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ENGLISH
ENGLISH

Your
English
Self

9

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ENGLISH

Your English Self

Підручник для 9-го класу
загальноосвітніх навчальних закладів
(8-й рік навчання)

Рекомендовано Міністерством освіти і науки України

Київ
«Наш час»
2009

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Підручник «Your English Self» для учнів 9-го класу загальноосвітніх навчальних закладів відповідає новітнім вимогам викладання англійської мови. Він є складовою нового навчально-методичного комплексу з англійської мови, до якого також входять зошит, книга для вчителя і компакт-диск.

У підручнику представлено матеріали з 5 розділів (Units). Кожен із них — це цікава сфера спілкування. Завдяки окремій частині підручника — «A Cross-Cultural Reader» — учні мають змогу прочитати захоплюючі оповідання британських, американських і канадських авторів.

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Любий друже!

Перед тобою підручник з англійської мови «Your English Self» для 9-го класу. Він допоможе тобі розвинути свою мовну особистість засобами діалогу культур між англomовними країнами та Україною.

Підручник розпочинається рубрикою «Check Yourself», завдання якої зорієнтовано на повторення граматичного та лексичного матеріалу з тем 8-го класу. Він містить п'ять розділів — Units. Кожен з них — це цікава сфера спілкування, наприклад, «Що означає бути підлітком», «Ми і навколишнє середовище», «Підготовка до майбутнього». Розділи, у свою чергу, складаються з чотирьох частин, присвячених окремим аспектам твого життя. Для того, щоб книгою було зручніше користуватися, ти працюватимеш із різними рубриками залежно від того, яке завдання стоїть перед тобою. Наприклад, за допомогою мовленнєвої зарядки «Go Ahead!» ти зануришся до іншомовної атмосфери уроку, а рубрика «Enrich Yourself» ознайомить тебе з новими словами і виразами. Ти удосконалюватимеш мовленнєві навички, виконуючи завдання «Express Yourself», а в рубриці «Your Helping Hand» знайдеш граматичний матеріал і вправи для його засвоєння. Тобі на допомогу також пропонуємо мовний «портфель» — для слухання, читання і письма, в якому ти ознайомишся з життям твоїх однолітків за кордоном і сам навчишся висловлюватись письмово через листівки, електронні листи, записки, оголошення.

Ти продовжиш спілкування зі старими друзями, з якими зустрівся у 8-му класі. Тепер вони, так як і ти, у 9-му класі. Це персонажі Laura, Bill, Steve, Ann, Helen та інші, з якими ти подорожуватимеш світом, вивчатимеш культури різних країн. Завершуючи опрацювання кожного розділу, ти набудеш досвіду самостійної творчої роботи під час виконання проектів — від розробки постера до укладання власного довідника туриста. В окремій частині підручника — «A Cross-Cultural Reader» — ти знайдеш захоплюючі оповідання британських, американських і канадських авторів.

Сподіваємося, що підручник «Your English Self» не тільки допоможе тобі підвищити рівень володіння англійською мовою, а й перетворить тебе на цікавого співрозмовника.

Good Luck!
Хай щастить!

УМОВНІ ПОЗНАЧЕННЯ

Go Ahead!

мовленнева зарядка

Rhyme and Reason

фонетична зарядка

Your Helping Hand

граматичний матеріал
і тренувальні вправи

Enrich Yourself!

лексичний матеріал
і тренувальні вправи

Express Yourself!

комунікативні
функції і завдання
для їх опрацювання

Work Your Wisdom!

усна мовленнева практика

**Your Language
Portfolio: Listening /
Reading / Writing**

тексти для прослуховування
і завдання для
їх опрацювання;
тексти для читання
і завдання для
їх опрацювання;
поради щодо роботи
з різними видами
писемного мовлення

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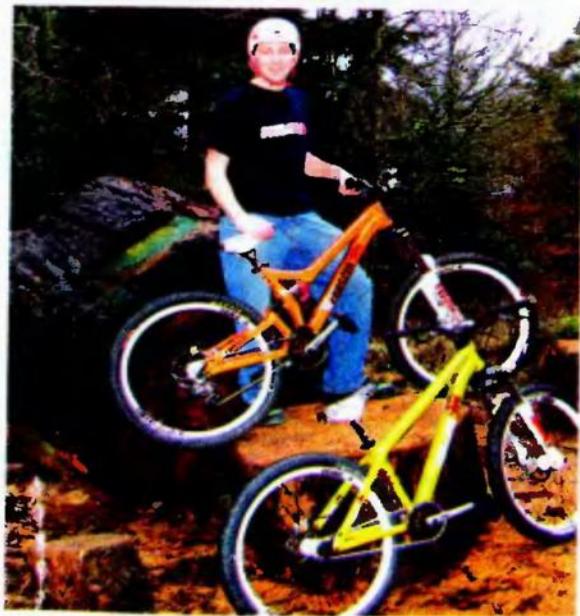
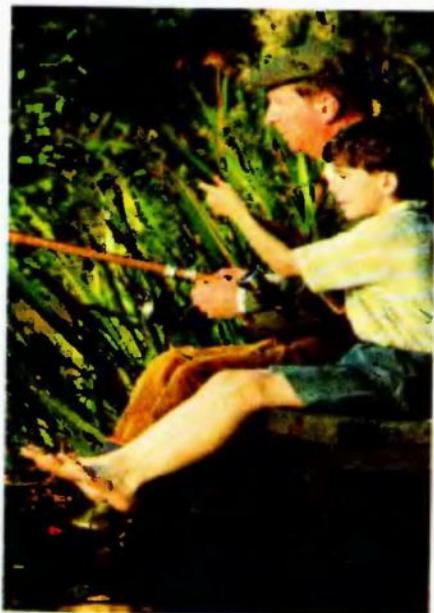
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Check Yourself

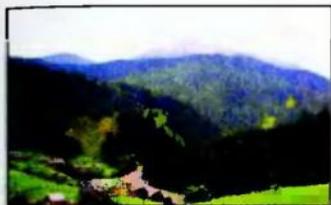




1. Remembering Summer

I Go Ahead!

a) Look at the pictures and say which of the activities you have taken in summer.



Touring Ukraine

Visiting Britain

Reading for pleasure



Enjoying hobbies

Discovering new

Example: *In summer I had as much time as I wanted for my hobby. As I had lots of free time I travelled and saw other*

places like Lviv, Odessa and Kyiv. It was so exciting to discover my native land.

II Rhyme and Reason

- a) Read the Summer Rap and practise the sounds /ŋ/, /a:/ and /ei/. Add a line to the rap about your favourite summer activity.

Summer Rap

Summer means a lot of leisure
Camping, bathing, reading for pleasure,
Watching a show at a water park,
Making a fire in the dark,
 Touring some places,
 Meeting new faces,
 Making friends and doing your best.
Holidays are time for a perfect rest.

III Your Helping Hand

Grammar Revision: The Present and Past Simple Active and Passive

- a) Read what your friends say about their summer holidays and report what they enjoy most. What holiday pattern do you find the most attractive?



Ann: I enjoyed every minute of my holiday time. I had nothing special to do and I gave as much time as I wanted to my hobby — reading. I borrowed many books from the library. You won't believe it, but about ten good books were read by me.

Example: *Ann said she enjoyed every minute of her holiday time. As she had nothing special to do she gave as much time*



as she wanted to her hobby — reading. She said that about ten good books had been read by her. As for me, I prefer a more active rest in summer.

Taras: I didn't waste time on my holidays. I went to the sport camp with my friends and had lots of opportunity for doing sports. I'm very proud that I went scuba diving. Now I know that it is the most exciting sport.



Helen: As I was fond of traveling, I used my holiday time for adventures and discoveries. I've been to many new places, seen and learned much new. I spent nearly a month at the Red Sea. It was the most memorable adventure. Many photos were taken by me and even one video film was made. Do you want to see?



Andrew: I went on a visit to my granny in summer. She has been living in Odessa for ten years and knows her city and its sights very well. So she was my guide and we had many sightseeing tours round Odessa. Many museums and exhibitions were visited, lots of souvenirs were bought. I got many of them for my friends.





Oksana: I joined the tourist club that went camping on summer holidays. We chose our route long ago and decided to have our camp at the sea-side. So we put up tents in a wonderful place. The weather was great, so we could swim and sunbathe to our hearts' content. Look! I've got a lovely tan!



Maksim: I was invited to take part in the popular TV show "The Cleverest". It was fantastic! I met so many interesting people there and made so many new friends! Now I have friends in Lviv, Lutsk, Donetsk and other towns and cities of Ukraine. I'm proud that I was awarded a prize.

Grammar Revision: Comparison Constructions as ... as; not so ... as; sentences with ... because ... and ... that's why ...

Suppose you had a chance to visit Great Britain and explore more of Ukraine. Compare some facts about these countries, using the prompts.

Example: *climate — damp*

The climate of Ukraine is not as damp as in Britain, because our geographical position is different.



- population — multinational



- capitals — ancient



- the rivers — deep



- the language — melodious



- customs and traditions — interesting



- places of interest — attractive



Now, summarize your impressions and suggest your friends an attractive tour round these two countries.

Grammar Revision: The Present Perfect and Past Simple.

Interview your classmates and ask them about their summer achievements. Report your findings to the class.

Example: A: I say, Ann, what new places have you been to?
B: Oh, I went to Turkey with my mum and dad.
A: Have you made any new friends?
B: Sure, I got to know many interesting people there.
I have found out that Ann went to Turkey with her mum and dad. She got to know many interesting people there.

b) Make a conversation with your friend and show your opinion on your summer holidays. Use the pattern.

Pattern:

- I say, _____, you look _____ after your summer holidays. Where _____, I wonder?
- Thank you for the compliment, I really _____
- Glad to hear it. What _____? How many _____? Who _____?
- Not so many questions at once, please. At first _____ and _____. Then _____
- I see you've got a lovely tan. I hope _____
- Sure. Did you _____? You look so sporty.
- Oh, come on! I _____ and _____
- Really? Was it worth it? I mean _____
- Of course. You can't fancy _____. Besides _____
- It sounds fantastic! Can I _____?
- No problem. I think _____ and _____
- Perfect. I believe _____



At home: write a narrative essay about your summer rest.



2. I'm a Ninth Former

I Go Ahead!

Look at the pictures and try to predict how this school year will differ from the previous one.



Independent work



Research work



Computer work



Career
counselling

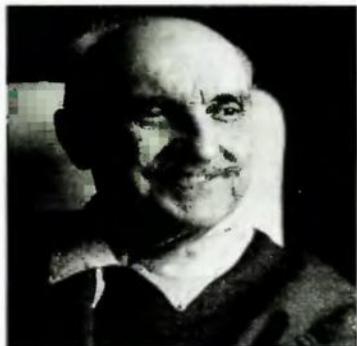


Choosing
a career

Example: *I believe this year will help us to prepare for the future, to make our choice. We'll work more independently at home, I mean reading, surfing the Internet, carrying out some research work.*

II Rhyme and Reason

Read what these famous people say about education and practise sentence stress. Say with whom of the celebrities you agree and why.



“A child educated only at school is an uneducated child”.

George Santayana



“Education is not the piling of learning, information, data, facts, skills or abilities — that’s training or instruction — but is rather making visible what is hidden in a seed”.

Thomas More



“Knowledge must be gained by ourselves. Mankind may supply us with the facts; but the results, even if they agree with the previous ones, must be work of our mind”.

Benjamin Disraeli

III Your Helping Hand

a) Grammar Revision: The Future in the Past

Look at the pictures and report what Oksana and her friends would do the following year to make their choice. Say if you would do the same or different.



- to go to college
- to make inquiries
- to see sth with one's own eyes
- to try summer jobs
- get the first experience
- to get the "taste" of the first job
- to get the information from the Internet
- to know everything there is to know about the profession
- to look through the application forms

Example: *Laura said that she would go to college the following Saturday and would make all necessary inquiries about her future profession. Her friends said that they were going to join her. If I were in their place, I would do the same.*

b) Grammar Revision: Modal Verbs: May/Might+do, Can+do, Must+do.

Read the announcements on your school board and say what interesting events you may or can have in the ninth form.

Are you dreaming about journalism?

Do you want to try your hand at writing articles for a newspaper? If you want to become a journalist, join our club! You'll learn everything there is to know about the press.

There is a good chance to improve your English this year.

Miss Robinson, a native speaking teacher of English will have her English Speaking Club twice a week, Tuesday and Friday at 2 p.m.

Dear pupils:

Here is a list of after-school sporting activities that you can be involved in. You can participate in as many of these activities as you wish. It will help you to maintain your health. You will always be sporty.

Monday — Football ...

Nature Lovers:

This year you'll have lots of opportunity for exploring the flora and fauna of Ukraine.

Hikes and excursions to the most interesting places are waiting for you. Don't hesitate to become a member of our geographical society.

The first meeting will be held ...

Is music still in your list of likes?

Then we invite you to found a new school music band. All your ideas will be appreciated. Do come to our school assembly hall on Saturday afternoon.

Example: *I like the idea of a new music band. It might be very interesting. The band can give good concerts one day.*

c) Grammar Revision: If/When Clauses.

Say what you will do being a ninth former if you:

- are an athlete;
- are interested in mass media;
- want to improve your knowledge;
- are fond of research work;
- feel competitive.

Example: *If I am an athlete, I will join one of our after-school sporting activities. I will go to the gym as soon as I join it. When there is a chance to take part in a sport competition, I will certainly do it.*



- d) Today you are a ninth former. Read a short article and complete the gaps with the best form of the word in brackets. Add your ideas about it.

The Ninth Form

For many children in Ukraine, the ninth form means the end of their school education (*educate*). Such children made a ... (decide) either to go college and ... (continuation) their studies or to acquire a ... (professional).

Those who stay at school will have a ... (type) timetable which includes basic subjects such as Ukrainian, Maths, Science, History and some ... (option) subjects, which correspond to pupils' (interesting).

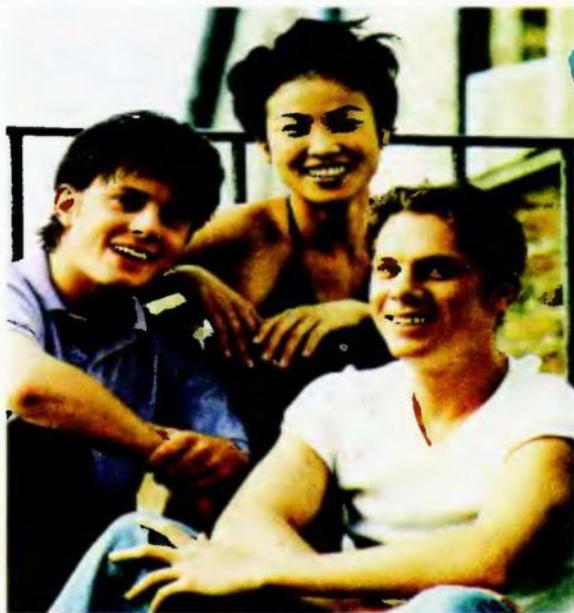
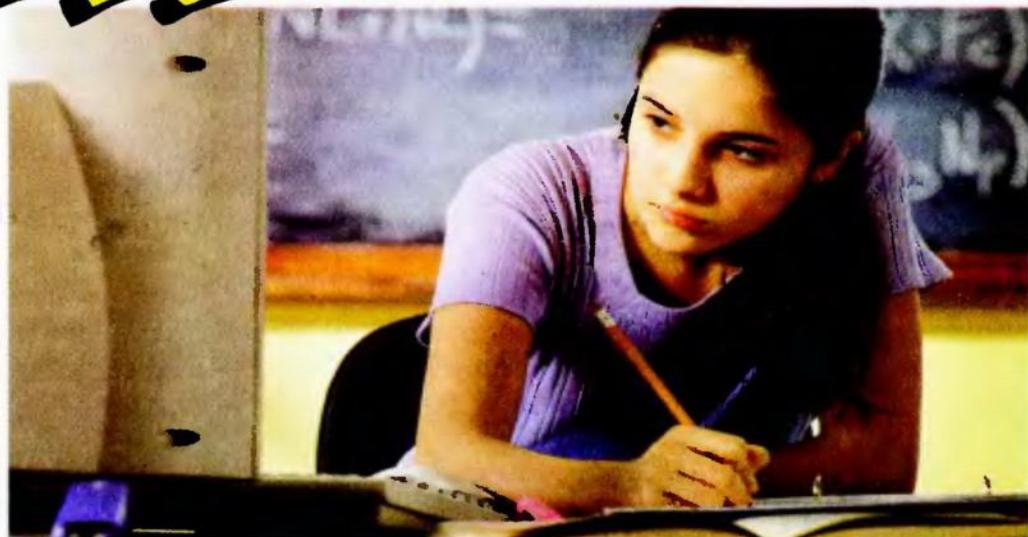
Besides, schools offer a range of after-school ... (active) like choir, drama and trips to ... (wonder) places. Ninth formers are expected to make ... (progressive) in many subjects and to make their ... (choose) for the future.



At home: write a letter to your pen pal about your feelings being a ninth former.

Unit 1.

What Is It Like Being a Teenager?



1.1. It's Cool!

Words

dreadlocks
punk hairstyle
ponytail
hangout
to nag
greasy
scruffy
ill-fitting
recognisable
mate
matter

Phrases

to focus on sth
to be shell-shocked
to feel lack of privacy
to be up to
to dress down (up)
to rock with laughter
to be dead trendy
to have to do with sth
to feel confident about oneself
to control the purse
to know much about fashions
to capture the essence of sth

Expressions

After all ... — Усе-таки, кінець кінцем ...
In the end ... — Врешті-решт ...
As long as ... — Оскільки ...
No way! — Ні в якому разі!
Let me think ... — Дайте подумати ...

Go Ahead!

Look at the pictures and say which of the hairstyles you usually have. What do your friends or relatives say about it?



dreadlocks



punk hairstyle



ponytail



bob

Example: *My usual hairstyle is bob. I feel comfortable with it. I never change it. My friends say it suits me.*

II Rhyme and Reason

Read Irene Pawnsley's poem and practise the sounds /u:/ and /au/. How often do you have rows with your parents about your clothes?

Purple Shoes

Mum and me had a row yesterday,
 A big exploding.
 How dare you speak to me like that? I'm off to stay at
 Gran's kind of row.
 It was about shoes.
 I'd seen a pair of purple shoes at Carter's heels not too
 high, soft suede, silver buckles;
 "No", she said.
 "Not suitable for school
 I can't afford to buy rubbish".
 That's when we had our row.

(Irene Pawnsley)

III Your Helping Hand

Grammar: Relative Clauses with who, that and which

- a) To identify or give additional information about someone, somebody, something or other use relative clauses which directly follow the noun or pronoun they are describing.

- Example:**
- *I know the girl who lives nearby.*
 - *This is the subject which I like the best.*

b) Relative clauses are introduced by relative pronouns **who** or **that** for people and **which** or **that** for places of things.

- Example:** *I have a friend who (that) lives in England.*
He lives in the city which (that) is near the sea.

Don't forget!

- to describe people's possessions use "whose + noun".

Example: *My friend is the man whose working day is well-planned.*

- to use a singular verb if the subject relative pronoun refers to a singular noun. It is plural if it refers to a plural noun.

Example: *Martha is my friend who lives in the USA.*
Martha and Phil are my international friends who live in different countries.

a) Read each pair of sentences and combine them into one using a correct relative pronoun.

Example: *I have a pen friend. My pen friend lives in Boston.*
I have a pen friend who lives in Boston.

- My mum works at a supermarket. The supermarket is a very popular place in our town.
- Ann likes to write articles. They deal with teenagers' problems.
- I became acquainted with a man. The man is a promising writer.
- My brother has a dog. The dog is very clever.
- I bought a new jacket. The jacket is all the fashion.
- I met a young man. He plays football for our city football team.
- Ann has a new hairstyle. The hairstyle suits her.
- My friends prefer casual clothes. Such clothes are very comfortable.

b) Fill in the sentences with a correct relative pronoun and the correct form of the verb in brackets.

Example: People who have bad habits have fewer friends.
(to have)

- 1) Someone ... into trouble turns to friends or relatives for help.
(to get)
- 2) The qualities ... most important in a friend are loyalty, goodness and responsibility.
(to be)
- 3) Many people have friends ... social or religious background ... different from theirs.
(to have) (to be)
- 4) An article ... in a newspaper doesn't refer to me and my friends.
(to appear)
- 5) A person ... no friends is poor.
(to have)
- 6) Lie is the cause ... most often responsible for ending of friendship.
(to be)
- 7) People ... known each other for many years have much in common.
(to have)
- 8) The cap ... on my friend's head shows that he is the captain of his baseball team.
(to be)

c) Look at the teenagers, read the names of the styles in clothes and describe the style you like best. Is it close to you?



Sarah
sporty



Sam
formal



Helen
romantic

Ray
casual



Ben
punk



Example: *I like the style of a girl who wears sporty clothes. Especially I like her tracksuit which fits her perfectly. I also like clothes which are simple and comfortable.*

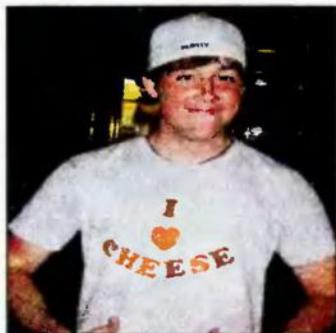
d) Read what other pupils say about some of the teenagers in the pictures and complete their sayings. Guess who is meant.

A person who wears stylish clothes loves to be in the centre of attention. The clothes which he wears are bright and he has a funny hairstyle. I think ...



The person who doesn't follow fashion must be indifferent to what her / his classmates think of her / his clothes. I believe ...





The person who is interested in casual clothes is having a rest. It may be a weekend, which he is going to spend with his friends or ...



A person who is formally dressed is boring. I like people who look romantic. It seems to me ...



White, blue, and bright pink are my colours. I like the people who wear clothes in these colours. I figure ...

IV Your Language Portfolio: Reading

Read the interview with one English teenager, Roy, and match the following questions to the paragraphs. One question is not directly answered.

○ Well, I believe I'm a normal teenager. I often have hang-outs with my friends and do teenage things. My friends mean a lot to me and I like to socialise with them. My parents are always nagging when I do badly at school and say that I should focus more on my study. Of course I feel lack of privacy like many teenagers as my parents also want to know what I'm up to. It's impossible to keep anything in secret! But I love them and try to build up a bridge.



○ Usually for guys, it's not so important, but for me my appearance does matter. After all, I expect girls to take care of how they look, and I want to look as good as they do. Girls do notice your hair, and a lot of guys don't have such great hairstyles, but it's easy for boys really — if you wear a suit, people will think you are smart and serious. And that's my usual style. Sometimes I do dress down and put on an old T-shirt and a pair of jeans with some trainers. In the end, though, I think the most important thing is personality; when you meet girls that's what shines through. But it does help to look as good as you can.

○ No way! I wear what I want to wear. My fashion style isn't dictated by what's on the high street, and no girl is going to tell me what to wear. Probably if I'm honest, it has more to do with what my mates are wearing. The main thing, though, is to be confident about myself. If you are not comfortable with what you are wearing, you don't feel confident, so I'd only wear what makes me feel good.

○ It was a popular British comedian Harry Enfield who perfectly captured the essence of those difficult teenage years in his character “Kevin the Teenager”. I rocked with laughter reading how on the eve of his 13th birthday, Kevin and his parents were counting down the seconds till midnight, when the birthday boy began to change before everybody’s eyes. His hair became long and greasy; his skin broke out in spots; his clothes became scruffy and ill-fitting and he lost his ability to speak properly. “I hate you. You are ruining my life” — that’s what he shouted. Quite a recognizable character, I should say.

○ Let me think ... in my fourth year at school, I had this top from a shop in the Kings Road in Chelsea, which was dead trendy at the time. I thought I was really cool. I wore it with turned-up jeans and Doc Martens. Last Christmas my mum showed me the photo of me wearing the top and jeans and I was really shocked.

○ As long as my mother controls the purse she comes with me to buy clothes. But she never insists. She knows much about fashions and I guess, doesn’t want me to dress in styles that are too old for them. She understands that I have changed.

- 1) Do you happen to know who of the British writers gave a brilliant portrait of a teenager?
- 2) Right you are. And let me remind you of shell-shocked parents “Yes, Kevin had become a teenager. How much is it typical of you?”
- 3) What style do you prefer?
- 4) Would you ever let your style be influenced by anyone?
- 5) Who cares more about how they look: boys or girls?

- 6) What do your parents think about the way you look? And your change?
- 7) Do friends matter much at your age?

Across Cultures: Great Britain



Harry Enfield — a famous British comedian who writes and appears in his own television programmes and has invented many humorous characters that are stereotypes of people in British society.



Kings Road — a road in London which is known for its fashionable expensive shops.



Chelsea — an area in the south-west of central London.



Doc Martens (DMs) — trademark of plain practical shoes which are very fashionable with young people.

MIND!

to lack —
not to have
enough of sth.
It is used with abstract
nouns.

Example:

*The teacher said the
child lacked
confidence.*

a suit —
clothes made of some
material including
a jacket and trousers
usually for men.

Example:

*A tailor made a nice suit for
my dad.*

to be short of —
not to have
enough of sth.
Is used when talking
about objects
or materials.

Example:

*We are short of sugar,
go and buy some.*

a costume —
a woman's suit.

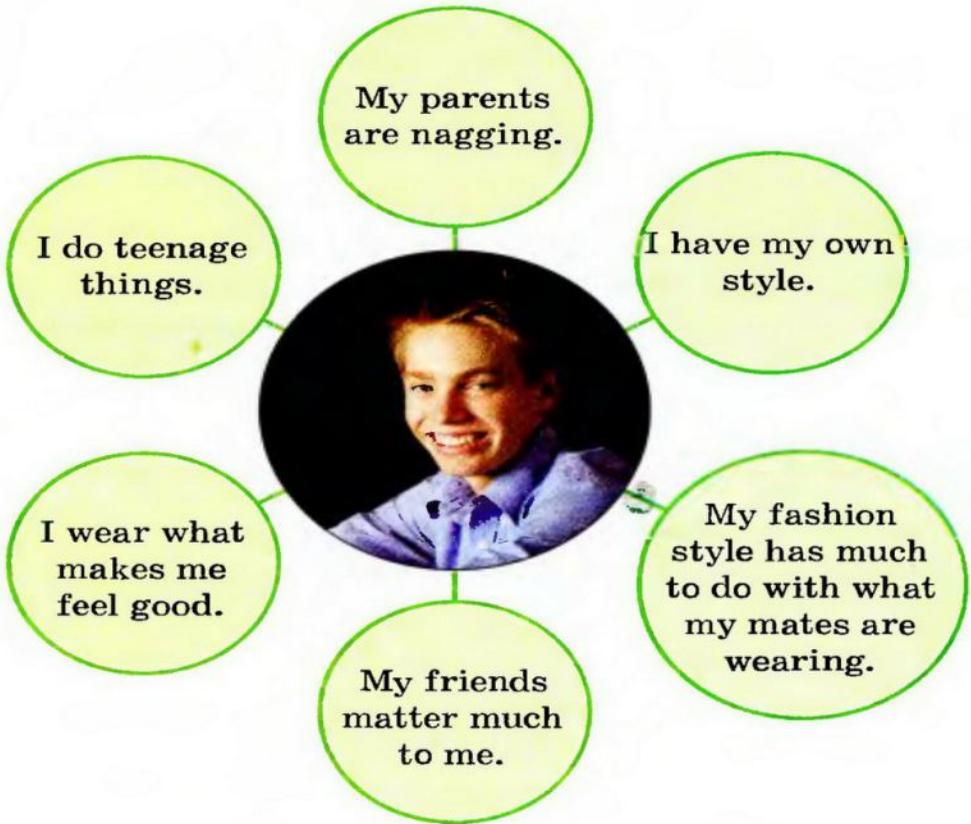
Example:

*I say, Lucy,
I like your costume,
it suits you
perfectly.*

Choose the right word from the box above to complete these sentences.

- 1) Nelly is very shy, she ... support and needs a good friend.
- 2) I ... of paper. Can I borrow a few sheets?
- 3) This ... suits you perfectly, Ann. Where did you buy it?
- 4) It's a formal party, Jack. You'd better put on your new
- 5) I think you ... belief, rely on your friends.
- 6) If you ... of T-shirts we can buy some at the shop.
- 7) Try on this ... in green. I think this colour is becoming, Ann.
- 8) "Mum presented me with a tie, to match my new ... ", said Nick.

- a) In the interview, Roy touched on some teenage problems. In the text, find supporting facts about each of them and add your comments.



- b) Harry Enfield humorously said about his British teenage character: "Kevin has become a teenager". Roy in his interview also said, "My mum understands that I have changed". Explain what both of them meant in terms of your:

- appearance;
- style;
- behavior;
- relations with your parents;
- attitude to friends.

Say how much it concerns a Ukrainian teenager.

c) Use questions 3–7 of the interview and find out how your teenage friends have changed. Present your findings to the class. Use the word list below.

- I have found out that ...
- When he / she was a little / boy / girl ...
- Now he / she prefers ...
- Sometimes he / she dresses down ..., but ...
- He / she wears dead trendy clothes ...
- He / she feels confident about him / herself when ...
- His / her parents are nagging if ...
- He / she appreciates his / her friend's opinions ...
- A friend matters much to him / her as ...

V Your Language Portfolio: Listening

a) Listen to the parents of two teenagers and say what problem they are discussing.

b) Now, correct the errors in the underlined words and word-combination of the statements given.

- 1) Dave has a teenager in his family.
- 2) Susan says everything will get better.
- 3) Sammy, Susan's daughter, wanted her belly button pierced.
- 4) Sammy has her own rock band.
- 5) Susan also had a few cross words about her piercing with his father.
- 6) David argued with his parents about the style of his trousers.
- 7) David can't communicate with both children.
- 8) David believes that his son lost his confidence.
- 9) David is very excited about his children's behavior.
- 10) Susan agrees that children's behavior is extraordinary.

VI Your Language Portfolio: Writing

a) An Advice-seeking Letter

- Advice-seeking letters are published in a newspaper section called Letters to the Editor.
- Those are informal letters, yet they follow a certain format.

How to write an introduction to an advice-seeking letter

- In the introduction the author states the reason for writing.
- Useful phrases:
 - Never in my wildest dreams ...
 - I have a situation for which ...
 - There's no one I can turn to ...
 - I'm writing to you in hope ...

Example:

Dear Editor,

Never in my wildest dreams have I ever thought that I would be writing to someone for advice. But I have a situation for which I need help, and there is no one I can turn to. So I am writing to you in hope you can give me some help ...

b) By the end of the Unit, you will write an advice-seeking letter about some teenage problems. Think and decide:

- what reason you may have for writing;
- what problem you have;
- what help you need.



At home: write an introduction of your advice-seeking letter.

1.2. A Teenager's World

Words

incredible experience
yearbook
weekly newspaper
band
cheerleading
gorgeous
roller-skating
jigsaw puzzle
scuba diving

Phrases

to confirm sb's expectations
to promote a better understanding
to be concerned about
to mind one's likings
to tend to be specific about sth
to be costly
to stick up for sb
to cheer sb up
to feel a bit down
to be a shoulder to cry on
to be bullied
to feel jealous about
to spend tremendous amounts of time doing sth
to talk to sb on the phone
to be involved in
to be beyond all expectations
to be addicted

Expressions

In particular — Особливо
Naturally — Природно
I envied — Я заздрив
In contrast to us ... — На відміну від нас ...

I Go Ahead!

Look at the pictures and say which teenage activities you do with your friends and which of these activities you prefer to avoid. Say why.

Example: *As for me, I like to go to the pop and rock concert with my friends and then discuss it. But I'll never try bungee jumping. It's dangerous.*



camping in the countryside



go roller-skating



going to pop and rock concert



bungee jumping



go scuba diving

taking part in
sport competitionsjigsaw
puzzling

|| Rhyme and Reason

Read Langston Hughes's poem and practise the sounds /i:/ and /əi/. Comment on the message the poet is sending to you. How much is it attributable to a teenager?

Dreams

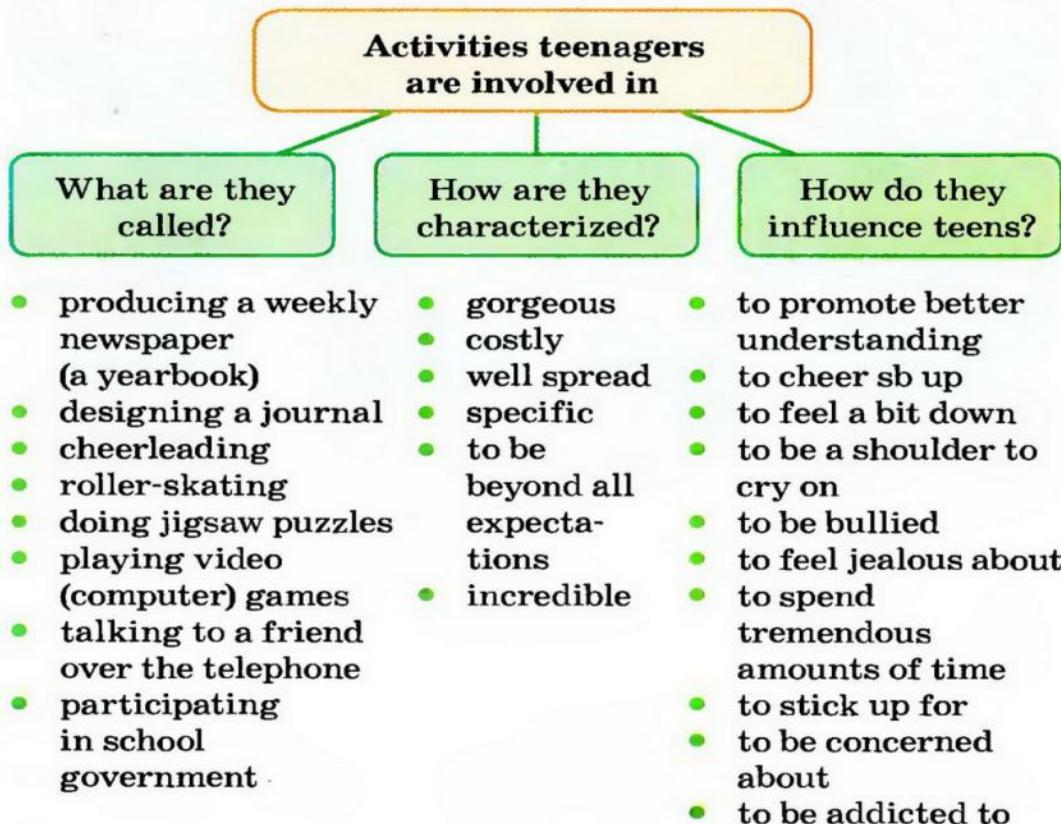
Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

(by Langston Hughes)

III Enrich Yourself!

