

Л. В. Калініна, І. В. Самойлюкевич

Англійська мова

Your
English
Self **10**



Л. В. Калініна, І. В. Самойлюкевич

Англійська мова

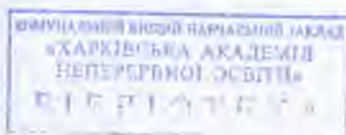
YOUR ENGLISH SELF

Підручник для 10-го класу
загальноосвітніх навчальних закладів
(9-й рік навчання)

Академічний рівень

Рекомендовано Міністерством освіти і науки України

05316



Київ
«Наш час»
2011

УДК 80
ББК 81.2АНГ-922
К17

*Рекомендовано Міністерством освіти і науки України
(Наказ №177 від 03.03.2010)*

Видає на рахунок державних коштів. Продаж заборонено

Наукову експертизу проводив Центр наукових досліджень та викладання іноземних мов Національної академії наук України;
Психолого-педагогічну експертизу проводив Інститут педагогіки Національної академії педагогічних наук України.

Калініна Л. В.

К17 Англійська мова. *Your English Self*: Підручник для 10-го класу загальноосвітніх навчальних закладів (9-й рік навчання)/ Л. В. Калініна, І. В. Самойлюкевич. — К.: Наш час, 2011. — 367 с.

ISBN 978-966-1530-51-4

Підручник з англійської мови «Your English Self» розроблений для учнів 10-го класу загальноосвітніх навчальних закладів, які обрали академічний рівень навчання. Він відповідає повітнім вимогам викладання англійської мови. Підручник є складовою навчально-методичного комплексу з англійської мови, до якого також входять зошит, компакт-диск і книга для вчителя. За допомогою підручника учні розвиватимуть свою мовленнєву компетенцію засобами діалогу культур між англomовними країнами та Україною.

У підручнику представлено матеріали з 6 розділів (Units). Кожен з них — це цікава сфера спілкування, наприклад, «Твоє шкільне життя», «Мандрівки Великою Британією та Україною». По завершенню кожного розділу учні мають змогу перевірити отримані знання, виконуючи тестові завдання «Test Yourself».

ББК 81.2АНГ-922

ISBN 978-966-1530-51-4

© Л. В. Калініна, І. В. Самойлюкевич, 2011
© «Наш час», оригінал-макет
і художнє оформлення, 2011

CONTENTS

GETTING STARTED

- 1. Summing up Your Summer..... 9
- 2. School: Now for It!..... 12

UNIT 1: Family and Friends

- 1.1. Relationships in the Family: Psychology..... 18
- 1.2. Exploring Your Family: History 33
- 1.3. In a Teens' World: Social Studies 42
- 1.4. Breaking the Ice: Communication Skills 53
- 1.5. Test Yourself 60

UNIT 2: Your Schooling

- 2.1. Life after Kindergarten: Human Development..... 64
- 2.2. A Social Gift: Foreign Languages..... 75
- 2.3. Your Learning Skills: Testing 84
- 2.4. Self-directed Learning: Communication Skills 94
- 2.5. Test Yourself 101

UNIT 3: Your Quality Time

- 3.1. Travelling is Worth Troubletaking: Geography..... 106
- 3.2. A Sportsperson or a Sports Fan: Health Studies..... 121
- 3.3. The "Thumb Generation": Technology..... 130
- 3.4. The Sound of Music: Communication Skills 142
- 3.5. Test Yourself 149

UNIT 4: Britain as You Know It

- 4.1. Home Sweet Home: Geography and Architecture 153
- 4.2. Meeting the Young Royals: Social Studies..... 166
- 4.3. Picturing Britain: Visual Arts..... 179
- 4.4. English Values: Communication Skills 191
- 4.5. Test Yourself 198

UNIT 5: You are from Ukraine, Right?

- 5.1. Lessons of the Past: History..... 203
- 5.2. From East to West: Geography 219

| | |
|---|-----|
| 5.3. Thinking Politically: Social Studies | 227 |
| 5.4. Expressing Pride: Communication Skills | 237 |
| 5.5. Test Yourself | 244 |

UNIT 6: The World Around You

| | |
|---|-----|
| 6.1. Geography VS People's Lives: Geography and Social Studies | 249 |
| 6.2. Man and Nature: Biology and Social Studies | 265 |
| 6.3. Your Picture of the Universe: Physics and Philosophy | 276 |
| 6.4. Expressing Tolerance: Communication Skills..... | 286 |
| 6.5. Test Yourself | 292 |

| | |
|-------------------------------|------------|
| RHYME AND REASON | 297 |
|-------------------------------|------------|

| | |
|--------------------------------------|------------|
| A CROSS-CULTURAL READER | 306 |
|--------------------------------------|------------|

| | |
|-------------------------|------------|
| TAPESCRIPTS..... | 325 |
|-------------------------|------------|

| | |
|-------------------|------------|
| KEYS | 342 |
|-------------------|------------|

| | |
|-------------------------|------------|
| VOCABULARY | 353 |
|-------------------------|------------|

УМОВНІ ПОЗНАЧЕННЯ

Go Ahead!

Rhyme and Reason

Your Helping Hand

Enrich Yourself!

Express Yourself!

Work Your Wisdom!

Your Language

Portfolio:

**Listening / Reading /
Writing**

On Your Own

Across Cultures

Culture Comparison

Test Yourself

At Home



BrE/ AmE

мовленнєва зарядка

фонетична зарядка

граматичний матеріал і тренувальні вправи

рубрика містить лексичний матеріал і тренувальні вправи для поглибленого вивчення мови з урахуванням міжпредметних зв'язків комунікативні функції і завдання для їх опрацювання

усна мовленнєва практика для поглибленого вивчення іношомовного соціокультурного матеріалу

тексти для прослуховування і завдання для їх опрацювання;

тексти для читання і завдання для їх опрацювання;

поради щодо роботи з різними видами писемного мовлення

творчі та пошукові вправи для поглибленого вивчення мови

соціокультурна інформація

соціокультурні завдання порівняльного характеру

тестові завдання для самоконтролю і самокорекції

завдання та творчі письмові завдання, що рекомендується виконувати вдома

лінгвістичний коментар щодо різниці у вжитку виділених у тексті слів у британському та американському варіантах англійської мови

завдання підвищеної складності



Dear English language learner!

Welcome back to school! This year you are going to study an academic course of English.

We want you to enrich your knowledge in the subjects across the Curriculum as well as to speak and to write their content. We hope you will enjoy practising your English through learning more from history, geography, social studies, literature, computing, music, etc.

You can start with the revision of what you have learnt previously, using the introductory lessons "Getting Started". In each of the six forthcoming units, you will find contemporary academic and conversational English materials which will enable you to develop your communicative competence in listening, reading, speaking and writing. The conversation warm-ups "Go Ahead" and the pronunciation warm-ups "Rhyme and Reason" can help you to brush up your English on the basis of everyday situations, quotes and poems.

"Your Helping Hand" will truly appear your helping hand in revising your grammar and learning new grammatical items. To upgrade your lexical competence, you are recommended to use the higher-level vocabulary practices in the parts "Enrich Yourself" and "Work your Wisdom". Make sure you pay attention to the differences in meaning and form between some British English (BrE) and American English (AmE) words. Your Language Portfolio is meant to assist you in developing your reading, listening and writing skills in different domains (personal, public, educational and occupational). Try your hand at creating projects in various formats ranging from a poster to a brochure, from an SMS exchange to a house model. You can make them from the point of view of your future profession(s) — that of a historian, a geographer, a psychologist, a computer programmer, a philosopher, and the like.


Reading makes a full man, you know. With this coursebook, you will certainly benefit from reading all sorts of authentic materials (popular and scientific articles, manuals, announcements, journals, etc.). To analyse them thoroughly, please, use the tasks "In-depth Language Study" in your workbook.

There is ample opportunity for you to learn both language and culture in the sections "Culture Comparison", "Across Cultures" and "A Cross-cultural Reader". Importantly, it may prevent you from behaving like a bull in a china shop abroad.

Do you want to test yourself in order to find out your level of language acquisition? Then go to the "Test Yourself" section at the end of each unit.

Hopefully, this coursebook will help you to get a good command of Academic and Conversational English.

*Thank you and
Good luck to you!
The Authors*



Getting Started





1. Summing up Your Summer

I Go Ahead!

On a sheet of paper write one sentence which expresses your feelings after the summer holidays. Put it on the board and discuss it with your classmates.

II Rhyme and Reason

Read the "Summer Jazz Chant" on page 297 and practise rhythm and the sound /w/. How will you answer the questions of the jazz chant?

III Your Helping Hand

GRAMMAR REVISION

a) The gerund

A gerund is an *ing*-form of a verb, e.g. walking.
We can use a gerund after some verbs.

Example: *I suggested*
enjoyed
remembered | *doing sth*
stopped

- Look at the pictures and say what you and your friends enjoyed doing or started practising in summer.



roller-skating



scuba diving



bungee-jumping



computing



designing

Example: *I enjoyed roller-skating every other summer day.*

b) The Past Simple, Past Continuous and Past Perfect Active

The Past Simple

I travelled a lot last summer.

The Past Continuous

I was travelling in the Crimea from early June to mid July.

The Past Perfect

I had travelled in the Carpathians before I returned to Kyiv.

• Describe an important event from your past holidays. Follow the pattern below.

Pattern:

- | | |
|---------------------|-------------------------------------|
| • Last summer I ... | • I used to ... |
| • Once I ... | • ... recently. |
| • Before that ... | • When my friends saw me ... |
| • ... when ... | • My teacher said ... by September. |
- Read Oksana's letter home from Great Britain and open the brackets, using the present and past tenses. Look at the postcards that she enclosed into her letter and say what you know about these British views.



which ... (to associate) with King Arthur, Lleywellyn the Great and Robert Bruce.

Now I ... (to be) in Scotland. Yesterday our guide told us about Robert Bruce, the leader of Scots who ... (to fight) one battle after another against the English, but was defeated every time. Just imagine: Bruce ... (to lose) all hope and ... (to hide) in a cave. He ... (to think) of the battle while a spider ... (to make) a web. Bruce ... (to destroy) the web, but the spider ... (to make) a new web. Thus Robert Bruce ... (to wonder) whether the spider ... (to stop) making his web if he ... (to destroy) it again and again. Do you know what ... (to come) next? Bruce ... (to destroy) the spider's web six times but the spider ... (to start) the seventh's web and ... (to finish) it. So a small spider ... (to fill) Robert Bruce with hope to free his country and so the guide says that in 1314 he gathered a new army and defeated the English. Isn't it amazing?

Write to me soon.

Lots of love,

Oksana

P. S. I ... (to send) you some lovely British views.



Eisteddfod



Edinburgh Festival



Brighton

IV Express Yourself!

Make up a dialogue with your friend summing up your summer. Use the pattern.



Pattern:

A: Hey ... , you look ... ! Definitely you ... , am I right?

B: Exactly. I have I enjoyed

A: Glad to hear it. You seem

And how do you feel about ... ?

B: You won't believe it, but ... and

A: Well, I heard ... say that ... ?

B: That's just it. I didn't even realize it could be I'm still

A: It sounds great! Did you ... ?

B: Sure. I've made ... and bought Do you feel like ... ?

A: I'll be delighted. I have ... and

B: Then, let's

A: Terrific. I believe



At Home: Write a postcard to your friend about your summer days.

2. School: Now for It!

1 Go Ahead!

Read the list of the tenth formers' expectations about this school year and rank them in order of importance. Add your own expectations.





List of expectations:

- to get prepared for entering a college (University);
- to get prepared for a future job;
- to acquire general knowledge;
- to find out what I'm really interested in;
- to enrich my knowledge in a special sphere;
- to test my intelligence;
- to have fun;
- to socialize with my friends;
- to please my parents;
- to kill the time;
- ... ?
- ... ?

II Rhyme and Reason

Read the part of Roger McGough's poem "School" on page 297 and practise sentence stress. Say what school children in the picture feel on their first day at school. How did you feel on 1st September?

III Your Helping Hand

GRAMMAR REVISION

a) The modal verbs: *ought, should or must, have to or must, may, might, could*

Modal verbs express meanings such as necessity and possibility. We can use modal verbs to tell or allow people to do things; or we can use them to say how certain or uncertain we are.

Example: *I have to go now.*

You should answer the letter.

• Now you are a tenth former. Remember what your school life was when you were smaller and compare it with high school. How have things changed for you?



Example: *When I was small, my parents made me do lessons every day and didn't let me hang out as much as I wanted. Now I may socialise with my friends much longer and sometimes my parents let me keep late hours.*

BrE socialise AmE socialize

b) Relative Clauses

A relative clause is a clause introduced by a relative pronoun like *who* or *which*.

- Look at the pictures and say what TV programmes you enjoyed watching with your friends in summer. Why did you like them?



talk show



music *programme*



quiz show

BrE programme AmE program



soap opera



sport program

Example: *I love TV programmes that give me food for thought. I remember one programme where a girl from our school was taking part. My friends and I enjoyed watching it and decided to participate in such a programme, too.*



c) Questions for more information: *will, be going to*

If the decision is made at the moment of speaking, use *will*. If the decision is accepted earlier, use *be going to*.

Example: *I think it will take years and years to get rid of the undesirable effects of global warming.*

How are you going to support the environmental movement?

- Read the article published in the ecological newspaper by an environmental activist Paul Radley. Write 5 possible questions you would like to ask Paul. Say what you will do, or are going to do, to help the animals.

Ever since true humans appeared on earth, they have lived in close association with animals. Time has come to protect them because pollution affects animals more than humans.

In fact, we have more conscious control over our environment. We can make choices about where to live or adjust the temperature of our *houses* and choose what to eat. Animals often become entangled with rubbish, which means that animals often get plastic or wire stuck in their jaws and cannot easily be set free. As a result, they cannot function properly and may die.

Besides, for many animals places where they live have become dangerous. The food chain can be affected by pollution in the places where certain species have been living for many years and are used to being fed on certain food. For example, if the fish were poisoned they would starve. This could make



BrE /hauziz/

AmE /hausiz/



Getting Started

a shortage of food for the animals higher in the food chain. So, as you see, it could take years and years to get rid of such undesirable effects. It's a really great problem and we should take decisive measures.

Interview your friends and find out:

- what new things they have learned this summer;
- on what areas of learning they will focus this year;
- what plans they have made for the future.

Report your findings to the class and say who you are with.



At Home: *Suppose you can't decide on your future. Write an advice-seeking letter to a youth magazine.*

Unit 1

Family and Friends



Pre-test and engage yourself:

1. Can you analyse the relationships in your family?

Yes No

2. Have you ever explored history through your family?

Yes No

3. Can you explain the sense of otherness?

Yes No

4. Can you establish contact properly?

Yes No

Welcome to more of it!

1.1. Relationships in the Family: Psychology

Academic English

- nuclear family
- extended family
- close-knit family
- vulnerable
- to share responsibilities
- to contribute to sth
- to feel lonely and neglected
- to be guaranteed
- to resolve conflicts
- to have a strong belief in sth
- to enjoy dignity of one's personality
- to be left unattended
- to have sympathy for sth / sb
- to provide a solution

Conversational English

- wealthy
- caring
- togetherness
- unavoidable
- to be placed in ahead of sth
- to hear sb out
- to be up to sth
- to rely on sb / sth
- to be an open secret
- to pour one's heart out
- to put drive and value on sth
- It goes further than that ...

I Go Ahead!

Look at the family photos and say what relationships the members of the families may have. What relationships are typical of your family?



II Rhyme and Reason

Read the poem "Family Having Dinner" on page 298 and **practise** the rhyming words. Say who is who in the family picture and what is wrong with the family.

BrE to practise
AmE to practise

III Your Helping Hand

GRAMMAR REVISION

Indirect questions, Wh-questions

1. To report another person's YES / NO questions, use IF / WHETHER after the reporting verb.



Example: — *Have I seen you at the Collins'?*
— *She asked me if / whether she had seen me at the Collins'.*

2. To report Wh-questions, use the question word:

Example: — *Where did you go?*
— *He wanted to know where I had gone.*

Don't Forget!

✓ The word order in Indirect questions is the same as in statements and there is no *do / does / did* auxiliary.

Example: — *Where does your brother work?*
— *She asked me where my brother worked.*

✓ While reporting a question, use common reporting verbs:

- *ask;*
- *inquire;*
- *want to know;*
- *wonder;*
- *question.*

Example: — *What is her father?*
— *She wanted to know what her father was.*

✓ Don't use a question mark in Indirect questions.

NEW GRAMMAR

Embedded questions

1. If you want to express something to which we don't know the answer, or ask politely for information, use EMBEDDED QUESTIONS — questions that are included in another sentence but do not report another person's words.

Example: *Can you tell me if your mum is in?*

2. Introduce embedded yes / no questions with if / whether.

Example: *Do you know if she is still working?*

3. Introduce embedded Wh-questions with a question word.

Example: *My friend wonders how many sisters I have.*

Don't Forget!

✓ Use the statement word order in all embedded questions.

Example: *Can you tell me where they live?*

✓ Don't use DO / DOES / DID in embedded questions.

Example: *I don't know when his friend came.*

✓ Don't leave out IF or WHETHER in embedded yes / no questions.

Example: *Could you tell me if he will be at home at 6 p.m.?*

✓ Use the question mark at the end of the embedded questions and the following common phrases:

- *I don't know (understand) ...*
- *I wonder ...*
- *I'm not sure ...*
- *I can't remember ...*
- *I'd like to know ...*
- *Let's ask ...*
- *I'd like to find out ...*
- *Do you know ...?*
- *Can you tell me ...?*
- *Would you show me ...?*
- *Who knows ...?*
- *Could you explain ...?*

a) Your friend wants to know about your relationships with your family members and your friends. Report her questions to the class.

Example: — *Do you live in an extended family?*
— *He asked if I lived in an extended family.*

1. Do you get along well with your brothers or sisters?
2. Who can you rely on?
3. What do you do when you feel lonely and neglected?
4. Who helps you when you need help?
5. What family values do you appreciate?
6. Who can you pour your heart out to?
7. Where do you socialize with your friends?
8. What character traits of your good friends do you like most?

b) You are going to visit your friend whom you haven't seen for a long time. Change the direct questions into embedded ones. What other questions would you like to ask?



- Example:** — *I'm going to visit my old friend.*
— *How can I find him if I go by car?*
— *Please, tell me how I can find him if I go by car?*

1. Can you tell me ...
Does he live in the same street?
2. I haven't seen my friend for 5 years. I'd like to know if ...
Has he changed much?
3. My friend was interested in sport. Do you know ...
What sport does she take?
4. He was good at tennis. I'm not sure if ...
Does he still play tennis?
5. I'm going to present him with a new music CD. I don't know whether ...
Is it in his list of likes?
6. His second hobby was music. Can you tell me ...
Why did he give up music?
7. I don't know much about my friend's new preferences. Please, explain ...
How do teenagers pass their free time?
8. I want to stay at my friend's place for some time. I'd like to find out ...
Where do young people like to spend their time together?

c) In each item, complete the second sentence so that it means the same as the first. Use the words suggested.

- Example:** — *"Could you give me Helen's telephone number?"* —
said Peter.
asked
— *Peter asked if I could give him Helen's telephone number.*

1. "Would you invite your friends for the party?" — the mother asked her son.

questioned

The mother ... to the party.

2. "Where did you see Ann?" — Nancy asked Alice.

wondered

Nancy ... Ann.

3. "Would you see who is at the door, please?"

asked

My principal ... the door.

4. "Would you join our party?" — Nelly asked her friend.

was interested

Nelly

5. "Do you know how many people are coming tonight?" — Val asked his cousin.

couldn't remember

Val ... coming.

6. "Did you enjoy yourself at the concert?" — the music teacher asked me.

questioned

The music teacher ... at the concert.

7. "Have you been working hard at your English?" — my teacher asked me.

asked

My teacher ... at my English.

8. "Are you still on friendly terms with Bob?" — Helen asked me.

wondered

Helen ... with Bob.



At Home: Read the interview and fill in the journalist's report. Say if you feel the same or different about your friends and your family.



- 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.
- A:** Do you have many friends?
- B:** I do.
- 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.

I asked Ann *what family meant for her* and she answered that she felt safe and protected there. Then I wondered ... and learned that her parents were good listeners. Next I asked Ann ... and Ann told me that sometimes she disagreed with her parents but finally their arguments made her think that they were right. Then I wanted to know ... and the girl told me

that they were very good friends as her brother supports her in everything and tries to see the world through her eyes. Also I wondered Ann said that she had a lot of friends. Then I asked ... and the girl said she loved both — her family and her friends.

IV Your Language Portfolio: Reading

a) Read what psychologists from different countries say about relationships in the families and make a list of family values they suggest.

What Makes a Family?

Americans consider the family to be an important institution, but often career, education and money are placed ahead of the family possibly contributing to the social problems that America faces today.

In almost all families (except for very wealthy or religious ones) both mother and father work full time, 40 hours per week. Since parents usually don't arrive home from work until after 5 p.m., children are left unattended for several hours. Many psychologists believe this time left alone is the cause of many problems, especially for teenagers. They feel lonely and neglected and want their parents to hear them out. They need to feel cared for — the feeling that they are important for their *mum* and dad, so that the parents are interested in them, worried about them. Children like to talk about what's happening, who's doing what. "It's lovely to have the family round you and to know they regard you as important so that you are careful not to harm them, treat them rudely" — many of them claim. It speaks for the respect of every member of the family and it's an important family value.



Sam Brighton, the USA

BrE *mum*
AmE *mom*



Susan Bricks, Australia

I'd like to speak about the relationships in extended families. I believe more and more families turn to one kind of one-for-all-and-all-for-one style existence in the new millennium. According to psychological research, households of three or even four generations become typical. Naturally, in such families conflicts are unavoidable. They happen because people have different ideas, their values are different. Sometimes they don't listen to each other well. They think about what they want to say and don't really hear what another member of the family is saying. In such situations understanding is all they need. Everybody in the family should understand that. Each of them has the right to be different and must respect the right of other people to have ideas that differ from your ideas. Family members who respect each other's ideas can resolve conflicts in a peaceful way. Decidedly, it leads to better relationships among all members of the family. And then the family becomes a shelter from the storm ... a friendly port when the waves of life become too wild.



Paul Rivers, Canada

Many Canadian psychologists put drive and value on trust. A strong belief in goodness and charity makes a good family. It becomes a place where love and faith dwell, a place where all members can enjoy the dignity of their own personality. It goes further than that. In such families all their members are confident and supportive. When something unpleasant occurs to one of them, the family takes his / her word against anybody else's. It means that they can rely on each other and be sure to be protected from

the bad things that can happen to all of us. I think trust and comfort in the family is the basis of good relationships.

One of the worst things about family relations that young people single out is lack of privacy. They often complain that even if they disappear into their room for some peace, it's guaranteed that someone will come after them, wishing to know what they are up to. With parents, brothers or sisters in one house they don't have a chance to be alone, unseen or unheard. Some of them even say that their family members have no sympathy for their feelings.



*Eric Simon,
Great Britain*

I believe that when families have such problems, the first thing to do is to talk. Children must tell parents what makes them unhappy. Calm communication, without the words that hurt people, will definitely provide a solution. Teenagers are vulnerable and they need someone to talk to.

It's an open secret that a family is happy when it has things together ... like dreams and hopes and possessions and memories and smiles. The relations of family members are based on mutual respect and understanding. But I'd like to stress one more family value which many families in Ukraine cultivate — sharing responsibilities at home. Every family member should have a family duty like taking a dog for a walk, doing the shopping or washing up, etc. If everyone in the family does his / her fair share, it will unite them and make a close-knit family.



Olga Kovalenko, Ukraine

In such cases children and parents and other relatives that live in the house will help each other with any activity willingly. Togetherness becomes number one for all of them.

Family Values:

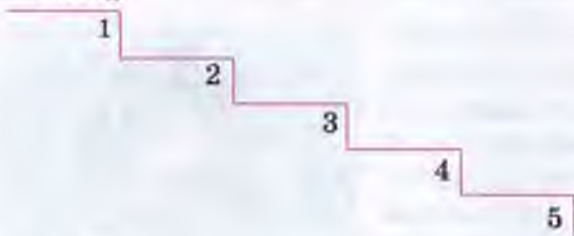
1. Caring 2. 3.

b) Analyse which psychologists give the following solutions as to family lifestyles. Say which ideas are typical of your country.

- Sharing responsibilities is one of the most important family values.
- Children often feel lonely and neglected. They need sympathy and caring.
- If three or four generations prefer to live together, they should learn how to avoid conflicts.
- Family conflicts should be resolved in a peaceful way.
- Children should have privacy.
- It's important to enjoy the dignity of your personality.
- Family must protect its members.
- Trust is number one in family relationships.

c) In groups, rank the family values, which are described in the text "What Makes a Family?", in order of importance. Give your reasons.

caring



d) Some psychologists suggest solutions as to how to improve relationships in a family. In groups, fill in the chart and give your comments.

Psychologists' solutions

Your commentaries

1) Talk to your family members and find out what makes them unhappy.

I think it's a good solution. If you know the reason for somebody's unhappiness it is easy to help him / her out.

2) ...

e) Imagine that you are talking to a psychologist about the relationships in your family. Role-play the dialogue following the scheme below.



1. Tell the psychologist about the relationships in your family:

- *As for my family ...*
- *My parents ...*
- *So, I'd like ...*

3. Explain your problem:

- *What I lack is ...*
- *I hate ...*
- *I can't bear ...*

5. Tell him / her what you dislike about your relations, behaviour. Give example:

- *My mum is always ...*
- *As for my dad ...*
- *My brother never ...*

2. Express your attitude and ask about the problem:

- *Glad to hear ...*
- *As I see it ...*
- *Do you think ... ?*

4. Ask for more reasons or details:

- *Could you explain why ... ?*
- *Why don't you ... ?*
- *Can you be more specific ... ?*

6. Ask the teenager if she/he tried to solve the problem herself:

- *Why don't you ... ?*
- *Did you ... ?*
- *Have you ever ... ?*

7. Give more facts about your family's lifestyle:

- *I lack ...*
- *Besides ...*
- *Nobody tries ...*

8. Comfort the teenager:

- *Don't say die ...*
- *I'm sure your family ...*
- *As for your parents ...*

9. Thank the psychologist for being sympathetic and ask for advice:

- *I appreciate ...*
- *Thank you for ...*
- *Can you ...*

10. Give the teenager a piece of advice:

- *At first ...*
- *Then ...*
- *I advise you ...*

11. Express your gratitude:

- *I'm so thankful ...*
- *You are so kind ...*
- *You've helped me ...*

12. Express your hope for better family relations:

- *I hope ...*
- *I think ...*
- *Surely ...*

V Your Language Portfolio: Listening

- a) Listen to the story "News of the Engagement" about one family and say why Philip didn't tell his news.
b) Now listen again and match the characters to their thoughts.



1. I want to have a little talk with you. Come and sit down.

2. I knew that the news would be unexpected and I felt I would need courage.

3. The boy is delighted,
Sarah.

4. It makes no difference.
I'm delighted.

5. It seems to me that I'm falling
in love.

6. I've been in love with her
for a long time and it was only
yesterday that she agreed to
marry me.



7. Supper for three! It's a surprise.

8. I wasn't very pleased to hear
that someone would stay for supper.



c) **On Your Own:** think and decide what could have happened in the story the next day.

VI Your Language Portfolio: Writing

Formal Letters

- ✓ Formal letters are normally sent to people in an official position or people you don't know well.
- ✓ They are written in a formal style with a polite impersonal tone.
- ✓ They can come as letters of complaint, requests, application, etc.

How to write a letter of complaint

Content Tips

- Start with a formal greeting (e.g. Dear Sir / Madam when you don't know the person's name or Dear Mr. Black — when you know the person's name);
- In the opening remark state your complaint, including details of what has happened;
- In the main body present each of the specific points you are complaining about. Start a new paragraph for each point and justify these points by giving examples;
- In the closing remarks explain what you expect to happen;
- Write a formal ending (yours faithfully — when you don't know the person's name; yours sincerely — when you know the person's name + your full name).

Language Tips

- I'm writing to complain about ...
- I'm writing in connection with ...
- I'm writing to express my unhappiness with ...

- I hope you will ...
- I hope that this conflict will be resolved.
- I feel (believe) that ...

Read the sample letter of complaint and say if the author managed to use the tips.

Sample letter of complaint:

Dear Sir / Madam,

I'm writing to complain about the conflict with my roommate in the hostel. I have no privacy in the room, because I share it with a young girl from Italy, who is very talkative.

In the morning when we get up she talks about her clothes and her dates with boys. She keeps talking about it in-between the classes and even in the evening her talks about fashions and boys are unavoidable.

All this prevents me from studying well. Besides, she invites guests every evening and in addition to it, I can't concentrate on my project which I am about to complete soon.

However, I tried to resolve the conflict and talk to the girl. But she was very impolite and I was offended with her reaction. She refused to change her behaviour.

As you can imagine, I'm extremely upset and don't know what to do. I hope that you will find time to help us to resolve the conflict.

Yours sincerely,
Susan Blake.

VII Culture Comparison



1) What family relations of the English speaking countries mentioned in the text "What Makes a Family" are typical of Ukraine?

2) What other examples of family relations can be attributable to Ukrainian families?



At Home: In your workbook write a letter of complaint to a psychologist about some of your family problems.

1.2. Exploring Your Family: History

Academic English

- ancestors
- archive / references
- to live through a particular era
- to make sth come alive

Conversational English

- to arouse in sb the desire to do sth
- to put someone in context
- to start out
- to have an inclination for

- to get a sense of history
- to blame one's fault on sth
- to take sb back in time
- to transport sb to a different era
- to think back to previous generations
- to add to one's identity
- to find a paper trail
- to hand down from generation to generation
- to be involved in
- to be amazed
- to be at the zenith of one's fame
- to realise sth straightaway
- poor guess
- to do the family research
- It's a bit like ...

I Go Ahead!

Look at the picture and say what you think the grandparents are talking about. Why do you think the children look so interested?



II Rhyme and Reason

Read the proverbs and practise sentence stress. Say which of them means that family ties are stronger than any other. Do you agree with it? Why or why not?

Your 'own flesh and blood.
 'Blood is 'thicker than water.
 It 'runs in the family.

III Enrich Yourself!

a) Read the words, phrases and expressions on page 33 and answer the questions:

1. What can arouse in you a desire to do family research?
2. If you decide on your family research, what can you start out with?
3. What can help you to live through a particular era in history?
4. When can you get a sense of history?
5. What can add to your identity?
6. Is there any talent that has been handed down from generation to generation in your family?
7. Where can you find information about your ancestors?
8. Why is it important to know your family history?

b) What will you say if:

1. you want to do family research?
2. you've found some exciting information about your family?
3. you do the same things your ancestors did?
4. you've studied the epoch your ancestors lived in?
5. you've visited the places your great grandparents came from?
6. your friend also wants to do family research?

c) Read what an American teenager said about his family research and fill in the missing words from the box. Say how you will start out with if you decide on your family research.

Quite unexpectedly *I was involved* in my family research. Once I've discovered a lot of old postcards and articles from





BrE granny
AmE grandma

old newspapers in my grandmother's house, which made me All of them had ... with my And the more I read them the more ... became. I asked my *grandma* a lot of questions and ... about every message of the postcard or a hero of the newspaper article. Thus I ... and got that

connections was involved ancestors
was put in context think back to previous generations
amazed got a complete story
wonderful feeling of history



At Home: *Imagine you are asked to make a film about the history of your family. Write what episodes from your family's life will be in the film:*

- *Your grandmother's story about her youth.*
- *Your father's story about his first working day.*
- *Your brother's story about his trip to the Carpathians.*
- ...

Present the plot of the film to your class.

IV Your Language Portfolio: Reading

a) Read the dialogue between two teenagers and say what they think of family research.

Exploring Your Family

Part I

Martha: Hey, Phil, what's so interesting you're reading? Is it a new thrilling historical novel?

Phil: Poor guess. It's more exciting than any story. It's my family's past. It's surprising what can be unknowingly handed down through a family.

Martha: Do you mean you set out to find out about your family?

Phil: Exactly. My curiosity about my family led me to discovering a lot of fascinating information.

Martha: Like what?

Phil: I realised that history does sometimes repeat itself. I was amazed to find out about some of the connections we had. They did things the way I do them. Somehow we were a mirror of each other's lives. My great granduncle was a member of the Royal Academy of Arts and my granddad was also a renowned artist. It explains my inclination for drawing and gives me a sense of knowing who I am. The talent for drawing has been handed down from generation to generation in my family.

Martha: It's a bit like saying you know that you are like your grandparents. Right?

Phil: It goes further than that, much further. If you can find out which of your ancestors lived through a particular era, you'll find the history of that time really comes alive. I studied archive references, articles from newspapers, lots of curious facts from the Internet and managed to find a paper trail for my family back to 1826 when the great John Constable was at the zenith of his fame.

Martha: That's great!



Part II

Martha: Look here, Phil! Since you are so much involved in your family research I recommend you to visit Suffolk where John Constable lived and worked. I believe it'll make that period come alive and give you a real sense of history when you set foot on the place where things happened historically. It'll take you back in time and transport you to a different era.

- Phil:** Thanks you for reminding me. It causes me to think back to previous generations and to fill in my family history better.
- Martha:** Your enthusiasm, Phil, aroused in me a desire to find out as much as I could about my family.
- Phil:** Doing your family research may help you to start a new pastime.
- Martha:** No kidding. I realised straight away I don't know who my grandparents were, where they came from, how they lived... In fact, I know nothing about my ancestors.
- Phil:** If you research your family's past, I think it'll add to your identity and put you in context.
- Martha:** Great. I'll see how much I can learn at home, just looking through old photos and some old things that are around in my family home.
- Phil:** Yes, you are right but also talk with the relatives — your grandparents. They do have a lot to tell us. It gives you a sense of belonging to a family and helps you understand yourself better. That's exactly what has happened to me!
- Martha:** I'm sure I'll share your feelings in a month or two.

Across Cultures: Great Britain



Royal Academy of Arts — an important British society of artists. It has a school for artists and organises many exhibitions.

John Constable (1776–1837) — a well known British landscape painter, whose technique is similar to that of the Impressionists.



Suffolk — a county on the east coast of SE England known for its pretty countryside, which can be seen in the paintings of the 19th century artist John Constable.



b) Read the sentences from the text and explain their meaning.

1. It's surprising what can be unknowingly handed down through the family.
2. History does sometimes repeat itself.
3. Somehow we were a mirror of each other's lives.
4. I managed to find a paper trail for my family back to 1726.
5. It'll give you a real sense of history when you set foot on the place where things happened historically.
6. I think it'll add to your identity and put you in context.

c) Suppose you are a historian. Look at the pictures which describe Phil's family research and give your comments. Use the words and word-combinations given below.



- to study archive references;
- to get a sense of history;
- to take sb back in time;
- to think back to previous generations;
- to add to one's identity;
- to put sb in context;
- to get a feeling of a family.

d) In pairs, discuss the importance of exploring your families as in the pattern below.

Pattern:

A: Hey, ... , what's so interesting ... ? Is it ... ?

B: Poor guess. It's more exciting It's surprising

A: Do you mean ... ?

B: Exactly, and be discovered

A: Like what?

B: I realised that I was amazed to find out Somehow we

A: It's a bit like Right?

B: It goes further than that, much further. If you ... you'll find I studied ... , ... , and managed

A: Since you are so much involved in ... I advise you

B: Thanks for reminding me. It causes

- A: Your enthusiasm, ... , aroused me I think I
 B: Great! It'll give you ... and That's exactly what I
 A: I'm sure I

V Your Language Portfolio: Writing

Formal Letters

How to write a letter of request for official information

| Content Tips | Language Tips |
|--|--|
| <p>In the opening remark state the reasons for writing:</p> <ul style="list-style-type: none"> • where and when you saw the information advertised. | <ul style="list-style-type: none"> • with reference to ... • I got interested in ... • I'd like to learn more ... |
| <p>In the main body paragraphs (1-4) write about:</p> <ul style="list-style-type: none"> • the information you want to get; • the aim of getting this information. | <ul style="list-style-type: none"> • I'm currently doing ... • I'm busy with ... • At present ... |
| <p>In the closing remark:</p> <ul style="list-style-type: none"> • express hope that your letter will be considered; • give the information when and where you can be contacted. | <ul style="list-style-type: none"> • I would be thankful ... • I would be grateful if you consider ... • I look forward ... |

Read the sample letter of request and say how the author managed to use the tips.

Sample letter of request:

Dear Sir / Madam,

With reference to your advertisement in November's edition of "Historical Chronicle" about a new historical publication, I'm interested in getting some additional information about Eleanor Roosevelt — a US writer and politician.

I'm currently doing my family research and found information showing that some of my ancestors were connected with

Eleanor Roosevelt's political activities. I believe this information about my family's connections will throw some light on my family's past and put us in context.

I would be thankful to get any additional information to complete my research into the genealogy of my family. I enclose my address and would be grateful if you could consider my letter. I look forward to hearing from you.

Yours sincerely,
Steven Pike.

VI Culture Comparison



1) What ways of exploring the family in the UK and the USA mentioned in the dialogue can be effectively used in your country?

2) What other ways of family research can you find in your country?



At Home: *In your workbook, write a possible formal letter of request for Philip to help him complete his family research.*

1.3. In a Teens' World: Social Studies

Academic English

- to join a society
- self-hate
- to be true to oneself
- to be on the other side of popularity
- to press on sb
- to give sb a hard time
- to hurt sb

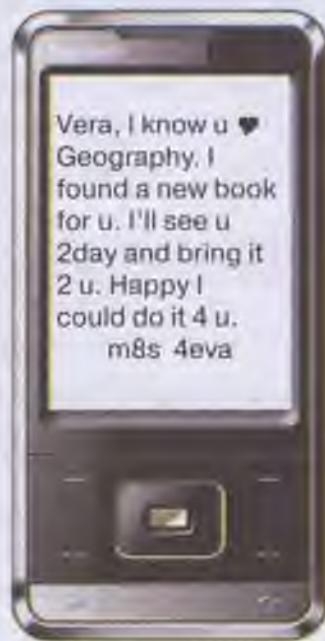
Conversational English

- cute
- chubby
- snotty
- to live one's life to the max
- zits
- to get sb wrong
- trendy clothes
- to be weird

- school assembly
- convincing arguments
- peer
- sense of otherness
- to nag at sb
- to be cool
- to do fun stuff
- to have a magic bullet

I Go Ahead!

Read these teenagers' messages and try to describe their feelings for their friends. Do you feel the same or different?



II Rhyme and Reason

Read the poem "To a Teenager" on page 299 and practise the sounds /æ/, /ɪ/ and /eɪ/. Say how much the boy in the picture fits the description. Which of the poet's ideas do you agree or disagree with? Give your reasons.

III Your Helping Hand

GRAMMAR REVISION

Suffixes -able / -ible, -ful, -ous

You need adjectives to characterize a person's family relations or attitude to friends.

To form adjectives from verbs and nouns, use these suffixes:

| | | |
|---------------|-----------------------|-------------------------|
| -able / -ible | suit — suitable; | predict — predictable; |
| | believe — believable; | response — responsible; |
| -ful | beauty — beautiful; | harm — harmful; |
| | use — useful; | |
| -ous | courage — courageous; | fury — furious; |
| | humour — humorous. | |

NEW GRAMMAR

I wish + Past Simple / Past Perfect / would

1) If you want to express dissatisfaction with a present situation, use:

I wish + Past Simple

Example: *I wish I didn't know any of them.*
I wish I were you.

2) If you want to express regret about the past, use:

I wish + Past Perfect

Example: *I wish I had known my friends better.*

3) If you want to express dissatisfaction or annoyance about something that we would like to be different, but that probably won't happen or that we can't control, use:

I wish + would + Infinitive without "to"

Example: *I wish my friends wouldn't make fun of me.*

a) Read the article and fill in the adjectives formed from the words in brackets.

I like to socialize with my friend, because he is so ... (*predict*). Every date is different with him and ... (*forget*). Last time he taught me how to write a ... (*love*) limerick. It's a kind of little poem which has only five rhyming lines. It was funny and ... (*tragedy*) at the same time. Dan is a good mixer and I am a little ... (*fool*), because he has so many ... (*true*) friends and finds them easily. They also like Dan, as he is ... (*beauty*) and ... (*courage*) I'm happy to have a friend and appreciate our friendship.



b) In each item, complete the second sentence so that it means the same as the first. Use the words suggested.

Example: *It's a pity I have to stay at home today.*

I wish I didn't have to stay at home today.

wish

1. I regret quarrelling with my friend.

I wish ... with my friend.

had

2. Please, stop nagging at me all the time!

I wish ... me all the time.

would

3. It's a shame we haven't got more time together.

I wish ... more time together.

had

4. Don't be so furious!

I wish

would

5. It's a pity I'm not so cute as you are.

I wish ... as you are.

were

6. I'm sorry we haven't helped you out.

I wish ... you out.

had

c) Read the teenagers' complaints about their relations with their friends and change their complaints into wishes.

Example: *I didn't have time to write a truthful story.*

I wish I had had time to write a truthful story.

1. My friend won't ask me for help.
2. We didn't see each other last Sunday.
3. My mates are often unpredictable.
4. The girls are too snotty to make friends with them.
5. I can't stop doing fun things.
6. My friend doesn't make me feel stupid.

d) Read what Anna Petrenko, a school psychologist, says about teenagers and fill in the correct form of the verbs in brackets. Say if you agree with her.



The old saying goes "If wishes were horses, then beggars would ride". "I wish it were that easy", Anna Petrenko says. But we can't just wish problems ... (*will / go away*). We have to find our own solutions. When children can't get along with each other I often hear them say, "I wish I ... (*have*) a magic bullet. I wish I ... (*not have to deal*) with this myself". One girl, for example, kept complaining, "I wish I ... (*can / invite*) my friends to my house for a party, but I'm afraid I can't cope with it." I advised her to talk to her parents who could be helpful. Last Sunday she gave the party and said, "I wish I ... (*do*) it before". "It was so thrilling! At first teenagers get furious with me for not handing them solutions", says Anna Petrenko. "But when they experience their own power, they wish they ... (*know*) about it sooner". So, teenagers can find the way to each other and be happy.

IV Enrich Yourself!

a) Read what teenagers say about relations with their friends and try to describe their characters. Which of them do you want to make friends with? Why?

Friends are everything to me. It's cool always doing fun stuff like dancing at parties, hanging at the computer club or just talking. They say I'm a good mixer because I have many friends. Very often I bake a cake and invite them to my place to talk about life, listen to music or watch a new film. Sometimes we argue, but they never bully me. Life is cool with them.



Julia

I think I'm unlucky. I have a family that loves me, but my parents don't like all my friends. Sometimes they just say "no" and it hurts me a lot. They say that some of my friends press on me and I just obey. I don't find their arguments convincing. My friends and I share our interests, for example, we like computing. But they are more experienced in it than I am and I like to watch them work on their computers and learn from them. I try to join them everywhere.



Alex

They say it's *neat* to have friends. Unfortunately, I'm not popular with my classmates because I don't have trendy clothes and don't hang at parties or concerts. I think friends can betray you or make fun of you. Some of my classmates envy my success. I study well and it makes them feel jealous. Sometimes I wish I had some real friends, but they are very rare.



Oksana

BrE neat — tidy

AmE neat — very good, pleasant



b) Describe an ideal company (society) you want to be a member of. Concentrate on:

- the characteristics of children who'll participate in this society;
- the activities you'll deal with;
- the relationships that will be in the society;
- your personal contribution to it;
- the things you don't want in the group.



At Home: *Make up a dialogue between two teenagers discussing the truth of the old saying "A man is known by the company he keeps".*

V Your Language Portfolio: Reading

a) Read three stories about the teenagers' sense of otherness and say which characters dare to be different from their peers.

Story I. A Cool Girl

Melanie Snapp is a cool girl. She's got long blond hair, blue eyes and an athletic body, trendy clothes and friends. And, at times, well, she hates it.

