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АНГЛІЙСЬКА МОВА

ENGLISH

9

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Англійська мова

**для спеціалізованих шкіл
з поглибленим вивченням англійської мови
Підручник для 9 класу загальноосвітніх
навчальних закладів**

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English

**A textbook for Grade 9 of secondary schools
specializing in English**

*Рекомендовано
Міністерством освіти і науки України*



Київ
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**Видано за рахунок державних коштів.
Продаж заборонено**

Експерти, які здійснили експертизу підручника під час проведення конкурсного відбору проектів підручників для 9-го класу загальноосвітніх навчальних закладів і зробили висновок про доцільність надання підручнику грифа «Рекомендовано Міністерством освіти і науки України»:

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Підручник продовжує серію НМК для оволодіння англійською мовою в спеціалізованих навчальних закладах з поглибленим вивченням іноземної мови.

Складається з 7 розділів (Units). Наприкінці кожного розділу подано рубрику Your Test Pack для контролю і самоконтролю здобутих учнями знань.

У кінці підручника вміщено лексико-граматичний коментар First Aid Kit, тексти для аудіювання, ключі до тестових завдань Your Test Pack та англо-український словник.

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Любий друже і люба подружко!

Перед тобою підручник з англійської мови. Він містить сім розділів – *Units*. Кожен з них – це велика тема, наприклад, “*Getting to Know Yourself*” або “*Preparing for the Future*”. Для того, щоб з книгою було зручніше працювати, уроки поділено на декілька частин.

Кожен урок починається з бесіди – *Go Ahead!*, яка допоможе тобі активно включитися в роботу, «зануритися» у середовище англійської мови, відновити в пам’яті свої знання.

Виконуючи цікаві завдання у робочому зошиті, ти швидше й краще за своїш матеріал.

Ти дізнаєшся про життя підлітків у своїх країнах, навчишся спілкуватися мовою, яка є для них рідною. Ви обговорюватиме улюблені книжки та журнали, цікаві телепередачі, відомих музикантів, побуваєте в популярних концертних залах ваших країн. Ти покажеш своїм закордонним друзям свою рідну країну – Україну, познайомиш з її визначними місцями.

З уривків творів відомих англійських та американських письменників ти дізнаєшся більше про англомовні країни. Це допоможе тобі не тільки поглибити знання з англійської мови, а й навчитися спілкуватися з однолітками, а згодом перетворитися на цікавого співрозмовника.

Good luck!
Хай щастить!

УМОВНІ ПОЗНАЧЕННЯ:



– Домашнє завдання



– Завдання підвищеної складності



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Unit 1

Getting to know yourself

In this unit, you will learn how:

- to talk about the real you;
- to speak about someone's personality;
- to describe a teenager's world;
- to discuss teenager's worries and problems;
- to check your knowledge and skills getting ready for your independent testing;
- to upgrade your sociocultural competence through reading.



Unit One: Getting to Know Yourself

1.1. Discover Yourself

Word Bank

- to socialize;
- hangout;
- to nag;
- to bully;
- affection;
- frequent;
- timidity;
- costly.

Phrase Bank

- to be good at doing something;
- to know much about something;
- to focus on something;
- to feel lack of privacy;
- to be up to something;
- to be a show-off;
- to be dressed up;
- to be very specific about something;
- to mind something;
- to cheer somebody up;
- to feel a bit down;
- to be a shoulder to cry on;
- to broaden the mind;
- to hurt somebody's dignity.

Communication Box

- definitely... ;
- nevertheless... ;
- moreover...

I. Go Ahead!

Look at the portraits of teenagers. What can you say about the characters they may have?



Example: *I believe the girl in the 1-st picture likes to socialize with her peers. Definitely, she is good at dancing and knows much about fashions.*

II. Reading

Read what teenagers say about themselves and say if they have much in common.

Hi, my name is David. **I live in Denmark, which is in northern Europe.** Well, I think I am a normal teenager. I often have hangouts with my friends and do teenage things. My friends mean a lot to me and I like to socialize with them. My easy going nature made me popular in school. 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.



David

* * *



Susan

I'm Susan and I am from England, from Brighton, to be exact, **which is near the sea.** 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.

Moreover, 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. Maybe thus I try to overcome my timidity. At parties I sing rap and I'm always in a good mood. I'm a real party person. **I can't stay away from discos that are often held** in my city because it's my idea of a great evening out. I tend to be very specific about dancing music. At the last party, I was learning how to dance waltz which is not easy for me. And now I'm quite good at it. I feel I can be a real hit as a dancer.

* * *

I'm Adam. **I live in Warsaw which is in the heart of Poland.** I'd like to say a couple of words about my friend and me. We frequent the city International club 'Planet'. Really, it's a good magnet for teens.

There are always young people from all over the world there and we can talk on different problems, dispute with them, and learn a lot of interesting things. Moreover, **we can meet many talented people that have other cultures.** It is exciting for me to learn how people behave them-



Adam

BrE – centre
AmE – center



Ann

selves in different situations, what they say and **do**. It's a good place where you can exchange your views on life, share your experience or just broaden the mind.

* * *

Hi, everybody. My name is Ann. My native place is Baltimore **which is a historical centre of the USA**. I'm a teenager and 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 socialize more with those who don't mind my likes.

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 us but also quite costly. A common place for teens to walk or to hang out in America is a shopping mall. We stick up for our mates and cheer each other up having fun together. I like our attitude to each other. If a friend is feeling a bit down by being bullied, then we are always there for him/her as a shoulder to cry on. We never hurt anybody's dignity. I appreciate it.

* * *

I'm Andrew and I'm a Ukrainian. As many Ukrainians, I'm a big fan of animals and birds. A lot of teenagers **in Ukraine have pets, which they keep at home**. Some of them are common like cats, dogs or hamsters. **My pet is a budgie whose name is Windy**. The bird is so funny! He often looks at himself in the mirror and even dances in front of it. Every morning I open his cage and take him out. Windy's beak touches my lips. It is his morning 'hello'. My friend Alice **also has a pet, but it is a parrot that she is teaching to speak**. There are two words in the bird's vocabulary: 'Hello' and 'Goodbye'. Alice has found out that parrots can copy human speech, while budgies can't. Nevertheless, I adore Windy for his affection for me.



Andrew

Across Cultures



Denmark

Denmark forms a part of Scandinavia and the people there are called Danes.

Brighton – a large town on the Southern coast of England, popular for holidays.



Brighton

Across Cultures



Warsaw

Warsaw – the capital city of Poland on the river Vistula.



Baltimore

Baltimore – a city in the Eastern coast of the USA, in the state of Maryland.

III. Language Track

Phonetics in Context

1. In the text, find introductory phrases of sentences and reproduce them with correct intonation, following the pattern. Practise this intonation pattern in chain in your own context.

Pattern:

As teenagers ,everywhere I 'like music.

Words and Phrases in Context

1. Study the difference in meaning. From the text, reproduce the words in context and interpret their meaning. Make up sentences by analogy with them.



to lack – not to have enough of something. It is used with abstract nouns.

Example: *The teacher said the child lacked confidence.*

to be short of – not to have enough of something. It is used when talking about object or material.

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

couple – a) two things of the same kind, but which don't make a pair.

Example: *Will you give a couple of books?*

b) a small number of things, not necessarily two.

Example: *He's only been here for a couple of weeks.*

pair – an object which is made from two similar parts.

Example: *Yesterday I bought a lovely pair of shoes at the Footwear.*

2. From the text, reproduce sentences with words or phrases which have the same meaning as the underlined ones.

Example: I adore my Windy for his fondness for me.

I adore my Windy for his affection for me.

1. I like to communicate with my friends.
2. My teacher wants me to concentrate on my report.
3. Alice keeps asking me to fix her lamp, but I really can't do it.
4. You are wrong. I'm not the person who tries to show how skilled and clever I am.
5. I have the news which will make you feel less sad.
6. Communication helps you to understand and accept other people's beliefs and customs.
7. This is a particular place to spend much time with friends, you know.



Complete and expand the sentences with the correct information from the text.

Example: *David sometimes has misunderstanding with his parents because they are nagging when he does badly at school. I think all parents do this, because they want their children to study well, to broaden their mind.*

1. David's parents always want to know what he is up to, that's why
2. As Ann likes music
3. If American teens own a car
4. Ann appreciates the attitude of friends, who
5. Adam enjoys talking with people from other countries as
6. Susan is a very sociable person and
7. Andrew is interested in

Grammar in Context

1. From the text, reproduce the grammar constructions in bold and interpret their meanings.

2. Complete the instructions given and illustrate them with your own examples.

- Relative clauses are introduced by relative pronouns **who** or **that** if we
- Relative clauses are introduced by relative pronouns **which** or **that** if we.....

Go to your **First Aid Kit** on p. 254 for more information



3. Look at the portraits of teenagers who spoke about themselves (p. 7–8 of your textbook) and give additional information about them using relative clauses.

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Make a personal profile for your friends/classmates. Use the guiding plan:

Guiding Plan

1. Give a brief information about:
 - ✓ yourself: name home, town, age etc.;
 - ✓ your family members;
 - ✓ your school life;
 - ✓ hobbies and interests.
2. Give a description of your personality.

b) Pair up with your friend and complete the dialogue.

If it isn't Ally? You look terrific! Where are you going to all dressed up?

Hi, _____. There's no special occasion. I usually look this way.

I feel comfortable in smart clothes.

Really? _____

c) In the whole group unquote the words of famous people.

"I observe myself, and so I come to know others".
Lao Tzu

"Your example flows naturally out of your character, the kind of person you truly are. Your character is constantly radiating and communicating. From it, others come to instinctively trust or distrust you and your actions".
Stephan R. Covey

"Recognize that when you are in balance, you possess a level of strength and flexibility that allows you to meet any challenges effortlessly".
Deepak Chopra



Listening

a) Before you listen

You are going to listen to an interview. Look at the picture and think what questions the journalist may ask Ben. Write 5 possible questions.



b) While you listen

Listen to the interview and correct the mistakes.

1. You feel protected but not safe in the family.
2. We can never say angry and rude words to each other.
3. Dan supports me but sees life through his eyes.
4. He says I'm too energetic.
5. We have nothing in common with my friends.
6. Ben has a head for languages.
7. Ben's friends are good at designing computer programmes.
8. Relations with friends are much stronger for Bob.

c) After you listen

In the whole class discuss who and what makes your personality.

Writing

a) Before you write

- If you want to apply for a summer job, write a cover letter, which is a one-page document that says who the person is.
- Brainstorm with your friends what reasons teenagers may have for applying for a summer job.
- Make a list of words/phrases you can use to sound convincing.

How to Write a Cover Letter

Language Tips	Content Tips
1) Communicative Skills	<ul style="list-style-type: none"> • Dear personnel Director, • I'm writing in reference to... • In the meanwhile, you may reach me ... • I look forward to hearing from you ... • Regards,...
2) Concise presentation of experience and qualification	<ul style="list-style-type: none"> • Your advertisement fits my experience and qualification. • I have achieved high marks in my...
3) Level of professionalism	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • I believe that I have good communicative skills. • I have always taken a keen interest in ...



At Home: In your WB write a cover letter applying for a summer job.

Go to your **First Aid Kit** on p. 281 for a Sample of a Cover Letter

1.2. Becoming a Personality

Word Bank

- just;
- decent;
- to slander;
- perfectionist;
- disciplined;
- brainy;
- inquisitive;
- to flatter;
- mysterious;
- sensitive.

Phrase Bank

- to look puzzled;
- to help somebody out;
- to come to the rescue;
- to take something seriously;
- to be obsessed by something;
- to have nothing to do with;
- to have a great admiration for;
- to be considerate of other people.

Communication Box

- Talking of...
- It's you all over!
- At times...
- No doubt,...
- ...at that

I. Go Ahead!

Look at the photos. Describe each scene and say how it reveals teen's personalities in them.



Example: *I think the guys in the first photo are very romantic. They like to socialize and adore travelling.*

II. Reading

Personality and Star Signs

Read the children's talk. Do you or your friends have the personality described for your star sign?

Sam: Hey, Ann, what is it you are reading with such a great interest?

Ann: It's my horoscope. I want to write down the main points for today.

Sam: Do you really believe in your star sign?

Ann: I do. It helps me to avoid unpleasant events. Our stars tell us what kind of person we are. According to my star sign, I'm good at creativity.

Sam: Right, you are the most creative person I know. I enjoy **the parties where you sing** and have a great admiration for your poems. No doubt, you are a talented person.

Ann: Thank you, Sam, you are so kind.

Sam: As a Virgo I am supposed to be hard-working and a perfectionist at that. But it's not about me.

Ann: Don't slander, Sam. You are a very responsible person and can work a lot when it is needed. And talking of a perfectionist, do you **remember when you presented** the best project about our culture? You were just perfect and, certainly, you worked hard on it.

Sam: I think I'm disciplined and...

Ann: And very brainy and inquisitive.

Sam: You flatter me, Ann, because you've always been considerate of other people. Look, here goes Helen. She is a very sensible person. Let's ask about her star sign.

Helen: Hi, guys, you look so mysterious and puzzled. Can I help you out?

Ann: It's you all over, Helen, always coming to the rescue. Sam and I are disputing if our star signs can speak about our personality.

Sam: Wait, wait, let me guess. You are sensitive, even idealistic at times. So, you must be a Scorpio or Pisces.

Helen: Neither of them. I'm a Leo and I don't take the stuff **like that seriously when I read it**.

Sam: That's what I'm saying. So, Ann treats the star signs as a bit of harmless fun, but don't be obsessed by them. Always remember that you are absolutely unique, just like everyone else.

Ann: But you are unjust...

Helen: Let me stop your dispute, as there seems no end to it. Once Carl Gustav Jung famously said, "Personality is the supreme realization of the innate individuality of a particular living being". Isn't he right?

Sam: That's the answer and star signs have nothing to do with the personality formation.

Ann: Ok, Ok. To each his own.

III. Language Track

Phonetics in Context

1. From the text, reproduce words with the sounds /ŋ/ and /ə:/ in their context. Practise saying them in your own sentences.

Example: *What is it you are reading ng with such a great interest?
It was just perfect!*

Words and Phrases in Context

1. From the text, reproduce two personality adjectives with the opposite meaning. Illustrate them with your own examples.

Example: *inconsiderate*

You've always been considerate of other people.

I'm trying to be considerate of other people's feelings and never hurt them.

- | | | |
|-----------------|-------------|-----------------|
| • lazy | • imperfect | • undisciplined |
| • insensitive | • harmful | • unkind |
| • irresponsible | • just | • indecent |

2. From the text, reproduce the words in context in accordance with their definitions. Say who of your friends or family members possesses these character traits.

Example: *A person who is able to think quickly and learns easily – **brainy**
My friend Denis is brainy. He has a good head for Maths. No wonder, he is the best mathematician in our class.*

BrE – Math
AmE – Maths

A person who:

- is reasonable and shows good judgments;
- believes that he/she should live according to high standards or principles;
- is the only one of its kind;
- is morally right and fair;
- is following moral standards that are acceptable to society;
- is interested in a lot of different things and wants to find out more about them;
- is confused and unable to understand something;
- behaves in a way that makes you want to know more.



3. Look at the photos of the characters from the text on p. 16 of your textbook and describe their personalities using the information from the text (p. 14). Add some more characteristics judging by the photos.



Ann



Sam



Helen

Example: *I think Ann is not only good at singing herself. She likes little children and enjoys teaching them.*

Grammar in Context

1. From the text, find the grammar constructions in bold and interpret their meaning.

2. Complete the instructions given. Make up your own sentences with them.

If you want to refer to a place or time, use a relative clause with ... and ...

Go to your First Aid Kit on p. 254 for more information



3. Read the story and fill in the correct relative pronouns.

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 trendy. I still remember my first trainings ... all members of my group helped me. I liked that place ... I felt I could share my interests with others.



Go to your WB for more exercises

IV. Communicative Track

Speaking

a) Look at the set of pictures and make up a story on them describing the personalities of teenagers in them. Use word and phrase banks on p. 13 of your textbook.



b) Pair up with your partner and ask each other questions suggested. Use the words in the box on the left to make statements about your findings. Present each other to the class.

active relaxed	1. In your free time do you prefer to...? <ul style="list-style-type: none"> • read a book or watch TV at home; • go dancing with friends.
disciplined disorganized	2. When you have many lessons, do you usually...? <ul style="list-style-type: none"> • resume your studies at once; • do what you think is important.
sensitive irresponsible	3. When you are planning the project with your friend, do they...? <ul style="list-style-type: none"> • listen to your opinion which is always good; • pay no attention to your opinion because you are unreliable.
sociable reserved	4. When you meet a new person do you always...? <ul style="list-style-type: none"> • start a conversation; • keep mum.

talkative short-spoken	5. How much do you talk to friends on the phone? <ul style="list-style-type: none"> • all the time; • only when it is necessary to ask or to answer.
neat messy	6. When you use a textbook to study English do you...? <ul style="list-style-type: none"> • write words and answers anywhere on the page; • write carefully in your copybook.



In the whole class, discuss the question: What makes a personality?



Listening

a) Before you listen

You are going to listen to a part of the story “The Trumpet of the Swan” by E.B. White under the title “At the Lesson”.

Judging by the title try to predict:

- the characters of the story;
- the personality of a teacher;
- the presentations of students.

b) While you listen

Listen to the story and mark the true statements.

1. Sam joined the lesson of Maths.
2. Sam answered the teacher’s questions making calculations.
3. The children continued Sam’s answer.
4. The teacher wasn’t angry with the students.
5. The teacher liked her students’ ideas.
6. The girls in the classroom didn’t know the answer to the teacher’s question.
7. Linda Staple’s answer was based on her family experience.

c) After you listen

In groups:

- discuss how Sam’s teacher of Maths developed her students’ personality;
- say in what lessons and how your teachers help you to develop your personality.

Writing

a) Before you write

- If you want to describe somebody’s personality, learn to write a descriptive paragraph.
- In groups, brainstorm with your friends what important points of a personality you want to describe.
- Make a list of words and phrases you can use describing a personality.

b) While you write

How to Describe Somebody's Personality

Content Tips	Language Tips
<ul style="list-style-type: none"> Write a topic sentence summarizing the ideas of the paragraph. 	<ul style="list-style-type: none"> I'd like to describe... The person is interesting for me because...
<ul style="list-style-type: none"> Give examples or explanations to illustrate your main point. 	<ul style="list-style-type: none"> I find him/her...because What I appreciate most in him/her...
<ul style="list-style-type: none"> Do not include details that are not to the topic. 	<ul style="list-style-type: none"> I feel a great admiration for him/her...
	<ul style="list-style-type: none"> ... deserves appreciation.

Go to your *First Aid Kit* on p. 281 for a Sample of Description



At Home: In your WB write a description of your role model.

1.3. Teenager's World

Word Bank

- dreadlocks;
- ponytail;
- greesy;
- trendy;
- scruffy;
- recognizable;
- tremendous;
- to enrich.

Phrase Bank

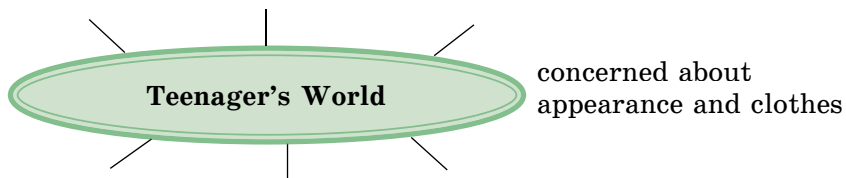
- to be concerned about something;
- to capture the essence of something;
- to care about something;
- to follow fashion;
- to be on the other side of popularity;
- to be on equal terms with somebody;
- to feel a bit stressed out;
- to be addicted to;
- to feel necessity for;
- to be involved in.

Communication Box

- Between ourselves...
- In this connection...
- Not for nothing...
- At the same time...

I. Go Ahead!

Think and decide what makes a teenager's world. Fill in the map (p. 20) with your ideas.



Example: *Teenagers are concerned about their appearance and clothes. They want to look nice and stylish.*

II. Reading

Read the opinion of youth psychologist Anna Petrenko about teenager's world and say if you agree with her.

BrE – recognise
AmE – recognize

Who are Teenagers?

It was a popular British comedian Harry Enfield who perfectly captured the essence of those difficult teenage years in his character “Kevin the Teenager”. 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. Frankly speaking, isn't it a recognizable picture?

The teens really care about the way they look. Many of them believe **if a person doesn't follow fashion, he won't be in the centre of attention**. That's why they try to wear trendy clothes not be on the other side of popularity. To be popular, in their opinion, means to look perfect – have the perfect clothes, the perfect hair style and the perfect face. The opinion of their peers matters a lot for them.

The desire to be on equal terms with others explains their hanging out with friends. If **they are not involved in any activity**, they will feel a bit stressed out. Talking with friends on the phone, participating in sport competitions, concerts, student governments are widely spread among them.

In the 21st century, the country of new technologies, teenagers spend tremendous amount of time surfing the Internet, playing computer games. They are so addicted to playing them. Not for nothing they got the name of the ‘thumb generation’. In this connection, a new tendency of exchanging games, discs with music or films appeared. Teenagers feel necessity for meeting peers with the same interests and preferences. Thus, a lot of clubs as another form of socializing in many countries are set up.

If you enjoy dancing, you may join a dancing club. If you are keen on technology, join a technology club etc. At the same time, a lot of interesting teens' organizations like Boy Scouts or Plast were set up. Together with clubs they help them to enrich teenagers' world, to develop their intelligence and practical skills, to share their interests and to learn from each other. They have fun being together. Being in a group is like living a real life for them. So let them enjoy this life and be happy.

Across Cultures: Britain – Ukraine



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



Scouts – the largest and the most popular non-political youth organization for boys in Britain, which trains boys in mapping, signaling, knotting, first aid and all the skills that would arise from camping and outdoor activities.



Plast – non-political and non-confession youth organization in Ukraine, the good of which is to promote an all-round, patriotic education and self-education.

III. Language Track

Phonetics in Context

1. In the text, find and reproduce words with the sound /θ/ in their contexts. Practise saying it in your own sentences.

Example:

- On the eve of his **thirteenth** **birth**day Kevin and his parents were counting down the seconds till midnight.
- On my **thirteenth** birthday, when I was a **birth**day boy/girl my parents presented me with a new computer game.

Words and Phrases in Context

1. Study the difference in meaning. Find these words in the text and reproduce in context. Make up your own sentences by analogy.



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: *There is no similarity between you and me.*

2. From the text, reproduce the words formed from the verbs below in their context and interpret their meanings. Illustrate them in your own sentences.

Example: *popularize*

Teenagers try to wear trendy clothes not to be on the other side of popularity.

- to recognize
- to activate
- to equalize
- to necessitate
- to stress
- to compete
- to connect
- to organize



3. From the text “Who Are Teenagers?”, find the answers to the following ‘wh-questions’ based on word and phrase banks of the lesson. Say how much it is true about you.

1. Why do the teens care about the way they look?
2. What does it mean for teenagers (and you) to be popular?
3. What activities are many teenagers involved in?
4. What new activities did the 21st century bring for teenagers?
5. Why are teenagers called a ‘thumb generation’?
6. What new necessity did teenagers feel?
7. When do many teenagers feel a bit stressed out?
8. What does being in a group with others mean for teens?

Grammar in Context

1. From the text, reproduce the grammar constructions in bold in contexts and interpret their meaning.

2. Complete the instruction and make up your sentences.

If you want to talk about something that is likely to happen in the future as a result of an action or situation, use the 1st conditional _____

Go to your First Aid Kit on p. 254 for more information



3. Read Taras’s letter and Paul’s answer to it and fill in the 1st conditional in the right way. Give your answer to Taras:

If I... , I...

Dear Paul,

I’m not sure what to do with my free time. I’m thinking of a long walking tour, but some of my friends say it’s a bad idea. They say, that if I ... I ... be dog-tired and get no pleasure. But if I ... at home, I ... be even less happy. Who is right?

Thanks,
Taras.

Dear Taras,

A lot of young people prefer walking tours to other activities because they find them exciting. If you ... to have a walking tour, you ... have the most pleasurable time. It ... more fascinating if you ... with your friends.

Walking tours have much to offer. If you ... sightseeing, you ... stop at any interesting place and take pictures or get some interesting information about it.

You ... also make a film if you ... a camera with you. Besides, you have a chance to meet new people. If you ... like-minded people, you ... strike up acquaintance with them and continue your tours together. But if you ... at home you ... regret it because only outdoor activities can make you healthy and happy. But it's up to you to decide.

Yours,
Paul

Go to your WB for more exercises

IV. Communication Track

Speaking

1. Look at the photos and say how much the teenagers' world of granny has changed in comparison with her grandchildren. How do you feel about the past and present of teenagers' world?



2. In pairs, interview each other and find out:

- what your friend thinks about the way he looks;
- what he/she does to be on equal terms with his/her peers;
- what he/she usually does when he/she is a bit stressed out;
- what activities he/she is involved in;
- what activities he/she tries to avoid;
- what he/she thinks about clubbing as the form of teen's socializing.



3. In the whole class, think of an ideal teenagers' world you'd like to have. Present it in a form of a poster.



Listening

a) Before you listen

You are going to listen to two classmates. One of them asked the other: "Oh, Dave, what are you doing at the leisure centre?"

In the groups try to predict:

- why the leisure centre is visited by teenagers;
- what Dave is going to do there;
- why his friend Alison has come there too.

b) While you listen

Listen to the dialogue and choose the correct completion of the statements.

1. David has come to the leisure centre...

- A. to see Alison;
- B. to work on computer;
- C. to meet Paul.

2. ...is David's hobby.

- A. travelling;
- B. computing;
- C. swimming.

3. David wants to ask his friend about...

- A. some websites;
- B. a few new books;
- C. some advice.

4. Swapping is a new hobby of...

- A. David's parents;
- B. Alison's family;
- C. Paul's friends.

5. House swapping is meant for...

- A. knowing other people and their cultures;
- B. escaping from home;
- C. saving more money.

6. ... is an experienced traveller.

- A. David;
- B. Paul;
- C. Alison.

7. Alison was surprised that...

- A. her friend didn't know much about computers;
- B. David could have a new hobby;
- C. David was able to ask for advice.

8. Alison found the idea of swapping...

- A. boring;
- B. exciting;
- C. unreal.

c) After you listen

Discuss with your friends what leisure centres or clubs you like to visit and why.

Writing

Before you write

- If you want to persuade your peers to join your club, write a good advertisement.
- In groups brainstorm with your friends to what club or organization you'd like to invite your friends.
- Make a list of possible words and phrases that may convince your peers to join it.

**How to Write an Advertisement for Joining a Club
or a Youth Organization**

Content Tips	Language Tips
<ul style="list-style-type: none"> • Think of an unusual beginning of your advertisement so that to encourage peers to participate in your activity. 	<ul style="list-style-type: none"> • No one else can... • There's nothing like... • It's a unique possibility... • ...gives you a fantastic release.
<ul style="list-style-type: none"> • Focus on the most outstanding features of your club's activity. 	<ul style="list-style-type: none"> • It's incredible... • Without doubt...
<ul style="list-style-type: none"> • Add colour to your description. 	<ul style="list-style-type: none"> • We are available... • Join us...
<ul style="list-style-type: none"> • Leave your contacts. 	

Go to your **First Aid Kit** on p. 282 for a Sample of Advertisement



At Home: In your WB, write an ad inviting teens to spend their free time activities.

1.4. Teens' Worries and Problems

Word Bank

- endeavour;
- grunt;
- to remind.

Phrase Bank

- ups and down;
- to lose one's temper;
- take something easy;
- to slam the door
- to accuse someone of doing something;
- to have cross words about;
- to get over something.

Communication Box: How to express worries and concerns

- | | |
|---|--|
| <ul style="list-style-type: none"> • You look worried. What's the matter? • You are desperate with worry. Who or what is the source of it? • What's the cause of your concern? | <ul style="list-style-type: none"> • I'm really worried about... • I'm worried sick about... • Don't worry • What worries me is... • There's nothing to worry about • You had me worried • ...is a worry to me • ...is of somebody's concern • Don't concern yourself about it! • Chin up! • Don't lose it. |
|---|--|

I. Go Ahead!

Look at the photos (p. 26–27) and say what problems the teens may have in these situations. What their worries may be.

Example: *Sometimes teens may have problems in the family, because parents don't understand them as they see life through their eyes.*





I. Reading

Read the dialogue of two former schoolmates and say what worries one of them.

Teens' Worries

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'll borrow the car in case you don't mind." I'm worried thick about all this.

Susan: Yes, I remember those times well! Try not to lose your temper **or else** you'll have more problems. 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. **Even if** I'm not against her endeavours, she'll argue with me.

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, we were not concerned about that at that time 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". If I ask him other questions, he grunts too. I sometimes wonder if he's totally lost all powers of speech!

Susan: Oh, Dave, take it easy **otherwise** you'll lose them. It's just normal

BrE – endeavour
AmE – endeavor

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!

III. Language Track

Phonetics in Context

1. From the dialogue, reproduce exclamatory sentences in context with a correct intonation. Follow the pattern.

Pattern:

Hi, Susan! 'Fancy seeing you here!

Practise saying them in your own micro-dialogues.

Words and Phrases in Context

1. Study the difference in meaning. From the text, reproduce the words in context and interpret their meanings. Make up your own sentences by analogy.



worried – unhappy because you keep thinking about a problem or about something bad that might happen.

Example: *I'm really worried about my brother.*

concerned – worried, usually about an important problem affecting someone else or affecting the country or the world.

Example: *I'm concerned about the clothes I wear.*

2. From the dialogue, reproduce the sentences with Dave's worries. Say which of them are typical of you and your family.



3. Look at the photos of David's children (p. 29). Say how the following words and phrases from the dialogue characterize brother's and sister's personalities.



Josh



Sammy

Example: *Slam the door.*

*I think Sammy loses her temper while talking with her dad.
That's why she slams the door.*

- angelic smile;
- pierced belly;
- rock band;
- communication;

- grunt;
- power of speech;
- cross words;
- shouting.

Grammar in Context

1. From the dialogue, reproduce the grammar constructions with words and phrases in bold, interpret their meaning.
2. Complete the instruction and illustrate it with your example.

If you want to talk about something that is likely to happen in the future as a result of an action, use **the first conditional** with these words and others.

Go to your First Aid Kit p. 254 for more information



3. Read the beginnings of the sentences and complete them.

Example *Don't worry unless... →*

Don't worry unless you are sure of the problem.

1. If you have a problem, consult your parents otherwise...
2. Supposing you want to avoid your classmate...
3. In case nobody believes you...
4. Imagine you quarrel with your friend...
5. You'll lose your friend unless...

Go to your WB for more exercises

IV. Communication Track

1. Speaking

1. Tell your friends about your problems and worries using the star plan.

1. How often do you have problems?
2. Where do the problems arise?
3. Who do you often connect your problems with?
4. What is the reason of most problems?
5. When do you worry?



2. Put the conversation into the correct order. Enlarge some of the responses and act it out in the class.

- Oh, no, Taras is an excellent student and a good athlete at that.
- Oh, Ann, you look worried. What's the matter?
- Is it that bad? He is just growing up and wants to show it.
- Sure. I was disciplined and obedient and spent much time doing my lessons.
- I'm really worried about my younger brother Taras.
- Were you different when you were his age?
- He used to be. But he has changed beyond recognition. He is trying to be independent.
- Girls are all alike – diligent, hard working. But don't worry, Ann. There's nothing the matter with Taras. Give him some time to become a grown up.
- Maybe you are right. He rarely goes to the swimming pool, but spends more time hanging out with friends.
- I'll try.



3. Read the short text about Kelly and her mum. In the whole class discuss the questions suggested.

We do the food shopping once a week and buy things in big quantities. Today is a shopping day and I ask Kelly to go with me but she says that shopping is so boring, that she'd rather go to the mall to meet her friends. I can't understand how teenagers spend so much time in the mall. What do they do there? They certainly don't have much money to spend. Kelly's pocket money is limited because I control her purse.



Do you have any problems with pocket money? What do you spend it on?

Which is the worst problem with you? How are you trying to overcome it? Can you say that being a teen is easy? What is the best time in a person's life? Why?

Listening

a) Before you listen

You are going to listen about one American teenager who is going through a period of teenage rebellion. In groups think and decide:

- against what he may rebel;
- what his problems are.

b) While you listen

Listen to the story and match the questions of the text with the answers.

<ol style="list-style-type: none"> 1. So, you are leaving us, eh? 2. What's the matter with you, boy? 3. Have you told your parents yet? 4. I doubt very much if you opened your textbooks even once the whole semester. Did you? 5. How do you think they'll take the news? 6. How many subjects did you fail this term? 	<ol style="list-style-type: none"> A. No, sir, I haven't, because I'll probably see them on Wednesday night when I get home. B. Five, sir. C. Yes, sir. I guess I am. D. Nothing serious, sir. E. Well, I sort of looked through it a couple of times. F. Well, they'll be pretty irritated about it.
---	---

c) After you listen

Holden couldn't cope with his problems and was leaving school. In the whole class think and decide how teenagers can avoid problems. Who and what might be helpful in it?

Writing: Project

At the end of the unit design 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
If the title is suitable:			
If there are personality's new abilities presented:			
If the presentation is good:			
If you have seen your friend from a different side:			



At Home: Search the Internet and make a culture comparison.



- 1) What leisure-time activities are typical of teenagers from other countries?
- 2) Which of them are similar to Ukrainian teenagers?

1.5. Self-Test Pack

A. Use of English

1. Read the text below. For questions (1–10) choose the correct answer (A, B, C or D). There is an example at the beginning (0).

Yuppies: who they are

Do you think Yuppies is the name of extremely popular youth (C) all over the world? The answer is 'no'.

The 1 'yuppie' is basically an invention of the mass media, yuppies do indeed exist. On the one hand, yuppies are the result of the 2 against the antiestablishment, against the free-minded 1960s' 3. But on the other hand they are a phenomenon much more complex, tied to the nation's economy.

What is a yuppie? A young urban professional, making a 4 in business. Being a yuppie is a 5 of life. Those who want to be yuppies choose the yuppie 6 system. They conform 7 the society standards. They believe that money cures all illnesses. Yuppies are young: in their late twenties or thirties. They are urban and often disapprove 8 suburban life style. Most of all, yuppies are professionals: they work 9, rise quickly and stop at nothing. They are more concerned 10 enjoying their life style than having a family or helping others in society.

	A	B	C	D
0	society	club	movement	association
1	cliche	idiom	phrase	term
2	rebel	rebellion	behaviour	react
3	youth	adults	children	generation
4	culture	way	career	life
5	way	sense	behaviour	simplicity
6	life	image	fashionable	value
7	to	about	for	of
8	with	of	for	-
9	hardly	fast	many	hard
10	about	of	over	on

2. Paraphrase the sentences using the words in bold.

Example: *Don't argue if you don't know the problem. (unless)*

Don't argue unless you know the problem.

- Relax after running, or else you'll be unable to continue the competition. **(otherwise)**
- Provided that you know mapping, you can avoid misunderstanding. **(as long as)**
- If you are clever, you won't join this organisation. **(supposing)**
- We'll be late under any circumstances. **(even if)**
- I'll put up a tent because it might rain. **(in case)**
- If it doesn't stop raining, we'll have no running race. **(unless)**
- What will you do if you become a plast? **(imagine)**
- I'm not a safe guard, but I'll come to the rescue. **(even if)**
- If you join the club, will you enjoy yourself? **(suppose)**
- We must hurry up or we'll be late for the meeting. **(or else)**

B. Reading

Read what the Canadian Craig Kielburger said about the organization "Free the Children" (p. 34) and match its paragraphs (1–5) with the titles (A–F). There is one extra title.

A.	We May be Leaders
B.	Protecting Children of the World
C.	Setting up "Free the Children"
D.	Getting Involved
E.	A New Idea
F.	Being Together

Free the Children

1 When we began, our first problem to end child's exploitation and help children to protect their rights was taken seriously. Many of our members are 8 or 9 years old. The big question was, how can a group like this understand the issue of child labour? So we did our research: we began learning from local organizations and from the children themselves. Now we have young people who are able to stand up (*fight against*) to debates with heads of companies or world leaders.

2 Unbelievably, young people want to get involved, they want to have a voice. We started with about 12 young people in Toronto, and we now have groups across Canada and the United States, in Australia, Brazil, Chile, Singapore.

3 I remember when adults would come to the school and say, "You're young people, you're our hope for the future, our leaders of tomorrow", and I remember always thinking, "Well, that's nice, but why can't we be the leaders of today?" Young people have a lot to offer and they bring a new perspective. Basically, who better understands the rights of children and the situation of children than children themselves?

4 Once, I was reading the local newspaper. And I came across (*found by chance*) an article about a young Pakistani boy, whose photo was on the front page with the headline **BOY, 12 YEARS OLD, SPOKE OUT, MURDERED**. And that caught my attention because I was also 12 years old at that time. I read about how at the age of 4 he was sold into slavery. And how at 10 he was finally able to escape and began to speak out (*speak freely*) for working children in Pakistan and around the world. And how at the age of 12 he was murdered. I began to do more research, until I learned that 250 million children are involved working around the world. I went to my class at school and said, "Listen, here's an issue. This is what I know about it. This is what I want to do. Who wants to help?" And from there the Free Children was born.

5 When I'm older, I hope to become a doctor. I would like to be a part of Medecins sans Frontieres (Doctors Without Borders), because MSF believes that when it comes to people, whether they be in Congo or Somalia, they're not just that country's problem, they're the world's problem. It's like Free the Children – we don't believe children are Thailand's or Brazil's children; they're the world's children, and thus the world's responsibility.

Craig Keilburger

C. Listening

Listen to the information about one of the teens' popular music styles and mark true/false statements.

1. The world's biggest dance party took place in Germany.
2. The festival lasted for a week and was a great success.
3. The style of gap music originated in Stockholm.
4. British gap groups are extremely popular.
5. This music style is spreading all over the world.
6. This genre was not recognized in the USA at once.

7. Gap music stimulated the appearance of many other subgenres.
8. Musicians believe that gap music today is a life style.
9. Sociologists claim that such a music style can't form a youth movement.
10. Youth enjoys gap music because it is open and against strict political ideologies.

D. Writing

1. Suppose you are going to apply for a college after the ninth form. Write your personal profile.



2. For your cultural upgrading and developing reading competence do some reading in your Text Files on p. 36 of your textbook.

1.6. Text Files

a) Before you read

You are going to read the story “The Blue Patch” by D. Bateson. Before you read do the activities which will help you to understand the story better.

• *Content anticipation*

Read the opening paragraph of the story and say what worries Jackie and why.

“Ma,” said Jackie, “when can I have those new trousers?” She did not look up from her sewing. “When your father gets a job,” she said at last. “In October, perhaps”.

• *Language Anticipation*

Sometimes teenagers don't have the best time in their lives. Make a list of words and word combinations that may characterize their emotional state at that time.

• *Cultural Anticipation*

Teenagers like to take sports in their leisure time and often participate in sport competitions. Think and decide what sport or sport competitions English teens enjoy.

• *Prediction*

Read words and phrases below and try to predict what the story may be about.

- | | |
|---|---|
| <ul style="list-style-type: none"> • trousers; • a blue patch; • race; • prize; • to win the 1st prize; • a partner; • a tempting suggestion; • a complete failure; | <ul style="list-style-type: none"> • asking for help; • a thread and needle race; • a wheelbarrow race; • a ball and knife for a sixpence; • deserved admiration; • a lame excuse; • no other way out; • as quick as lightning. |
|---|---|

b) While you read**I. Read the story and say why Jackie decided to take part in the race.****II. Read the plan of the story below and enlarge it with suitable items from the box.****1. A Firm Decision**

a) _____

b) _____

c) _____

2. The Unlucky Race

a) _____

b) _____

c) _____

3. A Friend in Need

a) _____

b) _____

c) _____

THE BLUE PATCH¹*By D. Bateson*

“Ma,” said Jackie, “when can I have those new trousers?” She did not look up from her sewing. “When your father gets a job,” she said at last. “In October, perhaps”.

Jackie ran out into the street. He threw his ball at the wall of the house and caught it again. October ... he had to wait three months before he could say good-bye to the blue patch in his trousers. And everybody could see the patch. Penny Dale, the girl who lived on the hill, could see it too.

Jenner came up the street and asked, “Going to the races², Jackie?”

Jackie threw his ball at the wall again. “No, I don’t think so,” he said.

“There are prizes,” Jenner said. “Seven and six and half a crown³³ for first and second places.”

Jackie thought: “If win a first prize, I can buy those trousers myself. Then Ma won’t have to worry.”

“I’d like to go,” he said. “How much do you have to pay to take part in. the races?”

“Only sixpence,” Jenner said.

“Only!” Jackie said. “And where can I get sixpence?”

“I’ll give you three pence for that ball.”

“But I need sixpence!”

“– And another three pence tor your knife,” Jenner said.

¹ a patch /pætʃ/ – заплата

² Going to the races? (розм..) = Are you going to the races?

³ Seven and six=seven shillings and sixpence British money: a pound (£1) = 12 shillings (12s); one shilling (1s) = 12 pennies (12 d); one crown = 5 shillings; a half-crown = 2 shillings sixpence (2s 6d)

Jackie thought about it, but not long. Ten minutes later, they, were on their way to the races, Jenner wearing his new white shirt and white trousers, Jackie in his old shirt and brown trousers with the blue patch.

For many weeks, Jackie had thought of going in for something – just for the idea of winning. But he had not, because of the patch. He didn't want to show all the other boys and girls the blue patch in his trousers. But how could he get rid of¹ the patch if he didn't run? When the man shouted "First race – boys, seventy yards," Jackie gave him his sixpence and went to stand in the starting-line with the other boys.

He tried too hard at the beginning of the race, and couldn't make his legs go fast enough at the end. But he won second place, with Jenner just behind him, and the man gave him half a crown.

Next was a thread-and-needle race. Jackie wanted Penny Dale for a partner, but a girl named Helen took his arm, and they went together to the starting-line. Jackie saw Penny Dale near him, with Jenner. Helen went to the end of the field and held her needle ready. Jackie put the piece of thread into his mouth, and when the man shouted "Go!", he ran like the wind towards Helen. He was the first boy to get to his partner. But he was so excited that his hands were shaking, and he had difficulty threading the needle.

"How slow you are!" Helen said, waiting to run back to the starting-line with her threaded needle.

The other pairs threaded their needles quickly, and the girls ran back. Penny was second. Helen was last. When Jackie returned slowly with his hands in his pockets, Helen didn't look at him. She walked away without a word.

Jackie's last chance for a big prize was the wheelbarrow² race. You had to run on your hands in the wheelbarrow race; a girl behind you held your legs and pushed you. But now nobody, he thought, wanted to be his partner. Nobody wanted to help him to get the money for those new trousers.

So that was how Penny Dale saw him looking unhappy and alone.

"Would you like to help me?" she asked.

His eyes became bright, but he said, "You can have anyone for a partner."

"I don't want anyone," she answered. "I'd like to have you."

His heart was full of joy, but he thought of Penny behind him and of the blue patch in his trousers. "I can't," he said. "I'm no good at sport."

"Please, Jackie!" she said. "Look, they're about to start." And she pulled his hand.

He tried again as they moved towards the line. "I have never won a first prize."

But Penny didn't answer. They were in the line now, and she took his legs and he heard the man's voice: "Ready? Go!"

Jackie forgot his purpose in coming to the races. He stopped thinking about Ma, and Jenner, and Helen. He even stopped thinking about the prizes. He could only think of the blue patch in his trousers that Penny could see. He ran forward on his hands. He only wanted to get to the end of the field

¹ to get rid of – позбутися від

² wheelbarrow /'wi:l'bærəu/ – тачка

as quickly as possible, to give Penny less time to look at that patch. He ran on and on, and didn't see that now all the other pairs were behind them. But he saw the white finish line. When they came to the end of the field, he ran across the white line and fell down.

"We won, Jackie, we won!" Penny cried as she sat down near him on the grass.

And he saw that there was only admiration in her eyes.

c) After you read

• *Talk*

Luckily, Jackie managed to solve his problem himself. Say if you solve your problems yourself. If not, who usually helps you out.

• *Conversation*

Pair up with your friend and discuss Jackie's feelings and worries in the race.

• *Discussion*

With your classmates prove the truth of the old proverb "*A Friend in Need is a Friend Indeed*".



Unit 2

Nature around us

In this unit, you will learn how:

- to talk about the natural world;
- to describe global environmental problems;
- to share your opinions on becoming green;
- to discuss options hoping for environment;
- to check your knowledge and skills on the topic getting ready for independent testing;
- to upgrade your sociocultural competence through reading.



2.1. The Natural World

Word Bank

- hamster;
- enchanting;
- spectacular;
- to smuggle;
- puppy;
- to chase;
- vet;
- to bark;

Phrase Bank

- to enjoy every minute of something;
- endangered species;
- to keep somebody in captivity;
- to be dead against something;
- to treat somebody cruelly;
- to object to doing something;
- reputable breeder;
- breathtaking view
- to be inquired;
- to adapt oneself to...;
- in search of...
- to release somebody in the wild;
- stray dogs (cats).

Communication Box

- I can't but agree...
- My heart swells with pride when...
- Strange as it may seem...
- Luckily...

I. Go Ahead!

Look at the photos which show wild animals in different settings and say what life they have. What you disapprove of and why.



Example: *I don't like the first photo, because a monkey in it doesn't look happy. Vice versa. She is tired and exhausted. I think it's cruel to use animals for commercial purposes.*

II. Reading

Read what different Ukrainian children say about the natural world of Ukraine and what they feel about it. Do you feel the same or different?



Vasylyna

I'm happy to live in one of the most picturesque countries of Europe – Ukraine. There are so many places of enchanting beauty like the Carpathian Mountains, the Sofiyivka National Dendrological park in Uman, the Shatsk National Nature park and, of course, a natural world like no other – the Askania Nova National preserve, which has a zoo and a Botanic garden. I was lucky to visit all these places with my classmates and see spectacular many-coloured flowers, marvelous rare plants and trees with my own eyes. I felt as if in a realm of beauty looking at grass varieties growing wild in the reserve. I was glad to know that 85 plants of the Botanic garden are considered to be rare and 12 are entered into the Red Book of endangered species.

When yellow scynthian tulips bloom, the meadows become an unforgettable sight as they produce a bright yellow light. I have a photo. Look and enjoy it.

BrE – marvellous
AmE – marvelous



* * *



Vasyl

Our country is famous for its plantations of pine, oak, beech and birch. I live in Polissia, where majestic dense forests are situated. Many plants lovers come there in search of beauty, but I'm personally a great admirer of animals. I want to know everything there is to know about some of them. I wanted to see rare animals of the Askania Nova Zoo **as fast as** I could. This spring my dream has come true and

I watched Przhevalsky horses, zebras, bison, elk, deer, antelope and other animals. Many bird species also nest in the steppe. I could see some of them hatching their younger ones. It was a breathtaking view! I stayed there **till** the end of the day taking pictures, drawing birds, taking notes and just enjoying every minute of my stay. I'm dead against keeping animals in captivity. In fact, Askania Nova has almost everything – except cages, that is.

* * *

I think my country is rich in rare plants, unique animals, extraordinary birds and natural resources. When I speak about it, my heart swells with pride. I love Ukraine and want it to be exciting and beautiful forever. I can't



Sonia

understand why people who go to the forest do not enjoy its beauty, but pick flowers for selling them or just for fun. Strange as it may seem, but some people bring exotic animals from abroad, keep them for some time and then throw away. It's inhuman at least.

My friends and I take care of such miserable animals, because they are often injured. It concerns wild animals especially, such as tortoises and monkeys, who can't adapt themselves to the city life. Luckily, my dad is a vet and he helps us

a lot. We release them into the wild **as soon as** they recover.

I believe we should do our best to enrich the country, and not to destroy its fauna and flora.

* * *

I'm full of indignation when I read about animals being smuggled, traded or treated with cruelty. But I don't object to keeping animals at home as pets. Many people in Ukraine have four-legged friends – cats, rabbits, hamsters or dogs. I'm also a pet owner and have my pet Doberman, called Star. My dad got him as a puppy from a reputable breeder some years ago and now I can't imagine my life without Star. Who wakes me up in the morning? Who makes me run in the morning park for more than an hour? Who protects me from stray dogs? It's my Star. He is very smart and never chases passers-by or barks at them. If you see his clever eyes you'll love him too. I think life is meaningless if you don't have a pet at home.



Taras

Across Cultures: Ukraine



Askania Nova National Preserve – a zoo and a Botanical garden which covers an area of 34000 hectares.



The National Dendrological Sofiyivka Park – a great site of landscape architecture located in Uman.



The Shatsk National Nature Park – a recreational park with more than thirty lakes on its territory, one of the biggest in Europe.

II. Language Track

Phonetics in Context

1. In the text, find and read the words which end in the sound /ŋ/. Practise saying them in your own sentences.

Example: *enchanting*

There are spots of enchanting beauty in Ukraine.

Words and Phrases in Context

1. In the text, find and reproduce the sentences with the descriptive adjectives. Match them to their explanations and illustrate in your own sentences.


1. enchanting;	a) unusual and interesting because it is related to a foreign country;
2. marvelous;	b) very unusual, surprising;
3. endangered;	c) very unexpected and impressive;
4. smart;	d) very big and beautiful;
5. rare;	e) very impressive, exciting;
6. breathtaking;	f) very pleasant, attractive;
7. extraordinary;	g) not seen or found very often;
8. exotic;	h) very big, impressive;
9. spectacular;	i) being hurt, damaged, destroyed;
10. majestic.	j) intelligent or sensible.

Example: *The park is really enchanting.*

2. In the text, find the words which are the derivatives from the following adjectives. Interpret their meanings.

Example: *pride – proud*

<ul style="list-style-type: none"> • indignant • admirable • captive 	<ul style="list-style-type: none"> • various • cruel • beautiful 	<ul style="list-style-type: none"> • breeding • wild
---	---	--

 3. In the text, find the sentences with the following words and word combinations and add 2–3 logically connected sentences.

Example: *enchanted beauty*

There are so many places of enchanted beauty in Ukraine. They attract a lot of tourists year after year. Some of them are entered into the Red Book and you can see them nowhere else.

- spectacular many-coloured flowers;
- in search of beauty;
- to enjoy every minute of something;
- to be dead against something;

Unit 2

- to be full of indignation;
- to chase passers-by;
- to be rich in;
- to be injured;
- to adapt to;
- to release somebody into the wild.

Grammar in Context

1. From the text, read out the linking words and conjunctions in bold and interpret their meaning in context.
2. Complete the instructions.
 - If you want to introduce time clauses, use...
 - If you want to say that something will happen before a certain moment, use...

Go to your *First Aid Kit* on p. 255 for more information

3. Answer the following questions using the time conjunctions.

1. How long can you look at different exotic plants and animals?
2. When can't we release young birds into the wild?
3. What does a guide of the zoo/botanic garden advise tourists to do as fast as they can?
4. What do you want to see until the exhibition of rare animals and plants is closed?
5. What must you do before your foreign pen-friends come to Ukraine to see the beauty spots?
6. What will you have done by the opening of the flower exhibition?

Go to your WB for more exercises

III. Communication Track

Speaking

- a) Your foreign pen-friend is interested in Ukrainian fauna and flora. What can you tell him/her about it? Use the guiding questions.
 1. What rare plants/animals can Ukraine boast of?
 2. Why do you think your foreign pen-friend should see them?
 3. Which of them are entered into the Red Book?
 4. Where can your friends see them?
 5. What time of the year is the best to see them?

b) Pair up with your friend. Look at the photo, identify yourselves with the characters and continue the dialogue.

- Hi, Helen, taking a cat for a walk?
- In a way.
- ?



c) In the whole class, dispute over the great man's words:

“The deer, the horse, the great eagle, these are our brothers, the earth is our mother; all things are connected like the blood which unites our family”.

(Chief Seattle)



Listening

a) Before you listen

You are going to listen to the natural world news broadcast. Look at the photos and say what the news may be about.



b) While you listen

Mark the true statements:

1. Dmytro and Daryna conduct the natural world news from all over the world.
2. Two whales swam into the bay at high tide.
3. The animal was scared stiff of the noise.
4. The team of divers can't guide the whale toward the open sea.
5. The second rescue is also connected with the ocean.
6. It was a guide dog who prevented its owner from a traffic accident.
7. Mongolian people have a special devotion to horses.
8. Children in Mongolia begin to ride a horse at the age of 12.
9. There is a national race for small children in Mongolia every year.
10. Unfortunately, the horse riding tradition is dying out.



c) After you listen

If you were a conductor of such a TV channel, what news you would broadcast.

Writing

a) Before you write

If you want to describe a particular event which is interesting to your classmates, write a news report.

- Brainstorm with your friends and say what piece of news concerning the natural world you want your readers/listeners to know about.
- Make a list of words and phrases you'll use writing a news report.

b) While you write

How to Write a News Report

Content Tips	Language Tips
<ul style="list-style-type: none">• In the introduction summarize the event giving information about the time, place and the people involved.• Develop the event in detail about the cause(s) and result(s) of the event and the people involved in the paragraphs of the body.• In conclusion comment on the event.	<ul style="list-style-type: none">• Deal with detailed accurate facts.• Don't mention your feelings.• Mention people's comments on the event using direct speech.

Go to your *First Aid Kit* p. 282 for a Sample of a News Report



At Home: In your WB, write a news report.

2.2. Threats to Environment

Word Bank

- glacier;
- substances;
- throughout;
- deforestation;
- irreparable;
- landslide;
- to harm;
- disaster;
- fallout;
- waste.

Phrase Bank

- global warming;
- acid rain;
- to emit smoke into the air;
- water vapour;
- to disturb natural balance;
- volcanic eruptions;
- unrestricted cutting of trees;
- mountain torrent;
- to cause environmental concern;
- oil spill;
- to be radioactively contaminated;
- the matter of worldwide concern.

Communication Box

- However, ...
- Primarily, ...
- Suffice it to mention ...

I. Go Ahead!

Look at the photos and say which of the environmental problems 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. Reading

Read the newspaper and magazine articles and say what global problems they touch upon.

Most of the talk these days is about global warming which means the rise of air temperature near Earth's surface. Earth has experienced periods of gradual warming and cooling through its existence due to natural causes such as volcanic eruptions and variations in the Sun's output. However, scientists have attributed the current increase in global temperatures to human causes – primarily the release of certain gases into the atmosphere **as a result** of industrial activity.

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, **consequently** 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 shrink. 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 **therefore** form acid. Sunlight turns these acids into poisonous oxidants which fall in rain. The wind carries the poisonous substances from one country to another and pollutes the air. 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 so much that it may cause irreparable damage like landslides or mountain torrents. Something must be done **until** it's too late.

(The Mirror)

Some of the most serious 'man-made' challenges to the environment occurred at the end of the 20th century – the beginning of the 21st century as a **consequence** causing the environmental concern around the globe.

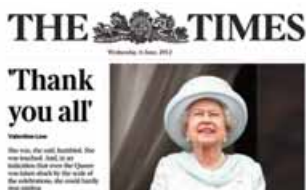
Widely spread environmental disasters are massive oil spills. Suffice it to mention the world's largest accidental oil spill – the BP spill in the Gulf of Mexico on April 20, 2010, which polluted a vast territory in the Gulf. **As a result**, a lot of fish, turtle, marine mammals and birds were significantly harmed.

Nuclear power plants can also bring environmental disasters. Thus on April 26, 1986 the worst accident in nuclear power history occurred at a nuclear plant in Chernobyl near the town of Prypiat, Ukraine. The World Health Organization estimates that over 200 000 people died **as a consequence** of the fallout. The whole area was radioactively contaminated and a radioactive cloud covered not only Ukraine, but other countries as well.

Fukushima nuclear disaster in Japan on March 11, 2011 showed us once again that nuclear reactors are fundamentally dangerous as they cause significant damage to the environment and health of people. Isn't it the matter of worldwide concern? Let's think about it.

Green Peace Journal

Across Cultures



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.



BP – trademark for British petroleum; a British company producing petrol and chemicals.



The Gulf of Mexico – an area of the Atlantic ocean south of the US east of Mexico and west of Cuba.



Fukushima – a nuclear plant in Japan.

III. Language Track

Phonetics in Context

1. In the text, find the words in which letter combinations 'ar' and 'or' are read as /ɑ:/, /ɔ:/. Reproduce the sentences with them in context. Practise saying them in your own sentences.

Example: Warming /ɔ:/

Most of the talk these days is about global warming. I think global warming affects many people's lives, especially sick people.

Words and Phrases in Context

1. Study the difference in meanings. In the articles find and reproduce the sentences with them in context and make up your sentences by analogy.



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 chemicals or poison.