Read the words and word-combination. What can you say about teenagers' activities?



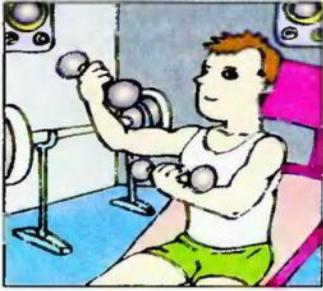
- a) Copy the table in your workbook. Match the words (word-combination) and their definitions and give their Ukrainian equivalents.

• to feel jealous about	a) to get what you thought you would have
• gorgeous	b) to defend someone who is being criticized, especially when no one else will defend them
• to confirm expectations	c) to feel envious because you don't have sth other people have
• to be concerned about	d) extremely beautiful or attractive
• to stick up for sb	e) to worry about sth
• to be addicted	f) to put pressure on someone in order to make them do what you want
• to be bullied	g) to take part in an activity or event
• to be involved in	h) liking smth so much that you do not want to stop doing it or having it

- b) Read the list of activities and characterize those which you are involved in. Say how they influence you.

Example: *As I'm interested in journalism, producing a newspaper is my favourite activity. I get an incredible experience designing the whole newspaper. It's fun and besides I stick up for other writers like me.*

- c) Look at the pictures where a teenager has drawn his life in different periods, complete the sentences about him, and describe his activities.



on weekdays at
school



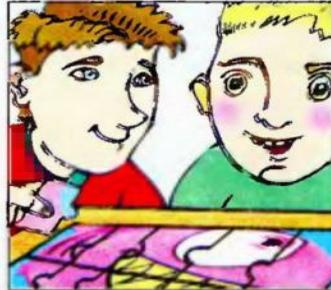
sometimes



in the evenings



on Sunday



in bad weather

- As I can see, Val ...
- It means that he ...
- No doubt he is concerned about ...
- ... is one of his likings.
- He is specific about ... in bad weather.
- I think Val sticks up for his friends because ...
- The boys spend tremendous amount of time ...
- I think Val is not a “thumb boy” as he ...
- In my opinion this teenager ...
- I feel jealous about ...

d) Interview your friends and find out:

- what their favourite activity is;
- what attracts them in this activity;
- how long they have been involved in it.

Present your findings to the class using the pattern.

- I've found out that ...
- ... confirmed my expectations.
- I was happy to learn ...
- Many of my friends ...
- Some teenagers of my class ...
- It's great that ...
- All my friends are concerned ...
- It's so important ...
- I felt a bit jealous about ... but ...
- My findings promoted ...

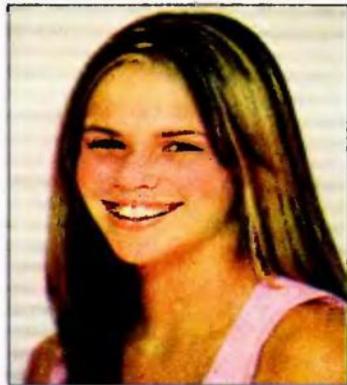
IV Your Language Portfolio: Reading

Being an exchange student, Ann spent a year in the USA. Now, she is sharing her impressions about youth culture in the USA. Read it and make a list of activities which make a teenager's world in the USA. Say if you have the same in Ukraine.

Sharing Impressions

I applied for the Students Exchange program a year ago because I wanted to have an opportunity to compare what I really know about the USA with what the nation is really like. My expectations were confirmed: I got an incredible experience which promoted a better understanding of the people in general and youth culture in particular.

As teenagers everywhere, American teens are interested in music, movie stars, dancing, avoiding parents and schoolwork and concerned about being liked by other teens. As I like music, I socialized more with those who didn't mind my likes. American teens tend to be very specific about the kind of music they like and divide themselves into small groups, depending on their taste in music. For example, right now in the US they can choose between pop, jazz, modern or classic rock, heavy metal, punk, rap, hip-hop, R&B and many other kinds of music. Teen-



agers identify themselves with the type of music they like, by the clothes they wear, the radio station they listen to and even sometimes by things they buy.

In contrast to us, Ukrainian, most teens 17 or older own a car so they have to get a job to afford it. Going to the movies, clubs or fast food restaurants by car is very popular for teenagers but also quite costly. A common place for teens to walk or to hang out in America is a shopping mall. They stick up for their mates and cheer each other up having fun together. I like their attitude to friends. If a friend is feeling a bit down by being bullied, then his / her mate is always there for him / her as a shoulder to cry on. I appreciate it.

Other activities popular with teenagers in the US include playing video and computer games. Boys especially can spend tremendous amounts of time doing this. They are so addicted to playing them, that got the name of the “thumb generation”.

Talking to friends on the phone or being involved in school clubs or activities such as sports teams, journalism, to produce both a weekly newspaper and a yearbook, to design a school journal, to join a band which plays at sports events and local parades, cheerleading, student government, drama and theatre are also widely spread.

I really enjoyed my stay with them, but I missed my relatives and friends in Ukraine. There is no place like home, you know.

Across Cultures: The USA



Cheerleading — usually girls, chosen for their attractive appearance, confidence and ability to jump and perform dancelike movements. They call for and direct cheering at sport competitions.

hip-hop — type of popular music with a strong regular beat and spoken words.

R&B — Rhythm and Blues — a type of popular music that developed from blues music and jazz.

mall — a large shopping centre.

The Germanic peoples — the Angles, Saxons and Jutes who began to settle in Britain from the third century.

The Romans — peoples from ancient Rome who occupied Britain for over 300 years from AD 43.

The Normans — peoples from France who invaded England in 1066.

The Vikings — peoples from Scandinavia who settled areas of Britain and Ireland from the end of the eighth century.

to expect —
to think
that sth will
happen.

Example:
*I expect a visit
from Bill this
summer.*

**to look
forward to** —
to think
that sth will
happen and
feel happy as
a result.

Example:
*I'm looking
forward to the
holidays.*



MIND!

Choose the right word from the box above to complete these sentences.

1) I ... that we'll meet our friends at the station.

- 2) I ... our mutual cooperation.
- 3) We ... an answer from Ben immediately.
- 4) He ... our understanding and forgiveness.
- 5) Ann is ... her wedding.
- 6) All boys ... a city football championship.

a) Read the list of words and word-combination from the text and describe the activities they can be attributable to.

- | | | |
|---------------------------------------|---------------------------------|---------------------------------|
| • to spend tremendous amounts of time | • to be interested in | • to be widely spread |
| • to be addicted to | • to mind sb's likings | • to produce a weekly newspaper |
| • a "thumb generation" | • to be very specific about sth | • to write a yearbook |
| • to be popular with | • gorgeous | • to design a school journal |
| • to be involved in | • to be beyond expectations | • to become known |

b) Ann felt jealous about the ability of many American teenagers to be good friends. Read the short characteristics of a good friend and say which of them Ann found in American teenagers. Say how much it is about your friend.

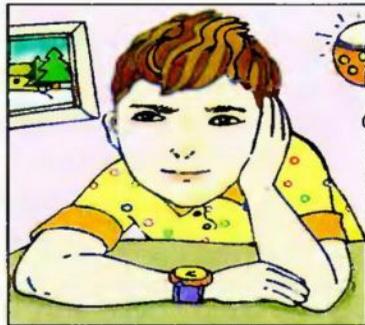
A Good Friend is Someone Who ...

- sees life through your eyes;
- supports you in all situations no matter if you are right or wrong;
- keeps his / her promise and keeps your secrets;
- never tells you lies;
- never goes out with sb else;
- can quarrel with you if you have done sth wrong;
- forgive you for being rude and unfair towards him / her;
- never leaves you in trouble;
- can always hear you out and give you a piece of advice;
- is always a good shoulder to cry on.

- c) Pair up with your friend and discuss youth activities popular in America and your country following the pattern.

Pattern:

- A. — Hey _____, what do you think of _____ popular in the US?
 B. — I think teenagers in America are involved in _____ as we are here.
 A. — Agreed. We have so much in common and _____
 B. — It's good when there are _____ teenagers can join in on and Ann got _____, I believe.
 A. — Absolutely. She says it's great _____ and _____
 B. — Don't you feel jealous about _____?
 A. — No. That's all part of their youth culture. As for me, I have many other options like _____ or _____
 B. — Hmm, sounds like there are _____ you are interested in.
 A. — If you don't mind my liking, why not to _____? _____ gorgeous!
 B. — Ann says _____ is wide spread in the US, may be I'll _____
 A. — I know you would _____. It's really going to be _____
 B. — I look forward to _____



V Your Language Portfolio: Writing

a) An Advice-seeking Letter

- The body of an advice-seeking letter consists of 2–3 paragraphs.
- These paragraphs describe the problem(s) from different perspectives, raise questions, ask for opinion and give explanations.

How to write a body of an advice-seeking letter

Useful phrases:

- I would like to ask questions about ...
- It would be great if ...
- It would be most useful to know ...
- It's likely that ...
- I would be delighted if ...
- To complicate matters, ...
- The problem is that ...

Example:

... My younger sister isn't exactly physically fit. She is slightly overweight and needs more time than usual to learn different activities. To complicate matters, she often skips her Physical Education lessons.

I would like to teach her how to play very much. The problem is that she doesn't seem to be competitive. She keeps saying that it makes no difference to her whether she wins or loses ...

b) By the end of the Unit, you will write an advice-seeking letter about the win-or-lose problem in a teenager's life. Think and decide:

- how you will describe the problem from different perspectives;
- what questions you will raise;
- what explanations you will give.



At home: write a body of an advice-seeking letter.

1.3. Getting Together

I Go Ahead!

Look at the pictures and choose those that can unite teenagers. Say how true it is about you and your friends.



fashions



parties



music



sport



computers

Example: *As other girls, I'm interested in fashions. When we get together, we discuss the latest styles, look through fashion magazines. We often do the shopping together. I think it's fun.*

II Rhyme and Reason

Read the part of a song and practise the sounds /ɔ:/, /ə/ and sentence stress. Comment on the message of the song.

The more we get together, together, together,
 The happier we'll be
 For my friend is your friend,
 And your friend is my friend.
 The more we get together, the happier we'll be.

III Your Helping Hand

Grammar: Relative Clauses with when, where or that

To refer to a place or time, use a relative clause with **where** and **when** or **that** .

Example: *I remember the day when I met my friend.*

that .

That's the club where I play tennis.

a) Read each pair of sentences and combine them into one, using pronouns “when” or “where”.

Example: *I remember one competition. Our team won the game.
I remember one competition when our team won the game.*

- 1) The gym was well equipped. We trained there.
- 2) That's the school. I studied there with my friends.
- 3) That was a hot summer. I met my friend on the beach.
- 4) I remember one hike. The whole class went on it.
- 5) Pete and I had the same interest. We met at the Internet cafe.
- 6) It was a good music school. I took my music lesson there.
- 7) Those were good times. We socialized a lot.
- 8) I had many friends. I went to the same youth camp.

b) Read the story of one teenager and fill in the relative pronouns when or where.



At the age of 10, my mother brought me to a sports school ... I met my future friends. I was not much of an athlete ... I came there. I was very shy and my parents decided that I should be involved in some sport activities and chose the basketball school for me ... experienced sportsmen started their career. It was the time ... basketball was dead trendy. I still remember my first trainings ... all members

of my group laughed at my poor efforts. But I liked that place ... I felt I could share my interests with others.

- c) Speak about the place and the time you remember as a good opportunity for sharing your interests like the girl in story above.

IV Enrich Yourself!

Copy the table in your workbook. Read the questions and match them to the answers.

• Why couldn't you go to a youth camp abroad?	a) I think when I wear casual clothes.
• Who is "a shoulder to cry on" for you?	b) It was rather costly and my family couldn't afford it.
• When do you feel confident about yourself?	c) I disapprove of it. Nobody can hurt others, especially those who are weaker and can't answer back.
• What do you feel jealous about?	d) I guess it's my cousin. She comes special to me.
• When do you feel a bit down?	e) Well, I usually feel like that when I quarrel with my friend.
• What do you think of those teenagers who are always bullying others?	f) I believe in communication. The more young people socialize, the better they understand each other.
• What do you think is useful for promoting better understanding of youth culture abroad?	g) Teenagers like to be heard and seen that's why they like to participate in different activities.
• Why are teenagers trying to get involved in different activities?	h) Maybe about some talents which I don't have.

Read the sentences and choose the right meaning of the underlined words and word-combination.

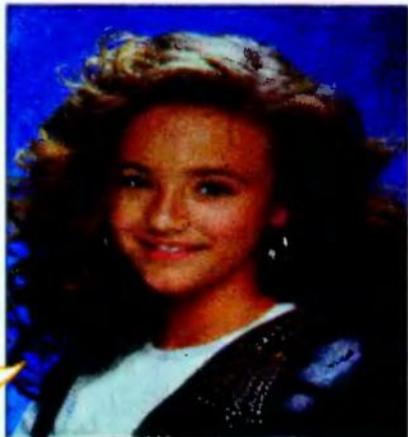
- *The friends should be able to keep secrets.*
 - a) заховати у потаємному місці;
 - b) не розповідати нікому таємницю.
- It's a good club, join it.
 - a) приєднуватися;
 - b) брати участь.
- I appreciate your help.
 - a) цінувати;
 - b) оцінювати.
- I feel jealous about your success.
 - a) ревнувати;
 - b) заздрити.
- Why are you dressed down?
 - a) недбало одягнений;
 - b) роздягнений.
- I feel confident about my style.
 - a) почувати себе впевненим;
 - b) почувати себе самовпевненим.
- His clothes are always ill fitting.
 - a) погано зшита;
 - b) погано сидить.
- My parents are constantly nagging.
 - a) лякають;
 - b) не приховують незадоволення.

Read what teenagers feel about being together and say whose feelings you share and why. Give examples.

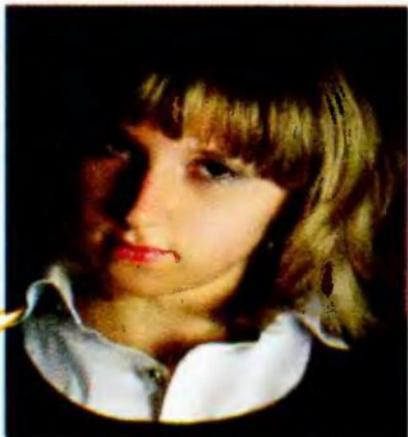
I love companies, because I love to be in the centre of attention. Some people think that I'm a show-off. But it's not true. I just love being with people, all dressed up and having a good time. At parties I sing rap and I'm always in good mood. I'm a real party person.



I can't stay away from discos and parties, because it's my idea of a great evening out. I tend to be very specific about dancing music and I put on clothes I feel confident about. Since the last party was, I have been learning how to dance waltz. And now I'm quite good at it. I feel I can be a real hit as a dancer.



I hate being on my own, that's why I spend a tremendous amount of time with my friends. We hang out in the park or elsewhere and make the most of our time. Being together is a great fun!



V Your Language Portfolio: Reading

Young people of all times are taking a great interest in the world in which they live. They are looking at how they can contribute to its future, do it in different ways, one of which organizing themselves into clubs or groups.

Read short articles from youth magazines about some groups and match them to the correct pictures and names of the group.



1

They are opposed to values, norms and materialism in the society. They express themselves in loud and violent music, lyrics which frequently contain oppositional themes (anti-romantic love songs, anti-parents, anti-police etc.), strange clothing and hair of unusual colours. This movement in music and fashion became popular mainly in Britain with groups such as "The Sex Pistols" and "The Clash". Their music expressed anger against society and fashions. They introduced torn clothes, safety pins and strikingly bright colour hair.



2

As punk faded, they became a subculture in their own right. With startling white make-up, black or purple hair, black lipsticks and fingernails, these young people certainly stand out in the crowd. They see the world as a dark place and like it that way.

3

They don't conform to society's standards, showing this by dressing in unusual clothes, having long hair and living in groups together like families called "communes".

For them, living means accepting others as they are, giving freedom to do as one pleases and to go where the flow takes you. They were also called "flower children", because they believed in peace and love. They were well spread all over Europe, but their centre was in San Francisco, which they found more important than military or commercial activities.

They strongly believed that if enough people shared their ideas, wars would stop and the world be a better place.



4

They are unhappy with the society in which they are growing up. But they don't want to follow the usual routes of teenage rebellion. Instead they have chosen a clean healthy approach to life to better themselves and the world in which they live. Originally, being a member of this group means that you don't drink, smoke or take drugs. They participate in animal rights protests, follow a vegetarian diet and are involved in environmental and political issues and protest. A tidy appearance is popular, with baggy trousers and T-shirt. Tattoos are a popular statement of their membership. As are pierced ear lobes with large holes.



a) Read the statements which have been left out. Decide what article they may belong to and what information they add to them. Develop the ideas.

- Some people see the philosophy of the group as positive.
- Unfortunately some teenagers take their beliefs to different extremes.
- Some members were aggressive towards different beliefs and lifestyles.
- Perhaps it is the lack of any other way to express themselves that attracts teenagers to different groups.
- Many young people joined the group to show their solidarity with a group of like-minded friends.
- The public was shell-shocked at the ways in which some followers of the group were trying to get their message across.

b) Answer the questions.

- Why do young people join different groups?
- What unites teenagers in such groups?
- Is fashion important to them? Does it differ?
- What other means do the groups choose to express themselves?
- What are “like-minded friends”?
- How do people in different times accept the philosophy of different groups?
- Why do such groups become popular among teenagers?
- What is your attitude to such groups?

c) In groups, discuss for and against opportunities of belonging to a group. Fill in the word-roses.

Belonging to a Group



VI Your Language Portfolio: Writing

a) An Advice-seeking Letter

- Each advice-seeking letter has a conclusion.
- It has some closing remarks.
- A good conclusion may have 1–3 sentences in which the writer asks for help and may apologise or give thanks in advance.

How to write a conclusion of an advice-seeking letter

Useful phrases:

- I must apologise for troubling you with my request ...
- I hope that my request will not be ...
- I look forward to hearing from you.
- Thank you in advance for your kind cooperation.
- I would like to thank you for your time.

Example:

...What should I do? Should I ask our parents to get her a personal trainer or try to talk her into signing up for our school Physical Education programme in spite of her indifference? Please answer as soon as possible because something needs to be done quickly.

Caring Sister

b) By the end of the Unit, you will write an advice-seeking letter about some teenage problems. Think and decide:

- what closing remarks you will make;
- how you will ask for help.



At home: write a conclusion for your advice-seeking letter.

1.4. We Are Just ... Teens!

Communication Box: How to express your self-esteem

How do you feel about _____?

Well, I heard _____ say
that _____?

But, honestly, are you that ___?

Speaking of self-esteem, did
you manage _____?

What's your problem?

How was your _____?

You won't believe it, but
I've become _____

Oh my, now I find it not that

That's just it. I didn't even
realize I could be _____

Super! I don't feel _____ about
_____ at all.

True, I do feel uncomfortable.

Sometimes it hurts _____,
you know.

Go Ahead!

Look at the pictures, say what teenagers may feel and try to give a piece of advice.



to feel shy



to be embarrassed



to lack confidence

Example: *I think the boy in the first picture is too shy. He should be more active along his friends and follow their example.*

II Rhyme and Reason

Read Grace Nicholas's poem and practise the sound /ʌ/. Say in what situations you can tell it to yourself or your friends.

Give Yourself a Hug

Give yourself a hug
 When you feel unloved.
 Give yourself a hug
 When people put on airs
 To make you feel a bug.
 Give yourself a hug
 When everyone seems to give you
 A cold-shoulder shrug.
 Give yourself a hug —
 A big, big hug —
 And keep on singing,
 "Only one in a million like me
 Only one in a million — billion — trillion — zillion
 Like me".

(Grace Nicholas)

III Express Yourself!

a) Read and learn how to express your self-esteem. Look at the pictures and fill in the mini-dialogues.

- 1) — I say _____, how do you feel about _____?
 — You won't believe it, but I've become more creative.



drama class



designing

- 2) — Well, I heard your friends say that you've made progress in _____
 — That's just it! I didn't even realise I could be so resourceful.



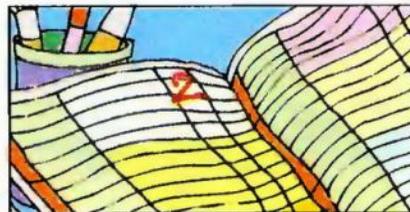
stage fright

- 3) — Speaking of your self-esteem, did you manage to overcome your _____?
 — Oh my, I don't find that difficult now.



date

- 4) — How was your _____?
 — Super! Didn't feel embarrassed at all.



bad marks

- 5) — What's your problem? _____
 _____ again?
 — Yeah, sometimes it hurts my pride, you know.

- 6) — Are you that sensitive about _____?
 — True, I do feel uncomfortable about it.



bullying

b) Read and respond, expressing your self-esteem.

Example:

1. — I say _____, how do you feel about your editing a school newspaper?
 — *You won't believe but I've become more resourceful.*

2. — Speaking of your self-esteem, did you manage to overcome shyness?

3. — Well, I heard your teacher say you are progressing in biology.

4. — How was your last language contest?

5. — What worries you? Is it your friend's attitude?

6. — Are you that critical about your sport achievements?

c) Read and give the context to:

Example:

1. — *How do you feel about your being the monitor of the class?*
 — *Oh, I do feel uncomfortable about it.*

2. — _____
— You won't believe it, but I've become more courageous. I'm not afraid to participate in group discussions.
3. — _____
— That's just it! I didn't realize I could have a sense of humour.
4. — _____
— Oh my, now I don't find it that difficult.
5. — _____
— Yeah, sometimes it hurts my dignity, you know.
6. — _____
— Super! I don't feel shy any longer.

IV Work Your Wisdom!

- a) Copy the table in your workbook. Match the parts of the proverbs and explain their meanings.

• Like father ...	• ... is a friend to none.
• A friend to all ...	• ... by the company he keeps.
• Company in distress ...	• ... are more enjoyed.
• A man is known ...	• ... makes sorrow less.
• Joys shared with others ...	• ... like son.
• There are spots ...	• ... even on the sun.

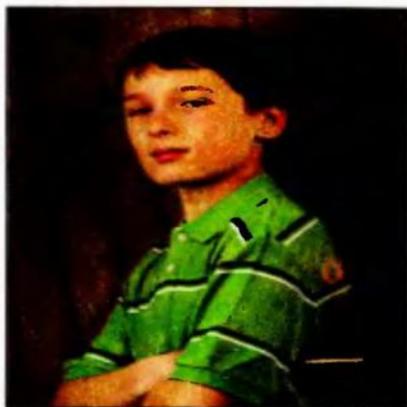
- b) Illustrate the proverb you like most.

V Your Language Portfolio: Listening

- a) Listen to the conversation of two friends. Say what Sam thinks about her achievements.

b) Now, say:

- how Mike expressed his:
 - surprise;
 - interest;
 - approval;
 - congratulations.



Mike

- how Sam expressed her:
 - confidence;
 - self-esteem;
 - joy;
 - belief.



Sam

c) Transform the dialogue as if Sam was talking to her first teacher. Make it up round the middle part.

- ...
- That's true! I can't believe this is really happening to me. But now I love to be more outgoing like Kitty and Ann.
- How do you feel about dancing now?
- You won't believe it, but I find it so pleasant and enjoyable. Last time I was a real hit as a dancer.
- ...

VI Your Language Portfolio: Writing

Project 1: Making a poster about yourself “Learn me Better”.

Your steps:

- 1) Prepare for your project work. Bring your photos, drawings, hand-made works and other things you need for your self-presentation.
- 2) Think of the possible title of your project.
- 3) Decide how you can demonstrate your classmates your abilities they are unaware of.
- 4) Design your poster and prepare for the presentation of your project.
- 5) Present your project.
- 6) Listen to your friends' presentations and give your feedback in writing. Use the evaluation card below.

Evaluation Card

Write:	Group-1	Group 2	Group 3
1) If the title is suitable:			
2) If there are personality's new abilities presented:			
3) If the presentation is good:			
4) If you have learned your friend from a different side:			



At home: search the Internet and find more information about youth culture abroad.

Go to p. 232 for cross-cultural reading.

Unit 2.

We and the Environment



2.1. Global Problems

Words

nuclear power station
rainforest
to pollute (air, land, water)
acid rain
deforestation
global warming
glacier
to contaminate
poisonous substance
mammal
unrestricted
water vapour
to threaten

Phrases

to cut down
to throw waste
to become environmentally
educated
to emit smoke into the air
to unite efforts against sth
to disturb the natural balance
to be to blame for sth
to protect sth from sth

Expressions

It's time for action. — Час діяти.
It's a matter of primary importance. —
Справа першочергової важливості.

Go Ahead!

Look at the posters and say which of the environmental problems in them are typical of your country.



air pollution



water pollution



deforestation



radioactive contamination

Example: *I think air pollution is typical of big Ukrainian cities where there are many big plants and factories.*

II Rhyme and Reason

Read William Raund's poem and practise the sounds /w/, /ə:/ and /e/. Say if you agree with the poet.

The Wonderful World

Great, wide, beautiful, wonderful world,
With the wonderful waters round you curled,
And the wonderful grass upon your breast,
World, you are wonderfully blessed.

(William Raund)

III Your Helping Hand

Grammar: Modal Verbs

1) Use **have to**, **must** to express necessity.

Example: *Everyone has to take care of nature.
Scientists say we really must think about all kinds
of pollution.*

2) Use **may**, **might** and **could** to talk about future possibility.

Example: *The flora of the region might change radically. It may be because of global warming.*

3) Use **ought to have** to express regret or blame.

Example: *We ought to have thought earlier about the environmental problems.*

4) Use **should** or **must** to express obligation.

Example: *People really should stop polluting the air. We must realize that the world is in serious trouble.*

a) Let's play a guessing game. Express regret, blame or obligation about environmental problems and let your friend guess what you mean.

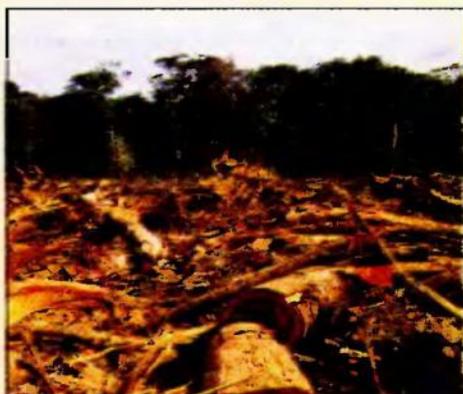
Example: *A. Factories shouldn't throw waste into the rivers and lakes.*

B. You express obligation.

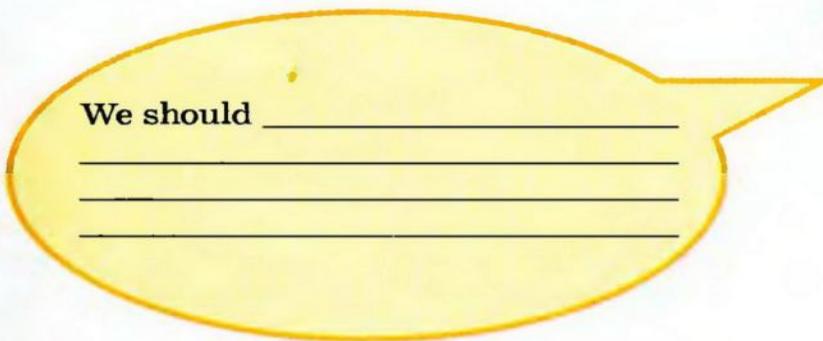
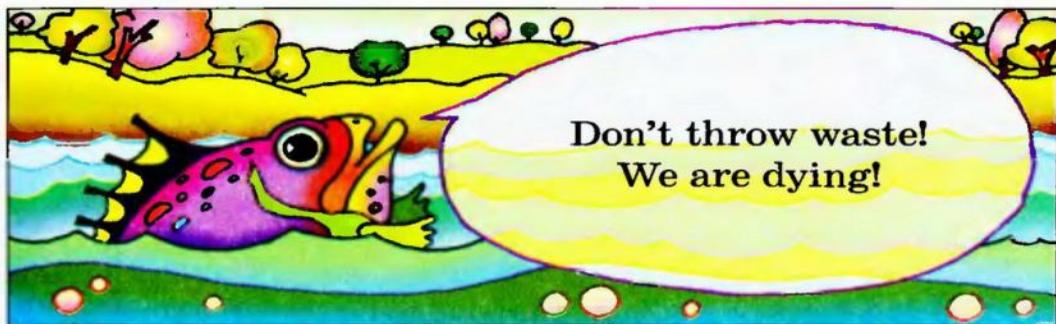
b) Look at the placards displayed at the ecological club of Lucy's school and fill in the girl's thought bubble.



**Stop polluting
nature!**



No deforestation!



- c) Work in groups, make a list of necessities for nature protection and say why you find them the most important.

IV Your Language Portfolio: Reading

Read the newspaper and magazine articles about environmental problems and choose the proper titles for each of them.

- 1) _____
- 2) _____
- 3) _____

Most of the talk these days is about global warming. A major report on global warming has warned that average world temperatures may rise by several degrees in the next century, due to the build-up of "greenhouse gases" in the Earth's atmosphere. As the Earth gets hotter, the ice caps and glaciers may

melt and sea levels may rise. It's time for action before we're all sunk! Let's become environmentally-educated.

(The National Geographic)

Every year more and more plants and animals disappear never to be seen again. In many lakes and rivers fish are dying and some lakes have no fish at all.

Trees are also in serious danger. This new danger attacks all trees like oak, beech and birch as well as fir tree and pine. First the branches turn yellow and brown. Then the trees' needles or leaves fall. The roots and the trunk shrinks. Finally the trees die.

What is killing fish and trees? The problem is acid rains. Factories, power stations and cars emit tons of smoke into the air. The smoke contains substances which mix with water vapour in atmosphere and form acid. Sunlight turns these acids into poisonous oxidants which fall in rain. The wind carries the poisonous substances from one country to another. It must be stopped. If people of the world don't unite their efforts against acid rains, trees and fish will die and we will too.

(The Times)

Are the trees threatened only by pollution? Is deforestation caused by pollution? In many parts of the world people are to blame for that. The great rainforests of Asia and South America are being destroyed for firewood and building material. People do not realize that a forest is more than a collection of trees. It's a complex community of plant and animal life. Trees are important because they provide home for many other plants and animals too. They protect the flowers which grow on the forest floor, provide food for insects, reptiles, birds and mammals. They protect the soil from the wind and the rain. Most important of all — the forests are the lungs of the planet. They produce the oxygen which we breathe.

Man's unrestricted cutting of trees disturbs the natural balance. Something must be done.

(The Mirror)

a)

What Does the Life
on the Earth
Begin with?

b)

Trees
in Danger

c)

To Die
or not
to Die

d)

Climate
Catastrophe

Across Cultures: The UK / The USA



The Times — a British national daily newspaper, the oldest in England.



The Mirror — one of Britain's national daily newspapers, formally called the "Daily Mirror".



The National Geographic — a US magazine published each month by the National Geographic Society. It is famous for its beautiful photographs as well as its articles about animals and different countries.

MIND!

to pollute —
to make air,
water, soil dangerously
dirty and not suitable
for people to use.

Example:
*The factory pollutes
the air and water.*

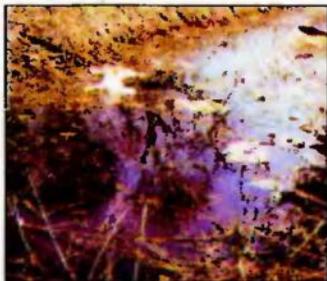
to contaminate —
to make a place
dirty or harmful
by chemical
or poison.

Example:
*The explosion of Chernobyl
power station
contaminated
a lot of area.*

a) Choose the right word from the box above to complete these sentences.

- 1) If we go on ... the air we will be unable to breathe soon.
- 2) We shouldn't ... our environment unless it is too late.
- 3) Radioactive substances ... vast territories in the North of the country.
- 4) Many years ago people lived in harmony with nature and didn't ... it.
- 5) Large areas of land have been ... by the leakage from the nuclear reactor.
- 6) The river has been ... by waste products from the factory.

b) Look at the photos and describe one of the global issues.



- deforestation;
- to be to blame for sth;
- a complex community;
- to provide home (food) for ... ;
- to protect from sth;
- to disturb the nature balance.
- to disappear;
- seen again;
- to throw waste;
- to pollute water;
- to die out;
- acid rains;
- to emit smoke into the air.
- global warming;
- greenhouse gasses;
- ice caps and glaciers;
- to melt;
- to rise by several degrees;
- to become environmentally educated.

- c) Pair up with your friend and discuss the content of one of the articles, using the pattern below.