"I'm just sick of it," says Melanie. Don't get her wrong. She likes being popular — hanging at the country club, dating the cutest guys in school. She just doesn't always like the popular people. "Sometimes I wish I didn't know any of them," she says. "Sometimes I wish I could tell them, but then it would just cause a fight." No kidding. You see, Melanie's been on the other side of popularity. "I used to be really short and kind of chubby in the eighth grade," she admits. "They were so snotty. I'd watch them at school assemblies making fun of people." Sometimes, she was the one being made fun of. "They whispered about me, too," she says.

But she still wanted to be one of them. "They were cool. But other times, I didn't want to be one of them because they were so aggressive."

At the end of her eighth year, Melanie became more athletic, grew her hair long and made friends with some of the popular girls on her field hockey team — her passport to popularity. "It's weird," Melanie says. "My best friend now was the one who gave me a hard time and made me feel stupid."

At first it was cool — always doing fun stuff like swimming at people's private pools, going to concerts together. She got into all the "right" parties.

"To be popular, you have to be perfect — have the perfect clothes, the perfect hair, the perfect face. Forget having some zits on your face," Melanie complains. "If you don't look just like them, they rag at you." Plus, there's mates' pressure on her about drinking. "When they say, "Drink, drink, drink," I say no... and they know I mean it," she claims. "Then they say "Oh, you're so boring. You just come here and sit." But I feel I can have fun without having to do all of that," she says. "I stay in the group because I like being with them," says Melanie. "But now when they make fun of people, I tell them I don't like it, and they respect me for that."

Story II

Slugs and Snails and Puppy Dogs' Tails

Lads like football, lads like cars,
Lads like hanging round in bars.
Lads like playing contact sport,
And wear the socks their mothers bought.
Lads play rugby, lads play pool,
But often don't do well at school.
Lads wear T-shirts when it's chilly
With no idea that they look silly.

Story III

Sugar and Spice and All Things Nice

Girls are sugar, girls are spicy,
Girls like trainers that are pricey.
Girls like pink and fluffy stuff,
Girls are sweet and don't act tough.
Girls wear high-rise, platform heels,
Girls theorise on how love feels.
Girls like boys, and girls like dates,
Girls like shopping with their mates.

Lads can't cook and lads can't
sew,
They'd rather sit and watch
grass grow.
Lads, you know, are king-
sized rats
However I can tell you
that's *
A load of rubbish from where
I'm sitting
'Cos I'm a lad who's into knit-
ting.

Girls like talk that lays souls
bare,
Girls like to style each other's
hair.
Girls read books about ro-
mance,
And step round handbags
when they dance.
But this girl thinks this list is
barmy,
'Cos she's just off to join the
army.

b) Look through the stories above and say if you and your friends dare to be different. Do you like to be in their society?



c) Fill in the chart with some positive and negative sides of being in a teenagers' world and express your attitude to them.

| Positive | Negative |
|--------------------|-----------------------|
| — You are popular, | — Friends are snotty, |
| — | — |

d) Read and say what Melanie meant by saying the following about her friends:



— Sometimes I wish I could tell them,
but then it would just cause a fight.

— They were so snotty.

— They were so cool.

— I got into all the "right" parties.

— My best friend now was the one who gave
me a hard time and made me feel stupid.

— To be popular, you have to be perfect.

— But sometimes I don't want to be one of them because they were so aggressive.

VI Your Language Portfolio: Writing

Formal Letters

How to write a letter of application

If you want to become a member of any course, organization, society or club, you should write a letter of application.

Content Tips

In the opening remarks write:

- the name of the organisation;
- when and where you saw it advertised.

In the main body write:

- about your age, studies;
- experience;
- skills and personal qualities that are suitable for course / organisation.

In the closing remark write:

- when you are available for interview;
- where and when you can be contacted;
- a remark that you hope your application will be considered.

Language Tips

- I'm writing to apply for ...
- It's my ambition ...
- Despite ... I'd like ...
- My teachers say that ...
- I'm known as ...
- I enjoy ... and ...
- I may be contacted ...
- I would be grateful for ...
- If you consider my application ...
- I am available for ...
- You can contact me at ...
- I hope you consider my application for

Read the sample letter of application and say if the author managed to observe the tips.

Sample letter of application:

Dear Sir / Madam,

I'm writing to apply for the membership of your English speaking club, which was advertised in this week's edition of the JUST 17 magazine.

I'm a 15-year-old high school student. Last June I completed my Spanish course and now I want to upgrade my English. It's my ambition to be able to socialize with teenagers from different countries.

Despite my lack of the English speaking practice, I feel that I could learn English through communication with other learners as I have developed speaking skills in Spanish. In my school report I was described by my English teacher as language-minded, capable and enthusiastic. I enjoy learning foreign languages and have good learning skills.

I may be contacted by telephone on 4321204. I would be grateful if you could consider my application. I look forward to receiving your reply.

Yours faithfully,
Alex Voitenko.

VII Culture Comparison

- 1) Which problems of a teens' world discussed in the stories above are typical of your country?
- 2) What do you think a Ukrainian teenager must do to become popular with his friends?



At Home: *In your workbook, write a formal letter of application as if you want to join a teenagers' club.*

1.4. Breaking the Ice: Communication Skills

How to establish contact

| Initiations | Responses |
|---|---|
| <ul style="list-style-type: none"> • How do you like ...? • Excuse me, do you need a hand with ...? • I don't think I've seen you ...? • Are you new? • Are you enjoying ...? • It is sure ..., isn't it? • Do you know when ... is supposed to ...? • Would you like ... ? | <ul style="list-style-type: none"> • I really like it! • I like it so far. • Oh, yes, please, looks like there is a problem... • Really! Welcome ... • I really am. ... is lovely • No idea, but look... • In a way. I just wanted to ... • Quite unexpected for this time of year ... • Thank you, you are so kind. |

I Go Ahead!

Read the chart and say what **colour** is true about your character. Can any characteristics of other colours be attributable to describing your personality? Let your friends judge.

BrE colour
AmE color



white

You like things to be neat and clean and you always plan ahead.



red

You have strong feelings and a quick temper.



black

You are intelligent and love to discuss serious things.



yellow

You are a happy friendly person and you love being in the sun.



blue

You like fresh air and being outdoors and you like cold weather.



brown

You like to be in charge and tell others what to do.



green

You care about the environment and love animals.



pink

You love to laugh and don't take things too seriously.



You like to be alone and “do your own thing”.

purple

II Rhyme and Reason

Read the jazz chant “Do You Know Sam?” on page 300 and practise rhythm and the sound /a:/. How can you characterize a pretty good friend of yours?

III Express Yourself!

a) Read and learn how to establish contact in the following situations. Look at the pictures and fill in the mini-dialogues.

- Hi! How do you like the ... ?
 — I really like it. Do you?
 — I like it so far.



English class

- Excuse me, do you need a hand with the ... ?
 — Yes, please. Looks like there is a problem.



computer



sport club



basketball

3. — I don't think I've seen you in our ... before. Are you new?
 — I am. I joined a ... team 2 days ago.
 — Oh, really? Welcome.



disco



DJ

4. — Are you enjoying a ... ?
 — I really am. The music is lovely and the ... is so cute.



windy



the bus

5. — It is sure Isn't it?
 — Quite unexpected for this time of year. Do you know when ... is supposed to get here?
 — No idea, but look, here it comes.



detective story

6. — I've read this
 — Isn't it great?
 — In a way. I just wanted to kill the time.

b) Read and give the context to:

Example: — *Do you need a hand?*

— *Oh, yes, please. Looks like there is a problem.*

1. — ...
— Really? Welcome to our school!
2. — ...?
— I really like it. It's unusual.
3. — ...?
— I really am. The acting is perfect and so is the plot.
4. — ...?
— Quite unexpected for this time of year.
5. — ...?
— No idea, but look, the host is coming.
6. — ...?
— In a way. I just wanted to have an idea.

c) Read and respond establishing contact:

Example: — *How do you like the meeting?*

— *In a way. I just wanted to meet my friends here.*

1. — Excuse me, do you need a hand?
— ...
2. — It is sure chilly and windy, isn't it?
— ...
3. — Do you know when the concert is supposed to start?
— ...
4. — I don't think I've seen you in our school.
— ...
5. — Would you like some tea?
— ...
6. — How do you like the football match?
— ...

IV Work your Wisdom!

Match the parts of the proverbs and explain their meanings.

- | | |
|----------------------------|-----------------------------------|
| 1. People meet ... | a) ... run deep. |
| 2. Near is my shirt ... | b) ... but mountains never greet. |
| 3. Company in distress ... | c) ... all in common. |
| 4. Still waters ... | d) ... but nearer is my skin. |
| 5. There are spots ... | e) ... even on the sun. |
| 6. Between friends ... | f) ... from our friends. |
| 7. Save us ... | g) ... makes sorrow less. |



At Home: *In writing, illustrate the proverb you like most.*

V Your Language Portfolio: Listening

a) Listen to two teenagers discussing their free time and say what common interests they have.



b) Act as Annie and:

- establish contact with a new girl;
- express your desire to join a music band;
- find out about Alice's friends;
- ask for permission to join the group.

c) Act as Alice and:

- express your attitude to learning languages;
- express your wish to play musical instruments;
- express your attitude to your friends;
- express your agreement to Annie's request and invite her with you.

d) Transform the dialogue as if Alice is good at learning languages. Make it up near its ending.

... ?

... ?

Alice: Sounds like a lot of fun. Can I come along?

Annie: No problem, you are sure to like it. Let's make it round about 4 p.m. at the English speaking club.

Alice: Great! I'll be looking forward to seeing you.

Annie: See you in the afternoon, then.

VI Your Language Portfolio: Writing

Choose the project you'd like to do.

Project I. "My Family and Me: A Future Psychologist's View"

1) It's a very general title. You can specify it showing relations in your family, for example:

- What makes a family?
- Bridging the generation gap.
- Family relations? No problem.

2) Collect information, some old photos, newspaper articles about your family members.

3) Design your family chronicle and present your project to the class.

Project II. "Doing Your Family Research: A Future Historian's View"

1) Show the importance of family research, support your ideas with proofs.

2) Select the most interesting events of your family history.

3) Design a time line of your family history and present your project to the class.

Project III. "Teenagers' World: A Future Sociologist's View"

1) Choose the most interesting group activities you would like to share with your friends.

2) Describe the atmosphere and relations in your favourite group.

3) Characterize your group members. What makes it interesting to be together? Support your ideas with examples and illustrations.



4) Design a poster about a teens' world and present it to the class.

VII Culture Comparison



1) How do you establish contact with teenagers in your country?

2) What ice breakers are popular with teenagers in Ukraine? Give some tips for foreigners how to socialize with Ukrainian teenagers.



At Home: Search the Internet and find more information about a teenagers' world abroad.

Go to page 306 for cross-cultural reading.

1.5. Test Yourself

A. Fill in the sentences with the correct forms of the words.

- I have many ... of my ideas.
- John looked at me in
- All my friends are very
- My teacher advised me to study the archive ... carefully.
- Unfortunately, my little brother has no ... for learning languages.
- You are not supposed to know about it, it's a ... matter.
- I love my parents, because they are so
- Tom is a very ... person, he isn't afraid of anything.

SUPPORT
AMAZE
COMMUNICATION

REFER

INCLINE

PRIVACY
UNDERSTAND
COURAGE

CHECK IF YOU:

Can use word forms correctly

YES

NO

B. Change the direct questions into the embedded ones. Complete the sentences.

- I want to present my friend with flowers. Does she like roses? Can you tell me ...?
- I'd like to read this book. Do they have it on sale? I'd like to know ...
- My friend looks sporty. What sport does she take? Do you know ...?
- I don't know how to work with the dictionary. How do you use it? Please, explain ...
- Nelly was the best dancer in our Youth Club. Does she go on dancing? Can you tell me ...?
- The pupils are going on a hike. Have they chosen a route? I'd like to know...
- We'd like to take pictures of some sights in London. What places must we see first of all? I'd like to find out ...
- All your classmates are keen on computer games. What computer game do they like most? Do you know ...

CHECK IF YOU:

Can ask for information politely

YES

NO

C. Read what a girl writes about her mum and choose the best phrases from the list to complete the text.

For my mother, being a teacher was not 1, it was more like a calling — an obsession. She was born 2 that make a natural teacher. Her voice was clear and her words spoken 3. No pupil in her classroom doubted that she thought they were 4 in the school. If any of the pupils 5 in their work she invited them home with her 6. No partiality was shown and no nonsense 7. A cross look from her could wither any 8. Mother was a loving, 9 individual with a stubborn streak and a temper that could flare with little provocation. In her world there was little room for gray because everything was 10. Things that she didn't accept were blocked from her mind — they just didn't exist.

At 11 _____ during school, one could find her out on the school grounds playing the same games that the children enjoyed. Never one to shirk from work, she 12 _____. The only time she sat down was in the evening to grade her school children's papers, often falling asleep in the process.

- | | |
|------------------------------------|----------------------------|
| A — the most important person; | G — to help catch up; |
| B — with qualities; | H — with authority; |
| C — mischief-maker; | I — was allowed; |
| D — seemed to be getting behind; | J — either black or white; |
| E — caring and intelligent; | K — recess time; |
| F — an occupation or a profession; | L — was constantly busy. |

CHECK IF YOU:

Can understand the text correctly

YES

NO

D. Listen to the story and mark the true statements.

- The Star-Child was brought up separately from other children.
- He grew very beautiful.
- The Star-Child looked like his stepfather.
- The boy was a good playmate for his friends.
- The Star-Child prided himself on his beauty.
- He became cruel and inattentive to all people in the village and newcomers.
- His friends followed his example.
- Nobody told him of his bad behaviour and cruelty.
- The Star-Child was kind only to animals and birds.
- The Star-Child did not listen to the old priest's words.

CHECK IF YOU:

Can understand the details of the text

YES

NO

E. Write any kind of formal letter on the issue of *Family and Friends*.

CHECK IF YOU:

Can write formal letters

YES

NO

Unit 2

Your Schooling





Pre-test and engage yourself:

1. Can you analyse your life after kindergarten?

Yes No

2. Can you evaluate your English as a social gift?

Yes No

3. Have you ever applied your learning skills to testing?

Yes No

4. Have you made any learning plans for the 10th form?

Yes No

Welcome to more of it!

2.1. Life after Kindergarten: Human Development

Academic English

- academic excellence
- to graduate from kindergarten
- to receive mostly A's and a few B's
- juvenile delinquent
- to achieve a goal
- to show a particular talent for sth
- to reward sb for sth
- freshman
- sophomore
- junior
- senior

Conversational English

- to share one's thoughts and feelings
- to have a positive role model
- to explore one's talents
- to be flabbergasted to discover that ...
- to make up one's mind
- party of reminiscences
- to annoy sb

I Go Ahead!

Look at the pictures and say what age groups these people belong to. What is typical of human development at different stages? What were you like at each age?



II Rhyme and Reason

Read the poem "As I Grow" by Helene Rothschild on page 300 and practise sentence stress. Suggest your variants of completing the sentence "As I grow PLEASE ...".

III Your Helping Hand

GRAMMAR REVISION

Adverbs: *much, many, a lot of, a great deal of, a good deal of, a great number of, a few, a little, several, some, any, enough*

1) If you want to talk about quantity of something, use quantifiers *much, many, a lot of, a great deal of, a good deal of, a great number of, a few, a little, several, some, any, enough* before a noun.

Example: *I've got a lot of friends.*

Can I ask you a few questions?

I'm sorry I don't have much time.

2) Use *some*, *enough*, *a lot of* and *any* with both countable and uncountable nouns.

Example: *We've got some grammar to learn and some exercises to do.*

3) Use *any* in questions and negative sentences.

Example: *Have you got any grammar to learn and any exercises to do?*

4) Use *a few*, *several* and *many* with plural countable nouns in affirmative sentences.

Example: *Several schoolchildren were rewarded for excellence in learning.*

5) Use *a little*, *a great (good) deal of* and *much* with uncountable nouns in affirmative sentences.

Example: *I had a good deal of trouble on my first day at school.*

Don't forget!

✓ Use *many* with countable nouns and *much* with uncountable nouns in questions and negative sentences.

Example: *How many classmates do you have?*

He didn't show much talent for baseball.

✓ Don't confuse *a few* and *a little* with *few* and *little*. *Few* and *little* usually mean "not enough".

Example: *I was always chosen to be on teams because there were so few boys.*

NEW GRAMMAR

Adverbs of frequency: *once*, *twice*, *thrice*

If you want to describe how often or how many times something happened in your school life, use these adverbs of frequency:

- once, that is one time;

Example: *Paul has been to New York once before.*

- twice, that is two times;

Example: *I changed schools twice in my school life.*

- thrice, that is three times, but it is old use; instead, use three times.

Example: *I go swimming three times a week.*

Don't forget!

✓ You can also use:

- *once or twice* in the meaning of "a few times":

Example: *I wrote to him once or twice but he didn't answer.*

- *twice as many/much* in the meaning of *two times more, bigger, better etc than something else.*

Example: *There were twenty eight students in our Literature class, almost twice as many as last year.*

a) Complete the sentences with *some, any, a lot of, many, or much.*

Example: *I have some information for you.*

1. Did you meet ... friends in town?
2. I haven't done ... work today.
3. Not ... people come here in winter.
4. I don't think I have made ... mistakes.
5. Only ... students are going to receive a scholarship.

b) Transform the sentences, using the words in brackets.

1. I wrote a sports column for the school newspaper. (*a lot of sports reports*)

I wrote a lot of sports reports for the school newspaper.

2. I quickly made a few friends and began to enjoy school. (*several*)

3. My father and mother spent a lot of weekends looking for a home in a community with "good schools". (*much time*)

4. There wasn't much to tease me about. (*many things*)

5. We moved to a bigger house in a nicer neighborhood. (*twice as big*)

6. I started the eighth grade not knowing any student in my new school. (*many*)

c) Look at the picture and describe Bruce's first day at school, using different quantifiers.



- On the first day of school ...
- Bruce was flabbergasted to discover ...
- There were several ...
- They used ...
- Once or twice ...



At Home: Answer these questions about your school life using different quantifiers.

1. Have you ever changed schools?
2. How often do you write for the school newspaper?
3. How many times have you played in a team?
4. Do you practise any musical instrument?
5. How much enthusiasm do you show for attending an after-school activity?
6. How do you get to school?

IV Your Language Portfolio: Reading

a) Read the following extract of an American teenager's autobiography and choose the proper title for each part. Characterize Bruce Lan-sky's school experience.

Life after Kindergarten

By Bruce Lansky

- A. Bruce's elementary school days.
 B. Bruce's high school years.
 C. The first day of school.
 D. Out of the elementary into the middle school.

1)

My father must have been very successful. He and my mother spent most of their weekends looking for a home in a community with "good schools". They finally settled on Scarsdale, and we moved to a home that seemed to be in the "country".

As I unpacked my belongings, I worried about how I would survive another year of *kindergarten* in such a bastion of academic excellence. On the first day of school, I was flabbergasted to discover that I had graduated from kindergarten, skipped first grade, and was now in second grade.

BrE kindergarten — a school for children aged two to five

AmE kindergarten — a school or class for children aged five

Since I was no longer wearing diapers or sucking my thumb, there wasn't much to tease me about. But because I was the shortest kid in class, the teacher put me first in every line. It annoyed the kid who had that honor the previous year, so I came back from my first day of school with a black eye.

The battle wound gave the kids at my neighborhood bus stop an idea. They used me as a punching bag whenever they caught me. Lucky for me, I was pretty fast. I'd arrive early at the bus stop, hide behind a bush or tree, then scamper onto the bus after everyone else was on. I'd sit near the driver for safety.

2)

I quickly made friends and began to enjoy school. I seem to recall that there were five boys and about twelve girls in my

homeroom — a far cry from overcrowded classrooms I see today when I visit schools.

I did well in school, receiving mostly A's and a few B's. I was always chosen to be on teams because there were so few boys. If you ask me about my elementary school days, I'd say I was happy, popular, and a good student. But I don't think that's what my parents would say. You see, I wasn't particularly enthusiastic about attending Sunday school or practicing my clarinet. My parents, who should have been happy that I wasn't a juvenile delinquent, were always on my case.

3)

When I began the fifth grade, I noticed that I was still the shortest kid and that the girls were, suddenly, twice as tall as I was. That's the year I learned to be respectful of the so-called weaker sex.

We had a recreational baseball league on Saturdays. I was the shortstop and usually batted first because I almost always got on base. Being short, I had a pretty small strike zone. If a pitcher did find the zone, I'd usually get some wood on the ball — enough for a single or double. I made up my mind in the seventh grade that I would go the whole season without striking out. I almost achieved that goal until I faced a pitcher who knew how to throw a curve ball.

4)

My father must have become even more successful because we moved to a bigger house in a nicer neighborhood. I started the eighth grade not knowing anyone in my new school. I was still the shortest kid, but I had no trouble getting picked for basketball or touch football games — I lived across the street from an athletic field and always supplied the game ball.

I did pretty well academically in my first two years of high school, but nobody seemed to notice me — particularly girls.

Then in my junior year, I made the varsity soccer and wrestling teams. I remember running around Scarsdale High School in my tights to lose weight for the weekly prematch weigh-ins. I was "discovered" by some sophomore and freshman girls, and high school started to be fun. In my senior year, I broke my ankle when I went out for the lacrosse team, so I wrote a sports column for the school newspaper. I don't think I showed any particular talent for writing in high school. *The New York Times* never offered me a million-dollar signing bonus to skip college and cover the Yankees.

b) Read Bruce Lansky's autobiography again and fill in the time line for his life after kindergarten.



c) Look at the pictures and say what they have to do with Bruce's school life. Add more information about them using your own life experience.



d) Look at the fact files of Bruce Lansky's life after kindergarten and interview your classmates about one of the stages of schooling. Report your findings to the class.

- | | |
|--------------------------|---|
| Elementary school | <ul style="list-style-type: none"> • graduated from kindergarten; • skipped first grade; • was in second grade; • survived another year in such a bastion of academic excellence; • did well in school; • was always chosen to be on team. |
| Middle school | <ul style="list-style-type: none"> • learned to be respectful of the so-called weaker sex; • had a recreational baseball league on Saturdays; • started the eighth grade not knowing anyone in my new school; • had no trouble getting picked for basketball or touch football games. |
| High school | <ul style="list-style-type: none"> • did pretty well academically in my first two years of high school; • made the varsity soccer and wrestling teams; • was "discovered" by some sophomore and freshman girls; • wrote a sports column for the school newspaper. |

e) In pairs, discuss the way you have been developing since your first year at school. Complete the dialogue "Your Life after Kindergarten".

Dialogue "Your Life after Kindergarten"

- A: I say, ... , can you recall ... ?
 B: Oh yeah! On the first day of school, I was flabbergasted to discover that
 A: Really? Why?
 B: Because I was ... , the teacher
 A: If you ask me about ... , I quickly ... and began I seem to recall that It's a far cry from

- B:** When I began ... grade, I noticed that That's the year I learned to
- A:** I made up my mind in the ... grade that I would I did pretty well academically ... but nobody seemed to notice that Then
- B:** I remember
- A:** What a nice party of reminiscences we've just had!
- B:** Exactly!

V Your Language Portfolio: Listening

a) Listen to the news report about behavior contracts to be introduced in British schools and say who will be responsible for schoolchildren's behaviour from now on.

b) Now listen to the news report again and mark the true statements.

- All children will be forced to sign contracts.
- Home School Agreements have already been in use.
- Behaviour contracts are meant for state schools.
- Fathers and mothers will be able to complain about other parents.
- The new rules will only refer to behaviour code.
- Parents will be brought to court if their children repeatedly break the rules.



c) **On Your Own:** Find more information about the school rules in Britain and present your findings to the class.

VI Your Language Portfolio: Writing

Autobiographies

- ✓ An autobiography is a piece of writing that someone does about his or her own life.
- ✓ You do not have to be famous to write your own autobiography. Many people simply write down their autobiography because they enjoy writing.

✓Others write to preserve their life story for future generations, never intending for their life story to be read by anyone other than their own family.

How to write an 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 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 ... |

Read the sample autobiography and say if the author managed to reflect the tips.

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 ...

VII Culture Comparison

Here are some questions foreigners may ask you about your school years. How would you explain the Ukrainian reality to them?



1) How do the stages of schooling in Ukraine differ from those in the USA / Great Britain?

2) What are some of the most typical rules in Ukrainian schools? How similar are they to those in American / British schools?

3) How does your school contribute to human development? What would you like to borrow from American / British school systems?



At Home: *In your workbook, write your autobiography "My Life after Kindergarten".*

2.2. A Social Gift: Foreign Languages

Academic English

- native speaker
- to chat online
- to bring sb within electronic reach
- website
- webcam

Conversational English

- to surround oneself with sb
- to pop on one's headsets
- in turn
- to be stuck in traffic
- to focus on sth
- flexible

- off-and-on student of (a new language)
- to operate on a daily basis
- to download a daily lesson
- social network
- Internet telephone service
- assignment
- tutor
- language partner
- charge for sth
- to receive feedback on sth
- to conduct negotiations
- to pay off at work
- to study diligently
- time-wise
- to seek advice from sb
- to make much progress
- I'm proud to say that ...
- to reinforce one's learning

I Go Ahead!

Read the following quote about learning languages and say how it relates to your experience. Describe your contribution to the community of speakers of English.

“Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club — the community of speakers of that language.”

Frank Smith

II Rhyme and Reason

Read these sayings about languages with correct intonation and match them to the images in the pictures. Give your comments.

- “One language sets you in a corridor for life. Two languages open every door along the way”.
- “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart”.
- “Language is the road map of a culture. It tells you where its people come from and where they are going”.
- “Through learning language, we learn about culture. Through learning about culture, we learn respect for others. Through learning respect for others, we can hope for peace”.



III Enrich Yourself!

a) Read the words, phrases and expressions on page 75 and group them according to these pictures.



b) Give your definitions of the following words and word-combinations.

- language partner;
- tutor;
- native speaker;
- assignment;
- off-and-on student of (a new language);
- social network.

Example: *A language partner is someone you carry out language learning activities with.*

c) Paraphrase the underlined parts of the sentences.

1. The best way to learn a foreign language may be to have native speakers near you all the time.

2. There are free websites where members communicate with several people in a chat room on the Internet by typing messages.
3. All I need to do is to move a daily lesson in English from a computer network to my computer.
4. Ukrainian speakers learning English, for example, can write or speak descriptions of a vacation and get advice or criticism on their grammar and choice of idioms from native English speakers on the network.
5. An English speaker, as a result, may seek advice from the Ukrainian speaker about Ukrainian assignments.
6. I work on lessons whenever I'm unable to move my car on a road.
7. Language learning on the Internet can be changed easily to suit any new situation.
8. I have considerably improved listening because podcasts are so enjoyable.

d) Read how a language learner describes his experience in learning a new language at school and fill in the words from the box. Say if you feel the same or different.

learn assignments reinforce exceptions
 Internet learner pop surround
 vocabulary progress download

I **learn** French at school but I don't feel confident about speaking it. If I could ... myself with native speakers, I would soon make more French grammar is certainly difficult, but there are not too many ... to the rules. I try out different ways of learning ... as I want to find the way that suits me the best. My French teacher says that I am a visual ... so I need mind-mapping, pictures, note-taking to ... my learning. I especially enjoy learning French on the All I need to do is to ... a daily lesson in French, ... on my headsets, and then do various



At Home: *In writing, look at the photo file and relate it to your language learning experience using words and word-combinations given.*

- to focus on sth;
- to seek advice from sb;
- to reinforce one's learning;
- to receive feedback on sth.



- off-and-on student of (a new language);
- to pop on one's headsets;
- to study diligently;
- to make much progress.



- tutor;
- assignment;
- in turn;
- time-wise;
- flexible.



- to bring sb within electronic reach;
- to chat online;
- webcam;
- to download a daily lesson;
- native speaker.



IV Your Language Portfolio: Reading

a) Read the interview with Mike Kuiack, an investment banker in Vancouver, British Columbia, who has studied Chinese with the help of podcasts.

Learning from a Native Speaker, Without Leaving Home

Farah Nosh for The New York Times

Interviewer: What is, in your opinion, the best way to learn a foreign language?

Mike Kuiack: It may be to surround yourself with native speakers. But if you can't manage a trip abroad, the Internet connection may do the job, too, bringing native speakers within electronic reach for hours of practice.



Interviewer: Fantastic! How would you compare them?

Mike Kuiack: As I often travel to China for business purposes, I was an off-and-on student of Chinese for eight and a half years before I signed on to ChinesePod. I have since been studying diligently for a year and a half, my vocabulary has grown as much as it did in all of the previous years of study combined.

Interviewer: Isn't it amazing? How does it operate on a daily basis?

Mike Kuiack: All I need to do is to download a daily lesson in Chinese, pop on my headsets, and then use Internet telephone service and the power of social networks to try my conversational skills with tutors or language partners from around the world.

Interviewer: Is there any charge for tutoring?

Mike Kuiack: There are free websites where members chat online by typing messages, by talking or, if they have a webcam, by video, in exchanges with others who want to tutor or be tutored. English speakers learning Spanish, for example, can write or speak descriptions of a vacation and receive feedback on their grammar and choice of idioms from native Spanish speakers on the network. A Spanish speaker, in turn, may seek advice from the English speaker about English assignments.

Interviewer: I see. What communication skills do you focus on?

Mike Kuiack: Speaking and listening skills were what I needed. The podcasts have been very useful for this. Part of the reason I've made so much progress is that they are so enjoyable.

Interviewer: How flexible is this kind of learning time-wise, I wonder?

Mike Kuiack: I work on lessons whenever I have a moment. I listen when I'm stuck in traffic and also at my PC, where I can listen and read at the same time.

Interviewer: Your progress in Chinese must have made your business trips to China more effective, right?

Mike Kuiack: I'm proud to say that the studying is starting to pay off at work. I don't try to conduct negotiations in Chinese, but now at least I can listen to what's going on in meetings.

Interviewer: Wow! Congratulations!

b) In the text "Learning from a Native Speaker, Without Leaving Home" find and reproduce the word-combinations with which Mike describes:

- the way he learned Chinese previously;
- his language practice with technology;
- his learning opportunities;
- the results of his study.

c) Strike a mini-dialogue with Mike as a language partner.

d) Look at Mike's photo taken before his interview and fill in his thought bubble. Begin with:

Now I have a moment for

All I need to do is

I'm going to ... first.

They are so

Part of the reason I've made so much progress is

I think this kind of language learning is

And which is more — it is starting to



e) Look at the pictures at the next page and compare two ways of learning a new language. Use the phrases given below.

- | | |
|---|--|
| • to surround oneself with native speakers; | • to bring sb within electronic reach; |
| • to study diligently; | • to type messages; |
| • to operate on a daily basis; | • to download a daily lesson; |

- to focus on sth;
- to receive feedback from sb;
- to seek advice from sb;
- to chat online.



V Your Writing Portfolio: Writing

Fax Messages

- ✓ A fax is a message which can be transmitted around the world through the use of facsimile machines.
- ✓ It consists of two parts: the cover sheet with the information to whom and from whom it is being sent and the document being transmitted.

How to compose a facsimile transmittal sheet

Content Tips

To:
From:
Fax number:
Date:
Company:

Language Tips

- First name and last name or organization.

Number of pages:
RE
CC
Notes/comments

- Introduce the subject.
- Carbon copy to.
- Attached are the copies of ...
- If there are any questions about ..., please call the number ... and ask for ...

Read the sample fax cover sheet and say how it meets the requirements for its content and language.

Sample fax cover sheet:

FACSIMILE TRANSMITTAL

| | | | |
|---------------|------------------------------------|---------------|------------------------------------|
| To: | Westinghouse Corporation | From: | Compaq Sales Office (163) 452-1731 |
| Fax: | (514) 891-9696 | Date: | January 24, 2010 |
| Phone: | (514) 023-5676 | Pages: | 10 |
| RE: | New computers for personnel office | CC: | Personnel office |

VI Culture Comparison



1) Say what ways of language learning are typically practised in Ukrainian schools. How would you compare them to those described in the lesson?

2) What language learning skills have you developed? Suggest some learning strategies to share with your international peers.



At Home: *In your workbook, compose a fax cover sheet to place an order for purchasing some language learning equipment for your school.*

2.3. Your Learning Skills: Testing

Academic English

- standardized test
- to divide by the square root of three
- zygote
- facade
- marquis
- rocket ship engines
- nuclear fusion
- to recite sth by heart
- fables of Persia and Rome
- human genome
- to crack a code
- emission of greenhouse gases
- to optimize one's learning process
- learning tip
- to assess the way you learn
- style of learning
- verbal / auditory or linguistic learners
- visual / spatial learners
- kinesthetic / bodily or tactile learners

Conversational English

- to play the xylophone / trumpet / flute
- accordion / banjo / piano / lute
- as you might imagine
- to be a stickler for sth
- to act accordingly
- to take sth apart
- to alert sb to sth
- fabulous
- to share a laugh over sth

I Go Ahead!

Read these sayings about testing and comment on their meaning. Which of them can help you to become a better learner? How?

- No one tests the depth of a river with both feet.
- The test is to recognize the mistake, admit it and correct it.
- To have tried to do something and failed is vastly better than to have tried to do nothing and succeeded.
- Gold is tested by fire, man by gold.

- The test of any man's character is how he takes praise.
- Distance tests a horse's strength. Time reveals a person's character.

II Rhyme and Reason

Read Ken Nesbitt's poem "World's Hardest Test" on page 301 and practise the rhyming words. Say how you are supposed to prepare for a test.

III Your Helping Hand

GRAMMAR REVISION

be going + to-infinitive construction,

The Present Continuous tense, The Future Simple tense

If you want to talk about the future, use:

- *be going + to-infinitive* to express intention;

Example: *I am going to prepare for the standardized test next week.*

- *be going + to-infinitive* to make a prediction based on present evidence;

Example: *Look at those clouds! It's going to rain.*

- *The Present Continuous tense* to talk about plans which are arranged for a particular time in the future;

Example: *We are not attending school next week — it is the spring break.*

- *The Future Simple tense* to make formal announcements about future plans;

Example: *The new President will come into office next Tuesday.*

NEW GRAMMAR

Will or shall?

Use *will* with all persons singular or plural:

- for statements of fact or general predictions about the future;

Example: *They'll be here soon.*

- in offers, promises and requests to express willingness;

Example: *Will you help me, please?*

- with verbs like *believe, doubt, expect, hope, suppose* and *think*, and adverbs like *perhaps, probably and definitely*;

Example: *Do you think they'll win?*

- for decisions we make at the time of speaking;

Example: *No one has offered to help? I'll do it for you!*

- in sentences containing clauses of condition or time;

Example: *I'll phone you when I get there.*

Don't forget!

- ✓ Do not use *will* in clauses of condition or time.

Example: *He'll look for a job when he leaves school.*

- ✓ Use *shall* with I or we:

- in offers and suggestions;

Example: *Shall I come with you? Shall we go out?*

- in place of will in more formal, especially written English;

Example: *We shall make every effort to answer your enquiry as soon as possible.*

- ✓ Short form of **shall not:** *shan't.*

- ✓ Short form of **will not:** *won't.*

- a) Transform these pieces of advice into promises as in the example.

Example: *For those who are visual learners: You should ask for written directions.*

A visual learner: I will certainly ask for written directions.

1. For those who are verbal learners: You should participate in discussions.

A verbal learner: ...

2. For those who are kinesthetic learners: You should do a lot of drama.

A kinesthetic learner: ...

3. For those who learn best through logic: You should use abstract symbols and formulas.

A logic-smart learner: ...

4. For musical-rhythmic learners: you should listen for rhythmic patterns in vocal sounds.

A musical-rhythmic learner: ...

5. For group learners: You should participate in group study.

A group learner: ...

6. For those who prefer to learn alone: You should do individual projects.

A loner: ...

- b) Choose the right tense forms and describe the upcoming dancing class in the picture.

"My name is Mr. Dunphy, and I ... (*am going to teach / shall teach*) you to dance. Some of you may not believe it, but by the end of tonight's class you ... (*are dancing / 'll be dancing*).

And we (*are going to have / have had*) fun doing it. We ... (*are playing / will play*) some good music — a little rock, a little disco. All you have to do is relax and have fun.

Now, boys, each of you ... (*is going / will have gone*) to invite a girl to dance. You ... (*shall do / are going to do*) it politely. You ... (*walk / will walk*) up to a girl and say, "would you care to dance?" And, girls, you will ... (*say / said*) yes, just as politely and walk with your partner to the dance floor."



- c) Complete the story using the correct tense forms to express the future.

Hot Seat

Hot Seat is our new in-school TV show. We ... (*to start*) it next semester. I ... (*to be*) producer/director, Kevin ... (*to act*) as on-camera host. My main job as producer ... (*to consist*) of recruiting people for the Hot Seat. After I ... (*to sign*) someone up, Kevin ... (*to begin*) researching the person, getting his questions ready. Each month he ... (*to interview*) a student.

If all ... (to go) well, most of them ... (to be) honor student types, athletes, model citizens.

IV Enrich Yourself!

a) Match the verbs to the nouns and make your own sentences with them.

| Verbs | Nouns |
|----------------|--------------------------------|
| 1. to play | a. the way you learn |
| 2. to divide | b. by heart |
| 3. to share | c. a code |
| 4. to recite | d. one's learning process |
| 5. to crack | e. a laugh |
| 6. to optimize | f. by the square root of three |
| 7. to assess | g. the xylophone |

b) Read the description of different styles of learning and fill in the words from the box. Try to determine which of these styles are best for you.

athletic see reading prefer learning
words directions difficulty activity



Visual learners usually need to ... it to know it; often have difficulty with directions; have trouble following lectures; often misinterpret ...



Those whose ... style is verbal need to hear it to know it; many have ... following written directions; difficulty with ... and problems with writing.



Kinesthetic learners ... hands-on learning; can assemble parts without reading ...; learn better when physical ... is involved; are well-coordinated and have ... ability.



At Home: *In writing, answer the questions.*

1. Have you ever assessed the way you learn?
2. What is your style of learning?
3. How can you optimise your learning process?
4. Have you ever sat for a standardised test?
5. What learning tip(s) can you give to your classmate?
6. How will you act while taking your test next week/month?

V Your Language Portfolio: Reading

a) Read the article about testing and say which skills presented below helped the high school student to see an error on the state test.

- reading carefully;
- listening carefully;
- speaking;
- editing;
- writing essays.

Error on State Test Slips Past Everyone — Except East High Student

By Suzanne Perez Tobias

The Wichita Eagle

Geoffrey Stanford's teachers always tell him to read tests carefully.

Every sentence. Every word. Slow down. Make sure you understand what's being asked, and then proceed.

So while taking his state writing test last week, the East High junior saw something that didn't make sense: the word

BrE spell — spelt —
spelt
AmE spell — spelled —
spelled

“emission” — as in “the emission of greenhouse gases” — was *spelled* “omission.”

“I thought, ‘Surely they’re not talking about leaving out carbon dioxide altogether.’ It just didn’t make sense,” said Stanford, 17. “It had to be a mistake.”

It was.

Stanford, a linebacker and International Baccalaureate student, alerted English teacher Jennifer Fry, who alerted the district test coordinator, who alerted state education officials, who were, as you might imagine, embarrassed.

“You hate that sort of thing to happen, but it happens,” said Karla Denny, spokeswoman for the State Department of Education, which created the test. “We’re human.”

This week, the department e-mailed test coordinators across the state to alert them to the error and provide a corrected version of the writing prompt.

Denny said the test was developed by a committee of more than 30 teachers from across the state. The five questions — writing prompts from which students must craft persuasive essays — were written almost two years ago and tested in 50 high schools last spring.

No one before Stanford had reported the error, Denny said.

“It amazes me. This went through all the channels, and the pilot project, and nobody caught it,” said Denny, a former English teacher.

“I think it’s one of those things where people writing the test were so close to it, they probably just read over it. It looked right.”

Fry, the IB English teacher, said she was disappointed to see an error on the state test, but not surprised one of her students caught it.

“They’re perceptive readers,” she said.

Stanford, who prefers math to literature and plans to study mechanical engineering or sports medicine, said he doesn’t consider himself a fabulous proofreader.

“But when I edit my own papers, I’m a stickler for grammar and vocabulary and the correct use of words,” he said. “It annoys me when I see mistakes.”

He and Fry shared a laugh over the test error. It reminded them of a book the class read recently — Thomas C. Foster’s “How to Read Literature Like a Professor” — in which Foster proclaims, “Irony trumps everything.”

“What is this,” Stanford said, “if not ironic?”

Across Cultures: The USA

The International Baccalaureate (IB) — a nonprofit educational foundation, motivated by its mission, focused on the student. Their three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. Founded in 1968, they currently work with 2,728 schools in 138 countries.

The State Department of Education — the American government department which deals with educational policies and issues.

Thomas C. Foster — a university professor, the celebrated author of the books “How to read novels like a professor” and “How to read literature like a professor”.

b) Read the article “Error on State Test Slips Past Everyone — Except East High Student” again and fill in the story line in chronological order. Comment on the events.

_____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____

Stanford
reporting the error

c) Look at these numbers and say how they relate to the article.

1 2 5 17 30 50

d) Look at the lists of things to do for test preparation and describe what needs to be done in the way of test preparation by spring time.

The State Department of Education:

- to create a test;
- to e-mail test coordinators;
- to alert sb;
- to provide a correct version.

School teacher:

- to teach students to read tests carefully;
- to tell students to slow down;
- to advise students to make sure they understand what's being asked;
- to teach editing.

Student:

- to learn to read every sentence / every word carefully;
- to alert a teacher;
- to practise proofreading;
- to be a stickler for grammar and vocabulary and the correct use of words.

Example: *The State Department of Education will be creating tests for the whole country.*

e) In pairs, interview Geoffrey Stanford's teacher about testing. Perform the following communicative tasks.

Communicative tasks

A: (Ask about testing skills) ...

B: (Explain how reading carefully can help) ...

A: (Ask about the possibility of an error on a standardized test) ...

B: (Tell Geoffrey Stanford's story in brief) ...

A: (Show surprise) ...

B: (Say why you were not surprised that one of your students caught the error) ...

A: (Ask about what needs to be done in such a situation) ...

B: (Explain the procedure) ...

VI Your Language Portfolio: Writing

Learning Tips

✓ A learning tip is a helpful piece of advice as to how to optimize your learning process.

✓ It usually contains two or three sentences which indicate what you need to consider and why you have to know it as well as how you should act accordingly.

How to write a learning tip

| Content | Language |
|---|--|
| <ul style="list-style-type: none"> • What you need to consider. | <ul style="list-style-type: none"> • When you are thinking of ..., you might be able to ask for ... • Consider ... • You need to know ... |
| <ul style="list-style-type: none"> • Why you have to know it. | <ul style="list-style-type: none"> • In order to optimise your learning process ... • If you can determine..., you can focus on ... • To reinforce your learning, ... |
| <ul style="list-style-type: none"> • How you should act accordingly. | <ul style="list-style-type: none"> • You should ... • You will want to ... • You can ... • You may not ... |

Read the sample learning tip and say how it meets the requirements for its content and language.

Sample learning tip:

Everyone learns in a different manner. In order to optimise your learning process, you need to assess the way you learn. There are basically three different styles of learning — Verbal / Auditory or Linguistic; Visual / Spatial; and Kinesthetic / Bodily or Tactile. If you can determine which of these styles are best for you, you can focus on how to best make use of that style during your studies.

VII Culture Comparison



- 1) Say what tests are typically practised in Ukrainian schools. How would you compare them to those described in the lesson?
- 2) What testing skills have you developed? Suggest some learning tips to share with your international peers.



At Home: *In your workbook, write a learning tip basing it on Geoffrey Stanford's testing experience.*

2.4. Self-directed Learning: Communication Skills

How to make learning plans

| Initiations | Responses |
|---|--|
| <ul style="list-style-type: none"> • We were given an assignment to visit ... • I set my own goals in ..., plan for their achievement, and manage my time and effort independently. • Don't you have enough homework to do for ... as it is? • The more responsibility you take for your own learning, the more ... • What helps you to reach your goals? • And who evaluates your..., I wonder? • As I have been practising ... for quite a while, now I understand that success comes from ... | <ul style="list-style-type: none"> • Are you serious? • That's exactly what I did ..., as part of my self-directed learning plan. • Wow! It's unbelievable! • Sure I do. • That's what makes all the difference. • I think so. • The first thing to do is ... • Next, I choose ... • Myself, of course. |

I Go Ahead!

