



CONTENTS

UNITI	A TREASURE HO	OUSE OF INFORMATION6
WE TALK		GOING TO THE LIBRARY
WE LEARN	Vocabulary Study (1)	CHOOSING BOOKS WHY NOT WRITE BOOK REVIEWS?
	Vocabulary Study (2)	DISCUSSING CHARACTERS
	Vocabulary Study (3)	HELP YOURSELF TO STUDY USING AN ENCYCLOPEDIA CONSULTING A DICTIONARY
	Grammar Study	VERB + ING (the Gerund), Part I
WE READ	1 HE EN	Mulian-areaning worLD
AND DISCUSS		LIBRARIES IN GREAT BRITAIN AND IN THE USA Oscar Wilde The Devoted Friend THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND
PROJECT		A BOOK FILE
UNIT 2	HEALTH, SPOR	TS AND PASTIMES40
WE TALK		HAVING AN ENJOYABLE TIME
WE LEARN	Vocabulary Study (1)	HEALTH IS ABOVE WEALTH
	Vocabulary Study (2)	HOW TO KEEP FIT
	Vocabulary Study (3)	PLAYING A GAME AND WATCHING IT
	Vocabulary Study (4)	ENCOURAGING SPORTS
	Grammar Study	VERB + ING (the Gerund), Part II
WE READ	HE EN	NGLISH-SPEAKING WORLI
AND DISCUSS		SPORTS IN GREAT BRITAIN AND IN THE USA Alan Marshall How's Andy Going? AUSTRALIA
PROJECT		A LEAFLET ON SPORTING EVENTS

WE TALK		READERS. LISTENERS. VIEWERS
WE LEARN	Vocabulary Study (1)	A MIRROR OF CURRENT EVENTS
	Vocabulary Study (2)	MAKING A NEWSPAPER
	Vocabulary Study (3)	NEWS TRAVELS PRETTY FAST
	Vocabulary Study (4)	NEWS AND VIEWS
	Grammar Study	THE INFINITIVE
WE READ	THE EN	NGLISH-SPEAKING WORT D
AND DISCUSS		THE PRESS IN GREAT BRITAIN AND IN THE USA Mark Twain How I Edited an Agricultural Paper THE UNITED STATES OF AMERICA
		
PROJECT	.,	A WALL NEWSPAPER
	SCHOOL IN YO	A WALL NEWSPAPER UR LIFE100
	SCHOOL IN YO	
UNIT 4	SCHOOL IN YO	UR LIFE100
UNIT 4 WE TALK		UR LIFE
UNIT 4 WE TALK	Vocabulary Study (1)	UR LIFE
UNIT 4 WE TALK	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	UR LIFE
UNIT 4 WE TALK WE LEARN	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	UR LIFE

	THERE IS NO P	-
WE TALK		SO MUCH TO SEE AND TO LEARN
WE LEARN	Vocabulary Study (1)	TRAVELLING EXPERIENCES DISCOVER THE PERFECT HOLIDAY
	Vocabulary Study (2)	EXPLORING NEIGHBOURHOODS
	Vocabulary Study (3)	THE FAMILY TREE
	Vocabulary Study (4)	FAMILY RELATIONSHIPS
WE READ	ırız El	NGLISH-SPEAKING WORLD
AND DISCUSS		PUBLIC HOLIDAYS AND SPECIAL OCCASIONS IN GREAT BRITAIN AND IN THE USA Stephen Leacock How We Kept Mother's Day
		CANADA
<u></u>	WHAT MAKES A	A TRAVEL GUIDE PERSONALITY
UNIT 6 WE TALK		A TRAVEL GUIDE PERSONALITY 166 THINGS YOU VALUE
UNIT 6	WHAT MAKES A Vocabulary Study (1)	A TRAVEL GUIDE PERSONALITY160
UNIT 6 WE TALK		A TRAVEL GUIDE A PERSONALITY
UNIT 6 WE TALK	Vocabulary Study (1)	A TRAVEL GUIDE A PERSONALITY
UNIT 6 WE TALK WE LEARN	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	A TRAVEL GUIDE A PERSONALITY
WE TALK WE LEARN WE READ	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	A TRAVEL GUIDE PERSONALITY
WE TALK WE LEARN WE READ AND	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	A TRAVEL GUIDE A PERSONALITY
WE TALK WE LEARN WE READ	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	A TRAVEL GUIDE PERSONALITY
WE TALK WE LEARN WE READ AND	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	A TRAVEL GUIDE PERSONALITY
WE TALK WE LEARN WE READ AND	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	A TRAVEL GUIDE PERSONALITY
WE TALK WE LEARN WE READ AND	Vocabulary Study (1) Vocabulary Study (2) Vocabulary Study (3)	A TRAVEL GUIDE PERSONALITY

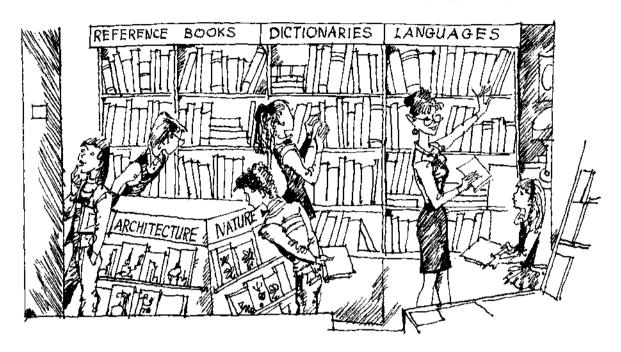


a treasure house

GOING TO THE LIBRARY

1 a) Look at the picture and describe it.

Tastes Differ



b) Work in pairs. Act out a dialogue between the librarian and a girl.

A girl has come to the library to return a book she has read and is giving her opinion about it. She is going to take some other books to read.



The librarian asks the girl for her opinion about the book and what kind of books she would like to read. She helps the girl to make a choice.

Asking for opinions

What do you think of...? How do you find...? What's your opinion of ...? How do you feel about ...? What would you say to ...?

Expressing opinions

I think ...

Well, in my opinion ...

It was wonderful ...

I was impressed by ...

I felt bored when ...

Work in pairs. Act out a conversation with the librarian using an apology and a request.

You cannot go to the library for some good reason and cannot return your books in time. You telephone to the library, explain your reason and ask the librarian to let you keep the books a little longer.



The librarian accepts your explanation and reminds you of the library rules.

Offering an apology

Excuse me.
(l'm) sorry.
I (do) apologize.
Please forgive me.

Making a request

Will you ...?
Would you ...?
Could you ...?
I beg your pardon.

OF INFORMATION

a) Listen to the poem I've Never Sailed the Amazon, then read it. Answer the questions: What is the author's dream? What wonders would he like to see?

I've never sailed the Amazon '. I've never reached Brazil 2: But the Don and Magdalena 3, They can go there when they will! Yes, weekly from Southampton 1, Great steamers, white and gold, Go rolling down to Rio 5 (Roll down — roll down to Rio!). And I'd like to roll to Rio Some day before I'm old!

I've never seen a Jaguar 6, Nor yet an Armadill' — 0 dilloing in his armour *, And I s'pose I never will, Unless I go to Rio These wonders to behold — Roll down — roll down to Rio — Roll really down to Rio! Oh, I'd love to roll to Rio Some day before I'm old! Rudyard Kipling

- b) What wonderful things could delight the author in the places he dreamed about?

30.000 e.c. - 48 190 sie citie

a) Read this information. How valuable is it to the readers?

Library Rules

CAMBRIDGE CENTRAL LENDING LIBRARY HOURS OF OPENING: MONDAYS TO FRIDAYS: 9.30 am - 6 pm SATURDAYS: 9.15 am - 5 pm

Welcome to the Central Lending Library. We have books, C.D.s, tapes, records, videos and pictures for you to borrow or hire.

YOUR TICKET Please remember to bring your ticket with you on each visit - we cannot issue anything to you without it! Look after your ticket: you will be responsible for anything borrowed with it.

BORROWING You can take up to 6 books at a time and up to 6 chargeable items (e.g. tapes, videos) as well.

LOAN PERIODS The loan period for books is - 3 weeks; for music audio items it is - 2 weeks; and for video cassettes it is - 1 week.

CHARGES There is no charge for the loan of books. A fee is payable for the hire of audio and video recordings. A charge is made for items returned after the date stamped on them, and for replacing lost tickets.

b) Compare the rules of this library with those of your town (school) library. Are they different or similar?

the Amazon ['æməzən] — река Амазонқа

Brazil [brəˈzɪl] — Бразилия (страна)

the Don and Magdalena [mægdəˈliːmi] — имена кораблей

Southampton [sauθ'æmptən] — πορτ на юге Англии

Rio = Rio de Janeiro [ˌrɪou də ʒəˈnɪərou] — г. Риоде-Жанейро, бывшая столица Бразилии

jaguar [ˈdʒæguə]— ягуар

armadillo [a:məˈdɪ]ou] — зоол. армадил, броненосец

o dilloing in his armour ['aɪmə] — несущий свою

CHOOSING BOOKS

5 Read and remember how to use the words:

novel ['novel]: a historical novel; the latest novel; a short novel; a novel by Dickens; his favourite novels. Leo Tolstoy's famous novel *War and Peace* is well known throughout the world.

chapter ['tfæptə]: a long chapter; a short chapter; to the end of the chapter. I haven't come to that chapter yet. Do you think it is the most exciting chapter in the novel?

cover ['kʌvə]: the cover of a book; the front cover; to read a book from cover to cover. The novel was so exciting, I read it from cover to cover. The cover of this book has come off. It needs a new cover.

contents ['kontents]: the contents of a book (a novel, an article). Have you discussed the contents of the play? It was not an easy task to tell the contents of the novel in a few words.

table of contents: How does the table of contents help the reader? The table of contents shows the order in which the topics in the book are discussed; it gives the title of each chapter and the page on which it begins.

volume ['voljum]: How many volumes are there in the school library? You can find the works of different authors in many volumes on the bookshelves.

to publish ['pablif]: to publish a book (news, information). When was this novel first

published? Was the article published in yesterday's paper?

choice [tfois]: a good (poor) choice of books; to make one's choice. Is there a good choice of books in our school library? This is my choice. You have made a good choice.

fiction ['fikfn]: non-fiction; sciencefiction. In the library books are divided into two main groups, fiction and non-fiction. Fiction books contain made-up stories, nonfiction books are books that give facts.

prose: He works both in poetry and prose. The prose form is usually used for telling long, complex stories.

verse: She used to write plays in verse. He has published a book of verse.

review [rɪ'vjux]: a review of a book; to write a review; to publish reviews of books. Where can we find reviews of children's books? May I have a magazine with reviews of the latest books?

plot: The book has an original plot. Tell me the plot of the film.

theme: the main theme of the book; the theme of a discussion. The main theme of the play was clear.

- 6 Look through the Table Of Contents at the front of your English textbook.
 - a) Find out:
 - the number of units and the topics to be discussed in each unit;
 - what English and American authors you will get acquainted with and how many stories you will read.
 - b) Say what other information the table of contents gives you.
- 7 Take any book you like.
 - a) Examine its cover, its title page and its table of contents. Say what information they give about:
 - b) Do you think this information is valuable to the reader? Give your opinion.

	<u>memo</u>
•	the author of the book;
•	the publisher;
•	the year in which the book was published;
•	the topics which the book covers.
	A THE COLUMN TO SERVICE AND ADDRESS AND AD
	the publisher; the year in which the book was published; the topics which the book covers.

T: 8 How do you choose books? Answer these questions:

- When you go to the library, do you always know which books you want to look for?
- 2 When you see a lot of new books at the library, do you find it easy to make a choice?
- What helps you to make a choice the pictures in the book, its cover, the table of contents, the advice of the librarian or of one of your classmates?
- 9 a) Look through this list of books recommended for reading. Are there books in this list which you have read or heard about?

Conan Dovle

- The Adventures of Sherlock Holmes
- The Hound of the Baskervilles
- The Lost World
- 2 R.L.Stevenson
 - · Treasure Island
- 3 Charles Dickens
 - Oliver Twist

- David Copperfield
- Great Expectations
- 4 Charlotte Bronte
 - · Jane Eyre
- 5 George Orwell
 - Animal Farm
- 6 William Golding
 - Lord of the Flies
- 7 Susan Hill
 - · I'm the King of the Castle

- Edgar Allan Poe
 - The Fall of the House of Usher
 - The Murders in the Rue Morgue
- 9 Mark Twain
 - The Adventures of Tom Sawyer
 - Life on the Mississippi
- b) Which of these books are translated into Russian? Name them.

10

Books offer romance, history, adventure, autobiography, science fiction and humour in the form of short stories, novels, poetry and plays. Work in groups. Find out what your classmates prefer and why.

a) Devise a questionnaire to interview your classmates about their reading preferences. Use this example. Think of other questions to ask.

Ouestionnaire

Q Why do you read?

- A a. for information
 - b. for fun
 - c. to while away the time

Q What kind of books do you like to read?

- A a. fiction
 - b. non-fiction
 - c. serious books
 - d. detective stories
 - e. science fiction
 - f. biographies
 - g. history

- Q Where do you get books?
 - a. from the school library
 - b. from the district library
 - c. from a bookshop

Q Do you think you can do without any library at all?

- A a. I can. I've got a lot of books at home.
 - b. I can't. My home library is not very rich in books,



- b) Interview your class, then give a summary of your findings.
- c) Discuss the students' reading preferences and the reasons for the popularity of some books with them.

WHY NOT WRITE BOOK REVIEWS?

<u>ত্রতা</u> 11

There are some more new books in the school library. The pupils are choosing books to read. Here is what they are talking about:

a) Listen to the dialogue, then read it. Say what a book review is and where book reviews can be kept.

A - Ann : N - Nick: M - Mike: T - Teacher

- A: Here's a book I'd like to read. It's about adventures. I can tell that by the title. I'm sure I'd like it.
- N: But titles don't always tell you what a book is about.
- T: No, that's true. So why not write book reviews?
- A: What's a book review?
- T: A book review is a short report about a book. It tells just enough to give a person an idea about the story.
- N: But how shall we know that the book is really very interesting and worth reading?
- T: A person who has read a book writes a review of it. You write a review of your favourite book. You write why you enjoyed the book. You ought also to write something to interest other people in the book and make them want to read it.
- M: Reviews of our favourite books will be very helpful to others, I'm sure. But where shall we keep the reviews?
- T: You may sew the reviews together and make a booklet, which can be kept on the library table. Or you may write very short reviews on cards and keep them in a box which is called a "Book File". You may also write reviews for our school magazine.
 - b) Say what a person ought to write to show that the book is worth reading.

(Prepare a book review.

Things to mention:
1. Name the title and the author.
2 Say what kind of book it is.
3 Is the plot interesting? Why? Speak about the contents of the book or briefly describe an exciting part of the book.
4 Did the book teach you anything new about people, places or things? Was the book fun?
5 Would you recommend this book to a friend? Sive your reasons.
Companion Comp

b) Work in groups. Discuss your book reviews. Say whether they can help you to make a choice. How?

- There are often comments on the contents of the book on the back cover in order to draw readers' attention and to help them choose a book to read.
- a) Match the back covers with the front covers. How would you respond to the following comments? Do you think they would be of some interest to you?





Charle System

Can machines think?
Do they have feelings?
These five stories show us that robots can do strange and wonderful things.
They are often more intelligent than people.
You'll be surprised how clever they are!



(b)

A classic satirical novel about the upper classes in English society at the time of the Napoleonic Wars. As we follow the colourful drama of their lives and loves, we learn their secret hopes and desires.



(c)

Three men set off to find a treasure of diamonds in an unknown part of Africa. Can they find it? Will their travels end safely? This popular adventure story was first published in 1886. It paints a vivid picture of nineteenth century Africa as it appeared to the white explorers.

- b) Say which of these books you would choose to read. Give your reasons.
- 14 Work in pairs. Act out a conversation about your reading preferences.

Imagine you have trouble choosing a book to read. Your classmate recommends some books of history and autobiography. But you think these books are too long, too difficult and their contents will be of no interest to you. You prefer fiction, with its imaginary plots.



You think that books about great historic events and great men are exciting. Besides, you advise your classmate to read the books which have impresed you and which, in your opinion, are beautifully written. You believe they will not be able to put these books down because they are so interesting.

DISCUSSING C

-

[0미의

15 Read and remember how to use the words:

person ['pə:sn], personal ['pə:snl]: a person of strong character; personal opinion; personal responsibility. What kind of person is he? He has always been a person of strong character. That is my personal opinion.

personality [,pə:sə'nælitɪ]: a strong personality. What makes a personality? Nobody doubts that he is a personality.

to characterize ['kærəktəraiz]: The author characterizes the hero as a generous man. How would you characterize the man from that picture? A strong need for change characterizes our time. Stubbornness characterizes the donkey.

characteristic [ˌkærɪktəˈrɪstɪk]: a family characteristic; the characteristic smell of burning rubber. This landscape is so characteristic of England. Ambition is a characteristic of all successful businessmen. Each bird has its own characteristic song.

trait [treit]: personal traits; traits of character. Certain personality traits made her unpopular.

feature ['firtfə]: characteristic features. He was taller than me, with very regular features. Which features of a man's character do you like most of all?

to analyse ['ænəlaiz]: Specialists may be useful to analyse a situation. The students are to describe and analyse the paintings. We'd like to analyse the chapter, to read it carefully and in detail in order to understand and explain it.

moral ['moral]: moral values; a moral duty; to give moral support to someone; moral courage. He had that moral courage which helps a man to stand alone. It is our moral duty to take care of them. The moral support I was given turned out to be very helpful and encouraging.

to respond [ris'pond]: to respond to the characters from the story; to respond to kindness; to respond to someone's needs. The pupils responded to questions by raising their hands.

response [ris'pons], responsive [ris'ponsiv]: to act in response; a responsive audience. He was surprised to see no response to his attention. The children proved to be the quickest and most responsive members of the audience.

16

A story's success often depends on how well the characters are presented. Even if the story is well constructed, readers may not become interested in it unless they can respond to its characters. Generally a writer develops a character in different ways.

- a) Which of these ways, in your opinion, is most effective and can help you form your impressions of the main characters?
- b) Say how you analyse characters in your Literature lessons.

	<u>memo</u>
I	through the character's actions;
2	through the character's thoughts and speeches;
3	through a physical description of the character;
4	through the opinions of other characters.

1 a) Look at the characters from the books of some British and American authors. Do the pictures give you any idea about their personal traits? How would you characterize them?



b) Which of these characteristics can you refer to the people in the pictures?

a brave and skilful fighter

a true knight

a man of honour

strong and powerful

a courageous fighter

a lonely and strange person hard to get along with a strong personality independent

careless of danger

a man of a romantic, and loving nature eager to travel and observe able to feel deeply a talented painter

18 Each character must have a special, interesting and unusual quality that makes you remember him or her.

Give an example of a character who impressed you or who you like or dislike. Discuss your feelings about this character with the other students.

HELP YOURSELF TO STUDY

1000

19 Read and remember how to use the words:

card: a library card; a reader's card. A reader's card can tell a lot about the reader.

catalogue ['kætələq]: a library catalogue; a card catalogue; to make a catalogue of books. The titles and authors of all the books in the library can be found in a card catalogue or a computer listing. Each card in the catalogue gives very useful information about the book: the title and the author, the time and place of publication and even something about its contents.

to arrange [əˈreɪndʒ]; to arrange books on shelves; to arrange books in alphabetical order; to arrange flowers. May I ask you to arrange the books on the shelves more carefully? The books in a children's library are arranged in such a way that even the smallest children can easily reach them. It won't take you long to arrange the flowers in this jar.

reference ['refrans]: reference books; a reference reading list; a reference library. May I have a reference reading list for pupils my age? There are a lot of useful reference books in every library. Some public libraries have good reference sections.

to approve [ə'pru:v], to disapprove [disə'pru:v]; to approve a plan; to approve of an action (event, situation, choice); to disapprove of somebody's behaviour. Do you approve my plan to change my job? His return to the office was widely approved of. He did not approve of my choice of books. She wants to go on the stage, but her parents disapprove of it. "Why can't I smoke?"— "Because I disapprove, that's why,"

encyclopedia [en.saiklou'pi:diə]: An encyclopedia is extremely useful in our work; it gives information about every branch of knowledge. The articles in an encyclopedia are arranged in alphabetical order. How many volumes are there in the Children's Encyclopedia? Why do you call that boy a "walking encyclopedia"?

entry ['entri]: entries in an encyclopedia. Each entry has information on a single topic. Entries in an encyclopedia are arranged in alphabetical order, as in a dictionary. I was in the library looking up the entry for New Zealand in the Encyclopedia Britannica.

dictionary ['dikfanri]: to use a dictionary; to look up a word in a dictionary; a pocket dictionary; English-Russian and Russian-English dictionaries. An English-Russian dictionary gives the Russian meaning of English words. In English-English dictionaries the words are explained in English.

vocabulary [vəˈkæbjulərɪ]: There is a vocabulary at the back of our English textbook. No dictionary can list the whole vocabulary of our language, for new words appear all the time. How large is your English vocabulary?

to consult [kənˈsʌlt]: to consult somebody; to consult an encyclopedia (a dictionary, a map). If you are not sure how to use a word, you should consult a dictionary or reference books.



Answer the questions:

- 1 What does a reader's card tell about the reader and his reading interests?
- 2 What do you usually do if you wish to find a book you need — do you go to the classroom library, to the school library or to the public library, or do you borrow it from a friend of yours who has it?
- 3 Why is it useful to consult a library catalogue?
- How are books usually arranged in a library catalogue?
- What kinds of books are extremely useful in your work?
- Where can the learner of a foreign language find the meaning of a word he doesn't know and find out how to pronounce it, spell it and also how it is used?

21 In the library, books of the same kind are kept together, in one section.

Why do you think it is necessary to do this?

USING AN ENCYCLOPEDIA

- 22 a) Do you know the answers to these questions:
 - 1 How long is the Mississippi-River?
 - 2 Was Robin Hood a real person?
 - 3 Why is the Bermuda Triangle famous?
 - 4 Who discovered penicillin?
 - 5 Who invented the bicycle?
 - 6 What is the closest star to earth?
 - 7 Can you really get water from a cactus?
 - 8 What form of Government does Great Britain have?
 - b) If you do not know the answers, practise researching a topic. Use an encyclopedia to find the answers.
- Think of 5 questions you would like to know the answers to. Look in an encyclopedia for a topic you are interested in. Read the information, then tell your class about what you have learned.
- Look at these two texts which offer the same information. One of them is taken from an encyclopedia, the other is a rendering of the encyclopedia entry. Compare the texts and say how they differ.

Dragon, an imaginary beast in folk tales of many countries. In legends, dragons were large, firebreathing creatures like lizards. They had long scaly tails. In European legends dragons were fierce and dangerous. But in the legends of China and Japan dragons were friendly bearers of good luck. In China the traditional New Year's Parade includes a large group of people in a dragon costume. The dragon is supposed to prevent bad luck from spoiling the new year.

You can read about dragons in stories from many countries. They were large, make-believe animals that looked like lizards. In legends dragons breathed fire! In some countries' stories dragons were bad, but in others they brought good luck. In fact, in a Chinese New Year's Parade a make-believe dragon is there to bring a lucky new year.

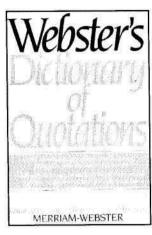
- When you use some reference material in your report or composition, do you try to make its language simpler, or do you change nothing in the text you use? Say which you prefer and explain why.
- Now read each encyclopedia entry below. Use a dictionary if necessary. How would you express the information given in them in your own words?

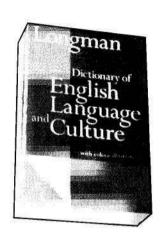
WRIGHT, FRANK LLOYD, one of the most important American architects. He created architecture that blended in perfectly with its environment. His designs included a home called Fallingwater, built over a waterfall.

SATURN, a large planet, second only to Jupiter in size. Saturn has beautiful rings around it. There are six thin gleaming rings, which cannot be seen with the naked eye. The planet itself can be seen, even though it is very far away. One year on Saturn is about 29,5 years in Earth time.

CONSULTING A DICTIONARY

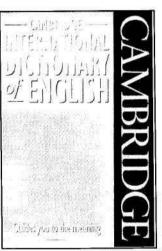
27 a) Look at these covers of different dictionaries and read some information about them. Which of these dictionaries does each piece of information belong to?





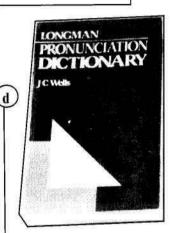
- Equal coverage of British and American English •
- Over 15,000 cultural entries
- Colour illustrations throughout

About 150,000
words in two volumes.
The New EnglishRussian Dictionary
contains a great
number of words and
word combinations
with the
corresponding
Russian translations.

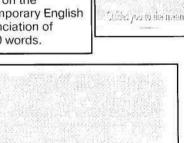


• 4,000 memorable quotations from literature, philosophy, politics, drama and more • • 400 subject categories make it easy for any writer, speaker, or student to find the right quotation •

e



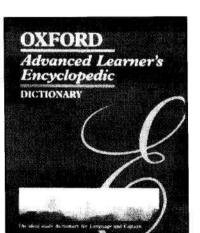
The only dictionary which provides up-to-date information and advice on the contemporary English pronunciation of 75,000 words.



БОЛЬШОЙ
АНГЛО-РУССКИЙ СЛОВАРЬ
NEW ENGLISH-RUSSIAN

DICTIONARY

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



Thorough coverage

of British, American

varieties of English

and Australian

b) How do you think these dictionaries are different? How can they be helpful to students of English?

28 Read these entries from different dictionaries. Say what kind of information each entry gives.

create [km:'ett] v 1. создавать, творить; to - an epic [a drama, a theory, a system of philosophyl создать эпическую поэму [драму, теорию, философскую систему); to ~ a part [а character] создавать роль, 1образ1 (об актере): 2. вызывать, произвести; to ~ a feeling of surprise вызывать чувство удивления; to'~ a painful feeling in the throat вызывать болезненное ошущение в горле; his behaviour - d a bad impression его поведение произвело плохое впечатление.

стеаtion [kri:'etfn] n 1. 1) созидание, the ~ of the world сотворение мира; 2) создание, творение; ~ of the brain плод воображения; 3) произведение науки, искусства и т. п.); ~ of genius гениальное произведение; 4) воплощение (сценическое и т. п.); 2, мироздание; the whole ~ вселенная; 3, книжен, возведение в звание,

١.	create [kriigit], creates, creating, created,	
1	exist. EG His work created enormous interest in	v+o
	England. They opened windows and doors to create a draught.	
2	invent it or design it, EG The industry responded by	v+o
3	you mean that it gives you this thought or feeling. EG	v+o
١,	Your words create the most beautiful images, creation [kri:effen], creations.	
	The creation of something is the act of bringing it into existence. EG They proposed the creation of Welsh and Scottish parliaments a job creation schemethe creation of visual images.	N UNCOUNT OFT + of
2		N PROPER the + N
3		N UNCOUNT
4	material for exploitation.	NUNCOUNT
	4.1 something that has been made, especially a work of art. EGhis ceramic creations.	N COUNT
	4.2 a thought or image produced in your mind. EG	Literary

cre|ate kri|'eit |kri:-,'... ~ated 'eit id -əd || 'eit əd ~ates 'eits ~ating 'eit in || 'eit in |creation kri 'eif ən |kri:- ~s z

the creations of a frightened imagination.

Every man loves what he is good at.

Many receive advice, few profit by it.

When angry, count ten before you speak; if very angry, a hundred.

Greyhound Bus /"..'/ n tdmk (in the US) one of the buses which travel usu, long distances, owned by a private national company. Greyhound buses travel all over the US, and many tourists use them because they are cheaper than hiring a car or flying. However, they often make very many stops in small towns along the way, so journeys can take a long time.

telegram /'teltgræm/ also wire AmE—n (a piece of paper with) a message sent by telegraph: We informed them by telegram that we would be arriving early.

In Britain, when a person is one hundred years old they receive a telegram from the Queen congratulating them.

BRITISH ENGLISH AND AMERICAN ENGLISH

<u>1000</u> 30

There are some differences between British English and American English. Listen, compare and remember:

Pronunciation

Br. E.		Am.E.	Br. E .		Am.E.
[aː]	a	[æ]	[c]	a	[A]
	advantag e			hot	
	after			not	
	answer		1	pot	
	aunt		}	soft	
	ask	į.]	top	
	basket		1	got	
	bath	}	1	stop	
	class:			plot	
	example		,	knock	

l	r	
['a:ftə] [ka:] [fa:] ['mʌðə] ['pA:t] ['jestədr] ['a:nsə}	after car far mother part yesterday answer	[ˈæftər] [ka:r] [fa:r] [ˈmʌðər [pa:rt] [ˈjestərdeː] [ˈænsər]
[aːm]	агт	[a:rm]

Spelling

Br. E .	Am.E.
-re	-er
centre	center
theatre	theater
metre	meter
-amme	-am
programme	program
-il	-l
traveller	traveler
travelled	traveled
marvellous	marvelous

Br. E .	Am.E.
-our	-or
colour	color
labour	labor
favour	favor
honour	honor
neighbour	neighbor
humour	humor
behaviour	behavior
favourite	favorite

Vocabulary

Br. E.	Am.E.
autumn	the fail
holiday	vacation
luggage	baggage
queue	line
taxi	cab
garden	yard
biscuit	cookie.
sweets	candy

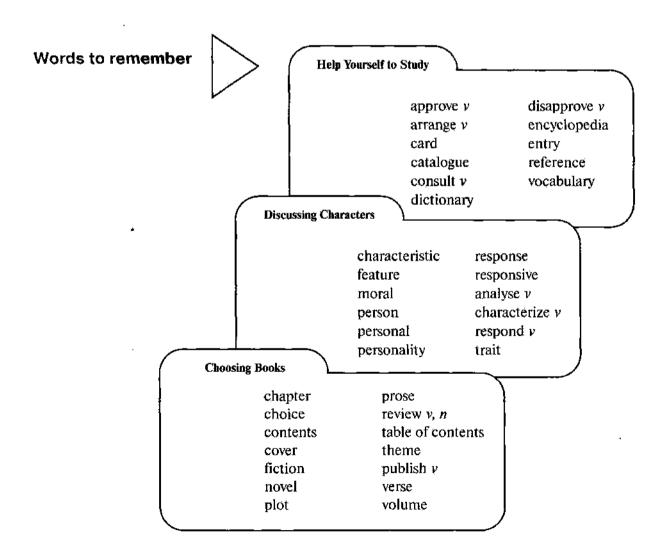
You can use different kinds of books in your studies: fiction books, non-fiction books, biographies, reference books.

Say:

- which books make it easier for us to learn subjects such as history, geography, a foreign language and others;
- which make your school subjects more interesting.

32 Speak about your school (town) library. Explain:

- why it is a great help to you in your studies;
- why it is necessary for every schoolboy and schoolgirl to go there as often as possible;
- how a librarian can interest you in a book.



VERB + -ING (the Gerund) Part I

33 Read and remember: like enjoy + V-ing dislike John likes driving at a high speed. hate 2 Painting is something that I really **enjoy doing**. mind 3 Why do you dislike living in the village? 4 Mary hates gossiping about her neighbours. Do you mind waiting outside a moment?

(1) 34 Answer these questions using the verbs given in brackets:

Why do you never travel by train? — 1 ... (hate).
Why do you buy only detective stories? — 1 ... (enjoy).
Why does he get up so early when he is on holiday? — He ... (like).
Why don't you want to spend this weekend at home? — 1 ... (dislike).
Why don't you go to the dentist's regularly? — 1 ... (hate).

35 Say whether you like (enjoy) or dislike (hate) the following things:

visiting museums doing the washing-up reading classical authors being alone walking in the rain travelling in good company waiting for buses

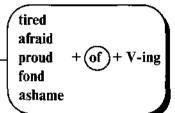
(Complete the following using the words given in brackets:

Would you mind ...? (describe the accident in detail)
Do you mind ...? (eat porridge for breakfast)
I don't mind ... (change the camping site)

- b) Make a list of things you do not mind doing.
- c) Find out what your classmates do not mind doing.

3" Read and remember:

- Tom wasn't tired of whitewashing the fence.
- 2 Becky was **afraid of staying** in the darkness for a long time.
- 3 The boy was **proud of winning** the prize.
- 4 You ought to be ashamed of teasing little children.



- 38 Speak about things that one can or cannot be fond of, proud of, afraid of, ashamed of, tired of doing.
- 39 Read the dialogues. Then act out your own dialogues.

One of you asks your classmate a **why**-question, the other answers, giving reasons.

Use the Gerund in your answers.

- "Why are you reading these adventure stories?"
 - "Because I'm fond of reading them. They are never dull."
 - 2 "Why don't you laugh?"
 - "Because I'm tired of listening to his silly jokes."

٠٠._

40 Read and remember:

thank somebody + for + V-ing

- 1 Thank you for ringing me up, Pete.
- 2 Thank you for reminding me about our meeting, Ann.
- Thank you for lending me your pencil, Bob.
- ▶ 41 Complete the sentences, then say what some people thanked their friends for.

Example: Kate: Thank you for... me about the excursion, Ann. (to remind)

Thank you for reminding me about the excursion, Ann. Kate thanked Ann for reminding her about the excursion.

- Ann: Thank you for... my letter, Helen. (to answer)
- 2 Helen: Thank you for... me the truth, Mike. (to tell)
- 3 Nick: Thank you for... me the book, Alec. (to lend)
- 4 Mother: Thank you for... the window, Tom. (to open)
- 5 **Dad:** Thank you for... the newspapers, son. (to buy)

42 Read and remember: good bad + (at)+ V-ing clever "Can Ann make birthday cakes?" "Yes, she is good at making birthday cakes. Her cakes are always very nice." "Can Nick speak English well? "Yes, he is clever at learning foreign languages. He reads a lot and he always speaks English at our lessons." 43 Act out your own dialogues. Speak about your classmates who are good and clever at doing things. Explain why you think so. 44 Read and remember: foolish + (for) + V-ing Do you think me foolish for telling the truth? 2 Do you think me foolish for doing it? We thought him foolish for saying such things. Complete the sentences: him Do you think (not) doing ... me We didn't think foolish for (not) saying ... them They think 46 Read and remember: What's the use +(of)+V-ing"Why don't you tell him he is wrong?" "What's the use of telling him he is wrong? He never listens to what he is told." "Why don't you ring him up?"

- (1) 47 a) Complete the dialogues. Use What's the use of ...?
 - 1 "Why don't you hurry?"

".....? The train has already left. Look at your watch."

- 2 "Why don't you buy a new umbrella?"
 - ".....? I always lose my umbrellas."

"What's the use of ringing him up? I know he is not at home."

- 3 "Why don't you want to wait for them?"
 - ".....? They won't come. It's too late."
- b) Make up your own dialogues.

prefer
busy
worth
can't help

- 1 I prefer walking to cycling.
- 2 I'm busy doing my sums, I can't help you.
- 3 This book is worth reading.
- 4 Such things are not worth mentioning.
- 5 I couldn't help laughing. She looked so funny.
- 49 Say which of the following you prefer and explain why:

reading plays

watching plays

watching football games

playing games

walking

cycling

Say what your mother usually answers when you ask her to watch TV or go to the cinema with you. Act out a dialogue.

Example: "Why can't you come and watch the figure-skating competition, Mum?"

"Because I'm busy cooking. We'll have supper in a few minutes."

- Act out a dialogue. One of you invites a friend to go somewhere, the friend refuses and says that he or she is busy doing something else.
- Talk to your classmates about things that are worth or not worth doing.

Example: "You've been to a new exhibition of books at the library, haven't you?

Do you think it's worth seeing?"

"Certainly. I think any exhibition of books is worth seeing.

Besides, this one is extremely interesting,"

Speak about the following:

pictures worth seeing exhibitions worth visiting TV programmes worth watching radio programmes worth listening to discussions worth taking part in things not worth quarrelling about books worth reading poems worth learning by heart proverbs worth remembering magazines worth looking through articles worth discussing questions worth talking about

53 a) Complete the sentences:

- 1 The girl couldn't help.... (to cry). The news was so upsetting,
- 2 The parents couldn't help... (to worry) about their daughter. They hadn't heard anything from her for more than a week.
- 3 The children couldn't stop... (to talk) about the film. It was so amusing.
- 4 The boys couldn't help.... (to laugh). The story was so funny.
- b) Remember when you (or somebody else) couldn't help laughing or talking about something and say why.

1

54 Read and remember:

instead of
without
before + V-ing
after
on

- l He left the room without saying a word.
- 2 Instead of going to the cinema after school we went to a museum.
- 3 Stick a stamp on the envelope before posting a letter.
- 4 After doing the exercises he switched on TV.
- 5 On hearing the news he felt pleased.

Join the following sentences as in the example. Use the preposition without.

Example: She left the room. She didn't say a word. She left the room without saying a word.

- 1 We walked for a long time. We didn't speak to one another.
- 2 He looked at me for a moment. He didn't answer my question.
- 3 He left us. He didn't say good-bye.
- 4 She took my pen. She didn't ask me.
- 5 We found the way. We didn't ask anybody.
- 6 He entered the room. He didn't knock at the door.

Kead and say as in the examples.

- A Example: Stick a stamp on the envelope before posting the letter. First stick a stamp on the envelope, then post the letter.
 - l Read the rule before writing the exercise.
 - 2 Learn the new words before reading the text.
 - 3 Switch off the light before going out.
- B Example: After doing the exercises he switched on TV.

 He did the exercises, then he switched on TV.
 - 1 After laying the table Mother brought in the tea.
 - 2 After visiting the museum we went home.
 - 3 After playing football he had a good bath.
- C Example: On hearing the news he felt pleased. He heard the news and felt pleased.
 - 1 On reaching home he went to bed immediately.
 - 2 On hearing the news he got very angry.
 - 3 On getting the telegram he drove to the station.

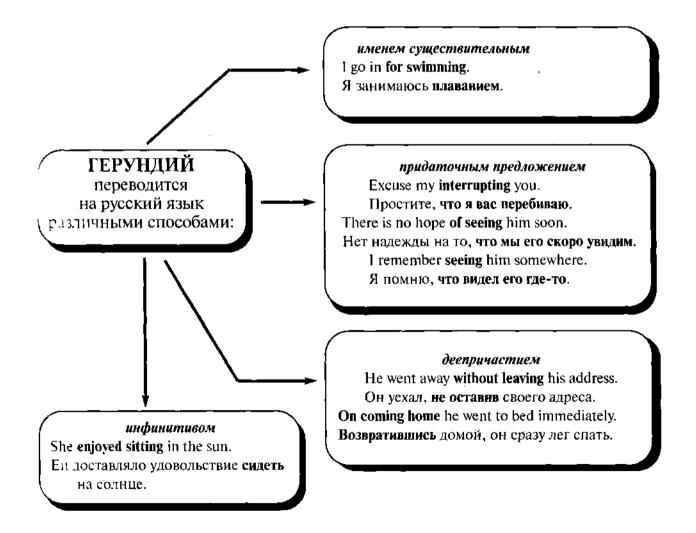
57 a) Join the following sentences as in the example. Use the preposition instead of.

Example: We planned to go to the cinema after school. Then we changed

our minds and went to a museum instead.

Instead of going to the cinema after school we went to a museum.

- 1 She promised to bring some fruit to the party. She brought some cakes instead.
- 2 He wanted to buy a pen. He bought some new stamps.
- 3 We were going to spend our holidays in the country. Then we changed our minds and went to the seaside.
- b) Say what you planned to do but then changed your mind and did something else instead.
- 58 a) Study these examples which show how the Gerund can be translated into Russian.



b) Think of your own sentences to illustrate different ways of translating the Gerund into Russian,

LIBRARIES IN GREAT BRITAIN AND IN THE USA

Read the texts about the famous libraries in Great Britain and the USA and find out what they are remarkable for. Use a dictionary when necessary.

The British Library

The British Library is the largest public library in Britain. It consists of the Reference Division, the Bibliographic Service Division, the National Sound Archive ['a:kaw] and the Research and Development Department in London, and the Lending Division in Yorkshire.

The Reference Division has its origins in the library departments of the British Museum founded in 1753. It is housed within the same 19th century building of the British

Museum, with more than 9 million books stored along two miles (three km) of shelving, and includes a Gutenberg Bible. the Magna Carta. medieval illuminated manuscripts and original texts by Shakespeare, Dickens, da Vinci and many

others. The collections of early printed books, of old English books and of books in all European languages make the British Library one of the finest libraries in the world. It is, however, not only a collection of old books, it is also, with all its

The Gutenberg Bible [guttenberg baibl] a Bible which was the first book to be printed using movable type. It is named after the printer Johann Gutenberg (1397 — 1468).

current publications, a rapidly growing modern research library. The British Library receives one copy of every book and of every issue of every periodical or newspaper

The Magna Carta [mægnə 'kartə] a famous document in British history agreed in 1215 by King John of England which sets limits on royal powers. Later it was seen as statement of basic civil rights. Four copies of the original still exist.

published in the United Kingdom and the Republic of Ireland. Now, as in the past, the collections are not only in many languages, but also cover all fields of human knowledge.

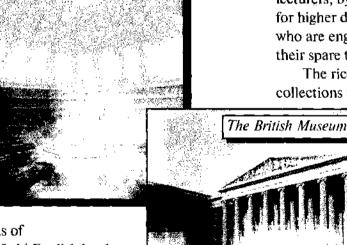
The Reading Room of the British Library

is a centre of serious study in all fields. It is used by university professors and lecturers, by students reading for higher degrees and by those who are engaged in research in their spare time,

The richness of the collections in different subjects

makes the Library specially useful for journalists and writers. In the summer, a high proportion of

readers are visitors from abroad, particularly from the United States. Well-known literary and historical personages worked here, Sir Walter Scott, Dickens, Carlyle, Thackeray, Marx, Lenin, Thomas Hardy and George Bernard Shaw among them.



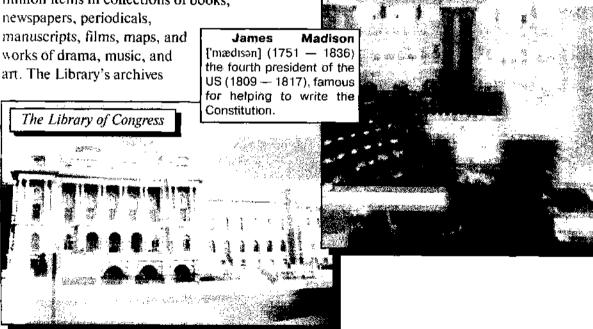
The Reading Room

The Library of Congress

The Library of Congretoday is among the world's largest. It was established as a reference library in 1800, and occupied one room in the building of the United States Capitol, Washington, DC. The first Capitol's one-room Library of Congress would become a world-famous institution that now occupies three huge buildings, including the James Madison Memorial Building completed in 1980. These structures hold more than 80 million items in collections of books, newspapers, periodicals,

keep a great number of important and exciting documents from American history. Its original purpose was to provide research facilities for members of Congress. There are materials on practically every subject to which members of Congress can refer. Today the library serves the public as well.

The Reading Room



- 60 Answer the questions on the texts:
 - I Where is the British Library housed?
 - 2 What unique books are there in the collections of the British Library?
 - 3 What makes the British Library a centre of serious study in all fields?
 - 4 What well-known personages used to work in the Reading Room of the British Library?
 - 5 What is the Library of Congress rich in?
- Say what other famous libraries, apart from the British Library and the Library of Congress, you know. Try and describe the largest library of your country (city). Give some information about its collections.
- 62 Study some reference materials to find information about a famous library. Then tell your class about your findings.

Oscar Wilde (1854 -1900) was born in Dublin. Ireland, and educated in Oxford, England. A playwright, essayist, poet and novelist, he is also remembered for his wonderful tales. Some of them are remarkable for their wit and humour, they are light-hearted and amusing: some tales delight readers by their charming beauty and romantic spirit; some are sad and make us think about the injustices and sorrows of life. Among the best-known of Wilde's tales are The

Canterville Ghost, The Happy Prince, The

Nightingale and the Rose,

The Selfish Giant and The

The most famous book of

Oscar Wilde is The Picture

Devoted Friend.

of Dorian Gray.

OSCAR WILDE

Read the words and guess their meaning:

-ness: idle — idleness, selfish — selfishness;

-ity (-ry, -y): generous — generosity, envious — envy, poet — poetry;

-y: dust — dusty, luck — lucky, wool — woolly, hair — hairy;
-ly: exact — exactly, terrible — terribly, friend — friendly,

comfortable — comfortably, different — differently,

plain — plainly, sorrowful — sorrowfully;

un-: unselfish, unfriendly, uncomfortable, unlucky.

