

Міністерство освіти і науки України

Луцький національний технічний університет

**Іноземна мова. Посібник для підготовки до
здачі іспиту для вступу в магістратуру з
англійської мови**

ЛУЦЬК

2025

*Рекомендовано до друку науково-методичною радою
Луцького національного технічного університету
(протокол № від червня 2025 р.)*

Рецензенти: *Калиновська Ірина Миколаївна*, кандидат філологічних наук, доцент кафедри практики англійської мови Волинського національного університету імені Лесі Українки
Коляда Еліна Калениківна, кандидат філологічних наук професор, завідувач кафедри практики англійської мови Волинського національного університету імені Лесі Українки
Киселюк Наталія Павлівна, кандидат педагогічних наук, доцент кафедри іноземної та української філології Луцького національного технічного університету

«Іноземна мова. Посібник для підготовки до здачі іспиту для вступу в магістратуру з англійської мови» — це сучасний навчальний ресурс для підготовки до Єдиного вступного іспиту з англійської мови до магістратури. Видання містить 2 частини, які охоплюють актуальну лексику, граматичні теми та тести у форматі ЄВІ. Структура посібника дозволяє ефективно вивчати матеріал самостійно, крок за кроком закріплюючи знання. До кожного модуля подано практичні завдання, пояснення.

Ідеальний вибір для студентів, викладчів і всіх, хто прагне впевнено скласти ЄВІ з англійської мови.

ПЕРЕДМОВА

Єдиний вступний іспит (ЄВІ) з англійської мови — це стандартизована форма вступного випробування для здобуття ступеня магістра, яка базується на принципах зовнішнього незалежного оцінювання. Іспит перевіряє сформованість мовних навичок відповідно до рівнів B1+, B2 та частково C1 згідно зі Загальноєвропейськими рекомендаціями з мовної освіти.

«Іноземна мова. Посібник для підготовки до здачі іспиту для вступу в магістратуру з англійської мови» — це комплексне навчально-методичне видання, створене для тих, хто прагне ефективно й результативно підготуватися до складання Єдиного вступного іспиту з англійської мови (ЄВІ) до магістратури. Посібник орієнтований на практичну і самостійну роботу, містить збалансоване поєднання теорії, практики та тестового тренінгу, що відповідає чинному формату ЄВІ.

Мета посібника — забезпечити повноцінну, поетапну та доступну **практичну і самостійну підготовку до ЄВІ**, включаючи опрацювання лексики, граматики, структури тестів та стратегій їх проходження. Усі розділи укладено відповідно до формату іспиту та з урахуванням програмних вимог.

Кожен з розділів посібника побудований за єдиною логікою: **вивчення тематичної лексики, опрацювання граматичного матеріалу, відпрацювання ключових навичок на практичних завданнях, а також підсумковий тест у форматі ЄВІ.**

Особливості посібника:

- **Актуальний зміст**, що відповідає типовій тематиці ЄВІ.
- **Чітка структура**: лексика + граматика + тест.
- **Практичні завдання**, спрямовані на закріплення знань і розвиток мовної інтуїції.
- **Пояснення**, що робить матеріал доступним і зрозумілим.
- **Універсальність** — підходить як для самопідготовки, так і для використання викладачами.

ЗМІСТ

ПЕРЕДМОВА.....	3
Part 1. Self-assessment	5
Module 1	6
Module 2	18
Module 3.....	31
Module 4.....	43
Module 5	55
Module 6	68
Module 7	84
Module 8	95
Part 2. Self-development.....	108
Module 1.....	109
Module 2.....	120
Module 3.....	132
Module 4.....	142
Module 5	151
Module 6.....	163
Module 7.....	176
Module 8.....	188
Module 9.....	202
Module 10	215
Module 11.....	228
Module 12	240
Module 13	251
Module 14.....	256
Appendix 1.....	268
СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ	295

PART 1. SELF-ASSESSMENT

Module 1

People (Appearance and Character), Family.

READING COMPREHENSION

Task 1

Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

MAKING FAMILY TIME A PRIORITY

The health of the family is usually not an area of focus. Parents may only become aware of the need for growth when tension or crisis occurs. The following list outlines the major areas that will help build family unity:

1_____

Consider how others in the family are treated. If every step taken is criticized, a child or spouse may feel worthless or unloved. Criticism can be very inappropriate. When the goal is to inflict pain or to get acceptable performance, then motives are wrong. Instead, make it a point to give positive feedback. Show others that they have value. Find areas where compliments and recognition are warranted. Give them responsibilities that can be handled.

2_____

Is the person speaking to you more important than the newspaper or television or internet or etc...? When a family member is speaking, they want their thoughts heard and understood. If attention is divided, it sends a message that 'you are not important'. Respect and significance can be shown by giving undivided attention. Let the other person finish uninterrupted and then tell them what you heard. When others are heard, it draws them to you.

3_____

Building family unity is not automatic. Parents need to build a vision and then provide leadership in bringing it about. Planning activities and sticking to a consistent schedule will demonstrate value and the importance of family relationships. Having periodic family meetings is a key aspect. These may address difficult issues, but the goal will be to get positive resolution and help build stronger bonds.

4_____

Interpersonal relationships can be difficult and painful. Family members are often hurt and do not think problems will be solved in an effective way. It seems easier to ignore or run away from conflict. Since family members are in a continuous relationship with each other, emotions can run high. Blaming others while trying to maintain self-respect and rights is a difficult balancing act. Show respect for others involved. Speak gently without attacking, condemning, or disengaging completely. Meet regularly so as to keep accounts short.

5_____

In relationships between parents and children there are tendencies based on gender, interests, and personality types that can affect how much attention a child gets. This may be entirely unintentional. When parents are interested in the same things as the child, the parent will gravitate in that direction. A parent may not be aware that this process is taking place. Sit down with your spouse regularly to evaluate how much time and attention is being given to each child. Plan ways adjust routines and patterns so that attention is split more evenly.

6_____

Every individual needs room to think, experiment independently, and to just be alone. It is natural for parents to want to keep their children on a path to success. Children need space to work through direction on their own. Instead task them with coming up with solutions and direction, then have them come back with their own thoughts. It is even OK to allow some mistakes. It is important for family members to protect ownership, but it is also important to reinforce that sharing is necessary and good.

Which paragraph speaks about...?

- A stress and lack of confidence
- B the importance of family toleration
- C listening habits
- D the importance of family structure
- E the importance of family harmony
- F overcoming favouritism
- G respecting personal space
- H time management

Task 2

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

PARENTS APPRECIATION DAY

On the second Sunday in May, Americans of all ages treat their mothers to something special.

It is the one day out of the year when children, young and old, express (1) ____.

Celebrating Mother's Day is a tradition that came from England and became an official holiday in the United States in 1915. On Mother's Day morning some American children follow the tradition of (2) _____. Other children will give their mothers gifts which they have made themselves or bought in stores. Adults give their mothers red carnations, (3) _____. If their mothers are deceased they may bring white carnations to their grave sites. This is the busiest day of the year for American restaurants. On her special day, family members (4) _____.

The United States is one of the few countries in the world that has an official day on which (5) _____. On the third Sunday in June, fathers all across the United States are given presents, treated to dinner or otherwise made to feel special.

The origin of Father's Day is not clear. Some say that it began with a church service in West Virginia in 1908. Others say the first Father's Day ceremony was held in Vancouver, Washington. In 1916, President Woodrow Wilson approved of this idea, but it was not until 1924 when President Calvin Coolidge (6) _____. Since then, fathers have been honoured and recognized by their families throughout the country on the third Sunday in June.

A establishing the relations between fathers and children

B how much they appreciate their mothers

C do not want Mom to cook dinner

D serving their mothers breakfast in bed

E the official Mother's Day flower

F how often they help mothers

G made it a national event

H fathers are honoured by their children

USE OF ENGLISH

Task 3

Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Many people claim to be able to know when someone is lying. According (1)_____ . popular belief, all you have to do is look at a person's body language; when a person is lying he becomes nervous and fidgety, touches his nose, and bites his nails. However, a researcher at Portsmouth University, England, has arrived at an entirely (2)_____ conclusion. Dr Samantha Mann carried (3)_____ research on the behaviour of suspects who had given (4)_____ statements in police interviews. Mann discovered that liars actually stay quite (5)_____ . This is because they are aware that people are looking for body language that could suggest they are lying. Therefore, liars actually touch their noses 20% less than people who tell the truth. The same (6) _____ for eye contact. While it is generally thought that liars (7)_____ eye contact and blink rapidly, in reality, people who are lying (8) _____ sure to maintain eye contact and control their blinking. With the findings of her research in mind, Mann claims that the best way to (9) _____ a liar is to look for people who are trying too hard to (10)_____ truthful.

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). Exam Booster Preparation for B2+ Level Exams. Student's Book. Express Publishing.P.9)

1. **A** from **B** by **C** to **D** with
2. **A** another **B** different **C** other **D** the other
3. **A** up **B** down **C** in **D** out
4. **A** closing **B** false **C** mistaken **D** open

5. **A** stationary **B** at rest **C** still **D** slow
6. **A** goes **B** comes **C** stays **D** moves
7. **A** avoid **B** run **C** prevent **D** escape
8. **A** keep **B** make **C** take **D** do
9. **A** exhibit **B** develop **C** emerge **D** spot
10. **A** view **B** display **C** show **D** appear

Task 4

Read the text below. For questions (1- 10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Teens Going Under the Knife Most teens love mirrors and spend hours in front them (1)_____ with hairstyles, makeup and fashion. An increasing number of them each year (2)_____ trying to change the image they see through plastic surgery. In (3)_____ United States alone, the number of teenagers undergoing plastic surgery (4) _____ since 2002 with the most popular procedures being rhinoplasty, also known as a “nose job”, and breast enlargements. (5)_____ openly discuss what procedures they have done and (6)_____ even proud of it. They are actually famous just for how good they look or for their number of plastic surgeries. Parents are more accepting of such procedures as many of them or their friends have undergone cosmetic improvements. For those parents who can’t afford it, many go into debt to finance the surgery by taking a loan. (7)_____ most adults have plastic surgery to improve their looks, young people tend to have surgery to fit in with their peers. When they don’t and have a body part that is different such as a large or unusual shaped nose, they are often (8)_____ and even bullied for (9)_____ different. Usually the social problems come from their low self-esteem and how they feel about themselves than how they look. In pursuit of happiness many young people are prepared to go under the knife and put (10)_____ with often terrible pain, not to mention the risks associated with surgery.

(Adapted from: Virginia Evans, Jenny Dooley (Eds.). (2016). *Prime Time 4. Workbook and Grammar Book*. Express Publishing. P. 158)

1 **A** to experiment **B** experimenting **C** experiment **D** have experimented

2 **A** are **B** is **C** was **D** were

3 **A** - **B** a **C** the **D** an

4 **A** doubled **A** has been doubled **C** have doubled **D** has doubled

5 **A** celebrations **B** celebrants **C** celebrities **D** celebrity

6 **A** are **B** have **C** be **D** is

7 **A** throughout **B** during **C** notwithstanding **D** while

8 **A** teasing **B** teased **C** to tease **D** tease

9 **A** have been **B** to be **C** be **D** being

10 **A** on **B** into **C** up **D** under

VOCABULARY FOCUS

□ **well-groomed** – доглянутий

She always looks so well-groomed, even when she's just walking her dog.

□ **striking** – виразний, вражаючий

He has a striking resemblance to his grandfather.

□ **petite** – мініатюрна, тендітна (про жінку)

Despite her petite frame, she has a very powerful presence.

□ **broad-shouldered** – широкоплечий

The man was tall and broad-shouldered, wearing a black coat.

☐ **reserved** – стриманий

At first she seemed reserved, but she opened up later.

☐ **compassionate** – співчутливий, милосердний

She is one of the most compassionate nurses I've ever met.

☐ **assertive** – впевнений у собі, наполегливий

An assertive person is not afraid to say what they think.

☐ **charismatic** – харизматичний

The new manager is young, charismatic, and full of ideas.

☐ **good-natured** – добродушний

He's a good-natured guy who gets along with everyone.

☐ **grumpy** – буркотливий, дратівливий

Don't talk to Grandpa before breakfast — he's always grumpy in the morning.

☐ **moody** – з перепадами настрою

Teenagers are often moody because of hormonal changes.

☐ **level-headed** – розсудливий

She's incredibly level-headed, even in stressful situations.

☐ **stubborn** – впертий

He's too stubborn to admit he was wrong.

☐ **ambitious** – амбітний

My sister is ambitious and wants to become a lawyer.

☐ **considerate** – уважний до інших

It was very considerate of you to call and check on me.

☐ **extended family** – розширена сім'я

We always celebrate Christmas with the whole extended family.

☐ **next of kin** – найближчі родичі

In case of emergency, we will contact your next of kin.

☐ **sibling rivalry** – суперництво між братами і сестрами

Sibling rivalry is common, especially when children are close in age.

☐ **blood relative** – кровний родич

He has no blood relatives left, only his adopted family.

☐ **foster family** – прийомна сім'я

She spent five years in a foster family before being adopted.

☐ **single parent** – батько/мати-одинак

Being a single parent requires strength and patience.

☐ **family resemblance** – сімейна схожість

There's a strong family resemblance between the two brothers.

☐ **distant relative** – далекий родич

A distant relative from Canada came to visit us last summer.

☐ **upbringing** – виховання

His strict upbringing shaped his personality.

☐ **close-knit** – згуртований

They're a close-knit family that always supports one another.

Match the word with its correct definition:

Words:

1. well-groomed
2. striking
3. petite
4. broad-shouldered
5. reserved
6. compassionate
7. assertive
8. charismatic

9. good-natured
10. grumpy
11. moody
12. level-headed
13. stubborn
14. ambitious
15. considerate
16. extended family
17. next of kin
18. sibling rivalry
19. blood relative
20. foster family
21. single parent
22. family resemblance
23. distant relative
24. upbringing
25. close-knit

Definitions:

- A. showing a strong desire to succeed
- B. emotionally stable and calm in difficult situations
- C. a family that includes not only parents and children but also relatives like aunts or grandparents
- D. someone who looks after a child temporarily, not their biological parent
- E. with a neat and tidy appearance
- F. having broad shoulders; usually indicates strength
- G. shy and not showing emotions easily
- H. someone who shows kindness and empathy to others
- I. a person related to you by blood
- J. a person you are closest related to legally
- K. similar looks or traits among family members
- L. someone who attracts and inspires others easily
- M. pleasant, kind, and easy to get along with
- N. a group of people in a family who are emotionally close
- O. arguing or competition between brothers and sisters

- P. a person who raises a child, including discipline and values
Q. having frequent changes in mood
R. polite and thoughtful towards others
S. angry or in a bad mood, especially in the morning
T. a person you are related to, but not closely
U. determined not to change one's opinion or attitude
V. strong and unusual in a way that attracts attention
W. small and slim in build
X. confident and direct in expressing opinions
Y. raising a child alone without a partner
Z. living in a clean and tidy way, usually with attention to appearance

GRAMMAR FOCUS

Article

Task 1: Complete the Text

*Fill in the blanks with **a / an / the** / – (leave it blank where no article is needed).*

A Life-Changing Journey

Last year, I decided to take (1) ___ trip to (2) ___ Himalayas. It had always been (3) ___ dream of mine to see (4) ___ highest mountains in the world. I booked (5) ___ flight to Nepal and joined (6) ___ group of hikers from different countries.

When we arrived at (7) ___ base camp, we were greeted by (8) ___ local guide named Ramesh. He spoke (9) ___ fluent English and had extensive knowledge of (10) ___ region. Over (11) ___ course of two weeks, we trekked through valleys, crossed rivers, and climbed steep slopes. Every morning we watched (12) ___ sunrise over (13) ___ peaks — it was breathtaking.

One night, while sitting around (14) ___ campfire, we shared stories about (15) ___ life back home. I realized that although we came from different cultures, we had (16) ___ lot in common.

I came back from (17) ___ trip not just with memories, but with (18) ___ new perspective on life.

Task 2: Complete the Text

Fill in the blanks with **a / an / the / –**.

The World of Innovation

(1) ____ technology has changed rapidly over (2) ____ past decade. Every year, scientists and engineers present (3) ____ new inventions that can revolutionize (4) ____ way we live.

Recently, I read about (5) ____ startup that developed (6) ____ device capable of detecting diseases in early stages. According to (7) ____ article I found online, this could reduce (8) ____ need for invasive procedures in hospitals.

(9) ____ innovation like this requires not only funding, but also (10) ____ clear vision and dedication. Many entrepreneurs dream of launching (11) ____ app or creating (12) ____ product that becomes (13) ____ global success. But only (14) ____ few manage to make it.

Meanwhile, some people argue that we should focus more on solving (15) ____ existing problems, such as climate change and inequality, rather than constantly chasing (16) ____ next big thing.

Module 2

Environment. Nature. World.

READING COMPREHENSION

Task 1

Read the texts below. Match choices (A - H) to (1-6). There are two choices you do not need to use.
Write your answers on the separate answer

Environmental Awareness Day

1. Plumpton High School. This school decided to arrange a variety of activities, some aimed at achieving a better understanding of environmental problems, and others designed to be of practical help. For instance, the school magazine brought out a special edition on the subject, full of articles and stories where pupils expressed their feelings about the threats facing our environment. The school also held a sponsored walk and handed over nearly £1000 to the World Wide Fund for Nature.
2. Cresswell College. The staff and students at Cresswell College held a meeting and discussed a number of suggestions. The most popular suggestion turned out to be the most practical one; it was decided that the local environment should be brightened up. Teams were sent out to plant flowers and young trees on areas of land in the neighbourhood. Senior students monitored the progress of species threatened with extinction and prepared a report on their findings. It was hoped that this would help publicise the problem.
3. Grayner Institute. This school had already been involved in some projects connected with the environment, though naturally efforts were increased for Environmental Awareness Day. For the last two years the school had been studying the effects of variations in climatic patterns around the world and how these can affect wildlife. A leading expert on wild birds was invited to come and give a talk about the dangers faced by these creatures. He explained the importance of the food chain and asked people to support local wildlife reserves.

4. Halliwell Academy. The pupils at this inner-city secondary school felt that the best way to mark Environmental Awareness Day would be to help people in the area understand how important the environment is to them. One suggestion that was greeted with enthusiasm was to measure the levels of noise in Stanley Road, a busy local shopping street. The information was then placed on a website that the school had started. In order to give them a chance to see for themselves the problems facing some local species, the school took pupils to the coastal marshes of Easton. Many pupils reported afterwards that they had never realised how terrible the effects of pollution could be on coastal wildlife.

5. Albion High School. In an attempt to find out for themselves how serious environmental threats really are, the pupils decided to study the problem of pollution by making a survey, run by the science department, into air pollution in the local shopping centre. Pupils also prepared a campaign to ban cars from the city centre and reduce traffic congestion. They gained a lot of publicity for the school by cycling through the city and handing out brochures about the benefits of cycling and walking.

6. Doncaster College. A film about magnificent marine mammals, whales, which was shown to the whole school as part of Environmental Awareness Day, was received with great enthusiasm by pupils. Meredith Summers was invited to talk about how pollution can destroy buildings in the region. Following that, pupils decided to launch a campaign for the restoration of the medieval square in the city centre and asked local authorities to support them financially.

Which school_____ ?

A banned cars in the city centre and reduced traffic congestion

B raised money to help an organisation

C carried out a project about endangered animals and plants

D provided online information about the environment

E became better known after Environmental Awareness Day

F spent a huge sum on the World Wide Fund for Nature

G arranged a talk on pollution and local architecture

H is following changes in general weather conditions

(Adapted from: Osbourn Ch. Exam Essentials Practice Tests. Cambridge English: First (FCE), 2015)

Task 2

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

PREDICTING EARTHQUAKES

Never before have so many people packed into cities – places such as Los Angeles, Istanbul, Tokyo, and Lima – that are regularly affected by earthquakes. (1) __, these cities face the risk of death and economic disaster from large quakes – and from the tsunamis, fires, and other destruction they often cause.

We understand earthquakes better (2) __. Now, scientists would like to predict them, but is this possible? Today, some of the simplest questions about earthquakes are still difficult to answer: Why do they start? What makes them stop? Perhaps the most important question scientists need to answer is this: Are there clear patterns in earthquakes, or are they basically random and impossible to predict?

In Japan, government scientists say they have an answer to the question. “We believe that earthquake prediction is possible,” says Koshun Yamaoka, a scientist at the Earthquake Research Institute at the University of Tokyo. Earthquakes follow a pattern; they have observable signs, Yamaoka believes. In fact, Japan has already predicted (3) __: Tokai, a region along the Pacific coast about 161 kilometers (100 miles) southwest of Tokyo. Here, two plate boundaries have generated huge earthquakes every 100 to 150 years. But the section along Tokai hasn’t had a major quake since 1854. The theory is that strain is building up in this region, and that it’s time for this zone

(4)____. Unfortunately, this is more a forecast than a prediction. It's one thing to say that an earthquake (5) __. It's another to predict exactly (6) __.

A being densely populated

B where its next great earthquake will be

C why the earthquake will start

D located near the edge of Earth's huge, shifting plates

E than we did a century ago

F to reduce its stress

G where and when the quake will occur

H is likely to happen in a high risk area

USE OF ENGLISH

Task 3

Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Natural World

Whenever we read about the natural world nowadays, it is generally to be (1) dire predictions about its imminent destruction. Some scientists go so (2) _____ as to assert that from now on, the world can no longer be called 'natural', insofar as future processes of weather (3) _____ and all the interactions of plant and animal life will no longer carry on in their time-honoured way, unaffected by (4) _____. There will never be such a thing as 'natural weather' again, say such writers, only weather (5) _____ by global warming. It is hard to know whether to believe such (6) _____ of doom, possibly because what they are saying seems too terrible to be (7) _____. There are other equally influential scientists who argue that climate, for example, has changed many times over the (8) _____, and that what we are experiencing now may simply be part of an endless cycle

of change, rather than a disaster on a global (9) _____. One cannot help wondering whether these attempts to wish the problem away (10) _____ underline the extent to which western industrialised countries are to blame for upsetting the world's (11) _____. It is not our fault, they seem to be saying, because everything is all right, really! One certain (12) _____ which is chilling in its implications, is that there is no longer anywhere on the earth's (13) _____, whether in the depths of the oceans or in the polar wastes, which is not (14) _____ by polluted air or (15) _____ with empty cans and bottles. Now we are having to come to terms with understanding just what that means, and it is far from easy.

1	A made	B given	C told	D granted
2	A much	B often	C really	D far
3	A change	B atmosphere	C climate	D even
4	A beings	B man	C people	D humans
5	A built	B manufactured	C affected	D organised
6	A prophets	B champions	C warriors	D giants
7	A stopped	B true	C guessed	D here
8	A top	B again	C centuries	D world
9	A sense	B form	C scale	D existence
10	A simply	B to	C that	D or
11	A future	B ecology	C balance	D population
12	A fact	B must	C fault	D and
13	A planet	B atmosphere	C anywhere	D surface
14	A full	B stained	C breathing	D only
15	A even	B recycled	C littered	D bothered

Task 4

Read the text below. For questions (1 -10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Water Pollution

(1)_____ the beginning of civilization, water has been used to carry away unwanted refuse. Rivers, streams, canals, lakes, and oceans are currently used as receptacles for every imaginable kind of pollution. Water has the capacity (2)_____ down or dissolve many materials, especially organic compounds, which decompose during prolonged contact with bacteria and enzymes. Waste materials that can eventually decompose in this way are called biodegradable. They are less of a long-term threat to the environment than are (3)_____ persistent pollutants such as metals, plastics, and some chlorinated hydrocarbons. These substances remain in the water and can make it poisonous for most forms of life. Even biodegradable pollutants can damage a water supply for long periods of time. As any form of contamination (4)_____, life within the water starts to suffer. Lakes are especially vulnerable to pollution because they cannot cleanse themselves (5)_____ rapidly as rivers or oceans. A common kind of water pollution is the effect caused by heavy concentrations of nitrogen and phosphorus, which are used by plants for growth. The widespread use of agricultural fertilizers and household detergents (6)_____ these elements has added large amounts of plant nutrients to many bodies of water. In large quantities, nitrogen and phosphorus cause tiny water algae to bloom, or grow rapidly. When the algae die, oxygen (7)_____ to decompose them. This creates an oxygen deficiency in the water, which causes (8)_____ death of many aquatic animals. Plant life soon reduces (9)_____ of open water. These events speed up the process of eutrophication, the aging and (10)_____ drying up of a lake.

33 A After B At C Since D In

34 A breaking B broken C have broken D to break

35 A more B most C little D few

36 A accumulates B accumulate C are accumulating D have accumulated

37 A such B as C more D much

38 A contained B contains C containing D contained

39 A needs B need C is needed D had needed

40 A any B - C a D the

41 A the number B the amount C a number D scope

42 A eventual B eventually C previous D foregoing (Adapted from: Earth's Changing Environment: Compton's by Britannica (Learn and Explore), 2008)

Vocabulary: Environment, Nature & The World

1. **biodiversity** – біорізноманіття

The rainforest is known for its incredible biodiversity.

Тропічний ліс відомий своїм неймовірним біорізноманіттям.

2. **ecosystem** – екосистема

Pollution is damaging the marine ecosystem.

Забруднення шкодить морській екосистемі.

3. **sustainable** – сталий, екологічно збалансований

We need sustainable energy sources like solar and wind power.

Нам потрібні сталі джерела енергії, як-от сонячна та вітрова.

4. **deforestation** – вирубування лісів

Deforestation contributes to climate change.

Вирубування лісів сприяє зміні клімату.

5. **pollution** – забруднення

Air pollution is a major problem in urban areas.

Забруднення повітря — серйозна проблема у містах.

6. **renewable energy** – відновлювана енергія

Wind and solar are the most popular types of renewable energy.

Вітер і сонце — найпоширеніші види відновлюваної енергії.

7. **carbon footprint** – вуглецевий слід

Flying less can reduce your carbon footprint.

Менше перельотів допоможе зменшити ваш вуглецевий слід.

8. **climate change** – зміна клімату

Climate change is affecting polar bears' natural habitats.

Зміна клімату впливає на природні місця існування білих ведмедів.

9. **extinct** – вимерлий

The dodo is an extinct bird.

Дронг — вимерлий птах.

10. **endangered** – під загрозою зникнення

Tigers are endangered due to illegal hunting.

Тигри під загрозою зникнення через незаконне полювання.

11. **conservation** – збереження, охорона природи

Wildlife conservation is essential for future generations.

Охорона дикої природи важлива для майбутніх поколінь.

12. **environmentally friendly** – екологічний, безпечний для довкілля

We use environmentally friendly cleaning products.

Ми користуємось екологічними засобами для прибирання.

13. **recyclable** – такий, що підлягає переробці

Plastic bottles should be made from recyclable materials.

Пляшки мають виготовлятися з матеріалів, що переробляються.

14. **greenhouse gases** – парникові гази

Carbon dioxide is the most common greenhouse gas.

Вуглекислий газ — найпоширеніший парниковий газ.

15. **natural disaster** – природне лихо

The tsunami was one of the worst natural disasters in recent history.

Цунамі стало одним із найгірших природних лих останніх років.

16. **global warming** – глобальне потепління

Global warming leads to melting glaciers.

Глобальне потепління призводить до танення льодовиків.

17. **eco-conscious** – екосвідомий

Many young people are becoming more eco-conscious.

Багато молодих людей стають більш екосвідомими.

18. **habitat** – середовище існування

The wetland is an important bird habitat.

Болотиста місцевість — важливе середовище для птахів.

19. **landfill** – сміттєзвалище

Most of our trash ends up in landfills.

Більшість нашого сміття опиняється на сміттєзвалищах.

20. **reforestation** – відновлення лісів

Reforestation helps reverse environmental damage.

Відновлення лісів допомагає зменшити шкоду довкіллю.

21. **urbanization** – урбанізація

Urbanization often leads to habitat loss.

Урбанізація часто призводить до втрати середовища існування.

22. **overpopulation** – перенаселення

Overpopulation puts pressure on natural resources.

Перенаселення створює тиск на природні ресурси.

23. **eco-friendly** – дружній до довкілля

She drives an eco-friendly hybrid car.

Вона їздить на екологічному гібридному автомобілі.

24. **fossil fuels** – викопне паливо

We must reduce our dependence on fossil fuels.

Ми маємо зменшити залежність від викопного палива.

25. **erosion** – ерозія

Soil erosion can reduce agricultural productivity.

Ерозія ґрунту зменшує продуктивність сільського господарства.

26. **waste disposal** – утилізація відходів

Improper waste disposal pollutes rivers.

Неправильна утилізація відходів забруднює річки.

27. **carbon emissions** – викиди вуглецю

Factories are major sources of carbon emissions.

Фабрики — основні джерела викидів вуглецю.

28. **biodegradable** – біорозкладний

Use biodegradable packaging to reduce pollution.

Використовуйте біорозкладну упаковку, щоб зменшити забруднення.

29. **ozone layer** – озоновий шар

CFCs have caused damage to the ozone layer.

Хлорфторвуглеці завдали шкоди озоновому шару.

30. **natural resources** – природні ресурси

Water and minerals are valuable natural resources.

Вода та корисні копалини — цінні природні ресурси.

Fill in the gaps with the correct word from the box. There are 5 extra words you do not need to use.

Words:

biodiversity – conservation – erosion – eco-conscious – ozone layer – fossil fuels – landfill – natural resources – endangered – recyclable – biodegradable – global warming – waste disposal – overpopulation – habitat – reforestation – climate change – urbanization – environmentally friendly – greenhouse gases

1. Many animals are losing their natural _____ due to deforestation and construction.
2. The use of _____ packaging can significantly reduce plastic pollution.
3. Factories that burn coal and oil produce large amounts of _____.
4. Without proper _____, toxic materials can leak into the soil and water systems.
5. As _____ continues, cities expand and natural ecosystems shrink.
6. The Amazon rainforest is a critical hotspot of _____ and needs urgent protection.
7. Young people today are more _____ than any generation before.
8. The hole in the _____ is slowly recovering thanks to global bans on CFCs.
9. One way to help the environment is to buy products made from _____ materials.
10. If _____ continues at this rate, our planet may run out of vital supplies like clean water and arable land.
11. _____ is the process of planting trees to replace those that have been cut down.
12. _____ contributes to the rising temperatures and melting of the polar ice caps.

13. Plastic bags that do not decompose easily are not _____.
14. Tigers and rhinos are _____ species that face extinction if not protected.
15. Oil, coal, and natural gas are examples of non-renewable _____.

GRAMMAR FOCUS

Simple & Continuous Tenses

Task 1: Present Tenses in Context

Complete the text using the **correct form** of the verb in brackets: **Present Simple** or **Present Continuous**.

A Day in the Life of a Freelance Designer

I usually (1) ____ (**wake**) up around 7 a.m., but today I (2) ____ (**sleep**) in because I (3) ____ (**not have**) any morning meetings. While I (4) ____ (**make**) coffee, I often (5) ____ (**check**) my emails to see if any clients (6) ____ (**write**) overnight. Right now, I (7) ____ (**work**) on a branding project for a tech startup — it's exciting because they (8) ____ (**launch**) a new product next month and the deadline (9) ____ (**approach**) fast.

Even though I (10) ____ (**prefer**) working alone, I sometimes (11) ____ (**collaborate**) with other creatives. Today, for example, I (12) ____ (**meet**) a photographer to discuss a shared campaign.

Task 2: Past & Future Tenses in Context

Use the correct **Past Simple** / **Past Continuous** / **Future Simple** / **Future Continuous** form of the verbs in brackets.

An Unexpected Turn of Events

Last Friday, I (1) ____ (**drive**) to the countryside when I suddenly (2) ____ (**notice**) smoke coming from a nearby field. At first, I (3) ____ (**think**) it was just someone burning leaves, but then I (4) ____

(see) flames spreading quickly. While I (5) ____ (call) emergency services, two people (6) ____ (run) out of the woods, waving for help.

By the time the firefighters (7) ____ (arrive), the fire (8) ____ (already/spread) across most of the field. They (9) ____ (work) for over two hours to control it.

Next weekend, the town council (10) ____ (hold) a meeting to discuss fire safety. I (11) ____ (attend), because I want to suggest some new prevention measures. Hopefully, while they (12) ____ (discuss) proposals, others (13) ____ (listen) and take things seriously.

Module 3

Education

Task 1

You are going to read a magazine article in which five careers advisers write about going to university. For questions 1-10, choose from the extracts (A-E). The extracts may be chosen more than once. Mark your answers on the separate answer sheet.

Going away to a UK university

A_____ Going away to university is likely to be a major turning point in your life. After all, it's probably your first time away from your home and family, perhaps living in a room that is far less comfortable than you are accustomed to, and having to take responsibility for yourself, for everything from getting up in the morning to making sure you can afford whatever textbooks you need. Your experience until now has probably been that homework was pretty much regulated, with repercussions if you didn't do it; a degree course requires far more independent work. A few people go to university determined to prioritise their social life. Although that tends to be the stereotype that everyone knows, most students are level-headed, and don't merit the bad reputation that they suffer from as a group. B_____ Unless you have an income of your own, or your parents provide you with one, being a student can make you wonder where your next meal is coming from. It's useful to draw up a budget, listing your likely outgoings during the term – not forgetting the rent for your room, if you pay in instalments – and how much you'll have available. If the figures don't balance, the only way to survive may be to find part-time work, such as serving in a restaurant two or three evenings a week. At least you'll meet members of the general public, which is preferable to spending your entire time with other students. However, there's the danger of falling behind with your studies, or not having enough time to sleep. And let's face it, if your friends are planning a fun evening and you have to go to work instead of joining in, it could be very frustrating!

C_____ As soon as you arrive, you'll start meeting new people. It may be that nobody you know from school has gone to the same university, so you're surrounded by strangers. Certainly get to know as many people as possible, but remember that initial enthusiasms can soon fade, so if a friendship doesn't endure more than a week or two, it's no reflection on you. On the same subject, don't let yourself get caught up in a group that is more affluent than you are: unless you can withstand pressure easily, you might try to keep up with them, and find yourself heavily in

debt. Many students look for part-time jobs to supplement their income, but this may not always be advisable.

D_____ Many universities hold a ‘freshers’ week’ for new students, which is a chance to meet people, make new friends and join university clubs. It’s all too easy to just carry on with what you did while you were at home – tennis, singing, or whatever. Instead, you should see this as a good chance to try something new, or something you’d never imagined doing before. Universities often cater for minority interests, for instance providing facilities for sports that are uncommon elsewhere. If you need to earn some money, this may also be a good time to find out from the university about internal work opportunities, perhaps in the library or the registrar’s department. Ensure your CV is up-to-date and accessible on your computer, because you’ll need to produce it every time you go after a position. E_____ Whether you’re living in a university hall of residence or sharing a flat, you should make your space truly yours; paradoxically, this is particularly important if getting a job means you spend very little time there. Ideally, it will have an area for studying: as you probably found when you were at school, a comfortable chair is a good aid to reading and writing. You shouldn’t need to spend any money – some photos or favourite posters brought from home are enough to make a big difference. Even if you’re only going to be there for a matter of months, living and studying will be much less challenging if you have a comfortable base. Remember, too, that your going to university may be a big change for your family, so don’t live so much in the present, exciting though it is, that you forget to keep in touch with them.

Which careers adviser

1. recommends being prepared for any job applications young people might make?
2. claims that the public perception of students applies only to a minority?
3. suggests doing what is necessary for students to feel at ease in their room?
4. mentions some potential drawbacks of working during term time?
5. warns of the danger of borrowing money?
6. recommends formulating a financial plan to cover a period of time?
7. suggests being adventurous with regard to non-academic interests?

8. contrasts university studies with studying at school?
9. recommends caution concerning socialising?
10. points out that students are not the only ones affected by being away from their loved ones?

Task 2

Read the text below. Match choices (A-H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

What is the Difference between Scholarship and Grants?

People often wonder about the difference between scholarships and grants. Both are student financial aid that (17)_____ associated with higher education such as tuition, room, board, and textbooks. Though people sometimes confuse the terms or use them interchangeably, each has their (18)_____. Scholarships are usually merit based. This means that they are given to prospective recipients based on desired qualities such as athletic ability, academic achievement or (19) _____. They require an application outlining why an applicant feels he or she is deserving of the award. Grants often take financial need into account in determining one's merit for receiving funding aid. Both grants and scholarships usually have some sort of requirements in order to continue to receive funding, such as maintaining a certain Grade Point Average (GPA). Scholarships are awarded by (20) _____. These can include businesses, religious groups, individuals, community organizations, college departments or alumni. Grants are different in that they usually come from state or federal financial aid that is given to the college or university itself. As long as they have applied to or are enrolled in an accredited college, university or other institution of higher education, students can usually be eligible for both grants and scholarships. In order to receive federal or state grants, applicants (21)_____. Scholarships usually go to undergraduate students. Once the graduate level is reached, private financial aid comes in the form of what is known as fellowships. These fund advanced studies and research. Grants, however, can be awarded to those pursuing either undergraduate or graduate degrees. As you can see, there are numerous differences in grants versus scholarships. One similarity (22) _____ is that they

don't need to be repaid, unlike college loans. There are a variety of scholarships and grants to be had, and most students are eligible for at least partial aid in some form.

{Adapted from: <https://www.bestvalueschools.com/faq/what-is-the-difference-between-scholarshipsand-grants/>}

A must be U. S. citizens

B own eligibility requirements and guidelines

C take a look at the various characteristics

D helps to pay for the necessities

E a number of funding sources

F involvement in a certain extra-curricular activity

G ambitions and preferences

H grants and scholarships have

Task 3

Read the text below. For questions (1-15) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Education and Work

Have you ever asked yourself what you are working for? If you have ever had the time to (1)..... this taboo question, or put it to others in moments of weakness or confidentiality, you (2)..... well have heard some or all of the (3)..... . It's the money of course, some say with a smile, as if explaining something to a small child. Or it's the satisfaction of a(n) (4)..... well done, the sense of achievement behind the clinching of an important (5)..... . I worked as a bus conductor once, and I can't say I (6).....the same as I staggered along the swaying gangway trying to (7)..... out tickets without falling over into someone's lap. It's the company of other

people perhaps, but if that is the (8)....., what about farmers? Is it the conversation in the farmyard that keeps them captivated by the job? Work is power and a sense of status say those (9)..... have either attained these elusive goals, or feel aggrieved that nobody has yet recognised their leadership (10)..... Or we can blame it all on someone else, the family or the taxman. I suspect, and I say this under my (11)....., that most of us work rather as MrMicawber lived, hoping for something to (12)..... up. We'll win the pools, and tell the boss what we really think. We'll scrape together the (13)..... and open that little shop we always dreamed of, or go (14)..... the world, or spend more time in the garden. One day we'll get that (15)..... we deserve, but until then at least we have something to do. And we are so busy doing it that we won't have time to wonder why.

1	A propose	B meditate	C consider	D launch
2	A might	B can	C will	D should
3	A below	B rest	C following	D latter
4	A work	B job	C task	D effort
5	A deal	B position	C job	D engagement
6	A enjoyed	B wished	C hoped	D felt
7	A make	B turn	C issue	D give
8	A one	B case	C question	D former
9	A people	B must	C who	D to
10	A qualities	B status	C property	D requirements
11	A oath	B suspicion	C breath	D pressure
12	A move	B turn	C ease	D end
13	A resources	B opportunities	C rest	D money
14	A round	B over	C into	D to
15	A ambition	B station	C vocation	D promotion

Task 4

Read the text below. For questions (33-42) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

A Career in Teaching

I first got into teaching 4 years ago when I decided to quit my office job and do a bit of travelling. I had heard of the CELTA qualification to teach English to adults and thought it (33)_____ a great way to see the world. I (34)_____ in teaching since I was at school and with the CELTA thought it would be a perfect combination - teaching and travel. Since completing the course, I (35)_____ time teaching in the UK, Austria, Poland and Spain and have loved every minute. I have taught people of all ages and levels. I would say the main thing I enjoy about teaching is the fact that you (36)_____ to engage with people from different countries, all of whom (37)_____ different backgrounds and experiences, and I feel that this therefore makes teaching an interesting, varied profession. I (38)_____ the thing I found the most frustrating was probably going into different schools and trying to teach children and teenagers who were not interested in learning English and only there because their parents (39) _____ them. However, this meant there (40)_____ always a challenge in trying (41) _____material that these students would be interested in and a job where you do not have challenges, I imagine would be rather boring. I have recently started working as a primary school teacher, which I am really enjoying. I look back on my time (42)_____ abroad with a lot of fondness and for this reason it is something I would definitely like to do again in the future.

(Adapted from: Karen Dyer Dave Harwood "Practice Tests with key. Eight Complete Practice Tests for the Cambridge ESOL First Certificate in English ")

33 **A** would be **B** have been **C** were **D** will be

34 **A** have been interested **B** had been interested **C** would be interested **D** has been interested

35 **A** is spending **B** spent **C** have spent **D** will spend

36 **A** are able **B** must **C** can **D** should

37 **A** has **B** have **C** would have **D** is having

38 **A** think **B** am thinking **C** is thinking **D** thinks

39 A had made B made C has made D make

40 A will be B has been C is D was

41 A find B to find C finding D found

42 A teach B is teaching C teaching D to teach

1. **curriculum** – навчальна програма

The curriculum includes both theoretical and practical modules.

2. **assessment** – оцінювання

The final assessment will be based on both exams and coursework.

3. **tuition** – плата за навчання

Many students struggle to pay their university tuition.

4. **enrolment** – зарахування

Enrolment for the autumn semester starts in August.

5. **scholarship** – стипендія

He applied for a scholarship to study abroad.

6. **grant** – грант

She received a grant to fund her research project.

7. **literacy** – грамотність

The programme aims to improve digital literacy among teenagers.

8. **academic achievement** – академічне досягнення

Parental support is often linked to higher academic achievement.

9. **compulsory** – обов'язковий

History is a compulsory subject at this level.

10. **discipline** – дисципліна

The school promotes self-discipline rather than strict punishment.

11. **extracurricular** – позашкільний

He participates in several extracurricular activities, including drama and chess.

12. **vocational training** – професійне навчання

Vocational training helps students gain practical job skills.

13. **internship** – стажування

She is doing an internship at a local newspaper.

14. **attendance** – відвідування

Regular attendance is essential for academic success.

