

Oksana Karpiuk

# ENGLISH

Pupil's Book

11

Standard  
Level



Оксана Карп'юк

# АНГЛІЙСЬКА МОВА

Рівень стандарту  
(10-й рік навчання)

Підручник для 11-го класу  
загальноосвітніх навчальних закладів

Рекомендовано Міністерством освіти і науки України

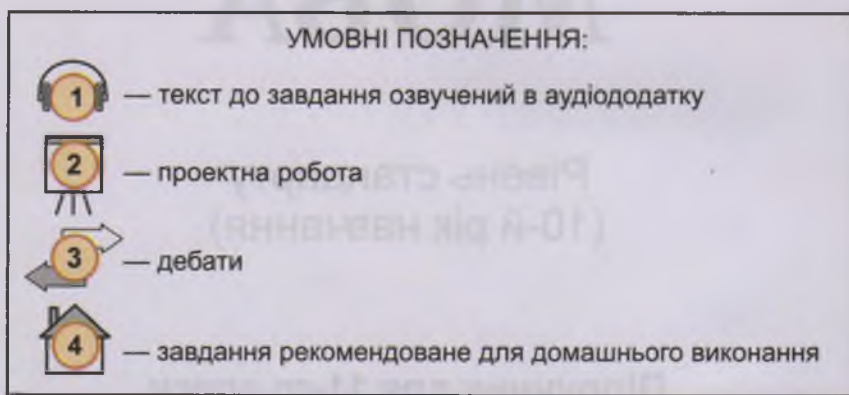
Тернопіль  
„Видавництво „Астон”  
2011

Рекомендовано Міністерством освіти і науки України  
(Наказ про надання грифу навчальній літературі № 235 від 16.03.2011 р.)

### Видано для вільного продажу

Наукову експертизу проводив Центр наукових досліджень та викладання іноземних мов НАН України.

Психолого-педагогічну експертизу проводила лабораторія навчання іноземних мов Інституту педагогіки НАПН України.



**Карп'юк О. Д.**

К 26 Англійська мова: Підручник для 11-го класу загальноосвітніх навчальних закладів. Рівень стандарту. — Тернопіль: “Видавництво “Астон”, 2011. — 296 с.: іл.  
ISBN 978-966-308-377-3

# CONTENTS

<b>INTRODUCTORY REVIEW</b>	pp. 4-19	
<b>UNIT 1</b>	pp. 20-43	<b>BEING A STUDENT</b>
<b>UNIT 2</b>	pp. 44-73	<b>MAKE UP YOUR MIND</b>
<b>UNIT 3</b>	pp. 74-101	<b>FAMILY RELATIONSHIP</b>
<b>UNIT 4</b>	pp. 102-131	<b>EATING OUT</b>
<b>UNIT 5</b>	pp. 132-164	<b>IT'S YOUR PLANET!</b>
<b>UNIT 6</b>	pp. 165-198	<b>SPEAKING ABOUT ART</b>
<b>UNIT 7</b>	pp. 199-236	<b>FOCUS ON YOUTH</b>
<b>UNIT 8</b>	pp. 237-270	<b>PEOPLE AND SOCIETY</b>
<b>APPENDIX</b>	pp. 271-288	<b>1. GRAMMAR REFERENCE</b>
	pp. 289-293	<b>2. VOCABULARY</b>
	pp. 294-295	<b>3. IRREGULAR VERBS</b>

# INTRODUCTORY REVIEW

## 1 Read and discuss the letter in class.

Congratulations! You're back to school again and you will be called a school leaver now as this year is the last one of your study at secondary school.

In ten months you're going to take your finals and make up your mind what to do in your personal future.

You should be a good manager of time and work hard to prepare for your exams as well as for making your own choice after school.

Learning is a precious gift to be treasured always. Whether you are from Kyiv or London, you all must appreciate and embrace knowledge as the key to achievement of your dreams.

Why do you need to know English? English is becoming a global language. At least half a billion people in the world use English at home or work. Problems of the 21st century, such as problems of war and peace, democracy, ecology and demography cannot be solved if people cannot speak the same language. Interpreters take time and now time is as precious as never before. So, dear boys and girls, don't waste your time. Go on studying English each and every day.

And finally, I'd like to wish you all a long, fruitful and happy life!

Yours sincerely,

Oksana Karpiuk



## 2 a) Choose the correct word and complete each sentence.

- 1 Could you (**translate / interpret**) this paragraph into English, please?
- 2 I'm sorry, I can't read your handwriting. What does this word (**say / mean**)?
- 3 Can anyone tell me the (**meaning / understanding**) of 'shiver'?
- 4 How do you (**pronounce / spell**) 'accomodation'? Does it have one 'm' or 'mm'?

# LEARNING A LANGUAGE

**b) Speak on what you find to be the easiest and the most difficult about learning English. Choose from the box and explain why.**

grammar, spelling,  
pronunciation, vocabulary,  
reading, writing, speaking

**3) Ask and answer the questions in pairs.**

- How do you organise your learning process?
- How much time do you need to do English tasks?
- Are you a motivated learner or are you forced to learn English?
- How often do you speak English outside the classroom?
- How often do you write in English?
- How often do you read in English?
- Have you got any chance to watch English video?

**4) a) Read the article quickly. Refer its paragraphs (1-5) to the headings (A-E) on page 6.**

- 1 Language is the most powerful tool we have for reaching out to others. We can use it to express our feelings, to spread our ideas, and even to establish peace.
- 2 Learning English is like learning to swim or play ball. We learn to swim by swimming, to play ball by playing ball, and to speak English by speaking English.
- 3 Acquiring the ability to use a language automatically, that is to think without stopping to think, is a process of habit formation<sup>1</sup>. Forming a habit, any kind of habit, requires<sup>2</sup> much practice.
- 4 Learning English efficiently requires that you put your mind on what you are doing and have the intention and will to learn. The time you have is so short that you cannot afford to waste<sup>3</sup> it by giving less than your full cooperation in class and in home studies. In other words, you have to build up language habits in English just as you build up language habits in your mother tongue<sup>4</sup>.
- 5 Good luck to you then in your learning English! It's up to you. Nobody can learn to swim for you. Nobody can learn English for you. You have to learn for yourself, and you will learn if you really want to and are willing to practise. Language is not to be taught, language is to be learnt.

<sup>1</sup>formation [fɔ:'meɪʃn] — утворення, формування

<sup>2</sup>to require [rɪ'kwaɪə] — вимагати

<sup>3</sup>to waste [weɪst] — марнувати

<sup>4</sup>mother tongue [tʌŋ] — рідна мова

# LEARNING A LANGUAGE

- A Concentration will bring its own reward.
- B Language is the key to the outer world.
- C Teaching or learning?
- D Just another habit.
- E Learning English through action.

**b) Read the article again and discuss the questions in groups.**

- 1 What does the author mean saying that learning English is like learning to swim?
- 2 Do you have any opportunity to speak English?
- 3 What do you prefer — to read or speak English?
- 4 What does it mean “to acquire the ability to use a language automatically”?
- 5 What does it mean ‘the process of habit formation’?
- 6 What does the author mean saying that “language is not to be taught, language is to be learnt”?



**Read about the people below and decide which course (A-F) on pages 7-8 would be the most suitable for each person.**

**Lee** is going to university in Sweden next year and wants to spend this year improving her English. She wants to meet people from other parts of the world and have a good social life.

**Abraham** is a journalist. He knows quite a lot of English, but he wants to improve his writing skills. He works long hours on weekdays at an office in London.



**Yoko** is visiting England for the first time this summer. He'll stay a month and hopes to make new friends, but is rather shy, so he'd like a school with lots of out-of-class activities.

**Tina** lives with a family in London and looks after their little girls during the day. She studies on her own but also needs a language course that will help her prepare for her exams.

**Suzy** is 45. She would like to follow an individual course of study somewhere quiet and comfortable with a private teacher.



# LEARNING A LANGUAGE

## A CRAWFORD'S LANGUAGE ACADEMY

This small school offers a wide range of courses, both half-day and evenings, from five to fifteen hours per week. In an attractive building near Edinburgh's main business centre, it is easy to reach by public transport. Modern equipment and experienced staff make it an obvious choice for any business person or student studying English in Scotland.



## B BESTON HALL

### *Summer Holiday Courses*

Three-week, one-month or six-week courses for students of all standards, which combine daily language classes with a full programme of sports (tennis, swimming, volleyball, etc.), social activities (discos, quizzes, film club, etc.) and outings (London, Stratford-upon-Avon, Bath, etc.).



## C LONDON LANGUAGES

### *Home from Home*

We place students with experienced and qualified teachers throughout Britain for individual study programmes in the teacher's own home. An excellent choice for those who wish to improve their English fast, but who are not keen on returning to the classroom. High standards of comfort in a friendly but peaceful atmosphere.



## D LONDON LANGUAGES

### *Business Department*

Courses in most European languages are offered for adults wishing to study outside office hours, including weekends. Our qualified teachers are always native speakers, whether of Danish, English or Greek. You will study hard in very small groups with lots of attention to individual needs. Courses last between three and six months.





# LEARNING A LANGUAGE



## E LONDON LANGUAGES

### Part-time Courses

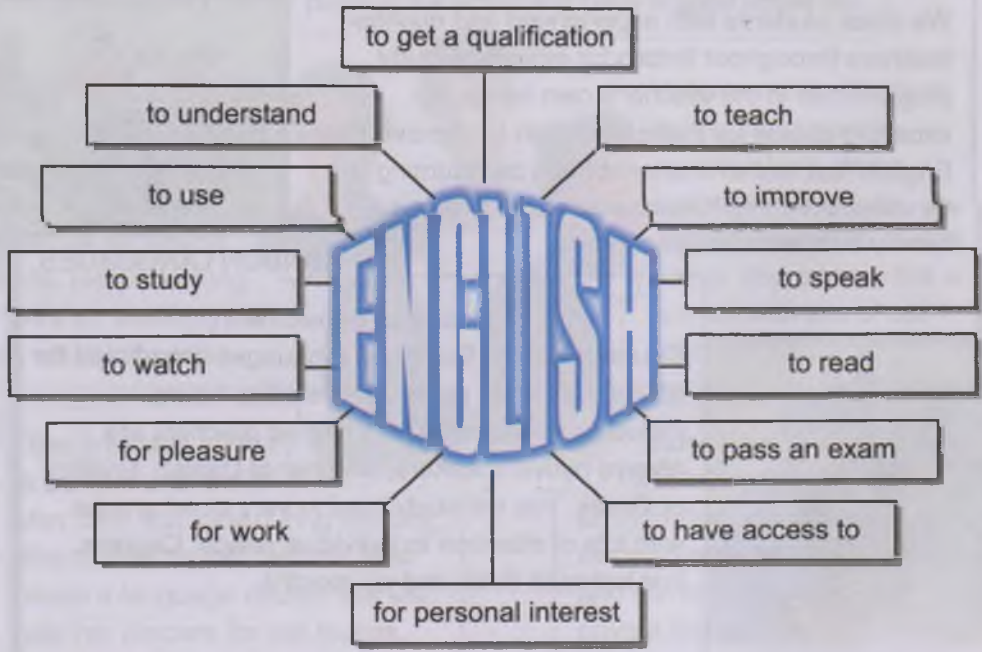
Morning classes 15 hours per week, afternoon classes 15 hours per week. Examination preparation 4 or 6 hours per week, afternoons or evenings. All teachers are highly experienced and well qualified. Minimum course — one month. Central location, easy access by bus or underground.

## F ELGIN HOUSE SCHOOL

This excellent school is an attractive suburb of Brighton. It offers courses in general English from three to twelve months. Accommodation is carefully chosen and the school is famous for its programme of activities beyond the classroom. Teenagers and young adults come here from over thirty different countries to study hard and enjoy themselves, too.



6 In groups, speak on why you want to learn English. Use the scheme below.



# ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

## PRESENT TIME

① Match each sentence (1-10) with the appropriate tense form (A-D).

- |  |                              |
|--|------------------------------|
| <input type="checkbox"/> 1 He is always telling everyone what to do.                                 | A Present Simple             |
| <input type="checkbox"/> 2 She commutes to the centre of London every day.                           | B Present Continuous         |
| <input type="checkbox"/> 3 They own a villa and a personal plane.                                    | C Present Perfect            |
| <input type="checkbox"/> 4 They have known each other for ages.                                      | D Present Perfect Continuous |
| <input type="checkbox"/> 5 Cherry trees blossom in spring.   |                              |
| <input type="checkbox"/> 6 Grandma is getting better.  |                              |
| <input type="checkbox"/> 7 He wears glasses.   |                              |
| <input type="checkbox"/> 8 We are doing an exercise.   |                              |
| <input type="checkbox"/> 9 He has been running, that's why he is out of breath.                      |                              |
| <input type="checkbox"/> 10 I am working on an archaeological project until something else comes up. |                              |

② Choose the correct answer (a), (b), (c) or (d).

- Don't listen to him. He  d .  
a) lies b) has lied c) was lying d) is lying
- You can't talk to him right now. He  a bath.  
a) is having b) has had c) has d) had
- She  no trouble with her dishwasher up to now.  
a) has b) is having c) had d) has had
- I read the first chapter of the book. I can't wait to know what  next.  
a) is happening b) happen c) happens d) does happen
- I don't think we'll learn anything new.  
She  the same thing for the last two hours.  
a) repeats b) is repeating c) has repeated d) has been repeating
- We  a great deal of them lately.  
a) see b) have been seeing c) are seeing d) saw
- The weather is nice and she  her holiday at the seaside.  
a) enjoy b) enjoys c) is enjoying d) does enjoy
- This soup  really strange. What spices did you put in?  
a) is tasted b) is tasting c) tastes d) has tasted

# ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

- 9 Look at them. Everyone can see that she simply  him.  
 a) loathes<sup>1</sup> b) don't loathe c) is loathing d) is loathed
- 10 It  for two days. If it doesn't stop soon, we won't be able to leave the cabin.  
 a) snows b) is snowing c) has snowed d) has been snowing

## PAST TIME

### 3 a) Match each sentence with its description.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 1 He woke up late yesterday.                             | a two parallel actions in the past                                     |
| <input type="checkbox"/> 2 At nine o'clock he was still sleeping.                            | b very recent past action  |
| <input type="checkbox"/> 3 He was sleeping when his mother entered the room.                 | c experience   |
| <input type="checkbox"/> 4 While he was having a shower, his mother was preparing breakfast. | d past action with the result or consequence in the present            |
| <input type="checkbox"/> 5 Man has travelled to the Moon.                                    | e an action that was in progress when another action happened          |
| <input type="checkbox"/> 6 I have sprained my ankle, that's why I'm limping.                 | f an action that started and finished in the specific time in the past |
| <input type="checkbox"/> 7 They have just emailed her.                                       | g an action that was in progress at certain time in the past           |
| <input type="checkbox"/> 8 The rehearsal had already begun when the main actor arrived.      | h past action before another past action                               |

### b) Match each sentence above (1-8) with its tense form (A-D) below.

- |                   |                   |
|-------------------|-------------------|
| A Past Simple     | C Present Perfect |
| B Past Continuous | D Past Perfect    |

- |   |   |   |  |   |  |   |  |   |  |   |  |   |  |   |  |
|---|---|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 1 | A | 2 |  | 3 |  | 4 |  | 5 |  | 6 |  | 7 |  | 8 |  |
|---|---|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

### 4 Choose the correct answer (a), (b), (c) or (d).

- 1 Between five and six I  so I couldn't hear the phone.  
 a) was vacuuming b) vacuumed c) had vacuumed  
 d) has been vacuuming
- 2 It appears they  on foot.  
 a) have come b) came c) had come d) had been coming

<sup>1</sup>to loathe [læʊð] — почувати відразу (огиду); ненавидіти

# ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

- 3 When  about that project?  
a) were you learnt   b) have you learnt   c) did you learn  
d) were you learning
- 4 I  of going skiing for winter holidays but I changed my mind.  
a) thought   b) was thinking   c) have thought   d) am thinking
- 5 They  three tests in the last week.  
a) were having   b) had   c) have had   d) had had
- 6 We  breakfast when she came downstairs.  
a) have already had   b) had already had   c) already had  
d) were already having
- 7 You've broken your leg! How ?  
a) has it happened   b) it happened   c) had it happened   d) did it happen
- 8 I guess she  my message.  
a) finds   b) found   c) has found   d) had found
- 9 They called in to say goodbye because they  the following day.  
a) are leaving   b) were leaving   c) left   d) had been leaving
- 10 Mrs Roberts was getting dressed while the drinks .  
a) were served   b) had been served   c) were being served  
d) were serving

## THE PRESENT PERFECT AND THE PAST SIMPLE

- 5 Complete the sentences putting the verbs in brackets into the correct tense forms.
- 1 How long have you lived (*live*) here?
- 2 ... you ... (*wear*) your hair long when you were in primary school?
- 3 Shakespeare ... (*write*) a lot of plays.
- 4 My brother ... (*write*) several plays. He just ... (*finish*) his second comedy.
- 5 I ... (*not, see*) him for three years.
- 6 I ... (*read*) his books when I was younger. I ... (*enjoy*) them very much.
- 7 I can't go out because I ... (*not, finish*) my work.
- 8 I never ... (*drink*) coffee.
- 9 The actors ... (*arrive*) yesterday and ... (*start*) rehearsals early this morning.
- 10 ... you ... (*be*) here before?
- 11 Look at that little boy in the corner. He ... (*wait*) for three hours now and no one ... (*come*) to take him home.
- 12 The conference ... (*start*) two days ago.
- 13 Look at this mess! You ... (*always, leave*) your clothes all over the room!

# ARE YOU GETTING ON WELL WITH ENGLISH GRAMMAR?

## FUTURE TIME

6 a) Match each sentence with its description.

- |   |  |
|---|--|
| 1 You will be happy in your future life.              | a planned future arrangement   |
| 2 Our sun will become a supernova <sup>1</sup> , too. | b an action in progress at a specific time in the future                 |
| 3 Wait a bit! I'll help you.                          | c prediction based on the present situation                              |
| 4 This time next week I shall be skiing.              | d an action that will go on up to or finish before a point in the future |
| 5 Look at that fence! It is going to collapse.        | e future fact  |
| 6 We are going to study over a weekend.               | f intention  |
| 7 They are staying at the Ritz next week.             | g decision made at the moment of speaking                                |
| 8 She will have passed the driving test by June.      | h speculating about the future   |

b) Match each sentence above (1-8) with its tense form or structure (A-F).

1  2  3  4  5  6  7  8

- |                      |                     |
|----------------------|---------------------|
| A Present Simple     | D Future Simple     |
| B Present Continuous | E Future Continuous |
| C 'Going to'         | F Future Perfect    |



7 Complete the sentences putting the verbs in brackets into the correct tense forms.

- Let's meet at the station. The train *is leaving* (*leave*) at 7 p.m.
- You ... (*eat*) the whole pie! You ... (*be*) sick.
- She won't be able to come in the afternoon. She ... (*see*) her lawyer at 4 o'clock.
- They ... (*date*) for 5 years before he finally ... (*propose*) to her.
- What ... (*you / do*) the whole evening while we ... (*look for*) you?
- When we ... (*go*) to see him last night, he ... (*play*) computer games; he ... (*play*) since lunch time.
- By the end of last year they ... (*finished*) three large projects, and by next year they ... (*finish*) two more. I ... (*be*) with them since last month, but I ... (*believe*) they ... (*work*) on presentations at present.

<sup>1</sup>a supernova [ˌsɜːpəˈnɒvə] — наднова (супернова) зірка

# HOW WELL CAN YOU COMMUNICATE?

- 1 Match each question (1-6) with the appropriate answer (A-F).  
Work in pairs.

- |  |   |
|--|---|
| 1 Do you enjoy learning English? —     | a Well, I have one brother and one sister.  |
| 2 What do you do in your free time?    | b I'm afraid I don't like it very much. I think it's really difficult, especially the grammar.  |
| 3 Do you plan to study abroad?         | c I haven't really decided yet. I guess I'd like to one day, maybe in Canada or Australia.      |
| 4 Do you have any brothers or sisters? | d Actually, my parents moved around a lot and I've lived in many cities. Now I live in Odesa.   |
| 5 What's your job?                     | e I have a part-time job in a local shop. In fact, I've worked there for more than three years. |
| 6 Where do you live?                   | f It depends. I often go out with my friends, but sometimes I enjoy just reading in my room.    |



## USEFUL TIPS

Using words or expressions like *'actually'*, *'well'*, *'I guess'* or *'it depends'* will make you sound more natural when you speak.

- 2 Role-play the situation in pairs.

**Student A**, you're the examiner. Choose some questions from task 1. For each question think of follow-up questions (why, when, where, who with, etc.) and interview student B for 4 or 5 minutes. Listen to student B's answers carefully. Did he or she give short or extended<sup>1</sup> answers?

**Student B**, you are the student. Imagine you are in the exam. Introduce yourself briefly and then listen to the examiner's questions. Answer as fully as possible, giving two or three additional pieces of information for each question. Follow the *Useful Tips*. When you've finished, change roles with your partner.

### Example:

**A:** Where do you live?

**B:** Now I live in London, but before that I have been studying in Ireland — for 2 years. Actually, it was great. I was living in the countryside and it was very peaceful. Not like London — it's so busy and noisy! I guess I'll get used to London eventually — it just takes time to adjust, doesn't it?



<sup>1</sup>extended [ɪk'stendɪd] — розширений, широкий

# HOW WELL CAN YOU COMMUNICATE?

3) a) Write ten sentences about yourself. Five should be true and five should be false. Choose topics in the box below.

- |                          |   |
|--------------------------|---|
| Where you come from      | Your favourite kind of music                        |
| Your age                 | Countries you've visited                            |
| Your family              | What you're going to do this weekend                |
| Your leisure activities  | A book you're reading at the moment                 |
| Your personality         | What you did yesterday evening                      |
| A problem you have       | Something important that's happened to you recently |
| What languages you speak |   |

b) Give a piece of paper to the person sitting next to you. Can he/she tell which sentences are true and which are false?



4) a) Ask and answer in pairs.

- How do you begin letters in English?
- How do you end a letter to a close friend?
- How do you end a letter to a stranger?
- Name the main parts of a letter.

b) Read the instructions and write a letter.

- You have just finished a short language course in Scotland.
- You are writing a letter to an English-speaking friend.
- Tell him or her what you did on the course, how you spent your free time and what the other people were like.
- You can use the information in the timetable below and the beginning of the letter on the opposite page to help you.



Mon	Tue	Wed	Thur	Fri
Language Lessons	Language Lessons	Language Lessons	FREE TIME	Museum Visit
<b>LUNCH</b>				
Sport	Art	FREE TIME	Language Lessons	Language Lessons
<i>Evenings: Social activities</i>				

# HOW WELL CAN YOU COMMUNICATE?

Dear ...,

I've just finished a short language course in Scotland and I want to tell you all about it



**c) Check your writing after you have finished it, using a checklist below. Use it every time you practise writing something.**

Checklist	✓
Have you included all the notes?	
Have you used paragraphs?	
Have you written the right number of words?	
Have you linked the points clearly?	
Have you started sentences in different ways so that it is interesting to read?	
Have you checked your in grammar or spelling mistakes?	
Have you used a range of vocabulary? Are there any words you have used too many times?	
Have you started and ended the letter or email correctly?	
Have you used the right style for the person you're writing to?	

**5 Discuss the following questions in groups.**

- 1 How long have you been learning English?
- 2 Why do people need English?
- 3 When have you had an opportunity to speak or read English?
- 4 Have you ever been to an English-speaking country?
- 5 What do you think about the idea that a language gets rusty<sup>1</sup> if it is not practised?
- 6 Can you follow TV programmes in English on satellite television?
- 7 Can you understand songs in English?
- 8 Do you have problems learning English? What are they?
- 9 Have you ever taken private lessons?
- 10 What do you find easy about English, and what do you find difficult (think about pronunciation, learning new vocabulary, grammar, spelling, listening, reading, understanding, translating, etc.)?

<sup>1</sup>rusty ['rʌsti] — занедбаний, забутий



# GET MORE INFORMATION ABOUT ENGLISH

① *In groups of three or four, try to find as many words as you can which are identical in English and your own language (for example: radio, lift). The winner is the group with the longest list. Set a time limit.*

② a) *Skim the short article in one minute. Which of the following sentences describes the main idea of the text?*

- A It is important to speak English if you want to be successful in business.
- B Most of the world's mail is written in English.
- C English is the most widely used language in the world.

English is the second most commonly spoken, and by far the most widespread of the world's languages. It is estimated that there are 350 million native speakers, 300 million who use English as a second language and a further billion using it as a foreign language. English is spoken by scientists, pilots, computer experts,

diplomats and tourists; it is the language of the world! Do you know that over 50% of all business deals are conducted in English? And over 70% of all mail is written and addressed in English? It is the official or co-official language of over 45 countries and furthermore, it is spoken extensively in other countries where it has no official status. It is perhaps, therefore, not surprising that in recent years we have seen a dramatic increase in the number of students opting to study abroad. In the future this will cement the role that English plays in the cultural, political or economic life of many countries around the world from Australia to Zambia.

b) *Look at the numbers below and say what they refer to. Match each number with its reference.*

over 70%

the amount of business done in English

over 50%

the amount of mail written in English

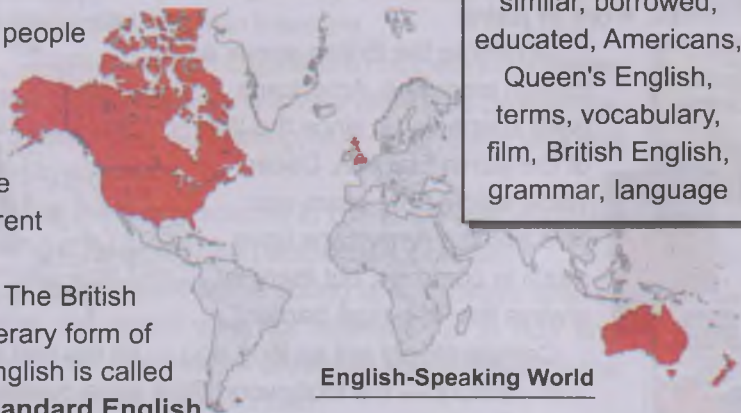
c) *Scan the text again in 30 seconds to check your answers in (b).*

# GET MORE INFORMATION ABOUT ENGLISH



Complete the text with the words from the box.

As so many people speak English in so many different countries, there are many different "Englishes".



similar, borrowed, educated, Americans, Queen's English, terms, vocabulary, film, British English, grammar, language



The British literary form of English is called **Standard English**

## English-Speaking World

and it is the language of (1) ... English speakers. It is used by the Government, the BBC<sup>1</sup>, the Universities and it is often called (2) ...



**American English** is the variety of English spoken in the United States of America. It is different from English in pronunciation, intonation, spelling, vocabulary and sometimes even in (3) ... An Englishman goes to the town centre to watch a (4) ... while an American goes downtown to watch a movie. If an Englishman needs a pen he would ask you: "Have you got a pen, please?", but an American would say: "Do you have a pen?"



**Australian and New Zealand English**, also called Australian English, are very (5) ... Especially in pronunciation they are also similar to British English, but there are differences in (6) ... and slang. Many terms, such as *kangaroo*, *dingo*, *wombat* and *boomerang*, come from the Aboriginal (7) ... and many others from the Cockney dialect<sup>2</sup> spoken by the first settlers, the Londoners.



**Canadian English** is different both from American English and from (8) ... It is said to sound like American to Britons and like British to (9) ... In pioneer days Canadians (10) ... many words from Canadian French, for example, *bateau*<sup>3</sup> and *habitant*<sup>4</sup>, from the native Indian languages came many (11) ... like *caribou* and *totem*, and from Eskimo, Canadian English took *anorak*<sup>5</sup>, *inuit*<sup>6</sup>, *kayak* and others.

<sup>1</sup>BBC — Британська телерадіомовна корпорація, «Бі-Бі-Сі»

<sup>2</sup>a dialect ['daɪəlekt] — діалект

<sup>3</sup>a bateau ['bætoʊ] — плоскодонний човен

<sup>4</sup>a habitant ['hæbɪtəŋ] — канадець французького походження

<sup>5</sup>an anorak ['ænəɾæk] — анорак (куртка)

<sup>6</sup>an inuit ['ɪnjuɪt] — інуїт (ескімос)

# GET MORE INFORMATION ABOUT ENGLISH

- 4 Read and comment on the following facts. Work in pairs.



Of course the British speak a foreign language. Americans have suspected it since the time of Benjamin Franklin. Oscar Wilde said it best years ago: "We and the Americans have much in common, but there is always the language barrier."



Comparatively not so long ago — till the end of 40-s of the 20th century — the Hollywood films were dubbed for Englishmen because of their disability to understand American English. But with the economical development of the USA the AE has won its strong positions in international relations. Moreover, American books, films, TV serials began to force out the analogous products in the market of Europe.

- 5 a) In groups, try to find as many English words that have entered your language as you can. The winner is the group with the longest list. Set a time limit.  
b) Make the longest meaningful sentence using these words.

- 6 Explain the difference between English and Ukrainian (Russian) to your English friend who is interested in your language. Use the text below and complete the sentences.

Both English and Ukrainian belong to the Indo-European language family. The Indo-European family has ten major branches. English belongs to the Germanic branch, while Ukrainian belongs to...



Indo-European branches of the language tree

# GET MORE INFORMATION ABOUT ENGLISH

## ALPHABET

Aa  
Bb  
Cc  
Dd  
Ee  
Ff  
Gg  
Hh  
Ii  
Jj  
Kk  
Ll  
Mm  
Nn  
Oo  
Pp  
Qq  
Rr  
Ss  
Tt  
Uu  
Vv  
Ww  
Xx  
Yy  
Zz

In the English alphabet, there are 26 letters, whereas in Ukrainian there are...

Some sounds in English are not there in Ukrainian and that's why they are very difficult to pronounce. For example, [θ] in **thing**, [ð] in **then**, [ŋ] in **sing** and [w] in **window**.

Are there any sounds in Ukrainian that would be difficult for an English person to pronounce?

In English the same sound is not always spelt or read the same way (for example, 'u' in **bus** and **uniform**). However, in Ukrainian you spell words the same way as you read them.

In English the word order is fixed, while in Ukrainian it isn't because the relationship between the parts of the sentence is shown by the endings you add to the words. *В нас гарна осінь цього року. У цьому році ми маємо гарну осінь.*

There are only 2 cases (відмінки) in English, while there are ... cases in Ukrainian.

In English these are the common case and the genitive case.

In English 'you' has the same form in the singular and plural, whereas in Ukrainian there are different forms and these are...

In English you don't have to think who you are going to address with the polite form («Ви» in Ukrainian) because this form doesn't exist.

In English there is only the natural gender (рід), while in Ukrainian the nouns are divided into ... genders (how many?).

In English there are simple and continuous tenses. The continuous tense usually stresses that the action is not complete. What about Ukrainian? How do verbs in Ukrainian show this distinction? ...

## АЛФАВІТ

Aa  
Бб  
Вв  
Гг  
Ґґ  
Дд  
Ее  
Єє  
Жж  
Зз  
Ии  
Іі  
Її  
Йй  
Кк  
Лл  
Мм  
Нн  
Оо  
Пп  
Рр  
Сс  
Тт  
Уу  
Фф  
Хх  
Цц  
Чч  
Шш  
Щщ  
Юю  
Яя  
Ьь

1 a) *Think and say who is the best in your class in the following subjects:*

- Biology
- English
- Maths
- Chemistry
- Geography
- Literature
- Physics
- History
- Music?

b) *Work in groups.*

*Interview one of the students to find out what helps him/her to achieve good results in this or that subject. Mention the items below.*

- 1 reading supplementary information on the subject
- 2 doing extra activities on the subject
- 3 attending subject courses or clubs
- 4 responsibility for their own learning
- 5 working out their own learning strategies
- 6 use all resources available
- 7 high self-motivation
- 8 good time management
- 9 good memory
- 10 knowledge about their learning type

c) *Share your results with other groups.*

2 *Read the magazine article. Choose the paragraph from A-H (page 22) which best suits each gap (1-7). There is an extra paragraph.*

## INDEPENDENT



Research shows that language learners who make the most progress are those who are prepared to **take responsibility** for their own learning. This is known as **independent** or **autonomous** learning. But what does this actually involve?

1

Independent learners also keep organised vocabulary notebooks. They don't just write down new words on scraps of paper. For instance, they organise new vocabulary by topic. This means that they can easily find words they have decided to make a note of, which makes **accessing** and learning them easier.

2

But independent language learning isn't just about using dictionaries and keeping organised notebooks. Independent language learners are also more likely to actually use the language outside the classroom.

3

Besides cinema and television, independent learners also enjoy liste-

ning to songs in the target language. But it's not just the music that they are interested in. They listen to the words, too, and try and work out their meanings.

4

Independent learning is not confined to reading and listening. This kind of learner also likes to produce language. This does not only mean inside the classroom, but outside it, too.

5

They will be perfectly at home with writing, as well. They will probably be using the language on the Internet in chat rooms and writing emails to friends in other countries.

6

There are several answers to these questions. First of all, student learning a language in a country where that language is not spoken might only have a couple of lessons a week. This means that those who use it outside the lessons are **getting more exposure** and practice.

7

At the end of the day, we don't actually know **precisely** how people learn languages, but it seems clear that if we want to improve our chances of learning one well, we should try and use it both inside and outside the classroom.





3 Read the article again and guess the meanings of the words in bold. Match each word or phrase from the Word File with its definition.

- 1 ... having the ability to work and make decisions by yourself without any help from anyone else
- 2 ... the way by which you can enter a place
- 3 ... an aim as a result that you want to achieve
- 4 ... to make facts known or to say things that make a person (or an event) known to a lot of people
- 5 ... receiving special attention, help or treatment
- 6 ... if it is educational, it is something such as a book, film or picture, etc. used by teachers or students to provide information and training
- 7 ... be in charge of something or someone, so that you make decisions and can be blamed if something bad happens
- 8 ... a well-planned series of actions for achieving an aim
- 9 ... exactly
- 10 ... enjoyable or unusual, and worth remembering



**WORD FILE**

- a resource [rɪ'sɔ:s]
- a strategy ['strætədʒi]
- a target ['tɑ:ɡɪt]
- to access ['ækses]
- autonomous [ɔ:'tɒnəməs]
- favoured ['feɪvəd]
- memorable ['memərəbl]
- precisely [pri'saɪsli]
- to get exposure
- to take responsibility (for)



4 Complete the sentences on the basis of the article.

- 1 If you take responsibility for your own learning, you will ...
- 2 Autonomous learner doesn't need a ...
- 3 Independent language learners use ...
- 4 The important resources for autonomous learner are ...
- 5 They use the Internet to ...
- 6 If you want to improve your chances of learning at least one foreign language well, you should ...

5 Read the text (page 24) and complete its paragraphs (1-7) with the suitable words or word combinations (A-G).

- |  |  |
|--|--|
| <input type="checkbox"/> A Parts of speech   | <input type="checkbox"/> E A dictionary      |
| <input type="checkbox"/> B Guide words       | <input type="checkbox"/> F Pronunciation key |
| <input type="checkbox"/> C A sample sentence | <input type="checkbox"/> G Definition        |
| <input type="checkbox"/> D An entry word     |  |



## 1 READING

(1) ... is a book of information about words. The words are listed in alphabetical order. It shows you how to spell and pronounce words, and gives word meanings. Many dictionaries have other useful information about words, too. They show their parts of speech, examples of correct usage and give word origins.

In order to be helpful to you, you must know how to use a dictionary. If you become familiar with how to use a dictionary, you will be able to find the word information you want quickly and easily.

(2) ... are the first and last entry words on a dictionary page. *Pen* is the first entry on the sample page, and *pendent* is the last. The other entry words that appear on the page fall alphabetically between *pen* and *pendent*.

(3) ... is printed in bold type or heavy type and is divided into syllables by dots. Not all forms of a word appear as entry words. For example, to find out about *penciling*, you must look under the base word *pencil*.

(4) The pronunciation of a word is given in (slashed) brackets following the entry. The special symbols used to show you how to pronounce the word are explained at the bottom of the page in the ... . Stress-marks indicate which syllable or syllables to accentuate. A heavy mark is used for primary stress, and a lighter one for secondary stress.

(5) ... are indicated by abbreviations. The following abbreviations are used for the different parts of speech: *n.* noun; *adj.* adjective; *v.* verb; *adv.* adverb; *pron.* pronoun; *prep.* preposition.

(6) ... is the meaning of the word. Most words have more than one definition. These are usually labeled 1, 2, 3 and so forth.

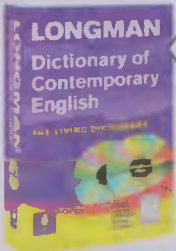
(7) ... is an example of how the word is used. It can help you understand the meaning of the word and how to use it correctly.

**6 a) Look at the covers of different dictionaries and read some information about them. Answer the questions.**

- Which of these dictionaries does each piece of information belong to?
- How do you think these dictionaries are different?
- How can they be helpful to students of English?

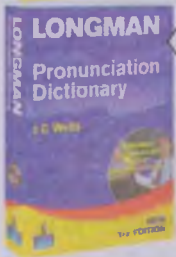
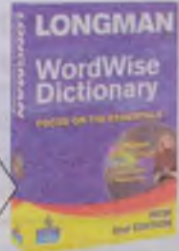
4,650 new encyclopedic entries on people and places, politics and current affairs, science and technology, history, the arts, religion, linguistics, sport, the media and many other fields.





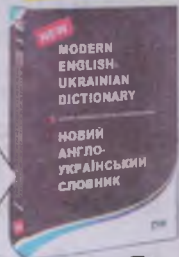
The only dictionary which provides up-to-date information and advice on the contemporary English of 75,000 words.

Equal coverage of British and American English. Over 15,000 cultural entries. Colour illustrations throughout.



Thorough coverage of British, American and Australian pronunciation varieties of English.

Over 160,000 words in two volumes. The New English-Ukrainian Dictionary contains a great number of words and word combinations with the corresponding Ukrainian translations.



**b) Read these entries from different dictionaries. Say what kind of information each entry gives.**

A

smart інтелектуальний  
smooth (v) згладжувати;  
гладкий; однорідний  
smoothing згладжування  
SMT (Surface-Mount Technology) технологія безпосереднього монтування ІС на платі  
SNA (Systems Network Architecture) мережева архітектура стемі  
snap (n) фіксація (зображення) (v) фіксувати  
snapshot (v) фіксувати (пам'яті); (n) фіксація (зображення)  
form - фіксація поточного зображення (у файлі)  
SNP (Sequence Number Field) поле для поточного номера (у заголовку)

B

**FAUSTA** [ˈfɔːstə] ж Фоста /лат. fausta — щаслива, благоприятна/. Ср. нем. Fausta  
**FAUSTINA** [fɔːsˈtɪnə] ж Фостіна /вар. ил. FAUSTA/. Ср. нем. Faustina, русск. Фавстіна  
**FAUSTINE** [fɔːsˈtiːn] ж Фостіян /вар. ил. FAUSTINA/  
**FAY, FAYE** [feɪ] ж Фей /ср.-англ. и ст.-фр. fei < лат. fides < fidere — доверять; букв. вера/. Употр. гл. обр. в Канаде и США. Ср. FAITH, русск. Вера. Дериуат: FAYETTE  
**FAYETTE** [feɪˈet] ж Фейетт, см. FAY, FAYE  
**FEARGUS** [ˈfɛəɡəs] м Фєргус /вар. ил. FERGUS/  
**FEE** [fiː] ж Фі, см. FELICITY  
**FELICE** [fɛlɪˈsɪ] ж Феліс /вар. ил. FELICITY/. Феліс Чармонд — головне дійсуюче лицо в романе Т. Харди «В краю лесов» (1887)  
**FELICIA** [fɛlɪˈsɪə, fɛlɪˈsɪə, fɛlɪˈsɪə, fɛlɪˈsɪə] ж Фелісія, Фелісія, Фелішья, Фелішья, Феліша, трад. Феліція /женск. к FELIX/. Ср. фр. Felicie, ит. Felicia, нем. Felizia. Felicia, русск. Феліція

C

**hide**<sup>1</sup> /haɪd/ v past tense hid past participle hidden /ˈhɪdn/ 1 [T] to deliberately put or keep something in a place where it cannot easily be seen or found: My girlfriend keeps hiding my cigarettes. |hide sth from sb The bushes hid Dave's bike completely from the passers-by. |keep sth hidden Confidential documents are kept hidden in a secret vault. |hide sth in/under/behind etc She hides his letters under her pillow. 2 [I] to go or stay in a place where you hope no one will find you: Quick - she's coming - we'd better hide! | [+ under/behind/in etc] Harry hid under the bed until they had gone. |hide from Kylie tried to hide from the stranger. 3 [T] to keep someone in a place where other people will not find them: hide sb from an attempt to hide her children from their violent father 4 [T] to not show your feelings to people: Paul struggled to hide his disappointment at not getting the job. 5 [T] to deliberately not tell people facts or information: He took off his ring to hide the fact that he was married. |hide sth from Don't try to hide anything from me. 6 have nothing to hide to be willing to tell people about everything you have done, because you have done nothing dishonest, illegal, or immoral: The company claimed that the deal was legal and that they had nothing to hide. 7 hide your light under a bushel not tell anyone that you are very good at something  
**Jeopardy** n [C] 1 BrE a place from which you can watch animals or birds without being seen by them; BLIND<sup>3</sup> (3) AmE 2 an animal's skin, especially when it has been removed to be used for leather: ox hide gloves 3 have/tan sb's hide spoken humorous to punish someone severely 4 not see hide nor hair of spoken to have not seen someone at all recently: I haven't seen hide nor hair of him for ages.



**c) In groups, discuss why different types of dictionaries are valuable.**

# VOCABULARY

1 Organise the phrases in the box according to the headings (1, 2).

1 A good teacher (is) ...

2 A good student (is) ...

makes good progress, a good listener, good at explaining things, uses modern methods, concerned about the students, always marks homework on time, pays attention in class, works hard



## VOCABULARY POINT

### to pass an exam / to take an exam

Look: *I am going to take the exam in June. I really hope I'll pass! If I don't pass, I will take the exam again in November.*

### know / find out

If you **know** something, you already have the information.  
*Andy knows what time the train leaves.*  
If you **find** something **out**, you learn new information for the first time.  
*I found out it recently.*

### learn, teach or study?

To **learn** is to get new knowledge or skills.  
*I want to learn how to drive.*  
When you **teach** someone, you give him/her new knowledge or skills.  
*My dad taught me how to drive.*  
When you **study** you go to classes, read books, etc. try to understand new ideas and facts.  
*He is studying biology at university.*

2 Match the words with their definitions.

- |                  |       |   |
|------------------|-------|---|
| 1 to assist      | ————— | a to become a member of an organisation   |
| 2 to attend      | ————— | b to help   |
| 3 to get to know |       | c to spend time with someone or something so that you gradually learn more about them |
| 4 to join        |       | d to go to an event, place, etc.  |



3 Choose the correct word to complete each sentence.

- 1 I (**learn / know**) Chinese from Chinese teachers.
- 2 You're expected to (**join / attend**) your new courses.
- 3 I was really embarrassed when I (**found out / knew**) what she'd done.
- 4 I've been thinking of going to a German university and (**learning / studying**) business for a year.
- 5 If I lived in Italy, I'd (**learn / study**) about how Italians live and think.
- 6 I'm doing a karate course (**learnt / taught**) in Japanese.
- 7 I'm (**knowing / getting to know**) lots of Japanese people.
- 8 They also organise lots of other things for you to (**assist / take part in**) after you've finished your English lesson.

- 1 a) Refresh what you learnt about Conditionals last year. Put the type (I or II) into boxes to complete the rules.

- 1 Conditionals  are used for future results, predictions, promises, threats and warnings.  
 2 Conditionals  are used for unreal situations in the present and for the situations that are unlike to happen in the future.

- b) Refer each sentence to the correct type of Conditionals (I or II).

- 1 Virtual friends would be more interesting than real friends.  
 2 If Anthony gets a scholarship, he will study at Cambridge this time next year.  
 3 We won't finish this job on time unless we start right away, so let's get down to work  
 4 What would you do if you won the lottery?  
 5 If you worked harder, you'd probably do better.  
 6 If we miss the last bus, my dad will come and pick us up.