Read and translate. Pay attention to the meaning of the conjunctions: so... that, as, for.

- I was so tired that I thought I would lie in bed for a little and listen to the birds singing.
- 2 "It has been a hard day," he said to himself as he was going to bed.
- 3 He walked quickly, for he was in a great hurry.
- Read the names, which you will come across in the text:

Oscar ['oska:] Wilde [waild]; Hans [hæns]; the Miller ['milə]

Read Part I of the tale **The Devoted Friend** and answer the question: Why was little Hans so proud of having the Miller as his friend?

The Devoted Friend

Part I

Sometimes, indeed, the neighbours thought it was strange that the rich Miller never gave little Hans anything in return, though he had a hundred sacks of flour stored away in his mill, and six cows, and a large flock of woolly sheep; but Hans never troubled his head about these things, and nothing gave him greater pleasure than to listen to all the wonderful things the Miller used to say about the unselfishness of true friendship.

Little Hans worked away in his garden.

During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had no fruit or flowers to take to the market, he suffered a lot from cold and hunger, and often had to go to bed without any supper except for a few dried pears or some hard nuts. In the winter, also, he was extremely lonely, as the Miller never came to see him then.

"There is no good in my going to see little Hans as long as the winter lasts," the Miller used to say to his wife, "for when people are in trouble it is better to leave them alone and not to bother them. That is my idea about friendship, and I am sure I am right."

"You are certainly very thoughtful about



Once upon a time there was an honest little fellow named Hans who was known for his kind heart. He lived in a tiny little cottage all by himself, and every day he worked in his garden. In all the countryside there was no garden so lovely as his.

Little Hans had many friends, but the most devoted friend of all was the Miller. Indeed, so devoted was the rich Miller to little Hans, that he would never go by his garden without picking some beautiful flowers, or filling his pockets with plums and cherries if it was the fruit season.

"Real friends should have everything in common," the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble ideas.

others," answered the Wife, as she sat in her comfortable arm-chair by the big fire; "very thoughtful indeed. It is quite a pleasure to hear you talk about friendship."

"But could we not invite little Hans up here?" said the Miller's youngest son. "If poor Hans is in trouble I will give him half of my porridge, and show him my white rabbits."

"What a silly boy you are!" cried the Miller: "I really don't know what is the use of sending you to school. You seem not to learn anything. If little Hans comes up here, and sees our warm fire, and our good supper, he may get envious, and envy is a most terrible thing, and can spoil anybody's nature. Besides, Hans may ask me to give him some flour on credit ['kredit], and that I can't do. Flour is one thing, and friendship is another, and they should not be confused. The words are spelt differently, and mean quite different things. Everybody can see that."

"How well you talk!" said the Miller's Wife.

"Lots of people act well," answered the Miller: "but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also."

As soon as the winter was over and the flowers began to blossom, the Miller said to his wife that he would go down and see little Hans.

"Good morning, little Hans," said the Miller. "and how have you been all the winter? We often talked of you during the winter and wondered how you were getting on. How lovely your flowers are looking!"

"They are certainly very lovely," said Hans, "and it's a most lucky thing for me that I have so many. I am going to take them to the market and sell them, and buy back my wheelbarrow and other things with the money. I was obliged to sell some things because the winter was a very bad time for me, and I really had no money at all to buy bread with."

"Hans." said the Miller. "I will give you my wheelbarrow. It is not in very good repair; but in spite of that I will give it to you. I know it is very generous of me, and many people would think me extremely foolish for parting with it, but I am not like the rest of the world. I think that generosity is the essence of friendship, and, besides. I have got a new wheelbarrow for myself."

"Well, really, that is very generous of you,"

said little Hans, "I can easily repair it, as I have a plank of wood in the house."

"A plank of wood!" said the Miller; "that is just what I want for the roof of my barn. There is a very large hole in it. How lucky you mentioned it! It is quite remarkable how one good action leads to another. I have given you my wheelbarrow, and now you are going to give me your plank. Of course, the wheelbarrow is worth far more than? the plank, but true friendship never notices little things like that."

"Certainly," said little Hans and he ran to the shed and came back carrying a large plank.

"And now, as I have given you my wheelbarrow," the Miller went on, "I am sure you would like to give me some flowers in return. Here is a basket, and mind you fill it quite full."

"Quite full?" said little Hans, rather sorrowfully, for it was really a very big basket, and he knew that if he filled it he would have no flowers for the market, and he was very anxious to get his things back.

"Well, really," answered the Miller, "as I have given you my wheelbarrow, I don't think that it is much to ask you for a few flowers, I may be wrong, but I think that friendship, true friendship, is quite free from selfishness of any kind."

"My dear friend, my best friend," cried little Hans, "you are welcome to all the flowers in my garden." And he ran and picked all his pretty flowers, and filled the Miller's basket.

- 67 Answer the questions about the text:
 - 1 How did the Miller show that he was devoted to little Hans?
 - 2 What did the neighbours think was strange about the Miller's friendship with little Hans?
 - 3 What did the Miller think people should do when their friends were in trouble? Do you agree?
 - 4 How did the Miller's youngest son show that he did not understand his father's idea of friendship and did not think his father thoughtful about others?
 - 5 How did the Miller explain to his youngest son that it would be wrong to invite Hans to come to their pleasant home in winter?

is worth far more than — стоит гораздо больше, чем

1

Read Part II of the tale **The Devoted Friend** and answer the question: Why was little Hans glad that he did not refuse when the Miller needed his help?

The Devoted Friend

Part II

The next day when little Hans was working in his garden he heard the Miller's voice. The Miller had a large sack of flour on his back.

"Dear little Hans," said the Miller, "would you mind carrying this sack of flour for me to market and selling it for me? As I am going to give you my wheelbarrow, I don't think you will refuse."

"Oh, no, no," cried little Hans and he went to the market. He had waited there for some time and at last sold the sack of flour at a very good price.

"It has certainly been a hard day," he said to himself as he was going to bed, "but I am glad I did not refuse the Miller, he is my best friend and, besides, he is going to give me his wheelbarrow."

Early the next morning the Miller came down to get the money for his sack of flour, but little Hans was so tired that he was still in bed.

"You are very lazy," said the Miller, "
Really, I think you ought to work harder.
Idleness is a great sin¹, and I certainly don't
like my friends to be idle. You must not mind
my speaking quite plainly² to you. But what is
the good of friendship if one cannot say exactly
what one means? Anybody can say nice things
and try to please and to flatter, but a true friend
always says unpleasant things, and does not
mind giving pain."

"I am very sorry," said little Hans, "but I was so tired that I thought I would lie in bed for a little while."

"Well, I am glad of that," said the Miller, "for I want you to come up to the mill as soon as you are dressed and mend my barn roof for me."

Poor little Hans was very anxious to go and work in his garden, for his flowers had not been watered for two days, but he did not like to refuse the Miller, as he was such a good friend to him. So he jumped out of bed, and dressed himself, and went up to the barn.

"There is no work so delightful as the work one does for others," the Miller used to say. So little Hans worked away for the Miller, and the Miller said all kinds of beautiful things about friendship.

One rainy evening little Hans was sitting by his fireside when a loud knock came at the

door, "It is some poor traveller," said little Hans to himself, and he ran to the door. There stood the Miller.

"Dear little Hans," cried the Miller, "I am in great trouble. My little boy has fallen off a ladder and hurt himself. I thought that it would be much better if you went for the Doctor instead of me. You know I am going to give you my wheelbarrow, and so it is only fair that you should do something for me in return."

"Certainly", cried little Hans, "but you must lend me your lantern, as the night is so dark that I am afraid of falling into the ditch³."

"I am very sorry," answered the Miller, "but it is my new lantern, and it would be a great loss! to me if anything happened to it."

"Well, never mind, I will do without it⁵," cried little Hans and started off.

What a terrible storm it was! The night was so black that little Hans could hardly see, and the wind was so strong that he could hardly stand. However, he was very courageous, and after he had been walking about three hours, he arrived at the Doctor's house. The Doctor immediately rode off towards the Miller's house

Little Hans was walking behind him. The storm grew worse and worse, and he could not see where he was going. At last he lost his way and found himself in a very dangerous place which was full of deep holes, and there poor little Hans was drowned.

"Little Hans is certainly a great loss to me," said the Miller. "I have given him my wheelbarrow, and now I don't know what to do with it. One certainly suffers for being generous."

- 69 Answer the questions about the text:
 - 1 What did little Hans do for the Miller the next two days?
 - What happened to the Miller's son one evening?
 - Why didn't the Miller go for the Doctor himself but asked little Hans to do it?
 - Why did the Miller refuse to give little Hans his lantern?

sin — rpex

² plainly — прямо, откровенно

ditch — канава

¹ loss — потеря

to do without something — обойтись без чего-либо

was drowned [draund] — утонул

Discussing the Characters of the Story

70

The following sentences describe things that Hans and the Miller said or did. How does each item characterize them?

the Miller

Hans

- Every day Hans worked in his garden. In all the countryside there was no garden so lovely as his.
- Little Hans never troubled his head about the fact that his friend the Miller used to pick a lot of beautiful flowers in his garden and to fill his pockets with plums and cherries, but never gave little Hans anything in return. Nothing gave Hans more pleasure than to listen to all the wonderful things the Miller used to say about the unselfishness of true friendship.
- "It has certainly been a hard day,"
 Hans said to himself as he was going to bed after he had returned from the market. "but I'm glad I did not refuse the Miller, for he is my best friend, and, besides, he is going to give me his wheelbarrow."
- Little Hans went for the Doctor in spite of the terrible storm and the strong wind that night.

- The rich Miller never gave little Hans anything in return, though he had a hundred sacks of flour, six cows, and a large flock of woolly sheep.
- In the winter the Miller never came to see little Hans. "There is no good in my going to see little Hans as long as the winter lasts," the Miller used to say, "for when people are in trouble it is better to leave them alone and not to bother them."
- "Flour is one thing, and friendship is another, and they shouldn't be confused," the Miller used to repeat speaking to his son.
- "You are lazy. Really, I think you ought to work harder. Idleness is a great sin, and I certainly don't like my friends to be idle. Anybody can say nice things and try to please and to flatter, but a true friend always says unpleasant things, and does not mind giving pain," said the Miller when he saw Hans in bed.

You may find the following words helpful in describing Hans:

You may find the following words helpful in describing the Miller:

kind-hearted	diligent
unselfish	friendly
generous	open-hearted
courageous	industrious
devoted	faithful
willing to be helpful	simple-hearted

selfish mean
envious greedy
unjust good at flattering
unfriendly unable to be thankful

1 a) How do these quotations characterize the Miller?

- "I will give you my wheelbarrow. I know it is very generous of me. I think that generosity is the essence of friendship, and, besides, I have got a new wheelbarrow for myself."
- 2 "And now, as I have given you my wheelbarrow, I am sure you would like to give me some flowers in return."
- 3 "You know, as I have given you my wheelbarrow, it is only fair that you should do something for me in return."
- 4 "I'm very sorry," answered the Miller, "but it is my new lantern, and it would be a great loss to me if anything happened to it."
- b) Compare the Miller's words with his actions. Characterize the Miller.

Discussing the Theme of the Story

- 72 These are the Miller's ideas about friendship. Say what you think of them:
 - "Real friends should have everything in common."
 - "When people are in trouble it is better to leave them alone and not to bother them by visits."
 - "Flour is one thing, and friendship is another, and they should not be confused."
 - "I may be wrong, but I think that friendship, true friendship, is quite free from selfishness of any kind."
 - "What is the good of friendship if one cannot say exactly what one means? Anybody can say nice things to please and to flatter, but a true friend always says unpleasant things, and does not mind giving pain. Indeed, if he is a really good friend he prefers it, for he knows that he is doing good."
- 73 This is what the Miller used to say about generosity and envy, about words and actions, and about the work one does for others. Which of these ideas do you agree or disagree with?
 - "I think that generosity is the essence of friendship."
 - "Envy is a most terrible thing, and can spoil anybody's nature."
 - "Lots of people act well, but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also."
 - · "There is no work so delightful as the work one does for others."
- 74 a) Read the following proverbs. How do you understand them? Do you agree with them?

Friendship cannot stand always on one side.

Between friends all is common.

Actions speak louder than words.

- b) Which of the proverbs will better fit the moral of the story "The Devoted Friend"?
- $1 \Rightarrow 75$ Give your comments on the following:

Not he who has much is rich, but he who gives much.

Fromm, an American psychologist (1900 – 1980)

No man is useless while he has a friend.

Robert Louis Stevenson, an English poet (1850 — 1894)

Prosperity makes friends, adversity tries them.

Proverb

Time for Fun

- 75 Read the text about limericks and find out:
 - · what limericks are and why they make people smile and laugh;
 - when, where and how limericks appeared.
 Use a dictionary when necessary.

Limericks

Verse writing is very popular, especially aftern it is funny. One of the best things about mericks is that they nearly always give you a seed at

A good limerick is not an easy thing to write. When you read them, you might think they are simple to invent, but they are not, because there are rules you have to stick to. Limericks always have five lines and they are ways nonsensical. The secret is to have a story in your limerick, to get a good couple of themes and always to have a funny last line.

Limericks are certainly not a modern mention. In fact, they are so old, nobody is care sure how they started, but something most people agree about is that they began in Ireland. As long ago as the year AD 800, Inshmen were writing verses in this rather reculiar way. They did not have jokes in them those days but they all had five lines and they all went with a swing when you said them. So much so, that scholars called the rhythm of the verses the "swinging metre".

Nobody knows for sure why a limerick is called a limerick, but it is also the name of one of the most famous towns in Ireland.



As the years passed, mericks spread to England. In 1820 a set was written called "Anecdotes and Adventures of Fifteen Young Ladies"; then another one came out called "The History of Sixteen Wonderful Old Women". There were sixteen separate limericks, each one about a different old woman, and they certainly were a very peculiar

There was a young lady
whose nose
Was so long that it reached
to her toes;
So she hired an old lady
Whose conduct was steady,
To carry that wonderful
nose.





There was an old person of Fife,
Who was greatly disgusted' with life;
They sang him a ballad,
And fed him on salad,
Which cured that old person of Fife.

One of the first complete books of limericks to be published was called "A Book of Nonsense". It was published in 1846 and the author was Edward Lear. He was actually a painter, so it seems strange he came to write a nonsense book, but it all started when he was working in the country mansion of the Earl of Derby.

Edward Lear had been asked to do some coloured paintings of the Earl's collection of parrots. As well as parrots, the Earl had a lot of grandchildren, and Edward Lear somehow had to keep them amused as well. So he started writing his limericks, and to go with each one, he drew a little sketch.



There was an old man of the North, Who fell into a basin of broth; But a laudable² cook Fished him out with a hook,

Which saved that old man of the North.

The Earl of Derby's grandchildren thought these were great fun, and when "A Book of Nonsense" was published, so did everyone else. Limerick writing became very popular, and many great authors turned their hand to them.

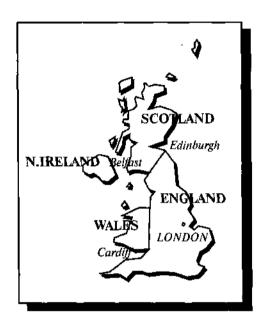
But it was in 1907 that the craze for limericks really caught on. Each week two famous London magazines ran competitions for the best limericks and hundreds of thousands of people used to enter. Since then people have never stopped writing limericks.

Who was greatly disgusted [dis'qastid] — Который почувствовал сильное отвращение

laudable [ˈlɔːdəbl] — достойный похвалы

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

77 a) Look through the factfile and say what information about the country it gives.



The UK — the United Kingdom of Great Britain

and Northern Ireland

Great Britain - England, Wales, Scotland

Land - 244,000 sq km

Population – over 57,1 mln (1991)
Capital – London [ˈlʌndən]

Largest cities - Birmingham ['bə:mɪŋəm],

Liverpool ['livəpuːl],
Manchester ['mæntʃistə],
Sheffield ['fefiːld] (England);

Edinburgh ['edinbərə],

Glasgow ['glassgou] (Scotland);

Cardiff ['ka:dɪf] (Wales);

Belfast [bel'fasst] (N. Ireland);

Languages - English, Welsh, Gaelic ['geɪlɪk]

Main Political — the Conservative Party

Parties the Labour Party

b) Read this information about the British Flag. Say what you have found out.



The National Flag of the United Kingdom is known as the Union Jack — 'Union' for union of England and Scotland in 1606, 'Jack' because the flag is flown on the jack staff (a small flagstaff) of ships to show their nationality.

Properly the national flag is called the Union Flag. It is made up of three crosses: St George's cross of England, St Andrew's cross of Scotland and St Patrick's cross of Ireland (now representing Northern Ireland).



St George's Cross of England, a red cross on a white field



St Andrew's Cross of Scotland, a diagonal white cross on a blue field



St Patrick's Cross of Ireland, a diagonal red cross on a white field 78 a) Read the text Constitutional Monarchy and find out what important document became the first legal step towards constitutional monarchy in Britain. Use a dictionary when necessary.

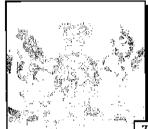
Constitutional Monarchy

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. The head of the state is a king or a queen. A constitutional monarch is one who can rule only with the support of Parliament.

The age of absolute monarchy ended long ago. Still a thousand years ago, before the Norman Conquest in 1066, the Anglo-Saxon kings had to consult the Great Council (an assembly of the leading men from each district) before taking important decisions.

French origin meaning "a discussion meeting").

Since then the British Parliament has been the main law-making body, and the British Constitution has grown up slowly as the result of countless Acts of Parliament.



Dieu et Mon Droit

These words mean 'God and my right' (in French). This phrase has been adopted as the royal motto of England since the time of Henry VI.

The British Royal Coats of Arms

The Lion and Unicorn have appeared on the British in cleasts of arms for many centuries. The Lion, "the King in cleasts is a symbol of in national strength and of the Endish monarch. The Unicorn, a mythical animal that looks he all norse with a long straight horn growing from its crenead is a symbol of purity.





In 1215 the nobles forced King John to accept Magna Carta (The Great Charter) which took away some of the king's powers. In 1264 the first parliament of nobles met together (the word Parliament is of the



The Present Sovereign Queen Elizabeth II The British
Constitution is an
unwritten constitution.
It is not contained in a
single legal document,
but every Act of

Parliament is like a law. The Bill of Rights (1689) was the first legal step towards

constitutional monarchy.

This Bill prevented the monarch from making laws or having an army without Parliament's approval. Since 1689 the power of Parliament has grown, while the power of the monarch has become weaker.

Nowadays, while the monarch is formally the head of the state, in practice the Sovereign reigns, but does not rule. The UK is governed by the Government — a body of Ministers who are the leading members of the political party in power and who are responsible to Parliament.

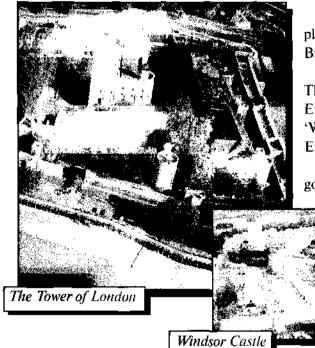
b) What power do British monarchs have? How can you explain the words "The Sovereign reigns, but does not rule"?

79 a) Read the text How Was the United Kingdom Formed? What are some of the most important dates in the history of England, Wales, Scotland and Northern Ireland?

How Was the United Kingdom Formed?

This took centuries, and a lot of armed struggle was involved.

There are four 'nations' on the British Isles which were separate at earlier stages of their history: England, Wales, Scotland and Ireland. Kings of England did their best to bring Wales, Scotland and Ireland under English control. However, the other three countries are also important and each of them has a different history.



Engla is one of the four nations which has always played the most powerful part in the history of the British Isles.

1066 is the most famous date in English history. This is the date of the successful Norman invasion of England when the Norman leader, known in history as 'William the Conqueror', became king of the whole of England.

The Normans introduced the strong system of government and the Kingdom became the most powerful

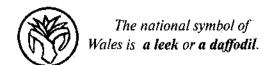
political force on the British Isles. The authority of the British gradually extended to other parts of these islands in the next centuries. It was in this period that Parliament began its gradual evolution into the democratic body it is today.

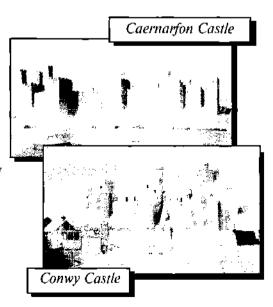
The national symbol of England is a red rose.



Wale is the smallest land in the United Kingdom. The Welsh fought for many years for their freedom. The English built great castles at Harlech and Caernarfon [kəˈnaːvən], and in 1301 Edward I of England defeated the native prince of Wales and named his son 'Prince of Wales'. Since then the eldest son of the King or the Queen of England has traditionally been given this title.

In the 15th century, Henry VII who was half Welsh became King Henry VII of England. Then his son Henry VIII united England and Wales under one Parliament in 1536. Welshmen entered the English Parliament.





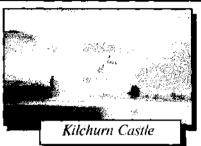
Scotlar was an independent kingdom for a long time. Scotlish kings were much stronger than the many Welsh kings had been. There were constant wars between England and the quite separate Kingdom of Scotland from the eleventh to the sixteenth centuries. Here are some important events in Scotlish history.

1603 — When Queen Elizabeth I of England died without children King James VI of Scotland inherited the crown of England and Wales and became King James I of England and Wales.

1651 — Scotland was united with England and Wales although it kept its own parliament.

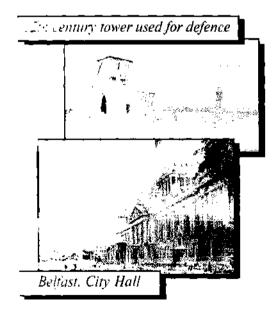
1707 — England and Scotland were joined by an Act of Union which abolished the Scottish parliament and the ments of England, Wales and Scotland were united.





The national symbol of Scotland is a thistle.





The national symbol of Ireland is a shamrock.

80



Northern Iroland, was part of Ireland as a whole until 1922. The people of Ireland had been struggling against English domination for over 800 years. Kings of England wanted to bring Ireland under their authority as they had done with Wales and Scotland, but they failed to get what they wanted. They fought many wars to make the Irish accept their authority and religion. In the end they destroyed the old Gaelic way of life and introduced English government.

Ireland was united with Britain in 1801 and the Dublin parliament closed. The United Kingdom of Great Britain and Ireland lasted for 120 years, until 1922. In that year the Independent Republic of Ireland was formed in the South with its parliament in Dublin. Northern Ireland continued to be part of the United Kingdom with its own local parliament in Belfast.

The story of this particular union is long and complicated.

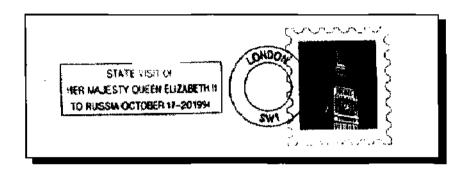
b) How were Wales, Scotland and Nothern Ireland united with England?

Note down the things about the UK you didn't know before. What new information did you get?

1

Queen Elizabeth II in Russia

When did the state visit of Queen Elizabeth II to Russia take place?



Read this letter from Queen Elizabeth II to the people of Russia. Find out what wishes and hopes are expressed in it.



Buckingham Palace [,bʌkɪŋəm ˈpælis] also the Palace — official home of the British Royal family in London, containing almost 600 rooms.

Buckingham Palace

The Ambassadors and merchant-venturers of Queen Elizabeth I first came to Russia four hundred years ago. Europe was emerging from the long winter of the Middle Ages into an age of discovery and innovation. They came to explore new possibilities of trade co-operation and exchange in a world in which everything seemed possible.

Today as I look forward to making my first visit to Russia I should like to think that we stand on the threshold of another such age. After years of division and confrontation, Europe is entering another time of opportunity, with peace and prosperity within our reach, provided only that we remember the lessons of the past and learn to live and work together.

The Duke of Edinburgh and I look forward to getting to know more about this great country that is Russia. We shall be meeting not only its leaders, but some of the rising young generation of Russians on whom - with our own sons and daughters - the fulfillment of these hopes for the future will depend. I believe that our two countries can and will have a future worthy of their past, and I trust that they will be able to build it together.

Elizabeth R.

R for Rex or Regina [n'dʒaɪnə] (Latin): the title used in official writing after the name of a ruling British queen.

The Duke of Edinburgh Prince Philip ['filip], husband of the British queen,

Elizabeth II.

Prince Philip was born in the Greek royal family but became a British citizen in 1947. He has no official position but is involved in many public organisations and charities.

A visit to a Moscow school was part of Queen Elizabeth's programme when she was in the capital of Russia.

Do you think this visit was proof of the Queen's interest in the rising young generation of Russians?



A bread-and-salt welcome at a Moscow school

84 Say what sides of British life you would like to get acquainted with. How can you get to know Britain better?

PROJECT

A Book File

Work in groups.

Make a booklet of reviews or a book file in your class.

- 1 Write reviews of the books which have impressed you. Include interesting information about the authors of the books.
- 2 Draw pictures to accompany your book reviews.
- 3 Discuss the reviews with other students.
- 4 Make a list of books which students might be interested in reading.
- 5 Discuss how to display your book reviews and the list of your recommendations. Decide who will be responsible for arranging the display.
- 6 Display all the work produced in the classroom. Give short presentations on what you have done.
- 7 Hold a discussion on your reading preferences.



HEALTH, SPORTS

HAVING AN ENJOYABLE TIME

1 a) Look at the picture and say what you think can make these boys and girls healthy and cheerful.

A Day in the Countryside



b) Make up a story about the picture.

Use the following:

be impressed be delighted be full of joy be excited feel cheerful enjoy camping (not) to feel tired have an enjoyable time admire the splendid scenery (not) to feel bored go for a bicycle ride ride a long distance find something to do stop in a remarkable place

- c) Imagine that you are a participant in a bicycle ride. What do you say about it after you get back home?
- 2 Say what else, besides hiking, can make you feel healthy and cheerful.
- 3 Work in groups.

Remember the last hike your classmates and you went on. Of course, you found a lot of things to enjoy during your hike, but there were perhaps things which caused some problems and made the hike hard for some of you.

Act out a conversation with your classmates. Exchange your opinions about the hike and give your ideas for the next hike you are planning.

AND PASTIMES

Work in pairs. Act out a conversation about how you prefer to spend a weekend.

You would prefer spending a weekend at home rather than going out somewhere. Explain why.



You are surprised and ask your classmate why (s)he prefers staying at home to going for a bicycle ride or camping or simply going out for a walk. Ask him(her) what s/he does in his free time and what s/he enjoys doing at home.

Showing surprise

How surprising!

That is surprising. I'm surprised to hear that. I can't believe it! Really?

Oh, really!

Asking about interest

Are you interested in...? Aren't you interested in ...?

Does it interest you? Doesn't it interest you?

Listen to the poem Leisure, then read it. Say which of the things the author observes in the surrounding world delight him.

Leisure

What is this life, if, full of care, We have no time to stand and stare,' No time to stand beneath the boughs 2 and stare as long as sheep or cows. No time to see, when woods we pass, Where squirrels hide their nuts in grass. No time to see, in broad daylight, Streams full of stars, like skies at night. No time to turn at Beauty's glance, And watch her feet, how they can dance. No time to wait till her mouth can Enrich that smile her eyes began. A poor life this if, full of care, We have no time to stand and stare.

W. B. Davies

- b) Try and explain why the author thinks it's a poor life if people have no time to look around attentively, with curiosity and interest.
- c) Look at the title of the poem and think of several ideas that it suggests to you. Discuss your ideas with the others in the group.

HEALTH IS ABOVE WEALTH



6 Read and remember how to use the words:

to catch (a) cold: No wonder Kate has caught a cold; the weather has been so windy and rainy this week. "Aren't you afraid of catching a cold? Why aren't you wearing a cap?" Grandmother asked Nick.

ache [etk], to ache: headache, toothache, heart-ache, stomach-ache. I have a terrible headache. After climbing the mountain he ached all over. Anything that hurts or aches causes pain. The pain in the knee was sharp; it ached to move.

sick: a sick man. A nurse takes care of sick people. Are you allowed to visit a sick friend if he has a high temperature ['tempritse] and has to stay in bed?

disease [dr'zi:z]: infectious diseases. I have a rare eye disease. What is your disease caused by? If you have a disease that is infectious, other people can catch it from you.

to treat, treatment: to treat somebody for. Which doctor is treating you for your illness? The man soon felt better under the doctor's treatment.

to cure [kjuə]: to cure a patient (an illness, a headache). How can this illness be cured? There are some diseases that modern drugs cannot cure.

to prevent [pn'vent]: to prevent something; to prevent somebody from doing something; to prevent illnesses; to prevent a fire. I'll come at 6 if nothing prevents me. Tom's illness prevented him from participating in the contest. What prevented you from coming?

medicine ['medsm]: to take a medicine. People take medicines for some illnesses.

to prescribe [pri'skraib]: Doctor, will you please prescribe some medicine for my headache?

patient ['persnt]: be patient; to examine a patient. People must be patient with children. I know Tom hurt his leg and it gives him much pain, but he is very patient and never complains. The patient received good medical treatment; now he is out of danger.

eyesight ['arsait]: good (bad) eyesight.
"Your eyesight has become worse, I'm afraid.
You'll see much better with new glasses," the doctor told Mary after he had examined her eyes.

to cough [kof], cough: There was so much smoke that my sister started coughing. Every winter he has a bad cough.

to improve [m'pruːv]: to improve health; to improve education; to improve living conditions. The boy's health improved wonderfully. Tom's spelling has improved.

improvement [Im'pru:vmənt]: the improvement of relations between the countries. There was no improvement immediately after the operation.

to recover [ri'kava]: It took her a long time to recover after a serious illness.

7	Pood and you on be	
/	Read and remembe	r:

Asking about somebody's health

Expressing sympathy

What's wrong with you?

a headache.

a (bad) cold.

a cough. (the) flu.

a temperature.

What a pity!
It's a great pity.

I'm sorry to hear that.

Oh, dear.

8 Work in pairs. Act out a conversation with your parents.

I've got

Imagine you are not feeling quite well and you complain to your parents about it. Explain the reasons for complaining (they may be your headache, or toothache, or a sharp pain in a knee, or a high temperature, or something else). Thank your parents for their advice.



Listen to your daugthter's or your son's complaint about his or her health, express your concern and sympathy. Then give your advice on what you think it is good to do in this situation.

t->

(a) Look at the pictures and say:

- what made each of these boys consult a doctor;
- whether the doctors examined their patients carefully;
- what the doctors prescribed for their patients;
- how the doctors helped.

Use the following:

prescribe medicines
a patient
suffer from
consult the doctor
complain of
recover
give practical advice
prevent an illness
treat
cure
examine someone's eyes
extract a bad tooth
listen to someone's heart

10 a) Say:

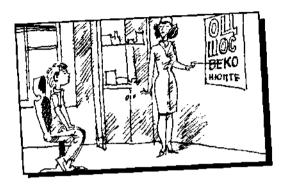
- when you have to visit or call out a doctor;
- why it is necessary to get medical care during one's illness;
- what kind of advice doctors give you to cure you or help to keep you healthy;
- how often you have seen a doctor (or the doctor has visited you) this year and what the reasons were.

11 Describe your visit to the doctor.

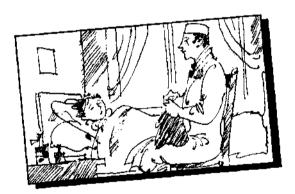
Proper food, exercise, sleep and medical care help you to develop a healthy body.

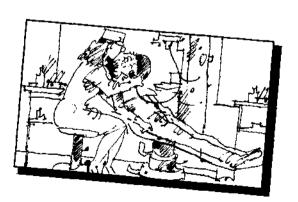
In what way do they? Give reasons for your answer.

Consulting a Doctor









HOW TO KEEP FIT



13 Read and remember how to use the words:

fit: to keep fit; to feel fit; to be fit. A little exercise each day will keep you fit. I hope you're feeling quite fit. The boy felt fit and strong again.

regular ['regjulə]: regular exercise; regular classes; regular hours; regularly; to play sports regularly. We should have our meals at regular hours. Regular visits to the dentist are necessary.

track-and-field: track-and-field events. I prefer track-and-field events to any other kinds of sports. Do you participate in track-and-field events?

tournament ['to:nəmənt]: a chess tournament; tomorrow's tennis tournament. The results of chess tournaments are studied and discussed by thousands of fans in different countries. Who will take part in our class tennis tournament?

record ['reko:d]: to set a record; to set a record in running; to break a record. Tom dreams of setting a school record in swimming, and he is training hard for it.

to achieve [ə'tfiːv], an achievement [ə'tfiːvmənt]: to achieve good results; to achieve one's aim. The achievements of science in space exploration are really impressive. Had they carried out many experiments before they achieved such

brilliant results?

stamina ['stæmɪnə]: I didn't have the physical stamina needed for digging. Everyday training has done wonders for your stamina.

advantage [əd'va:ntiʤ], disadvantage [disəd'va:ntiʤ]: the advantages of a good education; to take advantage of; to have an advantage over something or somebody; to give somebody an advantage. The doctor explained the advantages of the new treatment over the old one. We took advantage of the sunny weather to arrange a football game. What are the advantages of living in the country?

to display [dis'plet], display: be on display. Such a display of courage and skill must be admired by all. Some people like to make a display of their knowledge. The new models are on display at the museum. His attention was caught by the photographs displayed outside.

to encourage [in/karid3], an encouragement: to encourage a man to work harder; to encourage a boy in his studies. At foreign language lessons the teacher tries to encourage his pupils to speak about many different things. Every boy and girl should be encouraged to participate in sports and games.

14

Three teenagers tell us what they do to keep fit.

a) Read and say how each one of them keeps fit.

Paul

I play in our football team. So I simply have to keep fit. Playing football is hard work today. You have to train a lot. Once or twice a week I get up early in the morning and go for a run in the woods. At first I felt tired after running for only ten minutes. But I soon got used to it. Today after half an hour's run I feel fine.

Monica

I don't really do anything just to keep fit. But I get a lot of exercise doing things I enjoy. I belong to the school gym club, and I go skating at our ice rink. It helps me to feel cheerful after a hard day at school. And it gives me plenty of exercise. Now we've got a new PE teacher at school. He's going to start a badminton club, which sounds fun. So I think I shall try that — though I can hardly imagine where I shall find the time.

Andrew

My case is a bit different. A year ago I went through an operation. I had to lie in bed for a long time. Now I'm still not strong enough. To be quite honest I didn't very much care for sports and games before. Unlike most boys of my age, I sometimes even stayed away from PE lessons at school. Now things have changed. I get as much exercise as possible. I have to. What, then, can I do to keep fit? A lot. I play tennis, for instance. On my doctor's advice I've begun to lift weights' to strengthen my arms. What I like best, however, is swimming. I hope I'll soon be quite well again.

b) Say which of the things these teenagers do you also practise.

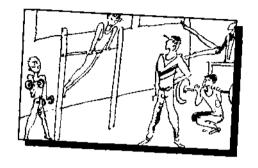
to lift weights [weits] — поднимать тяжести

15 a) Look at the pictures and say what you think keeps these people fit.

and the second of the second of

Use the following:

have stamina daily training go in for training in a gym gymnastics mountain climbing plenty of exercise roller-skating improve health riding on a skateboard physical fitness feel cheerful participate in develop a skill regular exercise swimming test oneself



NOT THE THOUGHT OF THE PARTY OF THE PARTY OF THE

b) Say what may keep you fit.

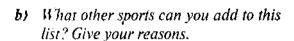
Many people enjoy training in a gym, taking exercise classes, or doing exercises at home. They believe that physical fitness is important.

Work in pairs.

Act out a conversation with your classmate to find out:

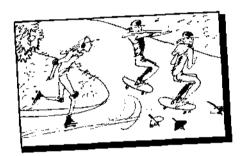
- whether s/he takes part in any of these activities:
- what things s/he does for exercise;
- why s/he thinks it is important to keep fit.
- 1 a) Say which of these sports, in your opinion, are excellent for stamina:

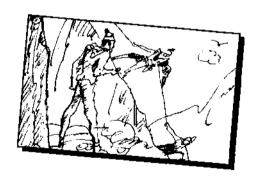
cycling hill walking jogging doing aerobics swimming skiing playing football playing tennis

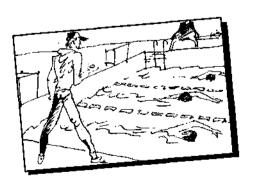


18 Discuss the following:

- Do you think it is an advantage to have a tennis court, a swimming pool and a large gym at school?
- What are the advantages of having a sports centre near your house or school?
- Are there reasons which prevent your playing sports or devoting your free time to active leisure and hobbies? What are they?







Time for Fun

19 a) Read the joke. Say what made the patient consult the doctor.

Good Medicine

Patient: I suffer terribly from headaches. What advice can you give me, doctor? Should

I take headache tablets?

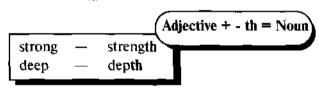
Doctor: Yes, I've got some fine tablets for your trouble. One of my patients has been

using them for fifteen years and he has never asked for any more.

- b) Answer the question: Do you think the patient will like the tablets?
- c) Read the following explanations and say which ones show that the headache tablets are good, and which can be used as a joke.

Doctor: The tablets are really good. One of my patients...

- often takes one and it sometimes helps him.
- took one once and it helped him immediately.
- is using them now and says that he feels much better.
- has been using them for fifteen years and he has never asked for any more.
- 20 a) Study the meaning of the words with the suffix -th:



b) Read the words and try to guess their meaning:

strong — strength broad — breadth deep — depth long — length wide — width

c) Read and translate the word combinations:

the strength of the body
things of different width
the wealth of a museum
depth of thought
the depth of the ocean
width of mind
a wealth of examples
a room 20 feet in length
and 12 feet in breadth

- 21 Agree or disagree. Give reasons for your answer.
 - 1 Our health doesn't depend on our way of life.
 - 2 Healthy food is not very important. What really matters is plenty of physical exercise.
 - 3 To keep in good health one must get plenty of sleep, plenty of rest and plenty of food.
- Read the sayings and remember them. Explain how you understand them.

An apple a day keeps the doctor away. Health is above wealth.

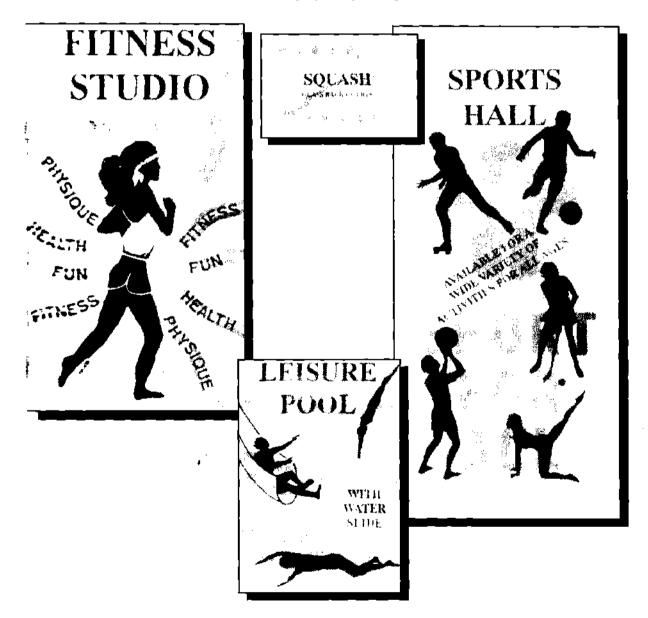
Work in groups. Read this quotation, then share your comments about the quotation with the others in the group.

There are a lot of people in this world who spend so much time watching their health that they haven't time to enjoy it.

Billings, an American writer (1818 - 1885)

24 a) Look at these adverts and say what activities are offered by a recreation centre. How are they helpful to those who want to keep fit?

Recreation Centre



b) Do you think such recreation centres are good for people of all ages? Give reasons for your opinion.

PLAYING A GAME AND WATCHING IT



25 Read and remember how to use the words:

goal [goul], **goalkeeper:** Hockey players hit a puck with their sticks; they aim for goals. Who do you think is the best goalkeeper in our country?

score [sko:], to score: to score a goal; to win with a score of 5 to 3. How did the game end? What was the score? The score in the tennis tournament was 6 to 4.

defeat [di'fixt], **to defeat**: to be defeated. Our volleyball team has never been defeated. You must behave well in defeat as well as in victory.

to attend [ə'tend]: to attend a stadium; to attend a meeting; to attend school. Do you plan to attend our meeting? Figure-skating competitions are very popular and attended by thousands of spectators. All children over 6 must attend school.

spectator [spek'teitə]: Do you know any stadiums which can hold 100,000 spectators at a time? Journalists, newspapermen, photographers and spectators all crowded round the sports field.

enthusiast [ɪnˈθjuːzɪæst], enthusiasm [ɪnˈθjuːzɪæzm], enthusiastic [ɪnˌθjuːzɪˈæstɪk]: a group of enthusiasts; to be full of enthusiasm; to participate in the school activities with interest and enthusiasm. The fans shouted enthusiastically to cheer their favourite players. The shouts of enthusiastic spectators cheered the participants in the contest. Enthusiasts may find it very exciting to speak about their hobbies for hours. There was not much enthusiasm to go on a hike in the cold weather.

to award [əˈwɔːd], award: The painter was awarded the first prize. The winner of the contest was given the highest award for his brilliant results.

to suggest [so'dʒest], a suggestion [so'dʒestʃn]: to make a suggestion. The teacher suggested that we should use a dictionary when we come across new words and cannot guess their meaning. The librarian suggested that we should arrange the books on the shelves in alphabetical order. Her suggestion seemed interesting to all.

26 a) Read this magazine article. What information does it give you?

Too Much TV?

Young people in Britain spend too much time watching TV and not enough time taking exercise. That's the conclusion of a report on young people's health and fitness.

750 school pupils were tested and their heart rates were measured. 20 % of boys and 50 % of girls were not fit enough. Is this because they don't take enough exercise? School pupils between

the ages of twelve and fifteen have two hours of physical education every week. But when the pupils are over sixteen, physical education classes are voluntary.

Some people think we should have physical education exams in schools. Recently, it was discovered that one in four young people can't swim. The police and army have said that young people who join them are often not fit

enough. On the other hand, young people watch television for up to 3.5 hours a night.

How fit are you? Do you exercise more than three times a week for at least 20 minutes a time? Can you swim? Or are you like a famous writer who said: "When I feel like doing some exercise, I lie down and wait until the feeling goes"?

(from Catch)

- b) Say what troubles the parents, the teachers and even the army and the police.
- c) Comment on the words said by a famous writer. Do you know people like him?

Sports and Fans

7

Peter is a great sports enthusiast. Every sports event seems very exciting to him. He dreams of becoming a sporting reporter and has begun to write his first articles.

a) Look at the pictures and say:

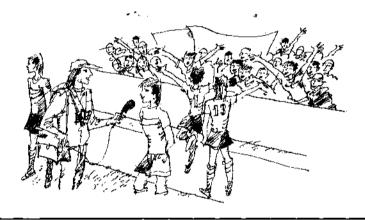


 whether Peter is watching the football match with interest and what pictures he is taking;

 $\mathbb{E}_{\{a,b,b,c\}}(\{a,a\}) \leq \mathbb{E}_{\{a,b,c\}}(\{a,b\}) + \mathbb{E}_{\{a,b\}}(\{a,b\}) + \mathbb{E}_{\{a,b\}}(\{$

, escaling#ky:-

- what questions Peter is asking a football player when interviewing him after the game;
- what notes you think he is making:

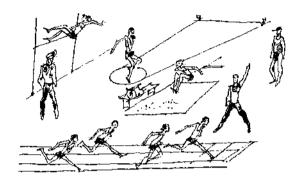




- what text you think Peter is typing for his article.
- b) Do you believe Peter will be a good sporting reporter? Why? Give reasons for your answer.
- c) Make up a story about the pictures.

28 a) Look at the picture and describe it.

Ready, Steady, Go!



b) Say:

- what events the athletes are taking part in:
- what results you think the athletes would like to have in the high jump, in the long jump, in the 100 metres race and in the discus ['diskes] throw;
- how long you think they have been preparing for the competitions;
- whether you think they have been training hard and why.
- 29 Remember your school's last sports competitions in track-and-field events. Say:
 - which events you took part in;
 - what results you and your classmates obtained in the different events;
 - whether you were pleased or not and what you think you ought to pay attention to in your further training in order to achieve better results.
- 30 Say what athletes ought to do to achieve good results and what their results depend on.
- Name several well-known athletes who have set records in track-and-field events (in swimming, gymnastics, wrestling or other kinds of sport). Explain how they have achieved such good results and what character they had to show while training and competing in contests.
- 32 Say:
 - whether you belong to a young athletes' club or any other sports club;
 - · whether you can advise others to join it and why;
 - what club you'd like to belong to and what are your possibilities for playing sports?
- 33 Read the text and find out what kind of game Octopush is.

