



Ми вивчаємо англійську мову

**Підручник для 9 класу
загальноосвітніх навчальних закладів**

*Рекомендовано
Міністерством
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Підручник «English: We Learn English» створений відповідно до чинної програми з іноземних мов і продовжує серію навчальної літератури, рекомендованої для оволодіння англійською мовою у загальноосвітніх навчальних закладах.

Підручник побудовано на принципах комунікативності, інтегрованого розвитку всіх видів мовленнєвої діяльності: аудіювання, говоріння, читання, письма. У ньому автор дотримується загальнодидактичних принципів доступності, логічності, свідомості, активності та наочності в навчанні.

Яскраво ілюстроване видання складається із семи розділів, укладених за тематико-ситуативним принципом, та додатків.

Організація навчального матеріалу в розділах передбачає використання інтерактивних методів навчання.

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Dear *Learners*,

Have you ever tried to find magic? Have you ever dreamt of becoming a magician?

Sometimes we travel to far away countries trying to find the things we have dreamt about for so long, but it happened so that we could find it somewhere very close to us. The real magic is everywhere. You just need 'to stand and stare', catch the fleeting moment and now – you've got it, – something very special, something that you really need and have been looking for. Now it is yours and no one in the world can take it away from you.

The world around you is fantastic. This year the pages of this textbook will open the secrets of communication to you. You'll enter the magic world of real friendship, discover the wonders of nature, learn how you can influence the world around you and protect it for many years to come. You'll share your views about radio and television with your friends. (What else could help you know the world news better?) You'll listen to the teenagers talking about youth culture. (Are your interests the same or different?) You'll talk about wonderful inventions and people who made them. (Who knows might one of you also be an inventor one day?) You'll make a tour around amazing Britain and visit the sites which are included into the World Heritage List. You'll talk about the best way of using your skills and natural abilities. Do you like working with people or do you prefer working with machines? What profession can give you the best opportunities to develop yourself?







These are the questions you'll be able to find the answers to by the end of the school year.

Good luck! Have a nice journey!

The Author

* * *

These are the signs which will navigate you in this journey:

The Pictogram	What It Means
	Develop Your Listening Skills
	Develop Your Reading Skills
	Develop Your Speaking Skills
	Develop Your Writing Skills
	Homework
	Project Work

Finding Magic

Are you looking for magic?
It's everywhere.
See how a plane
Flies in the air;
Watch a cat move:
What elegance grace!
See how a person
Can fit his position and place.
Watch a life story come
From a new TV,
Or invent something great –
There's magic in this;
Then think of the
marvellous mystery
Of the Earth being
Changed by the MAN
(Is it always so good?)
There's magic in sunsets
And patterned skies;
There's magic in moonlight –
Just use your eyes!
If you're looking for magic
It's easily found:
It's everywhere,
It's all around.

After Eric Finney



Introduction

In this unit you will:

Listen, read and talk about...

- summer holidays
- basic secondary education in Ukraine
- your studies at school

Practise/ Revise...

- verb tenses
- prepositions and phrasal verbs

Write/ Make...

- an article about your school experience
- plans for this school year



Wisdom Quotes

- Education is a progressive discovery...

~ Will Durant

- Education is a social process.
Education is growth.
Education is not a preparation
for life; education is life itself.

~ John Dewey

- Education is the key to unlock
the golden door of freedom.

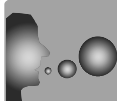
~ George Washington Carver

- The only person who is educated is the one
who has learned how to learn and change.

~ Carl Rogers

- The roots of education are bitter, but
the fruit is sweet.

~ Aristotle



Work in pairs or groups. Discuss the quotations.

We Are in the Ninth Form

Lessons 1-2. Back to School

1. Look at the photos and talk about them. What do they remind you of?



2.  Listen and read the dialogue. Say why the pupils think this school year is different from those they've had before.

Ann: Hi, dear! It's good to see you again. I missed you all so much during my summer holidays. I hope we all had a wonderful rest.

Tom: We definitely did. And what about you?

Ann: So did I. A good rest was necessary for us all. This year is different from those we've had before. We'll take our final exams at the end of the year.

Dan: So we're going to work hard all the year round to pass them successfully. I wonder if we are going to have time for anything else but school lessons and tests.

Ann: School life is not only lessons. I hope we'll have wonderful school parties and interesting trips. Many people spend their days in a frenzy of activity, but achieve very little, because they're just not concentrating on the things that matter the most. We need to plan our daily routine carefully and organize our own learning. Then we'll find time for our leisure as well.

Tom: School teaches us to manage our time and become the highest achievers in all walks of life. And, what is also good about school – there are holidays after each term.

