people's bodies! Yes, they actually pay people to get tattoos that advertise their brands!

Finally, we have MYSTERY SHOPPERS. This job is a mix between shopping and spying. Mystery shoppers pose as regular customers to rate the quality of customer service. Sometimes they act like polite shoppers and ask ordinary questions. Other times, they make trouble to see how the staff and manager handle it. It's a mix of theatre, spying and shopping all at once!

There are many other unusual jobs out there, and this list is just the beginning. These roles are often chosen by people who think differently or simply want something exciting in their lives.

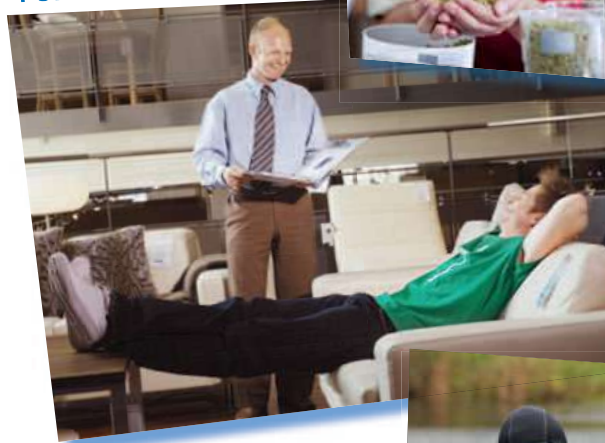


- 1 Today there is a wide range of different job titles.
- 2 Not all jobs are usual.
- 3 When we talk about jobs, we often think of unusual ones.
- 4 You need a university degree to become a chocolate taster.
- 5 Some companies advertise their brands on people's bodies.
- 6 A mystery shopper is someone who steals from a shop.
- 7 Sometimes mystery shoppers act like regular customers.
- 8 People who think in a different way choose unusual jobs.

PET FOOD TASTER



FURNITURE TESTER



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

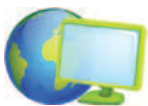
- 1 What kinds of jobs are there?
- 2 What does a person's job choice depend on?
- 3 Who is a chocolate taster?
- 4 Where does he/she need to go regularly?
- 5 What is important in marketing?
- 6 Why does a mystery shopper make trouble?
- 7 Which three points does a job as a mystery shopper include?
- 8 Why do people choose unusual jobs?



GOLF BALL DIVER

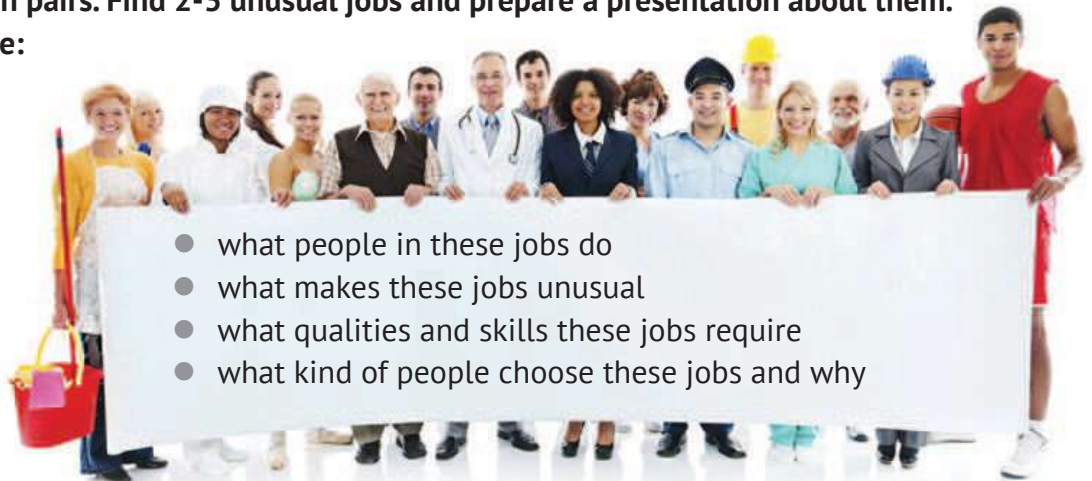
c) Think and say which qualities and skills these unusual jobs require.

Example: *You need to be attentive to become a chocolate taster.*



9 Work in pairs. Find 2-3 unusual jobs and prepare a presentation about them. Include:

- what people in these jobs do
- what makes these jobs unusual
- what qualities and skills these jobs require
- what kind of people choose these jobs and why



1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but I need some help.
 ☹️ – I do not understand it and I need the teacher's help.

		😊😊	😊	😊	😊	☹️
	VOCABULARY					
	GRAMMAR					
	READING					
	LISTENING					
	SPEAKING					
	WRITING					

✓ NOW I CAN

- ☐ exchange opinions on whether to leave school after Year 9
- ☐ describe different jobs and my dream job
- ☐ talk about the skills and qualities needed for different jobs
- ☐ understand the difference between *job*, *occupation* and *profession*
- ☐ discuss what to consider when looking for a job
- ☐ analyse which jobs fit me
- ☐ use reported speech for commands, requests and questions
- ☐ write a CV (resume)

UNIT 6

SCIENCE MEETS TECHNOLOGY

Lead-in:

- Which gadgets do you use?
- What do you use them for?
- Which sciences do you know?
- How many scientists can you name?

WHAT'S IN THIS UNIT?

LANGUAGE

- branches of science and scientists
- inventions and discoveries
- tools and pieces of technology
- defining vs non-defining relative clauses
- phrasal verbs related to technology

SKILLS

- exchanging opinions on the development of technology in the future
- describing items of technology of the past and present
- talking about inventors and scientists
- presenting an invention
- discussing the pros and cons of technology in our lives
- writing a biography chart about a scientist

Fifty years ago, the devices we use today were nothing more than science fiction. Now, we can call and text others, take photos, record videos, listen to music and do many other things – all with only one gadget. So, what's next?

In the future, smartphones may not look the way they do today. They are already becoming more flexible – there are models which can unfold. Someday smartphones will probably become part of our bodies. New features will appear, too. One of them is mind control. Your phone will let you do any task you want using the 'voice of your mind', or your thoughts. Scientists at the University of California are already working on translating thoughts into words and actions using brain-computer interface (BCI) technology.

We can only imagine today the level of healthcare technology available to our kids and grandkids in the future. It is going to allow future generations to live longer and healthier lives. Robotic surgery, for example, is going to be easier, safer and help patients heal faster. We may also have a possibility to combine human intelligence with artificial intelligence (AI). What was once considered 'science fiction' may soon become known simply as science.



TECH DREAMS



asteroid ['æstərɔɪd]
augmented reality

[ɔːɡ,mentɪd rɪ'æləti]

intelligence [ɪn'telɪdʒəns]

interface ['ɪntəfeɪs]

medicine ['medsn]

robotic surgery

[rəʊ,bɒtɪk 'sɜːdʒəri]

solar system ['səʊlə sɪstəm]

space [speɪs]

spacecraft ['speɪskrɑːft]

to heal [hiːl]

to unfold [ʌn'fəʊld]

artificial [ˌɑːtɪ'fɪʃl]

flexible ['fleksəbl]

1 In groups of 3-4, think and discuss.

- How has technology changed in the last 10 years?
- What kinds of technology will we see 50 years from now, e.g. flying cars, virtual schools, etc.?

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 ... cannot replace the real world.
- 2 The Sun is the main star in our ...
- 3 ... are used to travel in space.
- 4 The cut on my finger hasn't ... yet.
- 5 My phone can ... and turn into a tablet.
- 6 Dancers need to be ... to perform well.



COMING TRUE!

 I SEARCH

 search

The Internet will continue to play an important role ☐ in our lives, but its use won't be the same because of augmented reality (AR). In fact, several AR apps are already available on smartphones today. Another similar gadget currently in development is a set of AR glasses. You will be able to watch the world around you and get real-time digital information about what you are watching. Imagine looking at someone and seeing their name, X profile and other personal data. Clearly, this comes with privacy issues, but such technology is already in development.



Future space technology will take spacecraft to the far reaches ☐ of our solar system – and even further. Space tourists will actually be able to fly to Mars, just like in the movie *Total Recall*. Some space tourism companies already exist, and they are thinking about future space activities, such as space sports and other adventures. For example, space tourists may be able to try asteroid walking, space skydiving, rock climbing on the Moon or even skiing on the Moon.



- 7 Mr Brown has got high ..., and he is very clever.
- 8 Anita is not always frank, and her smile can seem ...
- 9 I love learning about ..., especially the stars.
- 10 There is an ... between the computer and the TV set.
- 11 They use ... to help injured people get new arms and legs.
- 12 The chances of Earth being hit by an ... are not so big.
- 13 Charles studies ... because he wants to become a doctor.



3 Choose one of the titles below and guess what the paragraph under it is about.

- | | |
|---------------------|-----------------------------|
| 1 Space Tourism | 3 Developments in Medicine |
| 2 Watch and Explore | 4 The Future of Smartphones |



4 a) Listen and read the article above and match the titles in task 3 to its paragraphs.



FELIX, 15, Germany

Robotic surgery is already popular in many countries.



WENDY, 15, USA

I believe we will discover other solar systems soon.



NEO, 16, Botswana

These changes in technology are sometimes a bit scary.



MEI, 16, China

Robots have replaced people in different spheres.

b) Read the article again and choose the correct answer.

- 1 What will smartphones be able to do in the future?
a) *unfold* b) *read our thoughts*
- 2 Who is working on that?
a) *scientists at the University of California* b) *scientists at Oxford University*
- 3 What will medical technology let people do in the future?
a) *live longer* b) *be stronger*
- 4 What will we be able to combine in the future?
a) *human intelligence and artificial intelligence* b) *the human body and robots*
- 5 What will augmented-reality glasses help you do?
a) *see everything around you better* b) *see everything around you and get more data*
- 6 What kind of problems may appear because of that?
a) *problems with health* b) *problems with privacy*
- 7 Where will space tourists be able to travel in the future?
a) *to the Moon* b) *to Mars*
- 8 What are space tourism companies thinking about?
a) *making space sports and other adventures possible* b) *discovering new solar systems*



5 Read the comments above and write your own comment on the information in the article. Say what you think about the future of technology.



6 Work in pairs. Prepare a short presentation about another two new machines/gadgets that may appear in the future. Include:

- what will be different about them
- what they will be used for
- who is working on them

PIECES OF TECHNOLOGY

1 a) Look at the pictures below and say which device(s) (1-18) you use to:

- | | |
|--|--|
| ☐ watch movies | ☐ play games |
| ☐ wash clothes | ☐ call and text others |
| ☐ charge your gadgets | ☐ mix food |
| ☐ connect your devices to one another | ☐ make a presentation |
| ☐ have light | ☐ read e-books |
| ☐ surf the Net | ☐ scan documents/pictures |
| ☐ keep food fresh | ☐ take photos and record videos |
| ☐ listen to music | ☐ have internet connection |
| ☐ read the news | ☐ print documents/pictures |
| ☐ clean your house | ☐ heat food |
| ☐ blog or vlog | ☐ travel |



b) Name other items of technology that you use in your daily life and studies.
Say what you use them for.

2 a) Look at the tools (1-14) and say what they have been replaced by, as in the example.

A broom has been replaced by a vacuum cleaner.



1



2



3



4



5



6



7



8



9



10



11



12



13



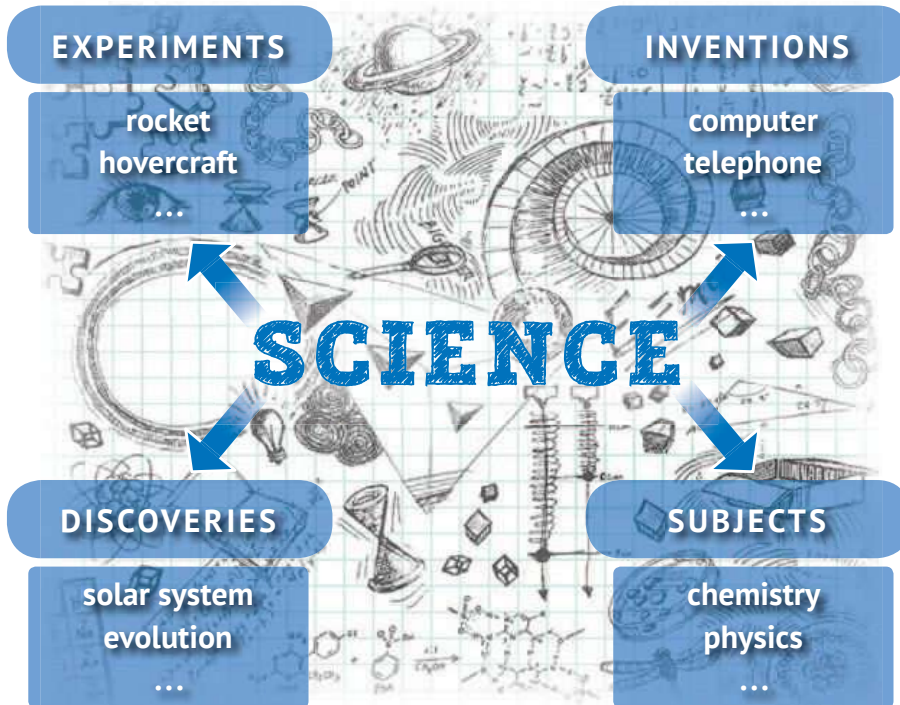
14

b) Name any other old tools and say what they have been replaced by.

c) Say if anyone in your family, friends or neighbours still uses the tools in a).

My grandfather still listens to the radio.

1 Look at the word map 'Science' and add some other words to each word group.



WORDS FOR YOU

acid ['æsɪd]
 bamboo filament
 [ˌbæmbuː 'fɪləmənt]
 cable ['keɪbl]
 carbon ['kɑːbən]
 electricity [ɪˌlek'trɪsəti]
 exchange [ɪks'tʃeɪndʒ]
 light bulb ['laɪt bʌlb]
 satellite ['sætəlaɪt]
 telegraph ['telɪɡrɑːf]
 wire ['waɪə(r)]
 to launch [lɔːntʃ]
 carbonised ['kɑːbənaɪzd]
 deaf [def]

2 Work in pairs. Make a list of famous scientists and explorers. The pair with the longest list wins.



- 3 a) Listen and repeat the words in the *Words for You* box.
 b) Listen and read the information. Guess the meanings of the words in bold.

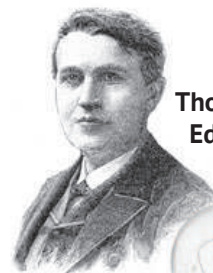
INVENTIONS THAT CHANGED EVERYTHING
 WE HAVE LIGHT!

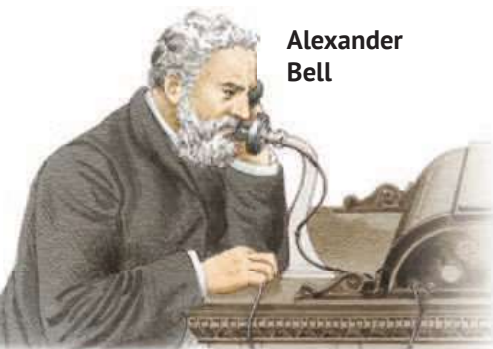
Humphry Davy



In 1809, the famous English scientist Humphry Davy invented the first electric light. He did some experiments with **electricity** and created an electric battery. When he connected **wires** to it and a piece of **carbon**, light was produced. His invention became known as the *Electric Arc Lamp*. However, it did not work for very long and the light from it was too bright for practical use. In 1879, the American scientist Thomas Edison created the first practical **light bulb**. He had begun his work a year earlier and tested several types of material until he finally discovered that a **carbonised bamboo filament** could last over 1200 hours. Other scientists had experimented with electric lamps before him, but Edison's version was the best for practical use in the electrical system.

Thomas Edison





Alexander Bell

YES! WE ARE CONNECTED!

The telephone was invented by Alexander Bell in 1875. Bell was born in Scotland. When he moved to America, he got a job of a teacher and worked with **deaf** people. That was when he got interested in speech. The story goes that Alexander created the telephone almost by accident. At that time, he was experimenting with the **telegraph**. He spilled some **acid** and called his assistant, 'Come here, Watson.' Watson, who was in another room, heard Bell through the device.

The first telephone **exchange**, which connected 21 people, was opened in 1878. The first transatlantic telephone **cable** was laid in 1956. The first communication **satellite** was **launched** in 1962. These devices became smaller over time, until the first mobile phone was invented in 1973 by Martin Cooper, who is from the USA.



Martin Cooper

4 Complete the sentences with the new words.



- 1 The Moon is the ... of the Earth.
- 2 In the past, the news came by ...
- 3 A bulb can have a ... inside.
- 4 It became dark because the ... went off.
- 5 My grandfather is ... He can't hear you.
- 6 The lamp went out. You need to change the ...
- 7 We sometimes clean our bath and sink with ...
- 8 The level of ... in our atmosphere is going up.
- 9 They set up a meeting to have an ... of opinions.
- 10 They want to ... this new ship into the Black Sea.
- 11 This long ... connects my headphones to the laptop.
- 12 That ... carries power from one building to another.
- 13 He tried different materials, but ... cotton was the best.

5 a) Read the texts in task 3 again and choose the correct variant.

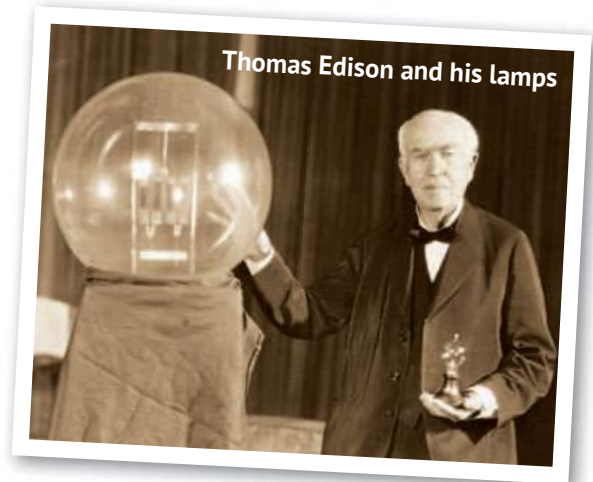
- 1 Humphry Davy invented the first *electric light/light bulb*.
- 2 The light lasted for a *long/short* time.



- 3 Thomas Edison began his work in 1877/1878.
- 4 His version of a light bulb was the *best/worst* of all.
- 5 *Martin Cooper/Alexander Bell* invented the first telephone.
- 6 *Scotland/America* is the country where he was born.
- 7 He was doing some experiments with *acid/the telegraph*.
- 8 21/31 people were connected by the first telephone exchange.

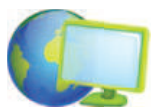
b) In pairs, ask and answer the questions. Take turns.

- 1 When did Humphry Davy produce the first electric light?
- 2 What was his first invention called?
- 3 Where was Thomas Edison from?
- 4 How long could the carbonised bamboo filament last?
- 5 When did Alexander Bell invent the first telephone?
- 6 Who did he call?
- 7 When was the first communication satellite launched?
- 8 Who invented the first mobile phone?



VOCABULARY POINT: electric or electrical?

- We use **electric** when we talk about a particular machine or device that uses or produces electricity, e.g. *They invented an electric toothbrush.*
- We use **electrical** when we talk in general about machines, devices or systems that use or produce electricity, e.g. *They sell different electrical appliances.*



6 Work in pairs.
Prepare a digital presentation about another invention in technology. Include:

- who and when invented it
- where he/she was from
- how he/she did it
- what is special about this invention



DEFINING VS NON-DEFINING RELATIVE CLAUSES

For exercises 1-5 see *Grammar Focus 6.1* on pages 190-191.

1 Read the sentences below and say what the difference between them is.

The novel which I am reading is science fiction.
My laptop, which I bought yesterday, is very heavy.

2 Match the halves to make sentences.

- | | |
|------------------------------|---|
| 1 The charger | ☐ which is dangerous, in half. |
| 2 Mr Jacobs, | ☐ where we went is very old. |
| 3 The museum | ☐ why this app doesn't work. |
| 4 Jessica, | ☐ who is my IT teacher, lives in this house. |
| 5 I don't know the reason | ☐ whose phone this is, has gone outside. |
| 6 They want to cut the wire, | ☐ that you lost was mine. |

3 Complete the sentences with relative pronouns.

- Sophie, ... is my neighbour, is a scientist.
- The office ... Ms Johnson works is upstairs.
- The programme ... you used has been deleted.
- David, ... bag is black, is working at the lab now.
- Those history books, ... used to be here, are sold out.
- The reason ... I called you is because I need your help.

4 Choose the correct sentence, as in the example.

Example: There are two tablets.

- a) The tablet which is on the table is mine. ☒
- b) The tablet, which is on the table, is mine. ☐



- 1 Ned has only one sister.
 - a) *Ned's sister who goes to university studies science.* ☐
 - b) *Ned's sister, who goes to university, studies science.* ☐
- 2 Everyone has got a pair of headphones.
 - a) *The headphones that are white are yours.* ☐
 - b) *The headphones, that are white, are yours.* ☐
- 3 You have got several friends.
 - a) *My friend who is good at English helped me with the project.* ☐
 - b) *My friend, who is good at English, helped me with the project.* ☐
- 4 There is only one computer.
 - a) *The computer which is new doesn't work.* ☐
 - b) *The computer, which is new, doesn't work.* ☐
- 5 You have one cousin who has written a blog post.
 - a) *Anita whose blog post this is is my cousin.* ☐
 - b) *Anita, whose blog post this is, is my cousin.* ☐
- 6 There are many places where you want to go this year.
 - a) *One of the places where I want to travel is Las Vegas.* ☐
 - b) *One of the places, where I want to travel, is Las Vegas.* ☐

5 Combine each pair of sentences using the relative pronouns on the right, as in the example. Add commas where necessary.

Example: Tom went to a cafe. It is next to the park.

where

The cafe where Tom went is next to the park.

- 1 Sarah made a video on travelling. It is very interesting.
- 2 I want this phone. It is on sale now!
- 3 My father likes biology. He made a presentation.
- 4 You are tired. You worked late last night.
- 5 Mr Smith was fired. His idea didn't work.
- 6 I live in this city. Many scientists were born here.

that
which
who
why
whose
where





dust [dʌst]
handkerchief ['hæŋkətʃɪf]
prototype ['prəʊtətaɪp]
tube [tju:b]
unfortunately [ʌn'fɔ:tʃənətli]

THE INVENTIONS BEHIND THE CHORES

1 Discuss the questions below.

- 1 What are household appliances?
- 2 Imagine what life was like when people didn't have the household appliances that we have now.
- 3 You come home, open your fridge, heat your lunch in a microwave and enjoy eating it in a nicely cleaned room. But have you ever wondered how these things were invented?
- 4 Which household appliances do you have at home?

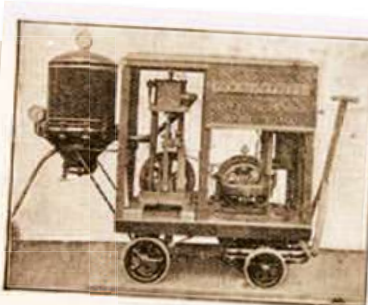
2 Listen and repeat the words in the *Words for You* box.

3 a) Listen to the podcast and guess the meanings of the words in the *Words for You* box.

Hubert Cecil Booth



'Griffith' foot-operated vacuum cleaner, 1905



THE VACUUM CLEA
(Operating Booth's Patents.)
 Head Offices—25, VICTORIA
 Carpets, Curtains, Upholstery, Furniture, and Bedding cleaned, renovated, and thoroughly freed from dirt without removal from the room. A speciality. The vacuum is drawn through tubes out of the floor and the sanitary authority is recommended by the most experienced. Inexpensive, speedy. Adopted in the houses of the nobility. Estimates given by our representative.



b) Check your guesses in the *Vocabulary List* and complete the sentences with the new words.

- 1 ..., I don't have a dishwasher.
- 2 The water goes through this long ...
- 3 We are testing the ... of our new car.
- 4 There is so much ... here! Clean it up!
- 5 Kate always carries a cotton ... with her.



The original vacuum cleaner, 1901

||||||| TIMELINE OF FRIDGE |||||||



1900



1910



1920



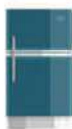
1930



1940



1950



1960



1970



1980



1990



2000



2010



4 a) Listen to the podcast again and choose the correct answer.

Monitor-Top Refrigerator, 1927

Icebox, 1900



Smart fridge with Wi-Fi, LCD, Bluetooth, 2020

- 1 Who invented the first vacuum cleaner?
a) *Walter Griffiths* b) *Hubert Cecil Booth*
- 2 What did he use to gather dust?
a) *a napkin* b) *a handkerchief*
- 3 What was the problem with his vacuum cleaner?
a) *It was very big.* b) *It was very small.*
- 4 When did vacuum cleaners become less expensive?
a) *after the First World War* b) *after the Second World War*
- 5 When were the first fridges invented?
a) *at the beginning of the 20th century*
b) *at the end of the 20th century*
- 6 Why didn't all people have a fridge at first?
a) *They were expensive and dangerous.* b) *They often broke.*
- 7 What do some fridges have on their doors today?
a) *a camera* b) *a tablet*
- 8 What can they do?
a) *play music* b) *show you what there is inside*



b) Correct the statements below.

- 1 The first vacuum cleaner was invented in 1905.
- 2 People put its tubes through doors to use it at their homes.
- 3 There are no robotic vacuum cleaners yet.
- 4 People used bags with ice to keep their food fresh in the past.
- 5 There is practically no fridge at any home today.
- 6 Modern fridges have tablets inside them.

