

Оксана Карпюк

# АНГЛІЙСЬКА МОВА

(10-й рік навчання, рівень стандарту)

Підручник для 10-го класу  
закладів загальної середньої освіти

Oksana Karpyuk

# ENGLISH

Year 10

A textbook for the tenth form of secondary schools

Standard level

*Рекомендовано Міністерством освіти і науки України*

Тернопіль  
„Видавництво Астон”  
2018

УДК 811.111(075.3)  
К 26

**Рекомендовано Міністерством освіти і науки України**  
(наказ МОН України від 31.05.2018 № 551)

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



— символ, що позначає вправи, які мають аудіосупровід,  
котрий можна завантажити за посиланням:  
[https://www.libra-terra.com.ua/userfiles/audio/  
karpiuk-audio-10-klas-zag-2018.zip](https://www.libra-terra.com.ua/userfiles/audio/karpiuk-audio-10-klas-zag-2018.zip)

**К 26 Карпюк О. Д.**

Англійська мова (10-й рік навчання) (English (the 10th year of studies)) : підручник для 10-го класу закладів загальної середньої освіти. Рівень стандарту. — Тернопіль : „Видавництво Астон”, 2018. — 256 с. : іл.  
ISBN 978-966-308-710-8

Підручник розпочинає серію навчальних видань рівня стандарту, створених для старшої школи. Видання реалізовує компетентісний потенціал галузі «іноземні мови», передбачений програмою, чинною з 2018 року. Інтегровані змістові лінії «Екологічна безпека та сталий розвиток», «Громадянська відповідальність», «Здоров'я та безпека» та «Підприємливість та фінансова грамотність» знаходять свою реалізацію в тематиці навчального матеріалу та характері завдань.

ISBN 978-966-308-710-8

© О. Д. Карпюк, 2018

© ТзОВ „Видавництво Астон”, 2018

# Contents

	pp. 4-5	Scope and Sequence
Unit	pp. 6-16	Starter
Unit 1	pp. 17-38	People and Relationships
Unit 2	pp. 39-62	Choose the Career!
Unit 3	pp. 63-86	Why Go to School?
Unit 4	pp. 87-110	National Cuisine
Unit 5	pp. 111-138	Communication Technologies
Unit 6	pp. 139-164	Is the Earth in Danger?
Unit 7	pp. 165-196	The World of Painting
Unit 8	pp. 197-222	Do You Like Sports?
Unit 9	pp. 223-255	Across State Systems

Додаток (Appendix) можна завантажити безкоштовно за посиланням:  
[https://aston.te.ua/userfiles/pdf/english\\_10\\_appendix.pdf](https://aston.te.ua/userfiles/pdf/english_10_appendix.pdf) або QR-кодом нижче.

Appendix



Grammar Reference

Vocabulary

Irregular Verbs

# Scope and Sequence

UNIT	Language Focus	Reading / Listening / Speaking	Writing
<b>Starter</b>		English is the language of international communication. Learning English.	
<b>1 People and Relationships</b>	used to + <i>infinitive</i>	<b>Reading:</b> What affects our personality? <b>Listening / Speaking:</b> Family. Friends. Qualities of a person. Relationships with others.	The process of writing
<b>2 Choose the Career!</b>	Present Perfect Continuous	<b>Reading:</b> Job advertisements. <b>Listening / Speaking:</b> Job occupations. Requirements. Responsibilities. Work experience.	Types of Writing. Letter of Application for a job.
<b>3 Why Go to School?</b>	First Conditionals	<b>Reading:</b> School is the place of education and developing social skills. <b>Listening / Speaking:</b> School life. Educational institutions in Ukraine and abroad.	The structure of the formal letter. Letter of application for a course.
<b>4 National Cuisine</b>	Second Conditionals (I)	<b>Reading:</b> Traditional British meals. Ukrainian specialities. <b>Listening / Speaking:</b> National food traditions. Eating habits. Cooking.	A paragraph as the basic unit in writing. Different types of paragraphs.
<b>5 Communication Technologies</b>	Phrasal Verbs.	<b>Reading:</b> Computers: hardware and software. The use of computers.	Writing an e-mail.

		<b>Listening / Speaking:</b> World Wide Web and its pages. Cyber cafes and favourite web sites. Chatting online. Virtual Safety.	Formal and informal styles in emailing.
<b>6</b> <b>Is the Earth in Danger?</b>	Second Conditionals (II)	<b>Reading:</b> Natural disasters in Ukraine and other countries. <b>Listening / Speaking:</b> Natural hazards: causes and reasons. People's experiences. Useful instructions how to behave when there is a disaster.	Stages of writing process. Drafting. Methods of generating ideas.
<b>7</b> <b>The World of Painting</b>	Past Perfect vs Past Perfect Continuous	<b>Reading:</b> Artistic traditions in Ukraine. Painting in England. <b>Listening / Speaking:</b> Types of painting. Famous artists. Museums and galleries.	Structure: Paragraph vs essay.
<b>8</b> <b>Do You Like Sports?</b>	Expressing future actions ( <i>revision and comparison</i> )	<b>Reading:</b> Youth and sports. <b>Listening / Speaking:</b> Sport and society. Team games and competitions. Sport facilities. Personal attitude. Impressions on sport events.	Writing an essay.
<b>9</b> <b>Across State Systems</b>	Revision and comparison of past forms. Mixed tenses.	<b>Reading:</b> The State of Ukraine. <b>Listening / Speaking:</b> British and American political systems. Canada: its administrative structure and political system. Natural resources. Symbols and holidays. Social and political life in Ukraine.	Writing an article.



Dear Student,

the aim of this book is to make you better at an information exchange as well as at expressing your thoughts and feelings in English. So, you will often have to focus on developing your skills in reading, listening, speaking and writing English. Use the book to enrich your vocabulary and feel more confident with English grammar, too. Remember that mistakes should be seen as something normal and nothing to be afraid of.

It is also important for you to have clear goals. This will give you something to work towards. However, these must be realistic. For example, speaking without making any mistakes at all is an unrealistic goal.

One more point should be taken into consideration: a positive attitude to life makes wonders and helps in creating a happy and successful 'YOU'. I wish you to be optimistic and always look on the bright side of life!

Yours,  
the author of the book.

# STARTER

## Unit

### HOW WOULD YOU DESCRIBE YOURSELF AS A PERSON?

- I'd say that I am (tall / short / a little heavy / ...).
- I think that I'm a (cheerful / serious / friendly / ...) person.
- I like to have (a lot of people around me / just a few close friends / ...).



### WARM UP

#### WHAT HOBBIES AND SPECIAL INTERESTS DO YOU HAVE?

- My hobbies are (surfing the Internet / drawing and painting / playing chess / ...).
- I'm also interested in (history / science / astronomy / ...).



#### WHAT ARE YOU GOOD AT?

- I'm good at (maths / languages / arts and crafts / ...).
- I also have a talent for (writing stories / teaching others / playing the piano / ...).



#### WHAT ARE YOUR HOPES AND DREAMS FOR THE FUTURE?

- I hope to become a (teacher / social worker / computer programmer / ...).
- My dream is to (have my own business / travel around the world / meet the right person to share life with / ...).





**1** *In pairs, speak up on the following questions.*

- a Why do we call English an 'international language'?
- b Is it important for people to study languages?
- c Is English popular among Ukrainian students?
- d When do Ukrainian students start learning English?

**2** *Agree or disagree if learning English is important nowadays. Explain your opinion.*

**3** *a) In the reference text below find the job names of people who work in the fields of computers, science, industry, business, education, medicine, music, film, sport, travel, tourism.*

English has become a world language. People from different countries and parts of the world use it to communicate with each other. English is one of the languages of the United Nations and the European Union. It is the language of computers, science, industry, business, education, medicine, music, film, sport, travel and tourism.

So you will need English in your life and work. You will need it when you meet people from other countries or to understand the latest hits and computer games and you will need it if you want to become a rock star, a computer







expert, a shop assistant, a pilot, a tourist guide, an engineer, a taxi driver, a businesswoman, an actor, an athlete, a teacher, a scientist, a footballer, a doctor, a waitress or a ship captain.

The language that has the greatest number of people who speak it as their mother tongue is Chinese. English is number two. It is the mother tongue of 400 million people in the United Kingdom, the United States, Canada, Australia, New Zealand, Ireland and parts of the Caribbean. But this is not the whole story. If we put together the number of native speakers of English and those who speak it as their second language in countries like India, Pakistan or South Africa, for example, as well as those who learn it at school and speak it as a foreign language all over the world, English is a clear winner. Over one billion people in the world or 20% of the world population speak English. You are one of them.

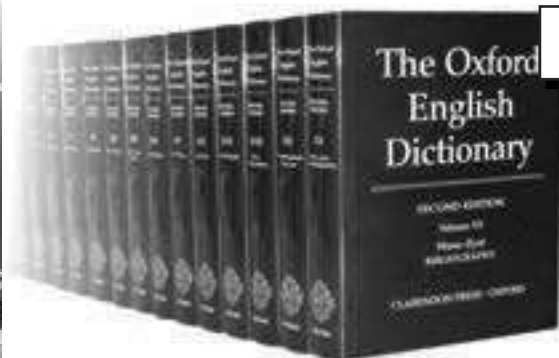
**b) Complete the following statements.**

Native ... are those who speak a language as their mother ...  
Children learn two ... languages at school. One of them is English.  
Over one ... people in the world speak English.



**a) Listen to the speaker to find out how many words there are in the English language.**

**b) Complete the text by filling in the spaces with the numbers from the box. Then listen again and check.**



25,000; one third; a million; 600,000

How many words are there in the English language? Well, it's difficult to answer this question exactly. The Oxford English Dictionary has ... words but there are many more, maybe ... . New words appear all the time, about ... every year. They

come from science and technology, but also from slang. Only ... of all the English words are of English origins. All the rest come from other languages, especially French and Latin.

## 5 *In groups, sum up what you've learnt about the English language.*

- 1 Why is learning English important?
- 2 How many people in the world speak English?
- 3 How many words are there in the English language?

## 6 *Match the words with their explanations.*

- |                    |   |
|--------------------|---|
| 1 foreign language | <input type="checkbox"/> the way of writing a word                                  |
| 2 mother tongue    | <input type="checkbox"/> all the words someone knows or all the words in a language |
| 3 pronunciation    | <input type="checkbox"/> one's native language                                      |
| 4 vocabulary       | <input type="checkbox"/> the language that is spoken in another country             |
| 5 grammar          | <input type="checkbox"/> the rules of a language                                    |
| 6 spelling         | <input type="checkbox"/> the way you pronounce the words of a language              |

## 7 *a) Read the text to find out the methods of learning a foreign language. Say which ones you believe useful for you and why.*

Learning a foreign language is very important as language is a **means** of communication and without it our lives would be very difficult. Nowadays people travel a lot, do business with other countries more than before, students want to go to study and work abroad to get to know other cultures and without knowing a world language it would be nearly impossible. The Internet serves for many students as the quickest, cheapest and the easiest source of information, so knowing English is

of **immense** help. And what is more, learning a foreign language **broadens** our minds and **extends** our horizons.

At school most students are taught foreign languages by using textbooks, doing exercises in their workbooks, studying vocabulary and grammar. In modern

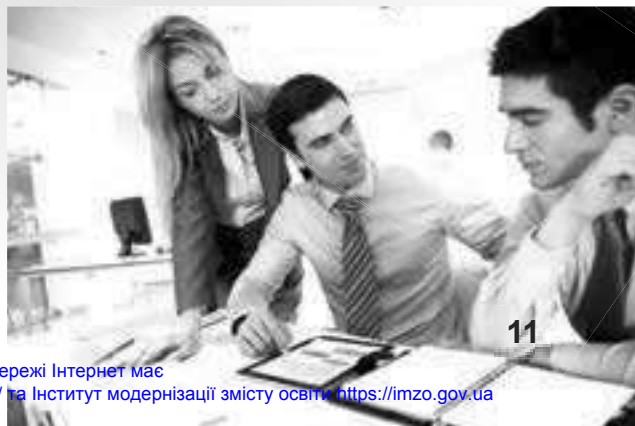


language books each unit concentrates on all aspects of the language so that students can practise both reading for general **comprehension**, called **skimming** or skim reading, and reading for detailed information called **scanning**. It is also very useful to practise the listening skills, listening for detail or for general comprehension, grammar practice and vocabulary exercises. Sometimes it is more useful to look for unknown words in an English-English dictionary as you keep thinking in the foreign language all the time and doing so you improve your **fluency**. Some students like keeping their vocabulary books, either with pictures, **definitions**, word groups or separate words with translation into Ukrainian.

It is a good idea to read books in the original version, or at least easy short stories. Watching subtitled films helps a lot too. There are many PC

or online courses these days as well but as language is a means of communication, the most natural way of learning it would definitely be through speaking. If you like listening to music, you can use English or American **lyrics** to learn new words as well. Talking to a native speaker is very useful, too. But the best way of learning a language is to go abroad and spend some time in that environment. There are many possibilities for young people to do so. They can work as **au-pairs**. Boys are welcome too if they do not mind doing housework. This is a good practice as children

are very spontaneous and **patient** with their baby-sitters from abroad and they will teach them real spoken informal English. There are also international scholarships allowing Ukrainian students to study abroad, summer jobs like picking strawberries or fruits are popular too.



- b) Read again and look up the words in bold in your English-English dictionaries. Write out their definitions to make a matching exercise for your partner (See task 6 as the example).
- c) In pairs, exchange your exercises to match the words with their definitions. Then exchange them back to check up your partner's work.

**8** a) Read what the teenagers at an international language school tell about their difficulties with English.



**Ivanka**

I really want to say something but when I speak I get stuck because I don't know the word. The teacher keeps telling us to write down a sentence with a new word we have learnt but I don't feel like doing it.

I like grammar exercises and listening. I'm not much of a talker because I'm very shy.



**Hans**

I like reading in English but when I'm speaking, I translate word by word what I'm saying, so I speak very slowly.



**Diego**

The teacher usually writes down the pronunciation symbols after a new word. I think the sound symbols are too difficult to copy. I don't understand why we have to learn them.



**Sophia**

I think writing is very boring. It takes up a lot of time. I don't need it. I prefer speaking.



Yannick

When we listen to the audio CD I don't understand a lot. During listening I look up the words in the dictionary.



Oksana

WORDS

a reason ['ri:zn]

a responsibility

[rɪ,sponsɪ'bɪlɪtɪ]

complicated ['kɒmplɪkeɪtɪd]

perfect ['pɜ:fikt]

responsible [rɪ'spɒnsɪbl]

● to get stuck

● to keep doing smth

● to feel like doing smth

● to look up smth in the dictionary

● to make smb's

best

FOR YOU

**b) Make true sentences.**

Ivanka  
Sophia  
Diego  
Oksana  
Hans  
Yannick

like  
likes  
don't like  
doesn't like

speaking.  
doing grammar exercises.  
copying pronunciation symbols.  
learning vocabulary.  
listening.  
writing.  
reading.

**9** *Work in groups of three or four. Speak about the activities you like doing while learning English. Is there anything you don't like? Say why! Use expressions like: interesting, boring, it takes up too much of your time, easy, difficult, too complicated.*

## 10 a) Read and choose the statement you agree with.

- 1 a) I have to take responsibility for my own learning.  
b) I don't have to take responsibility for my own learning — that's my teacher's job.
- 2 a) When reading and listening, I have to understand every word.  
b) When reading and listening, I don't have to understand every word.
- 3 a) My teacher has to know everything I ask.  
b) My teacher doesn't have to know everything I ask.
- 4 a) I translate everything into Ukrainian.  
b) I don't need to translate everything into Ukrainian.
- 5 a) I should try to use my English outside the class.  
b) It's not important to use English outside the class.
- 6 a) You have to be very talkative to speak English well.  
b) You don't have to be very talkative to speak English well.
- 7 a) You have to visit an English speaking country to learn English well.  
b) You don't have to visit an English speaking country to learn English well.

**b) Compare your answers with other classmates.  
Explain why you have chosen a) or b).**



**11** a) *Read the commentaries.*  
*Did you choose the same statements in task 10?*

①

If you are willing to learn something you'll learn faster. Your teacher can't do all the work. Your success depends on you. Maybe you don't like English and you would say that you have no choice. That's one more reason why you should try to make the best of your time in the class.

②

You don't have to worry about understanding every word — especially if you are reading or listening for the first time. In many cases you can guess the meaning from the context.

③

Teachers are not superbeings who know everything. In each lesson they learn as well. They learn English because they might look up something you asked and they weren't able to answer. They learn from you because you know some things better. When they teach, they learn a lot about their profession, too. That makes them better teachers.

④ Your first language can help you a lot when learning a foreign language. You can translate a word into your mother tongue. But you usually meet a new word together with some other words. It's useful to remember words in groups. It's important to learn phrases that consist of several words because you don't learn a language word by word. If you try to translate an expression word by word into Ukrainian, you will see it doesn't work.

⑤ Spending some time in an English speaking country is a great idea, but it's not that important. A great number of people have never been abroad and they speak English perfectly.

⑥ You can learn a lot of English by watching films, listening to music, reading books and magazines in English or having a pen friend. Maybe you have picked up some English while playing computer or video games. When going to school, look around and think how many objects that you see you can name in English. It might sound silly, but it's a lot of fun.

Maybe you are very talkative in Ukrainian and not in English. Maybe you are afraid of mistakes.

⑦ You can't learn anything without making mistakes. You might say that your friends laugh at your mistakes. Yes, they do and that's OK as long as they don't make fun of you. Talk about such situations with your teacher and classmates and decide what's OK and what isn't.

**b) Divide into groups of three-four and discuss the commentaries. Make notes if you find them useful in your learning English.**



# People and Relationships

## Unit 1

### WARM UP

HOW LONG HAVE YOU KNOWN YOUR BEST FRIEND? WHERE DID YOU MEET AND WHAT DO YOU HAVE IN COMMON?

- I've known my best friend for ... years.
- We first met and became acquainted (at a camp / ...)
- We have the same (hobbies / interests / values / ...).

WHY ARE FRIENDSHIPS IMPORTANT TO YOU? DO YOU STILL KEEP FRIENDSHIPS FROM THE PAST? HOW?

- Without friends, I would feel (lonely / sad / empty / ...).
- I have continued my friendships by (emailing / calling / visiting / ...).
- I don't really have any friends from the past because I've (moved / changed my interests / ...).

HOW DID YOU COME IN CONTACT WITH YOUR ONLINE FRIEND(S)? HAVE YOU EVER PERSONALLY MET THEM?

- I connected with my friend(s) through (a chat room / Facebook / another friend / ...).
- I was able to meet one of my online friends when (I was on holiday / ...).
- I've never met any online friend (and probably never will / although I hope to one day / but I am planning to / ...).

WHAT QUALITY DO YOU ADMIRE MOST IN PEOPLE? WHICH ONE DO YOU FIND THE MOST UNPLEASANT?

- I most admire (patience / kindness / truthfulness / ...) because (it makes me feel good / I can trust the person / ...).
- I really object to (hypocrisy / disrespect / ...).

# Focus on Reading

## 1 *Work in small groups.*

### *Discuss the questions.*

- 1 Do you think it's better to be the older or the younger sister or brother in a family with two children? Why?
- 2 Does a child's position in the family have an influence on his / her personality?



## 2 *Read the article quickly. Which paragraph (1-5) mentions:*

- a the youngest children? .....
- b the children who have to look after their younger brothers and sisters? .....
- c Tom Hughes? .....
- d the only children? .....
- e the most competitive children? .....

## 3 *Read the article again.*

### *Which children are usually:*

- 1 independent and sociable?
- 2 charming and affectionate?
- 3 quite self-confident and ambitious?
- 4 very organised and responsible?

## WHAT

(1) In his book about the family's influence on a personality the British psychologist Tom Hughes tells that our position in the family is the strongest factor that influences our personality.

(2) On his opinion, the oldest children get maximum attention from their parents, and the result is that they're usually quite self-confident people. They make good leaders. For example, the famous Prime Minister Winston Churchill was a firstborn child. The oldest children are often ambitious. They're more likely to go to university than their brothers or sisters. They often get the top jobs, too. They are also responsible people, because they often have to look after their younger brothers or sisters. The downside of this is that sometimes this means



#### 4 Find the words in the article that have the opposite meaning.

- 1 well-bred  
2 unselfish

- 3 simple  
4 hard-working

- 5 rude  
6 calm



## AFFECTS OUR PERSONALITY?

that when they're older they worry a lot about things. They can also be quite bossy and even aggressive, especially when they don't get what they want.

(3) The middle children are usually independent and competitive. It's because they have to fight with their brothers and sisters for their parents' attention. And they're usually sociable, they like being with people, probably because they have always had other children to play with. However, on the negative side, the middle children are often jealous of their brothers and sisters and they can be moody.

(4) If a child is the youngest in the family, he or she will probably be very charming, affectionate and quite relaxed. On the other hand, the youngest children are often

quite lazy. This is because they always have their older brothers and sisters to help them. And they can be quite manipulative — they use their charm to get what they want.

(5) The only children in the family don't have to share with anyone — so they're often spoiled by their parents and their grandparents. As a result, they can be quite selfish. They think of themselves more than of other people. On the positive side, the only children are usually very organised and responsible, and they can be very imaginative, too.



**5 a) Complete the sentences with the adjectives from the 'Words For You'. Consult a dictionary if necessary.**

**WORDS**

**to affect** [ə'fekt]  
**affectionate** [ə'fekʃənət]  
**aggressive** [ə'gresɪv]  
**ambitious** [æm'bɪʃəs]  
**bossy** ['bɒsi]  
**charming** ['tʃɑ:mɪŋ]  
**competitive** [kəm'petətɪv]  
**energetic** [ˌenə'dʒetɪk]  
**envious** ['enviəs]  
**imaginative** [ɪ'mædʒɪnətɪv]  
**jealous** ['dʒeləs]  
**manipulative** [mæ'nɪpjələtɪv]  
**moody** ['mu:di]  
**responsible** [rɪ'spɒnsəbl]  
**selfish** ['selfɪʃ]  
**sensitive** ['sensətɪv]  
**sociable** ['səʊʃəbl]  
**spoil** ['spɔɪlt]

**FOR YOU**

- 1 ... people always want to win.
- 2 ... people want to be successful in life.
- 3 ... children behave badly because they are given everything they want.
- 4 ... people think about themselves and not about other people.
- 5 ... people think that someone loves another person more than them, or wants what other people have.
- 6 ... people are friendly and enjoy being with other people.
- 7 ... people get angry quickly and like fighting.
- 8 ... people have an attractive personality that makes people like them.
- 9 ... people are people you can trust.
- 10 ... people show that they like people very much.

- 11 ... people like giving orders.
- 12 ... people are good at influencing others to do what they want.
- 13 ... people are happy one minute and sad the next one and are often bad-tempered.
- 14 ... people like doing things on their own without help.

**b) Work in pairs. Group up the adjectives above into positive, negative and neutral characteristics.**

**6 a) Complete the chart below with five personality adjectives in each column.**

oldest children	middle children	youngest children	only children

**b) Read the article and check your chart.**

**c) Work in pairs. Look at the completed chart. Discuss the questions.**

- Do you think the statements in the article are true for you?  
If not, why?
- Do you think they are true for your brothers and sisters or your friends?

## Develop Your Vocabulary

**1 Match the personality adjectives with their definitions. Use a dictionary.**

- |             |   |
|-------------|---|
| 1 generous  | a never lying   |
| 2 reliable  | b wanting something that someone else has   |
| 3 talkative | c willing to give money, spend time etc., in order to give others pleasure                              |
| 4 sensitive | d unkind or unwilling to share  |
| 5 patient   | e able to wait calmly for a long time or to accept difficulties without becoming angry                  |
| 6 mean      | f capable of being trusted or depended on   |
| 7 honest    | g easily hurt or offended by things that people say or able to feel physical sensations more than usual |
| 8 envious   | h liking to talk a lot  |

**2 Make opposites using the prefixes with the adjectives in the box. Put them in the correct column of the table below.**

ambitious, friendly, honest, imaginative, kind, organised, patient, reliable, tidy, responsible, selfish, sensitive, sociable

un-	dis-	in-/im-/ir-

- 3 Organise the words into pairs of opposites and put them in the columns below.**

The common ways of making the **opposites of adjectives** are to add prefixes: 'un-', 'in-', 'dis-', 'im-' or 'ir-'.

VOCABULARY  
LINKS

mean, clever, lazy, relaxed, hard-working, cheerful, honest, stupid, unpleasant, generous, reliable, mean, untidy, self-confident, moody, organised, bossy, ambitious, imaginative, spoilt, energetic, envious

positive	negative

- 4 Choose five or six words which best describe your or your friend's character. Explain your choice.**

*Example: Sociable — I'm sociable because I love being with other people.*

- 5 List as many words which can describe people's character beginning with 'self', as you can. Group up them into positive, negative or neutral characteristics.**

## Build Up Your Grammar

### USED TO

- We use the phrase **used to + infinitive** when we talk about things which were true in the past but aren't true now.

*Example: I **used to** learn French but now I learn English.*

*Italy **used to** have a king.*

- We can also make comparisons with the phrase **used to**. Apart from 'used to', all the verbs are in the **Present Tense**.

*Example: Now I live in Kyiv: I **used to** live in Lviv.*

*She **used to** do aerobics, but now she does not exercise at all.*

GRAMMAR  
LINKS

- When we are not comparing, but saying how things were in the past, we use the **Past Tense**.

**Example:** *When I **lived** on a farm, I **used to** ride my horse every day. He **used to** have quite a temper when he **was** a child.*

GRAMMAR  
LINKS

## 1 Complete the sentences. Use the affirmative or negative form of 'used to' and the verbs in brackets.

**Example:** Bob ... (work) in a factory, but he doesn't now.  
*Bob used to work in a factory, but he doesn't now.*

- 1 Mary ... (go) to my school, but now she doesn't.
- 2 Andrew ... (be) very tall, but now he is.
- 3 Chris ... (drink) coffee, but now he does.
- 4 We ... (play) football at the weekend, but now we don't.
- 5 There ... (be) a market every Friday, but now there isn't.
- 6 They ... (wear) a uniform to school, but now they do.

## 2 Some of the phrases in bold are incorrect. Find them and rewrite the sentences correctly.

- 1 We **used to had** a dog when I was a child.
- 2 I **used to like** eating pork but now I hate it.
- 3 Bob **used to play** football before he became a dancer.
- 4 Wales **use to be** an independent country before it was part of Britain.
- 5 We **used to have** several horses.
- 6 Jane **uses to be** a singer.
- 7 We **used to lived** in Russia but now we live in Ukraine.
- 8 It **used to work**, now it doesn't.

- To make questions or negative sentences we use **did / didn't + use to**. It is very common in English to make questions starting with **didn't**.  
**Example:** ***Didn't** you **use to** play 'hide-and-peek' in your childhood?*

**3 Complete the sentences using the correct forms of the 'used to' structure.**

- 1 Did you ... go to the same school as I?
- 2 I didn't ... have so many things when I was a student.
- 3 What did you ... study?
- 4 Didn't you ... have long hair?
- 5 What did you ... do when you were a child?
- 6 He never ... be like that.

**4 Complete the text by using the 'used to' structure with the verbs in the box.**

carry, be, dance, dress, have, wear

Looking through the pages of old magazines one can notice things that refer to the fashion of those days. Women's skirts used to be long and formal. All men ... long hair. Children ... like adults. Men and women ... at formal balls. Women ... many petticoats<sup>1</sup> under their skirts. Men ... walking sticks.



**5 Write questions. Use the prompts, the phrases in the box and 'used to'.**

**Example:** *your mother / read to you*

*Did your mother use to read to you before you started school?*

- before you started school?
- at the weekend?
- when it was your birthday?
- before you went to bed?
- before they got married?
- when you were a child?
- where you could play?
- when you got up?

- 1 you / eat vegetables
- 2 Who / your family / visit
- 3 What / your grandparents / give you
- 4 there / be / a park / near your house
- 5 Where / your parents / live
- 6 you / watch TV / on Saturday mornings
- 7 you / get up early

<sup>1</sup>a petticoat ['petɪkəʊt] — (нижня) спідниця



## 6 *Work in pairs. Take turns asking and answering the questions.*

- Did you use to wear glasses?
- Did you use to wear long hair?
- When did you use to come home from school in Year 1?
- What books did you use to read when you were eight?
- Where did you use to live before you came to the place you live now?
- Did you use to play dolls / cars when you were a little child?

# Focus on Listening

## 1 *Talk with your partner on the following.*

- Have you ever tried to get in touch with an old friend of your childhood? Why? Did you succeed?

## 2 *Read the dialogue and guess the meanings of the words in bold.*

**A:** How long have you known each other?

**B:** For about 10 years.

**A:** Why do you think you **get on** so well?

**B:** Because we have very similar personalities.

**A:** What do you **have in common**?

**B:** A lot of things, for example, we both love playing tennis.

**A:** Do you ever **argue**?

**B:** Not much. We usually agree about most things.

**A:** How do you **keep in touch**?

**B:** Usually by email and we phone each other occasionally.

**A:** Do you think you will always **stay friends**?

**B:** Yes, I'm sure we will. I certainly hope so.





### 3 Listen and tick the topics which are mentioned.

- |  |                          |
|--|--------------------------|
| 1 an actor she used to like              | <input type="checkbox"/> |
| 2 a friend she used to have              | <input type="checkbox"/> |
| 3 a sport she used to play               | <input type="checkbox"/> |
| 4 a teacher she used to hate             | <input type="checkbox"/> |
| 5 a film she used to watch several times | <input type="checkbox"/> |



### 4 Listen again and answer the questions.

- When did she and Rose stop seeing each other?
- When did they lose touch?
- Why didn't she like the French teacher?
- What happened as a result?
- Why did she stop playing squash?
- Why does she prefer tennis?

### 5 Work in pairs. Think of a close friend of yours. Ask and answer the questions.

- How long have you known him/her?
- Where did you meet?
- Why do you get on well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch the rest of time?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?

WORDS

a goal [gəʊl]

to argue ['ɑ:gju:]

to succeed [sək'si:d]

● to get on well

● to have (a lot) in common

● to get / keep in touch

● to loose touch

● to stay friends

FOR YOU

### 6 Work in groups. Share your ideas on the following items. Use the clues below.

- What qualities do you appreciate in your friends?
- What makes someone a special or best friend?

I appreciate friends who are (honest / trustworthy / understanding / ...).  
 Friends should also (be willing to help you / tell you if you're doing something wrong / support you even if you've made a mistake / ...).  
 A special friend shows (great loyalty / much patience / unconditional love / ...).

# Focus on Speaking

## 1 a) Read and compare the opinions about Peter.



**MY PARENTS** think that I am lazy, because I don't want to help with the household chores. In their opinion, I am talkative and too noisy because whenever we're talking, it seems that I'm talking to a person who is far away from me and once I start talking — I talk and talk until I've run out of stories.

**MY TEACHERS** believe that I am a hard-working student. They tell me that I seem to be really trying my best to finish my school work and maintain my good grades. Sometimes they think I am lazy because I do not pass my work on time.



**MY FRIENDS** say that I am a talented person because I can sing, dance and act. They think that I'm a snob, but I don't know why. I'm not a snob. Others think I am nice and fun to be with.



**I THINK OF MYSELF** as an ambitious person because I set up high goals in football for myself. I have high goals for my career and I try to be a success in school.



**b) Work in groups. Think and explain why Peter makes such different impressions on people.**

## 2 Work in pairs.

**Discuss the questions below.**

- Do you speak differently when you are with different people? Who with? When?
- Do you argue with some people but not others? Who do you argue with? When?
- Do you feel that you are more talkative with peers<sup>1</sup> than with adults? Why?

USEFUL

Talking about people

He / She seems to be...

He / She looks...

He / She looks like...

He acts as if...

Giving a balanced view

You could say..., but also...

It's true that..., but...

At the same time, ...

LANGUAGE

## 3 Get ready to comment on the quotations<sup>2</sup> in class.

①

*A friend to all is a friend to none.*

②

*True friendship is a plant of slow growth.*

③

*What is a friend? A single soul in two bodies.*

# Focus on Writing

## 1 Work in pairs. Answer the questions:

- Is writing a process or a skill?
- What reasons do we write for?
- What kinds of writing do you know?
- Why do we study writing?

<sup>1</sup>a peer [piə] — ровесник

<sup>2</sup>a quotation [kwəʊ'teɪʃn] — вислів, цитата

## 2 a) Get some information.

### WHY LEARN TO WRITE?

To become good in writing we have to keep in mind the following ideas:

Writing is a **PROCESS**

It is actually a process, which includes getting, planning and organising ideas, writing a first draft<sup>1</sup>, revising, redrafting, improving and, finally, getting the material ready for the readers.

Writing is a **SKILL**

We can all learn how to write well. Of course, it takes time and practice. Before putting pen to paper you will also have to think of the important elements:

- 1 AUDIENCE — who am I writing for?
- 2 PURPOSE — what is the function of this piece of writing?
- 3 FORM, which very much depends on the first two elements.

Some of you might ask: what is the purpose of my writing? One of the answers is self-evident — to pass the exam. The school leaving exam, which represents your ticket to university, is a written test.

But there are many good reasons why learning how to write well is more than just passing the school leaving or any other exam.

The world of business, media, art, science, etc. is all about writing articles, reports, letters, reviews, etc.

Becoming a good writer is important for your personal as well as professional development.

### b) Answer the questions of exercise 1 again.

*What has changed in your answers? Discuss it with a partner.*

## 3 a) Look at the table on the next page. Choose three types of writing you find the most useful for your writing priorities.

<sup>1</sup>a draft [dra:ft] — начерк, чернетка

## TYPES OF WRITING

Personal & social writing	Study writing	Professional writing
<ul style="list-style-type: none"> <li>● diaries</li> <li>● recipes</li> <li>● shopping lists</li> <li>● reminders</li> <li>● letters to family / friends</li> <li>● notes (instructions)</li> <li>● telephone messages</li> </ul>	<ul style="list-style-type: none"> <li>● making notes while studying</li> <li>● making notes in class</li> <li>● summaries</li> <li>● reports</li> <li>● essays</li> </ul>	<ul style="list-style-type: none"> <li>● form filling</li> <li>● letters of: application, apology, complaint, request</li> <li>● CVs (<i>amer.:</i> Resume)</li> <li>● reports</li> <li>● reviews</li> <li>● contracts</li> </ul>

**b) Compare and discuss your answers with your classmate(s). Report your findings to the rest of the class.**

**4 a) In the Self-Assessment Grid (Appendix, pp. 262-266) read the part 3 concerning writing.**

**Try to find the descriptors that fits your level best.**

**b) In a group of four, compare and discuss your answers. Report your findings to the other groups.**

Level ..... fits me best because

.....

.....

My objective<sup>1</sup> is to achieve level ..... because .....

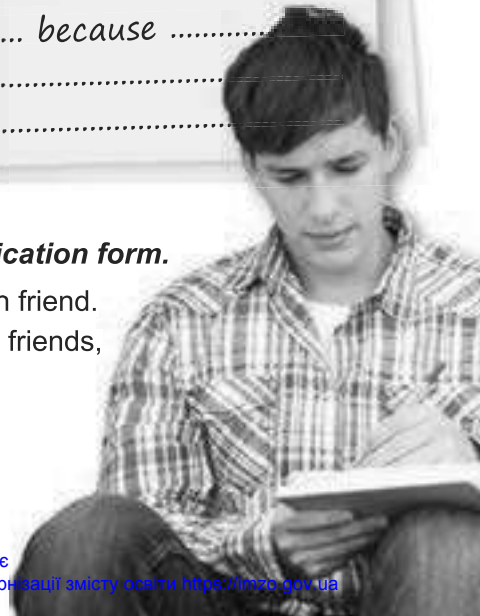
.....

.....

**5 Read the situation and fill in the application form.**

You want to find an English speaking pen friend. A club in Scotland, which introduces pen friends, has sent you this application form.

<sup>1</sup>an objective [əb'dʒektɪv] — мета



The International Pen Friend Club  
PALMERSTON PLACE  
Edinburgh EH 12 5BJ  
United Kingdom

Full name: \_\_\_\_\_

Home address (including country): \_\_\_\_\_

Nationality: \_\_\_\_\_

Date of birth (day/month/year): \_\_\_\_\_

Sex: \_\_\_\_\_

Main interest: \_\_\_\_\_

What sort of person would you like to write to?  
\_\_\_\_\_

Reasons for wanting a pen friend: \_\_\_\_\_

How well do you write in English? \_\_\_\_\_

Signature \_\_\_\_\_

**6 a) Write about your best friend. Use the questions below.**

- How long have you known each other?
- What does your friend look like (physically)?
- What is your friend like? (use as many adjectives as you can think of to describe his / her character)
- Why is he / she your best friend (what do you like about him / her)?
- What do you have in common?
- How do you know that you can rely on him/her? (give some examples)
- Has your friend ever let you down? When? Why?
- What about you? Are you a good friend? Can you prove it?
- What do you and your best friend do together?
- Have you ever quarreled? If yes, how did you make up with your best friend?

**b) Display your writings in class. Read your mates' works.**

**c) Work in groups. Discuss your works.**

1 a) **Correct the mistakes in the phrases in bold.**

**Example:** She **wasn't use** to be so shy.

She didn't use to be so shy.

- 1 I **use to get up** at 6:30, but I don't any more.
- 2 **Did she always used to** have long hair?
- 3 **Do you use to have breakfast** before you go to work?
- 4 **They didn't used to have** a car, they used to cycle everywhere.
- 5 He doesn't like coffee, so **he use to drink tea** in the morning.
- 6 **He used be a teacher**, but now he works for *Greenpeace*.

b) **Complete the sentences by changing the verbs in the box into positive (+), negative (-) or interrogative(?) form of the 'used to' structure.**

argue, be, go, wear, live, play

**Example:**  I didn't use to go to the theatre often  
but now I go twice a month.

- 1  I ... with my boss but now we get on quite well.
- 2  Lilly ... in Kyiv but she moved to Donetsk last year.
- 3  ... you ... a long hair? You look different.
- 4  We ... really close but now we hardly ever meet.
- 5  ... you ... with your parents when you were a child?

2 **Match each characteristic with its description as in the example.**

**Example:** A well-educated person has had a good education.

brave, caring, cheerful, creative, energetic, enthusiastic, fair, fit, patient, hard-working, organised, well-educated, sociable, strong

- a ... is always lively and doesn't tire easily.
- b ... is original, artistic and imaginative.
- c ... has well-developed muscles and can do hard physical work.
- d ... is calm and does not get annoyed or frustrated.
- e ... is helpful and sympathetic to other people.
- f ... is not afraid of frightening or dangerous situations.



- g** ... is friendly and enjoys being with other people.
- h** ... treats everyone equally and is not influenced by personal feelings.
- i** ... is efficient and good at making and carrying out plans.
- j** ... is healthy and in good physical condition.
- k** ... is interested in and excited about something.
- l** ... is not at all lazy.
- m** ... is always happy and optimistic.