OCTOPUSH DELIGHTS

It's Saturday afternoon in a north London swimming pool. There's a lot of activity, but it's hard to say what's going on. There are plenty of spectators, but they're not looking at the pool. You can just about make out some people swimming around at the bottom of the pool.

This is Octopush, known outside Britain as underwater hockey. It's one of the oddest water sports you can play. Two teams of ten, six in the water and four substitutes, try to

push a weighted disk, called a squid, along the bottom of the pool. They aim for the opposition's goal, or gully, using Y-shaped sticks that are about ten inches long.

It is not really a spectator sport. The best venues are equipped with closed-circuit TV ², and one or two pools have portholes in the pool's sides. Without these, it's hard to follow a match.

(from Current)

b) Do you think that Octopush is a difficult game? What does one need to be good at it?

Read the text **Shirts with a Message** and find out what qualities make T-shirts popular with people from all walks of life. Use a dictionary when necessary.

Shirts with a Message

For many years, T-shirts the name comes from their shape — were simply short-sleeved

and the second second



Indershirts for men and boys. The mas came in only one colour with tell. And since they were worn under sweaters or shirts, they were generally not seen.

Nowadays, the T-shirt is no onger an undergarment; it has become high fashion. It can be seen everywhere and on everyone. The as do teenagers, university chapters and men from all walks of

life. T-shirts are worn on tennis courts and golf courses, at the beach or in town. They can be casual to go with jeans or slacks, or dressy for work or evening wear. Yet they remain relatively inexpensive and long wearing as well as easy to care for, which makes them very popular. Stylish but comfortable and convenient to wear, T-shirts have blossomed into one of the world's newest fashion ideas.

Although T-shirts are now available ' in a wide assortment of bright materials and styles, the most popular kind is the traditional cotton version much like the old T-shirt but with a or picture printed on the front. A T-shirt may bear a

single word, a popular phrase, pictures of rock musicians, or an advertisement. With the increasing popularity of T-shirts, new ideas



are popping up all the time.
It is safe to say that the Tshirt is one fashion item that will
be around for a long time. After all,
it has a lot to say.

from Man and Man Series: Fads and Fashions)

- 35 Answer the questions on the text:
 - 1 Why are they called T-shirts?
 - 2 Who used to wear T-shirts as an undergarment?
 - 3 What is the most popular kind of T-shirt worn today?
 - 4 In what way can a T-shirt be decorated?
- 36 Discuss the fashion of wearing T-shirts in your country. Are T-shirts still popular? Are they convenient to wear? How long do you think they will enjoy their present popularity?

Time for Fun

37 Read the joke. Say why you think the goalkeeper did not leave the football field.

Foggy Football

After a football match two sports ground workers were walking across the field to take down the nets from the goal posts. It was a very foggy day and so it took them some time to find the goal. And whom did they find there? The goalkeeper. He was standing near the goal and talking to himself, "We must be giving them a really tough time today. I haven't seen my players for twenty minutes..."

available [əˈveɪləbl]— доступный increasing [ɪnˈkriɪsɪŋ]— зд. растущий

- the nets from the goal posts [pousts] сетка с футбольных ворот
- ' tough [tʌf] -- зд. трудный

OFFERS AND SUGGESTIONS

38 Read, compare and remember:

to offer

to offer somebody something
He offered me his help.
to offer to do something
He offered to help me.

When we offer something to someone, we show we are willing to do something for somebody or give somebody something. We may offer a person a cup of tea, or we may offer him our help, or we may offer to help him.

The verb to offer is followed by an infinitive or a noun.

to suggest

When we suggest something, we put an idea into the mind of the person we are speaking to. We may suggest a visit to the theatre, or we may suggest that we should go to the theatre.

to suggest that somebody should do something

My friend suggested that we should go for a bicycle ride.

to suggest something

My friend suggested a bicycle ride.

The verb to suggest cannot be followed by an infinitive. It is followed by a that-clause or a noun.

Fill in offered or suggested:

Example: Mother... that I should take some medicine for my headache. to call the doctor.

Mother suggested that I should take some medicine for my headache. Mother offered to call the doctor.

1 Mary... to go to the Central Store and to do the shopping there. that we should buy Mother an umbrella as a present.

that we should go to the cinema on Saturday.

to buy tickets beforehand.

that we should send Helen a telegram. to go to the nearest post-office.

4 The doctor... his advice for a quick recovery . that the patient should go to the country for a month.

z Read these short conversations. Say what opinions are expressed in them.

How about watching the boxing championship? Boxing is always so very thrilling to watch!

I prefer to attend quieter

Alex: There is a good sporting programme on television today. They are showing the International Boat Race. What do you say to watching it?

I wouldn't miss it, though I'd prefer to attend

competitions. I hate boxing.

It's a rough' sport, I think.

it. The race is never the same on TV. I miss the noise and the excitement of the fans.

- b) Report the conversations. Use suggest that somebody should do something.
- 2) Say whether you prefer attending competitions to watching them on television. Why?
- *! Read and remember:

Suggesting Shall we go to...? What about going to...? What do you say to camping...? How about watching...? We could go ... Why don't we go ...? Agreeing to a suggestion That's fine! (That's) good idea. Not a bad idea. Why not? All right.

Read the dialogues, then say what the boys and girls suggested; whether their suggestions were met with or without enthusiasm and why.

M — Mike: J — Joe That about going to the sports ground this fittoon? Our team will tete with another mark-and-field

F Nit a bad idea. We'll have an exciting time. I'm sure. And we'll cheer up our poys and girls.

M - Mary; L - Lucy

- M: How about arranging a performance for the anniversary party? We can prepare something special.
- L: That's fine. Everybody will take part in it willingly.

P — Paul; B — Bill

- P: What do you say to practising tennis every day this week? Then we'll be better prepared for the tournament.
- B: I don't care if we practise every other day. But I can't afford to devote all my time to tennis. Schoolwork comes first!
- * Read these suggestions made by some boys and girls and say what they suggested:

Tom: More television programmes should be devoted to sports.Joe: More pupils should join sports clubs.

Eliza: More PE lessons should be introduced at school. Jane: PE lessons should be held only out-of-doors.

Bill: Every boy and girl should learn how to play chess.

- **b** Say whether you are 'for' or 'against' these suggestions. Give reasons for your answer.
- c) Continue the list suggesting your own ideas and discuss them.

ENCOURAGING SPORTS

1000

44 Read and remember how to use the words:

to determine [dr'termin]: to be determined to do something; a determined character. Do actions determine a man's character? We are determined to master English. The scientists were determined to continue their experiments. I like people of determined character.

attempt [ə'tempt]: to make an attempt. The girl made an attempt at reading the book without a dictionary, but found it difficult. After several attempts the travellers at last reached the top of the mountain.

particular [pə'tıkjulə]: to be particular about something; in particular; particularly. He always does things in his own particular way. What she said was of no particular interest. The girl is very particular about her notebooks and they are always in perfect order. Which radio and television programmes do you like particularly?

ahead [ə'hed]: Tom was a quick walker so he soon got ahead of the others. Please go ahead and say we are coming.

doubt [daut], to doubt: I have no doubt that Mary will be a skilful typist. When in doubt about the meaning of a word, use your dictionary. A sudden doubt came to his mind. I doubt whether Mike will come. I never

doubt his honesty.

force [foss], to force: to force one's way through a crowd; to force a person to do something. He knocked at the door with force. Nobody could force Tom to do what he thought was wrong.

worthy ['wəːðɪ]: worthy of great praise; deeds worthy of admiration; worthy examples (ideas). Skilled work is always worthy of admiration. He was a worthy winner of the Nobel Prize.

initiative [1'nɪʃtətɪv]: to do something on one's own initiative; to take the initiative. He went to America on his own initiative. If you act responsibly and show that you have initiative, you will sooner or later be successful. You will be working in a situation, where initiative, inventiveness and independence are important.

to accept [ak'sept]: to accept an offer; to accept an invitation. The girl accepted our offer of help. They accepted the invitation with pleasure. Did you accept their invitation to the party?

praise [preiz], to praise: The man's heroism is worthy of great praise. It is always kind and encouraging to praise a person if he has done a good deed.

€ 45

15 Read and say what these people are (were) determined to do and why:

Example: The players train hard to win the championship,

The players are determined to win the championship. They are sure that they are strong enough to do so. They have trained hard and have shown good results.

- 1 The mountain climbers did their best to reach the top in spite of the terrible weather conditions and the snowstorm.
- 2 The rain might prevent the cyclists from showing good results in the race. But their enthusiasm was so great that they decided to do everything possible to cycle at top speed.
- 3 The scientists could not say that they had achieved good results, but they were ready to carry out as many experiments as was necessary.
- 4 The boy was not strong but he believed that physical exercises could help him to develop a strong and healthy body. So he made up his mind to play sports regularly.
- 5 Every summer English swimmers make attempts to cross the English Channel and to reach the French coast, trying to prove that it is quite possible.



Read and say what these people doubt or have no doubts about, then think of a possible explanation why they have their doubts (have no doubts).

Example: Ann: I'm not sure Kate will make good progress in English. She is lazy.

Ann doubts that Kate will make good progress in English.

She doesn't devote much time to her English.

Mike: I don't think you'll be impressed by the sight of the old part of the town.

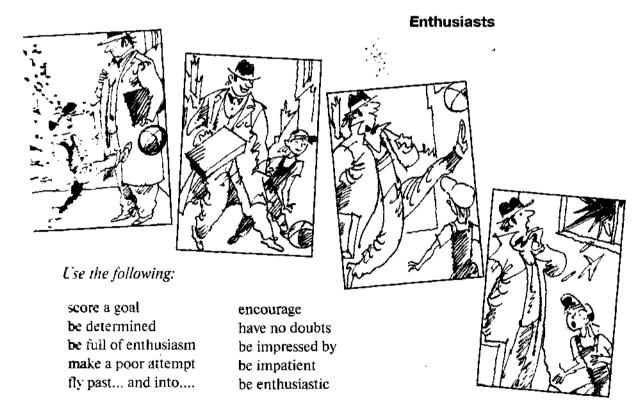
Tom: I can't believe that the cyclists will be able to cover the distance in half an hour.

Jane: I'm sure our class will accept the invitation to visit the new exhibition with

pleasure.

Bill: I think our school team has a chance of winning the competition.
Kate: I don't think we'll be able to translate the text without a dictionary.
Paul: We think that the holiday celebrations will be colourful and impressive.

1:> * •) Look at the pictures and make up a story.



- b) Give your opinion about the man's and the boy's enthusiasm for playing football.
- Say how spectators encourage their favourite players (athletes).

You may use the following:

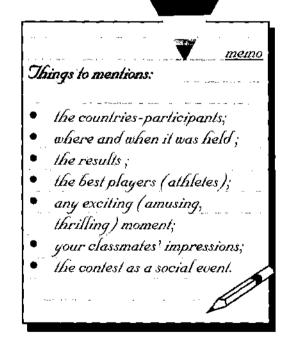
attend the game applaud shout enthusiastically shouts of encouragement crowd round the field cheer favourite players

- 49 Describe different kinds of spectators. Speak about their behaviour and feelings before, during and after competitions (games). Say:
 - how the results of the participants determine the spectators' feelings;
 - in what way their encouragement is helpful to the sportsmen.
 You may use the following:

attend the game
(the competition)
wait patiently
be enthusiastic
be excited
applaud
admire
a wonderful sight
win a victory

be defeated
show particular interest in
crowd round the sports field
follow the exciting match (race,
contest) with interest
cheer favourite players (athletes)
with shouts of encouragement
the excitement of the game
shout enthusiastically to a player

- Name the most popular international sporting events attended by thousands of spectators. Explain their popularity.
- 51 a) Give a report about an interesting international match or competition.
 - b) Work in pairs. Act out a conversation with your classmate about an international match, contest, race, game, tournament he (she) watched.
- 52 Work in groups.
 - a) Discuss these questions:
 - 1 Why do you think it is necessary for people of all ages to play sports?
 - 2 How is sport helpful to people?
 - 3 Why is it sometimes difficult to find time for regular sports?
 - 4 How can you arrange your day so that you will have time for sports?
 - 5 Do your schoolmates like PE lessons? Why or why not? What role do they play in your physical development?
 - 6 What competitions are particularly exciting for you to watch and why?
 - b) Tell the others how different or similar your opinions are.

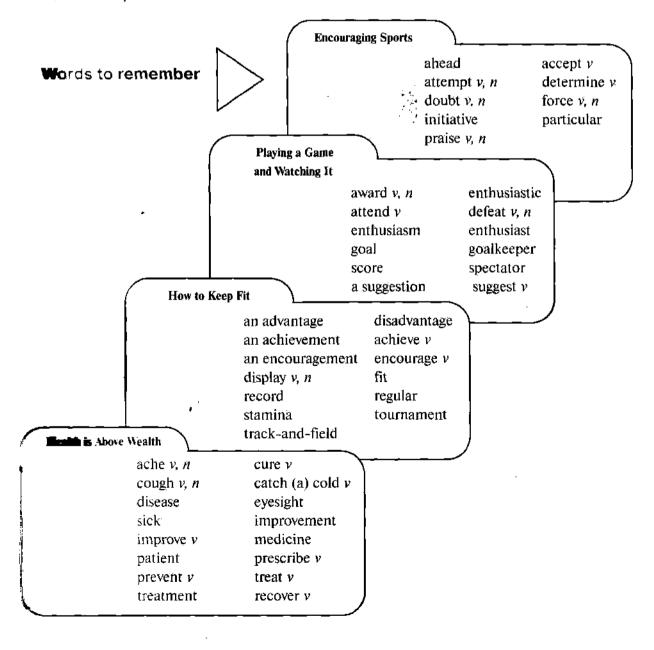


- Work in pairs. Act out a conversation with your classmate. Try to convince each other that exercise is important for good health. You might suggest some specific exercises, games and sports that would improve a person's physical fitness.
- Name several reasons for the wide interest of a lot of people in sports.

55 a) Devise a questionnaire to interview your class about their leisure habits. You may use this questionnaire as an example. Think of other questions to ask.

Questionnaire			
How often do you exercise?	Q How many hours do you watch TV per		
. a. every day	day?		
b. once a week	A a. more than three hours		
c. once a month	b. two or three hours		
å, never	c. one or two hours		
	d. one hour or less		

- b) Interview your class to find out about their leisure habits.
- c) Write a summary of your findings.
- d) Discuss your leisure habits.



VERB + -ING (the Gerund) Part II

56 Read, analyse and remember: A Форма indefinite gerund active обычно показывает, что обозначаемое ею действие одновременно действию, doing выраженному глаголом-сказуемым Т (1), или следует за ним (2). She was busy doing her exercises. Do you think this question is worth discussing? Е Форма perfect gerund active употребляется, чтобы выразить действие, которое предшествует having done действию, выраженному глаголомсказуемым, или описываемой ситуации.

I'm sure of having read it once.

27

- 2 I'm tired of having argued with you for such a long time.
- I don't remember having seen him before.

ПРИМЕЧАНИЕ:

В некоторых случаях предшествование может быть выражено и формой indefinite gerund active.

a) after the verbs:

to remember, to thank, to excuse, to forget

> I can still remember running down the sandhills in the morning. Я все еще помню, как по утрам сбегала вниз по дюнам.

6) after the prepositions: after, on, before, without, since

> After leaving her umbrella in the hall, she entered the room. Оставив зонтик в прихожей, она вощла в комнату. (perfect gerund active здесь также возможен) After having left her umbrella in the hall, she entered the room.

F Read, analyse and remember:

being done

1 I like being invited to their parties.
2 He entered the room without being noticed.

Формы passive gerund
называют действие,
которое испытывает лицо
или предмет, обозначенный
подлежащим предложения.

1 I remember having been shown this letter.
2 He could not speak after having been interrupted.

Active Gerund

marate:

- I remember having shown her the letter.
- I must apologize for having interrupted you.

Passive Gerund

- I remember having been shown the letter.
- 2 He could not speak after having been interrupted.

В основном используется indefinite gerund active, реже — perfect gerund active и indefinite gerund passive; perfect gerund passive употребляется крайне редко.

Join the sentences as in the example. Use the gerund active or passive.

Example: I have read this magazine. I am sure.

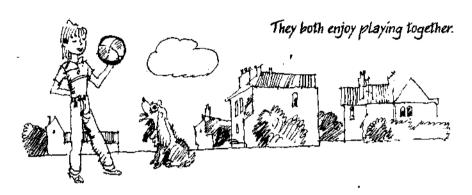
I am sure of having read this magazine.

We have seen this film. We are sure.

- They have asked me about it. I remember.
- I have given her the book, I remember.
- 4 She has been so rude. She is sorry.
- f He entered the room. Nobody noticed him.
- They have shown me the letter, I remember.

59 Look at the pictures, read and remember how the Gerund is used.

	Active Voice
Indefinite	doing
Perfect	having done





Time for Fun

- 60 Read the story One Man in a Boat and answer the questions:
 - Is the man really interested in fishing?
 - What is the only thing that interests him?

One Man in a Boat

Fishing is my favourite sport. I often fish for hours without catching anything. But this does not worry me. Some fishermen are unlucky. Instead of fishing fish, they catch old boots and rubbish!. I am even less lucky. I never catch anything — not even old boots.

After having spent whole mornings on the river, I always go home with an empty bag.

"You must give up fishing!" my friends say. "It's a waste of time."

But they don't realize one important thing. I'm not really interested in fishing. I am only interested in sitting in a boat and doing nothing at all!

Passive Voice

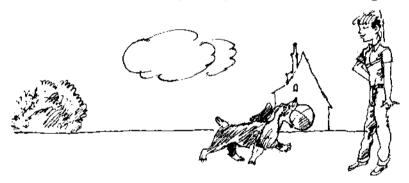
tengidone

taling been done

Crarier likes being told to find and fetch the ball.



After being been told to find the ball Charley is ready to rush forward and bring it back.



Join these pairs of sentences with the words given in brackets. Make all the necessary changes.

- I often fish for hours. (without) I don't catch anything.
- Instead) They don't catch fish. They catch old boots and rubbish.
- After) I spend whole mornings on the river. I always go home with an empty bag.
- He went out of the library. (without) He did not take any book.
- 5 She bought a pair of boots. (instead of) She did not get a pair of shoes.
- Think carefully (before) Answer my question.
- He sat there. (without) He did not say anything.

SPORTS IN GREAT BRITAIN AND IN THE USA

Read the texts about sports in Great Britain and in the USA. Find out which sports and sporting events are very popular in these countries. Use a dictionary when necessary.

Sports in Great Britain

Sport is a very important part of life in Great Britain. Thousands of people devote their leisure time to outdoor and indoor games, athletics, cycling, mountain climbing, boxing and other sports. Horse-racing, dog-racing and motor racing are among the most popular sports in Britain. They gather many spectators.

The number of participants and spectators shows that the most popular of the team games are football and cricket, and the most popular individual game is lawn-tennis.

pothall: Rugby and Socce: Although Englishmen played a kind of football in the

Rugby a town in central England best known for the public school (Rugby School) where rugby football was first played.

Middle Ages or even earlier, as an organized ['b:gənaizd] game it dates from just over a century ago.

One type of football, in which the players carried the oval ['ouvəl] ball in their hands, appeared in 1859 at Rugby School. That is why the

game took the name of Rugby, or "rugger". The rules of the game are different from football (known as "soccer"), and there are 15 players instead of 11, in a team.

Soccer matches get big crowds. The Cup

Wembly ['wembli] a place in London with a large stadium where important sports events such as the FA CUP final are held every year. There is also a large hall there used for popular music concerts.

Final is one of the most important football matches

of the year in England; it is always played at the Wembley stadium, near London, which holds 100,000 spectators.

Cricket is England's national summer game. Nobody knows exactly how old the game is, but some form of cricket was being played in England in the 13th century. That game was probably quite different from the one which is known now, as the rules of the game have changed over the years.

Most matches last one day, out important matches (such as international ones) can last six days.

The oldest series of international matches (Test Matches) is between England and Australia, and the team that wins takes home a famous trophy called The Ashes. The trophy has this odd unusual name because it contains the ashes of the stumps and bails that were used in the Test series of 1882, and then burnt. And even today for cricket lovers in England and Australia winning The Ashes is like winning the World Cup for football!

In England cricket is played in schools and universities, and almost all villages and towns have their cricket teams which play regularly at least one match a week during the season — from May to September. There are many thousands of cricket grounds all over England.

The number of people who play lawn tennis is great. The tennis championships held at Wimbledon for two weeks at the end of June and beginning of July

are the main events of the lawn tennis season in Britain and, in fact, in the world. These championships, in which men and women of many nationalities compete, gather large crowds.

Wimbledon ['wimbəldən' an important **fennis** competition takes which place every summer in the A England Club, in the part of London called Wimbledon Wimbledon is considered to be typically English and rather old-fashioned and is as important social occasion as well as being a sporting event



in Britain learn to swim at school, or during holidays at the seaside, and swimming as a summer pastime is enjoyed by millions of people. There are also indoor swimming pools which makes swimming possible all-the-year round. Swimming championships and competitions are widely reported in the press, over the radio and on television. Attempts to swim the English Channel which separates Great Britain from the Continent, are made by swimmers of many nationalities every summer. Some of the attempts are successful.



Sports in the USA

ur most popular sports in the USA

. Ey, baseball, football and basketball.
. many other sports and sports
. Swhich Americans like. Among them
. Swimming, tennis, marathons, track. Skiing, skating, squash and
n. rowing and sailing, boxing and

The America and the different found in it have provided Americans arge choice of summer and winter. The American statistics show that is, bicycling, fishing, jogging, and bowling are Americans' participatory sports.

can Football. Football is a very and bor team sport in the USA.

iball is rather like rugby,

reserveen two teams of 11 players

in the ball that can be handled or

and soccer. The difference is not

and soccer. The difference is not

the size, speed and strength of the

in the specific rules which the

The countless rules of American

it state what each player in

may or may not do and

make people call American football

Baseball has a reputation of being Baseball has a reputation of being American" sport. It is played with a mand hard ball by two teams of nine game is played on a field with four the corners of a square called a Bach player from one team hits a ball and then tries to run round all four the other team can get the ball Many people think that baseball has

developed from cricket. But it is a different game with its own rules. Baseball draws huge crowds. A typical game lasts between three or four hours.



Basketball which is undoubtedly one of the most popular sports in the world today is American in origin. The first basketball game was played in Springfield, Massachusetts, in 1891. Basketball

games in the USA are attended by large numbers of fans. Live television broadcasts of basketball matches at

state, national and international levels have a wide television audience.

Basketball is among the favourite sports of American young people. There are basketball teams in almost all American schools and universities, and "shooting baskets" with friends is a pastime many young people like most.

* Answer the questions on the texts:

- When did Englishmen begin to play football?
- What is the difference between "soccer" and "rugger"?
- 3 How long does the cricket season last in England?
- Which championships draw large crowds of spectators?
- 5 What is a favourite summer pastime for Englishmen?
- Which sports are called typically American?
- Which sports are Americans most interested in?
- § What is the difference between European and American football?
- In Say what sports you associate with Britain and the USA and what British and American sportsmen you know.

Alan Marshall is

Australia's greatest storyteller. He was born in Noorat, Victoria on May 2nd 1902. Alan Marshall has written fourteen books, many of which have been published around the world.

Marshall has a place in the hearts of all Australians, for he writes about his fellow countrymen with a rare wit. humour, compassion1 and deep understanding. He has spent his lifetime living among them in the bush? and the cities. He has travelled throughout the countryside, writing about them, talking with them, amusing them, loving them. All his stories - sad stories, funny stories, warm stories, tragic stories - are really remarkable.

ALAN MARSHALL

Read the words and guess their meaning. Pay attention to the suffixes:

-ful: doubt — doubtful;

-ion: express — expression; react — reaction; admire — admiration;

-ship: champion — championship;

-ant: triumph — triumphant [trat'amfənt];

-ive: imagine — imaginative; impress — impressive; express —

expressive:

-ly: normal — normally; natural — naturally; doubtful — doubtfully; triumphant — triumphantly; particular —

particularly.

65 Read the word combinations and translate them:

to be particularly fond of running; imaginative children; to listen to something with a bored expression; to see somebody's reaction to words; the running championship of the world; to shout triumphantly [trar'amfəntlı]; to become enthusiastic over somebody or something; to look with admiration at somebody or something.

Read the proper names which you will come across in the text:

Alan ['ælən] Marshall ['ma:ʃəl]; Andy ['ændı]; Joe [ʤou]

67 Read the story How's Andy Going? and say how Andy surprised his elder brother and his friend.

How's Andy Going?

Joe was not particularly fond of running. He preferred sitting down more than running. He liked to sit on a log with his elbows³ on his knees, watching out dogs sniffing through the bush for rabbits.

Maybe I trained him that way. An attack of polio[†] had forced me to walk on crutches[§], and Joe was the sort of fellow who naturally adjusted himself[§] to those he liked. He made our walks through the bush a series of journeys from one resting place to another.

"You can't just sit down and look," he sometimes said when he felt I needed a rest.

Joe looked at everything with great curiosity. An ant was just as interesting to Joe as an elephant to less imaginative schoolmates. Each year a sports meeting was held in our small town. On that day the area around the track? was full of spectators. Everyone attended the sports meeting. Not to attend was surprising.

When the first poster appeared on the post-office wall the schoolchildren gathered round it in an excited group. From then on till sports-day their activities were coloured by the events it described; the manner of those who could run or ride bicycles was more important, the position of those who couldn't, was less pleasant.

Those boys who had bicycles began talking only about racing and rode to school as fast as they could.

The runners of the school stood on mark⁸ with their finger-tips touching the grounds, jumping away at the shout of "Bang!" ⁹ and

wit..., compassion [kəmˈpæʃn] — остроумие..., сострадание

the bush [buf] — буш (пространства некультивированной земли, покрытые кустарником, в Австралии)

elhow ['elbou] — локоть

an attack of polio ['poullou] — приступ полиомиелита

crutches [ˈkrʌʧiz] — костыли

[•] to adjust oneself — приспособиться

⁷ track — спорт. беговая дорожка

to stand on mark — стоять на старте

[°] Bang! — зд. Марш!

g in a style [stail] they never showed at rether times. They slowed down, and looked at set of the girls were watching them.

Let and I ignored [ighord] the

NAME OF THE OWNER OF THE PARTY OF

the ment in our schoolmates. We certainly to boast we were good at sports but we had we were persons with long sporting extended. We listened with bored

this to talks of school runners and Lets, but after a day of strain! Joe meant to run round the schoolyard.

the explained his sudden interest in sport to the influence? of his grandfather, a well-tunner of his day.

is coming out in me," Joe explained. Exter been fond of running, but it's in the blood all right."

Running kept Joe busy. In the evenings he than off his boots and jumped and ran in wate circles i round the yard.

He shouted instructions (in'strakfnz) to praised himself and cried something at imaginary runners attempting to him from winning.

at on the grass and watched him, mes giving advice or shouting ragement.

Take your time: there's no one near will I cried when Joe went past me.

I e never went far away: he wanted an

Til run anyone in the world,"4 he to At that moment Andy appeared.

Analy was Joe's younger brother. He had set started school and it was Joe's job to the after him. Joe was not fond of looking after Andy, though Andy was always eager to see with Joe.

"What do you want?" Joe asked him.

*Mum said you've got to look after me," said Andy, who was watching us both, waiting to see our reaction to his words.

"You stop here with us and don't go

tace anyone in the world," Joe cried

"I'll crawl' anyone in the world," I sang out in answer, determined to be in it. "I'll crawl you or anyone. I'm the champion crawler of the world."

I began crawling, moving quickly on the grass.

Joe became interested. He dropped to his hands and knees and crawled after me, shouting, "Here I come, the greatest crawler who ever lived."

"Listen," I suggested. "How about us holding the crawling-championship of the world, eh?"

The suggestion seemed very doubtful to Joe.

"They never have crawlingchampionships," he said at last. "It would be good to have the running-championship of the world but not the crawling."

"That's no good to me," I protested [protested]. "Where would I get, running?"

Andy, who had been listening to what Joe had been saying, dared to express the opinion that "crawling was better than anything."

"You're too little to know anything about crawling, Andy," Joe told him.

Still we decided to hold the crawlingchampionship of the world on the sports ground the next evening.

In the centre of the ground a circular grassed track⁸, a quarter of a mile round, was used for cycling and running events and we decided to crawl round this, quite certain⁹ that no one else in the world had crawled this far, a thought that made the race much more exciting and worth having.

When Joe came to the ground next evening Andy was with him.

While I examined the track Joe paraded of in circles crying, "Hurry, hurry, hurry! The crawling-championship of the world!" Andy followed Joe around with great interest. Andy admired Joe when Joe was addressing crowds.

"The great race is about to begin," shouted Joe. He sat down and pulled off his boots, then he asked, "What about Andy?"

"Hey, Andy!" I called. "You walk beside us and tell us who is leading."

"I want to crawl in the race with you and Joe."



сты — напряжение

почение [influens] — влияние

и • wde circles ['səːklz] — широкими кругами

П гта anyone in the world — Я не боюсь бежать 42 перегонки ни с кем в мире

He had not yet started school — Он еще не начал ыздуть в школу

и nesitate [heziteit] — колебаться

^{&#}x27; to crawl {kro:l} — ползать, ползти

circular [ˈsəːkjulə] grassed track — круговая дорожка, покрытам травой

certain [ˈsəːtn] — уверенный

[&]quot; to parade [pəˈreɪd] — шествовать

"If you crawl with us, Andy, we won't wait for you," I warned him.

"I want to crawl with you," Andy said again.

"All right," I said to Andy, "you can come. But we won't count you in the championship. You can run in ahead of us if you like. It doesn't matter."

Andy agreed. Joe accepted. "Now let's all get on the mark."

Joe and I knelt¹ side by side on the track and Andy knelt down just behind us. "All set!" called Joe. "Bang!"

And the crawling-championship of the world began.

It was a race with plenty of time for conversation. We crawled rather quickly, "How's Andy going?" Joe asked me.

"How are you going, Andy?" I asked. "Good," said Andy, who was crawling at our heels².

"The grass is good to crawl on, isn't it?" I said to Joe, "but I think it'll wear holes in the knees of our socks."

"My knees are beginning to feel it," complained Joe. "How are yours?"

"Not bad," I said doubtfully. "I'm going well."

"Andy is suffering now, I'm sure," said Joe after a period of silence. "This crawlingchampionship will knock hell out of him. He's too little for the crawling-championship of the world." "How are you, Andy?" "Good." "Ar, he'd say that if he was dying '. You can't believe anything he says. How far have we gone?" Joe said.

"More than half-way, I think." We crawled some distance in silence. "How're your knees, Andy?" "Good."

"My knees are about done," 3 Joe said.
"The grass is not as thick here as when we started. I feel sorry for Andy. That kid can't last much longer," Joe decided. "Anyway, he can't blame us. We told him to keep out."

"I haven't got too much strength left in me," I said at last, "but I'll go the distance."

"I'm suffering hell in the knees," complained Joe.

We were forcing our aching bodies to crawl still faster when, on my left, a little figure came along with quick-moving knees!

"There goes Andy!" I cried. "What's happened?" exclaimed Joe. "Andy..."

Andy passed us with an eager and excited face, looking straight ahead to where my crutches were lying on the grass.

He drew farther and farther away from us until he reached the winning post 6, where he jumped to his feet and called out triumphantly, "I am the champion crawler of the world!"

"Get home now or I'll beat you when I

to kneel [ni:l] (knelt, knelt) — становиться на колени

² at heels [hi:lz] — по пятам, следом за кем-то

knock hell out of (зд.)— измотать

he'd say that if he was dying — он бы так сказал, даже если бы умирал

⁵ My knees are about done — У меня колени почти стерты

winning post — финиш

______ Joe shouted, Andy retreated to a see a stance.

Ite and I reached the post crying out wind pain. "Oh, my knees!" Joe cried, then anned with sudden strength, "I'll kill Andy when I get home, joining our race and with the like that."

"He must be tough!" I said, with a new meets in Andy. "I think he's the toughest kid to Australia."

That's right!" exclaimed Joe, sitting up to Andy. "He is; there's no doubt about it. it at him, there, There's nothing to him a little kid goes and wins the crawling—thip of the world."

We suddenly became enthusiastic over Andy. We praised him to each other.

"In all my life," said Joe with admiration, "I've never seen such a crawler as Andy."

"He's better than you or me," I said. "Better than anyone in the world."

We rose to our feet and went over to Andy where he sat alone on the grass. We felt very proud of him. Joe put his arm round Andy's shoulder as we walked home together. We boasted about Andy for weeks.

"He's a marvel," said Joe. "And I'm not just talking."

₩ Translate the following sentences:

From then on till sports-day their activities were coloured by the events it described; the manner of those who could run or ride bicycles was more important, the position of those who couldn't, was less pleasant.

- He shouted instructions to himself, praised himself and cried something angry at imaginary runners attempting to prevent him from winning.
- Andy, who had been listening to what Joe had been saying, dared to express the opinion that "crawling was better than anything".
- In the centre of the ground a circular grassed track, a quarter of a mile round, was used for cycling and running events and we decided to crawl round this, quite certain that no one else in the world had crawled this far, a thought that made the race much more exciting and worth having.
- The grass is good to crawl on, isn't it?" I said to Joe, "but I think it'll wear holes in the knees of our socks."
- The grass is not as thick here as when we started. I feel sorry for Andy. That kid can't last much longer," Joe decided.

Answer the questions on the text:

Why did Joe prefer a quiet way of life though he was enthusiastic by nature?

- Was a sports meeting a big event for the small town where Joe and his friend Alan lived? Why?
- 3 How did all the boys in the town behave to show that they were enthusiastic admirers of sports?
- 4 Who was Andy? How did Joe speak to him and why?
- 5 What did Alan suggest one day?
- b How did Joe accept Alan's suggestion at first? Why?
- Did the boys take Andy seriously when they allowed him to take part in their competition?
- Was it easy or hard for the boys to compete in the crawling race? How do you know?
- What was the boys' reaction when they saw Andy passing them and reaching the winning post?
- 10 What did the boys praise Andy for?
- житем [п tri:t] отступать, отходить
 шим [txi] крепкий, сильный
- marvel [ˈmɑːvəl] чудо
- And I'm not just talking. И это не болтовня. (Я действительно это имею в виду.)

Discussing the Characters of the Story

70

The following sentences describe things that Alan and Joe said, did or felt. How does each item characterize them?

Joe

- Joe made their walks through the bush a series of journeys from one resting place to another. "You can't just sit down and look," he sometimes said to Alan.
- Joe and Alan listened with bored expressions to talks of school runners and bikeriders, but after a day of strain Joe began to run round the schoolyard. He shouted
 instructions to himself, praised himself and cried something angry at imaginary
 runners attempting to prevent him from winning.
- Joe didn't accept the idea of holding the craling-championship with enthusiasm at first.
- Joe began to like the idea suggested by Alan.
- While Alan examined the track Joe paraded in circles crying, "Hurry, hurry! The crawling championship of the world!"
- When Joe saw Andy reaching the winning post he cried angrily," I'll kill Andy when
 I get home, joining our race and winning like that."
- Joe boasted about his brother Andy for weeks. "He's a marvel," said Joe."And 1 'm not just talking."

You may find the following words helpful in describing Joe:

restless enthusiastic faithful fair boastful curious determined kind-hearted imaginative

responsive willing to please eager to show his strength and skill

Alan

- "l'll crawl anyone in the world," Alan cried, determined to participate in a sporting competition. "I'm the champion crawler of the world." And he began crawling, moving quickly on the grass.
- "I haven't got too much strength left in me," Alan said while crawling, "but I'll go the distance."
- After Andy's unexpected victory Alan began to feel a new interest in Andy. "He must be tough," Alan said. "I think he's the toughest kid in Australia."

You may find the following words helpful in describing Alan:

determined just courageous patient enthusiastic interested kind friendly

- 71 Speak about Joe's favourite occupations. Say how they showed his character.
- 72 Do you think Alan (the author of the story) and Joe envied the boys who were good at sports? Give your opinion.
- 73 Though Andy was a little boy he proved he had a character worthy of admiration. What traits of his character does the story show?

Discussing the Events and the Theme of the Story

- Speak about the events which are described in the story:
 - Describe:
 - the atmosphere of excitement in the town before the sports meetings;
 - · the crawling-championship the boys held.
 - Say what, in the boys' opinion, made the crawling race exciting and worth having.
 - Find the facts from the text which show that crawling was very hard for Alan and Joe.
 - Do you think:
 - the boys expected that the competition would be so hard?
 - Joe was only thinking of Andy when he said that he felt sorry for him?
 - the boys regretted having started the crawling championship? What do you think they felt when crawling?
 - Speak about the two brothers. Say:
 - · how Joe used to treat his younger brother;
 - why Andy loved Joe and was eager to stay with him;
 - what changed in Joe's attitude towards Andy and why.
 - ? Role play

Joe and Alan are enthusiastically discussing their crawling-championship, praising Andy and showing their surprise that Andy was the winner.

You may use the following:

Expressing pleasure, happiness and satisfaction

That's great!

He's the toughest boy I know!

That's wonderful!

I've never seen such a crawler!

I'm so happy!

He's a marvel!

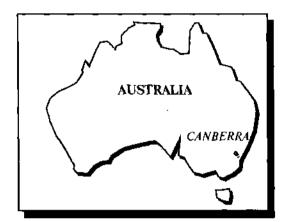
I'm so delighted!

Fine!

- Speak about the theme of the story.
- Try and explain what made Alan and Joe friends.
- Find the facts in the story:
 - · which prove that Joe was a true friend;
 - which show that Joe was proud of his younger brother.

AUSTRALIA

75 Read the text about Australia. Say when and how the Australian continent was discovered by Europeans. Use a dictionary when necessary.



Land—7,687,000 sq kmPopulation—17 mln (1990)Capital—Canberra ['kænbərə]Largest cities—Sidney ['sɪdnɪ],

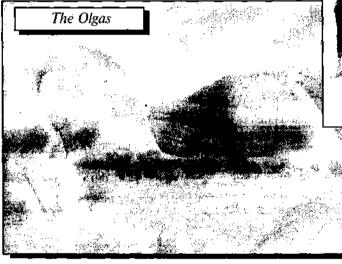
Melbourne ['melbən], Adelaide ['ædəleɪd],

Perth [pə:θ]

Language – English



Australia is a large country lying between the Indian and Pacific Oceans.



Aboriginal boys playing with toy motocars

them. They have to fight for their rights.

The first Europeans to land in this country were Dutch sailors who were blown off their course across the Indian Ocean in the seventeenth

century. They were not impressed by what they found. It remained for Captain Cook, an Englishman, who arrived in 1770 to notice the possibilities of the new country. He hoisted the British Flag, and Australia was British.

Though Cook was warmly congratulated on his discovery, nothing was done about it until after the American Revolution when royalists¹, who had to leave the United States, appealed to the British Colonial Office for new colonies, in which to settle. The British Government needed a place to send British prisoners, too. And Captain Cook's discovery

The first Australian people were the dark-skinned Aborigines [aboridani:z], and though the coming of the white settlers destroyed their tribal lives, some sixty thousand still survive in Australia today. They account for about 1% (percent) of the population. They may be found in the inland areas of the country. Some live in reservations [rezə'veɪʃnz], others work as stockmen, shepherds and cattle drivers. Some live in modern cities but it is not really easy for

Australia is an island, like Britain, but

Most of Australia is a semi-desert. People

unlike Britain it is vast. It is, in fact, nearly

cannot live where there is no water, and so

most of the people in Australia live in the

richer south-east.

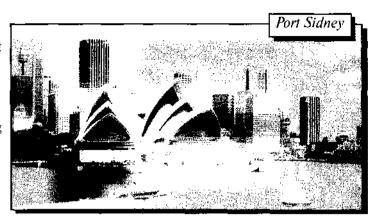
twenty-five times as large as the British Isles.

royalist [ˈrɔɪəlɪst] — роялист, приверженец королевской власти; зд. противник независимости США; настроенный пробритански

*45 remembered. Thus it was that over 1.100 people, 850 of them convicts, set sail in 1787 to start the first European patients in Australia.

The national holiday, Australia
The is now celebrated on or near
any 26th in memory of the landing
British in 1788. Explorers
And and though they met with
Breat hardships, they discovered good,
The places to live in, they found
Therals, they began to build new
Semiements. The young country grew

175. 1851



Today Australia is an independent feet and 2 state consisting of 6 states and 2 territories. It is a member of the Commonwealth headed by the British Queen.

- **Answer the questions on the text:**
 - Who were the first of the Europeans to land in Australia?
 - 2 How did Australia become British?
 - 3 Who are the natives of the Australian continent?
 - in what part of Australia do the majority of the people live? Why?
 - 5 What holiday is celebrated in Australia in memory of the landing of the British in 1788?

PROJECT

A Leaflet on Sporting Events

Work in groups

Prepare a leaflet on current sporting events and make a collage about sports.

- Look through sporting newspapers, magazines and reference books, listen to radio and television programmes. Research all aspects of different sports: where they are played; the rules; famous teams or personalities.
- 2 Collect pictures of British and American sports personalities and make a collage.
- 3 Discuss the materials about the sportsmen and write about them and their sport.
- 3 Trace the fortunes of British and American individuals or teams in an international competition.
- Write up results of research and present them to the rest of the class: classroom displays and short talks.
- 5 Design and then produce a leaflet on sports. Display it in the classroom.
- Hold class discussions on one of the following issues:
 - how a sport is organized in your country and in the USA or in Great Britain;
 - training facilities for young people in Great Britain and in the USA;
 - the pros and cons of paying famous sports personalities large sums of money.

UNIT 3

GETTING A VIEW

READERS, LISTENERS, VIEW

Everywhere, every day, exciting things are happening. Each day is filled with news.

How are people kept informed?

2 Look at the cartoon, describe it and make up a story about this family. Express your opinion of each member of the family and their TV tastes.

Telly Addicts



You may use the following:

be extremely interested in enjoy watching have different tastes prefer to view be fond of an advantage of having several TV-sets a choice of TV programmes good for enjoyment and relaxation

- 3 Speak about yourself as a TV viewer. Say:
 - if you plan "TV watching" time;
 - · whether you find it helpful;
 - if you are a regular TV viewer;
 - which programmes you find most interesting.

4 Work in pairs.

Act out a conversation with your classmate. Ask each other questions to find out:

- what newspapers your families receive or buy;
- which of them your find most interesting and why.

OF THE WHOLE WORLD

Fead these quotations and give your comments on them.

When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog, that is news.

John B. Bogart

People everywhere confuse what they read in newspapers with news.

A. J. Liebling

Why should people go out and pay to see bad movies when they can stay at home and see bad television for nothing?

Samuel Goldwyn

For every man the world is as fresh as it was at the first day, and as full of untold novelties for him who has the eyes to see them.

Thomas Henry Huxley

- Speak about radio programmes and their listeners. Say:
 - if you listen to the radio regularly;
 - what your favourite programmes are;
 - whether you prefer some of the radio programmes to TV programmes and why.

Many people learn traign languages by table.

Say:

- whether you have ever thought of learning a foreign language this way;
- · if you heard any language programme;
- · if you liked it.

A MIRROR OF CURRENT EVENTS

<u>[000]</u>

8 Read and remember how to use the words:

the press: The press has great political influence. Press comments could be more objective and independent.

occasion [əˈkeɪʒn]: on the occasion of; a great occasion; to celebrate the occasion; an important social occasion. There are occasions when you must not refuse. I met him only on one occasion.

affair [əˈfɛə]: international affairs; affairs of state; home affairs. Mind your own affairs. The whole affair isn't worth speaking about. Newspapers publish articles on home and foreign affairs.

daily: a daily newspaper; to appear daily. Most newspapers come out daily. Hundreds of letters are received daily.

weekly: a weekly newspaper; a weekly magazine. What weekly newspapers and magazines do you know?

monthly: Most magazines usually appear monthly.

to subscribe [sab'skraib], subscription [sab'skripfn]: to subscribe to a newspaper; a subscription to a magazine or a newspaper.

