

## PASSIVE VOICE REVISION

- 1 Complete the sentences by changing the verbs in brackets into the correct present tense forms.

## Active Voice

- 1 Some countries ... (*not, sign*) the Kyoto Protocol yet and ... (*refuse*) to change the national way of life.
- 2 The reality ... (*be*) that we all ... (*use*) up the world's resources and simple lifestyle ... (*can, help*) preserve the planet for future generations.
- 3 At the moment many people ... (*drive*) car dangerously and carelessly.
- 4 Burning certain fuels ... (*produce*) sulfur dioxide. This ... (*mix*) with rainwater and ... (*cause*) acid rain.
- 5 If the population growth ... (*not, slow*) down, pollution will increase.

## Passive Voice

- 1 They are putting into the air a lot of pollutants and greenhouse gases, by which the world's climate ... (*affect*).
- 2 The layer of gases in the atmosphere has got thicker due to industry and the gases that ... (*emit*) by cars.
- 3 At the moment successful campaigns ... (*hold*) against people driving big sports cars.
- 4 One shouldn't forget that the environment ... (*destroy*) all the time by using automobiles.
- 5 This means more heat ... (*reflect*) back to Earth, causing floods and draughts.

- 2 Refer the sentences to the appropriate tense forms in Passive.

A Present Simple B Past Simple C Present Perfect D Past Perfect

- 1 His contribution has not been duly appreciated up to present days.
- 2 His name is associated with invisible rays.
- 3 The results were published in scientific papers of the Vienna Academy of Sciences.
- 4 100 pages had been published on the subject of cathode lamps and invisible rays.

- 3 Choose the correct tense form to complete each sentence.

- 1 Her idea (**took / was taken**) for granted.
- 2 The wind (**has broken / has been broken**) their glass door.
- 3 Italian (**speaks / is spoken**) in Switzerland.
- 4 His (**is reading / is being read**) at the moment in the society.
- 5 Da Vinci (**had painted / had been painted**) Mona Lisa before some of his other famous paintings.


**GRAMMAR  
POINT**
**'It' as new subject + passive**

Instead of 'People say that ...', we can say 'It is said that ...'

**Example:** People say that it is never too late.

**It is said** that it is never too late.

We can do the same with verbs such as *know, believe, consider, think, report, expect, understand.*

**4 Rewrite the following sentences using 'it' as a new subject.**

- 1 People once believed that the earth was flat. It ...
- 2 People now know that the earth is round. It ...
- 3 Somebody has said that we are not alone in the Universe. It ...


**GRAMMAR  
POINT**

Instead of 'People say that Fred is a millionaire.' we can say '**It is said that Fred is a millionaire.**', or we can make Fred the subject: '**Fred is said to be a millionaire.**'

**The Forms of the Infinitive**

	Active Voice	Passive Voice
Simple	to do	to be done
Continuous	to be doing	
Perfect	to have done	to have been done
Perfect Continuous	to have been doing	


**5 Rewrite the following sentences, starting with the given words.**

- 1 It is known that William is a scientist.  
*William ...*
- 2 It is said that the inventor of the first computer is Charles Babbage.  
*Charles Babbage ...*
- 3 It is thought that Fleming discovered penicillin by accident.  
*Fleming ...*
- 4 It was reported that X-rays had been discovered by W. Roentgen.  
*W. Roentgen ...*

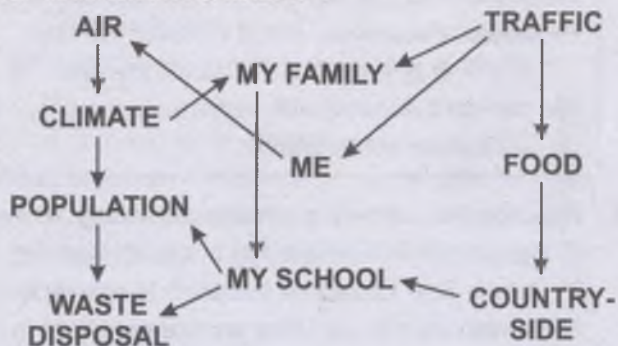


# LISTENING

- 1 Look at the scheme and explain the interconnections between different parts of the environment.

WHAT IS 'THE ENVIRONMENT'?

It contains many different parts, just like the pieces of a big jigsaw puzzle. Human beings, animals, buildings, the earth, the air, the seas, our climate...and all these parts interconnect.



- 2 In pairs, think how the phenomena in both the columns can be connected and comment on them.

A

- 1 global warming
- 2 earthquakes
- 3 destruction of forests (tropical forests in particular)
- 4 highly developed and booming economy
- 5 world population growth
- 6 agricultural mismanagement
- 7 development of new technologies
- 8 consumer society

B

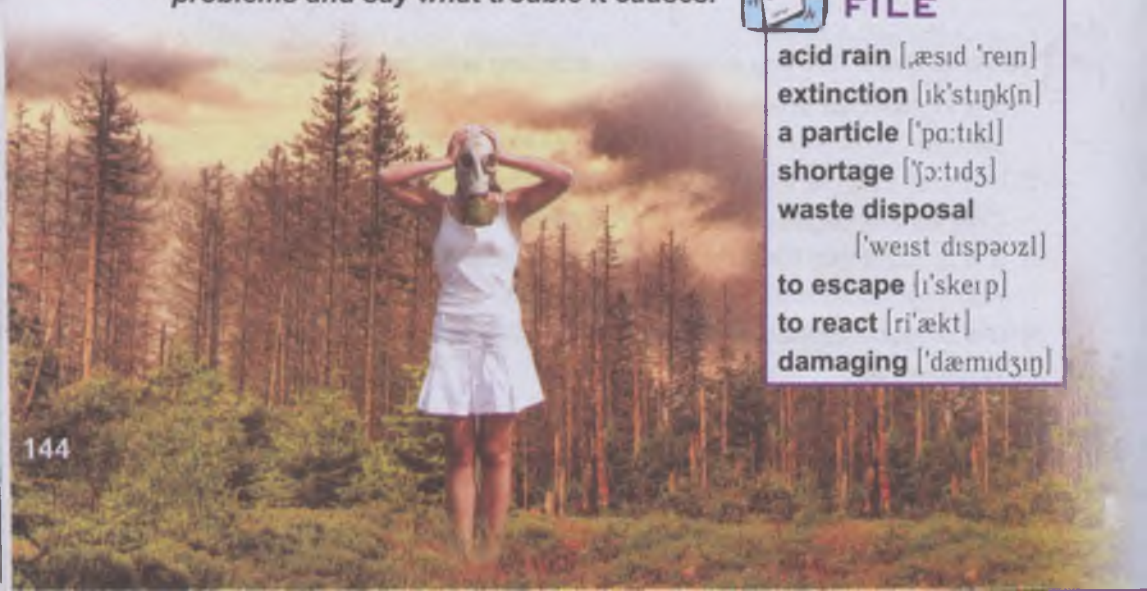
- a water shortages
- b climate change
- c heat waves, intense rainstorms and floods
- d growing demand for energy
- e land erosion
- f increasing production of carbon dioxide (the main greenhouse gas)
- g growing demand for comfort, electric devices, machines, etc.
- h tsunamis

- 3 a) Listen about one of the environmental problems and say what trouble it causes.



## WORD FILE

acid rain [ˌæsɪd ˈreɪn]  
 extinction [ɪkˈstɪŋkʃn]  
 a particle [ˈpɑːtɪkl]  
 shortage [ˈʃɔːtɪdʒ]  
 waste disposal  
 [ˈweɪst dɪspəʊzl]  
 to escape [ɪˈskeɪp]  
 to react [rɪˈækt]  
 damaging [ˈdæmɪdʒɪŋ]



## b) Listen again and complete the sentences.

- 1 Acid rain is a result ...
- 2 It damages ...
- 3 Cars burn ...
- 4 Some gases react with ...
- 5 Acid rain can take the form of ...
- 6 Governments need to ...
- 7 It's better to use electric appliances only ...



## 4 Choose one of the problems below and discuss it in pairs. Explain:

- 1 why you find this problem urgent
  - 2 what possible attitudes to this problem can exist
  - 3 if there is anything possible to do to change the situation for the better
  - 4 what in particular you think can be done
- shortage of fresh water
  - waste dumping
  - air, water and soil pollution
  - radioactive pollution
  - global warming
  - climatic change
  - burying nuclear wastes
  - ozone layer destruction and the increase of ultraviolet light
  - forest destruction and deforestation
  - endangered plants and animals
  - excessive exploitation of environmental resources
  - extinction of species
  - disruption of ecological balances
  - overspending of energy resources
  - forest fires
  - land erosion and flooding

## 5 Read and speak on the reasons of the greenhouse effect.

Now scientists are more or less sure about the greenhouse effect, which makes the Earth warmer by trapping energy in the atmosphere because certain gases (carbon dioxide<sup>1</sup> methane and some others) prevent heat from escaping into space. Look at the picture and say how people increase the amount of such gases in the atmosphere. Add some more examples to illustrate your answer.

<sup>1</sup>carbon dioxide [ˌkɑːbən daɪ'ɒksaɪd] — углекислый газ



## SPEAKING

## 1 Ask and answer the questions in pairs.

- 1 Why do people at the beginning of the new millennium spend so much time and effort drawing public attention to the problem of ecology?
- 2 What ecological problems that humanity faces nowadays in your opinion are most urgent?
- 3 Why are scientists so much concerned about the greenhouse effect and the process of global warming?
- 4 Do you think global warming is caused by human activities? Which of them?
- 5 Since the Industrial Revolution, which started more than 200 years ago, the need for energy has steadily increased, hasn't it? Why are people nowadays very much concerned about energy they use to light and heat homes, the energy that makes cars run, etc.?
- 6 It is a known fact that during the history of the Earth there were periods of dramatic climate changes, which occurred naturally, Ice Age among them. Why do you think scientists are so much concerned about the current climate changes?
- 7 Can you say that the climate in the place where you live is changing? How? Do you find these changes for the better or for the worse? Can you give examples of climate changes in other places of the planet?
- 8 Do you think the humankind can solve the world's ecological problems? If so, in what way?
- 9 Can individuals help in this area? What ways?



- 2 a) Read five short conversations on pages 147-148. For each one choose a word from the box to describe the speaker's main purpose.

encourage, persuade, recommend,  
decide, advise, promise, agree,  
disagree, remind, complain

- Conversation 1: .....  
Conversation 2: .....  
Conversation 3: .....  
Conversation 4: .....  
Conversation 5: .....



## WORD FILE

an interference [ˌɪntə'fɪərəns]  
pesticides ['pestɪsaɪdɪz]  
to complain [kəm'pleɪn]  
to convince [kən'vɪns]  
to dig [dɪg]  
to persuade [pə'sweɪd]  
to remind [rɪ'maɪnd]  
harmful ['hɑ:mfl]  
renewable [rɪ'nju:əbl]  
sustainable [sə'steɪnəbl]

## 1

**Male:** Let's plant a tree in the back garden. It will be great for wildlife and it will give us some shade in the summer.

**Female:** Oh, I don't know. Won't it be expensive, and a lot of hard work?

**Male:** Not really. I'll do all the digging. It'll look great when it's done, trust me. You're always talking about ways to help the environment well, this is a really good way to start.

**Female:** Oh, OK, then. What kind of tree shall we get?

## 2

**Male:** What are you going to do about your car? It broke down again yesterday, didn't it?

**Female:** Yes. I'm not sure what to do. I could sell it and buy a bike. Or I could try and fix it one more time.

**Male:** You know it will only break down again. It always does!

**Female:** You're right. I'll sell it. That way I'll get fit and help the environment at the same time!

## 3

**Male:** I went to the bottle bank today, and guess what? It was completely full!

**Female:** Oh that's a shame. Did you have to bring all the glass home again?

**Male:** Yes. There was a sign saying not to leave anything on the ground. I really don't understand — why they can't empty it more often. What's the point of having a bottle bank if you can't put any bottles into it?

**Female:** You're right. Maybe you should write a letter.





4

*Female:* I think nuclear power stations are the best way to make energy because they don't make any pollution.

*Male:* That's not true. Just think about the waste they produce. Some of it is dangerous for thousands of years.

*Female:* There are safe ways to store it now — they can bury it deep under the ground.

*Male:* Well, I don't think that's safe — I would like to see more electricity being made from wind and the sun.

5

*Male:* Did you get that book about the environment I asked you to buy for me?

*Female:* Oh, sorry. I completely forgot. What's it called?

*Male:* *How to Save the Planet*. It costs £8.99 and you can get it from Wetherby's bookshop.

*Female:* OK. I'll get it for you tomorrow when I go to town.

**b) Choose and dramatise any conversation in pairs.**

**3 Match the words with their definitions.**

- a methods of farming, fishing, etc. of this kind do not use up more land, natural resources, etc. than can be replaced naturally, and therefore, do not cause harm to the environment
- b the word is used to talk about anything that is good for the environment, or about ideas relating to protecting the environment
- c sources of energy of this kind use fuels that can be replaced naturally, and so they are never completely used up
- d products of this kind or methods do not cause harm to the environment
- e kind of technology, electricity, etc. that does not produce pollution and does not harm the environment
- f are produced naturally, without the use of chemical pesticides that have a bad effect on the environment

- |                          |                            |
|--------------------------|----------------------------|
| <input type="checkbox"/> | 1 environmentally-friendly |
| <input type="checkbox"/> | 2 sustainable              |
| <input type="checkbox"/> | 3 renewable                |
| <input type="checkbox"/> | 4 green                    |
| <input type="checkbox"/> | 5 organic                  |
| <input type="checkbox"/> | 6 clean                    |

4

Read and match the headings (A-C) with the appropriate parts of the text (1-3).

(A) GREEN PRODUCTS



ALTERNATIVE  
SOURCES  
OF ENERGY (B)



ENVIRONMENTALLY-  
FRIENDLY FORMS  
OF TRANSPORT (C)

- 1 Burning **fossil fuels** to produce energy causes a lot of pollution. Renewable sources of energy such as **wind power**, **wave power** and **solar power** are much cleaner. People can also easily reduce the amount of energy they use. A lot of electricity is wasted by leaving on lights, televisions and other electrical equipment when they are not being used.
- Our society produces huge amounts of waste, which end up having to be burned, buried or taken out to sea. This waste produces **greenhouse gases** and also spoils the environment. If we **recycle** material such as glass, paper and metal, this will reduce the amount of waste that is produced.
- 2 If more people used public transport, this would reduce the amount of pollution. Public transport is much more **environmentally-friendly**, because buses and trains can carry large numbers of people at the same time, whereas cars often carry only one person. **Car pools** are another way of reducing the number of cars on our roads. The big car companies are also working on developing new engine technology, so that cars can run on **cleaner** fuels such as hydrogen instead of petrol. For shorter journeys cycling is a much healthier alternative to driving a car, and many towns have introduced special **cycle lanes**.
- 3 We can also help the environment by choosing to buy **green** products, for example **organic** foods that are produced without using pesticides. Not only pesticides are bad for the environment, the chemicals in them can also be harmful to humans. If we buy wood from **sustainable** sources, this will mean that our forests can be maintained for future generations.



## SPEAKING

So much of modern life is based around shopping and buying new things! Everything is out-of-date in only a few years or even months. If we stopped buying and throwing away so many things, this would help ease the pressure on the environment.

- c) *Speak on what we can do to protect our environment. Use the words that are in bold in the text.*

**5** *Read and discuss all the listed solutions to some environmental problems in class. Add at least two or three of your own solutions.*

- 1 Environmental awareness should be increased everywhere.
- 2 Politicians should change their ways of thinking and think globally instead of securing their own national interests.
- 3 Global ecological institutions, competent and trusted, should be created.
- 4 New technologies should not be used unless they are proved to be ecologically safe.
- 5 Scientists of different countries should work together to develop new 'clean' sources of energy and new ways of energy conservation.
- 6 ...
- 7 ...
- 8 ...

*You may start your discussion like this.*

*It is high time that people all over the world should recognise the ecological truth: nature reacts to human interference. ...*



1 **Make the active sentences passive and the passive ones active.**

- 1 The bride's aunt is going to prepare all the food for the wedding reception.  
.....
- 2 The towels aren't washed every day by the hotel staff.  
.....
- 3 His young assistant was counting the leaflets.  
.....
- 4 Their apartment is being redecorated by a famous interior designer.  
.....
- 5 The students have not yet used the new laboratory.  
.....
- 6 He was believed to have been killed by the terrorists.  
.....

2 **Read the texts below and say what the writer's purpose is in each case. Circle the best verb for each.**

suggest  
remind  
review

1 If you want to help local insects and birds, a really good way to do it is to let your garden grow a little bit wild and not tidy it up too much. If you don't want the whole garden to be untidy, just choose one area at the back of the garden and let nature take control of it.



persuade  
explain  
warn

2 From the mid 1800s until the 1950s large cities in Britain, such as London and Manchester, suffered every winter from thick, yellow fog. It was caused by smoke from burning coal in homes and factories. Many people became ill from it every year. Eventually the government passed laws to control the amount of fuel that could be burnt in the cities and the fog disappeared.



recommend  
promise  
compare

3 There are several ways that you can use less power in your home. First of all, if you are cold, put on a jumper instead of turning up the heating. If you are hot, turn down the heating rather than opening a window. Switch the TV off when you are not using it and always buy low-energy light bulbs.





## 3 Read and role-play the situation.

Some years ago in a number of countries there was a campaign of protest against McDonald's restaurants, which used beef produced in Argentina, where the cattle for this beef was raised on the land cleared from rain forests. Imagine that you've joined the campaign and are picketing one of such restaurants. What will you say to people, who are going to visit McDonald's, trying to stop them from doing it?



## 4 a) Read about three British environmental groups, and complete each paragraph (1-3) with the suitable final sentence (A-C). See page 153.

## ENVIRONMENTAL GROUPS



There are several groups in Britain, which try to protect the environment. The most famous group is *Greenpeace*, which campaigns in many countries around the world. They have campaigned against hunting whales, pollution in the North Sea, nuclear power, testing nuclear weapons and many other issues. *Greenpeace* supporters organise demonstrations and they also take direct action. (1) ...



Friends of the Earth

Another important environmental group is *Friends of the Earth*. They have led campaigns against global warming, the destruction of the rain forests, and the hole in the ozone layer. There is also a *Green Party*, which is a political party. (2) ...



There are many other groups, which are concerned with protecting the environment, for example, the *Royal Society for the Protection of Birds (RSPB)*, which campaigns to protect birds against dangers, such as pesticides and hunting. Some environmental groups are very old. (3) ...

- A** The oldest is the National Trust which was set up in 1895 to protect parks, buildings and monuments in Britain.
- B** For example, they block pipes that pour pollution into the sea.
- C** It regularly fights elections and it has won seats in the European Parliament and on local councils.

**b) In groups, speak on the following.**

- What environmental groups are there in Ukraine?
- What issues do they campaign about?
- What kinds of things do they do?

**5) In groups, read and discuss the problem.**

**FEEDING THE WORLD**

The environment is about plants and animals but it's about humans, too. They need to work and earn money, and they also need to eat. Many people do not have enough food. So scientists and governments are always looking for new ways to feed them. The problem is that many of these new discoveries and ideas bring new problems!

For example, are GM crops a solution or problem?

Supermarkets want to sell cheap food and fruit and vegetables that look big and bright and 'perfect'. To grow these, some farmers use more and more chemicals on their crops. When you eat an apple, do you know what chemicals are on the skin? What is the effect of these on our health?

GM (Genetically-modified) crops sound like a great idea. They don't get diseases like normal crops. They produce lots of strong plants. They are cheap. Isn't this a great way to feed the world, especially poor countries?

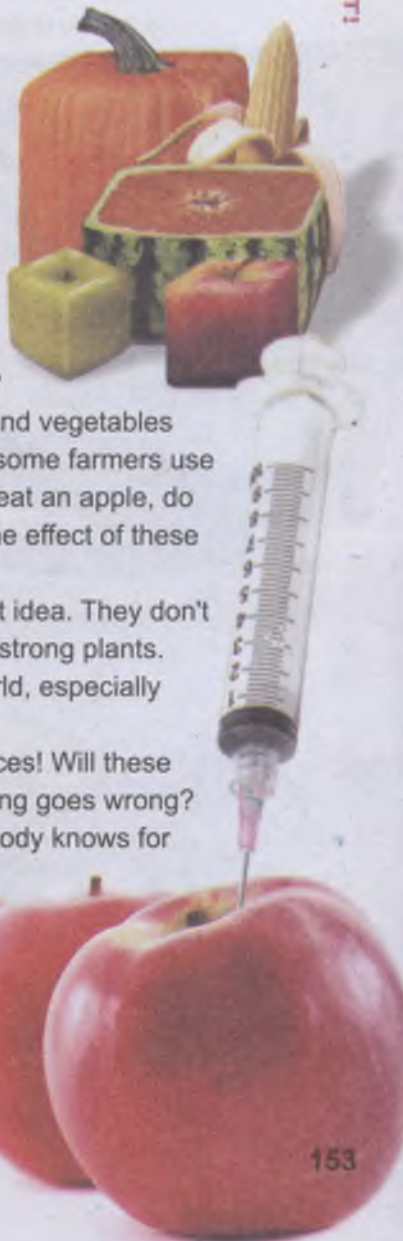
The problem is that nobody knows the consequences! Will these crops affect human health? What happens if something goes wrong? Can GM crops encourage diseases like cancer? Nobody knows for certain! So people are nervous.

Are GM crops a step too far?

Will they affect our

environment — and us?

We don't know!







**6** Do the group project and make a leaflet on the environment. Read the situation and follow the instructions below.

ECO-Action (Environmental Community Action; [www.eco-act.org](http://www.eco-act.org)) is a new environmental group in your city. In order to encourage more people to take part in community activities, such as clearing up the local surroundings, they have decided to ask secondary school students to design a leaflet, which would invite people to participate in the forthcoming project and also provide necessary information.

**1** Discuss and include the following points in the text of your leaflet.

- point out the increasing number of people taking part in such activities
- briefly present the project

- explain what way people can participate
- say how this project will help the environment

**2** Write 180-200 words.

- choose a catchy title
- be informative, concise and convincing
- use subheadings for clarity
- write in short sections
- write something about each of the points in the instructions
- use present tenses
- make it visually attractive

**3** Present your leaflet in class.



1 **Get some information and discuss it in pairs.**

**Discursive essays** are pieces of formal writing which discuss a particular problem or issue. The aim of these essays is **not** to persuade the reader that the writer's opinion is the only right one, but to make him/her consider the problem from various points of view. The writer focuses on various aspects of a problem or issue.

Each viewpoint and opposing viewpoint should be discussed and supported by relevant examples.

There are three main types of discursive essays:

- 1 For and Against Essays
- 2 Opinion Essays
- 3 Essays Suggesting Solutions to Problems

2 **In groups, choose one of the following topics and decide which type of discursive essay would be most appropriate to deal with the topic. Make a list of points you could include in the essay.**

① **Money Is the Best Motivator**

② **HOW TO REDUCE STRESS AMONG STUDENTS**

③ **Domestic Robots Will Make Our Lives Easier**

④ **Violence in Cartoons**      ⑤ **Working on a Family Firm**

3 **Suggest two topics for different types of discursive essays you'd like to write about.**

- for and against essay
- opinion essay
- solutions to problems essay

WRITING  
POINT



**Opinion Essay**

It is a kind of a discursive essay in which you express your personal opinion on a particular topic. You must state your opinion clearly and support it with relevant information and examples. You should also present the opposing arguments supported by reasons. Subsequently you should indicate why they are in your opinion, rather unconvincing. The opposing viewpoint is written in a separate paragraph.



The structure of an **opinion essay** is as follows:

### INTRODUCTORY PARAGRAPH

#### Paragraph 1

*introducing the topic and clearly stating your opinion*

### BODY PARAGRAPHS

#### Paragraph 2

*1st viewpoint with justifications*

#### Paragraph 3\*

*2nd viewpoint with justifications*

#### Paragraph 4\*

*opposing viewpoint with justifications*

### CONCLUDING PARAGRAPH

#### Paragraph 5

*summarising or restating your opinion*

- 4 a) *Work in pairs. Read the statement, agree or disagree with it. Explain your viewpoint. Briefly note down the main reasons for your opinion.*

*Our children will live in a worse environment than we do.*

- b) *Complete the plan for the essay by writing down your ideas.*

Paragraph 1: The present situation and your opinion:

.....

Paragraph 2: First reason for your opinion:

.....

Paragraph 3: Second and third reasons for your opinion:

.....

Paragraph 4: Action we can take; consequences if we don't take it:

.....

- c) *In pairs, make a list of vocabulary connected with the environment that you could use when writing the essay.*

\*The number of body paragraphs depends on the number of viewpoints you want to present.

5

a) Read the sample essay without paying attention to the gaps and compare the plan for this essay with the plan you made in task 4b.

Environmentalists have been warning us for many years about the effects of human activity on the environment. (1) Despite being aware of the dangers, we continue to harm it, and for (2) ... I believe that our children will live in a worse world than we do.

I think there are two aspects of human activity, which are especially dangerous. (3) ... is atmospheric pollution, which is caused by exhaust fumes and industry. This will lead to changes in the climate and make sea levels rise. As a (4) ..., our children will live in a warmer world and people living near the coast may have to leave their homes.

(5) ... is the destruction of our natural environment such as rainforests and countryside. (6) ..., we are damaging the habitats of many animals and plants that live there and these will become extinct.

(7) ..., urgent action is needed to protect the environment by reducing pollution and creating nature reserves. (8) ..., the world our children live in will be much less pleasant than ours.

b) Add useful vocabulary from the essay to the list you have made in task 4c.

c) Complete the sample essay with the words or phrases from the box.

consequently, despite, this reason, in my opinion, result, the first, the second aspect, unless we do so

6 Work in pairs. Read the note about an introduction, then do the task after it.

#### The Introduction

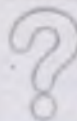
A good introduction:

- grabs the reader's attention
- introduces the general topic
- contains a **thesis statement** (i.e. it tells the reader specifically what the essay will be about)
- gives an idea of your overall plan



## WRITING

Read the question below, then compare two introductions (A and B) that answers it and decide which one contains a clear thesis statement.



Advances in technology have solved many problems. However, they have also created new ones. Discuss some of these new problems and give your opinion on how they should be dealt with.

(A) Can you imagine our lives without the benefit of cars, refrigerators, computers and all the other products that we take for granted?

However, these technological advances also have their drawbacks. Some modern technologies create environmental problems through both the energy sources they use and the waste they produce.

(B) Nuclear energy gives us much needed electricity to light our streets, warm our houses and keep our machines running.

However, the world's nuclear powers have enough nuclear bombs to destroy the world many times over. The technological advances that solve one problem also create new ones.

7 **Work in groups.**

a) Look at the outline of an essay on the question in task 6 and read the two conclusions (A and B) that follow it.

THE OUTLINE OF AN ESSAY

INTRODUCTION

**PARAGRAPH 1:** Many technological solutions require the use of energy sources that threaten the environment.

**Argument 1:** burning fossil fields causes global warming + support

**Argument 2:** nuclear fuel — radiation — nuclear bombs

**Recommendation:** focus on clean sources of energy, e.g. wind, waves

**PARAGRAPH 2:** Industrial and household waste threatens the environment.

**Argument 1:** industrial waste pollutes land and drinking water + support

**Argument 2:** problem of disposing of household waste + support

**Recommendation:** more recycling; more waste disposal plants.

(A)

In conclusion, the technological advances now threaten the world we live in. It is true that these advances have made our lives easier and improved our standard of living in many ways, but what is the point of having the latest technology if it destroys the world we live in? We need to invest in producing energy from clean sources, such as wind and wave power, and close down the nuclear power plants. We also need to stop the manufacture of products that produce toxic waste and allow only the manufacture of products that can be recycled or are biodegradable.

(B)

In conclusion, the technical advances have created new problems connected with energy sources and waste disposal. Our environment is threatened by the burning of fossil fuels and radiation from nuclear fuels and by the toxic waste that results from the production and disposal of industrial goods. In my opinion, we should focus on clean sources of energy and pay greater attention to recycling and waste disposal plants. We must ensure that the technology of today does not endanger the world of tomorrow.

**b) Discuss the questions.**

- a Which conclusion restates the thesis statement?
- b Which conclusion restates the main points?
- c Which conclusion ends with a statement that sums up the essay?
- d Which conclusion is better?







- a) Read the following writing task and follow the steps mentioned in task 4 (a-c).

You have had a class discussion on things you can do to protect the environment. Your teacher has asked you to write an essay giving your opinion on the following statement:

*The environment we live in will change dramatically in the next 50 years.*

- b) Write the essay following your plan. Use some of the transitional words and phrases from the box below.

#### USEFUL TRANSITIONAL WORDS & PHRASES

- **to list points**  
to begin / start with, in the first place, firstly, first of all, secondly, finally, lastly ...
- **to add more points to the topic**  
also, apart from this, moreover, what is more, besides ...
- **to introduce contrasting viewpoints**  
on the other hand, however, nevertheless, while, although, as opposed to ...
- **to introduce examples/reasons**  
for example / instance, like, such as, because, since, therefore, for this reason, especially, therefore ...
- **to conclude**  
to conclude, in conclusion, to sum up, finally, lastly, all in all, all things considered, taking everything into account ...
- **to give opinion**  
In my opinion / view ...  
My opinion is that ...  
It is my belief / opinion / view ...  
It seems / appears to me ...  
As far as I am concerned ...  
The way I see it ...  
I (strongly / firmly) believe ...  
I think / feel ...  
I am (not) convinced ...  
I agree / disagree that / with ...  
I am inclined to believe that ...  
I couldn't agree / disagree more that / with

## VOCABULARY

1 a) *Combine words from the box into pairs to make expressions.*

endangered	species	natural	changes
ecological	climatic	politics	shrinking
forests	sustainable	bottle	bank
habitats	tropical	development	damage
irreparable	balance	energy	resources
green	tidal	projections	demographic

- |         |          |
|---------|----------|
| 1 ..... | 7 .....  |
| 2 ..... | 8 .....  |
| 3 ..... | 9 .....  |
| 4 ..... | 10 ..... |
| 5 ..... | 11 ..... |
| 6 ..... | 12 ..... |

b) *Use the appropriate expressions above to complete these sentences.*

- ..... show that by 2050 the world's population will be 3.5 billion.
- Scientists define ..... as the harmonious coexistence between organisms and their environment.
- ..... are caused by global warming and the greenhouse effect.
- ..... is a renewable energy source that converts the energy of tides into electricity.
- Taking two bottles to the ..... for recycling saves enough energy to boil water for five cups of tea.
- Since people need more and more land for farming, ..... are being cleared at an alarming rate.

## GRAMMAR

2 *Choose the correct form of the verb to complete each sentence.*

- He (**gave / was given**) a present to her.
- She (**gave / was given**) this present for her wedding anniversary.
- My bike (**runs / is run**) very fast.
- He (**knocked down / was knocked down**) by a bike yesterday.
- Her house (**ruined / was ruined**) in the fire.
- I don't know anything about building. I (**will have built my house / will have my house built**).