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

2. In the articles, find words and phrases which describe the cause of environmental concern. Interpret their meanings in context and say if you agree with the statements.

Example: *As the Earth gets hotter, consequently, the ice caps and glaciers may melt and sea levels may rise. I agree that global warming influences the environment and leads to the change of climate.*



3. Look at the placards displayed at one Ukrainian school ecological club. In the articles, find words and phrases attributable to each placard and use them filling in Taras's and Oksana's thought bubbles (p. 51).

No deforestation in the Carpathians



Don't throw waste!
We are dying.



Oil spills harm marine mammals and birds



Stop polluting air!





Oksana

Example: *I think people should stop unrestricted cutting of trees in the Carpathian Mountains because it may cause irreparable damage to all of us...*



Taras

?

Grammar in Context

1. From the articles, reproduce grammar items in bold and interpret their meanings in context.
2. Complete the instruction and illustrate it with your own examples.
 1. If you want to introduce a clause of result, use...

Go to your *First Aid Kit* p. 256 for more information

3. Look at the ecological placards of ex. 3 on p. 50 and say what the results of the activities in them will be, if they are not stopped in time.

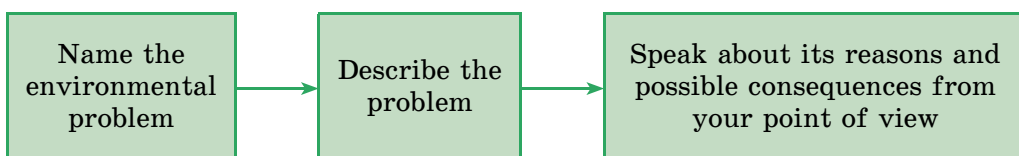
Example: *People cut a lot of trees in the Carpathian Mountains. As a result there will be landslides which are harmful for the people who live in the area.*

Go to your WB for more exercises

IV. Communication Track

Speaking

- a) Suppose you are given the floor at the conference on the environmental problems. What threats to environment will you talk about? Use the guide lines.



b) In pairs, 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

c) In the whole class, look at the set of pictures and dispute over the great Finnish philosopher's words:

"... man places competition before morality ... economy before ecology which will lead to man's own annihilation".

(George Henrik von Wright)





Listening

a) Before you listen

Before you listen to the information about environmental problems in Britain, write five questions you'd like to get answers to.

b) While you listen

Listen to the information and correct the mistakes in the following statements:

1. Smog is a mixture of mist and fog.
2. "Pea Soup" was described in the works of Dickens and Byron.
3. All the rivers in Britain are polluted.
4. There was a very awful smell from the Houses of Parliament.
5. In the 19th century when people fell into the river Thames they had heart problems.
6. In the 60s and 70s the government forbade the heating of homes with open wood fires.
7. At present it is also impossible to catch fish in the Thames.
8. In the 20th century double-deckers pollute the air in London.
9. The doctors regularly issue warnings of 'poor air quality'.
10. Sportsmen are not recommended to leave the houses in poor weather conditions.

c) After you listen

Say if any other countries, including Ukraine, experienced the same environmental problem as Britain.

Writing

a) Before you write

If you want to warn somebody of coming danger or give some information on a particular subject, write a warning leaflet.

- Brainstorm with your friends about what important environmental problems you'll write a warning leaflet.
- Make a list of words and phrases you'll use in your warning leaflet to sound convincing.

b) While you write

How to Write a Warning Leaflet

Content Tips	Language Tips
<ul style="list-style-type: none"> • Give a title to a warning leaflet; • Decide on the things you want to warn about; • Give a short general description of the idea; • Explain why this / that thing is dangerous (or may happen); • Recommend a reader how he / she can avoid or prevent it. 	<ul style="list-style-type: none"> • A warning should be given... • Be careful not to... • Take notice of ... • ... can affect anyone at any time • Apart from ... it may ... • Lack of... may lead to ... • See if... • In the case of...

Go to your *First Aid Kit* p. 282 for a Sample of a Warning Leaflet.



At Home: In your WB write a warning leaflet.

2.3. Becoming Green

Word Bank

- to alter;
- habitat;
- to facilitate;
- to encourage;
- sophisticated;
- everlasting;
- to recycle.

Phrase Bank

- to shape the planet's future;
- to become knowledgeable;
- to conquer nature;
- to make an impact on...;
- to know something not by hear-say;
- to live in harmony with nature;
- to make a contribution to...;
- to solve nature's mysteries;
- to become green.

Communication Box

- That's it!
- Don't you agree?

I. Go Ahead!



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



Example: *I think all kinds of paper are recyclable. We shouldn't throw paper away, because new paper will be made of it.*

II. Reading

Read about the meeting of one ecological club and say what Ukrainian children think of environmental protection.

The participants of the meeting:

Oksana – head of the ecological school club;

Bohdan – a correspondent of the newspaper

“Zeleny Swit”;

Nina Petrivna – a teacher of biology, the supervisor of the school ecoclub;

Helen – a newcomer;

Vasylyna – a member of the “Green Guard” organisation:

Borys – a member of the eco-club.

BrE organisation
AmE organization

At the Ecological Club Meeting

Part I

- Oksana:* I'd like to welcome all environmental activists who have understood the environmental damage of the last century, those who over time have finally understood that nature is suffering and the effect of humanity's influence is considerably greater now. In short, those who want to become environmentally friendly, welcome to our meeting of the ecological club.
- Nina Petrivna:* I'm glad that so many children of our school are environmentally conscious people. Time has come to help scientists to manage the living planet, to determine the quality of human life and environment well into the 21st century.
- Borys:* Let's remember the surprising observation a great Ukrainian scientist Volodymyr Vernadsky made nearly 70 years ago. He wrote that people were becoming a geological force, shaping the planet's future just as rivers and earthquakes had shaped its past; that global society, guided by science would soften the human environmental impact and the Earth would become a 'no-osphere' – 'a planet of the mind', life's domain ruled by reason.
- Bohdan:* So, the great geochemist's words have come true. Today many scientists say that Vernadsky's thinking has already been proved correct **because** people have significantly altered the atmosphere and influenced strong eco-systems and natural selection. Today this influence is a lot stronger. **Now that** people become far more knowledgeable, they ventured to conquer nature creating sophisticated satellites, supercomputers, making experiments and ...
- Helen:* That's true, but don't forget that for many centuries man has been trying to solve nature's mysteries, to discover its laws, to make it serve his necessities.
- Borys:* That's it! And in doing so, people change this world. New discoveries and inventions, new technologies make a dramatic impact on the planet. And mind, it is our habitat!
- Vasylyna:* I'm with Borys on that. **Due to the** great achievements of the human race the life of people became more interesting, but at

the same time many of them have been much more harmful to the environment and led to real disasters. Ukraine knows it not by hear-say. Remember the Chernobyl disaster and its consequences.

Nina Petrivna: Don't you argue! We all understand that being nature's child, we must be able to protect it. And we've gathered today **because** we want to find a solution, to see what we can do to help to save our environment.

Part II

Oksana: **Since** the problem of environmental protection is a world-wide concern, let's see what youth organisations are involved in this process and if we can join any of them.

Vasylyna: There's the world's most experienced independent organization which has millions of supporters and a global network in more than 100 countries – The World Wide Fund of Nature. Its main aim is to stop degradation of the planet's natural environment, to build the future in which humans will live in harmony with nature. I've got their symbol. Here it is.



Bohdan: I've also made a slightly different, but very important, contribution to our search and found the information about the world's largest youth environmental organization – Kids for a Clean Environment (Kids F. A.C.E. in short). It has similar aims with our green party newspaper "Zeleny Svit" – to provide information on environmental issues to children, to encourage and facilitate youth's involvement with effective environmental actions. By the way, membership is free to children and teachers. There's also their symbol.



Oksana: Thank you, it's pretty good, Bohdan. I also have a good piece of news for you. We've got a letter from PETA's.

Helen: PETA? What's this?

Oksana: Wait a minute and I'll tell you. You know, many members of our club have pets at home. This year we have set up a small 'zoological park' at our school. So we decided to write a letter to PETA **because** we wanted them to inform us of their activities. This title is a bit shorter than the whole one – People for the Ethical Treatment of Animals.



Nina Petrivna: Let me explain, guys, PETA, is one of the largest animal rights organisations in the world, which is dedicated to establishing and protecting the rights of all animals. The organisation focuses its attention on the areas in which the

largest members of animals suffer most intensely for the longest periods of time: on factory farms, in laboratories, in the clothing trade, in the entertainment industry. Their principle is very simple: animals are not to eat, wear, experiment on, they are our friends and need our protection and this task is far more important.

Oksana:

So, let's think and decide how to become green and what to begin with. There's much to choose from, isn't there?

Across Cultures



Volodymyr Vernadsky – a well-known Ukrainian geochemist, mineralogist, crystallographer, philosopher of science, the author of the fundamental studies on the regularities in the composition and structure of Earth.



PETA – a US organization founded in 1986 that works to prevent cruelty to animals.



Kids F.A.C.E. – the world's largest youth environmental organization started in 1989 and has more than 300.000 individual members.

III. Language Track

Phonetics in Context

1. In the text, find and reproduce words with the sounds /w/ and /v/ in their context. Practise saying some of them in the sentences of your own.

Example: /w/ – well

I'd like to welcome all environmental activists.

I welcome those who want to become environmentally friendly.

Words and Phrases in Context

1. Study the difference in meaning (p. 58). In the text find and reproduce the sentences with them in context and make up your sentences by analogy.



green – colour.

Example: *In spring new green grass appears.*

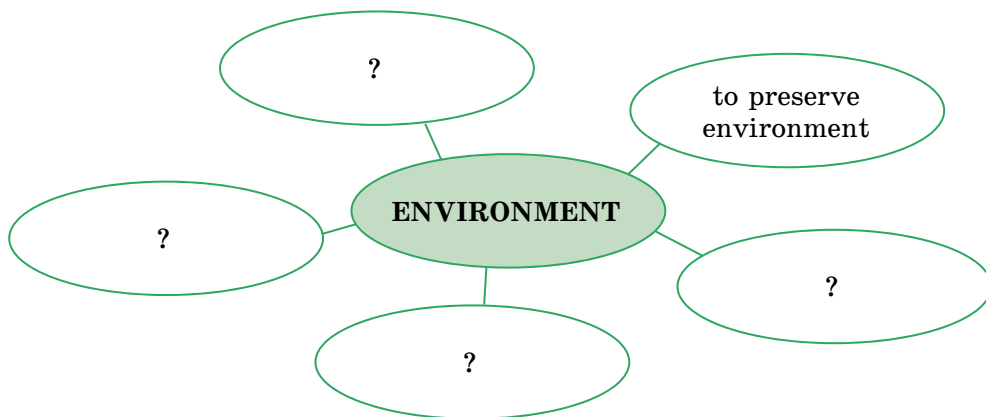
green – (only before noun) connected with the environment or its protection.

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.*

2. In the text, find phrases with the word 'environment' and its derivatives and say what people must do if they want to protect nature.



Example: *I believe we must unite our efforts if we want to preserve our environment.*

3. Read a microdialogue and fill in the missing words and phrases from the box (p. 59). Say what you think and do in this respect.

A Recycling Pick-up Day

Tim: Hey, Ben, *taking out your recycling*, I see?

Ben: Yes, it's a ... (1) . Where are you ... (2), I wonder?

Tim: Oh, well, separating all that garbage is such a headache. I just don't bother with it.

Ben: Tim, It's not that difficult. ... (3) are very important for the preservation of our environment. We can't continue ... (4) our country, otherwise we will have no clean areas left. We must become ... (5) .

Tim: Ok, ok – so much pressure! I'll start ... (6) this week. You can see how well I've done next Saturday. I know that recycling programmes have brought more ... (7) .

Ben: Exactly. ... (8) has become very popular and strong in many countries. You should also ... (9).



- recycling programmes;
- to pollute;
- recycling;
- environmental awareness;
- a recycling pick-up day;

- recycling containers;
- environmentally friendly;
- environmental movement;
- become green.

Grammar in Context

1. In the text, find the words and phrases in bold and interpret their meanings in context.
2. Complete the instruction and illustrate it with your own examples.
 - If you want to express the reason for something, introduce clauses of reason with...

Go to your *First Aid Kit* p. 256 for more information



3. Look at the photos and comment on reasons of the events depicted in them.



landslides



mountain torrent



water pollution



wildfire



flood

Example: *I think that landslides occur due to deforestation. The roots of the trees protect the land. On the account of the fact that there are many treeless places in the mountains, the land starts sliding.*

Go to your WB for more exercises

IV. Communication Track

Speaking

- a) Read the results of one class's poll – "What steps do you take to save the Earth" – and complete the sentences with the missing information. Comment on the class's steps, using the format below and say how green you are.

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%

- Most of the students _____.
 - They almost always _____.
 - 46% of students _____.
 - A great number of students prefer _____ than _____.
 - Sometimes _____, but it's not _____.
 - It's important to stress that _____.
 - According to the poll _____.
 - The desire of the students to _____ also deserves a high appreciation.
 - Luckily, only 4% _____, as _____.
 - The results of the poll say _____.
 - They do their best to _____.
- b) Suppose you and your friend are going to join an ecological organisation. In pairs, make up a dialogue following the pattern:

Pattern:

A: Hey I'm glad that

B: Time has come ... as

A: That's true. Getting more knowledgeable

B: That's it. People change the world and

A: I'm with you on that. ... lead to real disasters and my friends and I

B: It's pretty good. What ... ?

A: There's much to choose from. For example ... , but I haven't decided yet.

B: I've read much about It focuses on ... and its principle is If you are a great lover of ... why not ... ?

A: It sounds good. It'll help Besides Would you like ... ?

B: Thank you for the invitation, but I've already decided on My elder sister ... and I want

A: That's great. Whatever organisation ... , we'll contribute to nature protection.

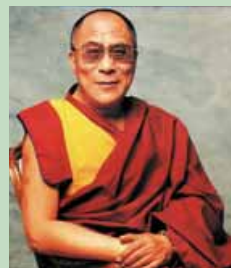
B: Agreed.



3. In the whole class, dispute over the words of the Dalai Lama.

“Mother Planet is showing us the red warning light – ‘be careful’– she is saying. To take care of your planet is to take care of your own house”.

(Dalai Lama)



Listening

a) Before you listen

You are going to listen about one environmental activist's worries. Read words and phrases below and try to predict the activist's worries:

- the suburbs of the city;
- developed industrial areas;
- to spread out over a wide areas;
- endangered health;
- by-products;
- the sprawl of large cities;
- ill-affected products.

b) While you listen

Listen to the information and complete the sentences.

- Mark Scott is actively trying _____.
- He used to live _____.
- Once a beautiful countryside now _____.
- Mark believes that by AD 2200 _____.

- He is sure that unrestricted urbanization _____.
- Mark says that the very existence _____.
- He tries to warn people against _____.
- Mark claims that urgent steps should be taken _____.
- He used to organize _____.
- Now Mark Scott is working with _____.

c) After you listen

In groups, say what you know about urbanization in Ukraine. In your opinion, is it that dangerous as Mark thinks?

Writing

a) Before you write

Suppose there is a competition announced by the Green Party of Ukraine. Participate in it writing a newspaper review.

- Brainstorm with your friends: on what of the major issues of environmental protection you would like to write a review.
- Make a list of words and phrases you'll use in your newspaper review.

b) While you write

How to Write a Newspaper Review

Content Tips	Language Tips
<ul style="list-style-type: none"> • Think of a striking title of the review. • Summarize all the background information about the issue. • Present the main points of the issue in the 1st paragraph of the body. • Add general comments of the issue. • Conclude the review explaining briefly why you decided to write it. 	<ul style="list-style-type: none"> • ...is one of the urgent problems. • Most people believe that... • It's an open secret that... • ...is a region-wide concern. • ...can't leave anybody indifferent. • If we don't take measures... • One of the main reasons why... • We should unite efforts until...

Go to your *First Aid Kit* p. 283 for a Sample of a Newspaper Review



At Home: In your WB, write a newspaper review.

2.4. Hope for our Environment

Word Bank

- option;
- volunteer;
- intensive.

Phrase Bank

- to come up with ideas;
- to include somebody (something) into...;
- to decide on;
- to leave something out;
- to inform about something over the radio.

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.

I. Go ahead!

Look at the photos and say which of the activities against the environment pollution you find the most important and why. In which of them did (or do) you take part?



Spring city cleaning



Whitewashing trees



Building bird houses



Planting new trees



Recycling



Participation in Green Peace Maraphons

Example: *Spring city cleaning is very important. We see how we pollute the environment in winter. I participate in it because it helps me to become environmentally conscious.*

II. Reading

Read / listen to the dialogue of two friends and say what options they are discussing.

Ann: Hey, Helen. It's so unusual to see you wandering in the street like that.

Unit 2

- Helen:** Hi, Ann. I've been strolling through the park with my classmates after a hard school day.
- Ann:** Right. We've really had so many intensive activities these days. By the way, 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 **so as** 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 **so as** to contribute 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. I'll write it down **so that** not to forget it. Haven't we left anything out?
- Ann:** Just one thing, we must put this information into the leaflet **so that** everybody could 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.

III. Language Track

Phonetics in Context

From the dialogue, reproduce the conversation moves used for discussing options with correct sentence stress, following the pattern. Practise them with your partner.

Pattern: But it goes much further than that.

Words and Phrases in Context

1. Study the difference in meaning. From the dialogue, reproduce the words in context and make up your own sentences by analogy



to wander – to walk without a specific purpose.

Example: *I found her wandering in the park quite alone.*

to stroll – to walk for pleasure and without any hurrying.

Example: *They were strolling through the park chatting about old times.*

2. From the dialogue, reproduce the following words and phrases in context. Interpret their meanings and illustrate with your own examples:

- a city-wide event;
- an ecological project;
- to come up with ideas;
- to contribute to...;
- to include;
- to give a helping hand;
- to decide on something;
- volunteers.



3. Look at the picture of Ann and Helen's meeting of eco-club and decide what ideas for their new eco-project the pupils have come up with.



Example: *I think some pupils came up with the ideas of organizing an ecological march. They are discussing the route of the march.*

Grammar in Context

1. From the dialogue, reproduce the grammar items in bold and interpret their meanings.
2. Complete the instruction and illustrate it with your own examples:
 - If you want to express the purpose of an action, use clauses of purpose which are introduced by...

Go to your **First Aid Kit** on p. 256 for more information



3. Read what children say about their hopes for clean environment and explain what they should do to realise them. Add your hope in an empty speech bubble.

A green Earth means that water, air and soil are clean. I want our future generation to breathe fresh air.

If you want your planet to be green, have green fingers.

Example: *The cars must stop emitting gases into the air so that not to pollute the air.*

Forests are the lungs of the planet. Let's save trees.

A healthy planet is a green planet. I want my planet to be green.

There are so many gorgeous lakes and rivers in Ukraine. Take care of them.

?

Go to your WB for more exercises

IV. Communication Track

1. Look at the photos and say how the pupils try to realize their hopes for clean environment.



2. In pairs, match initiations and responses given and complete the dialogue.

1. – Hi, Steve. Have you read an ad in the main hall?
2. – Exactly. I think it's a good idea to attract people's attention to the environmental problems.
3. – Really? Can you share it?

- A. I don't think so. There is a better idea than this.
- B. I have. You are sure to like it, as you are the greatest environmental activist in our class.
- C. With pleasure.



3. In the whole group, comment on the proverbs given in view of your hopes for a better environment.

A frog doesn't drink up a pond in which he lives.

It's easier to raise the devil than to lay him.

One good turn deserves another.



Listening

a) Before you listen

You are going to listen to the story about the camp life of Canadian boys. Read the first sentences and try to predict the content of the story.

“The boys loved camp life in Ontario. There was so much to see and to learn”.

b) While you listen

Listen to the story and choose a correct answer to the questions.

1. What did the boys learn in the camp?

- A. to boat and fish;
- B. to handle a canoe and to swim;
- C. to make a fire and put up a tent.

2. What did Sam Beaver teach the boys?

- A. how to play tennis;
- B. how to walk in the wood;
- C. how to feed birds.

3. What did the boys see one day?

- A. a skunk eating something;
- B. a skunk watching them;
- C. a skunk bumping into trees.

4. What happened to the skunk?

- A. his head was stuck in a tin can;
- B. his head was stuck in a jar;
- C. his head was stuck in a trap.

5. What did Mr Brickle ask the boys not to do?

- A. to keep the skunk at a distance;
- B. to help the skunk;
- C. to leave that place.

6. How did Sam free the skunk?

- A. with the help of a long pole and a fishing line;
- B. with the help of a big stick;
- C. with the help of a tennis racket.

7. What did the skunk do when it became free?

- A. it ran away into the wood;
- B. it squirted at Mr Brickle;
- C. it attacked the boys.

8. Why did Mr. Brickle fall?

- A. he was frightened of the skunk;
- B. the skunk squirted at him;
- C. he protected the boys.

9. Why did the boys hold their noses?

- A. because the air smelled strong of skunk;
- B. because all children smelled;
- C. because the skunk smelled strong.

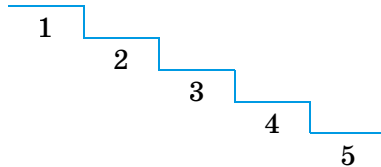
10. What did Mr Brickle say in the long run?

- A. that it would be a very memorable event;
- B. that they would tell all children about it;
- C. that he liked Sam's help.



c) After you listen

In groups discuss with your friends what decisive measures should be taken to preserve animals. Rank them in order of importance.



Writing: Project

At the end of the unit design an ecological leaflet.

Your steps

1. Work in three 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

- a) Climate Change
- b) Acid Rains
- c) Deforestation

- 2) Think of the title of the leaflet.
- 3) Present your leaflet to the class.
- 4) Listen to each group's presentation and give your feedback in writing. Use the evaluation chart.

Evaluation Chart

Write:	Group 1	Group 2	Group 3
1. If the plot of the leaflet is exciting: 2. If the title corresponds to the content: 3. If the way of the presentation is good:			



At Home: Search the Internet for a culture comparison.



1) What environmental movements have a strong impact on solving environmental problems in other countries? Are these movements typical of your country?

2.5. Test Pack

A. Use of English

1. Read the text below. For questions (1-10) choose the correct answer (A, B, C or D). There is an example at the beginning.

Save Animals!

Perhaps the most famous B animal is the panda. Twenty years ago it was nearly 1 . It's been become a symbol of 2 conservation. There is a serious habitat problem 3 of a number of reasons. After 4 of habitats (the natural home of plants or animals) it takes many years 5 again. Destruction and pollution change the balance of nature. Each 6 in a habitat helps the rest. If one animal, bird or insect disappears, all 7 suffer too.

Unfortunately, habitats and animals 8 in Africa, Asia and Europe. Houses, farms, cities, streets, roads and factories 9 the place of these green natural places. There is only one way to save wild animals and wild habitats – conservation, that means protecting animals in 10 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.

	A	B	C	D
0	seldom	rare	wild	tiny
1	broken	disappeared	extinct	vanished
2	wildlife	zoo	wood	protection

	A	B	C	D
3	because	so that	as	therefore
4	wildfire	contamination	poisoning	pollution
5	to become	to grow	to bloom	to raise
6	human	variety	species	type
7	other	others	another	the others
8	disappeared	are disappearing	have disappeared	will have disappeared
9	have taken	had taken	took	will take
10	problem	disappear	danger	life

2. Complete each sentence with words/ phrases in bold.

It was very hot and I took off my coat.

'as' I took off my coat *as it was very hot*.

- Tom didn't whitewash the fence. As a result aunt Polly scolded him.
'because' Aunt Polly scolded Tom _____ the fence.
- I took the dog to the vet. I wanted to find out what was wrong with him.
'so as to' I took the dog to the vet _____ with him.
- Make a birdhouse. It is possible that the birds may be hungry.
'in case' Make a birdhouse _____ hungry.
- The bear died in the wood because of the habitat destruction.
'due' The bear died in the wood _____ the habitat.
- The cars emitted gases into the air and the air was polluted.
'consequently' The cars emitted gases into the air _____ polluted.
- We can't wait. All fishes will die.
'until' We can't wait _____ die.
- We saw the smoke and we ran to the forest.
'as soon as' We ran to the forest _____ smoke.
- The boys hid in the bushes. They didn't want to frighten the birds.
'not' The boys hid in the bushes _____ the birds.
- It was unusual. Bob continued to watch the birds.
'since' Bob continued to watch the birds _____ unusual.
- We want our city to be clean. We take part in recycling.
'therefore' We want our city to be clean _____ in recycling.

B. Reading

Read the text about nature and environment protection in the USA and answer the questions.

1. What problem did President Teddy Roosevelt see?
2. What did the president create to avoid this problem?
3. Who protects the park system?
4. What is not prohibited in the park zones?
5. What does EPA mean?
6. What can EPA agents do on behalf of the public?
7. What guidelines does EPA provide?
8. Why were the children not allowed to go outside in Los Angeles in the 1980's?
9. What programmes appeared in the USA in 70s?
10. For whom 'curb-side' recycling programmes are made?

“Thou Shalt Not Kill”

The United States is a large country with great natural beauty and resources. However, it also has a quickly growing population and industry. President Teddy Roosevelt saw, over one hundred years ago, that there might be a time in the future when there would not be any wild places left in America. To prevent this, he created the National Park system. The park system includes large areas of natural beauty, which are owned by the federal government and maintained and protected by federal rangers. Famous national parks include: Yosemite in California, Yellowstone in Wyoming, Grand Teton in Idaho, and Niagara in New York. Individual states followed this example and now there are state parks maintained by the states as well. Both national and state parks are kept in a wild and uncultivated state and no human activity is permitted within the boundaries of the park except for tourism.

The federal agency which oversees the protection and preservation of natural resources is called the Environmental Protection Agency or EPA. This agency is responsible for enforcing the laws regarding the environment. The EPA inspects industries and cities, and monitors air and water supplies for pollution. They can find individuals, companies or communities who pollute, or prosecute polluters on behalf of the public. The EPA also provides guidelines for acceptable levels of cleanliness and works with communities to make sure they are meeting the requirements. For example, in Los Angeles during the 1980's the air pollution was so bad on some days the city government would not allow children to go outside. However, the state government of California worked with the EPA in making very strict laws against air pollution and now the air in Los Angeles is cleaner and safer for people to breathe.

Since the 1970's the political and social environmental movement has also succeeded in making recycling programs common in the United States. Most cities now have “curb-side” recycling programs, where individual households put paper, glass, and aluminum in bins outside their house. These materials are picked up and sent to a recycling center where they are recycled rather than thrown away. These programs have been very successful, and have brought about more environment awareness.

C. Listening

Listen and mark *True / False*.

1. Joseph believes that global warming isn't just a buzz-word.
2. He is horrified that "climate migrants" appeared in our century.
3. Patricia doesn't believe that travelling by air does the environmental harm.
4. In her opinion travelling by plane combines comfort and speed.
5. For Thailand the problem of global warming is less disastrous.
6. Thailand people are suffering from floods and draughts.
7. Leon expresses his concern about fresh water supply in Thailand.
8. Martin says that due to global warming there are more draughts in Australia.
9. Luckily, the draughts in Australia are not very long.
10. Draughts and floods influence agriculture.

D. Writing

You are asked to describe an environmental situation in the place you live in. Write a news report to your local newspaper about it.

2.6. Text Files

a) Before you read

You are going to read the story "The Trumpet of the Swan" by E.B. White.

Do some *pre-reading* activities which will help you to understand the text better.

• *Content Anticipation*

The character of the story liked to explore. What in your opinion did the boy like to explore? If you have a chance, what and where would you like to explore?

• *Language Anticipation*

Think and decide what any explorer would be able to do. Write 5–8 ideas.

• *Cultural Anticipation*

The character of the story lives in Canada. Discuss the places in Canada that may be good for exploring.

Prediction

Look at the picture and try to predict what the story may be about.



b) While you read

Read the jumbled list of events from the story and place them in their correct sequence.

- The female swan was sitting on eggs and the male glided slowly back and father guarding her.
- The boy decided to go to the swans again next day.
- Sam was travelling through the wild swamp, which was a dangerous place.

- Sam asked his father if they would come back in 35 days.
- Sam decided to tell his father about his finding.
- The boy hoped to see little swans in 35 days and he wrote about it in his diary.
- Canada is a big place with many woods and swamps.
- The father asked the boy to be careful while exploring.
- Sam enjoyed his life on his father's cattle ranch, but the thing he enjoyed most in life was the camping trips in Canada with his father.
- Today Sam was lucky to see the nest of a trumpeter Swan.

THE TRUMPET OF THE SWAN

Walking back to camp through the swamp, Sam wondered whether to tell his father what he had seen.

"I know one thing," he said to himself. "I'm going back to that little pond again tomorrow. And I'd like to go alone. If I tell my father what I saw today, he will want to go with me. I'm not sure that's a very good idea".

Sam was eleven. His last name was Beaver. He was strong for his age and had black hair and dark eyes like an Indian. Sam walked like an Indian, too, putting one foot straight in front of the other and making very little noise. The swamp through which he was travelling was a wild place — there was no trail, and it was boggy underfoot, which made walking difficult. Every four or five minutes Sam took his compass out of his pocket and checked his course to make sure he was headed in a westerly direction. Canada is a big place. Much of it is wilderness. To get lost in the woods and swamps of western Canada would be a serious matter.

As he trudged on, the boy's mind was full of the wonder of what he had seen. Not many people in the world have seen the nest of a Trumpeter Swan. Sam had found one on the lonely pond on this day in spring. He had seen the two great white birds with their long white necks and black bills. Nothing he had ever seen before in all his life had made him feel quite the way he felt, on that wild little pond, in the presence of those two enormous swans. They were so much bigger than any bird he had ever seen before. The nest was big, too — a mound of sticks and grasses. The female was sitting on eggs: the male glided slowly back and forth, guarding her.

When Sam reached camp, tired and hungry, he found his father frying a couple of fish for lunch.

"Where have you been?" asked Mr. Beaver.

"Exploring," replied Sam. "I walked over to a pond about a mile and a half from here. It's the one we see from the air as we're coming in. It isn't much of a place — nowhere near as big as this lake we're on."

"Did you see anything over there?" asked his father.

"Well," said Sam, "it's a swampy pond. And it's hard to get to — you have to cross a swamp."

"See anything?" repeated Mr Beaver.

"I saw a muskrat," said Sam, "and a few Red-winged Blackbirds."

"Sam," he said, "I know you like to go exploring. But don't forget — these woods and marshes are not like the country around home in Montana. If you ever go over to that pond again, be careful you don't get lost. I don't like you

crossing swamps. You could step into a soggy place and there wouldn't be anybody to pull you out."

"I'll be careful," said Sam. He knew perfectly well he would be going back to the pond where the swans were. And he had no intention of getting lost in the woods. He felt relieved that he had not told his father about seeing the swans. And he liked being alone, particularly when he was in the woods. He enjoyed the life on his father's cattle ranch in the Sweet Grass country in Montana.

But the thing he enjoyed most in life was these camping trips in Canada with his father. Mrs Beaver didn't care for the woods, so she seldom went along – it was usually just Sam and Mr Beaver. They would motor to the border and cross into Canada. There Mr Beaver would hire a bush pilot to fly them to the lake where his camp was, for a few days of fishing and loafing and exploring. Sam did the exploring. And then the pilot would return to take them out.

These were the pleasantest days of Sam's life, these days in the woods, far, far from everywhere – no automobiles, no roads, no people, no noise, no school, no homework, no problems, except the problem of getting lost. And, of course, the problem of what to be when he grew up. Every boy has that problem.

After supper that evening, Sam and his father sat for a while on the porch. Sam was reading a bird book.

"Pop," said Sam, "do you think we'll be coming back to camp again about a month from now – I mean, in about thirty-five days or something like that?"

"I guess so," replied Mr Beaver. "I certainly hope so. But why thirty-five days? What's so special about thirty-five days?"

"Oh, nothing," said Sam. "I just thought it might be very nice around here in thirty-five days."

Sam went indoors. He knew a lot about birds, and he knew it would take a swan about thirty-five days to hatch her eggs. He hoped he could be at the pond to see the young ones when they came out of the eggs.

Sam kept a diary – a daybook about his life. It was just a cheap notebook that was always by his bed.

On the day he found the swan's nest, this is what Sam wrote in his diary: "I saw a pair of trumpeter swans today on a small pond east of camp. The female has a nest with eggs in it. I saw three, but I'm going to put four in the picture – I think she was laying another one. This is the greatest discovery I ever made in my entire life."

Sam closed his notebook, undressed and lay there with his eyes closed. In a few minutes he was asleep.

c) After you read

Talk

Sam had a very interesting hobby. What do you think of it? Do you approve or disapprove of his sayings and doings?

Conversation

Imagine you have a chance to talk to Sam. What questions would you like to discuss with this Canadian boy?

Group discussion

Sam tried to protect the rare swans the way he could. Discuss what people round the world must do to protect nature and environment.



Unit 3

Preparing for the future

In this unit, you will learn how:

- to speak about making decisions;
- to describe different professions;
- to talk about your abilities and inclinations;
- to discuss your career choices;
- to check your knowledge and skills on the topic getting ready for your independent testing;
- to upgrade your sociocultural competence through reading.



Unit Three: Preparing For The Future

3.1. A Good Starting Point

Word Bank

- indecision;
- vision;
- prestige;
- sociable;
- nursing;
- caring;
- personnel.

Phrase Bank

- to have a way with somebody/ something;
- to require serious thinking;
- to do well in;
- to be worth doing;
- to have a head for;
- to become a good ... as...go;
- to take responsibility for doing something;
- to have a promising future ahead of somebody;
- at a great personal sacrifice;
- to revolve life around something;
- to get on well with somebody;
- to take great pleasure in doing something.

Communication Box

- It's up to you to decide...
- Nowadays...

I. Go Ahead!

Look at the photos and say what activity is attractive for you and may influence your choice for the future. You may add your own.



Example: *If you ask me, I'll choose sports. I'm a member of our school football team and my coach says I have good abilities for playing this game.*

II. Reading

Read what people of different professions say about possible good starting points and say which of them you like best and why.

You are not so far from the end of school and choosing what to do with your life requires serious thinking. Nowadays, many school leavers indecisions become a problem. You can be encouraged or discouraged by your friends, parents, teachers, but it's up to you to decide, the final decision should be yours. I believe, a career used to be for life and if you don't want to make a mistake you need to ask yourself: what am I good at? If you do well in sciences, it may be worth thinking about engineering. If you have a head for computers, think of jobs in computing like designing web-sites, making programmes, coordinating on-line courses. If you like learning languages, consider being an interpreter or a philologist. So make up your mind yourself and think about your abilities and inclinations.



Helen Kovalenko, a psychologist



Andrew Pylypenko, a doctor

To decide what you want to be is not an easy question at the age of 15 or 16 when you don't have enough experience. I didn't plan to be a doctor but I liked to solve problems. I also knew that this profession required a university education and I was able to cope with a long period of study. If you want to become a good doctor as doctors go, prepare for hard work as a student. I adore my job as I have to use my brains and hands every day. Moreover, it's a great responsibility of a doctor to make right decisions, because they influence the patients' lives. If you are ready to take responsibly for doing it, then it's your profession.

* * *

The school leavers have a promising future ahead of them and some students want to be rock stars or famous actors, actresses, models or painters because of all the success and admiration they get. If you are considering a job connected with creativity, you must have talent or artistic abilities at least. Creative professions require special skills of transformation: role-playing, creating new visions or ideas, producing innovations etc. Besides, creative people lead a life, which is revolved around their profession at a great personal sacrifice.

My advice to young people who make up their minds to have a creative profession is to ask yourself why you want to take it. If it is for the prestige or money, find a different profession.



Alla Budko, a singer



Petro Scherbak, a manager

I did well in school and took an active part in different activities. I'm a very sociable person. I can get on well with people and take great pleasure in communicating with them. If you do the same you may think about nursing, social work or other caring jobs. You may consider jobs that require meeting people – a teacher, a personnel manager, a photographer. To do these jobs successfully, you need such qualities as being cheerful, calm, patient, attentive, polite.

Also remember that your success in these professions often depends on your ability to listen and to be considerate of other people's feelings when you finish school you'll make the only right decision, I'm sure.

III. Language Track

Phonetics in Context

1. From the text, reproduce sentences which begin with 'if' or 'when' with correct intonation, following the pattern.

Patten: If you 'have a 'head for computers, 'think of 'jobs in computing.

Words and Phrases in Context

1. Study the difference in meaning. Find and reproduce the sentences with them in context and make up your sentences by analogy.



ability – the state of being able to do something.

Example: *The ability to communicate effectively is important.*

talent – a natural ability to do something.

Example: *Joe has a considerable musical talent.*

skill – an ability to do something well, especially because you have learned or practised it.

Example: *Roy had good computer skills.*

2. In the text, find and reproduce the words/phrases with the opposite meaning in context. Interpret their meaning and illustrate in your own examples.

Example: *decision – indecision*

Nowadays many school leavers have indecisions.

- encourage;
- inability;
- difficult;
- unattentive;
- irresponsibility;

- same;
- unsociable;
- unsuccessful;
- impatient;
- inconsiderate.



3. From the text, find and reproduce phrases with the verbs from the box in context and comment on their usage. Make up your own sentences with them.

Example:

to make $\left\{ \begin{array}{l} \text{up one's mind} \\ \text{a mistake} \\ \text{a decision} \end{array} \right.$

If you don't want to make a mistake, you need to ask yourself a question I try not to make mistakes.

• to require;	• to do;
• to have;	• to get;
• to be;	• to take.

Grammar in Context

1. From the text, read out sentences beginning with 'if' and say if they have the same function.

Go to your *First Aid Kit* p. 256 for more information

2. Complete the sentences.

- If you can sing well then...
- You may become a teacher if...
- When you make a decision...
- ... if you are a good leader.
- If you have social skills...
- ...if you are strong enough.
- If you have a head for...
- ...if you have a talent for painting.
- When you enter a university...
- If you are ready to help others...



3. Look at the pictures and give advice to school leavers about their starting point using 'if' or 'if...then...' or 'when'.



Go to your WB for more exercises

IV. Communication Track

Speaking

a) Say how you are planning on preparing for the future. Use guiding questions.

Guiding questions

1. What did you want to do as a child?
2. Have you changed your mind?
3. What or who influenced your decision?
4. What activity helped you in choosing your future?
5. What abilities do you have for your future job?
6. What skills are required for this job?
7. How are you preparing for you future?

b) Interview your friend about his / her future plans. In pairs, restore the dialogue below.

A: I say, Ann, have you already decided what to do with your life?... .
B:

A: Since you are very sociable and have a way with people why not try journalism?
B:

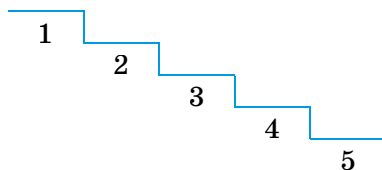
A: I see. And what profession do your parents recommend you?
B:

A: You did well at school. What do your teachers advise you?
B:

A: Agreed. It's up to you to decide and you have a promising future ahead of you, I'm sure.
B:



c) In groups, decide what questions a school leaver must answer making the right choice for the future. Put them in order of importance.



Listening

a) Before you listen

You are going to listen to Jim's story about his starting point. He said: "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".

Look at the pictures and say what job the boy might choose. Explain why you think so.



b) While you listen

Listen to Jim's story and put the sentences in the right order.

I compiled my CV and sent about 20 copies to supermarkets, coffee shops, offices, restaurants etc.

My dad offered me a job to help him out in the newspaper office.

Now I'm a newspaper photographer and feel proud to follow in my father's footsteps.

I had dreams of earning my own money and had ambitions.

I tried six other jobs and I didn't fit in.

I always wanted to work.

I helped to take pictures and deliver films and I realized I was enjoying the job.

I got a part time job in a coffee shop.

As you see it took me a while to find out and understand what I really wanted for a career.

It was monotonous, so after two weeks I was bored and wasn't getting any satisfaction.

c) After you listen

Think and say why it is difficult to decide your future at the age of 15-16. Is indecision also your problem?

Writing

a) Before you write

If you decide to continue your studying at a college, write an application form.

- Brainstorm with your friends what college seems to be attractive for you and why.

b) While you write

- 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 a College/University Application Form

Content Tips	Language Tips
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I 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...

Go to your *First Aid Kit* on p. 283 for a Sample of an Application Form



At Home: In you WB, fill out the application form as if you are applying to a college.

3.2. Make Your Decision

Word Bank

- lawyer;
- fashion-designer;
- an accountant.

Phrase Bank

- to be in two minds;
- to work on minimum job;
- to follow somebody in profession;
- to be better suited as... than ... ;
- to make a good salary;
- to reach one's goals;
- to get a certificate;
- to have a secure future;
- to be down to earth.

Communication Box

- This way or the other...
- Are you saying you would rather...?
- It's hard to imagine...
- It's ideal if ...

I. Go Ahead!

Look at the photos and say what job you may enjoy. What skills are important for it?



an interpreter



a mechanic



a journalist



a researcher



an actor / actress



a hair-dresser

Example: *As I am good at English, I'd like to become an interpreter. Besides, I like to communicate with people. My friends say I have a way with words.*

II. Reading

Read how your international friends discuss their future careers and say if all of them made decisions about their future.

Katie: School is over, guys. Time to decide what to do with our lives. George, have you made up your mind about what to do after school?

George: I'm going to university, to Oxford or London. This way or the other but I'd like to do sciences. Oxford University is my first choice. And you? Have you decided?

Katie: I'm still in two minds. I'd like to be a fashion designer. My sister is a model and she says it's a very creative and challenging profession. I **may** go to one of the London Art Schools or **maybe** I'll stay at home, find a working place and try to learn on the job.

George: And you, Sam, are you planning on going to college?

Sam: 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.

Sam: 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. **Maybe** I'll become a hairdresser or a barber. What do you think about it?
- Gorge:** You **may** become a hairdresser as you always did the hair for all your friends. But you could start by becoming a veterinary assistant. I think you can get a certificate for that at a 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.
- Katie:** What does your father do?
- Amy:** He works as an accountant in a bank.
- Katie:** Why doesn't he like it? Accounting **may be** interesting.
- Amy:** Are you crazy?! All those numbers!
- George:** 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.
- Katie:** Why do adults care about money so much?
- Sam:** Well, don't you think it's important to support yourself and be able to buy things that you want?
- Katie:** Yes, but not if that means I have to be miserable at some boring job 40 hours per week.
- Sam:** Are you saying you would rather be poor and happy than rich and miserable?
- Katie:** I don't know. It's hard to imagine a miserable rich person.
- Sam:** 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 will be happy and successful as a doctor.
- Amy:** Well, you certainly work hard enough. I am sure you will reach all your goals if you keep working this hard.
- Sam:** Thanks for the compliment, Amy. I like to be known as a hard worker.
- Amy:** You're going to make a great doctor, Sam, and have secure future.

Across Cultures: Britain



London University – the 3rd oldest university in England, which consists of several different colleges in London.



Oxford University – one of the two oldest and most respected universities of the UK, established in the 13th century. The university is made up of 35 separate colleges.

III. Language Track

Phonetics in Context

1. From the text, reproduce general questions with correct intonation following the pattern. Practise them with your partner.

Pattern: 'Have you 'made up your 'mind about 'what to 'do after school?

A: I say, Olha, have you made up your mind about what to do after school?

B: Unfortunately, I'm still in two minds.

Words and Phrases in Context

1. Study the difference in meaning. In the text, find and reproduce the sentences with them in context and make up your sentences by analogy.



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.*

2. From the text, reproduce words and phrases which friends use if one of them wants:

Example:

- ✓ *to ask about their future plans.*
- *Have you decided what to do?*
- ✓ to say what university he prefers;
- ✓ to say that she/he hasn't decided yet;
- ✓ to say that she/he wants to get experience working;
- ✓ to speak about his / her dream;
- ✓ to say that he doesn't want to have his / her father's profession;
- ✓ to say that she/he doesn't study well in school;
- ✓ to say that he / she disapproves of her / his parents' professions;
- ✓ to say that a person earns much money;
- ✓ to compliment his / her friend;
- ✓ to express his / her belief in future.

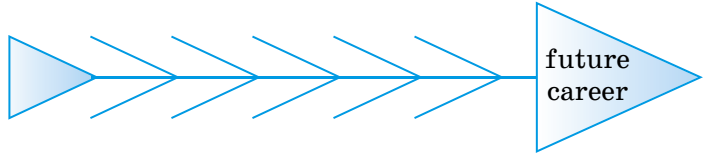
Practise saying them in your own sentences.



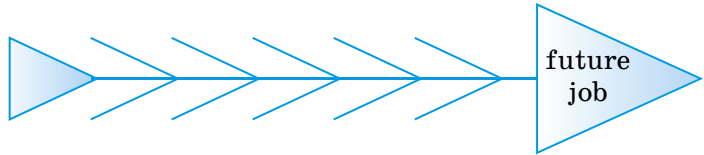
3. In the text, find necessary words and phrases to fill out the fishbone diagram for friends. Say what piece of advice you can give to those who haven't decided yet what to do with their lives.



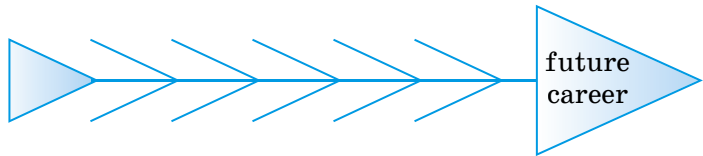
Katie



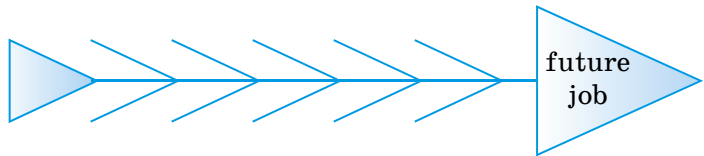
George



Sam



Amy



Grammar in Context

1. From the text, reproduce grammar items in bold and interpret their meanings and functions.

Go to your *First Aid Kit* p. 257 for more information

2. Read micro-dialogues under the photos and use 'may be' or 'maybe' and roleplay them.



– Are you planning on going to college or working?
– I'm in two minds, **maybe**, I'll find some job.



– Alex ... become a student. He has a good head for maths.
– ...you are right.



– We can't find Ann.
– I think she ... at home.
– Agreed. ... , she didn't pass the exam.



– It's a pity we don't have flowers to present Amy with.
– ... Steve has already bought them, but I'm not sure.



– I don't see my name, do you?
– ... they've missed it.



– It ... cold. You'd better put on a sweater.
– Sure, but you ... wrong.



4. Read some incomplete pieces of advice, restore them using 'may be' or 'maybe' and enlarge with 2-3 sentences.

Example: *It's very important to use your common sense when making a decision or you may be wrong in choosing a career. It's dangerous. You may be unhappy and dissatisfied with it.*

- It's not a good idea to change your mind before exams ...
- I strongly recommend you to work hard ...
- It's very important to follow your dream ...
- If you want to make a good salary ...
- It's necessary to think everything over before the final decision...
- It's advisable not to waste your time ...
- It's not a bad idea to think about your future in time ...
- It's important to consider all points of view while making a decision ...

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Make a list of your personal abilities and qualities. Give it to your friend and let him help you to make a decision for your future in accordance with them. The following phrases may be helpful.

- Judging by your abilities...
- Without doubt, ... is yours.
- I strongly recommend you ...
- Taking into consideration your personal qualities...
- If you enjoy...then...
- Your interests lie in...so...
- You say you have a head for...why not...?
- If I were in your shoes...
- My advice is...

b) In pairs, discuss your plans for the future, as in the pattern below.

Pattern:

A: - ..., are you planning on ... ?

B: - Of course, I ... becauseWhat are your plans?

A: - Well, I don't plan on But I'm not sure

B: - Well, I think it's best

A: - I really like ... , but

B: - You could start by ... and then

A: - I think you are right about It's important ... and be able to

B: - Yes, but not if that means

A: - Are you saying you would rather

B: - I don't know, it's hard to imagine...

A: - It's ideal if But it doesn't happen I hope

B: - Well, you certainly I'm sure.

A: - Thanks for the compliment, I'd like to be known as

B: - You are going to make

A: - I hope so.

c) In the whole class comment on the quotes.

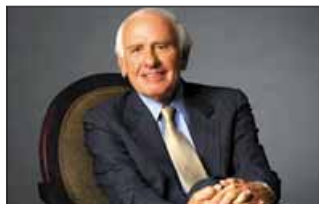


"The future belongs to those who believe in the beauty of a dream".

(Eleanor Roosevelt)

“What you get by achieving your goals is not as important as what you become by achieving your goals”.

(Zig Ziglar)



“When you know what you want and you want it bad enough, you will find a way to get it”.

(Jim Rohn)



Listening

a) Before you listen

You are going to listen to brother's and sister's ideas about their views on life.

Brainstorm with your friends and decide whether they'll have much in common or differ.

b) While you listen

Listen to the teenagers and match Jim's (brother) and Helen's (sister) ideas to the correct portraits.



Helen



Jim

_____	_____
_____	_____
_____	_____
_____	_____

- I like to study and work hard.
- I often raise my hand to answer the questions.
- I prefer to spend more time playing computer games.
- I care about my grades.
- I know what I want to be.
- I want to have a secure future and a well-paid job.
- I am not an exception.

Unit 3

- I'm at the top of my class in Mathematics and Science.
- I enjoy watching action films.
- I'll try to get higher education.

c) After you listen

In the whole class, think and decide if you agree with what you've just heard. What is typical of siblings in Ukrainian families?

Writing

a) Before you write

If you decide on searching for a job, learn how to write a CV (Curriculum Vitae).

- Brainstorm with your friends what information may be included in a CV.

b) While you write

- 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

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 of 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).

Go to your *First Aid Kit* on p. 284 for a sample of a CV



At Home: In your WB, complete a CV as if you are looking for a summer job

3.3. Make Your Decision

Word Bank

- fee;
- shrewd;
- stability;
- to assure;
- monotonous;
- tiring.

Phrase Bank

- family income;
- to get a student loan;
- to answer traditional requirements;
- career possibility;
- to go into the profession;
- to see the life through somebody's eyes;
- to suit to a profession;
- to have passion for;
- to see the job from within;
- to base one's life around something;
- to get down to work;
- to assert one's individuality.

Communication Box

- Hopefully...
- To be honest...
- Eventually...
- If the worst comes to the worst, ...

I. Go Ahead!

Look at the photos and offer a possible job to these people. Give your reasons.



Example: *Young people in the 1st photo are fond of dancing. I think they are very good at it. So, they may become professional dancers.*

II. Reading

Read what jobs young people from different countries want to try. Say if you agree with the reasons of their choices.



John Smith, the USA

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'm a great admirer of detective stories and Hercule Poirot is my role model. He is very shrewd and wise and I can't but admire his skills of a detective. It influenced the choice of my future job, so I decided to be a lawyer, the most exciting and interesting job for me. I wanted to learn more about it and find out if I was suited to this profession.

To begin with, I started looking for a job in a law firm. 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 walk from my house.

I loved it. I saw 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.



Steven Kolman, Finland

* * *



Sofia Petrova, Bulgaria

Reading is the activity I like the best and I can spend hours on end reading and discussing books with peers. Seeing my passion for reading, my granny **recommended me to choose** the profession of a librarian. She says it is a very challenging and rewarding job at the same time. You can not only enrich your knowledge but involve others into this ama-

zing activity. I didn't like this idea at first, but **the more I observed** the work of the librarians in our city library, the more I liked it. I liked the way they communicated with readers, I listened to their talks with first comers and understood that I also have all personal qualities of a librarian. I'm sociable, creative, patient and enthusiastic about new things. Moreover, I can work in the electronic department of the library designing interesting web-pages for readers, offering webinars on new books or interesting authors. So I saw my future job from within and **understood what I want to do** after school.

* * *



Roy Brown, England

My parents see me as an engineer or an economist. They say these professions are prestigious and well-paid. But I didn't like this idea at all. I don't like to work with any kind of machinery, to sit in an office doing monotonous tiring job. **I want to work** with different people, **to see** the life around me through their eyes, **to share** their feelings, to understand their problems. **I want to base** my life around it in every possible way. Thus, I will see people and their lives not in movies or books but in reality. I think I can reach this goal if I become a psychologist. It is a respected and popular job, I think. Probably, I'll take a gap year. Nowadays my career advisor **encourages me to take** a gap year. He says future employers love it because you have done something **original to talk** about in your job interview. But when the gap year is over you are expected to get down to serious work – start making money and making plans for the future. I think this variant is for me.

* * *

As all teenagers, I want to have a proper satisfying job, but **I want to go** my own way. I refuse to follow in anyone's steps. **To be honest**, such a prospect doesn't attract me. I am **eager to work** in a bank, **to consult** people on money and besides banks pay you well. I realize, of course, that I need a university education if I want to make a career in banking. In fact, I'm rather good at mathematics and can take a university course of economics. My parents advised me **not to waste** time during my last years in school. Eventually, I've made a **decision to join** a preparatory course in Maths in the university.



Ann Gladko, Ukraine

Across Cultures

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

gap year – a year between finishing school and starting university.

careers advisor – in Britain a specially trained person whose job is to help other people decide what job they want to do and to give help and information.

III. Language Track

Phonetics in Context

1. From the texts find and reproduce 10 words with the sounds /h/ and /ə:/ in context. Practise saying them in your own sentences.

Example: /h/ I don't have high grades.

/ə:/ If the worst comes to the worst, I an always get a student loan.

If you want to go to the university after finishing school, you really should have high grades.

Words and Phrases in Context

1. Study the difference in meaning. From the text reproduce the words in context and illustrate them in your own examples.



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

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

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.*

a career – is the series of jobs that a person does in his / her life usually in one and the same field.

Example: *Mr. Black made a successful career of a tailor making thousands of suits for thousands of men.*

2. From the text, reproduce job characteristics in context and say to what professions in the list below they may be attributable. Give your reasons.

Example: challenging – *the job of a librarian is very challenging.*

I think that any creative job like a hairdresser or a fashion designer may be challenging because it gives a person opportunities for creativity. Thus she / he may assert his/her individuality.

- journalist;
- cook;
- mechanic;
- lawyer;
- dressmaker / tailor;
- musician;
- firefighter;
- an accountant;
- an economist;
- an interpreter.



3. From the text, reproduce the jobs the children mentioned in context and from the box (p.95) choose qualities and skills you think necessary for them. Explain your choice.

Example: *I decided to become a psychologist.*

I think it is a very popular job nowadays. For it a person should be able to get on with people, to hear them out and eventually to give a piece of advice.

Qualities	Skills
<ul style="list-style-type: none"> • interesting; • exciting; • prestigious; • creative; • challenging; • monotonous; • respected; • tiring; • useful; • boring; • satisfying; • pleasant. 	<ul style="list-style-type: none"> • to communicate with people; • to be sympathetic with people's problems; • to be courageous; • to be resourceful; • to make quick and necessary decisions; • to have a good memory; • to have an ability to express yourself clearly; • to have a good ear for music; • to hear and understand; • to be able to work with one's hands.

Grammar in Context

1. From the text, reproduce grammar items in bold and say when the infinitive (to + base form of the verb) is used.

Go to your *First Aid Kit* p. 258 for more information

2. From the text, reproduce 6–8 sentences with infinitives and change them into negative.

Example: *My career advisor encouraged me to take a gap year.*
*My career advisor told me **not** to take a gap year.*

3. Read the extracts from Ukrainian teenagers' letters to the school newspaper and complete them with the correct form of the words in brackets.

I think it was a **mistake to invite** (*mistake / invite*) technicians to our class meeting. It was _____ (*unpleasant / hear*) that they enjoyed their jobs. The information they gave us wasn't _____ (*convincing / believe*) as it contained so many facts proving the opposite. For us, school leavers, it's _____ (*important / get*) truthful information because it's the _____ (*time / make*) right decisions. I don't think that after this meeting my peers were _____ (*eager / choose*) the job of a technician.



Liza Kordak



A week ago our class was invited to see the medical college of our town. For me it was such a wonderful _____ (*place / visit*). I was _____ (*glad / see*) many medical laboratories, well-equipped studies and even a museum. The Assistant Dean _____ (*allow us / see*) how the future dentists worked. It was so _____ (*unexpected / see*) them at work and a great _____ (*pleasure / talk*) to them. It was a very useful visit because my friend and I _____ (*decide / be*) dentists.

Go to your WB for more exercises

IV. Communication Track

Speaking

- a) One of the teenagers said that the job he had found, answered all the traditional requirements. Think and say what requirements the job you want to have in future should answer and explain why. Use the guiding lines:
- if you need a university degree, qualification and / or special training;
 - where you can get the necessary qualification;
 - how long it may take you to get the job;
 - how you can characterize the job you have chosen;
 - what qualities you should have for the job;
 - what skills this job will require from you.
- b) In pair,s look at the photos. Identify yourself with the characters and role-play the dialogue which may take place between the two people. Use the beginning given.