5 Think and say which tools and household appliances your grandparents used in the past and which ones they use now.



THE WORLD OF SCIENCE

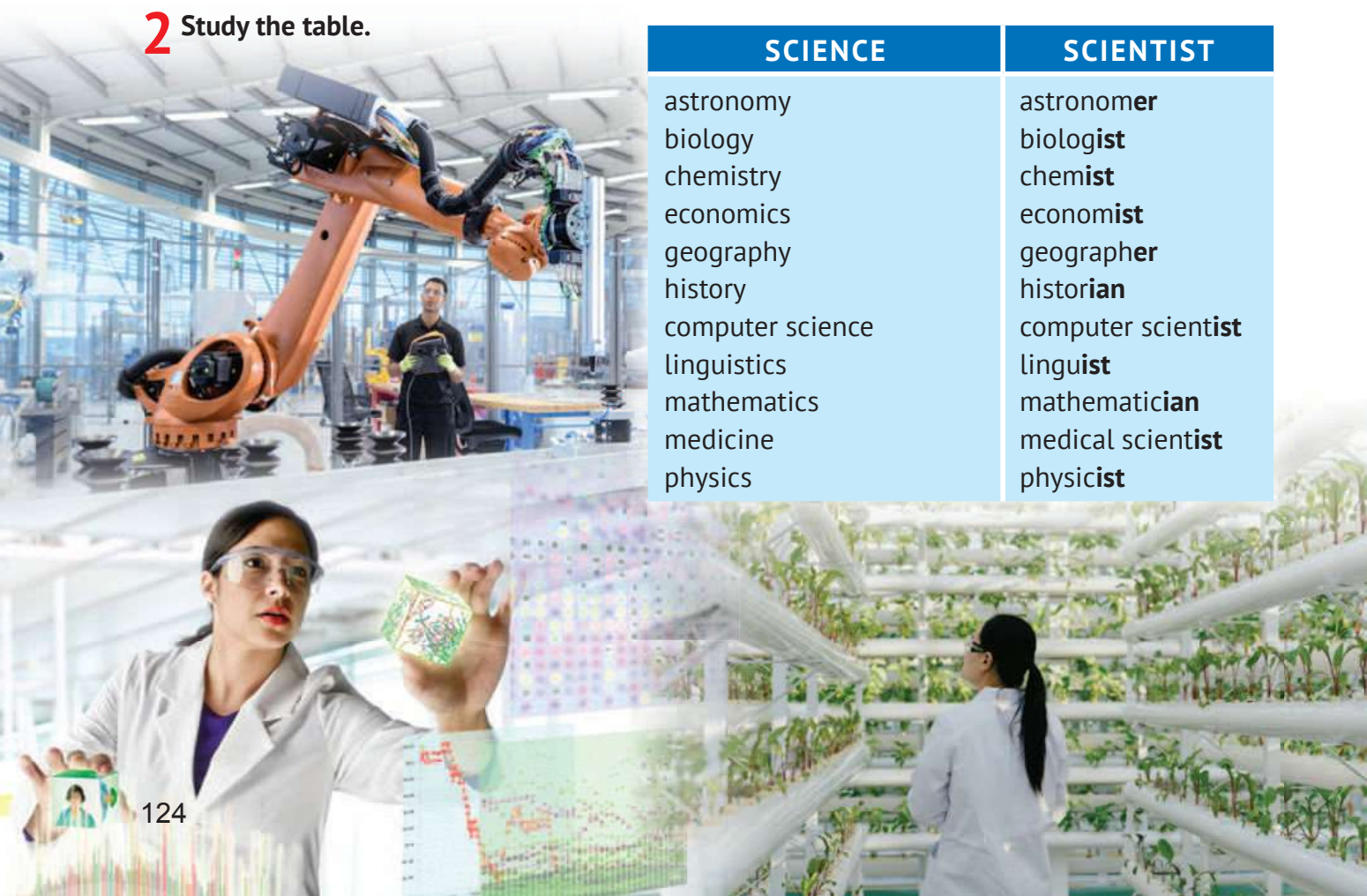
1 a) Match the branches of science with their definitions.

- | | |
|--------------------|---|
| 1 astronomy | ☐ the science of matter and energy, such as heat, light and sound |
| 2 biology | ☐ the science of substances, their structure and how they combine |
| 3 chemistry | ☐ the science of the human body, its functions and diseases |
| 4 geography | ☐ the science of living beings, such as humans, animals and plants |
| 5 computer science | ☐ the science of language, its history, structure and types |
| 6 linguistics | ☐ the science of space, including stars, planets and solar systems |
| 7 medicine | ☐ the science of the Earth's surface, different lands and places on it |
| 8 physics | ☐ the science of computer systems, software and networks |

b) Name any other branches of science that you know and say what they are of.

2 Study the table.

SCIENCE	SCIENTIST
astronomy	astronomer
biology	biologist
chemistry	chemist
economics	economist
geography	geographer
history	historian
computer science	computer scientist
linguistics	linguist
mathematics	mathematician
medicine	medical scientist
physics	physicist

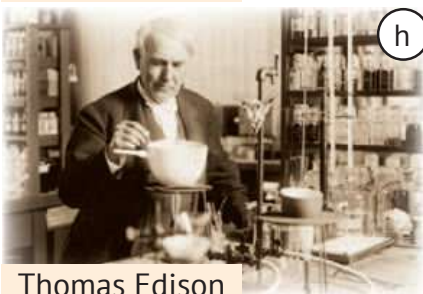
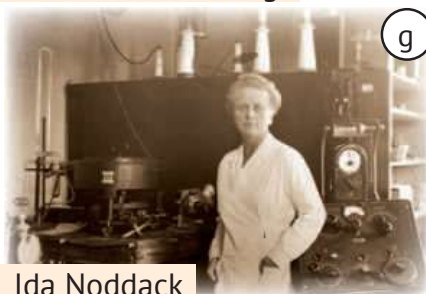
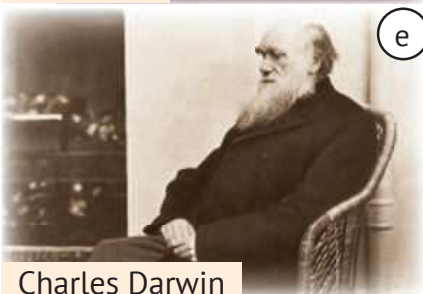


MEET THE MINDS BEHIND THE DISCOVERIES AND INVENTIONS

3 Match the discoveries/inventions to the scientists who made them. Say what kind of scientists they were, as in the example. You may use the Internet to help you.

The light bulb was invented by Thomas Edison. He was a physicist.

- | | | | |
|------------------------|--------------------------------|--|----------------------|
| 1 The light bulb | <input type="text" value="h"/> | 6 Calculations of trajectories for NASA space missions | <input type="text"/> |
| 2 The evolution theory | <input type="text"/> | 7 The chemical element rhenium | <input type="text"/> |
| 3 Generative grammar | <input type="text"/> | 8 The first detailed map of the ocean floor | <input type="text"/> |
| 4 Radioactivity | <input type="text"/> | 9 The first antibiotic, penicillin | <input type="text"/> |
| 5 The <i>iPhone</i> | <input type="text"/> | | |



VOCABULARY POINT: **invent** or **discover**?

- To **invent** means to create something, e.g.
The first car heater was invented by Margaret Wilcox.
- To **discover** means to find, see or learn of something that no one knew before, e.g. *Galilei discovered the planet Jupiter.*



PHRASAL VERBS RELATED TO TECHNOLOGY

For exercises 1-4 see *Grammar Focus 6.2* on pages 192-193.

1 Fill in the gaps with the verbs from the box, as in the example.

back up, click on, cut off, hack into, scroll up/down, print out, log in/out, plug in, set up, shut down, sign in/out, key in, turn on/off

Example: Key in a password, a code, a username.

- | | |
|---|--|
| 1 ... a phone, a system, a server. | 8 ... a button, a link, an icon. |
| 2 ... a laptop, a USB drive, a charger. | 9 ... a list, a web page, messages, names. |
| 3 ... a file, a document, a report. | 10 ... a signal, a connection. |
| 4 ... data, files, documents. | 11 ... to/of a profile, to/of an account, to/of a website, to/of an app. |
| 5 ... an account, an app, online games. | 12 ... a system, an account, a profile, a database. |
| 6 ... a computer, lights, a TV set. | |
| 7 ... a printer, a scanner. | |

2 Fill in the correct prepositions.

- | | |
|---|---|
| 1 I need to print ... three documents. | 6 Vic logged ... before switching off the laptop. |
| 2 They shut ... the system two days ago. | 7 Remember to sign ... before you leave the game. |
| 3 Plug ... the USB drive and open the file. | 8 In the test, I keyed ... the wrong answer in the box. |
| 4 You need to log ... to enter your account. | |
| 5 David turned ... his computer and went out. | |

3 Complete the sentences with some of the phrasal verbs from task 1.

- | | |
|---|---|
| 1 You have to ... to use your profile. | 6 If you ... this button, another web page appears. |
| 2 ... the web page to see the old messages. | 7 Someone ... the system and deleted everything! |
| 3 I can't see anything. ... the lights, please. | 8 Jimmy ... the files in case his laptop breaks down. |
| 4 Don't forget to ... the charger before leaving. | |
| 5 Ann helped me ... my new computer at home. | |

4 a) Finish the sentences, as in the example.

Example: *If your computer stops working, it shuts down.*

- | | |
|---|--|
| 1 When you make a copy of a file, you ... | 3 When you leave your account, you ... |
| 2 If the connection is lost, your phone ... | 4 If you move down a list, you ... |

b) Play a game in pairs. In turn, make sentences as in a) and let your partner finish them with a phrasal verb.

1 Ask and answer these questions in pairs. Take turns.

- Do you like science? Why (not)?
- Which invention changed the world the most?
- How many scientists can you name?
- Which gadget can't you live without? Why?



2 a) Read the dialogue and guess the missing verbs. Then listen and check.

PROBLEMS WITH TECHNOLOGY

A: Can you help me, please? I can't ... to my account.

B: Sure. Did you ... your password correctly?

A: Yes, but nothing's working.

B: ... and click where it says 'Forgot Password.'

A: Wait. The Internet just ...!

B: Try ... your computer and restarting it.

A: Okay. I think someone ... my account.

B: Change your password once it's working again.



b) Act out the dialogue in pairs.

c) Name other problems with technology and say what you can do about them.

MINI-DEBATE

3 Divide into two teams and discuss the topic on the right. Take opposite sides (one team agrees, the other does not).

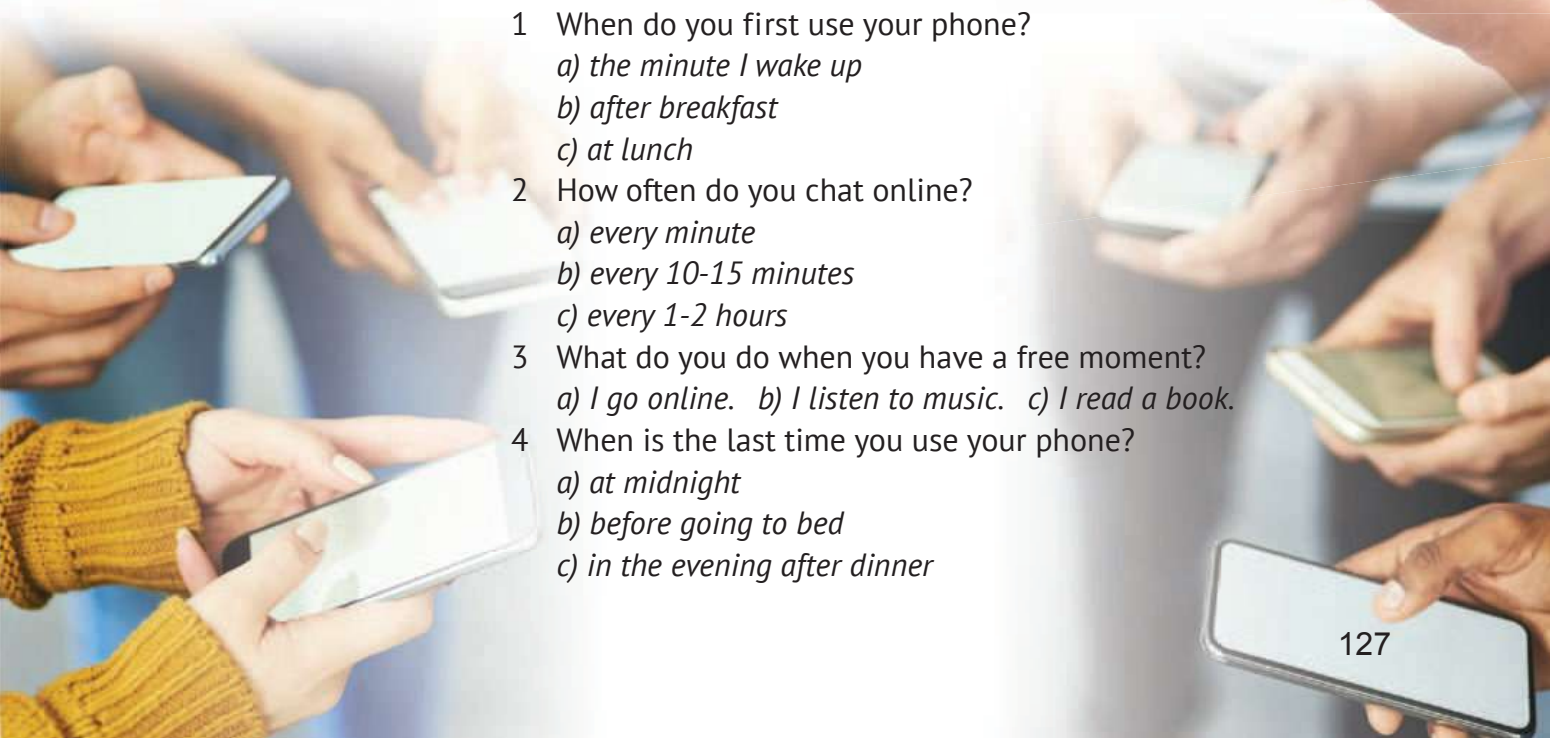
Technology makes our lives better.



4 Do the quiz and then go to page 198 to check your results. Compare them with your classmates'.

QUIZ: HOW MUCH TIME DO YOU SPEND WITH GADGETS?

- When do you first use your phone?
 - the minute I wake up*
 - after breakfast*
 - at lunch*
- How often do you chat online?
 - every minute*
 - every 10-15 minutes*
 - every 1-2 hours*
- What do you do when you have a free moment?
 - I go online.*
 - I listen to music.*
 - I read a book.*
- When is the last time you use your phone?
 - at midnight*
 - before going to bed*
 - in the evening after dinner*



1 Read and analyse the biography chart below.

KATERYNA YUSHCHENKO
(1919-2001)

- 1919 — born in Kharkiv, Ukraine.
- 1937 — started studying physics and mathematics at Kyiv National University.
- 1941 — married Volodymyr Yushchenko.
- 1955 — created the first high-level programming language in the USSR called 'The Address programming language.' It was implemented on all the computers, like the *Kyiv*, *Dnipro* and *Promin* computers. They used Yushchenko's language, in particular, to calculate the trajectories of ballistic missiles in flight.
- 1960 — became the first woman in the USSR to get a doctorate degree in programming. She helped develop computer science and programming by starting the country's first school of theoretical programming.
- 1984 — was awarded the National Hlushkov Prize for outstanding achievements in science and technology.
- 2001 — died in Kyiv, Ukraine.



2 Choose another famous scientist and write a biography chart about his/her life and work.

WRITING A BIOGRAPHY CHART

A **biography chart** is a simple table that shows important facts about a person's life. It usually includes information like:

- Full name
- Date and place of birth
- Family
- Education
- Job
- Achievements
- Important dates and events
- Date and place of death

TIP

Look Back

1 Fill in the correct relative pronouns.

- 1 Josh, ... my cousin, studies biology.
- 2 The lab ... Richard works is over there.
- 3 Kate, ... loves science, bought a microscope.
- 4 Our museum, ... we went last year, is closed.
- 5 I remember the moment ... I got my first phone.
- 6 The person ... took away my camera is gone now.
- 7 The invention ... changed the world is the Internet.
- 8 Ed forgot his password, which is ... he can't log in.

2 Choose the correct sentence.

- | | |
|--|--|
| 1 There are three computers.
a) <i>The computer which is broken is on this desk.</i>
b) <i>The computer, which is broken, is on this desk.</i> | 5 There is one library.
a) <i>The library where we regularly go is our favourite place.</i>
b) <i>The library, where we regularly go, is our favourite place.</i> |
| 2 Bella has got a brother.
a) <i>Bella whose brother is a scientist likes experiments.</i>
b) <i>Bella, whose brother is a scientist, likes experiments.</i> | 6 There are many apps.
a) <i>The app that I use is this one.</i>
b) <i>The app, that I use, is this one.</i> |
| 3 Jack is friends with Lilly.
a) <i>Jack who is Lilly's friend helped me.</i>
b) <i>Jack, who is Lilly's friend, helped me.</i> | 7 The USA was founded in 1776.
a) <i>The year when the USA was founded is 1776.</i>
b) <i>The year, when the USA was founded, is 1776.</i> |
| 4 I am tired.
a) <i>The reason why I don't want to go is because I am tired.</i>
b) <i>The reason, why I don't want to go, is because I am tired.</i> | 8 Ann's Physics teacher is Mr Jones.
a) <i>Mr Jones who lives on this street is Ann's Physics teacher.</i>
b) <i>Mr Jones, who lives on this street, is Ann's Physics teacher.</i> |

3 a) Choose the correct phrasal verb.

- 1 I think I *logged in/keyed in* the wrong password.
- 2 Let's *back up/print out* this file in case it gets lost.
- 3 *Turn on/Turn off* your computer when you are done.
- 4 You need to *sign in/sign out* if you want to use this app.
- 5 Thomas, *scroll up/scroll down* to see the earlier messages.
- 6 Someone *shut down/hacked into* my profile, so I can't log in.
- 7 They have *cut off/set up* the Internet, so there is no connection.
- 8 You don't need to *click on/plug in* your laptop if the battery's full.

b) Make your own sentences with the phrasal verbs that are left.

Look Back

4 a) Look at the pictures and name the devices. Say what they are used for.



b) Say which tools have been replaced by the devices in a).

5 Play a game in pairs. Describe an item of technology and let your partner guess what it is.

6 a) Read the sentences and name the branches of science.

- 1 It is the science of living beings, such as humans, animals and plants.
- 2 It is the science of space, including stars, planets and solar systems.
- 3 It is the science of computer systems, software and networks.
- 4 It is the science of substances, their structure and how they combine.
- 5 It is the science of language, its history, structure and types.
- 6 It is the science of the human body, its functions and diseases.
- 7 It is the science of the Earth's surface, different lands and places on it.
- 8 It is the science of matter and energy, such as heat, light and sound.

b) Name any other branches of science that you know.

7 a) Read the names and say what kind of scientists these people are.

- | | |
|-----------------------------------|--------------------------------|
| 1 Isaac Newton, Galileo Galilei. | 4 Anna Schwartz, Janet Yellen. |
| 2 Herodotus, Olena Apanovych. | 5 Steve Jobs, Bill Gates. |
| 3 Borys Balinsky, Charles Darwin. | 6 Carol Chomsky, Mary Haas. |

b) Say what these scientists discovered/invented. You may use the Internet to help you.

c) Name other types of scientists and give 1-2 examples.

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

electricity, handkerchief, intelligence, tube, heal, launched, carbonised, flexible

- | | |
|--|---|
| 1 The wood was ... after the fire. | 5 Jimmy keeps his map in a plastic ... |
| 2 Susan wiped her nose with a ... | 6 I think phones will be ... in the future. |
| 3 I can't imagine a world without ... | 7 Adam's broken leg started to ... finally. |
| 4 They ... a new satellite into space. | 8 Mrs Clark is well-known for her high ... |

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

acid, cable, prototype, spacecraft, wire, to unfold, artificial, unfortunately



9 a) Listen to Ihor Sikorsky's biography and put the facts into the correct order.

Monument
to Ihor
Sikorsky,
Kyiv,
Zhuliany
airport



- _____ Ihor Sikorsky died.
- _____ Sikorsky built his first helicopter.
- _____ He went to the Kyiv Polytechnic Institute.
- _____ He moved abroad.
- _____ He started his own business.
- _____ Ihor Sikorsky was born in Kyiv in 1889.

b) Listen again and choose the correct variant.

- 1 Ihor Sikorsky was a famous *Polish/Ukrainian* scientist and inventor.
- 2 He studied *physics/engineering* at the institute.
- 3 Ihor built his first helicopter in *1909/1939*.
- 4 He moved to the *USA/UK* later.
- 5 Sikorsky started his own *company/factory* there.
- 6 He invented the first practical *airplane/helicopter*.
- 7 He died in *1982/1972*.
- 8 His inventions changed the world of *driving/flying*.



10 Write a short blog post (120-150 words) about what you think is the best invention ever. Use the scheme below.

- I believe that ... is the best invention ever. It was made in ... by ...
- I think it is incredible because ...
- What makes it amazing is that ...
- In general, ...

1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but I need some help.
 ☹️ – I do not understand it and I need the teacher's help.

		😊😊	😊	😊	😊	☹️
	VOCABULARY					
	GRAMMAR					
	READING					
	LISTENING					
	SPEAKING					
	WRITING					

- NOW I CAN**
- ☐ express an opinion on what technology will be like in the future
 - ☐ describe different items of technology
 - ☐ share information about the devices of the past
 - ☐ present an invention
 - ☐ discuss the pros and cons of technology in our lives
 - ☐ use defining and non-defining relative clauses
 - ☒ use phrasal verbs related to technology
 - ☐ write a biography chart about a scientist/inventor

UNIT 7

THINK GREEN, LIVE GREEN

Lead-in:

- Which animals and plants do you know?
- What are climate and nature like in Ukraine?
- Do people harm nature or protect it? Why?



WHAT'S IN THIS UNIT?

LANGUAGE

- types of environment
- environmental problems
- factors and solutions
- Zero Conditional vs First Conditional
- Second Conditional

SKILLS

- sharing information about environmental problems
- making a presentation about endangered animals or plants
- exchanging ideas about nature protection
- giving suggestions to improve the environmental situation
- giving advice on how to 'be green'
- discussing the ways to protect the environment
- writing a leaflet about an environmental problem and giving solutions to it

DO YOU KNOW?

- 31% of Earth's land is covered by forests. They produce **oxygen** without which people, animals and plants cannot live. Therefore, protecting the forests is the key to our **survival**.
- One **ton** of **recycled** paper can save 17 trees.
- Air **pollution** kills about seven million people around the world every year, according to the WHO (World Health Organization).
- Pollution can travel – polluted air from one country can affect the air **quality** in another.
- Oceans occupy more than 70% of the Earth's **surface**. Life began in the ocean. Today, **coastal waters** have become very polluted and many sea creatures such as whales and dolphins are killed in great numbers.
- Eight million tons of oil are spilled into the sea every year.



1 Think and say what kind of problems connected to nature there are today.

2 In groups of 3-4, discuss the meaning of the following quote.

*what we do to the Earth,
we do to ourselves.*
Chief Seattle

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

b) Listen to the facts about some environmental problems. Then read and guess the meanings of the words in bold.

4 Complete the sentences with the new words.

- 1 We need ... to stay alive.
- 2 The ... of this car is very high.
- 3 Different ... are used in medicine.
- 4 The ship carried a ... of oil and gas.
- 5 Ice covers the ... of the lake in winter.
- 6 Please do not ... me when I am at work.

WORDS FOR YOU

chemical ['kemɪkl]

coastal waters

['kəʊstl wɔ:təz]

e-waste ['i: weɪst]

oxygen ['ɒksɪdʒən]

pollution [pə'lu:ʃn]

quality ['kwɒləti]

surface ['sɜ:fɪs]

survival [sə'vaɪvl]

ton [tʌn]

to disturb [dɪ'stɜ:b]

to recycle [ˌri:'saɪkl]

during ['djʊərɪŋ]

extinct [ɪk'stɪŋkt]

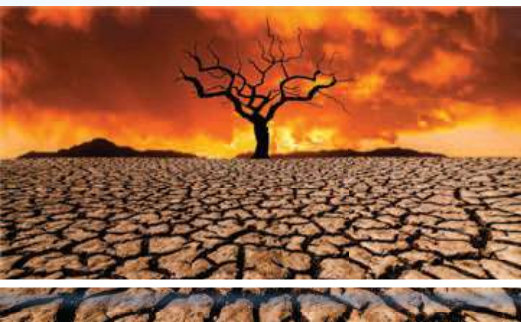
● **to run out of (sth)**



- According to some scientists, one species of plant, animal or insect becomes **extinct** every day. Thus, in the next 20 years, one fifth of all species could disappear.
- Noise pollution affects animals, especially birds and fish, by **disturbing** their communication and behaviour.
- Every person produces about 650 tons of garbage **during** their lifetime.
- Plastic takes over 400 years to break down

and millions of tons of it end up in the ocean each year.

- Animals often eat plastic, thinking it is food. This can block their stomachs and cause death.
- **E-waste** (old phones, computers, etc.) is increasing fast and contains dangerous **chemicals** if not recycled properly.
- We are **running out of** space in which we can throw away garbage.
- Pollution causes climate change.