### GRAMMAR POINT

The conditional clause can start with **if**, **even if** or **unless**.

*It'll be great **if** Garry comes.*

*It'll be boring **unless** Garry comes.*

*Carl won't go to the party **even if** you beg him.*

- 2 Fill in the blanks with **if**, **even if** or **unless**.

- 1 David will come ... you invite him.  
 2 David won't know about the party ... you tell him.  
 3 Clive hates parties and won't come ... you invite him.  
 4 This is too big a job. We won't finish it on time ... we start right away.  
 5 We won't finish this job on time ... we start right away, so let's get down to work.

The verb in the **conditional clauses of the 1st type** is in a present tense even though it refers to a future event.

**Present Simple:** *We'll have a barbecue if the weather **is** fine.*

**Present Perfect:** *I'll cook you something if you **haven't eaten**.*

**Present Continuous:** *If you're **doing** your homework when I arrive, I'll be as quiet as a mouse.*

**Present Perfect Continuous:** *He'll be tired when he gets home if he's **been working** all day.*

3 **Fill in the gaps with the appropriate form of the verb in brackets.**

- 1 I won't disturb you if you ... when I arrive. (*work*)
- 2 I'll lend you the video if you ... it. (*not see*)
- 3 He will be in a bad mood when we arrive if he ... for long. (*wait*)
- 4 They'll get lost unless they ... there before. (*be*)

In 1st CONDITIONALS the verb in the main clause can be in any of **future tenses**, structure **going to**, or **Present Simple** or **Present Continuous** in **future meaning**.

**Future Simple:** *Paul **will do** it if you ask him.*

**Future Perfect:** *They'll **have arrived** by one pm unless their plane is late.*

**Future Continuous:** *Sarah **will be waiting** for us outside the cinema unless it's raining.*

**Future Perfect Continuous:** *If they don't come in the next five minutes, we'll **have been waiting** for over an hour.*

**going to:** *I'm **going to** scream if you do that again.*

**Present Continuous:** *I'm **meeting** Tanya after school if she doesn't have choir practice.*

**Present Simple:** *The plane **arrives** at three if it's on schedule.*

4 **Fill in the gaps with the appropriate form of the verb in brackets.**

- 1 If Andy gets a scholarship, he ... at Cambridge this time next year. (*study*)
- 2 If we don't get there soon, they ... all the food and nothing will be left. (*eat*)
- 3 If we don't stop soon, we ... for three hours without a break. (*drive*)
- 4 Sue has made a decision. She ... to Liz unless she apologises. (*not talk*)
- 5 It's all been arranged. We ... the party at Bill's if his parents go away for the weekend. (*have*)

If the future result is not certain, we use the modals that express possibility: **may**, **might**, **can** or **could**.

*If Hamlet kills Claudius, the guilt **could** drive him crazy.*

*If you go to Sarah's round dinnertime, you **might** get something to eat.*

*You **may** get lost if you go there by the back roads.*

*You **can** do it if you try.*

5 **Fill in the gaps with different modal verbs.**

- 1 If we don't invite Jeffrey, he ... be offended.
- 2 Be careful. If you stand on the table, it ... collapse.
- 3 If you don't start preparing for the exam, you ... fail.
- 4 We ... get there quicker if we take the motorway.

- 1 In pairs, speak on how you feel when you hear the word 'exams'. What feelings does this word evoke?

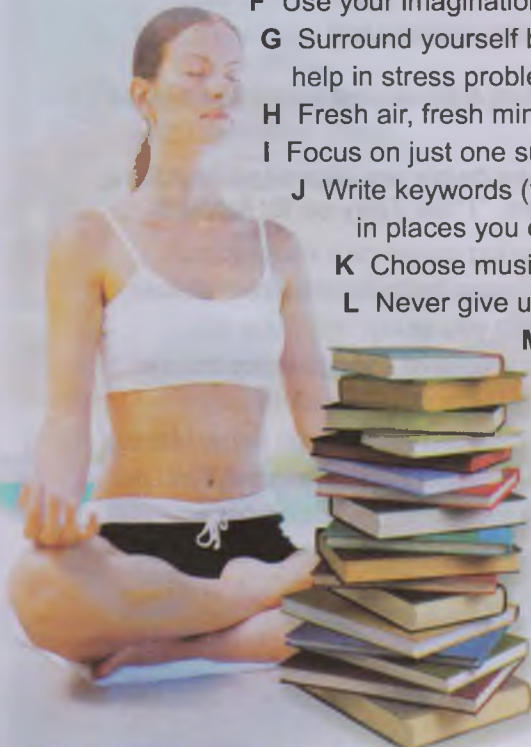
You can start this way:

I feel ...  
 It makes me think of ...  
 I am ...  
 It sounds like ...  
 I feel as if ...  
 It reminds me of ...



- 2 a) Choose ten of the following pieces of advice that maybe given to a person as the most important if he or she is scared before an exam.

- A Always believe in yourself.
- B Be confident and think positive.
- C Think calm thoughts, ignore negative thoughts.
- D Learn to concentrate.
- E Plan your time. Take breaks.
- F Use your imagination.
- G Surround yourself by certain colours which are believed to help in stress problems.
- H Fresh air, fresh mind.
- I Focus on just one subject at a time.
- J Write keywords (things) on papers for notes and stick them in places you come across.
- K Choose music that makes you feel relaxed.
- L Never give up.



- M Speak to others when you feel as though you need extra support.
  - N Remember that you are more than your exam results!
  - O Watch your diet.
- b) Share your results with a partner. Explain your choice.

# LISTENING

3 Match the words with their definitions (a-k). Use a dictionary to check.

assessment, average, to boost, to pace, distraction, to reckon, to steer clear (of), to cheat, superstition, exhausted, to revise

- a ... if you add together several quantities and divide the sum by the total number of quantities you'll get it
- b ... to behave in a dishonest way in order to win or get an advantage
- c ... a process in which you make a judgement about someone's knowledge or skills
- d ... to increase something
- e ... extremely tired or having no energy
- f ... to study lessons again in order to learn them before an examination
- g ... to set a controlled regular speed for yourself
- h ... a belief that some objects or actions are luck and some are unluck, based on old ideas of magic
- i ... a pleasant and not very serious activity (that can drive your attention away from serious things)
- j ... this word is spoken to think that something is a fact
- k ... to try to avoid something unnecessary or annoying



## WORD FILE

- an assessment [ə'sesmənt]
- a distraction [dɪ'strækʃn]
- a superstition [ˌsu:pə'stɪʃn]
- to boost [bu:st]
- to cheat [tʃi:t]
- to reckon ['rekən]
- to pace [peɪs]
- average ['ævərɪdʒ]
- exhausted [ɪg'zɔ:stɪd]
- to steer clear (of)



4 Listen to the conversation between two friends and name the pieces of advice that one gives another.



5 Listen again and decide if the opinions below are expressed by Sara, Tony or both of them. Note 'S' for Sara, 'T' for Tony or 'B' for both.

- 1 Tests are not a good way of measuring someone's knowledge.
- 2 It can be hard to tell if students' works outside exams are their own.
- 3 You should turn your phone off when you study.
- 4 Make sure you have enough sleep before your exam.
- 5 Eating fish can help you perform better in tests.
- 6 Doing previous test papers can help you do better in examinations.
- 7 You should have a break every hour when studying.



**1** *In pairs, ask and answer the questions.*

- 1 Do you write notes in pencil in your course book and revise them for tests? Why (not)?
- 2 Do you try talking to a partner during the school breaks and after classes only in English?
- 3 Do you revise the new words every day? Why (not)?
- 4 Do you only work hard the few days before an exam? Why (not)?
- 5 Do you ever help your group mates if they don't understand anything? Why (not)?
- 6 Do you regularly make a list of your common mistakes? Why (not)?
- 7 Are you sure you know how to use your dictionary? Why (not)?
- 8 Do you study only the material that was given at the lesson, nothing else? Why (not)?
- 9 Do you have special time or special day for studying? Why (not)?
- 10 Do you keep a list of useful vocabulary in a special notebook? Why (not)?
- 11 Do you give yourself tests or study with friends and test each other? Why (not)?
- 12 Do you only learn what the teacher tells you to? Why (not)?
- 13 Do you have time only to attend the lessons? Do you have time for anything extra?
- 14 Do you write everything you know on your hand before you go into the exam? Why (not)?
- 15 Do you think that passing or failing an exam is a matter of luck? Why (not)?

**2** *In pairs, complete the dialogues with the sentences (a-c) and dramatise them.*

1 A: ...

B: Was it really so bad?

A: ...

B: That was really bad luck.

Do you think you managed to do enough to pass?

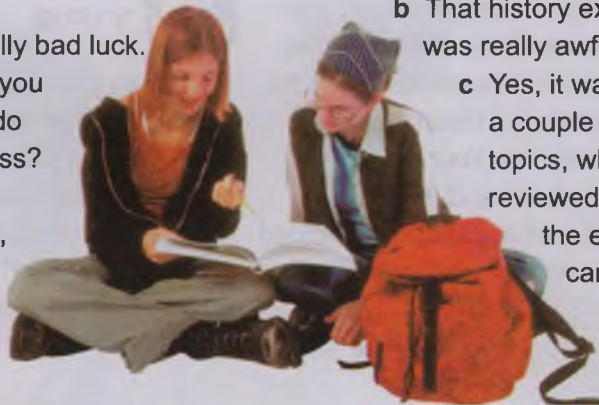
A: ...

B: Oh, come on, don't be so pessimistic.

a No, I think I'll definitely fail that exam.

b That history exam was really awful.

c Yes, it was. Only a couple of the topics, which I reviewed for the exam, came up.





2 A: Now come on, calm down, it's not the end of the world. It was just an exam.

B: ...

A: Why? What happened?

B: ...

A: But you answered the first two questions?

B: ...

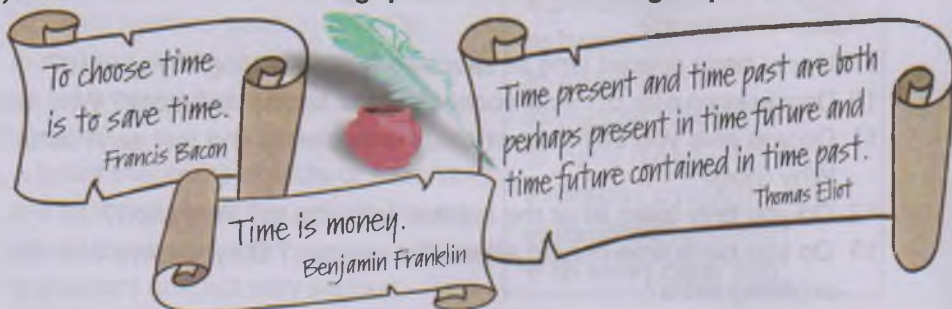
A: Then stop worrying. I'm sure you did enough on those to pass.

a I'd just started on the third and last question when my mind suddenly went blank. I couldn't remember anything of what I'd reviewed for that topic.

b Well yes, but...

c But it was absolutely awful. I just don't know why it happened.

3 a) **Comment on the following quotations. Work in groups.**



b) **Read and think, then brainstorm your ideas in class.**

Sometimes we are robbed of our time, for example, by telephone calls. Who or what else is robbing us of time? What are the most common time thieves?

4 **Work in groups. Read the situation and prepare a five-minute talk on how to do well in school exams. Use the 'Useful Tips' below.**

- Some classmates of yours keep complaining about their grades. They claim that they spend hours preparing for the exams, but results are disastrous. Your results, on the other hand, are impressive. You have decided to help your classmates.



## USEFUL TIPS

### Short Talk

- plan your talk, but DO NOT read it
- include all important information
- present your points in a simple, clear and direct way
- use informal language
- use relevant<sup>2</sup> transitional words/phrases

<sup>1</sup>a thief [θɪ:v] — злодій

<sup>2</sup>relevant ['reləvənt] — доречний

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

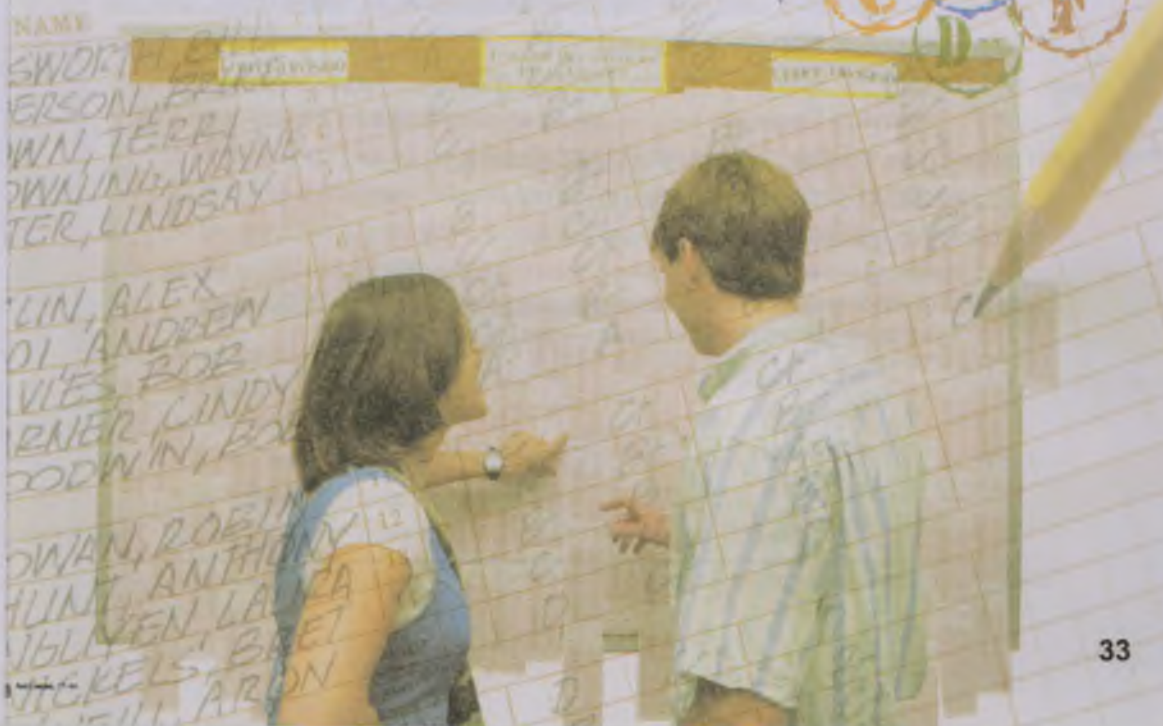
achievement, adjustment, admit, attitude, average, colleges, common, failure, grade, letter, marking, method, minimum, occasionally, pass, percentage, perfect, progress, record, reports, school, teacher

## GRADING

Grading is a (1) ... used in schools to (2) ... students' achievements. Almost every (3) ... keeps a record of each student's (4) ... in order to have some basis for measuring his (5) ... . The record supplies information for (6) ... to parents. Universities and (7) ... often use this information to help determine whether they should (8) ... a student.

For a long time, the most (9) ... method of recording achievement was by (10) ..., with a mark or (11) ..., of 100 per cent representing (12) ... achievement. The (13) ... mark for a (14) ... was usually 70 per cent, and for (15) ... work, about 80 per cent. Today, the letters A, B, C, D, E and (16) ... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means (17) ... .

A few schools use no (18) ... system at all. Instead, each (19) ... writes a detailed (20) ... to the parents. Such letters report the student's progress, (21) ... activities and social (22) ... .



# 1 USE YOUR ENGLISH

- 2 Complete the interview by changing the forms of the verbs in brackets. Then act out the interview in pairs.

Journalist: What exam did you ... (take)?

Viktor: FCE. First Certificate in English.

Journalist: Do you think you ... (pass)?

Viktor: I think so. I'm quite optimistic. I think I ... (do) the exam quite well.

Journalist: When ... you ... (get) your result?

Viktor: Tomorrow morning. I study at a language school and when I ... (go) to class tomorrow the grades will be on the notice board. My name ... (be) the first on the list because my surname begins with 'A'.

Journalist: How ... you ... (celebrate) if you ... (pass)?

Viktor: I ... (go) to a café with the other students in my class. Well, with the students who have passed.

Journalist: And what will you do if you ... (pass)? ... you ... (carry) on studying English?

Viktor: Yes, I'd like ... (take) the CAE<sup>1</sup> exam next year.

Journalist: And if you ... (not, pass)?

Viktor: I ... (take) the exam again in June.

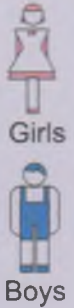
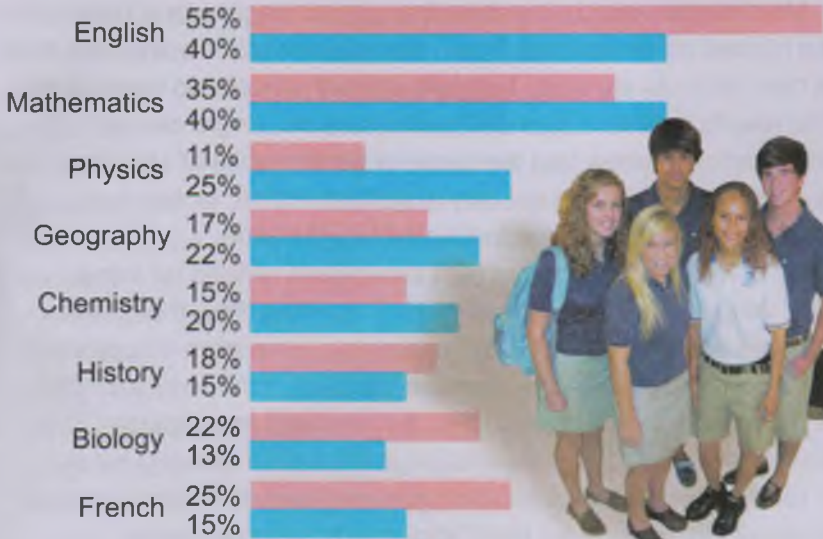
- 3 a) Think and answer. Who does better in each of the following subjects in Ukrainian schools — boys or girls?

- Chemistry
- History
- English
- Maths
- Biology
- Literature
- Physics
- Geography
- PT

<sup>1</sup>CAE = Certificate in Advanced English

b) Look at the information in the bar chart and complete the sentences with the words 'boys' or 'girls'.

General Certificate of Secondary Education results of male and female school leavers in the UK



- 1 ... are more interested in languages than boys.
- 2 ... are better in Physics and Mathematics.
- 3 ... are better in the Humanities (English, French or History).
- 4 ... are better in most Science subjects (Maths, Physics, Geography or Chemistry).
- 5 ... are more interested in Biology.

c) Discuss the questions in groups.

- 1 Are you surprised by any of the findings? Why (not)?
- 2 Do you think that girls do better in Humanities? Why (not)?
- 3 Do you think that boys do better in the Science subjects? Why (not)?
- 4 To what extent do you think our gender<sup>1</sup> determines our interest and success in particular school subjects?

4 a) Read the article (page 36). Which paragraph (1-4) of the article mentions:

- a gender stereotypes? .....
- b test results in Britain? .....
- c the finding made in American schools? .....
- d the fact that men and women's brains are different? .....

<sup>1</sup>a gender ['dʒendə] — статья

THE CASE FOR COEDS<sup>1</sup>

(1) The results of recent studies of gender differences in education are largely in favour of single-sex schools as opposed to coeducational schools.

Most studies worldwide show that girls at single-sex schools attain the highest achievements; boys at single-sex schools are next; boys at coed schools are next; and girls at coed schools do worst of all. The results in Britain from 800 public schools, single-sex and coeducational, show that the superior performance of students in single-sex schools is not due to socioeconomic factors but appears instead to be due to single-sex education.

(2) In Mill Hill, the country high school was divided up into a girls' wing and a boys' wing in 1994. Since that time, the number of pupils scoring high in GCSE exams has risen from 40 percent of 79 percent. Dr Alan Davison, the principal, comments that "Men and women's brains are different. So, we need to adapt our teaching to this. It is crucial that we in education recognise that."

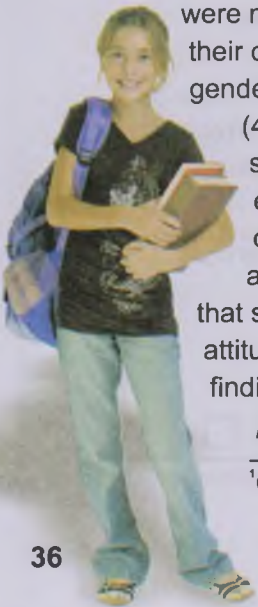
(3) But a single-sex education not only tends to better academic achievement; it has also been shown to broaden students' horizons. A British study into the attitudes of 13 and 14 year-old pupils toward different subjects concluded that students at coed schools tended to have gender-typical subject preferences. However, boys at single-sex schools were more interested in drama, biology and languages than at coed schools, while girls at girls-only schools were more interested in Maths and Science. As a consequence the students were not constrained<sup>2</sup> by gender stereotypes, they were freer to explore their own strengths and interests. Single-sex schools break down gender stereotypes. Coed schools reinforce gender stereotypes.

(4) Moreover, at many coed schools, academic performance suffers as the feeling among students that it's not "cool" to be excited about school. The game of who likes who, who's going out with who, who's cool and who's not, is what's really important at most coed schools. Studies in the United States have shown that students in the single-sex schools have a far more positive attitude toward studying than students in coed schools do. This finding was held for both boys and girls.

**b) Discuss the arguments put forward in the article in groups.**

<sup>1</sup>coeds = coeducational schools

<sup>2</sup>constrained [kən'streɪnd] — скупий





**5** Do the project 'My Presentation'. Search for information on the international exams in English and prepare a short presentation. Use the instruction below.

- 1 Search for PET, FCE and CAE in the Internet.
- 2 Write your presentation using the materials you have found, the following phrases and the plan below.
- 3 Do the presentation in class using *Helpful Tips*.

*To start with ...*

*Today I want to talk to you about ...*

*After that, I'll move on to ...*

*That's all about ...*

*Now I would like to ...*

*Finally, I'll review the main points.*

*Feel free to interrupt me if you have any questions.*

*Let's move on to ...*

*A good example of this is ...*

Good morning, everyone, and welcome! The purpose of this presentation is to get you acquainted with ... .  
First of all ...



## HELPFUL TIPS

### Giving a Presentation

- Speak slowly, don't speak too quickly.
- Pause between important points.
- Lower your voice to draw the audience in.
- Raise your voice to emphasise important points.
- Maintain<sup>1</sup> good eye contact with your audience.
- Don't use long sentences or difficult grammar.
- Avoid using words the audience may not know.

### The Plan of Your Presentation

- 1 Welcome your audience.
- 2 Introduce your subject.
- 3 Outline<sup>2</sup> the structure of a talk.
- 4 Give a summary of your findings.
- 5 Make conclusions.
- 6 Answer the questions of your audience.

<sup>1</sup>to maintain ['meɪntɪn] — підтримувати

<sup>2</sup>to outline ['aʊtlaɪn] — окреслювати

6

Read the information and hold the class debate.



## CONTINUOUS ASSESSMENT OR ONE FINAL EXAMINATION?

A proposal for education reform is being discussed by students, teachers, parents, experts, etc. It still hasn't been decided how students will be assessed at the end of their secondary school education.

Before making the final decision, the Ministry of Education is interested in what students have to say about this rather controversial<sup>1</sup> issue.

**Follow the instructions below.**

- 1 Form three groups.
  - The first two groups should prepare arguments for either accepting or rejecting the motion, present their arguments and be ready to answer questions from the other group.
  - The third group should listen to both groups and decide whether to accept or reject the motion providing arguments for their decision. Before making the decision, the third group can put questions to both groups.
- 2 Allow time for groups to prepare their arguments.
- 3 Group presentations.
- 4 Asking and answering questions.
- 5 Presenting the decision.



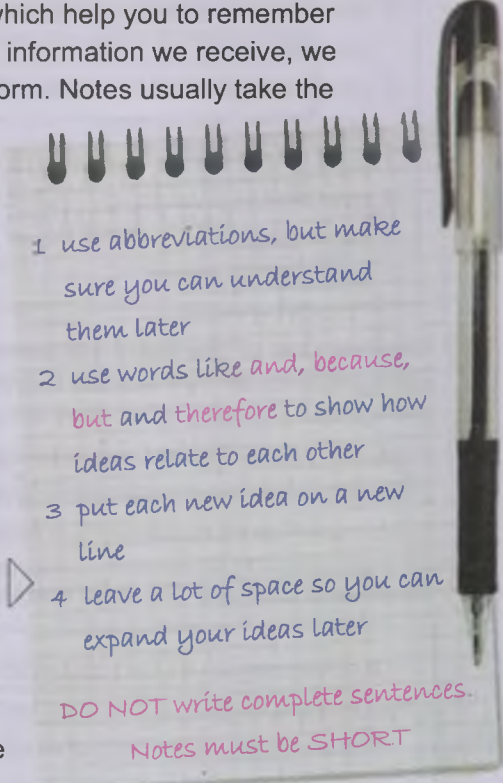
<sup>1</sup>controversial [ˌkɒntɹəˈvɜːʃl] — спірний, дискусійний

1 Get some information and look through the examples below.

**Notes** are short pieces of writing, which help you to remember something. Due to the vast amount of information we receive, we have to put it in the briefest possible form. Notes usually take the form of words or short phrases.

We have already stated that preparing well for the writing assignment is a key element in a successful accomplishment of your task. Discussing and taking notes can be very helpful in the prewriting stage of the writing process.

Making notes can take various forms depending largely on what type of a person you are. However, there are certain characteristics that are common to all forms of making notes:

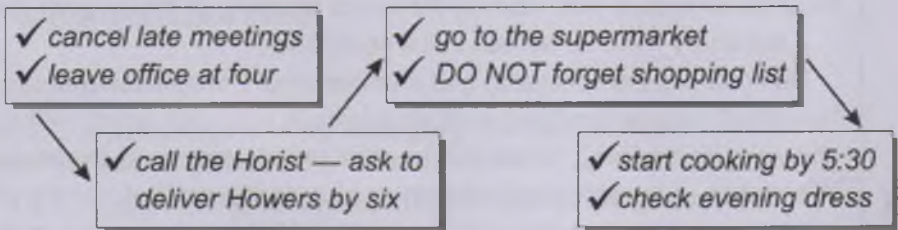
- 
- 1 use abbreviations, but make sure you can understand them later
  - 2 use words like *and*, *because*, *but* and *therefore* to show how ideas relate to each other
  - 3 put each new idea on a new line
  - 4 leave a lot of space so you can expand your ideas later

DO NOT write complete sentences.  
Notes must be SHORT

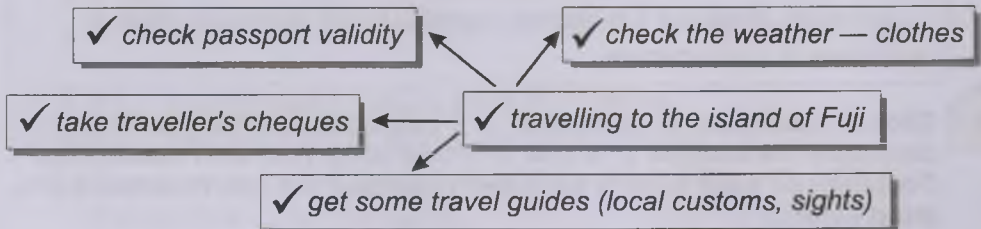
2 Read about some ways of making notes and discuss the question in groups.

- Which of the offered methods of note taking would suit you best? Why?

a) FLOW CHART (Having Friends for Dinner)



b) CLUSTERING (Travelling to the Island of Fuji)





# 1 WRITING

## c) LISTING (Traditional Holidays Are Dying Out)

- 1 *the idea of a traditional holiday has changed significantly in the past decade*
- 2 *people in general have become more demanding and expect better quality for their money*
- 3 *love of adventure has always been a part of human nature*
- 4 *new means of transport have enabled us to travel more easily and faster*
- 5 *more people can afford these new types of holidays due to more reasonable prices*

3 **Choose one of the topic sentences below and make notes. Write a paragraph in 80-100 words. Keep in mind the steps for writing a good paragraph (see the checklist on p.167 of Appendix in 'English-10').**

- 1 Mathematics has always been my favourite subject at school.
- 2 Independent language learning has several advantages.
- 3 For many years my family has been celebrating Christmas in the same way.

4 **Read and discuss the information in pairs.**

### WRITING POINT



A **summary** is a short statement that gives only the main points and not the details of a longer text.

A well-written summary should be *concise* (only essential information should be included), *complete* (all important information must be included) and *clear*, i.e. understandable to the reader. At last, a summary must be correct. It must convey the exact meaning of the original text.

A summary must be written in full sentences.

Don't mix up paraphrasing and summarising! Paraphrasing is "rewriting" information from another source in your own words without changing its meaning. Since you have to include almost all the original information, a paraphrase is almost as long as the original. On the other hand, a summary includes only the essential information, which makes it much shorter than the original text.

However, changing the original meaning is not allowed in either a summary or a paraphrase.

5

**Choose a text from a newspaper or a magazine and read it. First determine the number of words and then write your own summaries. Comment on each other's summary regarding the characteristics of a good summary.**

## VOCABULARY

- 1 Fill in the gaps in the sentences given below with one of the words A, B, C or D. Change the forms of the words where necessary.

A failing    B studying for    C passing    D taking

- 1 Congratulations on ... all your exams!
- 2 No one likes ... an exam. I hope she will do better next time.
- 3 When are you ... your English exam, in May or June?
- 4 Maria is ... her English exam so hard, she doesn't go out at all!

A memorise    B revise    C repeat    D learn by heart

- 5 Do you think it is possible to ... everything that we have studied during the year in two days before the exam?
- 6 My friend has a very good memory, she can ... a long poem easily.
- 7 If you want to master foreign pronunciation, you should have enough patience to ... phrases after the tape for many times in a row.
- 8 No matter how hard he tried, he couldn't ... the list of irregular verbs the teacher gave in class.

A learn    B study    C find out    D know

- 9 Where does your friend ...? — He does an English course at university.
- 10 It has always been easy for Jack to ... foreign languages.
- 11 Peter ... several foreign languages and his dream is to work as a tour guide.
- 12 It is always very interesting for me to ... about the culture of the country whose language I study.

## GRAMMAR

- 2 Complete the sentences by changing the verb in brackets into the First or Second Conditional form.

- 1 If it ... (*stop*) raining we'll have to cancel the tennis game.
- 2 If you loved her, you ... (*lie*) to her.
- 3 If you ... (*finish*), show me your notebook.
- 4 I ... (*lend*) you any money unless you promise to pay me back before the end of the month.
- 5 If I ... (*speak*) Italian, I would move to Florence.
- 6 If I ... (*be*) you, I would notify them of the changes.
- 7 If we meet in front of the cinema at a quarter to eight, we ... (*have*) enough time to buy the tickets.

# CHECK YOUR SKILLS

## LISTENING

- 3 Listen to the four international students talking about how they memorise words. Match them with the strategies they use.

Johan

**Analytical:** thinking about the structure of words

Basia

**Visual:** writing, drawing, connecting photos with words

Pablo

**Self-testing:** doing personal tests or asking someone at home to test you

Hilmi

**Oral:** saying words aloud, making connections between words

## READING

- 4 a) Read the student's presentation on learning styles and complete the form below.

Right, well, er... my talk today is on learning styles. I chose this because there is a lot of research into it and it seems as if nobody really agrees on how to assess learning styles. I'll start by outlining some competing theories about.

How people learn... There aren't any handouts, I'm afraid, but anyway... One theory is the VARK system. V-A-R-K means V for *visual*, A for *auditory*, like *hearing*, R for *reading* and K for, I don't know how to pronounce this... *kinaesthetic*? Yes, that's it. *Kinaesthetic*. That means things like touch, movement and stuff. Anyway, according to the VARK system, depending on your learning style, you learn in different ways. If you're a visual learner, then you need to use charts and pictures, use colour highlighting in your notes, and stuff. If you're an auditory learner, then reading aloud and listening will help you learn. Reading is just reading, of course. You learn by reading. *Kinaesthetic* learners need to move around while they learn. You're a kind of hands-on person if you're that kind of a learner, so you should revise while standing up and walking around the room, for example. Anyway, that's just one theory. There are lots of others, too.

So, to conclude then, personally I think that we all have our own learning styles and we are not just one type or another. In other words, we are probably a blend of lots of styles. I don't think any of the learning styles I've told you about is better than any other. I think the problem is that we all learn in different ways, and try to find a system to fit in all the different ways



Greg is a New Zealander

# CHECK YOUR SKILLS

we learn. We are too creative to be boxed in like that. Not everything about the human brain can be mapped and predicted. How we learn is different for each person, so the point I'm making is I don't know how useful it is to try to categorise everyone into types.

Learning Style	Advice for Studying
V	
A	
R	
K	

b) Read the statements below and tick (✓) your answers.

- | Greg thinks that:  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a most people have the same learning style   | <input type="checkbox"/> | <input type="checkbox"/> |
| b one learning style is better than the rest   | <input type="checkbox"/> | <input type="checkbox"/> |
| c people learn in similar ways   | <input type="checkbox"/> | <input type="checkbox"/> |
| d we all have more than one learning style, but we usually rely on one or two most of the time | <input type="checkbox"/> | <input type="checkbox"/> |
| e by categorising learning styles we can help people to learn very effectively                 | <input type="checkbox"/> | <input type="checkbox"/> |
| f it's not possible to categorise everyone   | <input type="checkbox"/> | <input type="checkbox"/> |
| g it's not possible to analyse learning styles because we learn in too many different ways     | <input type="checkbox"/> | <input type="checkbox"/> |
| h the human brain is predictable   | <input type="checkbox"/> | <input type="checkbox"/> |
| i more research into how people learn is necessary   | <input type="checkbox"/> | <input type="checkbox"/> |

## CAN YOU ... IN ENGLISH?

– Yes, I can.

- read and understand about gender factor in education
- listen and understand about the ways to prepare for your exams
- talk about your learning
- express your opinion about grading and assessment
- understand and use Conditionals I and II
- use different methods of note taking

CAN YOU ...  
IN ENGLISH?

## MAKE UP YOUR MIND

1 **Work in small groups. Read and discuss the following.**

Here are some qualities that employers often look for when selecting candidates for a job. Do you think that these qualities are acquired more at school or outside school?

- to be willing to learn
- to be willing to travel
- to be able to cope with difficult situations
- to be open-minded
- to work in a team
- to communicate well with people
- to show initiative
- to show responsibility
- to show persistence (the ability to keep going when things get tough)

2 **Read the article quickly and decide which of the messages below (A-C) is the main message of the article.**

Many school-leavers in the UK take what is called a *gap year* — a year between leaving school and further education. In this gap year, they do voluntary or paid work, often abroad.

- A** Students who take a gap year and use it well have an advantage over those who go straight from school to university.
- B** Students who take a gap year mature more quickly.
- C** There are many ways in which a school-leaver can usefully spend a year between school and university.

## FILL THAT GAP

(1) People who take a year out before going to university and use that time to gain more skills are more attractive candidates for jobs than those who go straight from school to university, according to research for the Department for Education. The research says that **employers** are particularly interested in the skills that students pick up when travelling, **volunteering** and working, because



they do not **trust** universities to teach the arts of communication, teamwork and leadership.

(2) There are many reasons why there is a growing number of students who take a gap year. There are school-leavers who are happy to be out of the school system at last and want to have some time to do something interesting or crazy before they go back into the educational system. There are those who want to earn money to pay their university **fees**. There are those who feel they want to do something useful with their lives and there are those who want to get away from home and see the world while they can. Finally, there are those who want to prepare themselves better for the job market once they get their degrees.

Jamie Underwood, a **founder** of a gap year agency, says, "It's a brilliant thing to do. If you're focusing on getting ahead, employers love it: it shows character, **confidence**, achieving goals and **persistence**."

(3) School-leavers can choose from a wide range of activities for their gap year. They can take part in an adventure project, like an expedition to some **remote** corner of the earth, which can be really exciting and it has the advantage of travelling as part of a group and making some life-long friends. They can **work on** a conservation or environmental project, like

**conducting** an underwater **survey** of a coral reef or monitoring an endangered species. They can do temporary or seasonal work abroad and this way **get insight** into a very different way of life. They can join a humanitarian project, such as doing social work with people in need. Or they can join a structured work experience programme and gain **valuable** experience and practical skills in their chosen field. Mr Underwood says, "I **matured** during my gap year. I grew up. You come back with a real sense of achievement and a new perspective on life."



## WORD FILE

- confidence** [ˈkɒnfɪdəns]
- an employer** [ɪmˈplɔɪə]
- a fee** [fiː]
- a founder** [ˈfaʊndə]
- persistence** [pəˈsɪstəns]
- a volunteer** [ˌvɒlənˈtɪə]
- to mature** [məˈtʃʊə]
- to trust** [trʌst]
- extended** [ɪkˈstendɪd]
- faint-hearted** [ˌfeɪnt ˈhɑːtɪd]
- isolated** [ˈaɪsəleɪtɪd]
- remote** [rɪˈməʊt]
- tough** [tʌf]
- overseas** [ˌəʊvəˈsiːz]
- **to conduct a survey**
- **to get insight (into)**
- **to work on (a project)**



(4) But some locations aren't for the **faint-hearted**. Voluntary work can be **tough**. You may be out in the middle of nowhere, feeling **isolated** and having trouble coping with the complete culture shock. So it's important to research the opportunities fully and take time to read what other 'gappers' have to say about their experience of volunteering **overseas**. And it's also important to plan the year properly. According to the research of the Department for Education and Skills, too many students fail to plan properly and do not take advantage of the opportunities on offer. This can turn the gap into a blank hole. As Mr Underwood says, "There's a great difference between doing a structured placement and going on an **extended** holiday in some exotic place. Students who are doing volunteering get an awful lot of good experiences. Employers are falling over themselves for those maturing skills, which they think universities don't give."



3 Read the article again paying attention to the words in bold and consulting a dictionary if necessary. Decide which of the following messages (a-g) is not included in it.

- a Students who do voluntary or paid work in their gap year have a better chance of getting a job after university.
- b Employers look for much more than educational qualifications.
- c Many students use their gap year to pay for their university education.
- d Voluntary work in another culture can broaden your view of the world.
- e Some students can have negative gap year experiences.
- f A number of students do not use their gap year well.
- g Some students find it difficult to adjust to further education after a gap year.

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

- |                 |  |
|-----------------|--|
| 1 confidence    | a to become fully grown or developed   |
| 2 extended      | b someone who does something without being paid  |
| 3 faint-hearted | c the belief that you have the ability to do things well or deal with situation successfully                   |
| 4 isolated      | d a quality that gives a person ability to continue to do something although this is difficult                 |
| 5 to mature     | e abroad   |
| 6 overseas      | f to believe that someone is honest and will not harm you, cheat you, etc.                                     |
| 7 persistence   | g difficult  |
| 8 tough         | h increased, longer in time or bigger in size  |
| 9 to trust      | i not trying very hard, because you do not want to do something, or you are not confident that you can succeed |
| 10 a volunteer  | j feeling alone and unable to meet or speak to other people  |

**5 Find the words or phrases in the article that mean the following (the number of the paragraph, in which the word appears, is in brackets).**

- |  |   |
|--|---|
| a to acquire (a skill) — ... (1)   | f people who are not prepared to make a lot of effort or are easily demotivated — ... (4) |
| b far from towns — ... (3)   | g in a remote place — ... (4)   |
| c carrying out (research, a survey) — ... (3)                                    | h being very eager for something — ... (4)  |
| d carefully watching a situation to see how it changes — ... (3)                 |   |
| e a clear understanding of something, especially something complicated — ... (3) |   |

**6 Look for five types of gap year activities in paragraph 3 of the article. Ask and answer the questions in pairs.**

- 1 To which types do the following activities belong?
  - a working with homeless children
  - b protecting the habitant of white-headed vultures<sup>1</sup>
  - c searching for dinosaur fossils<sup>2</sup> in Patagonia
  - d working in a mobile phone company
  - e picking olives in Spain

<sup>1</sup>a vulture ['vʌltʃə] — гриф

<sup>2</sup>fossils ['fɒslz] — скам'янілості; викопні тварини



- 2 Which of the types of gap year activities would interest an employer who is looking for someone who:
- is adventurous and has strong endurance<sup>1</sup> skills?
  - can adapt to different cultures?
  - has practical skills in the field of work?
  - has a caring personality?

7 *In groups, discuss the following question.*

- What do you think are the benefits and drawbacks of taking part in projects like the ones mentioned in the article?



8 *Read about four examples of gap year opportunities.*

*Match each type (1-4) with the appropriate paragraph (A-D).*

- 1 Adventure project
- 2 Environmental project
- 3 Humanitarian project
- 4 Structured work experience

- A** This Children's Village is a place of safety for children who have been removed from their families or orphaned. The aim is to reunite the children with their families or extended families. The volunteers assist in the village in numerous ways.
- B** The project is a part of a large international organisation that specialises in outdoor activities, such as climbing, trekking, etc. It aims to "encourage personal development and generate understanding between people" through placing individuals in adventurous and stimulating situations.
- C** Main activity of the project: conducting field research, collecting information and specimens of wolves and working at the Wolf Management Centre as part of a research and preservation programme.
- D** The company seeks ambitious, forward-thinking students who are looking for work during their gap year. They will be working with the team of researchers to provide timely and accurate information in response to requests from UK and overseas departments. They will come into contact with people at all levels within the company, so good interpersonal and communication skills are a necessity. The successful applicant will receive training. This is an excellent opportunity to get a good overview of business finance.

<sup>1</sup>an endurance [ɪn'dʒʊərəns] — витривалість, терпіння

9 a) Read what Heather and Phil say (see page 50) and find out which of the projects (A-D) they are on.

A Children's Village

C World preservation

B Outdoor activities

D Work experience

I'm going to university next October to study economics, and I wanted to get some hands-on experience before I went, so I took a position here. I've been working here for three months so far. To start off with, I was trained in the systems they use. It was meant to last for a few weeks but it wasn't that difficult, so they cut it short and put me to work. I work in a team of researchers, and something I didn't know is how important teamwork is. Nobody here works by himself. Everyone is part of a team, so you have to depend on others and they have to be able to depend on you. They've all been very helpful, and to start with, they worked closely with me to make sure I did the job properly. But I've been working here for three months now, so I've now got some jobs that I do by myself, like maintaining a large database, for instance. Of course, I have to make sure that I do the job properly, or there'll be trouble for the whole team. This sometimes means that I stay after working hours to get something finished that's needed for the next day. You can't leave things half-done, but you have to keep at it until it's finished no matter what. So I've not just been learning a lot about business systems, but I've also learned that the way you communicate with people even more important.

Heather



# 2 READING

MAKE UP YOUR MIND

I've been working here for five weeks. Basically, I've been looking after the older children rather than babies, you know, dressing and feeding them, playing with them, helping them with their schoolwork, though I have also spent some time caring for babies. Basically, we work as a team and in the evening we decide on what's to be done the next day and who's going to do it. But you can't just do your task and ignore what's going on around you. You see that something needs to be done, so you do it. Just after I arrived, there was an outbreak of hepatitis<sup>1</sup> in the area. It was a fairly scary time — hygiene<sup>2</sup> was everything. Kids could no longer share a towel after washing their hands, they couldn't share a cup of water. It wasn't easy. I can tell you. Tomorrow I'm taking some kids for an outing. I've got to make sure we all keep together and that nobody gets lost. But I've really enjoyed working with the children so far. If I'm honest, I'm not the biggest kids lover — I have no desire to work with kids long-term, but this changed my attitude completely.

Phil



**b) Fill in the table with at least 3 skills and qualities (1-9) that each of the young people shows.**

- 1 ability to work in a team
- 2 ability to plan
- 3 ability to learn
- 4 initiative
- 5 open-mindedness
- 6 responsibility
- 7 persistence
- 8 ability to handle difficult situations
- 9 practical skills in their field of work

Heather	1			
Phil				

<sup>1</sup>hepatitis [ˌhepə'taɪtɪs] — гепатит

<sup>2</sup>hygiene ['haɪdʒiːn] — гигиена



## VOCABULARY POINT

### Work or job?

**Work** is something you do to earn money. This noun is uncountable.

*She enjoys her work in the hospital.*

**Job** is used to talk about the particular type of work activity which you do.

*He's looking for a job in computer programming.*

### Possibility, occasion or opportunity?

A **possibility** is a chance that something may happen or be true.