– Well, Andrew, last time I heard you say you were in two minds about your future career and you said you would think about it again.
 – Yes, I did, but indecision is still my problem.



c) In groups, 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: Kate 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.



Listening

a) Before you listen

You are going to listen to the coordinator of Wodd education programme in Australia.

- Brainstorm with your friends what the coordinator may talk about and come up with 5 questions you'd like to get the answers to.

b) While you listen

Listen to the information and fill in the chart below.

Wodd education programme	Offers	Advantages
• learning experience		
• educational value		
• intercultural experience		



c) After you listen
In the whole group, discuss the possibilities of Ukrainian students to continue their studying abroad. What exchange programmes are popular in Ukraine?

Writing

a) Before you write

In some educational establishments the authorities ask the students to write their autobiography – a piece of writing that someone does about his/her life.

- Brainstorm with your friends and decide what facts of your life the autobiography should contain.

b) While you write

How to Write Autobiography

Content Tips	Language Tips
<ul style="list-style-type: none"> • Develop a core concept. • Outline your life. • Paint a mental picture with your words. 	<ul style="list-style-type: none"> • On the first day of school I worried about how ... • When I began the fifth grade, I noticed that... • I started the eighth grade ... • Then in my junior year... • That's the year I learned to ... • They used me as ... • Lucky for me, ... • I was flabbergasted to discover that...

Go to your *First Aid Kit* on p. 284 for a sample autobiography



At Home: In your WB, write your autobiography “My Secondary School Experience”.

3.4. Your Career Choices

Word Bank

- part-time;
- graduation;
- scary;
- editorial;
- supportive.

Phrase Bank

- to make a good career in...;
- to need a friendly ear;
- to look confused;
- to pass exams in...;
- to feel scared;
- to keep an open mind;
- space exploration.

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.

I. Go Ahead!

Look at the photos and say in what professions it is difficult or easy to succeed. Say why.



cosmonaut



airhostess



politician



architect



pilot

Example: *I think it's difficult to succeed in space exploration, because you should not only be healthy enough to fly into space, but also to have many different skills. Besides, you must be a many-sided and knowledgeable person.*

II. Reading

Read / listen to the dialogue of Alice and mum and say what worries the girl.

Mum: Hi, Alice. Where have you been? Jennifer has called you several times today. **You'd better call her.** Maybe she feels lonely.

Alice: Don't worry, mum. I saw her 10 minutes ago. She is thinking of taking a medical course in the University of Manchester and asked me for advice.

Mum: Do you think she'll make it?

Unit 3

- Alice:* I'm sure, she will. She is **good enough** to pass her exams in chemistry and biology.
- Mum:* And what about her cousin Robin? Is he going to stay here or go some place?
- Alice:* He is working part-time at our department store and seems to enjoy his job. I think he'll make a good career in trading.
- Mum:* Oh, isn't he **too ambitious** to become a salesman? I thought he **would rather go** to Harvard University, where his dad studied.
- Alice:* He'll be fine, mum. It's me who needs a friendly ear.
- Mum:* Sorry, dear. What's up? You look a bit confused.
- Alice:* It also deals with my feelings about graduation.
- Mum:* And how do you feel?
- Alice:* A little scared and excited too. The scary part is leaving home and moving to college. I don't want to live alone.
- Mum:* Oh, leaving home is a part of growing up, Alice. You are so good at writing. Have you thought of becoming a journalist?
- Alice:* I am a little uncertain. Making decision is so difficult! I'm too **nervous to do it** alone.
- 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 and **you'd better** go to Yale University. They have a very good journalistic department, as far as I know.
- 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 are so understanding and supportive.
- Mum:* Everything will be all right, dear. I also had such problems when I was your age.

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.

III. Language Track

Phonetics in Context

1. From the text, reproduce general and special questions, following the pattern. Practise them with your partner.

Pattern: 'Where have you been?
Do you 'think she'll ,make it?

Words and Phrases in Context

1. Study the difference in meaning. From the text, reproduce the sentences with them in context and make up your sentences by analogy.



alone – with nobody or nothing else (not necessarily unhappy).

Example: *That evening Sonia was left alone in the house.*

lonely – unhappy, because you are alone or have no friends to talk and think that nobody loves you.

Example: *I feel lonely, Jack, come and talk to me, please.*

2. From the text, reproduce words and phrases in context which convey the following meanings:

Example: *to telephone somebody*

Jennifer has called you several times.

Use them in your own sentences.

If you have problems, call me and I'll come to help.

- to manage to pass exams;
- to be good at some subjects;
- to leave the place for another city;
- to work not the whole day;
- determined to be successful;
- to want somebody to hear you out;
- to look embarrassed;
- to become an adult;
- to understand and support somebody;
- to be the type of thing that you like.



3. From the text, reproduce words and phrases in context which characterize teenagers' career choices. Add 2–3 sentences about possible reasons.

Grammar in Context

1. From the dialogue reproduce grammar items in bold and interpret their meanings.

2. Complete the instructions and illustrate them with your own examples.

- If you want to give the reason of something use ... or...

Unit 3

- If you want to give advice, taking into consideration the existing circumstances use...
- If you want to focus on options use...

Go to your *First Aid Kit* on p. 258 for more information



3. Look at the photos and read what the teenagers in them say. In your opinion, what they had better do and what you would rather do in his/her place.



I find this subject too difficult to learn.



You are addicted to computer games, Steve.



Ann, you are a real shopaholic.



I don't know what to do after school.

Example: *The girl in the 1-st photo had better work more. I would rather ask somebody for help if the subject comes difficult to me.*

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Imagine that you are a career advisor. What tips can you give school leavers in choosing a career? Focus on the learners':

talents and abilities;

personal values and qualities;

necessary skills;

interests and intentions;

other information.

b) In pairs read mini-dialogues under the photos. Choose one and complete it to the end.



– You’ve always been interested in debating, Borys. You’d better become a politician.
– Not me. Politics is not my cup of tea.



– You are so good at sciences, Mark, and have a head for technology. Have you ever thought of becoming a cosmonaut?
– Sorry, I won’t suit to this profession.



– You are a very creative person, Ann and participated in film making in school. Perhaps, you could become a film director.
– That would be great, but I’m a little uncertain.



c) In the whole class think and decide why some succeed, others fail in their career making. What are the reasons?



Listening

a) Before you listen

You are going to listen to one English teenager’s story who once exclaimed: “I sometimes feel that I’m a product that is continually being processed in a factory”.

- Brainstorm with your friends and say:
 - what he meant by that;
 - how the teenager feels;
 - what he is protesting against.

b) While you listen

Listen to Frank’s story and from the pictures given design Frank’s conveyor belt.



c) After you listen

In the whole class, discuss Frank's idea of the Conveyor Belt of Life. Is it typical of Ukrainian teenagers? Are you expected to make a standard career?

Writing: Project

At the end of the unit design a creative poster "The Road to a Successful Career".

Your steps:

1. Make a list of difficulties school leavers face during their last years of studies.
2. Work out effective, in your opinion, tips for choosing a job.
3. Collect photos, pictures, quotes and other illustrative materials to support your tips.
4. Find interesting information about any person with a successful career.
5. Think of an interesting format of your poster's presentation.
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
If the difficulties presented are typical of your age group:			
If the tips of making a career are really effective:			
If the illustrative material is essential:			
If a person with a successful career is really interesting:			



At Home: Search the Internet and find the information about the most prestigious jobs among teenagers abroad.



1. Are these jobs popular in your country?
2. If so, what attracts teenagers in them?

3.5. Self-Test Pack

A. Use of English

Read the text below. For questions (1–10) choose the correct answer (A, B, C, D). There is an example at the beginning (0).

A Way to Success

Most young people have the ambition 0 (C) in their chosen career. They dream 1 achieving success and security for themselves and their loved ones. One of the reasons of it is the desire 2 by their family and friends. It is the necessity 3 their respect and 4. Lack of ambition, 5, results 6 lack of achievement. Yet ambition must 7 on some reality or it leads to unhappiness and 8. You need to realize 9 achieving success requires hard work and sacrifices by you and also by those closest to you. To be successful 10 all costs, however, should not be the leading goal in life. No need to sacrifice the virtues with which you have been brought up.

	A	B	C	D
0	realizing	to promote	to advance	fulfilling
1	on	of	for	over
2	to recognize	recognizing	to have recognized	to be recognized
3	taking	to feel	feel	take
4	pride	vanity	ambition	glad
5	luckily	somehow	moreover	as a rule
6	in	on	at	about
7	based	be based	to base	have based
8	disappointed	disappointing	disappoint	disappointment
9	that	on	which	what
10	on	in	at	for

2. Read the sentences and fill in the right word-form

1. My friend Ann is a very ... person.
2. I'd like to have a good ... job.
3. I love my mom because she is very
4. Many people enjoy computing, but I find it
5. For many teenagers ... is a problem because they can't decide what to do with their lives after finishing school.
6. Every teenager is eager to have a job, which answers all the educational

AMBITION
SATISFY
SUPPORT
TIRED
DECIDE

REQUIRE

7. Creative jobs give students a possibility to assert
8. I believe the profession of a doctor or a lawyer is a ... one.
9. Some teenagers are ... of the future and feel
10. Any job, to my mind should be

INDIVIDUAL
PRESTIGESCARY
CONFUSION
CHALLENGE

B. Listening

Listen to 2 people's opinions on making their careers and in the statements given choose the right answers to the questions.

1. Why didn't the girl go to university?

- a) Susan was tired after finishing school;
- b) Susan wanted to earn money;
- c) Susan wanted to see the world.

2. What job was Susan offered?

- a) a marketing manager;
- b) a secretary;
- c) a consultant.

3. Why did the girl get a promotion?

- a) she worked hard;
- b) she found many friends there;
- c) she did a special course.

4. Why did Susan give up working in the company?

- a) she was dissatisfied with the job;
- b) she was made redundant;
- c) she wasn't well-paid.

5. What did she eventually decide to do?

- a) to look for another job;
- b) to have a rest;
- c) to go to University.

6. Where did Borys start his career?

- a) at a big shop;
- b) at a restaurant;
- c) in a company.

7. What made Borys think differently of his profession?

- a) he wanted more money;
- b) he wanted to become a boss;
- c) he wanted to take care of his baby and his wife.

8. Why couldn't Borys see his wife and a baby a lot at the weekends?

- a) he was working;
- b) he was sleeping;
- c) he was having a rest alone.

9. What made it possible for Borys to leave his job at the department store?

- a) he managed to save money;
- b) he found another well-paid job;
- c) he got a fortune.

10. What was Borys's final decision?

- a) to try his own business;
- b) to participate in his wife's business;
- c) to become an owner of the department store.

C. Reading

Read the letter of application and put the paragraphs in the correct order.

LETTER OF APPLICATION

a) I look forward to hearing from you.
b) Apart from selling some hand-made things at a school fair, I have had no experience of working as a salesperson. However, I think I would enjoy working in the shop as I am always happy to help people.
c) I am writing in reply to your advertisement for the position of a shop assistant advertised in the Kyiv Post. I would like to apply for this position.
d) Yours faithfully, Maria Romanenko.
e) I am 15 years old and live in Kyiv. At the moment I am in the 9 th grade but I am finishing school this June. I would like to get some work experience before going to university.
f) If you require any further information, I can be contacted by phone on 050 3544482. I am also enclosing my CV for your information.
g) I am very interested in communicating with people and, my classmates say, I am good at dealing with problems. In addition, by the time I finish school I will have taken the Cambridge First Certificate Examination. My teacher thinks I will get at least a pass grade in it, so I'll be able to assist both Ukrainian and foreign customers.
h) Dear Sir/Madam,
i) I think I know much about this profession as some of my relatives work in different shops. The profession seems exciting and challenging as it deals with people.
j) I plan on entering university and taking the course of trade and economy there. I'd like to connect my future life with this profession and to succeed in trading.

D. Writing

Write a CV



For your cultural upgrading and developing reading competence do some reading in your Text Files.

3.6. Text Files

You are going to read a part of H.G. Wells “A Slip under the Microscope”. Do some pre-reading activities which will help you to understand the text better.

a) Before you read

• *Content anticipation*

Many teenagers are planning to get a college education. Think and decide what motivates them to do that.

• *Language Anticipation*

When school leavers become students their life is changing. In pairs, come up with possible activities students-beginners may have.

• *Cultural Anticipation*

Some British school leavers get scholarships for entering University. In groups, discuss what students may have scholarships and what are the advantages of them.

• *Prediction*

Judging by the title “A Slip under the Microscope” try to predict what the text may be about.

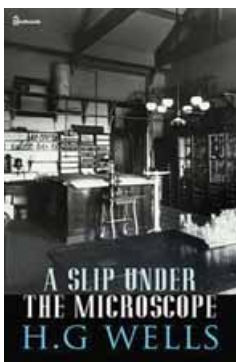
b) While you read

I. Read a part of the story and say why William Hill took pains to be the best in college.

II. Read the story again and mark *True/False* statements.

A SLIP UNDER THE MICROSCOPE

By H. G. Wells



William Hill was the son of a shoemaker in the little town of Landport. He had begun to read books at seven, and had read everything that came in his way after that. He was very clever at school, but he had to leave when he was fifteen to go to work. William’s job at a shoe factory was not an easy one, but the boy went on studying at nights. When he was in his last year at the Landport Evening School, he won a scholarship’ for the College of Science of London University.

William was a tall, energetic, pleasant-faced young man when he came to London. He came filled with a dream of becoming a great scientist and of changing the world he lived in. The scholarship was a chance that opened the gate into that wonderful land of science and discoveries which he loved. He had a pound a week, just enough, if he was very careful, to pay for his little room and simple food, for ink and for needles and thread. The last two things were very important for a man in William’s situation.

Studies, experiments, the biological laboratory filled William's life. Once or twice a week he walked through the streets at night with his friend Thorpe, talking about science and life, discussing right and wrong, and how to remake the world. He was too busy to make other friends, but he began to notice a girl in the biology class who sat at the desk in front of him. She was a paying student, and William could see that she belonged to a class of people who usually do not make friends with shoemakers or their sons. But one day, the girl turned and asked him a question about something in biology. William answered, noticing that her eyes were very large and brown and her hands very white.

After that they often met and talked together in the lunch room, and college halls. William lent Miss Haysman books on biology and she lent him books of poetry. The girl never made Hill feel that the difference in their social class was important to her, and they became friends.

But there was another student, H. J. Sommers Wedderburn who made William feel class differences. Wedderburn's perfect clothes, his manner, his cold way of speaking to scholarship students showed that he and Hill lived in different worlds. One day, Miss Haysman happened to mention that she and Wedderburn sometimes met at friends' homes. "He's very clever," she said, "perhaps it comes from his father, the great eye specialist." And suddenly William felt something besides class differences about Wedderburn.

The students took their first examination, in anatomy, the day before the winter holidays. When the examination results appeared on the college notice-board, Hill pushed through the group of students in front of the board and read:

CLASS 1

H.J. Sommers Wedderburn
William Hill

There were only two names in the first class, but his name was second. "This is only the first round," William thought as he went up to the laboratory. "The fight has just begun." — In the weeks that followed, Hill met Miss Haysman more and more often. Sometimes they went to the little art museum near the college, sometimes they met in the college garden or lunch room. But Wedderburn always invented an excuse to join them when he saw them together. He used to talk cleverly and lightly, laughing at Hill's 'ideals', and Hill used to become uncomfortable and angry with Wedderburn and himself because *he* couldn't express his thoughts as easily as the other man.

1. William Hill's favourite pastime in his school years was reading.
2. He left school at 15 to enter the college.
3. William's dream was to become a scientist and to change the world for better.
4. William Hill studied physics and chemistry in college.
5. During one of the lectures he noticed a pretty girl with large brown eyes.
6. They were from different social classes and the girl always stressed it.

7. Another student Sommers Wedderburn also made William feel class difference.
8. The first exam in anatomy was the day after winter holidays.
9. William passed the exam well but wasn't the first.
10. William Hill disliked Wedderburn and envied him a lot.

c) After you read***Talk***

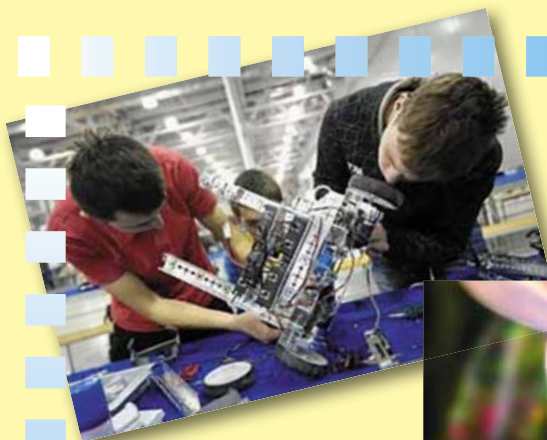
You read only the 1st part of the story which showed how ambitious William was. Try and give the ending of the story. Will William Hill's dream come true?

Conversation

William liked to talk with his friend Thorpe about science and life and how to remake the world. In pairs role-play a possible conversation between them.

Discussion

In the whole class, discuss the problem of class differences. How much is it typical of the 21st century?



Unit 4

Science and technology

In this unit, you will learn how:

- to differentiate science and technology;
- to describe modern inventions and discoveries in everyday life;
- to speak about outstanding scientists and inventions;
- to discuss and compare new discoveries and inventions;
- to check your knowledge and skills on the topic getting ready for your independent testing;
- to upgrade your sociocultural competence through reading.



Unit Four: Science and technology

4.1. Science vs Technology

Word Bank

- to function;
- practitioner;
- to govern;
- to elucidate;
- to imply;
- to employ;
- to verify;
- to assess.

Phrase Bank

- cordless phones;
- to be interrelated;
- to result in;
- steam engine;
- to increase the human life span;
- to raise standards of living;
- in theory/practice.

Communication Box

- I believe that...
- Talking of...
- From my point of view.
- I must admit that...

I. Go Ahead!

Look at the photos and say how the things in them contributed to the further development of modern science and technology.



First telephone



First plane



First book



Archeological artefacts

BrE – mobile phone
AmE – cell phone

Example: *I think with the invention of the telephone people got an opportunity to communicate at a distance. With time the first telephones were replaced by cordless phones and then by cell phones. Today we can't imagine our life without them.*

II. Reading

Read opinions of different people on science and technology and say what differences and similarities they have.



David Grave, a physicist

As a physicist, I believe that science studies the physical world, because scientists **like asking** ‘why’ and ‘what’ questions. ‘What’ questions are easy to answer, but ‘why’ questions are much more difficult as they require explanation. Technology, I think, often asks ‘how’ questions and answers them, therefore we can define technology as the use of science for practical purposes. Besides, technology may be methods and machines that are used in doing things in a science or profession.

* * *

In my opinion, science and technology are interrelated. Some technologies cannot function without science. Moreover, there are many modern technologies that **started developing** from old technologies without any help of science. The varying interplay of the two can be observed in the historical development of such practitioners as chemists, engineers, physicists, astronomers, carpenters. History knows a lot of facts when people made things and after that science tried to explain them. Suffice it to say, that fundamental processes in the fields of mechanics, biology, chemistry, astronomy, metallurgy were developed before the laws governing their functions were discovered. For example, a steam engine was widely used before the science of thermodynamics physical principles of its operations were elucidated. During certain periods of history innovations in technology have grown so fast that they resulted in industrial revolution.



Liza O’Corn, a historian

* * *



Mark Shelton,
a sociologist

Talking of industrial revolutions, I **suggest looking back** at Britain of the 18th century. The industrial revolution – the period of time when machines were invented and factories began to appear – began in Britain and then spread to many European countries and North America. It brought a lot of changes into people’s lives. Nowadays, when we live in the age of well-developed sciences like genetic engineering, electronics, new information computer technologies and **enjoy using** many of them, why not think of a new industrial revolution?

From my point of view, science and technology have more similarities than differences. Both science and technology imply a thinking process, employ experimental methodology that results in demonstrations that can be verified by repetitions. In theory science is more concerned with the development of general laws, but in practice science and technology are closely connected. Assessing science and technology and their effect on society, I must **admit increasing of** the human life span, **raising** the standards of living to a point unimaginable only a century ago, **appearing** new branches of science like space medicine, space biology, developing modern management, teaching, farming techniques. Today you can hardly imagine your life without both of them.



Teresa Brown,
a philosopher

III. Language Track

Phonetics in Context

5. In the text, find and reproduce introductory phrases in context according to the pattern. Practise saying them in their own sentences.

*Pattern: In my opinion, 'science and 'technology are interrelated.
In my opinion the development of science and technology makes our life easier and more pleasant.*

Words and Phrases in Context

1. Study the difference in meaning. Reproduce the words from the text in context. Make up your own sentences by analogy.



technology – new machines, equipment and way of doing things that are based on modern knowledge about science.

Example: *New communication technologies have transformed the business world.*

technique – a special way of doing something.

Example: *There are various techniques for dealing with industrial pollution.*

2. From the text, reproduce the following words and phrases in context and interpret their meanings.

- | | |
|-------------------------|----------------|
| • practitioner | • to imply |
| • interplay | • to result in |
| • fundamental process | • in theory |
| • to govern | • to assess |
| • industrial revolution | • unimaginable |



3. Match the sciences mentioned in the text and technologies. In each pair which do you think appear first – the science or the technology?

Science	Technology
<ul style="list-style-type: none"> • mechanics • biology • chemistry • astronomy • thermodynamics • genetic engineering • electronics • metallurgy 	<ul style="list-style-type: none"> a) examining fingerprinting b) examining stars and planets c) using steam engine d) making simple mechanisms e) making new materials f) making microchips g) making metal objects h) cloning

Example: *I think the technology of making simple mechanisms appeared before mechanics formulated its laws.*

Grammar in Context

1. From the text reproduce **`-ing`** forms in bold and define their functions.

2. Complete the instruction and illustrate it with your own examples.

• If you want to state a fact focusing on its subject, object or complementing function, use the gerund-base form *verb* + **`-ing`** which follow... .

Go to your *First Aid Kit* p. 258 for more information



3. Look at the photos and say what pupils in them *enjoy*, *like*, *practise*, *finish*, *keep doing*.



Example: *I think pupils like experimenting. They enjoy making experiments with different reagents*

Go to your WB for more exercises

IV. Communication Track

Speaking

- a) Express your ideas on the development of science and technology in the 21st century. Use the star technique.

What science are you interested in?

Why are you keen on this science?

What does this science study?

Who of the great scientists glorified this science?

What innovations or discoveries were made in this science?

- b) In pairs, read the pupils' questions in science class and try to discuss possible answers to them in your dialogues.

1.

What is science?

3.

What science studies languages?

5.

How does the development of science and technology influence our life?

2.

Is science connected with technology?

4.

What technologies are called information technologies?

6.

What technologies is Ukraine famous for?

7.

What science plays an important role in the development of economy in Ukraine?



3. In the whole group, comment on the statements about science.

Thanks to science we no longer believe a lot of nonsense.

Science and technology is part and parcel of our lives.

Now technologies have changed people's lives for better.



Listening

a) Before you listen

You are going to listen to the information of British anthropologist under the title “The Ecology of Language”. In groups try to predict the answer to the scientist’s question: “What makes West Africa one of the most linguistically diverse places in the world”?

b) While you listen

Listen to the information and match the numbers to the corresponding facts.

• 700	a) the years of Daniel Nettle’s linguistic research;
• 12	b) distant languages in West Africa;
• 4	c) months of rain in the North;
• 11	d) months of the rainfalls in northern Nigeria and Ghana;
• 4	e) languages of tiny Togo;
• 20	f) months of a rainy season in the South;
• 500	g) the number of languages in Cameroon;
• 1	h) population of a small village Horom;
• 6	i) a common language in northern Nigeria;
• 275	j) the population of Cameroon.

c) After you listen

In groups comment on Daniel Nettle’s research and say what, in your opinion, can influence the diversity of languages.

Writing

a) Before you write

If you want to give a brief restatement of the main points of information (an article, a book) without giving details write a summary.

- Brainstorm with your friends what important facts about science and technology young researches should bear in mind.
- Make a list of words and phrases you’ll use while writing a summary so as to sound convincing.

b) While you write

How to write a Summary of Information

Content Tips	Language Tips
<ul style="list-style-type: none"> • Briefly tell what the information is about. • Keep your description short. • Finish with a concluding thought of the information as a whole, but don’t include your own opinion. 	<ul style="list-style-type: none"> • The major topic is... • The unique thing about... • ...have similarities and differences. • Throughout history... • The most important thing about... • To summarize the ideas... • There is no question that...

Go to your First Aid Kit p. 285 for a Sample of a Summary



At Home: In your WB, write a summary of any scientific information (technologies) you are interested in).

4.2. Inventions in Everyday Life

Word Bank

- a couch potato;
- incredible;
- toaster;
- dishwasher;
- advance;
- appliances.

Phrase Bank

- to be computer addict;
- to visit the chart rooms;
- microwave oven;
- to take something for granted;
- bare necessities;
- to keep in touch with somebody;
- to get in contact with somebody;
- to be hard on somebody;
- technological awareness;
- digital immigrants;
- digital natives;
- to feel comfortable with new technologies;
- labour saving devices.

Communication Box

- Don't be a bore!
- Thanks goodness!
- No way!
- That's better!
- Surprisingly...

I. Go Ahead!

Look at the photos and say how these inventions influence the life of people. What impact do they make on you? Follow the example, p. 119.



Example: *I believe computers have changed the life of people greatly. We can design programmes using them, play games, find useful information and communicate with friends by skype or e-mail.*

II. Reading

Read the dialogue of international friends and say what inventions and technologies they use in their everyday life.

Modern Inventions in Everyday Life

Phil: Hey, everybody. Have a look at my purchases! Three brand new computer games. The whole treasure!

Helen: Are you a computer addict?

Phil: Not really, but I'm awfully excited about this bit of technology. I enjoy playing games and writing programs myself. I think I **succeeded in doing** it. One of my new programs can play chess and, surprisingly, it can beat me!

Alison: Well, well, well. Do you think that all wonderful inventions of science and technology are meant only for entertainment?

Paul: Don't be a bore, Alison. Some of them really are. I'm, for instance, a couch potato. Every time I have a spare minute, I switch from channel to channel and each of them has so much to offer. There is **no difficulty in my finding** something really terrific and, besides, thank American scientists **for their inventing** the Internet. It's an absolutely incredible invention which has so many advantages. You can do so many wonderful things without leaving your place!

Phil: And, moreover, it has become common for young people in all countries to visit the Internet chat rooms. Thanks to that, we've found each other!

Helen: You, boys, sound like little kids. Think about technological advances which are changing the lifestyle of millions of people all over the world. Our homes are full not only of hardware, but of many labour-saving devices (such as DVD players or computers or gadgets like computer games and MP3s). When you come from school being very hungry what do you use to prepare a hot meal in no time at all?

Phil: You mean a microwave oven or a toaster?

Helen: I do. And don't forget a vacuum cleaner, a sewing machine and a dishwasher. They can take care of lots of our household chores, leaving more time for enjoying ourselves **preventing us from** ground-breaking work.

BrE dishwasher – a machine that washes dishes

AmE someone whose job is to wash dirty dishes at the restaurant

Alison: They are absolutely essential. But we take their existence for granted and it is difficult to imagine they are inventions. Modern technology is changing and improving all the time, offering new advances.

Paul: That's just it. We got used to telephones which made a real scientific revolution in the late 80s. Today a cordless phone and a mobile phone

can't surprise anybody. They are bare necessities of our everyday life and we **are so fond of using** them.

Alison: I'm with you on that and I think that a mobile phone is the most useful invention of the 20th century that I can imagine. I can keep in touch with my family and friends whenever I travel or they can get in contact with me if they want we couldn't **dream of having** some years ago. Isn't it fantastic?

Phil: It sure is, and we have no problem operating all these technological innovations, but my parents find using them complicated and difficult. My mum will better use a traditional camera instead of a video phone or a video camera. Thanks goodness, she has learned how to send e-mails and faxes.

Helen: Don't be too hard on her, Phil, and don't criticise your parents for their lack of technological awareness. They are digital immigrants, you know, while we are digital natives. Some time in the future when you've got children of your own, your ability to deal with new technology will probably decrease and your children will feel more comfortable with new technology than you do. You won't want them to criticise you then, will you?

Phil: No way. We are lucky to live in a new information society which is changing our lives for better and giving us so much fun and satisfaction. Let the future generation have their own!

Helen: That's better!

BrE criticise
AmE criticize

III. Language Track

Phonetics in Context

In the dialogue, find and reproduce exclamatory sentences with correct intonation following the pattern. Practise them with your partner.

Pattern: A: – 'Have a 'look at my purchases!

B: – Oh, they are great!

Words and Phrases in Context

1. Read the words below and reproduce their derivations from the text in context. Illustrate them with your own examples.

Example: *surprise – surprisingly*

Surprisingly, my new computer game can beat me!

Surprisingly, but I can't do without my mobile phone, which has become a bare necessity for me.

- to invent
- to entertain
- to bore
- difficult
- to exist
- science
- necessary
- technology
- to satisfy
- tradition

2. From the text reproduce the technological advances in context and say how friends use them in everyday life.

Example: *A brand new computer game*

Phil is excited about playing brand new computer games. He succeeded in designing computer programmes himself.



3. Read some additional information about the inventions teenagers discussed in the text “Modern Inventions in Everyday Life”. Choose the photos attributable to the correct information (one is extra). Enlarge the information using new phrases from the text in context.



1 This invention helps not only housewives to cope with dirty plates after dinner, but it is widely used at cafes and restaurants because it saves time. Put dirty dishes on the racks, add special liquid, set the dial and in a few minutes the most unpleasant work is done.

2 In 1945, the engineer of «Raytheon» Percy Spencer was standing in front of the magnetron and felt a candy bar started to melt in his pocket. He was intrigued. Then he placed popcorn kernels in front of the magnetron and the kernels exploded all over the lab. Ten years after Spencer patented «radar range» that cooked with high-frequency radio waves; that same year, the Tappan Stove Co. introduced the first home model of the machine. So short electric waves instead of heat help to prepare food quickly.

3 This bit of technology was invented to mark the official end of humanity’s struggle for survival and the beginning of its quest for a really relaxing afternoon. The first wireless remote was essentially a flashlight. Then Eugene Policy Zenith discovered that direct sunlight also can change channels on the remote-receptive TVs. Later the company came out with a model that used ultrasound. Now we use this thing for controlling a piece of electrical or electronic equipment without having to touch it for turning it off or on.

4 There is not just one inventor of this technological wonder, as the ideas of many scientists and engineers led to it. These ideas were developed in the 1930s and 1940s mostly independently of each other, in Germany, Great Britain and the USA, and were turned into working machines. They were

Unit 4

called a program – controlled relay calculators. The Moore School of Electrical Engineering at the University of Pennsylvania developed a machine for military purposes. In 1944 Bell laboratories in New York built a machine, but its memory was too small. Later a universal machine evolved – memory was to be used to store the program in addition to data. Thus the concept of a modern technological advance was born.

5 This invention is here to stay. According to a recent survey, in the UK an overwhelming number of teenagers own one. Parents say that it is a vital way of keeping in touch with their children while teachers are against using them on school premises because they disrupt lessons and destroy learning.

Grammar in Context

1. From the text, read out the sentences with gerunds in bold and interpret their meanings in context.
2. Complete the instruction and illustrate it with your own examples.
 - If you want to express more of your ideas, use the gerunds after ...

Go to your *First Aid Kit* p. 259 for more information



3. Complete the sentences.

Example: *My friend is interested in designing his own computer programmes.*

- Our teacher insists on _____.
- Many teenagers dream about _____.
- Martin succeeded in _____.
- Ann is thinking of _____.
- I strongly object to _____.
- We all thank scientists for _____.
- My friend is fond of _____.
- New technologies prevented us from _____.
- People look forward to _____.

Go to your WB for more exercises

IV. Communication Track

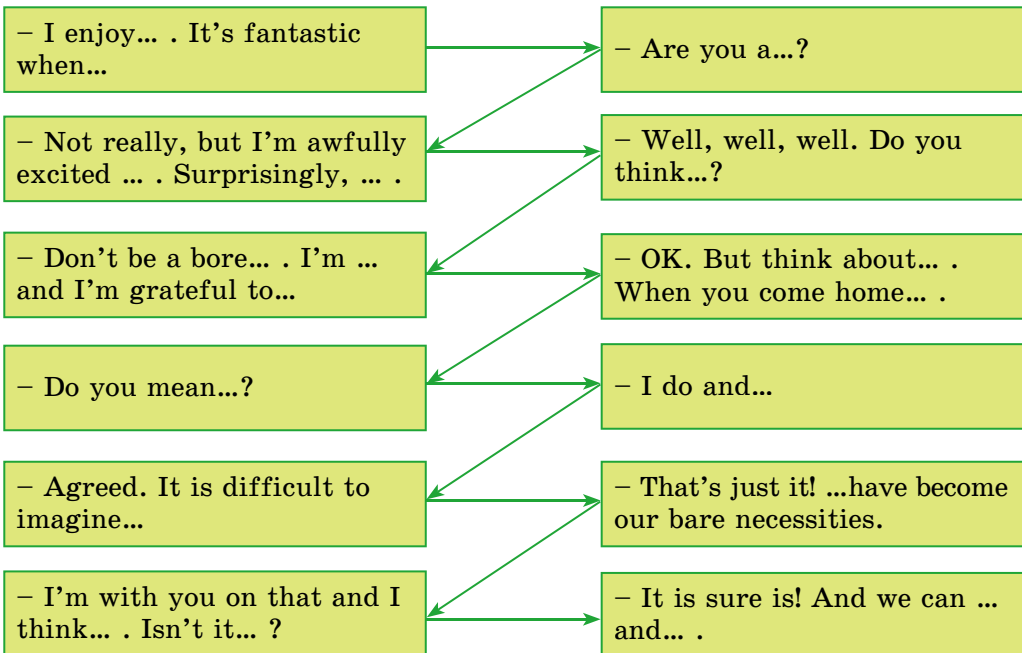
Speaking

a) Speak on the use of modern inventions in your everyday life following the guidelines:

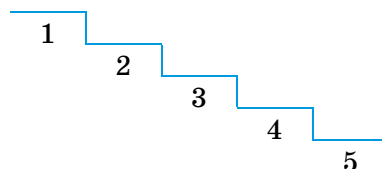
- Which inventions have you got at home?
- What are they called?
- How often do you use them?
- How do they help you in everyday life?
- Which of them are the most or least useful in your home?
- Which ones do you think you need? What for?

b) In pairs, discuss the role of modern inventions in people's lives completing the dialogue.

Inventions: For and Against



c) In groups, think and decide on five greatest inventions of the 20th century. Rank them in order of importance and explain your ideas.



**Listening****a) Before you listen**

You are going to listen to the text about a new invention “A new Solar Plane”.

Brainstorm with your friends how an ordinary plane may differ from a Solar plane.

b) While you listen

Listen to the text and choose the right endings of the sentences.

1) The first country to design a solar plane was ...

- a) Sweden;
- b) Switzerland;
- c) Japan.

2) The plane flies without ...

- a) fuel;
- b) solar energy;
- c) wind.

3) The first flight covered ...

- a) 250 metres;
- b) 150 metres;
- c) 350 metres.

4) Before the flight the plane underwent ..

- a) no testing;
- b) a lot of testing;
- c) several testings.

5) The first flight showed...

- a) the correctness of technical choices;
- b) the mistakes in the project;
- c) the failures of the team.

6) The team of experienced professionals has been working on the plane for ...

- a) 2 years;
- b) 6 years;
- c) 8 years.

7) The team plans...

- a) to increase the distance;
- b) to increase the speed;
- c) to increase the weight.

8) The plane has...

- a) 4 electric motors;
- b) 4 gas engines;
- c) 4 solar batteries.

9) The solar cells are mounted ...

- a) on the motor;
- b) on the wings;
- c) in the pilot's cabin.

10) The aim of the plane is ...

- a) to cover long distances;
- b) to investigate new air ways;
- c) to fly day and night without fuel.

c) After you listen

In the whole group discuss the possibilities of using solar energy in the 21st century. Illustrate your ideas with examples.

Writing

a) Before you write

If you want to talk about a particular subject, write a speech.

- Say about what scientific invention you'd like to talk.
- In groups make a list of words and phrases you'll use writing your speech so that the people got interested in it.

b) While you write

How to Write a Speech on Scientific Inventions

Content Tips	Language Tips
<ul style="list-style-type: none"> • Choose a thesis statement you'd like to talk about. • Try to limit the area of study to a narrower theme. • Find enough materials on your theme and take notes on interesting points. • Organise your notes into appropriate paragraphs. • Start with presenting your topic. Give some comments on the history of a scientific discovery. • Illustrate your speech with convincing arguments as to the usage of that scientific discovery. • Summarise other pupils' arguments and ideas on this invention. • Support your point of view with a suitable quote. • Finish your speech with a concluding paragraph evaluating a particular discovery and its future. 	<ul style="list-style-type: none"> – I'd like to give a speech on / about... – The aim of the report is... – It's a well known fact... – A scientific research suggests that... – Some people may argue... – My view is supported by... – ...speak in favour of... – The data was collected from... – To support their arguments, I'd like... – The survey carried out... – If we look back at... – Scientists believe that... – The opponents say... – In view of all that... – It remains to be seen, but...

Go to your *First Aid Kit* p. 285 for a Sample of a Speech



At Home: In your WB, write a speech on the most important for you scientific invention.

4.3. Who Moves Scientific Progress?

Word Bank

- prosperous;
- to stimulate;
- notable;
- polymath;
- renowned;
- evidence.

Phrase Bank

- inventive genius;
- to encourage scientific enquiry;
- to be in the vanguard;
- up-to-date technologies;
- to promote the progress of science;
- to claim one's inventions for the honour of the country;
- to be known far and wide;
- to be at ease with;
- thirst for knowledge;
- preventive medicine;
- to go down in history;
- to be the lead man of;
- to launch a space ship;
- Nobel laureates.

Communication Box

- I guess...
- I can't but mention...
- I dare say...

I. Go Ahead!

Read the names of the subjects you study at school and say what scientists made discoveries in each science. Speak about his/her discoveries.

Physics

Chemistry

Biology

Botany

Linguistics

Geography

History

Example: *Isaac Newton and Michael Faraday made great discoveries in physics.*

II. Reading

Read the extracts from teenagers' reports and do the following tasks.

For Part I

Read and say why David Nelson's heart swells with pride.

For Part II

Read and say what answers to the questions Helen Smith from Great Britain found.

For Part III

Read and say what in Boghdana Vasylo's opinion stimulates Ukrainian scientists for making discoveries.

Part I



David Nelson, the USA

Any scientific discovery **depends on** the government's **encouraging** scientific inquiry and technological development. If a country wants to be prosperous, in the vanguard of up-to-date technologies, it should stimulate science and invention. The government of my country follows this rule.

I guess, due to the fact that the US Constitution has been encouraging scientific creativity since its adoption, we have a great number of talented scientists and inventors. They always felt the government support, which **promoted the progress** of science by **creating** all conditions for research, **securing** the exclusive rights to their great discoveries. It made the scientists pay back for their country's trust and claim their inventions for the honour of the country. Thanks to this wise policy, everybody knows about the greatest scientist Albert Einstein who developed the theory of relativity which completely changed the way scientists understood space and time. The scientists carried out this investigation not at once.

You know that in terms of basic scientific achievements nations are usually judged by the number of Nobel Prizes won by their scientists in different branches: chemistry, psychology, medicine, etc. I'm proud to say that the USA has a number of such scientists: the first Nobel Prize winner was Albert Abraham Michelson who won the 1907 prize in physics for **determining** the speed of light; then came Theodor W. Richards who won the 1914 Chemistry Prize for determining the atomic weights of many chemical elements; in 1930, Karl Landsteiner was awarded a prize for his discovery of human blood groups. This list is rather big. Suffice it to say that from 1950 up to the present time more American scientists have won Nobel Prizes than the scientists of all nations combined! Our president Obama was also given this prize for his political achievements in 2010. My heart swells with pride for our scientists and inventors. They are truly heroes of the nation. There is **no denying** it.

Part II

... I think Britain has produced a lot of successful inventions, which made notable scientific contributions to different branches of science. Their names are known far and wide: Isaac Newton and Michael Faraday (physics and chemistry), Charles Darwin and Barry A. Trimmer in biology, Thomas Addison and Alexander Fleming (medicine and biology) and many others. I **appreciate** their **making** discoveries. I always ask myself the question: how can one scientist make so many great discoveries in different branches? Why are they at ease with so many different sciences? What makes them do that?



Helen Smith,
Great Britain

Getting ready for this report, I've, found the answer –it's thirst for knowledge, a constant desire for experiments in search of explanation of some extraordinary processes or events.

In this, I believe, they found their essence of life. Let me give you only one example – Thomas Young, an English genius and polymath. This scientist is **famous for having partly** deciphered Egyptian hieroglyphs, describing the characterization of elasticity, that came to be known as “Young’s modules”, **founding** physiological optics, **developing** the method of tuning musical instruments. Enough to take your breath away, isn't it? **I'm all for his promoting scientific** progress in different sciences.

As my future professional interests lie in medicine, I'd like to say a few words about two great scientists Edward Jenner and Alexander Fleming whose remarkable discoveries saved humanity from dying out. Jenner's approach, called vaccination or immunisation was a miracle, when in 1796 a lot of people died of smallpox. Today immunization is an important part of preventive medicine, in offering protection from diseases for which there is as yet no effective treatment. Fleming's discovery of penicillin, the first antibiotic that successfully killed bacteria and cured infections, was a truly revolutionary discovery. For this, Alexander Fleming and his colleagues who helped him to develop penicillin were awarded the Nobel Prize in medicine in 1945.

Since I am dreaming of becoming a doctor, may be I'll also make a discovery in medicine which will be useful for people. Who knows?

BrE immunise
AmE immunize

Part III



Boghdana Vasylo,
Ukraine

...I believe Ukraine has always been the country of advanced science and technology. World priority has first laser data, storage, achievements in machine building, rocket and computer technology and **there is no use my enumerating** them.

In the field of the physical sciences Ukrainian scientists contributed much to the development of world science. Such scientists as Ivan Pulyui, Anton Komar, Dmytro Ivanenko, Yevhen Zavoisky are the national pride of Ukraine. The renowned Ukrainian scientist Petro Kapitsa who did much in nuclear physics and technologies of super power magnetic fields was awarded the Nobel Prize.

But in my opinion, space research is the very science which made the names of the most outstanding Ukrainian scientists go down in history of world civilisation. The historic roots of many of them stimulated scientists for research.

Olexander Zasyadko, for example, was from the glorious Cossack family and stories of his grandfather, a Cossack gunner about special pipes stuffed with gunpowder, which could fly and blow up the target, impressed the boy so much that he set himself as an objective to create his own rocket. And he did so, designing combat rockets, which were used during the Russian-Tur-

BrE civilisation
AmE civilization

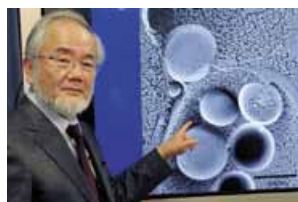
kish war of 1828–1829. Olexandr Zasyadko’s ideas were developed by other scientists –Kostyantyn Konstantynov who invented a ballistic device and created a rocket ballistic pendulum; Yuri Kondratyuk, who made calculations for the first manned flight to the moon; Mykhailo Yangel who founded his own school in developing rocket and space equipment; Volodymyr Chelomey who headed the creation of the carrier rockets and satellites “Proton”, as well as the orbital station “Saluyt-3” and “Saluyt-5”.

I dare say his “Ukrainian roots” of Serhiy Korolyov stimulated him for his great inventions: designing the launching spacecraft “Vostok” and “Voskhod”, the first automatic interplanetary station “Zond”, the spacecraft which made real the flight to Venus and Mars and walking in outer space. I believe that young and promising scientists of Ukraine who are working on the problems of space research will not only implement basic theoretical researches of their great predecessors in creation of brand new technologies, but they will also cope with new interesting tasks which life puts forward.

Across Cultures: Sweden



Alfred Nobel – a Swedish engineer and chemist who invented dynamite.



Nobel laureate – a person who received a Nobel Prize.



Sweden – a country in Scandinavia where the ceremony of awarding Nobel Prizes takes place.

III. Language Track

Phonetics in Context

From any part of the reports reproduce 10 words with the sounds /v/ and /w/ in context. Practise saying them in your own sentences.

Example: /v/ *No country has a monopoly on inventive genius.*

I think that Mykola Amosov is an inventive genius of Ukraine.

1. Study the difference in meaning. From any part, reproduce the words in contexts. Make up your own sentences by analogy.



invention – machine or a tool that someone has made, designed or thought of for the first time.

Example: *The inventions of trains made the life of people much more easier.*

investigation – an official attempt to find out the truth about or the causes of something, such as scientific problem, crime, accident.

Example: *Geologists carried out a solid investigation of a crater.*

discovery – a fact or thing someone finds out about when it was not known about before.

Example: *The discovery of America by Columbus opened new possibilities for people.*

research – serious study of subject, in order to discover new facts or test new ideas.

Example: *Scientists are conducting research in the drugs' effectiveness.*

2. Read the inventions and discoveries the teenagers mentioned in their reports and reproduce words and phrases characterizing them. Enlarge the information on them.

- theory of relativity;
- determination of speed light;
- immunization approach;
- discovery of penicillin;
- combat rockets' design;
- design of automatic interplanetary stations.



3. Look at the portraits of great scientists teenagers spoke about in their reports and reproduce the information about them. Add some more facts about them and their other inventions or discoveries.



Thomas Young



Albert Einstein



Serhiy Korolyov



Alexander Fleming

Grammar in Context

1. From the text, reproduce grammar items in bold and interpret their meanings.

2. Complete the instruction and illustrate it with your own example.

- If you want to express your ideas focusing on subject/object/attribute/adverbial modifier use such gerundial constructions

Go to your *First Aid Kit* p. 258 for more information



3. Complete the following sentences with suitable constructions.

Example: *I think it's no good...*

I think it's no good your experimenting with the substance.

1. Scientists all over the world are against...
2. We appreciate Henry Ford...
3. Many great inventions depend on...
4. We are aware of Alexander Flemings'...
5. There's no harm in biologists'...
6. There is a great risk of...
7. The results of many experiments depend on...

IV. Communication Track

Speaking

a) Read three fact files below and present one of the scientists and his inventions to your fellow students.

- Worked as a leading surgeon at a mobile field hospital during the Great Patriotic War.
- In 1955 organised a heart surgery clinic.
- In 1983 set up the Institute of cardiovascular surgery where he invented several surgical procedures for treating heart defects.
- Published 5 books "Thoughts and the Heart", "Notes from the Future", "PPG 22-66", "The Book of Happiness and Misfortunes", "The Voices of Time", which were translated into 30 languages of the world.
- In 2008 was recognised as one of the greatest Ukrainians by the public opinion in the TV show "The Greatest Ukrainians".

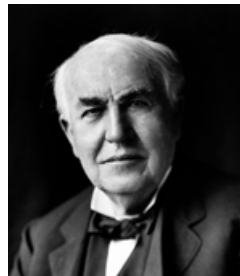


Mykola Amosov

+2-3 стр.

Unit 4

- The greatest American inventor and industrial leader in history, born in February 11, 1847, in Milan, Ohio.
- In 1877 invented a foil phonograph.
- Invented the first successful electric light bulb.
- In 1879, invented the 1-st practical lighting system.
- On September 4, 1882 created the first commercial power station which provided light and electricity power to customers.



Thomas Alva Edison

- The greatest English scientist, who devoted himself to atmospheric physics, using mainly radio techniques.
- In 1924 proved the existence of the layer in the upper atmosphere now called the ionosphere,
- Invented the method called "frequency-modulated radar", which led to a great development of radio research.
- In 1926 discovered a further atmospheric layer 150 miles above ground, which reflects short waves round the earth.
- In 1941 was knighted for the development of radiolocation.
- In 1947 received the Nobel Prize in physics.



Edward Victor
Appleton

b) In pairs, match the inventors to their inventions and discuss which of them are well-known and widely spread in Ukraine.

A: ?

B: I think it's Henry Ford. He was the first who realized the dream of many Americans to have a cheap car.

A: ?

B: Agreed. It was Bill Gates. Everybody knows his name and connects it with computing.

A: ?

B: Exactly. The bridge bears the name of this great Ukrainian scientist. He was the first to suggest using electric arc welding in building bridges. Nowadays the whole university headed by his son is working on different aspects of electric welding.

A: ?

B: Me too. A cell phone is something I can't do without. Thanks to this invention we can keep in touch whenever we want.

A: ?

B: I can't agree more. Not for nothing Walter Bagehot famously said: "One of the greatest pains of human nature is the pain of a new idea".



c) In the whole group, discuss the questions: Why do people become scientists? What are the motifs for making scientific discoveries?



Listening

a) Before you listen

You are going to listen to an extract from the extremely popular book of a well-known British scientist Stephen Hawking “A Brief History of Time” and try to predict what the extract will be about.

b) While you listen

Listen to the extract and mark true/false statements.

1. The scientist raises the questions about the Universe.
2. Scientific researches in astronomy gave the answers to the questions.
3. The Greek philosopher Aristotle put forward an argument that the Earth wasn't a flat plate.
4. The Greeks knew a lot about the Universe because they travelled much.
5. It was another British scientist who demonstrated that our galaxy wasn't the only one.
6. Edwin Hubble made many calculations to determine distances to other galaxies.
7. The scientist worked out distances to twenty different galaxies by measuring their brightness.
8. Each galaxy contains thousand million stars.
9. It is a well-known fact that our galaxy is slowly rotating.
10. It was proved scientifically that the Sun is no longer a star.



c) After you listen

In the whole class, think and decide what other scientists made discoveries in their studies of the Universe and what their greatest discoveries are.

Writing

a) Before you write

If you want to say about your favourite scientist or explain to others the significance of his/her scientific discovery or invention, use a presentation.

- In groups, brainstorm with your friends what scientist you'd like to present.
- Make a list of words and phrases to use in your presentation to show the brilliance of the scientist you've chosen.

b) While you write

How to write a presentation about great scientists

Content Tips	Language Tips
<ul style="list-style-type: none"> • Choose a scientist you'd like to talk about. • Find enough material to cover the following points about a scientist: <ul style="list-style-type: none"> – short biography; – education; 	<ul style="list-style-type: none"> – This report is intended to give... – Going back... – A brief summary of... – It's important to stress ... – More than that... – It is known far and wide that...

Content Tips	Language Tips
<ul style="list-style-type: none"> – a sphere of scientific interests; – the most important inventions and discoveries; – contribution to the world science. • Organise your speech logically. • Make a presentation in a chronological succession. • Illustrate your presentation with some quotes of famous people about this scientist. • Finish your report evaluating the role and contribution of the scientist into the world science. Underline the importance of his / her invention for the present day life. 	<ul style="list-style-type: none"> – Many scientists claim that... – We are all aware of the fact that... – Importantly, ... – To illustrate the idea, I'd like... – In the way of summing up, I'd like ... – Quite apart from his / her achievements... – The following conclusion can be drawn... – As it can be seen from the findings of this report...

Go to your *First Aid Kit* p. 285 for a Sample of Presentation



At Home: In your WB, write a presentation about your favourite scientist.

4.4. Science or Fiction

Word Bank

- nanotechnology;
- aliens;
- prosaic.

Phrase Bank

- an incredible dreamer;
- to cure disease;
- to walk out into outer space;
- the interplanetary station;
- to have an(no) analogy to... ;
- a breaking through technology.

Communication Box: How to compare innovations

- | | |
|--|--|
| <ul style="list-style-type: none"> • Compared to/with... • Unlike... • In contrast with... • I'd like to make a comparison between... • If we draw a parallel between... • There's much in common between but... | <ul style="list-style-type: none"> • ...in relation to • ...is much more important than... • It goes further, much further than that... • I think there is no analogy... • Similarly... • Exactly, neither of... |
|--|--|

I. Go Ahead!

Look at the photos and say what of the people's dreams have become a reality.

aliens



high-speed train



spaceship



hang-glider



Example: *I believe space flights have become a reality. Even joint international flights are not surprising nowadays.*

II. Reading

Read the dialogue between two friends and say if they have the same opinion about science fiction and reality.

Ann: Phil, you look so mysterious! Reading another science fiction book?

Phil: Poor guess. This time I'm reading about nanotechnology.

Ann: Nanotechnology? What's this?

Phil: It's the science of building tiny machines, so small that you cannot see them. Scientists agree that nanotechnology is breaking through and it will change our lives in the future. Isn't it amazing?

Ann: You are an incredible dreamer, Phil. I **stopped reading such** books long ago. How can a tiny thing do such things?

Phil: Don't speak too soon! It's a pity you **stopped to read**. It goes further, much further than this. Remember science fiction film "Fantastic Voyage", in which an inventor develops a new way to cure diseases. Tiny robots, smaller than a virus are injected into a patient and travel around the body visiting different parts and repairing them.

Ann: This is just a fantasy!

Phil: So it is, but the reality of nanotechnology is not very different., I **forgot to tell you** that. It is said in this book, that scientists are already-making nanorobots, which doctors might be able to inject into a patient and cure almost every disease. Just imagine – a completely healthy generation! How do you like this idea?

Ann: Incredible! But still it is only a prediction about the future. I never **forget reading about the film** “Fantastic Voyage” but this new technology is like a wonderful dream. I know you are a great admirer of science fiction books and films and are crazy about flying cars, time travel, aliens and now nanorobots.

Phil: You are too prosaic, Ann. You didn’t believe in cloning but Ian Wilmut made it possible. I **remember telling** you about it. A lot of dreams have become a reality. Your granddad couldn’t even think of spaceships flying to different planets, cosmonauts walking out into outer space, interplanetary stations, making various space experiments. These things seemed improbable at his time, as nanorobots to you now.

Ann: That’s true. I **remembered to tell you** that in contrast with you, I don’t believe in UFOs, aliens with red eyes and green skin. Maybe in a hundred year’s time there will be other changes in the life of people, but today it’s nothing but science fiction, and there’s no analogy to it.

Phil: It’s your way of looking at it. But I think science fiction can predict great scientific discoveries. Thousands of people say they’ve seen UFOs, some people even say they’ve met aliens! Though scientists haven’t found any alien life or contacted any aliens yet but who knows, maybe our children will have friends from other planets in the future.

Ann: Ok, ok. Let’s agree to differ. Science or fiction... we’ll wait and see.



Across Cultures

Ian Wilmut – a Scottish scientist who developed the ideas of cloning.

III. Language Track

Phonetics in Context

From the dialogue, reproduce “wh-questions” with correct intonation following the pattern. Practise saying them with your partner.

Pattern: ¹What’s ₁this?

A: I’ve bought something

B: ¹What’s ₁this? A new book?

Words and Phrases in Context

2. In the dialogue, find the derivatives of the following words, reproduce them in context and use in the sentences of your own.

Example: *mystery – mysterious*

You look so mysterious!

My friend looks mysterious when he wants to break the news.

- to amaze
- to dream
- to invent
- real
- health
- to predict
- to vary
- probability
- planet
- computer

3. In the dialogue, find and reproduce words or phrases with the opposite meaning in context to the ones given below. Practise them in your own sentences.

Example: *enormous – tiny*

It's the science of building tiny machines.

I'm fond of collecting tiny books, it's fun.

- to break
- reality
- same
- unhealthy
- romantic
- probable
- impossible
- good guess



4. From the dialogue, reproduce words and phrases with which Phil describes nanotechnology in context and add 2–3 logically connected sentences. Are you with Ann or Philip?

Grammar in Context

1. In the dialogue, find and reproduce grammar constructions in bold and interpret their meanings. Are they the same or different?

Go to your *First Aid Kit* p. 259 for more information

2. Complete the sentences choosing the right forms of the verb.

Example: *I won't forget (talking / to talk) to him at the party.*

I won't forget talking to him at the party.

1. I think I'll always remember ... (*visiting / to visit*) the Chernobyl zone.
2. We stopped at the lake... (*looking / to look*) at the map as we didn't know where to go.
3. You mustn't forget ... (*switching off / to switch off*) the light before going to bed.
4. The workers have already begun ... (*cleaning / to clean*) the site.
5. Do you remember... (*drawing / to draw*) a scheme that I had asked you about?
6. It was so sad and the boy couldn't stop... (*to cry / crying*).