- 7 ... are important for fishing and tourism.
- 8 There are bins to ... bottles and other junk.
- 9 I always have many things to do ... the day.
- 10 The ... of animals depends on food and water.
- 11 ... is one of the biggest problems in the world.
- 12 Scientists study ... animals to learn about the past.
- 13 It is important to separate ... from regular garbage.

5 a) Read the facts again and say if the statements below are true or false.

- 1 Forests cover 30% of Earth's land.
- 2 Seven million people are killed by air pollution every year.
- 3 Polluted air can only stay in one country.
- 4 Life started on land.
- 5 Noise pollution affects animals' communication and behaviour.
- 6 Animals often eat metal.
- 7 The amount of e-waste is growing fast.
- 8 There is not enough space to throw away garbage.







NADIA, 14, Ukraine ✕

I always sort out all the waste at home.



ANIKA, 15, India ✕

I had no idea that noise pollution is dangerous for animals.



NICK, 15, USA ✕

I am in the *Go Green* youth organisation. We organise different events to protect Mother Nature.



CONRAD, 16, Germany ✕

We must do something before our planet is completely destroyed by all this pollution!

b) Answer the questions below.

- 1 What do forests produce?
- 2 How many trees can be saved by one ton of recycled paper?
- 3 Which sea creatures are killed due to water pollution?
- 4 What is spilled into the sea every year?
- 5 When could one fifth of all animal and plant species disappear?
- 6 Who produces about 650 tons of garbage during their life?
- 7 Where are tons of plastic thrown every year?
- 8 Why do we have climate change?

6 a) Read the comments and match.

- | | |
|----------|--|
| 1 Nadia | ☐ ... asks strongly to do something about the problems. |
| 2 Nick | ☐ ... did not know that noise pollution is unsafe for wildlife. |
| 3 Anika | ☐ ... is a member of the <i>Go Green</i> youth organisation. |
| 4 Conrad | ☐ ... always separates rubbish at her home. |

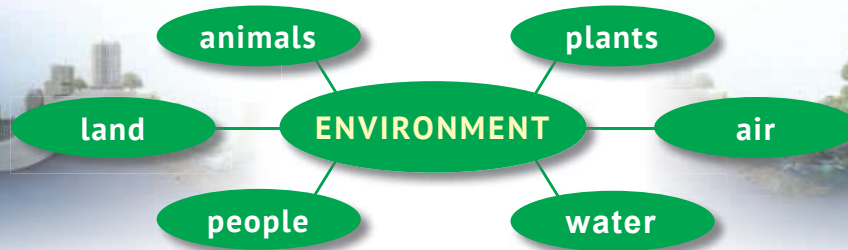


b) Say what you think about the problems given in the text.



7 Work in pairs and do a project. Search for and present a few solutions to the problems given in the text in task 3b.

1 Analyse the word map below and say what the *environment* is.



TYPES OF ENVIRONMENT

2 a) Look at the pictures and say which environment each photo represents. Then listen and check.



1



2



3



4



5



6



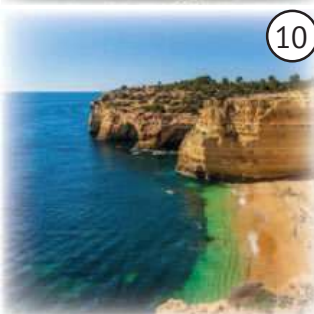
7



8



9



10



11



12

b) Name other types of environment that you know.

Keep in Mind!

Environments can be *natural* (deserts, lakes, etc.) or *artificial* that are created by humans (cities, farms, parks, etc.)

WEATHER AND CLIMATE

3 a) Work in pairs. Make a list of different types of weather.

The pair with the longest list wins.

b) Copy and complete the table below.

Noun	rain	...	fog	...	wind	...	...	frost
Adjective	...	sunny	...	stormy	...	snowy	cloudy	...

4 a) Match the types of climate to their descriptions.

Name other types of climate that you know.

- | | |
|---------------|--|
| 1 tropical | ☐ very snowy and freezing |
| 2 arid | ☐ quite cold, especially in high places |
| 3 continental | ☐ mild temperatures and a lot of rain |
| 4 temperate | ☐ very dry and hot |
| 5 oceanic | ☐ hot and rainy all year |
| 6 polar | ☐ hot summers and cold winters |
| 7 alpine | ☐ mild with four seasons |

b) Think and say what the climate is like in each type of environment from task 2, as in the example.

The climate in the desert is usually arid.

WILDLIFE

5 a) Sort out the words below.

Lion, polar bear, zebra, bat, fox, lizard, flower, shark, camel, jellyfish, spider, tree, eagle, lobster, palm, grass, giraffe, frog, parrot, monkey, ostrich, penguin, ant, mosquito, bush, snake, crab, duck, wolf, cactus.

Mammals	Birds	Fish	Insects	Plants	Other

b) Add other examples of animals and plants that you know.

6 Say which type of environment the animals and plants in task 5 live in, as in the example.

Lions live in the savannah.



1 In groups of 3-4, discuss why plants and animals become extinct.

2 Say if the statements below are true or false. Explain why.

- 1 Pandas are endangered.
- 2 People do not harm nature.
- 3 Destroying forests can hurt animals.
- 4 Everyone cares about the environment.
- 5 Endangered animals live only in Africa.
- 6 There are organisations that protect wildlife.



WORDS FOR YOU

breed [brɪd]

creature ['kri:tʃə(r)]

deforestation

[,di:ˌfɒrɪ'steɪʃn]

habitat ['hæbɪtæt]

horn [hɔ:n]

ivory ['aɪvəri]

orangutan [ə'ræŋətæn]

rare [rɛə(r)]

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

b) Match the new words to their definitions.

- 1 Uncommon, very hard to find – ...
- 2 Any living being, usually an animal – ...
- 3 A natural home or environment of an animal, plant, etc. – ...
- 4 A group of animals that look similar and have the same parents or family – ...
- 5 A large, orange-brown ape with long arms that lives in the forests of Asia – ...
- 6 The action of cutting down many trees in a forest and not planting new ones – ...
- 7 A hard and pointed part that grows on the head of some animals, like cows, goats or rhinos – ...
- 8 A hard white material that comes from big teeth of elephants, whales and some other animals – ...

4 Complete the sentences with the new words.

- 1 This jungle is full of amazing ...
- 2 The savannah is the lion's natural ...
- 3 Some animals use their ... to fight.
- 4 There are a few big ... at our local zoo.
- 5 ... is serious in the Amazon rainforest.
- 6 Some jewellery and statues are made of ...
- 7 The Labrador is my favourite ... of dog.
- 8 A lot of parrots have become very ... today.





5 a) Listen and read the article. Then choose the correct variant in the sentences (1-8) below.

Endangered animals are wildlife creatures that may soon disappear from the world if we do not protect them. Every year, more and more animals become extinct because of human actions. The main reasons are habitat loss, pollution and illegal hunting.

When people cut down forests, build roads or make farms, animals lose their natural homes. Without a safe place to live, it is hard for them to find food or raise their young. Pollution also causes big problems. Dirty water, plastic waste and chemicals can make animals sick or kill the plants they eat.

Another danger is illegal hunting. Some animals are killed for their fur, horns or meat, even though it is against the law. For example, elephants are hunted for their ivory, and rhinos for their horns.

Some well-known endangered animals include the Amur leopard, sea turtles, orangutans and gorillas. These animals are now very rare in the wild.

WILDLIFE



- 1 Endangered animals are those that may become *extinct/alive* soon.
- 2 Animals lose their homes when people *plant/cut down* many trees.
- 3 People hunt rhinos for their *ivory/horns*.
- 4 Orangutans and gorillas are *rare/common* in wild nature.
- 5 We can *forbid/allow* hunting to save animals.
- 6 The WWF is an organisation that protects animals and *humans/plants*.
- 7 It is present in almost 100 *countries/regions*.
- 8 Their main mission is to help people live in harmony with *each other/nature*.

AT RISK



To help them, people create national parks, ban hunting and make breeding programmes in zoos. We can also help by recycling trash, saving energy and supporting wildlife charities.



One of the most famous organisations for animal protection is the WWF – the *World Wide Fund for Nature*. It is one of the biggest international organisations with millions of supporters worldwide, working in almost 100 countries. The WWF was founded in Switzerland in 1961 by a group of nature protectors, including Julian Huxley, Peter Scott and Victor Stolan. The WWF works to stop pollution, deforestation and climate change. Besides protecting different animals and plants, they also teach people how to take care of the environment. The main mission of this organisation is to save Mother Nature and help people live in harmony with it. They believe that if we all work together, we can save the planet Earth for future generations.

b) Read the article again and answer the questions.

- 1 Why do many animals become endangered?
- 2 Which problems are caused by pollution?
- 3 Why do people hunt animals?
- 4 What do people do to save animals?
- 5 What is the WWF?
- 6 When was it founded?
- 7 Who founded it?
- 8 What do they believe in?



6 Work in pairs. Choose a country and make a digital presentation about 2-3 endangered animals or plants there. Mention:

- the kinds of animals/plants there
- what their natural habitat is
- the reasons why they are endangered
- the things that people do to save them



ZERO CONDITIONAL vs FIRST CONDITIONAL

For exercises 1-4 see **Grammar Focus 7.1** on pages 194-195.

1 Choose the correct half of each sentence.

- | | |
|--|---|
| 1 When it is spring, ...
a) <i>many trees grow new leaves.</i>
b) <i>many leaves fall off trees.</i> | 4 Sue will panic ...
a) <i>if she finds out that her dog is lost.</i>
b) <i>if she finds out that her dog is found.</i> |
| 2 If a mouse sees a cat, ...
a) <i>it runs to it.</i>
b) <i>it runs from it.</i> | 5 Please lower pollution ...
a) <i>if you really care about our planet.</i>
b) <i>if our planet means nothing to you.</i> |
| 3 Your parrot will get hungry ...
a) <i>if you don't clean it.</i>
b) <i>if you don't feed it.</i> | 6 If we don't plant more trees, ...
a) <i>birds will appear.</i>
b) <i>birds will disappear.</i> |

2 Choose the correct variant.

- If you go to the zoo with us, you *see/will see* the new gorilla.
- When it *is/will be* summer, there are mosquitos in the evening.
- If there is heat or danger, many snakes *hide/will hide* in caves.
- If there isn't any free time, I *don't/won't* visit the national park.
- Dolphins will go extinct if we *keep/will keep* polluting the sea.
- A lot of rhinos *recover/will recover* if people stop hunting them.
- If you leave food outside, those homeless cats *eat/will eat* it again.

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

- Ed (*get*) ... angry if you bring a dog home.
- If bees find flowers, they (*collect*) ... nectar.
- When it is sunny, Jessica (*not stay*) ... inside.
- If I recycle this waste, there (*not be*) ... trouble.
- If you see a big gorilla, (*take*) ... a picture of it.
- If you pollute this lake, the fish (*not survive*) ...
- Everything (*be*) ... fine if we protect these species.
- (*not hurt*) ... my parrot please when it makes a noise.

4 Match the sentences to their types.

- | | |
|---|---|
| 1 If it snows, put on your boots. | ☐ a fact |
| 2 Please call me when you return. | ☐ a habit |
| 3 Brown bears sleep when it is winter. | ☐ advice |
| 4 Let's go to the park if the weather is fine. | ☐ a possible future action |
| 5 Phil never walks his dog when there is a storm. | ☐ a suggestion |
| 6 If we don't stop deforestation, these birds will die. | ☐ a request |

HOW CAN WE HELP?

1 Work in pairs. Make a list of different problems connected to the environment. Compare your list with others.

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

b) Match the words from the box with their definitions.

- 1 To make something smaller or less – ...
- 2 Something that can be used many times again and again – ...
- 3 A person who studies plants and animals and tries to protect the environment – ...
- 4 An event when people bring clothes they do not wear anymore and exchange with others – ...
- 5 A meeting where people learn new information or practise skills by doing activities together – ...
- 6 A person who works in a national park, protects animals and plants and helps people enjoy nature – ...
- 7 A special day when people, especially youth, do activities to protect the environment (clean up parks, recycle waste, plant trees, etc.) – ...

WORDS FOR YOU

clothes swap

[ˈkləʊðz swɒp]

Eco Day [ˈi:kəʊ deɪ]

ecologist [iˈkɒlədʒɪst]

park ranger

[ˌpɑ:k ˈreɪndʒə(r)]

workshop [ˈwɜ:kʃɒp]

to reduce [rɪˈdju:s]

reusable [ˌriːˈju:zəbl]

3 Complete the sentences with the new words.

- 1 Pam and Steven went to a ... where they learnt how to plant trees.
- 2 Thanks to the work of the ..., many plants stay safe in our local park.
- 3 If we turn off the light when we do not need it, we can ... energy use.
- 4 A lot of people join the ... to help the environment by reusing clothes.
- 5 Mr Harris is an ... He studies how pollution affects plants and animals.
- 6 We were excited to take part in the activities on ... and help save nature.
- 7 I always use ... bags instead of buying new ones to save the environment.

Keep in Mind!

Ecology is the study of how animals, plants and people live together and affect each other in nature. Scientists in this field are called **ecologists**.





4 a) Listen to the dialogue and choose the correct answer.

- When did Max and Emma watch the documentary?
a) today b) yesterday
- What was it about?
a) climate change b) pollution
- What does Emma and her family do?
a) use bikes more than cars
b) separate waste
- Where are there fewer trees?
a) in the forest and the city
b) in the forest and the park
- What do these teenagers want to organise?
a) an Eco Day b) a Charity Day
- Where do they want to plant trees and flowers?
a) in the park b) in the schoolyard
- Why do they want to invite a park ranger or an ecologist?
a) to talk about endangered species
b) to talk about environment protection
- Who do they want to ask for help?
a) their teacher b) their headmaster



b) Listen to the dialogue again and correct the statements below.

- There is a lot of gas in the ocean.
- Max and his family use glass bottles.
- There are more plants than trash in the park.
- Max suggests starting the Eco Day with a charity event.
- He also mentions a clothes swap and a saving-energy workshop.
- Emma wants to make posters about climate change and deforestation.
- She suggests doing a project with the teacher's help.
- Max is already interested.

5 In groups of 3-4, discuss how else you can solve the problems mentioned in the dialogue:

- climate change
- plastic pollution
- air pollution
- deforestation

Q VOCABULARY search

ENVIRONMENTAL PROBLEMS



1 a) Look at the pictures on the right, listen and read the words. Name other environmental problems that you know.

b) Name the results of each environmental problem.

Example: Because of global warming, ice caps melt and there are floods.

FACTORS



2 Listen and read the names of the factors below. Say what problems they cause, as in the example. Then name other factors that you know.

Smoke from vehicles causes air pollution.

Smoke from vehicles, earthquakes, floods, burning oil or gas, tornadoes, throwing trash into the ocean, using too much electricity, volcanic eruptions, oil spills, burning fuel, fires, cutting down trees, smoke from factories, hurricanes.

SOLUTIONS

3 a) Match the solutions below to the environmental problems in task 1 and say, as in the example.

Saving energy can help reduce acid rains.

- Save electricity.
- Use cars less.
- Set fishing limits.
- Use eco-friendly products.
- Reduce burning oil, gas and trash.
- Use clean energy (wind, sun, etc.)
- Create protected areas and guard them.
- Set early warning systems.

b) Think and give other solutions to different environmental problems.



Global warming



Acid rain



Air pollution



Water pollution



Overhunting



Overfishing



Natural disasters

SECOND CONDITIONAL

For exercises 1-4 see **Grammar Focus 7.2** on page 195.

1 Match the halves to make sentences.

- | | |
|-------------------------------------|--|
| 1 If I were a park ranger, | ☐ ... she wouldn't shout. |
| 2 We would help you with that | ☐ ... the fish would survive better. |
| 3 If Jane didn't hate spiders, | ☐ ... if there were no free time. |
| 4 Everything would be much better | ☐ ... if you joined our Eco Day event. |
| 5 Ben wouldn't join us | ☐ ... if people cared more about the environment. |
| 6 If the river weren't so polluted, | ☐ ... I would protect animals and plants. |

2 Choose the correct variant.

- If we *wouldn't/didn't* cut trees, forests wouldn't disappear.
- I *would/were* open my own national park if I had the money.
- Sandra would not like it if the weather *would be/were* bad again.
- If people *would use/used* fewer cars, air pollution wouldn't be that bad.
- If there weren't any hurricanes, towns *wouldn't be/weren't* destroyed.
- There wouldn't be so much plastic if people *would recycle/recycled* more.
- If everyone threw their trash into the bin, our city *wouldn't be/weren't* dirty.
- Everyone *would live/lived* longer if the government banned harmful chemicals.

3 Put the verbs in brackets into the correct form.

- We (*know*) ... more about nature if we studied ecology.
- If people (*not use*) ... plastic, oceans would be less polluted.
- If I lived in the Carpathian Mountains, I (*go*) ... hiking every day.
- Animals (*not become*) ... endangered if we protected them better.
- There would be less acid rains if everybody (*save*) ... more energy.
- If there (*not be*) ... any natural disasters, our world would be safer.
- Many species would survive if we (*not pollute*) ... the environment.
- If our garden (*be*) ... bigger, there would be more trees and flowers.

4 Play a game in pairs. Start a sentence in the Second Conditional and let your partner finish it. Take turns and play the game 4-6 times.

Example: – If people cleaned the river, ...
– ... there would be more fish!



- If you care about the environment, always remember the **three Rs!**



Keep in Mind!

- This logo indicates the item is made from recycled materials.



ECO OR NON-ECO?

1 a) Think and explain what *eco-friendly* and *harmful* mean.

b) Read and sort out the words below. Explain your choices, as in the example.

Cars, planting trees, using clean energy, water pollution, recycling, hunting animals, factories, cycling, using plastic, joining the eco movement.

Eco-friendly	Harmful

Example: *I think cars are harmful because they pollute the air.*

2 In groups of three, read the quotes below and discuss what they mean.

The earth does not belong to man; man belongs to the earth.

Chief Seattle

The greatness of a nation can be judged by the way its animals are treated.

Mahatma Gandhi

To take care of the planet is to take care of our own house.

the Dalai Lama

LET'S GO GREEN!

3 a) Listen to the students twice and answer the questions below.

- 1 What are Frank and Ally talking about in general?
- 2 What is Ally's idea to use less paper?
- 3 What does Frank say about recycling bins at school?
- 4 Which event do they want to organise?
- 5 How will they tell other students to be more eco-friendly?
- 6 Where do they want to present their ideas?

b) Answer the questions below.

- 1 Do you have a student council at your school?
- 2 Would you like to join an eco club? Why (not)?
- 3 What else can students do to help protect the environment at school?

4 Imagine your school wants to become more eco-friendly. Read these four ideas. Choose two and explain why they are the best.

IDEAS:

- 1 Put solar panels on the roof.
- 2 Use more digital textbooks.
- 3 Start a recycling competition.
- 4 Plant trees in the schoolyard.

INCLUDE:

- The price.
- The influence on the environment.
- The difficulties that may appear.

1 Read the leaflet and compare it with the scheme below.



1 Introduction

... is a serious problem in ...
 It makes ... dangerous for ...
 It is very important to ... because ...
 Here are a few ways/tips/instructions on how to ...

2 Ways, tips or instructions

First, ...
 Second, ...
 Finally/Also, ...

3 Conclusion

These are some/a few ideas ...
 In this way, you can ...



2 Choose another environmental problem and write a similar leaflet about it. Follow the leaflet's structure in task 1.

Look Back

1 a) Match the halves to make sentences.

- | | |
|---------------------------------------|--|
| 1 If water freezes, | ☐ ... if I were you. |
| 2 If we don't stop deforestation, | ☐ ... throw the rubbish into the bin. |
| 3 Please turn off the light | ☐ ... when I come into the room. |
| 4 I would join the Eco Club | ☐ ... it turns into ice. |
| 5 If you want our town to be cleaner, | ☐ ... there will be no forests left. |
| 6 My parrot always sings | ☐ ... when you leave the office. |

b) Say which sentence in a) is:

- | | | |
|----------------------------|-------------|-----------|
| ● an unreal situation | ● a request | ● a habit |
| ● a possible future action | ● an offer | ● a fact |

2 Put the verbs in brackets into the correct tense form.

- 1 If I had a bicycle, I (*use*) ... it every day.
- 2 Let's stay inside if it (*get*) ... very cold.
- 3 (*buy*) ... a pet if you love animals so much.
- 4 If an ostrich gets scared, it (*run*) ... away fast.
- 5 Ed (*not like*) ... it if your dog makes a mess again.
- 6 Sue (*not wear*) ... sports shoes when the weather is hot.
- 7 When Tom arrives here, (*tell*) ... him about the cleanup day.
- 8 If people (*care*) ... more about our planet, it wouldn't be so polluted.

3 Read the sentences and guess the types of climate.

Say what the weather is like in each climate.

- | | |
|---------------------------|--|
| 1 Very dry and hot. | 4 Very snowy and freezing. |
| 2 Mild with four seasons. | 5 Hot summers and cold winters. |
| 3 Hot and rainy all year. | 6 Quite cold, especially in high places. |

4 Work in pairs. Make a list of as many types of environment as possible.

Sort them out into *natural* and *artificial*. The pair with the longest list wins.

5 a) Read the sentences and guess the plants and animals.

- 1 It is a colourful bird, eats nuts and lives in a jungle or in a rainforest.
- 2 It is a large strong fish with many sharp teeth, eats smaller fish and lives in the sea.
- 3 It is a tall tree, has large green leaves at the top and grows in warm and tropical places.
- 4 It is a big mammal with brown fur, eats honey and lives in a forest or in the mountains.
- 5 It is an animal with a very long body and no legs. It slides on the ground, eats mice or frogs and lives in different environments, like a forest, desert, grassland, etc.
- 6 It is a small insect with thin legs and wings, bites people and animals to drink their blood, lives in different places, especially in warm areas.

Look Back

b) Play a game in pairs. Describe an animal, plant, etc. and let your partner guess what it is.

- Play the game 4-6 times. Include:
- what it is like
 - what it eats/drinks
 - where it lives/grows

6 a) Copy and complete the table.

ENVIRONMENTAL PROBLEM	FACTORS	RESULTS
Climate change	Burning different gases.	
	Cutting down forests for wood and farming.	Less trees, more endangered species.
Overhunting	Hunting many animals for food, fur, etc.	
Overfishing		Extinct sea animals.
Natural disasters		
	Factories polluting the ocean, people throwing waste into the water.	
Air pollution		
		Ice caps melt and make floods.
Acid rain		
E-waste		

b) Think and give solutions to each environmental problem in a).

Start like this, 'We should ...'

7 a) Choose the correct word.

- 1 The Blue Puya is a very *reusable/rare* plant in nature.
- 2 Factories release harmful *chemicals/oxygen* into rivers.
- 3 We shouldn't *ban/disturb* animals in their natural habitats.
- 4 Goats and sheep use their *ivory/horns* to protect themselves.
- 5 There are plants and animals fighting for *survival/pollution*.
- 6 Mr Hills is one of the *ecologists/park rangers* at our local park.
- 7 We must *reduce/recycle* air pollution in our world if we want to live.
- 8 This is a *workshop/clothes swap* to teach people how to save energy.

b) Make your own sentences with the words that are left.



8 a) Read Johnny's blog post and correct the sentences below.



SAVE OUR WATER!



BLOG

There would be no life on our planet without water. Water covers more than 70% of the Earth's surface.

It fills the oceans, rivers and lakes. In fact, 97% of water is salty and only 3% is fresh. Air pollution causes the Earth to get warmer. If all the ice covering Greenland, Antarctica and the mountains melted, the world ocean would rise by about 70 metres! In that case, most towns that are on coast would be flooded.

We must save energy and water if we want to go on living on Earth. Do you know that you need about 80 litres of water to have a bath which is twice as much as you need for a five-minute shower? A tap that drips once per second can waste about 4 litres a day. If you leave the tap running while brushing your teeth for two minutes, you will use up to five large bottles of water. Think about it when you are in the bathroom next time!

- 
- 1 Life on our planet is possible without water.
 - 2 Less than 70% of the Earth's surface is covered by water.
 - 3 97% of water is fresh and only 3% is salty.
 - 4 There would be fires in coastal towns if all the ice melted.
 - 5 You need more water to have a 5-minute shower than a bath.
 - 6 You won't waste water if you leave the tap running while brushing your teeth.

b) Read again and answer the questions.

- 1 What does water fill?
- 2 What causes global warming?
- 3 Where can all ice melt?
- 4 What do we need to do to continue living on Earth?
- 5 How many litres of water do you need to have a bath?
- 6 How many litres of water can be wasted by a tap that drips per second?



Look Back



9 a) Listen to the dialogue and say if the sentences (1-6) are true or false.

- 1 Nikki asks Russell for help.
- 2 She wants to become an ecologist.
- 3 Russell thinks it is funny.
- 4 They are running a campaign.
- 5 Their mission is to save water.
- 6 Nikki wants other people to know about the problem.



b) Listen again and finish the sentences (a-d).

- a Nikki needs to put on ...
- b Russell also wants to become ...
- c Their campaign is called ...
- d They want to help turtles because ...