'Possibility' cannot be followed by an infinitive.

*Is there a possibility of getting a job in your organisation?*

An **occasion** is an event, or a time when something happens. 'Occasion' does not mean 'chance' or 'opportunity'.

*Birthdays are always special occasions.*

An **opportunity** is a possibility of doing something, or a situation which gives you the possibility of doing something.

*The trip to Paris gave me an opportunity to speak French.*

*I have more opportunity to travel than my parents did.*

### 1 Choose the correct word to complete each sentence.

- 1 It was hard physical (**job / work**), you know, lifting people, helping them into wheelchairs and pushing them.
- 2 I got my first (**job / work**) as an assistant receptionist in a hotel when I was just 18.
- 3 It wasn't a very well-paid (**job / work**), but then first (**jobs / works**) often aren't.
- 4 I thought it was a great (**opportunity / occasion / possibility**) to get some work experience.
- 5 And on some (**opportunities / possibilities / occasions**) I was left on my own as the person in charge of the whole of this enormous hotel.



# 2 VOCABULARY

MAKE UP YOUR MIND



## VOCABULARY POINT

**career** ['kæriə]

Your **career** is the work you do over a number of years: *His acting career began when he was just 6 years old and is still going well.*

**employer** [ɪm'plɔɪə]

is a person or company that employs other people.

**employee** [ɪm'plɔɪi:]

is a person who works for somebody.

2 **Brush up your vocabulary. Choose the best word to complete each sentence. Use a dictionary to help you.**

- 1 I plan to have a long (**career / occupation**) in advertising, but I know I will have to work hard to succeed.
- 2 The annual (**salary / money**) for this job is £35,000 a year.
- 3 I've got a holiday job, delivering newspapers. The (**salary / pay**) is quite good. It's £5.00 an hour.
- 4 When did your (**occupation / employment**) with this company begin?
- 5 So, would you like to arrange a loan with our bank, Mr Johnson? Do you mind if I ask you a few questions first? What is your (**occupation / employment**)?

### Word Formation

<b>assist</b>	⇒	assistant, assistance
<b>employ</b>	⇒	(un)employment, employer, employee, unemployed
<b>occupy</b>	⇒	occupation
<b>retire</b>	⇒	retired, retirement
<b>succeed</b>	⇒	success, (un)successful



3 **Complete the sentences by changing the words in brackets into correct forms.**

- 1 My granddad had a long career. He started work as an assistant and worked his way to the top. (*assist*)
- 2 Being a firefighter is a very stressful ... . (*occupy*)
- 3 It took Mark a long time to find a new job he was ... for nearly two years. (*employ*)
- 4 It takes a lot of hard work to be ... in this business. (*succeed*)
- 5 Mary is 60 next week and she's leaving, so remember to wish her 'Happy ...'. (*retire*)



## GRAMMAR POINT

### PERFECT CONTINUOUS ASPECT (Revision)

This aspect reports events in progress in the period up to a point in time.

- The **Present** Perfect Continuous reports events in progress 'up to now'.  
*I've been learning Spanish since I arrived.*  
*We've been eating genetically modified food without knowing it.*
- The **Past** Perfect Continuous reports events in progress in the time period 'up to a point in the past'.  
*Before I came here, I **had just been sitting** around. I knew I would do okay because I **had been practising**.*
- The **Future** Perfect Continuous reports events in progress in the time period 'up to a point in the future'.  
*Their anniversary is coming up. They **will have been going out** together for six months.*  
*If we don't get it right, we'**ll have been working** for nothing.*  
*In twenty minutes' time, I'**ll have been driving** for six hours. Let's stop for a break.*

### 1 Fill in the gaps with the correct Perfect Continuous forms of the verbs in brackets.

- 1 I ... in this neighbourhood for six years now. (*live*)
- 2 His girlfriend dumped him because he ... another girl behind her back. (*see*)
- 3 The doctor asked him how long he ... unwell. (*feel*)
- 4 They always go there for their holiday. They ... there for years. (*go*)
- 5 By the time I leave school, I ... English for more than ten years. (*learn*)

### CONTINUOUS vs PERFECT CONTINUOUS

#### Present

*I am waiting.*

(*Present Continuous*: the action is in progress now)

*I have been waiting for twenty minutes.*

(*Present Perfect Continuous*: there is the element of length of time up to now)

#### Past

*I was waiting for the bus when it started to rain.*

(*Past Continuous*: the action was in progress at a particular time in the past)

*I was in a bad mood when they arrived because I **had been waiting** for them for ages.*

(*Past Perfect Continuous*: there is the element of length of time in the past)

**I will be waiting** outside the cinema when you arrive.  
(Future Continuous)

If they don't come soon, I **will have been waiting** for almost an hour.  
(Future Perfect Continuous)

2 **Complete the sentences by changing the verbs in brackets into appropriate tense forms.**

- 1 Tara has broken up with Tony. Now she ... Frank. (*date*)
- 2 Tara and Frank ... for two weeks. (*date*)
- 3 We didn't go for a walk because it ... at the time. (*rain*)
- 4 The playing field was almost under water because it ... for days. (*rain*)
- 5 This time next week, Anthony ... children how to abseil. (*teach*)
- 6 By the end of his stay in Mexico, Ben ... Spanish for a month. (*learn*)

**PERFECT SIMPLE vs PERFECT CONTINUOUS**

**Present**

*We are tired. We **have walked** eight kilometres.*

(Present Perfect Simple: the focus is on amount)

*We are tired. We **have been walking** for two hours.*

(Present Perfect Continuous: the focus is on length of time)

**Past**

*We were tired. We **had waked** eight kilometres.*

(Past Perfect Simple)

*We were tired. We **had been walking** for two hours.*

(Past Perfect Continuous)

**Future**

*We'll be tired when we arrive. We'll **have walked** eight kilometres.*

(Future Perfect Simple)

*We'll be tired when we arrive. We'll **have been walking** for two hours.*

(Future Perfect Continuous)



3 **Put the verbs in brackets into the correct tense forms.**

- 1 I see you're reading *The Da Vinci Code*. How long ... it? (*read*)
- 2 I see you're reading *The Da Vinci Code*. How much of it ... ? (*read*)
- 3 We said 'enough is enough' and stopped working. We ... what we could. (*do*)
- 4 We said 'enough is enough' and stopped working. We ... all day. (*work*)
- 5 They're on holiday. When their holiday is over, they ... for two weeks and ... six different countries. (*travel, visit*)

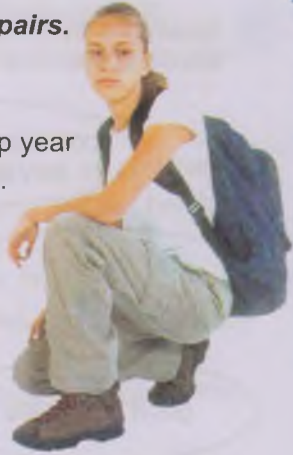
4 Read, then ask and answer the questions below in pairs.

I'VE GOT A WHOLE NEW WAY  
OF LOOKING AT THE WORLD

Natasha Anderson, 19, had not planned to take a gap year this year. "I didn't get the grades I needed for university. I'll take my exams again next June. At first, I didn't know what to do, but after a couple of months of doing nothing and feeling bad about myself, I contacted a gap year agency and now here I am, far from home."

"I've been here for five weeks so far. I've been helping build a water system, working alongside professionals. We're based in a permanent tented camp, but for the last two weeks I've been staying in a small camp some distance from the main one. It's all very exciting. Before I came here, I had just been sitting around watching daytime TV and getting bored."

"I've learned so much while I've been here. For example, I've been learning Spanish since I arrived, and that might be very useful for me later. I've met so many interesting people. I've got to know the locals and to understand their point of view. I realised how much of *what I thought was true* was just the way my particular culture viewed the world. In fact, I've now got a whole new way of looking at the world. Not only that, I now feel much more confident about myself."



- 1 What activity is Natasha involved in?
- 2 How long has she been doing it?
- 3 What language is she learning?
- 4 How long has she been learning it?
- 5 Where is she staying?
- 6 How long has she been staying there?
- 7 How has she benefited from her experience?





- 1 **Speak on the reasons why some young people would like to study abroad. Use and complete the word map below.**



- 2 **Listen to the information about what each of the five English-speaking countries has to offer for students who are thinking of going overseas to study and answer the following questions in no more than three words. Make notes if you need.**

- 1 What type of university preparation course is available in the UK?
- 2 On which education system are New Zealand programmes founded?
- 3 Which two values are extremely important to Americans?
- 4 Which US educational programmes are two years in length?
- 5 Who concluded that Canada is one of the best countries in the world to live in?



3 Match the words from the 'Word File' with their definitions (1-9).

- 1 ... is known and admired by a lot of people, especially for some special skill, achievement, etc.
- 2 ... is attractive or interesting
- 3 ... is the right to do what you want without being restricted by anyone
- 4 ... is the freedom and the right to do whatever you want without being afraid of authority
- 5 ... is a variety including a range of different people or things
- 6 ... is someone who has completed a university degree course, especially for a first degree
- 7 ... is a course of study including several different subjects, taught in the first year at some universities in Britain
- 8 ... is funded by ordinary people in a country, who are not members of the government
- 9 ... is thought about in a good way



WORD FILE

- diversity** [daɪ'vɜːsəti]  
**freedom** ['friːdəm]  
**a graduate** ['grædʒuət]  
**liberty** ['lɪbəti]  
**Montreal** [ˌmɒntri'ɔːl]  
**Vancouver** [væn'kuːvə]  
**appealing** [ə'piːlɪŋ]  
**renowned** [rɪ'naʊnd]  
**foundation course**  
**publicly funded**  
 • **to be well regarded (in)**

4 a) Listen to the information again and refer the following statements (1-5) to the appropriate countries.

- AU (Australia)  
 CA (Canada)  
 NZ (New Zealand)  
 UK (United Kingdom)  
 US (United States)

- 1 There is an enormous choice of colleges and universities.  
 2 Some universities are famous for courses in environmental studies.  
 3 It is well-known for producing many famous authors.  
 4 Students should be able to think for themselves.  
 5 It is not a very expensive place to live in.

b) Tick (✓) the statements below if they are true and agree with them.

- 1 Australia is a dangerous country.  
 2 Most state universities in Australia are of comparable quality.  
 3 A degree from a UK university is highly regarded.  
 4 The British education system has a large practical element.  
 5 Canada has the top three universities in the world.

# 2 SPEAKING

MAKE UP YOUR MIND

1 *In pairs, speak on how people find information about jobs in Ukraine.*

2 *In groups, discuss the questions below.*

- 1 When were you able to give a definite answer about your future profession? Who helped you to make your choice?
- 2 Has your choice of profession been changed from time to time as you grew older? Why?
- 3 Do you think you'll have to change your mind after you finish school? What reasons could make you think about another profession?
- 4 What should a young boy (girl) do to be well suited for a chosen job?
- 5 Can you explain why new jobs are constantly appearing? What might be especially attractive in a new job?

3 *In pairs, complete the dialogues with your own endings and dramatise them in class.*

A "Have you chosen your future profession?"

"Strange as it may seem, I haven't yet."

"Well, I think it is natural that you hesitate. There are so many occupations, that it is not easy to decide."

B "Have you heard the news?"

"What news?"

"Nick has made up his mind to try to enter the teachers' college."

"Oh, my! It's unbelievable that he will become a teacher. He hates children."

C "There's no doubt that she should become a doctor."

"Why do you think so?"

"I've known her for many years as a very kind-hearted girl.

Besides, she comes from a doctor's family. For several generations they all have been doctors."

4 *Interview your classmates about their future jobs. Use the questions below. Work in pairs.*

- Have they already made decisions?
- ⊕ Do they realise what they particularly enjoy about their jobs?
- Do they know what they should learn and be good at in order to be successful in their jobs?





5 Read the newspaper article. Then do the task below.

Ukrainian legislation gives wide opportunities for vocational training and for choosing a trade for all those who are looking for employment: young people who have left secondary school; young men after military service; people who have left their jobs because they have moved; housewives, etc.

The local authorities are obliged to assist people engaged in such activities. It stemmed, on the other hand, from the economic reconstructing that took place after the Soviet Union had been ruined. The other reason was that in recent years the crisis in world economy led to the growth of unemployment.

As a result, many enterprises are working only one shift instead of three. Under the command-and-administrative methods of management every official has extensive powers which he does not want to lose. However, the reorganisation opens up wide opportunities for those who do wish to contribute to the economic restructuring and apply themselves to real work.



### WORD FILE

- authorities** [ɔ:'θɒrɪtɪz]
- an enterprise** ['entəpraɪz]
- legislation** [ˌledʒɪs'leɪʃn]
- to assist** [ə'sɪst]
- to contribute** [ken'trɪbjʊt]
- vocational** [vəʊ'keɪʃənl]
- be engaged (in)
- be obliged (to)

**Prepare and make a speech on the problem of jobs for young people in Ukraine at a sitting of the International Friendship Club for your British guests. They will have a lot of questions. Be ready to answer them. Work in two**

**teams: the first group writes speech and decides who'll be the speaker, the second group prepares and asks questions.**



1 Complete the sentences by changing the verbs in brackets into Future Perfect or Future Perfect Continuous forms.

- At the end of this semester, Max will have been studying (study) at university for two years.
- ... (you / have) dinner before you get here or should I prepare something for you to eat?
- Saturday week, I ... (go out with) Judy for two years.
- You ... (drive) for over six hours soon. Why don't you stop for a rest?
- If I get home very late, my mother ... (worry) about me for several hours.
- Don't call me after six as I ... (leave) by then.
- I'll be exhausted by the time I cross the finish line as I ... (run) for over four hours.

2 Choose the correct word to complete each sentence.

- I don't think there's much (possibility / opportunity) for us choosing him for the job.
- I only wear this suit on special (occasions / opportunities).
- Did you get a(n) (possibility / opportunity) to speak to Matt yesterday?
- She's just written to our company applying for a (work / job).
- I'm a qualified engineer, so my aim is to find (work / job) in that field if I can.
- One of my (work / job) was to count the money at the end of the day.

3 Fill in the gaps choosing the correct words from the list on page 61.

#### STARTING A BUSINESS

Nearly 450,000 businesses are started in Britain (0) every year. One third (1) ... these stops trading during the first three years.

Starting a business is never easy (2) ... so many things are outside your control. If you are thinking about working for yourself, you (3) ... start by thinking about the qualities you need to (4) ... a business. Be hard with yourself. If you have a weakness, it is better to find out now (5) ... than later when your business could be in danger. Ask yourself (6) ... you are a good organiser. Is your health (7) ... ? Are you good (8) ... making decisions? Do you have any practical experience of the business you want

to start? Are you prepared to work long hours for very (9) ... money? If you can't (10) ... 'yes' to most of these questions, perhaps you should think again about starting up in business on your own.



- |    |            |           |            |             |
|----|------------|-----------|------------|-------------|
| 0  | a) every   | b) this   | c) last    | d) one      |
| 1  | a) from    | b) of     | c) among   | d) in       |
| 2  | a) however | b) but    | c) because | d) although |
| 3  | a) have    | b) ought  | c) need    | d) must     |
| 4  | a) run     | b) make   | c) do      | d) set      |
| 5  | a) more    | b) rather | c) earlier | d) quicker  |
| 6  | a) which   | b) how    | c) whether | d) that     |
| 7  | a) fine    | b) firm   | c) well    | d) good     |
| 8  | a) at      | b) for    | c) in      | d) with     |
| 9  | a) short   | b) little | c) low     | d) few      |
| 10 | a) give    | b) report | c) answer  | d) put      |

4 a) Read and guess the jobs of the people (see pages 61-62).



Andy

**Speaker A:**

This isn't the job for someone who likes routine, because you never know what the next day is going to be like. This suits me, because I don't like to plan far in advance anyway. Every day is different, and every day involves meeting new people. My problem is that I quickly get bored, so it's good for me to have a job that gets me out and about. To do this job, you have to be a communicative person and be able to talk with anybody, because you meet all sorts of people. And you have to be spontaneous and react to the moment as it comes. I don't think I could stand a job where you sit in an office all day. I like to be where the action is.

**Speaker B:**

When I tell people what my job is they say it must be very difficult and depressing but I don't think so. I think it's a wonderful job. People say that it must involve a lot of personal sacrifice, I mean, there are all sorts of things that you have to do that most people wouldn't like to do, but personally I don't see it this way at all. In fact, I think I'm being selfish, because I'm doing what I want to do. I've always liked helping others. It gives me a good feeling and a sense of purpose. What amazes me is the sense of optimism my patients have. We have fun together and play games together. And, unlike in other jobs, you don't have to put on an act. I used to feel sorry for such people before I got this job, but not any more. I wouldn't change my job for the world.



Linda



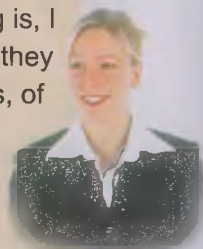
Fred

**Speaker C:**

Many people think that this is a dull and boring job, but I think it's fascinating. I know I deal only with figures, but what's important is what these figures mean. For example, the profit and loss account sums up the work of a business. You see exactly how well the business is doing and what it needs to do to improve its performance. And it's a very challenging job. You have to pay a lot of attention to even the smallest detail and be very systematic and methodical in what you do. I like this. I don't like chaos but I do like putting things in order. It's like doing a jigsaw puzzle. To start with, you've just got various bits that you need to put together, and at the end you have a complete picture of how the company is doing. I find this very satisfying.

**Speaker D:**

I like my job because I have a lot of contact with people. The thing is, I like helping people, and I feel good when they go away with what they want. I think you have to be friendly to do this job well. Sometimes, of course, I meet people who are in a very bad mood, and this depressed me at first. But later I've learned that the problem isn't in me but in them. So I make an effort to be nice, and almost always they are nice back and even leave with a smile on their faces, which makes me feel good. I'd hate to be in a job where you have to judge people or tell them what to do. I just like to help.



Ruth

**Speaker E:**

After school, I went to university and studied economics and then got a job in a large corporation. I stood it for a few years, but then I quit. I just didn't fit in. The trouble was that there I wasn't good at being told what to do and how to do it. All around me were procedures that I had to follow, and they often didn't make sense. I could often see a better way of doing things, but my boss wanted me to stick to the procedures and not to break the rules. So I left my job, and then made my hobby my career. The great thing about my job is that I have to be creative. I see a piece of land, whether part of an estate or a back yard in a city, and think how to make the best of it in both practical and artistic terms, and although I enjoy the company of people, I love the freedom of working on the land.

Martin



**b) Match the people with their jobs.**

- |        |                              |
|--------|------------------------------|
| Andy   | 1 accounting                 |
| Linda  | 2 salesperson                |
| Fred   | 3 landscape gardener         |
| Ruth   | 4 hospice <sup>1</sup> nurse |
| Martin | 5 journalist                 |

**c) Match the people with their personality types. Then make notes on what they say to justify your answer. Work in pairs.**

- |        |   |
|--------|---|
| Andy   | 1 worried   |
| Linda  | 2 living life to the full                           |
| Fred   | 3 nothing ventured <sup>2</sup> ,<br>nothing gained |
| Ruth   | 4 warm-hearted                                      |
| Martin | 5 reliable  |



**5 In pairs, discuss the following questions.**

- Do you think the above people have the right personalities for their jobs?
- How important do you think it is for people to have the right personalities for their jobs?

**6 Role-play the situations (1, 2) in small groups.**

Your older friend has just returned from the army. But he hasn't chosen a trade for himself yet. A special job service for young people has been opened recently in your town. They consult young people about the opportunities in getting jobs. Your friend asks you to go there and find out everything for him.

- 1 Go to the job centre and have a consultation about the opportunities for vocational training and choosing a trade. Find out if the local authorities are obliged to assist young people in finding a job.
- 2 Go back to your friend and tell him about your visit. Discuss all the opportunities together and choose a job for him.



<sup>1</sup>a hospice ['hɒspɪs] — лікарня для безнадійно хворих

<sup>2</sup>to venture ['ventʃə] — ризикувати (чимсь), ставити на карту



**7** *Read and discuss the questions in groups.*

Leaving school and going on to higher education is an exciting thought. A university or college education has many attractions. A degree is still a must for many careers, and graduates tend to earn more than non-graduates. University life also gives you important experience as you leave home, mix with new people, learn to stand on your own two feet and broaden your horizons. There are plenty of universities to choose from in Ukraine. Look at them and consider more practical questions like these ones.



- Do you want to live away from home?
- Do you want to live on campus?
- Are there societies which interest you?
- What is the cost of living in different areas in Ukraine?
- How quickly can you get home for weekends and holidays?

**8**

*Do a group project. You are going to prepare a presentation. Read the situation and follow the items below.*

**TAKING A GAP YEAR IN UKRAINE**

You're going to attend an International Youth Action Conference that includes a section on gap years. You have been asked to present Ukraine.

1 In your group, prepare a short presentation.

Your presentation should include:

- the present attitude among young people in Ukraine towards taking a gap year;
- the present opportunities for young people in Ukraine to have a gap year-type experience;
- your view on the advantages and disadvantages for Ukrainian students of taking a gap year;
- recommendations on what action, if any, should be taken in Ukraine concerning gap years.



2 Make sure that your presentation has:

**a** An **Introduction** in which you say:

- what the issue is
- what your purpose is:

*What I want to do (today / this morning) is to ...*

*My purpose / aim (today / this morning) is to ...*

- what your topic is:

*I'm going to talk about ...*

- what points you will cover:

*My presentation will be in 3 parts.*

*First I'll talk about / deal with ...*

*Then / Next / Secondly, I'll consider / deal with ...*

*Thirdly / Finally, I'll ...*

- when the listener can ask questions:

*If you have any questions, please feel free to interrupt me.*

*Finally, I'd be glad to answer any questions you may / might have.*

**b** A clear signal at the start of the

**Body** of the presentation:

*Let me begin with ...*

*Now if we turn to ...*

*Let's deal next with ... + topic*

*This brings me to ...*

*I would like to go on to ...*

**c** A clear summary / conclusion at the end of **each** part of the Body of the presentation, in which you restate your main point:

*To summarise, ...*

*To conclude / In conclusion ...*

**d** A **Conclusion** in which you:

- repeat your main points
- give your main conclusion

**e** An **Ending**:

*Well, that's all I have to say.*

*Thank you for your attention.*

*If you have any questions, I'll do my best to answer them.*

3 Give your presentation to the class and answer any questions the class might have.



- 1 Refresh your knowledge on application letters. Compare the structures of two types of application and find out the difference between them. Work in pairs.

## A JOB

## FORMAL GREETING

## INTRODUCTORY PARAGRAPH

## Paragraph 1

stating reason(s) for writing

## BODY PARAGRAPH

## Paragraph 2-3-4

education & training & qualifications  
(previous work experience, skills,  
qualities, suitability)

## CONCLUDING PARAGRAPH

## Paragraph 5

writing closing remarks with other  
important information (job interview,  
references)

## FORMAL ENDING

writer's full name

## A COURSE

## FORMAL GREETING

## INTRODUCTORY PARAGRAPH

## Paragraph 1

stating reason(s) for writing

## BODY PARAGRAPH

## Paragraph 2-3

qualifications & reason for applying  
for a course.

## CONCLUDING PARAGRAPH

## Paragraph 4

writing closing remarks

## FORMAL ENDING

writer's full name

- 2 Read the situation and make notes which will help you to write a letter.

You are an 18-year-old student looking for a summer job. A few days ago you saw an interesting advertisement in the daily newspaper for the position of a companion to a group of young children going to England for a language course. Write a letter of application explaining why you consider yourself to be suitable for the position.

- reason(s) for writing .....
- education .....
- experience .....
- skills, qualities .....
- closing remarks .....



3 Read the advertisement and put the extracts (A-I) from Cindy Taylor's application letter in the correct order.

### HOTEL RECEPTIONIST

Excellent entry level vacancy for outgoing personality at this three-star hotel. The person appointed will be the first point of contact for visitors, clients and suppliers. Good phone and computer skills are a must. In this full-time position you will be part of a friendly and dynamic team, responsible for handing all front desk operations.

Reply to Mrs Willis, Manager,  
The Manor Park Hotel, Stony  
Stratford, Buckinghamshire.

1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am twenty-four years old and am about to finish a course in hotel administration. Earlier this year I worked for three months as a trainee in a small family-run hotel. Your vacancy is of particular interest to me as my duties involved taking phone calls, making bookings and providing guests with a warm welcome, which I feel is important for this kind of post. (A)

I would like to apply for the position of hotel receptionist, as advertised in the Hotel & Catering Reporter on 12 May. (B)

I enclose a copy of my current CV for your information. Please contact me should you require any further details. (C)

I look forward to hearing from you. (D)

Dear Mrs Willis, (E)

Yours sincerely, (F)

Enc. CV (G)

I have a very pleasant, outgoing personality and am used to dealing with people of all ages and levels. (H)

Re: Hotel receptionist vacancy (I)



### Curriculum Vitae

When you apply for a job, you are required to enclose your CURRICULUM VITAE (*abbr.* CV) or RESUME (*AmE*). It is a written record of your education and employment. A CV can have a variety of layouts, but you must include the following information:

- 1 PERSONAL INFORMATION (name, date of birth, address)
- 2 EDUCATION / QUALIFICATIONS
- 3 WORK EXPERIENCE
- 4 OTHER INFORMATION (skills, qualities)
- 5 REFEREES

#### 4 Work in pairs. Read the CV below and answer the questions.

- 1 How does Michael Blanc describe his qualifications in English?
- 2 In what sector of the tourism industry has he worked?
- 3 What experience has he had?

#### Personal Details

Michael Blanc  
5 rue de la Liberation  
76000 Rouen, France  
email: michel\_blanc@yahoo.fr  
25 years old  
French



#### Education and Qualifications

Baccalaureate (Equivalent to British 'A' levels, specialising in economic subjects.)  
BTS Tourism (Two years' vocational training in Leisure and Tourism.)

#### Work Experience

Internship at the Ibis Hotel (Southampton) 62 bedrooms, three conference rooms.

Supervised the operation of the night shift, dealt with questions and complaints, implemented routine checks of the hotel, collected and compiled the daily business figures and entered statistics into a database to produce the daily reports.

Le Parc (Rouen) Assistant Manager of a three-star hotel (45 rooms, 26,000 covers p.a.). Responsible for customer care, staff supervision, sales promotion (accommodation, seminars, banquets) and accounting.

**Professional Skills**

Project management, sales, customer care and public relations, budgeting and forecasting.

**Computer Skills:** MS Office, specialist management software (HOTIX, LOGHOREST, CALLSTAR)

**Languages:** English, Spanish, some German

**Interests:** Sailing, skiing, scuba diving

**Name and Address of Referee**

Mr Clark, Oasis Hotel, 26 Wharf Street, Southampton

5 a) *In groups, discuss the information presented by one of job centres.*

There is lots of advice and CV samples and a lot of them differ so it's hard to say exactly what the perfect CV is. I'd say a good CV should cover no more than two pages of A4 paper and be divided into clear headings.

The first section should include *personal details*: name, address, telephone number, email and things. Some employers like to see a photo, too. You can always phone the company and find out.

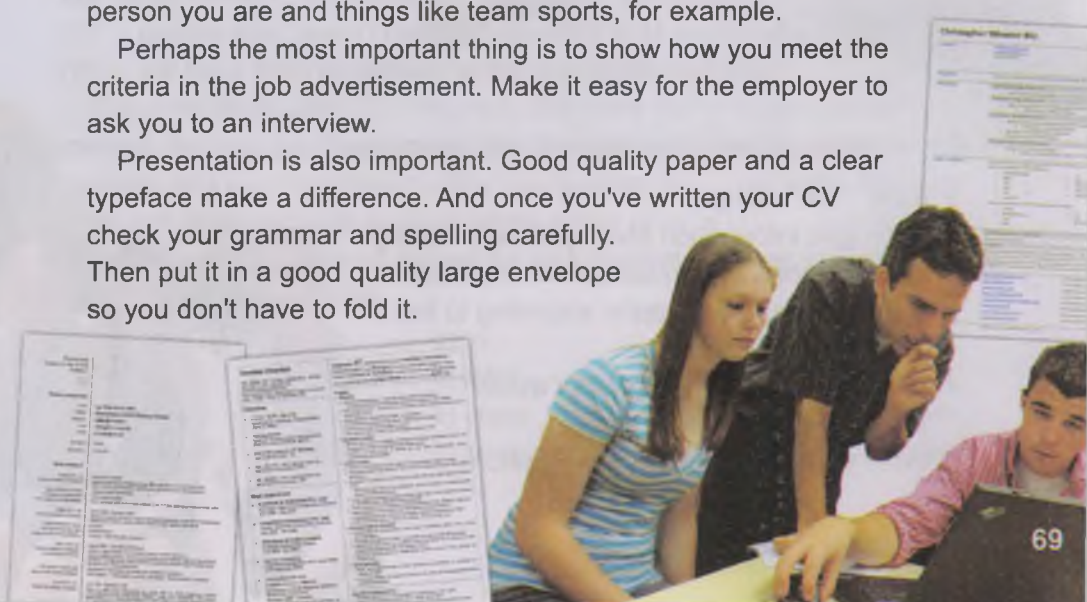
Next comes *education and qualifications* starting with the most recent things. The third section deals with *work experience* — again starting with the most recent job. I think it's important here to be brief so use bullet points and action verbs. You don't need to use complete sentences as long as it's very clear what you've done.

Following this is the section on *professional skills*. Show the employer your abilities, including your ability to use IT and foreign languages.

Finally, detail *your interests*. An employer likes to know what kind of person you are and things like team sports, for example.

Perhaps the most important thing is to show how you meet the criteria in the job advertisement. Make it easy for the employer to ask you to an interview.

Presentation is also important. Good quality paper and a clear typeface make a difference. And once you've written your CV check your grammar and spelling carefully. Then put it in a good quality large envelope so you don't have to fold it.



b) Look at the CV in task 4 again and discuss the questions. Does this CV follow the above advice? How is this advice different from CVs in Ukraine?

6 Work in pairs. Draft your own imaginary CV and show it to a partner. Ask him or her to evaluate it using these check points.

- Does it look good?
- Does it list experience starting from the present?
- Is it too long / too short?
- Is the contact information clear?
- Does it provide a good basis for an interview?



7 Read the advertisement and write your own letter of application. Follow the instructions below.

## ENERGETIC YOUNG PEOPLE NEEDED

to help organise social activities for summer camps for young people (aged 10-14) on the coast in August.



### CANDIDATES SHOULD:

- be over 17
- have a good knowledge of English
- be interested in sport
- be good at organising games, etc.
- enjoy working with young people

Have you got what it takes? If so, we'd like to hear from you.

Sally Wright, Beach Camp Europe  
18 Palmers Rd, London W2 8EX, England  
email: [sally@beachcamp.uk](mailto:sally@beachcamp.uk)

- 1 Start: *I am writing ...*
- 2 Then give information about yourself, making sure you show your qualities and motivation.
- 3 Organise your paragraphs according to the instructions in task 5.
- 4 Start the final paragraph with *I would very much appreciate ...*
- 5 Write your name under your signature.



## GRAMMAR

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

Speed Dial - Opera  
File Edit View Bookmarks Widgets Feeds Tools Help  
www.olderfriendsreunited.com

### OLD FRIENDS REUNITED

- 1 What (do you do / have you been doing) since we last met?
- 2 I (have / 'm having) two lovely children. They're called Paul and Mary.
- 3 Our annual dinners (get / are getting) better. This year a lot of old friends came.
- 4 I (wasn't seeing / hadn't seen) Bob for years and I was looking forward to meeting him again.
- 5 I ('m working / 've been working) abroad for the last three years.
- 6 I (try / 'm trying) to get in touch with Sophia at the moment, but I haven't got her address.
- 7 (Are you knowing / Do you know) Olena's phone number?
- 8 Steve's in hospital. He (has / 's having) an operation on his knee.

## VOCABULARY

- 2 Choose the correct word from the list to complete the text.

### FURTHER EDUCATION

Around the age of sixteen you must make one of the biggest decisions (1) ... your life. Do I stay on at school and hopefully go on to university (2) ... ? Do I leave and start work or begin a training (3) ... ? The decision is yours, but it may be (4) ... remembering two things: there's more unemployment (5) ... people who haven't been to university, and people who have the right (6) ... will have a big advantage in the competition for jobs.

If you decide to go (7) ... into a job, there are many opportunities for training. Getting qualifications will (8) ... you to get on more quickly in many careers, and evening classes allow you to learn (9) ... you earn. Starting work and taking a break to study when you're older is (10) ... possibility. This way, you can save up money for your student days, as well as (11) ... practical work experience.

- |   |           |              |              |           |
|---|-----------|--------------|--------------|-----------|
| 1 | a) of     | b) to        | c) with      | d) for    |
| 2 | a) after  | b) later     | c) then      | d) past   |
| 3 | a) school | b) class     | c) course    | d) term   |
| 4 | a) worth  | b) necessary | c) important | d) useful |



# 2 CHECK YOUR SKILLS

MAKE UP YOUR MIND

- |    |             |          |            |            |
|----|-------------|----------|------------|------------|
| 5  | a) between  | b) among | c) with    | d) through |
| 6  | a) notes    | b) paper | c) arts    | d) skills  |
| 7  | a) straight | b) just  | c) direct  | d) rather  |
| 8  | a) make     | b) help  | c) let     | d) give    |
| 9  | a) where    | b) while | c) when    | d) what    |
| 10 | a) also     | b) again | c) another | d) always  |
| 11 | a) get      | b) make  | c) take    | d) do      |

## LISTENING

**3** You will hear somebody showing new students around a college. Complete each sentence with no more than two words. You will hear the words that you need.

- The people on duty at the (1) ... should be able to help you with any enquiries.
- At the examinations office, you can (2) ... and pay for exams.
- You can also get leaflets with information on (3) ... and prices.
- In order to get a library card, you must show your (4) ... .
- You can use the IT centre if you need to use a computer for your (5) ... or to access the Internet.
- All students are issued a college (6) ... and a password to access the college intranet.
- You should go to the student (7) ... office if you have any problems of any kind.
- The canteen works from seven-thirty a.m. until (8) ... p.m.
- The bar serves drinks from eleven a.m. until one p.m., and from seven-thirty p.m. until (9) ... at night.
- All classrooms have (10) ..., audio-visual equipment and boards.

## READING

**4** Read the text, then tick (✓) the statements (1-10) if you agree with the information you've read.

### GETTING A JOB IN EUROPE

You can find information about jobs at a number of different places.

**At school.** During their last years at school, students get advice about further study and finding jobs. All secondary schools have a careers teacher. It's his/her job to provide students with information about study and work. Careers teachers will arrange visits to factories, offices, colleges, etc. They invite people from local organisations to come to the school to talk to the students. They also help students to apply for jobs.

## CHECK YOUR SKILLS

# 2

MAKE UP YOUR MIND

A lot of schools now organise 'work experience' for students in the last two compulsory years of school (aged 14-16). The students go out to work for a week. They work in all kinds of places — factories, shops, offices or hotels. Afterwards they have to write about their experience and what it has taught them. (Most students report that school isn't so bad after all!)

**Outside school.** For people who have already left school, there are a number of places where they can find out about jobs. Local newspapers carry advertisements for jobs, and there is a Job Centre in every large town. Employers advertise jobs here. If you are unemployed, you can go to the Job Centre to look for a job.

More and more young people now continue their studies as long as possible. They go on from school to university or a college to get higher qualifications. There are also several training schemes, where young people can learn the skills to help them get a better job.

- 1 There are lots of places where people can find information about jobs.
- 2 It's a head-teacher's responsibility to provide students with information about jobs.
- 3 People from factories, colleges, etc. help students to apply for jobs.
- 4 Students of 14-16 years old are invited to go out for 'work experience'.
- 5 There are Job Centres at many schools.
- 6 Advertisements for jobs are often published in newspapers.
- 7 Employers go to students who are in the last two compulsory years.
- 8 Young people prefer to study as long as they can.
- 9 Getting higher qualifications is not much popular nowadays.
- 10 Young people can learn how to get a better job due to some training schemes that have appeared recently.

### CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about professions and job requirements
- read and understand CVs
- listen and understand information about courses and universities
- talk about skills, abilities and different activities to develop them
- discuss the problem of jobs for young people
- understand and use tense forms of the verb in Perfect Aspect
- write application letters for a job and for a course

CAN YOU ...  
IN ENGLISH?

**1 Ask and answer the questions in pairs.**

- 1 Do you get on well with your parents?
- 2 Do your parents trust you?
- 3 Do you sometimes talk back to them?
- 4 Are you often grounded?
- 5 What did you do the last time you were grounded?
- 6 Do you always obey your parents?
- 7 Do you think you are a good child to your parents?
- 8 Are your parents often nervous?
- 9 Do they keep their promises?
- 10 Are your parents violent?
- 11 Do you often slam<sup>1</sup> the door and go to your room?
- 12 Can you rely on your parents?
- 13 Can they rely on you?
- 14 Are your parents understanding?
- 15 Do your parents always have time to listen to your problems?
- 16 Do your parents know about all your problems?
- 17 What do you like about your parents? What do you dislike?
- 18 What would you do if you were in your parents' place?
- 19 Would you behave the same way or differently?
- 20 What are the possible conflicts between children and parents?
- 21 What do you and your parents usually argue about? Is it:

- school and marks?
- staying out late?
- pocket money?
- friends?
- clothes?
- posters on the wall?
- telephone bills?
- your untidy room?
- doing the housework?
- doing your homework?
- listening to music too loudly?
- watching TV?
- brothers and sisters?
- playing computer games?
- going to the disco?
- wearing make-up?



<sup>1</sup>to slam (the door) — грюкати (дверима)

- 2 Read the newspaper article and match the comments (1-10) made by people with the parts (a-k) of George's story on pages 76-77.

## TEEN TERROR

A father was jailed last week for restraining<sup>1</sup> his daughter.

George Trimble was jailed for a few hours last week for physically trying to prevent his 15-year-old daughter Susie from going to see her boyfriend. He held her by the wrist<sup>2</sup>, but she managed to escape. Later, she told the police he'd assaulted her, and he was held at the station for questioning. Susie has now dropped the assault charges and the family is trying to patch things up<sup>3</sup>.



- 1 Perhaps George doesn't really see the problems his daughters have. After all, this is a serious eating disorder and he treats it lightly.
- 2 George doesn't seem to want his daughters to grow up and be adults in their own right.
- 3 George says Susie's behaviour got worse, but perhaps she was just rejecting her father's values in order to find her own. Perhaps she was starting to look for her own identity.
- 4 George has a clear idea of the sort of boy who is right for his daughters — white, well-off and around their age.
- 5 This could have been a 'wake-up' call for her father to see what he could lose if he didn't start respecting her individuality.
- 6 He wants Susie to listen to him, but does he listen to her?
- 7 George clearly sees himself as the victim in the affair.
- 8 Perhaps George is over-ambitious for his daughters and resents the sacrifices he made. You can't buy someone's love.
- 9 Maybe George unquestioningly took on the values of his parents and now resents Susie's questioning of his values.
- 10 George has worked hard all his life for his family and now feels very frustrated that his daughter isn't turning out the way he wanted.



<sup>1</sup>to restrain [ri'streɪn] — стримувати, приборкувати, вгамовувати

<sup>2</sup>a wrist [rɪst] — зап'ясток

<sup>3</sup>to patch things up — улагоджувати (сварку)

## GEORGE'S STORY

- (a) I'm a respectable businessman and all I'd been trying to do was keep my daughter away from drugs and bad company, and I ended up in a police cell.
- (b) I've got two daughters, Helen and Susie. Helen's 17 and Susie's 15. I've had no trouble with Helen, apart from a bit of bulimia<sup>1</sup>. Susie's the problem. She used to be a lovely girl with her dolls and toys, but a few months ago her behaviour started to deteriorate. She started dating people who were much poorer than her and staying out later at night. It was really worrying and annoying. Her American boyfriend was coloured and much older than her, not at all suitable for her.



We had some rows<sup>2</sup> about this, and after one row she stormed out and went missing for a whole

- (c) weekend. I think she was taking drugs. So then I started physically to stop her going out. But one night she went out when we'd gone to bed, and in the early morning the police brought her home. So I told her, 'You see what happens?' I told her she'd only got herself to blame. After that, I hoped she would start listening to me. But she didn't.
- (d) Then last week she wanted to go out again. I had had enough. I told her, 'You're going to do as I tell you.' But she shouted she'd do what she liked. I grabbed her by the wrists, but she pulled herself free and ran out of the house. I was sick with worry. And then the police came and arrested me for



### WORD FILE

**an adolescent** [ˌædəˈlesnt]

**to assault** [əˈsɔ:lt]

**to blame** [bleɪm]

**to escape** [ɪˈskeɪp]

**to interfere** [ˌɪntəˈfɪə]

**to obey** [əˈbeɪ]

**to prevent** [prɪˈvent]

**to reject** [rɪˈdʒekt]

**to remain** [rɪˈmeɪn]

**to resent** [rɪˈzent]

**inevitable** [ɪnˈevɪtəbl]

**rebellious** [rɪˈbeljəs]

● **to be grounded**

● **to be jailed**

● **to run out of**

● **in order to**

<sup>1</sup>bulimia [buˈlɪmiə] — булімія, ненормально підвищений апетит

<sup>2</sup>a row [rəʊ] — гучна сварка, суперечка



assault! I was taken to the police station like a common criminal. After a few hours, they released<sup>1</sup> me on bail, and I haven't been charged. But it was really unpleasant. I'm just a normal father trying to save my little girl.

My girls were lovely when they were younger. I drove them to piano lessons and drove them back. My wife always made sure they were dressed really nicely. We gave them everything we could, the sort of things I never had when I was a child. They were my pride and joy.

(i)

I don't understand this rebellious stuff. I never spoke back to my parents. I never went out drinking. In those days, if you didn't like something you just put up with it. I was

(j)

working when I was 16, and I've spent my life building up a business for my family, so they would have a better future. And now this! I feel like my world has fallen apart.

(k)



**3** Read the article and George's story again and guess the meanings of the words from the 'Word File'. Then check yourself consulting a dictionary.

**4** Work with a partner and discuss the following questions.

- 1 How do you feel about the fact that George was jailed?
- 2 If you were Susie, would you have gone to the police? Why (not)?
- 3 How would you have handled the situation if you had been in George's shoes?
- 4 Why do you think George acted the way he did? Why do you think Susie acted the way she did? Justify your answer by referring to their characters, childhood and environment.

**5** Work in groups and do the task below.

Suppose you had the opportunity to talk to any of the people mentioned in the article, what questions would you ask them? Write some questions and then discuss with your mates how these people might answer them.

<sup>1</sup>to release [rɪ'li:s] — звільняти

- 6 a) *Brainstorm the main areas of conflict between parents and adolescents.*  
 b) *Think and say:*

- To what extent do you think that such conflict is inevitable? How can it be avoided?
- What does it mean to be a good son or a good daughter?
- Do you think the ability to be a good parent comes naturally or should people be taught certain rules? What rules?

- 7 *Read and say which passage, A or B, more closely reflects your opinion? Explain why.*

- A** All people need to have their own sense of identity to cope successfully with adulthood. If an adolescent just unquestioningly takes on the values of his parents, there is no struggle for identity but this can lead to problems later on in life if the individual then starts to question these values. Most adolescents need to reject their parents' values in order to find their own. Therefore, conflict with parents is almost an essential part of growing up.
- B** The amount of conflict between adolescents and their parents has been greatly exaggerated. Most conflicts between adolescents and their parents are caused by criticism of their choice of friends, too much interference in their social life and too little financial support. However, their fundamental values tend to remain similar to those of their parents, and it is their mother and father that are most likely to consult over educational and career plans.