What newspapers does your family subscribe to? Do you subscribe to any magazines? She subscribed to Reader's Digest and TV Guide. I started subscribing to a morning newspaper. Please send your subscription now if you wish to receive further copies of this magazine.

broadcast ['bro:dka:st], to broadcast: to broadcast a programme; to broadcast a speech. They were criticized for making these broadcasts. Episode I was broadcast last night.

issue ['isju:], to issue: the issue of a newspaper; the latest issue; to buy the latest issue of a newspaper; an important issue; a topical issue; international and domestic issues; to issue a newspaper. Have you bought the latest issue of the magazine? Ecology is the topical issue of all publications.

supplement ['sapliment], supplementary [saplimenteri]: The Times Literary Supplement; a supplement to the Oxford English Dictionary. Some magazines have literary supplements.

9 Answer the questions:

- 1 What daily and weekly newspapers do you know? Which of them do you read regularly?
- What publications do you subscribe to? Which are you planning to subscribe to next year?
- 3 Do you think it is convenient to subscribe to newspapers and magazines? Why do you think some people prefer to buy single issues? What reasons do people have in the both cases?



- Name a newspaper or a magazine which you and your family read regularly. Say:
 - whether it is a daily, weekly, or monthly publication;
 - how large it is and how many pages it consists of;
 - what it looks like;
 - what kinds of readers it may be interesting to:
 - what reputation this newspaper (or magazine) has.
- 11 Can you name a newspaper or a magazine which has supplements? What kind of supplement is it?

12 Work in groups.

- Make a list of topical issues of those newspapers and magazines which the students are familiar with.
 - · Compare your list with those of the other groups.
 - Then name the topical issues of most publications today.

Work in pairs. Act out a conversation with your classmate about the newspapers your families subscribe to. Tell each other which newspapers you and your family prefer and why. Exchange your opinions about these newspapers. Advise each other to subscribe to the newspaper you like to read.

Giving advice and taking it

You had better...

Good, I'll do that.

You'd better...

You are right. That's a good idea.

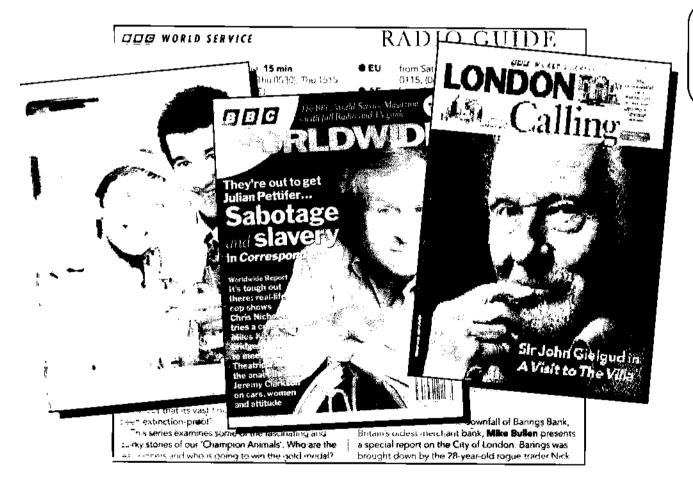
Why don't you...?

Oh, I can't agree to that.

I think it would be good to...

No, I don't want to do that.

- 44 Give three reasons why a lot of people read newspapers and magazines.
- Look and say what magazines give information about TV and radio programmes for the coming week or month.



In what way do you think Radio and TV guides can give practical help to regular TV viewers or radio listeners?

Fact and television tylemes offer a wide the television steners and TV viewers.

How frequently are the news stories broadcast? Say how radio and television can be helpful in getting a view of the whole world.

MAKING A NEWSPAPER



17 Read and remember how to use the words:

to edit ['edit], edition [I'disn]: a cheap edition; a popular edition; an evening edition of a newspaper; English edition; to publish a new edition; an edition of 25,000 copies; to edit a newspaper or a magazine. The book was published in a limited edition.

editor ['editə]: editor-in-chief; newspaper editor; magazine editor; "Letters to the Editor". The readers' questions, opinions and suggestions, which they send in letters to the editor, help to improve the newspaper, and make it more interesting.

editorial Ledi'torroll: editorial board. The editorial usually deals with the topical issues of the day.

item ['aitəm]: news item; an item on the programme. There are several interesting news items in yesterday's newspaper. Are there any important news items in today's newspaper? What is the first item on the programme?

current ['karant], current events: current news; the current issue of a magazine. Who is to prepare a report on current events for our next lesson?

brief, in brief: a brief review; a brief speech; a brief introduction; a report in brief.

Will you start with a brief description of your work?

heading: under the heading. Look through the items under the heading "Facts and Comments" and choose those which you think most important. Each chapter heading is printed in capital letters.

headline: Under what headlines are the articles on the front page published? The headlines that day were full of news of the Olympic Games. He wrote a long article headlined "The New Economics".

column: newspaper columns; the correspondence columns; in our columns; traditional and new columns of the newspaper; to start new columns. "Letters to the Editor", "Contacts and Information", "Events: Details and Analysis" are the traditional columns of this newspaper.

to cover, coverage ['kavaridʒ]: to cover the topics; widely covered topics; newspaper coverage of the latest events; TV coverage of the topical issues of the day. The editor gave the correspondents the assignment of covering the topical international issue.

18 a) Look through the contents of a newspaper. What topics does it cover?

Contents			
News European News	Features 21 Leader Page	Markets Foreign Exchanges34 Gold Markets33 Money Markets34 Surveys Business Books	

Read these extracts from newspaper stories and match them with the headlines.

Fox kills the Queen's flamingos

Official: crisis in primary schools

For the first fine, a submarine was taking six codinary non-scientists into the world's most famous mystery. This is the utimate monster

For those who believe in such things, this may be the chance to come face to face with a surassic plesiosaur sinehow was slously trapped

in a sub Arctic, landlocked lake 60 million years after it should have died out.

For those who don't it is an extraordinary experience, exploring a world of Inner Space that has been hidden from man for all of its 12,000 years of existence.

On the loch-out for Nessie

The analysis of national test results for 11-year-olds, the first of its kind, shows that pupils in the key subjects of mathematics and English were on average up to two years below the standard expected for their age.

Traditionalists blame poor standards on "progressive" approaches where children are left to discover things for themselves in groups rather than being taught as a whole class.

"We are taking counter measures," a spokeswoman said darkly, admitting that the area, despite the installation of many extra security devices since the Fagan incident, was still not fox-proof.

"The birds were clearly happy here, and had a very good diet; we fed them twice a day with Dutch cockles and shrimps to keep them pink," the spokeswoman added.

"We used to send them to London Zoo in winter to keep warm, but the travel proved too stressful for them and one died. So we built them a hut in the middle of the pond where they could keep warm."

b Say what topics these newspaper articles cover.

NEWS TRAVELS PRETTY FAST



20 Read and remember how to use the words:

to inform [in'fo:m]: to inform somebody of something; to be informed; to be well-informed; to keep somebody informed. The press, radio and television keep people informed on all topical issues of the day. If you are a regular reader of the press, you will be well-informed about all questions.

report, to report: a newspaper report; to report for a newspaper; it is reported that...; newspaper reporters. You can get a lot of useful information from newspaper reports.

comment ['koment], to comment: to make comments; to comment on a text; critical comments; to keep up a running commentary on a match. Have you any comments to make on my report? Did you like the broadcast comments on the football match today?

recent ['ri:snt], recently: recent events in the country; recent publications; in recent times. They talked about their recent trip to Africa. It is only quite recently that I started painting. I wonder whether she has been writing recently.

commentator ['komenterta], commentary ['komantary]: Do you listen to the radio programme "Commentator's Round Table"? Which do you prefer: a radio commentary or a TV commentary on a chess tournament?

correspondent [korrs'pondent]: a foreign correspondent; our London correspondent; a report from our correspondent. A report from our London correspondent will be published in the next issue of our paper.

to observe [ab'zaxy], observer: political observer. Reports by political observers and commentators help us to get useful information on international and domestic issues.

- 21 Answer the questions:
 - 1 What kind of information do newspapers offer?
 - 2 How does the information you get from the newspapers help you to understand the world today?
 - 3 What does the editorial deal with?
 - 4 Which of the news items in yesterday's and today's newspapers do you find most interesting?
- Information about recent events in the country or the world can be published in newspapers and broadcast on radio and television.

Which do you prefer: to watch news on telly or to read newspapers? Give your reasons.

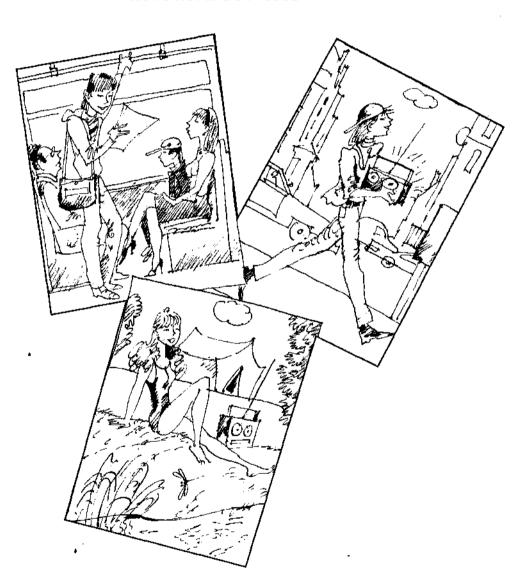
- Compare any two newspapers or magazines. How do they differ? Give your comments on the way different topics are covered.
- Lots of readers complain there is plenty of "rubbish" in the modern press.

Do you think all newspapers and magazines offer important and interesting information? Give your arguments 'for' and 'against' this opinion, based on the example of some newspaper or magazine you read.

- 25 a) Is there a section in a newspaper or a magazine which is extremely popular among the readers? Give an example.
 - b) Suggest a new section which will be interesting for teenagers. Give reasons for what you suggest.

- 26 Look through one of the latest issues of any newspaper and say:
 - what kind of columns it has;
 - · what widely-covered topics are in it.
- Express your opinion about the news coverage in your favourite newspaper.
- ⇒ 🤰 a) Look at the pictures and describe them. Do you think these scenes are typical?

News Not to Be Missed



- b) How effective is each of these ways of keeping people informed?
- Can you call yourself a well-informed person? Tell the others in the class how the press, radio and television keep you informed on all topical issues of the day.

NEWS AND VIEWS



30 Read and remember how to use the words:

view, viewpoint, point of view: political views; strange views; original views; to hold the same views; to share somebody's views; progressive views; reactionary views; from my point of view; the scientific view of the world. I can't agree with your point of view.

interview ['Intəvju:]: newspaper interview; to ask for an interview; to have an interview with somebody; to give an interview to journalists or TV men; to refuse to give an interview; to be interviewed by. Do you like to read newspaper interviews given by famous people?

relations: human relations; international (economic, scientific, cultural) relations; friendly and good-neighbourly relations between countries; to establish relations; to strengthen relations; to develop friendly relations. Canada and Italy established diplomatic relations in 1970.

to advertise ['ædvətaiz]; advertisement [əd'və:tismənt]: A lot of products are advertised on television. The advertisements show the advantages of some new cars and try to convince people that they are of excellent quality.

to contribute [kənˈtrɪbjux]: to contribute to something; to contribute to science; to contribute money to some fund; to contribute

ideas. Each new discovery contributes to the development of science.

to represent [repri'zent], representative [repri'zentativ]: representation of the press; representation of the government; to represent the party (the organization). Various youth organizations were represented at the Conference. The audience welcomed the representatives of the Congress. All these artists are well represented at the exhibition.

public ['pablik]: public life; public opinion; public figures. Public life, rich in interesting and important events, receives full coverage on the pages of many newspapers.

to convince [kən'vɪns]: to try to convince; to convince somebody of something; to be convinced of something. Everyone tried to convince me that he was right. I tried to convince him but failed. He was still not convinced.

convincing: a convincing speaker; convincing words; convincing arguments and facts. Your arguments are not convincing.

to persuade [pə'sweid]: to try to persuade; to persuade somebody to do something. We tried to persuade him to go at once. Did you manage to persuade him that he must work hard to improve his English?

31 Read, compare and remember:

to convince

When we convince somebody we - make a person believe something.

to convince somebody of something

We have convinced him of the necessity of arranging a discussion. to convince somebody that ...

They convinced me that he was right.

The verb to convince is followed by an object and the preposition of or a that-clause.

to persuade

When we persuade somebody we make a person do something by argument.

to persuade somebody to do something

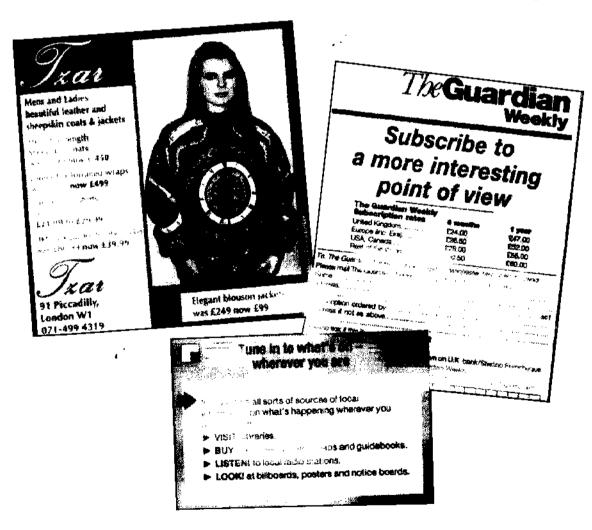
They persuaded him to go, though he did not want to at first. We convinced him that it was his duty and persuaded him to carry it out at once.

The verb to persuade is followed by an object and the infinitive.



a.1. manas.10- 1. ...

- Fill in persuade or convince in the proper tense form.
 - 1 I am glad you . . . me to change my mind.
 - 2 Powerful advertising can . . . people to buy almost anything.
 - 3 He is the sort of man that could be . . . into anything.
 - 4 I tried to . . . him that the journey was unnecessary.
 - 5 How can I... you that I'm sincere?
 - 6 These experiences served to . . . me of the drug's harmful effects.
 - 7 We worked hard to . . . them that we were greatly interested in the project.
 - 8 It took me a day or two to ... her that I wasn't going to harm her.
 - 9 I had . . . myself that I could continue attending the club.
- 33 Say whether you find it interesting and useful to read newspaper interviews given by famous people. Give reasons for your answer.
- Look through some current issues of the newspapers you read regularly and say what important international and domestic affairs and news items receive full coverage on their pages.
- 35 a) Look at these adverts. What do they try to persuade people to do? How do they do it?





36 Speak about the newspapers or magazines you read regularly.

Things to mention: 1 How often they come out; 2 What kind of material they publish and what topics they cover; 3 What problems they give full attention to; 4 Whether they have supplements and what kind of supplements are added; 5 whether these newspapers or magazines are popular and why.

- 37 Imagine you are a news reporter. Act as one on a TV news show. Include sports, and weather along with interesting news events. Present the information for your telecast.
- 38 a) Interview your class to find out about their interest in TV-viewing.

	Questionnaire			
Q	Do you give your full attention to the TV programmes you view?	Q Can you remember the details of your favourite programmes?		
A	a. alwaysb. mostlyc. sometimes	 A a. 1 can remember them well b. a little c. not at all 		
Q A	Do you prefer programmes which are:a. unusual?b. dramatic and exciting?c. educational?	Q Do you have difficulty in viewing TV programmes because other members of your family insist on watching something else?		
Q	d. informative? e. humorous? Why do you dislike some programmes?	A a. always b. often c. occasionally		
A	 a. because they are hard to understand b. because they are unrealistic c. because they have too many 	d. never Q Do you think some TV programmes have helped you in your studies? A a. not at all		
	advertisements d. because they are false e. because they are very childish	b. very littlec. a littled. a great deal		

b) Collect the information and inform your class about your findings.

- 39 Choose the most and the least important reasons for showing TV advertisements:
 - · they are amusing, colourful and pleasant to see;
 - most of the income comes from advertising;
 - famous stars of the cinema, theatre, and sports appear in them;
 - they occupy the screen time between different TV programmes.
- 40 Read these quotations and give your comments on them:

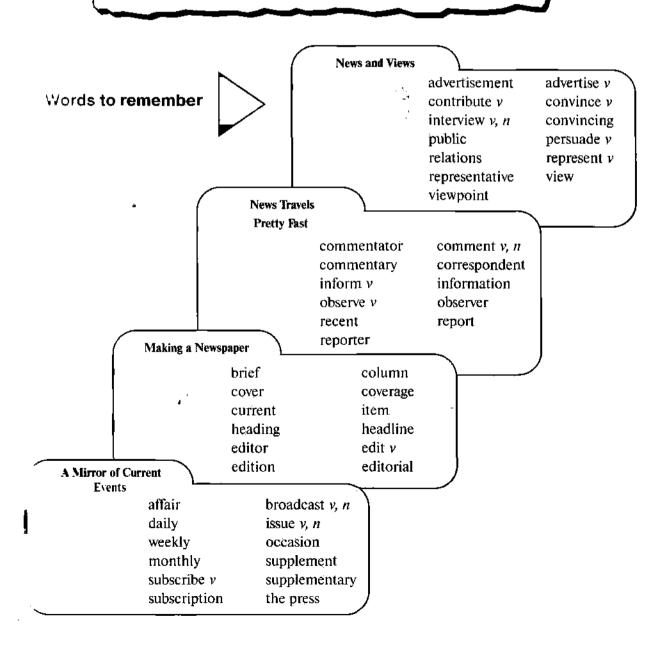
You can tell the ideals of a nation by its advertisements.

Norman Douglas

By persuading others, we convince ourselves.

Good times, bad times, there will always be advertising. In good times people want to advertise; in bad times they have to.

Bruce Barton



to do

١

THE INFINITIVE

41 \mathbf{C} T 1 V E

Read, analyse and remember:

Глагол в форме indefinite infinitive показывает, что действие, выраженное им, одновременно действию, выраженному глаголомсказуемым (1), или следует за ним (2).

It was pleasant to speak to him.

2 The teacher asked the pupil to open the window.

to be doing

Where are the children?

- They are supposed

to be swimming.

It was a real pleasure to be swimming in the sea. It was pleasant to be speaking to him.

Глагол в форме continuous infinitive употребляется, чтобы подчеркнуть, что действие, выраженное им, находится в процессе его совершения и происходит одновременно с действием, выраженным глаголомсказуемым.

Сравните:

It was pleasant to speak to him.

to have done

It is very nice of you to have come.

I am sorry to have kept you waiting.

Глагол в форме perfect infinitive показывает, что действие, выраженное им, предшествует действию, выраженному глаголом-сказуемым.

Сравните:

When meeting a person, you may say, "I'm pleased to meet you." When leaving a person, you may say, "I'm pleased to have met you."

Примечание:

Perfect infinitive после глаголов to expect, to mean, to hope, стоящих в past indefinife, означает, что действие, которое ожидалось, не произошло. I'm very sorry. I hoped to have come in time. Простите, я надеялся прийти вовремя (но не сумел).

to have been doing

You seem to have been doing this work too long.

You look so tired. You seem to have been working hard for a long time.

Глагол в форме perfect continuous infinitive

употребляется, чтобы подчеркнуть, что речь идет о действии в предшествующем периоде и в процессе его совершения.

Сравните:

a) Where are the children? — They are supposed to be working in the garden.

It was very hot. It was hard to have been working in the garden since morning.

It is very nice of you to have done this hard work for me.

Сравните:

Active Infinitive

Man has always wanted to discover the secrets of Nature.

The parents were happy to have taken their children to the Zoo.

Passive Infinitive

Nature has still many secrets

to be discovered.

The children were delighted to have been taken to the Zoo.

Nature has many secrets to be discovered yet.

2 This poem is too long to be learned by heart in such a short period of time.

to have been done

to be done

The children were delighted to have been taken to the Zoo.

2 He was happy to have been given the part of Hamlet.

В основном используется indefinite infinitive, реже — passive infinitive, perfect infinitive и continuous infinitive.



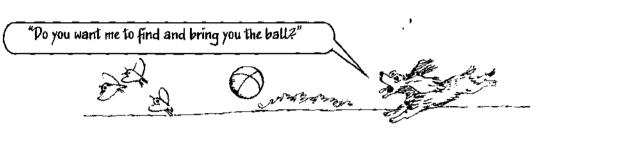
<u>В примере (a)</u> — to be working — речь идет о действии в определенный момент его протекания (в тот момент, когда спрашивают о детях — Where are the children?).

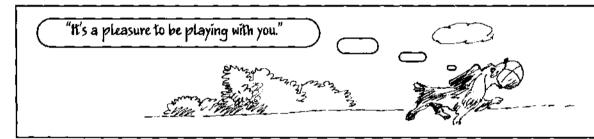
В примере (b) — to have been working — речь идет о действии не в какой-то один конкретный момент его протекания, а о действии как совершавшемся процессе, происходившем в предшествующем периоде (since morning).

<u>В примере (c)</u> — to have done — речь идет о действии не только предшествовавшем, но и завершившемся к моменту речи.

42 Look at the pictures, read and remember how the infinitive is used:

	Active Voice
Indefinite	to do
Continuous	to be doing
Perfect	to have done
Perfect Continuous	to have been doing







"You are tired. Was it hard to have been running all morning?

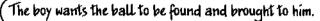
- 43 Read and pay attention to the place of the particle not in negative sentences with the infinitive.
 - 1 The public are requested **not to walk** on the grass.
 - 2 He pretended not to be listening.
 - 3 Laws are made not to be broken.
 - 4 I am sorry **not to have met** you before.



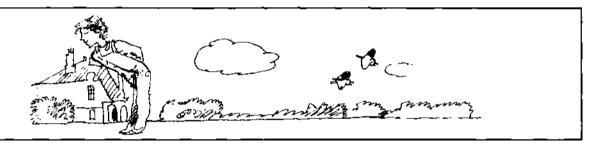
Passive Voice

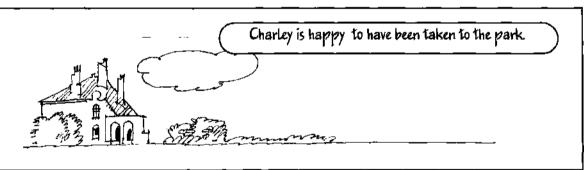
to be done

to have been done









- Read the sentences and state what kinds of infinitives are used in them: active or passive; indefinite, continuous or perfect.
 - 1 She was sorry to have missed the train.
 - 2 The weather seems to be changing.
 - 3 There is nothing to be done.
 - 4 He is said to have left school.
 - 5 Look out of the window. It seems to be snowing.

€ XD	45	Use the infinitive in the proper form: active or passive, indefinite, continuous or
•		perfect.

l	Speak louder if you want	a)	to hear
		b)	to be heard
2	Don't talk too much if you want people to you.	a)	to listen
		b)	to be listened
3	Ask yourself always: how can this better?	a)	do
	•	b)	be done
4	1 am glad your advice.	a)	to take
		b)	to have taken
5	The doctor prescribed medicine every three hours.	a)	to take
		b)	to be taken
5	I expect the telegram in two hours.	a)	to bring
		b)	to be brought
7	He is said a new play every year.	a)	to write
		b)	to be writing
8	1 am lucky this book.	a)	to buy
		b)	to have bought
9	Take your umbrella. It seems	a)	to rain
		b)	to be raining
10	The boy was sorry to feed his rabbits.	a)	to forget
		b)	to have forgotten
11	The girl pretended a book as she did not want to speak to him.	a)	to read
		b)	to be reading

46 State the form of the given infinitives:

to be mentioned

to be dancing

to be shouting

to have been travelling

to be recited

to have been told

Supply all the missing forms of the following infinitives as in the example:

to have made, to have been learning, to have been spending, to be selling, to have taken, to have been recited, to be met, to have been invited.

to do		
to be doing		
to have done	to have made	
to have been doing		to have been learning
to be done		
to have been done		

- Use the following word combinations in sentences or situations of your own.
 - a) mistakes to be corrected to correct mistakes a poem to be recited — to recite a poem exercises to be done — to do exercises new words to be learned — to learn new words
 - **b)** delighted to be invited to have been invited pleased to be offered — to have been offered
- c) did not expect to be punished glad to have met lucky to have travelled sorry to have spoilt

- Read the sentences paying attention to the use of the infinitive and translate them.

 Explain the use of different kinds of the infinitive.
 - I It was pleasant to be driving a car again.
 - 2 Cosmic space has many secrets to be discovered.
 - F The boy was sorry to have missed a chance of taking part in the competitions.
 - She seemed to have forgotten something.
 - 5 I don't like to be interrupted.
 - They happened, at the moment, to be standing near the garden.
 - He seemed to be studying me.
 - § I am sorry to have argued with you on this question.
 - 9 Nothing seems to have been forgotten.
- 50 Complete the sentences using negative infinitives:

It will be wise not to...

We decided not to...

It was natural not to...

Try not to...

It was so surprising not to...

We agreed not to ...

51 a) Express your point of view. Do you agree that it is really a pleasure:

to be swimming in cold water? to be talking about horrors? to be playing with little children?

to be looking for something that you have lost? to be carrying out experiments at your lessons?

to be watching a chess tournament?

to be listening to music?

to be talking to a clever man?

b) Say what it gives (doesn't give) you (or your friend, parents, relatives) a pleasure to be doing and why.

S Use perfect infinitive in these sentences:

- . How lucky he is (to travel) all over the world and (to see) so much.
- 2 I regret (to miss) such an interesting performance.
- 3 It's terrible of you (to make) such a mistake,
- He seemed (to understand) your joke.
- 5 We are glad (to do) the work in time.
- e It's so nice of you (to buy) the tickets beforehand.
- It's wise of him (to discuss) the matter in a very detailed way.
- She seemed (to translate) four out of the five articles already.

S Use passive infinitive in these sentences:

- I hate to bother you but the man is still waiting (to give) an answer.
- 2 He hated (to bother) with unimportant matters when he had so many questions to decide.
- The idea was too complicated (to express) in just one sentence.
- The book is (to publish) very soon.
- 5 The only sound (to hear) was the ticking of the grandfather clock downstairs.

3

THE PRESS IN GREAT BRITAIN AND IN THE USA

54 a) Read the text and find out what British newspapers and magazines are popular. Use a dictionary when necessary.

British Newspapers And Magazines

.... waa see 3.

Pritish are gre.

Newspapers are often thought of as either 'qualities' or 'populars' which depends on differences in style and content. The 'qualities' are newspapers which are generally thought to give serious accounts of the news and reports on business matters, industry, culture and society. They are usually large-sized.

The 'quality' papers, like *The Times, The Guardian* and others, are directed at readers who want full information on a wide range of public matters and are prepared to spend a considerable amount of time reading it. They appreciate serious news presented seriously.

'Qualities'	'Populars'
The Times	Daily Express
Finantial Times	Daily Mail
The Daily Telegraph	Daily Mirror
The Guardian	Daily Star
The Independent	The Sun

'Popular' newspapers appeal to people wanting news of a more entertaining



character, presented in a more concise form and with lots of illustrations. They offer little amount of political news and explain political issues in easily inderstandable language. Some populars, like *The Sun*, are noted for their sensational stories and photographs.

Some newspapers come out only on Sundays:

'Qualities' 'Populars' The Sunday Telegraph News of the World The Independent on Sunday Sunday Express The Observer Sunday Mirror The Sunday Correspondent Sunday Sport The Sunday Times The Mail on Sunday

Many newspapers are printed in colour, and a number of papers produce colour magazines as part of the Saturday and Sunday paper. They provide reading material about fashion, clothes, cooking, diet, the house and home, motoring and holidays. They publish sections with articles on travel, food and wine, and other leisure topics.

The most flourishing magazines are those published for women. Their bright covers are designed to catch the eye, and they certainly succeed in doing so.

There is a wide variety of magazines in Britain. Their titles show that they cater for all tastes and interests:

Amateur Gardening
British Chess Magazine
Creative Needle Craft
Country Life
Do-It-Yourself
Dog News and Family Pets
Homes and Gardens
Modern Knitting
Good Housekeeping

There are magazines for the motorist, the farmer, the gardener, the nurse, the wireless enthusiast, and many others. There is always something to read.

55 a) Read the text about American newspapers and magazines and find out what is the most prestigious newspaper in the US.

American Newspapers And Magazines

The most prominent American has spapers are:

The New York Times
The Washington Post
The Los Angeles Times
The Boston Globe
The Chicago Tribune
The Christian Science Monitor

Many Americans consider The New Fig. Times the nation's most prestigious prestidoes] newspaper which established uself as a serious alternative to sensational cumulism. The paper gives coverage of most mant national and international elents. Its reputation is so solid today that this used as a major reference tool by American libraries, and is standard reading the diplomats, scholars and government totals.

People have begun to buy less

reaspapers, and the most important reason

fractions trend is probably the growing

mity of television which 65 percent of

Americans use as their primary source of

acres.

Among popular magazines are:

Time Newsweek U.S. News & World Report

which give information on national Lines, business and science.

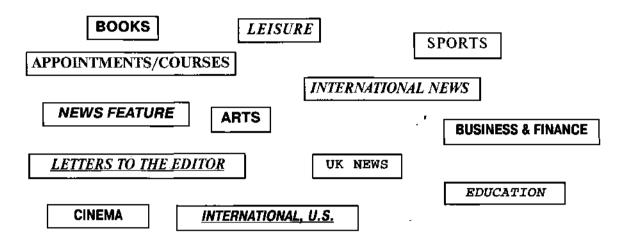
But the largest readership has been win by magazines that are full of sovertisements and are good at leisure the such as:

Cosmopolitan
The Ladies Home Journal
The Saturday Evening Post.



- b) Say what makes The New York Times the most prestigious newspaper.
- c) Say how American magazines can be classified.

56 a) Look at the names of different sections in a newspaper. What kind of material is printed in it? What kind of readers do you think this newspaper has?



b) Look through these extracts and say what sections they belong to.

Park security

From Ms Susan Lasdun

Sir, The money to be given by the National Lottery to restore our public parks ("A green and pleasant land?", January 29) is indeed cause for celebration.

I agree with Marcus Binney that improving the security in parks is essential if we are to saféguard the lottery investment from future vandalism. However I question that this, is best achieved by simply increasing the numbers of police.

any classical ballets of the 19th century were based on feeble texts and survived either because they contained brilliant choreography or marvellous music or both.

Dollar

London:

DM: 1.4860 (1.4888)

FFr 5.1037 (5.1037) SFr 1.2144 (1.2115)

Yen 106.75 (107.02)

LONDON

SPRING COLLECTION:

The South Bank Centre and the Place Theatre offer a marathon weekend of some of The best of British contemporary dance. There are established creators such as Jonathan Burrows, Siobhan Davies, Shobana Jeyasingh and Mark

WEEKEND CHOICE

A daily guide to arts and entertainment compiled by Kris Anderson

Osbornes The Entertainer, Transfers to Leeds in March. Repertory, Centenary Square

he universities are revolting. Today, the vice-chancellors will decide whether to charge new students an emergency levy of £300, as a preliminary to making all students pay for higher education. Also this week, the

BY COLIN MCQUILLAN

AT THE end of November, Simon Parke was on top of the world. He was the main attraction at a special press conference at Lamb's Club in London. On one hand was England's first world team squash trophy; on the other, Caroline Varley, his new girlfriend.

Look and make two lists of (a) British and (b) American newspapers.



58 Speak about the following:

- What British and American newspapers and magazines do you know? Are they easy to buy in this country? Are they interesting to read? What are your impressions?
- What, in your opinion, are some advantages and disadvantages of having a wide choice of newspapers and magazines offered to readers?

3

MARK TWAIN

Mark Twain (1835–1910) (born Samuel Langhorne Clemens) is one of the best known. American writers, recognized almost anywhere in the world. He spent his childhood in a small town on the banks of the Mississippi River. Later, in his books The Adventures of Tom Sawyer (1876) and The Adventures of Huckleberry Finn (1884) Twain made the Mississippi a place of light, happiness and adventure, one of the most wonderful countries of the imagination, and a myth of everyone's childhood. These two famous books were Twain's hymn to boyhood, in which he described boyhood's deepest wishes for fame, heroism, treasure, and admiration.

Samuel's schooling ended very early. At the age of 11, after his father's death, he was apprenticed to a printer. This occupation gave him a useful education. The printshop was to Twain a college. It was a world of the printed word which awakened his mind and a thirst for knowledge. He picked up a lot of information when printing and learned to tell good writing from bad.

Mark Twain had changed many jobs before he became a writer. He was a steamboat pilot, took up silver mining, prospected for gold in California gold fields, tried speculation in timber and land, and finally became a journalist, and the author of humorous stories, the most famous being *The Celebrated Jumping Frog of Calaveras County*. Then he went on tours to Hawaii, Europe, and the Middle East as a correspondent. Later his adventures served as the subject of several books. On his return he became a successful humorous lecturer. Mark Twain felt a call for humorous literature. But with years, his humour changed. Once light and amusing, it later became sharp and bitter. He often showed people as 'a museum of diseases' and attacked society with all its wrongs.

Mark Twain's story *How I Edited an Agricultural Paper* was published in 1870.

59 Read the words and guess their meaning. Pay attention to the suffixes and prefixes:

reported from the page that the particle of the most of the most of the contract of the contra

un-: healthy — unhealthy; popular — unpopular; comfortable — uncomfortable.

dis-: believe — disbelieve; able —
disable; grace — disgrace; order —
disorder; interested —
disinterested; pleased —
displeased.

-y: luck — lucky; risk — risky; cheer— cheery.

-ly: secret — secretly; practical — practically; perfect — perfectly; final — finally.

-ism: journal — journalism; commercial
 — commercialism; exhibition —
 exhibitionism; impression —
 impressionism.

60 Read the word combinations and translate them:

to hear cheery voices to have experience in agriculture an unhealthy-looking man to become unpopular to feel a little uncomfortable a disgrace to journalism

Read the story **How I Edited an Agricultural Paper** and find out why the issue of the newspaper edited by the author caused so much excitement among the readers.

How I Edited an Agricultural Paper

I had some doubts when I agreed to edit an agricultural paper. But I needed money. The regular editor of the paper was going off for a holiday, and I accepted his offer, and took his place.

The sensation of being at work again was great, and I worked hard all the week with pleasure. We went to press, and I waited a day with a hope that my effort was going to be noticed. As I left the office, a group of men and boys at the foot of the stairs gave me passageway, and I heard one or two of them say: "That's him!" I was naturally pleased with their attention. The next morning I

found a similar group at the foot of the stairs, standing here and there in the street, and over the way, watching me with interest. I heard a man say, "Look at his eye!" I pretended not to notice their attention, but secretly I was pleased with it. I went up the short flight of stairs, and heard cheery voices and a ringing laugh as I drew near the door, which I opened, and saw two young men jumping out of the window with a great crash. I was surprised.

In about half an hour an old gentleman, with a fine but rather strict face, entered, and sat down at my invitation. He seemed to have



something on his mind. He took off his hat and set it on the floor, and got out of it a red silk handkerchief and a copy of our paper.

He polished his spectacles with his handkerchief and said, "Are you the new editor?"

I said I was.

"Have you ever edited an agricultural paper before?"

"No," I said; "this is my first attempt."

"Very likely. Have you had any experience in agriculture practically?"

"No; I believe I have not."

"Some instinct told me so," said the old gentleman. "I wish to read you what made me have that instinct. It was this editorial. Listen, and see if it was you who wrote it: — Turnips should never be pulled, it injures them. It is much better to send a boy up and let him shake the tree'. Now, what do you think of that? — for I really suppose you wrote it?"

"Think of it? Why, I think it is good. I think it is sense. I have no doubt that every year millions and millions of turnips are spoiled by being pulled in a half-ripe andition, when if you send a boy up to shake the tree"—

"Shake your grandmother! Turnips don't arow on trees!"

Then this old person got up and fore his paper all into small pieces, and broke several mings with his cane, and said I did not know as much as a cow; and then went out and tanged the door after him, and, in short,

acted in such a way that I thought he was displeased about something. But not knowing what the trouble was, I could not be any help to him.

Soon after this a long, pale, unhealthy—looking man ran into the room, stopped at some distance from me, and, after examining my face with interest for a while, drew a copy of our paper from his jacket, and said:

"There, you wrote that. Read it to me — quick! Relieve? me. I suffer."

I read as follows; and as the sentences fell from my lips I could see the relief come, I could see the excitement go out of the face, and rest and peace change the features:

"The guano 3 is a fine bird, but great care is necessary in looking after it. In the winter it should be kept in a warm place, where it can hatch out its young.

Concerning the pumpkin. This berry is a favorite with the people of New England, who prefer it to the gooseberry for the making of fruit-cake, and who give it the preference over the raspberry for feeding cows. The pumpkin is the only plant of the orange family that will grow in the North, but planting it in the yard is becoming unpopular because it does not give shade..."

The excited listener sprang toward me to shake hands, and said:

"There, there — that will do. I know I am all right now, because you have read it just as I did, word for word. But, when I first read it this morning, I said to myself I was crazy. I read your newspaper again and again, to be

² to relieve — облегчить

guano [ˈgwaːnou] — помет

certain that I was crazy, and then I burned my house down and started. I have crippled be several people, and have got one fellow up a tree, where I can get him if I want it. But I thought I would call in here as I passed along and make the thing perfectly certain; and now it is certain, and I tell you it is lucky for the fellow that is in the tree. Good-bye, sir; you have taken a great load off my mind."

I felt a little uncomfortable about the cripplings², but soon stopped worrying, for the regular editor walked in!

The editor was looking sad and unhappy. He looked at the pieces of furniture broken by that old rioter 3 and those two young farmers, and then said: "This is a sad business - a very sad business. But that is not the worst. The reputation of the paper is ruined, I fear. True, there never was such a call for the paper before, and it never sold such a large edition; but does one want to be famous for lunacy 4? My friend, as I am an honest man, the street out here is full of people, waiting to have a look at you, because they think you are crazy. And well they might after reading your editorials. They are a disgrace to journalism. Why, who put it into your head that you could edit a paper of this nature? You know nothing about agriculture. I want you to throw up your situation and go. I want no more holiday. Certainly not with you in my chair. I want you to go. Nothing on earth could persuade me to take another holiday.

Oh, why didn't you tell me you didn't know anything about agriculture?"

"Tell you, you corn-stalk, you cabbage, you son of a cauliflower 5? It's the first time I ever heard such an unfeeling remark. I tell you I have been in editorial business for fourteen years, and it is the first time I ever heard of a man's having to know anything in order to edit a newspaper. You turnip! Who write the dramatic critiques for the secondrate papers? Why, shoemakers, who know just as much about good acting as I do about good farming and no more. Who review the books? People who never wrote one. Who write appeals to stop drinking? Those who are sober only in the grave. Who edit the agricultural papers? Men, as a general thing, who fail in the poetry line, adventure novel line, sensation drama line, city editor line, and finally fall back on agriculture. You try to tell me anything about the newspaper business! I take my leave, sir. Since I have been treated as you have treated me, I am perfectly willing to go. But I have done my duty. I said I could make your paper of interest to all classes — and I have. I said I could run your circulation up to twenty thousand copies, and I have done it. And I have given you the best class of readers that ever an agricultural paper had. You are the loser in this situation, not me. Good-bye,"

62 Translate the following sentences:

- The sensation of being at work again was great.
- I have no doubt that every year millions and millions of turnips are spoiled by being pulled in a half-ripe condition.
- 3 As the sentences fell from my lips I could see the relief come, I could see the excitement go out of the face, and rest and peace change the features.
- 4 I felt a little uncomfortable about the cripplings, but soon stopped worrying, for the regular editor walked in!
- 5 It is the first time I ever heard such an unfeeling remark.
- 6 It is the first time I ever heard of a man's having to know anything in order to edit a newspaper.

I then left.

^{&#}x27; to cripple ['kripl] - калечить

² crippling — калека

з rioter ['raɪətə] — бунтовщик.

lunacy ['lu:nəsi]— сумасшествие

cauliflower [ˈkɔːlɪflauə] — цветная капуста

sober [ˈsoubə] — трезвый

THE ENGLISH-SPEAKING WORLD

- *Answer the questions on the story:*
 - Why did the author agree to edit an agricultural paper?
 - 2 How did the regular readers of the newspaper respond to the appearance of the first issue edited by the author?
 - 3 Who visited the new editor?
 - 4 Why did one of the visitors ask the author to read some articles to him?
 - 5 What made the visitors so excited?
 - 6 What made the regular editor come back from his holiday?
 - Why was the regular editor sure that the reputation of his newspaper was ruined?
 - 8 In what way did the author speak to the editor?

Discussing the Events and the Theme of the Story

64 1 Speak about the events which are described in the story:

- Say what impressions the paper produced when it came out.
- Try and explain why the new issue of the newspaper did not amuse anyone in the town described.
- Say how you imagine the agricultural paper for which the author began to work. What kind of articles do you think it published? Were the articles exciting and their language colourful?

2 Exchange your ideas about the following:

- Do you think the author was really ignorant and had no idea about how turnips grew or what guano was?
- What, in your opinion, was the author's main aim when he began to edit an agricultural paper? How did he try to achieve his aim?
- Do you agree with the author that it is not very important to know much about the things he mentions in his articles?
- The author said that he had been in editorial business for fourteen years. What do you think those years taught him about journalism?
- The regular editor called the author's editorials a disgrace to journalism. What do you think he meant by saying that?
- The author made the agricultural paper more alive and certainly more exciting. He
 made it, as he said, of interest to all classes. He gave it the best class of readers that
 ever an agricultural paper had. Do you think his way of editing the paper was
 effective? Give your reasons.

3 What do you think of Mark Twain's humour?

- Find some humorous lines in the story and explain why you think them funny.
- Mark Twain was famous for his disrespectful humour. What in the story "How I
 Edited an Agricultural Paper" demonstrates this quality of Twain's character?
- Twain's humour is very often grotesque and the things he laughs at are very
 exaggerated. Look through the story one more time and show how the manner of
 telling it makes the story funny.

4 Discuss the following:

- The story shows two types of journalists. Describe their attitudes towards editing a newspaper. What were their principles?
- Make a list of things which, in your opinion, can make the circulation of a newspaper or a magazine wide.

3

Read the proper names you will come across in the story Nellie Bly:

Nellie ['nelɪ] Bly [blaɪ]; Elizabeth [ɪˈlɪzəbəθ] Cochrane [ˈkɔkrən]; Dispatch [dis'pætʃ]; Pittsburgh ['pitsbərə]; Pennsylvania [pensil'veinjə].

Read the story about Nellie Bly and find out how she succeeded in making a name for herself in journalism.



10 PAGES

NEW YORK, MONDAY, OCTOBER 10, 1887

10 PAGES

Nellie Bly

Remarkable Story of the Successful Female Reporter

One hundred years ago, if you were a girl, nobody even thought of asking you what you wanted to be when you grew up. Women were expected to stay at home. When Elizabeth Cochrane decided in 1885 that she was going to be a reporter, she knew she would have to fight for herself as well as for all the people whose stories she wanted to tell.

Elizabeth was a born reporter. Her father, who was a judge in Pittsburgh, Pennsylvania, sent her around as his scout when he had a case to decide. She talked to the people involved ' and tried to find useful information that might not turn out in court. Judge Cochrane trained Elizabeth to think for herself and to draw up reports on what she had learned.

When her father died, Elizabeth's six brothers wanted her to be an old lady's companion or a children's governess. But she liked adventure. She decided to make her own plans.

In Pittsburgh's main newspaper, the Dispatch, Elizabeth read an editorial called "What Girls Are Good For?". It said that women had "inferior 2 brains" and should stay at home where they would not be in men's way.

Elizabeth boiled over. Inferior brains indeed! She would show that editor.

She wrote a furious answer to the Dispatch but didn't sign it. Her anonymous

letter was so good that George Hadden, who had written the editorial, thought it had been sent by a man. He wanted someone with so much talent to work for his newspaper.

In an advertisement, Hadden offered a job to "the gentleman who wrote a letter to the Pittsburgh Dispatch, criticizing our editorial". When the gentleman turned out to be Elizabeth, he nearly refused to see her. Luckily, Elizabeth was as good a talker as she was a writer. Even though she was only eighteen, it was obvious that she had talent, ideas, and courage. Hadden knew he was taking a risk, but he hired had the specific to the second s

Because women in those days were not supposed to do anything so unladylike as work for a newspaper, Hadden decided to protect Elizabeth and her family by giving her a pen name. He chose "Nellie Bly", the name of a Stephen Foster song everyone was singing at the time.

And it wasn't long before Nellie Bly the reporter was as well known as the song. Nellie wanted to help the poor and downtrodden ¹, and she fought for them with her pen.

Stephen ['striven]
Foster (1826 — 1864)
American songwriter
remembered for his many
popular songs known to
most Americans such as
Oh Susanna and
Camptown Races.

She went into the slums ³ and wrote about the horrible conditions there: dirt,

to involve \in'volv] — вовлекать

inferior [по'fierte] — низший (по положению), стоящий ниже

³ to hire [hatə] — нанимать

downtrodden [ˈdaunˌtrədn] — угнетенный

⁵ slum — трущоба

stekness, and suffering. She went into tenements and factories and wrote angrily about landlords and factory owners who let temple live and work in cold, dark, ratnifested rooms. The people of Pittsburgh who is a ter articles began to get angry, too.