Introduction

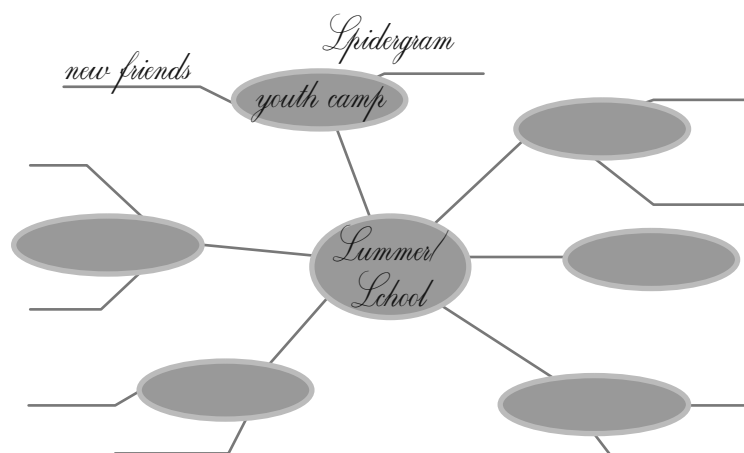
- 3. Read the statements. Use the information from the dialogue to comment on them.**

1. The ninth form is different from the other school years.
2. School life means lessons and leisure time as well.
3. It's important to organize your own learning.
4. Everyone can become successful in all walks of life.

- 4. Work in two groups. Discuss the topic with your friends and draw a spidergram. Complete it with the verbs, nouns and adjectives.**

Group A. Your topic for discussion is "Summer Holidays".

Group B. Your topic for discussion is "School".



- 5. Speak in class. Put the spidergrams on the blackboard. Then talk about your summer holidays and school. Ask your friends questions or add information.**

Example:

A: School starts again and I have six lessons a day but only a few weeks ago I enjoyed my summer holidays in the Crimea. I sunbathed, swam in the sea and went on excursions.

B: As for me, I used to spend a lot of time with my friends but now they are all busy again and we can meet only at the weekends. Etc.

- 6. Fill in the correct prepositions where they are necessary. Then make sentences with the phrases you get.**

To go (1) school, to be interested (2) a subject, to be good/bad (3) a subject, to take (4) a test, to cheat (5) a test, to pass/fail (6) a test, to be bored (7) school, to skip (8) classes, to get (9) your exams.

- 7. Put the names of the school facilities into the columns. Explain what they are used for. Say which of the facilities in the list you have or would like to have in your school.**

We Are in the Ninth Form

- a school assembly hall • a library • the Information Technology Classroom •
- a language laboratory • the Music Room • a gymnasium • a football field •
- a swimming pool • the Art Studio • a school canteen • a snack bar •
- a science laboratory • a swimming pool • the secretary's office •

For Study	For Sport	For Food	For Parties	Other

8.



- a) Work in pairs. Choose the five most important characteristics of a good teacher and a good pupil and make a list of them.
 b) Discuss your choice with another pair. Then choose a speaker for your group and compare your views with the rest of the class.

- to keep a contact with smb (the parents, friends and teachers, etc.) •
- to maintain discipline and order • to share his/her views with the others •
- to work hard • to remain up-to-date • to openly admit a mistake • to try to help where it is possible • to set high standards • to use a lot of different materials and equipment • to make lessons interesting • to help the pupils to organize their own learning •

9.



- Write about your plans for this school year. Use the words and word combinations from Ex. 4 and 6. The questions given below can help you.

- Why is this school year important for you?
- What tasks have you got for this year?
- What does it mean for you to be 'a good pupil'?
- What characteristics do you need to develop in yourself?
- What do you like about the school you study at: facilities, teachers, school subjects, etc.?

Lessons 3-4. Basic Secondary Education in Ukraine

1.

- a) Explain the meaning of the words and expressions in our own words.

Example:

A school year is the period of studies. It usually starts in August or September and lasts for 9 months.

- a school year • a form • the ninth former • a subject teacher • the Headmaster • a Vice Principal • final exams • to take an exam • a mark • a report card • the Certificate of Basic Secondary Education • a parent-teacher meeting • the humanities • science • arts • a quiz • an education • a school uniform •

Introduction

b) Work in pairs. Ask each other questions about your school life. Use the word combinations from the box on p. 9.



2.



Read the text about the basic secondary education in Ukraine. Say why the ninth form is an important link in the educational system in Ukraine.

Basic Secondary Education in Ukraine

The basic secondary education in Ukraine covers a period of 5 years past primary school plus 3 weeks of examinations at the end of the ninth form (last year of studies in a secondary school). The programme of studies **is specified** for every academic year by **the Ministry of Education and Science of Ukraine**. **The pupils' timetable** includes **core subjects** and **optional courses**.

In the fifth form all the pupils have the lessons of Ukrainian Language and Literature, Foreign Language (English, French, German or Spanish), World Literature, Mathematics, Computer Studies, History of Ukraine, Nature Study, Music, Art, Physical Education, Handicrafts and Health Education. Other subjects are gradually added on during the next years of studies. For example, World History, Geography and Biology are introduced in the sixth form; Physics in the seventh form; Chemistry in the eighth form; the Basics of Law – in the ninth. Each subject is taught by a different teacher. **The study load** devoted to every discipline varies from one to five lessons a week. The timetable is different every day. All the lessons are usually attended by the whole class. Pupils are divided into groups for the lessons of foreign languages, and in some schools for the lessons of Ukrainian Language. **A thematic evaluation** in each subject is made at the end of each thematic unit. It is based on the students' **current performance**. The results of the thematic evaluations and final tests are taken into account when the teacher makes the semester evaluation. At the end of the ninth form all the students take **final examinations**. They get **the Certificate of Basic Secondary Education** at the age of 14 or 15.