### 3 Match the adjectives with their definitions.

Use them to describe people you know well, as in the example.

**Example:** Tom is very honest. He never tells lies.

honest	never stop talking
jealous	not say a lot
talkative	feel angry about not having what others have
shy	talk to everybody
mean	never betray friends
loyal	able to think of new ideas
imaginative	never tell lies
sociable	hate spending money

### 4 Work in pairs.

a) Ask your friend to do the personality questionnaire about you. Do the questionnaire yourself. Put 'Y' for Yes, 'N' for No, and 'S' for Sometimes.

## What Sort of Person You Are

- 1 Are you usually smiling and happy?
- 2 Do you enjoy the company of other people?
- 3 Do you find it difficult to meet new people?
- 4 Is it important to you to succeed in your career?
- 5 Does your mood change very often suddenly for no reason?
- 6 Do you notice other people's feelings?
- 7 Do you think the future will be good?



Use Your Skills

## What Sort of Person You Are

- 8 Can your friends depend on you?
- 9 Is your room often in a mess?
- 10 Do you get annoyed if you have to wait for anything or anybody?
- 11 Do you put off until tomorrow what you could do today?
- 12 Do you work hard?
- 13 Do you keep your feelings and ideas to yourself?
- 14 Do you often give presents?
- 15 Do you talk a lot?
- 16 Are you usually calm and not worried by things?

**b) Compare your and your friend's answers about you.**

**c) Match the characteristics with the questions from the questionnaire in (a).**

- |                    |                                       |                   |                          |                      |                          |
|--------------------|---------------------------------------|-------------------|--------------------------|----------------------|--------------------------|
| a untidy .....     | <input checked="" type="checkbox"/> 9 | f shy .....       | <input type="checkbox"/> | k moody .....        | <input type="checkbox"/> |
| b optimistic ..... | <input type="checkbox"/>              | g impatient ..... | <input type="checkbox"/> | l hard-working ..... | <input type="checkbox"/> |
| c sociable .....   | <input type="checkbox"/>              | h ambitious ..... | <input type="checkbox"/> | m easy-going .....   | <input type="checkbox"/> |
| d talkative .....  | <input type="checkbox"/>              | i lazy .....      | <input type="checkbox"/> | n reliable .....     | <input type="checkbox"/> |
| e reserved .....   | <input type="checkbox"/>              | j generous .....  | <input type="checkbox"/> | o cheerful .....     | <input type="checkbox"/> |
|                    |                                       |                   |                          | p sensitive .....    | <input type="checkbox"/> |

## 5 Give a complete profile of yourself.

- Introduce yourself (name, surname, age).
- Say something about your family, pets, hobbies, interests, likes and dislikes.
- Describe yourself (your appearance: hair, eyes, build, what you usually wear).
- Describe your character, giving examples to prove it.  
(Are you reliable, honest, lazy, boring, bossy, gossipy, hard-working, sporty, ambitious, a coach potato, a chatterbox, etc.?)
- Say something about your friends.
- Say something about your school, favourite subjects and teachers.
- Say what you would like to be when you grow up.
- Say something else that you think is important to know about you.



**6 a) Discuss the questions in groups.**

- 1 What qualities do you like most in people?
- 2 What qualities are very important for those who want:
  - to become successful in their lives?
  - to become skilful at some job?
  - to get along with others easily?
  - to be respected by people?

**b) Make a list of the most interesting ideas and some of the best arguments to support the ideas which were expressed in your discussion.**

**7 Work in pairs. Take turns asking and answering the questions.**

- Do you have a close friend?
- Who is your best friend and why?
- What makes for a good friendship?
- Do you make friends easily?
- Why do some children have so many friends?
- What should friends always do?
- What should friends never do?
- Do real friends share secrets?
- Do you keep your friend's secrets?
- Do you help your friends with their school homework?
- Do your friends help you?
- Do your parents have close friends?
- Do gossipy children have a lot of friends?
- Is there a boy / girl in your class who hasn't got a friend?
- Is there a boy / girl in your class who's got a lot of friends?
- How can you help children who don't make friends easily?
- Does your sister / brother get on well with your friends?
- If you have a brother or a sister, do you get on well with his / her friends?

## Vocabulary

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

I have a ... called Natalia. I've ... her for about 12 years now. We ... at work. She was a ... of mine at the company where I used to work, and we used to have our coffee breaks at the same time.

We ... . Although we don't ... (we have quite different interests). We don't work together any more, and when I changed jobs we ... for a couple of years. But now we ... regularly. We phone each other once a week, and we see each other about twice a month. We don't often ..., only sometimes about films as we have completely different tastes!

keep in touch, argue, got on well, have a lot in common, close friend, lost touch, colleague, known, meet



## Grammar

2 **Complete the sentences with the correct form of 'used to' and the verb in brackets.**

- 1 She ... (*go*) to the cinema every week, but she doesn't have time now.
- 2 We never ... (*eat out*) but now we go to a restaurant twice a week.
- 3 ... (*you/wear*) a uniform when you went to school?
- 4 I ... (*go*) to the gym three times a week, but not any more. I'm too busy.
- 5 He ... (*not like*) children, but now he's the perfect father.
- 6 He ... (*be*) very patient, but now he's really impatient.
- 7 ... (*they/go*) to the bench a lot when they were kids?
- 8 We ... (*not have*) a long holiday, but this year we're going to the Crimea for six weeks!

## Listening



- 3 a) Listen and tick (✓) the positions (1-4) that are mentioned.

- |   |                    |                          |
|---|--------------------|--------------------------|
| 1 | the oldest child   | <input type="checkbox"/> |
| 2 | the middle child   | <input type="checkbox"/> |
| 3 | the youngest child | <input type="checkbox"/> |
| 4 | the only child     | <input type="checkbox"/> |

- b) Listen again and write the adjectives he uses to describe each person.

himself: not s..... , not s..... , not i..... , r..... , o.....  
his wife: a..... , not l..... , h..... , c..... , not m.....  
his father: r..... , b.....



## Reading

- 4 Read the article and write out short characteristics of both sisters.

### Short Characteristics

Cathy was.....

.....  
.....  
.....

The author was

.....  
.....  
.....  
.....

I sometimes think that poor Cathy has spent all her life competing with me. She was a very quiet and shy child, while I was very talkative — I was awful! I wasn't interested in studying, all I wanted to do was going to parties, and Cathy used to tell my parents. So, I was horrible to her — I used to bite her.

Check Your English

I was very jealous of Cathy also because she was more attractive than me. But she always defended me when other people criticised me, and sometimes it seemed as if she was the older sister and I was the younger one. Although we were complete opposites, we were also very close and had a lot of fun together. We still do.

I think I suffered because my father had left us when we were small, but Cathy helped me to understand that Dad loved us, but in a different way. She also taught me that I couldn't blame other people for my problems, I had to look at myself.



### I CAN ...

- read and understand about people and their relationship
- listen and understand about different personal characteristics
- talk about friends and friendship
- understand and use the phrase in 'used to' structure
- describe a personality
- complete a registration form for a Pen Friend Club

# Choose the Career!

## Unit 2

### WARM UP

#### WHAT SORT OF SUMMER WORK HAVE YOU HAD?

- Over the summer I worked as a / an (shop assistant / gardener / au pair /...).
- I have not had any summer jobs because I wanted to (rest and relax / travel and see new places / spend time with my grandparents /...).

#### WHAT MAKES A JOB GOOD AND INTERESTING?

- For me, a good job should be (meaningful / well paid / beneficial to others /...).
- I would like to have (a nice supervisor / pleasant co-workers / opportunity for growth /...).
- Ideally, I'd like my job to include possibilities for (creativity / travel / advancement / ...).

#### HOW IMPORTANT IS THE SALARY IN CHOOSING A JOB?

- I think that the salary is (the major factor / as important as job satisfaction / not the essential issue /...) in accepting a job offer.
- I wouldn't mind a lower-paying job if it was (very fulfilling for me / really creative and enjoyable / well suited to my interests and abilities /...).

#### WHAT QUALITIES DOES A BOSS APPRECIATE IN PEOPLE WHO WORK?

- I think that a boss always likes (punctuality / honesty / hard work /...).
- Traits that a boss would not like to see are (laziness / disrespect / lying /...).

# Focus on Reading

- 1 **Make a Top Five List of your favourite jobs.**  
Compare it with a partner.

- 2 **Read the job advertisements quickly. Which advertisement (A-E) mentions:**

a

## CHILDREN'S NURSE



Please write giving brief details of qualifications and experience to

required for British family with two children (ages 2 and 5) living in Brussels. Driving license is essential. French is an advantage.

Mrs Arnold, International Employment Agency  
12 Knight Street, London W4A 2B2

WORDS

IT = information technology

an experience [ɪk'spiəriəns]  
a qualification [ˌkwɒlɪfɪ'keɪʃn]  
a quality ['kwɒləti]  
a requirement [rɪ'kwaiəmənt]  
staff [stɑ:f]  
to earn [ɜ:n]  
to provide [prə'vaɪd]  
to require [rɪ'kwaiə]  
to seek [si:k]  
desirable [dɪ'zaiərəbl]  
essential [ɪ'senʃl]  
valuable ['væljuəbl]  
fluent ['flu:ənt]

FOR YOU

b

We are a UK trading company looking for a full-time

### WE REQUIRE:

- ✓ very good spoken English
- ✓ office administration, including IT skills
- ✓ import/export experience – desirable, but not essential
- ✓ strong communication and inter-personal skills
- ✓ desire and ability to work hard and face challenges

## OFFICE ADMINISTRATOR



Please fax your CV and covering letter in English to  
(815) 332-07 212 or email [can@shortmail.com](mailto:can@shortmail.com)



£11,100+

Graduates  
A Career in Fashion

A leading fashion company  
seeks ambitious graduates  
with some experience  
to train in



c

## MERCHANDISING

Duties will include stock allocation,  
assessment and analysis of sales figures to  
predict future trends. Knowledge  
of fashion and some design  
experience would be valuable.

Excellent prospects  
for advancement<sup>1</sup> in this  
forward-looking company.

Contact Ms Bennie at 0 181-255-1707  
„Fashion CONNECTIONS“  
Recruitment Consultants



**POSITION:** Technical Training Engineer

**LOCATION:** Liverpool, England

**RESPONSIBILITIES:**

- ✓ Deliver technical training courses to overseas customers.
- ✓ Write or edit technical training documentation.



**REQUIREMENTS:**

- ✓ Excellent English mother tongue or second language.
- ✓ Good telecom or computer background.
- ✓ Wide teaching experience preferred.
- ✓ Telecom equipment maintenance background preferred.
- ✓ Responsible, cooperative and enthusiastic.
- ✓ No limits on nationality.



e

Visit Hawaii, the Caribbean,  
the Mediterranean, Florida,  
the Far East by

## WORKING ON A CRUIESHIP

Would you like the chance to  
earn up to \$ 4,000 per month  
tax-free while visiting exotic  
places? Arrow Cruise lines need  
porters, waitresses/waiters, sport  
instructors, club and casino staff  
now. New contracts (6 or 12  
months) start every month. Full  
training is provided. All you need  
is fluency in English and another  
language, a lively personality and  
a sense of adventure.

**INTERESTED?**

Call Mandy on 0161-888-888  
to find out more.



d

<sup>1</sup>an advancement [əd'vɑ:nsmənt] — просування уперед; кар'єрний ріст

### 3 Read the advertisements on pages 40-41 again and match them with the statements below.

- 1 This work requires an ability to act both independently and also as part of a team. ....  *b*
- 2 This work requires both computer knowledge and teaching experience. ....
- 3 They have vacancies for various kinds of people, but they have to speak more than one language. ....
- 4 They need a person who can drive a car. ....
- 5 The applicants for this job need a special education and good analytical abilities. ....



### 4 Match the words with their definitions.

- |                        |  |
|------------------------|--|
| 1 to seek              | a very important for doing something ( <i>advert. A</i> )          |
| 2 IT skills            | b ability to work with Information Technology (B)                  |
| 3 staff                | c to look very hard for someone (C)                                |
| 4 a requirement        | d a business that makes money by finding jobs for people (A)       |
| 5 a qualification      | e the achievement of passing exams for a particular job (A)        |
| 6 essential            | f something that is needed or asked (E)                            |
| 7 an employment agency | g people who work for an organisation, especially for business (D) |

**5** *Work in groups. Choose one of the advertisements (pages 40-41) and discuss all the requirements which are asked.*

**6** *Work in pairs. Play the 'Guess the Profession' game.*

Pupil A, write a profession on a piece of paper (teacher, pilot, cook, etc.).

Pupil B, try to guess the name of the profession. Ask questions using the adjectives in the box.

active, attentive, diplomatic, disciplined, cooperative, energetic, enthusiastic, imaginative, logical, optimistic, positive, practical, realistic, systematic, tactful, skilled, talented, willing to travel



## Develop Your Vocabulary

**1** *Match the jobs with the skills they need.*

- |               |  |
|---------------|--|
| 1 bricklayer  | a a skill to fit and repair electrical things            |
| 2 carpenter   | b a skill to repair cars                                 |
| 3 plumber     | c a skill to make things using wood                      |
| 4 electrician | d a skill to build walls                                 |
| 5 mechanic    | e a skill to fit and repair water pipes, bathrooms, etc. |

- 2 **Complete each column with two more jobs.**  
Use a dictionary if necessary.

-er	-or	-ist	-ian	others
plumber	actor	scientist	librarian	pilot
lawyer	conductor	psychologist	electrician	accountant

**OCCUPATION** means an activity in which one is engaged;  
the state of being occupied.

*Example: Which **occupation** will he choose himself?*

*Look for an **occupation** suited to your abilities.*

**PROFESSION** is an occupation in which special education or  
training is required, as the profession of an architect.

*Example: Law, Architecture and Medicine are **professions**.*

**TRADE** is a skilled occupation, especially in handicraft,  
an occupation requiring mechanical skill.

*Example: Dressmaking is a useful **trade**.*

*He is a hairdresser*

*(tailor, blacksmith) by **trade**.*

VOCABULARY  
LINKS

- 3 **Group up the words from the box into the columns below.**  
For some words more than one column is possible.

advertising, building, fashion, legal, manufacturing,  
medical, music, shipping, teaching, tourism

business	trade	profession	industry

- 4 **Write four sentences about real people who have jobs**  
**in any of the above areas.**

*Example: My granddad works in the building industry as an architect.  
It is his profession.*

# Build Up Your Grammar

- 1 Complete the profile by changing the form of the verb in brackets using the Past Simple or the Present Perfect.

Profile: **CHRISTOPHER JONES**

Christopher Jones is an English language teacher. He ... (*be*) always good at languages at school, so he ... (*decide*) to take his degree in French and German. When he ... (*finish*) his university studies, he ... (*begin*) teaching in a secondary school in England. Two years later, however, he ... (*meet*) someone by chance who ... (*offer*) him a job teaching English to foreign students during the long summer holidays. His students ... (*be*) adults and he ... (*enjoy*) the work greatly. He soon ... (*find*) he ... (*be*) more interested in teaching his own language to foreigners than foreign languages to English schoolboys.

Since then he ... (*specialise*) in this work. He ... (*find*) that one of the advantages of the job was that it enabled him to find work almost everywhere in the world. First he ... (*go*) to Africa for 2 years and then he ... (*spend*) a year in Arabia. After this he ... (*go*) to Greece where he ... (*work*) for the last 3 years. He ... (*not, be*) to South America yet but he wants to go there next. He ... (*teach*) men and women of all ages and of various nationalities. He also ... (*learn*) to get on with all kinds of people and to adjust to different ways of life. So far he ... (*not, regret*) his decision to follow this career.



## 2 Complete the sentences (A-C) to make the rules.

Present Perfect, Past Simple, Present Perfect Continuous

A We use the ... to mention about the events in the past.

**Example:** *I visited my aunt last weekend.*

B We use the ... to talk about the results and completed actions or events that are connected with the present.

**Example:** *I've lived in this town for 6 years.*

*My brother has been to London.*

*Jane has already done her homework. Look!*

C We use the ... to talk about an action that began in the past and is still in progress or an action that has recently stopped and which explains the present situation.

**Example:** *I've been working for this company since 2002.*

*David has been playing tennis so he's really tired.*

### PRESENT PERFECT CONTINUOUS

is used to stress the **duration** of an action.

It is formed with **have / has been** + **main verb** with ending **-ing**:

*I / You / We / They **have been watching** the game for 3 hours.*

*He / she / It **has been watching** the game for 3 hours.*

GRAMMAR  
LINKS

### NOTE:

Adverbs commonly used with the Present Perfect Continuous:

- **since, for, how long**

*We have been watching the game **SINCE** 4 p.m.*

- **all day / night / morning / my life / year (all day long, all night long...)**

*Jack has been studying **ALL AFTERNOON**.*

- **lately, recently**

*We have been working very hard **RECENTLY**.*

## 3 Read and make up sentences saying how long the people have been doing different things.

**Example:** Paula started laughing ten minutes ago and she is still laughing. (*She / laugh*)

*She has been laughing for ten minutes.*

- 1 The Carltons bought their car two years ago and they still have it. (*They / drive*)
- 2 Kitty's brother jumped in the pool at 12. It's now 1 p.m. and he's still in the pool. (*He / swim*)
- 3 Sheila came to work at 9. It's now 5 p.m. and she's still at work. (*She / work*)
- 4 We got our mixer in 2001. We still use it. (*We / use*)
- 5 Ben started telling jokes at 6 in the afternoon. It's now 8 and he hasn't stopped. (*He / tell*)
- 6 Mark and Will started playing a computer game at 4 p.m. It's now 6 and they are still playing. (*They / play*)
- 7 I started drawing a picture in the morning and I am still doing it now, at 7 p.m. (*I / draw*)

#### 4 Choose the correct word or phrase in brackets.

- 1 How long (**have you had / have you been having**) your car?
- 2 Ron (**worked / has been working**) as a postman for the past month.
- 3 Mary (**has been finding / has found**) a good job.
- 4 I (**have written / have been writing**) an essay all day.
- 5 How long (**have you been living / do you live**) in Kyiv?

#### PRESENT PERFECT vs PRESENT PERFECT CONTINUOUS

- We use the **Present Perfect Continuous** for incomplete actions which were in progress over a period of time in the past. With recently completed actions we use the **Present Perfect**.  
*We **have been living** in Kyiv for 12 years. (We're still there now.)*  
*They've **lived** in Luhansk, Donetsk and Dnipro. (They aren't there now.)*
- We often use the **Present Perfect Continuous** with 'how long'. If we ask 'how often' or 'how much/many' we use the **Present Perfect**.  
*How long **has she been sleeping**?*  
*How often **have you worn** that suit?*  
*How many English lessons **have you had**?*

GRAMMAR  
LINKS

## 5 Use the Present Perfect or the Present Perfect Continuous with the verbs in brackets.

A: How long ... you ... (*try*) to find a job?

B: For three years. It ... (*be*) really difficult.

A: How many jobs ... you ... (*have*)?

B: About thirty, maybe more I ... (*do*) everything.

A: How long ... you ... (*stand*) here today?

B: I ... (*wait*) since 8:00 this morning, and I'm freezing.

## 6 Write sentences with the Present Perfect Continuous adding 'for' or 'since'.

**Example:** she / work there / 2003

*She's been working there since 2003.*

1 how long / they / go out together?

2 I / study English / eight years.

3 you / read that book / months!

4 you / wait / a long time?

5 how long / she / live there?

6 I / rent this flat / three years.

7 she / work here / a long time?

## 7 Work in pairs. Role-play the situation.

It is Friday evening. One of you has decided to phone the other for a chat. Ask and answer questions about what you've been doing this week.

Hi, there. I'm tired.  
I've had a terrible week!

What have you  
been doing?



# Focus on Listening

- 1 **Think of a job. Your partner tries to guess it asking questions.**

Do you work in an office?  
Do you drive a car?  
Do you wear a uniform?  
...

- 2 **Unscramble<sup>1</sup> the names of the jobs you are going to listen about.**

stemisy ministradator — ...  
naljourist — ...  
countacant — ...

- 3 **Work in pairs. Identify the words that are missing from the sentences in exercise 4.**



- 4 **Listen to three people and complete the sentences.**

- 1 She has already been working at this ... for 10 years.
- 2 She is a professional with broad work ... .
- 3 He chose this creative ... because he was a creative person.
- 4 They all work as ... .
- 5 He is ... for the safety of all documents and files.
- 6 All his ... respect him for his professionalism.

## WORDS

- safety** ['seɪftɪ]  
**a vacancy** ['veɪkənsɪ]  
**to apply** [ə'plɑɪ]  
**to graduate** ['grædʒjuet] (from)  
**to offer** [ɒfə]  
● **to be responsible** [rɪ'spɒnsəbl] **for**  
● **to be satisfied** ['sætɪsfaɪd] **with**  
● **to be well-paid** [,wel-'peɪd]

## FOR YOU

<sup>1</sup>to unscramble [ʌn'skræmbəl] — розшифрувати





**5 Listen again and answer the questions.**

- 1 Is it necessary to get higher education if you want to become an accountant?
- 2 Why does an accountant need to get additional education? What ways can he/she get it?
- 3 What is the journalist who works in some local newspaper responsible for?
- 4 What way can you characterise the profession of a journalist?
- 5 What does the occupation of a system administrator require?

**6 Talk with a partner on the following.**

Are your parents satisfied with their present jobs? What are their responsibilities? What are the advantages and disadvantages of your father's/mother's job?

## Focus on Speaking

**1 Match the questions with the answers to make an interview. Act out the interview in pairs.**

- |                             |  |
|-----------------------------|--|
| 1 What's your name?         | a £ 200 rent per month, £ 200 clothes, £ 50 bank, £ 60 petrol, £ 40 magazines and books. |
| 2 How old are you?          | b Radio reporter for The Word, a daily magazine programme on London's Kiss 100 FM.       |
| 3 What do you do?           | c Kiss House, Holloway Road, London.   |
| 4 Where do you work?        | d Lisa Sharon.   |
| 5 What do you wear to work? | e 27.  |
| 6 How much do you earn?     | f £ 15,000 – £ 20,000 per year, including TV work.                                       |
| 7 What do you spend it on?  | g Everything goes — casual <sup>1</sup> .  |

<sup>1</sup>casual ['kæʒuəl] — буденний; (тут) як завжди

- 2 a) Work in pairs. Read the dialogue and make a similar one. Use some of the phrases in the box below.**

**A:** Are there any interesting jobs in the paper today?

**B:** Well, here's one for a tour guide. But you have to work on Saturdays and Sundays.

**A:** I don't want to work on weekends.

**B:** Neither do I. Oh, there's another one here for a salesperson. It's a job selling children's books.

**A:** Sounds interesting.

**B:** Yes, but you need a driver's license, and I can't drive.

**A:** Oh, I can! I just got my license. What's the phone number?

**B:** It's 798-3455.

- b) Present your dialogue in class.**

- 3 Make up questions to interview Chris Jones (see ex. 1, page 45). Get ready to role-play the interview in pairs in class.**

- 4 Work in groups. Discuss which of the jobs in Ukraine:**

- a are normally done by women.
- b are generally well-paid.
- c require a lot of training.
- d are very stressful.
- e have long holidays.
- f are dangerous.

USEFUL

**Making Choices**

**What are the advantages / disadvantages?**

**The job in ... seems a better choice because...**

**From the information we have, it seems that ... would be good.**

**I'd prefer the job...**

**The job ... doesn't sound very suitable for me because...**

LANGUAGE

# Focus on Writing

- 1 a) You have learned about the three most important elements in writing: audience, purpose and form. What would be the three elements for the following types of texts?

TYPE OF TEXT	AUDIENCE who?	PURPOSE why?	FORM
novel			
hotel reservation			
staff meeting minutes			
study trip report			
mobile phone instructions			
play review			

b) Compare and discuss your answers with your classmate(s).

c) Report your findings to the class.

- 2 a) Get some information and name the types and styles of letters mentioned in the text.

**Letters** are pieces of writing usually written to a person or a group of people for a specific purpose. There are various types of letters and your choice depends on your reasons for writing. The most common reasons are: requesting or giving information, giving or asking for an opinion, applying for a position, etc.



Any letter consists of:

- 1 a PROPER GREETING
- 2 an INTRODUCTION stating the reason(s) for writing
- 3 a BODY developing the topic of the letter where each new point is written in a new paragraph
- 4 a CONCLUSION summarising the topic and including some closing remarks
- 5 a PROPER ENDING

There are three styles of letter depending on the person you addressed to:

- INFORMAL LETTERS are written to the members of the family or people you know well.
- SEMI-FORMAL LETTERS are written to people you do not know well and to whom you want to show politeness and respect.
- FORMAL LETTERS are written to people you do not know or people in authority<sup>1</sup>.

**b) Put the parts of the letter in a proper order.**

a	INTRODUCTORY PARAGRAPH opening remarks & presenting the reasons for writing	1	<input checked="" type="checkbox"/> c
b	ENDING writer's (full) name	2	<input type="checkbox"/>
c	GREETING	3	<input type="checkbox"/>
d	CONCLUDING PARAGRAPH summarising the topic & closing remarks	4	<input type="checkbox"/>
e	BODY PARAGRAPH Paragraphs 2, 3, etc. Topic development	5	<input type="checkbox"/>

<sup>1</sup>people in authority [ɔ:'θɒrɪti] — керівники, посадові особи

**3 a) Read the advertisement below and the letter on page 55.  
Then answer the questions.**

- What is the style of the letter? Why?
- What is the purpose of the letter? Is it personal or professional?
- Name the type of the letter.

# Happy Holidays

**WRITE TO:**

Janet Smith  
Happy Holidays  
26 Baker Street  
Leeds, L24 7BJ

PLEASE,  
ENCLOSE  
A RECENT  
PHOTOGRAPH.

We have vacancies for holiday hosts and hostesses this summer. The job involves looking after groups of holidaymakers, entertaining them and helping with any problems. We are looking for young people who are bright and cheerful and who can work independently. If you like travelling and helping people, why not write to us?

All applicants must speak English and one other language. If you can play any sports or a musical instrument, this will be useful.



**b) Refer the headings to the appropriate parts of the letter.**

- |                                     |                      |
|-------------------------------------|----------------------|
| ● <u>the places she has visited</u> | ● reason for writing |
| ● addresses she is writing to       | ● sender's signature |
| ● her knowledge of languages        | ● signing off        |
| ● the things she is good at         | ● sender's name      |
| ● her personal qualities            | ● greeting           |
| ● sender's address                  | ● date               |

1

2

3

4

5

6

7  
the places she  
has visited

8

9

10

11

12

12 St John's St  
Bristol  
BR2 7FU

16 March

Janet Smith  
Happy Holidays  
26 Baker St  
Leeds  
L24 7BJ

Dear Ms Smith,

I read your advertisement in Teen Magazine and I would like to apply for a job as a Happy Holidays hostess this summer.

I am seventeen years old and I come from Greece. At the moment I am studying at a language school near Bristol. I can speak English, Greek and a little Spanish.

I like travelling. I have been to Spain, Italy and Britain. This is my second visit to England. Last year I stayed with my pen friend's family in London for a month.

I enjoy playing sports. I can play basketball, tennis and volleyball. I'm good at swimming, too. I can't play a musical instrument, but I have a good voice and I enjoy singing.

I'm sure that I would make a good hostess. I'm very sociable and I like helping other people. I look forward to hearing from you.

Yours sincerely,

Maria Bapass



**4 Write your own letter of application for a job as a Happy Holidays host or hostess.**

1 **Complete the interview by changing the forms of the verbs in brackets.**



**Interviewer:** So, how long ... you ... (*live*) here?

**Mary:** For about 6 months now.

**I:** Why did you choose Beirut?

**M:** Because my husband John and I ... always ... (*love*) Arab culture and the language. John's an English teacher and he ... (*get*) a job here in a language school.

**I:** Why did you want to take a year off?

**M:** Basically I ... (*want*) a break from teaching. I love teaching children but I ... (*need*) a change. Also I ... (*draw and paint*) since I was little but I ... never really ... (*have*) the chance to study drawing. So this ... (*seem*) like the perfect opportunity to have a change and learn to draw properly.

**I:** What ... you ... (*do*) here since you arrived?

**M:** Well, ... (*find*) a fantastic art teacher, called Fatima, and I ... (*have*) classes with her since October. She's great and she ... (*speak*) English, which is lucky because I don't know much Arabic yet. But I ... (*learn*).

**I:** Is Arabic a difficult language to learn?

**M:** Very difficult! Especially the pronunciation.

2 **Play the vocabulary game.**

- 1 In pairs, try to write as many different jobs as you can in five minutes.
- 2 The pair with the longest list reads it aloud. If you have the job you hear on your list, cross it out. The pair with the longest list with the jobs left is the winner.





**3 Read four newspaper advertisements about vacancies.**

**a) Listen to the people who estimate their chances to get a job.**

**Chris**



**WANTED:**

Engineer. Important off-shore oil company. Qualifications: Bachelor of Science and Five years' experience in similar work. Send resume to Box 305, New Orleans, LA 70132.

**Dave**



I've worked for an oil company for ten years. I have a B.Sc. in Engineering. I have the qualifications. I'm going to apply for the job. If they offer me the job, I'll definitely take it.

I like that job, but I can't apply for it. I don't have the qualifications. If I had the qualifications, I'd apply for it.

**Jessica**



**WANTED:**

Bilingual secretary for a new office in New Jersey. The applicant must be a native speaker of English and must be able to read and write Spanish. Send resume to Texxo Corp. Personnel Department.

**Helen**



I am a native speaker of English. I can read and write Spanish. I'll apply for the job. If I get it, I'll have to move to New Jersey.

I am a native speaker of English, but I can't read or write Spanish.

**Darlene**



**WANTED:**

Beginning computer programmer. Opportunity to learn and work. Applicants must be over 18. For more information call (312-14-18).

**Jack**



I'm 19 and I'm interested in the job. I'll get more information if I call. If the salary's good, I'll apply.

I'm interested in the job, but I'm too young. I'm only 17.

Use Your Skills

Floyd



I'm a mechanic, and I know a lot about cars. I have a current driver's license and enjoy money. If they ask me, I'll go with them.

**PERSONAL:**

Two members needed for overland Subarctic Expedition from Burlington, Vermont, to Nome, Alaska, by Winnebago Camper. Applicants must have current driver's licenses, knowledge of mechanics, and minimum \$2000 for expenses. Write Dick York, Box 96A, Winooski, VT 05679.

Tom



I have \$2000 and a current driver's license. But I know very little about cars. If I knew something about cars I'd go with them.

**b) In each pair choose one person who has got enough qualification. Explain your choice.**

#### 4 Role-play the situation in pairs.

*Pupil A*, you are speaking with a person who works in the field which you may choose as your future career, for example, an interpreter, an accountant, an editor, etc. You can ask your partner:

- whether his/her job requires a lot of skills (knowledge, education, practice);
- where he/she got the necessary skills (knowledge, education, practice);
- what he/she advises you to do to become better acquainted with this trade or profession.

*Pupil B*, answer the pupil A's questions and mention the advantages and disadvantages of your job.

## WORDS

an applicant

[ˈæplɪkənt]

a Bachelor's | degree

a Master's

a salary [ˈsæləri]

- to apply for a job

FOR YOU



**5** *Work in groups. Exchange your opinions about different occupations which require the following:*

- working indoors / outdoors
- meeting new people
- helping people
- having long holidays
- getting up very early
- having long working hours
- working night shifts
- working under pressure
- earning a lot of money
- doing manual work
- learning more
- travelling a lot
- being creative
- being inventive
- being risky



**6** *Write a paragraph about the career you would like to follow. Mention:*

- what you know about it
- what qualifications you will need
- why it attracts you
- why you think this kind of career will suit you

## Vocabulary

1 **Complete the text choosing the appropriate words from the box.**

staff, experience, profession, requires, application, apply, well-paid, salary, graduated, fluently, Master's degree, offers, Bachelor's degree

My cousin Liza is an interpreter. She gets a good (1)... . Liza speaks English and French (2)... . She studied at the university and travelled a lot. It helped her to improve her language skills, learn more about culture and traditions. Liza has an (3)... of working as an interpreter for seven years.

My older brother Denis is a manager. His job is (4)... . Although it is sometimes difficult to get in touch with him during the day, but his (5)... is very interesting.

First he (6)... from a university where he got (7)... in economics. Denis' work (8)... a lot of teamwork. I know he is quite successful. I'm proud of him.

As for me, I am a secretary at a textile factory. We receive many letters of (9)..., because our factory (10)... good work conditions. Next year I am going to get a (11)... in psychology and to (12)... for a position of a personnel manager. I know the director needs a person who can help to work with the (13)... .

## Grammar

2 **Complete the dialogues with the Past Simple or the Present Perfect.**

1 **A:** How long ... at university? (*you / be*)

**B:** I ... two years ago. I'm in my third year now. (*start*)

**A:** Do you live with your parents?

**B:** I ... with them for the first two years but I ... into a student hostel last September and I ... there since then. (*live, move, live*)

2 **A:** ... a job yet? (*your brother / find*)

**B:** Yes, he ... work in a hotel. (*just / start*)

## Listening



**a) Listen and say what kind of information it is.**

**b) Listen again. Copy and complete the form with the information about the applicant.**

Name:	<input type="text"/>
Age:	<input type="text"/>
Sex:	<input type="text"/>
Knowledge of English:	<input type="text"/>
Experience:	<input type="text"/>
Lack of Experience:	<input type="text"/>
Likes:	<input type="text"/>
Dislikes:	<input type="text"/>
The reason of applying:	<input type="text"/>

## Reading

**4 a) Read the results of the interview with Kelly Barrow below.**

**Name:** Kelly Barrow

**Age:** 28

**Job:** "Classroom teacher in a junior school in North London."

**Training:** "I'm originally from Australia, and spent three years at university training for my diploma of education."

**Skills:** "I'm responsible for information and technology at the school, as well as teaching. The children are the highlight<sup>1</sup> of my day, compared with all the paperwork."

<sup>1</sup>a highlight ['haɪlaɪt] — основний момент

**Hours:** “8 am to 5 pm. After class I work on the computers, and once a week I do a computing course, finishing at 7 pm.”

**Salary:** “I survive comfortably on £ 16,000, but since I haven’t lived here for very long I don’t think I have as many financial commitments<sup>1</sup> as others.”

**Expenses:** “I rent a flat in North London: my rent’s £ 350 a month. I always have an enormous phone bill about £ 170 — because of telephoning to Australia. I like to entertain and have parties. I’m trying to save £ 200 a month for a trip abroad.”

**b) Complete the sentences on the right (a-e) with the appropriate numbers.**

A junior school teacher in Britain:

- a earns about ... thousand pound year
- b trains for ... years
- c works about ... hours a day
- d starts work at about ... o’clock
- e finishes work at about ... o’clock

**c) Write questions for the sentences in (b).**

**Example:** *What is the salary of a junior school teacher in Britain?*

I CAN ...


- read and understand job advertisements
- listen and understand about job requirements
- talk about advantages and disadvantages of jobs
- use the Present Perfect Continuous
- present careers of some people you know well
- describe your skills and interests
- write a letter of application

<sup>1</sup>a commitment [kə'mɪtmənt] — зобов'язання

# Why Go To School?

## Unit 3

### WARM UP



WHICH SUBJECT DO YOU CONSIDER THE MOST IMPORTANT?

- The most important subject for me is... because I (think it's part of a good education / know I'll need it in life /...).

FOR WHICH SUBJECT DO YOU STUDY MOST? WHICH SUBJECT IS THE EASIEST FOR YOU?

- I spend the most time on... because I (really enjoy it / don't know much about it /...).
- The easiest subject for me is... since I (am very interested in it / have an excellent teacher /...).

HOW DO YOU LIKE TO SPEND BREAKS BETWEEN CLASSES?

- During breaks I enjoy (playing sport / talking with friends / having a snack /...).
- Sometimes I like to (use my mobile phone to call or send a message / see a teacher for some help /...).

WHAT EXTRA-CURRICULAR ACTIVITIES DO YOU HAVE AT YOUR SCHOOL?

- At our school, students can (join an English club / participate in amateur theatre / help in some community projects /...).
- Once or twice a year, we have a / an (camping trip / excursion to a place of interest /...).

# Focus on Reading

## 1 Work with a partner and discuss the following items.

- If you ask students about school, their first reaction is usually very different. Why is that so?
- Can you imagine life without school? Why / why not?



## 2 Read a student's essay about school on pages 64-65 quickly and match the questions below (1-6) to the paragraphs of the text (A-F).

- 1 Why do some students like going to school, while others don't? .....
- 2 Does school deal only with class activities on different subjects? .....
- 3 What way does school provide students with knowledge? .....
- 4 Where do we spend considerable time with our friends? .....
- 5 What's the difference between the Internet and school? .....
- 6 What other skills does school develop beside learning subjects? .....

(A) "There's more information on the Internet than in a million schools and in all the teachers and schools books in the world," some of us say, "so, why go to school?". In my opinion, there's more education in school than just acquiring information. While the Internet provides information schools can provide knowledge.

(B) Knowledge is not just information but the organisation and interpretation of information, which can be achieved through a good schools curriculum. Besides, the group work, teamwork and games in class can help students define themselves and the way they relate to others. It means that schools, unlike the Internet, provide young people with knowledge, critical thinking skills and social skills.



**C** It is obvious, that some students like school, others think they hate it. For students who are doing well, school is an attractive place. But those, who are not successful with their grades<sup>1</sup> and are always pressed by teachers and their parents, consider school boring and uninteresting.

**D** School is not only a place of formal education, it is a place where students can develop their skills in social relationships, and increase their tolerance and mutual respect for each other.

**E** At school we can enjoy different cultural and confidence-building activities and, at the same time, realise and demonstrate our individual talents. Everybody has an opportunity to take part in dramatic and musical performances at a school or class party, or in school or interschool sports competitions. Now, many of the activities are organised through clubs. They provide a variety to the main educational programs and can also be enjoyed away from school and outside regular school hours.

**F** School is an important social environment for young people. At school we make out best friends, with whom we spend considerable<sup>2</sup> time going together to excursions, concerts, parties and discos.

### WORDS

**a curriculum** [kə'rikjələm]

**an opportunity** [ˌɒpə'tju:nəti]

**particular** [pə'tɪkjələ]

**mutual** ['mju:tʃuəl]

**to acquire** [ə'kwaɪə]

**to provide** [prə'vaɪd]

**to realise** ['ri:əlaɪz]

● **It is obviously**

FOR YOU

### 3 Read the essay again and decide whether the statements are true (T) or false (F).

- Both the Internet and school provide students with knowledge. ....
- School provides young people with critical thinking and social skills. ....

<sup>1</sup> a grade [greɪd]— (мум) оцінка    <sup>2</sup> considerable [kən'sɪdərəbəl] — значний

- 3 If you have an interest in going on to higher education you will find school as an interesting place. ....
- 4 School is the place of formal education. ....
- 5 School provides with opportunities to develop students' talents. ....
- 6 Friends are people with whom we spend considerable time going to school. ....
- 7 Everybody should realise that school is one of the main social environments for young people. ....