**1** *Brush up personality adjectives.*

a) *Group up the adjectives into the appropriate columns.*

tactful	fussy	hard-working	tactless
responsible	polite	quiet	lazy
talkative	rude	nervous	mature
strict	tidy	sensitive	relaxed

usually positive	usually negative	could be either
		<i>critical</i>

b) *Add one of these prefixes un-, im-, ir-, in- to each of the words from the box to make opposites.*

*For example: critical — uncritical*

critical, mature, polite, responsible, sensitive, tidy

**2** *Refresh your knowledge of word formation.*

a) *Rephrase the sentences, adding the appropriate suffix to the noun in italics.*

**-ful   -ish   -less   -ly   -y**

*For example: Alec did it without care. Alec was careless.*

- 1 Don't be such a *fool*. Stop being ... .
- 2 The magazine comes out every *week*. The magazine comes out ... .
- 3 Look at all the *dirt* on your hands. Your hands are ... .
- 4 The situation is without *hope*. The situation is ... .
- 5 The injury is giving a lot of *pain*. The injury is ... .

b) *Fill in the gaps with the appropriate form of the word on the right.*

- |   |           |
|---|-----------|
| 1 Sarah is not very <u>tolerant</u> of people who don't think the same as she does. | tolerance |
| 2 Dave always makes a ... contribution to class discussions.                        | value     |
| 3 It is well-... that women tend to live longer than men.                           | know      |
| 4 Lyn thinks she deserves special ... .   | treat     |
| 5 Henry wants to finish the project by himself, without ... from anybody.           | interfere |
| 6 In Britain, it is an ... to sell tobacco to under-sixteens.                       | offend    |
| 7 You need ... from the boss if you want a day off work.                            | authorise |





## GRAMMAR POINT

### 3rd CONDITIONAL

We use the **Third Conditional** for imaginary situations in the past.

**Example:** *If it had been sunny, we **should have gone sailing**.*

(But it wasn't sunny so we didn't go sailing.)

We can also use:

- other modals to show how possible or sure the result was.

**Example:** *If it had been sunny, we **could / might have gone sailing**.*

- the Perfect Continuous

**Example:** *If I had been feeling tired, I **wouldn't have been driving**.*

- passive forms

**Example:** *The medicine **shouldn't have been discovered** if there **hadn't been** an accident.*

	If + Past Perfect	would have	+ 3rd form (Past Participle)
Positive	If it had been sunny,	we would have	gone sailing.
Negative	If I hadn't gone skiing,	I wouldn't have	broken my leg.
Question	If you had had the money,	would you have	bought the house?

1 Read each sentence (1-6). Write 'T' for each true sentence (a-f) or 'F' for the false one.

1 If I had had time, I would have watched *It's a Wonderful Life*.

a  I didn't have time to watch *It's a Wonderful Life*.

2 I would have recorded the film if my DVD hadn't broken.

b  I recorded the film.

3 John wouldn't have met Linda if he hadn't gone to his brother's party.

c  John didn't go to the party.

4 John would have been happier if he had become an architect.

d  John became an architect.

5 The film wouldn't have been so good if James Stewart hadn't played the part of George Bailey.

e  James Stewart played the part of George Bailey.

6 The enterprise wouldn't have been successful if they hadn't provided such a strong marketing company.

f  The enterprise isn't successful.

**2 Choose the correct form of the 3rd Conditional.**

- 1 If the Titanic (**didn't hit / hadn't hit**) an iceberg, it (**wouldn't have sunk / doesn't sink**).
- 2 If the Aztecs (**had defeated / defeated**) Cortes' soldiers, the Spanish (**mighn't conquered / mighn't have conquered**) Mexico.
- 3 What (**happened / would have happened**) if Columbus (**thought / had thought**) the world was flat?
- 4 If the Tsar's soldiers (**hadn't shot / wouldn't shoot**) demonstrating workers in 1905, there (**mighn't been / mighn't have been**) a revolution in Russia.
- 5 John Kennedy (**couldn't be assassinated / mighn't have been assassinated**) in 1963 if he (**hadn't been travelling / hadn't travelling**) in an open-top car.

**3 Write sentences using the 3rd Conditional.**

- 1 I / recognise / you / if / it / not be / dark  
*I'd have recognised you if it hadn't been dark.*
- 2 If / my alarm / not ring / this morning / I / be / late for work  
.....
- 3 If / you / ask / politely / I / lend / you / my car  
.....
- 4 If / we / save / more money / we / might / be able to / afford / a holiday abroad  
.....
- 5 If / you / read / the instructions / you / not break / the washing machine  
.....
- 6 If / you / not remind / me / I / forgot / pay / my tax bill  
.....

**4 Complete the sentences following one of the patterns for the 3rd Conditional (see 'Grammar Point').**

- 1 I would have enjoyed the party much more if ... .
- 2 It ... if the sea hadn't been so rough.
- 3 Would you have been able to come next Tuesday if ...?
- 4 If you had taken my advice ... .
- 5 If I had realised that you were really serious in what you said ... .
- 6 If it hadn't been for the fact that his father had influence ... .
- 7 If he had told me the truth in the first place ... .
- 8 Would you have lent him the money if ... ?

- 5 Refresh your knowledge of Conditionals I, II, III and make up the sentences using the prompts below.

**Example:** to rain — not to go there

*If it rains, I will not go there.*

*If it rained, I would not go there.*

*If it had rained, I would not have gone there.*

- 1 to have money — to buy a new car
- 2 to employ her — not to have the right qualifications
- 3 to pass the exam — to study more
- 4 to win the game — to train hard
- 5 to buy the house — to be cheap
- 6 to be offered the job — to take it



- 6 Choose the 2nd or the 3rd Conditional form to complete each sentence. Use negatives if they are required.

- 1 I would go skiing more often if we lived (*live*) closer to the ski resorts.
- 2 The snow ... (*clean*) if I had had a shovel.
- 3 If I had a key, I ... (*let*) you inside.
- 4 If John ... (*be*) in town, he would invite you to this new restaurant.
- 5 If I ... (*know*) you were coming, I would have thrown a party.
- 6 If he had given her his email address, she ... (*send*) him the price list.
- 7 If we ... (*get*) lost, we would have arrived on time.
- 8 Where would you live if you ... (*have*) this house?

- 7 Choose the correct option to complete each sentence.

- 1 If you want to put on weight, you  more regularly.  
a) should have eaten   b) should eat   c) would have eaten   d) would eat
- 2 We hope that we  the way.  
a) will find   b) find   c) would find   d) found
- 3 We hoped that we  the way when we got lost in the subway.  
a) will find   b) would find   c) would have found   d) shall find
- 4 If she  you, she would be much stricter.  
a) was   b) were   c) has been   d) had been
- 5 If she  longer, tell me in advance.  
a) staying   b) stayed   c) stay   d) is staying
- 6 If you  rehearsing, I'll call the audience in.  
a) will finish   b) finished   c) have finished   d) had finished
- 7 If we  in a big city, we would visit the theatre more often.  
a) live   b) have lived   c) have been living   d) lived

1 **In pairs, ask and answer the questions.**

- Which of the personal adjectives in task 1 on page 79 describe your parents' attitude to you as a teenager? Why?
- Which adjectives describe your attitude to your parents as a teenager? Why?

2 **Work in small groups.**

- Make a list of things that parents sometimes say about their teenage children.

**For example:**

*He's so untidy! He's always leaving his clothes on the bathroom floor! She's very hard-working. She spends hours studying in her room.*

- What do you think parents can do to live happily with their teenage children?

**For example:**

*Listen to what their children say.*



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

**approach**, *n* — They introduced a new approach to teaching languages.

**judgement**, *n* — "In my judgement we should accept the proposal."

"Your judgement is not fair," she answered with a protest in her eyes.

**assume**, *v* — He didn't see her car, so he assumed she had gone out.

**annoy**, *v* — Sheila annoyed Bill with her unpleasant screamy voice.

**bring up**, *v* — Tom was brought up a Catholic. "In my day, children were brought up to respect their parents," granny said.

**irritating**, *adj* — She has an irritating habit of interrupting everybody.

**intention**, *n* — They came with the intention of visiting the museum.

**negotiation**, *n* — This contract is the result of long and difficult negotiation between the businessmen of both companies.

b) **Work in pairs. Check your answers using a dictionary. Take turns.**

# 3 LISTENING

FAMILY RELATIONSHIP

4 Listen about Penny Palmano, who has written a best-selling book on teenagers and say if she has a mostly positive or a mostly negative attitude to teenagers.



5 Listen again and answer the questions.

- 1 What is the main idea of the new approach to dealing with difficult teenagers that Penny Palmano offers?
- 2 How many children does Palmano have?
- 3 Has she got any problems with clearing up at home?
- 4 Do teenagers annoy their parents intentionally?
- 5 Why can't many teenagers make good decisions and control their emotions?
- 6 What does Penny believe the keys to happiness for all are?
- 7 What does Paimano advise to do if a teenager comes home a little bit later that it was agreed?
- 8 Is it important to criticise a teenager for having an untidy room? Why?

6 In pairs, do the task below.



Write down on a piece of paper three things teenagers do, which their parents find annoying. Pass the paper to another student. Take turns to tell each other what parents should do to deal with the things that annoy them.



## WORD FILE

- an approach [ə'prəʊtʃ]
- an intention [ɪn'tenʃn]
- a judgement ['dʒʌdʒmənt]
- a negotiation [ni,ɡəʊʃi'eɪʃn]
- to annoy [ə'noɪ]
- to assume [ə'sju:m]
- irritating ['ɪrɪteɪŋ]
- to bring up

7

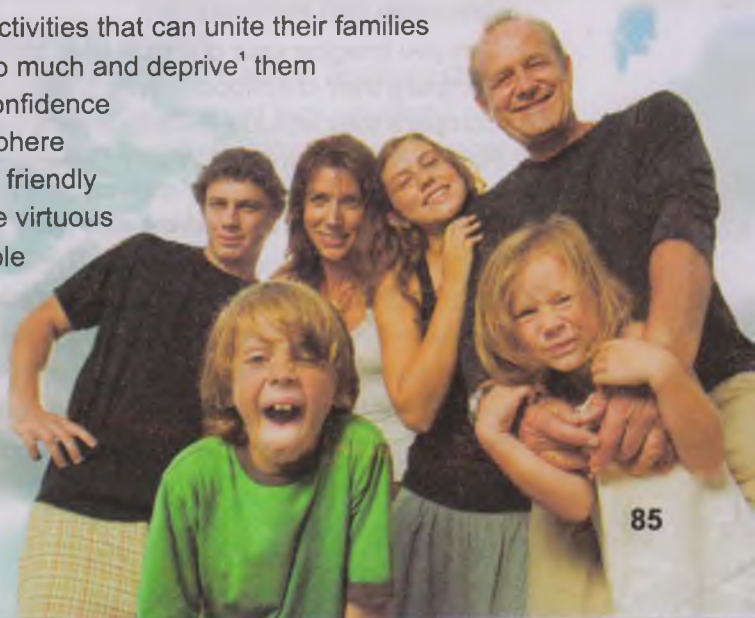
Refer the phrases (1-22) to the appropriate headings (A-C).  
Explain your choice.

A Successful parents	B It is not advisable for adults	C Good children

- 1 treat their parents in the way they'd like to be treated themselves
- 2 be good friends to their brothers and sisters
- 3 develop a sense of responsibility in their children
- 4 spoil their children in every possible way
- 5 never forget to praise their children when they deserve it
- 6 be genuinely interested in their parents' problems
- 7 don't give their children any freedom of choice or give them too much freedom
- 8 not to treat all the children in the family equally, have favourites
- 9 always find time to spend with their children, hear them out and discuss their problems
- 10 raise their kids
- 11 be prepared to compromise and meet their parents halfway
- 12 make children feel low or ignored
- 13 give promises and break them
- 14 give their children plenty of love and patience
- 15 do their best to develop their children's minds and give them a good education
- 16 offer any possible help to their parents
- 17 lose their temper and shout at their kids
- 18 take part in all sorts of activities that can unite their families
- 19 criticise their children too much and deprive<sup>1</sup> them of self-respect and self-confidence
- 20 try and make the atmosphere in the house cheerful and friendly
- 21 teach their children to be virtuous and decent<sup>2</sup> to other people
- 22 teach them good manners

<sup>1</sup>to deprive [di'praiv] — позбавляти

<sup>2</sup>decent ['di:snt] — пристойний, порядний



**1 Read and express your opinion on the following.**

- Many people say we have a responsibility to look after the elderly people in our family or community. Why is it important to take care of them? How should we take care of elderly people?

**2 Ask and answer the questions in pairs**

- 1 Can young people understand old people?
- 2 Can old people have an understanding of the young?
- 3 What do you think about the saying "If I knew then what I know now" or "Childhood days are the happiest days"?
- 4 What do you think about the relationship between innocence and experience?
- 5 Can you give some examples of the generation gap from your own experience?
- 6 Can this gap be overcome? What causes it?
- 7 If you listen to music at full blast, do you think about possibly disturbing somebody else's peace?
- 8 Can you imagine a situation, in which you and your parents exchange roles?
- 9 What would be the same, and what would be different?
- 10 What is your relationship with your grandparents?
- 11 Do you feel a generation gap there?
- 12 What is your relationship with your parents?
- 13 Can you compare your relationship with your parents to their relationship with their parents?
- 14 Can you imagine your grandparents' childhood?
- 15 Compare their childhood to your childhood.
- 16 Compare their attitude towards elderly people then to yours now.
- 17 Has anything changed? What? Comment on this.



**WORD FILE**

- a community** [kə'mju:nəti]
- a generation** [,dʒenə'reiʃn]
- an innocence** ['ɪnəsns]
- a madman** ['mædmən]
- to avoid smth** [ə'vɔɪd]
- to disturb** [dɪ'stɜ:b]
- to encourage** [ɪn'kʌrɪdʒ]
- to overcome** [,əʊvə'kʌm]
- to recognise** ['rekəɡnaɪz]

**3 Read the episode of a TV show and act it out in a group of four.**

**WHAT WOULD YOU DO?**

*Show Host:* Your teenage daughter has started using the telephone to chat to her friends in the evening and quite often she talks for more than an hour, and it means that you can't use the phone yourself. You've told her to stop phoning her friends but now her friends phone her instead. What would you do about that?

*Rebecca:* Oh it's a difficult one. I think I'd try to reason with her and say — I mean I wouldn't say, "You must not ring your friends and your friends must not ring you" because I think that's unfair. What I would say is, "If your friends ring you, can you just keep the conversation a bit shorter so that other people can use the phone?", which seems quite reasonable to me.

*Show Host:* Nick, what do you think?

*Nick:* I think what I'd do is stop my daughter from answering the phone and monitor the calls as they came in. And she would only be allowed to take one call in the evening from a friend, and if any other calls came in we'd inform her friends saying, "No, I'm sorry, she's already talked to Angela or Julia or whatever and so she can't talk to anyone else" and take control of it that way.

*Show Host:* Aisha, do you agree with that?

*Aisha:* Not really. I think you should always try and remember what it felt like at that age and actually how important it felt to try and talk to your friends. What I'd do, I think, is really encourage her to visit her friends and to have her friends round more so they could actually talk in person rather than on the telephone.



**4** Discuss the following questions in groups.



- When couples have their first-born child, they become parents and face an utterly<sup>1</sup> new stage in their lives. What should parents do to be successful?
- What parents shouldn't do to be successful?
- In their turn teenagers are old enough to realise that adults are not saints and may make mistakes and that the so-called generation gap should not necessarily spoil their relations. What should good children do?

<sup>1</sup>utterly [ˈʌtəli] — цілком, абсолютно



- 5 a) Read what teenagers sometimes say about the points that annoy in their parents.

I love my dad but he has absolutely no sense of rhythm. That wouldn't matter if he didn't insist, even at his advanced age, on dancing at parties and weddings. Worse than this, he once started playing an imaginary guitar in a CD shop. They were playing a track from the latest hit parade which dad recognised. So he started jumping about like a madman, not caring I was standing right beside him. I was shocked and embarrassed. Later he told me that when he was a teenager, he'd been in a band for a few weeks.



Max



Kate

Usually my mum is very sweet and tactful, but she has moments when she totally loses her tact and becomes dictatorial. You never know when this will occur. The most recent was when I was innocently watching TV, and she suddenly stood in front of the telly, shouting, "You're not watching this stupid programme, are you? You must have something better to do with your time than that." She went on like this for several minutes. But I was calm and patient with her and after a bit she calmed down again leaving me in front of the telly watching my programme. I think I have learned to avoid conflicts. The main thing is to control yourself.

- b) Imagine you are Max or Kate. What would you say to your dad (mum)? Role-play the situations in pairs.



- 6 Read and comment on the following statements.

*If there is right in the soul,  
There is beauty in the person.  
If there is beauty in the person,  
There will be harmony in the home.  
If there is harmony in the home,  
There will be order in the nation.  
If there is order in the nation,  
There will be peace in the world.*



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

reasons, adults, in love, get angry, intolerance,  
conflicts, argument, get along with, violence, decide



There are (1) ... everywhere: in families, between neighbours or between the boys and the girls in your class. What are the (2) ... of these conflicts? Perhaps the neighbours (3) ... because your football lands in their garden, or because your music is too loud. May (4) ... say hasty things about your hairstyle or about the way you dress. Perhaps your mother has a serious (5) ... with you because of your boyfriend. Perhaps your brother and his best friend have become bitter rivals because they are (6) ... with the same girl. Or a friend in your class cannot (7) ... which classmates or teachers he/she should invite to a party.

And if you open a newspaper, almost every day you will find reports about individuals, groups of people or countries that do not (8) ... each other at all. Lies, misunderstandings, prejudice<sup>1</sup>, (9) ... and discrimination often cause serious problems which can lead to (10) ... or even war.



<sup>1</sup>a prejudice [ˈpreɪdʒɪdɪz] — упередження

## USE YOUR ENGLISH

## 2 Write sentences using the 3rd Conditional.

- 1 As a young child Ellen Macarthur went on a sailing trip with her aunt. A few years later she took up sailing.  
If Ellen Macarthur *hadn't gone on a sailing trip* with her aunt, *she might not have taken up sailing*.
- 2 She saved up her school dinner money. She was able to buy a boat.  
If she ..... money,  
..... a boat.
- 3 She decided not to study to be a vet. She became a sailor.  
She ..... a sailor  
..... a vet.
- 4 At 18 she sailed around Britain single-handed. She won the Young Sailor of the Year Award.  
She ..... the Young Sailor of the Year Award if ..... single-handed.
- 5 She had a good boat. She broke the round-the-world record by 31 hours.  
If she ....., she  
..... by 31 hours.
- 6 The navigational equipment worked. The boat's generator didn't fail.  
If the boat's generator ....., the navigational equipment .....

## 3 Put the verbs in brackets into the correct tenses.

- 1 If you ... (*find*) a skeleton in the cellar don't mention it to anyone.
- 2 If you pass your examination we ... (*have*) a celebration.
- 3 What ... (*happen*) if I press this button?
- 4 I should have voted for her if I ... (*have*) a vote then.
- 5 If you go to Paris where you ... (*stay*)?
- 6 If someone offered to buy you one of those rings, which you ... (*choose*)?
- 7 The flight may be cancelled if the fog ... (*get*) thick.
- 8 If the milkman ... (*come*), tell him to leave two pints.
- 9 Someone ... (*sit*) on your glasses if you leave them there.
- 10 You would play better bridge if you ... (*not talk*) so much.
- 11 What I ... (*do*) if I hear the burglar alarm?
- 12 If you (*read*) the instructions carefully you wouldn't have answered the wrong question.

4 Read and express your opinion on the charter.

## The Bell Family Charter

- Housework:** All members of the family must do an equal share of the housework according to age and ability. A list of duties will be put up each week.
- Free time:** Children and parents have an equal right to free time.
- Visitors:** Children have a right to bring friends home whenever they like.
- Bedtime:** Bedtime will be fixed according to age. Children of 15 may go to bed when they like.
- Rules for parents:** Parents must not break promises. Parents must not cancel plans suddenly. Parents must not criticise their children in public.
- N. B.** Parents are not always right.

- 5 Divide into two groups. The first one writes the list of the ways to describe successful relationships, the second group writes the list of the ways to describe unsuccessful relationships. The winner is the group with the longest list.

- 6 Read the introductory sentences of two paragraphs. Complete them.

In the past the family unit was much bigger. ...

Nowadays one-parent families are more common. ...



## USE YOUR ENGLISH

**7 Match questions with the answers to make an interview.**

*Interviewer:* What's wrong with today's teenagers?

A:  ...

*Interviewer:* For example?

B:  ...

*Interviewer:* Do you have any problems with your teenage children?

C:  ...

*Interviewer:* What do you think about your parents, Paul?

P:  ...

1 My son's fine, he works hard at school, but I have problems with my daughter Susan. She never listens to us. I think she doesn't even like us. She and her friends just use the house like a convenient hotel, and she wears these terrible clothes. I think she does it to upset us.

2 They want to be treated like adults, but they won't take adult responsibilities. They just sit around, listening to loud music.

3 Well, they're so boring. I mean, they want us to be like them and accept their way of life.

4 That's easy — everything.

**8 Role-play the situations (1, 2) in pairs.**

1 You belong to a very close family who have always done things together. You'd like to spend more time with your friends, especially at weekends. But your parents always organise family activities that fill up the whole weekend, and say you're too young to go off on your own. What would you do and say to your parents?

2 Susan is 16. Every year she, her parents and her younger brother who is 14 go on a family holiday to their house by the lake. A week before the holiday Susan's boyfriend Andrew who is 18 asks her to join him and a group of friends on a camping trip. She wants to go but knows that it will not be easy to persuade her father. Also, she does not want to upset or disappoint her parents. She decides to speak to her father and mother after dinner.



- 9** *In groups, read and make notes on your answers to the questions below and organise them into sections. Use your notes to give your speech. (See tips on giving presentation on page 37).*

### WHAT ABOUT UKRAINE?

Dr Margaret Haster is carrying out research into how the generation gap is perceived in different cultures in Europe. She will be visiting schools in Ukraine to hear the viewpoints of Ukrainian children.

She has sent you the following questions that she would like to discuss with you.

- What do parents expect from their children?
- What do children expect from their parents?
- Where do you learn your social survival skills from most — family, school or peers?
- To what extent is there a generation gap? How do you feel about it?

**10**

*Do the individual project 'Three Generations' following the items below.*

- 1 Interview your grandmother or grandfather, or the grandparents of one of your friends. Think carefully what questions you are going to ask them. (Ask them about their childhood and their relationship with their own parents and grandparents.)
- 2 Ask your parents the same questions.
- 3 Answer the same questions yourself.
- 4 Compare the answers and discuss the generation gap (what is the same, what is different).
- 5 You can decide on the questions, each of you within the group is going to ask, so that you have a greater range of answers to compare. Try to reach some kind of conclusion on the generation gap question.
- 6 Share your conclusions in class.





### Letter to the Editor or to the Authorities

**Letters to the editor or to the authorities** are formal letters expressing a person's opinion or views on specific issues.

This kind of letter includes the typical elements of a formal letter: a formal greeting and a formal ending with the writer's full name. The **introductory paragraph** states the reason(s) for writing and an opinion regarding the issue. The **body paragraphs** present the problem under discussion and then either some suggestions or reasons to support the opinion expressed in the introductory paragraph. Different points should be written in separate paragraphs.

Letters to the editors of newspapers or magazines are basically written for two reasons. Firstly, you wish to express your agreement or disagreement concerning a certain issue in question. Secondly, you wish to state your opinion with regard to the letters or articles that have already been published.

#### THE LETTER TO THE EDITOR The Structure

##### FORMAL GREETING INTRODUCTORY PARAGRAPH

###### Paragraph 1

*stating reason(s) for writing  
& your opinion*

##### BODY PARAGRAPH

###### Paragraph 2-3

*presenting the problem  
(causes and effects) or arguments  
supporting your opinion*

###### Paragraph 4-5

*giving suggestions or opposing  
already published views*

##### CONCLUDING PARAGRAPH

###### Paragraph 6

*summarising or restating  
your opinion & writing  
closing remarks*

##### FORMAL ENDING

*writer's full name*



**1** In pairs, read the situation and match the structural elements (1-4) with the appropriate content outline notes (in A-D).

The district authorities have decided to build a new shopping arcade near the town's day-care centre. You are a local resident who strongly opposes such decision. You're going to write a letter to the editor of the *Sunderland Daily News* regarding the issue.




- 1 reason(s) for writing your opinion
- 2 your arguments + suggestions
- 3 opposing views and your counterarguments
- 4 closing remarks

- A ● financial benefits should not be the only criterion
- the long term consequences are more damaging
- B ● district authorities' decision to build a large shopping arcade near the town's day-care centre
- total disapproval
- C ● strong disagreement; local residents must be consulted
- D ● a description of the surrounding park
- a significant rise in the number of cars (accidents, pollution)
- piles of litter from nearby restaurants, bars, etc.





## 2 Read the letter and answer the question after it.



Dr Margaret Haster, a British psychologist who specialises in adolescence, wrote the following letter to the newspaper in response to the story of George Trimble. (See Reading on pages 75-77.)

22 Robin Hill  
Sunderland  
September 2011  
*Sunderland Daily News*  
Editor

Dear Sir/Madam,

I am writing to tell you that the case of George Trimble in your edition of September 14th highlights one of the major issues that faces society today.

As to a psychologist who specialises in adolescence, it is clear to me that the problems confronting young people are increasing. More teenage girls are getting pregnant and there are more single mothers. There is also a higher incidence of teenage boys dropping out of school and more gangs on streets corners. 22 percent of boys up to age 18 are reported by a school or other authority for delinquency. Moreover, suicide rates among young men are climbing and a third of teenagers suffer depression at some point.

But what are parents to do? Should they be more liberal and risk losing authority in the child's eyes? Or more authoritarian and risk alienating<sup>1</sup> their children so much they won't talk about their fears and concerns? Should they try to stop them having sex or encourage safe sex? It is no easy thing to find a balance between discipline and tolerance. No one seems to know what the rules are any more.

However, unless we start to address these questions as a society, and that means government, schools and parents, things will only get worse.

Yours faithfully,

Dr Margaret Haster

<sup>1</sup>to alienate ['eiliəneɪt] — відштовхувати

- Which of the statements below (A-C) best summarises her point of view?
  - A Parents should be more strict with their children.
  - B Parents should be less strict with their children.
  - C We don't know whether parents should be more strict or less strict with their children.

**3** *In groups, discuss the following question.*

- What's your view on 'the balance between discipline and tolerance' that Dr Haster mentions? Where would you draw the line?

**4** *Look back at Dr Haster's letter and answer the questions in pairs.*

- 1 The letter has four paragraphs. What is the main idea or purpose of each one?
- 2 Find examples of the use of facts to support opinions. Why does the writer use them?
- 3 Find uses of transitional phrases. Why are they used?
- 4 Find examples of rhetorical questions, i.e. questions that the writer does not expect an answer to. Why does Dr Haster use them?

**5** *Margaret Haster's letter appeared in the 'Letters to the Editor' column of a newspaper. Write an answer to Margaret Haster that could be put in the column. Follow the instructions below.*

First, identify the points in the letter that you need to answer (the questions in the 3rd paragraph).

Second, write down some ideas (*you can use your ideas from the discussion above and the one on the 'Teen Terror' article at the beginning of this unit*).

Next, organise your ideas into paragraphs, making sure you have support for your opinions. Then, write your letter using paragraphs (don't forget introduction), but don't overuse them.


Finally, check your work for mistakes.



**6** *a) Read the situation and make notes which will help you to write the letter. Work in pairs.*

A local newspaper has recently published a series of articles about young people. In most of the articles, young people are described as irresponsible, rude and looking only for cheap entertainment. These opinions are mainly based on a few recent incidents in the local discotheque.

You're going to write a letter to the editor expressing your disapproval not only with the editorial policy of treating the topic, but also with the perception<sup>1</sup> of young people.



*Make notes  
which will help you  
to write the letter.*

reason(s)  
for writing  
your  
opinion

your  
arguments +  
suggestions

opposing  
views & your  
counter-  
arguments

closing  
remarks

**b) Write a letter to the editor using your notes. Use transitional words and phrases for expressing opinion, causes, consequences / results and how to list the points. (See pages 168-169 of the Appendix: Common Transitionals in the 'English-10' textbook.)**

<sup>1</sup>a perception [pə'sepʃn] — сприйняття

## VOCABULARY

## 1 Match the words with their definitions.

- |                 |   |
|-----------------|---|
| 1 an adolescent | a to say or think that someone or something is responsible for something bad  |
| 2 an approach   | b to do what someone in a position of authority tells you to do   |
| 3 negotiation   | c to attack someone in a violent way  |
| 4 to assault    | d a young person who is developing into an adult  |
| 5 to blame      | e to stop someone from doing something or to stop something from happening  |
| 6 to interfere  | f a method of doing something or dealing with a problem   |
| 7 to obey       | g to get involved in a situation that does not concern you, and try to influence what happens in a way that annoys people |
| 8 to prevent    | h discussions between the representatives of opposing groups  |

## GRAMMAR

## 2 Two friends are talking about their old university days. Write the verbs in the correct forms.

- I ... (go) to university a year earlier if I'd passed my exams.
- You ... (pass) your exams if you'd worked a bit harder.
- "What ... (you / study) if you hadn't studied history?" "I don't know. I ... (study) politics."
- If I ... (know) the course was going to be so dull, I would have gone somewhere else.
- If you ... (not / recommended) that university to me, I ... (try) to get a place at Cambridge university.
- If you ... (go) somewhere else, you ... (not / meet) your wife!



## CHECK YOUR SKILLS

## LISTENING

3 Listen to the story and name in one word the person who:



- 1 started the quarrel more and more \_\_\_\_\_
- 2 began working more hours than ever \_\_\_\_\_
- 3 gathered in the television room \_\_\_\_\_
- 4 had an announcement to make \_\_\_\_\_
- 5 assured Marc that there would be no divorce \_\_\_\_\_
- 6 told Marc that they would leave their home \_\_\_\_\_
- 7 tried to fill the house with warmth and care \_\_\_\_\_
- 8 asked Mark about school \_\_\_\_\_
- 9 changed their concept about perfect family \_\_\_\_\_

## READING

4 Read the article and refer the headings (A-E) to the appropriate paragraphs (1-5).

- A All we need is tolerance.
- B Parents are more tolerant nowadays.
- C Spend more time practising to produce sweet harmony.
- D You'll know about parents' love when you become a parent yourself.
- E Self-development is a great thing!



## RELATIONSHIP WITH PARENTS

- 1 Do your parents love you? Whether you believe they do or not, I have no intention of trying to persuade you one way or the other. Instead, I will tell you just when you find this out for yourselves. Actually not until you become parents yourselves. Then you will know.
- 2 Mark Twain, the great American writer, used to say when he was fourteen his father was so ignorant he could hardly stand to have him around. But when he was twenty-one he was astonished at how much his father had learned in those seven years.

- 3 Today, your parents may seem to you to be people who keep on saying: "Now when I was young..." But, believe me, that is how their parents seemed to be when they were young. Today parents are, in my opinion, more tolerant of the behaviour of their sons and daughters than ever before. I wonder, however, whether you are tolerant.
- 4 I heard recently of a father who was found sitting on the front steps of his house at three in the morning by a policeman. "What are you doing here?", asked the policeman. "Oh," said the man, "I've lost my key so I'm waiting for my children to come home and let me in." But few parents stay our "partying" until the early hours of the morning. I wonder how you would feel if your parents started doing this and you had to wait up until they came in? Even if you didn't wait up for them! Would you not be asking such questions as "Where have you been? What have you been doing?" How would you react to their answers? What we all need, the young people and those who are older, is tolerance.
- 5 There are, you all know, black and white keys on a piano. Play them together thoughtlessly, without any rules, and you get discord. But if you understand music and spend some more time practising, you can, with the same black and white keys, produce sweet harmony. Why not try? You start. You'll be surprised at how quickly your people will respond.

*(after Gordon Williams)*



## CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about family relationship
- listen and understand about the period of adolescence
- talk about generation gap and teenagers' behaviour
- discuss about the ways to improve relationship with parents
- understand and use the 3rd Conditionals
- write a letter to the editor (opinion letter)

CAN YOU ...  
IN ENGLISH?

# 4 EATING OUT

**1** *In pairs, ask and answer the questions.*

- 1 What kinds of food do you know? Give as many nouns denoting food as you can.
- 2 What meals do you know?
- 3 What dishes do you know? Give as many names of dishes as you can.
- 4 What is understood by a 'course'? What attributes may qualify this word?
- 5 What can be boiled?
- 6 Do we fry meat or do we roast it?
- 7 What is an omelette made of?
- 8 What are cornflakes generally eaten with?
- 9 What is the difference between fried potatoes and chips?
- 10 What kind of meal is five o'clock tea in England? Do you know other names for this meal?
- 11 What fruit do you know?
- 12 Do we roast fish? What is the way to cook it?
- 13 What food is Ukraine famous for?
- 14 Do you enjoy Ukrainian dishes?



**2** *Read some passages from the guidebook for foreigners in Ukraine and match the paragraphs (1-6) with the headings (A-F). There is an extra heading.*

**A** Restaurants in the City Centre

**B** A Wide Choice of Drinks

**C** Fast Food System Is at Your Service

**D** Ukrainian Mineral Waters and Juices

**E** Enjoy the Ukrainian Cuisine

**F** How Much to Pay?

- 1 Restaurant business has been developing rapidly in Kyiv. As a rule, restaurants open at 11:00 and work until midnight; actually, nowadays most of

them close even later — “when the last customer is gone”. In Kyiv restaurants experienced masters of cuisine will offer you a wide choice of dishes to suit any taste. If you want to have supper at a certain restaurant, instead of eating elsewhere, it is best for you to order a table in advance. The cheapest supper will cost you about \$10. During lunchtime (from noon to 3 p.m.) many restaurants and cafes offer a so-called business lunch: a set menu at a fixed price. Business lunch prices vary between UAH 40 (\$5) and UAH 176 (\$22).

- 2 Also at your service there is a network of Ukrainian *Shvydko* restaurants of fast food which offer a choice of dishes of traditional Ukrainian cuisine: varenyky (dumplings filled with cabbage, potatoes, mushrooms, etc.), salads, beer and juices. You can also have a cheap and tasty dinner at a *Domashnia Kuhnia* ('domestic cuisine') quality food complex. If you want something more customary, you can go to a *McDonald's*, a *Mister Snack* sandwich bar or a pizzeria.
- 3 The city centre is particularly abundant in restaurants, cafes and bars. Each restaurant is noted for an original interior and a distinctive cuisine. We do hope that in our list of restaurants you will find the right one for you: American, Italian, German, French, Japanese, etc.
- 4 Ukrainian food restaurants are presented in a separate section at the top of the list. Ukrainian cuisine is rich in traditions. At restaurants specialising in Ukrainian food you will have a chance to taste the famous *Ukrainian Borshch* — a savory red-coloured soup whose ingredients are minced beet, carrots, potatoes and other vegetables. Borshch is always garnished with sour cream. As a rule, borshch is eaten with pampushky, small rolls rubbed with garlic. *Kulich* is a dish of millet<sup>1</sup> cooked in meat soup; lard, onion and garlic are added to the dish before it can be served. *Pechenia* is stewed pork and potatoes (to which mushrooms or vegetables can be added). This dish is served in a clay pot. *Carp in Sour Cream* is fried riverine<sup>2</sup> fish (carp)

<sup>1</sup>millet [mɪlɪt] — просо

<sup>2</sup>riverine ['rɪvərɪn] — річковий





# 4 READING

EATING OUT



## WORD FILE

**a fixed price** [ˌfɪkst 'praɪs]  
**a quality** ['kwɒləti]  
**abundant** [ə'bʌndənt]  
**customary** ['kʌstəməri]  
**distinctive** [dɪ'stɪŋktɪv]  
**garnished** ['gɑ:nɪʃt]  
**inferior** [ɪn'fɪəriə]  
**interior** [ɪn'tɪəriə]  
**minced** ['mɪnst]  
**relatively** ['relatɪvli]  
**rapidly** ['ræpɪdli]

with sour cream sauce. Also very tasty is *Chicken Kyiv*, chicken rissoles fried in dough rolled in breadcrumbs. Of the many *hors d'oeuvres*<sup>1</sup> a good choice is cold pork, usually served with side dishes of vegetables. Coming to the sweets we would recommend *Cherry varenyky*, an old Ukrainian dish. They are delicious, especially when served with cream.

- 5 In addition to dishes, you can order Ukrainian-made drink. Excellent wines (red as well as white; dry as well as stronger) are manufactured by such companies as *Zolota Amphora* (Dnipropetrovsk), *Koktebel* and *Maharach*. Ukrainian beer — *Obolon*, *Slavutych*, *Chernihivske*, *Lvivske* is also just as good as the European brands. We also recommend you to taste Ukrainian-made juices such as *Halychyna*, *Sandora* or *Smak*. Not inferior to *Fanta* or *Sprite* are Ukrainian nonalcoholic drinks *Rosynka-Ginseng*, *Zhyvchyk-Apple* or *Zhyvchyk-Lemon*. Good at refreshing and quenching thirst are mineral waters

*Obolon*, *Sofia Kyivska* and *Bon Aqua*. There is a wide choice of medicinal mineral waters as well: *Myrhorodska*, *Morshynska*, *Truskavetska*, *Poliana Kvasova*, etc.

<sup>1</sup>hors d'oeuvres [ˌɔ:'dʒ:v] — (фр.) закуська

**3 Read the text again and say if the statements below are true or false.**

- 1 Most of the restaurants work 24 hours a day in Kyiv.
- 2 Business lunch is a set menu at a fixed price.
- 3 *Domashnia Kuhnja* is a very expensive restaurant.
- 4 Ukrainian food restaurants are located in the city centre.
- 5 *Pechenia* is served in a clay pot.
- 6 Ukrainian beer is not worse than other European brands.
- 7 *Fanta* and *Sprite* are Ukrainian-made juices.



**4 Read the advice and use the questions below to discuss it in groups.**

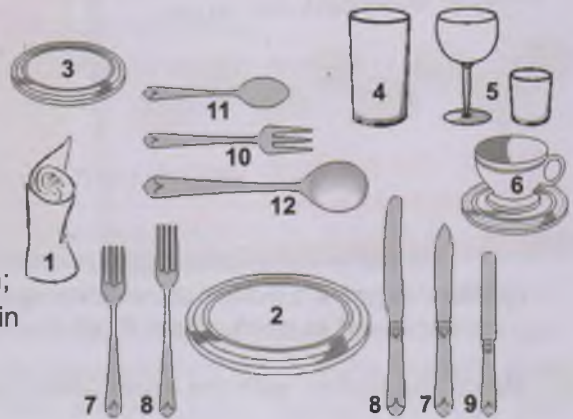
**HAVING MEALS AT A RESTAURANT**

Choosing a meal can be a problem sometimes because dishes are called unknown foreign names. Do not guess — ask the waiter to help you.

Don't let the number of knives, forks and spoons confuse you. It is simple enough — use them in the order in which they are laid; the 'place settings' picture (diagram) on the right will help you.

Place settings:

- 1 napkin;
- 2 plate;
- 3 bread and butter plate;
- 4 water glass;
- 5 wine glasses;
- 6 cup and saucer;
- 7 fork and knife for the fish;
- 8 fork and knife for the main (meat) course;
- 9 butter knife;
- 10 fork for dessert;
- 11 spoon for dessert;
- 12 spoon for soup.



- Why may choosing a meal be a problem?
- What is the best way to find out the name of unknown dish?
- What would you like to take for breakfast (lunch, dinner)?
- Describe the place settings diagram.

5 a) *Work in pairs. Look at the menus below and guess where they come from (1-4).*

1 a pizzeria

2 a business-class flight

3 a British pub

4 a fast-food restaurant

### Menu 1

HUNGARIAN GOULASH WITH RICE

SPAGHETTI CARBONARA

COD, CHIPS AND PEAS

ROAST LAMB WITH ROAST POTATOES,  
PEAS AND CARROTS

CHICKEN CURRY AND RICE

CHEESEBURGER, CHIPS AND SALAD

VEGETARIAN TERRINE MADE WITH  
GOAT'S CHEESE AND AUBERGINES

RANGE OF SANDWICHES AND SALADS



PLEASE PAY FOR YOUR FOOD  
WHEN YOU ORDER AT THE BAR.

### Menu 2

Appetisers

Main course

Chicken stuffed with ricotta  
cheese served with ratatouille

Salmon and tuna bake served  
with béchamel sauce

Dessert

White chocolate mousse  
with orange segments

A range of wines, minerals and  
spirits are available from the bar.

b) *Work in pairs. Look at the menus again and say what you would order to eat in each place. Explain your choice.*

6 *Match the dishes with the appropriate ingredients.*

1 Hungarian goulash is made with

2 Ratatouille is made with

3 Ratafia is made from

4 Pasta is made from

5 A seafood cocktail is served with

6 Hamburgers are often served  
with

a a mayonnaise dressing

b beef and vegetables

c almonds

d tomatoes and lettuce

e flour, eggs and water

f red peppers, aubergines  
and courgettes



## VOCABULARY POINT

**food, dish or meal?**

**food** — something that people and animals eat or plants absorb to keep them alive: *baby food. There was lots of food and drink at the party.*

**dish** — food prepared in a particular way as part of a meal:  
*a chicken / vegetarian dish*

**meal** — an occasion when food is eaten, or the food which is eaten on such an occasion: *I have my main meal at midday.*

*You must come round for a meal sometime.*

### 1 Choose 'food', 'dish' or 'meal' and complete the sentences.

- a good part of the (1) food grown here is used in the school's daily (2) ...  
 b The (3) ... cooked here includes a range of (4) ... from pasta to stuffed vine leaves and delicious Italian omelettes filled with herbs and vegetables.  
 c Today's midday (5) ... consists of home-made pesto and tomato sandwiches.

### 2 Match the verbs with the phrases. Use a dictionary to help you.

- |               |   |  |
|---------------|---|--|
| 1 made with   | — | a cook in an oven without using oil or fat     |
| 2 range of    | — | b list of ingredients in a dish                |
| 3 stuff with  |   | c accompanies a main dish                      |
| 4 roast       |   | d fill with something                          |
| 5 bake        |   | e cook in oil or fat in an oven or over a fire |
| 6 served with |   | f number of similar things                     |



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

choice, vegetarian, food, Japanese, restaurants, request

French food is one of the reasons a great many people come to Paris but there are other types of (1) ... as well. Two Chinatowns, one near Belleville and the other south of the Place d'Italie, have excellent (2) ... In the Belleville area you are spoilt for (3) ... as there are also many Algerian, Tunisian and Moroccan restaurants. But if you are looking for (4) ... food there is very little choice, although there are some good places in the Opera quarter.

There are a few (5) ... restaurants in Paris although North African establishments will serve you couscous ['ku:sku:s] without any meat. However, you can get a good salad from many restaurants and many, if not most, cafes will make you a vegetarian dish on (6) ... if you are prepared to wait some more time before you eat.



## GRAMMAR POINT

### REPORTED SPEECH (Revision)

When we report what someone has said, we can:

- 1 repeat their exact words:

*Doctor described Mr G's condition as a 'non-life closer to death'.*

- 2 report what they said:

*Alison Clarke said that **the Government should intervene immediately.***

- 3 report the idea of what they said using a reporting verb:

*Brutus decides to **explain** why Julius Caesar had to be killed.*

*Don Quixote was still **recommended** ...*

*He was **threatened** with death and torture.*

- If you want to report a **statement**, you use a 'THAT-clause':

*Alison Clarke said **that** the Government should intervene immediately.*

**Note:** 'that' can be omitted.

- If you want to report a **question**, you use an 'IF-clause' or a 'WH-clause':

*We asked three people **what** they thought.*

*We asked them **if** they thought they had made the right decision.*

**Note:** there is no inversion.

- If you want to report an **order**, a **request** or a **piece of advice**, you use a 'TO-clause':

*She told him **to go** away.*

*He asked her **to come** in.*

### 1 Choose the correct verb form.

- 1 Jane told me that she (**had been / was**) there the day before.
- 2 He asked me if I (**would / will go**) to the concert with him.
- 3 My family wanted to know when (**had I seen / I had seen**) him.
- 4 He says that he always (**drinks / drank**) two cups of coffee in the morning.
- 5 My sister said that she (**ate / eats**) her lunch at noon.

### 2 Rewrite the sentences in reported speech.

- 1 "Take these bags, please!" she asked me.

*She asked me to take those bags.*

- 2 "When did you paint this room, yesterday or last week?" my parents inquired.

3 "Were you sitting in a pub when the accident happened?" she asked.  
.....