Look at the pictures and compare the learning environments in them. Say in what environment you would learn better.



II Rhyme and Reason

Read the poem "The Genie in You" by Charles D. Heineke on page 302 and practise the sounds /dʒ/ and /u:/. Say what ways you know to make your dreams come true.

III Express Yourself!

a) Read how to make learning plans. Look at the pictures and fill in the mini-dialogues.



the science centre

1. — We were given an assignment to visit ...
 — Are you serious? That's exactly what I did last weekend, as part of my self-directed learning plan.



history

2. — I set my own goals in learning ... , plan for their achievement, and manage my time and effort independently.
 — Wow! It's unbelievable!



school

3. — Don't you have enough homework to do for ... as it is?
 — Sure I do, but making my own decisions what to learn, and how, and when — that's what makes all the difference.



interest

4. — The more responsibility you take for your own learning, the more ... you develop in your work.
 — I think so.

5. — What helps you to reach your goals?

— The first thing to do is to identify the available resources such as Next, I choose the ones that match the way I learn best.



books,
computer technology

6. — And who evaluates your work, I wonder?

— Myself, of course. As I have been practising self-directed learning for quite a while, now I understand that success comes from ... and perseverance.



hard work

- b) Read and respond, making learning plans.

Example: — *We were given an assignment to do a project on ocean life.*

— *Are you serious?*

- 1) — I set my own goals in learning.
— ...
- 2) — Do you have a self-directed learning plan?
— ...
- 3) — Don't you have enough homework to do for school as it is?
— ...
- 4) — What helps you to reach your goals?
— ...
- 5) — And who evaluates your work, I wonder?
— ...

c) Read and give the context to:

Example: — You know what? I have made my own learning plan in Geography.

— That's exactly what I did last weekend in Literature.

- 1) — ...
— I think so.
- 2) — ...
— Wow! It's unbelievable!
- 3) — ...
— Myself, of course.
- 4) — ...
— Sure I do.
- 5) — ...
— That's what makes all the difference.

IV Work your Wisdom!

Match the parts of the sayings about learning and explain their meaning.

- | | |
|--|--|
| 1) It's time for the education of our children ... | a) ... in what students learn. |
| 2) There will be changes ... | b) ... significant moments in a student's life. |
| 3) Learning is the history of ... | c) ... model of human being. |
| 4) Our children are the latest ... | d) ... to shift from plateaus of knowing to continuous cycles of learning. |



At Home: In writing, illustrate the saying you like most.

V Your Language Portfolio: Listening

a) Listen to the conversation of two American high school students about their learning experience and tick off the true statements.

1. Brenda and Matt are in the same art history class.

2. Matt visited the art museum as part of his school assignment.
3. Both students are self-directed learners.
4. It is important for Matt to decide what to learn.
5. He is a verbal learner.
6. Brenda knows much about making a learning plan.
7. Matt strongly believes in his learning abilities.
8. Brenda appreciates his effort.

b) Act as Brenda and:

- express surprise;
- express disbelief;
- show understanding;
- display curiosity;
- express appraisal.



c) Act as Matt and:

- give explanations;
- show surprise;
- present a succession of ideas;
- develop an idea;
- express certainty.



d) Transform the dialogue as if Brenda was a self-directed learner, too. Make it up with the final part.

- ...
- Brenda:** You must have a very positive image of yourself as a learner, right?
- Matt:** I think so, because I can use what I have learned to adapt to new situations.
- Brenda:** Me, too.



- c) **On Your Own:** Find more information about self-directed learning and present your findings to the class.

VI Your Language Portfolio: Writing

Choose the project you'd like to do.

Project I. "As You Grow: A Future Educator's View"

1) It's a very general title. You can specify it describing one of the stages of your school life, for example:

- Elementary school;
- Middle (basic) school;
- High school.

2) Describe any of the events which had a positive or negative impact on you at school.

3) Collect the information and illustrations about your schoolmates and find interesting examples or facts. Present your project to the class in the form of a height measuring scale.

Project II. "The Community of Speakers of English: A Future Linguist's View"

1) Think and decide what community of speakers of English you'd like to join.

2) Choose the characteristics of the real-life or Internet community of speakers of English which may be especially useful to you.

3) Decide on the way you can contribute to the community of speakers of English of your choice. Present your project to the class in the form of speech bubbles.

Project III. "Your Learning Style: A Future Life-long Learner's View"

1) Choose one of the learning styles you'd like to explore in relation to yourself.

2) Find suitable means of optimizing learning in this style and provide them with interesting comments.

3) Present your project to the class in the form of a learning plan.

VII Culture Comparison



- 1) What resources are available for you to practise self-directed learning?
- 2) What responsibility do you take for your own learning?



At Home: Search the Internet and find more information about schooling abroad.

Go to page 309 for cross-cultural reading.



2.5. Test Yourself

A. Fill in (a) little, (a) few.

1. I have ... books in English, it's not enough for writing a report.
2. There is ... money, we can't buy a new dictionary.
3. I have ... time and I can help you to translate the text.
4. I'm sorry, but there are ... mistakes in your test, therefore it's not the best.
5. I want to carry out an experiment, I need ... more water.
6. It's cold, no wonder there are ... children outside.
7. There is ... light in the room, I can't see well.
8. If you add ... more sugar, your coffee will taste better.

CHECK IF YOU:

Can use quantifiers correctly in different situations

YES

NO

B. Insert the prepositions.

1. I have already received feedback ... my article.
2. John showed a particular talent ... drawing.

3. The scientist was rewarded ... his discovery in chemistry.
4. The teacher advised us to focus ... the problems of environmental protection.
5. The students and teachers shared a laugh ... Jane's joke.
6. I suggest speaking ... turn.
7. I sought advice ... my teacher as to how to organise my working day.
8. We made ... our minds to participate in the conference.

CHECK IF YOU:

Can connect words in sentences correctly

YES

NO

C. Read the text and fill in the gaps with the best word (a, b, c, d) to form a logical text.

These days the competition to get a child to a good school is so intense that parents are 0 *increasingly* using private tutors to help their child 1 _____ the education system. Some 2 _____ parents even employ private tutors for their three-year olds.

Hot housing becomes a growing 3 _____ in British education. It is also a 4 _____ of the state system these days. Whereas children used to start formal education at 5 _____, some now start at four and increasing members of state pupils are taking GCSEs 6 _____ they reach secondary school. Dr. Ryne, a 71-year-old founder 7 _____ that the system is the right one. "When a child is young, their brains are like 8 _____ they absorb everything you give them", he says. By the time they are in their late teens, their ability to learn 9 _____. So why is it wrong to give children, who have a passion for learning extra education when they are ready for it?

Dr. Ryne calls his pupils the OAPs (old age pensioners) of the academic world. He says: "As a plant in a hothouse gets intense 10 _____ so children need extra training at a young age".

| | A | B | C | D |
|----|--------------|-------------|-------------|--------------|
| 0 | importantly | luckily | fortunately | increasingly |
| 1 | evaluate | survive | appreciate | dislike |
| 2 | intelligent | sympathetic | well-off | considerate |
| 3 | custom | trend | necessity | chance |
| 4 | mark | privilege | habit | phenomenon |
| 5 | five | six | seven | eight |
| 6 | before | after | when | then |
| 7 | likes | believes | speaks | talks |
| 8 | earth | trees | sponges | pots |
| 9 | is lessening | lessens | lessened | has lessened |
| 10 | heat | hot | warm | humidity |

CHECK IF YOU:

Can use the words logically
on the text level

YES

NO

D. Listen to the text "The University of Life" and match the beginnings with the endings of the following statements.

| Beginnings | Endings |
|---|--|
| 1. Once I left school ... | a) ... as an English speaker, I take it for granted that everyone speaks English. |
| 2. I was searching for something ... | b) ... that wouldn't be easy. |
| 3. In fact, that "gap year" ... | c) ... you think and think for hours; you analyse your life and everything around you. |
| 4. At first I travelled ... | d) ... and turned eighteen, I realized I could do it. |
| 5. The biggest culture shock for me was ... | e) ... I had time to examine my life. |

| | |
|---|--|
| 6. The language barrier was a big shock since ... | f) ... being in the ethnic minority for the first time in my life. |
| 7. Every day in South Asia ... | g) ... between school and university made me see the world entirely differently. |
| 8. When you are on the road ... | h) ... to Asia with my pal Jim. |
| 9. When I was away ... | i) ... is a little more positive than before. |
| 10. My outlook on life ... | j) ... was a new experience. |

CHECK IF YOU:

Can listen to short stories and understand all the details

YES

NO

E. Write a learning tip for the beginners of learning a foreign language.

CHECK IF YOU:

Can write learning tips for those who begin to learn a foreign language

YES

NO

Unit 3

Your Quality Time



Pre-test and engage yourself:

1. Can you interpret travelling as troubletaking?

Yes No

2. Have you ever experienced the difference between a sports person and a sports fan?

Yes No

3. Do you know why thumbs are called the new fingers with kids under 25?

Yes No

4. Can you express your music preferences nonchalantly?

Yes No

Welcome to more of it!

3.1. Travelling is Worth Troubletaking: Geography

Academic English

- modern ocean liners
- reserve
- barge
- world heritage site
- endangered species
- accommodation
- a desert island
- a round-the-world sea voyage
- to explore the world
- Royal Navy

Conversational English

- to envy sb/sth
- to enjoy luxury travel
- to face dangers
- to travel at a low cost
- to be like a pipe for any winds to play upon
- to see sth for oneself
- to have the time of one's life
- to jump at the opportunity
- to be full of expectations
- worship
- enchanting
- amazing
- Somehow or other...

- National preserve
- Botanical garden
- to nest
- In fact ...
- Without doubt ...
- To be exact ...

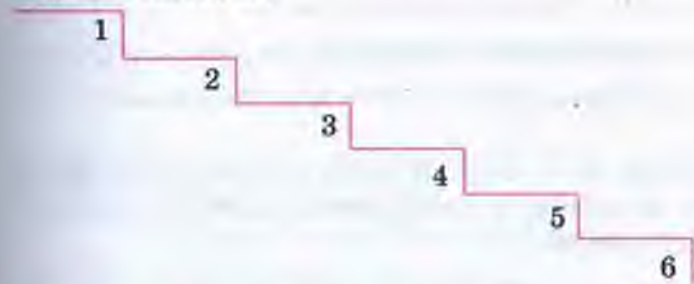
I Go Ahead!

Why is travelling one of teenagers' favourite pastimes? Rate the reasons below according to their importance. Say how you feel about **travelling**.

BrE travelling
AmE traveling

Reasons

- They are adventurous people;
- They travel because of curiosity;
- They want to meet new people;
- They want to learn more about different life styles;
- They want to discover something new;
- They want to make friends with foreigners;
- (your reason)



II Rhyme and Reason

Read the poem and practise the sounds /s/ and /e/. Say what this word acronym means for you.

- T — is for tourists' tents;
 O — is for odds and ends;
 U — is for you and me;
 R — is for rocks and rivers to see;
 I — is for idleness;
 S — is for sands;
 M — is for a marvelous summer end.

III Your Helping Hand

GRAMMAR REVISION

Present, Past, and Future Continuous

1) For describing actions in progress at the moment of speaking or situations that are changing, use the Present Continuous Tense.

Example: — *I'm packing my things for a hike.*
— *The weather is getting worse these days.*

Don't forget!!!

✓ Use the following time expressions with the Present Continuous:

- always, still, currently (usually after the auxiliary verb);

Example: *I'm still translating this brochure.*

- at present, at the moment, right now.

Example: *They are discussing their route at the moment.*

2) For describing an action in progress at a particular time in the past or two or more past actions happening at the same time, use the Past Continuous.

Example: — *We were watching "Round the world" TV programme at 7 o'clock last night.*
— *The boys were fishing while we were making a fire.*

✓ To emphasize that a past event continued for some time, use the Past Continuous.

Example: *It was raining all day long.*

3) For describing an activity that will be in progress at a point in time or for a period of time in the future, use the Future Continuous Tense.

Example: *This time tomorrow we'll be lying in the sun.*

NEW GRAMMAR

"one"

1. In the meaning of *everyone*, *anyone* in the statements use "one".

Example: *As far as I know, Ann has already been to Odessa, but one never knows.*

2. To replace a countable noun in the singular after *this*, *that* use one; (ones — in the plural).

Example: — *Have you seen the museum?*
— *Is that the one you told me about?*

3. To identify people or things, often after which, use *one* or *ones*.

Example: *There are two ways of travelling, which one would you like?*

Don't forget!!!

✓ *One* is not usual when referring to uncountable nouns.

Example: *I don't like white tea, I prefer iced tea.*

a) Answer the questions, using *one / ones* where it is possible.

Example: — *How do you like the new route?*
— *The one to the lake is much better.*

1. Do you know any Ukrainian wonders?
2. Do you usually take a long or short trip?
3. Which animals do you like — wild or domestic?
4. Are you fond of coloured or black and white photos?
5. Isn't our new film about travelling wonderful?
6. Which do you like more — a sea trip or a river trip?

b) Complete the dialogues, using *one / ones* where it is possible.

Example: — *I've left my sunglasses at home. Have you got any spare ones?*
— *I have. Here they are.*

1. — Do you need a guide book?
— No, I don't. We have got ... at home.

2. — My friends wanted to buy a sleeping bag.
— But they have got ... already.
3. — Have you heard about the traveller James Cook?
— Is he the ... who discovered Australia?
4. — Isn't this picnic site wonderful?
— The ... at the lake is much better.
5. — Unfortunately, I've lost our tickets to the National preserve.
— I think you'll have to buy new
6. — Have you seen the new exhibition?
— Is that the ... on travelling equipment?

c) Say:

- what you are doing at the moment;
- what you were doing when your parents came home;
- what you will be doing all day long tomorrow;
- why girls are always discussing fashions;
- why a child was crying when you met him in the wood.

d) Look at the pictures and describe how teenagers were travelling all summer. Say what you will be doing from June to August next summer.





At Home: Complete the e-mail using the Present, Past or Future Continuous of the verbs in brackets. What message would you send if you were in John's shoes?

New Message

School is over at last. We *will be having a vacation* (to have a vacation) all summer. At the moment I ... (to pack) my things. My friends and I ... (to go) on an archeological expedition in the Crimea. We ... (to work) at the archeological site near Bakhchisarai last year. We ... (to plan) to stay all summer there, but decided to analyse our findings instead. Some of us ... (to describe) them the whole year. This summer I ... (to stay) there for 2 months so that to finish our work. We have to hurry up because "black archeologists" ... (to get) worse this year.

IV Your Language Portfolio: Reading

a) Read what teenagers write for a teens' magazine about their travelling options and answer the following questions:

1. Why does Taras decide to visit Norfolk?
2. What interesting facts are connected with Norfolk?
3. Why does Alan recommend Taras to go to Southern England?
4. What is Kate keen on?
5. What is Askania Nova famous for?
6. What was Bohdan impressed by?
7. Why does Vasylina advise Kate to visit Askania Nova?
8. Why do teenagers like travelling?

Travelling Options

I enjoy travelling most of all, but I'm also keen on archeology. I'd like to know everything about it. So I never miss a chance of visiting places connected with archeology. This year my club members and I are going to Norfolk, where English archeologists



Taras



Seahenge in Norfolk

BrE centre
AmE center

discovered a circle of 55 oak timbers with an oak upside down in the *centre*. It was interesting for me to know that they also had found out that "Seahenge" is 4,050 years old. Some scientists believe that it was used as a ceremonial site. It's a real mystery, isn't it? Why did ancient people build Seahenge? Why was it important to them? Maybe, we'll manage to find the answers to these questions when we go there. I'm looking forward to our trip. Now

we are getting ready for it. I believe it'll be an unforgettable trip. Have you any ideas about it?



Norfolk Broads

Dear Taras,

If you happen to visit Norfolk, find a couple of days for visiting the Norfolk Broads. It's an amazing place in East Anglia, a national park of indescribable beauty. It's famous for its numerous small lakes connected to each other by rivers and canals. You can travel by yourself and be like a pipe for any wind to play upon. Besides, it's a very popular area for people who go on holiday in small boats or barges. If you can sail, you'll have a lot of fun. Without doubt, you'll have the time of your life.

Sam



Stonehenge

Dear Taras,

I have read your information and want to give you a piece of advice. If you come to Britain to see the "Seahenge" don't lose the opportunity to visit Stonehenge — a world heritage site. It's Britain's most famous prehistoric monument in Salisbury Plain, Southern England, which consists of two circles of large standing stones, one inside the other. You'll be surprised to see that the inner circle consists of arches made by laying one stone across the tops of two others. Some of these have fallen, but some are still in the position. Nobody knows why and how it was built, but many people think it was to study the stars and planets or to worship the sun, because a line through its centre would point directly to the position of the rising sun on midsummer's day or of the setting sun in midwinter. Many New Age travellers have been going there for their own midsummer celebrations! Somehow or other it's a unique place and it's definitely worth visiting. Go there and see for yourself. I'm sure you won't regret it!

Alan

My friends call me a geographer not because geography is my favourite subject, but because I like to travel, to explore unknown places and to take pictures of interesting sights. I keep my own geographical diary where I write about impressions and observations of what I've seen. I'm proud to



Kate



Askania Nova National
Preserve

say that I've visited a lot of places in Ukraine. This summer my father is going to the South to Kherson to be exact and I jumped at the opportunity of joining him. Probably, I'll have a chance to see Askania Nova National Preserve, which is a zoo and a Botanical Garden. They say it is a landscape of enchanting beauty. So, I'm full of expectations.



Askania Nova's
Botanical Garden

Dear Kate,

I envy you your trip. Askania Nova's Botanical Garden is extremely beautiful. It has over 220 species of plants and trees, brought from all over the world. Besides, there are over 1000 plants and grass varieties growing wild in the Preserve. Many of them like Scythian tulips are really rare. When they bloom, the meadows become an unforgettable sight as they produce a bright yellow light. No wonder, they entered the Red Book of endangered species. If you like nature, you'll enjoy every minute of your visit.

Bohdan



Askania Nova's
Zoo

Dear Kate,

I went to Askania Nova's Zoo this spring and must say that it is a natural world like no other. I strongly advise you to go there if you are interested in exploration. They say it is considered to be among the world's ten best zoos of its kind and has different species representing every continent. I saw Przewalsky horses, zebras, bison, antelopes for the first time in my life! Besides, a great number of birds' nests are there. In fact, Askania Nova has almost everything! Don't hesitate to go there!

Vasylina

Across Cultures: Great Britain



Norfolk — a county in East England, part of East Anglia.



Salisbury Plain — area of open land to the North and West of Salisbury in England.

b) Choose the right options to complete two sentences in the geographical quiz. Use the photos for reference.

Geographical Quiz



- 1. Seahenge is situated in ...**
 - a) the South of England;
 - b) the East of England;
 - c) the West of England.
- 2. The site of Norfolk Broads is famous for ...**
 - a) its skiing possibilities;
 - b) its sailing possibilities;
 - c) its architecture.
- 3. New Age Travellers go to Salisbury plain ...**
 - a) to celebrate Midsummer;
 - b) to take pictures;
 - c) to have a party.
- 4. Stonehenge is known as ...**
 - a) a good place for summer rest;
 - b) the most famous prehistoric monument in Britain;
 - c) a dangerous place for tourists.
- 5. Askania Nova attracts tourists because ...**
 - a) it is rich in mineral resources;
 - b) it has many sights;
 - c) it is a unique preserve.
- 6. In Askania Nova you can find plants and trees ...**
 - a) from all parts of Ukraine;
 - b) from all over the world;
 - c) from Kherson region.

7. Askania Nova's zoo is ...

- a) one of the oldest;
- b) among the world's ten best zoos;
- c) one of the richest.

8. Askania Nova also prides itself on ...

- a) its Botanical Garden;
- b) its research workers;
- c) its equipment.



c) On Your Own: Find more information about one of the places mentioned in the quiz and present your findings to the class.

d) In the text, find some facts that support the following:

- Both Taras and Kate enjoy travelling because they have a thirst for new discoveries.
- The teenagers choose the routes which can open up some mysteries.
- Teenage travellers always find like-minded people.

e) Imagine that you are going to have a week-long trip either with Kate or Taras. Taras is arguing for a packaged tour to Norfolk, while Kate is absolutely positive about touring Kherson region and Askania Nova on her own. Read the arguments of both children and say whom you would like to join and why. Use the following phrases:

- | | |
|----------------------------|------------------------------------|
| • It's obvious that ...; | • I'm not sure about ...; |
| • I'm for ... because ...; | • I feel strongly against ...; |
| • I may be wrong, but ...; | • I'm absolutely positive that ... |



- | | |
|--|--|
| <ul style="list-style-type: none"> — Everything is arranged for you by the travel agency. — You needn't worry about the tickets and accommodation. — The group is provided with excursions and guides. — You don't have to worry about food. — You are offered a programme of activities. — It's comfortable and reliable. | <ul style="list-style-type: none"> — Travelling by yourself gives you a sense of adventure, you are like a pipe for any wind to play upon. — You are free to choose a campsite wherever you want. — You plan your activities yourself and don't depend on the programme. — When you are in a new place, you can explore it yourself. — You are free to cook on a fire whatever you like. — It's the cheapest way of travelling (you can travel at a low cost) but a very romantic and rewarding one. |
|--|--|

f) Interview your classmates and find out:

- what kind of travelling they prefer;
- who they like to travel with;
- how they benefit from their trips.



g) Present your information to the class.

V Your Language Portfolio: Listening

a) Listen to the story about a famous traveller and say what great discoveries he made.

b) Now listen again and mark the true statements.

1. James Cook started to sail at an early age on a military ship.
2. In his first sea voyage he proved to be an excellent navigator.
3. Cook proved the existence of the mysterious South Island.
4. New Zealand was the first country Cook had discovered.
5. Captain Cook discovered Australia 19 days after he found New Zealand.
6. Warlike Maori people lived in Australia
7. Cook liked the natives of Australia for their simple way of life.
8. His second voyage also took place in the Pacific Ocean.
9. Cook called Hawaii "Botany Bay".
10. Unfortunately, Cook died when he arrived at Hawaii.



c) **On Your Own:** Find more information on one of J. Cook's journeys by sea to the Pacific Ocean and enlarge the story of his discoveries.

VI Your Language Portfolio: Writing

Filling in landing cards

✓ A landing card is a card which tourists fill in on board a plane travelling to a foreign country.

How to fill in a landing card

- ✓ Use Block Capitals (letters in their large form such as A, B, C, rather than a, b, c)
- ✓ Write your Family name first (KRAVCHENKO)
- ✓ Then write your fore-name (= first name) (OLHA)
- ✓ Mark your sex (MALE / FEMALE)
- ✓ Write your nationality (UKRAINE)
- ✓ Don't use any articles while filling the profession (DOCTOR)
- ✓ Write the address in your visiting country in the following succession:
street ⇔ town / city ⇔ county — country (Bloomfield Avenue
16, Bath Somerset, England)
- ✓ Don't forget to sign in your landing card.

Read the sample landing card and explain how to fill it in.

Sample landing card:

| | | | |
|--|------------------------------|-------------------------------|--|
| LANDING CARD | | <input type="text"/> | <input type="text"/> |
| Immigration Act 1971 | | | |
| <i>Please complete clearly in BLOCK CAPITALS</i> | | | |
| Family name _____ | | | Sex (M, F) <input type="checkbox"/> <input type="checkbox"/> |
| Forenames _____ | | | |
| | Day | Month | Year |
| Date of birth | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Place of birth _____ | | | |
| Nationality _____ | | | |
| Address In United Kingdom _____ | | | |
| Signature _____ | | | BFS 04 948 |
| For Official use / Reserve usage | | | |
| CAT <input type="checkbox"/> | -16 <input type="checkbox"/> | CODE <input type="checkbox"/> | NAT <input type="checkbox"/> POL <input type="checkbox"/> |

VII Culture Comparison



- 1) Teenagers in Britain like to travel to see the wonders of Britain like Stonehenge. Where do Ukrainian teenagers like to travel?
- 2) Give foreign teenagers tips as to what places to visit in Ukraine.



At Home: In your workbook, fill in the landing card when flying to any country you want.

3.2. A Sportsperson or a Sports Fan: Health Studies

Academic English

- to enlist
- basic skills
- cup games
- sports website
- to get oneself in shape
- to risk one's health
- to be in the race
- to be in good physical health
- to lag behind
- to become a loser (winner)
- to catch up with sb
- to be awarded (a medal)

Conversational English

- fan's newsletter
- to have loyalty to sth/sb
- to let sb down
- tough race
- to get the biggest cheers from the spectators
- to be enthusiastic about sth
- to look no further
- There is sth in what you say ...
- For the time being ...
- I wish you well ...
- Perfect!
- Incredible!
- We'll wait and see.

I Go Ahead!

Look at the pictures and say what sports the teenagers are taking as free-time activity. What sport do you enjoy doing and why?



football



martial arts



swimming



tennis

II Rhyme and Reason

Read the headlines of the newspaper articles and practise sentence stress. Say what aspects of teenagers' sport they touch upon.

**CONTACT SPORTS:
FOR AND AGAINST**

SHOULD SPORT BE
MORE ABOUT WINNING
OR HAVING FUN?

GOOD PHYSICAL HEALTH.
WHAT SHOULD BE DONE
FOR IT?

WANT TO KEEP FIT?
RUN FOR IT!

GOOD TIMES, BAD TIMES...

III Enrich Yourself!

a) Remember:

A sportsperson can:

- get the biggest cheers from spectators;

A sports fan can:

- support his / her favourite team;



- get himself / herself in shape;
 - be enthusiastic about sth;
 - be in a race;
 - learn basic skills;
 - be in good physical health;
 - enlist himself in a sport.
- jump up and down with joy;
 - cheer for sb;
 - have loyalty to sth / sb;
 - read a sport website;
 - contribute to a fan's newsletter.

b) Say what role sport plays in your life.

Example: *I am a sports fan and when I watch my favourite basketball team play I cheer for them and jump up and down with joy when the team wins.*

c) Give the definitions of the words and word combinations below and say how they relate to you and competitive sports.

- Sports Day;
- tough race (game);
- trainer;
- cup games.

Example: *I like competitive games, because they fill me with excitement and enthusiasm. I'm not much of a sports-person myself, but I always watch competitive games on TV.*

d) Read how a sports fan describes his favourite pastime and fill in the missing words. Say if you feel the same or different while watching your favourite team play.

I remember watching Chicago Bulls and LA Lakers with my dad one Sunday. He was wearing LA Lakers *team shirt* and was getting more and more ..., because his favourite team ... and I liked the way Chicago Bulls played that I was ... when they won the match. My dad said I was actually ... the "wrong team" that I had no loyalty to our ... the LA Lakers, but I have to admit, that I was in ... when the game ended. I always ... my favourites.

| | | |
|------------------------------|---------------|----------------------|
| team-shirt | play | on TV |
| match | disappointed | were losing the game |
| jumping up and down with joy | | cheer for |
| tears | hometown team | supporting |



At Home: Write a story basing it on the following cartoons. Use words and word-combinations suggested.



1.

- Sports Day;
- to be in a race;
- to get oneself in shape;
- to be enthusiastic about sth;
- to be too hot.



2.

- to cheer for the team;
- to support a team;
- to lag behind the runners;
- to become a loser;
- to jump up and down.

- 3.
- to be disappointed;
 - to have loyalty to them;
 - to be a constant fan;
 - to let the dog go;
 - to stimulate a runner.
- 4.
- to be scared stiff;
 - to risk one's health;
 - to speed up;
 - to catch up with the group;
 - not to let sb down;



- 5.
- tough race;
 - to become a champion;
 - to take first place;
 - to be thankful to a dog;
 - to be awarded a medal.



IV Your Language Portfolio: Reading

- a) Read the dialogue between two teenagers and say what they think about sport activities.

Sport: Taking up or Giving up?

Part I

- Alex:** Hey, Kate, you are late for the meeting again. What is it this time?
- Kate:** My schedule, I guess. Lessons and other free-time activities take up a lot of my time, so I can't manage to do everything in time. I'm so tired and exhausted.

Alex: There is no problem, I believe. What you need is to get more exercise. That will get you into a good working mood.

Kate: There is something in what you say. I must take up a sport that I can do whenever I have a little free time.



Alex: If you wish you could find time to get more exercise, then running is the perfect way to get yourself in shape. Besides, it's so convenient — you can do it anytime, anywhere! All you need is a big open space.

Kate: Excellent! I live near a big park and I can do running here.

Alex: Great! But before you start, consult your PT teacher, because some people run incorrectly and risk their health. The teacher will teach you everything you need to know about this sport activity.

Kate: Thank you for your advice. I'm so enthusiastic about it. You certainly know a lot about sport.

Part II

Alex: I say, Kate, what is your favourite sport?

Kate: I love swimming in my free time. I wish I could do it every day. For the time being I can go to the swimming pool only at weekends and find that time passes so quickly when you are having fun!

Alex: You'll become a great swimmer soon.

Kate: It'll take quite a long time to become a really good swimmer, but next Saturday we'll get our School Sports Day and I'm in the swimming race. I really want to win — so I'm training really hard all week. There are many good swimmers in my class and I think it's going to be a tough race.

Alex: So, I wish you well. Will you go on swimming next year?

Kate: I'm afraid not. I have learned how to swim well and now I am looking for a new sport. I like to learn new skills.

Alex: If you enjoy water sports look no further. Diving is just for you. I went to the Crimea last summer and tried diving. I felt so thrilled. There's the whole new world under the sea and you can explore rocks and watch fish.



Kate: Perfect! Mum said we would go to my uncle in Australia next summer, to Sydney, to be exact. If I learn the basic skills at home I will dive well there. By the way, there is a course at our swimming pool. They enlist people who are in good physical health.

Alex: Then it's just for you. And do you know that Sydney has the largest natural harbour in the world, Port Jackson, and has a lot of beaches including the famous Bondi Beach.

Kate: Unfortunately, I can't say I know much about Australia.

Alex: Then you ought to know that Sydney's area is a perfect place for surfing.

Kate: That sounds good. By the way, my cousin is one of the best teenage surfers in his school, and is planning to become a professional surfer!

Alex: Incredible! You will have your personal trainer. You are sure to become a sports superstar.

Kate: We'll wait and see.

Across Cultures: Australia



Australia — a large island country and continent in the South-West Pacific Ocean.



Sydney — the largest city in Australia. The Olympic Games were held in Sydney in 2000.



Bondi Beach — a popular beach in Australia where people go surfing.

b) Read the statements which have been left out. Decide who they belong to and what information they add to the speakers. Develop the ideas.

- You seem to participate in everything. Something should be left out.
- The runners try to cover big distances from the very start and their attempts end pitifully.
- I wanted to follow the example of Yana Klochkova at first, but then quit that idea.
- Crimean underwater life is so rich and various.
- Our city swimming pool is one of the best.
- Australia has much to offer to sport lovers.

c) Look at the pictures and describe how the teenagers followed each other's pieces of advice. Say if you always follow your friend's advice. Use the following phrases.



- As we see ... ;
- It's so good ... ;
- ... deserves appreciation.
- I have to admit ... ;
- Surely, they ... ;
- ... I'm afraid;
- It's not so easy to ... ;
- Without doubt ... ;
- If you are persistent ... ;
- Somehow or other

d) In pairs, discuss your preferences in sport as in the pattern below.

Pattern:

A: Hey, Ann, you Do you take ... , I wonder?

B: Unfortunately, I What I need

A: Exactly. If you ... , go no further. ... is just for you. I've been ... and enjoy it a lot.

B: Excellent. There is a gym near my house and

A: Great! But before it ... I think

B: And you? Do you ... ?

A: I love ... in my free time. I even But for the time being

B: If you are fond of ... , try I tried it last ... and

A: Thank you for your advice. This summer I hope I

B: I wish you well. As for me ... and

A: Oh, you ... I have to admit. I'm sure

B: We'll live and see.

V Your Language Portfolio: Writing

An Information Card

✓ An information card is a card one fills in if one wants to join any sports society.

How to fill in an information card

- ✓ Write your name in the following way: first name — last name;
- ✓ Name a sport activity you'd like to take;
- ✓ Write about your achievements in sport;
- ✓ Write about your worst loss in sport;
- ✓ Write about the feelings when playing sports;
- ✓ Write about your future ambitions in sport.

Read the sample information card and say if it covers all points.

Sample information card:

| | |
|----------------------------------|---|
| Name | <u>Taras Antonenko</u> |
| Sport | <u>volleyball</u> |
| Sport achievements | <u>a city championship of 2008;</u> <u>the 2nd place in the school volleyball competition in 2009</u> |
| Sport losses | <u>lost the game at the school city competition in 2007</u> |
| Feelings when doing sport | <u>enjoyment and relaxation</u> |
| Future ambitions | <u>to become a champion</u> |

VI Culture Comparison



- 1) In Australia Bondi Beach is considered to be the best place for surfing. What places are good for this sport in Ukraine?
- 2) Give foreigners tips as to the Ukrainian teenagers' preferences in sport.



At Home: *Imagine you want to join a sport society. In your workbook, fill in your information card for it.*

3.3. The "Thumb Generation": Technology

Academic English

- index
- calculation
- to diversify
- to adapt

Conversational English

- to be under sb's thumb
- to stick out like a sore thumb
- multitasking

- to process / retain/ input information
- device
- to access internet services
- to cause physical alterations
- digit
- ambidextrously
- to format an outline
- text messaging
- to be plugged in online
- as a general rule of thumb
- to be all fingers and thumbs
- to keep one's finger on the pulse
- to keep one's fingers crossed
- obsession with sth
- to do a cherished activity

I Go Ahead!

a) 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.

b) Say which finger(s) you use:

- to point at sth;
- to count;
- to turn over pages;
- to dial a phone number;
- to press the remote control button;
- to text a message;
- to type.



II Rhyme and Reason

a) Read the idiomatic expressions with the words *finger* and *thumb* with correct sentence stress and practise the sounds /f/ and /θ/.

'Oh, you 'seem to be tall 'fingers and \thumbs today!

'Keep your 'fingers \crossed.



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.

b) 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.



c) **On Your Own:** Check if any of the expressions above can be attributable to you. If so, under what circumstances?

III Your Helping Hand

GRAMMAR REVISION

Prefix *un-*

The word building pattern *un + adjective / adverb / participle* has a negative meaning or means "lack of something".

Example: *uncomfortable, unfortunately, undiscovered*

NEW GRAMMAR

*Adjectives afloat, afraid, alike, alive,
alone, ashamed, asleep, awake*

1. In modern English some adjectives are used predicatively:
afloat, afraid, alike, alive, alone, ashamed, asleep, awake.

Example: *The child was asleep when his parents came home. Now it is awake.*

Don't forget!

Some of these adjectives have specific modifiers:

- ✓ all alone / very much alone;
- ✓ fast / sound asleep;
- ✓ wide / very much awake;
- ✓ very much afraid / ashamed.

Example: *Dick was very much ashamed of his behaviour.*

2. To describe 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 | |
| beautiful | old / modern | square | black | Japanese | plastic | 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.*

a) 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
usual
interesting
healthy
happy

countable
friendly
avoidable
predictable
characteristic

expected
safe
known
believable
related

b) Choose the nouns from the box and make word combinations with the negative adjectives from the exercise above. Give a five-sentence description of your most unusual experience with technology.

experience people information
situation communication

c) Read the sentences and paraphrase them, as in the example.

Example: *It is hard to predict technological trends.*

Technological trends are unpredictable.

- The mobile is fast becoming an important prop in the social life of 20-year-olds.
- More and more young men are trying to impress girls with the advanced technology of their phones.
- Technological progress is hard to avoid.
- It is not possible to turn digital immigrants into digital natives.
- Some top-line statistics may surprise you about the average 12–24 year old (or not, if you are one).
- TV is still young people's most popular way to consume media.

d) Match the word combinations that mean the same. Illustrate them with your examples.

- | | |
|-------------------------|----------------------|
| 1. wide awake | a) having life |
| 2. very much alive | b) feeling shame |
| 3. fast asleep | c) not at all sleepy |
| 4. to be (feel) ashamed | d) floating on water |
| 5. all alone | e) deep in sleep |
| 6. safely afloat | f) without others |

Example: *After all the work done he couldn't sleep and was wide awake.*

e) Give a short description of the pictures suggested using the following adjectives.



old soft dark red
 big heavy modern
 well-equipped light grey
 digital multitasking informative

Example: *Not long ago I bought a modern new walkie-talkie.*

IV Enrich Yourself!

a) Look at the pictures of hand-held devices and describe the ways you can use them for a better life, choosing the suitable information from the box.



MP3 player mobile phone games console 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) Match the people in the photos to their opinions on technology and comment on them.



1. 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.

2. We are all thumbs! We take, send, receive photos; we surf the online video sites...we email people; we download ringtones and music.

3. 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.

4. 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.



At Home: Make up a dialogue between two teenagers about the impact of technology on their life, using the information above. Follow the pattern.

Pattern:

A: I say, ... are you ... ?

B: Sure, I believe that technology ... and I can't imagine my life without

A: Me too. Mum says that But it is so

B: Exactly, I find it amazing that

A: Yet, it's true that If you ask me, I ... 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?

V Your Language Portfolio: Reading

The thumb generation is the generation born after 1985, which as teens and adolescents communicated by the use of mobile devices such as *mobile phones*. Because wireless mobile devices are small, the thumbs are generally used to type.

BrE mobile phone
AmE cell phone

a) Read two articles from technology magazines about the thumb generation and say which of them is about:

1. modern technology and communication;
2. modern technology and the human body.

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 in-

ternet 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 kids 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 from OTX into the relationships that kids 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: Great Britain

Warwick — a town on the River Avon in central England. It's famous for its castle from the Middle Ages and the Cybernetic Culture Research Unit.



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

- 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 nowadays; and the majority of those actions involved communicating at some level.
- They have on average 123 friends on their social network spaces.

c) Answer the questions about Article A.

1. How are younger people's fingers changing?
2. How does this change occur?
3. What functions can be performed with thumbs?
4. Do you belong to the thumb tribe?

d) In groups, argue for and against living a connected life. Fill in the word-roses.

Living a connected life



VI Your Language Portfolio: Writing

Outlines

- ✓ 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.

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.

Read the sample topic outline and say how it meets the requirements for a correct outline format.

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.

VII Culture Comparison



- 1) Say what characteristic features of the "Thumb Generation" described in the information of the lesson are typical of Ukrainian teenagers.
- 2) What other cultural tips as to using cell phones by Ukrainian teenagers can you give to foreigners?



At Home: *In your workbook, write an outline for a report on the relationships that kids aged 12–24 have with technology. Use Article B for reference.*

3.4. The Sound of Music: Communication Skills

How to express music preferences

| Initiations | Responses |
|---|--|
| <ul style="list-style-type: none"> • How do you find ... , I wonder? • What are your preferences in ... ? | <ul style="list-style-type: none"> • It's cool! • It just carries me away. • I'm traditional when it comes to |

- Oh no! Please don't tell me you enjoy ...
- Wow, I bet you are a great admirer of ... , aren't you?
- What is that you are so fond of?
- Are you that crazy about ... ?
- There's nothing better for me than ...
- Yeah, but I really like that sort of thing.
- I can't wait to ... again.
- It fills me with energy for days ahead.
- I can't believe you listen to that stuff.
- True, it's a real treat for me to listen to it.

I Go Ahead!

Look at the teenagers' facial expressions after the concert and guess what attitudes they convey. Say what kinds of music can make you feel the same.



II Rhyme and Reason

Read Henry Longfellow's poem "The Arrow and the Song" on page 303 and practise the sounds /r/ and /n/. Say how this poem relates to music preferences.

III Express Yourself!

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



classic music



rock music



folk music



Michael Jackson

1. — I say ... , what are your preferences in music?

— I'm traditional when it comes to music. There's nothing better for me than

2. — How do you find ... , I wonder?

— It's cool! It just carries me away.

3. — Oh no! Please don't tell me you enjoy

— Yeah, but I really like that sort of thing.

4. — Wow, I bet you are a great admirer of ... , aren't you?

— I really am. And I can't wait to listen to his music again.



jazz

5. — What is that you are so fond of?
 — It's It feels me with energy for many days ahead.
 — I can't believe you listen to that stuff!



pop music

6. — Are you that crazy about ... ?
 — True, it's a real treat for me to listen to it.

b) Read and respond expressing your music preferences.

Example: — *I say ... , what are your preferences in music?*
 — *I'm traditional when it comes to music. There's nothing better for me than pop music .*

1. — Are you that crazy about rap?
 — ...
2. — What is that you are so fond of?
 — ...
3. — How was the latest live concert that you attended?
 — ...
4. — Wow, I bet you are a great admirer of R&B, aren't you?
 — ...
5. — Oh no! Please don't tell me you enjoy blues!
 — ...

c) Read and give the context to:

Example: — *How do you find Lady Gaga, I wonder?*
 — *Oh, I am really crazy about her.*

1. — ...
— I can't believe you listen to that stuff.
2. — ...
— That's just it!
3. — ...
— Oh my, now I don't find it that appealing any more.
4. — ...
— True, it's a real treat for me to listen to it.
5. — ...
— I really am. And I can't wait to listen to his music again.

IV Work your Wisdom!

Match the parts of the music sayings and explain their meanings.

- | | |
|---|--|
| 1. Music is the soul ... | a) ... love. |
| 2. Music provokes ... | b) ... of the language. |
| 3. Without music, ... | c) ... and some of it is hard to take. |
| 4. Music has been called medicine, ... | d) ... soothe the savage beast. |
| 5. Music expresses that which cannot be said and on which ... | e) ... life would be a mistake. |
| 6. Music has charm to ... | f) ... it is impossible to be silent. |



At Home: *In written form, illustrate the proverb you like most.*

V Your Language Portfolio: Listening

- a) Listen to two friends sharing their music preferences and say what music both speakers like and why.
- b) In pairs, complete the conversation between Kim and Joe as in the pattern.

Pattern:

- Kim:** Listen! How beautiful ... ! I'm a great admirer of
- Joe:** Me too. I can't wait to
- Kim:** I see you are so traditional And how do you find ... , I wonder?
- Joe:** It's ... to me. Such sounds as ... are too ... , let alone
- Kim:** But I like that sort of thing and I don't find it either ... or ... as you do. Just the reverse, it fills me with
- Joe:** I can't believe you ... ! You are so ... , as I know you!
- Kim:** Yes, I am, and nevertheless, I can It just carries me away.
- Joe:** But ... is different, it's not that
- Kim:** It varies: sometimes it's ... , sometimes it's simply My preferences are ... , because
- Joe:** That's better. I also like

c) Transform the dialogue as if Kim was talking to Alex. Make it up round its beginning.

- Alex:** Hi Kim! How is it going?
- Kim:** Hi Alex! I just heard you singing. How beautiful your voice sounded!
- Alex:** Really? I wasn't aware of anyone listening. I was just practicing for the coming youth festival...
- ...

VI Culture Comparison

- 1) Give foreigners tips as to how Ukrainian teenagers express their music preferences.
- 2) What kinds of music are equally popular with teenagers abroad and in Ukraine?

VII Your Language Portfolio: Writing

Choose the project you'd like to do:

**Project I. "Travelling is a Worthy Pastime:
A Future Geographer's View"**

1. Choose artifacts to prove the effectiveness of travelling.
2. Collect interesting facts from your friends' and your personal travelling experiences to support your ideas.
3. Give a colourful presentation of your project in a form of a travelling brochure.

**Project II. "Take Sport Whenever and Wherever You Can:
A Future Doctor's View"**

1. You can specify the title the way you like it most. For example:
 - Not a single day without sport.
 - Being a sports fan.
 - Is sport good for killing your time or ...?
2. Find an exciting information, good examples, photos or pictures to illustrate your project.
3. Present your project to the class in a form of sports bulletin.

**Project III. "I'm One of the ThumbTribe:
A Future Computer Programmer's View".**

1. Think and decide:
 - on the internet activities you would like to practise;
 - the hand-made devices you can use to stay connected;
 - the ways of communication.
2. Look for some rules of the netiquette.
3. Present your project to the class in the form of an SMS exchange.