## CHECK YOUR SKILLS

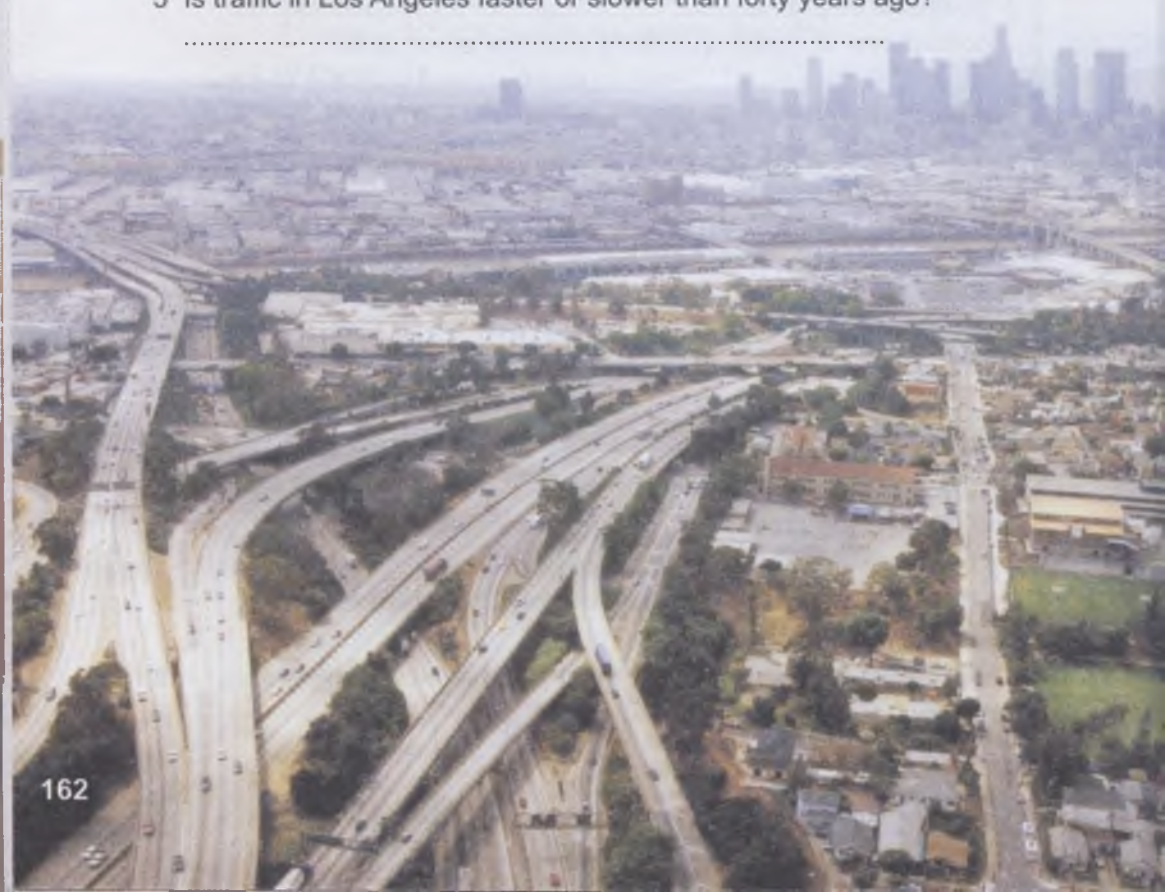
- 7 Although she is a professional cook, she (**has all her cakes made / makes all the cakes**).
- 8 She is a hair-dresser, so she (**has had her new hair-style done / has done her new hair-style**).
- 9 I didn't go to the post office. I (**had all the letters sent by my secretary / had sent all the letters**).
- 10 Our son (**had had his bike repaired / had repaired his bike**). We were so proud of him.

### LISTENING



**3** Listen to the interview and answer the questions below.

- 1 What organisation does Jane present?  
.....
- 2 What is the topic of the interview?  
.....
- 3 What is the amount of driving cars in East Los Angeles per day?  
.....
- 4 What three health problems that are caused by heavy traffic?  
.....
- 5 Is traffic in Los Angeles faster or slower than forty years ago?  
.....



## READING

- 4 Read the article and match the headings (A-I) with the paragraphs (1-8). There is an extra heading that you do not need.

- |                       |                           |
|-----------------------|---------------------------|
| A A SICKER EARTH      | F THE WEATHER FORECAST    |
| B IT'S NOT JUST US    | G WATER, WATER ALL AROUND |
| C NOT EVERYONE AGREES | H WE NEED TO BUY TIME     |
| D A NEW ICE AGE?      | I WHO IS TO BLAME?        |
| E THE FOOD WE EAT     |                           |

## THE CHANGING WEATHER

Climate change is one of the biggest problems facing the world today. But what is it exactly and what could the future hold for us?



- 1 The planet's climate has constantly changed throughout history. Previously this was due to natural processes. However, many scientists believe the changes we have seen over the last century are mainly due to man's activities. The earth is kept warm by greenhouse gases. Without these the world would be extremely cold. The problem is that man's activities have produced extra greenhouse gases like carbon dioxide which have increased temperatures further.
- 2 Scientists fear that by the end of the century, temperatures will have risen by 1.5 to 6 degrees. This means that there could be more rain in many parts of the world, a greater number of hot days and fewer cold ones. Other areas, however, will see less rainfall, it is also feared that the polar ice sheets could be greatly reduced.
- 3 Further food for thought is that increases in temperature will cause the level of the seas to rise. This is because the sea absorbs atmospheric heat, making it expand and thus rise. In addition, glaciers and the polar ice sheets will melt. The next result could be a rise in sea levels of up to five metres. Such changes will inevitably lead to flooding, and the catastrophic floods that happen every hundred years might occur every decade.
- 4 Our health will also be affected, as scientists believe a warmer world will be an unhealthier place. Warm winters will mean fewer deaths from extreme cold, but bacteria that normally die in such cold spells will thrive in the warmer weather and spread infections further.
- 5 Heat waves will cause more deaths from heart attacks, increases in skin cancer and more food poisoning. According to this view, it is only a matter of time before diseases from warmer zones spread to new areas.



# 5 CHECK YOUR SKILLS

- 6 Wildlife and plants will not remain unaffected. Less winter snow and hotter summers will have an enormous impact on life. Rising sea levels will reduce dry surface areas, leading to less food and shelter for other species. The most dramatic impact will be felt at the poles where many creatures depend on the ice to survive.
- 7 Farming practices could be altered. Scientists predict that changes in the weather will mean that we will be able to grow some crops further north. For instance, the UK could see vineyards and sweet corn. On the other hand, drier summers could destroy crops that need more water. Longer warm periods could also mean more pests that could damage agriculture even more than usual.
- 8 There are sceptics, however. Some scientists remain doubtful about the greenhouse effect. They say the climate has changed in the past and that it is too complex to make predictions about. They also say it is unlikely that such an intricate system could be affected by one part as small as greenhouse gases. Such opinions are in a minority, though.

Greenhouse gases can stay in the air for a century. If we cut emissions immediately, we probably will not be able to halt change in the short-term. However, we might slow down change, which would give the planet a chance to adapt, such as following species to alter migration and feeding patterns. It would also give us a chance to do something about the problem.

## CAN YOU ... IN ENGLISH?

– Yes, I can.

- read and understand about technological influence on the environment
- listen and understand about harmful effects of human activities
- talk about ecological problems
- discuss about the ways to improve the environment
- understand and use different tense forms of the verb in the Passive Voice
- write an opinion essay

CAN YOU ...  
IN ENGLISH?

- 1 In pairs, try to write as many names of actors and actresses as you can. Set time limits.
- 2 In groups, try to brush up words connected with painting (trends, styles, etc.) you learnt in the tenth form. You can arrange a competition. Set time limits.
- 3 Ask and answer the following questions in pairs.
  - 1 Are you interested in art? What art in particular?
  - 2 Painting and sculpture are visual arts, aren't they? Which of them do you think is more exciting for you?
  - 3 What world-famous artists do you know / like?
  - 4 Who is your favourite painter? Why?
  - 5 Which of the two genres — portrait or landscape painting — attracts you more? Do you know any well-known portraitists / landscapists?
  - 6 Many artists produced pictures of scenes at sea. Can you say that Aivazovskyi was a famous seascape painter? Do you know any names of his pictures?
  - 7 Do you know any British museums?
  - 8 Do you ever go to picture galleries and art museums? Which galleries / museums? What important picture galleries and art museums do you know in Ukraine and abroad?
  - 9 Where can we see sculptures? Where are they usually placed and why?
  - 10 Do you think photography can be called a visual art? Why? Why not?
  - 11 Have you ever tried your hand at any of these three arts — painting, sculpture and photography? How successful were you?

- 4 a) Listen, then read the text and say what of a greater interest for the girl is: the stories, she imagines watching pictures, or technical things, the painters use in their works.

### THE PICTURE

(after 'The Broken Bridge'  
by Ph. Pullman)

Ginny, the main character of the story, is 16. She's turning out to be a brilliant artist like her mother, who died when she was a baby. In the extract you're going to read Ginny sees her mother's picture in the art gallery.







*Arrangement in Grey and Black*, Whistler

When Ginny was first becoming interested in art and the history of painting, Dad had given her a big book with hundreds of reproductions in it. She'd pored over it with more than delight — with a kind of greed, in fact. She **absorbed** everything the book told her about the Renaissance, and the Impressionists, and the Cubists, about Botticelli and Monet and Picasso, and she breathed it all in like oxygen

she hadn't known she was missing. And among the pictures in the book, there were two that **made** her **gasp**. One was Whistler's *Arrangement<sup>1</sup> in Grey and Black*, the portrait of his mother sitting on an upright chair, and the other was El Greco's *View of Toledo*. She remembered her reaction quite clearly: a sudden intake of breath, caused by **sheer** surprise at the arrangement of shapes and colours. It was a physical shock.

And when she looked at the big painting that dominated the end wall, the same thing happened. It would have **affected** her the same way whoever had painted it, because it was a masterpiece. What it showed was a middle-aged black man, in a uniform with epaulettes [ˌepəˈlets] and medals, in the act of falling on to the red-carpeted floor of a well furnished room. He'd been eating a meal, and on the table beside him there was a plate of yellow soup. Beyond him, through the open door and at the open window, stood a crowd of people, watching: white people and black, old and young, richly dressed and poverty-stricken. Some of them carried objects that helped you understand who they were: a wad of dollar bills for a banker, a clutch of guns<sup>2</sup> for an arms dealer, a chicken for a peasant; and the expressions on their faces told Ginny that they'd all in some ways been **victims** or accomplices<sup>3</sup> of the man who was dying.

And all that was important, but just as important was the strange **discord** of the particular red of the carpet and the particular yellow of

<sup>1</sup>an arrangement [ə'reɪndʒmənt] — етюд

<sup>2</sup>a clutch of guns [klʌtʃ] — кула зброї

<sup>3</sup>an accomplice [ə'kɒmpɪs] — спільник, співучасник (злочину)

the soup, so that you knew it was something **significant**, and you guessed the soup had been poisoned. And the way the dying man was isolated by the acid red from every other shape in the picture, so that it looked as if he were **sinking out of sight** in a pool of blood. And mainly what was important was the thing that was impossible **to put into words**: the **arrangements** of the shapes on the canvas. These same elements put together differently would have been an interesting picture, but put together like this, they made Ginny **catch her breath**.



*View of Toledo, El Greco*

She began thinking of what her mother had wanted to say by the picture. Tell the story of the corrupt<sup>1</sup> officer? Yes... But not mainly. What she had probably wanted to do was just to see what happened when she put that red and that yellow together. That was what could start it. Some little technical thing like that. And the shape of the man as he falls... Because there's no **shadow**, you can't see easily where he is in relation to the floor. He seems to be **floating** in space, almost. But at the same time no one could say that the picture wasn't technically correct. It was amazing, brilliant! Ginny **felt a lump** in her throat.

**b) Read the text again paying attention to the words in bold and using a dictionary. Then choose the right answer (a-c) to each question.**

- What impression did the book given by her father make on Ginny?
  - She liked the chapters devoted to Boticelli, Monet and Picasso.*
  - She had a mixed feeling of pleasure and disbelief.*
  - She felt that she had badly needed a book like that.*
- What did Ginny feel when she first looked at her favourite reproductions of Whistler and El Greco?
  - The two pictures struck her as extremely original.*
  - The girl was overwhelmed by the deep emotions the pictures awakened.*
  - The girl was surprised by the colours and shapes in the pictures.*

<sup>1</sup>corrupt [kə'ɹʌpt] — продажный, корумпований



- 3 What type did the picture on the wall belong to?  
 a) *It was a genre painting.*  
 b) *It was a portrait.*  
 c) *It was a battle scene.*
- 4 Besides the officer's victims, who were the people in the crowd?  
 a) *His relatives.*  
 b) *His partners in crime.*  
 c) *His enemies.*
- 5 How could one guess that the soup in the picture had been poisoned?  
 a) *By the position of the plate.*  
 b) *By the discord of colours.*  
 c) *By the dark shade.*
- 6 What did Ginny's mother want to express by painting her masterpiece?  
 a) *She wanted to tell a story.*  
 b) *She wanted to experiment with some painting techniques.*  
 c) *She wanted to tell a story and make it more effective by using some special techniques.*



**5** *In the text, find the words which mean the following:*

- 1 to study something closely
- 2 to take something in gradually
- 3 straight up
- 4 to have the most important noticeable place
- 5 with furniture in it
- 6 a person who works on the land
- 7 a person who helps another person to do wrong
- 8 special, distinctive
- 9 extremely unnaturally bright
- 10 important, meaningful
- 11 not near any others, separated
- 12 some liquid poured or dropped on a surface
- 13 practising the dishonest use of power and position



## WORD FILE

an arrangement (of)

[ə'reɪndʒmənt]

a shadow [ˈʃædəʊ]

a victim [ˈvɪktɪm]

to absorb [əb'sɔ:b]

to affect [ə'fekt]

to enliven [ɪn'laɪvɪn]

to float [fləʊt]

sheer [ʃɪə]

significant [sɪg'nɪfɪkənt]

● to catch somebody's breath

● to feel a lump in somebody's throat

● to make somebody gasp

● to pore over something with delight

● to put into words

● to be sinking out of sight

6 Say when people experience such feelings or behave in the following way. Give examples.

- 1 pore over something with delight
- 2 breathe something in
- 3 miss something
- 4 gasp
- 5 have a shock
- 6 find something impossible to put into words
- 7 catch one's breath
- 8 feel amazed
- 9 feel a lump in one's throat



7 Work in pairs.

- a) Imagine that you're Ginny and speak about your interest in art and the first impression of your mother's picture.
- b) Speak about a strong impression a particular picture once made on you. Describe the picture.
- c) Speak about the pictures and artists mentioned in the text. Use encyclopedias and/or Internet links.

8 Read the text, then describe the picture.

#### PORTRAIT OF DUCHESS DE BEAUFORT

Gainsborough's *Portrait of Duchess de Beaufort* is an outstanding work of art. The artist depicts a graceful and attractive young woman. She has a pleasant oval face, straight eyebrows and black eyes, a straight nose and well-shaped delicate hands. You can see that she is an aristocrat.

Her rather pale complexion is contrasted by the dark colour of the background (the dark background was traditional in Gainsborough's time). The artist enlivens the face by a little colour on her cheeks.

Her grayish hair is combed very high and fastened with a comb and a blue ribbon, as was the fashion in those days. The dress is very low cut, also according to the fashion of the day.





The portrait is painted in cold colours (black, blue, grey and white). At first sight you may think that it is a traditional ceremonial portrait, but if you look attentively, you will see that her parted lips, fleeting glance and graceful gesture of her hand help to create a true impression of the sitter's vitality and optimism. The woman in the picture is alive, and we have a feeling that she is looking at us.

**9 Complete the sentences. Take turns in pairs.**

- 1 My preference lies with the genre of portrait because ...
- 2 I personally like genre paintings. They are ...
- 3 I prefer landscape to other genres. You see ...
- 4 I care much for still lives ...
- 5 I prefer battle pieces ...

**10 In groups, discuss the following questions.**

- 1 Does art appeal to the heart and mind of man, to his feelings and ideals? Does art serve life?
- 2 What feelings does art arouse<sup>1</sup>?
- 3 What must young people do to understand and enjoy the arts? (To read books about the arts; to take an active part in amateur<sup>2</sup> art activities; to study folk music; to listen to music; to learn songs, dances, handicrafts; to visit art exhibitions, theaters, concerts, museums.)
- 4 Truthful art is always connected with life. What role does art play in your life? What kind of art appeals to you?
- 5 Are you a frequent *theatregoer*? What is your favourite theater (actor, actress)? Why? Do you prefer a comedy, a tragedy, a musical, or a drama?
- 6 Why do many people prefer cinema to theatre? And what about you? Give your reasons.
- 7 What role does music play in your life?
- 8 What kind of music do you like to listen to?
- 9 Who is your favourite composer (singer, musician, pop group, musical instrument)?
- 10 Do you take up<sup>3</sup> music lessons? Where do you study music?
- 11 Do you often go to music concerts?
- 12 Are you interested in painting?
- 13 How often do you visit picture galleries or fine arts museums?
- 14 Who is your favourite painter? What is your favourite painting?

<sup>1</sup>to arouse [ə'raʊz] — збуджувати, викликати

<sup>3</sup>to take up — займатися

<sup>2</sup>amateur [ˈæmətə] — любительський, аматорський



## VOCABULARY

**POINT** Art is a way of representing things, expressing ideas, using pictures, sculpture, films, plays and other objects that people can look at. *This is a book about Italian art in the 17th century. What kind of art do you like?*

**Work of art** — something produced by an artist, especially something that is of very high quality: *Several priceless works of art were stolen from the museum.*

1 a) Read and guess the meanings of the words in bold.

- |  |  |
|--|--|
| 1 entertain, v<br><i>The play failed to entertain the audience.<br/>We're entertaining our neighbours this evening.</i>  | a) to invite people to your home for a party<br>b) to do something that amuses or interests people<br>c) to take people to a restaurant for a meal |
| 2 entertainer, n<br><i>I like street entertainers.<br/>He is a very popular television entertainer.</i>  | a) someone who does tricks<br>b) someone who sings<br>c) a person who entertains professionally, e.g. by singing or telling jokes                  |
| 3 entertainment, n<br><i>This law is applied to theatres, cinemas and other places of entertainment.<br/>It's not a serious film, but it's good entertainment.</i> | a) such things as films, television, performances, etc. that amuse or interest people<br>b) a performance or show<br>c) an act of entertaining     |

b) Choose the appropriate item (a), (b) or (c) to explain each word.

2 Read the passages (A-D) and guess what entertainment they describe.

ballet     mime     musical     music hall

- A It is a form of entertainment for an audience, which may include drama, dancing, music, mime, puppetry and so on.
- B It is the art of combining sounds into a unified whole, typically in accordance with fixed patterns and for an aesthetic purpose.
- C It is a modern form of art and entertainment which borrows from the other arts, such as music, drama and literature, but is dependent for its origin on technological development.



**D** In ancient Greece it was a realistic comedy with speech and exaggerated gestures. But in common usage it is applied to acting in which gestures, movements and facial expressions replace dialogue. It has developed as a form of theatre, particularly in France.

**3** *Group up the words and expressions into two columns.*

heartwarming, well acted, lots of twists and turns, too long, a bit boring, very surprising, gripping, utterly believable, original, predictable



**4** *Match the words from the box with their definitions.*

- 1 cast all the people who act in a film
- 2 ... the most important actor or actress in a film
- 3 ... person who makes a film
- 4 ... music of a film
- 5 ... story of a film
- 6 ... a part of a film happening in one place
- 7 ... people who watch a film in a cinema
- 8 ... a film which continues the story of an earlier film
- 9 ... images, often created by a computer
- 10 ... words of the film
- 11 ... transcription (usually translation) of the dialogue of a film that appears at the bottom of the screen

audience, cast, director, plot, scene, script, sequel, soundtrack, special effects, star, subtitles



**5** *Match the sentences on the left (1-6) with the sentences on the right (a-f).*

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 The film was set in 19th century Italy and England.</li> <li>2 It was based on a novel by E.M. Forster.</li> <li>3 It was filmed / shot on location in Florence.</li> <li>4 It was directed by James Ivory.</li> <li>5 Helena Bonham-Carter played the part of Lucy.</li> <li>6 It was dubbed into other languages.</li> </ol> | <ol style="list-style-type: none"> <li>a He was the director.</li> <li>b This was her role in the film.</li> <li>c It was situated in that place at that time.</li> <li>d The actors originally spoke in English.</li> <li>e It was an adaptation of the book.</li> <li>f It was filmed in the real place, not in a studio.</li> </ol> |
|---|--|


**GRAMMAR  
POINT**
**THE PARTICIPLE (Дієприкметник)**

The Participle is a non-finite (безособова) form of the verb that can function as an adjective or an adverb.

*Example: A **broken** cup lay on the floor.*

*They passed me **talking** loudly.*

There are three forms of participle: **The Present Participle (Participle I)**, **the Past Participle (Participle II)** and **the Perfect Participle**.

*Examples:*

**The Present Participle:** *Reading English books I **wrote out** new words.*

*(Обставина, що вказує на одночасність дії з дією присудка)*

**The Past Participle:** *The **faded** leaves fell to the ground.*

*The book **taken** from the library was interesting.*

***Written** in pencil, the **article** was difficult to read.*

*(Означення по відношенню до іменника)*

**The Perfect Participle:** ***Having missed** the train he **spent** the night at the station. **Having finished** school he **went** to Oxford.*

*(Позначення причини або передування дії по відношенню до дії, вираженої присудком)*

**1 Get to know all the forms of the Participle.**

Форма дієприкметника	Неперехідні дієслова	Перехідні дієслова	
	Active Voice	Active Voice	Passive Voice
Present Participle (Participle I)	<b>going</b>	<b>asking</b>	<b>being asked</b>
Past Participle (Participle II)	<b>gone</b>	—	<b>asked</b>
Perfect Participle	<b>having gone</b>	<b>having asked</b>	<b>having been asked</b>

**2 a) Read the text and write out all the participle forms of the verb. Define their functions.**
**THE APPROACHING STORM BY G. MORLAND**

George Morland (1763-1804) was an outstanding English artist of the 18th century and a brilliant painter of landscape. Like many artists, he turned to nature for inspiration. He had an instinctive feeling for nature.





Among his pictures *The Approaching Storm* is truly remarkable. It is, indeed, a masterpiece of world painting. Looking at the picture, you can easily understand how keenly the artist felt nature in every detail. He was able to impart a sinister atmosphere of the coming storm. You feel the threatening silence before

the storm. The sky is overcast. The first gust of wind shakes the trees, the next moment it will start raining.

The artist enlivens the landscape by two horses and a dog huddling<sup>1</sup> together in a little group, seeking protection from a man in danger. This landscape is a typical example of sentimental and poetic painting.

**b) Describe the picture close to the text using participle forms of the verbs.**

**3 Match the examples with the names of different participle forms.**

- |                              |                      |
|------------------------------|----------------------|
| 1 Present Participle         | a being spoken       |
| 2 Past Participle            | b having been spoken |
| 3 Perfect Participle         | c speaking           |
| 4 Passive Participle         | d having spoken      |
| 5 Perfect Passive Participle | e spoken             |

**4 Open the brackets and use the Present Participle or Perfect Participle form.**

- ... (to write) out all the new words, I started to learn them.
- ... (to live) in Kyiv, he was able to see all the ancient monuments.
- ... (to hear) my friend's voice, I left the room to open the door.
- We went home, ... (to look) through the documents.
- ... (to drink) coffee she was talking to her pal.
- ... (to go) down the street, the boy was looking back from time to time.
- ... (to throw) the ball, the little girl ran home.

<sup>1</sup>to huddle [ˈhʌdl] — тиснутися

5 **Change the sentence as in the example.**


**Example:** After he had received all the necessary documents, he went to the police station.

Having received all the necessary documents he went to the police station.

- 1 After Mary had passed all her examinations, she went to the seaside.
- 2 After he had returned from the expedition, he made a very interesting report.
- 3 As they had lived in Spain for four years, they knew Spanish very well.
- 4 As Peter had lost the key, he could not enter the house.
- 5 As the soldiers had been wounded, they were taken to the hospital.
- 6 After Mr Jefferson had arranged everything, he went home.
- 7 After the guests had taken off their coats, they went upstairs.

6 **Choose the correct form of the participles.**

- 1 John, (**having been seen / being seen**), finally admitted to his parents that he smokes.
- 2 The placement test, (**carried out / carrying out**) by our teachers, could give us a detailed picture of our student's knowledge.
- 3 The carpet (**covered / covering**) the floor in his dining room was bought in Iran.
- 4 Football fans were (**asked / asking**) to head towards the exit.
- 5 The documentary on animals, (**being recorded / recorded**) yesterday, will be shown to our students.
- 6 All the decisions, (**having been made / being made**) for hours, will be altered tomorrow in the light of new facts.
- 7 A guide book (**describing / having described**) the whole area has been published recently.

 7 **Put the verbs in brackets into the Present Participle or Past Participle.**

- 1 The hunters were absolutely silent ... (*follow*) the tiger's footsteps.
- 2 The president climbed the stage, ... (*follow*) by his family.
- 3 He arranged the whole trip for the English tourists ... (*wish*) to visit the Carpathian Mountains.
- 4 She had to stay at the customs for 5 hours, ... (*need*) some extra medical papers for her dog to be allowed to enter.
- 5 ... (*shock*) by his boss' terrible behaviour, Helen decided to quit the post.
- 6 ... (*enter*) the new phase of her life, she dyed her hair red and bought a dog.



## LISTENING

1 In pairs, interview each other. Do you have similar or different tastes?

- Do you like watching films?
- Is watching a film more interesting than reading a book?
- What films made you laugh a lot?
- What films made you cry?
- What films sent you to sleep?
- What films made you feel good?
- What films made you buy the soundtrack?
- Is there a big difference watching a film on video at home and in the cinema?
- Do you like science fiction films? Why (Why not)?
- Have you ever watched a horror film alone?
- Do you know the popular American expressions for 'film' and 'cinema'?
- Who is your favourite actor and favourite actress? Why?
- What is the best film you have ever seen? Who was in it? Who was it directed by?
- When were you last in the cinema? Was the film thrilling, exciting, scary, humorous, funny, gripping? Did you enjoy it?
- Have you ever watched the same film more than twice? Why?
- What do you think the success of a film depends on?
- What is your favourite genre (action films, romances, comedies, thrillers, westerns, adventure films, horror films, cartoons, science fiction films, animated films, etc.)?



## WORD FILE

an approval [ə'pru:vəl]

a fiction film ['fɪkʃn fɪlm]

a must-see movie

[mʌst si: 'mu:vi]

recognition [,rekəg'nɪʃn]

heartwarming ['hɑ:t,wɔ:miŋ]

meaningless ['mi:nɪŋləs]

striking ['straɪkɪŋ]

unfavourable [ʌn'feɪvərəbl]

● to blend together

2 Listen to a film critic, then note down who people below are. Talk about a new film.

Jane Martins *A maid in a large country house.*

Charles Danton .....

Helen Richards .....

Peter Kite .....

Kevin Hadley .....




**USEFUL TIPS**

**Listening for opinions** is a useful skill. Try to notice if the speaker is using positive or negative words, and ask yourself how these reflect his / her viewpoint. If you hear mostly negative words, then the speaker's opinion is likely to be unfavourable. Similarly, a lot of positive words would indicate approval.

- 3 Look at the statements below. Tick (✓) in the appropriate column for True, False or Don't know. Then listen again and check.

	True	False	Don't know
a The film takes place in the north of England.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b It is based on a true story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Both the main actors are very good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d The ending is rather weak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e It is Kevin Hadley's first film.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f The movie is only suitable for adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4

- a) Think of a film you like. Look at the questions below and make notes.

My favourite film

What is the plot?

Who are the main characters?

How does it end?

Who was it directed by?

Can you remember any of the actors?

Is it well acted?

Were there any special effects?

Do you like the soundtrack?

Why do you like this film?

- b) In pairs, tell each other about the films you like.



# LISTENING

5 a) Look at the pictures and say which of the words in the box you would use to describe each picture.

attractive, ugly, interesting, beautiful, silly, meaningless



*Woman's Head with Sombrero* (1962). By Pablo Picasso



*Circus Girl* (1939). By Georges Rouault



*Icarus* (1947). By Henri Matisse



*Landscape by the Sea* (1914). By August Macke



*Painting* (1937). By Ben Nicholson

b) Think and say.

- Which of the above pictures would you put on walls in your flat?
- Which of the pictures do you like the best? Why?
- What's the most striking thing about it?
- What does it make you think of?



*Street Scene* (1935). By L.S. Lowry

6 a) Listen to someone talking about the paintings on page 178, then match the paintings (A-F) with the following comments about them (1-6).

- 1 I'd find it rather disturbing.
- 2 It's a very warm painting.
- 3 Suitable for a hall.
- 4 Interesting for a few moments.
- 5 I'd grow bored with it rather quickly.
- 6 A very peaceful painting.

b) Listen again and decide which pictures he would put on a wall in his home.

c) Work in pairs. Check each other's answers.



7 In groups, discuss the following questions.

- 1 Are you interested in any kinds of visual art? Which of them is closer to you?
- 2 Would you like to know more about art and its history? Where can you find information about them?
- 3 Is there an art gallery in the place where you live? What does it exhibit? How often do you go there?
- 4 Is there a particular artist whose works you enjoy most? What in this artist's work do you find attractive?
- 5 Which of the world-famous masterpieces would you like to see some day? Why?
- 6 Do you think art should be an essential part of every person's life or it is meant for a selected few?
- 7 Should art be taught at school? What way? At what age?
- 8 Do you think a person's artistic taste is inborn? Is it possible to develop it? In what way can one do it?





1 a) **Make up a questionnaire using the clues below.**

- 1 you / enjoy / going to the theatre
- 2 how often / you / go to the theatre
- 3 how many times a year / you / go to the theatre
- 4 which / be / your favourite performance or show
- 5 you / enjoy / going to the cinema
- 6 how often / you / go to the cinema
- 7 which / be / your favourite film
- 8 you / enjoy / watching home videos
- 9 how often / you / watch videos / at home
- 10 which / be / your favourite video film
- 11 you / enjoy / watching TV films
- 12 how many times a week / you / watch TV films
- 13 which / be / your favourite series or a soap opera
- 14 you / enjoy / going to pop concerts
- 15 which / be / your favourite pop group or singer
- 16 how many times a month / you / go to a pop concert
- 17 you / ever / be / at a concert of classic music
- 18 you / like / it
- 19 you / ever / be / at the opera house
- 20 how many times a year / you / go to the ballet or opera

b) **Work in pairs. Use your questionnaire and ask each other about your favourite entertainments. Make notes. Tell your classmates about your partner's favourite performances and performers. Say how often he/she goes out to entertain himself / herself.**



2 **Read the dialogue. Then make up a similar one and dramatise it in pairs.**

AFTER THE PERFORMANCE

*George:* Well, how did you enjoy the play, Margaret?

*Margaret:* Oh, enormously! I thought the production was really brilliant, and so was the acting.

*George:* If Nickolson hadn't been ill, it would have been even better. They say he's wonderful in the part of the inspector.

*Margaret:* But his understudy was very good too, particularly in the last act. Of course, the plot was rather absurd...

*George:* It usually is in detective plays.

*Margaret:* Take the wife, for instance. She didn't behave like a normal human being at all. If she had only owned up to her husband, he would have settled the whole business in no time.

*George:* But she was supposed to be a dumb blonde. And if she hadn't been, there wouldn't have been a plot, would there?

*Margaret:* And you know, there wouldn't have been a second murder if the inspector hadn't told everybody about his plans.

*George:* But then the audience would have had to go home at the end of the first act.

*Margaret:* Then take that episode with the revolver. If he had had any sense, he would have told his wife about the gun instead of trying to hide it.

*George:* It's a pity you didn't write the play, Margaret. If you had, you would have made a much better job of it. The wife would have confessed to her husband, he would have told the inspector, and there wouldn't have been any corpses. A much better play altogether. Not a thriller, of course...



## WORD FILE

**artistry** ['ɑ:tɪstri]

**craftsmanship** ['krɑ:ftsmənʃɪp]

**a failure** ['feɪljə]

**insight** ['ɪnsaɪt]

**performance** [pə'fɔ:məns]

**a shape** [ʃeɪp]

**to confess** [kən'fes]

**contemporary** [kən'tempərəri]

3 a) *Change the following sentences into the opposites.*

- 1 They say his new play is a complete failure with the public.
- 2 Everybody agrees that X. was at the worst yesterday.
- 3 This play is still on at the Art Theatre.
- 4 My friend said that he had enjoyed every minute of the play.
- 5 N.'s acting was true to life.
- 6 When one sits on the front rows one has a good view of the performances.



b) In pairs, study the advertisements below and discuss what you would choose to see. Use some of the sentences you wrote in (a).

## OLIVIER THEATRE

Now booking  
2 July to  
30 August

Approx.  
running time  
3 hours

Richard Eyre's  
production  
recreated by  
Fiona Laird  
Musical Staging  
David Toguri



Settings  
**John Gunter**  
Costumes  
**Sue Blane**  
Lighting  
**David Hersey**  
Music Director  
**Tony Britten**  
Associate Music  
Director  
**Mark W Dorrell**  
Cast to be  
announced

## Guys and Dolls

## A MUSICAL FABLE OF BROADWAY

**GUYS AND DOLLS**  
based on a story and characters  
of Damon Runyon, music and lyrics  
by Frank Loesser, book by Jo  
Swerling and Abe Burrows (1950)

'A night of high musical pleasure'  
*Evening Standard*  
'Richard Eyre's production is a glorious  
success'

*The Sunday Telegraph*  
'A magical production,  
a jewel in the National's crown'

*The Sunday Times*  
'Take your family. Take other people's  
families. Take your street. Then go again'

*The Independent*  
'This astonishing mixture of infectiously  
swaggering and lyrical music, biting and  
warm-hearted lyrics, sharp psychological  
insight and edgy but generous humour is  
the fruit of consummate craftsmanship  
and artistry'

*The Sunday Times*

## RAYMONDA

American Ballet Theatre at the Metropolitan Opera House  
is proud to present the U.S. Premiere of *Raymonda*,  
and all-new production by Anna-Marie Holmes and Kevin  
McKenzie. In this masterpiece of love and mystery, the sanctity of  
a betrothed couple's relationship is challenged as an aggressive  
suitor attempts to conquer and subdue the young *Raymonda*.  
The ballet culminates in a dramatic duel, followed by a lavish  
wedding celebration. *Raymonda* mixes Marius Petipa's  
choreography with a colourful score by Alexander Glazunov  
to create an enchanting and sumptuous experience.