10 In groups of 3-4, discuss the questions below.

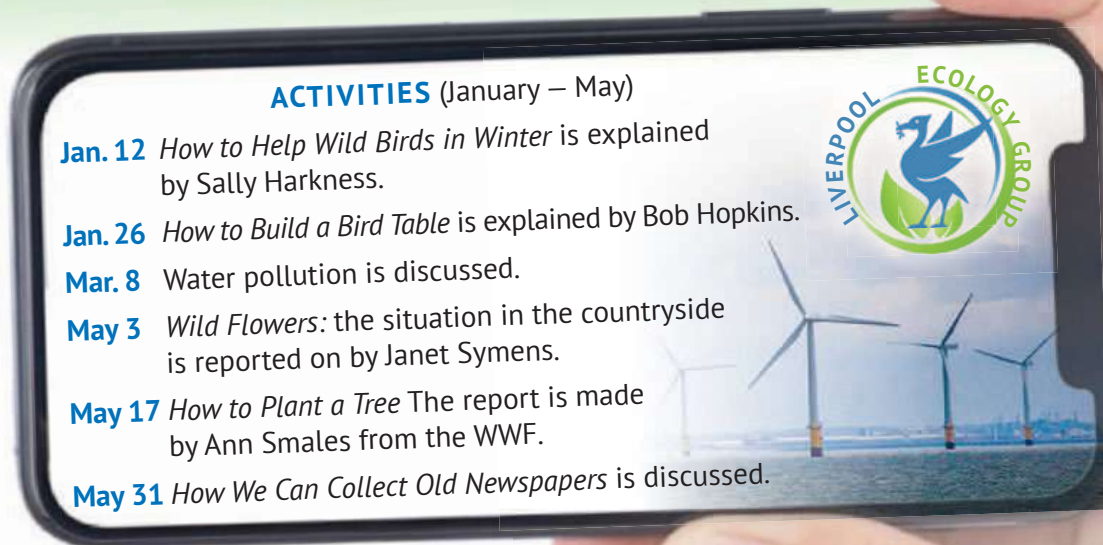
- 1 How do we treat the environment?
- 2 Is it ours? Why (not)?
- 3 Do we have the right to destroy it? Why (not)?
- 4 Do people make the environment better or worse? Why (not)?

11 a) Read some information and answer the questions.



Do you know this holiday?
Do you think this holiday is for everyone around the world?

There are hundreds of nature centres in British cities, with dozens of them in London. Children go there with their teachers to study and enjoy nature. There are a lot of environment groups in Britain: *Friends of the Earth*, *Greenpeace*, *London Wildlife Trust*, etc. These activities are suggested by the *Liverpool Ecology Group*.



b) Have a talk about the activities above. Say which ones you would like to take part in. Explain why.



I'd like to take part in ...
... to listen to ...
Because I'm interested in ...
I can ...
It's important (not) to ...

I don't like any of these activities.
Because I'm not interested in ...
I don't think it's important.
It's better to ...



12 In pairs, choose one of the topics and make a digital presentation.

- Why Should We Protect Animals?
- Ways to Be Eco-Friendly at School
- The Effects of Pollution
- How Does Climate Change Affect Us?

STRUCTURE:

Introduction (state the problem)

Main points (2-3)

Short conclusion



1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but I need some help.
 ☹️ – I do not understand it and I need the teacher's help.

		😊😊	😊	😊	☹️
	VOCABULARY				
	GRAMMAR				
	READING				
	LISTENING				
	SPEAKING				
	WRITING				

- ✓ NOW I CAN**
- ☐ share information about different environmental problems
 - ☐ suggest solutions to the problems
 - ☐ make a presentation about endangered animals
 - ☐ give advice on how to become eco-friendly
 - ☐ discuss how my school can help save the environment
 - ☐ write a leaflet about the protection of the environment
 - ☐ understand the difference between the Zero and First Conditionals
 - ☐ use the Second Conditional

FROM UKRAINE TO THE UK AND BEYOND

Lead-in:

- What famous places are there in Ukraine?
- Which English-speaking countries do you know?
- Why do many people travel?
- Where have you been to (in Ukraine and abroad)?



WHAT'S IN THIS UNIT?

LANGUAGE

- landmarks
- places of interest
- cities in Ukraine and in English-speaking countries
- things to do in a city
- ways of travelling
- adverbs of location
- Third Conditional
- revision of all the Conditionals

SKILLS

- presenting a city in Ukraine
- describing landmarks
- making a list of places to visit in a city
- asking for and giving directions
- talking about the places where you have been to and where you want to go
- discussing the pros and cons of living in a big city
- writing an e-mail about your summer plans

Ukrainian cities are not just places — they are memories, stories and hope.

TOP CITIES TO VISIT IN UKRAINE

Ukraine is the second largest country in Europe.

It consists of 24 regions called *oblasts* and also Crimea. Ukrainian people are known for their kindness, love of freedom as well as delicious cuisine. The country has a rich culture and a long history. If you ever want to visit this wonderful land, here are a few cities that must be put on your list.

When tourists think of Ukraine, many **picture** its capital, Kyiv. It is the biggest city in the country, located in the north-central part on the Dnipro River. Kyiv was founded in 482 by three brothers — Kyi, Shchek and Khoryv — and their sister, Lybid. At first, it was the capital and main city of Kyivan Rus, the first East Slavic state in Eastern Europe, which existed from the late 9th to the mid-13th century. Because of this, the city has a rich history and culture. *Saint-Sophia Cathedral*, the *Golden Gate*, the *Kyiv-Pechersk Lavra*, *Independence Square* and *Khreshchatyk Street* are among the most famous places to visit there. But that's not all. The *Taras Shevchenko National Opera and Ballet Theatre of Ukraine* is a great place to enjoy performances, and *Andriivskyi Descent* shows the city's **artistic soul** through its numerous galleries and boutiques.

1 In groups of 3-4, discuss the quote above the text.

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

b) Listen to the podcast. Then read the text and guess the meanings of the words in bold.

3 Complete the sentences with the new words.

- 1 ... its many tourist attractions, this place is full of fun!
- 2 I tried to ... what the city looked like 1000 years ago.
- 3 The building is designed in a very ... way.
- 4 The new ... connects all the trains and buses in our town.
- 5 Freddy learnt about Greek ... in the history class last year.

WORDS FOR YOU

architecture ['ɑ:kɪtektʃə(r)]

soul [səʊl]

transport hub

['trænsɜ:t hʌb]

to picture ['pɪktʃə(r)]

artistic [ɑ:'tɪstɪk]

current ['kʌrənt]

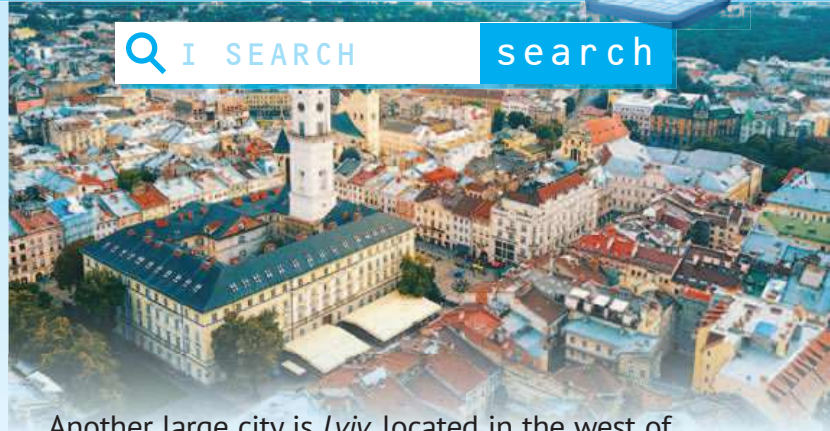
world-class [ˌwɜ:ld 'klɑ:s]

due to [dju: tə]


 I SEARCH

search

Kharkiv is the second largest city in Ukraine, situated in the north-east of the country. It was founded in 1654 by Ukrainian Cossacks, who built a fortress there to protect the eastern border from different enemies. Another interesting landmark is the *Kharkiv Railway Station*. The original station, built in 1869, was destroyed during World War II. The **current** one was completed in 1952. It is special **due to** its architectural style and its role as a **transport hub**, especially in wartime. Other amazing places in the city include *Freedom Square* (one of the largest squares in Europe), the *Mirror Stream* fountain, the *Annunciation Cathedral*, *Shevchenko City Garden* and the *Kharkiv Zoo*.



Another large city is *Lviv*, located in the west of Ukraine. It was founded in 1256 by King Daniel of Galicia and named after his son, Lev (Leo). *Lviv* is one of the main cultural centres of Ukraine, so it's home to many historical monuments and tourist attractions. One of them is the *Old Town*, the heart of this ancient city, where the famous central *Market Square* is situated. If you are into history, visit the *Potocki Palace*, a fascinating example of 19th-century **architecture**, or *High Castle*, the highest point in the city. The *Lviv Opera House* offers **world-class** performances for those who love culture, while *Ivan-Franko Park* is a great place for nature lovers. The *Dominican Church*, *Virmenska Street* and *Shevchenkivskyi Hai Open-Air Museum* are just a few more of *Lviv's* many attractions. The list truly goes on and on!

- 6 The ... statue is made of stone, whereas the old one was wooden.
- 7 This is a ... art museum. There are very many famous paintings there.
- 8 Fiona puts her heart and ... into her art. That's why her works are amazing.

4 a) Read the script of the podcast again and choose a, b or c.

- 1 Ukrainians' love of ... is well-known.
a) history b) culture c) freedom
- 2 Ukraine has a rich history and ...
a) cuisine b) culture c) land
- 3 ... is the first place many tourists think of.
a) Kyiv b) Kharkiv c) Lviv
- 4 There are a lot of galleries and boutiques in ...
a) Andriivskyi Descent
b) Saint-Sophia Cathedral
c) Khreshchatyk Street
- 5 The second largest city in Ukraine is ...
a) Lviv b) Kyiv c) Kharkiv

COMMENTS



MELISA, 16, Canada

This country seems awesome! I would love to visit all the cities there!



ALARA, 14, Turkey

I've been to all of these cities, and they're truly amazing! This summer, I'm going to the Carpathians, and I'm also planning to visit Uzhhorod!



SZYMON, 15, Poland

I have some family in Ukraine, but I've only been to Kyiv. I've heard Lviv is amazing, and I really want to go there some day.



PAULO, 15, Italy

I've already been to Kyiv and Lviv, but I haven't been to Kharkiv yet. I guess it's the next city on my travel list!

- 6 ... built a fortress there.
a) Kyi, Shchek, Khoryv and Lybid b) Ukrainian Cossacks c) King Daniel of Galicia
- 7 Lviv is situated in the ... of Ukraine.
a) west b) north-west c) north-east
- 8 Visit ... if you are into culture.
a) the Potocki Palace b) the Lviv Opera House c) Ivan-Franko Park

b) Answer the questions below.

- | | |
|---|--|
| 1 What are <i>oblasts</i> in Ukraine? | 6 Why is the <i>Kharkiv Railway Station</i> special? |
| 2 Who founded Kyiv? | 7 Which square is one of the biggest in Europe? |
| 3 Where was Kyivan Rus located? | 8 Who was Lviv named after? |
| 4 What is the famous square in Kyiv called? | 9 Which place is considered the heart of this city? |
| 5 When was Kharkiv founded? | 10 What is the highest point in Lviv? |

5 a) Read the comments and name the kids.

- 1 ... has been to all three cities and now is going to Zakarpattia region.
- 2 ... has relatives in Ukraine and wishes to go to Lviv.
- 3 ... wants to see all the cities in Ukraine.
- 4 ... plans to visit Kharkiv next time.

b) Say which Ukrainian towns and cities you have been to and which ones you want to visit.

6 Work in pairs. Choose another city in Ukraine and make a digital presentation about it. Include:

- where the city is located
- why it is special
- who and when founded it
- what there is to see and do for tourists



LANDMARKS



1 a) Sort out the words on the right.
Add more examples. Use the Internet.

LANDMARK	EXAMPLE
Museums	
Galleries	
Castles and palaces	
Cathedrals and churches	
Squares	
Bridges	
Towers	
Monuments	
Statues	
Parks	

the Powerhouse (Sydney),
the National Gallery of Art
(Washington, D.C.),
the Millennium Bridge (Dublin),
Hyde Park (London),
the Space Needle (Seattle),
the Victoria and Albert Museum
(London),
St Elijah's Church (Odesa),
the Oscar Statue (Los Angeles),
the Scott Monument (Edinburgh),
Holyrood Palace (Edinburgh),
the Sky Tower (Auckland),
the Motherland Monument (Kyiv),
Independence Square (Kyiv),
Times Square (New York),
Tower Bridge (London),
Windsor Castle (Windsor),
St George's Cathedral (Lviv),
the Golden Thread Gallery (Belfast),
Major's Hill Park (Ottawa),
the Terry Fox Statue (Vancouver)



b) Name any other landmarks that can be found in a city.

THINGS TO DO IN A CITY

2 a) Match.

- | | |
|---------------------------|---|
| 1 to go sightseeing | ☐ to eat traditional meals of an area |
| 2 to take photos | ☐ to go to a place with a guide who explains everything |
| 3 to explore the old town | ☐ to go to a place with historical or art objects |
| 4 to take a guided tour | ☐ to walk around and look at famous places |
| 5 to visit a museum | ☐ to use a camera to keep memories |
| 6 to try the local food | ☐ to discover streets and buildings in a historic part of a city |

b) Name any other things that you can do in a city.

GETTING AROUND A CITY

3 a) Look at the pictures and name the means of transport. Then add any other types that you know.



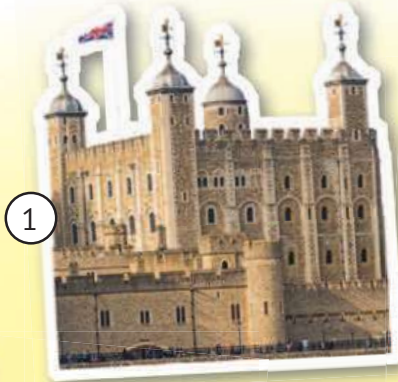
b) Sort out the words in a) according to the groups below (1-5).

WAYS OF TRAVELLING

- 1 on foot 2 by road – ... 3 by rail – ... 4 by sea – ... 5 by air – ...

c) Think about how people usually get around a city and speak about it.

- 1 a) Look at the stickers and name the landmarks.



- b) Say what other landmarks in the UK and the USA you know.



- 2 a) Listen and repeat the words in the *Words for You* box.
b) Match the new words to their definitions.

- 1 ... – a place near the coast where ships and boats stay safely
- 2 ... – an important stone at the base of a building, usually placed first
- 3 ... – a large box, usually made of wood or plastic, used for keeping or transporting things
- 4 ... – beautiful and expensive objects, like crowns, swords and rings, that belong to a royal family and are used on special events
- 5 ... – a type of rock made from small grains of sand that have been pressed together over time; used to build houses and other buildings



WORDS FOR YOU

cornerstone ['kɔ:nəstəʊn]

crate [kreɪt]

crown jewels

[ˌkraʊn 'dʒu:əlz]

harbour ['hɑ:bə(r)]

sandstone ['sændstəʊn]

- 3 Complete the sentences with the new words.

- 1 These ... are made of gold and silver.
- 2 They used a ... to protect the glass bottles.
- 3 ... can break easily if not handled carefully.
- 4 We walked along the ... and saw a lot of boats.
- 5 The builders put the ... at the base of the church.

4 a) Do the quiz.

WORLD LANDMARKS QUIZ

Who gave the White House its name? 1

- a) President Washington
- b) President Adams
- c) President Roosevelt



When was Big Ben completed? 2

- a) 1859 b) 1869 c) 1879



Where is the Statue of Liberty located? 3

- a) London
- b) New York
- c) San Francisco



What was the Tower of London used as in the past? 4

- a) a museum b) a church c) a prison



b) Listen and read the article to check your answers in the quiz.

BIG SIGHTS IN THE UK AND THE USA

The **White House** is the only residence of the president that is open to the public. It was originally made of sandstone and painted white, which is how it got its name. In 1792, the cornerstone was laid. Although the site was chosen by President Washington, he never lived in the house. It was not until 1800 that the first presidents started to move in. The White House was officially given its current name by President Roosevelt in 1901.

Big Ben is the bell in the famous clock tower of the British Houses of Parliament. The tower was completed in 1859 and stands 96 metres tall. At first, only the large bell inside the tower was called 'Big Ben', but now the name is often used for the whole tower. The clock has four faces and rings loudly every hour. It has rarely stopped working, even during World War II. The clock is checked and cleaned by hand.

The **Statue of Liberty** was a gift from France to the United States. It was (and still is) a symbol of their friendship and freedom. It was built in France and transported to the States by ship. To make the journey, the statue was taken apart into 350 pieces and packed in 214 crates. When the statue was finally brought to the USA, it was put together and placed on Liberty Island in New York Harbour. Today, it is one of the most famous landmarks in the world and a well-known symbol of New York City.

The **Tower of London** stands on the north bank of the River Thames. The original structure, known as the White Tower, was built around 1078. Over the centuries, the Tower of London was used as a royal residence, a fortress and even a prison up until the 19th century. Today, the Crown Jewels of England are kept there, which makes it a major tourist attraction.

5 a) Read the article again and say if the statements below are true or false.

Correct the false ones.

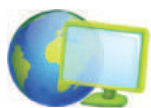
- 1 The *White House* is the only residence closed for visitors.
- 2 President Washington did not live there.
- 3 *Big Ben* is 97 metres tall.
- 4 Items of technology are used to clean it.
- 5 The *Statue of Liberty* was a gift from France.
- 6 They had to divide it into 340 pieces to transport it.
- 7 The *Tower of London* was first called the White Tower.
- 8 Today, it is a tourist attraction because of the jewels.

b) Finish the sentences below.

- | | |
|---|--|
| 1 The <i>White House</i> was originally made of ... | 4 The name <i>Big Ben</i> used to mean ... |
| 2 The first residents started living there ... | 5 The <i>Statue of Liberty</i> was a symbol of ... |
| 3 <i>Big Ben</i> is part of ... | 6 It was brought to the USA by ... |
| | 7 The <i>Tower of London</i> is on the north bank of ... |
| | 8 Today, there are ... |

6 Read the names of the cities and guess the countries.

- | | |
|-----------------------------------|--------------------------------------|
| 1 Toronto, Montreal, Ottawa – ... | 4 Armagh, Belfast, Derry – ... |
| 2 Dublin, Cork, Limerick – ... | 5 Glasgow, Dundee, Edinburgh – ... |
| 3 Melbourne, Perth, Sydney – ... | 6 Wellington, Auckland, Napier – ... |



7 Work in pairs. Choose a city in task 6 and make a digital presentation about 2-3 famous landmarks there. Include:

- their location
- who and when made/built them
- what they symbolise or are used for
- 1-2 interesting facts about them

THIRD CONDITIONAL

For exercises 1-4 see *Grammar Focus 8.1* on page 196.

1 Match the halves to make sentences.

- | | |
|------------------------------------|--|
| 1 If we had gone to Edinburgh, | ☐ ... he wouldn't have joined us. |
| 2 If I had taken a guided tour, | ☐ ... if the guide had been with them. |
| 3 You wouldn't have been so tired | ☐ ... if you hadn't told her about everything. |
| 4 If Robert hadn't known about it, | ☐ ... my trip to York would have been more interesting. |
| 5 Kelly would have been very sad | ☐ ... we would have visited Holyrood Palace. |
| 6 The tourists wouldn't have left | ☐ ... if you hadn't travelled on foot. |

2 Choose the correct variant.

- 1 Vic *would have/had* found the cafe sooner if she had used GPS.
- 2 If we had stayed at that hotel, we *would go/would have gone* to the spa.
- 3 If you *had/would have* taken the bus, you would have been here on time.
- 4 We wouldn't have gone to Hyde Park if there *had/would have* been fog.
- 5 If everyone *would have/had* known about this, no one would have returned.
- 6 Emma and Peter *had/wouldn't have* got lost if they had checked the map.
- 7 Mike and I would have joined the excursion group if you *had/would have* invited us.
- 8 If the museum hadn't been closed, we *hadn't/wouldn't have* gone to the gallery.

3 Put the verbs in brackets into the correct tense form.

- 1 I (*go*) ... to the theatre if it had worked then.
- 2 Bill would have seen more if he (*come*) ... with us.
- 3 If you had known the truth, you (*not be*) ... so angry.
- 4 We wouldn't have left if we (*know*) ... about the journey.
- 5 If Ann (*not surf*) ... in the sea, I wouldn't have panicked.
- 6 If the guys had been hungry, they (*try*) ... the local food.
- 7 Eliza and Eddy (*not help*) ... us if we hadn't asked them.
- 8 If you (*not forget*) ... your passport, we wouldn't have been in trouble.



4 Finish the sentences with your own ideas.

- 1 If it had not been too hot, ...
- 2 If you had invited me to join you on a trip, ...
- 3 I would have seen Mukachevo Castle ...
- 4 If you hadn't broken your new camera that day, ...
- 5 My family and I would have travelled to London ...
- 6 Tourists would not have visited so many places ...

EXPLORING A GREAT CITY TOGETHER

1 Say what comes to your mind when you hear the word *Canada*.

2 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 new words.

- 1 The Earth ... around the Sun.
- 2 This bus has a long ... around the city.
- 3 Jay went to the ... to see the city from above.
- 4 We walked along the ... and enjoyed the fresh air.
- 5 There were ... of some ancient tools at the museum.

3 a) Listen to Ben and Sofia and put the places they want to visit into the order they are mentioned.

- ___ Kensington Market
- ___ the Distillery District
- ___ the waterfront
- ___ the revolving restaurant
- ___ the CN Tower
- ___ the Royal Ontario Museum

b) Listen again. Then ask and answer the questions in pairs.

- 1 Where are Ben and Sofia?
- 2 What does the CN Tower have?
- 3 Why do they want to go to the Royal Ontario Museum?
- 4 Why does Sofia suggest taking a boat tour?
- 5 What is there at the Distillery District?
- 6 Where can they check out some street food?
- 7 Which tickets do they want to buy online?
- 8 Why do they need a map?



4 Imagine you are going to Toronto. Make a list of places you want to visit there. Present your list to the class and explain your choices.

WORDS FOR YOU

exhibit [ɪg'zɪbɪt]

observation deck
[ˌɒbzə'veɪʃn dek]

route [ru:t]

waterfront ['wɔ:təfrʌnt]

to revolve [rɪ'vɒlv]



LOCATION

1 a) Look at the pictures and revise the prepositions.



next to



near



in front of



behind



between



in the middle of



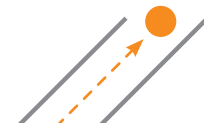
at the corner of



opposite



across



at the end of

b) Look at the map and say where these places are, as in the example.

Use the words from a).

Piccadilly Circus is near Trafalgar Square.

• Buckingham Palace

• the London Eye

• City Hall

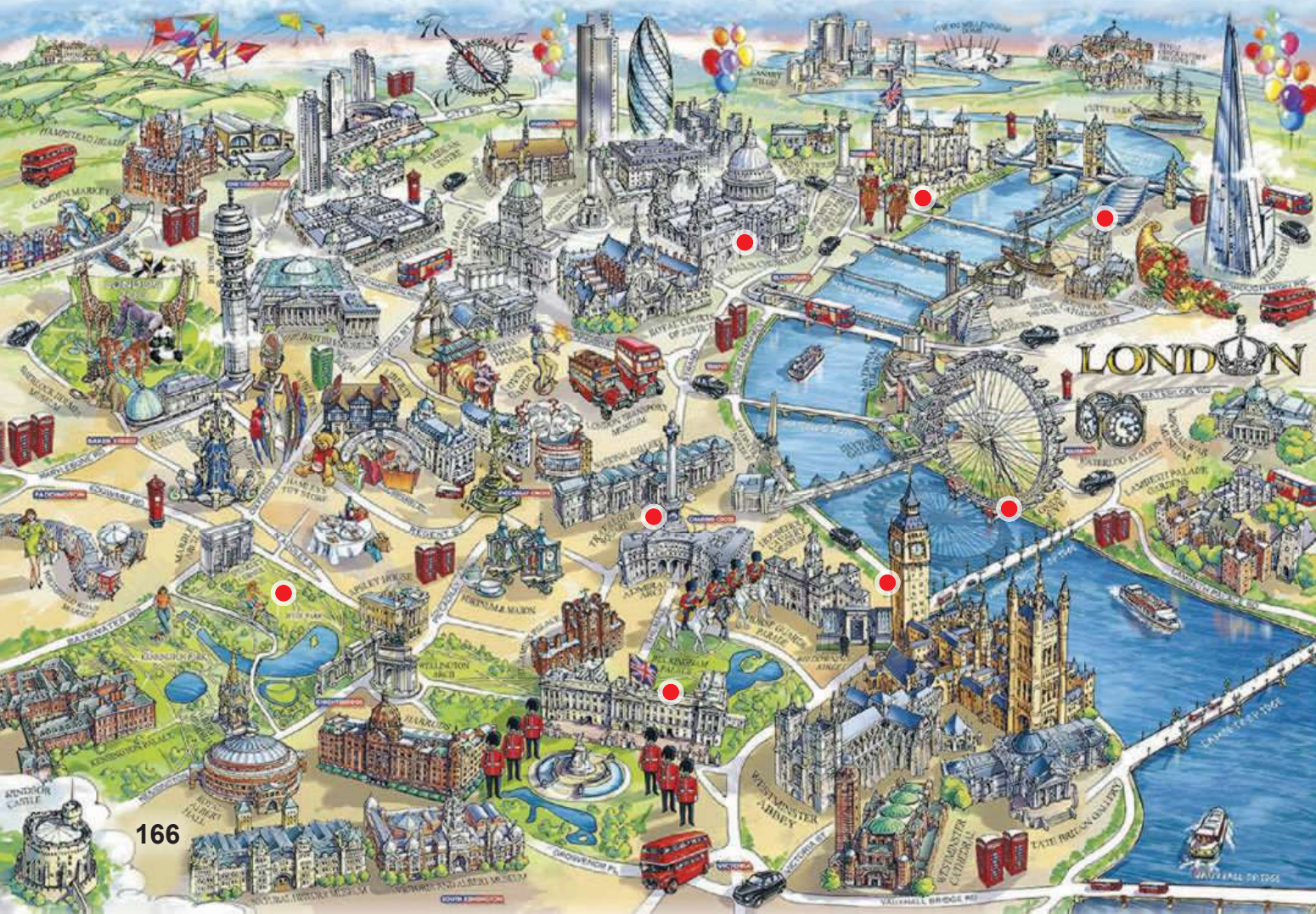
• Nelson's Column

• St Paul's Cathedral

• Big Ben

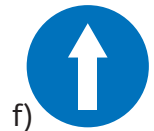
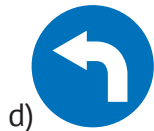
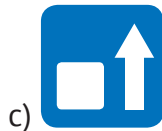
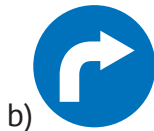
• Hyde Park

• the Tower of London



GIVING DIRECTIONS

2 Match.



- 1 Go/Turn left!
- 2 Go/Turn right!