4 "We have never tried any drugs," they claim.  
.....

5 "They are going to assess our written exams tomorrow," said a student.  
.....

**3 Turn the sentences into direct speech.**

1 My class mistress wanted to know what I had done during the last lesson.

"What have you done during the lesson?" my class mistress asked.

2 Tom says that they didn't call him so he hasn't done it.  
.....

3 She told me that her grandpa took a spoon of honey every single morning.  
.....

4 She reported that they were planning a trip to Paris the following week.  
.....

5 She wondered if those were his best paintings.  
.....



**4 a) Look at the following sentence patterns of reporting verbs.**

**Verb + Gerund**

*He enjoys travelling.*

(admit, deny, suggest)

**Verb + Preposition + Gerund**

*They insisted on going.*

(apologise for)

**Verb + Object +**

**Preposition + Gerund**

*She accused him of stealing.*

(accuse, blame, congratulate)

**Verb + Infinitive**

*They wanted to stay.*

(refuse, threaten, offer, promise)

**Verb + Object + Infinitive**

*He told her to go.*

(advise, invite)

**Verb + (that)**

*She said that...*

(admit, deny, promise,

suggest, threaten)

**b) Now use the above patterns to report the following statements. The necessary verb is in brackets at the end of the prompt.**

1 Daniel (to Gerry): You've passed the test. Well done. (*congratulate somebody on something*)

2 Emma (to Jim): It's your fault this happened. (*blame somebody for something*)

- 3 *Stewart*: Shall I help? (*offer*)
- 4 *Dorothy*: I'll give it back. (*promise*)
- 5 *Max*: I didn't do it! (*deny*)
- 6 *Patrick* (to *Linda*): Come over for dinner. (*invite*)
- 7 *Peter*: Why don't we all go to the cinema? (*suggest*)

5 a) **Read the text and make up a dialogue by transforming the sentences into direct speech. Dramatise the dialogue in pairs.**

After having entered a cafe a customer asked a waiter if he might sit in a certain place. The waiter offered him to sit in any place he preferred including the one he asked about. The customer asked if he could see the menu. The waiter gave him the menu and asked if the customer would make an order immediately. The customer agreed and explained that he was short of time. He pointed out at some of the dishes on the menu saying he would like them to have. For not to make a mistake the waiter repeated the dishes again and asked the customer to confirm his order.

b) **Report the dialogues.**

A

*Paula*: Here we are. Dinner's ready. Come to the table, everybody.

*Donna*: Thank you, Paula. Everything looks wonderful, and it smells delicious, too.

*Paula*: I'll put the salad in the middle of the table. Shall I serve you?

*Donna*: No, that's all right. We can help ourselves. Sit down and relax.

*Paula*: Peter, would you pour some juice, please? Ken, help yourself to vegetables, too.

B

*Waiter*: Welcome to the restaurant, folks. What'll it be?

*Harry*: What do you recommend?

*Waiter*: Well, the crab salad's always a big hit.

*Harry*: Susan, would you like the crab salad?

*Susan*: I'd love the crab salad.

*Harry*: Michelle, would you like to try the crab salad, too?

*Michelle*: OK.

*Harry*: We'll have three crab salads and a bottle of lemonade.

*Waiter*: Help yourself to celery and carrots and other vegetables.



1 **Speak on the following questions in pairs.**

- Which kind of restaurants do you like to go to?

- expensive restaurants
- small, local restaurants
- family restaurants
- fast food restaurants
- self-service restaurants

- What do you usually have to eat when you go out for a meal?



**WORD FILE**

- a bistro** ['bi:stɹəʊ]
- a dressing** ['dresɪŋ]
- a reservation** [,rezə'veɪʃn]
- staff** [stɑ:f]
- veggie** ['vedʒi]
- sophisticated** [sə'fɪstɪkətɪd]
- undercooked** [ˌʌndə'kʊkt]

2 a) **Listen to a man's story about his visit to a restaurant and tick (✓) the information that he provides.**

- a when he went
- b what the weather was like
- c how he was dressed
- d what he did before going to the restaurant
- e how often he goes there
- f what his friend ate
- g how much he paid for the meal
- h what his friend thought of the meal

b) **Listen again and describe your own experience.**

- You should say:
- where you ate
  - who you went with
  - what you ate
  - explain how you felt about the experience



# 4 LISTENING

EATING OUT



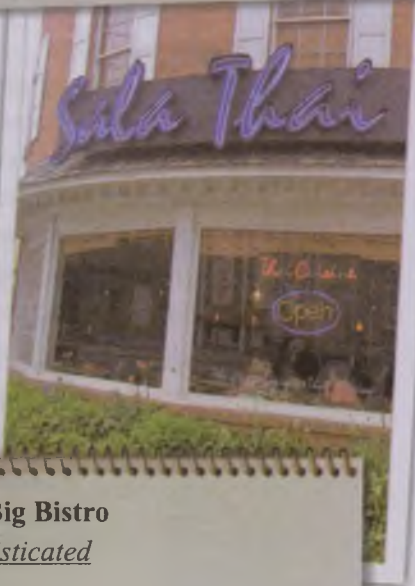
a) Listen and choose the right word for each item of the review.



**The Big Bistro**  
 Atmosphere Good / Average / Poor  
 Service Good / Average / Poor  
 Food quality Good / Average / Poor  
 Value for money \_\_\_ / 10

**Sala Thai**  
 Atmosphere Good / Average / Poor  
 Service Good / Average / Poor  
 Food quality Good / Average / Poor  
 Value for money \_\_\_ / 10

b) Copy the form below. Listen again and complete the food critic's notes.



**The Big Bistro**  
 Atmosphere: quite *sophisticated*  
 Staff: ...  
 Service: very ...  
 Food: ... (tuna salad ..., steak rather ..., potatoes ...)  
 Total cost: ...

**Sala Thai**  
 Atmosphere: ... and ...  
 Staff: very ...  
 Service: ...  
 Food: absolutely ... (soup very ..., fish very ...)  
 Total cost: ...



4 a) Read the questions and think when a waiter might ask each question (a-h): before or during the meal?

- a Can I take your coat?
- b Is everything OK with your meal?
- c Are you ready to order?
- d Would you like anything to drink first?
- e Here's your main course ... the steak?
- f Have you made a reservation?
- g Would you like some more wine?
- h Can I get you any dessert?

b) Write each question in a proper column.

Before the meal	During the meal

c) Match each question above with a reply below.

- 1  f Have you made a reservation?  
Yes, I've booked a table for eight o'clock.
- 2  ...  
No, thank you. I'll keep it with me.
- 3  ...  
Oh, yes, please. It's very nice.
- 4  ...  
Yes, it's wonderful, thank you.
- 5  ...  
Not yet. Can we have a little more time?
- 6  ...  
Not for me, thank you.  
I'm full.
- 7  ...  
Oh, it looks lovely.  
Thank you.
- 8  ...  
Yes, please. I'll have an orange juice.

1 **In pairs, speak on the following items.**

- 1 Do you always have dinner at home or do you sometimes eat out?
- 2 What do you usually order for the main course (dessert)? What do you usually drink?
- 3 Are national dishes served in restaurants?
- 4 What is the difference between a regular and a self-service restaurant? Which is generally less expensive?
- 5 Why are many self-service cafes opened throughout the country nowadays?

2 **Read and dramatise the conversation in a group of three.**

*Waiter:* We have a few specials on the menu this evening. First there's a lovely pepper steak: served with beans and potatoes. And we have a delicious shrimp dish in garlic sauce served over rice.

*Eva:* Which one would you recommend?

*Waiter:* I think the steak is the best thing on the menu.

*Eva:* OK, I'll have that then.

*Waiter:* How would you like your steak?

*Eva:* Medium rare.

*Waiter:* Anything to drink?

*Eva:* What kind of beer do you have on tap?

*Waiter:* Miller, Bud and Coors.

*Eva:* A Bud, please.

*Waiter:* Sure.

*Eva:* Actually, I'd rather have carrots and beans with my steak.

*Waiter:* I'll check with the chef, but I'm sure that won't be a problem.

*Eva:* Great.



**WORD FILE**

**a customer** ['kʌstəmə]

**nutritious** [nju'triʃnz]

**a passion** ['pæʃn]

**canned** [kænd]

**enthusiastic** [ɪn,θju:zi'æstɪk]

**beforehand** [bɪ'fɔ:hænd]

*(A little later.)*

*Waiter:* Would you like some coffee or dessert?

*Martin:* I could go for some coffee. And you?

*Eva:* Nothing for me, thanks.

*Waiter:* American coffee, sir?

*Martin:* I'd rather have cappuccino. And the check, please.

*Waiter:* Right away.

3 In pairs, study the menu below and answer the questions.

- 1 Do they serve canned soups, or do they make them here?
- 2 Can you describe a shrimp scampi<sup>1</sup> in your own words? A chef's salad?
- 4 When do you eat hors d'oeuvres?
- 5 What comes with the dinners?
- 6 Which dinner comes with something instead of potatoes?
- 7 How many desserts do they serve here?
- 8 How can you find out about the desserts?
- 9 How can you find out about the wines they serve here?

## MENU



### APPETIZERS

Shrimp Cocktail	\$ 4.75
French Onion Soup	\$ 3.50
Pate	\$ 3.50
Melon (in season)	\$ 2.50
Smoked Salmon	\$ 4.50
Tomato Juice	\$ 2.00
Avocado with Shrimp	\$ 5.25

### ENTREES

Veal (in cream sauce with brandy)	\$ 11.95
Chicken (fried in breadcrumbs)	\$ 8.95
Steak (in red wine sauce with mushrooms)	\$ 10.95
Shrimp Scampi (with tomato and garlic sauce)	\$ 11.95
Roast Beef (with gravy)	\$ 10.95

### SALADS

Mixed	\$ 3.50
Spinach and Bacon	\$ 2.50

### VEGETABLES

Cauliflower	\$ 2.00
Brussels Sprouts	\$ 2.00
Green Beans	\$ 1.00
Peas	\$ 1.00
Carrots	\$ 1.00
Spinach	\$ 1.50
Potatoes — boiled, baked or French fried	\$ 1.50

### DESSERTS

Raspberries with cream	\$ 4.95
Chocolate Mousse	\$ 3.95
Ice Cream Parfait	\$ 2.95
Hazelnut Cake	\$ 3.95

### WINES

#### Red

Cabernet Sauvignon (California)	\$ 18.00
Bardolino (Italy)	\$ 10.00
Beaujolais (France)	\$ 12.00
Rioja (Spain)	\$ 9.00

#### White

Pinot Chardonnay (California)	\$ 18.00
Soave (Italy)	\$ 9.00
Graves (France)	\$ 13.00
Mosel (Germany)	\$ 10.00

<sup>1</sup>shrimp scampi [ˌʃrɪmp ˈskæmpi] — креветки з часниковим соусом

# 4 SPEAKING

EATING OUT

4 **Role-play the situation in a group of four. Use the phrases from the box.**

**Students A and B**, you are customers. Ask about the dishes on the menu and decide what to have. Unfortunately, the meal and the service are not very good, so you will need to complain.

**Student C**, you are a waiter. Welcome your customers. Explain the dishes on the menu, take their order and serve the food.

**Student D**, you are a manager. Deal with any problems and try to keep the customers happy!



## USEFUL PHRASES

### Eating Out

#### Things you can say

I've booked a table for eight o'clock.  
Can we have a little more time?  
For starter I'd like ...  
Oh, it looks lovely! Thank you.  
I'll have an orange juice.  
Can I have the bill, please?  
No, I'll pay. Really, I insist.  
Sorry, but I've been waiting for my main course for twenty minutes.  
Excuse me. I'm afraid I don't like this wine. I think it might be corked.  
I think this bill is wrong. I've been charged too much.

#### Things you might hear

Follow me, please.  
Are you ready to order?  
And for main course?  
Would you like anything to drink?  
Would you like dessert?  
This is our house special.  
No, you paid last time. Let me get it.  
I'll get you another one right away.  
I'll find out what's happened to it. I forgot to mention it.

5

**Do the individual project. Prepare a traditional menu with English translations for a restaurant in your town or area.**

1 a) Complete the tour guide information with the words from the box.

baked, fried, garnished, grilled, served, steamed, sliced, poached

WHAT TO EAT IN PARIS

The French national passion for good cuisine makes eating out one of the greatest pleasures of a visit to Paris. Everywhere in the city you see people eating — in restaurants, bistros, tea salons, cafes and wine bars.

Most restaurants serve French food but there is a range of Chinese, Vietnamese and North African eateries in many areas as well as Italian, Greek, Lebanese and Indian places.



**Croissants**

These flaky pastry crescents are eaten freshly-(1)baked for breakfast.



**Moules Marinieres**

Mussels are (2) ... in a garlic-flavoured wine stock.



**Coquille Saint-Jacques**

Scallops are classically cooked with butter with (3) ... mushrooms in white wine, lemon juice and butter.



**Andouillettes à la Lyonnaise**

These sausages made from pork intestines are (4) ... or fried and served with onions.



**Noisettes d'agneau**

Small tender lamb cutlets are (5) ... in butter and (6) ... with a variety of garnishes.



**Oeufs en cocotte à l'Estragon**

A tarragon-flavoured sauce is poured over (7) ... eggs.



**Escargot**

à la Bourguignone  
Cooked snails are replaced in their shells and (8) ... with lemon.

## USE YOUR ENGLISH

b) *Work in pairs. Find out which of the above dishes your partner would or wouldn't like to try and why.*

2 *Use the reporting verbs in brackets to report the following statements.*

- 1 *Robert: I'll tell the teacher! (threaten)*
- 2 *James (to Cheryl): You should see a doctor. (advise)*
- 3 *Charles (to Ben): No, I won't lend you my Walkman. (refuse)*
- 4 *Michael: I'm sorry I broke the window. (apologise)*
- 5 *Colin: Yes, I did go out with Jennifer on Saturday. (admit)*
- 6 *Mark (to Eliza): You've taken my pen! (accuse)*

3 *Work in pairs. Complete the dialogue with the sentences below (a-f) and dramatise it.*

*Ron: Do you want an appetiser?*

*Linda: Hmm. I think I'll have a shrimp cocktail. I'm crazy about shrimp. What about you?*

*Ron: I'm not sure. I can't decide.*

*Linda: Oh, if I were you, I'd have smoked salmon. You always say you like smoked salmon, and you haven't had any for a long time.*

*Waiter: ...*

*Ron: Yes, one shrimp cocktail and one smoked salmon, please.*

*Waiter: ...*

*Ron: Well, we can't decide between veal and chicken. What do you recommend?*

*Waiter: ...*

*Linda: Yes. Some zucchini, some carrots, and some boiled potatoes.*

*Waiter: ...*

*Linda: Bring me a mixed salad with the entree, please.*

*Waiter: ...*

*Linda: Can we order that later?*

*Waiter: ...*

- a Both are good, but if I were you I'd have the veal. It's the speciality of the house. What would you like with the veal? Maybe some vegetables?
- b Of course.
- c Are you ready to order now?
- d Fine. And the entree?
- e All right. Do you want a dessert?
- f And a salad?

**4** Think of three popular Ukrainian dishes and prepare a description of them for foreign guests. Follow the Useful Tips.

The following phrases are useful when **explaining dishes**.

- name the dish  
*Pollo al ajillo ...*
- name the main ingredient and how it is prepared  
*is fried chicken ...*  
*is made with ...*

- say how it is served  
*served with white wine or garlic*  
*comes with a salad*
- always sound enthusiastic when recommending dishes  
*It's served with a delicious white wine sauce.*  
*The chicken is our house speciality.*

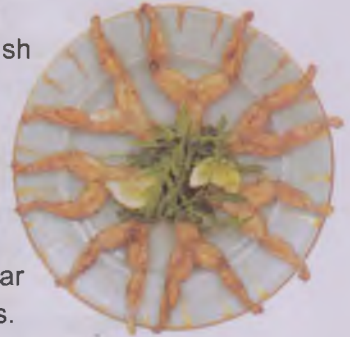
USEFUL TIPS



**5** Work in groups.

a) Read the information and discuss the problem.

"One man's meat is another man's poison," one English proverb says. There is a wide range of nutritious foods in the world. However, eating habits differ from country to country. In some societies certain foods are taboo. An eccentric millionaire once invited guests from several countries to a banquet and offered them the menu below. All the foods are popular in some parts of the world, but are not eaten in others.



b) Look at this menu and answer the questions on page 120.

**STARTERS**

- Snail
- Frogs' legs
- Pigs' feet
- Shellfish
- Caviar
- 100-year-old eggs
- Tripe (cow's stomach)
- Black pudding (made from blood)

**SOUPS**

- Bird's nest soup
- Shark fin soup
- Sea-weed soup

**FISH**

- Jellied eels
- Octopus

**DESSERT**

- Chocolate-covered ants
- Salad of flower petals

**MAIN COURSES**

- Brains
- Whole stuffed camel
- Grilled songbirds
- Roast snake
- Bat stew
- Horsemeat
- Kangaroo
- Whale
- Roast dog
- Pork
- Beef
- Lamb
- Veal





- 1 If you had been there, which items could you have eaten?
- 2 Which items would you have eaten?  
Which items couldn't you have eaten? Why not?
- 3 Do you know which countries they are popular in?  
Would you eat them if you were starving?
- 4 What unusual things are eaten in Ukraine?  
How do you make it one of our national dishes?

**6 Role-play the situation in groups.**

One of you is a restaurant waiter. The waiter greets the customers, presents the menu and takes their orders. The other students are the restaurant customers.



- 7 a) Read the magazine article. Seven sentences have been taken out of it. Complete the text with the appropriate sentences (A-H) after the article. An example (0) has been done for you at the beginning. There is an extra sentence that you do not need.**

**MEAT IS MURDER?**

A vegetarian is a person who doesn't eat meat. This also includes fish. A vegan, on the other hand, does not eat any kind of animal produce, such as butter, eggs, milk or even honey. (0) In addition, they also avoid using other animal products like leather.

About five percent of the British population is believed to be vegetarian, while only one in four hundred is vegan.

People become vegetarians for many reasons. Some people simply dislike the taste of meat.

(1) ... They point to the overcrowded conditions that chickens, for example, are kept in. It is also argued that vegetarianism is healthier. (2) ... One of the main reasons for this is that they consume less animal fat.

Another health reason for being a



vegetarian is the number of recent diseases connected with animals killed for food. (3) ... Vegetarians point to modern-day food scares such as 'mad cow's disease' or 'bird flu' to support this view.

(4) ... For instance, vegetarianism is one of the central beliefs of Hinduism. In fact, most of the planet's vegetarians are Hindus and live in India.

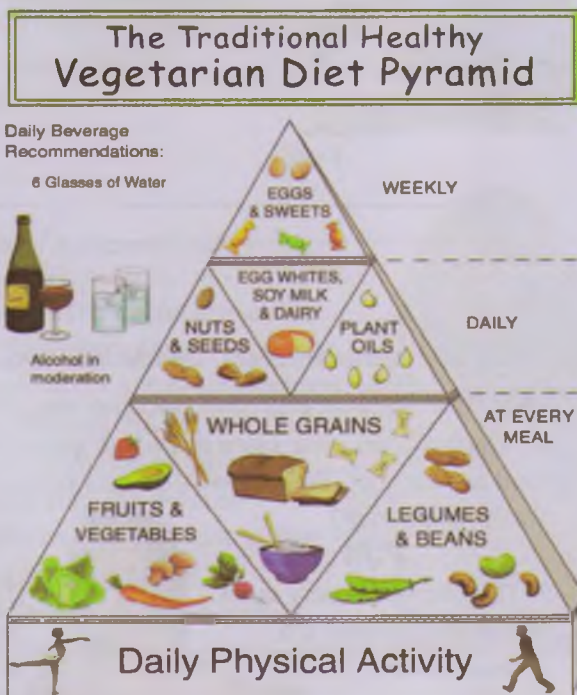
Of course, there are also strong arguments against vegetarianism.

(5) ... In addition, many animals are killed in the production of food other than meat. For example, small animals like mice are frequently killed during the harvesting of crops such as corn.

Does this mean that we shouldn't eat bread?

However, if you are going to become a vegetarian, there are some issues that you need to consider beforehand. In particular, it is potentially unhealthy to stop eating meat.

(6) ... Therefore it is important that you eat other types of food which can replace meat in this respect, such as nuts, beans and lentils<sup>1</sup>.



- A A few also say that meat just tastes great.
- B First of all, humans have evolved to eat meat, so it can be seen as a natural part of our behaviour.
- C** In addition, they also avoid using other animal products like leather.
- D Not eating meat, so the argument goes, reduces such risks.
- E Others believe that keeping and killing animals for food is cruel.
- F People who follow a vegetarian diet are often fitter, have lower cholesterol levels and are less likely to have weight problems.
- G Some people, though, are vegetarians for religious reasons.
- H This is because it is rich in protein, which is a vital part of a balanced diet.

<sup>1</sup>lentil ['lentɪl] — сочевица

b) *Think and answer, then write arguments for and against a vegetarian diet.*



**FOR**

.....  
 .....  
 .....  
 .....

*What do you think of vegetarian diets?  
 Is it possible for everyone to follow such a diet? Is it necessary to do so?  
 Should a person check with his or her doctor first if it is advisable to do so or not?*



**AGAINST**

.....  
 .....  
 .....  
 .....



**8** *Read about the problem. Divide into two groups and hold a debate.*

Fast Food Restaurants have become very popular. But not everyone thinks they are a good idea. Here are some arguments in favour and against fast food restaurants. Which views do you support? Can you think of any more 'for' and 'against'?

**FOR**

- The service is very quick.
- The restaurants are usually very clean.
- The atmosphere is informal.
- Fast food restaurants are the same everywhere, so you know exactly what you want.



**AGAINST**

- The food contains a lot of fat and is unhealthy.
- The food is not cheap, especially for young people.
- The restaurants create much litter.
- The material which is often used for fast food cartons takes centuries to decay and contains dangerous elements.



**9** *Do the group project. Prepare information about restaurants in your town or area and organise it in a table.*

WRITING POINT



Reports

Reports are formal pieces of writing about a specific person, place, event, plan, etc. They are always directed to others usually in written form in response to their request to provide information.

Reports can take the form of:

- 1 an **assessment report**
- 2 a **proposal report**
- 3 a **survey report**

Include the following information before you start the report:

- To** (*whom the report is addressed*)
- From** (*whom the report comes*)
- Subject** (*of the report*)
- Date** (*when it was written or sent*)

1 **Guess and match the parts of a report (1-3) with their contents (a-c).**

- |                   |   |
|-------------------|---|
| 1 An Introduction | <b>a</b> summarises the presented information and may offer an opinion or some suggestions                    |
| 2 A Body          | <b>b</b> points out the content and the objective of the report   |
| 3 A Conclusion    | <b>c</b> presents the detailed information relevant to the topic (+ headings for different parts of a report) |



USEFUL PHRASES

● **beginning reports**

*The purpose / intention / aim of this report is to ...*  
*This report contains / examines / assesses / evaluates / discusses / presents ...*

*This is a report concerning / regarding the topic / subject of ...*  
*As requested, this report ...*

● **ending reports**

*To conclude / To sum up ...*  
*In conclusion ...*  
*I / We conclude / recommend / suggest / ...*  
*On the whole ...*

# 4 WRITING

EATING OUT

## 2 a) Get some useful information and discuss it in small groups.

An **assessment report** presents and assesses the positive and/or negative aspects of the topic which is under discussion. In the final paragraph you may include your opinion or suggestions.

An assessment report consists of:

- **an introduction** in which you state the content as well as the aim of the report;
- **a body** in which you present the positive and/or negative aspects of the topic (in more extensive reports you might want to group them under different subheadings);
- **a conclusion** which is basically a summary of the presented information where you may also want to express your opinion or give some suggestions.

Very often when you write an assessment report you are also asked to write a proposal report. It contains plans, suggestions and recommendations about which course of action is to be taken in the future. Of course, a proposal report must be approved by the people who have requested the report.

Besides expressions how to begin / end a report, you may find the following phrases for expressing recommendation(s) also useful.

### ● **recommendation**

- I / We recommend / suggest (that) ...*
- My / Our recommendation is ...*
- It would be advisable to ...*



**b) In pairs, analyse the plans for writing both types of the reports and speak on the difference between them.**

To:  
From:  
Subject:  
Date:

**INTRODUCTORY PARAGRAPH**

**Paragraph 1**

*presenting the content and the aim of the report*

**BODY PARAGRAPHS**

**Paragraph 2-3<sup>1</sup>**

*detailed presentation of assessment of the positive/negative aspects of the topic in separate paragraphs*

**CONCLUDING PARAGRAPH**

**Paragraph 4**

*summarising the presented assessment and expressing your opinion or giving suggestions*

To:  
From:  
Subject:  
Date:

**INTRODUCTORY PARAGRAPH**

**Paragraph 1**

*presenting the content and the aim of the report*

**BODY PARAGRAPHS**

**Paragraph 2-3**

*detailed presentation of suggestions or recommendations in separate paragraphs (+ reasons & justifications)*

**CONCLUDING PARAGRAPH**

**Paragraph 4**

*summarising the presented proposals and, if needed, stating your opinion and choosing the best proposal*

**3 In groups, read the situation and analyse the information on page 126.**

You are a teacher of English in a secondary school. You have decided to take a group of your students to England not only to improve their knowledge of English, but also to introduce them to the customs and the way of life in England.

Before taking your students for a three-weeks' course you decide to visit and check the college your students have chosen to stay at.

This is the report that will be presented to the students' parents at the meeting prior to the final decision being made.



<sup>1</sup>The number of paragraphs depends on the number of aspects you want to present.

## St James's Languages International

SUBHEADINGS	GOOD POINTS	BAD POINTS
<b>PRICE</b>	<ul style="list-style-type: none"> <li>● everything included (transportation, accommodation)</li> </ul>	<ul style="list-style-type: none"> <li>● relatively expensive (£ 1,700)</li> </ul>
<b>LOCATION</b>	<ul style="list-style-type: none"> <li>● Greenfield (a small town near London — only two hours by train)</li> <li>● typical English town — cinemas, local theatre, shopping centre, town library, museum, pubs</li> </ul>	<ul style="list-style-type: none"> <li>● short distance from London (students can go on their own)</li> <li>● drinking in local pubs (owners are not too strict)</li> </ul>
<b>COURSE(S)</b>	<ul style="list-style-type: none"> <li>● safe for young people</li> <li>● courses in general English, specialised courses as well</li> <li>● small groups (up to 10 students)</li> <li>● 5 classes a day (25 per week)</li> </ul>	<ul style="list-style-type: none"> <li>● students have the option of taking only morning classes</li> <li>● afternoon classes could be easily changed into sports activities</li> <li>● students do their assignments unsupervised</li> </ul>
<b>COLLEGE FACILITIES</b>	<ul style="list-style-type: none"> <li>● excellent academic facilities (college library, computer rooms, study rooms)</li> <li>● superb sports facilities (swimming pools, playgrounds, tennis courts...)</li> </ul>	<ul style="list-style-type: none"> <li>● renting sport equipment must be paid extra</li> </ul>
<b>ACCOMMODATION</b>	<ul style="list-style-type: none"> <li>● a choice between a residential course or staying with a family</li> <li>● food provided in a college canteen (3 meals)</li> </ul>	<ul style="list-style-type: none"> <li>● some families allow too much freedom to students</li> <li>● students might not be accustomed to canteen food</li> </ul>
<b>EXCURSION(S)</b>	<ul style="list-style-type: none"> <li>● a whole day trip to London</li> <li>● a whole day trip to Oxford and Stratford-on-Avon</li> </ul>	

4 Put the following paragraphs (A-K) into the correct order (1-7) to make a report.

1	<input checked="" type="checkbox"/>	E	TO:			
2	<input type="checkbox"/>		FROM:			
3	<input type="checkbox"/>		SUBJECT:			
4	<input type="checkbox"/>		DATE:			
5	<input type="checkbox"/>		INTRODUCTION			
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	BODY
7	<input type="checkbox"/>		CONCLUSION			

**A Price**

The price of the course is relatively high, but all the expenses are included. Therefore, parents should provide only pocket money.

**B** Ms L. Naumenko, teacher

**C Location**

St James's Languages International is a language school with a long tradition. It is located in Greenfield, which is a typical English town with a local theatre, cinemas, a town museum, a library, restaurants and a shopping centre. Greenfield is only two hours by train from London. However, this could create a problem because students can easily go to London in the afternoon and be back by dinner.

**D Course(s)**

The school offers a variety of courses and the groups are small — up to 10 students. I recommend that all the students take a course in general English (3 hours in the morning) and 2 classes (project work) in the afternoon as well. The school has excellent academic facilities (study rooms, libraries, etc.) and, I am positive, students will benefit from them enormously.

However, there is a possibility to take sports activities instead of language classes in the afternoon. I would not recommend it because students have plenty of time to participate in sports activities after their language classes, which end at 4 p.m.

**E** Mrs E. F. Winter. Principal

**F** 15 May, 2011

**G Accommodation**

Students have a choice between a residential course and staying with a family. Both options have their benefits and drawbacks<sup>1</sup>. I would suggest a residential course because some families allow students to stay out late.

All three meals are provided in the college canteen. Despite the fact that some students are not accustomed to canteen food, I am convinced that most students will find the food satisfactory.

**H** In conclusion, I think that St James's Languages International satisfies all the requirements. Therefore, I recommend it as a summer language school.

<sup>1</sup>a drawback ['drɔ:bæk] — недолік, вада



**I** As requested, the purpose of this report is to assess the suitability of St James's Languages International as a summer language school.

**J** St James's Languages International

**K Excursion(s)**

The course also includes two one-day visits to London and Oxford. On these two trips students will be accompanied by their teachers. Excellent local guides are provided as well.



**5 Read the situation and write a report following the instructions.**

You have noticed that the number of students eating junk food during the breaks in your school is increasing. You have spoken to some members of the Students' Council. They have decided to launch a campaign called 'Teenagers for Healthy Food'. You have been asked to contribute by writing a report with suggestions for a more balanced diet.

**1 Write a report and make you include the following information:**

- the harmful effects of junk food on students' health
- alternative healthier diets
- how to start changing their eating habits
- how this change will have beneficial effects on their health

**2 Write 200-250 words.**

- use clear headings to help the reader to follow your report easily (introduction, recommendations, conclusion)
- divide your report into short sections (paragraphs)
- state your ideas clearly and directly (see 'Useful Phrases' on page 123)
- use traditional words / phrases (stating aims, giving reasons, making recommendations, conclusions)

**3 Check.**

- a check if the task is completed
- b check if the layout / organisation is appropriate for the task
- c reread your report and check for mistakes (grammar, vocabulary, spelling, punctuation)
- d check the number of words



## VOCABULARY

**1** Complete each sentence choosing a correct word 'food', 'dish' or 'meal' in a correct form.

- 1 I'm quite surprised but I'm really enjoying English ...
- 2 *Moussaka* is one of the most delicious ... you can eat in this country.
- 3 The cost of your holidays includes two ... a day: breakfast and dinner.
- 4 When I visit you I could cook a ... that is from Ukraine.
- 5 The ... in my country is delicious.
- 6 Too many people eat ready ... which they buy from supermarkets.
- 7 It's difficult not to cook good ... when the ingredients are so fresh.
- 8 I've got such a little food in the house that I think we'd better go out for a ...

## GRAMMAR

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

- 1 The boss ordered them **(to not go / not to go)** home until the job **(was / is)** done.
- 2 My friend says that he **(has been working / had been working)** for that company since 1996.
- 3 Joanna told me that she **(didn't want / doesn't want)** anything from me.
- 4 She reported that they **(were having / had)** dinner then.
- 5 They told me that they **(had read / have read)** that novel the year before.
- 6 The class repeated that they **(had made / have made)** up their mind and they **(were going to travel / would travel)** to Spain.
- 7 She asked me if **(had I seen / I had seen)** him.
- 8 He wanted to know what **(was I doing / I was doing)** that night.

## LISTENING

**3** Listen to two people ordering food and answer these questions.

- 1 What do they order to drink?  
.....
- 2 Have they been to this restaurant before?  
.....
- 3 What starters do they order?  
.....
- 4 For what reason does Peter choose his starter?  
.....
- 5 What main courses do they order?  
.....



# CHECK YOUR SKILLS

- 6 What special request does Mary make?  
.....
- 7 What is a *choron* sauce?  
.....
- 8 What are they going to have to drink with their meal?  
.....

## READING

4 Read about a restaurant and choose the correct item (a-d) on page 131 to each question below.



**BENIHANA**

Average cost	£30 per head
Set lunch from	£8.50
Set dinner from	£14
House wine (bottle)	£12



Freshly cooked Japanese food and the theatrical performances by the chefs make this establishment very entertaining.

Watch the way your meat, fish and vegetables are chopped, thrown around and chargrilled by the chefs. Take your kids to see this spectacle. Adults will have fun, too.

The menu is made up of mainly teppanyaki-style complete meals. Dinners sit around a hotplate (hibachi) table for eight. Each table's chef brings in the ingredients and theatrically prepares the food. He then serves it, freshly cooked and steaming hot.

Prices aren't cheap, but such as the tuna fillet steak, the Benihana Regal, which includes king prawns and hibachi steak with mushrooms, offer good value for money.

The clientele consists mainly of families and noisy parties. On Sunday lunchtimes under-tens get their own menu which includes a selection from chicken, steak and pasta meals.

Six vegetarian dishes  
Wheelchair access  
Private room available (max 12 people)  
Kids' menu Sunday lunch only from £4.75  
Highchairs available



- 1 What type of restaurant is the Benihana?
  - a) Chinese
  - b) Indian
  - c) English
  - d) Japanese
- 2 How much does an evening meal chosen from the menu usually cost?
  - a) £8.50
  - b) £12
  - c) £14
  - d) £30
- 3 Which of these groups cannot reserve the private dining room?
  - a) a family group of eight
  - b) ten people having a business lunch
  - c) an office party of twenty people
  - d) six people celebrating a friend's birthday
- 4 How many people can sit together at the hibachi table?
  - a) eight
  - b) ten
  - c) twelve
  - d) sixteen
- 5 The food is prepared and cooked in the ...
  - a) dining room and served by the waiters.
  - b) dining room and served by the chefs.
  - c) kitchen and served by the waiters.
  - d) kitchen and served by the chefs.
- 6 When is the children's special available?
  - a) every lunchtime
  - b) all day Sunday
  - c) Sunday lunchtime
  - d) all weekend



**BENIHANA**



### CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about food and dishes
- listen and understand about different types of restaurants
- talk about eating out
- make an order in the restaurant
- discuss about healthy food
- understand and use reported speech
- write a report

**CAN YOU ...  
IN ENGLISH?**

# 5 IT'S YOUR PLANET!

IT'S YOUR PLANET!

1 a) Read the poem and discuss the questions after it in pairs.

## BARE NECESSITIES

THERE IS LITTLE I NEED TO SURVIVE:

SOME AIR, SOME FIRE, SOME WATER, TOO,  
FOUR WALLS, A ROOF, A KITCHEN AND A LOO,  
SOME FRIENDS, SO I DON'T FEEL ALONE,  
AND MY MOBILE PHONE.

SOME CLOTHES, ESPECIALLY MY JEANS,  
BACON AND TINS OF HEINZ BAKED BEANS,  
MARS, SNICKERS AND TOBLERONE,  
AND MY MOBILE PHONE.

MY FRIDGE, MY FREEZER AND MY TV,  
AND DIGITAL CAMERA AND DVD,  
AND THE COOL GEAR THAT I'VE OUTGROWN,  
AND MY MOBILE PHONE.

AND ADIDAS, NIKE AND SATELLITE DISH,  
A FRIEND, AND LOVE, AND MEAT, AND FISH,  
AND MAKE-UP, AND PERFUME, AND CARS, THAT GO FAST,  
AND HOPE THAT THE FUTURE WILL BE BETTER THAN THE PAST,  
AND MY BEATLES CDs AND MY PEARL JAM LIVE.

BUT IF IT WAS NECESSARY, TO SURVIVE  
I'D GIVE UP

EVERYTHING I OWN  
BUT MY MOBILE  
PHONE!



- 1 Which of the following statements is closest to what you think the meaning of the poem is?
  - a) People don't need much
  - b) People need a lot
  - c) People need too much
- 2 Do you think the poet is serious or he is making fun of our consumer<sup>1</sup> society?
- 3 Do you think our society is too materialistic? Give reasons and support your answer.
- 4 Which of the things that the poet mentions are wants and which are needs?

<sup>1</sup>a consumer [kən'sju:mə] — споживач; (м) споживчий

b) In pairs, change the words of the poem so that it reflects your 'bare necessities'. Then read your poem to the class.

2 Work in small groups.

a) Look at the photos and say whether these inventions have had a good or bad effect on people's lifestyle. Think of arguments that give different points of view about each invention.



b) Discuss the following:

- Have our lives always been improved? Have we become too passive?
- Are we too dependent on technology? How dangerous could it be?

3

a) Listen, then read the interview with a theoretical physicist for his views on the future and pay attention to the words in bold. Consult a dictionary.

*Interviewer:* Life is change, and the only thing that's certain about the future is that it is uncertain. So what does the future hold for us? A step forward in humanity's **striving for perfection**? A general nervous **breakdown** as the environment changes faster than we can adapt to it? We asked Clark Frinton, a theoretical physicist, for his views. Clark, are you optimistic about the future?

*Frinton:* Generally speaking, yes. But we have serious problems to solve, and I don't think we will have solved them all by the middle of the century. Our prime goal must be to ensure our **survival**, and I think, there are two main problems we need to solve **in this respect**: ensuring enough energy and food while **preserving** our environment. To take energy first, at the moment we are largely using **fossil fuels** that pollute our environment and contribute to the **global warming** that could lead to rising sea levels and to the **depletion** of the **ozone layer** that lets in solar radiation that could endanger mankind's **existence**. The present alternative is **nuclear**

fuel, which, while not directly polluting the environment, contains untold dangers from **radiation** — remember the Chernobyl and Fukushima nuclear power plants catastrophes. Therefore, we need an alternative source of energy. I think the future lies in fusion<sup>1</sup> power.

*Interviewer:* But as I understand it, it takes more energy to initiate a fusion reaction than the process actually produces.

*Frinton:* Yes, that's true at the moment, but we're making progress. If we can solve that problem, then we'll have unlimited cheap power, and we should reduce the **greenhouse gases** and global warming. We may even be able to heat our houses and power our cars in this environmentally-friendly way.

*Interviewer:* Clark, you mentioned energy and food. What about food?

*Frinton:* Well, considering the expected increase in population, I think, our only answer is the greater use of genetically modified food. To feed the extra billions, we have to develop new methods of growing crops and increasing **yields**. Farmers will be using synthetic soils, and new forms of micro-organisms, plants and animals will become **commonplace**. Soon we'll be seeing fields of identical sheep, genetically engineered for their meat or their wool, if there is space available.

*Interviewer:* But if we **interfere** with the genetic structure of the food we eat, might we not also interfere with our own genetic structure?

*Frinton:* That's theoretically true, and GM food must be thoroughly<sup>2</sup> tested. But my belief is that we will be able to produce safe GM food, and that most people on this planet will be eating it as part of their normal diet.



Clark Frinton

PhD, theoretical  
physicist

<sup>1</sup>fusion ['fju:ʒn] — синтез  
<sup>2</sup>thoroughly ['θɹʌrəli] — ретельно

*Interviewer:* So we'll be eating perfectly straight bananas to save packing space.

*Frinton:* And buying milk that will never go bad and which contains proteins against illnesses as well.

*Interviewer:* What about society? Do you see major changes there?

*Frinton:* Well, I see major changes resulting from advances in robotics and the Internet. To take robotics first, robots and other automated machinery will be commonplace in the factory, agriculture, building and construction, undersea activities, space, mining and elsewhere. This will cause us to completely redefine<sup>1</sup> the concept of 'working class'. In addition, soon more shopping will be done over the Internet than in shops. There will be a huge increase in 'labour-saving' devices and a **consequent reduction** in the need for labour.

This could also mean a

considerable increase in our free time, allowing us more time to be with our friends and families and to pursue<sup>2</sup> our own interests.

*Interviewer:* Might not this lead to massive unemployment? How will people earn their livelihood?

*Frinton:* That's a good question. There will certainly be a change in workplace. Many people will be working from home through the Internet, and there won't be the need for offices to be situated in city centres or a need for schools, for that matter, since education could be performed via the Internet. I suspect that the majority of jobs will be short-time contract work with a resulting lack of job **security**.

*Interviewer:* And there could be an increase in the gap between the haves and the have-nots in society, which could cause social unrest.



## WORD FILE

**an advance** [əd'vɑ:ns]

**a breakdown** ['breɪkdaʊn]

**an existence** [ɪg'zɪstəns]

**a fossil** ['fɒsl]

**a fuel** ['fju:əl]

**an implication** [ˌɪmplɪ'keɪʃn]

**radiation** [ˌreɪdɪ'eɪʃn]

**reduction** [rɪ'dʌkʃn]

**survival** [sə'vaɪvl]

**a yield** [ji:ld]

**global warming** [ˌɡləʊbl 'wɔ:miŋ]

**greenhouse gas** [ˌɡri:nhaʊs 'gæs]

**ozone layer** ['əʊzəʊn leɪə]

**to preserve** [prɪ'zɜ:v]

**consequent** ['kɒnsɪkwənt]

**nuclear** ['nju:kliə]

**despite smth** [dɪ'spaɪt]

- **in this respect**
- **to become commonplace**
- **to cope with smth**
- **to keep pace with**
- **to strive for perfection**

<sup>1</sup>to redefine [ˌri:di'faɪn] — перевизначати, повторно визначати

<sup>2</sup>to pursue [pə'sju:] — займатися



## READING

*Frinton:* True, but there should be an increase in democracy through the developments in communications. Voting via the Internet could become routine, so the ordinary person will have more of a say in political life.

*Interviewer:* But what about the 'info-poor', that is, the segment of the world's population without access to information?

*Frinton:* Well, new technology is always expensive at first, but then prices fall. Only the very wealthy could afford radios, telephones and TVs when they were first introduced. Now everyone has them.

*Interviewer:* But don't you think that those in power will use developments in technology to suppress their populations?

*Frinton:* On the contrary. I believe that governments will have less control over the thinking of their populations. Again, largely through developments in communications and especially the Internet. In fact, I can see the day when, as the world's population logs on, users will create 'cybernations' of highly-informed people sharing mutual ideals, and national boundaries will become irrelevant<sup>1</sup>.

*Interviewer:* One final question. Will we be able **to cope with** all these changes? In Darwinian terms, can we evolve fast enough **to keep pace with** the rate of progress?

*Frinton:* Well, I believe that it's precisely the ability to adapt that has allowed humanity to evolve to where it is today. And, **despite** the changes, we'll still be going to the toilet in the morning, falling in love, having our hearts broken, dealing with our ambitions and frustrations<sup>2</sup>, and trying to find out who we are.

**b) Read the interview again, then copy and fill in the table.**

Advances	Implications <sup>3</sup>

<sup>1</sup>irrelevant [i'relɪvənt] — недоречний; що не стосується справи

<sup>2</sup>a frustration [frʌ'streɪʃn] — розчарування

<sup>3</sup>an implication [ˌɪmpli'keɪʃn] — смисл, зміст



**a) Think and say using the phrases below:**

- What are your personal reactions to the article?  
*What interested me most was ...*  
*What shocked me most was ...*  
*What worried me most was ...*  
*What I consider most likely is ...*  
*What I consider least likely is ...*

**b) The interviewer sometimes uses questions to put arguments against what Frinton says. Can you find three of them?**

**c) Think of your own arguments against what Frinton says and put them in the form of questions you could ask him. Then pass your questions to someone else to answer.**



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

- 1 How far do you believe what Frinton says?
- 2 Are you worried about the future or are you looking forward to it?
- 3 What do you think of robots replacing people in the workplace?
- 4 Do you think a robot could ever replace you?
- 5 How would you spend your time if you didn't have to go to school?
- 6 Have you seen any results of pollution in your environment?



**a) Work in pairs. Read the list of the environmental problems and speak what you've already known about them.**

- water problems
- destruction of rainforests
- rising sea levels
- industrial pollution
- climate change
- endangered species / threats to wildlife

**b) Read the text and fill in the table after it.**

**WHAT'S HAPPENING TO OUR ENVIRONMENT?**

Many people believe that the way we live our lives today is having a very damaging effect on the environment. Here are some examples of the kinds of problems we face, followed by some things that we can do to help protect our environment.