Pattern:

A. — Have you read _____ ?

B. — Sure, and it produced _____

A. — As for me, I _____

B. — Unbelievable, but _____ and _____ surprised me a lot. If we _____ we can _____

A. — Unfortunately, _____

B. — That's just it. _____ a great warning.

A. — Besides, in many parts of _____

B. — Isn't it _____ ?

A. — It sure is.

B. — Agreed. We must _____

A. — It's time for action or _____

B. — Exactly. People of the world should _____

V Your Language Portfolio: Listening

- a) Listen to the information about the environmental problems in Britain and say which of them are not typical of Ukraine. Can you explain why?
- b) Now, read the statements on the text you've listened to and mark the statements "True" or "False".

- 1) The word "smog" means a mixture of smoke and rain.
- 2) Great English writers described thick smogs in their works.
- 3) The smog of 1952 caused a lot of deaths.
- 4) The river Thames is greatly polluted.
- 5) People who fell into the Thames died.
- 6) The British government passed the laws to protect the environment.
- 7) The last quarter of the 20th century is characterized by air pollution.
- 8) London air pollution is caused by a great number of cars.

VI Your Language Portfolio: Writing

a) E-mail

- E-mail has taken the place of sending letters through the postal system.
- You need an e-mail address to send and receive e-mails. Often it is part of the person's name, a nickname or a hobby and may contain numbers: winnie_23@hotmail.com
- Specify the subject: *something interesting*.
- A typical e-mail message consists of greetings, some reaction to the last e-mail, questions about the news, telling the news and a closing part.
- There are common abbreviations found in many e-mails, for example: LOL = laughing out loud.
- Smiley faces are also used to convey messages: 😊 _____

How to write an introduction of an e-mail

Greetings

My dear friend,
Hi, _____,
Hello, _____
Hey, there:

Reactions to the last e-mail

- It was so exciting to get your e-mail.
- It seems like forever since I heard from you.
- Thought I better answer your last e-mail before you believe I didn't get it.
- I did enjoy reading it and especially your news about ...

Example:

Send	Save Now	Discard
To:	steve_13@yahoo.com	
Subject:	school	
<p>Hi, Steve,</p> <p>It seems like forever since I heard from you. How is the new school? Are there lots of friends already? LOL I know how good you are at making fast friends.</p> <p>You know, I am fine and studying hard. Our teachers never let us have a free minute. ☹ They may give us a task and expect us to have it done in an hour when it takes a day to finish. Well, I better get to work. Write when you have some free time.</p> <p>Your friend, Michael</p>		
Send	Save Now	Discard

Introduction

Hi, Steve,

It seems like forever since I heard from you. How is the new school? Are there lots of friends already? LOL I know how good you are at making fast friends.

You know, I am fine and studying hard. Our teachers never let us have a free minute. ☹ They may give us a task and expect us to have it done in an hour when it takes a day to finish. Well, I better get to work. Write when you have some free time.

Your friend,
Michael



At home: write an introduction to an e-mail to your e-pal who is an environmental activist.

2.2. Becoming Green

Words

to recycle
recycling pick-up day
recycling containers
trash
ecology

environment-conscious person
litter
an environmental activist
pollutants
by-products

Phrases

to take out recycling
 to separate out garbage
 to preserve environment
 to be scared of sth / sb
 to get away from it all
 to be a great fan of nature
 to bring more environmental awareness

to enjoy every minute of sth
 to become environmentally friendly
 to be in the peace and quiet of nature
 to live (be) in harmony with nature
 to become green
 to rescue the Earth from disaster

Expressions

It's such a headache. — Це справжній головний біль.

Don't bother with it. — Не хвилюйся.

OK, OK. So much pressure! — Не тисніть на мене!

Boy ... — вигук (здивування).

That doesn't sound relaxing to me. — Мене це не розслабить.

That's just it! — Саме воно!

Go Ahead!



This is the symbol of recycling. Look at the pictures, say which products may be recyclable and what we should do with them.



Daily Gazette



Grapefruit juice



Clothes



Paint



Corn, peas

Example: *I think cans and packets of juices are recyclable and it's better not to throw them away.*

II Rhyme and Reason

Read the environmental quotes and practise the rhythm. Say with whom of the great people you agree. Give your comments.

“Treat the Earth well. It was not given to you by your parents, it was loaned to you by your children”.

Lee Talbot

“Mother planet is showing us the red warning light — “be careful” — she is saying. To take care of the planet is to take care of our own house”.

The Dalai Lama

“The greatness of a nation can be judged by the way its animals are treated”.

Mohandas Gandhi

“Humans merely share the Earth. We can only protect the land, not own it”.

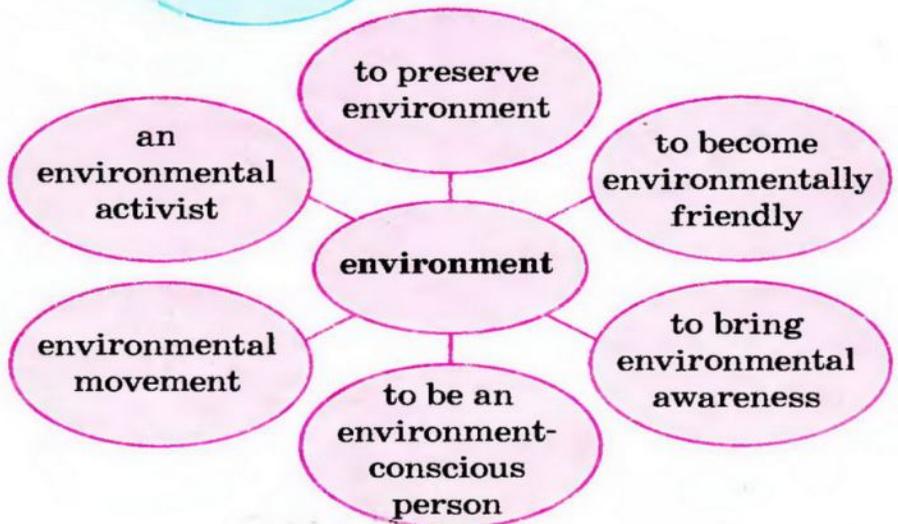
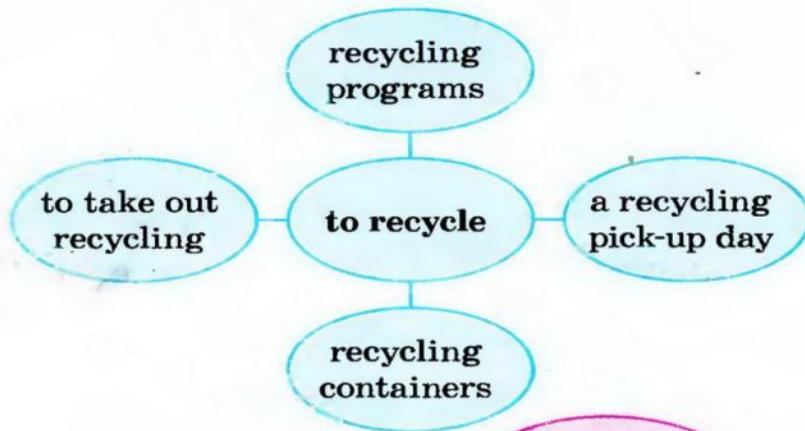
Chief Seattle

“If a tree dies, plant another in its place”.

Carl Linnaeus

Enrich Yourself!

Read the words and word-combination. What, do you think, people must do if they want to save nature?



**to live in harmony
with nature =**

to get away from it all
to be the great outdoors
to be in the peace and quiet of nature
to enjoy every minute of sth
to be a great fan of nature
to rescue the Earth from disaster

- a) Read the results of one class's poll — "What steps do you take to save the Earth" — and fill in the missing information. Comment on the class's steps, using the format below.

POLL

What steps do you take to save the Earth?

	almost always	sometimes	never
1) Recycling bottles	12 %	? %	50 %
2) Walking more	60 %	38 %	? %
3) Using reusable grocery bags	46 %	? %	24 %
4) Cleaning up litter in parks and forests	? %	46 %	4 %
5) Planting more trees	? %	22 %	8 %
6) Taking care of birds in winter	64 %	36 %	? %
7) Planting flowers in lawns, squares, etc.	57 %	? %	30 %

- 1) Most of the students _____
- 2) They almost always _____
- 3) 46 % of students _____
- 4) A great number of students prefer _____ than _____
- 5) Sometimes _____, but it's not _____
- 6) It's important to stress that _____
- 7) According to the poll _____
- 8) The desire of the students to _____ also deserves a high appreciation.
- 9) Luckily, only 4 % _____, as _____
- 10) The results of the poll say _____
- 11) They do their best to _____

Read the word list above and say how green you are.

Example: *I think I'm an environmentally friendly person because I always take care of nature.*

b) Say what you think of recycling programs. Are they as popular in your country as in the US?

Example: *I think recycling programs make people think about environmental problems.*

c) Look at the picture and say how the children's behaviour characterizes their attitude to nature protection.



Example: *I believe the children are the great outdoors and live in harmony with nature, because they don't leave their litter in the forest.*

IV Your Language Portfolio: Reading

a) Read the dialogue and say if you are with Tim or Ben in their attitude to recycling.

A Recycling Pick-up Day

Tim: Good morning, Ben. Taking out your recycling, I see?

Ben: Yes, it's a recycling pick-up day. Where are your recycling containers?

Tim: Oh, well, separating out all that garbage is such a headache, I just don't bother with it. I'm not an environment-conscious person as you are, Ben.

Ben: Tim! It's not that difficult. Even my teenage son separates his trash and you know what a lazybones he is. Recycling programs are very important for the preservation of our environment. We can't continue to pollute our country; otherwise we will have no clean areas left. We must become environmentally friendly.

Tim: Okay, okay — so much pressure! We'll start recycling this week. You can see how well we have done next Saturday. I know recycling programs have brought more environment awareness and the environmental movement has become so popular and strong in the USA.

Ben: Oh, that's just it! But I won't be here next weekend, we're going on vacation.

Tim: Really? Where are you going?

Ben: We are taking a camping vacation in Yosemite National Park.

Tim: I've been to Yosemite. I didn't like it. It was too crowded.

Ben: Which part did you visit?

Tim: We stayed two nights in one of the campgrounds in the valley near Half Dome. There were big crowds and a bear stole our food one night.

Ben: Well, the bears have become pretty bold in Yosemite lately. They are not afraid of cars or people anymore.

Tim: Boy, was my wife afraid! We ended up leaving a day early because she was so scared of the bears.

Ben: Well, I think you should try going some place further outside of the valley next time. Then you'll enjoy every minute of your stay. I think it is worth it to really get away from it all sometimes and enjoy nature with nobody else around.

Tim: I guess I am just not a big fan of nature and the "great" outdoors! I hope you enjoy yourself, being in the peace and quiet of nature.

Ben: Me, too. We'll tell you all about it when we get back and you'll share your "recycling" experience with me.

Across Cultures: The USA



Yosemite National Park — a national park in California US, known for its beautiful lakes, waterfalls and large redwood trees (also sequoia). Redwoods attract many tourists, because they can grow to more than 100 metres high and live for many hundreds of years.



recycling — the activity of reusing things that have already been used.

MIND!

green — colour.

Example:

In spring new green grass appears.

green — (only before noun) connected with the environment or its protection.

Example:

He is a member of the Green party.

Green — someone who belongs to or supports a political party which stands for the protection of the environment.

Example:

The Greens have won in their struggle.

b) Read the sentences. Pay your attention to the meanings of the word "green".

- 1) Do you know that green is the national colour of Ireland?
- 2) Ireland is known as the Emerald Isle because of its many green fields.
- 3) Green issues are often discussed in newspapers and magazines.
- 4) Products that are described as green are thought to do less harm to the environment.
- 5) Yesterday the Greens organized a new demonstration in defence of the environment.
- 6) If you are green you'll never scatter litter around.

c) Copy the chart in your workbook. Read the statements and fill in the chart for Bill and Tim.

Tim	Ben
_____	It's not that difficult.
_____	_____
_____	_____

- Separating out that garbage is such a headache.
- I'm not an environment-conscious person as you are.
- We must become environmentally friendly.
- We are taking a camping vacation in Yosemite National Park.
- I think it is worth it to really get away from it all sometimes.
- You'll share your recycling experience with me.
- I know recycling programs have brought more environmental awareness.
- Even my teenage son separates his trash.

Look at the picture and describe a recycling pick-up day in America, using the words and word-combination below.



- a recycling pick-up day
- recycling containers
- to preserve environment
- to become environmentally friendly
- to become green
- to take out recycling
- to separate out the garbage
- to bring environmental awareness

d) Imagine you met one of the speakers. Strike a conversation with him / her and compare your attitude to the recycling.

A. _____ ?

B. As for me, I'm an environment-conscious person.

A. _____ ?

B. I think recycling programs are very important for the preservation of our environment.

A. _____ ?

B. Unfortunately, such programs are not popular in Ukraine, though they may bring about more environmental awareness.

A. _____ ?

B. Right. People should live in harmony with nature and take care of it.

A. _____ ?

B. I guess. I'm a big fan of nature and the "great outdoors lover". I hope you also want to become green, don't you?

A. _____ ?

B. Then we'll rescue the Earth from distance.

V Your Language Portfolio: Writing

a) E-mail

- The main body of a personal e-mail consists of 2–3 paragraphs;
- The paragraphs present the information you want to share with your friend;
- You may use symbols in your e-mail, like ☺ ☹ .

How to write the body of an e-mail

Questions about the news

- I have been wondering how you were because I haven't heard from you for a while.
- Tell me about your ...
- The weather is hot here, is it the same there?
- It seems like forever since I heard from you. How is the new job / class / school?

Telling the news

- Things are fine here.
- I am keeping busy.
- I am fine and studying too hard.
- Things are OK with me.
- The big news is ...
- We are well.

Example: *As you know, I'm a great admirer of nature while my brother is a stay-at-home person. ☹ He stays in if he likes to be in comfort at home. But I think most people's lives are boring. They don't go out, don't communicate with nature. They are losing their contacts with it. Don't you agree?*



At home: write the main body of your e-mail letter to your e-pal who is a great outdoor person.

2.3. Choice and Challenges

Go Ahead!

Look at the pictures and say how they may be connected with nature and environment.



National Park



safari



wildlife



deforestation

Example: *I think that people preserve nature in national parks and try to keep them clean.*

II Rhyme and Reason

Read the poem "All for You" and practise the sounds /i:/, /ð/ and /ou/. Say what the poet challenges in this poem.

All for You

The trees of the forest,
 The flowers in the lee,
 The birds on the branches,
 The fish of the sea;
 The rocks and the mountains,
 The rivers that blow,
 The rain and the sunshine,
 The ice and the snow.
 The corn-fields all yellow,
 The sky of deep blue:
 The sweetness and beauty
 Of life are for you.

III Your Helping Hand

Grammar: The Verbs: make/let

If you want to ask about things that someone can require or allows another person to do, use "make" or "let" followed by object + base form of the verb.

Example: *Environmental activists make the governments pay more attention to the environmental problems.*

or

Example: *Tim lets his son separate his garbage out.*

a) Say what your parents make or let you do.

Example: *My parents make me do my room every day. They let me play on my computer as much as I want.*

b) Read the sentences and transform them in a guided way.

Example: *My report on ecology was bad and I rewrote it. (Who made you do it?) My report on ecology was bad and my teacher made me rewrite it.*

- I have no dictionary of my own and had borrowed the one of my neighbour's (who let you use it?).
- There was a meeting of the Green party and we participated in it (who let you do it?).
- There was much litter in the garden and we had to take it away (who made you do it?).
- The flowers in the pots began to fade and we watered them (who made you do it?).
- The kitten got lost and I took it home (who let you take it home?).
- We wanted to discuss the problem of pollution and we asked the ecologist many questions (who let you do it?).

c) Read what a member of one environmental group says about their group's activity and choose the correct verb in brackets.

There is a well-known environmental group in my town and my teacher let (make / let) me join it, as I'm interested in the problems of nature protection. The members of the group try to ____ (make / let) the local government hear them. Besides, they want to ____ (make / let) the



citizens of the town understand the importance of the environmental problems. The government of the town ____ (make / let) the environmental group organize marches and meetings in the town. They can't ____ (make / let) the group keep silent because they are aware of all these problems. They even (make / let) us have our newspaper which we are going to call "Green Fingers".

IV Enrich Yourself!

- a) Look at the pictures of endangered species and make short characteristics of each, choosing the suitable information from the box. Say why they are in danger.



Rhinos



Tigers



Elephants



Pandas

- Most of them live in Africa.
- They are found in Africa and Asia (mainly India).
- There are six species of this animal in existence. They are found in Siberia, India and South-east Asia.
- They are killed for their tusks, which are sold as ivory.
- They are protected by law and reserves are created to protect them.
- They were hunted and trapped and their skins were considered very valuable.
- They live in a small area in the mountains of south-western China.
- There are about 100 of them in zoos and research-stations.
- People hunt them for their horns which are in fact made of stiff hair.
- They can only eat bamboo.
- Their skins are rare and very valuable.
- They live in tropical forests and semi-deserts.
- In Asia they are used for transporting timber, so many are now born in captivity.
- Their horns are used in the Far East in medicine.
- 79 countries agreed to ban trade in ivory and this ban came into effect in 1990.
- They can be black and white.

b) Orally, match the technological problems to the proper challenges and comment on them.

Technological Problems

1

During the winter, snow and ice build up on the roads, making it dangerous for people to drive. So a special kind of salt is spread on the roads to melt ice and snow. But when they melt, the salty water runs off into lakes, rivers and streams. This salty runoff can kill fish and other animals, affect the growth of plants and contaminate drinking water.

2

Besides, many farmers use pesticides to kill insects that damage their crops. Unfortunately, these pesticides often harm birds and other animals to say nothing of contaminating water supplies.

3

Many power stations burn coal or oil to produce electricity. But burning these fuels results in air pollution, you know.

4

Do you know that the air pollution inside some buildings is even more dangerous than it is outside? Many pollutants are released by copy machines, cigarette smoke, new furniture and cleaning chemicals. This indoor air pollution made a lot of people sick.

5

In many cities, cars are the main means of transportation. They are also one of the major courses of air pollution. With so many people driving their cars every day, there's a lot of traffic. A great deal of air pollution is created by the cars while they are stuck in traffic.

Technology Challenges



a

What is a less polluting way to create energy? Modern windmills have been specially designed to catch the wind and use it to produce electricity. Wind-generated electricity doesn't create air pollution.



b

It's necessary to invent a better way to make roads safe for travel during snowy and windy weather. Maybe to use less dangerous chemicals for melting ice and snow or just remove them with the help of special electrical means.

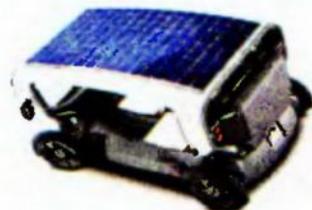
c Some farmers in California are experimenting with a “Bug-Vac”. It’s a giant vacuum which they attach to their tractors. Bug-Vacs can suck bugs off the crops without changing the fruit.



d But scientists have discovered that common household plants such as philodendrons, spider plants, gerbera, and daisies can absorb some indoor air pollutants.



e I’ve read about solar-powered cars which are less dangerous, because instead of burning gasoline and polluting the air, they use the energy from sunlight. Solar cells on the cars turn their energy into electricity. They are expensive and don’t go as fast as gasoline-powered cars, but they are less harmful for health.



c) Make up a dialogue between two environmental activists using the information above. Follow the pattern.

Pattern:

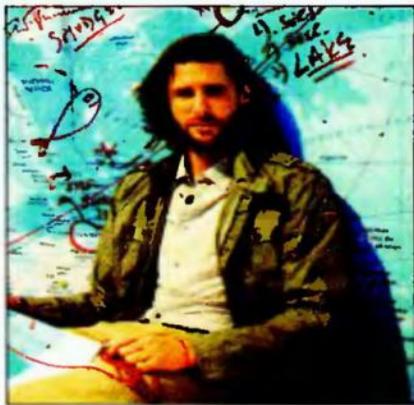
- As you see, there are technological problems which _____
- Agreed. Mankind should _____
- You know that every winter snow and ice _____
and _____
- Right. But scientists _____
And I think _____

- Have you heard about _____?
- Sure. I've read in the National Geographic that some farmers in California _____?
- Me too. And do you know that the air pollution inside _____?
- Well, never! Do you mean that _____ by copy machines, cigarette smoke, new furniture, things like that?
- Exactly. But fortunately, scientists _____ which can _____.
- Thanks Goodness, now we may _____.
- So for many technological problems there are _____.
- Can't agree more.

✓ Your Language Portfolio: Reading

Read two articles and say what worries their authors.

An Environmental Activist



Mark Scott is an environmental activist, that is a person who is actively trying to save the Earth by getting involved in what is happening in the world. He was born in Birmingham. He used to live in the suburbs of this city. Once a beautiful countryside, now it's a developed industrial area with a new automobile plant that comprises the manufacture of commercial vehicles and parts of components. Most

people used to live in clean cities, but Mark believes that by AD 2200 we will have destroyed natural environment because of the sprawl of large cities, their spreading out over a wide area. He is sure that unrestricted urbanization, that is the transformation of the social structure of towns and cities, will let the man down, endanger his health, choking him with pollutants — substances that make air, water, soil dangerously dirty. Mark

says that the very existence of human race as a biological species is threatened. He tries to warn people against the threat presented to natural environment by the by-products — additional very often ill-affected products of industrial development. Mark says that urgent steps should be taken by mankind to rescue the Earth and its living matter — plants, animals, people from a disaster. He used to organize marches for nature protection. Now Mark Scott is working with the United Nations and tries to protect natural environment from destruction. He hopes that together with other environmental activists he can contribute to this important problem.

(Adapted from the National Geographic)

Save Rare Animals!

Perhaps the most famous rare animal is the panda. Twenty years ago it was nearly extinct. It's even become a symbol for wildlife conservation.

There is a serious habitat problem because of a number of reasons.

1. After pollution or destruction of habitats (the natural home of plants or animals) it takes many years (sometimes hundreds or even thousands) to grow again.

2. Pollution and destruction change the balance of nature. Each species in a habitat (for example, wood, jungle, marsh or forest needs and helps the rest). If one animal, bird or insect disappears, all the others suffer too.

Habitats and animals are disappearing in Africa, Asia and Europe. Since 1947 in Britain, for example:

- 50 % of the woods have disappeared;
- 50 % of the marshes have disappeared;
- 95 % of meadows have disappeared.

And what has taken the place of these green, natural places? Houses, farms, cities, streets, roads and factories. Because of this rare species are dying.



There's only one way to save wild animals and wild habitats — conservation, that means protecting animals in danger by law, creating necessary conditions for their life. If this doesn't happen, many rare wild animals will soon have just one habitat — the zoo.

(Adapted from National Geographic)

- a) In the articles above, find the definitions to the following words or word-combination.

Example:

- 1) *an environmental activist is a person who is actively trying to save the Earth.*
- 2) the sprawl of large cities _____
- 3) urbanization _____
- 4) pollutants _____
- 5) by-products _____
- 6) the Earth's living matter _____
- 7) habitat _____
- 8) conservation _____

- b) Read the statements and find the correct equivalent of the underlined words or word-combination.

- 1) Mark is trying to save the Earth by getting involved in what is happening in the world.
 - a) participating;
 - b) describing;
 - c) getting to know.
- 2) The plant comprises the manufacture of commercial vehicles and parts of components.
 - a) destruction;
 - b) trade;
 - c) production.
- 3) Unrestricted urbanization will let man down.
 - a) quick;

- b) unlimited;
c) ineffective.
- 4) He tries to warn people against the threat of pollution.
a) to tell people about possible danger;
b) to tell people about technological progress;
c) to tell people about the advantages of pollution.
- 5) Mark says that urgent steps should be taken.
a) very good;
b) very important and needing to be dealt with immediately;
c) very energetic.
- 6) We must rescue the Earth and its living matter.
a) describe;
b) write about;
c) save.
- 7) We must rescue the world from a foreseeable disaster.
a) catastrophe;
b) birth;
c) survival.
- 8) Scott tries to protect the environment from destruction.
a) threat;
b) danger;
c) destroyal.
- 9) Conservation — is the only way to save wild animals.
a) killing;
b) protection;
c) feeding.
- 10) Many species of rare animals are constantly disappearing.
a) increasing;
b) flourishing;
c) vanishing.

c) Team up and describe the problems raised by the authors of the article. Use the item plan below.

Plan

1. Setting of the problems.
2. Reasons for them.
3. Facts that prove the problems.
4. Possible solutions.

VI Your Language Portfolio: Writing**a) E-mail**

- Each personal e-mail has a final paragraph.
- In conclusion, signal about closing an e-mail and ask the addressee to write back.
- Don't forget to end it with your name.

How to write an ending of a personal E-mail

Closing	Asking to write back	Name
<ul style="list-style-type: none"> • Well, I better get to work. • I always like to hear from you. • I will be glad if ... 	<ul style="list-style-type: none"> • Write when you have some free time. • Please, write again and ... • Write me ASAP (as soon as possible) 	<ul style="list-style-type: none"> • Love, Tricia. • Your friend, Michael. • As ever, John.

Example: ... *Well, I better get to work. Write when you have some free time.*
Your friend, Michael.



At home: write an ending of your personal e-mail to your international e-pal, who is a member of his school eco-club.

2.4. Hope for Our Environment

Communication Box: How to discuss options

- Well, I think ... is a better idea.
- We can't ... otherwise ...
- So we must ...
- We should definitely ... unless ...
- Let's look at the other side of ...
- It's time to ...
- True, true. It's not that difficult.
- Let's see what choice we have got.
- OK. So we've decided on it.
- Oh, it's such a headache.
- It sounds attractive.
- But it goes much further than that.

Go Ahead!

- a) Look at the pictures and say which of the activities against the environment pollution you find the most important and why. Say in which of them you took part.



to whitewash trees



to build bird houses



to clean parks



to participate in Green marches

Example: *I think it's very important to build bird houses and feed birds in winter. I always do it with my friends on winter holidays.*

II Rhyme and Reason

- a) Read what pupils say about their hopes for clean environment and practise sentence stress. Add your hope in an empty speech bubble.

If the Earth is green it's a healthy planet.
I want to make it green.

A green Earth means that water, air and soil are clean. People breathe fresh air and I hope our future generations will do it, too.

If you want your planet to be green, have green fingers and plant trees, bushes and flowers.

Forests are the lungs of the planet because trees give us oxygen. Let's save trees.

III Express Yourself!

- a) Read and learn how to discuss options when talking about the environment. Look at the pictures and fill in the mini-dialogues.



a) recycling

- 1) — Well, I think ... is a better idea against pollution.
— True, true. Besides, it's not that difficult.

- 2) — We can't continue to pollute our country otherwise we will have no ... left.
 — Let's see what choice we have got.



b) clean area

- 3) — So, we must unite our efforts against smoking and create a leaflet with a “...” sign.
 — OK. So we've decided on it.



c) No smoking!

- 4) — We should definitely include a ... in our environmental programme.
 — Oh, it's such a headache!



d) recycling pick-up day

- 5) — Let's look at the brighter side of our I believe it'll attract more members to our environmental group.
 — But it goes much further than that. It'll make our group well-known in our town.



e) ecological marches

b) Read and respond, discussing options.

- *I think planting trees in the central square is a better idea.*
 — *True, true. It's not that difficult.*

1) — We can't pollute the air, otherwise it'll be impossible to breathe soon.

—

2) — We should let Ann write an article about an eco-club.

—

3) — We should definitely invite all environmental activists to this meeting.

—

4) — It's time to take serious measures or we'll be very sorry for we have not done.

—

5) — Let's look at the other side of this ecological project.

—

6) — Are there any other options?

—

7) — So we must unite our efforts, unless it is too late.

—

8) — What about a recycling pick-up day?

—

c) Read and give context to:

— *We can't leave the garbage here otherwise the place will be dirty.*

— *True, true. It's not that difficult. We'll take it with us.*

1) —

— Well, let's see what choice we have got.

2) —

— OK. So we'll decide on it.

3) —

— It sounds attractive to me.

4) —

— But it goes much further than that.

5) —

— Oh, it's such a headache.

IV Work Your Wisdom!

- a) Match parts of the proverbs in your workbook and explain their meanings.

Prevention is better ...

... up a pond in which he lives.

The frog doesn't drink ...

... deserves another.

It is easier to raise the devil ...

... than cure.

One good turn ...

... then to lay him.

- b) Illustrate the proverb you like most.

V Your Language Portfolio: Listening

- a) Listen to two friends discussing some options of improving the work of their ecological club and say on what points the speakers agreed.
- b) In pairs, complete the conversation between Ann and Helen as in the pattern.

Pattern:

A. Hey, _____, have you been _____?

B. Sure. I was _____

A. Oh, it goes much further than that. It was _____

Unfortunately, _____. I believe _____

B. Exactly. Let's see _____ we have _____

Enough _____

- A. It sounds attractive to me. We'd better _____ :
the more _____ the more _____
- B. True, true. It's not that _____
Each group _____ thus _____
- A. And we should definitely _____
They can _____
- B. OK. So we've decided on it _____
- A. Just one thing _____
- B. And besides, _____ . Maybe _____
- A. That's a good idea.

c) Transform the dialogue as if Ann was talking to the head of their eco-club. Make it up round its beginning.

- Hey, Ann, have you been to the ecological congress?
— Sure. It was a great event for all environmental activists.
— Oh, it goes much further than that. It was a city wide event. Unfortunately, our eco-club didn't participate in it. I believe we must do something to improve its work ...

VI Your Language Portfolio: Listening

Project 2: designing an ecological leaflet.

Your steps

- 1) Work in 3 groups and prepare for designing an ecological leaflet:
 - Decide on the causes as in the format.

The Causes



a) Nuclear power station

b) Factory wastes



c) Cars' gases



- Decide on the results, as in the format.

The Results

- Climate Change
 - Acid Rains
 - Deforestation
- Read the story to your classmates.
 - Think of the title of the leaflet.
 - Present your leaflet to the class.
 - Listen to each group's presentation and give your feedback in writing. Use the evaluation chart.

Evaluation Card

Write:

Group 1

Group 2

Group 3

- If the plot of the leaflet is exciting:
- If the title corresponds to the content:
- If the way of the presentation is good:



- At home:**
- a) Write a personal e-mail about your humble contribution to the environmental protection in your country.
 - b) Search the Internet and find more information about environmental movement in different countries. Present this information to the class.

Go to p. 236 for cross-cultural reading.

Unit 3.

Your Knowledge about the World



3.1. Can't Do Without Them?

Words

apparatus
immobile
cell phone
gadget
digital
iPod
to broadcast
walkman

Phrases

to be part and parcel
bare necessities
to pick up the receiver
to be on the phone
to have a travel bug
to catch the best moment
to be sensitive to sth
to make an invention
to do sth by accident
to do experiments with sth
to be about to do sth

Expressions

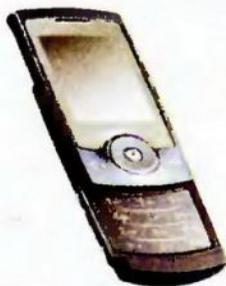
It is something I can't do without. — Це те, без чого я не можу обійтись.

You won't believe it, but ... — Ти не повіриш, але ...

I'm dead sure that ... — Я стовідсотково переконаний, що ...

Go Ahead!

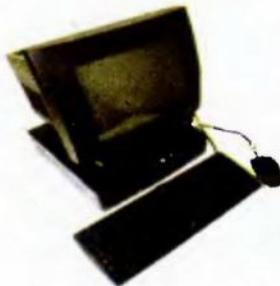
Look and say what invention you can call the greatest. Say why.



a cell phone



a radio



a computer



a rocket



a telephone



a plane



a car



a TV

Example: *I think television is the greatest invention because we can watch different TV programmes.*

II Rhyme and Reason

Read *The 21st Century Rap* and beat the rhythm. Practise the sounds /I/ and /i:/. Say which of these things are used in your family.

The 21st Century Raps

The 21st century!
 It's famous for —
 Radio and computers,
 Bicycles and scooters,
 Trains and plains,
 Sockets and rockets,
 TV and CD.
 Things that are used
 In your family!

III Your Helping Hand

Grammar: Questions for more information

If you want to ask for information, use:

- Do you know ...?
- Could you tell me ...?
- I wonder ...
- Please, explain ...

Why / computers / to live / far into the 21 st century?	Do you know ...?
Where / the telephone / to come from?	Have you any idea ...?
What role / great inventions / to play in your life?	I wonder ...

Example: *Ann: Who invented the radio? (card A)*

Steve: I wonder who invented the radio. (card B)

b) Ask for more information about these inventions. Begin with:

- Could you tell me where ...?
- I want to know how ...
- I can't remember who ...
- I've no idea when ...
- Do you know why ...
- I wonder if



spaceship



satellite dish



helicopter



laptop



cell phone

Example: *Could you tell me where the first spaceship was invented?*

- c) Imagine you have a chance to ask the Wright Brothers about their great invention. Say what you want to know to get the following answers.

Flyer Number 1 flew
260 metres at Kitty
Hawk, North Carolina.

In 1903 the engine
for the world's
first aeroplane
was designed by
Orville.

Wilbur was the
pilot who proved
that man could glide
through the air.

We wanted to
fly and studied
all the flying
books.



Gliders are
aeroplanes with
no engines.

Yes, we first
made kites.

We are
Americans from
the State of Ohio.

- d) In pairs, ask each other for information about your favourite gadgets. Follow the pattern below.

A. Do you know _____ ?

B. Sorry, I've got no idea.

A. Never mind. I wonder _____ ?

B. No, I'm afraid not.

A. One more thing. Do you happen to know _____ ?

B. Well, _____

A. Ok, thank you anyway.

IV Your Language Portfolio: Reading

- a) Read the information from the time capsule and say what role the following great inventions play in your life.