15. **faculty** – факультет / викладацький склад

He joined the faculty of the law department last year.

16. **bachelor's degree** – ступінь бакалавра

She holds a bachelor's degree in economics.

17. **master's degree** – ступінь магістра

He earned a master's degree in public administration.

18. **doctoral thesis** – докторська дисертація

His doctoral thesis focuses on climate change education.

19. **distance learning** – дистанційне навчання

Distance learning requires self-motivation and good time management.

20. **critical thinking** – критичне мислення

The course is designed to develop students' critical thinking.

21. **lifelong learning** – навчання впродовж життя

Lifelong learning is essential in today's job market.

22. **educational gap** – освітній розрив

The pandemic has widened the educational gap between urban and rural areas.

23. **pedagogy** – педагогіка

Modern pedagogy encourages collaborative learning.

24. **mentor** – наставник

A mentor can offer guidance throughout your academic journey.

25. **academic integrity** – академічна доброчесність

Cheating violates the principles of academic integrity.

26. **dropout** – той, хто покинув навчання

The school is working on reducing its dropout rate.

27. **syllabus** – навчальний план

The syllabus outlines all topics to be covered in the course.

28. **private education** – приватна освіта

Private education is often associated with smaller class sizes.

29. **state school** – державна школа

Most children in the area attend the local state school.

30. **boarding school** – школа-інтернат

He spent his teenage years at a boarding school in the UK.

Match the words (1–10) to their definitions (A–J):

Words:

1. curriculum
2. internship
3. scholarship
4. dropout
5. pedagogy
6. tuition
7. academic integrity
8. vocational training
9. boarding school
10. lifelong learning

Definitions:

- A. A place where students both live and study.
- B. A temporary job, often unpaid, that gives students practical experience.
- C. The set of courses and content offered in a school or university.
- D. The practice of learning throughout a person's life.
- E. The amount of money paid for instruction, especially at a college or university.
- F. A student who leaves school or university before completing their studies.
- G. A sum of money given to a student to help pay for their education.
- H. Honesty and ethical behaviour in academic work.
- I. The method and practice of teaching.
- J. Practical instruction to prepare someone for a specific job or career.

GRAMMAR FOCUS

Perfect & Perfect Continuous Tenses

Task 1: Present and Past Contexts

Complete the text using the **correct form** of the verb in brackets: **Present Perfect / Present Perfect Continuous / Past Perfect / Past Perfect Continuous**.

Chasing Deadlines

By the time I (1) ____ (**arrive**) at the office yesterday, my team (2) ____ (**already/start**) the presentation without me. I was late because I (3) ____ (**wait**) for a train that never came, and I (4) ____ (**stand**) on the platform for over 40 minutes in the rain.

We (5) ____ (**work**) on the project for weeks, and everyone (6) ____ (**put**) in long hours to meet the deadline. Even though I (7) ____ (**complete**) my part earlier, I still felt bad for being late.

Now, we (8) ____ (**send**) the proposal to the client, and we (9) ____ (**already/receive**) some positive feedback. I (10) ____ (**think**) about how we could improve it further — this project has really motivated me.

Task 2: Future and Mixed Tenses

Complete the text using the correct **Perfect or Perfect Continuous** form of the verbs in brackets.

Preparing for the Marathon

By next Sunday, I (1) ____ (**train**) for nearly six months. I (2) ____ (**follow**) a strict schedule and (3) ____ (**avoid**) unhealthy food since January. I just hope it all pays off!

I (4) ____ (**never/run**) such a long distance before, so naturally I (5) ____ (**feel**) nervous. My coach says that by the time I reach the starting line, I (6) ____ (**achieve**) more than most people ever do.

Last week, I (7) ____ (**miss**) one training session because of a cold, but apart from that, I (8) ____ (**be**) consistent. It's amazing how your body responds when you (9) ____ (**train**) it properly for a long period.

I know that at 10 a.m. next Sunday, while others (10) ____ (**just/start**) their day, I (11) ____ (**run**) through the streets of my city — probably exhausted, but determined.

Module 4

House & Home

Task 1

Read the texts below. Match choices (A - H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

1. My accommodation is good for a family, adventurer, and group of friends looking to enjoy and relax in a unique space, away from the hustle and bustle. Beautiful house with a stunning garden and swimming pool. Cozy comers to relax and enjoy a good book or friendship. No neighbours...
2. Quiet location, just behind Justin Village with easy access, set in its own garden. Large living-room, fully furnished with 2 sofas, LCD TV, UBC satellite, DVD surround stereo, Wi-Fi Internet. Two bedrooms with an air-conditioning system and double beds. Fully equipped kitchen with 2 gas hobs, fridge, microwave/ grill, rice cooker, toaster, kettle, water boiler, plates, etc.
3. Standalone executive house available for rent. The house has 3 bedrooms, 2 bathrooms and 1 guest toilet. It also has a pool, beautiful garden, veranda and ample garage space. The house is fully furnished and available from the 1st of December for USD ... (negotiable). It can also be leased out unfurnished...
4. Summer is approaching and the weather outside is getting nicer. Do you like the outdoors, woodpanelling, rustic room? Then I have an extra room for rent. I just cleaned and swept out the tree house in my backyard. It is on the level of the second story of my house on a very sturdy tree. It has a plastic door, solid roof, and a durable rope ladder. It also has a pully system so you can pull up items that you don't feel comfortable carrying on the rope ladder. The tree house has a bedroom (comes furnished with a mattress) which is separate from the common area (comes furnished with a beanbag). As for the kitchen you may want to eat out...
5. Sip you coffee while watching the ferry go by on your massive wrap around deck. Enjoy the warmth of your fireplace inside as you admire the beautiful ocean views while your dinner cooks in your brand new kitchen. This upstairs suite has one of the best views of the ocean found on Country Club Drive. There are 3 bedrooms and 1 full bathroom. There is a fireplace, new gas furnace and gas stove...
6. Rent the full house, 2 units, 8 Beds, 3 baths, 3 kitchens, 3 living rooms. This newly constructed home contains two units. Large groups can rent the entire house and take advantage of the rooftop deck, large garage level storage, off street parking, 8 beach passes. The home is within walking distance to the beach, boardwalk, bay, grocery story, pharmacy, and much more...

(Adapted from: <https://www.ad-dicts.com/wp-content/uploads/2018/11/Glona-House.png>)

According to the rental advertisements which house _____

A can be rented on one of quite different conditions

B needs further reconstruction by a new renter

C can boast the highest level of technical equipment

D is the closest to the nature due to its originality

E provides the most spectacular scenery view

F is decorated in Oriental style

G provides real calmness for renters

H is constructed to be rented by more than one family

Task 2

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

Off the Streets and into Life

Centrepoint is a British charity that helps young people who have found themselves, for one reason or another, living rough or in unsuitable or dangerous accommodation. They help by (1) _____ for up to two years, irrespective of why they ended up on the streets.

Since 1969, Centrepoint has helped 72,000 young homeless people. Although a place to stay is important. (2) _____, homeless children will become homeless adults. Additional support services include a skills and employment team. Specialists within these teams help get young people back into education, training or employment. Living rough can also have a real impact on mental health. So Centrepoint helps these youngsters (3) _____ and provides information on personal hygiene.

Centrepoint has contact with around 1.300 young people every year. Their circumstances differ. Some are homeless because of a breakdown in family relationships. But, (4) _____, the charity aims to provide each person the individual help they need most.

One of the young people at Centrepont, John, was only 15 years old when he first arrived. He had been sleeping on park benches and in old buildings. Since his arrival, Centrepont has helped to build John's confidence and nurture his abilities, and he now hopes to go to university. Looking through other life stories on the charity's website, it is clear that confidence and education are key words for the young people (5) _____.

The biggest challenge for many people being helped by Centrepont is the next step: (6) _____ into the real world. Centrepont has an after-care service which provides support when looking for accommodation and help with financial concerns, such as paying a deposit on a flat or paying the first monthly bills.

A who pass through Centrepont's care

B trying to influence government policy

C moving on from the security of the hostels

D without educational opportunities

E become involved with criminal gangs

F providing safe rooms for young people

G get the medical or psychological help they need

H whatever the circumstances

Task 3

Read the text below. For questions (23-32) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Prehistoric Houses. Ice age humans lived in caves some of the time but they also made tents from mammoth skins. Mammoth bones were used as supports. When the ice age ended a new way of life began. By 8,000 BC people in the Middle East had begun to farm. Food was cooked in ovens. The people of Jericho knew

how to make (23)_____ bricks and they used them to make houses.

About 7,000 BC a new people lived in Jericho and they had learned to make mortar. They used it to plaster walls and floors. The houses were made of mud brick. Houses were built touching against each other. They did not have doors and were (24)_____ through holes in roofs. (25)_____ houses were built touching each other the roofs must have acted as streets! People must have walked across them. There were no panes of glass in windows and houses did not have chimneys. Instead, there were only holes in the roofs to (26)_____ the smoke. Inside houses often had painted murals of people and animals on the walls. People slept on platforms. The dead were buried inside houses. When people began farming they stopped living in tents made from animal skins and they began to live in huts made from stone. Bronze Age people lived in round (27)_____ huts with thatched roofs.

Egyptian Houses. Rich Egyptians lived in large, comfortable houses with many rooms. Walls were painted and the floors had coloured tiles. Most wealthy houses had enclosed gardens with pools. Inside their homes, rich Egyptians had wooden furniture such as beds, chairs, tables, and chests for storage. However, instead of pillows, they used wooden headrests. Toilets (28)_____ of a clay pot filled with sand. It was emptied regularly. Ordinary people lived in simpler homes made of mud bricks with perhaps four rooms. People could sleep on the flat roof when it was hot and they did most of their work outside because of the heat. The (29)_____ was very basic.

Ordinary Egyptians sat on brick benches around the walls. They used reed chests or wooden pegs on walls to (30)_____ things.

In the 6th century BC the city of Babylon built up an Empire in the Middle East. Ordinary people in Babylon lived in simple huts made from sun-dried mud bricks. (31)_____, if the owner was wealthy they might have an (32)_____ story. The rich lived in palaces with central courtyards. The walls were decorated with painted murals. There were even bathrooms with pipes for drainage.

(Adapted from : <http://www.localhistories.org/houses.html>)

23 **A** sun-dried **B** sun-burnt **C** sun-covered **D** sun-fried

24 **A** reached **B** entered **C** touched **D** invited

25 **A** Because **B** Since **c** That is why **D** However

26 **A** let out **B** let in **c** let away **D** let from

27 **A** wooden **B** tree **c** bush **D** wool

28 **A** composed **B** consisted **c** created **D** combined

29 **A** signature **B** miniature **c** furniture **D** picture

30 **A** store **B** collect **c** put **D** hold

31 **A** Moreover **B** However **c** Never **D** Forever

32 **A** upper **B** up **c** deep **D** close

Task 4

Write your answers on the separate answer sheet. Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).

Living and Learning on an Island

Children living on remote islands and in other areas where the population is very small often end up 1) _____ educated in very small schools, sometimes with no more than fifty students. Herm, for example, is one of the smallest of Britain's Channel Islands. It has a school that has 2) _____ than ten pupils of primary school age, and a teacher who is willing to come over from the larger island of Guernsey every day. Children over the age of ten 3) _____ to live, as well as study, at a secondary school on Guernsey, even though many would prefer to live at home. Small schools

such as Herm are often threatened 4) _____ closure – because compared to bigger schools, they are expensive to run. 5) _____ schools close, the teachers lose their jobs and pupils are sent to another school which is often far away. This often turns out to be disruptive for the pupils' education.

1	A	been	B	being	C	have been	D	be
---	---	------	---	-------	---	-----------	---	----

2	A	lesser	B	the least	C	few	D	fewer
3	A	have	B	must	C	ought	D	should
4	A	to	B	from	C	about	D	with
5	A	During	B	Before	C	When	D	While

☐ **dwelling** – житло

This small cottage served as a peaceful rural dwelling.

☐ **landlord** – орендодавець

The landlord refused to fix the broken heating.

☐ **tenant** – орендар

The tenant has lived in the apartment for three years.

☐ **mortgage** – іпотека

They took out a 30-year mortgage to buy their house.

☐ **lease** – договір оренди

He signed a one-year lease for the flat.

☐ **refurbishment** – капітальний ремонт

The house is undergoing major refurbishment this summer.

☐ **furnished** – з меблями

The apartment was fully furnished when we moved in.

☐ **unfurnished** – без меблів

They preferred an unfurnished place so they could decorate it themselves.

☐ **utilities** – комунальні послуги

Utilities such as water and electricity are included in the rent.

□ **insulation** – утеплення

Good insulation helps reduce heating costs in winter.

□ **communal** – спільний

There is a communal garden shared by all tenants.

□ **maintenance** – обслуговування

The building requires regular maintenance to stay in good condition.

□ **renovate** – ремонтувати

They plan to renovate the old kitchen next month.

□ **neighbourhood** – район, околиці

The neighbourhood is quiet and family-friendly.

□ **reside** – мешкати

She currently resides in a small apartment downtown.

□ **spacious** – просторий

The living room is spacious and full of natural light.

□ **cramped** – тісний

Their apartment felt cramped after the baby was born.

□ **detached house** – окремий будинок

They bought a detached house with a large garden.

□ **semi-detached house** – будинок на двох господарів

They live in a semi-detached house in the suburbs.

□ **terraced house** – будинок в ряду

Terraced houses are common in this part of the city.

□ **property** – нерухомість

Investing in property can be very profitable.

☐ **real estate** – нерухомість (формально)

The real estate market has become increasingly competitive.

☐ **flatmate** – сусід по квартирі

My flatmate and I share the rent equally.

☐ **eviction** – виселення

They faced eviction after missing three rent payments.

☐ **security deposit** – заставна сума

You need to pay a security deposit before moving in.

☐ **residential area** – житловий район

They moved to a quiet residential area near the park.

☐ **household** – домогосподарство

Each household must sort their recycling properly.

☐ **upkeep** – утримання

The garden requires a lot of upkeep.

☐ **interior design** – дизайн інтер'єру

She studied interior design at university.

☐ **housing shortage** – нестача житла

The city is facing a major housing shortage due to rising demand.

Task: Match the definition (1–15) with the correct word (A–O)

1. A person who rents a property from someone else.
2. Money you pay to the owner before renting a place, in case of damage.
3. A place where someone lives.
4. An agreement to rent a house or flat for a certain period.
5. A house connected to another house on one side only.

6. The act of keeping something in good condition.
7. The person who owns a property and rents it out.
8. To improve or repair a building, especially an old one.
9. A person who shares a rented flat with you.
10. The act of forcing someone to leave a property legally.
11. A payment system over many years to buy a home.
12. Services such as electricity, gas, and water.
13. An area where most of the buildings are houses.
14. A flat or house that has everything you need to live in, like furniture.
15. Not having enough places for people to live.

Options (A–O):

- A. tenant
- B. lease
- C. landlord
- D. refurbishment
- E. semi-detached house
- F. eviction
- G. housing shortage
- H. flatmate
- I. maintenance
- J. dwelling
- K. residential area
- L. renovate
- M. mortgage
- N. furnished
- O. security deposit

GRAMMAR FOCUS

Passive Voice

Task 1: Passive in Present, Past, and Future

Complete the text using the **correct passive voice** form of the verbs in brackets.

The History of a Painting

One of the most famous paintings in the world, *The Mona Lisa*, (1) ____ (**create**) by Leonardo da Vinci in the early 16th century. Today, it (2) ____ (**display**) in the Louvre Museum in Paris, where it (3) ____ (**visit**) by millions of people every year.

The painting (4) ____ (**steal**) in 1911 and (5) ____ (**not recover**) for over two years. During that time, many theories about its disappearance (6) ____ (**discuss**) widely in newspapers.

Thanks to an anonymous tip, the painting eventually (7) ____ (**find**) in Italy. Since then, it (8) ____ (**protect**) with high-level security systems.

Next year, a new exhibition (9) ____ (**organize**) to celebrate its influence on modern art. Visitors from all over the world (10) ____ (**expect**) to attend.

Task 2: Passive with Perfect and Modal Forms

Complete the text using the **correct passive voice** form of the verbs in brackets.

Behind the Scenes of a Film Set

When a film is being made, countless decisions (1) ____ (**make**) by the production team before a single scene is shot. The costumes (2) ____ (**design**) months in advance, and the filming locations (3) ____ (**choose**) carefully to match the script.

By the time shooting begins, every detail (4) ____ (**plan**) thoroughly. In fact, many scenes (5) ____ (**already/rehearse**) multiple times to ensure smooth execution.

During filming, actors' movements (6) ____ (**record**) from several angles at once. Special effects (7) ____ (**add**) later in post-production.

Mistakes (8) ____ (**can/edit**) out in the final version, and extra sound effects (9) ____ (**may/include**) to enhance the experience. By the time the film is released, it (10) ____ (**transform**) into a completely polished piece of art.

Module 5

Tourism & Travelling

Task 1

You are going to read a magazine article about people who work in the tourist industry. For questions 1-15, choose from the people (A-E). The people may be chosen more than once.

A Claire Davies

B Peter Gattoni

c Maria Falcon

D Patrick O'Connor

E Connie Ferguson

Thinking of a career in tourism?

The tourist industry offers a range of jobs and career opportunities. So what sort of person do you need to be to work in tourism? To begin with, you need to like people and enjoy the challenge of working in a customer focused environment.

Claire Davies is twenty-one and is a receptionist in a five-star hotel. She says that what appeals to her most is the diversity of the challenges she faces every day – from dealing with phone calls in different languages to making bookings for restaurants. She first came to the hotel when she was on a year's work experience from university and now works part-time, which allows her to continue with her degree course in management. Her advice to anyone considering a career in hotels is not to be put off by the thought of low wages at the start. Having the right degree or diploma is no guarantee of promotion, but the right attitude and good communication skills will

get you a long way. But of course it's not just about hotels. **Peter Gattoni** is a chef in an Italian restaurant that attracts what is called the 'gourmet tourist', whose holiday is never complete without the opportunity to try out the latest dishes. Peter went straight into employment after school, but that's not something he'd recommend. 'Had I taken a full-time college course as my parents wanted,

I would have made faster progress. There's a shortage of first-class chefs, so many companies are now advertising

good salaries, including profit-related pay, to chefs with the right qualifications and experience, though these advantages are more likely to come from the big-name restaurants and hotel chains.' And what about a job as a tour guide? If you enjoy communicating with large groups of people, as **Maria Falcon** does, it's a great job. Maria accompanies groups of holidaymakers on package tours. She knows she plays a central role in ensuring that people enjoy their holiday by providing them with practical support and information throughout the trip. 'It is important to allow people to do what they want, while at the same time making sure everybody is back on the minibus by the agreed time. And you must know the history of places you visit really well. Years back, I was embarrassed when a holidaymaker spotted some incorrect

details in a commentary I was giving. Since then I've managed to attend regular local history classes to make sure it doesn't happen again.'

If the work of a tour guide seems a bit tame, **Patrick O'Connor** says that the job of adventure travel guide certainly offers excitement. Patrick leads trips to exotic locations around the globe, and he's quick to remind us that you need experience in a range of adventurous disciplines. 'People 106on these holidays are doing potentially dangerous activities, such as kayaking or diving. It's crucial to be able to exercise good judgment in difficult situations and be resourceful when dealing with

the emergencies that are bound to arise. Once, I forgot to give somebody a life jacket and it could've been serious. This is a relatively new career, so educational institutions are only just beginning to offer programmes and qualifications.'

If you're thinking of becoming a travel agent, **Connie Ferguson** says you may want to give this career choice a little more thought. The job outlook isn't good right now because of the Internet. It's become much easier for people to make their own travel arrangements, though many people still need the advice of a travel professional.' Unlike other tourist jobs, you're based in an office, but you may get the opportunity to visit some destinations to evaluate the facilities on offer. Connie started by working as a reservations clerk in the travel agency, but the manager soon realised she had the skills to become a travel agent. 'Clients are well-informed and expect expert advice. I'm hoping to be able to start my own online travel business soon.'

Tourism offers something for everyone, with varying degrees of responsibility. The nature of the job varies from working on a ski slope to developing marketing strategies to preparing gourmet meals. But for all tourism jobs you need to be adaptable, enjoy problem-solving and think on your feet.

Which person

1. refers to a lack of outstanding professionals in one area of work?
2. needs to provide clients with a balance between freedom and control?
3. regrets a decision made years ago?
4. mentions the need to take the right decisions under pressure?
5. says people shouldn't feel discouraged if they don't earn much at first?
6. gained promotion after impressing a senior colleague?
7. says larger companies are able to offer better conditions to workers?
8. believes that qualifications alone won't get you promotion?
9. remembers making a mistake whilst doing the job?
10. remembers making a mistake whilst doing the job?
11. has been able to combine work with further study?
12. has been able to combine work with further study?
13. looks forward to developing a new career?
14. says there are likely to be more opportunities for training in the future?
15. warns about the decreasing opportunities for jobs in one area?

Task 2

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The Trip of a Lifetime

Can you imagine leaving your home, friends and school for 18 months to travel the world with your family? This is exactly what Jack Clarke did in July 2005, (1) _____ he set off from his home in London with his parents and brothers George, twelve, Nick, seven, and his sister Molly, nine.

121 Instead of flying between locations, they drove in a specially converted coach (2) _____. Jack's father had designed and built the interior of the coach, which included six beds at its rear, and four desks at the front where the children could study. The desks were hooked up to an Internet connection so that the children could access an online learning programme (3) _____.

During their trip they travelled through Europe and down the east coast of Africa to South Africa. (4) _____. They drove up through the Americas and Canada, took a boat to Australia and then headed home via Thailand and India.

Jack said, 'It was the most amazing experience. We had all made a list of the places we wanted to see, (5) _____ – if we really liked somewhere, we stayed there longer. Some people were concerned about our education, but our parents taught us themselves and they incorporated our travel experiences into lessons. So dealing with foreign money was part of maths, we learned lots of foreign languages and you couldn't have better history and geography lessons than actually seeing these places first-hand.' The hardest part of the trip, he continued 'was not being able to see our friends for 18 months, (6) _____ to visit us in different places. Two or three friends took us up on that offer, which was brilliant.'

A wherever they were

B when we were able to

C when at the age of sixteen

D whatever they felt like doing

E but we had invited them to come

F which was their home for the entire trip

G where they took a boat to South America

H but we didn't have a completely fixed plan

Task 3

Read the text below. For questions (1-15) choose the correct answer (A, B, C or D).

Write your answers on the separate answer sheet.

Travel and Movement

In most capital cities, which were built (1) _____ before the heyday of the private car, there is rarely enough (2) _____ for moving traffic, and certainly not enough for parked (3) _____. Buses move slowly because of the volume of (4) _____ thus encouraging more commuters to abandon public (5) _____. Banning traffic from some areas may help, but such a (6) _____ may not actually diminish the number of cars coming into the city. What has happened in effect is that the (7) _____ of the private car have become the number one priority, and the older functions of the city centre as meeting (8) _____ and focus for social life have been lost. The new city cannot (9) _____ without a series of ring roads. Giant car parks are its new palaces and cathedrals. During the working hours of the day, there is the constant (10) _____ of traffic, but at night the centre is almost empty, apart from a few homeless in doorways. Most people have (11) _____ back to the suburbs, and very few of those who live in the centre have cars, for often there is nowhere to park them. The old city, with its narrow streets, may still retain a lively (12) _____ but that may be because it exists as an island, where no cars are (13) _____. Unless the local authorities have not yet plucked up the courage to (14) _____ most traffic from the streets, in which case the city centre is (15) _____ by day, and a gigantic car park by night.

1	A far	B long	C much	D even
2	A area	B roads	C space	D speed
3	A vehicles	B pedestrians	C drivers	D areas
4	A this	B noise	C congestion	D traffic
5	A means	B transport	C order	D restrictions

6	A area	B issue	C solution	D way
7	A numbers	B needs	C car parks	D uses
8	A people	B others	C place	D this
9	A build	B survive	C plan	D construct
10	A din	B amount	C parking	D filling
11	A parked	B left	C commuted	D got
12	A activity	B role	C air	D population
13	A going	B permitted	C banned	D entering
14	A leave	B direct	C ban	D regulate
15	A surrounded	B sparse	C congested	D deserted

Task 4

Write your answers on the separate answer sheet. Read the text below. For questions (1-5) choose the correct answer (A, B, C or D).

Travelling Off the Beaten Path

In recent years, more tourists have been looking for unique and authentic experiences rather than visiting overcrowded landmarks. They want to 1. _____ themselves in the local culture, try regional food, and explore places that are not listed in every travel guide. This new trend in tourism has led to the rise of so-called “slow travel,” where visitors spend 2) _____ time in one place to better understand its traditions, people, and environment. It’s not just about checking places off a list – it’s about meaningful experiences. However, slow travel requires more planning. Tourists 3. _____ consider local customs, transport schedules, and even the impact they might have on the environment. Respect and awareness are key. Some destinations have even started limiting the number of visitors to protect their natural beauty and cultural heritage. 4. _____ this can disappoint some travellers, it helps ensure that tourism remains sustainable in the long term. 5. _____ more people choose this way of travelling, we may see a positive shift in how tourism affects local communities and ecosystems.

1

- A) enjoy
- B) immerse
- C) explore
- D) involve

2

- A) more
- B) little
- C) fewer
- D) least

3

- A) must
- B) may
- C) would
- D) can

4

- A) Because
- B) While
- C) Although
- D) Since

5

- A) When
- B) Unless
- C) Until
- D) If

Vocabulary: Tourism & Travelling (B2–C1)

1. **Itinerary** – маршрут, план подорожі
Our itinerary includes three cities in five days.
2. **Getaway** – коротка відпустка
They planned a weekend getaway in the countryside.
3. **Excursion** – коротка подорож/екскурсія
We went on a guided excursion to the waterfalls.
4. **Sightseeing** – огляд визначних місць
Sightseeing in Rome was the highlight of our trip.
5. **Backpacker** – турист із рюкзаком
Backpackers often stay in hostels to save money.
6. **Jet lag** – зміна часових поясів
I had terrible jet lag after my flight to Tokyo.
7. **Resort** – курорт
They stayed in a luxury resort by the sea.
8. **Tourist trap** – туристичне місце з завищеними цінами
That market was a total tourist trap.
9. **Sustainable tourism** – сталий туризм
Sustainable tourism supports local communities.
10. **Travel insurance** – туристичне страхування
Always buy travel insurance before going abroad.
11. **Accommodation** – житло
They booked their accommodation months in advance.
12. **Culture shock** – культурний шок
She experienced culture shock when she moved to India.
13. **Travelogue** – розповідь про подорож
His travelogue was published in a well-known magazine.
14. **Tour operator** – туроператор
Our tour operator arranged everything perfectly.
15. **Off the beaten track** – далеко від туристичних місць
We found a beautiful village off the beaten track.

16. **Red-eye flight** – нічний переліт
I hate taking red-eye flights — I never sleep well.
17. **All-inclusive** – все включено
They went for an all-inclusive vacation in Greece.
18. **Package tour** – пакетна турпоїздка
The package tour included flights and hotel.
19. **Customs** – митниця
He was stopped at customs for carrying too much alcohol.
20. **Embark** – сідати на корабель/літак
We embarked on a cruise around the Mediterranean.
21. **Disembark** – сходити (з корабля, літака)
Passengers disembarked in the early morning.
22. **Globetrotter** – людина, що багато подорожує
She's a real globetrotter, always in a new country.
23. **Overbooked** – переброньований
Our flight was overbooked and we had to wait hours.
24. **Recreational** – для відпочинку
They offer many recreational activities like kayaking.
25. **Jetsetter** – людина, що часто подорожує розкішно
He lives like a jetsetter, flying business class everywhere.
26. **Transit** – пересадка, транзит
We were in transit for five hours in Dubai.
27. **Scenic route** – мальовничий маршрут
We took the scenic route through the mountains.
28. **Travelogue** – щоденник мандрівника
Her blog is a fascinating travelogue of Asia.
29. **Lodging** – тимчасове житло
Lodging in that village was basic but clean.
30. **Custom itinerary** – індивідуальний маршрут
They booked a custom itinerary with a private guide.

Fill in the gaps using the words from the box. There are 5 extra words.

Words:

backpacker · travel insurance · customs · itinerary · scenic route · disembark · sightseeing · tourist trap · getaway · overbooked · red-eye flight · lodging · culture shock · sustainable tourism · all-inclusive

1. We decided to take the _____ through the mountains instead of the highway because we wanted to enjoy the views.
2. After twelve hours in the air, we finally got to _____ and stretch our legs.
3. He felt a bit overwhelmed by the new traditions and language, experiencing some mild _____.
4. Our flight was _____, so we had to wait until the next morning to fly.
5. If you're travelling abroad, it's smart to buy _____ in case your luggage is lost or you need medical care.
6. She had planned a weekend _____ to a small spa town just two hours away.
7. During our trip to Rome, we spent the whole day _____ and visiting museums.
8. When we crossed the border, the officer at _____ checked all our documents and bags.
9. That market is such a _____ — everything is overpriced and targeted at foreigners.
10. We booked an _____ holiday, so all our meals and drinks were included.

GRAMMAR FOCUS

Modal Verbs

Task 1: A Mystery at the Museum

Complete the text using the appropriate **modal verbs** in the correct form. Use each verb only once if possible:

(**can, could, must, might, may, should, would, need, have to**) – also in **perfect forms** where needed (*e.g. must have taken*).

Last night, something strange happened at the city museum. A priceless statue disappeared, and no one knows exactly how it happened. The alarm system was working, so the thief (1) _____ known exactly how to avoid it. Security footage shows nothing unusual — the cameras (2) _____ been switched off remotely.

The curator thinks it (3) _____ been an inside job, because only staff members have keys to the storage area. One guard says he heard a noise around midnight, but he (4) _____ paid more attention — it might have been the moment the crime occurred.

Interestingly, the statue (5) _____ been taken out through the main entrance — the doors were locked from the inside. Investigators believe the thief (6) _____ used a hidden passage that hasn't been in use for years.

The police are reviewing all records. By now, they (7) _____ interviewed everyone on the night shift. One cleaner, who left early, (8) _____ seen something suspicious — but she didn't report anything. She (9) _____ thought it was important, or perhaps she was afraid.

Whatever the case, the thief (10) _____ highly skilled. The way the statue was removed without a trace shows serious planning.

Task 2: Making Big Decisions

Fill in the blanks with suitable **modal verbs** (in present, past or future meaning). Choose from: **(should, ought to, could, would, might, must, can't, needn't, may)** + correct verb forms.

Career Crossroads

After ten years in corporate law, Sandra began to question her career path. She had been promoted several times, and many said she (1) _____ felt proud — but she didn't. Something was missing.

Her friends said she (2) _____ take a break before deciding anything drastic. Others insisted she (3) _____ have stayed, just for the salary. But Sandra knew that money wasn't everything.

A few years ago, she (4) _____ become a human rights lawyer, but the timing never felt right. Looking back now, she realizes she (5) _____ listened to her instincts more.

When she finally handed in her resignation, her boss was shocked. “You (6) _____ be serious!” he said. But Sandra calmly explained her reasons.

Now she’s planning to travel and volunteer. “I (7) _____ not have all the answers,” she says, “but I know I need this.”

Some of her colleagues say she (8) _____ regret it. Others admire her courage. Sandra believes she (9) _____ find meaning where she can truly help others.

Ten years from now, she hopes she (10) _____ look back and say, “*That was the best decision I ever made.*”

Module 6

Food. National Cuisine. Healthy Food.

Task 1

Thinking of a career in food or nutrition?

The world of food is as varied and colorful as the cuisines it represents. From chefs to nutritionists, food bloggers to researchers, each person brings a different flavor to this ever-growing industry. So what kind of qualities and challenges are part of this career path?

A. Liam Cheng

Liam is a trained nutritionist who works in a public hospital. His job is to create tailored meal plans for patients recovering from surgery or managing chronic illnesses. "The hardest part," he says, "is convincing people to change lifelong habits. But once they see the results, it becomes rewarding." He emphasizes the importance of staying updated with the latest research. "I dedicate a lot of time to reading scientific papers," he adds. Liam regrets not doing a culinary course earlier, which would help him suggest more practical meal ideas.

B. Elena Gruber

Elena is a professional chef and owner of a small but popular plant-based restaurant in Berlin. She believes food has the power to heal not only the body, but the planet too. "We use organic, local produce, and avoid waste as much as possible." Despite initial doubts from her family, Elena says she's glad she followed her dream. "I had to work twice as hard to prove myself, but now I teach cooking classes and mentor young chefs. There's a huge shortage of plant-based chefs with real skill, so I'm always looking to train others."

C. Omar Al-Rashid

Omar is a travel food vlogger who explores national cuisines around the world. From Mongolian stews to Peruvian ceviche, he documents everything on his YouTube channel. "People often think it's just eating for fun," he laughs. "But filming, editing, and fact-checking are hard work." Once, he misnamed a traditional Kurdish dish and received hundreds of angry comments. "It taught me to be more respectful and accurate," he admits. Omar is planning to create a documentary series on the cultural roots of food rituals across different continents.

D. Sophia Mendez

Sophia is a high school teacher who leads a food education program for teenagers. She teaches them how to read food labels, understand nutrition, and even grow their own herbs. “Teenagers can be skeptical,” she says, “but when they start experimenting with healthy recipes, they often surprise themselves.” She recalls one project where students had to go without sugar for a week – and many kept going after that. “Education can spark real change,” she adds. She’s now working on an online course to reach even more students nationwide.

E. Jacob Feldman

Jacob is a food anthropologist. He studies the connection between food and culture, especially how traditional diets affect modern health. "In some Mediterranean communities, for instance, people live longer partly due to their diet and lifestyle." He often travels to remote areas to document food preparation techniques before they disappear. “Many young people leave villages, and recipes vanish with them,” he explains. Although the job isn’t high-paid, he finds it deeply fulfilling. He warns that ultra-processed foods are rapidly replacing traditional, healthy meals even in isolated places.

Which person...

1. changed their attitude after being publicly corrected?
2. refers to a shortage of skilled professionals in their field?
3. regrets not getting additional training earlier?
4. is concerned about young people losing cultural knowledge?
5. says financial gain is not the main motivation?
6. is using education to encourage healthier eating habits?
7. warns about the global spread of unhealthy food habits?
8. helps people build a better relationship with food after illness?
9. mentions having to work harder to earn credibility?
10. uses their platform to document food around the world?
11. had to prove others wrong about their career choice?
12. says respect for cultural accuracy is essential in their work?
13. is developing a wider-reaching educational program?
14. is involved in teaching others how to cook?
15. talks about the importance of staying updated with scientific knowledge?

Task 2

THE FUTURE OF FOOD: RETURN TO THE ROOTS OR HIGH-TECH DINNER?

All over the world, the way we eat is changing — and fast. While supermarkets are packed with processed and frozen meals, there's a growing movement pushing us to reconnect with real food. (1) _____. Instead, they choose organic, locally grown produce and cook meals from scratch. But are these trends just a fashion, or a real answer to global health and environmental problems?

Much of modern food culture is driven by speed and convenience. In busy cities, many people don't have the time or energy to cook, so they reach for ready-made meals or fast food. (2) _____. According to WHO, poor diets are now a leading cause of disease globally. More than 39% of adults worldwide are overweight, and the number is rising, even in countries that once struggled with hunger.

At the same time, awareness is growing. In countries like Italy and Japan, traditional eating habits are being promoted as a way to preserve both cultural identity and health. (3) _____. For example, the Mediterranean diet — rich in olive oil, vegetables, legumes, and fish — is associated with lower rates of heart disease and increased life expectancy. Similarly, the traditional Japanese diet emphasizes balance, small portions, and fermented foods that are good for digestion.

While some believe the answer lies in the past, others are looking toward the future. Scientists and entrepreneurs are developing lab-grown meat, plant-based proteins, and 3D-printed food. (4) _____. Lab-grown meat could drastically reduce animal farming — one of the biggest contributors to climate change. Still, many consumers are skeptical about “synthetic” foods, and the technology remains expensive.

One interesting development is the return of interest in food as a communal activity. Cooking and eating together, something that has been central to cultures for thousands of years, is being rediscovered.

(5) _____. From local cooking classes to urban gardens and farm-to-table restaurants, the idea is not just to eat — but to connect. People are learning where their food comes from, how it's grown, and how it affects their bodies and the planet.

So, what does the future hold? Will we all end up eating nutrition pills and printed snacks? Or will we find a way to combine old wisdom with modern science? (6) _____. But one thing is clear: food is more than just fuel. It's tradition, culture, and identity — and it deserves more attention than a quick bite between meetings.

Options:

- A. This has led to a global increase in obesity, diabetes, and other diet-related illnesses.
- B. As with many modern challenges, the answer is likely somewhere in the middle.
- C. These diets not only offer nutritional benefits but also help maintain cultural heritage.
- D. Many people now avoid processed foods entirely.
- E. Restaurants that offer fast food are becoming less popular in developing countries.
- F. These innovations promise a more sustainable and ethical future for food production.
- G. In response, many governments have banned sugar in school lunches.
- H. This movement encourages people to slow down and enjoy the process of making food.

Task 3

Read the text below. For questions 1–15, choose the correct answer (A, B, C or D). Write your answers on a separate answer sheet.

The Changing Plate: Traditional Food and Healthy Choices

In recent years, more and more people have started to question what they eat. From fast food chains on every corner to endless shelves of ready meals, modern diets have become heavily (1) _____ by convenience rather than nutrition. As a result, many are now trying to (2) _____ their eating habits and return to healthier, more traditional ways of preparing meals.

Traditional cuisine in many countries was originally based on fresh, seasonal ingredients and local produce. This kind of diet was usually more balanced and (3) _____ nutritious than the highly processed meals common today. For example, the Japanese diet, rich in vegetables and fish, is often (4) _____ for its health benefits and connection to long life expectancy.

The problem today is that traditional cooking takes time, which is something few people seem to (5) _____. Cooking from scratch, using raw ingredients, may seem old-fashioned, but it's one of the

best ways to control what (6) _____ into your food. Home cooks can avoid unnecessary sugar, salt and artificial additives that are so common in processed items.

Governments and health organizations have also stepped in to (7) _____ awareness of the link between diet and health. Campaigns to reduce sugar (8) _____, encourage daily fruit and vegetable intake, and improve school meals have begun to make an impact in some countries. However, the fast-food industry remains a major (9) _____ to healthy eating. Cheap, high-calorie meals and aggressive advertising (10) _____ to people's busy lifestyles and tight budgets.

On the other hand, many younger people are discovering traditional recipes thanks to social media and cooking shows. Watching a video of a grandmother making pasta by hand or a chef preparing fermented vegetables can (11) _____ people to experiment in their own kitchens. In some cultures, food is more than just nutrition — it is a (12) _____ of love, hospitality and community.

But not all traditional diets are healthy just because they're old. Some contain too much fat, salt or meat, which may (13) _____ health risks if eaten in large quantities. The key is to learn from the past without repeating its mistakes. A modern approach to food should be both culturally respectful and (14) _____ to today's health knowledge.

In the end, perhaps the ideal diet is one that (15) _____ the best of both worlds: the flavor and wisdom of tradition, and the balance and science of modern nutrition.

Options

1.

- A. managed
- B. driven
- C. pushed
- D. influenced

2.

- A. adjust
- B. avoid

- C. improve
- D. organize

3.

- A. properly
- B. strongly
- C. naturally
- D. particularly

4.

- A. praised
- B. raised
- C. formed
- D. defined

5.

- A. take
- B. make
- C. spend
- D. have

6.

- A. comes
- B. adds
- C. goes
- D. puts

7.

- A. offer
- B. raise

- C. expand
- D. collect

8.

- A. supplies
- B. levels
- C. intakes
- D. products

9.

- A. solution
- B. suggestion
- C. challenge
- D. limitation

10.

- A. relate
- B. respond
- C. appeal
- D. belong

11.

- A. expect
- B. influence
- C. prepare
- D. inspire

12.

- A. symbol
- B. point

- C. type
- D. sign

13.

- A. reduce
- B. follow
- C. pose
- D. match

14.

- A. opposite
- B. connected
- C. creative
- D. adapted

15.

- A. includes
- B. combines
- C. allows
- D. decides

Task 4

Read the text below. For questions (1–5), choose the correct answer (A, B, C or D). Write your answers on a separate answer sheet.

Back to the Kitchen

In recent years, more and more people have become interested in healthy food and traditional ways of cooking. This trend is especially strong among those who are tired of eating fast food and processed meals. Many of them are now 1) _____ to cook at home using natural, local ingredients.

Cooking at home not only helps people eat better, but it also allows them to explore their cultural traditions.

In countries like Italy or Thailand, national dishes are made with simple but fresh ingredients. For example, a real Italian tomato sauce contains only tomatoes, garlic, olive oil and herbs — nothing artificial. Many chefs believe that traditional meals are not just healthier, but also 2) _____ more delicious than modern fast food options.

The problem is that many people don't know how to cook anymore. Schools often don't include cooking in their programs, and families are 3) _____ busy to prepare food together. As a result, some people grow up without learning even basic skills, like how to boil an egg or cut vegetables safely.

Governments and health experts 4) _____ that food education is necessary. They suggest that young people should be taught how to prepare easy, healthy meals. 5) _____ they know how to cook, they're more likely to eat well and live longer.

Options:

1.

- A. choosing
- B. deciding
- C. trying
- D. making

2.

- A. far
- B. much
- C. very
- D. more

3.

- A. always
- B. too
- C. extremely
- D. also

4.

- A. agree
- B. support
- C. advise
- D. argue

5.

- A. If
- B. When
- C. While
- D. Unless

1. **Culinary** – кулінарний

She took a culinary course in Paris to learn French cooking techniques.

2. **Gastronomy** – гастрономія, вивчення культури їжі

Italian gastronomy is known for its rich history and use of fresh herbs.

3. **Artisan** – ремісничий, виготовлений вручну

The bakery offers artisan sourdough bread made with natural yeast.

4. **Preservatives** – консерванти

Processed foods often contain artificial preservatives to extend shelf life.

5. **Wholegrain** – цільнозерновий

Nutritionists recommend eating wholegrain pasta instead of white pasta.

6. **Refined sugar** – очищений цукор

Cutting down on refined sugar can drastically improve your health.