Next. Nellie had the idea of pretending ste needed a job. She went to work in one of the darkest and coldest factories she could find. Her fellow workers were half-blind, thered with cold, and often fainted? from taking to stand and twist wires as quickly as the could for twelve hours a day.

The story Nellie wrote about this factory made its owners so angry that they threatened in Hadden's newspaper by pulling out all main advertisements. Hadden asked Nellie to write about music and art, instead of slums. He hoped she would settle down.

But Nellie did not want to settle down. She decided to work in New York instead.

"Why go to New York?" Nellie's family saled her. The answer was simple. New York the biggest, most important newspapers the country.

Nellie had been drawn into the lives of the poor people whose stories she told in her District articles, stories of suffering and hardship met with quiet strength and sharing. Nellie decided to give these people voices.

But she soon found that it was not so easy it speak up for others when she couldn't be reard herself. The New York newspaper turkshers were so big and important that they alen't have to listen to her. For weeks Nellie moked for a job.

Finally, in desperation ³, she decided to stand outside a publisher's door until he took notice of her. This was a bold ⁴ move, and she boldly chose the greatest and most important editor of all, Joseph Pulitzer of the *World*.

For three hours she stood outside his

To three hours site s The At last, impressed The managing editor let ther in to see Mr. Politzer.

Nellie knew she had to talk quickly and talk well. She remembered that Hadden had Joseph Pulitzer (1847 — 1911), an American newspaper publisher who provided money for the prizes.

Pulitzer Prize one of the eight prizes given every year for newspaper writing (journalism) and for literary achievement.

decided to hire her because she had interesting new ideas and courage to carry them out.

She told Pulitzer, "I have a good idea for a new story. I'll find out what Blackswell's Island for the insane is really like, from the inside".

"How?" said Mr. Pulitzer.

Nellie gulped, "I'll have to pretend that I'm insane, too".

By pretending she had lost her memory, Nellie found it was easy to get to Blackswell's Island. It was not so easy to stay there. Before she went, she had been afraid of how the real patients would treat her, but she soon found she had more to fear from the cruel and careless nurses.

After lining up with all the other patients to be washed in the same tin tub of dirty, ice-cold water, she was dressed in a thin slip marked LUNATIC ASYLUM ⁶. Shivering, she ate her poor meals. Ten days after a lawyer from the *World* came to rescue ⁷ Nellie. She had seen so many suffering patients and ignorant nurses that she was almost sick herself. But she rushed home and sat down and wrote a whole series of articles.

Her opening story, "Behind Asylum Bars", took up almost the entire front page of the newspaper. This was the first time anyone had thought of writing an I-was-there story about such an important subject. Everyone was so interested in what Nellie had to say that the *World* had to print thousands of extra copies that day. Nellie felt proud, but she was even prouder when the city raised a large sum of money for better food, better clothing and better nurses at Blackswell's Island.

This was only the beginning. Nellie pointed the way for many other reforms and rescued countless people from misery and injustice in the factories, jails *, and

workhouses. Whenever she discovered that someone had become rich and powerful by cheating and stealing ', she didn't hesitate to write about it.

"Don't hire a small, pretty girl if you have something to hide", people joked. "She may be Nellie Bly, and then you'll be in trouble".

to shiver ['fivə] — дрожать

to faint [feint] — падать в обморок

desperation [idespəˈreɪʃən] — отчаяние

bold [bould] — смелый

insane [ɪnˈseɪn] — душевнобольной

lunatic asylum [ˈluːnətik əˈsailəm] — сумасшедший дом

^{&#}x27; to rescue ['reskju:] — спасать, вызволять

jail [dʒeɪl] — тюрьма

^{*} to steal [sti:l] — красть, воровать

When Nellie wanted to relax, she wrote articles that made people laugh. Even these stories came out of her own experience. Dancing in a chorus line was almost as hard for Nellie as going to Blackswell's Island, but she. and her readers had fun.

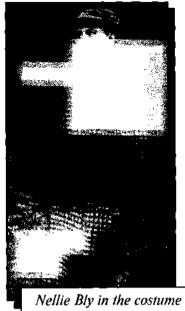
One evening, curled up by the fire with a popular new book. Nellie had the most exciting idea of all.

She was reading *Around* the World in Eighty Days by the French writer Jules Verne. She smiled at the hero, Phileas Fogg, and his idea of going around the world in two months and two weeks just to prove it could be done. Then she laughed.

It was a good idea. Why shouldn't somebody really go around the world in eighty days?

Joseph Pulitzer agreed with Nellie. The publisher saw his chance to increase the newspaper's circulation and to show all the world what America and Americans can do. Nellie took only two dresses with her for the whole trip. On shipboard a gentleman who had nineteen trunks himself asked her to marry him because he admired a woman who could travel with just one bag and who didn't think about clothes all the time.

Nellie's route was slightly different from Phileas Fogg's, partly because she stopped in



she wore around the world

France to meet Jules Verne and have tea with him. She finally arrived back in New York Harbour after 72 days, 6 hours, 11 minutes and 14 seconds. A small monkey she had found in Singapore sat chattering on her shoulder.

Nellie was the biggest story of the day in newspapers throughout the world. Her own paper's front page headline proudly announced, "Father Time Outdone!"

But her best story was what she made out of her own life. She showed that the pen really is mightier ' than the sword 2 and she led the way for women into journalism. Nellie had

become a part of history, a legend in her own time, because she had new ideas and the courage to earry them out.

> (From the magazine CRICKET, after the story by Polly Carter)

Phileas ['friiss] Fogg the main character in the book Around the World in Eighty Davs bv Jules [dauthz'vern]. Phileas Foog is an Englishman who travels around the world and has many adventures.

67 Read the sentences and translate them:

- 1 Because women in those days were not supposed to do anything so unladylike as work for a newspaper, Hadden decided to protect Elizabeth and her family by giving her a pen name.
- Nellie had been drawn into the lives of the poor people whose stories she told in her Dispatch articles, stories of suffering and hardship met with quiet strength and sharing.
- After lining up with all the other patients to be washed in the same tin tub of dirty, icecold water, she was dressed in a thin slip marked LUNATIC ASYLUM.
- Nellie pointed the way for many other reforms and rescued countless people from misery and injustice.
- She showed that the pen really is mightier than the sword and she led the way for women into journalism.

mighty ['maiti] — могущественный, мощный

sword [soid] - меч

Answer the questions on the text:

- How had Elizabeth Cochrane got an experience of interviewing people and finding useful information before she became a journalist?
- 2 What made Elizabeth write a furious letter in the Dispatch, Pittsburgh's main newspaper?
- 3 Why did the editor of the Dispatch think he was taking a big risk hiring Elizabeth?
- 4 What pen name was chosen for Elizabeth and why did she have to sign a pen name on her articles?
- 5 What were the topics Nellie Bly wrote on?
- 6 How did Nellie get a job at the World? What idea did she suggest?
- 7 What were Nellie's impressions about Blackswell's Island for the insane?
- 8 In what way were Nellie's articles helpful to those whom she tried to defend?
- 9 What gave Nellie Bly the idea of going around the world?
- 10 Why did Nellie Bly become a sensation herself?

Discussing the Main Character and the Theme of the Story

69

68

The following sentences describe things that Nellie Bly said, did or felt. How does each item characterize her?

Nellie Bly

- When Elizabeth read an editorial called "What Girls Are Good For?", she boiled over and wrote a furious letter to the editor.
- Nellie Bly went into the slums and wrote about the horrible conditions there. She went into tenements and factories and wrote angrily about landowners and factory owners.
- Nellie stood outside the publisher's door for three hours until he took notice of her.
- By pretending she had lost her memory, Nellie succeeded in getting to Blackswell's Island.
- Nellie travelled around the world in 72 days.

You may find the following words helpful in describing Nellie Bly:

courageous bold determined enthusiastic honest eager and ready to risk fearless independent truthful noble-hearted a strong personality

- 70 Give your opinion about Nellie Bly as a reporter.
 - What qualities of character helped Elizabeth Cochrane to work successfully in a field where no woman had ever tried to?
 - 2 Prove that she was a good reporter.

Work for a newspaper seemed to be unladylike in those days.

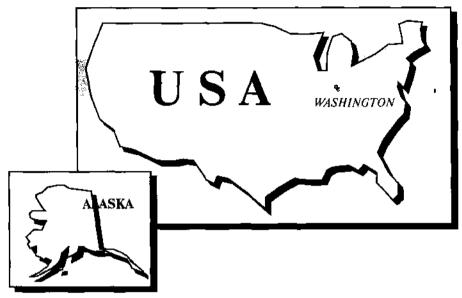
What do you think were the reasons for that opinion? Are there many women in journalism nowadays? Why do you think the situation has changed?

► 72 "The pen is mightier that the sword". Do you agree? Why or why not?

3

THE UNITED STATES OF AMERICA

73 a) Look through the factfile and say what information about the USA it gives.



Land — 9,363,000 sq km **Population** — 248,7 mln (1990)

Capital — Washington [wosinten] DC

Largest cities — New York ['njur'jork], Los Angeles [los'ændʒɪliɪz], Chicago [ʃɪ'kaɪgou],

Philadelphia [ˌfiləˈdelfjə], Boston [ˈbɔstən], Detroit [dəˈtrɔɪt], Houston [ˈhjuɪstən], Baltimore [ˈbɔːltɪmɔː], San Francisco [ˌsænfrənˈsɪskou]

Language - English, Spanish
Main Political - the Democrats,
Parties the Republicans

b) Read this information about the Flag of the USA. Say what you have found out.

The Flag of the United States is called the Stars and Stripes (the thirteen stripes on the Flag represent the original 13 states; each of the fifty stars represents one of the states).

In the USA the American Flag is a very important symbol of the country and is supposed to be treated with respect.

School children across the nation make the Pledge of Allegiance [ə'li:dʒəns] to the Flag (= promise to be loyal to the country and its flag) every weekday morning:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."





The bald eagle is the national emblem of the USA.

74 a) Read the text Life, Liberty and the Pursuit of Happiness. What document are these words taken from? Use a dictionary when necessary.

Life, Liberty, and the Pursuit of Happiness

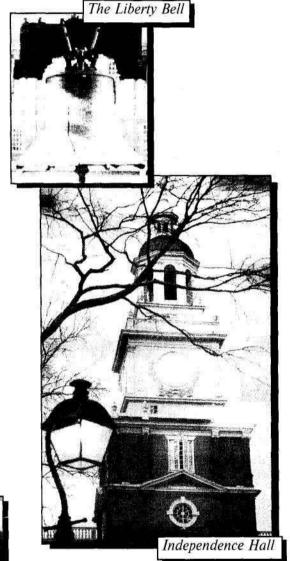
1776 ... Philadelphia ... The thirteen
British colonies in North America which were
part of what was then the world's greatest
power — the British Empire — came
together, stood up and solemnly declared
-That these United Colonies are, and of Right
ought to be free and independent states."

This was the end of the colonial period in American history and the beginning of a bitter six-year struggle for independence known in history as the Revolutionary War (1775 - 1783).

After more than a century and a half of colonial life the settlers in North America stopped being Englishmen and became Americans.

The Declaration of Independence, adopted on July 4th, 1776, not only announced the birth of a new nation, but also set forth a philosophy of human freedom. The following words of the opening passage of the Declaration ring through American history:

"We hold these truths to be selfevident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."





75 a) Read the text We the People. What document defines the rights and liberties of the American people? Use a dictionary when necessary.

We the People

The Declaration of Independence was the promise; the Constitution was the fulfillment.

Though the United States was recognized as an independent nation when the war was over, it was not one nation as it is today.

In 1783 most Americans saw themselves first as citizens of their own state than of the new United States. Each individual American country had its own government and behaved very much like an independent state.

Many Americans became worried about the future. How could the country prosper if the states continued to quarrel among themselves?

The first big problem that faced the new United States was how to join together these sometimes quarrelsome little countries into one united nation.

The states had to enforce law and order, collect taxes, pay a large public debt, and regulate trade among themselves. They also had to deal with Indian tribes and negotiate with other governments. Leading statesmen, such as George Washington and Alexander Hamilton, began to discuss the creation of a

constitution.

The Constitution of the United States created the system of federal government which began to function in 1789.

The Constitution consists of a preamble,

strong national government under a new

The Constitution consists of a preamble seven articles and 26 amendments. The first 10 are called the Bill of Rights.

The Constitution begins with the famous Preamble:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

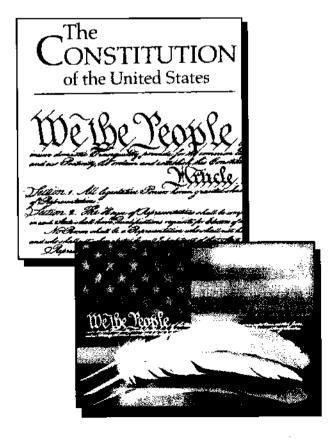
The Constitution of the US sets forth the nation's fundamental laws. It establishes the form of the national government and defines the rights and liberties of the American people.

The Bill of Rights was added because the original Constitution said nothing about the rights and freedoms of individual citizens. The Bill of Rights promised to protect individual rights and freedoms. It promised all Americans freedom of religion, a free press, free speech, the right to carry arms, the right to a fair trial by jury, and protection against "cruel and unusual punishments".

The duty "to preserve, protect and defend the Constitution of the United States" and enforce the laws made by the Congress is given to the President.

The President (any natural-born citizen over 34) is elected for a term of four years and can only be re-elected for one more term. The power of the President is limited by the Congress. The rule is "the President proposes, but Congress disposes."

American history knew great presidents who did much for their country. Among them were George Washington, Thomas Jefferson, James Madison, Abraham Lincoln, Theodore Roosevelt, Franklin Delano Roosevelt.



George Washington (1732 — 99) the first the cent of the US. He is often called "the father the scountry". Washington's Birthday on February Clina is celebrated as a public holiday on Fies cent's Day.

James Madison ['mædisən] (1757 — 1836) the fourth president of the US (1809 — 1817), tambus for helping to write the Constitution.

Theodore Roosevelt ['θi:pdo: 'rouzavelt] 1558 — 1919) the 26th president of the USA 1911—09), a Republican. At the age of 42, Roosevelt was the youngest person to become president of the USA. He wan the Nobel Peace Roose in 1906 for his part in ending the Russian-aganese War.

Thomas Jefferson ['tomas'dʒefəsən] (1743 — 1826) the third president of the US (1801 — 09). Jefferson wrote a large part of the Declaration of Independence. He is also considered to be the founder of the Democratic Party.

Abraham Lincoln (1809–65) the 16th Republican President of the US (1861–65). Lincoln was against slavery. He is remembered as one of the greatest American presidents and his picture can be seen on the five-dollar bill.

Franklin Delano Roosevelt ['frænklin 'delanou 'rouzavelt] (1882—1945) the 32d president of the US. He was president during the Great Depression and was responsible for his country's efforts during the Second World War, during which he was elected for the third and the fourth times. Roosevelt is the only president to have served more than two terms.

- b) Name some of the most outstanding American presidents and say what they did for their country.
- Say how you think every citizen ought to understand his duties to his country: to support its Constitution; to obey its laws; to respect its customs and traditions; and to love it.

PROJECT

A Wall Newspaper

Work in groups

Prepare newspaper coverage of the events which have recently taken place in some English-speaking countries.

- 1 Decide how many articles and photographs (pictures) you want to include in the wall newspaper and what topics you would like to cover.
- 2 Decide who will be responsible for the different columns, design, pictures and photographs.
- 3 Research information which may be used in your newspaper. Choose photographs which will accompany the articles.
- 4 Look through the material collected and decide which information could be selected as the most interesting.
- 5 Suggest ideas about the headlines for the news stories.
- 6 Discuss how the selected news stories will be arranged.
- 7 Design and then produce a wall newspaper. Display the newspaper in the classroom for the rest of the class to read.

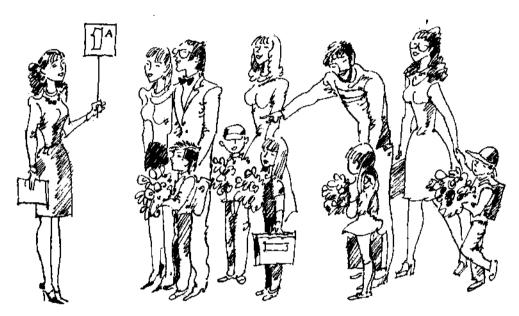


SCHOOL IN

SCHOOL ISN'T ONLY LESSONS

1 a) Look at the picture and say what you think the younger children feel on their first day at school and what their parents tell them to cheer them up and to encourage them.

Welcome to School



b) Recall your feelings on your first day at school. Try and describe them. You may use the following:

feel shy	get acquainted	be curious about
be unknown	be eager	be determined
imagine	feel at home	get over excitement
be delighted	be impressed	overcome shyness
feel excited	show interest (curiosity)	encourage (be encouraged)
get along with	seem interesting and unusual	feel homesick

2 a) Say:

- at what age you entered school;
- how long ago you began to attend school;
- for how long you have been studying in it;
- whether you have ever changed school and, if you have, why.
- b) Ask your classmates questions for the same information.
- Work in pairs. Act out a conversation with your classmate about your school life. Ask each other questions to find out:
 - what you like about school life;
 - how you get along with your classmates;
 - · what your favourite subjects at school are;
- what your hobbies are;
- · whether you find studying easy.

YOUR LIFE

:00

a) Listen to the text of the song It's About Time', then read it. What questions are asked in it? Who do you think the author addresses?

It's About Time

Isn't it about time
We started to think now?
Isn't it about time
We all tried to help?
Isn't it about time
We spoke to our neighbors?
I'm sure it's time
We did all these things.

Chorus:

It's about time we all got together now! It's about time we all sang a song! Sang a song!

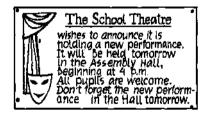
Isn't it about time We tried to forgive?

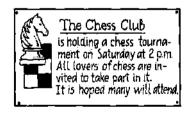
Isn't it about time
We gave it some thought?
Isn't it about time
We worked for each other?
I'm sure it's time
We did all of these things!

Chorus.

Isn't it about time
We chose the right road?
Isn't it about time
We told all the world?
Isn't it about time
We learned to be kind?
I'm sure it's time
We did all of these things!

- b) Say in what words the author suggests that we should do the following:
 - that we should all start to think more;
 - that we should try to be more helpful to other people;
 - · that we should try to communicate more;
 - that we should try and choose the right road for the future.
- c) Give a summary of the song in your own words.
- 5 a) Look at these announcements and say:
 - what events they inform the schoolchildren about;
 - what preparations you think had been made before these announcements appeared.





b) Say:

- · on what occasions school announcements may be made;
- what texts you can write for them;
- how you can find out from the announcements what out-of-class activities the boys and girls can participate in.

DESCRIBING THE SCHOOL BUILDING



6 Read and remember how to use the words:

laboratory [ləˈbɔrətərt]: a lab. Experiments are carried out in laboratories. workshop [ˈwəːkʃəp]: On which floor are your school workshops situated?

Assembly [a'sembli] Hall: All school celebrations and gatherings are held in the Assembly Hall. The whole school gathers in the Assembly Hall to mark great national holidays.

to equip [1'kwip], equipment [1'kwipment]: to be well equipped; modern equipment. The laboratory was well equipped and ready for scientific work. The expedition was given all the necessary equipment for the long voyage.

record ['rekord], to record [m'kord], tape recorder ['teipri,kordə]: Tape recorders and video tapes are widely used at different lessons. The pupils like to record their reading in English on a tape recorder. Let's play some records of dance music. We often record television programmes and films on video

tapes, so that we can play them back and watch them on a TV-set.

slide, slide-projector [pro'dzekta], scheme [ski:m]: Cinema and slide-projectors should be used more oftent. Schemes and tables can be seen on the classroom walls.

blinds [blamdz]: Please pull down (raise) the blinds.

chemistry ['kemistri], physics ['fiziks], biology [bai'ɔlədʒi]: Chemistry, physics and biology are taught in well equipped science rooms. The scientific knowledge the pupils get at their lessons of chemistry, physics and biology will, of course, be valuable to them.

canteen [kæn'ti:n]: a school canteen. How many people can go to your school canteen at a time?

to calculate ['kælkjuleɪt], calculator ['kælkjuleɪtə]: Have you calculated the result? What arithmetic operations can you perform with a calculator?

a) Study the meaning of the nouns with the suffix -ance (-ence):

Verb + -ance (-ence) = Noun

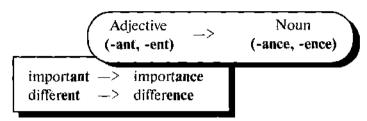
to perform — performance
to correspond — correspondence

b) Read the words and try to guess their meanings:

to appear — appearance to depend — dependence
to enter — entrance to prefer — preference ['prefərəns]
to acquaint — acquaintance to obey — obedience [əˈbiɪdjəns]

c) Read and translate these word combinations:

the first appearance a very pleasant acquaintance reading preferences the entrance to the theatre a long-lived correspondence proper obedience 8 a) Study the meaning of the nouns with the suffix -ance (-ence) and the adjectives with the suffix -ant (-ent):



b) Read the words and try to guess their meanings:

c) Read and translate the word combinations:

to be of great political significance
a short absence regular attendance at lessons
a surprising patience difference between the regions

- Fill in the words with the suffix -ance (-ence): appearance, importance, attendance, entrance, correspondence, difference.
 - 1 The news is of great ... to me.
 - 2 That was the young actor's first ... on the stage.
 - 3 There are many ... between the southern and northern regions of the country.
 - 4 The ... to the building was decorated with flags and posters.
 - 5 Our class suggested that we should keep up a ... with a school in an English-speaking country.
 - 6 I don't like her ..., she looks pale and unhealthy.
 - 7 Regular ... at lessons is necessary if you want to be successful in your language studies.
 - 10 a) Give your ideas and discuss them with your classmates.
 - How can illustrations, pictures and posters, schemes and tables be helpful at the lessons?
 - What do you think the classroom (the lab, the workshop) should look like? How should it be equipped to make it a good place in which to work?
 - What are the advantages of well equipped classrooms? Do you think it is important to use modern equipment only at your science lessons?
 - b) Say how you can recognize different kinds of school rooms by their appearance.
 - 11 There are TV programmes to help classroom teaching.

Discuss these questions:

- Do you watch any educational television programmes in your school? What do you think about them? Are they really helpful and interesting?
- Could television teaching ever replace classroom teaching?

Left 12 Look at the pictures and describe them.

Chemistry lab



Use the following:

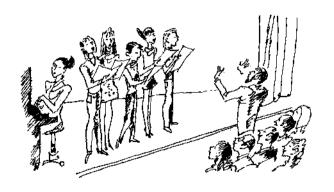
a lab
be well equipped with
a TV set
schemes and tables
the equipment for laboratory experiments
carry out experiments
make careful observations

School Workshop

show new tools and instruments
acquaint somebody with the latest achievements
and modern equipment
be taught to use some tools and machines
be acquainted with production [prəˈdʌkʃn] work
practise
become skilful (get skills)

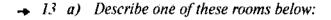


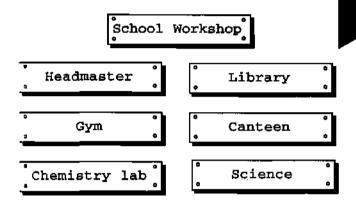
Assembly Hall



be decorated with have seats for 200 people arrange a performance on the occasion of the stage the audience prepare for participants in

memo



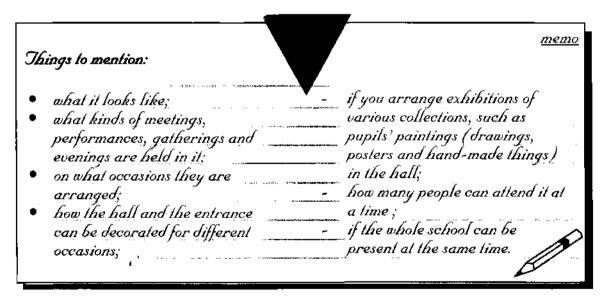


b) Speak about the classroom you like best.

Things to mention:

- on which floor the room is situated;
- its size (how long, high and wide it is);
- how the walls are decorated and what colour they are;
- the windows (if there are curtains or blinds, or both);
- the furniture;
- the equipment.

→ 14 Speak about your school Assembly Hall:



- 15 Role play. You are receiving guests from another country (city).
 - a) Act as a guide and show your guests round your school. Talk about:
 - your school and the rooms in it;
 - your class and your classmates;
 - · your subjects and your teachers;
 - · the breaks and your school meals;
- your after-school activities;
- the traditions that are observed in your school.
- b) Act as a guest and ask questions for more details. Give your impressions of the school.

LIVE AND LEARN

Read and remember how to use the words: 16

habit ['hæbit]: work habits; school habits; to develop good work habits; to be in the habit of doing something; to break a habit. Are you in the habit of getting up early? Each one of you ought to develop good work habits and a true love to learn.

opportunity [ppəˈtjuːnɪtɪ]: to offer opportunities; to find (afford) an opportunity to do something; to give (somebody) an opportunity; to miss an opportunity; to have an opportunity for (of) doing something. I'm glad to have this opportunity of speaking with you. Summer affords brilliant opportunities for sports. You should take every opportunity of speaking English.

to satisfy ['sætisfar], satisfactory [.sætis'fæktəri]: to satisfy somebody's curiosity (interest); to be satisfied with the results in sports (work, studies); a satisfactory answer. Are you satisfied with your progress in English? The teacher can ask you for further details if he is not satisfied with the answers given.

to disappoint [disappointed: to be disappointed (in a person, in some idea, in a book). The book disappointed me; it wasn't as good as I hoped it would be. I was so disappointed when I heard you couldn't come.

to acquire [əˈkwaɪə]: to acquire knowledge (a habit, skills). You must work hard to acquire a good knowledge of a foreign language. How did you acquire such good work habits?

to point: to point at the building; to point out a mistake; to point out that.... The teacher pointed out to the pupil that his notebook was very untidy.

success [sək'ses], successful [sək'sesful]: to be a success. His speech was a success; the audience listened attentively. It was a successful trip because I achieved my goal.

to create [kri'eit], creative [kri'eitiv]: to be creative; creative writing; to create great works of art. Can computers really create language? I convinced myself that my imagination had created this feeling of joy. Words can create the most beautiful images. His creative work is highly valued. A youngster has more time to be creative.

to turn to somebody for: to turn to somebody for help (advice). Why didn't you turn to your parents for advice when you had problems while doing your homework?

to cope: to cope with a difficult task (problem, subject); to cope with difficulties. Do you turn to your parents, a friend or a teacher for help if you can't cope with your homework?



- Describe your activities in the English language lessons. Say:
 - how you can improve your reading, writing, conversation skills and how you can improve your pronunciation;
 - why you think a lot of attention should be paid to your pronunciation;
 - what opportunities for your English practice you have outside your classroom;
 - what results you have already achieved and whether you are satisfied with them.

- (12) 18 a) Say who you can turn to for help or practical advice when you can't cope with your work.
 - b) Say what can help a pupil:
 - to cope with a difficult subject;
 - to improve his (her) reading skills;
 - to do the work properly;

You may use the following:

- the teacher's encouragement a friend's help and support good work habits constant study daily writing practice industriousness and responsibility
- to pass an examination successfully;
- to acquire a serious knowledge of some subject.

the teacher's exact and clear explanations someone's parents' advice a good memory diligent work additional reading

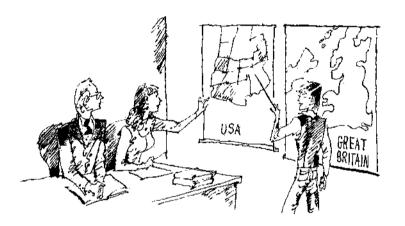
c) Say what you think may help you to be successful in your studies.

12 Work in pairs.

- a) Act out a conversation with your classmate. Ask each other questions to find out:
 - which subjects s/he is particularly interested in and why;
 - · whether s/he is always satisfied with the results of his/her work and studies;
 - what may make him/her feel disappointed with the results sometimes;
 - whether s/he always copes with the subjects s/he studies;
 - · what difficulties s/he may sometimes have;
 - what s/he does to improve his/her skills.
- b) Say what you have found out.

20 a) Look at the pictures and say:

- who the teacher is examining and in what subject;
- if the boy shows a good knowledge of the subject;
- why the teacher is satisfied with the boy's answer;
- what you think the teacher will tell the boy after the examination.





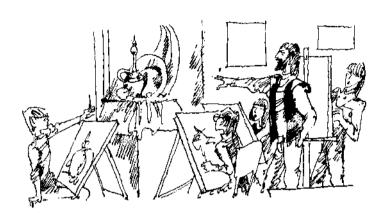


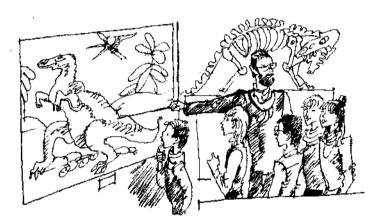
- whether the young figure skaters have obtained good results in the competitions;
- whether you think they hoped to achieve better results;
- whether they look disappointed or satisfied;
- what you think they will do to improve their skating skills and to be successful at all other competitions.

ENCOURAGING TALENTS

21 a) Look at the pictures and say:

- what the children are taught to do in the Art Club;
- whether you think the studies in the Art Club develop good work habits, tastes and one's talents;
- how the instructor encourages a boy or a girl if he is not quite satisfied with his (her) drawings;
- what the instructor does to try to improve his pupils' drawing skills.





- what you think the teacher is telling his pupils at the Natural History Museum;
- how you can know that the information the children get is new and interesting to them;
- how you think educational excursions may be helpful for deeper study and for developing the pupils' interest in the subjects they learn at school.



b) Make up stories about the pictures.

22

The activities of the school day afford different opportunities for pupils to participate in sports and in some useful work. They give opportunities for deeper study, for making a wall newspaper, for developing your talents for paintings, music, drama and so on.

Say:

- whether you have special groups such as an Art Club, a Drama Club, a Gymnastic team, a History Club or any other club in your school;
- what opportunities you and your schoolmates have to develop your interests;
- what activities you participate in with enthusiasm.

23 Read and remember:

Encouragement

Cheer up! Never give way to despair. Let's hope for the best. Make the best of it!

Don't let it get you down.

Why not give it another try?

24 a) Listen to the dialogues, then read them. Say:

- what made Tom, Ann and Elizabeth feel disappointed (dissatisfied) and why;
- by whom and how Ann, Tom and Elizabeth were encouraged.

A - Ann; F - Father

- A: I spend very much time on my mathematics, but it's very hard for me to solve some problems. I shan't be able to cope with these, I'm afraid.
- F. Well, Ann, why not give it another try and see what happens? Never give way to despair. Read the rule attentively again. Let's see what is wrong in the way you're solving the problems.

T-Tom; I-Instructor

- T: I can't even explain what happened to me when the race began. It's not that I felt excited or something. I was not bad at the long jump and high jump, and I tried my best in the race, too. But I came in only third.
- I: Nobody's good at everything, but you did better than anyone else on the team, Tom. Cheer up! Things do happen. You'll be more successful next time, I'm sure.

E — Elizabeth; **F** — Friend

- E: Oh, I hoped this term would go well. But the result of my first test in chemistry was so poor. I feel that this new subject may turn out to be hard for me to cope with.
- F: We all make mistakes at first, so don't let it get you down. And go to your chemistry teacher for advice and help. I'm sure she can always help you.
- b) Do you believe their efforts in their further studies will be successful? Explain why.
- 25 a) Do you always believe in yourself, and in your abilities? Do you think encouragement is helpful? Why? Give reasons for what you say.
 - b) Think of a possible situation in which you have to encourage your classmates, friends and acquaintances. Say how you will do it and what you will say.
- 26 Say which activities at the lessons and after school give you opportunities:
 - · to develop speaking, reading and writing skills;
 - to develop good work habits;
 - to observe both plant and animal life and to explore nature;
 - to acquire some scientific knowledge and explore new ideas.

 You may use the following:

carrying out experiments
getting acquainted with somebody
solving problems
taking part in nature walks
developing a habit for (additional) reading
holding discussions and conversations

making careful observations
participating in all kinds of activities
writing compositions
going on educational excursions and trips
holding all kinds of contests and competitions
making reports

GAINING EXPERIENCE

000

27 Read and remember how to use the words:

experience [iks'piəriəns], to experience: to have a pleasant (rare, unusual) experience; to gain experience; a rich life experience; to experience joy (happiness, satisfaction, excitement, disappointment, fear, great hardships). Did you have a lot of interesting experiences during your holidays? The author wrote a book about his own experiences during his travels. We all learn by experience. Have you ever experienced great excitement?

to consider [kən'sidə]: to consider somebody's feelings (opinions, point of view); to be considered. Doctors consider smoking a very bad habit. Do you consider him a talented painter? Hockey is considered to be one of the most exciting spectator sports. Always consider the feelings of other people.

consideration [kənˌsɪdə'reɪfn]: consideration for other people; to take into consideration. Consideration for other people is important in life. When marking Tom's examination papers, the teacher took Tom's long illness into consideration.

to suppose [sa'pouz]: What do you suppose happened next? You'll be here, I suppose. Supposing it rains, what shall we do? "Will he come?" — "Yes, I suppose so." ("No, I suppose not.")

to communicate [kəˈmjuːntkeɪt], communication [kəˌmjuːntˈkeɪʃn]: We more often communicate by telephone than see each other. All communication with the North has been stopped by the snowstorm.

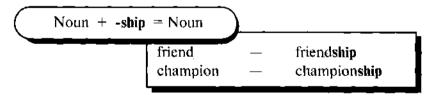
awfully ['o:fuli]: awfully funny; awfully tired. We were awfully tired after the work in the garden. It has been awfully cold this week. I'm awfully sorry I'm late.

probably ['probabli]: You will probably find the exhibition interesting. It will probably rain this evening.

level ['levl]: How high are we above sealevel? The water rose until it was on a level with the banks of the river. The pupils of our group are at the same level; they all have much the same knowledge.

fault [fo:lt]: to find fault with somebody or something. It happened through no fault of mine. He's always finding fault with everybody and everything. Whose fault is it that we are late? It's your own fault. She has many faults in her pronunciation. She finds faults with everything I do or say.

28 a) Study the meaning of the nouns with the suffix -ship.



b) Read the words and try to guess their meaning:

comradeship partnership sportsmanship relationship membership companionship leadership authorship

c) Read and translate these word combinations:

good sportsmanship valuable partnership the club's membership unforgettable comradeship

family relationship true friendship remarkable companionship a new style of leadership

- Fill in the words with the suffix -ship(s): championship, friendship, relationships, sportsmanship, companionship, membership.
 - 1 They have been friends for a long time. Their . . . began in their childhood.
 - 2 I'm not sure how many people belong to this club. I think the . . . must be about fifty people.
 - 3 Mike enjoys participating in different activities, and he also likes to be with people who have the same interests. He enjoys their
 - 4 Training and competing in different sports events together, schoolchildren learn to understand the values of good
 - 5 The figure-skating ... is one of the most popular sporting events of the year.
 - 6 Consideration for others is very important in family
 - 30 a) Say which of these experiences you consider thrilling (boring, useless, important):
 - · exploring one's neighbourhood;
 - · showing guests round your school;
 - · speaking in public;
 - · making a report in class;
 - arranging a class meeting;
 - interviewing famous people;
- taking care of old sick people;
- preparing and showing a performance (a play) for younger children;
- taking responsibility for part of the class work;
- repairing some furniture in the classroom.
- b) Explain why you think so.
- Say what experience you gain by communicating with schoolmates and teachers; by participating in sports and in different clubs; by doing some work independently.
 - Work in pairs. Act out a conversation with your classmate. Ask each other questions to find out what each of you experiences in different situations. Describe your feelings, thoughts and ideas.

You may speak about the following situations:



- you are speaking to a large audience;
- you are acting in a play;
- you are listening to music;
- · you are receiving guests at your birthday party;
- · you are unable to cope with some work;
- · you are waiting for somebody who is late;
- you are given back your test after it has been examined by your teacher;
- you visit a dentist.

You may use the following:

satisfaction disappointment joy anger

fear happiness nervousness delight shyness stage fright Speaking in public is sometimes not very easy. But you can exercise speech skills at school. The opportunities for practice are with you all day and every day.

Name situations which give you an opportunity to speak before an audience.

Time for Fun

34 Answer the following questions truthfully, and find out if you are a perfect pupil.

What Kind of a Pupil Are You?

Questionnaire

- Q When do you arrive at school?
- A a. at break
 - b. after my teacher has marked my absence
 - c. twenty minutes before the lessons
 - d. some other time
- Q How long does it take you to do your homework?
- A a. what homework?
 - b. the time it takes me to travel to school
 - c. two hours
 - d. other
- Q What are your hobbies?
- A a. watching cartoons
 - b. sport
 - c. reading literature
 - d. others
- Q What is your favourite subject?
- A a. none
 - b. PE
 - c. Mathematics
 - d. other

If you have answered c) in each question you are a perfect pupil. But if you have answered a), the only thing we can say is that you are human!

If you have answered b) in each question you are a "mixed-up kid".

^{&#}x27; human ['hju:mən] — человек, смертный

- 35 a) Speak about some unusual experience you once had.
 - b) Decide whose experience was the most exciting.
- → 36 Give your opinion on the following:
 - · what you consider to be a good (bad) habit;
 - · what personal qualities you consider to be very important;
 - which of the schoolrooms you consider to be best equipped;
 - which of the traditions observed in your school you consider to be particularly interesting;
 - which TV programmes you consider to be valuable for children.
 - 3 Read these suggestions made by some boys and girls, then say what each one of them suggested, and if you are 'for' or 'against' these suggestions. Give reasons for your arguments.

Mike: More educational excursions should be arranged.

Kate: The school should invite a guest speaker every week.

Jane: A school orchestra ['o:kistrə] should be formed.

Dan: Uniform should not be compulsory at school.

38 Work in groups.

a) Here are different reasons why you go to school. Discuss them and say whether you agree or disagree with them.

School introduces you to different sorts of people.

School helps you make your own decisions.

School helps you to understand yourself better.

School makes you polite and well behaved.

School introduces you to new scientific ideas.

School helps you to use your free time sensibly.

School helps train you for a job.

School teaches you moral values.

School teaches you about your country, its history, culture and its present-day place in the world.

- b) Decide which of the reasons you think most important.
- c) Tell the other groups about your decision.

A SCHOOL MAGAZINE

39 a) Look through the list of items and the extracts from a school magazine. Find the right title for each extract.

Items

Hockey Report Athletics Report Tennis Report Public-Speaking Competition A trip to Paris The Spanish Trip Our Impressions of Italy Easter Cruise Play On Drama Festival Memories of the School Concert Thirteen Is ... If Music Be Orchestral and Choral Concert

The School Concert was a nail-biting, knee trembling day. The long wait between the end of school and the beginning of the concert, at seven-thirty did not help! At seven p.m. the orchestra arrived and started tuning up in the Sixth Form Common Room and at seven fifteen the other performers arrived making the room even more crowded and noisy.

Jenny

When I arrived everyone was panicking about something. "My clarinet's not in tune". "I'm losing my voice". "Where's my costume?"

Elizabeth

Once on stage, I tried to keep my eyes away from the audience. The lights were burning against my cheeks, and I felt them turn red. My first speech went fine, although when I saw how large the audience was, I almost stuttered!

Robert

I was not actually in the Concert which was rather disappointing. I helped to put out all the chairs. It was a very pleasant performance but next time I hope I'm in the right place at the right time so that I can be in the Concert.

Anna



SOME MUSICAL EVENTS

JUNE:

Joint Second Orchestra give concert at St Antony's, Leweston

Chamber Concert in Stuart

Centre.

'Ballads, songs & snatches' in Powell Hall

Orchestral & Choral workshop in Stuart Centre



b) What aspects of the students' life does the magazine reveal? How, in your opinion, are the materials offered on the pages of the magazine entertaining and informative?

Thirteen is ...

Thirteen is ...

What is thirteen?

It's nowhere land.

It's in between.

You're growing up.

YOU'RE STILL A CHILD

Responsibilities.

A time to express opinions

A time to keep quiet.

When you see and almost understand.

Complex feelings contend,

Depression then happiness Insecurity,

This is thirteen.

Thirteen is me.

Liz Austin, 14

Thirteen is allowance not pocket money.

Thirteen is 'Next' not 'Marks and Spencers'

Thirteen is boys not Maths or English.

Thirteen is trips into town with friends, not Mum.

Thirteen is cinemas, not Saturday chores,

Thirteen is hinting, not expressing, your views,

Thirteen means make-up littering your desk,

Thirteen means clothes hanging out your wardrobe,

Thirteen means Mum moaning "Tidy your bedroom".

Thirteen is 'The Body Shop' not 'Boots' the chemists. Thirteen on the whole is fun.

Lizzie Amies

At the beginning of next Summer holiday, a party of LVI studying 'A' level Geography, Italian or History of Art will be going by coach to Venice for ten days. " Much of the time will be spent exploring the sights and delights of that city, but they will also enjoy visits to both Padua and Vicenza and will travel back to England via the Ortles for the benefit of the Geographers. We, rather enviously, hope they have a wonderful time!



THREE SISTERS

by Anton Chekhov translated by Michael Frayn



ANDREY PROZOROV NATASHA, his fioncée, later his wife

Callum Greene Tiffany Mackenzie

OLGA MASHA

his sisters

Alison Gee Alannah Langton

IRINA

Fiona Seddon-Brown Mack Furner

KULYGIN, a teacher, Masha's husbe LL Col VERSIENIN

LL. the BARON TUSENBACH

Tim Bostel Robert Miller Best ten days of my life...

What can I say?...

I just want to go straight back and stay there for

The school was, well — different!

... impossible not to have a good time in Spain!.

Give your own idea of the contents for a school magazine which may be interesting for students your age.

41 Read and remember:

Expressing approval and disapproval

Approval

Disapproval

It's a good thing!

I'm against it!

Sounds good to me.

That won't do!

That's just what I was going to say.

What's the use of ...?

Fine!

No go!

That'll do.

That won't work.

I'm all for it.

What's the good of ...?

- 42 Approve or disapprove of these ideas about a school newspaper or a magazine:
 - It's reasonable to devote a school newspaper to only one topic, to our sporting experience or to our hobbies, for example.
 - We must put a lot of colourful pictures into the school newspaper.
 - · The editorial should always be serious.
 - New editors must be chosen for each new issue of the school newspaper or magazine.
 - The class newspaper must reflect only our class's activities.

150

43

A lot of different opinions are always expressed when an issue of the school magazine is being discussed.

Work in groups. Discuss your ideas about an issue of your school magazine.

You suggest your ideas about the contents of the new issue of your school magazine and give reasons for your suggestions.



You approve or disapprove of the ideas expressed and make your own suggestions.

- b) Exchange the ideas discussed in your group with those of other groups.
- Express your opinion about the latest issue of your school newspaper or magazine.

 Say what you like in it and what you could criticize. Try and make your explanation as reasonable as possible.
- An educated person is one who knows a lot about many things. He is also finding out more about the world around him.

Express your point of view on these questions. Give reasons for your answer.

- What helps to make a person educated?
- Do you think it is very important that everyone should be educated? Why?

THE JOY AND POWER OF KNOWLEDGE

46 a) Read these sayings about knowledge and say what knowledge is compared to.

Knowledge is power.

Knowledge is light.

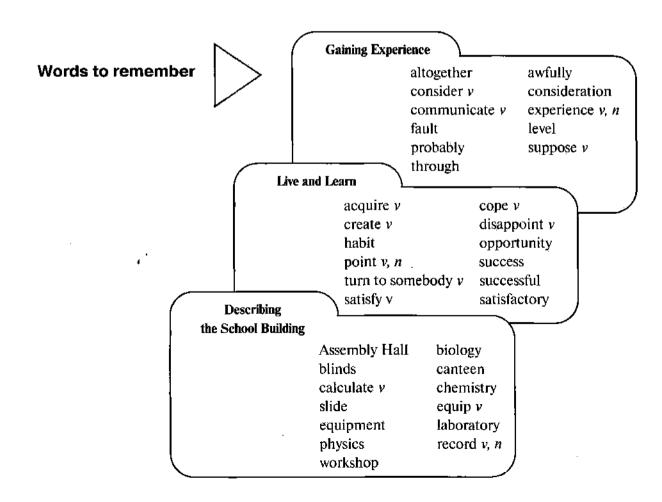
Knowledge is wealth.