Be Enchanted

## THE CONTEMPORARY MEETS THE CLASSIC

This innovative programme features a charming mix of the modern and the classic. Antony Tudor's brilliant choreography unites with Arnold Schoenberg's moving score to create *Pillar of Fire*, an intense psychological drama that was first performed in 1942. Also on the programme is the smash hit

*Within You Without You: A Tribute to George Harrison*, featuring the music by the late, great Beatle, George Harrison, and riveting choreography by Natalie Weir, Stanton Welch, David Parsons and Ann Reinking.



BE  
SURPRISED

## LADY IN THE DARK

a musical play by Moss Hart  
with lyrics by Ira Gershwin  
and music by Kurt Weill (1941)

Moss Hart collaborated with Ira Gershwin and Kurt Weill to produce his wittiest and most inventive work. This is the first time it has been staged in London.

Fashion magazine editor Liza Elliott (Maria Friedman), a woman struggling to balance her career and personal life, visits a psychiatrist in an effort to resolve her feelings of indecision and to explain the extraordinary dreams she's been having about her men: Kendall Nesbitt (Paul Shelley), her lover and professional patron; Randy Curtis (Steven Edward Moore), a glamorous, but shallow, movie star; and Charley Johnson (Adrian Dunbar), a cantankerous advertising manager.

## Lyttelton Theatre

Director  
**Francesca Zambello**

Settings  
**Adrienne Lobel**

Costumes  
**Nicky Gillibrand**

Lighting  
**Rick Fisher**

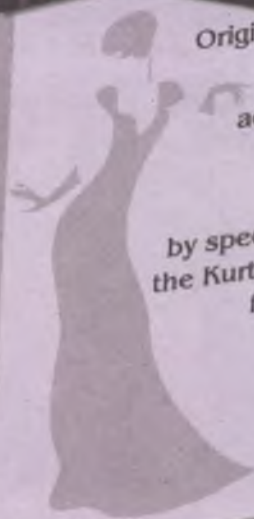
Original Orchestrations  
**Kurt Weill**

adapted for smaller  
ensemble by  
**Terry Davies**

by special permission of  
the Kurt Weill Foundation  
for Music Director  
**Mark W Dorrell**

Choreographer  
**Quinny Sacks**

Cast





- 4 a) Look at the works by Ukrainian painters and say in what genres they are painted.



*Three Ages.* By F. Krychevskiy



*Portrait of Hanna Zakrevska.*  
By T. Shevchenko



*A Town.* By S. Rybak



*Water-mill.* By V. Shtenberg



*Still-life.* By A. Manevich



*The Bridge.* By O. Ekster

**b) Work in groups. Speak about each picture. Use the phrases from the 'Useful Phrases' box below. Don't forget to mention:**

- the subject (what is represented or depicted unit)
- the composition (how the space of the picture is used)
- the colours (how different colours are handled)
- the details (what are they and how they are related to the subject)
- the general impression the picture makes



### USEFUL PHRASES

Some helpful words and phrases to describe a picture:

- *the space of the picture is symmetrically / asymmetrically divided;*
- *in the foreground / background / far distance;*
- *the shapes echo with each other / contrast each other;*
- *the picture is painted in warm / cold colours;*
- *the dominating colours are...;*
- *the colours are bright, pale, brilliant, intense, luminous, soft, pure, pastel, delicate, etc.;*
- *the colours contrast with each other / blend together;*
- *the sitter / model.*

These words describe a positive impression of a picture:

- *a masterpiece that can (could) stand the test of time;*
- *a romantic, lyrical, charming, appealing, powerful, original, outstanding painting;*
- *the artist demonstrates a great sense of space, a real talent as a colourist, precision of drawing;*
- *the artist managed to capture the sitter's expression, the atmosphere of the place, the mood of the moment.*

**5 In groups, speak on the statements (1-6). Highlight the following points about each of them:**

- What does it mean?
- Do you agree? Why (not)?

- 1 It's hard to overestimate the role of art in one's life.
- 2 Art forms our outlook and enriches our inner world.
- 3 Art has a great educational significance.
- 4 Art brings people up — makes them more humane and kind.
- 5 Art holds up people's spirits in the tragic moments of their lives.
- 6 The language of art is universal.



## 1 Complete the text with the words from the box.

surrealists, realistic, Cubism, emotions, effect, shapes, arrangement, images, colours, scenes

In European art in the late 18th and early 19th centuries there appeared a group of artists who followed their feelings and (0) emotions rather than logical thought or reason, and who preferred wild, natural beauty to things made by man. Realism followed Romanticism in the 19th century. (1) ... paintings show things as they really are, as they appear to most people. In the 20th century there appeared such art movements as Impressionism, Surrealism, such styles as (2) ... and Expressionism.

Impressionism was founded in France in the 1870s by Claude Monet and his friends. They painted outdoors and developed a sketchy, 'impressionistic' style, trying to capture the changing (3) ... of natural light.

Surrealism appeared in the 20th century. Salvador Dali ['dɑ:lɪ] and Rene Magritte ['reɪnɪ mə'grɪ:t] were famous (4) ... . In their works they used strange dreamlike (5) ... .

Pablo Picasso became one of the most famous modern artists, working in many different styles from delicate pastels to striking Cubist (6) ... where he wasn't trying to create lifelike pictures. He distorted space and broke things up into angular (7) ... . This style became known as Cubism.

At the beginning of the 20th century in Germany there developed a style known as Expressionism. Expressionist artists use exaggerated shapes and (8) ... to try to convey feelings, as in the works of Edward Munch [mʊŋk].

Abstract art became popular in the 20th century. It doesn't mirror real people or things, but is an (9) ... of shapes and colours.

## 2 Complete the text with the appropriate participle forms of the verbs from the box.

see, crawl, be tired, try, dress up, find, whisper, lose, check, feel, cry, draw, push, be

## AN ACTOR IN A ZOO

One day an actor went to the zoo, and while (0) being there, he tried, (1) ... his job the day before, to earn some money as a street performer, (2) ... his artistic skills at the same time.

A crowd, (3) ... by his performance, started to gather around him. (4) ... that, a zoo manager invited him into his office. The actor was offered a job, to take the place of their lost gorilla.

The next day, (5) ... as a gorilla, he was entertaining visitors, (6) ... to catch a glimpse of his show.

After a while, the crowd, (7) ... of his jokes, turned to the tiger's cage, next to his own. (8) ... envious, he began teasing the tiger. The tiger, absolutely furious, grabbed him. (9) ... himself in a tiger's cage he had forgotten his role, (10) ... for help, and (11) ... towards the gate.

Suddenly, (12) ... onto his back, he saw the tiger above him, (13) ... "Keep quiet! Do you want us to lose our jobs?"



3

**Comment on the quotations. Say which of them you agree or disagree and why.**

There is nothing but art. Art is living. To attempt to give an object of art life by dwelling on its historical, cultural or archaeological association is senseless.  
(W. Somerset Maugham 'The Summing Up')

The true function of art is to... edit nature and so make it coherent and lovely.

(H. L. Mencken)

One is never tired of painting, because you have to set down, not what you knew already, but what you have just discovered.  
(William Hazlitt 'The Pleasure of Painting')

Art is long and life is fleeting.  
(H. W. Longfellow)

All art is but imitation of nature.  
(Seneca)

The perfection of art is to conceal art.  
(Quintilian [kwɪn'tɪliən])





- 4 Work in pairs. Read the email. Find answers to all the questions after it.

Hi,

I saw *Shrek 2* for the first time yesterday. Loved it. It's about an ugly but lovable green ogre — that's Shrek — who's married to an ugly but lovable green Princess Fiona. They live in a swamp, but they go to see Fiona's parents in the Kingdom of Far, Far Away, which is really like a cross between Los Angeles, Hollywood and Disneyland. The king cannot accept Shrek as a son-in-law, and Shrek decides to drink a magic potion<sup>1</sup> to make him handsome and Fiona beautiful. There's also a nasty Fairy Godmother and a horrible self-centred but fantastically handsome Prince Charming, her son, who wants to take Shrek's place and become Fiona's husband. In the end, of course, Shrek and Fiona end up together, as ugly as ever.

I think the point of the film is that if you love someone, it doesn't matter about the colour of his / her skin or look. When Fiona thinks that Prince Charming is Shrek, she can't fall in love with him, even though he is so fantastically good-looking. What matters is the character of the person. You know, in most Hollywood films, everyone is so good-looking, and it is really nice to have main characters who are ugly. And although we live

in a culture where everyone wants to be beautiful, when watching the film you don't want Fiona and Shrek to change — you want them to stay the ugly people they are.

And the film's great fun — full of humour. Especially the Donkey (Eddie Murphy's voice). And visually it's brilliant.

The animation is unbelievable. It was directed by Andrew Adamson. Although it's a cartoon, the facial expressions of the cartoon characters are very realistic and believable — even the Donkey's. So there were

plenty of moments where I had a good laugh, and the film leaves you with a smile on your face. I'm sure you'll really like it.

Shall I lend you the DVD?

See you,  
Mandy



<sup>1</sup>a potion ['peʊʃn] — доза ліків (отрути); зілля



- Who is the director?
- What is the title?
- What genre does it fit?
- Who are the main characters?
- What are they like?
- What is it about, in general?
- What issues does it raise?
- Did you like it in general? Why?
- How did the film affect you?
- Are the actors good in their parts? Why or why not?
- Is it interesting, memorable, entertaining? Why?
- What specifically did you like / dislike? Why?
- Did you agree with the main theme / purpose? Why or why not?
- Did the director do a good job? Why or why not?
- Would you recommend the film to your friends? Why or why not?

5 **Imagine you are a film critic. Choose the last film you saw and follow the instructions. Work in groups.**

- 1 First, give the title and the genre. Mention the director, actors, special effects, duration, country of origin (British, Italian, French), etc.
- 2 Tell the story. What is the film about? Who are the characters? What happens in the film?
- 3 Give your opinion — why you like / don't like the film.
- 4 Recommend / don't recommend the film.

6 **Work in pairs. Complete the dialogue with the sentences from 1 to 7 (see the next page) and dramatise it.**

A: How did you like your visit to the gallery?

B: .....

A: Yes, it's a fine collection, of course. I am sure that a lot of pictures drew your attention. Are there any pictures that you especially liked?

B: .....

A: Try to describe the picture. Perhaps, I will help you.

B: .....

A: Are there people in the picture?

B: .....

A: Oh, yes, I know! And a shepherd boy in the distance...

B: .....

A: And in the background you see two village houses with smoke coming out of chimneys.





*Before the Rain.* By Feodor Vasiliev

B: .....

A: It's a picture by an outstanding Russian painter of the 19th century Vasiliev. The picture is called *Before the Rain*.

B: .....

A: Vasiliev was very talented, and his work is distinguished by a romantic perception of life and nature.

- 1 Well, it's really difficult to choose among such a lot of masterpieces of world painting. But I remember being charmed by one landscape. It depicts the approach of a thunderstorm and is painted with great talent. The artist was able to impart a sinister atmosphere of the coming storm. Only I can't remember what the picture is called or the name of the painter.
- 2 Oh, I enjoyed it. I have never seen such a rich collection of Russian painting.
- 3 That's right.
- 4 Well, it's a forest scene. The time is late summer or early autumn. Many leaves on the trees are already of reddish-yellow colour. A threatening cloud covers the sky. You get an impression that the next moment it will start raining.
- 5 The landscape in the picture looks very romantic.
- 6 Yes. The artist enlivens the landscape by two women driving geese along a little wooden bridge cross a stream in the foreground...
- 7 Yes.

7 **Role-play the situation in pairs.**

You and your friend want to visit an exhibition of pictures. Discuss with him/her which one of the options below is the best place to go.

- an exhibition of pictures by Ukrainian artists of the 19th-20th centuries and avant-garde works

- an exhibition of T. Shevchenko's paintings and drawings
- an exhibition of the Ukrainian folk arts of the 15th-20th centuries
- an exhibition of the Italian Renaissance of 17th-18th centuries

You begin the conversation and have to decide on which option (only one) to choose. Remember to:

- 1 discuss all the options;
- 2 take an active part in the conversation and be polite;
- 3 come up with ideas;
- 4 give good reasons;
- 5 find out your friend's attitudes and take them into account;
- 6 invite your friend's attitudes and take them into account;
- 7 invite your friend to come up with suggestions;
- 8 come to an agreement.

**8** In groups, discuss the following items.

- 1 What makes good art? Do you think art can be great if it is not linked with the people's lives, their interests and ideals? Give your reasons.
- 2 How does art help us understand the outside world?
- 3 What purpose does true art serve?
- 4 Share your opinions: *Real art appeals to the heart and mind of man, to his feelings and ideals and it proclaims life. Art is life, pretence of art is death.*
- 5 True art elevates the mind and the soul of the people.

**9** Do the project 'A Gallery of Compositions' and write about your vision of art's role in modern society. Follow the instructions below.

- 1 Read what is said by Carolyn Wardle about art and its functions and think if you agree or disagree. Decide if you agree with all the points or only with some of them.

*"Art should entertain. It should elevate the heart and the mind. It should poke holes in the blinders of society. Yet, even after it has done these three things, art should offer one more important feature. And that is to promote discussion which will act as a catalyst for change."*



- 2 Think what you are going to add in order to expand the information from the quotation by giving your own examples and opinions and making a general comment on the subject. Draw a spidergraph of the ideas you are about to develop in your composition, if you find it helpful and necessary to do.
- 3 Write a list of expressions, which may be useful when you are going to express agreement or disagreement in your composition.
- 4 Write a draft copy of your composition. It should contain about 90 words. Check it carefully for grammar and vocabulary mistakes. Look also at how you have expressed and justified your opinion. Look at how your ideas are expressed (if it is clear what you want to say or not) and organised in the paragraphs.
- 5 Make all necessary corrections and write a neat copy of your composition.
- 6 In a group, arrange a gallery of works. Compare your composition with one or two works of your classmates and make judgement<sup>1</sup> on the following.
  - Whose composition is the most interesting one for the reader?
  - Whose thoughts and ideas expressed in it are the most original ones?
  - Whose ideas are expressed and organised in a very clear and thoughtful way?
  - Who is the best at finding examples to support his or her point of view?
  - Who has made no or only few grammar or vocabulary mistakes?
  - Whose spelling is the best one?
  - What are the strong and weak points of each of you as a writer?
- 7 Share your views on your classmates' works in your class.

<sup>1</sup>a judgement ['dʒʌdʒmənt] —  
суждения



1 a) Read the information and put 6-8 questions to it.

**Reviews** are brief descriptions of books, films, CDs, TV programmes, etc. They can be either *formal* or *semi-formal* in style, depending on the type of publications they appear in and who the target readers are. They are published in newspapers, journals, periodicals or magazines.

The purpose of a review is twofold: to inform readers, viewers or listeners, and to express an opinion or recommendation about a book, a film or a TV programme. Therefore, reviews not only describe, but also evaluate books, films, TV programmes or CDs.

A review usually consists of:

- an **introduction** which briefly states all the background information concerning a book / film / TV programme, etc. (the title, the type, the author or director, the theme, main characters, etc.);
- a **body** consisting of two or more paragraphs giving an outline of the plot (you should NOT under any circumstances reveal the end), including an evaluation of and comments on various features, such as the direction, acting, cast, main characters, plot, sound effects, screen play, special effects, music, etc., or to put it briefly, all the good and bad points of the film, book, etc.;
- a **conclusion** which includes a general assessment and/or a recommendation supported by relevant reasons.

We often use **present tenses** when reviewing a film, a book, etc. to make the description vivid and lively. We also use a variety of **adjectives** to make it more interesting and appealing to the reader.

- b) *Work in pairs. Role-play the interview between a professional critic and a journalist who is interested in what a good review is. Use your questions and the information above.*



2 Match review parts (1-3) with their contents (a-c).

- |   |                        |   |  |
|---|------------------------|---|--|
| 1 | Introductory paragraph | a | chronological outline of the plot with an evaluation of various features |
| 2 | Body paragraphs        | b | general assessment and/or possible recommendation with justifications    |
| 3 | Concluding paragraph   | c | stating all the background information                                   |



## WRITING

3 Put the parts of the review below into the correct order.

(A)

The film is everything what most of others are not. It is deep, sincere and magnificent. Make sure you don't miss it.

(B)

'A Beautiful Mind' (USA, 2001) is impressive drama with great success. This masterpiece, directed by Ron Howard, has four Oscar awards and award for the best movie.

(C)

Cast is superb, special effects are fabulous and performance in general is perfect. I recommend this film to everyone. It doesn't matter if you like drama or not because this film will simply fascinate you.

(D)

The story is set in Princeton in 1947. John Nash is incredible strong performance of Russell Crowe. He is brilliant and young mathematical genius. Three years after finishing university he becomes victim of mystical conspiracy. His devoted wife, convincing Jennifer Connelly, is the only person who can help him in this extremely powerful realisation about courage, passion and triumph.

4

a) Work in pairs. Choose a film you like and make notes using the following headings and prompts.

- Introduction (background) .....
- Title .....
- Type .....
- When made? .....
- Director? .....
- Main Character / Starring? .....
- Plot .....
- When / Where? .....
- Main Character / Cast .....
- Outline .....
- Opinion .....
- General Assessment-Recommendation .....

1	
2	
3	
4	

## b) Role-play the situation in pairs.

**Student A**, you're a TV journalist. You've invited a critic to get your audience acquainted with the professional opinion on a film / play, which was recently released. Present your guest and ask him questions.

**Student B**, you're a professional critic. Answer **student A's** questions and give an oral review of the film / play. Use your notes you did in task 4a. Use the expressions from the 'Useful Phrases' box.

5 Write a review of a book / film you have recently read or seen. Use the expressions from the box below.

## Expressions for Writing Reviews

## USEFUL PHRASES



## ● background

This fascinating / highly provoking / well-written / original book is ...

This chilling / realistic / magnificent / spectacular film is ...

The book / film tells the story of ... / is based on ...

The book / film is set in / takes place in ...

The book / film was written / directed by ...

The film stars ...

It is a comedy / action / historical / science fiction / war / western / romantic / disaster / mystery / horror / biographic ... film.

## ● plot

The story begins / is about / focuses on ...

The book / film reaches a tragic / dramatic climax / culmination when ...

The story of the book / film unfolds ...

The book / film ends ...

In the end, the book / film ...

## ● evaluation and comments on various features

The plot is ...

The book / film is ... written / directed by ...

The cast is ... / The film has a ... cast.

The acting ...

The script is ...

The book / film is pretty / rather ...

## ● recommendations

I would (highly / strongly / thoroughly / definitely) / wouldn't recommend it because ...

It is (not) worth seeing ...

You should definitely read / see ...

**Note:**

Don't forget to use various transitional words / phrases to express contrast, to add points, to give examples, to express your opinion and to conclude. (See pages 168-169 of the Appendix in 'English 10' textbook.)



## CHECK YOUR SKILLS

## VOCABULARY

- 1 Complete the texts with the words from the box.

stars, special effects, science fiction thriller, minds, succeeded,  
photography, movies, filmed, directed, powerful, true



One of my favourite films of all time is *The Matrix*. The film is a ..., which has a very complicated storyline. It ... Keanu Reeves who plays a computer expert called Neo. Neo finds out that his world has been taken over by intelligent machines. *The Matrix* is a computer programme created by the machines, which they use to control people's ... . Neo and two other rebels (called Morpheus and Trinity) set out to try to destroy *the Matrix*. What I like most about the film is the photography and the ... . These are really amazing and make it look like a computer game.



*Schindler's List* is one of the best ... I have ever seen. It was ... by Steven Spielberg. It tells the story of a man called Oskar Schindler who owned a factory in Nazi Germany. He ... in saving the lives of thousands of Jews by giving them jobs in his factory. It is an extremely ... movie, and is based on a ... story. One of the things I like most about the movie is the ... because it was made almost entirely in black and white. This makes it seem very real, even though it was ... 50 years after the events actually happened.

## GRAMMAR

- 2 Put the verbs in brackets into appropriate participle forms to complete the description.

Look at the picture ... (*paint*) by a young artist. The lady ... (*stand*) on the bank of the river has two children — a boy ... (*play*) with a dog and girl ... (*follow*) her mother. It is a warm summer day. We see some boats ... (*sail*) down the river. ... (*come*) in the morning, they have been staying here for some hours. They are enjoying themselves. We see a happy family, which is in harmony with nature. Would you like to join them?

## LISTENING

3 Listen to the conversation and complete the sentences.

- One of two men saw a film that was ...  
 The film was on at ...  
 There was a special attraction that night: ...  
 Judy Davis is ...  
 The review of the film is ...  
 The producer makes ...  
 The director is ...  
 The cast was ...  
 His wife and he sat in ...  
 Except the film  
     there was a ...



## READING

4 Read short reviews and answer the questions after them.

## A OUT OF AFRICA

This film was nominated for 11 Oscars and it won seven. It's about a Danish writer (Meryl Streep) who goes to Africa to help her husband run a coffee plantation. To her surprise, she finds herself falling in love with the country, the people and a mysterious white hunter (Robert Redford). The film is based on an autobiographical novel by the Danish writer, Isak Dinesen, and was directed by the American director Sydney Pollack.

The story is set in Africa in 1914 and was shot on location in the Masai Mara National Park. Apart from the actors, the 'stars' of the film are the breathtaking scenery and the exotic wildlife, which look so wonderful on the big screen. The film also has an unforgettable soundtrack guaranteed to move even the most unromantic.





## B THE LORD OF THE RINGS

This trilogy of films won a total of 17 Oscars, including Best Picture and Best Director.

They are based on the books written by JRR Tolkien. They tell the story of a hobbit, Frodo Baggins, who has to try and destroy a magic ring in order to defeat the evil forces of the dark Lord Sauron. He is helped on his journey by a group of friends.

The story is set in an imaginary land called Middle Earth. All three films were filmed in New Zealand, which was chosen because of its magnificent and dramatic scenery. The director of the film, Peter Jackson, was born there. The success of the films has attracted thousands of tourists to the country, and last year it was voted the most popular holiday destination by UK travellers.



## Which film (A or B) ...?

- 1 had three parts
- 2 was based on a book
- 3 was filmed in a wildlife park
- 4 was set at the beginning of the 20th century
- 5 was a romantic film
- 6 was directed by a man born in New Zealand
- 7 won more Oscars

## CAN YOU ... IN ENGLISH?

 — Yes, I can.

- read and understand about visual arts
- listen and understand about films and paintings
- talk about theatre performances and films
- describe a painting
- discuss influence of art on people
- understand and use the Participles
- write a film review

1 **Brainstorm the activities that give you the opportunities:**

- to develop your independent thinking and independence of character
- to develop responsibility for your own actions
- to understand the value of help, advice and encouragement

2 a) **Read what young people say about citizenship projects they have been involved in (A-F) and refer each question (1-8) to the appropriate person.****Which project(s):**

- 1  had very little equipment for the job?
- 2  benefited the local economy?
- 3  was part of normal school lessons?
- 4  deals with a problem largely caused by local people?
- 5  requires being taught skills?
- 6  involved cooperation with businesses?
- 7  can involve helping injured people?
- 8  is seasonal?

## BEING GOOD CITIZENS

Our school is in a small town on the coast and tourism is very important for our community. One of the problems we've been having though is all the litter that gets left on the beaches. It's not all left by tourists. Unfortunately, most **gets dumped by** people who live in the area and some is washed up by the sea. Anyway, we decided to do something about it, so once a week during the summer we organised ourselves into work parties and cleaned the beaches. Apart from helping the image of the town, it gave us the chance to get plenty of fresh air.

A



WENDY

B In citizenship classes, we visit elderly people in the community, who have difficulty in doing things for themselves, and help them. This means doing things like going to the shops and helping out in the house and garden. Sometimes, all we do is just **have a chat** with them. Sometimes we can find out something about life from them, because they've lived through a lot and have plenty of experience. I think it's important for different generations to look out for each other.



TONY





ALEX

- (C) It's very beautiful here in the mountains and we get a lot of visitors, but beneath all the beauty it is quite a wild and dangerous place. I should know because I'm a volunteer with the local mountain rescue service. Naturally, we receive instruction in first-aid and how to use maps and compasses. I've even been in a helicopter. Last summer, I helped find a walker who had fallen and broken his leg. If we hadn't got to him, he would have died.

I had quite a few personal problems and it was a great help when I was able to phone up and talk to someone about them. That was when I decided that I would like to help out. Basically, I'm a volunteer on a help line for young people. Teenagers who have various problems can ring us and just talk about what's worrying them. If it's something very serious, we can recommend professional help. Of course, we **get training** on how to handle calls, and it's a great feeling to know that you're there for people if they need you.

(D)



FRANCIS

- (E) I saw this ad in the press calling for volunteers to go and work in the Third World for a year. I decided to take a year out before university and I thought it would be a great opportunity. I ended up helping kids learn English in a village in Africa. It was a real eye-opener for me as the resources were virtually **non-existent** and the classes were much larger than I thought they would be. However, I learnt a lot about myself being out there and **benefited** enormously from the experience.



NAZ



This boy in our town was very ill and needed an operation, **(F)** but the waiting list was very long. So we decided to help **raise money** for him so he could have the operation privately, which would be a lot quicker. We decided to have a sponsored six-a-side football tournament in the gym at school. We had several teams and we all played each other round the clock for twenty-four hours. Of course, we rested while the other teams were playing, but it was **exhausting**. Anyway, we got family, friends and local firms to sponsor us, and we made enough money for Richard to have the operation he needed.



GARY

**b) Read again and refer each person to the appropriate question.**

**Which person:**

- learnt about the project in a newspaper? *Naz*
- had previously been helped by the project? ...
- found the project different from what they had expected? ...
- says the project was physically demanding? ...
- went on the project after leaving school? ...
- says you can learn from those you help? ...
- says they have developed as a person?

**c) Work in pairs. Pay attention to the words in bold in task 2a and guess their meanings.**

**d) Match the words with their definitions.**

- |                |  |
|----------------|--|
| 1 to benefit   | a is not present one; isn't being used nowadays                          |
| 2 non-existing | b making you feel extremely tired  |
| 3 to handle    | c to put something, such as a bag, books, etc. in a careless, untidy way |
| 4 to dump      | d to bring advantages to someone or improve lives in some way            |
| 5 exhausting   | e to deal with something by doing what is necessary                      |





3 **Read and discuss the current statistics on HIV-positive people in Ukraine, then answer the questions below.**

In the beginning of 2008 the official number of HIV-positive people in Ukraine was 132,000 people. However, unofficial statistics put the number at approximately 500,000. By 2010, there will be approximately 600,000 HIV-positive people in Ukraine. 43,000 of these cases will develop into AIDS, and 46,000 children will become orphans.

- 1.63% of the adult population of Ukraine is HIV-positive making it the highest in Europe.
- Only 1 out of 5 people know about their HIV-positive status.
- Only 4% of Ukrainians have ever had an HIV test.
- The highest rate of transmission is from sexual intercourse, 55%.
- The second highest rate of transmission is from drug use, 40%.
- The last 5% is transmission from mother to child or from an accident with donor's blood in the hospital.

**YOU CAN GET TESTED FOR HIV, anonymously, at any hospital or polyclinic or at your Oblast AIDS Centre.**

This information was provided by the All-Ukrainian Network of PLWH (People Living with HIV / AIDS). Visit their website: [network.org.ua](http://network.org.ua) or call.

If you have any questions about HIV / AIDS or need information for testing centres, please call the National HIV / AIDS Hotline at: 8 800 500 4510. It's free!

**If you found out that a friend was suffering from AIDS would you:**

- try to avoid him / her?
- treat him / her as normal?
- want to find out how he / she contracted the disease?
- feel better if you found out that he / she was a hemophiliac and not a homosexual or drug addict?

**Give your reasons.**



**WORD FILE**

- an addict ['ædɪkt]
- a citizen ['sɪtɪzn]
- drug [drʌg]
- government ['gʌvənmənt]
- hardship ['hɑ:dʃɪp]
- a participant [pɑ:'tɪsɪpənt]
- a pregnancy ['pregnənsi]
- society [sə'saɪəti]
- to benefit ['benɪfɪt]
- to handle ['hændl]
- exhausting [ɪg'zɔ:stɪŋ]
- non-existent [,nɒn ɪg'zɪstənt]
- worldwide ['wɜ:ldwaɪd]
- transmitted [træns'mɪtɪd]
- AIDS [eɪdz]
- HIV-positive  
[ˌeɪtʃ aɪ 'vi: 'pɒzɪtɪv]
- to get dumped
- to get training (on)
- to raise money (for)



**4 Read and find out how you are well-informed about the problem.**

Ever since it was first recognised in the United States in 1981, AIDS / HIV has been one of the biggest, some say the biggest, public health challenges facing the world. Governments and other organisations have spent millions on educating the public about the risks and issues involved. But how successful have they been in educating people?

**In pairs, see if you can answer the following questions.**

- 1 Which is a virus, HIV or AIDS?
- 2 How exactly is the virus transmitted?
  - a) through the air
  - b) through touch
  - c) through bodily fluids
- 3 Can 'straight' people become infected?
- 4 Can mother infect her baby during pregnancy?
- 5 Can people be infected by:
  - a) tattooing?
  - b) being bitten?
  - c) shaking hands?
  - d) kissing?
  - e) urine?
  - f) breast milk?
  - g) insect bites?



- 5 Get some information about one of the projects you can take part in.**

#### PEACE CORPS

#### AND HIV PREVENTION IN UKRAINE

HIV Prevention in Ukraine is an integral component of all Peace Corp's projects (Youth Development, TEFL, Community Development) registered with the Ministry of Education and Science, Youth and Sports, and the Ministry of Economy. This is in a response to the urgent need to cap the growth of HIV infection in Ukraine.

Volunteers and Ukrainians:

- teach healthy lifestyles
- incorporate HIV / AIDS topics into English language classes and after school activities





- organise youth camps and trainings
- conduct public awareness events

The programme's philosophy uses an ABC approach to help young people consciously stay away from risky behaviours, as well as to help those who are already engaged in such behaviours:

- abstinence<sup>1</sup> from risky activities
- being faithful to one partner
- consistent condom use

The programme offers:

- Age-specific programmes that tailor all information / activities to appropriate age groups: under 15 years old, 15-18+ years old.
- HIV / AIDS Trainings for Trainers three times a year for Volunteers and Ukrainian counterparts<sup>2</sup>.
- HIV experts who can travel to Volunteer communities to train local NGO representatives, social workers, teachers and other service providers.

- 6 a) Read the feedbacks of the young people who have participated in the project 'Health Education AIDS Liaison'<sup>3</sup> (H.E.A.L.) and speak on their impressions and thoughts.



**Ira Bishko, 16**  
Boryslav,  
Lvivska Oblast

*"I think Camp H.E.A.L. was very interesting and educational. I learned a lot of new information. Now I understand that infected people aren't people from another planet. They are like us and we can be friends. I like it. I want to go to Camp H.E.A.L. again!"*

**Ania Yerpynina, 17**  
Rubezhnoe,  
Lugansk Oblast

*"I really liked Camp H.E.A.L. I had a good chance to practise and improve my English. I found many friends and got useful information about HIV / AIDS. I learned interesting things about stigma<sup>4</sup>, discrimination and nutrition. It was very interesting and exciting. I didn't know that Americans were so friendly!"*

<sup>1</sup>an abstinence [ˈæbstɪnəns] — утримання

<sup>2</sup>a counterpart [ˈkaʊntəpɑ:t] — особа, що доповнює іншу; двійник

<sup>3</sup>a liaison [li'eɪzɒn] — зв'язок, взаємодія

<sup>4</sup>a stigma [ˈstɪgmə] — пляма; ганьба

**Ira Makarchuck, 15**  
Boryslav,  
Lvivska Oblast

"I liked Camp H.E.A.L. very much! It was awesome<sup>1</sup>. I learned so much about HIV / AIDS and other interesting things. All of the volunteers were so nice. I like all of the children and friends that I met there."