This level of education is an important link in the system of education in Ukraine.

We Are in the Ninth Form

- 3. Look through the text of Ex. 2 on p. 10 and try to understand the meaning of the highlighted words from the context. If you have any difficulties, consult the dictionary.**

Vocabulary File

• the Ministry of Education and Science of Ukraine •
to specify • the study load • a core subject • an optional course • a semester •
a group • an evaluation • a current performance • a final exam • a final test •
the Certificate of Basic Secondary Education • to link •

- 4. Read and say if the statements are true or false.**

1. The basic secondary education in Ukraine covers a period of 5 years past primary school.
2. The timetable includes core subjects and optional courses.
3. Pupils study practically the same subjects every year.
4. The study load devoted to every discipline varies from one to five lessons a week.
5. An evaluation is made at the end of each semester and based on the students' current performance.
6. The pupils get the Certificate of Basic Secondary Education at the age of 14 or 15.

- 5. Complete the sentences with the words from the Vocabulary File (see Ex. 3).**

1. The of English, Maths and Science are in the timetable of the British schoolchildren.
2. In Ukraine the school year is divided into two Each of them is subdivided into two terms.
3. I think it's good that we have a chance to study English in The teacher can give more attention to each of us.
4. The introduced the State Standards of Secondary Education in Ukraine in 2004.
5. The ninth-formers have to work hard to pass their and successfully.
6. Are your parents usually well-informed about your in all the school subjects?

- 6. Put the verbs in brackets into the correct tense form and voice.**

1. What kind of subjects the timetable usually (to include)?
2. What state institution (to specify) the content of education?
3. There are a few optional courses in your timetable, they?
4. the evaluation (to make) at the end of each semester?
5. Your current performance in History (to improve) greatly recently.
6. What you (should, to do) to have the highest marks in all the subjects in the Certificate of Basic Secondary Education?
7. How long you (to study) at school?
8. you (to take up) any after-school activities?
9. your parents (to inform) about your current performance at school regularly?

Introduction

Conversation Lab

7. Speak in class. Talk about the importance of the secondary school education. Do you think it should:

- a) be practical (e.g. job training);
- b) prepare you for the higher education;
- c) help you to develop your own character and personality?



8. You are asked to write about your school experience. Write an article of about 100–120 words under the following title “My School”. Include the following points:

- your school (name, type, location, number of students);
- your class (number of pupils, specialized in..., etc.);
- your school subjects (what you like, dislike, good at, bad at, etc.);
- lessons (number per day, how much homework you have to do);
- school facilities;
- sports at school (teams, competitions, championships);
- extracurricular activities (clubs, study circles);
- conclusion (your opinion about your school, what you would like to change).

Unit 1

My Magic Circle: Family and Friends

In this unit you will:

Listen, read and talk about...

- yourself
- your friend's character and his/her appearance
- youth life and interests

Learn how to...

- describe people's appearance and character
- find the necessary information quickly

Practise/ Revise...

- the Reported Speech: orders and instructions
- the Reported Speech: general and special questions

Write/ Make...

- an autobiography

Wisdom Quotes



- Treasure your relationships, not your possessions.

~ Anthony J. D'Angelo

- To have a good friend is one of the highest delights in life; to be a good friend is one of the noblest and most difficult undertakings.

~ Anonymous

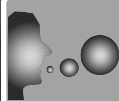


- Friendship is an art, and very few persons are born with a natural gift for it.

~ Kathleen Norris

- When you meet someone better than yourself, turn your thoughts to becoming his equal. When you meet someone not as good as you are, look within and examine your own self.

~ Confucius



Work in pairs or groups. Discuss the quotations.

My Magic Circle: Family and Friends

Lessons 1-2. Discover Yourself!

1. Look at the photos. Say in what way you think young people in different countries are the same and different. Talk about their appearance, clothes, character, interests, way of life, etc.



Unit 1

- 2. a) Read the list of adjectives. Say if the following characteristics are “positive” (+), “negative” (–), or depend on the context (C). Consult the dictionary if necessary. Then write the adjectives in three columns. Can you add other adjectives to the list?**

Positive	Negative	Depend on the Context
...

Shy, brave, sociable, friendly, helpful, easy-going, courageous, romantic, patient, tolerant, creative, generous, ambitious, angry, relaxed, sociable, outgoing, intelligent, fun-loving, indifferent, understanding, nervous, aggressive, selfish, sensitive, obstinate, responsible, determined, well-wishing, inquisitive, decent, honest.

- b) Work in pairs. Discuss the results with your partner. Make sentences to illustrate your choice.**

- 3. Read the sentences given below. Find the adjective in Ex. 2 you think each sentence illustrates.**

1. Sarah is friendly and enjoys being with other people. (.....)
2. Mark was not at all interested in the project. (.....)
3. Alfred was determined to be successful, rich and powerful. (.....)
4. John isn't afraid of anything – bungee jumping, sky diving, even mountain climbing. (.....)
5. Monica is sympathetic and kind about other people's problems. (.....)
6. When my cousin thinks that a situation is unacceptable, he usually shouts trying to make people do what he thinks is right. (.....)