7. **Malnutrition** – недоїдання, дефіцит поживних речовин

Despite eating regularly, poor diet may still lead to malnutrition.

8. **Overconsumption** – надмірне споживання

Overconsumption of salt is a common cause of high blood pressure.

9. **Locally sourced** – локального походження

The restaurant prides itself on using only locally sourced ingredients.

10. **Sustainable agriculture** – сталий (екологічний) спосіб ведення сільського господарства

Sustainable agriculture aims to protect the environment and biodiversity.

11. **Antioxidants** – антиоксиданти

Berries are rich in antioxidants that help prevent cell damage.

12. **Fermented foods** – ферментовані продукти

Kimchi and sauerkraut are popular examples of fermented foods.

13. **Nutrient-dense** – поживний, багатий на корисні речовини

Avocados are considered a nutrient-dense superfood.

14. **Cultural heritage** – культурна спадщина

Traditional dishes are often seen as part of a nation's cultural heritage.

15. **Umami** – п'ятий базовий смак (м'ясний, насичений)

Miso soup has a strong umami flavour that enhances other ingredients.

16. **Probiotic** – пробіотик, корисна бактерія

Probiotic yoghurts support healthy digestion.

17. **Caloric intake** – калорійність споживання

She adjusted her caloric intake to match her fitness goals.

18. **Ethnic cuisine** – етнічна кухня

London offers a wide variety of ethnic cuisines from around the globe.

19. **Plant-based** – рослинного походження

More people are switching to plant-based diets for ethical reasons.

20. **Fortified** – збагачений (вітамінами/мікроелементами)

Many cereals are fortified with iron and vitamin B12.

21. **Fusion cuisine** – ф'южн кухня (поєднання кулінарних традицій)

Fusion cuisine combines Asian flavours with European cooking techniques.

22. **Gourmet** – витончений, вишуканий

They prepared a gourmet three-course meal using organic ingredients.

23. **Mindful eating** – усвідомлене харчування

Mindful eating helps people reconnect with hunger and fullness cues.

24. **Dehydrated** – зневоднений

Dehydrated fruits are a convenient snack but often high in sugar.

25. **Artificial flavouring** – штучні ароматизатори

Avoid snacks with artificial flavouring and colourants.

26. **Indigenous ingredients** – автохтонні, місцеві інгредієнти

Peruvian cuisine uses many indigenous ingredients like quinoa and maize.

27. **Staple food** – основний продукт

Rice is a staple food in many Asian countries.

28. **Dietary restrictions** – обмеження в харчуванні

The menu includes options for people with dietary restrictions.

29. **Satiety** – відчуття ситості

High-fiber meals promote longer satiety and reduce snacking.

30. **Culinary tradition** – кулінарна традиція

The culinary traditions of India are deeply tied to its religion and climate.

malnutrition – fortified – culinary – staple food – gourmet – antioxidant – satiety – overconsumption
– probiotic – mindfully – fusion – umami – refined sugar – caloric intake – wholegrain

1. People who rely on cheap processed foods are at high risk of _____, even if they eat three times a day.
2. Japanese miso soup is famous for its deep _____ flavour, which is hard to describe but extremely satisfying.
3. A good diet should include foods that are rich in _____, which help reduce inflammation and ageing.
4. Instead of eating on autopilot, try to eat more _____, paying attention to your body's signals.
5. Quinoa has recently become a popular _____ in many health-conscious households around the world.

6. Many breakfast cereals are _____ with vitamins and minerals like iron or B12.
7. He studied _____ arts in Florence and now runs a restaurant that's booked for months in advance.
8. Yoghurts containing _____ cultures are recommended after a course of antibiotics.
9. One key reason for weight gain is the _____ of high-fat and high-sugar products.
10. She calculated her daily _____ using a fitness app and realised she was eating far more than needed.
11. Dishes in this restaurant combine Thai, Italian and Peruvian ingredients – a true example of _____ cuisine.
12. Instead of white bread, try _____ options – they're better for digestion and blood sugar levels.
13. Some chefs refuse to use _____ in desserts, opting for natural sweeteners like honey or dates.
14. After a bowl of oatmeal with seeds and fruit, I felt a strong sense of _____ for several hours.
15. The seven-course _____ dinner was a mix of rare ingredients and impeccable presentation.

GRAMMAR FOCUS

Conditional Sentences

Task 1: Conditional Dilemmas

Complete the sentences below with the correct form of the verb in brackets. Use **all types of conditional sentences** where appropriate.

Facing Consequences

1. If people (**pay**) more attention to their digital security, fewer online scams would succeed.
2. I (**not forget**) your birthday if I hadn't been so busy with the conference.
3. If you heat water to 100°C, it (**boil**).
4. If he (**ask**) me for help yesterday, I would have supported him.

5. If you work hard, you **(see)** results — just be patient.
6. She would travel more if she **(have)** a more flexible job.
7. If the team had practiced more, they **(win)** the tournament last weekend.
8. If I **(be)** you, I wouldn't accept that offer — it sounds suspicious.
9. If they had listened to the warning, the accident **(not happen)**.
10. If she **(not break)** her leg, she might be running in the marathon today.

Task 2: Time Machine – A Mixed Conditional Story

Complete the story below using the correct **conditional verb forms** (zero, first, second, third, or mixed).

If I Could Go Back...

If I ever built a time machine, I **(1)** _____ / **not use** it for fame or money. I'd fix my biggest mistakes.

If I **(2)** _____ / **study** engineering instead of business, I'd probably be building real machines by now. But I didn't. I chose what seemed "safe," and I've regretted it ever since.

There's one day I keep thinking about: the day I turned down that internship abroad. If I **(3)** _____ / **take** it, I **(4)** _____ / **live** in Japan for a year, learn the language, and maybe stay. But I was scared. I thought I wasn't ready.

My life now? It's not bad. But if things **(5)** _____ / **go** differently back then, I might not be stuck in an office doing spreadsheets all day.

Still, it's never too late. If I **(6)** _____ / **get** that scholarship next month, I'll apply for the robotics program I always dreamed about. And if I succeed, I **(7)** _____ / **inspire** others who also made safe choices — and now want something more.

Because if you **(8)** _____ / **never try**, you'll never know what's possible.

Module 7

Shopping. Shopping Malls.

Task 1

Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use. Write your answers on the separate answer sheet.

TOP SHOPPING MALLS

1 _____

The Grove

Infuse your shopping experience with some Hollywood style at this LA staple – a shopping destination with trendy stores, famous clientele and even a few paparazzi. Scope out the goods at stylish shops including Anthropologie, Madewell, UGG Australia and Johnny Was. And just in time for the holidays, top off a day of shopping with a sweet treat at Sprinkles Cupcakes, coming in November 2012. A savvy shopper can give his feet a rest and take a ride on the Grove Trolley, the free electric trolley that runs between the Grove and the nearby farmers market.

2 _____

Mall of America

Welcoming over 30 million visitors every year, the Mall of America knows what attracts the crowds. In addition to having a fantastic collection of stores, they also provide shoppers with a little entertainment. First, there are a number of restaurants for you to get refuelled. Second, you can watch a movie at one of the 14 available screens. Last, there is an amusement park and aquarium right inside the mall. Oh, and you could get married here as well.

3 _____

Rodeo Drive

For those who have never heard of Rodeo Drive before, you should know that it has absolutely nothing to do with cattle or westerns. In fact, nothing could be farther from the truth. This fascinating shopping district is where the elite come to play and where the rest of us learn the art of window-shopping. Versace, Yves Saint-Laurent, Gucci and Cartier are only a few of the mega names that call this zip code home.

4 _____

Ala Moana Centre

What could drag you away from the ocean breezes and Mai Tais? Well, the largest open air shopping centre in the world of course. Over 50 million visitors walk through its many aisles every year. Another great reason to visit the Ala Moana Centre is its 'Centrestage' where you can watch a number of fantastic performances. There is also an array of restaurants for you to enjoy. Whether you are in the mood for a quick bite to eat or a relaxing dining experience, you can find it here.

5 _____

The Galleria Dallas

The Galleria Dallas is a great mixture of high-end and affordable shopping. Offering you famous brands from Gucci to Gap and Pottery Barn to Bath & Body Works you could spend an entire day here and still not get to see it all. Of course, when you get tired of shopping you can always make your way to the ice rink and strut off your Olympic talents. Prefer just to watch? Enjoy a great meal at one of the restaurants that surround the rink and enjoy the show.

6 _____

West Edmonton-Mall

Claiming to be the largest shopping mall in all of North America, the West Edmonton Mall is worth visiting. There are of course a huge number of stores for you to explore but it also has a great selection of other attractions for its guests... all 20 million of them. There is the World Waterpark, movie theatres, dinner theatre, casino, petting zoo, Ice Palace and much more. It even has its own hotel.

This place is worth visiting because...

A it provides you with a chance to breathe fresh air

B it has the biggest number of cinemas

C the visitors can go skating there

D you can see the latest fashion trends there

E the shoppers can take a free ride during the visit

F you go there only at night

G you can easily find accommodation

H the visitors can drive mini vans inside it

Task 2

Choose from (A–H) the one which best fits each space (1–6). There are two choices you do not need to use.

Shopping Centres: A Modern Experience

Shopping malls have become a defining feature of modern life, especially in large cities. Originally designed as places to simply purchase goods, malls now function as social spaces where people can meet, eat, relax, and enjoy entertainment. One major reason for this shift is the fact that many malls are now (1) _____, offering cinemas, cafés, kids' play zones and even indoor amusement parks.

Although online shopping is becoming increasingly popular, shopping centres still attract large numbers of customers. For many people, it's about more than just buying things — it's the experience that matters. Some people go to malls just to (2) _____, look at the window displays and feel the energy of the place.

Another factor behind the popularity of malls is convenience. In just a few hours, you can buy clothes, get a haircut, and enjoy lunch with friends. Shopping centres are especially useful in bad weather, (3) _____ under one roof.

However, not everyone supports the rise of the shopping mall. Local businesses often suffer when large malls are built, because (4) _____. Big chains can afford to sell items more cheaply, which smaller stores struggle to compete with.

There are also environmental concerns. Shopping malls can use a lot of energy and resources, especially large complexes with escalators, air conditioning, and artificial lighting. In response to this, some developers are (5) _____ to make shopping centres more sustainable. These efforts include solar panels, recycling bins, and better energy management systems.

Ultimately, the future of shopping malls may depend on their ability to adapt. In a digital age, successful malls must become more than just places to shop — they need to (6) _____ and offer unique experiences that people can't find online.

A offering a full range of activities and services

B shifting towards eco-friendly innovations

C attract online customers with free shipping

- D** walk around without necessarily buying anything
- E** they offer more personalised service
- F** they offer everything in one location
- G** they drive customers away from local shops
- H** create a sense of community and excitement

Task 3

Shopping and Consumer Culture

For many people today, shopping is not just a practical activity — it is a form of entertainment, a way to spend free time and enjoy modern consumer life. Shopping malls, in particular, have become places that (1) _____ more than just shops: they include cinemas, cafés, gyms and beauty salons. What used to be a purely commercial experience is now a cultural (2) _____ .

These huge commercial centres are designed to keep people inside for hours — with no windows, pleasant lighting and relaxing music. In fact, the (3) _____ of many modern malls is based on psychological principles that encourage longer visits and more spending. Customers are more likely to buy when they feel relaxed and (4) _____ .

However, the rise of online shopping has led many people to question the future of physical stores. While e-commerce is fast and convenient, it cannot (5) _____ the atmosphere or social element of a trip to the mall. Some consumers miss the chance to touch products, try on clothes, and get immediate feedback from sales assistants.

To adapt, many malls are (6) _____ their spaces: hosting events, offering cooking workshops, and turning shopping into a lifestyle experience. Still, some believe this is not enough. As real estate prices rise and online platforms grow, malls in some regions have been forced to (7) _____ altogether.

The situation is especially difficult for small local businesses that can't (8) _____ with giant international brands. These chains often dominate shopping centres, leaving little space for independent shops to (9) _____ .

Despite these challenges, shopping remains a central part of urban culture — not only as a necessity, but also as a way of expressing identity. From luxury stores to budget outlets, the shopping mall continues to (10) _____ a powerful role in our everyday lives.

1. A offer
 - B occupy
 - C replace
 - D move
2. A atmosphere
 - B movement
 - C ritual
 - D tradition
3. A construction
 - B layout
 - C amount
 - D organization
4. A distracted
 - B enthusiastic
 - C confused
 - D comfortable
5. A boost
 - B evaluate
 - C deliver
 - D replicate
6. A transforming
 - B ignoring
 - C simplifying
 - D abandoning
7. A close down
 - B double size
 - C drop out
 - D grow back
8. A match
 - B shop
 - C work
 - D compare
9. A compete
 - B launch

C survive

D attract

10. A display

B host

C play

D demand

Task 4

Read the text below. For questions (1-8) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

The Science of Shopping

Have you ever wondered why most supermarkets basically look the same? It's not because supermarket companies 1) _____ imagination; the fact is most supermarkets are designed with the same theories in 2) _____. Environmental psychologists study how people react to their surroundings, and in recent years, retail companies have used this science to increase sales in their shops. Take a closer look 3) _____ the common supermarket. In most supermarkets the first section

customers arrive at when they go through the entrance is fruit and vegetables. At first glance, it doesn't 4) _____ sense; these items can easily get damaged and would be more suitably displayed at the end of the shopping trip. But environmental psychologists have discovered that after customers buy healthy products, they feel 5) _____ guilty about buying unhealthy products. Think about where the milk and bread are kept in your supermarket. These products are examples of 'destination items'; items that 6) _____ people buy when they visit a shop. Companies place destination items at the back to force customers to walk through the shop and see more products.

What can customers do to 7) _____ being the victims of these techniques? The best idea is to write a list of the items you need before you go shopping, whether it is for groceries or clothes, and stick 8) _____ it as strictly as you can.

1	A	lack	B	lose	C	miss	D	deny
2	A	brain	B	thought	C	mind	D	head
3	A	at	B	for	C	of	D	to
4	A	be	B	do	C	make	D	seem
5	A	fewer	B	little	C	least	D	less
6	A	main	B	every	C	most	D	whole
7	A	avoid	B	refuse	C	omit	D	deny
8	A	at	B	on	C	in	D	to

1. **Bargain** — вигідна покупка
I found a real bargain in the clearance section.
2. **Browse** — переглядати (товари)
I like to browse through shops before deciding.
3. **Retail** — роздрібна торгівля
He works in retail and deals with customers daily.
4. **Consumer** — споживач
Today's consumer is more informed than ever.
5. **Aisle** — прохід між рядами
The milk is in aisle 7 next to the yogurt.
6. **Checkout** — каса
I waited 10 minutes at the checkout.
7. **Cashier** — касир
The cashier was very polite and helpful.
8. **Discount** — знижка
There's a 20% discount on all shoes today.
9. **Refund** — відшкодування
If the item is damaged, you can request a refund.
10. **Receipt** — чек
Don't forget to keep your receipt.
11. **Expenditure** — витрати
Our monthly expenditure on groceries is rising.

12. **Loyalty card** — картка постійного клієнта
I collect points with my loyalty card.
13. **Impulse buying** — імпульсивна покупка
Impulse buying can lead to financial issues.
14. **Window shopping** — розгляд вітрин
We went window shopping without buying anything.
15. **Shopaholic** — шопоголік
She's a total shopaholic and buys clothes weekly.
16. **Exclusive** — ексклюзивний
This handbag is only available in exclusive stores.
17. **Retail therapy** — шопінг для покращення настрою
Some people rely on retail therapy to relieve stress.
18. **Overpriced** — завищена ціна
That jacket is nice but totally overpriced.
19. **Outlet** — торговий центр (знижки)
We visited the outlet mall and bought brand clothes cheaply.
20. **Counter** — прилавок
The perfumes are kept behind the glass counter.
21. **Limited edition** — обмежений тираж
I bought a limited edition pair of sneakers.
22. **Stock** — асортимент / запаси
The store has a wide stock of home appliances.
23. **Customer service** — обслуговування клієнтів
Their customer service is excellent.
24. **Queue** — черга
I had to stand in a long queue to buy the dress.
25. **Fitting room** — примірочна
She spent 20 minutes in the fitting room.
26. **Sales assistant** — продавець-консультант
The sales assistant helped me find the right size.
27. **Mall** — торговий центр
The new mall has over 100 stores.
28. **Return policy** — політика повернення
Always check the return policy before buying.

29. **Checkout counter** — касовий прилавок

Please proceed to the checkout counter.

30. **In stock** — у наявності

Sorry, that item is not currently in stock.

Complete the sentences with the correct word from the box. There are two extra words.

Words:

bargain refund checkout shopaholic loyalty card retail receipt overpriced impulse
buying fitting room return policy exclusive

1. I couldn't resist the _____ — it was 70% off the original price.
2. Always ask about the store's _____ before purchasing expensive electronics.
3. She didn't plan to buy anything, but ended up spending a fortune on _____.
4. You can't get a _____ without the original _____.
5. I had to wait ten minutes at the _____ just to pay for one item.
6. This store only sells _____ designer clothes that you can't find anywhere else.
7. He tried the jacket on in the _____, but decided not to buy it.
8. If the product is faulty, you are entitled to a full _____.
9. My sister is a real _____ — she goes shopping every weekend.
10. You'll collect points faster if you use your _____ every time you shop.

GRAMMAR FOCUS

The Infinitive

Task 1: Choose the Right Infinitive

Complete each sentence with the correct **infinitive construction** of the verb in brackets. Use **to-infinitive**, **bare infinitive**, **perfect infinitive**, or **passive infinitive**, depending on context.

1. She appears (**work**) harder since the promotion.
2. We expected him (**arrive**) by 8 p.m., but he didn't show up.
3. They must (**know**) the truth — someone should have told them by now.
4. I'd rather you (**stay**) home tonight.

5. The manager seems (**deal**) with similar issues before.
6. He is said (**speak**) five languages fluently.
7. The guests were happy (**invite**) to such a prestigious event.
8. You shouldn't (**leave**) your documents on the table — someone might take them.
9. She was disappointed (**not/select**) for the scholarship.
10. He claimed (**see**) the incident, but his story didn't add up.

Module 8

Society & Social Problems.

Task 1

You are going to read a magazine article about four women who are referees or umpires in different sports. For questions 1-15, choose from the women (A-D). The women may be chosen more than once.

A Ann Handley

B Dave Armano

C Carol Krishner

D Debbie Weil

E Tristan Hussey

Why do people start writing blogs?

Read the personal stories of five bloggers

Ann Handley Like many of my school friends, I used to spend hours every day writing a diary. But while they kept them hidden under their beds, I needed an audience, interaction and feedback. One day, my teacher encouraged me to join a pen friend organization and I used to write pages of fascinating detail about my teacher, my friends, my dog ... I even invented a few personalities, the details of which were far more interesting than my own life. So when one of my colleagues explained to me what blogging was all about – the frequent postings, the feedback, the trackbacks

– I felt confident that I already knew all about it. I am now a marketing specialist and my blog is a business tool. But at the same time I am reliving the joy of communicating and the thrill of the conversation.

Dave Armano A year ago I was a professional minding my own business. When I started reading blogs, I would say to myself: 'There's so much information out there – so many smart people.' I decided to start my own blog, but I had no idea what I was doing. I was basically nobody and I was trying to get people to listen to me. What was I thinking? But then I created a visual for my blog and before I knew it, I had all these other blogs linking to me – doing weird stuff like trackbacks. I had no idea what a trackback was, but I went from forty hits a day to close to a hundred overnight. It was amazing! That's when I stopped to think: if I wanted traffic, I needed to get some good content there, and that's what really worked for me.

Carol Krishner It's great to have my personal blog because I feel free and if I make mistakes I learn from the experience. I'm a lecturer and it's refreshing to be able to step outside my academic interests and into a different world. But it's interesting that when you choose topics to write about you give others hints about yourself, and people do get to know you. So it's not the thing to do if you want to remain anonymous. One of the first lessons I learnt is that the blogosphere is a genuine community. After asking a question in a blog comment about what qualities are needed in a good blog, I soon got spot-on advice from a blogger I didn't even know. Then I had an invitation to a local face-to-face blogger meet-up, which was an amazing experience.

Debbie Weil I started my first blog exactly three years ago for a very practical reason. It was clear to me that blogs were going to become a useful tool in my future job as a journalist. I needed to know how to use this new tool, and I figured blogging myself was the quickest way to get up to speed. I learnt quickly and since then I've helped others launch their own personal blogs. The simplicity of blogging software enables to write short entries without any problems or delays.

Writing a 750-word article is a daunting task, but a quick blog entry takes less than a minute. And yet the effect is so significant – I get calls from companies saying they've read my blog and would I be available to give a presentation, for a large fee.

Tristan Hussey Writing has been a struggle for me for most of my academic life. In my first high school year I had serious spelling problems all the time. At college, thanks to a spell checker and some practice, I did fine. In 2004, I was in an administrative job and feeling that I was only using a small portion of my skills. I had heard about this blogging thing and decided I should give it a go. I wrote one blog but deleted it after a couple of days. Then I realised that if I wanted a better job, I'd need to get good at this. So I started reading blogs, writing blogs – it was a daily ritual of reading and writing. And guess what, my writing was getting better, and, incredibly, I got noticed by employers. Today I work for a blog software company.

Which person

1. started writing the blog as a way of improving career prospects?
2. says they use the personal blog in professional activities?
3. warns prospective bloggers about a loss of privacy?
4. mentions having certain difficulties as a teenager?

5. made a decision to improve the quality of the blog?
6. is not concerned about making errors in the blog?
7. felt no need to learn anything new before starting to write blogs?
8. believes that blogging has improved their language skills?
9. initially lacked confidence in their ability to attract readers to the blog?
10. was surprised by the response to the blog?
11. was surprised by the response to the blog?
12. compares the ease of writing blogs to other types of writing?
13. values the fact that the blog provides a break from work?
14. remembers other people being less open about what they had written?
15. has offered other new bloggers help in starting their blogs?

Task 2

Read the text below. For questions (6-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Euthanasia: Life or Death

Euthanasia is the termination of an extremely ill person's life in order to relieve them from the suffering the illness is causing. Euthanasia is usually only conducted on a person with an incurable condition, however there are other instances when euthanasia can be carried out. In many countries, such as the UK, it is illegal to assist anyone in killing themselves. Should a terminally ill patient in a great deal of pain and discomfort be allowed to terminate their life, if that is what the patient desires?

And who has the right to deny a patient who is in complete suffering a less painful ending to their lives?

These questions cause a huge amount of controversy, and have been strongly debated. Those in favour of euthanasia argue that it should be up to the patient, whereas those against argue that euthanasia could be misused, leading to very disturbing situations.

A strong ethical argument against the use of euthanasia is that it could soon become a slippery slope, with the legalisation of involuntary euthanasia following it. Since involuntary euthanasia is indistinct from murder it would be impossible to regulate, causing the danger of murderers not being brought to justice, due to their

crimes being passed off as involuntary euthanasia. There is also concern that doctors could end up killing very sick patients without asking for their permission, and in the worst case scenario, begin to kill off patients to free up beds in hospitals, or to save money. These situations show how dangerous it could be to let the legalisation

of euthanasia lead into the legalisation of involuntary euthanasia.

On the other side of the debate, there is a strong argument that people should have the right to terminate their lives, whenever, and however they may wish. Many supporters of voluntary euthanasia believe that everyone has the right to control their body and life, and should be free to decide at what time, and in which manner they will die. The idea behind this is that unnecessary restraints on human rights should be avoided.

Since the right to life gives a person the right to not be killed if they do not want to, proponents of euthanasia argue that respect for this right will prevent euthanasia being misused, as killing a patient without their permission would violate their human rights. It can also be argued that because death is a private matter, if there is no harm to any other people, there is no right to deny someone's wish to die. Supporters of this believe that if euthanasia promotes the best interests of all the parties concerned, and no human rights are violated, then it is morally acceptable for voluntary euthanasia to take place. Another argument against euthanasia, this time a practical one, is that euthanasia is not needed when proper palliative care (an approach that improves the quality of life) is available. Terminally ill patients are given drugs and other types of support to help relieve the physical pain and mental effects of being terminally ill. Not all of the trauma experienced by a patient is physical however, and drugs alone cannot relieve the emotional pain felt by someone counting the days until their death, although the emotional support that can be provided from palliative care can go a long way to make the last part of a terminally ill patients life less emotionally stressful. Effective palliative care will give the patient and their loved ones chances to spend quality time together, and will allow the patient to live the remaining part of their lives with as much of the distress and pain felt by a terminally ill patient removed as possible. Some argue, however, that along with the

introduction of euthanasia, there could be a reduction in the availability of palliative care, as euthanasia is more cost effective than prolonging the life of dying patients. This could possibly reduce the availability of care for terminally ill patients who do not wish to be euthanised. People

generally avoid death because they enjoy and value being alive, but in the case of a terminally ill patient, they may be in a lot of discomfort and pain, and are unable to enjoy their life. This may cause the

patient to devalue their life, and the patient may decide that they do not wish to endure their suffering any longer. There is also the fact that although the patient themselves may wish to be euthanised, it may have a very detrimental effect on the family of the patient. Those in favour of this argument believe that since the death of a patient in that situation could be a better option to keeping them alive, the patient's wish should be respected.

(Adapted from: <https://www.lawteacher.net>)

6. What question causes a lot of controversy?

A How should the relatives should participate in the process?

B Should euthanasia be legalised in all countries?

C Should a terminally ill person be isolated?

D Is it illegal to help somebody to die?

7. The main reason against euthanasia is_____

A Involuntary euthanasia can prevent from dying.

B Doctors can lose extra money.

C It is difficult to distinguish from the killing.

D Euthanasia can be used as a penalty.

8. TRUE Pro euthanasia argument is_____

A To permit law violation.

B To take control of our own lives.

C To transfer the right to control one's life.

D The person's death is a public matter.

9. FALSE Con euthanasia argument is_____

- A Palliative care helps to avoid emotional stress.
- B Special drugs are not enough during the treatment.
- C Palliative care is obligatory used before euthanasia.
- D It is cheaper to euthanise than to use palliative care.

10. It is better for a terminally ill patient_____

- A To be terminated his life voluntarily.
- B To respect the relatives' will.
- C To be euthanized involuntarily.
- D To avoid death because he suffers.

Task 3

Read the text below. For questions (1-15) choose the correct answer (A, B, C or D).

Write your answers on the separate answer sheet.

Government and Society

Viewed from the outside at least, the Houses of Parliament give a firm impression of all those (1)..... which we are supposed to value in the British form of government. The architecture gives the place a (2)..... look, and the buildings are sandwiched between a busy square and the river, with Westminster Abbey not far away, making them a (3)..... between the country house of an eccentric duke and a Victorian railway station. You have only to learn that the (4)..... refer to each other as 'The Honourable Member for So and So' to complete the picture of a dignified gentlemen's club, with of course a few ladies to (5)..... the numbers. Sadly, over the past few years first radio, and now television, have shown the general (6)....., who are after all the electorate, what in fact goes on when bills are (7)..... and questions are asked. The first obvious fact is that the chamber is very rarely full, and there may be only a (8)..... of members present, some of (9)..... are quite clearly asleep, telling jokes to their neighbour, or engaged in shouting like badly-behaved schoolchildren. There is not enough (10)..... for them all in the chamber in any case, which is a second worrying point. Of course, television does not follow the work of (11)..... which are the small discussion groups that do most of the real work of the House. But the (12)..... impression that we as (13)..... receive of the workings of government is not a

good one. To put it bluntly, parliament looks disorganised, is clearly behind the times and seems to be (14)..... with bores and comedians. This is presumably why members resisted for so long the efforts of the BBC to broadcast parliamentary (15)..... On television.

1	A views	B appearances	C identities	D features
2	A fashionable	B traditional	C close-up	D notorious
3	A mixture	B combination	C cross	D match
4	A members	B candidates	C delegates	D senators
5	A take away	B bring about	C make up	D set in
6	A situation	B public	C interest	D rule
7	A paid	B determined	C voted	D discussed
8	A handful	B majority	C few	D number
9	A these	B whom	C them	D others
10	A seats	B places	C room	D around
11	A elections	B those	C everyone	D committees
12	A overall	B visual	C positive	D striking
13	A audience	B often	C voters	D well
14	A working	B inevitably	C filled	D much
15	A matters	B committees	C speeches	D debates

Task 4

Read the text below. Choose from (A - H) the one which best fits each space (17-22). There are two choices you do not need to use. Write your answers on the separate answer sheet.

The Importance of Organ Donation

Each day approximately 6,300 people die and what makes this haunting is that presently there are 83,513 people (17)_____, yet each day 17 people die because they do not receive a transplant. These statistics show that people who are waiting for organ transplants have a good chance (18)_____. The sad truth

is though, because of the lack of people willing to donate organs, many people will continue to wait for organs to save their lives. Waiting lists of patients for organ transplants become longer (19)

_____. We are not talking about people selling organs; we are talking about people who are dead and whose organs are available

for salvage. There is a huge shortage of organs, but (20)_____, they would see the many benefits of this important endeavor.

When someone is pronounced dead, and not until then, the doctors will then present the choice for donation. Since one is dead and can't give their consent, it is marked on their driver's license whether they are a donor or not. Unfortunately, (21)_____ actually sign a donor card. If yes, their organs should be

donated, but a problem that is arising more and more is that families of the deceased are overriding the choice of the dead, and saying no to donation. More than half of the eligible donors refuse to donate their recently deceased family member's organs because they don't know how the deceased felt about organ donation. This

brings about a lot of debate. If the person (22)_____, something so incredibly important, their families should not have the right to overturn their decision about their own body. This is an issue that is causing the loss of many donations.

(Adapted from: <https://www.cram.com>)

A less than one-fifth of the American people

B if people were really educated about this topic

C as the need for transplantable organs increases

D who has passed on has chosen to give a gift of life

E don't want to donate their organs

F at being saved and get what they need

G relatives do not allow the use of organs

H waiting for organs to be donated

☐ **Inequality** — нерівність

Inequality in education remains a serious concern in many countries.

□ **Discrimination** — дискримінація

They suffered discrimination based on their ethnic background.

□ **Poverty** — бідність

Poverty often leads to limited access to healthcare.

□ **Unemployment** — безробіття

Unemployment has increased due to the economic crisis.

□ **Homelessness** — бездомність

The government is trying to tackle the issue of homelessness.

□ **Marginalization** — маргіналізація

Minorities often experience marginalization in society.

□ **Substance abuse** — зловживання психоактивними речовинами

Substance abuse can destroy lives and families.

□ **Juvenile delinquency** — підліткова злочинність

Schools are working to prevent juvenile delinquency through early intervention.

□ **Social exclusion** — соціальне відчуження

People with disabilities often face social exclusion.

□ **Displacement** — переміщення (населення)

Armed conflict caused the displacement of thousands.

□ **Welfare** — соціальне забезпечення

Some families rely heavily on government welfare.

□ **Inequity** — несправедливість, нерівність

Healthcare inequity is a major global issue.

□ **Domestic violence** — домашнє насильство

Domestic violence often goes unreported.

□ **Human trafficking** — торгівля людьми

Human trafficking is a serious violation of human rights.

□ **Corruption** — корупція

Corruption undermines trust in public institutions.

□ **Racism** — расизм

Racism continues to be a major societal issue.

□ **Prejudice** — упередження

Prejudice can be deeply rooted in culture.

□ **Inequitable** — несправедливий

An inequitable system creates resentment and protest.

□ **Vulnerable groups** — вразливі групи

Children and the elderly are considered vulnerable groups.

□ **Crime rate** — рівень злочинності

The crime rate has dropped slightly this year.

□ **Rehabilitation** — реабілітація

Rehabilitation programs help former prisoners reintegrate into society.

□ **Social justice** — соціальна справедливість

Activists are fighting for social justice and equality.

□ **Income gap** — розрив у доходах

The income gap between rich and poor is widening.

□ **Gender bias** — гендерна упередженість

The workplace still suffers from gender bias.

□ **Civic engagement** — громадянська участь

Civic engagement is essential for a healthy democracy.

□ **Mental health stigma** — стигматизація психічних розладів

We need to eliminate the mental health stigma.

□ **Disenfranchisement** — позбавлення прав

The new law could lead to voter disenfranchisement.

□ **Social mobility** — соціальна мобільність

Education can increase opportunities for social mobility.

□ **Public awareness** — обізнаність громадськості

Campaigns aim to raise public awareness of domestic abuse.

□ **Altruism** — альтруїзм

Altruism motivates many volunteers to help others.

Task:

Match the words (1–10) with their correct definitions (A–J).

1. Inequality

2. Displacement

3. Prejudice

4. Human trafficking

5. Disenfranchisement

6. Civic engagement

7. Domestic violence

8. Welfare

9. Social exclusion

10. Substance abuse

A. The condition of being deprived of the right to vote or participate in public life

B. An unfair and unreasonable opinion or feeling formed without enough thought or knowledge

C. Physical or emotional abuse within a household, often between partners

D. The state of not being equal, especially in opportunities, status, or rights

E. Being forced to leave one's home or country, often due to conflict or disaster

F. The excessive or harmful use of drugs or alcohol

G. The illegal trade of humans for purposes like forced labor or sexual exploitation

H. The process by which individuals or groups are systematically blocked from rights or resources

I. Active participation in political and community life

J. Government-provided financial or social support for those in need

GRAMMAR FOCUS

Task 1: Life Goals – A Narrative Infinitive Task

Complete the following **text** with the correct form of the **infinitive** in brackets. Use **to-infinitive**, **bare infinitive**, **perfect infinitive**, or **passive infinitive** as needed.

The Things We Aim For

Everyone wants (1) _____ / **achieve** something meaningful in life. Some dream of success, while others simply hope (2) _____ / **be** / **remembered** kindly. For many, having a clear purpose helps them (3) _____ / **stay** focused during difficult times.

I once knew a man who pretended (4) _____ / **be** content with his job, though he clearly wasn't. He admitted later that he would have preferred (5) _____ / **become** a musician, but his parents had expected him (6) _____ / **study** medicine.

Looking back, he wished (7) _____ / **follow** his passion earlier. "It's better," he said, "(8) _____ / **take** the risk than regret not trying at all."

Now he teaches young artists and encourages them (9) _____ / **not** / **be afraid** of failure. He believes that to be happy, you need (10) _____ / **be true** to yourself.

PART 2. SELF-DEVELOPMENT

MODULE 1

TRAVEL AND TRANSPORT

VOCABULARY FOCUS

Topic vocabulary in contrast

voyage / journey / trip / travel / excursion	bored / fed up	book / keep
fare / ticket / fee	word / earth	lead / lead
live / stay	take / bring / go	season / period
view / sight	length / distance	arrive / reach
miss / lose	area / territory	native / home

Phrasal verbs

- catch up with:** reach the same point/level as
- check in:** register at a hotel or an airport
- check out:** leave a hotel; investigate
- drop off:** let someone get out of a vehicle; fall asleep
- get back:** return from a place
- go away:** go on holiday
- keep up with:** stay at the same point/level as
- make for:** go in the direction of
- pick up:** stop in a vehicle to give someone a lift
- pull in:** stop by the side of the road in a car
- run over:** hit with a car
- see off:** go to a train station, etc. to see someone leave
- set out/off:** start a journey
- take off:** leave the ground
- turn round:** go back in the opposite direction

Phrases and collocations

- accident:** have an accident; be (involved) in an accident; do sth by accident
- advance:** in advance; advance to/towards a place
- ahead:** go straight ahead; go ahead; be ahead of sb/sth
- direction:** a change of direction; in the direction of sth; in this/that direction
- head:** off the top of your head; head for/towards a place; head over heels (in love)
- holiday:** go/be on holiday; have/take a holiday; bank holiday
- left:** go/turn/etc left; on the left; on the left-hand side; in the left-hand corner; left-handed

route: plan your/a route; take a route

sight: see the sights

sightseeing: go sightseeing

speed: at (high/full/etc) speed; a burst of speed; speed limit

tour: go on/take a tour of/(a)round somewhere; tour a place; tour guide

trip: business trip; school trip; go on a trip; take a trip (to a place)

way: lose/make/find your way; in a way; on the way; go all the way (to sth/swh)

Word patterns

afraid of sth/sb/doing; afraid to do

appear to be

arrive in/at a place; arrive here/there

continue sth/doing; to do; continue with sth

differ from sth/sb

dream about/of sth/sb/doing

invite sb to do

keen to do; keen on sth/sb/doing

live in/at a place; live on/for sth; live here/there

regret (not) doing; regret sth; regret to tell/inform you

think of/about sth/sb/doing

write about sth/sb/doing; write (sth) to sb; write sth down

Word formation

arrange: rearrange, arrangement

arrive: arrival

broad: breadth, broaden

culture: culturally, (un)cultured

differ: differently, difference

direct: direction, direct, (in)directly

distant: distantly, distance

enter: entrance

inhabit: inhabitant

photograph: photography, photographer, photographic

recognise: (un)recognisable, recognition

time: timetable

tour: tourism, tourist

view: overview, viewer

GRAMMAR: Present Tenses and Stative Verbs

Present Simple	
Form:	
Statement:	I/you/we/they travel ... He/she/it travels ...
Negative:	I/you/we/they don't travel ... He/she/it doesn't travel ...
Question:	Do I/you/we/they travel ...? Does he/she/it travel ...?
Use:	
Current habits	<i>Toby walks to work.</i>
To talk about how often things happen	<i>Angela doesn't visit us very often.</i>
Permanent situations	<i>Carlo works in a travel agent's.</i>
States	<i>Do you have an up-to-date passport?</i>
General truths and facts	<i>Poland is in the European Union.</i>

Present Continuous	
Form:	
Statement:	I am driving ... You/we/they are driving ... He/she/it is driving ...
Negative:	I'm not driving ... You/we/they aren't driving ... He/she/it isn't driving..
Question:	Am I driving ...? Are you/we/they driving ...? Is he/she/it driving ...?
Use:	
Actions happening now	<i>Mike is driving to work at the moment.</i>
Temporary series of actions	<i>Taxi drivers aren't stopping at the train station.</i>
Temporary situations	<i>Are they staying in a hotel?</i>
Changing and developing situations	<i>Holidays abroad are becoming popular.</i>
Annoying habits (usually with always)	<i>Dad is always cleaning the car.</i>

Present Perfect Simple

Form:	have/has + past participle
Statement:	I/you/we/they have flown ... He/she/it has flown ...
Negative:	I/you/we/they haven't flown ... He/she/it hasn't flown ...
Question:	Have I/you/we/they flown ...? Has he/she/it flown ...?
Use:	Example
Situations and states that started in the past and are still true	<i>She's had her motorbike for over six years.</i>
A series of actions continuing up to now	<i>We 've travelled by taxi, bus, plane, and train.</i>
Completed actions at a time in the past which is not mentioned	<i>Have you ever flown in a helicopter?</i>
Completed actions where the important thing is the present result	<i>I've booked the coach tickets.</i>

<i>Present Perfect Continuous</i>	
Form:	have/has been + verb-ing
Statement:	I/you/we/they have been travelling ... He/she/it has been travelling ...
Negative:	I/you/we/ they haven't been travelling ... He/she/it hasn't been travelling ...
Question:	Have I/you/we/they been travelling ...? Has he/she/it been travelling ...?
Use:	
Actions continuing up to the present moment	<i>We have been driving for hours.</i>
Actions stopping just before the present moment	<i>I'm out of breath because I've been running.</i>

Stative Verbs

Stative verbs are not normally used in continuous tenses because they don't describe actions.

Use:

- **Thinking:** believe, imagine, know, mean, think, understand
- **Existence:** be, exist

- **Emotions:** hate, like, love, need, prefer, satisfy, want
- **The human senses:** hear, see, smell, sound, taste
- **Appearance:** appear, look, resemble, seem
- **Possession and relationships:** belong to, consist of, have, include, involve, own

Example:

- I see what you mean. (Not: I am seeing what you mean.)

TEST 1

Task 1. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

The Psychology of Solo Trips

Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use. Confirm your choice by pressing the SAVE button.

1. Simon – The First Time Traveller

Simon, 22, had never been abroad until he took a solo trip to Portugal last year. “I was nervous,” he says, “but after a few days of navigating trains and hostels alone, I felt empowered.” He now believes solo travel gave him a kind of confidence he’d never developed at home.

2. Irina – Searching for Silence

After years in a high-pressure job, Irina took two weeks to walk across northern Spain on the Camino de Santiago. She travelled mostly in silence. “I realised how much of my identity was shaped by others' expectations,” she reflects. “Walking alone helped me reconnect with myself.”

3. Leif – Finding Flow

Leif, a Swedish photographer, took a solo trip across Vietnam. Without a schedule, he found himself spending whole afternoons photographing street markets or drifting through villages. “I lost track of time,” he says. “It was the most present I’ve ever felt.”

4. Sara – The Unexpected Teacher

Sara planned to hike alone in the Scottish Highlands but got lost on day two. A local farmer found her and helped her reach the next village. “I was embarrassed,” she admits, “but I also learned how open people can be—and that asking for help isn’t weakness.”

5. Arjun – Redefining Home

Arjun, originally from India but raised in Canada, took a solo backpacking trip across South Asia. “I thought I was going to explore the region,” he says, “but really, I was exploring my own identity.” He returned with a new appreciation of his roots—and more questions than answers.

6. Margo – Disconnected to Reconnect

Margo left her phone off for most of her solo trip across southern Italy. She journaled every day and avoided social media. “I didn’t want to filter the experience through a screen,” she explains. “It felt strange at first, but incredibly freeing.”

Who...

- A. overcame social anxiety by making decisions independently
- B. found value in solitude and disconnection
- C. learned an emotional lesson through getting lost
- D. rediscovered cultural identity through solo travel
- E. was driven mainly by physical challenge and survival
- F. felt unusually present during unstructured travel
- G. avoided using digital tools to focus on reflection
- H. returned home feeling more confident and self-aware

Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Unforgettable Trips

1. Nomad on Rails

After quitting his job, Lucas spent three months traveling through Eastern Europe by train. He lived out of a backpack, stayed in hostels, and journaled about his encounters with strangers. He says slow travel by rail gave him a deep connection with people and landscapes that planes never could.

7. A Walk Across Iceland

Zara and two friends crossed Iceland on foot, carrying all their supplies. They hiked over lava fields, crossed rivers, and camped under the Northern Lights. They faced strong winds and freezing rain but say the journey was a test of mental strength—and totally worth it.