**Ira Bessonna, 16**  
Rubezhnoe,  
Lugansk Oblast

"I liked Camp H.E.A.L. because the volunteers were very friendly and kind. I learned more information about problems affecting our world. I enjoyed all the games and made new friends from other parts of Ukraine."

**b) Work in pairs. Role-play the situation.**

**Student A** has participated in a project. He/she answers **student B's** questions.

**Student B** is very interested in the project. He/she asks the participator (**student A**) different questions.



**7 Do the individual project 'Citizenship for Young People' and make a presentation. Read the situation and follow the instructions below.**

You are a PR (public relations) expert for an independent educational organisation called *Citizenship for Young People* whose goal is to encourage and enable young people to play an effective role in democratic society. The local school authorities have asked you to give a presentation on your organisation.

- 1 Brainstorm the ideas.
- 2 Include the following points:
  - basic information
  - programmes
  - goals
  - plans for future
- 3 Revise the rules for making and giving a presentation (see page 37).
- 4 Give your presentation in class.

<sup>1</sup>awesome ['ɔ:seɪm] — чудовий, дивовижний, приголомшливий



- 1 a) *Guess the meanings of the following words (1-6) and match them with their definitions (a-f).*

- |                    |  |
|--------------------|--|
| 1 selfish          | a feeling sure of their abilities and worth  |
| 2 self-disciplined | b are able to control themselves and make themselves work hard or behave in a particular way without needing anyone else to tell them what to do |
| 3 self-interested  | c always want to do what is best for themselves rather than for anyone else  |
| 4 self-confident   | d care only about themselves, and not about other people   |
| 5 self-educated    | e are calm and confident and in control of their emotions  |
| 6 self-possessed   | f have learnt a skill by themselves  |

- b) *Say which of the characteristics above are positive? Why?*



### VOCABULARY POINT

This prefix **self-** is often used in English to form nouns and adjectives. For example: **self-respect** = *respect for yourself*  
*a self-cleaning oven* = an oven that cleans itself  
*When I hurt myself, it took a lot of self-control to keep from crying.*

#### self-confident or self-assured?

The words **self-confident** and **self-assured** are very close in meaning. They both are used to show that a person can deal with a situation successfully and is not worried that he/she could do something wrong or fail.

The adjective **self-assured** usually stresses that people are very confident in the way they deal with other people, especially in public situations when other people's attention is fixed on them.

*Dr Lauren was a very self-assured woman. She answered the difficult questions of the audience in a very assured way.*

**Self-confident** people are sure that they have abilities and are attractive and that other people like them.

Self-confident people are not afraid or nervous in social situations.

*As a child he was always self-confident, happily joining in adult conversations.*

2 Find Ukrainian equivalents for these words and word combinations.

- |                             |                   |                   |
|-----------------------------|-------------------|-------------------|
| 1 a self-addressed envelope | 5 self-discipline | 10 self-mockery   |
| 2 self-admiration           | 6 self-educated   | 11 self-neglect   |
| 3 self-centred              | 7 self-importance | 12 self-pity      |
| 4 self-coloured             | 8 self-love       | 13 self-reproach  |
|                             | 9 self-made       | 14 self-sacrifice |

3 Think about word-formation in English language and say what the antonyms to the following adjectives are.

- |            |              |               |
|------------|--------------|---------------|
| 1 tolerant | 6 dependent  | 11 supportive |
| 2 flexible | 7 civilised  | 12 reasonable |
| 3 patient  | 8 controlled | 13 willing    |
| 4 tidy     | 9 fair       | 14 moral      |
| 5 ashamed  | 10 polite    | 15 balanced   |

4 Work in pairs.

- a) Read and explain the meanings of the following words. Use synonyms.

It is generally believed that teenagers tend to become:

- rebellious
- ill-mannered, impertinent<sup>1</sup> or cheeky
- aggressive and violent
- skeptical or cynical
- intolerant and inflexible
- impatient and flighty
- clumsy<sup>2</sup> and awkward
- untidy or scruffy<sup>3</sup>
- too self-assured or cocky
- over-ambitious
- shy of talking about their problems
- afraid to be seen as losers
- scared of being lonely, bullied or rejected

b) Speak on the question.

- Why do adults often see the age between 13 and 19 as 'difficult'?

<sup>1</sup>impertinent [im'pɜ:tinənt] — зухвалий, нахабний

<sup>2</sup>clumsy ['klʌmzi] — незграбний; нетактовний

<sup>3</sup>scruffy ['skɹʌfi] — неохайний



## INFINITIVE and GERUND (-ING FORM) REVISION

- 1 a) Refresh your knowledge of the Infinitive and the Gerund (see page 287 in Appendix) and fill in the chart with the following verbs or phrases below with the verb 'tell' in the Infinitive or ING-form. Some examples are given.

agree	make	help
continue	start	offer
look forward	begin	try
remember	forget	can't stand
would prefer	mind	let
avoid	stop	refuse
finish	can't bear	would like

VERB + -ING	VERB + 'TO' INFINITIVE	VERB + (SB) BARE INFINITIVE	VERB + 'TO' INFINITIVE OR -ING (no change in meaning)	VERB + 'TO' INFINITIVE OR -ING (different meaning)
<i>finish telling</i>		<i>help him tell</i>		<i>stop telling</i> <i>stopped to tell</i>

- b) Match the names of the different infinitive forms with the examples.

- |                                 |                        |
|---------------------------------|------------------------|
| 1 PRESENT INFINITIVE            | a to have sent         |
| 2 PERFECT INFINITIVE            | b to send              |
| 3 PRESENT CONTINUOUS INFINITIVE | c to be sent           |
| 4 PERFECT CONTINUOUS INFINITIVE | d to have been sending |
| 5 PRESENT INFINITIVE PASSIVE    | e to have been sent    |
| 6 PERFECT INFINITIVE PASSIVE    | f to be sending        |

- 2 Choose the correct verb form.

- They made us (to follow / follow) them.
- He tried to avoid (to crash / crashing) into the truck.
- The Browns can't afford (to stay / staying) at the Ritz.
- She finally managed (not to drop / not dropping) a ball while juggling.

- 5 The boy doesn't seem **(to understand / understanding)** what he has to do.
- 6 He kept **(to avoid / avoiding)** eye contact.
- 7 When she returned to the room, I couldn't help **(to notice / noticing)** that she'd smeared<sup>1</sup> her lipstick.
- 8 I don't mind **(to work / working)** alone.
- 9 Emma suggested **(to go / going)** for a walk.
- 10 I'm glad he decided **(to stay / staying)**. I'd hate **(to see / seeing)** him go.

**3 Complete the sentences with the correct forms of the verbs in brackets (Infinitive or Gerund).**

- 1 Don't forget ... *(do)* your homework tonight.
- 2 Frank says he promises ... *(give up)* ... *(smoke)*.
- 3 I'm finishing ... *(read)* the article.
- 4 Cheer up and keep ... *(smile)*.
- 5 Bob wrote to me he was looking forward to ... *(see)* us at Christmas.
- 6 I have no idea what ... *(choose)* for a dessert.
- 7 How many times a week do you have ... *(go / shop)*?

**4 Match the beginnings with the endings to make sentences.**

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 My Math teacher pretended | a people to forget my birthday. |
| 2 My Music teacher made     | b me to check my email.         |
| 3 My boss reminded          | c the children watch a video.   |
| 4 I'd hate                  | d not to see me at the disco.   |
| 5 I let                     | e me take the exam.             |

**5 Complete each sentence with the correct form of the appropriate verb from the box.**

change, check, contact, look, phone, send, spend, travel

- 1 Remember ... your grandmother a card on her birthday next week.
- 2 She stopped ... at a poster and missed the train.
- 3 Do you remember ... alone for the first time?
- 4 I'll never forget ... three weeks in the rainforest.
- 5 Don't forget ... your email before you leave home.
- 6 He tried ... his hair colour, but he still looked awful.
- 7 Please stop ... me at work, my boss doesn't allow personal calls.
- 8 I tried ... my boss, but he was on a climbing holiday.

<sup>1</sup>to smeared [smiə] — мазати, намазувати



# 7 LISTENING

1 In pairs, ask and answer the questions.

a) How are you feeling at the moment? Which of the following adjectives is the closest to the way you are feeling now?

- bored       relaxed       happy       calm  
 interested       tense       sad       excited



b) How do you think the people in the sentences below probably feel?

- a afraid      c angry      e happy      g depressed  
 b alarmed      d annoyed      f delighted      h sad

- 1 Kathy finds out that her sister has ruined her favourite skirt.  
 2 Bruce realises that he has locked himself out of his flat.  
 3 Joanne says goodbye to her best friend, who is moving to another town.  
 4 Phil can't see the bright side of life.  
 5 It's the first day of the holiday, and Carol is on her way to the coast with some friends.  
 6 Paul hears he has got into university.  
 7 Claire has to walk home alone in the dark.  
 8 Richard unexpectedly finds out that he has a test the next day and he's not prepared.

2 a) Read the sentences and guess the meanings of the words in bold.

- His letter had filled her with **rage** and disappointment.
- The attack provoked an angry **response**.
- He looked with **envy** at Bob's new car.
- An **anxiety** among workers about job losses was spreading.
- She couldn't speak after the accident, she experienced a real **handicap**.
- She was like a **vulnerable** young child, unable to defense herself.
- A fat and **contented** black cat was lying in the sun.
- Don't act like such an idiot — use your **intelligence**!
- Lack of sunlight will **stunt** the plant's growth.
- This letter full of mistakes is vividly showed his **illiteracy**.

## b) Match the words with their definitions.

- |                |  |
|----------------|--|
| 1 anxiety      | a the feeling of wanting something that someone else has                   |
| 2 envy         | b an inability to use your body or mind because it has been damaged        |
| 3 handicap     | c something that is done as a reaction to something that has happened      |
| 4 intelligence | d is easily harmed or hurt emotionally, physically or morally              |
| 5 rage         | e happy and satisfied because your life is good                            |
| 6 response     | f an ability to learn, understand and think about things                   |
| 7 to stunt     | g to stop something from growing to their full size of developing properly |
| 8 contented    | h the feeling of being very worried about something that may happen        |
| 9 vulnerable   | i a strong feeling of uncontrollable anger                                 |

- 3 a) Listen about dealing with emotions and decide which one of the following ideas (a-f) is not in the information.



- b) Listen again and say which of the ideas in task (a) best summarises the main message of the article.
- a Emotions are exciting.
  - b We need emotions in order to survive.
  - c Without emotions, we're just like robots.
  - d Emotions create problems.
  - e We need to be aware of our emotions.
  - f We should control our emotions and be sensitive towards those of other people.

**What about the other ideas?**



4

a) Read to learn about emotional intelligence and some of Mr Goleman's suggestions to control emotions.

For Goleman, EMOTIONAL INTELLIGENCE includes:

- **self-awareness** — knowing your emotions, recognising your feelings as they occur and discriminating between them
- **mood management** — handling feelings so they're relevant to the current situation and you react appropriately
- **self-motivation** — directing yourself towards a goal
- **empathy** — recognising feelings in others
- **managing relationships** — handling interpersonal interaction, conflict resolution and negotiations



### WORD FILE

- an anxiety [æŋ'zaiəti]
- an envy ['envi]
- a handicap ['hændikæp]
- an intelligence [in'telidʒəns]
- an illiteracy [ɪ'lɪtərəsi]
- a rage [reɪdʒ]
- a response [ri'spɒns]
- to stunt [stʌnt]
- contented [kən'tentɪd]
- vulnerable ['vʌlnərəbl]
- to carry away
- to gain control



And how can we control our emotions? Here are some suggestions:

- 1 Face the emotion. Be aware of the feeling.
- 2 Analyse the situation. Are you sure that the situation really is as you think it is? Perhaps you've misinterpreted it.
- 3 Use up the extra energy. Do something that helps you 'let off steam'.
- 4 Do something that improves the situation. For example, if you are afraid of failing an exam, work on the subject so there is no reason to fear. If you are afraid of talking to people at a party, practise going up to people and talking to them.



**b) Match the sentences with five aspects of emotional intelligence.**

- |  |                          |
|--|--------------------------|
| 1 I can see that she's feeling angry.  | a Self-awareness         |
| 2 I'm feeling angry.   | b Mood management        |
| 3 I'm feeling angry so I'd better calm down so I don't make the situation worse. | c Self-motivation        |
| 4 Maybe we could reach a compromise.   | d Empathy                |
| 5 I'm going to pass that exam.   | e Managing relationships |

**c) Refer the sentences below (a-d) to the suggestions (1-4) in task 4a about how to control our emotions.**

- a I think I'll go jogging.  
 b I'm afraid of heights.  
 c I'm afraid of heights, so I'll climb that tower.  
 d Maybe she didn't mean what I thought she meant.

**5 In groups, discuss the questions below. Give reasons and examples for your opinions.**

- The article says, 'Emotion interferes with thinking, and thinking is our best tool for dealing with the problems of life.' How far do you think it is true?

How important do you think emotional intelligence is in life, compared with other forms of intelligence, such as mathematical intelligence or verbal intelligence?

- Do you think the suggestions in the article for controlling our emotions are realistic?
- If Dr Goleman were to visit your school to give a lecture, what questions would you ask him?

**For Example:** *Dr Goleman, you say that emotional illiteracy leads to stunted<sup>1</sup> social lives. Can you give us an example?*

- Should we be ashamed of any of our emotions? Is it alright for men to cry?

**Start your opinion with the phrases:**

*I think ...*

*I don't think ...*

*I reckon ...*

*Personally, I think ...*

*In my opinion, ...*

*As far as I'm concerned, ...*

*If you ask me, ...*

<sup>1</sup>stunted ['stʌntɪd] — (муж) низької якості





- 1 Look through the list of problems that may worry teenagers. Put them in the order of importance. Explain your choice. You can add your own items.



## WORD FILE

an abuse [ə'bjʊ:s]  
 bullying ['bʊliŋ]  
 a disease [di'zi:z]  
 a disorder [dis'ɔ:də]  
 a suicide ['su:saɪd]  
 to embarrass [ɪm'bærəs]  
 to expose [ɪk'spəʊz]  
 to frustrate [frʌ'streɪt]  
 to neglect [nɪ'glekt]  
 outrageous [aʊ'treɪdʒəs]  
 sexually ['seksjəli]

- |  |  |
|--|--|
| <input type="checkbox"/> physical health                     | <input type="checkbox"/> relationships with friends, family and others |
| <input type="checkbox"/> eating disorders                    | <input type="checkbox"/> drugs   |
| <input type="checkbox"/> suicide                             | <input type="checkbox"/> school marks                                  |
| <input type="checkbox"/> sexually transmitted disease        | <input type="checkbox"/> participating in youth movements              |
| <input type="checkbox"/> abuse (emotional, physical, sexual) | <input type="checkbox"/> their future                                  |
| <input type="checkbox"/> bullying                            | <input type="checkbox"/> the possibility of earning money              |
| <input type="checkbox"/> pregnancy and sex                   | <input type="checkbox"/> being overworked at school                    |
| <input type="checkbox"/> appearances and clothes             |  |

- 2 Speak on the certain dangers and hardships that may occur in young people's lives and discuss the questions on page 216 in pairs. Use some of the following ideas.

Modern life exposes young people to certain dangers and hardships. Some teens may:

- believe that only fit, healthy and glamorous people can be a success and copy fashion models and pop stars
- become fans of a sports team or a pop singer and dedicate their lives to this passion
- become net addicts and spend too much time with the computer





# 7 SPEAKING

- get bored or depressed and think that nothing interesting can happen to them
- try to earn their own money and begin to neglect their school and homework
- fail to think of what to do with themselves in their spare time and waste the best years of their lives
- forget that parents remain the most important people in teenagers' lives and become unsupportive
- give up too easily when they feel that too much pressure is put on them
- ruin their health at a young age
- fall victims to crime

- 1 Do you have a lot of problems? How do you try to solve them?
- 2 Do you ask anybody for advice? Do you talk about your problems with other people?
- 3 What kinds of problems do your classmates usually have?
- 4 Have you ever solved somebody else's problem?
- 5 Have you ever written to an advice column? Do you often read the advice columns in magazines? What can you learn from the answers? Are all problems of equal importance?
- 6 In what way are today's young Ukrainians different from those of the same age — six or seven years ago?



- 3 **Work in pairs and try to describe a typical Ukrainian teenager. Use the phrases below if you think they are appropriate.**

- can't get along with adults or their peers
- feel self-conscious about their looks
- experiment with their appearances
- loudly protest against being treated like children
- seek independence in everything
- have low or high self-esteem
- lose self-confidence
- develop complexes (like inferiority or superiority complexes)
- try to look cool in front of (in the eyes of) their friends
- embarrass their parents by outrageous or unsocial behaviour



- 4 **Before reading the text try to answer the following questions. Then read and discuss the information in groups.**

- 1 What are the problems young Ukrainians are facing nowadays?
- 2 Do young Ukrainians rely on their own resources?
- 3 What should the government do concerning our younger generation?

The young Ukrainians are facing many important problems. Young people today are different from those of the same age just six or seven years ago. Our young people are getting more economically active, but at the same time they are becoming more pragmatic and spiritually restrained<sup>1</sup>.

In Ukraine nowadays, people aged between 15 and 28 number a little more than 10 million and their ratio is dropping.

Today's problems influence strongly the life of the younger generations. Most young people have a low personal income; their parents don't earn enough money to support their families properly; low salaries and black wages pose a great threat for families; lots of parents are unemployed, and it leads to bad living conditions. The poor economic situation in Ukraine has bad impact on the life of the whole nation and causes a lot of problems on a personal level.





A great number of young people support market reforms in Ukraine, but they are opposed to the manner in which these reforms are implemented<sup>1</sup>. In short, problems faced by young Ukrainians could be grouped as follows:

- 1 employment;
- 2 worsening conditions of young families, obliteration of their educational functions;
- 3 growing housing problems;
- 4 increasing of youth crime rate;
- 5 crisis of culture and moral values;
- 6 lowering public activity, etc.

The situation with young families is poor. Statistics show that the number of registered marriages has dropped over the past decade. The number of official divorces has increased. An increasing number of families wants to have fewer children. Today more than half of new families have only one child per couple, and about one-fourth of the families are without children.

Young Ukrainians today are more pragmatic and actively independent. They rely more on their own resources and do not expect someone else to solve their problems for them.

We think it is necessary now not only to help young people with some of their problems, but to pay more attention to the youth on a political level. The government should treat youth as a top priority sector of the population, because the future of our country depends on our younger generations.

<sup>1</sup>to implement [ˈɪmplɪmənt] — здійснювати  
<sup>2</sup>restrained [rɪsˈtreɪnd] — обмежений



- 1 Refresh your knowledge of word formation. Complete the text with the appropriate forms of the words on the left.

EMOTIONAL MATURITY<sup>1</sup>

emotion According to psychologists, we become ... mature when we outgrow our childish anger and fear.

break Do you remember what made you angry when you were a young child? Typically, young children get angry over possessions<sup>2</sup>. For example, they get angry if a toy ... or if it won't do what they want it to do; they ... with each other over toys. They also get angry when fight their parents want them to do something that they don't want to do. They scream, shout, lie on the floor and beat it with their hands and legs and seem quite out of control. Early childhood can be a very ... frustrate

angry time. In adolescence, however, the major cause of ... comes from behave social situations. Adolescents are easily annoyed by the ... of others and feel offended<sup>3</sup> and embarrassed by what others say or do. Adults, on the other hand, become angry when their sense of abstract justice is offended.

With regard to fear, children are afraid of things like dogs, storms and the dark, and some of these fears continue in adolescence and adulthood. Early adolescence is a time of worry about family and school, and in middle adolescence there is also ... about boy-girl relationships, career and religion. In late adolescence, people typically suffer from a feeling of personal inadequacy; they feel that

anxious they are not being ... and not working hard enough; they worry about the impression they make on others.

success Becoming mature is about not running away from ... , not taking real ... things and not getting angry in trivial situations. It's all about person adapting to the world and finding our place in it.

<sup>1</sup>a maturity [mə'tʃʊrɪtɪ] — зрілість

<sup>2</sup>possessions [pə'zeʃnz] — власність; майно

<sup>3</sup>to feel offended — почуватися ображеним





# 7 USE YOUR ENGLISH

- 2 Choose the correct forms on the verbs (Infinitive or ING-form) to complete the letter.

Hi George,  
 How are you? I'm on holiday by the sea. I'd hoped (to go / going) abroad but I couldn't afford (flying / to fly) anywhere because I started (to save / saving) too late. But I don't mind (not to travel / not travelling) abroad because this is a great place. My brother encouraged me (to come / coming). I'd love you (seeing / to see) it. You should try (to get / getting) a few days holiday so you can come here. My landlady will let you (share / to share) my room. I hope (hear / to hear) from you soon.

Love,  
 Timothy

P.S. Don't forget to (book / booking) a seat on the coach if you travel at the weekend!



- 3 a) Role-play the situation in pairs.

Elizabeth and Roger have been together for two years. Everything was going fine — they studied together, went to discos together and visited friends together. They were in love. One day, Roger suddenly broke up with her. Elizabeth rarely saw him. A friend of hers told her that he was hanging around with some guys who looked thin, ill and almost transparent. One day she met him but he didn't want to listen to her when she tried to warn him. His grades were getting worse and worse. He was seen in strange company with some older boys who had a reputation of being heavily into drugs. Roger's mother was in tears, begging for help. His class teacher was worried because Roger played truant<sup>1</sup>. Elizabeth

decided to talk to him seriously.

What would you suggest Elizabeth to tell him?

<sup>1</sup>to play truant ['tru:ənt] — прогулять (уроки)



b) Perform your dialogue in class. Compare it with the dialogues made by other pairs. Discuss and vote for the best role-play.

4 a) Read the text and refer the headings (A-E) to the appropriate paragraphs.

- A Youth Sections in Mass Political Movements
- B Different Types of Youth Movements
- C Young People's Religious Organisations
- D Postwar Youth Cultures
- E Adult-led Youth Movements

1 Young people are active participants in their own history. Past generations of radical students have played a part in protests and revolutions against the existing order of society. A youth movement in this sense has an ideological or political character.

At the same time ordinary young people usually belong to a youth movement through membership of an adult-led, voluntary youth organisation, such as the *Scouts* or *Guides*. There are also fashion-led 'youth cultures', identified by types of dress, music and language. The term 'youth movement' is so wide that it can refer to the *Punk Rockers* as well as the *Young Conservatives*.

2 The world's first voluntary youth organisation was the Church-based *Boys' Brigade*, founded in Glasgow, Scotland, in 1883 by William Alexander Smith (1854-1914) and dedicated to religious education and developing the habits of Obedience, Reverence, Discipline, Self-Respect, and all that tends towards a true Christian manliness.



## WORD FILE

- gambling ['gæmblɪŋ]
- membership ['membəʃɪp]
- movement ['mu:vmənt]
- notoriety [,nəʊtə'reɪəti]
- politics ['pɒlətɪks]
- to compromise  
['kɒmprəmaɪz]
- to establish [ɪ'stæblɪʃ]
- to tend [tend]
- to take into account







In the 1990s, in Germany appeared a movement of middle-class students who took up open-air tramping. Richard Schirmann, a German schoolteacher, opened the first youth hostel in 1909. Youth hostels providing cheap accommodation for young people are now found in most areas of the world.

In England, Major-General Robert Baden-Powell (1857-1941) founded a uniformed woodcraft movement *the Boy Scouts* in 1908. Like the *Boys' Brigade*, the *Scout* movement has spread around the world. A sister organisation to the Scouts, the *Girl Guide Association*, founded in 1910, also has a large membership worldwide. These organisations train boys and girls in various useful skills, such as lighting a fire, cooking, fishing and for developing their character. *Scouts* traditionally carry a penknife and their motto is 'Be prepared!'.

- 3 Young people have contributed to mass political movements of both left and right. In the 1930s there functioned youth Fascist organisations in Mussolini's Italy and Hitler's Germany. After 1933 membership of the *Nazi Hitler Youth* became compulsory. In Britain some young people joined *the Blackshirts*. The Austrian *Red Falcons* were an active 1930s socialist movement.

Soviet Ukraine had Young Communist groups: *Zhovtentiata*, *Pioneers* and *Komsomol* members whose aim was political education of young people according to communist ideals.

- 4 Since World War II media had spoken a lot about the activities of various notorious youth cults, thus spreading information about them. The *Teddy Boys* of the 1950s, with their long jackets, velvet collars, drainpipe trousers and crepe-soled shoes were the first of the rebellious working-class youth cults. In the early 1960s came new groups such as the *Mods*, dressed in Italian-style clothes, and their leather-clad rivals, the *Rockers*, associated with motorcycles and rock-and-roll music. The *Hippies* of the late 1960s were more middleclass. They experimented with drugs, lived in communities, grew their hair long, and were attracted to radical politics.



The *Skinheads*, combining elements of both Mods and Rockers and associated with the racism of the far right, arrived on the scene in the late 1960s. The *Punk Rockers* achieved notoriety through the attention of the media in the late 1970s, with their unique 'Mohican' hairstyles, vivid make-up, cast-off clothes and aggressive music. Several of these youth cultures were recycled in the 1980s.



b) Find the sentences that express the following ideas in the text.

- young people take an active part in making their history
- for building their personality
- their slogan is 'Be prepared'
- an organisation headed by grown-up people
- achieved ill fame
- dressed in clothes made of leather
- began taking long walks in the open air
- not expensive lodging for young people
- the organisation has a lot of members all over the world
- the participation in this organisation became a must for everyone
- some of these youth cults were revived



5 Choose one of the organisations from the list and give a short presentation of it.

- |                     |  |
|---------------------|--|
| 1 The Boys' Brigade | 7 The Hippies  |
| 2 The Boy Scouts    | 8 The Skinheads  |
| 3 The Girl Guides   | 9 The Punk Rockers   |
| 4 The Teddy Boys    | 10 Zhovteniata, Pioneer and Komsomol organisations in the Soviet Union |
| 5 The Mods          |  |
| 6 The Rockers       |  |





6 a) *In pairs, comment on the following ideas and express your agreement or disagreement.*

- 1 Young people tend to unite in groups or organisations because they enjoy being together.
- 2 Wearing the same clothes or uniforms, listening to the same music and sharing the same ideas makes membership of such youth organisations or cultures more attractive, gives young people a sense of belonging.
- 3 Young people are very impressionable and it is not so difficult for adults to use their enthusiasm to their own ends. History knows a lot of such examples.
- 4 Young people should be very careful about their choice of organisations as it is a great responsibility.
- 5 Political organisations for young people should not exist at all because children are not experienced enough to foresee the results of their activities.
- 6 There are very few youth organisations in Ukraine at the moment and they are mostly adult-led political organisations.
- 7 Youth cultures or cults usually annoy adults and they have a good reason for that.
- 8 Some youth cultures can be dangerous for their participants.

b) *Give your point of view on youth organisations, movements or cults.*

7 *Role-play the situation in pairs.*

You and your friend feel that you would like to join a youth movement. Discuss which of these organisations you would like to join.

- *The Green Movement*
- *Young People for Peace*
- *Help-Youth-Neighbour Group*
- *Young People in Politics*
- *The Stay Healthy Movement*

*Follow the instructions on page 225.*



**Remember to:**

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- give good reasons;
- invite your friend to come up with suggestions;
- find out your friend's attitudes and take them into account;
- come to an agreement.



- 8 ***In groups, brainstorm the problems of youth and decide on the most difficult one. Then try to offer an answer to that particular problem.***

More people will see the problem from a different angle and come up with different suggestions. Compare the suggestions! How many of them are the same? How many of them are different? Which would be the most useful?

***Discuss the suggestions. Use the phrases below.***



### USEFUL PHRASES

- to compromise or to meet people halfway
- to try and see other people's points of view
- to establish and upkeep good relations with people of all ages, to socialise
- to find lifelong friends
- to get over their complexes
- to keep fit by doing more exercise and having a healthy diet
- to be sensible, not to shock people with their appearance and behaviour
- not to put their future at risk
- not to think too much about their looks, to concentrate on really important things like goodness of character
- to treat modern fashionable tendencies (like music, clothes and lifestyles) more critically and not to allow them to become their whole lives
- not to make an idol of anyone
- to remember that heavy use of computers is dangerous
- to say 'no' to such social evils as drugs, drinking alcohol, smoking, eating junk food or gambling
- to develop a positive attitude to life and people



9

Do the group project. Follow the steps below and design your poster or a leaflet.

**Step 1** Read the instructions on how to write a leaflet or poster and fill in the gaps with the appropriate words from the box.

use of, striking, heading, logical, reader, illustrations, directly, divided

#### HOW TO WRITE A LEAFLET OR POSTER

- Your leaflet / poster needs a main (1) ... which is attention-catching so that the (2) ... will want to continue reading, and which tells them what the leaflet is about. It can be a good idea to address the reader (3)...
- Your subheadings should be short and clear. (4) ... questions can be a good technique.
- The text should be (5) ... into short, easy-to-read sections that have a (6) ... order.
- Your leaflet / poster needs to be visually (7) ... . To achieve this, you can use bullet points, underlining, different colours, (8) ... , etc.

**Step 2** Find examples of the above instructions in the leaflet *So You Think It's Cool to Get Drunk?*

## So You Think It's

BUT HAVE YOU STOPPED  
TO THINK WHAT IT CAN  
DO TO YOUR BODY?

### STOMACH

Too much beer can lead to your putting on weight. In addition, heavy drinking can cause stomach ulcers<sup>1</sup>.

### HEART

Although moderate drinking can protect against heart disease; too much alcohol is connected with high blood pressure, irregular heartbeat and the risk of strokes and heart disease.

### MOUTH

Heavy drinking can cause oral cancer. It also makes your breath smell. Who wants to kiss a drunk?

### BRAIN

Alcohol slows down brain activity, which makes you feel more relaxed, but which also down your reactions. Consequently, drunk people are more likely to be victims of violent crime, house fires and car crashes.

<sup>1</sup>an ulcer ['ʌlsə] — виразка

**Step 3** In your group, use the guidelines to produce your own poster or leaflet on how to look after yourself. Here are some suggested topics:

- HIV / AIDS
- Smoking
- Tiredness
- Exercise
- Diet
- You Own Idea

Before you start writing, it's a good idea to brainstorm some ideas that you want to include!

## Cool to Get Drunk?

### OTHER PSYCHOLOGICAL EFFECTS

In the long term, heavy drinkers may risk depression and even suicide. In addition, by removing inhibitions<sup>1</sup>, too much drink can lead to you making a fool of yourself. In extreme cases of alcohol abuse, drinkers may suffer from hallucinations and even brain disease.

### OTHER PEOPLE

But it's not just your body that's at risk. If you drink heavily, it can affect those around you and disrupt<sup>2</sup> or even destroy your relationships with family and friends.



**Step 4** Present your poster to the class. Tell the class:

- what the problem is and why it is important
- what your suggestions are and why they're important

Start with: *Today, I'm going to talk about ...*

Finish with: *That's all I have to say. If you have any questions, I'll be glad to try to answer them.*

**SO IF YOU ARE GOING TO HAVE A DRINK, JUST TAKE IT EASY!**



<sup>1</sup>an inhibition [ˌɪnɪˈbɪʃn] — заборона

<sup>2</sup>to disrupt [dɪsˈrʌpt] — руйнувати





### Essays Suggesting Solutions to Problems

An essay discussing problems and providing solutions is a type of discursive essay where you present the problem, its causes, and then suggests solutions, at the same time anticipating<sup>1</sup> likely results or effects.

An essay of this type consists of:

- an **introduction** in which you state the problem with its causes and current effects;
- a **body** in which you give your suggestions with their expected results;
- a **conclusion** in which you give a summary of your opinion.

- 1 *Describe the community you live in. Answer the questions and complete the table below.*

Do you like living there? In your opinion, what are the benefits of having a flat there? Are there any problems you would like to point out?

problems	solutions	results

- 2 *Work in groups. Read the situation and discuss the problems. Give your opinion on the suggested solutions and results.*

Hundreds and hundreds of teenagers regularly go out at the weekend. They spend their time in discos, talking to friends, smoking, drinking, etc.

We all see them in the early morning hours, some of them barely able to walk. Binge<sup>2</sup> drinking is obviously becoming a serious problem among teenagers. What might be done about it?