- b) Explain how you understand these sayings. Say why you think knowledge is compared with light, power and wealth. What else do you think knowledge can be compared with?
- 47 a) Have you ever heard these sayings? Compare them and discuss them with your classmates.

As knowledge increases, wonder deepens.

A little knowledge is a dangerous thing.

b) Give examples from your own experience or from books which prove the truth of these sayings.



⊿

THE SCHOOL SYSTEMS IN GREAT BRITAIN AND IN THE USA

48 a) Read the text about the school system in Great Britain and identify the levels of schooling British students pass through. Use a dictionary when necessary.

School in Great Britain

Education in Britain is compulsory and free for all children between the ages of 5-16. About 93 percent of all children are educated in state schools and the rest attend private schools.

Primary School.

Schoolchildren attend a primary school for 6 years (5 to 11 years). The division between primary and secondary education is at the age of 11 when almost all children in the state system change schools. When students

transfer to Secondary School at the age of 11, they do not take any examination, but their reports are sent on from the Primary School.

Using a Computer

Secondary School. Most children — over 80 per cent — go to a comprehensive school. "Comprehensive" means all-inclusive. They admit pupils of all abilities.

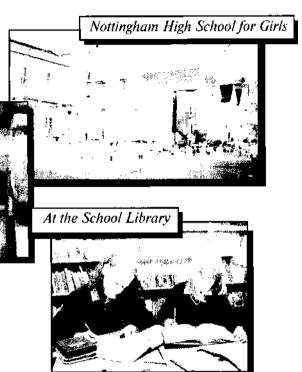
But there are also 'grammar schools' and 'secondary modern schools'. The pupils have to pass an exam to go there; so admission depends on the results of the selective exams and the pupils' abilities.

All types of secondary schools have the 5-year courses for pupils from 11 years up to the school leaving age.

Pupils in all state schools in England and Wales study 10 main subjects (in Scotland and Northern Ireland, the education system is a little different).

Core subjects	Foundation subjects		
English	History		
Mathematics	Geography		
Science	A modern language		
	Art, Craft and Design (ACD)		
ļ	Music		
	Information Technology (IT)		
	Physical Education (PE)		

Religious education is also taught.



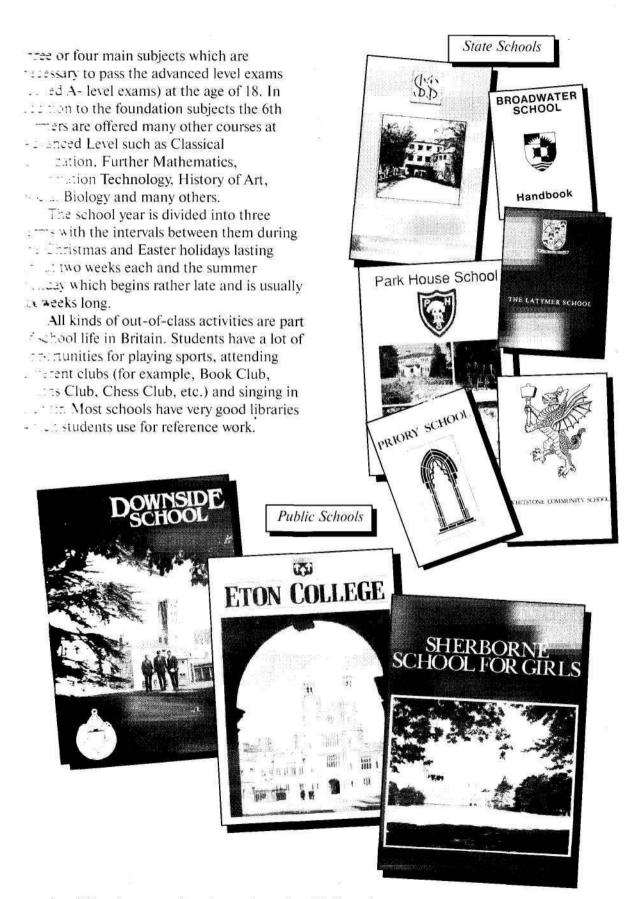
Grammar school a school for children over the age of 11, who are specially chosen to study for examinations which may lead to higher education.

Secondary modern school a school for children over the age of 11, who are not expected to go on to higher study later.

Attainment tests are given at the ages of 7,11 and 14. At the end of a 5-year course, at the age of 16, students sit the G.C.S.E. (General Certificate of Secondary Education) exams in as many subjects as possible. Weak students may only sit for three or four subjects. Better students take ten subjects.

At the age of 16 about two thirds of these pupils leave school and get jobs or apprenticeships. About one-third stay on at school until the age of 18, preparing themselves for higher education.

The 6th Form. More ambitious pupils continue to study in the 6th form. They stay on at school for one or two years to prepare themselves for university. They have only



b) What have you found out about the 6th Form?

49 a) Read the text about the school system in the USA and identify the levels of schooling American students pass through. Use a dictionary when necessary.

School in the United States

The Hewitt School

There are different types of schools and colleffps in the United States, and there are many differences among them. Yet, they are in some ways similar in their structure.

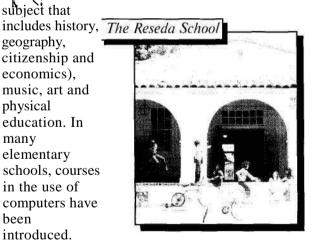
American students pass through elementary and high school. About 85 per cent of students attend public schools. The other 15 per cent attend private schools.

Elementary School usually means grades Kindergarten (K most schools start at the kindergarten level) through 8.

But in some places, the elementary school includes only grades K to 6.

Almost every elementary school provides instruction in Mathematics, Language arts (a subject that includes reading, grammar, composition and literature), penmanship,

science, social subject that geography, citizenship and economics), music, art and physical education. In many elementary schools, courses in the use of computers have been introduced.



And in some areas, a second language (other than English) is offered in the upper elementary grades.

High School generally means grades 9 to 12. However, in many districts, junior high school includes grades 7 to 9. And when grades 7—9 are included with the 10th, 11th and 12th grades, all six are said to form a senior high school.

Most secondary schools offer the same

"core" of required subjects: English, Mathematics, Science, Social Studies and Physical Education. In some areas and at more advanced levels students can choose some subjects. And they can take additional units as electives, for example, a year of European history and a year of world political issues. Elective courses vary from school to school. Some high schools specialize in business education, or industrial trades, or foreign languages. A student planning to be a physician would want to attend

The Shell School

a school offering many electives in science.

High school students can take vocational courses that prepare them to perform specific

jobs, such as that of an automobile mechanic or a carpenter. Advanced courses prepare other students for university or college study.

Schools organize all kinds of sport activities. Most schools publish their own student newspapers, and some have their own radio stations.

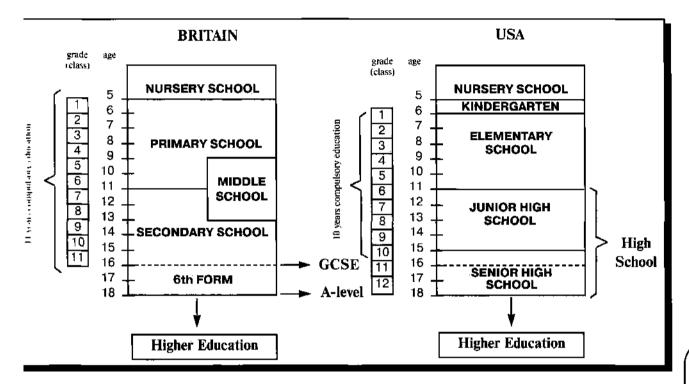
Almost all have student

orchestras, bands and choirs, which give public performances. There are theatres and drama groups, chess and debating clubs, Latin, French, Spanish and German Clubs, groups which meet after school to discuss computers, chemistry, or other topics.





These charts show how education is organized in Britain and the USA.



Compare the school systems in Britain and in the USA. How do they differ?

- 1 At what age do children in Britain and in the USA start school?
- What types of schools can be found in these countries?
- 4 What subjects are taught in British and American schools?
- 5 What is the school leaving age in Britain and in the USA?
- Do the structures of British and American schools differ greatly from that of your own country? How?
- 52 Compare and remember these words from the school vocabulary:

Br. E.	Am.E.
public (=private)	public (=state)
primary	elementary
secondary	high .
form	grade
Ist year	freshman
2nd year	sophomore
3rd year	junior
4th year	senior
term (three in a year)	semester (two in a year)
break	recess
time-table	schedule
rubber	eraser
packed lunch	sack lunch
headmaster	principal
holiday	vacation
	1

4

The name of the American writer Isaac Asimov (1920–1992) is one of the biggest names in science fiction today. He is by far one of today's most widely read authors.

Isaac Asimov was not only a science fiction master, He was a professor of biochemistry ['barou'kemistri] who received a lot of awards for his scientific articles covering a wide range of subjects. As a popular lecturer and scientist he was valued highly in the world of science. Isaac Asimov also wrote stories and articles on history, literature, geography and humour.

His books include such classic works as I Robot. Guide to Science. Before the Golden Age. Lucky Starr and the Pirates of the Asteroids, The Kingdom of the Sun, The End of Eternity!. Asimov's imagination has remarkable adventures set in the not-too-distant future — adventures that could change from fiction to fact any day now.

ISAAC ASIMOV

- Read the words and try to guess their meaning. Pay attention to the suffixes:
- ful: sorrow sorrowful, scorn scornful;
- ly: sorrowful sorrowfully, proud proudly,

wide - widely, careful - carefully;

- hood: neighbour neighbourhood,
 brother brotherhood.
- 54 Read these word combinations and translate them:

a widely read author

a scornful look

to shake one's head sorrowfully

to pronounce the word carefully

children from the whole neighbourhood

55 Read the proper names which you will come across in the text.

Margie ['maːdʒɪ]; Tommy ['tomɪ]; Mrs Jones [dʒounz]; Isaac ['aɪzək] Asimov ['æsɪmɔv].

56 Read the story **The Fun They Had** and say why Margie changed her opinion about the school that the old book described.

The Fun They Had

Margie even wrote about it that night in her diary.

On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly², and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know, And then, when they turned back to the page before, it had been the same words on it that it had when they read it the first time.

"Gee³," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen has had a million books on it and it's good for plenty more. I wouldn't throw it away."

"Same with mine", said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic"."

"What is it about?"

"School,"

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical [mtˈkæntkəl] teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the Inspector [inˈspektə].

He was a round little man with a red face and a whole box of tools. He smiled at Margie and gave her an apple, then took the teacher apart³. Margie had hoped he wouldn't know how to put it together again, but he knew all right, and, after an hour or so, there it was again, large and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot⁶ where she

^{&#}x27; eternity [t'tə:niti] — вечность

² **crinkly** [ˈkrɪŋklɪ] — мятый

³ Gee — Вот так так. Вот это да.

⁴ attic [ˈætɪk] — чердак

^{*} to take apart [əˈpɑːt] — разобрать на части

[°] slot — шель

tad to put homework and test papers. She always had to write them out in a code they made her learn when she was six years old, and the mechanical teacher calculated the mark in no time.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs Jones. I think the geography sector was a little too quick to change the tasks. Those things happen sometimes. I've slowed it up to an average ten-year-level!". At the present moment her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because something had gone wrong with the history sector.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior ² eyes. "Because it's not our kind of school, stupid. This is the old kind of school they had hundreds and hundreds of years ago." He added proudly, pronouncing the word carefully, "Centuries ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway they had a teacher."

"Sure, they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't good enough."

"Sure he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much. I bet you 3." Margie wasn't prepared to dispute [dis'pjuit] that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same things?"
"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted 4 to fit the mind of each boy and girl



it teaches and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

They weren't even half-finished, when Margie's mother called, "Margie! School!"

Margie looked up. "Not yet, Mamma."

"Now!" said Mrs Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?" "Maybe," he said without enthusiasm.

He took the dusty old book and walked away, whistling.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on 5 and waiting for her. It was always on at the same time every day, except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

The screen lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions". Please put yesterday's homework in the proper slot."

Margie did so with a sigh? She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighbourhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another with the homework and talk about it.

And the teachers were people ... The mechanical teacher was flashing * on the screen:

"When we add the fractions 1/2 and 1/4—" Margie was thinking about how the kids must have loved it ' in the old days. She was thinking about the fun they had.



average ten-year level — средний уровень десятилетнего ребенка

superior (sju:'pтэттэ) — полный превосходства

³ I bet you — 3д. Я уверяю тебя

be adjusted — приспособиться

[•] to be on — быть на экране

[&]quot; proper fractions — неправильные дроби

^{&#}x27; sigh [sai] — вздох

^{&#}x27; to flash — вспыхивать

^{*} must have loved it — должно быть, любили

57 Translate the sentences:

- 1 It was awfully funny to read words that stood still instead of moving the way they were supposed to on a screen, you know.
- She always had to write them (test papers) out in a code they made her learn when she was six years old, and the mechanical teacher calculated the mark in no time.
- 3 "My mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently".

58 Find and read aloud the lines which show:

- · what book Tommy once found in his house in the attic;
- that Margie was surprised at the sight of the book;
- that the writer is describing a school of the future and the way the children of 2157 study;
- what Margie's attitude towards school was like.

Discussing the Main Characters of the Story

The following sentences describe things that Margie and Tommy said, did or felt. How does each item characterize them?

Margie

- Margie was scornful when Tommy said that the book he had found was about school.
- Margie was disappointed that the mechanical teacher had not been taken away.
- Margie did her homework with a sigh.
- Margie was sure that a man could not be a teacher.
- Margie began to believe that the children in the old days loved their school. She thought about the fun they had.

Tommy

- It was awfully funny for Tommy to read words that stood still, and he thought that reading a book like the one he had found was a waste of time.
- Tommy looked at Margie with very superior 'eyes when he told her about the kind of school the old book described.
- "My father knows as much as my teacher,"
 Tommy said proudly.
- When Margie asked Tommy to give her the old book to read with him after school, the boy answered," Maybe," without enthusiasm.

You may find the following words helpful in describing Margie:

indifferent tired of learning bored feeling lonely imaginative open-hearted naive responsive You may find the following words helpful in describing Tommy:

scornful proud ironical sure of independent himself

Discussing the Events and the Theme of the Story

- ₩ 1 Give explanations of these facts from the story:
 - · It was awfully funny for Margie and Tommy to read words that stood still.
 - Tommy thought that reading a book like the one he had found was a waste of time.
 - Margie hated school.
 - The Inspector believed it was not Margie's fault that she could not cope with her homework in geography.
 - Margie was disappointed that the mechanical teacher had not been taken away.
 - Margie was sure that a man could not be a teacher.
 - Margie began to believe that the children in the old days had loved their school.
 - 2 Think of what made Margie say that the children of the 20th century must have had fun at their school. Speak about it.

3 Role play

Act out a conversation between Tommy and Margie.

- They discuss the school in the old days.
- They express opinions about teachers.
- They speak about the type of teaching and learning they prefer.
- 4 Express your opinion on these points:
 - Each pupil has to be taught differently.
 - A man cannot know as much as a mechanical teacher.
 - Communication with other children is not necessary when you study.
- A good title excites interest and gives clues to what the story is about.

Do you think The Fun They Had is a good title? Why or why not? Explain your answer.

6 Give your own ideas of a school of the future. Discuss them with your classmates.

HOW MUCH DO YOU REMEMBER ABOUT GREAT BRITAIN AND THE USA?

Choose the right answer:

- The national emblem of Scotland is:
 - a) a rose.
 - b) a thistle.
 - c) a daffodil.
- 2 Wales is:
 - a) the biggest land of the UK.
 - b) the smallest land of the UK.
 - c) a very flat country.
- 3 Most children in England and Wales go to:
 - a) secondary modern schools.
 - b) comprehensive schools.
 - c) grammar schools.
- 4 Cardiff is the largest city in:
 - a) Scotland.
 - b) England.
 - c) Wales.

- 5 These newspapers are published in Great Britain:
 - a) The Times.
 - b) The Christian Science Monitor.
 - c) The Star.
- 6 The first President of the USA was:
 - a) Richard Henry Lee.
 - b) George Washington.
 - c) Abraham Lincoln.
- 7 Independence Day is celebrated in the USA:
 - a) on the fourth Thursday in November.
 - b) on the fourth of July.
 - c) on the 31st of October.
- 8 The real name of Mark Twain was:
 - a) William Sydney Porter.
 - b) Samuel Clemens.
 - c) Charles Dodgson.

PROJECT

A Survey on Aspects of School Life

Work in groups

Interview your schoolmates to find out their attitude toward school.
Use the following questionnaire:

How do you evaluate	Like (number of	Don't like	Indifferent
the following?	pupils)	(number of pupils)	(number of pupils)
School			
Subjects:			
Literature			
Mathematics			
History			
Geography			
Bialogy			·
Foreign languages			
Music			
Art	_		
Out-of-class activities			
Sports/Gym classes			
School library			
School canteen	<u> </u>		_
Learning to get along with others			
Making friends		}	

- 2 Collect the information and tell your class about your findings.
- 3 Hold a discussion on different aspects of school life.



THERE IS NO PLACE

SO MUCH TO SEE AND TO LEARN

1 a) Look at the picture and answer the questions:

The Homecoming



- 1 Who has come home after a long absence?
- 2 How did the girl arrive?
- 3 How do you know that all the members of the family are happy and excited?
- 4 Do you think it's truly a happy occasion? Why?
- 5 Why do you think the girl left home for some time? Give your suggestions.
- b) Make up a story about the picture.
- 2 Say which of the following expressions can be used in the scene at the railway station and by whom they might be said:

"It's good to be home!"

"Where have you been?"

"Did you enjoy the journey by train?"

"How wonderful to see you!"

"We certainly missed you!"

"When are you leaving?"

"Welcome home! It's been a long time!"

"How are you?"

"What is all this excitement about?"

"Have an enjoyable time!"

3 Role play. Act out a conversation between the members of the family.

Act as a daughter. You have been on a long trip. You have a lot of impressions. You have missed your family greatly.



Act as one of the members of the family. You greet your daughter/sister and ask her a lot of questions about her trip.

LIKE HOME

Your education or learning becomes richer as you travel, meet people and read.

Prove that it is so.

- a) Listen to the text of the song Travelling in My Mind, then read it. Answer the questions:
 - The singer can travel all over the world. When does he do this?
 - What are some of the things he doesn't like doing when he goes on a real holiday?

Travelling in My Mind

Instead of travelling the world for real,

I travel it in my mind,

I'm fond of visiting distant lands,

Where people are always kind.

When I'm sleeping in my bed at night

I wander in my dreams,

And drift away to Southern Sea

Islands,

Sun and sparkling² streams.

Chorus:

'Cause I'm a mind traveller!
I travel anywhere I please!
Yes, I'm a mind traveller!
Don't care about the mountains
or the sea

While others give up travelling when Their money's all been spent, I keep on roaming's, round the world:
I'm happy and content.

If I don't feel like seeing Spain, I just don't go, that's all. 'Cause I can close my eyes and go To any place at all.

Chorus:

So I'm a mind traveller!

While others insist on packing bags
And getting into a daze⁴,
I wonder if they have the strength
To enjoy their holidays.
I'm tired of gazing⁵ at monuments
And photographing views.
I get fed up with crowded trains
And standing in long queues.

Chorus:

So I'm a mind traveller!

b) Do you agree that "travelling in the mind" may be exciting? Why or why not?

to drift — перемещаться (по ветру, течению), дрейфовать.

sparkling ['spa:klin] — сверкающий, блестящий.

to roam [roum] — странствовать, бродить.

daze — оцепенение, изумление.

to gaze — пристально глядеть, вглядываться.

TRAVELLING EXPERIENCES

[OD0]

6 Read and remember how to use the words:

to attract [ə'trækt], attractive [ə'træktıv], attraction [ə'trækʃn]: to attract attention; an attractive old town. He shouted to attract attention. The village is attractively situated on the shore of a lake. The real attraction of the square is the monument which stands in the centre.

picturesque [piktfə'resk]: a picturesque view; picturesque hills. From the mountain top, the tourists got a picturesque view of a small village. Where does this picturesque road lead to?

route [ruit]: popular routes, a favourite bicycle route. Which route shall we take? Our route passed through some picturesque towns and villages. My route to school takes 10 minutes.

to look forward to: Children always look forward to holidays which afford so many opportunities for fun. I'm really looking forward to seeing you.

to turn out: The day turned out to be a fine one. Everything turned out to be excellent.

guide [gaid], guide-book ['gaidbuk]: The guide will show the tourists and holiday-makers some of the most attractive parts of this region. It is best to have a guide-book or a travel brochure with you when you go travelling. The guide-book is well illustrated, and from time to time you will enjoy looking

through it, and remembering the beautiful places you visited.

Egiption on Suns 1880 Control of the

remote [rɪ'mout]: remote parts of the country. These are remote, rarely visited islands.

tour [tuə], tourist ['tuərist]: make a tour about the country. The beauty of these places is very attractive to tourists. It's so exciting to make a tour about our country.

convenient [kən'vi:njənt], inconvenient: a convenient time. We decided that it would be a rather convenient place to live in. "Could I have a word with you?" — "Well, it's a bit inconvenient at the moment." You always travel by train. Do you find it convenient?

comfort ['kʌmfət], comfortable, discomfort: She wanted a life of reasonable comfort. The discomfort of hiking doesn't worry me at all. Sit down and make yourself comfortable. They have been living comfortably for the last ten years.

brochure ['broufə]: travel brochures; a brochure about the ancient castles of Scotland. All kinds of travel brochures and booklets give much useful information about places of interest and possibilities for sightseeing. They brought home heaps of travel brochures.

hotel [hou'tel]: The attractive hotel offers beautiful views over the river. Tourists prefer hotels with modern comforts.



- 7 Say if and why you think that:
 - those who are fond of travelling look forward to a trip (tour, journey, voyage) to some unknown place;
 - we all look forward to meeting our family, relations and friends after a long absence from home;
 - · we look forward to good weather after endless rains;
 - we look forward to the beginning of our favourite TV programmes;
 - sports fans look forward to some important competitions (contests, tournaments);
 - mountain climbers look forward to reaching the top of the mountain.
- 8 Say whose opinion (that of the guide, teacher or parents) is very valuable to you if you have difficulty in choosing a route for your trip or hike. Explain your answer.



- 9 Think of a possible explanation of these facts:
 - 1 The trip turned out to be a disappointment.
 - 2 The route turned out easier than we had expected it to be.
 - 3 The guide-book turned out to be very useful indeed.
 - 4 Our travelling companions turned out to be very pleasant people.

O a) Look at these guide-books, brochures and booklets. What kind of information do they offer?



- b) Make a list of reasons why tourists and holiday-makers need travel brochures, guidebooks and different kinds of booklets.
- 11 Work in pairs. Act out a conversation with a classmate about your travelling experiences. Speak about your most exciting experiences; a trip which was really remarkable and a trip which turned out to be a disappointment.

Expressing delight

I really liked that ancient castle.
I admired the quiet beauty of the place.
It was really worth visiting.
Great! It looked fantastic!
We had a gorgeous (lovely) trip!
I was delighted!
It was delightful!

Expressing disappointment

The trip left much to be desired. I was disappointed with the place. The sight didn't impress me. I felt bored.

- 12 Agree or disagree. Give reasons for your answer.
 - 1 The idea of cycling holidays comes only to young people. Older people are not so enthusiastic.
 - 2 Travelling in another country is a very pleasant thing even if you do not know the language of this country.
 - 3 You always discover something new when you are travelling.
 - 4 People travel to enjoy the beauties of nature and to see places of cultural and historic interest.
- There are two viewpoints on travel. Some people like to go to one place and spend their holidays there. The place may be an interesting city, a picturesque village, a remote island or some other attractive place. Others believe in seeing as much as possible in the time they have.

Which group do you belong to? Express your own point of view. Give reasons for what you say.

- 14 Name various kinds of travelling you know. Say a few words about each of them:
 - whether it is a comfortable way of travelling;
 - · whether it is interesting, exciting, adventurous, enjoyable, dangerous, or safe;
 - what advantages and disadvantages it has.
- Some people prefer travelling by air, or by car, some by water, some like walking or cycling holidays.

Explain how this choice depends:

 on the traveller's age, profession, character, health, and aims;

The second section of the second sections of the second section of the sec

- on the distance the traveller is going to cover:
- · on the place he is planning to visit.



- 16 Work in groups. Discuss the following:
 - What role do adverts play in choosing your route or making a decision where to go travelling?
 - 2 How can adverts get you to make a decision and go to some place?
 - 3 Do you think they give a real picture of the place or do they exaggerate?
- 17 Imagine yourself in one of the following situations and describe your experiences and impressions.

You went to China

You tried to learn the language. You went by train through Siberia. No one spoke English or Russian.

You went to Scotland

You visited remote islands. They were hilly and cold. The scenery was lovely. You met three men in kilts.

You went to Paris

You flew there.
You had two days there.
It rained, but not hard.

A company of the second of the Company of Communication of the Communica

Select park in sheltered river valley, within Dartmoor National Park. Explore the beautiful countryside, an area of outstanding natural beauty. This park is ideal for walking, pony trekking, golfing, fishing, touring and relaxing.



Dartmoor ['da:tmo:] a large wild open hilly area of great natural beauty in Devon in SW England. Dartmoor is one of the ten National Parks in England and Wales.

Cheshire ['tʃeʃə] a county in NW England, famous for its hard cheese.



A delightful, beautifully landscaped park right in the heart of Cheshire. Outstanding panoramic view over the water. An ideal place for boating, fishing, sailing and windsurfing.

Enjoy a delightful holiday a mile away from the historical cathedral city of Exeter. The rich heritage of architecture, hundreds of years old, remain the great attraction of the place to this day.



Exeter ['eksitər] a city in Devon in SW England.

Thomas Hardy (1840 — 1928) an English writer and poet, most of whose books are set in Dorset, where he was born. His best known book is Tess of the D'Urbervilles [itesavða'dabavilz] written in 1891.



Discover the picturesque Lulworth Cove and numerous sandy beaches from this friendly quiet Holiday Park. Enjoy the lovely views of this most beautiful part of the South Coast. An ideal base from which to explore Thomas Hardy's Dorset.

Dorset ['do:sit] a county in SW England on the Channel coast.

Set in magnificent scenery with views of Lake Ullswater. It is a quiet, beautifully wooded place. Excellent country walks, fishing and boating on an unspoilt lake with an abundance of wildlife. Ideal for exploring this area.



Uliswater ['Alzworte] one of the lakes in the Lake District, NW England

b) Say how these places are attractive (remarkable, impressive, enjoyable).

EXPLORING NEIGHBOURHOODS

Op O

19 Read and remember how to use the words:

to populate ['populeit], population [popjurlessn]: to be populated. This is one of the most populated parts of the country. This is a quiet town, with a population of under 15,000 people. The population of New York is over 10 million people.

area ['eərɪə]: an area of great historic interest. There are large areas in Australia still unpopulated. From this place, there are fine views of the surrounding area.

various ['vearies], variety [varaieti]: to read various books; for various reasons; variety of scenery. This country occupies a very large territory, and it has a great variety of scenery. Various languages are spoken in our country. There are various ways of travelling (by bus, train, air, bicycle).

culture ['kaltfə], cultural ['kaltfərəl]: a centre of culture: the cultural centre of the republic. London is the cultural centre of England.

industry ['indestri], industrial [in'dastriel]: the industrial areas of the country; highly developed industries; an industrial centre of the region. The most important industry in Scotland is ship-building.

architecture ['a:kitektfə], architectural [a:ki'tekt[ərəl]: a fantastic piece of architecture; classical (modern) architecture; a style of architecture; architectural beauties of the city. The building is known for its unusual architecture. In which part of the city can we find some buildings of historic and architectural interest?

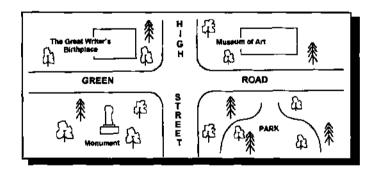
to found: to found a town; to found an important building. The Cathedral was founded in the 12th century. York was founded by the Romans more than twenty centuries ago.

to restore: to restore an old painting; to restore a building. I asked whether the pictures could be restored. The furniture and paintings have all been carefully restored.

to remind: to remind of a fact or event. This hot summer reminds me of my holiday in Spain. This colourful guidebook will remind me of my pleasant visit to Paris. You do not need to remind people of their mistakes all the time. Please remind me to post the letter.



(1) 20 a) Look at the plan and say what may attract tourists to this part of a city.

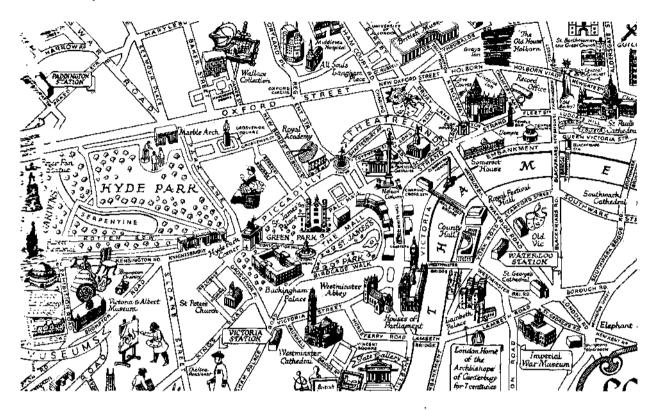


b) Draw a map to show the others the part of your city which you consider really attractive.

Speak about your city (region). Say:

- how large it is and what population it has;
- whether it is an industrial (cultural) centre;
- what makes it a centre of highly developed industry (culture);
- which buildings (areas) of historic (cultural, architectural) interest in it are worth mentioning and why.

22 Study the map of central London and find the most famous sights of the city. Say why they attract tourists.



In the city where you live you know a district where some very interesting buildings, streets, monuments and museums are situated. You would like your classmate to get acquainted with them, too.

Work in pairs. Act out a conversation with your classmate about the place which may attract tourists.

You want to find out some information about the place which may attract tourists. You ask questions to find out:

- whether there are some buildings of historic or architectural interest in this place;
- why this part of your city is considered to be of some particular interest.



You answer your classmate's questions about the place and explain why you think it is really attractive.

Describe a place you were impressed by or disappointed in. What were your expectations? Did you see what you expected? Or, if you prefer, speak about a place you did not expect much of, but were pleasantly surprised to find you liked it.

You may use the following:

attract
be attractively situated
expect
a remote place
be overcrowded
be impressed by

be a real attraction turn out to be a disappointment look forward to picturesque places nothing in particular admire the architecture of **25 a)** Read this magazine article and find out the reasons for the walkabout which is described in it. Use a dictionary when necessary.

Ffyona Campbell's Australian Walkabout

Land's

[.lændz'end] the point

of the English coast

thought of as being

the furtherst southern

part of the mainland

of Britain.

From her early teens Ffyona Campbell longed to escape from city life. She was looking forward to finding some wide open spaces and simply walking as far as her legs could take her. She couldn't do that when she was at school, but now she can.

Soon after leaving school Ffvona

John O'Groats [,dʒɔn əˈgrouts] a place in the NE Scotland, thought of as being the most northern part of the mainland of Britain.

became the youngest person to walk the length of Britain from John O'Groats in the north to Land's End in the south. By completing this first marathon walk she raised over £25000 for cancer research.

Ffyona's next venture

was even more ambitious. In 1986 she set out to raise money for African Famine Relief by walking from New York, across the United States to Los Angeles. She not only completed the journey, but she also set a women's long distance walking speed record by clocking up twenty-five miles a day for 151 days.

Instead of hanging up her walking shoes and calling it a day, Ffyona set about planning her most arduous trip to date. She intended to leave her comfortable home in London and fly to Australia where she would walk from Sydney to Perth, crossing the arid Nullabor Plain.

The walk from Sydney to Canberra and then on to Melbourne and Adelaide wasn't especially difficult. Ffyona was used to that kind of long-distance walking. Her problems started when she entered the Nullabor desert, west of Adelaide. Temperatures there were extreme, and during the day the road surface heated up to a sizzling 136°F. It was far too hot for Ffyona to walk during the day. Instead, she had to walk at night and attempt to sleep in the daytime. She couldn't stay in hotels because there weren't any. She just had to make do² with the hot, dusty camper-van brought along by her fitness instructor, David Richards.

Despite the searing heat, Ffyona averaged between forty and forty-five miles a day and covered an astounding total of 3,517 miles in ninety-five days. She kept her strength by eating a high-carbohydrate diet of muesli, pasta, fruit and toast.

It didn't matter to Ffyona that her throat was dry, her muscles ached and her feet were blistered. The beauty of the scenery around her, the evening sunsets and the dawn sun, made up for all the discomfort she suffered. As she made her way across the desert she looked forward to spotting the

dingos and kangaroos that lived there and the eagles that flew overhead. "How could anyone really understand what it is like without experiencing it first hand?", said Ffyona. "This is what life really is all about."

Ffyona's walked across
Britain, the United States and Australia and she's still only twenty-two years old. It won't be long before she puts on her walking shoes again. She is already planning her next great walk... across Africa!

The phrase From Land's End to John O'Groats means from the extrema south to the extrema north of Britain.

26 a) Work in pairs. Imagine one of you is a reporter who is going to interview Ffyona Campbell. Make a list of questions you would ask her about her travelling experiences.

b) Act out an interview. Use the following expressions to keep the conversation going:

Showing interest Really? Did you ...? That's interesting!

^{&#}x27; call it a day — прекратить какое-либо дело

таке do ['meikdu:] — обходиться тем, что имеется

make un for — восполнять, возмещать

- An interesting part of travelling is planning the trip (the tour). You can read about the places you want to see, and you can gather information about them from people who have already been there.
- a) Work in pairs. Act out a conversation with a classmate who has been to a place which impressed him greatly.

You ask questions to find out:

- what impressed your partner most of all;
- what particular things you can see there;
- how much time you'll need to see all the interesting sights;
- how to reach the place;
- what is a good starting point for your trip;
- when is the best time of the year to go there;
- · where he can advise you to stay;
- · what you should prepare for your trip;
- how much time your trip will take.



You answer the questions that interest your classmate and try to convince him/her that the place is really worth seeing.

- b) After you have gathered information, tell the whole group whether you feel like going to the place which your classmate spoke about.
- 28 a) Read the text Adventure Is Necessary and identify different aims of travelling.

Adventure is Necessary

Adventure is necessary for us all. It keeps us from growing stale and old; it develops our imagination, it gives us that movement and change which are necessary to our life.

One of the aims of travel is to go in search of beauty. The beauty spots of the world are magnets ['mægnits] which attract travellers year after year. Yet even more valuable to the traveller is the knowledge which he gets of his fellow men by going among people of different character and different ways of life. The proverb says, "So many countries, so many customs."

And then there is for the traveller the great joy of coming home again. When his curiosity for new scenes is satisfied he turns his thought toward home where all the things are most familiar, and he loves them. So the traveller, besides the delight of travel, has the warmest feeling of returning home.

- b) Make a list of reasons you think people have for planning a trip.
- c) Discuss these reasons in class and decide which are more (less) important.

THE FAMILY TREE



29 Read and remember how to use the words:

relative ['relativ]: Do relatives or friends often visit your family? Who are your relatives on your mother's side?

nephew ['nevju:], niece [nixs], cousin ['kazn]: Once in a while my parents' nephew and niece come to live with our family. I've got a cousin who lives in another city.

twin: twins. Two children born at the same time of the same mother are called twins.

term: to be on friendly (good, bad) terms; not on speaking terms. It struck me as being unusual that the girls were not on speaking terms. They had never quarrelled before. Are you on good terms with all your relatives?

youth [ju:θ]: We change and learn from youth to old age. He visited India in his youth. The dream of her youth has come true. They were full of the idealism of youth.

adult ['ædʌlt]: Little children must be accompanied by adults. She had very adult features.

generation [dgeneration]: the new generation; an older generation; from generation to generation; a generation gap. A generation gap is a difference in attitude and behaviour between older people and younger people, which often causes them to argue or to be unfriendly to one another. There is no generation gap in this family. Her brother Fred, the youngest of that generation, was also a teacher.

pension ['penfan], to retire [n'tana]: to retire on pension. My grandparents haven't yet retired on pension; they still work.

alike [ə'laɪk]: to be alike; to look very much alike. They are twins; no wonder they look so much alike. These two things are alike.

30 Read and remember:

to be like to be alike

If people (things, actions or situations) are similar to each other in character, manners, tastes, attitudes, we use to be like or to be alike.

to look like to look alike

If people are similar in appearance, we use to look like or to look alike.

I'm like my brother. — We are alike.

My sister isn't much like me. — My sister and 1 aren't alike.

His sister looks just like him. — His sister and he look alike.

His two daughters are very (much) alike in character, and they look very much alike.

When we ask about the characteristics of people and things, we use "What's...like?".

What's your mother like? — She is a very nice person.
What's Tom like? — Tall and dark. Rather nice, but very shy.
What's your new girl-friend like? — She is lovely.

"What's...like?" is often used for the weather.

What's the weather like this morning? — It's rather cold.
What's it like outside? — Fine. The day is so sunny and warm.

- Work in pairs. Act out a conversation with your classmate. Ask each other questions to find out:
 - whether he (she) looks like his (her) mother or father;
 - whether your classmate and his (her) cousin look very much alike or not;
 - what your classmate's aunt (uncle), cousin or some other relative is like;
 - whether his (her) brother is just like him (her) in character and manners;
 - whether your tastes are alike.
- 32 a) Read the text At Mealtime. Say whether the sisters are alike and what makes you think so.

At Mealtime

"Why," Betty asked her mother, "do you always give Susan a bigger slice of cake than you do me?"

"I like that!" protested her sister.

"Mine is much smaller than yours."

"Then change plates," suggested the girls' mother, adding when they had done this: "Now you are both satisfied."

But the girls were not. Each thought she had got the worst of the exchange.

- b) Say what you think the girls are like; whether they are friendly or envious of each other; who turned out to be the wisest in the situation.
- 33 Speak about your family tree. Say:
 - · whether you have many relatives;
 - who your relatives are and what they do;
 - what qualities you appreciate in them;
 - which of your relatives you consider to be interesting people;
 - who of them are dearer to you and why;
 - whether the immediate members of your family and your other relatives are on good terms.
- 34 Say:
 - · when you see your relatives;
 - · which ones you see on holidays, on birthdays, or on anniversaries;
 - · on what other occasions you see them.

FAMILY RELATIONSHIPS

<u>|000|</u>

35 Read and remember how to use the words:

unit ['ju:nɪt]: The family is very important as a unit in our society.

affection [ə'fekʃn]: to feel affection for somebody. Every mother feels affection for (towards) her children. He doesn't show much affection for animals.

tender: tender-hearted; tenderheartedness; tender heart; to be tender to somebody. The child was left in the tender care of his grandmother. This is a very tender plant; let it grow in a warm place. She loved her mother very tenderly.

to concern [kən'sə:n], concern, concerning [kən'sə:nɪŋ]: be of concern; a matter of serious concern; be concerned about someone; be concerned with something. All parents are very much concerned about the future of their children. That doesn't concern you at all. Don't trouble about things that do not concern you. Don't concern yourself with other people's affairs. Everybody was concerned at the news. She shows a true concern for others. You've got a Mum who is really concerned about you. He refused to answer questions concerning his private life.

to desire [di'zaiə], desire: to leave much to be desired. He passionately desired to continue his career. This could help us to understand our own desires and needs. His work left much to be desired.

equal ['i:kwəl], equality [i:k'wəhtı]: equal rights; to enjoy equal rights; be on equal terms

with; the equality of all before the law. Men and women must become equally responsible for bringing up children. Do they have equal opportunities to make a career? The two boys are of equal strength. The Constitution speaks of the equality of all men before the law.

to provide [prə'vaid]: to provide food and clothes for one's family; to be provided with (money, clothes, food); to provide something for somebody. Parents are expected to provide for their children. Are they provided for financially? The police are provided with guns only for defence.

to exist [ig'zist]: We can't exist without air, food and warmth. Does life exist on other planets? The world has existed for ages.

to argue ['a:gju:], argument ['a:gjument]: They argued with each other about the best place for a holiday. What are you arguing so passionately about?

to share [sea]: to share joys and sorrows; to share somebody's opinion. A true friend is a person who shares all your joys and sorrows. I can't share his opinion on this problem; I have a different point of view.

to keep: to keep somebody's birthday; to keep a family; to keep the house. He has a wife and a large family to keep. Is it your mother's duty to keep the house? We have decided to keep our granny's birthday and invite all our relatives.

- 36 a) Read and say which of these activities may unite the people in the family and make them a friendly, strong unit and which do not unite them. Explain your answers.
 - Discussing all the family plans together.
 - Going on trips (hikes) together.
 - Visiting museums, theatres, exhibitions and exchanging opinions about them.
 - Showing no interest in what the others like.
 - Helping each other in everything.
 - Sharing the same joys and troubles.
 - Remaining indifferent to what happens to the others.
- **€**%D
- b) Say what can unite the members of a family.

consideration for others attention understanding tenderness warm-heartedness hypocrisy indifference patience rudeness impatience unfriendliness insincerity selfishness respect love

a) Look at the pictures and comment on them. Speak about the families you see and their relationships.

Families are Different











5

You may use the following:

enjoy housework do many things together be a great help share joys and sorrows attend sports competitions be indifferent selfish unfair

unwilling to be helpful

tidy (clean) one's house with pleasure feel affection for be kind and patient be interested in many different things a close relationship have no consideration for others inattentive unable to be thankful

b) In your opinion, are they ideal families? Give reasons for your answer.

- Work in pairs. Exchange opinions with your classmate about what you appreciate in family relationships. Discuss these questions:
 - What relations must exist in every family to make it a unit of friendly and loving people?
 - Why is it important to think of the others in the family? Can you hurt people if you are selfish, inattentive and insincere?
 - How can you show love, kind-heartedness, tenderness and attention in everyday life?



40 a) Listen to the dialogue Why Do I Have to Go to Bed So Early?, then read it.

Answer the questions:

- What time does Henny's father want his daughter to come home?
- Did Henny make her father change his mind?

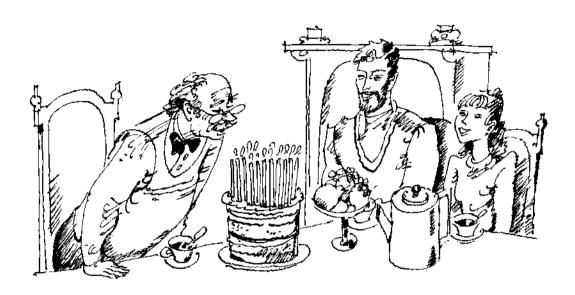
Why Do I Have to Go to Bed So Early?

F - Father; H - Henny; E - Ella

- H: Why do I have to go to bed so early?
- F: Why, why! Always why! I've answered that question so many times already. A girl your age needs lots of sleep if she wants to be healthy. If you don't get your rest, you won't do your lessons right. You have trouble enough with your marks in school.
- H: But nine thirty is awfully early! You let Ella stay out till ten thirty.
- E: Ten thirty is early enough for a girl nearly sixteen years old and don't try to spoil it!
- H: Not a single one of my friends has to be home that early. You treat me like a baby.
- **F**: Never mind about your friends. Their parents will worry about them.
- H: But it's Saturday night. There's no school tomorrow.
- F: I know very well what night it is.
- **H:** Could you make it ten o'clock, at least?
- F: No, Henny. I've been very patient with you up till now, no matter how many times you were late before. Now my patience is at an end. I expect you home by nine thirty.
- **H:** Nine forty-five, Papa, please!
- F: Henny! I said nine thirty, and not one minute more!
- b) Say what Henny's and her father's arguments are.
- c) Act out the dialogue.
- d) Say if you have the same problems in your family and how they are usually solved. Give examples from your own experience.

41 a) Look at the picture and describe the scene.

Grandpa's Birthday



You may use the following:

celebrate somebody's birthday look at somebody tenderly watch somebody doing something blow out the candles feel affection for...

- b) What do you think each of the three persons in the picture is thinking about?
- 42 a) Read these proverbs which say just the opposite and comment on them.

Absence makes the heart grow fonder.

Out of sight, out of mind.

- b) Think of situations in which you could use these proverbs.
- There are different opinions in families and between parents in the same family on how children should be treated when they disobey their parents and when they break the rules accepted in the family, do forbidden things, do not keep their word or promises, and thus cause a lot of trouble.

Some people are sure that parents should be patient with their children, always kind and understanding. They believe that kindness, understanding and patience are the only ways to bring up children and to make them understand what wrong things they have done. The rules and the children's behaviour are discussed in the family. Others believe that children ought to obey their parents and if they do not, they should be punished. The rules in these families are as follows: "Do as I say", "Do as you think is right."