**THE GREENHOUSE EFFECT.** Pollution from cars, factories and power stations is causing harmful greenhouse gases to build up in the Earth's atmosphere. These gases prevent heat from escaping, and as a result our planet is getting warmer. This process is known as global warming.

Global warming is causing the ice at the North and South Poles to melt and sea levels and sea temperatures to rise, leading to serious flooding and violent storms in many parts of the world. In other places, there will be less rain and the land will be turned into desert.

**POLLUTION.** The biggest polluter today is the car. Exhaust fumes are the main cause of poor air quality, which can make people feel ill and have difficulty in breathing. This problem is especially bad in cities, where the number of cars is increasing every year, causing serious congestion and filling the air with smog. Governments try to improve the situation by encouraging people to use their cars less or buy cars that do not use as much fuel.

All over the world, wildlife habitats are being destroyed. There are many endangered species that could soon become extinct. Rainforests are being cut down so that people can grow crops and feed the world's increasing population. Modern farming methods, for example using pesticides and genetically modified crops, are having a very bad effect on the food chain. Killing insects may be useful for growing crops, but it reduces the amount of available food for other animals and birds.

**CLIMATE CHANGE** is also making conditions difficult for some animals. In the Arctic, the ice is melting, threatening the survival of animals such as polar bears.

The problem	The reason	The effect

**7 Discuss the questions in groups.**

- 1 Which of these environmental problems do you think are the most serious in Ukraine? Why?
- 2 How do you think they will affect our country in the future?





## VOCABULARY POINT

**prevent**, *v* — to stop something from happening or someone from doing something: *Label your suitcases to **prevent** confusion.*

**avoid**, *v* — to stay away from someone or something: *We left early to **avoid** the traffic.*

**protect**, *v* — to keep someone or something safe from injury, damage or loss: *It's important to **protect** your skin from the harmful effects of the sun.*

1 a) **Read and choose the verb 'prevent', 'avoid' or 'protect' to complete each sentence. Put it in the appropriate form if necessary.**

- 1 The government has opened a nature reserve to ... people from hunting endangered species.
- 2 This cream is perfect for ... you from insect bites.
- 3 The new law ... people from building houses near the National Park.
- 4 I think we should set out early to ... the worst of the traffic.
- 5 You ought to be wearing a hat to ... your head from the sun.

2 **Read and answer the question.**

The words in bold in the following extracts from the interview with Frinton have more than one meaning. Which meaning fits the word as used by Frinton?

- 1 Our **prime** goal must be to ensure our survival.
  - a) *most important*
  - b) *of the very best quality*
  - c) *most suitable*
- 2 ...ensuring enough energy and food while **preserving** our environment.
  - a) *preventing something from changing*
  - b) *protecting something from danger or damage*
  - c) *storing something in a way so it doesn't decay*
- 3 Nuclear fuel contains **untold** dangers from radiation.
  - a) *too much or too many to be measured*
  - b) *not said to anybody*
- 4 We have to develop new methods of growing crops and increasing **yields**.
  - a) *the amount of food produced*
  - b) *the amount of profit produced*

## VOCABULARY

5 New forms of micro-organisms, plants and animals will become **commonplace**.

- a) *ordinary and boring*
- b) *usual and widespread*

6 I see major changes resulting from **advances** in robotics and the Internet.

- a) *money paid to someone before they are due to receive it*
- b) *developments or improvements*

3 Match the words with their definitions.

- |                            |                         |
|----------------------------|-------------------------|
| <input type="checkbox"/> e | 1 global warming        |
| <input type="checkbox"/>   | 2 the ozone layer       |
| <input type="checkbox"/>   | 3 climate change        |
| <input type="checkbox"/>   | 4 the greenhouse effect |
| <input type="checkbox"/>   | 5 ecology               |
| <input type="checkbox"/>   | 6 the environment       |
| <input type="checkbox"/>   | 7 the food chain        |
| <input type="checkbox"/>   | 8 habitat               |
| <input type="checkbox"/>   | 9 rainforest            |
| <input type="checkbox"/>   | 10 deforestation        |
| <input type="checkbox"/>   | 11 endangered species   |

A

- a the air, water and land where people, animals and plants live
- b the way in which plants and animals and natural features of a place affect and depend on each other
- c the natural home of a plant or animal
- d the natural system in which, for example, an insect eats a plant, a bird eats the insect, an animal eats the bird, etc. with the result that all these different forms of life depend on each other

- e general increase in the temperature of the world, caused by pollution from cars, factories, etc.
- f changes in the weather around the world, which result in much higher or lower temperatures, violent storms, floods, etc.
- g the gradual warming of the Earth caused by pollution that stops heat from leaving the Earth's atmosphere
- h a layer of natural gases around the Earth. The ozone layer protects the Earth from the harmful effects of the sun, but pollution is causing a hole in it
- i a tropical forest with tall trees growing very close together, in an area where it rains a lot. It is very important for the balance of the Earth's ecology
- j a situation, in which most of the trees in an area are cut down or destroyed, resulting in great damage to the environment
- k a type of plant or animal that is likely to stop existing completely, for example because of hunting or pollution

## B

- 1 extinct
- 2 pollution
- 3 greenhouse gases
- 4 fumes
- 5 acid rain
- 6 toxic waste
- 7 pesticides
- 8 GM
- 9 fossil fuels
- 10 sea level

- a** the natural level of the water in the world's oceans, which will rise if global warming continues
- b** harmful chemicals, gases, or waste materials from factories, cars, etc. that have gone into the air, land or water
- c** if a type of animal or plant is extinct, it no longer exists and there are no animals or plants of that type alive
- d** harmful gas or smoke, for example from cars or factories, which damages the environment and harms people's health

- e** gases that form a layer around the Earth and keep the heat in. These gases are produced naturally, but increasing quantities of gases are being produced from cars and factories, causing global warming
- f** such crops have had their genes changed in order to make them more convenient to grow. Some people believe that they may cause damage to the environment
- g** chemicals that are used for killing insects and animals that attack crops
- h** rain that contains pollution from factories, power stations, etc., which cause damage to forests
- i** fuels, such as coal or oil. Burning these fuels causes a lot of carbon gases to be released into the atmosphere
- j** very dangerous waste materials, for example, from nuclear power stations or chemical factories



**4** Complete the sentences with some of the words and word combinations above (see task 3). Put them in correct forms.

- 1 ... cover about 6% of the Earth's surface.
- 2 The white rhino is close to become ...
- 3 New laws are being introduced to protect ...
- 4 The hole in ... is thought to be responsible for an increase in cases of skin cancer<sup>1</sup>.
- 5 Many consumers don't want to eat ... foods.
- 6 There are dangerously high ... levels in our rivers.
- 7 The rapid pace of ... in Malaysia makes the world community to worry.
- 8 Scientists are predicting a substantial rise of ... over the next 20 years.
- 9 The threat to life higher up ...
- 10 An international conference on ... took place in Paris last Monday.

<sup>1</sup>a skin cancer ['skɪn kænsə] — рак шкіри

## PASSIVE VOICE REVISION

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

## Active Voice

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

## Passive Voice

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

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

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

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

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

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



### GRAMMAR POINT

#### 'It' as new subject + passive

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

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

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

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

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

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



### GRAMMAR POINT

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

#### The Forms of the Infinitive

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



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

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

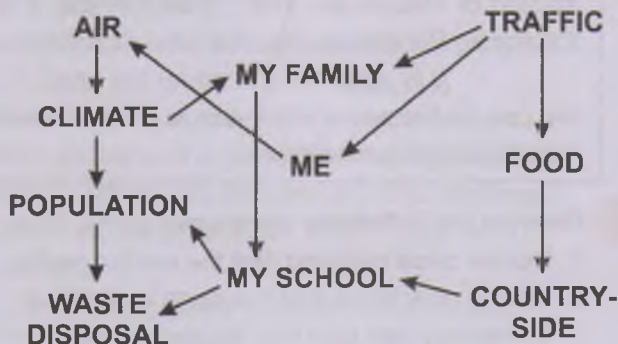


## LISTENING

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

WHAT IS 'THE ENVIRONMENT'?

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



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

A

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

B

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



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



### WORD FILE

acid rain [ˌæsɪd ˈreɪn]

extinction [ɪkˈstɪŋkʃn]

a particle [ˈpɑːtɪkl]

shortage [ˈʃɔːtɪdʒ]

waste disposal

[ˈweɪst dɪspəʊzl]

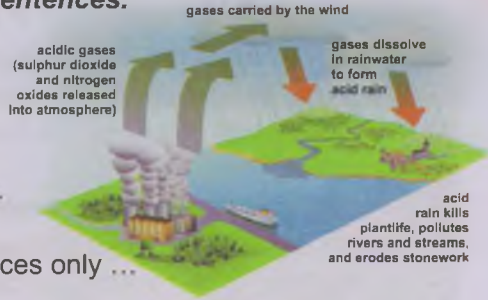
to escape [ɪˈskeɪp]

to react [rɪˈækt]

damaging [ˈdæmɪdʒɪŋ]

**b) Listen again and complete the sentences.**

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

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

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

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

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

<sup>1</sup>carbon dioxide [ˌkɑːbən daɪˈɒksaɪd] — вуглекислий газ

## SPEAKING

## 1 Ask and answer the questions in pairs.

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



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

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

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



## WORD FILE

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

1

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

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

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

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

2

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

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

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

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

3

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

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

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

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



4

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

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

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

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

5

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

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

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

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

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

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

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

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



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



ALTERNATIVE  
SOURCES  
OF ENERGY (B)

(A) GREEN PRODUCTS



ENVIRONMENTALLY-  
FRIENDLY FORMS  
OF TRANSPORT (C)

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

## SPEAKING

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

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

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

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

**You may start your discussion like this.**

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



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

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

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



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



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



suggest  
remind  
review

persuade  
explain  
warn

recommend  
promise  
compare



## 3 Read and role-play the situation.

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



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

## ENVIRONMENTAL GROUPS



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



Friends of the Earth

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



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

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

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

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

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

FEEDING THE WORLD

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

For example, are GM crops a solution or problem?

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

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

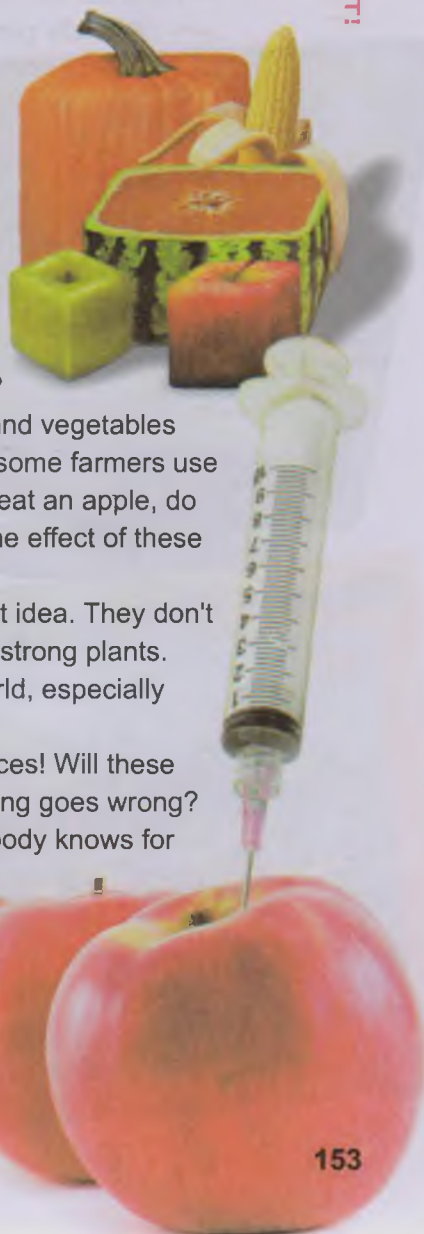
The problem is that nobody knows the consequences! Will these crops affect human health? What happens if something goes wrong? Can GM crops encourage diseases like cancer? Nobody knows for certain! So people are nervous.

Are GM crops a step too far?

Will they affect our

environment — and us?

We don't know!



6

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

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

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

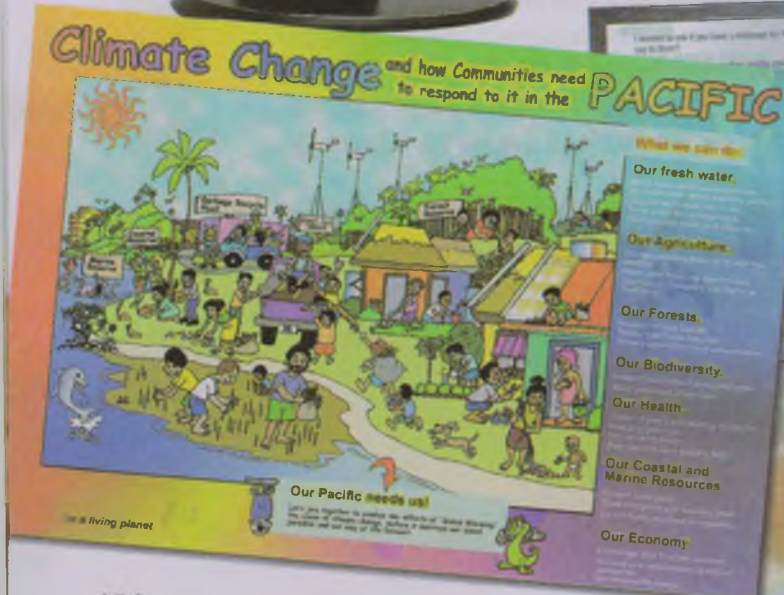
- point out the increasing number of people taking part in such activities
- briefly present the project

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

2 Write 180-200 words.

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

3 Present your leaflet in class.



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

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

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

There are three main types of discursive essays:

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

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

- ① **Money Is the Best Motivator**
- ② **HOW TO REDUCE STRESS AMONG STUDENTS**
- ③ **Domestic Robots Will Make Our Lives Easier**
- ④ **Violence in Cartoons**
- ⑤ **Working on a Family Firm**

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

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

**WRITING POINT**



**Opinion Essay**

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

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

### INTRODUCTORY PARAGRAPH

#### Paragraph 1

*introducing the topic and clearly stating your opinion*

### BODY PARAGRAPHS

#### Paragraph 2

*1st viewpoint with justifications*

#### Paragraph 3\*

*2nd viewpoint with justifications*

#### Paragraph 4\*

*opposing viewpoint with justifications*

### CONCLUDING PARAGRAPH

#### Paragraph 5

*summarising or restating your opinion*

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

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

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

Paragraph 1: The present situation and your opinion:

.....  
 .....

Paragraph 2: First reason for your opinion:

.....  
 .....

Paragraph 3: Second and third reasons for your opinion:

.....  
 .....

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

.....  
 .....

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

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



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

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

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

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

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

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

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

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

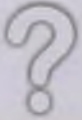
6 Work in pairs. Read the note about an introduction, then do the task after it.

### The Introduction

A good introduction:

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

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



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

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

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

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

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

**7 Work in groups.**

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

THE OUTLINE OF AN ESSAY

**INTRODUCTION**

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

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

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

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

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

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

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

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

(A)

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

(B)

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

**b) Discuss the questions.**

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





8

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

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

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

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

#### USEFUL TRANSITIONAL WORDS & PHRASES

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

## VOCABULARY

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

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

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

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

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

## GRAMMAR

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

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

## CHECK YOUR SKILLS

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

## LISTENING

3

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

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

## READING

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

A A SICKER EARTH

F THE WEATHER FORECAST

B IT'S NOT JUST US

G WATER, WATER ALL AROUND

C NOT EVERYONE AGREES

H WE NEED TO BUY TIME

D A NEW ICE AGE?

I WHO IS TO BLAME?

E THE FOOD WE EAT

## THE CHANGING WEATHER

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

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



## CHECK YOUR SKILLS

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

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

## CAN YOU ... IN ENGLISH?

 — Yes, I can.

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

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

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

### THE PICTURE

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

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





*Arrangement in Grey and Black, Whistler*

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

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

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

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

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

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

<sup>3</sup>an accomplice [ə'kʌmpɪs] — спільник,

співучасник (злочину)

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



*View of Toledo, El Greco*

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

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

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

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



## READING

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



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

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



## WORD FILE

**an arrangement (of)**

[ə'reɪndʒmənt]

**a shadow** [ˈʃædəʊ]

**a victim** [ˈvɪktɪm]

**to absorb** [əb'sɔ:b]

**to affect** [ə'fekt]

**to enliven** [ɪn'laɪvən]

**to float** [fləʊt]

**sheer** [ʃɪə]

**significant** [sɪg'nɪfɪkənt]

● **to catch somebody's breath**

● **to feel a lump in somebody's throat**

● **to make somebody gasp**

● **to pore over something with delight**

● **to put into words**

● **to be sinking out of sight**

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

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



7 **Work in pairs.**

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

8 **Read the text, then describe the picture.**

PORTRAIT OF DUCHESS DE BEAUFORT

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

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

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



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

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

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

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

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

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

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

<sup>3</sup>to take up — займатися



## VOCABULARY

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

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

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

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

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

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

ballet     mime     musical     music hall

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

## VOCABULARY

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

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

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

positive	negative

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

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

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



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

- |   |   |
|---|---|
| 1 The film was set in 19th century Italy and England. | a He was the director.                              |
| 2 It was based on a novel by E.M. Forster.            | b This was her role in the film.                    |
| 3 It was filmed / shot on location in Florence.       | c It was situated in that place at that time.       |
| 4 It was directed by James Ivory.                     | d The actors originally spoke in English.           |
| 5 Helena Bonham-Carter played the part of Lucy.       | e It was an adaptation of the book.                 |
| 6 It was dubbed into other languages.                 | f It was filmed in the real place, not in a studio. |



## GRAMMAR POINT

### THE PARTICIPLE (Дієприкметник)

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

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

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

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

*Examples:*

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

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

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

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

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

*(Означення по відношенню до іменника)*

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

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

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

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

#### 2 a) Read the text and write out all the participle forms of the verb. Define their functions.

##### THE APPROACHING STORM BY G. MORLAND

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



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

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

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

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

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

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

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

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

<sup>1</sup>to huddle ['hʌdl] — тиснутися

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

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

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

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

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

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



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

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



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

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



## WORD FILE

- an approval [ə'pru:vɪ]
- a fiction film ['fɪkʃn fɪlm]
- a must-see movie  
[mʌst si: 'mu:vi]
- recognition [,rekəg'nɪʃn]
- heartwarming ['hɑ:t,wɔ:miŋ]
- meaningless ['mi:nɪŋləs]
- striking ['straɪkɪŋ]
- unfavourable [ʌn'feɪvərəbl]
- to blend together

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

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

Charles Danton .....

Helen Richards .....

Peter Kite .....

Kevin Hadley .....





## USEFUL TIPS

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

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

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



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

My favourite film \_\_\_\_\_

What is the plot? \_\_\_\_\_

Who are the main characters? \_\_\_\_\_

How does it end? \_\_\_\_\_

Who was it directed by? \_\_\_\_\_

Can you remember any of the actors? \_\_\_\_\_

Is it well acted? \_\_\_\_\_

Were there any special effects? \_\_\_\_\_

Do you like the soundtrack? \_\_\_\_\_

Why do you like this film? \_\_\_\_\_



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

## LISTENING

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

attractive, ugly, interesting,  
beautiful, silly, meaningless



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



*Circus Girl* (1939).  
By Georges Rouault



*Icarus* (1947).  
By Henri Matisse



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



*Painting* (1937). By Ben Nicholson

b) Think and say.

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



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

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

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

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

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



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

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



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

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

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



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

AFTER THE PERFORMANCE

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

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

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

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

**George:** It usually is in detective plays.

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

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

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

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

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

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



## WORD FILE

- artistry** ['ɑ:tɪstri]
- craftsmanship** ['krɑ:ftsmənʃɪp]
- a failure** ['feɪljə]
- insight** ['ɪnsaɪt]
- performance** [pə'fɔ:məns]
- a shape** [ʃeɪp]
- to confess** [kən'fes]
- contemporary** [kən'tempərəri]

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

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

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

**OLIVIER THEATRE**

Now booking  
2 July to  
30 August

Approx.  
running time  
3 hours

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



**Guys and Dolls** A MUSICAL FABLE OF BROADWAY

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


'A night of high musical pleasure'  
*Evening Standard*

'Richard Eyre's production is a glorious  
success'  
*The Sunday Telegraph*


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

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

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



**RAYMONDA**



*Be Enchanted*

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

**THE CONTEMPORARY MEETS THE CLASSIC**

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



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

BE SURPRISED

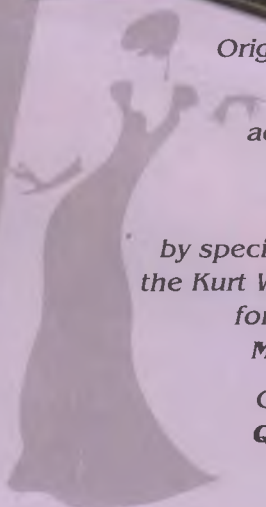
**LADY IN THE DARK**

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

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

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

**Lyttelton Theatre**



Director  
**Francesca Zambello**

Settings  
**Adrienne Lobel**

Costumes  
**Nicky Gillibrand**

Lighting  
**Rick Fisher**

Original Orchestrations  
**Kurt Weill**

adapted for smaller ensemble by  
**Terry Davies**

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

Choreographer  
**Quinny Sacks**

Cast



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



*Three Ages.* By F. Krychevskyi



*Portrait of Hanna Zakrevska.*  
By T. Shevchenko



*A Town.* By S. Rybak



*Water-mill.* By V. Shtenberg



*Still-life.* By A. Manevich



*The Bridge.* By O. Ekster

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

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



## USEFUL PHRASES

Some helpful words and phrases to describe a picture:

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

These words describe a positive impression of a picture:

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

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

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

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

1 Complete the text with the words from the box.

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

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

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

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

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

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

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

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

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

AN ACTOR IN A ZOO

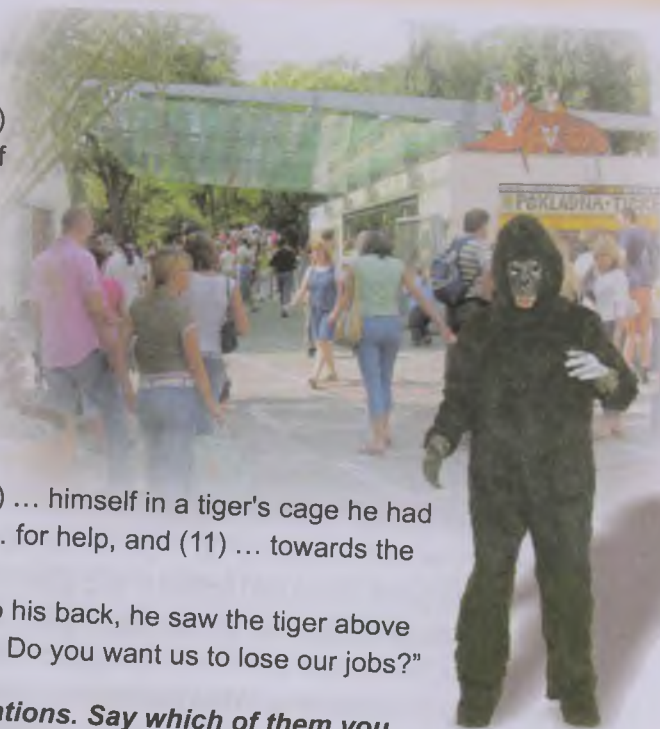
One day an actor went to the zoo, and while (0) being there, he tried, (1) ... his job the day before, to earn some money as a street performer, (2) ... his artistic skills at the same time.

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

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

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

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



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

There is nothing but art. Art is living. To attempt to give an object of art life by dwelling on its historical, cultural or archaeological association is senseless.

(W. Somerset Maugham 'The Summing Up')

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

(H. L. Mencken)

One is never tired of painting, because you have to set down, not what you knew already, but what you have just discovered.

(William Hazlitt 'The Pleasure of Painting')

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

All art is but imitation of nature.  
(Seneca)

The perfection of art is to conceal art.

(Quintilian [kwɪn'tɪliən])



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

Hi,

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

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

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

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

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

Shall I lend you the DVD?

See you,

Mandy



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



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

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

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

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

- A: How did you like your visit to the gallery?
- B: .....
- A: Yes, it's a fine collection, of course. I am sure that a lot of pictures drew your attention. Are there any pictures that you especially liked?
- B: .....
- A: Try to describe the picture. Perhaps, I will help you.
- B: .....
- A: Are there people in the picture?
- B: .....
- A: Oh, yes, I know! And a shepherd boy in the distance...
- B: .....
- A: And in the background you see two village houses with smoke coming out of chimneys.

## USE YOUR ENGLISH



*Before the Rain.* By Feodor Vasiliev

B: .....

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

B: .....

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

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

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

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

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

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

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

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

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

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

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

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

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



## USE YOUR ENGLISH

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

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



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

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

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

A review usually consists of:

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

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

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



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

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

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

1	
2	
3	
4	

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

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

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

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

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

Introduction (background) .....

Title .....

Type .....

When made? .....

Director? .....

Main Character / Starring? .....

Plot .....

When / Where? .....

Main Character / Cast .....

Outline .....

Opinion .....

General Assessment-Recommendation .....

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

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

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



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

**Expressions for Writing Reviews**

**USEFUL PHRASES**



● **background**

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

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

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

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

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

The film stars ...

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

● **plot**

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

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

The story of the book / film unfolds ...

The book / film ends ...

In the end, the book / film ...

● **evaluation and comments on various features**

The plot is ...

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

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

The acting ...

The script is ...

The book / film is pretty / rather ...

● **recommendations**

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

It is (not) worth seeing ...

You should definitely read / see ...

**Note:**

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

## CHECK YOUR SKILLS

## VOCABULARY

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

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



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



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

## GRAMMAR

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

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

## LISTENING



3 Listen to the conversation and complete the sentences.

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



## READING

4 Read short reviews and answer the questions after them.

## A OUT OF AFRICA

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

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



## CHECK YOUR SKILLS

**B THE LORD OF THE RINGS**

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

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

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

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

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

**CAN YOU ... IN ENGLISH?**
 — Yes, I can.

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

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

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

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

**Which project(s):**

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

## BEING GOOD CITIZENS

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

(A)



**WENDY**

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



**TONY**





ALEX

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

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

(D)



FRANCIS

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



NAZ



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



GARY

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

**Which person:**

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

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

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

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



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

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

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

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

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

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

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

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

**Give your reasons.**



## WORD FILE

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



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

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

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

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



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

**PEACE CORPS**

**AND HIV PREVENTION IN UKRAINE**

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

Volunteers and Ukrainians:

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

# 7 READING

- organise youth camps and trainings
- conduct public awareness events

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

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

The programme offers:

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

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



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

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

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

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

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

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

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

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

**Ira Makarchuck, 15**

Boryslav,  
Lvivska Oblast

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

**Ira Bessonna, 16**

Rubezhnoe,  
Lugansk Oblast

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

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

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

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



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

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

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

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

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

- 1 selfish
- 2 self-disciplined
- 3 self-interested
- 4 self-confident
- 5 self-educated
- 6 self-possessed

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

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



## VOCABULARY POINT

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

### self-confident or self-assured?

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

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

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

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

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

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

**2 Find Ukrainian equivalents for these words and word combinations.**

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

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

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



**4 Work in pairs.**

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

It is generally believed that teenagers tend to become:

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

**b) Speak on the question.**

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

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

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

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



## INFINITIVE and GERUND (-ING FORM) REVISION

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

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

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

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

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

- 2 Choose the correct verb form.

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

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

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

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

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

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

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

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

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

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

# 7 LISTENING

1 In pairs, ask and answer the questions.

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

- bored      ● relaxed      ● happy      ● calm
- interested      ● tense      ● sad      ● excited



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

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

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

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

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

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

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

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



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

**What about the other ideas?**

# 7 LISTENING



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

For Goleman, EMOTIONAL INTELLIGENCE includes:

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



## WORD FILE

- an anxiety [æŋ'zæɪəti]
- an envy ['envi]
- a handicap ['hændɪkæp]
- an intelligence [ɪn'telɪdʒəns]
- an illiteracy [ɪ'lɪtərəsi]
- a rage [reɪdʒ]
- a response [rɪ'spɒns]
- to stunt [stʌnt]
- contented [kən'tentɪd]
- vulnerable ['vʌlnərəbl]
- to carry away
- to gain control



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

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



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

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

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

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

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

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

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

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

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

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

**Start your opinion with the phrases:***I think ...**I don't think ...**I reckon ...**Personally, I think ...**In my opinion, ...**As far as I'm concerned, ...**If you ask me, ...*

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

## 6 Listen to the song and sing it along.

Here is a little song I wrote.  
You might want to sing  
                                  it note for note,  
'Don't worry, be happy!'  
In every life we have  
                                  some trouble  
When you worry  
                                  you make it double.  
Don't worry, be happy ...  
Ain't got no place  
                                  to lay your head,  
Somebody came and took your bed.  
Don't worry, be happy.  
The landlord say your rent is late,  
He may have no litigate<sup>1</sup>.  
Don't worry, be happy.  
Look at me — I am happy.  
Don't worry, be happy.  
Here I give you my phone number.  
When you worry call me,  
I make you happy.  
Don't worry, be happy.

**don't  
worry  
BE  
HAPPY**

Ain't got no cash,  
                                  ain't got no style,  
Ain't got not girl  
                                  to make you smile.  
But don't worry,  
                                  be happy.  
'Cause when you worry  
Your face will frown.  
And that will bring  
                                  everybody down.  
So don't worry,  
                                  be happy (now) ...

There is this little song I wrote.  
I hope you learn it note for note  
Like good little children.  
Don't worry, be happy.  
Listen to what I say,  
In your life expect some trouble.  
But when you worry  
You make it double.  
Don't worry, be happy  
Don't worry, don't do it, be happy,  
Put a smile on your face.  
Don't bring everybody  
                                  down like this.  
Don't worry, it will soon past  
Whatever it is.  
Don't worry, be happy!

<sup>1</sup>to litigate ['litigeɪt] — судиться



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



WORD FILE

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



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

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

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

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





# 7 SPEAKING

FOCUS ON YOUTH

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

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



В НАШИХ  
РУКАХ

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

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



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

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

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

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

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

A great number of young people support market



# 7 SPEAKING

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

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

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

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

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

<sup>1</sup>to implement [ˈɪmplɪmənt] —

здійснювати

<sup>2</sup>restrained [rɪsˈtreɪnd] — обмежений



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

EMOTIONAL MATURITY<sup>1</sup>

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

break Do you remember what made you angry when you were a young child? Typically, young children get angry over possessions<sup>2</sup>. For example, they get angry if a toy ... or if it won't do what they want it to do; they ... with each other over toys. They also get angry when their parents want them to do something that they don't want to do.

fight They scream, shout, lie on the floor and beat it with their hands and

frustrate legs and seem quite out of control. Early childhood can be a very ...

angry time. In adolescence, however, the major cause of ... comes from

behave social situations. Adolescents are easily annoyed by the ... of

others and feel offended<sup>3</sup> and embarrassed by what others say or do. Adults, on the other hand, become angry when their sense of abstract justice is offended.

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

typically suffer from a feeling of personal inadequacy; they feel that they are not being ... and not working hard enough; they worry

success about the impression they make on others.

real Becoming mature is about not running away from ... , not taking

person ... things and not getting angry in trivial situations. It's all about adapting to the world and finding our place in it.

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

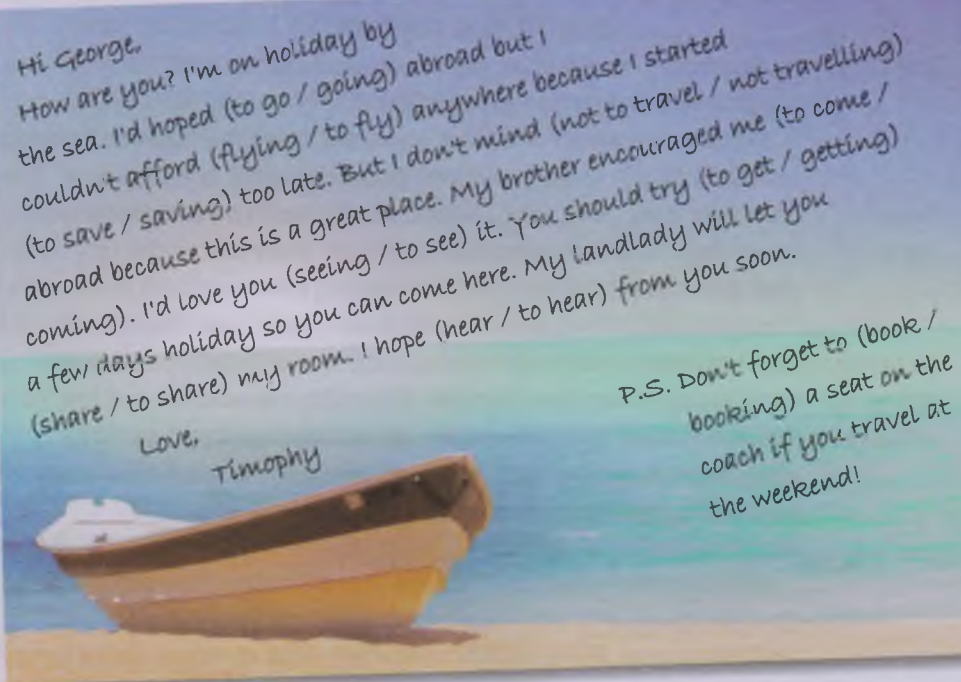
<sup>2</sup>possessions [pə'zeʃnz] — власність; майно

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



# 7 USE YOUR ENGLISH

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



3 a) Role-play the situation in pairs.

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

decided to talk to him seriously.

What would you suggest Elizabeth to tell him?

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



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



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

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

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

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

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



WORD FILE

- gambling ['gæmbliŋ]
- membership ['membəʃɪp]
- movement ['mu:vmənt]
- notoriety [,nəʊtə'reiəti]
- politics ['pɒlətiks]
- to compromise ['kɒmprəmaɪz]
- to establish ['ɪstæblɪʃ]
- to tend [tend]
- to take into account





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

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

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

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

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

The *Hippies* of the late 1960s were more middleclass. They experimented with drugs, lived in communities, grew their hair long, and were attracted to radical politics.



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



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

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



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

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





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

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

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

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

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

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

**Follow the instructions on page 225.**





**Remember to:**

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

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

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

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



**USEFUL PHRASES**

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



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

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

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

**HOW TO WRITE A LEAFLET OR POSTER**

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

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

## So You Think It's

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

### STOMACH

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

### HEART

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

### MOUTH

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

### BRAIN

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

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

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

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

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

## Cool to Get Drunk?

### OTHER PSYCHOLOGICAL EFFECTS

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

### OTHER PEOPLE

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



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

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

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

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

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



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

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



### Essays Suggesting Solutions to Problems

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

An essay of this type consists of:

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

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

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

problems	solutions	results

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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



**Useful Transitional Words and Phrases**

- **to make suggestions**  
*to begin / start with, one way to, a useful suggestion would be to, another would be, another way to, it would be a good idea to ...*
- **to express cause**  
*for this reason, because of, due to, owing to, since / because ...*
- **to express effect**  
*therefore, thus, so ...*
- **to present results / consequences**  
*as a result, consequently, as a consequence, in this way, this would, then...*
- **to express purpose**  
*so that, so as, in order to, with the purpose / intention of ...*
- **to express possibility / probability**  
*it can / could / may / might, it is possible / probable / certain / (un)likely, the possibility / probability of ...*
- **to conclude**  
*to conclude, in conclusion, all things considered, all in all, to sum up ...*

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

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



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



# 7 CHECK YOUR SKILLS

## VOCABULARY

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

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

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

## GRAMMAR

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

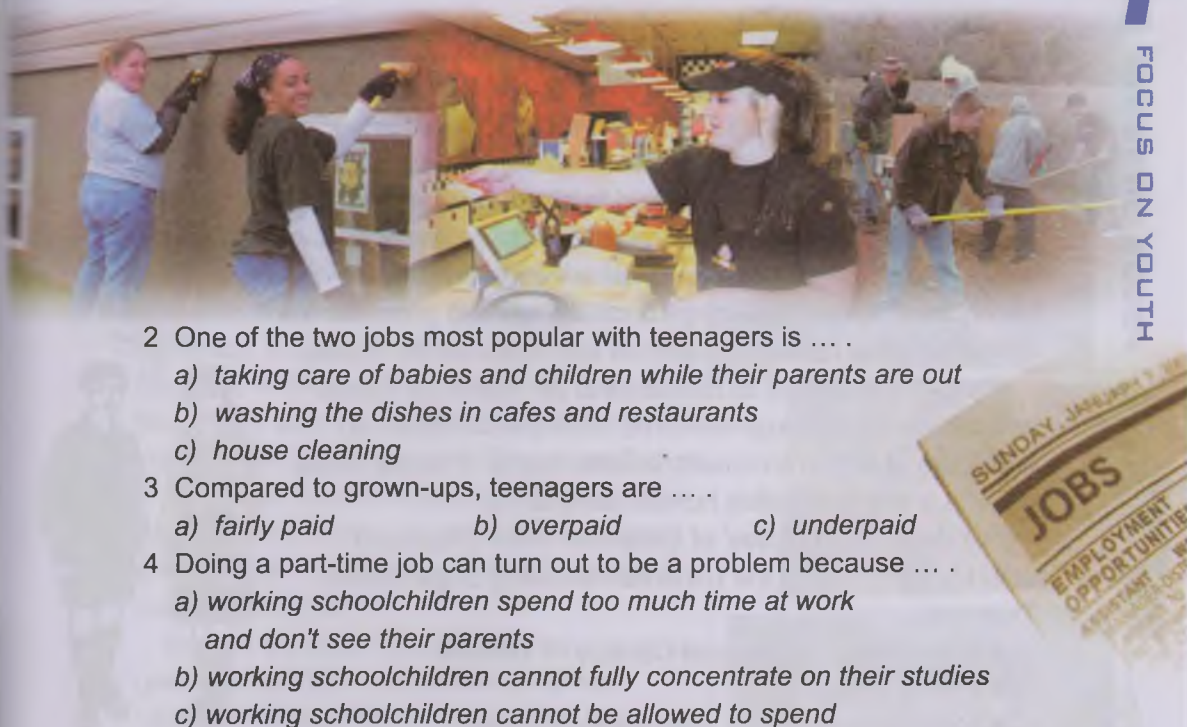
- 1 I can't wait **(to see / seeing)** his new movie.
- 2 She remembered **(to visit / visiting)** Disneyland when she was about five years old.
- 3 They expected her **(to refuse / refusing) (to give / giving)** them the money.
- 4 I don't think he meant **(to betray / betraying)** us.
- 5 You shouldn't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

## LISTENING

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

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



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

## READING

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

## UKRAINIAN SCOUTING

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

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

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



# 7 CHECK YOUR SKILLS

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

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

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

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

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

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

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

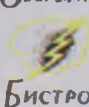
During the cub-scout and scout ages, the genders work in separate troops, but they belong to the same local council.

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

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

Democracy is a cornerstone<sup>1</sup> of the Plast organisation. All positions in the world-wide KUPO are filled by elected members.

<sup>1</sup>a cornerstone ['kɔːnəstəʊn] — наріжний камінь



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

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

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

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

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

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



# 7 CHECK YOUR SKILLS

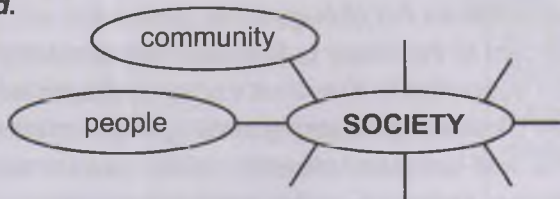
- 3 What are the goals of Ukrainian scouting-plast?
  - a) *to go hiking and camping*
  - b) *to entertain youth*
  - c) *to educate its young members to be good citizens of their country*
- 4 What is one of the three 'Main Duties' of Ukrainian Plastun?
  - a) *to be faithful to God and Country*
  -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

## CAN YOU ... IN ENGLISH?

— Yes, I can.

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

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



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

## THE STATE OF UKRAINE

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

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



<sup>1</sup>solemnly ['sɒləmni] — урочисто    <sup>2</sup>self-determination ['selfɪ'dɜ:mɪ'neɪʃn] — самовизначення

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

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

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

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

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

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

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



<sup>1</sup>vested ['vestɪd] — наділений законом

<sup>2</sup>to abide [ə'baɪd] — (мим) керуватись

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

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

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

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



**WORD FILE**

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



**Constitutional Court of Ukraine**



**Building of the Cabinet of Ministers in Kyiv**



## 4 Do the quiz in pairs.

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

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

## BRITAIN

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

## The USA

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



6 In groups, speak on the following questions.

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

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

**The House of Commons**

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



**The House of Lords**

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



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

**The Prime Minister and the Cabinet**

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



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

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

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

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

### THE DECLARATION OF STATE OF SOVEREIGNTY OF UKRAINE

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

The Declaration has 10 Articles:

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

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

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

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

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

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

<sup>2</sup>endowed [ɪn'dəʊd] — обдарований



## VOCABULARY POINT

### policy or politics?

#### policy

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

#### politics

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

### join or unite?

#### join

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

#### unite

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

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

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

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

- |                      |  |
|----------------------|--|
| 1 democracy          | <b>a</b> a formal set of rules that provides rights for all citizens, and stops governments from using power unfairly  |
| 2 republic           | <b>b</b> a country in which everyone can vote to choose the government   |
| 3 constitution       | <b>c</b> a kind of a country or system of government is one, in which the government controls every part of people's lives and there is no freedom             |
| 4 totalitarian       | <b>d</b> to control a country use this especially about a powerful person or group that controls a country but has not been elected                            |
| 5 oppressive         | <b>e</b> if a political party or group governs a country, its members make all the important decisions about laws, taxes, relations with other countries, etc. |
| 6 to govern          | <b>f</b> a government of this kind treats people in a cruel way, using military force to prevent any kind of opposition  |
| 7 to run             | <b>g</b> a country whose leader is a president, not a king or queen  |
| 1 senator            | <b>a</b> the executive branch of a government  |
| 2 politician         | <b>b</b> someone who works in politics, especially a member of a parliament  |
| 3 the administration | <b>c</b> a member of the US Senate or a similar institution  |
| 4 ruler              | <b>d</b> the official leader of a country that does not have a king or queen   |
| 5 president          | <b>e</b> the elected leader of the government in a country that has a parliament   |
| 6 prime minister     | <b>f</b> a woman who is the official leader of a country because she is a member of a royal family, or a woman who is the wife of a king                       |
| 7 queen              | <b>i</b> someone, such as a king or queen or a military leader, who has the power to run the government of a country   |

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

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

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



4 a) Match the synonyms in the two columns.

Use a dictionary if necessary.

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

b) Say the following phrases in Ukrainian.

- |                                    |                            |  |
|------------------------------------|----------------------------|--|
| <b>A</b> 1 an emergency landing    | <b>B</b> 1 a political aim | <b>C</b> 1 to bring forward a proposal |
| 2 an emergency session of Congress | 2 a common aim             | 2 to support (back) a proposal         |
| 3 an emergency exit                | 3 a long-term aim          | 3 to reject a proposal                 |
|                                    | 4 an ambitious aim         | 4 to accept a proposal                 |
|                                    | 5 a clear aim              |  |
|                                    | 6 a worthy aim             |  |



## GRAMMAR POINT

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

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

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

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

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

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

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

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

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

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

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

A Participle	B Gerund	C Noun

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

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

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

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

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

**Example:** 0 *distress*    a The news was distressing.  
    b The lost boys' parents were suffering great pain, they felt so distressed.

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



**1 Ask and answer in pairs.**

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



**WORD FILE**

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

**2**

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

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

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

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



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

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

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





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

## IMAGINE

by John Lennon

Imagine there's no heaven,

It's easy if you try.

No hell below us,

Above us only sky,

Imagine

all the people,

Living for today,

A-ha.