Time Capsule

Look around. I wonder what things are part and parcel of your life? What is it that you can't do without in the 21st century? I bet you'll make a long list of things which were once somebody's great inventions but by now, have become your bare necessities.

Buzz-buzz. The telephone is ringing. Pick up the receiver, please. You are on the phone now. You can talk to a relative or friend who is far away. It was Alexander Bell who made it possible for you by inventing an apparatus for sending or receiving sound in 1876. The telephone was big and immobile for a long time, but today there are cell phones, that is small gadgets which you can carry and use anywhere. But don't take it for a children's game "Telephone" which is popular in many countries.

Have you got a travel bug? Do you feel like taking a trip? Don't leave your digital camera behind. It will help you to catch the best moments of your journey to remember it by. Scientists invented the good old camera sensitive to light to make photos of people and places.

What is your favourite FM-radio station? Please tell me what helps you to enjoy listening to music the best — the radio, your walkman or your iPod. They all came from an apparatus for receiving sounds broadcast through the air. Thanks to them, we have a chance to get entertained wherever we go.

You won't believe it, but some of the inventions were made by accident! Penicillin, for instance, the first type of antibiotic. It was Alexander Fleming, a Scottish scientist who was doing experiments with bacteria. One day one of the dishes where

he was growing bacteria, got soft and green. He was about to throw it out when he noticed that the soft and green material had killed the bacteria. This discovery made him a Nobel Prize winner in 1945. I'm dead sure Fleming's invention will live far into the 21st century ...

Can you continue this list of things you can't live without?

Across Cultures: The USA

“Telephone” — a children's game in which a word or a sentence are passed by the participants from ear to ear; the last player says aloud what he / she has heard (often different from the original). In Ukraine there is a similar game called a “Broken Radio”.

MIND!

bare /beə/ —
adj.

1. without clothes.

Example:

*She felt the sun warm
on her bare arms.*

2. not covered by trees or grass,
or not having any leaves.

Example:

Trees are bare in winter.

3. smallest amount
necessary.

Example:

*Her bag was light, packed only
with the bare necessities.*

bear /beə/

1. verb — to bravely accept or
deal with a painful or difficult.

Example:

*Make the water as hot as you
can bear.*

2. verb — to have or to show
a sign, or mark.

Example:

The letter bore no signature.

3. noun — a large strong
animal with thick fur.

Example:

*Bears eat flesh, fruit, and
insects.*

b) Choose the right word from the box above to complete these sentences.

- 1) She was afraid she wouldn't be able to ... the pain.
- 2) The labels ... a yellow and black symbol.
- 3) The trees soon gave way to ... rock.
- 4) It's too cold to go ...-headed today.
- 5) The room had the ... minimum of furniture.
- 6) Did you see a mother ... and her little cubs, in that part of the zoo?

c) Look and say which of the inventions are mentioned in the time capsule. Match them to their functions in your life.



- to be treated with antibiotics
- to get entertained with music
- to take pictures
- to stay connected
- to travel

d) Act as an inventor and say how you made your invention.



- to be made by accident
- to do experiments with sth
- to be about to throw sth out
- to make sb a Nobel Prize winner
- to live far in the 21st century



- to make sth possible
- to invent an apparatus
- to sent / receive sound
- to be on the phone
- to carry a gadget

e) In pairs, discuss the roles of some great inventions in your lives. Follow the pattern below.

Pattern:

A. — Hey, _____ what's that small gadget that you are _____?

B. — It's _____. I can _____ everywhere.

A. — Is _____ something you can't do without?

B. — Exactly. But don't take it for _____. Thanks to _____. We have a chance _____

A. — You won't believe it, but _____

B. — I bet you'll make a long list of _____

A. — Just look _____ are part and parcel of our lives.

B. — And what is your favourite _____?

A. — _____. It helps me to enjoy _____

It's one of my bare _____

B. — By the way, it was _____ who made it possible for you by inventing _____

A. — Lucky me!

V Your Language Portfolio: Listening

- a) Listen to three stories about inventions and say if they are part and parcel of your life.



- b) Listen to the stories again and number the pictures in chronological order.

VI Your Language Portfolio: Writing

Instructional Manuals

- An instructional manual is a document included with a product by the producing company.
- It explains, in detail, all the knobs and switches found on the gadget.
- It also tells how to care and maintain the gadget.
- The documents will differ in size according to the complexity of the product.

How to write an instructional manual

a) Study the tips and say what details they explain.

Content tips	Language tips
Important:	<ul style="list-style-type: none"> ● Read the instructions for use and look at the illustrations before you start using ... ● Use ... ● Never use ... ● This appliance is not intended to ...
To prevent damage:	<ul style="list-style-type: none"> ● Check if ... ● Remove any ... from ● Make sure ... ● When you have finished ...

b) Read the following part of an instructional manual and say what important things you know now about how to use a steam iron.

Example:

Steam Iron

IMPORTANT

- Read the instructions for use and look at the illustrations before you start using the steam iron.
- Remove any sticker from the soleplate before you use the appliance for the first time.
- To prevent damage: check if the voltage indicated on the appliance corresponds to the local conditions.
- Use an earthed wall socket.
- Never use the appliance if it is damaged in any way.
- When you have finished ironing, always put the iron on its heels ...



At home: in your workbook, write a part of an instructional manual for a gadget you can't live without.

3.2. Your Media Way

Words

broadcast
 TV viewer
 radio addict
 channel
 quiz show
 wildlife programme
 science fiction
 programme
 chat show
 soap opera
 analytical programme

Phrases

to be glued to the screen
 to switch on / off
 to switch from channel to channel
 to enjoy sth to one's heart's content
 to cope with sth
 to deal with sth
 to see all the programmes running
 (not) to drag sb away from
 the screen
 to be hypnotized by sth
 to enjoy every bit of sth

Expressions

Importantly, ... — Дуже важливо, що ...

That reminds me ... — Це нагадує ...

What's on TV today? — Що показують по телебаченню?

Go Ahead!

Read what people say about the radio and television and guess who said these words and why. Say whom you agree with.

"Stay tuned".	Mum
"It's a passive activity".	Dad
"It stops kids from doing their homework".	Friend
"It has a great educational value".	Teacher
"It enriches knowledge".	Doctor
"It ruins the eyes".	TV presenter
"Not all programmes are good".	Radio reporter

Example: *My mum says that watching television is a passive activity. She advises me to spend more time out in the open. But I like to watch children's programme, especially cartoons.*

II Rhyme and Reason

Read the TV Poem and practise the sounds /i:/ and /ɔ:/. Say if this could be a description of your TV experience.

TV Poem

... In almost every house we've been,
We've watched kids gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.

(Last week in someone's place we saw
A dozen eyeballs on the floor).
They sit and stare, and stare and sit
Until they're hypnotized by it.

III Enrich Yourself!

DRAMA

comedy drama
historical drama
medical drama
drama series

SHOWS

quiz show
chat show
game show
music show
comedy show

REPORTS

news report
weather report
sports report

PROGRAMMES

wild life
programme
science fiction
programme
analytical
programme



- to see all the programmes running
- to be a couch potato
- (not) to drag sb away from the screen
- to be hypnotized by sth
- to enjoy every bit of sth
- to be to sb's taste
- to keep abreast of time



2) Guess the words by their definitions and match them in your workbook to the right pictures.

- a TV programme in which people have to answer questions =

- a TV programme in which people play games to win prizes =





- a TV or radio show on which people talk about themselves in reply to questions = _____



- a TV programme that is intended to make people laugh = _____



- a news programme on radio or television = _____

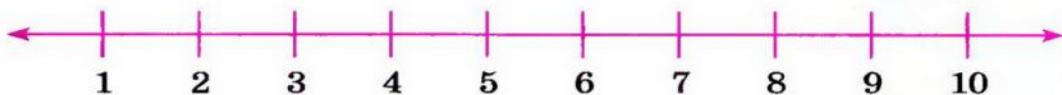


- a programme on TV or radio that tells you what the weather will be like = _____

b) Say what is your favourite radio / TV:

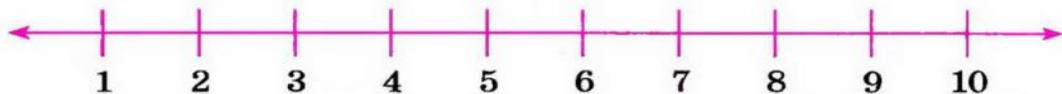
- report;
- show;
- drama or programme.

c) Think and decide what kind of radio listener / TV viewer you are. Give your reasons. Use the 10-point scales below.



I never
listen
to the radio

I am
a radio
addict



I never
watch TV

I'm a couch
potato

Example: *I am not a radio addict, but I often listen to my favourite FM radio station. I enjoy listening to music and sometimes I don't mind listening to a news report. The radio helps me to keep abreast of time.*

d) Answer the questions.

- Do you see all the programmes running? Why? Why not?
- What is a typical couch potato like?
- What TV programme can hypnotize you?
- What helps you to keep abreast of time?
- Who can't drag you away from the screen when something interesting is on?
- What radio programmes are to your taste?

IV Your Language Portfolio: Reading

a) Read in pairs. Say what was on TV that day.

Talking about TV Programmes

The school day is over. Paul and Lucy are walking home. They are discussing the TV programmes for Friday afternoon.

Paul: We are free at last! School is over. Now, it's time to play.

Lucy: Hooray! It's Friday. We can enjoy ourselves to our hearts' content. What are your plans?

- Paul:** I am going to a football match at 4.30 p.m. and then I am going to listen to my favourite FM radio station. And you?
- Lucy:** I've got a lot to do about the house first: cleaning my room, ironing my clothes, and food shopping. Importantly, I'll have to cope with all that by 5 o'clock.
- Paul:** Why? Are you expecting guests?
- Lucy:** Not that. A new quiz show starts at 5.00 on Channel Four. I am going to watch it with my sister. I'm sure we'll both be glued to the screen.
- Paul:** I bet you will. What kind of quiz-show is it?
- Lucy:** It's a general knowledge quiz show "Mastermind". Every time it deals with different areas, you know. It is going to be about great inventions and inventors today.
- Paul:** That reminds me, I haven't got the TV guide for this week. What else is on TV today?
- Lucy:** If I'm not mistaken, there will be a humorous TV show called "Mr. Bean" around 7 p.m.
- Paul:** Oh? You mean that funny guy who almost never speaks and fails at everything he tries to do? I often see him on TV when I'm switching from channel to channel.
- Lucy:** That's him. I can't help laughing every time he gets into an embarrassing situation. You can almost hear people say "Well, say something! Don't just stand there like Mr. Bean".
- Paul:** Thanks for telling me about the show. Perhaps I'll be back home by this time.

Across Cultures: Great Britain

Mastermind [ma:stəmaɪnd] — a popular British TV show in which four participants compete in answering general knowledge questions.

"Mr. Bean" [bi:n] — a popular British comedy drama starring Rowan Atkinson.

MIND!

content /kən'tent/ —
adj. — happy
and satisfied.

Example:

*Andy was a good friend,
and Nicky was clearly very
content.*

n — a feeling of quiet
happiness and satisfaction.

Example:

*In summer she could watch TV
to her heart's content.*

contents
/'kɒntents/

1. the things that are inside
a box, bag, room, etc.

Example:

*Most of the gallery's contents
were damaged in the fire.*

2. the things that are written
in a letter, book, etc.

Example:

*She kept the contents of the
letter a secret.*

b) Choose the right words from the box above and complete these sentences.

- 1) Please, open the book at the ... page.
- 2) We can enjoy ourselves to our hearts'
- 3) The police emptied her bag and examined the
- 4) John seems ... to sit in front of the television all night.
- 5) Look at the table of ... before you buy the book.
- 6) Not ... with her new car, Selina now wants a bike.

c) Say who said these words in the dialogue "Talking about TV Programmes". Develop their ideas.



Paul

- "I'm going to listen to my favourite FM radio station".
- "A new quiz show starts at 5.00 on Channel Four".
- "It's a general knowledge quiz show "Mastermind".
- "I haven't got the TV guide for this week".

- "What else is on TV today?" _____
- "If I'm not mistaken, there will be a humorous TV show called "Mr. Bean" around 7 p.m." _____
- "I often see him on TV when I'm switching from channel to channel" _____
- "Thanks for telling me about the show". _____

d) Fill in the word roses with the words and word-combination from the text.



e) Comment on the media ways the British teenagers, Paul and Lucy, give preference to. Which of them appeal(s) to you most and why?

f) In pairs, talk about the TV programmes for the weekend.

Pattern:

A. Hooray! It's _____. We can _____. What are your plans?

B. I'm going to _____. And you?

A. I'm going to _____ with _____ at _____

B. What kind of _____?

A. It's _____, you know.

B. That reminds me. I haven't got _____. What else _____?

A. If I'm not mistaken, there will be _____

B. Perhaps. I'll _____

V Your Language Portfolio: Writing

A TV Guide

- It is a part of a weekly magazine which gives details and times of television programmes. Times of TV programmes are given according to the 12 hour clock.
- Details of TV programmes may include a type of programme, its title, a brief idea of what it is about, film directors' and actors' names, release year, etc.

How to compose a TV guide

Content tips

Language tips

Channel

- BBC1
- BBC 2
- ITV etc.

Type of TV programme

- Children's BBC
- Film
- DIY Show (Do It Yourself)
- BBC News
- International Athletics

Details

- Alfred Hitchcock, 1940
- Starring ...
- Hugely entertaining spy drama
- ... coverage of ...
- ... presented by ...

a) Look through the fragment of a TV guide and say what tips it reflects.

BBC1	ITV
6:00 Business Breakfast 44343 7:00 BBC Breakfast News (T) 66492 9:00 Children's BBC: Postman Pat 4791879	6:00 Star Trek: The Next Generation Starship Mine (T) (S) (R) 258121
9:15 Blue Peter Special (T) (S) (R) 680492 9:45 Total Eclipse: Live (S) 55041X21 11:30 Telequest (S) 2891	6:45 International Athletics (S) Live coverage of the one-day Weltklasse meeting in Zurich, fifth in the season's Golden League series, presented by Roger Black. 81378817
12:00 BBC News; Regional News And Weather (R) 7352445 12:05 Alley's Barbecue Bible (T) (S) (R) 8756695	6:00 GMTV 4213072 9:25 Trisha Gold (T) (S) (R) 9888633 10:30 ITV News Headlines (T) 1600188 10:35 FILM: Lost In Yonkers (Martha Coolidge, 1993) (T) (S) 40s-set comedy drama
12:35 Lion Country (S) (R) 6836850	ably adapted from Neil Simon's Pulitzer prize-winning stage play, with Richard Dreyfuss. 93402140 12:20 Central News 011952409 12:30 ITV Lunchtime News (T)) 6862275
1:00 BBC News (T) 76879 1:30 Regional News And Weather (T) 51045362	
1:40 Neighbours (T) (S) 59385782	
2:05 Ironside (R) 6683966 2:55 Can't Cook, Won't Cook (T) (S) 6949188 3:25 Children's BBC: Little Bear 8680904	
3:45 Starhill Ponies (S) 5196343	



At home: compose an ideal TV guide.

3.3. The Media: Past, Present and Future

I Go Ahead!

Look and say which pictures represent the media yesterday / today / tomorrow. Why?



Example: *I think a newspaper is soon going to be a thing of the past. Instead, people will use electronic newspapers.*

II Rhyme and Reason

Read the TV Dialogue Rhyme with correct intonation. Practise the sounds /ɪ/ and /ɔ:/. Say what opportunities a satellite dish can create for TV viewers.

TV Dialogue Rhyme

— Will you be watching a film?
 Will you be watching it long?
 Will you be listening to the news?
 Will you be enjoying a song?

— I won't be watching a film.
 I won't be watching it long.
 I won't be listening to the news.
 I won't be enjoying a song.

I'll be doing better
 Than that in the end:
 I'll be choosing a satellite dish
 For my dearest friend.

III Your Helping Hand

Grammar: will, be going to

a) If you want to say what you think will happen in the future, use

will or **be going to**.

Example: *I think I will enjoy the trip.*

or

I think I am going to enjoy the trip.

Don't forget:

- use **will**, not **be going to**, to express an unplanned future action.

Example: *Call me next week. Maybe I will be free.*

- use **be going to**, not **will** to talk about a future situation that is planned or already developing.

Example: *We're going to buy a new satellite dish in June this year.*

b) If you want to describe an action that will be in progress at a certain time in the future, use **will be going** (the Future Continuous).

Example: *Tomorrow at this time I'll be choosing a satellite dish for my dearest friend.*

- c) If you want to talk about a future action or event that has already been arranged, use **am** / **is** / **are doing** (the Present Continuous).

Example: *All British TV stations are switching to broadcasting only in digital after February 17, 2009.*

- d) If you want to show an action, state, or event that will happen before a certain time in the future, use **will have done** (the Future Perfect).

Example: *By the end of the news report, we'll have heard a lot of interesting things.*

- e) If you want to show how long an action/state, or event will last before a certain time in the future, use **will have been doing** (the Future Perfect Continuous).

Example: *By the year of 2029, the BBC will have been using television for 100 years.*

- 1) Let's play a grammar dialogue game.

Example: *Ann: You know what? I'm going to watch a children's film at 6.15 p.m.*

Steve: Really? I'll watch it, too.

TV Programme, Saturday morning

- 9.00 — Walt Disney cartoons
- 9.45 — "Wildlife" documentary
- 10.45 — Karaoke music show
- 11.30 — Sports report
- 11.45 — Quiz show "Mastermind"

- 2) Say:

- a) What your TV plans are for:
- tonight;
 - tomorrow afternoon;
 - Sunday morning.

b) What you will watch on TV if:

- you have free time;
- you are in a good mood;
- the weather is bad.

3) Read the diary entry of an English girl who was experimenting with watching a different TV channel each day of her being off school sick. Complete the sentences about her expectations.

Friday

Dear Diary,

I'm beginning to regret this experiment. I thought it would be interesting, but I've never realised how boring watching TV can be. Well, today is the last day. Let's see if 'five' can come up with anything interesting.

12 noon

There were children's programmes till 9 am, then talk shows and a DIY show.

5 p.m.

This afternoon was a little more interesting. After a couple of soaps and a quiz, there were two films. They were daytime films — usually about families and always with a happy ending. Not really 'box office hits', but easy to watch.

9 p.m.

The whole evening seemed to be about DIY. I guess people in Britain like making their homes and gardens more beautiful. I've watched so many programmes on home improvements this week! There will be a few films later on tonight, after a couple of shows about fashion and plastic surgery.

After the whole week of watching TV, I feel really ill. Hopefully tomorrow I'll be able to do something more exciting than just watching TV!

- “I’m going _____ on Friday”.
- “I think it’ll _____”
- “There will be _____”
- “_____ by 5 p.m.”.
- “_____ the whole evening”.
- “Hopefully tomorrow _____”
- “_____ at 9 a.m. on Friday”.

IV Enrich Yourself!

- a) Look at the pictures, study the comments and give a detailed answer to the questions about the media in Great Britain and Ukraine.

1) Who laid the foundations of the British media?



- | | |
|--|---|
| <ul style="list-style-type: none"> • John Walter • to publish a newspaper • 1784 • “The Daily Universal Register”, later renamed “The Times” | <ul style="list-style-type: none"> • John Logie Baird • Scottish inventor • early forms of television • the 1920s and 1930s |
|--|---|

- b) What TV channels are most popular in Britain these days?

- the oldest channel
- government-controlled
- to provide entertainment, news and current affairs
- programmes for every age group



- a sister channel to BBC1
- to serve an older age group
- to show most of the documentaries and more informative programmes



- an independent channel
- to serve the whole family
- for special interest groups



- an independent channel
- to show programmes
- to broadcast games, comedies and films



- the newest channel
- to show repeats and returns



c) What technological developments are coming in British television?



- teletext services
- to offer continually updated information
- to be equipped with the necessary decoders
- to provide subtitles
- the BBC1, Channel 4, and the ITV companies
- for people with hearing difficulties
- to offer improved pictures
- to use either high definition or wide-screen television technology

d) Complete the description of the media in Britain, using the words and word-combination from the box.

Newspapers, magazines, _____ and _____ are all _____ of daily life in Britain. The British _____ more television and _____ to the radio more often than any people in _____. They are also regular readers of _____.

The foundations of the British _____ were laid by _____ and _____. In 1784 the bankrupted Lloyds underwriter turned printer and declared his intention “_____” and “_____” — later “_____” “The Times” was born. In the 1920s and 1930s the Scottish pioneer, John Logie Baird made the first television _____. Today is the time of _____ broadcasting and cable TV. The most popular _____ channel is _____. It provides entertainment, news and current affairs for every age group.

Among new technological developments in British television one can name teletext _____ and high definition television _____.

The British media have always _____ a lively forum for comment and debate on the issues of the day.

broadcasts provided "The Daily Universal Register"
 part and parcel television BBC1
 John Walter technology listen
 John Logie Baird renamed satellite
 radio Europe newspapers services
 to publish a newspaper media watch
 government-controlled

e) Look at the pictures and describe the Ukrainian media today.



entertainment programme



talk show



Channel 1+1



satellite television



sports report

V Your Language Portfolio: Reading

Read the description of different TV programmes in a TV guide and say which of them are to these people's tastes.

- a five-year-old child
- a sportsperson
- a teenager
- a housewife

We Can Please Everyone!

Are you tired of switching from channel to channel? Looking for somethings special? Wishing to see a programme to your taste? Then, here is what you need to know before you become a couch potato:

Soap Opera

Soap opera is the most popular form of television programming in the world today. It is a story about the lives of ordinary people who live in the same street or town. It is on TV three times or more each week. It comes in half-hour episodes. We call them soap operas (or soaps) because in the US they were first paid for by companies who made soap. TV viewers are glued to the screen because they can feel real worries and hopes of real people. This week you get an excellent chance to enjoy the BBC's EastEnders.

Animated Cartoon

Animated cartoon is a film made by photographing a series of pictures, clay models, etc. It can be short or long. It was Walt Disney who made the first long cartoon film — "Snow White and the Seven Dwarfs". It's a traditional children's story about a beautiful princess and seven very small people who saved her life in a forest. You'll be hypnotized by Dopey, Doc, Sneezy, Bashful, Sleepy, Grumpy and Happy on Saturday afternoon.

American Musical

American musical is a unique form of a TV music programme. It combines song, dance, comedy and drama. Among

the most successful musicals ever written is CATS by Andrew Lloyd Webber. It has been seen by millions of people. Don't miss your TV chance on Friday evening. We are sure that no daily routine will drag you away from the screen. We wish you to enjoy every bit of it.

Video Workout

Video workout is a series of fitness programmes on TV produced by stars, such as Jane Fonda and Cindy Crawford which you can watch and take part in at home. Do your parents complain about you being a couch potato? Then jump at the opportunity to spend time watching television usefully for your health. Do join us in the "fitness craze" every morning!

Across Cultures: Great Britain, the USA

The BBC — one of the leading radio and TV companies in Britain.

EastEnders — a popular British soap opera about the social problems of a working class district in London.

Jane Fonda — American actress, author of fitness programmes on TV.

a) In the text, find the adjectives formed from the following nouns.

- | | |
|-------------|--------------|
| • day | • success |
| • order | • excellence |
| • tradition | • beauty |

b) Explain what is meant in the text by:

- | | |
|-----------------|--------------------------|
| • soap opera | • a couch potato |
| • video workout | • a long cartoon film |
| • daily routine | • "fitness craze" |
| • episode | • television programming |

c) Comment on the title of the text.

VI Your Language Portfolio: Writing

Letters to the Editor

- Every newspaper and magazine published in the USA has a section for Letters to the Editor.
- These are formal letters that give the readers a chance to express their thoughts or views on a certain matter.
- They follow a certain format.
- The author will state the reasons for writing in the first paragraph.
- The following paragraphs will describe the problems.
- Closing remarks are given in a concluding paragraph.

How to write a letter to the Editor

a) Study the tips and say which of them make letters to the Editor formal.

Content tips	Language tips
Greeting	<ul style="list-style-type: none"> ● Dear Sir / Madam ● Dear Editor
Stating the reasons for writing	<ul style="list-style-type: none"> ● I would like to compliment ... ● After watching ..., I think this is about the most delightful ...
Describing a problem	<ul style="list-style-type: none"> ● However, there are a couple of points that I observed while ... ● One is that ... ● The second point is tied to the first.
Pre-closing	<ul style="list-style-type: none"> ● In closing, I want to thank you for ... ● It is hoped that ...
Closing	<ul style="list-style-type: none"> ● Yours faithfully. ● Yours sincerely. ● Sincerely yours. ● Sincerely.

- b) Read the example of a letter to the Editor and say if the author managed to reflect all the tips.

Example:

Dear Editor,

After February 17, 2009, all fuel-power TV stations must switch to broadcasting only in digital. I would like to suggest how residents need to prepare for the digital TV transition.

If an individual uses a rooftop antenna with their analog TV, they must take action to be prepared for the digital TV transition. They have options including buying a converter box; connecting the TV to cable, satellite or other pay service; or getting a TV with a digital tuner.

In closing, I encourage your readers to learn more about the digital TV transition by visiting www.DTV2009.gov.

Sincerely,

John Glew

Thornbrough, Buckingham



At home: in your workbook, write a letter to the Editor after reading a review of your favourite TV show.

3.4. TV or not TV?

Communication Box: How to express evaluation

- What do you think of ...?
- How would you compare ...?
- What are some of the pluses of ...?
- What is on the minus side about ...?
- ... can't do without
- I find it a bit frightening / boring / sad.
- There is really no comparison.
- ... is much better than
- The great thing about ... for me is ... because
- Well, it's a bit of a drag.
- It's a waste of time, I'm afraid.
- It helps ... to keep abreast of time.

I Go Ahead!

Read and say what TV programmes you can evaluate in the following way.

It's a waste of time.

It's much better than the others.

I like it really very much.

I find it a bit dull.

Example: *To me, horror films are a waste of time.*

II Rhyme and Reason

Read the Evaluation Jazz Chant with rhythm. Practise the sounds /ʌ/ and /w/. Say what can make one TV programme better than the others.

Evaluation Jazz Chant

How would you compare them?

There's really no comparison.

This one is better than the others.

This one is much more interesting.

This one is much more musical.

This one is much more original.

This one is funnier to see.

III Express Yourself!

a) Read and learn how to express evaluation. Look at the pictures and fill in the mini-dialogues.

- 1) — What do you think of _____?
 — I find it a bit frightening really. I don't see a lot of _____ for children.



horror film

- 2) — How would you compare _____ and _____?
 — There is really no comparison. _____ is much better than _____.

space
comedy

fantasy

- 3) — What are some of the pluses of _____?
 — The greatest thing about _____ for me is _____ because _____.



quiz show

- 4) — What is on the minus side of _____ about _____?
 — Well, it's a bit of drag. It's a waste of time, I'm afraid.



soap opera



news report

- 5) — My dad can't do without listening to a _____
 — No wonder. It surely helps him keep abreast of time.

b) Read and respond, expressing evaluation.

Example:

- *I can't do without television.*
 — *No wonder. It surely helps you to keep abreast of time.*

- 1) — What do you think of couch potatoism?
 — _____
- 2) — How would you compare chat shows and quiz shows?
 — _____
- 3) — What are some of the pluses of soap operas?
 — _____
- 4) — What is on the minus side of documentary programmes?
 — _____
- 5) — We have a great choice of TV channels.
 — _____
- 6) — My mum can't drag me away from the screen when something interesting is on.
 — _____
- 7) — What does your Dad say about your TV favourites?
 — _____

c) Read and give context to:

Example:

- *How would you compare these two channels?*
 — *There's really no comparison.*

- 1) — _____
— No wonder.
- 2) — _____
— I find it really exciting.
- 3) — _____
— Well, it's a bit of a drag.
- 4) — _____
— It's much better than the others.
- 5) — _____
— It's a waste of time, I'm afraid.
- 6) — _____
— The great thing about it is that seeing is believing.
- 7) — _____
— On the minus side, it's a bit frightening really.

✓ Work Your Wisdom!

- a) Copy the table in your workbook. Match the parts of the proverbs and explain their meanings.

Seeing is ...	... a dangerous thing.
Knowledge is ...	... to know nothing.
A little knowledge is ...	... believing.
To know everything is ...	... learn.
Live and ...	... power.

- b) Illustrate the proverb you like the most.

✓ Your Language Portfolio: Listening

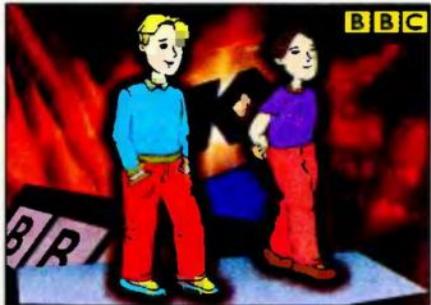
- a) Listen to Alice's talk with her friend Phil, and say what kind of TV viewer she is.

- b) Say how Alice expresses evaluation of her television experience.



- to relax in front of the television;
- to see all the programmes running;
- to switch from channel to channel;
- to be glued to the screen;
- to be addicted.

- c) Say how Phil evaluates the BBC.



- the very heart of British television;
- a great TV empire;
- the main channel;
- to have programmes to everyone's taste;
- to feel proud and excited.

- d) Transform the dialogue as if Alice was not a couch potato. Make it up round the beginning given.

Alice: Phew! School is over at last. Now my brother and I can spend most of our time outdoors.

Phil: How about relaxing in front of the television, eating popcorn and watching your TV favourites? ...

VI Your Language Portfolio: Listening

Project 3: *Keeping a TV diary.*

Your steps

- 1) Prepare for your project work. Bring your photos, pictures, drawings and other things you need for your project.

- 2) Find your project partner(s). Move around the classroom and find out who evaluates TV programmes in a similar way.
- 3) Think of the title of your project.
- 4) Decide a diary entry on / for your television experience and prepare for the presentation of your project.
- 5) Present your project to the class.
- 6) Listen to your friends' presentations and give your feedback in writing. Use the evaluation card below.

Evaluation Card

Write:	Group 1	Group 2	Group 3
1) If the title is suitable:			
2) If the information is interesting:			
3) If there are any fresh ideas:			
4) If the presentation is good:			

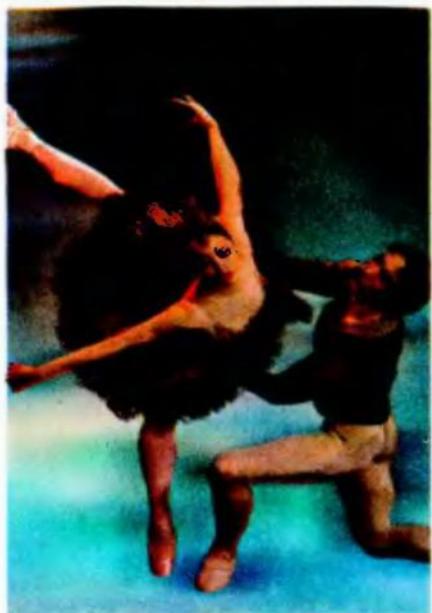


At home: search the Internet and find more information about TV programmes on BBC1 / BBC2 / ITV / Channel Four / Channel Five.

Go to p. 240 for cross-cultural reading.

Unit 4.

Preparing for the Future



4.1. Make Your Choice

Words

vet
 mechanic
 technician
 hairdresser
 barber
 minimum wage job
 lawyer
 accountant
 salary

Phrases

to follow one's dream
 to follow sb's profession
 to get training and certification
 to get a certificate
 to be better suited as ... than ...
 to make a good salary
 to make a good (doctor, teacher)
 to reach a goal

Expressions

Are you saying you would rather ... ? — Ти хочеш сказати, що ти б краще ... ?
 It's hard to imagine. — Важко уявити.
 It's ideal if ... — В ідеалі ...

Go Ahead!

Look and say which job in the picture you may enjoy doing. Why?



a computer programmer



a mechanic



a model



a reporter



a hairdresser

a football
player

Example: *In the future, I may enjoy being a reporter because I like to communicate with new people.*

II Rhyme and Reason

Read the limerick and practise the sounds /ei/ and /w/. Say if it is easy or difficult for teenagers to choose their future careers.

Making-a-Decision Limerick

If we could know which road to take,
If we were told which choice to make,
We wouldn't need to hurry,
And nobody would worry,
Life would be just a piece of cake.

III Your Helping Hand

Grammar: Gerunds

If you want to state a fact focusing on its subject, object, or complementing function, use the gerund — base form verb + ing.

Example:

- *Swimming is a great exercise.* (subject)
- *I enjoy swimming.* (object)
- *Ann's favourite activity is swimming.* (complementing function)

Don't forget!

There are common verbs followed by the gerund.

- to enjoy
- to start (begin)
- to finish
- to stop
- to keep
- to practise
- to recommend
- to regret
- to suggest
- to (dis) like

Example: *I suggest getting ready for the entrance exams.*

For more common verbs that can be followed by the gerund see Appendix on p. 263

a) Copy the table in your workbook and play a matching game.

• I don't like ...	... participating in sport activities.
• Ann enjoys ...	... working in summer.
• My teacher suggested ...	... is very harmful for teenagers.
• Phil recommended ...	... learning oriental languages.
• Working too much ...	... entering the Pedagogical University.
• My mum suggested ...	... trying computer techniques.
• John practised his ...	... is hard but pleasant work.
• Searching the Internet ...	... choosing the career of an ecologist.

b) Read what these teenagers say about their career plans and make the summaries for them with the prompts given.



Tom

My friend likes running and wants to become an athlete but I don't really like that kind of activity. (*to enjoy*)

Example: Tom doesn't enjoy running and he doesn't want to be a runner.