8. Business at 35,000 Feet

Marco, a tech entrepreneur, spends most weeks flying between Berlin, Dubai, and Singapore. He uses in-flight Wi-Fi to hold meetings, write reports, and even pitch ideas to investors. While others relax, he maximizes his air time for productivity.

9. The Silent Retreat

For ten days, Leila stayed in a Buddhist monastery in Nepal. No phones. No speaking. Days began at 5 AM with meditation and ended with evening chanting. The trip was not relaxing, she says—but it changed how she listens, thinks, and reacts.

10. The Cargo Ship Ride

Unlike a cruise, this trip had no pools or buffets. Josh booked a passage on a working cargo ship from Rotterdam to Cape Town. He shared meals with the crew, visited the engine room, and kept a log of sea life spotted along the way. It was peaceful, raw, and unlike any holiday he'd ever taken.

11. Cycling the Atlas

An avid cyclist, Miriam completed a solo biking trip across the Atlas Mountains of Morocco. Riding through remote Berber villages, she relied on locals for food and directions. Her route wasn't easy—steep climbs and desert heat—but the cultural exchange made it unforgettable.

Which trip...

- A. involved working while travelling
- B. helped someone disconnect from noise and distraction
- C. included watching wildlife at sea
- D. depended on help from people along the way
- E. was part of a corporate team-building event
- F. involved no technology or communication
- G. emphasized the joy of slowness and connection
- H. tested the limits of physical and mental endurance

TASK 2. Read the text below. For questions (12–21) choose the correct answer (A, B, C or D).

A Brief History of Travel

From the earliest days of civilization, human beings have felt the urge to explore.

Ancient merchants journeyed along trade routes like the Silk Road, bringing goods and knowledge between Asia, Africa, and Europe. These early travelers faced harsh conditions and

long, dangerous paths, yet their efforts helped shape the connections between cultures that we still see today.

During the Age of Discovery in the 15th and 16th centuries, European explorers set out across the oceans, hoping to find new lands and riches. Famous voyagers like Christopher Columbus and Ferdinand Magellan played a key role in mapping the world.

Their journeys were not only about trade and conquest — they opened up entirely new ways of thinking about the planet and humanity’s place on it.

In modern times, travel has become easier and more accessible than ever before.

With the invention of steamships, trains, airplanes, and the internet, people from all backgrounds can now visit distant countries in just hours. Whether for business, education, or leisure, travel continues to be a powerful force that connects people and encourages understanding between nations.

What is mentioned about early travel in PARAGRAPH 1?

- A) Early travelers explored mostly for pleasure.
- B) Travel in ancient times helped connect different parts of the world.
- C) People only travelled for survival and food.
- D) Ancient travelers avoided long and dangerous journeys.

TASK 3. Read the text below. For questions (12 – 21) choose the correct answer (A, B, C

The Changing Face of Urban Transport

Every weekday morning, millions of people around the world (12)_____ in traffic, waiting to get to work or school. But the way we move through cities (13)_____ dramatically in recent years.

While some still rely on cars, others are switching to trains, bicycles, or electric scooters.

In cities like Copenhagen and Amsterdam, the number of cyclists (14)_____ steadily over the past decade. Meanwhile, in major Asian capitals, shared e-scooter companies (15)_____ new users every month. Urban transport (16)_____ from something purely functional into something increasingly sustainable and even fashionable.

Public transport systems also (17)_____ to meet the needs of a growing population. In Seoul, for instance, the metro (18)_____ one of the most efficient in the world, and it constantly updates its digital features. Similarly, London’s buses and trains (19)_____ cleaner and quieter since the introduction of hybrid models.

However, not every city (20)_____ the shift smoothly. In many parts of the world, poor infrastructure and lack of funding still hold back progress. Urban planners, though, (21)_____ solutions that balance speed, cost, and environmental impact.

	A	B	C	D
--	---	---	---	---

12	sit	are sitting	have sat	have been sitting
13	changes	is changing	has changed	have changed
14	have increased	increase	has been increasing	are increasing
15	attract	have been attracting	are attracted	had attracted
16	turned	turns	has turned	is turning
17	evolve	are evolving	have evolved	have been evolved
18	remains	has remained	is remaining	remained
19	become	have become	are becoming	became
20	has managed	is managing	manages	managed
21	have been seeking	seek	sought	are sought

TASK 4. Read the text below. For questions 22–30, choose the correct answer (A, B, C or D).

Voyaging Through Time

For centuries, humans (22)_____ new places across land and sea. Whether driven by curiosity, commerce, or conquest, people have crossed deserts, oceans, and mountains to reach unknown destinations.

Modern voyages, however, (23)_____ a different form. Today’s travelers often book flights online, follow GPS routes, and post updates to social media while still on the move. This digital shift (24)_____ not only how we travel but also how we experience the world.

Since 2020, global travel patterns (25)_____ significantly. While some people have returned to international journeys, many (26)_____ new value in local exploration. “Staycations” and eco-travel (27)_____ popularity among those who want to reduce their carbon footprint.

At the same time, travel influencers (28)_____ millions of people through platforms like YouTube and Instagram. Some vloggers (29)_____ content every day, often while living out of backpacks or campervans.

Yet for all the changes, one thing remains constant: the urge to move. Whether by boat, balloon, bicycle, or bullet train, humans (30)_____ to voyage—with wonder, with purpose, and with an open mind.

	A	B	C	D
22	explore	have been	explored	are exploring

		exploring		
23	are taking	have taken	took	take
24	changes	has changed	is changing	is changed
25	shift	shifted	are shifting	have shifted
26	find	have found	are finding	had found
27	is gaining	gain	has gained	are gaining
28	have inspired	inspired	inspires	are inspiring
29	post	are posting	have been posting	posted
30	continue	continues	have continued	are continuing

MODULE 2

Hobbies, Sport and Games

VOCABULARY FOCUS

Topic vocabulary in contrast

pitch / track / court / course / ring / rink

umpire / referee

bat / stick / rod / racket

final / finale / end / ending

sport / athletics

go / play / do

win / beat / score

competitor / opponent

spectator / viewer

amateur / professional

draw / equal

Phrasal verbs

bring forward: change the date/time of an event so it happens earlier

carry on: continue

get round to: start (after planning to do sth for a long time)

get up to: do sth you should not do

go in for: enter a competition; like

go off: stop liking

join in: participate, take part

knock out: defeat and remove from a competition; make unconscious

look out: be careful

pull out: stop being involved in an activity

put off: delay, postpone

put up with: tolerate

take to: start (as a habit)

take up: start (a hobby, sport, etc.); fill an amount of space/time

Phrases and collocations

best: make the best of sth; do your best; the best at sth/doing

chance: have/take/get a chance to do; have a chance of doing; some/little/etc chance of (your)

doing; the chances of (your) doing; take a chance (on sth); chance of a lifetime

height: in height; afraid of heights; height of sth

mad: mad about/on sth/sb/doing; go/become mad

pleasure: take pleasure in sth/doing; gain/get pleasure from sth/doing

popular: popular with/among

side: (on) the opposite side; (on) the far side; side with sb; on the winning/losing side

talent: have a talent (for sth/doing); talent contest

time: on time; (just) in time; the whole time; high/about time; take your time (doing); take time to do; sth takes up (your) time; spend time doing; spend time on; at/on a certain time; time passes; find time to do; make/find time for; for the time being; have a good/nice time (doing); tell the time; free/spare/leisure time

turn: turn (a)round/away; turn sth over; turn to do; take turns; take it in turns (to do); your turn (to do)

Word patterns

compete against/with sb; compete for/in sth

concentrate on sth/doing

difficult to do; find sth difficult; find it difficult to do

fond of sth/sb/doing

free to do; free from/of sth; free for sth

interested in sth/doing

involve sth/doing; involved in sth/doing

listen to sth/sb

love sth/sb/doing; love to do

mean to do; it/this means that

prefer to do (rather than to do); prefer sth (rather than sth); prefer doing (to doing)

stop sth/doing; stop to do; stop sb from doing

sure/certain: sure/certain to do; sure/certain of sth; be sure/certain of

Word formation

allow: disallow, allowance, allowable

associate: disassociate, association, (un)associated

compete: competition, competitor, competitive(ly)

enjoy: enjoyment, enjoyable

equip: equipment, equipped

fortune: misfortune, (un)fortunately

interest: (un)interesting(ly)

know: knowledge, (un)known, knowledgeable

lose: lost, loss

maintain: maintenance

medal: medallist, medallion

oppose: opponent, opposition, opposite

practice: practise, (im)practical(ly)

train: retrain, trainer, training

GRAMMAR FOCUS

Past Time: Verb Tenses and Forms

<i>Past Simple</i>	
Form:	
Statement:	I/You/He/She/It/We/They played ...
Negative:	I/You/He/She/It/We/They didn't play ...
Question:	Did I/you/he/she/it/we/they play ... ?
Use:	
Single completed actions:	<i>Tom and I played a game of chess and he won.</i>
Habits in the past:	<i>Did you collect stamps when you were younger?</i>
Permanent situations in the past:	<i>A famous footballer lived in our house before we bought it.</i>
General truths and facts about the past:	<i>Crosswords didn't become popular until the 1930s.</i>
The main events in a story:	<i>The referee blew the whistle and Simon passed the ball to James, who ran towards the goal.</i>

Watch out:

- We can also use did in past simple statements for emphasis.

Why didn't you win your match yesterday? – I did win. Who told you I didn't?!

Yes I lost 5–0 but at least we did get into the final.

<i>Past Continuous</i>	
Form:	
Statement:	I/He/She/It was playing ... / We/You/They were playing ...
Negative:	I/He/She/It wasn't playing ... / We/You/They weren't playing ...
Question:	Was I/he/she/it playing ... ? / Were we/you/they playing ... ?

Use:	
Actions happening at a particular moment in the past:	<i>At five o'clock, I was reading my new book.</i>
Temporary situations in the past:	<i>Greg was living in London at the time.</i>
Annoying past habits (usually with always):	<i>When we were young, my three brothers were always borrowing my toys.</i>
Actions in progress over a period of time:	<i>Daniel was playing video games all morning yesterday.</i>
Two actions in progress at the same time:	<i>Were Lin and her friends playing volleyball while we were playing draughts?</i>
Background information in a story:	<i>The sun was shining and the birds were singing. Lisa opened the window and looked out.</i>

Watch out:

- When one action in the past interrupts another action in progress, we use the past simple and the past continuous together.

I was reading my comic when the computer suddenly crashed.

- We use the past continuous for regular or repeated actions to show they were happening over a period of time.

We were playing volleyball every day.

- We do not usually use stative verbs in continuous tenses.

Past Perfect Simple	
Form:	had + past participle
Use:	
Completed actions before the past:	<i>We'd lived next to the gym for a couple of months before I decided to join.</i>
Completed states before the past:	<i>I'd already bought the computer game when I saw it was cheaper in another shop.</i>
Cause of something in the past:	<i>She didn't feel like playing Scrabble because we had just finished a long game of Monopoly.</i>

TEST

TASK 1. Read the text below. Match choices (1–6) to (A-H). There are two choices you don't need to use.

Unusual Hobbies

1. Rock Balancing

This unique hobby involves stacking stones on top of one another without any adhesive, only using balance. Practitioners of this art form often do it outdoors, creating peaceful installations along rivers and hiking trails. It requires patience, precision, and a calm mind.

2. Toy Voyaging

In this hobby, people send their favorite toys (like teddy bears) to travel the world. Hosts in different countries take care of the toys, take photos of them in famous places, and then send them on to the next destination. The toy's "journey" is often documented online.

3. Extreme Ironing

Yes, it's exactly what it sounds like. Participants take an ironing board and iron clothes in extreme or unusual locations – such as on mountain peaks, while skydiving, or even underwater. It combines the dullness of household chores with the thrill of adventure.

4. Soap Carving

A quiet and creative hobby, soap carving involves cutting soap bars into beautiful shapes like animals or flowers. It's popular in schools and among people who want a relaxing pastime that doesn't require expensive materials.

5. LARPing (Live Action Role Play)

Fans of fantasy and history come together to dress in costumes and act out imaginary or historical scenes. These events can last for days and involve complex plots, character development, and physical action. It's like a play — but without an audience.

6. Murmuration Watching

Instead of birdwatching with binoculars, these hobbyists wait for murmurations — when thousands of starlings fly in beautiful formations across the sky. It's unpredictable but magical. People gather in known murmuration spots during migration seasons to enjoy the natural spectacle.

Which hobby...?

A is done by sending an object from place to place

B includes dressing up and pretending to be someone else

C involves performing tasks in unusual and dangerous places

- D results in temporary art found in nature
- E helps people enjoy bird movements in groups
- F is focused on carving common household items
- G requires people to host something they didn't originally own
- H involves storytelling and live performances

TASK 2. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Unusual Hobbies

1. Urban Foraging Club

Members of this club explore city streets looking for edible wild plants—dandelions, nettles, even mushrooms growing between sidewalk cracks. Their weekly meet-ups include guided walks, identification lessons, and cooking sessions using their finds.

2. Night Sky Knitters

In a rural village with minimal light pollution, a group gathers each month after sunset to knit under the stars. They read star charts, name constellations, and even incorporate celestial patterns into their scarves and hats.

3. Vintage Radio Restoration Society

Enthusiasts collect old radios from flea markets, disassemble the components, clean and repair vacuum tubes. They test them by broadcasting homemade podcasts, reviving voices from the past.

4. Extreme Ironing Team

Adrenaline junkies combine chores with thrills by finding remote, dangerous, or unusual locations—cliff edges, canoes, or mountain peaks—to set up an ironing board and press their clothes while suspended or in motion.

5. Competitive Sandcastle Builders

Teams travel to beaches around the world to sculpt elaborate sandcastles (some as tall as two meters!) and compete in judged events. In addition to artistry, they must understand tides, sand composition, and structural stability.

6. Historical Sword-Swinging Enthusiasts

Members research medieval treatises on fencing, build historically accurate armor, and practise sword techniques in full period costume. They stage public demonstrations and offer workshops on weapon-handling safety.

Which hobby group _____ ?

- A. teaches cooking with wild food

- B. works only at night
- C. restores antique technology
- D. combines sport with sewing
- E. irons clothing in extreme places
- F. competes using structural engineering
- G. wears historical clothing
- H. publishes audio programs

Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Leisure Activities

7. Midnight Kayaking

In Stockholm, groups of people paddle through the city's waterways under the stars. The experience is completely silent, apart from the dip of paddles. Organisers say the late-night setting helps people disconnect and relax after work.

8. Puzzle Cafés

In Tokyo and Seoul, cafés now offer logic games, escape-room clues, and brain teasers instead of music or books. Customers come not just for coffee but to challenge themselves mentally in a social setting.

9. Forest Libraries

Some villages in Lithuania and Poland have created reading spaces in forests, where hammocks and benches are set between trees. Visitors can borrow books freely, and the idea is to reconnect people with nature and slow reading.

10. Competitive Sleeping

A growing trend in South Korea sees people compete in “sleep challenges” in malls and parks. The goal is simple: lie down and fall asleep in public for as long as possible without phones or noise. It's part relaxation, part performance.

11. Laughter Yoga Clubs

Across India and now in Europe, people gather in groups to laugh. Not at jokes, but on purpose. Leaders guide participants through a series of breathing, clapping, and laughing exercises. The goal is stress relief through controlled joy.

12. Sound Bath Meditation

In Los Angeles and Berlin, sound therapy has taken over wellness studios. Participants lie on mats while facilitators play gongs, crystal bowls, or flutes. People describe the effect as “audible massage” that calms the nervous system.

Which activity...

- A. involves people solving intellectual problems
- B. uses ancient instruments to create harmony
- C. includes reading as part of the outdoor setting
- D. encourages sleep as a public form of self-care
- E. focuses on emotional release through laughter
- F. turns group walks into competitive events
- G. invites people to experience nature at night
- H. helps improve public speaking confidence

TASK 3. Read the text below. For questions (12 – 21) choose the correct answer (A, B, C or D).

HOW TO BE A TEENAGER AND SURVIVE!

Being a teenager in these troubled times isn't exactly a walk in the park. The uncertainty only adds to the typical list of problems you're already facing. So, what are the challenges you are up against and how can you weather the storm and arrive safely on the other side?

As a teenager, the biggest challenge you, your family and friends face is mood swings. One minute you feel ecstatic, full of confidence and optimism and the next you feel depressed, angry at the world and certain that you are a failure. Personal appearance also becomes a huge issue. The hormones racing through your body play havoc with your self-image. Suddenly, you have become too fat, too thin, too ugly, too short, too tall; your hair is too dark, too light, too curly, too straight, etc. In short, you are completely dissatisfied with your appearance.

Relationships with others also become more complicated. You may find you no longer have that much in common with the friends you've been hanging around with for years. It can also be distressing when a former best friend now prefers to spend time with other friends. As for family relationships, well, it often seems that a war has been declared, and parents and siblings have become the enemy.

But it needn't all be doom and gloom. The teenage years are unique in a person's life. They mark the end of childhood and the important passage to adulthood. The key to a happy "teenhood" is to recognise that no matter how your emotions change or how insecure you feel about yourself, you are perfectly normal! Everyone, big and small, experiences feelings of depression and anxiety from time to time. But here are a few tips to help you get through your darkest moments.

Communication has got to be the first tip. If you keep negative feelings in, you'll reach a point where you think you're going to explode. Confide in someone about how you are feeling with

someone you can trust. Even if they can't give you the advice you need, just getting it off your chest can make a world of difference.

But, what can you do if you're at exploding point and there's no one to talk to? If you want to avoid conflict with others, go somewhere on your own for a minute or two to process things. Take time to breathe properly. When we are in stressful situations our breathing becomes short and rushed, and as a result less oxygen reaches the brain. This can heighten negative feelings that we have. One technique is to close one nostril with your thumb and inhale, then close the other nostril with your index finger and exhale as you release your thumb from the first nostril. Do this at least ten times and your breathing will return to normal and you will feel much calmer in next to no time.

Physical exercise like running, cycling and swimming are also great ways to clear the mind and they have the added bonus of keeping you fit. If you do this whenever you're down, you'll also start to feel better about yourself and your body. There's no need to push yourself to the limits, though. Listen to your body and stop when it says, "No more!"

Finally, always try to focus on the positive aspects of your life. Being a teenager means you have more freedom. Use it in constructive ways so that feelings of frustration are replaced by feelings of accomplishment.

1. As a result of the current world situation,
 - A everyone has the same problems.
 - B teenagers are coping better than others.
 - C people feel insecure about the future
 - D the problems confronting teenagers have changed completely

2. Teenagers often have to deal with
 - A sudden emotional changes
 - B the anger of relatives and friends
 - C constantly putting on and losing weight
 - D lack of success

3. During the teenage years,
 - A family members always stop talking to one another
 - B hormonal changes can make young people dissatisfied with look.
 - C best friends always grow apart
 - D personal appearance becomes the most important aspect of a teenager's life.

4. What does the word “unique” in paragraph 4 tell us about the teen years?
- A They cause a lot of anxiety
 - B They are a very special time in our lives.
 - C All teenagers experience them in the same way.
 - D Teenagers ought to be happier.
5. According to the writer, angry teenagers feel better
- A by listening to the advice of others
 - B by bottling up their feelings
 - C by taking about their feelings
 - D by taking short, quick breaths
6. The writer encourages teenagers to
- A respect their body and its limitations.
 - B exercise only when they are depressed.
 - C ask their parents for more freedom.
 - D take up a competitive sport.

TASK 4. Read the texts below. For questions (22 – 30) choose the correct answer (A, B, C or D). Confirm your choice.

Games have been part of human culture for thousands of years. People of all ages enjoy playing games, whether they are board games, card games, or video games. Games are not only a form of entertainment, but they can also help people develop important skills, such as problem-solving, teamwork, and concentration.

Board games like chess or Monopoly require players to think carefully and plan their moves. Card games, such as poker or bridge, often involve strategy and sometimes luck. Video games, which have become extremely popular in recent years, offer a wide range of experiences, from simple puzzles to complex virtual worlds. Many video games can also be played online with people from around the world, making them a social activity as well.

While games can be a great way to have fun and relax, it's important to play them in moderation. Spending too much time playing can lead to problems, especially if it affects school, work, or personal relationships.

1. Games ____ part of human culture for thousands of years.
- a) was

- b) has been
- c) have been
- d) were

2. People of all ages enjoy ____ games.

- a) to play
- b) playing
- c) play
- d) played

3. Video games, which ____ extremely popular, offer a wide range of experiences.

- a) become
- b) became
- c) has become
- d) have become

4. Many video games can also be played online ____ people from around the world.

- a) with
- b) to
- c) by
- d) for

5. It's important to play games in moderation ____ they can affect school, work, or relationships.

- a) because
- b) so
- c) although
- d) but

MODULE 3

Science and Technology

VOCABULARY FOCUS

Topic vocabulary in contrast

artificial / false

natural / physical

true / accurate

method / way

engine / machine / motor

aim / cause / reason

estimate / calculate

invent / discover

research / experiment

progress / development

modern / new

electric / electronic

industry / factory

award / reward

take place / occur

Phrasal verbs

break down

carry out

come off

come on

come up with

cut off

find out

give off

narrow down

plug in

put through

turn into

turn off

work out

Phrases and collocations

make an attempt to do sth

on average

at the beginning of

at the bottom of

the cause of sth

come to/reach the conclusion

carry out an experiment

in fact
an introduction to sth
make/get a phone call
take a photo of sb/sth
do research on sth

Word patterns

cause sth to do
consider sth/doing
discuss sth/doing
explain sth to sb
intend to do
look at/for sth
manage to do
plan to do
find it possible to do
result in/from sth
wonder about sth

Word formation

appear appearance, apparently
build builder, building
discover discovery
explain explanation
important unimportant, importance, importantly
introduce introduction, introductory
invent invention, inventor
observe observer, observation
possible impossible, (im)possibility, (im)possibly
research researcher
revolution revolutionary
science scientist, (un)scientific(ally)
technology technological(ly), technical(ly), technician, technique
psychology psychologist, psychological(ly)
wood wooden

GRAMMAR FOCUS

FUTURE TENSES

Expressing the future: **will/won't** and **be going to**.

There is sometimes little difference in meaning between **will** and **be going to**. It is often just a matter of formality. **Will** is generally more formal than **be going to**.

Use Example

Facts about the future	<i>The website will come on line next week</i>
Predictions not based on present	<i>In the future, everyone will have their own flying car.</i>
Decisions made at the moment	<i>I've decided! I a'm not going to get a new DVD player just yet.</i>

Sometimes it is more appropriate to use will rather than be going to,

Use Example

Offers and suggestions	<i>I'll help you with your physics homework if you like.</i>
Requests	<i>Will you help me with my physics homework?</i>
Most first conditional sentences	<i>If we get a computer, we'll be able to surf the Internet.</i>

With offers and suggestions in the question form, we don't use will with I and we. We use shall.

Shall help you with your physics homework?

Sometimes it is more appropriate to use be going to rather than will.

Use	Example
Plans and intentions (which you already have when you speak)	<i>I'm going to be famous doctor one day!</i>
Predictions based on present evidence	<i>It sounds like the plane's going to take off in a few minutes.</i>

Expressing the future: present continuous

Use	Example
Arrangements made before the moment of speaking	<i>Are they installing the new computers next week?</i>

Expressing the future: present simple

Use	Example
Timetables arrangements and fixed events (which the speaker cannot change)	<i>The bus to the science museum leaves at 8 o'clock tomorrow morning</i>
After <i>if</i> in first conditional and zero conditional sentences	<i>If technology continues to advance so quickly, what will life be like in a hundred years?</i>
After certain time expressions (see below)	<i>We'll find out as soon as we get to the lab.</i>

TEST

Task 1: Match the descriptions (1–3) with the correct statements (A–H). Two choices do not need to be used.

Unusual Scientific Innovations

1. Robotic Bees

Researchers at Harvard have developed tiny robotic bees that can fly, hover, and even pollinate flowers. Designed to support the decreasing bee population, these micro-drones are lightweight and solar-powered. Although still experimental, they have potential for use in agriculture and environmental monitoring.

2. 3D Printed Organs

Scientists are making progress in bio-printing organs using 3D printers. The technology works by layering living cells to form tissue structures. While functional organs for transplant are still under development, simpler tissues like skin and cartilage are already being printed for medical research and cosmetic testing.

3. Ocean Cleanup Project

Founded by a young inventor, the Ocean Cleanup Project aims to remove plastic waste from the oceans. Using large floating barriers and autonomous systems, the organization collects debris without harming marine life. The founder's vision began with a high school science project that grew into a global initiative.

Which innovation _____?

- A. is based on a school project
- B. has potential to assist with farming

- C. was invented by accident
- D. is used to reduce animal testing
- E. operates without human control
- F. copies a biological function
- G. was inspired by space technology
- H. is already used in commercial products

Task 2: Read the text and choose the correct answer (A, B, C, or D).

A Brief History of Artificial Intelligence

The idea of intelligent machines dates back to ancient myths of mechanical servants. However, AI as a field began in the 1950s, when computer scientists started creating machines that could simulate human thought. Early programs could solve math problems or play games like chess. In the 1980s, machine learning emerged, allowing computers to improve with experience.

Today, AI is used in daily life—from voice assistants like Siri and Alexa to recommendation systems on streaming platforms. Its ability to analyze data quickly makes it valuable in healthcare, finance, and transportation. With ongoing advances, AI is expected to influence everything from education to climate science. Despite concerns about privacy and job automation, researchers believe responsible development of AI can bring enormous benefits.

What is mentioned about AI in PARAGRAPH 1?

- A. AI technology was used in storytelling during ancient times.
- B. The idea of machines thinking like humans began in the mid-20th century.
- C. AI was already helping in healthcare in the 1950s.
- D. Machine learning made AI more creative than humans.

Task 3. Read the text below. For questions (12 – 21) choose the correct answer (A, B, C or D). Confirm your choice.

THE WONDERS OF SCIENCE

Space Telescope. Since 1990, the Hubble Space Telescope has been orbiting Earth and providing scientists with unique views of the universe. In that time, it has beamed hundreds of thousands of images back, to Earth and has revolutionised astronomy by helping researchers to make important discoveries about deep space and the universe. Thanks to Hubble, we now know that the universe is about 13 to 14 billion years old. The idea of an orbiting telescope was first put forward by astronomer Lyman Spitzer in 1946, Spitzer pointed out that the Earth's atmosphere

distorts light coming from stars, making it difficult for even the most precise telescopes on the ground to receive clear images. However, a telescope in orbit above the Earth's atmosphere would not be faced with the same problems. NASA agreed and, in the 1960s, with the help of rocket scientists, astrophysicists, and millions of dollars the project to build a space telescope took off in earnest. Though the initial idea was Spitzer's, the telescope was actually named after Edwin P. Hubble, the astronomer who, in the 1920s, proved that our galaxy, the Milky Way, was not the only one in the universe.

The telescope orbits the Earth every 96 minutes. It travels at a speed of 8 km per second, 569 km above the Earth's surface. It's fast enough to travel across the United States in about 10 minutes. Although it is regularly serviced, some time after 2013, Hubble will eventually degrade, stop working and crash back to Earth. Its successor, the James Webb Space Telescope, has already been developed.

Sonar mapping. Sonar mapping is another extraordinary development in the world of scientific exploration. It is used by dolphins, whales and bats to determine where an object is. These animals emit a sharp noise which spreads out through water or air then bounces off objects in the distance and comes back as an echo. The farther away the object is, the longer it takes for the echo to be heard. This phenomenon is used to study the structure of the ocean floor and is known as sonar mapping. A boat pulls an underwater loudspeaker that sends out pulses of sound known as pings. The pings spread out through the water and are reflected back by objects in the water, such as the bottom of the ocean. Underwater microphones capture the reflected sound. By knowing the speed of sound in water and the time it takes the echo to return, the distance to the reflecting object can be worked out. When a boat fitted with sonar technology sails over an area of the ocean, it records the depth at every place it goes, and eventually a 3D map of all the mountains, valleys and plains on the bottom of the ocean is created. Measuring the distance to a single object is easy because it returns a simple echo, but making a map of the ocean floor is much more difficult as sound reflects back from many directions and geological features on the ocean floor. In order to calculate a map of the ocean floor, complicated mathematics is used.

1. What is the purpose of a space telescope?
 - A to show images in space
 - B to orbit the universe
 - C to prove the theories of astronomers
 - D to take and send pictures back to Earth

2. What has Hubble helped scientists to discover?
 - A how old our planet is

- B the size of deep space
- C the age of the universe
- D a revolution in space

3. What happens to light in space?
 - A It is clearer in the Earth's atmosphere.
 - B Our atmosphere changes it.
 - C It affects the stars.
 - D it has trouble reaching the ground.
4. What will probably happen in a few years?
 - A Hubble will go deeper into space.
 - B Hubble will need to be serviced frequently.
 - C Hubble will be replaced.
 - D Hubble will travel faster.
5. What can some animals do?
 - A bounce off objects
 - B use sound to detect objects
 - C see objects far away
 - D send out pings
6. What must be known to calculate ocean depth?
 - A distance between ship and loudspeaker
 - B how the echo is reflected
 - C how fast sound moves in water
 - D distance to microphone
7. How is a 3D map of the ocean floor created?
 - A by measuring depth at a few places
 - B by looking for geological features
 - C by combining a lot of different information
 - D by measuring the height of mountains
8. Why is sonar mapping difficult?
 - A single objects are too big

- B many echoes are received from different sources
- C valleys get in the way
- D mathematical calculations are too complicated

TASK 4. Read the texts below. For questions (22 – 30) choose the correct answer (A, B, C or D). Confirm your choice.

Technology has changed the way we live, work, and communicate. In the past, people used letters and landline phones to stay in touch, but now we can send messages or make video calls instantly with smartphones and computers. The internet has made it possible to access information, learn new skills, and connect with people all over the world.

Modern technologies have also improved many industries. In medicine, new machines help doctors diagnose diseases more quickly and accurately. In transportation, electric cars and high-speed trains make travel faster and more efficient. However, technology also has some disadvantages. People sometimes spend too much time on their devices, which can lead to health problems and less face-to-face communication.

Overall, technology has brought many benefits, but it's important to use it wisely and find a healthy balance in our daily lives.

1. Technology ____ changed the way we live and work.
 - a) has
 - b) have
 - c) is
 - d) was
2. People used letters and phones ____ stay in touch in the past.
 - a) for
 - b) to
 - c) in
 - d) of
3. The internet has made it possible ____ access information easily.
 - a) of
 - b) for
 - c) to
 - d) with

4. New machines help doctors ____ diseases more quickly.

- a) diagnose
- b) diagnosing
- c) diagnosed
- d) diagnoses

5. It's important to use technology wisely and find a balance in ____ daily lives.

- a) we
- b) our
- c) us
- d) ours

MODULE 4

THE MEDIA

VOCABULARY FOCUS

Topic vocabulary in contrast

deny / refuse

agree / accept

headline / heading

feature / article

talk show / quiz show / game show

press / media

announcer / commentator

programme / program

tabloid / broadsheet

channel / broadcast

journalist / columnist

bulletin / newsflash

Phrasal verbs

bring up

come on

come out

fill in

flick through

go into

hand out

look up

make out

make up)

put forward

see through

stand out

turn over

Phrases and collocations

control	in control of; take control of; under control; out of control
---------	---

description	give a description of sth/sb
-------------	------------------------------

difference	make a difference (to sb/sth); tell the difference (between); no/some/little/etc difference
granted	take sb/sth for granted
influence	influence sb/sth; have/be an influence on sb/sth
Internet	on the Internet; over the Internet; surf the Internet
news	in the news; on the news; hear the news; newsflash; newspaper
place	take place; in place of; at a place
question	ask/answer a question; question sth/sb; in question; question mark
view	have/take/hold a view; sb's view; in my view; in view of; view from sth
watch	watch sth/sb; watch out (for sth/sb) keep watch

Word patterns

according to sb
 announce sth to sb
 believe in sth; believe that
 comment on sth
 confuse sb/sth with sb/sth
 correspond with sb
 describe sth as; describe sth to sb
 hear from sb
 inform sb that; inform sb about/of sth
 likely to do
 persuade sb to do
 point in doing
 send sth to sb
 surprise by sth
 tell sb that / to do

GRAMMAR FOCUS: ARTICLES

Indefinite article	
There are two indefinite articles in English: 'a' and 'an'. 'An' is used before vowel sounds.	
Use	Example
Singular countable nouns (when we are not being specific or when we mention something)	<i>There's a good film on TV tonight.</i>

for the first time)	
---------------------	--

Watch out!

Whether we use 'an' or 'a' depends on the sound, not the spelling.

✓ The news is on TV in an hour.

X The news is on TV in a hour

Being in a film was a unique experience for me.

X Being in a film was an unique experience for me.

Definite article	
There is one definite article in English: 'the'	
Use	Example
Singular countable nouns (when we are being specific)	<i>Where's the DVD you were talking about?</i>
Singular countable nouns (when we are talking generally)	<i>The radio seemed amazing to people at first.</i>
Plural countable nouns (when we are being specific)	<i>I didn't believe the rumours about the prime minister.</i>
Uncountable nouns (when we are being specific)	<i>I followed the advice my lawyer gave me.</i>

We often use 'the' when we are talking about something there is only one of. ✓ *the sky, the sun, the moon, the Prince of Wales, the North Pole, the World Cup*

Zero article	
We often don't use an article at all. This is sometimes called the zero article.	
Use	Example
Plural countable nouns (when we are talking generally)	<i>Journalists often face dangerous situations.</i>
Uncountable nouns (when we are talking generally)	<i>News travels fast these days.</i>

Articles in phrases and expressions

Notice how we use articles in the following phrases and expressions. Many of these are

examples of general categories. For example, ' <i>the River Thames</i> ' means that we use 'the' for all rivers.	
Use	Example
Time	definite article: <i>in the 1990s, in (the) summer, in the morning</i> zero article: <i>in 2008, in June, on Friday, at night</i>
People and work	indefinite article: <i>have a job, work as a...</i> definite article: <i>the queen, the principal, the president, the French</i> zero article: <i>become president, go to work, be at work, have work to do, he's French.</i>
Places	definite article: <i>the Alps, the Atlantic Ocean, the River Thames, the Earth, the Arctic, the USA, the UK, the Cyclades</i> zero article: <i>Mount Everest, Paris, America, Mars/Venus/Jupiter etc, Oxford Street, Lake Superior, Crete</i> definite article: <i>the media, on the radio, play the guitar, go to the cinema, watch (the) TV</i>
Entertainment and sport	zero article: <i>listen to music, on television, play tennis/football etc</i>
Organisations	definite article: <i>the army, the police, the fire brigade</i>
Education	definite article: <i>go to the school (as a visitor), be in the first year</i> zero article: <i>go to school (as a student), be in Class 3B, maths</i>
Travel	indefinite article: <i>take a taxi, catch a/the bus</i> definite article: <i>on the bus</i> zero article: <i>on foot, go home, go by bus</i>
Health	indefinite article: <i>have a cold/headache/cough</i> definite article: <i>have (the) flu/measles</i> zero article: <i>have toothache</i>
Public buildings	definite article: <i>the bank, the tax office, go to the hospital/prison (as a visitor)</i> zero article: <i>go to hospital/prison/church (as a patient/prisoner/worshipper)</i>

Countable and uncountable nouns	
Countable nouns	<i>I want to be a journalist.</i>
Use a, the, some, many	<i>Where is the newspaper?</i>
Use a singular or plural verb	<i>There are some good articles in the paper.</i> <i>How many channels do you get?</i>

Uncountable nouns Use <i>the, some, much</i> Use a singular verb	<i>Did you hear the news?</i> <i>Some important news has just come in.</i> <i>How much information do we have about it? Your advice was very useful.</i>
Common uncountable nouns: <i>advice, coffee, furniture, glass, hair, homework, information, knowledge, luggage, money, news, paper, work</i>	

Quantifiers/ Quantifier		
<i>many</i>	countable nouns, usually in negative statements and questions	<i>There aren't many programmes on TV that I find interesting.</i>
<i>much</i>	uncountable nouns, usually in negative statements and questions	<i>My dad never shows much interest in the news.</i>
<i>a lot of/lots of</i>	countable and uncountable nouns in positive statements	<i>That film has won a lot of/lots of awards.</i> <i>What a lot of luggage you've got!</i>
<i>a few</i>	countable nouns, means 'some'	<i>There have been a few scandals in the papers recently.</i>
<i>a little</i>	uncountable nouns, means 'some'	<i>They say that a little knowledge is a dangerous thing.</i>
<i>few</i>	countable nouns, means 'not many'	<i>Richard has few interests outside work.</i>
<i>little</i>	uncountable nouns, means 'not much'	<i>The police have little information about the robbery.</i>

TEST

TASK 1: Read the text below. Match the choices A–H to 1–6. There are two choices you do not need to use.

1. The Freedom Frequency

In small towns across Central Europe, one nonprofit radio station, **The Freedom Frequency**, became a vital source of news during times of political unrest. It was run by **a group of volunteers** and transmitted unbiased information. This station was not owned by **a commercial network** but funded by local citizens.

2. NewsCycle

Started by a teenage coder in **the Netherlands**, **NewsCycle** filters out misinformation using artificial intelligence. It compares headlines from hundreds of sources and delivers **an unbiased summary** every morning to its users.

3. The StoryCart

Every weekend in **a park** in Mumbai, families gather around **the StoryCart**, a mobile media library on wheels. People share digital documentaries and short films from various regions. The goal is to give **the public** access to independent storytelling.

4. VoxStudent

VoxStudent is an online blog created by university students who write news about youth issues. It provides a platform where students can report without **the pressure** of editorial censorship or commercial bias.

Which media source...

- A. includes contributions from university students
- B. uses AI to ensure information accuracy
- C. runs on commercial advertising revenue
- D. allows visitors to view documentaries
- E. broadcasts internationally via satellite
- F. is funded by local people
- G. offers training to professional journalists
- H. was created by a child

TASK 2: Choose the correct article (A, B, C, or D) to fill in each blank.

A Closer Look at News Literacy

In digital age, learning how to understand media is essential. Media literacy is not just about recognizing fake news — it's also about understanding how (7)_____ article is written, who owns (8)_____ news outlet, and what kind of influence it may have. News often tries to present facts, but even facts can be shaped by (9)_____ way they're reported.

When we scroll through (10)_____ headlines on social media, we rarely stop to ask who wrote them. Most people accept what they see as (11)_____ truth without verifying sources. In this way, misinformation can spread faster than truth.

	A.	B.	C.	D.
--	----	----	----	----

7	a	an	the	– (no article)
8	the	a	– (no article)	an
9	a	an	the	–
10	a	the	–	an
11	the	a	an	–

TASK 3. Read the text below. For questions (12–16), choose the correct answer (A, B, C, or D).

For more than a century, (12)_____ newspaper has been a symbol of daily life. But while newspapers still exist, digital transformation has reshaped media entirely. It all started in the early 20th century, when radio became (13)_____ powerful tool of mass communication. People gathered around (14)_____ single device to listen to news, music, and even live speeches.

Then came (15)_____ television, which added images to the voice, changing everything once again. By the 1990s, the internet arrived, offering (16)_____ endless stream of real-time news and commentary. Social media would later revolutionize how fast information travels — and how people create it.

	A.	B.	C.	D.
12	a	–	the	an
13	an	a	–	the
14	a	the	an	–
15	the	an	–	a
16	a	an	the	–

The media we consume today is largely shaped by the development of (17)_____ internet. Unlike traditional broadcasting, where content was controlled by a few institutions, online platforms offer (18)_____ space where anyone can contribute. This has led to both diversity and misinformation. For example, (19)_____ viral video can spread faster than any newspaper article. It also means that people need to be more responsible as readers and viewers.

Despite these challenges, (20)_____ media remains a powerful instrument of change. Whether it's a tweet that starts a revolution or (21)_____ blog post that exposes injustice, today's media is participatory — and potentially, democratic.

	A.	B.	C.	D.
17	a	an	—	the
18	a	an	—	the
19	the	a	—	an
20	the	—	a	an
21	—	the	an	a

TASK 4: For questions 22–30, choose the correct word or phrase.

The Power of Visual Media

In the early 2000s, (22)_____ rise of video-sharing platforms like YouTube created new possibilities for independent creators. Some began to produce content that rivaled traditional TV in quality. Others focused on niche topics that rarely made it to (23)_____ mainstream media.

Perhaps one of (24)_____ most important changes was the speed at which a video could become popular. A well-made short film could receive millions of views in (25)_____ matter of days. This shift gave rise to influencers — individuals who could affect public opinion without working for (26)_____ established news outlet.

As a result, understanding how media works has become critical. Every student should learn to recognize bias, question headlines, and identify (27)_____ purpose behind every message. Education can help us all become more responsible consumers of (28)_____ media.

Media is no longer just something we watch or read — it's something we make and shape. From viral dance clips to citizen journalism, we all now participate in (29)_____ evolution of storytelling. And in this process, truth itself may be one of (30)_____ greatest challenges.