<sup>1</sup>to anticipate [æn'tɪsɪpeɪt] — передбачати, чекати

<sup>2</sup>a binge [bɪndʒ] — гульня, пиятика

problems	solutions	results
law on the sales of alcohol to minors <sup>1</sup> not obeyed	strict implementation of the law, high fines for offenders	alcohol not sold to minors (minors stay sober)
working hours of discos	change the working hours make them more suitable for minors	teenagers would still have fun, but be home on time
youngsters staying out late; lack of sleep	different working hours of discos, places for teenagers	healthier lifestyle for teenagers
wrong role models	provide new models, introduce new values	different models and values to follow
lack of information on the dangers of drinking	parents talking to teenagers, school providing relevant information	teenagers aware of the dangers

3 Match the structural units (1-5) of an essay with the appropriate paragraphs (A-E) to put the essay in correct order.

- 1 Introduction
- 2 Body first suggestion + results
- 3 Second suggestion + results
- 4 Third suggestion + results
- 5 Conclusion

**A** Thirdly, society in general is sending young people mixed messages. As long as you are an exemplary student during the week, you can be 'cool' at weekends. To be 'cool' means you have to follow the latest trends in fashion, drive an expensive car, smoke cigarettes, use offensive language and get drunk. Parents and teachers alike must take time and talk to youngsters about their dilemmas, problems and explain the dangers of consuming alcohol. Presenting our personal experience and offering alternative role models and a different system of values will certainly help to overcome the problem.

**B** One way to solve the problem could be by simply implementing the law concerning the sale of alcohol to minors. Our government has passed a

<sup>1</sup>a minor ['maɪnə] — неповнолітній; підліток



law stating very clearly that people under the age of eighteen cannot buy or consume alcoholic drinks. The problem lies in the fact that nobody adheres<sup>1</sup> to it. Stricter controls and higher fines for those who break the law would certainly provide a solution. Furthermore, this would also prevent the selling of drinks to minors in discos.

- C** Several studies have shown that the number of teenagers consuming alcohol is increasing. The problem is evident especially during the weekends when hundreds and hundreds of teenagers go out to discos. Another alarming fact is that an increasing number of younger teenagers, thirteen and fourteen-year-olds, consume various alcoholic drinks on a regular basis. What measures could be taken to eradicate<sup>2</sup> the problem?
- D** All things considered, it is possible by making joint efforts to deal with the problem effectively. Authorities should ensure that the law banning the sale of alcohol to minors is enforced, even if it means imposing extremely high fines for offenders. Parents should also return to parenting.
- E** Another way of dealing with the problem is again by implementing the existing law. Young people are not supposed to be out after eleven o'clock without supervision. If steps were taken to adapt the working hours of the disco clubs to the needs of teenagers, the results would be visible very soon. Teenagers would have fun and be home by eleven. I am convinced that most teenagers would easily find other forms of entertainment within their homes.

<sup>1</sup>to adhere [əd'hɪə] — дотримуватися

<sup>2</sup>to eradicate [ɪ'rædɪkeɪt] — викоринювати, знищувати



## Useful Transitional Words and Phrases

## ● to make suggestions

*to begin / start with, one way to, a useful suggestion would be to, another would be, another way to, it would be a good idea to ...*

## ● to express cause

*for this reason, because of, due to, owing to, since / because ...*

## ● to express effect

*therefore, thus, so ...*

## ● to present results / consequences

*as a result, consequently, as a consequence, in this way, this would, then...*

## ● to express purpose

*so that, so as, in order to, with the purpose / intention of ...*

## ● to express possibility / probability

*it can / could / may / might, it is possible / probable / certain / (un)likely, the possibility / probability of ...*

## ● to conclude

*to conclude, in conclusion, all things considered, all in all, to sum up ...*

- 4 In groups, choose one of the topics (1-10) and discuss it. Complete the table 'Problems. Solutions. Results'. See the example on page 229.

- 1 How can my generation make our home town a better place to live?
- 2 How to keep fit.
- 3 How to reduce violence among young people.
- 4 How can I improve my grades?
- 5 How to deal with the problem of young highly educated people leaving Ukraine.
- 6 How to integrate HIV-positive students into regular classes.
- 7 How can I control my emotions?
- 9 What can we do to improve the quality of lives of our disabled citizens?
- 10 What can we do to prevent forest fires during the summer?



- 5 Write an essay suggesting solutions to the problem on one of the topics above. Use a formal style and appropriate transitional words / phrases.



# 7 CHECK YOUR SKILLS

## VOCABULARY

- 1 Complete the text with the words from the box.

control, manage, problem, contented,  
intelligent, survive, create, cause, interfere

Emotions are exciting, and primitive man needed this excitement to help him (1) ... in a dangerous world. However, emotions (2) ... with thinking, and, in modern society, they can (3) ... problems at home and at work. They can damage our health, (4) ... mental suffering and even lead to tragedies such as killings. Therefore, we should (5) ... our emotions. Emotionally (6) ... people are aware of the emotions in themselves and others and can analyse (7) ... situations and do something to improve them. If we can (8) ... our feelings and deal effectively with others, we are more likely to live (9) ... lives.

## GRAMMAR

- 2 Choose the correct verb form to complete each sentence.

- 1 I can't wait **(to see / seeing)** his new movie.
- 2 She remembered **(to visit / visiting)** Disneyland when she was about five years old.
- 3 They expected her **(to refuse / refusing) (to give / giving)** them the money.
- 4 I don't think he meant **(to betray / betraying)** us.
- 5 You shouldn't forget **(to take / taking)** the laundry out.
- 6 She was watching TV and knitting, but she stopped **(to change / changing)** the channel.
- 7 Can you stop **(to shout / shouting)?** I'm trying **(to study / studying)**.
- 8 She tried **(to talk / talking)** to her parents but they couldn't help her.
- 9 I regret **(to tell / telling)** you that you're dismissed.
- 10 In the beginning he considered **(to give / giving)** her a hand but when she snapped at him he walked away.

## LISTENING

- 3 Listen to the interview with Benjamin Wilkinson, who is a school official from York, England. Choose the most suitable item to finish each sentence (1-4).

- 1 The interview is about ...
  - a) schoolchildren not having enough pocket money
  - b) schoolchildren getting jobs
  - c) schoolchildren leaving schools early





- 2 One of the two jobs most popular with teenagers is ... .
  - a) *taking care of babies and children while their parents are out*
  - b) *washing the dishes in cafes and restaurants*
  - c) *house cleaning*
- 3 Compared to grown-ups, teenagers are ... .
  - a) *fairly paid*
  - b) *overpaid*
  - c) *underpaid*
- 4 Doing a part-time job can turn out to be a problem because ... .
  - a) *working schoolchildren spend too much time at work and don't see their parents*
  - b) *working schoolchildren cannot fully concentrate on their studies*
  - c) *working schoolchildren cannot be allowed to spend more than two or three hours at work*



## READING

- 4 Read the text and choose the best answers to the questions after it.

## UKRAINIAN SCOUTING

Did you know that Scouting (under the name PLAST) was first established in Ukraine in 1911? This makes it one of the oldest Scout organisations in Europe. During its 85-year history PLAST, the Scout Organisation of Ukraine, has developed an extensive body of educational methodology, Scouting traditions, etc.

During the years of communist rule, Plast was prohibited in Ukraine.

Plast members from the diaspora brought it back to Ukraine, where — since 1990 — it has been growing rapidly, and today has spread to all the parts of our country. Ukraine is one of the largest, best-established and fastest-growing Scouting organisations in Eastern Europe.





# 7 CHECK YOUR SKILLS

Ukrainian Scouting has been known as 'PLAST'. That means in Ukrainian exactly the same thing as 'scouting' in English — i.e. 'plastun' is a 'scout'.

The word 'Plastun' has a long and distinguished history; it was first used by the medieval Ukrainian Cossacks in the 'Zaporizzhia' region. (Plast customs and traditions tend to borrow their elements from various periods in the Ukrainian history.)

The Scouting movement of Ukraine tries to educate its young members to be worthy human beings and good citizens of their country: honest, industrious and useful to the society.

Plast also educates its members to be tolerant of needs and desires for self expression by other peoples and be protective of the environment. In other words — to be model citizens of the world-wide human community.

The three 'Main Duties' of Ukrainian Scout ('Plastun') embody the ideals of the Ukrainian Scouting Organisation.

They are:

- to be faithful to God and Country — Ukraine
- to help others
- to be disciplined and obey the Scout Laws

Basically, the Ukrainian scouting, Plast, is organised into four age-groups: the Cub-Scouts ('novaky', 6 to 12 years of age), the Scouts ('yunaky', 12 to 18 years), the Rover Scouts ('starshi Plastuny' 18 to 30) and the Senior Scouts (Scouters and other former Scouts, aged over 30).

During the cub-scout and scout ages, the genders work in separate troops, but they belong to the same local council.

The local councils are called 'stanyci'. A 'stanycia' is divided into male and female 'koshi'. All Plast councils are united in the Country Plast Organisation. All Plast organisations in the world are united in the

Conference of Ukrainian Plast Organisations (KUPO). Currently, the Plast organisations in the following countries are full member of KUPO: Ukraine, USA, Canada, Argentina, Australia, Germany, Great Britain, Poland and Slovakia. There exist also small Plast organisations in Brasil, Lithuania, Latvia and Kazakhstan, but they have only observer status in KUPO.

Democracy is a cornerstone<sup>1</sup> of the Plast organisation.

All positions in the world-wide KUPO are filled by elected members.

<sup>1</sup>a cornerstone ['kɔ:nəstəʊn] — наріжний камінь





A great deal of effort is extended to teach the young children how to elect their leaders and how to fulfill the duties. Children are taught responsibility, honesty, integrity and trust. This is a part of the total Plast approach to education through self-education.

The usual scouting emblem of Scouting organisations in countries around the world is usually the *fluer-de-lis*. So it is also for the Ukrainian Scouting, but the Ukrainian Scouting emblem artfully combines the fleur-de-lis with the official state emblem of independent Ukraine — the 'Tryzub' or Trident.

Ukrainian Scouts-Plastuny, like most other Scouts in the world, use the universal Scout greeting 'Be Prepared!', which in Ukrainian sounds 'Hotooys!'.

But the Ukrainian Scouts also have another greeting: 'SKOB!' — an acronym of four Ukrainian words: 'Sylno' (forcefully), 'Krasno' (beautifully), 'Oberezhno' (carefully) and 'Bystro' (speedily). Together, they spell 'SKOB', which happens to be the name of a species of an eagle, which inhabits the wide steppes of Ukraine.

No wonder that Ukrainian Scouts adopted St George as their patron saint. The feast of St George falls in May. That date is celebrated by the Ukrainian 'Plastuny' as both the St George's Day and the Festival of Spring the yearly beginning of the camping and hiking season.

- When did the Ukrainian Scouting appear?
  - in 1990
  - in 1911
  - in the medieval Ukrainian Cossacks' State
- What does the name of the organisation mean?
  - it means the same as 'scouting'
  - it means the same as 'scout'
  - it means the same as 'Cossack'





- 3 What are the goals of Ukrainian scouting-plast?
- to go hiking and camping*
  - to entertain youth*
  - to educate its young members to be good citizens of their country*
- 4 What is one of the three 'Main Duties' of Ukrainian Plastun?
- to be faithful to God and Country*
  - to be helpful for olds and weaks*
  - to unite with youth of the world*
- 5 How is Ukrainian Plast organised?
- It is structured into local councils*
  - It is structured according to age groups and gender*
  - It consists of different 3 structural levels. Each level consists of different age and gender groups*
- 6 What is the official emblem (crest) of Ukrainian Plast?
- fleur-de-lis*
  - fleur-de-lis combined with Trident*
  - fleur-de-lis combined with rose*
- 7 What is a plast greeting?
- skob!*
  - plast!*
  - kuro!*
- 8 What do Ukrainian Scouts celebrate in May?
- opening the camping and hiking season*
  - St George's day and the Festival of Spring*
  - St Paul's Day*

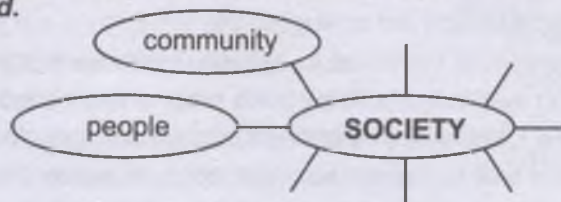
## CAN YOU ... IN ENGLISH?

 – Yes, I can.

- read and understand about citizenship and youth organisations
- listen and understand about emotions and how to deal with them
- talk about the problems of young people
- discuss about the ways to look after yourself
- understand and use the Gerund and the Infinitive
- write an essay suggesting solutions to problems

CAN YOU ...  
IN ENGLISH?

- 1 **Brainstorm ideas that come to your mind when you think about a society. Make a word map. Explain how your ideas are connected with this word.**



- 2 **Read the article and write out the suitable words to complete your word map in task 1.**

## THE STATE OF UKRAINE

Beginning in the mid-1950s, outbursts of political protest against the totalitarian system gained momentum in Ukraine. An increasing number of illegal samvydav literature was published, and several dissident organisations and groups appeared. In late 1980s Gorbachev's *perestroika* and *glasnost* served to develop the society. In 1988 the *Ukrainian Helsinki Union* was organised. In 1989 the *Rukh National Movement for Perestroika* in Ukraine was formed (since 1990 known as the *Narodnyi Rukh of Ukraine*).

On June 16, 1990 the Verkhovna Rada of Ukraine passed the *Declaration on State Sovereignty* of Ukraine. On August 24, 1991, the Ukrainian Parliament solemnly<sup>1</sup> proclaimed Ukraine's independence and the formation of the independent state of Ukraine, proceeding from the right to self-determination<sup>2</sup>, provided by the United Nations Charter and other international documents.



<sup>1</sup>solemnly ['sɒləmli] — урочисто

<sup>2</sup>self-determination ['selfdɪ'tɜ:mɪ'neɪʃn] — самовизначення



On December 1, 1991, the All-Ukrainian Referendum took place in the country, involving 84.18 percent of citizens, of which number 90.35 percent supported the Independence Act of August 24.

Winning 61.6 percent of the votes, L. Kravchuk was elected President of Ukraine. The nation supported L. Kravchuk's programme aimed at the construction of New Ukraine with a strong state system, genuine [ˈdʒɛnjuɪn] democracy, material well-being and elevated spiritual awareness.

A new state, Ukraine, appeared on the world political map in 1991. It is a democratic state, ruled by the law. It includes 24 administrative regions and the Autonomous Republic of the Crimea.

State power in Ukraine is based on the division of authority into legislative, executive and judicial. The President is the highest official of the Ukrainian state, vested<sup>1</sup> with supreme executive authority. He exercises it through the Government, the Cabinet of Ministers, which is accountable to him, and through a system of central and local organs of state executive authority.

The Verkhovna Rada (Parliament) of Ukraine is the sole legislative authority. Judicial power in Ukraine is vested in the courts of law. The courts are independent and in all their activities abide<sup>2</sup> only by the rules of law.

The National Emblem of Ukraine is a *Golden Tryzub* (trident) on a blue shield. The National flag of Ukraine is a rectangular cloth with two horizontal stripes of equal width, the upper coloured blue and the lower — golden yellow. The National Anthem has been performed since January 1992 (music by M. M. Verbytskyi).

The National Holiday, *Independence Day*, is celebrated on August 24.

President's  
Administration  
in Kyiv



Sitting Hall of the President's  
Administration



<sup>1</sup>vested [ˈvestɪd] — наділений законом

<sup>2</sup>to abide [əˈbaɪd] — (тут) керуватись

Ukraine is making the efforts to create an effective economic system, along with advancing the institutions of democracy, and raising the country's prestige in the international arena.

By voluntarily rejecting its recent status as the world's third nuclear power, Ukraine took the first historic step toward a nuclear-free, peaceful future, bringing mankind closer to the long-cherished goal and total nuclear disarmament.



## WORD FILE

- an anthem** ['æntəm]
- awareness** [ə'weənəs]
- a court** [kɔ:t]
- disarmament**  
[dis'ɑ:məmənt]
- a division** [di'vɪʒn]
- a law** [lɔ:]
- an official** [ə'fɪʃl]
- a self-determination**  
[ˌself dɪ,tɜ:mɪ'neɪʃn]
- a sovereignty** ['sɒvrənti]
- a vote** [vəʊt]
- to declare** [di'kleə]
- to elect** [ɪ'lekt]
- to proceed** [prə'si:d]
- to proclaim** [prə'kleɪm]
- to vest** [vest]
- executive** [ɪg'zekjətɪv]
- judicial** [dʒu'dɪʃl]
- legislative** ['ledʒɪslətɪv]
- long-cherished**  
[ˌlɒŋ 'tʃerɪʃt]
- supreme** [su:'pri:m]

### 3 Read the article again and complete the sentences.

- 1 In 1990 the Verkhovna Rada of Ukraine ...
- 2 In 1991 the Ukrainian Parliament proclaimed ...
- 3 The right to self-determination is provided by ...
- 4 All Ukrainian Referendum involved ...
- 5 L. Kravchuk was ...
- 6 State power in Ukraine is based on ...
- 7 The President is ...
- 8 The Verkhovna Rada is ...
- 9 Judicial power is ...
- 10 The National Anthem ...
- 11 Independence Day is ...
- 12 Ukraine took the historic step toward ...

Constitutional Court of Ukraine



Building of the Cabinet of Ministers in Kyiv





## 4 Do the quiz in pairs.

- The main legislative body of Ukraine is the Verkhovna Rada. The elections to the Verkhovna Rada are held:
  - every four years
  - every five years
  - whenever the government determines
- Members of the Verkhovna Rada are called deputies. How many deputies are there?
  - 350
  - 300
  - 450
- Each deputy represents an area of the country. This area is called ...
  - a place
  - a constituency
  - a post
- The head of the Ukrainian government is called ...
  - the Prime Minister
  - the President
  - the leader
- How old do you have to be to vote in a general election?
  - 16
  - 18
  - 21



Verkhovna Rada of Ukraine

## 5

Brush up your knowledge about British system of government and compare it with the American system.

## BRITAIN

- has the Queen and a Prime Minister.
- The Prime Minister is a Member of Parliament.
- Each political party chooses a leader. The leader of the party, which wins the election, becomes Prime Minister.

## The USA

- has a President.
- The President is separated from Congress.
- The people choose their President in an election.

Houses of Parliament (Palace of Westminster) in London



Congress Meeting Place (Capitol) in Washington



**6** In groups, speak on the following questions.

- 1 What kind of political system does Ukraine have?
- 2 How is the power of Ukraine organised?
- 3 How often are elections held?
- 4 Who is the head of the state?
- 5 What questions are discussed at parliamentary sittings?
- 6 What are the national symbols of Ukraine?

**7** a) Look at some facts about British political system and discuss the question after them in groups.

**The House of Commons**

- 650 MPs (Members of Parliament), each elected by voters.
- Voters are in 650 'constituencies' (towns or areas in the UK).

**The House of Lords**

- There are no elections for the House of Lords.
- The 'Lords' are dukes, barons, earls, marquesses, viscounts and religious leaders.
- More than 1,000 members; but only 100 usually attend.

The House of Lords has very little real power. The members of the House of Lords discuss new laws but can only suggest changes.

**The Prime Minister and the Cabinet**

The Prime Minister chooses about 20 MPs to be in the Cabinet. These are the heads of the departments of Employment, Defense, Industry, Health, etc. The 'Government' = The Prime Minister and the Cabinet.

- b) List the things which are the same in Ukraine and the things which are different into two columns.



Is the political system in Ukraine like the one in Britain? Or is it more like the American system?



- 8 **Read the text about the Declaration on Sovereignty below and say which article of it states that:**

- the territory of Ukraine is inviolable within the existing borders;
- all citizens of Ukraine are equal irrespective of their origin, social and property status, political and religious views;
- Ukraine takes measures for environmental protection;
- Ukraine has the right to possession utilisation and managing of all the national wealth;
- national rights and dignity of all the people of Ukraine are respected;
- the Declaration considers the will of all people of Ukraine to create a democratic state.

### THE DECLARATION OF STATE OF SOVEREIGNTY OF UKRAINE

On June, 1990, the Verkhovna Rada of Ukraine adopted  
*the Declaration of State Sovereignty of Ukraine.*

The Declaration has 10 Articles:

- |  |                                      |
|--|--------------------------------------|
| 1 Self-determination<br>of the Ukrainian nation. | 6 Economic independence.             |
| 2 State sovereignty.                             | 7 Ecological security.               |
| 3 Government by the people.                      | 8 Cultural development.              |
| 4 Citizenship of Ukraine.                        | 9 External and domestic<br>security. |
| 5 Territorial supremacy <sup>1</sup> .           | 10 International relations.          |

These truths are hold to prove that people of all nationalities including the Ukrainian nation are created equal. So they should build their relationships on the principles of equality, mutual respect and non-interference in each other's internal affairs.

The Declaration guarantees to all citizens the rights endowed<sup>2</sup> by their creator: among these are life, liberty, equality and security. The Declaration is the basis for the laws of Ukraine.



- 9 **In groups, design a questionnaire to find out people's attitudes towards sovereignty of Ukraine — both positive and negative. Use the questionnaire to collect information from as many people as you can, then present your findings to the whole class. You may start your questions like this:**

- |                               |                       |
|-------------------------------|-----------------------|
| 1 What do you know ...?       | 4 How does ...?       |
| 2 What is the importance ...? | 5 Do you believe ...? |
| 3 What rights ...?            | 6 Do you agree ...?   |

<sup>1</sup>supremacy [sju'preməsi] — вищість, перевага

<sup>2</sup>endowed [in'daʊd] — обдарований


**VOCABULARY  
POINT**
**policy or politics?**
**policy**

- 1 a plan of action, a set of ideas that is used as a basis for making decisions, especially in politics, economics or business:
- **policy** on immigration
  - home / domestic **policy**
  - school's **policy**
  - to develop a **policy**
  - to pursue a **policy**
- Honesty is the best **policy**.

**politics**

- 1 singular political affairs or life:
- local **politics**
  - to go into **politics**
  - to talk about **politics**
- Politics** is very important in the modern world.
- 2 plural person's beliefs about how government should work:
- His **politics** are becoming more conservative.

**join or unite?**
**join**

- 1 to become a member of an organisation or a group of similar people:
- to **join** the firm
  - to **join** the army
  - to **join** the unemployed
- 2 to come together with other people
- to **join** somebody for dinner
- 3 to connect two things (also **join up**)
- to **join** the pipes together

**unite**

- 1 to join together to achieve a particular goal or to work together:
- a policy that **unites** people
  - to **unite** behind the queen

**1 Complete the sentences. Use 'join' or 'unite' in the right tense form.**

- 1 Mike dreams to ... the army after he leaves school.
- 2 Children, stand in a circle and ... your hands!
- 3 It took some time to ... the two halves of the bridge.
- 4 We agreed that Jane would ... us at King's Cross.
- 5 We need an idea that can ... us.



**2 Match the words with their definitions.**

- 1 democracy
- 2 republic
- 3 constitution
- 4 totalitarian
- 5 oppressive
- 6 to govern
- 7 to run

- a a formal set of rules that provides rights for all citizens, and stops governments from using power unfairly
- b a country in which everyone can vote to choose the government
- c a kind of a country or system of government is one, in which the government controls every part of people's lives and there is no freedom
- d to control a country use this especially about a powerful person or group that controls a country but has not been elected
- e if a political party or group governs a country, its members make all the important decisions about laws, taxes, relations with other countries, etc.
- f a government of this kind treats people in a cruel way, using military force to prevent any kind of opposition
- g a country whose leader is a president, not a king or queen

- 1 senator
- 2 politician
- 3 the administration
- 4 ruler
- 5 president
- 6 prime minister
- 7 queen

- a the executive branch of a government
- b someone who works in politics, especially a member of a parliament
- c a member of the US Senate or a similar institution
- d the official leader of a country that does not have a king or queen
- e the elected leader of the government in a country that has a parliament
- f a woman who is the official leader of a country because she is a member of a royal family, or a woman who is the wife of a king
- i someone, such as a king or queen or a military leader, who has the power to run the government of a country

- 3 Look at the pairs of the words below. There is a word you know in each pair. Read the sentences and phrases after them and guess what the other word in each pair means.

corruption — corrupt	aim — aimless	reveal — revelation
corruption — to corrupt	flourish — flourishing	restrict — restriction
initial — initials	inherit — inheritance	unite — united

- 1 a **corrupt** judge; **corrupt** officials in the passport office. The **corrupt** mayor was not reelected.
- 2 Judge Hanson cannot **be corrupted**. Do you think young people are **corrupted** by big city life?
- 3 B. R. are the **initials** of Betsy Ross. His **initials** are P. F. W.; they stand for *Peter Francis White*.
- 4 his **aimless** life; **aimless** discussions. They took an **aimless** walk through the fields.
- 5 His was a **flourishing** business. He began working in the **flourishing** computer business.
- 6 The title passes by **inheritance** to the eldest son.
- 7 He was dismissed after **revelations** that confidential files were missing.
- 8 There are no **restrictions** on the amount of money you can withdraw.
- 9 The **United** Nations is an organisation of many countries formed to encourage peace in the world.



- 4 a) Match the synonyms in the two columns. Use a dictionary if necessary.

1 goal	a unite
2 limit	b restrict
3 offer	c signify
4 consist (of)	d comprise
5 join	e proposal
6 mean	f aim

- b) Say the following phrases in Ukrainian.

A 1 an emergency landing  
2 an emergency session of Congress  
3 an emergency exit

B 1 a political aim  
2 a common aim  
3 a long-term aim  
4 an ambitious aim  
5 a clear aim  
6 a worthy aim

C 1 to bring forward a proposal  
2 to support (back) a proposal  
3 to reject a proposal  
4 to accept a proposal





## GRAMMAR POINT

### NON-FINITE FORMS OF THE VERB (Revision)

There are three types of **non-finite verb forms**:

- 1 **Infinitive with 'to' / without 'to'**
- 2 **Gerund (-ing form)**
- 3 **Participle I (0, I, II, III)**

The difference between **finite verb forms** and **non-finite verb forms** is that finite verb forms have tense and can occur as the verb of a main clause, while non-finite verbs don't and can't.

**Example:** *They went without **telling** us.*

(*went* = finite verb form, *telling* = non-finite verb form)

***Having visited** the meeting she hurried to the hospital.*

(*hurried* = finite verb form, *having visited* = non-finite verb form)

#### 1 Identify the appropriate non-finite verb forms.

- |  |   |
|--|---|
| <p><b>A</b> Infinitive</p> <p><b>B</b> Gerund</p> <p><b>C</b> Participle</p> | <p><input type="checkbox"/> 1 The best part of living is loving and giving.</p> <p><input type="checkbox"/> 2 Lose an hour in the morning, and you will spend all day looking for it.</p> <p><input type="checkbox"/> 3 Lost time is never found again.</p> <p><input type="checkbox"/> 4 To be or not to be, that is the question.</p> |
|--|---|

#### 2 Group up the sentences (1-12) according to the columns.

A Participle	B Gerund	C Noun

- 1 It was a case of going without our tea or taking water from the river.
- 2 We go to the play for the acting.
- 3 Every theatrical production consists of a number of players acting imaginary characters.
- 4 His acting of the part of *Hamlet* was most convincing.
- 5 Besides making a mistake he tried to put the blame on others.
- 6 The extension of education partly depends on the training of teachers.

- 7 The building of this canal meant the flooding of a number of regions along the Don.
- 8 My running here and there with unseeing eyes ended by my falling into a large heap of something soft and powdery, which I sensed must be brick dust used for building.
- 9 Various germs of poison would be killed by the boiling.
- 10 Mr Teen spoke to us in a threatening and loud tone.
- 11 When tired of working, he only leaned back in his chair and sat immobile for a while.
- 12 I don't like your boasting.

**3** *Open the brackets and use the Gerund, the Present Participle or the Infinitive with or without particle 'to'.*

- 1 Stop ... (*make*) that dreadful noise.
- 2 I like ... (*bathe*) in the sea.
- 3 Yesterday I started ... (*make*) a new bookcase.
- 4 I should like ... (*see*) him tomorrow.
- 5 Would you mind ... (*open*) the door for me?
- 6 He was made .. (*do*) his work again.
- 7 What made you ... (*say*) that?
- 8 I look forward to ... (*see*) Tom again.
- 9 I prefer ... (*skate*) to ... (*ski*).
- 10 You should give up ... (*smoke*) too much.

**4** *Choose Participle I or Participle II of the verbs below (1-5) to make the sentences complete.*

**Example:** 0 distress    a The news was distressing.

b The lost boys' parents were suffering great pain, they felt so distressed.

- |             |   |
|-------------|---|
| 1 interest  | a Alice got ... .                         |
|             | b The film was ... .                      |
| 2 exhaust   | a He was working hard and was ... .       |
|             | b The job was really ... .                |
| 3 bore      | a The film was so dull, we all felt ... . |
|             | b She finds opera ... .                   |
| 4 embarrass | a I find the situation ... .              |
|             | b We all felt ... .                       |
| 5 excite    | a The children were ... .                 |
|             | b The performance was so ... .            |



## 1 Ask and answer in pairs.

- 1 What European countries do you know? How do you call their people? What languages do people speak in Europe?
- 2 What European northern / southern / central countries do you know? Use the map and name their people and capitals.
- 3 What is the widest organisation in Europe?
- 4 What does the term 'The Council of Europe' mean?
- 5 Is Ukraine a member of the Council of Europe?
- 6 What is this organisation concerned with?



## WORD FILE

- an affair [ə'feə]
- a guideline ['gaɪdlaɪn]
- headquarters [ˌhed'kwɔ:təz]
- an integration [ˌɪntɪ'greɪʃn]
- jurisdiction [ˌdʒʊərə'sɪ'dɪkʃn]
- justice ['dʒʌstɪs]
- labour ['leɪbə]
- a procedure [prə'si:dʒə]
- violation [ˌvaɪə'leɪʃn]
- to concern [kən'sɜ:n]
- to defend [dɪ'fend]
- to promote [prə'məʊt]
- legal ['li:gl]
- human right [ˌhju:mən 'raɪt]

## 2 a) Listen about the Council of Europe and name the main areas of its activity.

b) Listen again, then copy and complete the table below.

The Council of Europe is the organisation that unites ...	
Its structure	
It works to	
It has created	
Its programmes	

The Council of Europe is in the Palais de l'Europe building in Strasbourg, France



**3 Match the fields of the Council's programmes with the appropriate activities they deal with.**

- |                                  |   |
|----------------------------------|---|
| 1 Human Rights                   | a promoting freedom of expression and the free flow of information  |
| 2 Media and Communication        | b working to protect the natural environment and organising public information campaigns, such as 1995 European Nature Conservation Year                                |
| 3 Social and Economic Affairs    | c strengthening democracy and organising cooperation  |
| 4 Education                      | d adopting common standards for health care   |
| 5 Culture and Heritage           | e creating guidelines for greater social justice in Europe and protection for the most vulnerable   |
| 6 Sport                          | f transmitting democratic values and preparing young people to live a multilingual and multicultural Europe   |
| 7 Youth                          | g fostering an awareness of a European cultural identity and developing policies to protect the heritage  |
| 8 Health                         | h promoting a policy of 'Sport for All' and establishing clear-cut ethical standards  |
| 9 Environment                    | i modernising and harmonising national legislation  |
| 10 Local and Regional Government | j improving safeguards embodied in the European Convention on Human Rights, speeding up judicial procedures and extending the list of rights, especially for minorities |
| 11 Legal Questions               | k involving young people in European co-operation through the European Youth Centre and European Youth Foundation   |



**4 In groups, discuss the priority objectives of the Council of Europe and the activities it carries out.**



5 Listen to the song and say what its main idea is.  
What do you know about the author of the song?

## IMAGINE

by John Lennon

Imagine there's no heaven,  
It's easy if you try.  
No hell below us,  
Above us only sky,  
Imagine  
    all the people,  
Living for today,  
A-ha.  
Imagine there's  
    no countries,  
It isn't hard too do,  
Nothing to kill or die for,  
And no religion too,  
Imagine all the people  
Living life in peace, yu-huh.

YOU MAY SAY  
I'M A DREAMER  
BUT I'M NOT THE ONLY ONE  
I HOPE SOME DAY  
YOU'LL JOIN US  
AND THE WORLD  
WILL LIVE AS ONE



You may say I'm a dreamer,  
But I'm not the only one.  
I hope some day you'll join us,  
And the world will be one.

Imagine no possessions,  
I wonder if you can,  
No need for greed or hunger,  
A brotherhood of man,  
Imagine all the people  
Sharing all the world, yu-huh.