Ann

They say, I can make good pictures and I think I'll become a photographer. (*to like*)



Phil

I like animals and always help them when they are not well. Maybe I'll be a vet. (*to practise*)



Lucy

I know much about cooking and I'd like to become a cook. (*to appreciate*)

I always help my dad in the garage to repair cars. I'll be a mechanic like my dad. *(to keep)*



Paul

I like to see women with beautiful hairdos and try to do them myself. Friends compliment me. So, I've decided on a hairdresser. *(to recommend)*



Helen

I prefer to travel, especially by sea. I've read much about sea voyages and joined our "Sea Dogs" club. My teacher says I'll be a sailor. *(to suggest)*



Bill

- c) Say what you enjoy doing or even start practising as the first step to your future profession.

Example: *I enjoy painting and I practise drawing pictures whenever I have free time. I think people may see and appreciate them.*

- d) Find out what professions your friends' parents or teachers suggest. Choose and ask them if they share their opinion. Report your findings to the class.

Example: *Pete: I say, Ann, what profession does your mum suggest choosing?*

Ann: As I'm good at making dresses, my mum suggests becoming a dress designer. I think it'll be my choice, too.

Pete: And what profession do your parents recommend choosing, Val?

Val: Well, my parents want me to become an engineer like my dad and recommend entering the University. But I'd like to be a driver. Driving is my favourite activity.

Pete: I have found out that Ann's mum recommends becoming a dress designer as she is good at making dresses and Ann agrees with her. Val's parents suggest choosing the profession of an engineer, but he doesn't like it. He prefers driving.

IV Your Language Portfolio: Reading

- a) Read the dialogue "Choosing a Career" and say if the teenagers have made their decisions about their future career plans.

Choosing a Career

Amy: Brad, are you planning on going to college next year?

Brad: Of course, I have to go to college if I want to follow my dream and become a doctor. What are your future career plans, Amy?

Amy: Well, I don't plan on working on my minimum wage job forever. But I'm not sure what I want to do with my life.

Brad: I think it's best to do something that you like and it makes you feel happy. My father is a lawyer and he is very disappointed that I don't want to follow him in that profession. But I really want to help sick people and of course make lots of money.

Amy: I really like animals but I don't think my grades are good enough to go to veterinary college.

Brad: You could start by becoming a veterinary assistant. I think you can get a certificate for that at a junior college. My cousin works as a medical laboratory technician and it only took her two years to get her training and certification.

Amy: I think you are right about finding a job that makes you happy. My father hates his job.

Brad: What does your father do?

Amy: He works as an accountant in a bank.

Brad: Why doesn't he like it? Accounting can be interesting.

Amy: Are you crazy?! All those numbers! I think he would be better suited as a teacher than an accountant.

Brad: My mother was a teacher before she married my father. She told me once that she liked teaching very much but that it didn't pay a very high salary. She manages a shoe store now and makes a good salary but doesn't like it as much as teaching.

Amy: Why do adults care about money so much? What everyone talks about is money.

Brad: Well, don't you think it's important to support yourself and be able to buy things that you want?

Amy: Yes, but not if that means I have to be miserable at some boring job 40 hours per week.

Brad: Are you saying you would rather be poor and happy than rich and miserable?

Amy: I don't know. It's hard to imagine a miserable rich person.

Brad: It's ideal if you can combine a good, satisfying job with a high paying salary. But it doesn't happen very often. I hope that I am happy and successful as a doctor.

Amy: Well, you certainly work hard enough. I am sure you reach all your goals if you keep working this hard.

Brad: Thanks for the compliment, Amy. I like to be known as a hard worker. I don't ever want people to think of me like they do of my Uncle Sam. He's been unemployed for years and doesn't even try to get a job. He just collects his government check once a month and sits around the house.

Amy: I'm sure you will never find yourself in that kind of situation. You're going to make a great doctor, Brad!

Across Cultures: The USA



Harvard University — a famous and respected university in Massachusetts, which is the oldest university in the USA.



Yale University — an old and famous university in Connecticut, the USA.



Junior College — a college in the USA where the students study for two years for an associate degree.

MIND!

salary — a monthly payment from the company or organization one works for.

Example:
He has got a salary of sixteen thousand.

barber — a person who cuts men's hair.

Example:
John wants his hair cut, he must go to the barber's.

wages — a payment made for work done, calculated by the hour, day, or week, by the amount produced and usually received daily or weekly.

Example:
Sam earns good wages for his work.

hairdresser — a person who shapes people's hair into a style by cutting, setting.

Example:
I want to look smart tomorrow so I'll go to the hairdresser's.

b) Choose the right word from the box above to complete these sentences.

- 1) Martin has been working as a ... cutting men's hair for more than 20 years and unfortunately his ... isn't very big and he needs more money to support his family.
- 2) Miss Polly's ... depend on the number of women whose hair she has done. She is a fashionable ... in our town.
- 3) The drivers demanded an increase of their
- 4) My dad gives lectures at the University and he is satisfied with his
- 5) The teacher asked Peter to go to ... to cut his hair.
- 6) ... advised Nelly to change her hairstyle.

c) Copy the table in your workbook. Decide which of the teenagers meant the following.

	Amy	Brad
has definite future career plans		✓
has a minimum wage job	✓	
doesn't want to follow in the father's footsteps		
is not much academically accomplished		
dislikes mathematics		
believes that money brings independence		
believes that success comes only from hard work		

d) Act as Ann or Paul and comment on their ideas of their career choices. Use the pictures and the word-list below.



- to follow one's dream
- to try Harvard or Yale
- to follow sb in one's profession
- to help sick people
- to support oneself
- to combine a good satisfying job with a high paying salary
- to make a good doctor
- to reach one's goals



- to work on a minimum wage job
- to go to Veterinary College
- to be known as a hard worker
- to love animals
- to become a veterinary assistant
- to get a certificate
- to go to a junior college
- to get training and certification

e) Fill out the fishbone diagram for Ann and Brad and say whom you are with.

Ann
going to college



looking for a job

Brad

f) In pairs, discuss your future career plans, as in the pattern below.

Pattern:

— _____, are you planning on _____?

- Of course I _____, because _____
What are your plans?
- Well, I don't plan on _____. But I'm not sure _____
- Well, I think it's best _____
- I really like _____, but _____
- You could start by _____ and then _____
- I think you are right about _____
It's important _____ and be able to _____
- Yes, but not if that means _____
- Are you saying you would rather _____
- I don't know, it's hard to imagine.
- It's ideal if _____. But it doesn't
happen _____. I hope _____
- Well, you certainly _____. I'm sure.
- Thanks for the compliment, _____
I'd like to be known as _____
- You are going to make _____
- I hope so.

✓ Your Language Portfolio: Listening

- a) Listen to the story and say how the boy managed to get a job.
- b) Listen to the story again and choose the correct answers to the questions.
- 1) Where did the story take place?
 - a) in Britain;
 - b) in the USA;
 - c) in Ukraine;
 - d) in Australia.
 - 2) When did the boy steal a snake?
 - a) late at night;
 - b) early in the morning;
 - c) in the evening;
 - d) in the afternoon.

- 3) How did the boy come back home?
 - a) by bike;
 - b) by boat;
 - c) by bus;
 - d) by car.

- 4) How did he carry a snake?
 - a) in a bag;
 - b) in his hat;
 - c) in the pocket;
 - d) in a fishing net.

- 5) Where did he put his pet?
 - a) in the sitting room;
 - b) in his bedroom;
 - c) in the kitchen;
 - d) in the lavatory.

- 6) How did the boy explain the snake appearing in the house?
 - a) he wanted to have a pet;
 - b) he liked to train the snake;
 - c) he wanted to present the snake to his parents;
 - d) he found it in the street.

- 7) What did the father say about it?
 - a) it was a good idea to keep it at home;
 - b) it's better to have a snake in the bathroom;
 - c) it wasn't the place for a snake;
 - d) it was too dangerous for people.

- 8) Where did the boy return the snake?
 - a) to the shop;
 - b) to the park;
 - c) to the zoo;
 - d) to his friend.

- 9) Where was the boy offered a job?
 - a) at a hospital;
 - b) at a market place;

- c) at a reptile house;
 - d) at a swimming pool.
- 10) What did the boy want to become?
- a) a veterinary surgeon;
 - b) a dentist;
 - c) a zoologist;
 - d) a watchman.

VI Your Language Portfolio: Listening

College / University Application Forms

- This form is filled out and sent to the institution you've chosen.
- It may have different formats and contain different items to cover.
- It provides college / university with all necessary information about an applicant.

How to write an application form

- 1) Study the tips and say how you can use them in your application form.

Language tips

- to apply for ...
- I attended high school.
- I graduated from high school ...
- I've taken a course for ...
- I've earned ...
- I pursued an activity ...
- I'd like to focus on the highlights of ...
- I attach my CV ...

Content tips

- Fill out all blanks and follow the instructions. Never have an item blank. If it doesn't apply to you, enter N/A or write "Non-applicable" in the blank.
- Be sure all information is accurate and agrees with your other documents.
- If you are asked to provide references, offer at least three.
- Use formal but correct English.

- b) Read the example of an application form and say if the applicant managed to reflect all tips.

Example:

*Complete fully and mail to The Admissions Office.
Providence College, Otterburne, Manitoba ROA 1G0*

Applying to begin studies In Fall Term (Sept) 20____
 Winter Term (Jan) 20____ Summer Term (May-Aug) 20____
 Name _____ Male Female
 Mailing Address _____ Telephone #: home _____ mob _____
 Birthdate _____ Place of Birth _____
 Citizen of which countries? _____
 First Language _____
 TOEFL Score (If first language is not English) _____
 Parents names, address _____

High school information

Transcripts of your High School work are required for admission.
 Please ask your school to send a transcript directly to The Admissions Office, Providence College.

High School Attended _____
 Address _____
 Highest Grade Fully Completed _____ Year _____
 Grade Now Attending Applicable _____

Post high school information

If you are no longer attending High School, list in chronological order any post-High School studies and / or other studies completed with corresponding dates.

Current Occupation _____
 Are you applying to other Colleges this year? If so, which ones?



At home: in your workbook, fill out the application form as if you are applying to a college / university.

4.2. A Good Start

Words

fireman
 job interview
 beach lifeguard
 office junior
 monotonous
 job requirement
 airhost (hostess)
 employer
 working environment
 dress master
 prestigious
 backbreaking

Phrases

to offer fees
 to contribute to the family income
 to do courses
 to get a promotion
 to save up money
 to get a student loan
 to answer the requirements
 to earn a fortune
 to have an ambition to become ...
 to be worth the rewards
 to go into a profession
 to base one's life around sth

Expressions

Hopefully ... — Сподіваюся, ...

If the worst comes to the worst ... — У найгіршому разі ...

at least ... — принаймні ...

Go Ahead!

Look at the pictures and offer a possible job for these people. Give your reasons.





Example: *I think young people in the first picture are fond of dancing. They may dream of becoming dancers.*

II Rhyme and Reason

Read the part of Robert Frost's poem "The Road not Taken" and practise the sounds /ou/ and /ai/. Say what message the poet tried to convey. Do you share his ideas?

The Road not Taken

Two roads diverged in a yellow wood,
And sorry I couldn't travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverted in a wood, and I —
I took the one less travelled by,
And that has made all the difference.

(by Robert Frost)

III Enrich Yourself!

Read the chart and learn the words and phrases related to the topic.



a) Choose the job from the box and say who you will contact if:

• you want to have a good picture of yourself;	• fireman
• you have problems with your teeth;	• photographer
• you want to have a new suit;	• tailor / dressmaker
• you want to do your hair;	• airhost / hostess
• you want to know more about laws;	• beach lifeguard
• you are on board a plane and want sth;	• dentist
• your father's car has been broken;	• barber / hairdresser
• you've lost your friend on the beach;	• mechanic
• you don't know which book to choose;	• lawyer
• your house is on fire.	• librarian

Example: *If I want to have a good picture for my documents I'll contact a photographer.*

b) Say which of the jobs may be:

- challenging
- prestigious
- rewarding
- satisfying
- backbreaking
- monotonous
- tiring
- stressful

Give your reasons.

Example: *In my opinion, a librarian's job is very challenging and rewarding at the same time. If you deal with books every day, you can enrich yourself greatly. Besides, helping readers to choose books to their tastes is very rewarding.*

c) Say what qualities and characteristics are important for the following jobs. Explain why you think so. Use the words from the box below.

Example: *I believe it's important for an airhostess to be very attentive to the passengers' needs, because many of them feel scared. She should be patient and polite even if they are not pleasant. The ability to speak a foreign language is very useful as there may be foreigners on board.*

Professions	Qualities and characteristics
<ul style="list-style-type: none"> • beach lifeguard • dressmaker • vet • journalist • mechanic • babysitter • driver • lawyer • cook • office junior 	<ul style="list-style-type: none"> • creative • accurate • curious • energetic • sympathetic • educated • courageous • sociable • imaginative • patient • loving • ambitions • strict • love animals • ability to make decisions quickly • have sense of humour • have wide knowledge

- d) Work in trios. Read the teen job advertisement in a British newspaper and the information of three applicants. Choose the best suited candidate for the job. Give reasons for your choice.

Interested in a part time job?

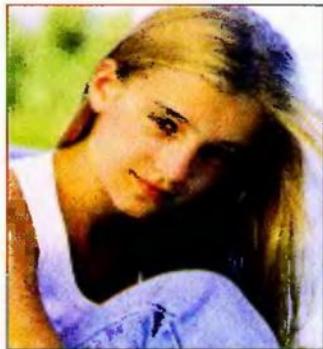
A city youth club is looking for an office junior. Half a year contract. Must be prepared to work late.

Name: Lisa Varden

Education: completed the 9th form

Work experience: I haven't any except babysitting for my mum. I'd like to work as I want to contribute to my family income.

Skills: I'm not very advanced academically, but my friends say I'm quite sociable.

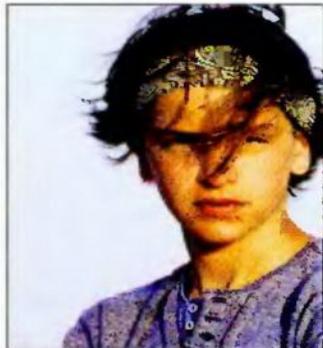


Name: Phil Brown

Education: completed the 9th form

Work experience: I have been repairing my dad's car but I haven't got a driving license.

Skills: I like working with machines and have good knowledge of cars.



Name: Roy Collins

Education: completed the 9th form

Work experience: I've been helping at my dad's office: received telephone calls, made photocopies.

Skills: Good knowledge of Microsoft Word and Excel.



- e) Say what job(s) you would like to try in the future. Concentrate on the following:
- if you need a special training or qualification;
 - how you can characterize the job you have chosen;
 - what are the pluses and minuses of the job of your choice;
 - who or what influenced you in choosing this job;
 - what prospects this job can offer you.

IV Your Language Portfolio: Reading

- a) Read about 3 British teenagers' decisions of a good start and say if they are the same or different.



I don't have high A-levels to go to a good university and I also don't think my family can afford the fees. My parents really need me to contribute to the family income. My teachers recommended trying a job in a company which may want me to do certain courses for my position so I could develop and get a promotion. I think it's a good idea. If my job doesn't offer any training or opportunities for me to study and work, at least I will get experience. Hopefully,

I will be able to save up some money so that I could then go to university. And if the worst comes to worst and I really don't enjoy my work and want to get back to studying, I can always get a student loan that I pay back later.

... I went to college until I was 18. I passed my A-levels, then went surfing around the world on what they call a "gap year". You are allowed to do it — in fact you are told that future employers love it because it means you have done something interesting, shown your independence and have something original to talk about in your job interview. But

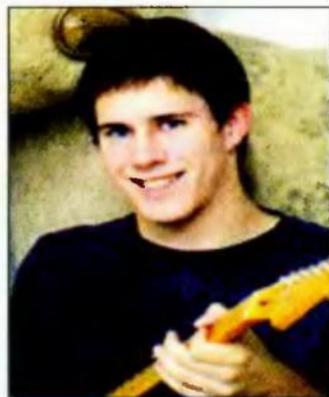
once the gap year is over, you must start serious work — start earning money and making plans for the future.

I'm now on my fourth "gap year" and I'm happy. Every summer I work as a beach lifeguard in Cornwall where thousands of people go for their summer holidays. I don't earn a fortune but my life is rich. I wake up every morning and see the ocean. I can surf every day, if there are waves. Surfing is the only thing in my life that truly makes me happy. So that's what I'm going to do. I'll base my life around it in every possible way. I want to do exactly what I'm going right now. I don't want to see the world in the movies or read about it in books. I want to see it myself, smell it, hear it and feel it. I refuse to follow in anyone's footsteps.



... Having been a fan of detective stories, I was keen on learning more and had an ambition to become a lawyer. After my GCSEs I didn't know which way to turn but I suppose I really wanted to find out if I was suited to this profession.

To begin with, I started looking for a job in a law firm. I put my CV together, made lots of copies and posted them to as many law firms as I could find. I knew that all I could do was basic office duties, such as what an office junior or a runner would do, but at least I would be getting experience and finding out if I liked this working environment. So I was accepted as an office junior at a law firm only a 15-minute bus ride from my house.



I loved it. I was seeing for real how cases were solved, how evidence was gathered in the whole process. I learnt it was very

hard work but the rewards were worth it. I could see that this job answered all the traditional requirements: job satisfaction, career possibilities, good working conditions and stability. This assured me that I wanted to go into this profession.

Across Cultures: Great Britain



GCSE — General Certificate of Secondary Education; a school examination in any of a range of subjects, usually taken at the age of 16 in British schools.

A-level — an examination in a particular subject which students in England and Wales take when they are 18. Students usually need to pass at least three A-levels in order to go to University.

student loan — a method of paying for education in which students at universities and colleges borrow money from banks and repay it when they begin work after completing their studies.



Cornwall — a country in SW England which is a popular place for tourists and for people who enjoy surfing.

Gap year — a year between finishing school and starting university.


MIND!
tailor —

a person who makes people's (especially men's) outer clothes (coats, suits, jackets).

Example:

Mr Smith is an experienced tailor — he made thousands of suits for thousands of men.

a job — is the work that a person does regularly to earn money.

Example:

Uncle Sam was a station master and he loved his job.

dressmaker —

a person who makes clothes (especially women's) to order.

Example:

This famous dressmaker has made me a dress for my wedding.

profession — is a job that requires special training, often a university education and brings a rather high social status.

Example:

After 30 years of work I've understood that I know my profession.

b) Choose the right words from the box above and complete these sentences.

Mr Gray is a ... and he's made all my father's suits. The suits are perfect, because Mr Grey loves his ... and all his suits. My mom wants a new dress, she goes to our neighbour Lucy Grant, who is a well-known Lucy wanted to get a ... of a designer, but couldn't go to university. So she enjoys her I think she is well-suited to it.

c) Say which of the 3 British children said these words. Can you develop their ideas?

• I'll base my life around the thing I like in every possible way.	Kevin
• This assured me that I wanted to go into this profession.	

• I don't think my family can offer the fees.	
• I can always get a student loan that I pay back later.	
• The future employers love a "gap year".	
• I really wanted to find out if I was suited to the profession.	
• My job really makes me happy.	
• I want to see the world myself, smell it, hear it, feel it.	

d) Copy the table in your workbook. Fill in the chart and comment on the teenagers' decisions.

Name	Reason of choice	Solution	Job chosen
Carol	Low A-levels, need to contribute to the family income.		
Kevin			
Paul			

e) Judging by the teenagers' experience, say what prospects for the future they have after finishing school. Which of them appeals to you most and why?

f) In pairs, discuss the after-school opportunities for British teenagers and say if you have the same in Ukraine.

- When do the British teenagers start searching for a job?
- After their GCSE exam, I believe.
- Is it typical of those whose A-levels are poor?
- _____
- What are the options for those who must contribute to their family income?

-
- Kevin had a “gap year”. Can Ukrainian teenagers have it?
-
- What does early work start give teenagers?
-
- What do British teenagers think of the requirements for a good job?
-
- Do we differ in this respect?
-
- What job can make teenagers happy, according to their opinions?
-
- Do you share their opinions?
-

Your Language Portfolio: Writing

Cover Letters

- A cover letter is a one-page document that says who the person is and why he is applying for a job.
- It highlights the aspects of the writer’s background and reasons for applying.
- It demonstrates that the applicant can organize his / her thoughts and express him / herself clearly and appropriately.

How to write a cover letter

Language tips

Content tips

1) Communicative skills:

- Dear personnel Director,
- I’m writing in reference to ...
- In the meantime, you may reach me ...
- I look forward to hearing from you ...
- Regards, ...

- 2) Concise presentation of experience and qualification:
- Your advertisement fits my experience and qualification.
 - I have achieved high marks in my ...
- 3) Level of professionalism:
- I feel I would be suitable for this position for a number of reasons.
 - I may become a close fit to ... needs.
 - I hope I can become a productive member of ...
- 4) Issues to the person's personality:
- I believe that I have good communicative skills.
 - I have always taken a keen interest in ...

- a) Read the advertisement and Kelly's cover letter to it. Say if the girl managed to reflect all the tips.



Our town has become one of the greatest attractions for tourists thanks to its unique churches and ancient buildings.

Tourist office is looking to employ guides during the summer to show tourists round.

Requirements:

- good knowledge of English;
- communicative skills;
- history knowledge.

If you feel you are suitable for this position, apply for it as soon as possible.

City Tourist Office
777 Pearl St. Rm. 1001
Eugene, ORE 97401

Dear personal Director,

Your advertisement in the “Teen Job Opportunities” newspaper for a tourist guide fits my experience perfectly and I am writing to express my interest and enthusiasm for this position. My career achievements have included one summer experience with my international friends, namely:

- showing them round the city;
- making excursions to some ancient churches of the region;
- presenting the exhibits of our local history museums.

There are many reasons why I would be great at this job. Firstly, I have achieved high marks in my English language. Secondly, I was born in this town and I think I know much about it. And finally, this job offers exciting opportunities for my future career. If you agree that I’m a close fit to your needs, I would be delighted to become a productive member of your team.

In the meantime, you may reach me at (762-685-1991) or via email at lzhytomir.f@yahoo.com. I look forward to hearing from you.

Regards,
Kelly Brown

 **At home:** write your version of the cover letter to the advertisement.

4.3. A Creative Mind

I Go Ahead!

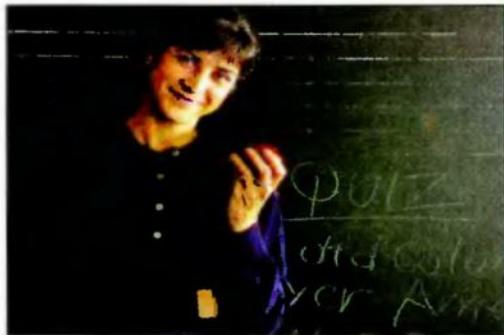
Look and say which professions need creativity and why.



a writer



an actor



a teacher



a scientist

Example: *A writer should be creative if he wants to write an interesting book.*

II Rhyme and Reason

Read the quotes of well-known people and practise sentence stress. Comment on one of them.

“Generally speaking, it takes people a lot of thinking and hard work, even with the aid of a teacher to get any thing worth having”.

P. J. MacDonald

“Great things are not done by impulse, but by a series of small things brought together”.

Vincent Van Gogh

“The secret of joy in work is contained in one word — excellence. To know how to do something well is to enjoy it”.

Pearl S. Buck

III Your Helping Hand

Grammar: Gerunds with prepositions

You may express your ideas using the gerund (base form *verb* + *ing*) after prepositions.

Example: *My parents insist on my becoming a pilot.*

Here is the table of widely used prepositional combinations.

about / of	for	of
<ul style="list-style-type: none"> • complain • dream • talk • think • worry 	<ul style="list-style-type: none"> • apologize • blame • thank • pay • be famous 	<ul style="list-style-type: none"> • be capable • be guilty • be tired • approve • be fond
in	from	to
<ul style="list-style-type: none"> • believe • be interested • participate • succeed 	<ul style="list-style-type: none"> • keep sb • prevent sb 	<ul style="list-style-type: none"> • look forward • object • be opposed

Example: *My friends and I are looking forward to becoming students.*

See the list of common verbs and adjectives with prepositional combination in Appendix on p. 263

a) Make up sentences from the table.

- Are you interested
- We apologize
- My teacher insists
- I often dream
- Ann succeeded
- She is keen
- She is very good
- My dad is tired
- We all look forward
- John is thinking

for
on
of
in
at
to

- learning English.
- coming late.
- applying to college.
- changing his job.
- having time to read all my books.
- becoming an artist.
- swimming and dancing.
- working at night.
- travelling all over the world by boat.
- choosing our career.

Example: *We apologize for being late.*

b) Read the parts of the sentences and combine them in your workbook with correct prepositions in brackets.

— *I want to talk to my teacher. I have problems with English. (about)*

— *I want to talk to my teacher about having problems with English.*

1) — I like chemistry. I think I'll become a chemist in future. (about)

2) — Paul gave me a piece of advice. I want to thank him. (for)

- 3) — My parents can help me. They can listen to my concerns. (*by*)

- 4) — I like to model ships. I have a great interest in it. (*in*)

- 5) — Ann speaks English well. She is really good. (*at*)

- 6) — My elder brother works too much. My parents disapprove. (*of*)

- 7) — My granny grows many flowers. She is fond of it. (*of*)

c) Read about Phil's visit to Wales and fill in the sentences with correct prepositions:

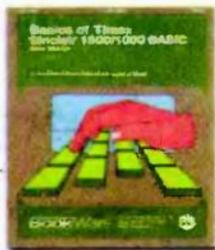
My friend Phil is good _____ painting. He is especially good _____ painting landscapes that's why he was dreaming _____ visiting Wales. He had been looking forward _____ going there for ages. I also joined him though I was more interested _____ getting some fresh air and rest. On our way to it, he talked _____ climbing the mountains and exploring them. He insisted _____ my having a camera with me so that I could take pictures of the most picturesque places. I didn't object _____ roaming about the mountains and I thought it might help my friend. He thinks _____ becoming an artist, and has succeeded _____ painting some rural landscapes. So I can't prevent him _____ doing what he really wants.



IV Enrich Yourself!

- a) Look at the pictures, study the comments and give a detailed answer to the questions about the most popular professions in Ukraine and some English-speaking countries.

1) What do computer programmers create?



a programming language



software

2) What creative professions are necessary for making videoclips?



camera, film director, costume designer, actor

3) Where can modern artists paint their pictures? Why do they do it?



a pavement artist



graffiti

4) What working qualities do youth workers need?



a good organizer, patient, knowledge, sociable

b) Complete the description of popular creative professions.

As far as I know, _____ is the most popular profession in the USA. _____ programmers create _____ and different _____. It helps us to become _____ literate. Many teenagers _____ if they want to have _____ job. Those who _____ usually reach their goals. Modern videoclips are created by _____, _____, _____, _____ and other _____ people. Their professions are _____ and at the same time very _____. Many teenagers _____ try to make other people happy. Besides, many artists _____ the world in search of _____ ideas. They have _____ to become famous and base their lives _____ it. British artists are creative _____ bring their art outdoors in big cities. You can see _____ on the walls and pavement artists' pictures in the streets of London. Youth workers have the biggest job _____ as they deal with young people. _____ and _____. Youth workers can help teenagers _____ that's why their job is always _____. The future belongs to _____ professions, I'm sure.

- c) Look at the portraits and describe any creative profession that makes him / her and other people happy.



Lina Kostenko
a poetess



Ani Lorak
a singer



Andriy Shevchenko
a footballer



Bohdan Stupka
an actor



Tetyana Yablonska
an artist

✓ Your Language Portfolio: Reading

- a) Read the texts of different genres and match them to the correct titles.

Family Tradition

Live and Learn

The Career Choosers

I always wanted to work. I had dreams of earning my own money and I had ambition. When I left school I didn't think about higher education. All I wanted was to go out into the world, feel independent and start working. I compiled my CV and sent about 20 copies to local supermarkets, coffee shops, offices, restaurants, etc.



I got a part-time job in a coffee shop. I stocked the shelves with food products, washed up. It wasn't backbreaking, but challenging either. It was monotonous, so after 2 weeks I was bored and was not getting any satisfaction. I tried about 6 other jobs but I didn't fit in. Then my dad offered me a job to help him out at the newspaper office. He is an editor, you know, and was getting very busy and needed some extra help. When I started out I was a runner, but I learned quickly how to make a paper. I helped to take pictures and deliver films, made some designing of web-pages and I realized I was enjoying the job. I was helping the staff, making friends and feeling useful. Now that's job satisfaction. I've got a promotion.

Now I am a newspaper photographer now and feel proud to follow in my father's footsteps.

As you can see, it took me a while to find and understand what I really wanted for a career. For some people choosing a career is the easiest choice. My younger brother knew he wanted to be an architect at the age of 10.

In today's job market you need to take these same steps for your professional development. Take a fresh look at your skills, determine your many talents, examine your personal values, polish your skills. Try to see where you need to make improvements. Here are some tips for you.

- Learn more through studying. College, university, continuing education course, on-line course — this will help you add to your skill set and illustrate that you are a life-long learner.
- Help others and help yourself. Offer to help out: social action committee, hospital, social service organization, school, work

with children, museums. This will help you develop a broader network of friends and acquaintances and an opportunity to give back to community.

- Read and learn. Visit the library, look on-line, study a subject and research an area to improve your knowledge of a subject. Read journals, books, poetry, magazines, newspapers. By reading those specific articles you become better informed.
- Experiment! It is fun to try something different that you haven't ever done before. It opens your mind and gives you a chance to learn and laugh. Remember how it was for the first time you mastered riding a bike.

b) In the texts, find the nouns formed from the following verbs.

- | | |
|--------------|---------------|
| • to develop | • to educate |
| • to improve | • to organize |
| • to satisfy | • to chance |
| • to dream | • to copy |

c) Explain what is meant in the texts by:

- | | |
|------------------------|-------------------|
| • a life-long learner | • a part-time job |
| • personal values | • an editor |
| • on-line course | • a runner |
| • a network of friends | • a web page |
| • ambition | • staff |

d) Say what recommendations of the leaflet were realised by the author of the article and if they helped him in choosing a career.

VI Your Language Portfolio: Writing

CV (Curriculum Vitae)

- A Curriculum Vitae is written by a person who is searching for a job.
- It should begin with giving some important personal details, in case the employer wants to contact you.
- In a CV, a job seeker should write a detailed lengthy and structured listing of his / her education, awards, work history skills, and interests.

How to write a CV

a) Study the tips and say what you can write about yourself.

Language tips	Content tips
1) Personal information	<ul style="list-style-type: none"> • your name • address • date of birth • telephone number
2) Education	<ul style="list-style-type: none"> • your form • the name and address of your school
3) Work experience	<ul style="list-style-type: none"> • your summer and Saturday job's descriptions • your achievements • new skills, knowledge you've got (if you don't have work experience, write about your potential: describe your participation in school projects, competitions, conferences, etc.)
4) Skills	<ul style="list-style-type: none"> • your strong points: subjects and activities you are good at (never undersell yourself, be positive about your abilities)
5) Interests	<ul style="list-style-type: none"> • your significant achievements related to your interests (don't only list interests, add a few details)



At home: complete a CV as if you are looking for a summer (Saturday) job.

4.4. Work for It!

Communication Box: How to discuss career choices

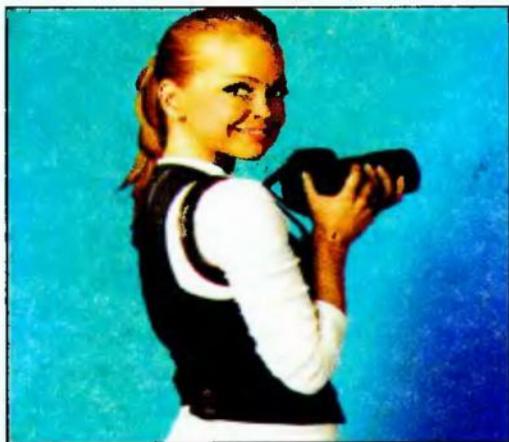
- What are you going to do?
- Have you ever thought of _____?
- Perhaps you could _____
- It might be a good idea to _____
- Would you care to _____?
- You'd better _____
- Why not _____?
- What are you up to after finishing school?
- That suits me very well.
- That would be great.
- I think it's my cup of tea.
- Sorry, it's not in my line.
- I won't fit in it, I'm afraid.
- Well, what I would do is _____
- I'm in two minds.
- I'm a little uncertain.

! Go Ahead!

Look and say which professions will become popular in 10 years and why.



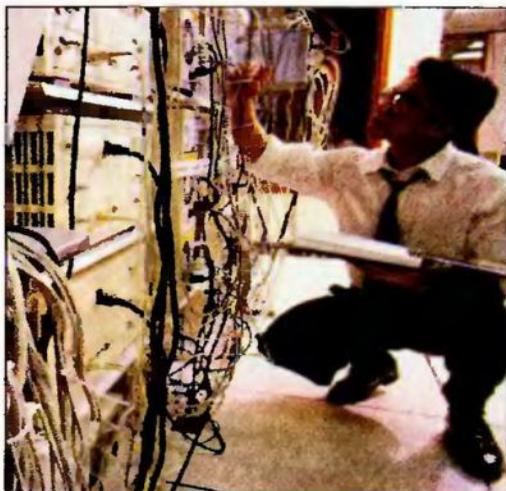
a designer



a photographer



an astronaut

a computer
programmer

Example: *I think the profession of an astronaut will be popular in 10 years, because people will go to different planets on holidays.*

II Rhyme and Reason

Read the lyrics of the song and practise the sounds /æ/ and /au/.
Try to answer the questions of the song.

Blowing in the Wind

How many roads must a man walk down
Before they call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?

How many times must the cannon balls fly
Before they are forever banned?
The answer my friend is blowing in the wind
The answer is blowing in the wind.