EAST OR WEST, HOME IS BEST

<u>ono</u>

 $\gamma_{k,i}$

44 a) Listen to the poem **The Restless** ¹ **Boy**, then read it. Say why the boy dreamed so passionately of going away and what he saw during his travels.

The Restless Boy

There was once a restless boy
Who lived in a home by the sea,
Where the water danced for joy,
And the wind was glad and free.
But he said, "Good mother, oh!
Let me go;
For the dullest place in the world,
I know,
Is this little brown house,
This old brown house,
Under the apple-tree.



I will travel east and west;
The loveliest homes I'll see;
And when I have found the best,
Dear mother, I'll come for thee ²
I'll come for thee in a year and a day,
And joyfully then we'll haste ³ away
From this little brown house,
This old brown house,
Under the apple-tree."

restless — беспокойный

thee $[\delta ix] = you$

to haste [heist] — спешить, торопиться

So he travelled here and there,
But never content ' was he,
Though he saw in lands most fair
The costliest ' homes there be.
He something missed from the sea or
sky,

Till he turned again with wistful sigh ³

To the little brown house,

The old brown house,

Under the apple-tree.
Then the mother saw and smiled,
While her heart grew glad and free;
"Hast* thou schosen a home, my child?
Ah, where shall we live?" said she.
And he said,
"Sweet mother, from east to west,
The loveliest home,
and the dearest and best
Is a little brown house,
An old brown house,
Under an apple-tree."

Eudora Bumstead

- b) Say:
 - why the boy's mother smiled when she saw him come back home;
 - how the boy began to understand that there is no place like home.
- c) Speak about the idea of the poem. What feelings and thoughts does it awaken in you?
- Explain why people love their homes and miss them badly when they are far away.
- 46 Describe:
 - how people feel if they are separated from their family and friends and if they are far from home;
 - what a person does to get over the feeling of lonelines and homesickness.

thou [ðau] = you

to be content [kən'tent] — быть довольным costly ['kəstlı] — дорогой wistful sigh [saɪ] — тоскливый вздох hast [hæst] = have

- Work in pairs. Interview your classmates to find out about their families. Ask the following questions:
 - What are the occupations of all the members in your family? Which members of the household work? Who attends school?
 - Who does the household repairs? Who prepares meals? Who keeps the house? What responsibilities does each member in the family have?
 - When does your family have time to talk things over? During meals? In the evening? What topics and problems are usually discussed in your family?
 - 4 Do all the members of your family get along with each other? Do you argue or tease one another?
 - 5 What terms are you all on? What is the attitude of your parents to you and yours to them?
- 48 a) Read and remember these proverbs. Try to explain how you understand them.

As the baker – so the buns, as the father – so the son.

As the tree - so the fruit, Like father, like son.

Many a good father hath but a bad son.

There is a black sheep in every flock.

- b) Say which of the proverbs are close in meaning.
- c) Read and choose the proper meaning for the proverbs mentioned above:

Many sons take after their fathers, not only in looks but also in character.

Children are often like their parents, both in character and in behaviour.

There is a bad man in every family - a ne'er'-do-well who is a cause of shame to his parents and relatives.

ne'er [nea] — old poetic form of 'never'

ションスとは、1997年7月1日の1998年8月1日2日の1977年2日、1911日本開発機会を設定し続きまし

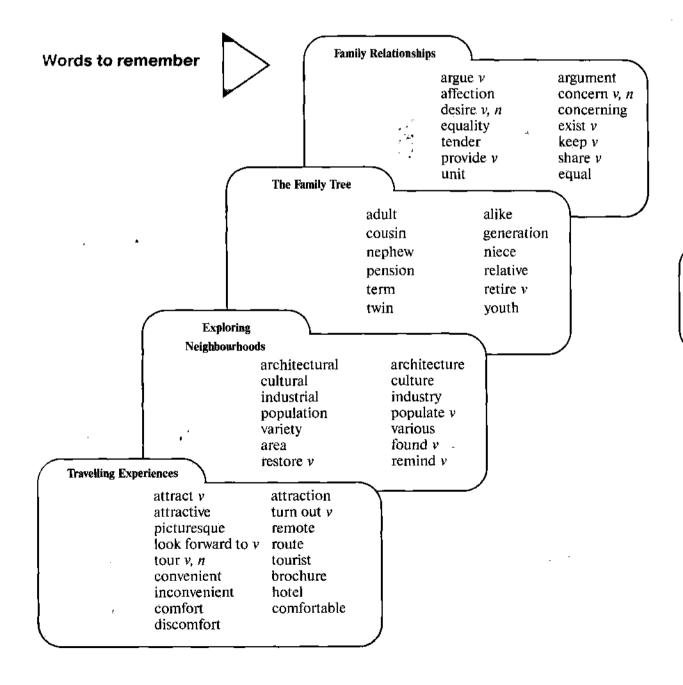
TIME FOR FUN

49 Read the joke and comment on it:

Fathers and Sons

"Dad," said Willie at the breakfast table. "I thought you told me not to read at mealtimes. Now you're doing it yourself."

"Do as I say, Willie, not as I do," said his father over the top of the newspaper.



PUBLIC HOLIDAYS AND SPECIAL OCCASIONS IN GREAT BRITAIN AND IN THE USA

Listed below are some holidays and special occasions celebrated in Great Britain and in the USA. Which of them are common for both countries?

ŲK		USA	
Bank Holiday	1 January	New Year's Day	1 January
St. Valentine's Day	14 February	Martin Luther King's	The third Monday in
		Birthday	January
Easter	March or April		
		St. Valentine's Day	14 February
		President's Day	The third Monday in
		(Washington's Birthday)	February
Four Saint's Days		Easter	March or April
St. David's Day	1 March (Wales)	Memorial Day	The last Monday in May
St. Patrick's Day	17 March (Ireland)	,	
St. George's Day	23 April (England)	Independence Day	4 July
St. Andrew's Day	30 November (Scotland)	Labor Day	The first Monday in
			September
		Columbus Day	The second Monday in
			October
Halloween	31 October	Halloweeп	31 October
		Veterans Day	11 November
Guy Fawkes' Night	5 November	Thanksgiving Day	The fourth Thursday in
•		1	November
Christmas	25 December	Christmas	25 December

51 a) Read the text Mother's Day and Father's Day and find out when Mother's Day is traditionally observed in Great Britain and in the USA. Use a dictionary when necessary.

Mother's Day and Father's Day

Mother's Day is traditionally observed in Great Britain in March. The day used to be known as Mothering Sunday and dates from the time when many girls worked away from home as domestic servants in big households, where their hours of work were often very long. Mothering Sunday was established as a holiday for these girls and gave them an opportunity of going home to see their parents, especially their mothers. They used to take presents with them, often given to them by the lady of the house. When the labour situation changed and everyone was entitled to regular time off, this custom remained, though the day is now often called "Mother's Day". People visit their mothers if possible and give them flowers and small presents. If they cannot go, they send a "Mother's Day card", or they may send one in any case. The family try to see that the

mother has as little work to do as possible, sometimes the husband or children take her breakfast to her in bed and they often help with the meals and the washing up. It is considered to be Mother's day-off.

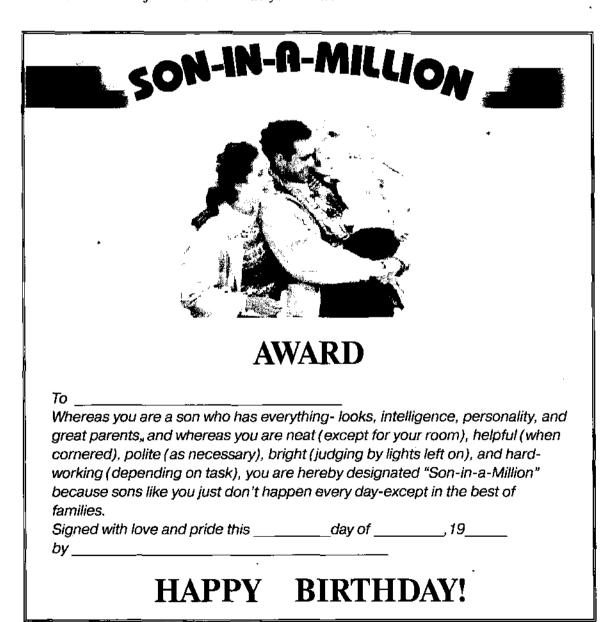
The idea to keep Mother's Day was very popular in the United States of America, too, as far back as at the beginning of the twentieth century. On May 8, 1914, President Woodrow Wilson issued a proclamation making the second Sunday in May a day for "public expression of our love and reverence for the mothers of our country." On Mother's Day, American children follow the tradition of giving their mothers gifts which they have made themselves, or bought in stores. Adults give their mothers red carnations, the official Mother's Day flower.

The United States is one of the few countries in the world that has an official day

5

on which fathers are honoured by their children. On the third Sunday in June, fathers all across the United States are given presents, treated to dinner or otherwise made to feel special. Father's Day was declared a national event in 1924 to "establish more intimate relations between fathers and their children and to impress upon fathers the full measure of their obligations."

- b) What kind of events are Father's Day and Mother's Day? Speak about a similar celebration in your country.
- 52 a) Read this postcard which can be sent to a boy by his parents on his birthday. Do you think it is pleasant for any boy or girl to receive a postcard like this one? Is it written with a sense of humour? How do you see it?



b) What relations do you think exist between the members of this family?

53 a) Look at these greeting cards. On what occasions are they written?

Greeting Cards



May your New Year's Day
Be aglow with cheer
And a joy that lingers
Throughout the year,
And may all the wishes
You make come true
And bring life's
Very best to you!

You're thought about so often
throughout the year
throughout remembered
But especially rememberes
when Christmas time is here.
MERRY CHRISTMAS



Here's Christmas greeting Sent to wish you cheer, All the joys of CHRISTMASTIDE And then a glad New Year.





b) Do you think the texts on these greeting cards are formal or informal? How do you see it?

Do you think of something special and out-of-the-ordinary to write in the greeting cards, or do you prefer a formal style? How does it depend on the occassion?

c) Write a greeting card for some special day.

STEPHEN LEACOCK

Stephen Leacock (1869 – 1944) was a famous Canadian writer of the 20th century. He wrote twenty-seven books on history, criticism, economics and political science. But he became internationally famous as the author of books of humour.

His humorous stories showed the contradictions' of life in modern America. Leacock made fun of wealthy and pretentious ² people and of the hypocrisy ³ that he saw in political and social life of society. Leacock said that the basis of humour lay in the contrast offered by life itself, and that humour was revealed ⁴ only to the few who, by instinct or by effort, had given thought to it. Leacock was a brilliant lecturer, and travelled all over the British Isles, Canada and the United States. His audience always enjoyed listening to him, and literary critics agreed to placing him next to Mark Twain as the first literary humourist in North America.

54 a) Read the words and try to guess their meaning. Pay attention to the suffixes:

-en: height — heighten, light — lighten;

-ful: rest — restful, pity — pitiful, meaning — meaningful;

-tion: celebrate — celebration, introduce — introduction.

b) Read the word combinations and translate them:

a special celebration to heighten the enjoyment a lovely, restful day

55 Read the proper names which you will come across in the text.

Stephen ['stirven] Leacock ['lirkok]; Anne[æn]; Mary ['mɛərɪ]; Will [wɪl].

Read the story How We Kept Mother's Day and say whether the family did their best to make Mother's Day enjoyable for Mother.

How We Kept Mother's Day

Of all the different ideas that have been started lately, I think that the very best is the notion' of celebrating once a year "Mother's Day." I don't wonder that May the eleventh is becoming such a popular date all over America and I am sure the idea will spread to England too.

It is especially in a big family like ours that such an idea takes hold. So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifices that she had made for our sake.

000

We decided that we'd make it a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Ann and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Christmas or any big holiday, and so we decided to decorate the house with flowers and with mottoes, and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Christmas.

The two girls thought it would be a nice thing to dress in our best for such a big occasion, and so they both got new hats. Mother trimmed both the hats, and they looked fine, and Father had bought silk ties for himself and us boys as a souvenir ['survenia] of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet better than a new one, and both the girls said that it was awfully becoming to her.

Well, after breakfast we had it arranged⁹ as a surprise for Mother that we would hire¹⁰ a motor car and take her for a beautiful drive

contradiction [ˌkəntrəˈdɪkʃn] — противоречие

рretentious [pлˈtenʃəs] — претенциозный

hypocrisy [hтрэкгэзт] — лицемерие, ханжество

to reveal [rr'vi:l] — открывать, показывать

⁵ **notion** ['nou∫n] — идея, намерение

[•] to trim — отделывать

⁷ bonnet ['bonit] — дамская шляпа

^{*} to be becoming to — быть к лицу

to have something arranged — устроить

¹⁰ **to hire** ['haтə] — нанимать

5

away into the country. Mother is hardly ever able to have a treat like that, because she is busy in the house nearly all the time.

But on the very morning of the day we changed our plans a little, because it occured to Father that it would be better to take Mother to go fishing than to take her for a motor drive. If you go fishing, there is a definite purpose before you to heighten the enjoyment.

So we all felt that it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod—the day before.

So we had everything arranged for the trip, and we got Mother to cut up some sandwiches and to make us a sort of lunch in case we got hungry. Mother packed it all up in a basket for us ready to go in the motor.

Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed.

Father said not to mind him, he said that he could just as well stay home, and that he was sure that he could put in the time working in the garden; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and have a big flax.

But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped get dinner, only it seemed such a pity to, on a lovely day like that, having their new hats. But they both said that Mother had only to say the word ', and they'd gladly stay home and work. Will and I were

ready to drop out, but unfortunately we weren't any use in getting the dinner.

So, in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and cook the dinner. It turned out anyway that Mother did not care for fishing, and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and Father was rather afraid that Mother might take cold if she came.

So we all drove away with cheers for Mother, and Father waved his hand back every few minutes.

We had the loveliest day up among the hills that you could possibly imagine.

It was quite late when we got back, but Mother had guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for father and clean things for him to put on. That kept Mother busy for a little while, that and helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner — roast turkey and all sorts of things like on Christmas.

The dinner lasted a long while, and was great fun, and when it was over all of us wanted to help clear the things up and wash the dishes, only Mother said that she would rather do it, and so we let her, because we wanted just for once to please her.

It was quite late when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes.

57 Read and translate the sentences:

1 Father decided to take a holiday from his office, so as to help in celebrating the day.

- Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country.
- We had everything arranged for the trip, and we got Mother to cut up some sandwiches and to make up a sort of lunch in case we got hungry.
- 4 There hardly seemed as much room in the car as we had supposed.
- Father said that we were not to let the fact of his not having had a real holiday for three years stand in our way.
- We all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did.

58 Answer the questions on the text:

- 1 What celebration did the family once decide to have?
- 2 What did each member of the family want to do to mark the holiday?
- 3 What plans did they have and how did they change them?
- 4 Why did Father suggest that they should go fishing?
- 5 Why did Mother have to stay at home?
- 6 How did each member of the family try to explain why they would be of no use if they stayed at home?
- 7 How did they spend their time in the country?
- 8 Did the members of the family show consideration for their Mother on her day?

Discussing the Characters of the Story

The following sentences describe things that Mother and the members of her family said or did. How does each item characterize them?

Mother

- Mother said she would stay home and just have a lovely restful day round the house, and cook the dinner.
- Mother guessed that Father and the children would be late, so she kept back the dinner to have it nicely ready and hot.
- Mother had to get towels and soap for Father and clean things for him to put on. Then she helped the girls get ready.
- When the children kissed Mother before going to bed, she said it had been the most wonderful day in her life, and there were tears in her eyes.

You may find the following words helpful in describing Mother:

unselfish attentive thoughtful noblehearted generous gentle ready to please tactful loving

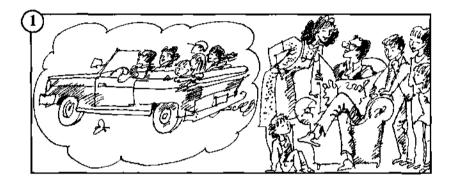
Father and the Children

- Father and the children decided to have a special celebration of Mother's Day. They decided that they would make it a great day, a holiday for all the family.
- They got Mother to make mottoes and arrange the decorations because she always did it at Christmas.
- They changed their plans a little because it occurred to Father that it would be better to take Mother to go fishing than to take her for a motor drive.
- When it turned out that there was no room for all in the car, Father said that they were not to let the fact of his not having had a real holiday for three years stand in their way.
- Ann and Mary would gladly have stayed at home and helped to get dinner, only it seemed such a pity to, on a lovely day like that, having their new hats.
- The dinner was great fun, and when it was over all of them wanted to help wash the dishes, only Mother said that she would rather do it, so the children let her, because they wanted just for once to please her.

You may find the following words helpful in describing Father and the children:

selfish attentive loving practical enthusiastic light-minded tactful generous unselfish cheerful careless noblehearted thoughtful ready to please indifferent gentle

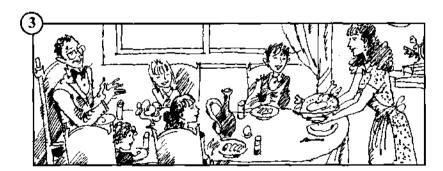
- 59 Quote the lines of the story which show:
 - that all the members of the family had noble feelings and wishes when it occurred to them to keep Mother's Day;
 - how selfish Father and the children were.
- 60 Look at the pictures and answer the questions:



• They look a friendly family, don't they? What makes you think so? What impression do they make on you? Do they look happy?



• The family starts on a trip. Look how delighted they are. They prove once again that they are a friendly family, a unit of loving people, don't they?



The family is back at home again. It's so nice at home. They all can say what a delightful day they have had, can't they?

Discussing the Events and the Theme of the Story

- 61 1 Speak about the events which are described in the story.
 - Explain why the family thought it a grand idea to have a special celebration of Mother's Day.
 - Say what Father and the children did for themselves and what they did for Mother.
 - Describe:
 - how Mother spent Mother's Day;
 - how Father and the children spent Mother's Day.
 - The family had grand plans for keeping Mother's Day.

Say which of their plans were realized and which were not.

- 2 Give your comments on the theme of the story.
- Say whether you could recognize the selfishness of Father and the children at once.
- What do you think Mother felt and thought when the children kissed her good-night? Why were there tears in her eyes? Give reasons for your answer.
- Give your opinion about the members of the family: Mother, Father and the children. Explain your attitude towards them.
- Say what the story makes you think about.
- The story seems funny when you are reading it.

Is it really so humorous? Why or why not? Can you feel any sad note in it? Explain your answer.

4 Role play

Act out a scene in which the family is planning a day out and is discussing various ideas.

Each member of the family suggests ideas of where to go, trying to convince the others that his (her) idea is the best.



The others express their approval or disapproval, delight or disagreement, trying to force the rest of the family to change their minds if they disapprove of the suggestion.

5 Role play

Act out a scene in which the members of the family are speaking about their impressions of the day out.

Mother asks the children and Father when they come back home after their trip about their impressions of the day. She wants to find out how the day was spent.



Father and the children give their impressions of the day spent in the countryside. Father expresses his delight with the trip, and the children show that they share their father's opinion.

Read the text Convenient Hearing and think of the problems of communication that exist in the family. Use a dictionary when necessary.

Convenient Hearing

(after Erma Bombeck)

That was the first time I observed my son with a case of Convenient Hearing.

I had called him six times to come to dinner. There was no answer. Finally, I went directly to his room. He was sitting on the floor in a fatal position. The record player was going full blast. The television set was up. He had a transistor cord in one ear and a telephone receiver in the other. He was teasing a barking dog with a sock between his toes.

He looked up slowly, made a peace sign with his fingers and said, "You know I can't hear you."

What I had suspected was true. My son heard what he wanted to hear. He turned on or turned out when he felt like hearing.

There were many incongruities¹. He could not hear the phone ring when he was leaning on it and you were in another room. If it was a girl calling for him, he heard it before it even rang. He could not hear the dog scratch when he wanted in or out. He could hear his friends talk and laugh twenty minutes away from the house. He could not hear you ask him to take out the rubbish when your lips touched his ear. He overheard your discussion of his report card when you talked in a whisper in the north-east corner of the garage. He could not hear his alarm clock in the morning. My neighbor Maxine couldn't understand our case of Convenient Hearing.

"How do you communicate?" she asked one day over coffee.

"We don't," I said. "My son has only spoken four words to me all year."

"What were they?"

"It was last April. I was separating some eggs for a cake. As I dumped the yolk from one shell to another, I miscalculated and the egg slid down along the cupboard and onto my new kitchen carpet. My son was standing there watching. He looked at me and said,

"Way to go, Mom."

"That was it?"

"I was thrilled," I said. "I didn't think he even knew my name."

"I don't see how you can raise him when you don't talk," she sighed.

"There are ways", I said. "There's the old trick. I hang homemade posters and stickers around his room reading "HELP THE ECONOMY — TAKE A LEFTOVER TO LUNCH!" or "STAMP OUT POLLUTION' IN YOUR AREA — SEND YOUR GYM SHOES OUT OF STATE". Of course, there's the ever-popular, "DON'T LET YOUR MORALS BE DROPOUTS': SEE YOUR DENTIST AT 1:30 THURSDAY."

"Oh good grief," she said, "does it work?"

"Most of the time. Of course, we have to get drastic on occasions and buy time on local rock stations to get through to him. This is how he found out we moved last April."

"I don't see how you have the patience to talk all the time to a boy who only listens at his own convenience."

"The beautiful thing about Convenient Hearing," I said, smiling, "is that it can be contagious. I can catch it too, you know. Like the other day, I was vacuuming the kitchen. The dryer buzzer was going off, the washer was pulsating, my favorite soap opera was on television. My son came out and said, "Hey, Mom, you got two dollars?"

"I didn't move a muscle."

"Mom, did you hear me?" he shouted. "I need two dollars. Where's your purse?"

"Finally, he unplugged all my appliances and put his face in mine. "Are you deaf?"

"I pretended I could not understand, and said, "You know I can't hear you."

Discuss the following: Is it fair to call **Convenient Hearing** a teenage disease? *Explain your answer.*

incongruity [ɪnkəŋˈgru:ɪtɪ] — несоответствие

pollution — загрязнение

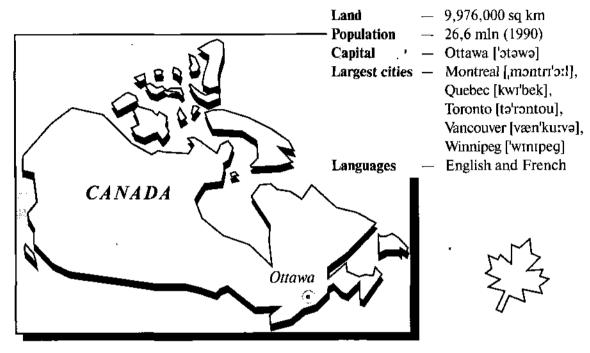
be dropouts [or — to be a dropout] — исчезать

contagious [kənˈteɪdʒəs] — заразный

CANADA

Read the text about Canada. Say why different languages are spoken in this country.

Use a dictionary when necessary.



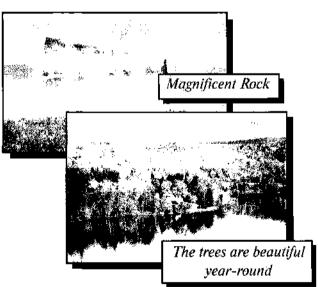


Canada is a vast country, bigger than the United States, bigger than the continent of Australia. It is in fact one of the world's largest

countries. As Canada extends for thousands of miles from the Arctic Ocean to the United States and from the Atlantic Ocean to the Pacific Ocean, all kinds of weather conditions and scenery are to be found there.

The word Canada comes from one of the Red Indian languages — "Kannata", meaning "a number of huts". Canada is often called the "Land of the Maple Leaf". The maple leaf is the national emblem of Canada.

The story of Canada goes back over 400 years. The French were the first settlers in this country. As far back as the 15th century French explorers crossed the Atlantic, and sailed up the east coast of Canada. In the 17th century several expeditions from France were sent out to explore the new country. This was the real beginning of Canada. Colonists were then sent from the mother country, and they built several large French colonies. The history of the country during this period is the history of daring explorations, wars with the Indians, and struggles against Great Britain and the



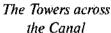
British colonies in the south. In 1759 France lost Canada. A battle was fought that ended France's rule in Canada. Canada became a British colony. Later Canada was given its independence, but it remained part of the British Empire ['empara].

Today Canada is an independent federative state, consisting of 10 provinces and two territories. It is a member of the

Dommonwealth, headed by the Queen of Breat Britain.

Canada's beginnings were French, and French is the language spoken today by about the lifth of its people. Many settlers came to Canada from England, Scotland and Ireland, so today about two-thirds of the people of Canada speak only English. Canada today has two national languages, English and French.





- Say what information you have received:
 - about the geographical position of Canada;
 - about the name of the country;
 - · about its history;
 - · about its largest cities;
 - · about the people and languages.





PROJECT

A Travel Guide

Work in groups.

Make a travel guide or a brochure which will be attractive and informative.

- Choose a country which you can advertise as an interesting place to go to. Interview other students who have travelled a lot and find out what places they can recommend you to visit.
- 2 Find information on the following subjects:
 - places to visit in the country;
 - tourist attractions:
 - getting around (transport);
 - history/ famous people.

Use maps, books, newspapers, and magazines.

- 3 Make written notes on the information collected.
- 4 Draw maps of interesting routes.
- 5 Use photographs and postcards. Photocopy (reducing or enlarging) the pictures from books or magazines which illustrate some places of interest.
- 6 Design your own adverts and think of a text for them which will persuade others to visit the place you are advertising.
- 7 Produce a brochure or a travel guide containing information and pictures.

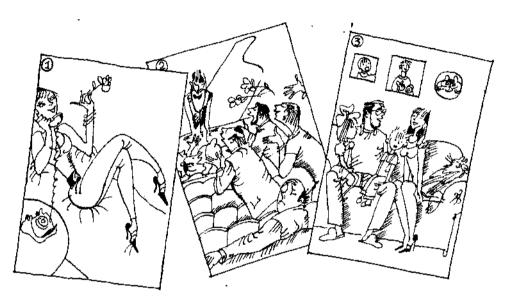


WHAT MAKES

THINGS YOU VALUE

1 Look at the scenes and say what you think these people value or do not value.

What Do They Care About?



2 a) Read these sayings. Do you agree or disagree with them?

Would you live with ease, do what you ought, and not what you please.

When you are good to others, you are best to yourself.

- b) Say which of these sayings you think is most true or most important. Give examples of something you have seen, read or experienced that shows the truth of these sayings.
- 3 Read these proverbs and sayings about the value of time and money, then say how you understand them.

There is no time like the present.

Time is money.

Time waits for no man.

Everything has its time,

Time lost cannot be won again.

The love of money is the root of all evil.

Bible

A PERSONALITY?



a) Listen to the poem When I was One-and-Twenty, then read it. Find out what the poet said he "heard a wise man say" when he was "one-and-twenty".

When I was One-and-Twenty

When I was one-and-twenty I heard a wise man say, 'Give crowns and pounds and guineas But not your heart away; Give pearls away and rubies But keep your fancy free.' But I was one-and-twenty, No use to talk to me. When I was one-and-twenty I heard him say again, 'The heart out of the bosom Was never given in vain; 'Tis paid with sighs a plenty And sold for endless rue.' And I am two-and-twenty, And oh, 'tis true, 'tis true.

A.E. Houseman

- b) What is the poet's response to the advice given by a wise man?
- c) How do you understand the advice given?
- d) What, in your opinion, is the idea of the poem?
- 5 Read and think, then answer the question: Which is more important saving minutes or saving hours?

I recommend you to take care of the minutes, for the hours will take care of themselves. Know the true value of time..., enjoy every moment of it. Never put off till tomorrow what you can do today.

An English writer of the 18th century

TAKE A CLOSER LOOK AT YOUR OWN SELF



6 Read and remember how to use the words:

to distinguish [dis'tingwif], distinguishing [dis'tingwifin], distinguished [dis'tingwift]: to distinguish oneself; a distinguished writer; a distinguishing feature. It was so dark that we could distinguish nothing. Franklin was a distinguished American thinker, scientist and public figure. He distinguished himself by his courage. The child could not distinguish right from wrong.

conscience ['konfans]: a clear conscience; a good conscience; the voice of conscience; to act according to one's conscience; to go against one's conscience. Is your conscience clear?

conscientious [,konfi'enfəs]: a conscientious worker; to be conscientious in one's duty. He is a highly respected person: he always does his duty conscientiously.

to judge by [dʒʌdʒ]: to judge by appearance; to judge by words; to judge by deeds. What do you judge a person by? Don't judge a man by his looks. Can you judge a person only by his words?

anxious ['æŋkʃəs]: to feel anxious about something or somebody; to be anxious for something; to be anxious to do something. The girl's parents were anxious about her future. Though I had a lot of work to do and was anxious about it, I felt that I could not refuse my friend who needed my help very much. Don't be anxious if I am late.

indifferent [in'diffrent], indifference: to be indifferent to something; to remain indifferent; to show indifference; to treat somebody with indifference. How can you be so indifferent to the sufferings of others? The explorers were indifferent to the dangers and hardships of the expedition. We cannot remain indifferent in this discussion. He treated my request with indifference. Success or failure cannot be a matter of indifference to a person.

firm [fə:m]: a firm character; a firm voice; a firm decision; to be firm with somebody. He said it in a firm voice. Are all parents always firm with their children?

stubborn ['stabon]: a stubborn person; a stubborn struggle or fight; stubborn resistance. Don't be stubborn!

frank [frænk]: to be frank with somebody; a frank look in one's eyes; a frank answer; frank advice; a frank manner. Let's be frank. I'll be perfectly frank with you. The boy was afraid of being punished, still his reply was frank. I can't help believing him — he has such a frank look in his eyes.

sincere [sin'siə]: The words "Yours sincerely" are often used at the end of letters. He was sincerely glad to see me. Her words seemed so sincere, that it was impossible not to believe her.

reserved [rr'zə:vd]: a reserved person; reserved behaviour. He is always silent or says little; he seldom shows his feelings or opinions. They say he is a reserved person.

to rely [ri'lar] on: to rely on one's friend; to rely on (upon) somebody's word or promise; to rely fully. Can you rely on him? You may rely on me. I rely on you to arrange everything.

reliable [rr'larabl]: a reliable person; reliable information. You shouldn't be anxious about it; the work will be done properly and in time. He is a very reliable person.

to trust, trust: to have trust in somebody; to trust somebody with something. He says he will come early but I don't trust him. I trust him more than I trust my brother. I trust him as I would myself. He is not the sort of man to be trusted. I would never trust him with such responsible work. A child usually has perfect trust in his mother.



- 7 a) Name several things parents, teachers and pupils can be anxious about.
 - b) Say whether you will feel anxious if:
 - you can't reach the place you are going to before dark;
 - you don't get a letter you have been looking forward to;
 - you can't find out the results of a very important test;
 - · you don't know how to cope with the task given;
 - you are not sure you will finish school successfully.
- 8 Speak about people who are respected by everybody. Explain why they are respected and what they are judged by. Say if you would like to develop the same qualities in yourself.

9 a) Read and remember:

Your "self" is your nature.

A person's "self" means "individuality", and it makes you different from everyone and everything else.

selfish	self-educated
self-disciplined	self-assured
self-interested	self-possessed
self-confident	self-reliant

- b) Say how you would characterize people who:
 - feel sure of their abilities and worth:
 - are able to control themselves and make themselves work hard or behave in a particular way without needing anyone else to tell them what to do;
 - always want to do what is best for themselves rather than for anyone else;
 - · care only about themselves, and not about other people;
 - care about other people and their needs rather than considering themselves and their own needs:
 - · are calm and confident and in control of their emotions;
 - have learnt a skill by themselves.

10

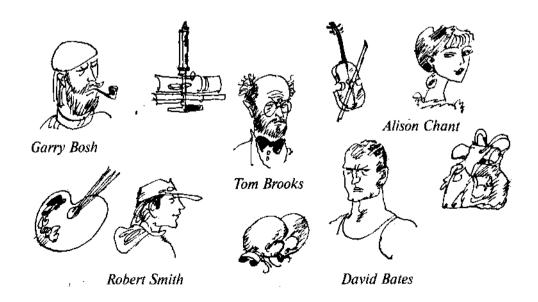
Some people are always convinced that they are right in their attitudes and ways of behaving, and that other people are wrong.

Have you happened to meet such people? How do you treat them?

. .

How do you behave if you are convinced you are right?

11 a) Look at these people in the pictures. What impression do they make on you? Try to guess what kind of character each of them has.



b) What do you think their interests and abilities are?

HANDSOME IS AS HANDSOME DOES

12 Read and remember how to use the words:

intelligent [in'telidʒənt]: an intelligent person; intelligent eyes; an intelligent question or reply. At the competition the boy asked a very intelligent question, the boys from the other team could not answer it.

persistent [pəˈsistənt], persistence: to be persistent in something; to do something with amazing persistence. He is persistent in everything he does. Her persistence in studying music is amazing. Persistence and courage are wonderful qualities.

straightforward [streit'fo:wed]: a straightforward person; a straightforward explanation; a straightforward answer; to be straightforward about something. It is not always easy to give a straightforward reply.

confident ['konfident], confidence: to be confident of something; to feel confident of something; to be confident of victory; to be confident of success; confident manner; to have confidence in the future; to lose confidence in something. He feels confident of passing the examination. We are confident of success. Are you confident that everything will go well? He answered all the questions with confidence.

to put up with: to put up with hardships; to put up with somebody. I can't put up with it any longer. Their purpose was so important that they were ready to put up with all the hardships. to stand up to: to stand up to somebody; to stand up to something. The workers had enough courage to stand up to their master. Are you sure the boys have enough character to stand up to difficulties?

guilt [gilt], guilty: to be guilty of something; to look guilty; a guilty look; a guilty person; a guilty conscience. He felt he was guilty of nothing. She couldn't imagine what she was guilty of.

innocent ['məsnt]: to be innocent of something; an innocent look; to look innocent. Don't be so innocent as to believe everything he says. Don't look so upset, it was just an innocent joke.

decent ['di:snt], indecent: decent people; decent clothes; decent language and behavior; to look decent; to speak decently about something; to treat somebody decently; to behave decently. Never tell stories that are not decent. They only want the chance to live their lives decently. We could not expect him to do an indecent thing.

sympathy ['sɪmpəθɪ], to sympathize ['sɪmpəθaɪz]: to express sympathy; to feel sympathy for somebody; to sympathize with somebody. He has no sympathy for such people. I can sympathize with you but I cannot help you.

- Do you think persistence is a good quality?

 Do you agree that it is important to develop confidence in oneself? Explain your opinion.
- 14 Speak about situations:
 - · in which the only choice is to put up with hardships;
 - in which people must have enough courage to stand up to difficulties.
- 15 a) Say what proverbs and sayings come to your mind when you talk about friendship. Explain what they mean to you.
 - b) Discuss your ideas of friendship, generosity, words and actions on the one hand; of selfishness, meanness and flattery on the other hand.
- 16 Work in groups.
 - a) Discuss what activities give you opportunities:
 - to develop your independent thinking and independence of character;
 - to develop responsibility for your own actions;
 - to understand the value of help, advice and encouragement.
 - b) Give a summary of your discussions.

- 17 Work in groups. Discuss the following:
 - which traits of character, in your opinion, are most valuable and why you admire them in people;
 - · which traits of character disappoint you and why you hate them in people.
- \gg 18

A person's character is usually formed in childhood.

- a) Do you agree or disagree? Give your opinion.
- b) Say what qualities you think are worth developing in oneself.
- 19 That is how people react when they experience some feelings:

The Real You

shift from foot to foot frown raise their eyebrows exclaim out loud smile broadly rub their hands together sigh deeply cry bite their lips scream put their head forward blush jump up and down sob widen their eyes talk quickly nod throw something down go red cover their face make fists clasp hands together



a) Look through the 'feeling' words mentioned above and choose those which can be related to:

doubt	shyness	admiration	sadness	anger
joy [.]	disappointment	fright	satisfaction	interest
sorrow	excitement	curiosity	delight	shame

Example: Doubt — biting your lip, frowning, raising your eyebrows

- b) Say how you can show these feelings.
- c) Describe a situation in which a person reacts to something that has happened in a particular way.

- 20 a) Listen to the dialogue Borrowing the Money, then read it. Answer the questions:
 - What does Mary need the money for?
 - How is she going to pay the money back?

Borrowing the Money

M — Mary: R — Mrs Richardson

- M: Mrs Richardson, would you lend me five dollars?
- **R:** Five dollars! What for?
- M: You remember the ceremony I talked about?
- R: Of course, Your parents have written me and asked me to excuse you from school so you can participate in it.
- M: Well, I need some things for the ceremony. I don't want to ask my parents for the money.
- R: Well, it's not a crime to borrow money, Mary. But how can you pay it back?
- M: I'll baby-sit for you ten times.
- R: That's more than fair.
 - **b)** Act out the dialogue.
 - c) Say what this dialogue tells you about Mary herself and the relations between Mary and Mrs Richardson, her teacher, Mary's parents and Mrs Richardson.
 - d) Say what you usually do when you have money problems. Give examples from your own experience.
- 21 Read and remember:

Showing your attitude to and expressing opinions on what we are saying

I feel... Frankly speaking... It was really thrilling. I think... I was disappointed at... Honestly... In my view... It was so exciting. I suppose... In my opinion... It was so boring. I would say...

- 1 Frankly speaking, I don't like this kind of story.
- 2 Honestly, Mike, why are you always so indifferent to everything?
- 3 I think you ought to turn to more serious literature, Ann.
- I really feel Kate is impressed by his powerful speech.
- 5 Can you advise me on the choice of another task? -1 suppose so.
- (22 a) Think of situations from books, plays or films you know and from your own life in which people showed their firm character or acted just like stubborn people.
 - b) Speak about people who you have trust in, on whose words or promise you can fully rely. Say:
 - why it is hard and unpleasant to deal with unreliable people, with people who you cannot trust;
 - why it is important to be reliable:
 - whether you yourself are a reliable person and what you do to be reliable.

Brian

My parents think I'm a lazy person that acesn't like to work. They also think I am very aim and composed.

My teachers think I am an average, funny succent that sometimes goes a little too far.

My friends think of me as a crazy and wild any that thinks school is a bore!

I think of myself as a mixed up person
secause I love sports such as basketball and football
but then I like to be lazy and watch TV or
sometimes just talking and walking makes me
happy.

I like being me. But I don't think I could get along with someone that was the same as me.

**Lixed-up is not bad. Mixed-up is the only way to be.

Patrick

My parents think that I am individualistic, shy and intelligent. They also have said that I am very creative and thoughtful.

My teachers think that I am very smart, but a bit lazy. They don't think I work as hard as I am capable of.

'My friends think I am smart as well, but they also think I am shy.

Because of my ideals, my ambitions to see these ideals in society, and even to help put these ideals into play sometime in the future, I believe myself to be an idealistic person.

Liza

My parents think that I am bazy, because I don't want to help with the household chores. And they also think that I am too demanding. They also think I am talkative and so 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 think that I am a hardworking 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 sometimes I do not pass my work in on time.

My friends think that I am a takented 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 high goals in athletics for myself. I have high goals for my career, and I try to be a success in school.

- b) How can you explain that the same people can make such different impressions on those who they communicate with every day (their parents, teachers, and friends)?
- c) How would you describe yourself? Do you know what other people think about you? Can you be objective about yourself, your character and behaviour?

Time for Fun

Read the text Whose Stars? Which of the famous people born under these signs do you know? What are they known for? Use a dictonary when necessary.

Whose Stars?

Aries

March 21 - April 19

Ruling element: Fire

Leonardo da Vinci People born under this sign are often

Famous people: Hans Christian Anderson.

strong and enthusiastic, with forceful personalities. They can be a source of inspiration for others. They are busy and active and show a youthful approach to life, and are often particularly talented in the music and arts fields.

Taurus

April 20 — May 20

Ruling element: Water

Famous people: Queen Elizabeth II

Shakespeare

The typical Tauren is easy going, amiable and has little trouble getting on with others. He/she is very tolerant and helpful to those in need, although also determined. Talents lie in domestic areas.

Gemini

May 21 — June 20

Ruling element: Air

Famous people: Laurence Olivier, Queen

Victoria

People born under this sign tend to have an active mind and this is often reflected in their work. Their main assets are their versatility and adaptability and they generally show a good sense of humour.

Cancer

June'21 - Yuly 22

Ruling element: Water

Famous people: George Orwell, Rembrandt

The Cancerian has an understanding nature and is honest and generally patient. They are often very concerned about the world and its current problems.

Leo

Yulv 23 -— August 22

Ruling element: Fire

Famous people: Alfred Hitchcock, Napoleon

The typical Leo is a good leader and organiser, particularly because of his/her ability for quick decision-making. Tends to be family-orientated and, like Aries, talents lie in the field of Arts and Literature.

Virgo

August 23 — September 22

Ruling element: Earth

Famous people: Agatha Christie, D.H.

Lawrence

Some Virgos seem rather emotionless and cool. They know how to arrange and organise things. Observant and outspoken, with no trouble in expressing themselves. Avoids excesses of work. Talented in Arts and Literature.

Gemeni [dzeminai] Virgo [vəiqou] Sagittarius [sædzi teriəs] Pisces [paisiis]	Aries [ˈɛəriɪz] Taurus [ˈtɔ:rəs] Gemeni [ˈdʒemɪnaɪ]	Cancer ['kænsə] Leo ['li:ou] Virgo ['və:gou]	Libra ['liːbrə] Scorpio ['skɔːpɪou] Sagittarius [ˌsædʒɪ'tɛrɪəs]	Capricorn [ˈkæprɪkɔːn] Aquarius [əˈkwɛərɪəs] Pisces [ˈpaɪsiɪs]
--	---	--	---	--

Libra

September 23 — October 22

Ruling element: Air

Famous people: Gershwin, Margaret

Thatcher

Alert and intelligent, enjoys other company and thus is often a good family person. They are kind and considerate and always put other people before themselves. They are easily adaptable to, and interested in foreign countries.

Scorpio

October 23 - November 21

Ruling element: Water

Famous people: Billie-Jean King, Pablo

Picasso

The typical Scorpio is very determined and strong willed. Obstacles often seem to spur him/her on He/she has many strengths and resources and challenges of any sort often bring out the best in him/her.

Sagittarius

November 22 — December 21

Ruling element: Fire

Famous people: Noel Coward, Walt Disney

People born under this sign are broadminded, easy-going and friendly. They trust others easily and expect, in turn, to be trusted. They are imaginative and creative, yet practical. They like exchanging ideas and are seldom critical of others.

Capricorn

December 22 - January 19

Ruling element: Earth

Famous people: Rudyard Kipling, Elvis

Presley

The Capricornian is generally serious about whatever he/she does, tending to be practical and down to earth. The Capricornian likes to return favours due to his/her charitable nature.

Aquarius

January 20 — February 18

Ruling lement: Air

Famous people: Mozart, Charles Dickens

Aquarians are giving, considerate and without prejudice. They have no trouble getting along with others. They are individual, broadminded and up to date.

Pisces

February 19 - March 20

Ruling element: Water

OB

Famous people: Michelangelo, George

Washington 👉

The Piscean is unusually perceptive and often knows what is bothering someone before that person himself is aware of it. The Piscean man or woman is an idealistic person and is interested in making the world a better place. Dedicated to his or her work.

b) Can you find the sign appropriate to yourself, to members of your family and your friends, to your teachers and classmates?

APPRECIATING THE CHARACTER



25 Read and remember how to use the words:

dignity ['digniti]: human dignity. A man's dignity depends on what he is.

passion ['pæfn], passionate ['pæfənət]: to have a passion for reading (travelling); a passionate fighter for freedom and independence; passionate spectators; to be passionately devoted to...; to believe passionately in.... Ann has a passion for music. Millions of people in the world believe passionately in a peaceful future for humanity.

effort ['efət]: to make an effort; to unite efforts. I shall make every effort to help you. Their efforts were successful.

rapid ['ræpid]: rapid progress; rapid development. Mike's progress in learning foreign languages was very rapid. The storm spread rapidly over the countryside.

to owe [ou], owing to: to owe much to one's parents; to owe much to reading. Owing to her illness, Mary was unable to finish the work in time.

except [ik'sept], exception [ik'sepfn]: We come to school every day except Sunday. Your composition is good except for a few spelling mistakes. With the exception of Harry, all the boys passed the examination well. There is no one except Tom.

humanity [hju:'mænɪtɪ]: the whole of humanity. We are looking forward to a future without wars for all of humanity on this beautiful planet.

purpose ['pa:pas]: purpose in life; to achieve one's purpose; to do something on purpose. For what purpose do you want it? I'm sure he has done it on purpose.

sake: for the sake of; for my (his, your, our country's) sake. We must be patient for the sake of peace. He worked hard for the sake of his family.

to establish [1s'tæbls]: to establish a system or an organization; to establish one's own business; to establish communications with other people; to establish one's reputation; to establish friendly relations. There he set out to establish his own business. These performances established the singer's international reputation.

sacrifice ['sækrɪfaɪs], to sacrifice: The man sacrificed his life to save the drowning child. Parents often make sacrifices for the sake of their children.

to appreciate [ə'pri:fiert]: We really appreciate all the help you gave us last weekend. His abilities will be appreciated, I'm sure.