	A.	B.	C.	D.
22	a	an	the	—
23	a	the	an	—
24	a	the	—	an
25	a	the	—	an
26	an	—	the	a
27	a	—	the	an
28	the	a	—	an
29	a	the	an	—
30	the	a	an	—

MODULE 5

People and Society

VOCABULARY FOCUS:

Topic vocabulary in contrast

relationship/connection	nervous/bad-tempered s
blame/fault	ensitive/sensible
old/ ancient	company/group
crowd / audience	popular/famous
enjoy/ please	typical / usual / ordinary close / near
support/assist	unknown/infamous
kind/polite	sympathetic/ likeable

Phrasal verbs

ask after ask for news about

make up become friends again after an argument

bring up look after a child until he or she becomes an adult pass away die

fall for fall in love with; believe (a lie/trick/etc)

pick on keep treating someone badly or unfairly

fall out (with) have an argument with and stop being friends

get on (with) have a good relationship (with)

grow up become older

look down on think that you are better than

look up to admire and respect

put down criticise, make someone feel stupid

settle down become calm after being upset, etc; stay in one place or get married and live quietly

stand up for support in an argument or fight

take aback surprise (usually in passive voice)

Phrases and collocations

Approval: show/give (your) approval of/for sth; meet with sb's approval

Argument: have an argument (with sb) (about sth/doing); win/lose an argument

Care: take care (of sth/sb); care for/about sth/sb

Courage: have the courage to do; it takes courage to do

Disguise: in disguise; wear a disguise; disguise yourself; disguised as sth/sb

Dream: have a dream (about sth/sb/doing); daydream; dream of/about doing

Family: have/start a family; nuclear family; extended family

Favour: do/owe sb a favour; be in favour of

Friend: make/become/be/stay friends (with sb); best friend

Love: be/fall in love with sb

Mood: in a good/bad mood; in the right/wrong mood; in the mood for sth

Pity: pity sb; take pity on sb; feel pity for sb; it's a pity (that)

Promise: promise to do; give/make sb a promise; break a/your promise

Word patterns

agree with/on/to sth; agree with sb; agree to do; agree that allow sb to do; allow sth

approve of sth/doing; approve sth

ask sb sth; ask sb to do sth (for you); ask about/for sth; ask if/whether

attack sth; attack sb for sth/doing; an attack on sth/sb

ban sb from sth/doing; ban sth

convince sb (of sth); convince sb to do; convince sb that

force sb to do sth; force sb into sth/doing

independent of/from sth

let sb do sth

object to sth/doing

pretend to be; pretend to do; pretend that

rely on sth/sb

Word formation

able unable, (in)ability, disabled, disability

achieve achievement

argue argument, argumentative

care carefully), careless (ly), (un)caring

correspond correspondence

friend friendship, (un)friendly

happy unhappy, (un) happiness, obey disobey, (dis)obedient(ly), (un)happily

jealous jealousy, jealously kind unkind, (un) kindness, kindly

marry marriage, (un)married

nerve nervous(ly), nervousness

(dis)obedience

person (im)personal(ly), personality polite impolite, (im)politely, (im)politeness

relate relative(ly), relation, relationship willing unwilling, (un)willingness, (un)willingly

GRAMMAR FOCUS:

Conditionals: zero, first, second, third, mixed, inverted/unless, in case, as/so long as, provided (that)

Zero conditional	
Form if + present simple, present simple	
Use	Example
General or scientific facts and definitions	<i>If you have faith in something, you believe in something you cannot prove.</i>

First conditional	
Form <i>if</i> + a present tense, <i>will</i> + bare infinitive	
Use	Example
Real or likely conditions in the present or future and their results in the present and future	<i>If you have a birthday party, you'll get loads of cool presents!</i> <i>If you're working till half past six, we'll have dinner at about eight.</i> <i>If you have revised properly, you won't have any problems in the test next week.</i>

Watch out!

We can also use *may, might, can, could, shall, should, ought to, have to* instead of *will*, depending on the meaning.

✓ *If you have a birthday party, you might get loads of cool presents!*

We can also use *should* + bare infinitive instead of present simple. This suggests the situation is possible, but unlikely to happen.

If you should bump into Alex at the concert, you'll be able to get a lift home.

We can also use a form of the first conditional to give instructions about real or likely situations in the present or future. This is: *if* + a present tense, imperative.

✓ *If you decide to have a birthday party, tell me!*

unless, in case, as/so long as, provided (that)

unless 'except if' or 'if...not'		
Word or phrase	Meaning	Example
unless	'except if' or 'if...not'	I'll be <i>there</i> at six <i>unless I get delayed</i> . (= except if I get delayed / if I don't get delayed)
<i>in case</i>	'because he/she/it/etc might'	Let's <i>take our wellies in case it's muddy</i> . (= because it might be muddy)
<i>as/so long as</i>	'if' or 'only if'	As long as <i>I'm happy, my parents don't care what job I do</i> . So long as <i>I'm happy, my parents don't care what job I do</i> .
<i>provided (that)</i>	'if' or 'only if'	<i>Provided (that) I'm happy, my parents don't care what job I do</i> .

Second conditional	
Form <i>if</i> + past simple or past continuous, <i>would</i> + bare infinitive	
Use	Example
Impossible, unlikely or hypothetical conditions in the present or future and their results in the present or future	<i>If you had a beard, you would look just like Charles Dickens!</i> <i>If you were flying to Rio, would you get there much quicker?</i>
Advice	<i>If I were you, I would think very carefully about my future.</i> (more formal) <i>If I was you, I'd have a party at the weekend!</i> (more informal)

Watch out!

We can also use *might* or *could* instead of *would*, depending on the meaning. (Note: *could* here often means *would be able to*.)

If we were older, we could go on holiday on our own.

We can also use *could* in the *if* clause. Here, it means *was/were able to*. ✓ *If I could drive, I'd buy a car.*

Third conditional	
Form <i>if</i> + past perfect (simple or continuous), <i>would</i> + <i>have</i> + past participle	
Use	Example
Hypothetical conditions in the past and their results in the past	<i>If you had worn a fake beard, no one would have known who you were!</i> (= You didn't wear a fake beard so people knew who you were.) <i>If she'd been wearing her new glasses, I would have noticed them.</i> (= She wasn't wearing her new glasses so I didn't notice them.)

Watch out!

We can also use *might*, *could* or *should* instead of *would*, depending on the meaning.

If I had done some revision, I might/could/should have passed the exam.

Mixed conditionals	
Form <i>if</i> + past perfect (simple or continuous), <i>would</i> + bare infinitive	
Use	
Hypothetical past condition and a present result	<i>If I had listened to my parents, I wouldn't be in so much trouble now.</i> (= I didn't listen to my parents so I'm in lots of trouble now.)

Form <i>if</i> + past simple or past continuous, <i>would</i> + <i>have</i> + past participle	
Use	Example
Hypothetical present condition and a past result	<i>If I had a mobile, I would have called you last night.</i> (= I don't have a mobile so I didn't call you last night.)

Inverted conditionals

Form <i>Should I/you/he/etc... instead of If I/you/he/etc should...</i> <i>Were I/you/he/etc... instead of If I/you/he/etc were ...</i> <i>Had I/you/he/etc... instead of If I/you/he/etc had...</i>	
Use	Example
More formal form of the first conditional (with <i>should</i>)	<i>Should the situation worsen, the United Nations is prepared to send in a peacekeeping force.</i> (= If the situation should worsen...)
More formal form of the second conditional	<i>Were the situation to worsen, the United Nations would be prepared to send in a peacekeeping force.</i> (= If the situation were to worsen...)
More formal form of the third conditional	<i>Had the situation worsened, the United Nations would have been prepared to send in a peacekeeping force.</i> (= If the situation had worsened...)

TEST

TASK 1: Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Unique Social Projects Around the World

1. *The Listening Café*

In Japan, a non-profit organization opened cafés where people who feel lonely or isolated can simply talk to trained volunteers. Many regulars say they feel emotionally lighter after visiting. If customers didn't speak out, they **wouldn't experience** the healing effects of conversation.

2. *Hope in Hair*

A barber in New York set up a mobile salon for homeless people. He offers free haircuts and grooming services on the streets. "If you **give** people dignity, they **start** to believe in themselves again," he says. He never charges – even if someone insists.

3. Digital Grandparents

In Sweden, tech-savvy teenagers volunteer at nursing homes to teach elderly residents how to use smartphones and apps. “If the older generation **used** technology more confidently, they **would** connect more with their families,” one teen tutor explains.

4. Community Kitchen BXL

Every Sunday in Brussels, residents of different backgrounds meet to cook and eat together using donated food. If you **join**, you **contribute** not just to a meal, but to friendships across cultures. No one is turned away.

5. Project Green Hand

This Indian initiative trains communities to plant trees in deforested areas. Villagers learn how reforestation affects rainfall, food, and climate. “If every village **planted** even one small grove, the region **could change** dramatically,” says the project leader.

6. Empathy Radio

A community podcast in South Africa invites people to share life stories anonymously. Listeners often say they’ve changed their views. “If we **listened** more and judged less,” says the founder, “we **might understand** each other far better.”

Which project...

- A. improves nature while strengthening social unity?
- B. connects older people with younger generations using tech?
- C. helps people without homes regain confidence?
- D. aims to change opinions through anonymous stories?
- E. allows people to cook meals for money?
- F. creates new friendships through food?
- G. gives people a space to speak about their feelings?
- H. supports orphans with psychological therapy?

TASK 2: Read the text. For questions (7–11), choose the correct answer (A, B, C, or D).

The Power of Small Acts

Sometimes, it's not governments or big charities that make the biggest difference—it's ordinary people. Take Marcus, a retired bus driver in Liverpool. If he **had waited** for official support, his neighborhood would still lack a youth center. Instead, he raised funds, cleaned an abandoned building, and started one himself.

“If these teenagers **had had** a safe place before,” he explains, “some of them **wouldn't have joined** street gangs.” Now the youth center runs music nights and workshops.

In another example, a group of young women in Kenya built a mobile school. If their village **didn't lack** a permanent building, the school might never have been needed. But their solution brought education to over 200 children.

Experts say: **If communities take initiative**, change can happen faster than expected. And if small actions **are combined** with larger policies, they **will have** a real, long-term impact.

7. What does Marcus's story show about action?

- A. It's easier when officials help.
- B. It happens only with permission.
- C. It can begin without support.
- D. It must be well-financed.

8. What might have happened without the youth center?

- A. Teenagers wouldn't have had music nights.
- B. More teenagers might have joined gangs.
- C. The building would have been sold.
- D. Marcus wouldn't be a driver.

9. Why was a mobile school built?

- A. Children had no books.
- B. There was no road to the school.
- C. The weather was too harsh.
- D. There was no fixed school structure.

10. What is the expert opinion?

- A. Only governments should solve problems.
- B. Long-term impact is impossible without laws.
- C. Local efforts combined with policy create better change.
- D. Community action is not reliable.

11. What would happen if people acted more often?

- A. Laws would stop them.
- B. Change might come faster.
- C. Schools would disappear.
- D. More taxes would be needed.

TASK 3: Read the text below. For questions (12–21), choose the correct answer (A, B, C or D).

If People Were Different...

People make assumptions every day. If someone (12)_____ differently or speaks with a strong accent, we often create mental shortcuts about who they are. If we (13)_____ more aware of these unconscious biases, society might be more inclusive.

Take Jamila, for example. She wears traditional clothing and speaks softly in meetings. Some colleagues assume she lacks confidence. But if they (14)_____ time to listen, they would realize she's the most qualified person on the team.

Bias doesn't stop at appearance. If people (15)_____ less about social status, more authentic relationships would develop. Consider Omar—he comes from a working-class family and runs a tech startup. If he had judged his clients by background, he (16)_____ some of his best partnerships.

Sometimes, people regret not speaking up. Maria often says, "If I (17)_____ something earlier, we could've solved the conflict before it escalated." She now trains others in emotional intelligence.

Our choices also define who we become. If you (18)_____ to forgive someone, it doesn't mean the pain disappears. But if you don't try, resentment may last forever.

Psychologists believe that if children (19)_____ taught to challenge stereotypes from a young age, they grow into more empathetic adults. And if adults led by example, children (20)_____ faster.

In the end, if we all reflected more on our automatic judgments, the world (21)_____ a kinder place.

	A	B	C	D
12	dresses	dressed	had dressed	dress
13	were	had been	are	would be
14	took	had taken	take	would take

15	care	cared	had cared	would care
16	wouldn't form	wouldn't have formed	won't form	hasn't formed
17	had said	said	says	would say
18	choose	chose	had chosen	have chosen
19	are	had been	were	will be
20	learn	learned	would learn	had learned
21	would be	is	was	will be

Task 4: Read the text below. For questions 22–30, choose the correct answer (A, B, C or D).

The Psychology of Decision-Making

Every day, we make hundreds of small decisions—what to wear, what to eat, what to say. But if we (22)_____ more aware of our cognitive patterns, we might make better choices.

Psychologists say that if people (23)_____ how much emotion affects decision-making, they would be more cautious in high-stress situations. For example, if someone (24)_____ a major choice while tired or angry, they are more likely to regret it.

Cognitive bias also plays a huge role. If you (25)_____ only information that confirms what you already believe, you are experiencing what's known as "confirmation bias." Many people don't realize this until a decision (26)_____ poorly.

Some researchers have conducted experiments where people had to decide quickly. If subjects (27)_____ more time, their responses would have been more logical and less emotional.

Interestingly, people often think, "*If I (28)_____ that job five years ago, everything would be different now.*" This kind of thinking, while natural, can prevent people from accepting the present.

However, if people (29)_____ more reflective habits, like journaling or mindfulness, their decision-making tends to improve. If schools (30)_____ emotional intelligence more seriously, we might see an entire generation with better psychological tools.

	A	B	C	D
22	had become	become	became	would become
23	knew	would know	have known	know
24	made	had made	would make	make

25	consider	considered	had considered	would consider
26	goes	went	had gone	would go
27	were given	had been given	give	would be given
29	adopt	adopted	had adopted	will adopt
30	teach	taught	had taught	would teach

MODULE 6

The Law and Crime

VOCABULARY FOCUS:

Topic vocabulary in contrast

proof/evidence

suspect / arrest / charge

suspect / accused

decision/verdict

commit/break

rule/law/justice/right

judge/jury

prosecute/persecute

capital punishment / corporal punishment

robber / burglar / thief

vandal / hooligan

sentence/ imprison

innocent/ guilty

witness/ bystander

lawyer/ solicitor

Phrasal verbs

back down stop demanding sth, stop saying that you will do sth
hand in give to a person in authority
break out escape (from prison)

bring in introduce a new law or system

chase after follow sb/sth quickly in order to catch them
come forward offer help or information
get away with escape punishment for

go off explode; be fired (for a gun, usually accidentally)

hand in escape

hold up rob while threatening violence; delay

let off give little or no punishment; make a bomb, etc explode

look into investigate

make off escape

take down write down what someone says

take in trick sb into believing sth that is not true

on account of; take into account; account for sth

advantage take advantage of sth/sb; have an advantage over sth/sb; at an advantage; an/one/etc advantage (of sth)

be to blame (for sth/doing); get/take the blame (for sth/doing); put the blame on sth/sb; blame sth (on sb); blame sb for sth/doing

damage: do/cause damage (to sth)

fault: at fault; find fault with sth/sb

intention: have the/no intention of doing

mistake: make a mistake; a mistake (to do); mistake sb for sb; do sth by mistake

order: in order; put sth in order; in order to do; give an order (to sb) (to do)

necessary: necessary (for sb) to do

order

permission: give sb permission to do; ask (sb) for permission to do; have/ask for/get permission (from sb)

purpose: to do sth on purpose; purpose of sth

reason: reason why; reason for sth; reason with sb

solution: have/find/think of/work out/come up with/figure out a solution (to sth)

wrong: do wrong; do the wrong thing; the wrong thing to do; go wrong; the wrong way up

Word patterns

accuse sb of sth/doing arrest sb for sth/doing

charge sb with sth

claim to be/do; claim that deny sth/doing

Word formation

accuse accused, accusation

addict addicted, addictive, addiction

convict convicted, conviction crime criminal

evident evidence, evidently forge forgery, forger

doubt sth; doubt that; doubt if/whether forgive sb for sth/doing

glimpse sth; catch a glimpse of sth

guilty of sth/doing legal (for sb) to do

honest dishonest, (dis)honesty, (dis)honestly

investigate investigative, investigation, investigator law lawyer, (un)lawful

murder murderer

offence offensive, offend, offender

make sb do; be made to do

refuse to do sth; refuse sth

respect sth; respect sb for sth/doing; have respect for sth/sb

threaten to do, threaten sb with sth

prison prisoner, imprison (ed), imprisonment

prove proof, (un)proven, disprove

rob robbery, robber secure insecure, (in)security theft thief

GRAMMAR FOCUS:

ADJECTIVES

Comparatives and superlatives/so, such, enough, *too* Comparative and superlative adjectives

	adjective	comparative	superlative
--	-----------	-------------	-------------

regular adjectives with one syllable	<i>black</i>	+ <i>-er</i> <i>blacker</i>	+ <i>-est blackest</i>
regular adjectives with one syllable (ending in vowel + consonant)	<i>thin</i>	double final letter + <i>-er thinner</i>	double final letter + - <i>est</i> <i>thinnest</i>
regular adjectives with two syllables (ending in -y)	<i>funny</i>	replace -y with - <i>ier</i> <i>funnier</i>	replace -y with - <i>iest</i> <i>funniest</i>
regular adjectives with two or more syllables	<i>intelligent</i>	<i>more/less + adj more</i> <i>intelligent</i>	<i>most/least + adj most</i> <i>intelligent</i>
irregular adjectives / quantifiers	<i>good</i> <i>bad</i> <i>far</i> <i>little</i> <i>much</i> <i>many</i>	<i>better</i> <i>worse</i> <i>farther/further</i> <i>less</i> <i>more</i> <i>more</i>	<i>best</i> <i>worst</i> <i>farthest/furthest</i> <i>least</i> <i>most</i> <i>most</i>
Use		Example	
Comparative To compare things or people that are different		<i>The crime rate in this area is higher than in other parts of the country.</i>	
Superlative To compare one member of a group of people or things with the whole group		<i>The robbery was the biggest in the bank's history.</i>	

Comparative and superlative adverbs			
	adverb	comparative	superlative
regular adverbs	<i>easily</i>	<i>more/less + adv more</i> <i>easily</i>	<i>most/least + adv most</i> <i>easily</i>
	<i>badly</i>	<i>worse</i>	<i>worst</i>
	<i>early</i>	<i>earlier</i>	<i>earliest</i>
	<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>
	<i>fast</i>	<i>faster</i>	<i>fastest</i>
	<i>hard</i>	<i>harder</i>	<i>hardest</i>
	<i>late</i>	<i>later</i>	<i>latest</i>

irregular adverbs	<i>often</i>	<i>more often</i>	<i>most often</i>
	<i>near</i>	<i>nearer</i>	<i>nearest</i>
	<i>soon</i>	<i>sooner</i>	<i>soonest</i>
	<i>well</i>	<i>better</i>	<i>best</i>

Use	Example
Comparative To compare actions that are different	<i>Lock your door more carefully next time and maybe you won't get burgled!</i>
Superlative To compare actions of one member of a group of people or things with the whole group	<i>Only the criminal who ran fastest managed to escape from the police.</i>

So	
Form <i>so</i> + adjective + <i>that</i> <i>so</i> + adverb + <i>that</i> <i>so</i> + <i>many/much</i> + noun + <i>that</i>	
Use	Example
To show the results of a situation or action	<i>The burglar was so clever that no one could catch him.</i> <i>Jane took the money so quickly that no one saw her.</i> <i>There was so much money that the robber couldn't carry it all.</i>

Watch out!

The word *that* is not usually necessary to introduce the second clause.

✓ The *crime rate is so high people are very frightened.*

The word *so* has a number of other uses. Try not to get confused between them. ✓ The *crime rate is so high that people are very frightened.*

✓ *I saw that burglar leaving the house, so I called the police.*

Such	
<p>Form</p> <p><i>such</i> + <i>a/an</i> + adjective + singular noun + <i>that</i></p> <p><i>such</i> + adjective + plural noun + <i>that</i></p> <p><i>such</i> + <i>a lot of</i> + noun + <i>that</i></p>	
Use	Example
To show the results of a situation or action	<p><i>It was such a terrible crime that the man was sent to prison for life. The security guard had such good hearing that he heard the door open immediately. There is such a lot of crime here that the police can't cope.</i></p>

Enough	
<p>Form</p> <p><i>enough</i> + noun (+ <i>for</i> and/or + full infinitive)</p> <p>adjective + <i>enough</i> (+ <i>for</i> and/or + full infinitive)</p> <p>adverb + <i>enough</i> (+ <i>for</i> and/or + full infinitive)</p>	
Use	Example
To show the results of a situation or action where there is/isn't the right amount/number of something	<p><i>There aren't enough police officers on the streets to keep us safe.</i></p> <p><i>It wasn't dark enough for the burglar to start working.</i></p> <p><i>Did the police respond quickly enough to help?</i></p>

Watch out!

A common mistake is to put *enough* before an adjective when the correct word is *quite* or *fairly*.

It's quite/fairly dangerous around here so don't go out alone.

~~*It's enough dangerous around here so don't go out alone.*~~

Too	
<p>Form</p> <p><i>too</i> + adjective (+ <i>for</i> and/or + full infinitive)</p> <p><i>too</i> + adverb (+ <i>for</i> and/or + full infinitive)</p> <p><i>too+many/much</i> + noun (+ <i>for</i> and/or + full infinitive)</p>	
Use	Example

To describe something that is more than necessary and which has a negative effect	<i>The young man was too young to go to prison.</i> <i>We arrived too late for the start of the trial.</i> <i>We send too many innocent people to prison.</i>
---	---

Watch out!

We do not use too when we want to describe something we consider to be positive. Instead, we use *very*, *really* or *extremely*.

You were very/really/extremely lucky not to get caught. X-You were too *lucky* not to get caught.

TEST

TASK 1: Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Unusual Legal Situations

1. The government passed a law that retroactively made an activity illegal, even though it was legal when it was carried out.
2. A man was arrested for trespassing after saving a child from a burning house because he did not have permission to be on the property.
3. A defendant was found not guilty due to lack of evidence, even though everyone knew he was guilty.
4. A woman was fined for feeding homeless people in a public park without a permit.
5. A criminal served only half of his prison sentence due to good behavior.
6. A business owner was sued after posting a negative review of a competitor online.

Which legal concept or issue is involved?

- A. Judicial immunity
- B. Double jeopardy
- C. Retrospective legislation
- D. Defamation
- E. Moral vs legal conflict
- F. Parole
- G. Discretionary enforcement
- H. Reasonable doubt

TASK 2: Read the text and answer the questions. Choose the correct answer (A, B, C, or D).

The Case of Regina v. Hadley

Regina v. Hadley was a case that stirred national attention. Hadley, a respected schoolteacher, was accused of stealing classified documents from a local government office. While the prosecution presented circumstantial evidence—including his late-night access to the building and personal debts—no witness actually saw him commit the theft.

During the trial, the defense emphasized the principle of presumption of innocence, and the jury ultimately found Hadley not guilty. However, public opinion remained divided. Some argued that justice had not been served because the real thief was never identified, while others upheld the importance of protecting individuals from conviction without concrete proof.

Questions:

7. What was the key legal principle emphasized by the defense?

- A) Right to remain silent
- B) Burden of proof lies with the defense
- C) Presumption of innocence
- D) Trial by media

8. Why was Hadley suspected?

- A) He confessed to the crime.
- B) He was seen on surveillance video.
- C) He had personal debts and access to the office.
- D) He had a criminal record.

9. What concern did the public express after the trial?

- A) That Hadley would be re-arrested.
- B) That a guilty person had gone free.
- C) That the trial was too short.
- D) That the defense didn't argue well.

10. What does the phrase “justice had not been served” imply?

- A) The legal process was delayed.
- B) The jury was biased.
- C) The outcome seemed unfair.
- D) The judge did not follow procedure.

11. What does “conviction without concrete proof” refer to?

- A) Sentencing before trial
- B) Finding someone guilty without solid evidence
- C) Punishing someone for speaking freely
- D) Arresting without a warrant

TASK 3. Read the text below. For questions (12 – 21) choose the correct answer (A, B, C or D). Confirm your choice.

TEEN COURTS

Teen courts are a unique and highly successful approach to juvenile crime. The idea was born as people grew more concerned about the rise in juvenile crime and violence. They realised that a more positive and effective alternative to the increasingly inadequate and ineffective juvenile system was needed. Also known as youth courts or peer courts, they are specialised programmes for young offenders that hold hearings in a less formal courtroom setting. As teen courts place more responsibility on the defendant than regular juvenile courts, they have proved to be popular and successful. Their success has been repeated in hundreds of communities in the USA. Teen courts operate on a voluntary basis. They are open to first-time offenders who are between 10 and 18.

The philosophy behind teen courts is that the young offender should be made to feel responsible for their criminal act. In Teen Court, defendants are judged and sentenced by their peers. Senior high school students take the roles of the prosecution, defence and jury. Facing their peers in this way means the whole process seems more relevant to teenage defendants. Instead of being tried in a municipal court and being given a fine, teens tried in the Teen Court have more time and thought devoted to their cases.

Through Teen Court, offenders, parents, victims and adult and teen volunteers all work together to create a long-lasting solution to teen crime. Teens who are eligible for teen court are referred by the municipal court. They must be given permission to attend a teen court by their parent or guardian, who is normally present during the proceedings. Offenders have normally pleaded guilty to anything from theft to non-violent offences. Teen courts do not deal with serious offences which involve gangs or weapons. The defendant's case is heard by his peers, teens who have volunteered for the job through their high schools, and been carefully trained by adult volunteers to carry out the procedures.

Once they have heard the case, the teens on the jury sentence the defendant. The defendants are always sentenced to community service in city parks, fire departments, animal shelters, old people's homes or local government buildings. Other sentences include letters of apology to the victims, essays about their misdemeanours and jury duty in subsequent Teen Courts, too, in order to be given the opportunity to see how the court works from the point of view of those making the

decisions. Attendance at educational programmes created to deal with anger management and other issues may be ordered for those who are thought to need them. The sentences are designed to make the offender think about the crime and give something back to the community. Through Teen Court, offenders learn to take their crime seriously. It teaches them to respect the authority of the court. For teens, the approval or disapproval of their peers often counts for more than the formal procedures of the conventional juvenile court, where only adults are in charge. It is a positive experience of the judicial system, one which demands, first and foremost, that defendants recognise the consequences of their actions on the community and themselves.

A major benefit of Teen Court is that, once their sentence has been carried out, offenders are free to walk away with a clean record. As well as this, it is reported that they gain an improved sense of self-esteem and are more likely to become responsible members of the community. It is hardly surprising then, that the success of Teen Courts has been overwhelming. Only 14 per cent of offenders tried in these courts reoffend, far fewer than those sentenced in the municipal courts.

1. Teen courts are more successful than juvenile courts because
 - A they are more popular with defendants
 - B the accused must be more responsible
 - C their success is often repeated
 - D hundreds of communities use them

2. The teen defendants in Teen Court
 - A may have committed many crimes
 - B have chosen to have their cases heard there
 - C have denied their guilt
 - D often need more time in court

3. A young offender can only attend Teen Court if
 - A they have their family with them
 - B they prefer it to the municipal court
 - C they are guilty of a serious crime,
 - D their family has allowed them to be there

4. The sentences passed by Teen Court aim to
 - A introduce offenders to their victims
 - B make offenders think about solving crime
 - C encourage defendants to volunteer to do community service

D help defendants learn from their mistakes

5. What is always part of a Teen Court sentence?
- A a letter apologising for the crime
 - B working for the community
 - C educational programmes
 - D sitting on the jury in Teen Court
6. Teen Court defendants do not have a criminal record
- A after being sentenced
 - B when they have completed their sentence
 - C if they plead guilty
 - D if they can walk away from crimes

TASK 4. Read the text below. For questions 22–30, choose the correct answer (A, B, C or D).

True Crime and Public Fascination

In recent years, true crime documentaries have become increasingly popular. People are drawn to (22)_____ stories of deception, betrayal, and justice. Some experts say this reflects a deep human need to understand danger without actually being in it.

One of the (23)_____ cases in modern history is the theft of the Mona Lisa in 1911. Although the painting was recovered, the event made headlines worldwide and made the artwork even more famous. People called it the most (24)_____ art heist of the century.

The criminals behind such crimes often appear (25)_____, but in reality, their operations are carefully planned. Viewers find themselves both disturbed and fascinated by the psychology of such (26)_____ individuals.

According to a recent survey, people find true crime stories more (27)_____ than fictional dramas. Some argue it's the (28)_____ details—handwritten notes, video footage, or confessions—that make these stories so absorbing.

However, critics claim that constant exposure to violent content could make society more (29)_____ or even desensitized. They argue that crime should be reported responsibly and not turned into entertainment.

Despite these concerns, true crime remains one of the most **(30)**_____ genres in streaming media today.

	A	B	C	D
22	fascinated	fascinating	fascination	fascinate
23	unforgettable	forgettable	more forgetting	forgotten
24	shocking	shocked	shockable	shock
25	harmless	harmfully	harmed	harming
26	intelligent	intelligently	intelligence	intelligible
27	engaging	engagement	engaged	engage
28	details	detailed	detailing	detail
29	anxious	angrily	numb	violent
30	popularity	popular	populist	populated

MODULE 7

Health and Fitness

VOCABULARY FOCUS:

Topic vocabulary in contrast

prescription/recipe

operation/surgery

sore/hurt/pain

illness/disease

injured/damaged

thin/slim

remedy/cure/therapy

effect / result

healthy/fit

examine/investigate

infection/pollution

plaster/bandage

ward / clinic

dose/fix

fever/rash

Phrasal verbs

break out start suddenly (for a war, fire, etc)

bring on cause (an illness, etc)

come down with start to suffer from a minor illness

come round/to become conscious

cut down (on) do less of (smoking, etc); reduce an amount of

feel up to feel well enough to do

get over recover from (an illness, etc)

give up stop doing sth you do regularly

look after take care of

pass out suddenly become unconscious

pull through survive (a serious illness, etc)

put down kill (a sick/old animal)

put on gain (weight)

Phrases and collocations

Alternative: alternative medicine/therapy; find an alternative (to sth)

Appointment: make/have/break an appointment

Bath: have/take a bath; run a bath (for sb)

Danger: in danger; out of danger

Exercise: do an exercise; do exercise; take/get (some) exercise

Fit: get/stay/keep/be fit; fit and healthy

good health: in good/bad/poor/etc health; health centre; health care

injection: have an injection (for/against sth); give sb an injection

medicine: take/prescribe medicine; practise/study medicine; the best medicine; alternative medicine

shape: get in/into shape; stay/keep in shape; the shape of sth; in the shape of

spread: spread sth; spread sth over/on sth; spread to a place

Word patterns

addicted to sth

attempt to do

wear off stop being effective (for a drug, etc)

do sb good; sth does you good; good for sb (to do)

spread sth; spread sth over/on sth; spread to a place

benefit from sth; a benefit of sth

complain (to sb) (about sth/sb doing); complain of sth

cope with sth/doing

inject sth into sth/sb

lead to sth/(your) doing

likely to do; it is (un)likely that

Word formation

allergy allergic

fit unfit, fitness

aware unaware, awareness

ill illness

need to do; need doing; in need of; no need for

operate on sb/sth

suffer from sth; suffer sth

tired of sth/doing

try to do; try sth/sb/doing; try and do

worry about sth/sb doing; worried that; worried about/by worth sth/doing

benefit beneficial
 comfort discomfort,
 (un)comfortable, (un)comfortably
 emphasis emphasise, emphatic
 inject injection
 injure injury, injuries
 operate operation, operator, operating, cooperate, cooperation, (un)cooperative
 poison poisonous, poisoning
 recover recovery
 strong strength, strengthen, strongly
 surgery surgeon, surgical(ly)
 treat treatment

GRAMMAR FOCUS:

MODALS (ability, permission, advice, criticism, obligation and necessity, degrees of certainty)

Form

All modals (*will, would, shall, should, can, could, may, might, must*) and the semi-modal *ought to* have only one form.

Modals are followed by the bare infinitive (simple or continuous) or the bare perfect infinitive eg
Toby should be very fit by now.

Toby should have recovered by now.

The semi-modals *have to* and *need to* change their form depending on person and tense eg
The doctor said I had/needed to give up red meat.

Modals: ability		
Use	Modal	Example
Expressing ability now or generally	<i>can</i>	<i>I can run a kilometre in four minutes.</i>
Expressing decisions made now about future ability	<i>can</i>	<i>We can meet at the gym tomorrow, if you like.</i>
Expressing ability in the past	<i>could</i>	<i>I could do fifty press-ups with one hand when I was younger.</i>
Expressing ability in present,	<i>could</i>	<i>If only I could quit smoking!</i>

future or general hypothetical situations		
Expressing ability in past hypothetical situations	<i>could</i> +perfect infinitive	<i>I could have roasted the potatoes, but I decided that boiling them was healthier.</i>

Watch out!

We use *be able to* for the infinitive and other tenses. ✓ I'd love to be able to fit into these jeans again! (infinitive)

I'll be able to leave hospital in a few weeks, apparently. (future) ✓ I've been able to swim since I was five. (present perfect)

Modals: permission		
Use	Modal	Example
Asking for and giving permission now, for the future or generally	<i>may could</i> <i>can</i>	<i>May/Could/Can I see the doctor, please?</i>

Watch out!

May is more polite than *could*, and *could* is more polite than *can*.

We don't usually use a modal to talk about past permission.

✓ I was *allowed to wear a knee support during the match*.

Modals: advice		
Use	Modal	Example
Asking for and giving advice now, for the future or generally	<i>should</i> <i>ought to</i>	<i>You ought to/should cut down on the amount of red meat you eat.</i>

Modals: criticism		
Use	Modal	Example
Criticising past behaviour	<i>should ought to</i> (+perfect infinitive)	<i>He ought to/should have made more of an effort with his diet.</i>

Modals: obligation and necessity		
Use	Modal	Example
Expressing obligation or necessity	<i>must/ have to / need to</i>	<i>I must/have to/need to pick up that prescription from the chemist on the way home.</i>
Expressing lack of obligation or necessity	<i>needn't/ don't have to / don't need to</i>	<i>You needn't/don't have to/don't need to pick up that prescription from the chemist as I'll get it while I'm in town.</i>
Expressing past obligation	<i>had to</i>	<i>I had to take the pills three times a day for two weeks.</i>
Expressing lack of past obligation	<i>needn't (+ perfect infinitive)/ didn't have to / didn't need to</i>	<i>I needn't have gone/didn't have to go/didn't need to go to the doctor.</i>

Modals: degrees of certainty		
Use	Modal	Example
Expressing certainty (or near certainty) about now or generally	<i>must can't couldn't</i>	<i>That must be the district nurse at the door. These can't/couldn't be the pills; they're the wrong colour.</i>
Expressing certainty (or near certainty) about the past	<i>must can't couldn't (+ perfect infinitive)</i>	<i>She must have been in a lot of pain. His leg can't/couldn't have been in plaster for two years!</i>
Expressing probability about now, the future or generally	<i>should ought to</i>	<i>You ought to/should feel better in a few days, as long as you get lots of rest.</i>
Expressing probability about the past	<i>should ought to (+ perfect infinitive)</i>	<i>The bruise ought to /should have disappeared days ago. I wonder why it didn't.</i>

Expressing possibility about now, the future or generally	<i>could</i> <i>may</i> <i>might</i>	<i>You should talk to your doctor first because that diet could/ may/might be dangerous.</i>
Expressing possibility about the real past	<i>could</i> <i>may</i> <i>might</i> (+ perfect infinitive)	<i>That could/may/might have been the doctor who rang earlier while we were out.</i>
Expressing possibility about a hypothetical past	<i>could might</i> (+ perfect infinitive)	<i>It's a good thing you went to the doctor or you could/might have become quite ill.</i>

TEST

Unusual Fitness Approaches

TASK 1. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Fitness Approaches

1. Ice Camp Scandinavia

Every February, hundreds of enthusiasts gather in northern Sweden to train outdoors in sub-zero temperatures. They sleep in tents, swim in ice lakes, and train barefoot in snow. "It's not just fitness," says the organizer, "it's mental resilience training."

2. Silent Strength

In Japan, a fitness method called *mōkō-dō* combines resistance training with complete silence. Classes take place without music, mirrors, or speaking. The absence of noise increases concentration and body awareness, according to instructors.

3. Retro Gym Berlin

At this unique gym in Germany, everything is vintage. The weights are iron, the soundtrack is 80s rock, and even the outfits are throwback. Members say it's less about nostalgia and more about focusing on the essentials—no screens, no distractions.

4. Jungle Fit Brazil

This outdoor program in the Amazon encourages movement inspired by local wildlife. Participants crawl, swing, climb trees, and mimic animal patterns. "You feel more connected to the earth and your instincts," one trainer explains.

5. SkyGym Dubai

In a luxury skyscraper overlooking the Gulf, SkyGym combines high-altitude training with a panoramic view. The gym is open-air on the 78th floor, and classes include breathwork, elevation sprints, and even sunrise yoga.

6. Fit-for-Free Kenya

In Nairobi's largest park, volunteers run free outdoor classes to make fitness accessible. The initiative was started by a former boxer who wanted to "democratize exercise." Participants include students, workers, and retirees.

Which fitness program...

- A. emphasizes total silence during workouts
- B. includes natural movement based on animals
- C. is designed specifically for professional athletes
- D. promotes free access to physical training
- E. involves extreme cold and discomfort
- F. uses historical equipment and aesthetics
- G. provides training at a high-altitude location
- H. was originally created for military personnel

A Brief History of Human Health

For most of human history, staying healthy was a matter of survival. Early humans relied on herbs, rituals, and communal care. There were no hospitals or scientific diagnostics. People turned to nature, intuition, and tradition to treat illnesses. Diseases were often blamed on spirits, weather, or punishment from the gods.

In ancient civilizations like Egypt, China, and India, health care systems began to take more structured forms. Egyptian doctors recorded symptoms on papyrus scrolls, Chinese medicine emphasized balance between opposing forces, and Indian Ayurveda saw health as a harmony of physical and spiritual elements.

The Middle Ages in Europe were marked by superstition, but also the growth of public health. Monasteries treated the sick, and quarantine was introduced during plague outbreaks. Still, without an understanding of germs, people believed in "bad air" or divine anger.

It wasn't until the 19th century that scientific advances revolutionized medicine. Pasteur's germ theory, vaccines, antiseptics, and anesthesia changed everything. Hospitals shifted from being last resorts for the poor to centers of modern treatment.

Today, health is more than just the absence of illness. Mental wellbeing, nutrition, preventive care, and holistic approaches are central to modern life. Despite incredible progress, new challenges emerge—climate-related diseases, antibiotic resistance, and unequal access to care remain pressing global issues.

7. What is mentioned about early human health beliefs in PARAGRAPH 1?

- A. They were based entirely on science.
- B. Early humans had access to hospitals.
- C. Illness was linked to nature or supernatural causes.
- D. People understood how to prevent most diseases.

8. How did ancient civilizations contribute to health?

- A. They abandoned traditional remedies.
- B. They combined science and modern medicine.
- C. They developed structured health systems based on philosophy.
- D. They were unaware of the link between mind and body.

9. What practice was introduced in the Middle Ages?

- A. The discovery of bacteria
- B. Herbal detox therapies
- C. Public vaccination campaigns
- D. Isolation of the sick to limit infection

10. What was one major change in the 19th century?

- A. Doctors stopped using natural remedies.
- B. Hospitals became more respected and advanced.
- C. Religious institutions took over health care.
- D. Medicine turned away from science.

11. What does the last paragraph emphasize?

- A. Modern health is only about physical condition.
- B. Science has solved all global health issues.
- C. Mental and social wellbeing are equally important.
- D. Everyone today has access to equal health care.

12. What does the text suggest about global health today?

- A. All countries have equal access to advanced healthcare.
- B. Modern health systems have eliminated most major illnesses.
- C. While progress has been made, significant challenges still remain.
- D. Mental health is not considered important in most cultures.

TASK 3. Read the text below. For questions 12–21, choose the correct answer (A, B, C or D).

Healing the Future: Global Trends in Health

While medical breakthroughs (12) _____ faster than ever, many people still struggle to access basic care. Even in developed nations, the healthcare system is often complicated and expensive. For many, the experience of visiting a hospital can be both physically and emotionally (13) _____. Waiting lists, unclear procedures, and lack of personal attention add to patients' anxiety. One rising trend is **preventive medicine**—the idea that we should invest in wellness **before** illness appears. Doctors now encourage healthy lifestyles, mental resilience, and regular check-ups, rather than simply treating symptoms. “This is not just medicine,” says Dr. Halstrom, “it’s a mindset shift.”

In low-income areas, however, access to clean water and basic nutrition remains the (14) _____ priority. Medical staff often face supply shortages and burnout. NGOs and volunteers are stepping in, offering aid and long-term strategies for sustainable recovery.

Technology also plays a growing role. Wearable devices and mobile apps help users monitor their health in real time. Some argue that this will never (15) _____ the human touch, but others believe it’s the only way to reach remote populations.

Even so, experts warn that information overload and self-diagnosing online can be (16) _____, especially when people avoid professional help altogether.

The World Health Organization defines health not just as the absence of disease, but as “a state of complete physical, mental and social well-being.” The goal is not just to live longer, but to live (17) _____.

And perhaps most importantly, global health is a shared issue. As the pandemic showed, no country is (18) _____ to the consequences of delayed response or poor preparedness.

Dr. Halstrom adds, “The next era of medicine must be proactive, inclusive and (19) _____. If we get it right, we might build a system that truly (20) _____.”

	A	B	C	D
12	accelerate	apply	deliver	direct
13	empowering	overwhelming	rewarding	enlightening
14	urgent	distant	optional	punctual

15	replace	heal	reform	serve
16	harmful	effective	dynamic	preventive
17	longer	fully	wisely	better
18	immune	responsible	exposed	included
19	disruptive	reliable	critical	compassionate
20	maintains	collapses	adapts	works

TASK 4. Read the text below. For questions (22–30), choose the correct answer (A, B, C or D).

The Future of Fitness

In the 21st century, our understanding of fitness has changed dramatically. It's no longer just about lifting weights or running long distances. Experts say that in order to stay healthy, people (22)_____ adopt a more balanced and personalised approach.

We now know that not everyone (23)_____ train in the same way. What works for one person might not suit another. Genetics, lifestyle, and personal goals all influence what kind of activity is most effective.

The rise of wearable tech has added a new layer. You (24)_____ monitor your heart rate, sleep cycle, and even hydration levels through your smartwatch or ring.

Still, fitness professionals warn that people (25)_____ become overly dependent on data. Numbers help, but they don't tell the full story.

Some trainers believe we (26)_____ focus more on mental wellbeing alongside physical results. After all, you can be physically strong but emotionally exhausted.

Another change is the growing trend of functional training. Instead of targeting just muscles for appearance, workouts are designed to help people move better in daily life. This means you (27)_____ see exercises like crawling, twisting, and lifting irregular weights.

Not everyone welcomes these changes. Critics argue that new trends like AI fitness coaches and virtual gyms (28)_____ replace the benefits of human interaction.

Others point out that you (29)_____ spend hours every day in the gym to be fit. In fact, some of the healthiest people are simply consistent with short, focused sessions.