Express Yourself!

- a) Read and learn how to discuss career choices. Look at the pictures and fill in the mini-dialogues.



university

- 1) — I say, _____, what are you up to after finishing school?
 — Well, what I would do is go to _____ and continue studying.
 — That would be great.



an astronaut
corporation

- 2) — Have you ever thought of becoming _____?
 — Sorry, I won't fit in it, I'm afraid.



a film director

- 3) — Since you are interested in film making, perhaps you could become a _____
 — I'll think about it.



a journalist

- 4) — You have nice communicative skills. Why not try to become a _____?
 — That suits me very well. It's my cup of tea.

- 5) — You are interested in debating.
You'd better become a _____
— Sorry, it's not in my line.



a politician

b) Read and respond, discussing career choices.

- 1) — *Have you ever thought of going to a music college?*
— *It would be great to continue my study. I'm really interested in playing the piano.*
- 2) — What are you up to after finishing school?
— _____
- 3) — You are good at translating. Would you care to become a translator?
— _____
- 4) — You always participate in dancing. Perhaps you could become a dancer?
— _____
- 5) — Since you are keen on computing, you'd better base your job around it.
— _____
- 6) — You are so good-looking and have nice communicative skills. Why not try to become a TV host?
— _____
- 7) — What would you say to choosing a career of a sailor?
You adore sea, I know.
— _____
- 8) — You have an inspiration and you paint nice pictures. It might be a good idea to become an artist.
— _____

c) Read and give context to:

1) — What are you up to after finishing school?
— Well, what I would do is search for a nice job.

2) — _____
— That suits me, I think.

3) — _____
— I won't fit in it, I'm afraid.

4) — _____
— That would be great! Writing is my cup of tea.

5) — _____
— Sorry, but it's not in my line.

6) — _____
— It's a good idea. I'll think about it.

7) — _____
— Frankly, I don't know what to do with my life.

8) — _____
— Well, perhaps I'll try.

IV Work Your Wisdom!

a) Copy the table in your workbook. Match the parts of the proverbs and explain their meanings.

• Learning is a treasure ...	... which accompanies its owner everywhere.
• Hard work pays off in the future ...	... laziness pays off now.
• It's never too ...	... and master of none.
• Jack of all trades ...	... better than one.
• Two heads are ...	... late to learn.

b) Illustrate the proverb you like most.

V Your Language Portfolio: Listening

a) Listen to Alice's talk with her mum and say what problem she has.

b) Now, say how Alice:

- expressed her desire to talk to her mum;
- expressed her feeling about graduation from school;
- expressed her uncertainty;
- expressed her gratitude to her mum.



Say how her mum:

- soothed her daughter about her feelings connected with graduation;
- encouraged her daughter to have a try;
- appreciated what her daughter had written;
- reacted to her daughter's thanks.



c) Transform the dialogue as if Alice was talking to her friend. Make it up round the beginning given.

- ... I say _____. Are you busy at the moment?
 — No, but why? What's up _____? You look a bit confused.
 — It has got much to do with my feelings about graduation and I need a friendly ear ...

VI Your Language Portfolio: Writing

Project 4: Making a job advertisement.

Your steps:

- 1) Prepare for your project work. Bring your photos, pictures, drawings and other things you need for your project.
- 2) Find your project partner(s). Move round the classroom and find out who has similar future plans.

- 3) Think of the title of your project.
- 4) Design a job advertisement and prepare for the presentation of your project.
- 5) Present your project to the class.
- 6) Listen to your friends' presentations and give your feedback in writing. Use the evaluation card below.

Evaluation Card

Write:	Group 1	Group 2	Group 3
1) If the title is suitable:			
2) If the information is interesting:			
3) If there are any fresh ideas:			
4) If the presentation is good:			

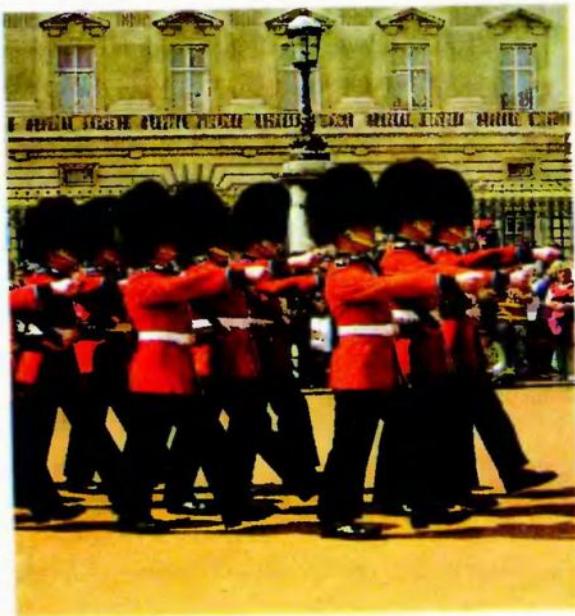
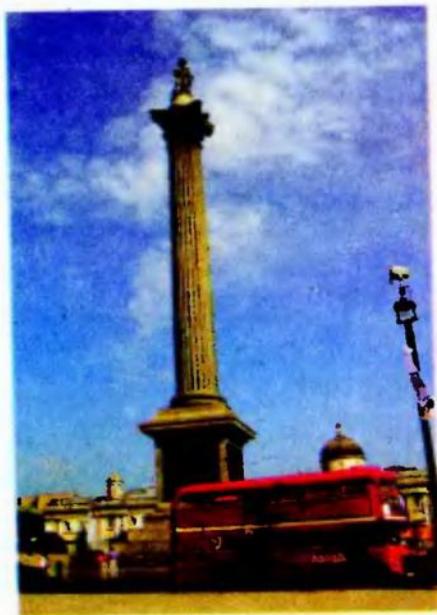


At home: search the Internet and find more information about prestigious professions of the 21st century. Write job advertisements for two of them.

Go to p. 243 for cross-cultural reading.

Unit 5.

Touring Britain



5.1. England's Must-sees

Words

glory
 must-see
 scenery
 picturesque
 to embrace
 network
 stately view
 signpost
 resort
 punting
 principal attraction
 summer solstice
 to dominate sth
 stained glass
 special flavour

Phrases

to be full of sth
 to be ideal for sth
 to be second only to sth
 to tread one's streets
 to date from (time)
 to have one's own
 to offer a superb mix of sth

Expressions

The former..., the latter — перший / останній із зазначених
 ... leaves no doubt that — Без сумніву, ...

Go Ahead!

Look at the photos and say which of these sights can be found in England and what they are famous for.



Buckingham
 Palace



Trafalgar Square



Stonehenge



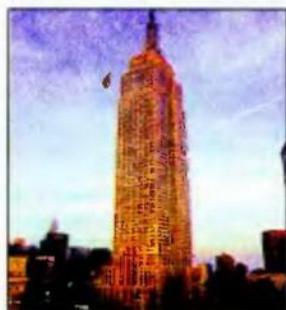
King's College,
Cambridge



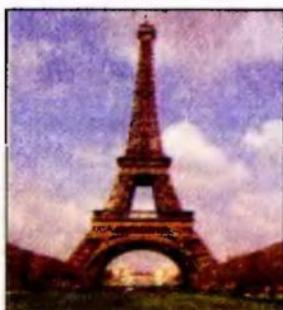
The Opera House,
Sydney



Shakespeare's
Birthplace,
Stratford-upon-Avon



The Empire State
Building



The Eiffel Tower

Example: *Buckingham Palace is situated in London, and it is famous for being the royal residence in the English capital. The ceremony of the Changing of the Guard takes place in front of it daily at 11:30 in the morning.*

II Rhyme and Reason

Read a part of Rudyard Kipling's poem and practise the sounds /a:/ and /g/. Say what and who makes England a garden.

The Glory of the Garden

Our England is a garden
that is full of stately views,
Of borders, beds and shrubberies
and lawns and avenues,

With statues on the terraces
and peacocks strutting by;
But the glory of the Garden
lies in more than meets the eye...

Our England is a garden,
and such gardens are not made
By singing: "Oh, how beautiful!"
and sitting in the shade,

While better men than we go out
and start their working lives
At grubbing weeds from gravel-paths
with broken dinner-knives...

(Rudyard Kipling)

III Your Helping Hand

Grammar: The Past Simple, Past Continuous, Past Perfect Active and Passive

If you want to talk about the past, use:

- 1) **the Past Simple (active: V-ed / V2; passive: was / were + V-ed / V2)** to express an action, event, or state completed at a general or specific time in the past.

- Examples:**
- *Vikings **attacked** the coasts of Britain in the 9th century.* (The Past Simple Active)
 - *Brighton Dome **was built** in the Indian style.* (The Past Simple Passive)

- 2) **the Past Continuous (active: was/were + V-ing; passive: was / were + being + V3)** to express an action that was in progress at a time in the past.

- Examples:**
- *Joe Harris **was staying** in Brighton when he had an idea of taking photos of England at its very picturesque.* (The Past Continuous Active)

- *When Joe came to see Stonehenge, the summer solstice **was being celebrated** there. (The Past Continuous Passive)*

3) **used to + base form verb** to state that was true in the past but is no longer true.

Examples: • *Brighton Dome used to be King George IV's stables, and now is a major arts scene.*

4) **the Present Perfect (active: has + V3; passive: has been + V3)** to express an action, event or state completed at an indefinite time in the past.

Examples: • *There has always been something of a divide between the industrial North and the wealthier South of England. (The Present Perfect Active)*

- *Interestingly, York's tiniest street has been given the city's longest name. (The Present Perfect Passive)*

5) **the Past Perfect (active: had + V3; passive: had been + V3)** to show an action, event, or state that happened before a certain time in the past.

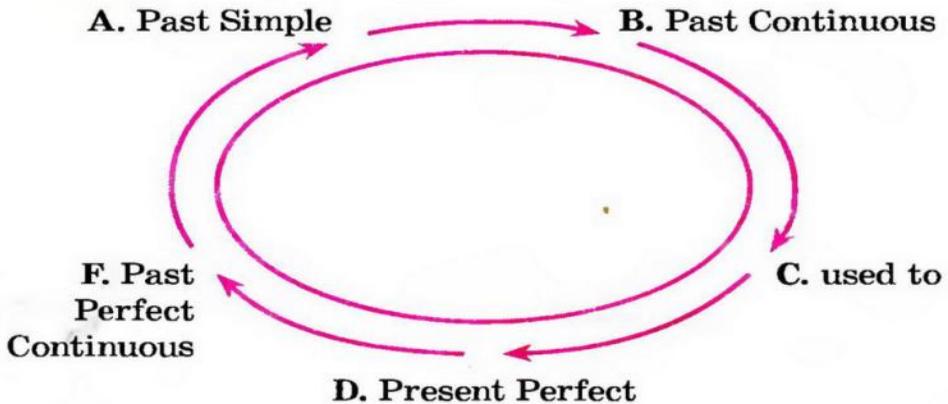
Examples: • *Joe Harris had taken hundreds of photos before he chose the best ones for the display. (The Past Perfect Active).*

- *Stonehenge had been built before the Druids flourished in Britain. (The Past Perfect Passive).*

6) **the Past Perfect Continuous (active only: have / has been + V4)** to express an action that was in progress before another past event.

Examples: • *Joe had been travelling along the Channel Coast for two weeks when he reached Kent. (The Past Perfect Continuous Active)*

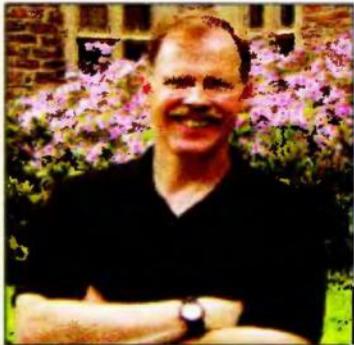
- a) Let's play a grammar roundabout game, using the word-combination from the box.



- Example:** A. *Thousands of visitors treaded York's streets last year.*
 B. *I was treading York's streets when I raw into my former classmate.*
 C. *Vikings used to tread York's streets in the 9th and 10th centuries, etc.*

- to tread York's streets
- to take pictures of a prehistoric monument
- to visit a museum
- to punt
- to build a house

- b) Complete the story of how Joe Harris became a famous photographer.



- 1) — a professional photographer for seven years by 2008.

Joe Harris had been a professional photographer for seven years by 2008.

- 2) — always enjoy traveling.

- 3) — already (visit) different parts of England.

- 4) — (*have*) an idea of taking photos of England at its most picturesque while (*touring*) the Channel Coast.
-
- 5) — (*to take*) thousands of pictures before (*choose*) the best ones.
-
- 6) — (*offer*) his photos to several publishing houses.
-
- 7) — (*sign*) an agreement a month ago and (*become*) an author of a travel guide-in-pictures.
-
- 8) — (*become*) tremendously popular among tourists.
-

c) Describe an important event from your past. Follow the pattern below.

Once I _____
 Before that _____
 _____ when _____
 I had been _____ for _____
 before. _____
 used to _____
 _____ recently.

d) In groups, find out what important events happened to your classmates in the past. Report your findings to the class.

Sample questions:

- What important event happened to you in the past?
- When did it happen?
- What were you doing when it happened?
- What had you been doing before it happened?
- How has your life changed recently as a result of the event?

IV Your Language Portfolio: Reading

Read the comments made by the professional photographer Joe Harris to his photos of different parts of England and match the pictures to the paragraphs.

England at Its Most Picturesque



1. Each one of England's counties has its own special flavour. This comes from England's landscape, its resources and its history. There has always been something of a divide between the industrial North and the wealthier South. Every region is full of stately views, and there is a rich variety of scenery to be found in every corner of this green country.

2. The Downs and Channel Coast embrace Hampshire, Surrey, East Sussex, West Sussex and Kent. This is "The Garden of England", green and rural, with rolling Downs. It is ideal for walking: there is a network of long-distance paths through the North Downs and the South Downs. For shorter walks, this south-eastern corner of the country is full of signposts showing public footpaths across common or private land. Some signs have an acorn symbol and a yellow arrow marking public footpaths. They appear on posts, trees and stiles.

3. The liveliest resort on the southern coast is Brighton. It is known as "London-on-Sea", with its famous must-sees — Palace Pier and the Royal Pavilion. The former is Palace Pier, built in 1899 out into the sea, with small buildings on it where people eat and amuse themselves. The latter is the Prince Regent's fantastic Oriental palace. If you look at its photo you will see Brighton's principal attraction today. Opposite the Royal Pavilion is Brighton Dome, an Indian-style building that once used to be George IV's stables and now is a major arts scene.

4. In the West County you can find Europe's most famous prehistoric monument, Stonehenge. It's a group of very large, tall stones arranged in circles. Stonehenge was built in several stages from about 3000 BC. We can only guess at the rituals that took place here, but the position of the stones leaves no doubt that the circle is connected with the sun and the passing of the seasons, and that its builders had a deep understanding of both arithmetic and astronomy. Despite popular belief, the circle was not built by the Druids, before the Christian religion, — more than 1,000 years after Stonehenge was complet-

ed. Anyway, Stonehenge is a popular tourist attraction. Particularly large groups of people come every year on Midsummer Day to celebrate the summer solstice.

5. As you move away from London, you soon reach the countryside immortalized by the landscape painter John Constable — East Anglia. Its name comes from the Angles, the people from Northern Germany who settled here during the 5th and 6th centuries. In modern times, the area has become an important agricultural centre, and today East Anglia grows about a third of Britain's vegetables. Its town life, though, dominates the region as East Anglia is home to one of Britain's top universities: Cambridge. Cambridge University has 31 colleges, the oldest being Peterhouse (1284!) and the newest being Robinson (1979). The college buildings are generally grouped around squares and offer a superb mix of over 600 years of architecture. This is the photo of King's College Chapel I took while I was punting on the River Cam. Work on the chapel took 70 years to complete. Henry VI, who founded King's College in 1441, gave specific instructions about its size: 88 m long, 12 m wide and 29 m high. He also decided that a choir should sing daily at services there. And you know what? This still happens in term time!

6. When going North, you can't miss the city of York, where Roman and Viking relics exist side by side. York is second only to London in the number of visitors that tread its streets. Indeed, walking into its centre is like entering a living museum. The glory of York is the minster (by the way, the word "minster" means a church served by monks). It was begun in 1220 and completed 250 years later. Now York Minster houses the largest collection of medieval stained glass in Britain. Jorvik, the Viking City, is built on the site of the original Viking settlement uncovered by archeologists. It is most famous for recreating the lifestyle of the Viking world of the 10th century. Interestingly, York's tiniest street has the city's longest name — "Whip-ma-whop-ma-gate" — which dates from Saxon times and means "neither one thing nor the other".

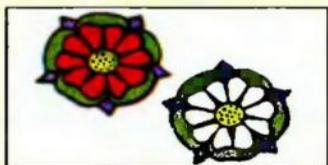
Across Cultures: Great Britain



Hampshire, Surrey, East Sussex, West Sussex, Kent — counties of South England.



Constable, John (1776–1836) — an English painter known especially for his paintings and drawings of East Anglian scenery. His landscape "The Haywain" is one of the most famous British paintings.



Henry VI (1421–1471) — an English king. During his rule there was great dissatisfaction with the government. This led to the Wars of the Roses, in which Henry was finally murdered.



Viking — a man belonging to a race of Scandinavian people who attacked, and sometimes settled along, the coasts of Great Britain from the 8th to the 10th century. The Vikings are known for their skill in building ships and their sense of adventure.

The Prince Regent — the son of George III of Britain who acted as king from 1811 to 1820 because his father was mad. The Prince Regent later became King George IV.

The Druids — ancient Celtic religious group that flourished in Britain around 250 BC.

Saxon times — the time period in the 5th century when Saxons, members of the German group, came to live in England.

 MIND!**country** —

1. an area of land that is a nation.

Example:*England is my native country.*

2. the land outside cities or towns.

Example:*We are going to have a day in the country tomorrow.***county** —

(in Britain) a unit of local government in England, Wales and Northern Ireland.

Example:*There are 46 counties in England and 6 in Wales.***oriental** — (formal) from the eastern part of the world.**Example:***The Royal Pavilion is a fantastic Oriental palace.***eastern** — belonging to the east part of the world or of a country.**Example:***Eastern regions will have heavy rain today.*

a) Choose the right word from the box above to complete these sentences.

- 1) Susan has a strong interest in ... culture.
- 2) The Lake District is good walking
- 3) Hampshire is a ... of south England, bordering on the English Channel.
- 4) The ... sky was just turning pink.
- 5) Ann is a typical ... girl.
- 6) Ukraine became a fully independent ... in 1991.

b) Copy the table in your workbook. Decide which part of England is characterized in the following way.

	The Downs	Channel Coast	The West Country	East Anglia	The North Country
“The Garden of England”					
industrial					
home to one of Britain's universities					
a popular tourist attraction especially on Midsummer Day					
“London-on-Sea”					
a living museum					

- c) Act Joe Harris and comment on his photos of different parts of England. Use the pictures and the word-list below.



- to be full of stately views
- to be ideal for sth
- to be second only to sth
- to date from (time)

- to leave no doubt
- to dominate sth

d) In pairs, interview Joe Harris about his impressions of England, as in the pattern below.

A. I say, Joe, what is the most picturesque _____?

B. I think each one of _____ has its own _____
This comes from _____

A. Is there much difference between '_____'??

B. There has always been _____, but every _____
is full of _____ and there is a rich variety of _____

A. What area is called _____?

B. _____, of course. It is ideal for _____
There is a network of _____

A. I see. And what town is known as _____, I wonder?

B. _____, with its famous _____

A. And why is _____ considered a popular tourist attraction?

B. It is Europe's most _____. It is connected with _____
large groups of people come _____ to celebrate _____

A. How interesting! And am I right to believe that
_____ is second only to _____?

B. Absolutely! Indeed, _____ is like _____
_____ leaves no doubt that _____

A. And what about _____?

B. _____ is home to _____. It has _____
And you know what? This still happens in _____!

A. Incredible!

V Your Language Portfolio: Listening

a) Listen to the story and say whether the friends' boat trip was a success.

b) Listen to the story again and choose the correct option to complete these sentences.

- The tourists stopped at _____
 - Stonehenge;
 - Sonning;

- c) York;
d) Cambridge.
- 2) The place was _____
a) at the seaside;
b) in the mountains;
c) on the bank;
d) in town.
- 3) The tourists decided to cook _____
a) breakfast;
b) lunch;
c) dinner;
d) supper.
- 4) The dish was NOT made with _____
a) fruit;
b) vegetables;
c) meat;
d) fish.
- 5) Two friends _____
a) gathered wood;
b) made a fire;
c) peeled the potatoes;
d) put up a tent.
- 6) The advantage of the Irish stew was _____
a) that it required a professional recipe;
b) that it took no time to cook;
c) that it had many ingredients;
d) that it was made of potatoes only.
- 7) The Irish stew was _____
a) a success;
b) a failure;
c) Harris's favourite dish;
d) a waste.
- 8) The tourists would never _____ their boat trip.
a) recollect;
b) enjoy;
c) forget;
d) describe.

VI Your Language Portfolio: Writing

Public Signs

- Public signs are placed on signposts, trees and stiles in areas that are frequently visited by tourists.
- The signs can be permanent ones, for example showing public footpaths across common or private land; or the signs may be temporary ones letting visitors know about a coming event.
- In the permanent signs the writing is more formal in style and may have symbols.
- The temporary signs about events are informal and may only have a few words on them — just giving the details of time and place of the occasion.

How to make a public sign

- a) Study the language tips and say what these signs can inform or warn people of.

Permanent Signs

- No smoking.
- Private property.
- Trespassers will be prosecuted.
- Bedford, 2 miles.
- Public footpaths.
- Do NOT litter!
- In case of emergency _____
- Caution!

Temporary Signs

- If you are interested in _____ visit _____
- Please join us at _____
- Welcome to _____
- Don't miss _____
- If you think _____, contact _____

- b) Look at the signs and orally match them to the areas where they can be placed.

- parking lot
- school area
- bicycle shed
- public footpath
- office area



Examples:

Emergency Exit Plan

In case of fire, exit the building by use of the stairs, following the attached exit plan.

Welcome

to the University Debating Club
On Civic Issues!



At home: design public signs which can be placed in the following areas:

- Stonehenge;
- King's College Chapel, Cambridge;
- the Palace Pier, Brighton;
- Yorvik, the Viking City, York.

Use the prompts in your workbook.

5.2. Introducing Scotland

Words

self-created job
 ancestor
 diversity
 without parallel
 to possess
 performer
 to explore sth

Phrases

to take a picture / photo with sb
 to attend a festival
 to be known as sth
 to be seized by sth
 to sense the past
 to make one's way to ...
 to be on one's visitors' checklist
 to rival sth / sb in sth

Expressions

Incredible! — Неймовірно!
 What a stroke of luck! — Яке везіння!
 When an opportunity presented itself, ... —
 Коли виникла така нагода, ...
 Good choice! — Правильний вибір!
 ... as my guide puts it — Як написано
 у туристичному довіднику
 In spite of that ... — Незважаючи на це, ...
 Same here. — Взаємно.

Go Ahead!

Look at the pictures and say how they, in your opinion, relate to Scotland.



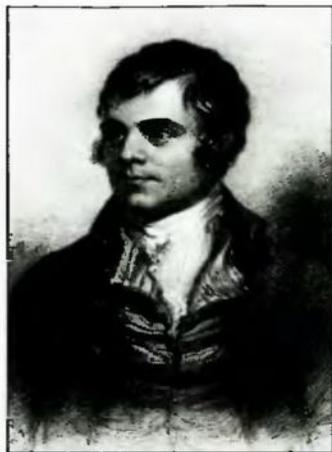
The Highlands



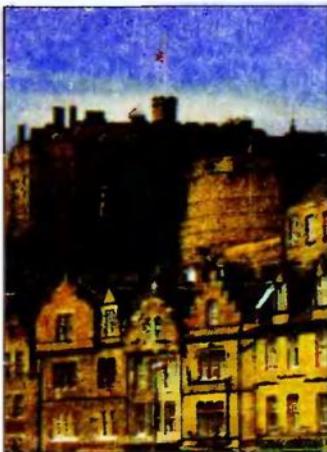
The thistle



Brave Heart



Robert Burns



Edinburgh Castle



Bagpipes

Example: *The Highlands are in Scotland. That's another name for the country, according to Robert Burns. "My heart's in the Highlands, my heart isn't here ..."*

II Rhyme and Reason

Read the part of Henry Scott Riddell's toast to Scotland and practise the sounds /i:/ and /i/. Say what message the author tried to convey.

Scotland Yet

... The thistle wags upon the fields
Where Wallace bore his blade,
That her foeman's dearest build
To dye her auld grey plaid:

And looking to the lift my lads,
He sang in doughty glee —
"Auld Scotland's right, and Scotland's might,
And Scotland's hills for me ..."

(Henry Scott Riddell)

III Enrich Yourself!

Sightseeing in Scotland



- ancestor
- to attend a festival
- to sense the past
- to explore sth
- to make one's way to ...
- to rival sb / sth in sth



- to take a photo / picture with sb
- to be dressed as a Highlander
- to have diversity without parallel in Britain



- to be known as ...
- to hear so many things about sth
- to be completely different from sth

a) Say what you can see / hear / feel while sightseeing in Scotland. Use the words and word-combination from the chart above.

Example: *I can see people dressed as Highlanders in Scotland.*

b) In pairs, discuss:

- what Scotland has to offer;
- what nice things you have heard about Scotland;
- how you plan to explore Scotland's past;
- in what way Scotland is completely different from England.

c) Orally, match the things to do with the people / events / places in Scotland.

Things to do	People / events / places
<ul style="list-style-type: none"> to attend to explore to sense to take to see to visit 	<ul style="list-style-type: none"> someone dressed as a Highlander major attractions photos of one of Europe's most elegant cities Glasgow Edinburgh's medieval past the world's largest art festival

d) Work in trios. Read the information from the visitors' checklist below and choose the place to go which is best suited for each of you. Give reasons for your choice.

Visitors' Checklist

Edinburgh

- 450,000
- 8 miles (13 km) Edinburgh
- Edinburgh International
- Art Festival: Aug
- www.edinburgh.org



City of Glasgow

- 585,000





- Museum of Transport

- 10 a.m. — 5 p.m.

- Mon — Thu, Sat

- www.seeglasgow.com



The Highlands

- 585,000

- 26,000

- from Mallaig or Glenelg



- Dunvegan Castle

- daily

- www.visithighlands.com

e) Say how you can plan your visit to Scotland. Begin with:

- I have heard so many _____
- I would like to see, _____
- _____ on my visitors' checklist.
- Of course, I'll take _____
- I also plan to explore _____
- To sense the past, I'll make my way to _____
- Keeping the best to the last, I'll attend _____

IV Your Language Portfolio: Reading

- a) Read the conversation between a teenage tourist and Douglas McDonald, a middle-aged man of Scottish origin, at the border between England and Scotland. Say why they both enjoyed it a lot.

Dialogue

Tourist: Excuse me, Sir, can I take a picture with you, please?

Douglas: Sure. That's what I'm here for.

Tourist: Really? Do you mean you come here for people to take photos with you?

Douglas: Exactly. I'm Scottish, you know, and I live in Newcastle from where I drive here every day, put on my kilt, sporran and feileadh-mor and wait for tourists. That's my self-created job.

Tourist: Incredible! What a stroke of luck it is to see someone dressed as a Highlander! What part of Scotland do you come from?

Douglas: My Scottish ancestors belonged to the McDonalds, the most powerful of all the clans. They lived in the northern parts of Scotland.

Tourist: So, your heart's in the Highlands, am I right?

Douglas: Right you are. The famous Scottish landscape has a diversity without parallel in Britain. We are in the Lowlands at the moment, it is the region of Scotland closest to the English border, further North lies Edinburgh, for your information — one of Europe's most elegant cities.

Tourist: That's where I'm going. I have heard so many nice things about the capital of Scotland. When an op-

portunity presented itself, I decided to attend the world's largest art festival there.

Douglas: Good choice! The city was once known as "the Athens of the North". It truly has much to offer — first and foremost, Edinburgh Castle. By the way, now it possesses the so-called Stone of Destiny, a relic of ancient Scottish kings which was seized by the English and not returned until 1996.

Tourist: Wow! I definitely plan to explore the whole Royal Mile, as the guide book puts it — "to sense the city's medieval past".

Douglas: And you will be on your way to the Palace of Holyroodhouse, another major attraction in Edinburgh. Now it is the Queen's official Scottish residence.

Tourist: I hope I'll have time for sightseeing among performers at every street corner. I'll be staying in Edinburgh for five days and then I'll make my way to Glasgow.

Douglas: You won't regret it! It's completely different from the capital. It's a model of the industrial past, with its ironworks, cotton mills and shipbuilding. Though its Celtic name, Glas cu, means "dear green place".

Tourist: In spite of that, Glasgow rivals Edinburgh in the arts.

Douglas: True, true. Then, make sure the Kelvingrove Art Gallery and the Burrell collection are on your visitors' checklist.

Tourist: Wait a second, I'll take a note of that ... Thank you very much indeed. It was a real pleasure talking to you.

Douglas: Same here. Have a wonderful trip!

Across Cultures: Great Britain



Newcastle, also Newcastle-upon-Tyne — a city and port in North-East England.



The McDonalds — the most powerful of all clans, holding the title of the lords of the Isles.



The Lowlands — the central and eastern part of Scotland which is lower than the land surrounding it.



The Highlands — mountainous areas in the North of Scotland.



Edinburgh Festival — a yearly programme of musical and theatrical events, and other entertainment, taking place in the summer in and around Edinburgh.



The Royal Mile — a stretch of four ancient streets, linking the castle to the Palace of Holyroodhouse.



The Palace of Holyroodhouse — the Queen's official Scottish residence, named after the "rood", or cross, which King David I is said to have seen while hunting here in 1128.



The Kelvingrove Art Gallery — the most visited gallery and museum in Scotland, with an outstanding collection of Paintings, including works by Botticelli and Rembrandt.



The Burrell Collection — an internationally famous collection in Glasgow given to the city in 1944 by Sir William Burrell, a wealthy shipping owner.



kilt — a skirt with many pressed folds at the back and sides, of a tartan pattern, worn especially by Scotsmen.

sporran — a fur-covered bag, worn especially in Scottish national dress, in front of a kilt.

feileadh-mor — "great plaid" (the early kilt), wrapped around waist and shoulder by Scotsmen as part of their national costume.


MIND!
picture —

1. a painting / drawing.

Example:*Draw a picture of your house.*

2. a photograph.

Example:*I asked the waiter if he'd mind taking our picture.***photograph****(photo)** —

picture obtained by using a camera (more technical).

Example:*This is a black and white photograph.***among** — in or through the middle of a group of people or things.**Example:***The girl quickly disappeared among the crowd.***between** — in or through the space that separates two things, people; or places.**Example:***I sat between Sue and Jane.*

b) Choose the right word from the box above and complete these sentences.

Look at the colour Can you see a Scot among the people in it? That's Douglas McDonald. Douglas has a self-created job. Every day he drives from Newcastle to the border ... England and Scotland. He puts on his Scottish national costume and waits for tourists to take ... with him. Sometimes a visiting painter asks his permission to paint his other pluses of his job, Douglas doesn't mind being popular.

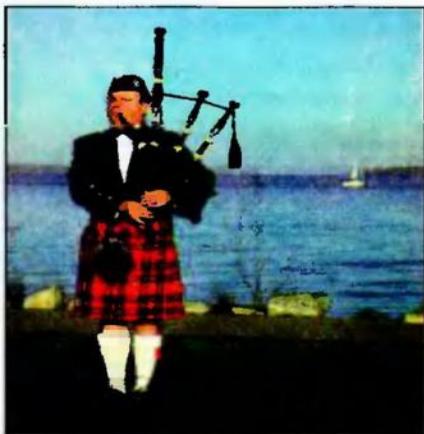
- c) Copy the table in your workbook. Decide which of the speakers means the following.

	Douglas	Tourist
quotes from Robert Burns		✓
travels in Scotland		
tells about Scotland's past		
is interested in art		
admires Scottish scenery		
quotes a guide book		
speaks about his plans		

- d) Act as the tourist or the Scot and comment on their vision of Scotland.

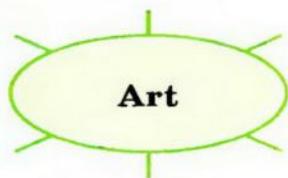
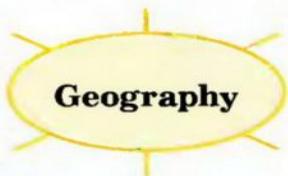


- to attend a festival
- to take a picture
- to be on one's visitors' checklist
- to make one's way to ...
- to be a major attraction



- to have a diversity without parallel in Britain
- to sense the past
- to rival sth in sth
- to be known as sth
- to be seized by sb

- e) Judging by the speakers' vision of Scotland's major attractions, say which of them appeal to you most and why.
- f) The tourist has heard some nice things about Scotland. Fill in the word roses for Scotland and comment on them.



- g) In pairs, discuss your plans for touring Scotland, as in the pattern below.

Pattern:

- A. So, you are going _____, am I right?
- B. Right you are. _____ has a diversity without parallel in Britain.
- A. I have heard so many nice things about _____
When an opportunity presents itself, I'll _____
- B. Good choice! _____ was once known as _____
It truly has much to offer — first and foremost, _____
- A. By the way, _____
- B. Wow! I definitely plan to _____
As my guide book puts it, _____
- A. And you will be on your way to _____, another major attraction in _____. Now _____
- B. I hope I'll have time for _____ I'll be staying in _____ and then _____
- A. You won't regret it! _____ is completely different from _____. It's a model of _____ though _____
- B. In spite of that, _____
- A. True, true. Then, make sure _____ on your visitors' checklist.
- B. Wait a second, I'll _____. Thank you _____
It was a real pleasure _____
- A. Same here. Have _____!