- 4. a) Look at the photos. Talk about the children. How old are they? Where do you think they are from? Describe their appearance. What can you say about their character?**



My Magic Circle: Family and Friends



b) Read the essay. Who do you think has written it: Emily or Brian? What character traits does the author write about: positive or negative? Comment on your answer.

Discover Yourself!

Have you ever thought what makes a **personality**? A personality is someone who has a very strong character and is different from other people because he/she has character traits that make him/her interesting and enjoyable to be with. This is the one who has discovered the road to himself/herself and turned all **challenges** into the right steps in life. We all are just common people. But everybody of us can **succeed in** his/her life. We can do our best to become personalities.

Our life is ruled by three basic choices: what moral values to have, what people to be with and what aims to achieve.

First of all, we have to think about our **inner world**. People say, "When a man begins to understand himself, he begins to live." In my opinion, it's good to be easy-going, fun-loving, well-wishing and reliable. I can say that I'm a sociable person because I can easily communicate with others. That's why I'm always surrounded with friends. Furthermore, I'm responsible because I know all my duties I'm **in charge of** and I try to fulfil them. So, both my parents and my friends can rely on me. I'm helpful when my friends face either difficulties or **hardships**. Finally, I'm **ambitious** because I want to be successful in life.

However, I have character traits I would like to get rid of. I think that my serious **fault** is being too moody at times when I feel unhappy and **impatient** without a reason. What is more, I often make critical remarks about other people's work or **behaviour**. In addition, I can be **obstinate** at times. I don't like to change my ideas and opinions even when other people think I'm **unreasonable**.

All things considered, none of us is perfect. But we have to be optimists in everything we do. I try to do my best to discover my own personality. I want to change myself and to become better. The person who thinks positively and tries hard to be **sensible**, honest, kind and caring will be wiser tomorrow than he or she is today.

In a few years I'll have to make important decisions in my life by myself. My life will **be enlarged with** my own responsibilities. I'm sure that I'll make the right steps in my personal growth.

5. Look through the text above and try to understand what the highlighted words mean from the context. If you have any difficulties, consult the dictionary.

Vocabulary File

• a personality • to succeed in • to possess • a fault • the inner world • ambitious • a challenge • behaviour • obstinate • sensible • unreasonable • to be enlarged with •

6. Read and choose the correct item to complete the sentences.

1. We are just common people. Everybody of us can in our life.
 - a) solve problems
 - b) succeed
 - c) change something

Unit 4

2. is someone who has a very strong character and is different from other people because he/she has character traits that make him/her interesting and enjoyable to be with.
 - a) An individual
 - b) An individualist
 - c) A personality
3. First of all, we have to think about our
 - a) inner world
 - b) family
 - c) friends
4. People say, "When a man begins to understand himself, he begins"
 - a) to work
 - b) to think
 - c) to live
5. The author of the essay has some character traits he/she would like
 - a) to get rid of
 - b) to improve
 - c) not to think about
6. The author states that
 - a) it's good to change ideas and opinions
 - b) it's important to think about personal growth
 - c) it's good to change yourself somehow

7. Work in small groups. Discuss the questions.

1. Do you think that parents should treat their children as equals?
2. What character traits do middle-aged people find irritating in teenagers?
3. What character traits do teenagers find irritating in middle-aged people?
4. What can help build good relationships*¹ between the generations?
5. Do you need to change some character traits in yourself or do you want your parents to accept you as you are?
6. Why do you think teenagers aren't given enough freedom while making their decisions?



Conversation Lab


8. Speak in class. What do you think another person on the photo to Ex. 4 could write about his/her positive character traits? What would he/she like to change in himself/herself?
9. Speak in class. Talk about the way you choose your friends. What character traits do you consider as essential ones? What similarities and differences between you and your friend do you find?

¹ Слова, позначені зірочкою, включені у країнознавчий довідник на с. 224–231.

My Magic Circle: Family and Friends

10. Report the sentences given below. (Consult Grammar Reference, pp. 250–252.)

1. Iryna says, “Don’t criticize me. I know all my faults.”
2. Oles said, “I help my friends when they face either difficulties or hardships.”
3. Myroslav says, “Steve is very tolerant because he usually accepts his friends’ ideas even if he doesn’t agree with them.”
4. Tamara said, “She is very generous to the kids.”
5. Tom says, “Don’t argue with Ken. He is very obstinate.”
6. Oksana said, “Talk to your mother. She can give you sound advice.”

11.  Write an essay “About Myself”. Describe your personality. Which of your natural abilities would you like to develop? Which negative character traits would you like to change in yourself?

Lessons 3-4. How Is It Going?

1. Listen and read. What is the main idea of this poem? What character traits does the person possess if he/she follows these rules?