You may say I'm a dreamer,  
But I'm not the only one.  
I hope some day you'll join us,  
And the world will live as one.

imagine



1 In pairs, discuss the following questions.

- 1 What do you think is *independence*?
- 2 Is it good or bad to *be independent*?
- 3 What to your mind is a *guarantee of independence*?
  - a) private ownership, reforming of ownership system?
  - b) support of the civilised world?
  - c) country's own army?
  - d) something else? What is it?
- 4 Do you agree that all men are created equal?
- 5 What do people need to make them feel equal to everyone else?
- 6 How does sovereignty and independence of Ukraine protect its citizens and their rights?
- 7 What rights do you have? Which ones are most valuable to you?

2 a) Read the dialogue below, then answer the following questions.

- Who is speaking?
- How many people are speaking?
- What country are these people from?
- What are they? What are they discussing?

A: Ukrainian people consider their country as a democratic state. For me the word 'democratic' is associated with the notion 'justice'. How do people participate in realisation of justice in Ukraine?

B: As in any other country of the world Ukraine has the body of judicial power, represented by the courts. The people of Ukraine have opportunity to directly participate in realisation of justice through people's assessors<sup>1</sup> and jurors<sup>2</sup>.

A: In my country the President has rather limited power. What about your President?



WORD FILE

an alternative [ɔ:l'tɜ:nətɪv]

a circumstance

[ˈsɜ:kəmstəns]

an equality [i'kwɒləti]

a fair trial [ˌfeə 'traɪəl]

a private ownership

[ˌpraɪvət 'ɔ:nəʃɪp]

sovereignty ['sɒvrənti]

to comprise [kəm'praɪz]

to fight [faɪt]

to restore [rɪ'stɔ:]

to settle ['setl]

civilized ['sɪvəlaɪzd]

considerable [kən'sɪdərəbl]

fundamental [ˌfʌndə'mentl]

permanent [ˌpɜ:mənənt]

• to be concerned with

• to be in power

<sup>1</sup>a people's assessor [ə'sesə] — народний засідатель

<sup>2</sup>a juror ['dʒʊərə] — присяжний засідатель





**B:** According to the Ukrainian Constitution the President besides representing our state has many duties and rights. For example, he/she appoints the Prime-Minister and some other top officials, sets all-Ukrainian referendum in the case of need, stops the power of Verkhovna Rada under certain circumstances, etc. But at the same time some of his/her actions must be approved by Verkhovna Rada. So to some extent his power is limited.

**A:** As I know in some post-Soviet states, presidents are elected with no alternative candidates. 99 % of the voters say 'yes' to those who are actually in power. Sometimes the post of President is secured for the father of the nation for his lifetime. What about your country?

**B:** In 2010 the presidential elections in Ukraine were held the fifth time since Ukraine's independence. The very fact that 18 candidates ran at the latest elections should be looked upon as a sign of considerable progress of democracy.

**A:** I think that very few post-Soviet states can boast of anything similar.

**b) Think about some other questions that can be asked.  
Dramatise the dialogue in pairs.**



**3 a) Look through some notes below. Prepare and make a talk about the United Nations Organisation.**

#### THE UNITED NATIONS ORGANISATION

##### History:

- an international organisation
- was established by 50 nations in 1945 in San Francisco
- officially came into existence on 24 October 1945
- had an aim: to work together for world peace
- worked out the main instrument of the organisation — *the United Nations Charter*, an international treaty

##### The UN Charter:

- explains the rights and obligations<sup>1</sup> of member states
- establishes the UN organs and procedures
- codifies the major principles of international relations

<sup>1</sup>an obligation [ˌɔblɪ'geɪʃn] — обов'язок; зобов'язання

**The first fifty member countries pledged<sup>1</sup>:**

- to live together in peace with each other as good neighbours
- to practise tolerance and open-mindedness
- to fight hunger together
- to provide education
- to improve life of people all over the world

**Today the UNO:**

- comprises 185 member states
- has its headquarters in New York
- encourages countries to work together to deal with international problems (wars, diseases, poverty or terrorism)
- unites efforts to keep international peace and security
- settles local conflicts
- restores peace in troubled areas
- tries to ease world tension and establish a lasting peace

**Decisions  
in the United  
Nations**

are made by  
*the General  
Assembly and  
the Security  
Council.*


**b) Answer these questions to see  
if you know more about this international organisation.**

- 1 Who is the Secretary General of the UNO at the moment?
- 2 UNESCO is a part of the United Nations. What do these letters stand for? What is it concerned with? Where is it based?
- 3 UNICEF is a part of the United Nations. What do these letters stand for? What is the aim of this organisation?
- 4 What is the function of the UN peace-keeping force?
- 5 What are the permanent<sup>2</sup> members of the UNO?
- 6 Which of the two comprises more countries: *the General Assembly* or *the Security Council*?

**Use the Internet sources to look for the information to answer the questions you didn't know.**

<sup>1</sup>to pledge [pledʒ] — давати урочисту обіцянку

<sup>2</sup>permanent ['pɜ:mənənt] — постійний



## 4 Read and role-play the interview.



**Student A**, you're a Ukrainian journalist who is going to interview your colleague from a country that is a member of the European Union. Use the short passages below to ask questions.

**Student B**, you're a journalist of a country that is a member of the European Union. You're going to be interviewed by your Ukrainian colleague. Use the short passages below to answer his/her questions.



- The European Union has enlarged since it was created. Since then it has grown from initial six countries to 25 and the inclusion of the central and eastern European countries was the European Union's fifth enlargement.
- In June 1993, the Copenhagen European Council laid down the criteria for accession:
  - 1 an applicant country must have achieved stability of institutions guaranteeing democracy, the rule of law, human rights, and respect for and protection of minorities;
  - 2 it must have a functioning market economy, as well as the capacity to cope with the competitive pressure and market forces within the EU;
  - 3 it must have the ability to take on the obligations of membership, including adherence to the objectives of political, economic and monetary union.
- Enlargement is a crucial step in the shaping of a reconciled<sup>1</sup>, peaceful and democratic Europe. The possibility of achieving this historic objective became a real prospect in November 1989 with the fall of the Berlin Wall and the break-up of the Soviet empire. This opened the way to German integration and free, democratic elections in all the central and eastern European countries.
- In order to help the candidate countries prepare for EU membership, the EU designed special programmes to provide assistance and promote investment. These programmes include: *Phare* (institution building, economic and social cohesion, industrial restructuring), *ISPA* (environment and transport investment support) and *Sapard* (modernisation of agriculture and rural development).

<sup>1</sup>to reconcile ['rekənsaɪl] — узгоджувати

## 1 Complete the text with the words from the box.

executive, citizens, Parliament, discussed, judicial,  
election, political, vote, passport, government

## VOTING IN UKRAINE

The political power in Ukraine is divided into three branches: executive, legislative and (1) ... . The Verkhovna Rada, the Ukrainian (2) ... , is the highest legislative body. The (3) ... power in Ukraine belongs to the President. Both President and members of the Verkhovna Rada are elected.

The (4) ... takes place every four years. All (5) ... of Ukraine who have reached the age of eighteen have the right to vote. But only those, who have reached the age of twenty-one, have the right to be elected to the Verkhovna Rada. The candidates to the Presidency must be not younger than thirty years of age. The candidates to the Presidency or to the Verkhovna Rada can be nominated by a political party or any other (6) ... or social organisation or even by a group of voters.

During the election campaign the candidates make their programmes public. These political programmes are widely (7) ... in the mass media and on television.

When election day comes (it is usually Sunday), the people in Ukraine go to the polls<sup>1</sup> to elect the members of the Verkhovna Rada or the President of Ukraine. A voter gives his name and shows his (8) ... . Then he receives his ballot-paper and may go to a cubicle<sup>2</sup> to (9) ... . Voting is secret. Then the voter casts his ballot-paper in the ballot box.

Often the elections of the local (10) ... take place simultaneously with the elections to the Verkhovna Rada.



<sup>1</sup>a poll [pɒl] — голосування

<sup>2</sup>a cubicle ['kju:bɪkl] — кабіна



**2** *Open the brackets and use the Gerund, the Present Participle or the Infinitive with or without 'to'.*

- 1 Let him ... (*come*) again tomorrow.
- 2 Do you allow them ... (*smoke*) in here?
- 3 I stopped for a moment to ... (*speak*) to him.
- 4 He is not yet used to ... (*operate*) this machine.
- 5 I need ... (*see*) Dr Smith at once.
- 6 This machine needs ... (*attend*) to.
- 7 I couldn't help ... (*make*) such a mistake.
- 8 It's no use ... (*tell*) him to be careful.
- 9 Don't let it ... (*fall*), it's very brittle.
- 10 He came down to tea after ... (*wash*) his face.

**3** *a) In pairs, discuss the following questions.*

- 1 Do you think that politicians have any effect on our everyday life? What effect? Can you give examples?
- 2 What famous politicians do you know? What did they do or are doing for their people?
- 3 Do you personally find politics interesting? Could you go into politics?
- 4 Can you remember any names of philosophers who tried to teach people to live happier lives? Where did they live? What did they teach?
- 5 Why should people be socially conscious? Do you believe that everyone can help to make our society better?
- 6 What do you think about social revolutions? What revolutions do you know? What were their results?
- 7 Do you think in the new millennium peoples will become closer and finally unite or keep their national integrity? Which way would you prefer? Why?

*b) Share your viewpoints with other pairs.*

**4** *Match the names of the European institutions (1-10) with their descriptions (A-K) (there is one extra description).*

*Use the Internet or other sources of information if necessary.*

- |  |   |
|--|---|
| <input type="checkbox"/> 1 The Council of Europe               | <input type="checkbox"/> 6 European Court of Justice              |
| <input type="checkbox"/> 2 European Council                    | <input type="checkbox"/> 7 European Court of Human Rights         |
| <input type="checkbox"/> 3 Parliamentary Assembly              | <input type="checkbox"/> 8 International Court of Justice         |
| <input type="checkbox"/> 4 European Parliament                 | <input type="checkbox"/> 9 European Convention on Human Rights    |
| <input type="checkbox"/> 5 European Commission of Human Rights | <input type="checkbox"/> 10 Universal Declaration of Human Rights |

- A** International organisation in Strasbourg, which comprises 39 democratic countries of Europe.
- B** An international body, which examines in accordance with the European Convention on Human Rights the admissibility of all individual or state applications against a member state; it expresses an opinion on the violation alleged in applications found to be admissible in cases, in which no friendly settlement is reached.
- C** Regular meeting (at least twice a year) of the heads of state or government of the European Union for the purpose of planning Union policy.
- D** Deliberative body of the Council of Europe, composed of 239 representatives appointed by the 39 member states' national parliaments.
- E** Parliamentary body of the European Union, which comprises 567 European Members of Parliament of the 12 European Union countries, elected by universal suffrage.
- F** Judicial body of the United Nations, which meets in the Hague<sup>1</sup>.
- G** Treaty by which the member states of the Council of Europe undertake to respect fundamental freedoms and rights.
- H** Adopted by the United Nations in 1948 in order to strengthen the protection of human rights at international level.
- I** Executive organ which monitors the proper application of the Union treaties and the decisions of the Union institutions.
- J** Based in Strasbourg, this is the only truly judicial organ established by the European Convention on Human Rights. It is composed of 39 members and ensures, in the last instance, the observance by the Contracting States of the obligations imposed by the Convention.
- K** Meets in Luxembourg and ensures compliance with the law in the interpretation and application of the European Treaties of the European Union.

United Nations Conference  
Hall in New York, USA

<sup>1</sup>Hague [heig] — м. Гаага (Нідерланди)





**5** *Expand on the following.*

- 1 The end of the cold war opened new prospects for peace and cooperation.
- 2 The era of globalisation is transforming the world bringing knowledge, information and economic opportunity into all corners of the world.
- 3 Today the international community faces a large number of dramatic and profound changes that bring threats to social unity, cultural diversity and the environment.
- 4 The peoples of the world can resist such long-standing problems as drug trafficking, organised crime, nationalism and ethnic tensions only through international cooperation.



**6** a) *Complete the interview (1-3) of a well-known English journalist with the appropriate answers (A-C) of one of the Ukrainian top state officials Mr N. and answer the questions after it.*

- 1 *Interviewer:* In the Western press Ukraine's often described as a state of totally corrupted bureaucracy, officialdom and mafia. No less often it is mentioned as a country of new democracy. There is also a good chance of reading articles which say that the Ukrainians may possibly support the reestablishment of the Soviet Union. What are your comments on this?

*Mr N.:* ...



2 *Interviewer*: Ukraine's road to independence has been a long and winding one, many of the milestones<sup>1</sup> are covered with blood. What do you feel now when you at last have achieved what you were striving for. I mean, Ukraine gained sovereignty and independence.

*Mr N.*: ...

3 *Interviewer*: What are the main tasks, in your opinion that must be solved now, at the present stage of Ukraine's development as a state, and of its entry into the world community of nations?

*Mr N.*: ...

**A** I'm sure we have to continue implementing reforms. But at the final count everything that is being done in Ukraine at the moment organically unites the efforts to solve the internal problems with steps directed at entering the family circle of the economically developed countries.

**B** All the above opinions are not groundless, nevertheless, they do not give a full picture of the contradictory of Ukrainian political and economic situation. This situation is in a constant and a dynamic change, and the Ukraine of the early 2010-ies bears little resemblance to a Soviet republic she was years ago, and even to the independent state she was in 1994 when Leonid Kuchma was elected president for the first time. In fact, it was in the past few months that the most radical changes took place.

**C** I'm really proud of this fact. What happened in August of 1991, was the most important event in several centuries of Ukrainian history. Much of this time Ukraine had lived in bandage. Our thinking has changed along with our destiny<sup>2</sup>. We have tried very hard and we have gained our independence.

1 What are the three points of view on Ukraine in the Western press?

2 What are the three main problems discussed in the talk?

3 How does Mr N. appreciate different points of view on his country?

4 What event is mentioned by Mr N. as the most important event which took place in August of 1991.

5 What are Mr N.'s feelings in connection with this event?

6 What is the main task to Mr N.'s opinion that must be tackled<sup>3</sup> now?

**b) Pretend yourself to be an English journalist. What other questions could you ask Mr N.? Write down them. Role-play your interview.**

<sup>1</sup>a milestone ['maɪlstəʊn] — веха

<sup>3</sup>to tackle ['tækl] — займатися

<sup>2</sup>a destiny ['destɪni] — доля



7 *Discuss the following in groups.*

a) *Read one of the chapters of the Declaration on State Sovereignty of Ukraine and explain how you understand it.*

#### IV. CITIZENSHIP OF UKRAINE

Ukraine shall have citizenship of its own and shall guarantee to every citizen the right to retain<sup>1</sup> the nationality of other countries.

All citizens shall have the rights and freedoms which are guaranteed by the Constitution of Ukraine and by the norms of international law recognised by Ukraine.

Ukraine shall ensure the equality of all citizens of the country before the law irrespective<sup>2</sup> of their origin, social and property status, race and nationality, sex, education, language, political views, religious convictions, occupation and other circumstances.

Ukraine shall regulate immigration process. It shall display concern about and take measures for the protection and defence of interests of citizens of Ukraine who are beyond its borders.

b) *Read what we mean speaking about civic duties and discuss the questions below.*

When we speak about one's civic duty we mean:

- to work conscientiously
- to respect people
- to act according to one's conscience
- to study well
- to take care of one's parents
- to be sensitive to the needs of others
- not to be indifferent to the sufferings of others
- to be firm in one's beliefs
- to be a reliable person
- to be honest
- to take care of nature
- to defend one's country
- to fight against all sorts of violence
- to live in peace

How do you understand your civic duty?

Do you have a feeling of responsibility and civic duty?



<sup>1</sup>to retain [ri'tein] — зберігати

<sup>2</sup>irrespective of [iris'pektiv] — незалежно від

- c) Name some people who are respected by everybody.  
Explain why they are respected and what they are judged by.

8 Do the group project 'At the Seminar'. Follow the instructions below.

- 1 Each group chooses one of the topics below and prepares a talk.  
You can find some materials in the Internet or other sources.  
Use the phrases from the box and 'Useful Tips' on page 262.

### THE TOPIC OF THE SEMINAR: PEOPLE AND SOCIETY

The questions to be considered:

#### 1 The Future of Europe

- How do you see the future of Europe? Are all European countries likely to unite? *What are the pros and cons of such uniting?*
- What do you know about the European Union? Why was it formed? Which European countries have joined it and which haven't? Would you like Ukraine to join? Why?

#### 2 International Relations is an important point of any state.

People and governments of goodwill have always aspired to a lasting peace in the world. To this end they:

- cooperate or unite efforts with other countries
- hold international meetings, conferences, summits, negotiations, talks on problems of war and peace
- sign international treaties
- try to keep international peace and security
- seek to ban and gradually eliminate weapons, especially weapons of mass destruction
- do their best to settle local conflicts and restore peace in troubled areas
- take steps to ease world tensions
- pledge not to use force in international relations
- stop terrorist attacks
- fight against terrorism
- save generations to come from (the) horrors of war

#### 3 The rights of countries and individuals is an important aspect of life in the world.

People also aspire to justice and encourage their governments to recognise the rights of countries and individuals. Countries are entitled to independence, sovereignty and territorial integrity. Individuals are entitled to civil and political rights and liberties (freedoms).



Some of the civil rights are:

- the right to work
- the right to health care
- the right to education
- the right to travel
- the right to housing
- the right to life
- the right to fair trial

People's rights can be:

- declared or not declared
- provided or not provided to them
- respected or not respected
- protected or not protected
- observed or not observed
- implemented or not implemented
- violated or not violated
- abused or not abused

International law also provides for:

- human treatment of civilians in wartime
- protection of sick and wounded soldiers
- fair treatment of prisoners of war, refugees and hostages

Thanks to such laws every person can complain about human rights violations.

2 Provide your seminar in class.



## USEFUL TIPS

### Providing a Seminar

Starting your seminar:

- 1 Say what the topic is.
- 2 Say why you have chosen that topic.
- 3 Outline the structure of the task.
- 4 Give a summary of the theory.

- When giving a talk in a seminar, don't just read aloud from a prepared script. Refer to notes, and try to speak to the audience and engage them directly.
- Remember about good eye contact and your body language.
- The more enthusiastic you appear and sound, the more interested your audience will be.
- You can sound enthusiastic when you speak by:
  - raising the pitch of you voice
  - emphasising the key words
  - making your voice go up and down more than usual
- Be ready to ask and answer questions.
- Remember the purpose of a seminar is to explore a topic in more detail.

WRITING POINT



**Articles** are pieces of writing published in magazines, newspapers, newsletters, leaflets and brochures. They can cover a wide range of topics and their aim is to give information or express opinions. According to their purpose articles can be classified as **discursive** (giving an opinion or making suggestions), **descriptive** (giving information about people, places and events), **narrative**, etc. They can be written in either a *formal* or *informal style* depending on the audience and the topic presented.

A well-written article consists of:

- a brief, attractive **headline / title** which introduces the topic of the article;
- an interesting **introduction** which clearly states the topic;
- a **body** consisting of several paragraphs in which the subject is developed;
- a **conclusion** which may give a summary of the topic and/or offer an opinion or comment.

1 *Take a few copies of various English magazines and newspapers. Look through them and choose three or four with appealing or provoking headlines. Skim through the articles and answer the following questions.*

- What are the articles about?
- What is their purpose?
- In your opinion, are they good articles? Why?

2 *Read and discuss the information in pairs.*

HOW TO WRITE

EYE-CATCHING HEADLINES (TITLES)

A **headline / title** should be a short and clear summary of the information presented in the article. Attract your readers' interest by giving them a clear idea what your article is going to be about. The topic should be mentioned in the title.

These are the basic rules:

- 1 make it **SHORT, CLEAR** and **APPEALING**
- 2 use the Present Simple (it makes the events vivid)
- 3 put nouns one after another
- 4 use abbreviations

(Note: omit articles and prepositions)





- 3 a) Read the situation and do the task below. Use the facts from the box.

You are a reporter for a daily newspaper in your city. You have just returned from your latest assignment. You have made some notes and now you need to turn them into a front page article for the morning edition.

*Discuss your notes with your classmate.*

- b) Read the article and discuss its structure in pairs.

### FACTS

- WHO — three bank robbers  
 WHAT — turn themselves in  
 WHEN — last night  
 WHERE — Westmoreland family house  
 WHY — successful negotiations run by Bradbury STF  
 HOW — bank robbery two days ago, successful escape, car chase, no hostages, long and exhausting negotiations

## BANK ROBBERS



It was around midnight last night when the citizens of a small suburban community near Bradbury could finally breathe a little more easily. Detective Superintendent Michael Davis announced that the siege<sup>1</sup> of the Westmoreland family house was successfully terminated. After two days of exhausting negotiations the three bank robbers decided to turn themselves in to the *Bradbury Police Special Task Force*.

<sup>1</sup>a siege [si:dʒ] — о́бнора

The whole ordeal started two days ago. Three people wearing hoods entered the bank only a couple of minutes after the opening. They tied up the security guard and ordered the cashiers to put the money in three grey bags. One of the cashiers managed to turn on the silent alarm and the police arrived within minutes.

The Special Branch stormed the bank, but the robbers managed to escape with the stolen money. After a

4 **Change the following sentences into attractive headlines applying the guidelines mentioned in task 2.**

- 1 Last night the President returned from his one-week holidays which he spent on safari in Kenya.
- 2 The Prime Minister announced that the following elections would take place in December.
- 3 Two people were killed and three injured when a car crashed into a tanker parked by the road.
- 4 Ms Alicia Bedford, a three-time Academy Award Winner, was found dead in her house in Malibu yesterday.
- 5 Special Task Police Forces surrounded a family house in the quiet suburb of Chester and apprehended<sup>1</sup> two men and a woman.

# SURRENDER



dramatic car chase<sup>2</sup> through the streets of Bradbury the three robbers broke into the Westmoreland family house and barricaded themselves inside. Luckily, the house was empty. Otherwise, it would have turned into a hostage<sup>3</sup> situation. The robbers threatened to blow up the house unless they were provided with a car and safe passage to the nearby airfield, where a small plane was waiting for them.

After two days of negotiations, the robbers were persuaded to turn themselves in. The identity of the robbers has not been revealed yet. A spokesman for the Bradbury Police says that the investigation is still underway.

After two days of living in what resembled a film set for a Hollywood action film, the citizens of this quiet, family community are back to their everyday life. According to those we talked to, they are more than happy.

<sup>1</sup>to apprehend [ˌæprɪˈhend] — затримувати, заарештовувати

<sup>2</sup>a chase [tʃeɪs] — переслідування

<sup>3</sup>a hostage [ˈhɒstɪdʒ] — заручник





5 Read the following headlines and expand them into proper sentences.

- ① GRANDMA WINS € 1,000,000
- ② NEW BUDGET CUTS
- ③ TORNADO HITS FLORIDA
- ④ SUSPENDED SENTENCE FOR MP
- ⑤ **PRESIDENT TO OPEN  
NEW SHOPPING CENTRE**



6 Choose one of the following writing tasks. Write notes and suggest the appropriate headline. Outline the plan for your article. Finally, write the article in 250-300 words.

- 1 The newspaper you are working for has asked you to write an article about young people and their attitudes to politics.
- 2 You have been asked to write an article for an international magazine about the education system in your country.
- 3 You are a reporter for a popular youth magazine. Write an article describing the learning styles of teenagers.



### USEFUL TIPS

#### Writing an Article

- 1 Before you start writing your article decide who the readers are and what its purpose is.
- 2 Think of a short, intriguing headline / title.
- 3 Use either a formal or informal style depending on your readers and your topic.
- 4 Organise your ideas and information into well-planned paragraphs using appropriate transitional words / phrases.
- 5 In longer articles each paragraph can be preceded by a subheading.



## VOCABULARY

1 Complete the text with the appropriate words from the box.

constitution, legislative, elections, administrations, laws, President, power, republic, judicial, independent, bills, justice, declare, Prime Minister, Supreme, executive, responsible

## STATE STRUCTURE OF UKRAINE

On the 24th of August 1991 Ukraine became (1) ... . It started building the democratic state. Ukraine became a presidential parliamentary (2) ... . Over a short period a new system of state structure was created.

According to the (3) ... of Ukraine the state power in Ukraine is divided into three branches: legislative, executive and (4) ... .

The body of (5) ... power is the Verkhovna Rada, which consists of 450 deputies.

Each deputy represents an area of the country, that is called a constituency. The (6) ... to the Verkhovna Rada are held every 4 years. Voting is organised in the form of secret ballot and from the age of 18.

The Verkhovna Rada is headed by the Chairman and is responsible for making (7) ... . It has special committees, which discuss and introduce (8) ... for debating at parliamentary sitting. It discusses the questions connected with the State Budget and adopts the Budget for the coming year.

The head of our state is the (9) ... . He is elected for 4 years' period.

The executive power is headed by him. In the areas and 25 regions, Kyiv and Sevastopol, it is carried out by the local (10) ... .

The main body of the executive (11) ... is the Cabinet of Ministers. It is formed by the Heads of the Ministries: Ministry of Economics, Finance, Defense, Justice, Agriculture, Health, Education and Science, Youth and Sports and others. The Head of the Cabinet, which is also called the (12) ... , is appointed by the President. But the appointments must be approved by the Verkhovna Rada. The Prime Minister is (13) ... to the President and the Verkhovna Rada.

The judicial power is represented by the (14) ... Court and the Constitutional Court, nominated by the Verkhovna Rada. There are also local and regional courts. The people have opportunity to directly participate in realisation of (15) ... through people's assessors and jurors. The Courts watch over the (16) ... and legislative powers. The Constitutional Court has the right to (17) ... laws and actions of the government unconstitutional.



## CHECK YOUR SKILLS

## GRAMMAR

- 2 Choose the Gerund, the Present Participle or the Infinitive with or without 'to' to open the brackets and complete the sentences.
- I have stopped ... (read) the *Daily Sketch* and have decided ... (read) the *Daily Mirror* instead.
  - Do you enjoy ... (look) at these strip cartoons?
  - Try ... (solve) the puzzle in yesterday's paper without ... (look) at the answers in today's paper.
  - Do you remember ... (see) an advertisement for the new Ford cars in yesterday's paper?
  - Did you remember ... (buy) a copy of the *Star* on your way home?
  - I saw a man ... (stand) at the street corner ... (sell) newspapers.
  - Please let me ... (help) you ... (solve) that puzzle.
  - These cinema advertisements do not make me ... (want) ... (see) the films.
  - Would you like ... (see) them?
  - Megan used ... (think) that a library was a place where books were ... (buy) and ... (sell); now she knows that a library is a place for ... (lend) and ... (borrow) books.

## LISTENING

- 3 Listen about Martin Luther King and say if the statements below are true (T) or false (F).

- 1 King lived in the 19th century.
- 2 King's aim was to put an end to segregation<sup>1</sup> in the USA.
- 3 King and his followers never used force or violence.
- 4 Rosa Parks from Montgomery was a poor old black woman.
- 5 Rosa Parks organised a boycott of city buses.
- 6 King and his followers won their first victory in Montgomery.
- 7 The 1963 protest march was broadcast.
- 8 It was very hard for King to organise the protest action in Washington, D.C.
- 9 In 1965 black Americans were given the right to vote.
- 10 King received the Nobel Peace Prize in 1964.



<sup>1</sup>a segregation [ˌseɡrɪ'geɪʃn] —  
ізоляція; відокремлення

## READING

- 4 Read the text and refer its paragraphs (A-F) to the questions (1-6) on page 270.

## FOREIGN AFFAIRS OF UKRAINE

**A** Ukraine has wide relations with many countries of the world. The Ukrainian leaders pay official visits to different countries. During these visits a number of important political agreements are reached. First and foremost Ukraine gives priority to developing its relations with neighbouring states.

**B** The Ministry of Foreign Affairs on an ever growing scale assists the Ukrainian business in entering the foreign market, provides them with diplomatic and political support and helps in searching for business partners abroad.

Recently a great number of various joint ventures and economic, cultural and political projects have appeared in Ukraine.

Our specialists in different fields improve their qualification abroad.

**C** We also have programmes of students' and schoolchildren's exchange. English, Canadian and American children visit Ukrainian families, go to Ukrainian schools, while Ukrainian children stay at their host families abroad.

These exchange programmes help us to understand each other better, to study culture and traditions of other countries.

**D** A lot of Ukrainians have immigrated to Great Britain.

[www.augb.co.uk](http://www.augb.co.uk)

That's why in 1947 the *Association of Ukrainians in Great Britain* was founded.

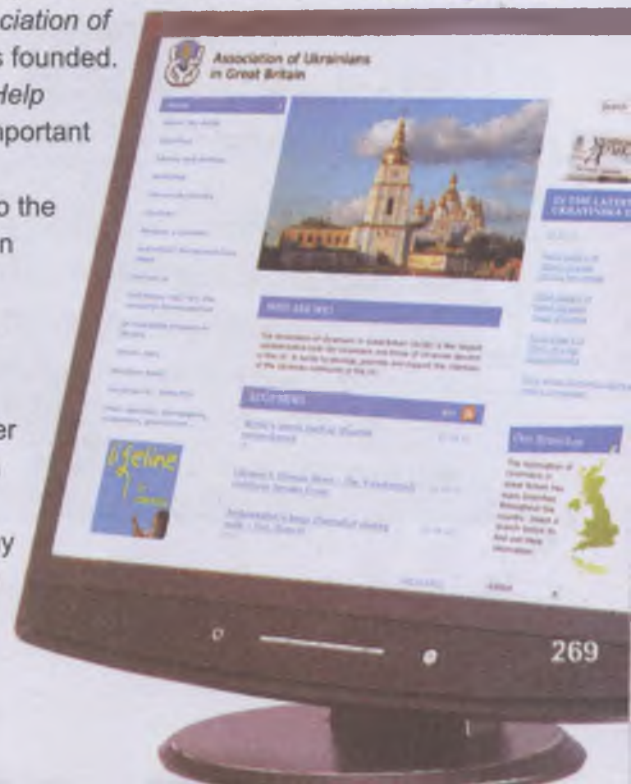
This association has some *Help Funds* that sponsor different important actions.

The association gives help to the Ukrainian students who study in British Universities.

The same associations and societies exist in many other countries.

**E** From year to year the number of spheres of our relations with the countries abroad grow.

Ukraine is a member of many international organisations like



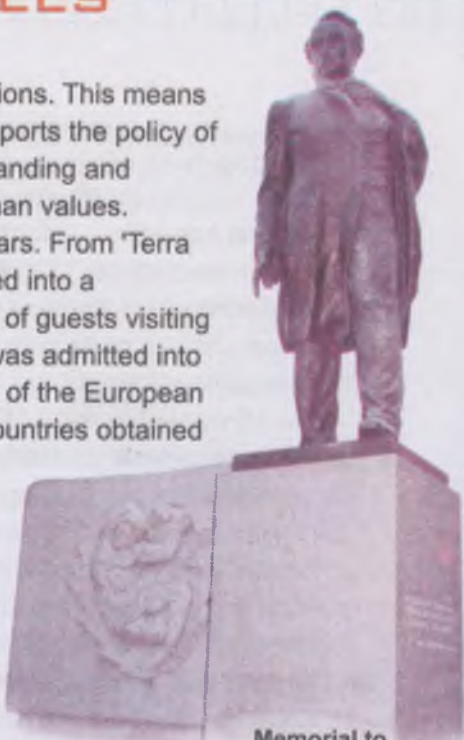


## CHECK YOUR SKILLS

the Council of Europe or the United Nations. This means that in many spheres of life Ukraine supports the policy of peace and cooperation, mutual understanding and recognising the priority of universal human values.

**F** Ukraine has changed over the last years. From 'Terra Incognita' in Eastern Europe it has turned into a fashionable tourist country. The number of guests visiting it is growing annually. In 2005 Ukraine was admitted into the world tourist's organisation. Citizens of the European Union, USA, Canada and some other countries obtained the right to enter our country without entrance visa.

- 1 What programmes help to study other cultures and traditions?
- 2 When was Ukraine admitted into the world tourist's organisation?
- 3 What way does the Ministry of Foreign Affairs help the Ukrainian businesses?
- 4 Who helps Ukrainian students to study in British Universities?
- 5 What countries does Ukraine give priority to developing relations?
- 6 What policy does Ukraine support on international arena?



Memorial to  
Taras Shevchenko in Washington

## CAN YOU ... IN ENGLISH?

– Yes, I can.