- 3 Go straight!
- 4 Cross the road./Walk across.

- 5 Go past./Pass.
- 6 Follow this road.



3 a) Listen to the talk and complete the dialogue.

A: Excuse me, could you tell me how to get to Trafalgar Square?

B: Sure! You're next to the London Eye, right?

A: Yes, that's right.

B: Okay. Walk ... Westminster Bridge. You'll see Big Ben and the Houses of Parliament.

A: Got it. Then what?

B: ... and walk along Whitehall. Just keep going ... — you'll pass Downing Street on ...

A: How long does it take?

B: About 10 to 15 minutes on foot. Trafalgar Square will be right ... you. You'll see Nelson's Column ... — you can't miss it.

A: Great! Thank you so much!

B: You're welcome! Enjoy your walk!

b) Act out the dialogue in pairs.

- 4** Work in pairs. Imagine you are in London, near Buckingham Palace. Look at the map on page 166. Choose a place and give directions on how to get there. Use the dialogue in task 3 as an example.



CONDITIONALS (Revision)

For exercises 1-4 see **Grammar Focus 8.2** on pages 196-197.

1 Choose the correct half of a sentence.

- | | |
|--|--|
| 1 If I were you, ...
a) <i>I will take a map</i>
b) <i>I would take a map</i> | 5 If we hadn't taken a taxi, ...
a) <i>we would have been late</i>
b) <i>we would be late</i> |
| 2 When there is a storm, ...
a) <i>we never go on foot</i>
b) <i>we will never go on foot</i> | 6 You will get hungry ...
a) <i>if you didn't have a snack</i>
b) <i>if you don't have a snack</i> |
| 3 If you had listened to me, ...
a) <i>we wouldn't have trouble</i>
b) <i>we wouldn't have had trouble</i> | 7 The lake doesn't freeze ...
a) <i>if the temperature isn't below zero</i>
b) <i>if the temperature won't be below zero</i> |
| 4 The kids would love it ...
a) <i>if we had gone to Lviv</i>
b) <i>if we went to Lviv</i> | 8 There won't be any problems ...
a) <i>if everyone comes on time</i>
b) <i>if everyone will come on time</i> |

2 Choose the correct variant.

- The children *won't/don't* get bored if we visit different places.
- If you *told/had told* me about the trip, I would have joined you.
- When Ed and Pam arrive, *don't/won't* tell them anything about it.
- Jack *will/would* go to Times Square if he visited New York.
- If you live in a big city, you *hear/will hear* a lot of noise every day.
- If it *snows/snowed* in the city tomorrow, the traffic will slow down.
- It *wouldn't be/wouldn't have been* so boring if we had gone to Kyiv.

3 Put the verbs in brackets into the correct tense form.

- You will get to the square if you (*turn*) ... left here.
- If we didn't like travelling, we (*not visit*) ... any places.
- Susana always (*get*) ... excited when she goes to London.
- It is hard to get around if there (*not be*) ... no public transport.
- If you (*not be*) ... so late, we wouldn't have missed the train.
- Ihor would go to the beach every day if he (*live*) ... in Odesa.
- If we had known about it, we (*go*) ... on a tour around the city then.



4 Complete the sentences with your own ideas.

- | | |
|---------------------------------|---------------------------------------|
| 1 If I were in Sydney, ... | 5 ..., I would have travelled abroad. |
| 2 When it gets dark, ... | 6 ..., I don't put on a coat. |
| 3 ..., you won't get tired. | 7 If my friends aren't free, ... |
| 4 If it hadn't rained then, ... | 8 ..., there would be more free time. |

LIFE IN A BIG CITY

1 In groups of 3-4, discuss the quote below.

When you're in a big city, you're not just living in it – it's living in you.

MINI-DEBATE

2 Work in two teams. One team prefers living in a big city, the other – in a small town. Give some reasons and try to reach a common agreement.



3 a) A few people were asked to share their opinions and impressions of New York City.

Listen to them and match.

- | | |
|-----------------|---|
| 1 Speaker 1 ... | ☐ ... loves her city very much. |
| 2 Speaker 2 ... | ☐ ... is a bit disappointed with NYC. |
| 3 Speaker 3 ... | ☐ ... likes NYC, except for the fact that it is large. |
| 4 Speaker 4 ... | ☐ ... is a dynamo, so NYC suits him. |



b) Listen again and make a list of the good and bad sides of living in NYC. Then add your own ideas.



4 Look at the list you have made in task 3. Say if you would like to live in NYC and explain why.



1 Read Duke's e-mail and answer the questions below.



Sydney Opera House and Harbour Bridge



Queen Victoria Building



Kings Canyon



Bondi Beach

Hi!

How are you?

I can't wait for the end of the school year! I'm so excited because I'm going to Australia in July for two weeks! I'll be travelling there with my parents. It'll be a long trip by plane, so I'm planning to take my tablet and download a few e-books to read during the flight.

First, we'll visit Sydney – Australia's biggest city! My mum wants to go to the *Sydney Opera House* and watch a performance there – she loves culture and drama. My dad, on the other hand, is into history, so his dream is to visit the *Queen Victoria Building* and the *Rocks*. It's a historic part of the city, full of landmarks and markets. As for me, I really want to go surfing at *Bondi Beach*. All of us would love to see the *Harbour Bridge* and take a cruise to enjoy the city's view from the water.

Next, we'll visit several canyons, including *Kings Canyon* and the *Capertee Valley* – the widest canyon in the world!

What are your plans for this summer? Write back soon!

Yours,
Duke

Send

- 1 Why is Duke excited about his summer holidays?
- 2 Who is he going with?
- 3 Which means of transport will they use?
- 4 Where does Duke's mum want to go?
- 5 Why does his dad want to visit the *Queen Victoria Building* and the *Rocks*?
- 6 What does Duke want to do at *Bondi Beach*?
- 7 Which landmark do they want to see together?
- 8 Where will they go next?

2 Think about your plans for this summer and write an e-mail back to Duke.
Include the places you plan to visit or would like to visit.

Look Back

1 Choose the correct variant.

- 1 If I *had/would have* visited New York, I would have gone to Brooklyn.
- 2 Chuck and Claire *had/would have* been here on time if they had taken a taxi.
- 3 If there hadn't been a tour around Ottawa, I *hadn't/wouldn't have* joined you.
- 4 If Jade *had/would have* brought a map, she wouldn't have got lost in the city.
- 5 Liam *hadn't/wouldn't have* cancelled the trip to Poltava if it hadn't been so expensive.
- 6 You would have crossed the border if you *hadn't/wouldn't have* forgotten your passport.

2 Match the halves to make sentences.

- | | |
|---|--|
| 1 If I weren't afraid of flying, | ☐ ... if this place weren't so interesting. |
| 2 You would have attended the concert | ☐ ... everyone would have gone there. |
| 3 We always go to Hyde Park | ☐ ... tell him the flight is on 7th August. |
| 4 If Jack doesn't book a hotel room, | ☐ ... if you hadn't missed your bus. |
| 5 Edna won't get angry | ☐ ... when the weather is good. |
| 6 If the trip to Kyiv had been in June, | ☐ ... I will do it. |
| 7 If you see Michael, | ☐ ... if you tell her that you are going to LA alone. |
| 8 There wouldn't be so many tourists | ☐ ... I would travel by plane. |

3 Put the verbs in brackets into the correct tense form.

- 1 When Ned (*travel*) ... abroad, he uses his GPS.
- 2 I (*not go*) ... to this theatre if we visit Edinburgh.
- 3 If Lucy (*see*) ... you surfing, she wouldn't like it.
- 4 (*try*) ... the local cuisine if you visit Ukraine.
- 5 You (*not miss*) ... the bus if you hadn't been late.
- 6 If we (*not pack*) ..., we wouldn't have been ready.
- 7 You (*be*) ... able to visit the UK if you have a visa.
- 8 If it did not rain, we (*not stay*) ... at the hotel room.



4 a) Work in pairs. Continue the list of places of interest below. The pair with the longest list wins.

Museums, galleries ...

b) Give 2-3 examples of each type of sights.



Look Back

5 a) Look at the photos and say what these people are doing.



1



2



3



4



5



6

b) Say what else you can do in a city as a tourist.

6 a) Look at the pictures and name the ways of travelling.



a



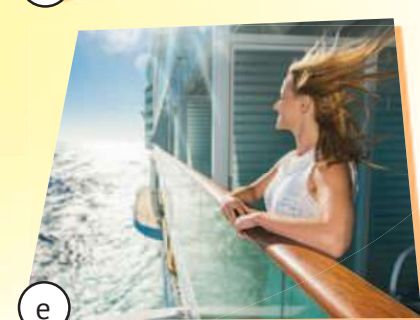
b



c



d



e

b) Give examples of means of transport for the ways of travelling given in a).

7 a) Look at the map and say where these places are.

George Square and the City Chambers



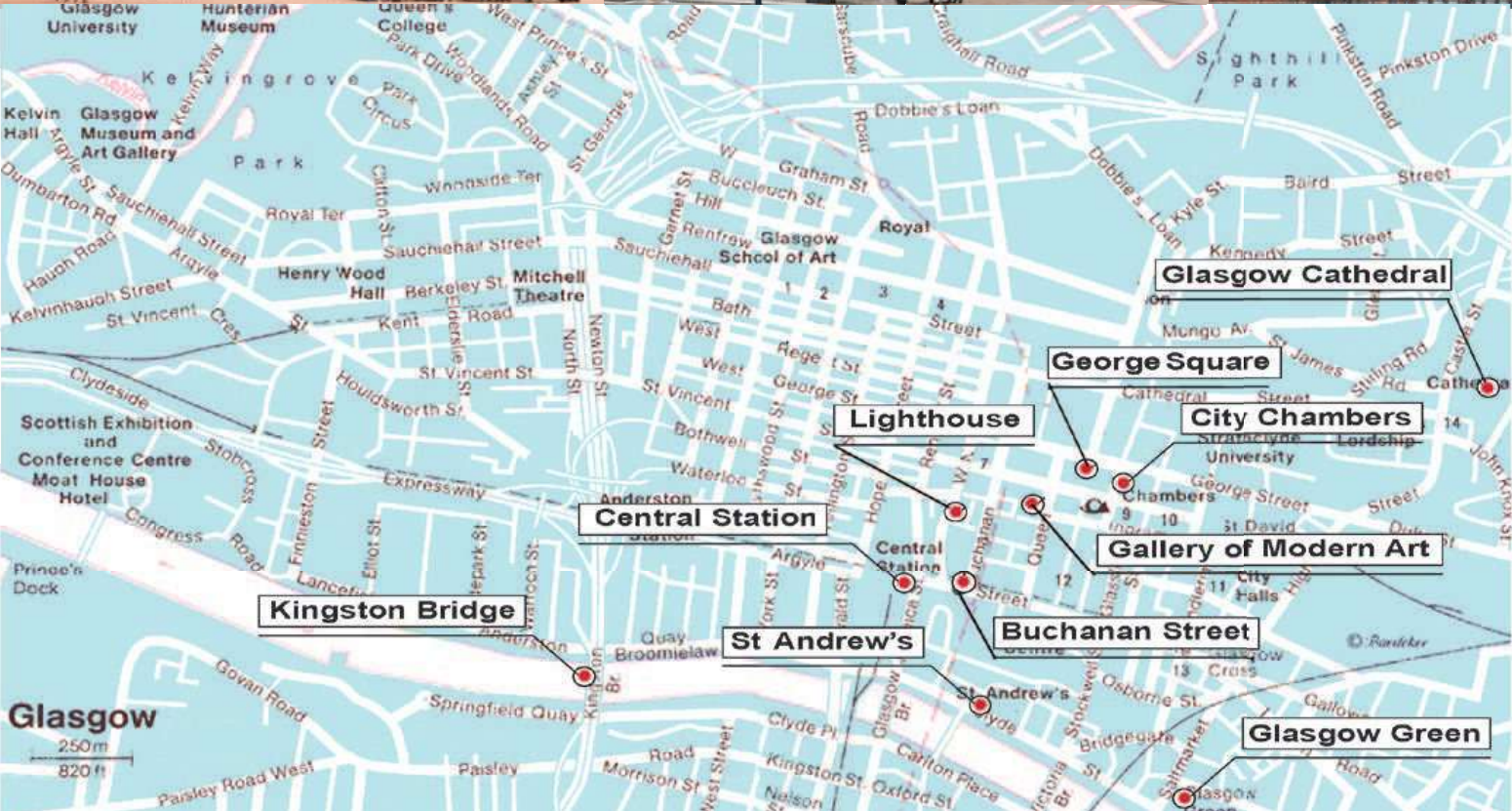
The Gallery of Modern Art



Buchanan Street



The Lighthouse



St Andrew's Cathedral



The Glasgow Central Station



Glasgow Cathedral



The Kingston Bridge



Glasgow Green

Look Back

b) Give directions on how to get:

- from the City Chambers to George Square
- from the Gallery of Modern Art to Glasgow Green
- from the Lighthouse to St Andrew's Cathedral
- from the Kingston Bridge to Buchanan Street
- from Glasgow Cathedral to the City Chambers
- from Buchanan Street to the Glasgow Central Station
- from George Square to the Kingston Bridge
- from Glasgow Green to the City Chambers
- from St Andrew's Cathedral to the Gallery of Modern Art
- from the Glasgow Central Station to Buchanan Street



8 a) Listen to the talk and choose the correct variant.

- 1 Paul wants to get to the *Air and Space/History* Museum.
- 2 He should go along the *market/mall*.
- 3 The museum will be on his *left/right*.
- 4 According to the man, it is a *5/15*-minute walk.
- 5 Lisa saw a *cafe/hot dog stand*.
- 6 She wants *mustard/ketchup* on her hot dog.

b) Listen again and correct the statements below.

- 1 According to the man, they should take the second road on the left.
- 2 Then, they should cross the road.
- 3 The museum is opposite the National Theatre.
- 4 Jim is tired of waiting.
- 5 They want to have three hot dogs.
- 6 The museum is open.

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

- 1 That castle was built of ...
- 2 The Moon ... around the Earth.
- 3 The flight was cancelled ... bad weather.
- 4 Lviv is full of beautiful ... and landmarks.
- 5 This is a ... restaurant that serves Italian food.
- 6 We saw some interesting ... at the science museum.
- 7 The Glasgow Central Station is a large ... in the city.
- 8 The ... are protected by the guards in the Tower of London.

architecture,
exhibits,
sandstone,
crown jewels,
transport hub,
revolves,
world-class,
due to

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

cornerstone, crate, route, soul, waterfront, to picture, artistic, current

10 a) Read the article and say if the statements (1-8) below the text are true or false.

CANADA'S TALLEST LANDMARK

FACTS AT A GLANCE

CONSTRUCTION

- Started on 6 February, 1973
- Finished on 2 April, 1975
- Opened on 26 June, 1976
- 1537 workers helped build

MATERIALS

- Total weight 117 910 tonnes
- Volume of concrete 40 524 m³
- 998 km of post-tensioned steel cables
- 4535 tonnes of reinforcing steel
- 544,2 tonnes of structural steel
- Radome: Teflon-coated fibreglass membrane

TOWER BY THE NUMBERS

- 1976-2010: World's Tallest Tower, Building and Free-standing structure
- Over 1,9 million visitors per year
- 1776 stairs
- 8 public elevators
- 8 cables per elevator car
- 58 seconds to reach the observation level
- 22 km/h – top speed of the elevator
- 360 Restaurant revolves every 72 min
- 75 lightning strikes per year

The CN Tower is one of the most famous landmarks in Canada. It is located in Toronto, the largest city in the country. The tower was completed in 1976 and held the title of the tallest free-standing structure in the world for over 30 years. Today, it remains one of the tallest towers on Earth, standing at 553 metres.

The CN Tower was built by the Canadian National Railway Company (CN), which is where it gets its name. It was originally used for communication and broadcasting. Since then, it has also become a popular tourist attraction. Every year, over 1,9 million people visit the tower.

One of its main features is *the Glass Floor*, where visitors can look straight down to the ground from 342 metres above. There is also an observation deck that offers an amazing 360-degree view of Toronto and *Lake Ontario*. On clear days, you can even see as far as *Niagara Falls*. For tourists enjoying extreme activities, *the EdgeWalk* is a very exciting thing to try. It's the world's highest hands-free walk on a building. Visitors are attached to safety equipment and walk around the outside of the tower's main platform. The tower also has a revolving restaurant called 360. It turns around slowly while guests have a meal for them to enjoy views from every angle.

The CN Tower is an iconic symbol of both Toronto and Canada. It shows how modern and original the country is. A visit to *the CN Tower* is a great way to explore Canadian culture and enjoy some really amazing views.

Full height
553,33 m
181 storeys

Antenna

The Top
447 m
147 storeys

EdgeWalk
356 m
116 storeys

360 Restaurant
351 m
115 storeys

Main Observation
346 m
114 storeys

Lower Observation
342 m
113 storeys

Radome

Elevator Shaft

Tapered Legs



Look Back

- 1 *The CN Tower* is located in Ottawa.
- 2 It is 553 metres high.
- 3 The Canadian government built it.
- 4 More than two million people visit the tower every year.
- 5 You can get a 360-degree view of Toronto and *Lake Ontario* there.
- 6 *The EdgeWalk* is the highest feet-free walk on a building.
- 7 The restaurant on *the CN Tower* slowly turns around.
- 8 If you visit *the CN Tower*, you will learn more about Canadian culture.

b) Read the article again and answer the questions.

- 1 When was *the CN Tower* built?
 - 2 How long was it the tallest building in the world?
 - 3 What was it used for at first?
 - 4 Why is *the Glass Floor* so special?
 - 5 What can you see from the tower on a clear day?
 - 6 Who will enjoy *the EdgeWalk*?
 - 7 What is the name of the restaurant there?
 - 8 What does *the CN Tower* represent?
- 

11 a) Read the ads on pp. 176-177 and say which place you would like to visit and why.

VISIT BUCKINGHAM PALACE!

Discover the official residence of the British monarch in the heart of London.
Watch the famous *Changing the Guard* and admire the palace's beautiful architecture.

In summer, explore the stunning *State Rooms* and *Royal Gardens*.

Don't miss the chance to step into the history and elegance
of one of the UK's

MOST ICONIC BUILDINGS.

PERFECT
for PHOTOS
and MEMORIES!

EASY to
REACH by
BUS or
TUBE.

See one of the most famous landmarks in the USA!

The Washington Monument is a tall, white stone tower in the centre of Washington, D.C.

It was built to honour George Washington, the first US president.

Take the elevator to the top for amazing views of the city!

The monument is located on *The National Mall*, close to many museums and memorials.

Easy to reach by metro. Take the Blue Line to Smithsonian Station. It's a 5-minute walk from there.



Admission is free, but tickets are required.

VISIT THE
WASHINGTON MONUMENT!

Visit the SYDNEY OPERA HOUSE!

Easy to reach by train, bus or ferry.



A MUST-SEE
FOR EVERY
VISITOR!

Come and see one of the world's most iconic buildings in beautiful Sydney, Australia.

The Sydney Opera House is known for its unique sail-like design and world-class performances.

Take a guided tour, watch a concert or enjoy a meal with a view at the waterfront.

Located at Sydney Harbour, it's perfect for photos and exploring nearby attractions.

- b) Choose a landmark in Ukraine and make an ad (80-100 words) for tourists about it. Use the ads in a) as examples.

1 Think about this unit.

- What have you learnt?
- Which tasks or information did you find the most interesting?
- What was the most difficult for you?
- What do you still need help with?

Use the Self-Check section in your Online Application.

2 Copy the table. Tick the box that best matches your ability for each skill.

- 😊😊 – I understand it and can help my partner.
 😊 – I understand it and can do it by myself.
 😐 – I understand it but I need some help.
 ☹️ – I do not understand it and I need the teacher's help.

		😊😊	😊	😊	😊	☹️
	VOCABULARY					
	GRAMMAR					
	READING					
	LISTENING					
	SPEAKING					
	WRITING					

✓ NOW I CAN

- ☐ present a city in Ukraine
- ☐ describe a landmark
- ☐ talk about places of interest in Ukraine and English-speaking countries
- ☐ say where I have been to and where I want to go
- ☐ discuss what to see and do in a city
- ☐ ask for and give directions
- ☐ discuss the pros and cons of living in a big city
- ☐ use the Zero, First, Second and Third Conditionals
- ☐ write an e-mail about my summer plans

1.1 Повторення форм дієслова в теперішньому і минулому часі

Present Simple позначає факти, регулярні дії, а також стани.

+ Kyiv **is** the capital of Ukraine. (fact)
 I **go** abroad every summer. (regular action)
 We **know** Mr Smith. (state)
 – I **don't ski** well.
 It **doesn't snow** here.
 My grandparents **don't do** sport.
 ? **Do** you often go to the city centre? – **Yes, I do.**
Doesn't Eddy **live** in Oxford? – **No, he doesn't.**
Do they **like** this idea? – **Yes, they do.**

Present Continuous позначає дії, які відбуваються в момент мовлення.

+ I **am chatting** with Sue at the moment.
 Tom **is looking** at you now.
 They **are taking** some photos.
 – I **am not dancing**.
 Ben **isn't cycling** right now.
 Jay and Emma **aren't listening** to me.
 ? **Am I speaking**? – **No, you aren't.**
Isn't Bob **watching** TV now? – **Yes, he is.**
Are you **joking**? – **Yes, we are.**

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 10 o'clock! (And I still am.)
 Liz **has done** the task, so she is free. (result)
 They **have already finished** work.
 – I **haven't seen** Bob 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** to Lviv yet? – **Yes, I have.**
Has Jill **met** you already? – **No, she hasn't.**
Haven't you **told** Ned about this? – **No, we haven't.**

Past Simple позначає дії, які відбулися в минулому, зазвичай у визначений час.

+ I **skated** in the park yesterday.
 The lesson **ended** a minute ago.
 We **went** to the UK in 2023.
 – I **didn't sleep** last night.
 Diane **didn't come** to see me then.
 My friends **didn't go** there.
 ? **Did I find** it? – **Yes, you did.**
Did Bill **swim** last time? – **No, he didn't.**
Didn't we **come** here yesterday? – **No, we didn't.**

GRAMMAR FOCUS

Past Continuous позначає дії, які тривали впродовж конкретного проміжку часу в минулому.

+ I **was talking** on the phone for 10 minutes that day.
Sue **was looking** for her keys then.
You **were singing** last Sunday at 5 pm.
– I **wasn't working** for an hour three days ago.
Bill **wasn't jogging** from 5 to 7 pm yesterday.
They **weren't playing** games all morning.
? **Were** you **blogging** for 20 minutes last time? – **No**, I **wasn't**.
Wasn't he **looking** at you? – **Yes**, he **was**.
Were Kim and Tim **walking** at noon? – **Yes**, they **were**.

Past Perfect позначає дію, яка відбулася перед іншою дією у минулому або перед конкретним часом у минулому.

+ I **had read** that book before you did.
Tina **had returned** on Sunday by 2 pm.
After they **had cleaned** their rooms, they had a party.
– I **hadn't tried** it before.
Mike **hadn't finished** it by the time we came.
We hung out together after you **hadn't gone** abroad.
? **Had** it **turned** on before you came in? – **Yes**, it **had**.
Had she **arrived** yesterday by noon? – **No**, she **hadn't**.
Hadn't you **begun** work by then? – **Yes**, we **had**.

1.2 Форми дієслова для позначення майбутнього часу

Future Simple позначає раптові рішення, обіцянки або передбачення, які спираються на особисті переконання.

+ I think I **will have** some soup. (on-the-spot decision)
Eddy **will love** this for sure. (prediction)
We promise we **will come** to visit you. (promise)
– I **won't let** it happen!
Alice **won't do** this alone.
They believe this task **won't be** easy.
? **Will** you **join** me? – **Yes**, I **will**.
Won't this **sound** interesting to you? – **No**, it **won't**.
Will we **do** this ourselves? – **No**, we **won't**.

Be going to позначає наміри або передбачення, які спираються на факти.