The six most important words: **I admit I made a mistake.**
The five most important words: **You did a good job.**
The four most important words: **What is YOUR opinion?**
The three most important words: **If you please.**
The two most important words: **Thank You.**
The one most important word: **We.**
The least important word: **I.**

~ Unknown



Listening Lab

2. Listen to the interview with Adrian Aftanaziv, a Ukrainian racing driver. Then choose the correct item to answer the questions.



Unit 1

1. How does English help Adrian Aftanaziv in his career?
 - a) It helps him to communicate with friends.
 - b) It helps him to communicate with business partners.
 - c) It helps him to get necessary information at the English-speaking websites and communicate with people.
2. What does Adrian Aftanaziv like about Ukraine?
 - a) He likes everything.
 - b) He likes Ukrainian nature.
 - c) He likes its people.
3. What place does he call his home?
 - a) Lviv.
 - b) Kyiv.
 - c) Both Kyiv and Lviv.
4. What does he think is the key to success in life?
 - a) To be yourself and to be decent.
 - b) To be ambitious.
 - c) To be hard-working.
5. How do his friends describe him?
 - a) They say he is honest, decent and inquisitive.
 - b) They say he is honest, decent, but too sensitive.
 - c) They say he is determined and ambitious.
6. What does he say about his childhood dream?
 - a) The childhood dream can never come true.
 - b) His childhood dream came true.
 - c) He doesn't remember his childhood dream.

Grammar Lab

Reported Questions

- 3. Read and compare the sentences. Say what changes were made in sentences 1b and 2b. Pay attention to the conjunctions, verb tenses and pronouns.**

- 1a. **Reporter:** Does your childhood dream come true?
1b. *The reporter asked Adrian Aftanaziv if his childhood dream came true.*
2a. **Reporter (to Adrian Aftanaziv):** Where did you learn English?
2b. *The reporter asked Adrian Aftanaziv where he had learnt English.*

- 4. Answer the questions.**

1. When do you think we use reported questions?
2. What conjunction was used to report a general question (sentence 1)?
3. What conjunction was used to report a special question (sentence 2)?
4. How was the tense form of the main verb changed?
5. What other changes were made?

My Magic Circle: Family and Friends

5. Read the information given below. Check if you've answered the questions of Ex. 4 on p. 20 correctly.

Reported Questions

- We use reported questions when we want to say what someone else asked.
Phil asked if he could come to the party.
- We use **the same rules** regarding tense, pronoun and time and place word changes with **reported questions** as we do with the **Reported Speech**.

Have, do or be and modal questions

- If a direct question begins with the verbs **have, do or be** (usually as auxiliary verbs), or **a modal (will, can, etc.)**, we use **if** or **whether** in the reported question. This is the kind of a direct question which requires the answer yes or no.
"Have you seen that concert, Jake?" asked Carl. →
Carl asked Jake if/whether he had seen that concert.

Wh- questions

- With questions beginning with **what, who, which, when, where, why** and **how** we do not use **if** or **whether**. We use **the same question word** as we used in the direct question, but we do **not** use the question form and we **do change tenses, modals, etc.**
"Why did you go there?" Alan asked me. →
Alan asked me why I had gone there.

6. Report the questions.

1. Steve asked, "Do you like rap music, Dan?"
2. Clare wondered, "What clothes do you like to wear, Ann?"
3. Ron was interested, "Where did you learn to dance, Carol?"
4. Ann asked, "Where can I read about the youth culture, Susan?"
5. Kim wondered, "Do you often go to disco parties?"
6. William wanted to know, "Have you ever had problems with your friends, Bill?"
7. Larysa asked, "What is your attitude towards graffiti, Kate?"
8. Inna wondered, "Do the teenagers face the same problems everywhere?"
9. Ann asked, "How often do you train in the gym, Sue?"

7.  Work in two groups.

Group A. You are a group of teenagers. Write a list of questions you search the answers for.

Group B. You are a group of experts. You got a list of questions from teenagers via ChildHelpline¹. Report the questions and suggest them for a round-table discussion. Answer the questions.

Unit 1

Example.

Group A.

Why do children meet so many challenges at the age of 14?

Do all the parents complain about the music their children listen to?

Why don't my parents like the clothes I want to wear?

Etc.

Group B.

A: *Emily Brighton asks why children often meet so many challenges at the age of 14.*

B: *Adolescence, the period between childhood and adulthood, is often a difficult time, both for parents and their children. This is when young people establish an identity of their own, separate themselves from their parents, and create significant relationships outside their own families.*

8.



You've met one of the people in the photos. Write a list of questions (no less than 7) which you would like to ask him/her. Then report your questions in a written form.



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Lessons 5-6. Hairstyle: Sophisticated? Smart? Extreme? ... Cool!

1. a) Work in pairs. Discuss the questions with your friend and then report in class as in the example.

- How often do you get a haircut?
- Have you ever had an unusual hairstyle?
- What was it? Did your friends like it? Why or why not?
- What was your best/worst hairstyle?

Example.

A: Maryna had bright red hair last year. She wore it for a month. She has short hair now, but she used to have long hair. I think her best hairstyle was when she had long hair.

B: Dmytro often changes his hairstyle. He dyed his hair black a week ago. He liked it, but his friends didn't.

b) Look at the the photos of hairstyles and say what you think of them. Use the phrases:

Talking about Appearance

It's great!