#### 4 Match the words with the definitions.

- |                |   |   |
|----------------|---|---|
| 1 a curriculum | a | to learn or develop knowledge, skills by your own efforts                                       |
| 2 a knowledge  | b | the subjects that are taught by a school or the things that are studied in a particular subject |
| 3 a skill      | c | the facts, skills and understanding that you have gained through learning or experience         |
| 4 successful   | d | being the one that you are talking about, and not any other                                     |
| 5 particular   | e | admiration for someone, especially because of their personal qualities, knowledge or skill      |
| 6 to acquire   | f | an ability to do something well, especially because you have learned and practised it           |
| 7 a respect    | g | having very good effect or result   |

#### 5 Work in pairs. Take turns asking and answering the questions.

- Do you like school?
- Do you know anybody who hates school? Why does he/she hate it?
- In what subjects are you doing well?
- Are you pressed by your parents and teachers?
- How many friends do you have among your classmates?
- What grades do they get in most subjects? In English?
- Do you use the Internet? What for?

- 8 Can the Internet help in your study? Prove.  
 9 What extracurricular activities do you or your friends take part in?  
 10 Do you take part in any sports competitions?

**6 Read the British teenagers' opinions of their schools.  
 Compare them with your own opinions.**



**Martin**

What makes me mad is teachers who think that boys are cleverer in Maths and Science subjects.

Everything would be OK if we didn't have grades, tests and reports all the time, if there was less pressure.



**Jenny**

Most lessons are boring. Sometimes I just have to doodle<sup>1</sup> on my desk or write letters. Otherwise<sup>2</sup> I'd fall asleep.



**Janet**



**Gary**

It's always the teacher who decides what we're going to do. What we need is more democracy.



**Carol**

I'd like school better if I could talk whenever I like. Normally we just have to be quiet, listen and nod our heads.



**Steve**

So far I haven't learned much to help me in later life. What's the point of doing art, music and maths, for example?



**Melanie**

We can't do without school. School is not a place for fun like discos.

<sup>1</sup> to doodle ['du:dl] — машинально малювати (каракулі)

<sup>2</sup> otherwise ['ʌðəwaɪz] — інакше, в іншому випадку

# Develop Your Vocabulary

## to learn

- 1 We learn something so that we get some practical skills and know how to do it.

**Example:** *I'm learning to be a hairdresser.*

*How long have you been learning English?*

*Where did you learn to drive?*

- 2 We learn facts, words, numbers or lines (often by heart).

**Example:** *Mary has learned the poem well.*

- 3 We can learn something in the meaning 'find out'.

**Example:** *We learned the details later. We learned about it from newspapers.*

## to study

- 1 We study something so that we get the theory of the subject (especially by reading books about it and attending classes at school or college).

**Example:** *Robert studies to be a doctor. At 17 he moved to Kyiv to study law.*

In Britain less than 10% of girls choose to study science at school.

### NOTE

But:

(school) to **go** to school, to **be** at school

(university) to **be** at university, to **be** a student

VOCABULARY  
LINKS

## 1 Match the words in the box with their definitions below.

boarding school, graduate, head teacher, nursery school, primary school, private school, secondary school, state school

- 1 ... is a school paid by the government<sup>1</sup> which gives free education.
- 2 ... is a non-government school where you have to pay.
- 3 ... is a school for very young children at the age of 1-4.
- 4 ... is a school for young children from 4 to 11 years old.
- 5 ... is a school for older children from 11 to 18.
- 6 ... is a school where pupils live, eat and sleep.

<sup>1</sup>a government ['gʌvənmənt] — уряд

- 7 ... is a 'boss' of a school.  
 8 ... is a person who has finished university and has a degree (e.g. in economics).

## 2 Choose 'learn' or 'study' and put it in a correct tense form to complete the sentences.

1 You must ... this poem. 2 We must ... the map before we start our journey. 3 She ... to be a doctor by watching the work of her more experienced colleagues. 4 Mary ... to swim. 5 We soon ... to do as we were told in Mr Hughes' class! 6 Mike ... medicine at college because he wants to be a doctor. 7 I'm trying to ... Spanish. 8 I ... to ride a bike when I was five.

# Build Your Grammar

## CONDITIONALS (Умовні речення)

Conditionals are two parts sentences which are connected with the word 'if'. With all conditionals, when we start the sentence with 'if', we must use a comma. When 'if' is in the middle of the sentence, we don't use a comma.

**Example:** *If you smoke too much, you will die.*

*You will be fat **if** you eat fish and chips everyday.*

### 1st Conditionals (Умовні речення 1-го типу)

We use the 1st Conditional to express the **strong possibility** that something will happen in the future. We can also use it to make predictions about things we are sure about.

1st Conditional = **if + Present Simple + Future Simple**  
 (or **Modal + Infinitive**)

**Note:** We use a **comma** after the 'if-clause'.

**Example:** *If you leave now, you **will catch** the bus.*

1st Conditional = **Future Simple (or Modal + Infinitive) + if**  
 + **Present Simple**

**Note:** We don't use **comma** in the sentence.

**Example:** *You **will catch** the bus **if** you leave now.*

GRAMMAR  
LINKS

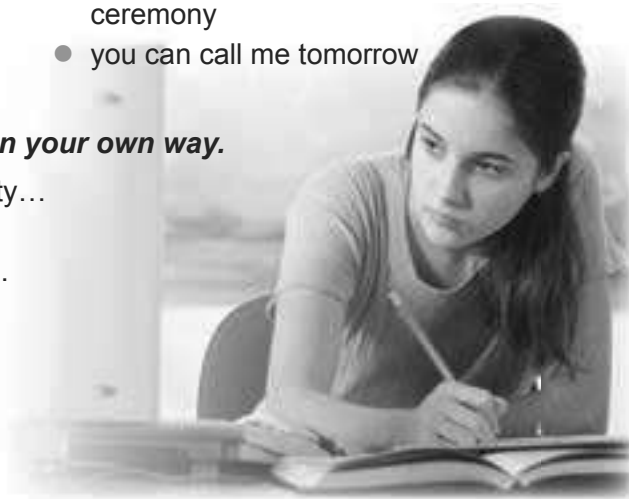
### 1 Match to make up the 1st conditional sentences.

**Example:** *If you drop that plate, it will break into a million pieces.*

- |                             |                                       |
|-----------------------------|---------------------------------------|
| you drop that plate ●       | ● I'll throw the magazine away        |
| he doesn't know             | ● she probably will fail the exam     |
| the answer ●                | ● you can tell them you'll be late    |
| you are hungry ●            | ● you can still get the early train   |
| you call them now ●         | ● he can find the answer for you      |
| Carla doesn't study ●       | ● it will break into a million pieces |
| I give you my number ●      | ● you can get something to eat        |
| you don't want to read it ● | ● she will miss the opening ceremony  |
| you hurry ●                 | ● you can call me tomorrow            |
| she arrives late ●          |                                       |

### 2 Complete each sentence in your own way.

- 1 If I don't get into university...
- 2 I'll have a big party if...
- 3 If I pass my exams well...
- 4 We won't get a plane if...
- 5 If I get my first salary...
- 6 You'll fail the exam if...
- 7 He'll be late for work if...



### 3 Complete the sentence (b) in each pair so that it has a similar meaning to the sentence (a).

- 1 a) There aren't many TV programmes about science, so people don't know much about it.  
b) If there ... more TV programmes about science, people ... more about it.
- 2 a) Other intelligent beings might inhabit the Universe. If so, they would be very different from us.  
b) If other intelligent beings ... the Universe, they ... very different from us.
- 3 a) It's likely there is life on other planets. If so, we are not alone.  
b) If there ... life on other planets, we ... not alone.

- 4 a) The world's population will probably continue to increase.  
If so, we will need more food.
- b) If the world's population ... to increase, we ... more food.

#### 4 **Correct the tense forms of the verbs in bold to make 1st conditionals.**

**Example:** Don't wait for me if I **will be** late.

*Don't wait for me if I am late.*

- 1 Will you call me if I'll **give** you my number?
- 2 Do you mind if I **will borrow** your dictionary?
- 3 I **get** hungry if I **will not eat** anything.
- 4 The food **spoil** if the fridge is turned off.
- 5 Is it OK if I **will take** your bike to the store?
- 6 Will they read this magazine if I **could leave** it?
- 7 The ground **gets** wet if it **can rains**.

#### 5 **Put the words in the correct order to make the 1st conditionals.**

- 1 If / he / Albert / will go / can / his / bicycle, / repair / cycling.
- 2 by bus / Ben / to school / if / he / will come / is late.
- 3 You / look out / will not see / if / you / the square / of the window.
- 4 shall see / the history museum / old / things / if / We / is open.
- 5 Mary / to the theatre / won't go / cannot get / if / she / a ticket.

#### 6 **Complete the sentences by changing the form of the verb in brackets.**

**Example:** If she ... (need) a radio she can borrow mine.

*If she needs a radio she can borrow mine.*

- 1 If he ... (go) on telling lies nobody will believe a word he says.
- 2 If he ... (like) the house will he buy it?
- 3 If you come late they ... (not let) you in.
- 4 He'll be late for the train if he ... (not start) at once.
- 5 If you put on the kettle I ... (make) the tea.
- 6 If he ... (be) late we'll go without him.
- 7 I'll be very angry if he ... (make) any more mistakes.

# Focus on Listening

## 1 *Brush up what you have already known about schools in Britain. Choose the right item. Check your partner's answers.*

- 1 In Great Britain school begins at the age of ... .  
a) 5-6    b) 4-5    c) 6-7
- 2 The 1st schools to which children go are called ... .  
a) *secondary schools*    b) *junior schools*    c) *infant schools*
- 3 They leave their primary school when they are ... .  
a) 8    b) 11    c) 10
- 4 They take the national General Certificate in Secondary Education exams at the age of ... .  
a) 11    b) 18    c) 16
- 5 To enter the British university you should ... .  
a) *take 'A' level exams*    b) *attend preparatory course*  
c) *take GCSE exams*

## 2 *Work in pairs. Identify the words that are missing in the sentences from exercise 4.*

**3** *Listen and check up your answers (see exercise 1).*

**4** *Listen again and complete the sentences with the words from the box.*



courses, independent, opportunities, Advanced, junior, available, public, compulsory, boarding, comprehensive

- 1 Primary education includes infant schools and ... schools.
- 2 ... secondary education starts at the age of 11-12 and lasts 5 years.
- 3 Most British children get their secondary education at ... school.



- 4 Many pupils at the age of 16 leave school and go to a college to choose more practical ... .
- 5 Pupils who decide to enter a university should pass ... level exams.
- 6 Secondary education is ... to all children in Britain.
- 7 Only less than 5 per cent go to ... schools.
- 8 Private schools where pupils of 13-19 years olds study are called ... schools.
- 9 The schools where pupils live and study are called ... schools.
- 10 Many people believe that children should have equal ... at the start.

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

basic, private, junior, schooling, available, provided, senior,  
compulsory, educational, primary, curriculum, grades

### Schooling in Ukraine

As a rule, schooling begins at the age of 6.

The Ukrainian educational system is organised into four levels: primary, secondary, high school and post-secondary education.

General secondary education is ... . Post-secondary education is ... in different ways. Primary and secondary schools have three stages: ..., basic and senior.

Primary school comprises ... 1 to 4. Grades 5-9 are usually referred to as '...school', while according to the education reform 10-12 are '... school'. Students usually study in the same school building throughout their primary and secondary education. Primary ... lasts 4 years and basic school 5. The middle school ... varies slightly between schools. There are then 3 profile years. New types of schools appeared: gymnasia, lycees and ... schools.

Post secondary education is ... by vocational training schools, universities and institutes.



Higher (university) education gives different qualifications: Bachelor's, Specialist and Master's Degree. Higher education is either state funded or private. Ukraine cooperates with more than 50 international ... organisations.

## 6 *Work in pairs. Take turns asking and answering the questions.*

- What do you know about the system of education in our country?
- Is primary school compulsory in Ukraine?
- At what age do children start going to school in our country?
- What types of schools are there in Ukraine?
- Which school subjects do you have?

# Focus on Speaking

## 1 *Work in pairs. Talk on the following items.*

- What does your classroom look like? Would you like to change anything about your class?
- What is your favourite subject? Why do you like it?
- How do you prepare for lessons? Do you often forget to do your homework? Are you a hard-working student?
- Have you ever been late for school? When? Why? What happened?
- Would you like to be a teacher? Why? / Why not?
- What kind of activities do you have at school? Do you participate in any of them?

USEFUL

Asking

for an opinion

**What do you think about...?**

**How do you feel about...?**

**What's your opinion of... ?**

**Agreeing**

**I'd go along with that.**

**You've got a point there.**

**I think so, too.**

**Great minds think alike.**

**Disagreeing**

**Not sure.**

**Yes, but... I don't agree...**

**Maybe, ... but...**

**I don't think so.**

**The problem's**

**that ...**

LANGUAGE

## 2 *Share the information about your schooling.*

- 1 When did you start school?
- 2 What school was it?
- 3 Have you ever changed schools? Why?
- 4 What exams have you taken (are going to take)?
- 5 What are your plans for the future?

## 3 *a) Work in groups. Agree or disagree with the statements below. Write down at least three reasons for each statement.*

All schools should let children wear whatever they want at school.

Girls study better without boys in the class.

Private schools are usually better than state schools.

Boys study better in a mixed class.

Physical education should be optional<sup>1</sup>.

## *b) Present your ideas for one of the statements above to the class. The others should listen and say if they agree or disagree with your group's arguments and why.*

First of all...

Another important point is that...

Finally...

## 4 *Work in groups. Discuss the following.*

- What would you change about the system of education in our country?

<sup>1</sup>optional ['ɒpʃənl] — необов'язковий;  
факультативний



# Focus on Writing

## 1 Put the structure of a formal letter in the correct order.

- |   |   |   |                          |                         |
|---|---|---|--------------------------|-------------------------|
| A | stating reason(s) for writing                       | 1 | <input type="checkbox"/> | Greeting                |
| B | writer's full name                                  | 2 | <input type="checkbox"/> | Introductory paragraphs |
| C | writing closing remarks                             | 3 | <input type="checkbox"/> | Body                    |
| D | formal greeting                                     | 4 | <input type="checkbox"/> | Concluding paragraph    |
| E | qualifications and reason for applying for a course | 5 | <input type="checkbox"/> | Ending                  |

## 2 Work in groups. Discuss the situation and do the task below.

You received a Master's degree in Art History from the University of Cambridge. You are very ambitious and eager to continue your studies. The MA Classical Archaeology Courses offered by the University of Durham seem to be an outstanding opportunity for you.

**Match each item of information content (A-E) to the correct paragraph (1-5).**

**Paragraph**

1 reason(s) for writing

2 education

3 experience

4 skills, qualities

5 closing remarks

**Information content**

A ● a strong wish to learn and continue professional development

B ● interest in field work

B ● a Master's degree in Art History from the University of Cambridge

C ● application for the MA Classical Archaeology Course

D ● enclosing all the necessary documents

D ● repeating the reason for writing

E ● a curator at Whitby Town Museum

**3 Put the parts of the 'Application for the Course' in the correct order.**

I am writing to apply for the MA Classical Archaeology Course offered by your university for the next academic year starting in September.

**A**

I enclose my Resume with further details of my qualifications and work experience. I hope that you will consider me for admission to the course. I look forward to hearing from you soon.

**B**

Yours faithfully,

**C**

6 Henley Street Whitby June, 2018

**E**

Dear Sir / Madam,

**F**

Faculty of Humanities  
Archaeology Department  
University of Durham

**G**

Catharine M. Shelley

**D**

I am 28 years old and I've got a Bachelor's degree in Art History from the University of Cambridge. I continued my studies and last year I was awarded a Master's degree. I have always been interested in classical art, literature and languages. As a student at Whitby Secondary School I passed three A level exams: History, Latin and Classical Literature.

Since the completion of my studies at Cambridge University I have been working as a curator at Whitby Town Museum. I have enjoyed my job enormously. However, I feel I need to continue my professional development and expand my knowledge of classical cultures. I believe that taking a place on the MA Classical Archeology Course would enable me to gain very valuable new insights into the classical period. Furthermore, it would give me the opportunity to do field work, which has been my wish for many years.

**H**

- 1  **E**
- 2
- 3
- 4
- 5
- 6
- 7
- 8

**4** Choose one of the advertisements (pp. 78-79). Write your letter of application. Use the letter on page 77 as a model and some of the phrases in the list below.

- *I am writing to apply for admission to the course in...*  
*I would like to apply for a place on...*
- *I have taken / passed / completed the...*  
*I hold a certificate in...*
- *I look forward to receiving your response...*  
*I look forward to meeting you / hearing from you...*  
*I hope that you will consider me for...*
- *Please contact me regarding...*
- *I enclose further details of my qualifications... / a copy of my...*

**EXFORD COLLEGE**

**Exford is beside the sea  
and surrounded by beautiful countryside**

- Courses at all levels, September to June (full-time).
- Summer schools (mornings only) during August.
- Full social programme including sports and hobby clubs provided by the college.
- Students live in college rooms or with families.

# DAUNSTON COLLEGE

**Daunston is a small town in the Midlands near pleasant countryside.**

- Part-time and full-time classes available from September to June.
- Full-time summer school in August.
- Complete beginner's course part-time only.
- Trips and other social events arranged regularly.
- Accommodation in the college or with families.



- ✓ **Situated in the centre of Chesford, a quiet market town.**
- ✓ **English courses offered from September to June, daytime and evenings.**
- ✓ **Accommodation is with local families.**
- ✓ **Trips organised to Cambridge, Oxford and London.**

# CHESFORD COLLEGE

# HOWE COLLEGE

- Classes run from September to June.
- Part-time and full-time courses from beginners to advanced (daytime only).
- Full-time courses in English with Business Studies.
- Trips arranged to places of interest.
- Help given in finding a flat or room in the area.

*The college is in the city centre, but near the North Yorkshire countryside and the sea.*



## 1 Match the halves of each sentence in the columns.

- |   |  |
|---|--|
| <input type="checkbox"/> 1 She won't start primary school     | <b>a</b> if I finish my exams.         |
| <input type="checkbox"/> 2 She won't pass her exams           | <b>b</b> if she gets good marks.       |
| <input type="checkbox"/> 3 I'll have to go to a new school    | <b>c</b> I'll do my homework at once.  |
| <input type="checkbox"/> 4 If I get home                      | <b>d</b> if she doesn't study hard.    |
| <input type="checkbox"/> 5 I think I'll go on holiday         | <b>e</b> if she isn't six years old.   |
| <input type="checkbox"/> 6 Her parents will get her a present | <b>f</b> if I pass my 'A' level exams. |

## 2 Complete the article with the correct words or phrases from the list below.

## American Schools

Americans have always aimed for equal (1) b in education. Americans spend six years in (2) ... school, four or six years in (3) ... or high school. At the end of every school year the pupil (4) ... . If he doesn't (5) ... , he has to repeat a year once more. If he (6) ... , he goes into the next class. School (7) ... is free.

At more (8) ... level pupils can choose some subjects. Pupils take an active part in (9) ... activity. Many different sports are also (10) ... .

At the end of their time at school, most students get a (11) ... school diploma. If they want to go to college, they (12) ... college admission tests. Teaching in the country is usually very informal. Students often work together in groups and go to the teacher only when they do (13) ... .

- |    |                         |                         |                    |
|----|-------------------------|-------------------------|--------------------|
| 1  | a) abilities            | <u>b) opportunities</u> | c) success         |
| 2  | a) infant               | b) nursery              | c) elementary      |
| 3  | a) secondary            | b) primary              | c) junior          |
| 4  | a) writes a composition | b) learns a poem        | c) takes a test    |
| 5  | a) behave well          | b) do well              | c) pay for school  |
| 6  | a) pays for school      | b) behaves well         | c) does well       |
| 7  | a) education            | b) books                | c) subjects        |
| 8  | a) successful           | b) advanced             | c) fundamental     |
| 9  | a) class                | b) school               | c) extracurricular |
| 10 | a) obligatory           | b) available            | c) equal           |



- |    |                  |                   |              |
|----|------------------|-------------------|--------------|
| 11 | a) high          | b) secondary      | c) primary   |
| 12 | a) go            | b) take           | c) make      |
| 13 | a) grammar tasks | b) their homework | c) need help |

### 3 Work in pairs. Look at the diagrams below.

a) Compare the system of education in the USA and Britain.

UK		age	US	
class	school		school	class
NURSERY SCHOOL or KINDERGARTEN (optional)		3	NURSERY SCHOOL (optional)	
		4		
reception class		5	KINDERGARTEN	
year 1	INFANT SCHOOL	6		first grade
year 2		7		second grade
year 3		8	ELEMENTARY SCHOOL	third grade
year 4	JUNIOR SCHOOL	9		fourth grade
year 5		10		fifth grade
year 6		11		sixth grade
year 7		12	JUNIOR HIGH SCHOOL	seventh grade
year 8	SECONDARY SCHOOL	13		eighth grade
year 9		14		ninth grade (freshman)
year 10		15	HIGH SCHOOL	tenth grade (sophomore)
year 11		16		eleventh grade (junior)
year 12		17		twelfth grade (senior)
year 13	SIXTH FORM COLLEGE	18		freshman
first year (fresher)	UNIVERSITY or POLYTECHNIC	19	COLLEGE	sophomore
second year		20		junior
third/final year		21		senior

b) Draw a diagram describing the system of education in Ukraine. Speak about it in class. Mention about:

- |   |                      |   |                 |
|---|----------------------|---|-----------------|
| 1 | pre-school education | 5 | subjects taught |
| 2 | primary education    | 6 | exams taken     |
| 3 | secondary education  | 7 | private schools |
| 4 | compulsory schooling |   |                 |

Use Your Skills

**4 Work in pairs. Take turns asking and answering the questions.**

- 1 How long have you been studying English?
- 2 What was your last English course like?
- 3 How did you get on with the other students?
- 4 Have you tried learning any other languages? How did you find it?
- 5 Who's the best language teacher you've ever had?  
Who's the worst?

**5 Read the article and choose the sentence (A-D) that best fits each gap (1-4).**

English is the language of international communication in many areas of life: trade, air and sea transport, tourism, sport and entertainment. More and more people also need English for studying at universities and colleges. New ideas in science, technology and medicine happen so quickly that it is impossible and very expensive to translate everything into different languages. **(1) ...**

Millions of people around the world want to learn English. Many of them come to Britain and other English-speaking countries to study at language schools, especially in the summer. There are thousands of different schools. They offer courses for children, teenagers and adults. **(2) ...**

You should always try to find out as much information as possible before you choose a school. **(3) ...**

If you go to a language school, you should try to speak English as much as possible. Students usually stay with a local family. **(4) ...**

You should also try to mix with students from other countries. This will help you with your English, and will also show you how important English is for international communication.

- A** In particular, you should try to talk to other students from your own country who have been to a language school to find out what you should expect.
- B** So most things are published in English, and if you want to keep up with the latest ideas in any subject, you need English.
- C** This is a good opportunity to improve your English and to learn a lot about everyday life.
- D** There are courses in General English, Technical English, Business English and so on.

## 6 *Work in groups. Discuss the following.*

- Why is English important?
- What are some pieces of advice given to choose a good course?
- Which way can you reach better results while learning English in Britain?

## 7 *Work in pairs. Choose one of the courses from the ads below. Explain your choice in class. Use the 1st Conditional whenever it is possible.*

If they offer..., I'll attend...

If they provide... I'll choose...

I'll prefer... if they organise...

I'll apply to... if they arrange...

**Situated in a pleasant area of the city close to the river.  
Convenient for North Wales and the English Lake District.**

- Courses in English run all year.
- Part-time courses available in the evenings/days.
- We will arrange accommodation with an English family.

**LOWTON  
COLLEGE**

**The college is in the centre of Bristow.**

- Full-time courses at all levels, from beginners to advanced, from September to June.
- Visits arranged to places of interest.
- Excellent range of sports offered.
- Students arrange their own accommodation in flats and houses.

**BRISTOW  
COLLEGE**

**Shepton College is in the centre of London  
close to underground and buses.**

- Classes are offered all through the year.
- Daytime English courses up to ten hours per week.  
Evening classes of four hours per week.
- Extra classes offered in English for Business.
- Students arrange their own accommodation in flats and houses.

**SHEPTON  
COLLEGE**

**Situated in West London close to bus and underground.**

- Courses run from September to July (daytime only).
- Special courses available, e.g. English for Business.
- Summer school in July and August.
- Accommodation arranged in student hostels.

**FRAMPTON  
COLLEGE**

**Use Your Skills**

## Vocabulary

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

- |                 |  |
|-----------------|--|
| 1 compulsory    | a able to be used  |
| 2 comprehensive | b a kind of education in which pupils of different abilities go to the same school |
| 3 available     | c to go regularly to a certain place   |
| 4 to learn      | d must be done because it is the law   |
| 5 to study      | e to get the theory of the subject   |
| 6 to attend     | f to get some practical skills   |

## Grammar

2 **Complete the sentences by changing the form of the verb in brackets.**

- I ... (*help*) tomorrow if you still ... (*need*) help.
- If my parents ... (*not work*) on Saturday, we all ... (*go*) skiing.
- If the weather ... (*be*) fine next weekend, we ... (*go*) to the country.
- I always ... (*help*) you this year if you ... (*need*) help.
- Granny sometimes ... (*not hear*) if little Eddie ... (*call*) her.

## Listening

3 **Listen to the conversation. Put 'T' if the statement is true, and 'F' if it is false.**

- 1 Mike thinks that the exams were very easy.
- 2 Pete agrees that exams were easy.
- 3 Pete thinks he failed in some exams.
- 4 Pete is going to read books now.
- 5 Mike is going to enter the university in October.
- 6 Pete has got to pass A level exams.
- 7 Pete is very successful in his study.
- 8 Mike likes reading too much.
- 9 Pete doesn't know whether to go to university or join the army.

## Reading

**4** Read the interview about Hampton School and refer the answers on pages 85-86 (A-F), given by the school headmaster, to the questions below (1-6).

- 1 When does school open and close?
- 2 How are the boys organised?
- 3 What about the curriculum, GCSEs and A levels?
- 4 What languages do you teach?
- 5 Do you have to play a particular sport?
- 6 How easy is it to get in?



- A** A very broad curriculum is characteristic of the first three years. At GCSE boys study seven subjects and three options from thirteen subjects and at A Level from five to six subjects from a range of thirty.
- B** At 6 am and 10 pm usually. However, we like boys to arrive from 8 am and after school, they can work in the library till 5 pm.
- C** The modern languages are French, German, Spanish and Russian. And one of the first three can be chosen as the first language studies with the opportunity to start a second language in the Third Form.
- D** It is difficult to say. It depends on whether Hampton is right for the boy as much as whether the boy is right for Hampton. Each year there are large numbers of applicants who take the entrance exam.



Check Your English

- E** They are in forms of about 25, usually less, some a little more. Each Form has a Form Tutor<sup>1</sup>.
- F** All boys can choose the sport they wish to play. In the First Year, they can pick football or rugby. In the Third Year, they can also row. The summer games are cricket, tennis and athletics. Swimming and badminton are available, too.



### I CAN ...

- read and understand the texts about education
- listen and understand information about schools
- talk about school life
- understand and use the 1st Conditional
- ask for opinions about educational systems, agree or disagree with them
- express your own opinions about schooling
- write an application letter for the course study

<sup>1</sup>a tutor ['tju:tə] — учитель, наставник, консультант

# National Cuisine

## Unit 4

### WARM UP

WHAT ARE YOUR FAVOURITE SANDWICH FILLINGS? WHAT SNACKS DO YOU ENJOY?

- In my sandwiches I like to have (cheese or peanut butter / cold meat or salami / egg or tuna / ...).
- If I have a snack between meals, it's usually (a piece of fruit / biscuits or chocolate / fruit yoghurt /...).

WHAT DOES A HEALTHY DIET MEAN TO YOU?

- I think that a good diet consists of (bread, rice, and potatoes / plenty of fresh fruit and vegetables / meat and fish /...).
- Also, a healthy diet can include some (cheese and eggs / nuts and seeds / butter or margarine /...).

DO YOU ENJOY GOING TO A RESTAURANT?

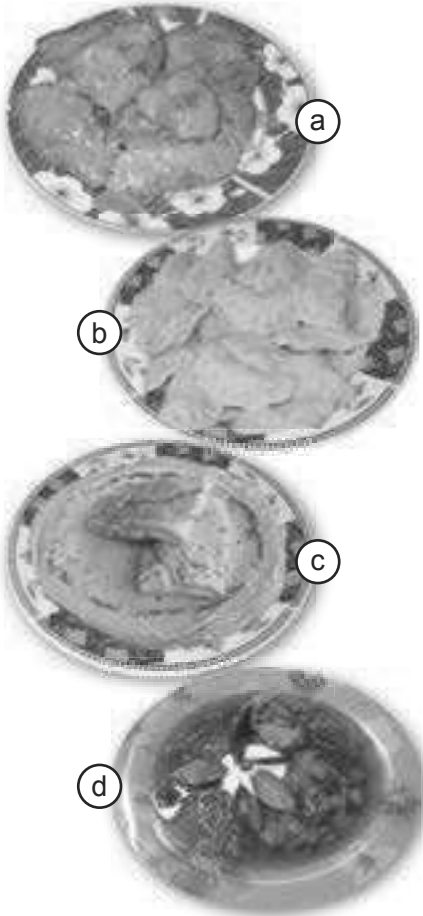
- I always love eating out because (the atmosphere is special / the food tastes great / it's nice to relax and talk over the meal / ...).
- To be honest, I prefer eating at home because there's (less noise / no smoking / better cooking / ...).

WHAT EATING OCCASIONS DO YOU ENJOY?

- Our family enjoys (outdoor barbecues / picnics in a park / cooking sausages over a fire /...).
- When friends come over, we (order pizza / buy chicken / cook shashlyk / ...).
- We have special meals to celebrate (birthdays / Christmas / anniversaries /...).

# Focus on Reading

- 1 a) *Work in pairs. List as many food items as you can for three minutes.*  
 b) *Compare your lists with other pairs.*  
*Find the winner with the longest list.*
- 2 *Look at the photos and name the dishes. Speak on how often you have them in your house.*



## TRADITIONAL

In the morning an Englishman has his favourite breakfast of cornflakes with milk and sugar or porridge followed by fried bacon and eggs. Breakfast is generally a bigger meal than they have on the Continent. Some marmalade might be spread on the toast and butter. Perhaps some fruit will also be eaten. For a change one can have cold ham, or perhaps fish, some coffee and a roll.

The main meal of the day is called dinner. Dinner is eaten either in the middle of the day or in the evening. If it is eaten in the evening (about 7 pm), the midday meal is called lunch (about 1 pm). If dinner is in the middle of the day, the evening meal is called supper.

The usual midday meal consists of two courses — a meat course accompanied by plenty of vegetables. After it comes a sweet pudding or some stewed fruit. Most Englishmen like what they call good plain food. Usually they have beefsteaks, chops, roast beef and fried fish and chips. They







**3 Read the article (pp. 89-90) and name:**

- all the meal times in Britain
- the ingredients of Christmas Pudding

## BRITISH MEALS

are not overfond of soup, remarking that it leaves them without free room for the more important meat course.

Afternoon tea one can hardly call a meal. This may mean a cup of tea and a cake taken in the sitting-room or at work. For many Englishmen it is a social occasion when people often come in for a chat over their cup of tea. But some people like to have the so-called 'high tea' which is quite a substantial meal. They have it between five and six o'clock. In a well-to-do family<sup>1</sup> it will consist of ham, tongue and tomatoes and salad, or kipper, or tinned salmon, or sausage, with strong tea, bread and butter, then stewed fruit, or a tin of pears, apricot or pineapple with cream and custard, and pasties, or a bun.

The evening meal goes under various names: tea, 'high tea', dinner or supper (as we have mentioned already) depending upon its size and the social position of those eating it.

It is well-known that every national cuisine has got its famous specialties. It isn't possible to imagine some holidays and celebrations without them. For example, Christmas Pudding for British cuisine means very much. Some English people could dispense<sup>2</sup> with the turkey and goose, but a Christmas dinner in Britain without a traditional Christmas pudding would be strange indeed!

The Christmas pudding is a direct descendant<sup>3</sup> of the old time plum porridge, beloved by English people in the Middle Ages.

Nowadays, in addition to the basic mixture of flour, bread-crumbs and eggs, the ingredients of Christmas pudding include raisins, currants, candied peel, chopped almonds and walnuts, grated carrot and a good measure of brandy, whisky or old ale<sup>4</sup>.

<sup>1</sup>well-to-do family — заможна сім'я

<sup>2</sup>to dispense with [di'spens] — обходитися (без чогось)

<sup>3</sup>a descendant [di'sendənt] — нащадок

<sup>4</sup>ale [eɪl] — пиво, ель



In many households the mixing of the pudding is quite a ceremony with all the members of the family taking turns to stir and make a whisk.

After being boiled for several hours, the pudding is stored until the time comes for heating it on Christmas Day when it is brought to the table on a large dish, big, round and dark-brown. The Christmas pudding is covered with white sauce burning in brandy.

Receiving each slice, the guests are warned to eat carefully because sixpenny bits, shillings, a tiny silver bell and a silver horseshoe<sup>1</sup> have been put in it. Those who find the 'treasure' are supposed to have money in the coming year, whoever gets the bell is to be married and the horse-shoe is the traditional sign of good luck.



WORDS

**a cuisine** [kwɪ'zi:n]  
**a course** [kɔ:s]  
**an occasion** [ə'keɪʒn]  
**a specialty** ['speʃəlti]  
**to consist (of)** [kən'sɪst]  
**to include** [ɪn'klu:d]  
**to stew** [stju:]

FOR YOU

#### 4 Read the article again. Copy and complete the table.

Mealtime	Meal the British usually eat
1 breakfast	
2 main meal of the day	
3 afternoon tea	
4 high tea	

#### 5 Match the words from the 'Words for You' to their definitions.

**Example:** *An occasion is important social event or ceremony.*

- ... is used to say what something is made of.
- ... means to cook something slowly in liquid<sup>2</sup>.
- ... is a particular style of cooking.
- ... is a kind of food that is always very good in a particular area (or restaurant).
- ... means to make somebody or something part of a large group.
- ... is one of the separate parts of a meal.

<sup>1</sup>a horseshoe ['hɔ:sʃu:] — підкова

<sup>2</sup>a liquid ['lɪkwɪd] — рідина

**6** *Work in pairs. Take turns asking and answering the questions.*

- 1 What food was beloved by English people in the Middle Ages?
- 2 What is the method to cook Christmas pudding nowadays?
- 3 What little 'surprises' can we find in a slice of Christmas pudding?
- 4 What does 'a good plain food' mean?
- 5 What social occasion is connected with afternoon tea?
- 6 What does 'high tea' consist of?

**7** *Match photos of the Ukrainian specialties below with the paragraphs on page 92.*



borsch



varenyky



holubtsi



deruny



kholodets'



salo


 mlyntsi

 domashnia kovbasa

- a It is a brawn<sup>1</sup> made from boiling pigs' trotters<sup>2</sup>. The meat is picked off the bone and the gravy sets around it into a jelly as it cools; served with horseradish or mustard.
- b Pancakes, often made with soured milk for a lighter batter<sup>3</sup>. Thinner pancakes are called nalysnyky, which are rolled and served with a stuffing, usually fruit or jam.
- c Cabbage rolls stuffed with rice and vegetables, or possibly with spiced minced meat, and stewed slowly in the oven.
- d Soup based on beetroot with meat and other vegetables; served with sour cream. There are many regional varieties.
- e Pork fat — no description of Ukrainian cuisine would be complete without it. Ukrainians like their pigs to be fat for it. Spices are rubbed into the skin. It's eaten in thin slices on black bread with garlic and salt. Especially delicious is the smoked version.
- f Ravioli-like pasta stuffed with potato, cabbage, mushrooms, meat or cheese, or with cherries as a sweet dish.
- g A domestic sausage, but it can't be called saliami. The only way to sample true home-prepared sausage is by experiencing it for yourself with the sights and smells of the markets of Ukraine.
- h Pancakes made from grated potatoes and flour, fried and served with sour cream.

## 8 Work in groups. Discuss the following.

- 1 What is the difference between meals and meal-times in England and Ukraine?
- 2 Do national Ukrainian dishes differ from those of English?

<sup>1</sup>a brawn [brɔ:n] — холодець

<sup>3</sup>batter ['bætə] — рідке тісто

<sup>2</sup>trotters ['trɒtəz] — ніжки (кулінар.)

# Develop Your Vocabulary

## 1 Match the word combinations with the pictures (a-f).

- boiled rice       roast chicken       baked potatoes  
 grilled sausages       fried eggs       steamed vegetables



## 2 Put two of the words in the box into the correct column.

beans, duck, lettuce, peaches, prawns, salmon, sausage, strawberries

meat	fish/seafood	fruit	vegetables

### 3 Complete the sentences with the adjectives<sup>1</sup> from the box.

fresh, frozen, home-made, low-fat, raw, spicy, sweet, takeaway

- 1 Food which is kept very cold is ... .
- 2 These eggs are ..., I bought them today.
- 3 I like my mum's cooking. ... food is always the best.
- 4 This tea's very ... . You've put too much sugar in it!
- 5 Indian food like curry is very ... .
- 6 ... food is food you buy at a restaurant and take home to eat.
- 7 Sushi is made with ... fish.
- 8 People on a diet often try to eat ... food.

## Build Up Your Grammar

### The 2nd Conditionals (Умовні речення 2-го типу)

We use the 2nd Conditional to express things which are very **unlikely** or **impossible**. We can also use it to describe imaginary actions for unsatisfied conditions in the present.

The 2nd Conditional = **if + Past Simple + would / could + Infinitive**  
*If I were you, I would choose roast beef.*

*I would cook fish with vegetables if I had one.*

#### NOTES

In speaking we often shorten **pronouns + could / would** to contractions:

**I'd** go to the restaurant  
if I had the time.

**we'd** = we would / could  
**you'd** = you would / could

**I'd** = I would / I could

**he'd / she'd** = he / she could / would

**they'd** = they would / could

With the 2nd Conditional, the verb **to be** in the past time is usually expressed as **were**.

*I wouldn't go to the party if I were you.*

GRAMMAR  
LINKS

<sup>1</sup>an adjective ['ædʒɪktɪv] — прикметник

# 1 Complete the sentences by changing the form of the verb in brackets.

**Example:** He ... (buy) a better house if he had more money.

He would buy a better house if he had more money.

- 1 She ... (get) a better job if she took time to look for one.
- 2 If we had tickets, we ... (go) to that concert.
- 3 I ... (forget) about it if I were you.
- 4 If Dick and Jean were here, they ... (enjoy) the museums.
- 5 If you ... in a hurry, we ... (get) there on time.

# 2 Put the verbs in brackets into the correct forms to complete the sentences.

**Example:** If you ... less, you would lose weight. (eat)

If you ate less, you would lose weight.