+ I **am going to tell** Tom everything. (intention)
Look! That bag **is going to fall**! (prediction)
They **are going to be** so angry! (prediction)
– I **am not going to come** because I am busy.
Shane **isn't going to meet** Jennifer today.
Nick and Mandy **aren't going to swim** in the sea.
? **Am** I **going to live** here? – **Yes**, you **are**!
Is Don **going to use** the map? – **No**, he **isn't**.
Aren't they **going to do** this? – **Yes**, they **are**.

Present Simple позначає майбутні дії, які є елементами розкладу, тому контекст більш офіційний.

▶ + *Their flight **is** on 11th June.*
*The lessons **end** at 4 o'clock.*
 – *The train **doesn't leave** at 7 pm.*
*The courses **don't end** until next Monday.*
 ? ***Does** the plane **land** at noon?* – **No**, it **doesn't**.
***Don't** they **arrive** on Saturday?* – **Yes**, they **do**.

Present Continuous позначає чітко заплановані дії в майбутньому.

▶ + *Mia **is seeing** me tomorrow at 5.*
*We **are having** dinner here next Monday.*
 – *Fred **isn't coming** for lunch tonight.*
*They **aren't going** to Brazil this year.*
 ? ***Is** she **playing** tennis today?* – **Yes**, she **is**.
***Are** your friends **coming** at 3 pm?* – **No**, they **aren't**.

2.1 Герундій

Герундій – це безособова форма дієслова, яка поєднує в собі ознаки дієслова та іменника. Герундій утворюємо, додаючи **-ing** до інфінітива. В українській мові такої безособової форми немає, тому герундій може перекладатись по-різному.

У реченні герундій виступає іменником, а не дієсловом, тобто може бути або підметом, або додатком.

▶ ***Shopping** is fun!* (Покупки – це весело!)
 ▶ *Why did you stop **wearing** jewellery?* (Чому ти припинила носити прикраси?)

Ми можемо вживати **герундій** зокрема:

- після дієслів, які позначають уподобання: **dislike, enjoy, hate, like, love, prefer**;
- після прийменників.

▶ *Ed **likes wearing** trainers.* (Ед любить носити кросівки.)
 ▶ *We **enjoy reading** fashion magazines.*
 (Ми обожнюємо читати журнали про моду.)
 ▶ *Kelly **hates being** late.* (Келлі ненавидить запізнюватися.)
 ▶ *We are fond **of singing**.* (Ми захоплюємось співом.)
 ▶ *I learned to design clothes **by watching** these videos.*
 (Я навчилась створювати одяг, переглядаючи ці відео.)
 ▶ *We are happy **about taking** part in this fashion show.*
 (Ми раді брати участь у цьому модному показі.)
 ▶ *Everyone loves me **for being** a good friend.*
 (Усі мене люблять за те, що я хороший друг.)
 ▶ *Mike is good **at making** accessories.*
 (Майк чудово створює аксесуари.)

GRAMMAR FOCUS

2.2 Герундій та інфінітив із часткою 'TO'

Ми вживаємо **герундій**:

- як підмет або додаток у реченні;  *Skating is hard for me.* (підмет)
I love dancing. (додаток)
- після деяких дієслів:  *I suggest visiting the mall.*
(Пропоную відвідати торговельний центр.)
Ed keeps looking at me. (Ед продовжує на мене дивитися.)
Jay doesn't mind washing the clothes.
(Джей не проти попраати одяг.)
admit (визнавати), *avoid* (уникати), *dislike* (не любити), *enjoy* (насолоджуватися), *finish* (закінчувати), *imagine* (уявляти), *keep* (продовжувати), *mind* (бути проти чого-небудь), *practise* (практикувати), *quit* (припиняти), *recommend* (радити), *risk* (ризикувати), *suggest* (пропонувати) тощо;
- після деяких зворотів:  *Ann can't stand wearing hats.*
(Енн ненавидить носити капелюхи.)
We are busy getting ready for the show.
(Ми зайняті підготовкою до шоу.)
be busy (бути зайнятим), *can't stand* (ненавидіти), *have trouble* (мати труднощі) тощо;
- після дієслова *go*, коли йдеться про активності;  *Will you go skiing with me?*
(Поїдеш кататись на лижах зі мною?)
I went shopping with Luke. (Я ходила по магазинах із Люком.)
- після прийменників.  *She's interested in studying the history of fashion.*
(Вона зацікавлена у вивченні історії моди.)
You insist on talking about it.
(Ти наполягаєш на тому, щоб про це поговорити.)
I look forward to seeing you tomorrow.
(Я чекаю з нетерпінням на нашу зустріч завтра.)

Ми вживаємо інфінітив із часткою 'to':

- після деяких дієслів:
agree (домовлятися),
appear (виявлятися),
arrange (улаштовувати),
ask (просити), **choose** (вибирати), **decide** (вирішувати), **fail** (зазнавати невдачі),
happen (виявлятися),
hope (сподіватися),
manage (упоратися), **need** (потребувати), **offer** (пропонувати), **promise** (обіцяти), **try** (пробувати), **want** (хотіти) тощо;
- після деяких прикметників: **glad** (радий), **happy** (щасливий), **pleased** (задоволений), **possible** (можливий), **sorry** (такий, який шкодує) тощо;
- після дієслів **hate**, **like**, **love**, **prefer**, якщо їх ужито після **would**.

▶ *I asked Jen **to wait**.* (Я попросив Джен зачекати.)
*He **promised to follow** the rules.*
 (Він пообіцяв дотримуватись правил.)
*Charlie **appears to like** Jessica.*
 (Виявляється, Чарлі подобається Джессіка.)
*We **offer you to change** the date.*
 (Ми пропонуємо вам змінити дату.)

▶ *I am so **glad to see** you!* (Я такий радий тебе бачити!)
*We are **sorry to hear** that.* (Нам шкода про це чути.)
*It is **possible to go** to a fashion show this time.*
 (Цього разу можливо відвідати модний показ.)

▶ *I **would hate to work** overnight.*
 (Я б не хотіла працювати вночі.)
***Would you like to join** us?* (Ви б хотіли приєднатися до нас?)

ВАЖЛИВО!

- Існують дієслова, які можна вживати як із герундієм, так і з інфінітивом із часткою 'to' без змін у значенні: **begin**, **continue**, **start** тощо.

*It **started raining**.* / *It **started to rain**.* (Почався дощ.)

GRAMMAR FOCUS

- Після дієслів **hate, like, love, prefer** можемо вживати як герундій, так і інфінітив із часткою 'to' з незначною зміною у значенні, яку можна зрозуміти лише з контексту.
 - ▶ *I like **making** accessories.* (Я люблю виготовляти прикраси. Наголос на самому досвіді, дії.)
 - ▶ *I like **to make** accessories.* (Я люблю виготовляти прикраси. Наголос на повторюваності дії, звичці.)
- Після певних дієслів, зокрема **forget, remember, stop**, можемо вживати як герундій, так і інфінітив із часткою 'to' зі зміною у значенні.
 - ▶ *Mike **stopped smoking** two months ago.* (Майк кинув палити два місяці тому. Він більше не палить.)
 - ▶ *It was hot, so we **stopped to have** a drink.* (Була спека, тому ми зупинились, щоб попиту.)
 - ▶ *Ми перервали одну дію, щоб виконати іншу.)*
 - ▶ *We'll never **forget seeing** each other for the first time.* (Ми ніколи не забудемо нашу першу зустріч.)
 - ▶ *Ми не забудемо те, що вже відбулося.)*
 - ▶ *Don't **forget to call** your granny.* (Не забудь зателефонувати бабусі.)
 - ▶ *Не забудь виконати те, що ще не зробив.)*

3.1 Пасивний стан

В англійській мові розрізняють активний стан (**active voice**) та пасивний стан (**passive voice**) дієслова. Стан указує на зв'язок між підметом і присудком у реченні. Ми утворюємо **passive voice** з допоміжним дієсловом **be** та основним дієсловом у третій формі (**past participle**). У пасивному стані додаток стає підметом у реченні. Щоб зазначити виконавця дії, ми можемо вживати прийменник **by**.

- ▶ *Ben **plays** the guitar.* (active voice)
- ▶ *The guitar **is played by** Ben.* (passive voice)
- ▶ *They **wear** suits at this event.* (active voice)
- ▶ *Suits **are worn** at this event.* (passive voice)

УВАГА!

- Ми вживаємо **passive voice**, коли виконавець дії є неважливим або невідомим, а також в офіційному мовленні.
- Показником особи, числа та часу в пасивному стані є допоміжне дієслово **be**. Основне дієслово (**past participle**) залишається незмінним.

Present Simple Passive:
am/is/are + past participle.

▶ The club **is closed**. The computers **are broken**.
This outfit **isn't designed** by me. Your comments **aren't forgotten**.

Past Simple Passive:
was/were + past participle.

▶ The club **was closed**. The computers **were broken**.
This outfit **wasn't designed** by me.
Your comments **weren't forgotten**.

Future Simple Passive:
will be + past participle.

▶ The club **will be closed**. The computers **will be broken**.
This outfit **won't be designed** by me.
Your comments **won't be forgotten**.

Present Perfect Passive:
has/have been + past participle.

▶ The club **has been closed**. The computers **have been broken**.
This outfit **hasn't been designed** by me.
Your comments **haven't been forgotten**.

3.2 Питання в пасивному стані

Щоб сформулювати питання у **Present Simple Passive** та **Past Simple Passive**, ми ставимо допоміжне дієслово **be** на початку, а основне дієслово у третій формі (**past participle**) після підмета.

Present Simple Passive:
am/is/are + підмет + past participle.

▶ **Is** this club **opened**? **Are** all the tasks **done**?
Isn't the letter **sent** by Ed? **Aren't** your friends **invited**?

Past Simple Passive:
was/were + підмет + past participle.

▶ **Was** this club **opened**? **Were** all the tasks **done**?
Wasn't the letter **sent** by Ed? **Weren't** your friends **invited**?

GRAMMAR FOCUS

У питаннях **Future Simple Passive** та **Present Perfect Passive** допоміжне дієслово, яке вказує на час, ставимо на початку, а дієслово **be** з основним дієсловом (**past participle**) після підмета.

Future Simple Passive: **will + підмет + be + past participle.**  *Will this club **be opened**? Will all the tasks **be done**?
Won't the letter **be sent** by Ed? Won't your friends **be invited**?*

Present Perfect Passive:  *Has this club **been opened**? Have all the tasks **been done**?
has/have + підмет + been + past participle. *Hasn't the letter **been sent** by Ed?
Haven't your friends **been invited**?**

4.1 Непряма мова

Пряма мова — це точне відтворення слів автора, де ми використовуємо лапки ' '.

 *Rob **said**, 'I am sure.'*

(Роб сказав: «Я впевнений».) — пряма мова

*Rob **said (that)** he was sure.*

(Роб сказав, що він впевнений.) — непряма мова

Непряма мова — це передання змісту прямої мови, а не її дослівне відтворення. У непрякій мові можна вживати або опускати сполучник **that**. Як із прямою, так і з непрямою мовою можемо вживати дієслова **say** і **tell**.

ВАЖЛИВО!

- Ми вживаємо дієслово **say**, коли немає прямого додатка.  *Anita **said**, 'It will be great!'* — пряма мова
*Anita **said** it would be great.* — непряма мова
- Коли є прямий додаток, ми вживаємо дієслово **tell** або **say** із часткою **to**.  *Tony **told Emma**, 'I will call you.'* — пряма мова
*Tony **told Emma** that he would call her.* — непряма мова
*Jane **said to me**, 'We will help you.'* — пряма мова
*Jane **said to me** they would help me.* — непряма мова
- У непрякій мові особові та присвійні займенники, а також присвійні прикметники зазнають змін відповідно до змісту речення.  *'I will invite **my** family,' Josh **said**.* — пряма мова
*Josh **said** **he** would invite **his** family.* — непряма мова

GRAMMAR FOCUS

Коли між почутою прямою мовою і її переданням непрямою мовою минає багато часу, ми вживаємо дієслова say або tell у минулому часі (**said** і **told** відповідно), а часи і модальні дієслова змінюємо так:

- **Present Simple → Past Simple**  Jane said, 'I **want** popcorn.' → Jane said she **wanted** popcorn.
- **Present Continuous → Past Continuous**  Eddy said, 'I **am watching** TV.' → Eddy said he **was watching** TV.
- **Past Simple → Past Perfect**  We said to you, 'We **saw** the show.' → We said to you we **had seen** the show.
- **Present Perfect → Past Perfect**  I said, 'I **have changed** my password.' → I said I **had changed** my password.
- **Future Simple (will) → would**  They said, 'We **will leave**.' → They said they **would leave**.
- **can → could**  You told Ed, 'I **can** fix everything.' → You told Ed you **could** fix everything.
- **may → might**  Helen said to me, 'I **may** be late.' → Helen said to me she **might** be late.
- **must → had to**  'We **must** go,' Chris and Mia said. → Chris and Mia said that they **had to** go.

ВАЖЛИВО!

Ми **не змінюємо** часові форми у непрякій мові:

- коли дієслово **say/tell** ужите в **теперішньому** або **майбутньому** часі, а також у **Present Perfect**  Patrick **says**, 'I **love** talk shows.' → Patrick **says** he **loves** talk shows.
Adam **will say**, 'I **can't** do it.' → Adam **will say** he **can't** do it.
They **have told** Lee, 'We **like** your idea!' → They **have told** Lee that they **like** his idea.
- коли дієслово у прямиї мові вжите у **Past Perfect**.  Sue said, 'I **had left** by 2 pm.' → Sue said she **had left** by 2 pm.
- коли у прямиї мові маємо модальні дієслова **could, might, should, would** або **used to**.  'You **should** be careful,' Ben said to Ann. → Ben said to Ann that she **should** be careful.
'I **used to** listen to the radio,' Pam said. → Pam said she **used to** listen to the radio.

GRAMMAR FOCUS

Ми **можемо змінювати або залишати** часові форми **без змін** у непрямій мові:

- коли речення є загальновідомим фактом.  'The sun **rises** in the east,' she said. → She said the sun **rises/rose** in the east.
- коли між почутою прямою мовою і її переданням непрямою мовою минає мало часу, а сказане досі актуальне.  'I'm **seeing** Liz in two hours,' Ed told us. → Ed told us he **is/was seeing** Liz in two hours.
(Ця зустріч ще не відбулася, коли Ед повідомляв нас про неї.)

Ми **змінюємо** дієслово **come** у прямій мові на **go** у непрямій мові.  'I'm **coming** to your place,' you said. → You said you were **going** to my place.

4.2 Непряма мова (зміна прислівників і вказівних прикметників)

Перетворюючи пряму мову на непряму, особливо коли між почутою прямою мовою і її переданням непрямою мовою минає багато часу, ми також змінюємо вказівні прикметники та прислівники:

- this/these** → **that/those** у часових фразах, тобто зі словами **day/week/year, etc.**  'I'm seeing Mary **this week**,' you said. → You said you were seeing Mary **that week**.
'They use gadgets a lot **these days**,' he said. → He said they used gadgets a lot **those days**.
- this/that/these/those** → **the**, коли вони виступають вказівними прикметниками, тобто після них ужиті іменники)  '**That channel** is great!' you said. → You said that **the channel** was great.
'Kim has watched **those shows**,' Sid said. → Sid said Kim had watched **the shows**.
- here** → **there**  We said, 'We are sitting **here**.' → We said we were sitting **there**.
- now** → **then**  Duke said, 'I am in the IT Club **now**.' → Duke said he was in the IT Club **then**.
- ago** → **before**  'It broke two days **ago**,' he said. → He said it had broken two days **before**.

- **today/tonight → that day/that night**  *I told Bill, 'I will meet you **today**.'* → *I told Bill that I would meet him **that day**.*
- **yesterday → the previous day або the day before** (напередодні)  *Pam said, 'I blogged **yesterday**.'* → *Pam said that she had blogged **the previous day**.*
- **tomorrow → the next day або the following day**  *You said, 'I will call you **tomorrow**.'* → *You said you would call me **the following day**.*
- **next week/month/year → the following week/month/year або the week/month/year after**  *'We're going to York **next week**,' you said.* → *You said you were going to York **the week after**.*
- **last week/month/year → the previous week/month/year або the week/month/year before**  *Ed said, 'I saw Jill **last month**.'* → *Ed said he had seen Jill **the previous month**.*

5.1 Непряма мова (наказові речення і прохання)

- Для перетворення **наказових речень** у непряму мову вживаємо дієслова **tell** або **order**.
Порядок слів у реченні: **tell/order + особа + to + інфінітив** або **tell/order + особа + not + to + інфінітив**.
 *'Stand up,' the teacher said to me.* → *The teacher **told me to stand up**.*
Mr Williams said, 'Stop, Alex.' → *Mr Williams **ordered Alex to stop**.*
'Don't talk, Michael,' Emma said. → *Emma **told Michael not to talk**.*
Mrs Roberts said, 'Don't move.' → *Mrs Roberts **ordered me not to move**.*
- Для перетворення **прохань** у непряму мову вживаємо дієслово **ask**.
Порядок слів у реченні: **ask + особа + to + інфінітив** або **ask + особа + not + to + інфінітив**.
 *Adam said, 'Please help me, Don.'* → *Adam **asked Don to help him**.*
'Come to me, please,' Ed said to Vic. → *Ed **asked Vic to go to him**.*
'Don't go away, please,' Helen said. → *Helen **asked us not to go away**.*
I said, 'Please don't be late, everyone.' → *I **asked everyone not to be late**.*

GRAMMAR FOCUS

5.2 Непряма мова (питання)

Для перетворення **питань** у непряму мову вживаємо дієслово **ask** або вислів **want to know**. Порядок слів у питальних реченнях у непрякій мові є таким самим, як у розповідних.

- Якщо питання у прямій мові починається з питального слова, воно залишається на початку питання і в непрякій мові.

▶ *Jane asked, 'Are you okay?' → Jane **asked** me if I was okay.
'When will you join me, Ed?' I asked. → I **wanted to know** when Ed would join me.*

▶ *Fred asked, '**Why** are you sad?' → Fred asked us **why** we were sad.
'**What** will you do, Sue?' I asked. → I asked Sue **what** she would do.*

- Якщо питання у прямій мові не починається з питального слова, то на початку питання у непрякій мові ставимо слово **if** або **whether**.

▶ *'Do you work today?' you asked. → You asked me **if/whether** I worked that day.
Vic asked, 'Have you spoken to the manager?' → Vic asked us **if/whether** we had spoken to the manager.*

Для перетворення питальних речень із прямої мови у непряму усі часові форми дієслів, займенники та прислівники змінюємо так само, як у розповідних реченнях.

6.1 Обмежувальні та описові означальні речення

Обмежувальне означальне речення як частина складного речення містить важливу інформацію, без якої основна думка була б неповною.

▶ *These are the headphones **which you gave me**.
These are the headphones. (Не зрозуміло, які саме.)*

Описове означальне речення як частина складного речення надає додаткову інформацію, що не є обов'язковою для розуміння основної думки.

▶ *Mike, **who is my brother**, got a new car.
Mike got a new car.*

В обмежувальних та описових означальних реченнях можемо вживати такі **відносні займенники**:

- **who** (для людей)  *The people **who** bought this phone want to return it.*
*Mr Phil, **who** was invited, is here.*
- **which** (для тварин і речей)  *The computer **which** was broken is fixed now.*
*Ann's cat, **which** made this mess, ran away.*
- **whose** (для присвійного відмінка)  *Adam is the person **whose** job is to teach IT.*
*Pam, **whose** dad works here, is my friend.*
- **where** (для місць)  *The place **where** they went was Madrid.*
*Our house, **where** we used to live, was big.*
- **why** (для причин і пояснень)  *The reason **why** I am mad is because you are late.*
- **when** (для часу)  *The day **when** we met is the best day of my life.*

ВАЖЛИВО!

- В обмежувальних означальних реченнях **можемо вживати that** замість *who/which*.  *This is the woman **who/that** sold me her tablet.*
*The file **which/that** was stolen is back now.*
- **HE** вживаємо **that** замість *who/which* в описових означальних реченнях.  *My friend, **who** got an excellent result, worked hard.*
HE *My friend, **that** got an excellent result, worked hard.*
- Ми ставимо коми в описових означальних реченнях, щоб відділити описову частину від решти речення.  *My friend Bill, whose dad is a scientist, knows physics well.*
- В офіційному мовленні можна вжити **whom** замість **who**.  *Mrs Roberts, **whom** I know, works at this lab.*

GRAMMAR FOCUS

6.2 Фразові дієслова, які вживаємо щодо техніки

Фразові дієслова — це особливі дієслова в англійській мові, які складаються з основного дієслова та одного або декількох прийменників та/або прислівників. Фразові дієслова слід сприймати та перекладати як одне ціле, оскільки їхнє значення зазвичай відрізняється від значення тих окремих слів, з яких вони складаються.

- Більшість фразових дієслів можна відділяти. Проте, якщо фразове дієслово вжите із займенником, їх **завжди** відділяємо.
- Деякі фразові дієслова **завжди** розділені (**separable phrasal verbs**).
- Деякі фразові дієслова **ніколи** не розділяємо (**inseparable phrasal verbs**).

▶ **to go on** — продовжувати(ся), **to calm down** — заспокоювати(ся), **to put up with** — миритися тощо
*The experiment will **go on** for another hour.*
*As a scientist, you often have to **put up with** long hours in the lab.*

▶ **Take off** your headphones. АБО **Take** your headphones **off**.
Take them **off**. HE **Take off** them.

▶ Bob **talked** Jill **into** buying a new tablet. HE Bob **talked into** Jill buying a new tablet.

▶ **Look after** the kids. HE **Look** the kids **after**.

Фразові дієслова, які вживаємо щодо техніки:

- **back up** (обидва варіанти) — копіювати, робити резервну копію.
- **click on** (не розділяємо) — натискати на кнопку, посилання на екрані тощо.
- **cut off** (обидва варіанти) — відмикати, від'єднувати (електрику, зв'язок тощо).

▶ I always **back up** my photos to the cloud.
(Або I always **back** my photos **up** to the cloud.)

▶ **Click on** the link to open the website.

▶ They **cut off** the Internet because the bill was unpaid.
(Або They **cut** the Internet **off** because the bill was unpaid.)

GRAMMAR FOCUS

- **hack into** (не розділяємо) — нелегально зламувати систему чи мережу.  *Someone tried to **hack into** my email account, so I changed my password.*
- **key in** (обидва варіанти) — вводити інформацію за допомогою клавіатури.  ***Key in** your name to continue. (Або **Key** your name **in** to continue.)*
- **log in/out** (не розділяємо) — входити до/виходити з облікового запису, вебсайту чи системи.  *How often do you **log in to** your account?
Don't forget to **log out of** the system when you are done.*
- **plug in** (обидва варіанти) — під'єднувати електричний пристрій до розетки чи порту.  ***Plug in** your laptop before it runs out of battery.
(Або **Plug** your laptop **in** before it runs out of battery.)*
- **print out** (обидва варіанти) — видруковувати.  *Ann **printed out** the report. (Або Ann **printed** the report **out**.)*
- **scroll up/down** (не розділяємо) — гортати екран угору/униз, щоб побачити попередню інформацію/читати далі.  *I **scrolled up** to find the first message.
Scroll down to read about the planets.*
- **set up** (не розділяємо) — установлювати, налаштовувати пристрій, систему або програмне забезпечення.  *I **set up** my new computer.*
- **shut down** (не розділяємо) — повністю вимкнути пристрій чи систему.  *They will **shut down** the old system.*
- **sign in/out** (не розділяємо) — входити до/виходити з облікового запису, вебсайту чи системи.  *I **signed in to** my e-mail to check the messages.
Sign out of your account on public computers.*
- **turn on/off** (обидва варіанти) — увімкнути/вимкнути електричний прилад.  *Jay **turned off** his computer. (Або Jay **turned** his computer **off**.)
Turn on the microscope. (Або **Turn** the microscope **on**.)*

GRAMMAR FOCUS

7.1 Умовні речення 0-го типу та умовні речення 1-го типу

- **Умовні речення 0-го типу** вживають для позначення фактів, звичок та дій, які завжди (не) відбуваються за певних обставин.
ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Present Simple	Present Simple

УВАГА! Ми можемо вживати **when** замість **if** в умовних реченнях 0-го типу.

▶ *If the temperature **is** below 0 °C, the lake **freezes**.* (факт)
▶ *If it **rains** outside, I always **wear** a coat.* (певна обставина, звичка)

▶ ***When** it rains outside, I always wear a coat.*

- **Умовні речення 1-го типу** вживають для вираження дій, які можливі в майбутньому за певних обставин, а також пропозицій, прохань і рад (наказовий спосіб).
ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Present Simple	Future Simple (will)

УВАГА! Частини умовного речення як **0-ro**, так і **1-ro** типів можна міняти місцями.

▶ *If it **rains**, frogs **will come** out.*
▶ *If you regularly **water** these plants, they **won't die**.*
▶ *If we **don't recycle**, wildlife **will suffer** from pollution.*
▶ *If the climate **changes**, many animals **will lose** their habitats.*

*If you **are** tired, **go** to bed.* (пропозиція, порада)
*If you **are** free, please **let** me know.* (прохання)

▶ *If it rains outside, I always wear a coat. АБО I always wear a coat **if** it rains outside. **When** you are free, please let me know. АБО Please let me know **when** you are free. **If** it rains, frogs will come out. АБО Frogs will come out **if** it rains. **If** we don't recycle, wildlife will suffer from pollution. АБО Wildlife will suffer from pollution **if** we don't recycle.*

ВАЖЛИВО!