Unit 4

7. I remember ... (*reading / to read*) an article about the first man on the moon.
8. Unfortunately we often forget... (*doing / to do*) things we have to do.
9. I regret... (*to tell / telling*) you that you are not included in this scientific group.
10. He remembered (*to close / closing*) the door so that nobody could open it.



3. Look at the photos, say what people should remember, never forget, stop, or begin doing or to do and why.



Example: *I remember reading about the oil spill in the Gulf of Mexico. It was a great technological disaster not only for the USA, but for the whole world. I never forget watching TV news about this horrible event.*

Go to your WB for more exercises

IV. Communication Track

Speaking

- a) Some people claim that nowadays we are too dependent on electric and electronic gadgets and machines. How much true is it about you? Use the words and phrases below.
- to promote scientific progress;
 - to relax;
 - to brighten one's life;
 - to get in contact with;
 - to get skills necessary in the information age;
 - to live one's life through the Internet;

- labour-saving devices;
- to rely on technology too much;
- to require creativity and initiative;
- to rule your own life.

b) In pairs, look at the pictures in comparison. Choose one of them and complete the dialogue.

sputnik



first cell phone



Pobeda



spaceship



up-to-date cell phone



Daewoo

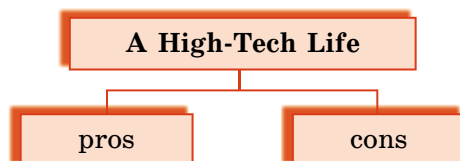
A: I'd like to make a comparison between...

B: I think there's no analogy between them.

A: Oh, don't speak too soon.



c) In the whole, class discuss pros and cons of a High-Tech life. Fill in the table with your ideas and comment on them.



Listening

a) Before you listen

You are going to listen to three people speaking about pieces of technology they can't live without.

- Brainstorm with your classmates and say what pieces of technology the people will speak about. Prove your points of view.

b) While you listen

Listen and correct the mistakes in the statements given below.

1. Alison designed her own website but can't get the information she needs.
2. The girl uses her computer as encyclopedia or a reference book.
3. Alison's elder sister approves of computers.
4. Computers help to see your friends.
5. A car is a luxury for John.
6. John's sister thinks that there are a few cars in our city.

7. John's sister believes that cars are useful and very important.
8. Ann has two mobile phones at home.
9. The girl's mother also enjoys using a cordless phone because with it she'll never get lost.
10. Ann believes her mum who says that mobile phones can do people harm.



c) After you listen

In groups, think and decide if the students' relatives are right or wrong in their opinion about pieces of technology mentioned. What piece of technology can't you live without?

Writing: Project

At the end of the unit design a time-line for an outstanding scientist.

Your steps:

1. Choose one of the scientists you want your friends to know about.
2. Find some interesting information about different periods of the scientist's life.
3. Focus on his / her scientific interests, main publications, discoveries.
4. Collect photos, pictures and other illustrative materials and provide solid commentaries on them.
5. Think of an interesting format of your time-line and its presentation.
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
2. If the information is interesting. 3. If the illustrative material is essential and useful. 4. If there is much unknown information for you. 5. If the format of the time-line and the presentation is good.			



At Home: Search the Internet and make a culture comparison.



- 1) Find more information about science fiction which has become a reality or may become one in the future.
- 2) Compare how your findings are realized in different countries including your native country Ukraine.

4.5. Your Test Pack

A. Use of English

1. Fill in the sentences with the correct forms of the words.

1. We can't imagine our life without new... advances which have changed it completely.
2. Many ... scientists participate in the ... life of their countries.
3. Isaak Newton was characterized as an ... genius.
4. Borys Paton ... much to the development of his father's theory of electric arc welding.
5. Albert Einstein is known far and wide for his scientific ...
6. After the Chernobyl disaster in 1986 many people left the... area.
7. All newspapers wrote about the ... oil release in the Gulf of Mexico.
8. After the explosion the whole place was...irradiated.
9. A mobile phone is not a luxury, it's a bare... .
10. A computer is not only for...

TECHNOLOGY
PROMISE
SCIENCE
INVENTION
CONTRIBUTION
CREATE
CONTAMINATE
ACCIDENT
STRENGTH
NECESSITY
ENTERTAIN

2. Insert correct prepositions where necessary.

1. I don't object _____ your making experiments.
2. Young people participated _____ the competition for promising scientists.
3. Ukrainian scientists succeeded _____ designing electric welding methods.
4. I approve _____ carrying out scientific experiments at school.
5. My teacher insists _____ my continuing scientific research in the field of chemistry.
6. My friend dreams _____ becoming a great physicist.
7. Stephen Hawking is interested _____ studying the Universe.
8. My teacher suggested _____ discussing the results of the research.
9. My little brother is fond _____ playing computer games.
10. We all enjoyed _____ listening to the lecture of an inventive genius.

B. Listening

Listen to the text and correct a mistake in each statement.

1. The Pulitzer Prize is a British award for achievements in newspaper and online journalism and literature.
2. Joseph Pulitzer is an Armenian-American.
3. It was first established in Washington DC.
4. Prizes are awarded once in 2 years.
5. 24 categories may be nominated for a prize.
6. Works can only be entered into a maximum of three prize categories.
7. The prizes are announced each February.

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- The winners of the prize are chosen by a special board from every University.
- A famous poet Robert Frost won the prize five times.
- The first Pulitzer Prize was awarded in June 4, 1927.

C. Reading

Read the text below. For questions (1-10) choose the correct answer (A,B,C,D). There is an example at the beginning.

Charles Robert Darwin was an English C (0) who established that all ... (1) of life have descended over time from common ancestors, and proposed the scientific theory that this branching pattern of evolution ... (2) from a process that he called natural ... (3). He published his theory in 1859 and the scientific community and much of the general public came to... (4) evolution as a fact in his lifetime». But it was not until the... (5) of the modern evolutionary synthesis from the 1930s to the 1950s that a broad consensus developed that the natural selection was the basic mechanism of evolution. In modified form, Darwin's scientific discovery is the unifying theory of the life sciences» ... (6) the diversity of life.

Studies at University of Cambridge ... (7) his passion for natural science. His five-year voyage on HMS Beagle established him as an ... (8) geologist whose observations and theories... (9) Charles Lyell's uniformitarian ideas, and publication of his journal of the voyage... (10) famous as a popular author.

In recognition of Darwin's pre-eminence as a scientist, he was one of only five 19th century UK non-royal personages to be honoured by a state funeral, and was buried in Westminster Abbey.

	A	B	C	D
0	chemist	physicist	naturalist	philosopher
1	species	kinds	modes	differences
2	began	ended	came	born
3	loss	choice	evolution	selection
4	to accept	to deny	to criticise	to ban
5	emergence	opening	discovery	testing
6	changing	explaining	writing	covering
7	improved	neglected	encouraged	described
8	famous	respected	sufficient	eminent
9	have supported	had supported	supported	support
10	let	made	brought	gave

D. Writing

Write a speech about your favourite technological piece.

4.6. Text Files

You are going to read a part of the story by I. Asimov “The Bicentennial Man”. Do some pre-reading activities which will help you to understand the story better.

a) Before you read

- **Content anticipation**

Robots are widely used in many branches of science. Group up with your friends and say what role they play in science. Support your ideas with examples.

- **Language Anticipation**

In pairs, write a list of 5-8 words and phrases which can be attributable to robots.

- **Cultural Anticipation**

In the whole class, discuss what countries are famous for designing robots. How and where they are used in Ukraine?

- **Prediction**

Look at the pictures and try to predict what the story may be about.



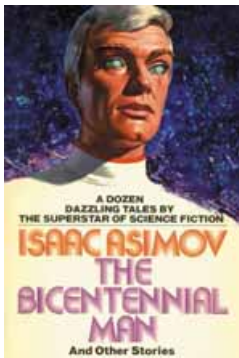
b) While you read

1. Read the text and say why Mr. Martin brought the robot to robopsychologist.
2. Read the story again and correct the statements.
 1. Andrew had little resemblance to a real man in appearance.
 2. Andrew was brought to Mr. Martin to do babysitting.
 3. Once Andrew carved a wooden horse for Little Miss.
 4. Mr. Martin made designs for Andrew.
 5. Robot said he disliked to make furniture.
 6. The robopsychologist managed to explain everything to Mr. Martin.

7. Mr. Martin believed that all other robots were like Andrew.
8. Robot Andrew made different things with wrong proportions.
9. The robopsychologist wanted to have this robot for himself.
10. Mr. Martin agreed to give his robot to the company.

The Bicentennial Man

(Adapted from "The Bicentennial Man" after I. Asimov)



Andrew had appeared much more a robot when he had first been manufactured. He had then been as much a robot in appearance as any that had ever existed smoothly designed and functional.

He had done well in the home to which he had been factors brought in those days when robots in households, or on the planet altogether, had been a rarity.

Andrew had been intended to perform the duties of a valet, a butler, even a lady's maid. Those were the experimental days for him and, indeed, for all robots anywhere save in the industrial and exploratory; factories and stations off Earth.

The Martins enjoyed him, and half the time he was prevented from doing his work because Miss and Little Miss wanted to play with him. It was Miss who first understood how this might be arranged. "We order you to play with us and you must follow orders."

It was for Little Miss that Andrew had carved a pendant out of wood. She had ordered him to. Miss, it seemed, had received an ivory pendant with scrollwork for her birthday and Little Miss was unhappy over it. She had only a piece of wood, which she gave Andrew together with a small kitchen knife.

He had done it quickly and Little Miss had said, "That's nice, Andrew. I'll show it to Daddy."

Sir would not believe it. "Where did you really get this, Mandy?" Mandy was what he called Little Miss.

When Little Miss assured him she was really telling the truth, he turned to Andrew. "Did you do this, Andrew?"

"Yes, Sir."

"The design, too?"

"Yes, Sir."

"From what did you copy the design?"

"It is a geometric representation. Sir, that fits the grain of the wood".

The next day, Sir brought him another piece of wood – a larger one – and an electric vibro-knife. «Make something out of this, Andrew. Anything you want to,» he said.

Andrew did so as Sir watched, then looked at the product a long time. After that, Andrew no longer waited on tables. He was ordered to read books on furniture design instead, and he learned to make cabinets and desks.

«These are amazing productions, Andrew,» Sir soon told him.

«I enjoy doing them, Sir,» Andrew admitted.

«Enjoy?»



«It makes the circuits of my brain somehow flow more easily. I have heard you use the word ‘enjoy’ and the way you use it fits the way I feel. I enjoy doing them. Sir.»

Gerald Martin took Andrew to the regional offices of the United States Robots and Mechanical Men Corporation. As a member of the Regional Legislature he had no trouble at all in gaining an interview with the chief robopsychologist. In fact, it was only as a member of the Regional Legislature that he qualified as a 7 robot owner in the first place—in those early days when robots were rare.

The robopsychologist, Merton Mansky, listened with a growing frown and more than once managed to stop his fingers at the point beyond which they would have irrevocably drummed on the table. He had drawn features and a lined forehead, but he might actually have been younger than he looked.

«Robotics is not an exact art, Mr. Martin,» Mansky explained. «I cannot explain it to you in detail, but the mathematics governing the plotting of the positronic pathways is far too complicated to permit of any but approximate solutions. Naturally, since we build everything around the Three Laws, those are incontrovertible. We will, of course, replace your robot – 2».

«Not at all,» said Sir. «There is no question of failure, on his part. He performs his assigned duties perfectly. The point is he also carves wood in exquisite fashion and never the same twice. He produces works of art.»

Mansky looked confused. «Strange. Of course, we’re attempting generalized pathways these days. Really creative, you think?»

«See for yourself.» Sir handed over a little sphere of wood on which there was a playground scene in which the boys and girls were almost too small to make out, yet they were in perfect proportion and they blended so naturally with the grain that it, too, seemed to have been carved.

Mansky was incredulous. «He did that?» He handed it back with a shake of his head. «The luck of the draw. Something in the pathways.»

«Can you do it again?»

«Probably not. Nothing like this has ever been reported.»

«Good! I don't in the least mind Andrew's being the only one.»

«I suspect that the company would like to have your robot back for study,» Mansky said.

«Not a chance» Sir said with sudden grimness. «Forget it.» He turned to Andrew, «Let's go home, now.»

c) After you read

Talk

Robot Andrew turned out to be very creative. What's your opinion: is it a myth or reality? Prove your point of view.

Conversation

In pairs, role play the conversation between Mr. Martin and robopsychologist.

Discussion

Robot Andrew could express his fondness for Little Miss. In the whole group, discuss if the robots can experience any human feelings.

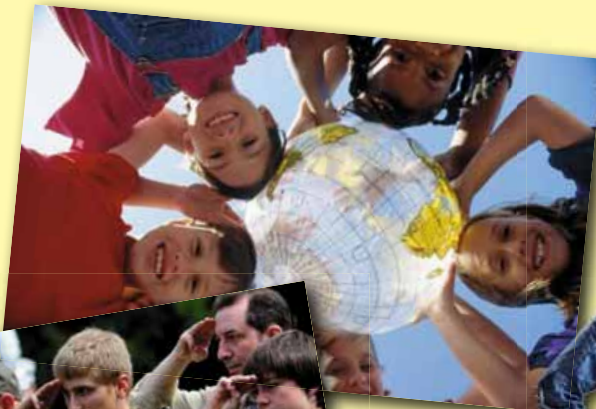


Unit 5

Youth culture

In this unit, you will learn how:

- to talk about your leisure time activities;
- to speak about youth organizations;
- to describe distinguishable features of youth subcultures;
- to set aims in special interest groups;
- to check your knowledge and skills on the topic getting ready for your independent testing;
- to upgrade your socio-cultural competence through reading.



5.1. At Your Leisure

Word Bank

- netiquette;
- clubbing;
- intoxicating;
- to rave;
- sceptic(al);
- togetherness;
- delight;
- release.

Phrase Bank

- to dampen the enthusiasm;
- to strive for something;
- to stimulate senses;
- to let oneself go;
- to enjoy reputation for something;
- to be enthralled by something / somebody;
- to jump at the opportunity;
- to broaden one's musical horizons;
- to do something for the joy of it.

Communication Box

- ...every now and then;
- Whenever ...

I. Go Ahead!

Look at the photos and say how teenagers enjoy these activities. Which of them is your leisure time activity?



disco party



netiquette



rock concert



audiobook



museum

Example: *I believe the teenagers in the first photo enjoy social networking. Definitely, they are good at virtual communication and know much about netiquette.*

II. Reading

Read what these teenagers wrote about their leisure time activities for a youth magazine and say if they have similar preferences.



Rumba
Sally Harrison, the USA

BrE – sceptic(al)
AmE – skeptic(al)

When I'm feeling a bit stressed out, I turn to my leisure time activity which is a fantastic release and makes me free and happy. It's dancing. It's a great way not only to build my physical activity into life, but also to stimulate my senses.

I was at first **sceptical** about dancing, but my friend, **who came from Cuba**, was raving about it and it was he who persuaded me to go to Rumba club. When I came there, I couldn't believe the energy and vitality of the place – it was magic! And the dance itself was so intoxicating! There was no 'right' way of doing it, you just dance for the joy of it. I'm not a confident dancer, but it has become my favourite leisure time activity. I delight in the music and let myself go. Now I understand why people rave about dancing.

Besides, it's a chance to meet new people. I believe people of all ages and walks of life should try dancing. Throughout history people have expressed themselves through dance in rituals and ceremonies, on social occasions with friends and family ...

* * *

I think there isn't much spare time in my life for leisure activities. But there is something I can't do without – it's music. Luckily, I live in Lviv, **which has enjoyed a reputation for a quality music scene for ages**. My friend Bob and I are like-minded people and we jump at every opportunity when it comes to a music concert or a jazz festival. I love modern music and musicians, because they try to broaden our musical horizons to get us away from what we hear on the radio or TV every day and experience the latest styles in world music. The concerts are often given in a multitude of languages and we sometimes don't understand every word, but it doesn't dampen our enthusiasm. I have the time of my life, dancing and singing along to the music with lots of other teenagers.



Tamila Voitenko, Ukraine

* * *

Nowadays clubbing is one of the most popular forms of socialising and leisure-time activities for young people in my country. Hundreds of clubs sprang up in all parts of Australia, uniting teenagers with the same interests and performers. Photography clubs, driving clubs, technology clubs, even pot-



Sarah Briggs, Australia

With my horse, we can cover quite long distances already! Every ride brings me lots of admiration and excitement. Not for the world will I give up this leisure time activity!

* * *

My mum keeps saying: “Business before pleasure”, reminding me of my school. But I never forget about things **that I can do at leisure** like computing, reading, watching videos, things like that. Yet, I guess there are other delights to experience. That’s why I go to the theme park every weekend. The park is based on one subject – water travel and water sports are my favourite. I find the sport activities designed for teenagers like boating or swimming, racing, sailing and playing water polo. Last weekend I was in third position in the swimming race. If I stay in third this time, I’ll win the title! But it’s not the title I’m striving for. The feeling of togetherness is much stronger. A team, like a family, unites its members and we become as one whole. I’m absolutely enthralled with the water sport activities because they get off to a good start when another school week begins.



Eric Fletcher, Canada

Across Cultures



Rumba – a popular dance originally from Cuba.



Theme park – a type of park where you can have fun riding on big machines such as roller coaster, and where the whole park is based on one subject.



Water polo – a game played by two teams of swimmers with a ball. The history of water polo as a team sport began in mid-nineteenth century England and Scotland where water sports were a feature of country fairs and festivals.

III. Language Track

Phonetics in Context

1. In the text, find and reproduce the words with the sounds /w/ and /v/ in their contexts. Practise saying them in your own sentences.

Example: *When I came there, I couldn't believe the energy and vitality of the place – it was magic!*

Words and Phrases in Context

1. Study the difference in meaning. From the text, reproduce the words in context and interpret their meaning. Make up sentences by analogy with them.



release – freedom to show or express your feelings.

Example: *Playing a musical instrument can be a form of emotional release.*

ceremony – an important formal social event.

Example: *The opening ceremony of the Olympic Games was absolutely breathtaking.*

relaxation – a way of resting and enjoying yourself.

Example: *I listen to music for relaxation.*

ritual – a ceremony that is always performed in the same way.

Example: *People mark an important social occasion with rituals.*

2. Match the word-combinations with their definitions and reproduce the sentences with them from the text. Use them in your own context.

Example: *Now I understand why people rave about dancing.*

1. to rave about something	a) to make someone very interested and excited;
2. to be enthralled by/with something	b) to make a feeling or activity less strong;
3. to dampen the enthusiasm	c) to talk about something you enjoy or admire in an excited way;
4. to strive for something	d) to make a great effort to achieve something;
5. to delight in something	e) the position in society (someone has especially the type of job they have)
6. a walk of life	f) to enjoy something very much;



3. Complete and expand the sentences with the correct context information from the text.

Example: *Sally was at first sceptical about dancing because she was not a confident dancer. I think I know what she meant as I felt almost the same when I first came to my dancing club.*

1. When Sally is feeling a bit stressed out, she turns to ...
2. Now Sally understands why people rave about dancing. ...
3. There is something Tamila can't do without ...
4. Nowadays clubbing is one of the most popular forms of socialising because...
5. Not for the world will Sarah give up horse riding as ...
6. Eric goes to the theme park every weekend ...
7. He is absolutely enthralled with the water sport activities because ...

Grammar in Context

1. From the text, reproduce the grammar constructions in bold and interpret their meanings.

2. Complete the instructions given and illustrate them with your own examples.

Defining relative clauses describe exactly which person or thing...

Non-defining relative clauses do not describe exactly who or what we mean. Instead they give us extra information...

Go to your ***First Aid Kit*** on p. 260 for more information



3. Look at the portraits of teenagers who wrote about their leisure time activities (p. 149–150 of your textbook) and give extra information about them using non-defining relative clauses.

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Look at the pictures (p. 153) and describe the teenagers' leisure activities, using the words and word-combinations given.



technology club



school orchestra



English-speaking club

<ul style="list-style-type: none"> • at one's leisure; • to jump at the opportunity; • a walk of life; • to rave about something; 	<ul style="list-style-type: none"> • to be enthralled with something; • to broaden one's musical horizons; • to do something for the joy of it; • to stimulate senses. 	<ul style="list-style-type: none"> • multitude of languages; • to break down language barriers; • to enjoy reputation for something. • to swap something with somebody.
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b) In pairs, ask and answer the what-questions about your leisure time.

1. What do you like to do at your leisure?
2. What can you rave about?
3. What do you do when you feel stressed out?
4. What leisure time activity can stimulate your senses?
5. What leisure time activity are you skeptical about?
6. What can give you a fantastic release?

c) In the whole group, unquote the famous quotes.

"All intellectual improvement arises from leisure."

Samuel Johnson

"Variety is the spice of life."

Author unknown

"What is this life if full of care, we have no time to stand and stare."

W.H. Davies



Listening

a) Before you listen

You are going to listen to Olena, a Ukrainian girl, talking about her clubbing experience. Look at the picture and try to predict 3–5 questions to which you could possibly get answers from her story.



b) While you listen

Listen to the story and correct the mistakes.

1. Olena is a member of the school bakery club.
2. She is skeptical about her cookery talents.
3. The club specializes in Ukrainian dishes.
4. The club members keep the recipes secret.
5. The club members treat the whole school to something delicious.
6. Individualism is one of the club's values.

c) After you listen

In the whole class, share your clubbing experience.

Writing

a) Before you write

If you want to collect information from individuals about themselves, for example, about their leisure, design a questionnaire.

- Among the types of information that can be collected by means of a questionnaire are facts, opinions, activities, attitudes, and expectations.
- Brainstorm with your friends what questions you would like to ask teenagers about their leisure time activities.
- Make a list of words/phrases you can use to keep your questions as simple as possible.

b) While you write

How to Write Questions for a Questionnaire

Content Tips	Language Tips
1) Closed questions (followed by choices)	<ul style="list-style-type: none"> • How often do you ...? • Please circle one answer only. • Never...1 or 2 times a week ... 3 or 4 times a week ... Nearly every day ...
2) Open-ended questions (not followed by choices)	<ul style="list-style-type: none"> • What are your favourite ...? • What do you like ...? • Please specify ...
3) Contingency questions (applying only to a subgroup of respondents)	<ul style="list-style-type: none"> • Answer the final set of questions only if you plan on ... • Otherwise, skip to question 5. • Otherwise, you have now completed the questionnaire.

Go to your *First Aid Kit* on p. 286 for a Sample Questionnaire



At Home: In your WB, write 5–7 questions for a questionnaire on teenagers' leisure time activities.

5.2. Youth Organisations

Word Bank

- free-will membership;
- antithesis (to something);
- to promote;
- voluntary;
- badge;
- lifelong.

Phrase Bank

- to swear an oath;
- to set up something
- to develop intelligence/ practical skills;
- to do one's best;
- to do one's duty to somebody;
- to obey laws.

Communication Box

- Like ...;
- Unlike ...
- Conventionally ...

I. Go Ahead!

Look at the photos which show young people participating in different activities and say to what youth organizations they may belong. In which activities would you like to take part and why?



Example: *The boys and girls in photo 1 are on a hike in the mountains. They may be members of a tourist club. I wish I could join them as I'm a great lover of nature.*

II. Reading

Read the extracts from four articles about youth organizations and match the photos to the proper articles.





Popular British Youth Movement



Youth and youth movement have become important factors in the life of the country. In Britain, numerous youth organizations have been formed since the Second World War, uniting young people from all classes and sections of the population. There are about 60 youth organizations in Great Britain. The British Youth Council represents the youth of the country both nationally and internationally. All youth organizations can be divided into three large groups:

1. non-political organizations;
2. youth organizations associated with political parties;
3. youth organizations controlled by religious bodies.

The two largest non-political youth organizations are the associations of the Boy Scouts and the Girl Guides. There are about 1300000 boys and girls in them. The membership is voluntary. The Scout Association was formed in 1907 by General Baden-Powell. His idea was to train boys in mapping, signaling, knotting, first aid and all the skills that would arise from camping and outdoor activities. Most important of all for a Scout was to make a promise that he would do his best to do his duty to God and the Queen, to help other people and to obey the Scout Laws. The Boy Scouts have a left-handed handshake, a special badge and the motto “Be Prepared”. The Scout Laws embrace “honour, obedience, cheerfulness, thrift and cleanliness in thought and deed”.

The Scout movement was intended for boys from 11 to 14 (15), but in 1916 Robert Baden-Powell introduced a programme for younger people. He called them Wolf Cubs. They had a special uniform, badges, a special training system and the motto “Do your best!” The Wolf Cub pack is based on Kipling’s “Jungle Book” about learning to survive.

The Girl Guides Association was founded by Robert Baden-Powell in 1910. It’s divided into three sections: Brownies (from 7.5 to 11), Guides (from 11 to 16), Rangers (from 16 to 21). The programme of training is planned to **develop** intelligence and practical skills including cookery, needlework, and childcare. Like a Scout, a Girl Guide must be a friend to animals.

Plast, Ukrainian Scouts



Plast was established in 1911, soon after scout movement was founded by Robert Baden-Powell in 1907, and already in 1912 in Lviv, Ukraine its members swore the First Plast Oath. Among the founders of Plast there were Dr. Oleksandr Tysovskiyi, Petro Franko (son of Ivan Franko – famous Ukrainian poet, writer, political wri-

ter and public activist), and Ivan Chmola. The word ‘Plast’ comes from Ukrainian word ‘plastun’ which was the name of Scouts of Ukrainian Cossacks.

The goal of Plast is to promote an all-round, patriotic education and self-education of Ukrainian youth on Christian principles. **In order to reach** this educational goal, Plast uses such basic principles as free-will membership, education and learning through game and work, a gradual system of studies and trials, self-governing in a circle, encouragement of initiative and self-management, perception of nature and living in nature, support of special interests and talents in children and youth.

Unlike most scouting organizations in the world where membership is limited by the age of 25 years, membership in Plast is lifelong. Conventionally, membership falls into four age groups: Cub Scouts (age 6-12), Rover Scouts (12-18), Older Plast members (18-35) and Senior Plast members (those who turned 35). All educational and administrative work in Plast is performed by Older and Senior Plast members solely on a voluntary basis.

Plast in Ukraine unites about 10.000 members of different ages and by that is the biggest scouting organization in Ukraine. It conducts more than 100 educational outdoor camps with different specializations: sporting, marine, aeronautical, archaeological, arts, skiing, horse-riding, ecological, etc. At these camps, Plast members master their knowledge and practical skills obtained during the year at weekly studies. Among the biggest events carried out by Plast on all-Ukrainian level are: the intellectual-art competition “Orlykiada”, the creative festival “Den Plastuna”, the sporting event “Spartakiada”, the tourist contests “Stezhkamy herojiv” and “Osinniy reydy”.

(Adapted from the Internet source: <http://www.plast.org.ua/en/>)



Across Cultures: Great Britain

The British Youth Council (BYC) – is a UK charity that works to empower young people and promote their interests.



Kipling, Rudyard (1865 – 1936) – an English writer born in India, where his stories and poems are set. He is best known for his Jungle book, the poem If, and stories for children he received the Nobel Prize for literature in 1907.

III. Language Track

Phonetics in Context

In the text, find and reproduce the words with two stresses in their contexts. Practise saying them in your own sentences.

Example: ,organization → *Numerous youth organizations have been formed since the Second World War*

Words and Phrases in Context

1. In the text, find and reproduce the sentences with the compound nouns and/or adjectives. Match them to their forming pattern and illustrate in your own sentences.

self + noun/adjective	self-governing, ...
noun + noun	childcare, ...
noun + adjective	lifelong ...
adjective + noun	free-will ...
adjective + -ed/ -ing	left-handed ...

2. In the text, find the words which are the derivatives from the following nouns. Interpret their meanings.

Example: *number – numerous*

number	aeronautics	practice
politics	archaeology	volunteer
religion	ecology	education



3. In the text, find the sentences with the following words and word combinations and add 2–3 logically connected sentences.

Example: *to do one's best*

Most important of all for a Scout was to make a promise that he would do his best to do his duty to God and the Queen, to help other people and to obey the Scout Laws.

- To do one's duty
- To make a promise
- To develop practical skills
- To master one's knowledge
- To perform on a voluntary basis
- To obey laws

Grammar in Context

1. From the text, read out the infinitive of purpose in bold and interpret its meaning in context.
2. Complete the instructions.
 - If you want to describe the purpose or reason for an action, use...
 - If you want to sound formal, use...

Go to your **First Aid Kit** p. 260 for more information

3. Answer the following questions using the infinitive of purpose.

1. Why do young people join youth movement?
2. Why did General Baden-Powell set up the Scout Association?
3. Why was the Girl Guides Association founded?
4. What is the goal of Plast?
5. Why is membership in Plast lifelong?
6. What is the purpose of Plat's camps?

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Your foreign pen-friend is interested in Plast. What can you tell him/her about it? Use the guiding questions.

1. When was Plast established?
2. Why do you think your foreign pen-friend should know about Plast?
3. How does Plast differ from other scout organisations?
4. What are the biggest events carried out by Plast?
5. What do Plast's camps specialize in?

b) Pair up with your friend. Look at the photo, identify yourselves with the characters and continue the dialogue.

- Hi, Helen, where are you going?
- To the archaeological outdoor camp.
- Wow! ...



c) In the whole class, dispute over the slogans of Plast's members:

"We want to know who we are!"

"We are striving for changing the world for the better."

"We want to get some skills and help people around."



Listening

a) Before you listen

You are going to listen to the speech of an American scouting leader. Read the following key words and phrases and say what the speech may be about.

leadership	support	fun
character development	citizenship training	personal fitness

b) While you listen

Fill in the gaps in the following sentences.

1. There are ... million members of the Boy Scouts of America.
2. Scouting's adult volunteers provide ... at the unit, district, council, and national levels.
3. Many volunteers are ... of Scouts.
4. Scouting uses a fun program to promote citizenship training for every ...
5. Youth ... in the Boy Scouts of America is open to all boys and young adults who meet the joining requirements.
6. Achievement of leadership in Scouting units is open to all youth without ... to race or ethnic background.

c) After you listen

If you had membership in the Boy Scouts, what fun program would you choose? Give your reasons.

Writing

a) Before you write

If you want to encourage young people to join a youth organization, write a notice.

- Brainstorm with your friends and say what information about a youth organization you want your readers to know about.
- Make a list of words and phrases you'll use writing a notice.

How to write a notice for joining a youth organization

Content Tips	Language Tips
<ol style="list-style-type: none">1) Start with the most urgent belief or interest of the group.2) Be precise characterizing its advantages.3) Sound convincing while inviting.4) Leave your contacts.	<ul style="list-style-type: none">• If you are ...• Are you concerned about ...?• Have you got any ideas ...?• Do you feel like ...?• You are the right person ...• You are sure to like ...• Without doubt you ...

Go to your *First Aid Kit* p. 287 for a Sample Notice



At Home: In your WB, write a notice for joining a youth organization you want to set up at your place.

5.3. Youth Subcultures

Word Bank

- conformity;
- ethnicity;
- dominant
- distinguishable;
- peer group;
- iconic;
- corduroy;
- creed.

Phrase Bank

- to be important in relation to something;
- to be attached to something;
- to be neatly groomed;
- mismatched patterns;
- to show off;
- to dress up;
- to rebel against something;
- to be far beyond one's means.

Communication Box

- According to ...;
- Indeed, ...
- To illustrate this, ...
- Not any more.
- That's about it.

I. Go Ahead!

Read the beginning of a youth subculture definition and complete it with one of their features suggested in the list. Prove your point of view.

“A youth subculture is a youth-based subculture with distinct ...”

- fashions
- behaviours
- interests
- beliefs
- music genres
- dialects
- styles
- vehicles

Example: *A youth culture is a youth-based subculture with distinct interests, often in music.*

II. Reading

Read the article “Some TOP Youth Subcultures” and say what makes them visible to an outsider.

Some TOP Youth Subcultures

According to subculture theorists such as Dick Hebdige, youth subcultures offer participants an identity outside of that **ascribed** by social institutions such as family, work, home and school. Socioeconomic class, gender, intelligence, conformity and ethnicity can be important in relation to youth subcultures.

The study of subcultures often consists of the study of the symbolism **attached** to clothing, music, other visible affections by members of the subculture and also the ways in which these same symbols are interpreted by members of the dominant culture. To illustrate this, let's have a closer look at some of famous subcultures.

One of the most iconic looks of all time would have to be that of the hippy. **Immortalized** by The Beatles, Twiggy,





and anyone that went to Woodstock, this look was all about color, flower power and corduroys.

In an extreme reaction to the other popular, neatly groomed and tidy style of the time – mods – the punk look aimed to shock by combining mismatched patterns, ‘work’ boots, ripped denim and lots and lots of safety pins. Combine with a brightly-colored, starched mohawk and a bad attitude, and there you have one of the most infamous subcultures of all time.

The emergence of rap music saw young people’s jeans get baggier and baggier. The Gangsta look is still going strong, with clothing lines such as FUBU and Rocawear feeding the need to wear all things ‘street’, and icons such as 50 Cent and Jay-Z carrying on the walk-with-a-limp, show-off-boxers, plaster-on-the-face look like it’ll never go out of fashion.



In the early sixties, rockers were the rougher, dirtier version of Greasers, but the antithesis to hippies. To be part of this club, you need a mean-looking motorbike, long hair, tattoos and a curled lip. Indeed, this was the era where the Hell’s Angels were born – a subculture still going strong today, with all ages and creeds welcome.

The nineties brought us new-wave rave, complete with neon trousers and shell-suits, which people soon realized was a stupid look. However, it also brought us Kurt Cobain, and with that, a look that was adopted by millions of people for years following. Long, lank hair, knitted jumpers with holes in and scruffy jeans became the uniform of choice for grunge-lovers.



As you see, youth subcultures were often defined or distinguishable by elements. Mods, punks, metallers, goths, hippies: there was a time when young people made it clear what tribe and music they were into by the way they dressed. Not any more. In 2016, however, the only real cults visible to an outsider, seem to be metalheads and emos. That’s about it.

Across Cultures



The Beatles – a British popular music group.



Twiggy (1949 –) a British model, who was the most famous in the 1960s and who also acted in several films. She was known for being extremely thin and for wearing miniskirts.



Cobain, Kurt (1967–94) a US singer and song writer with the group Nirvana, who developed a new style of rock music called Grunge.



Hell's Angel – a member of a group of badly behaved and sometimes violent young people who wear black clothes and ride motorbikes.



The British Teddy Boy (especially in the 1950s) – a young man dressed in a style similar to that of the early 20th century, usually wearing a long loose jacket, narrow trousers and thick soft shoes.



Woodstock – a popular music festival in the town of Woodstock near New York in 1969 which attracted thousands of young people. It represented the hippy movement.

III. Language Track

Phonetics in Context

In the text, find and reproduce the words with the sounds /ʌ/ and /ɑ:/ in their contexts. Practise saying them in your own sentences.

Example: *subcultures* /ʌ/

Youth subcultures offer participants an identity outside of that ascribed by social institutions such as family, work, home and school.

Words and Phrases in Context

1. Study the difference in meanings. In the text above, find and reproduce the sentences with them in context and make up your sentences by analogy.



famous – known or recognized by many people

Example: *New York is a city famous for its shops and theatres.*

infamous – famous for being bad

Example: *The area became infamous for its slums.*

2. Read the text again and fill in the chart for the following organizations. Express your opinion on them.

	clothing	music	vehicle	beliefs interests	behaviour
Hippy					
Grunge					
Punks					
Rockers					
Gansta					
Greasers					

Example: *The emergence of rap music saw young people's jeans get baggier and baggier. I think they have gone out of fashion by now.*



3. Answer the following questions.

1. What organizations or subcultures of English speaking countries can be found in Ukraine?
2. What youth organizations exist in your home place? Can you characterize them?

Grammar in Context

1. From the article, reproduce the grammar items in bold and interpret their meanings in context.
2. Complete the instruction and illustrate it with your own examples.

If you want to make a relative clause shorter, use...

For example: *The study of subcultures often consists of the study of the symbolism attached to clothing, music, etc.*

You can use the -ed form of a participle if...

You can use the -ing form of a participle if...

Go to your *First Aid Kit* p. 261 for more information

3. Interview your friends about their attitude to youth organizations and subcultures and say if you are similar or different in such points:

- the aims and beliefs of the groups;
- the activities of the groups;
- the influence of the groups on other teens.

Example: *I prefer to be a member of a scouting organization as it has clear aims set and activities planned. Importantly, there is hardly any symbolism attached to clothing or music.*

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Suppose you are given the floor at the conference on youth subcultures. What arguments for and against youth subcultures will you give? The following phrases may be helpful.

- According to...
- To be part of this club, you need ...
- On the plus side, ...
- On the minus side, ...
- To illustrate this, ...
- Indeed, ...
- As you see, ...

b) In pairs, look at the photo. Identify yourselves with the characters and role-play the dialogue which may take place between the two people. Use the beginning given.



Unit 5

– Well, Andrew, last time I heard you said you were in two minds about your choice of a youth subculture. Now I can see that indecision is not your problem anymore, right?

– Yes, I have decided to join...



c) In groups, read the quotes about self-expression and choose the best suited in relation to youth subcultures. Give reasons for your choice.

To me, clothing is a form of self-expression – there are hints in who you are in what you wear.

Marc Jacobs

To go wrong in one's own way is better than to go right in somebody else's.

Fyodor Dostoyevsky

I want freedom for the full expression of my personality.

Mahatma Gandhi



Listening

a) Before you listen

You are going to listen to a range of opinions on youth organizations and subcultures. In groups, try to predict how these opinions may differ.

b) While you listen

Listen to three opinions about youth organizations and subcultures and say whom each may belong to:

- a politician;
- a teacher;
- a psychologist.

Say which arguments you agree or disagree with.

c) After you listen

In the whole group, explain your point of view on youth organizations and subcultures.

Illustrate your ideas with examples.

Writing: Project

At the end of the unit, design a poster “Youth Subcultures in Ukraine”.

Your steps:

- Make a list of youth subcultures in Ukraine that you are aware of.
- Explore their ways of self-expression.
- Collect photos, pictures, quotes and other illustrative materials to support your ideas.
- Find interesting information about any representative of a youth subculture.
- Think of an interesting format for your poster presentation.

- 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
If the subcultures presented are typical of your age group.			
If the tips of joining a subculture are really effective.			
If the illustrative material is essential.			
If a presented subculture is really interesting.			



At Home: Search the Internet and find information about cyber trends in youth subcultures and compare them with those of your country.

5.4. Special Interest Groups

Word Bank

- abseiling;
- a special offer;
- luxurious;
- to overlook.

Phrase Bank

- to get a discount;
- to strike up acquaintance with something / somebody;
- to get a cultural improvement;
- to be in favour of something;
- to be associated with;
- to tempt something out;
- to feel like doing something.

Communication Box: How to set aims

- My aim is to...
- We all aim to ...
- I'd rather
- Of course, to ... is all I want.
- ... should ..., right?
- I'm not in your special interest group this time.
- I'm not intended to ...
- No way...

Unit 5

I. Go ahead!

Read Ann Petrenko's web page about special interest groups in which she and her friends spend their free time. Say how much it is typical of you and your companions.

Address: www.petrenko.net



- Hi, my name is Ann Petrenko. I'm a 9th former of Zhytomyr Humanitarian Gymnasium 23. Zhytomyr is a very beautiful town in the north-west of Ukraine. My gymnasium is a modern four-storied building in the center of the town. There are 32 pupils in my class and we like to spend our free time together in special interest groups. Here are our free-time activities.

- playing computer games;
- going places;
- joining some clubs like drama, dancing or model making;
- going cycling;
- doing sports like abseiling or swimming;
- hanging out with friends;
- having outings somewhere in the open



BrE

AmE

II. Reading

1. Read the dialogue "At the Meeting of a Special Interest Group" and fill in the preference chart.

Preference Chart

Ann	Alec	Helen	Phil
<ul style="list-style-type: none"> • drama • • 			

At the Meeting of a Special Interests Group

Part One

Alec: Hey everyone! Are you ready to come up with your ideas for our free time activities? We all aim to have an active vacation, not a lazy one, right?

Phil: Hi, Alec. I've found some good information about our possible leisure time in the Lake District. Its beautiful scenery is very popular with tourists and we could take a camping vacation and stay two or more nights in one of the campgrounds near the lakes. It says here **provided we book early, we'll get a discount**. I like this special offer. But Helen doesn't show any enthusiasm about it.

Helen: Exactly. I'm not in your special interest group this time. I'm not intended to go there. There's too much rain, especially at this time of the year. **In case it rains all the time, the holiday will be spoiled**. Besides, we should backpack through the mountains and carry those heavy backpacks everywhere and make a fire to cook on. That doesn't sound relaxing to me. I'd rather go to Stratford-upon-Avon with my family.

Phil: Going with friends may be not as luxurious as with parents, but it's natural to stop going on holidays with your parents as you get older, I believe. Come on, Helen, going with parents is not so much fun as going with friends.

Ann: **Well, if Helen doesn't go, I won't go either.**

Alec: No way! We used to spend our free time together and this time we'll do the same. What about abseiling in Cumbria? You, girls, are so poetic and romantic, and this district is associated with Lake Poets who lived there and wrote about it. I believe it is worth it to really get away from it all and enjoy nature with nobody else around.

Ann: Not again. I had enough of it last year in Scotland. My hair stands on end when I even start thinking about it.

Part Two

Ann: My aim is to go somewhere different like ...

Helen: Stratford-upon-Avon? We are both drama club members, Ann, and **supposing we stay in Stratford for a few days, we'll see four or five different plays at the Royal Shakespeare Theatre**. It presents a constant diet of Shakespeare's work.

Ann: And you, guys, will be able to take lots of unforgettable pictures for your future photo show. The theatre overlooks a beautiful scene of lush meadows and willow trees on the bank of the Avon and we may have a nice outing there. Pleasure and business combined, you know.

Helen: Since you are keen on history, Phil, there is a replica "in-the-round" Elizabethan stage – named the Swan. They say it's used for works by Shakespeare's contemporaries classics from all eras. I guess it's enough to tempt a real historian out.

Alec: And besides, the people you are with are more important than the place you go to.

Ann: That's it! Each of us will get a cultural improvement and the best possible time with friends.

Phil: All right, all right. We've been disputing over this problem for the better half of an hour and I see no end to it. **Unless we agree on something right now, we'll just have to stay at home, I'm afraid.**

Unit 5

Alec: You are a big fan of nature and the great outdoors, Phil. I hope you'll enjoy yourself.

Helen: Then Stratford with its picturesque views is an ideal place for it, isn't it?

Phil: OK. So much pressure!

Helen: Agreed then.

BrE – favour
AmE – favor

Across Cultures: Great Britain



The Lake District (also the Lakes) – a region of lakes and mountains in Cumbria.



Cumbria – a county of North-West England, on the border with Scotland.



Stratford-upon-Avon (also Stratford) – the town in Warwickshire where William Shakespeare was born.



The Royal Shakespeare Theatre – a theatre in Stratford-upon-Avon, England, where the Royal Shakespeare Company regularly performs.



Scotland – one of the four countries making up the UK.

III. Language Track





Phonetics in Context

From the dialogue, reproduce the if-clauses that come before the main clauses with correct intonation. Practise saying them with your partner following the pattern.

Pattern: *If we 'book ,early, we'll 'get a discount.*

Words and Phrases in Context

a) Read and learn how to express aims in the following situations. Look at the photos and fill in the mini-dialogues.

<p>1. – My aim is to set up a new – How nice!</p>	
<p>2. – Are you intended to take up ... as your hobby? – Not exactly. It's my future profession.</p>	
<p>3. – Do you aim to explore the Carpathians? – Of course, ... is all I want.</p>	
<p>4. – What is the aim of your visit to the Do you like horses? – True. One of my aims is to learn ride horses.</p>	



b) Read and give the context to:

Example: – *Do you aim to learn foreign languages?*
– *Exactly. I'm intended to participate in cross-cultural communication.*

1. – ...?
– I'm not in your special interest group this time.
2. – ...?
– I'd rather take driving lessons.
3. – ...?
– Of course. To see the world with my own eyes is all I want.
4. – ...?
– No way.
5. – ...?
– Exactly. I'm intended to take up a new hobby.

c) Read and respond expressing aims:

Example: – *Excuse me, what's the aim of this activity?*
– *It is meant to protect nature and environment.*

1. – What are your intentions, I wonder?
–

- Do you aim to take up art?
–
- Are you supposed to participate in the activity?
–
- What is the aim of the festival?
–
- To achieve the aim, you should become a member of the club, right?
–

Grammar in Context

- In the dialogue, find and reproduce grammar constructions in bold and interpret their meanings. Are they the same or different?

Go to your *First Aid Kit* p. 261 for more information

- Paraphrase the sentences using in words in the box.

Example: Don't think arguing if you don't know the problem. (*unless*)
Don't argue unless you know the problem.

- Relax after running or else you'll be unable to continue the competition. (*otherwise*)
- Provided that you know mapping, you can avoid misunderstanding. (*as long as*)
- If you are clever, you won't join this organization. (*supposing*)
- We'll be late in any circumstances, don't hurry then. (*even if*)
- I'll put up a tent because it might rain. (*in case*)
- If it doesn't stop raining, we'll have no running race. (*unless*)
- What will you do if you join Plast? (*imagine*)



- Read the letter and fill it in correctly.

Dear Helen,

... I was glad to hear from you and I want to know more about your new cultural group. _____1_____ I can visit you, will it be OK? _____2_____ I can have enough time before my new term begins, I _____3_____ at the end of August. _____4_____ I don't come in August, you'll write me more about your Emo youth group. When I _____5_____ your photo I was amazed. _____6_____ I know you well I _____7_____ recognize you. Why do you wear your hair in extreme side-partings and have black eyeliners? _____8_____ you've changed your looks, _____9_____ you be an Emo? I think you _____10_____ be prettier if you become your former self. It's just my first observation. When I come we may discuss it.

Look forward to seeing you. Say hello to your mum and dad for me.

Love,
Irene

1. A. If only	B. In case	C. Supposing	D. Proving
2. A. In case	B. Unless	C. If only	D. Otherwise
3. A. come	B. will come	C. would come	D. came
4. A. Provided	B. In case	C. Even if	D. Or else
5. A. will see	B. saw	C. in case	D. even if
6. A. even if	B. unless	C. imagine	D. as long as
7. A. won't	B. wouldn't	C. didn't	D. don't
8. A. Imagine	B. Even if	C. In case of	D. Unless
9. A. were	B. will you	C. was	D. as long as
10. A. will be	B. were	C. would	D. are

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Read what aims American teenagers set to be achieved at leisure and compare them with those mentioned in the dialogue above. Begin with:

- *Similar to*
- *In comparison with*
- *Like/ unlike ...*
- *In contrast to ...*

Many Americans believe that free time is the time to have fun and only partly to relax. Nowadays people are seeking a quieter, less stressful and less expensive vacation and often go camping and hiking. There are many national parks throughout the country which offer low priced camping spots. Many Americans like this idea because it offers the opportunity "to lose others" for a bit and to enjoy meditative silence of nature alone.



Others like summer parties which are usually picnics in the park or at the oceanside, river or lake. They pack a basket and a grill and head to the community park, lake or riverside to enjoy themselves. As a rule they spend the entire day in the park waiting for night to fall.

b) In pairs, discuss your special interests and shared aims. Use the pattern.

Pattern:

A. Hey, ... , are you ready ... ? We all aim to... ?

B. Hi, I've found It says here ... , but

A. Well, I'm not intended to... . There's ... and If ... the leisure time will Besides I'd rather

B. We used to What about ... ? I believe

- A. Not again! I had enough Why don't we ... ? It ... and
B. Since I'm keen on... . I guess
A. And besides,
B. That's it! Each of us
A. All right, all right. If we can't
B. You are a big fan of nature and I hope
A. Agreed then. I'm sure



c) In the whole class, discuss the following ways to get involved in youth special interest groups. Add your own ideas and comment on them.

How to Join Youth Special Interest Groups

- Find an issue that you are passionate about.
- Contact a special interest group in your area (if any).
- Consider starting your own special interest group.
- Other (Please specify).
- Other (Please specify).



Listening

a) Before you listen

You are going to listen to the humorous story "Let's Have a Picnic". Brainstorm with your classmates the advantages and disadvantages of a picnic. Illustrate your ideas with real-life examples.

b) While you listen

Listen to the story and mark the true statements.

1. Picnics are popular with those people who know how to put up a tent.
2. Children are fond of picnics because they can eat what they want.
3. Women like picnics because they don't have to trouble about meals.
4. The best place for a picnic is a river side.
5. Picnickers usually catch a lot of fish.
6. Nobody leaves empty containers on the picnic site.
7. All picnickers like to collect wood.
8. Picnic is mostly anticlimax late at night.
9. Good picnickers know how to open a bottle on a rock.
10. Picnics are also meant for singing.



c) After you listen

In groups, think and decide if you agree with the old saying: "There is no place like home" in the context of the story.

Writing

a) Before you write

If you want to give people information about the coming meeting of a special interest group, use a flyer.

A flyer is a form of paper advertisement intended for wide distribution in a public place to give people information of an event that is going to happen, use a flyer.

- In groups, brainstorm with your friends what information you would like to present.
- Make a list of words and phrases to use in your flyer to draw readers' attention.

b) While you write

How to write a flyer for meeting of a special interest group

Content Tips	Language Tips
<ol style="list-style-type: none"> 1. Think of a striking title of the flyer. 2. Make notes of the main points you want to include in your flyer. 3. Highlight the most attractive sides of the special interest group. 4. Try to accompany it with any photos or other illustrations. 5. Be precise in time and place descriptions. 	<ul style="list-style-type: none"> • Are you interested in ...? • Do you feel like ...? • There's nothing more interesting than ... • Come and ... • Join our special interest group ... • Don't hesitate to come ... • You'll be impressed by ... • You'll enjoy ...

Go to your First Aid Kit p. 287 for a Sample Flyer



At Home: In your WB, write a flyer for a meeting of a special interest group.

5.5. Your Self-Test Pack

A. Use of English

1. Open the brackets using the proper conditionals:

Example: If it (*to rain*) we (*to stay*) at home. →

If it rains, we'll stay at home.

1. If you (*to like*) to take pictures, (*to take*) your camera with you.
2. If I (*to meet*) a Scout, I (*to ask*) him about his outdoor activities.
3. We (*to join*) this subculture if we (*to know*) more of it.
4. Nelly (*to take*) up art if her parents (*to persuade*) her.
5. If the boys (*to catch*) fish, we (*to cook*) fish soup on fire.
6. If my dad (*to find*) a good swap, we (*to have*) a nice vacation.
7. If it (*to be*) warm enough, we (*to lie*) in the sun.
8. If I (*to be*) a computer programmer, I (*to design*) a new programme for learning English.
9. If you (*to want*) to see this TV programme, (*to come*) home earlier.
10. We (*to win*) the game if we (*to train*) well.

2. Insert the prepositions if necessary:

1. Last summer I struck ... acquaintance with an extremely interesting person.
2. I like to read fantasy ... my leisure.
3. Ann can rave ... her hobby for hours.
4. When a good film is on, it is impossible to drag me the screen.
5. Many youth organizations perform ... a voluntary basis.
6. Some teenagers show... to express their individuality.
7. When my dad suggested a holiday in Britain I jumped ... the opportunity to go there.
8. A new cookery club was set ... at our school last year.
9. The boys are striving ... becoming city champion.
10. Some subcultures rebel ... standards of the society.

B. Reading

Read the text and fill in the correct form of the words.

A Walking Tour

If you want *to enjoy* (*enjoyment*) a walking tour, go alone. Then you will be 1 (*ability*) to stop and go and follow this way and that, as the whim takes you. You won't 2 (*dependence*) on anybody or anything. You must be open to all 3 (*to impress*) and let your thoughts take colours from what you set. You should be like a pipe for any wind to play upon. There should no 4 (*noisy*), at your elbow, to jar on the 5 (*to meditate*) silence of the morning. As long as the man is 6 (*reasonable*) he cannot surrender himself to that fine 7 (*to intoxicate*) that comes in the open air.

During the first day or so of any tour there are moments of 8 (*bitter*), when the 9 (*to travel*) feels more than coldly towards his knapsack, when he is half in a mind to throw it away. Yet it soon becomes better. It becomes 10 (*magnet*); the spirit of the journey enters into you again ...

And surely of all possible moods, this in which a man takes the road, is the best.

C. Listening

Listen to the story and correct the mistakes in the following statements.

1. My younger cousin came to stay with us just before our daughter's birthday.
2. My cousin loves meals in the open air.
3. The cousin agreed to come with us much to our regret.
4. It was a good day for an experienced picnicker.
5. We all had a refreshing bath before lunch.
6. We were having meals under chestnut trees.
7. Suddenly a herd of elephants came to the field.
8. When my cousin saw the animals, she gave a shriek of joy.
9. My daughter drove away the animals and shut the gate.
10. A hot cup of coffee helped her to restore composure.

D. Writing

Write a notice for your favourite leisure time activity.

5.6. Text Files

You are going to read the story, “Horses – My Hobby,” written by Anna Martin, in which the author describes her appreciation for horses. Do some pre-reading activities which will help you to understand the story better.

a) Before you read

- **Content anticipation**

In groups, share your experiences and attitudes to pets. Is spending time with pets great family fun for you? What animals do some of your earliest childhood memories revolve around?

- **Language Anticipation**

In pairs, think and decide which of the words and word-combinations in the box below can be used to explain why and how they’ve gained a great admiration for horses.

to ride bareback;
to make a good workhorse;
to gallop through the meadows;
to saddle up tight;
to get the horse under control;

to join a local saddle club;
to acquire riding horses;
to go to a horse show;
to pull on the reins.

- **Cultural Anticipation**

In small groups, recollect any movies about cowboys you’ve ever seen and say what impression they produced on you.

- **Prediction**

Look at the pictures and try to predict what the story may be about.



b) While you read**1. Read the story and say:**

- what the girl was dreaming about in her childhood;
- what the girl's first riding experience looked like;
- why she liked horses.

2. Read the following questions and for each choose the correct answer out of the four suggested.**1. What gave the author the opportunity to be around horses much of the time?**

- Her job.
- Life on a farm.
- Saturday afternoon matinees.
- Horse shows.

2. How did the author ride when she was a very young child?

- At a gallop.
- Without a saddle.
- With a bridle.
- At top speed.

3. What tactics did the author choose one summer evening?

- Sitting up.
- Ducking down.
- Grabbing the pole.
- Give the horse a couple of kicks.

4. What was special about the author's Shetland pony?

- It was too large an animal for a little girl to ride.
- It couldn't trot or gallop.
- It couldn't stop.
- It was notoriously stubborn.

5. Which of the horses gave the author's parents the most terrible scare?

- Old Midge.
- Lady.
- The new small horse.
- Smokey.

6. In what weekend activities of the local saddle club did the author NOT participate?

- A weekend camping excursion.
- A horse show.
- Riding in barrel races.
- Working with livestock on ranches.

7. Why did the author have a great admiration for quarter horses?

- Because of their ability to race very fast.
- Because they needed persuasion.
- Because they were funny.
- Because they were small.

Horses – My Hobby

Some of my earliest childhood memories revolve around horses. Growing up on a farm in North Central Missouri gave me the opportunity to be around horses much of the time. Horses were my favorites of all the farm animals. I daydreamed of living out West as a cowboy (or maybe a cowboy's sweetheart) where I could ride around all day on my trusty mount. Saturday afternoon matinees at the movies were a joy. I watched the movies starring my favorite actors, Gene Autry, Hopalong Cassidy, the Lone Ranger and later Roy Rogers, and imagined what it would be like to live as I envisioned the characters they portrayed lived. In my mind they loved the beautiful horses they rode. I knew I would have.

As a very young child, almost as soon as I could sit up, my father placed me on your old, gentle gray mare and led her around the barn lot with me holding on to her mane. As I got older he let me ride her alone while he milked the cows.

Old Midge was the family riding mare and not my exclusively. I was so proud when a new foal was born and my father said that one could be mine. It was a pretty little dappled gray colt. I lovingly watched it grow into a beautiful young horse. However, he was not a horse for riding. He was from working horse stock, so he grew up to be too large an animal for a little girl to ride. The only trouble was that he would not make a good workhorse, either, because one winter day, when the ice was on, he broke one of his legs.

About a year later my parents bought me a Shetland pony. He was a beautiful little black pony with white forelocks and a white blaze down his face. He was just the right size for a seven-year-old girl. My relationship with Smokey was one of love-hate. Most of the time I loved him dearly, but he was a Shetland pony and they are notorious for being stubborn. A Shetland can walk, trot or gallop along on their little legs with no problem until they decide to stop. When they stop, they stop and no amount of coaxing by the rider will get them to move. Most of the time I rode Smokey to school and we made it just fine. There were times, though, that he would get about half way up our lane and stop. I kicked and yell: "Get-up! Get-up!" Sometimes I even carried a switch to give him a few good whacks on the rump. Nothing I did made any difference, so many response was again to shout "Daddy, Daddy, come help me!" My father, being the kind man that he was, in spite of his grumbling, walked up the lane to moving again. Things were fine then for the rest of the trip; he just needed that persuasion.