In the end, it's clear: to maintain long-term health, we (30)_____ rethink what fitness actually means.

	A	B	C	D
22	must	can	have	will
23	must	could	should	need
24	might	should	can	have to
25	might	must	should not	need
26	should	can't	mustn't	would
27	might	could	would	will have to
28	can	should	mustn't	need
29	don't have to	have to	could	should
30	might	have to	should	can

MODULE 8

Food and Drink

VOCABULARY FOCUS:

Topic vocabulary in contrast

chop / slice / grate

vegetable / vegetarian / vegan

lunch / dinner

mix / stir / whisk

freezer / fridge

oven / grill / hob

bake / grill / fry / roast / boil

fast food / takeaway

plate / bowl / saucer / dish

drink / soft drink / fizzy drink

fresh / frozen

kitchen / cuisine

cook / cooker / chef

kettle / teapot

menu / catalogue

Phrasal Verbs

drop in (on)

put off (make sb not want to do or not like sth)

get on for

run into

go off

run out of

go on

take to

come (a)round (to)

try out

keep on

turn out

leave out

turn up

Phrases and Collocations

cook

drink

feed

fill

food

meal

note

occasion

recipe

table

wash

Word Patterns

associate sth/sb with sth/sb

regard sb as (being) sth

careful with/about/of sth

remember to do / doing

choose between / choose to do

suggest sth/doing (to sb)

compliment sb on sth

tend to do

lack sth / lack of sth / be lacking in sth

wait for sth/sb / wait for sb to do

offer sth to sb / offer to do

willing to do – бути готовим зробити

Word Formation

anxious, anxiety

appreciate, appreciation

contain, container, content(s)

create, creative(ly), creation, creator

disgust, disgusting, disgusted

grow, growth, grown-up, growing, grown, grower

mix, mixed, mixture, mixer

origin, (un)original(ly), originate, originator

prepare, preparation, preparatory, (un)prepared

safe, unsafe, (un)safely, safety, saver, saviour

surprise, (un)surprising(ly), surprised

sweet, sweetly, sweetness, sweetener

thorough, thoroughly, thoroughness

GRAMMAR FOCUS:

THE PASSIVE

Form noun + <i>be</i> in the correct form + past participle (+ <i>by/with</i> + noun)		
	Active	Passive
present simple	<i>They grow bananas in tropical areas.</i>	<i>am/is/are + past participle Bananas are grown in tropical areas.</i>
present continuous	<i>They are redecorating the café.</i>	<i>am/is/are + -ing + past participle The café is being redecorated.</i>
present perfect simple	<i>Has anyone peeled the carrots?</i>	<i>has/have + been + past participle Have the carrots been peeled?</i>
past simple	<i>They served the meal in an elegant dining room.</i>	<i>was/were + past participle The meal was served in an elegant dining room.</i>
past continuous	<i>We asked for coffee while they were preparing the bill.</i>	<i>was/were + -ing + past participle We asked for coffee while the bill was being prepared.</i>
past perfect simple	<i>Someone had eaten all the food by the time I got there.</i>	<i>has + been + past participle All the food had been eaten by the time I got there.</i>

<i>will future</i>	<i>We will deliver your pizza in forty minutes.</i>	<i>will+be+ past participle</i> <i>Your pizza will be delivered in forty minutes.</i>
<i>be going to future</i>	<i>Overweight customers are going to sue Burgerland.</i>	<i>is/are going to + be + past participle</i> <i>Burgerland is going to be sued by overweight customers.</i>
<i>future perfect simple</i>	<i>They will have harvested all the grapes by the end of September.</i>	<i>will + have + been + past participle</i> <i>All the grapes will have been harvested by the end of September.</i>
<i>modal</i>	<i>You should brush the chicken breast with oil and then fry it.</i>	<i>modal + be + past participle</i> <i>The chicken breast should be brushed with oil and then fried.</i>
<i>modal + perfect infinitive</i>	<i>They should have delivered the groceries by now.</i>	<i>modal + have + been + past participle</i> <i>The groceries should have been delivered by now.</i>
<i>- ing (gerund)</i>	<i>I don't like people telling me what to do in the kitchen.</i>	<i>being + past participle</i> <i>I don't like being told what to do in the kitchen.</i>

Use	Example
When we don't know who does/did something	<i>My groceries have been stolen!</i>
When it's obvious who does/did something	<i>A boy was arrested in town yesterday for stealing an apple.</i>
When it's not important who does/did something	<i>The French bistro is being knocked down.</i>
When we want to emphasise new information or use a formal style	<i>The potato was brought to Europe by Sir Walter Raleigh.</i>

The impersonal passive	
<p>To express other people's opinions in a formal style, we can use two special forms of the passive. They can be used with a number of verbs, including: <i>say, believe, think, claim, estimate</i>, etc. Some other verbs (<i>argue, suggest, calculate</i>, etc) are usually used with only the second structure.</p> <p>Form noun + <i>is/are said to</i> + bare infinitive/perfect infinitive</p> <p><i>It is said that</i> + clause</p>	
Active	Passive
<i>People think he is a great chef.</i>	<i>He is thought to be a great chef.</i> <i>It is thought that he is a great chef.</i>
<i>People believe he was a great chef.</i>	<i>He is believed to have been a great chef. It is believed that he was a great chef.</i>
<i>People claim he has had an influence on many other chefs.</i>	<i>He is claimed to have had an influence on many other chefs. It is claimed that he has had an influence on many other chefs.</i>
<i>People say he has been making the best cheese in the area for over thirty years.</i>	<i>He is said to have been making the best cheese in the area for over thirty years.</i> <i>It is said that he has been making the best cheese in the area for over thirty years.</i>
<i>People estimated that his restaurant was worth over \$10 million.</i>	<i>His restaurant was estimated to be/to have been worth over \$10 million.</i> <i>It was estimated that his restaurant was worth over \$10 million.</i>
<i>People have suggested that he is a great chef.</i>	<i>It has been suggested that he is a great chef.</i>

The causative	
<p>Form</p> <p>noun + <i>have/get</i> in the correct form + noun + past participle (+ <i>by/with</i> + noun)</p>	
Use	Example
To show that someone arranges for someone else to do something for them	<p><i>I have my groceries delivered by the supermarket once a week.</i></p> <p><i>We are having a new cooker put in tomorrow.</i></p> <p><i>We had a large wedding cake made.</i></p> <p><i>Have you had your kitchen decorated?</i></p> <p><i>We are going to have the food for the party</i></p>

	made by a <i>catering company</i> .
To refer to an unpleasant situation which hasn't been arranged	<i>We had our herb garden vandalised while we were away. The Smiths have had their new microwave stolen.</i>

Direct and indirect objects	
Some verbs can be followed by both a direct and an indirect object (usually a person). These verbs include: <i>bring, buy, get, give, lend, make, offer, owe, pass, promise, send, show, take, teach, tell, write, etc.</i>	
Active	Passive
We can put the indirect object either immediately after the verb, or at the end of the sentence with a preposition (<i>for/to</i> , etc). <i>A friend gave my sister this cookery book.</i> <i>A friend gave this cookery book to my sister.</i>	The subject of the sentence can be either the indirect object or the direct object of the active sentence. <i>My sister was given this cookery book by a friend.</i> <i>This cookery book was given to my sister by a friend.</i>

TEST

TASK 1. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

The Global Plate: How Food Connects and Divides Us

Food is more than fuel. It's culture, identity, emotion, economy, and politics—often all at once. Around the globe, the way people grow, prepare, and consume food has changed dramatically over centuries. These changes have been influenced by migration, climate, economics, religion, and most recently, technology. In this article, we explore how food travels across borders, creates connections, and reflects deeper divisions within society.

1. The History on Your Plate

When we sit down to eat, we rarely stop to consider the journey our meal has taken. But behind every dish lies a story. Take, for instance, the humble tomato. Originally from the Americas, it became central to Italian cuisine after Spanish explorers brought it back in the 16th century. Now, it's almost impossible to imagine a pizza or a bowl of pasta without the bright red sauce made from tomatoes.

Similarly, the potato, native to the Andes mountains, became the staple food in Ireland by the 18th century. Its failure during the Irish Famine of the 1840s led to mass migration and deep political consequences. What we now call global cuisine is built on centuries of exchange, sometimes peaceful, sometimes violent.

2. The Role of Migration and Colonization

As people move, so do their recipes. Immigrants often bring traditional dishes to their new homes, adapting them using local ingredients. This is why you'll find a Vietnamese pho restaurant in Paris or an Indian curry house in London. These adaptations become part of the national fabric over time. However, food migration isn't always voluntary. During the colonial era, many plants were forcibly transported to other continents. The British spread tea to India, and the French introduced coffee plantations in parts of Africa. This wasn't just about agriculture—it was about control, economy, and identity.

3. Food as Identity

Think about how often we associate identity with food. What's "national" or "traditional" is often fiercely debated. Is hummus Lebanese or Israeli? Is baklava Greek or Turkish? The truth is usually more complex. Foods develop over time, influenced by geography, trade, and political borders.

In many cultures, the act of cooking itself is a way of preserving identity. For diasporic communities, a grandmother's soup or a family's spice mix may be the strongest remaining link to their heritage.

4. The Rise of Fast Food and Globalization

McDonald's may be the most visible example of globalization. The company has over 38,000 restaurants in more than 100 countries. In each location, the menu is slightly adjusted to match local tastes—the McPaneer in India, the Shrimp Burger in Japan, or the McArabia in Egypt.

But global chains have their critics. They are often accused of homogenizing culture, exploiting labor, and harming local food industries. In a small town in Italy or France, the arrival of a global fast food chain is often met with protest. Many believe it threatens the uniqueness of their local cuisine.

5. The Problem of Food Inequality

While some people can enjoy gourmet meals in a skyscraper restaurant, others struggle to find their next meal. Food inequality is one of the major crises of our time. According to the United Nations, over 800 million people suffer from hunger, even though the world produces more than enough food to feed everyone.

This gap is not just about access but also about power. Large agricultural corporations often control the distribution of seeds, pricing, and land ownership. A small farmer in Kenya may have to pay for

the right to plant a seed that was originally native to their region but has now been patented by a multinational company.

6. Technology and the Future of Eating

What will we eat in 2050? With the global population expected to reach nearly 10 billion, scientists and entrepreneurs are exploring new ways to feed the planet. Lab-grown meat, insect protein, vertical farming, and AI-generated menus are no longer science fiction.

The idea of eating a burger grown in a lab may sound unappetizing now, but it could reduce the environmental impact of livestock farming. Similarly, apps that track food waste or suggest recipes based on leftover ingredients are already helping millions live more sustainably.

7. The Language of Food

Interestingly, food shapes not only our bodies but also our languages. Phrases like “bringing home the bacon” or “spilling the beans” show how deeply food is embedded in everyday speech. In different cultures, the act of eating together is more than just a meal—it’s a ritual, a celebration, a way to resolve conflict or seal agreements.

In China, business deals are often concluded over a banquet. In Ethiopia, friends feed each other with their hands to show affection. In Japan, sharing food from the same plate is considered highly intimate.

8. The Power and Politics of Food

Governments have long known that controlling food means controlling people. From blockades during wars to strategic grain storage, food has been used as both weapon and shield. In recent years, climate change has added a new dimension to food politics. Droughts, floods, and unpredictable weather patterns are making farming more difficult, especially in regions that already suffer from food insecurity.

Even in developed nations, the politics of food are visible. Debates around sugar taxes, GMO labeling, school lunch programs, and farming subsidies are all examples of how food policy directly affects citizens.

9. Culinary Tourism and Cultural Exchange

Travelers today are more likely to choose destinations based on cuisine than weather. Culinary tourism has become a booming industry, with food festivals, cooking tours, and street food safaris attracting millions each year. While this promotes cultural appreciation, it can also lead to commercialization and simplification of complex traditions.

Eating sushi in Tokyo or couscous in Marrakesh is about more than flavor—it’s about understanding a culture. But true appreciation requires respect and context, not just Instagram photos.

10. What’s on Your Plate Matters

Ultimately, every bite we take is connected to someone, somewhere. A banana grown in Ecuador, shipped to Germany, peeled in a London office—that journey involves farmers, packers, truckers, and vendors across borders. Being conscious about what we eat means asking questions: Where does it come from? Who grew it? What’s its impact on the environment and society?

Whether we choose organic apples, fair-trade chocolate, or fast food, those choices matter. Food is not neutral—it’s political, personal, and powerful.

Which section...

explains how people’s favorite foods often originate from faraway countries?

describes how large companies have power over small farmers?

highlights that food can play a major role in politics and control?

shows how traditional meals help people keep their cultural identity?

outlines modern scientific innovations in how we might eat in the future?

mentions how food affects the way people talk and use expressions?

TASK 2. Read the text below. For questions (7–11), choose the correct answer (A, B, C, or D).

A Brief History of Food Preservation

For thousands of years, human survival has depended not just on growing food, but on preserving it. Long before refrigeration or supermarkets, people needed ways to store food for the seasons when hunting or harvesting was impossible. One of the earliest techniques was drying. Evidence shows that ancient Egyptians dried fish and meat under the sun, while early Chinese communities sun-dried fruit and herbs. This simple process removed moisture, preventing bacteria from growing.

Another early method was salting. In ancient Rome, salt was so valuable for preserving meat that it was sometimes used as currency. Roman soldiers were partly paid in salt—this is where the word “salary” originates. Salting remained popular for centuries, especially for sea journeys, when meat and fish needed to last for months.

In colder climates, people relied on freezing. In Scandinavia and Siberia, nature provided the perfect freezer. Hunters would bury meat in snow or frozen lakes. Meanwhile, in tropical regions, fermentation became a crucial method of keeping food edible. From Korean kimchi to African fermented milk, such foods were also seen as good for health.

Canning and bottling arrived much later, in the 19th century, thanks to the demands of war. Soldiers needed food that could survive long campaigns. French inventor Nicolas Appert developed the idea of sealing food in glass jars after heating it—a method still used today.

Nowadays, food preservation includes high-tech options like vacuum sealing, freeze-drying, and chemical preservatives. Yet many traditional methods survive in everyday life. Pickles, dried fruits, smoked meats, and fermented products continue to be valued—not just for survival, but for flavor.

What is mentioned about food in PARAGRAPH 1?

- A. Ancient Egyptians created the first supermarket.
- B. Early humans stored food mainly underground.
- C. Drying food helped prevent bacteria from growing.
- D. Chinese farmers used ice to preserve food.

TASK 3. Read the text below. For questions (12–21), choose the correct answer (A, B, C, or D).

In the past, people mostly ate what they could grow, raise, or buy locally. But today, (12)_____ access to global supply chains and technology, we can eat avocados in Norway and sushi in Morocco. Modern food systems have made eating more convenient than ever—but also more complex.

According to scientists, the way we produce and consume food today may be (13)_____ more harm than we realize. Food waste, environmental damage, and health issues are growing concerns. As a result, many innovators are looking for alternatives that are (14)_____, ethical, and eco-friendly.

Take, for example, insect protein. Insects such as crickets and mealworms are rich in nutrients, cheap to farm, and require far less land and water than traditional livestock. Though it might sound unusual to some, eating insects has long been (15)_____ in parts of Asia, Africa, and Latin America.

Another breakthrough is lab-grown meat. Scientists can now produce beef in a laboratory without killing any animals. This process, called cellular agriculture, might someday (16)_____ factory farming obsolete. Still, some consumers remain skeptical about its taste, safety, and cost.

Meanwhile, technology is also reshaping how we cook and eat. Smart fridges, recipe-generating apps, and AI-powered nutrition coaches are changing the way we interact with our food. In urban areas, vertical farming is allowing people to grow fresh produce even in (17)_____ apartments.

Food has always reflected culture and class, but modern diets are becoming more personal. People now choose what to eat not only based on taste or tradition but also on environmental impact and ethics. As eating habits evolve, food becomes more than just fuel—it becomes **(18)**_____.

Experts say that education plays a key role. If people understand where their food comes from and how it's produced, they may make **(19)**_____ decisions. Governments and companies alike are beginning to support healthier choices by promoting plant-based diets, banning junk food ads, and investing in sustainable agriculture.

At the end of the day, **(20)**_____ future of food is not just about technology. It's also about awareness and cooperation. What's on your plate could help save the planet—or speed up its destruction. We all have a role to play in building a food system that **(21)**_____ both people and the planet.

	A	B	C	D
12	In addition to	Thanks to	Despite	Instead of
13	bringing	doing	making	causing
14	sustainable	optional	delicious	industrial
15	normalized	avoided	celebrated	traditional
16	turn	replace	make	render
17	tiny	luxurious	remote	spacious
18	identity	performance	experiment	service
19	better	spontaneous	random	automatic
20	an	a	the	no
21	protects	represents	consumes	transforms

TASK 4. Read the text below. For questions (22–30), choose the correct answer (A, B, C, or D).

From Farm to Factory: How Processed Food Is Made

Every day, millions of food products are bought and eaten around the world. But few people stop to think how their food is made—or who makes it. Most of the food we consume is no longer grown, prepared, and cooked by hand. Instead, it is **(22)**_____ in factories using complex machines and global supply chains.

Take something as simple as a can of soup. First, vegetables like carrots, onions, and tomatoes (23)_____ from farms across the country. Then they are cleaned and chopped automatically. Next, they are mixed with water, salt, and spices in giant industrial kettles. Once the soup is cooked, it (24)_____ into sterilized cans.

Before canning, the labels (25)_____ with expiration dates and nutritional information. Finally, the sealed cans (26)_____ into boxes and sent to supermarkets. In this way, a process that used to take hours in the kitchen (27)_____ in a matter of minutes by modern equipment.

Not all processing is harmful. In fact, some foods (28)_____ to extend shelf life or to destroy bacteria. However, many processed foods contain artificial additives and preservatives, which (29)_____ by health experts as potentially risky.

More recently, concerns about ultra-processed foods have been raised. These are items where most natural ingredients (30)_____ by chemicals, sugar, and artificial flavors—designed more for shelf stability than nutrition.

	A	B	C	D
22	prepared	is prepared	has prepared	prepares
23	were collected	are collected	collect	have collected
24	pours	is poured	has been pouring	was pouring
25	are printed	printed	has printed	is printing
26	pack	were packing	are packed	has packed
27	is completed	completed	completes	is being complete
28	are processed	process	processed	is processing
29	are viewed	view	have viewing	are viewing
30	are replaced	have replaced	replace	was replacing

MODULE 9

Education and Learning

VOCABULARY FOCUS:

Topic vocabulary in contrast

take/pass	qualifications/qualities count/measure
read/study	degree/certificate/results
test/exam	speak/talk
primary/secondary/high	lesson/subject
colleague/classmate	achieve/reach
prefect/pupil/student	task/effort know/recognise
	teach/learn

Phrasal verbs

catch on understand

come (a)round (to) be persuaded to change your mind (about)

give in stop making an effort to achieve sth difficult

cross out draw a line through sth get on with continue doing written

dawn on if something dawns on you, you realise it for the first time

deal with handle, cope with

keep up with stay at the same level as

sail through do something or deal with something very easily

set out explain, describe or arrange sth in a clear and detailed way

drop out (of) leave school, etc before you have finished a course

think over consider get at try to express

Phrases and collocations

Attention: pay attention (to sth/sb); attract (sb's) attention; draw (sb's) attention to sth

Break: have/take a break (from sth/doing); lunch break; tea break; commercial break; give sb a break

Discussion: have a discussion (with sb) about/on sth/doing

Exam: take/do/have/pass/fail an exam; sit (for) an exam

Homework: do your homework; have homework (to do)

Idea: question an idea; have an idea; bright idea; have no idea (about)

Learn: have a lot to learn about sth/doing; learn (how) to do

Lesson: go to/have a lesson; double lesson; learn a/your lesson; teach sb a lesson

Mind: make up your mind (about sth/doing); bear (sth) in mind; in two minds about sth/doing; change your mind (about sth/doing); cross your mind; to my mind; (not) mind if

Opinion: in my opinion; give/express your/an opinion (of/about sth/doing); hold/have an opinion (of/about sth/doing)

Pass: pass sth (over) to sb; pass an exam/test/etc; pass a building/etc

Point: see/take sb's point (about sth/doing); (see) the point in/of sth/doing; there's no point in sth/doing; make a point (of doing)

Sense: make sense of sth; it makes sense (to do); sense of humour/taste/sight/etc

Suggestion: make/accept a suggestion

Word patterns

able to do

admire sb (for sth/doing)

boast of/about sth/doing (to sb)

similar to sth/sb/doing

fail to do

hope to do; hope that

learn about sth/doing; learn to do; learn by doing

settle for/on sth

study sth; for sth

succeed in sth/doing

suitable for sth/doing; suitable to do

capable of doing

congratulate sb on sth/doing

Word formation

academy academic, academically attend attention, (in) attentive(ly), attendance, attendant behave
behaviour

certify certificate, certified

educate education, educator, educational(ly)

fail failure, failing

improve improvement, improved

intense intensity, intensify, intensely

literate illiterate, (il)literacy, literature reason (un)reasonable, (un) reasonably, reasoning

revise revision, revised

scholar scholarship, scholarly, scholastic

solve solution, (un)solvable

study student, studies, studious

teach teacher, taught think thought, (un)thinkable, thoughtful, thoughtless understand

(mis)understanding, (mis)understood, understandable, understandably

GRAMMAR FOCUS: -ing form or infinitive/prefer, would rather, had better/infinitives of purpose

verb/noun/adjective phrase + -ing form		
Some verb, noun and adjective phrases are usually followed by the <i>-ing</i> form. ✓ <i>I've finished writing my essay.</i> These include:		
<i>admit</i>	<i>avoid</i>	<i>fancy feel like finish give</i>
<i>delay</i>	<i>detest</i>	<i>up</i>
<i>appreciate</i>	<i>can't help</i>	<i>involve keep (on)</i>
<i>deny</i>	<i>discuss</i>	<i>miss</i>
<i>dislike</i>	<i>escape</i>	<i>resist</i>
<i>enjoy</i>	<i>risk</i>	<i>mention</i>
<i>face</i>	<i>mind</i>	<i>postpone</i>
	<i>put off</i>	<i>practise</i>

Watch out!

suggest understand

Some of the verbs, nouns and adjectives in the list above can also be followed by an object before the *-ing* form.

I can't stand people cheating in exams.

When we put a verb after a preposition, we almost always use an *-ing* form. ✓ *I'm interested in hearing more about that course.*

verb/noun/adjective phrase + full infinitive			
Some verb, noun and adjective phrases are usually followed by the full infinitive. ✓ <i>Your answer appears to be wrong.</i> These include:			
able	fail	offer	help
arrange	manage	pretend	plan
afford	prepare	tend	promise
ask	seem	agree appear	want
choose	would like	attempt	beg

decide	happen	encourage	expect
hope	pleased	refuse	wish

verb + bare <i>infinitive</i>			
Some verbs can be followed by an object + the bare infinitive. ✓ <i>You never let me say the answer.</i> These include:			
feel	notice	see	watch
hear	let	make	

Watch out!

The verbs *feel*, *hear*, *notice*, *see* and *watch* can also be followed by the *-ing* form. We often use the bare infinitive for a completed action (from start to finish). We often use the *-ing* form for an action in progress at the time. ✓ *I heard Miss Jenkins tell Julie not to do that.* (= I heard all of it.)

✓ *I heard Miss Jenkins telling Julie not to do that.* (= I heard part of it.)

In the passive, *hear*, *make* and *see* are followed by the full infinitive.

✓ Active: *The teacher made me stand in the corner.*

✓ Passive: *I was made to stand in the corner.*

verb + full infinitive or <i>-ing</i> form with little or no change in meaning	
Some verbs can be followed by the full infinitive or the <i>-ing</i> form with little or no change in meaning. ✓ <i>We continued to do experiments in the lab all afternoon.</i> ✓ <i>We continued doing experiments in the lab all afternoon.</i> These include:	
begin	intend
can't bear/stand	love
continue	prefer
hate	start

verb + full infinitive or <i>-ing</i> form with a change in meaning
Some verbs can be followed by both the full infinitive and the <i>-ing</i> form. The choice depends on the meaning. ✓ <i>I remember teachers at my school hitting children when they were naughty!</i> ✓ <i>Did you remember to do your homework?</i> These verbs include:

consider	learn	remember
forget	like	stop teach
go on	mean regret	try
		imagine

prefer, would rather, had better		
Form	Use	Example
<i>prefer</i> + noun/-ing+to+noun/-ing	expressing general preference	<i>I prefer biology to history.</i> <i>I prefer reading English texts to speaking in English.</i>
<i>would prefer</i> + full infinitive + <i>rather than</i> (+ bare/full infinitive)	expressing specific preference (on this occasion)	<i>I'd prefer to have the lesson on Wednesday rather than ([to] have it) on Tuesday, if that's possible.</i>
<i>would rather</i> + bare infinitive + <i>than</i> (+ bare infinitive)	expressing general or specific preference	<i>I'd rather have the lesson on Wednesday than (have it) on Tuesday, if that's possible.</i>
<i>would rather</i> + sb + past simple/ past continuous	expressing general or specific preference (about someone else)	<i>I'd rather you didn't sit next to Brian.</i>
<i>had better</i> + bare infinitive	giving advice	<i>You'd better ask your parents if you can come on the school trip.</i>

Watch out!

We don't usually say *I don't prefer....* We use *I prefer not to....* ✓ *I prefer not to have music on when I'm studying.*

infinitives of purpose	
When we want to talk about someone's purpose (the reason they do something), we can use:	
the full infinitive	<i>I went to university to avoid getting a job!</i>
<i>in order</i> + full infinitive	<i>I went to university in order to avoid getting a job!</i>

<i>so as + full infinitive</i>	<i>I went to university so as to avoid getting a job!</i>
--------------------------------	---

Watch out!

We can also express the same idea using *so (that)*.

✓ *I went to university so (that) I could avoid getting a job!*

With a negative purpose we don't normally use the full infinitive on its own.

I went to university in order not to get a job!

✓ *I went to university so as not to get a job!*

X +went to university not to get a job!

TEST

TASK 1. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Unusual Ways of Learning – Expanded Version

1. Forest Classroom

In rural Sweden, some children attend school entirely outdoors, even in winter. Lessons are taught in forests, and activities are based on real-life skills like building shelters, identifying plants, and observing wildlife. Teachers say this helps improve focus and resilience in young learners.

2. Floating School

In Bangladesh, during the monsoon season, traditional schools close due to flooding. To keep education accessible, floating schools—built on boats—travel to villages. Equipped with solar panels, Wi-Fi, and whiteboards, these schools help students continue learning despite the weather.

3. The Learning Circus

In Brazil, a group of performers travels with a mobile school known as the Learning Circus. Students from poor areas are taught acrobatics, math, and teamwork through circus routines. Many children who had dropped out return to school after joining the program.

4. The Homework Café

In South Korea, where academic pressure is high, Homework Cafés have become popular. These are quiet, structured spaces where students go after school to complete assignments, review notes, and study with others. Tutors are often present to assist when needed.

5. Coding on the Beach

A startup in Portugal organizes free weekend coding lessons for teenagers on public beaches. Laptops, tents, and Wi-Fi are provided. The idea is to teach digital skills in a relaxing and engaging environment, away from the usual classroom setting.

6. Intergenerational Learning

In Japan, some preschools operate inside elderly care homes. Children and seniors interact daily through activities like reading, singing, and storytelling. This helps young children develop empathy and social skills, while elderly residents feel less isolated and more energized.

7. Classroom on a Train

In rural India, an old train has been converted into a moving classroom for children in remote villages. The train stops at various locations where teachers conduct daily lessons in math, reading, and science. The initiative has received international recognition.

8. Mountain Schooling

In Nepal, children from isolated mountain communities often walk several hours to reach school. Some live in dormitories during the week. To support them, volunteer teachers hike into the villages with backpacks full of materials to run temporary pop-up schools.

9. Learning in Silence

In parts of New Zealand, schools run weekly “silent mornings” where students must communicate without speaking. The approach is designed to promote mindfulness, emotional awareness, and stronger non-verbal communication skills among students.

10. Night Schools for Adults

In Mexico City, many adults attend night schools after work. Some never had access to education as children. These schools focus on literacy, numeracy, and practical skills to help adults gain employment and personal confidence.

11. Desert Classrooms

In northern Kenya, mobile camel libraries bring not only books but also tutors. These camels carry tents, chairs, and educational kits to remote desert villages, where makeshift classrooms are set up for nomadic children.

12. Learning by Building

In Germany, a school program involves teenagers in designing and constructing real buildings. Under supervision, students build playgrounds, public benches, or even bus shelters. This method improves creativity, cooperation, and responsibility.

Which learning method...

- A. uses performance to encourage returning to education
- B. offers lessons in nature all year round
- C. combines education with care for older people
- D. uses computers to teach programming skills outdoors
- E. gives students a break from traditional pressure
- F. is delivered via boat

G. includes construction of real buildings

H. is aimed at adult learners

TASK 2. Read the text below. For questions 7–11, choose the correct answer (A, B, C or D).

A Brief History of Education (розширена версія)

Formal education is something most people take for granted today, but its origins go back thousands of years. The earliest schools did not involve blackboards or desks. In fact, in ancient Sumer (modern-day Iraq), learning was conducted in temples, where boys from elite families were trained as scribes. They learned to write on clay tablets using a tool called a stylus. Reading and writing were considered essential for keeping records of trade, taxes, and religious rituals.

In ancient Greece, education focused more on developing character and reasoning. Boys attended schools where they studied subjects like rhetoric, music, and philosophy. Physical fitness was also important—education was seen as training for both the mind and the body. However, not everyone had access. Girls and poor children were usually excluded.

The Middle Ages saw the rise of cathedral schools, run by churches, where Latin was the main language of instruction. These eventually evolved into universities in places like Bologna and Paris. Education was largely religious, and students were trained to become priests or administrators.

During the Industrial Revolution, schools began to serve the needs of the economy. Children were taught to read, write, and follow instructions—skills that were essential for factory work. Governments started to make schooling compulsory, recognizing that an educated population was important for national growth.

Today, education systems are more diverse than ever. Online platforms, alternative schools, and lifelong learning have all changed the way people acquire knowledge. Still, issues of inequality, access, and quality remain part of the global discussion.

7. What is mentioned about education in PARAGRAPH 1?

- A. Writing was used mainly for poetry and literature.
- B. Schooling was available to boys and girls equally.
- C. Learning happened in religious institutions.
- D. Teachers used printed books to train students.

8. What is said about education in ancient Greece?
- A. Girls received military training.
 - B. Education involved both intellectual and physical activities.
 - C. Teachers were mostly slaves.
 - D. Students had to memorize religious texts.
9. What was true about cathedral schools in the Middle Ages?
- A. Students were trained mainly for work in agriculture.
 - B. Instruction was given in local dialects.
 - C. They were part of religious institutions.
 - D. All citizens were required to attend.
10. Why did schooling become compulsory during the Industrial Revolution?
- A. To increase literacy among farmers
 - B. To prepare children for university
 - C. To develop a disciplined workforce
 - D. To promote religious values
11. What is the current situation in global education, according to the text?
- A. There are no longer any problems of inequality.
 - B. Traditional schools are being replaced by online classes entirely.
 - C. Access to learning has expanded, but issues still exist.
 - D. Most students now choose to study abroad.

TASK 3. Read the text below. For questions (12–21), choose the correct answer (A, B, C, or D).

The School of the Future

Every morning, students walk into a classroom that looks more like a tech lab than a traditional school. Touchscreens line the walls. Holograms demonstrate science experiments. AI-powered tutors greet students by name. This is not a scene from a science fiction movie. It is a real-life example of how education is being (12)_____ by technology.

Teachers now use digital tools to track student progress and adapt lessons to individual needs. In some schools, traditional textbooks have been replaced by tablets, and homework is submitted online. These changes offer new ways to engage learners—but they also bring new challenges. Not every student has (13)_____ to high-speed internet or personal devices at home.

Another major shift is the rise of online learning. Platforms like Khan Academy and Coursera have made thousands of courses available to anyone with an internet connection. While these platforms cannot fully replace in-person education, they can greatly (14)_____ what students are able to learn beyond the classroom.

Some countries are even testing robot teachers. In Japan, small robots are placed in remote schools where there are no qualified instructors. These robots are programmed to teach basic subjects and can answer students' questions in real time. Although human teachers are still (15)_____, technology continues to evolve rapidly.

Critics argue that too much screen time can harm attention spans and reduce (16)_____ interaction. They believe that face-to-face learning builds emotional intelligence, cooperation, and creativity. Still, others insist that digital education prepares students for the modern job market, where tech skills are increasingly essential.

Looking forward, the future of education will likely be a (17)_____ of digital and human learning. Virtual Reality (VR) field trips, personalized AI tutors, and global classrooms may become the norm. However, education must remain inclusive. Tools that benefit some should not exclude others.

Governments and educators must ensure that schools in all regions—urban and rural—are equally supported. Innovation is exciting, but true progress happens only when no learner is (18)_____ behind.

To achieve this, schools of the future must focus not just on machines, but on meaning. Technology must serve education, not replace it. If used wisely, it can (19)_____ a generation of curious, informed, and adaptable students who are ready to solve global problems.

It is often said that education is (20)_____ key to a better world. In the digital age, that key may look different—but it must still open doors for everyone.

Ultimately, it is not about gadgets or grades. It is about (21)_____ minds that never stop learning.

	A	B	C	D
--	----------	----------	----------	----------

12	changed	invented	transformed	prepared
13	benefit	access	advice	solution
14	limit	simplify	restrict	expand
15	common	replaced	essential	forgotten
16	digital	emotional	personal	physical
17	balance	copy	mixture	combination
18	left	stayed	gone	removed
19	create	confuse	describe	prevent
20	a	the	an	– (none)
21	preparing	closing	inspiring	limiting

TASK 4. Read the text below. For questions 22–30, choose the correct answer (A, B, C or D).

Modern Education: Learning to Learn

In today's world, being educated no longer means simply knowing facts. It involves learning (22)_____ critically, solve problems creatively, and adapt to a changing environment. As education evolves, both students and teachers must be open to 23)_____ new methods of learning.

More and more students are choosing (24)_____ online courses because they allow flexibility. However, online education also requires strong motivation and time management. Many students struggle with (25)_____ focused while working independently.

Teachers, on the other hand, are encouraged (26)_____ technology in the classroom. While traditional methods still have value, combining them with digital tools can enhance learning. For example, using interactive games helps students enjoy (27)_____ and increases participation.

Another trend is personalized learning. This approach allows learners (28)_____ at their own pace. It may involve watching videos, completing tasks online, or even (29)_____ part in virtual reality experiences. Educators believe that allowing students to choose how and what to learn helps foster independence and motivation.

Still, there are challenges. Some parents hesitate (30)_____ their children use too much technology. Others worry that students are losing basic skills like handwriting or mental arithmetic. The key is finding balance—using innovation to support, not replace, traditional strengths.

	A	B	C	D
--	----------	----------	----------	----------

22	thinking	think	to think	thought
23	try	trying	to try	tried
24	taking	take	to take	took
25	staying	stay	to stay	stayed
26	use	using	to use	used
27	learning	learn	to learning	learned
28	learn	learning	to learn	learned
29	take	taking	to take	took
30	letting	let	to let	lets

MODULE 10

Weather and the environment

VOCABULARY FOCUS:

Topic in contrast

urban / suburban / rural

environment / surroundings

smog / fog / smoke / mist

wind / air

weather / climate

reservoir / lake / puddle / pond

forecast / prediction

thunder / lightning

waste / litter / rubbish

global / worldwide

clean / clear

plain / land / field / desert

pour / drizzle / flood

extinct / endangered

recycle / reuse

Phrasal verbs

call for require; need; demand

call off cancel

clear up become brighter and better (for weather)

cut off make a place difficult or impossible to enter, leave or communicate with; disconnect

die down become less noisy, powerful or active

do up repair, paint or improve

face up to to accept sth and try to deal with it

get (sb) down make sb feel sad or lose hope

put down to to suggest that sth is the result of

put out make something stop burning

set in start and be likely to continue for a while (for rain, winter, an economic depression, etc)

stand for represent (for abbreviations and symbols)

put up with make something stop burning

tear down destroy or remove (for buildings, statues, etc)

throw away get rid of, discard

Phrases and collocations

control lose/take/have control (of sth); in control; out of control

effect have an effect (on sth/sb); take effect

end in the end; at the end (of sth); come to an end; come to/reach the end (of sth); happy ending

floor on the floor; on the ground/first/second/etc floor

fuss make/cause a fuss (about sth/doing)

long (for) as long as; (for) a long time; take a long time (to do); long to do; long for sth (to do)

look have/take a look at sth/sb; look like sth/sb; look at/for sth/sb

mess make a mess (of sth); in a mess

responsibility have/take (the) responsibility for sth/doing

shower take/have a shower; a rain shower; a light/heavy shower of rain

sight catch/lose sight of sth/sb; in sight of sth; at first sight

waste a waste of time; waste your time; industrial/household waste

weather weather forecast; under the weather

world all over the world; around the world; throughout the world; the whole world; in the world; world record

Word patterns

aware of sth; aware that

covered in/with sth

expect sth/sb (to do); expect that

familiar with sth; familiar to sb

disappointed with/by sth; in sb **famous** for sth/doing

except (for) sth/doing

glance at sth/sb

hard to do; hard doing

prevent sth; prevent sb from doing; prevent sth from happening

short of sth; short on sth

warn sb about/against sth/doing; warn sb of sth; warn sb not to do; warn (sb) that

Word formation

accurate accurately, inaccurate (ly), (in)accuracy

danger dangerous(ly); endanger; endangered

develop (un)developed, developing, developer, development

environment environmental (ly), environmentalist

extreme extremely, extremity, extremist

freeze froze, frozen, freezing, freezer

globe global(ly)

great greatly, greatness

harm harmful (ly), harmless(ly), (un)harmed

likely unlikely, likelihood

low lower, lowness

nature (un)natural(ly)

neighbour neighbourly, neighbouring, neighbourhood

pollute (un) polluted, pollution, pollutant

reside residential, resident, residence

sun sunny, sunshine

GRAMMAR: Questions/question tags/indirect questions

Questions	
Form	
With <i>be</i> as a main verb	<i>Am/Was I on time?</i> <i>Are/Were you/we/they tired?</i> <i>Is/Was he/she/it cold?</i>
With <i>be</i> as an auxiliary verb	<i>Am/Was I interrupting you?</i> <i>Are/Were you/we/they going on a picnic?</i> <i>Is/Was he/she/it working?</i>
With <i>have</i> as an auxiliary verb	<i>Have/Had I/you/we/they got any money?</i> <i>Has/Had he/she/it finished?</i>
With <i>have</i> as a main verb and with all other verbs	<i>Do/Did I/you/we/they have enough time?</i> <i>Does/Did he/she/it need anything?</i>
With modals	<i>Should I wait?</i> <i>Could you help me?</i> <i>Will she be here soon?</i> <i>Might they be lost?</i>
With <i>who, whose, whom, what, which, where, when, why</i> and <i>how</i>	<i>Who is taking the rubbish out?</i> <i>Whose book is this?</i> <i>To whom did you speak?</i> <i>What is the weather like?</i> <i>Which do you want?</i> <i>Where did you go on holiday?</i> <i>When is Terry starting work?</i> <i>Why did they leave?</i> <i>How do you spell 'environment'?</i>

Watch out!

With the question words *who* and *what*, whether we use *do* or not depends on whether the question word refers to the subject or object of the verb.

✓ Subject: *Who saw you?* (= Someone saw you. Who?)

✓ Object: *Who did you see?* (= You saw someone. Who?)

Remember that after *do* or *does*, we use the bare infinitive.

Did you go to the talk on the environment?

X Did you went to the talk on the environment?

✓ *Does Tom want a glass of orange juice?*

X Does Tom wants a glass of orange juice?

Remember that the verb *mean* forms questions just like other main verbs.

✓ *What does 'environmental' mean?*

X What means environmental'?

Question tags	
Form	
With <i>be</i> as a main verb	<i>You are Canadian, aren't you?</i> <i>She is beautiful, isn't she?</i>
With auxiliary verbs and modals	<i>You haven't lost my CD, have you?</i> <i>We are having the lesson early tomorrow, aren't we?</i> <i>People should recycle things, shouldn't they?</i> <i>There will be lots of people there, won't there?</i>
With <i>have</i> as a main verb	<i>Tom has a lovely voice, hasn't/doesn't he?</i>
With other verbs	<i>You play the guitar, don't you?</i> <i>Frank lives in Germany now, doesn't he?</i> <i>Your friends really enjoyed themselves at the party, didn't they?</i>
With <i>Let's</i>	<i>Let's get a DVD tonight, shall we?</i>
With imperatives	<i>Pass me that book, will/would/could you?</i> <i>Don't forget tonight, will you?</i>
Use	Example
To ask someone to agree with us (falling intonation)	<i>It's really hot, isn't it?</i>
To check whether something is true (rising intonation)	<i>You're Spanish, aren't you?</i>

Indirect questions	
Form	introductory phrase or question + clause with normal word order
Use	We use indirect questions when we want to ask questions politely.
Some introductory phrases and questions	Example
<i>Can/Could you tell me...?</i>	<i>Could you tell me what time it is?</i>
<i>Could you let me know...?</i>	<i>Could you let me know when it starts?</i>
<i>Do you know...?</i>	<i>Do you know who that woman is?</i>
<i>I wonder if you could tell me...</i>	<i>I wonder if you could tell me how much this costs.</i>
<i>I wonder if you know...</i>	<i>I wonder if you know what the starting salary is.</i>
<i>I would like to know...</i>	<i>I would like to know what your company is going to do about it.</i>

TEST

TASK 1. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Extreme Weather Around the World

1. The Ice Village

Every year in northern Finland, locals construct an entire village out of snow and ice. From hotels and cafes to classrooms and art galleries, everything is carved from frozen blocks. Visitors wear thermal suits and attend workshops on how to survive extreme cold. This village exists for just a few months before melting in spring.

2. Rain School

In a region of southern Sudan, the school year starts when the rainy season ends. During the floods, buildings are inaccessible and many villages are cut off. As a result, schools are temporary structures rebuilt every year. Children walk long distances once the ground is dry enough to hold lessons outdoors.