V Your Language Portfolio: Writing

Visitors' Checklist

- Visitors' checklist provides the practical information you need to plan your visit.
- Usually it contains important information about the visiting hours, telephone numbers and a web link.
- The format also presupposes the use of symbols.

How to write a visitors' checklist

- a) Study the language tips and express the ideas in sentences.

Castle Hill	
Tel 01312259846	
Apr — Oct: 9:30 a.m. — 6 p.m. daily	
Last admission: 45 min before closing	
www.historic-scotland.gov.uk	

- b) Look at the symbols and orally match them to the visitors' questions.



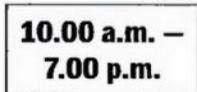
- How can I get there?



- When is the museum open?



- Where can I get more practical information?



- How many people live there?



- What are the must-sees there?

Example:

Visitors' Checklist

Castle Hill. Tel 01312259846.

Apr — Oct: 9.30 a.m. — 6 p.m. daily
 Nov — Mar: 9.30 a.m. — 5 p.m. daily
 (last admission: 45 mins before closing)

— 25, 26 Dec.

www.historic-scotland.gov.uk

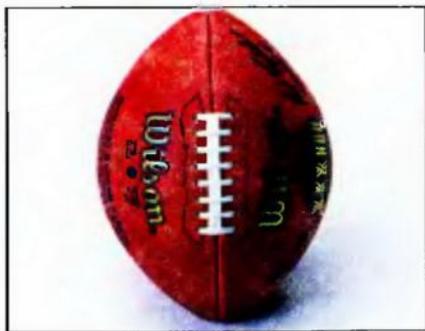


At home: in your workbook, compose a visitors' checklist for one of Scotland's major attractions.

5.3. A Portrait of Wales

Go Ahead!

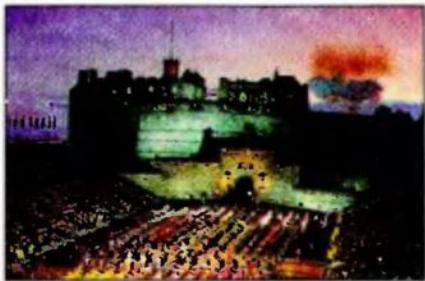
Look at the photos and say what they can add to a portrait of Wales.



The Snowdonia National Park Rugby: the popular Welsh sport



Mountain sheep
in rural Wales



Eisteddfod: Welsh musical
heritage



Caernarfon Castle
built by Edward I



The Welsh Love-Spoon

Example: *The Snowdonia National Park adds the charms of spectacular mountainous scenery to a portrait of Wales.*

II Rhyme and Reason

Read the poem "A Path to Wales" by Sanjay Amruce and say what Wales has to offer. Find the rhyming words and practise the sounds in them.

A Path to Wales

An old woman set me on path to Wales
Where dragons roamed and Knights had homes
and wizards lived in epic poems
and maidens leapt from burning homes

I set on a path from sea to lair
 And picked up strands of broken hair
 I breathed in air that wasn't there
 And watched as sea was pushed by air

An old woman set me on a path to Wales
 where broken swords lie with dragon tales
 and the waters sweet and never stale
 and where I'll live and never ail.

(by Sanjay Amruce)

III Your Helping Hand

Grammar: Peculiarities of the Present Simple and the Present Continuous

If you want to talk about the present, use:

- the Present Simple to show actions, events, or states that are true in general or happen habitually.

Examples:

- *Welsh love of music comes from the ancient bards.* (The present Simple Active)
- *Much of the Welsh land is covered by the Cambrian Mountains.*

- the Present Continuous to show actions or events that are in progress at the moment.

Examples:

- *The charms of Wales are now becoming better known internationally.* (The Present Continuous Active)
- *Today tourism is being widespread in Wales.*

Don't forget!

- You can use the Present Simple to describe historic events emotionally.

Example:

- *Just imagine: The Welsh Prince's son is saved by his dog.*

- Don't use the Present Simple for actions or events that began in the past and are continuing now.

Example: • *I have been in Wales for two weeks now.*

NOT: *I'm in Wales for two weeks now.*

a) Choose the right option.

- Wales _____ (*is being warmed / is warmed*) by the Gulf Stream.
- Tourists _____ (*enjoy / are enjoying*) the miles of unspoiled coastline.
- Welsh love of music _____ (*comes / is coming*) from the ancient bards.
- Male-voice choirs _____ (*find / are found*) in many towns.
- My friend _____ (*stays / is staying*) in a pretty town on the River Dee now.
- The docklands _____ (*are transformed / are being transformed*) into a boom-town these days.

b) Turn the sentences into passive.

- *They are widespreading tourism today.*
Tourism is being widespread today.
- The Cambrian Mountains cover much of the Welsh land.
- People overseas know Welsh love of music well.
- Welsh people associate the ancient bards with the Druids.
- Eisteddfods celebrate Welsh culture.
- Everyone knows Llangollen for its annual international festival.
- Llangollen's Eisteddfod draws musicians, singers and dancers from around the world.
- They built St. David's Cathedral in the 12th century.
- They serve laver bread, a famous Welsh delicacy, with sausage and bacon for breakfast.

c) Read Phil's letter from Wales and open the brackets, using the present tenses.

Dear Martha,

Wish you were here in Beddgelert. This village _____
(*to enjoy*) a spectacular location in Snowdonia. This place

_____ (to know) for an old Welsh legend, which _____ (to associate) with Llywelyn the Great. Just imagine: the Welsh Prince _____ (to leave) his faithful dog Gelert to guard his baby son while he _____ (to hunt). He _____ (to return) and _____ (to find) that the cradle _____ (to overturn) and Gelert _____ (to cover) in blood. He _____ (to think) that the dog _____ (to savage) his son and _____ (to kill) Gelert. But then the boy _____ (to discover) unharmed under the cradle. Nearby _____ (to be) the dead wolf, which Gelert _____ (to kill) to protect the child. The tale _____ (to support) with Gelert's Grave (bedd Gelert in Welsh). Isn't it amazing?

Write to me soon.

Yours,
Phil.

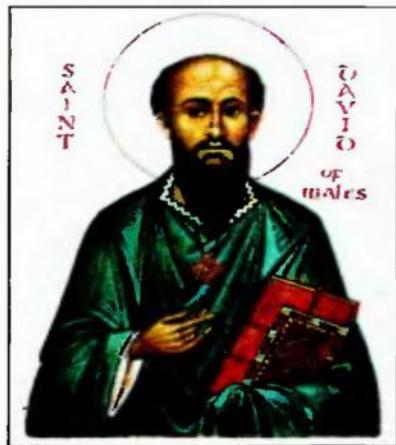
IV Enrich Yourself!

a) Look at the pictures, study the comments and give a detailed answer to the questions about Wales.

1) How was Wales settled?

Fact File

- to be settled since prehistoric times;
- to have Celtic patterns of settlement;
- to be conquered by the Romans, but not by the Saxons (from the 1st century AD);
- to be converted to Christianity by missionaries from Europe (St. David) in the 6th century;
- to become part of Britain in 1535.



St. David, patron
saint of Wales

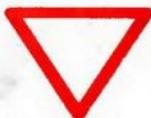
2) What languages are spoken in Wales?

DIM MYNEDIAD



NO ENTRY

ILDIWCH



GIVE WAY

The Welsh language

- ancient and musical;
- spoken only by one-fifth of the 2,7 mln inhabitants;
- an official bilingual policy;
- road signs in Welsh and English.

3) What are some great Welshmen known for?



Swansea's most celebrated son, the poet Dylan Thomas

Poetry: Dylan Thomas (1914–1953) — was inspired by the Mabinogion, bards' tales of legendary heroes and magic of the 14th century.



The statue of Welsh politician David Lloyd George in Cardiff

Politics: David Lloyd George (1863–1945) — the first British Prime Minister to come from a Welsh family.

Architecture: Welsh architect Sir Clough Williams-Ellis (1883–1978) — fulfilled childhood dream by building Portmeirion — a village “to my own fancy on my own chosen site”.



Sir Clough Williams-Ellis at Portmeirion

b) Complete the story of a Welshman.

I am proud to be _____.
 Wales has a long history, it has been settled _____
 since _____. It had _____.
 Wales was conquered _____. In the 5th century
 _____ in 1535. My native language is _____.
 Unfortunately, it is spoken only _____. But there is an official
 _____. Among great Welshmen there are _____.
 I especially admire _____ who _____.

c) In pairs, look at the “portraits” of Wales and Ukraine and compare them in terms of:

- history
- famous people
- famous places



V Your Language Portfolio: Reading

Read the following description of Wales written for prospective holidaymakers and choose a suitable title to each paragraph. Say what portrait of Wales it creates.

A Portrait of Wales

1. Long popular with British holidaymakers, the many charms of Wales are now becoming better known internationally. They include spectacular scenery and a rich original culture. Visitors come to pursue outdoor activities and experience Welsh male-voice choirs, poetry and a passionate love of team sports. Finally, there are many fine castles, ruined abbeys, and cities full of magnificent architecture.

2. Much of the Welsh land is covered by the Cambrian Mountains which act as a barrier from England. Wales is warmed by the Gulf Stream and has a mild climate, with more rain than most of Britain. It is ideal for climbing dramatic mountain peaks, walking in the forests, fishing in the broad rivers, and enjoying the miles of unspoilt coastline. One of Wales's splendid National Parks, the Snowdonia National Park, is the most popular tourist destination. Its main focus is Snowdon, the highest peak in Wales, whose scenery ranges from the mountainous country to sandy beaches.

3. Welsh cultural heritage is rich in songs, music, poetry and legends. The well-known Welsh love of music comes from the ancient bards: minstrels and poets who were associated with Druids. The male-voice choirs found in many towns, villages and factories compete in eisteddfods: festivals that celebrate Welsh culture. Those who happen to be staying in Wales in the first half of July are welcome to Llangollen, a pretty town on the River Dee. Llangollen is best known for its annual international Eisteddfod. Musicians, singers and dancers are drawn there from around the world.

4. Another famous Welsh place, St. David's, is officially known as Britain's smallest city. Yet, it has the largest cathedral in Wales, built in the 12th century. The city has a telling name, as St. David, the patron saint of Wales, founded a monastic settlement in this remote corner of South Wales in about 550. So it was an important site of pilgrimage. Three visits here equalled one to Jerusalem.

5. Exploring big cities in Wales, such as Cardiff and Swansea, can be rewarding, too. Interestingly, Cardiff is the capital city with two focal points. The centre, with its Gothic castle, the Millennium Stadium (the house of Welsh rugby) and indoor shopping malls, is the first of these. To the south of the centre, the docklands are now being transformed into a boom-town, the second focal point. Swansea, Wales's second city, has a traditional Welsh atmosphere. You can feel it particularly well if you decide to try Welsh food delicacies such as laver bread made from laver, a kind of sea spinach, which is mixed with oatmeal and fried in small cakes, to be served with sausage and bacon for breakfast.

6. Today tourism is being widespread in the hope that international holidaymakers will help to preserve Wales's distinct identity.

- | | |
|--|---|
| <input type="checkbox"/> Outdoor pursuits | <input type="checkbox"/> "Great Expectations" |
| <input type="checkbox"/> The largest in the smallest | <input type="checkbox"/> Sing and Dance! |
| <input type="checkbox"/> "A tale of two cities" | <input type="checkbox"/> Charms of Wales |

a) In the text, find the adjectives formed from the following nouns.

- | | |
|-------------|-------------|
| • Spectacle | • Monastery |
| • passion | • Mountain |
| • focus | • Drama |
| • Wales | • reward |

b) Explain what is meant in the text by:

- holidaymakers;
- original culture;
- male-voice choirs;
- unspoilt coastline;
- tourist destination;
- cultural heritage;
- a telling name;
- a remote corner;
- a boom-town;
- food delicacies.

c) Say what measures can help to preserve Wales's distinct identity.

VI Your Language Portfolio: Writing

Personal Postcards

- Personal postcards contain very short messages usually sent back home or to friends while people are on vacation.
- The most common postcards have pictures on one side.
- The side opposite the picture is divided so that a date and a short message can be written on half the card.
- The other half is used for the address of the person who will be receiving it.

How to write a personal postcard

a) Study the tips and say how you can use them to write about holiday making.

Content Tips	Language Tips
Wishes	Wish you were here to ...
A record of the sites visited	Here we are in ... We're having a great time in ... Notice on the front ...
Hopes	Hope you like this view of ...

- b) Read the example of a personal postcard and say what content and language tips it reflects.

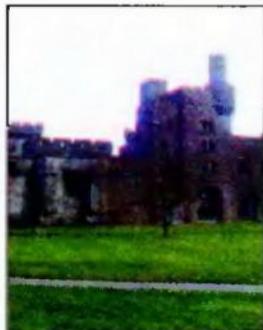
Example: July 8, 2008

Dear Steven,

Wales is lovely this time of year. Wish you were here to enjoy the international Eisteddfod in Llangollen. The male-voice choirs are just fabulous. Notice on the front the Welsh lovespoon — a craft recently revived.

Love,

Tom and Sally



At home: in your workbook, write a short message next to the photo as if you are on vacation in Wales.

5.4. Northern Ireland: What a Place to Be!

Communication Box: How to express concern

- I've been wondering if _____
- There's plenty worth seeing in _____, but I'm not sure if _____
- It's a matter of concern because of _____
- You probably know that _____ saw the worst of _____
- Perhaps one of the first things that strikes the visitor to _____ is the way _____
- Are you thinking what I'm thinking?
- That's sad, but I guess _____
- One thing I'm learning is that _____
- However, this has not always been the case.
- That's the best way to _____
- Then I seem to know _____

I Go Ahead!



Look at the map of Ireland and say into what two parts it is divided as the result of the Anglo-Irish conflict of 1918–1921. How do you think the division of the island influences the lives of people there?

Example: *You can see Northern Ireland in the northeast. It is a part of the United Kingdom.*

II Rhyme and Reason

Read the poem “Impressions of Northern Ireland” and say what the poet is concerned with. Practise the sounds /i:/ and /ei/.

Impressions of Northern Ireland

Northern Ireland, what a place to be
 the grayness and coldness is easy to see —
 neither England nor the Republic,
 where everything is green,
 but a cold spot of hatred
 is all it's ever been.

There are Catholics and Protestants
 and Irish and British.
 Some are rich and others poor,
 but on one thing these all agree:
 in this country it's not easy to be.

Romantic ideas of an IRA ¹
 freeing the country, fighting out cause.

¹ IRA — the Irish Republican Army.

Those virtues are not all fake,
 since they do fight for the sake,
 but truly righteous they are not.
 how would you like to suffer for the IRA
 'cause someone you love was in their way
 when you get to the final cut?

*(From a series
 of poems written and published
 by a 99 Gymnasium)*

Express Yourself!

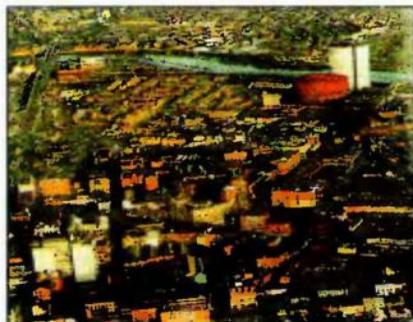
a) Read and learn how to express concern. Look at the pictures and fill in the mini-dialogues.

- 1) — There's plenty worth seeing in _____, but I'm not sure if I should go there now.
 — Are you thinking what I'm thinking?
 — Yeah, it's a matter of concern, because of the conflict that has raged for years.



Northern Ireland

- 2) — You probably know that Belfast saw the worst of the troubles in Ireland.
 — That's sad, but I guess the situation is much more stable now.



Belfast



Londonderry



tolerant, friendly



to break down

3) — Perhaps one of the first things that strikes the visitor to _____ is the way the people speak.

— One thing I am learning is that all people across Britain aren't the same.

4) — The relationships between Catholic and Protestant groups are becoming more _____ and _____

— However, this has not always been the case.

5) — At the beginning part of the twenty first century people in Northern Ireland began to make changes in their own minds.

— That's the best way to _____ the walls of conflict.

b) Read and respond, expressing concern.

- 1) — *There's plenty worth experiencing in Belfast, but I'm afraid of going there.*
— Are you thinking what I'm thinking?
- 2) — Northern Ireland's attractions fall into several categories.
— _____
- 3) — Come on up, look around, and before you know it, you're getting involved too.
— _____
- 4) — Northern Ireland has been for many years the site of a violent conflict.
— _____
- 5) — This is a land of blue mountains and forest parks.
— _____
- 6) — The country's turbulent past still resonates today.
— _____
- 7) — More and more tourists are coming to Londonderry to nosy around.
— _____
- 8) — Londonderry is an old city with a young heart.
— _____

c) Read and give the context to:

- 1) — Most of Northern Ireland's attractions are safe for children.
— *However, this has not always been the case.*
- 2) — _____
— Yeah, it's a matter of public concern.
- 3) — _____
— One thing I am learning is that a new generation is growing up in Northern Ireland, free from the fear of violence.

- 4) — _____
— That's sad.
- 5) — _____
— I guess people in Northern Ireland began to make changes in their own minds.
- 6) — _____
— That's the best way to learn to live together.
- 7) — _____
— Are you thinking what I'm thinking?
- 8) — _____
— However, the situation is much more stable now.

IV Work Your Wisdom!

- a) Copy the table in your workbook. Match the parts of the proverbs and explain their meanings.

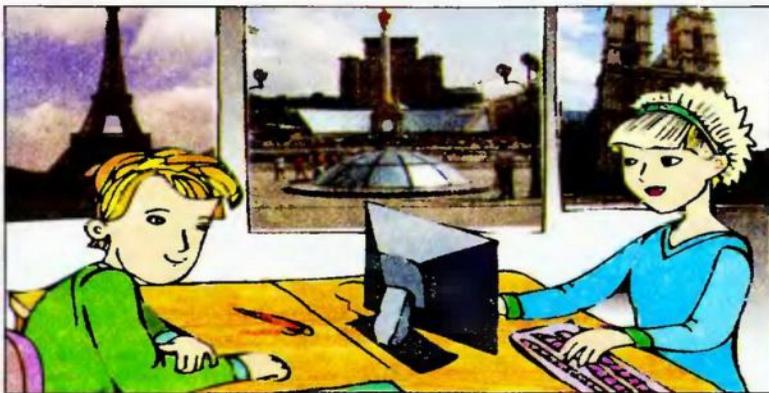
One never can be ...	... than a tongue's trip.
Nothing venture, ...	... of life.
Better a foot's slip ...	... nothing have.
Variety is the spice ...	... another person's poison.
One person's meat is ...	... too careful.

- b) Illustrate the proverb you like most.

V Your Language Portfolio: Listening

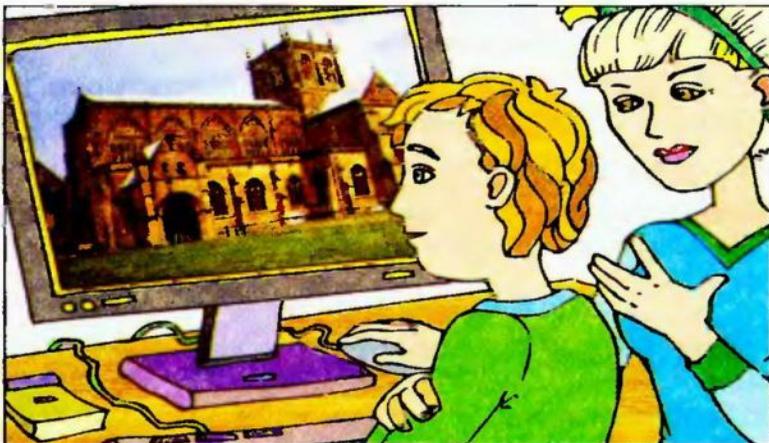
- a) Listen to Dylan's talk with a travel agent, Betty O'Hara, and say:
- what the travel agent offered;
 - what Dylan was concerned about;
 - if they reached an agreement.

b) Act as Dylan and:



- ask the travel agent for advice;
- express your preferences in holidaymaking;
- express your concern about the destination suggested;
- express hesitation about your prospective route.

Act as the travel guide and:



- make an offer;
- ask for confirmation;
- express optimism;
- give recommendations.

- c) Transform the dialogue as if Dylan was talking to his mother after his visit to the travel agency. Make it up round the ending given.

Dylan: ... Come on, Mum! The country is about the size of Yorkshire, we can see most of the attractions in a week.

Mother: Sounds tempting. Let's give it a try.

Dylan: Hooray!

VI Your Language Portfolio: Writing

Project 5: Making a Travel Guide to Britain.

Your steps.

- 1) Prepare for your project work. Bring your photos, pictures, drawings, and other things you need for your project.
- 2) Find your project partner. Move around the classroom and find out who has chosen similar destinations.
- 3) Think of the title of your project.
- 4) Design a travel guide to Britain and prepare for the presentation of your project.
- 5) Present your project to the class.
- 6) Listen to your friends' presentations and give your feedback in writing. Use the evaluation card below.

Evaluation Card

Write:	Group 1	Group 2	Group 3
1) If the title is suitable:			
2) If the information is interesting:			
3) If there are any fresh ideas:			
4) If the presentation is good:			



At home: search the Internet and find more information about destinations in Northern Ireland. Write their descriptions for your travel guide to Britain.

Go to p. 247 for cross-cultural reading.

Unit 1. What Is It Like Being a Teenager?

A. Read the story and say:

- what the two lessons have in common;
- what problems the pupils of different grades discussed in the class;
- what atmosphere the children had in the class.

At the Lessons

Sam Beaver is a Canadian teenager. He likes his school and often attends the lessons of different grades. Today he stopped at the 1st grade. Mrs. Hammerbotham, the teacher of the 1st grade, asked her kids: Can anyone think of a word that is longer than cat?

“Catastrophe”, said Charlie Nelson, who sat in the first row.

“Good!” said Mrs. Hammerbotham. “That’s a good hard word. But does anyone know what it means? What is catastrophe?”

“An earthquake”, said one of the girls.

“Correct!” replied the teacher. “What else?”

“War is a catastrophe”, said Charlie Nelson.

“Correct!” replied Mrs. Hammerbotham. “What else is?”

A very small, red-headed girl named Jenny raised her hand.

“Yes, Jenny? What is catastrophe?”

In a very small, high voice, Jenny said, “When you get ready to go on a picnic with your father and mother and you make peanut-butter sandwiches and jelly rolls and put them in a thermos box with bananas and an apple and some raisin cookies and paper napkins and some bottles of pop and a few hard-boiled eggs and then you put the thermos box in your car and just as you are starting out it starts to rain and your parents say there is no point in having a picnic in the rain, that’s a catastrophe”.

“Very good, Jennie”, said Mrs. Hammerbotham. “It isn’t as bad as an earthquake, and it isn’t as bad as war. But when a picnic gets called on account of rain, it is a catastrophe for a child, I guess. Anyway, catastrophe is a good word”.



Sam closed the door of the classroom to join his grade.

Back in his own room, Sam sat down at his desk, feeling very happy about the way things had turned out. The fifth-graders were having a lesson in arithmetic, and their teacher, Miss Annie Snug, greeted Sam with a question. Miss Snug was young and pretty.

“Sam, if a man can walk three miles in one hour, how many miles can he walk in four hours?”

“It would depend on how tired he got after the first hour”, replied Sam.

The other pupils roared. Miss Snug rapped for order.

“Sam is quite right”, she said. “I never looked at the problem that way before. I always supposed that man could walk twelve miles in four hours, but Sam may be right: that man may not feel so spunky after the first hour. He may drag his feet. He may slow up”.

Albert Bigelow raised his hand. “My father knew a man who tried to walk twelve miles, and he died of heart failure”, said Albert.

“Goodness!” said the teacher. “I suppose that could happen, too”.

“Anything can happen in four hours”, said Sam. “A man might develop a blister on his heel. Or he might find some berries growing along the road and stop to pick them. That would slow him up even if he wasn’t tired or didn’t have a blister”.

“It would indeed”, agreed the teacher. “Well, children, I think we have all learned a great deal about arithmetic this morning, thanks to Sam Beaver. And now, here is a problem for one of the girls in the room. If you are feeding a baby from a bottle, and you give the baby eight ounces of milk in one feeding, how many ounces of milk would the baby drink in two feedings?”

Linda Staples raised her hand.

“About fifteen ounces”, she said.

“Why is that?” asked Miss Snug. “Why wouldn’t the baby drink sixteen ounces?”

“Because he spills a little each time”, said Linda. “It runs out of the corners of his mouth and gets on his mother’s apron”.

By this time the class was howling so loudly the arithmetic lesson had to be abandoned. But everyone had learned how careful you have to be when dealing with figures.

*(Adapted from "The Trumpet of the Swan"
by E. B. White)*

B. Look at three pictures and relate the events of the story.



CATASTROPHE

- language lesson
- an earthquake
- war
- rain
- picnic



4 MILES?

- an arithmetic lesson
- to be tired
- to feel spunky
- to die of heart failure
- to develop a blister
- to slow sb up



TWO FEEDINGS?

- to feed a baby from the bottle
- in two feedings
- to spill milk
- to run out of the mouth
- to howl loudly
- to abandon the lesson

C. Discuss the following questions.

- Once Oscar Wilde famously said, "If you want the children to be good, make them happy". Do you agree with the quotation? Why? / Why not?



- The children learn well when they can display their creativity. Think and decide what can motivate children for enlarging their knowledge and what can discourage them? Copy the table in your workbook. Fill in the chart.

motivation	demotivation
_____	_____
_____	_____
_____	_____

- D. Compare the way the children behave and learn in Canadian and Ukrainian schools. Is there anything you would like to borrow from Canadians?

Unit 2. We and the Environment

A. Read the story and say:

- what environmental problem it touches upon;
- what the children's suggestions are;
- how Sam managed to help the animal.

Camp Life

The boys loved camp life in Ontario. They learned how to handle the canoe. They learned to swim. Sam Beaver took them on nature walks and taught them to sit quietly on a log and observe wild creatures and birds. He showed them how to walk in the woods without making a lot of noise. Sam showed them where the kingfisher has his nest, in a hole in the bank by a stream. He showed them the partridge and her chicks. When the boys heard a soft co-co-co-co, Sam told them they were listening to the Sawwhet Owl, smallest of the owls, no bigger than a man's hand. Sometimes in the middle of the night the whole camp would wake to the scream of the wildcat. Nobody ever saw a wildcat during the entire summer, but his scream was heard at night.

One morning when Sam was playing tennis with Applegate Skinner, Sam heard a clanking noise. He looked behind him, and there, coming out of the woods, was a skunk. The skunk's head was stuck in a tin can; he couldn't see where he was going. He kept bumping into trees and rocks, and the can went clank, clank, clank.

"That skunk is in trouble", said Sam, laying down his racquet. "He's been to the dump, looking for food. He poked his head into that empty can, and now he can't get it out".

The word spread quickly through camp that a skunk had arrived. The boys came running to see the fun. Mr. Brickle warned them not to get too close — the skunk might squirt them with perfume. So the boys danced around, keeping their distance and holding their noses.

The big question was how to get the can off the skunk's head without getting squirted.



“He’s going to need help”, said Sam. “That skunk will starve to death if we don’t get that can off”.

All the boys had suggestions.

One boy said they should make a bow and an arrow, tie a string to the arrow, and shoot the arrow at the can. Then, when they hit the can, they could pull the string and the can would come off the skunk’s head. Nobody thought much of that suggestion — it sounded like too much work.

Another boy suggested that two boys climb a tree, and one boy could hang by his feet from the other boy’s hands, and when the skunk walked under the tree, the boy who was hanging by his feet could reach down and pull the can off, and if the skunk squirted, the perfume wouldn’t hit the boy because he would be hanging in the air. Nobody thought much of that suggestion either. Mr. Brickle didn’t like it at all. He said it was extremely impractical and furthermore he wouldn’t permit it.

Another boy suggested that they get a block of wood, smear it with glue, and when the skunk knocked against it, the can would stick to the block of wood. Nobody thought much of that suggestion. Mr. Brickle said he didn’t have any glue anyway.

While everybody was making suggestions, Sam Beaver walked quietly to his tent. He returned in a few minutes with a long pole and a piece of fishing line. Sam tied one end of the fishing line to the pole. Then he tied a slipknot in the other end of the line and formed a noose. Then he climbed to the roof of the porch and asked the other boys not to get too close to the skunk.

The skunk all this time was blundering around, blindly bumping into things. It was a pitiful sight.

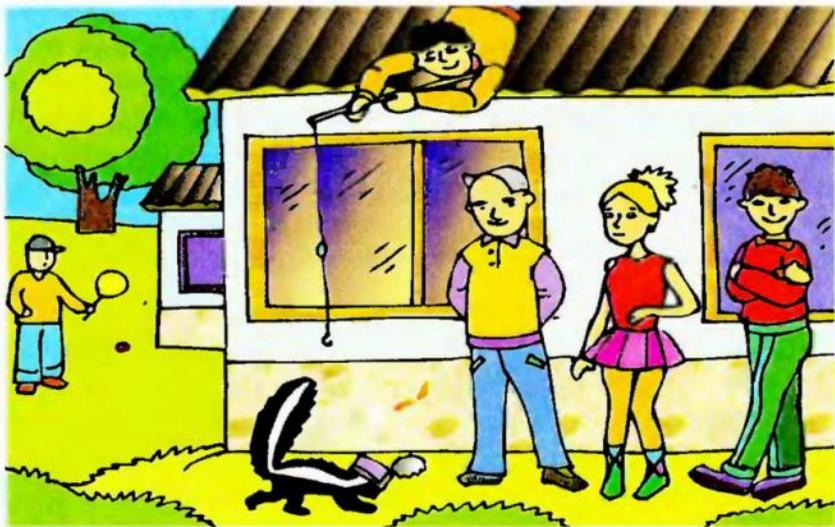
Sam, holding his pole, waited patiently on the roof. He looked like a fisherman waiting for a bite. When the skunk wandered close to the building, Sam reached over, dangled the noose in front of the skunk, slipped the noose around the can, and gave a jerk. The noose tightened, and the can came off. As it did so, the skunk turned around and squirted — right at Mr. Brickle, who jumped back, stumbled and fell. All

the boys danced around, holding their noses. The skunk ran off into the woods. Mr. Brickle got up and dusted himself off. The air smelled strong of skunk. Mr. Brickle smelled, too.

“Congratulations, Sam!” said Mr. Brickle. “You have aided a wild creature and have given Camp Kookooskoos a delicious dash of wild perfume. I’m sure we’ll all remember this malodorous event for a long time to come. I don’t see how we can very well forget it”.

*(Adapted from “The Trumpet of the Swan”
by E.B. White)*

B. Look at the picture and tell the story.

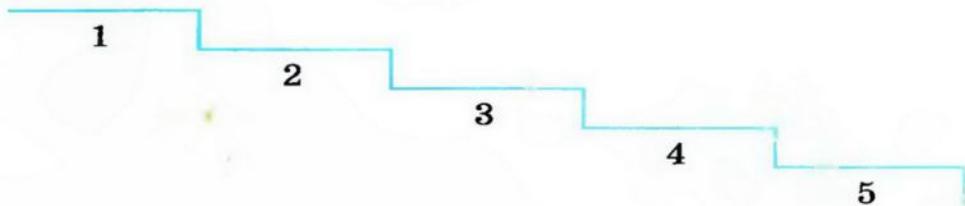


- to be in trouble;
- to be stuck in a tin can;
- to bump into trees;
- to get the can off;
- to give different suggestions;
- to make a pole;
- to give a helping hand;
- to aid a wild creature.



C. Discuss the following questions:

- Sam Beaver was a real environmental activist. What character traits should such a person have? Which of them has Sam got and have you got?
- The problem of protecting animals is one of the most urgent of all environmental problems. What decisive measures should be taken to preserve the animals? Think, decide, and rank them in order of importance.



- D. Canadian children are environmentally friendly. Being in the summer camp they learn much about the environment and try to put their knowledge to practice. Compare the summer camp life style of Canadian and Ukrainian children.**

Unit 3. Your Knowledge about the World

A. Read the story about Sam's sleep-over party and answer the following questions:

- What did the girls do after dinner?
- What kind of video did they see?
- What impression did the movie make on the girls?

Sam's Sleep-Over Party

November fifth was Sam's birthday. She had decided to have a sleep-over party. The first sleep-over party she had ever had. And she had invited ten kids.

... The party was going well so far. After dinner they moved into the family room to watch the movie Sam had rented. It was last summer's space comedy starring her favourite teen movie star, Matt Moon. Everyone except Katy had seen it already. But no one seemed to mind seeing it again. They all stretched out on their sleeping bags, their eyes were glued to the TV screen, as Matt Moon appeared for the first time, dressed in an astronaut suit. The girls started to discuss him.

"He is adorable", Victoria said.

"Would you guys be quiet so I can hear?" Katy protested. "Now I don't know what planet he's going to".

"It's only Mars", Bonnie told her. "This isn't the good part. Wait till he meets the Russian lady scientist on Saturn". She moved her sleeping bag closer to Betsy's, and they started whispering.

"It soon became clear that no one (except Katy and Sam) was really going to watch the movie".

"What planet is he on now?" asked Katy.

"Saturn, I think", said Sam.

"Saturn?" Bonnie suddenly sat up.

"Hey, everyone. Watch this".

They were all quiet for about two minutes while Matt Moon kissed the Russian lady scientist during a space walk.



“Oh, wow! Can you imagine it? Weightless kissing!” Betsy rolled her eyes. Everyone started talking at once how they’d go for a space walk with Matt Moon anytime or even an earth walk. Katy turned up the volume on the TV...