- 1 We would put more English dishes on the menu if we ... an English chef in the restaurant. (have)
- 2 If I ... you, I'd prefer pudding for dessert. (be)
- 3 We could cook more dishes if we ... more various ingredients. (have)
- 4 If I had plums and brandy, I ... a Christmas pudding. (make)
- 5 If you ... more cream, I'd decorate the cake with it. (make)

# 3 Match to make sentences.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1 I'd see a dentist if           | ... she would get better marks.      |
| 2 If it were less expensive, I'd | ... buy a helicopter to get to work. |
| 3 If you didn't need oxygen,     | ... we could get there more quickly. |
| 4 If Mary studied harder,        | ... you could live underwater.       |
| 5 If we had a car,               | ... I still had any teeth.           |



#### 4 Rewrite correctly changing the words or phrases in bold.

- 1 I will visit her if I had more time.
- 2 If I was the Emperor of the world, I would ban work.
- 3 They would try harder if you would gave them motivation.
- 4 We could get there if we have a bicycle.
- 5 You would be healthier if you stop smoking.
- 6 I would visit you if I would have the time.

#### 5 Complete the 2nd conditionals by changing the form of the verb in brackets.

- 1 If you ... (*be*) in England, what dishes would you taste?
- 2 Which food ... you ... (*prefer*) to eat if you were hungry?
- 3 Which English dish ... you ... (*help to*) if you were in England?
- 4 Which items would you choose if you ... (*be proposed*) an English breakfast?
- 5 When would you have substantial meal if you ... (*be*) in England?

#### 6 Change the following sentences of real condition into sentences of unreal condition.

**Example:** I will take a bus if I am in a hurry.

*I should take a bus if I were in a hurry.*

- 1 If the storm is over, we will have a pleasant walk.
- 2 If it grows cold, they start heating the rooms.
- 3 He will let me know if he goes to Kyiv.
- 4 Harold will be late if he walks so slowly.
- 5 The dog will catch the stick if it is thrown into the river.
- 6 If it snows, the streets will be cleared of snow.
- 7 If the weather keeps dry, we have to water the flowers.
- 8 We will not see anything if the night is very dark.
- 9 The child will not be able to sleep if he has a high temperature.





# Focus on Listening

## 1 Do the questionnaire in pairs.

### FOOD QUESTIONNAIRE

Can you name:

- one red fruit, one yellow fruit and one green fruit?
- three kinds of food which are made from milk?
- two products that a strict vegetarian doesn't eat?
- four products people have for breakfast?
- five products people eat between meals?
- six vegetables you can put in a salad?
- seven products which are usually on a table in a restaurant?

## 2 Talk with your partner on the following.


- Can you cook?
- Who cooks in your house?
- What is your favourite dish?  
Do you know how it is cooked?

## 3 a) Get some information.

### LENT

Lent is the period of forty days before Easter. For Christians it's a time to give up something, for example, to stop eating sweets. At Easter, children in Britain eat lots of sweet things — especially chocolate Easter eggs! Lent begins on Wednesday, and many people eat something special on the day before 'Shrove Tuesday'. In Britain they eat pancakes.

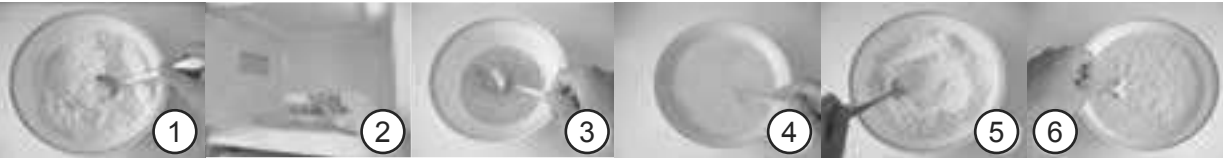


-  b) Listen to the radio programme and say what ingredients a pancake consists of.



4

**Listen again and give instructions about cooking pancakes to a partner. Take turns.**



**5 a) Divide into three groups. Working in a group, choose one of the three different recipes below.**

**FOR GROUP A**

### VEGETABLE SOUP

Peel and cut into very small pieces three onions, three turnips, one carrot and four potatoes, put them into a pan with a quarter of a pound of butter, and of a pound of ham and a bunch of parsley; pass them ten minutes over a sharp fire; then add a spoonful of flour, mix well in; add 4 pints (2 litres) of broth and a pint of boiling milk; boil up, keeping it stirred; skim it; season with a little salt and sugar and run it through a sieve into another pan; boil again and serve with fried bread to it.



### POTATOES FRIED IN SLICES

Peel large potatoes, slice them about a quarter of an inch thick or cut them into shavings as you would slice a lemon; dry them and fry in lard or dripping. The pan should be put on a quick fire and as soon as the lard boils put in the slices of potatoes and keep moving them until they are crisp; take them up and lay them to drain on a sieve. Send to table with a little salt sprinkled over them.



**FOR GROUP B**



### STEWED BEEF AND PORK

Put into a saucepan about 2 pounds (800 gr.) of well-soaked beef cut into 8 pieces; a pound of soaked pork cut into 2 pieces; six tablespoonfuls of rice; 4 middle-sized onions peeled and sliced; a tablespoonful of sugar; a little pepper and salt; add 4 pints of water; simmer gently for three hours; remove the fat from top and serve.



**FOR GROUP C**

- b) Read your recipe. Then act out how you'd cook the dish in your group.**
- c) Divide into new groups of three pupils with different recipes. Tell each other how to cook the dish you read about. Use the lists of ingredients to help you.**

## Focus on Speaking

- 1 Speak about food you like and dislike. Give your reasons.**

**USEFUL**

**Explain Your Choice**

**The reasons I prefer ... are...**

**I'd say ... is better because...**

**One of the reasons why I'd choose ... is that...**

**I think ... is interesting because...**

**What I mean is...**

**LANGUAGE**

## 2 *Work in pairs. Ask and answer the questions.*

- 1 What can you say about Ukrainian hospitality?
- 2 What are your mealtimes? What order of meals do you follow?
- 3 What is the difference between meals and mealtimes in England and Ukraine?
- 4 What is English 'afternoon tea'?
- 5 What is your favourite dish?
- 6 How would you lay the table for the guests? What about the menu?
- 7 What do you generally take for the first (second) course?
- 8 Do the national Ukrainian dishes differ from the English ones?

## 3 *Do the project. Follow the instructions.*



- 1 Imagine that you are the owner of a very good restaurant. Give your restaurant a name. Write a menu. Offer at least three items for each: starters, main courses, side dishes, salads and desserts.
- 2 Display your work in a gallery of works.
- 3 Ask your mates to decide which restaurant they would like to go to, and why.
- 4 Decide which is the best restaurant for you from those that your mates displayed. Give your reasons.

## 4 *Prepare a recipe for any Ukrainian dish.*

*Make notes and present it in class.*

## 5 *In groups of three discuss the following.*

- What do you think of English food?
- Do you think an English restaurant would be a success if it opened in your town? Why / Why not?

# Focus on Writing

## 1 Work in pairs. Get some information and discuss it.

A **paragraph** is a basic unit of organisation in writing. A paragraph develops a topic. A paragraph can stand by itself or it may be a part of a longer piece of writing such as an essay.

A paragraph has a very specific structure.

It consists of the 3 basic parts:

- 1 THE TOPIC SENTENCE
- 2 THE BODY (supporting sentences)
- 3 THE CONCLUDING SENTENCE

The **topic sentence** introduces the topic (subject) of a paragraph. It may contain the writer's attitude, idea or opinion. In any case it should have a clear point of view.

The **body of a paragraph** develops the topic sentence. These sentences explain the topic by giving examples, reasons, quotations, facts, figures, statistics or the author's personal experience.

The **concluding sentence** indicates the end of a paragraph. It can paraphrase the topic sentence in different words or summarise the main points of the paragraph. It is very helpful to the readers.

In addition to the 3 basic structural parts, a well-written paragraph must also have: unity, completeness, coherence<sup>1</sup> and logical ordering.

There are three main types of paragraphs: narrative<sup>2</sup>, descriptive and expository<sup>3</sup>.



<sup>1</sup>coherence [kəʊ'hiərəns] — послідовність

<sup>2</sup>narrative ['nærətɪv] — розповідний

<sup>3</sup>expository [eks'pɒzɪtəri] —

пояснювальний

**2 Which of the following sentences would you consider to be a good / bad topic sentence. Why?**

- 1 Our school trip last September was a complete trouble.
- 2 Only twenty tickets were sold for tonight's concerts.
- 3 Secondary education in Ukraine.
- 4 The legal age for driving a car should be 21 for several reasons.
- 5 A good teacher has 3 important characteristics.

**3 In pairs make complete topic sentences.**

- 1 A Close Friend .....
- 2 Fast Food .....
- 3 Future Career .....

**4 Read and identify the type of each paragraph.**

Scones are a popular and traditional part of British afternoon tea. They are easy and fun to make. Before you start, you need to prepare all the ingredients: 200 grams of flour,  $\frac{1}{2}$  teaspoon of salt, 50 grams of butter and  $\frac{1}{2}$  cup of milk. This will be enough for 9 to 10 scones. First, put the flour and salt into a bowl and work the small pieces of butter into the flour and salt with your fingers. Then, add the milk quickly and mix it. After that, take the mixture out of the bowl and make it into a large flat shape on a table. Next, cut it into 9 to 10

round shapes and put a little milk on the top of each. Finally, cook them in a hot oven (200°C) for 7-10 minutes. Serve the scones with a traditional cup of tea in the afternoon.



Ukrainian cuisine is very varied, and the Ukrainians are famous for their hospitality. The food reflects not only the range of national dishes, but also the agreement that Ukrainians have had over the centuries with neighbouring peoples. In recent years, international cuisine has begun to make its presence in Ukrainian market and international fast-food outlets have appeared.



**5 Read the list of topic sentences and choose one to write a paragraph of 80-100 words. Use the appropriate type of paragraph and the corresponding type of ordering.**

① Breakfast with the President started as a perfect day.

② A substantial breakfast is an essential foundation for a successful day for the Ukrainians.

③ In recent years a number of restaurants, bars and cafés have opened in Ukraine, offering excellent food with high standards of service.



# 4

## Use Your Skills

### 1 Complete each sentence with a word in the box.

home-made, raw, spicy, diet, steak, takeaway, frozen

- 1 His ... is terrible: he eats too many sweet things.
- 2 ... vegetables have more vitamins than when they are cooked.
- 3 I love ... food but I don't have much time to cook.
- 4 She likes her ... well done.
- 5 I'm very busy so I often just buy a ... meal and heat it up in the microwave.
- 6 She doesn't like Mexican food because it is too ... .
- 7 We often buy ... food on Fridays — either Chinese or Indian food.

### 2 Complete the sentences by changing the form of the verbs in brackets to make 2nd Conditionals.

- 1 If I ... (*have*) lettuce, celery, cucumbers and parsley I ... (*make*) a tasty green salad.
- 2 We ... (*can serve*) a wonderful cake if he ... (*not spoil*) it.
- 3 She ... (*stay hungry*) if she ... (*be*) in Mexico because she hates spicy food.
- 4 If dinner ... (*be*) ready we ... (*sit*) around the table at once.
- 5 If I ... (*have*) an English Cookery Book I ... (*prepare*) some delicious specialties of English cuisine.

### 3 Work in pairs. Take turns asking and answering the questions.

- Have you ever tried English tea?
- Have you ever tried Chinese food?
- What do you know about traditional British food?
- What do you get if you order traditional English breakfast?
- Do you know what people in America usually eat for Thanksgiving?

### 4 Make a list of food or dishes you associate with the countries below. Compare it with a partner.

The USA, China, France, Italy, Japan, Mexico



- 5 a) Read the information and discuss it.

**"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 this menu. All the foods are popular in some parts of the world, but are not eaten in others.

- b) Look at the menu and answer the questions on page 106.

**STARTERS**

- Snail
- Frogs' legs
- Pigs' feet
- Shellfish
- Caviar
- 100-year-old eggs
- Tripe (cow's stomach)

**SOUPS**

- Bird's nest soup
- Shark fin soup
- Sea-weed soup

**FISH**

- Jellied eels

**MAIN COURSES**

- Brains
- Whole stuffed camel
- Grilled songbirds
- Roast snake
- Bat stew
- Horsemeat
- Kangaroo
- Whale
- Roast dog

**DESSERT**

- Chocolate-covered ants

Use Your Skills

- If you had been there, which dishes could you have eaten?
- Which items couldn't you have dishes? Why not?
- Do you know which countries they are popular in? Would you eat them, if you were starving?
- What unusual things are eaten in our country? Has Ukraine got a national dish? How do you make it?

- 6** a) *Read the statements below. Agree or disagree.*  
 b) *Work in groups. Express your opinions.*

If you ask foreigners to name some typically English dishes, they will probably say 'Fish and chips', then stop. It is disappointing, but true that, there is no tradition in England of eating in restaurants. English cooking is found at home. So it is difficult to find a good English restaurant with reasonable prices.

In most cities in Britain you'll find Indian, Chinese, French and Italian restaurants. In London you'll also find Indonesian, Mexican, Greek... Some will say that this is because English have no 'cuisine' themselves, but this is not quite true.

- 7** *Do the project following the instructions.*

- 1 Decide what kind of booklet you are going to compile:
  - an A to Z of British national cuisine
  - an A to Z of European cuisine
  - an A to Z of Ukrainian cuisine
- 2 Draw a table like in the example after the exercise on page 105. The table should contain all the ABC letters!

- 3 Find out about the national cuisine you are writing about.
- 4 Find or draw the pictures to illustrate your food and drinks.
- 5 Discuss the design of your booklet.
- 6 Produce your 'A to Z'.
- 7 Present your booklet in class.



**USEFUL**

**Agreeing / Disagreeing**

**I quite agree that...**

**I don't think...**

**Well, to be honest, I think...**

**I agree completely...**

**I can't agree with...**

**The problem is that...**

**I don't share that view, because...**

**Giving a balanced view**

**We could say..., but also...**




**On the one hand, ... On the other...**

**It may be true... However, ...**

**It's true that..., but...**

**At the same time, ...**

**LANGUAGE**

ABC letters	Food or a drink	Pictures	Country / Countries	Description of dishes or gastronomy items
A	ale		Britain	It is an old-fashioned drink.
B	bacon and eggs		Britain	It is a popular main dish of a traditional English breakfast. It includes fried slices of bacon and eggs.
C	Christmas pudding		Britain	It is a plum pudding which contains dried fruit, spices and often brandy. It is served as a part of Christmas dinner.

*Use Your Skills*

## Vocabulary

## 1 Complete the text with the words or word combinations in the box.

biscuits (x2), roast turkey, 'good plain food', tea, fish and chips, Christmas pudding, substantial, main course, fruit pie, soup, roast beef, beef steak, have a chat, occasion

The English like what they call ... . They must be able to recognise what they are eating. Usually they like ..., roast beef, Yorkshire pudding and ... .

Afternoon tea is taken at about 5 o'clock, but it can hardly be called a meal. It is a cup of tea and cake or ... . At the weekends afternoon tea is a special ... . Friends and visitors are often invited to ... over a cup of tea.

Dinner is the most ... meal of the day. It is usually eaten at 7 o'clock. The first course may be ... (though the English don't like it very much). The ... will often be fish or meat, perhaps the traditional ... of old England, and a lot of vegetables. The next

course will be something sweet and often cooked, such as a ... . Last of all there may be cheese, often with ... .

It is common knowledge that the English are very fond of ... . They like to have 'a nice cup of tea' 6 or 8 times a day, sometimes even more.

On Christmas Day a ... is traditionally cooked for dinner. It is usually followed by ... . Long before Christmas housewives begin to plan what cake to make for Christmas. Usually they make fantastic Christmas cakes.

## Grammar

## 2 Complete the sentences by changing the verbs in brackets to make the 2nd Conditionals.

- 1 If I ... (*be*) in Bukovyna, I ... (*help*) myself to brynza.
- 2 If I ... (*have*) some dried fruit, I ... (*make*) uzvar or kysil.
- 3 I ... (*can make*) kvas if I ... (*have*) some dried bread.

- 4 If you ... (*ask*) me what dessert I'd like to have, I ... (*mention*) an apple pie first.
- 5 If you ... (*be*) in Poltava, you ... (*be invited*) to taste Ukrainian borschch with halushky.

## Reading

- 3** Read the recipe and put the steps below in the correct order.

# Borschch

Put the chopped beetroot, carrots and green beans into a saucepan with about 2 litres of water and cook for a while. Then, add the rest of the vegetables, dill and salt and cook until vegetables are tender, adding more water if necessary. Fry the finely chopped onion in oil in a small frying pan and add flour. Stir until smooth. You use this to thicken the soup; add this to the borschch when the vegetables are cooked. Add some cream and the freshly chopped garlic and cook for about 5 minutes more. Adjust seasoning if necessary. Serve.

- Prepare the thickener.
- Taste, add salt.
- Add the rest of the cabbage, potatoes, tomatoes, onion and dill and let them cook.
- Serve.
- Add the thickener to borschch.
- Add cream and garlic, and cook.
- Cook the beetroot, carrots and green beans in 2 l of water.



- 1 cup of chopped fresh beetroot
- 1 cup of chopped fresh carrots
- 2 cups of green beans, cut into small pieces
- 3 or 4 medium potatoes, cubed
- 1 kilo of chopped or shredded cabbage
- 1/2 kilo of fresh or canned tomatoes, chopped
- 1/2 cup of chopped onion
- 1/2 cup of fresh dill, chopped
- salt to taste
- 2 tablespoons of finely chopped onion
- 2 tablespoons of oil
- 2 tablespoons of flour
- cream
- minced garlic, to your taste

## Listening



**4** Listen to the interview. Then read the statements below and put 'T' for the true statements and 'F' for the false ones.



- 1 George opened up a restaurant in Canada.
- 2 They mainly serve international dishes.
- 3 George thinks everybody knows the English to be excellent cooks.
- 4 The chef of the restaurant is Argentinian.
- 5 They have traditional English breakfasts and typical English desserts on the menu.
- 6 English dishes are not much popular in Argentina.
- 7 George misses a wonderful French cheese — Roquefort.
- 8 Stilton is English blue cheese.

I CAN ...

- read and understand texts about meal-times and dishes
- listen, understand and share recipes
- talk about national cuisine
- understand and use the 2nd Conditional
- discuss eating habits
- describe dishes and gastronomy products
- write a paragraph about eating habits or a dish

# Communication Technologies

## Unit 5

### WARM UP

#### DO YOU HAVE SMART PHONE?

- Yes, I need it (to use the Internet / so that I can use Viber / in case I need looking up online dictionary / ...).
- No, but I (plan to buy one soon / might get one later / miss it a lot /...).
- I've decided not to have a smart phone because (it is expensive to buy / my mobile phone is enough to contact with others / ...).

#### HOW DO YOU USE YOUR MOBILE PHONE? HOW OFTEN DO YOU USE IT?

- I use my mobile to (call my friends / send text messages / check the time/...).
- I would say I use my phone (about twice / several times / roughly ten times or more /...) a day.
- On the average, I receive (... phone calls / ... text messages / ... emails /...) each day.

#### IN WHAT WAYS ARE YOU USING THE INTERNET?

- I use it for (an email messaging / blogging / communication in social networks /...).
- I often use it when I need (to be in touch with ... / information for my project / some entertainment like ...).

#### ARE THERE ANY POTENTIAL DANGERS CONNECTED WITH THE INTERNET?

- I am aware of the fact that some people (can be drawn into dangerous situations like ... / can pirate through the Internet and ...).
- People are open to (cyber-bullying / cyberterrorism /...).

# Focus on Reading

## 1 a) *Make a list of ten inventions and decide on:*

- the best invention
- the worst invention
- the most important invention to you in your daily life

## b) *Compare your list with a partner's one and discuss the results.*

## 2 *Look at the different uses of computers. Choose what you like to use computers for. Add two more ideas.*

- |                 |                 |               |
|-----------------|-----------------|---------------|
| 1 send emails   | 3 do schoolwork | 5 do shopping |
| 2 write letters | 4 surf the Web  | 6 play games  |



## 3 *Read the article quickly. Refer each paragraph (1-8) to its heading (A-H) on page 113.*

- 1 Computers have become a vital part of everyday life. You can find them in business, science, medicine and in schools, and perhaps even at home. A computer is an electronic machine which can be used to store, process and display **data**. There are many types of computer and among them are: a **personal computer** (or PC), which can be a **desktop** with a **tower case** or a desktop computer





with a desktop case, a **laptop** (that is smaller than a desktop), a **notebook** (that is like a laptop but is smaller), a **subnotebook** (that is even smaller) and a handheld computer which is usually called a **palmtop**. There are **embedded computers** which are found inside other machines such as fridges and cars, for example.

- 2 A computer is just a machine but a computer system consists of two main elements: the machine and programmes, or **hardware** and **software**. 'Hardware' refers to the physical components of the system. These components are mechanical and electronic.
- 3 The central idea of a computing system is that **input** is processed into **output**. Input is data which is entered into the computer, and output is the result of processing done by the computer, usually printed out or displayed on the **screen**. Different computer systems can be called computer platforms.
- 4 The potential uses of computers are infinite<sup>1</sup>. We can mention some of the most common current uses of computers in everyday life: personal, educational and commercial.
- 5 People use the Internet to explore their personal hobbies and interests, to find information, to **access** goods and services, such as booking a holiday or a flight, ordering books and DVDs or doing their banking **online**. Computer users make contacts and keep in touch with people all over the world using email or Internet telephony, send photos to family and friends through email **attachments**. In the world of leisure, computer games and multimedia (audio or video) are very popular. Many Internet users actually add to the Internet by making their own homepages using HTML code, the language which allows to create web pages. Other users write and publish blogs. A blog is a **website** where a user creates and regularly **updates** a journal that reflects the

- A the necessity of computer skills
- B the potential uses of computers
- C two main elements of a computer system
- D different types of computer
- E e-commerce
- F the central idea of computing system
- G personal use of computers
- H the use of computers in education

<sup>1</sup>infinite ['ɪnɪfɪt] — нескінченний, безмежний

views of the writer. Internet users may also enjoy making their own **podcasts** for others to **download** and enjoy photos, music and video.

- 6 In schools and universities students use **wordprocessing** programmes to write essays and projects, presentations and **databases**. The Internet is also an important educational tool, and is used in distance learning. Online learning is popular, it uses the Internet as a medium for instructions and educational development. A Virtual Learning Environment (VLE) is a software system designed to help teachers in the management of educational courses for their students by creating a virtual classroom. It is a virtual place on the Internet where teachers and students can meet and use electronic learning tools such as videoconferences, online classrooms, whiteboards, chat rooms and so on.
- 7 **E-commerce** (business conducted on the Internet) is becoming an ever more important part of our lives. Through its website, a company can offer computer users the opportunity to order and pay for goods and services using their credit cards on the Internet. Graphics and desktop publishing (DTP) programmes are important tools in professions such as publishing and advertising. Companies can also use computer-assisted design (CAD) programmes to design and test new products without building a working model. Computers enable users to make notes, arrange appointments and index details of business contacts. Computers reduce the amount of paper used in an office.
- 8 There are many career choices in your future that cannot be available without computer skills. The growing use of computers increases the need for employees with computer knowledge and training. If you are a computer literate<sup>1</sup> person the career opportunities are limitless for you.

---

<sup>1</sup>literate ['lɪtəɪt] — грамотний; освічений

**4 a) Read the article again and pay attention to the words in bold.**  
**Consult a dictionary if necessary.**

**b) Complete the sentences.**

- 1 A computer is an electronic machine which...
- 2 There are different types of computer: a desktop, a laptop...
- 3 A computer system consists of...
- 4 The central idea of a computing system is...
- 5 The most common current uses of computers are...
- 6 People use the Internet to access...
- 7 Computer users make contacts and...
- 8 HTML is...
- 9 A blog is...
- 10 Students use wordprocessing programmes to...
- 11 VLE is...
- 12 Through its website, a company...
- 13 Computers enable users to...
- 14 Many career choices are...

**5 Identify the basic parts of a computer (1-8) and refer them to the words below.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Modem | <input type="checkbox"/> USB Ports              |
| <input type="checkbox"/> CD/DVD discs     | <input type="checkbox"/> USB Flash Drive        |
| <input type="checkbox"/> Mouse            | <input type="checkbox"/> Flash Memory Cards     |
| <input type="checkbox"/> Screen/Monitor   | <input type="checkbox"/> USB Flash Memory Stick |
| <input type="checkbox"/> DVD Drive        |   |
| <input type="checkbox"/> Tower Case       |   |
| <input type="checkbox"/> Keyboard         |   |

**WORDS**

**an access**  
[ˈækses]

**an attachment**  
[əˈtætʃmənt]

**a data** [ˈdeɪtə]

**a device** [deˈvaɪs]

**hardware** [ˈhɑːdweə]

**input** [ˈɪnpʊt]

**output** [ˈaʊtpʊt]

**software** [ˈsɒftweə]

**a website** [ˈwebsaɪt]

**online** [ˌɒnˈlaɪn]

**to access** [ˈækses]

**to surf** [sɜːf]

**to update**  
[ˈʌpdeɪt]

**FOR YOU**



**6** Group up the devices in the box into two columns. Explain your choice.

input devices	output devices

keyboard, speakers,  
monitor, scanner,  
headphones, printer,  
microphone

**7** Refer each thing (1-6) to its description (a-f).

- 1 cursor
- 2 icons
- 3 desktop
- 4 Windows
- 5 menus
- 6 pointing device

- a** The area on the display screen where icons are grouped is called so because the icons are designed to represent real objects on a real desktop.
- b** A symbol that appears on display screen that the user is able to move to select objects and commands. It usually appears on the screen as a small white angled arrow or as an I-beam pointer that is shaped like a capital 'I'.
- c** With the help of this the user can divide the screen into different areas. You can move them around the display screen, and change their shape and size at will.
- d** These are small pictures that represent commands, files or windows. By moving a pointer to them and pressing a mouse button, the user can execute a command or change it into a window.
- e** Most graphical user interfaces allow the user to give commands by selecting a choice from it.
- f** A device, such as a mouse or trackball, that allows the user to select objects on the display screen.



**8** *Work in pairs. Take turns asking and answering the questions.*

- Do you have a computer?
- Are you a computer wizard?
- How much time do you spend at your computer?
- Do you have access to the Internet?
- How often do you surf? When do you usually surf?

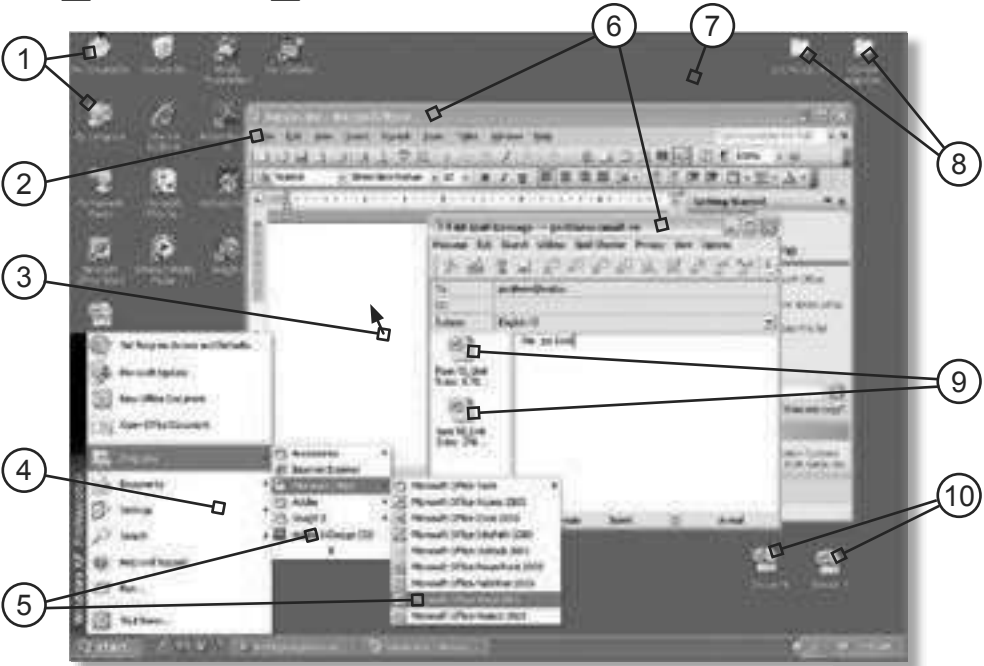
**9** *Work in pairs. Share your experience of the Internet use. Mention the following items and add some more.*

- online shopping
- finding information
- joining chat groups
- sending email
- playing games

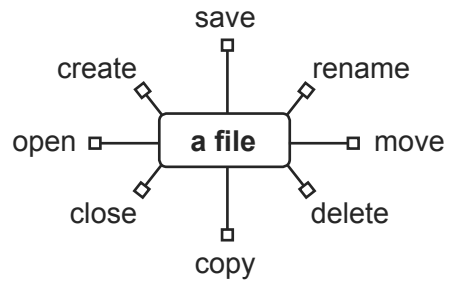
# Develop Your Vocabulary

**1** *Match the pictures (1-10) with the words.*

- |                                   |  |                                   |                                    |
|-----------------------------------|--|-----------------------------------|------------------------------------|
| <input type="checkbox"/> a menu   | <input type="checkbox"/> a menu bar    | <input type="checkbox"/> an icon  | <input type="checkbox"/> a cursor  |
| <input type="checkbox"/> a file   | <input type="checkbox"/> a programme   | <input type="checkbox"/> a window | <input type="checkbox"/> a desktop |
| <input type="checkbox"/> a folder | <input type="checkbox"/> an attachment |                                   |                                    |



2 a) **Look at the Word Map with verbs that are used before the word 'a file'.**



b) **Complete the paragraph below with the words in the box and in the Word Map above.**

compress, directories, folders, subdirectories, subfolders

Files can be organised into ... and ... or ... and ... . This allows the user to create categories for files which can be organised and accessed easily. It is possible to ... and ... files and folders, to ... them, ... them, ... them or ... them from one area to another. It is possible to ... or ... files, so that they use less space. This can be useful, for example, when sending files via email. File compression programs such as WinZip can be used to do this.

3 **Match the words in the box with their definitions below. Then compare your answers with a partner.**

- 1 ... is a list of computer operations.
- 2 ... is a small picture or symbol.
- 3 ... is software for creating text files (e.g., Microsoft Word).
- 4 ... means to press and release the button on the mouse.
- 5 ... is a little arrow on the screen that moves when you move the mouse.

click, menu,  
cursor, icon,  
word processor

4 **Work in pairs. Read the sentences and guess the meanings of the phrasal verbs in bold.**

- 1 Someone **hacked into** the computers at work and destroyed important data.
- 2 You can **log on / in** using my password if you want to use the computer.
- 3 **Scroll up** to the top of the page.

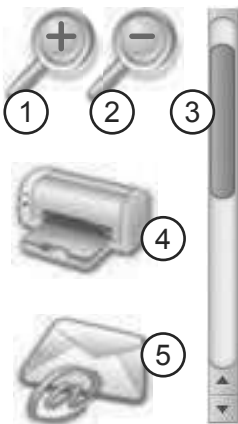
- 4 Don't forget to **log off / out** when you've finished.
- 5 I'll take my laptop so I should be able to **pick up** my emails while I'm away.
- 6 You should **back** your work **up** every day so that you do not lose it.
- 7 If you can't see the detail **zoom in** by clicking on this icon.

### PHRASAL VERBS (Фразові дієслова)

- A phrasal verb consists of a **verb + particle**.  
*E.g.: They often **eat out**.*  
Particles look like prepositions and they often change the meaning of the verb.  
*E.g.: I **came back**.*  
*Please **go on**.*
- Some phrasal verbs are used in combination with certain prepositions. These combinations are usually **inseparable**.  
*E.g.: She **dropped out of** school.*
- Most transitive phrasal verbs are separable.  
*I just **dreamt** a new idea **up**.*  
*I just **dreamt up** a new idea.*
- With a small group of phrasal verbs, the verb and particle must be separated.  
*E.g.: **keep something on***  
***Keep your hat on**.*  
*E.g.: **talk someone into***  
*She **talked** her boss **into** a pay rise.*

GRAMMAR  
LINKS

## 5 Match the icons with the reasons for clicking them. There is one extra icon.



- When you need to have a printed copy of an electronic document you should click on the icon — to **print it out**.
- Would you like to access email? Then click on the icon — to **pick up** your emails.
- When you need to move down / up a webpage or other document on a computer screen, click on the icon — to **scroll up** or **down** to the top of the page.
- To show a clear and detailed picture of something you'd click on the icon — to **zoom in**.

## 6 Match the phrasal verbs with their definitions.

- |   |  |
|---|--|
| 1 pick up something<br>(pick something up)    | a move across / down / up a web page or other document on a computer screen  |
| 2 log in / on                                 | b show a clear and detailed picture of something or show something in less detail  |
| 3 log off / out                               | c put your name into a computer so that you can start using it   |
| 4 scroll across /<br>down / up<br>(something) | d connect to the Internet and access emails  |
| 5 hack into                                   | e make a copy of computer information so that you do not lose it   |
| 6 back (something)<br>up                      | f finish using a computer system   |
| 7 zoom in / out                               | g get into someone else's computer system without permission <sup>1</sup> in order to look at information or do something illegal <sup>2</sup> |

(see the List of Phrasal Verbs in the appendix of your *Workbook*)

## 7 Complete the sentences with the phrasal verbs in the box.

back up, zoom out, scroll down, pick up, zoom in, logged in

- 1 If you ... to the bottom of the page, you'll find the data you want.
- 2 On these disks you'll find a ... of all the data connected with the project.
- 3 If you find it hard to see the detail in the picture, ... so you can see more. Then click on the same icon again to ... and the picture will go back to normal size.
- 4 Although I'll be working away from the office for a couple of weeks, I'll still ... my emails every day.
- 5 I ... to this new website last night. Let me give you the address so that you can check it out.

<sup>1</sup>a permission [pə'mɪʃn] — дозвіл

<sup>2</sup>illegal [ɪ'li:gl] — незаконний, нелегальний




## 8 Choose the correct word to complete the sentences.

- 1 It took ages to print the whole report ... .  
a) down b) up c) out d) in
- 2 Henry went into a cyber café in Bangkok to pick ... his emails.  
a) out b) off c) on d) up
- 3 For security reasons, always log ... when you leave your computer unattended for any period of time.  
a) on b) in c) out d) up
- 4 Mark was very upset when he realised that someone had hacked ... his computer.  
a) off b) on c) into d) out
- 5 His secretary is very quick at keying ... data.  
a) onto b) on c) into d) in
- 6 The ability to zoom ... is particularly useful when you are working on detailed diagrams.  
a) out b) in c) up d) on

# Focus on Listening

## 1 Read and say what can be provided with these possibilities.



Today you can text, email and chat online on **Messenger** and things like that. I'm still in touch with some friends whom I met on holiday last year even though they live miles away.

## 2 Work in pairs. Ask and answer about the things you can do with the World Wide Web. Use the items in the list below. Add one more.

- meet people
- get the latest news
- order a meal
- find a job
- go shopping
- make travel plans



**3** *Listen to the conversation and name four things one needs to get connected to the World Wide Web.*



**4** *Listen again and complete the text.*

- Internet is a network of ... and ...
- It operates ...
- You can ... information easily and ... on different systems. You can send ... on email.
- You can ... and read messages with it.
- You can ... other computers.
- The basic Internet ... kit should consist of a dialler.
- A dialler is a programme to get you ..., or connected, with your provider.
- For email you need a programme which ... information on the net.



**5** *Work in pairs. Take turns asking and answering the questions.*

- 1 What brand is your computer?
- 2 What is the operating system of your computer?
- 3 Which Web browser does your computer use?
- 4 How many buttons are there on your mouse?
- 5 Does your computer have a CD-Rom drive?
- 6 How often do you write email letters?
- 7 Are you a member of any chat group?
- 8 What else can you use the Internet for?



# Focus on Speaking

## 1 a) Get some information and answer if the World Wide Web is another name for the Internet.

**The Web** is just one of the services that runs on the Internet. It is the best-known and the most widely used information resource on the Internet. The Web is a network of information in the form of **hypertext**. Hypertext enables the user to move between different elements of **web pages**, or between **websites** by means of **links**. A website consists of one or many web pages. They are written in a special programming language called Hyper Text Mark-Up Language (HTML).

The main page of a website is the **home page**. It may contain a **site map** or a **main menu**.

## b) Work in groups. Give the examples to prove the following statements.



### The Internet is:

- a network of computers (another name: cyberspace — a virtual 'space' created by computer systems)
- an information resource
- a collection of services
- a communication system
- a broadcasting medium (radio and TV provide Internet versions of their programmes)
- a community of users

### You may use the words:

Internet versions of TV and Radio programmes, chat rooms, online forums, information superhighway, cyberspace



**2 Share some information about your favourite Websites and explain why you like them. Use the phrases in the box.**



- contain texts, images and sound files;
- well-decorated page;
- to click on 'live' areas on the page;
- to go to a new screen easily;
- to offer latest news/travel information, etc.

**USEFUL**

**Making a Choice**

**In my opinion,  
this one is better.**

**To my mind, this one's more  
suitable / flexible.**

**To my way of thinking, this  
one's more interesting  
and useful.**

**In my view, this one is the best.**

**Giving Reasons**

**For one thing, ...**

**For another, ...**

**Another reason is that ...**

**Most importantly, ...**

**What we need to think about is ...**

**We need to consider ...**

**The important  
things are ...**

**LANGUAGE**

**3 Work in groups. Exchange information and discuss the following.**

- 1 Do you know what a cyber café is?  
Have you ever been to one?
- 2 Do you know how to send an email?
- 3 Which sites do you usually visit?
- 4 Do you chat online?
- 5 Do you have your own website?
- 6 Does your school have its own website?
- 7 Do you buy anything on the Internet?
- 8 How does the Internet effect our lives?
- 9 What do you know about hackers and viruses?
- 10 For what purpose do young people use the Internet?
- 11 Has the Internet changed your life? If yes, in what ways?



# Focus on Writing

## 1 **Work in pairs. Take turns asking and answering the questions.**

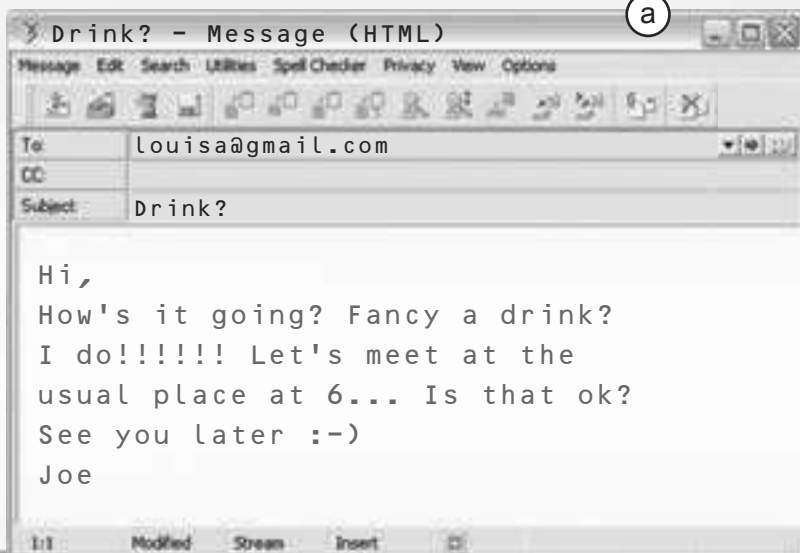
- Do you send emails? Is sending emails your primary way of written communication?
- If you send emails, who are they usually for? What are they about?
- Do you agree with the claim that email will become the principal way of communication among people? Can you think of any disadvantages of emails?