When I outgrew the little pony, I was presented thought I could handle a saddle so this one came with a bridle, saddle and blanket. It didn't take me long to learn how to gird the saddle up tight enough so that it wouldn't turn sideways while I was riding. Now I felt like a real cowgirl with a real horse and saddle. As soon as Father brought the horse home I wanted to ride. The horse was saddled and I climbed on his back, gave him a couple of kicks, said "get-up" and away we went. He shot up the road with me hanging on for dear life, pulling on the reins and yelling "Whoa! Whoa!" My parents were terrified. They ran into the house and called the neighbors and told them to run out and stop the horse. By the time we reached their house I was beginning

to get the horse under control. He calmed down and we walked back to my house. Never again did he give my parents or me a scare like that one. I spent my happy hours on his back visiting my girl friend a few houses away or just riding through the pastures on the farm.

(Adapted from “*Life is Never a Bowl of Cherries*”,
by A. L. Martin)

c) After you read

1. Talk

Talk about what/who can influence your choice of this or that hobby.

2. Conversation

At the end of the story the author asks what seems a rhetorical question, *Where can you go when you have had the best and the best is no longer there?* In pairs, role-play a conversation with the author giving her a piece of advice as to what to do in such a situation.

3. Discussion

In the whole class, discuss popular leisure patterns in the USA and in your home country with due regard for the personality they are suited for.



Unit 6

Your media literacy

In this unit, you will learn how:

- to talk about your gadgets;
- share your preferences in reading the press;
- to talk about your favourite TV programmes;
- to describe Internet innovations;
- to discuss radio news;
- to check your knowledge and skills on the topic getting ready for independent testing;
- to upgrade your socio-cultural competence through reading.



Unit Six: Your media literacy

6.1. Can't Do Without Them?

Word Bank

- apparatus;
- smartphone;
- gadget;
- iPod;
- tablet;
- to broadcast;
- consumer.

Phrase Bank

- to appeal to something;
- handheld device;
- to be on the phone;
- to place/receive a voice call;
- to create/receive a text message;
- to stay connected 24/7;
- to have a travel bug;
- to catch the best moment;
- to be about to do something;
- to make something aware of something;
- to take something across the globe.

Communication Box

- It is something I can't do without;
- You won't believe it but ...;
- I'm dead sure that ...
- Few would disagree that ...
- Thanks to ..., ...

I. Go Ahead!

Look and say what media choices are the most important to you. Say why.



Example: *I think my smartphone is the most important media choice to me. The reason for it is that it combines features of a personal computer, a cell phone, a media player and a digital camera, to name but few..*

II. Reading

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. Your mobile phone is ringing. Touch the screen, 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 smartphones, that is small handheld gadgets which you can carry and use anywhere in order to place and receive voice calls and create and receive text messages. Thanks to smartphones, one can stay connected 24/7.

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. However, if you forgot to take it with you, your smartphone would come in handy again – it typically combines the features of a cell phone with those of other popular mobile devices like personal digital assistants (PDAs), such as an event calendar, GPS navigation, digital camera, and digital video camera.

Parents used to be the channel through which children learnt about the outside world. Nowadays, TV takes our kids across the globe before parents give them permission to cross the street, as someone famously said. Television broadcasts feature a wide range of programming, everything from news to sports, documentaries, reality TV, drama, movies, and commercials. TV makes us aware of the larger world, of all the places we can't go, all the people we can't be, all the things we can't possess. Ninety years since the very first demonstration of television was celebrated in 2016. It was John Logie Baird who helped to bring you the moving image. If you asked different people about the role of television in their lives, few would disagree that some of the most memorable moments of the last 35 years have been spent in its company.

If your family is like most, the radio is on whenever the television is not. And very likely, someone has it on almost all the time. But not everyone listens to the same station, and with good reason. Radio programming is very carefully planned to appeal to listeners of specific ages. 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. Whether played on CD players in an entertainment system or a pocket-size media player with earphones, the music of your choice can follow you everywhere – to work or school, exercising, shopping, or walking the dog. In addition to music, there are other experiences you can have through CDs: poetry, talking books, learning languages, you name it.

I'm dead sure these inventions will live far into the 21st century... Can you continue this list of things you can't live without?

Across Cultures: Great Britain/ the USA



Alexander Bell – an American Scientist best known as the inventor of the telephone.



John Logie Baird – one of the inventors of the television.



iPod – a portable media player designed and marketed by Apple Inc.



GPS (The Global Positioning System) – a device that is capable of receiving information from GPS satellites and then to accurately calculate its geographical location. The GPS was originally developed for use by the United States military, but in the 1980s, the United States government allowed the system to be used for civilian purposes.

III. Language Track

Phonetics in Context

- In the text "Time Capsule", find at least 6 words with **-ou-** which conveys the sounds /ʊ/, /aʊ/ and /ə/. Reproduce them in context. Practise saying some of them in your own sentences.

Example: /aʊ/ – *outside*

Parents used to be the channel through which children learnt about the outside world.

- Study the difference in meanings. In the text "Time Capsule", find the sentence with "bare" and interpret its meaning in context. Make up your sentences by analogy.

bare /beə/ – adj

1. without clothes

Example: She left 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.

bear /beə/

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

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. smallest amount necessary
Example: Her bag was light, packed only with the bare necessities.

3. noun – a large strong animal with thick fur.
Example: Bears eat flesh, fruit, and insects.

2. Choose the right words from above and complete the 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?



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



to get entertained with music;
 to create/receive a text message;
 to take pictures;
 to stay connected;
 to place/receive a voice call;
 to take you across the globe.

Example: *Thanks to my smartphone, I stay connected 24/7.*

Grammar in Context

1. From the text above, read out sentences with an unreal condition and interpret their meaning in context.

2. Complete the instructions

- To talk about an unreal situation, use...

Example: *If you forgot to take it with you, your smartphone would come in handy.*

- To give advice, use...

Example: *If I were you, I would subscribe to this newspaper.*

Go to your **First Aid Kit** p. 262 for more information



3. Say what radio or TV programmes you would listen to/watch if:

- you had more free time;
- you were interested in youth subcultures;
- you wanted to know more about Ukrainian music;
- if you wanted to stay current with the news.

Example: *If I had more free time, I would watch “Animal Planet”. I have some pets at home, I want to know more about them.*

Go to your WB for more exercises

IV. Communication Track

Speaking

a) Read the opinions on media literacy and illustrate them, using your life experience as a consumer of media. Begin with:

- As far as I can judge, ...
- In my experience, ...
- From personal experience, ...
- My experience shows that ...
- I had some experience in ...

Few would argue that today information about the world around us comes to us not only by words printed on a piece of paper but more and more through the powerful images and sounds of our multi-media culture.

I think media literacy involves the ability to access, analyse, evaluate, and create media.

I'm dead sure that the goal of media literacy is not so much to study what's on television or how to make a movie (although it can include those activities as it is to explore how we can make sense of the complex media culture in which we swim.

The power of media literacy is its ability to inspire independent thinking and foster critical analysis.

No doubt, the ultimate goal of media education is to make wise choices possible.

b) In pairs, discuss the roles of some gadgets in your lives. Follow the pattern below.

Pattern:

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

B: It'sI 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!

c) In the whole class, discuss the following statement:

“Children model behavior they see in the media.”



Listening

a) Before you listen

You are going to listen to an American journalist's opinion on the future of magazines, newsletters, and newspapers. Make up a list of 3-5 ideas about what it can be.

b) While you listen

Listen to Rosalind Silver's question and answer and tick the trends that she thinks are going to happen in relation to printed material.

- Print will disappear.
- Print will multiply.
- Print will change in nature.



c) After you listen

List the magazines, newsletters and newspapers that you are familiar with and say how much they represent your current interests and needs.

Writing

Before you write

If you want to ask a famous person questions about his/her opinion for a newspaper, magazine, or a television programme, take an opinion interview. Follow the format of an interview below.

- Brainstorm with your friends with who you would like to have an opinion interview and for what media.
- Make a list of words/phrases you'll use in your questions.

While you write

Follow the format of an interview.

How to Take / Write an Opinion Interview

Content Tips	Language Tips
<ol style="list-style-type: none"> Ask the interviewee about: <ul style="list-style-type: none"> the opinion he/she has on some issues; the arguments supporting his/her opinion; the supporting examples he/she can give in illustration; End the interview with an expression wishing good luck. 	<ul style="list-style-type: none"> What is your opinion on ...? Why do you think that...? What arguments can you give ... ? What would you do? What examples are you going to provide ...? I wish you every success! I wish you all the best.

Go to p. 287 for a Sample Opinion Interview.



At Home: In your WB, write an opinion interview with a famous person of your choice on one of the things she/he can't do without in the 21st century.

6.2. Your Media Way

Word Bank

- broadcast;
- viewer;
- radio addict;
- wildlife programme;
- science fiction programme;
- chat show;
- soap opera;
- analytical programme;
- docusoap;
- couch potato.

Phrase Bank

- to be glued to the screen;
- to keep somebody abreast of time;
- to switch from channel to channel;
- to enjoy something to one's heart content;
- to cope with something;
- to deal with something;
- to see all the programmes running;
- (not) to drag something away from the screen;
- to be hypnotized by something;
- to enjoy every bit of something.

Communication Box

- Importantly, ...
- That reminds me.
- What's on TV today?

I. Go Ahead!

Read what these 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 watching television is a passive activity. She advises me to spend more time out in the open. But I like to watch documentaries, especially docusoaps.*

II. Reading

Read the dialogue 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 programme 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. What about you?

Lucy: I’ve got a lot of 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. **Can you explain what kind of quiz show it is?**

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 complete in answering general knowledge questions.



Mr. Bean /bi:n/ – a popular British comedy drama starring Rowan Atkinson.

III. Language Track

Phonetics in Context

1. In the text, find 10 words in which 'ng' is read as /ŋ/ and reproduce them in context. Practise saying them in the sentences of your own.

Example: /ŋ/ – *expecting* *Are you expecting guests?*

Words and Phrases in Context

1. Study the difference in meaning. In the text 'Talking about TV Programmes', find the sentences with these words and interpret their meanings. Make up your own sentences by analogy.

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/ – *n* (plural)

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.*

2. Choose the right words from above and complete these sentences.

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



3. Guess the words by their definitions and match them to the right pictures. Express your opinion about them.



a TV programme in which people answer general knowledge questions 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 =

Example: *This is a quiz-show. That's my favourite TV programme. I'm always glued to the screen when it is on TV.*

Grammar in Context

1. In the dialogue "Talking about TV Programmes", find the question for more information and interpret its meaning in context.

Complete the instructions:

- If you want to ask for information, use...
- ... word order.

Go to p. 262 of your *First Aid Kit* for more information

Unit 6

2. Restore these direct questions and turn them into imbedded questions.

Example: When was the television invented? → *I wonder when the television was invented.*

When / the television / to be invented?	I wonder...
Who / to invent / the radio?	I don't know ...
How / you / listen / to the music?	Please explain ...
You/ to feel like / buying a new gadget?	Please tell me ...
Why / computers / to live / far into the 21 st century?	Can you tell me ...?
Where / the telephone / to come from?	Do you know ...?
What role / great inventions / to play in your life?	Have you any idea ...?



3. In pairs, ask each other for more information about your favourite gadgets. Follow the pattern below.

Pattern:

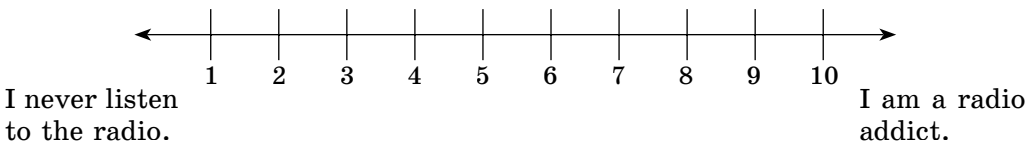
- A. Do you know ...?
- B. Sorry, I've got no idea.
- A. Never mind. I wonder ...?
- B. No, I'm afraid not.
- A. One more thing. Do you happen to know ...?
- B. Well,
- A. Ok, thank you anyway.

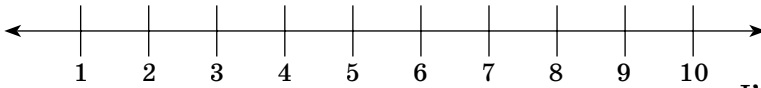
Go to your WB for more exercises

II. Communication Track

Speaking

a) Think and decide what kind of radio listener/ televiewer you are. Give your reasons.





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.*

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

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



c) In groups, look at the pictures and discuss the Ukrainian media today.



Channel
1+1

satellite
television

sports
report

entertainment
programme

TV show



Listening

a) Before you listen

You are going to listen to the descriptions of four TV programmes in the pictures below. Make up a list of 3–5 ideas about the formats of the programmes.



b) While you listen

Listen to the TV guide and say which programmes may be to these people's tastes. Give grounds for your choice.

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

After you listen

Say what you think of these programmes. Comment on the title of the TV Guide.

Writing

a) Before you write

If you want to express your thoughts or views on a certain matter, write a letter to the Editor. It may be published in a special section of a newspaper or a magazine.

- Brainstorm with your friends what information about your media way should be included in a letter to the Editor.
- Make a list of words/phrases you'll use to formulate it.

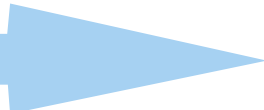
b) While you write

Follow the format of a letter to the Editor below.

How to Write a Letter to the Editor

Content tips	Language tips
Greeting	Dear Sir / Madam Dear Editor
Stating the reasons for writing	I would like to compliment ... After watching ..., I think this is about the most delightful ...
Describing a problem	However, there are a couple of points that I observed while ... One is that ... The second point is tied to the first.
Pre-closing	In closing, I want to thank you for ... It is hoped that ...
Closing	Yours faithfully. Yours sincerely. Sincerely yours. Sincerely.

Go to p. 288 for a sample letter to the Editor




At Home: In your WB, write a letter to the Editor about your favourite programme on Ukrainian television channels.

6.3. The Thumb Generation

Word Bank

- index;
- calculation;
- to diversify;
- to adapt;
- digit.

Phrase Bank

- obsession with something;
- to be under something's thumb;
- to stick out like a sore thumb;
- to be plugged in online;
- to be all fingers and thumbs;
- to keep one's finger on the pulse;
- to keep one's fingers crossed;
- to do a cherished activity;
- to process / retain/ input information;
- to access internet services;
- to cause physical alterations;
- to format an outline.

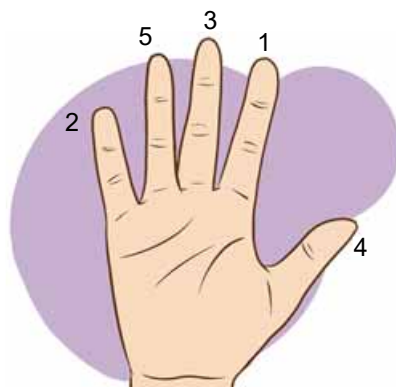
Communication Box

- As a general rule of thumb

I. Go Ahead!

In pairs, look at the picture and match the fingers to their names.

1. The index finger
2. The little finger
3. The middle finger
4. The thumb
5. The ring finger



Say which finger(s) you use:

- to point at something?
- to count?
- to turn over pages?
- to dial a phone number?
- to press the remote control button?
- to text a message?
- to type?

Example: *I use my thumb to press the remote control button.*

II. Reading

Read two articles (A, B) from technology magazines about the thumb generation¹ and say which of them is about:

- 1 modern technology and communication
- 2 modern technology and the human body

¹The thumb generation is the generation born after 1985, which as teens and adolescents communicated by the use of mobile devices such as **cell phones**. Because wireless mobile devices are small, the thumbs are generally used to type.

A.

Use of hand-held technologies, such as mobile phones and palm computers, has caused a physical mutation in the under-25s, according to new research.

The change affects those who have grown up with hand-held devices capable of text messaging, emailing and accessing internet services. Experts claim it proves technology is causing physical alterations that previously happened over generations.

‘The relationship between technology and the users of technology is mutual: we are changing each other,’ said Dr. Sadie Plant, author of the study and founder of the Cybernetic Culture Research Unit at Warwick University. Discovering that the younger generation has taken to using thumbs in a completely different way and are instinctively using it where the rest of us use our index fingers is particularly interesting.’

Dr. Plant noted how, while those less accustomed to *mobile phones* used one or several fingers to access the keypad, younger people used both thumbs ambidextrously, barely looking at the keys as they made rapid entries. ‘They used the absolute minimal movement,’ she said. ‘Simply exerting pressure with the thumb rather than tapping at the phone.’

‘There are many ways to input information into these devices, but for some reason young people under 25 most often choose to use their thumbs over any other digit. There is no question that choice is having a clear effect on their physicality: thumbs are the new fingers.’

Plant even found the Japanese under-25s referred to themselves as oya yubi sedai – the thumb generation, or thumb tribe. As their thumbs become stronger and more dexterous, Plant found that the thumb tribe is using its favourite digit for other tasks that are traditionally the finger’s job, such as pointing at things or ringing doorbells.

B.

Recently, Channel 4 commissioned some research into the relationships that young people aged 12–24 have with technology. Some top-line stats may surprise you about the average 12–24 year old (or not, if you are one):

- They personally own 8 devices (including mp3 player, PC, TV, DVD player, mobile phone, stereo, games console, and digital camera);
- They frequently conduct over 5 activities whilst watching TV;
- 25% of them agree that “I’d rather stay at home than go on a holiday with no Internet or phone access”;
- A quarter of young people interviewed text or IM (instant message) friends they are physically with at the time. And the first thing the majority of them do when they get home is turn on their PC .

Yet, despite living such a ‘connected’ life, kids these days still find technology a means to an end – primarily meeting up with their friends, watching television and listening to music. Above all, youth’s obsession with technology is around communication. One young teenage girl admitted “I talk to my friend and MSN (instant message) her at the same time.” In

fact, a full 34% of those asked said that they texted friends they were with at the time.

These activities seem to be making up for not spending as much physical time with their friends as they'd like – which seems to be most of the time. On the weekends, when typical young adults have the most free time, they are still spending more time hanging out with their mates and watching television than any other activity – the difference is that this generation tends to be engaging with their connected devices a lot more whilst doing those cherished activities.



Across Cultures: The UK

Warwick – a town on the River Avon in central England. It is famous for castles from the Middle Ages and the Cybernetic Culture Research Unit.

III. Language Track

Phonetics in Context

Read the idiomatic expressions with the words *finger* and *thumb* with correct sentence stress and practise the sounds /f/ and /θ/.

Keep your fingers crossed.

Oh, you seem to be all fingers and thumbs.

She always keeps her finger on the pulse.

He is still under his father's thumb, I'm afraid.

You stick out like a sore thumb in that uniform.

As a general rule of thumb, primary school children should not spend more than one hour on homework.

Say which of the expressions can be used to refer to:

- a rough figure or method of calculation, based on practical experience;
- someone being different from everyone;
- using your hands in an awkward or careless way;
- hoping that something will happen the way you want;
- always knowing about the most recent changes or developments in a particular situation or activity;
- controlling someone completely.

Words and Phrases in Context

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

- The study, carried out in nine cities around the world, shows that the thumbs of the younger generation have overtaken their fingers as the hand's most muscled and dexterous digit.
- 'The fact that our thumbs operate differently from our fingers is one of the main things that defines us as humans.'
- The report is called A Beta Life.
- In Japan, the trend was particularly marked.
- The average person surveyed was doing 5 simultaneous actions whilst they watched television these days; and the majority of those actions involved communicating at some level.
- They have on average 123 friends on their social network spaces.

2. Answer the questions about Article A.

- How are younger people's fingers changing?
- How does this change occur?
- What functions can be performed with thumbs?
- Do you belong to the thumb tribe?



3. In groups, argue for and against living a connected life. Fill in the word-roses.

Living a connected life

for

against

Grammar in Context

1. Form adjectives / adverbs with a negative meaning and use them in your own sentences.

Example: *accustomed – unaccustomed*

My mum is unaccustomed to typing text messages on her mobile phone.

equal	countable	expected
usual	friendly	safe
interesting	avoidable	known
healthy	predictable	believable
happy	characteristic	related

Complete the instructions

- If you want to change the meaning of some adjectives, use...

Example: *comfortable – uncomfortable*

- If you want to use one and the same objects with two or more adjectives, follow...

Example: *a nice big screen*

Go to your *First Aid Kit* p. 263 for more information

2. Read the sentences and paraphrase them, as in the example.

Example: It is hard to predict technological trends. →
Technological trends are unpredictable.

1. The mobile is fast becoming an important prop in the social life of 20-year-olds.
2. More and more young men are trying to impress girls with the advanced technology of their phones.
3. Technological progress is hard to avoid.
4. It is not possible to turn digital immigrants into digital natives.
5. Some top-line statistics may surprise you about the average 12–24 year old (or not, if you are one).
6. TV is still young people's most popular way to consume media.



3. Give a short description of the pictures suggested using the following adjectives.



a computer lab



Internet site



a digital camera

old	soft	dark	red	big	heavy	modern
	well-equipped		light	grey	digital	
		multitasking		informative		

Example: *Not long ago I bought a modern new mp3 player.*

Go to your WB for more exercises

IV. Communication Track

Speaking

- a) Look at the pictures of handheld devices and describe the ways you can use them for a better life, choosing the suitable information from the box.



an MP3 player



a mobile phone



a games console



a digital camera

trying to impress others with the advanced technology of your phone;
meeting up with your friends;
watching television;
listening to music;
living a connected life;
diversifying communication;
developing multitasking skills.

- b) In pairs, match the people in the photos to their opinions on technology and comment on them, following the pattern.



- a) “Sometimes our kids – and the community at large – make us feel like Tom Hanks in the 2004 *The Terminal*. We simply go from gate to

gate trying to get on the next technology plane to fly to our destination.”

- b) “We are all thumbs! We take, send, receive photos...we IM; we surf the online video sites...we email people; we download ringtones and music.”
- c) “Classrooms need to adapt to serve students who are plugged in online as never before. Students can use the devices they know and trust to take a more active – and hopefully more effective – role in processing and retaining information.”
- d) “Young people are immersed in technology in a way that is different from earlier generations who grew up with calculators or even Apple II Plus computers. Their ability to access information is far greater than ever before.”

Pattern:

A: I say, ... , I believe that technology ... and

B: I can't imagine my life without

A: Me neither. Mum says that

But it is so

B: Exactly. I find it amazing that Steve Jobs

A: Yet, it's true that Our teachers, by the way, ... and

B: I'm not that positive about it. As a general rule of thumb, ... should not

A: But I'd rather ... than

B: Still, I find technology means to an end that is

Above all, my obsession with ... is all around

A: So you admit that

B: I do. Don't you?



3. In the whole class, have a questions-and-answers session about the impact of technology on your life.



Listening

a) Before you listen

You are going to listen to a medical news report. Read the key words below and try to predict what could have happened to a schoolboy who spent too much time playing computer games.

- arm injuru;
- bruising;
- strain;
- hand cure;
- pain;
- reddening of the skin.

b) While you listen

Listen to the medical news report and say what warning in relation to computer games it contains.

- ‘nintendonitis’;
- hand care;
- pain;
- epidemic proportions.



c) After you listen

Say what measures you should take to avoid any computer-induced injury.

Writing

a) Before you write

If you want to put ideas and facts together in an orderly way, format an outline correctly.

An outline is an orderly way of putting ideas and facts together to show how they are related to each other.

There are two main methods of formatting an outline: a topic outline or a sentence outline.

A topic outline shows the main points in short phrases while a sentence outline shows the same points as complete sentences.

There is a standard format for outlining, with the main divisions and the second / third/ fourth level divisions for additional details, if any.

- Brainstorm with your friends what information an outline for a report on the relationships that kids aged 12-24 have with technology can contain.
- Make up a list of words and phrases you'll use in a topic outline.

b) While you write

Follow the format of an outline.

How to Format an Outline Correctly

I. (The main divisions are indicated by Roman numerals I, II, III etc.)

A. (The second level subdivisions are indented and placed under the Roman numeral using capital letters: A, B, C etc.)

B. ...

1) (Arabic numbers 1, 2, 3 etc. are used to show supporting details at the third level)

2) ...

a) (If additional details are needed, they are shown in lower case letters: a, b, c etc. at a fourth level)

b)

II. ...

A. ...

B. ...

1) ...

2) ...

a) ...

b) ... etc.

Go to p. 288 for a Sample Topic Outline



At Home: In your WB, write an outline for a report on the relationships that young people aged 12–24 have with technology. Use Article B for reference.

6.4. Gender Roles in the Media

Word and Phrase Bank

- to adopt/overcome traditional gender roles;
- hall of fame;
- to change drastically/slightly;
- to be a full-time mother;
- to take on more challenging roles;
- to commit a crime;
- to suffer from drug abuse/teenage pregnancy;
- to be an advocate of equality amongst the sexes;
- staunch feminist;
- bias.
- Who wears the trousers in your family?
- to make all important decisions
- I guess the actual answer to your question is ...
- childcare
- to do housework/yard work
- to help on housework

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 which of these media messages you can evaluate in the following way. Give your reasons.

It's a waste of time.

It's much better than the others.

I find it a bit dull.

I like it really very much.

Commercials
Soap operas
Horror films
News reports
Quiz shows
Talk shows
Weather reports

Example: *To me, commercials are a waste of time. On the one hand, they are too imposing, on the other hand, each of them is meant for its target audience.*

II. Reading

Read the following letter of complaint about discrimination of gender on advertisements and say which arguments you agree or disagree with.

Letter of Complaint

Dear Manager,

RE: Discrimination of gender on our advertisements

I am writing to inform you that you are showing an advertisement that is severely discriminating women. This is the advertisement of Green Flag Motoring Insurance. I have also contacted them concerning this issue.

First of all I just wanted to make sure you know how they are discriminating women in the commercial. They are screening a woman in a car which has broken down; while doing her make-up and acting all dumb and incapable of doing anything. She calls for roadside assistance and a male mechanic comes zooming in with his truck to save “the damsel in distress” by fixing her car.

Now yes, some women may be less capable in fixing cars but why did you have to show the woman doing her make-up in the car waiting for the male mechanic? Now this is showing us the woman doesn't really care or know what's going on. She just calls the male mechanic if there's any trouble and starts to look good (as if all she cares about is her looks).

Why couldn't the person in the broken down car be male? Or why couldn't the Green Flag mechanic be a woman? Yes, it may be rare but there are hundreds of women mechanics now in this day and age.

But my argument is about the woman doing her make-up. This really drives me mad as if she is representing all females being incompetent and useless sitting in the car broken down doing nothing but her make-up. It would be better **if she would get** out the car and be a little bit more active, maybe opening the bonnet to see what's wrong.

I feel very strongly about this so ITV can you please get together with Green Flag and take some action before I sue a company for discrimination and quasi-stereotyping.

Yours Sincerely
An Angry Viewer

III. Language Track

Phonetics in Context

1. In the text above, find 5 words in which 'er' and 'ir' give the sound /ɜ:/ and reproduce them in contexts. Practise saying them in your own sentences.

Words and Phrases in Context

1. Study the difference in meanings. From the text above, reproduce the words in the context and interpret their meanings. Make up your own sentences by analogy.



advertisement, or advert (noun) – a picture, set of words, or a short film, which is intended to persuade people to buy a product or use a service.

Example: *The Sunday papers are full of advertisements for cars.*

commercial (noun) – an advertisement on TV or radio.

Example: *Who directed this commercial for TV?*

2. Consult a dictionary and explain what is meant by:

- a radio advert
- a job advertisement
- a news bulletin
- a poster
- a billboard
- classified ads



3. Read the information about outstanding women in the “Women’s Hall of Fame” with emphatic intonation. Say what Ukrainian women you would introduce there if you had a chance.

Women’s Hall of Fame

Some of the women who had shown the world that they were as powerful and as capable as men, they overcame traditional gender roles due to their passion for their vocations:

1. Clara Barton (1821–1912)

Founder of the American Red Cross, Barton ministered to injured soldiers during the Civil War and became known as the “Angel of the Battlefield”. Devoted to the organization, she later took to the field, providing relief in the Spanish American War at the age of 77.



2. Amelia Bloomer (1818–1894)

First woman to own, operate and edit a newspaper for women, The Lily. First published in 1849 in Seneca Falls, New York, it became a recognized forum for women’s rights issues. She often wore full-cut pantaloons under a short skirt, giving birth to the term “bloomers”.



3. Myra Bradwell (1831–1894)

America’s first woman lawyer. When denied permission to practice law in Illinois (despite passing the bar examination) because of her gender, she began publishing The Chicago Legal News, a very successful legal journal. When the laws changed in 1892, Bradwell was admitted to practice in Illinois and in the U.S. Supreme Court.



4. Mother Teresa (1910–1997)

She dedicated every day of her adult life caring for “The dying, the cripple, the mentally ill, the unwanted, and the unloved” and she loved every minute of it because she was loving, she was cleaning, feeding. They found men, women, and children dying on the streets who were rejected by local hospitals. The group rented a room so they could care for helpless people otherwise condemned to die in the gutter. In 1950, the group was established by the Church as a Diocesan Congregation of the Calcutta Diocese. It was known as the Missionaries of Charity.



1. In the text above, find the sentence with *would* in the if-clause and translate it into Ukrainian.
2. Complete the instruction and give your own examples.

If you want to make a polite request or express insistence, use...

Go to your *First Aid Kit* for more information on p. 264

3. Complete the sentences.

1. Were yours a full-time mother, she would spend more time at home.
2. Were he an advocate of equality among the sexes, ...
3. If you should adopt traditional gender roles in your family, ...
4. If you will insist, ...
5. Had they asked me, ...
6. ... I would help my mother more with housework..



4. Paraphrase the sentences as mixed conditionals.

1. She didn't study hard. She won't make a career.
If she had studied hard, she would make a good career in the next few years.
2. Her mother is a school teacher. She paid much attention to her daughter's perfect attendance.
3. I don't know them very well. I didn't invite them to my birthday party.
4. We've bought a new house recently. We don't have much money to spend these days.
5. I got a job as a cafeteria lady at the local school. I will be able to earn some extra money for the family.
6. This woman has a heart of gold. She dedicated her life to homeless children.

Go to your WB for more exercises

IV. Communication Track

Speaking

- 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



fantasy



quiz show

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



soap opera

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



news report

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

b) Read and respond.

1. – I can't do without television.
 – *No wonder. It surely helps you to keep abreast of time.*
2. – What do you think of couch potatoism?
 ...
3. – How would you compare chat chows and quiz shows?
 ...
4. – What are some of the pluses of soap operas?
 ...
5. – What is the minus side of documentary programmes?
 ...
6. – We have a great choice of TV channels.
 ...
7. My mum can't drag me away from the screen when something interesting is on.
 ...
8. – What goes your Dad say about your TV favourites?
 ...

c) Read and give context to:

Example: 1. – *How would you compare these two channels?*
– There's really no comparison.

2. – ...
– No wonder.
3. – ...
– I find it really exciting.
4. – ...
– Well, it's a bit of a drag.
5. – ...
– It's much better than the others.
6. – ...
– It's a waste of time, I'm afraid.
7. – ...
– The great thing about it is that seeing is believing.
8. – ...
– On the minus side, it's a bit frightening really.



Listening

a) Before you listen

You are going to listen to Alice's talk with her friend Phil. Read the beginning of their dialogue and try to predict its content.

Alice: Whew! 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? ...

b) While you listen

Listen to the conversation and say what kind of televiewer Alice is. What does Phil think about her achievements?



c) After you listen

Say how you can escape from potatoism.

Writing: Project

At the end of the unit, write an evaluation report about a media message of your choice.

Your steps

1. Prepare for your project work. Choose a media message (a commercial, a news report, a show etc.) for evaluation.
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. 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: Listen to the radio, or watch TV, or search the Internet and find the information about gender roles in the media. In your WB, write a comment (50–70 words) on what you notice.



1. What gender roles are touched upon in Ukrainian media?
2. What's your attitude to the items described?

6.5. Your Test Files

I. Use of English

a) Open the brackets.

1. If you _____ (*to read*) this article, you _____ (*to learn*) some new facts about the USA.
2. I _____ (*to join*) your discussion if/when I _____ (*to look*) through the newspapers.
3. We _____ (*to have*) the Internet Conference unless we (*to buy*) a webcam.
4. She _____ (*to feel*) better if she _____ (*not to know*) the news.
5. I _____ (*to surf*) the Internet unless I _____ (*to be*) busy.
6. When the news report _____ (*to be*) ready I _____ (*to comment*) on it.
7. I _____ (*to write*) about this event if my friend (*not to do*) it.
8. If you _____ (*to rely*) only on the Internet, you _____ (*to love*) much.
9. Watch the news on TV unless I _____ (*to come*).
10. When she _____ (*to come*), I _____ (*to break*) the news.

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

The Media in Britain

Newspapers, magazines, _____(1) and television are all _____ (2) of daily life in Britain. The British _____(3) more television and _____(4) to the radio more often than any people in Europe (5). They are also regular readers of _____(6).

The foundations of the British media were laid by _____(7) and John Logie Baird. In 1784 the bankrupted Lloyds underwriter declared his intention _____ (8) a newspaper and “The Times” was born. In the 1920s and 1930s the Scottish pioneer, John Logie Baird made the first television _____(9). Today is the time of _____(10) broadcasting and cable TV. The most popular government-controlled channel is _____ (11). It provides entertainment, news and current affairs for every age group.

The British _____ (12) have always provided a lively forum for comment and debate on the issues of the day.

- | | | |
|--------------------|--------------|---------------|
| a. broadcasts | e. listen | i. newspapers |
| b. part and parcel | f. satellite | j. to publish |
| c. BBC1 | g. radio | k. media |
| d. John Walter | h. Europe | l. watch |

II. Reading

Read the commentary and fill it in correctly.

Gender Roles in the Media

If in TV advertisements, gender stereotyping _____ (1) not so strong, men _____ (2) described as more independent. They _____ (3) shown in more prestigious occupations than women; they _____ (4) advertising a car or a brand company whereas women _____ (5) shown mainly as housewives and mothers. They _____ (6) advertising something like kitchen rolls and other domestic appliances. If the gender roles hadn't changed by these days, men _____ (7) likely shown outdoors in a suit and in business settings while women wearing aprons in household settings.

Surely we learn to be male or female; it doesn't come 'naturally' and the mass media plays a part to making such roles seem 'natural'. Yet I wish TV _____ (8) such powerful, attention-grabbing images of gender.

1. A. was	B. did	C. had been	D. is
2. A. would be	B. wouldn't be	C. wouldn't have been	D. won't be
3. A. will be	B. won't be	C. would be	D. wouldn't be
4. A. would have been	B. would be	C. wouldn't have been	D. wouldn't be
5. A. would be	B. would have been	C. wouldn't be	D. wouldn't have been

6. A. would be	B. wouldn't be	C. would have been	D. wouldn't have been
7. A. will be more	B. will be less	C. would still be more	D. would still be less
8. A. presented	B. didn't present	C. won't present	D. doesn't present

III. Listening

Listen to two film reviews and mark the true statements.

Statements:

- Both films have a detective story.
- Both films raise the issue of gender roles.
- The criminals acted in the USA.
- There were three male criminals.
- The fathers (in the film) were very skilful in baby care.
- They are prepared to take risks.

IV. Writing

Write a paragraph about your preferences in mass media.

6.6. Text Files

You are going to read the story "The Fun They Had" after by Isaac Azimov, in which the author describes the future of educational media. Do some pre-reading activities which will help you to understand the story better.

a) Before you read

- **Content anticipation**

In groups, answer the following questions:

- Does technology have a positive impact on teaching and learning?
- Is television an effective teaching tool?
- How can Internet content be best used by students and teachers?

- **Language Anticipation**

In pairs, think and decide which of the words and word-combinations in the box below can be used to describe the future of educational media.

television	screen	telebooks	mechanical teacher	to give
	somebody	test	after test	
	to put homework into the slot	to write in a punch code		

- **Cultural Anticipation**

In small groups, discuss schooling traditions that are popular in Ukrainian education and say which of them you like / dislike. Give your reasons.

Unit 6

• Prediction

Look at the pictures and try to predict what the story may be about.



b) While you read

1. Read I. Azimov's story "The Fun They Had" and say:

- 1) what Margie disliked about her schooling;
- 2) what surprised her about the printed book;
- 3) what she thought about a school of old days.

2. Read the story again and tell Margie's story on the basis of this picture. Say if you feel the same or different.



1. Yesterday Tommy found _____.
2. It was about _____.
3. It was awfully funny to _____.

4. I was scornful about _____.
5. I hate my _____ because _____.
6. *My mechanical teacher* _____.
7. _____ *is not exciting or challenging.*
8. *It was interesting to learn that* _____.
9. _____ *with a sigh.*
10. *In the old days* _____.
11. *What fun* _____!
12. *Hopefully, they* _____.
13. *I believe* _____.

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 school-yard 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)

c) After you read

Talk

- Find more information about educational media choices and present your findings to the class. Say which of them appeal to you most/least.

Conversation

- Media consumers of all ages need to be taught to balance their media in the same way that they need to learn about a balanced food diet.
- In pairs, compare your ways of managing your “media diet” and use TV and computers to increase, rather than decrease, communication.

6. Discussion

- In groups, argue for and against the following statement:

Books will disappear with the coming of new media.



Unit 7

Your English-speaking world

In this unit, you will learn how:

- talk about the geographical features of English-speaking countries;
- to give historical facts about English-speaking countries;
- to talk about famous places of interest in English-speaking countries;
- to plan your visit to big cities in English-speaking countries;
- to report experiences of going international;
- to check your knowledge and skills on the topic getting ready for independent testing;
- to upgrade your socio-cultural competence through reading.



Your English-speaking world

7.1. Going International

Word Bank

- risk-taker;
- self-reliant;
- drought;
- flooding;
- time zone;
- canyon;
- prairie land;
- desert;
- mountain range.

Phrase Bank

- in pursuit of one's dream;
- on somebody's own admission;
- to have an impact on somebody/something;
- to shape the tradition of something;
- to venture into something;
- to have extremes;
- to acquire new territories;
- to acquire new territories;
- to be on the move.

Communication Box

- Not surprisingly ...
- Under the circumstances
- In my experience ...

I. Go Ahead!

In groups, read the quotes about going international and illustrate them with your own life experience.

"Adventure is worthwhile."

Aesop

"One's destination is never a place, but a new way of looking at things."

Henry Miller

"Travel makes one modest. You see what a tiny place you occupy in the world."

Gustave Flaubert

"The world is a book, and those who do not travel read only one page."

Saint Augustine

"Two roads diverged in the wood and I – I took the one less travelled by."

Robert Frost

Example: *I can't but agree with Gustave Flaubert's words. In my experience, going international, above all, makes one understand that one is neither worse nor better than others.*

II. Reading

Read how citizens of different countries describe their lands and say what information may be especially important for international visitors.

Note Bene¹ for International Visitors



Alison Drane,
Great Britain

We live on a very small island with a mild climate. Severe winter frosts are very rare and we do not normally suffer from heat, drought or flooding. Due to this ideal climate we have a rich, fertile countryside which is famous for its deep green colour. We have a passion for lawns of grass which stay green throughout the year and we also like to grow flowers. About 44 percent of the population **don't mind spending** time gardening.

You probably know that no place in Britain is more than 75 miles away from the sea. Not surprisingly, nobody in Britain lives more than one hundred and twenty kilometers from the sea, that's why people go for their holidays or just on a day trip to the seaside. By the way, it was the British who started the fashion for seaside holidays and made an extremely popular British tour to Brighton with its Royal Pavilion. Besides, fishing has always been an important industry and thanks to that fact, fish and other seafood are very popular in Britain.

I think that the physical geography can also explain the British love of compromise, because the land and climate in Britain don't have extremes. Britain has mountains, but none of them are very high, it also has flat land, but you can't travel far without seeing hills. It has no big rivers and it has no active volcanoes. This may or may not be true but it does have an impact on the British.

* * *

My country covers 4,500 kilometres from one ocean on the east to another one on the West. Three quarters of the country is washed by ocean, therefore millions of Americans participate in their favourite water sports, such as swimming, surfing, sailing and water-skiing. The USA is a land of physical contrasts. People live within four time zones. Practically every climate of the world is represented. The Southern part of the country has warm temperatures year round. Because of this, fresh grapefruits, oranges, lemons, melons, cherries and peaches are grown there. Low-cost, high-quality fruits and vegetables are available any time of the year and Americans love to provide their countrymen and guests with them.

The land varies from heavy forests to large deserts, from high mountains to deep canyons. No wonder, that Americans, especially those who prefer various landscapes, can easily spend interesting *vacations* within the country: going over mountain ranges including the Grand Canyon, crossing different rivers, spending days on the vast, flat prairie lands. We call such travellers risk-takers but it is their choice and they **don't mind**. Those who live in the cold Northern parts, have to be tough and self-reliant because sometimes they face some freaks of nature which need solutions. Under these



Bob Farrison,
the USA

BrE holiday
AmE vacation

¹ **nota bene** (a Latin phrase meaning mark well) – used to call attention to something important

circumstances people learn to experiment with new inventions like snowmobiles and new ways of doing things. This willingness to experiment led to a great American trait, a sense of optimism that every problem has a solution.

Since the territories of the USA are great, people acquire them, moving from east to west, that's why we are always on the move.



Clara Thompson,
Australia

* * *

I'm from Australia, which is the world's largest island and its smallest continent to the south of the equator. As a result, most of the continent is sunny most of the year. On the one hand, it gives the country severe droughts and people suffer from limited fresh water. Besides too much sun exposure has also an impact on Australians, who suffer one of the world's highest rates of the skin cancer. But on the other hand, such hot weather is *favourable* for Australian flora which boasts of many kinds of eucalyptus, acacia, palm shrubs and exotic flowers. There are many national parks and botanic gardens and people proudly take care of them. Since Australia is cut off from the rest of the world, the island's wild life is also unique. Australians carefully preserve marsupials, including koalas, kangaroos, the strangest animals like the platypus and the echidna, large flightless birds – the emus and the cassowary. There are many volunteers who help to protect wild life in the parks like the Kakadu national park or the Great Barrier Reef Marine Park.

BrE favourable
AmE favorable

Tourists frequent these places and that's why being prompt in Australia is important. Australians are friendly and attentive and can show foreigners all the wonders of their country.

Across Cultures: Great Britain, The USA, Australia



Brighton – a large town on the South Coast of England, which has been a popular place for holidays since the 18th century.



The Royal Pavilion – a large building with an unusual oriental design in Brighton.



Alaska – the largest state in the US which is north-west of Canada and known for being very cold.



The Grand Canyon – one of the wonders of America in the US state of Arizona. The Canyon was created by the Colorado River and is about 1 mile long and 4-18 miles wide.



The National Kakadu Park – the largest national park in Australia.



The Barrier Reef – the largest coral reef in the world, off the northeastern coast of Australia. It is about 2000 kilometres long.

III. Language Track

Phonetics in Context

1. In the text above, find and read out the geographical names with correct stress. Practise saying the sentences with them to your friend.

Example: *the 'Royal Pavilion, the 'Grand Canyon, Australia*

Words and Phrases in Context

1. Study the difference in meaning. In the text "Tips for Foreigners", find the sentences with these words and interpret their meanings. Make up your own sentences by analogy.



favourite (adj.) – your favourite person or thing is the one that you like the most.

Example: *What's your favourite water sport?*

favourable (adj.) – suitable and likely to make something happen or succeed.

Example: *Hot weather is favourable for Australian flora.*

2. In the text above, find the words and phrases which describe unique features of the countries mentioned. Interpret their meanings in context and say if you find them useful.

Example: *No place in Britain is more than 75 miles from the sea. No wonder that made the British nation a sea-loving one.*



3. Imagine you've met Alison / Bob / Clare. Ask her // him questions about their home countries. Role-play the dialogue following the pattern below.

Pattern:

You: Hello, recently, haven't you?

Alison/Bob/Clare: Yes, I took ... and

You: What have ... yet?

Alison/Bob/Clare: My first destination was Besides, I have already

You: What about ... ?

Alison/Bob/Clare: ... has a charm of its own. It is

You: How about ... ?

Alison/Bob/Clare: If I have a chance, I'll find myself ... and But I don't mind

You: What are you planning ... , to finish with?

Alison/Bob/Clare: ... , of course. It is only I can't wait to see

You: Have a ... trip!

Alison/Bob/Clare: Don't worry, I will.

Grammar in Context

1. From the text "Nota Bene for International Visitors", read out the sentences with the verb *mind* and interpret their meaning in context.

Complete the instructions:

If you want to say that you are willing to do something, use...

This verb can be followed by...

Go to p. 264 of your *First Aid Kit* for more information

2. Match the beginnings and the endings of the sentences. Use them in context.

Example: *Mind your head. This is a very small door.*

Mind your I turned on this light?
Do you mindturning down the volume a little, please?
Would you head.
I don't mind I sit here?
Would you mind ifmind opening the window, please?
Do you mind if waiting for a few more minutes.



3. Look at the photos in the "Across Cultures" section and say which place(s) you wouldn't mind visiting in summer. Give your reasons.

Example: *I wouldn't mind visiting Brighton in summer as it is a large town on the South Coast of England, which has been a popular place for holidays since the 18th century.*

Go to your WB for more exercises

IV. Communication Track

Speaking

- a) Look at the pictures and say what English-speaking countries they may be typical of. What attracts you most?



- b) Suppose you are talking to an international E-pal over the Internet about his / her country. In pairs, role-play the dialogue using the scheme below.



Ask your international E-pal about the part of the country he / she lives in.

Express your surprise and ask for more information.

Tell about some geographical wonders of your country.

Give a short presentation of the place you live in and give a unique fact about it.

Add some details. Ask if your E-pal has anything of the sort.

Express your admiration. Give an example in relation to your country.



c) In groups, discuss the truth of the following statement:

“One who goes far, knows much.”

Begin with:

- ✓ *If you ask me ...;*
- ✓ *Definitely ...;*
- ✓ *Firstly ...;*
- ✓ *Another reason for ... is ...;*
- ✓ *As I see it ...;*
- ✓ *You can't ignore the fact that ...;*
- ✓ *Thanks to (the fact that) ...;*
- ✓ *As a result ...;*



Listening

a) Before you listen

You are going to listen to the story “In Pursuit of His Dreams”. Write three questions you want to get answers to from the story.

b) While you listen

Listen to the story and fill in the gaps in the following sentences.

1. Robert Louis Stevenson was a well-known
2. His father was an engineer.
3. Stevenson's ambition was to become a
4. He started his writing career as a
5. Robert met his future wife in
6. She was an
7. They visited America
8. Stevenson made a voyage to the ... Seas.
9. Treasure ... is among his most famous books.
10. There are a lot of ... of his works all over the world.

c) After you listen

Say what impact Stevenson's travelling had on the writer's identity.

Writing

a) Before you write

If you want to give an international visitor a piece of advice to avoid a cultural shock in a definite country, write a cultural tip.

- Brainstorm with your friends and say what you'll pay attention to while writing a cultural tip for an international visitor to Great Britain.
- Make a list of words and phrases you'll use to write a cultural tip.

+2 стр.

- b) While you write
Follow the format of writing a cultural tip.

How to Write a Cultural Tip

Content Tips	Language Tips
<ul style="list-style-type: none"> • Give a title to a cultural tip. • Decide on the cultural points that may cause misunderstanding. • Formulate each point briefly. • Conclude your tips with hopes for a nice travelling. • Give a tip attributable to the mentioned cultural point. 	<ul style="list-style-type: none"> • Remember that ... • Never ... • Don't forget ... • Try to avoid ... • Be ... • See if ... • So ... • ... is / are (in) advisable.

Go to p. 289 for Sample Cultural Tips.



At Home: In your W/B, write a cultural tip for an international visitor to the USA or Australia.

7.2. Britain at Its Most Picturesque

Word Bank

- glory;
- must-see;
- scenery;
- picturesque;
- to embrace;
- network ;
- signpost;
- resort;
- punting;
- principal.

Phrase Bank

- to be full of something;
- to be ideal for something;
- to be second only to something;
- to tread one's streets;
- to date from (time);
- to have one's own special flavor;
- to offer a superb mix of something;
- stately view;
- summer solstice;
- to dominate something;
- stained glass.

Communication Box

- The former..., the latter...
- ...leaves no doubt that

Unit 7

I. 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



The Empire State Building



Stonehenge



The Eiffel Tower



Trafalgar Square



King's College, Cambridge



The Opera House, Sydney



Shakespeare's Birthplace, Stratford-upon-Avon

Example: *Buckingham Palace is situated in London, and it is famous for being the royal residence in the British capital. The ceremony of the Changing of the Guard takes place in front of it daily at eleven o'clock in the morning.*

II. 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.





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 Royal Pavilion. The former, built in 1899 put 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 completed. 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. East Anglia is home to one of Britain's universities: Cambridge.

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 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: 88m long, 12m wide and 29m 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.

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.



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.

Saxon times – the time period in the 5th century when Saxons, members of the German group, came to live in England.

III. Language Track

Phonetics in Context

1. In the text above, find and read out dates with correct stress. Practise saying the sentences with them to your friend.

Example: 1899 – ‘eighteen ‘ninety-nine

Words and Phrases in Context

1. Study the difference in meaning. In the text ‘England at its Most Picturesque’, find the sentences with these words and interpret their meanings. Make up your own sentences by analogy.



country (n) –

1. an area of land that is a nation.

Example: *Ukraine is my native country.*

2. the land outside cities or towns.

Example: *We are going to have a day in the country tomorrow.*

oriental – (formal) from the eastern part of the world.

Example: *The Royal Pavilion is a fantastic oriental palace.*

county (n) –

(in Britain) a unit of local Government in England, Wales, and Northern Ireland.

Example: *There are 46 Counties in England and 6 in Wales.*

eastern – belonging to the eastern part of the world or of a country.

Example: *Eastern regions will have heavy rain today.*

2. Choose the right word from 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.



3. In pairs, discuss 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					

Grammar in Context

1. In the text above, find the sentence with the conjunction *neither...nor...* and interpret its meaning in context.

Complete the instructions:

If you want to make a negative statement about two people or things at the same time, use...

Neither goes before ...

Go to p. 265 of your *First Aid Kit* for more information

2. Choose the correct pair (*either...or...* and *neither...nor...*).

1. In this situation, you can ... win ... lose. It totally depends on you.
2. I just suggested it, that’s all. You ... take it ... leave it.
3. The mother believed ... her son ... his classmate. She could see from their faces that it wasn’t a true story.
4. I never have ... tea ... coffee after dinner.
5. Have you ever been ... to Wales ...Scotland?
6. I can’t use ... this computer ... that one. They both need fixing.



3. In pairs, discuss what historical facts about England given above are the most interesting to you? Why? Introduce a choice between two facts.

- I would choose either... or

- It's a well-known fact that neither of...
- Interestingly, neither ... nor ...

Go to your WB for more exercises

IV. Communication Track

1. Speaking

- a) Act as Joe Harris and comment on your photos of different parts of England. Use the picture and the word-list below.

- to be full of stately views;
- to be ideal for something;
- to be second only to something;
- to date from (time);
- to leave no doubt;
- to dominate something.



- b) In pairs, role-play an interview of 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 interestingly! 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!



- c) In the whole group, dispute over the message of the poem "The Glory of the Garden". Say what parts of the British Isles it describes.

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)



2. Listening

a) Before you listen

You are going to listen to the story "On a Boat Trip". Write 3-5 possible features that might make such a trip unforgettable.

b) While you listen

Listen to the story and choose the correct option to complete these sentences.

1. The tourists stopped at

- a) Stonehenge;
- b) 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.

c) After you listen

If you were a participant of such a boat trip, how would you contribute to its success?

Writing

a) Before you write

If you want to inform or warn people of something, write a public sign.

- 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.

- Brainstorm with your friends and say what you'll inform the readers about in relation to Great Britain.
- Make a list of words and phrases you'll use in a public sign.

a) While you write

Follow the format of writing a public sign.

How to Write a Public Sign

Permanent Signs	Temporary Signs
<ul style="list-style-type: none"> • No smoking • Private property • Trespassers will be prosecuted • Bedford, 2 miles • Public footpaths • Do NOT litter • In case of emergency • Caution! 	<ul style="list-style-type: none"> • If you are interested in ... visit • Please join us at • Welcome to • Don't miss • If you thinkcontact... .

Go to p. 289 for Sample Public Signs



At Home: In your WB, design public signs which can be placed in the following areas:

- Stonehenge;
- King's College Chapel, Cambridge;

Unit 7

- the Palace Pier, Brighton;
- Yorvik, the Viking City, York

Use the prompts in your workbook.

7.3. Facts about Canada

Word Bank

- criterion (criteria);
- to designate;
- Wilderness;
- bundant (wildlife);
- watershed;
- snow-capped;
- dim;
- captivating.

Phrase Bank

- polar region;
- mountain environments;
- to be recognized by somebody / something.
- to fall into categories;
- to promote heritage conservation;
- to make somebody's day by ...;
- to play a major role in something;
- human endeavour;
- site preservation fund;
- to rival something./ somebody.

Communication Box

- It's a dream for many to ...;

I. Go Ahead!

Look at the map and say how varied the Canadian territory looks to you. Compare it to that of Ukraine.



Example: *The Canadian territory looks varied to me, a lot of it being within the Arctic Circle. I think it has some common features with Ukraine, such as rivers, lakes, forests, etc.*

II. Reading

Read the UNESCO information about the world heritage sites in Canada and make a list of characteristics of their two groups.

World Heritage Sites in Canada

Ten world heritage sites that rank with the likes of the pyramids in Egypt, the Galapagos Islands, and the ancient city of Damascus in Syria. They have been recognized by the UNESCO, which as of July 2016 had **managed to** carefully review and designate only 1052 such in the world.

The sites fall into two categories: natural and cultural. Natural sites are outstanding examples of major stages in the earth's evolution. Among them Kluane National Park in the Yukon comes first. It is known for some of the world's largest ice fields outside polar regions and a spectacular range of mountain environments. This rugged and magnificent wilderness covers 22, 015 sq km in the southwest



Kluane National Park

corner of the Yukon. Kluane got its name from the Southern Tutchone word for "lake with many fish". Two thirds of the park is glacier with interspersed bits of valleys, glacial lakes, alpine forests, meadows and tundra. Canada's highest mountain, Mt Logan (5949 m), and the second highest, Mt St. Elias (5488 m), tower there.



Nahanni National Park

Another natural sight of signature attraction, Nahanni National Park, is found in the Northwest Territories, with nearly 5000 square kilometers of wilderness. It includes the South Nahanni watershed and canyon system, tundra-capped mountains, caves and the magnificent 90-metre Virginia Falls, twice the height of Niagara Falls. It's a dream for many to take a once-in-a-lifetime river trip, with hot springs and abundant wildlife along the way.

The cultural sites involve human **endeavour**. They include, in particular, Gros Morne National Park, Newfoundland. It is a must-see for its scenic varied geography: fjords that rival Scandinavia's, the majestic barren lands, sandy beaches, mountain hiking trails. The site has 4500 years of human occupation, from the Stone Age to visits by French



Gros Morne National Park,
Newfoundland

and Basque whalers, Jacques Cartier, and Captain James Cook.

If you want to get yet more feel of the dim past, don't miss a chance of going to L'Anse aux Meadows

National Historic Park, Newfoundland, since it is the sight of the oldest known European settlement in the New World. The remains of the settlement created by Vikings from Scandinavia and Greenland, replicas of sod buildings almost transport you back in time. The Vikings led by Leif Eriksson, son of

Erik the Red, built their own boats, sailed all over the North Atlantic, landed here, constructed houses, fed themselves, and they were practically all just 20-something years old. Also captivating is the story of the Norwegian explorer Helge Ingstad, who **managed to** discover the site in 1960, ending years of searching: a local inhabitant, George Decker, made Ingstad's day by pointing out the mounds of the terrain.



L'Anse aux Meadows National Historic Park, Newfoundland

Canada played a major role in setting up the World Heritage Convention, which outlines how sites are chosen, sets up a site preservation fund for 123 member states, and promotes heritage conservation worldwide.