- read and understand about international unions, organisations and institutions
- listen and understand about politicians
- talk about political systems of different countries
- discuss about human and constitutional rights
- understand and use non-finite forms of the verb like the Participle, the Gerund and the Infinitive
- write an article on a social issue

**ARTICLES**  
**A / AN — THE INDEFINITE ARTICLE**

use	example
We use <b>a</b> before a consonant and <b>an</b> before a vowel. But it depends on the pronunciation of the following word, not the spelling.	a cat                      an elephant a uniform                an interesting story a one-day trip            an hour
We use <b>a / an</b> only with singular countable nouns.	a pencil                      an orange
We use <b>a / an</b> with jobs.	She's a nurse.              He's an engineer.
We use <b>a / an</b> when we are talking about a person or thing for the first time.	We saw a girl with a dog.
We use <b>the</b> when we talk about it again.	<b>The</b> girl was very little and <b>the</b> dog was big.
We use <b>a</b> in some expressions when it means 'every'.	once a day (once every day) twice a year three times a week, etc.
We use <b>a</b> in some expressions of quantity.	a lot of people              a few questions a number of pupils
We use <b>a</b> in some fixed expressions.	have a cold                have (take) a bath / shower have a headache          sleep like a log take a picture              go for a walk, etc.

**THE — THE DEFINITE ARTICLE**

**The** means 'you know which one / ones I mean'.  
It can be used before any noun, singular or plural.

use	example
We use <b>the</b> when we talk about something that has been mentioned before.	I bought a shirt and a sweater. <b>The</b> shirt is red and <b>the</b> sweater is blue.
We use <b>the</b> when it is clear what we mean.	Open <b>the</b> door! (You can see which one.) Turn on <b>the</b> TV!
We use <b>the</b> with persons or things that are unique (there's only one).	When I was in Rome I saw <b>the</b> Pope. Don't sit in <b>the</b> sun. It's too hot.
We use <b>the</b> with some time expressions.	in <b>the</b> evening              in <b>the</b> morning in <b>the</b> afternoon          at <b>the</b> weekend
We use <b>the</b> with musical instruments.	Can you play <b>the</b> piano?
We use <b>the</b> with superlatives and ordinal numbers.	She's <b>the</b> fastest runner in our class but today I was <b>the</b> first to finish <b>the</b> race.



# GRAMMAR REFERENCE

use	example
<p>We use <b>the</b> with some names:</p> <p>a) with the names of rivers, seas and oceans</p> <p>b) with the names of groups of islands and mountain ranges</p> <p>c) with the names of countries that include a union, a republic or a kingdom</p> <p>d) with the names of hotels, cinemas, theatres, museums and buildings</p> <p>e) with family names in the plural</p>	<p><b>the</b> Amazon                      <b>the</b> Black Sea</p> <p><b>the</b> Pacific Ocean</p> <p><b>the</b> Bahamas                      <b>the</b> Alps</p> <p><b>the</b> United States              <b>the</b> United Kingdom</p> <p><b>the</b> Republic of Croatia</p> <p><b>But:</b> Croatia, England, Canada</p> <p><b>the</b> Hilton                      <b>the</b> Broadway Cinema</p> <p><b>the</b> National Theatre        <b>the</b> Science Museum</p> <p><b>the</b> Empire State Building</p> <p><b>The</b> Greens are coming to dinner tonight.</p>
<p>We use <b>the</b> in some fixed expressions.</p>	<p>listen to <b>the</b> radio              <b>But:</b> watch TV</p> <p>go to <b>the</b> cinema                go to the theatre</p> <p>go to <b>the</b> doctor's               go to the dentist's</p> <p>call <b>the</b> police</p> <p>live at <b>the</b> seaside, live in <b>the</b> country</p> <p>on <b>the</b> left, on <b>the</b> right, in <b>the</b> middle, etc.</p>

## NO ARTICLE

There are a number of situations when we use **no article**.

use	example
<p>We use <b>no article</b> with the names of people.</p>	<p>This is Paul Smith.</p>
<p>In general, we use <b>no article</b> with the names of continents, countries and cities.</p>	<p>He's from London.</p> <p>Brazil is a country in South America.</p>
<p>We use <b>no article</b> with the names of streets, squares, parks and bridges.</p>	<p>Tower Bridge, Hyde Park, Trafalgar Square and Oxford Street are all in London.</p>
<p>We use <b>no article</b> with the names of lakes, islands and mountains in the singular.</p>	<p>Lake Michigan is in the States.</p> <p>Ben Nevis is a mountain in Scotland.</p>
<p>We use <b>no article</b> with the names of languages, school subjects, sports and games.</p>	<p>Can you speak French?</p> <p>History is my favourite subject.</p> <p>He loves football and chess.</p>
<p>We use <b>no article</b> with the names of the days and months.</p>	<p>I'll see you on Monday.</p> <p>The course ends in June.</p>
<p>We use <b>no article</b> with the names of meals.</p>	<p>Let's have breakfast.</p> <p>What time is dinner?</p> <p>What time is supper?</p>

use	example
We use <b>no article</b> in a number of common expressions.	go to school, go to work, go to church go home, at home go to prison / be in prison ( <i>as a prisoner</i> ) go to hospital / be in hospital ( <i>as a patient</i> ) go on holiday go to bed travel by car / by plane / by bus / by train come on foot fall in love, etc.

### COUNTABLE — UNCOUNTABLE NOUNS

**Countable nouns** are those that can be counted (one apple, two apples, etc.).

**Uncountable nouns** are those that cannot be counted (water, bread, etc.).

**Uncountable nouns** take a singular verb and are not used with *a/an*.

use	example
Groups of <b>uncountable nouns</b> include: <ul style="list-style-type: none"> <li>● mass nouns</li> <li>● subjects of study</li> <li>● sports</li> <li>● languages</li> <li>● diseases</li> <li>● natural phenomena</li> <li>● collective nouns</li> <li>● certain other nouns</li> </ul>	milk, sugar, wine, etc. Physics, History, Geography, etc. football, cricket, tennis Arabic, French, Chinese chickenpox, malaria, measles rain, snow, mist money, furniture, luggage accommodation, anger, luck

### SOME / ANY / NO & THEIR COMPOUNDS

**Some, any** and **no** are used with uncountable nouns and plural countable nouns:

*some water, some potatoes.*

use	example
<b>Some</b> and its compounds ( <b>somebody, someone, something, somewhere, etc.</b> ) are normally used in affirmative sentences.	There is <b>some</b> wine left in the bottle.
<b>Some</b> and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request.	Would you like <b>something</b> to drink?
<b>Any</b> and its compounds ( <b>anyone, anything, etc.</b> ) are usually used in interrogative sentences.	Has <b>anyone</b> seen Jim today?
<b>Not any</b> is used in negative sentences.	There isn't <b>any</b> petrol in the tank.



# GRAMMAR REFERENCE

use	example
<b>Any</b> and its compounds can also be used with negative words such as <b>without, never, rarely</b> .	I have never met <b>anyone</b> like him before.
When <b>any</b> and its compounds are used in affirmative sentences there is a difference in meaning.	You can do <b>anything</b> you like. <i>(it doesn't matter what)</i> <b>Anyone</b> could have done that. <i>(it doesn't matter who)</i>
<b>No</b> and its compounds can be used instead of <b>not any</b> in negative sentences.	Laura didn't say <b>anything</b> . (= She said <b>nothing</b> .) There wasn't <b>anybody</b> in the house. (= There was <b>nobody</b> in the house.)

**Note:** We use a singular verb with compounds of **some, any** and **no**.  
*There is nothing they can do.*

## A FEW / FEW — A LITTLE / LITTLE

**A few** and **few** are used with plural countable nouns.

**A little** and **little** are used with uncountable nouns.

use	example
<b>A few</b> means 'not many, but enough'.	We have a few apples.
We can make an apple pie. <b>Few</b> means 'hardly any, almost none' and can be used with <b>very</b> for emphasis.	There were (very) <b>few</b> people queuing in the bank.
<b>A little</b> means 'not much, but enough'.	There is <b>a little</b> coffee left — would you like another cup?
<b>Little</b> means 'hardly any, almost none' and can be used with <b>very</b> for emphasis.	There is (very) <b>little</b> sugar left. I'll go and buy some.

## A LOT OF / LOTS OF — MUCH / MANY

use	example
<b>A lot of / lots of</b> are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The <b>of</b> is omitted when <b>a lot / lots</b> are not followed by a noun.	There are <b>a lot / lots of</b> oranges in the fridge. I can make some juice.
<b>Much</b> and <b>many</b> are usually used in negative or interrogative sentences. <b>Much</b> is used with uncountable nouns and <b>many</b> is used with plural countable nouns.	There aren't <b>many</b> parks in the centre of the city. Did you spend <b>much</b> money at the supermarket?

# GRAMMAR REFERENCE

## A LOT OF / LOTS OF — MUCH / MANY

use	example
<p><b>How much</b> and <b>how many</b> are used in questions and negations.</p> <p>How much + uncountable noun → amount</p> <p>How many + countable noun → number</p>	<p><b>How much</b> pepper shall I put in the soup?</p> <p><b>How many</b> children do they have?</p>
<p><b>Too much</b> is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed.</p>	<p>He couldn't sleep because the children were making <b>too much</b> noise.</p>
<p><b>Too many</b> is used with plural countable nouns. It has the same negative meaning as <b>too much</b>.</p>	<p>It was very crowded. There were <b>too many people</b> there.</p>
<p>We use <b>many / much / some / any / most / (a) few / (a) little / several / one / two</b>, etc. + <b>of</b> followed by <b>the / that / this / these / those</b> and then a noun when talking about a specific group.</p>	<p><b>Some of</b> the houses in that district are very expensive. (<i>houses in that district</i>)</p> <p><b>But:</b> Some houses are very expensive. (<i>houses in general</i>)</p>

## PRONOUNS

PERSONAL PRONOUNS		POSSESSIVE PRONOUNS	ABSOLUTE PRONOUNS
SUBJECT	OBJECT	(used with a noun)	(used without a noun)
I	me	my book	It's mine.
You	you	your cap	It's yours.
He	him	his room	It's his.
She	her	her room	It's hers.
It	it	its tail	
We	us	our house	It's ours.
You	you	your dog	It's yours.
They	them	their car	It's theirs.

### PERSONAL PRONOUNS have two forms:

subject form	object form
<p>I have got a book.</p> <p>Where is Mary? Is <b>she</b> coming?</p> <p>Where is Bruno? <b>He</b> is late.</p> <p><b>They</b> are lovely.</p>	<p>Give <b>me</b> the book, please.</p> <p>Tell <b>her</b> to come.</p> <p>We are waiting for <b>him</b>.</p> <p>We love <b>them</b>.</p>



# GRAMMAR REFERENCE

We use **POSSESSIVE** and **ABSOLUTE PRONOUNS** to show that something belongs to somebody.

<b>POSSESSIVE PRONOUNS</b> are followed by a noun.	<b>ABSOLUTE PRONOUNS</b> are used without a noun.
<p><i>For example:</i> That isn't <b>my</b> pencil. Is this <b>your</b> bag? This can't be <b>their</b> cat.</p>	<p><b>Mine</b> is here. My bag is old and <b>yours</b> is new. <b>Theirs</b> is black and white.</p>

## REFLEXIVE PRONOUNS

<b>use</b>	<b>example</b>
<p>Singular pronouns end in <b>-self</b>:</p> <p><b>myself</b> <b>yourself</b> <b>himself</b> <b>herself</b> <b>itself</b></p>	<p>The plural forms end in <b>-selves</b>:</p> <p><b>ourselves</b> <b>yourselves</b> <b>themselves</b></p>
<p>We use reflexive pronouns after the verb when the subject and the object are the same person.</p>	<p>I hurt <b>myself</b> when I fell down. She made <b>herself</b> a cup of coffee.</p>

**Note:** We often use reflexive pronouns after: **behave, burn, control, cut, defend, enjoy, help, hurt, introduce, kill and teach.**

<b>use</b>	<b>example</b>
<p>Reflexive pronouns are also used after a verb + preposition.</p>	<p>She spoke to <b>herself</b>. He looked at <b>himself</b> in the mirror. Take care of <b>yourself</b>. She did it by <b>herself</b>. (<i>on her own</i>)</p>
<p>Sometimes we use reflexive pronouns for emphasis.</p>	<p>Prince Charles <b>himself</b> painted the pictures.</p>

## COMPARATIVES: ADJECTIVES

**use:** to compare two things, people, etc.

<b>form</b>	<b>example</b>
<p>one-syllable adjectives: usually <b>adjective + -er (+ than)</b></p> <p>one-syllable adjectives ending in a short vowel followed by a consonant: usually double the last consonant + <b>-er (+ than)</b></p> <p>adjectives ending in <b>-e</b>: usually <b>adjective + -r (+ than)</b></p>	<p>Drums are <b>louder</b> than violins.</p> <p>Chillies are <b>hotter</b> than onions.</p> <p>I think peaches are <b>nicer</b> than apples.</p>

form	example
two-syllable adjectives ending in <b>-y</b> . usually change <b>-y</b> to <b>-er</b> (+ <b>than</b> ) most two-syllable adjectives and adjectives with three or more syllables: <b>more + adjective</b> (+ <b>than</b> )	Pete is <b>noisier</b> than Tom.  The Emperor Nero was <b>more famous</b> than the Emperor Tiberius.

**Notes:**

- We use **as + adjective + as** to say that two people or things are the same.  
*Example: He is **as tall as** his father.*
- 'The film was **not as / so interesting as** the book' means the same as 'The book was *more interesting than the film*'.
- 'Lemons are **not as big as** oranges' means the same as 'Oranges are *bigger than lemons*'.

**SUPERLATIVES: ADJECTIVES**

**use:** to compare three or more things, people, etc.

form	example
one-syllable adjectives: usually <b>the + adjective + -est</b> one-syllable adjectives ending in a short vowel followed by a consonant: usually <b>the + adjective</b> with a last consonant doubled + <b>-est</b> adjectives ending in <b>-e</b> : usually <b>the + adjective + -st</b> two-syllable adjectives ending in <b>-y</b> . <b>the + adjective</b> with <b>-y</b> changed to <b>-iest</b> most two-syllable adjectives and adjectives with three or more syllables: <b>the most + adjective</b>	Are drums <b>the loudest</b> musical instrument? Chillies are <b>the hottest</b> vegetables.  I think peaches are <b>the nicest</b> fruit in the world. Pete is <b>the noisiest</b> boy in the school.  Nero was <b>the most famous</b> Roman emperor.

**IRREGULAR COMPARATIVES AND SUPERLATIVES: ADJECTIVES**

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good	better	the best
bad	worse	the worst
far	farther / further	the farthest / furthest
much / many	more	the most
little	less	the least
old	older / elder	the oldest / eldest



## COMPARATIVES: ADVERBS

**use:** to compare two actions, etc.

form	example
one-syllable adverbs: usually <b>more + adverb</b>	Sue speaks <b>more quietly</b> than John.
adverbs with the same form as adjectives: <b>adverb + -er</b>	My grandmother lived <b>longer</b> than my grandfather.

## SUPERLATIVES: ADVERBS

**use:** to compare three or more actions, etc.

form	example
one-syllable adverbs: usually <b>the most + adverb</b>	Sue speaks <b>the most quietly</b> .
adverbs with the same form as adjectives: <b>the + adverb + -est</b>	My grandfather lived <b>the longest</b> in our family.

## THE VERB: PRESENT SIMPLE

form + I/You like pasta. He/She/It likes pasta. We/You/They like pasta.

- I/You don't like pasta. He/She/It doesn't like pasta. We/You/They don't like pasta.

? Do I/you like pasta? Does he/she/it like pasta? Do we/you/they like pasta?

The present simple is used to talk about things which happen or exist all the time, not just at the moment of speaking.

use	example
for repeated actions — often used with adverbs of frequency, e.g. <i>always, often, sometimes, never</i>	The postman always <b>delivers</b> the letters at 8:00 a.m.
for general truths, facts and states	Our bodies <b>contain</b> five litres of blood. She <b>has</b> four dogs. They <b>live</b> in the country.
for timetables and programmes (often made by someone else, not the speaker)	Lunch <b>is</b> at 1 p.m.
for present actions in commentaries or stories	The horse Starlight <b>is</b> in the lead.

## PRESENT CONTINUOUS

form **be + verb + -ing form**

+ I am reading. You are reading. He/She/It is reading. We/You/They are reading.

- I am not reading. You are not reading. He/She/It is not reading.

We/You/They are not reading.

? Am I reading? Are you reading? Is he/she/it reading? Are we/you/they reading?

use	example
for incomplete actions taking place at the moment of speaking	I'm <b>talking</b> on the phone — I'll be finished soon.
for temporary situations in the present	It's <b>raining</b> at the moment.

use	example
for changes taking place at the present time (sometimes used with <b>more and more</b> ) to express irritation (used with <b>always</b> )	The weather <b>is getting</b> hot.  Our teacher <b>is always giving</b> us extra homework!
for future arrangements (often used with adverbs of time, e.g. <i>tomorrow, this weekend</i> )	I'm <b>meeting</b> my friends at 6:00 p.m.

### STATIVE VERBS

Some verbs are usually used only in the Present Simple, not in the Present Continuous.

use	verbs	example
for talking about the senses	appear, feel, hear, see, seem, smell, sound, taste	You <b>seem</b> tired. That <b>smells</b> wonderful! He <b>sounds</b> annoyed.
for talking about thinking	agree, appear, believe, disagree, forget, imagine, know, prefer; promise, remember; realise, think, recognise, understand	He <b>thinks</b> she's happy. I <b>know</b> what you mean.
for talking about feeling	like, love, dislike, hate, want, wish	We <b>prefer</b> to walk. I <b>love</b> Italian paintings.
for talking about possession	belong, have / have got, own, possess	The coat <b>belongs</b> to that woman. He <b>has</b> a motorbike.
for situations which stay the same	be, contain, deserve, include, need	The trees <b>are</b> tall. He <b>needs</b> a holiday.

### PAST SIMPLE

form regular: **verb + -ed**

+ I/You/He/She/It/We/You/They played football.

- I/You/He/She/It/We/You/They did not play football.

? Did I/you/he/she/it/we/you/they play football?

irregular: e.g. shake/shook, make/made, think/thought

use	example
for repeated actions in the past	We <b>walked</b> in the park every morning.
for short, completed actions at a definite time in the past (sometimes the time is not mentioned but is understood)	We <b>left</b> at 6 p.m.
for telling stories in which one thing happened after another	She <b>said</b> goodbye, <b>opened</b> the door and <b>left</b> the house.
for completed situations in the past	My grandparents <b>lived</b> in Corfu for many years.

**Note:** Adverbial expressions which we often use with the Past Simple include: at (four o'clock), on (2 July 2000), last week / month / year, in (1999), yesterday, on (Friday), ago.



## PAST CONTINUOUS

form **past tense of be + verb + -ing form**

- + I was sleeping. You were sleeping. He/She/It was sleeping.  
We/You/They were sleeping.
- I was not sleeping. You were not sleeping. He/She/It was not sleeping.  
We/You/They were not sleeping.
- ? Was I sleeping? Were you sleeping? Was he/she/it sleeping?  
Were we/you/they sleeping?

use	example
for temporary, continuing situations in the past	He <b>was standing</b> next to the window.
for background information about the weather; what people were doing or wearing	The children <b>were</b> all <b>wearing</b> new clothes.
for an action in the past which is interrupted by another	The sun <b>was shining</b> as we drove along the coast.

## PRESENT PERFECT

form **have + past participle**

- + I/You have read *Persuasion*. He/She/It has read *Persuasion*.  
We/You/They have read *Persuasion*.
- I/You have not read *Persuasion*. He/She/It has not read *Persuasion*.  
We/You/They have not read *Persuasion*.
- ? Have I/you read *Persuasion*? Has he/she/it read *Persuasion*?  
Have we/you/they read *Persuasion*?

use	example
for recently completed actions (without a definite time)	I've <b>finished</b> my homework.
for recently completed actions (with <b>just</b> )	He <b>has just washed</b> the car.
for actions in the past which are still important in the present	He <b>has painted</b> many wonderful pictures.
for actions or situations which started in the past and continue up to the present (often used with <b>since, for</b> )	They <b>have walked</b> to school every day for two years. He <b>has lived</b> in this town since 1980.
for past actions which refer to an unknown, incomplete time (often used with <b>never, ever</b> )	<b>Have you ever visited</b> Australia? He <b>has never been</b> in a plane.
with the superlative	This is the best holiday I've ever <b>had</b> .

## PRESENT PERFECT CONTINUOUS

form **have + been + verb + -ing form**

- + I/You have been singing. He/She/It has been singing.  
We/You/They have been singing.
- I/You have not been singing. He/She/It has not been singing.  
We/You/They have not been singing.
- ? Have I/you been singing? Has he/she/it been singing?  
Have we/you/they been singing?

use	example
for temporary or incomplete actions in the past	She <b>has been playing</b> music since lunchtime. We <b>have been walking</b> for two hours.

## PAST PERFECT

form **had + past participle**

- + I/You/He/She/It/We/You/They had learnt to swim on holiday.  
I/You/He/She/It/We/You/They had not learnt to swim on holiday.
- ? Had I/you/he/she/it/we/you/they learnt to swim on holiday?

use	example
for a past event which happened before another past event to emphasise the order in which events occurred	They arrived at the cinema late and found that the film <b>had</b> already <b>begun</b> . We didn't eat dinner until we <b>had cleaned</b> the house.

## PAST PERFECT CONTINUOUS

form **had + been + verb + -ing form**

- + I/You/He/She/It/We/You/They had been working.
- I/You/He/She/It/We/You/They had not been working.
- ? Had I/you/he/she/it/we/you/they been working?

use	example
for an action which began in the past and was still happening when another action started in the past	She <b>had been learning</b> English for a year before she understood a word.

## USED TO

form **used to + verb**

- + I/You/He/She/It/We/You/They used to play the piano.
- I/You/He/She/It/We/You/They didn't use to play the piano.
- ? Did I/you/he/she/it/we/you/they use to play the piano?

use	example
for states and repeated actions in the past which do not exist now	We <b>used to</b> live in France.



# GRAMMAR REFERENCE

## WOULD

form **would + verb**

use	example
for repeated actions in the past which do not happen now	The ancient Egyptians <b>would tell</b> the time by the sun. Before he started his new job, he <b>would watch</b> television all evening.

## FUTURE SIMPLE

form **will + infinitive without to**

- + I/You/He/She/It/We/You/They will wait.
- I/You/He/She/It/We/You/They will not wait.
- ? Will I/you/he/she/it/we/you/they wait?

use	example
for decisions made at the time of speaking	I'll answer the phone.
for predictions (often used with I believe / hope / think)	I think it <b>will be</b> a cold winter this year.
for future facts	Our school holidays <b>will start</b> in July.
for plans and arrangements	We'll <b>meet</b> you outside the cinema at 7:30.

**Note:**

**Shall** is often used instead of **will**, especially in the interrogative, e.g. *Shall I wait here?*

## GOING TO

form **be + going to + infinitive without to**

- + I am going to fall. You are going to fall. He/She/It is going to fall.  
We/You/They are going to fall.
- I am not going to fall. You are not going to fall.  
He/She/It is not going to fall. We/You/They are not going to fall.
- ? Am I going to fall? Are you going to fall? Is he/she/it going to fall?  
Are we/you/they going to fall?

use	example
for intentions and plans made before the moment of speaking	I'm <b>going to study</b> English next year.
for predictions based on clear evidence	That baby <b>is going to fall!</b>

## MODAL VERBS

form **modal + infinitive without to**

**Note:** Modal verbs are: **can, could, may, might, shall, will, should, would, ought to, must, have to.**

use	example
to talk about possibility	It <b>may be</b> cold in Scotland, so pack a jumper. It <b>could</b> rain today.
to talk about probability	The plane <b>should</b> arrive about now.

use	example
to talk about near certainty	She's won the lottery — she <b>must</b> be excited!
to talk about negative certainty	This <b>can't</b> be the right road.
to talk about certainty	My birthday <b>will</b> be on a Tuesday this year.
to talk about obligation / necessity	He <b>has to</b> do his homework this evening. I <b>have to</b> write to my parents this week. You <b>ought to / should / must</b> take some exercise.
to talk about lack of obligation / necessity	You <b>don't have to</b> do the washing up. We <b>don't have to</b> pay to get into the museum.
to give advice	You <b>shouldn't</b> stay up so late every night. You <b>ought to</b> save a bit more money.
to talk about permission	Yes, you <b>can</b> go to town this afternoon. You <b>may</b> borrow my bike.
to talk about ability / inability	He <b>can't</b> do maths. I <b>could</b> bake a cake if I had the time.
to talk about prohibition	You <b>mustn't</b> walk on the grass in the park.

### FIRST CONDITIONAL

form    conditional clause: **if + present simple**  
           main clause: **will + infinitive** without *to*

use	example
for future events which are likely to happen	If you <b>hurry</b> , you <b>will</b> catch your plane.

### SECOND CONDITIONAL

form    conditional clause: **if + past simple**  
           main clause: **would + infinitive** without *to*

use	example
for less likely or hypothetical events in the future	If I <b>gave up</b> work, I <b>would travel</b> round the world.
to give advice	If you <b>worked</b> harder, you <b>would pass</b> your exam.

**Notes:**

- We use **even if** for emphasis, e.g. *Even if he had a part-time job, he would work just as hard.*
- After **if**, we sometimes use **were** instead of **was**, especially in a formal style, e.g. *If I were a millionaire, I'd buy an island.*



## ZERO CONDITIONAL

form conditional clause: **if + present simple**  
 main clause: **infinitive without to / imperative**

use	example
for general rules or truths to show cause and effect for commands	If there <b>is</b> no rain, many plants die. If you <b>eat</b> fruit and vegetables, you feel healthy. If it <b>starts</b> to rain, go inside.

### Note:

When can also be used in these conditionals, e.g. *When the lesson **begins**, please be quiet.*

## THE PASSIVE

form **be + past participle**

The passive is formed by making the object of the active clause into the subject of the new clause.

tense	example
Present Simple	They make this cheese in France. → This cheese <b>is made</b> in France.
Past Simple	They invented bungee jumping in New Zealand. → Bungee jumping <b>was invented</b> in New Zealand.
Present Continuous	They are decorating their house this week. → Their house <b>is being decorated</b> this week.
Past Continuous	She was feeding my cat at the weekend. → My cat <b>was being fed</b> at the weekend.
Present Perfect	They closed the disco for a month. → The disco <b>was closed</b> for a month.
Past Perfect	He had caught the fish. → The fish <b>had been caught</b> .
Modal Verbs	Two people can move the piano. → The piano <b>can be moved</b> by two people.

use	example
when the person or thing doing the action is obvious or unimportant	The house <b>was built</b> in a month.
when the person or thing doing the action is not known	Stonehenge <b>was constructed</b> in about 3000 BC.
to describe how something is made or how it works	Glass <b>is made</b> from sand, soda and limestone.

### Note:

We use **by + person / thing** when we want to emphasise who or what did something, e.g. *Hadrian's Wall was **built by the Romans** in the first century AD.*

## RELATIVE CLAUSES

PRONOUN	use	example
<b>who</b>	for people	People <b>who</b> live in glass houses shouldn't throw stones.
<b>whose</b>	possessive of <b>who</b>	<b>Whose</b> bicycle is this?
<b>which</b>	for things	The book <b>which</b> my brother gave me was really exciting.
<b>where</b>	for places	I saw the house <b>where</b> my mother was born.
<b>when</b>	for time	That was a time <b>when</b> he travelled a lot.
<b>why</b>	for reasons	I don't know <b>why</b> she is so annoyed.

## Notes:

- Sometimes we can use **that** instead of **which**, e.g. *The book **that** my brother gave me is really exciting.*
- Commas are used in non-defining relative clauses which give extra or unessential information, e.g. *The book, **which** my brother gave me for my birthday, is really exciting.*
- No commas are used in defining relative clauses which give essential information, e.g. *This is the book **that** / **which** my brother gave me.*

## REPORTED SPEECH: TENSES

form We usually change the tenses and some other words when we report what someone said.

DIRECT SPEECH	REPORTED SPEECH
<b>present simple</b> → 'My sister <b>is</b> a ballet dancer.'	<b>past simple</b> She said (that) her sister <b>was</b> a ballet dancer.
<b>present continuous</b> → 'I'm <b>writing</b> to my boyfriend.'	<b>past continuous</b> She said (that) <b>she was writing</b> to her boyfriend.
<b>past simple</b> → 'We <b>went</b> for a walk.'	<b>past perfect simple</b> They said (that) <b>they had gone</b> for a walk.
<b>past continuous</b> → 'I <b>was walking</b> in the forest all day.'	<b>past perfect continuous</b> He said (that) <b>he had been walking</b> in the forest all day.
<b>present perfect simple</b> → 'I <b>have cooked</b> the dinner.'	<b>past perfect simple</b> She said (that) <b>she had cooked</b> the dinner.
<b>present perfect continuous</b> → 'I've <b>been learning</b> English for a year.'	<b>past perfect continuous</b> He said (that) <b>he had been learning</b> English for a year.

## Notes:

- I sometimes changes to **he** or **she**.
- **My** sometimes changes to **her** or **his**. **Our** changes to **their**.
- The adjectives **this**, **that**, **these** and **those** usually change to **the**.  
e.g. *'I like **these** grapes.'* → *He/She said he/she liked **the** grapes.*
- The pronouns **this** and **that** usually change to **it**.  
e.g. *'I want to paint **this** blue.'* → *'He/She said he/she wanted to paint **it** blue.*
- The pronouns **these** and **those** usually change to **them**.



# GRAMMAR REFERENCE

## REPORTED SPEECH: MODAL VERBS

DIRECT SPEECH	REPORTED SPEECH
'I'll help you tidy your room.'	He said (that) he <b>would</b> help her tidy her room.
'I <b>can</b> run very fast.'	She said (that) she <b>could</b> run very fast.
'I <b>may</b> go out this evening.'	She said that she <b>might</b> go out that evening.
'I'll offer to help my grandmother tomorrow.'	He said that he <b>would</b> offer to help his grandmother the following day.
'You <b>must</b> tidy your room.'	She told him that he <b>must</b> tidy his room.

## REPORTED SPEECH: ADVERBS OF TIME AND PLACE

DIRECT SPEECH	REPORTED SPEECH
here	there
now	then / at that moment
tomorrow	the next day / the following day
last (night)	the (night) before / the previous (night)
today	that day
ago	before / previously
yesterday	the day before / the previous day
next (week)	the following (week) / the (week) after (that)
next (Wednesday)	the following (Wednesday)
this (morning)	that (morning)

## REPORTED QUESTIONS

- form    Reported questions have the same word order as statements.  
 Reporting verbs (e.g. *asked*) are used.  
 For *yes / no* questions, the reported questions begin with *if / whether*.  
 For *wh*-questions, the question words (*who, which, when, where, why, whom, whose, how*) are repeated in the reported question.

DIRECT QUESTION	REPORTED QUESTION
Do you want to go swimming?	He asked her <b>if she wanted</b> to go swimming.
How did you make the cake?	I asked him <b>how he had made</b> the cake.

## INDIRECT QUESTIONS

- form    Indirect questions do not have the question word order and the auxiliary **do** is not used. There is no tense change in indirect questions.  
 use    To make questions sound more polite and formal.

**Note:** Indirect questions begin with expressions like:

*Could you tell me...?    Would you mind telling me...?    Do you know...?*

DIRECT QUESTION	INDIRECT QUESTION
Why did you go to town?	Would you mind <b>telling me why</b> you went to town?
How do you turn the computer on?	Could I ask <b>how</b> you turn the computer on?
What time are you leaving?	Could you tell me <b>what time</b> you are leaving?

## TIME CLAUSES

time expression	example
<b>until / by the time</b> = up to the time when	You must stay <b>until</b> the President gets here. <b>By the time</b> he arrives, the boat will have left.
<b>by</b> = not later than	Let me know <b>by</b> Sunday if you can come.
<b>when</b> = at the time	My voice hurts <b>when</b> I speak.
<b>as soon as</b> = immediately after	<b>As soon as</b> dinner is cooked, we will eat!
<b>before</b> = earlier than	I must get to the bank <b>before</b> it closes.
<b>after</b> = later than	I will ring you <b>after</b> Mark has left.
<b>once</b> = after	<b>Once</b> I have decided where to go, I will book my holiday.
<b>while / as</b>	He rang <b>while</b> I was watching television. I saw him <b>as</b> I left the office.
<b>in case</b> = because ( <i>condition</i> )	I will take my umbrella <b>in case</b> it rains.