At Home: Search the Internet and find more information about teenagers' quality time / youth festivals abroad.

Go to page 312 for cross-cultural reading.



3.5. Test Yourself

A. Open the brackets using the Present, Past or Future Continuous tense.

1. Look! The children ... (*to put up*) a tent near the river.
2. They (*to have*) ... a rest at the river from that day to Sunday.
3. When I came up to the river the boys ... (*to fish*).
4. Yesterday they ... (*to fish*) all day long, but didn't catch any fish.
5. At present the girls ... (*to cook*) fish soup on fire.
6. The group ... (*to sing and dance*) till dawn.
7. When the telephone rang we ... (*to listen*) to our teacher.
8. We ... (*to pack*) our things at 7 o'clock next evening.

CHECK IF YOU:

Can use tenses correctly

YES

NO

B. Insert the prepositions if necessary.

1. A traveller should be like a pipe ... any wind to play
2. If I were you I would jump ... the opportunity and go with them.
3. Why don't you have any loyalty ... our city football team?
4. We are so enthusiastic ... the coming concert.
5. You can't lag behind, you should keep your finger ... the pulse.
6. If you want to get yourself ... shape, take sport every day.
7. Jack was the fastest and was awarded ... a medal.
8. ... the time being I'm only a sports fan.

CHECK IF YOU:

Can connect words in sentences correctly

YES

NO

C. Read the text and put the correct form of the word in brackets into each gap.

It was the birthday of the Infanta. The little princess walked up and down the terrace with her 1 (FRIENDSHIP)

and played hide-and-seek. On 2 (USUALLY) days she was only allowed to play with the children of her own rank. So she had always to play alone, but her birthday was an 3 (EXCEPT). Many Spanish children came at her 4 (INVITE) to amuse themselves with her. There was a stately grace about these slim children but the Infanta was the most 5 (GRACE) of all and the most 6 (TASTE) dressed.

Her uncle and the Grand Inquisitor came out on the terrace and paid her nice 7 (COMPLIMENT). She liked a marvellous bullfight. Some of the boys rode 8 (RICH) dressed hobbyhorses; others went on foot waving their scarlet cloaks before the bull, when the bull was about to fall on them. As for the bull himself, he was just like a live 9 (COURAGE) bull and sometimes insisted on running round the arena on his legs, which no live bull ever dreams of doing. He made a splendid fight of it too. The children got so 10 (EXCITING) that they stood upon the benches and waved their handkerchiefs and cried out "Bravo toro! Bravo toro!" just as if they had been grown-up people.

CHECK IF YOU:

Can use the words logically
on the text level

YES

NO

D. Listen to 5 speakers and match their names with what they speak about. One is extra.

- | | |
|--------|--|
| Jack | a) It's great to know more about your profession before your becoming a student. |
| Alison | b) When your parents share your opinion that the team you support is the best you are in the seventh heaven. |
| Robbie | c) I was lucky to become famous in my school due to my creativity. |

Rick

d) The feeling that your dreams have come true is really incomparable.

Carol

e) Sometimes your hobby can bring you victory but it's tough.

f) I enjoy freedom. Travelling alone gives you a sense of freedom.

CHECK IF YOU:

Can understand the details of the text

YES

NO

E. Suppose you are asked to talk to your classmates on the topic "Your Quality Time". Write an outline for your future talk.

CHECK IF YOU:

Can write an outline

YES

NO

Unit 4

Britain as You Know It



Pre-test and engage yourself:

1. Can you interpret a British house as a machine for living in?

Yes No

2. Have you ever explored the life of a young royal?

Yes No

3. Can you explain the role of the topographical tradition in English landscape?

Yes No

4. Can you compare some British and Ukrainian moral values?

Yes No

Welcome to more of it!

4.1. Home Sweet Home: Geography and Architecture

Academic English

- detached house
- lawn
- patio
- to be surrounded by sth
- French windows
- to look / feel amazed
- estate
- bus pass
- a row of terraced houses
- suburbs
- to fetch sb in one's car
- to feel relieved

Conversational English

- to invite sb over to one's house for dinner
- It's not polite to ...
- I wondered if ...
- I wished I could ...
- for special occasions
- to follow sb outside
- I could barely say anything, because ...
- to be nothing like sth
- to kick a football around
- I hadn't thought of it like that!

Go Ahead!

Look at the pictures and say which of the houses look typically British to you and where you can see them.



II Rhyme and Reason

Read these sayings about home and practise sentence stress. Comment on the idea that gets your attention.

A 'house is a 'machine for 'living in.

Le Corbusier

If 'I were 'asked to 'name the 'chief 'benefit of the 'house, I should say: the 'house 'shelters 'day-dreaming, the 'house 'protects the 'dreamer, the 'house al'lows 'one to 'dream in 'peace.

Gaston Bachelard

A 'man 'travels the 'world over in 'search of what he needs and re'turns 'home to 'find it.

George Moore

My 'home is 'not a 'place, it is 'people.

Lois McMaster Bujold

The 'house is a 'castle which the 'King 'cannot 'enter.

Ralph Waldo Emerson

A 'comfortable 'house is a 'great 'source of 'happiness. It 'ranks im'mediately after 'health and a 'good 'conscience.

Sydney Smith

III Your Helping Hand

GRAMMAR REVISION

The Present / Past Simple Tenses

1. Use the Present Simple to talk about:

- what happens regularly;

Example: *Some people move house every three years.*

- scientific facts;

Example: *Water freezes at zero degrees Centigrade.*

- a state of being (verbs *be, feel*);

Example: *Emily's grandmother is happy in her house.*

- emotions (verbs *hate, like, love*);

Example: *How do you like my new apartment?*

- mental states (verbs *know, remember, believe, think, suppose, understand*);

Example: *I know a lot of good recipes.*

- possession (verbs *have, own, possess, belong*);

Example: *The house belongs to Sam's parents.*

- senses (verbs *hear, see, smell, feel, notice, seem, look, appear, sound*);

Example: *The room looks modern.*

- needs and preferences (verbs *need, want, prefer*);

Example: *I need a room of my own.*

- measurements (verbs *weigh, cost, contain*);

Example: *How much does it cost?*

2. Use the Past Simple to talk about:

- things that are now finished;

Example: *The woman lived in a terraced house with her parents.*

Don't forget!

- ✓ Use time expressions that refer to the past (*last week, in 2005, in the twentieth century, fifty years ago*);

Example: *She moved to America ten years ago.*

NEW GRAMMAR

The + adjective

1. Use **the + adjective** (without a noun) to talk about groups of people;

Examples: *the young (= young people)*

the rich (= rich people)

the homeless (= homeless people)

Don't forget!

- ✓ These expressions are always **plural** in meaning.

Example: *The rich are getting richer.*

2. Use **the + nationality adjectives** to mean "the people of that country";

Examples: *the British*

the English

the Irish

the Welsh

the Chinese

Don't forget!

- ✓ These expressions are plural in meaning. To refer to one person, you have to say "an Englishwoman / an Irishman" etc. But

nationality words ending in *-ese* can also be singular (*a Chinese*).

Example: *The Chinese invented printing. Jackie is married to a Chinese.*

✓ With other nationalities, the plural noun ends in *-s* and can be used with or without *the* in different contexts.

Examples: *an Italian — (the) Italians*
a Ukrainian — (the) Ukrainians

3. Use **the + very** to stress that you are talking about one particular thing or person;

Example: *I'll start at the very beginning.*

a) Complete the sentences. Use the present or past simple of the verbs in the box.

belong be see invite have seem taste come

1. Who *does* that beautiful house on the hill *belong* to?
2. That soup ... delicious!
3. Sam ... me over to his house for dinner.
4. We ... two rooms downstairs.
5. The kitchen area ... big, bright and colourful.
6. Soon Sam's Mum ... to fetch him in her car.
7. It ... like ages ago since I last ... you.
8. In the 1990s the Smiths ... a farm in the north of the country.

b) Fill in the articles if necessary.

1. ... young have excellent career prospects in their hands.
2. ... English have ... story about ... Englishman called Robin Hood.
3. It is said that Robin Hood robbed ... rich and gave the money to ... poor.
4. It is ... very photo I was looking for.
5. Sam's parents have ... very beautiful house.
6. ... homeless need more help from the government.
7. His sister is married to ... Japanese and lives in Tokyo.
8. ... very thought of food made me feel ill.

c) Look at the pictures and describe the houses typical of three different countries. Say:

- people of what nationalities may live there;
- what social groups of people the houses may belong to;
- what particular person you may be talking about.



England



Japan



Ukraine



d) **On Your Own:** Find more information about types of housing typical of different countries. Present your findings to the class.



At Home: *In writing, comment on this rhyme, using verbs of possession, emotions, senses, measurements, needs and preferences.*

The Germans live in Germany;
The Romans live in Rome;
The Turks live in Turkey;
But the English live at home.

IV Your Language Portfolio: Reading

a) Read the story about the British homes and find five similarities and five differences between them.

Exchanging Visits

Sam and I are best friends. We are in the same class at school. We are pretty different, and many people are surprised that we are friends. At first I was surprised too, but now we are such good friends, I can't believe I was so scared first time I went to Sam's house.

I'll start at the very beginning. When Sam and I met at school, we really got on well. Soon he invited me over to his



house for dinner. I didn't *realise* at the time, but Sam's folks are loaded. They have a huge house in the suburbs. The suburbs are the nice parts of town with bigger houses. Usually there aren't any buses to these parts of town, because most people have cars.

BrE realise
AmE realize

Their house is really nice. It's a detached house, which means that it stands on its own, and Sam's parents own the whole house. It has a big garden, with rose bushes and different trees. Most of the garden is lawn, except for the patio — but I'll tell you about that later. Let me tell you about the first time I went to Sam's house.

We arrived in Sam's Mum's car. She had picked us up after school. The house is surrounded by a tall brick wall, and when we went in through the gate, I couldn't believe that one family could live in such a huge house. Sam's Mum drove up the drive, and pulled up in front of the door. We went into the hall. There was a place to hang your coats, and a small table with the telephone on. Behind that were the stairs going up to the next floor. I wondered if Sam would take me up to his bedroom. It's not polite to ask to see different rooms in a house, you can only see the ones the owners show you. Sam and his mum quickly took their coats off and went down a corridor, and through a door that



I could see went to the kitchen. I wished I could look through the other doors to see what was behind them, but they were all shut, so I followed the other two. The kitchen area was big, bright and colourful, and there was a large table and chairs where the family ate. There was a TV and a sofa in one corner. Sam told me that they had a dining room, with really nice furniture, for special occasions, but most of the time the family ate in this room.

Sam's Mum started to cook a chicken casserole, and told us that we could go out into the garden. Sam opened the French windows that led into the garden, and I followed him outside, trying not to look as amazed as I felt. *French windows* are like glass doors that slide open. Outside was a small path leading through the grass to a bigger concrete square, called a patio. Here was a table and some chairs, the kind that you can leave outside, even when it rains. Sam explained that in the summer they often ate out in the garden, since it was so pretty. I could barely say anything, because I was so amazed at how big everything was. Suddenly I got really worried about inviting Sam to my house. My house is nothing like his. I hope he'll still want to be my friend when he sees where I live.

BrE French windows
AmE French doors

BrE terraced houses
AmE row houses

BrE neighbours
AmE neighbors

The next week, Sam came to my house. After school we waited at the bus stop with some other kids from my estate. When the bus arrived, we all climbed in, showing our bus passes.



Sam didn't have a bus pass, so he had to pay. We arrived at the end of our street. Our house is a row of *terraced houses*. We got off the bus, and walked up the road. In our street all the houses are joined together, there are no spaces between the houses. This means that when our *neighbours* are arguing very loudly, we can hear everything they say!

We got to our house and I opened the door. Our hall is very small. If more than two people want to come into the house, you have to either go straight into one of the rooms, or climb the stairs, so that everyone can get in the house and you can close the door. The coats are hung up under the stairs, and there is no room for anything else! We have two rooms downstairs. One is a living room, and one is where we eat our meals. Then there is the kitchen, and if you go through the kitchen, you get to the



toilet and bathroom. (Ours is very small, and we don't have a shower.) Upstairs are two more rooms — our bedrooms. One is Mum and Dad's room, and the other is mine. All the houses on our street are like that. They are called 'two up, two down' because there are 2 rooms upstairs and 2 downstairs.

After dinner, we went outside and kicked a football around. We have a small garden. It's not very big, and just has grass — no flowers. Sam said that at home he wasn't allowed to play football in the garden, because he might break his Mum's flowers or French windows. I thought it was a pity to have such a big garden and not be able to play football. Sam said it was better to have a small garden where you could play football, than have a beautiful big garden where you couldn't play. I hadn't thought of it like that!

We had a really good time, and soon Sam's Mum came to fetch him in her car. Sam asked if he could come again next week, since he had had such a good time! I felt really relieved. I had worried all week that he wouldn't like my house because we don't have much money, but he had a really good time. I'm glad Sam and I are best friends!

Across Cultures: Great Britain



A detached house — a house that is not connected on any side with any other building; many British people think that this is the best type of house to have.



A terraced house — a house which is part of a terrace.



French windows — a pair of light outer doors made of glass in a frame, usually opening out onto the garden or a balcony of a house.

b) Read the story "Exchanging Visits" again and label the floor plan for each house in your workbook.

c) Read these sentences taken from the story and add 2–3 logically connected facts in a guided way.

1. I didn't realise at the time, but Sam's folks are loaded. (*How did it become evident?*)
2. Most of the houses in England have two floors. (*What are the pluses and minuses of that?*)
3. All the houses on our street are like that. (*How does that characterise the neighbourhood?*)
4. I thought it was a pity to have such a big garden and not be able to play football. (*Why so?*)
5. My house is nothing like his. (*How would you compare the houses in terms of comfort?*)
6. I felt really relieved. (*What did Sam feel at that time?*)

d) Look at the pictures and say what they have to do with the homes of the two friends. Add more information about them using the text.



V Your Language Portfolio: Listening

a) Listen to the conversation between a British grandmother and her teenage granddaughter about the woman's family house and say:

- what type of house it was;
- who she lived there with;
- what attitude she developed towards it.

b) Now listen to the story again and correct the mistakes in these statements.

1. Emily lives with her grandmother.
2. The grandmother's family had a detached house.
3. The old woman has lived in the same house all her life.
4. The family house was too small to be comfortable.
5. There was a flower garden in front of the house.
6. The woman doesn't enjoy living in her house these days.



c) **On Your Own:** Find some old photos in your family archive and get some clues about the housing of the people in them. Present your findings to the class.

VI Your Language Portfolio: Writing

Personal Ads

✓ Personal advertisements (or ads) are places by individual readers in a section of classified advertising in newspapers.

✓ Newspapers arrange the ads into sections such as: automobiles, household belongings, houses and apartments for rent, garage and moving sales etc.

✓ Classified ads are charged by the word so people placing them will try to say as much as possible in as few words as possible.

✓ Abbreviations are used to cut down on cost.

How to write a personal ad

Content tips

- Indicate the type of your ad.

Language tips

- For Rent
- Wanted to Rent
- Moving Sale

- State what you have or need.
 - 2 bedroom apt. (=apartment)
 - In need of a nice 3 bedroom apt. in a quiet section near school.
 - Moving out of the country, must sell everything.
- Give important details.
 - Fully furnished w/new kitchen appliances, including dishwasher.
 - Must be fully equipped.
 - Need garage.
 - Furniture, dishes, clothes, toys and lots of misc. (=miscellaneous)
- Specify how much you are willing to get or pay.
 - \$750
 - Will consider up to \$1000 pr. mo.(=per month)
- Leave your contact information.
 - Phone 915-386-4312
 - Call after 6 p.m.
 - Fri. and Sat. 8-2.

Read the sample personal ad and say if it reflects the tips.

Sample personal ad:

For Rent — 2 bedroom apt. Nice area. Fully furnished w / new kitchen appliances, including dishwasher. Washer / dryer hookups. Covered parking. \$750. Phone 915-386-4312.

VII Culture Comparison

Here are some questions foreigners may ask you about housing in Ukraine. How would you explain the Ukrainian reality to them?



- 1) How do the living conditions in Ukraine differ from those in Great Britain?
- 2) What are some of the most typical homes in Ukraine? How similar are they to those in Britain?
- 3) Would you agree with the opinion that happiness depends on your attitude, not on the size of your house? Why/why not?



At Home: *In your workbook, write a personal ad about the housing needs of a British family.*

4.2. Meeting the Young Royals: Social Studies

Academic English

- to grow up without the pressure of being royal
- to have a full, varied life
- to be followed around everywhere by the media
- Royal Family
- the media
- to have a sheltered life
- stress-free childhood
- to mean sth in Greek
- to study sport's science
- to work as a hospitality manager for a team
- to hold some surprises for sb

Conversational English

- to waste one's money on stuff like that
- to show off
- to look like sb
- to enjoy sth despite all the attention
- to say some really awful stuff about sb
- to enjoy everything that life offers
- to be named after sb
- to follow in one's father's footsteps
- eventually
- to get away from it all
- to push the boundaries further than sb



I Go Ahead!

Look at the photo and say what you know about the person in it. What's your attitude to her life and job?

II Rhyme and Reason

Read the royal quotes and practise sentence stress. Comment on the role of monarchy in Great Britain.

I declare before you all that my whole life, whether it be long or short, shall be devoted to your service and the service of our great imperial family to which we all belong.

Elizabeth II

I have to be seen to be believed.

Elizabeth II

It's vital that the monarchy keeps in touch with the people. It's what I try and do.

Princess Diana

III Enrich Yourself!

a) Look at the photo and read the words and word-combinations on page 166.



b) Comment on the meaning of the following words and word-combinations. Support your ideas with examples.

- The Royal family;
- The media;
- The pressure of being royal;
- A sheltered life;
- A stress-free childhood;
- To push the boundaries.

c) Paraphrase the underlined parts of the sentences.

1. Paparazzi hardly ever left Princess Diana alone.
2. The media were always really horrible to the Duchess of York.
3. In the long run, she moved to America.
4. The girl is the spitting image of her grandmother.
5. She is a very energetic young lady, who wants to enjoy everything that life offers.
6. The media only write these things because there are always people willing to buy silly magazines.
7. Peter grew up as if he was an ordinary person.
8. This "Hello" issue is just full of famous people boasting about the insides of their posh houses!

d) Read how the royal grandmother could have described one of her grandchildren and fill in the words from the box. Say if you feel the same or different.

| | | | | |
|---------|-----------|------------|------------|----------|
| normal | cousin | University | Princess | destiny |
| king | announced | confident | lifestyles | grandson |
| project | grown | scandals | throne | holds |



Prince William, my second *grandson*, is second in line to the throne, after his father, Charles. He was born on 21 June 1982, and despite the ... surrounding his parents, has ... up to be a sensible, balanced young man. Before going to ... , he went on a gap year where he helped out on a community ... in Chile, spent time on a farm in the UK, and visited different countries in Africa. I am proud of the way he used

his time to get as much exposure to different ... and ways of thinking. We were all very surprised when William ... that he wanted to go to University. Usually Royal sons, especially those in line to the ... , go to Sandhurst where they train for the army. But his mother (... Diana) had been determined that the boys lead a ... life, and we all supported his decision to study in St Andrew's University, in Scotland. Like his older ... , Peter, William also enjoys sport, and is very good at almost any sport he chooses to play. I don't know what the future ... for William. Sometimes he has times when he doesn't want to be king, even though all his life he has known that this is his However, I don't worry too much about that. My father was also a reluctant ... , and turned out to be a wise and good one. I am just as ... in the abilities of my grandson.

e) Look at the photo file and relate it to your idea of being royal using words and word-combinations given.

- to grow up without the pressure of being royal;
- to have a full, varied life;
- to study sport's science;
- to work as a hospitality manager for a team.



Peter Phillips

- to look like sb;
- to enjoy everything that life offers;
- to push the boundaries further than sb;
- to follow in one's father's footsteps.



Prince Harry



Zara Phillips

- to mean sth in Greek;
- to enjoy sth despite all the attention;
- to hold some surprises for sb;
- to keep one's own style.



Princess Beatrice

- developing into a wonderful, fashionable young woman;
- a sparkling sense of humour;
- to be the spitting image of her mother, the Duchess of York;
- to become interested in photography.



At Home: Find more information about the young royals and present your findings to the class.

IV Your Language Portfolio: Reading

a) Read the dialogue between two English girls talking about the Young Royals and mark the true statements.

1. Jackie is fond of reading "Hello" magazine.
2. The girls saw the photo of the Young Royals at the Royal Ball.
3. The girls found Zara Phillips very attractive.
4. Carolyn became envious of the princesses' clothes.
5. The girls approve of Princess Anne's decision to give her children a full, varied life.

6. The Princesses of York are the very pictures of their mother.



Talking about the Young Royals

Part I

Two teenage girls are discussing a magazine they have just bought.

- Carolyn:** What's that you're reading?
Jackie: It's the latest 'Hello' magazine.
Carolyn: I can't believe you waste your money on stuff like that! It's just full of famous people showing off the insides of their posh houses!
Jackie: Yeah, but I like that sort of thing. Look, this week even has pictures of the Young Royals at Ascot.
Carolyn: Oh yeah. There's Zara Phillips, with her latest boyfriend. She's so pretty and stylish, isn't she?
Jackie: Yes. And she always seems to be smiling and laughing about something. By the way, her unusual name means 'bright as the dawn' in Greek, and it certainly describes her. She is a very energetic young lady, who wants to enjoy everything that life offers.
Carolyn: My Mum thinks she looks like her grandmother.
Jackie: The Queen? I don't see that!

Carolyn: But when she smiles, she looks like the Queen did when she was that age.

Jackie: I wouldn't know! I wasn't alive then!

Part II

Jackie: Ooh, who's that? He's really cute.

Carolyn: Don't you know? Jackie! I thought you often got 'Hello' magazine. That's Peter Phillips, Zara's older brother. At school he was always interested in sports, especially rugby, and went on to study 'Sport's Science' at Exeter University. He now works as a hospitality manager for a Formula One racing team

Jackie: Good looking, and a prince! It's getting better and better.

Carolyn: Well, technically he is a prince, but he doesn't have the title. He's just called Peter Phillips, as if he was an ordinary person.

Jackie: Why?

Carolyn: His mother decided that she wanted her children to grow up without the pressures of being royal. She wanted them to have a full, varied life, and not be held back because everyone was treating them different.

Jackie: I guess I can understand that! Even the Queen says that before her father became king, they had a sheltered life, and she was grateful for such a stress-free childhood.

Part III

Jackie: Well, can you see Prince William or Prince Harry anywhere?

Carolyn: No, I can't see them anywhere in these pictures. I guess they weren't there! They must have been too busy. Prince William, as you know, is second in line to the throne, after his father, Charles. Sometimes he has times when he doesn't want to be king, even though all his life he has known that this is his destiny.

- Jackie:** And I have heard that Prince Harry (as they call him, even though his real name is Henry) is quite different from his brother. Harry certainly likes to enjoy himself, and seems to want to push the boundaries further than his girl cousin, Zara. Yet, Harry plans to follow in his father's footsteps as he *graduated* from Sandhurst.

BrE to graduate — to obtain a degree from college or university

AmE to graduate — to complete your education at high school

- Carolyn:** I am sure that Army life will hold some surprises for him.

Part IV

- Carolyn:** Now, look, here are the two Princesses of York, Beatrice and Eugenie.

Jackie: What strange names! They sound so old-fashioned.

Carolyn: They are! I think the children were named after Queen Victoria's children or grandchildren.

Jackie: This one is Beatrice, right? She looks so like her Mum! It's amazing. She has the same red hair, the same smile, everything!

Carolyn: Yes, and here's her sister!

Jackie: There's no mistaking whose daughter she is, either! She is like a female version of Prince Andrew. I don't think I've ever seen two daughters looking so like their parents. They are both so stylish. Zara is so pretty that she makes normal clothes seem amazing, but these two really know how to wear designer clothes and yet still keep their own style. I sometimes wish that I was royal, so that people would give me designer clothes to wear.

Carolyn: Really? I wouldn't like that at all! Can you imagine being followed around everywhere by the media, everyone always taking pictures of you, talking

about you and your boyfriends. No, I wouldn't like it at all. I would prefer to be normal.

- Jackie:** I don't know! I think I would enjoy it, despite all the attention. Although sometimes the media says some really awful stuff about members of the Royal Family. When I was young, the media didn't like the Duchess of York, Beatrice and Eugenie's mum. They were always really horrible to her, and eventually she moved to America, to get away from it all.
- Carolyn:** But the media only writes these things because there are always people willing to buy silly magazines and believe everything they say!
- Jackie:** What's wrong with that? Oh, look, here's an article about that new film and its premiere in London...

Across Cultures: Great Britain



Royal Ascot — a four day horse racing event at Ascot, England, early June. It is one of the most important races, meetings in Britain members of the Royal family always attend.



Sandhurst — the Royal military Academy, a training college for British army officers near the village of Sandhurst, Berkshire, established in 1799.

Exeter — a city in south-west England. It is the administrative centre of the county of Devon.



Hello (magazine) — trademark of a British magazine with pictures and articles about famous people, such as film actors, famous models and members of the British aristocracy. It typically describes how happy these people are and shows what beautiful houses they live in.



Posh houses — in Britain, fashionable, splendid and usually expensive, typical of people of upper classes.



b) In the text, find and reproduce the word-combinations with which the speakers describe:

- their interest in the Royal Family;
- their attitudes to the Young Royals;
- the role of the media in the lives of the Royals;
- their understanding of the pressures of being royal.

Make a mini-dialogue with Jackie / Carolyn about one of the issues.

c) Look at the photo placed before the dialogues and fill in the thought bubbles for some of the members of the Royal family. Begin with:

- Sometimes I have times when ... ;

- I want to ... ;
- I wanted my children to ... ;
- There's no mistaking whose ... ;
- I plan to



d) Look at the pictures and compare two ways of upbringing in the Royal family.



- to grow up without the pressure of being royal;
- to have a full, varied life;
- to look like sb;
- to be followed around everywhere by;

- to enjoy everything that life offers;
- stress-free childhood.
- to treat sb different;
- to enjoy sth despite all the attention.

V Your Language Portfolio: Writing

Articles for Publication

- ✓ An article is a piece of writing for publication in a newspaper, magazine, brochure or leaflet.
- ✓ The purpose of writing articles is to inform the public about some event.
- ✓ They are either formal or informal in style, depending upon the target readership.

How to write an article for publication

Structure Tips

- Title.
- Introduction.
- Main body.
- Conclusion.

Content Tips

- Suggest the topic of the article in an eye-catching way.
- Clearly outline the topic.
- Write several paragraphs in the main body to develop the subject in detail.
- Summarize the topic.

Read the sample article published in *The Daily Telegraph* and say how its author managed to reflect the tips.

Sample article for publication:

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*)

VI Culture Comparison



- 1) Say what opportunities for having a stress-free childhood and a full, varied life are typically Ukrainian. How would you compare them to those described in the lesson?
- 2) How much are you protected by your parents from difficult or unpleasant experiences?
- 3) Do you want to enjoy everything that life offers? What do you need for that?



At Home: In your workbook, write an article on a famous British person of your choice for publication in "Hello" magazine.

4.3. Picturing Britain: Visual Arts

Academic English

- to capture sth with rare clarity
- accuracy
- man of genius
- to refer to sb
- father of the topographical tradition
- landscape
- to awaken sb to sth
- to fulfil a psychological need
- to unfold
- to feel a sense of national identity
- to collaborate on sth
- draughtsman
- perspective
- camera obscure
- precursor to the modern photographic camera
- to outline an image in pencil
- to paint in watercolour
- to develop as an art form
- to present the vast extent of sth
- medium
- device
- prolific

Conversational English

- to do more than any other individual
- I sometimes wonder whether ...
- to be curious to see sth
- to share an interest in sth
- picturesque scenery
- among the highlights of a show
- to mark the anniversary
- panoramic
- breathtaking
- to decline a commission to do sth
- As a result, ...

I Go Ahead!

Read Pablo Picasso's words about art and say what truth about Britain the pictures below make you realise.

"We all know that Art is not truth. Art is a lie that makes us realise truth, at least the truth that is given us to understand."

Pablo Picasso



Portrait of Anne,
Countess of Chesterfield



The Hay Wain
By John Constable



The Burning of the
Houses of Lords and
Commons
By William Turner

II Rhyme and Reason

Read the poem "Painting with Words" on page 303 and practise rhythm. Say what makes a talented picture.

III Your Helping Hand

GRAMMAR REVISION

A / an and the

1. Use **a/an** to say what kind of thing somebody or something is;

Example: *Paul Sandby was a famous English landscapist.*

2. Use **a/an** to describe something or somebody;

Example: *This painting has a topographical accuracy.*

3. Use **the** when you are thinking about one particular thing;

Example: *The brothers often collaborated on paintings.*

4. Use **the** when it is clear in the situation which thing or person we mean;

Example: *Can you turn off the light, please?*

5. Use **the** when there is only one of something;

Example: *The artist, Paul Sandby, has been called the father of the topographical tradition in English landscape.*

6. Use **the** with names of museums, galleries and other buildings;

Example: *This show will be in Nottingham until October 18, before travelling to the National Gallery of Scotland in Edinburgh.*

NEW GRAMMAR

No article: special cases

Use no article:

- with names of most countries, towns, streets;

Examples: *England*
Edinburgh
Fleet Street

- after a preposition in some common expressions;

Examples: *at / from home*
to / at / from school
to / in / from town
in pencil
in watercolour

- with names of mountains, lakes, parks;

Example: *Mount Everest*
Lake Windermere
Hyde Park

- with names of some institutions and magazines;

Example: *Cambridge University*
Hello Magazine

a) Complete the sentences. Use *a / an, the* or no article.

Example: *Is Lake Ontario the deepest lake in the world?*

- Paul's brother was ... landscape designer.
- You should go to ... Science Museum. It's very interesting.

3. ... Royal Academy of Arts is in ... London.
 4. Sandby travelled through ... Britain painting ... country houses and ... picturesque scenery, often in ... watercolour.
 5. ... painter was born in ... Nottingham in 1730.
- b) Complete the short biography of Henry Moore, choosing the correct articles.



Short Biography of Henry Moore

Regarded as one of ... (*the / a*) most gifted and prolific sculptors of ... (*a / the*) 20th century, Henry Moore began and solidified ... (*a / the*) tradition in ... (*the / -*) art that was more organic and abstract. By his later years, his figures were massive and comprised of ... (*a / -*) marble and bronze.

Born in ... (*- / the*) north of (*a / -*) England, young Henry didn't have ... (*a / an*) upper-class upbringing. His father was ... (*a / the*) coal miner of Irish descent. Moore was given ... (*the / a*) scholarship to grammar school and was influenced greatly by his art instructor in ... (*the / -*) grammar school to pursue his talents. Following his productive and happy years at ... (*a / -*) grammar school, Moore was sent to ... (*- / the*) France to serve in ... (*the / -*) British Army. After, he was given ... (*a / -*) grant that allowed him to enroll in ... (*the / -*) Leeds School of Art, where he was finally given ... (*the / -*) chance to study sculpting. Upon his graduation, he won another scholarship to ... (*a / the*) Royal College of Art in ... (*- / the*) London and in two years graduated.

- c) Restore the encyclopaedic entry about Barbara Hepworth as a connected text. Use the proper articles.



Dame Barbara Hepworth

- 1903–1975;
- most important figure in British abstract art;
- produced sculptures from beautiful home in fishing village of St Ives, Cornwall;
- reflect the nature that surrounds her;
- constantly worked with the counterplay between mass and space in sculpture;
- missing parts, holes, of Hepworth's forms are just as important as remaining wood or stone;
- great friends with Henry Moore;
- tragically died in fire at her studio;
- now museum dedicated to her work.

IV Enrich Yourself!

- a) Match the adjectives to the nouns and make your own sentences with them.

Adjectives

1. picturesque
2. rare
3. topographical
4. psychological

Nouns

- a. extent
- b. scenery
- c. need
- d. identity

- | | |
|-----------------|--------------|
| 5. national | e. tradition |
| 6. varied | f. clarity |
| 7. breathtaking | g. beauty |
| 8. vast | h. show |

b) Answer the questions.

1. What genre(s) of painting capture(s) the natural beauties of a country?
2. How can you define a man of genius in pictorial art?
3. How can pictures fulfil a psychological need?
4. Have you ever been to a show at any museum? If so, what was it like?
5. What works of art could help Ukrainians to feel a sense of national identity?
6. What masterpieces are you curious to see?



At Home: *Look at the photo of an art exhibition and say what feelings it can awaken in visitors' hearts. Describe the picture using the words and word-combinations below.*



- to do more than any other individual;
- to be curious to see sth;
- to share an interest in sth;
- to present the vast extent of sth;
- landscape;
- to paint in watercolour;
- to develop as an art form.

V Your Language Portfolio: Reading

a) Read the following art show review and say:

- what artistic tradition is under review;
- what was the artist's range of interests;
- what art form the artist especially contributed to.

**Picturing Britain: Paul Sandby (1731–1809),
Nottingham Castle, Review**

*The Accuracy of Paul Sandby's Paintings of the 18th-century
Countryside Captures Britain with Rare Clarity.*

By Richard Dorment

In a famous letter written in 1764, Thomas Gainsborough declined a commission to paint Lord Hardwicke's country seat, with the words, "with respect to real Views from Nature in this Country... Paul Sandby is the only Man of Genius... who has employed his Pencil that way".

The artist he was referring to, Paul Sandby, has been called the father of the topographical tradition in English landscape. Through the views of Britain he painted in the middle years of the 18th century, he probably did more than any other individual to awaken the British people to the natural beauties of their own country.

I sometimes wonder whether Sandby's career unfolded at the time it did and in the way it did because his pictures *fulfilled* a psychological need. In the years following the defeat of the Jacobite rebellion in 1745, Britons began to feel a sense of national identity that had not existed before. As a result, perhaps they were curious to see in Sandby's accurate views what the country they now identified as their own looked like.

Born in Nottingham in 1730, Sandby was the younger brother of the architect, landscape designer and *draughtsman* Thomas Sandby. The brothers often collaborated on paintings and also shared an interest in science and technology, including a fascination both with perspective and with the cam-



The father of the topographical tradition in English landscape: Paul Sandby's *The Rainbow*

BrE to fulfil
AmE to fulfill

BrE to draughtsman
AmE to draftsman



Tea at Englefield

BrE watercolour
AmE watercolor



Details from
Paul Sandby's Nottingham
Market Square

Scotland in Edinburgh (November 7 to February 7 2010), and ending up at the Royal Academy of Arts in London (March 13 to June 13).

era obscure — a precursor to the modern photographic camera in which external images are received through a lens and projected onto paper. Artists in the 18th century used these box-like devices to outline an image in pencil before filling in colours.

From 1751–1771, Sandby travelled through Britain painting country houses and picturesque scenery, often in *watercolour*, a medium he helped to develop as an independent art form. Among the highlights of a show at the museum at Nottingham Castle, staged to mark the 200th anniversary of Sandby's death, are a series of panoramic pictures presenting the vast extent and breathtaking beauty of great estates in England, Scotland and Wales.

This varied and constantly surprising show will be in Nottingham until October 18, before travelling to the National Gallery of

Across Cultures: Great Britain

Thomas Gainsborough (1727–1788) — an English artist. He became famous for his landscapes and his portraits, usually of

members of the aristocracy. He often combined both skills and painted his portraits with outdoor country backgrounds.



The Jacobite rebellions — a series of three rebellions which took place in Scotland after James II lost power to William III in 1688. In them the Jacobites tried to return the Stuarts to power in 1689, in 1715 and in 1745. After some success the Jacobites were finally defeated at the battle of Culloden in 1746.



Britons — British people.

Nottingham — a large town in the county of Nottinghamshire, on the River Trent. It is traditionally known for its lace industry. It has a fine Roman Catholic cathedral and two universities.



The National Gallery of Scotland — a building in Edinburgh which contains an important collection of European and Scottish paintings from the 14th to the early 20th century. It was opened in 1859.



The Royal Academy of Arts — an organisation formed in 1768 to encourage the arts of painting. Sculpture and architecture in Britain. Its first president was Joshua Reynolds. The Academy's buildings at Burlington House, London, contain an art school and a number of galleries, where a popular exhibition is held every summer showing work sent in by the public.



b) Read the art show review again and fill in the story line in chronological order. Comment on the events.

! _____ ! _____ ! _____ ! _____ ! _____ !

The art show in Nottingham

c) Look at these content areas and say how they relate to the review.

Travel

History

Science
and technology

d) Look at Paul Sandby's paintings which go with the review and say how they picture Britain. Use the words and word-combinations suggested.

- "The Rainbow":
 - the topographical tradition in English landscape;
 - to do more than any other individual;
 - to awaken the British people to the natural beauties of their own country;
 - to fulfil a psychological need.
- "Tea at Englefield":
 - to feel a sense of national identity;
 - Sandby's accurate views;
 - to outline an image in pencil;
 - filling in colours.

- “Nottingham Market Square”:
 - to paint country houses and picturesque scenery;
 - to travel through Britain;
 - to develop as an independent art form;
 - a series of panoramic pictures presenting the vast extent and breathtaking beauty of great estates in England, Scotland and Wales.



- e) **On Your Own:** Find more paintings picturing Britain and present your findings to the class.

VI Your Language Portfolio: Writing

Art Exhibition Reviews

- ✓ A review is a critical article or a report on a work of art or performance.
- ✓ It describes the work and its topic.
- ✓ There is always an explanation of how the author achieved his / her goals.
- ✓ Readers will want to know why it is important to know about this artist and the issues his / her work addresses.

How to write an art exhibition review

Content Tips

- Describe the artist and his / her art profile.
- Position the artist within the context of other artists working within their day (present or past).

Language Tips

- The artist I am referring to has been called ...
- He probably did more than any other individual to ...
- His / her career unfolded at the time ...
- You might be curious to see ...
- Among the highlights of a show ...
- They collaborated on ...
- They shared interest in ...
- Contrast these with a view of ...

- Comment on the artist's goals and ways of achieving them.
- Ground your opinion with specific evidence.
- Give some information on the gallery.
- He wanted to be noticed in ...
- To prove it, suffice it to say that ...
- One example is an enchanting scene showing ...
- The subject is ...
- His work in this genre is not well known today for one very good reason ...
- This varied and constantly surprising show will be in...

Read the sample art exhibition review and say how its author realised the tips.

Sample art exhibition review:

Miroslaw Balka's *How It Is* at the Tate Modern, review

Very few works of art have actually scared the wits out of me, but Miroslaw Balka's *How It Is* — the 10th in Tate Modern's hugely successful annual commissions sponsored by Unilever — was among them. At least, it did at the beginning. The walk from the main entrance of the Turbine Hall to the place where you first encounter Balka's sculpture is as long and as drawn-out as possible. Your first sight of the vast steel container fills you with apprehension because you see its gigantic hulk from rear. It's not until you are almost on top of it that you grasp how ugly, brooding, and threatening it is.

Part of me wondered whether this was one of those works of art I could mark "must miss". The container measures 13 metres high, 10 metres wide and 30 metres long. It is mounted on supports two metres high, so that, if you wish, you can walk under it without crouching. But if you do so, you'll find that having several tons of steel held up by thin supports just above your head feels so oppressive that you'll soon want to escape. But there is no escape.

Polish-born Balka has long been obsessed with the fate of his countrymen, who were exterminated at Auschwitz. The piece is intended to evoke a shipping container, a cattle car, or a gas chamber — and part of his point is that, as much as anything else, it was the spaces themselves, both exterior and interior, that must have been so frightening.

As you step into the interior, you find it has been lined with black, light-absorbing velvet to create a blackness blacker than any you have ever known.

If Balka's intention was to make us conscious of what such container — like enclosures must have been like for the victims of the Nazis, then I think the piece fails. Nothing can do that. We can get out; they couldn't; we have light; they didn't; we are safe; they weren't.

VII Culture Comparison



1) What Ukrainian artists have awakened the Ukrainian people to the natural beauties of our country?

2) What genres of painting can help you picture Ukraine the best? How?



At Home: *In your workbook, write a review of an art exhibition of your choice.*

4.4. English Values: Communication Skills

How to discuss values

Initiations

- Look at that guy — he is apparently trying to ...

Responses

- Yes? Well? So what?
- Don't you see the point?

- As a ... , you may find our unwritten rules somewhat baffling.
- To the English ... are second nature.
- To the naked eye, Englishmen's behaviour in public looks rather
- By the way, another powerful norm of the English society is ... , or ... , as we call it.
- Every culture has
- Some of your ... are so deeply ingrained as to be almost involuntary — ... when ... , for example.
- We place a high value on ... , for instance.
- ... is all about And ... is one of our ideals.
- And what are these rules, may I ask?
- Right, right. When you examine ... closer, you find that ... is a little mini-drama, full of intense moral dilemmas.
- You mean ... , or ... for short, don't you?
- But we use ... more, much more.
- Wow! Congratulations! You did your own cross-cultural research!
- So it is bad manners to ... , right?

Go Ahead!

Read what these English people think about their fundamental guiding principles and say if you share some of them.

We accept that there will be winners and losers, but feel that everyone should be given a fair chance.

Our tendency to support the underdog — and to be wary of too much success — is also about fair play.

Some of our politeness is so deeply ingrained as to be almost involuntary — the “sorry” reflex when bumped, for example.

We have strict rules about the appearance of modesty, including prohibitions on boasting and any form of self-importance.

II Rhyme and Reason

Read these key phrases with correct intonation and say how they may express English values.

“Well, to be fair ...”

“Not as hard as it looks.”

“Would you mind ...”

“Given a fair chance ...”

“Stop showing off.”

“I’m sorry, but ...”

“In all fairness ...”

“Don’t be pushy.”

“Thank you.”

III Express Yourself!

a) Read how to discuss values. Look at the pictures and fill in the mini-dialogues.

- Look at that guy — he is apparently trying to jump the
— Yes? Well? So what?
— Don’t you see the point? ... is all about fairness. And fair play is one of our ideals.



queue; queuing

- As a ... , you may find our unwritten rules somewhat baffling, but to the English they are second nature.
— And what are these rules, may I ask?



foreigner

- To the naked eye, Englishmen’s behaviour in public looks rather standoffish — just minding their own business.



examine closer

— Right, right. When you ... it ... , you find that every other situation is a little mini-drama, full of intense moral dilemmas.



the rule of Ps and Qs

4. — By the way, another powerful norm of the English society is courtesy, or ... , as we call it.

— You mean “please” and “thank you”, or “kyou” for short, don’t you? Every culture has these words!

— But we use them more, much more.



the “sorry reflex”

5. — Some of your politeness is so deeply ingrained as to be almost involuntary — ... when bumped, for example.

— Wow! Congratulations! You did your own cross-cultural research!



place a high value

6. — We ... on modesty, for instance.

— So it is bad manners to boast, right?

— Exactly.

b) Read and respond, discussing values:

Example: — *Look at that driver — he is apparently trying to “cheat” in the traffic jam by using a faster-moving lane.*

— *What bad manners!*

1. — As a visitor, you may find our unwritten rules somewhat difficult to understand.
— ...
2. — To the English, politeness is second nature.
— ...
3. — By the way, another powerful norm of the English society is modesty.
— ...
4. — Every culture has courtesy rules.
— ...
5. — We place a high value on fair play.
— ...

c) Read and give the context to:

Example: — As a foreigner, you may find our unwritten rules somewhat baffling.
— *And what are these rules, may I ask?*

1. — ...
— So it is bad manners to show off, right?
2. — ...
— Right, right.
3. — ...
— Wow! Congratulations! You did your own cross-cultural research!
4. — ...
— Don't you see the point?
5. — ...
— But we use "sorry" more, much more.

IV Work Your Wisdom!

Match the parts of the key phrases expressing English values and explain their meaning.