BrE endeavour
AmE endeavor

Across Cultures



UNESCO – the United Nations Educational, Scientific, and Cultural Organisation

World Heritage Convention – (the) convention concerning the protection of the world cultural and natural heritage; it was adopted by the UNESCO

General Conference in Paris in 1972. The World Heritage Convention aims to promote cooperation among nations to protect heritage around the world that is of such outstanding universal value that its conservation is important for current and future generations. It is intended that, unlike the seven wonders of the ancient world, properties on the World Heritage List will be conserved for all time.



Yukon – (the) territory in Northwest Canada, which was the site of the Klondike gold rush in the 1890s.



Niagara Falls – (the) very large waterfalls on the border between Canada and the US, popular with tourists and used to supply electricity.



Newfoundland – a province of eastern Canada consisting of the island of Newfoundland and the coast of Labrador.



Tutchone – (the) a first nation people numbering several thousand, are among the most numerous of the more than 7200 Yukon natives of Indian heritage.



Jacques Cartier (1491–1557) – a French explorer of Breton origin who claimed what is now Canada for France. He was the first European to describe and map the Gulf of Saint Lawrence and the shores of the Saint Lawrence River, which he named “The Country of Canadas”, after the Iroquois names for the two big settlements he saw at Stadacona (Quebec City) and at Hochelaga (Montreal Island).



Captain James Cook (1728–1779) – a British explorer, navigator and cartographer, ultimately rising to the rank of Captain in the Royal Navy. Cook made detailed maps of Newfoundland prior to making three voyages to the Pacific Ocean.



Erik the Red – Erik Thorvaldsson (950 – c. 1003 a.d), known as **Erik the Red**, is remembered in medieval Icelandic saga sources as having founded the first Nordic settlement in Greenland. “The Red” most likely refers to his hair color. Leif Ericson, the famous Icelandic explorer, is Erik’s son.

III. Language Track

Phonetics in Context

4. In the text above, find at least 10 words in which ‘r’ is pronounced as /r/ and in which ‘r’ is not pronounced and reproduce them in context. Practise saying them in sentences of your own.

Example: //r/ *heritage*
/-/ *endeavour*

Canada has ten world heritage sites.

The cultural sites involve human endeavour.

1. Study the difference in meaning. Reproduce these words in their context from the text and interpret their meaning. Make up your own sentences by analogy.



site (noun) –

1. a place where something important or interesting happened:

Example: *The house is built on the site of a medieval prison.*

2. a place that is used for a particular purpose:

Example: *It's ideal for a camping site.*

cite (verb) –

1. to mention something as an example:

Example: *The judge cited a 1956 Supreme Court ruling in her decision.*

2. to give the exact words of something that has been written:

Example: *The passage cited above is from a Robert frost poem.*

sight (noun) –

1. the physical ability to see:

Example: *He began to lose his sight six years ago.*

2. the act of seeing something:

Example: *The house is hidden behind the trees.*

3. a famous or interesting place that tourists visit:

Example: *Maria is showing the sight of Christchurch at the moment.*

quote (verb) –

1. to repeat exactly what someone else has said or written:

Example: *She quoted from a newspaper article.*

2. to give something as an example to support what you are saying:

syn. cite

Example: *He quoted the example of Canada as a multicultural country.*

2. Choose the right words from above to complete these sentences.

- Can I ... you on that?
- In the afternoon, you'll have a chance to relax or see the
- I'm afraid the patient need an emergency operation to save his... .
- It is an important archaeological
- The mission provided detailed data on potential lunar landing ...s.
- The minister said, ...: "There will be no more tax increases this year."
- She will faint at the ... of blood.
- The author ...d from *Hamlet* t the beginning of his essay.



3. In the text "World Heritage Sites in Canada", find more information about the places in the photos, read the cross-cultural commentary on the previous page and say why they are historically and geographically attractive to people.

Grammar in Context

1. In the text (p. 233), find the sentences with the verb *manage to* and interpret its meaning in context.

Complete the instructions:

If you want to emphasise that something was achieved with difficulty, use...
The verb to manage has a similar meaning to ...
It is followed by ...

Go to p. 265 of your *First Aid Kit* for more information

2. Paraphrase the sentences, using the words in bold.

Example: We got lost but we found our way home using a map. **manage**
We got lost but we managed to find our way home using a map.

1. I think I will have time to come and see you tomorrow. **be able**
2. We have been working much faster since we got the computer. **be able**
3. If he gets the job, he'll be expected to keep the dress code. **need**
4. She emailed me so I didn't phone her. **need**
5. You don't need to apologise. It was my fault. **have**
6. You don't have to come if you don't want to. **needn't**
7. You can't keep pets in the hostel. **be allowed**
8. My parents said I couldn't stay out late. **be allowed**

**3. Interpret the ideas in these sentences, using modals.**

Example: He didn't mind my opening the window. →
I was allowed to open the window.

1. No, you may not wait inside. → ...
2. No, I didn't do my homework. I couldn't. → ...
3. They permitted us to come in and look around. → ...
4. Shall I bring anything with me? → ...
5. I catch the bus at 7:15 every morning. It's a must. → ...
6. Everyone benefits from eating a balanced diet. → ...
7. I will learn to drive by next summer so we can hire a car. → ...
8. They like it when they can work at home. → ...

Go to your WB for more exercises

IV. Communication Track**Speaking**

- a) Read the guidelines for protecting the environment and complete the following memo for responsible travellers. Present your ideas to the class.

Guidelines for Protecting the Environment

- Treat Canada's forests and native wildlife with respect. Damaging or taking plants is illegal in most parts of the country.
- Remove rubbish. Litter is unsightly and can encourage disease. Rather than burying or burning, carry out what you carry in.
- Keep streams and lakes pure by cleaning away from water source.

- Where possible, use portable fuel stoves. Keep open fires small, use only dead wood and make sure the fire is out by dousing it with water and checking the ashes before leaving.
- Keep to tracks where possible. Get permission before crossing private land and move carefully around livestock.

A Memo for Responsible Travellers

In the national parks, you will be able

You will be allowed

You will need to

You will have to

You won't be allowed to... .

You won't need to

You won't have to

You won't be able to

- b) In pairs, discuss with your friends possible sightseeing activities in Canada. Use the pattern.

Pattern:

A: Hi, ...! It's good to see you. I missed you terribly while you were touring How was it?

B: It was a dream come true:

A: No wonder,

B: It is said that

A: Wow, that sounds really good. And did you by any chance visit ...?

B: Do you mean ...? I spent ... and visited

A: It's a nice place to see and to get a taste of

B: Did you know that ...?

A: That's incredible! How on earth did you ...?

B: I was told that ... For instance,

A: The world we live in! There is so much to wonder about in Canada. It's not surprising that

B: Exactly.



- c) In the whole class, compile a questionnaire to find out how your friends promote heritage conservation Ukraine-wide. Use the word list below.

- Public recognition
- Cataloguing
- Fund raising
- Wildlife preservation
- Limited human occupation



Listening

- a) Before you listen

You are going to listen to the conversation between two Canadians talking about Canada's places of interest. Brainstorm with your classmates what they may find attractive about the natural and cultural sites in Canada.

b) While you listen

Listen to the conversation and correct the errors in the following statements.

1. Don was touring north.
2. Darren thinks that Ontario is the least visited region in the country.
3. Buffalo is a popular honeymoon attraction.
4. The well-known George Bernard Shaw Festival takes place in Toronto.
5. Lots of historical places in Canada have names associated with natural sounds.
6. Manitoba has the longest place-name in the country.



c) After you listen

Say if you agree with Prime Minister Mackenzie King who said, "...if some countries have too much history, we have too much geography." Give your reasons.

Writing

a) Before you write

If you are asked to present information concerning the progress which has been made on a project or a meeting that has taken place, write an informative report.

An **informative report** is a formal piece of writing, usually to one's superiors, colleagues or members of a committee.

- Brainstorm with your friends possible purpose and content of your report and say what aspects can be covered.
- Make a list of words and phrases you'll use while writing an informative report.

b) While you write

How to Write an Informative Report

Content tips	Language tips
Paragraph 1: State the purpose and content of your report	<ul style="list-style-type: none"> • The purpose of this report is to outline ... • As requested, this is a report regarding ... • The information below summarises the events which took place ...
Paragraphs 2–3–4: Present various aspects of the subject under suitable headings	<ul style="list-style-type: none"> • In addition, ... • However, ... • (Un)fortunately, ...
Final paragraph: Summarise all points mentioned before	<ul style="list-style-type: none"> • I am pleased to announce ... • It must be pointed out ... • On the whole, it would be fair to conclude ...

Go to p. 290 of your *First Aid Kit* for the Sample Informative Report



At Home: In your W/B, write an informative report to the historical society on Canadian Ukrainians.

7.4. Destination Down Under

Word Bank

- rainforests;
- dunelands;
- replica.

Phrase Bank

- show-dusted mountains;
- to conserve one's environment;
- to offer the familiarity of something;
- to flourish as something;
- to range from something to something;
- volcanic plateau;
- glacial valleys;
- marine-mammal watching.

Communication Box: How to report experiences

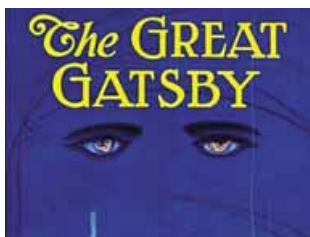
- I'm going to ... on a study abroad programme next Any practical tips?
- I've come to say goodbye. I'm leaving for ...
- What's the use of going international?
- What did you enjoy most during your stay in ...?
- And based on my experience, I would go so far as to say that ...
- It will be an experience of a lifetime!
- Let me think ... My first piece of advice is ...
- You will be surprised by how many experiences you will forget if ...
- In some ways, I'm the wrong person to ask about ...
- It has given me a good chance to see ... from a different perspective.

I. Go Ahead!

Look at the pictures and guess where these international movies could have been filmed. Say what you can learn from them about this part of the world.



The Lord of the Rings



The Great Gatsby



The Matrix



The Chronicles of Narnia



Mission Impossible 2



King Kong

Example: *If I'm not mistaken, "The Lord of the Rings", directed by Peter Jackson, was filmed in New Zealand. Jackson's decision to film there wasn't mere patriotism. Nowhere else on earth will you find such wildly varied, unspoiled landscapes.*

II. Reading

Read two guidebook entries about Australia and New Zealand and match the photos to the corresponding paragraphs in the text.



Guidebook Entry 1: Australia in Brief



1. Australia is a stable, culturally diverse and democratic society with a skilled workforce and a strong, competitive economy. With a population of more than 21 million, Australia is the only nation to govern an entire continent. It is the earth's biggest island and the sixth-largest country in the world in land area.

2. Australia has 10 per cent of the world's biodiversity and a great number of its native plants, animals and birds exist nowhere else in the world. Australia is committed to conserving its unique environment and natural heritage and has a range of protection procedures in place, including World Heritage listings and many national parks and wildlife sanctuaries.

3. Australia's population includes Aboriginal and Torres Strait Islander peoples and migrants from some 200 countries. In over 60 years of planned post-war migration, Australia has welcomed more than 6.5 million migrants, including more than 660 000 refugees. During this time, the population has tripled from about 7 million. Migrants have brought with them language skills and other capabilities that are valuable in today's global economy and workforce. Although English is the official language in Australia, more than 3 million Australians speak a language other than English at home (2016). As a result, Australia offers the familiarity of a Western business culture with a workforce capable of operating in many different business environments.

4. Sydney and Melbourne are the biggest metropolitan areas, Sydney being often called "the most Australian city" and Melbourne – "the least Australian city". Sydney Opera House identifies the city and is described by many as "the most beautiful building of the 20th century". Melbourne flourishes as a cultural centre, supportive of music, visual and performing arts. Midway between Sydney and Melbourne is Canberra, home to the country's capital. The site was a compromise between the powers of Sydney and Melbourne, who, after Australia's federation in 1901, both claimed their city as the rightful capital. It is famous for the Parliamentary Triangle which embraces Parliamentary House, the High Court, National Gallery, National Library and some other federal buildings. The city proper surrounds the triangle.

Guidebook Entry 2: Where To Go and What to See in New Zealand

5. New Zealand has one of the most varied and spectacular series of landscape in the world, ranging from snow-dusted mountains and glacial valleys to rainforests, dunelands and an otherworldly volcanic plateau.

6. Don't miss a chance to stop in Wellington (or Welly, for short). Compact and walkable, it is surprisingly scenic and full of institutions integral to its role of the perfect capital city. Apart from Wellington's importance as the seat of government, it's a major travel crossroads between the North and South Islands.

7. New Zealand's largest outer island is Stewart Island, or *Rakiura* as its Maori name which means "Land of Glowing Skies". It is only 40 km from the underside of the South Island, and you will be rewarded with a warm welcome from the kiwis as it's one of the few places where you can spot these shy, nearly blind, flightless birds in the wild.

8. If cramming cultural activities, extreme sports, business opportunities, multicultural dining and a vibrant music scene into day and night are your thing, then Auckland is your kind of place. Self-proclaimed as the City of Sails, it deserves its reputation as the "true" capital of the country, though it lost its official capital status to Wellington long ago. For many, the highlight of a visit to Auckland is the impossible-to-miss Sky Tower: at 328 me-

ters, it is the tallest structure in the southern hemisphere. Or, take a bus to Kelly Tarlton's Antarctic Encounter & Underwater World where the biggest attraction is the permanent winter wonderland which includes a walk through a replica of Robert Scott's 1911 Antarctic hut.

Across Cultures



Aboriginal and Torres Strait Islander peoples – two distinct cultural groups of Australia's indigenous peoples. There is a great diversity within these two broadly described groups exemplified by over 250 different language groups spread across the nation.



Sydney – the state capital of New South Wales, and the most populous city in Australia and Oceania; it is located on Australia's east coast and surrounds the world's largest natural harbour. Residents of Sydney are known as "Sydneyiders". Sydney is also a gateway to Australia for many international visitors.



Melbourne – the capital and most populous city in the Australian state of Victoria; it rates in education, entertainment, health care, research and development, tourism and sport, making it the world's most liveable city – for the sixth year in a row in 2016.



Canberra – the capital city of Australia, which lies away from the ocean; it is an entirely planned city, outside of any state, similar to Washington, D.C.



Wellington – the capital city of New Zealand, on the North Island, the country's third largest city and a main port.



Maori – the original peoples of New Zealand, now only a small part of the population.



Scott, Robert Falcon (1868–1912) – an officer in the British Navy who led two journeys to the Antarctic, and died while returning from the South Pole during the second one; he is often called Scott of the Antarctic.

III. Language Track

Phonetics in Context

1. In the text above, find the proper names (either in English or Maori) and reproduce them in context correct stress. Practise using the in your own sentences.

Pattern: Canberra /'kænbərə/. Midway between Sydney and Melbourne is Canberra, home to the country's capital. Canberra lies away from the ocean.

Words and Phrases in Context

1. Fill in the chart with right forms of the words.

Nouns	Verbs	Adjectives	Adverbs
	<i>to explore</i>		
<i>experience</i>			
		<i>luxurious</i>	
	<i>to reveal</i>		
			<i>surprisingly</i>
		<i>protective</i>	
	<i>to seek</i>		
<i>resident</i>			
			<i>actually</i>
		<i>protective</i>	

2. In pairs, ask and answer these questions about New Zealand. Use the proper articles.

1. What images spring to mind when you hear the country New Zealand?
2. What is New Zealand famous for?
3. What do you know about New Zealand's history?
4. What would you do if you could spend one week in New Zealand?
5. What do you know about different people who live in New Zealand?
6. What things about New Zealand do you think New Zealanders are proud of?
7. What do you know about nature in New Zealand?
8. What would you like to ask a New Zealander about New Zealand?



3. From the text above, read out words/phrases which are used to describe natural and cultural wonders down under. Use them to describe Ukraine's natural and cultural wonders.

1. In the text above, find the geographical names and group them into two categories: those used with zero article and those used with the definite article.

Complete the instructions and give your own examples.

Use zero article with ...

Use the definite article when ...

Go to your *First Aid Kit* for more information on p. 266

2. Fill in the articles where necessary.

Example: What do you think of ... New Zealand? →

What do you think of – New Zealand?

1. New Zealand became ...official British colony in 1840.
2. The old image of life in NZ as ...cultural desert no longer applies.
3. The beach is ... only place to be on a hot summer's day.
4. ... South Island was known as ... Canoe of Maui.
5. Robert Scott led two journeys to ... South Pole.
6. ... Kiwi fruit takes pride of place on top of ... eggwhite and sugar desert known as ... pavlova.
7. Fortunately, we were able to take ...day trip to ... mountain – Mt Cook.
8. There are thousands of kilometres of tracks leading to ... Lake Waikaremoana or ...Tasman Sea coast.



3. Read the legend “The Story of Aoraki” and put in *the* where necessary.

The Story of Aoraki

... Mt Cook, ... New Zealand's highest mountain, is called Aoraki by ... Maori. According to ... legend, which explains how ... mountain's name came about, Aoraki and his three brothers were ... sons of Rakinui, ... Sky Father. They were on a voyage around Papatuanuku, ... Earth Mother, when their canoe was stranded after striking a reef in ... ocean. Aoraki and his brothers climbed on ... top side of their canoe. ... cold south wind hit them, froze them, and turned them into ... stone. ... legend says their canoe became ... New Zealand's South Island which was then called Te Waka o Aoraki. Aoraki, ... tallest of ...brothers, gave his name to ... highest peak. His brothers and members of his crew became ... mountains of ... Southern Alps.



IV. Communication Track

Speaking

a) Read and learn how to report experiences in the following situations. Look at the pictures and fill in the mini-dialogues.

1. – I'm going to ... on a study abroad programme next fall. Any practical tips?
– Let me think ... My first piece of advice is to keep a diary. You will be surprised by how many experiences you will forget if you don't write them down.



Canada



New Zealand

2. – I've come to say goodbye. I'm leaving for... tomorrow morning. I'll miss you terribly.
– So will I. Have a wonderful trip! Don't forget to explore everything you can. And if you have any hobbies or activities that you pursue at home, then try them abroad. That will let you meet more and more interesting people who will be your best memories of New Zealand's experience.

3. – What's the use of going international?
There's no place like home.

– It has given me a good chance to see the world from a different perspective.



Britain



Australia

4. – What did you enjoy most during your stay in ... ?
– Perhaps the greatest satisfaction from my trip down under is the feeling that I have actually accomplished something. And based on my experience, I would go so far as to say that the combination of seeing and trying new things is the best way to learn about a foreign culture.

b) Read and give the context to:

Example: – How was your trip to London?
– *It was an experience of a lifetime!*

1. – ...
– In some ways, I'm the wrong person to ask about that.
2. – ...
– It has given me a good chance to see the world from a different perspective.
3. – ...
– Let me think My first piece of advice is to learn a new language.
4. – ...
– Perhaps the greatest satisfaction from my stay in the USA is getting to know another culture first-hand.
5. – ...
– I made friends around the world.

c) Read and respond reporting experiences.

Example: – I've come to say goodbye. I'm leaving for Canada tomorrow.
– *Have a wonderful trip! Don't forget to explore everything you can and tell me all about it.*

1. – What's the use of going international?
– ...
2. – There's no place like home.
– ...
3. – I won't miss my chance of going international.
– ...
4. – What did you enjoy most during your stay in England?
– ...
5. – I'm going to the USA on a study abroad programme next August. Any practical tips?
– ...



Listening

a) Before you listen

You are going to listen to a Maori culture myth “...And Then Along Came Maui”. In groups, try to predict its content with the help of these words.

demigod;
fishing;
canoe;
fish-hook;
giant fish;
Wellington Harbour.



Unit 7

e) While you listen

Listen to the myth and match the magic names to the places on the map of New Zealand.



1. The Fish of Maui
2. The fish's mouth
3. The fish's fins
4. The fish's heart
5. The fish's tail
6. The fish-hook of Maui
7. The Canoe of Maui
8. The anchor stone

- a) The North Island
- b) Wellington Harbour
- c) The Taranaki area
- d) East Coast area
- e) Mahia Peninsula
- f) The South Island
- g) Kaikoura Peninsula
- h) Stewart Island

f) After you listen

In pairs, role-play the myth using drama .

Writing: Project

At the end of the unit, write a self-directed interview "A Mind trip to an English-speaking Country".

Your steps:

- 1) In groups, make a list of the most interesting facts about an English-speaking country of your choice and group them into categories.
- 2) Describe 3–5 important features in detail and supply them with photos.
- 3) Make up a list of questions you'll use to attract readers' attention.
- 4) Answer your questions in an engaging way.
- 5) Think of an interesting format for the presentation of your interview.
- 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
If the facts presented are typical of your age group.			
If the tips of a mind trip are really effective.			
If the illustrative material is essential.			
If a mind trip is really interesting.			



At Home: Search the Internet and find more information about opportunities for international travel.

7.5. Your Self-Test Pack

A. Use of English

1) Read the text and fill in the missing words from the box.

Permits

You _____ 1 _____ need special permits to enter, pass through, or camp in certain areas of Australia.

Aboriginal lands

The laws vary – on some lands you _____ 2 _____ pass through on “main roads” or stop in a community for fuel, on others you _____ 3 _____ to show a permit just to put your little toe on _____ 4 _____ land. If you are on _____ 5 _____ organised tour, the operator or guide will be _____ 6 _____ to deal with that, otherwise you will _____ 7 _____ to apply well in advance to the land council.

National parks and desert parks

You have _____ 8 _____ obtain camping and visiting permits in advance. If you are planning a visit to Witjira national Park in South Australia, you _____ 9 _____ need a desert parks Pass. You can purchase one at various shops in the northern part of the state, or through _____ 10 _____ South Australian National Parks and Wildlife service.

able will the may an have to can need the

2) Insert the prepositions if necessary:

- The World Heritage sites in Canada have been recognized ... UNESCO.
- Canada played a major role in setting ... the World Heritage Convention.
- Studying ... Australia offers international students more than academic achievement and a globally recognized qualification.

- Australia's universities have made important breakthroughs ... modern technology and science.
- Student exchange with WEP Australia can open your eyes ... the opportunities and wonders of the world.
- New Zealand is ... the Roaring Forties.
- Tramping is Kiwi-speak ... hiking.
- Bungy jumping ... the Kawarau Bridge prompts a heady adrenaline rush.
- What's the use ... going international?
- It has given me a good chance to see the world ... a different perspective.

C. Reading

Read the first part of story written by Laura Crockett, an international student from the USA, and fill in the correct forms of the words.

Laura Crockett
Auckland, New Zealand

Self Discovery and Stereotypes in New Zealand

Part One

I had been _____ 0 anticipating (*anticipation*) my arrival in New Zealand for months.

Over the past month of immersing myself in Kiwi culture, the minimal cultural _____ 1 _____ (*to differ*) here have allowed me to realize that I am growing and changing as a person.

My very first interaction with a Kiwi in New Zealand was _____ 2 _____ (pleasure) and set the tone for the rest of my visit. The Kiwi bus _____ 3 _____ (*driving*) drove ten university students to our hostels, and did not make me pay even though I had forgotten to fill out the _____ 4 _____ (*requirement*) form for requesting airport pick up. The _____ 5 _____ (*friend*) of the driver is indicative of the atmosphere here in New Zealand.

The culture of New Zealand displays many _____ 6 _____ (*similar*) to the culture of the United States. Perhaps some _____ 7 _____ (*evidence*) differences are a more relaxed atmosphere where people live _____ 8 _____ (*casual*) and work to live rather than live to work. This allows American _____ 9 _____ (*to visit*) to feel comfortable in _____ 10 _____ (*familiarity*) environment that is a little more relaxed and welcoming.

D. Listening

Listen to the continuation of the international student's story and mark the following statements true or false.

Statements

- Laura doesn't study hard in New Zealand. _____
- She has come to study business there. _____
- Academic English in New Zealand is identical to that in the USA. _____
- Most students do their personal best in New Zealand. _____
- New Zealanders pay much attention to sport. _____
- Laura has overcome her fear of talking to strangers. _____

7. The student did bungee jumping back in the USA. _____
8. Laura's NZ experience helps her to develop. _____
9. The girl finds New Zealanders very sociable. _____
10. Laura is satisfied with her international experience.

E. Writing

Write a report about an international experience of your choice.

7.6. Text Files

You are going to read the story, "An Epoch in Anne's Life" after by Lucy Maud Montgomery, in which the author describes her visit to an exhibition in a Canadian village. Do some pre-reading activities which will help you to understand the story better.

a) Before you read

- **Content anticipation**

In groups, share your experience of visiting annual events, such as fairs, festivals, or exhibitions. What was most fun there?

- **Language Anticipation**

In pairs, think and decide which of the words and word-combinations in the box below can be used to explain what can be on a town exhibition' agenda.

competition	horse race	bungee jumping	marathon
pantomime	balloon race	fortune telling	

- **Cultural Anticipation**

In small groups, discuss traditions that are popular in Ukrainian towns and/or villages and say what impression they produce on you.

- **Prediction**

Look at the pictures and try to predict what the story may be about.



b) While you read

1. Read the passage from Lucy Maud Montgomery's novel "Ann of Green Gables" and say:

- what the girls saw at the exhibition;
- what feeling Ann experienced at that time;
- what both girls enjoyed.

2. Look at the pictures and tell the story of the girl's visit to the exhibition.

		
<ul style="list-style-type: none"> • to take first prize for something; • to be ridiculous; • to rejoice in somebody's success; • to be represented; • to feel dreadfully insignificant. 	<ul style="list-style-type: none"> • to go to horse racing; • to be fascinating; • to bet on something; • to win a victory; • to be a reward. 	<ul style="list-style-type: none"> • to go up in a balloon; • to be thrilling; • to sell fortunes; • to marry a dark-complected man; • to care much for something.

c) After you read

1. Talk

Autumn Exhibitions in Canada vary in length and scope of activities. Find more information about traditions and usual routine connected with such exhibitions in Canada and present your findings to the class.

2. Conversation

It's traditional to have a big exhibition in autumn in many Canadian towns and cities. It becomes a firm favourite with Canadians. Role-play a situation at a popular time of holiday and merry making in Ukraine.

3. Discussion

In groups, discuss the following questions:

- What do people feel when their dreams are coming true? Have you ever experienced it? When?
- When do people enjoy everything they see? How can you describe such people?
- It's natural to pour your heart out to somebody when you are overwhelmed with feelings. With whom do people usually like to share feelings? Is it typical of you?

An Epoch in Anne's Life

Two girls from Green Gables – a small Canadian country – were invited to the nearest town to see the Annual Exhibition.

Their sojourn in town was something that Anne and Diana dated from for years. From first to last it was crowded with delights.

On Wednesday Miss Barry took them to the Exhibition grounds and kept them there all day.

“It was splendid,” Anne related to Marilla later on. “I never imagined anything so interesting. I don’t really know which department was the most interesting. I think I liked the horses and the flowers and the fancywork best.

Josie Pye took first prize for knitted lace. I was real glad she did. And I was glad that I felt glad, for it shows I’m improving, don’t you think, Marilla, when I can rejoice in Josie’s success? Mr. Harmon Andrews took second prize for Gravenstein apples and Mr. Bell took first prize for a pig. Diana said she thought it was ridiculous for a Sunday-school superintendent to take a prize in pigs, but I don’t see why. Do you? She said she would always think of it after this when he was praying so solemnly.

Clara Louise MacPherson took a prize for painting, and Mrs. Lynde got first prize for homemade butter and cheese. So Avonlea was pretty well represented, wasn’t it? Mrs. Lynde was there that day, and I never knew how much I really liked her until I saw her familiar face among all those strangers. There were thousands of people there, Marilla. It made me feel dreadfully insignificant. And Miss Barry took us up to the grandstand to see the horse races. Mrs. Lynde wouldn’t go; she said horse racing was an abomination and, she being a church member, thought it her bounden duty to set a good example by staying away. But there were so many there I don’t believe Mrs. Lynde’s absence would ever be noticed. I don’t think, though, that I ought to go very often to horse races, because they *are* awfully fascinating. Diana got so excited that she offered to bet me ten cents that the red horse would win. I didn’t believe he would, but I refused to bet, because I wanted to tell Mrs. Allan all about everything, and I felt sure it wouldn’t do to tell her that. It’s always wrong to do anything you can’t tell the minister’s wife. It’s as good as an extra conscience to have a minister’s wife for your friend. And I was very glad I didn’t bet, because the red horse did win, and I would have lost ten cents. So you see that virtue was its own reward.

We saw a man go up in a balloon. I’d love to go up in a balloon, Marilla; it would be simply thrilling; and we saw a man selling fortunes. **You** paid him ten cents and a little bird picked out your fortune for you. Miss Baity gave Diana and me ten cents each to have our fortunes told. Mine was that I would marry a dark-complected man who was very wealthy, and I would go across water to live. I looked carefully at all the dark men I saw after that, but I didn’t care much for any of them, and anyhow I suppose it’s too early to be looking out for him yet. Oh, it was a never-to-be-forgotten day, Marilla. I was so tired I couldn’t sleep at night. Miss Barry put us in the spare room, according to promise. It was an elegant room, Marilla, but somehow sleeping in a **spare** room isn’t what I used to think it was. That’s the worst of growing up, and I’m beginning to realize it. The things you wanted so much when you **were** a child don’t seem half so wonderful to you when you get them.

*(Adapted from “Ann of Green Gables”
by L. M. Montgomery)*

First Aid Kit

GRAMMAR IN USE

UNIT ONE

1.1. 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.*

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

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

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

The First Conditional

1.3. To talk about something that is likely to happen in the future as a result of an action or situation, use the **1st conditional**:

If + Present Simple + will

Example: *If the weather is fine, we'll go to the beach.*

Don't Forget!

✓ You can also use **be going to**, the **Future Continuous**, **Future Perfect**, **Imperative**, **can**, **could**, **may**, **might**, **ought to** and **must** in the main clause.

Example: *If you decide to go on a hike, buy a sleeping bag.*

1.4. Use the **1st conditional**:

1) With these words and phrases:

unless in the meaning "if not"

Example: *Unless he becomes a scout, he won't be able to participate in the outing.*

provided / providing that and **so / as long as** in the meaning "on condition that"

Example: *You can join our group as long as you are environmentally friendly.*

in case in the meaning of “avoiding something in the future”

Example: *I'll join the group in case you don't mind.*

2) With these linking words and expressions:

even if

Example: *Even if I am a Scout. I'll do my best to help other people.*

or else

Example: Put up a tent quickly, or else we'll lose the competition.

otherwise

Example: The group is delayed at the airport, otherwise it'll be here.

suppose/ supposing/ imagine that

Example: **Suppose** you become a Girl Guide. What will you do for this organisation?

UNIT TWO

2.1.

1) If you want to introduce time clauses, use time conjunctions:

as soon as

as long as

Example: *You can stay with us as long as you like.*

2) If you want to express the reason for something use the following words/ expressions:

• *because*

• *as/since*

• *the reason for*

• *on account of*

• *now that*

Example: *As/since it was my day off I invited them to the zoo.*

The reason for recycling is the necessity of environmental protection.

Due to Greenpeace, many disasters were averted.

3) If you want to say that a situation will continue up to a certain moment use 'by'

Example: *You must bring my book back by 6 o'clock at the latest.*

4) If you want to say that something will happen around a certain time or at or before a certain moment use 'until'

Example: *Can you translate the article If I give you a dictionary until Sunday?*

or

You can use my bike until next week end.

5) In the informal style ‘till’ is often used instead of ‘until’

Example: *You can stay with us till Monday.*

2.2. Words and expressions which introduce clauses of result

If you want to introduce a clause of result use the following words and expressions:

<ul style="list-style-type: none">• <i>as a result</i>• <i>therefore</i>• <i>consequently</i>• <i>as consequence</i>	<ul style="list-style-type: none">• <i>so...</i>• <i>so such...that...</i>• <i>so much /little...that</i>
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Example: *Factories and plants throw waste into the rivers and lakes and as a result/consequently they become polluted.*

2.3. Clauses of reason

If you want to express the reason for something, use clauses of reason which are introduced by the following words/expressions:

- *because*
- *as/since*
- *the reason for/why*
- *because of*
- *on account of*
- *due to*
- *now that*

Example: *The reason for recycling is the necessity of environmental protection.*

Due to Green peace many disasters were averted.

2.4. Clauses of purpose

If you want to express the purpose of an action use clauses of purpose. That is, they explain why someone does something. They are introduced with the following words/phrases:

- *in order to/so as to*
- *so that/in order that*

Remember!

- *so that + can/will* have present or future reference.

Example: *We have invited the members of the eco-club so that we can discuss the ideas of a project.*

- *so that + could/would* have past reference

Example: *I strolled through the city so that I could see the sights.*

- In negative sentences “*in order not to*” or “*so as not to*” are used. Never use “not to” alone.

Example: I wrote down the date of the meeting *in order not to / so as not to* forget it.

UNIT THREE

3.1.

1) If you want to emphasize that one thing depends on another, use ‘*If... then*’

Example: *If she can't come then we'll have to go and see her.*

2) If you want to say that something may happen, use *'if'* which can come at the beginning or the end of a sentence.

Example: *I'll go with you if you agree to wait for a couple of minutes.*

3) If you want to say that something definitely happens use *'when'*.

Example: *When it gets dark, I'll switch on the light.*

3.2. 1) If you want to express future possibility, use a modal *'may'* + verb *'be'*. It is always two words.

Example: *Sam may be late today because he is busy at the university.*

2) *Maybe* is not a modal. It is an adverb. It is always one word and it comes at the beginning of the sentence.

Example: *Maybe I'll become a teacher.*

3.3. 1) Certain verbs can be followed directly by the infinitive (to + base form of the verb).

Example: I wanted to get a certain experience.

These are some common verbs.

- to afford
- to expect
- to need
- to request
- to agree
- to help
- to offer
- to want
- to ask
- to hope
- to prepare
- to love
- to choose
- to intend
- to promise
- to decide
- to earn
- to refuse

2) Some of these verbs (*to agree, to begin, to plan, to refuse, to seem*) are immediately followed by an infinitive.

Example: *He decided to work at the bank.*

3) Some verbs (*to advise, to encourage, to order, to tell, to warn*) need an object (noun or pronoun) before the infinitive.

Example: *My teacher advised me to work in the field of linguistics.*

4) Certain adjectives can also be followed by infinitives. Usually these are the adjectives which:

- describe a feeling about the action (*afraid, ashamed, amazed, delighted, disappointed, excited, glad, happy*).

Example: *I was glad to become a student.*

- express praise or blame (*wrong, right, proud, sorry* etc.)

Example: *I was wrong to follow in my parents' footsteps.*

- show the order of action (*ready, last, first* etc.)

Example: *Ann was the first to learn the truth.*

5) The infinitive is also used after *'it's great'*.

Example: *It's great to learn everything about your profession.*

6) Certain nouns can be followed by the infinitive.

Example: *School is over, it's time to make decisions.*

7) To form a *negative* infinitive use ‘*not*’ before the infinitive.

Example: *My mum told me not to waste time.*

3.4. 1) If you want to give a reason use:

a) ‘*too*’ + *adjective* + *adverb* + *infinitive*

Example: *Mary is too young to think about her future career.*

b) *adjective* / *adverb* + *enough* + *infinitive*

Example: *Ann is clever enough to understand everything.*

Don’t forget!

‘*too*’ comes before the adjective or adverb.

‘*enough*’ comes after the adjective or adverb.

2) If you want to give advice taking into consideration, use ‘*had better*’ + *bare infinitive* (without ‘*to*’).

Example: *The bell has gone. He’d better go to the classroom.*

3) If you want to focus on options, use ‘*would rather* + *bare infinitive*’.

Example: *My cousin would rather go to Oxford than to London.*

UNIT FOUR

4.1. The Gerund

1. A gerund—base form of *verb* + ‘*-ing*’ — is a verb that functions like a noun and can be:

- the subject

Example: *Researching is very important for science.*

- the object

Example: *I enjoy reading science fiction in my leisure time.*

There are common verbs followed by the gerund:

- *admit*
- *avoid*
- *consider*
- *deny*
- *enjoy*
- *regret*
- *recommend*
- *finish*
- *practice*
- *stop*
- *suggest*
- *like/dislike*
- *keep*
- *appreciate*

4.2. Gerunds with prepositions

1. As gerund (base form of *verb* + ‘*-ing*’) acts as a noun, it can follow prepositions. Here is the table of widely used prepositional combinations.

on	about/of	for	of
<ul style="list-style-type: none"> • <i>insist</i> • <i>count</i> • <i>rely</i> • <i>plan</i> 	<ul style="list-style-type: none"> • <i>complain</i> • <i>dream</i> • <i>talk</i> • <i>think</i> • <i>worry</i> 	<ul style="list-style-type: none"> • <i>apologize</i> • <i>blame</i> • <i>thank</i> • <i>pay</i> • <i>be famous</i> 	<ul style="list-style-type: none"> • <i>be capable</i> • <i>be guilty</i> • <i>be tired</i> • <i>approve</i> • <i>be fond</i>

in	from	to
<ul style="list-style-type: none"> • believe • be interested • participate • succeed 	<ul style="list-style-type: none"> • keep somebody • prevent somebody 	<ul style="list-style-type: none"> • look forward • object • be opposed

Example: *My friends and I are looking forward to becoming students.*

4.3. The Gerundial Construction

To express your ideas focusing on subject / object / attribute / adverbial modifier, use *gerundial constructions*:

✓ It	is	no use	somebody/somebody's
	was	useless	doing something
		no good	

Example: *It's no use me / my experimenting, let's leave it as it is.*

✓ to be for / against somebody/somebody's doing

Example: *Do you mind me / my commenting on this discovery?*

✓ to depend on		somebody/somebody's doing something
to object to		
to be aware of		
to be used to something		
to agree to something		

Example: *The success of the project depends on us / our making a contribution.*

✓ There is		no harm	in somebody / somebody's doing something.
Somebody sees			
		difficulty	

Example: *I see no difficulty in you / your participating in the scientific conference.*

Don't Forget!

✓ *Somebody doing something* can be used in informal style. To sound more formal, use *somebody's doing something*.

4.4. A Gerund or an Infinitive?

1. To express your thoughts, use a gerund or an infinitive after such verbs: *to love, to start, to begin*. **The meaning is not changed.**

Example: *John started to write.*
John started writing.

2) After the verbs: *to stop, to forget, to remember*, use a gerund or an infinitive but **the meanings are different.**

Example: *She stopped travelling.* → *She didn't travel any more.*
She stopped to travel. → *She stopped another activity in order to travel.*

*Paul remembered **describing** his invention.* (First Paul invented something then he remembered that he described his invention.)

*Paul remembered **to describe** his invention.*
(First he remembered, then he described his invention.)

*We never forget **meeting** the scientist.* (We met the scientist. It was an important meeting that we still remember.)

*We forgot **to meet** the scientist.* (We had planned to meet the scientist, but we didn't meet him, because we forgot about our plans.)

*Ann regretted **upsetting** Paul.* (She is sorry that she upset him).

*Phil regrets **to inform** Ann that she didn't get the book.*
(Phil is sorry but he has to tell Ann that she didn't get the book).

*I tried **reading** science fiction but didn't like it.*
(I tried to read science fiction to see if it is interesting, but I don't like it).

*Hopefully, I **try to understand** this technology.*
(I make an effort to understand it).

UNIT FIVE

5.1. Defining and Non-defining Relative Clauses

If you want to describe exactly which person or thing you mean, use defining relative clauses. They are introduced with a relative pronoun *who / which / that / whose*. You can't remove the clause.

Example: *But I never forget about things (what kind?) **which** I can do at leisure.*

Compare: *But I never forget about things. (what kind?)*

If you do not describe exactly who or what you mean, but give extra information instead use non-defining relative clauses. Begin them with *who* or *which*. If you remove the clause, the sentence still makes sense.

Example: *I was at first sceptical about dancing, but my friend, **who** came from Cuba, was raving about it and it was he who persuaded me to go to Rumba club.*

Compare: *I was at first sceptical about dancing, but my friend (...)was raving about it and it was he who persuaded me to go to Rumba club.*

Don't forget!

Separate a non-defining relative clause from the rest of the sentence by commas.

5.2. The Infinitive of Purpose

• If you want to describe the purpose or reason for an action, use *the infinitive of purpose*.

Example: *The programme of training is planned **to develop** intelligence and practical skills.*

• If you want to sound more formal, use *in order to* with the infinitive of purpose.

Example: *In order to reach this educational goal, Plast uses such basic principles as free-will membership...*

Don't forget!

Don't use the preposition *for* with the infinitive of purpose.

5.3. Reduced Relative Clauses

• If you want to make a relative clause shorter, use a *participle clause*. Participle clauses give more information about a noun in a single sentence.

Example: *The study of subcultures often consists of the study of the symbolism which is attached to clothing, music, etc. → The study of subcultures often consists of the study of the symbolism attached to clothing, music, etc.*

Use the **-ed form of the participle** if the verb in the original relative clause is passive.

Example: *The hippy was a youth subculture that **was immortalized** by the Beatles. → The hippy was a youth subculture **immortalized** by the Beatles.*

Use the **-ing form of the participle** if the verb in the original relative clause is active and describes an action that is happening now.

Example: *There is more and more talk about new cyber trends in youth subcultures **that are taking** shape these days. → There is more and more talk about new cyber trends in youth subcultures **taking** shape these days.*

5.4. First Conditional (phrases, linking words and expressions)

To talk about something that is likely to happen in the future as a result of an action, use the first conditionals:

1) with such words and phrases.

unless in the meaning “if not”

Example: *Unless he tells me everything, I'll wait.*

provided / providing that

and

so/as long as

in the meaning “on condition that”

Example: *You can join our group **as long as** you are environmental friendly.*

in case in the meaning of “avoiding something in the future”

Example: *I'll join the group in case you are not angry with me.*

2) With such linking words and expressions:

even if

Example: *Even if you are a Scout, you'll do it for us.*

or else

Example: Put up a tent quickly **or else** we'll lose the competition.

otherwise

Example: *The group is delayed at the airport, otherwise it'll be here.*

suppose/supposing/imagine that

Example: *Suppose you become a picnicker. What will you do?*

UNIT SIX

6.1. Can't Do Without Them?

2nd Conditional

a) If you want to talk about future actions or situations that are possible but unlikely, use **would + do** in the main clause and the **Past Simple Tense** in the **if-clause**:

If +
was/were/did/does

would + do

If-clause + main clause:

would + do

if + were/was
did

main clause + if-clause:

Examples: *If I had free time, I would watch this talk-show tonight.*

I would watch this talk-show tonight if I had free time.

b) If you want to give advice, begin your statement with **If I were you, ...**

Example: *If I were you, I would use GPS navigation. It's crucial for me as a traveller to be able to find my way easily.*

6.2. Your Media Way

Imbedded Questions

• If you want to ask for more information, use imbedded questions. They begin with:

- Do you know... ?
- Could you tell me... ?
- I wonder...
- Please, explain...
- I don't know...
- Have you any idea... ?

Example: Do you know when the telephone was invented?

• If you begin a question like this, the word order is different from a simple question.

Example:

1 2 3	1 3
<i>When was the telephone invented?</i> (simple question)	Can you tell me when the telephone 2 was invented?

• Be careful with *do / does / did* questions:

<i>When did Alexander Bell invent the telephone?</i>	<i>Please tell me when Alexander Bell invented the telephone.</i>
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• Use *if* or *whether* where there is no other question word (*what, why* etc.)

<i>Have you got a travel bug?</i>	<i>I wonder if / whether you have got a travel bug.</i>
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6.3. Changing the Meaning of Adjectives

• If you want to change the meaning of some adjectives, use the following word building patterns which has a negative meaning or means “lack of something”:

un + adjective: *uncomfortable, unfortunately, undiscovered*

in + adjective: *incorrect incomplete, informal*

dis + adjective: *displeased, dishonest, disappointing*

Don't forget!

✓ If the adjective begins with the sound /p/, use *im-* to make the negative form.

Example: *polite – impolite*

✓ Use *ir-* before the sound /r/ and *il-* before the sound /l/.

Example: *regular – irregular, logical – illogical*

• If you want to use one and the same objects with two or more adjectives, follow the usual order of attributes.

Attributes						Noun
Evaluation (subjective characteristics)	Size / age	Shape	Colour	Origin	Material	
<i>beautiful</i>	<i>old/ modern</i>	<i>square</i>	<i>black</i>	<i>Japanese</i>	<i>plastic</i>	cell phone

Don't forget!

Generally so many adjectives are not used with one and the same noun. It usually takes not more than *two* or *three*.

Example: *a nice big screen; an experienced young computer user.*

6.4. Conditionals: Word Order

• Do not normally use *will / would / should* in an *if* clause. However, if you want to make a polite request or express insistence, you can use *will* or *would* after *if*.

Example:

If you will / would wait a minute, the manager will / would be able to see you. (A polite request)

• If you want to sound more formal, you can omit *if* and use inversion in first / second / third conditionals.

Examples: *Were he more open-minded, he would not refuse to help with housework.*

Had there been any chance involved, she would have combined work and motherhood.

• If you want to talk about something which is possible but not very likely to happen, you can also use *should* after *if*.

Example: *If Mother should decide to return to work, let's support her decision.* (Not very likely to happen)

Mixed Conditionals

• If you want to talk about a past event which has effect on the present, use mixed conditionals in which the *if* clause refers to the past (**third conditional**) and the **main clause** refers to the present or future (**second conditional**).

Example: *If my mother had gone to university, she would have a better job now.*

• If you want to talk about a past event which was caused by a permanent (present) characteristic, use mixed conditionals in which the *if* clause refers to the present (second conditional) and the main clause refers to the past (third conditional).

Example: *If she were more ambitious, she wouldn't have become a housewife.*

UNIT SEVEN

7.1. Mind as a verb

• If you want to say that you are willing to do something, use the verb **not mind doing something**. In this meaning, the verb *mind* can be followed by the *-ing form*.

Example: *About 44 percent of the population don't mind spending time gardening.*

- Use the phrases *would you mind + ing form*, and *do you mind + ing form* to ask people politely to do things. *Would you mind* is more polite and more common.

Example: *Would you mind opening the window, please?*

- When you ask for permission politely, you can use *would you mind if I + past* or *do you mind if I + present*.

Examples: *Would you mind if I turned on this light?*
Do you mind if I sit here?

- If you can use the verb *mind* to mean ‘take care or be careful of or about something’, use it in the imperative.

Example: *Mind your step!*

Don't forget!

Say *I don't mind*, or *it doesn't matter* to mean that you don't feel annoyed or worried by something.

7.2. The conjunction *neither ... nor*

- If you want to make a negative statement about two people or things at the same time, use the two-part conjunction *neither ...nor...*

Example: *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”.*

- *Neither* goes before singular countable nouns.

Example: *Neither parent came to meet the teacher.*

- Use *neither of* before pronouns or plural countable nouns which have a determiner (my, his, the) before them.

Example: *Neither of us went to the concert.*

- Use *neither* on its own in replies when you are referring to two things that have already been mentioned.

Example: *Which would you prefer, tea or coffee? – Neither, thank you, I've just had a coffee.*

Don't forget!

Neither ... nor ... has a negative meaning, so use it with positive verbs.

- If you want to introduce a choice between two things, use *either ... or ...*, which is the opposite to *neither ... nor ...*

Example: *We can go either by bus or by train.*

7.3. Verbs and Expressions with Similar Meanings to Modal Verbs

- **Modal verbs** don't have past, perfect or future forms, or participle forms. Use other verbs instead.

Example: *We haven't been able to find suitable accommodation.*

- These verbs and expressions have similar meanings to modal verbs: **be able to, manage to, have (got) to, need to, be allowed to.**

- To talk about the ability to do something on a single occasion in the past, use **was/were able to + do**, not **could**.

Example: *He didn't understand, but I was able to explain the problem to him.*

- If something was achieved with difficulty, use **manage to do**.

Example: *We managed to get home at last.*

- Use **have (got) to** when an action is necessary because someone else requires it or because of a rule or law. **Have to** is more formal.

Example: *We've got to apply for funding in advance.*

- To express necessity and lack of necessity, use **need to, needn't, don't need to, didn't need to** and **needn't have + past participle**. **Needn't** is more formal.

Examples: *We didn't need to get up early. (=We didn't get up early because it was not necessary.)*

We needn't have got up early. (=We got up early but it turned out that it was not necessary.)

- Use **be allowed to** to talk about permission in the past or future.

Example: *The museum closes in 5 minutes. I don't think we will be allowed to come in.*

7.4. Articles: Places

- Use **zero article** with the names of continents and most countries.

Examples: *Australia New Zealand Canada*

- Use **the** when you know that there is only one of a particular thing.

Example: *the North Pole*

- Use the **with** oceans, seas, rivers, geographical regions.

Examples: *the Pacific the Tasman Sea the South Island*

- Use the when a phrase or adjective such as **first / best / right / wrong / only** identifies which place you are talking about.