## GERUNDS AND INFINITIVES

GERUND (-ing form used as a noun)	INFINITIVE with to	INFINITIVE without to
<p><b>Swimming</b> is good for you. I enjoy <b>swimming</b>.</p> <p>Common verbs and phrases followed by a gerund -ing form:</p> <p><i>admit, avoid, deny, can't help, do you mind?, consider, dislike, enjoy, feel like, finish, give up, imagine, mention, practise, risk, suggest</i></p>	<p>I <b>want to watch</b> TV this evening.</p> <p>Common verbs and phrases followed by an infinitive with to: <i>afford, agree, appear, arrange, ask, attempt, begin*, can't stand*, care, choose, consent, continue, decide, expect, fail, forget, happen, hate*, help, hesitate, hope, intend*, learn, like*, love*, manage, mean, offer, ought, prefer*, prepare, pretend, promise, refuse, regret*, remember*, seem, start*, swear, try*, want, wish</i></p>	<p>I <b>would rather play</b> tennis.</p> <p>Common verbs and phrases followed by an infinitive without to: <i>can, could, may, might, must, shall, will, would rather</i></p>

**Note:** The verbs marked \* can be followed by either an infinitive without to or a gerund -ing form, but there may be a change in meaning.

## QUESTION TAGS

**Question tags** often follow sentences in speech and informal writing. We use them when we want to check if something is true.

use	example
This is a regular statement but if we are not sure, we can check by adding a question tag.	We are playing tennis this afternoon, <b>aren't we?</b>



# GRAMMAR REFERENCE

The meaning of a question tag is: 'Is it true?' 'Do you agree?'

form	example
We make the question tag in the same way we make an ordinary question. It consists of <b>an auxiliary + a pronoun</b> . But when the main sentence is positive, the question tag is negative.	She is very nice, <b>isn't she?</b>
When the main sentence is negative, the question tag is positive.	You don't know the answer, <b>do you?</b>

use	example
If there is only the verb be in the main sentence, we repeat it in the question tag.	It is a nice day, <b>isn't it?</b> Mrs Green wasn't at home, <b>was she?</b>

**But:** *I'm very late, aren't I?*

The question tag for I'm is **aren't I?**

use	example
If there is a modal auxiliary verb ( <i>can, could, must, should, will, would, etc.</i> ) in the main sentence, we repeat it in the question tag.	You can't understand me, <b>can you?</b> They should be here, <b>shouldn't they?</b> Peter could help us, <b>couldn't he?</b> You won't tell anyone, <b>will you?</b>
If there is an auxiliary verb ( <i>be, have, do</i> ) in the main sentence, we repeat it in the question tag.	She is doing well, <b>isn't she?</b> It was raining, <b>wasn't it?</b> You haven't seen Jack, <b>have you?</b> Your mum doesn't speak German, <b>does she?</b> She didn't lose the tickets, <b>did she?</b>
If there is no auxiliary verb in the main sentence, we use <b>do</b> in the question tag.	You play the piano, <b>don't you?</b> Tim gave you this book, <b>didn't he?</b>

## A

- AIDS** [eɪdz] СНІД
- absorb** [əb'sɔ:b] вбирати, всмоктувати
- abuse** [ə'bjuz] ображати; зловживати
- access** ['ækses] 1. *n.* доступ; 2. *v.* мати доступ, одержати доступ
- acquire** [ə'kwɪə] набувати, здобувати; одержувати
- adherence** [əd'hɪərəns] прихильність; суворе додержання
- adolescent** [ˌædɔ'lesnt] юнак; дівчина; підліток
- advance** [əd'vɑ:ns] просування; успіх; прогрес
- affect** [ə'fekt] впливати; хвилювати, зворушувати
- affectionate** [ə'fekʃənɪt] люблячий, ніжний; пристрасний
- allege** [ə'ledʒ] твердити; посилається (*на щось*)
- ambitious** [æm'bɪʃəs] честолюбний; що прагне (чогось, до чогось)
- angle** [æŋɡl] кут
- appealing** [ə'pi:liŋ] благальний; зворушливий; привабливий
- appreciate** [ə'pri:ʃi:et] оцінювати; цінувати
- argue** ['ɑ:gju:] сперечатися; аргументувати; переконувати
- arrangement (of)** [ə'reɪndʒmənt] впорядкування; розташування; домовленість
- assault** [ə'sɔ:lt] насилувати; ґвалтувати
- assessment** [ə'sesmənt] оцінка, оцінювання
- assist** [ə'sɪst] допомагати, сприяти
- attend** [ə'tend] бути присутнім, відвідувати; приділяти увагу; піклуватися, турбуватися
- authorize** [ˌɔ:θəraɪz] уповноважувати; доручати
- authorities** [ɔ:'θɒrɪtiz] органи влади
- autonomous** [ɔ:'tɒnəməs] автономний
- available** [ə'veɪləbl] доступний, наявний
- be available** бути наявним
- avalanche** [ə'veɪləntʃ] сніговий обвал, лавина
- average** ['ævərɪdʒ] середній
- avoid** [ə'vɔɪd] уникати

## B

- ban** [bæn] забороняти
- bandage** ['bændɪdʒ] бинт, пов'язка
- be grounded** ґрунтуватися

- be jailed** бути ув'язненим
- be obliged (to)** бути зобов'язаним (змушеним)
- be satisfied with** бути задоволеним чимось
- be sinking out of sight** зникати з поля зору
- be well regarded (in)** добре котируватися
- become commonplace** стати звичайною річчю; стати банальним
- benefit** ['benɪfɪt] давати користь; допомагати; одержувати користь
- blame** [bleɪm] звинувачувати; вважати винним
- blizzard** ['blɪzəd] завірюха, хуртовина
- boost** [bu:st] піднімати; допомагати піднятися; рекламувати; підвищувати (*ціну*)
- brain drain** ['breɪn dreɪn] відплив мізків
- breakdown** ['breɪkdaʊn] цілковите знесилення; падіння; розруха
- breakthrough** ['breɪkθru:] прорив, велике досягнення
- bricklayer** ['brɪkleɪə] муляр

## C

- cantankerous** [kən'tæŋkərəs] сварливий, причепливий
- capture** ['kæptʃə] брати в полон; спіймати, схопити; привертати (*увагу*)
- carpenter** ['kɑ:pəntə] тесляр; столяр
- carry out** доводити до кінця; виконувати
- catch smb's breath** затамувати подих
- cause** [kɔ:z] причина; підстава; привід
- cheat** [tʃi:t] обманювати, обдурювати
- cherish** ['tʃerɪʃ] плекати; цінувати
- civic** ['sɪvɪk] громадянський, цивільний
- coach** [kəʊtʃ] карета; репетитор; тренер, інструктор
- coherent** [kəʊ'hɪərənt] зв'язаний; логічно послідовний
- common** ['kɒmən] звичайний; спільний
- have (a lot) in common** мати щось (багато) спільне (спільного)
- commonplace** ['kɒmənpleɪs] звичайна річ; банальність
- community** [kə'mju:nɪti] громада, община
- compress** [kəm'pres] стискувати
- conceal** [kən'si:l] ховати, приховувати
- concise** [kən'saɪs] стислий, короткий
- conclude** [kən'klu:d] укладати (*договір*); робити висновок



**conclusion** [kən'klu:ʒn] завершення; висновок  
**conduct** [kən'dʌkt] вести; проводити  
**conduct a survey** проводити опитування, огляд  
**confidence** ['kɒnfɪdəns] довіра; упевненість  
**consequent** ['kɒnsɪkwənt] послідовний; що є результатом (чогось)  
**considerable** [kən'sɪdərəbl] значний  
**contradictory** [ˌkɒntrə'dɪktəri] 1 *n.* суперечливе твердження; 2 *adj.* суперечливий  
**contribute** [kən'trɪbjʊ:t] сприяти; робити вклад  
**conviction** [kən'vɪkʃn] засудження; переконання  
**convince** [kən'vɪns] переконувати  
**cope with smth** справитися, упоратися з чимось  
**courgette** [kəʊ'ʒet] кабачок  
**course** [kɔ:s] курс; шлях; страва  
**court** [kɔ:t] суд; двір; kort, майданчик  
**couscous** ['kʊ:skʊ:s] кукус (північноафриканська страва із пшеничної крупи)  
**crucial** ['kru:ʃl] вирішальний  
**cuisine** [kwi:'zi:n] кухня  
**curriculum** [kə'rikjələm] курс навчання; навчальний план; розклад

## D

**damage** ['dæmɪdʒ] завдавати збитків (шкоди); пошкоджувати  
**decay** [dɪ'keɪ] гнити, розкладатися  
**degree** [dɪ'ɡri:] ступінь; градус  
**Bachelor/Master's degree** ступінь бакалавра/магістра  
**deliberate** [dɪ'lɪbərət] навмисний; обдуманий  
**delinquency** [dɪ'lɪŋkwənsɪ] злочинність (неповнолітніх)  
**desirable** [dɪ'zəɪərəbl] бажаний, жаданий  
**despite smth** [dɪ'spaɪt] незважаючи на щось  
**device** [dɪ'vaɪs] план; прийом; пристрій, механізм  
**devote** [dɪ'vəʊt] присвячувати  
**devote one's life to science** присвячувати своє життя науці  
**devote smb to smth** прирікати когось на щось

**directory** [dɪ'rektəri] довідник, покажчик; адресна книга; алфавітний список (будь-яких даних); каталог  
**disaster** [dɪ'zɑ:stə] лихо, біда; катастрофа  
**disgrace** [dɪs'ɡreɪs] 1. *n.* ганьба, безчестя; 2. *v.* ганьбити, безчестити  
**distinguished** [dɪ'stɪŋɡwɪʃt] відомий, видатний  
**distraction** [dɪ'strækʃn] відволікання уваги; неухважність; розвага  
**diversity** [daɪ'vɜ:səti] різноманітність, різноманіття  
**dough** [daʊl] тісто; паста  
**draughts** [drɔ:fts] шашки (*гра*)  
**play draughts** грати в шашки  
**dreadful** ['dredfʊl] жахливий, страшний  
**drought** [draʊt] посуха, засуха  
**drug** [drʌɡ] ліки; наркотик

## E

**employee** [ɪm'plɔɪi:] службовець, працівник  
**employer** [ɪm'plɔɪə] роботодавець  
**engage** [ɪn'ɡeɪʒ] займатися  
**be engaged (in)** займатися (чимось), бути зайнятим (чимось)  
**enliven** [ɪn'laɪvən] пожвавлювати; надихати  
**enterprise** ['entəpraɪz] підприємство  
**entertain** [ˌentə'teɪn] розважати, забавляти  
**entertainer** [ˌentə'teɪnə] естрадний артист; конференсьє  
**entertainment** [ˌentə'teɪnmənt] розвага  
**escape** [ɪ'skeɪp] утекти; уникнути  
**essential** [ɪ'senʃl] необхідний; істотний  
**exhausted** [ɪg'zɔ:stɪd] виснажений, змучений  
**existence** [ɪg'zɪstəns] існування  
**exponent** [ɪk'spəʊnənt] інтерпретатор; виконавець (*музичного теору*); представник (*теорії*); тип, зразок; експонент  
**exposition** [ˌekspə'zɪʃn] виставка, експозиція  
**extended** [ɪk'stendɪd] розтягнений; розширений; продовжений; тривалий  
**extensive** [ɪk'stensɪv] обширний, широкий; далекосяжний

## F

**facility** [fə'sɪlɪti] здатність; уміння; доступність; *pl* можливість, умови; *pl* устаткування, обладнання, пристрої

**faint-hearted** [ˌfeɪnt ˈhɑːtɪd] боягузливий, легкодушний

**favoured** [ˈfeɪvəd] привілейований; що має перевагу

**feel a lump in smb's throat** відчувати клубок у горлі

**fit** [fɪt] 1. *v.* відповідати (чомусь);

годитися; пасувати (до чогось);

2. *adj.* здоровий, у добрій формі

**stay fit** перебувати у хорошій формі,

підтримувати форму

**flaky** [ˈfleɪki] пластівчастий

**fleeting** [ˈfliːtɪŋ] скороминучий

**float** [fləʊt] плавати, триматися на

поверхні; пливти

**fluent** [ˈfluːənt] плавний, вільний (про мову)

**forbid** [fəˈbɪd] (**forbad**, **forbade**;  
**forbidden**) забороняти

**fossil** [ˈfɒsəl] скам'янілість; викопна тварина

**foundation course** підготовчий, базовий курс

**founder** [ˈfaʊndə] засновник

**freedom** [ˈfriːdəm] свобода, воля

**frequency** [ˈfriːkwənsi] частота; часте повторювання

**frequent** [ˈfriːkwənt] частий; часто повторюваний

**freshman** [ˈfrefʃmən] першокурсник;  
*амер.* новачок (у школі)

**fuel** [ˈfjuːəl] паливо; пальне

**fussy** [ˈfʌsi] метушливий

## G

**generous** [ˈdʒenərəs] щедрий

**get exposure** бути висвітленим

**get insight (into)** проникнути в суть

**get on well** ладити (з кимсь)

**give due to the memory** віддавати належне пам'яті

**global warming** [ˌɡləʊbəl ˈwɔːmɪŋ]  
глобальне потепління

**goal** [ɡəʊl] мета, ціль

**graduate** [ˈɡrædʒueɪt] випускник вищого навчального закладу; *амер.* той, що закінчив навчальний заклад

**graduate (from)** [ˈɡrædʒueɪt] закінчувати навчальний заклад

**greenhouse gas** [ˌɡriːnhaʊs ˈɡæs]  
парниковий газ

## H

**hailstorm** [ˈheɪlstɔːm] гроза з градом, злива; сильний град

**handle** [ˈhændl] керувати; упоратися з

**helicopter** [ˈhelɪkɒptə] вертоліт

**highlight** [ˈhaɪlaɪt] виділяти; яскраво освітлювати

**high-tech** (also **hi-tech** *British*) [ˌhaɪ ˈtek]

1. *n.* сучасна технологія;

2. *adj.* високотехнологічний

**HIV-positive** [ˌeɪf aɪ viː ˈpɒzətɪv] ВІЛ-позитивний

## I

**immensely** [ɪˈmensli] дуже, надзвичайно, надмірно

**implication** [ˌɪmplɪˈkeɪʃn] вплутування; причетність; приховане значення

**impose** [ɪmˈpəʊz] обкладати (податком тощо); покладати (обов'язки тощо)

**include** [ɪnˈkluːd] містити в собі; включати до складу

**injure** [ˈɪndʒə] пошкодити; поранити  
**get injured** поранитися

**inevitable** [ɪnˈevɪtəbl] неминучий; невідворотний

**influence** [ˈɪnfluəns] 1. *n.* вплив;

2. *v.* справляти вплив; впливати

**be influenced by** перебувати під впливом чогось

**intercourse** [ˈɪntəˌkɔːs] спілкування; стосунки

**interfere** [ˌɪntəˈfɪə] втручатися; перешкоджати

**internal** [ɪnˈtɜːnl] внутрішній

**intestine** [ɪnˈtestɪn] *анат.* кишечник

**investigate** [ɪnˈvestɪgeɪt] досліджувати; вивчати; розслідувати

**invisible** [ɪnˈvɪzəbl] невидимий

**isolated** [ˈaɪsəleɪtɪd] ізольований; відокремлений

**IT = information technology**  
інформаційна технологія

## J

**join** [dʒɔɪn] з'єднувати(ся), об'єднувати(ся)

**junior** [ˈdʒuːniə] молодший; *амер.* студент передостаннього курсу

## K

**keep pace with** йти нарівні, не відставати



## L

**landslide** ['lændslaɪd] зсув, обвал  
**legislation** [ˌledʒɪsˈleɪʃn] законодавство  
**liberty** ['lɪbəri] свобода, воля  
**load of rubbish** купа лайна  
**local authorities** місцева влада

## M

**make smb gasp** змусити задихнутися (роззявити рота) від подиву  
**mankind** [mænˈkaɪnd] людство  
**masterpiece** ['mɑːstəpiːs] шедевр  
**mature** [məˈtʃʊə] 1. *adj.* стиглий, спілий; зрілий; 2. *v.* достигати; дозрівати; цілком розвинути  
**memorable** ['memərəbl] пам'ятний, незабутній  
**Montreal** [ˌmɒntriˈɑːl] Монреаль  
**music hall** мюзик-хол; концертний зал  
**mutual** ['mjuːtʃʊəl] взаємний

## N

**notable** ['nəʊtəbl] видатний, визначний  
**nuclear** ['njuːklɪə] ядерний

## O

**obey** [əˈbeɪ] слухатися, коритися  
**objective** [əb'dʒektɪv] мета, прагнення  
**obligation** [ˌɒblɪ'geɪʃn] зобов'язання; обов'язок  
**obliteration** [ˌɒblɪ'teɪʃn] знищення; стирання  
**obvious** [ˈɒvɪəs] явний, очевидний  
**obviously** [ˈɒvɪəsli] явно, очевидно  
**occur** [əˈkɜː] траплятися; відбуватися  
**offend** [əˈfend] кривдити, ображати  
**offender** [əˈfendə] правопорушник, злочинець  
**oppose** [əˈpəʊz] чинити опір, опиратися  
**order** ['ɔːdə] порядок  
**in order to** для того щоб  
**orphan** ['ɔːfn] сирота  
**overall** [ˌəʊvəˈɔːl] загальний  
**overseas** [ˌəʊvəˈsiːz] 1. *adj.* заморський; заокіанський; закордонний; 2. *adv.* за кордоном; за кордон  
**owe smth to smb** [əʊ] заборгувати щось комусь  
**ozone layer** ['əʊzəʊn leɪə] озонний шар

## P

**pace** [peɪs] крокувати, ходити  
**participant** [pɑːˈtɪsɪpənt] учасник  
**participate** [pɑːˈtɪsɪpeɪt] брати участь  
**particular** [pɑːˈtɪkjələ] особливий

**pass** [pɑːs] проходити, проїжджати; передавати

**pass an exam / take an exam** здавати екзамен

**persistence** [pəˈsɪstəns] упертість, наполегливість

**persuade** [pəˈsweɪd] переконувати

**phenomenon** [fɪˈnɒmɪnən] (*pl* phenomena) явище, феномен

**poison** ['pɔɪzn] отрута

**pore over** [pɔː] зосереджено вивчати

**possibility** [ˌpɒsɪˈbɪlɪti] можливість

**precisely** [preɪˈseɪsli] точно

**predecessor** [ˈpriːdɪsəsə] попередник

**pregnant** [ˈpregnənt] вагітна

**preserve** [preɪˈzɜːv] берегти, охороняти; зберігати

**prevent** [preɪˈvent] відвертати; запобігати; перешкоджати

**prevention** [preɪˈvenʃn] запобігання

**provide** [prəˈvaɪd] постачати; надавати

**publicly funded** фінансований державним коштом

**purpose** [ˈpɜːpəs] мета

**put into words** висловлювати, формулювати словами

## Q

**quality** ['kwɒlɪti] якість; властивість

**quotation** [kwəʊˈteɪʃn] цитата; цитування

## R

**ray** [reɪ] промінь

**rebellious** [rɪˈbeljəs] бунтарський; повстанський; упертий

**reckon** [ˈrekən] рахувати, підраховувати; розраховувати; думати, гадати

**recognize** [ˈrekəɡnaɪz] упізнавати; визнавати

**reduction** [rɪˈdʌkʃn] зниження; зменшення, скорочення

**reject** [rɪˈdʒekt] відкидати, відхилити; відмовляти

**rely** [rɪˈlaɪ] поклатися

**reliable** [rɪˈlaɪəbl] надійний

**remain** [rɪˈmeɪn] залишатися

**remote** [rɪˈməʊt] віддалений, далекий

**renowned** [rɪˈnaʊnd] славетний, знаменитий

**rescue** [ˈreskjʊː] рятування, визволення

**resemblance** [rɪˈzembləns] схожість, подібність

**resist** [rɪˈzɪst] оборонятися, чинити опір

**respect** [rɪ'spekt] 1. *n.* повага;  
2. *v.* поважати

**in this respect** у цьому відношенні

**respond** [rɪ'spɒnd] відповідати

**responsibility** [rɪ,sponsɪ'bɪlɪtɪ]  
відповідальність

**take responsibility for** взяти на себе  
відповідальність за

**responsible** [rɪ'spɒnsəbl] відповідальний

**rissole** ['rɪsɔ:l] січена котлета; піріжок з  
м'ясом (рибою)

**rude** [ru:d] грубий, брутальний

**run out of** вибігати; закінчуватися

## S

**safety** ['seɪftɪ] безпека

**salary** ['sæləri] заробітна плата

**security** [sɪ'kjʊərəntɪ] безпечність; безпека

**self-assured** [ˌselfə'ʃʊəd] самовпевнений

**self-confident** [ˌself'kɒnfɪdənt]  
самовпевнений

**shadow** ['ʃædəʊ] тінь

**sheer** [ʃɪə] явний, абсолютний

**shot-putting** ['ʃɒtpʊtɪŋ] штовхання ядра

**shrimp** [ʃrɪmp] дрібна креветка

**significant** [sɪɡ'nɪfɪkənt] важливий;  
істотний

**sitter** ['sɪtə] натурник; той, хто позує  
художникові (фотографові)

**skilled** [skɪld] кваліфікований, умілий

**speciality** [ˌspeʃi'ælɪtɪ] фах,  
спеціальність; фірмова страва

**spectator** [spek'teɪtə] глядач

**spicy** ['speɪsɪ] присмачений спеціями;  
змішаний зі спеціями; пряний

**sport event** [ˌspɔ:t 'ɪvent] спортивне  
змагання

**steer clear of smb (smth)** уникати  
когось (щось)

**stew** [stju:] тушкувати(ся)

**still life** [ˌstɪl 'laɪf] натюрморт

**strict** [strɪkt] суворий

**strike** [straɪk] (**struck; struck, stricken**)  
бити, ударяти(ся); влучати

**strive** [straɪv] (**strove, striven**)

старатися; докладати зусиль  
**strive for perfection** прагнути  
досконалості

**suicide** ['sɪ(j)ʊsaɪd] самогубство

**sumptuous** ['sʌmptʃʊəs] розкішний;  
пишний, чудовий

**superstition** [ˌsu:pə'stɪʃn] забобон

**suppress** [sə'pres] пригнічувати

**survival** [sə'vaɪvl] виживання

**suspect** [sə'spekt] підозрювати

## T

**tactless** ['tæktləs] нетактовний

**takeaway** ['teɪkəweɪ] що відпускається  
на дім (*про готові страви*)

**target** ['tɑ:ɡɪt] ціль, мішень

**tarragon** ['tærəɡən] *bot.* полин острогін

**tension** ['tenʃn] напруження

**the cutting edge** [ðə ˌkʌtɪŋ 'edʒ] передній  
край, центр діяльності

**threat** [θret] загроза, погроза

**tough** [tʌf] міцний, твердий; цупкий;  
розм. важкий, тяжкий

**transmission** [trænz'mɪʃn] передача

**treat** [tri:t] поводитися, ставитися;  
лікувати

**treaty** ['tri:tɪ] договір, угода

**trust** [trʌst] довіряти(ся); покладатися

## U

**undertake** [ˌʌndə'teɪk] (**undertook,**

**undertaken**) починати, братися;

брати на себе (*зобов'язання тощо*);

ручатися, гарантувати

**unrest** [ʌn'rest] хвилювання;  
заворушення

## V

**value** ['vælju:] цінність; вартість; ціна

**Vancouver** [ˌvæn'ku:və] Ванкувер

**veal** [vi:l] телятина

**victim** ['vɪktɪm] жертва

**violation** [ˌvaɪə'leɪʃn] осквернення;  
порушення

**vocational** [ˌvəʊ'keɪʃənl] професійний

**voluntarily** [ˌvɒləntərɪli] добровільно;  
навмисно

**volunteer** [ˌvɒləntɪə] доброволець,  
волонтер

## W

**weight** [weɪt] вага

**whirlpool** ['wɜ:lpu:l] водоверть,  
колорорт

**white goods** ['waɪt ɡɒdz] техніка, яка  
використовується в домашньому  
господарстві

**work of art** витвір мистецтва

**work on (a project)** працювати над  
(проектом)

## Y

**yield** [jɪ:ld] збирання плодів (урожаю);  
вирібток; видобуток



# IRREGULAR VERBS

I	II	III	
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бити
become [bi'kʌm]	became [bi'keim]	become [bi'kʌm]	ставати; робитися
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	починати(ся)
bend [bend]	bent [bent]	bent [bent]	згинати(ся)
bite [baɪt]	bit [bit]	bitten ['bitn]	кусати(ся)
blow [bləʊ]	blew [blu:]	blown [blaʊn]	дути
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	ламати(ся)
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносити
build [bɪld]	built [bɪlt]	built [bɪlt]	будувати
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	запалювати
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловити; збагнути
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	вибирати
come [kʌm]	came [keɪm]	come [kʌm]	приходити
cost [kɒst]	cost [kɒst]	cost [kɒst]	коштувати
creep [kri:p]	crept [krept]	crept [krept]	повзати
cut [kʌt]	cut [kʌt]	cut [kʌt]	різати
drive [draɪv]	drove [drəʊv]	driven ['drɪvən]	везти, їхати
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падати
feel [fi:l]	felt [felt]	felt [felt]	відчувати
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	боротися
find [faɪnd]	found [faʊnd]	found [faʊnd]	знаходити
fly [flaɪ]	flew [flu:]	flown [fləʊn]	літати
forecast ['fɔ:kə:st]	forecast ['fɔ:kə:st]	forecast ['fɔ:kə:st]	прогнозувати
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забувати
forgive [fe'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvən]	прощати
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	заморожувати
give [gɪv]	gave [geɪv]	given 'gɪvən]	давати
grow [grəʊ]	grew [gru:]	grown [grəʊn]	рости
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вішати; висіти
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чути
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	ховати
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударяти; влучати
hold [həʊld]	held [held]	held [held]	тримати
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	завдати болю; ударити
keep [ki:p]	kept [kept]	kept [kept]	тримати, берегти
lay [leɪ]	laid [leɪd]	laid [leɪd]	класти
lead [li:d]	led [led]	led [led]	вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учити, засвоювати
leave [li:v]	left [left]	left [left]	залишати; піти
lend [lend]	lent [lent]	lent [lent]	позичати (комусь)
let [let]	let [let]	let [let]	дозволяти
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежати
light [laɪt]	lit [lɪt]	lit [lɪt]	освітлювати(ся)
lose [lu:z]	lost [lɒst]	lost [lɒst]	губити
mean [mi:n]	meant [ment]	meant [ment]	означати
meet [mi:t]	met [met]	met [met]	зустрічати
pay [peɪ]	paid [peɪd]	paid [peɪd]	платити

# IRREGULAR VERBS

I	II	III	
put [pʊt]	put [pʊt]	put [pʊt]	класти
retell [ri:'tel]	retold [ri:'təʊld]	retold [ri:'təʊld]	переказати
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	їздити верхи
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	дзвонити
rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	підніматися
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	сказати, говорити
see [si:]	saw [sɔ:]	seen [si:n]	бачити
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	шукати
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати; передавати
set [set]	set [set]	set [set]	поміщати; заходити (про сонце)
shake [ʃeɪk]	shook [ʃʊk]	shaken [ˈʃeɪkən]	трясти
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	сяяти, світити
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	тонути, потопати; занурювати
sleep [sli:p]	slept [slept]	slept [slept]	спати
smell [smel]	smelled, smelt [smeld], [smelt]	smelled, smelt [smeld], [smelt]	чути (відчувати) запах; нюхати
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	говорити
spell [spel]	spelt [spelt]	spelt [spelt]	вимовляти (слово) по літерах
spend [spend]	spent [spent]	spent [spent]	витрачати (гроші)
spin [spɪn]	spun [spʌn]	spun [spʌn]	прясти; вертити
spread [spred]	spread [spred]	spread [spred]	розповсюджувати
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]	красти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	встромляти, колоти
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударяти
sweep [swi:p]	swept [swept]	swept [swept]	мести; змитати
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tok]	taken ['teɪkən]	брати
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	сказати, розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[ˌʌndə'stænd]	[ˌʌndə'stʊd]	[ˌʌndə'stʊd]	
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	прокидатися
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wʌn]	won [wʌn]	вигравати, перемагати



Навчальне видання

*Карп'юк Оксана Дмитрівна*

## **Англійська мова**

**Підручник для 11 класу загальноосвітніх навчальних закладів.  
Рівень стандарту**

*Рекомендовано Міністерством освіти і науки України*

Англійською та українською мовами

**Видано за рахунок державних коштів. Продаж заборонений.**

*Редактори Ігор Миколів, Наталія Батрин*

*Художники Любомир Бейгер, Петро Турпак*

*Дизайн і комп'ютерна верстка Андрій Костишин, Мар'яна Тераз*

Здано до набору 14.01.2011. Підписано до друку 11.06.2011  
Формат 70x100 1/16. Гарнітура Аріал. Папір офсетний. Друк офсетний.  
Умовн. друк. арк. 24,05. Обл.-вид.арк. 25,5.  
Тираж 104 050 прим. Зам. № 11-0179.

ТзОВ "Видавництво "Астон"

46006, м. Тернопіль, вул. Гайова, 8.

Свідоцтво про внесення до Державного реєстру суб'єктів  
видавничої справи ТР № 28 від 9.06.2005 р.

Віддруковано з готових діалозитивів

ТОВ «ПЕТ»

Св. ДК № 3179 від 08.05.2008 р.  
61024, м. Харків, вул. Ольмінського, 17.

# SELF-ASSESSMENT GRID

## SPOKEN PRODUCTION

## WRITING

<b>A1</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality and address on a hotel registration form.
<b>A1+</b>	I can express myself with simple connected sentences to give a short simple description of myself and my environment. I can talk about what I can see in a picture and describe other people.	I can copy words, sentences without mistakes, write names of countries, buildings and food. I can write short connected paragraph about myself, my place and my family.
<b>A2</b>	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent school.	I can write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something.
<b>A2+</b>	I can express myself in monologue to talk about my feelings, everyday aspects of my environment (people, local area, study) using simple language tools.	I can write short simple texts, create messages to describe the topic, problem, etc. I can describe my dreams, hopes and expectations.
<b>B1</b>	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
<b>B1+</b>	I can talk about my own experience, describe my attitude to the events. I can make short presentations and reports, followed by my comments and conclusions.	I can write short reports and explanations with simple structure within field of my direct charge. I can write simple clearly structured texts, make a summary, argumentation of my doing or views.
<b>B2</b>	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.



# REVISION CHECKLISTS

## I ESSAY STRUCTURE

- Introduction: Does the introductory paragraph have both general statements and a clear thesis statement?
- Body: Is the method of ordering / organisation appropriate for the topic?
- Conclusion: Does the concluding paragraph have both concluding sentence(s) and a final comment?
- Transitions: Are transitional words and phrases between body paragraphs used correctly and effectively? (coherence)

## II PARAGRAPH STRUCTURE

- Topic sentence: Does each paragraph have a topic sentence? Does each topic sentence have a controlling idea?
- Supporting sentences: Do supporting sentences give enough details to explain each point? Are transitional words and phrases used correctly and effectively?
- Concluding sentences: Is a concluding sentence used (if necessary)?

## III SENTENCE STRUCTURE

- Are all the sentences clear? (expressing a complete thought?)
- Does the paragraph comprise different types of sentences? (simple, compound and complex sentences)

## IV EDITING

- Are there any mistakes in grammar or mechanics? (spelling, punctuation and capitalization, etc.)

## I PARAGRAPH STRUCTURE

- Is there a clear topic sentence? Does it contain a controlling idea?
- Do the supporting sentences clearly and fully explain the main idea?
- Is there an appropriate concluding sentence?
- Does the paragraph have the correct ordering? (chronological, spatial or logical)
- Does the paragraph have: unity, completeness, coherence? (appropriate transitional words and phrases)

## II SENTENCE STRUCTURE

- Are all the sentences clear? (expressing a complete thought)
- Does the paragraph comprise different types of sentences? (simple, compound and complex sentences)

## III GRAMMAR AND MECHANICS

- Are there any mistakes in grammar or mechanics? (spelling, punctuation, capitalization, etc.)

# ENGLISH

Pupil's Book

# 11

Standard  
Level



Навчально-методичний комплект для 11-го класу загальноосвітніх навчальних закладів. Рівень стандарту.

До комплекту входять:

- підручник
- робочий зошит
- аудіододаток
- методичний посібник