У першому варіанті ми **завжди** ставимо **кому**, щоб відділити підрядну частину від основної. У другому варіанті **кома не потрібна**, оскільки цю роль відіграє сполучник **if**.

7.2 Умовні речення 2-го типу

- **Умовні речення 2-го типу** вживають для вираження нереальних або малоімовірних ситуацій у теперішньому часі.

ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Past Simple	would + verb in the base form

▶ *If I **had** a bike, I **would cycle** a lot.* (Якби в мене був велосипед, я б на ньому часто катався. Але в мене його немає.)

▶ *If we **recycled** more, our planet **would be** cleaner.* (Якби ми переробляли більше сміття, наша планета була б чистішою. Але ми не переробляємо більше сміття.)

▶ *If people **didn't hunt** so much, there **would be** more animals.* (Якби люди не так багато полювали, тварин було б більше. Але люди багато полюють.)

▶ *If factories **used** clean energy, the air **wouldn't be** so dirty.* (Якби фабрики використовували чисту енергію, повітря не було б таким брудним. Але вони її не використовують.)

УВАГА!

Частини умовного речення **2-го** типу так само, як і **0-го** та **1-го** типів, ми можемо міняти місцями.

▶ *If I **had** a bike, I **would cycle** a lot.*

АБО *I **would cycle** a lot **if** I **had** a bike.*

▶ *If factories **used** clean energy, the air **wouldn't be** so dirty.*

АБО *The air **wouldn't be** so dirty **if** factories **used** clean energy.*

ВАЖЛИВО!

Коли дієслово **be** вжите в підрядній частині, його завжди змінюємо на **were** НЕЗАЛЕЖНО від особи, якої воно стосується.

▶ *If I **were** you, I would join the Eco Club.*

▶ *If **you were** busy, you wouldn't come.*

▶ *If **Andy were** here, he would help us.*

▶ *If **Sue were** sick, she would tell me.*

▶ *If **it weren't** winter, it wouldn't be cold.*

▶ *If **we were** warm, we wouldn't put on coats.*

▶ *If **they were** careful, there would be no problems.*

GRAMMAR FOCUS

8.1 Умовні речення 3-го типу

- **Умовні речення 3-го типу** вживають для вираження нереальних, уявних ситуацій або подій у минулому.
ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Past Perfect	would/ should/could have + past participle

► *If I **had taken** a taxi, I **would have arrived** earlier.*

(Якби я взяв таксі, я б швидше прибув.)

► *If we **had asked** for directions, we **wouldn't have got** lost.*

(Якби ми попросили вказати нам дорогу, ми б не заблукали.)

► *If Sam **had bought** the tickets online, she **could have saved** money.*

(Якби Сем придбала квитки онлайн, вона б змогла зекономити гроші.)

УВАГА! Частини умовного речення **3-го** типу так само, як і **0-го**, **1-го** та **2-го** типів, ми можемо міняти місцями.

► *If you **had visited** the museum, you **should have learned** more.*

АБО *You **should have learned** more **if** you **had visited** the museum.*

► *If Jake **hadn't broken** the camera, we **would have taken** more photos.* АБО *We **would have taken** more photos **if** Jake **hadn't broken** the camera.*

8.2 Умовні речення (повторення)

- **Умовні речення 0-го типу** вживають для позначення фактів, звичок та дій, які завжди (не) відбуваються за певних обставин.
ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Present Simple	Present Simple

► *If/When it **rains**, there **is** a lot of mud in the street.*

► *If I **am** tired, I **go** by bus.* АБО *I **go** by bus **if** I **am** tired.*

- **Умовні речення 1-го типу** вживають для вираження дій, які можливі в майбутньому за певних обставин, і пропозицій, прохань і порад (наказовий спосіб).
ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Present Simple	Future Simple (will)

- ▶ *If the tour guide **is** very late, we **will leave**.*
- ▶ *If you **don't hurry** up, you **will miss** the bus.*
- ▶ *If you **use** GPS, you **won't get** lost. АБО You **won't get** lost if you **use** GPS.*
- ▶ *If you **don't mind**, please **call** me after the trip.*

- **Умовні речення 2-го типу** вживають для вираження нереальних або мало-ймовірних ситуацій у теперішньому часі.
ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Past Simple	would + verb in the base form

- ▶ *If I **were** you, I **would visit** New York.*
- ▶ *If Bob **went** to Ottawa, he **wouldn't stay** there for long.*
- ▶ *If the streets **weren't** crowded, we **would travel** on foot.*
- ▶ *АБО We **would travel** on foot if the streets **weren't** crowded.*

- **Умовні речення 3-го типу** вживають для вираження нереальних, уявних ситуацій або подій у минулому.
ФОРМОУТВОРЕННЯ

if-clause (підрядна частина)	main clause (основна частина)
Past Perfect	would have + past participle

- ▶ *If Sue **had booked** a hotel room, everything **would have been** easier.*
- ▶ *If you **had been** more careful, you **wouldn't have lost** the tickets.*
- ▶ *If everyone **had joined** us, the trip **would have been** more fun.*
- ▶ *АБО The trip **would have been** more fun if everyone **had joined** us.*

ANSWER KEY

FASHION QUIZ (page 43, task 7)

Give yourself one point every time you have the same answer as your partner.

0-4 points – you are very different from each other. Don't go shopping together!

5-7 points – you are not very different from each other, but you are not very similar either.

8 or more – both of you have similar tastes in fashion. Have fun at the mall together!

TV GUIDE (page 72, task 2)



CHANNEL 1		CHANNEL 2	
4.00 pm	a cartoon SpongeBob SquarePants	3.30 pm	a talk show Dr. Phil
4.40	the news BBC News	4.00	a quiz show Hard Quiz
5.45	a weather forecast Weatherview	5.10	a wildlife programme Wild Nature
6.00	a reality show The Real Housewives	6.00	a music show Music Box
8.00	a film Jumanji: The Next Level	9.00	a sitcom Modern Family
10.30	a soap opera Love of My Life		Laugh and enjoy!
SPORTS CHANNEL		DON'T MISS!	
7.00 pm	a sports programme Football The Grand Final: Europe	6.40 pm	a live concert ROCK IT! Queen live from NYC
8.40	a sports programme Tennis The Australian Open Let's get it started!	8.00	a talent show America's Got Talent
		10.20	a celebrity gossip show Access Hollywood (Mila Kunis today)

QUIZ: HOW MUCH TIME DO YOU SPEND WITH GADGETS?

(page 127, task 4)

Mostly As: You are crazy about technology! You love going online and texting others.

But don't forget about the real world – make sure you also have time for other things in your life.

Mostly Bs: You use gadgets when you need them, but you also have other stuff to do in your life. Technology isn't the most important thing to you.

Mostly Cs: You are obviously busy with other things in your life – and that's great!

Have fun and enjoy spending real time with your family and friends!

VOCABULARY LIST

UNIT 1

accept [ək'sept] приймати
account [ə'kaʊnt] звіт
admit [əd'mɪt] визнавати
advanced [əd'vɑːnst] просунутий
adventurer [əd'ventʃərə(r)] авантюрист, авантюристка
affect [ə'fekt] впливати
appreciate [ə'priːʃieɪt] цінувати, визнавати
autobiography [ˌɔːtəbaɪ'ɒɡrəfi] автобіографія
belief [bɪ'liːf] переконання
birth [bɜːθ] народження
challenger ['tʃælɪndʒə(r)] людина, що кидає собі виклики
character ['kærəktə(r)] характер
chatbox ['tʃætəbɒks] базикало
chatty ['tʃæti] говіркий
cheerful ['tʃiəfl] бадьорий, веселий
childish ['tʃaɪldɪʃ] дитячий
cocky ['kɒki] самовдоволений, пихатий
commander [kə'mɑːndə(r)] людина, яка всіма командує
confident ['kɒnfɪdənt] упевнений
confirm [kən'fɜːm] підтверджувати
curious ['kjʊəriəs] допитливий
date of birth [deɪt əv bɜːθ] дата народження
dependant [dɪ'pendənt] утриманець, утриманка
disagree [ˌdɪsə'ɡriː] не погоджуватися
divorced [dɪ'vɔːst] розлучений
drama queen ['drɑːmə kwiːn] людина, яка перебільшено реагує на незначну проблему
dynamo ['daɪnəməʊ] дуже енергійна, жвава людина
elementary [ˌeli'mentri] початковий
energetic [ˌenə'dʒetɪk] енергійний, завзятий
extrovert ['ekstrəvɜːt] екстраверт
fair [feə(r)] справедливий, чесний

forename ['fɔːneɪm] ім'я
forgiving [fə'ɡɪvɪŋ] великодушний
intermediate [ˌɪntə'miːdiət] середній
introvert ['ɪntrəvɜːt] інтроверт
joker ['dʒəʊkə(r)] жартівник, жартівниця
judge [dʒʌdʒ] судити, оцінювати
last name ['lɑːst neɪm] прізвище
level ['levl] рівень
marital status [ˌmæɪtl 'steɪtəs] сімейний стан
married ['mæɪrɪd] одружений, заміжня
memory ['meməri] спогад
mess [mes] робити безлад
to mess with sth псувати що-небудь
mother tongue [ˌmʌðə 'tʌŋ] рідна мова
nationality [ˌnæʃə'næləti] національність, громадянство
no. ['nʌmbə(r)] номер, кількість
occupation [ˌɒkjʊ'peɪʃn] заняття, фах
olympiad [ə'lɪmpɪəd] олімпіада
open ['əʊpən] відвертий, щирий
outgoing [ˌaʊt'ɡəʊɪŋ] товариський, компанійський
overcome [ˌəʊvə'kʌm] подолати, побороти
personal data [ˌpɜːsənl 'deɪtə] персональні дані
personality [ˌpɜːsə'næləti] особистість
photography [fə'tɒɡrəfi] фотографія, фотографування
private ['praɪvət] неговіркий, схильний приховувати свої емоції
protector [prə'tektə(r)] захисник, захисниця
purposeful ['pɜːpəsfl] цілеспрямований
questionnaire [ˌkwɛstʃə'neə(r)] анкета
register ['redʒɪstə(r)] реєструватися
role model ['rəʊl mɒdl] людина, чий приклад наслідують
seek [siːk] шукати, прагнути
self-confidence [ˌself 'kɒnfɪdəns] самовпевненість

VOCABULARY LIST

self-development [ˌself di'veləpmənt]

саморозвиток

sibling ['sɪblɪŋ] брат або сестра

signature ['sɪɡnətʃə(r)] підпис

single ['sɪŋɡl] неодружений, незаміжня

sociable ['səʊʃəbl] товариський,
комунікабельний

stubborn ['stʌbən] упертий

surname ['sɜːneɪm] прізвище

surround [sə'raʊnd] оточувати

thinker ['θɪŋkə(r)] філософ, філософка

trait [treɪt] риса

unstoppable [ʌn'stɒpəbl] нестримний

UNIT 2

accessories [æk'sesəriz] аксесуари

appropriate [ə'prəʊpriət] відповідний,
доречний

baggy ['bæɡi] мішкуватий

bagpipes ['bæɡpaɪps] волинка

ban [bæn] забороняти

be [bi:] бути

to be one step ahead of sb бути на крок
попереду кого-небудь

blouse [blaʊz] блуза

boots [buːts] чоботи

bow tie [ˌbəʊ 'taɪ] краватка-метелик

bracelet ['breɪslət] браслет

canvas trainers ['kænvəs treɪnə(r)s]
полотняні кеди

cargo trousers ['kɑːɡəʊ traʊzəz] штани карго

carry ['kæri] носити

case [keɪs] кейс, плоска валізка

casual ['kæʒuəl] повсякденний

cheap [tʃiːp] дешевий

classic ['klæsɪk] класичний

closet ['klɒzɪt] шафа

clothes [kləʊðz] одяг

comfortable ['kʌmfətl] зручний

cotton ['kɒtn] бавовна; бавовняний

dress [dres] сукня

dress up [dres ʌp] одягатися гарно,
святково

elegant ['elɪɡənt] елегантний

expensive [ɪk'spensɪv] дорогий

fashion freak ['fæʃn friːk] людина, схилена
на моді

findings ['faɪndɪŋz] знахідки, результати

flip-flops ['flɪp flɒps] в'єтнамки

folk costume ['fəʊk kɒstjuːm] народний
костюм

footwear ['fʊtweə(r)] взуття

formal ['fɔːml] офіційний

funky ['fʌŋki] оригінальний, нестандартний

get into [get ɪntə] упадати в певний стан

What has got into ...? Що найшло на ...?

heels [hiːlz] взуття на підборах

high-heeled [ˌhaɪ 'hiːld] який на високих
підборах

hooded ['hʊdɪd] який із капюшоном

hoodie ['hʊdi] светр із капюшоном

individuality [ˌɪndɪˌvɪdʒu'æləti]
індивідуальність

jacket ['dʒækɪt] піджак, куртка

jeans [dʒiːnz] джинси

jumper ['dʒʌmpə(r)] светр

leather jacket ['ledə ˌdʒækɪt] шкіряна куртка

leg warmers ['leg wɔːmə(r)s] гетри

leggings ['legɪŋz] легінси

loose [luːs] вільний, нетісний

mall [mɔːl] торговельний центр

metalhead ['metlhed] фанат або фанатка
важкого металу

miniskirt ['mɪnɪskɜːt] мініспідниця

nowadays ['naʊədeɪz] сьогодні, тепер

occasion [ə'keɪʒn] подія, нагода

original [ə'rɪdʒənəl] оригінальний, самобутній

outfit ['aʊtfɪt] вбрання

VOCABULARY LIST

UNIT 3

pair [peə(r)] пара
plain [pleɪn] простий, звичайний
platform shoes ['plætfɔ:m ʃu:z] взуття на платформі
polo T-shirt ['pəʊləʊ ti: ʃɜ:t] футболка з коміром поло
prom [prɒm] шкільний випускний
put on [pʊt ɒn] надягати
sandals ['sændlɜz] сандалі, босоніжки
see [si:] бачити, дивитися
to see for yourself переконуватися самому або самій
self-expression [self ɪk'spreʃn] самовираження
shirt [ʃɜ:t] сорочка
shorts [ʃɔ:ts] шорти
show [ʃəʊ] показувати, проявляти(ся)
It shows. Це видно.
skinny ['skɪni] вузький
skirt [skɜ:t] спідниця
slim-fit ['slɪm fɪt] приталений
sort of [sɔ:t əv] щось на кшталт
sports shoes ['spɔ:ts ʃu:z] спортивне взуття
sporty ['spɔ:ti] спортивний
stripe [straɪp] смужка
stylish ['stɑɪlɪʃ] модний
take off [teɪk ɒf] знімати, скидати
tight [taɪt] тісний
top [tɒp] верх (про одяг)
trendy ['trendi] трендовий
troublemaker ['trʌblmeɪkə(r)] порушник або порушниця спокою
trousers ['traʊzəz] штани
T-shirt ['ti: ʃɜ:t] футболка
tunic ['tju:nɪk] туніка
tuxedo [tʌk'si:dəʊ] смокінг
uncomfortable [ʌn'kʌmfəbl̩] незручний
unfashionable [ʌn'fæʃnəbl̩] немодний
youngster ['jʌŋstə(r)] підліток, підлітка

accepting [ək'septɪŋ] відкритий, доступний
action ['ækʃn] дія
aesthetic [es'θetɪk] естетика
against [ə'genst] проти
aggressive [ə'ɡresɪv] агресивний
aim [eɪm] ціль, мета
amount [ə'maʊnt] кількість
appearance [ə'prɪərəns] зовнішність
artist ['ɑ:tɪst] художник, художниця, артист, артистка
arts and crafts [ɑ:ts ən 'kra:fts] декоративно-прикладний
as to [əz tə] щодо
association [ə,səʊsi'eɪʃn] асоціація
awesome ['ɔ:səm] прекрасний
bad [bæd] поганий
My bad. Я винний/винна.
be [bi:] бути
to be in action діяти, функціонувати
behaviour [bi'heɪvjə(r)] поведінка
besides [bi'saɪdɪz] окрім цього
bestie ['besti] найкращий друг чи подруга
board game ['bɔ:d geɪm] настільна гра
bro [brəʊ] брат, друг (сленг)
bronie ['brəʊni:] субкультура броні
carry out [kæri aʊt] виконувати, проводити
champion ['tʃæmpiən] чемпіон, чемпіонка
charity ['tʃærəti] благодійність
chill out [tʃɪl aʊt] розслаблятися
Christian ['krɪstʃən] християнський
citizen ['sɪtɪzn] громадянин, громадянка
coding ['kəʊdɪŋ] кодування
compete [kəm'pi:t] змагатися
competition [kəm'pi:tɪʃn] змагання
conclusion [kən'klu:ʒn] висновок
creativity [kri:'eɪtɪvəti] творчість
culinary ['kʌlɪnəri] кулінарний
cyber- [saɪbə(r)] кібер-

VOCABULARY LIST

cybersecurity ['saɪbəsjʊərəti] кібербезпека

depressed [di'prest] засмучений, пригнічений

develop [di'veləp] розвивати, розробляти

director [daɪ'rektə(r)] режисер, режисерка

discipline ['disəplɪn] дисципліна

dude [du:d] чувак (сленг)

dynamic [daɪ'næmɪk] активний, динамічний

emo ['i:məʊ] емо

emotional [ɪ'məʊʃənl] емоційний

environment [ɪn'vaɪrənmənt] довкілля

e-sports ['i: spɔ:ts] кіберспорт

evolve [ɪ'vɒlv] розвивати(ся)

extreme sport [ɪkstri:m 'spɔ:t]

екстремальний вид спорту

fame [feɪm] слава

feature ['fi:tʃə(r)] особливість

flexible ['fleksəbl] гнучкий

found [faʊnd] засновувати

gamer ['geɪmə(r)] геймер, геймерка

generation [ˌdʒenə'reɪʃn] покоління

get together [ˌget tə'geðə(r)] зустрічатися,

збиратися разом

goal [ɡəʊl] ціль, мета

goth [ɡɒθ] гот, готка

gothic ['ɡɒθɪk] готичний

guys [ɡaɪz] група людей, звертання до такої

групи

hang out [hæŋ aʊt] проводити час разом

harmless ['hɑ:mləs] безневинний

hate [heɪt] ненависть

hippie ['hɪ pi] гіпі

hipster ['hɪpstə(r)] гіпстер, гіпстерка

hot [hɒt] спекотний, дуже привабливий

(сленг)

improve [ɪm'pru:v] удосконалювати(ся)

in person [ɪn 'pɜ:sn] особисто

increase [ɪn'kri:s] зростати

influence ['ɪnfluəns] впливати

involve [ɪn'vɒlv] містити, мати у складі

join [dʒɔɪn] приєднувати(ся), долучати(ся)

keep [ki:p] тримати, зберігати

to keep in touch підтримувати зв'язок

law [lɔ:] закон

live [laɪv] наживо

logo ['ləʊɡəʊ] логотип

mentally ['mentəli] інтелектуально

messy ['mesi] брудний

motivate ['məʊtɪveɪt] мотивувати

nuts [nʌts] божевільний

odd [ɒd] дивний

opportunity [ˌɒpə'tju:nəti] можливість

ordinary ['ɔ:dnəri] звичайний

organisation [ˌɔ:gənaɪ'zeɪʃn] організація

passion ['pæʃn] пристрасть

patriotism ['pætriətɪzəm] патріотизм

physically ['fɪzɪkli] фізично

piercing ['pɪəsɪŋ] пірсинг

pin [pɪn] значок

pocket money ['pɒkɪt mʌni] кишенькові гроші

pop culture ['pɒp kʌltʃə(r)] масова культура

preference ['prefrəns] перевага

professional [prə'feʃənl] професіонал,

професіоналка; професійний

promise ['prɒmɪs] обіцянка, присяга

protest [prə'test] протестувати

punk [pʌŋk] панк

purpose ['pɜ:pəs] ціль

quadrobs [kwɒd'rəʊbɪks] субкультура

квадроберів

raise [reɪz] піднімати, збирати

to raise money for charity збирати кошти

на благодійність

rate [reɪt] швидкість, темп

at this rate такими темпами

represent [ˌreprɪ'zent] представляти

result [rɪ'zʌlt] результат

rhythm ['rɪðəm] ритм

rock [rɒk] бути вправним у чому-небудь

VOCABULARY LIST

UNIT 4

save [seɪv] берегти, заощаджувати
Scout [skaʊt] скаут, скаутка
screw up [skru: ʌp] помилитися, зіпсувати
що-небудь
sensitive ['sensətɪv] чутливий
skater ['skeɪtə(r)] скейтер
skydiving ['skaɪdaɪvɪŋ] парашутизм
slang [slæŋ] сленг
socialisation [ˌsəʊʃəlaɪ'zeɪʃn] соціалізація
society [sə'saɪəti] суспільство, спільнота,
громада
spiritually ['spɪrɪtʃuəli] духовно
subculture ['sʌbkʌltʃə(r)] субкультура
subject ['sʌbdʒɪkt] предмет
subscriber [səb'skraɪbə(r)] підписник,
підписниця
successful [sək'sesfl] успішний
suffer ['sʌfə(r)] страждати
survey ['sɜ:veɪ] дослідження
take [teɪk] брати
to take part in sth брати участь у чому-
небудь
tattoo [tə'tu:] тату
technology [tek'nɒlədʒi] технологія
term [tɜ:m] термін, поняття
topic ['tɒpɪk] тема, питання
tournament ['tɔ:nəmənt] турнір
unique [ju'ni:k] унікальний
unite [ju'naɪt] об'єднувати(ся)
value ['vælju:] цінувати
volunteer [ˌvɒlən'tiə(r)] волонтер, волонтерка
war [wɔ:(r)] війна
way [weɪ] шлях, спосіб
No way. Нізащо. Не може бути.
whatever [wɒt'evə(r)] що завгодно
wood crafting ['wʊd kɹɑ:ftɪŋ] вироби з дерева
worldwide [ˌwɜ:ld'waɪd] поширений у
всьому світі
youth [ju:θ] молодь; молодіжний

account [ə'kaʊnt] обліковий запис, акаунт
activist ['æktɪvɪst] активіст, активістка
adore [ə'dɔ:(r)] обожнювати
advantage [əd'vɑ:ntɪdʒ] перевага
afford [ə'fɔ:d] дозволяти собі
analyse ['ænəlaɪz] аналізувати
announcement [ə'naʊnsmənt] оголошення
audience ['ɔ:diəns] аудиторія
aware [ə'weə(r)] обізнаний
background ['bækgraʊnd] фон
be [bi:] бути
to be aware of sth бути обізнаним у
чому-небудь
beauty tutorial ['bju:ti tju:tɔ:riəl] відеоурок
на тему краси
benefit ['benɪfɪt] вигода
blessed ['blesɪd] благословенний
blog [blɒg] вести блог
boredom ['bɔ:dəm] нудьга
bot [bɒt] бот
browse [braʊz] проглядати нашвидкуруч
cancer ['kænsə(r)] рак (хвороба)
cartoon [kɑ:'tu:n] мультфільм
celebrity gossip show [səˌlebrəti 'ɡɒsɪp ʃəʊ]
шоу пліток про зірок
channel ['tʃænl] канал
character ['kærəktə(r)] персонаж, персонажка
contact ['kɒntækt] зв'язуватися,
контактувати
copy ['kɒpi] копіювати
couch potato ['kaʊtʃ pəteɪtəʊ] людина, яка
тільки й дивиться телевізор
delete [dɪ'li:t] видаляти
disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] недолік
edit ['edɪt] редагувати
effect [ɪ'fekt] наслідок
elder ['eldə(r)] стара людина
electricity [ɪˌlek'trɪsəti] електрика

VOCABULARY LIST

episode ['epɪsəʊd] серія	reliable [rɪ'laɪəbl] надійний
fact-checking ['fækt tʃekɪŋ] який перевіряє факти	responsibility [rɪˌspɒnsə'bɪləti] відповідальність
fake news [ˌfeɪk 'njuːz] фейкові новини	review [rɪ'vjuː] огляд, рецензія
false information [ˌfɔːls ɪnfə'meɪʃn] неправдива інформація	right [raɪt] право
follow ['fɒləʊ] стежити в соцмережах	screen addiction ['skriːn ədɪkʃn] екранна залежність
follower ['fɒləʊə(r)] підписник, підписниця	scroll [skrəʊl] прокручувати, гортати
google ['guːgl] гуглити	shoot [ʃuːt] знімати, фільмувати
hit [hɪt] хіт, щось модне, популярне	sitcom ['sɪtkɒm] ситуативна комедія
hurricane ['hʌrɪkən] ураган	soap opera ['səʊp ɒprə] мильна опера
lame [leɪm] непереконаливий	social media [ˌsəʊʃl 'miːdiə] соціальні медіа
live concert [ˌlaɪv 'kɒnsət] концерт наживо	social network [ˌsəʊʃl 'netwɜːk] соцмережа
lose [luːz] втрачати	special effects [ˌspeʃl ɪ'fekts] спецефекти
to lose track of time втратити лік часу	sports programme ['spɔːts prəʊgræm] програма про спорт
make [meɪk] робити	spread [spred] поширювати(ся)
to make sb's day тішити кого-небудь чимось приємним	statistics [stə'tɪstɪks] статистика
massive ['mæsɪv] величезний	stream [striːm] транслювати аудіо та/або відео онлайн
message ['mesɪdʒ] повідомлення; надсилати повідомлення	subscribe [səb'skraɪb] підписуватися
middle-aged [ˌmɪdl 'eɪdʒd] середнього віку	supervise ['suːpəvaɪz] наглядати
movement ['muːvmənt] рух	talent show ['tælənt ʃəʊ] шоу талантів
music show ['mjuːzɪk ʃəʊ] музичне шоу	talk show ['tɔːk ʃəʊ] ток-шоу
news [njuːz] новина, новини	text [tekst] надсилати повідомлення
obsession [əb'seʃn] одержимість	troll [trɒl] тролити (інтернет-жаргон)
orphan ['ɔːfn] сирота	TV ad [ˌtiː viː 'æd] телереклама
paste [peɪst] вставляти	TV guide [ˌtiː viː 'gaɪd] програма телепередач
pensioner ['penʃənə(r)] пенсіонер, пенсіонерка	TV series [ˌtiː viː 'sɪəriːz] телесеріал
popularity [ˌpɒpju'lærəti] популярність	tweet [twiːt] твіт; твітити (інтернет-жаргон)
post [pəʊst] викладати допис	typical ['tɪ pɪkl] типовий, характерний
pros and cons [prəʊz ən kɒnz] переваги та недоліки	update [ˌʌp'det] інформувати про останні події
put [pʊt] класти	victim ['vɪktɪm] жертва
to put sb/sth at risk ризикувати ким- або чим-небудь	vlog [vlɒg] вести влог
quiz show ['kwɪz ʃəʊ] вікторина	weather forecast ['weðə fɔːkɑːst] прогноз погоди
reality show [rɪ'æləti ʃəʊ] реаліті-шоу	wildlife programme ['waɪldlaɪf prəʊgræm] програма про дикую природу
release [rɪ'liːs] випускати, демонструвати	