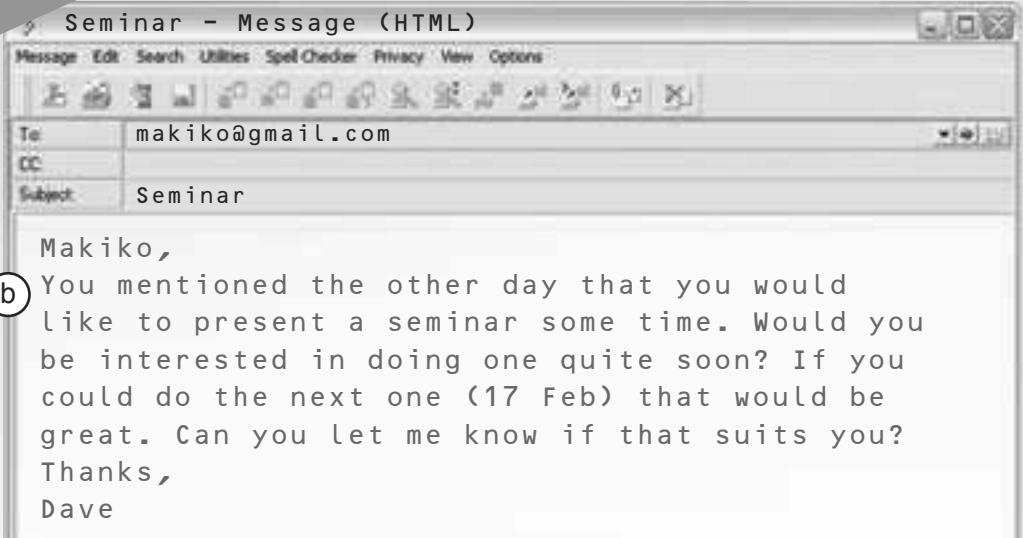
## 2 **Read and refer the paragraphs (1-3) to the examples of the emails on pp. 125-126 (a-c). Explain your choice.**

### WRITING EMAILS

The degree of formality in emails is determined by the relationship between the writer and the recipient. More formal emails are similar to letters, less formal ones are similar to speech.

- 1 Formal style is common in business, for example. If you are unsure about which style to use in an email, it is better to use a more formal style. If the person replies in a more informal style, you may follow that style in your next message.
- 2 More informal messages may be sent between friends or colleagues who have a relaxed working relationship.
- 3 The most informal emails are generally sent between close friends. These messages are sometimes more similar to speech than to writing.





**3 a) Write your email address and your password.**

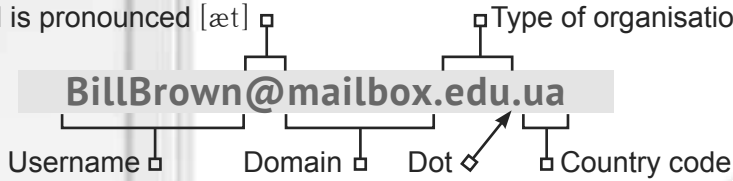
**b) Work in pairs. Share with a partner the websites that offer free email accounts.**

Email: .....@.....

Password: .....

#### 4 a) Get to know what's in an email address.

The @ symbol is pronounced [æt]

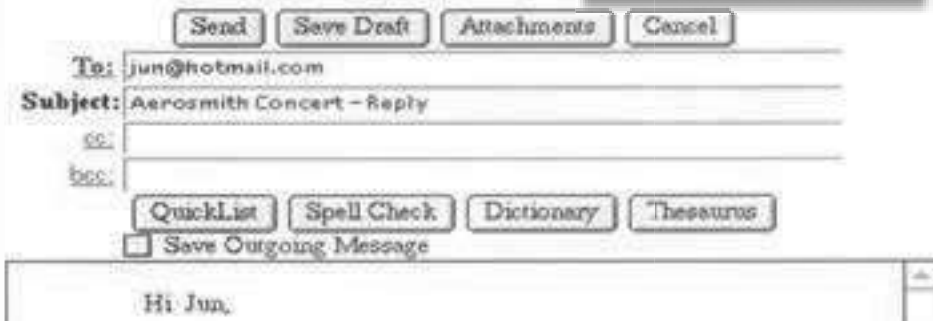


b) Go around the class and ask 5 or 6 mates to tell you their email addresses. Write the information on the Email List and read aloud the addresses.

#### COUNTRY CODES:

uk = United Kingdom  
nz = New Zealand  
fr = France  
au = Australia  
ca = Canada  
de = Germany  
it = Italy

#### 5 a) Look at the different parts of the Email.



b) Refer each email term (a-j) to its correct definition (1-10).

- 1 the main part of an email where you write the information you want to communicate
- 2 click here to send your message
- 4 the copy line; the line where you write the email addresses of other people you want to receive your message
- 5 the blind copy line; an address here gets a copy of the message, but other recipients do not know

- a To:
- b Send
- c Subject:
- d Cancel
- e cc:
- f Attachments
- g Message
- h Save Draft
- i Spell Check
- j bcc:

- 3 the line where you write the title of the message
- 6 click here to specify the file you want to send (attach) with your message
- 7 the line where you write email address of the person you are sending your message to
- 8 click here to save your unfinished message without sending it
- 9 click here to cancel your message
- 10 click here to check the spelling of your message

## 6 *Get some information on emailing and discuss it in groups.*

### FORMAL AND INFORMAL STYLE IN E-MAILING

One area of difference between traditional letters and emails is in greetings. In a letter, it is normal to start like ‘Dear Mr Black,’ in an email, it is also acceptable to begin in this way — but it is also very common to write only the person’s name.

The same applies to the ending of an email. In more formal email messages you should better use the same kind of ending like in a letter. However, in informal messages it is more common to use an informal ending. Here is a summary of some of the ways people begin and end their messages.

- Although emails seem to be short messages and are considered to be easy to write, before you send your email go through the following checklist:

- 1 keep your messages short
- 2 do not use abbreviations unless you are certain people will understand them correctly
- 3 use capital letters only for special emphasis
- 4 do not underline
- 5 put a complete line space between paragraphs
- 6 check the attachments
- 7 make sure your spelling and grammar are correct
- 8 make sure you are sending your email to the right person.





More formal:	Less formal:
<b>GREETINGS</b>	
Dear Mr Brown Dear John	John Hi John Hi
<b>ENDINGS</b>	
Yours faithfully / sincerely Yours truly Yours Regards Best wishes	Take care See you See you later All the best (Only your name)

- Some people use emotions or smiley icons in their messages to friends. They show emotions or attitudes of the writer.

**7 Read the following situations and write two emails. Choose an appropriate style.**

- A** You are travelling to London on a business trip next week. Your school friend lives there and you would like to meet him / her one evening while you are in London. Try to arrange a meeting.
- B** Exploring the Web you found the advertisement. Read it and send an application email letter.

Tel: 613-533-2472

## LET'S GO TO KINGSTON!

The school of English at Queen's University is over fifty years old and is located at one of Canada's oldest and best-known universities. ESL Program: 20 hours each week of academic classroom instruction in all language skills. In addition, there are conversation workshops and many other programs to improve students' conversation skills.

**The School of English Queen's University**  
Kingston, Ontario K7L3N6  
CANADA

**1 Read the definitions of the phrases in bold. Complete each sentence (1-3) with the appropriate phrase by changing the form of the verb in it.**

- **download a file** — to take a file from another location, e.g. a web server, and save it on a computer
  - **upload a file** — to transfer a file from a computer to another location, e.g. a web server
  - **post a message** — to place a message on a bulletin board, or send it to a newsgroup
- 1 You can publish your web pages by ... them to the web server.
  - 2 If you want to find out more about phrasal verbs, you should ... to the **alt-usage-english.org** newsgroup.
  - 3 You can ... the software from our website.

**2 a) Match phrasal verbs with their definitions.**

- |                               |   |
|-------------------------------|---|
| 1 switch / turn on something  | a connect to an electricity supply                                    |
| 2 switch / turn off something | b make louder or stronger   |
| 3 plug in something           | c touch a switch to make a machine or electrical device start working |
| 4 turn up something           | d put electricity into a piece of equipment                           |
| 5 charge something up         | e touch a switch to make an electrical device stop working            |

**b) Complete the sentences with the correct tense forms of the appropriate phrasal verbs from (a).**

- 1 My mobile phone isn't working — I need to ... it ... .
- 2 Would the last person to leave the room ... the lights.
- 3 When I tried to ... my computer in the morning, nothing happened.
- 4 Can you ... the TV? I can hardly hear what the actors are saying.
- 5 The computer isn't working because you haven't ... it ... ! You can ... it ... the wall there.

**3 Match to make word combinations.**  
**Use them to compose your own sentences.**

- |              |               |
|--------------|---------------|
| current ●    | ● screen      |
| World Wide ● | ● the net     |
| email ●      | ● events      |
| surfing ●    | ● information |
| download ●   | ● sites       |
| web ●        | ● Web         |
| computer ●   | ● message     |

**4 Look at the chart of things you can do at a cyber café. Add your ideas to the spaces. Compare your ideas with a partner.**



*Use Your Skills*

# 5

## Use Your Skills

### 5 Work in pairs. Act out the interview about the cyber café.

#### QUESTIONS

- 1 What's the name of the cyber café?
- 2 Where is it?
- 3 When are they open?
- 4 How much does the Internet connection cost?
- 5 What kinds of food do they serve?
- 6 What kinds of drinks do they have?
- 7 Tell me about their hardware?
- 8 What games do they have?
- 9 Do they offer any trainings or classes?
- 10 What else do they offer?

#### ANSWERS

- a It's called Café Connect.
- b It's in London.
- c They're open from 8:00 am to 11:00 pm.
- d It costs £ 4.80 per hour.
- e They serve mostly sandwiches and desserts.
- f They have cappuccino, tea, juice...
- g They have *Apple Macintosh* computers...
- h *Half-life, Need for Speed, Quark II...*
- i Yes they offer classes in Web page design.
- j They have a gift shop.

### 6 Work in pairs. Read the advertisement and discuss the service of the café to decide if you'd like to visit it.



**Cyber Cafe** 'THE GREATEST COFFEE AND THE WORLD'

744 Harrison Street,  
San Francisco, California

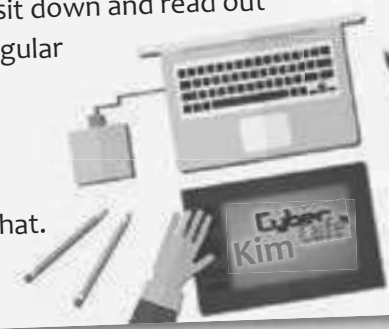
Email:  
roastmaster@coffeenet.net

Telephone:  
1-415-495-7447

YOUR INTERNET 'HOME SWAY FROM HOME'

Wouldn't it be nice to be able to walk into a place with a friendly atmosphere, get a great cup of coffee and a pastry or sandwich, and sit down and read out email or surf the Web... even if you are not near your regular Internet connection?

San Francisco's only FREE Internet Cafe; The Coffee Net (located on Harrison Street between 3rd and 4th in the heart of the South of Market Area), offers you exactly that.



**7** a) *Choose one of the websites of cyber cafés and explore it. Complete the fact file.*

**MY CYBER CAFÉ**

Name	<input type="text"/>
Location	<input type="text"/>
Business Hours	<input type="text"/>
Internet Connection Cost	<input type="text"/>
Food	<input type="text"/>
Drinks	<input type="text"/>
Hardware	<input type="text"/>
Software	<input type="text"/>
Computer Games	<input type="text"/>
Training	<input type="text"/>
Other	<input type="text"/>

**WorldCafe**

URL: <http://www.worldcafe.smallplanet.co.uk/>

**Cafe.net**

URL: <http://www.cafenet.uk.com>

**Intercafe**

Tapping into the World Wide Web  
is just the beginning

URL: <http://www.intercafe.co.uk/>

**b) Interview your partner about the cyber café he / she explored. Look at your partner's information and answer the questions.**

- Do you prefer your cyber café or your partner's?
- Why?

**Use Your Skills**

# 5

## Use Your Skills

- 8 Read the ads about sites for youth.  
Discuss the information in groups.

# WEBSITES

WWW

seventeen.com



imemories.com



campusexplorer.com



BE SURE TO...

Got questions that you're just too embarrassed to ask anyone? A site that simply exists for teenage girls and boys. You can get advice and suggestions on lots of topics.

Video editing and sharing for any format whether it's from your cell phone or camera, or even sending in old VHS tapes! Note: There is a monthly fee for the service.

Look into your future to see college life and how it may interest you. Search for subjects, locations, financial aid and more!

WHAT IS IT?

Enter to win free stuff! Be sure you can find a perfect dress! Check out new videos, take a fun quiz and more...

Be smart and cautious about what you put out in the world in digital form. But take advantage of this cool way to digitise the old family favourites.

Take advantage of the photos, videos and advice to find the best school for you!

# FOR YOUTH



pluggedin.com



MTV cranked up<sup>1</sup> a notch<sup>2</sup> all videos, all the time! Watch them full screen and in HD...nice!

<sup>1</sup>to crank up — крутити (показувати)

<sup>2</sup>a notch — вибірка

Set up an account and put in your music preferences. Then you can get suggestions for new videos to add to your playlist.

redkaraoke.com



Singing, singing and more singing. You can simply sing along, or you can record yourself and save it!

Try uploading at least one of your recordings, no matter how bad it is! Hilarious<sup>1</sup> good fun!

<sup>1</sup>hilarious — галасливий, веселий

WWW

BE SURE TO...

WHAT IS IT?



**9** *Design your own website — describe what it would be like.*

Use Your Skills

## Vocabulary

## 1 Match the words (1-6) with their definitions (a-f).

- |                   |  |
|-------------------|--|
| 1 the Internet    | a moving from one document or website to another, to find information                      |
| 2 the Web         | b copying information from a website to your own computer                                  |
| 3 a website       | c a network of computers all over the world, joined by phone lines, satellite or cable     |
| 4 surfing the net | d a system linking millions of documents stored on the Internet computers around the world |
| 5 email           | e the place on the Internet where a company/organisation/etc. stores its documents         |
| 6 downloading     | f electronic messages sent to someone over the Internet                                    |

## Grammar

2 Write *wh*-question to each of the following sentences.

- At first the Internet was mainly used by scientists.
- You don't need a CD to send email.
- They've already got a website.
- That isn't a computer virus.
- Bob likes sending emails to his friends.
- I can pay for my ticket through the net.
- Surfing the net for information is so exciting.
- She won't download all those documents.



WIKIPEDIA  
The Free Encyclopedia

## Listening



## 3 Listen to the information and answer the questions in short.

- Is information technology more or less important in education than before?  
\_\_\_\_\_



- 2 Where does the word 'blog' come from?  
\_\_\_\_\_
- 3 What is a 'blog'? \_\_\_\_\_
- 4 What are blogs used for at universities?  
\_\_\_\_\_
- 5 What does 'WIKI' mean?  
\_\_\_\_\_
- 6 Who puts the information on this kind of website? \_\_\_\_\_
- 7 What is Wikipedia? \_\_\_\_\_
- 8 Why do students need to be careful if they use 'Wikis' when they study?  
\_\_\_\_\_



Reading

**4 Complete the article on pp. 137-138 with the words in the box.**

website, world news, resources, links, download, online

**ENGLISH THROUGH THE INTERNET**  
Here are three ways of improving your English using the Internet (there are many others!):



[www.pearsonlongman.com/dictionaries](http://www.pearsonlongman.com/dictionaries)

- You can follow the latest ... .., find out about BBC World Service radio programmes and ... quizzes and songs lyrics at

[www.bbc.co.uk/worldservice/learningenglish](http://www.bbc.co.uk/worldservice/learningenglish)

- You can use a variety of ... dictionaries ... at



Check Your English

## 5

## Check Your English

- The British Council has a ... where you can find a variety of games, activities and a list of ... suitable both for adults and younger learners at

[www.learnenglish.org.uk](http://www.learnenglish.org.uk)



I CAN ...

- read and understand texts about computers and their personal, educational and commercial use
- listen and understand information about the Internet
- ask and answer what the World Wide Web is
- use phrasal verbs to talk about computers or other electrical appliances
- talk about cyber cafés
- describe favourite websites
- write emails in formal and informal styles

# Is The Earth In Danger?

## Unit 6

### WARM UP

#### HOW DOES DIFFERENT WEATHER AFFECT YOUR FEELINGS?

- Sunny weather makes me feel (cheerful / optimistic / full of hope / ...).
- When it is gloomy outside or it rains, I feel positive / a bit unhappy / a little depressed / ...).

#### DO YOU THINK THE WEATHER PATTERN IN OUR AREA IS CHANGING?

- It seems that when I was younger, we had (cooler summers / more snow in the winter / ...).
- My parents say that the weather used to be (more predictable / less violent and destructive/...).
- I think the climate is slowly changing due to (the loss of forests / air pollution from factories / ...).

#### DO YOU LISTEN TO THE WEATHER FORECAST? HOW RELIABLE ARE WEATHER FORECASTS?

- Listening to the forecast helps me to decide (what to wear / whether to take an umbrella / what to do after school / ...).
- For me, weather forecasts are not very useful because I (find the weather can turn out different / rely on what the day looks like in the morning / ...).

#### DO YOU WORRY ABOUT THE ENVIRONMENT?

- I am concerned about (global climate change / more natural disasters / ...).
- In my opinion, the “environmental crisis” (will be solved by scientists / is not a problem because nature is strong enough to restore itself /...).

## Focus on Reading

**1** Look at the photos and decide what is happening in each one. Refer the words to the photos. Use your dictionary.

 drought

 flood

 tornado

 typhoon

 tsunami

 famine

 volcano eruption

 earthquake

 forest fire


**2** Read the article quickly and say what natural disasters from the photos above are mentioned in the article.

“Local road was washed away and damaged. The highway of national route ‘Kyiv–Chop’ was blocked because of mud sliding in Skole district in Lviv region. Railroad Lviv–Uzhhorod was blocked because of fallen trees.”

“A private dwelling house was destroyed because of sliding in Ivano-Frankivsk region. The master of the house, born in 1965, died. 963 houses were underflooded by water.”

“In the evening on July, 24 27-year-old resident of Vyzhnytsya district died in the basement that was flooded as a result of bad weather in Bukovyna.”

These lines are from *Ukrainski Novyny (Ukrainian News)* report about the natural disaster that occurred in Western Ukraine in July 2008. As a result of heavy showers the level of water in rivers had risen, and houses, farmlands and granaries were underflooded. Some crops were destroyed.

Natural disasters began to occur in Ukraine with increasing frequency. After dangerous floods in Zakarpattia the storms and tornados also came their way. Information about the number of people killed by lightning has become more frequent in different parts of Ukraine. Until recently, we only heard of such disasters in other part of the Atlantic.

And what are the causes of natural disasters which are becoming more frequent in our country? Not waiting for the scientists' explanations, people say this is our fault. During the last 50 years a great deal of forests in the Carpathians have been cut down. Deforestation<sup>1</sup> has led to changes in local climate. That's why we have so



### WORDS

- a disaster** [dɪ'zɑːstə]
- a frequency** ['friːkwənsi]
- a hazard** ['hæzəd]
- a threat** [θret]
- to damage** ['dæmɪdʒ]
- to occur** [ə'kɜː]
- to respond** [rɪ'spɒnd]
- to underflood** [ˌʌndə'flʌd]
- frequent** ['friːkwənt]
- resistant** [rɪ'zɪstənt]

FOR YOU

<sup>1</sup>deforestation [ˌdiːˌfɒrɪ'steɪʃn] — вирубування лісів

much trouble with floods in this region. The scientists remind us that all elements and systems are interconnected in nature. Irresponsible attitude to it might lead to terrible results.

The conducted research has confirmed the idea about not only natural but man-made causes of these floods.

What is a natural disaster? The definition is: it is the effect of a natural hazard that affects the environment and leads to financial, environmental and/or human losses. A natural hazard is a threat of a natural occurring event that will have a negative effect on people or the environment. Many natural hazards are interrelated. For example, earthquake can cause a tsunami and drought that can lead directly to famine.

The costs of natural disasters are the lives lost, homes destroyed and economies disrupted<sup>2</sup>... But there is reason for hope. By understanding how and where these natural events occur, we can build and live safely on Earth, and by providing real-time information about floods, earthquakes and other hazards, we can respond effectively when disaster strikes. We should build stronger, safer communities that are resistant to natural disasters.

### 3 **Read the article again and choose the best answer (a-c).**

- 1 What natural disaster occurred in Western Ukraine in 2008?  
a) drought b) earthquake c) flood
- 2 What happened to the national route 'Kyiv–Chop' in 2008?  
a) It was underflooded.  
b) It was blocked with mud sliding.  
c) It was ruined by volcano eruption.
- 3 What natural disasters are becoming more frequent in Ukraine?  
a) floods and storms b) floods and earthquakes  
c) tsunamis and floods
- 4 What are the causes of frequent floods in Zakarpattya?  
a) heavy showers  
b) natural and man-made causes  
c) deforestation

---

<sup>2</sup>disrupted [dis'tɹʌptɪd] — зруйнований

- 5 What is a natural disaster?  
a) *It is a natural hazard.*  
b) *It is a weather event.*  
c) *It is the effect of a natural hazard.*
- 6 What is a natural hazard?  
a) *It is a threat of a natural event that might have negative effect.*  
b) *It is a natural catastrophe.*  
c) *It is a natural disaster.*
- 7 What is the relationship between natural hazards?  
a) *They all result into natural disasters.*  
b) *They are interrelated, one can lead to another.*  
c) *They have no influence on each other.*
- 8 What does 'to respond to natural disasters effectively' mean?  
a) *It means we shouldn't pay any attention to difficulties.*  
b) *It means that we must remember that all elements and systems are interconnected in nature.*  
c) *It means we should learn more about disasters and build safer communities with real-time information provided.*

**4 Read the paragraphs (A-E) and refer them to the questions (1-5). Act out the interview in pairs.**

- 1 What are they?  
 2 Why do they happen?  
 3 Where do they happen?  
 4 How do they affect people?  
 5 What can people do?

- A** Over the warm parts of oceans. Tornadoes are common in parts of the USA, Australia and Japan.
- B** The water evaporates<sup>1</sup> from the warm sea. This condenses in the atmosphere. More and more hot, wet air rises up. It becomes a strong wind.
- C** Scientists can usually track<sup>2</sup> hurricanes, but they cannot stop them.

<sup>1</sup>to evaporate [ɪ'væpəreɪt] — випаровувати(ся)

<sup>2</sup>to track [træk] — стежити; простежувати

- D** Tropical storms with strong winds. They start at sea, and can travel a long distance. They have different names in different places: 'hurricanes' in the Atlantic Ocean, 'typhoons' in the Pacific Ocean, 'tropical cyclones' in the Indian Ocean and around Australasia. Tornadoes or whirlwinds, are similar, but begin over land.
- E** They can affect ships, blow down houses, cause floods and disrupt traffic.



**5 a) Match natural hazards in the box with their descriptions below.**

an avalanche, an earthquake, floods, a tsunami, a heat wave,  
a tornado, hailstorms

- 1 ... is one of the names of cyclonic storm that forms over the oceans. It is caused by evaporated water that comes from the ocean. Typhoon is another name for it.
- 2 ... are rain drops that have formed together into ice.
- 3 ... are the result of prolonged rainfall from a storm, rapid melting of large amounts of snow, or rivers which rise up their levels of water.
- 4 ... is a phenomenon that results from a sudden release of stored energy that radiates seismic waves. It shows itself by a shaking of the ground.
- 5 ... is a slide of a large snow (or rock) mass down a mountainside. It is one of the major dangers faced in the mountains in winter.



- 6 ... is a wave of water caused by the displacement<sup>1</sup> of a body of water. It can be caused by undersea earthquakes or by meteorological phenomena.
- 7 ... is a hazard characterised by heat which is considered extreme and unusual in the area in which it occurs.

a landslide, a volcanic eruption, a hurricane, a wildfire,  
a blizzard, a drought

- 8 ... is a disaster closely related to an avalanche, but instead of occurring with snow, it occurs involving actual elements of the ground, including rocks, trees, parts of houses etc. which may happen to be swept up. It can be caused by an earthquake or a volcanic eruption.
- 9 ... is a severe winter storm condition characterised by low temperatures, strong winds, and heavy blowing snow.
- 10 ... is a natural disaster resulting from a thunderstorm<sup>2</sup>. It is a violent, rotating column of air, which can blow at speeds between 50 and 48 km/h and possibly higher. It can occur one at a time or can occur along lines occupying large areas.
- 11 ... is the point in which a volcano is active and releases its power, and the eruptions come in many forms.
- 12 ... is defined as an acute shortage of water and crop failure. It is an abnormally dry period when there is not enough water to support water needs.
- 13 ... is an uncontrolled fire burning in wildland areas. Common causes include lightning and drought but they may also be started by human carelessness.

<sup>1</sup>a displacement [dɪs'pleɪsmənt] — переміщення

<sup>2</sup>a thunderstorm [ˈθʌndəstɔ:m] — гроза



**b) Work in pairs. Share and check the results of your work.  
Use a dictionary.**

**6 Work in groups. Read and discuss the following.**

Scientists understand a lot about environment but they don't understand everything. Every year there are big and small disasters in different parts of the world. Some of these happen very often, but some of them are a big shock. How do these natural disasters affect humans? Can we do anything about them?

## Develop Your Vocabulary

### A cause or a reason?

A **cause** is that which produces an effect, which makes a thing happen.

A **reason** is a fact which is put forward as a motive or explanation, or in order to justify some conclusion.

VOCABULARY  
LINKS

**1 Complete the sentences  
with 'cause' or 'reason'.**

- 1 The ... of earthquakes is the heat inside the earth.
- 2 Never stay away from school without good ... .
- 3 What was the ... for your refusal to go there?
- 4 Scientists attribute changes in the weather to natural ... .
- 5 There is no ... to suppose he will forget.
- 6 The ... of the accident is still not known.
- 7 Carelessness is often the ... of fires.
- 8 What is the ... of lightning?

**2 Group up the words in the box according to the columns below.**

tsunamis, droughts, blizzards, avalanches, tornadoes, hurricanes,  
floods, earthquakes, hailstorms, whirlpools, heat waves,  
landslides, fires, ice storms, volcanic eruptions, tornadoes

Land movement disasters	Water disasters	Weather disasters

**3 Complete the text with the words in the box.**

eruption, inform, volcanic, damage, volcano (x3), cause

The airport in Quito was closed yesterday because of the damage that ... ash could ... to flights. The ash thrown up by the ... Guagua Pichincha could also cause serious ... to agriculture. It might make breathing difficult for people and animals. At one moment, it looked as if the ... might erupt slowly. This slow ... could last for months or even years.

The mayor of Quito said: "We must learn to live next to this ... . What else can we do? There is a 10 per cent chance that it will be a long calm eruption. People should wear special masks when they go outside. We will continue to keep an eye on the situation, and we will ... the public of any other measures they should take.

## Build Your Grammar

**1 Read and complete the list with your ideas.**

**Use the phrases in the box.**

If we used bicycles, we would have less air pollution.

If we planted new trees, rainforests wouldn't disappear.

If we ...

drive electric cars, use less paper, create special parks for animals,  
teach hunters it's wrong to kill animals, not to cut out forests

**2 Match the suggestions with the possible results.  
Then make conditional sentences as in the example.**

Suggestions	Results
put bins on every streets corner	people have more oxygen
have more trees/green areas	not be so much rubbish everywhere
improve public transport	people not drop litter in streets
people use bicycles	people not buy so many cars
people recycle things	children be able to play safely
create more parks	cities be less polluted

**Example:** *If the authorities put rubbish bins on every street corner, people wouldn't drop litter in the streets.*

**3 a) Use the phrases in the box and write questions by changing the form of the verbs in brackets.**

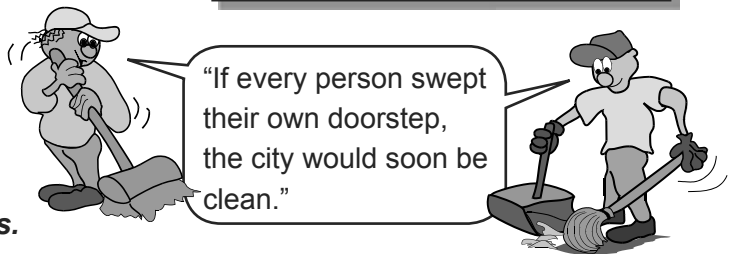
- What would you do if you didn't have a dime?
- What would you do if you didn't have a dollar?
- If I didn't have a dime I'd cry all the time.
- If I didn't have a dollar I would HOLLER<sup>1</sup>!

**b) Work in pairs. Take turns asking and answering the questions as in the rhyme above.**

What would you do if you...?  
 (have) an exam the next day  
 (be) offered a job in Australia  
 (wake up) and (see) a snake in your bedroom  
 (meet) your friend of childhood  
 (get) too much change from a shop assistant  
 (see) somebody stealing something in a shop  
 (borrow) a friend's car and broke one of the lights

**4 Get ready to explain the statement in class.**

**Use Conditionals.**



<sup>1</sup>to holler ['hɒlə] — кричати, лементувати

# Focus on Listening

## 1 **Decide which disaster is the worst:**

avalanche, flood, drought, fire, earthquake...

**Make a Top Five List (number one will be the worst disaster).  
Compare your list with a partner and discuss the results in pairs.**



## 2 **Listen and name three natural disasters in the order the speaker mentions.**



## 3 **Listen again and complete the sentences.**

- 1 The water in the rivers rose higher and higher and there was a danger of...
- 2 Hurricanes are very strong winds that come from...
- 3 Hurricane Andrew killed 15 people in Florida and...
- 4 It was in the west of Africa. The winds changed directions and the sea...
- 5 People and animals died because...

## 4 **Read and decide whether the statements below are true or false.**

- 1 If an earthquake occurs when you are in school, you should leave the building.
- 2 If an earthquake occurs when you are at home, you should stand near a big table.
- 3 The best way to leave the building during an earthquake is to get into a lift.



- 4 A good thing to do if you are outdoor during an earthquake is to stand in an open area.



5 a) **Listen to the instructions and check your answers above.**



b) **Listen again and give your partner advice about what he/she should do when there is an earthquake and he/she is:**

- in school
- at home
- in the street

## Focus on Speaking

1 **Talk with your partner on the following items.**

- 1 Have you ever heard or read about any natural disaster?  
Talk about it.
- 2 Have you ever experienced a natural disaster?  
When? What happened?
- 3 Can you name some natural disasters?
- 4 What do you think of people who throw away cigarette butts and cause fires during the summer? What can we do to prevent this?
- 5 What natural disasters occur in Ukraine? When and where was the last one?

2 **Work in pairs. Do the tasks below.**

*Student A*, give your partner advice on what students should do when there is a fire.

*Student B*, give your partner advice on what a teacher should do when there is a fire.

**Use the instructions in exercise 5 (page 150) as a model and the ideas below.**

- Don't use the lifts.
- Keep calm.
- Call the fire brigade.
- Don't panic.
- Make sure all the windows are closed.
- Follow your teacher's instructions.
- Make sure all doors are shut.
- Keep the fire doors closed.

**3 Read what some guests of TV show tell about their experiences during disasters. Act out their roles in pairs.**

My name's Melinda Wallace. I was on holidays at the Paradise Club on Patapita, a small island in the South Pacific. I was taking a nap when the volcano erupted. The noise woke me up. I looked through the window. Everybody was running toward the port. I threw on my jacket and ran to the port, too. I managed to get on a cruise ship. It was leaving when the lava hit the town.



Melinda



Ronald

Hi. My name's Ronald Turner. My wife and I were staying with friends in Santa Librada near Los Angeles. We were having lunch when the earthquake began. Everything shook. All the plates and food fell on the floor. We were picking everything up when the ceiling fell in. We were under the table and survived<sup>1</sup>. We had to wait for hours before help arrived.

**4 Role-play the situation in groups of four.**

One of you is a TV host, the others are three guests who survived after some terrible disasters. Talk about your experiences.

<sup>1</sup>to survive [sə'vaɪv] — вижити, залишитися живим

**The stages of writing process are called:**

- 1 Prewriting
- 2 Planning
- 3 Writing and rewriting drafts
- 4 Writing a final copy

**These stages can be subdivided into the following steps:**

- Step 1: a topic
- Step 2: generating ideas
- Step 3: organising ideas
- Step 4: writing the 1st draft
- Step 5: rewriting
- Step 6: writing the final draft

WRITING  
POINT

**1 a) Get some useful information.**

As a student you are often given a writing task. The most common mistake made is that the chosen topic is too broad for a single paragraph or even an essay. You have to **narrow** it down to a specific aspect of the general topic.

**For example:**





**b) Work in groups. Choose two of the topics from the box below and narrow them down to a specific aspect you could write about in a paragraph.**

education, relationships, communication technologies, media, environment, food, travelling, young people, sports

## **2 Work in groups. Read and say if you have ever used the following methods. Share your experience in the group.**

There are some methods which help to generate ideas.

- |               |   |  |
|---------------|---|--|
| BRAINSTORMING | [ | Don't try to think logically, just write a list of ideas as quickly as possible in words, phrases or sentences. It can be done individually or in groups. After some time analyse what you have listed and combine related ideas. This can be a basis for your paragraph or essay.   |
| FREE WRITING  | [ | Choose the topic and write down whatever comes to your mind. Set a time limit. Don't allow yourself to stop. Then go back and look for some interesting and useful ideas. Cross out unnecessary ideas.   |
| WH-QUESTIONS  | [ | Successful newspaper reporters always answer these questions (who, what, when, where, why, how). Write as many questions as you can, then answer them as fully as you can.   |
| CLUSTERING    | [ | It means making a map of ideas. The purpose is to make ideas visual and make creatively new associations. Start with the topic, circled in the middle of a paper. Draw a line from the circle and write an idea you associate with the topic. Circle this new idea and draw some lines from it and write new associations. Continue until you have no more ideas. Now you have a good basis for writing. |

**3 a) Brainstorm individually for 5 minutes on one of the topics below.**

- 1 My Future Plans
- 2 My Kind of Holiday
- 3 Computer in Our Life

**b) Find a classmate who has chosen the same topic. Compare and exchange your ideas and try to group them to form the basis for a paragraph or an essay.**

**4 a) Work in groups. Choose one of the following topics and brainstorm for 7 minutes in class.**

- 1 Education
- 2 Nature
- 3 Family

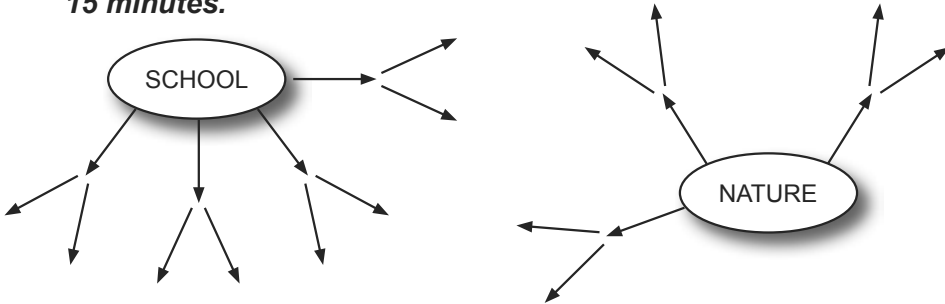
**b) Arrange your ideas. Then compare them with other groups.**

**5 Choose the topic below and freewrite individually for 5 minutes. Compare and exchange your ideas with a classmate who has chosen the same topic.**

- 1 Natural Disasters
- 2 Weather Change
- 3 Cooking



- 6** Work in groups. Choose one of the following topics and use clustering to map your ideas about it. Complete the task within 15 minutes.



- 7** Do the project following the instructions.

- 1 You are a young reporter working for a daily newspaper. Develop a number of Wh-questions about the terrible earthquake that struck Mexico City.
- 2 After completing the list of questions, answer them.
- 3 Write a short paragraph for your newspaper and present it in class.



## 1 Do the quiz and see the keys to find out how green you are.

### KEYS

#### **MOSTLY A's.**

You're not very green, are you? Please look after our world before it's too late.

#### **MOSTLY B's.**

You're trying to be more green, but you don't always get it right. Learn more about the environment.

#### **MOSTLY C's.**

Well done. You're really green! We need more people like you to help us save our environment!

### HOW GREEN YOU ARE



- 1 If you had a lot of old newspapers and empty bottles, would you...
  - a) leave them on the pavement?
  - b) put them in a rubbish bin?
  - c) recycle them?
- 2 If somebody offered to give you one of the following as a gift, which would you choose?
  - a) a big, fast car
  - b) a motorbike
  - c) a bicycle
- 3 If you were in the middle of a city and wanted to go somewhere one or two kilometres away, would you...
  - a) take a taxi?
  - b) take a bus?
  - c) walk/cycle?
- 4 If you had a picnic on the beach, what would you do with your rubbish? Would you...
  - a) leave your rubbish on the beach?
  - b) put your rubbish in the first bin you found?
  - c) take your rubbish home?
- 5 If you had 1000 dollars to spend, would you...
  - a) buy a fur coat?
  - b) go on a safari?
  - c) adopt a dolphin?



## 2 a) Read about some environmental problems and possible ways out of them.

- water pollution — people shouldn't leave litter in the streets
- air pollution — plants shouldn't dump chemical wastes into rivers / atmosphere / on land
- land pollution — concentration of smoke in the air should be controlled
- disruption — we should stop killing animals
- global warming — the number of cars should be reduced

## b) Match problems with their solutions and write as in the example. Use 2nd Conditionals.

**Example:** *If plants didn't dump chemical wastes into rivers there wouldn't be water pollution.*

## 3 Read the sentences carefully. Then refer disasters (A-J) to their descriptions (1-10).

- 1 Several people were walking along when suddenly tons of earth came crashing down the hillside and blocked the road in front of them.
- 2 Over 50,000 people in Ethiopia have died of starvation in the past month. Questions are being asked concerning the delay in supplies of rice and grain which were recently sent to them.
- 3 The winds have already strengthened considerably and the sea is now very rough indeed. As a result, ferries across the harbour have stopped sailing and all large ships have put out to sea.