3. Heat Alert Network

In Phoenix, Arizona, where summer temperatures can reach 45°C, a public heat-alert system has been created. Text messages warn residents when to stay indoors, public misting stations are set up in parks, and free bottled water is distributed. Volunteers also check on vulnerable residents.

4. Typhoon Drill Day

Each September, schoolchildren across Japan participate in national typhoon safety drills. They practice emergency evacuations, learn to secure windows, and carry “go bags” with essentials. These drills prepare children for frequent storms that hit the country’s coastline.

5. Floating Farms

In Bangladesh, rising water levels have flooded many farmlands. To cope, farmers now grow vegetables on floating platforms made from bamboo and water hyacinth. These farms rise and fall with water levels and allow crops to be harvested even during long periods of rain and flooding.

6. Sandstorm Walls

In Inner Mongolia, sandstorms regularly threaten villages. To protect homes and fields, long walls of thick trees are planted around settlements. These “green walls” slow down wind and trap blowing dust, helping to stabilize the soil and air.

Which project or place...

- A. is rebuilt each year because of seasonal weather
- B. gives people alerts about dangerous heat
- C. grows crops on water during floods
- D. involves children preparing for a weather event
- E. was inspired by traditional desert buildings
- F. protects communities from strong winds
- G. exists only temporarily due to climate
- H. teaches outdoor skills in icy conditions

TASK 2. Read the text below. For questions 7–11, choose the correct answer (A, B, C or D).

Brief History of Weather Observation

Humans have always tried to understand the weather. Thousands of years ago, ancient civilizations used the position of the stars and the color of the sky to make predictions. In Egypt, farmers looked at the flooding of the Nile to estimate seasonal rains. In China, records of storms were written on

bamboo scrolls as early as 1000 BC. These were not scientific tools, but early efforts to observe natural patterns.

It wasn't until the 17th century that weather observation became more precise. The invention of the barometer allowed scientists to measure air pressure. Later, the thermometer helped record temperature changes. These tools made it easier to track storms, plan harvests, and warn ships at sea.

In the 20th century, radio and satellites revolutionized weather prediction. For the first time, storms could be followed in real time from space. Weather forecasts were broadcast daily, helping millions plan their activities. Satellite imagery became especially important during natural disasters like hurricanes or droughts.

Today, advanced computer models help meteorologists make detailed predictions. Satellites, radar, and sensors provide constant data about wind speed, humidity, and cloud movement. Although forecasts are still not perfect, they are more reliable than ever before. In fact, many apps can now give minute-by-minute updates about local conditions.

Climate change, however, has made long-term weather patterns more difficult to predict. Unusual storms, heatwaves, and flooding events are becoming more common. As a result, scientists are working hard to improve forecasting systems to keep people safe and informed in a changing world.

7. What is mentioned in PARAGRAPH 1?

- A. Ancient weather records were stored in stone buildings.
- B. People relied on stars and rivers to predict weather.
- C. The Egyptians invented the thermometer.
- D. Weather was used mostly for religious rituals.

8. What allowed more accurate weather tracking in the 17th century?

- A. Cloud photography
- B. Sun dials and calendars
- C. Pressure and temperature tools
- D. Ship logs and traveler diaries

9. What benefit did satellites bring in the 20th century?

- A. They helped farmers plant more crops.
- B. They enabled real-time monitoring of storms.
- C. They prevented all weather-related disasters.
- D. They replaced newspapers and maps.

10. How do meteorologists currently make predictions?

- A. By reading cloud shapes with binoculars
- B. With computer programs and data sensors
- C. By asking people to report local weather
- D. Using bamboo scrolls and lunar calendars

11. What does the final paragraph suggest?

- A. Weather forecasting is no longer useful.
- B. Climate change helps scientists make better predictions.
- C. Extreme weather is more frequent today.
- D. Apps can prevent natural disasters.

TASK 3. Read the text below. For questions (12–21), choose the correct answer (A, B, C, or D).

The Green Fight: Protecting Our Environment

Protecting the environment is no longer just a goal for scientists and activists—it has become something we must all take part in. Across the globe, people are finding creative and effective ways to (12)_____ pollution, reduce waste, and protect natural resources.

In cities, more governments are encouraging citizens (13)_____ public transport instead of using cars. This not only cuts down on emissions but also improves air quality. Meanwhile, “green roofs” and vertical gardens are being built to lower city temperatures and promote biodiversity.

One of the greatest challenges is plastic pollution. Single-use plastic items, like bags and straws, often end up in oceans and forests. Many campaigns now focus on (14)_____ people to switch to reusable alternatives. Schools and companies are also joining in, banning disposable products and promoting recycling.

Forests continue (15)_____ at alarming rates in many parts of the world. Deforestation damages wildlife habitats, contributes to climate change, and increases the risk of floods and soil erosion. That's why tree planting programs are being supported by both local governments and global organizations.

In rural areas, some farmers are choosing (16)_____ organic techniques, which avoid the use of chemical fertilizers and pesticides. Others are building systems to (17)_____ rainwater or using solar-powered equipment.

However, experts warn that small changes are not enough. Entire industries need (18)_____ how they produce goods. From fashion to food, businesses are now being asked to measure their carbon footprint and report environmental impact publicly.

Governments also play a vital role. Laws are being introduced (19)_____ emissions, ban harmful substances, and protect endangered species. But laws only work if they are enforced—and if people are educated enough to care.

Education, in fact, may be the most powerful solution. Teaching future generations about sustainability is key to ensuring that the planet (20)_____ for years to come. The more aware young people are, the more likely they are to make eco-conscious choices and inspire others (21)_____ the same.

	A	B	C	D
12	fight	reduce	stop	prevent
13	use	using	to use	used
14	persuading	asking	forcing	inviting
15	disappearing	to disappear	disappear	disappeared
16	adopt	adopting	adopted	adoption
17	collect	collecting	to collect	collection
18	to rethink	rethink	rethinking	be rethought
19	limit	limiting	to limiting	limited
20	survives	will survive	survived	survive
21	doing	to do	do	done

TASK 4. Read the text below. For questions 22–30, choose the correct answer (A, B, C or D).

Asking the Right Questions About the Environment

When it comes to the environment, questions are more important than answers. Scientists, policy-makers, and activists must constantly ask themselves: *What is harming the planet? How can we measure the damage? Who is responsible?* Asking (22)_____ questions leads to better understanding—and better solutions.

But not all questions are easy. For example, (23)_____ should governments prioritize: economic growth or environmental protection? The answer often depends on who is asked. Citizens in developing countries may ask, “(24)_____ can we improve our lives without polluting our land?” Meanwhile, scientists ask, “(25)_____ are the long-term effects of climate change?”

Children are also encouraged to ask environmental questions in school. *Why are forests disappearing? How does recycling help? What happens to plastic in the ocean?* These simple questions help develop critical thinking. Teachers often say that a student who asks “(26)_____ can I help?” is more powerful than one who memorizes facts.

In public debates, asking questions is a form of responsibility. Journalists ask companies: “(27)_____ are your factories emitting?” or “(28)_____ do you treat your waste?” These questions keep industries accountable.

Technology helps too. Smart sensors now answer questions like: “(29)_____ is the air quality today?” or “(30)_____ much water was saved this month?” The more data we have, the better our environmental decisions can be.

So the next time someone asks you, “*What can one person do?*” — try responding with another question: “*What happens if nobody does anything?*”

	A	B	C	D
22	asking	ask	to ask	asked
23	Why	What	Which	Where
24	How	When	Why	Whose
25	What	Which	When	How
26	When	Where	Who	How
27	How many	How much	What	How long
28	Where	What	How	Who
29	What	When	Where	How

30	What	How	How much	When
----	------	-----	----------	------

MODULE 11

Money and Shopping

VOCABULARY FOCUS:

Topic in contrast

economic / economical

change / cash

discount / offer

refund / exchange

till / checkout

bargain / sale

receipt / bill

wealth / fortune

price / cost

fake / plastic

products / goods

make / brand

Phrasal verbs

bank on depend on sth happening

come across find sth or meet sb by chance

come by get sth, especially sth that is hard to get

come into inherit

do without live without (sth you can't afford)

get by manage to survive (financially)

get through use all of; finish

give away give free of charge; reveal sth you are trying to hide

live on use as a source of money

look round examine (a place)

make out write all the necessary information on a cheque, etc

make up for provide sth good, so that sth bad seems less important

put by save an amount of money for the future

save up (for) save money little by little (for a specific purpose)

Phrases and collocations

Amount an amount of sth; in large/small/etc amounts; amount to

Charge charge sb (an amount of money); pay a charge; take charge (of sth/doing); in charge (of sth/doing)

Debt in debt (to sb); get in/into debt; clear a debt; owe sb a debt of gratitude

Demand in demand; on demand; a demand for sth

Enough have enough (of sth); have enough sth (to do); enough is enough

Expense at sb's/your own expense; go to the expense of; business expense; expense account

Fortune make/earn/win/spend a fortune; cost (you) a fortune; make your fortune

Increase an increase in sth (of a certain amount); a wage/price increase

Least at least; at the very least; last but not least; to say the least

Money make/earn/win/save/have money; spend money (on sth/doing); short of money; do sth for the money

Notice notice sb doing/do; take notice of sth; at short notice; give sb notice of

Profit make a profit (from sth)

Save save money/time; save sth for later

Shopping do the shopping; go shopping; shopping centre; window shopping

Word patterns

afford to do

beg sb (for sth); beg sb to do

forget to do; forget doing; forget about sth/doing; forget if/whether

argue with sb; argue about sth/doing; argue that

lend sth to sb; lend sb sth

belong to sb/sth

borrow sth (from sb)

charge sb (for sth/doing)

demand sth (from sb); demand that

Word formation

accept – acceptance, accepting, (un)acceptable, (un)acceptably

assist – assistance, assistant

day – daily, everyday

economy – economic, (un)economical(ly), economics, economist

end – endless(ly), ending, unending

expense – (in)expensive(ly), expenses

finance – financial(ly), finances

invest – investment, investor

luxury – luxurious, luxury

pay – paid, payment, payable

poor – poverty, poorly

real – unreal, reality, realise, realisation, realistic(ally)

value – (in)valuable, (in)valuably, valueless, valuation

wealth – wealthy

GRAMMAR FOCUS:

REPORTED SPEECH

Reported Speech is used to repeat what someone has said **without quoting them directly**. It often involves changing tenses, pronouns, time expressions, and word order.

1. Tense Changes (Backshifting)

If the reporting verb (e.g., *said*, *told*) is in the **past tense**, the verb in the reported speech usually moves one step **back in time**:

Direct Speech	Reported Speech
Present Simple	Past Simple
"I work hard."	He said he worked hard.
Present Continuous	Past Continuous
"She is reading."	She said she was reading .
Present Perfect	Past Perfect
"They have gone."	They said they had gone .
Past Simple	Past Perfect
"He ate lunch."	He said he had eaten lunch.
Future (will)	Would
"I will help you."	She said she would help me.

No tense change if the reporting verb is in the **present** (e.g., *He says...*).

2. Pronoun Changes

Pronouns change based on who is speaking and who is being spoken to:

"I love this book." → She said **she** loved **that** book.

"We are ready." → They said **they** were ready.

3. Time & Place Words Change

Direct Speech	Reported Speech
today	that day
tomorrow	the next day
yesterday	the day before
now	then
this (book)	that (book)
here	there
ago	before

4. Questions in Reported Speech

Yes/No Questions → use *if* or *whether*:

"Do you like tea?" → She asked **if** I liked tea.

Wh- Questions → keep the question word:

"Where do you live?" → He asked **where** I lived.

□ No question word order — the word order becomes **statement form**.

5. *Commands, Requests, Advice*

Use **infinitive** (to + verb):

Direct Speech	Reported Speech
"Sit down!"	He told me to sit down .
"Don't talk!"	She told me not to talk .
"Please help me."	He asked me to help him.

Examples

Direct: "I'm tired," she said.

Reported: She said (that) she was tired.

Direct: "Can you come tomorrow?" he asked.

Reported: He asked if I could come the next day.

Direct: "Open the window!"

Reported: She told me to open the window.

TEST

TASK 1. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Money Talks: Six Stories, Six Perspectives

1. The Saver

Sophie has tracked every penny since she was 12. She reads finance blogs, avoids impulse purchases, and plans weekly budgets. “Money is freedom,” she says. “If I spend less now, I’ll have more options later.” Her dream? Early retirement by 40.

2. The Spontaneous Spender

Leo never budgets. “Money comes and goes,” he laughs. “What’s the point of hoarding it?” He enjoys gifting others, buying new clothes, and trying the latest food trends. While sometimes in debt, he insists experiences are more valuable than a growing bank balance.

3. The Investor

Zara runs her own marketing firm but spends weekends studying financial markets. She’s confident, strategic, and not afraid of risk. “If you let your money sit still, it loses value,” she explains. Her portfolio includes real estate, stocks, and cryptocurrency.

4. The Minimalist

Tobias lives in a tiny house and owns fewer than 100 items. “I realized that chasing money was costing me peace,” he says. He works part-time online and spends afternoons walking, reading, or gardening. “I don’t want to get rich—I want to live.”

5. The Giver

After selling his software company, Michael donated half of his wealth to education charities. “What’s the point of being rich if the world around you is falling apart?” he says. He now lectures

6. The Survivor

Clara fled her home country during a crisis with only €50 in her pocket. For years, she worked two jobs, saved everything, and built a new life from scratch. “Money is safety,” she says. “It’s the ability to say no. To start again.”

Who...

- A. believes financial planning is a form of personal freedom
- B. sees money as a tool to help others
- C. equates money with emotional security
- D. avoids money altogether and lives off the land
- E. prefers to enjoy spending in the moment
- F. teaches investment to young people
- G. views risk as necessary for growth
- H. tracks every transaction carefully

Task 2: Read the text. For questions (7–11), choose the correct answer (A, B, C, or D).

A Brief History of Shopping

Many centuries ago, shopping wasn't about leisure or branding. It was survival. In ancient markets across Mesopotamia, Egypt, and Greece, people bartered goods—grain for cloth, salt for meat. Shopping meant negotiation, not convenience.

During the Industrial Revolution, mass production made goods more accessible. Department stores were born, offering multiple products under one roof. The idea of “going shopping” became a social activity, particularly for the emerging middle class.

In the 20th century, shopping evolved yet again. Shopping malls spread across North America and Europe, offering consumers not just products, but experiences—food courts, cinemas, and seasonal events. The mall wasn't just where you bought things; it was where you spent your weekend.

Then came the internet. E-commerce changed the way the world shopped. If you had a credit card and a screen, you could buy anything, anywhere, anytime. Online platforms like Amazon and Alibaba now dominate, and brick-and-mortar stores are reinventing themselves to survive.

But modern shopping is also facing a backlash. Critics of consumerism argue that shopping has become a way to fill emotional voids. Some now turn to minimalist lifestyles or conscious consumerism—buying less, but buying better. Sustainability, ethics, and transparency are the new buzzwords.

7. What is mentioned about shopping in PARAGRAPH 1?

- A. People used to shop for entertainment and self-expression.
- B. The earliest form of shopping involved exchanging goods.
- C. Ancient shopping centers were built in cities.
- D. Branding played a central role in early shopping.

8. What was significant about department stores?

- A. They were mainly for the elite.
- B. They allowed customers to manufacture goods.
- C. They turned shopping into a social event.
- D. They focused only on household essentials.

9. How were malls different from earlier shopping methods?

- A. They introduced online purchases.
- B. They offered more than just retail options.

C. They encouraged customers to haggle prices.

D. They were designed for rural communities.

10. What effect did the internet have on shopping habits?

A. It made shopping more expensive.

B. It replaced all physical stores.

C. It reduced international trade.

D. It enabled global shopping access.

11. What shift is happening in modern consumer culture?

A. People buy more but care less.

B. Shoppers are returning to traditional bartering.

C. Ethical values influence purchasing decisions.

D. There is less interest in sustainability.

TASK 3. Read the text below. For questions (12–21), choose the correct answer (A, B, C or D).

Money and Happiness – What’s the Link?

In a global survey, people were asked how money affects their happiness. The results were surprising.

“I thought earning more would make me feel secure,” said Manuel, a teacher from Spain. “But once my basic needs were met, extra income didn’t bring joy—it brought stress.” When asked about what truly matters, Manuel said that time, health, and freedom ranked higher than wealth.

Lisa, a tech worker from Canada, explained that money helped her create experiences. “I don’t need luxury,” she added, “but I do want the freedom to travel or take time off.” She believes that financial flexibility, rather than the money itself, boosts her mood.

According to a psychologist interviewed in the report, people often confuse spending with satisfaction. “We see people buying things not because they need them,” he explained, “but because they want to feel in control.”

Interestingly, people in lower-income communities sometimes report more happiness than those in wealthy cities. “It’s the relationships that matter,” said a woman from a small village in Nepal. “We help each other. That brings peace.”

One researcher concluded: “If people truly valued gratitude and connection more than status or luxury, society would look very different.”

	A	B	C	D
12	Manuel said he earned more.	Manuel said earning more made him sad.	Manuel said that earning more would make him feel secure.	Manuel told he would earn more.
13	He said once his needs were met, joy came.	He said joy had come once needs met.	He said that once his needs were met, extra income hadn't brought joy.	He said that income was joy.
14	Lisa said she didn't need luxury.	Lisa said not needing luxury.	Lisa said she wouldn't need luxury.	Lisa says she doesn't need luxury.
15	She added she do want to travel.	She added she did want to travel.	She added that she had wanted to travel.	She says she wants to travel.
16	She believed money brought sadness.	She believed financial flexibility boosted her mood.	She believes that flexibility boosts her mood.	She believed that mood was flexible.
17	The psychologist said spending was always satisfaction.	The psychologist said people confused spending with satisfaction.	The psychologist had said confusion was about spending.	The psychologist was saying it confused.
18	He explained people want control.	He explained people were needed.	He explained that people bought things to feel in control.	He explained that control had no reason.
19	A woman from Nepal said helping brought peace.	A woman said they were helping.	A woman from Nepal said it was peaceful to help.	A woman from Nepal said that helping each other brought peace.
20	The researcher concluded if people value gratitude, society	The researcher concluded that if people truly valued	The researcher concludes that gratitude is valued.	The researcher had concluded society is

	will change.	gratitude, society would look different.		different.
21	He says status is more important.	He said society would never change.	He said that if people valued connection over luxury, things would change.	He said people never value happiness.

TASK 4. Read the text below. For questions (21–30), choose the correct answer (A, B, C or D).

What People Say About Money

People across the world have very different relationships with money. Some see it as a path to freedom, others as a source of stress.

In a recent interview, entrepreneur Rachel Lin said, “Money doesn’t make you greedy. It just makes you more of who you already are.” She believes that wealth amplifies existing personality traits.

Psychologist Dr. Joel Adams explained, “When people win the lottery, they often report lower happiness after a year. Sudden wealth can isolate them socially.”

Economist Karen Wu pointed out, “If schools taught financial literacy earlier, we’d have a more responsible generation of consumers.”

Meanwhile, artist Leo K. commented, “I never work just for money. I want to feel that my time is meaningful.”

When asked about financial fear, elderly participants from a UK study said, “We grew up during rationing. Even now, we avoid spending unless it’s essential.”

	A	B	C	D
21	Rachel Lin said money made people greedier.	Rachel Lin said that money doesn’t make people greedy.	Rachel Lin said money had made people greedy.	Rachel Lin said that money just makes greed.
22	She said it makes you someone else.	She said it makes people rich.	She said that wealth amplified your self.	She said that wealth amplifies who you already are.
23	Dr. Adams said people will be happy with money.	Dr. Adams said that winning money always caused joy.	Dr. Adams explained that lottery winners often reported lower happiness later.	Dr. Adams explained lottery means low happiness.

24	He said sudden wealth isolates people.	He said wealth suddenly isolated people.	He said sudden wealth could isolate people socially.	He said social isolation is sudden wealth.
25	Karen Wu said schools must teach money.	Karen Wu pointed out that if schools taught financial literacy earlier, the generation would be more responsible.	Karen Wu said school was responsible for money.	Karen Wu pointed out schools should spend money.
26	She explained that consumers are taught values.	She explained that education makes people rich.	She explained earlier money makes smarter buyers.	She explained we'd have more responsible consumers.
27	Leo K. commented he never works just for money.	Leo K. commented that he never worked just for money.	Leo K. said he didn't ever work for money.	Leo K. said he never wanted any money.
28	He said time was important to him.	He said he wanted to feel his time was meaningful.	He said meaningfulness is time.	He said that money is always meaningful.
29	The elderly said they spend money freely.	The elderly said they were afraid to spend at all.	The elderly said they avoided spending unless necessary.	The elderly say spending is hard.
30	They said they had grown up during rationing.	They said they grow up during rationing.	They said they had been grown up in war.	They said rationing grows spending.

MODULE 12

Entertainment

VOCABULARY FOCUS:

Topic vocabulary in contrast:

enjoy / entertain	review / criticism
play / act / star	ticket / fee
audition / rehearsal	novel / fiction
rehearse / practise	comic / cartoon / comedian
scene / scenery / stage	watch / see / look
band / orchestra / group	listen / hear

Phrasal verbs

come (a)round happen again (for regular events)

grow on if sth grows on you, you start to like it more

count on rely on; trust

drop off fall asleep

drown out prevent a sound from being heard by making a louder noise

fall for believe that a trick or joke is true

get along (with) have a good relationship (with)

go down (as) be remembered for having done something

let down disappoint

name after give sb or sth the same name as sb or sth else

put on hold; perform (a show, play, etc)

show off try to attract people's attention and make them admire you (usually used negatively)

take after look or behave like an older relative

take off become successful or popular very fast

Phrases and collocations

fun: *have fun / make fun of sb*

funny

home – *make yourself at home / leave home / make your way home* –

impress – *make an impression on sb / do an impression of sb*

joke / laugh / part / play / queue / show / silence / voice

tell/make/hear a joke

laugh at sth / laugh out loud

take part in sth / have a part in sth

play a part / role

join / wait / stand in a queue

put on / take off a show

sit / be in silence

give / have / express / lose your voice

Word patterns

apologise (to sb) for sth/doing

avoid sth/doing

bound to do

enjoy yourself / enjoy sth/doing

happy to do / about sth / for sb

like sth/doing / to do

promise to do / promise sb sth

refuse to do

suggest sth / doing

supposed to do

talented at sth/doing

Word formation

Act – act, acting, actor, actress, action, (in)active, (in)activity

Amuse – amusing, amused, amusement

Bore – boring(ly), bored, boredom

Current – current(ly)

Entertain – entertaining, entertainment, entertainer

Excite – exciting, excited(ly), excitement

Fame – (in)famous(ly)

Involve – (un)involved, involvement

Perform – performing, performance, performer

Popular – (un)popular, popularity

Say – saying

Suggest – suggested, suggestive(ly), suggestion

Variety – various(ly), variable, vary

GRAMMAR FOCUS:

Relative clauses/participles

Relative clauses give us extra information about something/someone or identify which particular thing/person we are talking about. They are often introduced by the following words.	
Use	Example
<i>which</i> (for things and animals)	<i>Did you see the film which was on TV last night?</i>
<i>who</i> (for people, and animals when we want to give them a personality)	<i>Tom Davies, who is appearing in concert in Reading this week, is with me in the studio.</i>
<i>when</i> (for times)	<i>Do you remember the day when we met?</i>
<i>where</i> (for places)	<i>This is the place where they filmed Citizen Kane.</i>
<i>why</i> (for reasons)	<i>That's the reason why he's so popular.</i>
<i>whom</i> (for people as the object of the relative clause)	<i>Is that the man whom we saw at the cinema yesterday?</i>
<i>whose</i> (for possession)	<i>My next guest on the show is John Travolta, whose career goes back to the early seventies.</i>

Watch out!

When the relative pronoun (*who*, *which*, etc) is the subject of the relative clause, you do **not** need another subject.

*I admire Jude Law, **who** always works hard on his films.*

X I admire Jude Law, who he always works hard on his films.

Whom is quite formal. It is natural in informal English to use *who* instead of *whom*, even when it is the object of the relative clause. After a preposition, however, we always use *whom*. Informally, we usually put the preposition at the end of the clause and use *who*.

*Is that the man **who** we saw at the cinema yesterday?*

✓ *Charlie Chaplin was a comic genius **to whom** all comedians owe a great deal.*

✓ *Charlie Chaplin was a comic genius **who** all comedians owe a great deal **to**.*

Where can be replaced by a preposition + *which*. Less formally, we can put the preposition at the end of the clause.

✓ *The theatre **where/in** which I first acted is somewhere around here.*

✓ *The theatre which I first acted **in** is somewhere around here.*

We can do the same thing with *when*.

Do you know the year when/in which the first western was made?

✓ *Do you know the year **which** the first western was made **in**?*

Non-defining relative clauses	
Non-defining relative clauses simply give us more information about something/someone. The sentence makes complete sense without the relative clause.	
Use	Example
To give extra information about something/someone	<i>Ray Watson, who starred in Bandits, is considering making a film based on the life of Einstein.</i>

Watch out!

Non-defining relative clauses are separated from the rest of the sentence by commas.

✓ *Megamonsters, which was filmed in New York, is a very disappointing film.*

We cannot leave out the word which introduces the relative clause and we cannot use the word *that* instead.

X -Megamonsters, was filmed in New York, is a very disappointing film.

X Megamonsters, that was filmed in New York, is a very disappointing film.

Which can refer back to the whole of the sentence.

*We finally got tickets for the concert, **which** was very lucky.*

(It doesn't mean the concert was lucky. It means getting tickets for the concert was lucky.)

Defining relative clauses	
Defining relative clauses tell us which one of a group of things/people we are talking about. The sentence doesn't usually make complete sense without the relative clause.	
Use	Example
To tell us which one of a group of things/people we are talking about	<i>The book which I've read was the best of all.</i> <i>The one who is wearing a blue shirt is Justin Timberlake, isn't it?</i>

Watch out!

Defining relative clauses are not separated from the rest of the sentence by commas.

✓ *This is the DVD which I told you about the other day.*

We can also use *that* to introduce the relative clause.

✓ *This is the DVD **that** I told you about the other day.*

We can often leave out the word which introduces the relative clause when it is the object of the clause.

✓ *This is the DVD I told you about the other day.*

Notice that we do not need a preposition when we use *where* or *when*.

*The theatre **where** I first acted is somewhere around here.*

X The *theatre* where I first acted in is somewhere around here.

Do you know the year **when** the first western was made?

X Do you know the year when the first western was made **in**?

Participles	
Present participles end in <i>-ing</i> . Past participles usually end in <i>-ed</i> , although there are many irregular verbs. Perfect participles are formed using <i>having</i> + past participle.	
Use	Example
To follow prepositions and conjunctions (present and perfect participles)	<i>By appearing in that cigarette advert, he damaged his acting career.</i> <i>After playing/having played video games all morning, I was really tired.</i>
To explain the reason for something (present and perfect participles)	<i>Being quite good looking, Ralph decided to make a career as a model.</i> <i>Having seen the film before, I knew what was going to happen.</i>
To talk about actions happening at the same time (present participles)	<i>Waiting for the show to begin, I felt really nervous.</i>
To replace some relative clauses (present and past participles)	<i>Imagine being the person directing a big budget film! (= Imagine being the person who is directing a big budget film!)</i> <i>The person chosen for the part will be contacted by phone. (= The person who is chosen for the part will be contacted by phone.)</i>
To talk about past actions happening in sequence (perfect participles)	<i>Having finished my homework, I decided to go to the cinema.</i>
As an alternative passive form (past participles)	<i>Made to wait, the actor began to get very annoyed.</i>

Watch out!

You have to be careful that the participle and the rest of the sentence both refer to the same subject.

✓ *Watching TV, I saw a news report about Hollywood.*

X *Watching TV, a news report came on about Hollywood.*

TEST

Task 1: Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Unique Entertainment Venues

1. The Rolling Cinema

A fully mobile movie theater, this unique cinema travels across rural areas in Europe. It brings the big screen to small towns that lack regular theaters. Equipped with a retractable roof and solar panels, it can screen films under the stars.

2. SkyTunes Lounge

Hovering just above the Las Vegas Strip, SkyTunes Lounge is a music venue built inside a blimp-like structure. It floats gently above the city skyline and offers 360° sound and views.

3. The Cave Stage

Hidden in the rocky mountains of Slovenia is a concert hall located inside a natural cave. Artists perform surrounded by stalactites, and the acoustics are so perfect that no microphones are needed.

4. The Rooftop Readers Club

A book café and mini open-air cinema, the Rooftop Readers Club encourages guests to read or watch adaptations of classic novels and leave behind their favorite books for future visitors.

5. The Retro Bus Showroom

Once a vintage bus, now a retro movie exhibit on wheels, this traveling museum of film memorabilia allows film fans to step into the golden age of cinema—on board a 1960s-style double-decker.

6. Seaside Shakespeare

Each summer, a group of actors brings classic theatre to life on beaches across southern England. Using portable stages and dramatic sea backdrops, they perform live without any admission fees.

Which venue...

- A. floats above the city?
- B. encourages visitors to donate or swap items?
- C. travels from place to place?
- D. uses historical items for display?
- E. requires no technological sound support?
- F. performs traditional plays at the coast?
- G. doubles as both a library and cinema?
- H. is inspired by futuristic space technology?

Task 2: Read the text. For questions (7–11), choose the correct answer (A, B, C, or D).

The Rise of Immersive Entertainment

Immersive entertainment, which involves the audience directly in the experience, is changing the way we consume stories. Long gone are the days when people only sat back and watched passively. Today, visitors walk through haunted houses that react to their movements, or they join escape rooms that respond to voice commands. One example is "Time Lab", an interactive time-travel-themed adventure, which takes place in a building that used to be a school.

What makes immersive entertainment so compelling is that it combines storytelling, technology, and role-playing. Guests might wear sensors that track their actions, allowing digital projections to adapt the environment in real time. The actors, who are trained to improvise, adjust the narrative based on guest reactions. Even the ending can change depending on the choices visitors make.

Although immersive experiences can be expensive to produce, they attract thousands of people monthly. This popularity has sparked a debate among traditional filmmakers and theatre directors, many of whom wonder whether the "fourth wall" is disappearing forever.

7. What is a key feature of immersive entertainment?

- A. It uses the latest technology for ticket sales.
- B. It is based entirely on virtual reality.
- C. It requires the audience to interact.
- D. It uses scripts written by audience members.

8. What role do actors play in these experiences?

- A. They follow the same script in every show.
- B. They use guest input to adjust their actions.

- C. They help visitors leave the building.
- D. They explain technical features.

9. What is said about "Time Lab"?

- A. It was created for children.
- B. It happens outdoors.
- C. It takes place in a former school.
- D. It doesn't include real actors.

10. Why are traditional artists concerned?

- A. They believe immersive shows are too short.
- B. They fear audiences will stop enjoying passive stories.
- C. They think it's hard to compete with high ticket prices.
- D. They dislike the use of modern buildings.

11. Why might each guest experience be different?

- A. The actors forget their lines.
- B. The technology sometimes fails.
- C. The guests' choices change the storyline.
- D. The building layout changes daily.

Task 3: Read the passage and choose the correct word for each gap. For questions (12–21), choose the correct answer (A, B, C, or D).

Fan Fiction Fame

Elena, a teenager (12)_____ passion for writing started during the lockdown, is now a published author. Her stories, (13)_____ are based on a popular fantasy series, gained a large online following.

What made her stories unique were the twists and side-plots (14)_____ were not in the original books. The characters, (15)_____ she developed further, reflected issues like identity, fear, and friendship.

It was her uncle, a librarian, (16)_____ encouraged her to publish her work. Elena joined an online contest, (17)_____ rules allowed amateur writers to enter. The winner, (18)_____ name was revealed in a virtual ceremony, received a book deal and mentoring.

Now she helps young authors, many of (19)_____ dream of writing professionally. She offers free feedback and workshops (20)_____ support creativity. Her fans, (21)_____ include teenagers from five continents, admire her for both her imagination and kindness.

	A	B	C	S
12	who	whose	which	that
13	where	what	which	who
14	which	who	whom	that
15	whose	who	which	that
16	which	whom	who	whose
17	where	whose	that	who
18	who	whose	which	that
19	who	whom	which	whose
20	which	who	where	that
21	which	who	whom	whose

Task 4: Cloze Task – Entertainment & Grammar Focus

Read the text. For questions (22–30), choose the correct answer (A, B, C, or D).

The Museum That Sings

In (22), a group of artists created a music museum like no other: one (23) exhibits don't just sit behind glass but actually perform. The "Sonic Vault", (24)_____ is located in an old train station, allows guests to interact with modified instruments from different centuries.

Visitors are guided by staff (25)_____ wear historical costumes and explain each instrument's origin. Many of the exhibits, (26)_____ sounds were previously forgotten, have been restored to working order. Some of the instruments, (27)_____ strings were rebuilt by hand, can be played by the guests themselves.

The museum's founder, (28)_____ idea was inspired by his grandfather's music shop, believes that entertainment and education go hand in hand. The project, (29)_____ has already attracted thousands, is now looking to expand internationally.

This is the kind of place (30)_____ learning happens without visitors even realizing it.

	A	B	C	D
--	---	---	---	---

22	2010	the 2010s	in 2010s	2010th
23	where	whose	which	that
24	that	who	where	which
25	which	who	whose	whom
26	who	that	whose	what
27	whose	which	who	that
28	who	which	whose	whom
29	what	who	which	whose
30	which	when	where	That

MODULE 13

Fashion and Design

VOCABULARY FOCUS:

Topic vocabulary in contrast

put on/ wear

dye /paint

cloth / clothing

design /manufacture

look/appearance

glimpse /glance

costume /suit

fit/ suit / match ‘

blouse / top

current / new

supply / produce

average /everyday

Phrasal verbs

catch on become popular or fashionable

do away with get rid of | pep into visit quickly or for a short time

draw up create (plans, etc)

show (a)round take sb on a tour of a place

dress up put on fancy or unusual clothes ‘take off remove (a piece of clothing)

go over repeat or think about again in order to understand completely

tear up rip into pieces

hand down give something valuable to your children or grandchildren, usually when you die

GRAMMAR FOCUS:

UNREAL PAST, WISHES

"Unreal past" refers to **past verb forms** used to talk about **imaginary, hypothetical, or unreal situations** — not real past events. It's common in conditional sentences and wish statements.

1. Unreal Past in Conditionals (Second & Third)

Second Conditional – present/future unreal situations

Structure:

If + past simple, would + base verb

Used to express **unreal or unlikely** situations in the **present or future**.

Examples:

If I **were** rich, I **would travel** the world.

If she **knew** his number, she **would call** him.

"Were" is often used for all subjects in formal English:

*If I **were** you...* (instead of “was”)

Third Conditional – unreal past situations

Structure:

If + past perfect, would have + past participle

Used for **imaginary or regretful situations in the past**.

Examples:

If he **had studied**, he **would have passed** the exam.

I **would have gone** to the party if I **had been** invited.

2. Wishes (also use Unreal Past)

We use **wish** to express regrets, unreal desires, or complaints. The verb form after **wish** usually moves **one tense back**, even though it doesn't refer to real past.

Wish + Past Simple

→ **for unreal situations in the present**

Examples:

I wish I **knew** his name. (= But I don't.)

She wishes she **lived** in Paris. (= But she doesn't.)

Wish + Past Perfect

→ **for regrets about the past**

Examples:

I wish I **had studied** harder. (= But I didn't.)

He wishes he **hadn't missed** the flight.

Wish + Would

→ **for complaints or future changes (especially about other people's behavior)**

Examples:

I wish you **would stop** shouting.

She wishes he **would call** her more often.

□ We don't use "*wish + would*" for our own actions:

Not: *I wish I would study more.* → □ *I wish I studied more.*

3. Other Forms Using Unreal Past

It's time / It's high time + Past Simple

Meaning: "Now is the right time (but it hasn't happened yet)"

Examples:

It's time we **left**.

It's high time he **got** a job.

As if / As though + Past Simple or Past Perfect

Used to describe something **unreal or imaginary**.

Examples:

She talks as if she **knew** everything. (= But she doesn't.)

He acted as if he **had seen** a ghost. (= But he hadn't.)

Summary Table

Meaning	Structure	Example	
Present unreal wish	wish + past simple	I wish I had a car.	
Past regret	wish + past perfect	I wish I had studied more.	
Complaint / change in others	wish + would	I wish he would help me.	
Unreal condition now/future	If + past simple, would + verb	If I were you, I'd go.	
Unreal condition in the past	If + past perfect, would have...	If I had gone , I'd have seen her.	

TEST

Task 1: Read the texts below. Match choices (A – H) to (1 – 3). There are two choices you do not need to use.

Creative Fashion Concepts

1. The Fabric Bank

This sustainable project in the UK collects unused and surplus fabrics from fashion companies, designers, and schools. These materials are then offered to new designers at a low cost, giving them access to high-quality textiles while also reducing waste.

2. The Walking Gallery

In Milan, an experimental fashion show replaced the traditional runway with a street performance. Models walked through the city, wearing clothes designed to represent historical events in Italian fashion. Tourists and locals became part of the audience as the garments were explained through live narration and QR codes.

3. The Swap Boutique

Located in Copenhagen, this eco-friendly store allows customers to exchange clothes instead of buying new ones. The shop emphasizes minimalism and conscious shopping. Each item is carefully inspected before being placed on the racks, and customers receive points for their trades.

Which project _____?

- A. focuses on reusing rather than buying
- B. turns the city into a stage
- C. supports beginner designers
- D. displays only designer labels
- E. is named after a famous brand
- F. provides historical background during the event
- G. organizes workshops on sewing
- H. uses materials left over from other sources

Task 2: Read the text and choose the correct answer (A, B, C, or D).

The Rise of Streetwear

Streetwear began as a mix of skateboarding culture, hip-hop fashion, and sportswear. Originally worn by youth in urban areas, it grew into a global movement thanks to celebrity influence and social media. Unlike high fashion, which is often exclusive and expensive, streetwear embraces casual styles and limited editions that create a sense of uniqueness.

In recent years, luxury fashion houses like Gucci and Louis Vuitton have collaborated with streetwear labels, blurring the lines between luxury and everyday wear. These partnerships have made streetwear more visible in mainstream fashion and more desirable among young consumers.

What is mentioned about streetwear in PARAGRAPH 1?

- A. It was invented by top fashion designers.
- B. It was first created to promote athletic brands.
- C. It gained popularity through public figures and the internet.
- D. It has always been a symbol of wealth and luxury.

MODULE 14

Work and Business

VOCABULARY FOCUS:

employer /employee / staff

wage/ salary /pay

overtime / promotion / pension

job / work /career

commute /deliver

company / firm / business

earn / win / gain

retire/ resign ‘

union / charity _

raise /rise

fire /sack/ make redundant

Phrasal verbs

back out decide not to do sth you agreed to do

bring out produce and start to sell a new product

close down stop operating (for companies)

see to deal with

see through (to) continue (or help to continue) to the end of sth unpleasant or difficult

set up start (a business, organisation, etc)

slow down decrease speed

speed up increase speed

stand in for do sb's job for them while they are not available

take on start to employ or accept (work or responsibility)

take over take control of (a business, etc)

set out start working on sth in order to achieve an aim

set to start doing sth in a determined or enthusiastic way

turn down not accept (an offer, request, etc)

Phrases and collocations

agreement: come to/reach (an) agreement (on/about sth/in agreement (on/about/with) sth

arrangement: make an arrangement (with/for sb) (to do); have an arrangement (with sb (to do)

business: do business (with sb: in business: go somewhere on business; business trip: small business; big business

complaint: have/make a complaint (about sth) (to sb), letter of complaint (to sb) (about sth)

day: have/take/get a day off; day job: day tip: day by day: the other/next day

decision: make/take a decision to do sth; come to/reach/make a decision (about sth)

duty: do one's duty: a sense of duty: on/off duty; have a duty to sb to do

effort: make an effort (to do); put effort into sth/doing

experience: have an experience; have/gain/get experience in/of sth/doing: experienced in/at sth doing

hold: put/keep sb on hold; hold on (to sth); hold sth

interest: have/take/express an interest in sth/doing; in your interest to do-earn/get/pay interest

interview: have/go to/attend an interview; job interview.

job: do a job; have a job (to do); apply for a job; take/get a job: in a job

work: do some work; have work to do; go to work: at work; work hard out of work: place of work

Word patterns

absent from sth 'good.

good for sb to do sth]; good at sth/doing: good to sb

apply for sth: apply in writing

qualify as/in sth

attach sth to sth; attached to sth

responsible for sth/doing

begin doing/to do sth: begin by doing

specialise in sth/doing

depend on sth; sb

train to do

experienced in/at sth/doing

work as/at in sth work for sb

Word formation

add added, addition additionally

help (un)helpfully helplessly,

profession (un)professionally)

apply (in)applicable, applied,

applicant application industrious

industry industrially

qualify unqualified, qualifying, qualification

commerce commercially) machine machinery
responsible irresponsible, irresponsibly, (ir)responsibility
dedicate dedicated dedication
manage managing, management,
supervise supervision, supervisor
meet met, meeting
effect (ineffectively)
work working, (unworkable, worker works
employ (unemployed, (un)employable, (un)employment, employer, employee

GRAMMAR FOCUS:

Inversions Possessives

Inversion means putting the verb before the subject – it's usually used for **emphasis**, especially in **formal writing or speech**. Here are the most common cases:

1. Negative adverbials

When starting a sentence with a negative or restrictive adverbial, we use inversion:

Never / Rarely / Seldom / Hardly / Scarcely / No sooner / Not only

Structure:

Negative adverbial + auxiliary/modal verb + subject + main verb

Examples:

Never have I seen such a beautiful painting.

Hardly had I arrived when the show started.

No sooner had we left the house **than** it started raining.

Not only does he design clothes, **but** he also models them.

2. So / Such... that

Used for emphasis:

So beautiful **was** the dress that everyone stared.

Such was his influence that all designers followed him.

3. Conditional sentences (Type 1, 2, 3 – Formal)

Without *if*, inversion is used in formal English:

Had I known, I would have helped. (= *If I had known...*)

Were I you, I would choose another outfit. (= *If I were you...*)

Should you need help, just call. (= *If you need help...*)

Possessives show ownership or relationship. In English, we use apostrophes or possessive determiners/pronouns.