VOCABULARY LIST

UNIT 5

accountant [ə'kaʊntənt] бухгалтер,
бухгалтерка
advertise ['ædvətaɪz] рекламувати
architect ['ɑ:kitekt] архітектор, архітекторка
artist ['ɑ:tɪst] художник, художниця
athlete ['æθli:t] спортсмен, спортсменка
attentive [ə'tentɪv] уважний, пильний
attractive [ə'træktɪv] привабливий
banker ['bæŋkə(r)] банкір, банкірка
boss [bɒs] начальник, начальниця
brave [breɪv] сміливий
candidate ['kændɪdət] кандидат, кандидатка
career [kə'riə(r)] кар'єра
careful ['keəfl] уважний, старанний
caring ['keərɪŋ] уважний, турботливий
cashier [kæ'ʃiə(r)] касир, касирка
challenging ['tʃælɪndʒɪŋ] який вимагає
повної самовіддачі
cheerful ['tʃiəfl] бадьорий, веселий
code cracker ['kəʊd krækə(r)]
розшифрувальник/-ця кодів
company ['kʌmpəni] компанія, організація
course [kɔ:s] курс
court [kɔ:t] суд
creative [kri'eɪtɪv] творчий, винахідливий
curriculum vitae [kə,rɪkjələm 'vi:tai] резюме
customer ['kʌstəmə(r)] споживач, споживачка
CV [ˌsi: 'vi:] резюме
dermatologist [ˌdɜ:mə'tɒlədʒɪst] дерматолог,
дерматологиня
design [dɪ'zaɪn] задумувати, проектувати
director [daɪ'rektə(r)] директор, директорка
disciplined ['dɪsəplɪnd] зібраний,
дисциплінований
earn [ɜ:n] заробляти
ecologist [i'kɒlədʒɪst] еколог, екологиня
editor ['edɪtə(r)] редактор, редакторка
electrician [ɪˌlek'trɪʃn] електрик

engineer [ˌendʒɪ'nɪə(r)] інженер, інженерка
entertainment [ˌentə'teɪnmənt] розваги
ethical hacker ['eθɪkl hækə(r)] етичний
хакер/-ка
experience [ɪk'spɪəriəns] досвід
job experience досвід роботи
factory worker ['fæktəri wɜ:kə(r)]
працівник/-ця на заводі
fair [feə(r)] справедливий
firefighter ['faɪəfaɪtə(r)] пожежник,
пожежниця
fix [fɪks] ремонтувати, лагодити
follow ['fɒləʊ] дотримуватися
formal ['fɔ:ml] офіційний
full-time [ˌfʊl 'taɪm] на повний робочий
день
gap year ['gæp jɪə(r)] рік після закінчення
школи перед початком навчання в
університеті
gardener ['gɑ:dnə(r)] садівник, садівниця
genius ['dʒi:niəs] геній
globalise ['gləʊbəlaɪz] глобалізувати
globalised ['gləʊbəlaɪzd] глобалізований
guarantee [ˌgærən'ti:] гарантія, запорука
hairstylist ['heədresə(r)] перукар,
перукарка
healthcare ['helθkeə(r)] охорона здоров'я
individual [ˌɪndɪ'vɪdʒuəl] особистість
indoor ['ɪndɔ:(r)] який відбувається
всередині
intend [ɪn'tend] мати намір, збиратися
interact (with sb) [ˌɪntər'ækt] взаємодіяти (з
ким-небудь)
interview ['ɪntəvjʊ:] інтерв'ю
job [dʒɒb] робота
journalist ['dʒɜ:nəlist] журналіст,
журналістка
judge [dʒʌdʒ] суддя
knowledge ['nɒlɪdʒ] знання

VOCABULARY LIST

laboratory [lə'bɒrətɹi] лабораторія

law [lɔ:] закон, право

lawyer ['lɔɪə(r)] юрист, юристка

leadership ['li:dəʃɪp] лідерство

low-paid [ləʊ 'peɪd] низькооплачуваний

manage ['mænɪdʒ] керувати

manager ['mænɪdʒə(r)] менеджер,
менеджерка

mechanic [mə'kænik] механік

mystery shopper [ˌmɪstri 'ʃɒpə(r)] таємний
покупець/-чиня

news presenter ['nju:z pri'zentə(r)]
ведучий/-а новин

occupation [ˌɒkjʊ'peɪʃn] заняття, фах

office assistant ['ɒfis əsɪstənt] помічник/-ця
в офісі

opportunity [ˌɒpə'tju:nəti] можливість,
нагода

outdoor ['aʊtdɔ:(r)] який відбувається
надворі

painter ['peɪntə(r)] маляр, малярка

particular [pə'tɪkjələ(r)] індивідуальний,
окремий

part-time [ˌpɑ:t 'taɪm] на неповний робочий
день

pop star [ˌpɒp stɑ:(r)] зірка попмузики

position [pə'zɪʃn] посада

postman ['pəʊstmən] поштар

postwoman ['pəʊstwʊmən] поштарка

prestigious [pre'stɪdʒəs] престижний

profession [prə'feʃn] професія

profile ['prəʊfaɪl] профіль

prove [pru:v] доводити, підтверджувати

qualifications [ˌkwɒlɪfɪ'keɪʃnz] кваліфікація

quality ['kwɒləti] якість

rate [reɪt] оцінювати

refer to [rɪ'fɜ:r tə] стосуватися

require [rɪ'kwaɪə(r)] вимагати

responsibilities [rɪˌspɒnsə'bɪlətɪz] обов'язки

resume ['rezju:meɪ] резюме

risky ['rɪski] ризикований

salary ['sæləri] зарплата

secretary ['sekrətɹi] секретар, секретарка

security system [sɪ'kjʊərəti sistəm] система
безпеки

services ['sɜ:vɪsɪz] послуги

several ['sevrəl] декілька

skill [skɪl] навичка

hard skills професійні навички

soft skills універсальні навички

SMM [ˌes em 'em] менеджер/-ка соцмереж

sociable ['səʊʃəbl] товариський

software engineer ['sɒftweər endʒɪniə(r)]
інженер/-ка програмного забезпечення

specialist ['speʃəlist] фахівець, фахівчиня

sports instructor ['spɔ:ts ɪnstrʌktə(r)]
спортивний інструктор/-ка

spying ['spaɪɪŋ] шпигунство

staff [stɑ:f] персонал

stay [steɪ] залишатися

to stay updated [ˌʌp'detɪd] бути в курсі

studio ['stju:diəʊ] студія

successful [sək'sesfl] успішний

taster ['teɪstə(r)] дегустатор, дегустаторка

teamwork ['ti:mwɜ:k] робота в команді

tech [tek] технології

tester ['testə(r)] тестувальник/-ця

throughout [θru:'aʊt] протягом, упродовж

time management [ˌtaɪm 'mænɪdʒmənt]
тайм-менеджмент (керування часом)

tour guide [ˌtuər 'gaɪd] екскурсовод,
екскурсоводка

training ['treɪnɪŋ] тренування; навчання

travel agency ['trævl eɪdʒənsɪ] турагентство

travel agent ['trævl eɪdʒənt] турагент,
турагентка

treat [tri:t] ставитися; лікувати

tryouts ['traɪaʊts] проби

VOCABULARY LIST

tutor ['tju:tə(r)] репетитор, репетиторка
university degree [ˌju:nɪvɜ:səti dɪ'ɡri:]
диплом про вищу освіту
unusual [ʌn'ju:ʒuəl] незвичний
volunteer [ˌvɒlən'tiə(r)] волонтерити
well-organised [ˌwel 'ɔ:gənaɪzd]
зорований
well-paid [ˌwel 'peɪd] добре оплачуваний
whether ['weðə(r)] чи
work [wɜ:k] праця
working hours ['wɜ:kɪŋ aʊəz] робочий час
workplace ['wɜ:kpleɪs] робоче місце

UNIT 6

accident ['æksɪdənt] випадок
by accident випадково
acid ['æsɪd] кислота; кислотний
antibiotic [ˌæntɪbaɪ'ɒtɪk] антибіотик
artificial [ˌɑ:tɪ'fɪʃl] штучний
artificial intelligence [ˌɑ:tɪfɪʃl ɪn'telɪdʒəns]
штучний інтелект
asteroid ['æstərɔɪd] астероїд
astronomer [ə'strɒnəmə(r)] астроном,
астрономка
astronomy [ə'strɒnəmi] астрономія
augmented reality [ɔ:g,mentɪd rɪ'æləti]
доповнена реальність
back up [bæk ʌp] копіювати, робити
резервну копію
bamboo filament [ˌbæmbu: 'fɪləmənt]
бамбукова нитка
biologist [baɪ'blɒdʒɪst] біолог, біологиня
biology [baɪ'blɒdʒi] біологія
branch [brɑ:ntʃ] галузь
broom [bru:m] віник, мітла
cable ['keɪbl] кабель
calculations [ˌkælkju'leɪʃnz] обчислення
carbon ['kɑ:bən] вуглець
carbonised ['kɑ:bənaɪzd] обвуглений

carriage ['kærɪdʒ] карета
cassette [kə'set] касета
charge [tʃɑ:dʒ] заряджати
charger ['tʃɑ:dʒə(r)] зарядний пристрій
chemical element [ˌkemɪkl 'elɪmənt]
хімічний елемент
chemist ['kemɪst] хімік, хімікня
chemistry ['kemɪstri] хімія
click [klɪk] натискати
combine [kəm'baɪn] поєднувати(ся)
currently ['kʌrəntli] зараз, сьогодні
cut off [kʌt ɒf] від'єднувати, відмикати
database ['deɪtəbeɪs] база даних
deaf [def] глухий
development [dɪ'veləpmənt] розвиток;
удосконалення; рішення
device [dɪ'vaɪs] прилад
digital ['dɪdʒɪtl] цифровий
discover [dɪ'skʌvə(r)] відкривати,
виявляти
discovery [dɪ'skʌvəri] відкриття
disease [dɪ'zi:z] хвороба
dust [dʌst] пил, порошок
economics [ˌi:kə'nɒmɪks] економіка
economist [ɪ'kɒnəmɪst] економіст,
економістка
electric [ɪ'lektrɪk] електричний
electrical [ɪ'lektrɪkl] електричний
electricity [ɪˌlek'trɪsəti] електрика
evolution [ˌi:və'lʊ:ʃn] еволюція
exchange [ɪks'tʃeɪndʒ] обмін;
обмінювати(ся)
experiment [ɪk'sperɪmənt] експеримент
explore [ɪk'splɔ:(r)] досліджувати,
вивчати
feature ['fi:tʃə(r)] особливість
flexible ['fleksəbl] гнучкий
gadget ['gædʒɪt] гаджет
generation [ˌdʒenə'reɪʃn] покоління

VOCABULARY LIST

geographer [dʒi'ɒgrəfə(r)] географ,
географія

geography [dʒi'ɒgrəfi] географія

hack [hæk] нелегально зламувати систему
чи мережу

handkerchief ['hæŋkətʃɪf] хусточка

heal [hi:l] виліковувати, вилікуватися

heat [hi:t] спека; нагрівати

historian [hɪ'stɔ:riən] історик, історикиня

household appliances [ˌhaʊshəʊld
ə'plaɪənsɪz] побутова техніка

hovercraft ['hɒvəkra:ft] судно на повітряній
подушці

human ['hju:mən] людина; людський

icon ['aɪkɒn] іконка

injured ['ɪndʒəd] травмований, поранений

intelligence [ɪn'telɪdʒəns] інтелект

interface ['ɪntəfeɪs] інтерфейс; ланка, спосіб
взаємодії

invent [ɪn'vent] винаходити

invention [ɪn'venʃn] винахід

inventor [ɪn'ventə(r)] винахідник,
винахідниця

key in [ki: ɪn] вводити інформацію за
допомогою клавіатури

launch [lɔ:ntʃ] запускати

light bulb ['laɪt bʌlb] лампочка

light [laɪt] світло

linguist ['lɪŋgwɪst] лінгвіст, лінгвістка

linguistics [lɪŋ'gwɪstɪks] лінгвістика

log in/out [lɒg ɪn/aʊt] входити до/
виходити з облікового запису

machine [mə'ʃi:n] машина

mathematician [ˌmæθəmə'tɪʃn] математик,
математикиня

matter ['mætə(r)] матерія

medical scientist ['medɪkl saɪəntɪst] учений-
медик, учена-медик

medicine ['medsn] медицина

mind [maɪnd] розум

ocean floor ['əʊʃn flɔ:(r)] дно океану

oven ['ʌvən] піч

penicillin [ˌpenɪ'sɪlɪn] пеніцилін

physicist ['fɪzɪsɪst] фізик, фізикиня

physics ['fɪzɪks] фізика

plug in [plʌg ɪn] під'єднувати електричний
пристрій до розетки чи порту

practical ['præktɪkl] практичний,
прикладний

print [prɪnt] друкувати

print out [prɪnt aʊt] видруковувати

privacy issue ['prɪvəsi ɪʃu:] питання
конфіденційності, приватності

produce [prə'dju:s] виробляти,
виготовляти

prototype ['prəʊtətaɪp] прототип

radioactivity [ˌreɪdɪəʊæk'tɪvəti]
радіоактивність

reaches ['ri:tʃɪz] межі

real-time [ˌri:əl 'taɪm] який відбувається в
реальному часі

record [rɪ'kɔ:d] записувати, знімати

replace [rɪ'pleɪs] замінити

robotic surgery [rəʊ,bɒtɪk 'sɜ:dʒəri]
роботизована хірургія

rocket ['rɒkɪt] ракета

router ['ru:tə(r)] роутер

satellite ['sætəlaɪt] супутник

scan [skæn] сканувати

scanner ['skænə(r)] сканер

science ['saɪəns] наука

science fiction [ˌsaɪəns 'fɪkʃn] наукова
фантастика

scientist ['saɪəntɪst] науковець, науковиця

scroll [skrɔ:l] гортати

set up [set ʌp] налаштовувати,
установлювати

shut down [ʃʌt daʊn] повністю відмикати

VOCABULARY LIST

sign in/out [saɪn ɪn / aʊt] входити до/
виходити з облікового запису
solar system ['səʊlə sistəm] Сонячна
система
sound [saʊnd] звук
space [speɪs] космос; простір
space mission ['speɪs mɪʃn] космічна місія
spacecraft ['speɪskrɑ:ft] космічний корабель
structure ['strʌktʃə(r)] структура
subject ['sʌbdʒekt] предмет, дисципліна
substance ['sʌbstəns] речовина
surface ['sɜ:fɪs] поверхня
tape recorder ['teɪp rɪkɔ:də(r)] магнітофон
telegraph ['telɪgrɑ:f] телеграф
theory ['θiəri] теорія
tool [tu:l] інструмент
trajectory [trə'dʒektəri] траєкторія
transatlantic [ˌtrænzət'læntɪk]
трансатлантичний
tube [tju:b] труба
turn on/off [tɜ:n ɒn / ɒf] умикати/вимикати
typewriter ['taɪpraɪtə(r)] друкарська
машинка
unfold [ʌn'fəʊld] розгортати(ся)
unfortunately [ʌn'fɔ:tʃənətli] на жаль
USB [ˌju: es 'bi:] стандарт «USB»
use [ju:s] застосування, використання
use [ju:z] використовувати
vacuum cleaner ['vækju:m kli:nə(r)] пилосос
virtual ['vɜ:tʃuəl] віртуальний
Wi-Fi ['waɪ faɪ] вай-фай
wire ['waɪə(r)] дріт

UNIT 7

acid rain [ˌæsɪd 'reɪn] кислотні опади
alpine ['ælpəɪn] альпійський
ape [eɪp] людиноподібна мавпа
arid ['æɪd] сухий, посушливий
artificial [ˌɑ:tɪ'fɪʃl] штучний

breed [bri:d] порода; виводити,
розводити
breeding ['bri:dlɪŋ] виведення, розведення
campaign [kæm'peɪn] кампанія
chemical ['kemɪkl] хімікат; хімічний
clean-up ['kli:n ʌp] який пов'язаний із
прибиранням
climate change ['klaɪmət tʃeɪndʒ] зміна
клімату
clothes swap ['kləʊðz swɒp] обмін одягом
coast [kəʊst] узбережжя
coastal waters ['kəʊstl wɔ:təz] прибережні
води
continental [ˌkɒntɪ'nentl] континентальний
creature ['kri:tʃə(r)] створіння
deforestation [ˌdi:fɒr'steɪʃn] вирубування
лісів
disallow [ˌdɪsə'laʊ] не допускати, не
визнавати
disturb [dɪ'stɜ:b] турбувати; порушувати
drip [drɪp] капати
during ['djʊərɪŋ] протягом, упродовж
eagle ['i:gl] орел
earthquake ['z:θkweɪk] землетрус
Eco Day ['i:kəʊ deɪ] день, присвячений
довкіллю
eco-friendly [i:kəʊ 'frendli] екологічний,
нешкідливий для довкілля
ecologist [i'kɒlədʒɪst] еколог, екологиня
ecology [i'kɒlədʒi] екологія
eco-warrior ['i:kəʊ wɒrɪə(r)] захисник/-ця
довкілля
endangered [ɪn'deɪndʒəd] який під загрозою
зникнення
e-waste ['i: weɪst] електронні відходи
extinct [ɪk'stɪŋkt] вимерлий, зниклий
flood [flʌd] повінь; затоплювати
freezing ['fri:zɪŋ] крижаний
frost [frɒst] іній, паморозь

VOCABULARY LIST

fuel ['fju:əl] пальне
global warming [ˌɡləʊbl 'wɔ:miŋ] глобальне потепління
grassland ['ɡrɑ:slænd] пасовисько
guard [ɡɑ:d] охороняти
habitat ['hæbitæt] ареал, природне середовище
harm [hɑ:m] завдавати шкоди
horn [hɔ:n] ріг
hurricane ['hʌrɪkən] ураган
ice cap ['aɪs kæp] укрита льодом вершина
illegal [ɪ'li:ɡl] незаконний
insect ['ɪnsekt] комаха
ivory ['aɪvəri] слонова кістка
jellyfish ['dʒelɪfɪʃ] медуза
junk [dʒʌŋk] мотлох
living being [ˌlɪvɪŋ 'bi:ɪŋ] живий організм
mammal ['mæml] ссавець
mild [maɪld] теплий, помірний
natural ['nætʃrəl] природний
natural disaster [ˌnætʃrəl dɪ'zɑ:stə(r)] стихійне лихо
oceanic [ˌəʊʃi'ænik] океанічний
oil [ɔɪl] нафта
oil spill ['ɔɪl spɪl] витік нафти
orangutan [ə'reŋɡətæn] орангутанг
ostrich ['ɒstrɪtʃ] страус
overfishing [ˌəʊvə'fɪʃɪŋ] надмірний вилов риби
overhunting [ˌəʊvə'hʌntɪŋ] надмірне полювання
oxygen ['ɒksɪdʒən] кисень
park ranger [ˌpɑ:k 'reɪndʒə(r)] парковий рейнджер/-ка
plastic ['plæstɪk] пластик
polar ['pəʊlə(r)] полярний
pollution [pə'lu:ʃn] забруднення
protect [prə'tekt] охороняти
quality ['kwɒləti] якість; якісний

rare [reə(r)] рідкісний
recycle [ˌri:'saɪkl] повторно використовувати
recycling bin [ri:'saɪklɪŋ bɪn] контейнер для вторинної сировини
reduce [rɪ'dju:s] зменшувати, скорочувати
reusable [ˌri:'ju:zəbl] багаторазовий
reuse [ˌri:'ju:z] повторно використовувати
run [rʌn] бігти
to run out of (sth) закінчитися (про що-небудь)
savannah [sə'vænə] савана
separate ['sepəreɪt] відокремлювати, сортувати
solution [sə'lu:ʃn] рішення
surface ['sɜ:fɪs] поверхня
survival [sə'vaɪvl] виживання
tap [tæp] кран
temperate ['tempərət] помірний
ton [tʌn] тонна
trash [træʃ] сміття, мотлох
tropical ['trɒpɪkl] тропічний
vehicle ['vi:əkl] транспортний засіб
volcanic eruption [vɒl,kænik ɪ'gʌrʃn] виверження вулкана
wildlife ['waɪldlaɪf] жива природа
workshop ['wɜ:kʃɒp] майстер-клас, семінар

UNIT 8

admission [əd'mɪʃn] вхід
angle ['æŋɡl] кут; ракурс
architecture ['ɑ:kɪtektʃə(r)] архітектура
artistic [ɑ:'tɪstɪk] художній, мистецький
attraction [ə'trækʃn] туристична принада, визначне місце
bank [bæŋk] берег
beyond [bɪ'jɒnd] далі
book [bʊk] бронювати
boutique [bu:'ti:k] бутик

VOCABULARY LIST

bridge [brɪdʒ] міст
castle ['kɑ:sl] замок
cathedral [kə'thi:drəl] катедральний собор
chamber ['tʃeɪmbə(r)] палата (установа)
Changing the Guard [ˌtʃeɪndʒɪŋ ðə 'gɑ:d]
церемонія зміни варті в Лондоні
column ['kɒləm] колона
cornerstone ['kɔ:nəstəʊn] наріжний камінь
crate [kreɪt] ящик
cross [krɒs] переходити
crown jewels [ˌkraʊn 'dʒu:əlz] коронні
коштовності
cruise [kru:z] круїз
cuisine [kwɪ'zi:n] кухня (набір страв)
current ['kʌrənt] поточний, теперішній
directions [daɪ'rekʃnz] указівки щодо
маршруту, шляху
disappointed [ˌdɪsə'pɔɪntɪd] розчарований
due to [dju: tə] завдяки; через те, що
exhibit [ɪg'zɪbɪt] експонат
ferry ['feri] пором
flight [flaɪt] рейс
fortress ['fɔ:trəs] фортеця
get around [get ə'raʊnd] пересуватися
government ['gʌvənmənt] уряд
harbour ['hɑ:bə(r)] гавань
historic [hɪ'stɒrɪk] історичний, який має
історичне значення
historical [hɪ'stɒrɪkl] історичний, який
стосується історії
independence [ˌɪndɪ'pendəns] незалежність
landmark ['lændmɑ:k] орієнтир на
місцевості; пам'ятка
liberty ['lɪbəti] свобода
local ['ləʊkl] місцевий
market ['mɑ:kɪt] ринок
meal [mi:l] страва
means of transport [ˌmi:nz əv 'trænspɔ:t]
транспортний засіб

monarch ['mɒnək] монарх, монархія
monument ['mɒnjumənt] пам'ятник;
монумент
move in [mu:v ɪn] заселятися
numerous ['nju:mərəs] численний
observation deck [ˌɒbzə'veɪʃn dek]
оглядовий майданчик
palace ['pæləs] палац
pass [pɑ:s] проходити повз
past [pɑ:st] повз
picture ['pɪktʃə(r)] уявляти
place of interest [ˌpleɪs əv 'ɪntrest] визначне
місце
public ['pʌblɪk] громадськість
rail [reɪl] залізнична колія
revolve [rɪ'vɒlv] обертати(ся)
road [rəʊd] дорога
route [ru:t] маршрут, шлях
sandstone ['sændstəʊn] пісковик
sightsee ['saɪtsi:] відвідувати визначні
місця
site [saɪt] ділянка для забудови
soul [səʊl] душа
square [skweə(r)] площа
statue ['stætʃu:] статуя
straight [streɪt] прямо
street food ['stri:t fu:d] вулична їжа
stunning ['stʌnɪŋ] приголомшливий
suit [su:t] улаштовувати, відповідати
вимогам
tower ['taʊə(r)] вежа
traditional [trə'dɪʃənəl] традиційний
transport hub ['trænspɔ:t hʌb]
транспортний вузол
visa ['vi:zə] віза
walk around [wɔ:k ə'raʊnd] прогулюватися
wartime ['wɔ:təɪm] воєнний час
waterfront ['wɔ:təfrʌnt] район порту
world-class [ˌwɜ:ld 'klɑ:s] світового рівня