- | | |
|-------------------------|--------------------------|
| 1. That's not ... | a) ... let live. |
| 2. Live and ... | b) ... square. |
| 3. Let's just agree ... | c) ... your own trumpet. |
| 4. Don't blow ... | d) ... cricket. |
| 5. Fair and ... | e) ... your turn. |
| 6. Wait ... | f) ... to disagree. |



At Home: *In writing, illustrate the saying you like most.*

V Your Language Portfolio: Listening

a) Listen to the conversation of two friends waiting to go into one of the many cinemas in Leicester Square, London, and, on the list below, tick off the English unwritten rules they are discussing.

English Unwritten Rules

- The distance rule
- The courtesy rule
- The privacy rule
- The modesty rule
- The moderation rule
- The fair-play rule

| |
|--|
| |
| |
| |
| |
| |
| |
| |



b) Act as Jack and express the following in relation to English values:

- show surprise;
- give an explanation;
- introduce a new turn in the conversation;
- make a generalization.

c) Act as Joanna and express the following in relation to English values:

- show interest in English unwritten rules;

- ask for clarification;
- share your experience;
- show understanding.

d) Transform the dialogue as if Joanna knew much about English values, too. Make it up round the beginning part.

Jack: Did you notice that guy that just walked past us?

Joanna: He's apparently trying to jump the queue. And queuing is all about fairness, right?

...



VI Your Language Portfolio: Writing

Choose the project you'd like to do.

Project I. "There is no place like home: A Future Architect's View"

1) It's a very general title. You can specify it describing one of its components, for example:

- its design;
- the people you share it with;
- your favourite room;
- the activities that take place in your home etc.

2) Describe the component of your choice and say how it influences your life.

3) Collect the information and illustrations about your home and find interesting examples or facts. Present your project to the class.

Project II. "A Letter from a Royal Grandmother: A Future Sociologist's View"

1) If the Queen of England were to write a letter to your grandmother, what would she say about her grandchildren? Collect the information and illustrations about the young royals.



- 2) Choose the facts about Elizabeth II's descendants which seem especially significant to you. Describe each young royal briefly.
- 3) Decide on the format and style of the letter. Present your project to the class.

**Project III. "English Landscapes and Landscape Artists:
A Future Art Critic's View"**

- 1) Choose one of the British landscape artists you'd like to study.
- 2) Find some relevant information from different museums and provide the painter of your choice with reviews and illustrations.
- 3) Present your project to the class.

VII Culture Comparison



- 1) What ideals and values are cherished in Ukraine? Which of them do you aspire to?
- 2) What social rules do you put a high value on? How can you practise them in everyday life?



At Home: Search the Internet and find more information about Britain today.

Go to page 315 for cross-cultural reading.



4.5. Test Yourself

A. Open the brackets using Present, Past or Future Indefinite.

1. Many years ago the Scots ... (to wage) wars with the English.

2. They ... (*to fight*) for their independence as they ... (*to be*) freedom loving people.
3. People of Scotland ... (*to recognise*) the surname of a person by the tartan or the pattern.
4. The people of Wales ... (*to want*) to be ruled not by an English King but by a Prince of Wales.
5. So the eldest son of the King of England ... (*to be*) the Prince of Wales.
6. Next week we ... (*to visit*) Ireland.
7. We ... (*to see*) the Emerald Isle with own eyes soon.
8. Paul ... (*to study*) British history.
9. His project ... (*to focus*) on Irish customs and traditions.
10. Last year he ... (*to make*) a tour of Scotland and Wales and ... (*to find*) much interesting information.

CHECK IF YOU:

Can use tense forms correctly

YES

NO

B. Fill in the sentences with the correct word-form.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The teacher was disappointed at the ... of the students' written papers. 2. In his speech the scientist ... to the works of his students. 3. Unfortunately, my parents didn't fulfil a ... need of my brother. 4. The tourist enjoyed a great ... view of the mountains. 5. Teenagers in Britain have a ... life. 6. The Browns are known for their 7. Everybody felt ... at the sight of the castle. 8. The incident ... all the people present at the party. | <p>ACCURATE REFERENCE</p> <p>PSYCHOLOGY PANORAMA</p> <p>VARIETY HOSPITABLE AMAZEMENT</p> <p>SURPRISE</p> |
|--|--|

CHECK IF YOU:

Can use the word forms correctly

YES

NO

C. Read the text and complete it with the correct forms of the words in brackets.

Britain made a great contribution (to contribute) to science and technology. It includes many great 1 (to discover) linked with famous names — Sir Isaac Newton (theory of gravitation), Robert Boyle (“the father of modern chemistry”), Henry Cavendish (properties of hydrogen) and others. In the present century other 2 (science) brought fame to Britain. Thus T.T. Thompson, Lord Rutherford and Sir James Chadwick carried out 3 (basic) work on nuclear science, Sir William Bragg made X-ray 4 (to analyse), Gowland Hopkins proved the 5 (to exist) of vitamins. Some of Britain’s top scientists are engaged in space 6 (to research) on projects such as upper atmosphere probes with British-built rockets at Woomera, Australia and in work on satellite 7 (to communicate). Since 1945 there have been many British scientists who have received international 8 (to recognise) for their work. 27 of them gained the most 9 (importance) award — Nobel prizes. Britain is very 10 (pride) of its renowned countrymen.

CHECK IF YOU:

Can restore the text correctly

YES

NO

D. Listen to the part of interview and correct the underlined words and word-combinations in the following statements.

1. Alec has been to a few foreign countries.
2. The 1st country Alec visited was Canada.
3. The boy participated in the language contest.
4. Alec was amazed by the great number of squirrels at Trafalgar Square.

5. He also enjoyed a great panoramic view from St. Paul's dome.
6. Alec's second country was England.
7. Alec is a member of a folk dancing group.
8. Alec managed to see the best soloist.
9. Alec looks forward to seeing Wales.
10. Alec wants to see Lake Loch Ness.

CHECK IF YOU:

Can understand the details of the text

YES

NO

E. Write a personal advertisement about the housing needs of a Ukrainian family.

CHECK IF YOU:

Can compose a personal ad on housing needs

YES

NO

Unit 5

You are from Ukraine, Right?



Pre-test and engage yourself:

1. Can you present the history of Ukraine to a foreigner?

Yes No

2. Have you ever applied your knowledge of geography to practice in Ukraine?

Yes No

3. Can you explain what kind of society is being built in Ukraine?

Yes No

4. Can you express pride on being a Ukrainian?

Yes No

Welcome to more of it!

5.1. Lessons of the Past: History

Academic English

- ancient / modern history
- to record events
- to befall the country
- to familiarize oneself with history
- to think historically
- ancient chronicles
- to penetrate into sth
- conquest
- to create powerful political entity
- under sb's rule / reign
- to wage (a)war
- precursor
- to be historically accepted

Conversational English

- I'd like to start by saying that ...
- I can't but agree.
- at the height of sth
- to be baptized
- to win sth back
- to stem from sth
- disaster
- to strengthen sth
- to expand sth
- to undertake the defence of sb / sth

I Go Ahead!

Look at the photos and say what these places have to do with the history of Ukraine.



Zaporizhzhia



Kyiv



Kaniv



Lviv



Khmelnytskyi

II Rhyme and Reason

Read what great people say about history and practise sentence stress. Develop the idea of one of the quotes.

'Those who 'cannot re'member the
,past are con'demned to repeat it.



George Santayana

'Time 'present and 'time ,past
are 'both perhaps 'present
in 'time ,future and 'time ,future
con'tained in 'time ,past.



T. S. Eliot

'He who 'loves 'not his ,country,
can 'love ,nothing.



G. G. Byron

'History repeats itself, ,doesn't it?

Author unknown

III Your Helping Hand

GRAMMAR REVISION

Present, Past, Future Perfect

1) If you want to talk about your / sb's experience or the events that have happened recently, use **the Present Perfect Tense**.

Example: *I have just finished my report on the history of Ukraine.*

2) If you want to report about what you / your friend have / has read (seen), use *the Past Perfect Tense*.

Example: *Ann said: I have read a lot about Cossacks.*

Ann said that she had read a lot about Cossacks.

3) If you want to talk about an action that will be completed before a particular time in the future, use the Future Perfect.

Example: *I'll have studied the material by Friday.*

NEW GRAMMAR

Past Perfect and Past Simple Tenses

• If you want to describe an event or action that happened before another past event or action, to show that the action or event was completed before the second one started, use *the Past Perfect Tense*.

Example: *When I got to the historical museum, the guide had already finished the guided tour.*

Don't forget!

✓ *The Past Perfect* is used in clauses with *when, before, after, until, as soon as* and *by*.

Example: *As soon as we had found out the information, we started to explore the city.*

✓ When the sequence of events is clear, we can also use *the Past Simple* for both events.

Example: *When I finished my homework, I started to read.*

a) Answer the questions using the Perfect tenses.

1. What historical events have you learned about?
2. Who has just finished his / her answer?
3. What had your friends done when you came into the classroom?
4. What books had you read by September?
5. What project will you have completed by the end of the year?

6. What will you have bought by Christmas?

b) Transform the second sentence so that it had the same meaning as the first. Use the words suggested.

Example: *This is the saddest tragedy I have ever read.*

never

I have never read such a sad tragedy.

1. Ukraine has never experienced anything like that before.

ever

It's the first time Ukraine ... anything like that.

2. We still remember the times we spent together.

forgotten

We ... the times we spent together.

3. I went to the new exhibition at the History museum in Kyiv.

been

I ... the exhibition at the History museum in Kyiv.

4. It was only four o'clock but there was nobody in the museum.

left

It was only four o'clock but ... the museum.

5. When the soldiers arrived they could see the attack.

begun

When the soldiers arrived ... and they could see it.

6. The builders promised that the bridge would work in September.

restored

The builders ... the bridge by September.

c) Look at the chart reflecting some important events in Ukrainian history and complete the sentences below using the Past Perfect Tense. Add more information about one of the periods of Ukrainian history and present it to the class.

| | |
|--------------------------|---|
| 1991 | Ukraine proclaimed its independence. |
| 1941–1945 | Ukrainians participated in the Great Patriotic War. |
| 1840s | Ukrainian philosopher H. Skovoroda's works appeared. |
| 1794 | Taras Shevchenko's literary career began. |
| 17 th century | Petro Mohyla founded the 1 st Eastern European University. |
| 1654 | B. Khmelnytskyi signed the Treaty of Pereiaslav. |
| 1620s | B. Khmelnytskyi joined the Cossacks. |
| 15 th century | The Cossack independent republic was born. |

Example: *By the 16th century, the Cossack independent republic had been born.*

1. By ... Bohdan Khmelnytskyi ... the Cossacks.
2. In ... Bohdan Khmelnytskyi ... the Treaty of Pereiaslav with Russia.
3. By ... Petro Mohyla
4. By ... Taras Shevchenko
5. By ... a great Ukrainian philosopher ... his works on pedagogics and philosophy.
6. By ... Ukraine
7. By ... Ukraine



At Home: a) Read the information about a Ukrainian hero city and fill in one of the Perfect tenses.



b) Find some information about other hero-cities in Ukraine and present it to the class.



A Hero City

... By September 1941 Nazis ... (*to invade*) Kyiv. When they occupied the city, its many citizens ... (*to leave*) the capital. Six thousand buildings and many monuments were destroyed and the main street of Kyiv was in ruins.

But look at its photo now. Ukrainians ... (*to restore*) already their capital to its previous beauty. You can see that they ... (*to build*) many monuments a new. Historians say that by 1944, the people of Kyiv ... (*to renew*) a lot of damaged buildings. Many years ... (*to pass*) before the government marked the heroism of the people of the city and *honoured* Kyiv with the title of hero city. It still bears this title with pride and dignity.

BrE to honour
AmE to honor

IV Your Language Portfolio: Reading

a) Read the report on Ukrainian history presented by a Ukrainian tenth former Oksana Petrenko. Choose the proper title for every part and characterize the girl's way of learning history.



Glimpses of Early History of Ukraine

The Birth of the Kingdom

I'd like to start by saying that Ukraine has an ancient history.

The Years of Flourishment

There have been lots of dramatic events in the history of my country. Its history, however, is more than a chain of single events. It is the record of all the hopes, achievements, defeats, victories, discoveries, ideas and beliefs of the Ukrainian people. You probably know that Ukrainian history records the victories and losses, wars and peaceful years, conquests, disasters and famines that have befallen the country. I can't but agree that thinking historically is the only way to study the events of the past. So let's *familiarise* ourselves with some early periods of Ukrainian history.

BrE
to familiarise
AmE
to familiarize

The Hardest Times

Ukrainian modern history began with the East Slavs who founded a powerful state of Eastern slavs Kyivan Rus on the banks of the Dnipro in the 6th–7th centuries. The ancient chronicles refer to the kingdom of Kyivan Rus that was the precursor to modern day Russia, Ukraine and Belarus and whole capital was Kyiv.

New Era

In the 8th century the Khazars / Nomadic Turkey and Iranian tribes from the Caucasus penetrated much into Ukraine. They built empire on their military strength as well as their Iranian and Jewish trading skills. Kyiv proved to be an important trading base, helping to bridge the Arab and Byzantine peoples. Even at that time the Slavs were valued by Khazars for their hard labour. In the same century new invaders arrived from the North — the Vikings or Varjagy, who together with Slavic civilizations created the powerful political entity. Scientists stress that it was the time of economic

wealth and social power. At the height of its influence Kyivan Rus extended from the Baltic to the Black Sea and from the Carpathian to the Ural Mountains. In the 11th century Prince Volodymyr introduced Christianity as the main religion. Accepting Christianity from Constantinople, Volodymyr strengthened the role of Byzantine culture — including art, education and literature. According to the legend, he forced a large part of Kyiv's population to be baptized in the Dnipro river despite freezing temperature. Within a century, Rus was transformed from a semibarbaric military country into a civilized state and the leading power in Eastern Europe. It's historically accepted that Yaroslav the Wise's reign is considered the highest point to Kyivan Rus. He continued to expand his empire and won back the lands that had been lost to the Poles. It's necessary to add that under the rule of Prince Yaroslav the Wise ancient Kyiv flourished and increased seven times.

Thinking Historically

In 1240 the Tatar Mongols captured Kyivan Rus and ruled the country almost three centuries. Their invansion weakened Kyivan Rus. You know, of course, they killed people, destroyed buildings and churches. It was the final blow to the Medieval state of Kyivan Rus and no wonder that in 1340 Lithuania and Poland were in possession of most of Ukraine. Historians say that it was the hardest time for Ukraine. The Ukrainian peasants suffered under the harsh reign of the Polish nobility and the Ukrainian

nobility was polonized under pressure from the Polish government and the Roman Catholic Church.

Only in the 15th century cossack armies undertook the defence of Ukrainian people. They waged wars with Poland and Lithuania and wanted to liberate Ukraine. Their activity began a new page in the history of my country and, besides, popular Ukrainian identity and mythology stem from the Cossack period. We greatly honour this period of our history.

b) Read Oksana's report again and fill in the time line of early Ukrainian history up to the 15th century. Comment on the events as if you are a historian.

6th – 7th century

15th century

Eastern Slavs
Kyivan Rus

c) Look at the pictures and say what they have to do with early Ukrainian history. Find more information about some of them and say how they influenced the history of your country.



the Khazars



the Vikings



Volodymyr the Great



the Tatar-Mongols



Yaroslav the Wise



Cossacks



d) Look at the fact files, turn the notes into questions and interview your classmates about one of these historical figures. Report your findings to the class.

- in 988 accepted Christianity from Constantinople;
- baptized Kyiv's population in the Dnipro;
- built the first so-called Desiatynna Church of stone;
- won many battles against the Pechenihs;
- gave much to the poor;
- was considered to be Saint and named "Great".



Volodymyr the Great

Example: / is / famous / what / for / Volodymyr the Great /
 What is Volodymyr the Great famous for?

- accept / from / when / did / Constantinople / Volodymyr the Great / Christianity?

...

- did / the / Kyiv / of / Volodymyr the Great / where / baptize / population?

...

- whom / protect / country / he / from / did / his?
- ...
- why / poor / love / warship / him / did / the / and?
- ...
- what / Volodymyr the Great / did / to build / start / in / country / his?
- ...



Yaroslav the Wise

- Grand Prince of Kyiv from 1019, son of Grand Prince Volodymyr the Great;
 - successfully destroyed the Pechenihs who had attached Kyiv for 120 years;
 - built St. Sophia's Cathedral to honour this victory;
 - established diplomatic relations with European countries;
 - founded a primary school and a library;
 - valued wisdom, knowledge and books.
- why / the / called / the / Grand / Prince / is / of / Kyiv / Yaroslav the Wise?
 - ...
 - whom / Yaroslav the Wise / did / defeat / finally?
 - ...
 - was / Kyiv / great / the / built / in / to human / victory?
 - ...
 - did / value / of / what / Yaroslav the Wise / most / all?
 - ...
 - found / Kyiv / what / he / did / in?
 - ...
 - what / say / Yaroslav the Wise's / can / with / you / about / relations / European / countries?
 - ...

e) In pairs, ask your friend, who is extremely interested in history, for more information about the Ukrainian past. Complete the dialogue.

Dialogue

| | |
|---|--|
| — Hey ... I know that you ... , right? | — Exactly. ... is my favourite subject. But why ... ? |
| — The fact is ... and I wondered if | — With pleasure. Let's start with ... if you don't mind. |
| — Great. How did the Kingdom ... ? | — In the 6 th –7 th centuries Then Did you get it? |
| — Sure. Go ahead. When ... ? | — In the 8 th century only in the 11 th century |
| — Thanks to Prince Volodymyr ... and | — And later his son Yaroslav the Wise He was also known for |
| — Not for nothing in 2008 at the TV contest "Great Ukrainian" Yaroslav the Wise | — Agreed. Wisdom |

V Your Language Portfolio: Listening

a) Listen to the information about another event in the history of Ukraine and say why this period is called "The Heroic Age".

b) Now listen to the story again and choose the correct answers to the questions.

1. Who were the Cossacks?

- armed workers;
- free peasants;
- military people;
- wealthy dukes.

2. *What was the aim of their organization?*
 - a) to form a new happy society;
 - b) to take revenge on invaders;
 - c) to protect Ukrainians;
 - d) to stop the Tatars' invasion.
3. *Where did the Cossacks found their centre?*
 - a) in the southern Ukrainian steppes;
 - b) in the eastern part of the Dniro River;
 - c) in the western region of the country;
 - d) in the northern Ukrainian island.
4. *Why was Bohdan Khmelnytskyi so popular among Cossacks?*
 - a) he knew many languages;
 - b) he struggled against Russia;
 - c) he was intelligent and wise;
 - d) he helped the serfs.
5. *What was the 1st glorious battle of the commander?*
 - a) near Pereiaslav;
 - b) near Zhelty Vody;
 - c) near Kyiv;
 - d) near Zaporizhzhia.
6. *What did foreign leaders think of B. Khmelnytskyi?*
 - a) he was regarded to be the cleverest commander;
 - b) he was considered to be a brilliant diplomat;
 - c) he was known as a decisive soldier;
 - d) he was described as a cunning leader.
7. *What event led to the national revolution?*
 - a) new decisions;
 - b) new Cossacks' revolt;
 - c) dangerous situations in Ukraine;
 - d) Polish and Russian aggression.
8. *When was the Cossack Hetman state established in Ukraine?*
 - a) after a national revolution;
 - b) after B. Khmelnytskyi's death;

- c) after the treaty with Poland;
- d) after B. Khmelnytskyi's departure to Russia.

9. *What was the role of that state?*

- a) it was dangerous for other countries;
- b) it was a simplified entity;
- c) it was a strange reunion of nations;
- d) it was a new political unit.

10. *What important document did B. Khmelnytskyi sign?*

- a) the Treaty between Ukraine and Poland;
- b) the Treaty between Ukraine and Lithuania;
- c) the Treaty between Ukraine and Turkey;
- d) the Treaty between Ukraine and Russia.



b) **On Your Own:** Find more information about B. Khmelnytskyi's mastery of foreign languages and say how it helped him to become a national leader.

VI Your Language Portfolio: Writing

A Historical Essay

✓ A historical essay is a short piece of writing about a particular historical event / epoch / figure.

How to write a historical essay

Content Tips

- Make notes of the main points you want to include in your essay;
- Decide how many details you want to add to each point;
- Explore each main point in a separate paragraph;
- Decide on the most effective order of your paragraphs;

Language Tips

- I think that ...
- On the one hand, ...
- On the other hand, ...
- I'm convinced that ...
- In my opinion ...
- As I see it, ...
- As a result, ...
- Because of this, ...
- Although ... but ...

- Finish your essay with your own summary or conclusion.
- For example ...
- In addition ...
- Moreover ...
- Finally ...
- Lastly ...
- In summary ...
- In conclusion ...

Read the sample historical essay and say if the author managed to reflect the tips.

Sample historical essay:

I believe every group of people has their own history. Forgetting that history would be as devastating to a group as the loss of memory to an individual. I am convinced that if a person doesn't remember his / her past, then he may have no future.

If you want to understand any historical figure, you should explore the time he / she lived in. On the one hand, you'll see the political situation of the country which may be the reason of the person's activity. On the other hand, the study of his / her surroundings may suggest the clue to some of his / her activities. As a result, you may have a full portrait of a person.

For example, if you want to know more about the origin of St. Sofia's Cathedral you should thoroughly explore the times of Kyivan Rus. Moreover, it is necessary to learn about the activity of Yaroslav the Wise who destroyed the Pechenihs and, in gratitude for winning the battle, built St. Sofia's Cathedral.

Lastly, a historical approach to the explanation of modern events leads you to an understanding that the present is nothing but an extension of the past.

VII Culture Comparison



- 1) Say how much you know about the origin of the British or American nations.
- 2) Here are some questions foreigners may ask when in Ukraine. How would you explain these facts to foreigners?

- 3) Early history of Britain began with some tribes. What is the origin of the Ukrainian nation?
- 4) During its history Scotland and Wales waged wars with England. When and with what countries did Ukraine wage wars?
- 5) King Arthur is a legendary hero of Britain. Of what great historical figure can Ukraine be proud?



At Home: *In your workbook, write a historical essay about any event in Ukrainian history.*

5.2. From East to West: Geography

Academic English

- to be situated on the cross-roads ...
- to have a strategic position
- to border sth
- topography
- plains and plateaus
- to reach the height of ...
- above / below the sea level
- mixed forest
- elevation
- fens
- steep rocky ravines
- fertile steppe region
- marshes
- isthmus
- to be contaminated

Conversational English

- sth of the sort
- a regrettable fact
- to decline
- to unfold
- to feel un(fit) for sth
- to be a must
- to be characteristic of sth / sb
- to be beyond words
- incomparable
- In this connection ...
- It can't be otherwise.
- Nothing of the kind.

Go Ahead!

Look at the historical map of Ukraine at the next page and say how each part of your country differs geographically.



II Rhyme and Reason

Read the part of a song about Ukraine on page 304 and practise the sounds /æ/ and /ɪ/. Say which geographical area of Ukraine seems to be the most attractive to you and why.

III Enrich Yourself!

a) Read the words, phrases, expressions on page 219. Match the following words to their definitions and make up sentences with them.

| | |
|---------------|---|
| 1. crossroads | a) a large stretch of flat land; |
| 2. topography | b) a place where two or more roads cross; |
| 3. plateau | c) a deep narrow valley with steep sides; |
| 4. plain | d) the science of describing or mapping the character of an area, especially as regards the shape and height of the land; |
| 5. fen | e) an area of low wet land; |
| 6. ravine | f) a large stretch of level land that is higher than the land around it on at least one side. |

b) Read the adjectives and use them for describing the words above in your own sentences.

- steep
- wide
- fertile
- grassy
- multi-coloured
- precise
- rocky
- dangerous

Example: *If you go along the river to the west, you can see steep, rocky ravines.*

c) Read the information about the northern part of Ukraine, Polissia, and fill in the proper words from the box. Find some information about the place you live in and **characterize** its geography, fauna and flora by analogy.

BrE to characterize
AmE to characterize

Polissia

The northern part of Ukraine, or Ukrainian Polissia, belongs to the mixed zone. The surface is well warmed by the ... and the area has enough Polissia is famous for the charming beauty of the In spring ... , birds come back from warmer countries. Near the water you can see long-legged ... looking for frogs. But the biggest attraction of Polissia is ... forests with their ... and It is warmer to the ... and that's the reason that more ... trees, like birches can be seen there. ... are covered with different types of grass and flowers. The first plants to blossom in spring are ... and Their beauty is ... and it is always a pleasure to walk there.

| | | | |
|------------------|------------|--------------|-------------------|
| sun | meadows | mixed | snow and rainfall |
| rivers and lakes | ducks | storks | south |
| oak trees | pine trees | broad-leaved | |
| violets | snow-drops | incomparable | |



At Home: *Look at the pictures and describe their geographical features in writing. Guess in what part of Ukraine they may be situated.*



- fertile lands;
- grassy land;
- rich black soil;
- much sunshine;
- amazing beauty.



- steep rocky ravines;
- rapid rivers;
- fresh air;
- rich pastures;
- breathtaking views.



- picturesque corner;
- gorgeous greenery;
- tender sea;
- peculiar beauty of mountains;
- incomparable fauna and flora.

IV Your Language Portfolio: Reading

a) Read the interview Taras, a Ukrainian tenth former, gave to a correspondent of a school magazine and say what impression the boy has after his trip around Ukraine.

Exploring Your Country

Part I

Interviewer: They say that you've made a big trip around Ukraine which took nearly 3 weeks. Wasn't it exhausting?

Taras: Nothing of the kind. I travel every summer. I am a member of the school geographical society and every summer we get together to explore a new place.



Interviewer: Then it's a must. Otherwise, you'll feel unfit for your trip and geographical research, right?

Taras: In a way, but the feeling I get during my exploration trip means so much for me: to see the largest wholly European country from East to West is really exciting.

Interviewer: In this connection I'd like to ask you a question. Since Ukraine is situated in South Eastern Europe on the crossroads of the ways from Asia to Europe, its position is favourable for establishing contacts with other countries, isn't it?

Taras: It sure is. Ukraine has a strategic position in Eastern Europe, bordering the Black Sea in the South, Poland, Slovakia and Hungary in the West, Belarus in the North, Moldova and Romania in the South-West and Russia in the East.

Interviewer: So it has good and friendly relations with its neighbours.

Taras: It can't be otherwise. Neighbours can understand each other easily.

Part II

Interviewer: Taras, I've got one more question. It's a well-known fact that Ukrainian topography consists mainly of vast plains and plateaus which seldom reach the height of 300 metres above the sea level. Did you happen to see anything of the sort with your own eyes?

Taras: Sure. We started with the north-western part of the country which is an area of mixed forests and many lakes and rivers. It is called the Polissia district of Ukraine — a land of fens and marshy meadows.

Interviewer: Unfortunately, the area suffered greatly after the Chernobyl disaster and a great part of it is heavily contaminated.

Taras: It is a very regrettable fact, indeed. We moved further to the South along the right bank of the Dnipro and the elevation increased: the number of rivers declined and a series of plateaus unfolded. Low hills and steep rocky ravines are characteristic of this part of Ukraine. Eastward, a low plain also increases in elevation.

Interviewer: And did you approach the famous fertile steppe region?

Taras: Certainly. When trees disappeared on either side to the south along the Dnipro and the elevation gradually declined, we enjoyed the magnificent view of the grass steppe. This multicoloured carpet of grass and flowers is really a breathtaking view.

Interviewer: Mm-hmm. Did you reach the highest elevation of the country?

Taras: Do you mean Mount Hoverla?

Interviewer: Exactly. Is it as gorgeous as it is said?

Taras: It's an extremely picturesque place. Its beauty is beyond words. Incomparable, just incomparable. By the way, our geographical society made a film about our last trip. It contains not only a detailed record of the trip but also amazing pictures of the geographical wonders including Mount Hoverla. Would you like to see the film? It'll be a good illustration of our talk.

Interviewer: Excellent. I can't wait to see it.

b) In the text "Exploring Your Country", find and reproduce the word-combinations with which Taras expresses his:

- disagreement with the interviewer;
- thrill of the trip;
- confidence;
- regret;
- admiration for what he has seen;
- invitation.

Strike up a mini-dialogue with the interviewer.

c) Suppose you are a geographer. Look at the film fragment of the school geographical society and comment on Taras's trip. Use the completion plan below.



Completion Plan

- Our geographical society ...
- It is a must ...
- So every year ...
- This time we wanted ...
- Our first stop was ...
- What we saw ...
- Going further we ...
- ... incredible.
- ... really breathtaking.
- I must tell you that ...
- I felt proud of Ukraine ...
- If you want ...

d) You are given a chance to interview one of the members of the geographical society. Make up a dialogue using the pattern.

Pattern:

- A: They say Isn't it ... ?
 B: Nothing of the kind. I
 A: Then it's a must. Otherwise
 B: In a way, but
 A: In this connection I'd like to ask you a question. Since ... right?
 B: Sure. Ukraine ... and besides
 A: So our country
 B: It can't be otherwise. We
 A: And still another question ... ?

B: Well, It's a well-known fact that

A: Did you manage ..., I wonder?

B: Certainly, and its beauty

V Your Language Portfolio: Writing

A Traveller's Review of a Geographical Trip

A review is a presentation of a series of events or a period of time that mentions the most important parts.

How to write a traveller's review of a geographical trip

Content Tips

- Give a title to the review;
- In the 1st paragraph give basic information about the events (include the time, the places you've seen);
- In the body describe one or two of the main things you've seen;
- Mention the most interesting (unusual, important) things you've seen / done;
- In the final paragraph say briefly if these places / events / are worth visiting / seeing / researching and why.

Language Tips

- ... is situated in ...
- ... not far from ...
- ... one of the most important areas in ...
- ... is famous for ...
- ... most of the geographers say ...
- ... you also have the chances to ...
- ... travellers can also ...
- One of the main characteristic traits of ...
- If you go ... you must ...
- It's perfect for ...
- It's a good opportunity ...
- It's extremely interesting and educational.

Read the sample traveller's review and say how its author managed to reflect the tips.

Sample traveller's review:

A Tour of the Crimea

... The southern coastline of the Crimea is a picturesque corner of Ukraine. The Crimean peninsula is about 27.000 square

kilometres and juts far out into the Black Sea. It is joined to the mainland by the narrow Perekop isthmus.

BrE *kilometre*
AmE *kilometer*

One of the most important areas of the Crimea is the mountainous area. Mountains cover the south and part of the east corner of the peninsula. The Crimean Mountains are famous for their forests that are full of wildlife.

But most geographers say that the Southern Coast is the most beautiful part of the Crimea. Travellers can find good beaches and waterfalls, ruins of Ancient Roman, Byzantine and Genoese fortresses. You also have a chance to see rare plants in the Nykytsky Botanic Gardens.

If you want to explore Ukraine, you must visit the Crimea. It is extremely interesting and educational. There is plenty to see and do for geographers, botanists and biologists. Besides, it is perfect not only for research but for a good holiday.

VII Culture Comparison



- 1) What geographical features of Ukraine can be found in Britain (or the USA)?
- 2) What are the main characteristics of British (American) geography?



At Home: *In your workbook, write a traveller's review of any geographical trip you have taken.*

5.3. Thinking Politically: Social Studies

Academic English

- to serve the rights and freedoms
- to adopt the Constitution

Conversational English

- to implement one's potentials
- to be an embodiment of sth

- under the Constitution
- legislative power
- executive power
- judicial power
- national sovereignty
- territorial integrity
- people's deputy
- to appoint Prime Minister
- to carry out domestic and foreign policy
- to correspond to the Constitution
- to strive for peace
- to be a guarantor
- nuclear-free zone
- nuclear disarmament
- to be a sequel of sth
- to uphold sth
- to revive sth
- to outline sth
- to specify sth
- on behalf of sb
- to resolve an issue
- to interact

Go Ahead!

Look at the portraits of Ukrainian politicians and say what role they played in the life of Ukrainian society.



Ivan
Mazepa



Mykhailo
Hrushevskyi



Mykhailo
Drahomanov



Leonid
Kravchuk



Viacheslav
Chornovil

III Rhyme and Reason

Read the words which come from the sphere of politics and practise word stress. Say which of them can be attributable to a present-day Ukrainian society.

monarch /'mɒnək/

monarchy /'mɒnəki/

democracy /di'mɒkrəsi/

democratic /,dimo'krætɪk/

policy /'pɒləsi/

politician /,pɒlə'tɪʃn/

political /pə'lɪtɪkəl/

parliament /'pɑ:ləmənt/

parliamentary /,pɑ:lə'mentəri/

to represent /,repri'zent/

representative /,repri'zentətɪv/

to execute /'eksəkju:t/

executive /ɪg'zɛkjutɪv/

to legislate /'ledʒɪsleɪt/

legislative /'ledʒɪsletɪv/

III Your Helping Hand

GRAMMAR REVISION

Suffixes *-ic* / *-ical*, *-al*, *-ive*

You need adjectives to describe a political society, a state, or a nation. To form adjectives from verbs and nouns, use these suffixes.

| | |
|--------------------|--|
| -ic / -ical | politics — political; economy — economic / economical; history — historic/historical |
| -al | critic — critical; culture — cultural; accident — accidental |
| -ive | act — active; imagine — imaginative; effect — effective |

NEW GRAMMAR

The definite article

Use the definite article:

- to identify which person, thing or place you are talking about with a phrase or adjective such as *first, best, right, wrong, only, very*.

Example: *It is the only place in the country where the laws are made.*

- to describe collective nouns referring to a whole group of people, including names of nationalities and political parties or groups: the policy, the government, the public, the army.

Example: *The party gathered a new conference of its members.*

- to describe a unique thing:

Example: *The Verkhovna Rada of Ukraine voted for the new Constitution.*

- to speak about the group of people in general before some adjectives: the rich, the poor, the unemployed

Example: *Any democratic society should take care of the poor.*

a) Complete the article using adjectives formed from the words in the box.



Ukraine has entered a new phase in the democratic development. We are trying to create an ... system. The Government also tries to raise the country's prestige in the international arena. Besides, Ukraine took the first

step toward a nuclear-free ... future. Our country wants to take an ... part in bringing mankind closer to the long cherished dream — nuclear disarmament. In this respect, our policy is Ukraine strives for peace all over the world.

effect

history

democracy

tradition

act

economy

b) Read the sentences and choose the correct article.

Example: *Ukraine was the first to become a nuclear-free state.*

1. ... (*A / The*) Supreme Court of Ukraine is the highest judicial body.
2. The representatives of the government came to ... (*the / a*) church for the celebration.
3. Yesterday ... (*a / the*) Verkhovna Rada adopted ... (*- / the*) state budget.
4. This is ... (*the / a*) very document which outlines our rights and says about ... (*- / the*) poor and ... (*- / the*) rich.
5. This year a/the army won't take part in ... (*a / the*) parade.

c) Read the micro-dialogues and fill in articles where necessary.

- I say, Oleg, what are you reading? Is it ... very document I asked you about?
- Yes, it is ... Constitution of ... Ukraine.
- It is ... only document which comprises fundamental laws of our country, isn't it?
- Right! It establishes ... political system, ensures ... rights, ... freedoms and duties of citizens and is the basis of its laws. ... Government works on it.
- May I take the Constitution to ... school? Our teacher said we would discuss some articles in ... class.
- Sure, I'll take it back on Sunday to complete my report on ... unemployed in Ukraine.
- Agreed.

IV Enrich Yourself!

a) Match the verbs to the nouns and make your own sentences with them.

- | | |
|-----------------|------------------------------------|
| 1. to adopt | a) rights and freedoms |
| 2. to secure | b) the powers and duties |
| 3. to outline | c) laws |
| 4. to specify | d) the state budget |
| 5. to make | e) domestic and foreign policy |
| 6. to appoint | f) national programmes |
| 7. to carry out | g) traditions |
| 8. to develop | h) Prime Minister |
| 9. to revive | i) the Constitution |
| | k) the structure of the government |

b) Answer the questions.

1. What is the fundamental law of our country?
2. What does the constitution of Ukraine secure?
3. Who are the peoples' deputies?
4. What foreign policy does Ukraine carry out?
5. What does our society try to revive?
6. Who is the guarantor of human rights and freedoms in Ukraine?



At Home: Look at these buildings and write what political institutes of Ukraine they host. Say what events take place there and describe one of them.





V Your Language Portfolio: Reading

a) Read the parts of two political articles and say what kind of a society is being built in Ukraine.

...When asked, what kind of a society was being built in Ukraine, ex-president Leonid Kuchma said without hesitation: "Our goal is to consolidate a truly democratic, socially responsible society in Ukraine, one based on solidarity and relying on the historical traditions and mentality of the nation, on general human values developed by modern civilization; a society, which would harmoniously combine work, talent and social capital where each and every would be able to completely implement his potentialities; a society which would in reality secure the rights and freedoms of every individual...."



...Our state must be an embodiment of the age-old dreams of the Ukrainian nation of all nationalities inhabiting the land of Ukraine. We do hope that this state will mark the victorious accomplishment of all that began by our national prophets of the struggle waged by so many generations of our people who took up arms to defend the freedom of Ukraine. This state of ours will be a sequel to the tradition of political construction, started by the princes of Kyivan Rus a thousand years ago, upheld by

glorious Ukrainian hetmans and revived by Ukrainian state formations of the 20th century.

(from the book "This is Ukraine")



The Constitution of Ukraine adopted on July 28, 1996, outlines the structure of the national government and specifies its powers and duties. Under the Constitution the powers of the government are divided into three branches — the legislative which consists of the Verkhovna Rada, the executive, headed by the President, and the judicial, which is led by the Supreme Court.

The President of Ukraine is the head of the state and speaks on behalf of it. The President is a guarantor of national sovereignty, territorial

integrity, adherence to the Constitution, human and civil rights and freedoms.

The Parliament — the Verkhovna Rada — is the only body of the legislative power in Ukraine, which consists of 450 peoples' deputies. The Verkhovna Rada's main function is making laws. It also adopts the state budget.

BrE to fulfil
AmE to fulfill

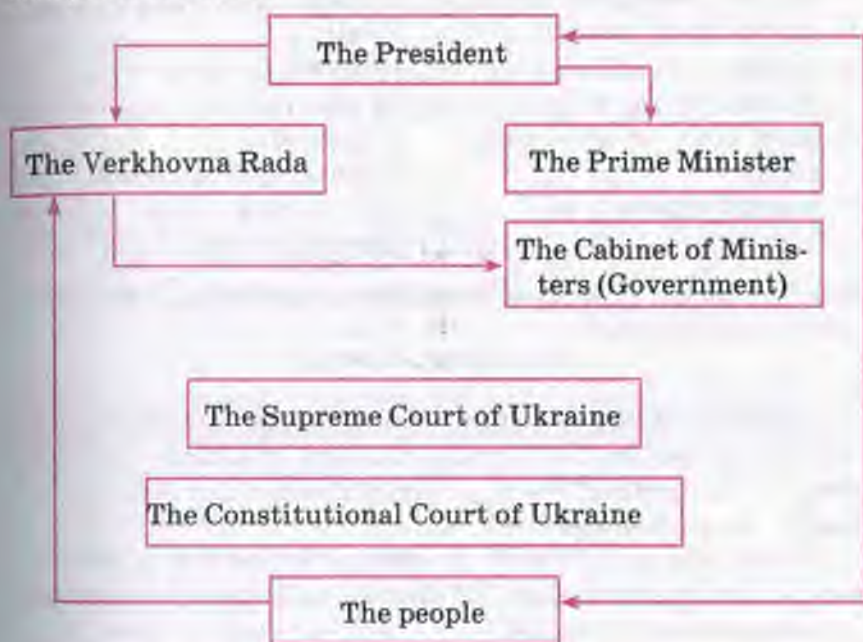
The Cabinet of Ministers (Government) of Ukraine acts on the basis of the Constitution, laws of Ukraine and presidential orders. The Government

is responsible to the President and is controlled by the Verkhovna Rada. It carries out domestic and foreign policy of Ukraine, develops and *fulfils* national programmes on the economic, scientific, technological, social and cultural development of Ukraine. The President appoints Prime Minister with parliamentary consent.

Justice in Ukraine is exercised by courts. The Supreme Court is the highest juridical body of general jurisdiction. The Consti-

tutional Court resolves issues of correspondence of legal acts to the Constitution of Ukraine.

b) Look at the scheme below and say what political institutions represent power in Ukraine.



c) Explain how the branches of power interact.

d) Tell your foreign friends about your country's political system.

Focus on its:

- executive power;
- legislative power;
- judicial power.

VI Your Language Portfolio: Writing

Political News Reports

✓ It is a type of writing which is aimed at giving people information about recent political events, especially in newspapers and on television and radio.

How to write a political news report

Content tips

- Write when and where a political event took place;
- In the body present the events;
- Summarize the event;
- Give your or sb's comments;
- Specify actions to be taken.

Language tips

- And now for...
- Let's take a closer look at...
- Firstly...
- However...
- Furthermore...
- In view of...
- Something must be done if...
- We should also consider that...

Read the sample political news report and see how its author managed to realize the tips.

Sample political news report:

And now for domestic news. Let's have a closer look at today's main stories. The Verkhovna Rada of Ukraine gathered today on its meeting. The main aim of the meeting is the discussion of the state budget.

Firstly, the members of the special budget committee presented their project, then the discussion began. However, the agreement wasn't reached.

The political parties were not unanimous and argued only on key items of the budget. The Speaker of the Verkhovna Rada tried to consolidate the peoples' deputies, but didn't succeed either. He commented: "It's not the first time that the Parliament has faced such a situation, but it is one of the worst. It seems we came to a deadlock."

VII Cultural Comparison



- 1) Which political institution of your country may represent the same power in Britain/ the USA?

2) The Verkhovna Rada is the only body of the legislative power in Ukraine. Which institution represents legislative power in Britain / the USA?

3) The President is at the head of Ukrainian government. Who heads British / American government?



At Home: Write a political news report on any event connected with the political life of Ukraine.

5.4. Expressing Pride: Communication Skills

How to express pride

Initiations

Responses

- | | |
|--|---|
| <ul style="list-style-type: none"> • It's really incredible that ... do you agree? • Whom do you take great pride in, I wonder? • My heart swells with pride when ... • I pride myself on ... and you? • Speaking of ... what is your opinion about that? • How is ... different than any other ...? | <ul style="list-style-type: none"> • Oh, it was the proudest moment of ... • We are rightly proud of ... • ... is national pride, without doubt • ... is a proud owner of ... • ... is our pride and joy, I believe. • I think pretty soon almost everybody will ... about pride and glory of ... |
|--|---|

I Go Ahead!

In 2008, there was a national TV Quiz "Great Ukrainians" which nominated the following great people. Look at the photos and say if you agree with the viewers. Whom would you nominate as a great Ukrainian and why?



Mykola Amosov

Bohdan
Khmelnytskyi

Stepan Bandera



Taras Shevchenko



Yaroslav the Wise

?

II Rhyme and Reason

Read the tongue twister and practise the sound /au/. Say what great Ukrainians you are proud of and why.

A Tongue Twister

- Wow! Scout! What are you reading about aloud?
- I've found a good book in my house. Now I'm reading about Shevchenko. I'm so proud.

Express Yourself!

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

- It's incredible that ... spent most of his life wandering about eastern Ukraine. Do you agree?
— I do. We are rightly proud of his philosophical and literary works.



Hryhoriy Skovoroda

- My heart swells with pride when I read about ... and his heroic exploits.
— No wonder. He is Ukraine's national pride, the most prominent personality in the history of our country.



Bohdan Khmelnytskyi

- I say ... , which of the great Ukrainians you take pride in?
— ... is my pride and joy. All his works are pure genius. I can read and re-read them.



Taras Shevchenko



Mykola Lysenko

4. — Speaking of music and musicians, what's your opinion about ...?

— Ukraine prides itself on this good man. His name is rightfully inscribed in golden letters of the history of Ukrainian culture.

Oleksandr
Dovzhenko

5. — I say, ... , you are a real expert on cinema. How is ... different than any other film directors?

— He is a proud owner of many titles. But I believe that his reputation as "first poet of the world cinema" is unsurpassed.