1. Possessive 's and of-phrases

Use **'s** with people or animals:

Sarah's dress, my brother's shoes

Use **of** with things or long noun phrases:

The end of the show, the sleeve of the jacket

□ Tip: With time and measurements, use **'s**:

A day's work, two weeks' holiday

2. Double possessives

When we use **of + possessive pronoun**, often to show one of many:

A friend **of mine**

That model **of hers** is famous.

3. Possessive adjectives and pronouns

Possessive Adjectives	Possessive Pronouns
------------------------------	----------------------------

my, your, his, her, its, our, their mine, yours, his, hers, its*, ours, theirs

That is **my** jacket. → It's **mine**.

(*"its" is not used as a possessive pronoun*)

4. Whose – possessive form of *who*

The designer **whose** collection won the prize is from Italy.

TEST

TASK 1. Read the texts below. Match choices (A–H) to (1–6). There are two choices you do not need to use.

Unusual Business Models – Extended Version

1. Book by Bike

In Amsterdam, a small publishing startup delivers books using bicycles only. Customers place online orders, and the books are delivered the same day by local cyclists. The company's goal is to reduce carbon emissions and promote independent writers.

2. Roof Garden Café

On top of a large shopping center in Singapore, this café grows its own herbs and vegetables. Customers can see their meals harvested and prepared on-site. The owner hopes this model will inspire more sustainable food businesses in cities.

3. The Mobile Barber

A veteran in the UK turned his van into a moving barbershop for the homeless. He travels to shelters and public parks, offering free grooming services. The initiative is funded by private donors and local barbershop sponsors.

4. Pay-What-You-Can Restaurant

In New York, a unique restaurant has no prices. Customers choose how much to pay. Those who can't afford a meal can volunteer in the kitchen. The founder says it's about creating a community without financial pressure.

5. Work-in-Nature Co-Office

A Canadian startup offers remote workers a cabin-in-the-woods experience. Equipped with fast internet and peaceful surroundings, these nature offices are designed to reduce stress and prevent burnout among employees.

6. Business as Art

In Berlin, a designer opened a "store" where nothing is sold. Visitors interact with conceptual products and installations meant to question capitalism. The space blends entrepreneurship with performance art.

7. Boat Boutique

On the coast of Croatia, a boat has been transformed into a floating boutique selling handmade clothes and jewelry. It docks in different harbors each week, attracting tourists and locals. Part of the profits go to marine wildlife protection.

8. Subscription Kitchen

In Mexico City, a cloud kitchen offers international meals through a weekly subscription. Customers receive three chef-prepared dishes per week, delivered by bicycle. The company uses local ingredients and compostable packaging.

9. Language for Life

A social business in Morocco offers English classes to low-income youth, but the cost is not money—it's time. Students "pay" by volunteering in environmental or community service projects. This model supports both education and civic values.

10. The Repair Bar

In Copenhagen, people bring broken electronics and learn how to fix them over coffee. Tools and guidance are provided for free. The aim is to reduce waste and teach repair skills. Donations keep the bar running.

11. Grandma's Call Center

In Tokyo, a small company employs retired women as customer support agents. The idea is to offer warmth, patience, and experience to callers. The business supports active aging and reduces loneliness among the elderly.

12. Pop-Up Classrooms

A team of teachers in Brazil runs “pop-up” business literacy classes in markets and bus stations. These short sessions help local vendors learn about pricing, marketing, and budgeting. The project is backed by a microfinance institution.

Which business...

- A. provides a service that supports mental well-being in nature
- B. allows people to give time instead of money
- C. brings commerce to different harbors
- D. mixes creativity and commercial critique
- E. offers professional services for free to the homeless
- F. charges weekly for chef-prepared meals
- G. turns elderly workers into a business asset
- H. teaches basic business skills in public places

TASK 2. Read the text below. For questions (7–11), choose the correct answer (A, B, C or D).

A Brief History of Modern Business

Many centuries ago, business was not conducted in offices or online platforms. In ancient marketplaces across Mesopotamia, Egypt, and Greece, merchants sold goods like spices, fabric, and pottery. Deals were made face-to-face, and trust was built through repeated trade. Some early records show that merchants even used written contracts carved into clay tablets.

Over time, trading routes expanded. The Silk Road connected China with the Middle East and Europe. Goods like silk, paper, and gunpowder were transported across thousands of kilometers by caravans and ships. Trade brought not just material wealth, but also ideas, religions, and technologies. Business became more than buying and selling—it became a cultural bridge.

The rise of banking in Renaissance Italy changed business forever. Wealthy families like the Medicis of Florence helped develop financial systems, including credit, investment, and double-entry bookkeeping. This allowed merchants to expand beyond local markets and take greater risks.

In the 19th century, the Industrial Revolution transformed business once again. Factories replaced workshops, machines boosted productivity, and international trade exploded. Large corporations emerged, and business moved from local to global.

Today, digital tools dominate. E-commerce, virtual meetings, and cryptocurrency are shaping a new era. Yet even in the age of algorithms and automation, business still depends on one timeless factor: trust between people.

7. What is mentioned in PARAGRAPH 1?

- A. Ancient business was mostly written down in books.
- B. Early traders made deals online.
- C. Business relied on personal relationships.
- D. Contracts were often verbal and unrecorded.

8. What did the Silk Road allow?

- A. Construction of factories in Asia.
- B. Free access to banking services.
- C. The spread of both goods and culture.
- D. The rise of cryptocurrency.

9. Why were the Medicis important to business history?

- A. They invented the internet.
- B. They built the first factories.
- C. They contributed to modern finance.
- D. They banned global trading.

10. What impact did the Industrial Revolution have?

- A. It stopped all international trade.
- B. It reduced productivity in factories.
- C. It introduced mass production and global trade.
- D. It made small local shops more powerful.

11. What remains essential in business today?

- A. Manual accounting
- B. Trade by sea

- C. Face-to-face markets
- D. Trust between people

Task 3. Read the text below. For questions (12 – 21) choose the correct answer (A, B, C or D). Confirm your choice.

BARTERING – EXCHANGING DESPAIR FOR HOPE

Struggling Greeks find alternatives to euro in recession-hit times

The financial crisis of 2008 sent shockwaves throughout many countries in the Eurozone, and indeed the world. One of the hardest hit nations was Greece. For many Greeks this meant being catapulted onto the breadline or worse still, plunged below the line of poverty. For others, the credit crunch prevented them from using credit cards as their debts mounted. While most people despaired, many decided to take the bull by the horns.

When residents of the small town of Volos found themselves struggling to afford even essential items in euros, what they did was to come up with an alternative currency. In fact, they can now shop at the central market without any money in their pockets. How do they pay for the goods? In TEM: TEM being a local alternative currency that people can earn by offering their services or goods to others.

The TEM system, which brings to mind the ancient bartering system, operates on an exchange basis. Members of the TEM community gain credit by doing jobs for other people or selling them their own produce. For example, by selling clothes in TEM at the market, a trader could get language or computer lessons in return. As one stall-holder at the market put it, ‘We have reached the bottom of our lives and we now have to think in a different way.’

But it’s not only at the local market that TEM is accepted. Even well-established local shops in Volos will accept both TEM and euros. In some cases, payment can be made in part euro and part TEM. Hard-up customers can, therefore, make more affordable purchases and store owners can cover their costs.

It all seems too good to be true, but one shopper, who didn’t want to be named, said that TEM is a backup economy. The reason it is becoming more popular is because it can be used in tandem with the euro rather than as a replacement currency.

So how does the system work in practical terms? The system, which has been developed online, requires members to have TEM accounts. These accounts, which are credited when they earn TEM and debited when they make a purchase, are closely regulated by founding members of the TEM community

This kind of exchange system is not unique to Volos. Elsewhere in Greece, other communities and social networks have come up with a similar system using an alternative currency

called ovolos. The name is apt since ovolos was also the name given to the first real coin used in Greece and later became the basis for the drachma.

Like TEM users, members of the ovolos community open electronic ovolos accounts where their transactions are recorded online. This unofficial currency can be used on a national level, however, and is not restricted to a specific city or region. Its users claim that the ovolos has a major advantage over the euro. It is not affected by inflation or downgrading in the way that the official currency is. Instead, the value of the ovolos remains stable and is protected against devaluation.

But for those who feel that parallel currencies are too complicated a matter, they can turn to another organisation called Peliti. 2002 was the year when Peliti was set up as a national network for the exchange of goods and services without money. Peliti differs from the TEM and ovolos systems as it works purely by bartering. So if, for example, you grow courgettes and you want someone to cut your hair, you can find a hairdresser in your area who will agree to be paid in courgettes!

These three organisations prove that ordinary people can find a way to survive when the going gets tough. When you have nothing to lose, you have everything to gain from alternative ways of life.

1. As a result of the economic crisis of 2008,
 - A Greece became the poorest country in the Eurozone.
 - B nobody in Greece can afford basic goods.
 - C the euro was no longer legal tender in Greece.
 - D many Greeks looked for a solution to their financial difficulties.

2. The TEM system was created because
 - A some people in Volos had difficulty paying for goods in euros.
 - B people feared that the euro would disappear.
 - C a substitute currency for the euro had to be found.
 - D credit cards were no longer issued to Greeks.

3. TEM can be used
 - A in shops and markets throughout Greece.
 - B only at the market in Volos.
 - C in shops and at the market in Volos only.
 - D in other countries of the Eurozone.

4. What do TEM and the ovolos have in common?
- A They were both used before the drachma.
 - B They are both unofficial currencies.
 - C They can only be used in certain areas of Greece.
 - D They both require their users to open an account at a Greek bank
5. The writer feels the name ovolos is
- A bizarre
 - B appropriate
 - C unsuitable
 - D amusing
6. What huge benefit does the ovolos have?
- A It's worth more than the euro.
 - B It may become the official currency one day.
 - C Its value doesn't change.
 - D It has high interest rates.
7. In what way is Peliti not like the TEM or ovolos systems?
- A It doesn't involve an alternative currency.
 - B Its members must produce their own vegetables.
 - C It operates on a national level.
 - D It is a form of bartering.

TASK 4. Read the text below. For questions 22–30, choose the correct answer (A, B, C or D).

Whose Business Is It?

In today's global economy, small businesses often compete with large corporations. But it's not just about size—it's about (22)_____ strategy, values, and purpose. Every company has a brand, and behind that brand is a team of people with a vision.

Take for example Ana Torres, a young entrepreneur from Mexico. In just three years, she turned a tiny jewelry stall into a growing international business. "This brand is not just mine," she says, "it belongs to (23)_____ team, our customers, and our community."

Ana's success came after she participated in a startup accelerator. The program helped her refine (24)_____ pitch and connect with investors. Soon, major platforms began showcasing (25)_____ designs in online stores.

But growth comes with challenges. Ana now manages a team of ten and says that balancing work and personal life is difficult. "I sometimes feel like I'm losing control of (26)_____ schedule," she admits.

Her competitors admire her success but also point out that their businesses operate differently. One designer says, "Unlike Ana's company, (27)_____ relies more on local markets."

Ana remains focused. "This is not just about success," she explains. "It's about purpose. I want to build something lasting—something that reflects (28)_____ values."

She also mentors other young business owners. "It's not about copying someone else's plan," she says. "It's about finding (29)_____ path and believing in what you do."

That advice now appears on (30)_____ official website, under the title: *Grow your dream, not just your profits.*

	A	B	C	D
22	the business's	businesses'	business's	business
23	her	hers	she	she's
24	she's	her	hers	she
25	Ana's	Anas'	Anas	Ana
26	hers	her	she's	hers'
27	our business	we	ours	our
28	my	mine	me	I
29	your	you	yours	you're
30	Ana's	Anas'	Ana	Ana's'

Appendix 1. Irregular Verbs

abide	abode / abided	abode / abided	терпіти; дотримуватися чогось, бути вірним
arise	arose	arisen	виникати, підніматися
awake	awaked / awoke	awaked / awoken	будити, викликати, прокидатися, розуміти
backslide	backslid	backslidden / backslid	відступатися від віри, знову вдаватися до пороку
be	was, were	been	бути, існувати
bear	bore / beared	born / borne / beared	нести, виносити, тримати, мати почуття
beat	beat	beaten / beat	бити, перемагати
become	became	become	ставати, робитись
befall	befell	befallen	траплятися, видаватися, випадати на долю
begin	began	begun	починати
behold	beheld	beheld	побачити, помітити, споглядати, спостерігати
bend	bent	bent	гнути, згинати
bereave	bereft / bereaved	bereft / bereaved	позбавляти, віднімати, відбирати
beseech	besought / beseeched	besought / beseeched	просити, благати

beset	beset	beset	оточувати, осаджувати, перегороджувати
bet	bet / betted	bet / betted	битися об заклад, бути впевненим
bid	bid / bade	bidden	запрошувати, вітати, прощатися
bid	bid	bid	пропонувати ціну, брати участь, просити
bide	bode / bided	bided	вичікувати, терпіти, проживати, знаходитися
bind	bound	bound	зв'язувати, пов'язувати, скріплювати
bite	bit	bitten	кусати, клювати, жалити
bleed	bled	bled	кровоточити, спливати кров'ю
bless	blessed / blest	blessed / blest	благословляти, освячувати, перехрестити
blow	blew	blown	дути, видувати, віяти, вибухати
break	broke	broken	ламати, переривати, розбивати
breed	bred	bred	розводити, виховувати, розмножуватися, плодитися
bring	brought	brought	приносити, приводити, доводити
broadcast	broadcast / broadcasted	broadcast / broadcasted	віщати, поширювати, передавати по радіо /

			телебаченню
build	built	built	будувати, споруджувати
burn	burned / burnt	burned / burnt	горіти, спалювати
burst	burst	burst	вибухати, розриватися, виникати, бути переповненим
bust	busted / bust	busted / bust	зламати, руйнувати, розоритися, бити
buy	bought	bought	купувати
cast	cast	cast	кидати, відкидати, звільнити, відливати метал
catch	caught	caught	зловити, ловити, наздогнати
chide	chided / chid	chided / chid / chidden	сварити, дорікати, бурчати, ревіти
choose	chose	chosen	вибирати
cleave	cleft / kləʊv	cleft / 'kləʊvɪn	розколювати, розсікати
cling	clung	clung	чіплятися, триматися, липнути
clothe	clothed / clad	clothed / clad	одягнути, одягати, висловлювати, обдаровувати
come	came	come	приходити
cost	cost	cost	оцінювати, коштувати
creep	crept	crept	повзати, крастися, охоплювати, наводити жах

crossbreed	crossbred	crossbred	схрещувати
cut	cut	cut	різати, обрізати
dare	durst	dared	сміти, кидати виклик, ризикувати
daydream	daydreamed / daydreamt	daydreamed / daydreamt	марити, мріяти, фантазувати
deal	dealt	dealt	мати справу, торгувати, розглядати питання
dig	dug	dug	копати, рити, шукати
disprove	disproved	disproved / disproven	спростовувати, доводити хибність
dive	dove / dived	dived	пірнати, стрибати вниз, занурюватися
do	did	done	робити, виконувати
draw	drew	drawn	креслити, малювати, уявляти; тягти, волочити
dream	dreamed / dreamt	dreamed / dreamt	бачити сни, мріяти
drink	drank	drunk	пити, випивати
drive	drove	driven	водити (машину), управляти, їздити
dwell	dwelt / dwelled	dwelt / dwelled	жити, мешкати, перебувати, зупинятися (десь)
eat	ate	eaten	їсти, харчуватися, роз'їдати

fall	fell	fallen	падати, опадати, опускатися
feed	fed	fed	годувати
feel	felt	felt	відчувати
fight	fought	fought	боротися, битися
find	found	found	знаходити, натрапити, виявляти
fit	fitted / fit	fitted / fit	підганяти, прилаштовувати, пристосовувати, оснащувати
flee	fled	fled	бігти, тікати, рятуватися втечею
fling	flung	flung	кидати, кидати
fly	flew	flown	літати, пролітати
forbear	forbore	forborne	утримуватися, терпіти, переносити
forbid	forbade	forbidden	забороняти
forecast	forecast	forecast	прогнозувати, передбачати
forego	forewent	foregone	передувати, йти попереду
foresee	foresaw	foreseen	передбачати, знати заздалегідь
foretell	foretold	foretold	передбачати, прогнозувати
forget	forgot	forgotten / forgot	забувати

forgive	forgave	forgiven	прощати, забути (борг)
forgo	forwent	forgone	відмовлятися, утримуватися
forsake	forsook	forsaken	кидати, залишати, відмовлятися
forswear	forswore	forsworn	зрікатися, відмовлятися, відкидати
freeze	froze	frozen	замерзати, заморожувати
frostbite	frostbit	frostbitten	обморозити, відморозити
get	got	gotten / got	отримувати, ставати
gild	gilded / gilt	gilded / gilt	золотити, покривати позолотою, прикрашати
give	gave	given	давати
go	went	gone	йти, їхати
grind	ground	ground	молоти, розтерти, шліфувати, точити
grow	grew	grown	рости, вирощувати
hand-feed	hand-fed	hand-fed	годувати, давати з рук
handwrite	handwrote	handwritten	писати від руки
hang	hung	hung	висіти, вішати
have	had	had	мати, володіти

hear	heard	heard	чути, слухати
heave	heaved / hove	heaved / hove	піднімати, кидати, рухати, випускати, здійматися
hew	hewed	hewn / hewed	рубати, тесати, відбувати, узгоджуватися, дотримуватися
hide	hid	hidden	ховати, ховатися
hit	hit	hit	ударяти, вражати, попадати, натрапити, досягати
hold	held	held	займати, тримати, утримувати
hurt	hurt	hurt	пошкодити, заподіювати біль, кривдити, поранити
inbreed	inbred	inbred	вироснувати, виховувати щось в когось
inlay	inlaid	inlaid	інкрустувати, робити вставку
input	input / inputted	input / inputted	ввести, вводити (дані), вкладати (гроші)
interbreed	interbred	interbred	схрещувати, схрещуватися
interweave	interwove / interweaved	interwoven / interweaved	заткати, вплітати, переплітати, змішувати
interwind	interwound	interwound	переплітати, перемотувати
jerry-build	jerry-built	jerry-built	будувати халтурно, нашвидкуруч

keep	kept	kept	тримати, зберігати, залишати, утримувати
kneel	knelt / kneeled	knelt / kneeled	ставати на коліна, схиляти коліна
knit	knitted / knit	knitted / knit	в'язати, штопати
know	knew	known	знати, вміти, бути знайомим
lay	laid	laid	класти, валити, накривати
lead	led	led	вести, очолювати, супроводжувати
lean	leaned / leant	leaned / leant	спиратися, нахилитися, притулятися
leap	leaped / leapt	leaped / leapt	стрибати, скакати
learn	learned / learnt	learned / learnt	вчитися, дізнаватися
leave	left	left	залишати, кидати, лишити, піти їхати
lend	lent	lent	позичати, давати на час
let	let	let	дозволяти, допускати, випускати, проливати
lie	lay	lain	лежати, розташуватися, перебувати, знаходитися
light	lit / lighted	lit / lighted	світити, запалювати, світитися, опромінювати, натрапити, обрушитися

lip-read	lip-read	lip-read	читати з губ, розуміти по губах
lose	lost	lost	втрачати, губити, позбавлятися, пропадати
make	made	made	робити, виробляти, здійснювати
mean	meant	meant	означати, мати на увазі
meet	met	met	зустрічати, знайомитися
miscast	miscast	miscast	неправильно розподіляти ролі
misdeal	misdealt	misdealt	чинити, поводитися неправильно, помилятися при здачі (карт)
misdo	misdid	misdone	робити неправильно, недбало, помилятися
mishear	misheard	misheard	недочути, погано почути
mislay	mislaid	mislaid	покласти не на місце, загубити
mislead	misled	misled	вводити в оману, обманювати, збивати зі шляху
mislearn	mislearned / mislearnt	mislearned / mislearnt	навчатися, вчити неправильно
misread	misread	misread	прочитати неправильно, неправильно тлумачити
missay	missaid	missaid	обмовитися, сказати неправильно

misset	misset	misset	неправильно встановити
misspeak	misspoke	misspoken	говорити, вимовляти неправильно
misspell	misspelled / misspelt	misspelled / misspelt	писати з помилками, робити орфографічні помилки
misspend	misspent	misspent	нерозумно, марно витрачати, розтринькати
misswear	misswore	missworn	давати неправдиву клятву
mistake	mistook	mistaken	помилятися, помилитися у виборі
misteach	mistaught	mistaught	неправильно навчати
misunderstand	misunderstood	misunderstood	не розуміти, зрозуміти неправильно
miswrite	miswrote	miswritten	неправильно написати
mow	mowed	mowed / mown	косити, стригти (газон), жати
offset	offset	offset	відшкодовувати, компенсувати, відгалужуватися, відступати
outbid	outbid	outbid	перебивати ціну, перевершити, затьмарити
outdo	outdid	outdone	перевершити, вражати, побороти
outdraw	outdrew	outdrawn	домогтися більшої популярності, перевершити конкурентів

outdrink	outdrank	outdrunk	перепити (когось), випити більше, ніж хтось інший
outdrive	outdrove	outdriven	обігнати, випередити
outfight	outfought	outfought	мати перевагу над супротивником, перемогати
outfly	outflew	outflown	вилітати, літати швидше, далі (ніж будь-хто)
outgrow	outgrew	outgrown	випереджати в рості, переростати, позбавлятися з віком
outleap	outleaped / outleapt	outleaped / outleapt	перестрибувати, вистрибувати, стрибати краще
outlie	outlay	outlain	знаходитися назовні, поза чимось, жити в наметі
outrun	outran	outrun	випереджати, обігнати, втекти (від когось)
outsell	outsold	outsold	продавати, продаватися краще, перевершувати в ціні
outshine	outshined / outshone	outshined / outshone	затмарити
outshoot	outshot	outshot	вистрілити, стріляти краще, відкидати, викидати
outsing	outsang	outsung	перевершити в співі, співати краще
outsit	outsat	outsat	пересидіти, засидітися

outsleep	outslept	outslept	проспати, прогавити
outsmell	outsmelled / outsmelt	outsmelled / outsmelt	пахнути сильніше, ніж щось
outspeak	outspoke	outspoken	говорити краще, висловитися, заявити
outspeed	outspeed / outspeeded	outspeed / outspeeded	переганяти, бути швидшим, діяти швидше
outspend	outspent	outspent	перевершити за видатками, витрачати більше
outstand	outstood	outstood	виділятися, кидатися в очі, витримати
outswear	outswore	outsworn	перевершувати в лихослів'ї
outswim	outswam	outswum	перевершувати в плаванні, плавати краще
outthink	outthought	outthought	перевершувати у кмітливості, перехитрити, виявитися розумнішим
outthrow	outthrew	outthrown	викидати, виділяти; кидати краще, точніше
outwear	outwore	worn	зношувати, вичерпувати, служити довше, ніж (що- небудь)
outwrite	outwrote	outwritten	писати краще
overbid	overbid	overbid	перебивати ціну; перевершити
overbreed	overbred	overbred	розводити, вирощувати

			тварин в надмірній кількості
overbuild	overbuilt	overbuilt	надбудовувати, надмірно забудовувати, будувати занадто багато / вишукано
overbuy	overbought	overbought	купувати занадто багато, занадто дорого
overcome	overcame	overcome	подолати, побороти
overdo	overdid	overdone	перестаратися, переборщити, перебільшувати, перевтомлюватися
overdraw	overdrew	overdrawn	перевищити кредит, перебільшувати
overdrink	overdrank	overdrunk	перепитися, занадто багато пити
overeate	overate	overeaten	переїсти, з'їсти занадто багато
overfeed	overfed	overfed	перегодовувати, об'їдатися
overfly	overflew	overflown	перелітати, пролітати над чимось, вилітати за межі
overhang	overhung	overhung	виступати, нависати, погрожувати, завішувати прикрасами
overhear	overheard	overheard	підслуховувати, ненавмисно почути
overlay	overlaid	overlaid	покривати, перекривати, навантажувати

overlie	overlay	overlain	лежати над чимось / на чомусь, перекривати
overpay	overpaid	overpaid	переплачувати, відшкодовувати з надлишком
override	overrode	overridden	переїхати, задавити; зневажати, відкидати, скасовувати
overrun	overran	overrun	заповнювати, охоплювати, переходити межі, захоплювати, грабувати
oversee	oversaw	overseen	спостерігати, наглядати, стежити, підглянути
oversell	oversold	oversold	нав'язувати продукцію, розпродати, продати повністю / більше своїх запасів
overset	overset	overset	порушувати порядок, засмучувати, перекидатися
oversew	oversewed	oversewn / oversewed	зшивати через край
overshoot	overshot	overshot	промахнутися, перейти кордони, стріляти до знемоги
oversleep	overslept	overslept	проспати, заспатися
overspeak	overspoke	overspoken	забагато розмовляти
overspend	overspent	overspent	витрачати занадто багато, смітити грошима, розладнувати своє здоров'я

overspill	overspilled / overspilt	overspilled / overspilt	проливати, переповнювати, перенаселяти
overtake	overtook	overtaken	наздогнати, наздоганяти, опановувати, обігнати
overthink	overthought	overthought	надумати зайвого, занадто багато думати
overthrow	overthrew	overthrown	кидати занадто далеко, скидати, руйнувати
overwind	overwound	overwound	перекрутити, крутити занадто сильно, швидко
overwrite	overwrote	overwritten	переписувати, писати поверх тексту, багато писати
partake	partook	partaken	брати участь, розділяти, покуштувати, скористатися
pay	paid	paid	платити, винагороджувати, помститися
plead	pleaded / pled	pleaded / pled	захищати підсудного, клопотати, просити
prebuild	prebuilt	prebuilt	попередньо зібрати, вибудувати
predo	predid	predone	зробити заздалегідь, підготувати
premake	premade	premade	підготувати, зробити наперед, заздалегідь
prepay	prepaid	prepaid	передплатувати, платити наперед

presell	presoldpreset	prespresetold	рекламувати продукт до його появи в продажі, продавати наперед
preshrink	preshrink	preshrunk	обробляти тканину для запобігання її стяжки
proofread	proofread	proofread	читати коректуру, корегувати
prove	proved	pru:vd	доводити, засвідчувати
put	put	put	класти, покласти
quick-freeze	quick-froze	quick-frozen	швидко заморожувати, замерзати
quit	quit / quitted	quit / quitted	залишати, покидати, виходити
read	read [red]	read [red]	читати
reawake	reawoke	reawaken	знову будити
rebid	rebid	rebid	робити повторну ставку
rebind	rebound	rebound	знову переплітати (книгу), робити нову палітурку
rebroadcast	rebroadcast / rebroadcasted	rebroadcast / rebroadcasted	ретранслювати, знову показувати (передачу)
rebuild	rebuilt	rebuilt	перебудовувати
recast	recast	recast	переробляти, змінювати, перераховувати
recut	recut	recut	вдруге нарізати, повторно вирізати (сцени з фільму)

redeal	redealt	redealt	роздати знову карти в грі
redo	redid	redone	переробляти, робити ремонт
redraw	redrew	redrawn	перемальовувати, оновлювати малюнок, виставляти зворотний вексель
refit	refitted / refit	refitted / refit	переустатковувати, лагодити, знову підганяти (за розміром)
regrind	reground	reground	перешліфовувати, переточувати, притирати
regrow	regrew	regrown	відростати знову
rehang	rehung	rehung	переважувати
rehear	reheard	reheard	почути знову, розглядати справу повторно
reknit	reknitted / reknit	reknitted / reknit	в'язати заново, з'єднувати заново
relay	relaid	relaid	класти заново, замінювати (черепицю, кахель)
relearn	relearned / relearnt	relearned / relearnt	вчитися заново, переучуватися
relight	relit / relighted	relit / relighted	запалити, запалитися знову, спалахнути
remake	remade	remade	переробляти, робити заново
rend	rent / rended	rent / rended	відривати, роздирати, розщеплювати

repay	repaid	repaid	віддавати, повертати, відшкодовувати, відплачувати
reread	reread	reread	перечитувати
rerun	reran	rerun	перезапускати, повторно проводити, показувати
resell	resold	resold	перепродавати
resend	resent	resent	посилати, відправляти знову
reset	reset	reset	знову налаштовувати, встановлювати, скидати (налаштування)
resew	resewed	resewn / resewed	пришивати заново, перешивати
retake	retook	retaken	знову взяти, перезнімати, перездавати (іспит)
reteach	retaught	retaught	переучувати, вчити заново
retear	retore	retorn	знову розривати, відривати
retell	retold	retold	переказувати, розповідати знову
rethink	rethought	rethought	переглядати свою думку, заново осмислити
retread	retread	retread	змінити покриття, перенавчати, заново давати роботу
retrofit	retrofitted / retrofit	retrofitted / retrofit	модифікувати, підганяти, налаштовувати

rewake	rewoke / rewaked	reawaken / rewaked	будити, пробуджуватися заново
rewear	rewore	reworn	носити заново
reweave	rewove / reweaved	rewoven / reweaved	переткати, плести, ткати заново, знову з'єднуватися
rewed	rewed / rewedded	rewed / rewedded	одружитися вдруге
rewet	rewet / rewetted	rewet / rewetted	повторно зволожувати, мочити знову
rewin	rewon	rewon	знову перемогти, перемогти після програшу
rewind	rewound	rewound	перемотувати (назад)
rewrite	rewrote	rewritten	переписувати, редагувати, відповідати письмово
rid	rid	rid	звільняти, рятувати
ride	rode	ridden	їхати верхи, кататися, їхати (в транспорті)
ring	rang	rung	дзвонити, дзвеніти
rise	rose	risen	підніматися, сходити
roughcast	roughcast	roughcast	накидати план, намічати, грубо штукатурити
run	ran	run	бігти, гнати, управляти, текти
sand-cast	sand-cast	sand-cast	відливати метал в піщану форму

saw	sawed	sawed / sawn	пиляти, розпиляти
say	said	said	говорити, сказати
see	saw	seen	бачити, дивитися
seek	sought	sought	шукати, домагатися
sell	sold	sold	продавати
send	sent	sent	посилати, відправляти
set	set	set	поміщати, ставити
sew	sewed	sewn / sewed	шити, штопати
shake	shook	shaken	трясти, струшувати
shave	shaved	shaved / shaven	голитися
shear	sheared	sheared / shorn	різати, вистригати, розсікати
shed	shed	shed	проливати, втрачати, скидати
shine	shined / shone	shined / shone	сяяти, світити
shit	shit / shat / shitted	shit/ shat / shitted	какати, гадити, срати
shoe	shod	shod	взувати, підкувати, підбивати
shoot	shot	shot	стріляти, полювати
show	showed	shown / showed	показувати, показуватися, виставляти
shrink	shrank / shrunk	shrunk / shrunken	сідати, давати усадку,

			стискатися
shut	shut	shut	закривати
sight-read	sight-read	sight-read	грати, співати з листа, читати ноти, текст з листа
sing	sang	sung	співати
sink	sank / sunk	sunk	тонути, опускатися, занурюватися
sit	sat	sat	сидіти, садити, перебувати
slay	slew / slayed	slain / slayed	вбивати, знищувати
sleep	slept	slept	спати
slide	slid	slid	ковзати, повзати, кататися
sling	slung	slung	жбурляти, вішати через плече, підвішувати
slink	slinked / slunk	slinked / slunk	крастися, підкрадатися, народжувати передчасно
slit	slit	slit	розрізати, перерізати
smell	smelled / smelt	smelled / smelt	пахнути, нюхати
smite	smote	smitten	вражати, бити, мучити
sneak	sneaked / snuck	sneaked / snuck	крастися, підкрадатися, красти, вислизати
sow	sowed	sown / sowed	сіяти, засівати, поширювати

speak	spoke	spoken	говорити
speed	sped / speeded	sped / speeded	поспішати, прискорювати, квапити
spell	spelled / spelt	spelled / spelt	замовляти, зачаровувати; змінити, дати відпочинок; писати, вимовляти слово по буквах
spend	spent	spent	витрачати, виснажувати
spill	spilled / spilt	spilled / spilt	проливати, розливатися
spin	spun	spun	прясти, крутити, вертіти, плести
spit	spit / spat	spit / spat	плювати, пронизувати, насаджувати, бризкати, капати
spoil	spoiled / spoilt	spoiled / spoilt	псувати, балувати
spread	spread	spread	поширюватися, розстеляти
spring	sprang / sprung	sprung	стрибати, вскочити
stand	stood	stood	стояти, бути розташованим
stave	staved / stove	staved / stove	пробивати, розбивати
steal	stole	stolen	красти, викрадати, домагатися
stick	stuck	stuck	встромляти, колоти, приклеювати, липнути
sting	stung	stung	жалити, заподіювати біль, обманювати

stink	stunk / stank	stunk	смердіти, погано пахнути; бути поганим
strew	strewed	strewn / strewed	усіяти, розкидати, посипати
stride	strode	stridden	крокувати, сидіти верхи
strike	struck	struck / stricken	ударяти, вражати, страйкувати
string	strung	strung	пов'язувати, натягувати, нанизувати
strive	strove / strived	striven / strived	прагнути, намагатися, докладати зусилля, боротися
sublet	sublet	sublet	передавати в суборенду
sunburn	sunburned / sunburnt	sunburned / sunburnt	обгорати на сонці
swear	swore	sworn	клястися, присягати, лаятися
sweat	sweat / sweated	sweat / sweated	потіти, сиріти, пітніти
sweep	swept	swept	мести, прочищати, змитати, мчати
swell	swelled	swollen / swelled	пухнути, роздуватися, набухати
swim	swam	swum	плавати, плисти
swing	swung	swung	качати, хитатися, розгойдувати, висіти
teach	taught	taught	навчати, вчити

tear	tore	torn	рвати, зірвати, розірвати
telecast	telecast	telecast	передавати по телебаченню
tell	told	told	говорити, розповідати, повідомляти
test-drive	test-drove	test-driven	робити пробну поїздку, тестувати
test-fly	test-flew	test-flown	випробовувати в літних умовах (літак)
think	thought	thought	думати, розмірковувати
thrive	throve / thrived	thrived / thriven	процвітати, цвісти, розростатися
throw	threw	thrown	кидати, жбурляти
thrust	thrust	thrust	колоти, засовувати, штовхати, лізти
tread	trod	trodden / trod	йти, ступати, топтати, давити
typecast	typecast	typecast	підбирати акторів по типажності
typeset	typeset	typeset	набирати текст для друку, визначати тип
typewrite	typewrote	typewritten	друкувати на друкарській машинці, набирати текст
unbend	unbent	unbent	розгинатися, випростатися, пом'якшуватися

unbind	unbound	unbound	розв'язати, розпускати, послаблювати
unclothe	unclothed / unclad	unclothed / unclad	роздягатися, роздягати, оголювати
underbid	underbid	underbid	перебивати ціну, призначати нижчу ціну
undercut	undercut	undercut	підрізати, збивати ціни, робити підсічку
underfeed	underfed	underfed	недогодовувати, недоїдати
undergo	underwent	undergone	відчувати, переносити
underlie	underlay	underlain	підкреслювати, виділяти
undersell	undersold	undersold	продавати дешевше інших
underspend	underspent	underspent	витрачати недостатньо, дуже мало
understand	understood	understood	розуміти, усвідомлювати
undertake	undertook	undertaken	робити, гарантувати, здійснювати
underwrite	underwrote	underwritten	підписувати, гарантувати, ручатися
undo	undid	undone	розстібати, знищувати, скасовувати, розбирати
unfreeze	unfroze	unfrozen	розморозити, розморожувати
unhang	unhung	unhung	знімати (щось, що висить)

unhide	unhid	unhidden	показувати приховані елементи
unknit	unknitted / unknot	unknitted / unknot	розпускати (в'язання), розплутувати, роз'єднувати
unlearn	unlearned / unlearnt	unlearned / unlearnt	розучитися, забути те, що знав
unsew	unsewed	unsewn / unsewed	розпорювати щось зшите
unsling	unslung	unslung	відв'язувати, знімати, звільнити від ременя
unspin	unspun	unspun	розпускати, розплітати, розплутувати
unstick	unstuck	unstuck	віддирати, відклеювати, злетіти
unstring	unstrung	unstrung	знімати, послаблювати, розпускати, розплітати, розхитувати
unweave	unwove / unweaved	unwoven / unweaved	розпускати, розплітати (тканину)
unwind	unwound	unwound	расмативать, розкручувати, розвивати
uphold	upheld	upheld	підтримувати, допомагати, утримувати
upset	upset	upset	перекидати, засмучувати, засмучувати
wake	woke / waked	woken / waked	будити, пробуджуватися

waylay	waylaid	waylaid	підстерігати, влаштовувати засідку
wear	wore	worn	носити одяг
weave	wove / weaved	woven / weaved	ткати, плести
wed	wed / wedded	wed / wedded	вінчати, видавати заміж, одружуватися, виходити заміж
weep	wept	wept	плакати, тужити, пітніти
wet	wet / wetted	wet / wetted	мочити, промочити, мокнути
win	won	won	вигравати, перемагати
wind	wound	wound	<i>чуяти, дути, намотувати, заводити (механізм), звиватися</i>
withdraw	withdrew	withdrawn	<i>брати назад, віднімати, відкликати, витягувати</i>
withhold	withheld	withheld	<i>утримуватися, утримувати, приховувати</i>
withstand	withstood	withstood	<i>встояти, витримувати, чинити опір</i>
wring	wrung	wrung	<i>викручувати, вижимати, звиватися, мучити</i>
write	wrote	written	<i>писати</i>

СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ

1. Англійська мова. ЗНО. Київ, 2015.
2. Драб Н. Л., І. М. Лобецька, Т. О. Костюк. Англійська мова : зб. тестів ЗНО 2020. Вінниця : Нова книга, 2019. 119 с.
3. Доценко І. В., О. В. Євчук. Англійська мова. Тренажер для підготовки до зовнішнього незалежного оцінювання : за чинною програмою ЗНО. Тернопіль : Підручники і посібники, 2019. 221 с.
4. Мартинюк А. П., Свердлова І. О., Набокова І. Ю. Англійська мова. Збірник типових тестових завдань : навч. посіб. Київ, 2013. 208 с.
5. Мартинюк А.П., Набокова І.Ю., Свердлова І.О., Юрченко А.А. Exam Tutor. Посібник з підготовки до ДПА та ЗНО з англійської мови. Dinternal Education, 2018. 72 с.
6. Підготовка до ЄВІ з англійської мови : Training & Practicle : навч.-практ. посіб. / [уклад.: О. Ю. Кузнецова та ін.]. Харків : Право, 2020. 202 с.
7. Посібник для підготовки до ЄВІ з англійської мови до магістратури / [уклад.: О. П. Лисицька та ін.] ; за заг. ред. В. П. Сімонок. Харків : Право, 2021. 236 с.
8. Практична граматики англійської мови. Морфологія : збірник вправ : навч. посіб. для студентів вищ. навч. закл. / за ред. Є. І. Гороть. Луцьк : Волин. нац. ун-т ім. Лесі Українки, 2009. 516 с.
9. *Advanced Trainer. Cambridge English. Tests.* (2012).
10. *An Invitation to CALL: Foundations of Computer-Assisted Language Learning*
[Електронний ресурс]. – Режим доступу : <https://web.stanford.edu/~efs/callcourse2/CALL1.htm>
11. Douglas, N. (2010). *Reading Explorer 3*. Heinle. Cengage Learning.
12. Evans, V. (2000). *FCE Use of English 1*. Express Publishing.
13. Evans, V. (2000) *FCE Use of English 2*. Express Publishing.
14. Evans, V. (2008). *FCE. Practice exam papers 1. For the Revised Cambridge FCE Examination*. Express Publishing.

15. Evans, V. (2009). *FCE. Practice exam papers 2. For the Revised Cambridge ESOL FCE Examination*. Express Publishing.
16. Evans, V., & Dooley, J. (2012). *Exam Booster. Preparation for B2+ Level Exams. Student's Book*. Express Publishing.
17. Evans, V., & Dooley, J. (2012). *Exam Booster. Preparation for B2+ Level Exams. Teacher's Book*. Express Publishing.
18. Evans, V., & Dooley, J. (2000). *Grammarway 3*. Express Publishing,
19. Evans, V., & Dooley, J. (2000). *Grammarway 4*. Express Publishing.
20. *First Certificate. Practice Tests*. (2008). Cambridge University Press.
21. Gryca, D., Sosnowska, J., & Whitehead, R. (2005). *Oxford Exam Excellence*. Oxford University Press.
22. Hastings, B., Uminska, M., Chandler, D., & Hegedus, K. (2008). *Exam Activator. Classroom and Self-Study Exam Preparation*. Pearson Longman.
23. Mann, M., Taylore-Knowles, S. *Destination B2: Grammar and Vocabulary with Answer Key*. Oxford: Macmillan Education, 2008. 303 c.
24. Mann, M., & Taylore-Knowles, S. (2003). *Skills for First Certificate. Reading*. Macmillan Publishers Limited.
25. Moutsou, E. (2009). *Use of English B2 for all exams. Student's Book*. MM Publications.
26. Murphy, R. (2004). *Advanced Grammar in Use*. Cambridge.
27. Murphy, R. (2004). *Essential Grammar in Use*. Cambridge
28. Puffalt, D., & Starko, V. (2012). *Speak Authentic English! A Handbook for Ukrainians*. Луцьк : Зоря-плюс.
29. Weale, H., & Yurchenko, A. (2020). *Oxford Exam Trainer. B2. Ukraine. Для підготовки до icnumiє*. Oxford Exam Support.
30. Weale, H., & Yurchenko, A. (2020). *Oxford Exam Trainer. B2. Ukraine. Для підготовки до icnumiє*. Teacher's Guide with Audio CDs. Oxford Exam Support.

31. Williamson, M., & McElmurray, Ph. (2016). *Close-Up. B2. Student's Book*. National Geographic Learning, Cengage Learning. 86 p.
32. Williamson, M., & McElmurray, Ph. (2016). *Close-Up. B2. Student's Book*. National Geographic Learning, Cengage Learning. 190 p.
33. Williamson, M., & McElmurray, Ph. (2016). *Close-Up. C1. Student's Book*. National Geographic Learning, Cengage Learning. 190 p.
34. Williamson, M., & McElmurray, Ph. (2016). *Close-Up. C1. Student's Book*. National Geographic Learning, Cengage Learning. 100 p.