It's cool!

It's gorgeous!

It's awful!

I don't think it's nice!

I'd never do it!

c) Look and match the photos (A–D) to the names (1–4).

1. French Braids

2. Emo Hairstyle

3. Mohawk* Punk Hairstyle

4. Bob Haircut



Unit 1

2.



Read what the teens think about their hairstyles and match them to the photos (A–D) of Ex. 1c.



Hi! The Bob haircut is one of those classic hairstyles that seem to never go out of trend. It is a very amazing hairstyle. It is very famous and is wearing by many people. The bob hairstyles are very flexible. Through years the bob haircut is changed, for example, hair cutting things like as one side short while leaving the other long but it is still the bob hairstyle. No matter what the current fashion goes, it is always there. I prefer this style and I always look cool with a perfect hairdo.



Hello! I really like my hairstyle. Its name comes from the word *emotional*. My hair is thick and doesn't have any curls at all and when it grows, it grows outward and makes my hair look like a bush, so I keep it short all the time. Basically let your hair get long... like down to your nose or so, then go somewhere and tell them that you want to look EMO. I dye my hair black in the front and blonde in the back. Then I gel the front of my hair downwards. After that I take the back/blonde part and spike it. This can be worn by both boys and girls.



Hey, guys! You see punk hairstyles are bizarre and colourful. I would rather say a Mohawk hairstyle is popular with those seeking a punk hairstyle. But you have to be courageous enough to have a shaved scalp with an upright strip of hair running across the crown of the head from the forehead to the nape of the neck. Are you ready for that? A punk hairstyle gelled and spiky is often accompanied by leather clothes and various body piercing.



Hello friends! I adore French braids! These are the braids that tightly fit head and create different patterns on it. The patterns can be various – from simple parallel lines to complicated ornaments. With an appropriate care, French braids can be worn up to 2 months. What kind of hair do you need to braid? All types of hair can be braided into French braids. The only condition is that hair must be no less than 15 cm long. How to wash French braids? The braids should be washed with a special non-foamy shampoo. Accurately wash partings between the braids no more than once a week.

3.

Read and say if the statements are true or false.

1. A bob hairstyle is out of fashion.
2. An emo hairstyle name comes from the word *emotional*.
3. You can easily have bob hairdo on your own.
4. French braids should have a special hair care.
5. A punk hairstyle is very often accompanied by leather clothes and body piercing.
6. For French braids one should have the hair no less than 15 cm long.
7. A Mohawk hairstyle demands only leather clothes.

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4.



a) Most people agree that having a good haircut can do much to improve your mood and confidence. Many people complain, however, that those good haircuts are so very rare!

Listen to the professional talking about different hairstyles. Say why the hairstyles change from time to time.

b) Listen to the text again and complete it with the words from the box given below.

• unique • colours • involved • invention • safety • attractiveness • disappear • machinery • stylists • hairstyle • youth • pigtails •

The extraordinary (1) is the hair that amazes and attracts the most attention. In many cases, it has been the (2) of an amateur. Professional (3) are always trying something new, but they usually keep it as a variation of what already exists. The truly new, and (4) hairstyle does not have to be anything extreme with artificial attachments and abnormal (5), nor should it simply be a re-invention of something old. The truly extraordinary hairstyles are natural outgrowths of the decade in which they were invented. For example, as women became more (6) in industry, they required hairstyles that could easily be protected from (7), with the result that the long flowing tresses began to (8) once the woman was of working age. A good example of a new hairstyle were the short (9) that predominated in industrial societies, giving the woman (10), (11), and (12) all in one.




5. Look through the text of Ex. 4b. Find the synonyms for these words and expressions. Write them in your exercise-book.

1. To become better.
2. Used not very often.
3. Not professional.
4. Awareness.
5. Not natural.
6. Extraordinary.

6. Work in groups. Discuss the questions with your friends.

- What hairstyles are popular among the teenagers today?
- Which of them do your friends prefer?
- Can you do any?
- Why do teens sometimes prefer to wear extraordinary hairstyle?

Unit 1

- 7.**  **Speak in class. Talk about one of your relatives or friends. Use the following outline to help you.**

Physical Appearance

- Age
- Build: height, weight, etc. (use adjectives like tall, plump, etc.)
- Face: eyes, nose, mouth, etc.
- Hair: length, style, colour, etc.
- Distinguishing/unusual features: glasses, etc.

Clothes

- What he/she usually wears: types, typical/favourite colours, materials, style (trendy, old-fashioned, classic, etc.)
- What he/she wears sometimes but doesn't like.
- Your opinion about his/her clothes and whether they suit him/her.

Personality

- Use adjectives to describe his/her personality, and give examples that illustrate those characteristics.

Conclusion

- Your opinion about him/her.
- Why you become friends (how similar or different you are).