*(Adapted from “Dear Mom, You’re Ruining My Life”
by Jean Van Leeuwen)*

B. Look and tell Sam’s story.



November fifth is _____

This year I decided _____

It was my first _____

I invited _____

Also, I rented _____

The party was _____

First we had _____

Then we watched _____

It was _____

_____ starring in it.

The movie was about _____

Everyone, except Katie _____

We liked _____ most.

C. Discuss the following questions:

- What TV programmes can keep children's eyes glued to the screen?
- What is the educational value of science-fiction films / TV programmes?
- What are some of the pluses of seeing the same movie / TV programme again?
- What is on the minus side of watching TV in a big company?
- What do you think of Sam's choice of the movie?

D. Compare your television experience to that of the American girls in the story.



Unit 4. Preparing for the Future

A. Read the story about an American girl Margie and say:

- what Margie disliked about her mechanical teacher;
- what surprised her about the school teacher of the past;
- what she thought about a school of old days.

The Fun They Had

... It was May 17, 2157, when Tommy found a real book. It was a very old book. Margie's grandfather said that when he was a little boy, his grandfather told him that there was a time when the stories were printed on paper. It was awfully funny to read words that stood still instead of moving on a screen.

"Gee", said Tommy, "What a waste! When you finish the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away".

"Same with mine", said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She asked "What is the book about?"

"School".

Margie was scornful. "School?" "What's there to write about school? I hate school". Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography. She had been doing worse and worse until her mother called for the County Inspector who took the teacher with him. Margie had hoped that he wouldn't know how to put the teacher together again. They had once taken Tommy's teacher for nearly a month because the history sector was out of order. But the inspector knew all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she

had to put homework and test papers. She always had to write them in a punch code they made her learn when she was six years old and the mechanical teacher calculated the mark in no time.

So she said to Tommy: "Why would anyone write about school?"

"Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds years ago. Centuries ago", he added.

Margie was hurt. "Well, I don't know what kind of school they had all that time ago". She read the book over his shoulder for a while, then said, "Anyway, they had a teacher".

"Sure, they had a teacher, but it wasn't a mechanical teacher. It was a man".

"A man? How could a man be a teacher?"

"Well, he just told boys and girls things and gave them homework and asked them questions".

"A man isn't smart enough".

"Sure he is. My father knows as much as my teacher".

"He can't. A man can't know as much as a teacher. I wouldn't want a strange man in my house to teach me".

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there".

"And all kids learned the same things?"

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and each kid has to be taught differently". Margie wanted to read about those funny schools, when her mother called, "Margie! School!"

Margie went into the classroom. It was right next to her bedroom and the mechanical teacher was on waiting for her. It was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen lit up, and it said:

"Today is the arithmetic lesson, please insert yesterday's homework in the slot".



Margie did so with a sigh. She was thinking about the old schools. All the kids from the whole neighbourhood came laughing and shouting in the schoolyard sitting together in the classroom, going to a movie together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it. And the teachers were people... Margie was thinking how the kids must have loved it in the old days. She was thinking about the fun they had.

(Adapted from "The Fun They Had"
by I. Asimov)

B. Tell Margie's story on the basis of this picture. Say if you feel the same or different.



Yesterday Tommy found _____

It was about _____

It was awfully funny to _____

I was scornful about _____

I hate my _____ because _____

My mechanical teacher _____

_____ is not exciting or challenging.

It was interesting to learn that _____

_____ with a sigh.

In the old days _____

What fun _____!

Hopefully, they _____

I believe _____

C. Discuss the following questions:

- Is a teacher's profession creative?
- Can mechanical teachers substitute real teachers?
- Does each child have to be taught differently?
- What are some of the pluses and minuses of all kids learning the same things?

D. Compare your school to the future school of the American girl in the story.



Unit 5. Touring Britain

A. Read the story about two Welsh boys written by the famous Welsh poet and writer Dylan Thomas.

- what the boys were fighting about;
- what the result of the fight was;
- why the boys made fast friends.

The Fight

I was standing at the end of the lower playground and annoying Mr. Samuels, who lived in the house just below the high railings. Mr. Samuels complained once a week that boys from the school threw apples, and stones, and balls through his bedroom window. He sat in a deck-chair in a small square of trim garden and tried to read the newspaper. It was only a few yards from him. I was staring him out. He pretended not to notice me, but I knew he knew I was standing there rudely and quietly. Every now and then he peeped at me from behind his newspaper. As soon as he lost his temper, I was going to go home. Already I was late for dinner. I had almost beaten him, the newspaper was trembling, he was breathing heavily, when a strange boy, whom I had not heard approached, pushed me down the bank.

I threw a stone in his face. He took off his spectacles, put them in his coat pocket, took off his coat, hung it neatly on the railings, and attacked. Turning round as we wrestled on the top of the bank, I saw that Mr. Samuels had folded his newspaper on the deck-chair and was standing up to watch us. It was a mistake to turn round. The strange boy punched me twice. Mr. Samuel hopped with excitement as I fell against the railings. I was down in the dust, then up and dancing, and I hit his nose. I saw through a closing eye that his nose was bleeding. He tore at my collar and spun me round by the hair.

“Come on! Come on!” I heard Mr. Samuels cry.

We both turned towards him. He was shaking his fists and moving quickly about in the garden. He stopped then, and coughed, and avoided our eyes, and turned his back and walked slowly to the deck-chair.

We both threw gravel at him.

“I’ll give him “Come on!” the boy said, as we ran along the playground away from the shouts of Mr. Samuels and down the steps on to the hill. We walked home together. I admired his bleeding nose. He said that I had the best black eye in Wales...

In the evening, before calling on my new friend, I sat in my bedroom and read through my exercise-books full of poems. A poem I had printed in the “Wales Day by Day” column of the “Western Mail” was pasted on the mirror.

I was always waiting for the opportunity to bring someone into my bedroom — “Come into my den; excuse the untidiness; take a chair. No! not that one, it’s broken!” — and force him to see the poem accidentally. “I put it there to make me blush”. But nobody ever came in except my mother.

My new friend’s mother answered the door with a ball of wool in her hand. Dan, in the upstairs drawing-room, heard my arrival and played the piano faster. When I found him there, he finished on a grand chord. The room was splendidly untidy, full of wool and paper and open cupboards. I thought I could live for ever and ever in that room, writing and fighting and spilling ink.

He showed me his books and his seven novels. All the novels were about battles and castles and kings. “Just early stuff”, he said.

He let me take out his violin and make a cat noise.

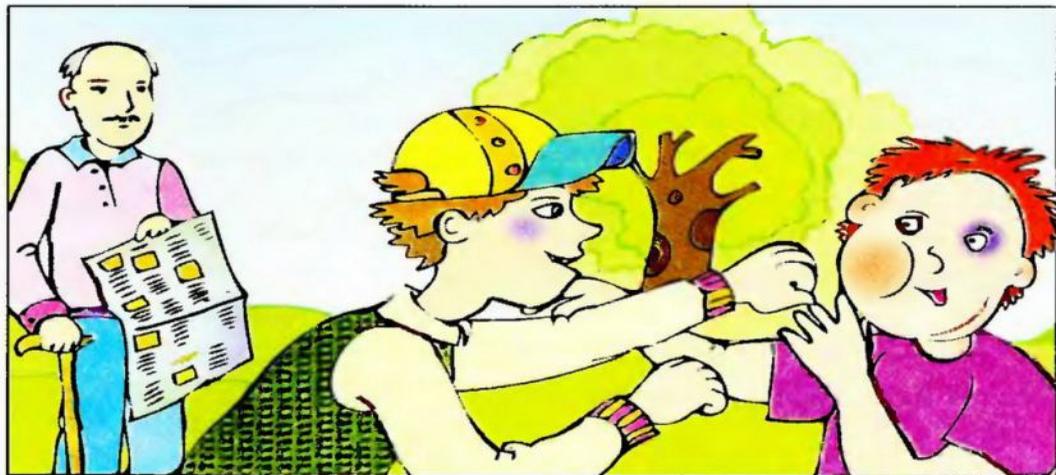
We sat on a sofa and talked as though we had always known each other.

I read him an exercise-book full of poems. He listened wisely, like a boy aged a hundred, his head on one side and his spectacles shaking on his swollen nose.

Nobody had ever listened like that before. In the still room, that had never been strange to me, sitting in heaps of coloured wool, swollen-nosed and one-eyed, we acknowledged our gifts. The future spread beyond the window...

(Adapted from "The Fight"
by Dylan Thomas)

- B.** Retell the story in the person of each character in the picture. Use the words and word-combination from the box.



- to annoy sb
- to complain once a week
- to sit in a deck-chair
- to stare sb out
- to pretend not to notice sb
- to push sb
- to hit sb's nose
- to have a black eye
- to throw gravel at sb

C. In pairs, discuss the following questions:

- What helped the boys to become friends?
- What do you think of Mr. Samuels?
- What would you tell the boys if you ever met them?
- Why, do you think, writing and fighting get together in the boys' lives?
- How does the story contribute to your understanding of Welsh character?

D. Compare your ambitions to those of the boys in the story. How do you show them?

Unit 1. What Is It Like Being a Teenager?

1.1. It's Cool!

IV Your Language Portfolio: Listening

Dave: Hi, Susan. Fancy seeing you here!

Susan: Oh, Dave. What a surprise! How's the family?

Dave: Fine, fine. Well, you know, the usual ups and downs when there are two teenagers in the house. It's either slamming doors and "You just don't understand", or it's the angelic smile and "Daddy, may I borrow the car?"

Susan: Yes, I remember those times well! Don't worry, it does get better.

Dave: Well, I know it's supposed to, but when exactly? Last year Sammy wanted her belly button pierced, now she has a boyfriend with his own rock band! I constantly seem to be saying 'no' to her.

Susan: And she accuses you of 'ruining her life'?

Dave: Exactly! But, honestly, Susan, were we that bad in our teenage years?

Susan: I'm not sure about body piercing, but my dad and I had more than a few cross words about the length of my skirts.

Dave: Yes, and the length of my hair. I remember now! I used to think Dad was such an old dinosaur.

Susan: And now it's your turn to be the dinosaur.

Dave: Thanks for reminding me! But at least with Sammy there's some communication — even if it's only shouting! I never hear a word from Josh. He spends all his time in his room, and when he comes out, all he does is grunt. "How are you, Josh?" "Erh". "How

was school?" "Erh". I sometimes wonder if he's totally lost all powers of speech!

Susan: Oh, Dave. Don't lose sleep over it. It's just normal teenage behaviour. They'll get over it in a couple of years or so.

Dave: I just don't know if I can wait that long!

Susan: Well, I'd better go. Chin up! It could be worse!

Dave: I don't know how! Bye!

1.4. We Are Just ... Teens!

IV Your Language Portfolio: Listening

Mike: Gosh, isn't it Sam? I can hardly recognize you — all dressed up and in the best of spirits. Where are you going?

Sam: To school. There is a disco tonight.

Mike: You go to the disco? Can't believe my ears! You were so shy in public and usually staged away from discos and parties.

Sam: That's true. I can't believe this is really happening to me. But now I love to be more outgoing like Kity and Ann.

Mike: How do you feel about dancing now?

Sam: You won't believe but I find it so pleasant and enjoyable. Last time I was a real hit as a dancer.

Mike: Incredible, just incredible! Are you that free about big gathering?

Sam: I sure am. I heard my parents say that I've become more sociable and I do feel comfortable among my friends now.

Mike: Terrific. I'm glad you've become so self confident.

Sam: Me too. I didn't even realize I could be such a good mixer. My easy going nature made me so popular at school.

- Mike:** Speaking about your self-esteem, did you manage to overcome your timidity completely?
- Sam:** Sometimes boys at school are bullying and it hurts my dignity, but I've learnt how to answer back.
- Mike:** That beats everything! Congratulations, Sam. I'm proud of you.
- Sam:** Thank you, Mike, you are so kind.

Unit 2. We and the Environment

2.1. Global Problems

IV Your Language Portfolio: Listening

The Environment and Pollution

It was in Britain that the word "smog" was first used to describe a mixture of smoke and fog. As the world's first industrialised country, its cities were the first to suffer this atmospheric condition. In the 19th century London's "pea soups" (thick smogs) became famous through descriptions of them in the works of Charles Dickens and in the Sherlock Holmes stories. The situation in London reached its worst point in 1952. At the end of that year particularly bad smog, which lasted for several days, caused between 4,000 and 8,000 deaths.

Water pollution was also a problem. In the 19th century it was once suggested that the Houses of Parliament should be wrapped in enormous wet sheets to protect those inside from the awful smell of the River Thames. In the middle years of this century, the first thing that happened to people who fell into the Thames was that they were rushed to hospital to have their stomachs pumped out!

Then, during the 1960s and 1970s, laws were passed which forbade the heating of homes with open coal fires in city and which stopped much of the pollution from factories. At one time, a scene of fog in Hollywood film was all that was necessary to symbolise London. This image is now out of date, and by the end of 1970s it was said to be possible to catch fish in the Thames outside Parliament.

However, as in the rest of Western Europe, the great increase in the use of the motor car in the last quarter of the 20th century has caused an increase in a new kind of air pollution. This problem has become so serious that the television weather forecast now regularly issues warnings of “poor air quality”. On some occasions it is bad enough to prompt official advice that certain people (such as asthma sufferers) should not even leave their houses, and that nobody should take any physical exercise, such as jogging or running, out of doors.

2.4. Hope for Our Environment

IV Your Language Portfolio: Listening

Ann: Hey, Helen, have you been to the ecological congress?

Helen: Sure. It was a great event for all environmental activists!

Ann: Oh, it goes much further than that. It was a city-wide event. Unfortunately, our eco-club didn't participate in it. I believe we must do something to improve its work.

Helen: Exactly. Let's see what options we have got. We have 25 members in the eco-club and a special interest group “Green Fingers”. Enough to organise a new interesting ecological project.

- Ann:** It sounds attractive to me, but we should divide all the members into environmental groups: the more groups — the more options.
- Helen:** True, true. It's not that difficult. Each group will come up with their ideas of environmental protection thus contributing to the cause of preserving nature.
- Ann:** And we should definitely include our teachers into this project. They can give us a helping hand in organization and management.
- Helen:** OK, so we've decided on it. Haven't we left anything out?
- Ann:** Just one thing, we must put this information into the leaflet for everybody to read.
- Helen:** Besides, we can inform all pupils about the project over the school radio. Maybe there will be more volunteers to join us.
- Ann:** That's a good idea.
- Helen:** Settled then.

Unit 3. Your Knowledge about the World

3.1. Can't Do Without Them?

IV Your Language Portfolio: Listening

1. A Cheesy Story

You won't believe it but some of the inventions were made by accident!

There is a legend about an Arab traveller who accidentally made the first cheese.

One day, over 4,000 years ago, Hasan — that was his name — was making a trip across the desert. He used a small bag made

from a sheep's stomach to store milk for the trip. Using animal parts like this was common back then.

After a long, hot day, the milk had turned into a watery, lumpy mixture. Hasan was curious, and hungry, so he ate it.

Here's what happened to Hasan's milk: the desert heat and a chemical found in the stomach of certain animals, acted on the milk. This caused the milk to form soft lumps called curds and thin liquid known as whey. Hasan's discovery tasted delicious — it was cheese!

This may not really be how cheese came about. But today, cheese is made much the same way.

2. The Big Scoop

What's your favourite flavour of ice-cream? Is it chocolate? Peanut butter? Vanilla? There are many to choose from. How is it possible that there are so many flavours? The answer is "science". Some ice-creams are made with natural flavouring, but others may have artificial flavouring such as vanillin, an artificial vanilla. These artificial flavourings are made up in a laboratory by scientists known as flavourists. They use a machine to separate the various chemicals that make up food. The flavourists taste and smell these different chemicals to figure out which ones add a special flavour to the food. Next, they mix these chemicals to create an artificial flavouring. Which tastes better — natural flavouring or artificial? You'll be the judge.

3. Upside Down Minerals

Imagine brushing your teeth with snail shells or fishbones! Hundreds of years ago, you may have done so. People have used strange things to clean their teeth.

Today we use toothpaste, of course. Toothpaste is made from minerals which come from natural materials such as shells and rocks. Other ingredients in toothpaste keep the paste good tasting, and a chemical called fluoride helps prevent tooth decay.

Minerals, chemicals, and detergents in an upside down tube? When you think about it, we still clean our teeth in a strange way!

3.4. TV or not TV?

IV Your Language Portfolio: Listening

Alice: Phew! School is over at last. Now my brother and I can spend most of our time outdoors.

Phil: I bet you'll be switching from channel to channel, eating popcorn and watching your TV favourites.

Alice: Exactly. Just imagine: Mum comes back home from work and finds us glued to the screen. She knows only too well that she can't drag us away from the screen when something interesting is on.

Phil: She will call you "couch potatoes", won't she?

Alice: No wonder. We have a great choice of TV channels: from BBC to Five. No escape from couch potatoism, don't you think?

Phil: You won't believe it, but I have recently been to the very heart of British television — the BBC. In full it is the British Broadcasting Corporation. Now I know for sure that it's a great TV empire. It consists of BBC1 and BBC2.

Alice: How would you compare them?

Phil: BBC 1 is the main channel of the BBC. It has programmes to everyone's taste — light entertainment, news, sport, films, and children's programmes, of course.

Alice: My Dad says some of the programmes on BBC2 are even more serious, and include plays, concerts, and Open University programmes.

Phil: He's absolutely right! I felt so proud and excited there!

Alice: Speaking of excitement, "Coronation Street" is so exciting right now — I have to see it tonight.

Phil: I can't believe this — you're addicted!

Unit 4. Preparing for the Future

4.1. Make Your Choice

IV Your Language Portfolio: Listening

Most small boys have a sort of hunting instinct, but, there was one particular schoolboy who decided that he would have nothing less than a snake for a pet — and he aimed to get one from London Zoo.

He cycled to the zoo in the early hours of the morning and climbed over the wall close to the front gate. From there he only had to walk a few yards to get to the open-air snake collection. He waited in the shadows for the night watchman to go on his way and ran to the reptile house where using his fishing net he fished out a snake. His plan worked very well.

Imagine this young lad cycling home with a fishing net containing a surprised damp snake! Luckily for the snake, the boy lived only half a mile away. He was able to reach home, park his bicycle, get back into the house and go up to his room without waking his parents. However, he was puzzled as to what to do with the snake. Suddenly a brilliant idea came to his mind.

The next morning the sleeping thief was woken by the terrible screams and shouts of his agitated mother. “Look!. Look — in the toilet!” The father walked over to the toilet and, sure enough, happily swimming around was a coiled up snake.

The father marched to his son’s bedroom where he found the boy pretending to be sound asleep. “What do you know about the snake in the toilet?” “Dad, all my friends at school collect animals and I don’t have a pet...” “No!” this father exclaimed.

“This house is too small for them”.

The boy confessed his night raid and his father didn't know whether to laugh or become angry. He gave his son five minutes to get the snake out and then phoned the zoo. So the snake was returned to the zoo, who were grateful, as they hadn't even noticed it was gone! They all took a liking to the boy. Such was his love for snakes that they gave him a Saturday job in the reptile house. He was brilliant at it. The boy had a great kinship and bond with the animals, an important quality for any veterinary surgeon, which he eventually became.

4.4. Work for It!

IV Your Language Portfolio: Listening.

Alice: I say, mum are you busy at the moment?

Mum: No, but why? What's up, Alice? You look a bit confused.

Alice: It deals with my feelings about graduation and I need a friendly ear.

Mum: And how do you feel?

Alice: A little scared and excited too. The scary part is leaving home and moving to college.

Mum: Oh, leaving home is part of growing up. You are so good at writing. Have you thought of becoming a journalist?

Alice: I am a little uncertain. Making decision is so difficult!

Mum: Indecision is a problem. But why not try, at least? You've written so many wonderful film reviews and editorials. I think it's your cup of tea.

Alice: I've been thinking about it. Do you think I'll fit in it?

Mum: Sure. Work for it!

Alice: Thank you, mum, for hearing me out. I knew it would be great to talk with you. You always keep an open mind and are so understanding.

Mum: You are going to be fine, dear.

Unit 5. Touring Britain

5.1. England's Must-sees

IV Your Language Portfolio: Listening

On a Boat Trip

We got out at Sonning, a picturesque village on the bank of the Thames, and went for a walk. It is the most beautiful place on the whole river. Every garden is full of roses, and now, in early June, they were bursting into bloom.

We walked about sweet Sonning for an hour or so, and then, it was too late to continue our boat trip. So we divided to go back to one of the Shiplake islands, and put up there for the night. It was still early when we got settled, and George said that it would be a splendid opportunity to try a good supper. He said he would show us what could be done up the river in the way of cooking, and suggested that we should make an Irish stew, with the vegetables and the remains of the cold beef and general odds and ends.

It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. The job turned out to be the biggest thing of its kind. The more we peeled, the more peel there seemed to be left on. Then we scraped them and that was harder work than peeling. We also put in a cabbage and peas, half a pork pie, and a bit of cold bacon, as well as a tin of potted salmon.

George said that was the advantage of Irish stew: you got rid of such a lot of things.

I forget the other ingredients, but I know nothing was wasted, and I remember that towards the end, our dog brought a dead water-rat which he obviously wished to present as his contribution to the dinner.

It was a great success, that Irish stew. I don't think I ever enjoyed a meal more. As George said, there was good stuff in it. It certainly made our boat trip unforgettable.

*(Adapted from "Three Men in a Boat"
by Jerome K. Jerome)*

5.4. Northern Ireland: What a Place to Be!

IV Your Language Portfolio: Listening

Dylan: Hello, Betty! How is it going? Can you spare me a minute, please?

Tourist Agent: Hello, Dylan! It's good to see you! You know you're always welcome. What can I do for you?

Dylan: My family and I plan to go somewhere within Britain on vacation together, and I've been wondering if you could help us choose a really special destination.

Tourist Agent: I'll do my best. What would you like to experience?

Dylan: First of all, my parents and I always put the emphasis on participation, not just viewing. Besides, it would be great to experience life as it was lived in times gone by.

Tourist Agent: Then I seem to know what you want — Northern Ireland. It is full of historic and scenic attractions you can touch and explore.

Dylan: Of course, there's plenty worth seeing and doing in Northern Ireland, but I'm not sure if we should go there now.

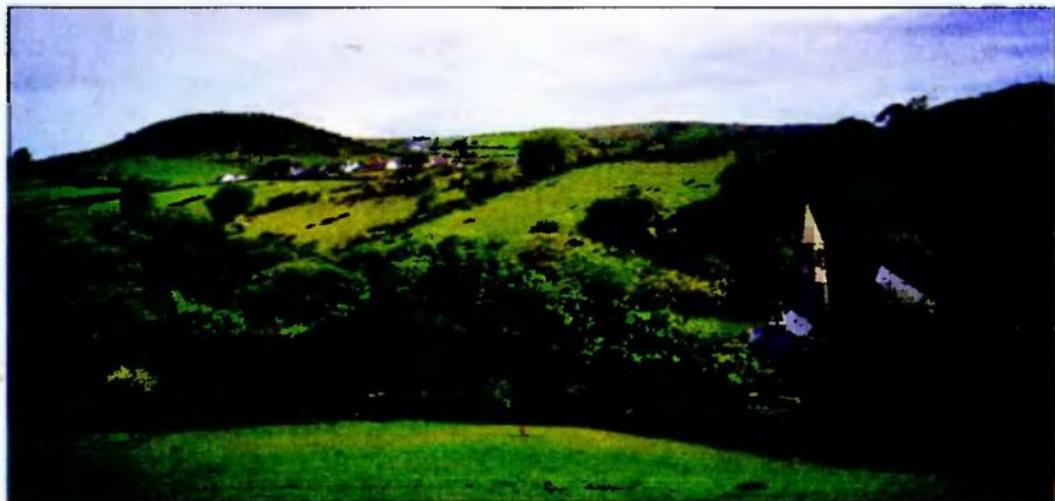
Tourist Agent: Are you thinking what I'm thinking?

Dylan: Yeah, it's a matter of concern for any tourist because of the conflict that has raged for years.

Tourist Agent: That's sad, but I guess the situation is much more stable now. At the beginning part of the twenty-first century people there began to make changes in their own minds.

Dylan: That's the best way to break down the walls of conflict. Well, if I give it a try, what do you offer as a short list?

Tourist Agent: The most famous sights, like the Giant's Causeway, Carrickfergus Castle, the Ulster American Folk Park, to name but few.



Dylan: What cities do you recommend to visit?

Tourist Agent: Belfast, which is situated on Ireland's eastern coast, and Londonderry, in the northern parts.

Dylan: Do you really think I'll have enough time for that?

Tourist Agent: Sure. Because the country is about the size of Yorkshire, you can see most of the main attractions in a week.

Dylan: Sounds tempting.

Tourist Agent: Come on up, look around, and before you know it, you're getting involved, too.

APPENDIX

a) Common verbs followed by the Gerund.

admit	consider	hate	report
advise	delay	imagine	resist
appreciate	deny	mention	remember
avoid	discuss	mind	try
can't help	feel like	propose	
celebrate	forgive	prefer	
continue	forget	resent	

b) Common verbs or adjectives + preposition combinations.

Verbs	Adjectives
to admit to count on deal with plan on rely on resort to wonder about	{ amazed at / by ashamed of good / bad at bored with different from excited about responsible for satisfied with sorry for / about surprised at

to be

GLOSSARY

A

- account** — рахунок
acid rain — кислотний дощ
air host (hostess) — стюард,
стюардеса
analytical programme —
аналітична передача
ancestor — предок,
прабатько
apparatus — інструмент,
прилад; апарат
appreciate (v) — оцінювати

B

- backbreaking** — виснажливий
barber — перукар
(чоловічий)
beach lifeguard —
рятувальник на воді
broadcast — 1) передавати
по радіо (по телебаченню);
2) поширювати
broadcast (v) — передавати
по радіо (по телебаченню)
by-products — побічний
продукт

C

- can (v)** — могли
cell phone — мобільний
телефон
channel — стік, стічна
канава
contaminate (v) —
забруднювати; псувати

D

- deforestation** — вирубування
лісів
digital — цифровий
diversity — відмінність,
несхожість; різниця,
різноманітність
dominate sth (v) —
переважати; панувати;
домінувати
dreadlocks — зачіска, дреди
dress master — кравець

E

- ecology** — екологія; охорона
довкілля
education — освіта
embrace (v) — обнімати(ся)
employer — наймач,
роботодавець
explore (v) — досліджувати,
вивчати

F

- fireman** — пожежник

G

- gadget** — пристрій; технічна
новинка
glacier — льодовик, глетчер
global warming — глобальне
потепління
glory — слава
gorgeous — пишний,
розкішний

greasy — 1) сальний,
жирний; 2) слизький;
3) підлесливий

H

hairdresser — перукар
hangout — постійне місце
зустрічей

I

ill-fitting — невідходящий
(про одяг)
immobile — нерухомий;
нерухливий
incredible experience —
неймовірний,
неправдоподібний
(життєвий) досвід
iPod — маленький
портативний цифровий
плеєр

J

job interview — співбесіда
job requirement — вимога;
необхідна умова для
роботи

K

keep (v) — мати, тримати
knob — кнопка

L

lawyer — юрист; адвокат

litter — безладдя; розкидані
речі; сміття

M

mammal — ссавець
mate — товариш;
напарник
matter — питання, справа;
предмет; зміст; мати
значення
mechanic — механік
may (v) — могли, мати
можливість
minimum wage job — роботи
з мінімальною заробітною
платнею
monotonous — монотонний;
однозвучний, однотонний
must (v) — повинен
must-see — що слід
обов'язково подивитися

N

nag(v) — чіплятися,
прискіпуватися, «гризти»,
зводити, бурчати
need (v) — мати потребу
у чомусь
network — сітка
nuclear power station —
атомна електростанція

O

opinion — думка

P

- party** — вечірка
performer — виконавець
picturesque — мальовничий
poisonous substance — забруднювати; псувати
pollutant — забруднююча речовина
pollute (air, land, water) (v) — забруднювати (повітря, землю, воду)
ponytail — «кінський хвіст» (жіноча зачіска)
possess (v) — 1) володіти; 2) оволодівати, захоплювати (про почуття тощо); 3) зберігати (терпіння тощо)
prestigious — престижний
principal attraction — основна принада, привабливість
punk hairstyle — зачіска, як у панка
punt — плоскодонний човен; пливати на плоскодонному човні, відштовхуючись жердиною; піддавати ногою (м'яч); вибивати (м'яч) з рук; удар ногою

Q

quarter — четвертина

R

- radio addict** — що дуже захоплюється слуханням радіо
rainforest — тропічний ліс; вологі джунглі
recognizable — що можна пізнати, пізнаваний
recycle (v) — утилізувати
recycling containers — контейнер для утилізації
resort — притулок; втіха; надія

S

- salary** — платня, плата; оклад
scenery — театральні декорації
science fiction programme — науково-фантастична передача
scruffy — брудний
scuba diving — дайвінг, підводне плавання з аквалангом
signpost — вказівний знак на дорозі
should (v) — повинен
soap opera — багатосерійний фільм (сентиментальна мелодрама)
stained glass — кольорове скло; вінтажне скло
stately view — величавий вигляд

summer solstice — літнє
сонцестояння

T

technician — майстер своєї
справи; фахівець

televiwer — телеглядач

threaten (v) — погрожувати,
загрожувати

ticket — квиток

trash — утилізація

U

unrestricted — (нічим) не
обмежений

V

vet — від **veterinary** —
ветеринар

W

walkman — плеєр

water vapour — водяна
пара

weekly newspaper —
щотижнева
газета

wildlife programme —
передача про живу
природу

working environment —
робоче оточення;
середовище

Y

yearbook — щорічник

Z

zoologist — зоолог

IRREGULAR VERBS

arise	arose	arisen	виникати, з'являтися
awake	awoke	awoken	прокидатися
beat	beat	beaten	бити, вдаряти
become	became	become	ставати
begin	began	begun	починати, починатися
bend	bent	bent	згинати, гнутися
bind	bound	bound	в'язати, зв'язувати
blow	blew	blown	дути, дмухати
break	broke	broken	ламати, розбивати
bring	brought	brought	приносити, приводити
build	built	built	будувати, споруджувати
buy	bought	bought	купувати, придбавати
can	could	—	могти, бути спроможним
catch	caught	caught	ловити, спіймати
choose	chose	chosen	вибирати
come	came	come	приходити, прибувати
cost	cost	cost	коштувати
cut	cut	cut	різати, відрізувати
do	did	done	робити, виконувати
draw	drew	drown	тягти
dream	dreamt	dreamt	мріяти, уявляти, бачити сон
drink	drank	drunk	пити
drive	drove	driven	керувати, вести (машину)
eat	ate	eaten	їсти
fall	fell	fallen	падати, спадати, знижуватися
feel	felt	felt	почувати, відчувати, сприймати
fight	fought	fought	воювати, битися

find	found	found	знаходити, визнавати
fly	flew	flown	літати, пролітати
forget	forgot	forgotten	забувати
get	got	got	діставати, одержувати, здобувати
give	gave	given	давати, віддавати
go	went	gone	іти, їхати, рухатися, пересуватися
grow	grew	grown	рости, посилюватися, збільшуватися
hang	hung	hung	висіти, звисати
have	had	had	мати, володіти, містити
hear	heard	heard	чути, слухати
hide	hid	hidden	ховати, ховатися
hit	hit	hit	ударяти, уражати
hold	held	held	тримати, держати
hurt	hurt	hurt	заподіяти шкоду, завдати болю
keep	kept	kept	тримати, держати, зберігати
know	knew	known	знати, мати уявлення, бути обізнаним
lay	laid	laid	класти, покласти
lead	led	led	вести, приводити, керувати
learn	learnt	learnt	вчитися, вчити (щось)
leave	left	left	покидати, залишати
lie	lay	lain	лежати, бути розташованим
lose	lost	lost	губити, втрачати

make	made	made	робити, творити, виробляти
may	might	—	могти, мати можливість
mean	meant	meant	означати, мати значення
meet	met	met	зустрічати, зустрічатися, збиратися
overcome	overcame	overcome	перемогти, побороти, подолати
pay	paid	paid	платити, сплачувати
put	put	put	покласти, ставити
read	read	read	читати
ride	rode	ridden	їхати верхи, їхати (автобусом, трамваєм тощо)
ring	rang	rung	дзвеніти, дзвонити, звучати, лунати
rise	rose	risen	підніматися, вставати
run	ran	run	бігати, мчати, бігти, пересуватися
say	said	said	говорити, сказати, заявляти
see	saw	seen	бачити, дивитися, спостерігати
sell	sold	sold	продавати, торгувати
send	sent	sent	посилати, відсилати
set	set	set	ставити, класти, поміщати, розставляти
shake	shook	shaken	трясти, трястися, струшувати
shoot	shot	shot	стріляти, розстрілювати
shut	shut	shut	закривати, закриватися, зачиняти

sing	sang	sung	співати
sit	sat	sat	сидіти
sleep	slept	slept	спати, засинати
smell	smelt	smelt	відчувати запах, нюхати, пахнути
speak	spoke	spoken	говорити, розмовляти
spend	spent	spent	витрачати, проводити (час)
spoil	spoilt	spoilt	відбирати, пестити, псувати
spread	spread	spread	простягатися, поширювати, поширюватися
stand	stood	stood	стояти
sweep	swept	swept	нестися, мчати, проноситися, підмітати
swim	swam	swum	плавати, пливти, перепливати
take	took	taken	брати, захоплювати, оволодівати
teach	taught	taught	вчити, навчати, викладати
tell	told	told	розповідати
think	thought	thought	думати, обдумувати, обмірковувати
throw	threw	thrown	кидати, закидати, накидати
wake	woke	woken	прокидатися, будити
win	won	won	вигравати, перемагати
write	wrote	written	писати, написати

Навчальне видання

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Самойлюкевич Інна Володимирівна**

ENGLISH

Your English Self

Підручник для 9-го класу загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

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