- 26 Complete the sentences:
 - 1 Owing to the efforts of the whole team, the athletes ...
 - 2 Owing to constant reading, students ...
 - 3 Owing to her passionate wish to study music, the girl ...
 - 4 Owing to our friends' help and encouragement, we ...
 - 5 Owing to his good memory, the child ...
- 27 Say how you can know that somebody has a passion for literature (painting, music, sports, travelling).
- 28 Can you judge a person's character by the way he looks? Why or why not?

Judging by Appearance



ANGRY



SAD



ASHANED



BORED

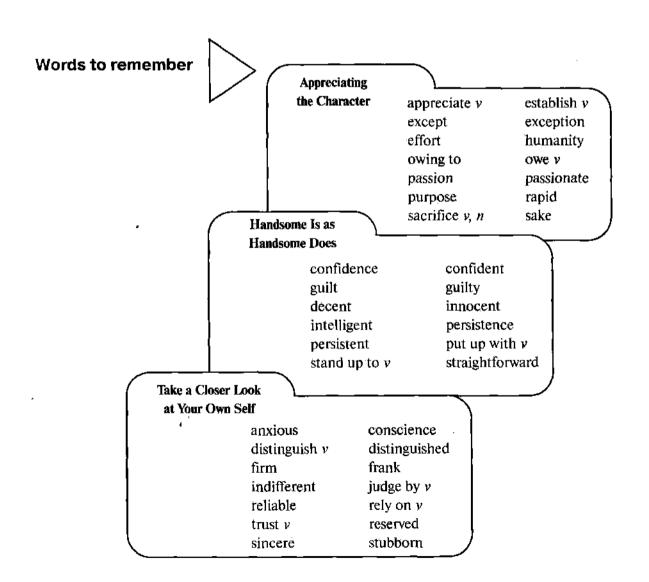


SHY

YOU MUST LOOK INTO PEOPLE AS WELL AS AT THEM.

APPEARANCES ARE DECEPTIVE.

In what way do you think these words are true?



FAMOUS PEOPLE

Robert Burns

Read the text **The Poet of World Brotherhood** and say what made Robert Burns a great national poet of Scotland. Use a dictionary when necessary.

The Poet of World Brotherhood

Burns alone is enough to make us everlasting friends with Scotland.

S. Marshak

Robert Burns is the national poet of Scotland. Every year on his birthday Scotsmen all over the world gather together for a traditional celebration in which his memory is glorified, his poems are recited and his songs are sung. Burns's poetry is loved and enjoyed by all his countrymen. They love Burns for the generosity and kindness of his nature, for his patriotism and truthfulness.

Himself a farmer, whose short life of thirty-seven was one of constant strain', Burns sang and described the common joys, sorrows, and life of the common people. In his poems he sang the pride and dignity of the Scottish peasantry and praised "Honest poverty".

Then let us pray that come it may, As come it will for a'that, That Sense and Worth, o'er² a'the earth Shall bear the gree³, an'⁴ a' that. For a 'that, an a' that, It's coming yet for a' that, That Man to Man the warld⁵ o'er, Shall brothers be for a' that.

(from For A'That and A'That)

He was a poet of brotherhood who declared that a man is a man, must be treated as a man, have the freedom of a man. He looked to the time when class distinctions



Robert Burns (1759 — 1796)

would come to an end, when only personal qualities, and not wealth and titles, would make "a man for a'that".

Burns sang the beauty and the glory of his native land. He glorified true love and friendship. He was a remarkable lyrical poet, and he could also be humorous, ironical and satirical. He presented the truth with simplicity so that common people may also see and love it. That is why he has become

the daily companion of hundreds of thousands of men and he holds the first place in the hearts of his fellow-countrymen.

Burns was born on the 25th of January, 1759. His father, a small farmer, was a hardworking man and he took great trouble to give his family all the education he could. Like so many Scottish peasants of his day he believed passionately in education, and made every effort to see that his children received proper instruction.

Burns owed much to his father, a poor man as he had no land of his own, and a rich man if valued in character, independence, in thought and action. Burns, writing of his father, says, "I have met with few who have understood men, their manners and their ways equal to him."

For some years Burns worked on the family farm, ploughing and reaping '. Robert later recalled: "I was the eldest of seven children; and he (Father) worn out by early hardships, was unfit to labour... We lived very poorly; I was a dextrous? Ploughman for my years, and the next eldest to me was a brother who could drive the plough very well and help me to thrash?." Robert at early age did most of the ploughing, and it was the combination

^{&#}x27; strain [strem] — напряжение

o'er = over

bear the gree = win the first place

^{&#}x27; an' = and

s warld=world

of hard physical labour and poor food in his youth that brought about the first symptoms of the heart disease which troubled him for much of his life and from which he died.

Burns wrote his first poem at the age of fourteen for a girl who worked with him in the fields. She sang a song she said was composed by a country boy. "I saw no reason why I might not rhyme [raim] as well as he," Burns wrote, and thus he composed his first poem "Handsome Nell". And from then till his death about twenty-three years later his poems and songs came out, giving delight and joy to the poet himself, his countrymen and all the world. It was as his father had once said: "Rob will one day become famous."

As Burns grew older, the farm took more and more of his time and energy. The death of his father in 1784 left Burns free to choose his own kind of life, but it also gave him new responsibilities as head of the family. Robert and his brother Gilbert moved to another farm a few miles away, and it was while working on his farm that Burns composed some of his best known verses.

His most creative years were probably 1785 and 1786. During this period he wrote his most brilliant poems. Their success was great, and the publication changed the course of Burns's life. Burns was so encouraged by the kind and warm reception given to his poems that he determined to go to Edinburgh, the capital of Scotland. He was introduced to many famous people. All were impressed by Burns's

Now Burns had the opportunity to see more of his native land which

modesty, his brilliant conversation and his

behaviour.

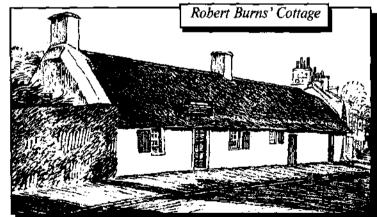
he so dearly loved. He made several tours which he enjoyed very much. He admired the lovely landscapes and lochs of the Highlands and all their splendid beauty. He visited some historic places which made a great impression on him. It all added to a very memorable and enjoyable experience for the poet which resulted in his writing of many of his fine poems.

In 1789 Burns, now 30, bought a farm of his own. But the farm again proved a disappointment and Burns became an exciseman ⁵ for his district. He held this position until his death.

During the last five years of his life, Burns wrote some of his best poems and songs.

By this time he was a very sick man. After a short illness he died on 21st July, 1796.

Millions of people all over the world highly esteem ⁶ and love Burns's poems. They appeal to all, they find a way to every heart because Burns was sincere to the core ⁷, and every reader of his poems feels it. And the main things that make him memorable are his great love for people and his protest for the independence and dignity of humanity.



to plough [plau] and to reap [пі:p] — пахать и жать dextrous [,dekstrəs] — ловкий, проворный, способный

to thrash [θræ]] — молотить reception [ri/sep/n] — прием

exciseman [ekˈsaɪzmæn] — акцизный чиновник (взимающий налоги)

[•] to esteem [ɪsˈtiːm] — ценить

⁷ **core** — сердце, сердцевина

- 31 Answer the questions on the text:
 - 1 What kind of family did Robert Burns come from?
 - 2 What did Robert Burns's father do for the education of his son?
 - 3 What hardships did Robert Burns live through in his young years?
 - 4 When did Robert Burns begin to write poems?
 - 5 What tours of Scotland did Robert Burns make and what were his impressions?
 - 6 What did Robert Burns write about in his poems? What were his subjects?
 - Why are Robert Burns's poems loved by millions of people all over the world? What do readers appreciate his poems for?
- Read the sentences and try to guess the meaning of the underlined words. Translate the sentences if necessary.
 - 1 Robert Burns looked to the time when only **personal** qualities, and not wealth and titles, would make "a man for a' that".
 - He was a remarkable lyrical ['lirikəl] poet, and he could also be humorous, ironical [ai'rənikəl] and satirical [sə'tirikəl].
 - 3 As Robert Burns grew older the farm took more and more of his time and energy ['enədʒɪ].
 - 4 It was a **combination** [kombi'neifn] of hard physical labour and poor food in youth that brought the first **symptoms** ['simptomz] of the heart disease.
 - He visited some historic places which made a great impression on him. It all added to a very memorable ['memorable] and enjoyable experience for the poet.
- 23 Quote the lines of the text which build up a picture of Burns's working life.
- 34 Give explanations of these facts:
 - Robert Burns owed a lot to his father.
 - Robert Burns had to work hard at an early age.
 - The publication of the poet's first book of poems changed the course of Robert Burns's life.
- 35 Characterize Robert Burns as a poet and as a personality.
- 36 Try and explain why Robert Burns was able to express the common joys and sorrows of his people in a language which was clear and understandable to all.
- 37 Say what made Robert Burns a people's poet.
- 38 Explain why the poetry of Robert Burns is valued highly in the whole world.

39

Listen to the words of the most famous of Burns's songs Auld Lang Syne 1. Learn it.

Auld Land Syne a Scottish song sung by British people when they celebrate the beginning of the New Year at 120'clock on December

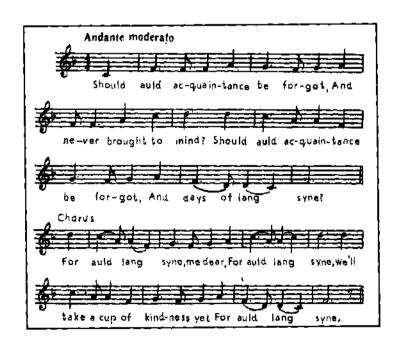
31st.

Auld Lang Syne

Should auld acquaintance be forgot, And never brought to min'? ² Should auld acquaintance be forgot, And days o' ³ lang syne?

For auld lang syne, my dear, For auld lang syne, We'll tak* a cup o' kindness yet For auld lang syne!

And here's a hand, my trusty fiere⁵, And gie's⁶ a hand o' thine⁷; And we'll tak a cup o' kindness yet, For auld lang syne. Auld Lang Syne



auld (oild) lang [læn] syne [sain] = old long ago = days of long ago

^{&#}x27; min' = mind

³ o' = of

tak = take

⁵ fiere = friend

gie's = give us

^{&#}x27; thine = yours

40 Read the text Scottish Clans and Their Tartans. Find out what things are usually associated with Scotland. Use a dictionary when necessary.

Scottish Clans and Their Tartans

One of the first things that people associate with Scotland is the kilt. The kilt

is only worn by men and it is a relic of the time when the clan system existed in the Scottish Highlands. The clan was like a very large family and everyone had the same family name, like MacDonald or MacGregor (Mac means "son of"). The clan had its particular territory and was governed by a chieftain. Each clan had its own tartan, which both men and women wore.

The kilt and the tartan are very much connected with Scottish history, which was a long story of struggle for independence. The highlanders from the clans took part in many rebellions against the English rule but they were defeated. The

rebels were hunted down and the clan settlements were destroyed. To break up

the clans and to make people remember that they were ruled by the English, a law was passed that made it a crime to wear the tartan. The punishment was death. The tartans were no longer woven and in time were forgotten.

The ones that people can buy in the shops nowadays are new designs, different from the ones worn by the clans long ago. The old fabrics woven from local sheep's wool disappeared, and the secret of making them is lost. But the machine-made tartans are picturesque and popular.

The clans are dangerous no

longer.

41 Answer the questions on the text:

- 1 What was a Scottish clan like?
- 2 What is a kilt and by whom is it worn?
- 3 How can you explain the fact that Scottish names begin with Mac?
- 4 Why were the clan settlements in the Highlands destroyed?
- 5 Are the present-day tartans exact copies of the Scottish tartans of long ago?

Read the text **The Scottish Thistle** and say why the Scots made this plant their national emblem. Use a dictionary when necessary.

The Scottish Thistle



The thistle is the national emblem of Scotland. This is how, according to a curious legend, that homely plant came to be chosen as a

badge, in preference to any other.

In very ancient times the Norsemen once landed somewhere on the east coast of Scotland, with the intention of plundering and settling in the country. The Scots assembled with their arms and took their station behind the river Tay, the largest in Scotland, as the only practicable fort. As they arrived late in the day, weary and tired after a long march, they pitched their camp

and rested, not expecting the enemy before the next day.

The Norsemen however were near; noticing that no guards or sentinels protected the camp, they crossed the Tay, intending to take the Scots by surprise and slaughter them in their sleep. To this end, they took off their shoes so as to make the least noise possible. But one of the Norsemen stepped on a thistle. The sudden and sharp pain he felt caused him to shriek. The alarm was given in the Scots' camp. The Norsemen were put to flight, and as an acknowledgement for the timely and unexpected help from the thistle, the Scots made it their national emblem.

- 43 Answer the questions on the text:
 - 1 Who were the Norsemen?
 - 2 Why did they land on the coast of Scotland?
 - 3 How did the Norsemen, according to the old legend, want to outwit' the Scots?
 - 4 What alarmed the Scots?
 - 5 Do you find the legend about the Scottish thistle really curious?
- 44 a) Listen to the poem My Heart's in the Highlands 2. Say what feelings and thoughts the poet expresses in it.

My Heart's in the Highlands

My heart's in the Highlands, my heart is not here; My heart's in the Highlands, a-chasing the deer; A-chasing the wild deer, and following the roe 4 -My heart's in the Highlands wherever I go. Farewell 5 to the Highlands, farewell to the North, The birthplace of valour , the country of worth: Wherever I wander 7, wherever I rove *, The hills of the Highlands for ever I love. Farewell to the mountains high cover'd with snow; Farewell to the straths and green valleys below; Farewell to the forests and wild-hanging woods; Farewell to the torrents and loud pouring floods w . My heart's in the Highlands, my heart is not here; My heart's in the Highlands, a-chasing the deer; A-chasing the wild deer, and following the roe-My heart's in the Highlands wherever I go.

Robert Burns

- b) Quote the lines of the poem in which Burns describes Scotland's beautiful scenery and sings its glorious past.
- c) Say what helps you to get a clear impression of the places that Burns describes.
- 45 Recall well-known poets of your country whose poems show their great love for their native places, their homeland and their great pride in your people. Say what feelings their poetry awakens in readers and why.



to outwit [aut'wit] — перехитрить

the Highlands — Северное нагорье (в Шотландии)

to chase [tfeis] — преследовать

^{*} roe [rou] — косуля

farewell [fɛəˈwel] — прощай! до свиданья!

valour ['vælə] — доблесть

⁷ to wander ['wonda] — бродить, странствовать

to rove [rouv] — скитаться, странствовать

 $^{^{\}circ}$ strath [stræ Θ] — шотл. широкая горная равнина с протекающей по ней рекой

torrents [torrents] and loud pouring ['po:rinj] floods [fladz] — стремительные потоки реки

Abraham Lincoln

Read the text Honest Abe. Find out what Lincoln's genius lay in. Use a dictionary when necessary.

Honest Abe

Of all the presidents in the history of the United States,

IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER

Abraham Lincoln is probably the one that Americans remember the best and with deepest affection. No American president has so touched the imagination of his people as Lincoln. From his birth to nearly illiterate parents in a Kentucky log cabin to his tragic death at the hand of an assassin his life has become an expression of the American nation's life. As a

close friend of his once observed, "He had passed through all the grades of society when he reached the presidency, and he had found common sense a sure reliance and he put it into practice... Lincoln was a great common man."

The genius of a common man who is also a great man may lie in his ability to recognize the truest aspirations of his people, to understand the problems they must confront together, and to provide leadership toward the future. It was so with Lincoln. He brought a new honesty and integrity to the White House. He would always be remembered as "honest Abe". Most of all, he is associated with the final abolition of slavery. Lincoln became a symbol of the American dream whereby an ordinary person from humble beginnings could reach the pinnacle of society as president of the country.

Abraham Lincoln was born on February 12, 1809, in Kentucky, and spent the first seven years of his life there. They were difficult years in which Abe's father tried to make a living as a carpenter and farmer. The Lincolns moved from farm to farm.

Abe and his sister helped with the heavy daily tasks that came with farming. He cleared the woods for farmland with his father, and became very skilled at splitting logs.

In his entire life, Abe was only able to go to school for a total of one year. This lack of education only made him hungry for more knowledge. His mother influenced him in his search for learning. Although she was completely uneducated and could not read or write, she encouraged her children to study by themselves. Abe's beloved mother died when he was nine years old. The family was greatly saddened, and for a while lived almost in poverty.

Abe's love of reading made him travel to neighboring farms and counties to borrow books. He was often found reading next to a pile of logs that he had been splitting.

When he was older, Abe noticed that people loved to listen to stories. He began telling tall tales in the store where he worked. Customers came and stayed when they knew he was there, just to hear him talk.

His powers of speech soon helped him enter a new arena, that of politics and law. In 1834 he was elected into the House of Representatives and began studying to become a lawyer.

Abraham Lincoln began a long road to become the sixteenth president of the United States. He practiced law all across the state for the next few years, travelling far on horseback to different counties. In 1847 he was elected into Congress, but his opinions did not ensure him a long stay there. He was strongly against slavery and disagreed on some other issues. A few years later, slavery became one of the county's most important problems, and more people were willing to abolish it. Lincoln joined the Republicans, a new political party that was opposed to slavery. The Republicans nominated him for the U. S.



Senate in 1858, and in his acceptance speech, he stated:

"A house divided against itself cannot stand... This government cannot endure, permanently half-slave and half-free... I do not expect the Union to be dissolved. I do not expect the house to fall — but I do expect it will cease to be divided."

Abraham Lincoln's oratorical powers brought him to the attention of the nation. He participated in many debates using the simple language that he used to communicate with people all his life.

When Abraham Lincoln was elected President in 1860, the country began the process of "dividing against itself". South Carolina and other states formed the Confederate States of America. The North and South were divided, and the Civil War began. The war was not only over the abolition of slavery, but also the rights of individual states to make their own choices on other issues.

Politics and war were so dominant in Lincoln's life that few of his contemporaries noticed his power as a writer. Yet, Lincoln was a President whose writings have a permanent place in American literature. A passionate reader all his life, he carefully studied the best books that came his way, remembered and could quote many passages from the Bible and Shakespeare, reading these and other works aloud in order to hear the rhythms of the sentences, and copying out passages that expressed ideas with special vividness. He taught himself logic and grammar. From this study came a prose style that was precise and controlled, balanced and logical. This style made colloquial language sound like poetry and showed the great qualities of Lincoln's mind.

Lincoln's most famous speech, The Gettysburg Address, was made in 1863 in the town of Gettysburg, Pennsylvania. He expressed his grief for the soldiers, killed in

18

the American Civil War, and talked about the principles that they died for, in words that are often remembered by Americans:

"... seven years ago our fathers brought forth on this continent a new nation, dedicated to the proposition that all men are created equal. Now they are engaged in a great civil war, testing whether that nation can long endure. ... The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living to resolve that these dead shall not have died in vain: that this nation, under God, shall have a new birth of freedom; and the government of the people, by the people, for the people, shall not perish from this earth."

His greatest speeches, which now are read throughout the world, hold to this high standard.

Lincoln was elected to a second term in 1864. The South surrended, and the Civil War ended on April 9, 1865. The difficult task of national reconstruction and reconciliation lay ahead, but Lincoln would not be the person to lead the country through this difficult period.

On April 14, Lincoln attended a play at the Ford's Theatre in Washington, D. C. A few minutes past ten o'clock, an actor who disagreed with Lincoln's political opinions stepped into the Presidential box and shot the President. Lincoln died the following morning.

Lincoln, who had struggled through the Civil War to preserve the Union, lived long enough to see it maintained but not long enough to help in healing the wounds left by the war. He saw the troubling times his Nation passed through, and made the preservation of the Union — "the world's best hope", as he called it — the main principle of his life.

The Americans remember the aspirations, the hopes and the ideals that Lincoln held for the United States.

4" Say what ideals Abraham Lincoln devoted his life to. Try and explain why Americans remember Abraham Lincoln the best and with deepest affection. Speak about Abraham Lincoln as a great personality.

When we get acquainted with the culture, literature and history of another country, we begin to understand its people, their way of life and their views better.

Say in what way this is true.

MARJORIE KINNAN RAWLINGS

Marjorie Kinnan Rawlings

(1896 –1953), an American novelist and short-story writer, began her literary career as publicity writer. She wrote advertizing and special articles for different journals. Of her newspaper work and experiences, she later wrote that it was "a rough school, but I wouldn't have missed it... You learn a lot when you must put down what people said and how they acted in great crisis in their lives. And it teaches you objectivity."

Gal Young Un won the O.Henry Memorial Award in 1933, the same year in which her first book, South Moon Under, appeared. Then followed Golden Apples (1935), The Yearling (1938), When the Whippoorwill (1940), Cross Creek (1942), and others. The Yearling, an idyllic story of a twelve-year-old Floridian, Jody Baxter, and his pet fawn, Flag, became a minor American classic. not only as an important piece of regional literature, but as introducing one of the most appealing boy-characters since Huckleberry Finn, Mark Twain's famous creation. The book was awarded the Pulitzer Prize for fiction in 1939.

"Writing", Marjorie Kinnan
Rawlings said, "Is agony. I stay at
my typewriter for eight hours
every day when I'm working and
keep as free as possible from
distractions for the rest of the
day. I aim to do six pages a day,
but I'm satisfied with three. Often
there are only a few lines to
show. ...I have no free swing in
what I write, no little miracles. I
let my novels mature for several
years, know almost exactly what I
want to do in them, and slowly do
it."

- 49 Read the sentences and translate them. Pay attention to the words formed by conversion.
 - 1 We sat by the fire watching the flames. Most people love the flaming autumn leaves.
 - 2 Strong winds blow often in autumn. The blows of the ax were loud and strong.
 - 3 His imagination drew fantastic **pictures**. The boy was twelve years old, but I could **picture** him at four.
 - 4 Excuse me for coming so late. The boy made simple excuses to come and sit with me.
 - 5 Be careful, this chair isn't steady. Let's try and steady this table.
 - The sick boy was **ordered** to stay in bed. But he soon forgot the **order** and got up and began calling his friends over the telephone.
- 50 a) Read the words and word combinations and translate them. Pay attention to the suffixes.
- -less: word wordless; care careless.
- -ful: thought thoughtful; help helpful; care careful.
- $\textbf{-ness:} \quad thoughtful-thoughtfulness; careful-carefulness;} \\$

careless — carelessness.

- -ing: To hide hiding, a hiding place.
- -ment: pay payment.
- -ity: clear clarity ['klærrtɪ], clarity of thought; pure purity ['pjuərɪtɪ], the purity of the mountain stream; simple simplicity [sɪm'plɪsɪtɪ], the simplicity of the plan;
- -dom: wisė wisdom.
 - b) Read the sentences and translate them:

The boy stood wordless. Don't be careless with books. She is always thoughtful of others. Do you always try to be helpful to people? Are you always careful with things? I thanked the boy for his thoughtfulness. Why is carefulness in work very important? Carefulness when doing anything saves a lot of time in the end. Carelessness may lead to a bad mistake. I'll put the key in a good hiding place. The boy's payment was rather low. They are both wise. They have the same kind of wisdom.

- 51 Read the story A Mother in Manville and answer the questions:
 - What made the author change her mind about the boy and ask him to come and chop wood for the following day?
 - Did Jerry and the author say goodbye to each other before they parted?

A Mother in Manville

I stayed high in the mountains in the autumn. I wanted quiet to do some writing. I wanted mountain air after too long a time in the subtropics. I was homestick, too. I lived in a cabin¹ that belonged to the orphanage ². When I took the cabin, I asked for a boy or man to come and chop wood for the fireplace. The first few days were warm, no one came, and I forgot the order.

I looked up from my typewriter one late afternoon, a little surprised. A boy stood at the door, and my dog, my companion, was at his side and had not barked to warn me. The boy was probably twelve years old, but rather small for his age. He wore overalls ³ and a torn shirt, and was barefooted.

He said, "I can chop some wood today," I said, "But I have a boy coming from the orphanage," "I'm the boy," "You? But you're small."

"Size don't matter, chopping wood 4," he said. "Some of the big boys don't chop well. I've been chopping wood at the orphanage a long time."

"Very well. There's the axe. Go ahead and see what you can do."

I went back to work, closing the door. He began to chop. The blows were rhythmic [rtðmik] and steady, and soon I had forgotten him. I suppose an hour and a half passed, for when I stopped and saw the boy at the cabin, the sun was setting behind the farthest mountain.

The boy said, "I have to go to supper now, I can come tomorrow evening."

I said, "I'll pay you now for what you've done," thinking I should probably have to insist on an older boy. "Ten cents an hour?"

"Anything is all right." We went together back of the cabin. A lot of wood had been cut. "But you've done as much as a man," I said.

I looked at him, actually 5, for the first time. His hair was the colour of the corn shocks and his eyes, very direct, were like the mountain sky when it is raining — grey-blue. I gave him a quarter 6.

"You may come tomorrow," I said, "and thank you very much."

He looked at me, and at the coin, and seemed to want to speak, but could not, and turned away.

At daylight I was wakened by the sound of chopping. Again it was so rhythmic and steady that I went back to sleep. When I left my bed in the cool morning, the boy had come and gone, and another pile of wood was neat against the cabin wall. He came again after school in the afternoon and worked until time to return to the orphanage. His name was Jerry; he was twelve years old, and he had been at the orphanage since he was four. I could picture him at four, with the same grey-blue eyes and the same independence? No, the word that comes to me is "integrity."

The word means something very special to me. It is honest, but it is more than honesty.

The axe handle * broke one day. Jerry said the woodshop at the orphanage would repair it. I brought money to pay for the job and he refused it.

"I'll pay for it," he said, "I broke it." He was sure it was his fault, that he had broken the axe handle because of his own carelessness.

"It was not your fault," I told him. "The fault was the wood of the handle. I'll see the man from whom I bought it."

It was only then he would take the money. He was willing to do careful work, and if he failed, he was ready to take the responsibility.

And he did for me the unnecessary thing, the thing, that we find done only by the great of heart. Things no training can teach, for they are done on the instant, with no experience. He found a hole beside the fireplace that I had not noticed. There he put some wood, so that I might always have dry fire material ready in case of sudden wet weather. A stone was loose in the walk to the cabin. He dug a deeper hole and steadied it, though he came, himself, by a shortway over the bank.

I found that when I tried to return his thoughtfulness with such things as candy and apples, he was wordless. "Thank you" was, perhaps, an expression for which he had had no use, for his courtesy" was instinctive [In'stinktiv]. He only looked at the gift and at

eabin — небольшой домик, коттедж

[·] orphanage ('э:fəmdʒ] — приют для сирот

overalls ['ouvero:lz] — широкие рабочие брюки

Size don't matter, chopping wood = Size doesn't matter for chopping wood

⁵ actually ['æktʃuəlɪ] — фактически, на самом деле

quarter = 25 cents

integrity [integriti] — прямота, честность, чистота

^{*} handle — рукоятка топора

⁹ on the instant ['instant] — тотчас, немедленно

a stone was loose — расшатался камень

[&]quot; courtesy ['kə:tisi] — вежливость



me, and I saw deep into his eyes, and gratitude was there, and affection, soft over the firm granite ['grænɪt] of his character. He made simple excuses to come and sit with me. I suggested once that the best time for us to visit was just before supper, when I left off my writing. After that, he waited always until my typewriter had been some time quiet. One day I worked until nearly dark. I went outside the cabin, having forgotten him. I saw him going up over the hill in the twilight I toward the orphanage. When I sat down on the step of my cabin, a place was warm from his body where he had been sitting.

He became friendly, of course, with my pointer dog, Pat. There is a strange communication between a boy and a dog. Perhaps they have the same kind of wisdom. It is difficult to explain, but it exists. When I went across the state for a weekend. I left the dog in Jerry's charge². He was to come two or three times a day and let out the dog, and feed and exercise him. I should return Sunday night, and Jerry would take out the dog for the last time Sunday afternoon and leave the key under an agreed hiding place. But it was Monday noon before I reached the cabin because of the thick fog in the mountains. The dog had been fed and cared for that morning. Jerry came early in the afternoon, anxious.

"They said nobody would drive in the fog," he said. "I came just before bedtime last night and you hadn't come. So I brought Pat some of my breakfast this morning. I wouldn't have let anything happen to him."

"I was sure of that. I didn't worry."

He was needed for work in the orphanage and he had to return at once. I gave him a dollar in payment, and he looked at it and went away. But that night he came in the darkness and knocked at the door.

"I told — maybe a story," 4 he said. "I told them I thought you would want to see me."

"That's true," I said, and saw his relief 5, "I want to hear about how you managed with the dog."

He sat by the fire with me, with no other light, and told me of their two days together.

"He stayed right with me," he told me, "except when he ran in the laurel *. He likes the laurel. I took him up over the hill and we both ran fast. There was a place where the grass was high and I lay down in it and hid. I could hear Pat hunting for me. He found my trail and he barked. When he found me, he acted crazy, and he ran around and around me, in circles." We watched the flames.

"That's an apple log," he said. "It burns the prettiest of any wood."

He suddenly began to speak of things he had not spoken before, nor had I dared to ask him.

"You look a little bit like my mother," he said. "Especially in the dark, by the fire."

"But you were only four, Jerry, when you came here. You have remembered how she looked, all these years?"

"My mother lives in Mannville," he said.

"Have you seen her, Jerry — lately?"

in the twilight ['twailait] — в сумерках

in somebody's charge — на чьем-то попечении

¹ I wouldn't have let anything happen to him. — Я бы не допустил, чтобы что-то с ним случилось.

[&]quot;I see her every summer. She sends for

I told — maybe a story = Perhaps, I didn't tell the truth

relief — облегчение

laurel ['lɔrəl] — лавр

me." He went on, "She comes up here from Mannville whenever she can. She doesn't have a job now." His face shone in the firelight.

"She wanted to give me a puppy, but they can't let any one boy keep a puppy. You remember the suit I had on last Sunday?" He was very proud. "She sent me that for Christmas. The Christmas before that" — he drew a long breath, 1 — "she sent me a pair of skates."

"Roller skates?"

"Roller skates. I let other boys use them. They're always borrowing them, but they're careful of them. I'm going to take the dollar you gave me for taking care of Pat," he said, "and buy her a pair of gloves. She likes white gloves," he went on. "Do you think I can get them for a dollar?"

"I think so," I said. He came every day and cut my wood and did small helpful things and stayed to talk. The days had become cold, and often I let him come inside the cabin. He would lie on the floor in front of the fire, with one arm across the pointer, and they would both sit and wait quietly for me. Other days they ran through the laurel, and he brought me maple leaves, and yellow chestnut boughs?

I finished my work and was ready to leave for another place and do the writing there.

I said to him, "You have been my good friend, Jerry. I shall often think of you and miss

you. Pat will miss you too. I am leaving tomorrow." He did not answer. When he went away, I watched him go in silence up the hill. I expected him the next day, but he did not come. Late in the day I closed the cabin and started the car. I stopped by the orphanage and left the cabin key and money for my light bill ³ with Miss Clark.

"And will you call Jerry for me to say goodbye to him?"

"I don't know where he is," she said, "I'm afraid he's not well. He didn't eat his dinner this noon. One of the other boys saw him going over the hills into the laurel. He was supposed to fire the boiler this afternoon. It's not like him; he's unusually reliable."

I said, "I wanted to talk with you about his mother — why he's here — and here's some money I'd like to leave with you to buy things for him at Christmas and on his birthday. It will be better than for me to try to send him things. What I mean," I added, "is that I don't want to buy the same things his mother sends him. I might have chosen skates if I didn't know she had already given them to him."

She looked at me in surprise. "I don't understand." she said. "He has no mother. He has no skates."

52 Answer the questions on the story:

- 1 Why did the author want to pay the boy at once for what he had done?
- What little helpful things did Jerry do for the author?
- 3 How did the author try to thank Jerry and pay him back for his thoughtfulness?
- What was Jerry to do when the author left for a weekend and left the dog in Jerrry's charge?
- 5 What did Jerry tell to the author about his mother when they sat by the fire late at night?
- 6 Why could the author not say goodbye to the boy before she left the place?
- What conversation did the author have with Miss Clark and what did she understand about Jerry from this conversation?
- 53 Translate the following sentences. Pay attention to the meaning of the modal verbs.
 - "I have to go to supper now. I can come tomorrow evening," the boy said.
 - "You may come tomorrow," I said.
 - The boy was to come two or three times a day and let out the dog.
 - · He was needed for work in the orphanage and he had to return at once.
 - The boy found a hole beside the fireplace. There he put some wood, so that I might always have dry material in case of sudden wet weather.

Discussing the Main Character and the Theme of the Story

The following sentences describe things that Jerry said, did or felt. How does each item characterize him?

Jerry

- a. When the axe broke one day, Jerry said that he would pay for it. He was sure that it was his fault, that he had broken the axe handle because of his own carelessness.
- He did for the author an unnecessary thing. He found a hole beside the fireplace, there
 he put some wood, so that the author might always have dry fire material ready in case of
 sudden wet weather.
- Jerry once began to speak of things he had not spoken about before, nor had the author
 dared to ask him. He spoke about his mother who lived, as he said, in Mannville, and
 who sent him presents.
- Jerry came to the author's cabin every day and cut her wood and did small helpful things and stayed to talk. He sometimes brought her maple leaves and yellow chestnut boughs.
- When the author told Jerry that she was leaving, he did not answer and went away in silence. She expected him the next day, but he did not come.

You may find the following words helpful in describing Jerry:

reserved	attentive	reliable	independent	sensitive
proud	faithful	unselfish	hard-working	thoughtful
calm	shy	honest	firm	responsible

- 55. Say how the author describes Jerry's appearance. Does it reveal his character?
- Find in the text and read aloud the parts of the story:
 - a) which best show the character of Jerry and prove that:
 - Jerry enjoyed nature and understood it deeply;
 - Jerry was fond of the dog and devoted most of his free time to taking care of it;
 - Jerry did a lot of work at the orphanage.
 - b) which describe the scenes which you think:
 - most impressed Jerry;
 made him suffer most deeply;
 - most disappointed him; will last in his memory for a long time
- How can you tell that Jerry felt deep pain when he learned that the author was leaving for another place and when he realized that he had to part with the woman who had become very dear to him and with the dog with whom he had made friends
- Jerry never said "Thank you" and was always wordless when the author tried to give him something for his thoughtfulness:

Does that mean that the boy was impolite or ungrateful? Give reasons for your answer.

Describe Jerry's feelings and thoughts during the short weeks of his unusual and friendly relations with the author and his feelings after they parted.

"You'll Be a Man, My Son!"

(a) Listen to the poem If, then read it. Answer the question: What main idea does the poet express in this poem?

if

If you can keep your head when all about you Are losing theirs and blaming it on you, If you can trust yourself when all men doubt you' But make allowance for their doubting too; If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated don't give way to hating, And yet don't look too good, nor talk too wise: If you can dream — and not make dreams your master; If you can think - and not make thoughts your aim, If you can meet with Triumph and Disaster And treat those two impostors just the same; If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build 'em up with worn-out tools: If you can make one heap of all your winnings; And risk it on one turn of pitch-and-toss, And lose, and start again at your beginnings And never breathe a word about your loss; 1f you can force your heart and nerve and sinew To serve your turn long after they are gone And so hold on when there is nothing in you Except the Will which says to them:"Hold on!" if you can talk with crowds and keep your virtue, Or walk with Kings - nor lose the common touch, If neither foes nor loving friends can hurt you, If all men count with you, but none too much; If you can fill the unforgiving minute With sixty seconds' worth of distance run, Yours is the Earth and everything that's in it, And — which is more — you'll be a Man, my son!

Rudyard Kipling

- What qualities do you think the author appreciates in people? Do you agree with the author's attitude to what is most important in a Man?
- Which of the things mentioned in the poem do you think to be valuable in a Man's character and actions?

HOW MUCH DO YOU REMEMBER?

Choose the right answer:

The UK

- 1 The longest river in Great Britain is:
 - a) the Thames.
 - b) the Severn.
 - c) the Avon.
- 2 One of the most beautiful lakes in Great Britain, Loch Lomond, is situated in:
 - a) Scotland.
 - b) the Lake District.
 - c) Cardiff.
- 3 Many Scottish surnames begin with Mac, for example, MacDonald or MacGregor. Mac means:
 - a) a family.
 - b) a son of
 - c) a member of the clan.
- 4 The UK is governed by:
 - a) the Oueen.
 - b) a group of Ministers who are the leading members of the political party in power.
 - c) the Parliament.

5 Britain was conquered by the Normans in:

and the control of th

- a) 1066
- b) 1046
- c) 1144
- 6 The document which can be regarded as the first legal step towards Constitutional Monarchy in Britain is:
 - a) the Bill of Rights (1689).
 - b) the Reform Act (1832).
 - c) Magna Carta (1215).
- 7 Queen Elizabeth II visited Russia for the first time in:
 - a) 1994.
 - b) 1993.
 - c) 1995.
- 8 The United Kingdom is:
 - a) a monarchy.
 - b) a republic.
 - c) a consitutional monarchy.

The USA

6

- 1 "We the people..."
 These words are taken from the:
 - a) American Declaration of Independence.
 - b) Constitution of the USA.
 - c) American Allegiance to the Flag.
- 2 The national sport in the USA is:
 - a) cricket.
 - b) soccer.
 - c) baseball.
- 3 The national emblem of the USA is:
 - a) the dove.
 - b) the bald eagle.
 - c) the hawk.
- 4 The capital of the USA is:
 - a) New York.
 - b) Washington.
 - c) Chicago.

- 5 The author of the American Declaration of Independence was:
 - a) George Washington.
 - b) Abraham Lincoln.
 - c) Thomas Jefferson.
 - Presidents' Day is celebrated on:
 - a) July 4.
 - b) the third Monday in January.
 - c) the third Monday in February.
 - The United States of America is:
 - a) a republic.
 - b) a constitutional monarchy.
 - c) a federal republic.
- 8 The flag of the USA has:
 - a) 50 stripes.
 - b) 7 stripes.
 - c) 13 stripes.

Canada & Australia

- 1 Canada's beginnings were:
 - a) English.
 - b) Irish.
 - c) French.
- 2 The word Canada comes from the word "Kannata" which means:
 - a) a hut.
 - b) a number of huts.
 - c) a settlement.
- 3 The national symbol of Canada is:
 - a) the kangaroo.
 - b) the penguin.
 - c) the maple leaf.
- 4 The second official language in Canada is:
 - a) Italian.
 - b) Spanish.
 - c) French.

- 5 The first Europeans to land in Australia were:
 - a) English.
 - b) French,
 - c) Dutch.
- 6 Australia Day is celebrated as a national holiday in memory of:
 - a) the landing of the British in 1788.
 - b) the discovery of the Australian continent by the first Europeans.
 - c) the hoisting of the British flag in 1770.
- 7 Australia's most favourite animal is:
 - a) the koala.
 - b) the penguin.
- c) the kangaroo.
- 8 The capital of Australia is:
- a) Melbourne.
 - b) Canberra.
 - c) Sydney.

Fill in the missing information:

	Great Britain	USA	Canada	Australia
Land				
Population			26,6 mln	
Capital	London	_	<u> </u>	
Largest cities		New York Los-Angeles		
Languages		_		English

63 Role play.

You all know and watch a most popular TV programme "What? Where? When?".

Imagine that you are a team of TV viewers. You are to prepare interesting questions for the team of players.



Imagine you are a team of players. Try and answer the TV viewers' questions.

After the game name the most intelligent questions and express your opinions about them.

- Think of 5—7 questions. You may use the background information in this textbook.
- Discuss them in your team and choose the most intelligent questions. Explain your choice.

PROJECT

A Personality Questionnaire

Work in groups.

- 1 Interview people of two age groups adults and teenagers about what personal qualities they appreciate.
 - a) Discuss who you will ask and how many people will take part in this survey:

your friends

your family friends

your schoolmates

your teachers

your family

your relatives

unfamiliar people

your acquaintances

b) Use the following questionnaire to find out the qualities people value.

		Teenagers' Choice (number of people)	Adults' Choice (number of people)			
Q.: Which qualities do you think are most important if you want to be successful in s						
A.:	industriousness enthusiasm persistence diligence firmness responsibility patience competence skill determination honesty quick(inventive) mind					

A.:	straightforwardness honesty accuracy generosity seriousness intelligence					
	decency friendliness					
Q.:	: What qualities do you appreciate in your personal relationships with other people?					
A.:	honesty politeness a sense of humour kindness sincerity frankness an ability to get along with others easily					
Q.:	What factors do not play an important role in your attitudes to others?					
A.:	a high qualification skill an excellent knowledge of a sense of humour an ability to make quick decisions carefulness unfriendliness rudeness					

Write a summary of your interviews.

which person you feel is most like you;

attitudes and evaluations.

what things you found out about other people;

what you think is the most striking quality about teenagers and adults. Draw conclusions about how adults and teenagers differ in their

Q.: What traits of character make a person reliable?

2

3

Mention:



A Treasure House of Information

- 1 Try and explain why a library can be called a treasure-house of information.
- 2 Say how often you use all kinds of reference books, dictionaries or encyclopedias. How are they helpful to you?
- Describe the library which you regularly attend. How rich in books is it? Are there tapes, records and videos for you to borrow or hire? What rules does this library have? How long is the loan period for books?
- 4 Speak about your reading preferences. What can make you take an interest in a story, a novel, or a magazine article? What do you appreciate a book for? What helps you to form your impressions of the main characters?

Sports, Health and Pastimes

- If you want to keep fit and healthy, you need exercise. Say what opportunities for sports and games you have and what you do to keep fit.
- Speak about sports and games which are popular among your friends and schoolmates. Say how you follow the most exciting sporting events.
- 3 Express your opinion about PE lessons at school. Do you think that much attention is paid to sports in your school? Do you have any sports clubs or groups? How do they work?
- 4 Suppose you are trying to persuade another person that sport is necessary for his/her health. What do you say?

Getting a View of the Whole World

- 1 Say which newspapers and magazines you and your family read regularly. Express your opinion about them.
- 2 Speak about the topical issues of most publications today. Say what important international and domestic issues and news items receive full coverage on their pages.
- 3 Say how the information you get from newspapers and magazines helps you to understand the present-day world and to know the life in your country.
- 4 Say what you find interesting and useful for yourself to read in newspapers and magazines.

School in Your Life

- Say what you think may help every pupil and you in particular to be successful in your studies. How can you acquire a serious knowledge of different subjects?
- 2 Say what opportunities for the pupils to participate in sports, in clubs and in some useful work school affords. Explain why all kinds of activities the pupils participate in are valuable to them. Say what experience you gain communicating with schoolmates and teachers, participating in sports and clubs, doing some work independently.
- 3 Say what traditions are observed in your school. Do you think it is important for every school to keep some traditions? Why?
- 4 Explain why so much importance is given to education; why education is so important in your life.
- 5 What makes a person educated?
- 6 How do you imagine a school of the future?

There is No Place Like Home

- Explain why it is exciting to go travelling and sightseeing.
- 2 Describe a place which you were once impressed by. Try and persuade your listeners to make a journey to this place.
- 3 Give your idea of the ideal relationship in the family.
- 4 Consideration for others is very important in the family.
- Try and explain why people love their homes and miss them badly when they are far away.
- 6 Comment on the following:
 - "So many countries, so many customs."
 - "There is no place more delightful than home."
 - "He who loves not his country can love nothing." (Byron)

What Makes a Personality?

- 1 What, in your opinion, is the most beautiful thing about people? What qualities do you appreciate in your friends, parents, teachers and schoolmates?
- 2 What is the greatest value that guides your life?
- 3 Say which qualities of character:
 - · are the most valuable;
 - you consider unpleasant;
 - you admire in people;
 - · you would not like to see in people;
 - you would like to develop in yourself.
- 4 Comment on the following:
 - "Actions speak louder than words."
 - "No man is useless while he has a friend."
 - "A friend is a person with whom you may be sincere, before him you may think aloud."