- 8.**  **Write about your friend. Describe his/her appearance and personality.**

Lessons 7-8. Young People Today

- 1.** a) Look at the pictures (A–F) on p. 27 and match them to the word combinations (1–6) given below.
1. Go to the school disco.
 2. Participate in a show.
 3. Go dancing.
 4. Go to the cinema.
 5. Watch live music.
 6. Try smb's hand in smth new.
- b) Speak in class. Answer the questions.
- Which of the following do you do when you meet with your friends?
 - Which do you never do? Why?
 - Have you ever organized any of these activities in your school?
 - Which of them would you like to take part in?

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2.  Read the dialogue given below. Which four of the activities in Ex. 1 are mentioned in it?

The teenagers of a secondary school are going to participate in a show programme “Face Art Show” during the English Language Week. Young fans all over the school know that the participants are very talented. Everybody is waiting for a fascinating show and an extraordinary disco party after it.

Ann: You look amazing! I’ve never thought I can paint on somebody’s face. Like it?

Jane: Let me have a look. Wow! How impressive it is! There’s no doubt, my face fits the character of Silver Moon now.

Ann: Just a second! Let me finish a star above your eyes.

Jane: Oh, Ann! You are really a gifted person.

Ann: Thank you. I like the costume you are wearing. Have you made it by yourself?

Jane: Not really. My mum made it, but I helped her to decorate it with beads and all this romantic stuff.

Ann: You look perfect! How about the show? You are supposed to dance, aren’t you?

Jane: Yes, of course. It’s the most difficult dance I’ve had. I’ve taken up jazz and hip-hop*, but nothing could have ever prepared me for dancing the waltz with my partner.

Ann: Who is the one?

Jane: Andriy, he’s a good dancer and the turns we do... It’s so sweet and romantic...

Ann: Oh! You have to be proud of Andriy. Boys don’t like classical dances so he does an amazing job. Now I know that things are good with you, and where’s Maria? I have to finish her face decor. Here she is! Hi, Maria! You look excited! What’s up?

Olena: That’s all because of Petro! He’s run away again! We’ve never trained to dance break together. I know that he can dance well, but practice makes perfect.

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Ann: Don't worry. Everything will be OK. There's no doubt you know how to perform a break dance. Listen to music and you'll do it. My dear bright Autumn Flash. You look fantastic! There's nothing I can add to your face. **It radiates warmth; the colours of autumn are terrific!**

Olena: Thank you ever so much. **We have to hurry up.** See you in the school assembly hall.

Ann: Bye! See you soon. Take care and good luck!

3. Read and say if the statements are true or false.

1. The children are preparing for a school carnival.
2. They have painted their faces and have made wonderful costumes.
3. Jane has never danced the waltz before.
4. Olena and Petro are going to perform a break dance.
5. Ann does the face decor.
6. The girls made their costumes by themselves.

4. Report the sentences from Ex. 2 given in bold.

5. Look at the photos. Describe the children's appearance. What role do you think they played in a show?



6. Work in small groups. Discuss the questions.

1. How popular are the activities from Ex. 2 in your school?
2. Are there any other forms of entertainment that are currently popular with the teenagers?
3. Is the youth subculture influence increasing in the place where you live? In what ways? If so, do you think this is a good or a bad thing?

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- 7. Read and complete the sentences. Put the verbs in brackets into the correct tense form and voice.**

A whole genre of dressing **(1)** (also, to associate) with the breakdancing scene. Breakdancers typically **(2)** (to wear) low pants, T-shirts and a hat tipped sideways. The dance **(3)** (must, to do) in sneakers, for the dancer's safety. Breakdancing **(4)** (to know) as an especially dangerous sport for several reasons. It is not unusual for a dancer **(5)** (to get) something caught, stubbed or stopped while moving in the air. Breakdancing **(6)** (to include) moving the feet sideways and onto the toes, spinning on the knees, head, hands and elbows, mock fighting moves, and pantomime, an element introduced in California in the 1980s. Movies in the 80s **(7)** (to make) these moves famous, like Beat Street, Spinnin' and Breakin'. The nature of the dance was that it **(8)** (to improvise), never learned, so upon seeing these films, American kids immediately **(9)** (to begin) making up their own breakdancing moves in the basements across America. Michael Jackson's famous "moonwalk" and M.C. Hammer's pumped-up dance style **(10)** (to be) just improvised form of breakdancing. Elements of this dance **(11)** (to be) still present today, in rap videos.



Conversation Lab

- 8. Read and act out the situation.**

You were present at the school show yesterday. Talk about your impressions. Who became the winner in the dance and costume competition? Say what kind of costume you would like to wear if you had participated in this show.

- 9. a) Read the paragraph from one of the speeches by Peter the Hermit, a medieval priest of Amiens. It dates back to 1050. (Of course, its language is adapted).
b) Write what you think of it. What problems concerning youth did Peter the Hermit arise? Are the problems the same even today?**

The world is passing through troubling times. The young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint. They talk as if they knew everything, and what passes for wisdom with us is foolishness with them. As for the girls, they are forward, immodest and unladylike in speech, behaviour and dress.

~Peter the Hermit


Source: <http://www.quoteland.com>

Unit 1

Lessons 9-10. Writing an Autobiography

1. Look at the photo. What can you say about Erika's character and appearance? What kind of a person do you think she is? What is she interested in? What kind of family does she live in? Where does she study?