Klychko brothers

6. — I pride myself on our sport achievements in boxing and I can't help admiring

— I think pretty soon almost everybody will become a witness of their new victory. They really are pride and glory of Ukraine.

b) Read and respond, expressing pride:

Example: — *I admire Bohdan Stupka. He is a brilliant actor.*
 — *Sure. He is Ukraine's national pride.*

1. — How is Leonid Kadeniuk different than any other pilots?
— ...
2. — I admire Valeryi Lobanovskyi, and you?
— ...
3. — Speaking of Ukrainian poets, whom are you found of?
— ...
4. — My heart swells with admiration when I listen to M. Lysenko's music.
— ...
5. — It's very interesting that Katerina Belokur created her masterpieces being an invalid.
— ...

c) Read and give the context to:

Example: — *My heart swells with pride when I see O. Dovzhenko's films.*
 — *True. He is Ukraine's national pride and glory.*

1. — ...
— It is really the proudest moment of his life.
2. — ...
— Nina Matvienko is Ukraine's pride and joy.
3. — ...
— Ukrainians are rightly proud of him.
4. — ...
— I think pretty soon almost everybody will learn about Anna Bessonova — pride and glory of Ukrainian gymnastics.
5. — ...
— I think Andrey Kurkov is the proud owner of all his rewards.

IV Work your Wisdom!

Match the parts of the sayings about great men and explain their meaning.

- | | |
|---------------------------------------|--|
| 1) People ask for criticism ... | a) ... a man thinking too highly of himself. |
| 2) Pride is pleasure arising from ... | b) ... is finding yourself. |
| 3) So much is a man worth ... | c) ... as he esteems himself. |
| 4) The celebrity is a person ... | d) ... but they only want praise. |
| 5) The greatest discovery ... | e) ... won fair lady. |
| 6) Faint heart never ... | f) ... who is known for being well-known. |



At Home: In written form illustrate the proverb you like most.

V Your Language Portfolio: Listening

a) Listen to the conversation of two teenagers, who are preparing for the Quiz "Great Ukrainians" and fill in the chart below with their questions and answers.

| Questions | | Answers | |
|-----------|-----|---------|-----|
| 1. | ... | 1. | ... |
| 2. | ... | 2. | ... |
| 3. | ... | 3. | ... |

b) Act as Oksana and:

- express your worries;
- express your agreement;
- show the way you'll interrupt your friend;
- express your thanks.



c) Act as Taras and:

- express your appreciation;
- show how you ask for more information;
- express your approval;
- express your pride.



d) Transform the dialogue as if you have chosen one celebrity to introduce in the Quiz. Make it up round the middle part.

...

And what about his contribution to Ukrainian science?

Oh, it's great, for example, his inventions, let alone his theoretical works.

...

VI Your Language Portfolio: Writing

Choose the project you'd like to do.

Project I. "Lessons of the Past: A Future Historian's View"

1) It's a very general title. You can specify it describing one of the historical events of your country, for example:

- The origin of the nation;
- The Ukrainian Cossacksdom;
- The history of the 19th (20th) century, etc.

2) Describe any of great men who influenced the history of your country.

3) Collect the information and illustrations about them and find interesting examples or facts. Present your project to the class in the form "The Hall of Fame".

Project II. "Exploring Ukraine: A Future Geographer's View"

1) Choose one of the parts of Ukraine you'd like to explore.

- 2) Find beautiful illustrations of its geography, fauna and flora and provide them with interesting comments.
- 3) Present your project to the class in the form of a leaflet for politically minded.

Project III. "Thinking Politically: A Future Politician's View"

- 1) Think and decide what an ideal state or society you'd like to live in.
- 2) Choose the characteristics of the Ukrainian political system which may be used in the society you are trying to create.
- 3) Determine its political system, the head of the state and the institutions. Present your project to the class in the form of a political poster.

VII Culture Comparison



- 1) What great people of Britain (the USA) can these nations be proud of?
- 2) What British / American celebrities would you nominate as number one? Why?



At Home: Search the Internet and find more information about interesting facts from Ukrainian history, geography, political life, etc.

Go to page 318 for cross-cultural reading.



5.5. Test Yourself

- A. Open the bracket using the Present, Past or Future Perfect Tenses.
1. When the war broke out, my family ... (to leave) the city.
 2. Where ... (to be) you today? Your mum is looking for you.
 3. We ... (to finish) the discussion of this question by the evening.
 4. Steve ... (to pass) his exams in history before I met him.

5. Some pupils of my class ... (to visit) historical places of Ukraine this year.
6. Dad showed me the photos after I ... (to read) the story.
7. Our foreign friends just ... (to return) from Odessa.
8. Our teacher said we already ... (to make) a film about one trip to the Crimea.

CHECK IF YOU:

Can use tenses correctly

YES

NO

B. Paraphrase the underlined parts of the sentences.

1. I've learned much about our present-day history.
2. Kyivan Rus became a strong state.
3. Under the prince's reign Ukrainian territories expanded.
4. This duty is described in our Constitution.
5. Ukraine is a peace-loving country.
6. According to the Constitution, all power in our country belongs to people.
7. Every item position of the Constitution is described in details in the articles.
8. The Constitution describes all branches of power in a general way.

CHECK IF YOU:

Can express the same ideas differently

YES

NO

C. Read the text and choose the correct words to fill in the gaps.

Mykola Myklukha-Maklay, a Ukrainian *0 explorer* is better known to the Ukrainian public because several 1 about him have been recently written and published.

The Myklukha family was 2 and had an estate in the village of Malyna near Kyiv. They sent their son to receive his education 3 St. Petersburg and Leipzig Universities. Mykola Myklukha-Maklay got 4 education which gave him an opportunity to 5 geological prospecting in the land of Polissya. But most of all

he is known for his 6 _____ to New Guinea, Malau Peninsula and islands of the Mallee. His studies of the Bapna people were a considerable contribution to 7 _____. Thanks to his talent of winning the 8 _____ of the people he dealt with, Myklukha-Maklay managed by his openness, compassion and easy going 9 _____ to make himself accepted even by the wildest most savage tribes which until recent time were cannibals. 10 _____, he didn't have time to publish the results of his studies. More than 160 works were 11 _____ in manuscripts, pictures and schemes. The most interesting ones deal with anthropological issues concerning the 12 _____ of New Guinea.

| | A | B | C | D |
|----|------------|-------------|---------------|---------------|
| 0 | artist | explorer | musician | mathematician |
| 1 | books | poems | legends | myths |
| 2 | powerful | prosperous | well-off | poor |
| 3 | to | on | in | at |
| 4 | promising | sufficient | high-standard | excellent |
| 5 | to do | to make | to have | to get |
| 6 | researches | discoveries | expeditions | inventions |
| 7 | geography | ethnography | biology | history |
| 8 | confidence | hope | kindness | trust |
| 9 | attitudes | behaviour | manners | relations |
| 10 | luckily | as a result | unfortunately | finally |
| 11 | written | left | published | kept |
| 12 | fauna | climate | flora | population |

CHECK IF YOU:

Can read and understand the details

YES

NO

D. Listen to the dialogue and mark the true statements.

1. Mum invited her son to visit the National Geography Museum.
2. Andriy is interested in history and wants to know more.
3. They started with a biological hall.
4. Andriy didn't know what a mammoth was.
5. Ancient people used mammoth's bones to build their huts.
6. Many people lived in caves made of wood.
7. People started to use caves in the 20th century.
8. It was warm and comfortable to live in caves.
9. The first people to live in Pecheras were explorers.
10. Andriy got interested in caves and wanted to see more.

CHECK IF YOU:

Can understand two people talking

YES

NO

E. Write an essay about a historical museum you've visited. Try to touch upon the following items:

- any historical events connected with this place;
- its geography, fauna and flora;
- the life of the famous people lived or worked there.

CHECK IF YOU:Can write about some facts of the country
you live in

YES

NO

Unit 6

The World Around You



Pre-test and engage yourself:

1. Can you explain how geographical position can influence people's lives in different parts of the world?

Yes No

2. Can you evaluate the interrelations of Man and Nature in the 21st century?

Yes No

3. Can you interpret the modern picture of the universe?

Yes No

4. Can you express tolerance? Have you ever experienced the need for overcoming intolerance?

Yes No

Welcome to more of it!

6.1. Geography VS People's Lives: Geography and Social Studies

Academic English

- tramp
- drought
- flooding
- time zone
- canyon
- prairie land
- desert
- mountain range
- to acquire new territories
- to be on the move
- freak of nature
- snow plough
- equator

Conversational English

- in pursuit of one's dream
- on sb's own admission
- to venture into sth
- to have an impact on sb / sth
- a risk-taker
- self-reliant
- to have a solution
- to have extremes
- to shape the tradition of sth
- bursts of energy
- to take in sth
- not surprisingly ...
- under the circumstances ...

I Go Ahead!



Read what Sophocles said about man and prove or disapprove his point of view.

"There are many wonderful things in nature, but the most wonderful of all is Man."

Sophocles. *Antigone*

II Rhyme and Reason

Read these words and word-combinations and practise word-stress. Say what personality traits are typical of Ukrainians, Americans and the British. Give reasons for your answer.



(in)for'mality

'scepticism

'willingness to experiment

'optimism

'risk-,taking

'love of ,compromise

hospi'tality

poli'teness

'sense of com,munity





com'petitiveness

'friendliness to strangers

,love of gardening

III Your Helping Hand

GRAMMAR REVISION

Relative Clauses

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 a city which (that) is near the sea.

Don't forget!

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

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.

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

Example: *I remember the day when I met my friend.
That's the club where I play tennis.*

NEW GRAMMAR

Noun

1) To form nouns that will name the performers of an action, add suffixes to the words.

| | |
|----------------------|--|
| -er / -or | teach — teacher; sail — sailor; employ — employer. |
| -ist | science — scientist; communism — communist; economy — economist. |
| -ian / -ician | music — musician; history — historian; politics — politician. |

2) Some English nouns which denote the sphere or man can take part in, take only a singular verb. These are nouns which ends in **-ics** — mathematics, athletics, gymnastics, linguistics, mathematics, physics etc.

Example: *Mathematics is a compulsory subject at school.*

3) The collective nouns, like *people, the police, the clergy, the military, the castle* take a plural verb.

Example: *The police have arrived.*

Don't forget!

✓ The following nouns take only a plural verb:

- | | |
|--------------|------------|
| • brains | • lodgings |
| • clothes | • stairs |
| • outskirts | • earrings |
| • belongings | • looks |
| • spectacles | • glasses |

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

Example: *I have a brother. My brother is a biologist.
I have a brother who is a biologist.*

1. My dad writes many articles. They deal with people's life abroad.
2. That's a laboratory. Famous scientists work there.
3. I remember one meeting. Many famous people participated in it.
4. I became acquainted with a man. The man is a promising musician.
5. My friend has 2 cats. The cats are very funny and clever.
6. It was a good conference. Our English friends made the reports there.
7. I met a young man. He works at the city research centre.
8. John has got a new job. The job is very interesting.

b) Form the nouns that will name the performers of an action and say which of the professions have the most impact on the development of humanity. Give reasons for your decision.

Example: *ecology — ecologist*

I believe this profession is number one because these people try to save our world from destruction.

- | | |
|------------|--------------|
| • magic | • act |
| • science | • invent |
| • piano | • govern |
| • history | • philosophy |
| • politics | • astronomy |
| • art | • physics |

c) Complete the story using nouns formed from the words in the box. Say what impact Stevenson's travelling had on the writer's identity.



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 ... or ... , he was a ... , whose dreams came true.

His father was an ... , but his only son didn't become one, though he studied engineering at Edinburgh University. On his own admission, Stevenson wasn't a ... as his heart and thoughts were somewhere else; his ambition was to become a

Stevenson started his writing career as a ... by contributing to magazines. For some years he journeyed restlessly around Scotland and England like a real A year later in France Stevenson visited a colony, where ... lived. There he met his future wife with whom he visited America and many countries of Europe. The spirit of a ... never left him and soon Stevenson ventured into the mysterious world of the South Seas. His books *Treasure Island*, *Kidnapped*, *A Child's Garden of Verses*, etc made him a celebrated writer who had many ... all over the world.

| | | | | |
|---------|---------|-------|-----------|---------|
| biology | dream | tramp | traveller | physics |
| | journal | sail | | |
| engine | science | art | write | admire |



d) **On Your Own:** Find more information about Robert Louis Stevenson as a traveller and present your findings to the class.

e) Choose the correct forms of the verbs and fill in the sentences.

Example: *The police (is / are) interested in this case.*

1. Unfortunately, Mathematics ... (*is / are*) not my favourite subject.
2. Sorry, but your clothes ... (*is / are*) dirty, change your shirt and trousers.
3. The military ... (*has / have*) occupied the building.
4. My dad is a teacher of English and he says that linguistics ... (*is / are*) a very exciting science.

5. The outskirts of our town ... (*is / are*) quite new and modern.
6. Where ... (*is / are*) the cattle, I wonder?
7. Gymnastics ... (*is / are*) extremely popular in Ukraine.



At Home: Look at the pictures and make a short story on them. Use the correct verb forms.



physics



lodging



the police



clothes / belongings



outskirts



stairs



brain

IV Your Language Portfolio: Reading

a) Read about the way citizens of different countries describe their lands and say how the geographical position may influence people's lives.

Tips for Foreigners

We live on a very small island with a mild climate. Severe winter frosts are very rare and we do not normally suffer from



*Alison Drane,
Great Britain*

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 spend time gardening.

You probably know that no place in Britain is more than 75 miles 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 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 for 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.



*Bob Farrison,
The USA*

My country covers 4500 kilometres from one ocean on the east to another one on the West. Three quarters of the country is washed by the ocean, therefore millions of Americans participate in 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 represent-

ed. 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 and 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 Great Canyon, crossing different rivers, spending days on the vast, flat prairie lands. We call such travellers risk-takers but it is their choice. 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 circumstances people learn to experiment with new inventions like snowmobiles or *snow ploughs*, 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 explore them, moving from east to west, that's why we are always on the move.

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



BrE holiday
AmE vacation

BrE snow plough
AmE snow plow



Clara Thompson,
Australia

BrE favourable
AmE favorable

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.

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.



*Mykola Kalach,
Ukraine*

I think nature has been kind to Ukraine. We have a good climate favourable for agriculture and that's why Ukrainians have much to do all the year round. But spring and autumn are known for bursts of energy. Seeing the bright sunshine of the coming spring and the wet bare soil of the lawn, many city dwellers begin to prepare for the new dacha season.

Autumn brings with it the harvest time and a lot of work. Being hard working, Ukrainians spend the biggest part of their free time on their fields, in the gardens and orchards. Tending the dacha becomes not only a favourite hobby, but it's a way of life and almost an occupation.

The subtropical climate of the Crimea, its picturesque scenery and the Black Sea attract a lot of tourists. No wonder that many Crimeans work in the seasonal tourist trade in the numerous sanatoria on the South Coast, I believe. It shapes the tradi-

tion of hospitality: if you don't take in the stranger and don't take care of him / her, there's no one else who would. As you see, climate has made Ukrainians generous, hospitable and friendly.

They say, to understand the Ukrainians, one must know where they come from. To prove this, I'd like to say that the citizens of the Carpathian region who often suffer from flooding learn how to overcome difficulties. Friends and neighbours come to help without any reward. They share food, together rebuild each other's houses. The great flooding of 2010 demonstrated the extraordinary willingness of them to help each other. Goodness, just goodness, characterises the people of the Carpathians. Don't you think so?

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 Brighton Pavilion — a large building with an unusual oriental design.



Alaska — the largest state in the US which is north-west of Canada and known for being very cold.





The Great Canyon — one of the wonders of America.



The National Kakadu Park — the largest National Park in Australia.



The Great Barrier Reef — the largest coral reef in the world, off the NE Coast of Australia. It is about 2000 kilometres long.

b) Say what geographical factors explain the following characteristic features of people.

- Love of the British to compromise;
- Americans' willingness to experiment;
- Australians' love for their fauna and flora;
- Ukrainians' hospitality and goodness.

Can you add other facts which explain some characteristic features of, Americans', Australians', Ukrainians' or the British?

c) Look at the pictures and say what countries they may be typical and of what features of people and their way of life they describe.





d) Suppose you are talking to a foreign e-pal over the Internet about his / her country and people's lifestyles. Role-play the dialogue using the schemes below.



Ask your foreign e-pal about the part of the country he / she lives in.

Give a short presentation of the place you live in and give a surprising fact about it.

Express your surprise and ask for more information.

Express your agreement and add some details about the fact. Ask if your e-pal has anything of the sort.

Boast of some geographical wonders of your country. Mention their connection with people's lifestyle.

Express your admiration and agreement with your friends about the influence of geography on people. Give the example typical of your country.

Support your friend's idea and develop it.

Express joy on your mutual understanding and ask him / her about similarities in the lives of your countrymen.

Try to find similar features in the lives of people in Ukraine and your friend's country. Ask if your friend shares your ideas.

Appreciate your friend's ideas and add your point of view.

e) In groups, discuss the truth of the following statement:
"A man is known by the place he lives in."

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 ...;
- One more fact ...;
- So

V Your Language Portfolio: Listening

a) Listen to the story "Kyoto Prizes to Further Stress "Moral" Achievements" and say what the purpose of the Kyoto prize is.



The Nobel Prize



The Kyoto Prize

b) Now listen again and correct the errors in the following statements.

1. The Kyoto Prize is the Chinese equivalent to the Nobel Prize.
2. The sponsor of the prize is a successful businessman in medicine and pharmacology.
3. Unlike the Nobel Prize, it is always given to a Corporation.
4. Every spring the winners are given a prize.
5. The winners receive a diploma, a silver watch and 50 million yen.
6. The sponsor feels that more recognition should be given to those who work for individual goals.
7. The founder of the prize hopes to encourage the development of our scientific side.
8. Inamori believes in people's strength.
9. In 2003 the Russian laureate, Zhores Ivanovich Alferov, won the Kyoto prize for Advanced Technology.
10. In 2006 the prize for arts and philosophy went to a film director.



c) **On Your Own:** Find some information about the Nobel Prize and compare it with the Kyoto Prize.

| The Nobel Prize | The Kyoto Prize |
|-----------------|-----------------|
| ... | ... |
| ... | ... |
| ... | ... |

VI Your Language Portfolio: Writing

A Cultural Tip

✓ A piece of advice to a foreigner to avoid a cultural shock while visiting a specific country.

How to write a cultural tip

| Content Tips | Language Tips |
|--|--|
| <ul style="list-style-type: none"> • Give a title to a tip; • Decide on the cultural points that may cause misunderstanding; | <ul style="list-style-type: none"> • Remember that ... • Never ... • Don't forget ... |

- Formulate each point briefly;
- Conclude your tips with hopes for a nice trip;
- Give a tip attributable to the mentioned cultural point.
- Try to avoid ...
- Be ...
- See if ...
- So ...
- ... is / are (in) advisable.

Read the sample cultural tip and see how its author observed content and language tips.

Sample cultural tip:

When in Britain ...

1. Remember that Britain is 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 inter-personal relations are 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.
9. So, observe the culture tips and don't feel embarrassed while in Britain.

VII Culture Comparison



1) Which facts from the life of the English speaking countries mentioned in the text "Tips for Foreigners" can be applied to Ukraine?

2) What other facts show the influence of geography on the life of Ukrainians?

3) What other examples of the Ukrainian way of life would you give to a foreigner to let him / her better understand Ukrainians?



At Home: *In your workbook, write a cultural tip for foreigners who visit Ukraine.*

6.2. Man and Nature: Biology and Social Studies

Academic English

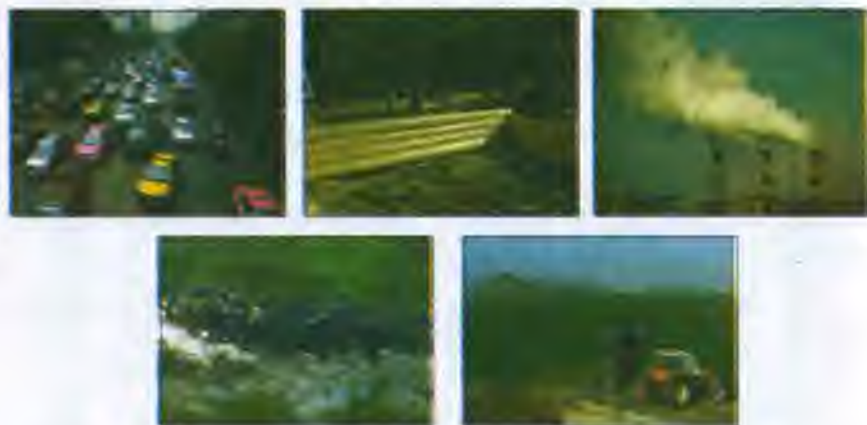
- technical civilization
- environmental damage
- humanity
- to soften the human environmental impact
- global society
- geochemist
- to alter the atmosphere
- sophisticated satellites
- to solve nature's mysteries
- to facilitate the life of sb
- water shortage
- to live in harmony with sth

Conversational English

- to shape one's future / past
- to get knowledgeable
- to serve sb's necessities
- to know sth (not) by hearsay
- to be dedicated to
- to set sth up
- to focus attention on sth
- everlasting
- consequence
- in short
- I'm with you on that.

I Go Ahead!

Look at the photos and say how the modern technological civilization influences the environment. Give illustrations to support your ideas.



II Rhyme and Reason

Read the poem "In the Fields" by Charlotte Mew on page 304 and practise poetic intonation. Say how the picture reflects the feelings which the poet is trying to convey to the reader. Do you share any of them?

III Enrich Yourself!

a) Read the words, phrases, expressions on page 265 and group them up according to the pictures.



b) Comment on the meaning of the following words and word-combinations. Support your ideas with examples.

- technological *civilization*;
- environmental damage;
- water shortage;
- habitat;
- everlasting harmony;
- sophisticated technologies and innovations.


BrE *civilisation*
AmE *civilization*

c) Paraphrase the underlined parts of the sentences.

1. Today humanity has gained considerably bigger knowledge of the Earth.

Example: *Today humanity has become knowledgeable about the Earth.*

2. PETA is devoted to animals' protection.
3. A new ecological club was founded in our school.
4. I fully agree with my friends about the necessity of nature protection.
5. Pollution of all kinds does our environment a lot of harm.
6. Many new technologies changed our environment for worse.
7. Many years ago people lived in peace with nature.
8. Full name of the organization is the World Wide Fund for Nature, abbreviated as WWF.

 d) In groups, make up regulations for preventing one of the disasters in the pictures. Present your list to the class.



wildlife



oil tanker incident



cruelty to wildlife



deforestation



waste

| Do's | Don'ts |
|---|---|
| <ul style="list-style-type: none"> • Feed your animals properly if you use them in your work. • | <ul style="list-style-type: none"> • Don't give animals any medicine which makes them quiet and obedient. • |

e) Look at the sets 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" (Georg Henrick von Wright).



S. Vasilkivsky



I. Avazovsky



M. Pimonenko





Y. Leschenko



K. Kostandi



At Home: Find more contrasting pictures and write about the environmental problems they can illustrate.

IV Your Language portfolio: Reading

a) Read what problems these children discuss at the meeting of their eco-club and say what decision they've come to.

The participants of the meeting:

Oksana — head of the ecological school club;

Bogdan — a correspondent of the newspaper "Zeleny Swit";

Nina Petrovna — a teacher of biology, the supervisor of the school eco-club;

Helen — a newcomer;

Vaselina — a member of the "Green Guard" **organisation**;

Boris — a member of the eco-club.

BrE organisation
AmE organization



At the Ecological Club Meeting

Part I

- Oksana:** I'd like to welcome those 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, welcome to our meeting of the ecological club.
- Nina Petrovna:** I'm glad that so many children of our school have become environmental activists. 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.
- Boris:** Let's remember the surprising observation a great Ukrainian scientist Volodimir 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.
- Bogdan:** So, the great geochemist's words have come true. Today many scientists say that Vernadsky's thinking has already been proved correct: people have significantly altered the atmosphere and influenced strong eco-systems and natural selection. Today this influence is a lot stronger. Becoming far more knowledgeable, people 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.
- Boris:** 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, our planet is our habitat!

Vaselina: I'm with Boris on that. It's true that great achievements of the human race have facilitated the life of people, 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 Petrovna: Don't you argue! We all understand that man's being nature's child, we must be able to protect it. And we've gathered 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.

Vaselina: 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 a future in which humans live in harmony with nature. I've got their symbol. Here it is.



Bogdan: 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 newspaper "*Zeleniy Svit*" — to provide information on environmental issues to children, to encourage and facilitate youth's involvement with effective environmental action. By the way, membership is free to children and teachers. There's also their symbol.



Oksana: Thank you, it's pretty good, Boris. 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. This title is a bit shorter than the whole one — People for the Ethical Treatment of Animals, to inform us of their activities.

Nina Petrovna: 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 their task is far more important.

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

Across Cultures: Ukraine / The USA

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



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.



Kids F.A.C.E. — the world's largest youth environmental organisation started in 1989 and has more than 300,000 individual members.



b) Look at the pictures and say how they can be attributable to the content of the text.



Kids F.A.C.E.®



c) **On Your Own:** Give your example(s) of how people's activity influences the environment.

d) 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. ... led to read 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.

V Your Language Portfolio: Writing

A Warning Leaflet

✓ A warning leaflet is a small book or piece of paper advertising something, or giving information on a particular subject.

How to write a warning leaflet

Content Tips

- 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.

Language Tips

- 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 ...

Read the sample warning leaflet and say if its author managed to observe the tips.

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 such 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.

VI Culture Comparison



- 1) What impact of technological progress and people's activities has been made on your country (the place you live in)?
- 2) Which nature protection organisations are popular in Ukraine?
- 3) What other forms of ecological activities are effectively used in Ukraine?



At Home: *In your workbook, design a leaflet on an ecological problem of your region.*

6.3. Your Picture of the Universe: Physics and Philosophy

Academic English

- to give a public lecture on sth
- nature of the universe
- non-specialist
- to orbit around sth
- galaxy

Conversational English

- rubbish
- to give a superior smile
- to find sth ridiculous
- to suggest answers
- longstanding questions
- to seem as obvious as sth

- entropy
- breakthrough in physics
- eclipse
- vast tracts of empty space
- to determine / work out a distance to sth
- to rotate
- light-year
- average-sized
- stellar birth
- Only time will tell.
- without an explanation
- to date back to (time)
- In order to prove sth ...
- to put forward an argument
- to be made possible in part by sth

I Go Ahead!

Spend some time thinking about it and add your own questions to the list:

- "We find ourselves in a bewildering world. We want to make sense of what we see around us and to ask:
- What is the nature of the universe?
- What is our place in it and where did it and we come from?
- Why is it the way it is?"

*(written by Stephen Hawking,
the world's greatest living scientist)*

- ...
- ...

II Rhyme and Reason

Read this part of the poem "Per Aspera ad Astra: Through Difficulties, to the Stars" on page 305 and practise the sounds /i:/ and /s/. Say what you can see and feel if you look at the sky on a clear, moonless night.

III Your Helping Hand

GRAMMAR REVISION

Adjective or Adverb?

- If you want to describe a noun or a pronoun, use adjectives.



Example: *It was a longstanding question.*

- If you want to describe verbs, use adverbs.

Example: *You need to prove it scientifically.*

- You form many adverbs by adding *-ly* to an adjective.

Example: *bad — badly*
easy — easily
obvious — obviously

- Some words that end in *-ly* are adjectives, not adverbs: *friendly, lovely, lonely, silly* etc. You can't make adverbs from them so you use an adverbial phrase.

Example: *They greeted me in a friendly way.*

- Some adjectives and adverbs have the same form: *early, fast, free, hard, high, late, straight, wide.*

Example: *You can get advice free from the local library.*
It's a free website. You don't have to pay.

- Some adjectives form two adverbs with different meanings: *free — free / freely, hard — hard / hardly, late — late / lately.*

Example: *He works hard.*
I hardly know him.

NEW GRAMMAR

Position and Order of Adverbs

Use adverbs of manner:

- With verbs to say how something happens or is done.

Example: *He answered me coldly.*

- Before adjectives, past participles, other adverbs and prepositional expressions.

Example: *The job was surprisingly easy.*
The idea was nicely presented.
You're driving unusually fast.

- With verbs to say where or when something happens.

Example: *I saw Gina yesterday.*

Don't forget!

✓ If there is more than one kind of adverbs in a sentence, use them in this order: manner — place — time.

Example: *He stood quietly nearby the whole evening.*

a) Complete the article using adverbs formed from the adjectives in the box.

extreme recent enthusiastic proper
dangerous bad

I had a nightmare recently. I dreamt I was bungee jumping, that's when you throw yourself off a bridge and your feet are attached to an elasticated rope that pulls you back again. I didn't do the jump ... , in fact, I did it ... because I fell only a few metres and was dangling ... just below the bridge for ages. Then I woke up and thanked my lucky stars ... that it had been only a dream.

b) Read the sentences and choose the correct word.

Example: *I read an (amazing / amazingly) interesting thing in the newspaper this morning.*

1. He has been working (*hard / hardly*) and deserves a good rest.
2. She looked (*angry / angrily*) at the manager.
3. We didn't go out because it was raining (*heavy / heavily*).
4. My friend is (*terrible / terribly*) upset about losing her job.
5. We waited (*patient / patiently*) without complaining.

c) Look at the picture, read the dialogue and fill in suitable adverbs.



- A: Have you heard? There has been a horrible accident ...
(ADVERB OF TIME)
- B: Oh, dear! What's happened?
- A: Henry has had a car accident ... (ADVERB OF PLACE) .
- B: How horrible! Is he ... (ADVERB OF MANNER) injured?
- A: An ambulance has ... (ADVERB OF TIME) taken him to hospital.
- B: How did it happen?
- A: He was ... (ADVERB OF MANNER) hit by an express train.
- B: Perhaps he'll be all right ... (ADVERB OF TIME).

IV Enrich Yourself!

a) Match the adjectives to the nouns and make your own sentences with them.

| Adjectives | Nouns |
|-----------------|--------------|
| 1. public | a. grace |
| 2. superior | b. entropy |
| 3. longstanding | c. lecture |
| 4. vast | d. space |
| 5. empty | e. tracts |
| 6. galactic | f. questions |
| 7. endless | g. smile |
| 8. stellar | h. birth |

b) Answer the questions.

- What breakthroughs in physics are you familiar with?
- Have you ever been at a public lecture on science?
- What physical phenomenon do you find ridiculous or hard to understand?
- What argument can you put forward for your picture of the universe?
- Have you ever seen the sun eclipse? The moon eclipse? What are they caused by?
- What is the centre of our universe?

c) Look at the map of the sky at night and say what major stars shine in the darkness. Describe the picture using the words and word-combinations below.



- to orbit around sth;
- galaxy;
- vast tracts of empty space;
- to determine/work out a distance to sth;
- to rotate;
- light-year;
- average-sized;
- stellar birth.



At Home: Find more information about major stars and present your findings to the class.

V Your Language Portfolio: Reading

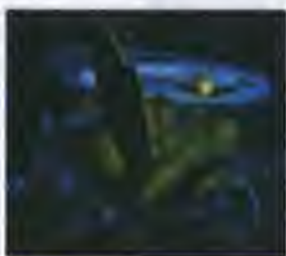
a) Read these extracts from Stephen Hawking's book for the non-specialist "A Brief History of Time" and say how they relate to the illustrations given.

Our Picture of the Universe



Stephen Hawking

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 eclipses of the moon were caused by the earth coming between the sun and 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!



BrE round
AmE around

Across Cultures: The UK / The USA

Bertrand Russell (May, 18, 1872 — February, 2, 1970) was the English philosopher, logician, mathematician, historian, and social critic.



- ✓ It does not try to keep the main style or format of the original.
- ✓ Summaries are concise, though they include the most important parts of the piece summarized.

How to write a summary

Content tips

- Briefly tell what the book is about.
- Keep your description short.
- Finish with a concluding thought of the book as a whole.

Language tips

- The major topic is ...
- The events that moved the story forward include ...
- The unique thing about ... seems to be ...
- The book depicts ...
- The central figure (idea) is ...
- Not far into the book ...
- Throughout most of the book ...
- I would recommend it to others because ...
- In the final chapter ...
- There is no question that ...

Read the sample summary of Stephen Hawking's book "A Brief History of Time" and say how its author complied with the tips.

Sample summary:

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.

VII Culture Comparison



- 1) What Ukrainian scientists have contributed to our modern picture of the universe?
- 2) What school subjects can help you understand the nature of the universe? How?



At Home: *In your workbook, write a summary of the science book of your choice.*

6.4. Expressing Tolerance: Communication Skills

How to express tolerance

Initiations

- You're crying. What's wrong?
- It's just that ... is making my life hell.
- ... is such a bully. He's constantly calling me names.
- ...does that to almost everyone!
- Why don't you tell the ... ?
- My ... says that bullying is a form of verbal and physical harassment.
- What if you try talking with ... openly about how much his words hurt you?

Responses

- He's just unable to understand other people's feelings.
- You just have to ignore him.
- But that's the problem. When he attacks a victim, the bully in him feels powerful and in control.
- I complained once or twice, but the ... would say
- Eventually he'll grow out of it and leave ... alone.
- That's true. A common trait among bullies is lack of sympathy and tolerance.
- Perhaps I will.
- I think communication is a possible solution to overcoming intolerance.

I Go Ahead!

Read three definitions of tolerance and say which one appeals to you most. Give your reasons.

TOLERANCE is

- a fair and objective attitude toward those whose opinion, practices, race, religion, nationality differ from your own;
- interest in and concern for ideas, opinions, practices, foreign to your own;
- understanding, acceptance and cooperation.

II Rhyme and Reason

Read the poem on tolerance on page 305 and practise logical stress. Say what power you possess or would like to have.

III Express Yourself!

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

1. — You're crying. What's wrong?
— It's just that ... is making my life hell!
— He's just unable to understand other people's feelings.



David

2. — ... is such a bully. He's constantly calling me names.
— You just have to ignore him.



Ken



Matt

3. — ... does that to almost everyone!
 — But that's the problem. When he attacks a victim, the bully in him feels powerful and in control.



teacher

4. — Why don't you tell the ... ?
 — I complained once or twice, but the teacher would say, "Eventually he'll grow out of it and leave you alone".



dad

5. — My ... says that bullying is a form of verbal and physical harassment.
 — That's true. A common trait among bullies is lack of sympathy and tolerance.



talking openly

6. — What if you try ... with David ... about how much his words hurt you?
 — Perhaps I will. I think communication is a possible solution to overcoming intolerance.

b) Read and respond, expressing tolerance.

Example: — *You're crying. What's wrong?*

— *It's just that Nick is making my life hell!*

1. — Peter is such a bully.
— ...
2. — Ann is constantly calling me names.
— ...
3. — Glen does that to almost everyone!
— ...
4. — Why don't you tell the teacher?
— ...
5. — A common trait among bullies is lack of sympathy and tolerance.
— ...

c) Read and give the context to:

Example: — *This boy is just unable to understand other people's feelings.*
— *That's true.*

1. — ...
— You just have to ignore him.
2. — ...
— Perhaps I will.
3. — ...
— I think communication is a possible solution to overcoming intolerance.
4. — ...
— But that's the problem!
5. — ...
— When he attacks a victim, the bully in him feels powerful and in control.

IV Work your Wisdom!

Match the parts of S. Chinmoy's sayings about tolerance and explain their meaning.

- | | |
|--|--|
| 1. Tolerance is a secret ... | a) ... eternal partners to be victorious in life. |
| 2. Strength and tolerance must be ... | b) ... try to smile. To your great surprise, you will succeed. |
| 3. Tolerance is not peace, but from tolerance, ... | c) ... and sacred way to enrich our human lives. |
| 4. When all else fails, ... | d) ... in the near or distant future, peace may blossom. |



At Home: *In written form, illustrate the proverb you like most.*

V Your Language Portfolio: Listening

a) Listen to the conversation of two teenagers talking about the problem of bullying and answer the following questions:

- What type of intolerance is described?
- What solutions to the problem are suggested?
- What way(s) of expressing tolerance on the part of the speakers appeal to you most?



b) Act as Chloe and express:

- concern;
- tolerance;
- understanding;
- hope for the better.



c) Act as Emma and express:

- complaint;
- hurt feelings;
- pessimism;
- common sense.

d) Transform the dialogue as if Emma has been a victim of a bully, too. Make it up round the middle part.

...

Emma: I was growing up a redhead and feeling like one of the tallest people in the world. It taught me early on that being different was not as favorable as I had previously thought.

Chloe: Are you serious? I would never have thought that you have been targeted for bullying by other kids! You have that inner strength in you.

Emma: I was able to laugh off some of the comments and ignore what was said.



e) **On Your Own:** Find more information about teaching tolerance in schools and present your findings to the class.

VI Your Language Portfolio: Writing

Choose the project you'd like to do.

Project I. "People and Places: A Future Geographer's View"

1) It's a very general title. You can specify it describing one of the English-speaking countries, for example:

- Great Britain;
- The USA;
- Canada;
- Australia;
- New Zealand.

2) Describe the country of your choice and say how the geographical position influences people's lives.

3) Collect the information and illustrations about people in the country of your choice and find interesting examples or facts. Present your project to the class in a form of a geographical map.

Project II. "S.O.S: A Future Biologist's View"

1) Think and decide what environmental organisation you'd like to join.

- 2) Choose the activities of this environmental organisation which look especially useful to you.
- 3) Decide on the way you can contribute to the environmental activity of your choice. Present your project to the class in a form of an action plan.

Project III. "Per Aspera ad Astra: Through Difficulties, to the Stars: A Future Philosopher's View"

- 1) Choose one of the longstanding questions about the nature of the universe you'd like to explore.
- 2) Find some relevant information from different branches of science and provide hypothetical answers to the question of your choice.
- 3) Present your project to the class in a form of a question-and-answer poster.

VII Culture Comparison



- 1) What opportunities and resources are available in Ukraine for you to make the world around you a better place?
- 2) What responsibility do you take for the future of your native country or locality?



At Home: Search the Internet and find more information about the world around you.

Go to page 321 for cross-cultural reading.



6.5. Test Yourself

A. Choose the correct form of the verb and fill in the sentences.

1. Nancy's clothes ... (*is / are*) always of the latest fashion.
2. "What ... (*is / are*) the news?" he asked.

- The police ... (*is / are*) near the building talking to people.
- The English ... (*is / are*) proud and independent people.
- All the furniture in my house ... (*is / are*) new and modern.
- Look! Her hair ... (*is / are*) quite thin and grey.
- Mathematics ... (*is / are*) difficult subject for me.
- The USA ... (*is / are*) a big and powerful country.

CHECK IF YOU:

Can use nouns in singular and plural

YES

NO

B. Paraphrase the underlined parts of the sentences.

- Americans are constantly moving from one place to another.
- As he himself says, he is a real bookworm.
- The film we've recently seen influenced us greatly.
- My parents say I should rely only on myself.
- By the end of the year we will have got more knowledge about acid rain.
- The scientist's research is devoted to the problem of Earthquakes.
- Last year we founded a new eco club at our school.
- I absolutely agree with my e-pal on these problems of environmental protection.

CHECK IF YOU:

Can express the same ideas differently

YES

NO

C. Read the text and complete it with the correct form of the word in brackets.

Humanity is characterised by the 1 _____ (ABLE) to use technology and to shape their environment. The 2 _____ (DISCOVER) of new sophisticated technologies opened a new era of technological 3 _____ (CIVILISED). In our time, computers and the Internet have 4 _____ (SPEED) up communication and ordinary people have now access to 5 _____ (INFORM) that was once available to only the privileged few.



However, technology also has a negative aspect. Our planet faces 6 (POLLUTE), which alters the atmosphere. We will need to work together with the help of 7 (SCIENCE) and 8 (POLITICS) to save our planet. There is no 9 (DOUBTFUL) that new sophisticated technology shouldn't bring 10 (ENVIRONMENT) damage and do harm. On the contrary, technological progress must serve the 11 (NECESSARY) of people and change their lives for better. If we focus our 12 (ATTENTIVE) on the burning problems of environment today, we'll save our habitat.

CHECK IF YOU:

Can read the text and understand the details

YES

NO

D. Listen to the conversation of two friends and choose the correct answers to the questions.

1. What question did the career advisor ask pupils?

- a) about their hobbies;
- b) about favourite sports;
- c) about their future;
- d) about their family.

2. What do Asian people do in England?

- a) run theatres and cinemas;
- b) become doctors or run grocery shops;
- c) own spice shops;
- d) open health clinics.

3. How do shop assistants behave when Asian children enter their shops?

- a) they watch them carefully;
- b) they inspect them after their shopping;
- c) they insult them;
- d) they don't allow them to go wherever they want.

4. Why was Jack offended?

- a) he was insulted in the shop;

- b) he was also discriminated against by Asians;
c) he wasn't served at a café;
d) he was called all kinds of names in the street.
- 5. What did Jack's sister think of the place they had been too?**
a) she liked it a lot;
b) she couldn't help criticizing it;
c) she was not satisfied with food;
d) she really disliked it.
- 6. Who was rude to Jack and his sister?**
a) a waiter;
b) their friend Rumal;
c) their career advisor;
d) the owner of the restaurant.
- 7. What did Rumal think of white people?**
a) they are all the same;
b) they are all friendly and pleasant;
c) they are different;
d) they are hostile.
- 8. What are relations like between white and Asian children?**
a) many of them are friends;
b) some of them are on bad terms;
c) they are enemies;
d) they are rivals.
- 9. How old is Jack's sister?**
a) she is much younger than Jack;
b) she is of the same age with Rumal;
c) she is older than Rumal's sister;
d) she is the same age as Rumal's niece.
- 10. How did the boys decide to break down walls of racism?**
a) they decided to talk to their friends;
b) they decided to avoid each other;
c) they decided to introduce the girls to each other;
d) they decided to participate in the international TV show.

CHECK IF YOU:

Can understand the dialogue in details

YES

NO

E. Write a descriptive essay on the problem "Man and Scientific Progress".

CHECK IF YOU:

Can write a descriptive essay

YES

NO

RHYME AND REASON

Getting Started

1. Summing up Your Summer

Summer Jazz Chant

- What did you do in summer?
Where did you go?
— I travelled round the world
by plane, by train, by boat.
— What did you see?
Whom did you meet?
— I saw lots of places,
Made friends with Pete.
— Are you pleased and thrilled?
Are you happy with your rest?
— I had a wonderful summer
And enjoyed it the best.

2. School: Now for It!

School



A 'million, 'billion, 'zillion 'miles
from ,home
'Waiting for the 'bell to ,go.
(To 'go ,where?)



'Why are they 'so 'big,
'other children?
'So 'noisy? 'So 'much at 'home?
They 'must have been 'born in 'uniform.
'Lived 'all their 'lives in 'playgrounds.
'Spent their 'years in 'venting 'games
That 'don't 'let me 'in. 'Games
That are 'rough, that 'swallow you 'up...
I 'wish I could re'member my 'name,
'Mummy 'said it would 'come in 'useful...
Per'haps the 'teacher will 'read it for me.
'Tea — 'cher. The 'one who 'makes the 'tea.

(Roger McGough)

Unit 1: Family and Friends

1.1. Relationships in the Family: Psychology



Family Having Dinner

David asks for his dessert,
Peggy wants to press her skirt,
She has dance class and she's late.
David says he cannot wait,
Mike is giving him a ride,
He'll just have to wait outside.
Mother starts to serve the pie,
Benjamin begins to cry,



Mother asks him what is wrong,
 Father says the tea's too strong,
 Ann gets up to get the phone,
 Benjamin begins to moan,
 David says the crust is tough,
 Mother says she's had enough,
 Father says it's not too bad,
 Mother says she's going mad,
 David wiggles like a mouse,
 That is dinner at our house.

(after Mary Ann Hoberman)

1.3. In a Teens' World: Social Studies

To a Teenager

Growing up, doesn't it just suck,
 It seems to be full of constant bad
 luck.

Zits, bad hair days and putting on
 weight,

So many reasons for your self-hate.

But hey, you're alive, you are
 unique, you are so cool,

Why do you always feel such a fool?

Be true to yourself; forget all your
 faults,

And you'll soon be thinking much
 happier thoughts.

Live life to the max and paint your
 town red,

Who cares what people think and what they've said?

Don't let them win and make you feel bad,

'Cause people like that are really quite sad.

So, enjoy your teens and have some fun,

Your life has only just begun!