- |                     |
|---------------------|
| <b>A</b> Fire       |
| <b>B</b> Typhoon    |
| <b>C</b> Earthquake |
| <b>D</b> Tidalwave  |
| <b>F</b> Volcano    |
| <b>E</b> Drought    |
| <b>G</b> Sandstorm  |
| <b>H</b> Landslide  |
| <b>I</b> Flood      |
| <b>J</b> Famine     |



- 4 The river overflowed in several places and huge areas of farming land are now several feet under water. Boats are ready to rescue<sup>1</sup> people in nearby villages.
- 5 Suddenly the ground shook beneath our feet and the tall building opposite the college began to sway<sup>2</sup>. Windows and doors rattled and several bookcases in the college library came crashing down.
- 6 Tankers full of water were sent, but it was too late to save many of the animals and crops there. The whole area was like a vast desert.
- 7 Smoke poured out of the crater but no one expected an eruption. A week later, however, a red hot lava began to flow down the side of the mountain.
- 8 It swept onwards, covering everything on its path. The travellers had to get off their camels and lie down until it had eventually passed.
- 9 Flames swept through the block of office, burning everything inside. Two hours later only an empty shell of the building remained.
- 10 It must have been at least twenty feet high as it swept towards the shore. In a few seconds it destroyed all the houses on its way, drowning everyone inside.

**4 a) Read the pieces of newspaper information and refer them to the disasters.**

- |                                  |  |
|----------------------------------|--|
| <input type="checkbox"/> Floods  | <input type="checkbox"/> Eruptions       |
| <input type="checkbox"/> Typhoon | <input type="checkbox"/> Tropical Storms |



Storm activity in the tropical regions of the Northern Hemisphere increased with typhoon Faye and hurricane Cosme forming at opposite sides of the Pacific. Hurricane Chantal briefly threatened the Bahamas and Bermuda before losing force. **(A)**

<sup>1</sup>to rescue ['reskju:] — рятувати

<sup>2</sup>to sway [swei] — хитатися

Minor eruptions continued to worry residents of the British Caribbean colony of Monserrat one week after the activity began. Indonesia's Mount Semeru volcano, the tallest mountain on Java, sent clouds of steam<sup>1</sup> soaring<sup>2</sup> almost four miles high and blanketed its western slope<sup>3</sup> with ash. An eruption of Semeru in early 1994 killed seven people. Colombian officials advised residents around the Nevada del Ruiz volcano to remain alert<sup>4</sup> following an increase in seismic activity within the 17,700 foot mountain.

(B)

Monsoon floods that have swept across almost half of Bangladesh since early July have killed people and destroyed nearly 10,000 homes. Swirling waters also carried away thousands of cattle and damaged 1,000 bridges. In neighbouring India, floods covered almost all of the Kaziranga National Park and have killed several rhinoceros and other endangered species. A large number of elephants have migrated to the nearby Karpı Anglong hills to escape<sup>5</sup> the floods.

(C)

More than 50 people were reported missing or dead after typhoon Faxe tore into the Southern coast of South Korea, sending mountainous waves smashing<sup>6</sup> into ships and ports.

(D)

**b) Work in groups. Discuss the following questions.**

- What information is offered in these short newspaper notes?
- How often do you read or hear similar information?
- What are possible consequences of different natural disasters?
- What measures can be taken to avoid natural disasters?

<sup>1</sup>steam [sti:m] — пара

<sup>2</sup>to soar [sɔ:] — підніматися; високо літати

<sup>3</sup>a slope [sləʊp] — схил

<sup>4</sup>to remain alert [ə'li:t] — залишатися насторожі

<sup>5</sup>to escape [i'skeɪp] — утікати

<sup>6</sup>to smash [smæʃ] — бити з усієї сили; урізатися; руйнувати, знищувати

**5 a) Role-play the situation in pairs.**

Imagine you live in a place which has been affected by one of the disasters. A friend is going to call you to ask how you are. You're going to tell him / her what's happened. Before you start, think of 5 questions you expect him / her to ask you about the situation.

**b) Change the roles and role-play another similar situation.****6 Work in pairs. Read about the disasters in the box and discuss the questions below.**

avalanche, flood, landslide, tsunami,  
earthquake, forest fire, tornado,  
volcano, drought, hurricane

- 1 Have any of these natural disasters ever happened in Ukraine? When? How serious were they?
- 2 Have you heard any news stories about them happening anywhere else in the world?
- 3 Which of the disasters do you think are the 'acts of God'? Which of them are sometimes the result of human actions?
- 4 Have any of the countries near Ukraine suffered a national tragedy recently?





- 5 Would you feel comfortable going on holiday somewhere that had been affected by a disaster? Why / why not?

**7** *Work in groups. Read what some scientists say and explain how you understand their words. Agree or disagree. Explain your opinions.*

Earthquakes, landslides, floods — these hazards are part of the way the Earth operates. Although we can't prevent natural hazards from happening, we can learn from them and use this knowledge to prevent hazards from turning into natural disasters.

The century we have started recently gives us a new chance to apply the lessons we have learned about natural hazards. As we look ahead, we must continue to improve both our understanding of how the earth works and our ability to provide timely<sup>1</sup> and effective warning, so that we can live safely on our planet.

**8** *Write a paragraph about the most terrible weather you have ever experienced.*



<sup>1</sup>timely ['taɪmlɪ] — вчасний

### 1 Complete the sentences by changing the form of the verb in brackets.

- 1 If I ... (*be*) taller, I would play in a basketball team.
- 2 If they were more careful, that Monday accident ... (*happen*).
- 3 If I were you, I ... (*do*) this work yesterday.
- 4 If I ... (*meet*) him, you will be the first to know.
- 5 If our guests ... (*stay*) a bit longer, they will be able to meet our parents.
- 6 If you were not in a hurry, they ... (*explain*) everything to you.
- 7 They ... (*not, invite*) you to join the English club, if they had known you do not speak English.
- 8 If you ... (*see*) them tomorrow, please, let them know I am coming this weekend.

## Vocabulary

### 2 Complete the text with the words in the box.

reduce, causes, occur, fires, natural, destroy, accident, guard

#### FOREST FIRES

This summer there will probably be a lot of forest ... as always during the hot weather. These fires will not only ... thousands of trees but could destroy homes as well. What are the ... of forest fires?

Some fires will simply be the result of ... causes, particularly in hot, dry weather. But this can't explain why fires ... at other times, when the weather is not so hot. For example, when a fire starts in several different places at the same time, it can't be an ...; it must be because someone started it.

We can ... the number of fires by employing more people to ... the forests, but this can't be something the government can't afford.

## Listening



### **3 Listen and complete the sentences.**

- 1 Our planet suffer from...
- 2 Sometimes the Earth warns of...
- 3 We must be careful not to provoke...
- 4 Such natural disasters as ..., ..., ... or ... make big problems.
- 5 Different countries send ... as well as ...
- 6 Natural disasters teach us...

## Reading

### **4 Read and refer the paragraphs (A-E) on pages 163-164 with the questions (1-5) below.**

**A** When the floods are a surprise, many people can drown. Every year people lose their houses and their furniture. When floods happen every year, some people are ready for them.

- |                          |                              |
|--------------------------|------------------------------|
| <input type="checkbox"/> | 1 What are they?             |
| <input type="checkbox"/> | 2 Why do they happen?        |
| <input type="checkbox"/> | 3 Where do they happen?      |
| <input type="checkbox"/> | 4 How do they affect people? |
| <input type="checkbox"/> | 5 What can people do?        |



But many people (and governments) do not prepare properly.

- B** If there is a lot of rain, or very strong winds, floods can happen.
- C** Dams can reduce floods but some dams can cause them!  
There are often 'flood warnings' on the radio.
- D** The water in rivers, lakes or the ocean rises above its normal level and goes onto the land.
- E** Some rivers in Bangladesh and India flood every year. People expect it, so there is no panic. When the floods go down, there are lots of minerals on the soil. They can grow good plants.



I CAN ...

- read and understand about natural hazards
- listen and understand the news about natural disasters
- talk about the ways the natural catastrophes affect
- understand and use the 1st and the 2nd Conditionals
- describe circumstances when a disaster occurs
- give instructions of safe behaviour during an earthquake or a fire
- discuss our attitude to natural disasters
- use some methods to generate ideas for writing
- write a newspaper note about a disaster

# The World of Painting

## Unit 7

### WARM UP



HAVE YOU VISITED ANY ART GALLERY IN YOUR LIFE?

- An art gallery I have been to was in the town / city of ... I liked the (variety of art / brief description with each artwork / guided tour / ...).

HOW OFTEN DO YOU GO TO THE THEATRE?  
WHAT IS AN UNFORGETTABLE PERFORMANCE YOU'VE SEEN?

- I go to the theatre (quite often / from time to time / ...). The reason is that I (enjoy stage performances / only like musicals / find theatre plays uninteresting / ...).
- Of the performances I've seen, ... was the most memorable because of the (acting / music / stage props / ...).

WHAT IS YOUR FAVOURITE MUSIC GROUP?

- My favourite music group is ... I like them because their music (speaks to my soul / lifts my spirits / has meaningful words / ...).
- I don't really have a preferred group because (I enjoy various music styles / every group is special in its own way / ...).

WHAT TYPES OF MOVIES DO YOU ENJOY? WHO IS YOUR FAVOURITE ACTOR?

- I really enjoy (comedies / romances / fairy tales / ...) because I like (humour / love stories / fantasy / ...).
- I really like ... because of his / her (charm / talent / personality / ...).

# Focus on Reading

## 1 Talk with your partner on the following items.

- 1 What is the difference between a drawing and a painting?
- 2 What are the subjects of your favourite pictures?
- 3 What is your favourite painting?
- 4 Who is your favourite painter?

## 2 Think and say if you agree with the statement. Explain why (why not).

"A picture is a poem  
without words"  
Horace

## 3 Name some of Ukrainian painters.

- 4 a) Read the article and pay attention to the words in bold. Consult a dictionary if necessary.



Christ Pantocrator

### ARTISTIC TRADITIONS IN UKRAINE

- A As far as the development of art of painting in Ukraine is concerned, one should remember that the early period referred to **icon-painting**, that began to develop in Kyivan Rus in the end of the 10th century after Prince Volodymyr had baptised the state. Icon painters — mostly monks — **depicted** Christ, the Virgin, angels and saints. Byzantine traditions were a model. **Mosaic** and **frescos** of St Sophia Cathedral in Kyiv are the most distinguished among the memorials of that period. The icon *The Virgin of Volyn'* which is regarded a **masterpiece** belongs to the period of the Old-Rus State the Halychyna-Volyn'.

St John  
the Evangelist



Gipsy Fortune Teller.  
Taras Shevchenko



A Cossack of the Zaporozhian Sich.  
Ilya Repin



Ship in the Stormy Sea.  
Ivan Aivazovsky



- B Portrait painting** as a separate **genre** appeared during the Renaissance (the 16th century) and was strongly influenced by the icon tradition. The first portraits included portrayals of nobles and Cossack chiefs.
- C** Many Ukrainian painters were attracted to the new Academy of Arts in St Petersburg (1757), which cultivated the classicist style of painting then popular in Europe. Well-known Ukrainian artists of that **period are** D. Levytskyi, K. Holovachevskyi, V. Borovykovskyi.
- D** Ukrainian art of the middle of the 19th century was closely connected with the name of T. Shevchenko, who **dedicated** most of his painting to Ukrainian interests. He was considered the father of modern Ukrainian painting. Shevchenko painted numerous portraits, **self-portraits** and **landscapes** with many architectural monuments of Ukraine. During the 19th century a landscape painting appeared as a separate genre, and not only in the works of Shevchenko. **Inspired** by romanticism, I. Sochenko, A. Kuindzhi, I. Aivazovskyi, S. Vasylykivskyi and I. Pokhytonov dedicated their efforts to **depicting rural scenery** at it most beautiful.
- E** At that time Ukraine was called the East European Italy. Artists from Russia and European countries visited Ukraine to enrich themselves with new **themes** and **images**. One of such artists was Vasyl Schternberg, a friend of Shevchenko, a master of lyrical landscape.
- F** The Odesa art school and the Kyiv drawing school played an important role at the beginning of the 20th century. Outstanding artists such as Mykola Murashko and Mykola Pymonenko were **prominent representatives** of that time. Some artists of Ukrainian origin who taught in Kyiv school were Mikhail Vrubel, Vasilii Vasnitsov and Illia Repin.

*Face to Face.*  
Sergei Vasilkovskyi



*Selianska Rodyna.*  
Olexandr Murashko



*Rizdviani Vorozhinnia.*  
Mykola Pymonenko



- G** Ukrainian art of the turn of the 20th century could not avoid the influence of the leading European art trends — **impressionism** and **avant-garde** tendencies. Kharkiv school of 1910-1930, where artists were under the influence of **constructivism**, was **notable** for its originality. It was represented by A. Petrytskyi and V. Yermylvov. O. Ekster spread the ideas of **cubiform futurism** in painting and worked in Kyiv. O. Bohomazov experimented with **abstraction**, Yurii Mykhailiv continued the traditions of the symbolists. Worldwide known Kazimir Malevich spoke of the influence of Ukrainian baroque and icon painting on his works. An **original phenomenon** of the early 20th century was Mykhailo Boichuk Art School. It **combined** the traditions of **folk picture**, **local primitive painting** and the principles of religious art.
- H** Ukrainian art of the Soviet period is represented by many talented painters: T. Yablonska, Y. Bokchai, O. Shovkunenko, R. Selskyi, S. Shyshko, V. Zaretskyi and many others. M. Prymachenko became a unique phenomenon having no analogues in the world art. She is considered to be a classic of Ukrainian folk art.
- I** The present-day Ukrainian art is developing in harmony with the world art. The **national theme** remains **topical** in painting — in thematic and historical pictures, landscapes, associative and formalistic works.

***b) Read the article again and refer its paragraphs (A-I) to the questions (1-9).***

- 1 Who is considered to be the father of the modern Ukrainian painting?
- 2 What period is connected with the development of abstraction and symbolism?
- 3 What genre of painting was under the strong influence of Byzantine traditions?
- 4 What are the tendencies of the present-day Ukrainian art?
- 5 What art schools played an important role at the beginning of the 20th century?
- 6 Why was Ukraine called the East European Italy?
- 7 When did portrait painting appear as a separate genre?
- 8 Who represented Ukrainian painting art of the Soviet period?
- 9 What style did Academy of Arts in St Petersburg cultivate?



## 5 Find the words in the article that match these definitions.

- 1 someone who produces art, especially paintings or drawings (*paragraph C*)
- 2 to describe something, especially in pictures or writing (*A*)
- 3 to use talent, paintings, pictures, etc. in order to help something be successful (*D*)
- 4 a particular type of art, which has certain characteristics that all examples of this type share (*B*)
- 5 a picture that you have in your mind (*E*)
- 6 interesting or unusual, that is worth being noticed or mentioned (*G*)
- 7 well-known and important (*F*)
- 8 to do something that expresses the feelings, opinions, manners, etc. of a group of people (*H*)
- 9 a person who belongs to a certain group of people (*F*)
- 10 the main subject or idea in a piece of painting (*I*)
- 11 interesting because it deals with something that is important at the present time (*I*)

### WORDS

- an artist ['ɑ:tɪst]
- an image ['ɪmɪdʒ]
- fame [feɪm]
- a genre ['ʒɒnrə]
- a masterpiece ['mɑ:stəpi:s]
- a scene [si:n]
- a scenery ['si:nəri]
- a tendency ['tendənsi]
- a theme [θi:m]
- to depict [dɪ'pɪkt]
- to devote [dɪ'vəʊt]
- to propagate ['prɒpəgeɪt]
- to represent [,reprɪ'zent]
- to be inspired [ɪn'spaɪəd]
- influenced ['ɪnfluənst]

by

FOR YOU

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

influenced, created, masters, painter, artists, portrait, fame, represented (x2), genre

Painting in England in the 17th-19th centuries is ... by a number of great ... and during that period it was greatly ... by foreign painters.



*Self portrait.*  
William Hogarth



*Charles I  
King of England at the Hunt.*  
Van Dyck



*Self portrait.*  
Van Dyck

The Flemish painter Van Dyck was really the father of English ... School. The English king personally invited Van Dyck to London and during his first year in England the painter spent most of his time painting the King and the Queen. Such prominent ... as Reynolds, Gainsborough and Lawrence were influenced by his works. He ... a ... of aristocratic and intellectual portrait which ... much the development of English painting.

During the 18th century the national school of painting was created. William Hogarth was the first great English painter who raised British pictorial art to a high level of importance. He wasn't a success as a portrait ... . But his pictures of social life which he called 'modern moral subject' brought him ... and position. Among his favourite works are 6 pictures under the title 'Marriage a la Mode'.



## 7 **Work in groups. Speak on the following items.**

- frescoes as the examples of the oldest art
- icon-painting tradition
- Ukrainian portrait painting
- the influence of Russian painting
- the Ukrainian art life in the early 20th century
- the tendencies of the painting development in Ukraine

# Develop Your Vocabulary

## 1 Write as many true sentences as you can.

Gainsborough Reynolds Van Dyck Michelangelo Rembrandt Aivazovsky Malevich	is	an outstanding a prominent a distinguished a brilliant	painter artist representative	of the	19th 18th 17th	century.
---	----	---	-------------------------------------	--------	----------------------	----------

Repin Yablonska Borovykovsky Shevchenko Levytsky Pymonenko Aivazovsky	was a	brilliant prominent	portraitist. painter	of	pastoral scenes. nature. landscape. sea-scape. still-life. battle scenes.
---	-------	------------------------	-------------------------	----	--

He	depicts	a group of children.
	describes	a tall tree.
She	portrays	a mill on the river.
	reflects	a beautiful woman.

**WORDS**

**baroque** [bə'roʊk]

**a trend** [trend]

**to capture** ['kæptʃə]

**to portray** [pɔ:'treɪ]

**FOR YOU**

## 2 Match the words with their definitions.

- |                |  |
|----------------|--|
| 1 a painting   | <b>a</b> is a painting or other artistic representation of the sea   |
| 2 a landscape  | <b>b</b> this word is used as a general term meaning 'work', 'picture'   |
| 3 a seascape   | <b>c</b> is a person (subject, model) who is having his portrait painted   |
| 4 a sitter     | <b>d</b> is a picture, a canvas  |
| 5 a still life | <b>e</b> this word is used in expressions: city scene, country scene, historical scene, street scene, battle scene |
| 6 a scene      | <b>f</b> is a picture representing a scenery of nature or countryside  |
| 7 a piece      | <b>g</b> is a painting of such unanimated subjects as fruit, flowers or other decorative things                    |

### 3 Look at the paintings and refer each (a-i) to the appropriate trend.



*Sisters, Waldegrave.*  
Sir Joshua Reynolds

a



*A Doe Walking.*  
Niko Pirosmanashvili

b

- folk
- icon
- primitive
- abstraction
- avant-garde
- classicism
- futurism
- impressionism
- realism



*Nebozvon (Skybell).*  
Aristarkh Lentulov

c



*The Reply of the Zaporozhian Cossacks*  
to Sultan of Turkey. Ilya Repin

d



*The Boulevard Montmartre on a*  
Winter Morning. Camille Pissarro

e



*Oranta Eastern*  
Orthodox icon

f



*Danseuse.*  
Gino Severini

g



*Rising Sun.* Klee

h



*Kozak Mamai*

i

# Build Your Grammar

## PAST PERFECT TENSE (Минулий перфектний час)

The Past Perfect is used to show a past action that happened before another action in the past.

**Examples:** *Bill had just finished the test when the bell rang.*  
*After I had finished the text I left.*

- The Past Perfect Tense is often used with the following words and phrases: **by, by the time, before, after, just, when:**

*By the time I got to class, the lesson had started.*

*Mike had already eaten his pizza before I got home.*

GRAMMAR  
LINKS

### 1 Complete the sentences with the words in the box.

- 1 ... I went to bed, I had turned off the radio.
- 2 I had forgotten to clean my teeth ... I got into bed.
- 3 ... midnight, I had finished the magazine article.
- 4 I watched TV ... we had finished dinner.
- 5 I was really hungry as I hadn't eaten anything ... breakfast.

after  
before  
when  
by  
for

### 2 Choose A or B so that it has a similar meaning to the first sentence (1-5).

- 1 We had tidied the house when the visitors arrived.  
A *We tidied the house and then the visitors arrived.*  
B *The visitors arrived and later we tidied the house.*
- 2 He didn't go to bed until his mum had come home.  
A *He went to bed and then his mum came home.*  
B *His mum came home and then he went to bed.*
- 3 Nick read the book after he had seen the film.  
A *Nick read the book and then he saw the film.*  
B *Nick saw the film and then he read the book.*
- 4 Ms Williams hadn't arrived at the office by the time John got there.  
A *Ms Williams arrived before John.*  
B *John arrived before Ms Williams.*

- 5 They had had dinner before Lilly arrived.  
 A *They had dinner and then Lilly arrived.*  
 B *Lilly arrived and then they had dinner.*

### 3 Complete by changing the form of the verb in brackets into the Past Perfect.

- 1 Tania ... (*not / finish*) doing the housework by five o'clock, so she called Nadia to tell her she would be late.  
 2 She didn't eat anything at the party because ... (*she / already / eat*) at home.  
 3 He ... (*just / finish*) his homework when the teacher came in.  
 4 By the time I arrived, the play ... (*start*)!

#### PAST PERFECT CONTINUOUS TENSE (Минулий перфектно-тривалий час)

**Past Perfect Continuous** is used to show an action that was in progress in the past before another action (Past Simple) happened or interrupted<sup>1</sup> it.

**Examples:** *We had a break because we **had been working** so hard.*  
*He **had been training** for three years when he painted this masterpiece.*

- The Past Perfect Continuous is often used with the following words and phrases: **for, since, before, all day / night / etc.:**  
*Meg had been studying **all day**. Mary had been studying **for** hours, so she had a headache. He had been reading the book **since** yesterday evening.*

GRAMMAR  
LINKS

### 4 Match each result (1-5) with its cause (a-e).

- |  |                               |
|--|-------------------------------|
| 1 There was an open book on the sofa.  | a She had been crying.        |
| 2 The ground was wet.                  | b They had been eating pizza. |
| 3 Her eyes were red.                   | c He had been reading.        |
| 4 There was an empty box on the floor. | d It had been raining.        |
| 5 He was out of breath.                | e He had been running.        |

<sup>1</sup>to interrupt [ˌɪntəˈrʌpt] — переривати; припиняти

**5 Complete the sentences using the prompts in brackets and putting the verbs into the Past Perfect Continuous.**

- 1 When I arrived ... (*they / wait / for over half an hour*).
- 2 They were hot because ... (*dance*).
- 3 When I got there, ... (*they / not / wait / long*).
- 4 She was tired because ... (*run*).
- 5 The garden was flooded because ... (*it / rain / all night*).

**6 Choose the correct tense form (a) or (b) to complete each sentence.**

- 1 Rita hadn't ... me that she would help me, so I wasn't angry when she didn't.  
a) *told*    b) *been telling*
- 2 It was a fantastic experience because I had never ... in a plane before.  
a) *flown*    b) *been flying*
- 3 I had only ... the washing-up for a few minutes when Nina came home, so she offered to finish it.  
a) *done*    b) *been doing*
- 4 Lucy had ... her cup of tea for several minutes before she realised it had salt in it!  
a) *drunk*    b) *been drinking*
- 5 Had you already ... Mark his birthday present when we gave him ours?  
a) *given*    b) *been giving*

## Focus on Listening

**1 Work in pairs. Take turns asking and answering the questions.**

- 1 Why do people go to museums and galleries?
- 2 Which famous museums do you know?
- 3 Which of museums have you visited?
- 4 Exposition of which museum would you like to see?
- 5 What makes people create works of art?
- 6 What makes people collect them?
- 7 What makes people go to see them in museums and other places?

**2** *Work in small groups. Explain the meanings of the words and phrases below.*

- a handy map
- an entrance ticket
- to avoid the crowds
- reasonably priced cafés
- to borrow an audio guide for free
- photography is permitted
- be organised into 'wings'
- a personal discovery

**3** *Listen to the advice and explain what you should do to get an audio guide.*

**4** *Listen again and answer the questions.*

- 1 Do you need to buy a map?
- 2 What should you visit first?
- 3 When should you see the galleries that most interest you? Why?
- 4 Where can you have lunch?
- 5 What should you do in the afternoon?
- 6 Can you take photographs?
- 7 Do you have to pay for audio guides?
- 8 What do you have to remember if you borrow one? Why?

**5** *Read the information. Then imagine you've visited the National Gallery in London. Describe your visit there.*

THE NATIONAL GALLERY COLLECTION

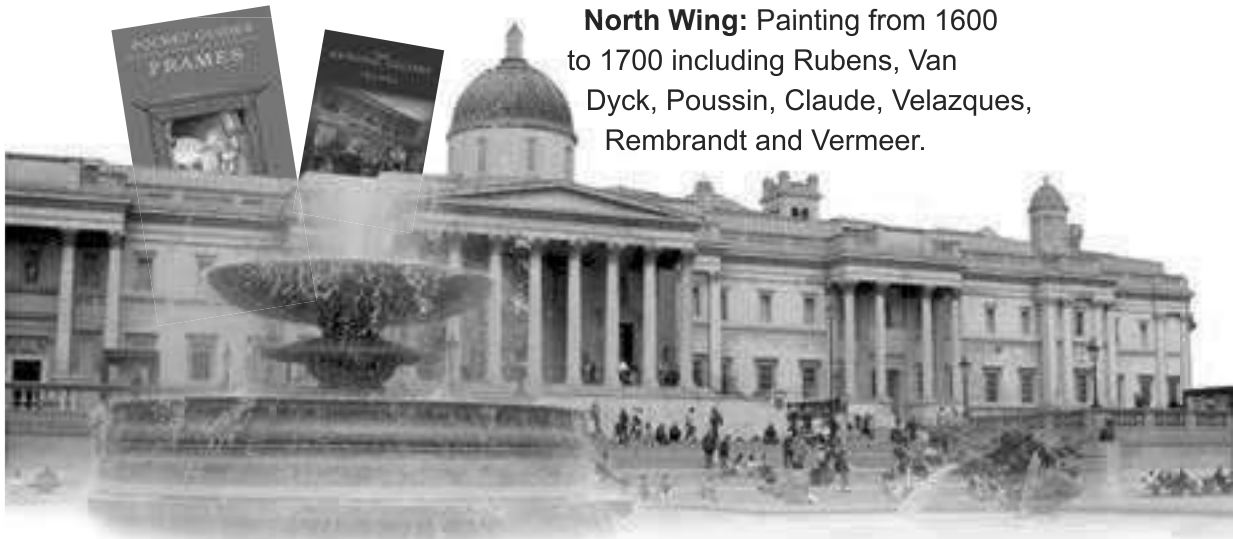
The National Gallery was founded in 1824 and houses the national collection of Western Europe in painting: over 2,000 pictures from 1260 to 1900. The Collection represents all the major European schools of painting and includes masterpieces by virtually all the great artists. It is arranged by period in four wings:



**Sainsbury Wing:** Painting from 1260 to 1510 including Piero della Francesca, Botticelli, Leonardo da Vinci, Bellini and Raphael.

**West Wing:** Painting from 1510 to 1600 including Cranach, Michelangelo, Holbein, Bronzino, Titian, Veronese and El Greco.

**North Wing:** Painting from 1600 to 1700 including Rubens, Van Dyck, Poussin, Claude, Velazques, Rembrandt and Vermeer.



**East Wing:** Painting from 1700 to 1900 including Gainshorough, Turner, Constable, Monet, Renoir, Cezanne, Van Gogh and Seurat.

**Tate-National Exchange.** Each year National Gallery and some other of Britain's or foreign galleries exchange paintings in an agreement. For example, this year it exchanges with Tate Gallery and the Staten Museum for Kunst in Copenhagen.

**Gallery Guide soundtrack.** A unique portable CD-player which provides audio commentaries to almost every painting displayed on the main floor. Available at no obligatory charge at the main entrance and Sainsbury Wing foyer, it allows visitors to call up information on pictures of their choice. A highlights tour of 30 great paintings is available in six languages: English, French, German, Italian, Japanese and Spanish.

**Computer Information Room:** 'Micro Gallery'. A computerised information system of the entire Collection enabling visitors to explore individual areas of interest whether it is a particular painting, artist, period or subject matter. Use of the system is free of charge. Sainsbury Wing, first floor. Open Monday to Saturday 10 am to 5:30 pm (Wednesday until 7:30 pm), Sunday 12 noon to 5:30 pm.

# Focus on Speaking

## 1 *Talk with your partner on the following items.*

- 1 Do you often go to museums?
- 2 When did you go to a museum last?
- 3 Where is the museum situated?
- 4 Who built it?
- 5 What can you tell about the expositions of the museum?

## 2 *Read the dialogue and identify the participants. Act it out in pairs.*

A: Can I help you? I see you are in a difficulty.

B: Yes, thank you. You see, this is my first visit to this gallery.

A: Oh, I am sure you will enjoy seeing our collections. Only one visit here is not enough. You will have to come here again and again to get a full impression of the museum.

B: Of course, I understand that. I know that this gallery is one of the richest art galleries of the world, and I cannot hope to see everything in one day.

A: What is it you would like to see today?

B: Do you have paintings by Renaissance masters?

A: Yes, we have a fine collection of their paintings on the second floor. Just go up this staircase, then walk along the corridor and cross the hall of the 19th century masters.

B: Thank you very much.



**3** *Work in pairs. Complete the dialogue with the sentences from A to E and dramatise it.*

*Peter: ...*

*Nick: I'm going to Lviv to visit some of the museums of the city.*

*Peter: ...*

*Nick: What interesting exhibits do they display?*

*Peter: ...*

*Nick: Is there a picture gallery in the city?*

*Peter: ...*

*Nick: It's good you've shared your impressions with me. I'm impatient to see it all with my own eyes.*

*Peter: ...*

*Nick: Thanks, Pete, bye.*

**A** Well, there are many things dating back to ancient times: national embroidery, collections of coins, glassware, all kinds of weapons<sup>1</sup>, articles made of bone, stone, iron or silver and different manuscripts.

**B** Have a nice journey.

**C** I say, Nick, what are you doing on Sunday?

**D** Oh, yes, and by the way, it's very rich. It's named after Vasyl Stefanyk, a well-known Ukrainian writer. It has beautiful collections of pictures, portraits, landscapes, seascapes and still life. They mostly belong to Ukrainian artists.

**E** Oh; that's wonderful. I've been at the historical museum in Lviv. It's really worth visiting.



**WORDS**

**an exhibit** [ɪg'zɪbɪt]

**an exponent** [ɪk'spəʊnənt]

**an exposition** [ˌɛkspə'zɪʃn]

**an item** ['aɪtəm]

**to contain** [kən'teɪn]

**to display** [dɪ'spleɪ]

**to hold** [həʊld]

**to include** [ɪn'kluːd]

**to offer** ['ɒfə]

● **to be** | **on display**  
**available**

**FOR YOU**

<sup>1</sup>weapon ['weɪpən] — зброя

- 4** *Work in groups. Read the information from Kyiv Guidebook (pp.180-181). Discuss it to choose one place to visit. Explain your choice to the class.*

**NATIONAL MUSEUM OF  
TARAS SHEVCHENKO**

Established in 1949 in the former mansion of M. Tereshchenko. The museum displays autographs and personals of T. Shevchenko, his paintings and drawings, books, photographs and numerous documents. 24 halls of the exposition contain over 4,000 items.

12 T. Shevchenko Blvd  
Open: 10:00-17:00  
Closed: Mondays

**USEFUL**

We could...

Let's think about...

Why not to visit...?

It would be a good idea to...

Perhaps the museum is...

**Making a Choice**

In my opinion, this one would be better.

To my mind, this one's more suitable.

To my way of thinking, this one's fine.

In my view, this one is the best.

We need to consider...

For one thing...

For another, ...

Another reason is that...

**LANGUAGE**

**NATIONAL MUSEUM OF ARTS OF UKRAINE**

Situated in the building that was the 1st public museum in Kyiv (Architects P. Boitsov, V.Horodets'kyi, 1897-99). The museum holds over 20,000 pieces of arts, including icons of the 12th -18th cent., pictures by Ukrainian artists of the 19th-20th cent. avant-garde.

6 Mykhaila Hrushevs'koho St  
Open: 9:30-18:00  
Closed: Mondays

**UKRAINIAN APPLIED  
ART MUSEUM**

Originates from the collection of the Society of Lovers of Arts (late 19th cent.). It contains more than 73,000 exhibits representing the Ukrainian folk arts of the 15th -20th cent.: embroidery, wood, ceramics, primitive painting etc.

21 Sichnevoho Povstannya St  
Open: 10:00-17:00  
Closed: Tuesdays

### KYIV MUSEUM OF RUSSIAN ART

The Museum was founded as the Kyiv Picture Gallery in 1922 and based on private collections. It is situated in the mansion of F. Tereshchenko. Its collections contain 12,000 pieces of painting, sculpture, graphic and applied arts. The museum is famous for the collection of icons of the 12th-17th cent. There is also a collection of the 18th-20th cent. paintings.

9 Tereshchenkiv's'ka St

Open: 10:00-17:00

Closed: Wednesdays, Thursdays

### MUSEUM OF ARTS NAMED AFTER BOHDAN AND VARVARA KHANENKOS

Founded in 1919 on the basis of a private collection of the Khanenkos. Later, the museum acquired some other important collections, including the West European and Chinese painting. It holds 17,000 exhibits. The fullest collections are the Italian Renaissance of the 17th-18th cent., Dutch and Flemish painting, French painting of the 18th cent., Japanese xylography of the 18th-20th cent.

15-17 Tereshchenkiv's'ka St

Open: 10:30-17:00

Closed: Mondays, Tuesdays

## Focus on Writing

After you have collected and organised your material, you are ready to start writing.

**Drafting** means writing a paragraph or an essay. But it is not a finished product yet. As you write the first draft, you need to follow your outline. You should focus on meaning and not grammar.

Successful writers know that writing is mostly **rewriting**.

It can be divided into:

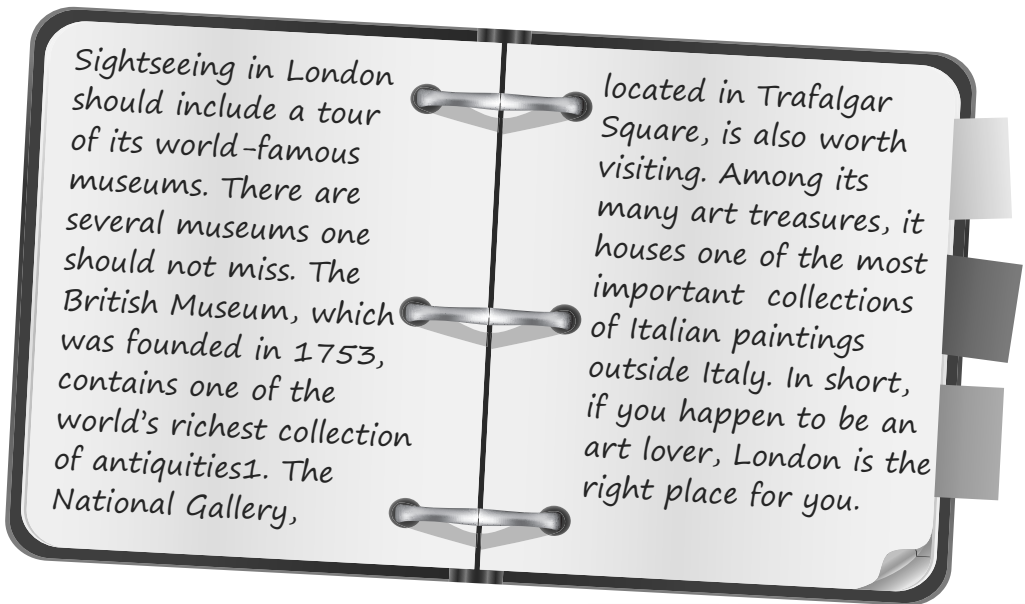
- 1 REVISING (you may change the content and the organisation of your paragraph / essay)
- 2 EDITING (or PROOFREADING) (you check for sentence structure, grammar and spelling)

Now you are ready for the final stage — writing the *final draft*. Make sure you have included all the corrections from the second draft.

Do not forget that writing is a process and you should continue until you are satisfied with the final product.

WRITING  
POINT

1 **Work in pairs. Read the paragraph and discuss the items below.**



- 1 What is the paragraph about?
- 2 What is the topic sentence?  
Underline the main idea.
- 3 Look at the next few sentences.  
What do we call these sentences?  
Do they develop the topic sentence? Why / Why not?
- 4 Read the concluding sentence.  
Does it paraphrase or summarise the topic sentence?
- 5 Does the paragraph have the quality of unity?
- 6 Read the paragraph again and decide whether it is complete or not. Explain your answer.



*British Museum*

<sup>1</sup>an antiquity [æn'tɪkwəti] — старожитність;  
пам'ятка старовини

**2 a) Get some information and write 8-10 questions to it.**



A well-written paragraph or essay must also have unity, completeness and coherence.

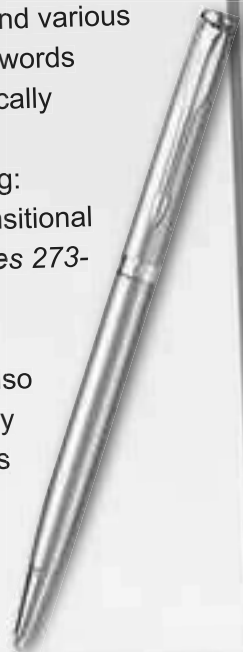
The word COHERENCE comes from the Latin verb 'cohere', which means 'hold together'.

To achieve coherence in writing, sentences must be arranged according to a certain principle. It means the sentences are ordered in some kind of logical order which makes the text easy to read.

**Cohesive devices** are various methods of connecting sentences to each other. They include: personal pronouns, demonstrative pronouns, the use of synonyms and various linking words. The most common type of linking words are **transitions**. They are words or phrases logically connecting sentences to one another.

There are three basic types of logical ordering: chronological, spatial and logical. There are transitional words and phrases of all these types. (See pages 273-274 in the Appendix).

**An essay** is a piece of writing consisting of several paragraphs. Similar to a paragraph, it also discusses one topic but in more details. In essay we have to divide the topic into different aspects and then discuss them in separate paragraphs. Next, we put the paragraphs together by using linking words or phrases and add an introduction and a conclusion.



**b) Role-play the interview between a professor and a journalist in pairs.**

- 3 a) *Read the paragraph and identify the basic structural parts of it: the topic sentence, the supporting sentence and the concluding one.*



Owing a car has certain disadvantages. Firstly, it is rather expensive because of the constant rise in petrol prices and the need for regular maintenance and repairs. Secondly, driving a car is often extremely stressful. For instance, the hopeless search for a parking space in city centres and endless traffic jams are exhausting, annoying and above all time-consuming. Last but not least, due to the worsening road conditions and numerous inexperienced drivers causing a lot of accidents, driving in the past decade has become dangerous. All things considered, having a car gives you only problems and worries.