Imagine there's

no countries,

It isn't hard too do,

Nothing to kill or die for,

And no religion too,

Imagine all the people

Living life in peace, yu-huh.

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



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

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

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

imagine



1 In pairs, discuss the following questions.

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



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

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

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

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

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

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

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



WORD FILE

an alternative [ɔ:l'tɜ:nətɪv]

a circumstance

[ˈsɜ:kəmstəns]

an equality [i'kwɒləti]

a fair trial [ˌfeə 'traɪəl]

a private ownership

[ˌpraɪvət 'əʊnəʃɪp]

sovereignty ['sɒvrənɪti]

to comprise [kəm'praɪz]

to fight [faɪt]

to restore [rɪ'stɔ:]

to settle [\*setl]

civilized ['sɪvəlaɪzd]

considerable {kən'sɪdərəbl}

fundamental [ˌfʌndə'mentl]

permanent ['pɜ:mənənt]

• to be concerned with

• to be in power



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

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

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

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

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



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

### THE UNITED NATIONS ORGANISATION

#### History:

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

#### The UN Charter:

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

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

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

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

**Today the UNO:**

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

**Decisions****in the United Nations**

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



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

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

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

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

<sup>2</sup>permanent [ˈpɜːmənənt] — постійний

## 4 Read and role-play the interview.



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

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



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

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

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

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

## VOTING IN UKRAINE

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

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

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

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

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



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

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



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

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

**3** *a) In pairs, discuss the following questions.*

- 1 Do you think that politicians have any effect on our everyday life? What effect? Can you give examples?
- 2 What famous politicians do you know? What did they do or are doing for their people?
- 3 Do you personally find politics interesting? Could you go into politics?
- 4 Can you remember any names of philosophers who tried to teach people to live happier lives? Where did they live? What did they teach?
- 5 Why should people be socially conscious? Do you believe that everyone can help to make our society better?
- 6 What do you think about social revolutions? What revolutions do you know? What were their results?
- 7 Do you think in the new millennium peoples will become closer and finally unite or keep their national integrity? Which way would you prefer? Why?

*b) Share your viewpoints with other pairs.*



**4** *Match the names of the European institutions (1-10) with their descriptions (A-K) (there is one extra description).*

*Use the Internet or other sources of information if necessary.*

- |  |   |
|--|---|
| <input type="checkbox"/> 1 The Council of Europe               | <input type="checkbox"/> 6 European Court of Justice              |
| <input type="checkbox"/> 2 European Council                    | <input type="checkbox"/> 7 European Court of Human Rights         |
| <input type="checkbox"/> 3 Parliamentary Assembly              | <input type="checkbox"/> 8 International Court of Justice         |
| <input type="checkbox"/> 4 European Parliament                 | <input type="checkbox"/> 9 European Convention on Human Rights    |
| <input type="checkbox"/> 5 European Commission of Human Rights | <input type="checkbox"/> 10 Universal Declaration of Human Rights |

- A** International organisation in Strasbourg, which comprises 39 democratic countries of Europe.
- B** An international body, which examines in accordance with the European Convention on Human Rights the admissibility of all individual or state applications against a member state; it expresses an opinion on the violation alleged in applications found to be admissible in cases, in which no friendly settlement is reached.
- C** Regular meeting (at least twice a year) of the heads of state or government of the European Union for the purpose of planning Union policy.
- D** Deliberative body of the Council of Europe, composed of 239 representatives appointed by the 39 member states' national parliaments.
- E** Parliamentary body of the European Union, which comprises 567 European Members of Parliament of the 12 European Union countries, elected by universal suffrage.
- F** Judicial body of the United Nations, which meets in the Hague<sup>1</sup>.
- G** Treaty by which the member states of the Council of Europe undertake to respect fundamental freedoms and rights.
- H** Adopted by the United Nations in 1948 in order to strengthen the protection of human rights at international level.
- I** Executive organ which monitors the proper application of the Union treaties and the decisions of the Union institutions.
- J** Based in Strasbourg, this is the only truly judicial organ established by the European Convention on Human Rights. It is composed of 39 members and ensures, in the last instance, the observance by the Contracting States of the obligations imposed by the Convention.
- K** Meets in Luxembourg and ensures compliance with the law in the interpretation and application of the European Treaties of the European Union.

**United Nations Conference  
Hall in New York, USA**

<sup>1</sup>Hague [heig] — м. Гаага (Нідерланди)



**5 Expand on the following.**

- 1 The end of the cold war opened new prospects for peace and cooperation.
- 2 The era of globalisation is transforming the world bringing knowledge, information and economic opportunity into all corners of the world.
- 3 Today the international community faces a large number of dramatic and profound changes that bring threats to social unity, cultural diversity and the environment.
- 4 The peoples of the world can resist such long-standing problems as drug trafficking, organised crime, nationalism and ethnic tensions only through international cooperation.

**6 a) Complete the interview (1-3) of a well-known English journalist with the appropriate answers (A-C) of one of the Ukrainian top state officials Mr N. and answer the questions after it.**

- 1 *Interviewer:* In the Western press Ukraine's often described as a state of totally corrupted bureaucracy, officialdom and mafia. No less often it is mentioned as a country of new democracy. There is also a good chance of reading articles which say that the Ukrainians may possibly support the reestablishment of the Soviet Union. What are your comments on this?

*Mr N.:* ...



2 *Interviewer*: Ukraine's road to independence has been a long and winding one, many of the milestones<sup>1</sup> are covered with blood. What do you feel now when you at last have achieved what you were striving for. I mean, Ukraine gained sovereignty and independence.

*Mr N.*: ...

3 *Interviewer*: What are the main tasks, in your opinion that must be solved now, at the present stage of Ukraine's development as a state, and of its entry into the world community of nations?

*Mr N.*: ...

**A** I'm sure we have to continue implementing reforms. But at the final count everything that is being done in Ukraine at the moment organically unites the efforts to solve the internal problems with steps directed at entering the family circle of the economically developed countries.

**B** All the above opinions are not groundless, nevertheless, they do not give a full picture of the contradictory of Ukrainian political and economic situation. This situation is in a constant and a dynamic change, and the Ukraine of the early 2010-ies bears little resemblance to a Soviet republic she was years ago, and even to the independent state she was in 1994 when Leonid Kuchma was elected president for the first time. In fact, it was in the past few months that the most radical changes took place.

**C** I'm really proud of this fact. What happened in August of 1991, was the most important event in several centuries of Ukrainian history. Much of this time Ukraine had lived in bandage. Our thinking has changed along with our destiny<sup>2</sup>. We have tried very hard and we have gained our independence.

1 What are the three points of view on Ukraine in the Western press?

2 What are the three main problems discussed in the talk?

3 How does Mr N. appreciate different points of view on his country?

4 What event is mentioned by Mr N. as the most important event which took place in August of 1991.

5 What are Mr N.'s feelings in connection with this event?

6 What is the main task to Mr N.'s opinion that must be tackled<sup>3</sup> now?

**b) Pretend yourself to be an English journalist. What other questions could you ask Mr N.? Write down them. Role-play your interview.**

<sup>1</sup>a milestone ['maɪlstəʊn] — віха

<sup>2</sup>a destiny ['destɪni] — доля

<sup>3</sup>to tackle ['tækl] — займатися

7 **Discuss the following in groups.**

a) **Read one of the chapters of the Declaration on State Sovereignty of Ukraine and explain how you understand it.**

#### IV. CITIZENSHIP OF UKRAINE

Ukraine shall have citizenship of its own and shall guarantee to every citizen the right to retain<sup>1</sup> the nationality of other countries.

All citizens shall have the rights and freedoms which are guaranteed by the Constitution of Ukraine and by the norms of international law recognised by Ukraine.

Ukraine shall ensure the equality of all citizens of the country before the law irrespective<sup>2</sup> of their origin, social and property status, race and nationality, sex, education, language, political views, religious convictions, occupation and other circumstances.

Ukraine shall regulate immigration process. It shall display concern about and take measures for the protection and defence of interests of citizens of Ukraine who are beyond its borders.

b) **Read what we mean speaking about civic duties and discuss the questions below.**

When we speak about one's civic duty we mean:

- to work conscientiously
- to respect people
- to act according to one's conscience
- to study well
- to take care of one's parents
- to be sensitive to the needs of others
- not to be indifferent to the sufferings of others
- to be firm in one's beliefs
- to be a reliable person
- to be honest
- to take care of nature
- to defend one's country
- to fight against all sorts of violence
- to live in peace

How do you understand your civic duty?

Do you have a feeling of responsibility and civic duty?

<sup>1</sup>to retain [rɪ'teɪn] — зберігати

<sup>2</sup>irrespective of [ɪrɪs'pektɪv] — незалежно від



- c) *Name some people who are respected by everybody. Explain why they are respected and what they are judged by.*

8

**Do the group project 'At the Seminar'. Follow the instructions below.**

- 1 Each group chooses one of the topics below and prepares a talk. You can find some materials in the Internet or other sources. Use the phrases from the box and 'Useful Tips' on page 262.

### THE TOPIC OF THE SEMINAR: PEOPLE AND SOCIETY

The questions to be considered:

#### 1 The Future of Europe

- How do you see the future of Europe? Are all European countries likely to unite? What are the pros and cons of such uniting?
- What do you know about the European Union? Why was it formed? Which European countries have joined it and which haven't? Would you like Ukraine to join? Why?

#### 2 International Relations is an important point of any state.

People and governments of goodwill have always aspired to a lasting peace in the world. To this end they:

- cooperate or unite efforts with other countries
- hold international meetings, conferences, summits, negotiations, talks on problems of war and peace
- sign international treaties
- try to keep international peace and security
- seek to ban and gradually eliminate weapons, especially weapons of mass destruction
- do their best to settle local conflicts and restore peace in troubled areas
- take steps to ease world tensions
- pledge not to use force in international relations
- stop terrorist attacks
- fight against terrorism
- save generations to come from (the) horrors of war

#### 3 The rights of countries and individuals is an important aspect of life in the world.

People also aspire to justice and encourage their governments to recognise the rights of countries and individuals. Countries are entitled to independence, sovereignty and territorial integrity. Individuals are entitled to civil and political rights and liberties (freedoms).

Some of the civil rights are:

- the right to work
- the right to health care
- the right to education
- the right to travel
- the right to housing
- the right to life
- the right to fair trial

People's rights can be:

- declared or not declared
- provided or not provided to them
- respected or not respected
- protected or not protected
- observed or not observed
- implemented or not implemented
- violated or not violated
- abused or not abused

International law also provides for:

- human treatment of civilians in wartime
- protection of sick and wounded soldiers
- fair treatment of prisoners of war, refugees and hostages

Thanks to such laws every person can complain about human rights violations.

2 Provide your seminar in class.



## USEFUL TIPS

### Providing a Seminar

Starting your seminar:

- 1 Say what the topic is.
- 2 Say why you have chosen that topic.
- 3 Outline the structure of the task.
- 4 Give a summary of the theory.

- When giving a talk in a seminar, don't just read aloud from a prepared script. Refer to notes, and try to speak to the audience and engage them directly.
- Remember about good eye contact and your body language.
- The more enthusiastic you appear and sound, the more interested your audience will be.
- You can sound enthusiastic when you speak by:
  - raising the pitch of you voice
  - emphasising the key words
  - making your voice go up and down more than usual
- Be ready to ask and answer questions.
- Remember the purpose of a seminar is to explore a topic in more detail.

## WRITING POINT



**Articles** are pieces of writing published in magazines, newspapers, newsletters, leaflets and brochures. They can cover a wide range of topics and their aim is to give information or express opinions. According to their purpose articles can be classified as **discursive** (giving an opinion or making suggestions), **descriptive** (giving information about people, places and events), **narrative**, etc. They can be written in either a *formal* or *informal style* depending on the audience and the topic presented.

A well-written article consists of:

- a brief, attractive **headline / title** which introduces the topic of the article;
- an interesting **introduction** which clearly states the topic;
- a **body** consisting of several paragraphs in which the subject is developed;
- a **conclusion** which may give a summary of the topic and/or offer an opinion or comment.

**1** *Take a few copies of various English magazines and newspapers. Look through them and choose three or four with appealing or provoking headlines. Skim through the articles and answer the following questions.*

- What are the articles about?
- What is their purpose?
- In your opinion, are they good articles? Why?

**2** *Read and discuss the information in pairs.*

### HOW TO WRITE

#### EYE-CATCHING HEADLINES (TITLES)

A **headline / title** should be a short and clear summary of the information presented in the article. Attract your readers' interest by giving them a clear idea what your article is going to be about. The topic should be mentioned in the title.

These are the basic rules:

- 1 make it **SHORT, CLEAR** and **APPEALING**
- 2 use the Present Simple (it makes the events vivid)
- 3 put nouns one after another
- 4 use abbreviations

**(Note:** omit articles and prepositions)





- 3 a) Read the situation and do the task below. Use the facts from the box.

You are a reporter for a daily newspaper in your city. You have just returned from your latest assignment. You have made some notes and now you need to turn them into a front page article for the morning edition.

**Discuss your notes with your classmate.**

- b) Read the article and discuss its structure in pairs.

### FACTS

- WHO — three bank robbers  
 WHAT — turn themselves in  
 WHEN — last night  
 WHERE — Westmoreland family house  
 WHY — successful negotiations run by Bradbury STF  
 HOW — bank robbery two days ago, successful escape, car chase, no hostages, long and exhausting negotiations

## BANK ROBBERS



It was around midnight last night when the citizens of a small suburban community near Bradbury could finally breathe a little more easily. Detective Superintendent Michael Davis announced that the siege<sup>1</sup> of the Westmoreland family house was successfully terminated. After two days of exhausting negotiations the three bank robbers decided to turn themselves in to the *Bradbury Police Special Task Force*.

The whole ordeal started two days ago. Three people wearing hoods entered the bank only a couple of minutes after the opening. They tied up the security guard and ordered the cashiers to put the money in three grey bags. One of the cashiers managed to turn on the silent alarm and the police arrived within minutes.

The Special Branch stormed the bank, but the robbers managed to escape with the stolen money. After a

<sup>1</sup>a siege [si:dʒ] — облога

4 **Change the following sentences into attractive headlines applying the guidelines mentioned in task 2.**

- 1 Last night the President returned from his one-week holidays which he spent on safari in Kenya.
- 2 The Prime Minister announced that the following elections would take place in December.
- 3 Two people were killed and three injured when a car crashed into a tanker parked by the road.
- 4 Ms Alicia Bedford, a three-time Academy Award Winner, was found dead in her house in Malibu yesterday.
- 5 Special Task Police Forces surrounded a family house in the quiet suburb of Chester and apprehended<sup>1</sup> two men and a woman.

# SURRENDER



dramatic car chase<sup>2</sup> through the streets of Bradbury the three robbers broke into the Westmoreland family house and barricaded themselves inside. Luckily, the house was empty. Otherwise, it would have turned into a hostage<sup>3</sup> situation. The robbers threatened to blow up the house unless they were provided with a car and safe passage to the nearby airfield, where a small plane was waiting for them.

After two days of negotiations, the robbers were persuaded to turn themselves in. The identity of the robbers has not been revealed yet. A spokesman for the Bradbury Police says that the investigation is still underway.

After two days of living in what resembled a film set for a Hollywood action film, the citizens of this quiet, family community are back to their everyday life. According to those we talked to, they are more than happy.

<sup>1</sup>to apprehend [ˌæprɪˈhend] — затримувати, заарештовувати

<sup>2</sup>a chase [tʃeɪs] — переслідування

<sup>3</sup>a hostage [ˈhɒstɪdʒ] — заручник

5 Read the following headlines and expand them into proper sentences.

- ① GRANDMA WINS € 1,000,000
- ② NEW BUDGET CUTS
- ③ TORNADO HITS FLORIDA
- ④ SUSPENDED SENTENCE FOR MP
- ⑤ **PRESIDENT TO OPEN  
NEW SHOPPING CENTRE**



6 Choose one of the following writing tasks. Write notes and suggest the appropriate headline. Outline the plan for your article. Finally, write the article in 250-300 words.

1 The newspaper you are working for has asked you to write an article about young people and their attitudes to politics.



### USEFUL TIPS

#### Writing an Article

- 1 Before you start writing your article decide who the readers are and what its purpose is.
- 2 Think of a short, intriguing headline / title.
- 3 Use either a formal or informal style depending on your readers and your topic.
- 4 Organise your ideas and information into well-planned paragraphs using appropriate transitional words / phrases.
- 5 In longer articles each paragraph can be preceded by a subheading.

- 2 You have been asked to write an article for an international magazine about the education system in your country.
- 3 You are a reporter for a popular youth magazine. Write an article describing the learning styles of teenagers.

## VOCABULARY

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

constitution, legislative, elections, administrations, laws,  
President, power, republic, judicial, independent, bills, justice,  
declare, Prime Minister, Supreme, executive, responsible

## STATE STRUCTURE OF UKRAINE

On the 24th of August 1991 Ukraine became (1) ... . It started building the democratic state. Ukraine became a presidential parliamentary (2) ... . Over a short period a new system of state structure was created.

According to the (3) ... of Ukraine the state power in Ukraine is divided into three branches: legislative, executive and (4) ... .

The body of (5) ... power is the Verkhovna Rada, which consists of 450 deputies.

Each deputy represents an area of the country, that is called a constituency. The (6) ... to the Verkhovna Rada are held every 4 years. Voting is organised in the form of secret ballot and from the age of 18.

The Verkhovna Rada is headed by the Chairman and is responsible for making (7) ... . It has special committees, which discuss and introduce (8) ... for debating at parliamentary sitting. It discusses the questions connected with the State Budget and adopts the Budget for the coming year.

The head of our state is the (9) ... . He is elected for 4 years' period.

The executive power is headed by him. In the areas and 25 regions, Kyiv and Sevastopol, it is carried out by the local (10) ... .

The main body of the executive (11) ... is the Cabinet of Ministers. It is formed by the Heads of the Ministries: Ministry of Economics, Finance, Defense, Justice, Agriculture, Health, Education and Science, Youth and Sports and others. The Head of the Cabinet, which is also called the (12) ..., is appointed by the President. But the appointments must be approved by the Verkhovna Rada. The Prime Minister is (13) ... to the President and the Verkhovna Rada.

The judicial power is represented by the (14) ... Court and the Constitutional Court, nominated by the Verkhovna Rada. There are also local and regional courts. The people have opportunity to directly participate in realisation of (15) ... through people's assessors and jurors. The Courts watch over the (16) ... and legislative powers. The Constitutional Court has the right to (17) ... laws and actions of the government unconstitutional.

## CHECK YOUR SKILLS

## GRAMMAR

2 Choose the Gerund, the Present Participle or the Infinitive with or without 'to' to open the brackets and complete the sentences.

- 1 I have stopped ... (read) the *Daily Sketch* and have decided ... (read) the *Daily Mirror* instead.
- 2 Do you enjoy ... (look) at these strip cartoons?
- 3 Try ... (solve) the puzzle in yesterday's paper without ... (look) at the answers in today's paper.
- 4 Do you remember ... (see) an advertisement for the new Ford cars in yesterday's paper?
- 5 Did you remember ... (buy) a copy of the *Star* on your way home?
- 6 I saw a man ... (stand) at the street corner ... (sell) newspapers.
- 7 Please let me ... (help) you ... (solve) that puzzle.
- 8 These cinema advertisements do not make me ... (want) ... (see) the films.
- 9 Would you like ... (see) them?
- 10 Megan used ... (think) that a library was a place where books were ... (buy) and ... (sell); now she knows that a library is a place for ... (lend) and ... (borrow) books.

## LISTENING

3 Listen about Martin Luther King and say if the statements below are true (T) or false (F).

- 1 King lived in the 19th century.
- 2 King's aim was to put an end to segregation<sup>1</sup> in the USA.
- 3 King and his followers never used force or violence.
- 4 Rosa Parks from Montgomery was a poor old black woman.
- 5 Rosa Parks organised a boycott of city buses.
- 6 King and his followers won their first victory in Montgomery.
- 7 The 1963 protest march was broadcast.
- 8 It was very hard for King to organise the protest action in Washington, D.C.
- 9 In 1965 black Americans were given the right to vote.
- 10 King received the Nobel Peace Prize in 1964.

<sup>1</sup>a segregation [ˌsegrɪ'geɪʃn] —  
ізоляція; відокремлення



## READING

- 4 Read the text and refer its paragraphs (A-F) to the questions (1-6) on page 270.

## FOREIGN AFFAIRS OF UKRAINE

**A** Ukraine has wide relations with many countries of the world. The Ukrainian leaders pay official visits to different countries. During these visits a number of important political agreements are reached. First and foremost Ukraine gives priority to developing its relations with neighbouring states.

**B** The Ministry of Foreign Affairs on an ever growing scale assists the Ukrainian business in entering the foreign market, provides them with diplomatic and political support and helps in searching for business partners abroad.

Recently a great number of various joint ventures and economic, cultural and political projects have appeared in Ukraine.

Our specialists in different fields improve their qualification abroad.

**C** We also have programmes of students' and schoolchildren's exchange. English, Canadian and American children visit Ukrainian families, go to Ukrainian schools, while Ukrainian children stay at their host families abroad.

These exchange programmes help us to understand each other better, to study culture and traditions of other countries.

**D** A lot of Ukrainians have immigrated to Great Britain.

[www.augb.co.uk](http://www.augb.co.uk)

That's why in 1947 the *Association of Ukrainians in Great Britain* was founded.

This association has some *Help Funds* that sponsor different important actions.

The association gives help to the Ukrainian students who study in British Universities.

The same associations and societies exist in many other countries.

**E** From year to year the number of spheres of our relations with the countries abroad grow.

Ukraine is a member of many international organisations like



## CHECK YOUR SKILLS

the Council of Europe or the United Nations. This means that in many spheres of life Ukraine supports the policy of peace and cooperation, mutual understanding and recognising the priority of universal human values.

F Ukraine has changed over the last years. From 'Terra Incognita' in Eastern Europe it has turned into a fashionable tourist country. The number of guests visiting it is growing annually. In 2005 Ukraine was admitted into the world tourist's organisation. Citizens of the European Union, USA, Canada and some other countries obtained the right to enter our country without entrance visa.

- 1 What programmes help to study other cultures and traditions?
- 2 When was Ukraine admitted into the world tourist's organisation?
- 3 What way does the Ministry of Foreign Affairs help the Ukrainian businesses?
- 4 Who helps Ukrainian students to study in British Universities?
- 5 What countries does Ukraine give priority to developing relations?
- 6 What policy does Ukraine support on international arena?



Memorial to  
Taras Shevchenko in Washington

## CAN YOU ... IN ENGLISH?

— Yes, I can.

- read and understand about international unions, organisations and institutions
- listen and understand about politicians
- talk about political systems of different countries
- discuss about human and constitutional rights
- understand and use non-finite forms of the verb like the Participle, the Gerund and the Infinitive
- write an article on a social issue

## ARTICLES

### A / AN — THE INDEFINITE ARTICLE

use	example
We use <b>a</b> before a consonant and <b>an</b> before a vowel. But it depends on the pronunciation of the following word, not the spelling.	<b>a</b> cat <b>an</b> elephant <b>a</b> uniform <b>an</b> interesting story <b>a</b> one-day trip <b>an</b> hour
We use <b>a / an</b> only with singular countable nouns.	<b>a</b> pencil <b>an</b> orange
We use <b>a / an</b> with jobs.	She's <b>a</b> nurse.              He's <b>an</b> engineer.
We use <b>a / an</b> when we are talking about a person or thing for the first time.	We saw <b>a</b> girl with <b>a</b> dog.
We use <b>the</b> when we talk about it again.	<b>The</b> girl was very little and <b>the</b> dog was big.
We use <b>a</b> in some expressions when it means 'every'.	once <b>a</b> day (once every day) twice <b>a</b> year three times <b>a</b> week, etc.
We use <b>a</b> in some expressions of quantity.	<b>a</b> lot of people <b>a</b> few questions <b>a</b> number of pupils
We use <b>a</b> in some fixed expressions.	have <b>a</b> cold                  have (take) <b>a</b> bath / shower have <b>a</b> headache          sleep like <b>a</b> log take <b>a</b> picture              go for <b>a</b> walk, etc.

### THE — THE DEFINITE ARTICLE

**The** means 'you know which one / ones I mean'.  
It can be used before any noun, singular or plural.

use	example
We use <b>the</b> when we talk about something that has been mentioned before.	I bought a shirt and a sweater. <b>The</b> shirt is red and <b>the</b> sweater is blue.
We use <b>the</b> when it is clear what we mean.	Open <b>the</b> door! (You can see which one.) Turn on <b>the</b> TV!
We use <b>the</b> with persons or things that are unique (there's only one).	When I was in Rome I saw <b>the</b> Pope. Don't sit in <b>the</b> sun. It's too hot.
We use <b>the</b> with some time expressions.	in <b>the</b> evening              in <b>the</b> morning in <b>the</b> afternoon          at <b>the</b> weekend
We use <b>the</b> with musical instruments.	Can you play <b>the</b> piano?
We use <b>the</b> with superlatives and ordinal numbers.	She's <b>the</b> fastest runner in our class but today I was <b>the</b> first to finish <b>the</b> race.



# GRAMMAR REFERENCE

use	example
<p>We use <b>the</b> with some names:</p> <p>a) with the names of rivers, seas and oceans</p> <p>b) with the names of groups of islands and mountain ranges</p> <p>c) with the names of countries that include a union, a republic or a kingdom</p> <p>d) with the names of hotels, cinemas, theatres, museums and buildings</p> <p>e) with family names in the plural</p>	<p><b>the</b> Amazon                      <b>the</b> Black Sea</p> <p><b>the</b> Pacific Ocean</p> <p><b>the</b> Bahamas                      <b>the</b> Alps</p> <p><b>the</b> United States                      <b>the</b> United Kingdom</p> <p><b>the</b> Republic of Croatia</p> <p><b>But:</b> Croatia, England, Canada</p> <p><b>the</b> Hilton                      <b>the</b> Broadway Cinema</p> <p><b>the</b> National Theatre                      <b>the</b> Science Museum</p> <p><b>the</b> Empire State Building</p> <p><b>The</b> Greens are coming to dinner tonight.</p>
<p>We use <b>the</b> in some fixed expressions.</p>	<p>listen to <b>the</b> radio                      <b>But:</b> watch TV</p> <p>go to <b>the</b> cinema                      go to the theatre</p> <p>go to <b>the</b> doctor's                      go to the dentist's</p> <p>call <b>the</b> police</p> <p>live at <b>the</b> seaside, live in <b>the</b> country</p> <p>on <b>the</b> left, on <b>the</b> right, in <b>the</b> middle, etc.</p>

## NO ARTICLE

There are a number of situations when we use **no article**.

use	example
<p>We use <b>no article</b> with the names of people.</p>	<p>This is Paul Smith.</p>
<p>In general, we use <b>no article</b> with the names of continents, countries and cities.</p>	<p>He's from London.</p> <p>Brazil is a country in South America.</p>
<p>We use <b>no article</b> with the names of streets, squares, parks and bridges.</p>	<p>Tower Bridge, Hyde Park, Trafalgar Square and Oxford Street are all in London.</p>
<p>We use <b>no article</b> with the names of lakes, islands and mountains in the singular.</p>	<p>Lake Michigan is in the States.</p> <p>Ben Nevis is a mountain in Scotland.</p>
<p>We use <b>no article</b> with the names of languages, school subjects, sports and games.</p>	<p>Can you speak French?</p> <p>History is my favourite subject.</p> <p>He loves football and chess.</p>
<p>We use <b>no article</b> with the names of the days and months.</p>	<p>I'll see you on Monday.</p> <p>The course ends in June.</p>
<p>We use <b>no article</b> with the names of meals.</p>	<p>Let's have breakfast.</p> <p>What time is dinner?</p> <p>What time is supper?</p>

# GRAMMAR REFERENCE

use	example
We use <b>no article</b> in a number of common expressions.	go to school, go to work , go to church go home, at home go to prison / be in prison ( <i>as a prisoner</i> ) go to hospital / be in hospital ( <i>as a patient</i> ) go on holiday go to bed travel by car / by plane / by bus / by train come on foot fall in love, etc.

## COUNTABLE — UNCOUNTABLE NOUNS

**Countable nouns** are those that can be counted (one apple, two apples, etc.).

**Uncountable nouns** are those that cannot be counted (water, bread, etc.).

**Uncountable nouns** take a singular verb and are not used with **a/an**.

use	example
Groups of <b>uncountable nouns</b> include: <ul style="list-style-type: none"> <li>● mass nouns</li> <li>● subjects of study</li> <li>● sports</li> <li>● languages</li> <li>● diseases</li> <li>● natural phenomena</li> <li>● collective nouns</li> <li>● certain other nouns</li> </ul>	milk, sugar, wine, etc. Physics, History, Geography, etc. football, cricket, tennis Arabic, French, Chinese chickenpox, malaria, measles rain, snow, mist money, furniture, luggage accommodation, anger, luck

## SOME / ANY / NO & THEIR COMPOUNDS

**Some, any** and **no** are used with uncountable nouns and plural countable nouns:

*some water, some potatoes.*

use	example
<b>Some</b> and its compounds ( <b>somebody, someone, something, somewhere</b> , etc.) are normally used in affirmative sentences.	There is <b>some</b> wine left in the bottle.
<b>Some</b> and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request.	Would you like <b>something</b> to drink?
<b>Any</b> and its compounds ( <b>anyone, anything</b> , etc.) are usually used in interrogative sentences.	Has <b>anyone</b> seen Jim today?
<b>Not any</b> is used in negative sentences.	There isn't <b>any</b> petrol in the tank.

# GRAMMAR REFERENCE

use	example
<b>Any</b> and its compounds can also be used with negative words such as <b>without, never, rarely</b> .	I have never met <b>anyone</b> like him before.
When <b>any</b> and its compounds are used in affirmative sentences there is a difference in meaning.	You can do <b>anything</b> you like. <i>(it doesn't matter what)</i> <b>Anyone</b> could have done that. <i>(it doesn't matter who)</i>
<b>No</b> and its compounds can be used instead of <b>not any</b> in negative sentences.	Laura didn't say <b>anything</b> . (= She said <b>nothing</b> .) There wasn't <b>anybody</b> in the house. (= There was <b>nobody</b> in the house.)

**Note:** We use a singular verb with compounds of **some, any** and **no**.  
*There is nothing they can do.*

## A FEW / FEW — A LITTLE / LITTLE

**A few** and **few** are used with plural countable nouns.

**A little** and **little** are used with uncountable nouns.

use	example
<b>A few</b> means 'not many, but enough'.	We have a few apples.
We can make an apple pie. <b>Few</b> means 'hardly any, almost none' and can be used with <b>very</b> for emphasis.	There were (very) <b>few</b> people queuing in the bank.
<b>A little</b> means 'not much, but enough'.	There is <b>a little</b> coffee left — would you like another cup?
<b>Little</b> means 'hardly any, almost none' and can be used with <b>very</b> for emphasis.	There is (very) <b>little</b> sugar left. I'll go and buy some.

## A LOT OF / LOTS OF — MUCH / MANY

use	example
<b>A lot of / lots of</b> are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The <b>of</b> is omitted when <b>a lot / lots</b> are not followed by a noun.	There are <b>a lot / lots of</b> oranges in the fridge. I can make some juice.
<b>Much</b> and <b>many</b> are usually used in negative or interrogative sentences. <b>Much</b> is used with uncountable nouns and <b>many</b> is used with plural countable nouns.	There aren't <b>many</b> parks in the centre of the city. Did you spend <b>much</b> money at the supermarket?

# GRAMMAR REFERENCE

## A LOT OF / LOTS OF — MUCH / MANY

use	example
<p><b>How much</b> and <b>how many</b> are used in questions and negations.                      How much + uncountable noun → amount                      How many + countable noun → number</p>	<p><b>How much</b> pepper shall I put in the soup?  <b>How many</b> children do they have?</p>
<p><b>Too much</b> is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed.</p>	<p>He couldn't sleep because the children were making <b>too much</b> noise.</p>
<p><b>Too many</b> is used with plural countable nouns. It has the same negative meaning as <b>too much</b>.</p>	<p>It was very crowded. There were <b>too many people</b> there.</p>
<p>We use <b>many / much / some / any / most / (a) few / (a) little / several / one / two</b>, etc. + <b>of</b> followed by <b>the / that / this / these / those</b> and then a noun when talking about a specific group.</p>	<p><b>Some of</b> the houses in that district are very expensive. (<i>houses in that district</i>)  <b>But:</b> Some houses are very expensive. (<i>houses in general</i>)</p>

## PRONOUNS

PERSONAL PRONOUNS		POSSESSIVE PRONOUNS	ABSOLUTE PRONOUNS
SUBJECT	OBJECT	(used with a noun)	(used without a noun)
I	me	my book	It's mine.
You	you	your cap	It's yours.
He	him	his room	It's his.
She	her	her room	It's hers.
It	it	its tail	
We	us	our house	It's ours.
You	you	your dog	It's yours.
They	them	their car	It's theirs.

### PERSONAL PRONOUNS have two forms:

subject form	object form
I have got a book. Where is Mary? Is <b>she</b> coming? Where is Bruno? <b>He</b> is late. <b>They</b> are lovely.	Give <b>me</b> the book, please. Tell <b>her</b> to come. We are waiting for <b>him</b> . We love <b>them</b> .

# GRAMMAR REFERENCE

We use **POSSESSIVE** and **ABSOLUTE PRONOUNS** to show that something belongs to somebody.

<b>POSSESSIVE PRONOUNS</b> are followed by a noun.	<b>ABSOLUTE PRONOUNS</b> are used without a noun.
<i>For example:</i> That isn't <b>my</b> pencil. Is this <b>your</b> bag? This can't be <b>their</b> cat.	<b>Mine</b> is here. My bag is old and <b>yours</b> is new. <b>Theirs</b> is black and white.

## REFLEXIVE PRONOUNS

use	example
Singular pronouns end in <b>-self</b> : <b>myself</b> <b>yourself</b> <b>himself</b> <b>herself</b> <b>itself</b>	The plural forms end in <b>-selves</b> : <b>ourselves</b> <b>yourselves</b> <b>themselves</b>
We use reflexive pronouns after the verb when the subject and the object are the same person.	I hurt <b>myself</b> when I fell down. She made <b>herself</b> a cup of coffee.

**Note:** We often use reflexive pronouns after: **behave, burn, control, cut, defend, enjoy, help, hurt, introduce, kill and teach.**

use	example
Reflexive pronouns are also used after a verb + preposition.	She spoke to <b>herself</b> . He looked at <b>himself</b> in the mirror. Take care of <b>yourself</b> . She did it by <b>herself</b> . ( <i>on her own</i> )
Sometimes we use reflexive pronouns for emphasis.	Prince Charles himself painted the pictures.

## COMPARATIVES: ADJECTIVES

**use:** to compare two things, people, etc.

form	example
one-syllable adjectives: usually <b>adjective + -er (+ than)</b> one-syllable adjectives ending in a short vowel followed by a consonant: usually double the last consonant + <b>-er (+ than)</b> adjectives ending in <b>-e</b> : usually <b>adjective + -r (+ than)</b>	Drums are <b>louder</b> than violins. Chillies are <b>hotter</b> than onions. I think peaches are <b>nicer</b> than apples.

# GRAMMAR REFERENCE

form	example
two-syllable adjectives ending in <b>-y</b> . usually change <b>-y</b> to <b>-er</b> (+ <b>than</b> ) most two-syllable adjectives and adjectives with three or more syllables: <b>more + adjective</b> (+ <b>than</b> )	Pete is <b>noisier</b> than Tom.  The Emperor Nero was <b>more famous</b> than the Emperor Tiberius.

## Notes:

- We use **as + adjective + as** to say that two people or things are the same.  
*Example: He is as tall as his father.*
- 'The film was **not as / so interesting as** the book' means the same as 'The book was more interesting than the film'.
- 'Lemons are **not as big as** oranges' means the same as 'Oranges are bigger than lemons'.

## SUPERLATIVES: ADJECTIVES

**use:** to compare three or more things, people, etc.

form	example
one-syllable adjectives: usually <b>the + adjective + -est</b> one-syllable adjectives ending in a short vowel followed by a consonant: usually <b>the + adjective</b> with a last consonant doubled + <b>-est</b> adjectives ending in <b>-e</b> : usually <b>the + adjective + -st</b> two-syllable adjectives ending in <b>-y</b> . <b>the + adjective</b> with <b>-y</b> changed to <b>-iest</b> most two-syllable adjectives and adjectives with three or more syllables: <b>the most + adjective</b>	Are drums <b>the loudest</b> musical instrument? Chillies are <b>the hottest</b> vegetables.  I think peaches are <b>the nicest</b> fruit in the world. Pete is <b>the noisiest</b> boy in the school.  Nero was <b>the most famous</b> Roman emperor.

## IRREGULAR COMPARATIVES AND SUPERLATIVES: ADJECTIVES

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good	better	the best
bad	worse	the worst
far	farther / further	the farthest / furthest
much / many	more	the most
little	less	the least
old	older / elder	the oldest / eldest

# GRAMMAR REFERENCE

## COMPARATIVES: ADVERBS

use: to compare two actions, etc.

form	example
one-syllable adverbs: usually <b>more + adverb</b>	Sue speaks <b>more quietly</b> than John.
adverbs with the same form as adjectives: <b>adverb + -er</b>	My grandmother lived <b>longer</b> than my grandfather.

## SUPERLATIVES: ADVERBS

use: to compare three or more actions, etc.

form	example
one-syllable adverbs: usually <b>the most + adverb</b>	Sue speaks <b>the most quietly</b> .
adverbs with the same form as adjectives: <b>the + adverb + -est</b>	My grandfather lived <b>the longest</b> in our family.

## THE VERB: PRESENT SIMPLE

form + I/You like pasta. He/She/It likes pasta. We/You/They like pasta.

– I/You don't like pasta. He/She/It doesn't like pasta. We/You/They don't like pasta.

? Do I/you like pasta? Does he/she/it like pasta? Do we/you/they like pasta?

The present simple is used to talk about things which happen or exist all the time, not just at the moment of speaking.

use	example
for repeated actions — often used with adverbs of frequency, e.g. <i>always, often, sometimes, never</i>	The postman always <b>delivers</b> the letters at 8:00 a.m.
for general truths, facts and states	Our bodies <b>contain</b> five litres of blood. She <b>has</b> four dogs. They <b>live</b> in the country.
for timetables and programmes (often made by someone else, not the speaker)	Lunch <b>is</b> at 1 p.m.
for present actions in commentaries or stories	The horse Starlight <b>is</b> in the lead.

## PRESENT CONTINUOUS

form **be + verb + -ing form**

+ I am reading. You are reading. He/She/It is reading. We/You/They are reading.

– I am not reading. You are not reading. He/She/It is not reading.

We/You/They are not reading.

? Am I reading? Are you reading? Is he/she/it reading? Are we/you/they reading?

use	example
for incomplete actions taking place at the moment of speaking	I'm <b>talking</b> on the phone — I'll be finished soon.
for temporary situations in the present	It's <b>raining</b> at the moment.

# GRAMMAR REFERENCE

use	example
for changes taking place at the present time (sometimes used with <b>more and more</b> ) to express irritation (used with <b>always</b> )	The weather <b>is getting</b> hot.  Our teacher <b>is always giving</b> us extra homework!
for future arrangements (often used with adverbs of time, e.g. <i>tomorrow, this weekend</i> )	I'm <b>meeting</b> my friends at 6:00 p.m.

## STATIVE VERBS

Some verbs are usually used only in the Present Simple, not in the Present Continuous.

use	verbs	example
for talking about the senses	appear, feel, hear, see, seem, smell, sound, taste	You <b>seem</b> tired. That <b>smells</b> wonderful! He <b>sounds</b> annoyed.
for talking about thinking	agree, appear, believe, disagree, forget, imagine, know, prefer; promise, remember; realise, think, recognise, understand	He <b>thinks</b> she's happy. I <b>know</b> what you mean.
for talking about feeling	like, love, dislike, hate, want, wish	We <b>prefer</b> to walk. I <b>love</b> Italian paintings.
for talking about possession	belong, have / have got, own, possess	The coat <b>belongs</b> to that woman. He <b>has</b> a motorbike.
for situations which stay the same	be, contain, deserve, include, need	The trees <b>are</b> tall. He <b>needs</b> a holiday.

## PAST SIMPLE

form regular: **verb + -ed**

+ I/You/He/She/It/We/You/They played football.

– I/You/He/She/It/We/You/They did not play football.

? Did I/you/he/she/it/we/you/they play football?

irregular: e.g. shake/shook, make/made, think/thought

use	example
for repeated actions in the past	We <b>walked</b> in the park every morning.
for short, completed actions at a definite time in the past (sometimes the time is not mentioned but is understood)	We <b>left</b> at 6 p.m.
for telling stories in which one thing happened after another	She <b>said</b> goodbye, <b>opened</b> the door and <b>left</b> the house.
for completed situations in the past	My grandparents <b>lived</b> in Corfu for many years.

**Note:** Adverbial expressions which we often use with the Past Simple include: at (four o'clock), on (2 July 2000), last week / month / year, in (1999), yesterday, on (Friday), ago.



# GRAMMAR REFERENCE

## PAST CONTINUOUS

form **past tense of be + verb + -ing form**

- + I was sleeping. You were sleeping. He/She/It was sleeping.  
We/You/They were sleeping.
- I was not sleeping. You were not sleeping. He/She/It was not sleeping.  
We/You/They were not sleeping.
- ? Was I sleeping? Were you sleeping? Was he/she/it sleeping?  
Were we/you/they sleeping?

use	example
for temporary, continuing situations in the past	He <b>was standing</b> next to the window.
for background information about the weather; what people were doing or wearing	The children <b>were</b> all <b>wearing</b> new clothes.
for an action in the past which is interrupted by another	The sun <b>was shining</b> as we drove along the coast.

## PRESENT PERFECT

form **have + past participle**

- + I/You have read *Persuasion*. He/She/It has read *Persuasion*.  
We/You/They have read *Persuasion*.
- I/You have not read *Persuasion*. He/She/It has not read *Persuasion*.  
We/You/They have not read *Persuasion*.
- ? Have I/you read *Persuasion*? Has he/she/it read *Persuasion*?  
Have we/you/they read *Persuasion*?

use	example
for recently completed actions (without a definite time)	I've <b>finished</b> my homework.
for recently completed actions (with <b>just</b> )	He <b>has just washed</b> the car.
for actions in the past which are still important in the present	He <b>has painted</b> many wonderful pictures.
for actions or situations which started in the past and continue up to the present (often used with <b>since, for</b> )	They <b>have walked</b> to school every day for two years. He <b>has lived</b> in this town since 1980.
for past actions which refer to an unknown, incomplete time (often used with <b>never, ever</b> )	<b>Have</b> you ever <b>visited</b> Australia? He <b>has never been</b> in a plane.
with the superlative	This is the best holiday I've ever <b>had</b> .

# GRAMMAR REFERENCE

## PRESENT PERFECT CONTINUOUS

form **have + been + verb + -ing form**

- + I/You have been singing. He/She/It has been singing.  
We/You/They have been singing.
- I/You have not been singing. He/She/It has not been singing.  
We/You/They have not been singing.
- ? Have I/you been singing? Has he/she/it been singing?  
Have we/you/they been singing?

use	example
for temporary or incomplete actions in the past	She <b>has been playing</b> music since lunchtime. We <b>have been walking</b> for two hours.

## PAST PERFECT

form **had + past participle**

- + I/You/He/She/It/We/You/They had learnt to swim on holiday.  
I/You/He/She/It/We/You/They had not learnt to swim on holiday.
- ? Had I/you/he/she/it/we/you/they learnt to swim on holiday?

use	example
for a past event which happened before another past event to emphasise the order in which events occurred	They arrived at the cinema late and found that the film <b>had already begun</b> . We didn't eat dinner until we <b>had cleaned</b> the house.

## PAST PERFECT CONTINUOUS

form **had + been + verb + -ing form**

- + I/You/He/She/It/We/You/They had been working.
- I/You/He/She/It/We/You/They had not been working.
- ? Had I/you/he/she/it/we/you/they been working?

use	example
for an action which began in the past and was still happening when another action started in the past	She <b>had been learning</b> English for a year before she understood a word.