(after Lauren Romford)



1.4. Breaking the Ice: Communication Skills

Do You Know Sam?

- Do you know Sam?
- Sam who?
- Sam Nell.
- I know him very well.
He is a pretty good friend of mine.
- Is he cute and smart?
- Is he fond of arts?
- He is good at darts.
And the best at dance,
He is a pretty good friend of mine.

Unit 2: Your Schooling

2.1. Life after Kindergarten: Human Development

As I Grow

As I grow PLEASE... understand that I am growing up and changing very fast. It must be difficult to keep pace, but please try.

As I grow PLEASE... listen to me and give me brief, clear answers to my questions. Then I will keep sharing my thoughts and feelings.

As I grow PLEASE... reward me for telling the truth, then I am not frightened into lying.

As I grow PLEASE... tell me when you make mistakes and what you learned from them. Then I can accept that I am O.K. even when I blunder.

As I grow PLEASE... pay attention to me and spend time with me. Then I can believe that I am important and worthwhile.

As I grow PLEASE... do the things that you want me to do. Then I have a good, positive role model.



As I grow PLEASE... trust and respect me. Even though I am smaller than you, I have feelings and needs, just like you.

As I grow PLEASE... compliment and appreciate me. Then I will feel good and I will want to continue to please you.

As I grow PLEASE... help me explore my unique interest, talents, and potential in order for me to be happy, I need to be me and not you or someone you want me to be.

As I grow PLEASE... be an Individual and create your own happiness. Then you can teach me the same and I can live a happy, successful and fulfilling life.

THANK YOU FOR HELPING ME!

(Helene Rothschild)

2.3. Your Learning Skills: Testing

World's Hardest Test

Preparing today for the standardised test
our teacher said there was a lot to digest.

We'd have to divide by the square root of three
and learn to spell zygote, facade and marquis.

We'd need to play the xylophone, trumpet and flute,
accordion, banjo, piano and lute,
recite all the capital cities by heart
and learn to take rocketship engines apart.

We'd have to speak Latin, Swahili and Greek,
learn nuclear fusion and fencing technique,
remember the fables of Persia and Rome
and crack all the codes in the human genome.

Then just when we thought that our heads might explode
from learning Chinese or dissecting a toad
she told us the very best thing she could say:
that she was just kidding; it's April Fool's Day.

(Kenn Nesbitt)



2.4. Self-directed Learning: Communication Skills

The Genie in You

There's a genie deep in you;
He's been there from the start.
He's not in some old dusty lamp;
He lives within your heart.

He'll grant you all your wishes;
Make every dream come true;
For you alone command him —
He does what you say "Do!"

You tell him through your feelings;
Not just the words you say;
For what you truly feel within
Sends genie on the way.

So when your thoughts are fearful
Instead of full of faith,
He still must do your bidding,
He knows no other way.

For he can only give you
What you believe is true.
No matter what the truth may be —
Life gives your truth to you.

Now since you know this genie
Has always obeyed you,
You also know why all your dreams
Have never all come true.

But now you know the way to make
Your every dream come true;
You know what all the sages knew, —
That genie, friend, is you!



Unit 3: Your Quality Time

3.4. The Sound of Music: Communication Skills

The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

(after Henry Wadsworth Longfellow)

Unit 4: Britain as You Know It

4.3. Picturing Britain: Visual Arts

Painting with Words

Talk...

Talk...

Subjects and perspective,

Views and light,

Canvas prepped

And colours.

Looking deep...

Thinking...

Analysing...

Finding the hidden colours,



Hidden views,
Hidden perspective.
Complements and contrast...
Pick up the brush and dip in into the paint.
The first stroke...
Committed.

(Unknown author)

Unit 5: You are from Ukraine, Right?

5.2. From East to West: Geography

This land is your land,
This land is my land,
From the Crimean steppes to Khortistsya Island
From the river Dnipro to the Black Sea waters
This land is made for you and me.

Unit 6: The World Around You

6.2. Man and Nature: Biology and Social Studies

In the Fields

Lord, when I 'look at 'lovely 'things which ,passed,
Under 'old ,trees the 'shadow of 'young ,leaves
'Dancing to 'please the 'wind along the ,grass,





On the 'gold 'stillness of the 'August 'sun and the 'August
 sheaves;
 'Can I be'lieve there is a 'heavenlier 'world than ,this?
 And 'if there ,is
 'Will the 'strange 'heart of any |everlasting 'thing
 'Bring me 'these 'dreams that 'take my 'breath a,way?
 They 'come at 'evening with the 'home-flying ,rooks and the
 'scent of 'hay,
 'Over the ,fields. They 'come in spring,
 (*Charlotte Mew*)

6.3. Your Picture of the Universe: Physics and Philosophy

Per Aspera ad Astra: Through Difficulties, to the Stars

| | |
|--|---|
| On the edge of waking From quantum dreams, Where evolution of galaxies May not be what it seems, Can science only stop For a moment's silence | Without an explanation, Just to consider the beauty In violence of stellar birth And the endless grace Of galactic entropy? |
|--|---|

6.4. Expressing Tolerance: Communication Skills

Poem on Tolerance

If I cannot have com'passion-power,
 Let me have for,giveness-power.
 If I cannot have for'giveness-power,
 Let me have ,tolerance-power.
 If I cannot have 'tolerance-power,
 Let me at least delay
 My judgement-power.
 (*By S. Chinmoy*)

A CROSS-CULTURAL READER

Unit 1: Family and Friends

1. Read the story and say:

- in what country the scene is laid;
- what helped you to understand it;
- what the mother thought about food;
- where the humour of the story lies.

But You Promised You Wouldn't Tell

(After Bel Mooney)

Dad was going to be in charge this Saturday again. It happened a lot nowadays, because Kitty's Mum's job meant that sometimes she had to work on Saturdays.

She was in a bossy mood that morning. "There's a lot of salad in the fridge for lunch," she said, "and I want you to eat it up".

The children protested.

"Rabbit food. I don't care for salad," said Daniel.

"I don't want to eat silly salad either," said Kitty. "Can't we have something else?"

But Mum told them off. She knew that salads and stuff like that were healthy food and could do them a lot of good. "Give the salad a try," she said. "You'll see it isn't all so bad to have salad for lunch. And remember once and for all NO biscuits for elevenses. They're bad for your teeth. I know it for a fact."

Mum took her coat and took off. Kitty looked at her father and at the top of her voice shouted, "I don't like the flavour of salad. I'll turn into a rabbit if I eat any more lettuce."

But Dad laughed, and sent them out into the garden to play saying: "Better do as we are told, kids. Your mother will fix you up or we'll get into trouble."

The morning passed quickly. The children had a terrific time playing hide-and-seek with William and Sally, the children next door.

At eleven o'clock Sally and William's mother gave them a plate of chocolate biscuits and glasses of lemonade. Then they went into the garden to help to fix the fence.

As lunchtime came near, Daniel and Kitty went home. It suddenly became chilly, heavy clouds made the sky dark. It began raining. The air was damp and cold. "Lovely weather for rotten salad," said Kitty sarcastically.

At home they were surprised to see a strange man sitting at the kitchen table with Dad. They each had a glass of beer. Dad looked very pleased. "This is Bill, an old friend of mine whom I haven't seen for years." Bill looked at his watch. "Well, if your lady-wife isn't coming home, why don't we all go down the road and get fish and chips?"

The children jumped up and down, screaming with delight. Dad looked at them, then at the fridge door, then at his watch. "Well... Never mind. Come on! But you'd better promise not to tell your mother."

"We won't," cried the children.

When Mum's key turned in the lock, Dad and Daniel were watching a film on television and Kitty was playing with her teddy bear. Mum kissed her. "Hello, love, have you had a lovely day?" Kitty nodded.

"And what about salad for lunch?" asked Mum. Kitty went red. She couldn't tell lies, and disliked cheating. So she told Mum what had happened.

Mum marched into the sitting room. Kitty crept after.

"Well, was it good, having a salad of fish and chips?" Mum asked standing between Dad and the TV. Dad looked guilty but Mum was smiling. "Well, if you must know I met Bill on my way home. And he told me about your lunch."

"And you don't mind?" asked Dad.

"Course not. I'm not a witch, you know. Didn't I say I'm making something you like for supper?"

"What is it, Mum?" asked Kitty.

"Fish and chips," said Mum.

"Oh, no," they all said and then they started to laugh.



2. Look at the pictures and tell the story:



- to be in a bossy mood;
- healthy food;
- to protest;
- flavour of salad;
- lettuce.



- to look pleased;
- to jump up and down;
- to scream with delight;
- to have fish and chips;
- to keep something a secret.



- to go red;
- to tell a lie;
- to look guilty;
- (not) to mind;
- to burst out laughing.

3. Discuss the following questions:

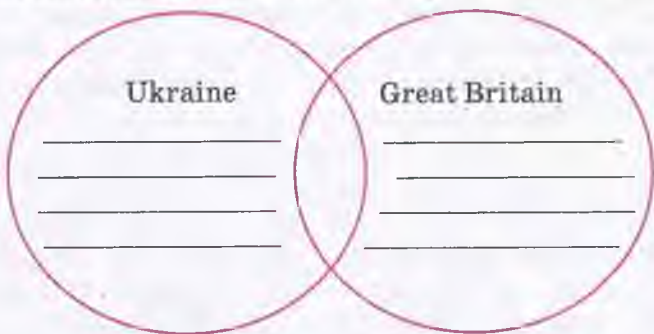
- What are the relations between the members of the family?
- Children and parents. Is there any gap? Misunderstanding?
- Who is in a bossy mood in the family and why? What's your attitude to it?

4. **A Look at Two Cultures.** Discuss these questions and fill in the Venn diagram.

- British children have elevenses before lunch. What is it? Do you have anything of the sort in your culture?
- Fish and chips is a typical British meal which children enjoy. What is a popular Ukrainian meal?



- British families sometimes have lunch at the café, especially at the fast food restaurants. Is it typical of Ukraine?



5. Independent Culture Research.

Using any resources available, find some information about the following cultural phenomena:

- elevenses;
- Chippies.

Unit 2: Your Schooling

1. Read the article about home lessons for two schoolgirls punished for rule violations and say:

- what happened at John Bramston School;
- what measures were taken at the school;
- what was the girls' parents' reaction;
- what were the headmaster's arguments.

Home Lessons for Schoolgirls Upbraided Over Hair Extensions

(By David Sapsted)

Two schoolgirls facing GCSE exams are being taught at home after being banned from classrooms by a headmaster who considered their hairstyles to be "attention-seeking".

Faye Cowing and Chloe Hazlewood have not attended classes at John Bramston School in Witham, Essex, for more than a fortnight. They have been told they will not be allowed to study



with other pupils until they either tie their hair in buns or take out the plaits.

The 15-year-olds paid £85 each to have chest-length extensions braided into their hair last month. After their hairstyles went unmentioned for two weeks, they were ordered into "seclusion", studying by themselves in a separate room. Their parents were so appalled by the decision to keep them from other pupils that they are now helping the girls to study at home.

Janie Cowing, 39, Fay's mother, said that her daughter had worn the same hairstyle for three months last year but that nothing had been said by the school. "Suddenly, it is inappropriate and the school is willing to impede Faye's results by punishing her during the run-up to her GCSE exams," she said.

Paul Hazlewood, 40, Chloe's father, said she had cried when put into seclusion. "I still find it hard to understand," he added. "I have never had anything from the school in writing explaining their position. I asked if it interfered with their work or with their fellow students. If it did, I would do something about it. But I couldn't get a straight answer."

Ted Rowley, the headmaster, said yesterday: "The school rules say that extreme or attention — seeking hairstyles are inappropriate. It is a matter of judgment after that, of course, as to what constitutes attention seeking.

The school is a community and its members have to conform to a set of standards. With 1,000 pupils, the other can be very quick to pick up when someone is flouting those rules.

It is up to the parents to decide if their children are going to support the standards we have set. If they do not, they are free to send them to other schools with different standards to our own."

2. Look at the scheme and speak about the development of events at John Bramston School. Use these word-combinations.





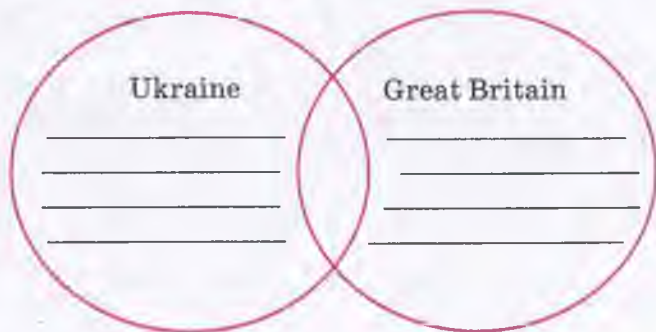
- to wear attention-seeking hairstyles;
- to be banned from classrooms;
- to be put into seclusion;
- to study at home;
- inappropriate;
- to conform to a set of standards;
- to flout the school rules;
- to interfere with somebody.

3. Discuss the following questions:

- How important is it to set the standards at school?
- Is there an appropriate balance between "crime" and punishment in this situation? Why / why not?
- What could have been a better solution to the problem?

4. **A Look at Two Cultures.** Discuss these questions with your friends and fill in the Venn diagram below.

- The school is a community and its members have to conform to a set of standards. What school rules are typical of the Ukrainian educational context?
- The run-up to the GCSE exams is a stressful time for English schoolchildren. What challenges do Ukrainian teenagers face before school graduation?



5. Independent Culture Research.

Using any resources available, find some more information about the following cultural phenomena:

- The GCSE exams;
- School standards in Great Britain and Ukraine.



Unit 3: Your Quality Time

1. Read the story and say:

- why the girl liked to watch square dancing;
- what you've learned about the history of square dancing;
- why square dancing is an enjoyable pastime.

Square Dancing: The American National Folk Dance *(by Anna Lou Martin)*

Some of my earliest memories were of going to square dances with my parents in the back room of a store or a neighbour's living room. Although too young to join in the squares I could polka in between seats and long for the day when I could actually become a square dancer. Gradually people quit having the neighbourhood dances and the only place to square dance in our area was at the tavern, which my parents refused to frequent. It was in these places that square dancing acquired a bad reputation because some of the dancers became inebriated and generally made fools of themselves since they could not follow the calls, or they might fall in the midst of a set. My parents had a dim view of this behaviour. Not only would they not go there, but I was also forbidden to go. I had to wait until a dance was held in some "respectable" place.

Elements of square dancing can be traced back to the early days of mankind in its religious and ritualistic performances. When the colonists came to America, they brought with them forms of dance that can still be seen in modern square dancing.

The pioneers of our country loved to dance. After a house warming, a quilting bee or a barn raising, the musical instruments, such as a fiddle (violin), a banjo or an accordion, were brought out and everyone danced. People remembered some of the dances they had learned in the Old Country but, to make up for what they had forgotten, they improvised.

As the country became more "civilized", the old country dances gave way to more "citized" dance forms such as the waltz and the two-step. Nearly forgotten were polkas, contras, and quadrilles, until along came Henry Ford, the creator of the

Model T Ford automobile. He built a large dance hall in the Detroit, Michigan area and hired a dance teacher to teach the old time dances, including something resembling the modern square dance.

In the late 1940s and early 1950s the beginning of the modern western square dance was making an appearance in our locality. And best of all they were held in places where I was allowed to attend such as a community centre, a Legion Hall or a newly constructed barn. Leaders gathered groups together and attempted to teach the calls but as yet the movement was not fully organized.

During the decades of the 1970s and 1980s square dancing flourished in the United States and spread to several foreign countries. At the national square dance conventions held each year in different cities across the country will be found large delegations, including their callers, from such countries as Germany, Japan, Australia, and Canada. It's a challenge to try to dance to a Japanese caller, even though he is calling in English. One must listen very carefully to the intonation and pronunciation.

Although square dancing may have reached its peak in the United States, it is unlikely that it will die out completely. Something as American as this medium will survive as it had gone in the past through many ups and downs in its history. President Reagan signed an act of Congress in 1982 that designated square dancing as the "official national folk dance." This does not mean that square dancing originated in the United States, it just means that it has evolved into something uniquely American.

For me it is the best form of entertainment and socialization. It combines meeting new friends, aerobic exercise and keeping time to music all in one delightful activity.

2. Look at the picture and retell the story as if you are an American girl. Use the following expressions.

- earliest memories;
- "citized" dances;





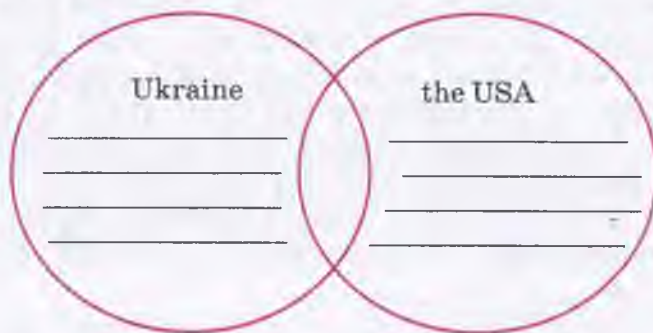
- a truly beautiful sight;
- to become a square dancer;
- the best form of entertainment and socialization.

3. Discuss the following questions:

- Why did the girl's parents refuse to frequent neighbourhood dances?
- Why does the girl say: "The pioneers of our country loved to dance?"
- Why did square dancing spread to foreign countries?

4. **A Look at Two Cultures.** Discuss these questions and fill in the Venn diagram.

- Square dancing is an American invention, which became very popular in the USA. What dance was originated in Ukraine? Is it as popular as square dancing in America?
- For many people in America dancing combines meeting new friends, aerobic exercise and keeping time to music all in one delightful activity. Is it typical of Ukrainians? What delightful activity is popular with you?



5. Independent Culture Research

Using any resources available, find some more information about the following cultural phenomena:

- a banjo;
- a caller;
- quadrilles.



Unit 4: Britain as You Know It

1. Read the extract from Nick Hornby's book "Slam" and answer these questions:

- What was the main character's passion in life?
- Who was the boy's role model?
- How did the teenager communicate with his idol?

"Well Done, Man!"

(adapted from Nick Hornby's novel "Slam")

... I guess that not all of you are skaters, so I should say something straight away, just so there are no terrible misunderstandings. Skating = skateboarding. We never say skateboarding, usually, so this is the only time I'll use the word in this whole story. And if you keep thinking of me messing around on ice, then it's your own stupid fault.

If I'm going to tell this story properly, without trying to hide anything, then there's something I should own up to, because it's important. Here's the thing. I know it sounds stupid, and I'm not this sort of person, honestly. I mean, I don't believe in, you know, ghosts, or reincarnations, or any weird stuff at all. But this, it was just something that started happening, and ... Anyway. I'll just say it, and you can think what you want.

I talk to Tony Hawk, and Tony Hawk talks back.

Some of you, probably the same people who thought I spend my time twirling around on ice skates, won't have heard of Tony Hawk. Well, I'll tell you, but I have to say that you should know already. Not knowing Tony Hawk is like not knowing Robbie Williams, or maybe even Tony Blair. It's worse than that, if you think about it. Because there are loads of politicians, and loads of singers, hundreds of TV programs. George Bush is probably even more famous than Tony Blair, and Britney Spears or Kylie are as famous as Robbie Williams. But there's only one skater, really, and his name is Tony Hawk. Well, there's not only one. But he's definitely the Big One. He's the J. K. Rowling of skaters, the Big Mac, the iPod, the Xbox. The only excuse I'll accept for not knowing TH is that you are not interested in skating.



When I got into skating, my mum bought me a Tony Hawk poster off the Internet. It's the coolest present I've ever had, and it wasn't even the most expensive. And it went straight up onto my bedroom wall, and I just got into the habit of telling it things. At first, I only told Tony about skating — I'd talk about the problems I was having, or the tricks I'd pulled off. I pretty much ran into my room to tell him about the first rock-n-roll I managed, because I knew it would mean much more to a picture of Tony Hawk than it would to a real-life mum. I'm not dissing my mum, but she hasn't got a clue, really. So when I told her about things like that, she'd try to look all enthusiastic, but there was nothing really going on in her eyes. She was all, Oh, that's great. But if I'd asked her what a rock-n-roll was, she wouldn't have been able to tell me. So what was the point? Tony knew, though. Maybe that was why my mum bought me the poster, so that I'd have somebody else to talk to.

The talking back started soon after I'd read his book *Hawk — Occupation: Skateboarder*. I sort of knew what he sounded like then, and some of the things he'd say. To be honest, I sort of knew all of the things he'd say when he talked to me, because they came out of his book. I'd read it forty or fifty times when we started talking, and I've read it a few more times since. In my opinion, it's the best book ever written, and not just if you're a skater. Everyone should read it, because even if you don't like skating, there's something in there that could teach you something. Tony Hawk has been up, and down, and gone through things, just like any politician or musician or soap star. Anyway, because I'd read it forty or fifty times, I could remember pretty much all of it off by heart. So for example, when I told him about the rock-n-rolls, he said, "They aren't too hard. But they're a foundation for learning balance and control of your board on a ramp. Well done, man!"

The "Well done, man!" part was actual conversation. That was new. I made it up. But the rest, those were words he'd used before, more or less. OK, not more or less. Exactly. I wished in a way that I didn't know the book so well, because then I could have left out the bit where he says, "They aren't too hard."

I didn't need to hear that when I'd spent like six months trying to get them right. I wished he'd just said, you know, "Hey! They're a foundation for learning balance and control of your board!" But leaving out "They aren't too hard" wouldn't have been honest. When you think of Tony Hawk talking about rock-n-rolls, you hear him say, "They aren't too hard." I do, anyway. That's just how it is. You can't rewrite history, or leave bits of it out just because it suits you.

2. Look at this Tony Hawk poster and retell the story in his person.

- to go into skating;
- to tell somebody about the first rock-n-roll I managed;
- to go through things;
- to be a foundation for learning balance and control of your board;
- (not) to rewrite history.



3. Discuss the following points:

- Why did the boy choose to talk to the poster rather than to a real-life person?
- What appealed to the boy in Tony Hawk most?
- Why did the boy say: "You can't rewrite history, or leave bits of it out just because it suits you"?

4. **A Look at Two Cultures.** Discuss these questions and fill in the Venn diagram below.

- Skateboarding, or skating as the boy prefers to call it, is a popular pastime with many British and American teenagers. What activities are Ukrainian teenagers interested in? How do they benefit from them?
- There are a lot of names in British and American cultures that everyone should know. The boy, for instance, refers to Robbie Williams, Tony Blair, Britney Spears, J. K. Rowling and others. What Ukrainians are as famous? What good deeds are they known for?



- Tony Hawk is the main character's role model and friend to whom he talks about many things. Who do you usually talk to when you need to pour your heart out?
- Do you always get the desired level of understanding?



5. Independent Culture Research

Using any printed and electronic sources available, find some information about the following:

- famous people:
 - Tony Hawk;
 - Tony Blair;
 - Robbie Williams;
 - J. K. Rowling.
- cultural phenomena:
 - Big Mac;
 - The iPod;
 - The Xbox.

Unit 5: You are from Ukraine, Right?

1. Read the article about Ukrainian science and say:
 - what the first educational establishments of Ukraine were;
 - what the leading sciences are over the past several years;
 - what great scientists glorified the science of Ukraine.

Ukrainian Science

The first venues of science were in Old Rus monasteries. A major such venue of the 18th century was Kyiv Mohyla Acad-



emy. In the 19th century the universities of Kyiv, Kharkiv, Odesa and Lviv became noted research centers where the first national schools of science took shape.

Much credit in the development of Ukrainian science is due to M. Ostrohradsky (mathematics), O. Bodiansky (linguistics), V. Antonovych (history), V. Maksymovych (ethnography and plant physiology), V. Obraztsov, V. Karavaiev, O. Bets, M. Strazhesko, M. Volkovych, and V. Filatov (medicine).

The creation of the Ukrainian Academy of Science in 1918 was the event of historic importance. Among its founding members were V. Vernadsky, a famous 20th century scientist and naturalist; noted historians M. Hrushevsky and D. Bahalii; orientalist A. Krymsky and others

We should give credit to **Ihor Sikorsky (1889–1972)** — scientist, inventor and aircraft designer; father of the first multi-engine plane who was born in Kyiv. He emigrated to the USA in 1919 and in 1939 he designed the first helicopter.

Oleg Antonov (1906–1984) — scientist, aviation engineer, designer. A resident of Kyiv, he designed over 60 planes of various types, including the largest transport plane, "Ruslan", passenger and first-aid planes. Under his guidance, a new brand of planes — AN — appeared. He also founded an aviation design bureau in Kyiv.

Sergiy Korolyov (1906–1966) — scientist and pioneer in space exploration, creator of practical space engineering. Born in Zhytomyr, he graduated from Kyiv Polytechnic Institute and Moscow Higher Technical School. Korolyov headed the design and launch of the first sputniks (satellites), rocket carriers and spacecraft Vostoc and Voskhod.

At present, the National Academy of Science comprises 170 research centers with powerful research-and-productive facilities.

Since 1962 its President has been Boris Paton well-known scientist, organizer, honorary member of academies in many countries.

A great deal has been done in the leading sciences over the past several years. Thus, the world's first laser data storage



came as the result of complex developments by experts on informatics, physics, physical metallurgy and chemistry. World priorities have a number of achievements in machine building, rocket and computer technology, molecular biology, genetic engineering, microbiology and medicine.

The first high-speed train was launched in Ukraine in 2002. It is called the Stolychnyi Express and it connects Kyiv and Kharkiv. The second express service from Kyiv to Dnipropetrovsk started in 2003. Both routes take about five hours.

The National Academy of Ukraine maintains and expands international contacts with academies and research associations and centers in many countries. Over the past several years research and technological cooperation treaties and agreements have been signed with many countries.

2. Look at the scheme and speak about the development of Ukrainian science.



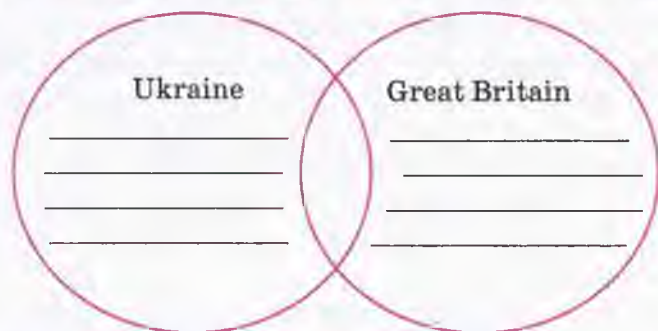
3. Discuss the following questions:

- How does Ukrainian science cooperate with science of Europe?
- What scientists contributed to the development of Ukrainian science?
- Why is the Ukrainian Academy of Science considered to be the centre of Ukrainian science?



4. **A Look at Two Cultures.** Discuss these questions with your friends and fill in the Venn diagram.

- Ukrainian scientists M. Boholubov and M. Kaschenko made great achievements in Physics and Biology. What great British scientists made their world-renowned discoveries in these two sciences?
- Ukraine is known for its plane building and spaceship technology. What are the leading branches of sciences in Britain?



5. Independent Culture Research.

Using any resources available, find some information about the following cultural phenomena:

- Paton's Institute of electronic welding;
- An aviation design bureau.

Unit 6: The World Around You

1. Read the tolerance tale and say:

- what was Red Kangaroo's plan;
- what happened during the walkabout;
- what were the consequences of the conflict.

Crocodile and Ghost Bat Have a Hullabaloo: A Tolerance Tale

In the Dreamtime, all the animal tribes in the outback decided to go on a walkabout. Red Kangaroo, always the most social, had arranged the entire thing.



"It will be a wonderful time for all of us to get to know each other better," Red Kangaroo urged. "We can talk about our families, what we like to eat, where we like to live, and just have a lot of fun."

Red Kangaroo had a very difficult time getting everyone together because some animals liked the night and others liked the day. Finally, they agreed to meet at twilight, the time in between Day and Night.

It started innocently enough. Everyone had been quite nice to each other, getting along well when they stopped for a snack. Koala was chewing eucalyptus leaf salad, and Numbat was quite focused on a termite sandwich. And that's when it happened.

Tasmanian Devil had volunteered to bring a nice stew. When Crocodile asked Ghost Bat to pass the stew, Ghost Bat didn't hear her. Crocodile thought Ghost Bat was ignoring her on purpose, even after Ghost Bat apologized and said he honestly didn't hear her ask for the stew.

"Well I find that a little hard to believe," Crocodile said under her breath, but loud enough for Ghost Bat — with his very large ears — to hear. Others heard, too.

Ghost Bat shot back, "Well at least I don't let my food rot before I eat it." Crocodile was furious. She had long fought against the rumor that crocodiles let their food rot before they eat it, and Ghost Bat knew it simply was not true.

"That's just plain wrong, and you know it!" Crocodile yelled back.

Dibbler Mouse and Wombat took Ghost Bat's side because they, too, had rather large ears. They chimed an old taunt from their childhood aimed at crocodiles: "Rotten food, rotten food, what are you going to feed your brood?"

Then everyone started screaming. Rock-wallaby was called "big foot" by Echidna, and so Rock-wallaby called Echidna a little "puggle." Then Dingo heard someone say something about his dog-breath, and he started howling about how he's not really a dog. So Dingo pushed Emu into a billabong because he thought she'd said it. It went on and on, with everyone calling everyone else names. Red Kangaroo did not know what to do.



And in the twilight of the Dreamtime, both the Day and the Night grew upset.

Looking down from far above, Walu, the sun, was very displeased at the brawl. She hid behind a cloud to keep from seeing the terrible way everyone was behaving.

Then Namarrkun, the lightning man, came out of the sky and made thunder by striking the clouds with the stone axes attached to his elbows and knees. Every time the animal tribes were quarreling, he hissed and crackled until they would stop. He even threw one of his fiery spears to earth to get their attention. That made them scurry into hiding where they'd be left alone to think about the unkind things they'd said to their friends.

And so every time you hear Namarrkun striking the clouds with his stone axe and throwing his fiery spears to the earth, you will know that somewhere someone is name-calling.

(This story is excerpted from Teaching Tolerance's free curriculum, Rhinos and Raspberries, Tolerance Tales for the Early Grades.)

2. Look at the picture and retell the story as if you are Walu, the sun.



- to get to know each other better;
- to start innocently enough;
- to ignore sb on purpose;
- to call names;
- to take sb's side;
- to be very displeased at the brawl.



3. Discuss the following questions:

- Why did animals meet at twilight?
- Why did everyone end up behaving in a terrible way?
- How does this story teach tolerance?

4. **A Look at Two Cultures.** Discuss these questions and fill in the Venn diagram.

- Teaching tolerance is integrated into American schools' curriculum. Who and what helps you to learn the art of living together? How do you express tolerance? Do you sometimes think about the unkind things you might have said to your friends?
- Conflict resolution is very sensitive to culture. In the United States, successful conflict resolution usually involves fostering communication among disputants, problem solving, and drafting agreements that meet their underlying needs. In these situations, conflict resolvers often talk about finding the win-win solution, or mutually satisfying scenario, for everyone involved. How do you resolve conflicts in a Ukrainian cultural context?



5. Independent Culture Research

Using any printed or electronic resources available, find some information about the ways of teaching tolerance in different cultural contexts.

TAPESCRIPTS

Unit 1: Family and Friends

1.1. Relationships in the Family: Psychology

Your Language Portfolio: Listening

News of the Engagement

My mother never came to Bursley Station to meet me when I arrived from London. So I had time to think of the tremendous news I had to tell her, and how to tell it to her. I had thought of it before, of course. I had thought of nothing else since I said good-bye to Agnes in London.

I used to write to my mother every week, telling her about my work and how I spent my time. She knew all my friends by name, and I had often mentioned Agnes and her family in my letters. But it is impossible to write to your mother: "It seems to me that I am falling in love". Or, for example, "I think Agnes likes me. I am sure that she likes me. I'm going to ask her to marry me." I could not write such things in a letter, so I had written nothing about my engagement.

I was the son of a widow. My mother had no other children and nothing else in her life besides me. Now I was about to tell her that I was going to marry a girl she had never seen. I knew that the news would be unexpected and that my mother would probably be a little sad. The situation was delicate, and I felt I would need courage.

My mother was always excited when I came to visit her, but today, I noticed immediately that she was more excited than usual. She looked remarkably young, more like a young girl than a woman of forty-five. As I looked into her shining eyes I thought, "Has she learned about Agnes in some way?" But I said nothing. "I'll tell her at supper," I decided.



"Supper for three!" I thought. "And she didn't say a word about it to me. What can this mean?"

My mother always invited friends for supper when I came to Bursley, but never on my first night.

As I came out of the dining-room, the door-bell rang. Mother ran out of the kitchen, but this time I got to the door first and opened it. It was Mr. Nixon.

Mr. Nixon, a tall, pleasant bachelor of about fifty, had been a friend of our family even before my father's death.

I liked Mr. Nixon very much, but I wasn't very pleased to hear that he would stay to supper. I had decided to speak to Mother about Agnes during supper. I couldn't tell her that I was engaged to marry a young lady she had never seen in front of Mr. Nixon.

When supper was over, I said I had to go to the post-office.

I walked down to the post-office and sent off my letter to Agnes. But Mr. Nixon was still in the house when I came back.

"Come here and sit down. I want to have a little talk with you, Philip."

"All right, Uncle Nixon," I said, sitting down. "What are we going to talk about?"

"Well, my boy," he began. "I want to ask you this question: do you think you will like me as a stepfather?"

It was so unexpected that I could only sit looking at him in the greatest surprise. "What?" I said at last. "You... stepfather?... So, you and Mother?"

"Yes, that's right", he said. "It was only yesterday that she agreed to marry me. I've been in love with her for a long time. I spoke to her some time ago, but I know she hasn't written to you about it. She couldn't, you know. She couldn't write "My dear Philip, an old friend, Mr. Nixon, is in love with me, and I think I'm falling in love with him. I think that I shall probably agree to marry him." Now, Philip, I ask you. Could she write anything like that to her son?"



I laughed. "No, she couldn't," I said. "But it makes no difference. I am delighted. Shake hands!"

My mother came in just then, looking down at the floor, her face red. It was clear that she knew what Nixon had told me.

"The boy is delighted, Sarah," Nixon said shortly.

I said nothing about my own engagement that evening. So I decided that her joy must be the main subject that evening, and that I could wait until the next day to tell her about my own happiness.

(Arnold Bennet)



1.4. Breaking the Ice: Communication Skills

Your Language Portfolio: Listening

- Annie:** Hi, I don't think I've seen you in this group. Are you new?
- Alice:** I am, really. It's my first day.
- Annie:** Welcome. My name is Annie. How do you like the class?
- Alice:** Oh, I really like it.
- Annie:** Yeah, me too so far.
- Alice:** Frankly speaking, it's a little hard for me. I'm only taking it as an elective because my parents want me to go to college. I'm not a "language" person, you know. I like music better. Are you in a music club?
- Annie:** No, but I was thinking of joining the band. I play the guitar. And what musical instruments do you play?
- Alice:** I wish I could play some of them, but in our band I play the alto saxophone.
- Annie:** It's great. I love saxophone. You probably are a romantic person.
- Alice:** My friends say the same. And not only because I love music, but because I write poems for our school journal.
- Annie:** You sure keep busy with all those extra-curricular activities. Any time for friends?
- Alice:** Certainly, we love to hang out at the mall; walk around, look at the trendy clothes store, check out what's new at the music stores and sometimes go to the movies. I have really good friends.
- Anne:** It sounds like a lot of fun! Can I come along?
- Alice:** Sure, no problem. You seem to be a good mixer. Let's make it round about 4 p.m. at our assembly hall. Oh, no, here goes the bell. We'd better run if we want to get to class! See you this afternoon.
- Annie:** See you.



Unit 2: Your Schooling

2.1. Life after Kindergarten: Human Development

Your Language Portfolio: Listening

All parents will be forced to sign “contracts” to ensure their children behave at school, the Government has announced.

Pupils and their families will be required to agree to the deal — setting out minimum standards of behaviour and attendance — before the start of term. Contracts, known as Home School Agreements or HSA, will also establish parents’ responsibilities for the first time.

Ministers suggested that “good” parents would be able to complain about other mothers and fathers who fail to ensure their children behave.

Ed Balls, the Schools Secretary, said the changes would help stop a single student disrupting the education of his or her classmates.

“If the large majority of parents are doing the right thing, but a small minority does not engage, you can have one lesson for 30 kids disrupted by one child,” he said.

“If some parents feel that the HSA is not being enforced against other parents they will be able to tell the local education authority.”

HSAs are already in widespread use. They are currently imposed on the parents of unruly children, forcing them to take responsibility for their behaviour.

But under new rules, all parents of children starting school for the first time will be required to sign them, the Government said.

It will set out rules on behaviour, attendance, school uniform and homework. Parents will have a duty to ensure children meet the tough code.

If not, parents may be hauled before the courts by local authorities especially if they repeatedly break the contract.



2.4. Self-directed Learning: Communication Skills

Your Language Portfolio: Listening

Brenda: Hi, Matt. Have you done the assignment for our art history class?

Matt: Which assignment? I've been sick and I haven't gone to class for a while.

Brenda: We were given an assignment to visit the new exhibit at the country art museum.

Matt: Are you serious? That's exactly what I did last weekend, as part of my self-directed learning plan.

Brenda: Self-directed learning? What do you mean?

Matt: I set my own goals related to learning, plan for their achievement, and manage my time and effort independently.

Brenda: Wow! It's unbelievable! Don't you have enough homework to do for school as it is?

Matt: Sure I do, but making my own decisions what to learn, and how, and when — that's what makes all the difference. The more responsibility you take for your own learning, the more interest you develop in your work.

Brenda: What helps you to reach your goals?

Matt: The first thing to do is to identify the available resources such as books, people, computer technology. Next, I choose the ones that match the way I learn best.

Brenda: I know what you mean — everyone learns in a different manner.

Matt: Right. Some people learn best in a classroom, but I prefer hands-on learning, that is when physical activity is involved. So I often go to museums and the science centre where visitors are welcome to make models, watch and even participate in experiments.

Brenda: And who evaluates your work, I wonder?

Matt: Myself, of course. As I have been practising self-directed learning for quite a while, now I understand that success comes from hard work and perseverance.

Brenda: You must have a very positive image of yourself as a learner, right?

Matt: I think so, because I can use what I have learned to adapt to new situations.

Brenda: Good for you!

Unit 3: Your Quality Time

3.1. Travelling is Worth Troubletaking: Geography

Your Language Portfolio: Listening

James Cook is a famous English explorer who went to sea when he was 18 as a ship's boy on a coal ship. In 1755 Cook volunteered for the Royal Navy as a seaman. He soon proved himself to be an outstanding navigator and was quickly promoted.

In 1768 the Royal Society organised a scientific voyage to Tahiti. Cook was given command of the ship "Endeavour", taking on board some famous scientists and artists. The voyage lasted 3 years. On the journey, Cook insisted on the sailors eating plenty of fresh fruit, and so became the first captain to save his crew from scurvy, a terrible disease caused by lack of vitamin C.

It was thought at that time that a great South Land in which civilized human beings lived existed. Scientists of Britain were anxious to find out if this land really did exist. The scientists and artists on board the ship "Endeavour" were to make a record of all strange things they might discover on the voyage. Cook never did discover the mysterious South Land, but far down in the Southern ocean he did discover the east coast of New Zealand, and he raised the Union Jack to claim it for Britain.



He then sailed right round the two islands, making maps of the whole coast and naming mountains and bays and islands, which still bear the same names today.

Cook and his companions came face to face with the Maoris, the native people who had come to New Zealand from the South Pacific Islands in the 14th century.

After leaving New Zealand, Cook sailed north west. He believed that with luck he might find another land, and 19 days later, that is exactly what he did. It was Australia. They landed in a bay on the north east coast which is today part of Sidney, and to their astonishment they saw plants and creatures that no white man had ever seen before: kangaroos and wombats, koalas, brilliantly coloured birds and butterflies, and grey-green eucalyptus trees of all kinds. Cook named the place "Botany Bay". They also met the dark-skinned Aborigines. The crew were scornful of them and called them animals, but Cook admired their simple way of life.

On his second voyage (1772–1775) Cook sailed south to Australia and then charted the Pacific and its many islands.

On his third voyage (1776–1779) he was ordered to explore a possible sea route around North America from the Pacific. He discovered the Sandwich Islands (Hawaii), explored the Alaska coast, then passed through the Bering Strait, before returning to Hawaii. Cook was the first European to arrive at Hawaii, where he was killed in a fight with the local people. It happened in 1779, but everybody remembers this brave English sailor who made three journeys by sea to the Pacific Ocean.

3.4. The Sound of Music: Communication Skills

Your Language Portfolio: Listening

Kim: Listen! How beautiful Alex's voice sounds! I'm a great admirer of his singing talent.

Joe: Me too. His voice has an unusual range from high to low. I can't wait to hear his renderings of popular folk songs.



- Kim:** I see you are so traditional when it comes to music. And how do you find modern music, I wonder?
- Joe:** It's boring to me. Such sounds as heavy metal or hard rock are too loud, unmusical, angry and ugly, let alone pessimistic.
- Kim:** But I like that sort of thing and I don't find it either ugly or angry as you do. Just the reverse, it fills me with a new life.
- Joe:** I can't believe you listen to that stuff! You are so romantic at heart, as I know you!
- Kim:** Yes, I am, and nevertheless, I can listen to disco music. It just carries me away.
- Joe:** But disco music is different, it's not that vulgar.
- Kim:** It varies: sometimes it's deafening and uplifting, sometimes it's simply rhythmical. My preferences are with the other kind, because I like dancing.
- Joe:** That's better. I also like to dance to rhythmic music. By the way, are you going to a school disco party on Saturday?
- Kim:** Sure. I would never miss such a chance!

Unit 4: Britain as You Know It

4.1. Home Sweet Home: Geography and Architecture

Your Language Portfolio: Listening

A teenage girl, Emily, is visiting her grandma.

- Emily:** Yoo-hoo, Gran! Are you home? The door was open. It's me, Emily!
- Gran:** Oh, Emily, I'm in the spare room. Come through, dear.
- Emily:** What are you doing here, Gran?
- Gran:** Well, I came through to look for a pattern for a cardigan I wanted to knit, but I found some old photographs



instead, and I've been here all day, just remembering things.

Emily: Can I see? Oh, what an old photo! It's black and white.

Gran: Yes, that's my Dad, and I'm the very baby in the pram.

Emily: Ahhh! You were so sweet. Where was it taken?

Gran: It was taken just outside our house at the time. Dad was a miner, and we lived in a terraced house, not far from the mine.

Emily: Do you remember the house?

Gran: Of course I do! In those days the British didn't move house every three years, as they like to nowadays. You had a house, and you lived in it all your life. Dad lived in that house until he died.

Emily: What was it like?

Gran: It was just the same as all the others in the row. It was a 'two up, two down', with a small yard out the back. We didn't have much money, but Mum was very creative, and she could make anything beautiful. She made the little house so comfortable. Even though there were 4 of us children, running around and making a mess, she worked so hard to make sure the house was tidy, dinner was on time, and all our clothes were clean and ironed when we needed them.

Emily: Did you enjoy living there? It must have been a really small place.

Gran: I was happy there, and now I'm happy here! Happiness depends on your attitude, not on the size of your house.



4.4. English Values: Communication Skills

Your Language Portfolio: Listening

Two friends (Jack, who is a Londoner, and Joanna, an exchange student from the overseas) are waiting for going into one of the many cinemas in Leicester Square.

Jack: Did you notice that guy that just walked past us?

Joanna: Not really. Well I saw someone there, but I didn't really pay attention. Why? Do you know him?

Jack: Not at all; but he is apparently trying to jump the queue.

Joanna: Yes? Well? So what?

Jack: Don't you see the point? Queuing is all about fairness. And fair play is one of our ideals. As a foreigner, you may find our unwritten queuing rules somewhat baffling, but to the English they are second nature.

Joanna: And what are these rules, may I ask?

Jack: If you "play fair" and explicitly acknowledge the rights of those in front of you in a queue, they will treat you fairly, or even generously, in return.

Joanna: To the naked eye, an English queue looks rather dull and uninteresting — just a tidy line of people, patiently waiting their turn. Now that you've drawn my attention to it, I look and see, well, perhaps not quite War and Peace, but something a bit more English, let's say Pride and Prejudice.