Example: *The beach is the only place to be on a hot summer's day.*

VOCABULARY

Aa

abbreviation (n) /əˌbriːvɪ'eɪʃ(ə)n/ скорочення
absorb (v) /əb'zɔ:b/ поглинати
access (n) /'æksɛs/ доступ
accommodation (n) /əˌkɒmə'deɪʃn/ житло
accompany (v) /ə'kʌmpəni/ супроводжувати
according to... /ə'kɔ:diŋ/ згідно ...
accountant (n) /ə'kaʊntənt/ рахівник; бухгалтер
accuse (v) /ə'kju:z/ звинувачувати
achievement (n) /ə'tʃi:vmənt/ успіх; досягнення
acid rain /'æsid reɪn/ кислотний дощ
acquaintance (n) /ə'kwetəns/ знайомий
acquire (v) /ə'kwaiə/ набувати; здобувати
activity (n) /æk'tɪvəti/ діяльність
admission (n) /əd'mɪʃn/ вхід
adult (n) /'ædʌlt/ дорослий
advanced (adj) /əd'vɑ:nst/ продвинутий
advantage (n) /əd'vɑ:ntɪdʒ/ перевага
adventure (n) /əd'ventʃə/ пригода
advertisement (n) /əd'vɜ:tɪsmənt/ реклама; оголошення
advice (n) /əd'vaɪs/ порада
advice seeking letter лист з проханням поради
afford (v) /ə'fɔ:d/ дозволяти
against (prep) /ə'mɑŋ/ проти
agree (v) /ə'ɡri/ погоджуватися
agriculture (n) /'ægrɪˌkʌltʃə/ сільське господарство
airhostess (n) /'eəˌhəʊstəs/ стюардеса
allow (v) /ə'laʊ/ дозволяти
alter (v) /'ɔ:ltə/ змінювати
altitude (n) /'æltɪtju:d/ висота
amazing (adj) /ə'meɪzɪŋ/ приголомшливий
ambassador (n) /æm'bæsədə/ посол
ambitious (adj) /æm'bɪʃəs/ амбіційний
among (prep) /ə'mɑŋ/ серед
analogy (n) /ə'nælədʒi/ аналогія
analyse /'ænləɪz/ аналізувати
ancestor (n) /'ænsɛstə/ пращур
ancient (adj) /'eɪnʃənt/ стародавній
angry (adj) /'æŋɡri/ сердитий
annual (adj) /'ænjuəl/ щорічний

anthem (n) /'ænθəm/ гімн
apologise (v) /ə'pɒlədʒaɪz/ просити пробачення
appeal to... /ə'pi:l/ імпонувати...
applause (n) /ə'plɔ:z/ аплодисменти
appliances (n) /ə'plɑ:nsɪz/ обладнання, пристосування
appreciate (v) /'pri:ʃeɪt/ цінувати
appropriate (adj) /ə'prəʊprɪət/ відповідний
approve (v) /ə'pru:v/ схвалювати
approximately (adv) /ə'prɒksɪmətli/ приблизно
aquatory (n) /'ækwətəri/ аквапарк
architect (n) /'ɑ:kɪtekt/ архітектор
architecture (n) /'ɑ:kɪtektʃə/ архітектура
area (n) /'eəriə/ територія
argue (v) /'ɑ:gju:/ сперечатися
around (adv) /ə'raʊnd/ навколо
arrive (v) /ə'raɪv/ прибувати
article (n) /'ɑ:tɪkl/ стаття
assess (v) /ə'ses/ оцінювати
associate (v) /ə'səʊsɪət/ асоціювати
astounding (adj) /ə'stəʊndɪŋ/ дивовижний; вражаючий
athletic (adj) /æθ'letɪk/ спортивний
attend (v) /ə'tend/ відвідувати
attention (n) /ə'tenʃn/ увага
attitude (n) /'ætɪtju:d/ ставлення
attractive (adj) /ə'træktɪv/ привабливий
audience (n) /'ɔ:diəns/ аудиторія; публіка
author (n) /'ɔ:θə/ автор
authority (n) /ɔ:'θɒrɪti/ авторитет
available (adj) /ə'veɪləbl/ доступний
average (adj) /'ævərɪdʒ/ середній
avoid (v) /ə'vɔɪd/ уникати
award (n) /ə'wɔ:d/ нагорода
awful (adj) /'ɔ:fl/ жахливий
assert one's individuality виражати індивідуальність

Bb

backbone (n) /'bækbəʊn/ хребет
background (n) /'bækgraʊnd/ фон
bagpipes (n) /'bæɡpaɪps/ волінки
ballet (n) /'bæleɪ/ балет
ban (v) /bæn/ забороняти
band (n) /bænd/ музична група
bare (adj) /beə/ голий

Vocabulary

bare necessity /beə ne'sesiti/ першочергова необхідність
bark (v) /bɑ:k/ гавкати
barrier (n) /'bæriə/ бар'єр
basic (adj) /'beisik/ основний
battle (n) /'bætl/ битва
beach (n) /bi:tʃ/ пляж
beech (n) /bi:tʃ/ бук
beeswax (n) /'bi:zwæks/ бджолиний віск
beforehand (adv) /bi'fɔ:hænd/ завчасно
behave (v) /bi'heiv/ поводитися
believe (v) /bi'li:v/ вірити
benefit (n,v) /'benɪfɪt/ вигода; отримувати вигоду
besides (adv) /bi'saɪdz/ крім того
bet (v) /'bet/ битися об заклад
betray (v) /bi'trei/ зраджувати
beyond expectations перевершувати очікування
biography (n) /baɪ'ɒgrəfi/ біографія
biology (n) /baɪ'ɒlədʒi/ біологія
birch (n) /bɜ:tʃ/ береза
birth (n) /bɜ:θ/ народження
bite (v, n) /baɪt/ кусати; укус
blame (v, n) /bleɪm/ звинувачувати; провина
bloom (v) /blu:m/ квітнути (про квіти)
blossoming (adj) /'blɒsəmɪŋ/ квітучий
boarder on... (v) /'bɔ:də/ межувати з...
bombard (v) /'bɒmbɑ:d/ закидати питаннями
book a ticket замовляти квиток
bookworm (n) /'bʊkwɔ:m/ книжковий черв'як
bore (n) /bɔ:/ зануда
borrow (v) /'bɒrəʊ/ позичати
bother (v) /'bɒðə/ турбувати
bottled up (adj) /'bɒtlɪd/ замкнутий
bottom (n) /'bɒtəm/ дно
boundary (n) /'baʊndri/ кордон
bow (v) /baʊ/ кланятися
braces (n) /'breɪsɪz/ підтяжки
brainy (adj) /'breɪni/ здібний, розумний
branch (n) /brɑ:ntʃ/ гілка; галузь
brand new абсолютно новий
break into blossom розквітати (про дерева)
breathtaking (adj) /'breθteɪkɪŋ/ захоплюючий подих
breeder (n) /'bri:də/ плідник (про тварину)
bridge (n) /brɪdʒ/ міст
brief (adj) /bri:f/ короткий; стислий

brilliant (adj) /'brɪliənt/ блискучий
broadcast (v) /'brɔ:dkɑ:st/ транслювати по радіо/телебаченню
broaden (v) /'brɔ:dn/ розширювати
brochure (n) /'brəʊʃə/ брошура
bully (v) /'bʊli/ дражнити; знущатися
burst into applause вибухнути аплодисментами
button (n) /'bʌtn/ гудзик

Cc

cable TV кабельне телебачення
cancel (v) /'kænsəl/ скасовувати
captivity (n) /kæp'tɪvɪti/ неволя
career (n) /kə'riə/ кар'єра
carriage (n) /'kærɪdʒ/ вагон
castle (n) /'kɑ:sl/ замок
catching (adj) /'kætʃɪŋ/ захоплюючий
categorize (v) /'kætəgəraɪz/ класифікувати
cathedral (n) /kə'thi:drəl/ собор
cave (n) /'keɪv/ печера
century (n) /'senʃʊəri/ вік, століття
certificate /sə'tɪfɪkət/ посвідчення
change (v) /ʃeɪndʒ/ змінювати, міняти
channel (n) /'ʃænl/ канал
character trait риса характеру
characteristics (n) /,kærɪktə'rɪstɪks/ характеристики
characterize (v) /'kærɪktəraɪz/ характеризувати
charming (adj) /'ʃɑ:mɪŋ/ чарівний
cheer somebody up підбадьорювати когось
cheerful (adj) /'ʃi:əfʊl/ веселий; бадьорий
chestnut trees каштани
childhood (n) /'ʃaɪldhʊd/ дитинство
choice (n) /ʃɔɪs/ вибір
choir (n) /'kwaɪə/ хор
chronological succession хронологічна послідовність
church (n) /ʃɜ:ʃ/ церква
circumstances (n) /'sɜ:kəmstənsɪz/ обставини
citizen (n) /'sɪtɪz(ə)n/ житель
claim (v) /kleɪm/ стверджувати
clap hands плескати в долоні
clarinet (n) /,klærɪ'næt/ кларнет
climb (v) /klaɪm/ іти вгору
coach (n,v) /kəʊʃ/ тренер, тренувати
coach potato телеман
coal (n) /kəʊl/ вугілля

coastline (n) /'kəʊstlaɪn/ берегова лінія
coin (n) /kɔɪn/ монета
collar (n) /'kɒlə/ комірець
collect (v) /kə'lekt/ збирати; колекціо-
 нувати
combine (v) /'kɒmbaɪn/ поєднувати
come to the rescue прийти на допомогу
compare (v) /kəm'reɪ/ порівнювати
compartment (n) /kəm'pɑ:tmənt/ купе
competition (n) /kəm'pi:tɪʃ(ə)n/ змагання
complete failure повний провал
complicated (adj) /'kɒmplɪkeɪtɪd/ склад-
 ний
composer (n) /kəm'pəʊzə/ композитор
composition (n) /kəm'pəʊzɪʃ(ə)n/ твір
comprehend (v) /kəm'preɪ'hend/ сприймати
compulsory (adj) /kəm'pʌlsəri/ обов'яз-
 ковий
concert (n) /kɒnsət/ концерт
conclusion (n) /kən'klu:ʒən/ висновок
condition (n) /kən'dɪʃ(ə)n/ умова
conductor (n) /kən'dʌktə/ диригент орке-
 стру
confident (adj) /'kɒnfɪdənt/ впевнений
confirm (v) /kən'fɜ:m/ підтверджувати
connect (v) /kə'nekt/ поєднувати
consequently (adv) /'kɒnsɪkwəntli/ як на-
 слідок, відповідно
consider (v) /kən'sɪdə/ вважати; припус-
 кати
contain (v) /kən'teɪn/ містити
contents (n) /'kɒntənts/ зміст
context (n) /'kɒntəkst/ контекст
contribute (v) /kən'trɪbjʊ(:)t/ робити вне-
 сок
contribution (n) /kɒn'trɪ'bju:ʃ(ə)n/ внесок
convention (n) /kən'venʃ(ə)n/ умовність;
 звичай
convey (v) /kən'veɪ/ передавати
cool (adj) /ku:l/ класний
cooperation (n) /kəʊ'reɪ'peɪʃən/ співпраця
cope (v) /kəʊp/ справлятися
cost (v) /kɒst/ коштувати
costly (adj) /'kɒstli/ дорого
couch potato телеман
couple (n) /kʌpl/ пара
courageous (adj) /kə'reɪdʒəs/ сміливий
course of peace справа миру
court (n) /kɔ:t/ суд
coverage (n) /'kʌvərɪdʒ/ покриття
craft (n) /krɑ:ft/ ремесло
crazy (adj) /'kreɪzi/ божевільний
create (v) /kri'eɪt/ створювати

creativity (n) /'kri:ei'tɪvɪti/ творчість
crime (n) /kraɪm/ злочин
cross (v) /krɒs/ хрест
crowd (n) /kraʊd/ натовп
crown (n) /kraʊn/ корона
crucial (adj) /'kru:ʃəl/ вирішальний; клю-
 човий
cruelty (n) /k'ruəlti/ жорстокий
culture (n) /'kʌlʃə/ культура
cunning (adj) /'kʌnɪŋ/ хитрий
curiosity (n) /kjʊəri'ɒsɪti/ допитливість
current events останні події
curriculum (n) /kə'ɪrɪkjʊləm/ програма
curtains (n) /'kɜ:tn/ завіса (у театрі)
cute (adj) /kju:t/ кмітливий; милий

Dd

daffodil (n) /'dæfədɪl/ нарцис
dark (adj) /dɑ:k/ темний
date (n,v) /deɪt/ побачення; ходити на
 побачення
deaf (n, adj) /def/ глухий
deafening (adj) /'defɪnɪŋ/ дуже голосний;
 оглушливий
decent (adj) /di:s(ə)nt/ порядний
decipher (v) /di'saɪfə/ розшифрувати
decision (n) /di'sɪʒ(ə)n/ рішення
decrease (v) /di:k'ri:s/ зменшуватися
deer (n) /diə/ олень
definition (n) /dəfɪ'nɪʃən/ визначення
deforestation (n) /di'fɒrɪs'teɪʃ(ə)n/ вируб-
 ка лісу
degree (n) /dɪg'ri:/ градус
delight (n) /di'lait/ насолода
dense (adj) /dens/ щільний; густий
department (n) /di'pɑ:tmənt/ відділення
departure (n) /di'pɑ:ʃə/ від'їзд
depict (v) /də'pɪkt/ описувати
depth (n) /depθ/ глибина
description (n) /dɪs'krɪpʃ(ə)n/ опис
deserve (v) /di'zə:v/ заслуговувати
deskmate (n) /'deskmeɪt/ сусід по парті
desert island безлюдний острів
destination (n) /dɛsti'neɪʃ(ə)n/ місце при-
 значення
destroy (v) /dɪs'trɔɪ/ знищувати
detention (n) /di'tenʃ(ə)n/ затримка
develop (v) /dɪ'veləp/ розвивати
devote (v) /dɪ'veʊt/ присвячувати
devoted (adj) /dɪ'veʊtɪd/ відданий
diary (n) /'daɪəri/ щоденник
die (v) /daɪ/ помирати

Vocabulary

die out вимирати
differ (v) /'dɪfə/ відрізнятись
digital TV цифрове телебачення
dignity (n) /'dɪgnɪti/ гідність
diligence (n) /'dɪlɪdʒəns/ старання
direct (adj) /daɪ'rekt/ прямий
direction (n) /daɪ'rekʃ(ə)n/ напрям
disabled people люди з обмеженими
можливостями
disappear (v) /dɪsə'pɪə/ зникати
disappointing (adj) /,dɪsə'pɔɪntɪŋ/ який
(що) розчаровує
disease (n) /drɪ'zi:z/ хвороба
dish (n) /dɪʃ/ страва
dispute (v, n) /dɪs'pjʊ:t/ диспутовати;
диспут
disrupt (v) /dɪs'rept/ зривати
distinguish (v) /dɪs'tɪŋɡwɪʃ/ розрізняти
ditch (n) /dɪtʃ/ канава
diving (n) /'daɪvɪŋ/ занурення
division (n) /dɪ'vɪʒ(ə)n/ розподіл; ділення
documentary (n) /,dɒkjʊ'mentəri/ доку-
ментальний фільм
domestic (adj) /də'mestɪk/ домашній
domestic news місцеві новини
double (adj) /'dʌbl/ подвійний
doubt (n,v) /daʊt/ сумнів; сумніватися
download from the Internet скачувати з
Інтернету
drought (n) /draʊt/ засуха
driving license водійські права
drizzle (n) /drɪzl/ мряка; дрібний дощик
drug(s) (n) /drʌg(z)/ наркотики
drum (n) /drʌm/ барабан
due to завдяки...
dull (adj) /dʌl/ нудний

Ее

each /i:tʃ/ кожний
eagle (n) /i:gl/ орел
earn (v) /z:n/ заробляти
editor (n) /'edɪtə/ головний редактор га-
зети
editorial (n) /edɪ'tɔ:riəl/ передова стаття
в газеті, передовиця
education (n) /edju(:)'keɪʃən/ освіта
effort (n) /'efət/ зусилля; спроба
elective (adj) /ɪ'lektɪv/ вибірковий; не-
обов'язковий
elicit (v) /ɪ'lɪsɪt/ виділяти
elk (n) /elk/ лось
elucidate (v) /ɪ'lu:sɪdeɪt/ проливати світ-
ло; пояснювати

embody (v) /ɪm'bɒdi/ втілювати; вклю-
чати
embroidery (n) /ɪm'brɔɪdəri/ вишивання
emergency (n) /ɪ'mɜ:dʒənsi/ терміновість;
невідкладність
empire (n) /'empaɪə/ імперія
employ (v) /ɪm'plɔɪ/ наймати на роботу
employer (n) /ɪm'plɔɪə/ роботодавець
enchancing (adj) /ɪn'tʃɑ:ntɪŋ/ чаруючий
encode (v) /ɪn'kəʊd/ кодувати
encourage (v) /ɪn'kʌrɪdʒ/ підбадьорюва-
ти; заохочувати
end (v, n) /end/ закінчувати; кінець
endangered (adj) /ɪn'deɪndʒəd/ вимираю-
чий
endeavour (n) /ɪn'devə/ спроба, старан-
ня, зусилля
energetic (adj) /enə'dʒetɪk/ енергійний
enjoy (v) /ɪn'dʒɔɪ/ насолоджуватися
enormous (adj) /ɪ'nɔ:məs/ величезний
enough (adv) /ɪ'nʌf/ достатньо
enrich (v) /ɪn'ri:tʃ/ збагачувати
enroll (v) /ɪn'rəʊl/ записуватися
entertain (v) /entə'teɪn/ розважати
entrance (n) /'entrəns/ вхід
entertainment (n) /entə'teɪnmənt/ розва-
га, забава
enumerate (v) /ɪ'nju:məreɪt/ перерахову-
вати; перелічувати
envy (v,n) /'envi/ заздрити; заздрість
epitome (n) /ɪ'pɪtəmi/ уособлення
epoch (n) /'i:pɒk/ епоха
equal (adj) /i:'kwəl/ рівний
equality (n) /ɪ'kwɒləti/ рівність
equipment (n) /ɪ'kwɪpmənt/ обладнання
escape (v, n) /ɪs'keɪp/ утікати; утеча
essential (adj) /ɪ'senʃəl/ головний, жит-
тєво необхідний
establish (v) /ɪs'tæblɪʃ/ устанавлювати;
засновувати
ethnic (adj) /'eθnɪk/ етнічний
even (adv) /'i:v(ə)n/ навіть
event (n) /ɪ'vent/ подія
evergreen (n) /'evəgrɪ:n/ вічнозелений
everliving (adj) /'evə'lɪvɪŋ/ вічно живий;
безсмертний
evoke feelings пробуджувати почуття
exact (adj) /ɪg'zækt/ точний
excellent (adj) /'eksələnt/ відмінний
exchange (v) /ɪks'tʃeɪndʒ/ обмінюватися
exhibition (n) /ekzɪ'bɪʃ(ə)n/ виставка
existence (n) /ɪg'zɪstəns/ існування
expand (v) /ɪks'pænd/ розширювати(ся)

expedition (n) /eksprɪ'dɪʃ(ə)n/ експедиція
expel (v) /ɪks'pel/ виключати; виганяти
experience (n,v) /ɪks'pɪəriəns/ досвід, мати досвід
explain (v) /ɪks'pleɪn/ пояснювати
explore (v) /ɪks'plɔː/ досліджувати
express (v) /ɪksp'res/ висловлювати
extract (n) /'ekstrækt/ уривок
extracurriculum /'ekstrəkə'ɪkju:ləm/ позаурочний
extraordinary (adj) /ɪks'trɔːd(ə)n(ə)rɪ/ незвичайний
extremely (adv) /ɪks'tri:mli/ надзвичайно

Ff

fable (n) /feɪbl/ басня
fabulous (adj) /'fæbjʊləs/ розкішний; казковий
false (n) /fɔːls/ фальшивий
fame (n) /feɪm/ слава
familiarize (v) /fə'mɪljəraɪz/ знайомитися
famous (adj) /'feɪməs/ відомий
fan (n) /fæn/ уболівальник; фанат
fancy (n,v) /'fænsi/ уява; уявляти
fantasy books фантастика
far and wide /flɑːd/ далеко за межами
fascinating (adj) /'fæsnɪtɪŋ/ чарівний
facilitate (v) /fə'sɪlɪteɪt/ полегшувати
fault (n) /fɔːlt/ провина
favourable (adj) /'feɪvərəbl/ сприятливий
favourite (adj) /'feɪvərɪt/ улюблений
fee (n) /fiː/ плата
feedback (n) /'fiːdbæk/ зворотний зв'язок; зворотна реакція
feeling (n) /'fiːlɪŋ/ почуття
feel a bit down бути не в настрої
fertile (adj) /'fɜːtaɪl/ плодовитий
fiction (n) /'fɪkʃən/ художня література
final (adj) /'faɪn(ə)l/ фінальний; вирішальний
firefighter (n) /'faɪəfaɪtə/ вогнеборець
first and foremost передусім
firstly (adv) /'fɜːstli/ по-перше
firstrate (adj) /'fɜːst'reɪt/ першокласний; чудовий
flatter (v) /'flætə/ лестити
flippers (n) /'flɪpəz/ ласты
floral (adj) /'flɔːrəl/ квітковий
flour (n) /'flaʊə/ борошно
flourish (v) /'flaʊrɪʃ/ процвітати
flute (n) /fluːt/ флейта
foam (n) /fəʊm/ піна

folk (adj) /fəʊk/ народний
foreign (adj) /'fɔːrɪn/ іноземний
foreign news іноземні новини
forever /fə'revə/ назавжди
fortress (n) /'fɔːtrɪs/ фортеця
founder (n) /'faʊndə/ засновник
fragrance (n) /'freɪgrəns/ аромат
freedom (n) /'friːdəm/ свобода
fresh (adj) /frefʃ/ свіжий
frequent (adj) /'friːkwənt/ частий
friendship (n) /'frendʃɪp/ дружба
from cover to cover від початку й до кінця
fulfill (v) /fʊl'fɪl/ задовольняти; відповідати
full (adj) /fʊl/ повний
funny (adj) /'fʌni/ смішний

Gg

gallery (n) /'gæləri/ галерея
garbage (n) /'gɑːbɪdʒ/ сміття
garlic (n) /'gɑːlɪk/ часник
gem (n) /dʒem/ скарб
generation (n) /,dʒenə'reɪʃən/ покоління
genius (n) /'dʒiːnjəs/ геній
genre (n) /zɑːŋr/ жанр
gentle (adj) /'dʒentl/ м'який; лагідний
geographical (adj) /dʒɪə'græfɪkəl/ географічний
get drowned утопитися
ghost story страшна розповідь
giant (adj) /'dʒaɪənt/ гігант
glacier (n) /'glæsiə/ льодовик
global warming глобальне потепління
glorify (v) /'glɔːrɪfaɪ/ прославляти
glory (n) /'glɔːri/ слава
goal (n) /gəʊl/ ціль
golden (adj) /'gəʊldən/ золотий
gorgeous (adj) /'gɔːdʒəs/ чудовий; розкішний
gossip (v, n) /'gɒsɪp/ пліткувати; плітки
graduate (v) /'grædʒʊət/ закінчувати навчальний заклад
graduation (n) /,grædʒʊ'eɪʃ(ə)n/ випуск у школі; закінчення навчального закладу
grateful (adj) /'greɪtful/ вдячний
greasy (adj) /'grɪːsi/ сальний, засалений, жирний
greedy (adj) /'grɪːdi/ жадібний
greenhouse effect парниковий ефект
greet (v) /griːt/ вітати
gripping (adj) /'grɪpɪŋ/ захоплюючий

grownup books книги для дорослих
grunt (v) /grʌnt/ бурчачи, бурмотати
guest (n) /gest/ гість
guide (n) /gaɪd/ гід; провідник
guitar (n) /gi'ta:/ гітара
gunner (n) /ɡʌnə/ пушкар
gunpowder (n) /'ɡʌn paʊdə/ порох
guy (n) /gai/ хлопець

Нн

habitat (n) /'hæbɪtət/ природне середовище
hamster (n) /'hæmstə/ хом'як
handwriting (n) /'hænd raɪtɪŋ/ почерк
harbour (n) /'hɑ:bə/ гавань; порт
hardship (n) /'hɑ:dʃɪp/ трудність
harmful (adj) /'hɑ:mfʊl/ шкідливий
harmony (n) /'hɑ:məni/ гармонія
harp (n) /hɑ:p/ арфа
harvest (n) /'hɑ:vɪst/ урожай
hatch (v) /hætʃ/ висиджувати
hatred (n) /'heitrɪd/ ненависть
have in common мати спільне
health (n) /helθ/ здоров'я
heart (n) /hɑ:t/ серце
heartiest congrats сердечні вітання
heat (n) /hi:t/ спека
heaven (n) /'hevɪn/ небеса
heavy (adj) /'hevi/ важкий
height (n) /haɪt/ вершина
help sb out (phr.v) допомогти у скрутну хвилину
hereditary peer спадковий пер
heritage (n) /'herɪtɪdʒ/ спадок
hesitate (v) /'hezɪteɪt/ вагатися
hieroglyph (n) /'haɪərəglɪf/ ієрогліф
high (adj) /haɪ/ високий
highspeed (adj) /haɪ spi:d/ високошвидкісний
honest (adj) /'ɒnɪst/ чесний
honour (n) /'ɒnə/ честь
hope (v, n) /həʊp/ сподіватися; сподівання
horse riding їзда верхом
hospitable (adj) /'hɒspɪəbl/ гостинний
huge (adj) /hju:dʒ/ величезний
human (adj) /'hju:mən/ людський
humanitarian (adj) /'hju:(,)mæni'teəriən/ гуманітарний
humid (adj) /'hju:mɪd/ вологий
humiliate (v) /'hju:(,)mɪleɪt/ принижувати
humour (n) /h'ju:mə/ гумор

hundred /'hʌndrəd/ сто
hunter (n) /'hʌntə/ мисливець
hurt (v) /hɜ:t/ вдаряти; боліти
hymn (n) /hɪm/ гімн
hypnotize (v) /'hɪpnə taɪz/ гіпнотизувати

Ii

identify (v) /aɪ'dentɪfaɪ/ визначати
idle (adj) /'aɪdl/ безпечний
illustrate (v) /'ɪləstreɪt/ ілюструвати
image (n) /'ɪmɪdʒ/ образ
imagine (v) /ɪ'mædʒɪn/ уявляти
immediately (adv) /ɪ'mi:djətli/ одразу
immortal (adj) /ɪ'mɔ:tl/ безсмертний
impatient (adj) /ɪm'peɪjənt/ нетерплячий
impeccable (adj) /ɪm'pekəbl/ бездоганний
importance (n) /ɪm'pɔ:təns/ важливість
impossible (adj) /ɪm'pɒsəbl/ неможливий
impress (v) /ɪmpres/ вражати
improve (v) /ɪm'pru:v/ покращувати
impulse (n) /ɪm'pʌls/ імпульс
in addition на додаток
in advance заздалегідь
in return взамін
include (v) /ɪn'klu:d/ містити
incomparable (adj) /ɪn'kɒmpərəbl/ незрівнянний
incredible (adj) /ɪn'kredɪbl/ неймовірний
indecision (n) /ɪndɪ'sɪʒ(ə)n/ нерішучість, невпевненість, вагання
independent (adj) /ɪn'dɪpendənt/ незалежний
indignation (n) /ɪndɪg'neɪʃ(ə)n/ обурення
industrious (adj) /ɪn'dʌstriəs/ працьовитий
influence (v, n) /ɪnfluəns/ впливати; вплив
inhuman (adj) /ɪn'hju:mən/ нелюдський, жорстокий
influential (adj) /ɪnflu'enʃəl/ впливовий
informative (adj) /ɪn'fɔ:mətɪv/ інформативний
injustice (n) /ɪn'dʒʌstɪs/ несправедливість
inner world внутрішній світ
innocent (adj) /ɪ'nɒsənt/ невинний
innovative (adj) /ɪ'nɒvətɪv/ інноваційний
inquire (v) /ɪn'kwaɪə/ довідуватися, з'ясувати
inquisitive (adj) /ɪn'kwɪzɪtɪv/ допитливий
inside /ɪn'saɪd/ усередині

insist (v) /ɪn'sɪst/ наполягати
inspiration (n) /ˌɪnspə'reɪʃən/ натхнення
inspire (v) /ɪn'spaɪə/ надихати
instead /ɪn'sted/ замість
instruction (n) /ɪn'strʌkʃən/ інструкція
instrument (n) /'ɪnstrʊmənt/ інструмент
intellectual (adj) /ˌɪntɪ'lektʃʊəl/ інтелектуальний
intend (v) /ɪn'tend/ мати намір
interdependent (adj) /ˌɪntədɪ'pendənt/ взаємопов'язаний
interfere (v) /ˌɪntə'fɪə/ втручатися
interplanetary (adj) /ɪntə'plænɪt(ə)ri/ міжпланетний
interpret (v) /ɪn'tɜ:pɪt/ інтерпретувати
interpreter (n) /ɪn'tɜ:pɪtə/ перекладач
intriguing (adj) /ɪn'tri:ɡɪŋ/ інтригуючий; захоплюючий
introduction (n) /ˌɪntrə'dʌkʃən/ вступ
invent (v) /ɪn'vent/ винаходити
involve (v) /ɪn'vɒlv/ включати, містити; залучати
iron (n) /'aɪən/ залізо
irreparable (adj) /ɪ'repərəb(ə)l/ непоправний, безповоротний
irresistible (adj) /ˌɪrɪ'zɪstəbl/ нестримний; непереборний
irrespective of... незалежно від...
island (n) /'aɪlənd/ острів
issue (n) /'ɪʃu:/ випуск; видання

Jj

jazz (n) /dʒæz/ джаз
jealous (adj) /'dʒeləs/ ревнивий
jeans (n) /dʒi:nz/ джинси
jewelry (n) /'dʒu:əlri/ коштовність
join (v) /dʒɔɪn/ долучатися
joke (n) /dʒəʊk/ жарг
journal (n) /'dʒu:nəl/ журнал
journalist (n) /'dʒə:nəlɪst/ журналіст
journey (n) /'dʒə:ni/ подорож
joy (n) /dʒɔɪ/ радість
judge (v,n) /'dʒʌdʒ/ судити; суддя
judgment (n) /'dʒʌdʒmənt/ судження; думка
jump (v) /dʒʌmp/ стрибати
 jumper (n) /'dʒʌmpə/ джемпер
jungle (n) /'dʒʌŋɡl/ джунглі
junior (adj) /'dʒu:njə/ молодший
just (adj) /dʒʌst/ справедливий
justice (n) /'dʒʌstɪs/ справедливість
just the reverse якраз навпаки

Kk

keepsake (n) /'ki:pseɪk/ сувенір на згадку
kernel (n) /kə:nl/ горіхове ядро
key events ключові події
kindergarten (n) /'kaɪndə'gɑ:dn/ дитячий садок
king (n) /kɪŋ/ король
kneedeep до коліна
knight (n) /naɪt/ лицар
knitting (n) /'nɪtɪŋ/ в'язання
knock (v, n) /nɒk/ стукати; стук
knowledge (n) /'nɒlɪdʒ/ знання

Ll

labour (n) /'leɪbə/ праця
lace shoes зашнуровувати черевики
lack (v) /læk/ бракувати, не вистачати
lamenting (adj) /lə'mentɪŋ/ жалібний; сумний
landmark (n) /'lændmɑ:k/ віха
landslide (n) /'lændslaɪd/ зсув, обвал
latecomer (n) /'leɪt'kʌmə/ той, хто спізнівся
latitude (n) /'lætɪtju:d/ широта
laugh (v, n) /lɑ:f/ сміятися; сміх
launch (v) /lɔ:nʃ/ запускати
launch a space ship вивести супутник на орбіту
laureate (n) /'lɔ:reɪt/ лауреат
lazy (adj) /'leɪzi/ лінивий
lawyer (n) /'lɔ:jə/ юрист, адвокат
leader (n) /'li:də/ лідер
lead man ведучий
leaflet (n) /'li:flɪt/ листівка
leave alone залишити у спокої
leek (n) /li:k/ цибуля порей
left (adj) /left/ лівий
legend (n) /'ledʒənd/ легенда
leisure time дозвілля
level (n) /'levl/ рівень
librarian (n) /laɪ'breɪəriən/ бібліотекар
library (n) /'laɪbrəri/ бібліотека
lifelike (adj) /'laɪflaɪk/ життєвий
lifetime dream мрія усього життя
likeminded (adj) /'laɪk'maɪndɪd/ однодумець
limerick (n) /'lɪməɪk/ лімерик; жартівливий вірш
line (n) /laɪn/ рядок
link (v, n) /lɪnk/ з'єднувати; ланка
literacy (n) /'lɪtərəsi/ письменність; грамотність

Vocabulary

literature (n) /'lɪtərɪʃə/ література
loan (n) /ləʊn/ позика
local (adj) /'ləʊkəl/ місцевий
loss (n) /lɒs/ утрата
low (adj) /ləʊ/ низький
luckily (adv) /'lʌkɪli/ на щастя
lyrical (adj) /'lɪrɪkəl/ ліричний
lyrics (n) /'lɪrɪks/ текст пісні

Mm

magazine (n) /'mæɡə'zi:n/ журнал
magic (adj) /'mædʒɪk/ магичний
major (adj) /'meɪdʒə/ основний; головний
majority (n) /mə'dʒɔrɪti/ більшість
mankind (n) /mæn'kaɪnd/ людство
manuscript (n) /'mænʃʊskrɪpt/ рукопис
marble (n,adj) /'mɑ:bl/ мармур; мармуровий
mascot (n) /'mæskət/ талісман
masterpiece (n) /'mɑ:stəpi:s/ шедевр
mature (adj) /mə'tjʊə/ зрілий
meadow (n) /'medəʊ/ луг
meaning (n) /'mi:niŋ/ значення
means of transport транспортні засоби
medicine (n) /'medsɪn/ ліки
melodious (adj) /mə'ləʊdiəs/ мелодійний
member (n) /'membə/ член
membership (n) /'membəʃɪp/ членство
memorable (adj) /'memərəbl/ незабутній
mental (adj) /'mentl/ ментальний; розумовий
mention (v) /'menʃ(ə)n/ згадувати; зазначати
mercy (n) /'mɜ:si/ пощада
merit (n) /'merɪt/ заслуга
message (n) /'mesɪdʒ/ повідомлення; пошлання
microwave oven мікрохвильова піч
middle ages Середньовіччя
military (n, adj) /'mɪlɪtəri/ військовий; воєнний
mill (n) /mɪl/ млин
mineral resources корисні копалини
miracle (n) /'mɪrəkl/ диво
mischievous (adj) /'mɪʃɪvəs/ неслухняний
miserable (adj) /'mɪz(ə)rəb(ə)l/ жалюгідний, нещасний
miss a chance втрачати можливість
miss sb badly дуже сумувати за кимось
mistake (n) /mɪs'teɪk/ помилка
modern (adj) /'mɒdən/ сучасний
monastery (n) /'mɒnəstəri/ монастир

monotonous (adj) /mə'nɒt(ə)nəs/ монотонний, одноманітний
month (n) /mʌnθ/ місяць
mosquitoes (n) /mæs'ki:təʊz/ комари
motherland (n) /'mʌðə'lænd/ батьківщина
movement (n) /'mu:vmənt/ рух
multicultural (adj) /,mʌltɪ'kʌltʃərəl/ багатокультурний
murder (n,v) /'mɜ:də/ убивство, убивати
musician (n) /mju(:)'zɪʃən/ музикант
mutual (adj) /'mju:tʃʊəl/ спільний
mystery (n) /'mɪstəri/ таємниця

Nn

nag (v) /næg/ бурчати, нити
narrative (n, adj) /'nærətɪv/ оповідання; оповідальний
nation (n) /'neɪʃ(ə)n/ нація
native (n, adj) /'neɪtɪv/ рідний; уродженець
natural resources корисні копалини
nature (n) /'neɪʃə/ природа
naughty (adj) /'nɔ:ti/ неслухняний
necessity (n) /nɪ'sesɪti/ необхідність
need (v,n) /ni:d/ мати потребу; відчувати необхідність
needle (n) /'ni:dl/ голка
negative (adj) /'negətɪv/ негативний
neglect (v) /nɪ'glekt/ нехтувати
neighbour (n) /'neɪbə/ сусід
nervous (adj) /'nɜ:vəs/ нервовий
never (adv) /'nevə/ ніколи
nevertheless /,nevədə'les/ проте, однак
newcomer (n) /'nju:kʌmə/ новачок
newspaper (n) /'nju:zpeɪpə/ газета
next (adj) /nekst/ наступний
night (n) /naɪt/ ніч
noble (adj) /'nəʊbl/ благородний
notable (adj) /'nəʊtəbl/ видатний, визначний
novel (n) /'nɒvəl/ роман
novelty (n) /'nɒvəlti/ новизна
nowadays /'nəʊədəɪz/ у наш час
number one номер один
numerous (adj) /'nju:mərəs/ численний

Oo

oak (n) /əʊk/ дуб
obey (v) /'beɪ/ підкорятися; слухати
object to... (v) /'ɒbdʒekt/ заперечувати проти...
observe (v) /əb'zɜ:v/ спостерігати

obsession (n) /əb'seʃ(ə)n/ нав'язлива ідея
obvious (adj) /'ɒvviəs/ вірогідний
occupy (v) /'ɒkjʊpaɪ/ займати
ocean (n) /'əʊʃ(ə)n/ океан
oil (n) /ɔɪl/ нафта
oil spill пролиття нафти
omelet (n) /'ɒmlɪt/ омлет
once (adv) /wʌns/ одного разу
openhearted (adj) /'əʊrən'hɑ:tɪd/ відкритий душею
opera (n) /'ɒrə/ опера
opinion (n) /ə'pɪnjən/ думка; погляд
opposite (adj) /'ɒpəzɪt/ протилежний
oppressive (adj) /ə'presɪv/ гнітючий
option (n) /'ɒpʃ(ə)n/ вибір
orchestra (n) /'ɔ:kɪstrə/ оркестр
original (adj) /ə'ɒdʒɪn(ə)l/ оригінальний
originate from... походити від...
orphan (n) /'ɔ:fən/ сирота
otherwise (adv) /'lðəwaɪz/ інакше
outing (n) /'aʊtɪŋ/ прогулянка за межі міста
outline (v,n) /'aʊtlɑ:n/ складати план; план
outstanding (adj) /aʊt'stændɪŋ/ визначний
outwit (v) /aʊt'wɪt/ перехитрити; обдурити
overcome (adj) /,əʊvə'kʌm/ подолати
overwhelming (adj) /,əʊvə'welmɪŋ/ незліченний, безмежний

Pp

page by page сторінка за сторінкою
pail (adj) /peɪl/ відро
palace (n) /'pælɪs/ палац
parent (n) /'peərənt/ один з батьків
participate (v) /pɑ:'tɪsɪpeɪt/ брати участь
passenger (n) /'pæsɪndʒə/ пасажир
passion (n) /'pæʃən/ пристрасть
pasture (n) /'pɑ:sʃə/ пасовище
patch (v) /pætʃ/ клаптик, латка
patron (n) /'peɪtrən/ покровитель
patron saint святий покровитель
pauper (n) /'pɔ:pə/ жебрак
raise the wave прокладати дорогу
pay tribute віддавати належне
peaceful (adj) /'pi:sfʊl/ мирний
peace-loving (adj) /'pi:s,lʌvɪŋ/ миролюбивий
peer (n) /pɪə/ одноліток
peninsula (n) /pɪ'nɪnsjələ/ півострів

penname псевдонім
perish (v) /'peɪʃ/ зникати
permit (v) /pə'mɪt/ дозволяти
persistence (n) /pə'sɪstəns/ наполегливість
persuade (v) /pə'sweɪd/ переконувати
pessimistic (adj) /,pesɪ'mɪstɪk/ песимістичний
pet (n) /pet/ домашній улюбленець
phantom (n) /'fæntəm/ привид
philosopher (n) /fɪ'lɒsəfə/ філософ
picturesque (adj) /,pɪktʃə'rɛsk/ мальовничий
pine (n) /paɪn/ сосна
plain (adj) /pleɪn/ простий
plead (v) /pli:d/ благати
pleasure (n) /'plezə/ задоволення
plum (n) /plʌm/ слива
pneumonia (n) /nju(:)'mɒnɪə/ пневмонія
pocket (n) /'pɒkɪt/ кишеня
polite (adj) /pə'laɪt/ ввічливий
polymath (n) /'pɑ:lɪmæθ/ поліглот, ерудит
ponytail (n) /'pɒnɪtaɪl/ жіноча зачіска «кінський хвіст»
popular (adj) /'pɒpjələ/ популярний
population (n) /,pɒpjʊ'leɪʃ(ə)n/ населення
populous (adj) /'pɒpjʊləs/ густонаселений
positive (adj) /'pɒzətɪv/ позитивний
postman (n) /'pəʊstmən/ листоноша
powerful (adj) /'paʊəfʊl/ сильний
precious (adj) /'preʃəs/ цінний
precise (adj) /prɪ'saɪz/ точний
predecessor (n) /'pri:disesə/ попередник
predict (v) /prɪ'dɪkt/ прогнозувати
prefer (v) /prɪ'fɜ:/ надавати перевагу
preference (n) /pre'fərəns/ уподобання
preschool education дошкільне навчання
preservation (n) /prɪzə'veɪʃ(ə)n/ збереження
preserve (v) /prɪ'zɜ:v/ зберігати
prestigious (adj) /prə'stɪdʒəs/ престижний
prevent (v) /prɪ'vent/ запобігати; попереджати
preventing (adj) /prɪ'ventɪŋ/ попереджувальний, запобіжний
previous (adj) /'pri:vɪəs/ попередній
pride (n,v) /praɪd/ гордість; пишатися
priest (n) /pri:st/ священник

primary education початкове навчання
private (adj) /'praɪvɪt/ приватний
probably (adv) /'prɒbəbli/ вірогідно
prominent (adj) /'prɒmɪnənt/ видатний
promising (adj) /'prɒmɪsɪŋ/ багатообіця-
ючий; перспективний
promotion (n) /prə'məʊʃ(ə)n/ сприяння
prompt (n) /prɒmpt/ підказка
proper (adj) /'prɒpə/ властивий
prose (n) /prəʊz/ проза
prosperous (adj) /'prɒspərəs/ процвітаю-
чий
protect (v) /prə'tekt / захищати
proud (adj) /praʊd/ гордий
proximity (n) /prɒk'sɪmɪti/ близькість
publish (v) /'pʌblɪʃ/ публікувати
punctual (adj) /'pʌŋktʃʊəl/ пунктуаль-
ний
puppy (n) /'rʌpi/ цуценя
purchase (n) /'pɜ:tʃɪs/ покупка
purpose (n) /'pɜ:pəs/ ціль
puzzle (v, n) /'plʌzl/ спантеличувати; за-
гадка

Qq

qualification (n) /'kwɒlɪfɪ'keɪʃ(ə)n/ квали-
фікація
quality (n) /'kwɒlɪti/ якість
quality paper якісна газета
quality time вільний час
quarrel (n) /'kwɒrəl/ сварка
queen (n) /kwi:n/ королева
question (n, v) /'kwɛstʃən/ питання, ста-
вити питання
queue (n) /kju:/ черга
quiet (adj) /'kwaɪət/ тихий
quiz show (n) /kwɪzʃəʊ/ вікторина
quote (v, n) /kwəʊt/ цитувати; цитата

Rr

rack one's brains напружувати мізки
radio station радіостанція
radioactive contamination радіоактивне
забруднення
rag(s) (n) /rægz/ лахміття
range (n) /reɪndʒ/ різноманітність
ranger (n) /'reɪndʒə/ лісник
rank (v) /ræŋk/ розподіляти
rapid (adj) /'ræpɪd/ стрімкий; швидкий
rather (adv) /'rɑ:ðə/ найімовірніше; радше
ray (n) /reɪ/ промінь
read at a gulp «проковтнути» книжку

reading room читальна зала
realm (n) /reɪlm/ королівство; царство
reason (n) /'ri:zən/ причина
reassure (v) /,riə'ʃʊə/ переконувати
rebel (v) /rɪ'bel/ повставати
receive (v) /rɪ'si:v/ отримувати
recently (adv) /'ri:s(ə)ntli/ нещодавно
recognize (v) /'rekəgnaɪz/ впізнавати
record (n) /'rɪkɔ:d/ запис (звука, зобра-
ження)
recover (v) /rɪ'kʌvə/ одужувати
recyclable (adj) /,ri:'saɪkləbl/ для вто-
ринної переробки
reference book довідник
reflection (n) /rɪ'flekʃ(ə)n/ відображення
refuge (n) /'refju:dʒ/ схованка; притулок
refuse (v) /,ri:'fju:z/ відмовляти
regret (v) /rɪ'gret/ жалкувати
regular reader постійний читач
regularly (adv) /'regjʊləli/ регулярно
reign (v) /reɪn/ правити
relationship (n) /rɪ'leɪʃ(ə)nʃɪp/ відно-
шення
relax (v) /rɪ'læks/ відпочивати; розсла-
блятися
release (v) /rɪ'li:s/ вивільняти
reliable (v) /rɪ'laɪəb(ə)l/ надійний
religion (n) /rɪ'li:dʒən/ релігія
reluctance (n) /rɪ'lʌktəns/ небажання;
опір
remarkable (adj) /rɪ'mɑ:kəbl/ визначний
remember (v) /rɪ'membə/ пам'ятати
remind (v) /rɪ'maɪnd/ нагадувати
render (v) /'rendə/ передавати (іншими
словами)
renewed (adj) /rɪ'nju:d/ оновлений
renowned (adj) /rɪ'naʊnd/ прославлений
repertoire (n) /'rɛpɜ:twɑ:/ репертуар
reply (n) /rɪ'plai/ репліка; відповідь
reporter (n) /rɪ'pɔ:tə/ репортер
represent (v) /,rɛprɪ'zent/ представляти
(у якому-небудь аспекті)
reproduce (v) /,ri:prə'dju:s/ відтворювати
reputable (adj) /'repjʊtəb(ə)l/ гідний по-
ваги, визнаний
reputation (n) /,rɛpjʊ(:)'teɪʃ(ə)n/ репута-
ція
request (v) /rɪ'kwɛst/ прохання
require (v) /rɪ'kwaɪə/ вимагати
requirement (n) /rɪ'kwaɪəmənt/ вимога
research (v) /rɪ'sə:tʃ/ досліджувати
resemblance (n) /rɪ'zembləns/ подібність;
схожість

resistance (n) /rɪ'zɪstəns/ опір; протидія
respect (v, n) /rɪs'pekt/ поважати; повага
responsible (adj) /rɪs'rɒnsɪbl/ відповідальний
rest home дім відпочинку
restore (v) /rɪs'tɔː/ відновлювати
restriction (n) /rɪs'trɪkʃ(ə)n/ обмеження
retire (v) /rɪ'taɪə/ виходити у відставку
retired (adj) /rɪ'taɪəd/ відставний
revolutionize (v) /rɪvə'lʊʃ(ə)nəɪz/ революціонізувати
rhythmic (adj) /'rɪðmɪk/ ритмічний
right (adj) /raɪt/ правий
roam (n) /rəʊm/ блукати; мандрувати
roller coasters американські гірки
romantic (adj) /rəʊ'mæntɪk/ романтичний
root (n) /ru:t/ корінь
rough sea неспокійне море
route (n) /ru:t/ маршрут
row (n) /rəʊ/ ряд
rule (n) /ru:l/ правило

Ss

sack (n) /sʌk/ мішок
safe and sound цілий і неушкоджений
sailor (n) /'seɪlə/ моряк
sample (n) /'sɑːmpl/ приклад
satellite TV супутникове телебачення
satisfaction (n) /,sætɪs'fækʃ(ə)n/ задоволення
scenery (n) /'siːnəri/ пейзаж
scholarship (n) /'skɒləʃɪp/ стипендія
scientific (adj) /,saɪəntɪ'fɪk/ науковий
scruffy (adj) /'skrʌfi/ неохайний, нечесаний
scuba diving занурюватися з аквалангом
seasick той, який страждає на морську хворобу
secondary education середня освіта
secure (adj) /sɪ'kjʊə/ безпечний, надійний
security (n) /sɪ'kjʊəri/ безпека
seldom (adv) /'seldəm/ рідко
selfish (adj) /'selfɪʃ/ егоїстичний
sensitive (adj) /'sensɪtv/ ніжний, чутливий
serious (adj) /'sɪəriəs/ серйозний
several /'sevrəl/ декілька
separate (v) /'sepəreɪt/ розділяти
sewing machine машинка для шиття
shade (n) /ʃeɪd/ тінь

shadow (n) /'ʃædəʊ/ тінь
shamrock (n) /'ʃæmrɒk/ трилитник
share (v, n) /ʃeə/ ділити
sheep (n) /ʃi:p/ вівця
shield (n) /ʃi:ld/ щит
shoulder to cry on «надійне плече»
shrewd (adj) /ʃru:d/ проникливий, тонкий
shriek (v, n) /ʃri:k/ вищання; вереск
shy (adj) /ʃaɪ/ сором'язливий
sidewalk singer вуличний співак
sight (n) /saɪt/ визначне місце
sightseeing tour тур визначними місцями
silence (n) /'saɪləns/ мовчання
silver (adj) /'sɪlvə/ срібний
similarity (n) /,sɪmɪ'lærɪti/ подібність
sincere (adj) /sɪn'sɪə/ відвертий
singlesex (adj) /'sɪŋglseks/ одностатевий
skill (n) /skɪl/ уміння
slander (v) /'slændə/ зводити на себе наклеп
slavery (n) /'sleɪvəri/ рабство
slender (adj) /'slendə/ стрункий
smuggle (v) /smʌɡl/ провозити контрабандою, займатися контрабандою
socialize (v) /'səʊʃəlaɪz/ спілкуватися
soil (n) /sɔɪl/ ґрунт
solar system Сонячна система
solution (n) /sə'lʊʃ(ə)n/ вирішення
sorrow (n) /'sɒrəʊ/ сум
soul (n) /səʊl/ душа
sound (v, n) /'saʊnd/ звучати; звук
souvenir (n) /'suːvənɪə/ сувенір
space (n) /speɪs/ простір; космос
spacecraft (n) /'speɪskra:ft/ ракетносієй
special (adj) /'speʃ(ə)l/ особливий
species (n) /'spi:ʃi:z/ біологічні види
specify (v) /'spesɪfaɪ/ уточнити
spectator (n) /spɛk'tetə/ глядач
speech (n) /spi:tʃ/ мова; промова
spoil (v) /spɔɪl/ псувати
spontaneous (adj) /spɒn'teɪnjəs/ спонтанний
spot (n) /spɒt/ місце
spring to one's feet підхопитися на ноги
squander (v) /'skwɒndə/ витрачати
staff (n) /stɑ:f/ персонал
stage (n) /steɪdʒ/ сцена
statement (n) /'steɪtmənt/ твердження
steam engine паровий двигун
steamboat (n) /'sti:mbəʊt/ пароплав
stick to principles дотримуватися принципів

Vocabulary

storyteller (n) /'stɔ:ri,telə/ оповідач
stray dogs бродячі собаки
stream (n) /stri:m/ струмок
strengthen (v) /'streŋθən/ підсилювати
struggle (v, n) /'strʌgl/ боротися; боротьба
stuntman (n) /'stʌntmən/ гонщик; дублер
stupid (adj) /'stju:pid/ дурний
style (n) /stail/ стиль
subscribe to... /səb'skraɪb/ підписуватися на...
substances (n) /'sʌbstənsɪs/ часточки
suburb (n) /'sʌbɜ:b/ передмістя
successful (adj) /sək'sesfʊl/ успішний
suddenly (adv) /'sʌd(ə)nli/ раптом
suffice it to say достатньо сказати
suggest (v) /sə'dʒest/ пропонувати
suitable (adj) /'sju:təbl/ підходящий
summary (n) /'sʌməri/ короткий зміст
sunbathe (v) /'sʌn'beɪð/ засмагати
supernatural (adj) /,sju:pə'nætʃrəl/ надприродний
supportive (adj) /sə'pɔ:tɪv/ підтримуючий
surface (n) /'sɜ:fɪs/ поверхня
surround (v) /sə'raʊnd/ оточувати
survive (v) /sə'vaɪv/ виживати
suspension (n) /səs'penʃ(ə)n/ призупинення
swallow (v) /'swɒləʊ/ ковтати
sword (n) /swɔ:d/ меч
sweet tooth пристрасть до солодкого
switch on умикати
sympathetic (adj) /,sɪmpə'θetɪk/ той, що співчуває

Tt

tabloid (n) /'tæblɔɪd/ малоформатна, бульварна газета
tailcoat (n) /'teɪl'kəʊt/ смокінг
talent (n) /'tælənt/ талант
talented (adj) /'tæləntɪd/ талановитий
tan (n) /tæn/ засмага
target (n) /tɑ:ɡɪt/ ціль
taste (v, n) /teɪst/ коштувати; смак
team (n) /ti:m/ команда
technology (n) /tek'nɒlədʒi/ технологія
teenager (n) /'ti:n,eɪdʒə/ підліток
temperate (adj) /'tempərɪt/ помірний
tempting (adj) /'temptɪŋ/ спокусливий
tender (adj) /'tendə/ ніжний
tense (adj) /tens/ напружений

tent (n) /tent/ палатка
testament (n) /'testəmənt/ заповіт
theatre (n) /'θiətə/ театр
thereafter (adv) /ðeə'rɑ:ftə/ після цього
thirst (n) /θɜ:st/ жага
thirst for knowledge жага до знань
thistle (n) /'θɪsl/ чортополох
thoroughly (adv) /'θʌrəli/ ретельно
thousand (n) /'θaʊzənd/ тисяча
thread (n) /θred/ нитка
thread and needle нитка до голки
thrilling (adj) /'θrɪlɪŋ/ хвилюючий
through /θru:/ через
ticket (n) /'tɪkɪt/ квиток
tight (adj) /taɪt/ вузький
timid (adj) /'tɪmɪd/ сором'язливий
tiresome (adj) /'taɪəsəm/ утомлюючий
tiring (adj) /'taɪərɪŋ/ той, що втомлює
title (n) /'taɪtl/ заголовок
together /tə'geðə/ разом
tomorrow (adv) /tə'mɒrəʊ/ завтра
torch (n) /tɔ:ʃ/ ліхтарик
torrent (n) /'tɒrənt/ стрімкий потік
tortoise (n) /'tɔ:təs/ черепаха
tower (n) /'taʊə/ вежа
townspeople (n) /'taʊnz,pɪ:pl/ місцеві жителі
trade (v, n) /treɪd/ торгувати; торгівля
tradition (n) /trə'dɪʃ(ə)n/ традиція
train (n) /treɪn/ потяг
transport (v) /'trænspɔ:t/ транспорт
travelling (n) /'træv(ə)lɪŋ/ подорожування
treasure (n) /'trezə/ скарб
treat (n) /tri:t/ задоволення
treat cruelly жорстоко ставитися
tremendous (adj) /tri'mendəs/ величезний
trendy clothes модний одяг
trident (n) /'traɪdənt/ тризуб
trinity (n) /'trɪnɪti/ триєдність
trip (n) /trɪp/ /trɪp/ подорож
triumph (n) /'traɪəmf/ тріумф
trouble (n) /'trʌbl/ неприємність; біда
trumpet (n) /'trʌmpɪt/ труба
trunk (n) /trʌŋk/ стовбур дерева
trust (v, n) /trʌst/ довіряти; довіра
truth (n) /tru:θ/ правда
tune musical instruments налаштувати-ти музичні інструменти
turtle (n) /'tɜ:tl/ черепаха
twice (adv) /twaɪs/ два рази
type (n) /taɪp/ тип
typical (adj) /'tɪpɪk(əl)/ типовий

Uu

ugly (adj) /ʌgli/ страшний
unchallenged leader лідер, якому немає рівних
uncle (n) /ʌnkl/ дядько
underline (v) /'ʌndəlaɪn/ підкреслювати
understandable (adj) /,ʌndə'stændəbl/ зрозумілий
unexpected (adj) /,ʌnɪks'pektɪd/ неочікуваний
unfading (adj) /ʌn'feɪdɪŋ/ нев'янучий
unforgettable (adj) /,ʌnfə'getəbl/ незабутній
uniform (n) /'ju:nɪfɔ:m/ форма
unique (adj) /ju:'ni:k/ унікальний
unity (n) /'ju:nɪti/ єдність
universal (adj) /,ju:nɪ'vɜ:səl/ загальноприйнятний; універсальний
until /ən'tɪl/ доки
uplifting (adj) /ʌp'liftɪŋ/ такий, що покращує настрої
uptodate (adj) /'ʌptə'deɪt/ сучасний
urban (adj) /'ɜ:bən/ міський
urgent (adj) /'ɜ:dʒənt/ терміновий
useful (adj) /'ju:sfʊl/ корисний
usual (adj) /'ju:ʒʊəl/ звичайний
uncertain (adj) /ʌn'sə:t(ə)n/ невпевнений
ups and downs злети й падіння
uptodate (adj) /,ʌptə'deɪt/ сучасний

Vv

vacant (adj) /'veɪkənt/ вільний
vague (v) /veɪg/ невизначений; неясний
valley (n) /'væli/ долина
value (n) /'vælju:/ цінність
variation (n) /,veəri'eɪʃən/ варіант
vary (v) /'veəri/ варіюватися
vegetables (n) /'vedʒɪtəblz/ овочі
verse (n) /vɜ:s/ вірш
version (n) /'vɜ:ʃ(ə)n/ версія
victim (n) /'vɪktɪm/ жертва
viewpoint (n) /'vjʊ:ɔɪnt/ точка зору
village (n) /'vɪlɪdʒ/ село
violence (n) /'vaɪələns/ жорстокість; насильство
violin (n) /,vaɪə'lm/ скрипка
visit (v) /'vɪzɪt/ відвідувати
vocalist (n) /'vəʊkəlɪst/ вокаліст
voice (n) /vɔɪs/ голос
volume (n) /'vɒljʊm/ том
vote (v) /vəʊt/ голосувати

voyage (n) /'vɔɪdʒ/ морська подорож
vulgar (adj) /'vʌlgə/ грубий
vanguard (n) /'væŋgə:d/ авангард
vet (n) /vet/ ветеринар
vital (adj) /'vaɪtl/ життєвий, життєвоважливий
volcanic eruption виверження вулкана
volunteer (n) /,vɒl(ə)n'tiə/ волонтер

Ww

waistcoat (n) /'weɪskəʊt/ жилет
wait (v) /weɪt/ чекати
wake up (v) /weɪk ʌp/ прокидатися
wall (n) /wɔ:l/ стіна
war (n) /wɔ:/ війна
waste (v) /weɪst/ витратити
watch (v) /wɒtʃ/ спостерігати
water vapour водяна пара
waterway /'wɔ:təweɪ/ водний шлях
wave (n) /weɪv/ хвиля
way (n) /weɪ/ шлях
weak point слабке місце
weaken (v) /'wi:k(ə)n/ послаблювати
wealth (n) /welθ/ багатство
wear (v) /weə/ носити
weather (n) /'weðə/ погода
weekly щотижнева газета
weight (n) /weɪt/ вага
welcome (v) /'welkəm/ вітати; привітно приймати
well illustrated добре ілюстрований
well known (adj) /wel'nəʊn/ добре відомий
well loved (adj) /wel'lʌvd/ улюблений
well read (adj) /wel'red/ начитаний
well stocked (adj) /welstɒkt/ добре укомплектований
wet (adj) /wet/ сирий; вологий
whatever you say хоч щоб ти казав
wheelbarrow (n) /'wi:l bærəʊ/ тачка
whole (adj) /həʊl/ цілий
wholeheartedly /'həʊl'ha:tɪdli/ від усього серця
wide (adj) /waɪd/ широкий
wide brimmed straw hat солом'яний капелюх із широкими полями
widely recognized широковідомий; загальноновизнаний
wild (adj) /waɪld/ дикий
wildlife (n) /'waɪldlaɪf/ дика природа
willingly (adv) /'wɪlɪŋli/ охоче
win (v) /wɪn/ вигравати

Vocabulary

windsurfing (n) /'wind,sə:fiŋ/ віндсерфінг

windy (adj) /'windi/ вітряний

wing (n) /wiŋ/ крило

wisdom (n) /'wɪzdəm/ мудрість

wish (n,v) /wɪʃ/ бажання; бажати

without (adv) /wɪ'daʊt/ без

wizard (n) /'wɪzəd/ чарівник

wood (n) /wud/ ліс

woodcutter (n) /'wud,kʌtə/ лісоруб

woodpecker (n) /'wud,pɛkə/ дятел

wool (n) /wʊl/ вовна

world (n) /wɜ:ld/ світ

worldwide (adj) /,wɜ:ld'waɪd/ світовий

worldwide reputation всесвітня слава

wrong (adj) /rɒŋ/ невірний

Yy

yacht (n) /jɒt/ яхта

yesterday (adv) /'jestədeɪ/ учора

young (adj) /jʌŋ/ молодий

youth (n) /ju:θ/ молодість

Zz

zero (n) /'zɪərəʊ/ нуль

zits (n) /zɪts/ прищі

zone (n) /zəʊn/ зона

LIST OF PHRASAL VERBS

- to break out
- to bring up
- to care about
- to carry on
- to chase after
- to cheer up
- to come on
- to come up with
- to deal with
- to decide on
- to dress up
- to drink up
- to drop in
- to fill in
- to find out

- to focus on
- to get back
- to get on with
- to get over
- to give up
- to go on
- to help out
- to hurry up
- to look after
- to put off
- to take to
- to think over
- to work out
- to worry about

Writing samples

1.1. Discover Yourself

Sample of a Cover Letter



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 Personnel 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 brighton.f@vahoo.com. I look forward to hearing from you.

Regards,
Kelly Brown

1.2. Becoming a Personality

How to Describe a Personality: a Descriptive Paragraph

I’d like to describe a personality of my Godmother. She is my role model because she is a unique personality. My Godmother’s uniqueness lies in her great knowledge of everything. Whatever I ask her, she is sure to give me the

answer. Oksana Petrivna is so intelligent, well read and many-sided. I feel a great admiration for my Godmother. Now I know what personality I want to have.

1.3. Teenager's World

Sample Advertisement about a Leisure-time Activity



You are tired and exhausted, disappointed and worried, right? It does happen to everyone sometimes.

We can help you out and teach how to use that kind of aggressive energy and at the same time to feel proud and free.

Join our dancing club and you'll see energetic Ukrainian dances is the ultimate way of expression.

You'll dance off all your troubles.
We are available every Wednesday
and Saturday

6.00–8.00 pm.

Kyiv, Sosnova str., 5

2.1. Sample of News Report

A conference on animal extinction has taken place in Ryga this week. The scientists claim that a number of rare animals and plants is currently threatened with extinction, including the hippopotamus and rhinos.

According to the statistics, rare exotic animals are being bought and sold over the Internet illegally. Scientists express their concern. They counted that between fifteen and two hundred species are already disappearing every week because of different reasons.

“If we don't stop this process”, the chairman of the conference said to the reporters, “our future generations will see animals only in the pictures and photos”.

2.2. Sample Warning Leaflet

How to Avoid Wildfire

Wildfire is one of the most destructive forces, because it destroys wilderness, property and lives. One of ten wildfires is human-caused as the result of people's carelessness. To avoid the negative effect of wildfires observe the following warnings:

- Inspect a wild land area you are going to stay in: if there is no accumulation of fuel in the form of fallen leaves, branches and excessive plant overgrowth.
- Don't park cars or buses on dry grass.

- Apart from this, take notice of the weather forecast. If it's windy, don't start a fire.

- In case of calm weather, examine your campsite if you decide on making a fire.

- Be careful not to make a fire on dry grass with many trees and bushes around.

- A warning should be given to parents – don't allow your kids to play with matches.

- Before leaving your camp site look around if nothing flammable is left.



2.3. Sample of a Newspaper Review

Winter is a marvellous season but it has a great disadvantage. During winter snow and ice build upon the roads, making it dangerous for people to drive. The pavement is also covered with slippery ice and snow which makes it impossible to walk on it.

To avoid it 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.

It's an open secret that salty runoff spoils our boots to say nothing of our feet. We believe that it's necessary to invent a better way to make roads safe for travel during snowy and windy weather. It's a region-wide concern, I'm sure.

One of the ways out may be the use of less dangerous chemicals for melting ice and snow or just remove them with the help of special electrical means. Some decisive measures should be taken.

3.1. Application Form Sample

*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? _____

3.2. Sample of a CV

My name is Ann Voitenko. I was born on April, 25, 1999. My telephone is 243680.