- b) *Consult the list of transitions in forzas one and replace the underlined transitional words or phrases with suitable alternatives.*

- 4 *Compare a paragraph and an essay structures.*

PARAGRAPH STRUCTURE

ESSAY STRUCTURE

topic sentence

introduction

body (supporting sentences)

body (paragraphs)

concluding sentence

conclusion



**5** *Work in pairs. Read, then match the examples (1-4) and the techniques (a-d).*

The introductory paragraph is a special paragraph in an essay. It has two main purposes: to introduce the topic and attract the reader's attention and interest. Look at the examples below, guess and say which technique has been used to attract the reader's attention and interest?

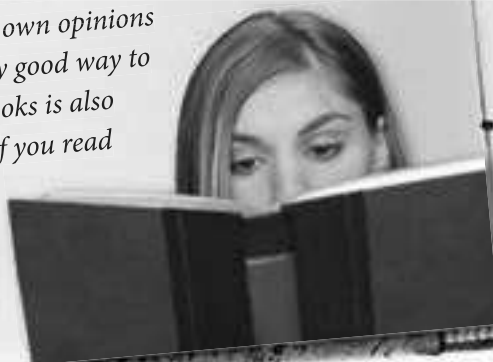
- |   |                               |
|---|-------------------------------|
| 1 Some scientists believe that the ozone layer over Antarctica is 10% smaller.  | a addressing reader directly  |
| 2 Are you aware of the fact that your child spends 6 hours a day in front of the computer?  | b a rhetorical question       |
| 3 Do you want to end up walking the dog at midnight while your teenage son or daughter is having a great time in the local disco? | c a quotation                 |
|   | d interesting / unusual facts |

**6** *a) Read the essay and decide what type it belongs to: a 'for and against' essay, an opinion essay or an essay providing solutions to problems.*

## **READING BOOKS IS A THING OF THE PAST?**

*First of all, I have to say that I totally disagree with the statements of some people, who may think that reading books is boring and unnecessary in the modern world. In my opinion, there are good reasons to keep reading.*

*Firstly, reading books keeps our intellect 'alive'. We think about the things we read and we form our own opinions about certain things. It is also a very good way to expand our vocabulary. Reading books is also good way to spend your free time. If you read something that you are really interested in, time will pass very quickly.*



On the other hand, many people believe that it is much easier to get information from the Internet and television. You only have to turn on your PC or TV and you will get every information you need very fast. Books are also very expensive and many people can not afford buying them.

Taking everything into account, I still think that reading books is not a waste of time although many people try to avoid every kind of reading.

It is my belief that they do not know how exciting and wonderful reading books can be.



**b) Guess why the pupil received a bad mark for this essay. Discuss it with your partner.**

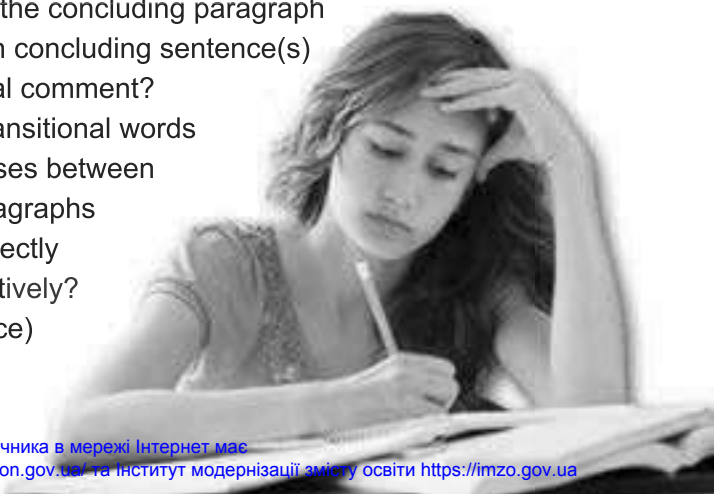
**c) Work in groups. Use your critical thinking and discuss the following items.**

**Introduction:** Does the introductory paragraph attracts the reader's attention in a proper way? What technique is used?

**Body:** Is the method of ordering / organisation appropriate for the topic?

**Conclusion:** Does the concluding paragraph have both concluding sentence(s) and a final comment?

**Transitions:** Are transitional words and phrases between body paragraphs used correctly and effectively? (coherence)



**d) Work in pairs. Read the essay again. Discuss the questions on the paragraph structure.**

- 1 Does each paragraph have a topic sentence?
- 2 Do supporting sentences give enough details to explain each point?
- 3 Is a concluding sentence used?
- 4 Are transitional words and phrases used correctly and effectively?

**7 Write a short essay on the role of art in our lives. Use the Essay Checklist in the forzas two and the phrases below.**

to form an outlook, to enrich one's inner world, an educational value, to bring up, to hold up one's spirit, to appeal to the heart and mind, to proclaim life, to understand the outside world, to influence feelings and emotions.

**Remember about the structure and the main principles of essay writing.**



**1 Complete the text by changing the form of the verb in brackets into the Past Perfect Continuous.**

My family and I ... (*watch*) a scary science-fiction film for an hour when I noticed that I was alone in the room. We ... (*look*) forward to this film all day, but when I looked round, the room was empty! My little sister had left the room earlier. She ... (*cry*) because she was scared. My mum and dad ... (*sit*) on the sofa, but then they went to make some coffee. Outside it was dark and it ... (*rain*) all evening. Suddenly, I heard a strange moaning noise. 'Mum!' I yelled. Then Dad laughed. He ... (*hide*) behind my chair.

**2 Write sentences using the prompts. Change the form of the verbs so that one of them should be in the Past Perfect Tense.**

- 1 She / be / hungry / because / she / not / eat / anything / all day
- 2 By the time / I leave / school / I / decide / to become / a painter
- 3 We / just / hear / the news / when / you / ring
- 4 When / I / turn on / the TV / the programme / already / start
- 5 I / already / think of / that / before / you / suggest / it

**3 Complete the text with the words in the box.**

masters, representatives, portraitist, created, landscape, impressionists, outstanding, painted, sitter, countryside, observation, painting, contain, well-known

ENGLISH PAINTERS



Joshua Reynolds.  
*Selfportrait*

**Sir Joshua Reynolds** was the most (1) ... portraitist of the second half of 18th century. In December 1768 the Royal Academy was founded and Reynolds became its first president. He (2) ... a whole gallery of portraits of the most famous people of that period. He usually (3) ... his characters in heroic (4) ... and showed them as the best people of the nation.

But the leading (5) ... of his day was **Thomas Lawrence**. He became a painter to George III in 1792 and president of the Royal Academy (1820-



Thomas Lawrence.  
Selfportrait



Queen Charlotte.  
Thomas Lawrence



Thomas  
Gainsborough.  
Selfportrait



John  
Constable.  
Selfportrait



Sunset.  
Thomas Gainsborough



A Cottage  
in a Cornfield.  
John Constable

1830). Queen Charlotte is one of his finest portraits.

**Thomas Gainsborough**, one of the greatest (6) ... of the English school, was a portraitist and a (7) ... painter. His portraits are painted in clear tones. Blue and green are his favourite colours. One of the most famous works is the *Portrait of the Dutchess of Beaufort*. He managed to create a true impression of the (8) ... . Gainsborough greatly influenced the English school of landscape (9) ... . He was one of the first English artists to paint his native land (*Sunset*, *The Bridge* and others). He was the first English artist to paint his native (10) ... so sincerely. His works (11) ... much poetry and music. He is sometimes considered the forerunner<sup>1</sup> of the impressionists.

**John Constable**, an English landscape painter, painted many (12) ... works (*A Cottage in a Cornfield*, *The Loch*). He is the first landscape painter who considered that every painter should make his

sketches directly from nature working in the open air. His technique and colouring are very close to the (13) ... . Constable ignored the rules established by Reynolds. He insisted that art should be based on (14) ... of nature and feeling. He was the herald<sup>2</sup> of romanticism. But the realistic qualities of his art are sensed very strongly.

<sup>1</sup>a forerunner ['fɔːrɪnənə] — попередник

<sup>2</sup>a herald ['herəld] — вісник, провісник

**4** *Work in groups of 2-3. Choose one of the famous painters. Make cards with some facts about the painter (one card for each fact). There may be 5 cards. Distribute your fact cards one for each of other groups.*

**Step 1** Find your pair. Members of the group search for his/her pair. They have to match the person to the fact.

**Step 2** Prepare a talk. When pairs are formed, each pair is given five minutes to find as many facts about that person as they can.

**Step 3** Report to the group.

**Step 4** Vote for the best report.

**5** *Choose one of the items below to write a paragraph on it.*

- 1 My preference lies with the genre of ... because...
- 2 I prefer landscape to other genres. You see...
- 3 I care much for still lives...
- 4 I prefer battle pieces...

**6** *a) Work in pairs. Explain each other the meanings of the following statements and say if you agree.*

- 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 value.
- 4 Art brings people up and makes them more humane and kinder.
- 5 Art holds up people's spirits in the tragic moments of their lives.
- 6 The language of art is universal.

*b) Exchange your ideas with another pair.*

**7** *Imagine you are a guide at an exhibition. Tell something about the artists and their paintings to the visitor. Work in pairs.*

**8** *Work in groups. Read about the art galleries in London and choose one to visit. Present and explain your choice.*

**Tate Britain** displays the world's largest collection of British art from the 16th to the 21st century. The international modern art once housed here is now held at Tate Modern. In the Galleries there are works of J. Turner, the great landscape painter.



**National Portrait Gallery** is a wonderful museum that holds portraits of main characters of Britain giving faces to names which are familiar from the history books. There are pictures of kings, queens, poets, musicians, artists, thinkers, heroes from all periods since the late 14th century. The gallery has a new restaurant and a lecture theatre. It also houses temporary exhibitions and has an excellent shop selling books on art.

**Somerset House** is located in Somerset House, the elegant Georgian building. It is a small but spectacular Institute of Art Gallery. Its collection of paintings has been displayed here since 1990 due to the philanthropist Samuel Courtauld. On display are works by Botticelli, Bellini and Rubens.



Impressionist and Post-Impressionist paintings draw the most attention. Among the masters of this trend are Monet, Pissarro, Renoir and others.

**National Gallery** has existed since early 19th century. In 1824 the government bought 38 major paintings, including works by Raphael and Rembrands and these became the start of a national collection. The collection grew over the years. There are works by Constable, Leonardo da Vinci, Diego Belazquez and many other outstanding artists. The National Gallery has over 2,300 paintings, most kept on permanent display.





## 9 **Read and discuss the problem in class.**

We know that many people today reject<sup>1</sup> old art and protect new trends in art. But what shall we do about the great works of Raphael and Leonardo da Vinci or Rembrandt and Rublev? Shall we reject them?

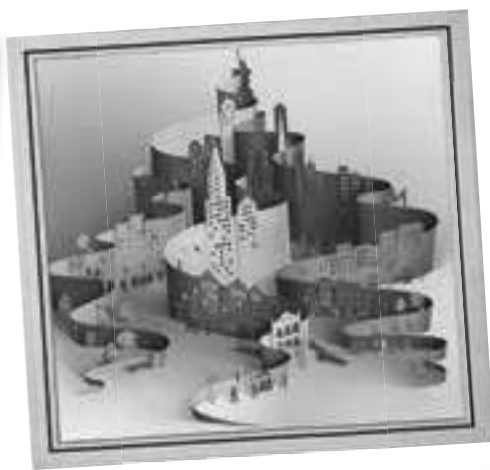
**Share your opinions using the ideas below.**

### *for old art*

- 1 Painting of old masters is one of the greatest treasures mankind<sup>2</sup> has collected in the history of its civilization.
- 2 Old painting reflects the collective experience of human spiritual life of many centuries.

### *for modern art*

- 1 New times call for new songs. Modern man is naturally interested in the art reflecting his own time and his own experience.
- 2 Worship<sup>3</sup> of old masters is a drag on the development of new progressive art. We should look forward instead of turning back all the time.



<sup>1</sup>to reject [rɪ'dʒekt] — відкидати, відхилити

<sup>2</sup>mankind [mæn'kaɪnd] — людство

<sup>3</sup>worship ['wɜːʃɪp] — поклоніння; обоожнювання

## 1 Read and choose the correct tense form.

Dear Diary,

This morning my exam results finally came. I (1) had been expecting / had expected them for the last week. I was still nervous as I (2) opened / had opened the envelope. Before I (3) had had a chance / had a chance to look at them, my sister had run up and pulled them out of my hand! She read them out one by one.

“English A, Maths A, Biology A, French A...” This was the news I (4) had been waiting / waited for. When Mum and Dad (5) hear / had heard the news, they immediately started shouting with joy. By the time I (6) had had breakfast / had breakfast Mum had already called Grandma and Grandpa.

## Vocabulary

## 2 Complete the text with the words in the box.

masterpiece, contains, exhibits, piece, collection, paintings, icons

MUSEUM OF ART AFTER  
BOHDAN AND VARVARA KHANENKO

Museum of Art was founded in 1919 on the basis of the private ... of Kyiv archeologist Bohdan Khanenko. The Green Cabinet features the collection of Medieval Art, the Golden Cabinet ... objects of Rococo epoch and in the Red Cabinet you can find ... of Renaissance period. There are 17,000 ... in the museum funds. Among the exhibits are the paintings of Bellini, Hals, Reynolds, Rubens, the ... ‘Infant Margaret’ by Velazquez and unique Byzantine/Sinai ... of the 6th-7th centuries written with wax paint. Interesting exhibits are presented at the Department of Oriental Art: ... of Coptic fabric with the picture of horseman (5th-6th centuries), ritual Chinese bell (1st century BC), excellent Chinese paintings on the scrolls (15th-20th centuries) and Japanese paintings.



## Listening



Cossack the bandura-player  
by an anonymous folk artist



Three women's figures.  
Aleksandra Ekster



**3 Listen and choose the correct item from (a) to (c) to complete each sentence (1-6).**

- 1 It was the visit to...
  - a) Kyiv Museum of Russian Art
  - b) National Museum of Ukrainian Folk Decorative Art
  - c) National Art Museum of Ukraine
- 2 Its galleries contain the collections from the...
  - a) 18th century
  - b) 15th century
  - c) 16th century
- 3 This collection is arranged in...
  - a) 20 halls
  - b) 23 halls
  - c) 21 halls
- 4 The oldest exhibit displayed in the museum is...
  - a) the icon of St Virgin
  - b) the wooden relief of St George
  - c) the portrait of an unknown Cossack
- 5 The works of Shevchenko and Stenberg are represented in the collection of the...
  - a) 19th century
  - b) 18th century
  - c) 20th century
- 6 Melikov and Yablonska are representatives of the ...
  - a) old-fashioned painters
  - b) contemporary painters
  - c) classical painters



Thomas  
Gainsborough.  
Selfportrait

## Reading

**4 Read and fill in the biography chart below.**

William Turner, a great romantic English landscape painter, was born in Devonshire in 1775. He lived with his uncle in Middlesex, where he began to attend school. His first drawings are dated 1787, when he was only twelve years of age. His childish sketch-books, filled with drawings, are still represented in the British Museum.

When he was 21, he began to exhibit oil paintings as well as water-colours at the Royal Academy.

The first 'Fishermen at Sea' is now in the Gate Gallery.

He travelled much in France, Germany, Switzerland and Italy. But he never lost his interest in his own country.

As a landscape painter Turner was interested mainly in light and colour effects. One of his famous paintings is even called 'Light and Colour'. His work is highly praised by great critics.

Turner died in London in 1851. His pictures and drawings became the property of the British nation.

William Turner is considered to be one of the world greatest painters.

Year	Event
.....	.....
.....	.....
.....	.....

### I CAN ...

- read and understand texts about natural hazards
- listen and understand the news about natural disasters
- talk about the ways the natural catastrophes affect our lives
- understand and use the 1st and the 2nd Conditionals
- describe circumstances when a disaster occurs
- give instructions of safe behaviour during an earthquake or a fire
- discuss our attitude to natural disasters
- use some methods to generate ideas for writing
- write a newspaper note about a disaster

# Do You Like Sports?

## Unit 8

### WARM UP

WHAT IS YOUR FAVOURITE SPORT? WHO DO YOU PLAY IT WITH?

- I like to play (volleyball / football / ice hockey /...).
- I enjoy (tennis / badminton / skateboarding /...) with my (brother / cousin / uncle /...).
- Also, I play with my friends (at school / after school / on the weekends /...).

WOULD YOU RATHER PLAY SPORTS OR WATCH SPORTS?

- I like playing sport because I (feel good / build friendships /...).
- Actually, I enjoy both playing and watching sport. I do (running / swimming /...) and I watch (basketball / gymnastics /...).
- I prefer watching sport, especially..., because I (can't play for health reasons / enjoy watching professional players /...).

WHAT SPORT(S) WOULD YOU LIKE TO TRY IF YOU HAD AN OPPORTUNITY? ARE THERE ANY SPORTS THAT YOU DISLIKE?

- I would like to try (golf / windsurfing / rock climbing /...) because it (looks like a lot of fun / would be a totally new experience / could be a good challenge for me /...).
- Personally, I don't like (boxing / wrestling / ...) because I think (it's dangerous / people can get hurt /...).

WHAT ARE THE BENEFITS OF PLAYING SPORTS?

- Sports develop (skills / strength / alertness /...) and help you to (keep fit / stay healthy / avoid getting overweight /...).

# Focus on Reading

## 1 Match to make sentences.

- |                      |   |
|----------------------|---|
| 1 Football is...     | a a water sport you do in the sea.                |
| 2 Surfing is...      | b a contact sport where you touch another person. |
| 3 Skiing is...       | c an extreme sport that is fast and dangerous.    |
| 4 Motor-racing is... | d a winter sport that you need snow for.          |
| 5 Boxing is...       | e a team sport you play with ten others.          |

## 2 Talk with your partner on the following items.

- Do you play any games? Which is your favourite game? Who taught you to play it?
- Are you a football fan? Who is your favourite football player? What team do you support? Do young boys dream of becoming football players? Why?
- Fishing is a pleasant kind of sport, isn't it? What qualities does it require?



## 3 Read the young people's opinions on pp. 199-200 and complete them with the suitable final sentences (A-D) below.

- A** I know it's only a dream at the moment. But maybe it'll come true.
- B** This and reading the sports pages in the paper are my kinds of sports.
- C** How can you stay fit when your body is under pressure all the time?
- D** For example, last year some of us went on a big holiday trip to Italy, which was great fun. Anyway, sport keeps you fit and healthy, doesn't it?

### WORDS

**a cricket** ['krɪkɪt]

**an injury** ['ɪndʒəri]

**jogging** ['dʒɒɡɪŋ]

**riding** ['raɪdɪŋ]

**sailing** ['seɪlɪŋ]

**a sport event** [ˌspɔ:t ɪ'vent]

**to kick** [kɪk]

● **to be in the open**

● **a load of rubbish**

● **to stay fit**

FOR YOU

Well, I consider myself an armchair sportsman. I enjoy sports most when I'm at home watching the Grandstand on TV. It's cricket that I like in particular. I could watch it for hours on end. I even stopped fixing my motorbike last week to watch England playing against Jamaica. And I love my motorbike! You see, it's not that I'm not interested in sports. I'm just too lazy to drag myself to the football ground to kick the ball around. I'd rather meet my mates in the pub and discuss the weekend's football results with them.

(1) .....



**Bill Stuart,**  
**22**



**Mark Taylor,**  
**20**

Oh, I love it. I'm very active in sports. I've always been like that. I remember spending my days running through the woods and climbing up trees when I was a little boy. Now I go jogging every week, and besides that, I play tennis every now and then. My favourite sport, however, is football. My life would be boring without it. I think, I love it, because it's a team game and you need all kinds of skills. You must be fit, you must keep an eye on what your team-mates do, and you need a quick brain. I'm a member of our local football team. You see, that's the other thing I like about sports: you make new friends, it gives you a feeling of being part of something. We even do a lot of things together besides football.

(2) .....

Well, sport is fun, isn't it? I couldn't imagine a life without sport, could I? Only Maths, English and History — how dull would that be! I love riding, playing volleyball and sailing. It's wonderful to be in the open and to enjoy the fresh air and the sun. But it's tennis that I'm really interested in. My sports teacher told me that I had a skill for playing tennis and that I should practise it more thoroughly. That's why I stopped sailing and riding, and tennis takes up all my free time now. It would be great if I made it big as a tennis professional. Just think of the money you could earn. It would be fantastic to travel round the world, to meet people in business and to be interviewed by TV reporters.

(3) .....



**Liz Willson,**  
**17**



**Suzie  
Rubinstein,  
21**

Thank goodness people never try and talk sport to me! I hate sports. What is an endless boring tennis match compared to a good film — nothing, it's just a waste of time! I think English people's attitude to sport is so childish.

Hundreds of thousands of them listen to cricket commentaries on their radios for five days. It's so stupid. They think that the big stars in the business lead a wonderful life. What a load of rubbish! In my opinion, these people are poor devils living out of a suitcase. How can they have any social life when they are always away from home? I don't believe that these professionals are really interested in their sports. They want to make a lot of money, that's all. Besides, nobody ever mentions the dangers of sports. Just think of the injuries...

(4) .....



**4** *Read the young people's attitudes to sports activities in exercise 3 again and say if the statements below are true or false.*

- 1 Mark's favourite sport is football.
- 2 Mark is an armchair sportsman.
- 3 Billy is very interested in sports.
- 4 Billy likes meeting his friends in pubs.
- 5 Liz used to do lots of sports.
- 6 Liz dreams to become a tennis professional.
- 7 Suzie always listens to cricket commentaries on her radio.
- 8 Suzie loves sports very much.

**5** *Make a list of all the 'for' and 'against' of doing sports, which are mentioned in exercise 3.*

*Add as many as possible.*

*Get ready to compare your results with other pairs in class.*



**6** *Read the results of interviewing British pupils about sports at school. Ask your classmates about their attitude to sport and add some answers to the list below.*

**Jill:** I hate running round the gym and getting hot and sweaty. We shouldn't have to do games at school. It's got nothing to do with learning.



**Simon:** Everybody should do sports every day. Two lessons a week are not enough. Most pupils don't take physical fitness seriously enough.

**Beth:** They should teach judo or tennis, not only running or jumping. I would like to do aerobics and self-defence.

**Mark:** I am very good at games. I love all sports: swimming, skiing, football... It's too bad we have to learn maths and geography at school.

**Dave:** I like sports but I don't like the ones we do at school. I once fell off the rope<sup>1</sup> and broke my thumb.

**Maria:** Teachers shouldn't give marks for games. Some pupils are too weak or unfit. It isn't their fault if they're not good.

**7** *Work in groups. Describe the following.*

- a the sports activities at your school or sports club
- b the general rules of volleyball
- c a track and field tournament
- d the gym you train in
- e the most important sports event at your school or city sports club during last winter

---

<sup>1</sup> a rope [rəʊp] — мотузка; канат

# Develop Your Vocabulary

## 1 Name a person who goes in for:

wrestling, cycling, boxing, skating, running, mountaineering, skiing, racing, athletics, hunting, chess, draughts, volleyball or basketball.

## 2 Say what they do.

a skater, a swimmer, a boxer, a skier, a wrestler, a footballer, a speed skater, a fencer, a chess-player, a basketballer, a tennis player, an athlete, a goalkeeper, a draughtsman, a cyclist, a gymnast

## 3 Name sports these places are associated with.

a court, a course, a ring, a stadium, a rink, a track, a slope

## 4 Complete with the 2nd and the 3rd forms of the verbs below. Choose the correct verb and complete each sentence (1-4) with the past form of it.

beat - ... - ...      loose - ... - ...      win - ... - ...      draw - ... - ...

- 1 Argentina ... Germany 2-1 last Saturday.
- 2 Milan ... the match 3-0.
- 3 The Chicago Bulls ... 78-91 to Celtics.
- 4 Spain ... with Brazil 2-2.

### WORDS

**an achievement**

[ə'tʃi:vmənt]

**a coach** [kəʊtʃ]

**a contest** ['kɒntest]

**a participant** [pɑ:'tɪsɪpənt]

**a referee** [,refə'ri:]

**to achieve** [ə'tʃi:v]

**to draw** [drɔ:]

**to hit** [hɪt]

**to lose** [lu:z]

**to score** [skɔ:]

● **to play draughts**

[dra:fts]

FOR YOU

You **win** a match, competition, medal or trophy.

You **beat** another team or person.

VOCABULARY LINKS



## 5 Match the words with their definitions.

- |                   |  |
|-------------------|--|
| 1 tennis court    | a the person who is a leader of a team                 |
| 2 athletics track | b the place where you play tennis                      |
| 3 ski slope       | c if you do a lot of exercise, you will...             |
| 4 get feet        | d the place where athletes run                         |
| 5 captain         | e the person who is in charge of a team                |
| 6 coach           | f what players do before they start playing            |
| 7 referee         | g the people who watch a sport                         |
| 8 warm up         | h the person who controls e.g. a football match        |
| 9 train           | i the place where you ski                              |
| 10 spectators     | j what professional sports people have to do every day |

# Build Your Grammar

## FUTURE TENSES

### 1 Read the sentences (1-4) and refer the underlined verbs to their tense forms and structures (A-D).

A Future Simple

B Future Continuous

C be going to

D Present Continuous

- 1 On Saturday night he will be celebrating his birthday with his friends.
- 2 I am going to the cinema with Peter tonight.
- 3 He will be twenty next year.
- 4 I am going to study for a test tonight.

## 2 Match each sentence with its description.

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

## 3 Choose the correct tense form or structure.

- 1 I **(will be remembering / am going to remember)** this day for the rest of my life!
- 2 **(Will you go / Are you going)** to Australia next Christmas?
- 3 I'm sure you **(will be passing / will pass)** your exam successfully.
- 4 George says he **(is going to do / will do)** the washing up after dinner.
- 5 What **(are you going to do / will you do)** this evening?
- 6 You look tired. I **(I'll help / 'll be helping)** you finish the paperwork.
- 7 Why don't you go out and have some fun? You **(won't always be / are not always going to be)** young.
- 8 We have to go now. The last train **(leaves / will leave)** at 11:30 pm.
- 9 This time next week I **(am flying / will be flying)** across the Atlantic.
- 10 I hope I **(am going to earn / will be earning)** my first million before I am thirty.

#### 4 Complete the sentences putting the verb in brackets into the most suitable tense form.

- 1 He ... (*come*) if you ask him.
- 2 I wonder what I ... (*do*) this time next year.
- 3 Look! I ... (*paint*) this room blue and the sitting room green.
- 4 *Shop assistant:* We have some very nice bananas.  
*Customer:* All right. I ... (*have*) a pound.
- 5 *Ann:* Why are you taking fishing rods? You ... (*not / climb*)  
the mountain after all?  
*Tom:* We ... (*climb*) and fish. There's a lake on top and we ...  
(*try*) to get some fish out of it.
- 6 If you leave your keys with the hall porter he ... (*take*) the car  
round the garage.
- 7 I ... (*not / show*) any films this time. The projector's broken down.
- 8 When you next see me I ... (*wear*) my new dress.
- 9 It is nearly autumn; soon the leaves ... (*change*) colour.
- 10 Do you ... (*need*) your camera tomorrow or can I borrow it?

#### 5 Choose the best answer a), b), c) or d).

- 1 You look exhausted. I ... you finish the paperwork.  
a) *am helping*      b) *help*      c) *I'll help*      d) *'ll be helping*
- 2 Why don't you go out and have some fun? You ... young.  
a) *aren't always*      b) *won't always be*  
c) *aren't always being*      d) *are not always going to be*
- 3 You'd better take the laundry in. I've just heard on the radio that  
there ... a violent storm in the afternoon.  
a) *is*      b) *is going to be*      c) *will be*      d) *is being*
- 4 She ... the job. She has already accepted another offer.  
a) *is taking*      b) *is not going to take*  
c) *doesn't take*      d) *will be taking*
- 5 We have to go now. The last train ... at 11.30. p.m.  
a) *leaves*      b) *will leave*      c) *is leaving*      d) *'ll be leaving*
- 6 She is not a child anymore. She ... 16 in less than a month.  
a) *is*      b) *is going to be*      c) *will be*      d) *shall be*

- 7 Can you make some snacks? Paul and Steve ... to watch the match tonight.  
 a) *come*   b) *are coming*   c) *will come*   d) *will be coming*
- 8 We talked about it only yesterday but you didn't want to listen to me. I ... it ever again!  
 a) *do not mention*                      b) *will not mention*  
 c) *am not going to mention*   d) *will not be mentioning*
- 9 It's no use calling him. They ... by now.  
 a) *will decide*                              b) *are going to decide*  
 c) *will have decided*                      d) *will be deciding*
- 10 This time next week I ... across the Atlantic.  
 a) *am flying*   b) *am going to fly*   c) *will fly*   d) *will be flying*

**6 Complete the sentences using the correct form (present simple, present continuous, "going to" future, future simple, future continuous, future perfect or future perfect continuous) of the verbs in brackets. Sometimes you will need the negative form.**

- 1 What ... (*you / do*) tomorrow evening? I've got two tickets for the concert.
- 2 I think you ... (*feel*) better if you take the pills.
- 3 She ... (*give*) a press conference in the afternoon.
- 4 A: Watch out! You ... (*bump into*) the signpost.  
 B: Ouch! Too late!
- 5 Have you heard that Mr. Richardson ... (*retire*)? He... (*leave*) work at the end of the first semester.
- 6 There is no point in asking her. She ... (*let*) us go there after we were so rude last time.
- 7 The New Year's Eve ... (*fall*) on Saturday this year.
- 8 A: What ... (*you / do*) tonight Jane? Shall we go to the cinema?  
 B: Sorry. I have to get up at 5 o'clock tomorrow. So I ... (*go*) to bed early this evening.
- 9 Just think! This time next month we ... (*ride*) camels in the shadow of the pyramids.
- 10 Oh no, I've deleted the whole file. I ... (*have to*) do everything from the start again.

# Focus on Listening

**1** *Work in pairs or groups. Write as many sports as you can think of in 5 minutes. The winner is the pair / group with the longest list of sports.*

**2** *Talk with your partner on the following items.*

- 1 What competitive sports do you know?
- 2 What are spectator (participant) sports?
- 3 What sports are popular in our country (the USA, England)?
- 4 What is the most characteristic feature of Ukrainian sports programmes?
- 5 What do you know about major professional sports in Great Britain and the USA?

**3** *Explain the meanings of the following phrases.*

- Would you mind answering a few questions?
- to attract crowds of spectators
- to represent a city
- two leagues of eight teams each
- to determine the national champion
- to attend a game



**4** *Listen and say what way American football differs from the European one.*



**5** *Listen to the interview and complete the sentences.*

- 1 Americans consider baseball...
- 2 Baseball dates back...
- 3 Baseball is a professional sport and this means that...
- 4 World Series is...
- 5 Football is...
- 6 Due to huge stadiums people can...



- 7 American football is called...
- 8 Football teams can be...
- 9 Football players can use their...
- 10 American footballers play with...

## 6 *Do the Sports Quiz in pairs.*

- 1 How long does a football match last?
- 2 How many referees are there in a basketball match?
- 3 How many players are there in a volleyball team?
- 4 How often are the World Athletics Championships held?
- 5 How long is a marathon?
- 6 How many holes are there on a golf course?

## 7 *Complete the text with the words in the box.*

league, games, championship, event, ball, courts, spectator,  
holes, numbers, attend

The game, peculiarly associated with England, is cricket. Many other games are also English in origin, but have been accepted with enthusiasm in other countries. Cricket has been seriously and extensively accepted only in the Commonwealth<sup>1</sup>, particularly in Australia, India and Pakistan.

Cricket is slow, and a ..., sitting in the afternoon sun after his lunch, may be excused for having a little sleep for half an hour. Cricket is making no progress in popularity. Association football or soccer is very popular. Nearly 40 million spectators each year ... matches between the great professional teams organised by the Football ... . The biggest ... in England is the Cup Final played at the Empire Stadium, Wembley, in a London suburb<sup>2</sup>.

Rugby football (or ruggar) has existed in Britain since the beginning of the 19th century, when a teacher at Rugby school, while playing football, decided that it would be better to pick up the ... and

<sup>1</sup>Commonwealth — Британська співдружність націй

<sup>2</sup>a suburb ['sʌbɜ:b] — околиця



run with it. Rugby football is played with an egg-shaped ball which may be carried and thrown (but not forward).

The ... of golf and tennis are played by great ... of people. Golf is played in the countryside. It consists in driving a small ball towards and into ... separated by considerable distances, by means of special golf clubs<sup>3</sup>. The aim is to 'go round' using as few strokes<sup>4</sup> as possible.

There are many tennis clubs, but every town provides tennis ... in public parks. The world ... tennis matches are held at Wimbledon in London, during June and July.



## 8 *Work in pairs. Make an interview about sports in Great Britain and act it out.*

# Focus on Speaking

## 1 *Work in pairs. Take turns asking and answering the questions.*

- 1 What sports do you do?
- 2 What football team do you support?
- 3 What is the most popular game in your country (in Britain, the USA)?
- 4 What sport games can be played all the year round?
- 5 What summer (winter) sports do you prefer?
- 6 What is the difference between 'a sport' and 'a game'?
- 7 What sports and games do you know?
- 8 What games take the first place in public interest?
- 9 What is the great national sport in England?
- 10 What outstanding sportsmen of our country do you know?
- 11 Where were the first (last) Olympic Games held?
- 12 What do spectators do at the stadium?

---

<sup>3</sup>a golf club — ключка для гольфу

<sup>4</sup>a stroke [strəʊk] — удар

- 13 Who usually likes tobogganing?  
 14 Do you play draughts (chess)?  
 15 Do you attend hockey matches?  
 16 Do we have champions in all kinds of sport?  
 17 In what season is cricket played?  
 18 What is the reason for smaller popularity of football in Britain?  
 19 What kind of game is cricket as compared to football?

## 2 Read the dialogue and act it out in pairs.

**Ted:** What did you think of the game, Bill?

**Bill:** Dreadful! It was neither exciting nor skillful.

**Ted:** I agree with you. Of course the weather didn't help. They'd hardly kicked off when it started raining. Our team are useless in the mud, and they were off form anyway.

**Bill:** Some of our team can't play football in either wet or dry conditions, and I've never seen them in form. I can't help laughing when I watch old Ford. Every time he gets the ball he either falls over or passes it to the opposition. I can't make out why they picked him.

**Ted:** He's too old really. He'd already been playing in the team for about ten years when I became a supporter and that was eight years ago.

**Bill:** Evans isn't much better. He's not only too slow, he's scared to tackle as well.

**Ted:** Yes, he's always afraid of getting injured. Neither Ford nor Evans is up to it. We need two new defenders and a new forward, too.

**Bill:** But the management is too mean to spend money either on new players or on improving the ground.

**Ted:** Yes, that's true. The pitch is a disgrace, it isn't flat and the drains<sup>1</sup> don't work. Every time it rains the pitch is covered with great puddles of water.

WORDS

**a disgrace**

[dis'greɪs]

**an opposition** [ˌɒpə'zɪʃn]

**a pitch** [pɪtʃ]

**a promotion** [prə'məʊʃn]

**tobogganing** [tə'boʊɡənɪŋ]

**to oppose** [ə'pəʊz]

**to promote** [prə'məʊt]

**to tackle** ['tækəl]

● **to get injured**

['ɪndʒəd]

FOR YOU

<sup>1</sup>drains [dreɪnz] — каналізація; водостік

**Bill:** What we need, Ted, is not only new players but a new manager and a new pitch as well. Then perhaps we could win promotion to the Third Division.

### 3 **Role-play the following situations in pairs.**

- 1 Two friends are talking after a football match. One is happy — his favourite team has won; another is not, as his team has lost the match.
- 2 Imagine a dialogue between two sports fans about their favourite sports.

### 4 **a) Match to make up suggestions. For each beginning (1-5), two endings (a-d) are possible.**

- |                              |                              |
|------------------------------|------------------------------|
| 1 If I were you, I'd...      | a take up badminton          |
| 2 Have you considered...?    | b playing tennis or golf     |
| 3 Why don't you...?          | c try some kind of athletics |
| 4 I think you should...      | d watching sumo wrestling    |
| 5 Have you thought about...? |                              |
| 6 You might enjoy...         |                              |

### **b) Work in pairs. One of you is going to advise your partner about the best sport for him / her to play or watch. Have a talk. Use the instructions below.**

- Find out whether your partner is more interested in playing or watching sports.
- Find out what sports your partner already plays or watches.
- Discuss how much time your partner has got available.
- Recommend a sport to your partner, giving reasons.

USEFUL

#### *Expressing opinions about sport*

**I think sport is...**

**If you want to know what I think, sport is...**

**In my opinion, everyone should...**

**I'm just not interested in...**

LANGUAGE

**5 a) Work in groups. Choose one of the sports and describe it according to the plan below.**

- |                           |                                |
|---------------------------|--------------------------------|
| 1 Where is it played?     | 4 What is the aim of the game? |
| 2 What is it played with? | 5 What are the basic rules?    |
| 3 What do players wear?   |                                |

**b) Make a presentation of the game in class.  
Vote for the best one.**

## Focus on Writing

The introductory paragraph of an essay consists of:

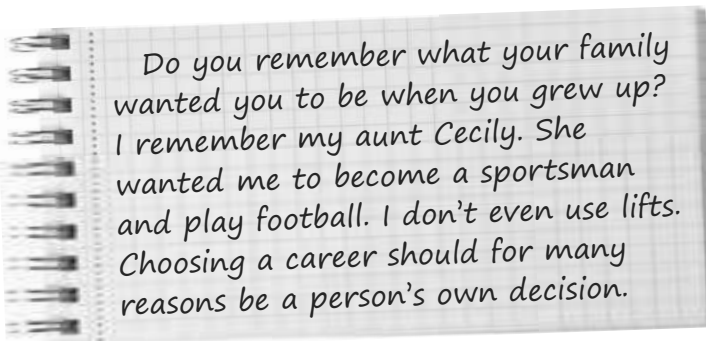
**general statements** and **a thesis statement**.

Some sentences that will attract the reader's attention and interest are usually **general statements**.

A thesis statement is the most important element. Like the topic sentence in a paragraph, it consists of two parts: **the topic** and **the controlling idea**. The topic states the subject of the essay and the controlling idea shows what the essay is going to be about.

WRITING  
POINT

**1 a) Read the introductory and find the thesis statement.  
Then separate the topic from the controlling idea.**



**b) Name the technique used to attract the reader's attention. (See page 185, exercise 5.)**

## 2 a) Read the following sentences.

- 1 Last minute holidays have become very popular among business people in the past few years.
- 2 Sport is one of the most popular free time activities of the young and old all over the world.
- 3 Is eating a lot of chocolate an addiction?
- 4 This essay is about the advantages of having a pet.

### b) Work in groups. Discuss the following.

- Which of the sentences above could be used as good thesis statements?
- Can you suggest some improvements for the rest of the sentences?