Jack: Right, right. When you examine English queues closer, you find that each one is a little mini-drama, full of intense moral dilemmas. By the way, another powerful norm of the English society is courtesy, or the rules of Ps and Qs, as we call it.

Joanna: You mean "please" and "thank you", or "kyou" for short, don't you? Every culture has these words!



- Jack:** But we use them more, much more. Some of our politenesses are so deeply ingrained as to be almost involuntary — the “sorry” reflex when bumped, for example.
- Joanna:** “Excuse me, I’m terribly sorry but you seem to be standing on my foot.” — That’s what I heard on the bus today, and many passengers thanked the bus driver when they got off at their stop. The exception was a group of foreign students, who had also omitted the “please” when buying their tickets.
- Jack:** Wow! Congratulations! You did your own cross-cultural research! Then you might be interested in yet another value we believe in — it’s modesty. We place a high value on prohibitions on boasting, for instance. “Don’t boast.” “Stop showing off.” “Don’t be clever.” These are some of the key phrases to remind the speaker about the importance of being modest.
- Joanna:** So it’s bad manners to blow your own trumpet, right?
- Jack:** Exactly. The Englishman uses but few words and expressions — but expresses so much with them.

Unit 5: You are from Ukraine, Right?

5.1. Lessons of the Past: History

Your Language Portfolio: Listening

The Heroic Age

The 16th century came to Ukrainian history as the Cossack period. Historians claim that the original Cossacks were adventurous serfs who had fled their masters and banded together in the Southern Ukrainian steppes. They were obliged to organise themselves into armed bands with fortified towns because they suffered a lot from the Polish kings, the Lithuanian dukes and the Turkish Empire, the frequent raids of the Tatars and nobody could defend the population. By the end of the century, the Cossack host was large and strong enough to offer protec-

.....

tion to the growing communities of free peasants who escaped serfdom and were now settled all along the Southern Dniipro region.

They built a fortress, the Zaporoz'ka Sich. The heart of the Sich was the Island of Khortytsya, which was founded in 1557 by Dmitro Vishnevetsky, who was the 1st Cossaks' hetman. From the Sich they launched their successful raids against foreign oppressors.

Ukrainian peasantry revolted against the yoke of Poland, which brought the Cossack wars of 1648–1651. The Cossacks were led by Hetman Bohdan Khmelnytskyi who joined the Cossacks in the 1620s. He was a great politician who acquired broad knowledge of world history and fluency in Polish, Latin, Turkish, Tatar and French. B. Khmelnytskyi was considered by foreign leaders to be a brilliant diplomat who managed to establish friendly relations with many states. He was also a glorious commander and the battle near the settlement Zhelty Vody was the first victory in a series of victories in three peasant wars. Being an ardent orator, B. Khmelnytskyi stirred the Cossacks to action with his fiery speech.

At the end of December 1647 B. Khmelnytskyi departed for Zaporizhzhia with a small detachment. This event marked the beginning of a new Cossack uprising, which turned into a national revolution that liberated a large part of Ukrainian territory from Poland. Thus a new Cossack Hetman state was established. B. Khmelnytskyi's uprising induced some changes in the political system of Eastern Europe and brought certain changes in the socio-economic structure of Cossack Ukraine. Historians say that B. Khmelnytskyi's Cossack state can be regarded as a new political entity — Ukraine of the Zaporozhzhian Host.

In 1654 B. Khmelnytskyi signed the Treaty of Pereiaslav between Ukraine and Russia to help in their struggle against Poland. He wanted to put Ukraine under the guardianship of a mighty neighbouring state in order to gain peace for his country. B. Khmelnytskyi loved Ukraine and gave his life for it.



5.4. Expressing Pride: Communication Skills

Your Language Portfolio: Listening

Preparing for the Quiz "Great Ukrainians"

- Oksana:** You know, Taras, I feel a bit nervous about the coming quiz "Great Ukrainians". It is such a great responsibility.
- Taras:** Me too. What if we ask one another questions to know where we are?
- Oksana:** That's a good idea! Now for it. Let me ask first. What Ukrainian celebrity founded the largest centre of education in Eastern Union?
- Taras:** Do you mean Kyiv-Mohyla Academy? Then it's Petro Mohyla, the Metropolitan of Kyiv. At first he established a school at Kyiv Cave Monastery in 1631. And a year later he created a college which eventually became the largest academy. Ukrainians are rightly proud of this noble and cultural figure.
- Oksana:** Speaking of culture, what do you know about Taras Shevchenko as a painter?
- Taras:** I know that portrait painting was the leading genre in Shevchenko's work as an artist. Even his water colour portraits showed high professional skills in late 30s. But when T. Shevchenko returned to Ukraine after 14-year absence, he created a whole gallery of portraits. In his series of etchings "Picturesque Ukraine" the painter demonstrated the original composition, masterly rendered national character and deep penetration into man's inner world.
- Oksana:** Agreed. Over 100 portraits and some 30 self-portraits have been preserved up to our days. Without doubt, "Picturesque Ukraine" is a unique creation of the history of Ukrainian visual arts and its author is our pride and glory. So, what's your question, Taras?
- Taras:** Here it is. What great Ukrainian sportsman set up 7 world records and who ...

- Oksana:** Sorry to interrupt you. What kind of sport?
- Taras:** It should be your guess. This legendary sportsman is the head of Ukrainian Olympic committee.
- Oksana:** Thank you for your prompt. It's Serhiy Bubka, a proud record winner. Am I right?
- Taras:** You are. And now ...
- Oksana:** Enough, enough. Let's call it a day. We still have some time for preparation. Want some ice-cream? Let's drop in at the snack bar over there.
- Taras:** Excellent. Come on.

Unit 6: The World Around You

6.1. Geography VS People's Lives: Geography and Social Studies

Your Language Portfolio: Listening

Kyoto Prizes to Further Stress "Moral" Achievements

The Kyoto Prize is Japan's equivalent of the Nobel Prize. The awards are given to individuals or groups who made "significant contributions to the progress in science, the development of civilization, and the enrichment and elevation of the human spirit". The sponsor of the Prizes is the Inamori Foundation, founded in 1984 by Kazuo Inamori, a successful businessman in ceramics and electronics. The prize is similar to the Nobel Prize, but more inclusive as it acknowledges Arts and Philosophy, as well as Advanced Technology and Basic Science. Unlike the Nobel Prize, however, it is never given to corporations.

Every November, three winners of the Kyoto Prize receive a diploma, a gold watch and 50 million yen. The prizes are given to scientists, philosophers and even filmmakers. In 2001, the Russian laureate, Zhores Ivanovich Alferov, won the Kyoto Prize for Advanced Technology for his work with semi-conductor lasers at room temperature. He developed an efficient low



cost technology that improves communication equipment from fibre-optic networks to personal DVD players. In 2006, the Prize for Arts and Philosophy went to the fashion designers, Issey Miyake, for “creating clothing” that can become a part of people’s lives, cutting across time, national borders, and classes”.

Inamori has criticized modern culture for ignoring our emotional and spiritual development and feels that more recognition should be given to those who work for the common good. “Today we are rushing ahead with incredible and scientific and technological achievements, while understanding of our emotional and psychological development lags behind badly”, he says. “It is my hope that Kyoto Prizes will encourage balanced development of both our scientific and our spiritual sides.”

Inamori worries that people are losing their old models of morality and ethics based on religion. But he believes that if we use our intelligence properly, we can create a new way of thinking, one that does not add to human suffering. He has now given the Inamori Foundation 70 billion Yen, which he hopes will help to recognize people who contribute to this process.

6.4. Expressing Tolerance: Communication Skills

Your Language Portfolio: Listening

- Chloe:** Emma, is that you? You’re crying. What’s wrong? What happened?
- Emma:** Nothing. Just leave me alone! I’m fine.
- Chloe:** No, you’re not! Come on, tell me what’s up.
- Emma:** It’s just that David is making my life hell!
- Chloe:** David in our class?
- Emma:** Yeah. He’s such a bully. He’s constantly calling me names, and saying horrid things about my family.
- Chloe:** He does that to almost everyone! He’s just trying to be funny. You just have to ignore him. He will soon get tired of it and move on to someone else.



Emma: But that's the problem. He's just unable to understand other people's feelings. When he attacks a victim, the bully in him feels powerful and in control.

Chloe: Why don't you tell the teacher?

Emma: I complained once or twice, but the teacher would say, "Eventually he'll grow out of it and leave you alone". Thankfully, I come from a strong family that reinforces my positives.

Chloe: I'm sure you'll soon be able to find that inner strength in you so that you can laugh off some of David's comments.

Emma: My Dad says that bullying is a form of verbal and physical harassment and that a common trait among bullies is lack of sympathy and tolerance.

Chloe: That's true. I think a possible solution to overcoming intolerance is communication. What if you try talking with David openly about how much his words hurt you?

Emma: Perhaps I will. I hope he'll come to understand that we all have one thing in common — we are all different.

Chloe: Exactly.

KEYS

Unit 1: Family and Friends 1.5. Test Yourself

A.

1. supporter;
2. amazement;
3. communicative;
4. references;
5. inclination;
6. private;
7. understanding;
8. courageous.

B.

Can you tell me if she likes roses.

I'd like to know if they have it on sale.

Do you know what sport she takes?

Please, explain how you use the dictionary.

Can you tell me if she goes on dancing?

I'd like to know if they have chosen a route.

I'd like to find out what places we must see first of all.

Do you know what computer games your classmates like most?

C.

1F; 2B; 3H; 4A; 5D; 6G; 7I; 8C; 9E; 10J; 11K; 12L.

D.

2; 5; 6; 7; 10.

TAPESCRIPT

So the Star-Child was brought up with the children of the Woodcutter, and sat at the same board with them, and was their playmate. And every year he became more beautiful to look at. All the villagers were filled with wonder, while the Woodcutter's children were dark and black-haired, he was white and delicate as sawn ivory. His curls were like the rings of the daffodils. His lips, also, were like the petals of a red flower. His



.....

eyes were like violets by a river of pure water, and his body like the narcissus of a field where the mower comes not.

Yet, his beauty did work evil, because he grew proud, and cruel, and selfish. He despised the children of the Woodcutter, and the other children of the village. He said that they were common while he was of noble birth, being sprung from a Star. He made himself master over them, and called them his servants. No pity had he for the poor. He would throw stones at them and drive them away, and say to them to beg their bread elsewhere. So none of them dared come twice to that village to ask for help. Indeed, he was so charmed of his beauty, and would mock at the weak and ill-favoured, and make fun of them. Himself he loved, and in summer, when the winds were still, he would lie by the well in the priest's orchard and look down at the marvel of his own face, and laugh for the pleasure he had in his fairness.

Often did the Woodcutter and his wife said to him: 'We did not treat you as you do those who are left alone, and have none to help them. Why are you so cruel to all who need pity?'

Often the old priest sent for him, and taught him the love of living things, saying to him, 'The fly is your brother. Do it no harm. The wild birds that live in the forest have their freedom. Catch them not for your pleasure. God made the blind-worm and the mole, and each has its place. Who are you to bring pain into God's world?'

But the Star-Child needed not their words, but would frown and mock, and go back to his companions, and lead them. And his companions followed him, for he was fair, could run fast and dance, play the pipe and make music. And wherever the Star-Child led them, they followed him, and whatever the Star-Child ordered them to do, they did. And when he blinded the eyes of the mole, they laughed. And when he threw stones at the leper, they laughed also. And in all things he ruled over them, and they became hard of heart, as he was.



Unit 2: Your Schooling

2.5. Test Yourself

A.

1. few; 2. little; 3. a little; 4. a few; 5. a little; 6. few; 7. little; 8. a little.

B.

1. on; 2. for; 3. for; 4. on; 5. over; 6. in; 7. from; 8. up.

C.

1b, 2c, 3b, 4d, 5a, 6a, 7b, 8c, 9d, 10a.

D.

1d, 2b, 3g, 4h, 5f, 6a, 7j, 8c, 9e, 10i.

TAPESCRIPT

The University of Life

I have always been keen on the idea of travelling. My parents have both travelled quite extensively and I guess that's rubbed off on me. Once I left school and turned eighteen, I realised I could do it. South East Asia had always interested me. No one from my family had ever been there, so it seemed new and different and so very far away from home. I was searching for something that wouldn't be easy. In fact, that "gap year" between school and university made me see the world entirely differently. Looking back, I think I didn't prepare myself emotionally for what I was going to do.

At first I travelled in Asia with my pal Jim. So I wasn't completely alone. But I realised soon that you can still feel lonely, whoever you are with, wherever you are. The biggest culture shock for me was being in the ethnic minority for the first time in my life. Once I got over the shock of being the only white person in the street I began to love it. It was a wonderful lesson for me and allowed me to understand the immigrant population at home much more.



Bangkok is a massive change from London. The language barrier was a big shock since as an English speaker, I take it for granted that everyone speaks English. But after a while you begin to realise the power of the smile. A really friendly smile gets you a long way in South East Asia. It is a beautiful land with its people so warm and so friendly.

I met so many people from different backgrounds. I learned so much from them all and even some of those I just talked to had an impact on me.

Every day in South East Asia was a new experience. You learn new things about the way the world works; you learn new things about yourself. When you are on the road you think and think for hours; you analyse your life and everything around you. When I was away I had time to examine my life. I know now what my bad points are but I also know my qualities. My outlook on life is a little more positive than before. I have now realised that we do, for the most part, live in a beautiful world and there are beautiful people.

Unit 3: Your Quality Time

3.5. Test Yourself

- A.
1. are putting up; 2. will be having; 3. were fishing; 4. were fishing; 5. are cooking; 6. will be singing and dancing; 7. were listening; 8. will be packing.
- B.
1. for, upon; 2. at; 3. to; 4. about; 5. on; 6. in; 7. - ; 8. for.
- C.
1. friends; 2. usual; 3. an exception; 4. invitation; 5. graceful; 6. tastefully; 7. compliments; 8. richly; 9. courageous; 10. excited.
- D.
Jack — b; Alison — e; Robbie — c; Rick — a; Carol — d.

**TAPESCRIPT****Speaker 1**

Hi, my name is Jack. I'm not much of a sportsman and I'm just a sports fan. My favourite sports are football, ice hockey and swimming. I never miss a chance of watching football matches on TV and swimming or basketball competitions. But last spring my dad took me to Manchester to see the cup final match between two famous English football teams. My favourite, Manchester United, won and got the biggest cheers from the spectators. I was so thrilled!

Speaker 2

I'm Alison and like all children after classes I want to have some fun. Of course, I spend a lot of my time hanging out with my friends. But my hobby is dancing. They say I waltz well, but I like modern dances a lot more. In our school I dance with a dancing group "Rhythm". You won't believe it but we won first place among our local schools' dancing groups. I was on the top of the whole world.

Speaker 3

I'm Robbie Dulton and I try to devote as much time as I can to my favourite pastime. It is music. I do freestyle rapping and produce music. It's very enjoyable. I have actually made several rap songs myself. Our school drama society asked me to write a couple of songs for their drama production. You know, the songs became our school hits. It made me overjoyed.

Speaker 4

My name is Rick and I'm a very ambitious guy. I know I would love to be a journalist and I do everything I can to turn my dream to reality. I'm working for it now trying my hand at writing articles. Every Saturday I help in our local newspaper. Certainly, my contribution is very small, but I learn from experienced journalists. I want to know about journalism before my entrance



exams. I feel quite optimistic about my future. I hope that my hobby will be my profession.

Speaker 5

Hi, I'm Carol and I'm a great admirer of travelling. I had always wanted to visit different places to see the sights with my own eyes. Last year I participated in a geography quiz about Ukraine and became a winner. You can imagine my happiness when I was given a chance to visit Kyiv Petcherska Lavra, famous Khreshchatyk, the old Golden Gates through which Khan Baty's hordes entered the city. And now back in Britain, I'm overwhelmed with joy and excitement that I have seen all these and many more Ukrainian sights.

Unit 4: Britain as You Know It

4.5. Test Yourself

- A.
 1. waged; 2. fought; were; 3. recognise; 4. wanted; 5. is; 6. will visit; 7. will see; 8. studies; 9. focuses; 10. made, found.
- B.
 1) inaccuracy; 5) varied;
 2) referred; 6) hospitality;
 3) psychological; 7) amazed;
 4) panoramic; 8) surprised.
- C.
 1. discoveries; 2. scientists; 3. basic; 4. analysis; 5. existence;
 6. research; 7. communication; 8. recognition; 9. important;
 10. proud.
- D.
 1. lots of; 2. Britain; 3. Summer Language school; 4. pigeons;
 5. the London Eye; 6. Wales; 7. folk band; 8. poet; 9. Scotland;
 10. monster.



TAPESCRIPT

Reporter: ...And you are an adventurous person, Alec. You are only 17, but you've been to lots of different countries.

Alec: Not too many. I've been to 5 countries.

Reporter: And what was the first country you'd been to?

Alec: I started with England 2 years ago.

Reporter: Did you go there as a tourist?

Alec: Not exactly. Actually, I went there as a participant of the Summer Language School, though I enjoy sightseeing a lot.

Reporter: Did London impress you?

Alec: It certainly did. I still remember the stunning view from the London Eye, and... there were lots of pigeons at Trafalgar Square — amazing!

Reporter: Did you experience the same feeling in every country you visited?

Alec: Sure. Every country has a lot to offer. A month ago I returned from Wales and I'm still under its impression.

Reporter: Was it another summer school?

Alec: Poor guess. Our folk band was invited to the annual festival of poetry and music Eisteddfod.

Reporter: Did you perform there?

Alec: Exactly. We presented Ukrainian folk songs and were heartily welcomed.

Reporter: Did you happen to see the Ceremony of the Chairing of the Bard?

Alec: Luckily. We saw the ceremony and the successful poet. It was so solemn.

Reporter: Have you visited all parts of Britain?

Alec: Unfortunately, I haven't, but I hope to see Scotland in future.

Reporter: Why this part of Britain?

Alec: I'd like to see the Loch Ness Monster with my own eyes.

Reporter: Oh, you are a really adventurous sort.



Unit 5: You are from Ukraine, Right?

5.5. Test Yourself

A.

1. had left; 2. have you been; 3. will have finished; 4. had passed;
5. have visited; 6. had read; 7. have just returned; 8. had made.

B.

1) modern;
2) powerful;
3) increased;
4) responsibility;
5) strikers for peace;
6) under the Constitution;
7) specified;
8) outlines.

C.

1A; 2C; 3D; 4B; 5A; 6C; 7B; 8D; 9A; 10C; 11B; 12D.

D.

2; 4; 5; 7; 10.

TAPESCRIPT

Mother: Are you ready for your visit to the Kyiv National History Museum, Andriy?

Andriy: Actually, I can't wait to learn more about our ancestors. You've said so much, but "seeing is believing" you know. I'd like to see everything with my own eyes.

Mother: If you keep your eyes and ears open, you'll manage to broaden your historical outlook. We'll start with a prehistoric hall.

Andriy: Look, Mum! What's that?

Mother: It is a cabin made from a mammoth's bones.

Andriy: Do you mean people live in it?

Mother: Not now, of course.

Andriy: A mammoth ... what's that?



- Mother:** A mammoth was an animal which looked like an elephant. Mammoths were huge and their bones were large as well. That is people used them to build their cabins more than ten thousand years ago.
- Andriy:** Wow! Did people live in other unusual houses many years ago?
- Mother:** Sure. In caves, for example. In the 11th century in Kyiv the monks settled in caves. "Pechera" means a cave, so later on their monastery was called "Pecherskiy".
- Andriy:** Isn't it cold in there?
- Mother:** The temperature is about 10-12 degrees Celsius. Pecherski caves are long corridors with small side-rooms called cells.
- Andriy:** Can we see the caves now?
- Mother:** Why not?
- Andriy:** Will it be the Kyiv Pecherska Lavra?
- Mother:** Exactly. You'll see unique caves, created by nature and human hands.
- Andriy:** They say that in the 11th-18th centuries monks built underground churches in the caves and set up icons and crosses there. Will we be able to see them?
- Mother:** Sure. You must see spiritual and cultural treasury of Ukraine by all means.

Unit 6: The World Around You

6.5. Test Yourself

A.

1. are; 2. is; 3. are; 4. are; 5. is; 6. is; 7. is; 8. is.

B.

- 1) are on the move;
- 2) on his own admission;
- 3) had an impact on us;
- 4) should be self-reliable;
- 5) will have become knowledgeable;
- 6) deals with;



- 7) set up;
- 8) I'm with my e-pal.

C.

- 1. ability;
- 2. discovery;
- 3. civilization;
- 4. speeded;
- 5. information;
- 6. pollution;
- 7. scientists;
- 8. politicians;
- 9. doubt;
- 10. environmental;
- 11. necessities;
- 12. attention

D.

- 1c; 2b; 3a; 4b; 5d; 6a; 7c; 8a; 9d; 10c.

TAPESCRIPT

Rumal: Do you remember yesterday at school, when the career advisor came in?

Jack: Yeah.

Rumal: Remember that she went round the class and asked everyone what they wanted to do? Well, when she came to me, she didn't ask. She just said "And you want to be a doctor!"

Jack: But you do want to be a doctor.

Rumal: Yes. I want to be a doctor because I want to help people. But she just looked at me and saw an Asian boy. She had two options, either he's going to be a doctor, or he will grow up and run his dad's grocery shop. She just guessed right.

Jack: But it's not her fault there are so many Asian doctors or mini-market owners.

Rumal: But she didn't treat me as a real person, like she treated the rest of you. She had already made her decision about me, based on the colour of my skin.



Jack: I don't know if I agree with you about that.

Rumal: OK, here's another example. When we go to the sports shop, does the shop assistant follow you round everywhere, watching you in case you steal something?

Jack: No, don't be silly.

Rumal: Well, they follow me. Every time I pick something up to have a look at it, they say something like "Please don't touch it unless you are going to buy it." But you 'white boys' can throw balls around, try clothes and shoes on, and it's all a big game. The shop assistant sometimes joins in.

Jack: Wow, really? I've never noticed that before.

Rumal: Of course not. You are white. You are 'British'.

Jack: OK, so life's not fair and all that. But to be really honest, it works both ways. You know that Indian restaurant we sometimes go to together? Well, I enjoyed it so much, I decided to take my sister. We went, sat down, and, no kidding, we waited 30 minutes before someone even brought us the menu. My sister was really upset and promised never to go there again.

Rumal: I guess he was just trying to give you an idea of how it feels to be in a different coloured world.



GLOSSARY

A

- access** — доступ
accommodation — приміщення; квартира; житло
accomplishment — виконання, завершення; досягнення
achievement — досягнення; успіх; здобуток; перемога
acquire (v) — набувати; здобувати
activity — діяльність
adapt (v) — пристосовувати, приганяти, прилаштовувати
addition — додавання, доповнення
adherence — прихильність, вірність
admission — припущення; доступ; вхід, вступ
adopt (v) — усиновляти; удочеряти; (*офіційно*) приймати (*щось*)
adventure — пригода; ризикувати
alter (v) — змінювати(ся), переробляти
amazing — разючий, дивний, дивовижний
ambition — честолюбство, амбіція
analyse (v) — аналізувати
ancestors — предок, прабатько
ancient — стародавній; старовинний; давній; старий, старійшина
annihilation — знищення, винищення
appreciate (v) — оцінювати
approach — наближення, настання; наближатися, підходити
approval — схвалення; схвальний відгук
arch — арка; склепіння; перекривати склепінням; головний
archeology — археологія
archive — архів
arm (v) — озброювати(ся)
arrange (v) — приводити до ладу; впорядковувати
arrow — стріла
astonishment — здивування, подив
attractive — привабливий; принадний
available — доступний, досяжний
average — середнє число, середня величина



avoid (v) — уникати, ухилятися

awkward — незграбний

В

baptize (v) — хрестити; давати ім'я

barge — баржа, барка

barmy — пінистий, бродильний

battle — бій; битися, боротися (*за когось, за щось — for; з кимось — with, against*)

beach — пляж, пологісний морський берег; узмор'я; обмілина, мілина; берег моря між лініями припливу і відпливу

befall — (*past befell; p. p. befallen*) траплятися; статися

belief — віра; вірування

birch tree — береза

blind — сліпий; осліплювати

blood — кров; пускати кров

blossom (v) — цвісти, розцвітати

blow — 1) удар, стусан; 2) подув, подих

breather — жива істота

breathtaking — захоплюючий

brilliant — блискучий; виблискуючий, блискотливий; яскравий; діамант

broad — широкий; широко; широка частина

brochure — брошура

budget — бюджет; фінансовий кошторис

bullfight — бій биків

bungee-jumping — стрибки з мосту

С

canyon — каньйон, глибока ущелина

caring — турбота, піклування

cause — причина; підстава; привід, мотив (*для — for*)

celebrity — слава, популярність; славетна людина, знаменитість

chain — ланцюг, ланцюжок; цеп; скріпляти ланцюгом

championship — першість, чемпіонат



- charity** — добродійність; милосердя
chubby — круглолиций, кругловидий; повнощокий, повновидий
church — церква
circle — круг, коло; рухатися по колу; обернутися
circumstances — обставини, умови
citizen — громадянин, громадянка
civil — громадянський
close-knit family — міцна сім'я
complain (v) — скаржитися; подавати скаргу
complete — повний; закінчений; закінчувати, завершувати
concern — стосуватися; турбота, хвилювання
confident — довірливий, упевнений (*в успіху і т. д.*), самовпевнений
connection — зв'язок; з'єднання, сполучення
conquer (v) — завойовувати; підкоряти
conquest (n) — завоювання, підкорення
consent — погоджуватися; дозволяти; згода; дозвіл
consequence — наслідок
contamination — забруднення
contribution — сприяння
cost — вартість; ціна; собівартість
couple — пара (*подружжя; наречені; у танці*)
court — суд; залицятися до когось; домагатися чиєїсь прихильності
create (v) — творити; утворювати, створювати
crossroads — перехрестя; дорога, що перетинає іншу
curiosity — цікавість; допитливість

D

- damage** — збиток; втрата; шкода; пошкодження
date — дата, число
deaf — глухий; глухуватий
decisive — рішучий
decline — відкидати; відхиляти (*пропозицію і т. под.*); відмовляти(ся); занепад
defeat — розбивати; завдавати поразки; поразка



- delight** — захоплювати(ся), втішатися (*чимось — in*); захват, захоплення; задоволення, насолода
- desert** — 1) (adj) безлюдний, пустельний; 2) (n) пустеля; 3) (v) покидати, залишати, дезертирувати; 4) (n) заслуга, достоїнство
- despise** (v) — ставитися з презирством, зневажати
- destination** — призначення; приреченість, доля
- destroy** — знищувати, винищувати; руйнувати
- develop** (v) — розвивати(ся)
- devise** — придумувати, вигадувати; винаходити; духівниця, заповіт
- devote** (v) — присвячувати (себе) (*чомусь — to*)
- dexterous** — спритний, моторний
- diary** — щоденник
- digit** — цифра, однозначне число (від 0 до 9)
- dignity** — гідність; почуття власної гідності; поважність
- disarmament** — роззброєння
- disaster** — лихо; катастрофа; нещастя
- discovery** — відкриття; розкриття; знаходження
- dive** — пірнати, поринати; кидатися в воду; занурюватися; заглиблюватися; плавати під водою; пірнання, поринання; стрибок у воду вниз головою; занурення
- domestic** — хатній, домашній; хатня робітниця
- doubt** — сумнів; сумніватися у (*тж. з of*); бути невпевненим, вагатися
- download** (v) — завантажувати, скачувати
- drought** — засуха, посуха
- duck** — качка; поринати; грубе полотно, парусина

E

- earthquake** — землетрус
- elevation** — підняття; підвищення; піднесення
- embodiment** — втілення
- enchancing** — чарування, зачаровування, захоплення
- energy** — енергія, сила
- engagement** — зобов'язання; заручини
- enlist** (v) — вступати на військову службу

- enquire** — запитувати, робити запит; розслідувати
envy (v) — заздрити
equal — рівний; однаковий; рівносильний; рівнятися;
 дорівнювати; рівня
equator — екватор
equipment — устаткування, обладнання, оснащення
establish — установлювати; влаштовувати
event — подія
everlasting — вічний; безсмертний; вічність
exactly — точно
excellent — відмінний, чудовий
except — за винятком, крім (*except for*); виключати
executive — виконавчий; адміністративний; виконавча влада
exhausting — стомливий, виснажливий
exhibition — показ; демонстрація
existence — існування; життя
expand (v) — поширювати(ся); розширяти(ся); розтягувати(ся)
expectation — чекання, очікування
expedition — експедиція
experience — (життєвий) досвід; зазнавати (*трудоціє тощо*); почувати, відчувати, знати з досвіду
extremely — вкрай, надзвичайно, надмірно

F

- facilitate** — полегшувати; допомагати; просувати; сприяти
faith — віра; довір'я, довіра
familiarize (v) — ознайомлювати (*з предметом і т. д.*)
fascinate (v) — чарувати; зачаровувати поглядом
fashion — мода; фасон; стиль; надавати вигляду (форми);
 утворювати, робити
fault — вада, дефект
fertile — родючий; рясний, багатий
festival — свято, фестиваль
finally — зрештою, кінець кінцем
finger — палець (*руки, рукавички*); торкати, перебирати
 пальцями



- flooding** — 1) (n) повінь; 2) (v) наводнення, затоплення
flourish (v) — пишно рости; бути в розквіті, процвітати;
процвітання
fluency — вільність, плавність (*мови*)
foreigner — іноземець; чужинець
fortress — фортеця
freak — примха, химера; каприз
frequent (v) — частий; звичайний; часто відвідувати
fulfill (v) — виконувати, здійснювати
furious — оскаженілий; несамовитий, нестямний, наві-
жений

G

- generation** — покоління; генерація
global — кулястий; що має форму кулі
glorious — славетний
goal — мета, ціль
gorgeous — пишний, розкішний, яскраво забарвлений
graceful — граціозний, витончений
guarantor — поручитель; гарант
guide — провідник, гід; екскурсивод

H

- habitat** — місце поширення, ареал (*тварин, рослин*);
природне середовище
handkerchief — хусточка (*носова або на шию*)
harbor — гавань, порт; кубло; притулок, пристановище
harmful — шкідливий, згубний
harmony — гармонія, співзвучність
healthy — здоровий
hear say — інформувати
heel — п'ятка, п'ята; прибивати каблук
height — висота, височина; зріст
heritage — спадщина, спадок
hesitation — вагання; сумнів
hide-and-seek — гра у схованки
hospitality — гостинність



- however** — як би не; проте, однак; незважаючи на це (те)
human — людський; властивий людині; людина
hurry — (v) поспішати; квапити(ся); квапливість; (п) поспішність; спішний, терміновий
hurt — (v) заподіяти шкоду; пошкодження, (п) ушкодження; шкода, збиток

I

- identity** — тотожність, ідентичність
idle — лінивий; бездіяльний; лінуватися, ледарювати
imagination — уява; фантазія
impact — удар; поштовх; імпульс; щільно стискувати
impatience — нетерпіння, дратівливість
impression — враження
inclination — схильність, прихильність (*до — to, for*)
include (v) — містити в собі, охоплювати, обіймати; включати
increase (v) — зростати; збільшувати(ся); посилювати(ся); зростання, ріст; приріст; збільшення
incredible — неймовірний, неправдоподібний
independence — незалежність, самостійність
index finger — вказівний палець
influence — вплив (*на — on, upon, over*); справляти вплив, впливати (*на — on, upon, over*)
inhabit (v) — жити, мешкати, населяти
inner — внутрішній; внутрішня частина (*чогось*)
insert — вставляти; вставка, вкладка
instead — замість
integrity — цілісність; незайманість; недоторканність
interact — антракт; взаємодіяти
interrupt (v) — переривати; зупиняти, втручатися, заважати
invade (v) — вторгтися, вдиратися
involve (v) — втягати, вплутувати
issue — витікання; вихід, виходити; впливати

J

- jealous** — ревнивий; старанний; турботливий
join (v) — з'єднувати(ся), об'єднувати(ся)



journalist — журналіст; працівник газети (журналу)
judicial — судовий

K

kite — паперовий (повітряний) змій
knight — лицар; присвоювати лицарське звання
knit — плести, в'язати
knowledgeable — добре обізнаний

L

ladder — драбина
landing — висадка; місце висадки
legislative — законодавчий; законодавча влада
linguistics — мовознавство, лінгвістика
literacy — письменність, грамотність
local — місцевий; місцевий житель; місце
loser — той, що губить (втрачає, програє, програв)
loyalty — вірність, відданість
luxury — розкіш, предмет розкоші

M

magic — магія; чари; чарування; чаклунство; магічний;
чарівний, чародійний
magnificent — пишний, розкішний; чудовий
majority — більшість
mankind — людство
march — 1) (v) марширувати; (n) марш; похід; 2) (n) марка;
кордон, межа; (v) межувати
marsupial — сумчастий; сумчаста тварина
masterpiece — шедевр
meadow — лука, луг
measure — міра; одиниця виміру; міряти, вимірювати,
відміряти
membership — членство
military — військовий; воєнний

- miss (v) — схибити, промахнутися, дати маху; не досягти мети; промах
 modern — сучасний, новий; людина нового часу
 mole — кріт; рити, копати (*під землею*); родимка; бородавка; мол
 monk — чернець, монах
 moreover — до того ж, крім того
 mystery — таємниця

N

- native — рідний, уродженець
 necessity — необхідність; настійна потреба
 neglect — нехтувати; зневажати; не звертати уваги; нехтування; зневага; неувага
 nervous — нервовий
 nest (v) — вити гніздо; гніздитися
 network — сітка
 nevertheless — незважаючи на, однак; проте, все-таки; як би там не було
 newsletter — бюлетень
 noble — благородний; шляхетний
 nuclear — ядерний
 numerous — численний

O

- outskirts — околиці
 occur (v) — траплятися; відбуватися
 outstanding — видатний, знаменитий
 oppressor — гнобитель
 owner — гнобитель
 otherwise — інакше, по-іншому, іншим способом
 occupy (v) — займати
 outline (v) — обрис, контур; абрис; намалювати
 obedient — слухняний, покірний
 observation — спостереження; спостерігання; нагляд
 odd — чудний, дивний, чудернацький



opportunity — слушна нагода; сприятлива можливість

ocean — океан

obsession — нав'язлива ідея

oak tree — дуб

Р

pack (v) — упаковувати(ся), пакувати(ся), укладати речі

palm — 1) (n) долоня, (v) торкатися долонею, гладити; 2) (n)
пальма

participant — учасник

pasture — пасовище, вигін; пасти(ся)

peace loving — любитель спокою (тиші)

peasant — селянин

peninsula — півострів

persistent — упертий, наполегливий

petal — пелюстка

picturesque — мальовничий, колоритний, яскравий, образ-
ний (*про мову*)

pipe — труба; трубопровід

plain — ясний, явний, очевидний; рівнина; ясно, розбірливо,
чітко

playmate — друг дитинства, товариш дитячих ігор

policy — політика, страховий поліс

positive — позитивний; *грам.* звичайний ступінь

powerful — могутній, сильний, потужний

prairie — прерія, степ

precise — точний; певний

precursor — предтеча, попередник

predict (v) — провіщати, передрікати

preference — перевага; надання переваги

preserve (v) — берегти, охороняти, оберігати; консерви;
варення

pressure — тиск

previous — 1) попередній; що передував (*to*); 2) передчасний,
поспішний, необачний

pricy — дорогий



- pride** — гордість; почуття гордості; гордитися (*кимось, чимось — on, upon*)
- priest** — священник
- prompt** — швидкий, моторний; старанний; ретельний
- prophet** — пророк
- protect (v)** — захищати (*від — from, проти — against*); запобігати, відвертати; охороняти; протегувати
- psychologist** — психолог
- pure** — чистий; бездомішковий

Q

- quality** — якість; сорт, ґатунок
- queer** — дивний, дивакуватий, ексцентричний
- quiet** — спокійний; тихий; безшумний; нечутний; тиша, німотність; спокій
- quit (v)** — кидати (*роботу, службу*)

R

- race** — 1) змагання на швидкість (з бігу); перегони; змагатися в швидкості (*with*); 2) раса
- rag** — глузування; розіграш; глузувати; дражнити
- rapid** — швидкий, прудкий
- rare** — рідкий, розріджений; негустий; винятково, напрочуд
- ravine** — ущелина; яр, байрак, балка; дефіле
- reference** — передавання на розгляд до іншої інстанції (іншому арбітру тощо); подавати примітки (*до тексту*)
- region** — країна; край; область; околиця
- regret (v)** — жалкувати, шкодувати
- reign** — царювання; царювати (*over*)
- relationship** — спорідненість, дружба; добрі відносини, взаємини
- reliable** — надійний, певний, міцний
- religious** — релігійний; чернець, монах
- remote** — віддалений, далекий; усамітнений
- renowned** — славетний, знаменитий, відомий



- report** — 1) повідомляти; розповідати, описувати; 2) робити офіційне повідомлення; давати звіт, звітувати
- represent (v)** — зображати; відбивати; змальовувати в певному світлі (*as*)
- request** — прохання; вимога; прохати; просити дозволу
- research** — наукове дослідження; вивчення; дослідницька робота
- reserved** — потайний, стриманий, відлюдний; обережний
- resolve (v)** — вирішувати, приймати рішення; рішення
- responsibility** — відповідальність
- restore (v)** — відновлювати(ся)
- revive (v)** — відновлювати (*сили, енергію*)
- revolt** — повставати, бунтуватися (*against*); повстання, заколот
- rhythmical (adj) = rhythmic** — ритмічний, розмірений
- risk-taker** — активний інвестор; страховик інвестицій
- round** — круглий, кулястий; сферичний; циліндричний
- route** — маршрут, курс; шлях, дорога; направляти певним маршрутом; визначати маршрут
- rubbish** — 1) мотлох, сміття; 2) нісенітниця
- rude** — грубий, брутальний; образливий
- rule** — правило; принцип; норма; керувати, правити, управляти; панувати

S

- self-reliant** — самовпевнений
- solution** — 1) розчин; 2) рішення, розв'язання; пояснення
- stairs** — сходи
- sympathy** — співчуття, жалість (*with*); симпатія
- shelter** — притулок; захисток (*від дощу*)
- support** — підтримувати; сприяти; підтримка
- sparkle** — блискати, виблискувати; виблискування, блиск, блискотіння
- snotty** — злий, дратівливий; сопливий
- society** — 1) суспільство, громада, громадськість; 2) товариство, об'єднання, організація
- stupid** — дурний

- sew (v)** — (*past sewed; p. p. sewed, sewn*) шити, пришивати, зшивати, зашивати
stubborn — упертий; непіддатливий
stepfather — вітчим
serf — іст. кріпак
stork — чорногуз, делека
soil — бруднити(ся); земля; ґрунт; годувати свіжою травою (*худобу*)
strengthen (v) — посилювати(ся); зміцнювати
sign (v) — ставити знак, відмічати
separate — окремий; відокремлювати(ся), відділяти(ся), розділяти(ся); окремий відбиток (*статті*)
surround (v) — оточувати; обступати
specify — точно визначати (встановлювати)
sequel — продовження
summarize — підсумовувати; резюмувати
succeed — іти за (*чимось, кимось*), змінювати (*щось*)
sophisticated — 1) позбавлений наївності (простоти); досвідчений у життєвих справах; 2) складний, тонкий
satellite — астр. супутник
shortage — недостача, нестача, дефіцит
species — біол. вид
sand — пісок; посипати піском
stone — камінь; облицьовувати (мостити) каменем; кам'яний
spectator — спостерігач, очевидець
speed — швидкість; прудкість; поспішати, іти швидко
schedule — список, перелік; опис; каталог; скласти розклад, занести до розкладу
scarlet — яскраво-червоний колір; яскраво-червоний

T

- talented** — талановитий, обдарований
technology — техніка; технічні і прикладні науки
tender — 1) пропонувати; пропозиція (*офіційна*); особа, що доглядає (обслуговує) когось; 2) ніжний



- thirst** — спрага; хотіти пити
thoroughly — цілком, зовсім, до кінця; ґрунтовно; старанно
thrilling — хвилюючий, захопливий
thumb — великий палець (*руки*); палець (*рукавиці*);
заялозити, забруднити
ticket — квиток; прикріпляти ярлик
tiresome — стомливий; нудний
title — заголовок, назва; називати, давати заголовок
tongue — язик
tough — міцний; щільний; жорсткий; цупкий; пружний;
(*as tough as leather*)
treat — поводитися; ставитися; частування, пригощання
treaty — договір, угода
trendy — модний
tribe — плем'я; клан; коліно, покоління
trust — довіра, віра; довірений, доручений (*комусь кимось*);
довіряти(ся); покладатися (*на когось*)

U

- ugly** — потворний; огидний
unanimous — одностайний, одноголосний
undertake (v) — починати, братися
unemployed — незайнятий; невикористаний; безробітні
unfold — розгортати(ся); розкривати(ся)
unique — унікальний; єдиний у своєму роді; унікаум
united — сполучений, з'єднаний, об'єднаний
upgrade (v) — підвищувати статус; просувати по службі
uphold (v) — підтримувати, захищати, заохочувати; підба-
дьорювати

V

- value** — цінність; важливість; оцінювати
violet — фіалка; фіолетовий, ліловий, темно-бузковий
volunteer (v) — пропонувати (*свою допомогу, послуги*)
voyage — плавання, морська подорож; плавати, подоро-
жувати (*морем*)



- visual** — зоровий
view — вигляд; вид; краєвид; оглядати, обдивлятися
victory — перемога
variety — різноманітність; відмінність; розбіжність
vulgar — грубий, брутальний, вульгарний

W

- waltz** — вальс; вальсувати
waterfall — водоспад
weak — слабкий, кволий
wealthy — багатий, заможний
wear (v) — бути вдягненим у щось; носити (*одяг тощо*)
web — павутина, павутиння
weird — фатальний; доля; фатум; таємничий, надприродний
whisker — бакенбарди, вуса (*у кішки, тигра*)
wild — дикий; навмання
willingly — охоче, з готовністю
win (v) — вигравати; перемагати, здобувати перемогу
wireless — радіо; радіоприймач; бездротовий; передавати по радіо
wisdom — мудрість
wonder — здивування, подив
woodcutter — дроворуб
worship (v) — поклонятися, шанувати; обожнювати
wrong — неправильний, помилковий, хибний

Y

- yell (v)** — кричати, волати, репетувати

Z

- zenith** — zenit
zit — прищ
zone — зона, пояс; смуга; район; оточувати, оперізувати
zoo — зоопарк

Навчальне видання

Калініна Лариса Вадимівна
Самойлюкевич Інна Володимирівна

Англійська мова

Your English Self

Підручник для 10-го класу загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

Видано за рахунок державних коштів. Продаж заборонено

*Головний редактор Н. Слюсаренко
Відповідальна за випуск Л. Казнадій
Художник-дизайнер В. Кузнецов
Художній редактор Н. Бридня*

Здано до набору 20.08.09. Підписано до друку 20.06.10. Формат 60x90/16.

Гарнітура Шкільна. Друк офсетний. Папір офсетний.

Ум.-друк. арк. 23,00. Ум. фарбо-відб. 92,50. Обл.-вид. арк. 21,73.

Тираж 10 000 прим. Вид. № 168. Зам. № 11-0206.

«Наш час», 01054, м. Київ, вул. Павлівська, 17, оф. 81

Тел./факс: (0-44) 569 10 74,

електронна адреса: iaa_nash_chas@ukr.net, www.nash-chas.com.ua

Свідоцтво про внесення до Державного реєстру суб'єктів видавничої справи

ДК № 2086 від 3 лютого 2005 року

Віддруковано з готових діапозитивів

ТОВ «ПЕТ»

Св. ДК № 3179 від 08.05.2008 р.

61024, м. Харків, вул. Ольмінського, 17.

До навчально-методичного комплекту

Англійська мова

Your English Self **10**

також входять:

- робочий зошит
- зошит для контролю знань
- компакт-диск
- плани-конспекти
уроків для вчителів

ISBN 978-966-1530-51-4



9 789661 530514 >