I'm a student of the 9th grade of the Humanitarian Gymnasium № 23, Liatoshynskogo st. 14, Zhytomyr, Ukraine.

I participated in summer language camps in 2015 and 2016 and was pleased with my job. My seven-year-old pupils won prizes in some sports and music competitions. They showed their creativity as I organized project work which involved this skill.

I am good at playing the guitar and sing well. I wrote some songs for my last language summer camp and children enjoyed singing them.

I love to work with small children and my teachers say I can do well with them. I think being very sociable myself I can communicate in different situations.

3.3. Sample autobiography

College Daze

I never understood the concept of building a “permanent record” to impress college admission directors until my Junior year. That’s too bad because I could have gone to almost any college if I had done as well in my freshman and sophomore years as I did in my junior and senior years.

As it worked out, I wound up at St. John's College – “the great books” college – in Annapolis, Maryland. I actually learned to read Greek (I didn't understand it, though), and my mind was stretched discussing Plato, Aristotle, Herodotus, Thucydides, and Aeschylus. What a year!

My second year wasn't so much fun. At St. John's, there are no electives. Everyone takes the same classes and reads the same ‘great books’. In fact, I got so bored reading St. Thomas and St. Augustine (though I enjoyed reading the New and Old Testaments cover-to-cover) that I became a radical and traveled to Cuba during spring break.

That trip quickly got my mind out of the Middle Ages and into the front pages of the New York Times. I transferred from St. John's to New York University, so I could study political science and economics instead of classics ...

4.1. *Sample Summary*

“A Brief History of Time”

Two major questions considered in this internationally acclaimed masterpiece are: Was there a beginning of time? Is the universe infinite or does it have boundaries? The book begins by reviewing the great theories of the cosmos from Newton to Einstein before diving into the secrets which still lie at the heart of space and time. This book can be recommended to a wide range of non-specialist readers as it marries a child's wonder to a genius's intellect.

4.2. *Sample Speech on a Scientific Invention*

I'd like to start by saying that science has always been of great help to people. Great things were discovered and invented by famous people around the world. I'd like to give a speech about the greatest discovery which helped to conquer pain. It's “anaesthesia”.

In the year 1846, Oliver Wendell Holmes coined the term. A scientific research suggests that the original definition of this term is «the blockage of sensation».

Some people may argue that anaesthesia was used much earlier. This view is supported by the fact that in pre-historic times, even in the year 4200 BC, opium poppy was collected to make it as a herbal anaesthesia. That's true.

But only with time it made some of the most dangerous medical operations on the heart or brains to be possible. Doctors of the world use anaesthesia operating patients without hurting them, making their pain and suffering easier.

In view of all that, I consider anaesthesia to be the greatest scientific discovery of the world.

4.3. *Sample Presentation about a Scientist*

I'd like to start by saying that Cesar Milstein is one of the greatest biochemists of the 20th century. His works of antibody research are known far and wide.

Going back to the scientist's early years, it is necessary to say that he was born in Argentina, to a Jewish family. After finishing school, he entered the University of Buenos Aires from which he successfully graduated and obtained a PhD on kinetic studies.

In 1958 Milstein joined the Biochemistry Department at the University of Cambridge. The major part of his research career was devoted to studying the structure of antibodies and the mechanisms by which antibody diversity is generated.

It's important to stress that in 1975 he together with Georges Kohler developed the hybridism technique for the production of monoclonal antibodies – a discovery recognised by the award of the 1984 Nobel Prize for physiology and medicine. Scientists claim that this discovery led to an enormous expansion in the exploitation of antibodies in science and medicine.

Importantly, Milstein himself made many major contributions to improvements and developments in monoclonal antibody technology and inspired the development of the field of antibody engineering.

In the way of summing up, I'd like to say that much of his work in recent years was devoted to the understanding of mechanisms of multinational process and, indeed, he contributed a manuscript for publication on tills topic a week before he died. Quite apart from his own achievements, Milstein acted as a guide and inspiration for science and scientists in less developed countries.

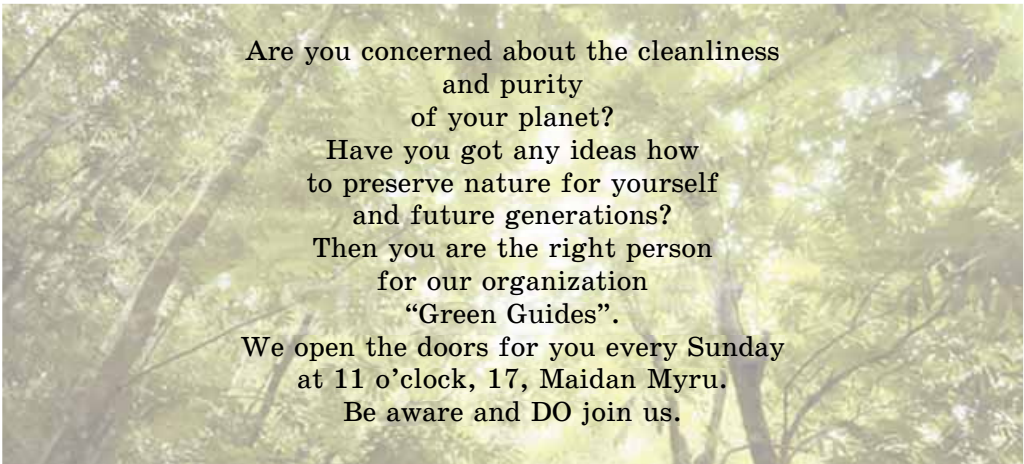
5.1. Sample Questionnaire

Teenagers' Leisure Time Activities

1. What is your favourite activity with computer?
 - ✧ Playing games
 - ✧ Watching recorded programmes
 - ✧ Searching the Internet style
2. How often do you watch TV?
 - ✧ Never
 - ✧ 1 or 2 times a week
 - ✧ 3 or 4 times a week
 - ✧ Nearly every day
3. Do you often use a library?
 - ✧ Yes
 - ✧ No
4. Have you got any pets?
 - ✧ Yes (Answer the following question)
 - ✧ No (Skip question 5)
5. How much time do you spend with them?
6. Where do you like to socialize with your friends?
7. How much time does it take?
8. Are you a cinema or theatre goer?
 - ✧ Yes (Answer the following question)
 - ✧ No (Skip question 9)
9. What films or plays do you like to see?
10. What is your favourite leisure time activity
11. How much time do you devote to it?

5.2. *Sample Notice*

Sample Notice for Joining a Youth Organization



5.4. *Sample Flyer*

Sample Flyer for a Meeting of a Special Interest Group

Learn Scuba Diving in California

Are you interested in under the water world? Do you feel like examining sea wild life? Then come alone or with friends and explore the fascination of the world!

Don't hesitate to join our special interest group at the coming meeting at 4 on April 19!

Contact us now for free information pack.



6.1. *Sample Opinion Interview*

An interview with Joshua Meirowitz by Barbara Osborn

In your award-winning book No Sense of Place: The Impact of Electronic Media on Social Behavior, you deal with television's role in blurring traditional distinctions between public and private spheres.

How have TV and other electronic media connected the home to the outside world?

The family sphere used to be defined by its isolation from the public sphere. The private sphere was supposed to be isolated from the nasty realities of adult life. For both better and worse, television and other electronic media tend to break down the difference between those two worlds. TV takes public events and transforms them into dramas that are played out in the privacy of our living rooms, kitchens and bedrooms.

What impact has this had on the family?

Parents used to be the channel through which children learned about the outside world. They could decide what to tell their children and when to tell it to them. Instead, it presents the same information directly to children of all ages, without going through adult filters. TV takes our kids across the globe before parents give them permission to cross the street.

What challenge does television present to adults?

TV makes us aware of all the places we can't go, all the people we can't be, all the things we can't possess. TV makes us so aware of the larger world that many of us – especially women, children and minorities – begin to feel unfairly isolated in some corner of it...

(Adapted from the Internet source: <http://www.medialit.org/reading-room/altered-states-how-television-changes-childhood>)

6.2. *Sample Letter to the Editor*

Dear Editor,

After February 17, 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 our website.

Sincerely, John Glew
Thornbrough, Buckingham

6.3. *Sample Topic Outline*

Thumbs are the New Fingers

- I. Technology causing physical mutation
 - A. Using thumbs in a completely different way
 - 1) Using both thumbs ambidextrously
 - 2) Minimal movements
 - B. Using thumbs for other tasks
 - 1) Replacing the finger's jobs
 - 2) The thumb tribe
- II. Research on the thumb generation
 - A. Cybernetic culture
 - 1) Data on mobile phone users
 - 2) The Japanese trend
 - B. Social impact of technology
 - 1) Social networking
 - 2) Multitasking

7.1. Sample Cultural Tips

When in Britain ...

1. Remember that Great Britain as an island is home for three nations, that's why don't call a Scot or a Welshman English.
2. Britain has traditionally been a divided society (upper class, working class, middle class) so try to use the language appropriate to each group.
3. Don't forget that the British are known as reserved people, that's why familiarity in inter-personal relations is considered awkward and impolite.
4. Communication is often made different in Britain because the British tend to avoid personal contacts. Don't impose or insist on them.
5. Remember that academic titles are not often used, so use first names, which are commonly accepted.
6. The British dislike people who take themselves too seriously. Don't forget that humour is a necessary part of business and social life.
7. The weather is always a good start for a conversation. Try to follow this tradition while talking with the British.
8. The British love working in a team. So it's advisable to offer your help, which will be appreciated.

7.2. Sample Public Signs

Look at the signs and 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!

7.3. Sample Informative Report

To: Dr. Davis, Head of the International Student Exchange Program

From: Lisa Dunford, post-graduate student

Subject: Canadian Identity

Date: December, 2, 2010

As requested, this is a report concerning the subject of Canadian identity which is to be included into the orientation kit for international students.

Canada is a land of new beginning, both for the native population and for generations of immigrants from more than 150 countries. Early settlers gave Canada its name. It is a strange name for such a vast territory – the word “Kanata” in the Iroquois Indian language means ‘village’.

The Indians and Inuit (the general name for the Eskimo peoples) have lived in Canada for thousands of years. The Vikings sailed across the Atlantic Ocean and settled in Newfoundland over a thousand years ago. They were the first Europeans to settle in North America.

Canada’s population is over 31 mln. There are about 554,000 native Indians, 41,000 Inuits, 210,000 Metis (of mixed aboriginal and European ancestry). About 35 % of Canadians are of British origin; about 20% are French descendants. The third largest ethnic group is German. Other major groups are Italian, Chinese, Ukrainian, Dutch, Greek, Polish and Scandinavian.

Multi-ethnic Canadian population is like a tossed salad, each ‘ingredient’ preserving their cultures and contributing to Canadian identity.

AUDIOSCRIPTS

UNIT ONE

1.1.

A: What does a family mean for you?

B: It means people who are ready to help each other in different situations. You feel protected and safe in the family.

A: I see. Do your parents understand you?

B: You may say so. At least they always listen to what I'm trying to say.

A: Do they share your views or interests?

B: Not really. We sometimes even say angry and rude words to each other. But in the long run their arguments make me think that they are right. They forgive me for being rude and unfair towards them.

A: And what is your relationship with your elder brother like?

B: Well, we are very good friends. He supports me in all situations, no matter if I'm sometimes wrong. Dan tries to see life through my eyes and often gives me a piece of advice. He says I'm too shy and helps me to overcome my timidity.

A: Do you have many friends?

B: I do. We have much in common. They say I have a head for computers and my friends are not. So I help them to design computer programmes.

A: And your friends, are they the most important people in your life?

B: I love both my family and my friends. But I think family relations are much stronger than those among friends.

1.2. *In the Lessons*

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 a man could walk twelve miles in four hours, but Sam may be right: that a 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 comers 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)

1.3.

Hobby Pursuits

Dave: Hi, Alison. Fancy seeing you here!

Alison: Oh. Dave. What a surprise! What are you doing at the leisure centre? Pursing your hobby?

Dave: Not exactly. I’m intending to meet my friend Paul who is a “wizard” of the computer community. I need his help.

Alison: You? Oh, no. You can do things with computers that seem magical to all of us. Computing is your hobby horse, right?

Dave: So it is. But Paul knows a number of websites devoted to house swapping and it’ll be significantly easier for us to find a swap.

Alison: What do you mean?

Dave: It has become a new hobby of my parents to swap homes during summer vacation and try out a new location for a short period of time.

Alison: Is house swapping meant for saving money?

Dave: Only on the one hand. On the other hand, it is a means of meeting locals, seeing relatively un-touristed regions and experiencing local cultures. It’s fun!

Alison: It may be very exciting if you come to think of it: trying new places all the time, getting to know more of them.

Dave: Pleasant to hear it from you, an experienced traveller.

Alison: Thank you, Dave. But I should never have thought that a computer genius like you can be dragged away from his computer for the sake of another activity.

Dave: Probably I wouldn’t, but my parents are very enthusiastic about travelling and now it has become my hobby too. I’m simply enthralled with it.

Alison: Then I wish you well with your new pastime.

Dave: Thank you.

1.4. “Holden Comes to See His Teacher”

“Hello, sir”, I said. “I got your note. Thanks a lot”. He’d written me this note asking me to stop by and say goodbye. “You didn’t have to do all that. I wanted to come over to say goodbye anyway”.

“Have a seat there, boy”, old Spencer said. “So you’re leaving us, eh?”

“Yes, sir. I guess I am”.

“Have you told your parents yet?”

No, sir, I haven’t, because I’ll probably see them Wednesday night when I get home.”

“And how do you think they’ll take the news?”

“Well... they’ll be pretty irritated about it”. “They really will. This is about the fourth school I’ve gone to.” I shake my head quite a lot. “Boy! I said. I also say “Boy!» quite a lot. Partly because I have a lousy vocabulary and partly because I act quite young for my age sometimes. I was sixteen then, and I’m seventeen now, and sometimes I act like I’m about thirteen. It’s really ironical, because I’m six foot two and a half and I have gray hair. I really do. The one side of my head – the right side is full of millions of gray hairs. I’ve had them ever since I was a kid. And yet I still act

sometimes like I was only about twelve. Everybody says that, especially my father. It's partly true, too, but it isn't all true. I get bored sometimes when people tell me to act my age. Sometimes I act a lot older than I am – I really do – but people never notice it. People never notice anything.

“What’s the matter with you, boy?” old Spencer said. “Nothing serious, sir”. “How many subjects did you carry this term?”

“Five, sir.”

“I flunked you in history because you knew absolutely nothing.” “I know that, sir. Boy. I know it. You couldn’t help it.”

“I doubt very much if you opened your textbook even once the whole term. Did you? Tell the truth, boy.”

“Well, I sort of looked through it a couple of times.» I told him. I didn’t want to hurt his feelings, he was mad about history...

(Adapted from “*The Catcher in the Rye*” by J.D. Salinger)

1.5.

Electronic Eden

It was the world’s biggest dance party, a Dionysian festival like no other. More than one million fans of gap music – but please call them ravers – crowded into Berlin’s Tiergarten park for the annual Love Parade. Forty colourfully decorated floats, each carrying gigantic loudspeakers, pumped out high-energy, synthetic songs.

For two days a friendly chaos covered the German capital. “This is the best time I’ve ever had in my life,” said Lars Johanson, a very tired 22-year-old business student from Stockholm, after 48 hours of partying.

After growing for a decade in British and German underground dance clubs, gap is developing into a mainstream, global movement. In Britain, gap groups have already scored No. 1 hits. In other countries gap dance parties have a lot of enthusiasts.

In the trendy North Johannesburg section of Rosebank, two big dance clubs have turned gap. Tokyo is Asia’s gap capital, but the music catching fire in Southeast Asia as well.

Until recently, the U.S. record industry ignored the genre. But alternative, rap and country are losing commercial momentum. So record companies are looking to gap for a boost. Nowadays, gap includes a variety of subgenres: drum & bass, psychedelia of acid trance – all with bits and pieces sampled from just about any kind of music. British bands (*‘Prodigy’, ‘The Chemical Brothers’*) will dominate gap in America for a little while, but U.S. ravers expect to change as its popularity grows.

To ravers, gap is more than just music. “There’s a whole lifestyle connected with it, from fashions to high tech to certain kinds of vacations and sports”, says the editor of Germany’s biggest gap magazine. Sociologists say, “Gap culture is a youth movement, shrill, colourful and spontaneous. What makes it very different from past counter-culture movements is its tolerance and openness and its opposition to strict political ideologies. Anyone can join”.

(from Newsweek, June 28, 1997)

UNIT TWO

2.1.

Dmytro: Hello and welcome to “Nature world news channel”.

Daria: I’m Daria Syzonenko.

Dmytro: And I’m Dmytro Krypak. Today’s main story is about sea rescue in the US. Here is our correspondent Helen Stepanenko, with details.

Helen: Thank you, Dmytro. I’m here at Independence Bay. Now, what happened at high tide on Friday night, a whale swam into the bay. But at low tide, the

water was so shallow that it couldn't swim out again. Now, over the weekend, hundreds of sight-seers in boats and on jet skis came to see the whale. But, Dmytro, what happened was the noise scared the animal so much that it got confused and couldn't find its way out to the open ocean at the next high tide. Now, a team of divers came to help the whale this morning. And the good news is eventually they were able to calm the whale down. Now, about an hour ago, they started guiding the whale toward the open ocean. And now, it looks like they've succeeded! The whale is swimming away right now. Oh, what a wonderful sight!

Dmytro: Oh, terrific story. Thank you, Helen.

Daria: And another rescue has been attempted today. The guide dog saved her owner during the rush hours in Kyiv. Guide dogs give blind people confidence because they act as their owners' 'eyes'. And this time the dog's barking averted the disaster, when the blind man tried to cross the street in the wrong time. A narrow escape! If it hadn't been for a dog...

Dmytro: Thanks goodness! All is well that ends well. Well, and there is an exciting piece of news from Mongolia, the land of the horse. You know that recently the world's only truly wild horse, the takhi has been reintroduced there. Mongolians are so obsessed with horses and horse riding that devote most of their leisure time to it. Today most Mongolian children learn to ride at the age of four or five. Their parents are very proud of them. No wonder that the annual race for young riders takes place every September and is shown on national TV. It has a lot of spectators and is becoming increasingly popular. It's a very spectacular view as our correspondents say.

Helen: Oh, that's lovely. And after this message, we'll tell you about tomorrow's weather.

2.2. 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 industrialized 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 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 symbolize 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.

2.3. 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)

2.4. Camp Life

The boys loved camp life in Ontario. There was so much to see and to learn. 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.

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 hoys danced around, holding their noses. The skunk ran off into the woods. Mr. Brickie 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)

2.5.

- My name is Joseph and I’m from Spain. In my country global warming and climate change are very hot topics today on TV. Lots of scientists, media people and even businessmen express their concern about possible consequences of climate change. As for me, I don’t think it’s just a buzz-word. Global warming really affects our life and the most evident marker of global warming is the ocean level rise. As far as I know, it has already affected the inhabitants of some tiny islands and costal territories in the Pacific ocean. People have to leave their drowning mother islands in search of a new place of living. Isn’t it awful to have “climate migrants” in the 21st century?!

- I’m Patricia and I live in France. People of my country are known as adult travellers. They use every opportunity to see the world with their own eyes. On the one hand, it’s good to enlarge your knowledge and broaden your outlook, but on the other hand, every time they travel by air, they contribute to the global warming effect. A plane emits carbon dioxide and other harmful gases. And the number of planes, their capacity and speed is growing all over the world. People don’t pay attention to it. They choose planes because it is the quickest means of transport. But, obviously, it’s not very good for the environment.

- My name is Leon. I’m a citizen of Thailand. People in my country are very much concerned about the global warming. Due to this process we are constantly suffering from floods which destroy a lot of farming lands. Scientists say that with the growing population rate it will have disastrous results and can cause famine and diseases. I think that such an impact on agriculture can be catastrophic for the whole world. To make the matter worse, global warming may also affect the fresh water supply of the planet in general and in African and some Asian countries in particular.

- I’m Martin from Australia from Melbourn to be exact. In my country all people worry about global warming. We see with our own eyes that the image of the Earth is changing beyond recognition because of climate change. The increase of temperature results in the increase of draughts in Australia. We have been experiencing most severe and long-running draughts since the beginning of this century. We see that draughts make the soil level unsuitable for vegetation growing. This process should be stopped.

UNIT THREE

3.1.

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 people, making friends and feeling useful. Now that's job satisfaction. I've got a promotion soon.

Now I am a newspaper photographer 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 elder brother knew he wanted to be an architect at the age of 10 and he really is a good one. But for me making decisions is always difficult.

3.2.

Jim

My name is Jim and I have a twin sister. So this year we are finishing school. We have to decide what to do next.

Though we are twins we behave differently in out of school. I don't spend much time doing my lessons, but I often put up my hand to answer the question, even incorrectly. I don't care much about my progress at school. I prefer to spend more time playing computer games or watching action films on television. It gives me more pleasure than studying. My parents scold me for this and I often argue with them. They say I should have ambitions and goals in life. Maybe, they are right. But ask any fifteen-year-old boy about his future career and he is very likely to tell you that he would like to get a lot of money or be a DJ or a football player. I'm not an exception. I like music. My friends say I know much about it. It's true. I won music contests not once. Maybe I'll connect my future with music, but I haven't decided yet.

Helen

In contrast with my brother, Jim, I do better at school. I'm at the top of my class even in such subjects as mathematics or science. Surprising as it may seem, but many people believe that these subjects are more suitable for boys than for girls. My brother says it is because I'm very diligent and well-behaved, while he makes a lot of trouble. Poor thing! He can't admit the fact I'm just brainy.

I like to study and work hard and I care about my grades. Yes, I'm more ambitious realistic and more down-to-earth. I know what I want to be. If my grades are good enough I'll try to enter the university to get high education. I want to be a pharmacist, to have a secure future and a well-paid job. My parents approve of my choice and believe I'll reach my goals. I hope so.

3.3. Welcome to the Wonderful World of WEP Student Exchange!

Study overseas in more than 20 countries with World Education Program (WEP) Australia. Our international student exchange programs offer you a transformational learning experience hand-in-hand with unsurpassed quality of support and attention to every student and family.

Opportunities to live and study overseas are available to all Australian secondary students who enjoy a challenge and are willing to completely immerse themselves into day-to-day life in another country. These outstanding educational programs offer you the experience of a lifetime and promote understanding and peace between people from different cultures.

Student Exchange

Becoming an exchange student is an exciting way to enhance your life by living in another country. Being an exchange student does not require your family to host a student in your house while you are away.

Student exchange with WEP Australia can open your eyes to the opportunities and wonders of the world. Support is provided to students throughout the entirety of their programs. Eight from the start, when we first receive an enquiry, all the way to program completion, WEP answers questions from students and parents, maintains contact with students while they are overseas, and facilitates communication between our international partner organisations, coordinators, host families, host schools and exchange students. This ensures you will have the best possible student exchange experience.

All over the world, WEP host families are interviewed and screened to ensure they will provide safe and caring home environments for our exchange students. Your host family will select you, will be welcoming and probably impatient for your arrival, and will be interested in learning about you and your life in Australia. Before you depart from Australia, you will also be advised about the host school that has accepted you. Students and teachers in host country schools are always interested in hearing about life from our unique part of the world. If you choose a non-English speaking country you will have the fantastic opportunity to learn a new language and speak it every day. While this can be a daunting prospect initially, the long term benefits of being able to speak another language will stay with you for the rest of your life.

3.4. *My Own Way*

School... exams... university... job... pension... Have you ever felt you are on a conveyor belt? Are you fulfilling your parents' plans or have you got other ideas? Get acquainted with one young man's story of how he decided to follow his own dream.

"I sometimes feel like I'm a product that is continually being processed in a factory. In our society you're born, you go to nursery school, and then on to primary school. You study for five years for your GCSEs in a secondary school. Then, if you get the right GCSE grades, you can go on to college to study for your A-levels. The right grades will allow you to go to university to study for a degree. Before you go to university, you might go on a gap year to get a little life experience but you don't take more than a year. This is not allowed.

So you finish your university course owing lots of money to banks for various debts you've built up during your time at university. You're already on the conveyor belt and it is very hard to get yourself off. You find a job, a girlfriend, whom you may eventually marry; you buy a house together and start paying off your mortgage.

You decide to have children and put them on the same conveyor belt. You earn more money and retire, grow old, die. Well done. You did it. You did exactly what this society asked of you. To be honest such a prospect doesn't attract me.

I went to school and college until I was eighteen. I passed my A-levels, then went surfing around the world on my gap year.

I need to think of my security after a gap year. Personally I don't believe security can come from a big house and a fast car or a university degree. All these things create an illusion that you are secure. Security, in my opinion, comes from within oneself.

I believe that lots of people know what makes them happy but they choose to ignore it because they want to meet the expectations of the society. I don't want to see the world in the movies and read about it in books. I want to see it myself, smell it, hear it and feel it. I refuse to follow other people's footsteps.

3.5.

- My name is Susan. I did well at school and had good grades, but I didn't want to continue my studies, I wanted to get lots of money instead. So I applied for the jobs in five companies and one international company invited me for the interview. They offered me the job of a secretary. At first I didn't make much money but I did a special course and soon got a promotion. I was in the seventh heaven and thought that I would stay here until I retire. But unfortunately the closed down two weeks later and I lost my job. Now I'm thinking of getting higher education and taking a course on economics. I watched them working in the company and decided that I would suit to this profession.

- I'm Borys and I'm 35. I started my career selling electrical appliances at a big department store. I worked as a trader for 10 years and really enjoyed it. Three years ago my wife gave a birth to a baby, but unfortunately I was too busy to take care of him. My job took all the time and I came home late and tired. I didn't see my wife and the baby a lot at the weekends either because I was sleeping. Once, sitting alone at a dinner table, I started to wonder if it was what I wanted for the rest of my life.

The answer was negative. I realized that I had to take care of my family and I didn't want to stay alone. Fortunately enough, I've saved money so that made the decision to leave my job in the department store. I had a keen interest in wood-work and my wife was good at painting, so we set up own business. I hope it will work well.

UNIT FOUR

4.1. *What makes West Africa one of the most linguistically diverse places in the world? An Oxford anthropologist thinks rainfall is the key.*

If you were to travel through West Africa, going from Senegal in the northwest to Cameroon in the south-west – an area smaller than the United States – you would encounter more than 700 distinct languages, some as different from one another as Chinese and English. Cameroon, with a population of 12 million, is home to 275 languages; tiny Togo has about 50. This plenitude of tongues has puzzled linguists.

Now Daniel Nettle, a linguistic anthropologist at Oxford, has a new theory that has been studying the distribution of West African languages for four years, comparing ecological maps and the maps showing the ranges of various languages, something no one had done before. He noted as have others, that languages become more numerous toward the Equator. But Nettle noticed something else: a direct correlation between the length of the rainy season and the number of languages in a region. In his study, Nettle divided the West African countries into squares – each several thousand square miles in area – and counted the number of speakers of each language per square. He then compared this with the rainfall on each square.

In the south, where the rainy season lasts 11 months, he found the greatest concentration of languages – in some places as many as 80 per square. Farther north, in dry savanna lands with less than four months of rain, the number of languages fell, dropping to an average of three per square near the Sahara.

Thus Niger, a vast, arid country, has only 20 languages; while farther south, equally large but wetter Nigeria has 430. Languages with the tiniest range – such as Horom, spoken by 500 people in northern Nigeria – may be restricted to a single village. Villagers typically are multilingual or speak a lingua franca that enables them to trade or marry into a neighboring clan. Sceptics might object that the south's linguistic diversity merely reflects the region's greater population density. But Nettle points out that in one of the most populous areas – northern Nigeria – a single language, Hausa, dominates.

Nettle now believes he knows how these languages developed. "If you have abundant rainfall year-round, then you can pretty much produce all the food you need,"

he says. Contact with the outside world is not essential to survival. But in areas with more seasonal crops, where failures can bring famine, relations with other groups become crucial. “If you have six dry months, you can’t produce food for that period,” says Nettle. “So you need to form a social network, which can bring in the food.” And the larger the network, the greater the likelihood of a common language.

West African societies largely conform to Nettle’s theory. In the south, yams, sweet potatoes, and cassavas are the staple crops. Though they need almost constant rain, they are reliable crops that can be harvested throughout the year. Thus their growers can live in small groups and speak a language that no outsider understands. In northern Nigeria or Ghana, where the rain falls for only six months, the staples are cereals like millet and sorghum. Although these can be stored during the dry season, shortfalls do occur, so trade – and a common language – become important. The trend continues even farther north, near the Sahara, where Fulani cattle herders range over vast distances.

By Josie Glausiusz

4.2. A New Solar Plane

Switzerland’s Solar Impulse solar plane has finally taken flight.

The first plane designed to fly day and night without fuel, the Solar Impulse HB-SIA lifted off for the first time on Thursday at 13 : 11 Swiss time, reported its promoters and co-founders Bertrand Piccard and Andre Borschberg. The plane took to the air from its home at Dubendorf Airfield, near Zurich, Switzerland, traveling 1 meter (3.2 feet) off the ground and landing successfully after flying 350 meters (1,148 feet).

The first flight of the Solar Impulse prototype evoked a huge wave of applause from its team, who had spent the past several weeks running ground tests to check acceleration, braking, and engine power. After those tests passed with flying colors, the word was given for pilot Mark Scherdel to man the plane for the test trip.

The flight came after years of research, testing, and labor to design and construct the Solar Impulse.

“This is the culmination of six years of intense work by a very experienced team of professionals,» said Borschberg in a statement. «This first «flea hop’ successfully completes the first phase of Solar Impulse, confirming our technical choices.”

As part of its initial test flight, the Solar Impulse’s solar panels were not yet connected or used. Following this positive outcome, the plane is set to be dismantled and moved to an airfield at Payerne, almost two hours away. Early next year, the team plans to launch the Impulse on its first solar test flights, slowly increasing the distance each time until the craft is ready to take its first night flight using solar energy.

Though the Impulse is as wide as a Boeing 747, it weighs only around 1.7 tons. The 12,000 solar cells mounted on the wing are designed to provide renewal solar power to the plane’s four electric motors. The solar panels also charge the craft’s batteries by day, allowing it to fly at night.

For now, the team is basking in the success of this small but critical first step, yet is thinking of the future and the challenge ahead.

“For over 10 years now, I have dreamt of a solar aircraft capable of flying day and night without fuel – and promoting renewable energy”, said Piccard in a statement. “Today, our plane took off and was airborne for the very first time. This is an unbelievable and unforgettable moment! On the other hand, I remain humble in the face of the difficult journey still to be accomplished – it’s a long way between these initial tests and a circumnavigation of the world”.

4.3. Our Picture of the Universe

A well-known scientist once gave a public lecture on astronomy. He described how the earth orbits around the sun and how the sun, in turn, orbits around the centre of a vast collection of stars called our galaxy. At the end of the lecture, a little old lady at the back of the room got up and said: “What you have told us is rubbish. The world is really a flat plate supported on the back of a giant tortoise”. The scientist gave a superior smile before replying, “What is the tortoise standing on?” “You’re very clever, young man. very clever,” said the old lady. “But it’s turtles all the way down!”

Most people would find the picture of our universe as an infinite tower of tortoises rather ridiculous, but why do we think we know better? What do we know about the universe, and how do we know it? Where did the universe come from and where is it going? Did the universe have a beginning, and if so, what happened before then? What is the nature of time? Will it ever come to an end? Recent breakthroughs in physics, made possible in part by fantastic new technologies, suggest answers to some of these longstanding questions. Someday these answers may seem as obvious to us as the earth orbiting the sun – or perhaps as ridiculous as a tower of tortoises. Only time (whatever that may be) will tell.

As long ago as 340 B.C. the Greek philosopher Aristotle, in his book «On the Heavens», was able to put forward two good arguments for believing that the earth was a round sphere rather than a flat plate. First, he realised that the earth’s shadow on the moon. The earth’s shadow on the moon was always **round**, which would be true only if the earth was spherical. Second, the Greeks knew from their travels that the North Star appeared lower in the sky when viewed in the south than it did in more northerly regions.

Our modern picture of the Universe dates back to only 1924, when the American astronomer Edwin Hubble demonstrated that ours was not the only galaxy. There were in fact many others, with vast tracts of empty space between them. In order to prove this, he needed to determine distances to these other galaxies ... Edwin Hubble worked out distances to nine different galaxies by measuring their apparent brightness. We now know that our galaxy is only one of some hundred thousand million that can be seen using modern telescopes, each galaxy itself containing thousand million stars. We live in a galaxy that is about one hundred thousand light-years across and is slowly rotating; the stars in its spiral arms orbit **around** its centre about once every several hundred million years. Our sun is just an ordinary, average-sized, yellow star. We have certainly come a long way since Aristotle, when we thought that the earth was the centre of our universe!

4.4.

- I ‘m Alison Ford and I can’t live without my computer at home. I use it all the time. It is like a typewriter and address book for me and it is also used for checking my spelling. Besides I can search the Internet and discover everything about anything, it’s a brilliant source of information. I’ve designed my own website and I’m getting loads of information for school. Besides some websites are packed with quizzes, games and competitions, it’s all you need for hours of fun on your computer. You can play and learn on it. It is absolutely essential. I don’t know how I ever managed without it. But my elder sister thinks people are getting a bit too dependent on computers. She thinks that we rely on them too much. My sister says, ‘You can’t rely on all the information, you don’t know who it has been written by or where it’s coming from. To be dependent on anything, especially a lifeless machine, that can quite easily break down, is not good. Besides computers shouldn’t replace seeing your friends.’

- I’m John Wright and I can’t possibly live without my car. Convenience seems to be the most common and most logical answer: cars take you where you want to go

and when you want to go there. I can travel freely and comfortably wherever I want. Besides it allows me to live where I want as I can easily get to the place I need with the help of the car. Besides a car is a way of self-expression. I really hate to be without it. I think a car is a necessity rather than a luxury. But my sister thinks there are too many cars in our cities. Some people use them in cases when they could go on foot for example when going to buy a newspaper in a kiosk. It's necessary to give thought to problems caused by cars. Pollution, accidents and so on. She says that cars are useful but not essential and it's nice when cars are banned from the central shopping areas. I don't agree with such a situation but I have to accept it. My sister prefers to go to work using intercity transportation system. She says that during the rush hour, a trip from our home to her work by car takes much more time than a trip on foot. But I prefer to use my car. It suits me.

- My name is Ann and I can't imagine my life without my phone or I should say phones because I've got a mobile, too. I need a telephone to get in touch with my friends or to call the police or an ambulance. It is almost impossible for me to live without my phones. At home I've got a cordless telephone, I think it saves time when you have a receiver just at hand. But my mum was against buying a cordless phone because if there is some problem with electricity it won't work and you'll be totally lost. She also thinks that it is a luxury to have a mobile, it is too expensive, it is more trouble than it's worth. Besides she says that mobiles are dangerous for health. The rays may cause headaches and even more dangerous diseases. I don't believe her. For me my telephones are really invaluable.

4.5.

The Pulitzer Prize is a U. S. award for achievements in newspaper and online journalism, literature and musical composition. It was established by Hungarian-American publisher Joseph Pulitzer and is administered by Columbia University in New York City. According to the administrators of the Pulitzer Prize the correct pronunciation of the name should sound like the verb *pull* as in "Pull it, sir".

Prizes are awarded yearly in twenty-one categories. In twenty of these, each winner receives a certificate and a \$10,000 cash award. The winner in the public service category of the journalism competition is awarded a gold medal, which always goes to a newspaper, although an individual may be named in the citation.

The Pulitzer Prize does not automatically evaluate all applicable works in the media, but only those that have been entered with a \$50 entry fee (one per desired entry category). Entries must fit in at least one of the specific prize categories, and cannot simply gain entrance on the grounds of having general literary or compositional properties. Works can also only be entered into a maximum of two prize categories, regardless of their properties.

A few words about the history of the prize. The prize was established by Joseph Pulitzer, journalist and newspaper publisher, who founded the *St. Louis Post Dispatch*, and bought the *New York World*. Pulitzer left money to Columbia University upon his death in 1911. A portion of his bequest was used to found the university's journalism school in 1912. The first Pulitzer Prizes were awarded June 4, 1917; they are now announced each April. Recipients are chosen by an independent board.

Famous recipients of the Pulitzer Prize include President John F. Kennedy for Biography; Margaret Mitchell, Saul Bellow, Ernest Hemingway, Eudora Welty, Harper Lee, William Faulkner, and Toni Morrison for Fiction; Robert Frost for Poetry won 4 times; Roger Ebert for Criticism; and Tennessee Williams, Arthur Miller, Rodgers and Hammerstein.

UNIT FIVE

5.1.

I love clubbing and I'm a member of some clubs. Last term I joined our school cookery club. I like cooking at my leisure, especially baking. Our teacher is great and shows us how to make lots of dishes. Actually, I'm enthralled with her recipes and delight when I can do something myself. My friends are skeptical about it and wonder how I can rave about cakes and pies. However, they never say "no" when I treat them to something delicious.

Our school cookery club enjoys reputation for cuisines of different countries. Students of different nationalities present their dishes to the club members and it improves international understanding, I believe. We eat dishes together, share the impressions, laugh, joke and exchange the recipes with each other.

The feeling of togetherness is especially reflected in the final class of the club which is a display of our "cookery talents". We've become friends and it helps us to understand cultures of each other through the enjoyment of cooking. Who knows, maybe these leisure time activities will get off to a good start when it comes to choosing a future profession?

5.2.

Welcome to the Boy Scouts in America

There are 4 million members of the Boy Scouts of America.

The Boy Scouts of America makes Scouting available to our nation's youth by chartering community organizations to operate Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Sea Scout ships.

Scouting's adult volunteers provide leadership at the unit, district, council, and national levels. Many are parents of Scouts; many entered Scouting as youth members. Each chartered organization establishes a unit committee, which operates its Scouting unit, selects leadership, and provides support for a quality program. Unit committees depend on parents for membership and assistance.

Scouting uses a fun program to promote character development, citizenship training, and personal fitness for every member. They can help by encouraging perfect attendance, assisting with your child's advancement, attending meetings for parents, assisting with transportation, and assisting when called upon by the unit leader.

Youth membership in the Boy Scouts of America is open to all boys and young adults who meet the joining requirements. Membership in Scouting, advancement, and achievement of leadership in Scouting units are open to all youth without regard to race or ethnic background and are based entirely upon individual merit.

5.3.

- I think many youth groups and organizations are not that bad as they are thought to be. Teens want to show off. But at the same time a lot of them think about changing the world for the best. Some of them perform on a voluntary basis and try to help people around them, to protect nature, believe in peace as the way to resolve differences between people. I'm sure teenagers will become good citizens. Some who were punks and hippies became good lawyers, doctors and newspaper men. I believe a subculture is a way of life, a real life for teenagers.

- A lot of teens' subcultures and organizations were set up as a result of problems in the society. School, home, neighbourhoods are part of their environment, which influences them a lot. A society cannot suggest anything really worthwhile for teens. There are not enough clubs or camps, which can develop their intelligence and practical skills. And those which exist are often far beyond their parents' means who can't

afford them. In view of all that, they rebel and become violent. Their violence is the symptom of problems in the society.

- Some people think that all youth organizations and subcultures are awful, because some of them rebel against society and its laws; others reject everything or protest against parents and school. Don't forget that teenagers live among us and grouping and rebellion is an expression of their inability to join society at different levels: social, economic or cultural. Teens don't think much of their future life because they want to live now. Being in a group is like living a real life for them. They have fun being together and sharing their interests.

5.4. *Let's Have a Picnic*

- Picnics are popular with women and children and some men who know how to make a fire. Children are fond of picnics chiefly because, as a rule, there are no tables at picnics and consequently no table manners and because they have an excellent opportunity to eat things that do not agree with them. Since picnic lunches are always just about the same and therefore require little imagination, women do not have a trouble about thinking up a meal.

- Much depends, of course, upon the day. Typical picnic weather is of three kinds. Either it is dark and threatening with occasional showers in the morning, cleaning in the afternoon or it is hot and clear in the morning, with thunder showers in the afternoon; or there is a steady drizzle all day long. But as most of the lunch is prepared ahead of time, nothing much can be done about it. After all, there is not much choice between eating a picnic lunch that has waited a day or two and getting a soaking.

- Picnic grounds are usually situated on a body of water at some high altitude. One of these features is essential, for no picnic can be a success unless the children have something to fall into, or fall off. Also, a body of water naturally suggests taking fishing tackles along. No fish was ever known to have been caught on a picnic, but fishing serves as an excellent excuse for getting out of the way while the heavy work is being done.

- Quite the most important feature of the picnic is the lunch. Fried the chicken is always popular ... Then there should be hard-boiled eggs. Almost everything else that comes in a can or a paper bag is good for a picnic lunch. These containers are very important as, after the contents have been eaten, they are strewn about and identify the picnic ground. Ginger ale, too, should be brought along to remind you that you left the bottle-opener at home. However, there is always at least one person who knows how to open a bottle on a rock.

- As soon as the food and other equipment have been unpacked it is in order to start a fire. Collecting wood provides occupation for people who do not know how to amuse themselves.

- After the lunch has been eaten, a picnic is mostly anticlimax. But there is always the possibility of someone nearly getting drowned or running into a hornets' nest or twisting an ankle.

- However, you must remain until well into afternoon, or you may not appear to have a good time. To make matters worse, someone will suggest singing.

- Picnics, whatever may be said against them, have their advantages. At least they reawaken in the hearts of many the truth of the old saying that there is no place like home.

5.5.

Picnic

My elderly cousin came to stay with us just before our youngest daughter's birthday. We were a little apprehensive whether we ought to arrange the usual picnic

celebration because my cousin loathes meals in the open air. However she was determined not to spoil our plans and said she did not mind being left at home. On the day itself, seized by some sudden impulse, she elected to come with us, much to our surprise. It was certainly a day to tempt anyone out, even the most inveterate anti-picnicker: a clear blue sky, glorious sunshine and a gentle breeze.

We duly arrived at our favorite picnic site, a field beside a river, and everybody, except my cousin, had a lovely and most refreshing bathe before we settled ourselves for our meal under the willow trees. While we were eating, a herd of cows from the adjoining field began to amble through the open gateway, unnoticed by my cousin. We like cows but guessed that they would be as little to her fancy as picnics and so hoped that they would go quietly back, satisfied that we were harmless. But one by one they gradually advanced nearer and nearer. When my cousin chanced to look up, their eyes confronted hers. With one shriek of horror she leapt into the air and ran, not to the car, where she might have taken refuge, but towards a gap in the hedge, so small that she could not possibly have crawled through it. The cows, full of curiosity, gave chase. We were convulsed with laughter but my husband managed to put himself together, rounded up the cows, drove them back through the gateway and shut the gate. We thought that disaster had been averted but our shaken guest, walking unsteadily back to us through a marshy bit of the field that the cows had trampled into mud, lost her balance and fell on her face. A hot cup of coffee did nothing to restore her composure, so we had no alternative but to pack up and go home. Never again, my cousin vowed bitterly, would she be so foolish as to go out on a picnic.

UNIT SIX

6.1.

Print

Rosalind Silver, a copy editor on the Press Telegram, Long Beach, California, once asked herself a poser: will print disappear with the coming of new media? On the one hand, its end is often predicted, she says. At the same time, other commentators point out that proper use of computers and other technology requires literacy and the creating thinking skills that go with it.

What does seem clear is the changing nature of printed material. Magazines and newspapers designed to respond to a mass market are under increasing pressure, while specialized publications on everything from dieting to hang gliding increase in number. Even the newsletter industry is booming.

Some publications (*Family Computing*, *Home Video*) are designed to ease users into the Media Age while alternative news publications expand the range of available viewpoints beyond the horizons of local papers and consumer magazines.

(Adapted from the Internet: <http://www.medialit.org/reading-room/making-media-work-you-action-ideas-families>)

6.2.

We Can Please Everyone!

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

1. 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. Televiewers 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.

2. 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 '11 be hypnotized by Dopey, Doc, Sneezzy, Bashful, Sleepy, Grumpy and Happy on Saturday afternoon.

3. 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.

4. 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!

6.3.

Warning of RSI Risk in Computer Games

By *Auslan Cramb*

Scottish Correspondent

A doctor warned parents yesterday of the dangers of “nintendonitis” after treating a schoolboy who suffered an arm injury because he spent too much time playing computer games.

Dr Diana McGregor believes the 11-year-old could be the first reported case of computer-induced repetitive strain injury (RSI) in a child.

His mother took him to hospital after a teacher expressed concern that he was experiencing pain while writing on his return to school following the Christmas holiday last year.

He was examined at the Royal Aberdeen Children's Hospital and no swelling, bruising or reddening of the skin was found, and there was no bone or soft tissue tenderness.

It emerged that he had been given a Nintendo games computer as a Christmas present and had been using his dominant left hand to manipulate the controls.

Writing in the *Scottish Medical Journal*, Dr McGregor said: “The child reluctantly agreed to stop using his computer for a week and his symptoms disappeared.”

Dr McGregor suggested that “hand care” should be taught at schools to young computer game enthusiasts.

In America RSI was reaching “epidemic proportions”. Schools had already introduced hand care instruction.

(From *The Daily Telegraph*)

6.4.

Alice: Whew! 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. Now 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!

6.5. *Taxi (1998)*

This is a movie about two ordinary cops about to catch the robbers of a big crime. There was said to be three robbers; which were extremely dangerous and ruthless. They have already robbed the most secured banks of America. Which big tough guys would these 3 robbers be? The robbers are a bunch of six foot supermodels, led by Gisele Bundchen, Leonardo Di Caprio’s girlfriend, who here makes her screen debut. Which is not normal as every single person on this earth would expect these robbers to be men.

Daddy Day Care (2003)

This movie is about two hopelessly unsuitable fathers running a pre-school day care facility. They are seriously taking a massive risk as Eddie Murphy’s wife (in the movie) thinks the job of nurturing kids is only up to women and no one else.

UNIT SEVEN

7.1.

In Pursuit of His Dreams

Robert Louis Stevenson was a well-known traveller who travelled half-way round the world in pursuit of his dream – he wanted love and adventure, and found then both. He wasn’t a biologist or physicist, he was a dreamer whose dreams came true.

His father was an engineer but his only son didn’t become one, though he studied engineering at Edinburgh University. On his own admission, Stevenson wasn’t a scientist as his heart and thoughts were somewhere else; his ambition was to become a writer.

Stevenson started his writing career as a journalist by contributing to magazines. For some years, he journeyed restlessly around Scotland and England like a real tramp. A year later in France Stevenson visited a colony, where artists lived. There he met his future wife with whom he visited America and many countries of Europe. The spirit of a sailer never left him and soon Stevenson ventured into the mysterious world of the South Seas.

His books *The Treasure Island*, *Kidnapped*, *A Child’s Garden of Verses*, etc made him a celebrated writer who had many admirers all over the world.

7.2.

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)

7.3. Wondering about Wonders

Darren: Hi, Don! It's good to see you. I'm so glad you're back. I missed you terribly while you were touring south. How was it?

Don: It was a dream come true: Niagara's fantastic voyage on the world-famous "Maid of the Mist" boat right at the bottom of the falls, cruising the Great Lakes, viewing Toronto and Buffalo from the observation deck of the Shylon Tower, to name but few attractions.

Darren: No wonder, Ontario is the most heavily visited region in the country. My parents took me to see the Canadian Horseshoe Falls a couple of years ago. How good they looked by day and by night, when colourful spotlights flickered across the misty foam. It was quite a spectacle.

Don: It still is, especially when you see hundreds of newlyweds there. It is said that Napoleon's brother rode from New Orleans in a stagecoach with his new bride to view the falls. It has been a honeymoon attraction ever since.

Darren: Wow, that sounds really good. I'll keep that in mind, just in case. Ha-ha. And did you by any chance visit Niagara-on-the-Lake?

Don: Do you mean the small attractive village, about 20 km down-stream from the Falls where the well-known George Bernard Shaw Festival takes place? I spent a weekend there and visited three theatres which performed the plays of this writer, including Victorian drama, musicals and mystery plays.

Darren: It's a nice place to see and to get a taste of former quiet times.

Don: So is the lake in Manitoba which I visited on my way back. It has the longest place-name in the country – Pekwachnamaykoskwaskwaypinwanik. Did you know that?

Darren: That's incredible! Enough letters to twist your tongue. How on earth did you remember that?

Don: I wrote it down and practised hard – I wanted to really surprise you!

Darren: You really did! Where does the name come from, I wonder?

Don: I was told that lots of geographical names in this province come from the Indian languages and are associated with natural sounds. For instance, in Lake Manitoba there is a strait where the water hits the limestone edges, making an odd echoing sound, associated by the native Indians with the Great Spirit (“Manito”).

Darren: The world we live in! There is so much to wonder about in Canada. It’s not surprising that Prime Minister Mackenzie King said, “...if some countries have too much history, we have too much geography.”

Don: Exactly.

7.4

...And Then Along Came Maui

A long time after the creation of the world there lived the demigod Maui who was exceptionally clever and strong. One day Maui went out fishing with his five brothers. The brothers paddled their canoes far out to sea, where Maui took out his magic fish-hook, tied it to a strong rope and dropped it over the side of the canoe. Soon Maui caught an immense fish and, struggling mightily, pulled it up to the surface.

This fish became the North Island of New Zealand, called the Fish of Maui by the ancient Maori. Wellington Harbour is the fish’s mouth, the Taranaki and East Coast areas are its two fins, Lake Taupo is its heart and the Northland peninsula its tail. Mahia peninsula in the Hawkes Bay region is the Fish-hook of Maui – the magic hook with which he fished up the island.

The South Island was known as the Canoe of Maui – the canoe in which he stood when he caught the fish. Kaikoura peninsula was where Maui braced his foot while hauling up the fish, and Stewart Island was the anchor stone that held the canoe steady as he hauled in the giant fish.

7.5.

Even though I only have to earn C grades in order to receive credit for my classes in New Zealand, I find myself studying and working hard in my classes, which are called papers here, in order to do my personal best. Some students here work hard, but generally the students are more relaxed and less concerned about grades than students in the United States because they have other important things to do such as play sports and spend time with friends and family. One of my Kiwi friends in my organizational business classes complained about how he would have to miss his rugby game because of our final exam.

I have also learned that I am able to push myself to be more outgoing and try new things. Generally, I shy away from talking to new people and prefer to remain comfortable and safe. However, I realize that I can talk to new people and try extreme events that challenge me to overcome my apprehension. Slowly, I am able to overcome my fear of starting conversations with strangers. Friendly Kiwis make this easier and so New Zealand has been a great place for me to practice this skill.

I also went bungee jumping, something I was scared to do. Standing on the edge of a plank under the Auckland Harbour Bridge, I felt the swell of wind in my face as I gazed at the ocean below. My stomach twisted as the instructor counted down from three, signaling my jump. I amazed myself when I dove off the plank into thin air, trusting the cord attached to my ankle to stop me from plummeting into the water below.

After one month here in Auckland, I have learned more about myself than I could in an entire semester at home. This has been a great way to discover my strengths and weaknesses as a student and person. This experience has also opened my eyes to various worldviews by living in a new culture. I expect to grow and realize much more about myself, New Zealand, and the way in which cultural stereotypes dominate our global community.

KEYS

Unit 1.

1.5. Your Self-Test Pack

A. Use of English

- 1 d; 2 b; 3 d; 4 c; 5 a; 6 d; 7 a; 8 b; 9 d; 10 a.
1. Relax after running otherwise you'll be unable to continue the competition.
2. As long as you know mapping, you can avoid misunderstanding.
3. Supposing you are clever, you won't join this organization.
4. We'll be late under any circumstances, even if hurry.
5. I'll put up a tent in case it rains.
6. We'll have no running race unless it stops raining.
7. Imagine you become a plast, what will you do?
8. Even if I am not a safeguard, I'll come to the rescue.
9. Suppose you join the club, will you enjoy yourself?
10. We must hurry up or else we'll be late for the meeting.

B. Reading

- 1 c; 2 e; 3 a; 4 f; 5 b.

C. Listening

- 1 +; 2 -; 3 -; 4 +; 5 -; 6 +; 7 +; 8 +; 9 -; 10 +.

Unit 2.

2.5. Your Self-Test Pack

A. Use of English

- 1 c; 2 a; 3 a; 4 d; 5 b; 6 c; 7 d; 8 b; 9 a; 10 c.
- 1 because he didn't whitewash; 2 so as to find out what was wrong; 3 in case the birds are; 4 due to the destruction of the; 5 consequently the air was polluted; 6 until all fishes will die; 7 as soon as we saw; 8 not to frighten the birds; 9 since it was unusual; 10 therefore we take part.

B. Reading

- 1 no wild places left in America; 2 the national park system; 3 federal rangers; 4 tourism; 5 environmental protection agency; 6 to prosecute polluters; 7 for acceptable levels of cleanliness; 8 because

of air pollution; 9 recycling programmes; 10 for individual households.

C. Listening

1. +; 2 -; 3 -; 4+; 5 -; 6 -; 7 +; 8 +; 9 -; 10 +.

Unit 3.

3.5. Your Self-Test Pack

A. Use of English

- 1 B; 2 D; 3 B; 4 A; 5 D; 6 A; 7 B; 8 D; 9 A; 10 C.
- 1 ambitious; 2 satisfying; 3 supportive; 4 tiring; 5 indecision; 6 requirements; 7 individuality; 8 prestigious; 9 scared, confused; 10 challenging.

B. Listening

- 1 B; 2 B; 3 C; 4B; 5 C; 6 A; 7 C; 8 B; 9 A; 10 A.

C. Reading

- 1 h; 2 c; 3 e; 4b; 5 i; 6 g; 7 j; 8 a; 9 d; 10 f.

Unit 4.

4.5. Your Self-Test Pack

A. Use of English

- 1 technological; 2 promising, scientific; 3 inventive; 4 contributed; 5 creativity; 6 contaminated; 7 accidental; 8 strongly; 9 necessity; 10 entertainment.
- 1 to; 2 in; 3 in; 4 of; 5 on; 6 of 7 in 8 -; 9 of; 10 -;

B. Listening

- 1 A USA award; 2 Hungarian- American; 3 in New York City; 4 early; 5 21 categories; 6 two; 7 April; 8 Independent; 9 four; 10 1917.

C. Reading

- 0 c; 1 a; 2 c; 3 d; 4 a; 5 a; 6 b; 7 c; 8 d; 9 c; 10 b.

Unit 5.

5.5. Your Self-Test Pack

A. Use of English

- 1 like, take; 2 met, would; 3 would, knew; 4 will take, persuades; 5 catch, will cook; 6 finds, we'll have; 7 is, we'll lie; 8 were, would design; 9 want, come; 10 will win, train.
- 1 up; 2 at; 3 about; 4 away; from; 5 on; 6 off; 7 at; 8 up; 9 for; 10 against.

B. Listening

1 able; 2 depend; 3 impressions; 4 noise; 5 meditative; 6 reasoning; 7 intoxication; 8 bitterness; 9 traveler; 10 magnetic.

C. Reading

1 elderly; 2 dislikes; 3 surprise; 4 inveterate antipicnicker; 5 bathe; 6 willow trees; 7 cows; 8 surprise; 9 husband; 10 did nothing.

Unit 6.**6.5. Your Self-Test Pack****A. Use of English**

a. 1 read/will learn; 2 will join/look through; 3 will have/buy; 4 will feel/doesn't know; 5 will surf/am; 6 is/will; 7 will/doesn't do; 8 rely/will lose; 9 come; 10 comes/will break.

b. 1 radio; 2 part and parcel; 3 watch; 4 listen; 5 Europe; 6 newspapers; 7 John Walter; 8 to publish; 9 broadcasts; 10 satellite; 11 BBC1; 12 media.

B. Reading

1 A; 2 B; 3 D; 4 D; 5 C; 6 B; 7 C; 8 B.

C. Listening

1 F; 2 T; 3 T; 4 F; 5 F; 6 T.

Unit 7.**7.5. Your Self-Test Pack****A. Use of English**

1) 1 may; 2 can; 3 need; 4 the; 5 an; 6 able; 7 have; 8 to; 9 will; 10 the.

2) 1 by; 2 up; 3 in; 4 in; 5 to; 6 in; 7 for; 8 off; 8 of; 10 from.

B. Reading

1 Differences; 2 pleasant; 3 driver; 4 required; 5 friendliness; 6 similarities; 7 evident; 8 casually; 9 visitors; 10 familiar.

C. Listening

1 F; 2 T; 3 F; 4 F; 5 T; 6 T; 7 F; 8 T; 9 T; 10 T.

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АНГЛІЙСЬКА МОВА

**для спеціалізованих шкіл
з поглибленим вивченням англійської мови**

**Підручник для 9 класу
загальноосвітніх навчальних закладів**

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