**Compare your ideas with another group or other groups.**

## 3 Write a thesis statement to each topic in the list below. Name possible subtopics.

- |                  |                  |
|------------------|------------------|
| 1 Computer games | 3 Technology     |
| 2 Relationships  | 4 Youth Cultures |

**The concluding paragraph** is a special paragraph in an essay, in which you want your reader to understand clearly and completely the main points of your essay.

The concluding paragraph consists of:

**concluding sentence(s)** and a **final comment**.

A **final comment** expresses the author's final thought concerning the topic of the essay. This is also the place to express your opinion or make some suggestions. Here you mustn't introduce a new subject, but only have to comment on what has already been discussed.

The concluding paragraph is often introduced with one of the following transitional words or phrases:

- |                  |                   |                      |
|------------------|-------------------|----------------------|
| ● In conclusion, | ● Thus,           | ● For these reasons, |
| ● In summary,    | ● In any event,   | ● All in all,        |
| ● In brief,      | ● In the end,     | ● As a result,       |
| ● In short,      | ● In other words, | ● Indeed,            |

WRITING  
POINT

#### 4 **Work in groups. Discuss if you agree to the following statements.**

In brief, writing an essay in English is really not different from writing a paragraph. It can be done simply by following the steps in the writing process. In fact, what you need is just a bit more time.

#### 5 **Work in pairs. Read the following thesis statements and write the concluding paragraphs using different types — a summary or a restatement.**

- 1 Being an only child has more disadvantages than advantages.
- 2 A good education is a necessity in the modern world.
- 3 Being rich and beautiful is not always easy.
- 4 The world's climate has been considerably changed in the past twenty years.

#### 6 **Work in groups. Read and discuss the information.**

The body of an essay is the longest part. The number of paragraphs depends on the number of supporting points you want to make. Similar to a paragraph you organise the body paragraphs using the same methods of ordering: chronological, spatial or logical. For this you use the appropriate transitions. Since the thesis statement is always an opinion, to write a successful essay you need specific and factual details (facts). Here are some ways to support your arguments:

- 1 *examples* — short stories and anecdotes
- 2 *statistics* — figures, charts and diagrams
- 3 *quotations* — repeating somebody's exact words and enclosing them in quotation marks.

#### 7 **a) Read the 'for and against' essay and complete it with some linking words and phrases. (For the list of Common Transitionals see forzaz one.)**

Boxing has existed since ancient times, but is there still a place for it in modern sport? There are strong arguments both for and against banning it.



There are two main arguments for a ban. (1) ... and most obvious one is medical, as fighters can suffer physical and mental damage or even die. Middleweight Michael Watson was left in a coma and then confined to a wheelchair with brain damage after being knocked out in a world title fight,

(2) ... Welsh fighter, Johnny Owen, lost his life after a title fight in Los Angeles.

(3) ... argument is a moral one, claiming that it is immoral to watch two people causing each other extreme harm for entertainment.

(4) ..., there are arguments against a ban, and these are also moral and medical. (5) ..., a ban could be seen as an attack on the freedom of the individual, (6) ... it would deprive some people, especially from poor backgrounds, of an opportunity to make

a living. (7) ..., some supporters argue that it is better for the sport to be legal

(8) ... that it can be better medically supervised. (9) ..., all fighters have compulsory medical examinations and there is a doctor at ringside. A ban might lead to illegal, unsupervised fight where the boxers' health would be at even greater risk.

(10) ..., there are moral and medical reasons (11) ... in support of and against a ban on boxing. This is clearly a question with no easy answer.



**b) Work in groups. Reread the essay above from the point of view of its structure. Use the essay revision checklist. (See forzasz two.)**

**8 Write an essay. Narrow the topic 'Sports' and mention about your personal experiences. Include the following information:**

- which sports you have played
- what your attitude to sport is
- how you think sport can help people in their lives

**1 Guess the words using the following definitions.**

- 1 ... is frozen water.
- 2 ... is a person who acts as a judge in football.
- 3 ... the place people skate on.
- 4 ... the sports ground on which tennis is played.
- 5 ... the person who dances on the ice.

**2 Choose the correct verb in bold to complete the sentences.**

- 1 In field hockey players use a stick to (**hit / score**) the ball into the goal.
- 2 The winner is the team which (**won / scored**) more goals than their opponents.
- 3 Athletes from all around the world are going to (**compete / oppose**) for the championship.
- 4 Millions of people (**watch / view**) the Olympic Games on TV.
- 5 I know a good sports centre where we can (**do / play**) tennis for free.

**3 Complete the sentences with the correct tense form of the verb in brackets. Use present simple, present continuous, 'going to', future simple, future continuous or future perfect.**

- 1 You can come any time after 3 o'clock. I ...(*do*) anything.
- 2 The waiter ... (*bring*) the sandwiches by the time the guests arrive.
- 3 Only 10 people confirmed the reservations. The others ... (*come*).
- 4 A: I am sure they ...(*be*) at home when we arrive.  
B: Why? Where ...(*they, go*)?
- 5 She can't keep the balance anymore. She ...(*fall*).
- 6 Mary ...(*study*) until she falls asleep.
- 7 They are exhausted. I'm sure they ... (*sleep*) till noon.
- 8 If you ever dare to touch her again you ... (*remember*) me!

**4 Read and say if the statements are true or false.**

## QUIZ ON SPORTS

- 1 Football is popular in almost all the countries in the world.
- 2 Sports fans come to the stadium to learn their favourite poems.
- 3 If you want to play hockey you must have a puck and a club.



- 4 People, who play chess, are called chessmen.
- 5 Track-and-field events are included into the Olympics.
- 6 The referee acts as a goalkeeper in football.
- 7 There is no difference between tennis and table tennis.
- 8 Women are fond of playing hockey.
- 9 Tennis is a game in which two or four players strike a tennis ball with rackets all over a net.
- 10 Every player dreams of losing a game.
- 11 Draughts is an outdoor game.
- 12 There is no difference between soccer and rugby.
- 13 Badminton can be played only indoors.
- 14 The goalkeeper acts as a judge in football.
- 15 Ice hockey is popular with women.
- 16 A tennis ball is struck with a club.
- 17 Women are good football players, as a rule.
- 18 People who play draughts are called draughtsmen.
- 19 We use balls when playing badminton.
- 20 Golf is played on ice fields.
- 21 Hockey is one of the most popular summer sports.
- 22 Table tennis and lawn tennis are one and the same game.
- 23 In hockey a handball and rackets are used.
- 24 Boxers fight with bare hands.
- 25 Track and field events are never included in the Olympics.
- 26 You may touch the ball with your hands when playing football.

## 5 *Read the dialogue and dramatise it in pairs.*

### LOYAL FANS

**Tom:** Hello, Bill. Are you ready yet?

**Bob:** Oh, come in, Ted. Is it two o'clock already? I haven't finished my lunch yet, but I won't be long.

**Tom:** We'll miss the kick-off unless you hurry.

**Bob:** Take a seat for a minute. If we miss the kick-off it won't really be a tragedy, will it? I don't suppose the game will be worth watching anyway.

**Tom:** Probably not. But I bet — if we arrive five minutes later, they'll score the only goal of the game before we get there.

**Bob:** And if we arrived early, they wouldn't score any goals at all. I don't know why we persist in going to watch them every other Saturday.

**Tom:** We wouldn't know what to do if we don't go, would we?

**Bob:** They're bound to lose again, unless there's a miracle.

**Tom:** I don't know. They've dropped old Ford and picked that youngster, Wade, in his place. Perhaps they'll win if they strike form.

**Bob:** If they strike their usual form, they'll lose five-nil against this team. They've already lost at home twice this season... But let's get a move on, we'll be late.

## 6 *Role-play the situation in pairs.*

It's Sunday morning. In a few minutes, there will be a football match on TV while on another channel there will be a fashion show. You are a sister and a brother.



**7 Get ready to speak in class on the following situation.**

You are a radio sports announcer. You have just witnessed a football game or some other sports event. First tell who you are and where you are broad-casting from. What would you say about the highlights in the exciting game?



**8 a) Work in groups. Briefly describe each kind of sport in the box below. Mention about:**

- qualities it requires from the sportsman
- advantages and attractive features

mountaineering; rowing; yachting; football; hockey; tennis;  
badminton; basketball; volleyball; chess; boxing; wrestling;  
fencing; callisthenics; figure-skating; skiing; skating; ski jumping

**b) Discuss several sports from the list above.**

**Use the following phrases:**

in my opinion...; there's nothing like...; ... as for me I much prefer...;  
I don't quite see what people find in...; How can you say such a thing!  
I don't know anything more exciting than...; I see nothing exciting  
in...; I can't agree with you there; Absolutely marvellous! I like it  
immensely!

Use Your Skills

## 1 Complete the text with the verbs in the box.



scored, beat, won (x2), drew, loose

Last night, Germany ... Spain 3:2 in their World Cup qualifying match. At half-time, the Germans ... 2:0. But Spain ... two goals in the second half and it looked as if they were going to ... 2:2. But in the final minute Germany ... the match thanks to a penalty taken by their captain. This was the second match against Germany that Spain had ... Spain's goalkeeper who had fallen ill before.

## Grammar

## 2 Choose one verb to make each sentence. Use the correct tense form with future meaning. Sometimes you need the negative or interrogative. Some verbs are passive.

- 1 She ... a few days on our coast this weekend. Her plane ... on Friday. (*visit, go, spend / leave, start, delay*)
- 2 Do you believe that they ... me? They have always been so nice, (*frame, discover, help*)
- 3 The school children ... kites tomorrow morning. ... you ... them? (*launch, fly, make / visit, watch, drive*)
- 4 I ... the house now. Have you ordered the food for the party tonight? Oh, no, I forgot. I ... it now. (*tidy, clean, repair / call, make, do*)
- 5 Why ... you ... another TV set? This one seems OK. (*buy, pay, change*)
- 6 All the doors ... after midnight. I have just heard it. (*open, close, pass*)

## Listening



### 3 Listen and complete the sentences below.

- 1 The most popular game in Ukraine is...
- 2 The lion's share of success in football belongs to...
- 3 It was Oksana Baiul who won the first gold medal in...
- 4 The gold fish of Ukraine is... The gymnast ... and champions in calisthenics ... and ... showed their fantastic results in world championships and Olympics Athens.
- 5 Vasyl Virastiuk holds...
- 6 The achievements of the legendary Klychko brothers have made them...
- 7 In wrestling Elbrus Tadeiev won the highest...
- 8 The Olympic victories of Ukrainian athletes are: ...
- 9 Ukraine ranks among the...



Vasyl Virastiuk



Oksana Baiul



## Reading

### 4 Read and match the name of the place (A-H) that suits best to fill in each gap (1-8).

In Barnstaple Leisure Centre there are facilities for all kinds of people and interests: you can go to the Centre if you want to keep fit or want to watch sports.

Of course, the main purpose is to provide sports facilities. You can play different sports and there are facilities for swimming. Afterwards you can have something to eat or meet your friends in one of the cafés. And if you don't want to do any sports, you can just relax with your friends.

(1) ... caters for One Tennis Court, Seven Badminton Courts with excellent facilities for Basketball, Volleyball, Netball etc., as well as Gymnastics, Trampoline, Archery and Fencing.

- A the bowls hall
- B the sportsman's bar
- C the sports hall
- D general activity rooms
- E the fitness training room
- F the tennis courts
- G the solarium room
- H the cafeteria

Five-a-side Soccer is also very popular. Many of these facilities, including Fencing and Badminton are up to National Standard. Special spectator seating is available in this hall.

(2) ... is equipped with the very latest equipment to suit all ages and abilities. The normal weights, bars and discs etc., have all been excluded and modern machinery has taken its place.

(3) ... There are four courts and ample viewing gallery is provided.

(4) ... These are equipped for Boxing, Judo, Table Tennis, Karate, Keep Fit, Fencing, Golf Practice, etc. These same rooms can also be used for large small meetings and social functions.

(5) ... provides for bowling indoors all the year round, in an attractive setting, with four rinks. Bookings can be made by any individual through reception, for a pleasant game with friends. It is possible to enter many leagues and competitions by joining the North Devon Indoor Bowling Club.

(6) ... is available with guaranteed privacy. Set in an attractive room, a fast way to a healthy tan.

(7) ... which overlooks the Swimming Pool provides a good Snack Bar service in an open and attractive setting.

(8) ... overlooks the Sports Hall and has extensive views of Barnstaple and the River Taw. An ideal place to relax with friends. Bar snacks are available.

### I CAN ...

- read, listen and understand texts about sports
- talk about sports events
- understand and use Future Tenses
- ask and answer about a sport game
- describe your favourite kind of sport
- express your attitude to sport activities
- write an essay on personal sports experience

# Across State Systems

## Unit 9

### WARM UP

#### WHAT CAN YOU SAY ABOUT THE GEOGRAPHICAL POSITION OF YOUR COUNTRY?

- Ukraine is situated in ...
- Our country borders on ...
- It is washed by ...
- ... is occupied by the mountains.
- The main rivers are ...

#### WHAT DO YOU KNOW ABOUT THE UK?

- The UK is made up of ...
- The UK is located in ...
- It is governed by ...
- The British Queen lives in ...
- We can see the British Prime Minister ...

#### WHAT QUALITIES SHOULD A POLITICIAN DEMONSTRATE?

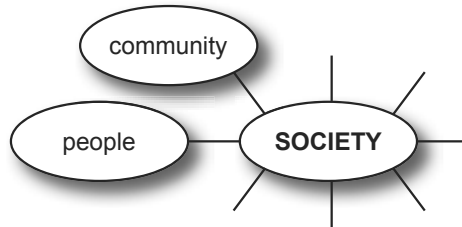
- I feel that a politician should be (sincere / educated and experienced / interested in the good of the people / ...).
- He or she should also be (moral / trustworthy / courageous / ...)

#### ARE YOU INTERESTED IN POLITICS?

- I pay some attention to politics because I like to know (what is happening in our country / about events abroad / how my life can be changed in future / ...)
- Politics doesn't mean much to me because (I can't influence what is happening / my voice won't make much difference / I don't understand what goes on / ...).

# Focus on Reading

- 1 **Brainstorm the ideas that come to your mind when you think about society. Complete the word map below. Explain how your ideas are connected with the main 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 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

<sup>1</sup>solemnly ['sɒləmni] — урочисто





and the formation of the independent state of Ukraine, proceeding from the right to self-determination<sup>1</sup>, provided by the United Nations Charter and other international documents.

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 the President of Ukraine. The nation supported L. Kravchuk's programme aimed at the construction of the New Ukraine with a strong state system, genuine ['dʒɛnjʊɪn] 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.

The state power in Ukraine is based on the division of authority into legislative, executive and judicial. The Verkhovna Rada (Parliament) of Ukraine is the sole legislative and supreme authority. The President is vested<sup>2</sup> with the highest executive authority of the Ukrainian state. He exercises it alongside with the Government, the Cabinet of Ministers and through the system of central and local organs of state executive authority.



<sup>1</sup>self-determination ['selfdɪ'tɜːmɪneɪʃn] — самовизначення

<sup>2</sup>vested ['vestɪd] — наділений законом



*Building of the Cabinet  
of Ministers  
in Kyiv*



*Constitutional Court of Ukraine*

Judicial power in Ukraine is vested in the courts of law. The courts are independent and in all their activities abide<sup>1</sup> only by the rules of law.

The National Emblem of Ukraine is the 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, the Independence Day, is celebrated on August 24.

Ukraine is making efforts to create an effective economic system, along with advancing of 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.

### WORDS

**an anthem** ['ænthəm]

**awareness** [ə'weənəs]

**a court** [kɔ:t]

**disarmament** [dɪs'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]

**executive** [ɪg'zekjətɪv]

**judicial** [dʒu'dɪʃl]

**legislative** ['ledʒɪslətɪv]

**long-cherished** [ˌlɒŋ 'tʃerɪʃt]

**supreme** [su:'pri:m]

FOR YOU

<sup>1</sup>to abide [ə'baɪd] — (тут) керуватись

### 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 ...

### 4 Do the quiz in pairs.

- 1 The main legislative body of Ukraine is the Verkhovna Rada. The elections to the Verkhovna Rada are held:  
a) every four years  
b) every five years  
c) whenever the government determines
- 2 Members of the Verkhovna Rada are called deputies. How many deputies are there?  
a) 350      b) 300      c) 450
- 3 Each deputy represents an area of the country. This area is called ...  
a) a place      b) a constituency      c) a post
- 4 The head of the Ukrainian government is called ...  
a) the Prime Minister      b) the President      c) the leader
- 5 How old do you have to be to vote in a general election?  
a) 16      b) 18      c) 21



**5** *Brush up your knowledge about British system of government and compare it with the American system.*

BRITAIN

- The country has the Queen and the 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 the Prime Minister.

The USA

- The country has the President.
- The President is separated from the Congress.
- People choose their President in an election.

*Houses of Parliament  
(Palace of Westminster)  
in London*



*Congress Meeting Place  
(Capitol)  
in Washington*



**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 the elections held?
- 4 Who is the head of the executive authority in 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 below the photos 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 for 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 and the things which are different in Ukraine 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 on page 230 and say which article states the following:**

- 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 use and managing of all 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 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 of Ukrainian nation. | 6 Economic independence.          |
| 2 State sovereignty.                      | 7 Ecological security.            |
| 3 Government by people.                   | 8 Cultural development.           |
| 4 Citizenship of Ukraine.                 | 9 External and domestic 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.



<sup>1</sup>supremacy [sju'preməsi] — вищість, перевага

<sup>2</sup>endowed [in'daʊd] — обдарований

**9** *In groups, design a questionnaire to find out people's attitudes towards the 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 ...?   |

## Develop Your Vocabulary

### 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

VOCABULARY  
LINKS

**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, in which the government controls every part of people's lives and there is no freedom                    |
| 4 totalitarian | <b>d</b> this word is used 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 of 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>g</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 below 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 the **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             |  |

## Build Your Grammar

### PAST TENSES

**1 Read the sentences and refer the underlined verbs to their tense forms (A-D).**

(A) Past Simple

(C) Past Continuous

(B) Past Perfect Continuous

(D) Past Perfect

- 1 He walked down the street, slipped on a banana peel and broke his arm.
- 2 She had been working as a teacher for ten years before she got married.
- 3 She was sad because she had failed the test.
- 4 While I was jogging, the man stopped me and asked the time.

## 2 Choose the correct tense form.

- 1 It had been raining all day and the roads (**had been / were**) very wet.
- 2 When (**did she choose / has she chosen**) to take a course in English?
- 3 Tom (**had been thinking / thought**) about his answer during the lunch break.
- 4 Dan was angry. He (**had been waiting / was waiting**) for Linda for two hours.
- 5 Students (**opened / had opened**) their books and did the exercise.
- 6 The teacher (**was smiling / had smiled**) as he was reading Kate's essay.
- 7 It was easy for him to get lost because he (**hadn't been / wasn't**) in a big city before.
- 8 Tom (**listened / was listening**) to the teacher while the others (**took / were taking**) notes.

## 3 Complete the sentences by putting the verb in brackets into the most suitable past tense.

- 1 I ... (*review*) grammar rules before the test when my computer ... (*start*) to blink.
- 2 She was upset, because she ... (*not / manage*) to prepare for the test.
- 3 ... (*be, they*) nervous before a test yesterday?
- 4 John ... (*read*) an economic book, while Tom ... (*look through*) some magazines.
- 5 I do not remember exactly how long ago it ... (*be*).

- 6 Roger ... (not / give) any explanation why he ... (*be*) late for school.
- 7 I felt very tired when I ... (*come*) home so I ... (*go*) straight to bed.
- 8 Mr Pitt ... (*take*) his case and ... (*leave*).
- 9 What ... (*you do*) at 10 o'clock yesterday morning?
- 10 I ... (*want*) to borrow that new book but she ... (*already lend*) it to someone else.

**4 Complete these sentences using the correct form (past simple, past continuous, past perfect or past perfect continuous) of the verbs in brackets.**

- 1 I felt very tired when I ... (*come*) home so I ... (*go*) straight to bed.
- 2 Carol ... (*fall*) asleep while she ... (*watch*) the late news.
- 3 Mr Pitt ... (*take*) his briefcase and ... (*leave*).
- 4 When he ...(*get*) to the office the boss ... (*already go*).
- 5 What ... (*you do*) at 10 o'clock yesterday morning?
- 6 I ... (*want*) to borrow that new book but she ... (*already lend*) it to someone else.
- 7 While he ... (*swim*) someone ...(*steal*) his wallet.
- 8 He ... (*work*) on the project when his computer ...(*break*) down.

### MIXED TENSES

**5 Match each sentence with its description.**

- |   |  |
|---|--|
| 1 He woke up late yesterday.  | <b>a</b> two parallel actions in the past                            |
| 2 At nine o'clock he was still sleeping.                            | <b>b</b> past action before another past action                      |
| 3 He was sleeping when his mother entered the room.                 | <b>c</b> experience  |
| 4 While he was having a shower, his mother was preparing breakfast. | <b>d</b> past action with the result or consequence in the present   |
| 5 Man has travelled to the Moon.                                    | <b>e</b> an action that was in progress when another action happened |
| 6 I have sprained my ankle, that's why I'm limping.                 | <b>f</b> an action that was in progress when another action happened |

- 7 They have just e-mailed her.
- 8 The rehearsal had already begun, when the main actor arrived.
- i an action that started and finished in the specific time in the past
- j an action that was in progress at certain time in the past
- k very recent past action

## Focus on Listening

**1** *In pairs, share your knowledge on the following questions. Use the map and the table below.*

- 1 What do you know about Canada? What is its capital? What does Canada border on?
- 2 What time zones are there in Canada?
- 3 What do you know about Canadian history? Where did the original inhabitants and the name of the country come from?
- 4 What do you know about the lakes in Canada?
- 5 What are the rivers of Canada?
- 6 What are the mountains of Canada?
- 7 Are there some national parks in Canada?
- 8 Which materials are produced in Canada?
- 9 What political status does it have?
- 10 What is its symbol?
- 11 How is it divided?
- 12 What is the population like?
- 13 Do you know any Canadian cities?



Region	Capital city
Alberta	Edmonton
British Columbia	Victoria
Manitoba	Winnipeg
New Brunswick	Fredericton
Newfoundland	St. John's
Nova Scotia	Halifax
Ontario	Toronto
Prince Edward Island	Charlottetown
Quebec	Quebec City
Saskatchewan	Regina
Northwest Territories	Yellowknife
Nunavut	Iqaluit
Yukon Territory	Whitehorse



**2** Listen to some information about Canada and complete the sentences below.

- 1 Canada is ... .
- 2 The country has the longest coastline on ... .
- 3 Canada borders on ... in the south.
- 4 Russia is its ...
- 5 ... lakes in Canada.
- 6 ... is suitable for agriculture.
- 7 Canada is rich in ... .
- 8 Its capital is ...
- 9 The national flag is ...
- 10 Canada is divided into ...
- 11 Canadian population consists of ...
- 12 Some of the large and famous cities are ...

**CANADA**



**a) Listen to the speaker and say if the sentences below are true or false.**



*The House of Commons*



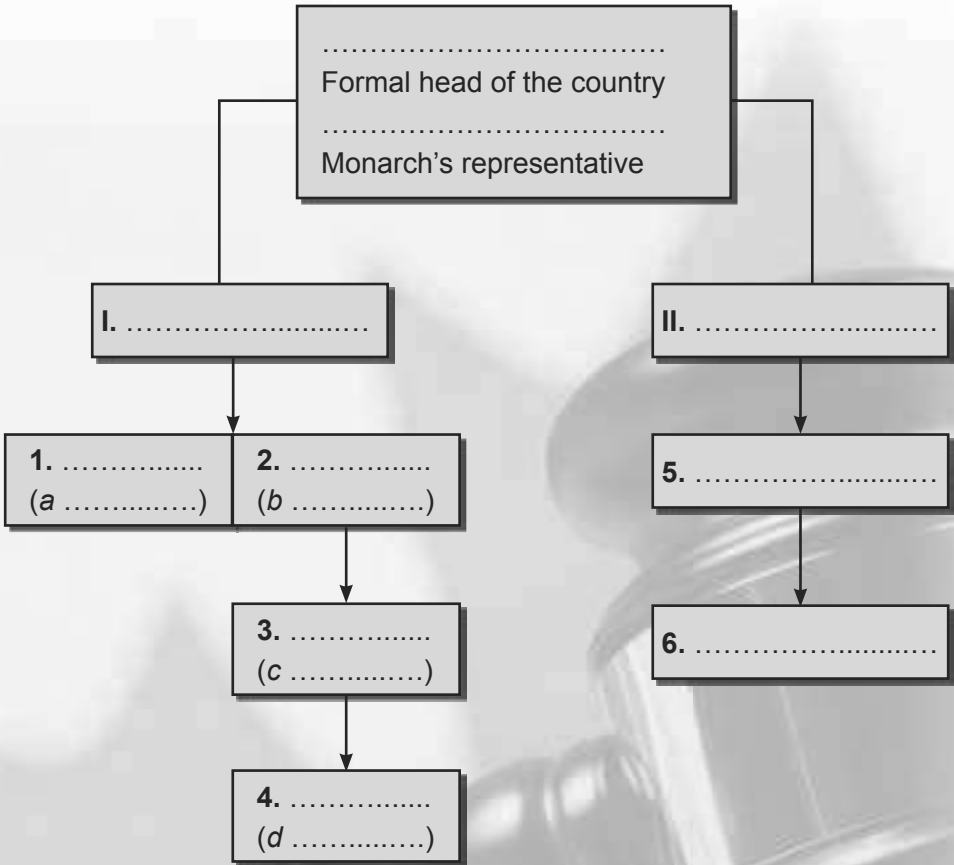
*Canada's Prime Minister*

- a) Canada is a constitutional monarchy.
- b) It is ruled by the Queen of the UK.
- c) The leading figure in the political life of the country is the Governor-General.
- d) The Federal Parliament consists of the Senate and the House of Commons.
- e) Senators can write new laws.
- f) The people of Canada elect members of the House of Commons.
- g) The Prime Minister is responsible for the Senate.
- h) The judges are appointed by the Prime Minister.
- i) Canada has three branches of power in its political system.
- j) In all the provinces there is a legislative assembly elected by their people for five years.
- k) The seat of the Federal Parliament and government is Ottawa.
- l) In Canada there are three major parties.

**b) Exchange your answers with your partners. Listen again and check your partners' answers.**

**4** Copy the scheme below and complete it with the words from the box.

## GOVERNING CANADA



- |                           |                    |
|---------------------------|--------------------|
| 1 Prime Minister          | 8 Governor-General |
| 2 Legislative Branch      | 9 Appointed        |
| 3 House of Commons        | 10 Chosen          |
| 4 King or Queen of the UK | 11 Elected         |
| 5 Senate                  | 12 Supreme Court   |
| 6 Head of Government      | 13 Cabinet         |
| 7 Judicial Branch         | 14 Other Courts    |



## 5 a) Look through the fact file of Canada.

- Canada makes up one-seventh of the world's fresh water.
- In the south, where Canada enjoys a temperate climate, the plains of Alberta, Saskatchewan and Manitoba are among the richest grain-producing regions in the world.
- The Canadian economy is based, as it always has been, on abundant natural resources. These natural riches include fish, timber and wood products, minerals, natural gas, oil and hydroelectricity.
- The principal mining province is Alberta.
- The provinces of Quebec, Ontario and British Columbia, with their great forests, supply wood for building, furniture and the production of paper.
- The most important manufactured product is motor vehicles. And the metal and chemical industries are highly developed, too.
- As Canada has many lakes and rivers, the hydro-electric industry is highly developed; its main centers are in the provinces of Quebec and Ontario.

## b) Work in a group of three. Compare Canada to Ukraine.

- What do they have in common?
- What is different?

## 6 Make a quiz 'How much do you know about Canada?'



# Focus on Speaking

## 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

### WORDS

#### an alternative

[ɔ:l'tɜ:nətɪv]

**a circumstance** ['sɜ:kəmstəns]

**an equality** [i'kwɒləti]

**a fair trial** [,feə 'traɪəl]

**a private ownership**

[,praɪvət 'əʊnəʃɪp]

**sovereignty** ['sɒvrənti]

**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**

FOR YOU

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?

**B:** According to the Ukrainian Constitution the President has many duties and rights besides representing our state. For example, he/she appoints the Prime-Minister and some other top officials, sets all-Ukrainian referendum in case of need, stops the power of the Verkhovna Rada under certain circumstances, etc. But at the same time some of his/her actions must be approved by the Verkhovna Rada. So to some extent his power is limited.

**b) Think about some other questions that can be asked.  
Dramatise the dialogue in pairs.**

**3 In groups, discuss the following questions. Use the clues below.**

- How do you see the political situation in our country?
- What do you think of election campaigns and the promises politicians make before elections?

*I think the politicians are (trying to do the best they can / doing a good job overall / bringing the country to a better place than it was / ...)*

*In my opinion, the present government is (hindered<sup>3</sup> because of its divisions / sometimes not making the best decisions / not dealing with problems as quickly as people would like / ... ).*

<sup>1</sup>a people's assessor [ə'sesə] — народний засідатель

<sup>2</sup>a juror ['dʒʊərə] — присяжний засідатель

<sup>3</sup>to hinder ['hɪndə] — заважати, перешкоджати

*I feel election campaigns are (a fair system to show what each party plans to do / becoming very expensive / not good in the way the parties discredit each other / ...).*

*With election promises, I think that some (are sincere and do get fulfilled / may be unrealistic / will need more time to achieve than the party will be in office / ...).*

## Focus on Writing

### 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

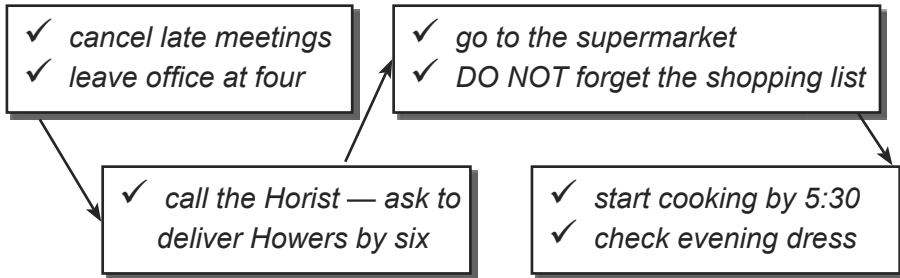
**DO NOT** write complete sentences.

Notes must be **SHORT**

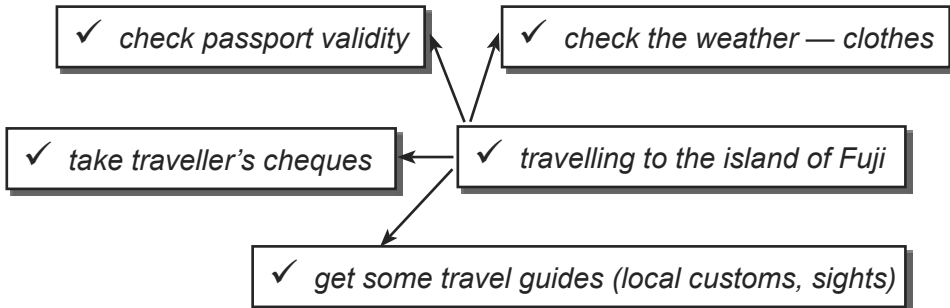
## 2 Read about some ways of making notes and discuss the question in groups.

- 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)



### 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 forzas two.**

- 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.**

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.

WRITING  
POINT

**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.**

**1 Complete these sentences using the correct form (past simple, past continuous, present perfect, present perfect continuous or past perfect) of the verbs in brackets. Some verbs are negative.**

- 1 Tom can't tell you anything about her new book, because he ...  
(*read*) it. It ... (*be*) required reading, when he ... (*be*) at school.
- 2 I ... (*get*) the chemistry book on Monday, and I ... (*study*) since then.
- 3 ... (*you buy*) milk and flour? I need it for the cake.
- 4 She ...(*take*) her car to the mechanic last week, because she ...  
(*lose*) his address.
- 5 They ... (*move*) to their new flat in 1997, and they ... (*redecorate*)  
it till the present day.
- 6 While she ...(*watch*) her favourite programme on TV, he ...  
(*phone*) her to tell her that he ... (*book*) them a room in Italy for  
the next weekend.
- 7 It ... (*rain*) all day and the ground is soaking wet.
- 8 When we ... (*eat*) in that restaurant for the first time, we ... (*fall*) in  
love and because of that we ... (*visit*) it since then.
- 9 Sorry, I ... (*be able*) to translate the text, because I ... (*pay*) attention  
while the teacher ...(*explain*) some confusing words in German.
- 10 My sister ... (*attend*) the University of Edinburgh, which I ...  
(*never visit*).

**2 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

Use Your Skills

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.



### 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?

<sup>1</sup>a poll [pɒl] — голосування

<sup>2</sup>a cubicle ['kju:bɪkl] — кабіна



- 4 Can you remember any names of the 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 the 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 a) Complete the interview (points 1-3 below) of a well-known English journalist with the appropriate answers on page 251 (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 finding 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 the steps directed at entering into the family circle of economically developed countries.
- B** All the above opinions are not groundless, nevertheless, they do not give a full picture of the contradictions in Ukrainian political and economic situation. This situation is in a constant and a dynamic change, and the Ukraine of the early 2010 bears little resemblance to a Soviet republic it was years ago, and even to the independent state it 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 that 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 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 that took place in August of 1991.
- 5 What are Mr N.'s feelings in connection with this event?
- 6 What is the main task according 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 them down.**  
**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

## 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 of 25 regions, in 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 the 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.

## Grammar

### 2 Complete these sentences using the correct form of the verbs in brackets. Some verbs are negative.

- 1 I ...(*do*) some snowboarding, while I ... (*ski*) in Switzerland, but I ...
- 2 (*try*) ice-skating yet.
- 3 She ... (*have*) this coat for only two years now, I don't know why you ... (*suggest*) buying a new one yesterday.
- 4 Ever since he ...(*meet*) her two months ago, he ... (*stop*) thinking of her, and he ... (*ask*) everybody about her.
- 5 I ...(*have*) a splitting headache this morning, so I ... (*take*) three aspirins today.
- 6 She ... (*send*) that letter a longtime ago.
- 7 She ... (*just put*) the washing out when it ... (*start*) to rain.
- 8 That can't be Jim. I ... (*not give*) my new address.
- 9 I ...(*spend*) the day in the country but I decided not to because the weather was terrible.
- 10 ... (*you have*) a mobile phone when you were 8 years old?
- 11 The teacher ... (not finish) explaining the problem when he ... (*be*) interrupted.

## Listening



**3** Listen about political system and economy of New Zealand and say if the statements below are true or false.

- 1 New Zealand is a democratic country with its own parliament.
- 2 The Governor-General is the official head of the New Zealand.
- 3 Members of the Cabinet are chosen from the Parliament.
- 4 The Parliament officially called the House of Representatives.
- 5 New Zealand has non-industrial economy.
- 6 New Zealand is the world leader in selling meat and butter from cows and goats.
- 7 New Zealand is not very rich in minerals.
- 8 New Zealand produces a lot of wine but has never won international awards in winemaking.
- 9 After the discovery of natural gas resources and oil the energy-based industries have expanded rapidly.
- 10 About 40 per cent of the country's imports and exports come from or go to Australia.



## Reading

**4** Read the extracts about the state systems in the UK and in USA. Refer them to the appropriate country.

**A** \_\_\_\_\_ The Constitution of the country is unwritten; it is based on custom, tradition and common law.

Check Your English

**B** \_\_\_\_\_ The House of Commons has 650 Members of Parliament (MPs). The House of Lords is made up of hereditary and life peers (Lords Temporal), archbishops and bishops of the Church of England (Lords Spiritual).

**C** \_\_\_\_\_ The foundation of the government was established with the Constitution. The Constitution went into effect in the year 1787. This document guarantees freedom of religion, free speech, the right for a fair trial and protection against cruel and unusual punishment. It gave the country the principle of a balanced power divided into three branches - legislative, executive and judicial.

**D** \_\_\_\_\_ This country is a constitutional monarchy.

**E** \_\_\_\_\_ The legislative branch is made up of elected representatives. The main legislative body is called the Congress - its seat is in the Capitol. The Congress is divided into two parts - the House of Representatives and the Senate.

**F** \_\_\_\_\_ This country is a federation of 50 states, governed by the President.

**G** \_\_\_\_\_ The head of the state is the Queen but she can act only on advice of her ministers.

**H** \_\_\_\_\_ The House of Representatives consists of about 450 lawmakers who are elected for two years. The Senate has 100 members - 2 members from each state of the federation - who serve for six years. The main task of the Congress is to make federal laws.

**I** \_\_\_\_\_ The supreme law-making body in the country is the Parliament. The Parliament consists of the House of Commons and the House of Lords. A proposal of any new law - a bill - must pass through both Houses and then it is sent to the Queen for the Royal Assent.

**J** \_\_\_\_\_ The judicial branch is made up of Federal Districts Courts, 11 Federal Courts of Appeals and on the top the Supreme Court.

**K** \_\_\_\_\_ The British parliamentary system is one of the oldest in the world; it was developed during the 13th century after King John signed the Magna Charta in 1215.

**L** \_\_\_\_\_ The President and 13 executive departments represent the executive branch.

**M** \_\_\_\_\_ General elections to choose MPs take place every five years. Voting is for everybody older than 18 years and it is not compulsory.

**N** \_\_\_\_\_ The British Government is formed by the political party that has the majority in the Parliament and the Queen appoints its leader as the Prime Minister. The Prime Minister chooses about 20 ministers to form special advisory group called the Cabinet.

**O** \_\_\_\_\_ The President and Vice-President are chosen in nationwide elections every 4 years. Presidential duties are quite extensive: the President proposes and vetoes bills, serves as the Commander-in-Chief of Armed Forces, signs treaties and appoints federal judges and ambassadors.

### I CAN ...

- read and understand texts about political systems
- listen and understand information about natural resources
- get and share information about administrative systems
- talk about democracy and independence
- understand and use Past Tenses
- ask and answer questions about the political situation in a country
- express my attitude to politics and politicians
- write a summary of a long informative text or an article

Навчальне видання

*Карпюк Оксана Дмитрівна*

## **Англійська мова**

(10-й рік навчання, рівень стандарту)

**Підручник для 10 класу  
закладів загальної середньої освіти**

*Рекомендовано Міністерством освіти і науки України*

**Англійською та українською мовами**

**Видано за рахунок державних коштів. Продаж заборонений.**

Редактори *Ігор Миколів, Наталія Батрин*  
Художники *Любомир Бейгер, Інна Малявська*  
Дизайн і комп'ютерна верстка *Андрій Костишин, Богдан Демчук,*  
*Мар'яна Тераз*

Підписано до друку 13.07.2018.  
Формат 70х100 1/16. Папір офсетний. Друк офсетний.  
Умовн. друк. арк. 20,736. Тираж 260 790 прим.

Видано 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.