## USED TO

form **used to + verb**

- + I/You/He/She/It/We/You/They used to play the piano.
- I/You/He/She/It/We/You/They didn't use to play the piano.
- ? Did I/you/he/she/it/we/you/they use to play the piano?

use	example
for states and repeated actions in the past which do not exist now	We <b>used to</b> live in France.

# GRAMMAR REFERENCE

## WOULD

form **would + verb**

use	example
for repeated actions in the past which do not happen now	The ancient Egyptians <b>would tell</b> the time by the sun. Before he started his new job, he <b>would watch</b> television all evening.

## FUTURE SIMPLE

form **will + infinitive** without **to**

- + I/You/He/She/It/We/You/They will wait.
- I/You/He/She/It/We/You/They will not wait.
- ? Will I/you/he/she/it/we/you/they wait?

use	example
for decisions made at the time of speaking	I'll answer the phone.
for predictions (often used with I <i>believe / hope / think</i> )	I think it <b>will be</b> a cold winter this year.
for future facts	Our school holidays <b>will start</b> in July.
for plans and arrangements	We'll <b>meet</b> you outside the cinema at 7:30.

### Note:

**Shall** is often used instead of **will**, especially in the interrogative, e.g. *Shall I wait here?*

## GOING TO

form **be + going to + infinitive** without **to**

- + I am going to fall. You are going to fall. He/She/It is going to fall. We/You/They are going to fall.
- I am not going to fall. You are not going to fall. He/She/It is not going to fall. We/You/They are not going to fall.
- ? Am I going to fall? Are you going to fall? Is he/she/it going to fall? Are we/you/they going to fall?

use	example
for intentions and plans made before the moment of speaking	I'm <b>going to study</b> English next year.
for predictions based on clear evidence	That baby <b>is going to fall!</b>

## MODAL VERBS

form **modal + infinitive** without **to**

**Note:** Modal verbs are: **can, could, may, might, shall, will, should, would, ought to, must, have to.**

use	example
to talk about possibility	It <b>may be</b> cold in Scotland, so pack a jumper. It <b>could</b> rain today.
to talk about probability	The plane <b>should</b> arrive about now.

# GRAMMAR REFERENCE

use	example
to talk about near certainty	She's won the lottery — she <b>must</b> be excited!
to talk about negative certainty	This <b>can't</b> be the right road.
to talk about certainty	My birthday <b>will</b> be on a Tuesday this year.
to talk about obligation / necessity	He <b>has to</b> do his homework this evening. I <b>have to</b> write to my parents this week. You <b>ought to / should / must</b> take some exercise.
to talk about lack of obligation / necessity	You <b>don't have to</b> do the washing up. We <b>don't have to</b> pay to get into the museum.
to give advice	You <b>shouldn't</b> stay up so late every night. You <b>ought to</b> save a bit more money.
to talk about permission	Yes, you <b>can</b> go to town this afternoon. You <b>may</b> borrow my bike.
to talk about ability / inability	He <b>can't</b> do maths. I <b>could</b> bake a cake if I had the time.
to talk about prohibition	You <b>mustn't</b> walk on the grass in the park.

## FIRST CONDITIONAL

form    conditional clause: **if + present simple**  
           main clause: **will + infinitive** without **to**

use	example
for future events which are likely to happen	If you <b>hurry</b> , you <b>will</b> catch your plane.

## SECOND CONDITIONAL

form    conditional clause: **if + past simple**  
           main clause: **would + infinitive** without **to**

use	example
for less likely or hypothetical events in the future	If I <b>gave up</b> work, I <b>would travel</b> round the world.
to give advice	If you <b>worked</b> harder, you <b>would pass</b> your exam.

### Notes:

- We use **even if** for emphasis, e.g. ***Even if** he had a part-time job, he would work just as hard.*
- After **if**, we sometimes use **were** instead of **was**, especially in a formal style, e.g. *If I **were** a millionaire, I'd buy an island.*

# GRAMMAR REFERENCE

## ZERO CONDITIONAL

form conditional clause: **if + present simple**  
main clause: **infinitive without to / imperative**

use	example
for general rules or truths	If there <b>is</b> no rain, many plants die.
to show cause and effect	If you <b>eat</b> fruit and vegetables, you feel healthy.
for commands	If it <b>starts</b> to rain, go inside.

### Note:

When can also be used in these conditionals, e.g. *When the lesson **begins**, please be quiet.*

## THE PASSIVE

form **be + past participle**

The passive is formed by making the object of the active clause into the subject of the new clause.

tense	example
Present Simple	They make this cheese in France. → This cheese <b>is made</b> in France.
Past Simple	They invented bungee jumping in New Zealand. → Bungee jumping <b>was invented</b> in New Zealand.
Present Continuous	They are decorating their house this week. → Their house <b>is being decorated</b> this week.
Past Continuous	She was feeding my cat at the weekend. → My cat <b>was being fed</b> at the weekend.
Present Perfect	They closed the disco for a month. → The disco <b>was closed</b> for a month.
Past Perfect	He had caught the fish. → The fish <b>had been caught</b> .
Modal Verbs	Two people can move the piano. → The piano <b>can be moved</b> by two people.

use	example
when the person or thing doing the action is obvious or unimportant	The house <b>was built</b> in a month.
when the person or thing doing the action is not known	Stonehenge <b>was constructed</b> in about 3000 BC.
to describe how something is made or how it works	Glass <b>is made</b> from sand, soda and limestone.

### Note:

We use **by + person / thing** when we want to emphasise who or what did something, e.g. *Hadrian's Wall was built **by the Romans** in the first century AD.*

# GRAMMAR REFERENCE

## RELATIVE CLAUSES

PRONOUN	use	example
<b>who</b>	for people	People <b>who</b> live in glass houses shouldn't throw stones.
<b>whose</b>	possessive of <b>who</b>	<b>Whose</b> bicycle is this?
<b>which</b>	for things	The book <b>which</b> my brother gave me was really exciting.
<b>where</b>	for places	I saw the house <b>where</b> my mother was born.
<b>when</b>	for time	That was a time <b>when</b> he travelled a lot.
<b>why</b>	for reasons	I don't know <b>why</b> she is so annoyed.

### Notes:

- Sometimes we can use **that** instead of **which**, e.g. *The book **that** my brother gave me is really exciting.*
- Commas are used in non-defining relative clauses which give extra or unessential information, e.g. *The book, **which** my brother gave me for my birthday, is really exciting.*
- No commas are used in defining relative clauses which give essential information, e.g. *This is the book **that** / **which** my brother gave me.*

## REPORTED SPEECH: TENSES

form We usually change the tenses and some other words when we report what someone said.

DIRECT SPEECH	REPORTED SPEECH
<b>present simple</b> → 'My sister <b>is</b> a ballet dancer.'	<b>past simple</b> She said (that) her sister <b>was</b> a ballet dancer.
<b>present continuous</b> → 'I'm <b>writing</b> to my boyfriend.'	<b>past continuous</b> She said (that) <b>she was writing</b> to her boyfriend.
<b>past simple</b> → 'We <b>went</b> for a walk.'	<b>past perfect simple</b> They said (that) <b>they had gone</b> for a walk.
<b>past continuous</b> → 'I <b>was walking</b> in the forest all day.'	<b>past perfect continuous</b> He said (that) <b>he had been walking</b> in the forest all day.
<b>present perfect simple</b> → 'I <b>have cooked</b> the dinner.'	<b>past perfect simple</b> She said (that) <b>she had cooked</b> the dinner.
<b>present perfect continuous</b> → 'I've <b>been learning</b> English for a year.'	<b>past perfect continuous</b> He said (that) <b>he had been learning</b> English for a year.

### Notes:

- I sometimes changes to **he** or **she**.
- **My** sometimes changes to **her** or **his**. **Our** changes to **their**.
- The adjectives **this**, **that**, **these** and **those** usually change to **the**.  
e.g. *'I like **these** grapes.'* → *He/She said he/she liked the grapes.*
- The pronouns **this** and **that** usually change to **it**.  
e.g. *'I want to paint **this** blue.'* → *'He/She said he/she wanted to paint it blue.*
- The pronouns **these** and **those** usually change to **them**.

# GRAMMAR REFERENCE

## REPORTED SPEECH: MODAL VERBS

DIRECT SPEECH	REPORTED SPEECH
'I'll help you tidy your room.'	He said (that) he <b>would</b> help her tidy her room.
'I <b>can</b> run very fast.'	She said (that) she <b>could</b> run very fast.
'I <b>may</b> go out this evening.'	She said that she <b>might</b> go out that evening.
'I'll offer to help my grandmother tomorrow.'	He said that he <b>would</b> offer to help his grandmother the following day.
'You <b>must</b> tidy your room.'	She told him that he <b>must</b> tidy his room.

## REPORTED SPEECH: ADVERBS OF TIME AND PLACE

DIRECT SPEECH	REPORTED SPEECH
here	there
now	then / at that moment
tomorrow	the next day / the following day
last (night)	the (night) before / the previous (night)
today	that day
ago	before / previously
yesterday	the day before / the previous day
next (week)	the following (week) / the (week) after (that)
next (Wednesday)	the following (Wednesday)
this (morning)	that (morning)

## REPORTED QUESTIONS

- form    Reported questions have the same word order as statements.  
 Reporting verbs (e.g. *asked*) are used.  
 For *yes / no* questions, the reported questions begin with *if / whether*.  
 For *wh*-questions, the question words (*who, which, when, where, why, whom, whose, how*) are repeated in the reported question.

DIRECT QUESTION	REPORTED QUESTION
<b>Do you want</b> to go swimming?	He asked her <b>if she wanted</b> to go swimming.
<b>How did you</b> make the cake?	I asked him <b>how he had made</b> the cake.

## INDIRECT QUESTIONS

- form    Indirect questions do not have the question word order and the auxiliary **do** is not used. There is no tense change in indirect questions.

- use    To make questions sound more polite and formal.

**Note:** Indirect questions begin with expressions like:

*Could you tell me...? Would you mind telling me...? Do you know...?*

DIRECT QUESTION	INDIRECT QUESTION
<b>Why</b> did you go to town?	<b>Would you mind telling me why</b> you went to town?
<b>How</b> do you turn the computer on?	<b>Could I ask how</b> you turn the computer on?
<b>What</b> time are you leaving?	<b>Could you tell me what</b> time you are leaving?

# GRAMMAR REFERENCE

## TIME CLAUSES

time expression	example
<b>until / by the time</b> = up to the time when	You must stay <b>until</b> the President gets here. <b>By the time</b> he arrives, the boat will have left.
<b>by</b> = not later than	Let me know <b>by</b> Sunday if you can come.
<b>when</b> = at the time	My voice hurts <b>when</b> I speak.
<b>as soon as</b> = immediately after	<b>As soon as</b> dinner is cooked, we will eat!
<b>before</b> = earlier than	I must get to the bank <b>before</b> it closes.
<b>after</b> = later than	I will ring you <b>after</b> Mark has left.
<b>once</b> = after	<b>Once</b> I have decided where to go, I will book my holiday.
<b>while / as</b>	He rang <b>while</b> I was watching television. I saw him <b>as</b> I left the office.
<b>in case</b> = because ( <i>condition</i> )	I will take my umbrella <b>in case</b> it rains.

## GERUNDS AND INFINITIVES

GERUND (-ing form used as a noun)	INFINITIVE with to	INFINITIVE without to
<b>Swimming</b> is good for you. I enjoy <b>swimming</b> . Common verbs and phrases followed by a gerund -ing form: <i>admit, avoid, deny, can't help, do you mind?, consider, dislike, enjoy, feel like, finish, give up, imagine, mention, practise, risk, suggest</i>	<b>I want to watch</b> TV this evening. Common verbs and phrases followed by an infinitive with to: <i>afford, agree, appear, arrange, ask, attempt, begin*, can't stand*, care, choose, consent, continue, decide, expect, fail, forget, happen, hate*, help, hesitate, hope, intend*, learn, like*, love*, manage, mean, offer, ought, prefer*, prepare, pretend, promise, refuse, regret*, remember*, seem, start*, swear, try*, want, wish</i>	<b>I would rather play</b> tennis. Common verbs and phrases followed by an infinitive without to: <i>can, could, may, might, must, shall, will, would rather</i>

**Note:** The verbs marked \* can be followed by either an infinitive without **to** or a gerund **-ing form**, but there may be a change in meaning.

## QUESTION TAGS

**Question tags** often follow sentences in speech and informal writing. We use them when we want to check if something is true.

use	example
This is a regular statement but if we are not sure, we can check by adding a question tag.	We are playing tennis this afternoon, <b>aren't we?</b>



# GRAMMAR REFERENCE

The meaning of a question tag is: 'Is it true?' 'Do you agree?'

form	example
We make the question tag in the same way we make an ordinary question. It consists of <b>an auxiliary + a pronoun</b> . But when the main sentence is positive, the question tag is negative.	She is very nice, <b>isn't she?</b>
When the main sentence is negative, the question tag is positive.	You don't know the answer, <b>do you?</b>

use	example
If there is only the verb <i>be</i> in the main sentence, we repeat it in the question tag.	It is a nice day, <b>isn't it?</b> Mrs Green wasn't at home, <b>was she?</b>

**But:** *I'm very late, aren't I?*

The question tag for *I'm* is **aren't I?**

use	example
If there is a modal auxiliary verb ( <i>can, could, must, should, will, would, etc.</i> ) in the main sentence, we repeat it in the question tag.	You can't understand me, <b>can you?</b> They should be here, <b>shouldn't they?</b> Peter could help us, <b>couldn't he?</b> You won't tell anyone, <b>will you?</b>
If there is an auxiliary verb ( <i>be, have, do</i> ) in the main sentence, we repeat it in the question tag.	She is doing well, <b>isn't she?</b> It was raining, <b>wasn't it?</b> You haven't seen Jack, <b>have you?</b> Your mum doesn't speak German, <b>does she?</b>
If there is no auxiliary verb in the main sentence, we use <b>do</b> in the question tag.	She didn't lose the tickets, <b>did she?</b> You play the piano, <b>don't you?</b> Tim gave you this book, <b>didn't he?</b>

## A

**AIDS** [eɪdz] СНІД  
**absorb** [əb'sɔ:b] вбирати, всмоктувати  
**abuse** [ə'bjʊ:z] ображати; зловживати  
**access** ['ækses] 1. *n.* доступ; 2. *v.* мати доступ, одержати доступ  
**acquire** [ə'kwɪə] набувати, здобувати; одержувати  
**adherence** [əd'hɪərəns] прихильність; суворе додержання  
**adolescent** [ˌædə'lesnt] юнак; дівчина; підліток  
**advance** [əd'vɑ:ns] просування; успіх; прогрес  
**affect** [ə'fekt] впливати; хвилювати, зворушувати  
**affectionate** [ə'fekʃənɪt] люблячий, ніжний; пристрасний  
**allege** [ə'ledʒ] твердити; посилатися (*на щось*)  
**ambitious** [æm'bɪʃəs] честолюбний; що прагне (*чогось, до чогось*)  
**angle** [ˈæŋɡl] кут  
**appealing** [ə'pi:lɪŋ] благальний; зворушливий; привабливий  
**appreciate** [ə'pri:ʃieɪt] оцінювати; цінувати  
**argue** ['ɑ:gju:] сперечатися; аргументувати; переконувати  
**arrangement (of)** [ə'reɪndʒmənt] впорядкування; розташування; домовленість  
**assault** [ə'sɔ:lt] насилувати; ґвалтувати  
**assessment** [ə'sesmənt] оцінка, оцінювання  
**assist** [ə'sɪst] допомагати, сприяти  
**attend** [ə'tend] бути присутнім, відвідувати; приділяти увагу; піклуватися, турбуватися  
**authorize** ['ɔ:θəraɪz] уповноважувати; доручати  
**authorities** [ɔ:'θɒrɪtɪz] органи влади  
**autonomous** [ɔ:'tɒnəməs] автономний  
**available** [ə'veɪləbl] доступний, наявний  
**be available** бути наявним  
**avalanche** [ˌævələ:nʃ] сніговий обвал, лавина  
**average** ['ævərɪdʒ] середній  
**avoid** [ə'vɔɪd] уникати

## B

**ban** [bæn] забороняти  
**bandage** ['bændɪdʒ] бинт, пов'язка  
**be grounded** ґрунтуватися

**be jailed** бути ув'язненим  
**be obliged (to)** бути зобов'язаним (змушеним)  
**be satisfied with** бути задоволеним чимось  
**be sinking out of sight** зникати з поля зору  
**be well regarded (in)** добре котируватися  
**become commonplace** стати звичайною річчю; стати банальним  
**benefit** ['benɪfɪt] давати користь; допомагати; одержувати користь  
**blame** [bleɪm] звинувачувати; вважати винним  
**blizzard** ['blɪzəd] завірюха, хуртовина  
**boost** [bu:st] піднімати; допомагати піднятися; рекламувати; підвищувати (*ціну*)  
**brain drain** ['breɪn dreɪn] відплив мізків  
**breakdown** ['breɪkdaʊn] цілковите знесилення; падіння; розруха  
**breakthrough** ['breɪkθru:] прорив, велике досягнення  
**bricklayer** ['brɪkleɪə] муляр

## C

**cantankerous** ['kæn'tæŋkrəs] сварливий, причепливий  
**capture** ['kæptʃə] брати в полон; спіймати, схопити; привертати (*увагу*)  
**carpenter** ['kɑ:pəntə] тесляр; столяр  
**carry out** доводити до кінця; виконувати  
**catch smb's breath** затамувати подих  
**cause** [kɔ:z] причина; підстава; привід  
**cheat** [tʃi:t] обманювати, обдурювати  
**cherish** ['tʃerɪʃ] плекати; цінувати  
**civic** ['sɪvɪk] громадянський, цивільний  
**coach** [kəʊtʃ] карета; репетитор; тренер, інструктор  
**coherent** [kəʊ'hɪərənt] зв'язаний; логічно послідовний  
**common** ['kɒmən] звичайний; спільний  
**have (a lot) in common** мати щось (багато) спільне (спільного)  
**commonplace** ['kɒmənpleɪs] звичайна річ; банальність  
**community** [kə'mju:nɪti] громада, община  
**compress** [kəm'pres] стискувати  
**conceal** [kən'si:l] ховати, приховувати  
**concise** [kən'saɪs] стислий, короткий  
**conclude** [kən'klu:d] укладати (*договір*); робити висновок

# VOCA BULARY

**conclusion** [kən'klu:ʒn] завершення;  
висновок  
**conduct** [kən'dʌkt] вести; проводити  
**conduct a survey** проводити  
опитування, огляд  
**confidence** ['kɒnfɪdəns] довіра;  
упевненість  
**consequent** ['kɒnsɪkwənt] послідовний;  
що є результатом (*чогось*)  
**considerable** [kən'sɪdərəbl] значний  
**contradictory** [ˌkɒntrə'dɪktəri]  
1 *n.* суперечливе твердження;  
2 *adj.* суперечливий  
**contribute** [kən'trɪbjʊt] сприяти; робити  
вклад  
**conviction** [kən'vɪkʃn] засудження;  
переконання  
**convince** [kən'vɪns] переконувати  
**cope with smth** справитися, упоратися  
з чимось  
**courgette** [kəʊ'zɛt] кабачок  
**course** [kɔ:s] курс; шлях; страва  
**court** [kɔ:t] суд; двір; корт, майданчик  
**couscous** ['ku:sku:s] кускус  
(північноафриканська страва із  
пшеничної крупи)  
**crucial** ['kru:ʃl] вирішальний  
**cuisine** [kwɪ'zi:n] кухня  
**curriculum** [kə'ɪrɪkjələm] курс навчання;  
навчальний план; розклад

## D

**damage** ['dæmɪdʒ] завдавати збитків  
(шкоди); пошкоджувати  
**decay** [dɪ'keɪ] гнити, розкладатися  
**degree** [dɪ'ɡri:] ступінь; градус  
**Bachelor/Master's degree** ступінь  
бакалавка/магістра  
**deliberate** [dɪ'lɪbərət] навмисний;  
обдуманий  
**delinquency** [dɪ'lɪŋkwənsɪ] злочинність  
(неповнолітніх)  
**desirable** [dɪ'zaɪərəbl] бажаний,  
жаданий  
**despite smth** [dɪ'spaɪt] незважаючи на  
щось  
**device** [dɪ'vaɪs] план; прийом; пристрій,  
механізм  
**devote** [dɪ'vəʊt] присвячувати  
**devote one's life to science**  
присвячувати своє життя науці  
**devote smb to smth** прирікати когось  
на щось

**directory** [də'rektəri] довідник, покажчик;  
адресна книга; алфавітний список  
(*будь-яких даних*); каталог  
**disaster** [dɪ'zɑ:stə] лихо, біда; катастрофа  
**disgrace** [dɪs'ɡreɪs] 1. *n.* ганьба,  
безчестя; 2. *v.* ганьбити, безчестити  
**distinguished** [dɪ'stɪŋɡwɪʃt] відомий,  
видатний  
**distraction** [dɪ'strækʃn] відволікання  
уваги; неувважність; розвага  
**diversity** [daɪ'vɜ:səti] різноманітність,  
різноманіття  
**dough** [dəʊl] тісто; паста  
**draughts** [drɑ:fts] шашки (*гра*)  
**play draughts** грати в шашки  
**dreadful** ['dredfʊl] жахливий, страшний  
**drought** [draʊt] посуха, засуха  
**drug** [drʌɡ] ліки; наркотик

## E

**employee** [ɪm'plɔɪi:] службовець,  
працівник  
**employer** [ɪm'plɔɪə] роботодавець  
**engage** [ɪn'ɡeɪdʒ] займатися  
**be engaged (in)** займатися (*чимось*),  
бути зайнятим (*чимось*)  
**enliven** [ɪn'laɪvn] пожвавлювати;  
надихати  
**enterprise** ['entəpraɪz] підприємство  
**entertain** [ˌentə'teɪn] розважати,  
забавляти  
**entertainer** [ˌentə'teɪnə] естрадний  
артист; конференсьє  
**entertainment** [ˌentə'teɪnmənt] розвага  
**escape** [ɪ'skeɪp] утекти; уникнути  
**essential** [ɪ'senʃl] необхідний; істотний  
**exhausted** [ɪg'zɔ:stɪd] виснажений,  
змучений  
**existence** [ɪg'zɪstəns] існування  
**exponent** [ɪk'spəʊnənt] інтерпретатор;  
виконавець (*музичного твору*);  
представник (*теорії*); тип, зразок;  
експонент  
**exposition** [ˌekspə'zɪʃn] виставка,  
експозиція  
**extended** [ɪk'stendɪd] розтягнений;  
розширений; продовжений; тривалий  
**extensive** [ɪk'stensɪv] обширний,  
широкий; далекосяжний

## F

**facility** [fə'sɪlɪti] здатність; уміння;  
доступність; *pl* можливості, умови; *pl*  
устаткування, обладнання, пристрої

**faint-hearted** [ˌfeɪnt ˈhɑːtɪd] боягузливий, легкодушний  
**favoured** [ˈfeɪvəd] привілейований; що має перевагу  
**fee** [fiː] гонорар; платня; вступний внесок  
**feel a lump in smb's throat** відчувати клубок у горлі  
**fit** [fɪt] 1. *v.* відповідати (*чомусь*); годиться; пасувати (*до чогось*); 2. *adj.* здоровий, у добрій формі  
**stay fit** перебувати у хорошій формі, підтримувати форму  
**flaky** [ˈfleɪki] пластівчастий  
**fleeting** [ˈfliːtɪŋ] скороминучий  
**float** [fləʊt] плавати, триматися на поверхні; пливати  
**fluent** [ˈfluːənt] плавний, вільний (*про мову*)  
**forbid** [fəˈbɪd] (**forbad, forbade; forbidden**) забороняти  
**fossil** [ˈfɒsl] скам'янілість; викопна тварина  
**foundation course** підготовчий, базовий курс  
**founder** [ˈfaʊndə] засновник  
**freedom** [ˈfriːdəm] свобода, воля  
**frequency** [ˈfriːkwənsi] частота; часте повторювання  
**frequent** [ˈfriːkwənt] частий; часто повторюваний  
**freshman** [ˈfreʃmən] першокурсник; *амер.* новачок (*у школі*)  
**fuel** [ˈfjuːəl] паливо; пальне  
**fussy** [ˈfʌsi] метушливий

## G

**generous** [ˈdʒenərəs] щедрий  
**get exposure** бути висвітленим  
**get insight (into)** проникнути в суть  
**get on well** ладити (*з кимсь*)  
**give due to the memory** віддавати належне пам'яті  
**global warming** [ˌɡləʊbl ˈwɔːmɪŋ] глобальне потепління  
**goal** [ɡəʊl] мета, ціль  
**graduate** [ˈɡrædʒuət] випускник вищого навчального закладу; *амер.* той, що закінчив навчальний заклад  
**graduate (from)** [ˈɡrædʒjuːɪt] закінчувати навчальний заклад  
**greenhouse gas** [ˌɡriːnhaʊs ˈɡæz] парниковий газ

## H

**hailstorm** [ˈheɪlstɔːm] гроза з градом, злива; сильний град  
**handle** [ˈhændl] керувати; упоратися з  
**heatwave** [ˈhiːtweɪv] період сильної спеки  
**helicopter** [ˈhelɪkəptə] вертоліт  
**highlight** [ˈhaɪlaɪt] виділяти; яскраво освітлювати  
**high-tech (also hi-tech British)** [ˌhaɪ ˈtek] 1. *n.* сучасна технологія; 2. *adj.* високотехнологічний  
**HIV-positive** [ˌeɪtʃ aɪ viː ˈpɒzətɪv] ВІЛ-позитивний

## I

**immensely** [ɪˈmensli] дуже, надзвичайно, надмірно  
**implication** [ˌɪmplɪˈkeɪʃn] вплутування; причетність; приховане значення  
**impose** [ɪmˈpəʊz] обкладати (податком тощо); покладати (обов'язки тощо)  
**include** [ɪnˈkluːd] містити в собі; включати до складу  
**injure** [ˈɪndʒə] пошкодити; поранити  
**get injured** поранитися  
**inevitable** [ɪnˈevɪtəbl] неминучий; невідворотний  
**influence** [ˈɪnfluəns] 1. *n.* вплив; 2. *v.* справляти вплив; впливати  
**be influenced by** перебувати під впливом чогось  
**intercourse** [ˈɪntəˌkɔːs] спілкування; стосунки  
**interfere** [ˌɪntəˈfɪə] втручатися; перешкоджати  
**internal** [ɪnˈtɜːnl] внутрішній  
**intestine** [ɪnˈtestɪn] *анат.* кишечник  
**investigate** [ɪnˈvestɪgeɪt] досліджувати; вивчати; розслідувати  
**invisible** [ɪnˈvɪzəbl] невидимий  
**isolated** [aɪˈsəleɪtɪd] ізольований; відокремлений  
**IT = information technology** інформаційна технологія

## J

**join** [dʒɔɪn] з'єднувати(ся), об'єднувати(ся)  
**junior** [ˈdʒuːniə] молодший; *амер.* студент передостаннього курсу

## K

**keep pace with** йти нарівні, не відставати

## L

**landslide** ['lændslaɪd] зсув, обвал  
**legislation** [ˌledʒɪsˈleɪʃn] законодавство  
**liberty** ['lɪbəti] свобода, воля  
**load of rubbish** купа лайна  
**local authorities** місцева влада

## M

**make smb gasp** змусити задихнутися (роззявити рота) від подиву  
**mankind** [mænˈkaɪnd] людство  
**masterpiece** [ˈmɑːstəpiːs] шедевр  
**mature** [məˈtʃʊə] 1. *adj.* стиглий, спілий; зрілий; 2. *v.* достигати; дозрівати; цілком розвинутися  
**memorable** [ˈmemərəbl̩] пам'ятний, незабутній  
**Montreal** [ˌmɒntriˈɔːl] Монреаль  
**music hall** мюзик-хол; концертний зал  
**mutual** [ˈmjuːtʃʊəl] взаємний

## N

**notable** [ˈnəʊtəbl̩] видатний, визначний  
**nuclear** [ˈnjuːklɪə] ядерний

## O

**obey** [əˈbeɪ] слухатися, коритися  
**objective** [əbˈdʒektɪv] мета, прагнення  
**obligation** [ˌɒblɪˈgeɪʃn] зобов'язання; обов'язок  
**obliteration** [əˌblɪtəˈreɪʃn] знищення; стирання  
**obvious** [ˈɒbvɪəs] явний, очевидний  
**obviously** [ˈɒbvɪəsli] явно, очевидно  
**occur** [əˈkɜː] траплятися; відбуватися  
**offend** [əˈfend] кривдити, ображати  
**offender** [əˈfendə] правопорушник, злочинець  
**oppose** [əˈpəʊz] чинити опір, опиратися  
**order** [ˈɔːdə] порядок  
**in order to** для того щоб  
**orphan** [ˈɔːfn] сирота  
**overall** [ˌəʊvərɔːl] загальний  
**overseas** [ˌəʊvəsiːz] 1. *adj.* заморський; заокеанський; закордонний; 2. *adv.* за кордоном; за кордон  
**owe smth to smb** [əʊ] заборгувати щось комусь  
**ozone layer** [ˈəʊzəʊn leɪə] озоновий шар

## P

**pace** [peɪs] крокувати, ходити  
**participant** [pɑːˈtɪsɪpənt] учасник  
**participate** [pɑːˈtɪsɪpeɪt] брати участь  
**particular** [pɑːˈtɪkjələ] особливий

**pass** [pɑːs] проходити, проїжджати; передавати

**pass an exam / take an exam** здавати екзамен

**persistence** [pəˈsɪstəns] упертість, наполегливість

**persuade** [pəˈsweɪd] переконувати

**phenomenon** [fɪˈnɒmɪnən] (*p/phenomena*) явище, феномен

**poison** [ˈpɔɪzn] отрута

**pore over** [pɔː] зосереджено вивчати

**possibility** [ˌpɒsɪˈbɪləti] можливість

**precisely** [prɪˈsaɪli] точно

**predecessor** [ˈpriːdɪsəsə] попередник

**pregnant** [ˈpregnənt] вагітна

**preserve** [prɪˈzɜːv] берегти, охороняти; зберігати

**prevent** [prɪˈvent] відвертати; запобігати; перешкоджати

**prevention** [prɪˈvenʃn] запобігання

**provide** [prəˈvaɪd] постачати; надавати

**publicly funded** фінансований державним коштом

**purpose** [ˈpɜːpəs] мета

**put into words** висловлювати, формулювати словами

## Q

**quality** [ˈkwɒləti] якість; властивість

**quotation** [kwəʊˈteɪʃn] цитата; цитування

## R

**ray** [reɪ] промінь

**rebellious** [rɪˈbeljəs] бунтарський; повстанський; упертий

**reckon** [ˈrekən] рахувати, підраховувати; розраховувати; думати, гадати

**recognize** [ˈrekəɡnaɪz] упізнавати; визнавати

**reduction** [rɪˈdʌkʃn] зниження; зменшення, скорочення

**reject** [rɪˈdʒekt] відкидати, відхилити; відмовляти

**rely** [rɪˈlaɪ] покладатися

**reliable** [rɪˈlaɪəbl̩] надійний

**remain** [rɪˈmeɪn] залишатися

**remote** [rɪˈmeɪt] віддалений, далекий

**renowned** [rɪˈnaʊnd] славетний, знаменитий

**rescue** [ˈreskjʊː] рятування, визволення

**resemblance** [rɪˈzembləns] схожість, подібність

**resist** [rɪˈzɪst] оборонятися, чинити опір

**respect** [rɪ'spekt] 1. *n.* повага;  
2. *v.* поважати

**in this respect** у цьому відношенні

**respond** [rɪ'spɒnd] відповідати

**responsibility** [rɪ,spɒnsɪ'bɪlɪti]  
відповідальність

**take responsibility for** взяти на себе  
відповідальність за

**responsible** [rɪ'spɒnsəbl] відповідальний

**rissole** [rɪ'sɒʊl] січена котлета; пиріжок з  
м'ясом (рибою)

**rude** [ru:d] грубий, брутальний

**run out of** вибігати; закінчуватися

## S

**safety** ['seɪfti] безпека

**salary** ['sæləri] заробітна плата

**security** [sɪ'kjʊərɪti] безпечність; безпека

**self-assured** [,selfə'ʃʊəd] самовпевнений

**self-confident** [,self'kɒnfɪdnt]  
самовпевнений

**shadow** ['ʃædəʊ] тінь

**sheer** [ʃiə] явний, абсолютний

**shot-putting** ['ʃɒtpʊtɪŋ] штовхання ядра

**shrimp** [ʃrɪmp] дрібна креветка

**significant** [sɪg'nɪfɪkənt] важливий;  
істотний

**sitter** ['sɪtə] натурник; той, хто позує  
художникові (фотографові)

**skilled** [skɪld] кваліфікований, умілий

**speciality** [,speʃi'æləti] фах,  
спеціальність; фірмова страва

**spectator** [spek'teɪtə] глядач

**spicy** ['speɪsi] присмачений спеціями;  
змішаний зі спеціями; пряний

**sport event** [sɜ:pɒt 'ɪvent] спортивне  
змагання

**steer clear of smb (smth)** уникати  
когось (щось)

**stew** [stju:] тушкувати(ся)

**still life** [stɪl 'laɪf] натюрморт

**strict** [strɪkt] суворий

**strike** [straɪk] (**struck**; **struck**, **stricken**)  
бити, ударяти(ся); влучати

**strive** [straɪv] (**strove**, **striven**)

старатися; докладати зусиль

**strive for perfection** прагнути  
досконалості

**suicide** ['s(j)u:saɪd] самогубство

**sumptuous** ['sʌmtʃʊəs] розкішний;  
пишний, чудовий

**superstition** [su:pə'stɪʃn] забобон

**suppress** [sə'pres] пригнічувати

**survival** [sə'vaɪvl] виживання

**suspect** [sə'spekt] підозрювати

## T

**tactless** ['tæktləs] нетактовний

**takeaway** ['teɪkəweɪ] що відпускається  
на дім (*про готові страви*)

**target** ['tɑ:ɡɪt] ціль, мішень

**tarragon** ['tærəɡən] *бот.* полин острогін

**tension** ['tenʃn] напруження

**the cutting edge** [ðə ,kʌtɪŋ 'edʒ] передній  
край, центр діяльності

**threat** [θret] загроза, погроза

**tough** [tʌf] міцний, твердий; цупкий;  
*розм.* важкий, тяжкий

**transmission** [trænz'mɪʃn] передача

**treat** [tri:t] поводитися, ставитися;  
лікувати

**treaty** ['tri:tɪ] договір, угода

**trust** [trʌst] довіряти(ся); покладатися

## U

**undertake** [ˌʌndə'teɪk] (**undertook**,  
**undertaken**) починати, братися;  
брати на себе (*зобов'язання тощо*);  
ручатися, гарантувати

**unrest** [ʌn'rest] хвилювання;  
заворушення

## V

**value** ['vælju:] цінність; вартість; ціна

**Vancouver** [væn'ku:və] Ванкувер

**veal** [vi:l] телятина

**victim** ['vɪktɪm] жертва

**violation** [ˌvaɪə'leɪʃn] осквернення;  
порушення

**vocational** [vəʊ'keɪʃənl] професійний

**voluntarily** ['vɒləntɪrɪli] добровільно;  
навмисно

**volunteer** [ˌvɒlən'tɪə] доброволець,  
волонтер

## W

**weight** [weɪt] вага

**whirlpool** ['wɜ:lpu:l] водоверт, *коловорот*

**white goods** ['waɪt ɡʊdz] техніка, яка  
використовується в домашньому  
господарстві

**work of art** витвір мистецтва

**work on (a project)** працювати над  
(проектом)

## Y

**yield** [ji:ld] збирання плодів (урожаю);  
виробіток; видобуток

# IRREGULAR VERBS

I	II	III	
beat [bi:t].....	beat [bi:t].....	beaten ['bi:tn].....	бити
become [bi'kʌm].....	became [bi'keɪm].....	become [bi'kʌm].....	ставати; робитися
begin [bi'gɪn].....	began [bi'gæn].....	begun [bi'gʌn].....	починати(ся)
bend [bend].....	bent [bent].....	bent [bent].....	згинати(ся)
bite [baɪt].....	bit [bɪt].....	bitten ['bɪtn].....	кусати(ся)
blow [bləʊ].....	blew [blu:].....	blown [bləʊn].....	дути
break [breɪk].....	broke [brəʊk].....	broken ['brəʊkən].....	ламати(ся)
bring [brɪŋ].....	brought [brɔ:t].....	brought [brɔ:t].....	приносити
build [bɪld].....	built [bɪlt].....	built [bɪlt].....	будувати
burn [bɜ:n].....	burnt [bɜ:nt].....	burnt [bɜ:nt].....	запалювати
catch [kætʃ].....	caught [kɔ:t].....	caught [kɔ:t].....	ловити; збагнути
choose [tʃu:z].....	chose [tʃəʊz].....	chosen ['tʃəʊzn].....	вибирати
come [kʌm].....	came [keɪm].....	come [kʌm].....	приходити
cost [kɒst].....	cost [kɒst].....	cost [kɒst].....	коштувати
creep [kri:p].....	crept [krept].....	crept [krept].....	повзати
cut [kʌt].....	cut [kʌt].....	cut [kʌt].....	різати
drive [draɪv].....	drove [drəʊv].....	driven ['drɪvn].....	везти, їхати
fall [fɔ:l].....	fell [fel].....	fallen ['fɔ:ln].....	падати
feel [fi:l].....	felt [felt].....	felt [felt].....	відчувати
fight [faɪt].....	fought [fɔ:t].....	fought [fɔ:t].....	боротися
find [faɪnd].....	found [faʊnd].....	found [faʊnd].....	знаходити
fly [flaɪ].....	flew [flu:].....	flown [fləʊn].....	літати
forecast ['fɔ:kɑ:st].....	forecast ['fɔ:kɑ:st].....	forecast ['fɔ:kɑ:st].....	прогнозувати
forget [fə'get].....	forgot [fə'gɒt].....	forgotten [fə'gɒtn].....	забувати
forgive [fə'gɪv].....	forgave [fə'geɪv].....	forgiven [fə'gɪvn].....	прощати
freeze [fri:z].....	froze [frəʊz].....	frozen ['frəʊzn].....	заморожувати
give [gɪv].....	gave [geɪv].....	given ['gɪvn].....	давати
grow [grəʊ].....	grew [gru:].....	grown [grəʊn].....	рости
hang [hæŋ].....	hung [hʌŋ].....	hung [hʌŋ].....	вішати; висіти
hear [hɪə].....	heard [hɜ:d].....	heard [hɜ:d].....	чути
hide [haɪd].....	hid [hɪd].....	hidden ['hɪdn].....	ховати
hit [hɪt].....	hit [hɪt].....	hit [hɪt].....	ударяти; влучати
hold [həʊld].....	held [held].....	held [held].....	тримати
hurt [hɜ:t].....	hurt [hɜ:t].....	hurt [hɜ:t].....	завдати болю; ударити
keep [ki:p].....	kept [kept].....	kept [kept].....	тримати, берегти
lay [leɪ].....	laid [leɪd].....	laid [leɪd].....	класти
lead [li:d].....	led [led].....	led [led].....	вести
learn [lɜ:n].....	learnt [lɜ:nt].....	learnt [lɜ:nt].....	учити, засвоювати
leave [li:v].....	left [left].....	left [left].....	залишати; піти
lend [lend].....	lent [lent].....	lent [lent].....	позичати (комусь)
let [let].....	let [let].....	let [let].....	дозволяти
lie [laɪ].....	lay [leɪ].....	lain [leɪn].....	лежати
light [laɪt].....	lit [lɪt].....	lit [lɪt].....	освітлювати(ся)
lose [lu:z].....	lost [lɒst].....	lost [lɒst].....	губити
mean [mi:n].....	meant [ment].....	meant [ment].....	означати
meet [mi:t].....	met [met].....	met [met].....	зустрічати
pay [peɪ].....	paid [peɪd].....	paid [peɪd].....	платити

# IRREGULAR VERBS

I	II	III	
put [pʊt]	put [pʊt]	put [pʊt]	класти
retell [ri:'tel]	retold [ri:'təʊld]	retold [ri:'təʊld]	переказати
ride [raɪd]	rode [rəʊd]	ridden [ˈrɪdn]	їздити верхи
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	дзвонити
rise [raɪz]	rose [rəʊz]	risen [ˈrɪzn]	підніматися
run [rʌn]	ran [ræn]	run [rʌn]	бігти
say [seɪ]	said [sed]	said [sed]	сказати, говорити
see [si:]	saw [sɔ:]	seen [si:n]	бачити
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	шукати
sell [sel]	sold [səʊld]	sold [səʊld]	продавати
send [send]	sent [sent]	sent [sent]	посилати; передавати
set [set]	set [set]	set [set]	поміщати; заходити (про сонце)
shake [ʃeɪk]	shook [ʃʊk]	shaken [ˈʃeɪkən]	трясти
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	сяяти, світити
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	стріляти
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показувати
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закривати
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	співати
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	тонути, потопати; занурювати
sleep [sli:p]	slept [slept]	slept [slept]	спати
smell [smel]	smelled, smelt	smelled, smelt	чути (відчувати) [smeld], [smelt] ..... запах; нюхати
speak [spi:k]	spoke [spəʊk]	spoken [ˈspəʊkən]	говорити
spell [spel]	spelt [spelt]	spelt [spelt]	вимовляти (слово) по літерах
spend [spend]	spent [spent]	spent [spent]	витратити (гроші)
spin [spɪn]	spun [spʌn]	spun [spʌn]	прясти; вертіти
spread [spred]	spread [spred]	spread [spred]	розповсюджувати
stand [stænd]	stood [stʊd]	stood [stʊd]	стояти
steal [sti:l]	stole [stəʊl]	stolen [ˈstəʊlən]	красти
stick [stɪk]	stuck [stʌk]	stuck [stʌk]	встромляти, колоти
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударяти
sweep [swi:p]	swept [swept]	swept [swept]	мести; змитати
swim [swɪm]	swam [swæm]	swum [swʌm]	плавати
take [teɪk]	took [tʊk]	taken [ˈteɪkən]	брати
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	навчати
tell [tel]	told [təʊld]	told [təʊld]	сказати, розповідати
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думати
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]	кидати
understand	understood	understood	розуміти
[ˌʌndə'stænd]	[ˌʌndə'stʊd]	[ˌʌndə'stʊd]	
wake [weɪk]	woke [wəʊk]	woken [ˈwəʊkən]	прокидатися
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носити (одяг)
weep [wi:p]	wept [wept]	wept [wept]	плакати
win [wɪn]	won [wʌn]	won [wʌn]	вигравати, перемагати



Навчальне видання

*Карп'юк Оксана Дмитрівна*

## **Англійська мова**

**Підручник для 11 класу загальноосвітніх навчальних закладів.  
Рівень стандарту**

*Рекомендовано Міністерством освіти і науки України*

Англійською та українською мовами

**Видано для вільного продажу**

Редактори *Ігор Миколів, Наталія Батрин*  
Художники *Любомир Бейгер, Інна Малявська*  
Дизайн і комп'ютерна верстка *Андрій Костишин, Мар'яна Тераз*

Здано до набору 14.01.2011. Підписано до друку 11.06.2011  
Формат 70x100 1/16. Гарнітура Аріал. Папір офсетний. Друк офсетний.  
Умовн. друк. арк. 24,1. Обл.-вид.арк. 25,7.  
Тираж 25 000 прим. Зам. 126-11.

ТзОВ "Видавництво "Астон"  
46006, м. Тернопіль, вул. Гайова, 8.  
Свідоцтво про внесення до Державного реєстру суб'єктів  
видавничої справи ТР № 28 від 9.06.2005 р.

Видано за ліцензією ТзОВ "Видавництво "Астон"  
на замовлення ПП Карп'юк А. Т.

ПРАТ "Львівська книжкова фабрика "Атлас",  
79005, м. Львів, вул. Зелена, 20.  
Свідоцтво про внесення до Державного реєстру  
ДК № 1110 від 08.11.2002 р.

# ENGLISH

Pupil's Book

11 Standard  
Level



Навчально-методичний комплект для 11-го класу загальноосвітніх навчальних закладів. Рівень стандарту.

До комплекту входять:

- підручник
- робочий зошит
- аудіододаток
- методичний посібник