2.  Listen to Erika Baker talking about herself. Choose the correct item to complete the sentences.

1. Erika was born on *June 15, 1994/July 15, 1995*, in Sarasota, Florida.
2. Erika lives with *Aunt Molly/her father, mum, brother, and Aunt Molly*.
3. She studies at *Booker High/Elementary School*.
4. School Administration Board awarded her with *one certificate/a couple of certificates* for perfect attendance and two for being named the Best Student of the Year.
5. The girl has *one bosom friend/a few close friends* in her school.
6. In ten years time she thinks she will probably be still living *in Florida/in another state of the USA*.

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3.



Read Erika's autobiography. What new things have you learnt about her?

An Autobiography

By Erika Baker

My name is Erika Baker. I was born on June 15, 1994, in Sarasota, Florida. I still live in Sarasota, Florida, and study at Booker High School. I live with my father, Mr Christopher Baker; my mum, Mrs Katherine Baker; my brother, Jake; and my Aunt Molly.

Who I am in life

I started school when I was six-years-old. I went to a kindergarten through the fifth form at Booker Elementary. While I was there, I won an award for perfect **attendance**. I also won an award for honour roll all four terms. Then I attended Booker Middle School. There the School Administration Board **awarded** me **with** a couple of certificates, too: one for perfect attendance and two for being named the Best Student of the Year one in the sixth form and the other in the eighth form. I am now a senior at Booker High School. After finishing school I plan to continue my education in a **community college**.

What life means to me

Life to me means friends and family who you can trust to and who trusts you. I am pretty much on the happy side of life, but like all teens I have my "days off". That means I have some sad days or depressed days. I have a few close friends in my school and when I am having a bad day, I have someone to talk to. My friends say that I'm honest, reliable and well-wishing. I make my school days go by trying hard to get good marks at school. I always spend much time with my friends at the weekends. Our favourite places to go are the local park and the cinema. I don't want to become a professional sportsman, but I enjoy swimming and gymnastics. I'm interested in music and modern dancing.

What's my outlook on the future

In ten years time I think I will probably be still living here in Sarasota. I will be quite comfortable with my living situation, meaning that I will have my university diploma. I'll start working, or will run my own business. I'll be married. Probably, I'll have a child. I hope that I'll be happy.

Conclusion

As I've mentioned before, I was born here in Florida and I've lived here my whole life. I would like to see more of the USA and other countries. I want to find good friends around the world. I hope that my knowledge and persistence will help me to succeed in life.

My motto is: "What you dream about, can be easily done. Just do it."

4. Work in pairs. Look through the autobiography of Ex. 3 and discuss the questions.

1. Is the language formal or informal? Give examples.
2. What is the purpose of each paragraph?
3. What information does Erika give about herself?
4. What examples from her school life does she think are really important?
5. What linking phrases does she use to match the paragraphs into one story?

Unit 1

5. Read the recommendations on how to write the autobiography given below.



Writing Lab

The Autobiography

The **autobiography** is an explanatory piece designed to give background information on a person.

The first thing you do when writing an autobiography is start off with a lot of facts about your life; for example, when and where you were born, where you live (city and state), where you go to school and who you live with. You have to give a lot of information so that your reader can clearly understand what is going on.

Why to write:

- to give information to someone who will introduce you to someone else (to your host family, for speech, etc.);
- to give your personal information to the educational establishment you're going to study at;
- as a part of a media kit.

How to write:

- to develop a logical outline;
- to write a commanding lead;
- to flesh out your ideas;
- to vary and simplify sentence structure and language;
- to make sure there's a logical flow and comprehensive coverage;
- to check for consistency and tense;
- to edit;
- to proofread.

What to write about:

- to open by identifying your name, title, and achievements;
- to summarize your accomplishments, and activities;
- to add human-interest details (computer skills etc).

6.




You are going to the UK for two weeks in the summer to study at a language school. While you are there, you will be staying with an English family. Write your autobiography to help the school administration board find you the family you'd feel comfortable with.

a) Before you write, answer these questions.

1. Will your autobiography be formal or informal?
2. How many paragraphs will it consist of?
3. What are they going to be about?
4. What kind of information do you need to include about yourself?
5. What is the conclusion going to be about?

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- b) Write notes for each paragraph. Think of the details and examples from your personal experience.
- c) Write a paragraph plan.
- d)  Write your autobiography.
- e) When you have written your autobiography, make sure that you have:
- used the correct language;
 - used all important details (check with your notes);
 - added examples from your life experience;
 - at least have five paragraphs;
 - have a conclusion.

Lesson 11. A Youth Organization

Project Work

1. a) Read the information.

Lord Robert Baden-Powell (1857–1941) was the founder of the Scout movement. In 1907 he started a special programme for young people. 20 boys were brought together in a camp in Dorset, Britain, to try out his ideas.

Today about 28 million people in 216 countries take part in the adventure of Scouting. In 2007 the world's largest youth movement celebrated its 100th birthday.

- b) Look at the emblems of the Scouts organizations in Ukraine. Do you have one in your region? What is the aim of this organization?

